Teaching with EVAAS

Classroom Edition

Who Am I?

5 minutes

Share the following:

- **NAME and ROLE**
- **DISTRICT or DEPARTMENT**
- **ONE HIDDEN TALENT**

Purpose: Introductions

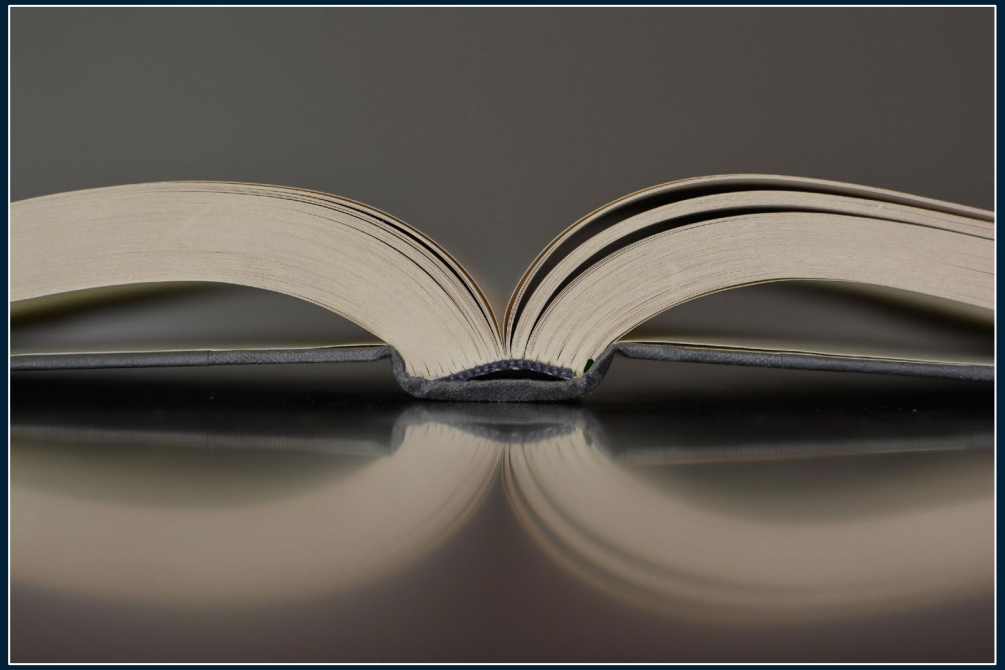
1. At your table, introduce yourself using the prompts to the left.
2. Share, listen, and respond.
3. When everyone has shared, put your hands in the air and wave them like you just don't care.

Today's Materials

Slide Deck and More

Activity Packet

Resource



How can I get the most out of this session?

Communication

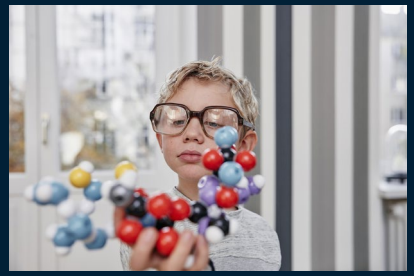
Sharing thoughts, questions, and ideas

Collaboration

Working together to reach a goal

Critical Thinking

Approaching problems in creative, new ways



Curiosity

Exploring, investigating, and learning

Establishing Your Role

Today you are a TEACHER!

Teaching is an Art, a Calling, a Gift, Exhausting

ACT I – GROWTH VS. ACHIEVEMENT
All that glitters is not growth
ACT II – SCHOOL DIAGNOSTICS REPORTS
All the school's a stage
ACT III – TEACHER REPORTS
To thine own self be true
ACT IV – STUDENT PROJECTIONS
To be or not to be—that is the question
ENCORE
Parting is such sweet sorrow

Team Portfolio

Portfolio Orientation

Shared Items

Each group will now choose a **Portfolio Manager**.

Each activity has a labeled tab.

- Do not write on activity materials.
- Return activity materials to portfolio.

Individual Items

Activity pages are in your **Activity Packets**.

- These are yours to write on and keep.

Coming Back Together

"As a kid, I wanted to be a superhero, lawyer, actor, philosopher, comedian, philanthropist, entertainer, judge and doctor…
So I became a teacher."

Nicholas Farroni

ACT I – GROWTH VS. ACHIEVEMENT

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ENCORE

Parting is such sweet sorrow

Let's set the stage.

Your Team

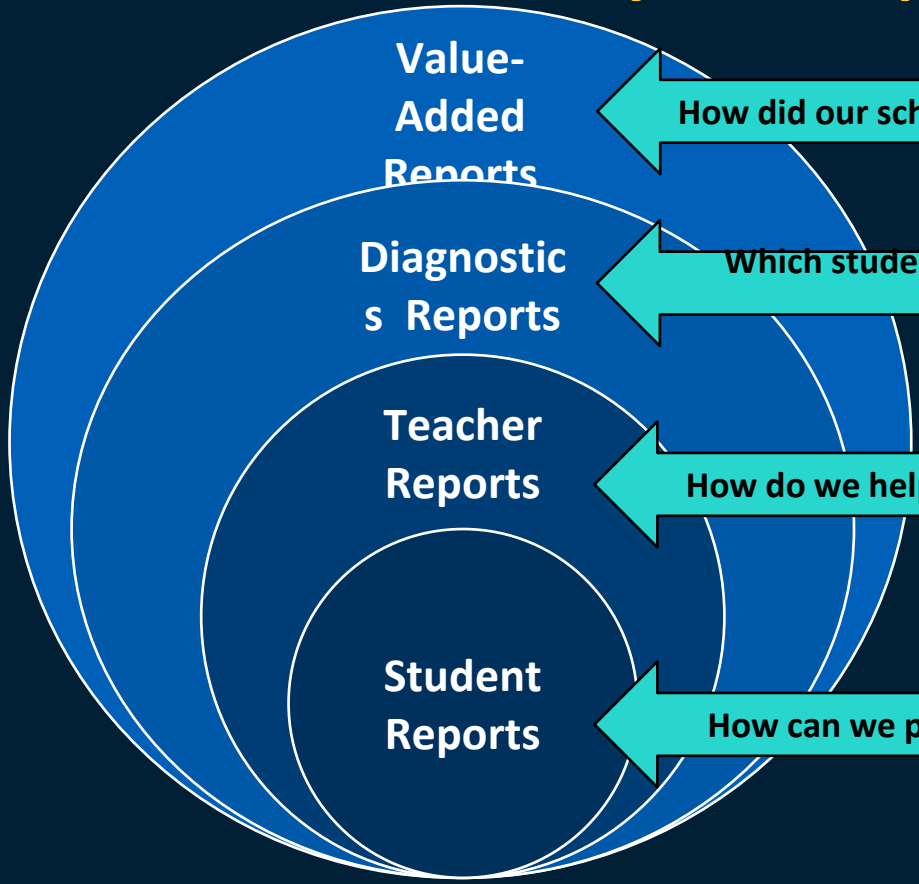
Teacher-Based Team Simulation

Elementary
4th Grade

Middle
6th Grade

High
English II

Layered Reporting



How did our school help students grow academically?

Which student groups benefitted most from our instruction?

How do we help our teachers best support students?

How can we plan for our current students' needs?

Working with Multiple Groups

Consistent Conversations

Reflect & Respond

Let’s Collaborate and Process

Discuss the following with partners:

1. What are some best practices of TBTs?

2. What are some challenges TBTs face?

The Power of Teaching

“Education is the most powerful weapon which you can use

to change the world.”

Nelson Mandela

Let’s Collaborate and Process

Discuss the following with partners:

1. What are some best practices of TBTs?

2. What are some challenges TBTs face?

Teacher-Based Team

Definition

TBTs are small groups of educators who examine data gathered from multiple sources to analyze and support student learning.

- **Grade levels**
- **Subject area departments**
- **Organizational teams**

Teacher-Based Team

Purpose

- Collect, chart, and display data
- Analyze data and prioritize learning needs
- Set, review, and revise goals
- Select common instructional strategies to address learning needs
- Monitor the results

Source: Peery, A., 2011, *The Data Teams Experience*, Englewood, Lead+Learn Press.

ACT I – GROWTH VS. ACHIEVEMENT

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ENCORE

Parting is such sweet sorrow

Together

EVAAS

Local Knowledge and Expertise

Insights into Educational Programs

ade	Effectiveness Level	Growth Index	Effect Size	Growth Measure	St
4	Green	0.81	0.14	0.2	
5	Green	0.44	0.02	0.1	
6	Yellow	-5.89	-0.22	-1.6	
7	Green	-1.31	-0.05	-0.3	
8	Yellow	-3.20	-0.12	-0.7	
4	Light Blue	3.12	0.65	0.8	
5	Light Blue	4.79	0.24	1.1	
6	Light Blue	4.75	0.17	1.0	
7	Green	-0.12	0.00	0.0	
8	Yellow	-3.34	-0.12	-0.7	

Growth and Achievement

When we talk about growth, what does that mean?

Growth and Achievement

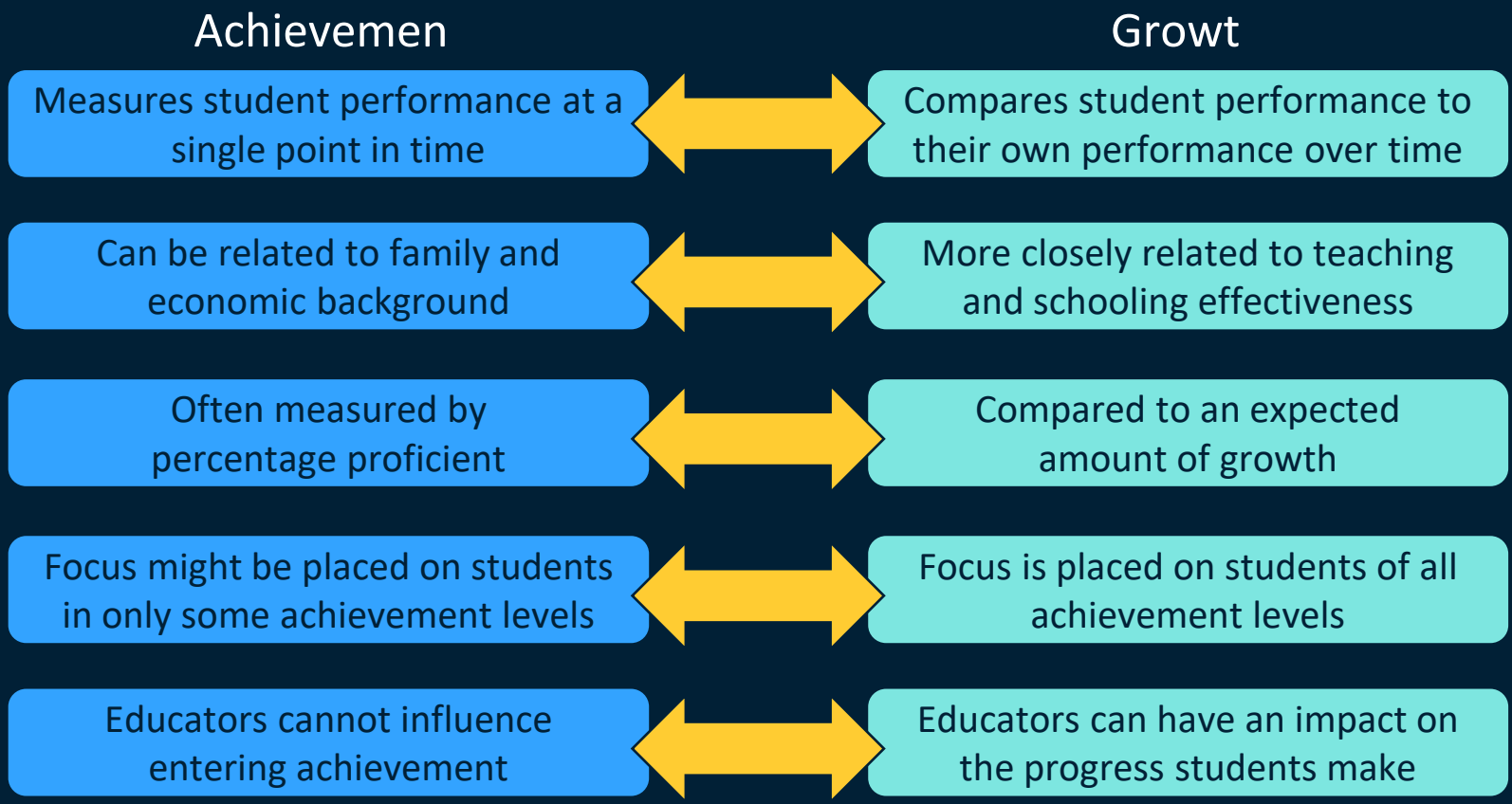
Student Achievement:

Did our students reach the targeted proficiency level or performance level by the end of the school year?

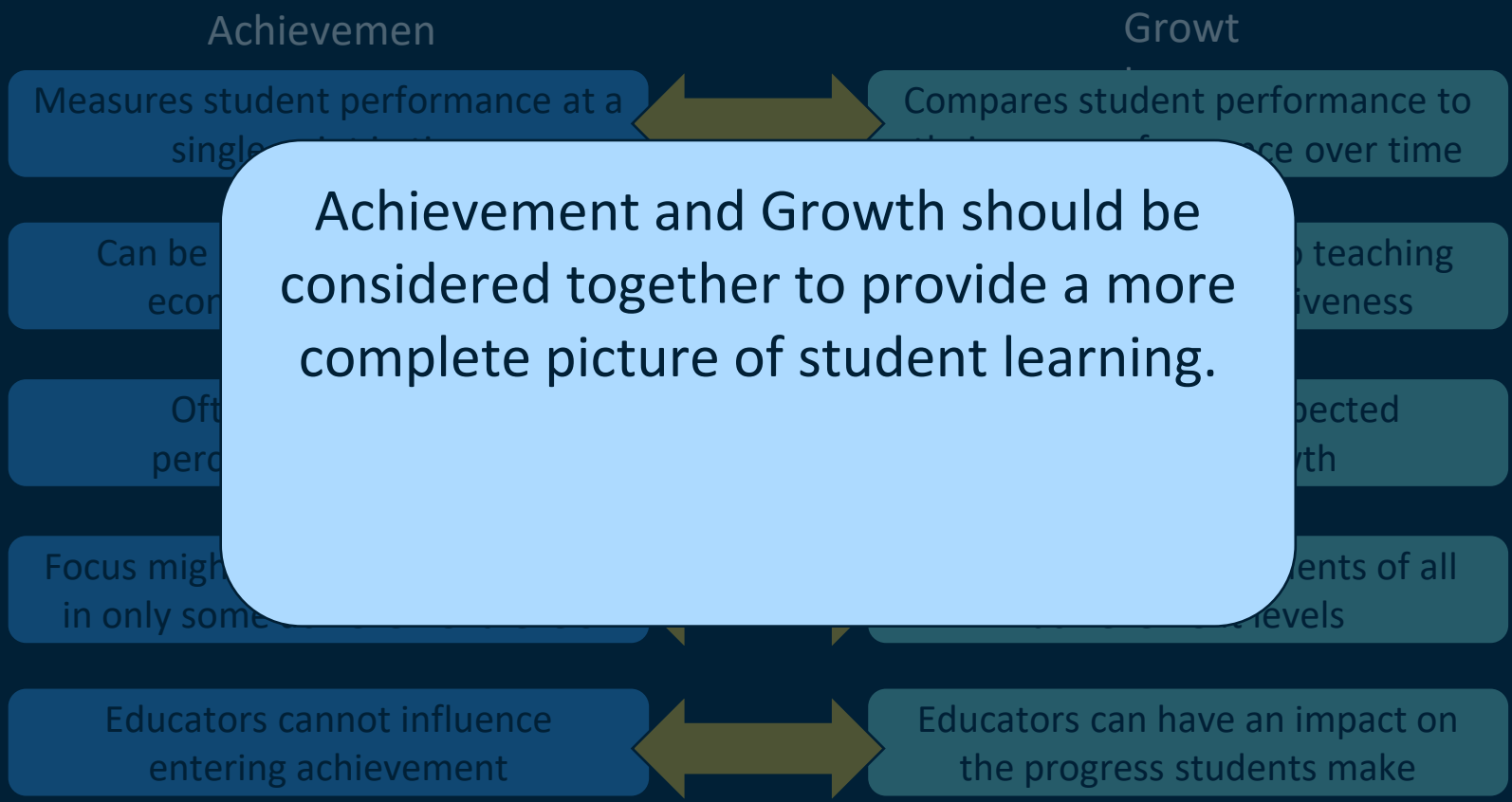
Student Growth:

Did our students grow at the same rate, in comparison to other students who took the same assessment in the same year across the state, based on where they started and ended the school year?

Achievement vs. Growth



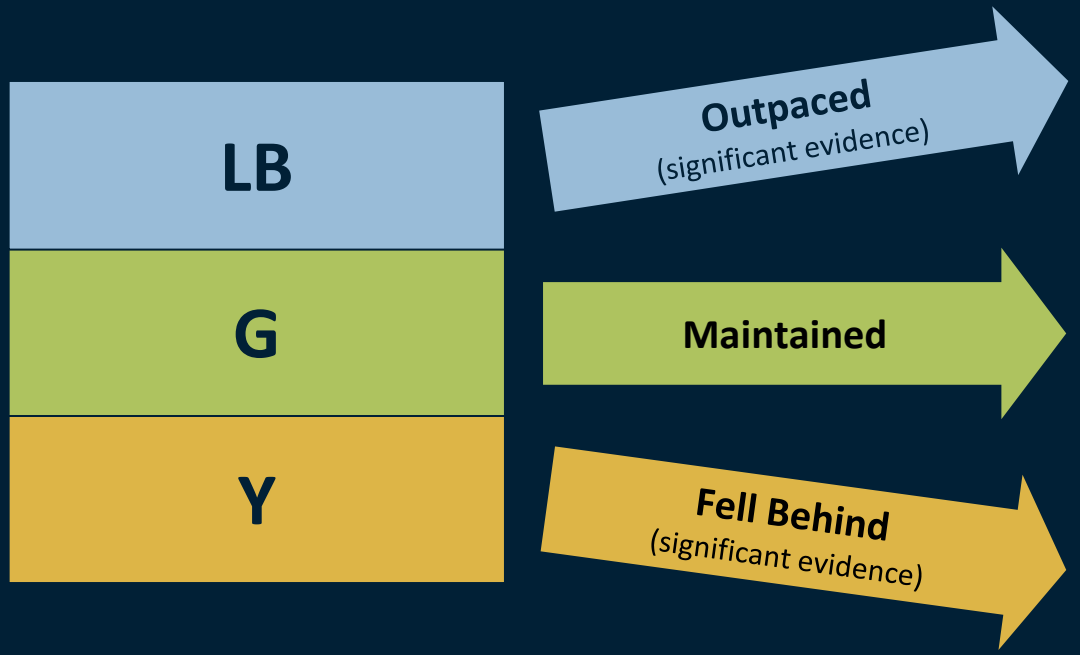
Achievement vs. Growth



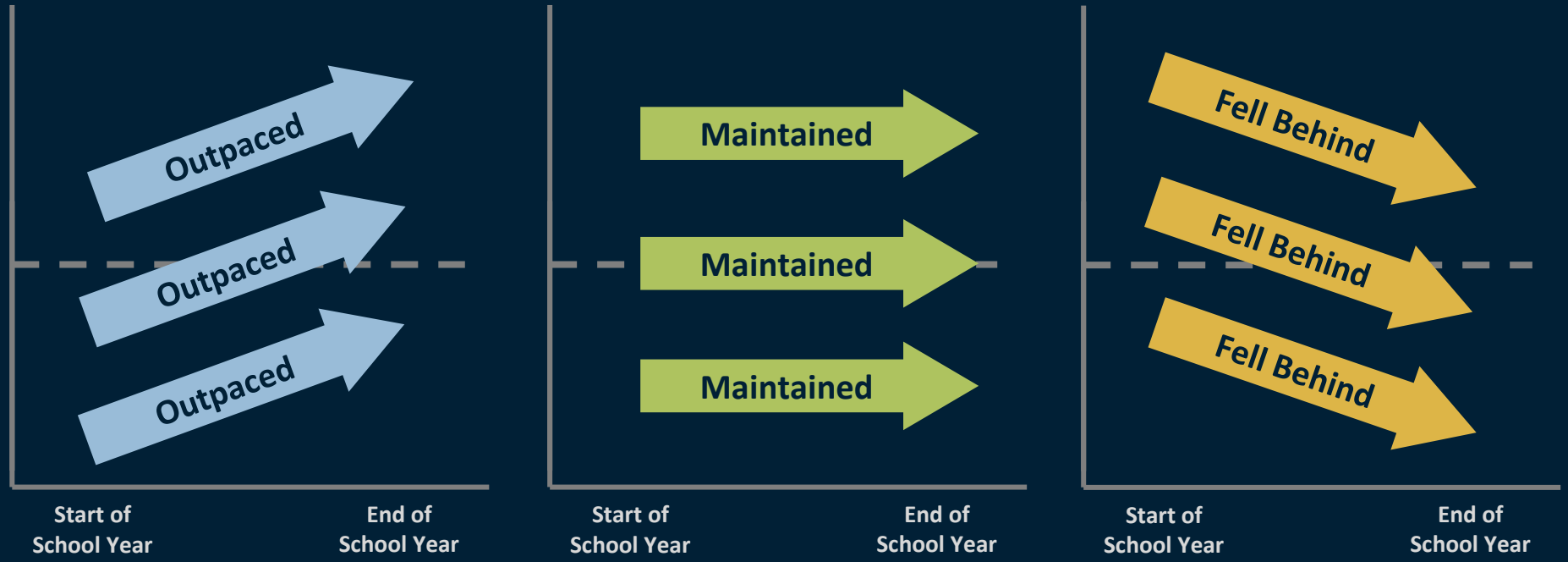
Growth Measure

Explaining the Colors

On average, did the students who took the test outpace, maintain, or fall behind?

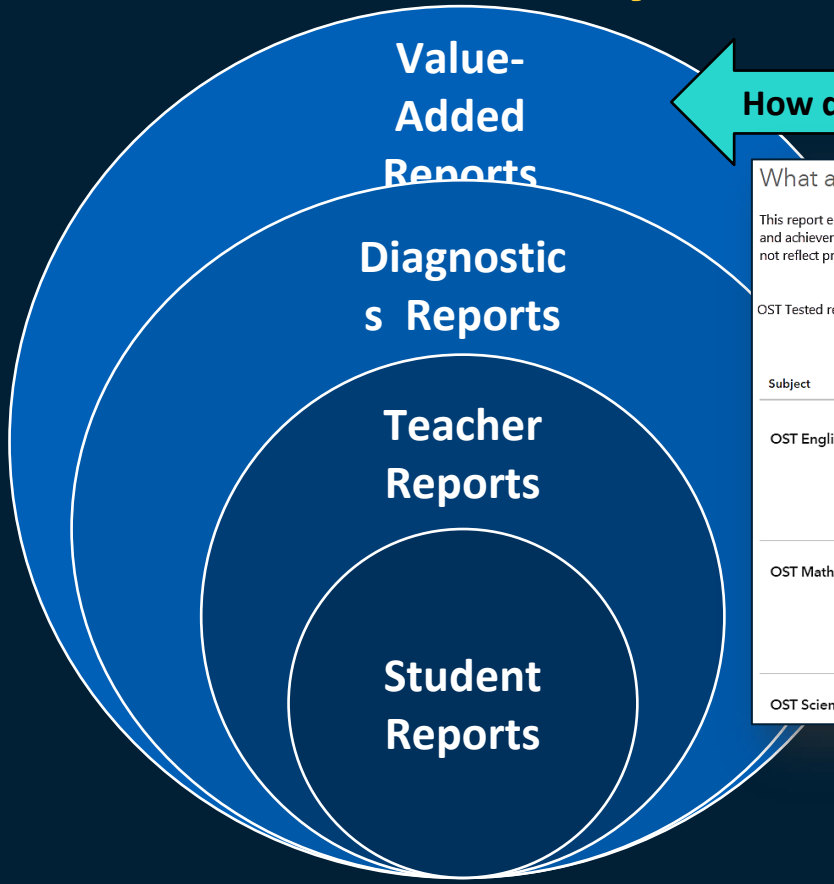


Achievement vs. Growth



Notice that the growth indicator (color) is consistent, regardless of achievement.

Layered Reporting



How did our school help students grow academically?

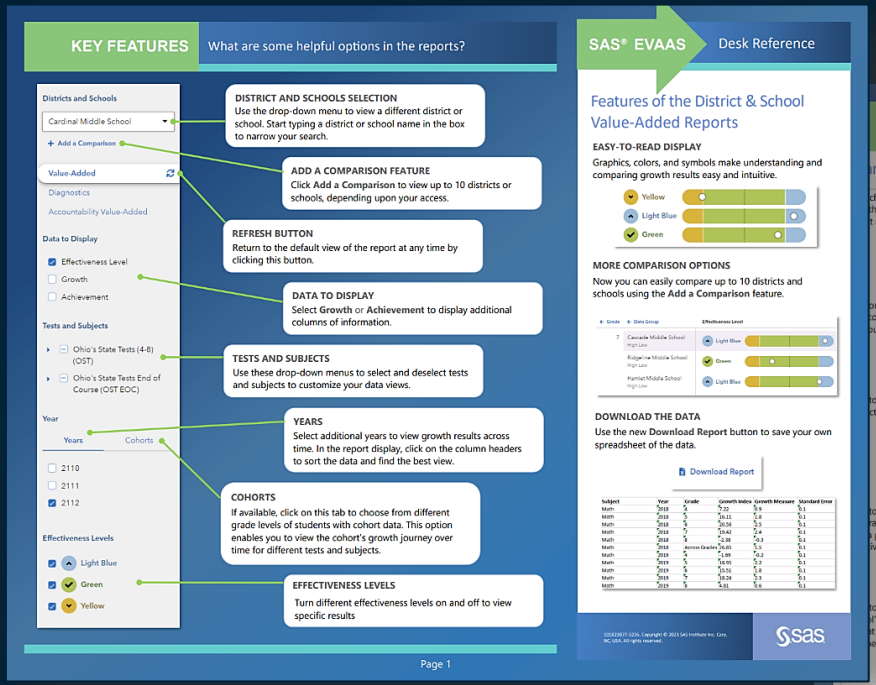
What are the trends in growth and achievement?

This report enables you to select data of interest, assess trends over time, and compare results. Use the filters on the left to explore growth and achievement data. Depending on the assessment, achievement is reported in Normal Curve Equivalents (NCEs) or scale scores and does not reflect proficiency level.

OST Tested reports include all students tested at the school. OST Accountable reports include only those students accountable to that school.

Subject	← Year	← Grade	Effectiveness Level
OST English Language Arts – Accountable	2112	6	Green
		7	Light Blue
		8	Light Blue
OST Mathematics – Accountable	2112	6	Yellow
		7	Green
		8	Green
OST Science – Accountable	2112	8	Green

Value-Added Desk Reference



KEY FEATURES

What are some helpful options in the reports?

Districts and Schools

Cardinal Middle School

+ Add a Comparison

Value-Added

Diagnostics

Accountability Value-Added

Data to Display

Effectiveness Level

Growth

Achievement

Tests and Subjects

Ohio's State Tests (4-8) (OST)

Ohio's State Tests End of Course (OST EOC)

Year

Years

Cohorts

2110

2111

2112

Effectiveness Levels

Light Blue

Green

Yellow

DISTRICT AND SCHOOLS SELECTION
Use the drop-down menu to view a different district or school. Start typing a district or school name in the box to narrow your search.

ADD A COMPARISON FEATURE
Click **Add a Comparison** to view up to 10 districts or schools, depending upon your access.

REFRESH BUTTON
Return to the default view of the report at any time by clicking this button.

DATA TO DISPLAY
Select **Growth** or **Achievement** to display additional columns of information.

TESTS AND SUBJECTS
Use these drop-down menus to select and deselect tests and subjects to customize your data views.

YEARS
Select additional years to view growth results across time. In the report display, click on the column headers to sort the data and find the best view.

COHORTS
If available, click on this tab to choose from different grade levels of students with cohort data. This option enables you to view the cohort's growth journey over time for different tests and subjects.

EFFECTIVENESS LEVELS
Turn different effectiveness levels on and off to view specific results

Page 1

SAS® EVAAS Desk Reference

Features of the District & School Value-Added Reports

EASY-TO-READ DISPLAY
Graphics, colors, and symbols make understanding and comparing growth results easy and intuitive.

Yellow
Light Blue
Green

MORE COMPARISON OPTIONS
Now you can easily compare up to 10 districts and schools using the **Add a Comparison** feature.

DOWNLOAD THE DATA
Use the new **Download Report** button to save your own spreadsheet of the data.

Download Report

Subject	Year	Grade	Growth Index	Growth Measure	Standard Error
Math	2018	5	5.20	5.9	5.1
Math	2018	5	16.11	5.4	5.1
Math	2018	5	16.56	5.3	5.1
Math	2018	7	13.42	2.4	5.1
Math	2018	5	-2.38	-0.3	5.1
Math	2018	Across Grades	16.01	5.5	5.1
Math	2019	5	2.09	-0.3	5.1
Math	2019	5	18.95	5.2	5.1
Math	2019	5	15.51	5.8	5.1
Math	2019	5	18.24	5.3	5.1
Math	2019	5	5.81	5.6	5.1

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sas

CLICK PATHS

What are some useful views in the report?

...nt to know...	What do I click?	What will I see?
...chool's student ...h for the most ...t reporting year	⇒ Log in to EVAAS ⇒ Go to the **Reports** menu ⇒ Select the **School Value-Added** report	The recent year of data for all available assessments Tip: Click refresh to return to this view anytime!
...our most recent ...compares to ...us years' data	⇒ In the filter panel, scroll down to **Years** ⇒ Select the desired years ⇒ Click the **Grade** column to shift it left	Years of data stacked in ascending order
...to see one grade or ...ct at a time	⇒ In the filter panel, scroll down to **Tests & Subjects** ⇒ Click on triangles to expand the menus ⇒ Deselect items you do not want to see	Only the data for the grades or subjects you selected
...to examine all of ...rades and subjects ...a particular ...iveness level	⇒ Click refresh ⇒ In the filter panel, scroll down to **Effectiveness Levels** ⇒ Deselect all but the desired level	Only the results for the level you selected, if available
...to compare our ...'s student growth ...t of the district or ...er school	⇒ In the filter panel, scroll up to **Districts & Schools** ⇒ Click on **Add a Comparison** ⇒ Choose up to 10 options	Data for each district or school you selected

2 / 2

What do the data columns tell me?

Glossary

Effectiveness Level

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

Growth Index

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

Effect Size

An indicator of magnitude and practical significance 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.

Standard Error

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

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.

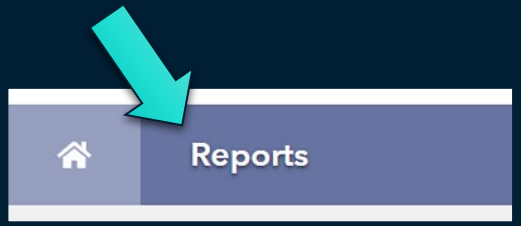
Entering Achievement Percentile

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

Student Count

The number of students included in the analysis.

Value-Added Reports



Navigation

Reports Menu

School Reports

District Reports

Value-Added

Value-Added Report

Effectiveness Levels

Subject	Year	Grade	Effectiveness Level
OST English Language Arts – Accountable	2112	6	Green
		7	Light Blue
		8	Light Blue
OST Mathematics – Accountable	2112	6	Yellow
		7	Green
		8	Green
OST Science – Accountable	2112	8	Green

Value-Added Report

Effectiveness Levels

Effectiveness Levels

Light Blue Significant evidence that the school's students made more growth than expected.

Green Evidence that the school's students made growth as expected.

Yellow Significant evidence that the school's students made less growth than expected.

Value-Added Report

Effectiveness Levels

Value-Added Report

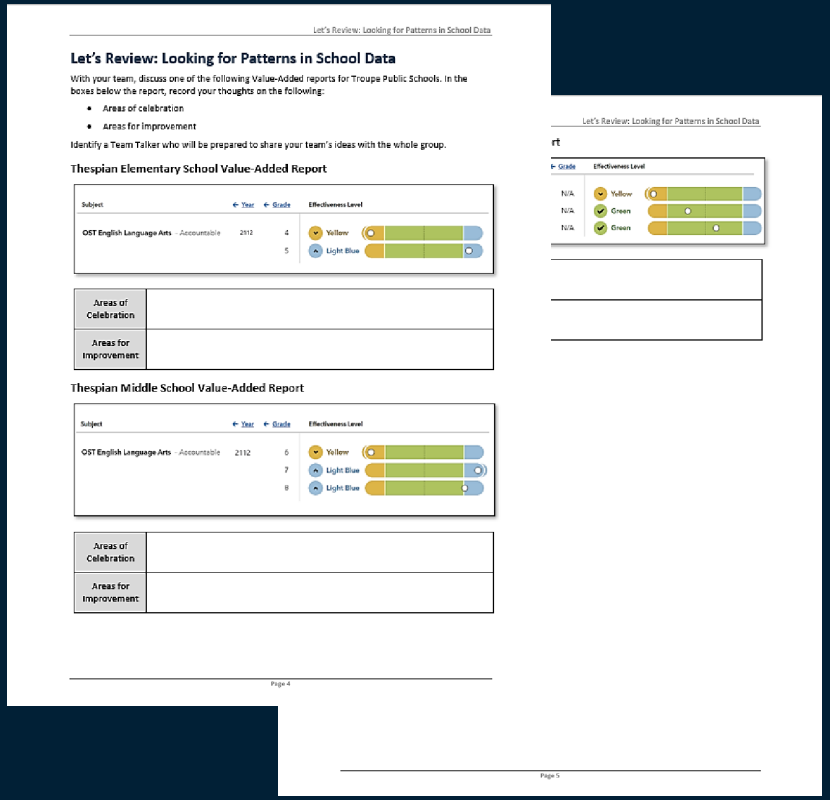
Effectiveness Levels

Subject	Year	Grade	Effectiveness Level
OST English Language Arts – Accountable	2112	6	Green
		7	Light Blue
		8	Light Blue
OST Mathematics – Accountable	2112	6	Yellow
		7	Green
		8	Green
OST Science – Accountable	2112	8	Green

Table Talk

Looking for Patterns in School Data

Pages 3-4



Let's Review: Looking for Patterns in School Data

Let's Review: Looking for Patterns in School Data

With your team, discuss one of the following Value-Added reports for Troupe Public Schools. In the boxes below the report, record your thoughts on the following:

- Areas of celebration
- Areas for Improvement

Identify a Team Talker who will be prepared to share your team's ideas with the whole group.

Thespian Elementary School Value-Added Report

Subject	Year	Grade	Effectiveness Level
OST English Language Arts - Accountable	2112	4	Yellow
		5	Light Blue

Areas of Celebration	
Areas for Improvement	

Thespian Middle School Value-Added Report

Subject	Year	Grade	Effectiveness Level
OST English Language Arts - Accountable	2112	6	Yellow
		7	Light Blue
		8	Light Blue

Areas of Celebration	
Areas for Improvement	

Page 4

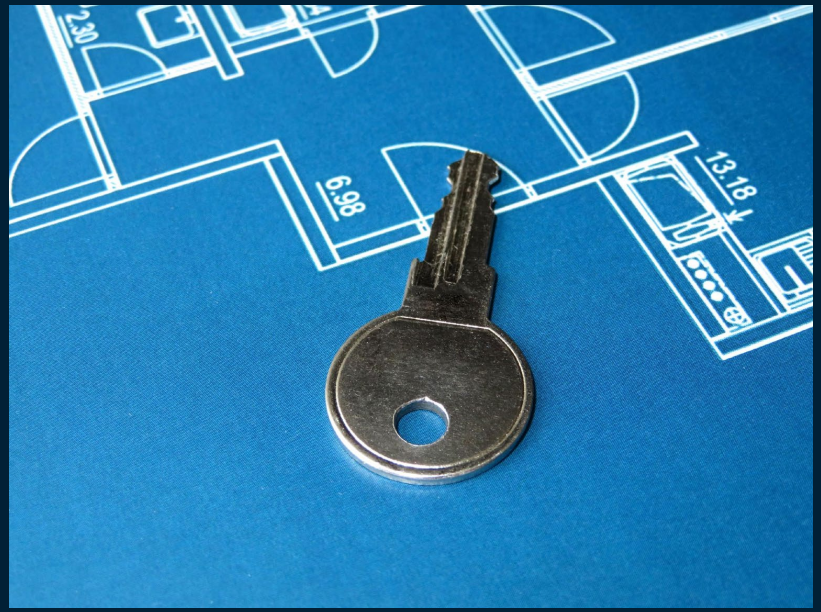
Let's Review: Looking for Patterns in School Data

rt

Grade	Effectiveness Level
N/A	Yellow
N/A	Green
N/A	Green

Page 5

The Power of Teaching



“The goal is to turn data into information,

and information into insight .”

Carly Fiorina

Looking for Patterns in School Data

Modeling the Dialogue – Thespian Elementary School

Subject	← Year	← Grade	Effectiveness Level
OST English Language Arts – Accountable	2112	4	Yellow
		5	Light Blue

Looking for Patterns in School Data

Modeling the Dialogue – Thespian Middle School

Subject	← Year	← Grade	Effectiveness Level
OST English Language Arts - Accountable	2112	6	Yellow
		7	Light Blue
		8	Light Blue

Looking for Patterns in School Data

Modeling the Dialogue – Thespian High School

Subject	← Year	← Grade	Effectiveness Level
OST EOC English Language Arts II – Accountable	2112	N/A	Yellow
OST EOC Mathematics I – Accountable	2112	N/A	Green
OST EOC Mathematics II – Accountable	2112	N/A	Green

Questions?

