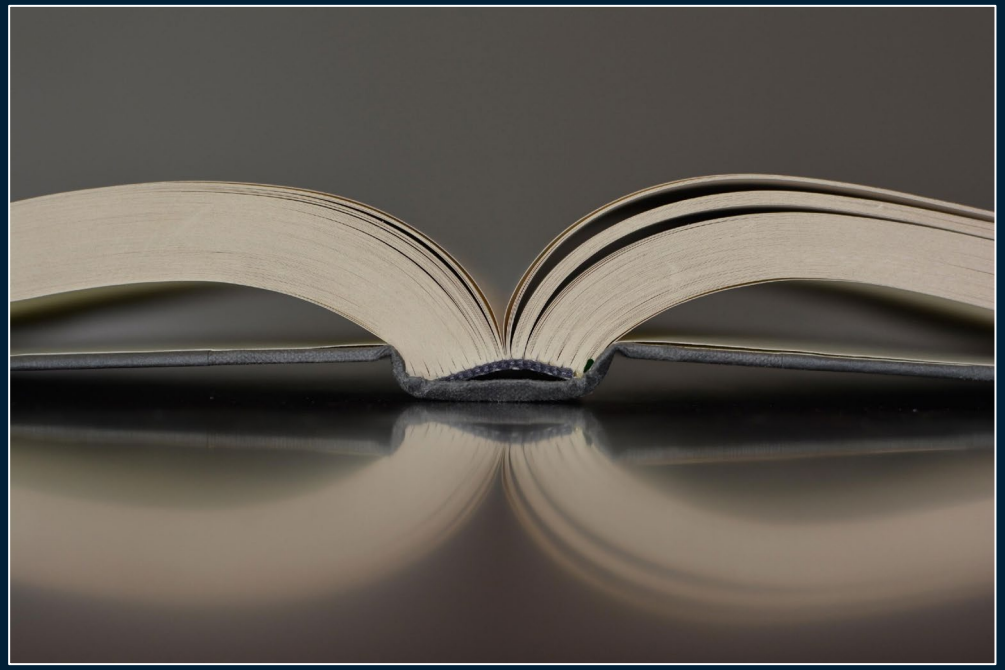
Learning with EVAAS

Day 2: Leadership Edition

Activity Packet

Resource



How can I get the most out of this session?

Communication

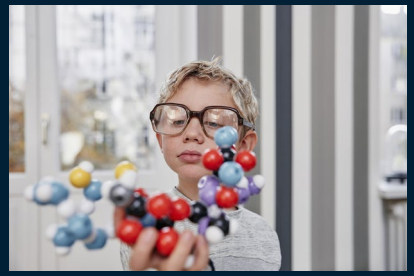
Sharing thoughts, questions, and ideas

Collaboration

Working together to reach a goal

Critical Thinking

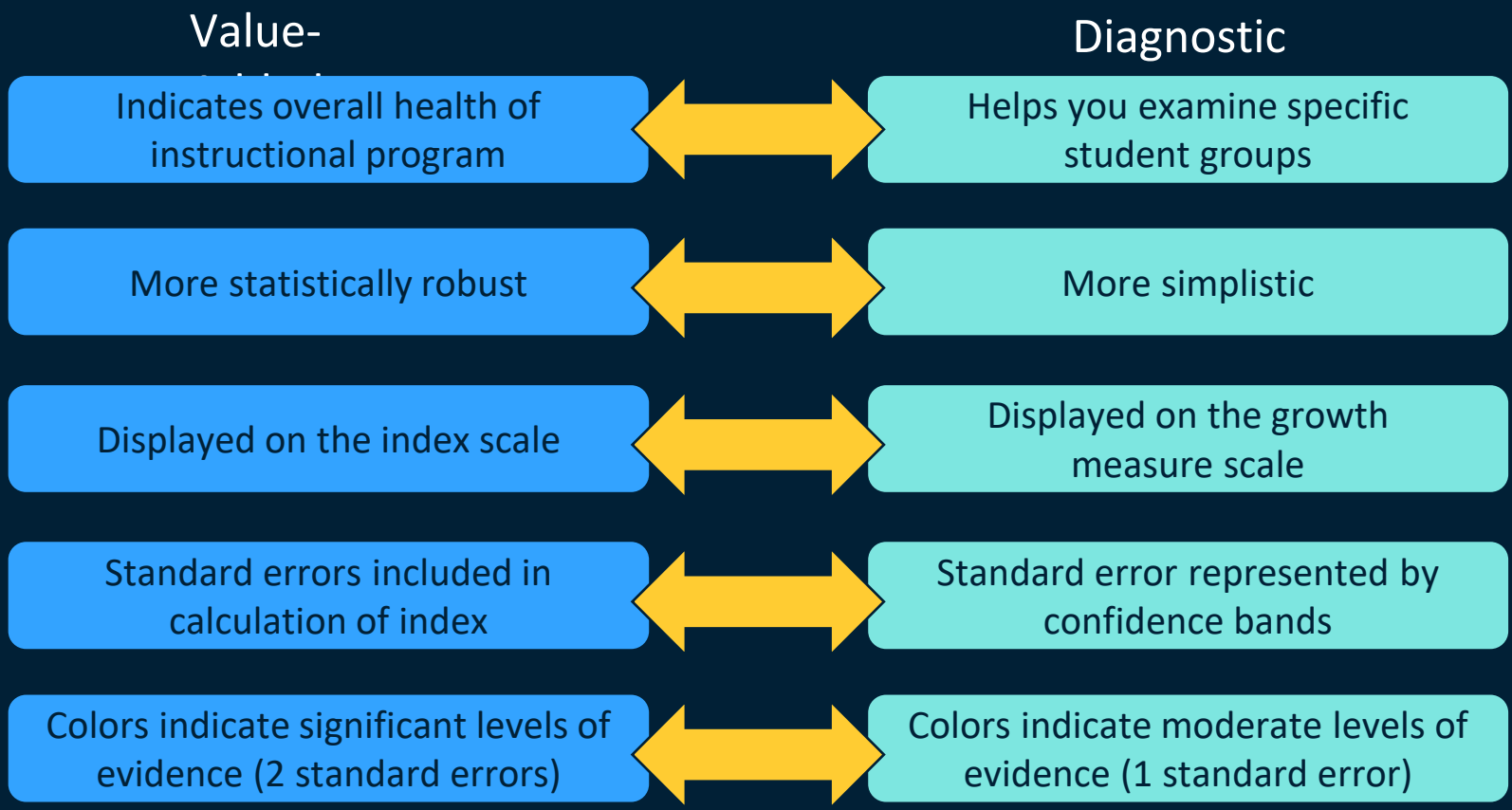
Approaching problems in creative, new ways



Curiosity

Exploring, investigating, and learning

Value-Added vs. Diagnostics



Setting our purpose for today…

Establishing Your Role

Today you are a PRINCIPAL!

Our Goal

Why are we here?

To help you, as school leaders:

- Interpret and apply EVAAS data
- Inform school decision-making practices
- Improve instruction and student achievement

AGENDA

Setting the Stage

Value-Added and Diagnostics Reports

Teacher Reports

Connecting Teachers with Students

Wrapping Up

The Power of Leadership

"Students take risks when they see teachers take risks.

Teachers take risks when they see school leaders take risks."

Brad Currie

Let’s Debrief

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

1. What did your group decide?
2. What are some additional data sources?
3. What resonated with you while engaging in this activity?
4. How might you adapt this activity for your own use?

AGENDA

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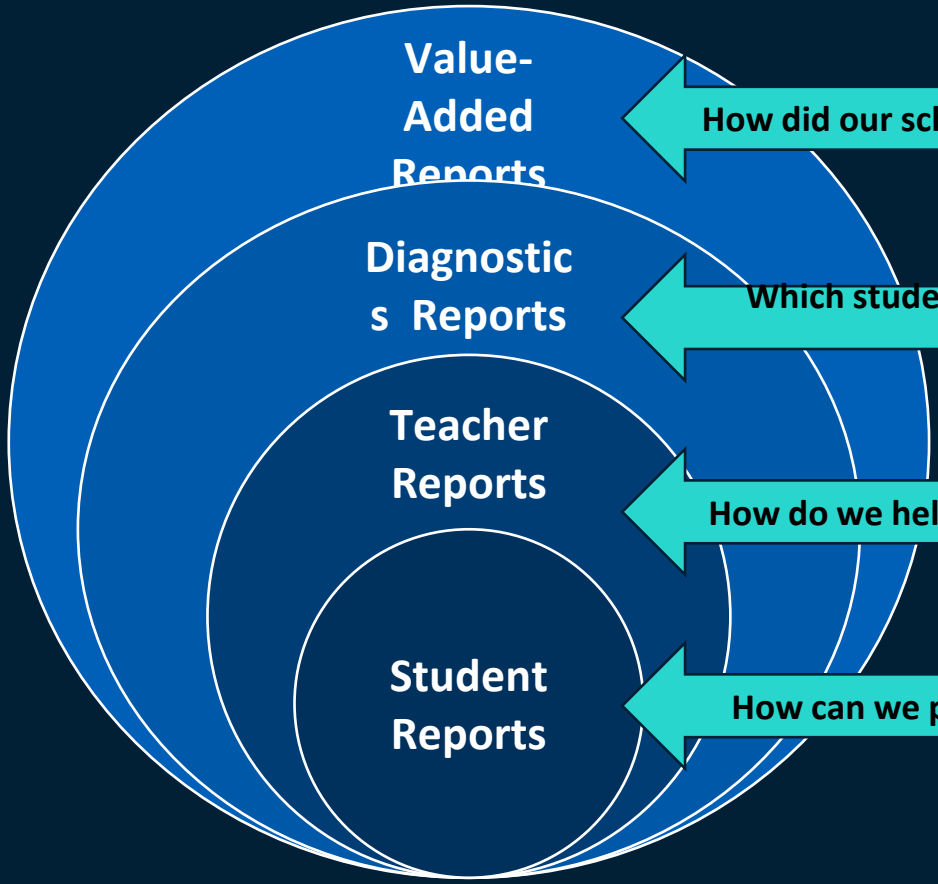
Layered Reporting



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

Little You

What do you want to be?

Technical STEM College Majors

- Math or Science Teacher
- Doctor
- Computer Scientist
- Nurse or Nurse Practitioner
- Physicist
- Chemist
- Statistician

3 Cards = 3 Schools

Every Child's Schooling Experience

Card # 1 = Elementary school experience

Card # 2 = Middle school experience

Card # 3 = High school experience

Add ‘em up!

Will you reach your dreams?

Our Purpose

Why are we here?

Total Points Needed:

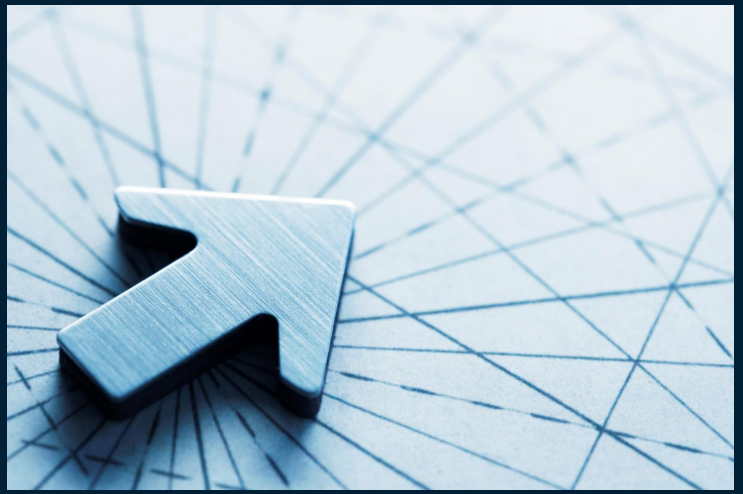
Dropout	0 - 9
Graduate High School	10 - 14
Enroll in College	15 - 19
Bypass Remedial Courses	20 - 24
Succeed in Technical Majors	25 - 30

The work we do as K-12 educators matters greatly for our students' futures.

Leadership

"**Leadership** is second only to classroom instruction among all **school-related factors** that **contribute** to what **students learn** at school."

Leithwood, Anderson, and Wahlstrom, 2004



Leadership

Unlocking the Power of Data

"Only by evaluating both **causes and effects** in a comprehensive accountability system can leaders, teachers, and policymakers **understand** the complexities of **student achievement** and the efficacy of **teaching and leadership practices**."

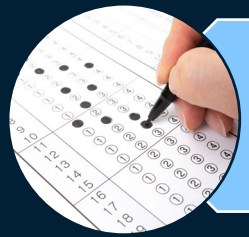
Doug Reeves, 2006

Antecedents

Defined

Adult decisions

Adult actions



Other events that precede or predict student performance

Classroom

Antecedents

Differentiated Core Instruction

- Student grouping, resource selection, progress monitoring, professional development

Supplemental Instruction

- Group intervention, formative assessment, adaptations

Environment

- Clear expectations, structures, routines, student engagement, PBIS

Relationships

- Classroom culture, sense of community, inclusiveness, equity

Activity 1

Let’s Talk Antecedents

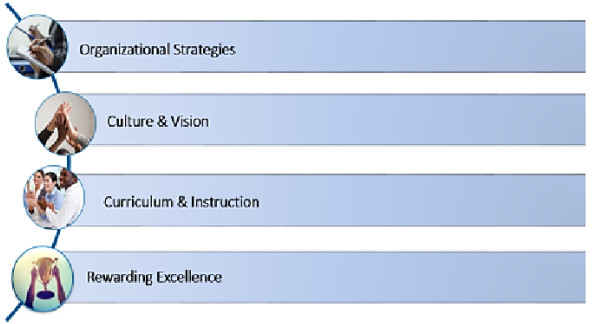
Activity 1: Let’s Talk Antecedents

Directions

Identify and list leadership antecedents under each heading.

Circle which antecedents might be contributing to your school’s results.

Discuss with your group.



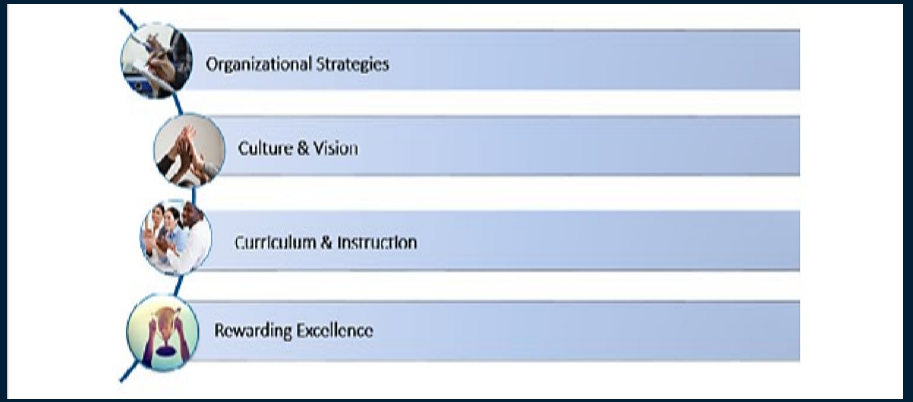
Identify and list data that you have or might need to support your assumptions.

Sources of Supporting Data	
Data Source	**How is it used?**

Leadership

Activity Packet Page 2

Let’s identify some **leadership** antecedents for each domain below:



Leadership

Activity Packet Page 2

How do you know? What data do you have or need to support the validity of your reflective assumptions?

Sources of Supporting Data	
Data Source	**How is it used?**

Activity 1

Let’s Talk Antecedents

Let’s Talk Antecedents

Activity 1: Let’s Talk Antecedents

Directions

Identify and list leadership antecedents under each heading.

Circle which antecedents might be contributing to your school’s results.

Discuss with your group.

- Organizational Strategies
- Culture & Vision
- Curriculum & Instruction
- Rewarding Excellence

Identify and list data that you have or might need to support your assumptions.

Sources of Supporting Data	
Data Source	**How is it used?**

The Power of Leadership

"We do not learn from experience, we learn from reflecting on experience."

John Dewey

Let’s Debrief

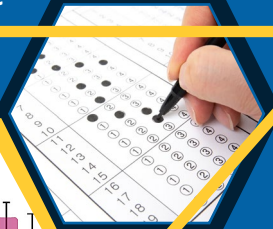
Use the sentence frames to discuss today’s learning and next steps with partners.

1. What did your group decide?
2. What are some additional data sources?
3. What resonated with you while engaging in this activity?
4. How might you adapt this activity for your own use?

Lots of Data

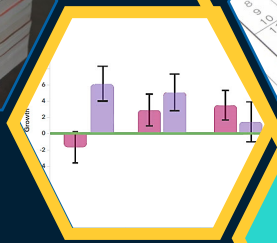
A More Complete Data Picture Includes Growth

Attendance



Family Feedback

Local Assessments

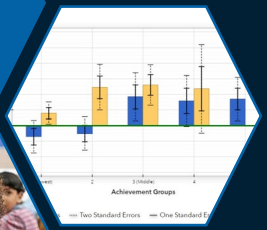


EVAAS

Teacher Observation

Grades

Standardized Assessments



AGENDA

Setting the Stage

Value-Added and Diagnostics Reports

Teacher Reports

Connecting Teachers with Students

Wrapping Up

Growth vs. 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?

Growth Application Question

Is this a statement about growth?

Principal Statement: "In English language arts this year, we provided students with more interesting and challenging texts. In addition, the grade level team had a sharper focus on standards-based instruction. As a result, we expect many of our students to end the year at a much higher level of performance than where they began."

Growth Application Question

Is this a statement about growth?

Possible Answer: Yes, this is a statement about growth. The focus was on giving students the best possible opportunity to grow in their knowledge and skills from the beginning of the year to the end. The statement did not indicate that there was a focus on targeting a certain level of proficiency.

Growth Application Question

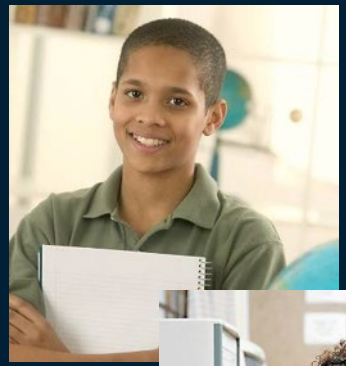
Is this a statement about growth?

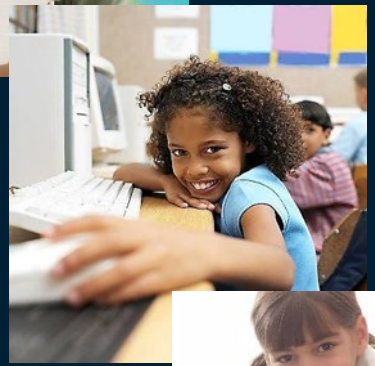
Principal Statement: “In math last year, we had a group of students who dropped to the Basic Level. We plan to focus on helping these students reach the Proficient Level again by providing more intervention opportunities.”

Growth Application Question

Is this a statement about growth?

Possible Answer: No. This is mostly a statement about proficiency. There is an element of growth in the statement, but even if many of the targeted students return to a Proficient Level, that does not necessarily mean that they have maintained their achievement relative to other students in the state.

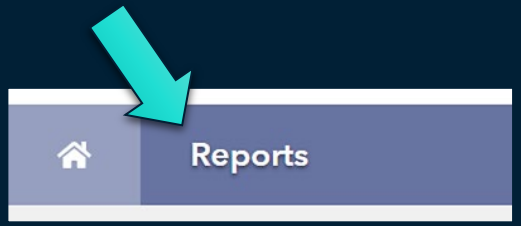




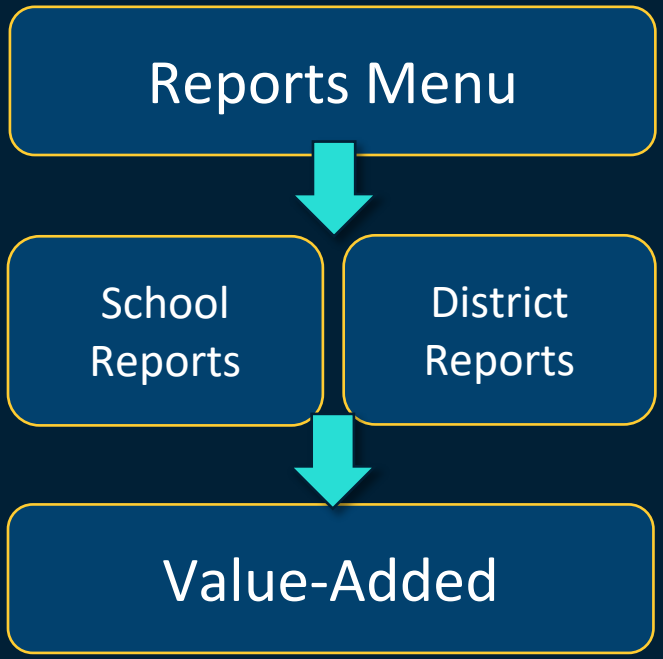
Expected Growth

Regardless of entering achievement, students should at least maintain their achievement relative to other students across the state who took the same assessment in the same year.

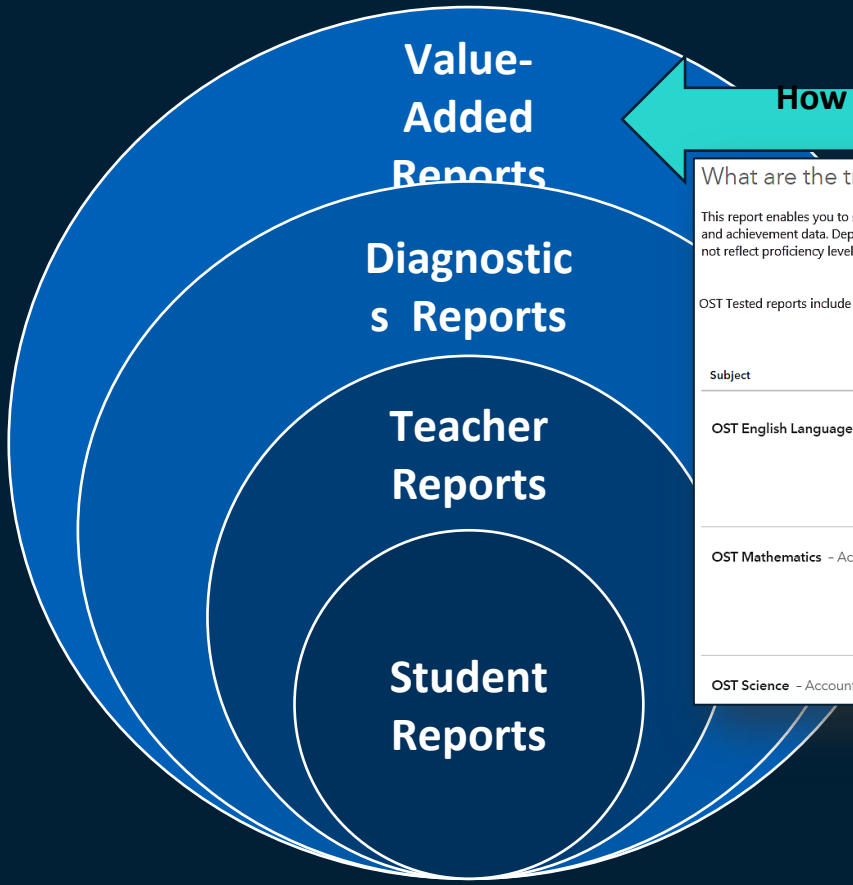
Value-Added Reports



Navigation



Layered Reporting



How did our school help students grow academically?

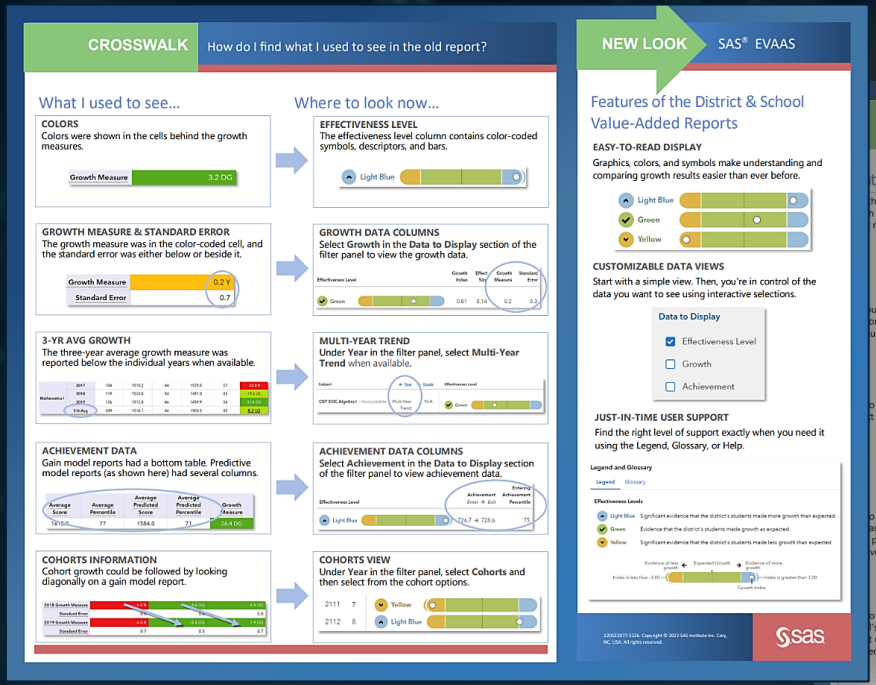
What are the trends in growth and achievement?

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



CROSSWALK How do I find what I used to see in the old report?

What I used to see...

COLORS
Colors were shown in the cells behind the growth measures.

Growth Measure 3.2 DG

GROWTH MEASURE & STANDARD ERROR
The growth measure was in the color-coded cell, and the standard error was either below or beside it.

Growth Measure 0.2 Y
Standard Error 0.7

3-YR AVG GROWTH
The three-year average growth measure was reported below the individual years when available.

ACHIEVEMENT DATA
Gain model reports had a bottom table. Predictive model reports (as shown here) had several columns.

Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure
1616.0	77	1584.9	71	26.4 DG

COHORTS INFORMATION
Cohort growth could be followed by looking diagonally on a gain model report.

Where to look now...

EFFECTIVENESS LEVEL
The effectiveness level column contains color-coded symbols, descriptors, and bars.

Light Blue

GROWTH DATA COLUMNS
Select **Growth** in the **Data to Display** section of the filter panel to view the growth data.

MULTI-YEAR TREND
Under **Year** in the filter panel, select **Multi-Year Trend** when available.

ACHIEVEMENT DATA COLUMNS
Select **Achievement** in the **Data to Display** section of the filter panel to view achievement data.

COHORTS VIEW
Under **Year** in the filter panel, select **Cohorts** and then select from the cohort options.

2111 7 Yellow
2112 8 Light Blue

NEW LOOK SAS® EVAAS

Features of the District & School Value-Added Reports

EASY-TO-READ DISPLAY
Graphics, colors, and symbols make understanding and comparing growth results easier than ever before.

Light Blue
Green
Yellow

CUSTOMIZABLE DATA VIEWS
Start with a simple view. Then, you're in control of the data you want to see using interactive selections.

Data to Display
- Effectiveness Level
- Growth
- Achievement

JUST-IN-TIME USER SUPPORT
Find the right level of support exactly when you need it using the Legend, Glossary, or Help.

Legend and Glossary

CLICK PATHS What are some useful views in the new report?

to know...	What do I click?	What will I see?
hool's student n for the most 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
ur most recent ompares to us years' data	⇒ In the filter panel, scroll down to **Years** ⇒ Select the desired years ⇒ Click the **Grade** column to shift it left	Tip: Click refresh to return to this view anytime! Years of data stacked in ascending order
o see one grade or t 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
o examine all of ades and subjects particular veness 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
o compare our 's student growth of the district or r school	⇒ In the filter panel, scroll up to **Districts & Schools** ⇒ Click on **Add a Comparison** ⇒ Choose your two options	One set of data indicated by the letter A and another set indicated by the letter B with purple shading

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 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 certainty 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' prior year NCEs 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.

Two Models on One Report

Gain Model

Growth measured in Normal Curve Equivalents

(NCEs)

Predictive Model

Growth measured in scale scores

Subject	Year	Grade	Effectiveness Level
OST English Language Arts - Accountable	2112	4	Green
		5	Green
		6	Yellow
		7	Green
		8	Yellow
OST Mathematics - Accountable	2112	4	Light Blue
		5	Light Blue
		6	Light Blue
		7	Green
		8	Yellow
OST Science - Accountable	2112	5	Light Blue
		8	Green
OST EOC Algebra I - Accountable	2112	N/A	Green
OST EOC American US Government - Accountable	2112	N/A	Green
OST EOC American US History - Accountable	2112	N/A	Green

Data to Display

Achievement Enter ? Exit

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

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

- Gain Model uses Normal Curve Equivalents (NCEs)
- Predictive Model uses scale scores

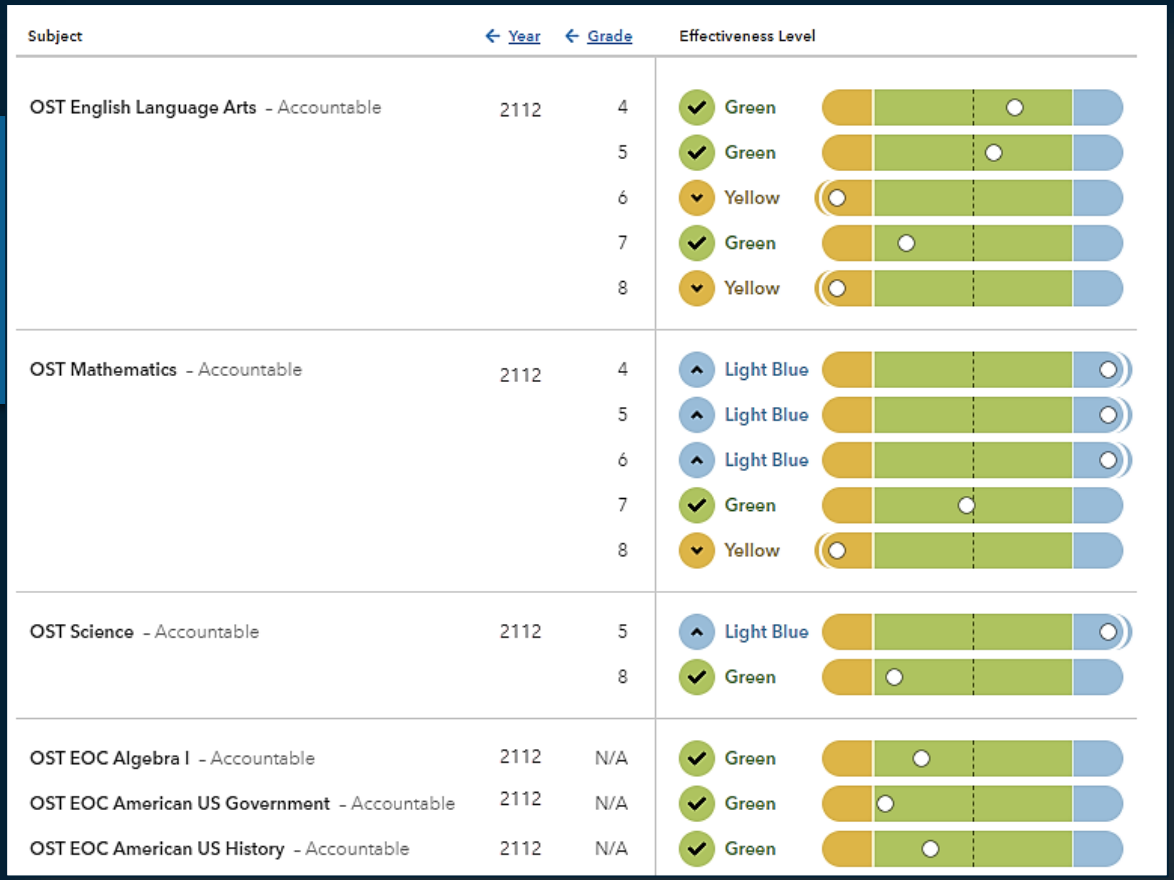
Subject	Year	Grade	Effectiveness Level	Achievement *Enter → Exit*	Entering Achievement Percentile	Student Count
OST English Language Arts - Accountable	2112	6	Green	49.0 → 48.1	48	123
		7	Green	41.1 → 42.6	34	148
		8	Light Blue	43.6 → 45.7	38	133
OST Science - Accountable	2112	8	Green	714.2 → 714.1	42	124

Two Models on One Report

Gain Model

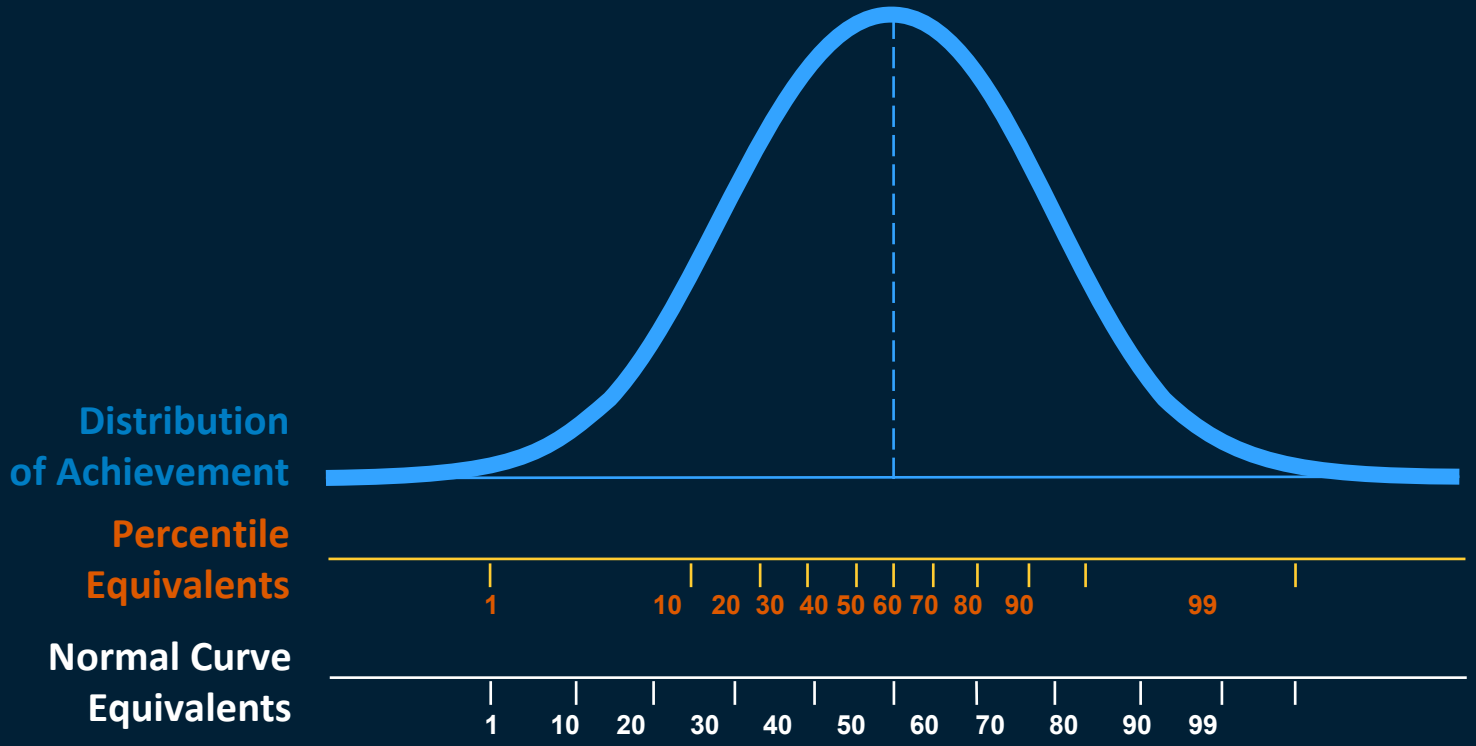
Growth measured in Normal Curve Equivalents

(NCEs)

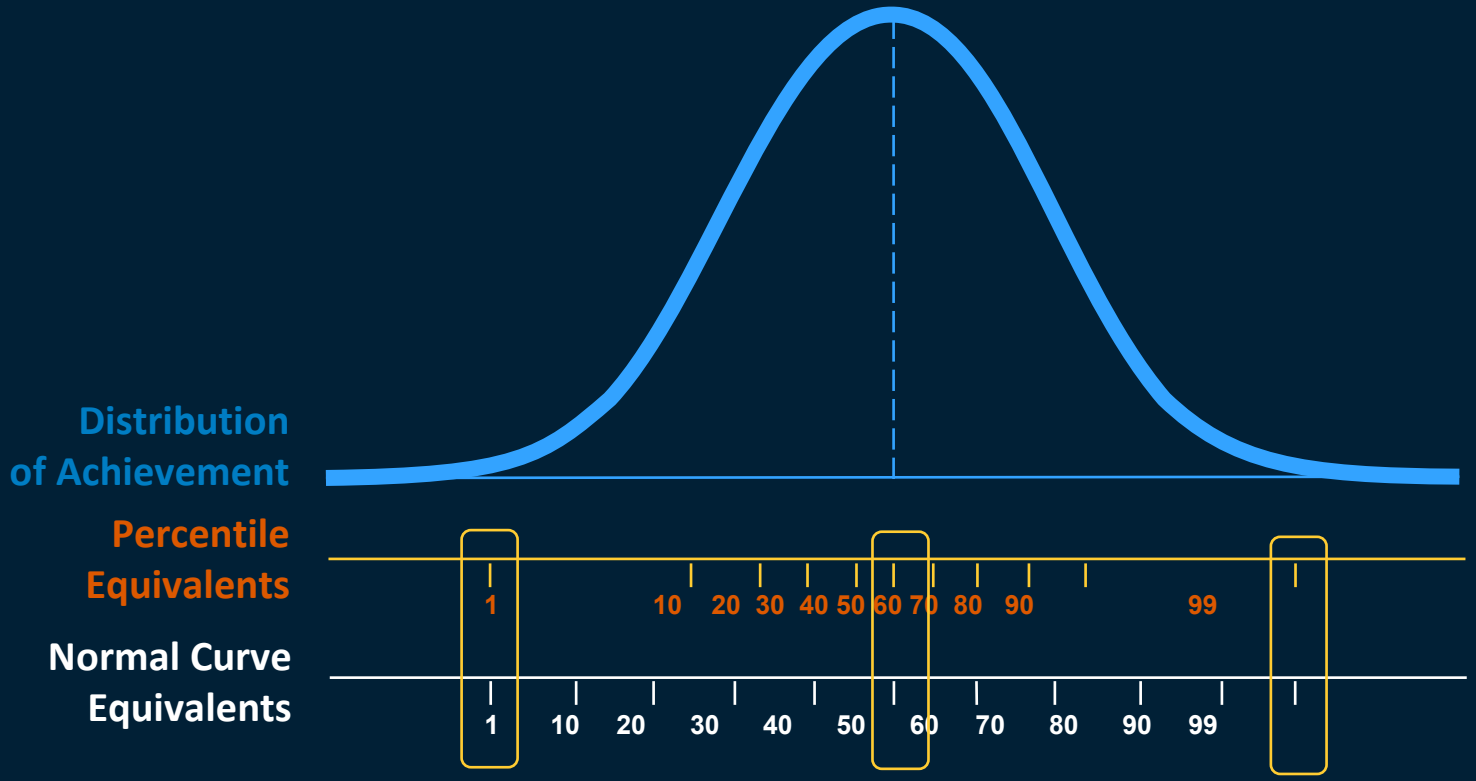


Subject	Year	Grade	Effectiveness Level
OST English Language Arts - Accountable	2112	4	Green
		5	Green
		6	Yellow
		7	Green
		8	Yellow
OST Mathematics - Accountable	2112	4	Light Blue
		5	Light Blue
		6	Light Blue
		7	Green
		8	Yellow
OST Science - Accountable	2112	5	Light Blue
		8	Green
OST EOC Algebra I - Accountable	2112	N/A	Green
OST EOC American US Government - Accountable	2112	N/A	Green
OST EOC American US History - Accountable	2112	N/A	Green

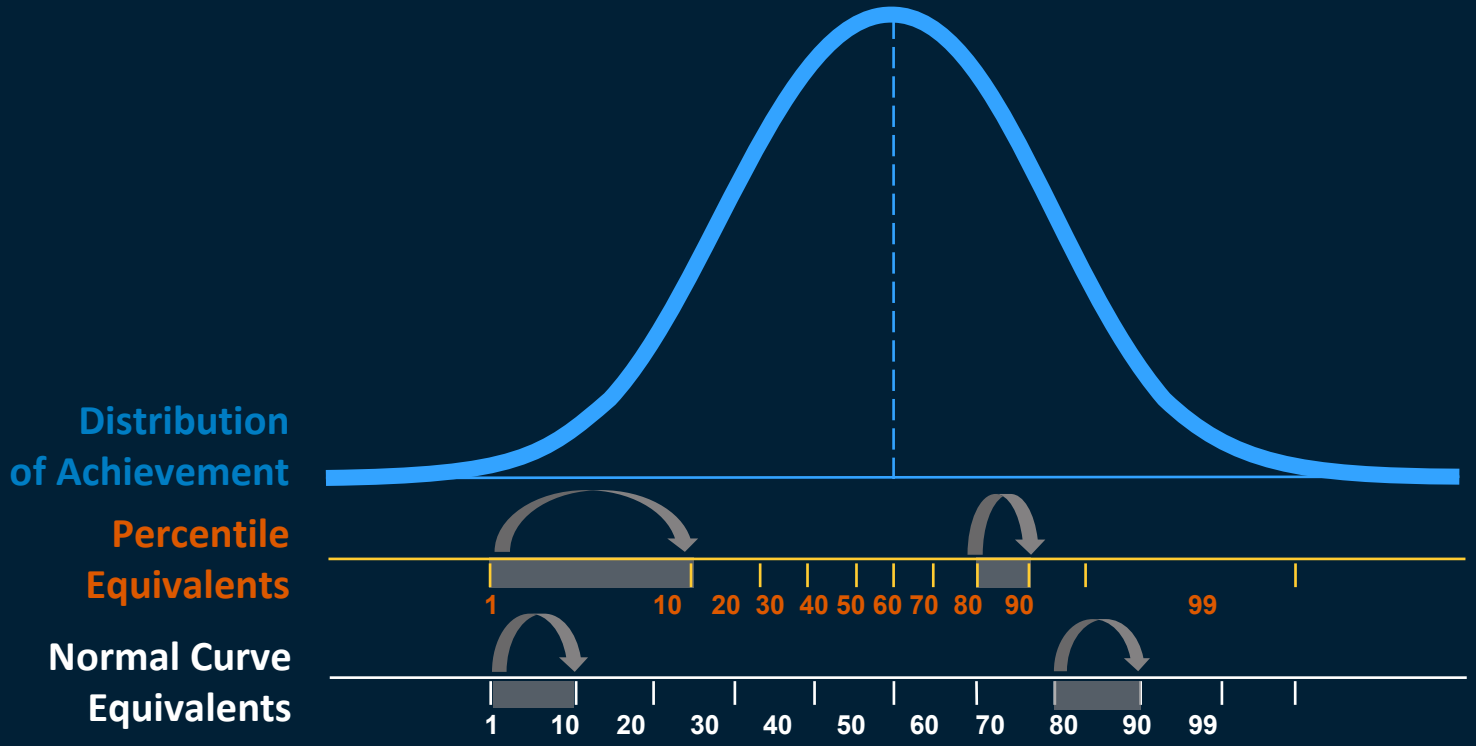
Normal Curve Equivalents (NCEs)



Normal Curve Equivalents (NCEs)



Normal Curve Equivalents (NCEs)



How is growth measured using the gain model?