Break

ACT I – GROWTH VS. ACHIEVEMENT

All that glitters is not growth

ACT II – SCHOOL DIAGNOSTICS REPORTS

All the school's a stage

ACT III – TEACHER REPORTS

To thine own self be true

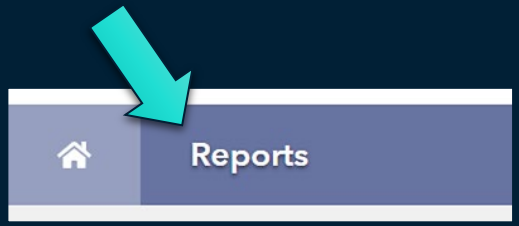
ACT IV – STUDENT PROJECTIONS

To be or not to be—that is the question

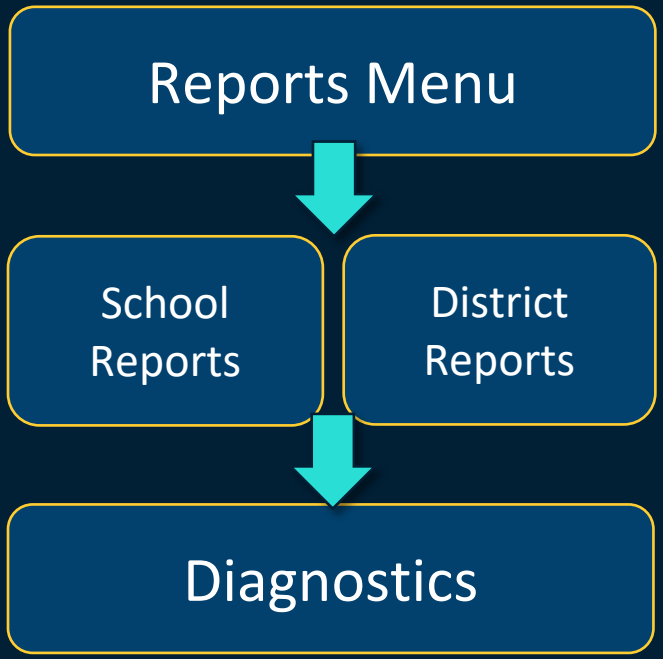
ENCORE

Parting is such sweet sorrow

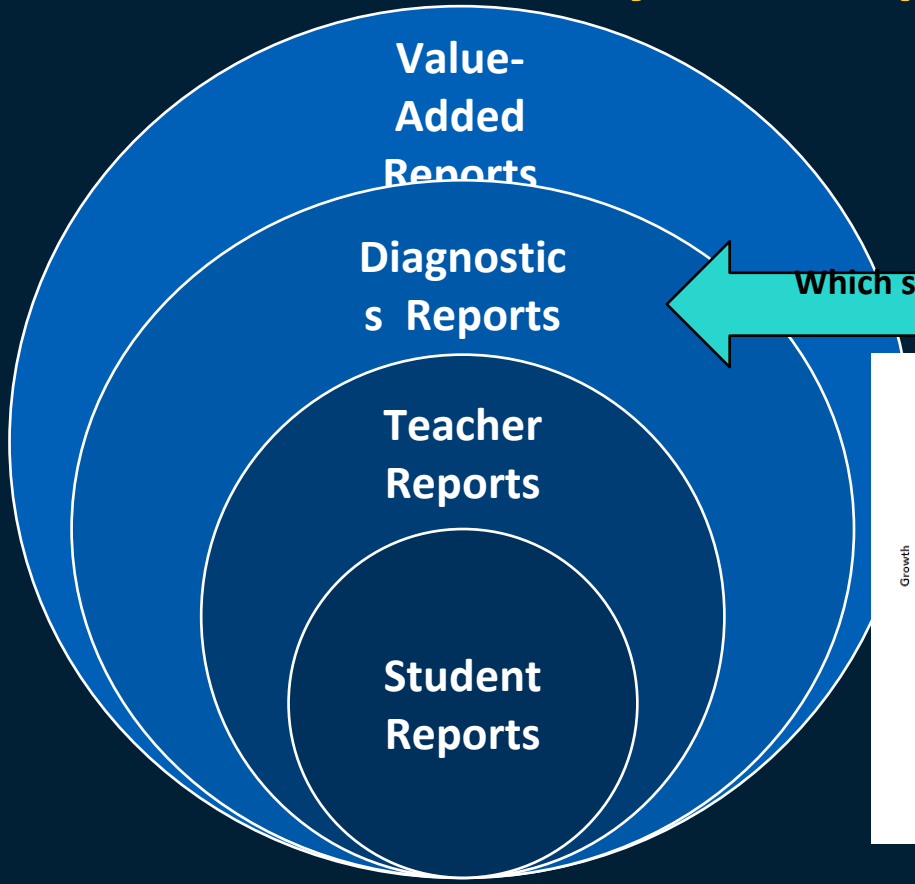
Diagnostics Reports



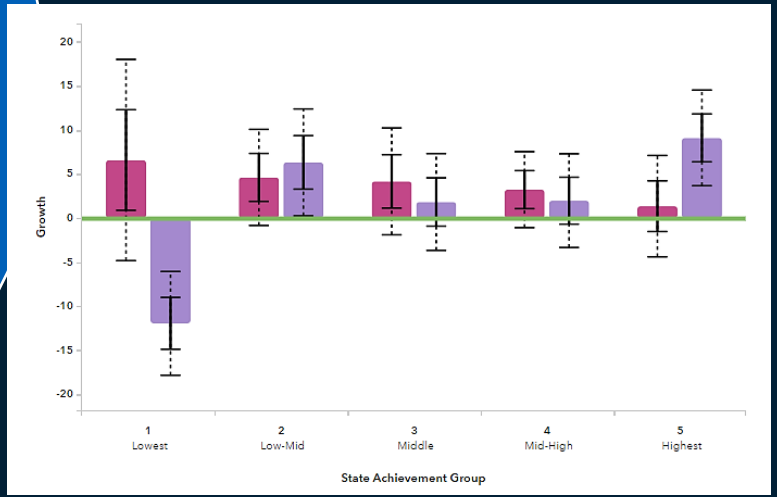
Navigation



Layered Reporting



Which student groups benefitted most from our instruction?

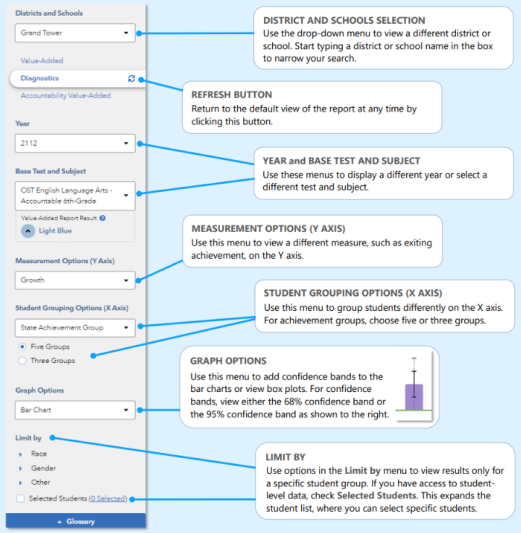


Diagnostics Desk Reference

KEY FEATURES

What are some helpful options in the reports?

SAS® EVAAS | Desk Reference



DISTRICT AND SCHOOLS SELECTION
Use the drop-down menu to view a different district or school. Start typing a district or school name in the box to narrow your search.

REFRESH BUTTON
Return to the default view of the report at any time by clicking this button.

YEAR and BASE TEST AND SUBJECT
Use these menus to display a different year or select a different test and subject.

MEASUREMENT OPTIONS (Y AXIS)
Use this menu to view a different measure, such as exiting achievement, on the Y axis.

STUDENT GROUPING OPTIONS (X AXIS)
Use this menu to group students differently on the X axis. For achievement groups, choose five or three groups.

GRAPH OPTIONS
Use this menu to add confidence bands to the bar charts or view box plots. For confidence bands, view either the 68% confidence band or the 95% confidence band as shown to the right.

LIMIT BY
Use options in the **Limit by** menu to view results only for a specific student group. If you have access to student-level data, check **Selected Students**. This expands the student list, where you can select specific students.

Features of the District & School Diagnostics Reports

EASY COMPARISONS

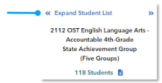
Use the Add a Comparison menu over the graph to compare years, tests and subjects, or districts and schools, viewing up to four results at the same time.

MEASUREMENT AND GROUPING OPTIONS

Want to view the percentage of students reaching proficiency or higher in each student group? No problem. Want to view results sorted into three achievement groups instead of five? Go for it. You're in control of the data you want to see using the filter panel's interactive selections.

EXPANDABLE STUDENT LIST

Expand the student list to view information such as growth, entering achievement, and actual performance level. You can also sort and select specific students to be included in your own custom graph.



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CLICK PATHS

What are some useful views in the report?

What data options are available?

...ant to know...

...growth of students
...different
...evement groups for
...most recent reporting

...growth results for a
...rent test and subject.

...the most recent
...'s growth pattern
...pares to patterns
...previous years.

...to view a different
...surement option and
...ferent grouping
...on.

...e information about
...data represented by
...bar on the graph.

What do I click?

- ⇒ Log in to EVAAS
- ⇒ Go to the **Reports** menu
- ⇒ Select **Diagnostics** under the School Reports or District Reports menu

- ⇒ In the filter panel, find **Base Test & Subject**
- ⇒ Use the drop-down menu to select a different test and subject

- ⇒ Make sure the **Add a Comparison** tab is on **Years**
- ⇒ Click on **+Add a Year**
- ⇒ Select the years you want
- ⇒ Click **Compare Years Separately**

- ⇒ In the filter panel, find **Measurement Options (Y Axis)** and select a new option
- ⇒ Now under **Student Grouping Options (X Axis)**, select a new option

- ⇒ In the filter panel, find **Graph Options** and select **Box Plot**.
- ⇒ Note: This option is not available for percentage -based measurements.

What will I see?

You will see a graph showing growth by state achievement groups for an assessment in the most recent year. Click ↻ in the filter panel to return to this default view anytime.

You will see a graph for the selected test and subject. You can also use filters to make changes to this new base test and subject.

You will see graphs for the selected years side-by-side. You can view up to four results when available. You can also view other comparisons, such as tests and subjects.

You will see a graph with bars at various heights that represent the newly selected measurements. Each bar represents a student group from the selected grouping option.

You will see box plots with minimum, maximum, average, and median values, as well as 75th and 25th percentile marks. Visit the **Glossary** for more information.

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 Options

- Percentage of Students Meeting or Exceeding Expected Score
- Percentage of Students at Least Proficient
- Percentage of Students at Least Accomplished

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.

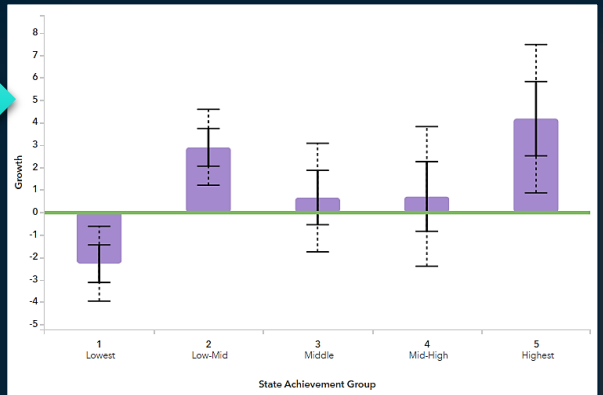
Expected Performance Level
Groups students according to their expected performance level for the selected subject based on their prior performance.

Demographic Options
Student results are sorted into groups by race, gender, or other characteristics as available.

Powerful Together

School Value-Added and School Diagnostics

Subject	Year	Grade	Effectiveness Level
OST English Language Arts – Accountable	2112	6	Green
		7	Light Blue
		8	Light Blue
OST Mathematics – Accountable	2112	6	Yellow
		7	Green
		8	Green
OST Science – Accountable	2112	8	Green



2023 OST English Language Arts - Accountable 4th-Grade

Growth	1 Lowest	2 Low-Mid	3 Middle	4 Mid-High	5 Highest
	State Achievement Group				
Average	-2.28	2.90	0.66	0.71	4.18
Standard Error	0.83	0.84	1.21	1.55	1.65
Student Count	335	219	134	84	62
Percentage of Students	40.2	26.3	16.1	10.1	7.4

Table Talk Review

Quick Review

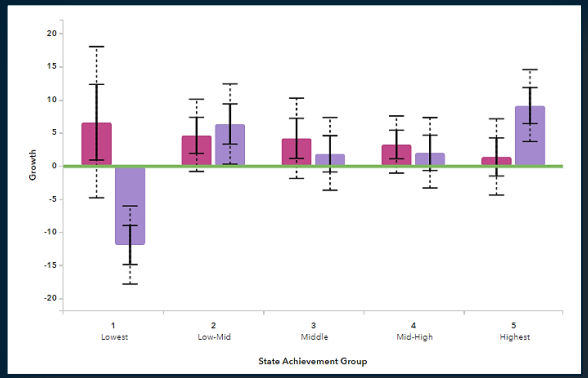
School Diagnostics Report

1. Read each statement displayed.
2. Collaboratively determine how to make the false statement true.
3. Be prepared to report out.

Table Talk Review

Question 1

School Diagnostics Report



False Statement:

The pink bars are in the default view and represent last year's students.

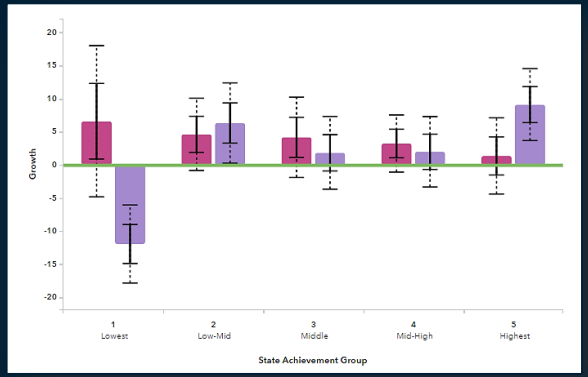
One Possible Corrected Statement:

The purple bars are in the default view and represent last year's students.

Table Talk Review

Question 2

School Diagnostics Report



False Statement:

The green line represents proficiency.

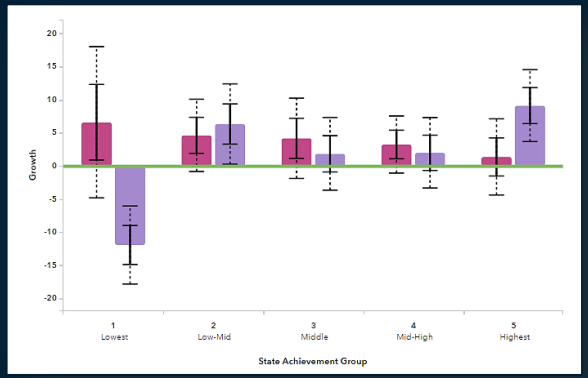
One Possible Corrected Statement:

The green line represents expected growth.

Table Talk Review

Question 3

School Diagnostics Report



False Statement:

The solid black confidence band represents 95% confidence.

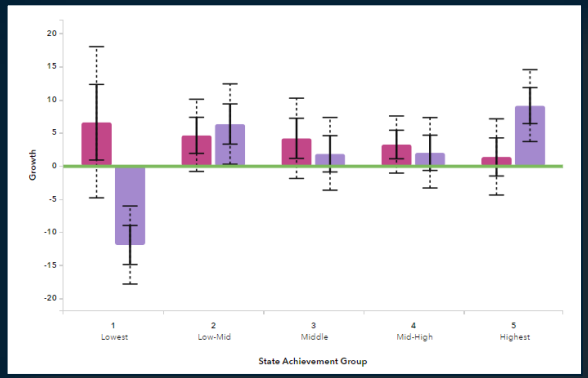
One Possible Corrected Statement:

The solid black confidence band represents 68% confidence.

Table Talk Review

Question 4

School Diagnostics Report



False Statement:

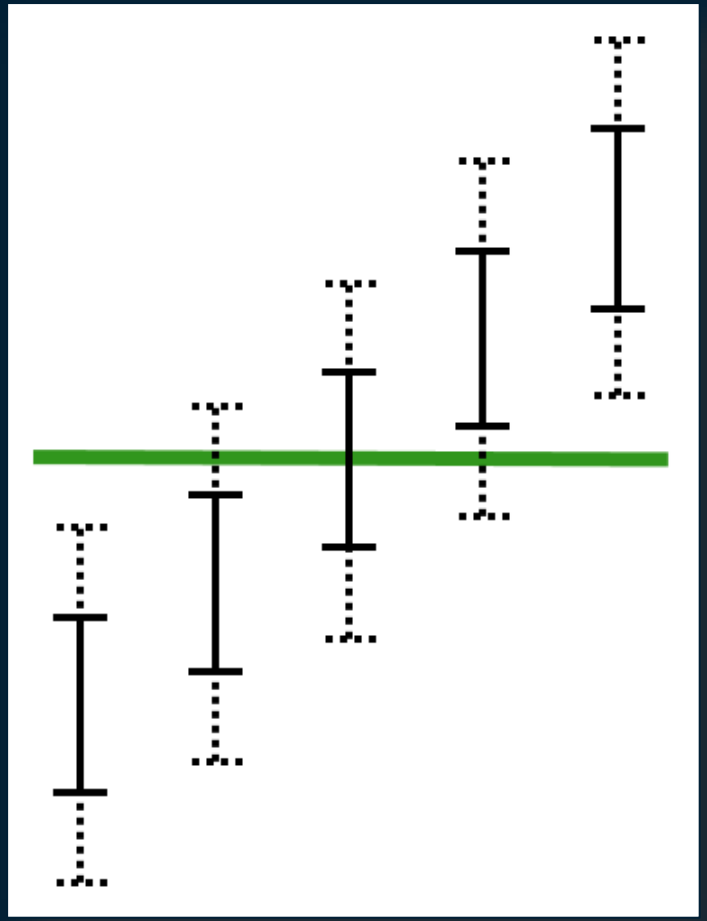
At least seven students are required to produce a bar for an achievement group.

One Possible Corrected Statement:

At least five students are required to produce a bar for an achievement group.

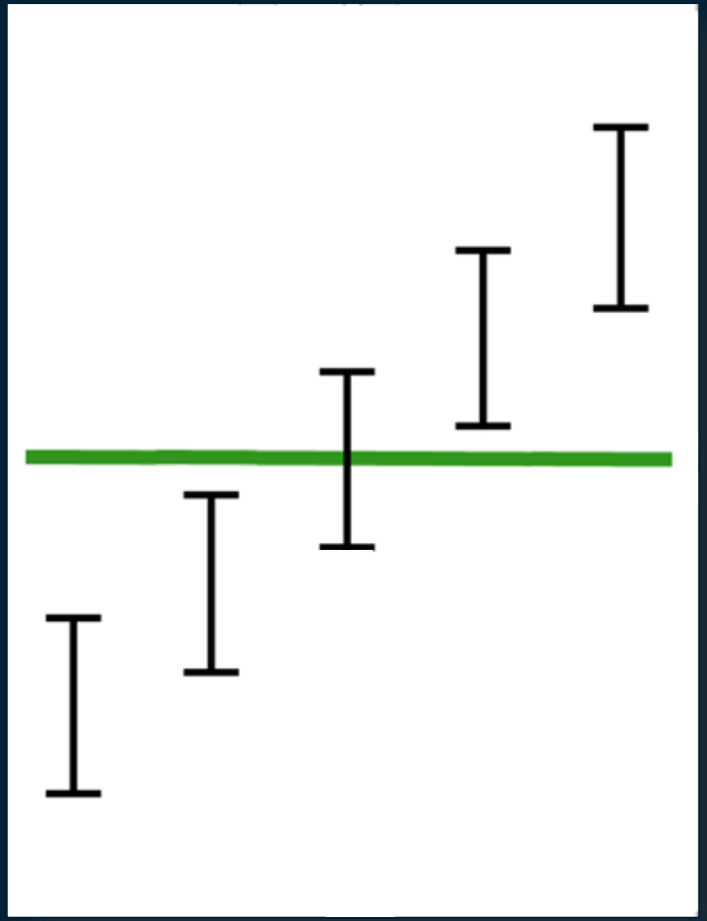
Interpreting the Diagnostics Report

Focus on the solid part of the whiskers.



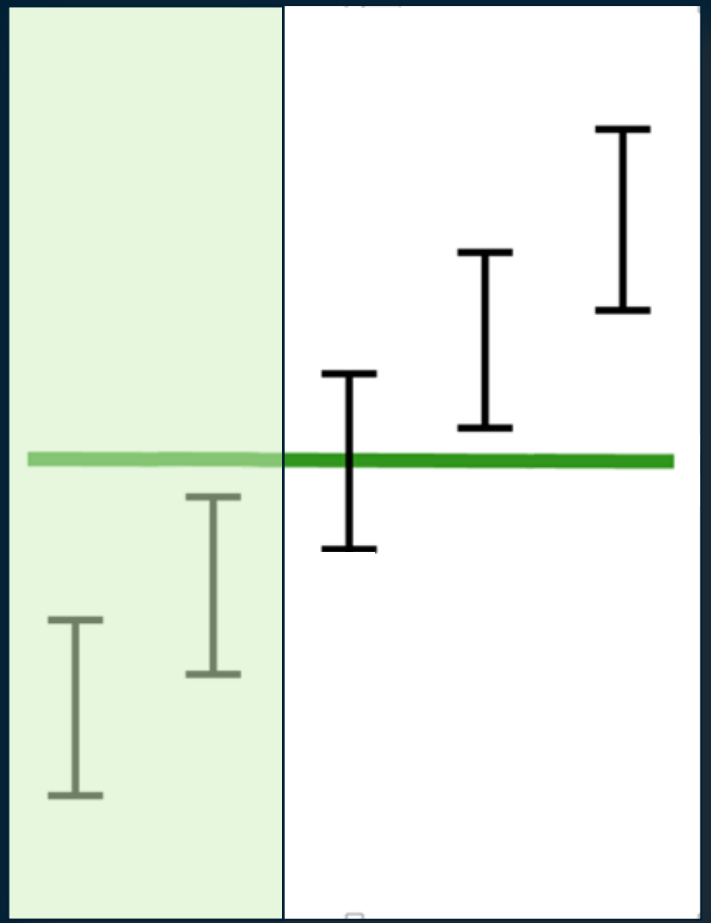
Interpreting the Diagnostics Report

Focus on the solid part of the whiskers.



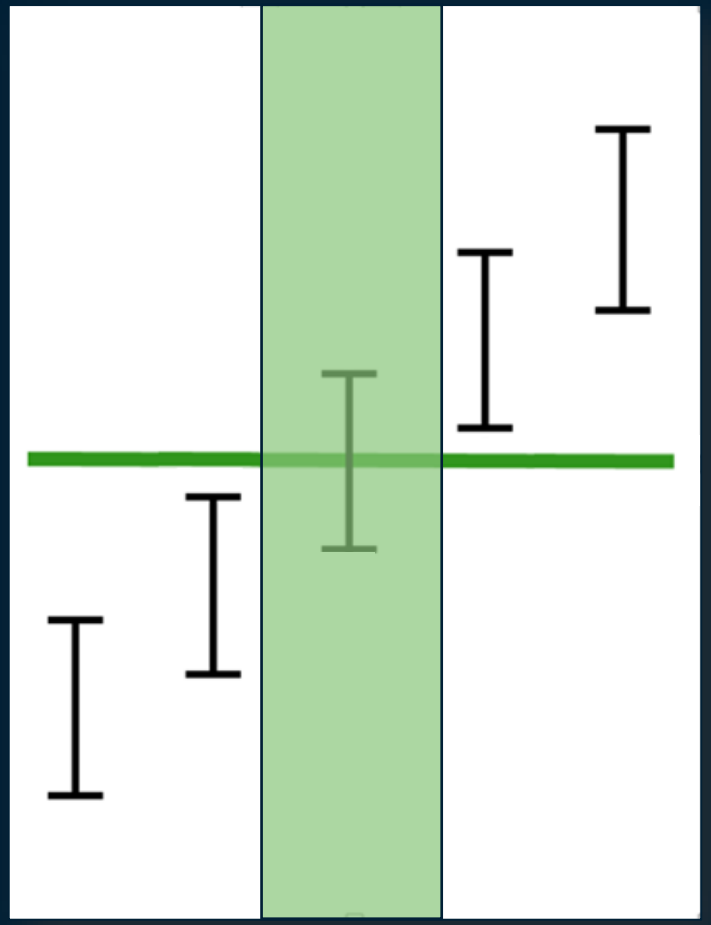
Interpreting the Diagnostics Report

Light Green
moderate evidence that the group did not meet expected growth.



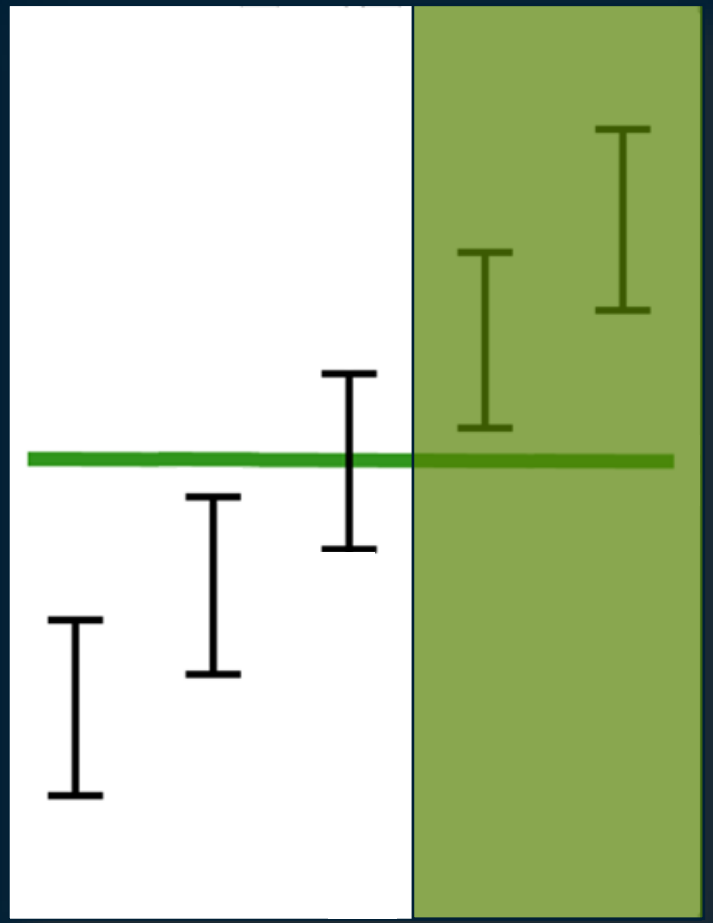
Interpreting the Diagnostics Report

Medium Green
evidence that the group met expected growth.

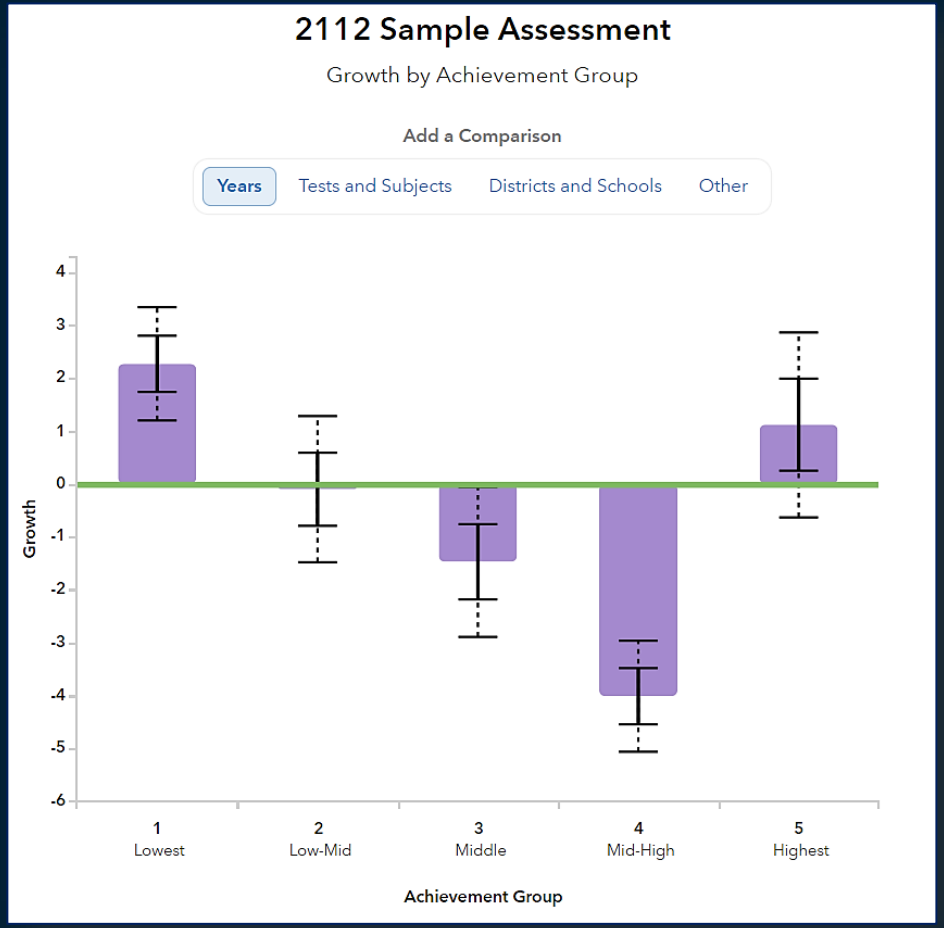


Interpreting the Diagnostics Report

Dark Green
moderate evidence that the group exceeded expected growth.



Interpreting the Diagnostics Report

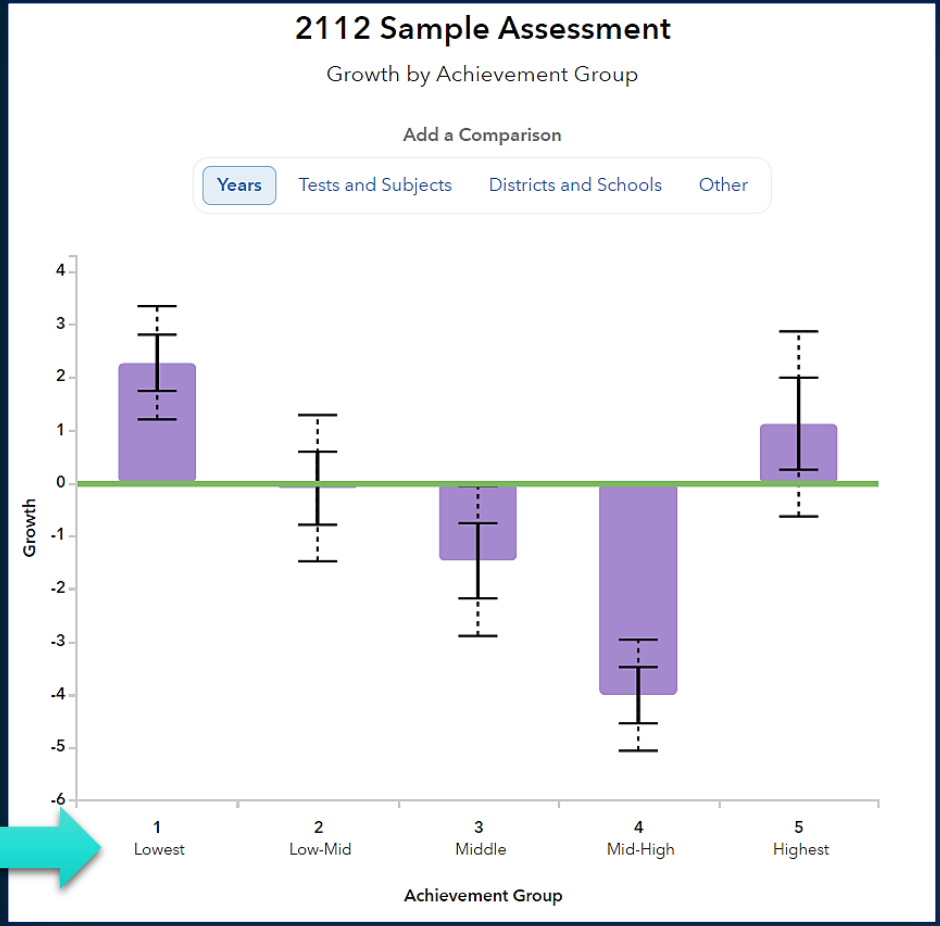


Interpreting the Diagnostics Report

1. Exceeded
2. Met
3. Did Not Meet

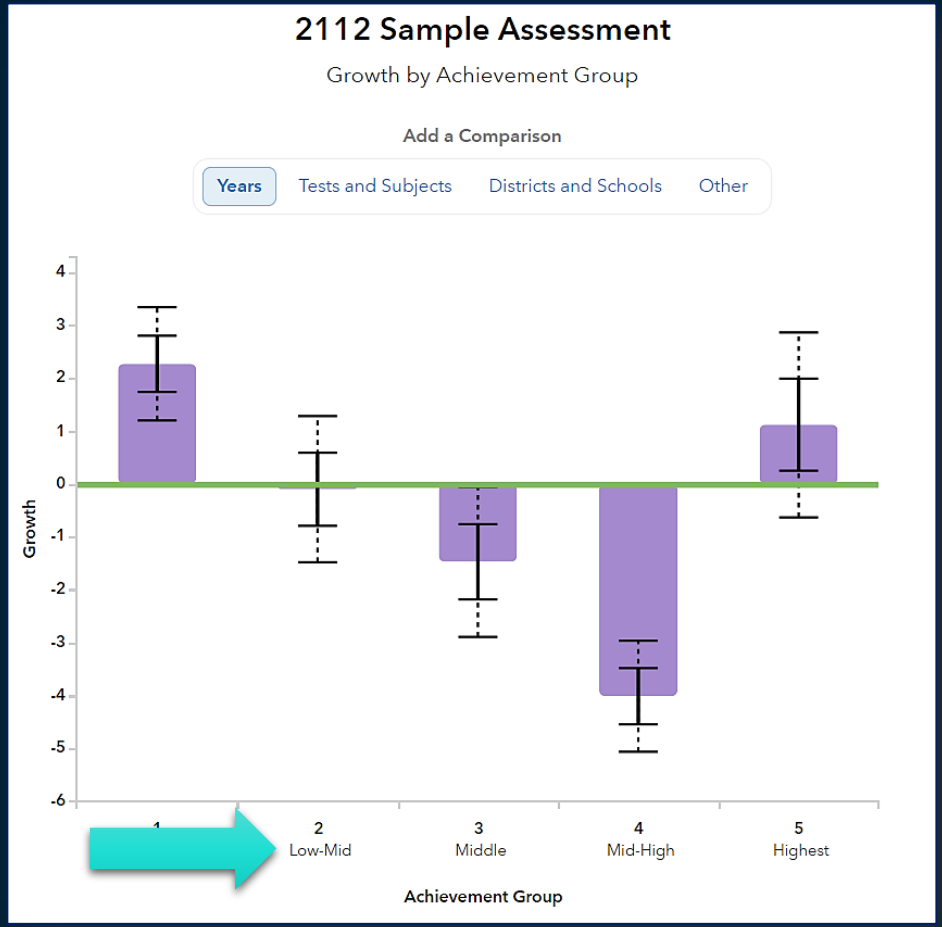
Interpreting the Diagnostics Report

1. Exceeded
2. Met
3. Did Not Meet



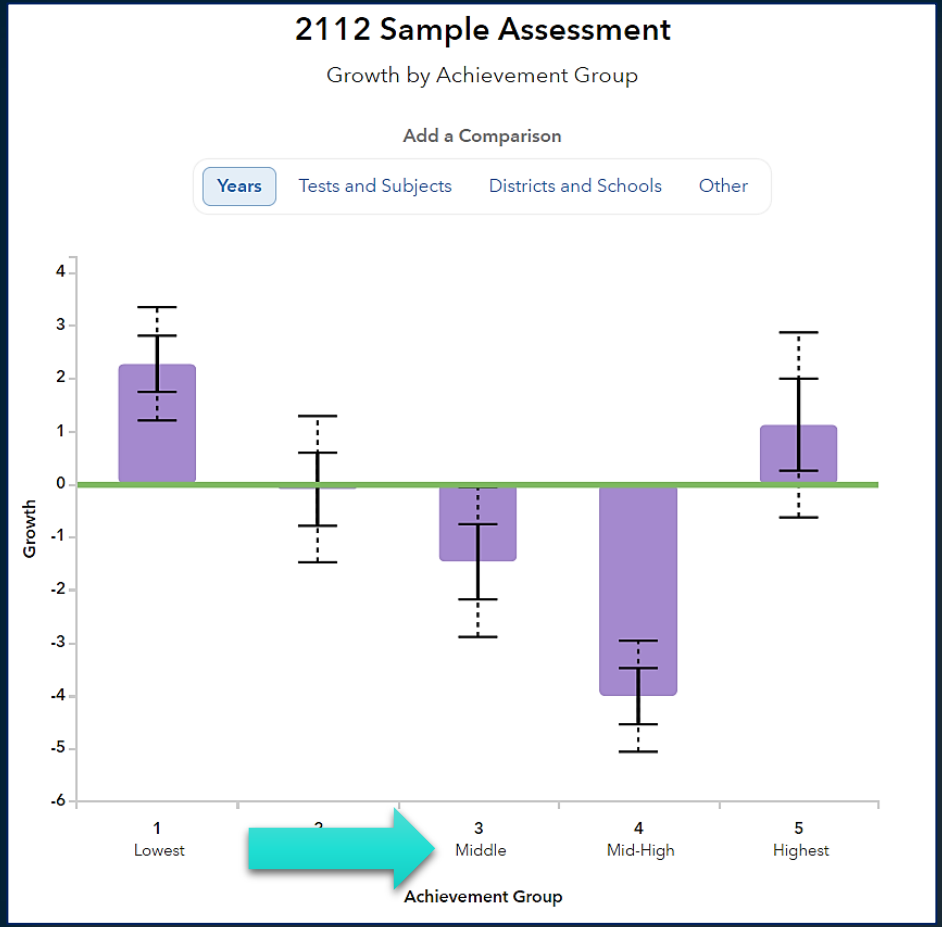
Interpreting the Diagnostics Report

1. Exceeded
2. Met
3. Did Not Meet



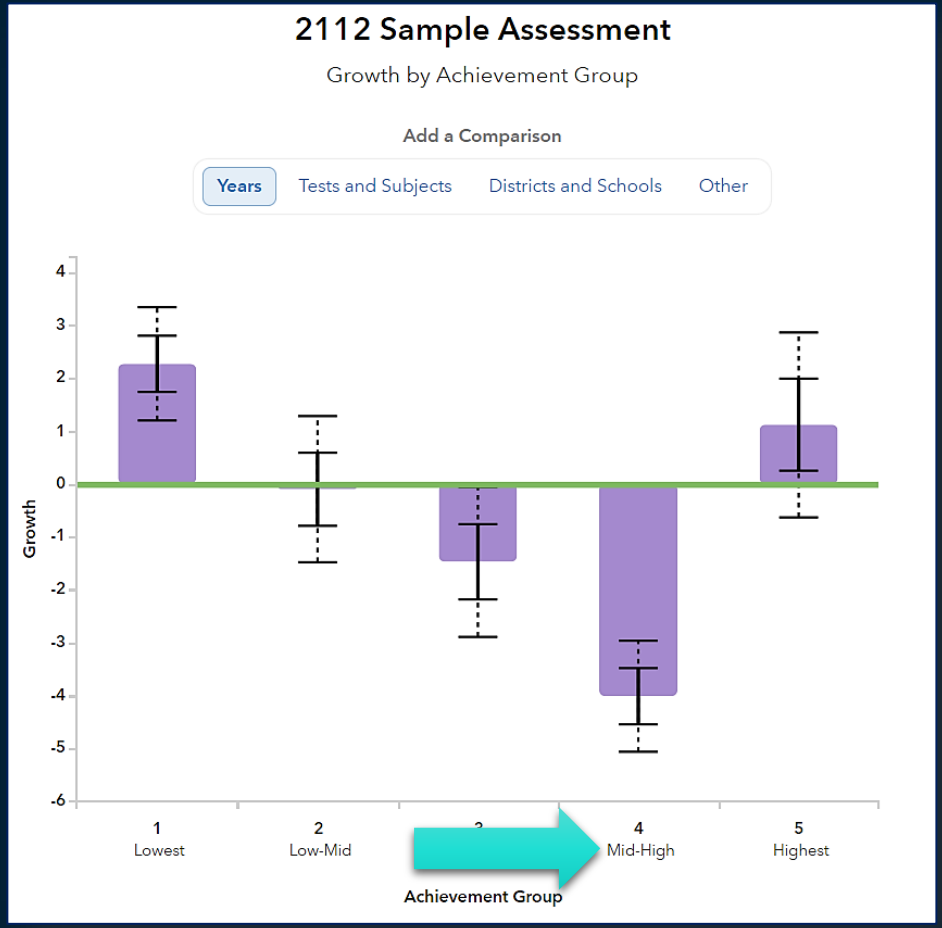
Interpreting the Diagnostics Report

1. Exceeded
2. Met
3. Did Not Meet



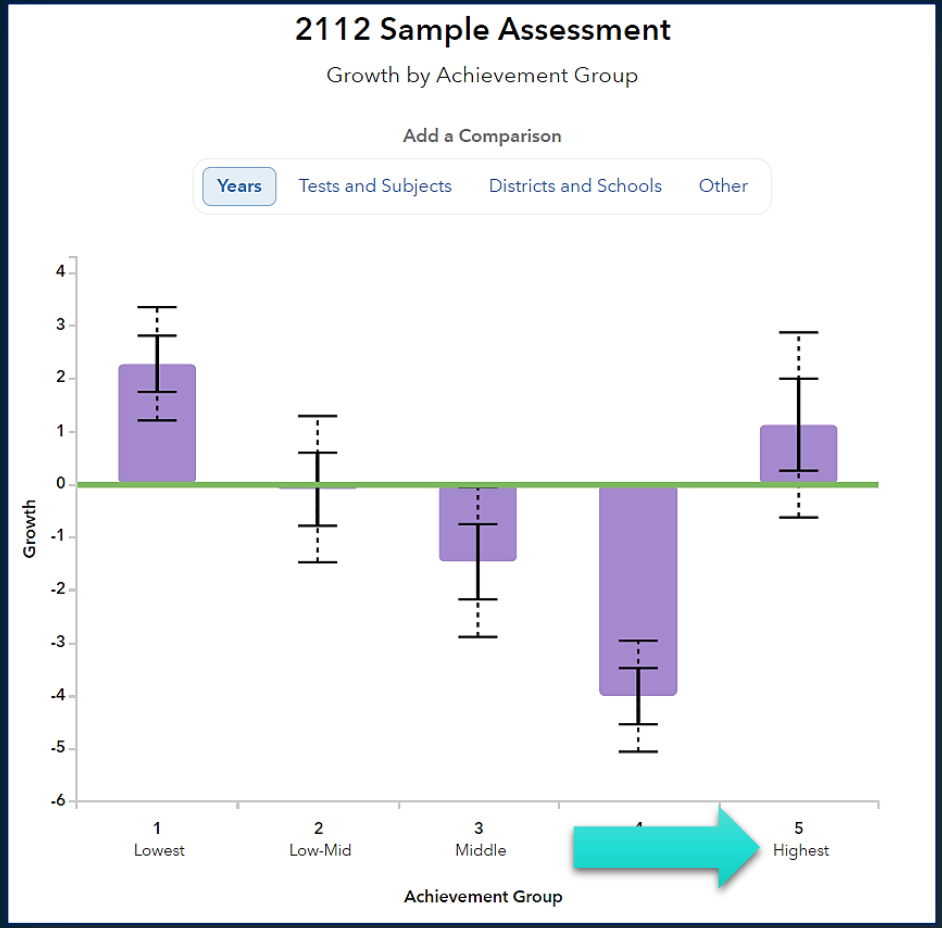
Interpreting the Diagnostics Report

1. Exceeded
2. Met
3. Did Not Meet

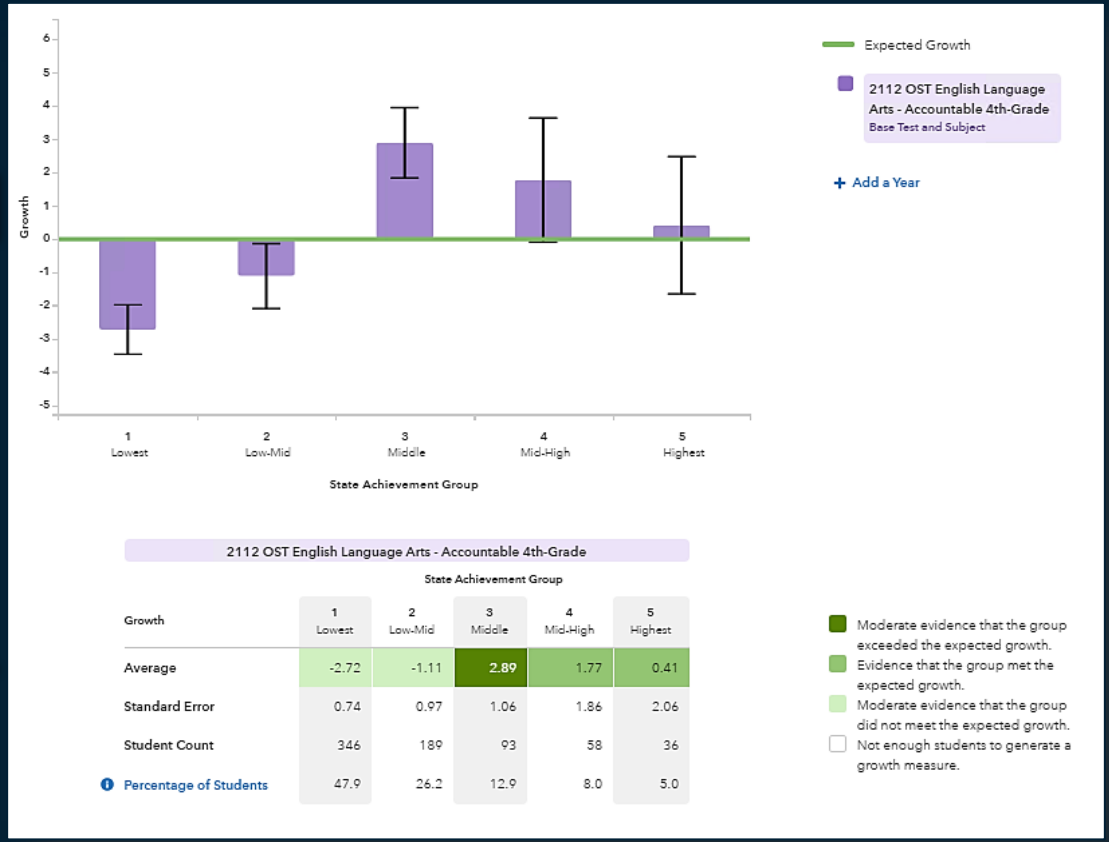


Interpreting the Diagnostics Report

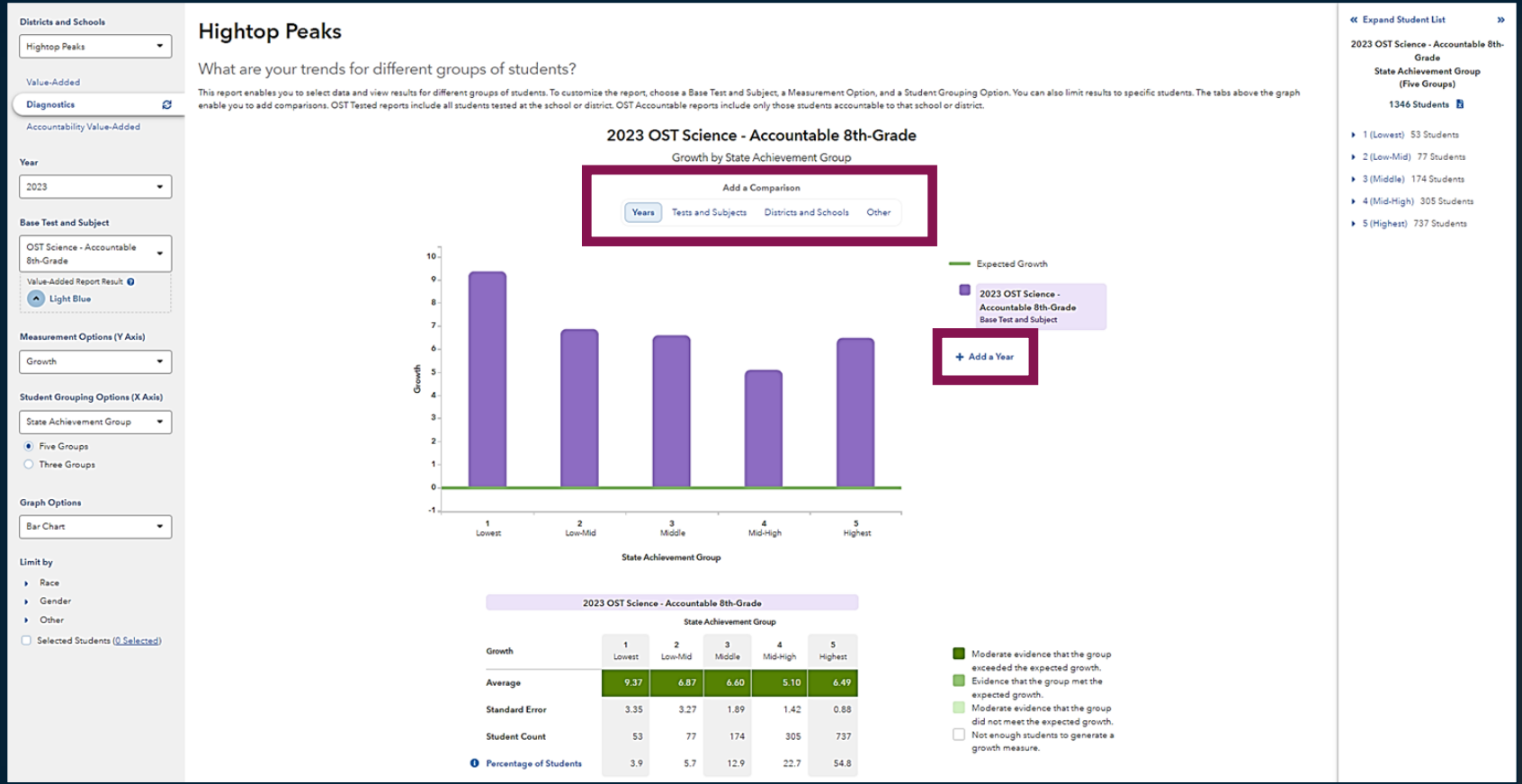
1. Exceeded
2. Met
3. Did Not Meet



Colors in Data Table



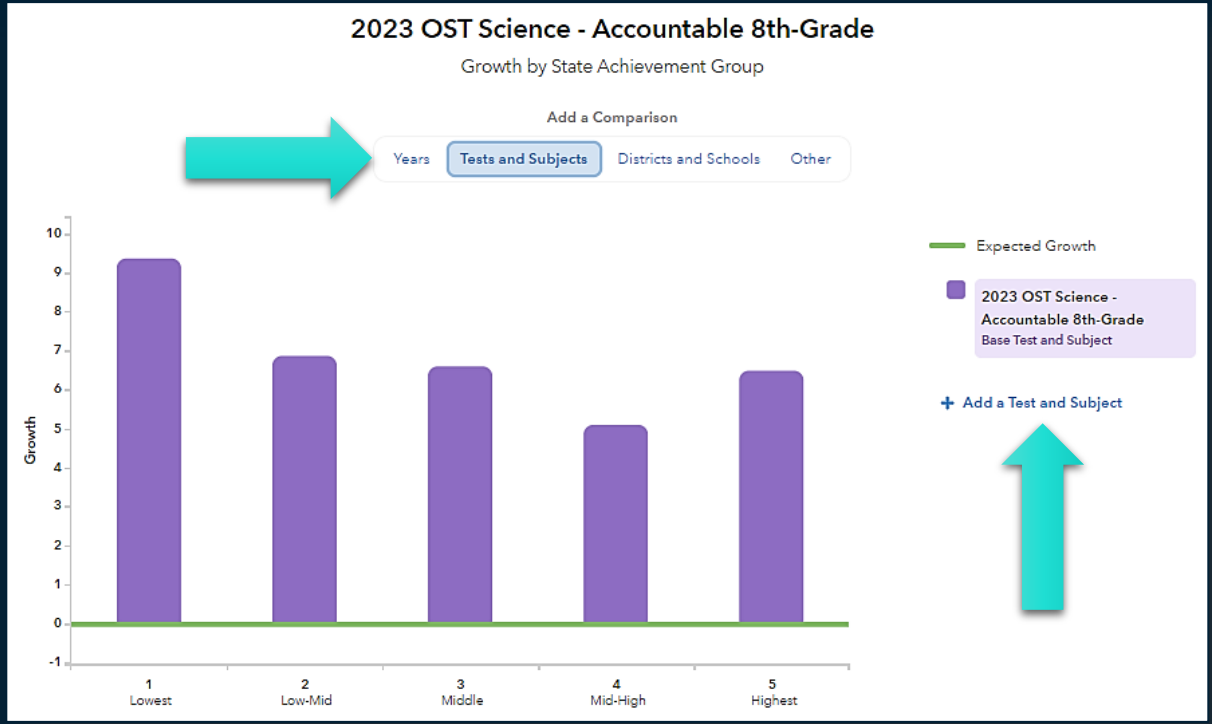
Add a Comparison



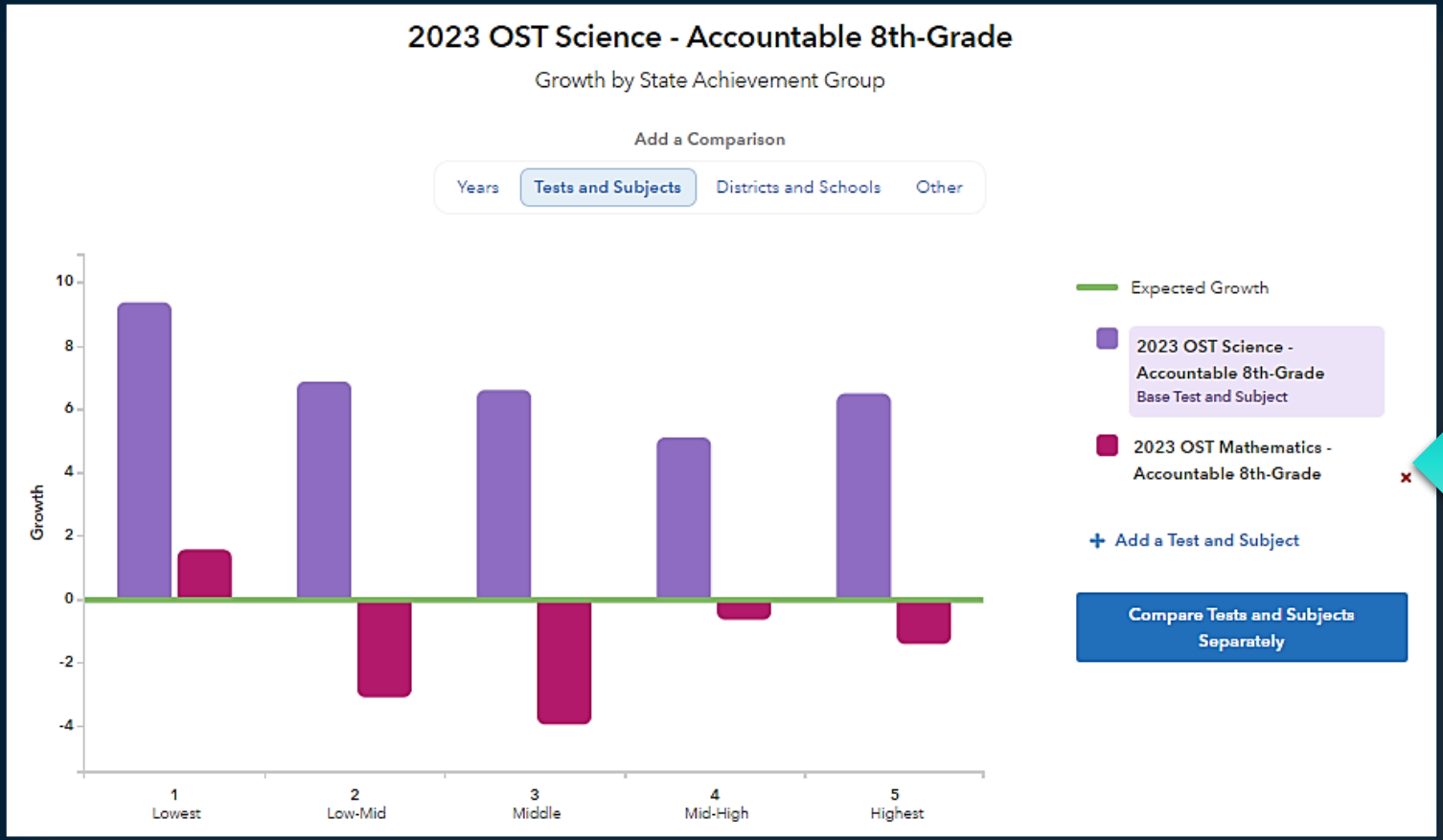
What Can I Compare?

Add a Comparison

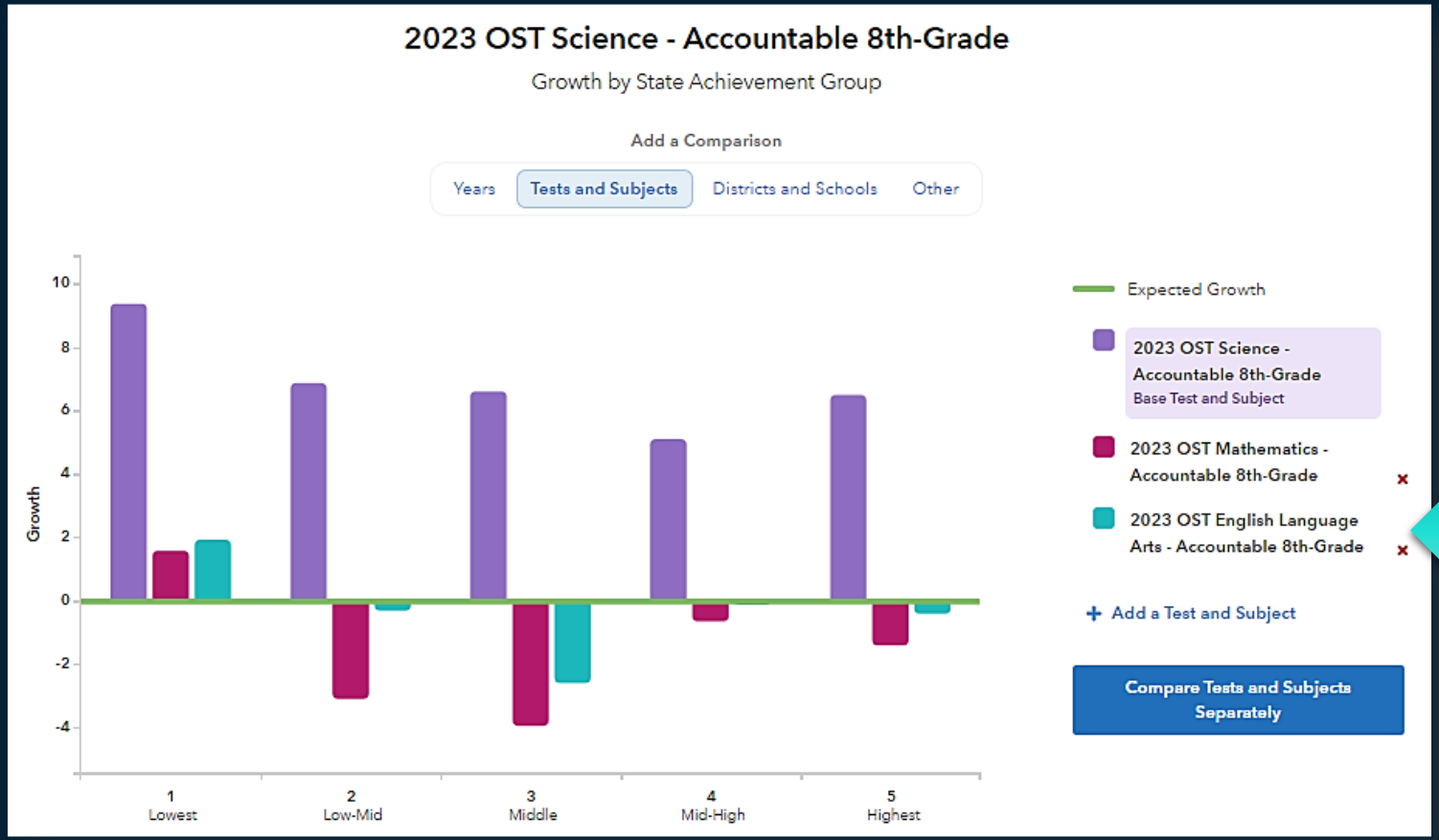
- Years
- Tests and Subjects
- Districts and Schools
- Other



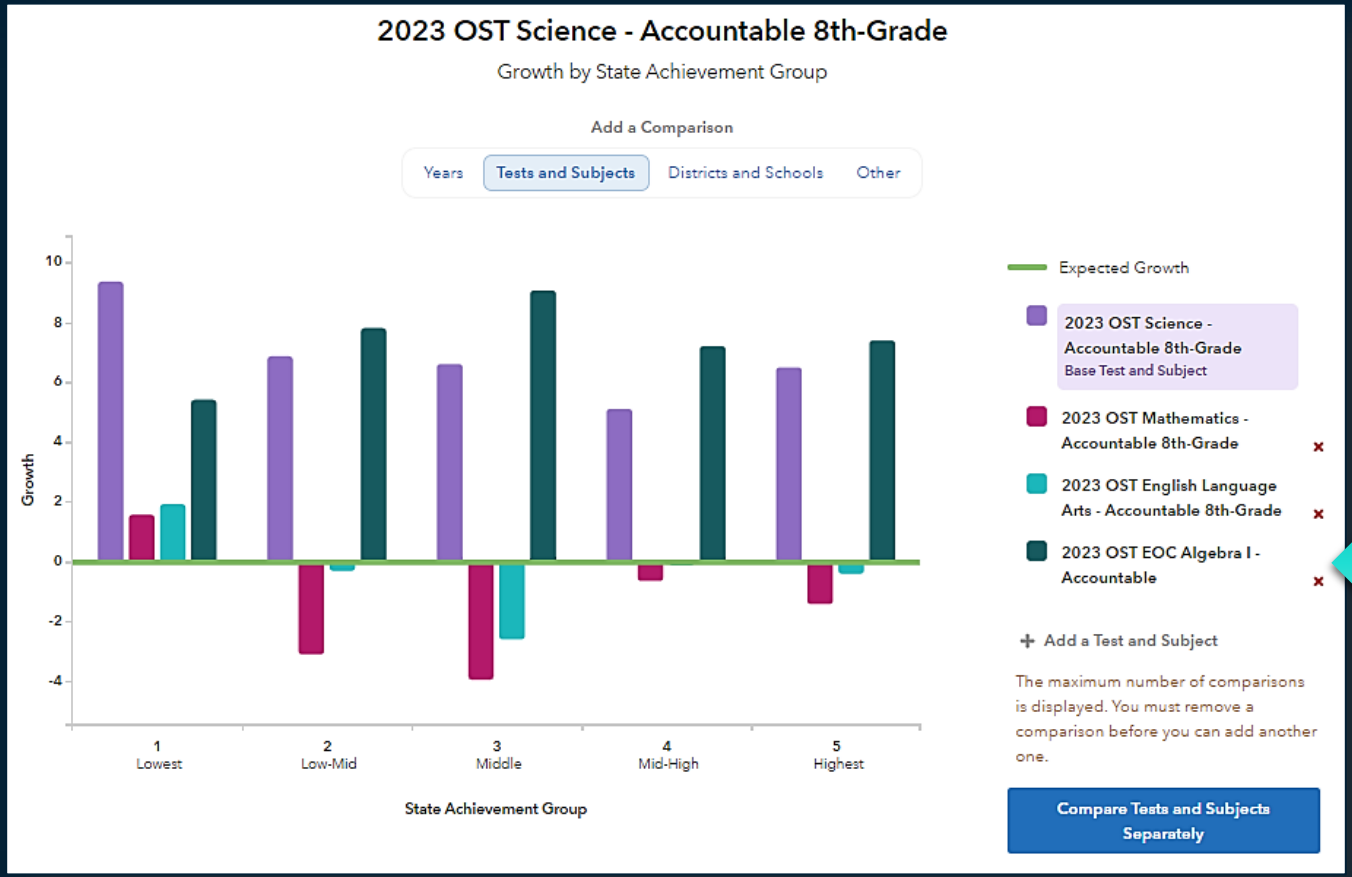
Add a Comparison



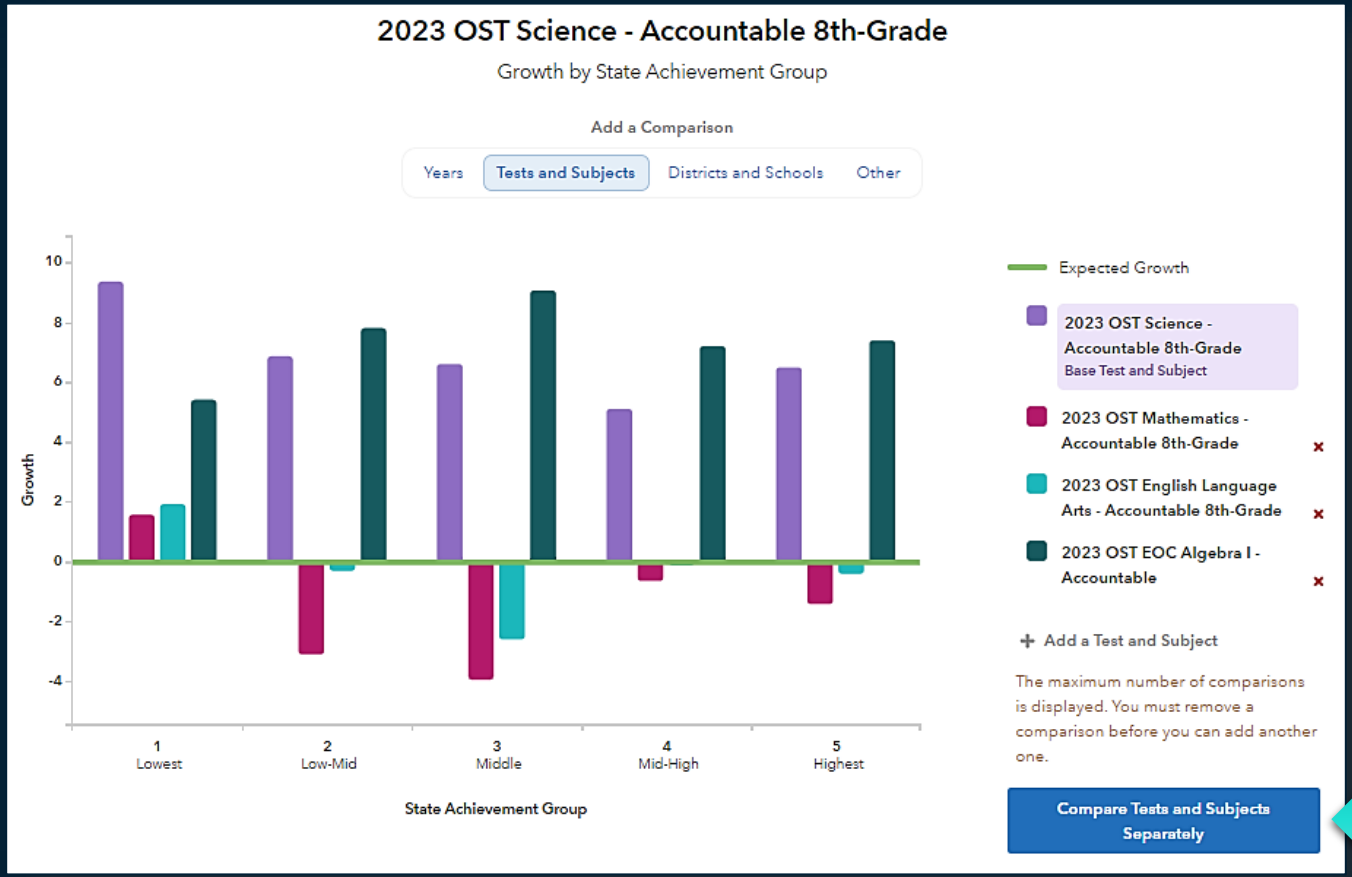
Add a Comparison



Add a Comparison

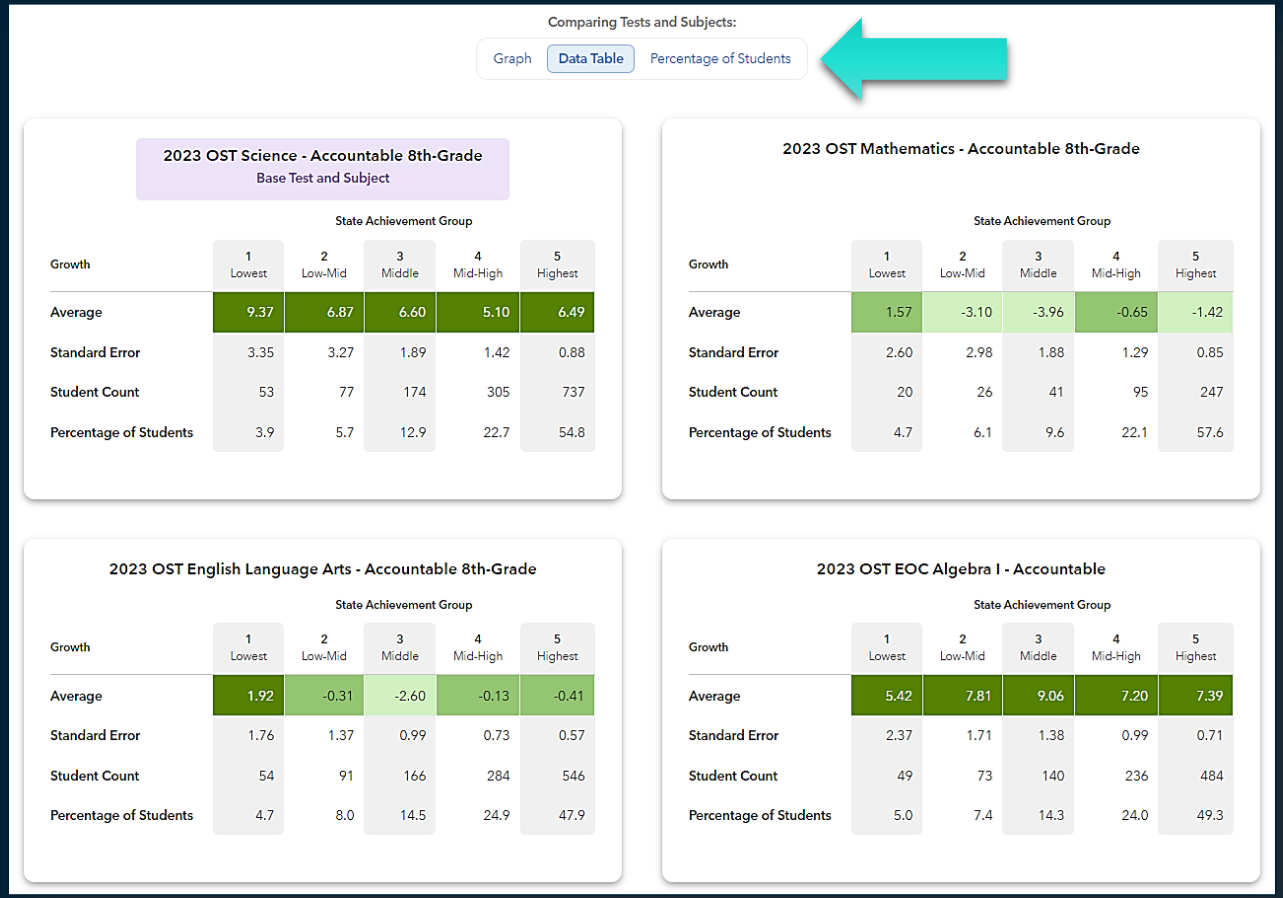


Add a Comparison

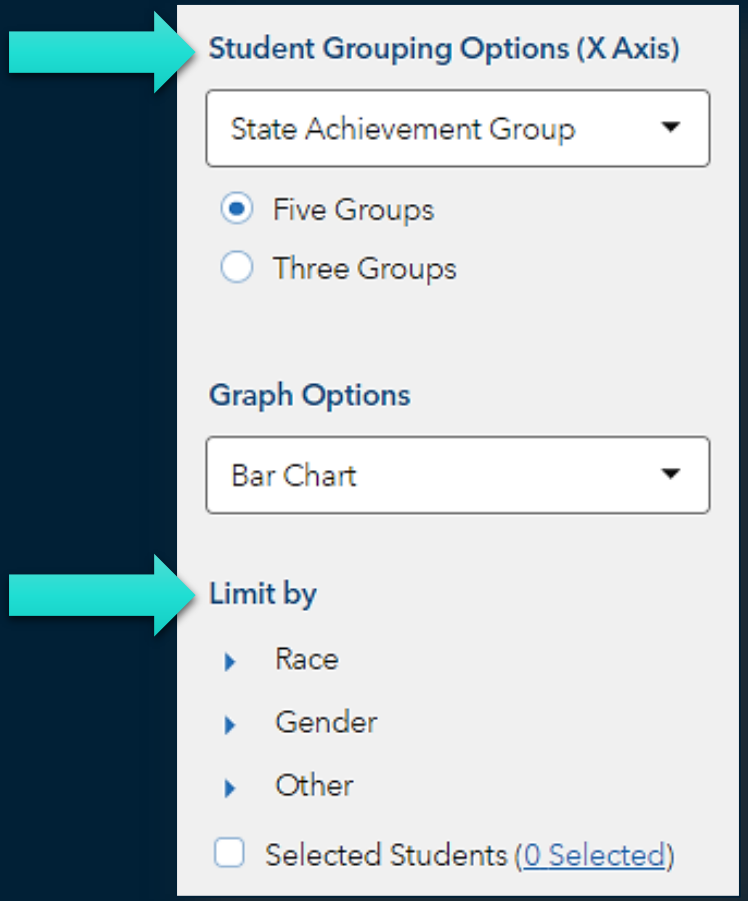


Add a Comparison

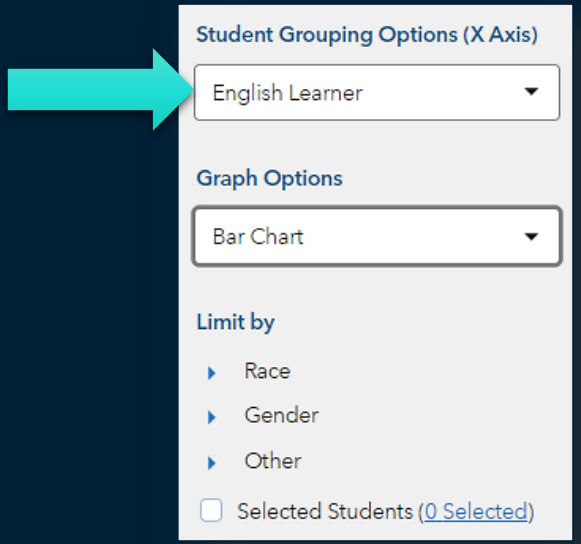
Add a Comparison

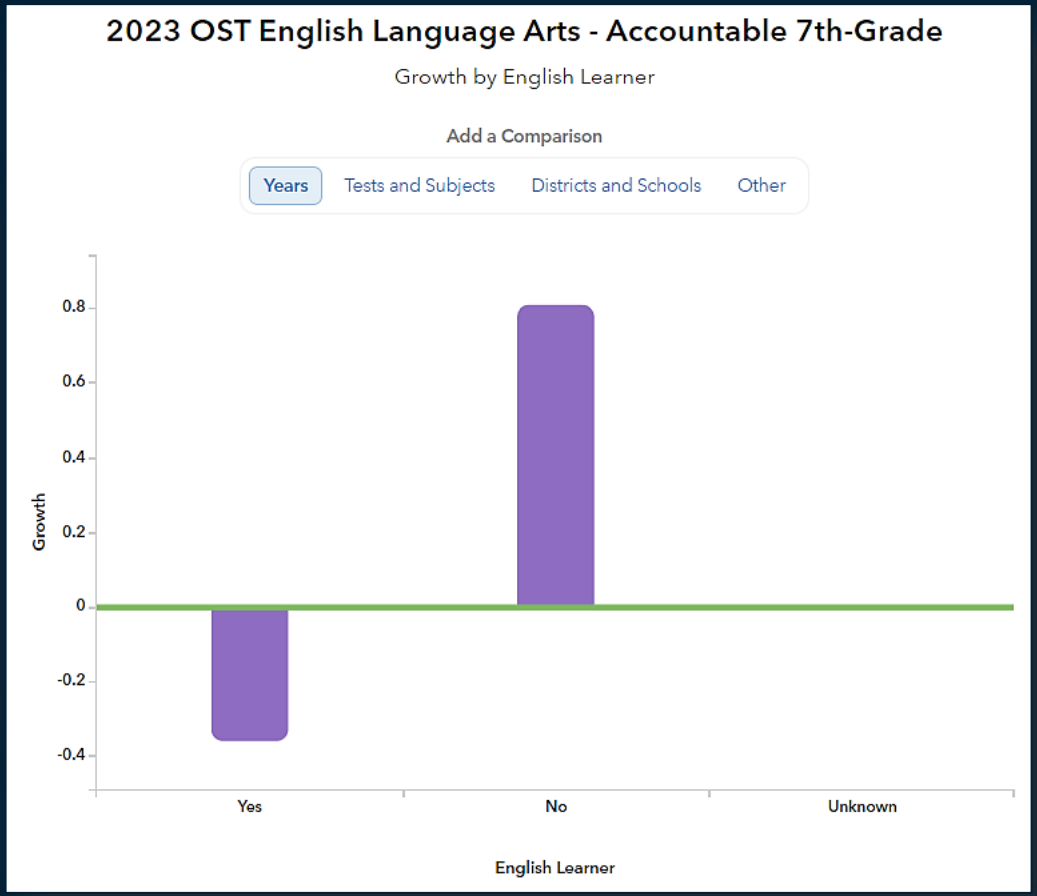


Student Grouping Options vs. Limit by



Student Grouping Options vs. Limit by





Student Grouping Options vs. Limit by

Student Grouping Options (X Axis)