Average NCE (ENTER)		Average NCE (EXIT)		Growth Measure
38.0	→	41.5	What was the change over time?	+3.6*

*Not always an exact difference, mainly due to rounding

How is growth measured using the gain model?

Average NCE (ENTER)		Average NCE (EXIT)		Growth Measure
38.0	→	35.5	What was the change over time?	-2.4*

*Not always an exact difference, mainly due to rounding

How is growth measured using the gain model?

Average NCE (ENTER)		Average NCE (EXIT)		Growth Measure
38.0	→	38.0	What was the change over time?	0.0*

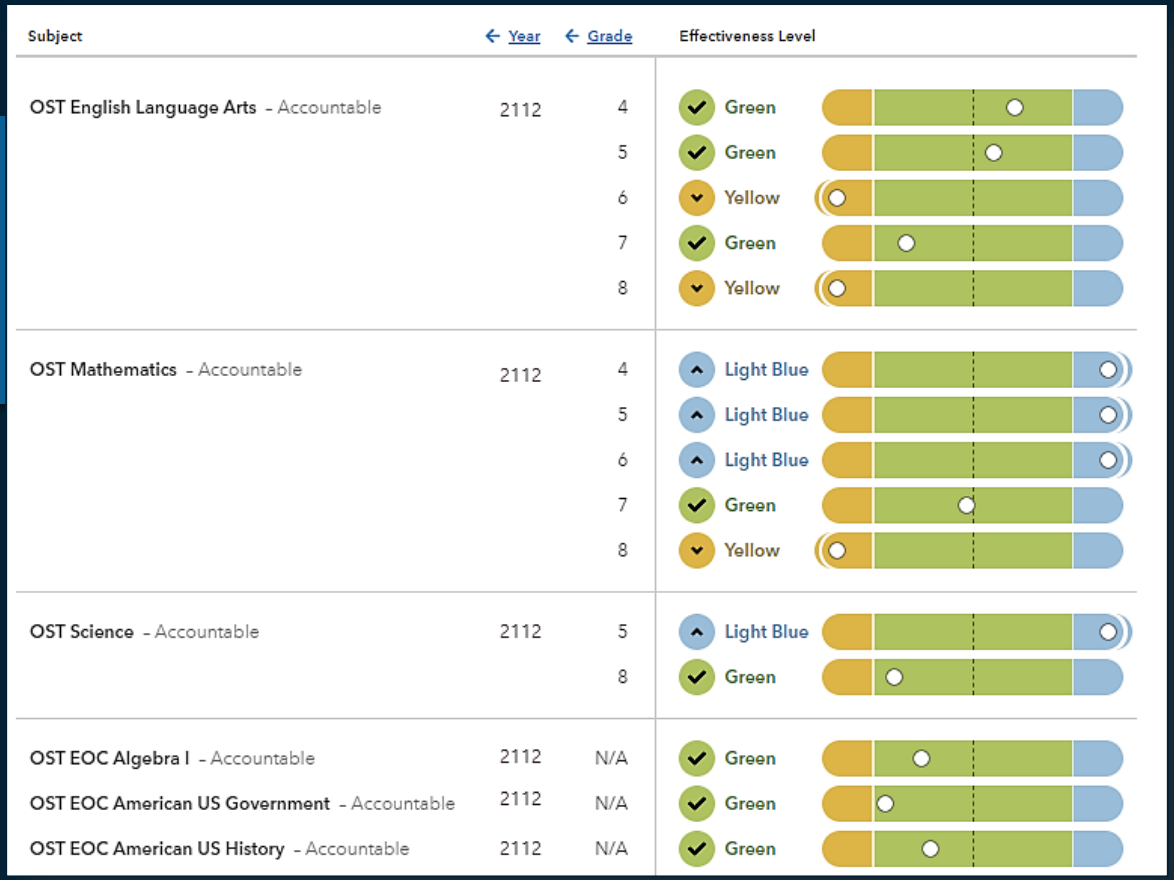
*Not always an exact difference, mainly due to rounding

Two Models on One Report

Gain Model

Growth measured in Normal Curve Equivalents

(NCEs)

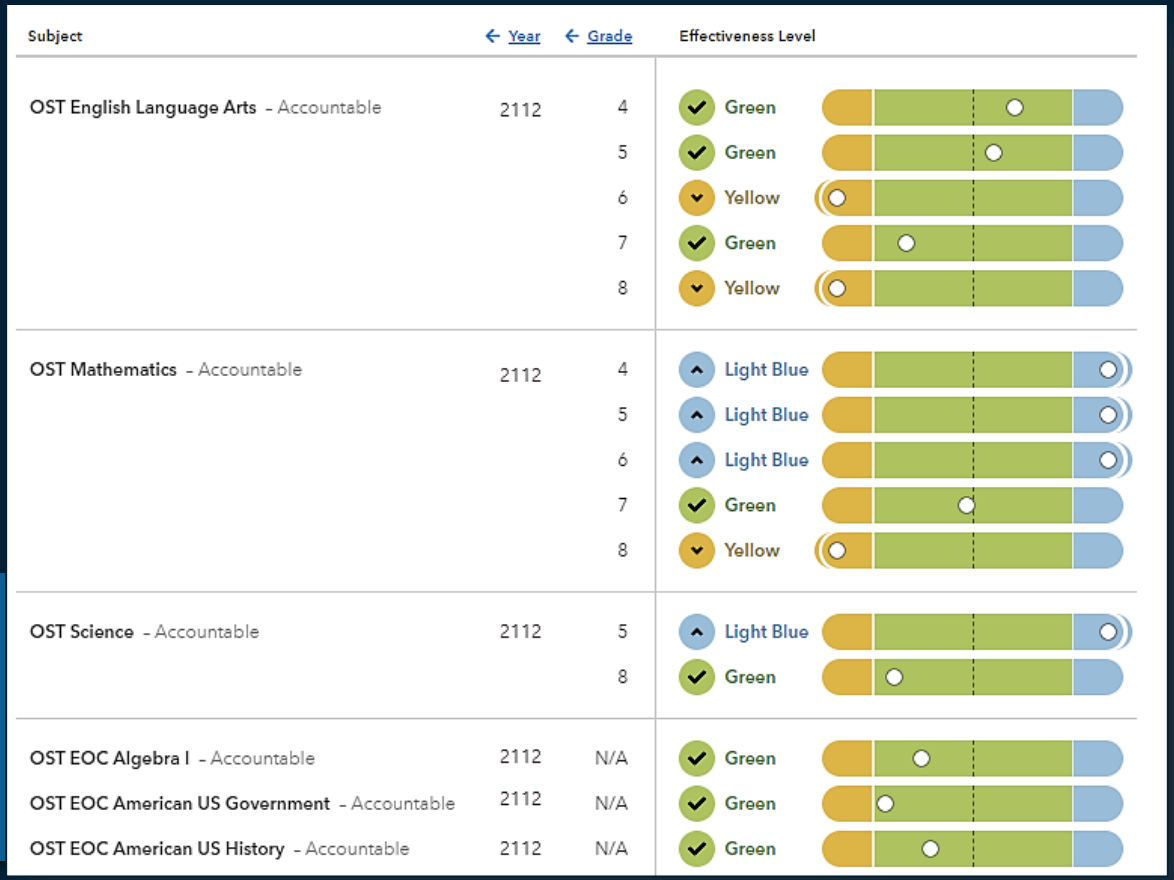


Subject	Year	Grade	Effectiveness Level
OST English Language Arts - Accountable	2112	4	Green
		5	Green
		6	Yellow
		7	Green
		8	Yellow
OST Mathematics - Accountable	2112	4	Light Blue
		5	Light Blue
		6	Light Blue
		7	Green
		8	Yellow
OST Science - Accountable	2112	5	Light Blue
		8	Green
OST EOC Algebra I - Accountable	2112	N/A	Green
OST EOC American US Government - Accountable	2112	N/A	Green
OST EOC American US History - Accountable	2112	N/A	Green

Two Models on One Report

Predictive Model

Growth measured in scale scores



Subject	Year	Grade	Effectiveness Level
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		5	Green
		6	Yellow
		7	Green
		8	Yellow
OST Mathematics - Accountable	2112	4	Light Blue
		5	Light Blue
		6	Light Blue
		7	Green
		8	Yellow
OST Science - Accountable	2112	5	Light Blue
		8	Green
OST EOC Algebra I - Accountable	2112	N/A	Green
OST EOC American US Government - Accountable	2112	N/A	Green
OST EOC American US History - Accountable	2112	N/A	Green

How is growth measured using the predictive model?

Average Expected Score (ENTER)		Average Actual Score (EXIT)	Growth Measure
688.0	→	692.5	+4.4*

What was the change over time?

*Not always an exact difference, mainly due to rounding

How is growth measured using the predictive model?

Average Expected Score (ENTER)		Average Actual Score (EXIT)	Growth Measure
688.0	→	685.9	-2.0*

What was the change over time?

*Not always an exact difference, mainly due to rounding

How is growth measured using the predictive model?

Average Expected Score (ENTER)		Average Actual Score (EXIT)		Growth Measure
688.0	→	688.0	What was the change over time?	0.0*

*Not always an exact difference, mainly due to rounding

DG TRUE

R FALSE

Application Question

True or False?

The principal of this middle school can celebrate what happened at 8th grade and should move one or more of the 8th grade teachers to the 6th grade team.

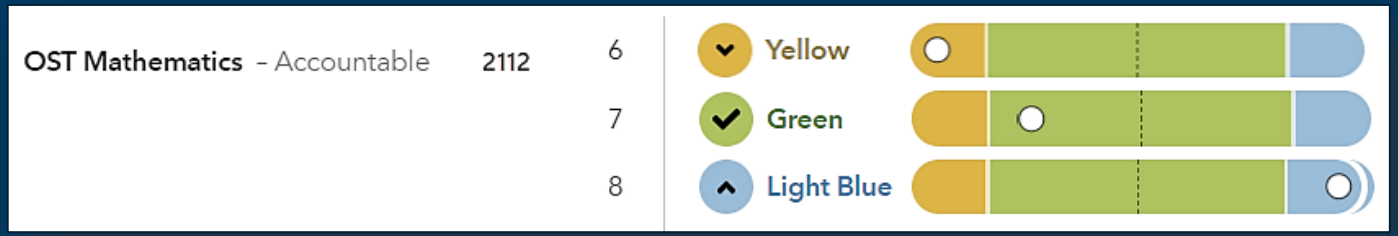
Application Question

True or False?

Possible Answer

R FALSE

Although the 6th grade team's effectiveness must be addressed, you may want to avoid disrupting the 8th grade team's effectiveness. What are some alternative strategies?



Application Question

True or False?

DG TRUE

R FALSE

The data in this report suggests that the principal may want to consider whether student placement procedures contributed to last year's shift in effectiveness.

Subject	← Year	← Grade	Effectiveness Level	Achievement *Enter* → *Exit*	Entering Achievement Percentile	Student Count
OST EOC Algebra I - Accountable	2111	N/A	Green	686.4 → 688.8	36	131
	2112	N/A	Yellow	682.9 → 676.1	24	67

DG TRUE

Possible Answer

Application Question

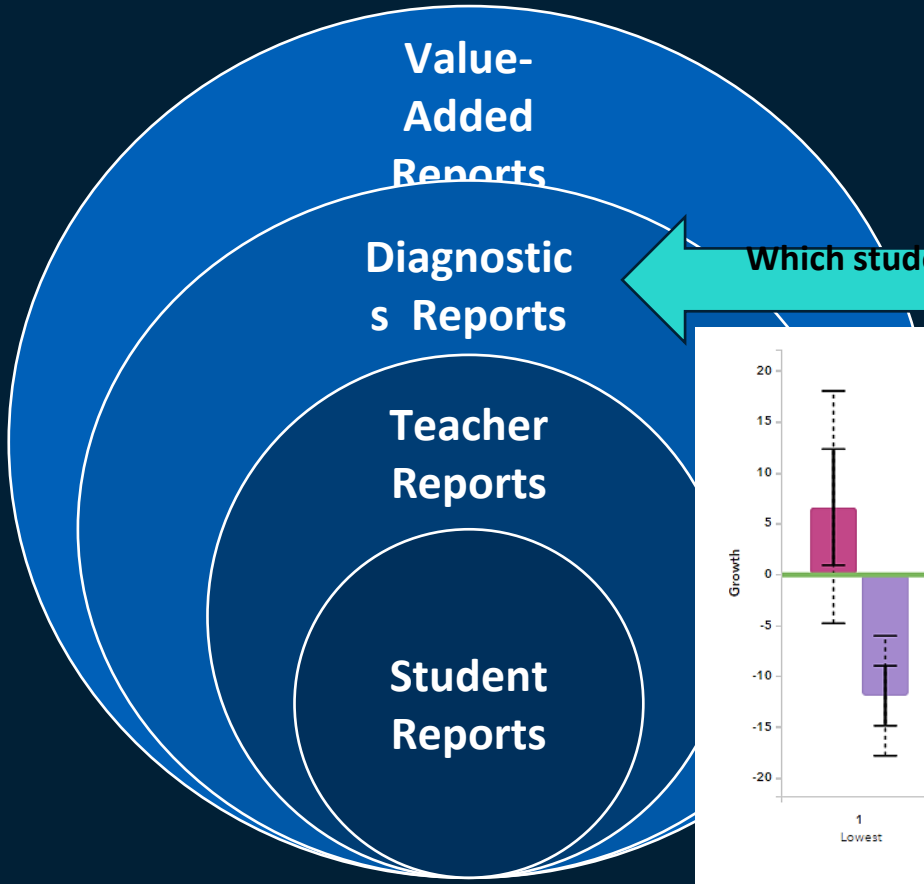
True or False?

The 2112 student count and entering achievement were lower than the year before, so one consideration might be student placement. What other factors could be considered?

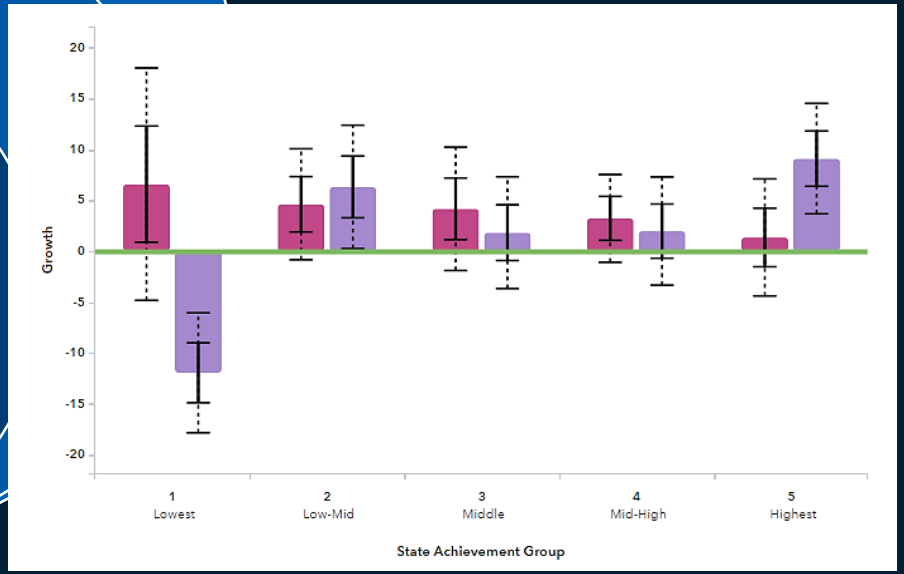
Subject	Year	Grade	Effectiveness Level	Achievement *Enter* → *Exit*	Entering Achievement Percentile	Student Count
OST EOC Algebra I - Accountable	2111	N/A	Green	686.4 → 688.8	36	131
	2112	N/A	Yellow	682.9 → 676.1	24	67

Break

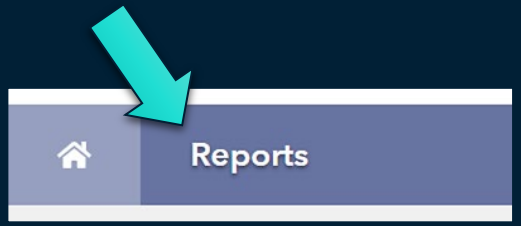
Layered Reporting



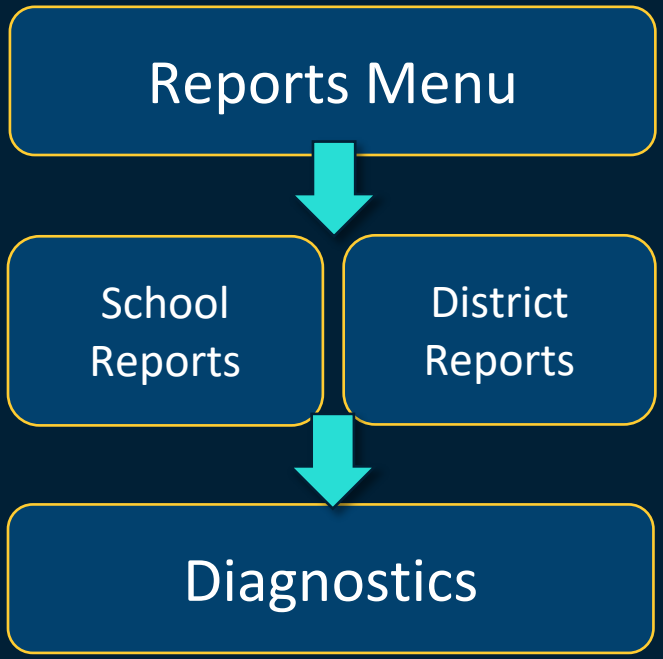
Which student groups benefitted most from our instruction?



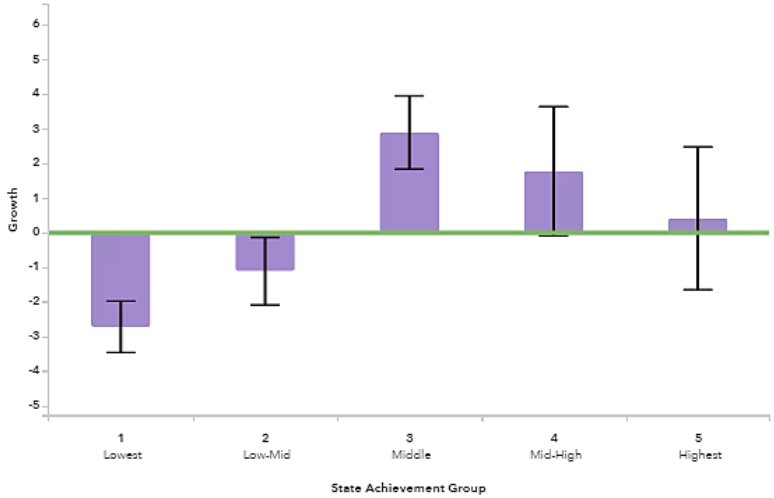
Diagnostics Reports



Navigation



School Diagnostic Report – Default View



Expected Growth

2112 OST English Language Arts - Accountable 4th-Grade
Base Test and Subject

+ Add a Year

2112 OST English Language Arts - Accountable 4th-Grade

Growth	1 Lowest	2 Low-Mid	3 Middle	4 Mid-High	5 Highest
	State Achievement Group				
Average	-2.72	-1.11	2.89	1.77	0.41
Standard Error	0.74	0.97	1.06	1.86	2.06
Student Count	346	189	93	58	36
Percentage of Students	47.9	26.2	12.9	8.0	5.0

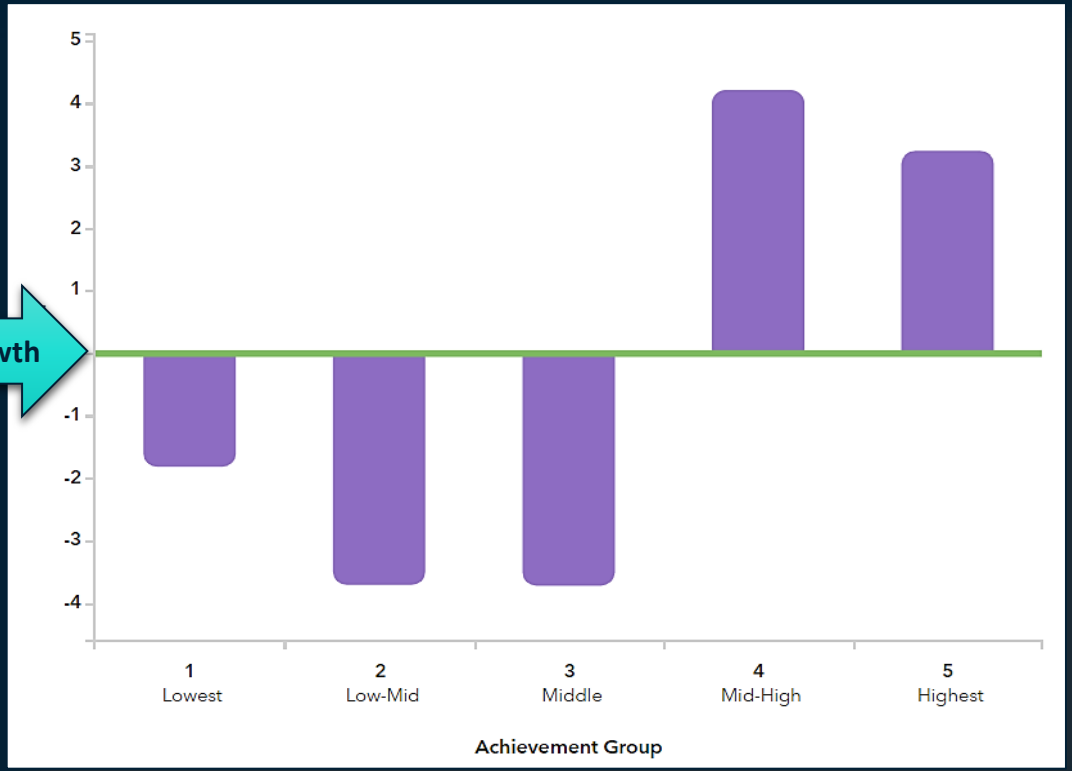
- Moderate evidence that the group exceeded the expected growth.
- Evidence that the group met the expected growth.
- Moderate evidence that the group did not meet the expected growth.
- Not enough students to generate a growth measure.