State Achievement Group

- (•) Five Groups
- ( ) Three Groups

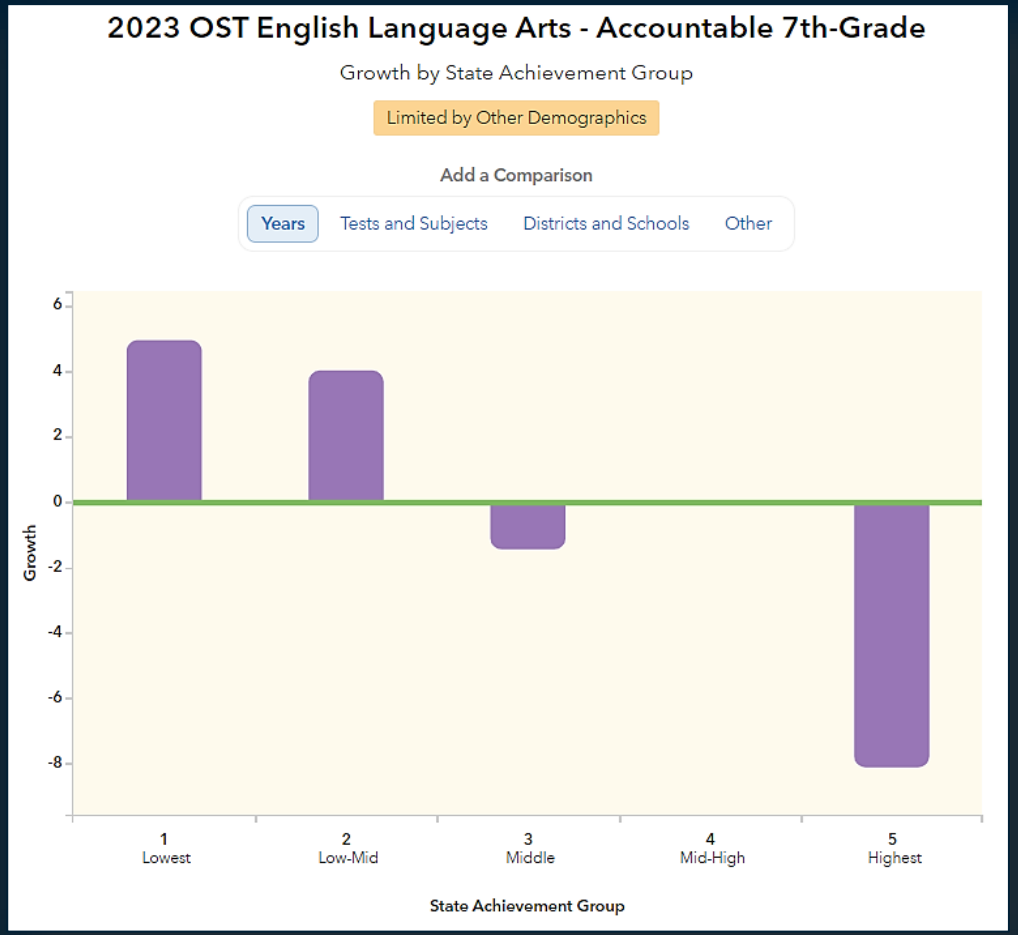
Graph Options

Bar Chart

Limit by

- ▸ Race
- ▸ Gender
- ▾ Other
  - [ ] Chronically Absent
  - [ ] Economically Disadvantaged
  - [x] English Learner
  - [ ] Gifted
  - [ ] Gifted Math
  - [ ] Gifted Reading
  - [ ] Gifted Science
  - [ ] Gifted Superior Cognitive
  - [ ] Migrant
  - [ ] Students with Disabilities

[ ] Selected Students (0 Selected)



Let’s Compare and Contrast

Student Grouping

- View student groups:
  - Yes (in group)
  - No (not in group)
- More likely to meet 5 student minimum to create a bar
- Compare side-by-side to those not in group

Examine data by student groups

Limit By

- View 3 or 5 Achievement Groups
- Less likely to meet 5 student minimum to create a bar
- Click check box on and off to compare to everyone

Activity 1

Turning Team Data into Differentiation

Pages 5-8

Activity 1: Turning Team Data into Differentiation

Step 1: Locate your team's Pattern # Card inside the Team Portfolio behind the "Activity 1" tab.

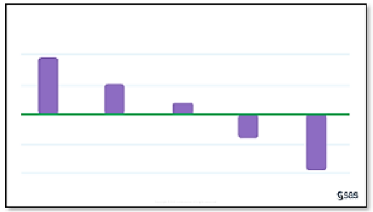
Step 2: Collaboratively discuss your assigned diagnostic pattern.

Step 3: Note areas of celebration and areas for improvement in your pattern in the boxes below.

Step 4: Thinking about classroom instruction, make inferences about possible factors that might contribute to this pattern in the box below.

Identify a Team Talker who will be prepared to share your team's ideas with the whole group.

Pattern 1: _____



Areas of Celebration	
Areas for Improvement	
Possible Contributing Factors	

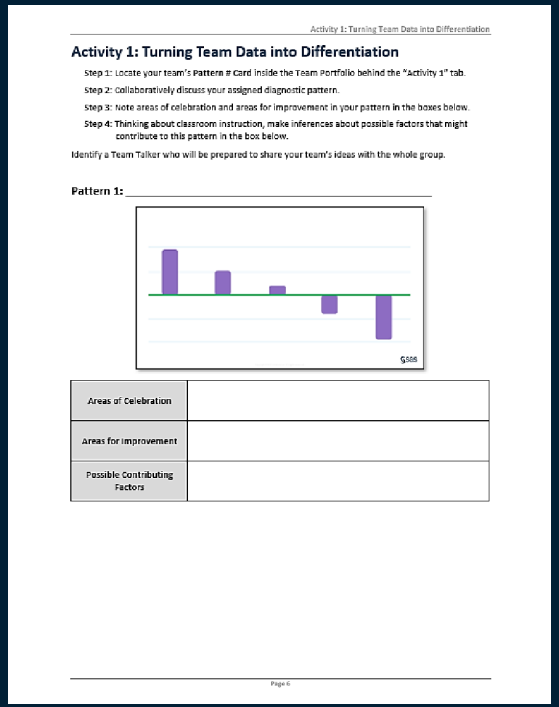
Team Portfolio

Portfolio Manager

- Locate materials behind the “Activity 1” tab.
  - Pattern # card
- Please do not write on these.

Activity 1 Directions

Turning Team Data Into Differentiation



Activity 1: Turning Team Data into Differentiation

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Step 1: Locate your team's **Pattern #** Card inside the Team Portfolio behind the "Activity 1" tab.

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Identify a Team Talker who will be prepared to share your team's ideas with the whole group.

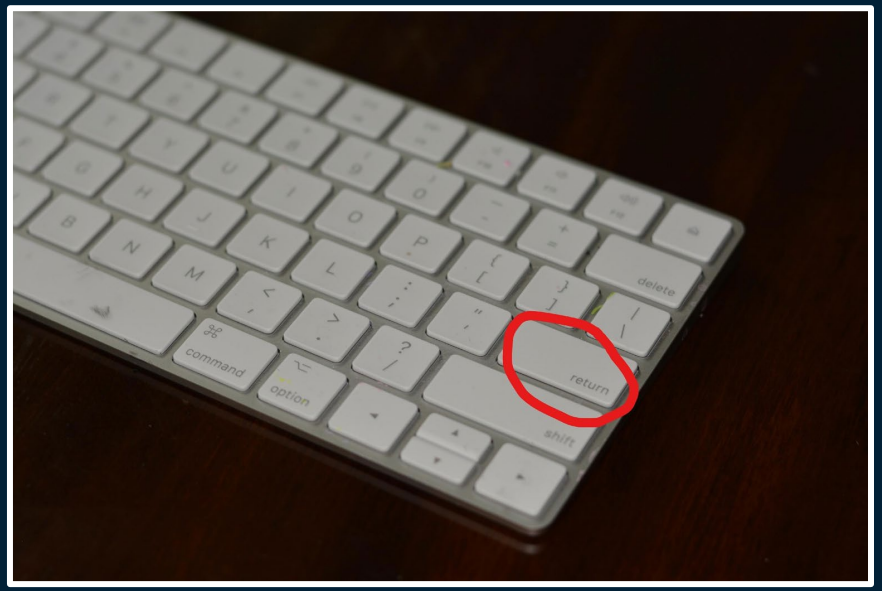
Pattern 1: _____

Areas of Celebration	
Areas for Improvement	
Possible Contributing Factors	

Page 6

1. Locate your team's Pattern # Card in the Team Portfolio behind the "Activity 1" tab.
2. Collaboratively discuss your assigned pattern.
3. Note areas of celebration and areas for improvement in your pattern.
4. Thinking about classroom instruction, make inferences about possible factors that might contribute to this pattern.

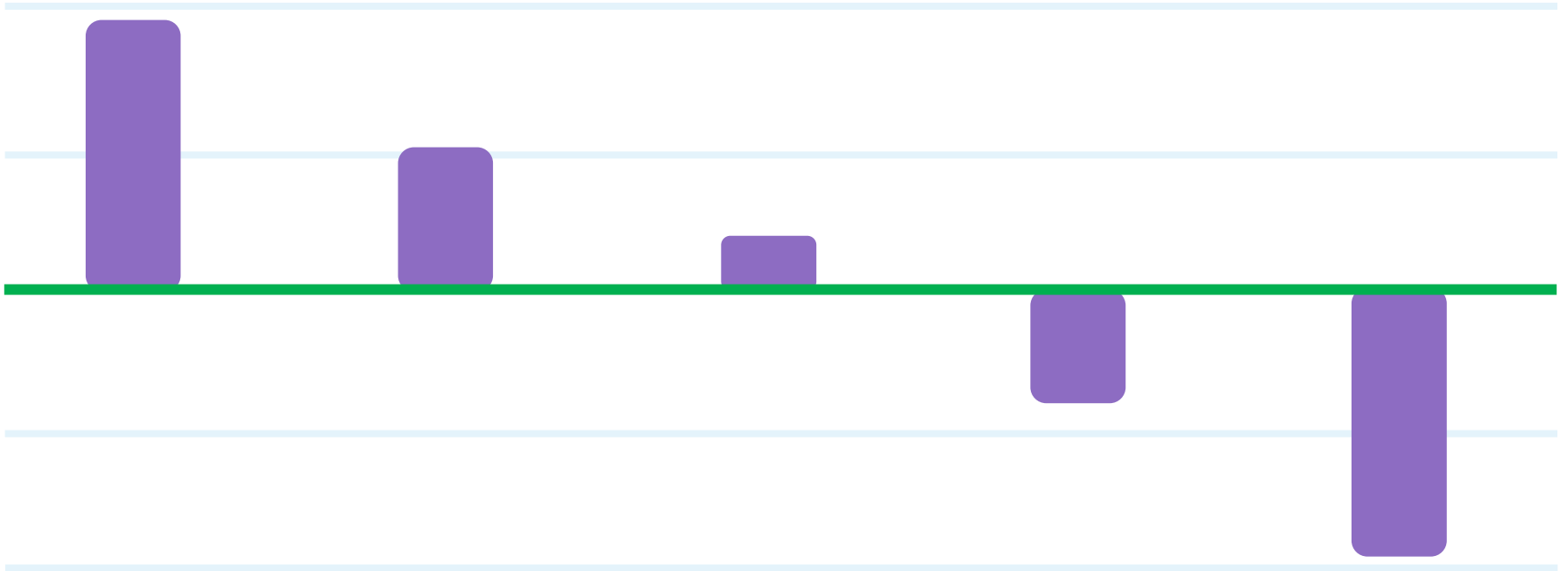
The Power of Teaching



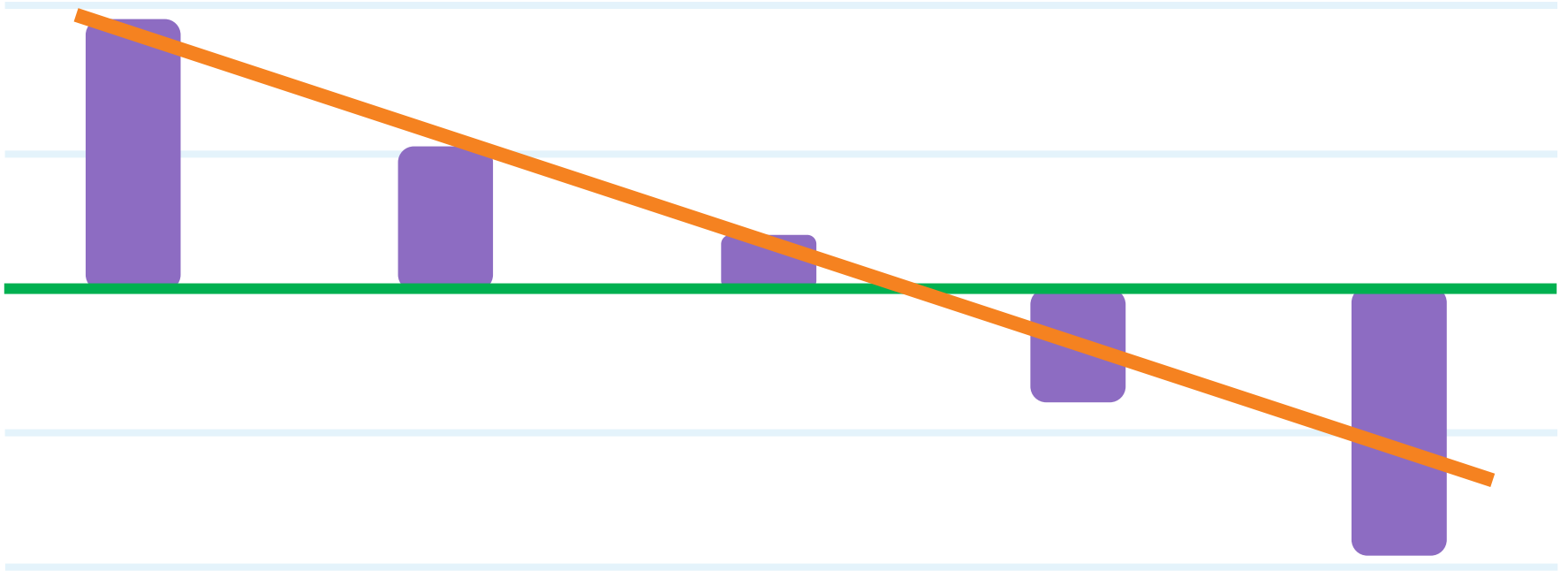
“Failure is not fatal,

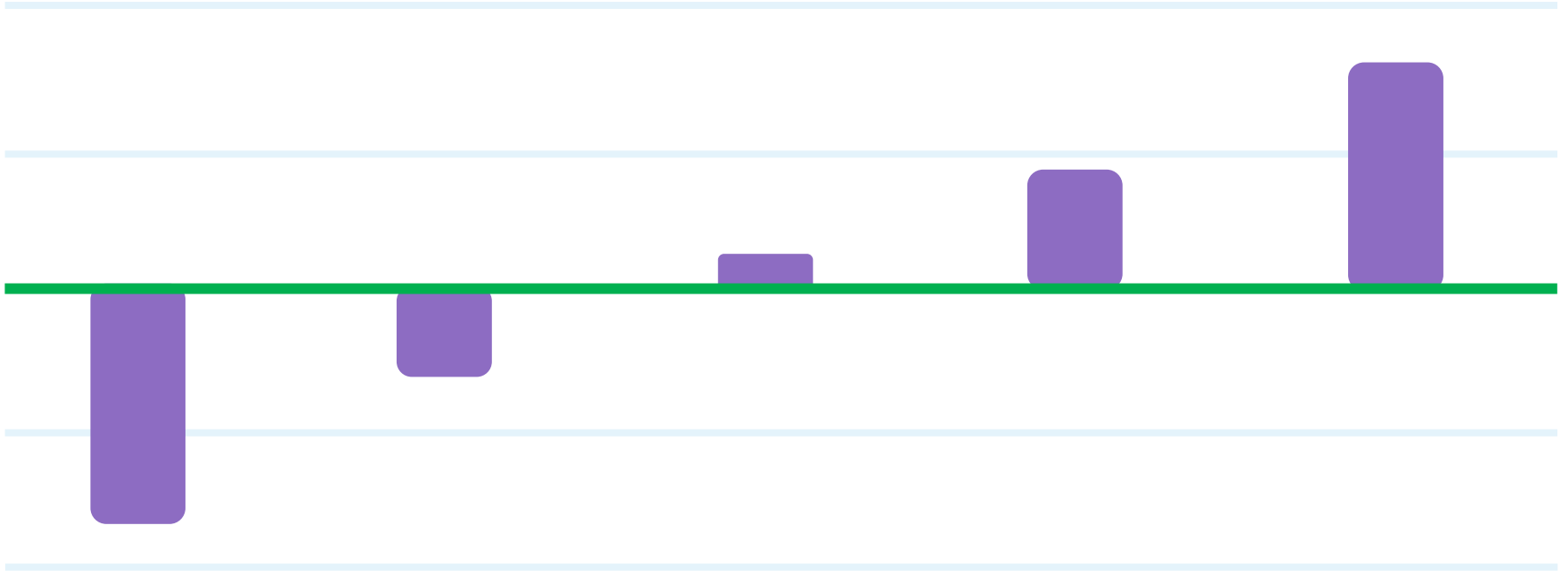
but failing to change might be.”

John Wooden

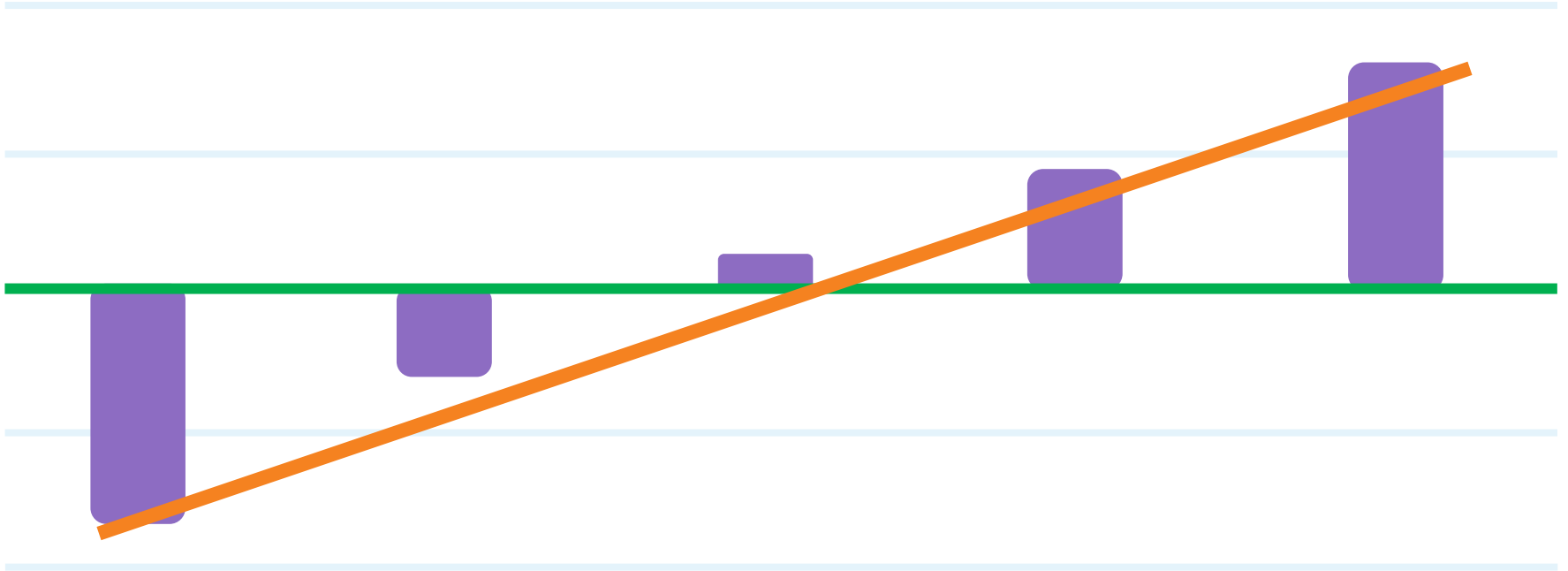


Downhill Pattern

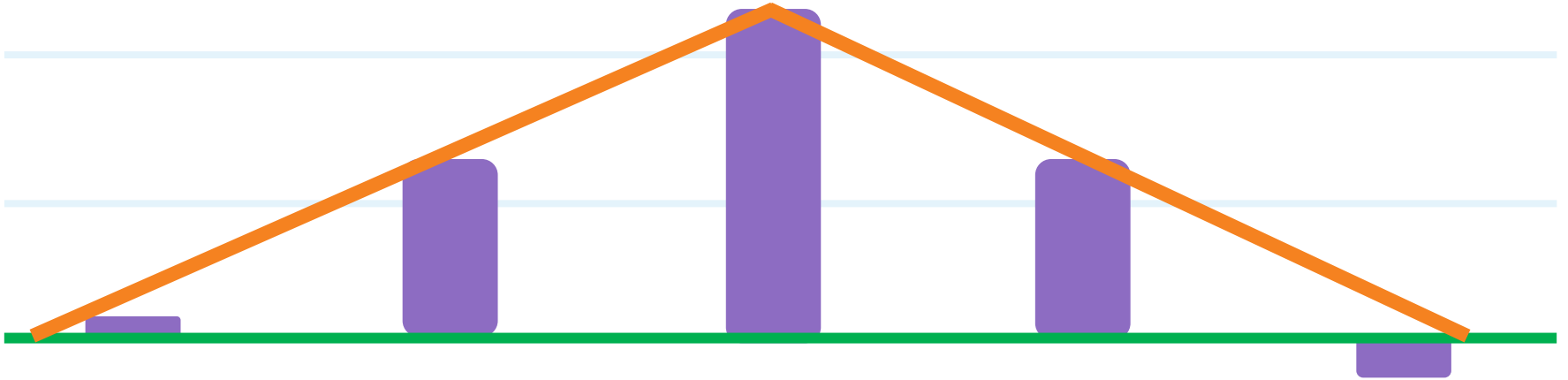


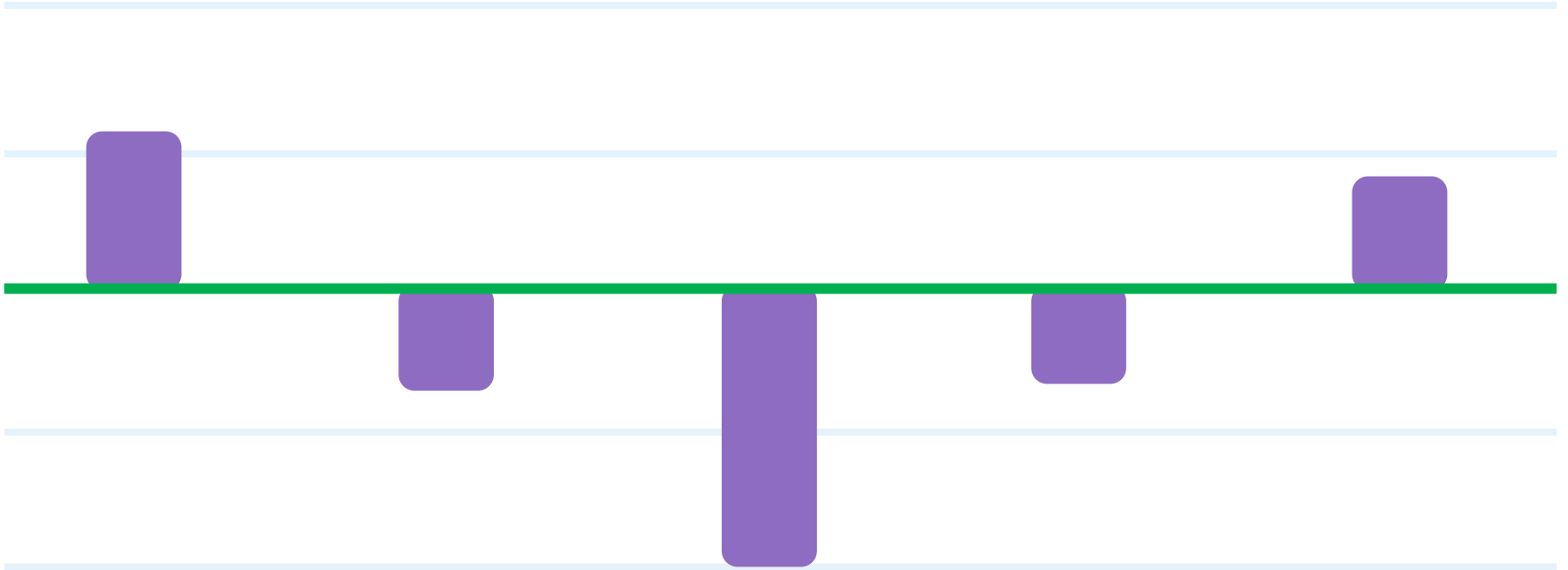


Uphill Pattern

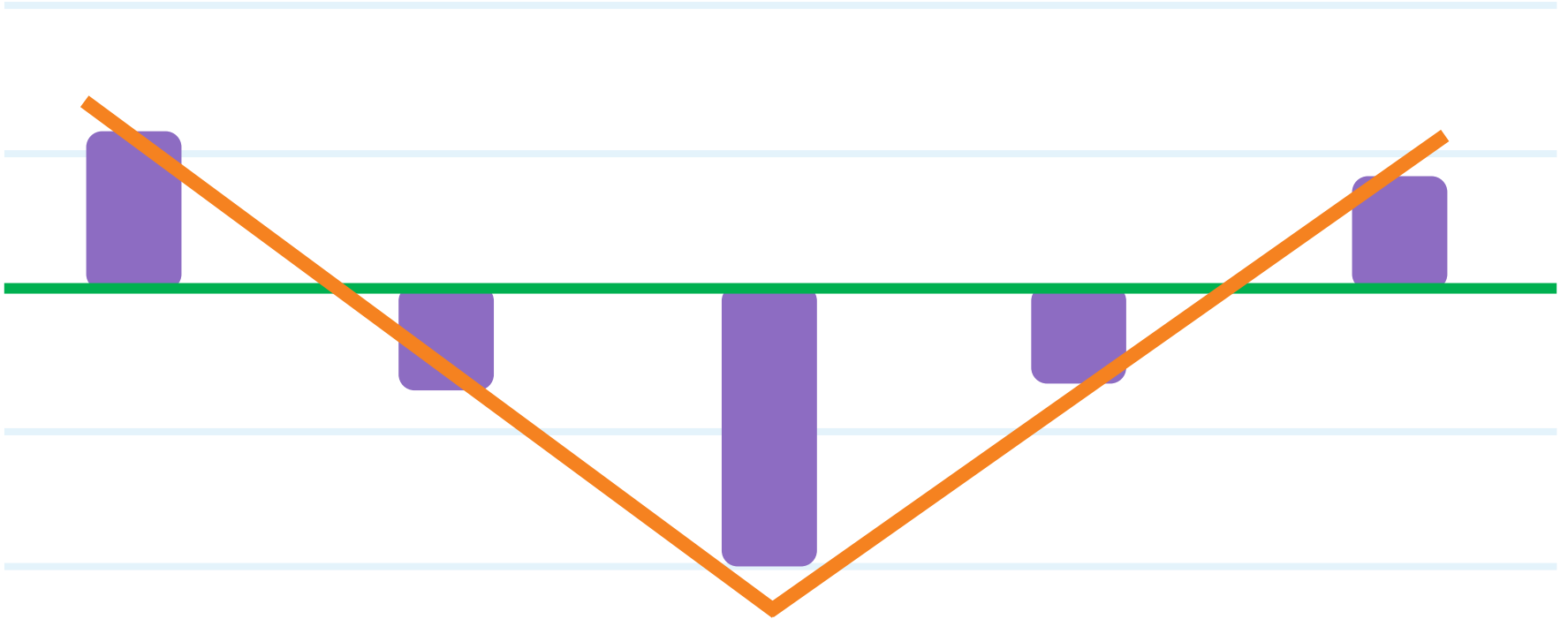


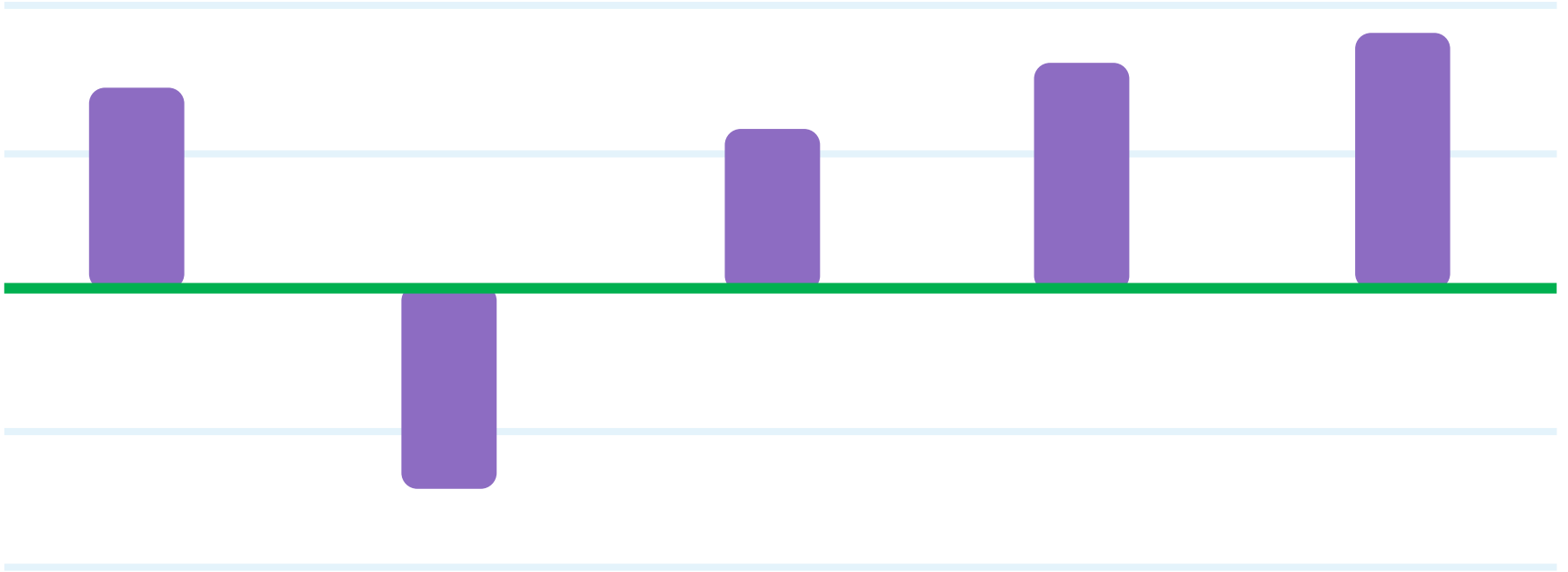
Tent Pattern



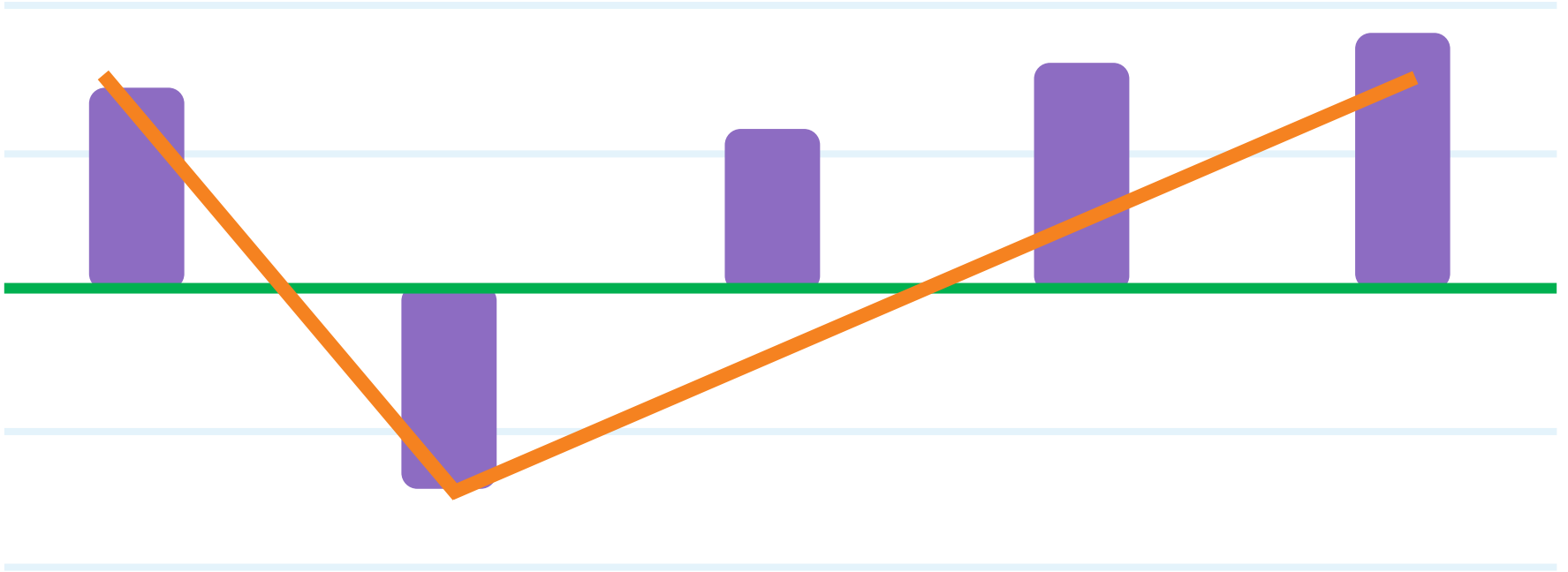


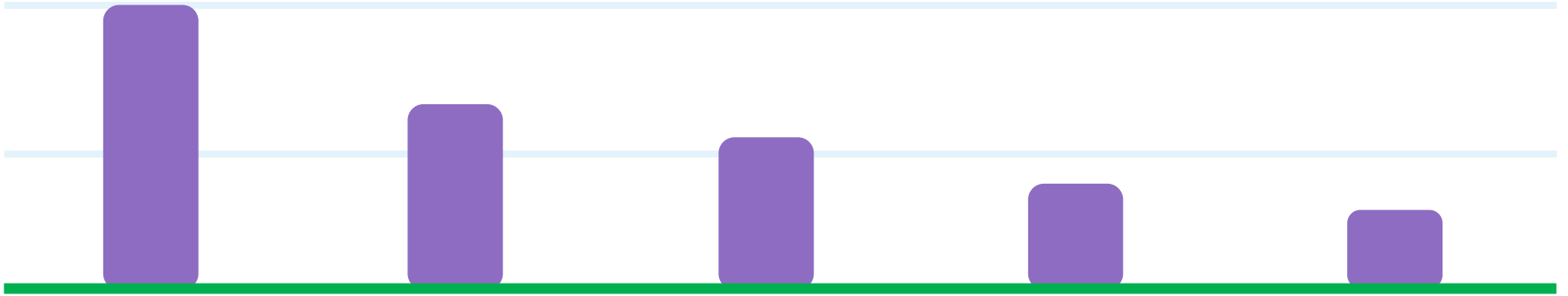
V Pattern

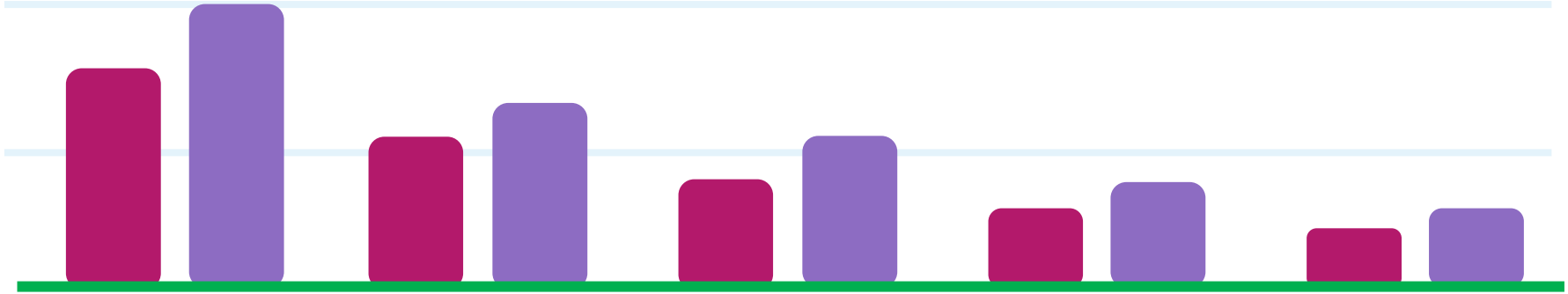




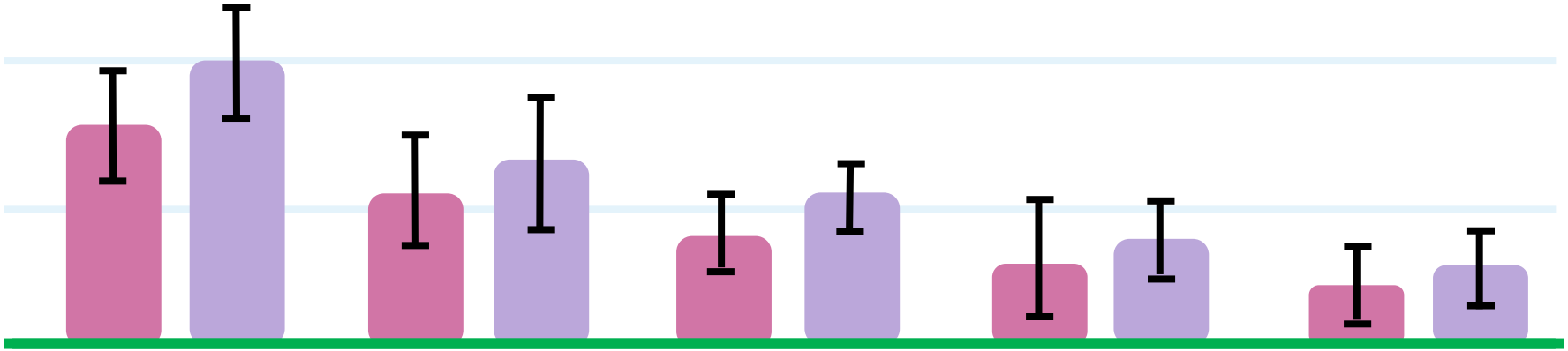
Opportunity Gap Pattern







A Desirable Pattern



Team Portfolio

Portfolio Manager

- Return materials behind the “Activity 1” tab.
  - Pattern # card

Lunch

Reflect & Respond

Let’s Collaborate and Process

Choose one or more of the boxes below to synthesize learning with partners.

1. What information can we gain from the Diagnostics report?

2. What do the colors on a Diagnostics report represent?

3. What are the state achievement groups and why are they important?

4. How might you use this report to support the work you do?

Questions?

What impacts student outcomes?

Activity 2

Fishing for Factors

Page 9

Activity 2: Fishing for Factors

Diagnostic Reports

Step 1: Locate all materials inside your Team Portfolio behind the "Activity 2" tab.

Step 2: Discuss the two school diagnostic patterns and possible contributing factors.

Fishing for Contributing Factors

Step 3: Examine each contributing factor statement on the paper strips. Determine whether each factor is an **Adult Matter**, a **Student Matter**, a **Resource Issue**, or a **Classroom Instructional Issue.**

Step 4: Sort the factors into these categories on the **Fishbone Diagram** poster.

Priority Factors

Step 5: Determine which contributing factors teachers have the power to control.

Step 6: Flip over the contributing factors outside of a teacher's control.

Step 7: Prioritize the factors that you have the power to control by determining which ones your team can address immediately and which ones might require more time.

Step 8: Discuss how your team might plan and approach new strategies for the school year.

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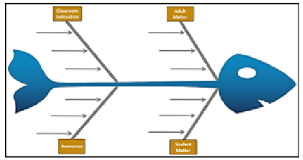


Possible Contributing Factors

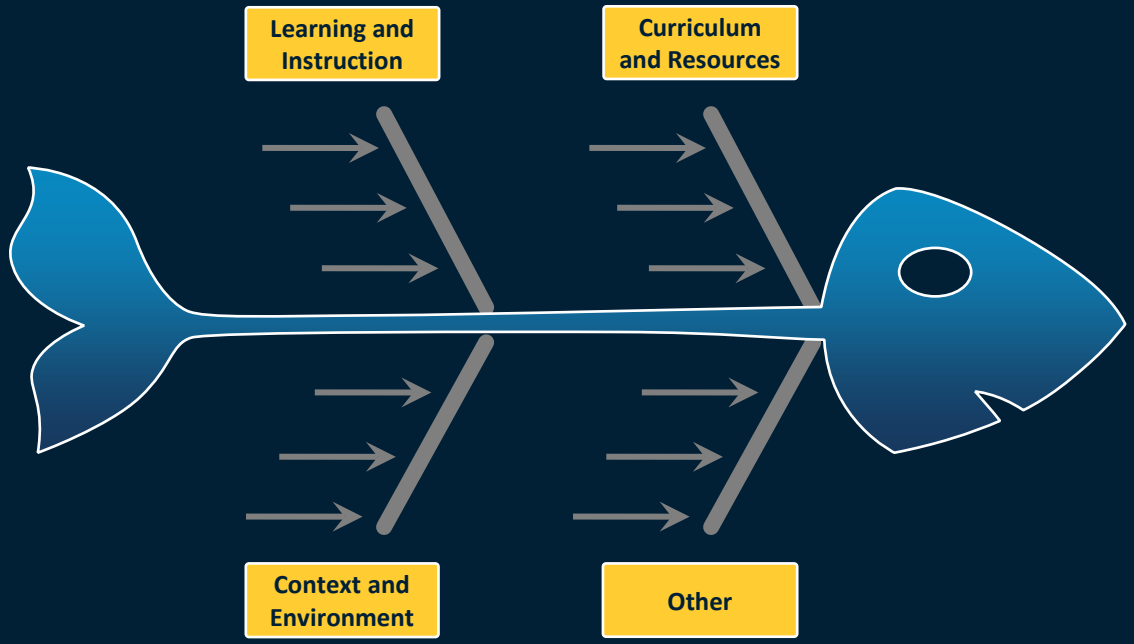
High number of behavior referrals	High absences among students in SWD
No instructional coaches	Limited school-family connections
High teacher turnover	Minimal scaffolding and support materials
No pacing guides	No common formative assessments
Lack of leveled books/decodable texts	Lack of differentiation
High % of Economically Disadvantaged	

Fishing for Factors

What are the contributing factors related to?

With a group/partner:

15 minutes



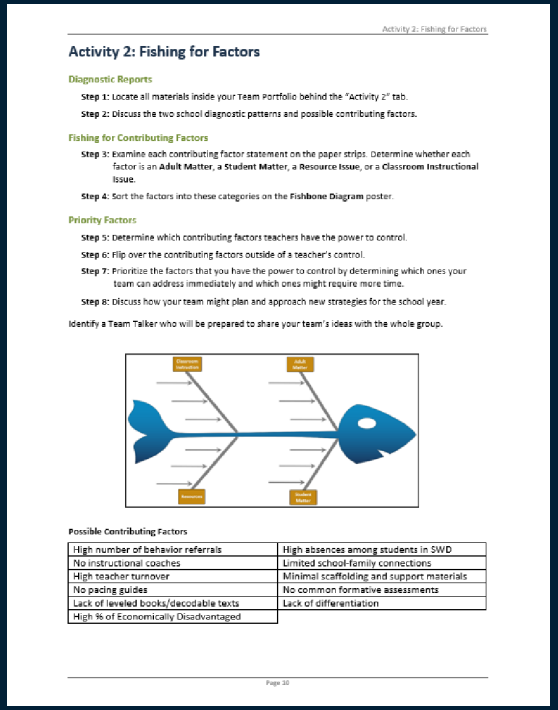
Day 1, Pages 10-11

Team Portfolio

Portfolio Manager

- Locate materials behind the “Activity 2” tab.
  - 6 copies per table:
    - School Diagnostics Report
    - School Diagnostics Report with Students with Disabilities Filter
  - 2 sets per table:
    - Contributing Factor Strips
- Please do not write on these materials.

Activity 2 Directions



Activity 2: Fishing for Factors

Activity 2: Fishing for Factors

Diagnostic Reports

Step 1: Locate all materials inside your Team Portfolio behind the "Activity 2" tab.

Step 2: Discuss the two school diagnostic patterns and possible contributing factors.

Fishing for Contributing Factors

Step 3: Examine each contributing factor statement on the paper strips. Determine whether each factor is an **Adult Matter**, a **Student Matter**, a **Resource Issue**, or a **Classroom Instructional Issue**.

Step 4: Sort the factors into these categories on the **Fishbone Diagram** poster.

Priority Factors

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Page 10

Fishing for Factors

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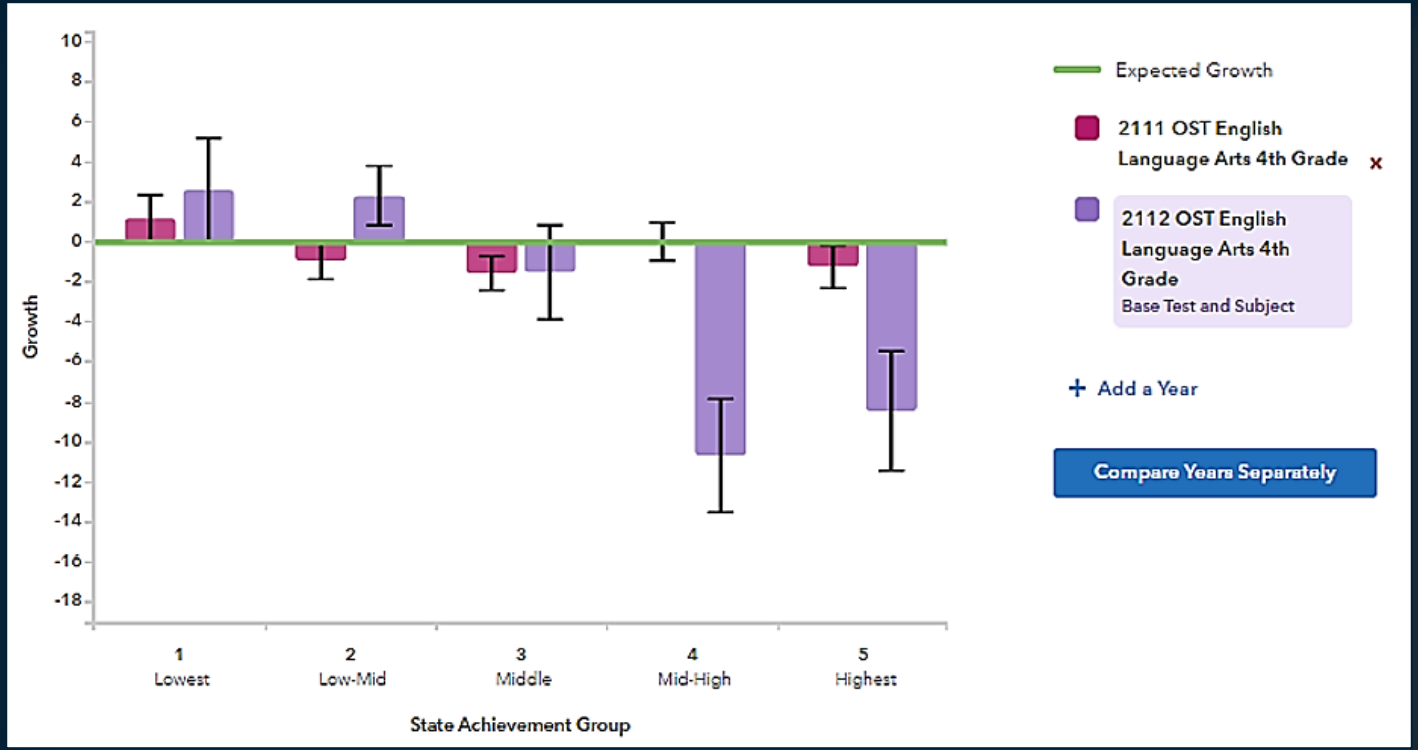
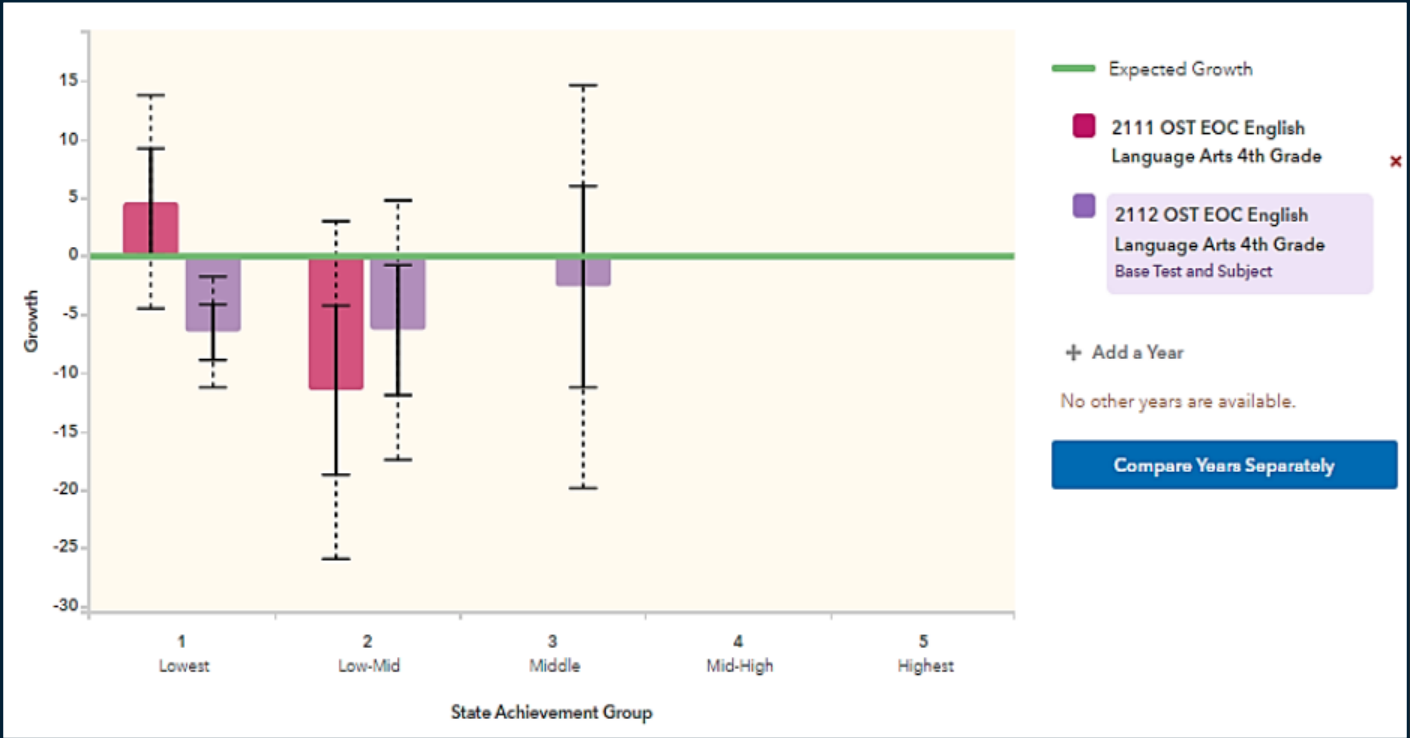
Fourth Grade, Sixth Grade, & English II

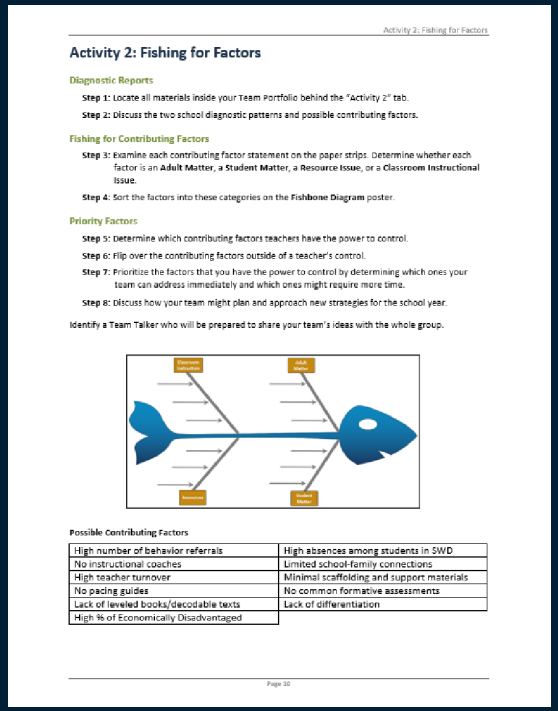


Fourth Grade, Sixth Grade, & English II

Limit by Students with Disabilities



Activity 2 Directions



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Lack of leveled books/decodable texts	Lack of differentiation
High % of Economically Disadvantaged	

Page 10

Fishing for Factors

Contributing Factors

3. Examine each contributing factor statement on the paper strips. Determine if each factor is related to **Learning and Instruction**, **Curriculum and Resources**, **Context and Environment**, or something else (**Other**).

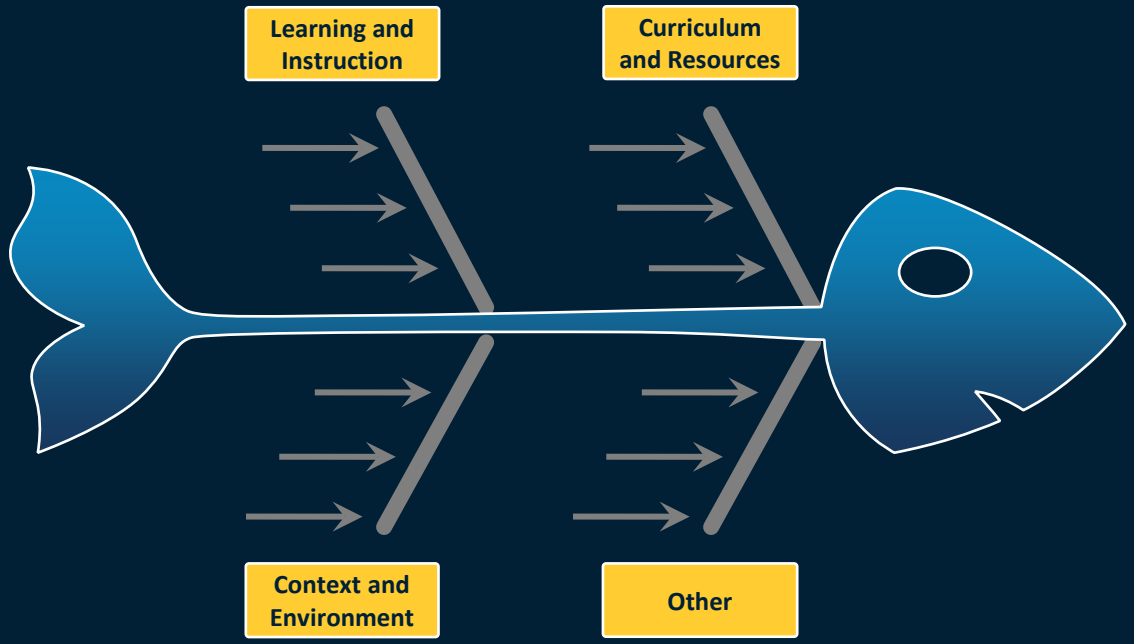
4. Sort the factors into these categories on the Fishbone diagram in your activity packet on pages 10-11.

Fishing for Factors

What are the contributing factors related to?

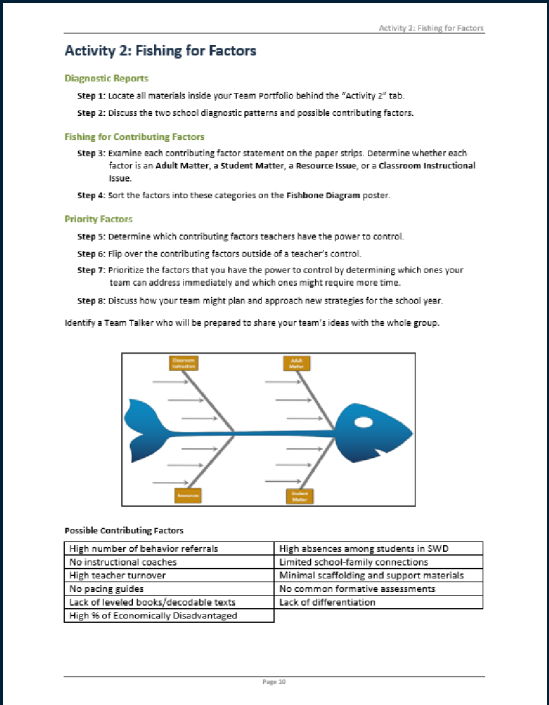
With a group/partner:

15 minutes



Day 1, Pages 10-11

Activity 2 Directions



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Page 10

Fishing for Factors

Priority Factors

5. Determine which contributing factors teachers have the power to control.

6. Flip over the contributing factors outside of a TBT's control.

7. Place the factors you have the power to control in order from low to high priority.

8. Discuss how your team might plan and approach new strategies for the school year.

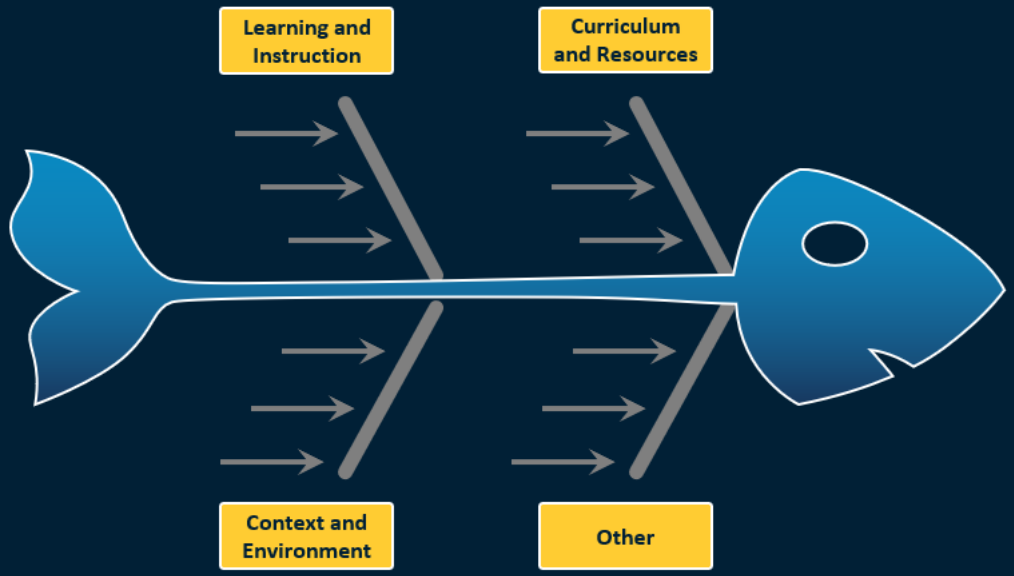
The Power of Teaching

“Challenges are what makes life interesting.

Overcoming them is what makes life meaningful.”

Joshua J. Marine

Fishbone Diagram



What factors are within the TBT's control?

Which ones are highest priority?

Which ones are lower priority?

How might your team plan and approach new strategies?

Team Portfolio

Portfolio Manager

- Return materials behind the “Activity 2” tab.
  - School Diagnostics Report Copies
  - School Diagnostics Report with Students with Disabilities Filter Copies
  - Contributing Factor Strips

ACT I – GROWTH VS. ACHIEVEMENT

All that glitters is not growth

ACT II – SCHOOL DIAGNOSTIC REPORTS

All the school's a stage

ACT III – TEACHER REPORTS

To thine own self be true

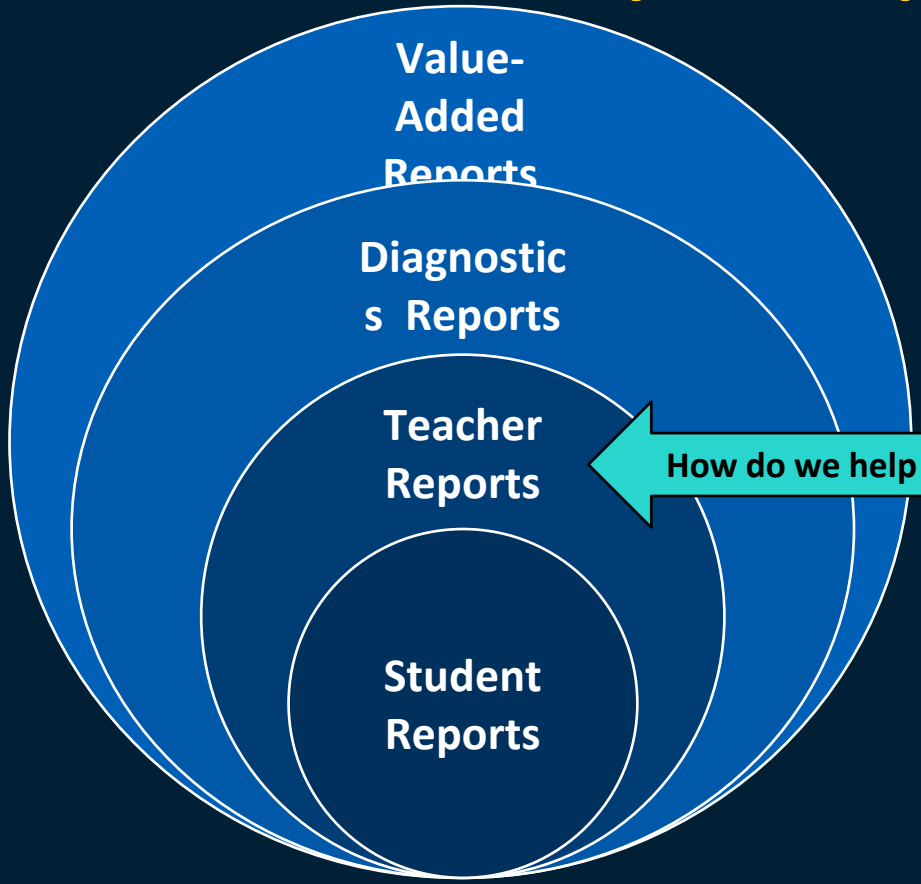
ACT IV – STUDENT PROJECTIONS

To be or not to be—that is the question

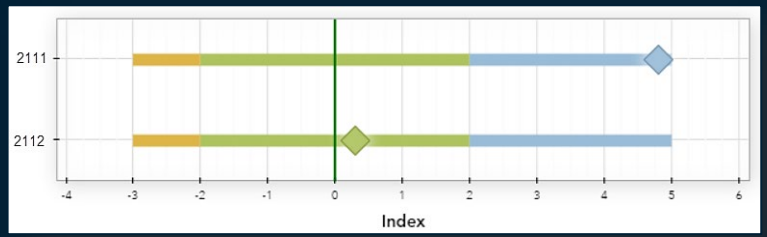
ENCORE

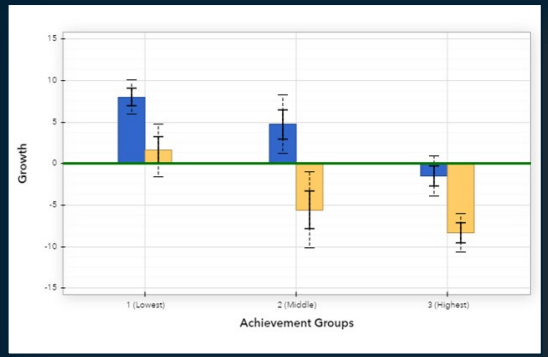
Parting is such sweet sorrow

Layered Reporting

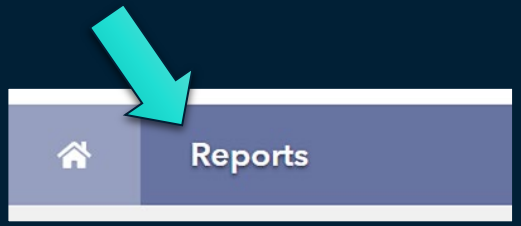


How do we help our teachers best support students?





Teacher Reports



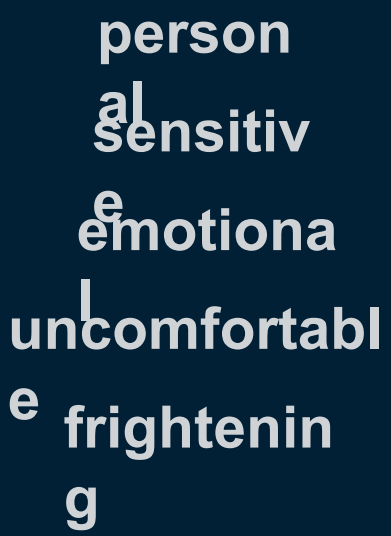
Navigation

Reports Menu

Teacher Reports

Developing a Culture

Making Good Use of Teacher Reports



Remember

:

Data should be used as a

FLASHLIGHT

Not a HAMMER!

Shift the Focus:

How can we help educators recognize their own intuitive understandings and explore new directions?

?

Teacher Reports

Positive Use: Replicate, Tweak, or Change

Reflection

Professional growth plans

Instructional practices

Continual improvement

Support

Professional development

Spiraling feedback

Challenge and extension

Leadership

Mentors

Model classrooms

Peer observers

Consistent Conversations

What’s the best way to talk about data?

Working with Multiple Groups

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?

Consistent Conversations

Working with Multiple Groups

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?

Consistent Conversations

Working with Multiple Groups

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?

Consistent Conversations

Working with Multiple 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?

Consistent Conversations

Working with Multiple Groups

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

Bonus Resource

Consistent Conversations

For Guiding Reflection and Improvement

Bonus Resource: Consistent Conversations

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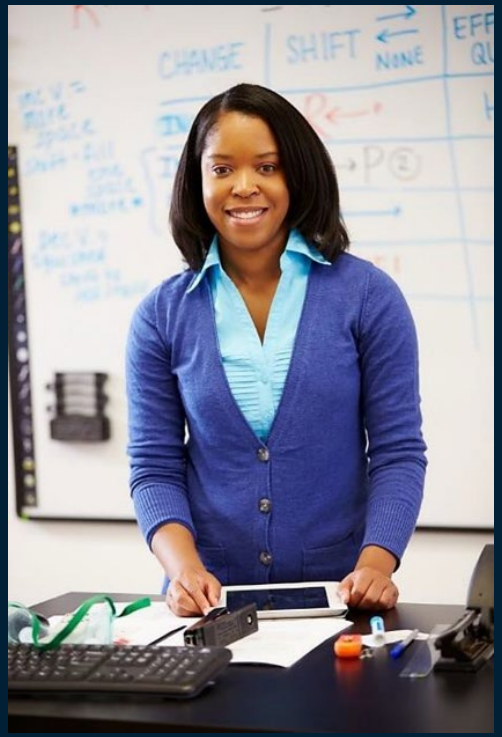
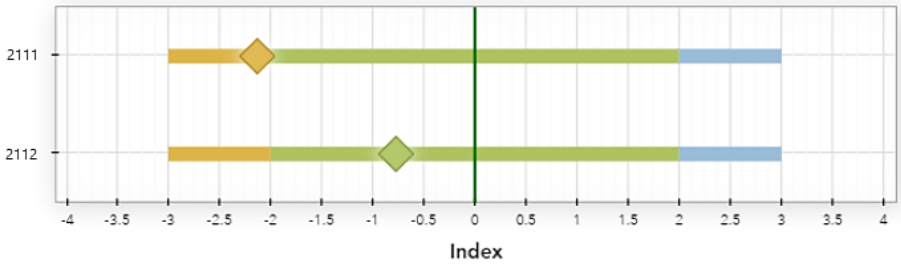
Teacher Reports



Teacher Value-Added Report



◇ Index | Expected Growth

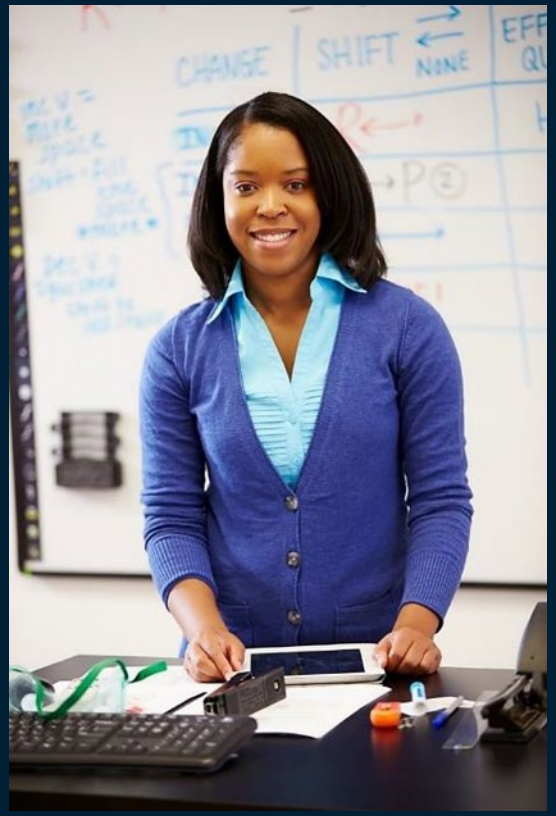
☐ | District Average

Show: Index Graph

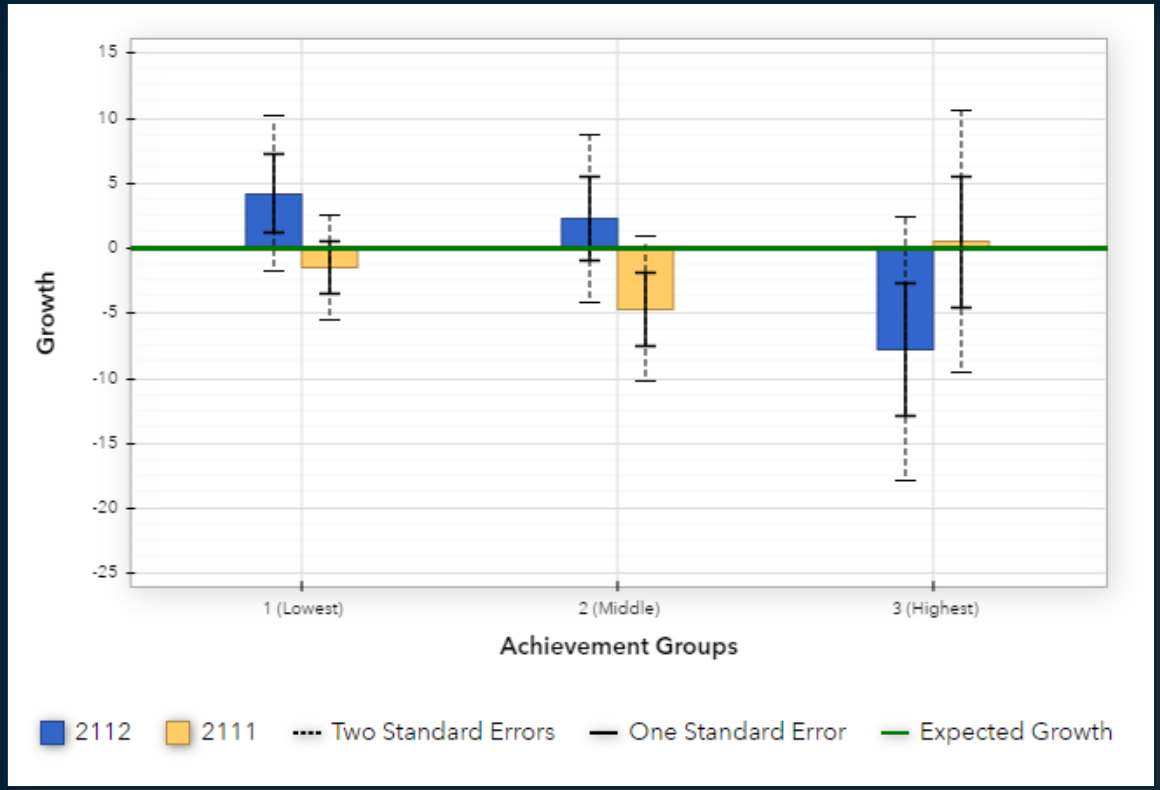
Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
2111	-4.0	1.9	-2.13	Yellow
2112	-0.7	0.9	-0.78	Green

Teacher Reports



Teacher Diagnostic Report



Reminder

Teacher Diagnostic Whisker Placement

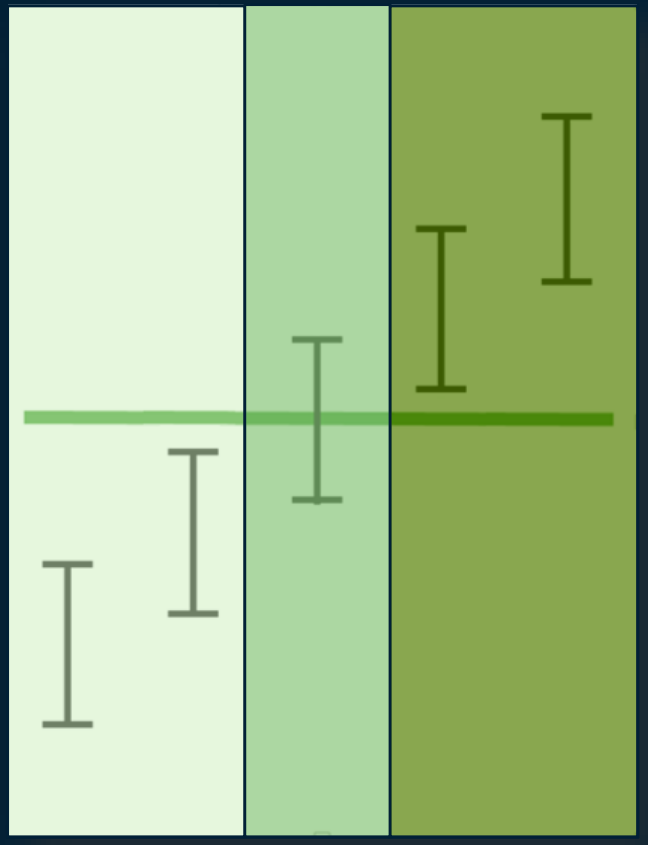
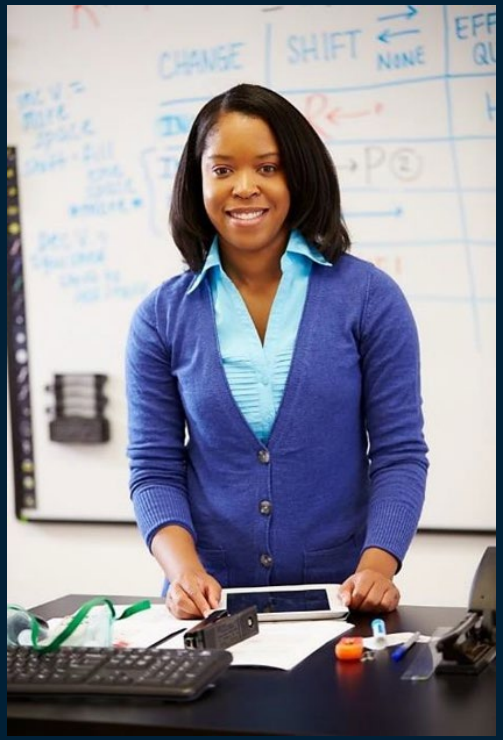


Table Talk

Looking for Patterns in Teacher Data



Page 12

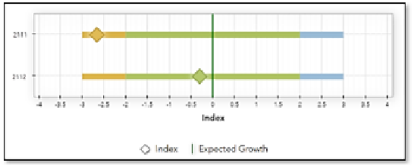
Let's Review: Looking for Patterns in Teacher Data

With your team, discuss the Value-Added and Diagnostic reports for Alex. Record your thoughts within the table below regarding:

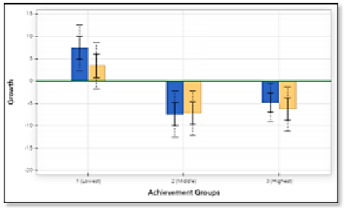
- Areas of celebration
- Areas for improvement

Identify a Team Talker who will be prepared to share your team's ideas with the whole group.