Interpreting the Bars

Understanding the Default Graph

Green Line

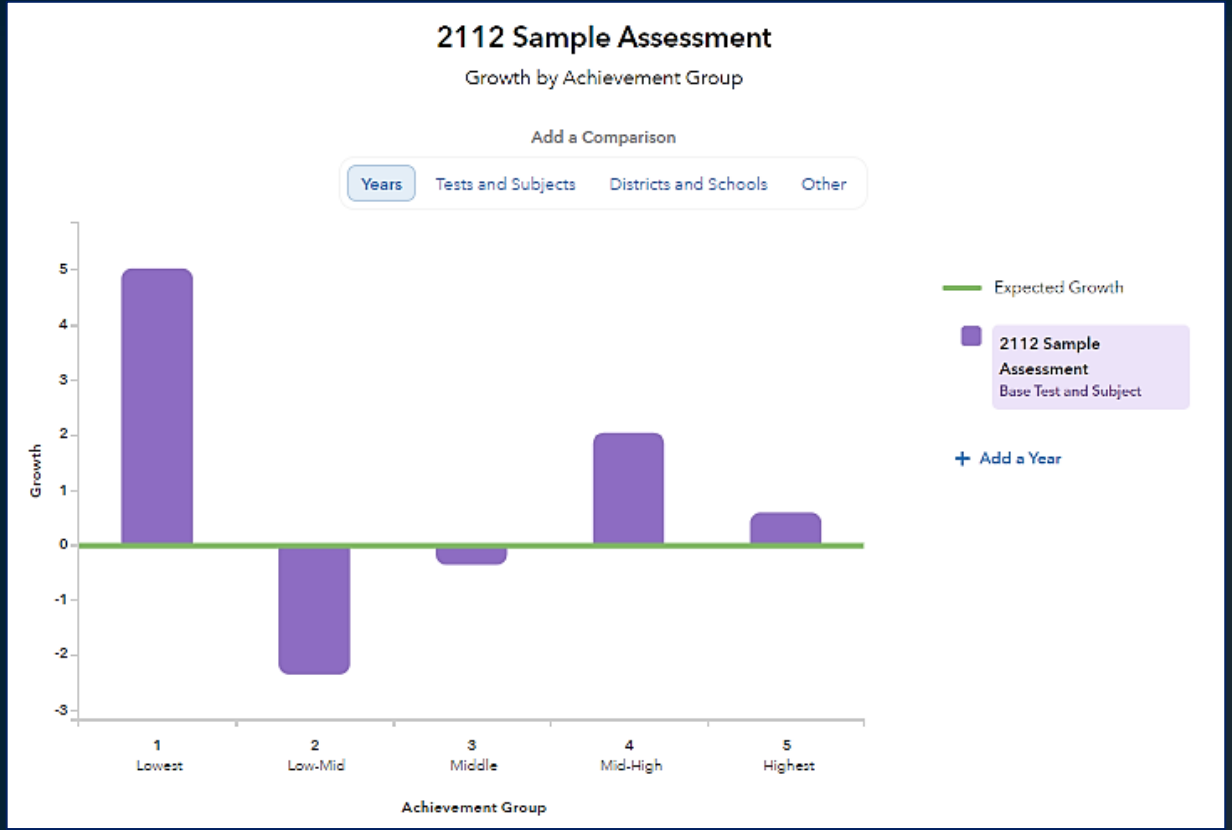
Represents expected growth at zero



Understanding the Diagnostics Report

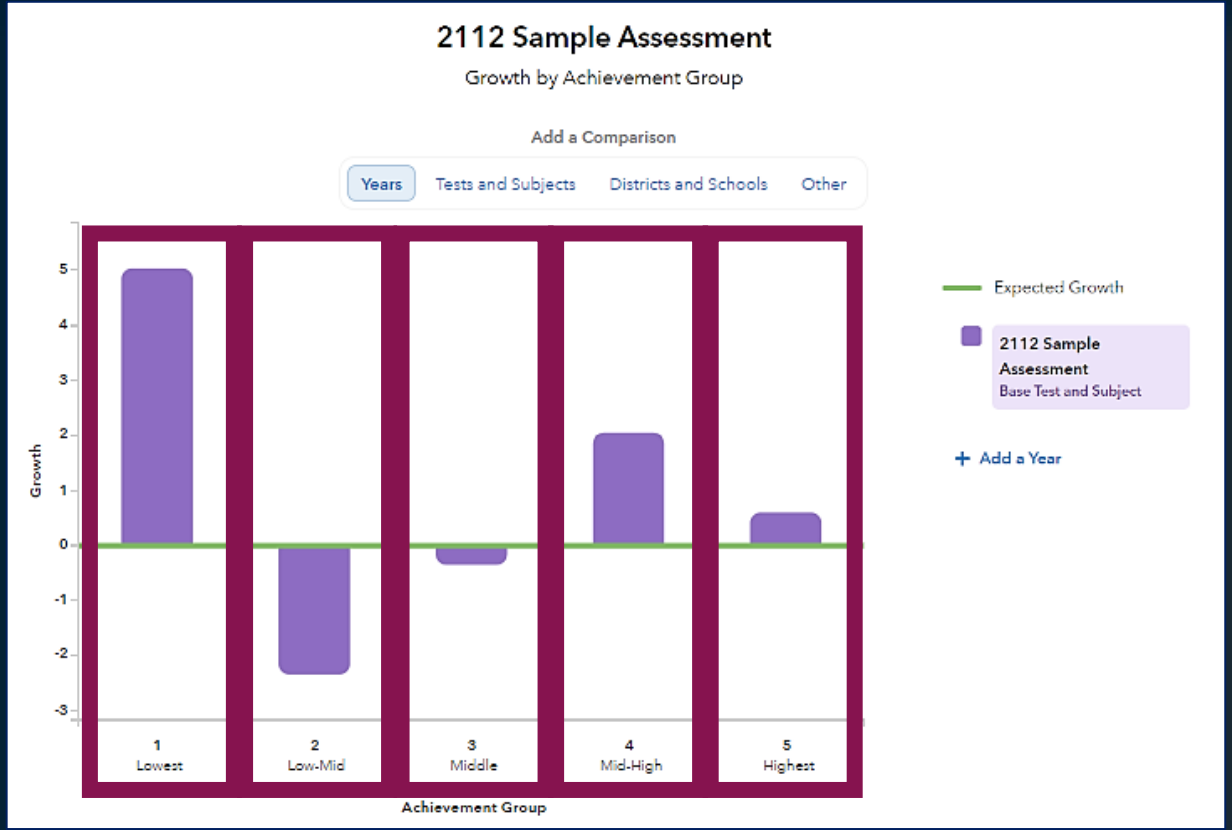
Purple Bars

Show average growth for each group of students



Understanding the Diagnostics Report

Achievement Groups

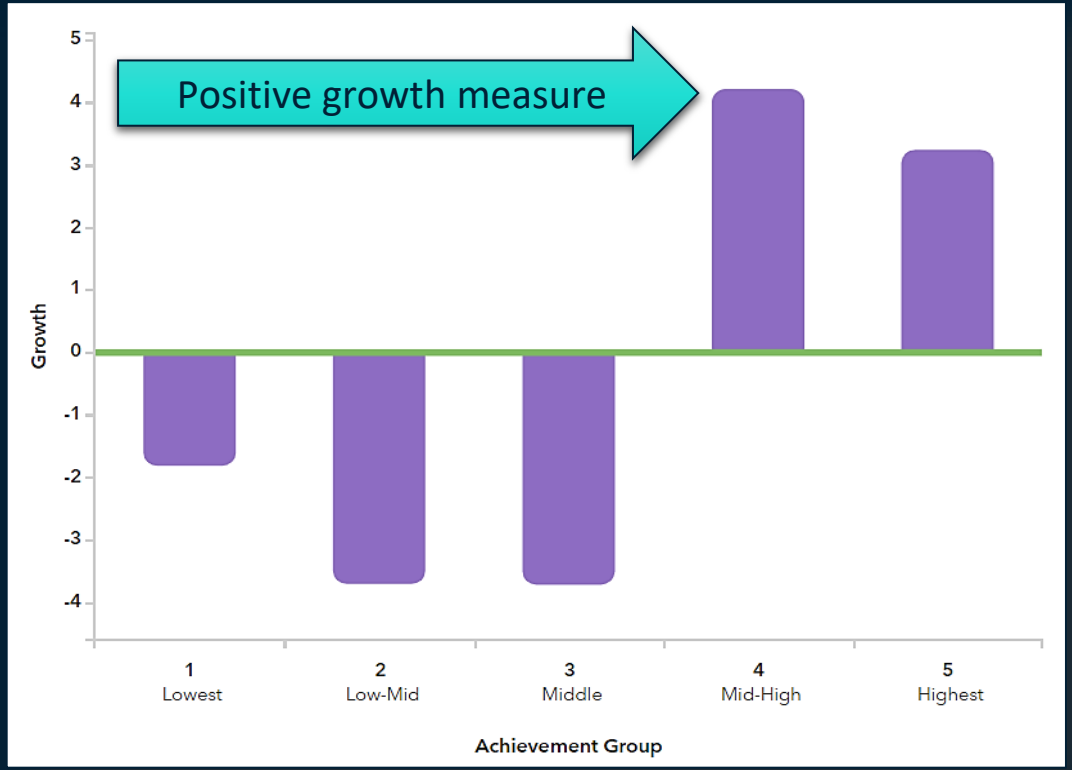


Interpreting the Bars

Understanding the Default Graph

Purple Bars

Show average growth for the group of students



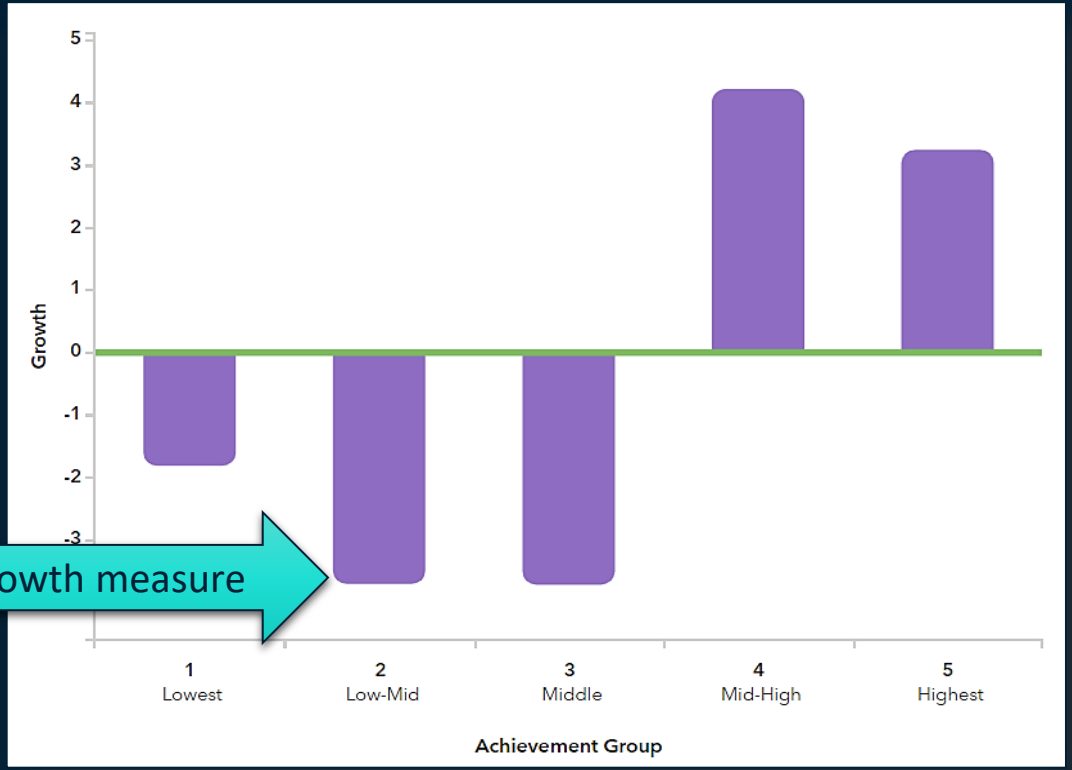
Interpreting the Bars

Understanding the Default Graph

Purple Bars

Show average growth for the group of students

Negative growth measure

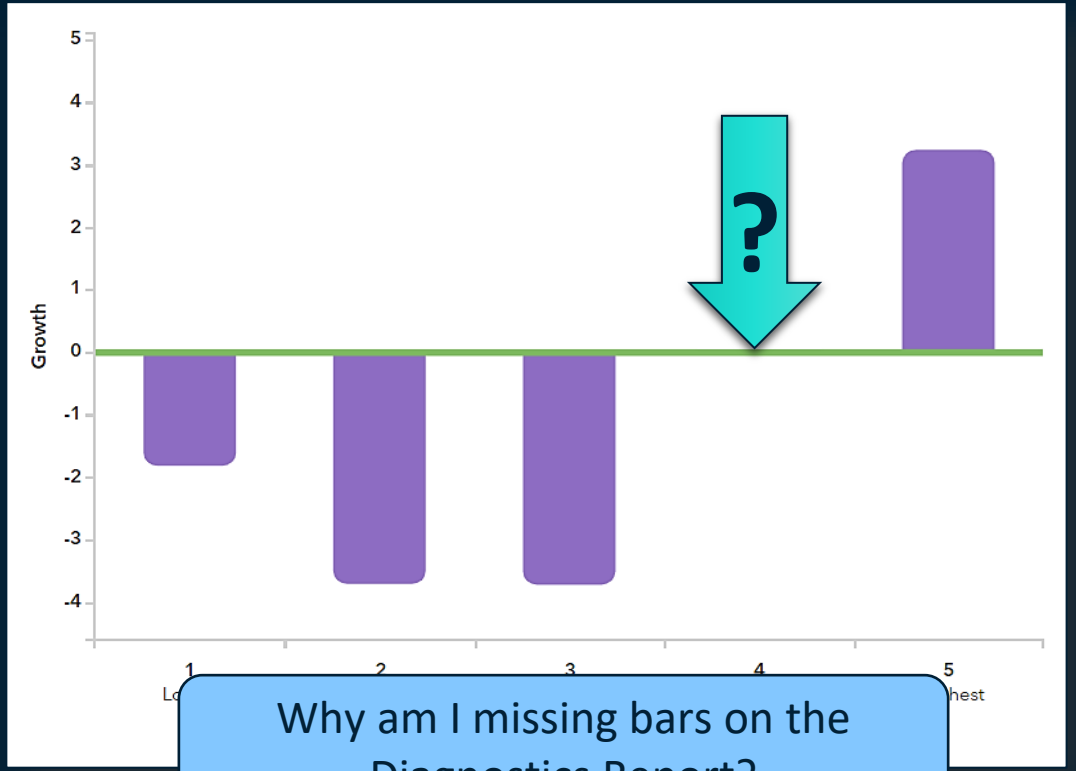


Interpreting the Bars

Understanding the Default Graph

Purple Bars

Show average growth for the group of students



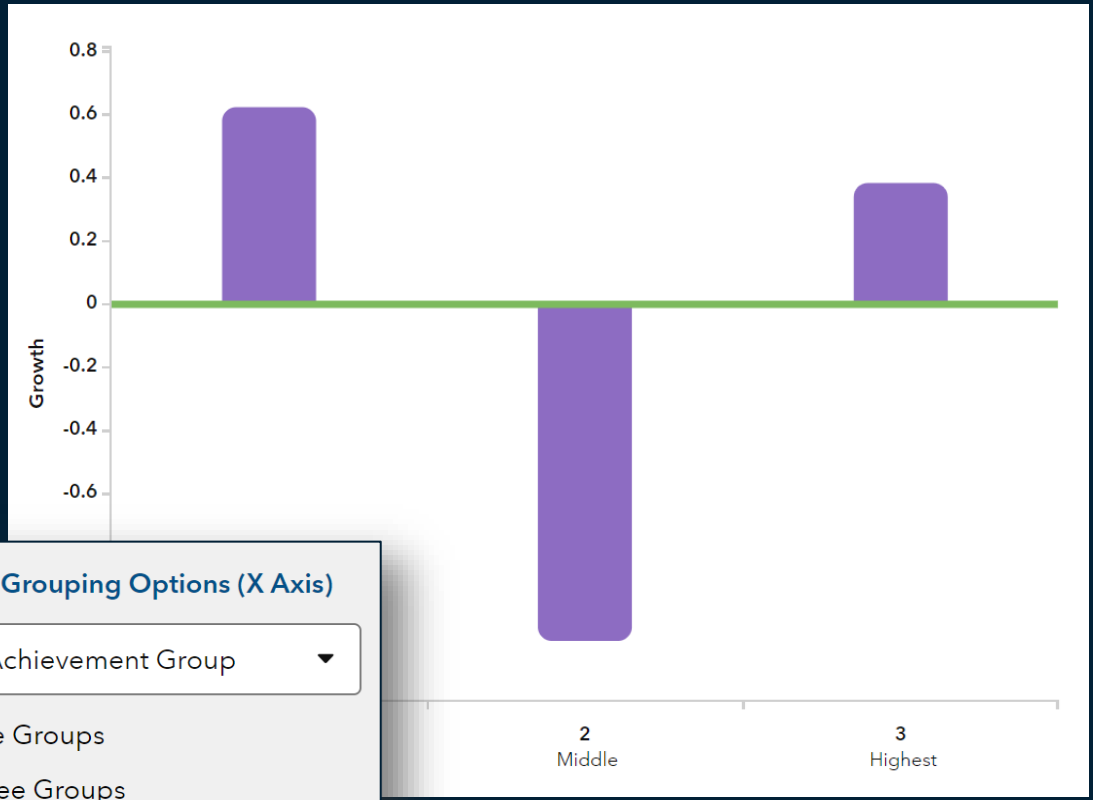
Why am I missing bars on the Diagnostics Report?

Interpreting the Bars

Understanding the Default Graph

Purple Bars

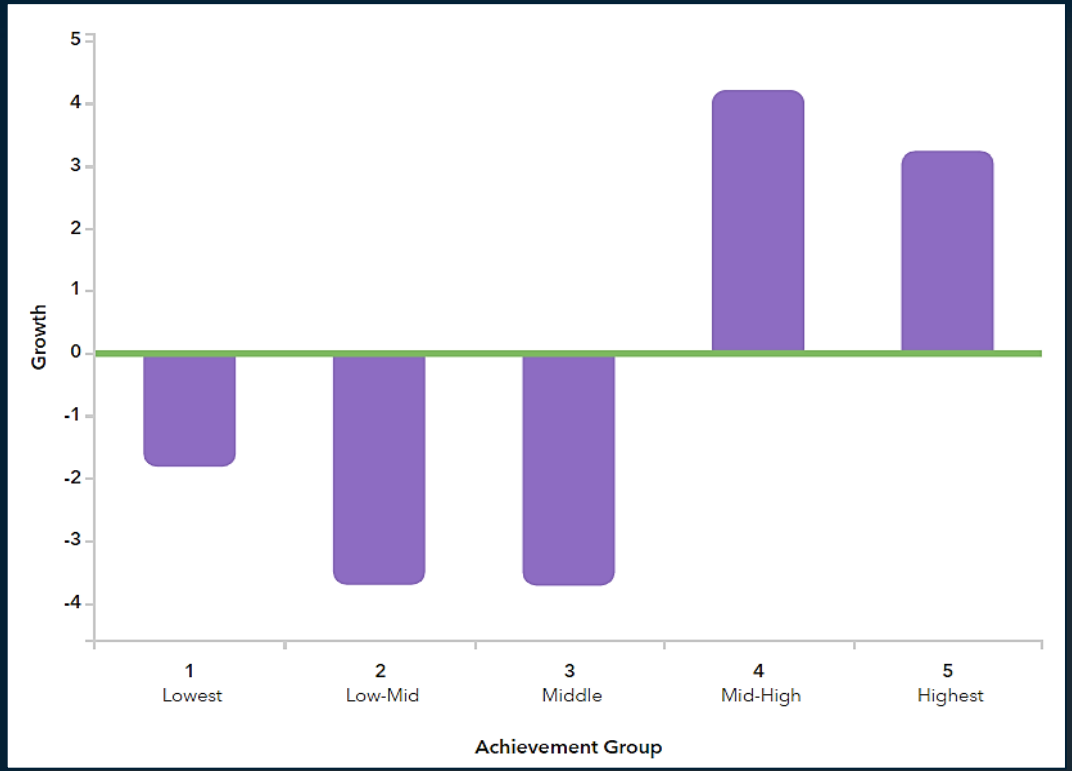
Show average growth for the group of students



Interpreting the Bars

Understanding the Default Graph

But how much evidence do we have?

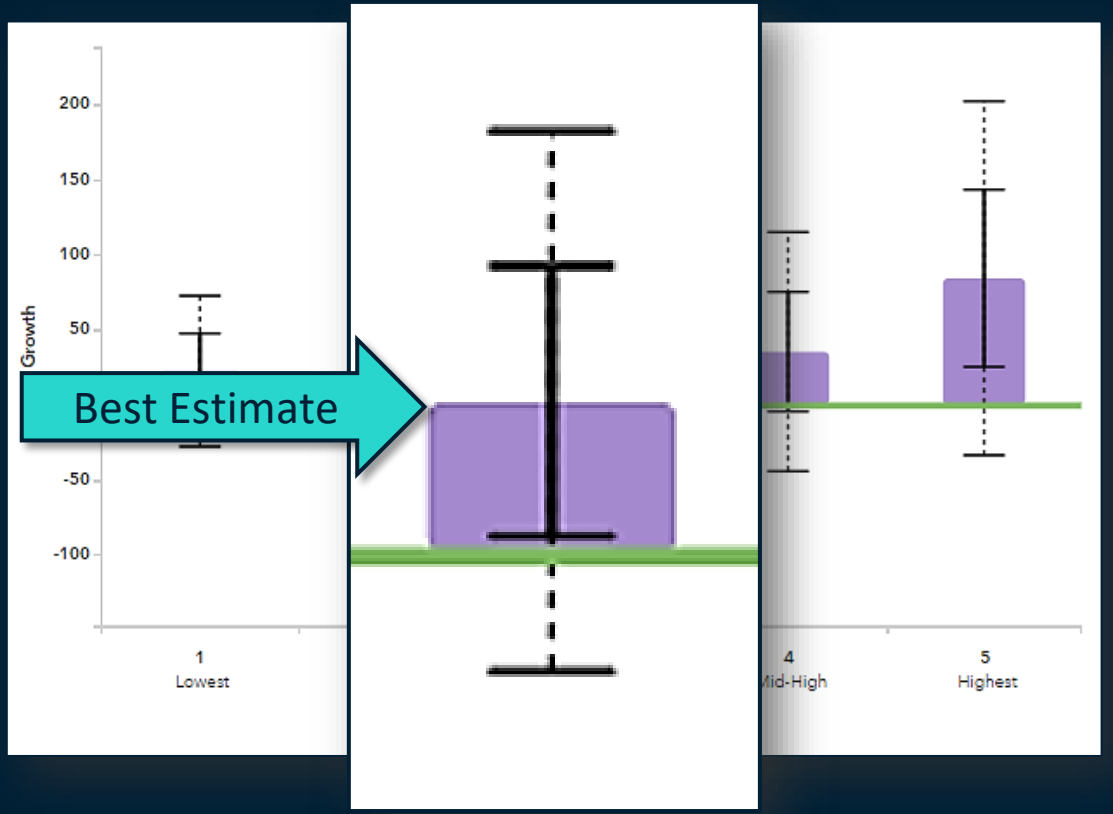


Confidence Bands

Standard Error or Confidence Band

Solid black = 1 SE (68%)

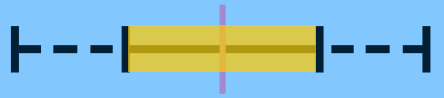
Dotted lines = 2 SE (95%)



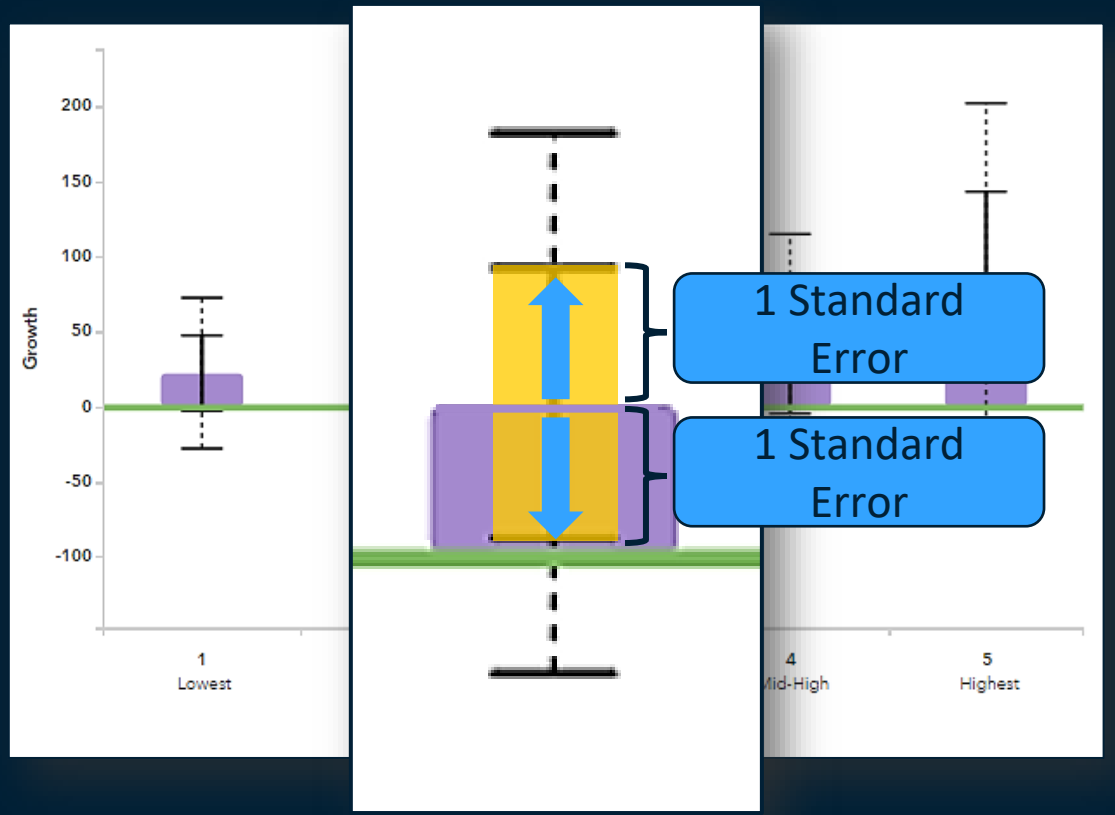
Confidence Bands

Standard Error or Confidence Band

Solid black = 1 SE (68%)



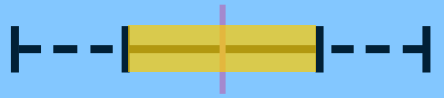
Dotted lines = 2 SE (95%)



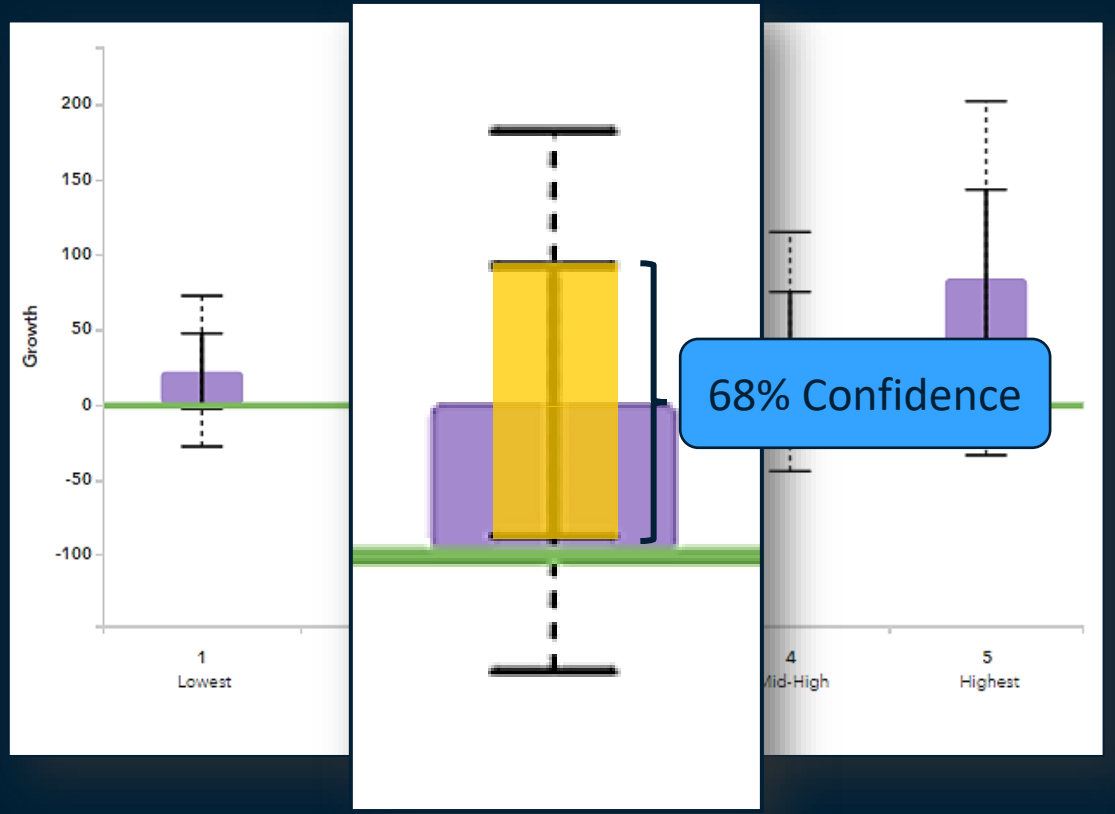
Confidence Bands

Standard Error or Confidence Band

Solid black = 1 SE (68%)



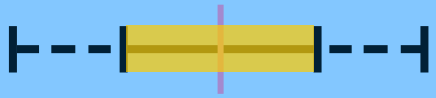
Dotted lines = 2 SE (95%)



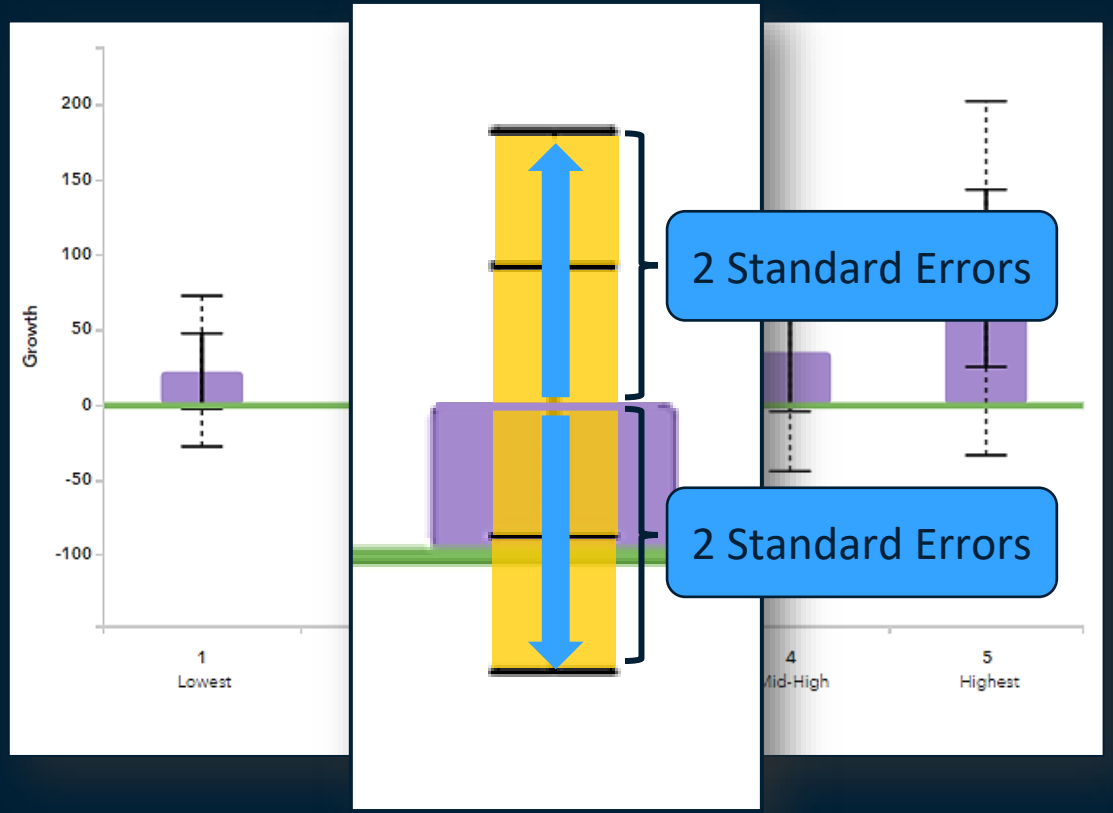
Confidence Bands

Standard Error or Confidence Band

Solid black = 1 SE (68%)



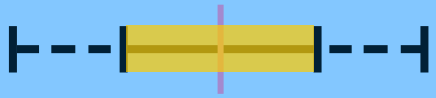
Dotted lines = 2 SE (95%)



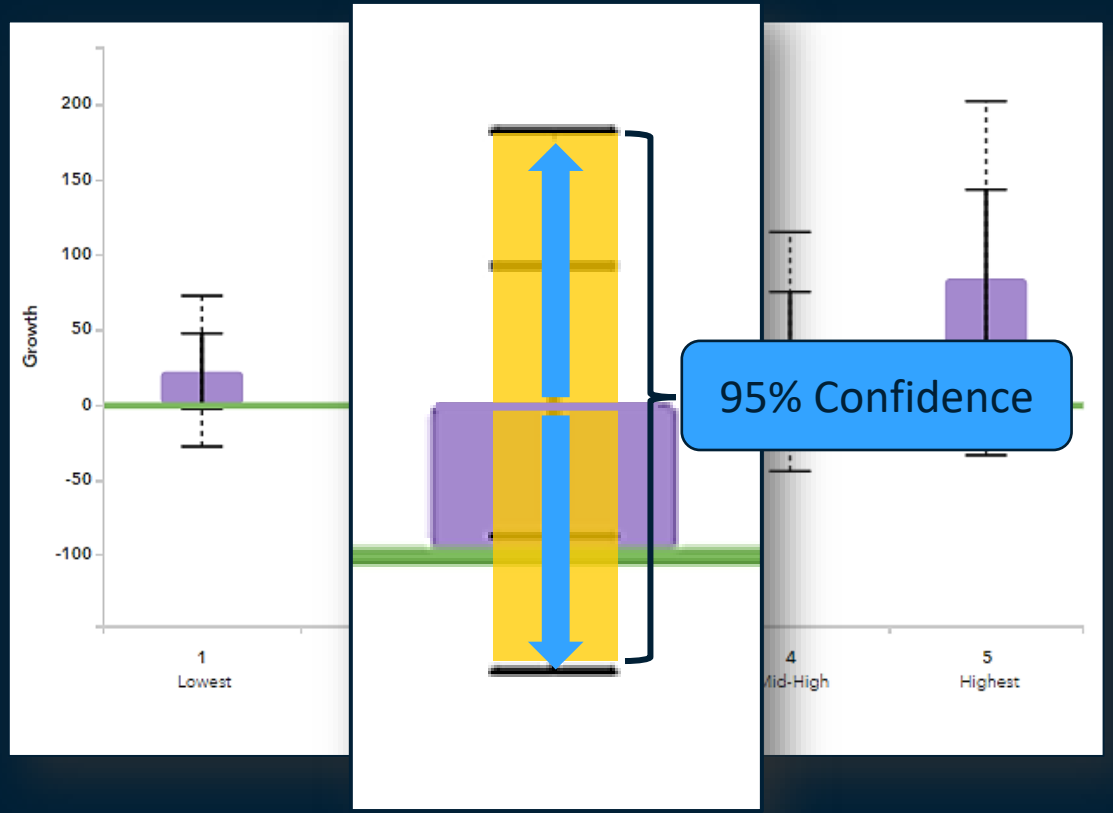
Confidence Bands

Standard Error or Confidence Band

Solid black = 1 SE (68%)



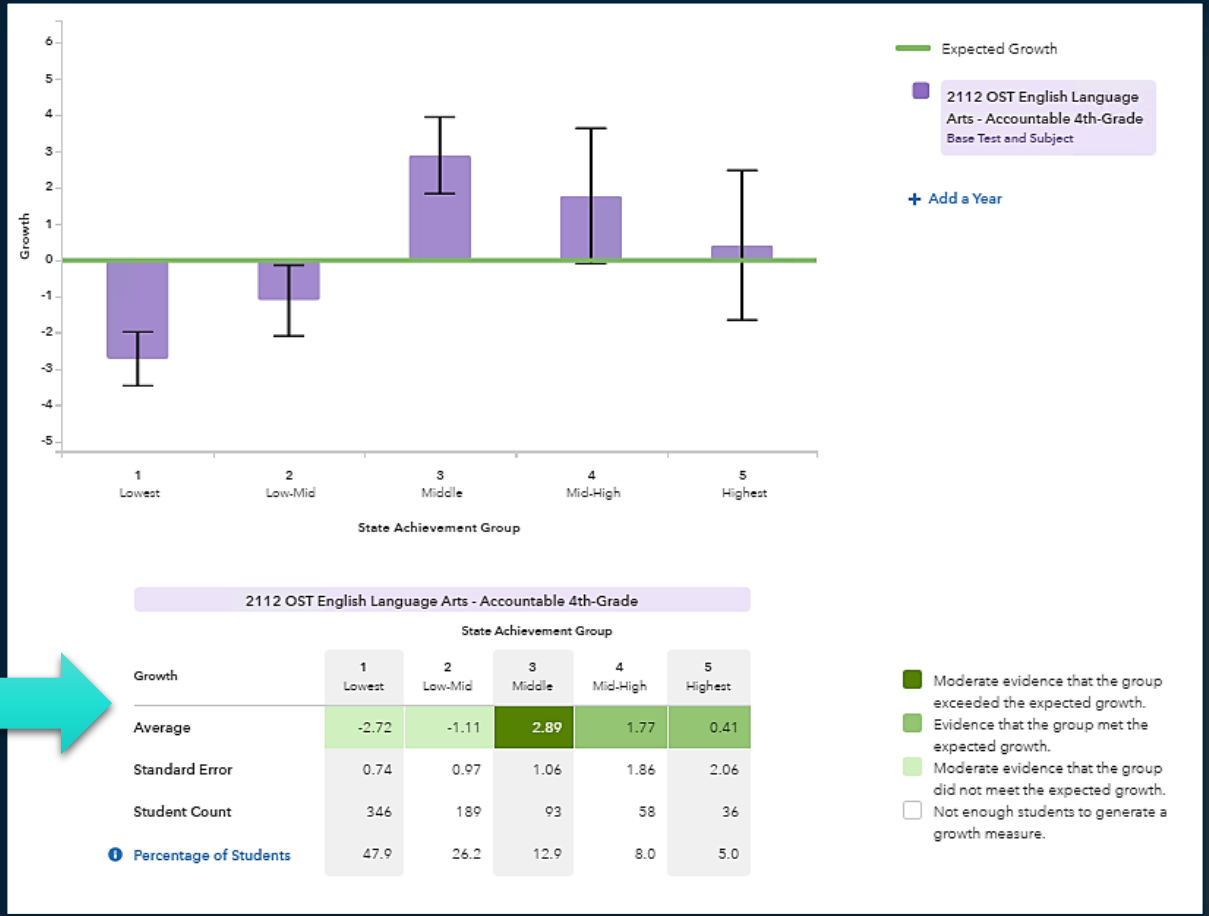
Dotted lines = 2 SE (95%)



Interpreting the Diagnostic Report

Diagnostic Table

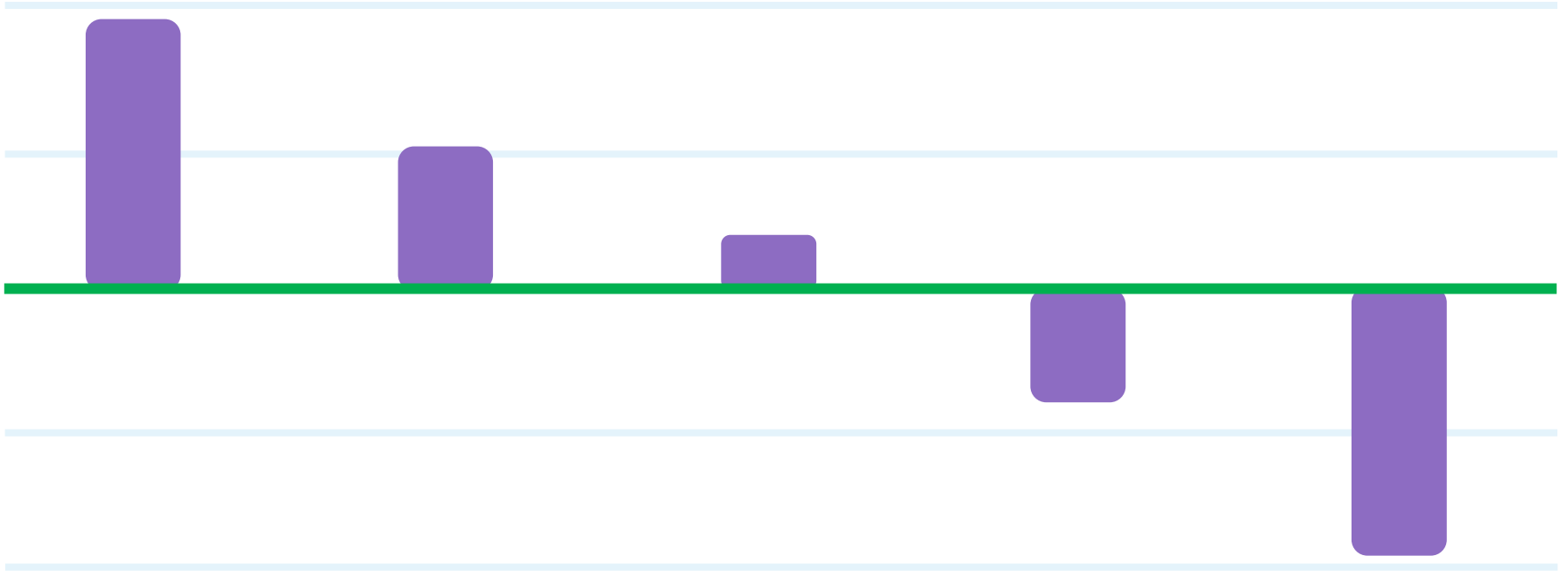
A quick and easy way to interpret growth results on the diagnostic reports!