Alex's Teacher Value-Added Report



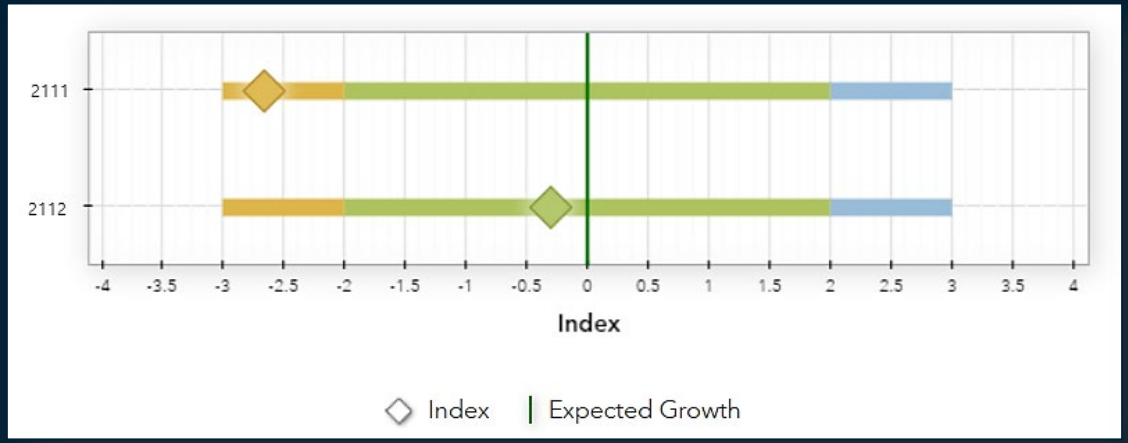
Alex's Teacher Diagnostic Report

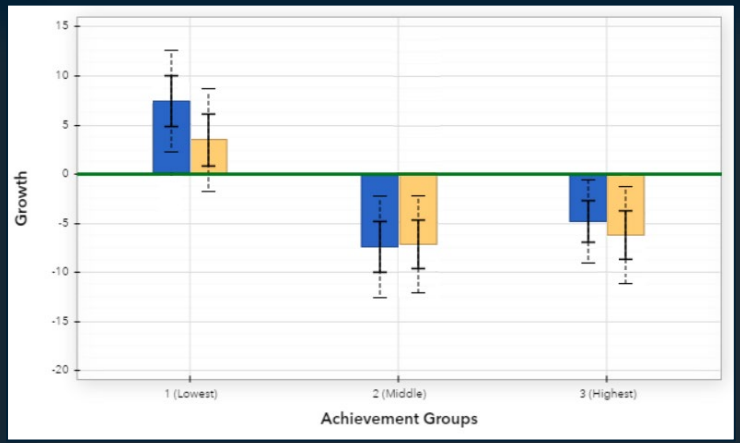


Areas of Celebration	
Areas for Improvement	

Using Teacher Reports for Professional Growth

Looking for Patterns in Teacher Data – Alex Anxious





Brainstorm

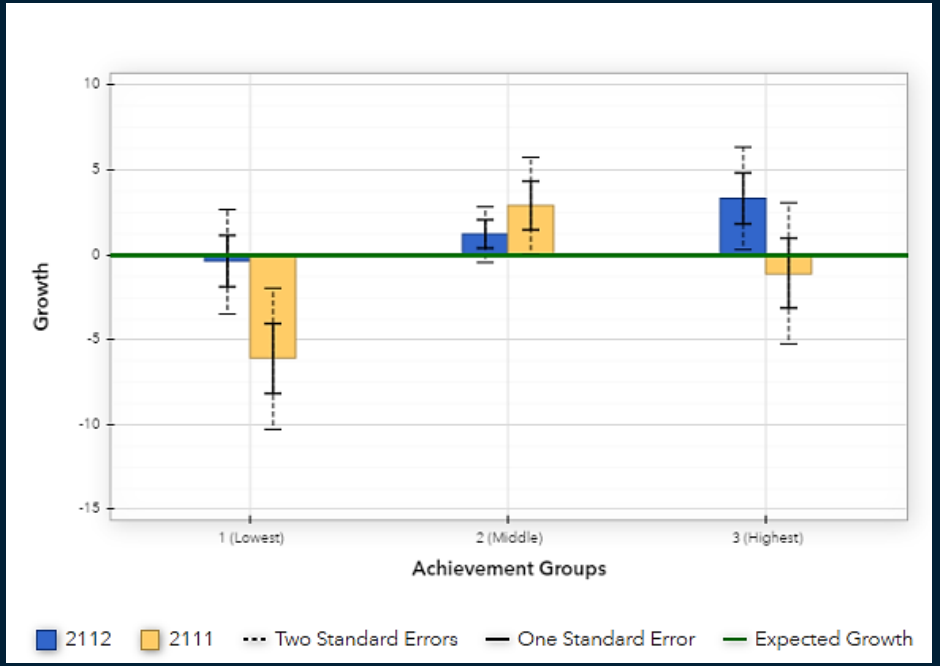
Effective Instructional Strategies

- Classroom structures and routines
- Teacher modeling
- Visual representations
- Graphic organizers
- Distributed summarizing
- Flexible instructional grouping
- Differentiated assignments

The Art of Teaching

Growth Data Informs Support

What types of instructional strategies would you encourage in this teacher's classroom?



Questions?

Break

Activity 3

Linking Data to Practice

Pages 13-14

Activity 3: Linking Data to Practice

Sticky Examples

Step 1 – Diagnostic Reports

- Locate all materials inside your Team Portfolio behind the "Activity 3" tab.
- Divide your table in half. Examine and discuss the diagnostic report for either Billie Beginner or Chris Confused.
- Write an observation about your teacher's diagnostic report for each of the three student achievement groups on *green* sticky notes.
  (One student achievement group per green sticky note.)
- Place your *green* sticky notes in either the **Celebrations** or **Opportunities for Improvement** section of the table poster based on your assessment of each achievement group's growth results.

Step 2 – Lesson Plan

- Locate your teacher's lesson plan. Evaluate your teacher's lesson plan and carefully examine the peer feedback column.
- First, record effective instructional strategies on **blue** sticky notes.
  (One effective strategy per blue sticky note.)
- Second, record ineffective instructional strategies on **pink** sticky notes.
  (One ineffective strategy per pink sticky note.)
- Place your **blue** sticky notes in the **Celebrations** section and your **pink** sticky notes in the **Opportunities for Improvement** section of the table poster.

Step 3 – Professional Goals

- Develop two personal professional goals for your teacher based on your evaluation of the data on two separate **yellow** sticky notes.
  (One goal per yellow sticky note.)
- Place your **yellow** sticky notes in the **Goals** section of the table poster.

Team Portfolio

Portfolio Manager

- Locate materials behind “Activity 3” tab.
  - 3 copies per table:
    - Billie’s Teacher Diagnostic Report
    - Chris’ Teacher Diagnostic Report
    - Billie’s Teacher Lesson Plan
    - Chris’ Teacher Lesson Plan
  - 1 per table
    - Green Sticky Note Pad
    - Blue Sticky Note Pad
    - Pink Sticky Note Pad
    - Yellow Sticky Note Pad
- Please write on the sticky notes only.

Activity 3 Directions

Instructional Strategy Scavenger Hunt

First

BILLIE	CHRIS
Celebrations	Celebrations
Opportunities for Improvement	Opportunities for Improvement
Goals	Goals

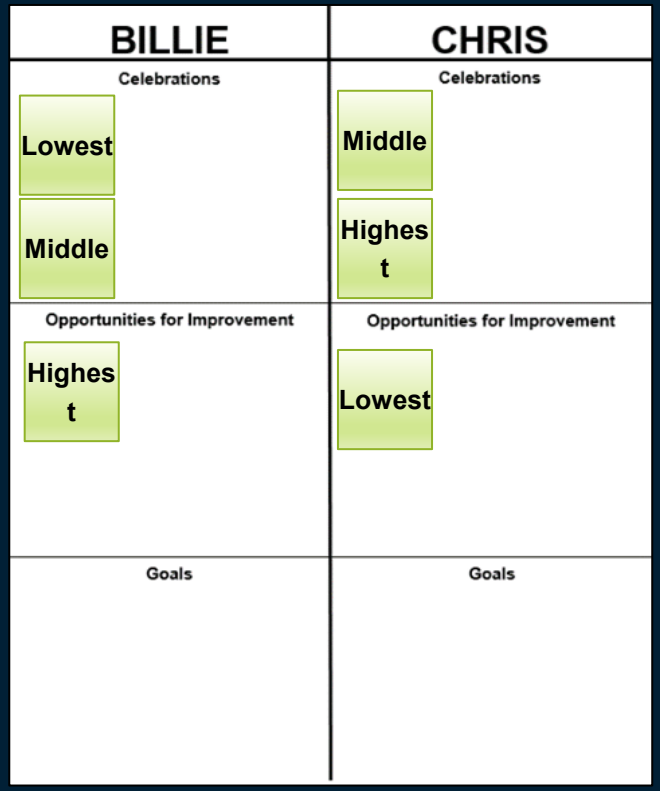
Evaluate your teacher's diagnostic report.

Write one observation for each of the three student achievement groups from your teacher's diagnostic report.

Activity 3 Directions

Then

Your poster should look similar to this:



Activity 3 Directions

Instructional Strategy Scavenger Hunt

Second

BILLIE	CHRIS
Celebrations	Celebrations
Opportunities for Improvement	Opportunities for Improvement
Goals	Goals

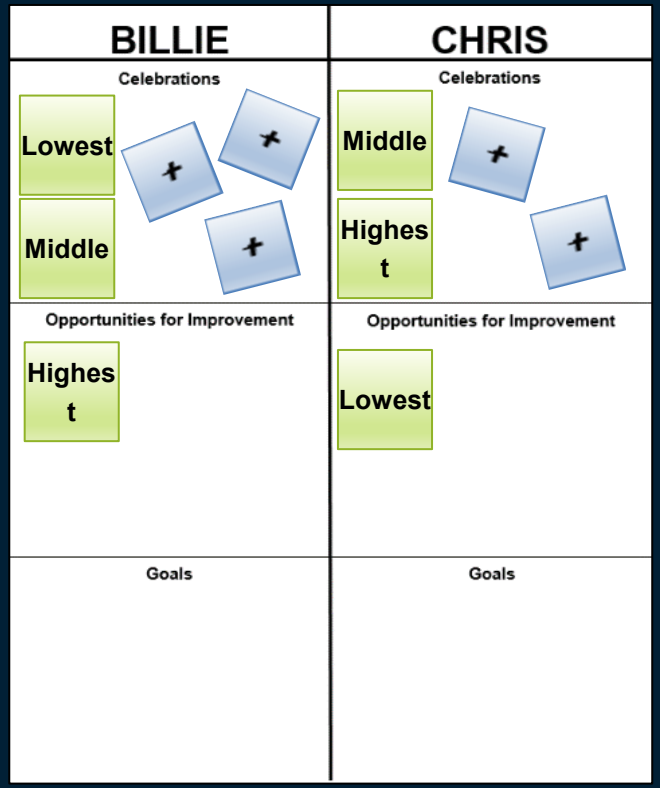
Evaluate your teacher's lesson plan, take note of the peer feedback column.

Record **effective** instructional strategies on **blue** sticky notes.

Activity 3 Directions

Then

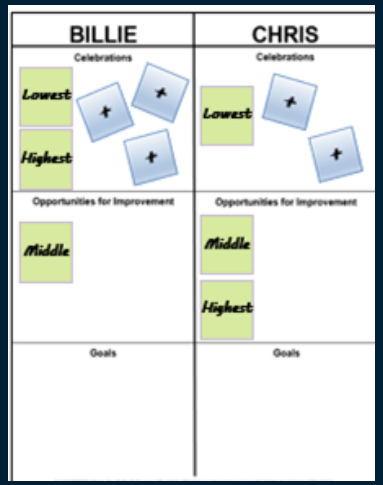
Your poster should look similar to this:



Activity 3 Directions

Instructional Strategy Scavenger Hunt

Continue



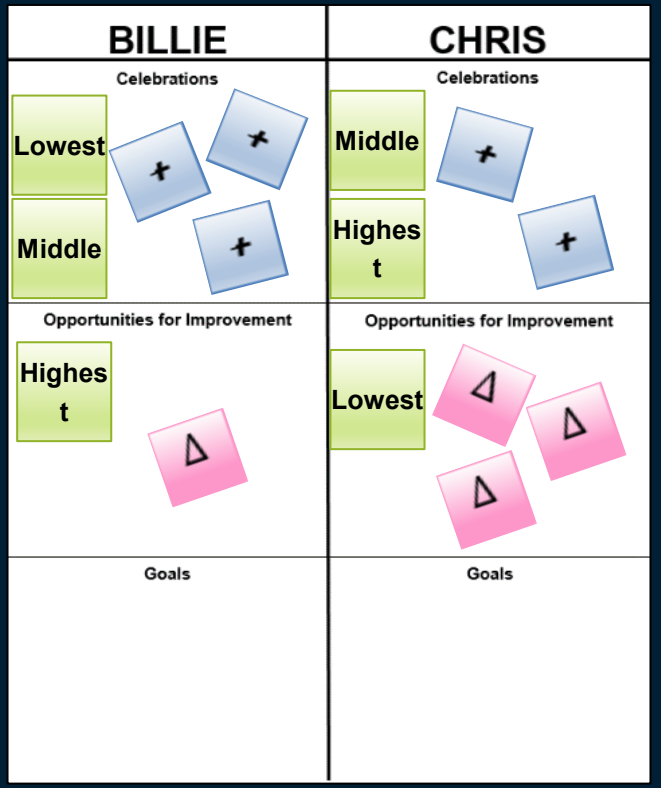
Continue to evaluate your teacher's lesson plan, taking note of the peer feedback column.

Record **ineffective** instructional strategies on **pink** sticky notes.

Activity 3 Directions

Then

Your poster should look similar to this:



Activity 3 Directions

Instructional Strategy Scavenger Hunt

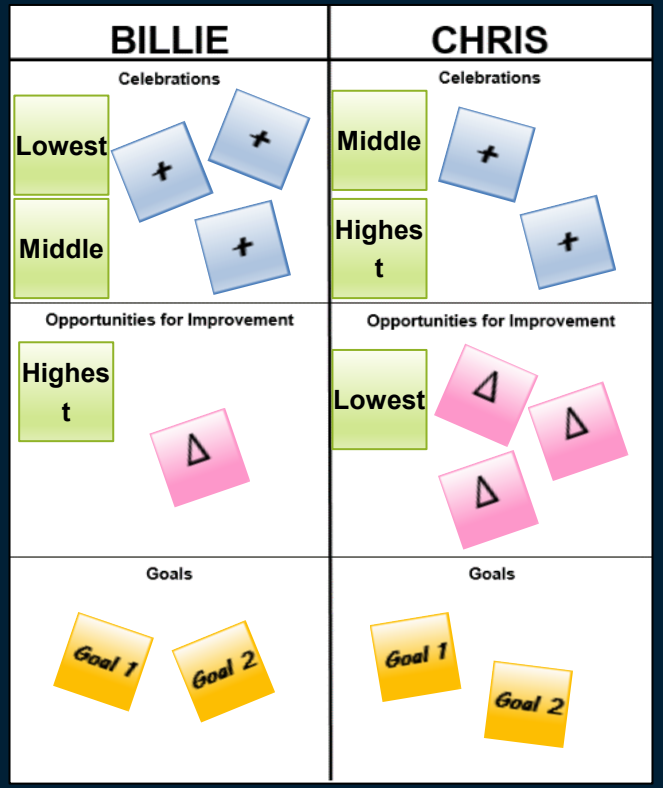
Third

Based on the data your team collected, develop **two professional growth goals** for your teacher.

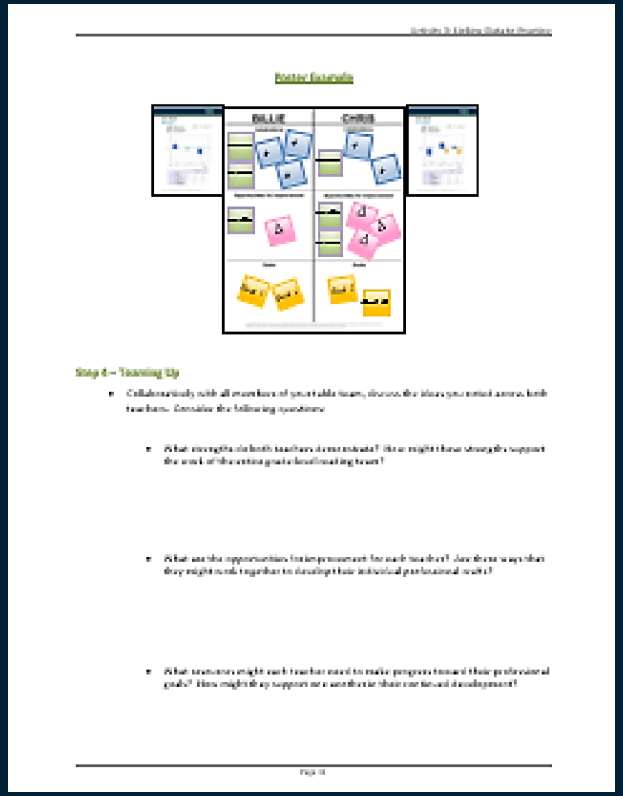
Activity 3 Directions

Then

Your poster should look similar to this:



Activity 3 Directions



Linking Data to Practice

Collaboratively with ALL members of your table team:

- Discuss the ideas you noted across both teachers.
- Consider the questions in the activity packet.

The Power of Teaching

“Alone we can do so little.

Together we can do so much.”

Helen Keller

Group Talk

Linking Data to Practice

- How might you use this process in your own TBT to foster collaboration?
- How might an instructional coach or administrator use the data gathered from this process to support a TBT?

Portfolio Manager

- Return materials behind the “Activity 3” tab.
  - Teacher Diagnostic Report Copies
  - Teacher Lesson Plan Copies
  - Unused Sticky Notes

ACT I – GROWTH VS. ACHIEVEMENT

All that glitters is not growth

ACT II – SCHOOL DIAGNOSTIC REPORTS

All the school's a stage

ACT III – TEACHER REPORTS

To thine own self be true

ACT IV – STUDENT PROJECTIONS

To be or not to be—that is the question

ENCORE

Parting is such sweet sorrow

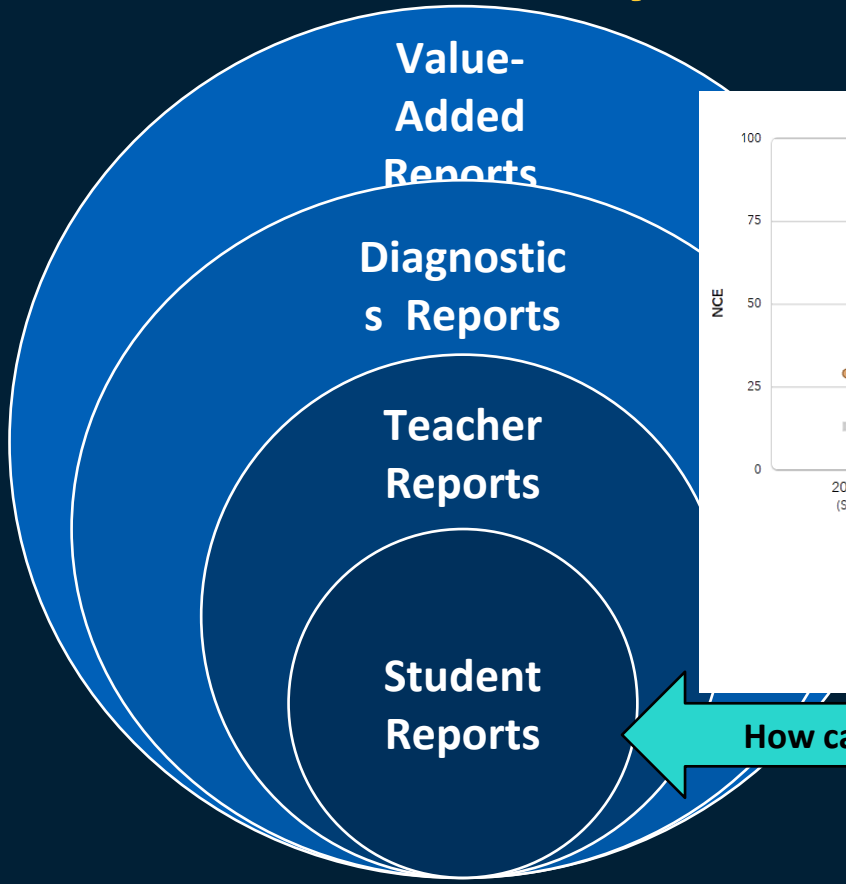
Looking Back

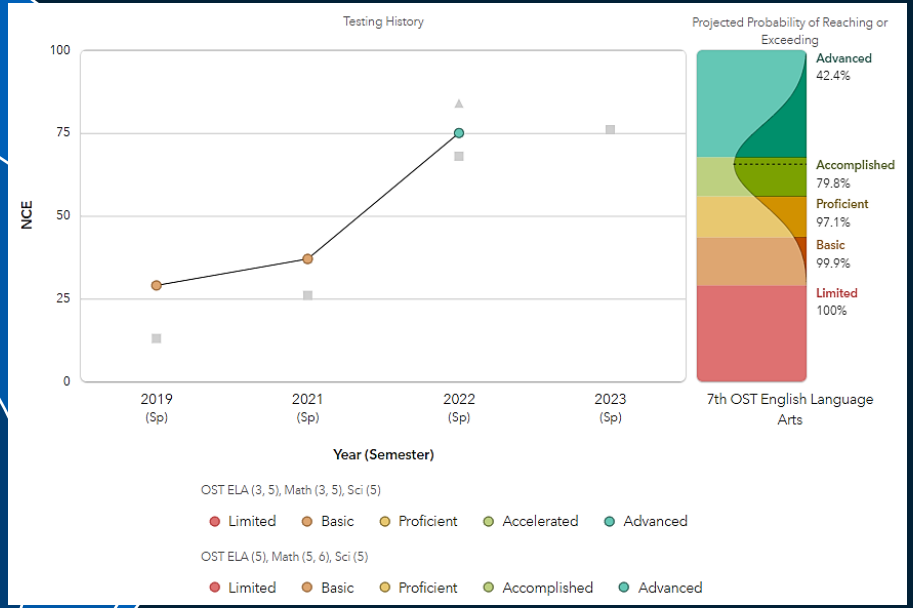
Evaluating School Effectiveness

Looking Ahead

Planning for Students' Needs

Layered Reporting





How can we plan for our current students' needs?

Student Report Desk Reference

NAVIGATION

How do I find the student data I need?

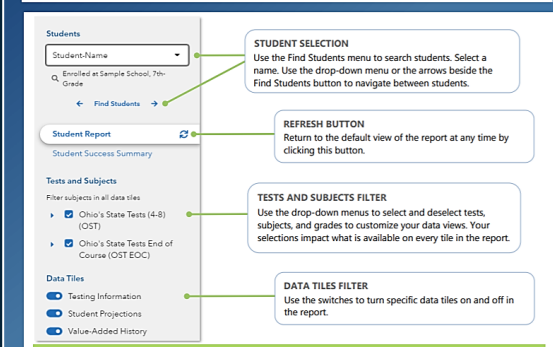
Four Ways to Find Student Reports

#1 STUDENT REPORT
- Use the Find Students menu.
- Select a student.

#2 STUDENT SEARCH
- Make your selections in the Student Search menu.
- Click Submit.
- Select a student.

#3 CUSTOM STUDENT REPORTS
- Create or select a Custom Student Report.
- Select a student.

#4 PROJECTION SUMMARIES
- Make your selections to open a report.
- Click on the number of students in a category.
- Select a student.



STUDENT SELECTION
Use the Find Students menu to search students. Select a name. Use the drop-down menu or the arrows beside the Find Students button to navigate between students.

REFRESH BUTTON
Return to the default view of the report at any time by clicking this button.

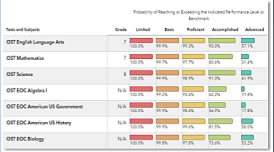
TESTS AND SUBJECTS FILTER
Use the drop-down menus to select and deselect tests, subjects, and grades to customize your data views. Your selections impact what is available on every tile in the report.

DATA TILES FILTER
Use the switches to turn specific data tiles on and off in the report.

SAS® EVAAS

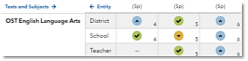
Features of the Student Report

PROJECTIONS AT A GLANCE
View all of a student's available projections together.



VIEW RESULTS ACROSS TIME
Examine students' testing history, past expected, and future projected scores.

EXPANDED DATA OPTIONS
Choose from a selection of tests and subjects, even viewing a student's value-added history by district, school, or teacher depending upon your level of access.



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CLICK PATHS

What are some useful views in the new report?

...t to know...	What do I click?	What will I see?
...ific student's ...history in ...h Language	⇒ In the **Reports** menu, select **Student Report** ⇒ In the filter panel to the left, click **Find Students** to search and select a student ⇒ On the **Testing Information** tile, select **English Language Arts** as the **Focus Subject**	You will see a graph with the student's testing history in English Language Arts. There will also be a table below the graph containing the students' full testing history.
...ent's testing ...y in Math, ...with their ...ted ...mance level ...upcoming ...assessment	⇒ On the **Testing Information** tile, select **Math** as the **Focus Subject** ⇒ Under **Growth Across Time**, select **Future Projected** ⇒ In the **Projection** drop-down menu, select the upcoming Math assessment	You will see a graph of the student's testing history in Math plus a colorful display with the most likely performance and the probabilities that they will meet or exceed each level.
...o view all of ...ailable ...tions for a ...t	⇒ Use the filter panel to the left to select all options under **Tests and Subjects** ⇒ Turn off all **Data Tiles** except **Student Projections** ⇒ In the **Student Projections** tile, click **View All Subjects** ⇒ Scroll down as needed	You will see all of the student's available projections to upcoming assessments, along with filters that allow you to narrow your focus as needed.
...student was ...ted to score ...ar compared ...v they actually ...t	⇒ Click refresh ⇒ In the **Testing Information** tile filter, select **Past Expected** from the **Growth Across Time** menu ⇒ Select the year using radio button below the graph	You will see a distribution curve with the student's expected score in the center and their observed score on the line graph. Below the radio button is the percentile of that observed score within their expected score distribution.
...dent might ...ad limited ...to effective ...tion in the ...past	⇒ Click refresh ⇒ Turn off all **Data Tiles** except for **Value-Added History**	Depending on your account permissions, you will see the Value-Added results for the student's district, school, and teacher by test and subject.

DATA TILES

What do the data tiles tell me?

Testing Information

This data tile appears at the top of the default view and provides information about the student's testing history. The tile filter also provides the following Growth Across Time options:

- **None Selected**—displays a student's testing history.
- **Past Expected**—adds a bell curve representing the student's expected score on a center dotted line enabling you to compare that with the student's observed score. Expected scores were determined after the student tested using the student's testing history and the student's own cohort's statewide data.
- **Future Projected**—adds a bell curve representing the students most likely score on a center dotted line enabling you to compare that with the color-coded backdrop of all possible performance levels. Their probabilities of meeting or exceeding each performance level or benchmark are listed along the right side of the graph.

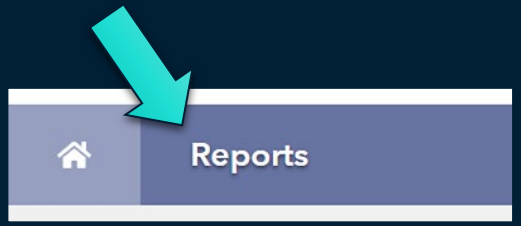
Student Projections

This is the second tile displayed on the default report. It provides a reliable indicator of the student's likelihood of reaching or exceeding future performance levels or benchmarks. It is based on the student's past performance on assessments across subjects.

Value-Added History

This is the third tile displayed on the default report. Depending on your account permissions, it displays the district, school, and teacher value-added measures at the time the student was connected to them.

Student Reports



Navigation

Reports Menu

Student Reports

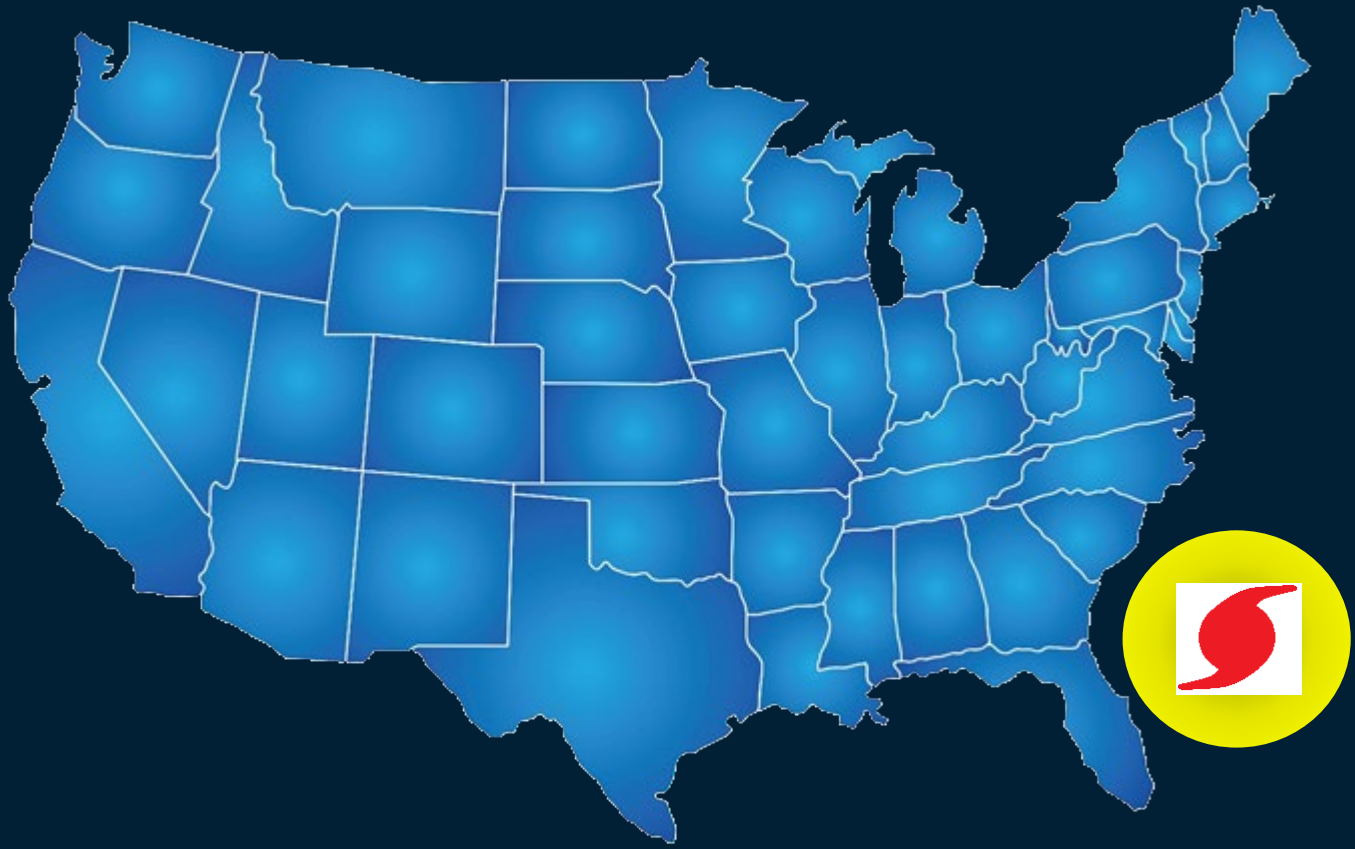
Introduction to Projections

What are projections anyway?