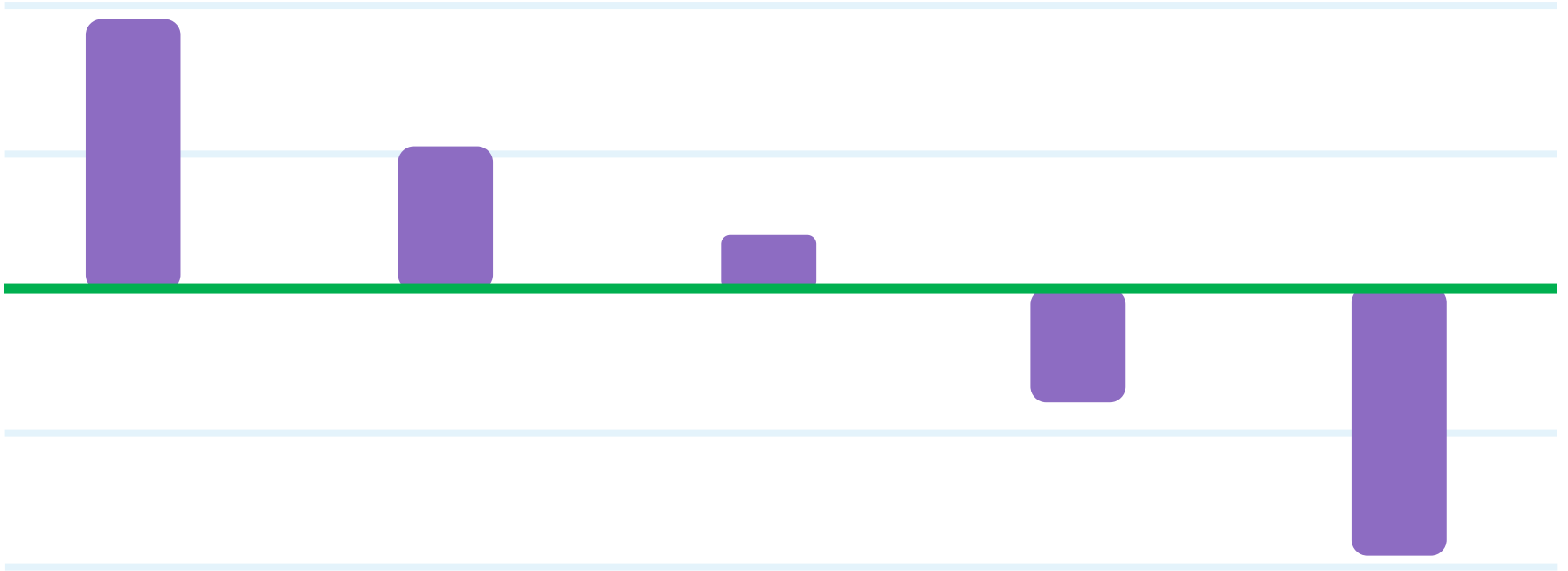
Let’s Interpret

Do you agree or disagree?

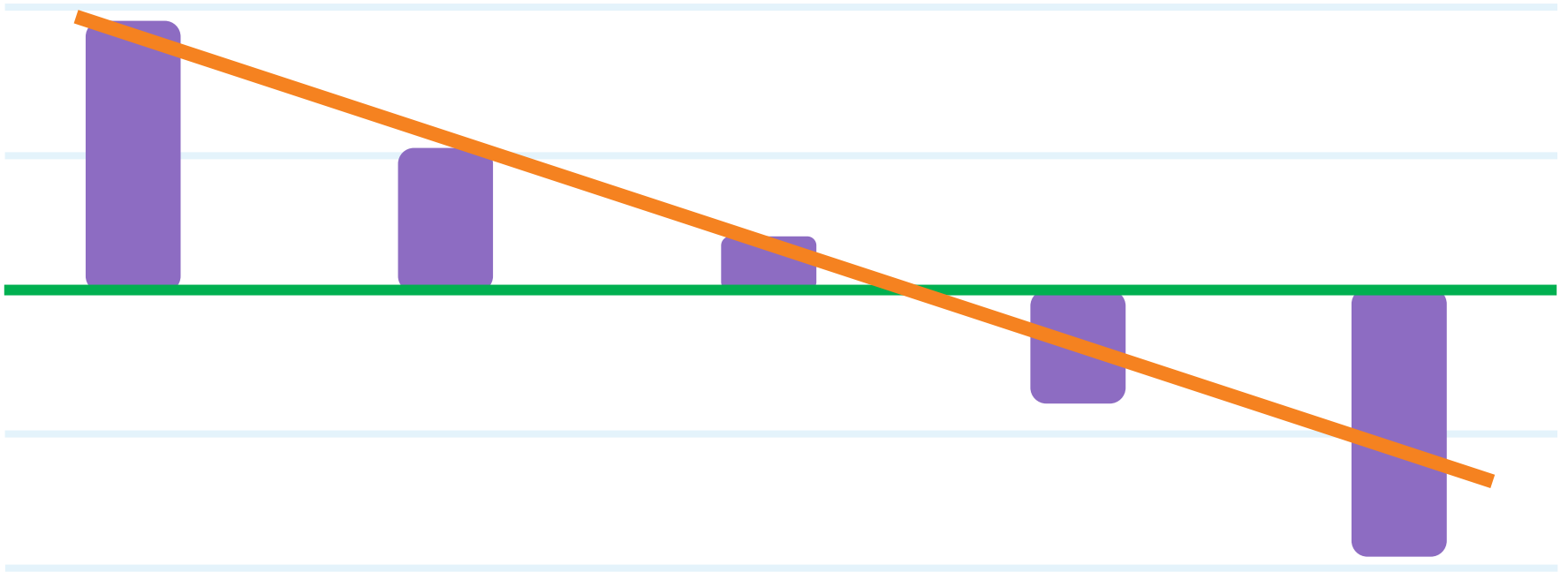
As the principal, if I were conducting classroom walkthroughs, I would monitor for strategies that challenge high achievers.



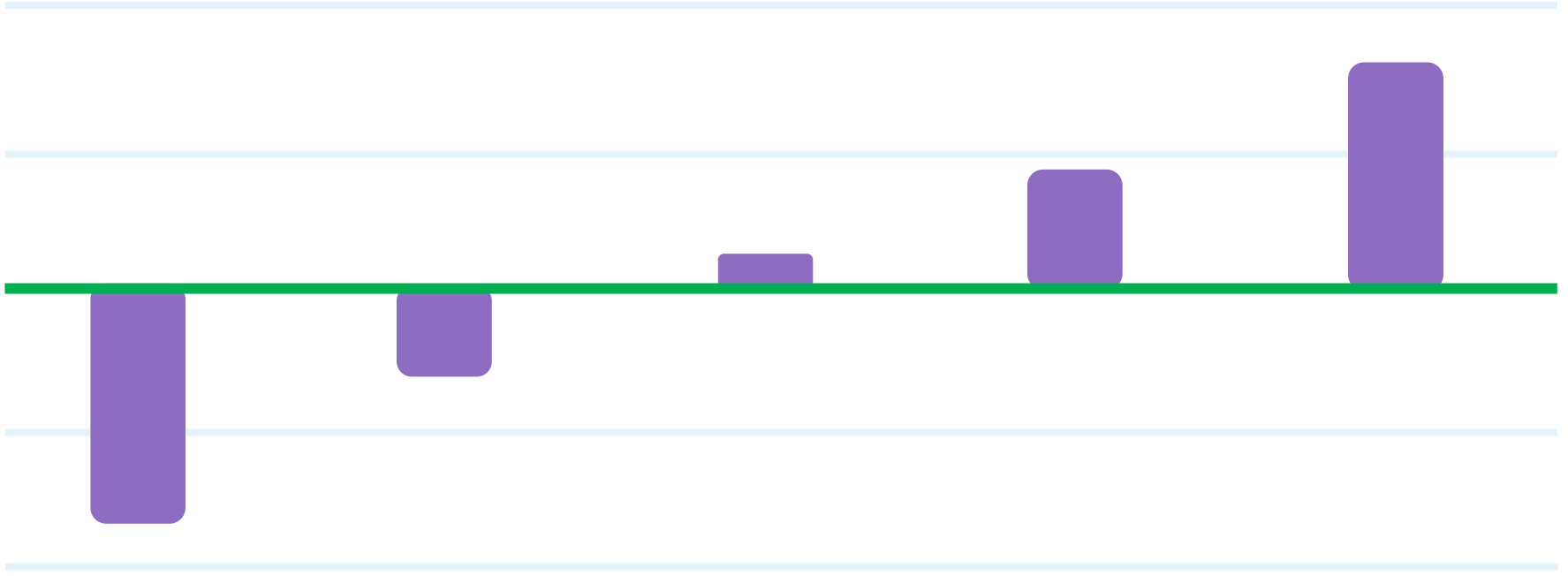
More than likely, tier two and tier three plans are effective at this school.



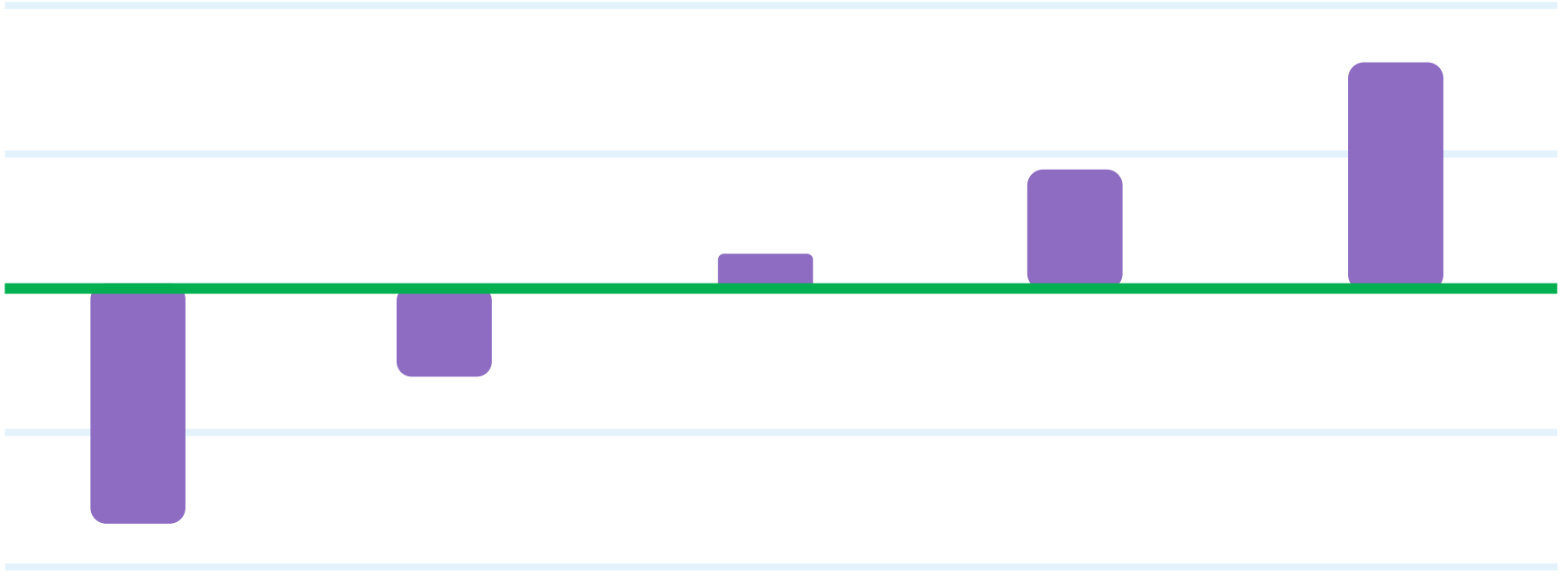
Downhill Pattern



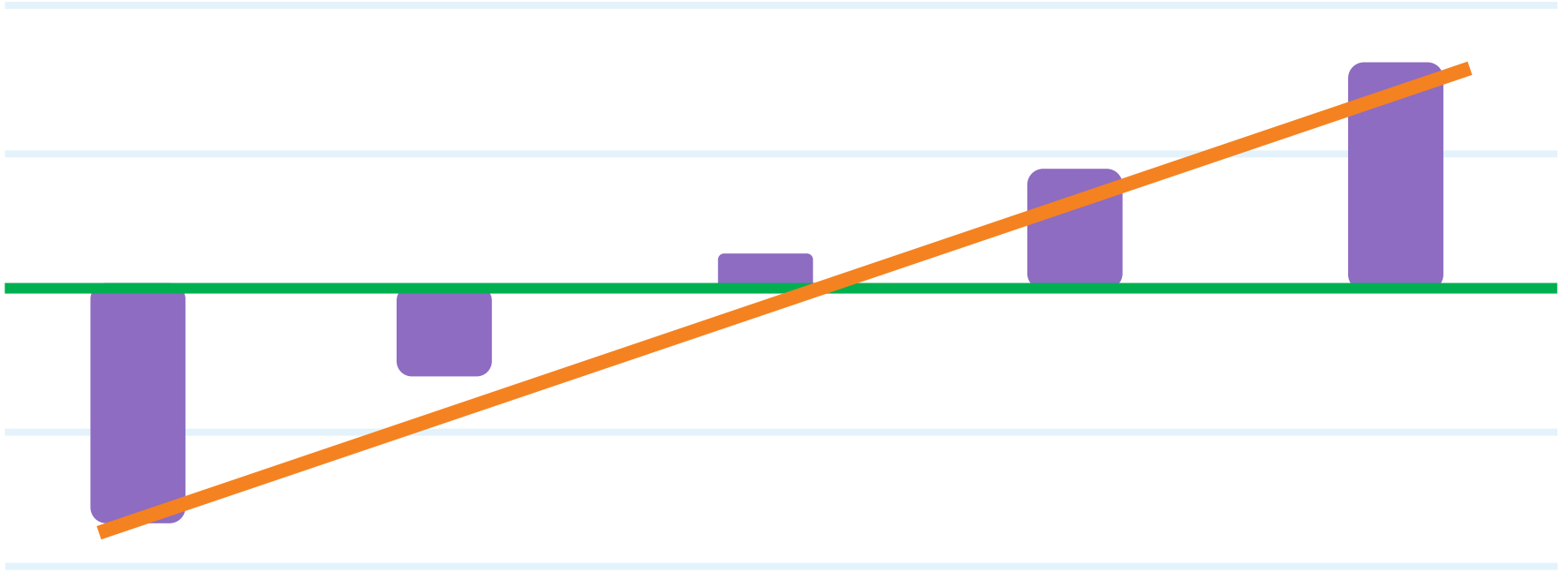
As a principal, I would invest more time and resources in the gifted education program.



At this school, the achievement gap is shrinking.



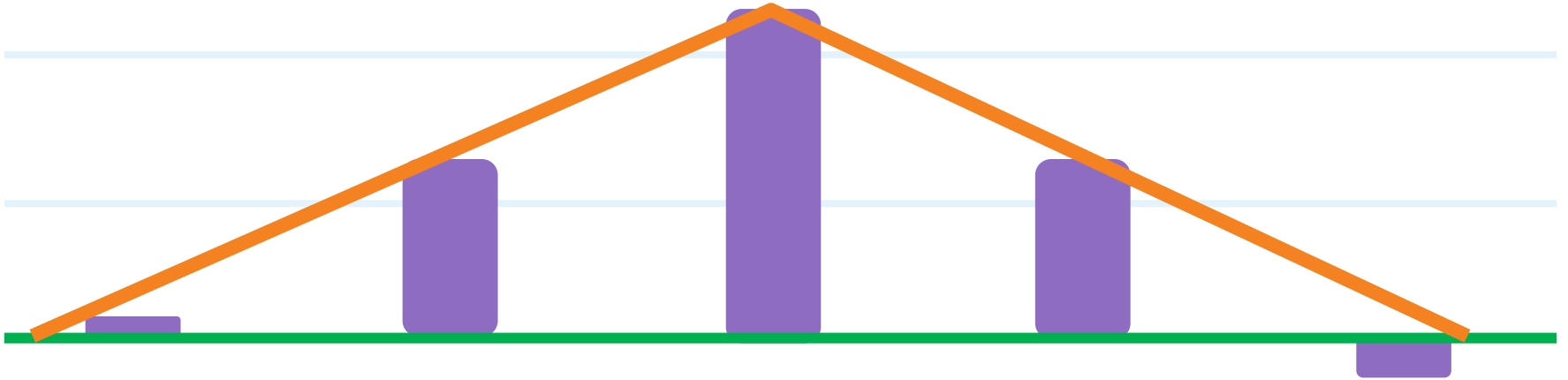
Uphill Pattern



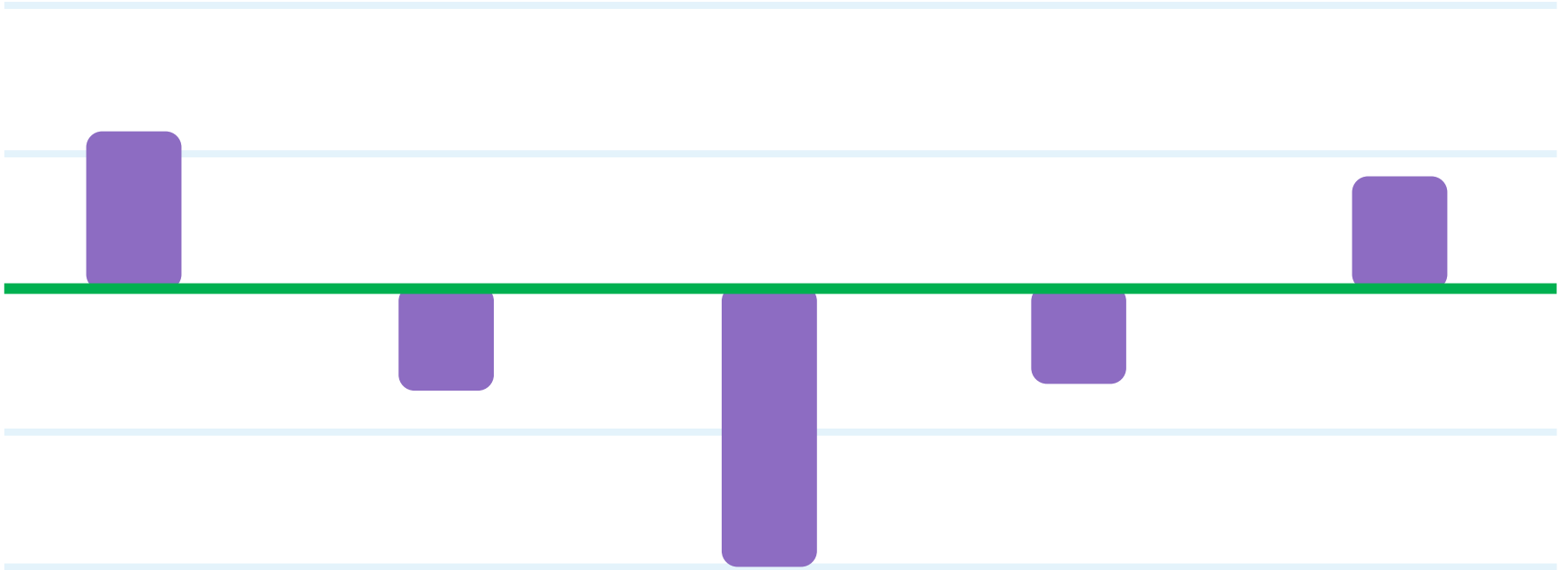
It is possible that leadership implemented changes in instructional practices to align with standards and assessments.

Based on this pattern, teachers could work to differentiate their instruction more.

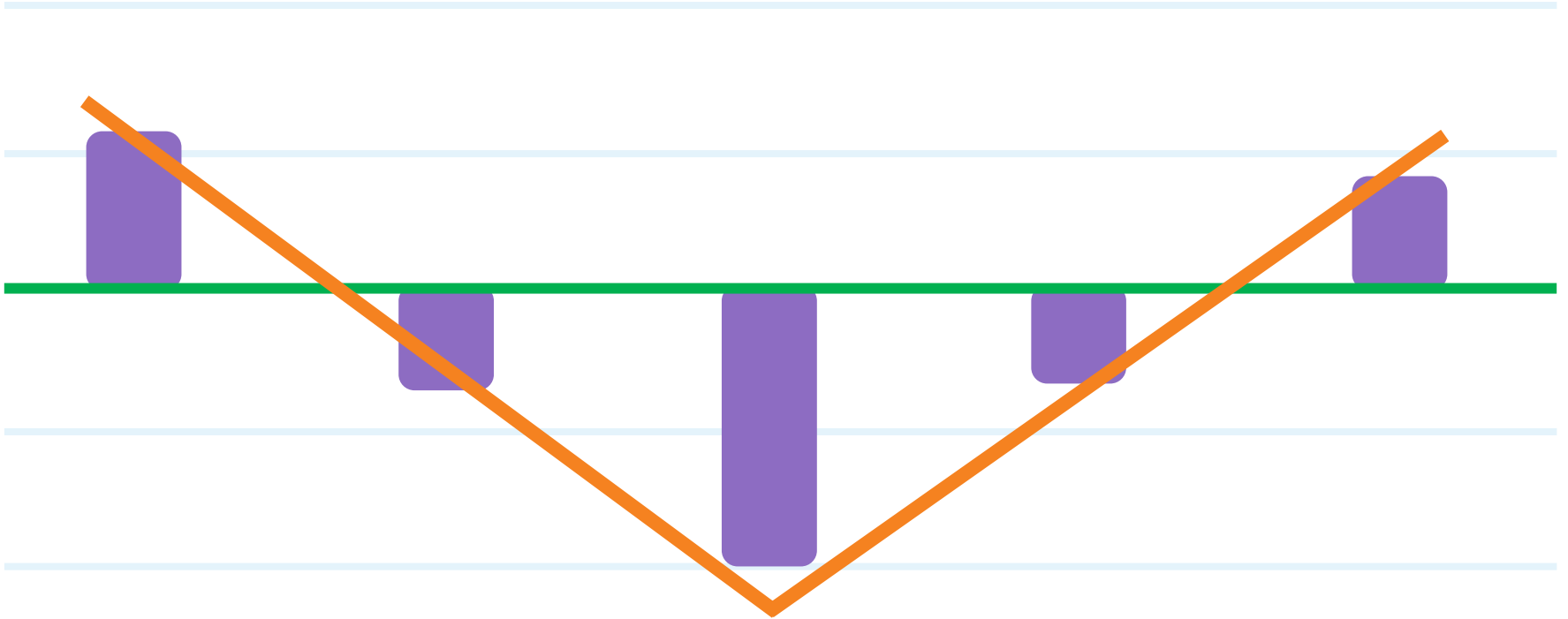
Tent Pattern



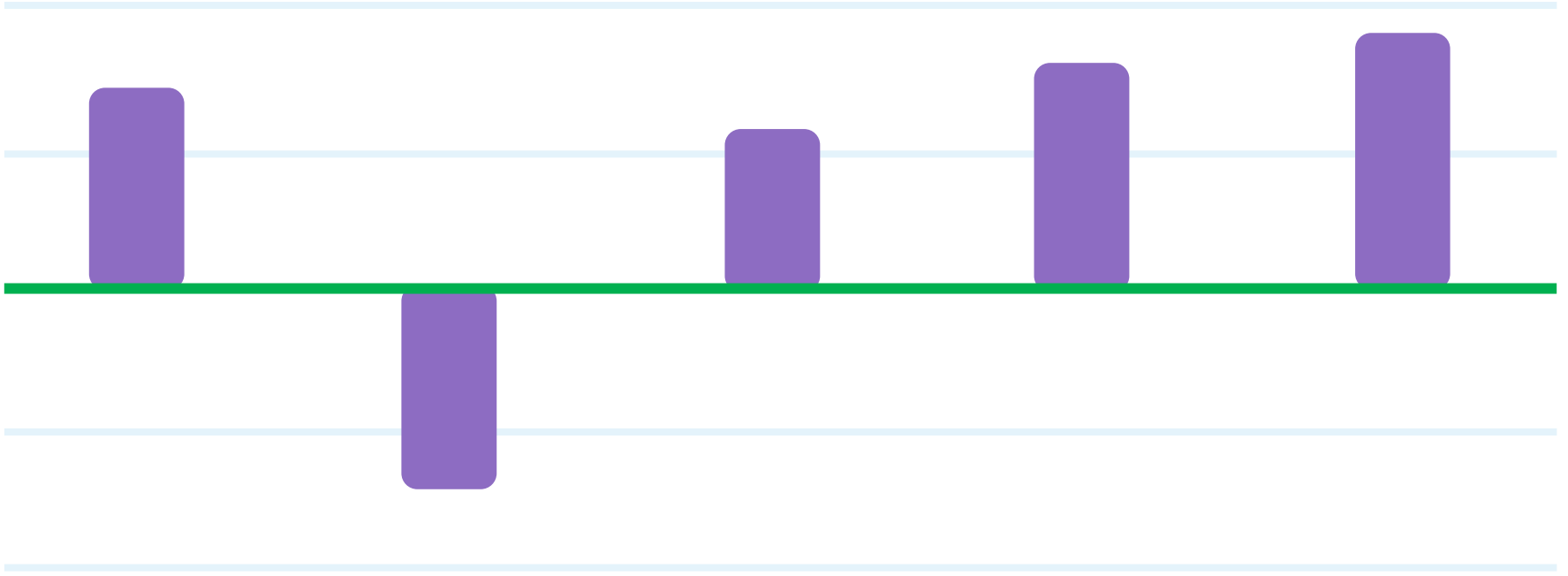
This principal might want to consider whether or not instruction is aligned to the standards.



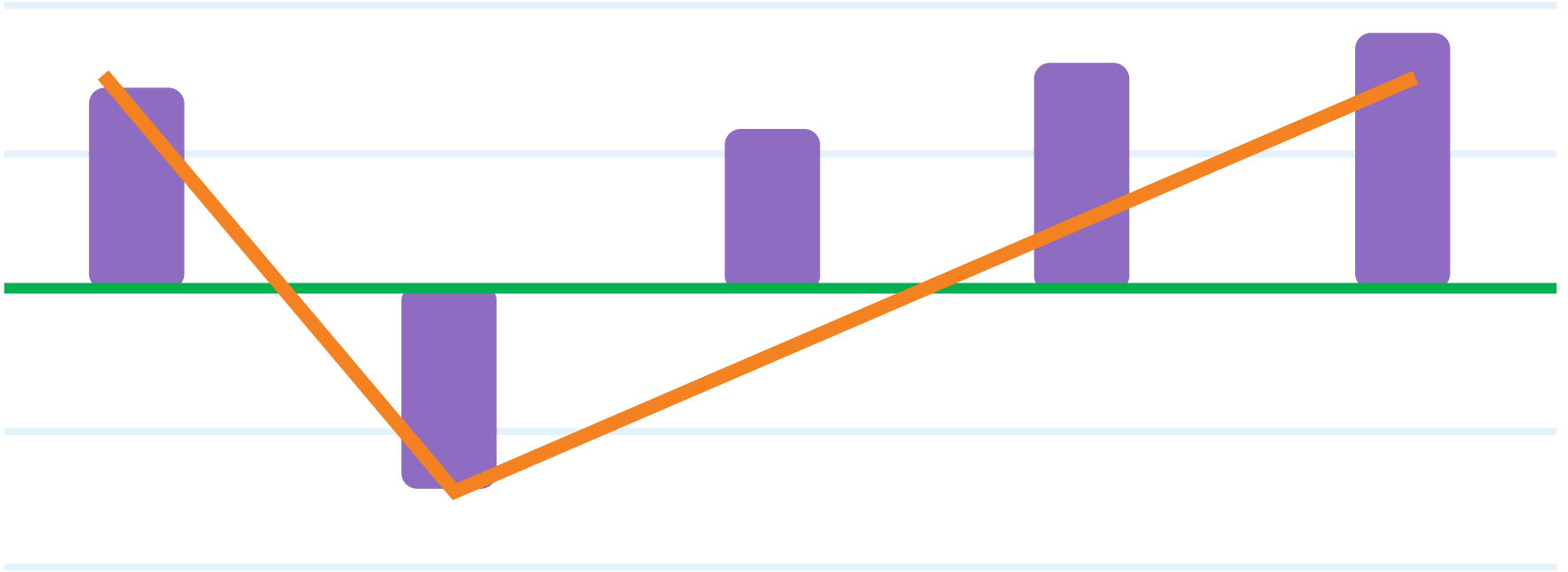
V Pattern



The low-middle group contains students who do not need supplemental interventions.



Opportunity Gap Pattern



Introducing LAB Middle School

Simulation & Practice

Digging Into LAB Middle School Data

LAB Middle School has urgent needs according to their EVAAS data. Your task is to review the available data regarding math and determine next steps.

Activity 2

Schoolwide Data Analysis for LAB Middle School

Activity 2: Schoolwide Data Analysis for LAB Middle School

Directions

With your group:

Use the materials provided in the red folder on your table.

Organize the Value-Added and Diagnostic reports to suit the needs of your table.

Using the Consistent Conversations framework, analyze LAB Middle School's EVAAS data for Math. Look for celebrations and areas for improvement.

Record your group's observations in the chart below.

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

Where is the greatest need at LAB Middle School?

Reminder

Consistent Conversations

Professional Growth

Guiding Reflection and Improvement

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?

Professional Growth

Guiding Reflection and Improvement

Which student groups did not make expected growth?

- Last year compared to other available 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 we had hoped for last year?

- What evidence supports these assumptions?

Schoolwide Data Analysis

Activity Packet Page 3

Directions: With your group and the red folder…

- Organize the reports to suit the needs at your table.
- Analyze LAB Middle School's math EVAAS data and look for celebrations and areas for improvement.
- Record your group's observations in the chart.

Activity 2

Schoolwide Data Analysis for LAB Middle School

Activity 2: Schoolwide Data Analysis for LAB Middle School

Directions

With your group:

Use the materials provided in the red folder on your table.

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Using the Consistent Conversations framework, analyze LAB Middle School's EVAAS data for Math. Look for celebrations and areas for improvement.

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

Where is the greatest need at LAB Middle School?

The Power of Leadership

"If we have data, let's look at data.
If all we have are opinions, let's go with mine."

Jim
Barksdale

Let’s Debrief

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

1. What did your group decide?
2. What are some additional data sources?
3. What resonated with you while engaging in this activity?
4. How might you adapt this activity for your own use?

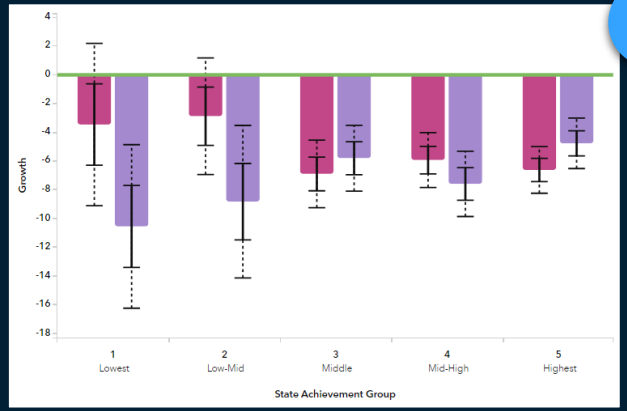
Value-Added Math

Debrief

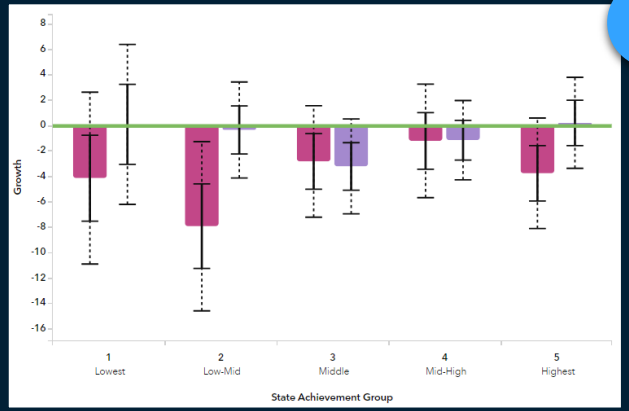
Subject	← Grade	← Year	Effectiveness Level	Growth Index	Growth Measure	Standard Error	Achievement *Enter* → *Exit*	Entering Achievement Percentile	Student Count
OST Mathematics - Accountable	6	2110	Yellow	-4.78	-4.2	0.9	44.4 → 40.2	40	284
		2111	Yellow	-3.40	-2.5	0.7	44.8 → 42.2	40	285
		2112	Yellow	-4.36	-2.4	0.6	47.6 → 45.1	45	270
	7	2110	Green	-1.93	-1.6	0.8	44.7 → 43.0	40	197
		2111	Green	-1.41	-1.2	0.8	42.6 → 41.5	36	227
		2112	Green	-0.65	-0.6	0.9	44.5 → 43.9	40	212
	8	2110	Light Blue	3.33	3.0	0.9	40.1 → 43.1	32	235
		2111	Light Blue	4.13	4.3	1.1	41.4 → 45.8	34	249
		2112	Light Blue	4.92	4.8	1.0	46.8 → 51.7	37	232
OST EOC Algebra I - Accountable	N/A	2110	Light Blue	2.35	5.0	2.1	721.9 → 727.4	76	42
		2111	Light Blue	2.01	5.3	2.7	730.4 → 736.6	72	30
		2112	Light Blue	2.37	6.3	2.6	730.4 → 737.6	72	36

Diagnostic Math

6



7



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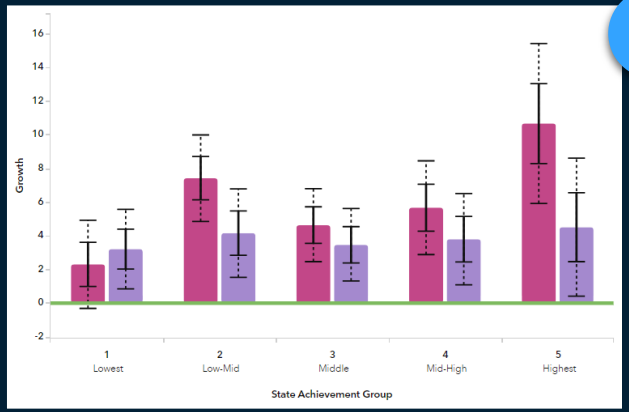
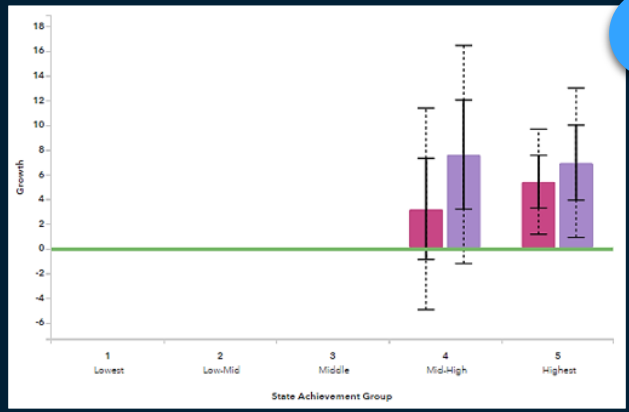


A



Think About It

Schoolwide Data

How does analyzing schoolwide data help to inform administrative practice?

- Professional development
- Student-teacher assignment
- Resource allocation
- Teacher growth
- Others

Clean Up

Please place your materials back into the appropriate folder.

AGENDA

Setting the Stage

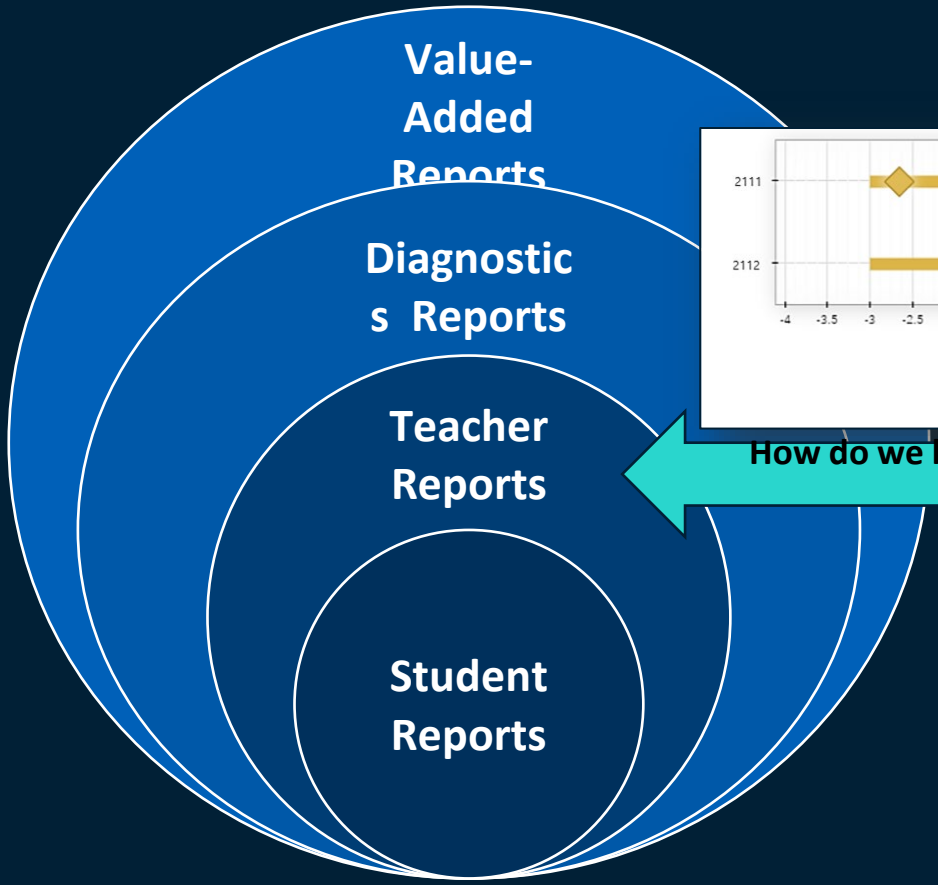
Value-Added and Diagnostics Reports

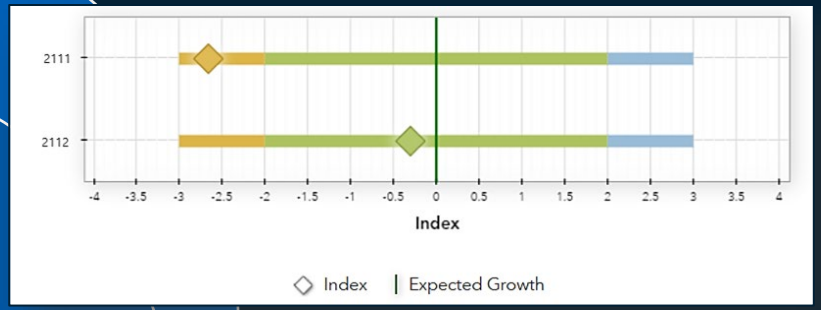
Teacher Reports

Connecting Teachers with Students

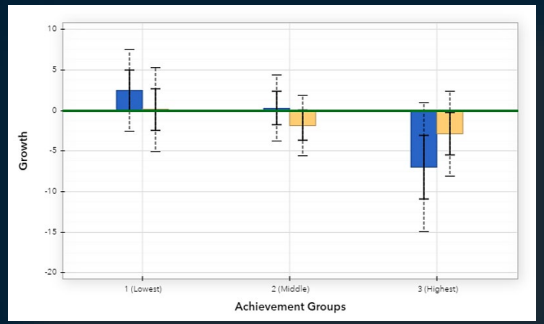
Wrapping Up

Layered Reporting



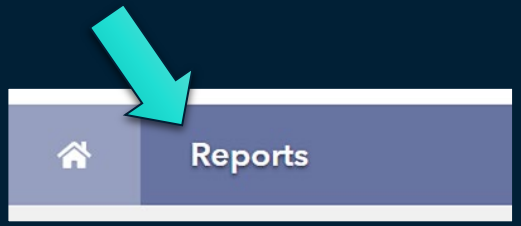


How do we help our teachers best support students?



Teacher Reports

Navigation

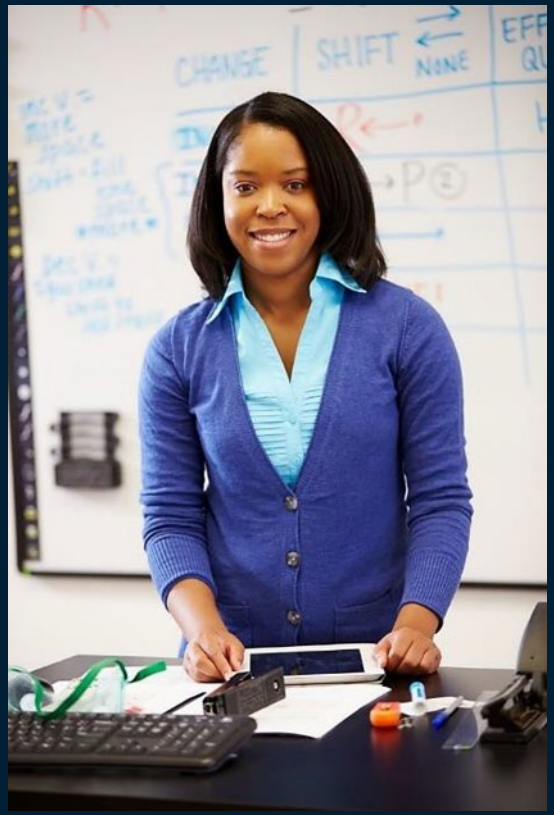


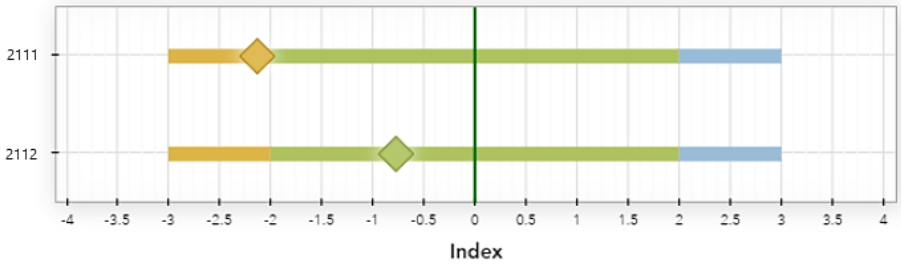
Reports Menu

Teacher Reports

Teacher Reports

Teacher Value-Added Report





◇ Index | Expected Growth

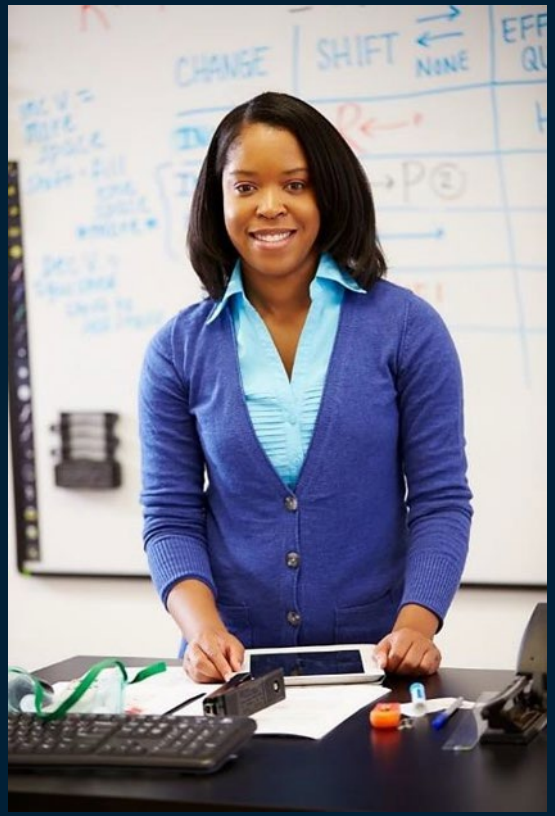
☐ | District Average

Show: Index Graph

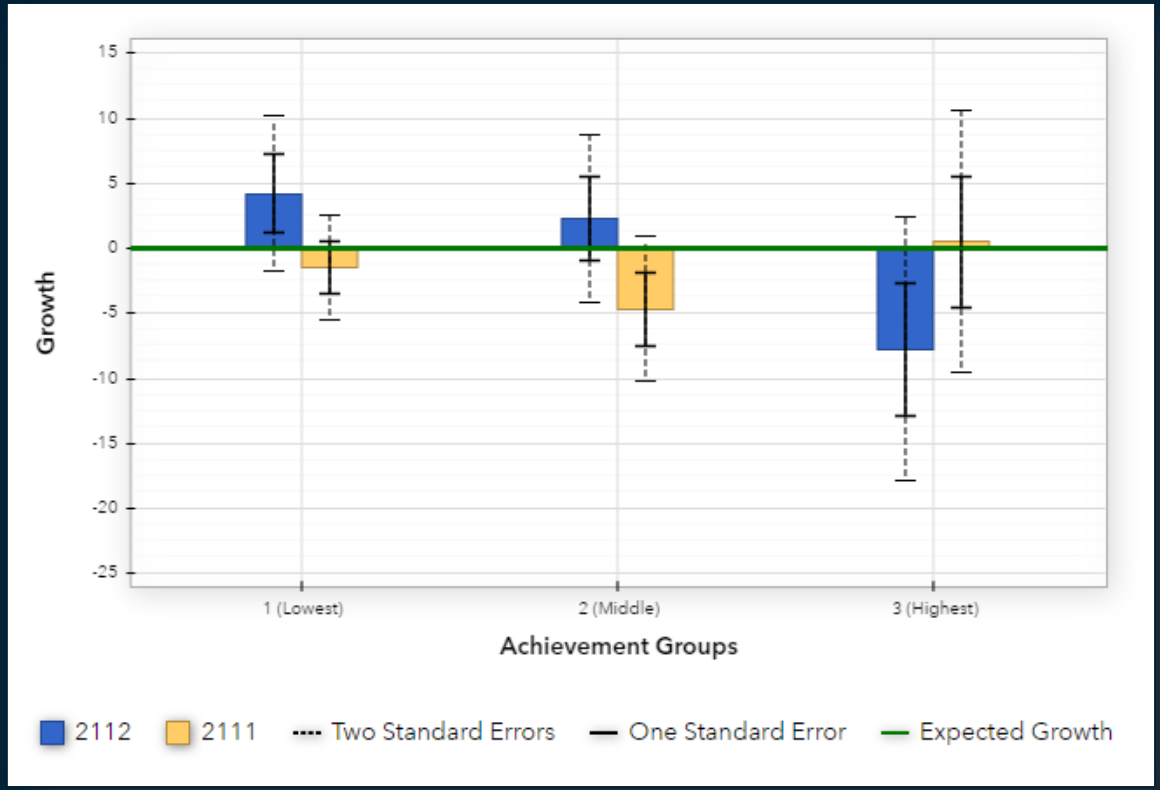
Teacher Growth Measures and Standard Errors