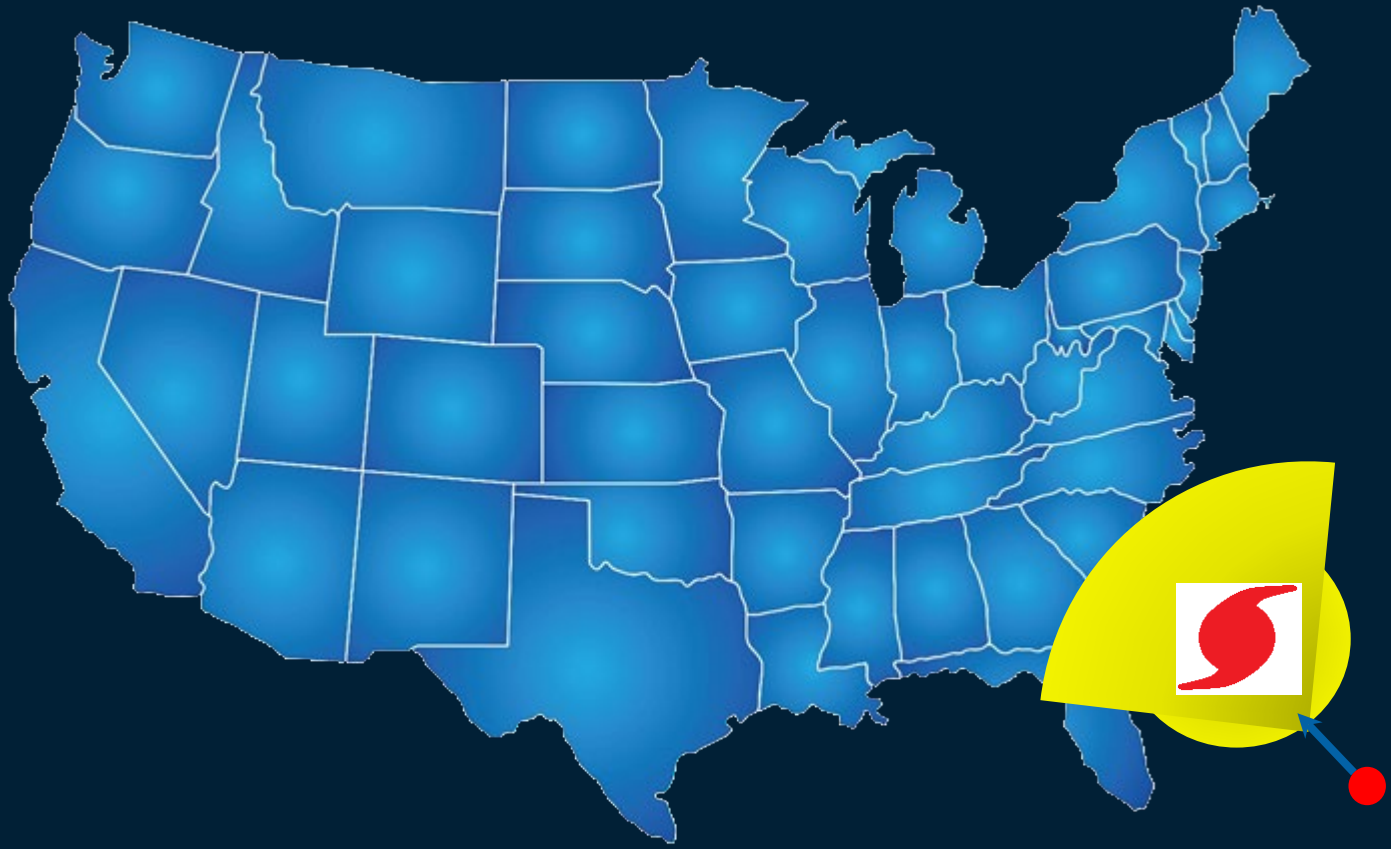
Given a specific set of circumstances…

…what is the most likely outcome?

Introduction to Projections



Introduction to Projections



Introduction to Projections

Introduction to Projections

Knowing where something has been helps to determine where it is more likely to go.

Historical Relationships Inform Likely Outcomes

Student Projections

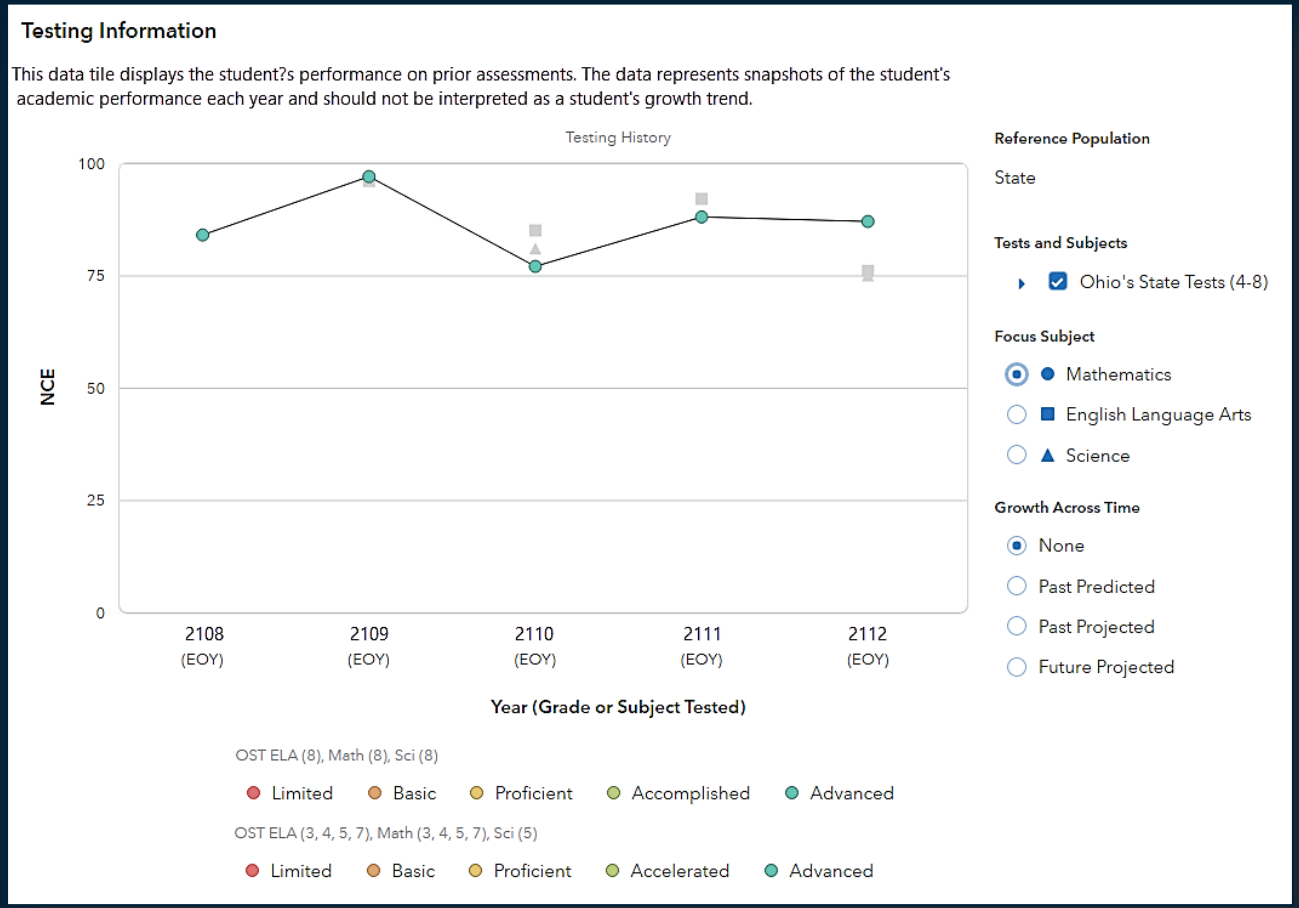
Testing history for Sallie, who has not taken Algebra I

Testing histories for all students who took Algebra I

How all students actually scored on Algebra I

Sallie's Projected Algebra I 65th %ile

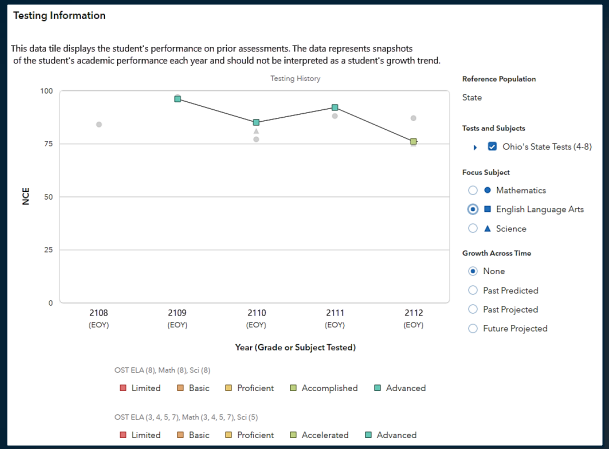
Student History Report



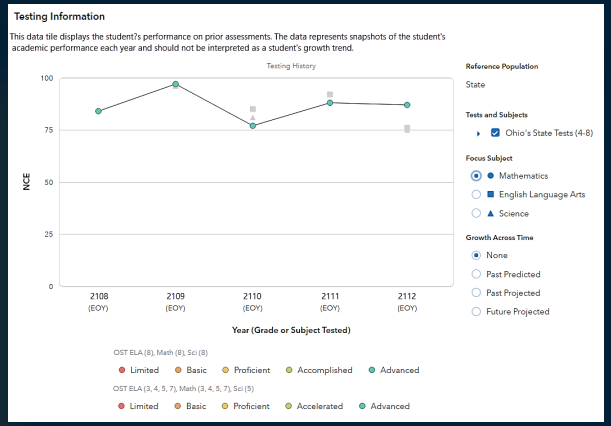
Past Testing History

All subjects are used to determine projections.

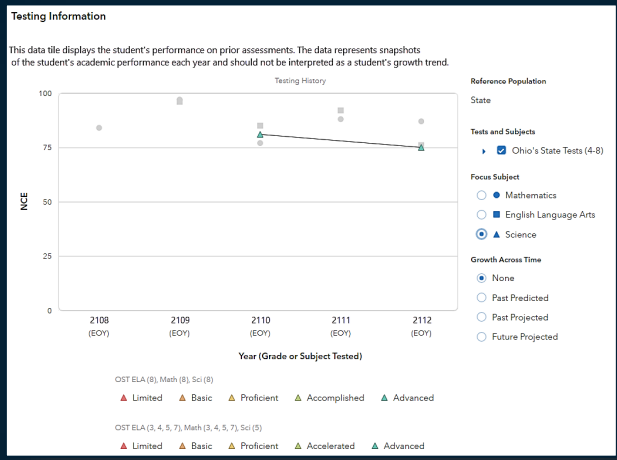
ELA Testing History



Math Testing History

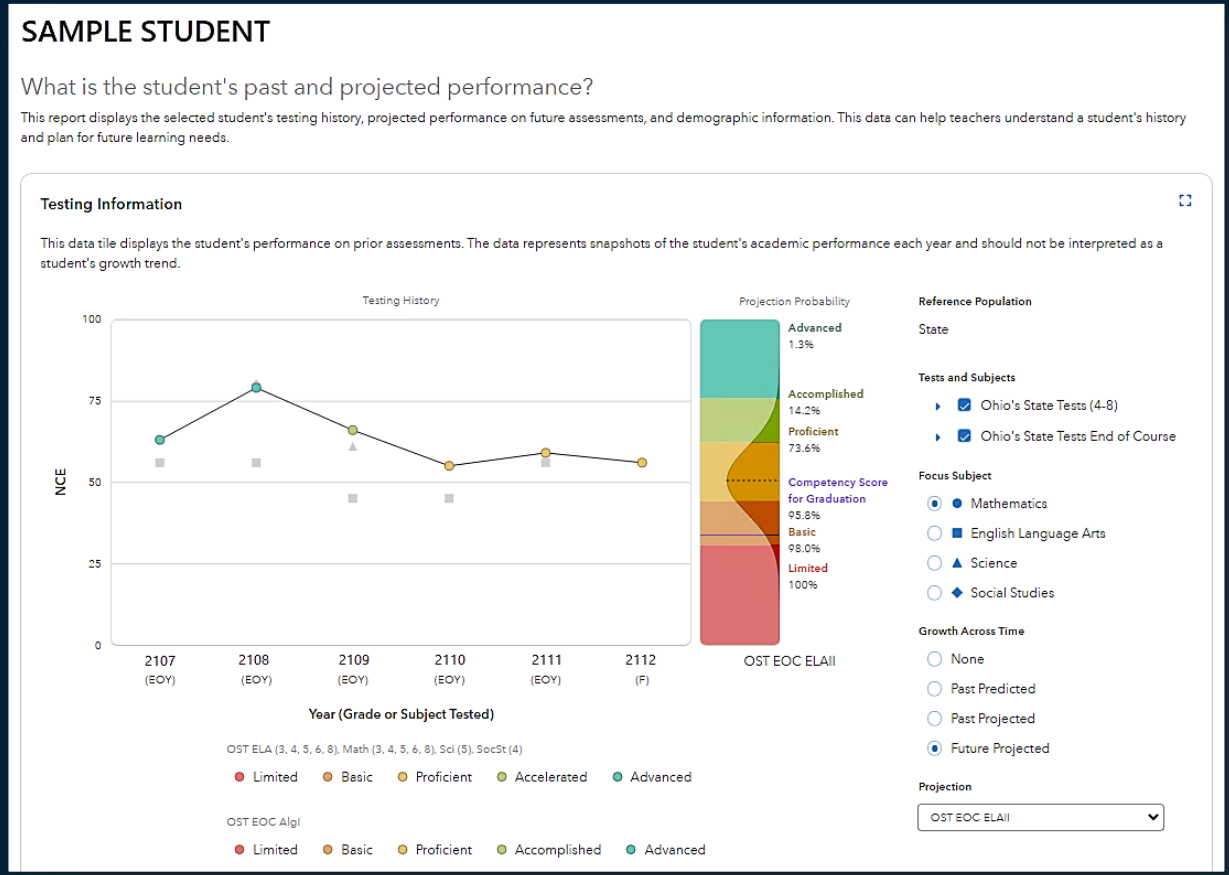


Science Testing History



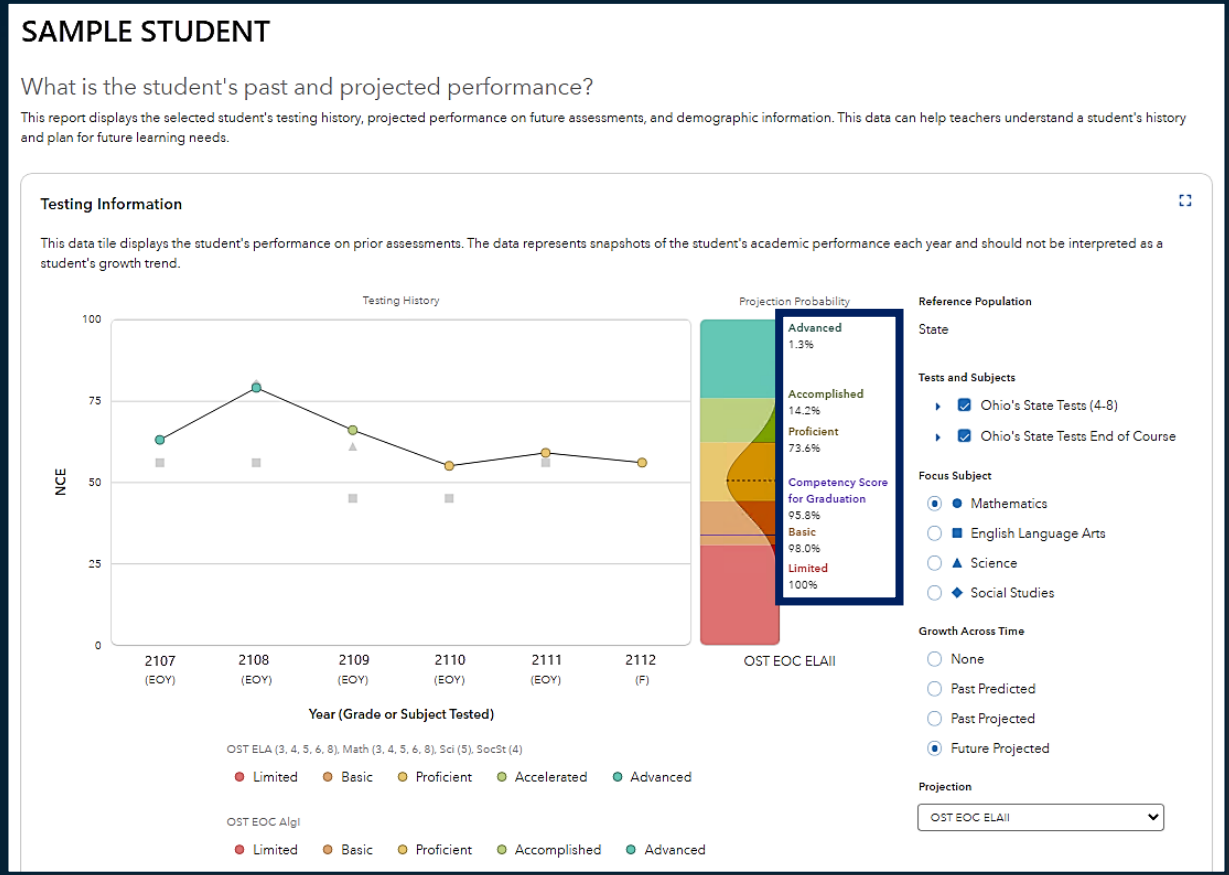
Projection to Future Test

Overall Report



Projection to Future Test

Probabilities



Common Question

Where do the **student projections** come from?

Remember how we determined expected scores?

Current Exam

Whitney's Testing History

Testing histories of all students in OH

Whitney's **Expected** Score

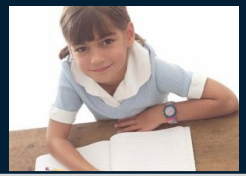
We determine student projections very similarly.

Current Exam

Whitney's Testing History

Testing histories of all students in OH

→ Whitney's **Expected** Score



Whitney's Testing History

Last Year's Tes

Testing histories of all students in OH

→ Whitney's **Projection**

Remember these key differences.

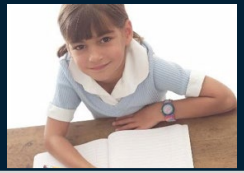
Current Exam

Whitney's Testing History

Testing histories of all students in OH

Tests taken

Whitney's **Expected** Score



Whitney's Testing History

Last Year's Tes

Testing histories of all students in OH

Future tests

Whitney's **Projection**

Who would you enroll in advanced math?

Student	7th Grade Math		Teacher Comments
	Grade	Performance Level	
Whitney	C	Not Proficient	Apathetic, doesn't participate
Kendra	B	Proficient	Consistently late
Dominic	C	Proficient	Bright, but doesn't do homework
Will	A	Not Proficient	Quiet and inattentive

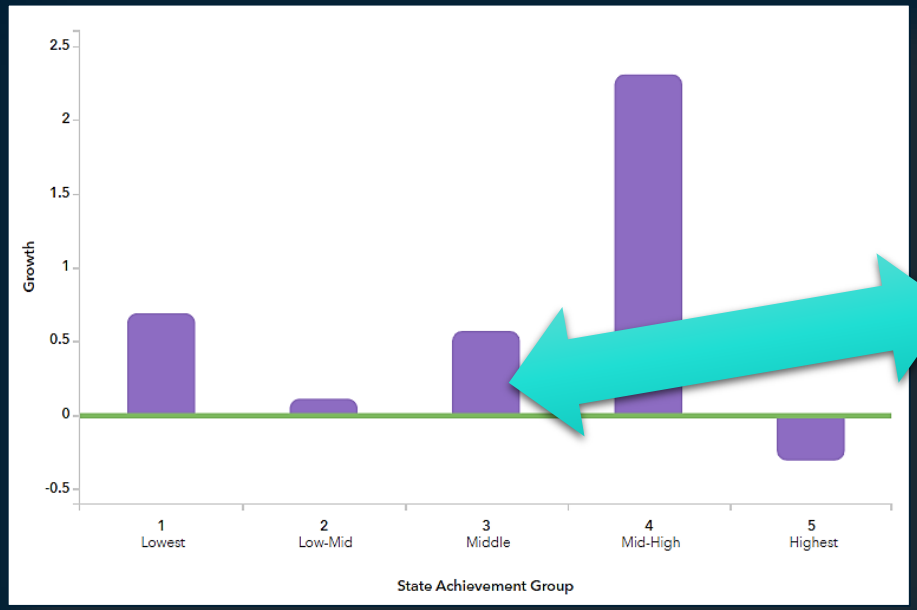
Who would you enroll in advanced math?

Student	7th Grade Math		Teacher Comments	EVAAS Probability
	Grade	Performance Level		
Whitney	C	Not Proficient	Apathetic, doesn't participate	84%
Kendra	B	Proficient	Consistently late	91%
Dominic	C	Proficient	Bright, but doesn't do homework	98%
Will	A	Not Proficient	Quiet and inattentive	77%

How can cross referencing Diagnostics & Custom Student Reports inform my work?

Cross Reference

Diagnostics & Custom Student Report



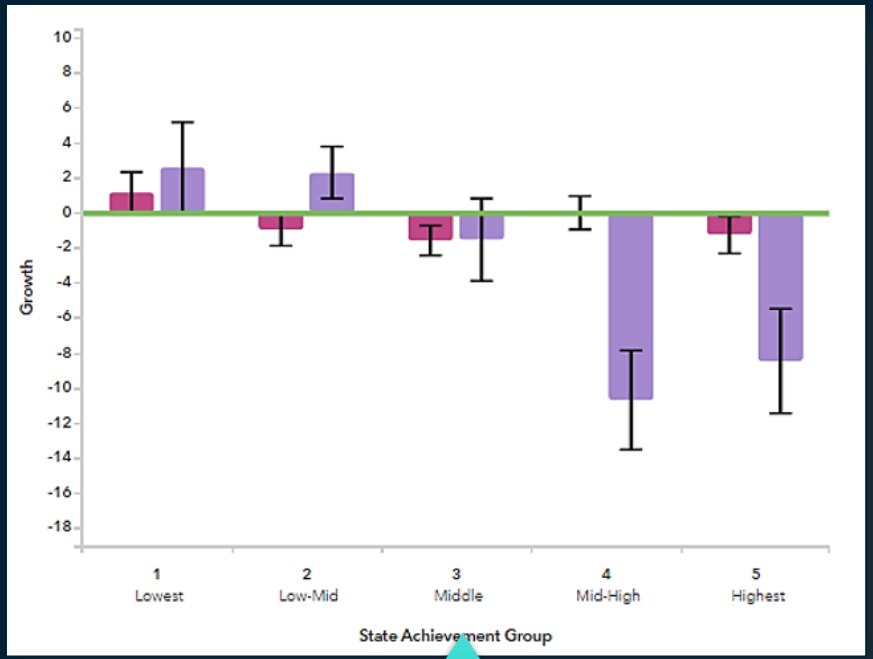
#	Student	Grade	ED	EL	Gif	Migrant	SWD	Probability	Projected State Percentile
1.	1950016, Student	7	N	N	N	N	N	17.3	11
2.	1900513, Student	7	Y	N	N	N	Y	35.3	19
3.	2173953, Student	7	Y	N	N	N	Y	35.5	19
4.	2010249, Student	7	Y	N	N	N	Y	38.8	20
5.	1914721, Student	7	Y	N	N	N	N	65.6	33
6.	1903566, Student	7	Y	N	N	N	N	67.0	34
7.	1971807, Student	7	Y	N	N	N	Y	79.0	42
8.	1994609, Student	7	Y	N	N	N	N	81.3	43
9.	2003142, Student	7	Y	N	N	N	N	80.5	43
10.	1899456, Student	7	Y	N	N	N	N	87.7	50
11.	1940178, Student	7	Y	N	N	N	N	88.7	51
12.	1914195, Student	7	Y	N	N	N	N	90.5	53
13.	1948280, Student	7	Y	N	N	N	N	91.0	54
14.	2017577, Student	7	Y	N	Y	N	N	95.3	61
15.	1956310, Student	7	Y	N	Y	N	N	96.0	62
16.	1919892, Student	7	Y	N	Y	N	N	97.5	66
17.	1954610, Student	7	Y	N	Y	N	N	98.8	73
18.	1943046, Student	7	Y	N	Y	N	N	99.7	81
19.	2155129, Student	7	Y	N	Y	N	N	99.9	89

Students Projected to Score in the Middle Group

40th- 60th Percentiles

School Diagnostics

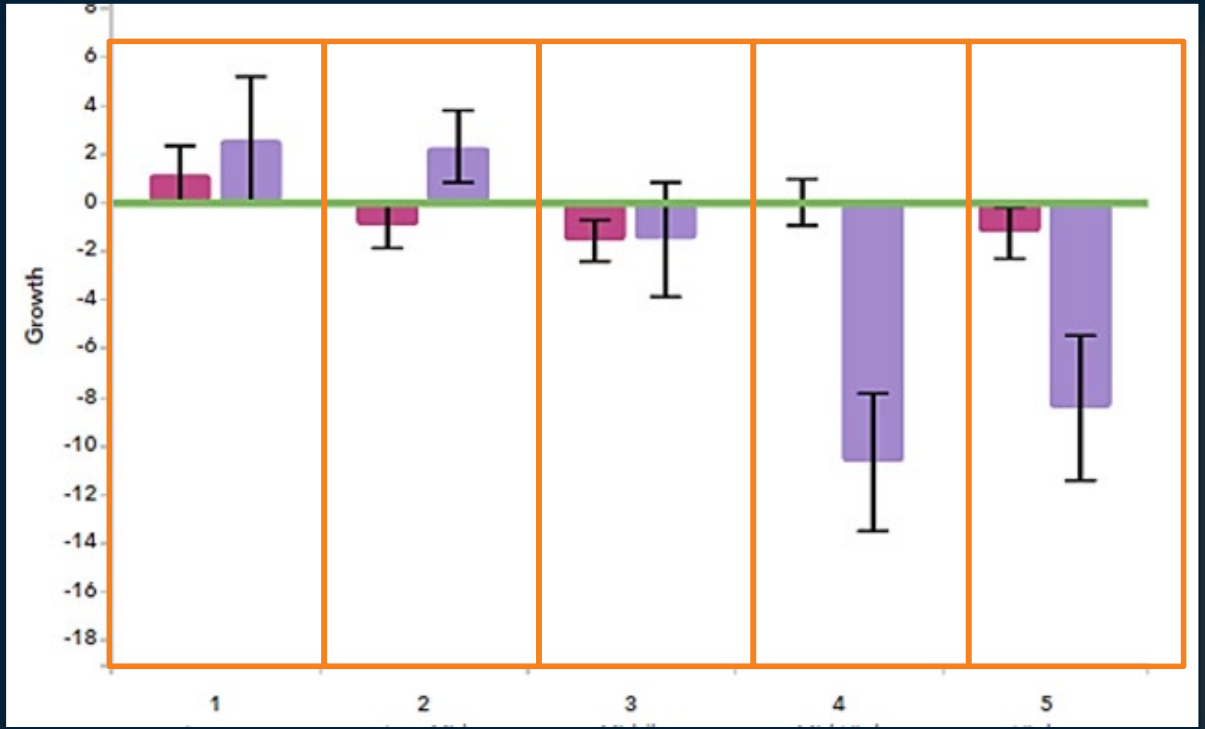
The Work of an Entire Teacher Team



Robin Retired
Alex Anxious
Chris
Confused
Billie Beginner

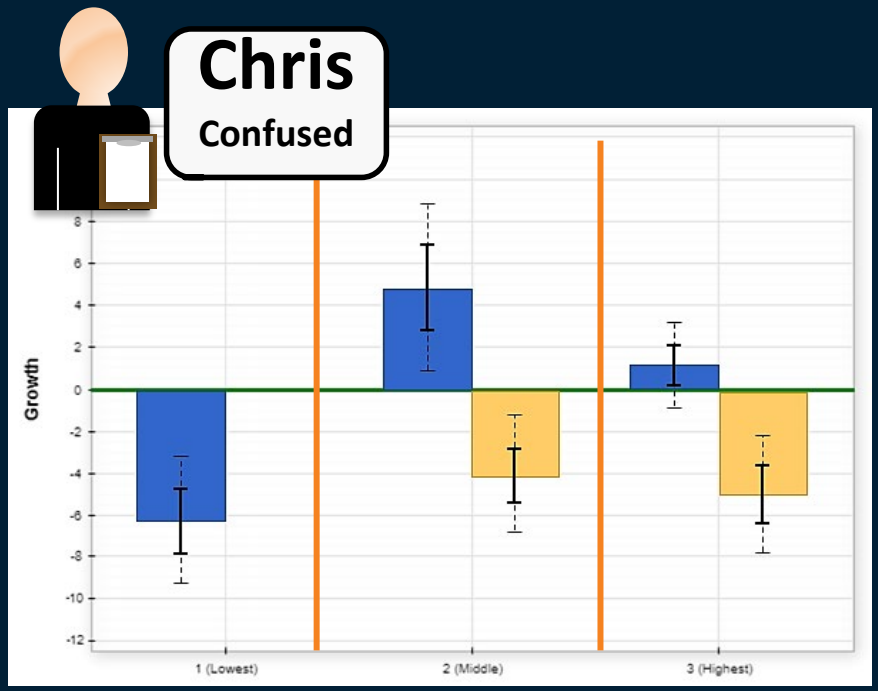
Past Program Effectiveness

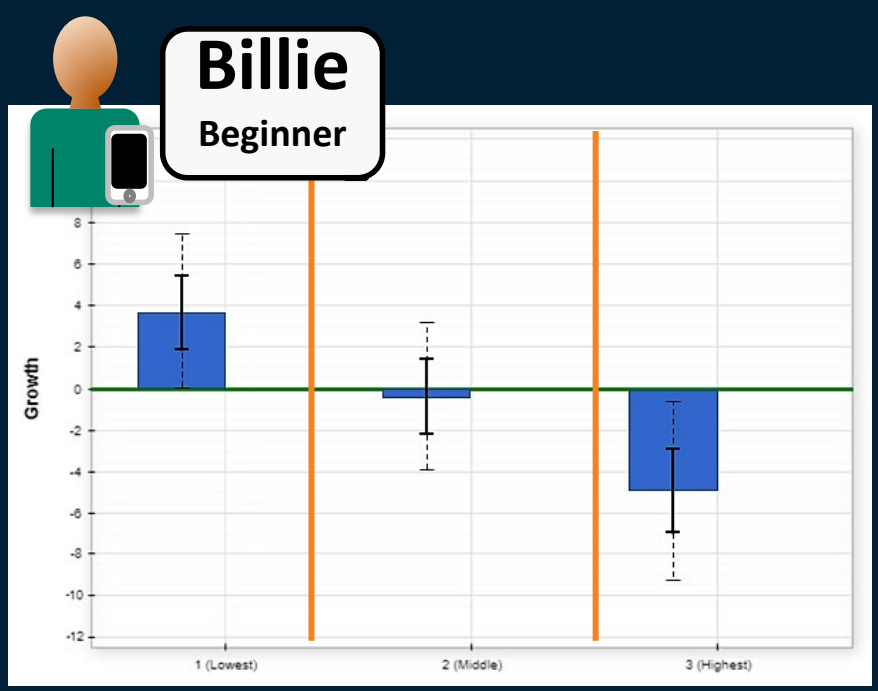
- This is across the entire grade level
- What about individual teachers' strengths?



Past Program Effectiveness

Teacher Diagnostic Achievement Groups

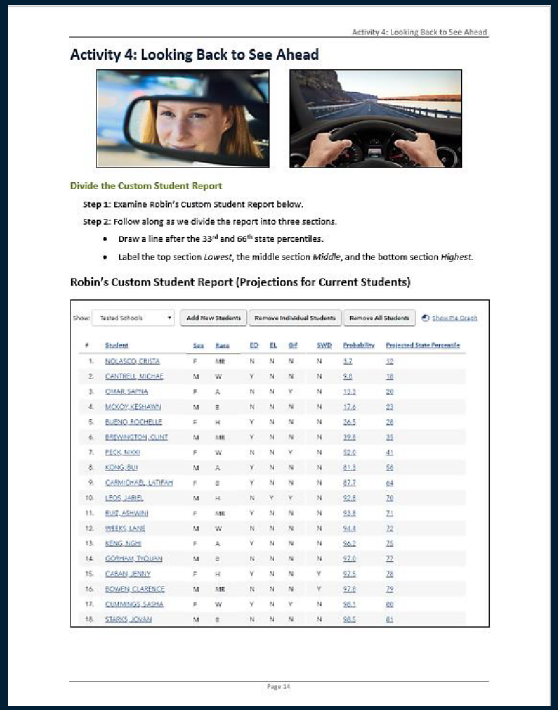




Activity 4

Looking Back to See Ahead

Pages 15-17



Activity 4: Looking Back to See Ahead

Activity 4: Looking Back to See Ahead

Divide the Custom Student Report

Step 1: Examine Robin's Custom Student Report below.

Step 2: Follow along as we divide the report into three sections.

- Draw a line after the 33rd and 66th state percentiles.
- Label the top section *Lowest*, the middle section *Middle*, and the bottom section *Highest*.

Robin's Custom Student Report (Projections for Current Students)

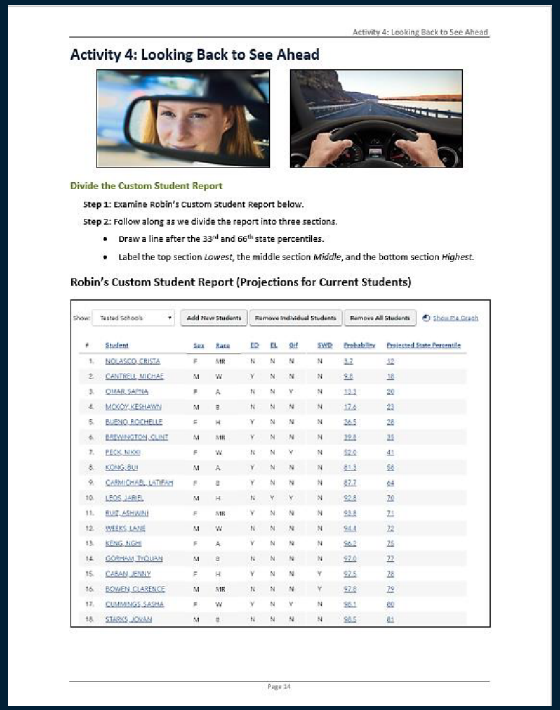
Show: Tested Schools | Add New Students | Remove Individual Students | Remove All Students | Show the Graph

#	Student	Sex	Race	ED	EL	Gif	SWD	Probability	Projected State Percentile
1.	NOLASCO, CRISTA	F	MR	N	N	N	N	3.2	10
2.	CANTRELL, MICHAE	M	W	Y	N	N	N	9.0	18
3.	OMAR, SAIMA	F	A	N	N	Y	N	11.3	20
4.	MOXOY, KESHAWN	M	B	N	N	N	N	17.4	23
5.	BUENO, ROCHELLE	F	H	Y	N	N	N	26.5	28
6.	BREWINGTON, CLINT	M	MR	Y	N	N	N	39.8	35
7.	PECK, NIKKI	F	W	N	N	Y	N	52.0	41
8.	KONG, BUI	M	A	Y	N	N	N	81.3	56
9.	CARMICHAEL, LATIFAH	F	B	Y	N	N	N	87.7	64
10.	LEOS, JABIL	M	H	N	Y	Y	N	92.8	70
11.	RUIZ, ARWAIN	F	MR	Y	N	N	N	93.8	71
12.	WEEKS, LANE	M	W	N	N	N	N	94.4	72
13.	KENG, NGHI	F	A	Y	N	N	N	96.0	76
14.	GORHAM, THOUAN	M	B	N	N	N	N	97.0	77
15.	CERAM, JENNY	F	H	Y	N	N	Y	97.5	78
16.	POWEN, CLARENCE	M	MR	N	N	N	Y	97.9	79
17.	CUMMINGS, SAIMA	F	W	Y	N	Y	N	98.1	80
18.	SIMMS, JOVAN	M	B	N	N	N	N	98.5	81

Page 14

Activity 4 Directions

Looking Back to See Ahead - Divide the CSR



Activity 4: Looking Back to See Ahead

Activity 4: Looking Back to See Ahead

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Robin's Custom Student Report (Projections for Current Students)

Show: Tested Schools | Add New Students | Remove Individual Students | Remove All Students | Show ITA Graph

#	Student	Sex	Race	ED	EL	Gif	SWD	Probability	Projected State Percentile
1.	NOLASCO, CRISTA	F	MR	N	N	N	N	3.2	10
2.	CANTRELL, MICHAE	M	W	Y	N	N	N	9.8	18
3.	CHAR, SAMIA	F	A	N	N	Y	N	13.3	20
4.	MCKOY, KESHAWN	M	B	N	N	N	N	17.6	23
5.	BUENO, ROCHELLE	F	H	Y	N	N	N	36.5	28
6.	BREWINGTON, CLINT	M	MR	Y	N	N	N	39.8	33
7.	PECK, NIKKI	F	W	N	N	Y	N	92.6	41
8.	KONG, BUI	M	A	Y	N	N	N	41.3	56
9.	CARMICHAEL, LATIFAH	F	B	Y	N	N	N	87.7	64
10.	LEOS, JABEL	M	H	N	Y	Y	N	92.8	70
11.	RUIZ, ARHAUN	F	MR	Y	N	N	N	93.8	71
12.	WEEKS, LANE	M	W	N	N	N	N	94.4	72
13.	KONG, NGHI	F	A	Y	N	N	N	96.2	75
14.	GORMAN, THQUAN	M	B	N	N	N	N	97.0	77
15.	CARAN, JENNY	F	H	Y	N	N	Y	97.5	78
16.	BOWEN, CLARENCE	M	MR	N	N	N	Y	97.8	79
17.	CUMMINGS, SASHA	F	W	Y	N	Y	N	98.1	80
18.	STARKS, JOVAN	M	B	N	N	N	N	98.5	81

Page 14

1. Examine Robin's Custom Student Report below.
2. Follow along as we divide the report into three sections.
   - Draw a line after the 33rd and 66th state percentiles.
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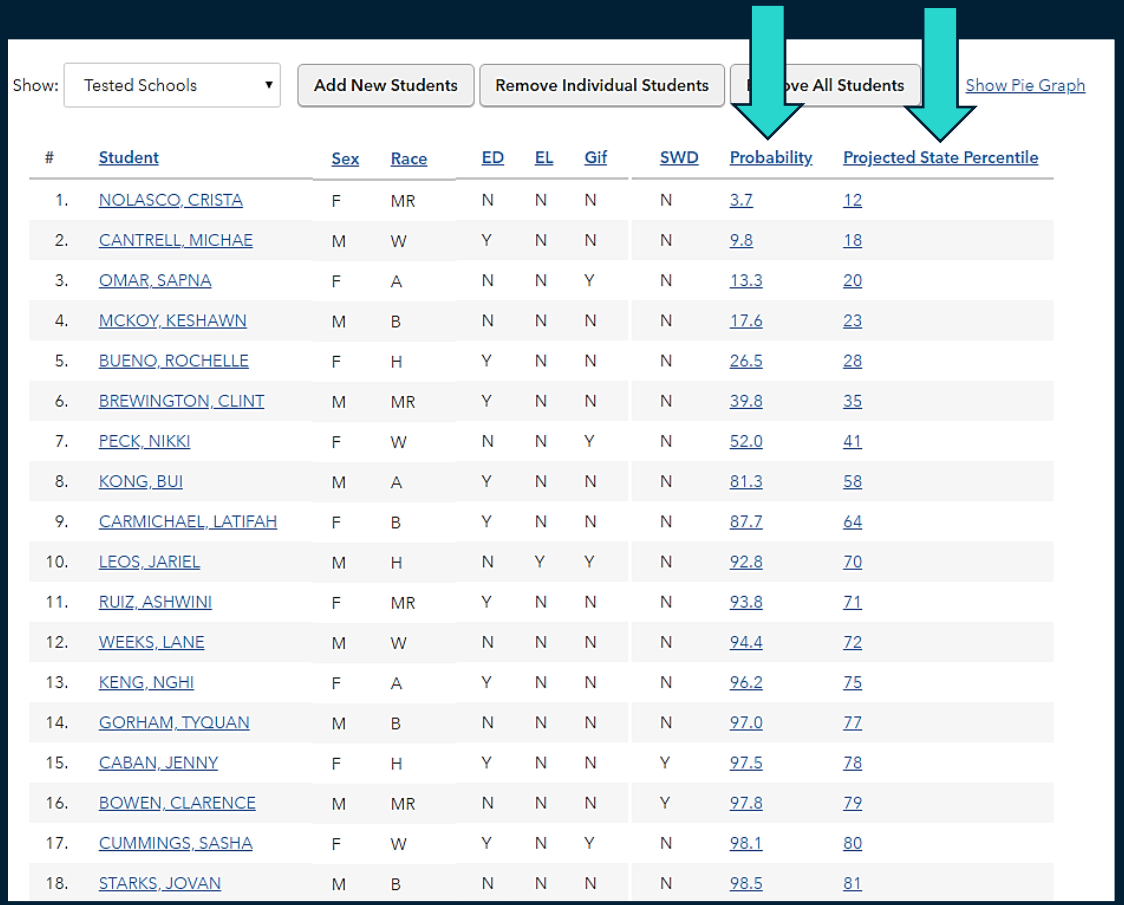
Follow Along



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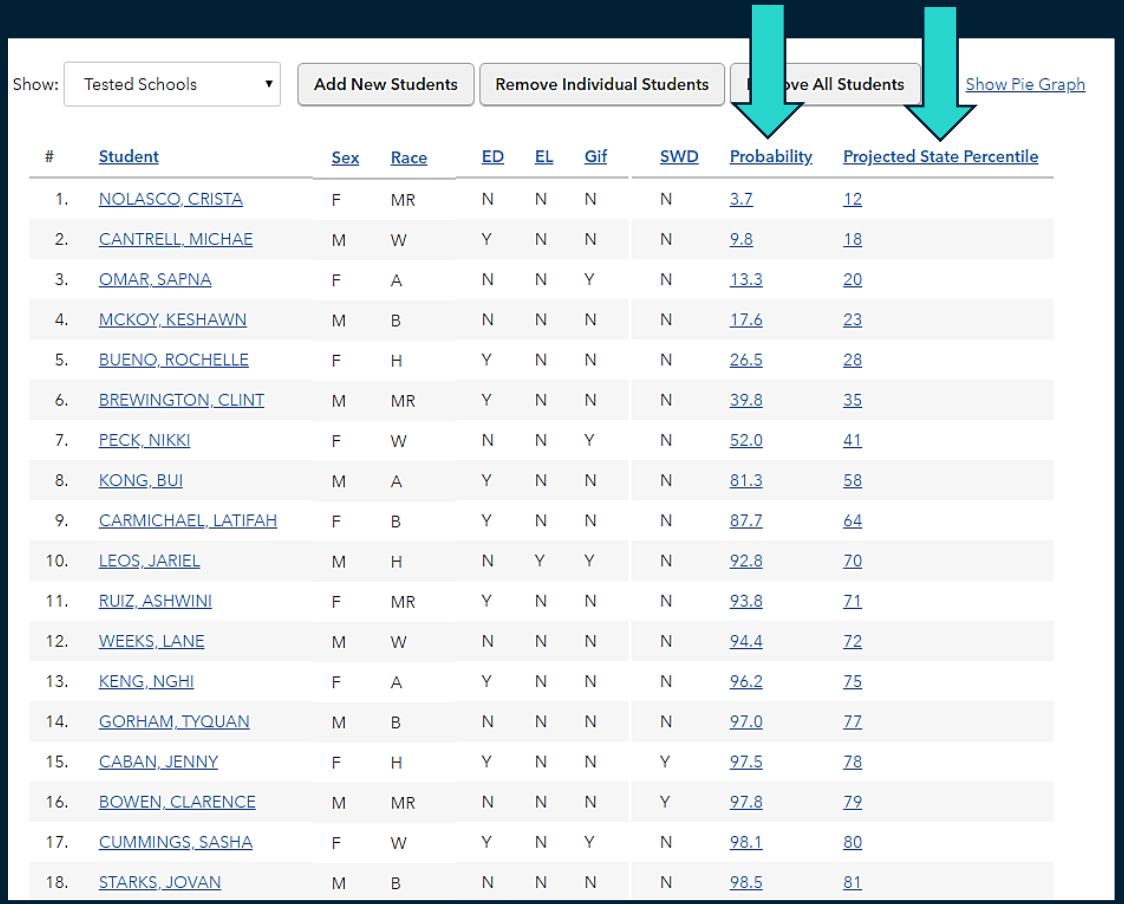

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Divide the list of students into three sections, based on Projected State Percentiles.

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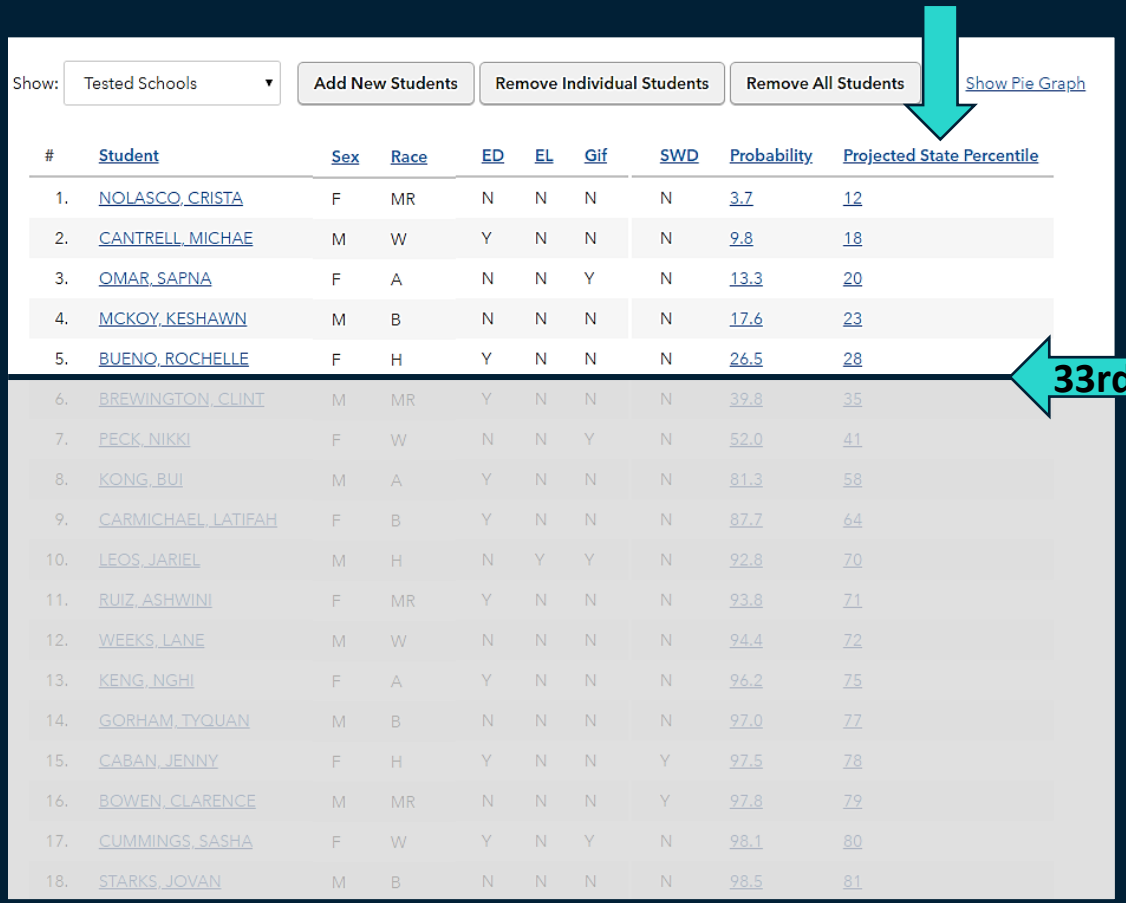

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Follow Along

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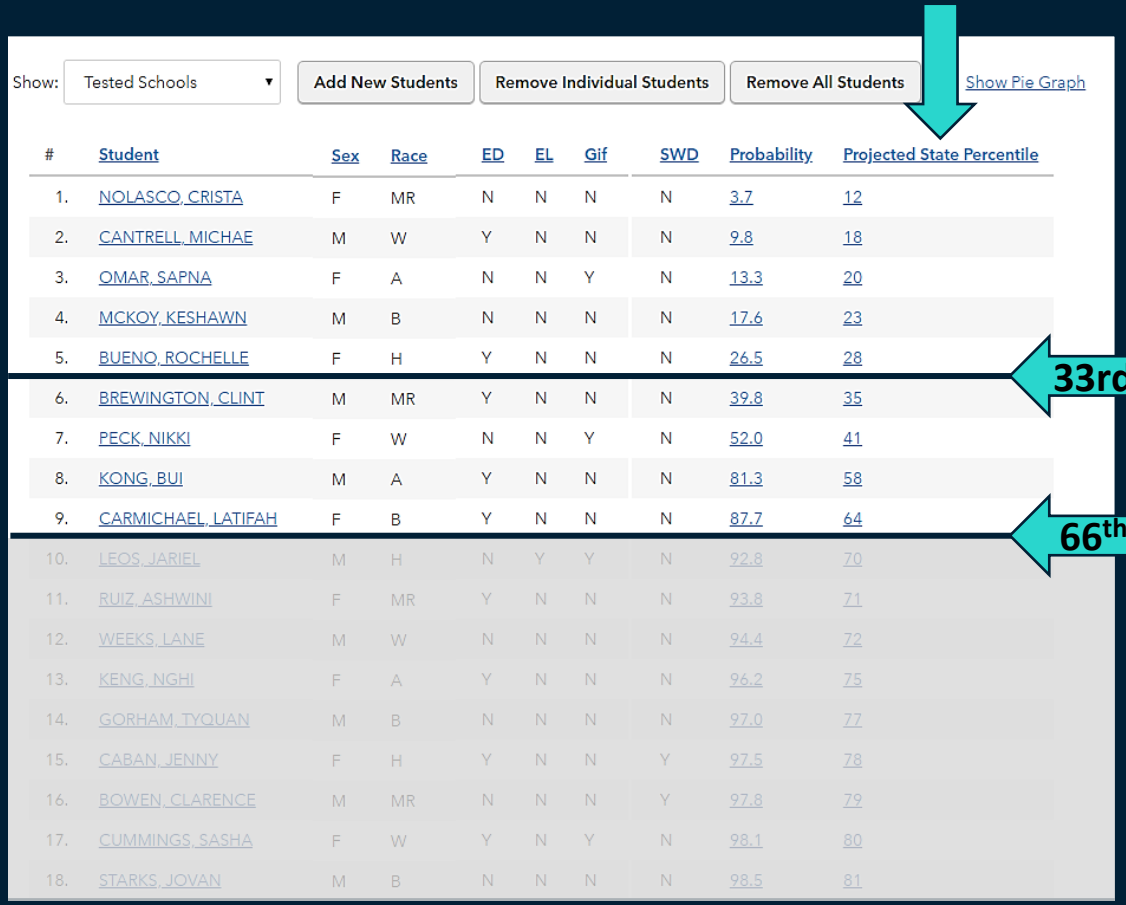
2. Draw a line at the 66th state percentile



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Follow Along

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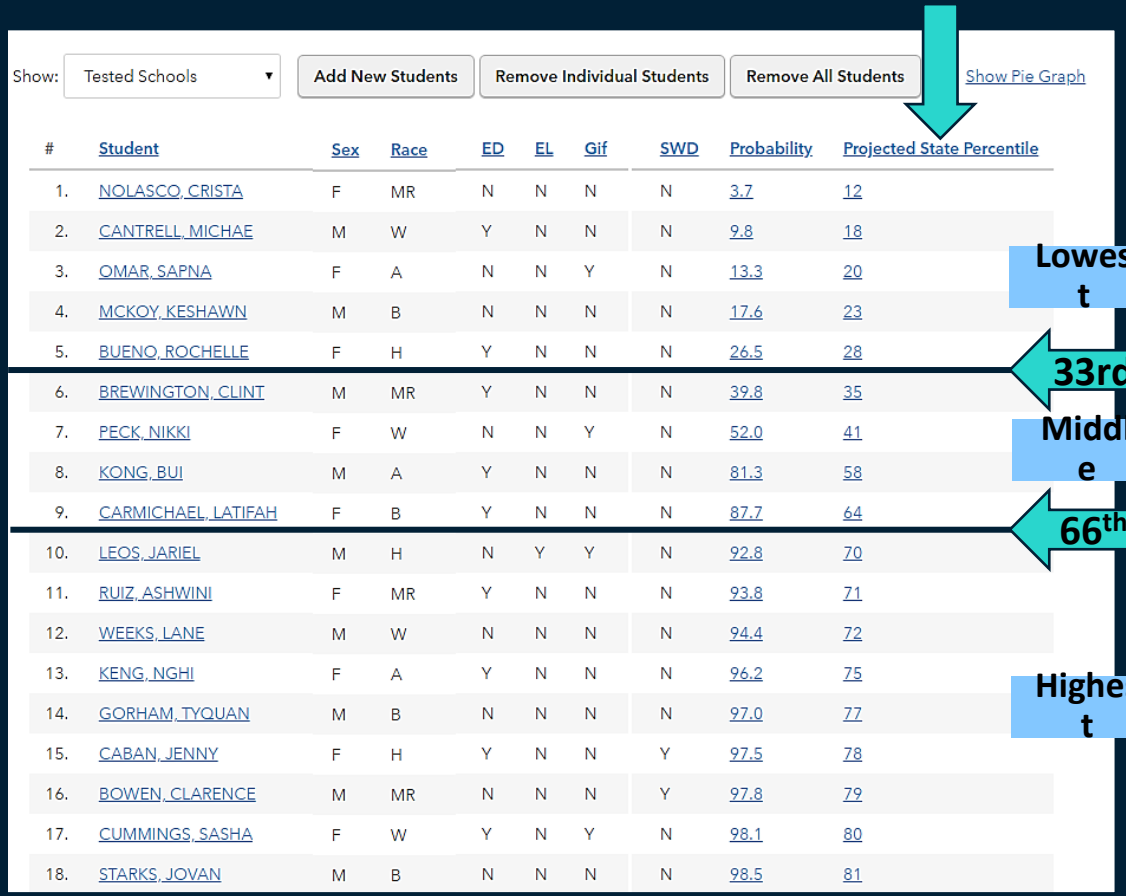

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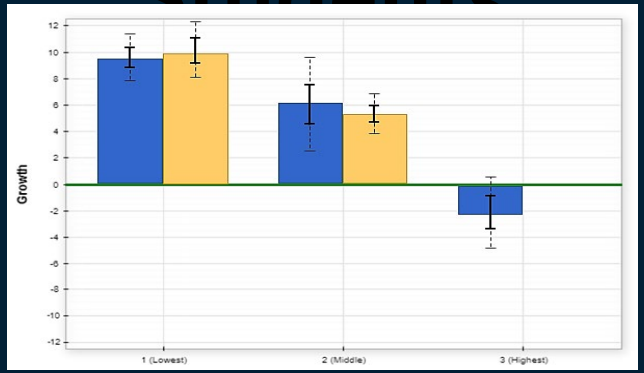
Follow Along

Past Students



Current Students

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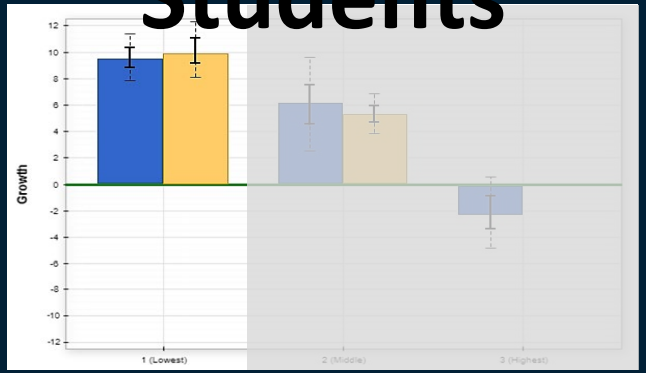

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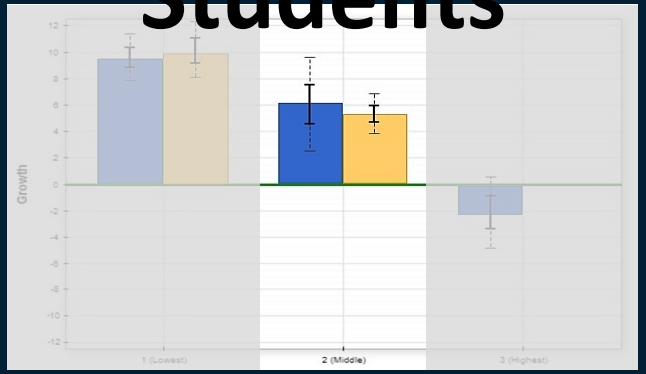

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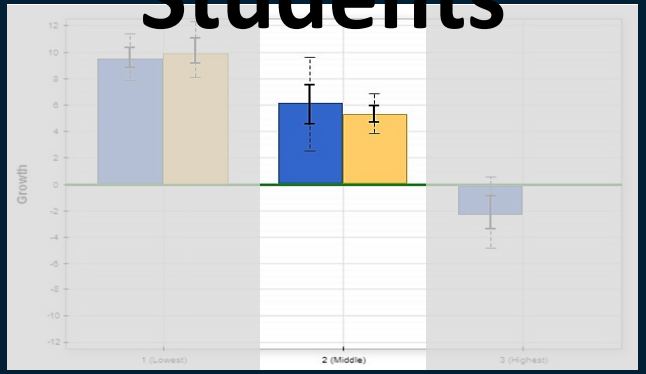

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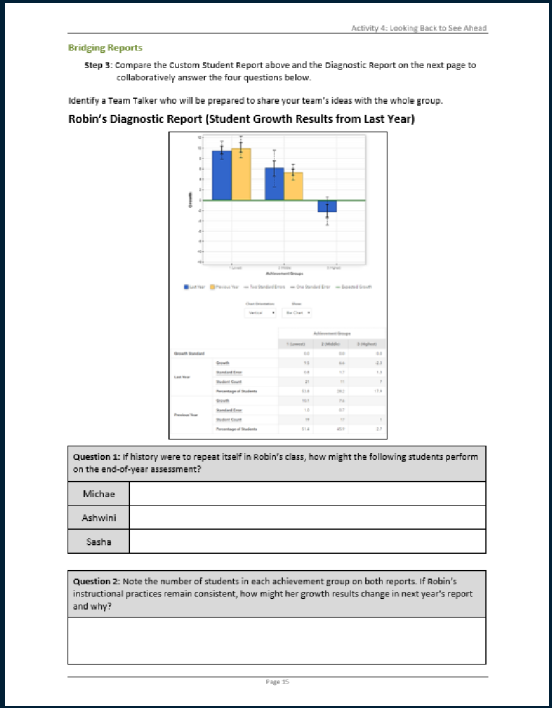
Activity 4 Directions

Looking Back to See Ahead - Bridging Reports



Activity 4: Looking Back to See Ahead

Bridging Reports

Step 3: Compare the Custom Student Report above and the Diagnostic Report on the next page to collaboratively answer the four questions below.

Identify a Team Talker who will be prepared to share your team's ideas with the whole group.

Robin's Diagnostic Report (Student Growth Results from Last Year)

Question 1: If history were to repeat itself in Robin's class, how might the following students perform on the end-of-year assessment?

Michae	
Ashwini	
Sasha	

Question 2: Note the number of students in each achievement group on both reports. If Robin's instructional practices remain consistent, how might her growth results change in next year's report and why?

Page 35

3. Compare the Custom Student Report and the Diagnostic to collaboratively answer the four questions in your activity packet.

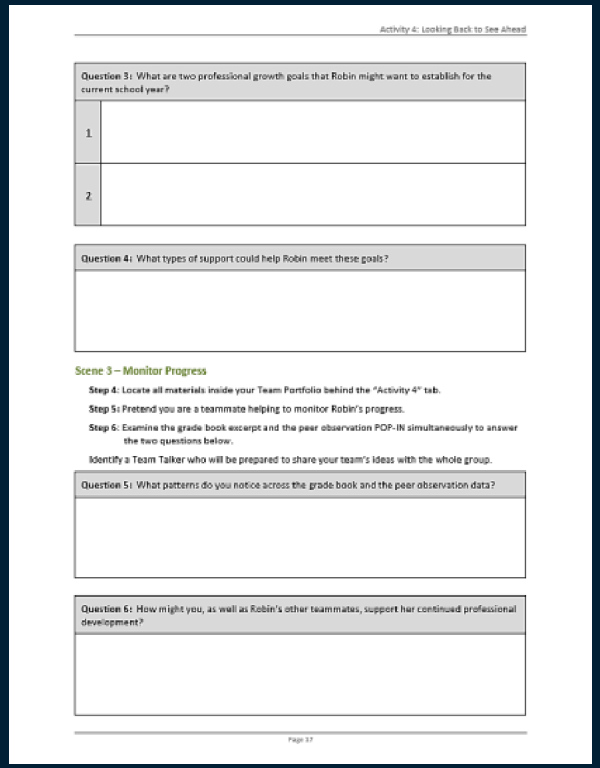
Team Portfolio

Portfolio Manager

- Locate materials behind “Activity 4” tab.
  - 6 copies per table:
    - Robin’s Grade Book Excerpt
    - Peer Observation POP-IN
- Please do not write on these materials.

Activity 4 Directions

Looking Back to See Ahead – Monitor Progress



Activity 4: Looking Back to See Ahead

Question 3: What are two professional growth goals that Robin might want to establish for the current school year?	
1	
2	

Question 4: What types of support could help Robin meet these goals?

Scene 3 – Monitor Progress

Step 4: Locate all materials inside your Team Portfolio behind the "Activity 4" tab.

Step 5: Pretend you are a teammate helping to monitor Robin's progress.

Step 6: Examine the grade book excerpt and the peer observation POP-IN simultaneously to answer the two questions below.

Identify a Team Talker who will be prepared to share your team's ideas with the whole group.

Question 5: What patterns do you notice across the grade book and the peer observation data?

Question 6: How might you, as well as Robin's other teammates, support her continued professional development?

Page 17

4. Locate all materials inside your Team Portfolio behind the "Activity 4" tab.

5. Pretend you are a teammate helping to monitor Robin's progress.

6. Examine the grade book excerpt and the peer observation POP-IN simultaneously to answer the two questions in the activity packet.

The Power of Teaching

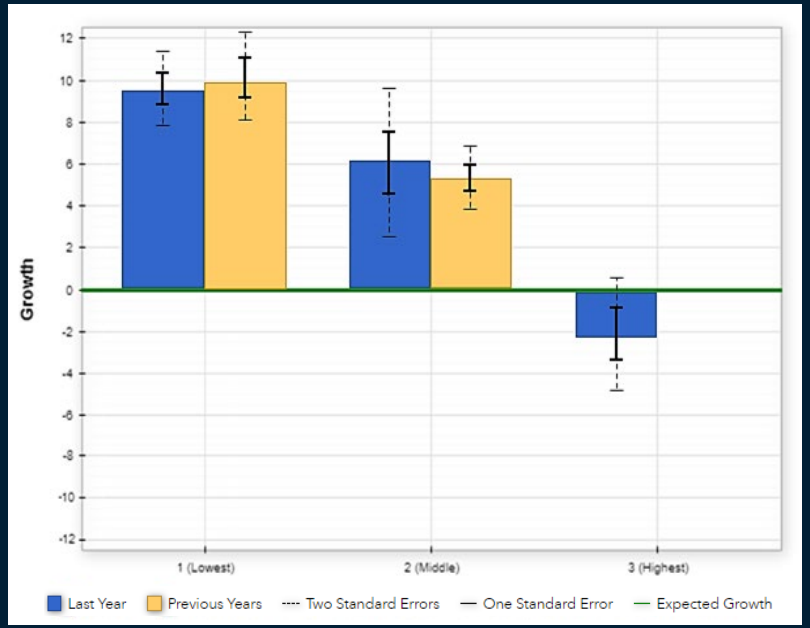
"Remember, test scores and measures of achievement tell you where a student is,

but they don't tell you where a student could end up."

Dr. Carol S. Dweck

Group Talk

Robin's Diagnostic



Robin's CSR

Show: Tested Schools | Add New Students | Remove Individual Students | Remove All Students | Show Pie Graph

#	Student	Sex	Race	ED	EL	Gif	SWD	Probability	Projected State Percentile
1.	NOLASCO, CRISTA	F	MR	N	N	N	N	3.7	12
2.	CANTRELL, MICHAE	M	W	Y	N	N	N	9.8	18
3.	OMAR, SAPNA	F	A	N	N	Y	N	13.3	20
4.	MCKOY, KESHAWN	M	B	N	N	N	N	17.6	23
5.	BUENO, ROCHELLE	F	H	Y	N	N	N	26.5	28
6.	BREWINGTON, CLINT	M	MR	Y	N	N	N	39.8	35
7.	PECK, NIKKI	F	W	N	N	Y	N	52.0	41
8.	KONG, BUI	M	A	Y	N	N	N	81.3	58
9.	CARMICHAEL, LATIFAH	F	B	Y	N	N	N	87.7	64
10.	LEOS, JARIEL	M	H	N	Y	Y	N	92.8	70
11.	RUIZ, ASHWINI	F	MR	Y	N	N	N	93.8	71
12.	WEEKS, LANE	M	W	N	N	N	N	94.4	72
13.	KENG, NGHI	F	A	Y	N	N	N	96.2	75
14.	GORHAM, TYQUAN	M	B	N	N	N	N	97.0	77
15.	CABAN, JENNY	F	H	Y	N	N	Y	97.5	78
16.	BOWEN, CLARENCE	M	MR	N	N	N	Y	97.8	79
17.	CUMMINGS, SASHA	F	W	Y	N	Y	N	98.1	80
18.	STARKS, JOVAN	M	B	N	N	N	N	98.5	81

Lowest

33rd

Middle

66th

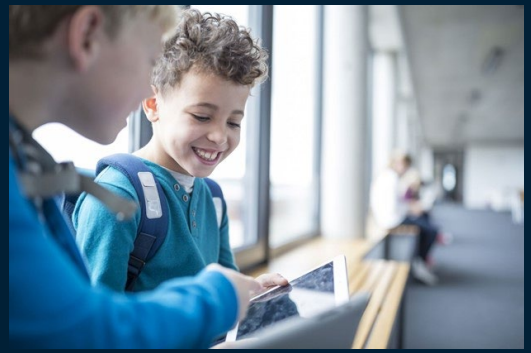
Highest

Team Portfolio

Portfolio Manager

- Return materials behind “Activity 4” tab.
  - Robin’s Grade Book Excerpt Copies
  - Peer Observation POP-IN Copies

Custom Student Reports



- Examine groups of students and their projections
  - Regular classroom roster
  - Special programs roster
  - Intervention/tutorial group roster
- Organize students based on projections
  - Small group instruction
  - Intervention or acceleration
- Analyze information about student groups
  - Example: How are English Learners in my class likely to perform on an upcoming assessment?

Bonus Resource

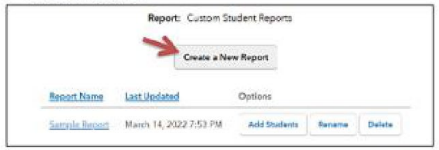
How to Create a Custom Student Report

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**.

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**.

6. Your Custom Student Report is now created.

Pages 9-10

ACT I – GROWTH VS. ACHIEVEMENT
All that glitters is not growth
ACT II – SCHOOL DIAGNOSTIC REPORTS
All the school's a stage
ACT III – TEACHER REPORTS
To thine own self be true
ACT IV – STUDENT PROJECTIONS
To be or not to be—that is the question
ENCORE
Parting is such sweet sorrow

Where do we go from here?

Next Steps…

Objectives

- Identify patterns in student growth and use these trends to inform decisions.
- Use teacher and student data within a teacher-based team.
- Integrate student growth data alongside other data to improve classroom instruction.
- Analyze multiple reports simultaneously to inform practice within and across teaching teams.

Have we met our objectives?

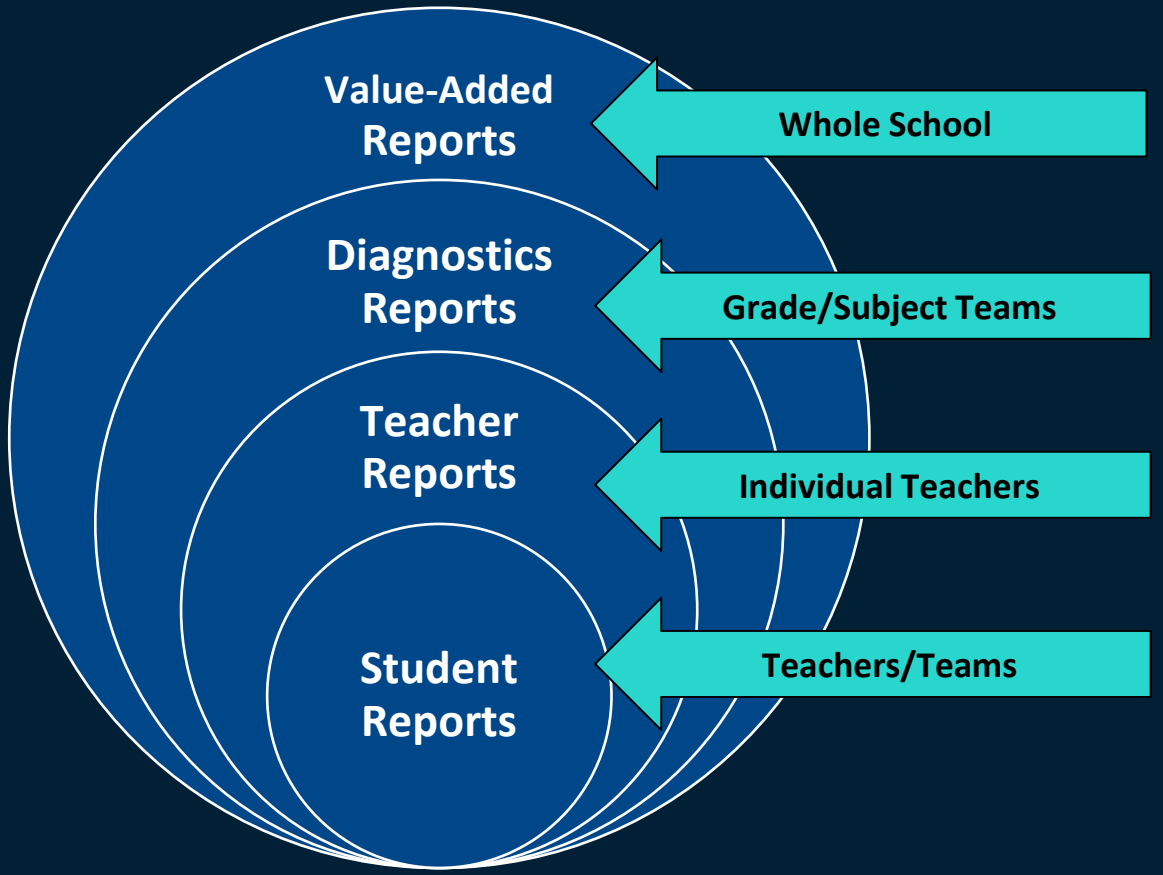
- Explore, question, and learn
- Stay mindful and present

Now what?

Weave into Current Gatherings

- **Start small –** short conversations about growth
- **Keep it light –** focus on one subject at a time and expand from there
- **Be honest –** openly consider what the data is saying
- **Be brave –** OK. Now what are we going to do about it?
- **Be inquisitive –** gather questions & submit to EVAAS

Data to Support Instructional Improvement



Reflect & Respond

Let’s Collaborate and Process

Use the sentence frames to discuss today’s learning and next steps with partners.

1

While exploring _____, I discovered _____.

2

Based on our exploration, I believe _____.

3

Something I need to consider moving forward is _____.

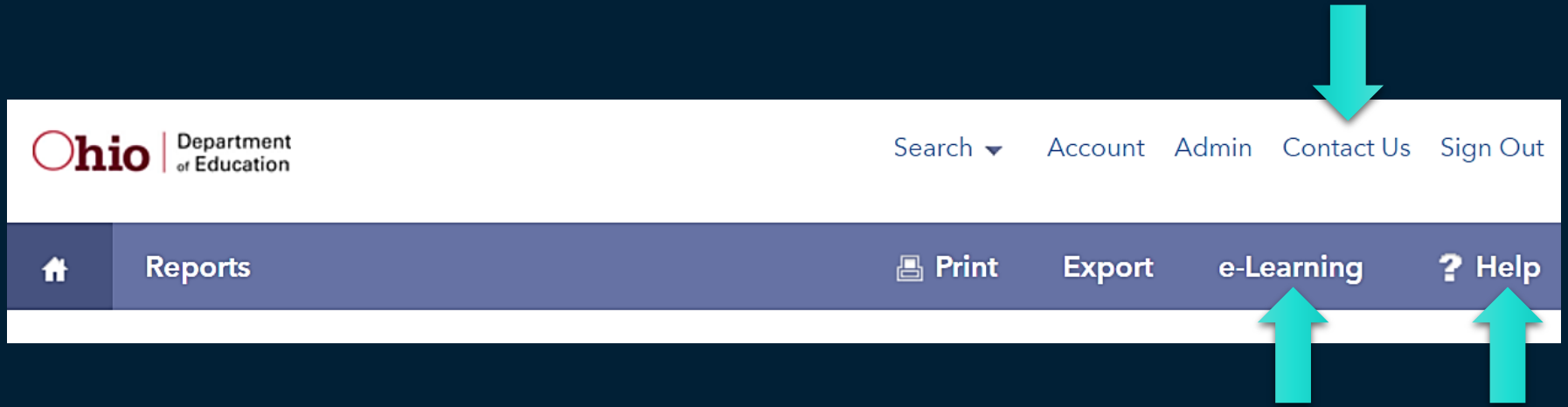
4

My next steps will include _____.

Questions?

Help!

Options for Additional Information

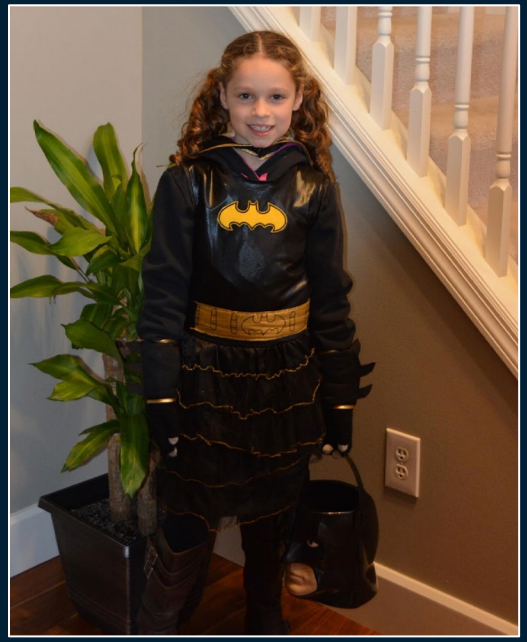


Insert Picture

E-LEARNING

Engaging and interactive option for learning more about the reports

Electronic Flipbook for Teachers



You are the real superheroes.

Thank you for your continued commitment to improving teaching and learning for all.

Thanks so much for your time and participation!

Common Question

Where do the **expected scores** come from?