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

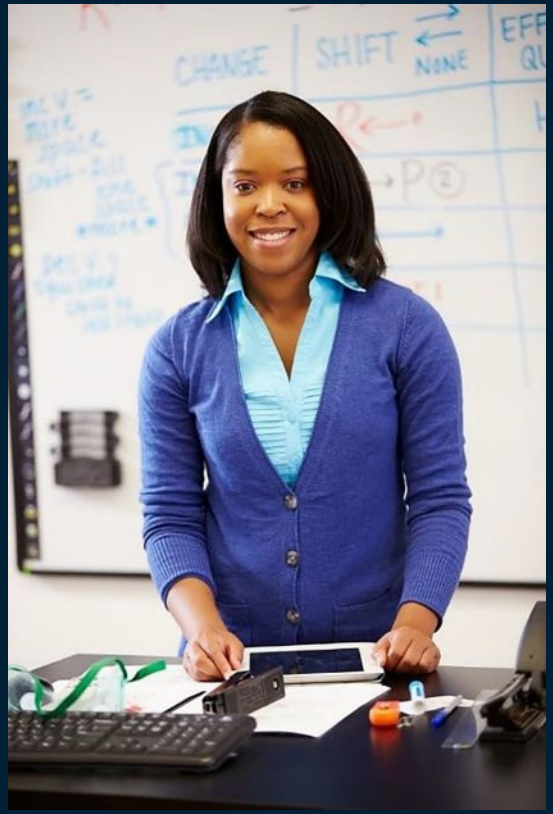
Teacher Reports



Teacher Diagnostic Report



Teacher Reports



Teacher Diagnostic Report

2112 Achievement Groups (49)

- 1 (Lowest) (23)
- 2 (Middle) (15)
- 3 (Highest) (8)
- Students Not Used in Report (2)
- Students Not Used in Analysis (1)

		1 (Lowest)		
Expected Growth				
2112	Growth	4.3	2.3	-7.7
	Standard Error	3.0	3.2	5.1
	Student Count	23	15	8
	Percentage of Students	50.0	32.6	17.4
2111	Growth	-1.5	-4.6	0.5
	Standard Error	2.0	2.8	5.0
	Student Count	30	17	8
	Percentage of Students	54.5	30.9	14.5

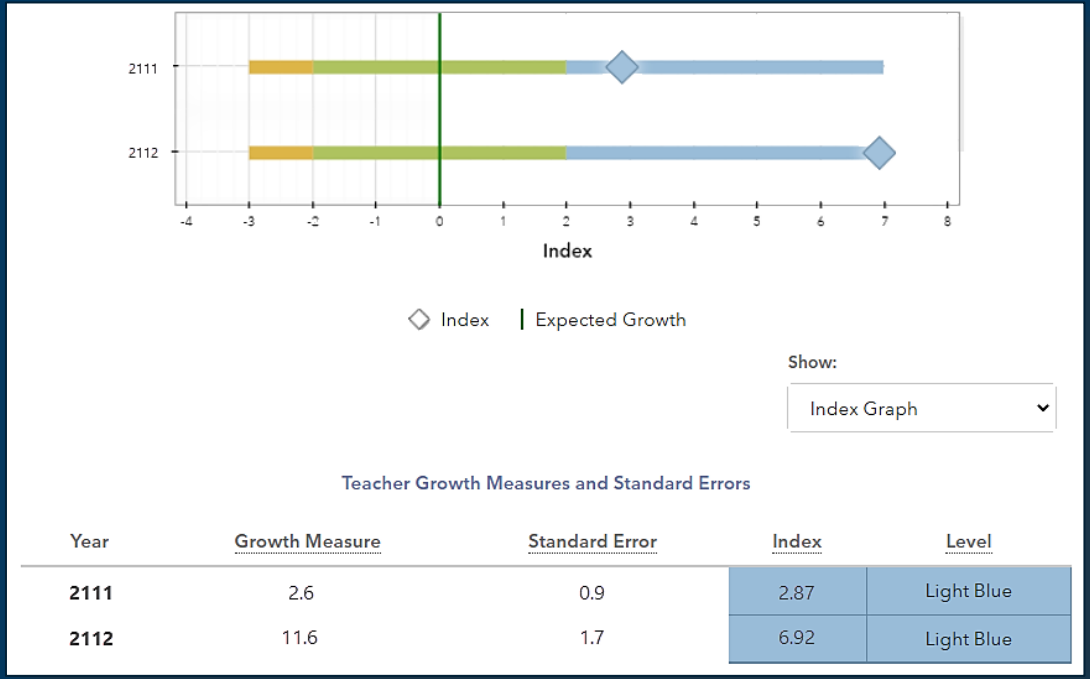
DG TRUE

R FALSE

Teacher Value-Added Application

True or False?

When discussing this report with the teacher, the principal may want to warn them that they will likely experience a drop in effectiveness after such an impressive performance in the most recent year.



Teacher Growth Measures and Standard Errors

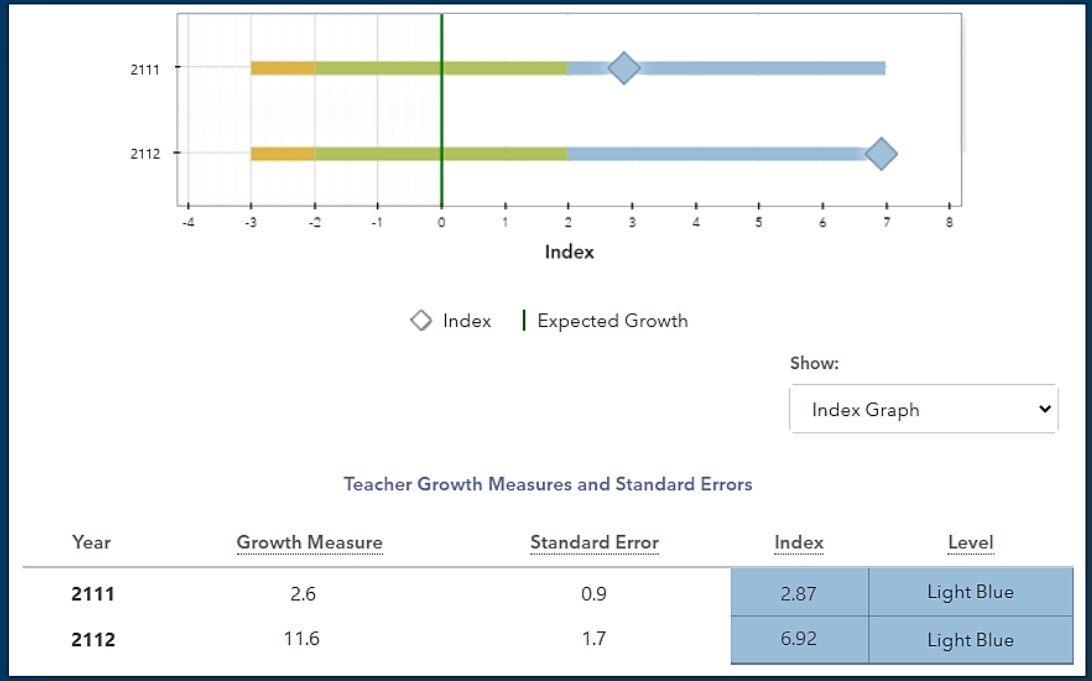
Year	Growth Measure	Standard Error	Index	Level
2111	2.6	0.9	2.87	Light Blue
2112	11.6	1.7	6.92	Light Blue

Teacher Value-Added Application

True or False?

Possible Answer

The idea that a drop is more likely after a strong year of growth is a myth. Instead, the principal should discuss their teaching practices and examine ways these could be replicated in other classrooms.



Teacher Growth Measures and Standard Errors

Year	Growth Measure	Standard Error	Index	Level
2111	2.6	0.9	2.87	Light Blue
2112	11.6	1.7	6.92	Light Blue

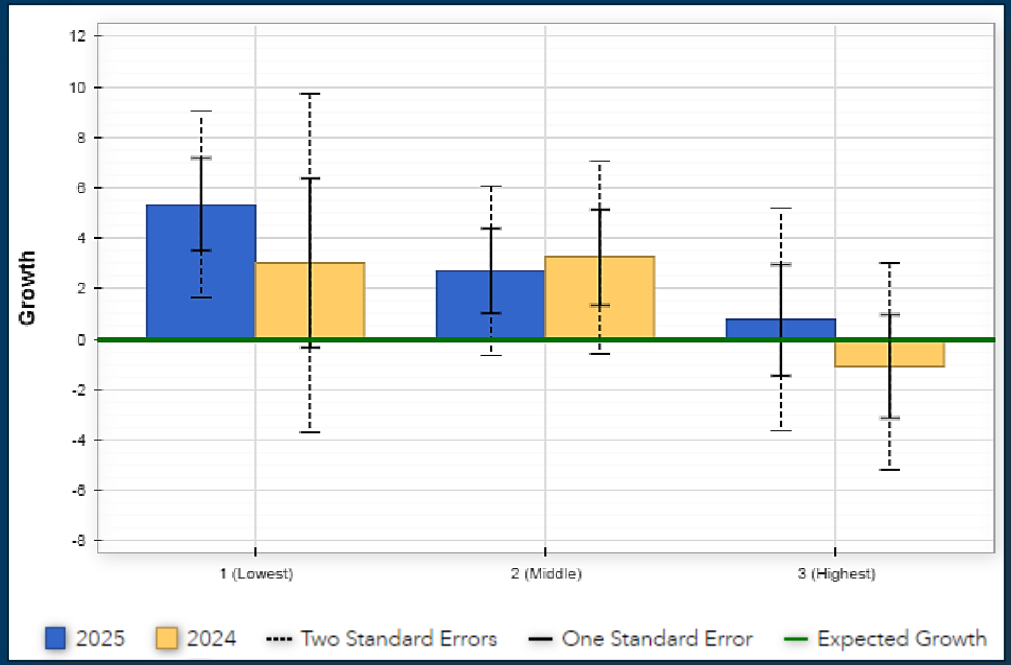
Teacher Diagnostic Application

True or False?

DG TRUE

R FALSE

When talking to this teacher about their diagnostic report, the principal would want to focus on celebrations and simply encourage them to keep it up.

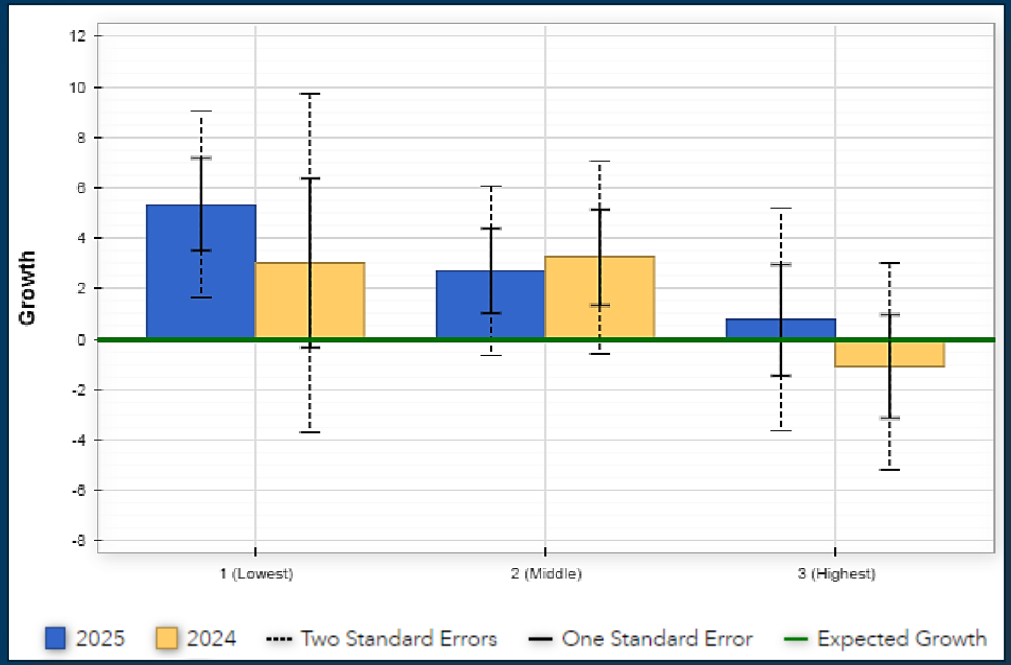


Teacher Diagnostic Application

True or False?

Possible Answer

This is certainly a conversation around celebration, but the principal could also discuss practices and resources that may better support the highest achieving students.



Simulation & Practice

Digging Into LAB Middle School Teacher Data

LAB Middle School has urgent needs according to its EVAAS data. Your task is to review the available data regarding math and determine next steps.

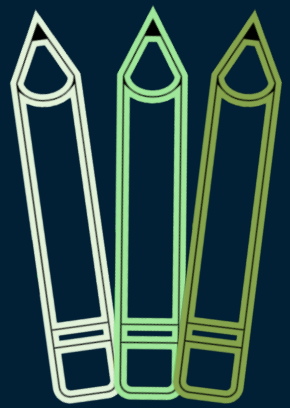
To prepare for the large cohort of incoming sixth graders next year, you must reconfigure teachers as follows:

- 4 sixth-grade teachers
- 3 seventh-grade teachers
- 3 eighth-grade teachers

No additional positions will be allocated, but there will be PD support from your educational service center.

Activity 3

Overview of Teacher Effectiveness Part 1



Overview of Teacher Effectiveness for LAB Middle School

Teacher	Teacher Data Points				Teacher Diagnostic Reports					
					Low		Middle		High	
	Teacher Absence Percentage	Discipline Referrals	Years of Experience	Effectiveness Level	Recent Year	Previous Year	Recent Year	Previous Year	Recent Year	Previous Year
Eileen Wright – 6th										
Saul Wellingood – 6th										
Lauren Order – 6th										
Lois Bidder – 7th										
Frieda Wales – 7th										
Max Stout – 7th										
Luke Warm – 7th										
Miles Tugo – 8th										
Bob Anweave – 8th										
Imma DeWinner – 8th										
Imma DeWinner – Algebra 1										

Activity 3

Overview of Teacher Effectiveness Part 2

Activity 3: Overview of Teacher Effectiveness

Directions

With your group:

Part 1 – Next Page
Use the Teacher Diagnostic reports from the purple folder and the colored pencils to complete the Overview of Teacher Effectiveness chart on page 5.

- For each achievement group that **outpaced** expected growth, color the cell **dark green**. (Note: Solid whisker is above the expected growth line.)
- For each achievement group that **met** expected growth, color the cell **green**. (Note: Solid whisker crosses the expected growth line.)
- For each achievement group that **fell behind** expected growth, color the cell **light green**. (Note: Solid whisker is below the expected growth line.)

Part 2 – Below
Discuss your completed *Overview of Teacher Effectiveness* chart while looking for patterns. What reconfiguration might you consider in order to best meet the needs of sixth-grade Math learners? Note your choices below in the *New Math Department Configuration* chart. Remember the following:

- You need four sixth-grade teachers, three seventh-grade teachers, and three eighth-grade teachers.
- No additional positions will be allocated.
- You will have support from your Educational Service Center, including PD support.

New Math Department Configuration for LAB Middle School

Grade	Teacher	Your Thinking and Data Reasoning
6th		
7th		
8th		
Algebra 1		

Teacher Effectiveness

Activity Packet Page 5

Part I

Directions: Use the materials in the purple folder.

Materials

- Teacher Diagnostic Reports
- Colored Pencils
- Overview of Teacher Effectiveness

Teacher Effectiveness

Activity Packet Page 5

Part I

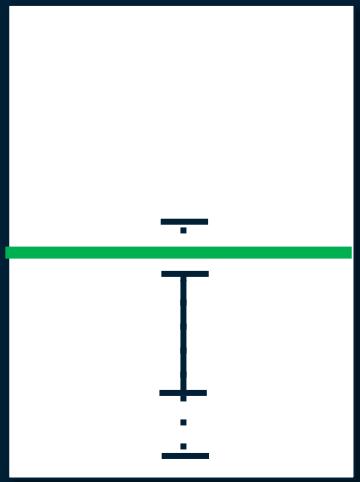
Directions: Use the contents of the purple folder to complete this task with your group.

For each achievement group that:

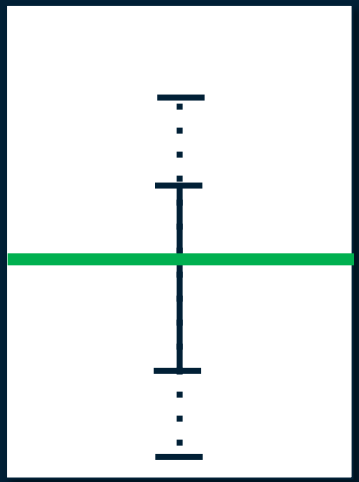
- outpaced expected growth, color the cell dark green.
- maintained their progress, color the cell green.
- fell behind expected growth, color the cell light green.

Whisker Placement

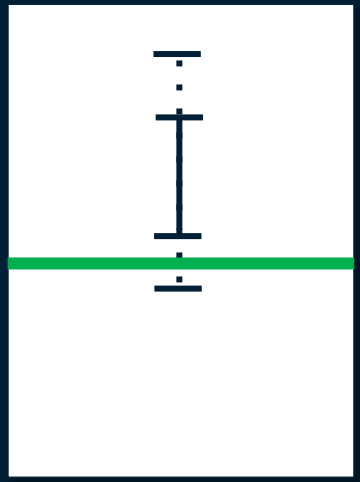
Keep in mind…



Losing ground



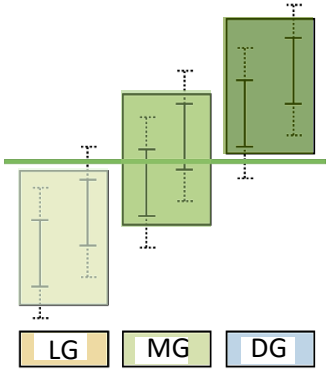
Maintaining



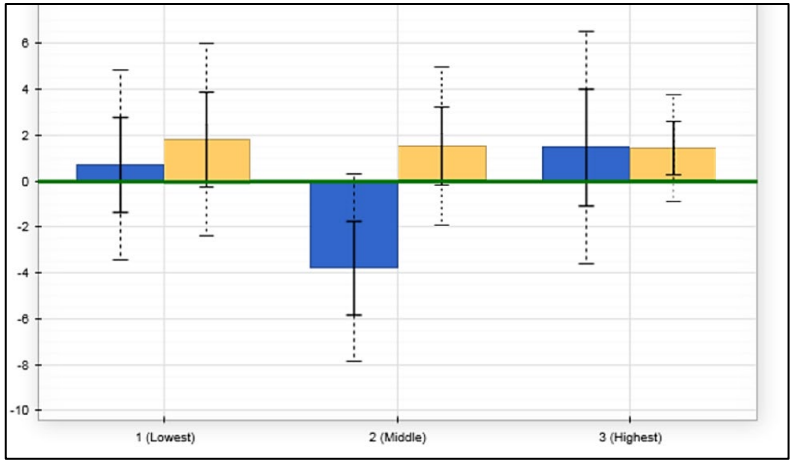
Outpacing

Let’s do one together

Lois Bidder



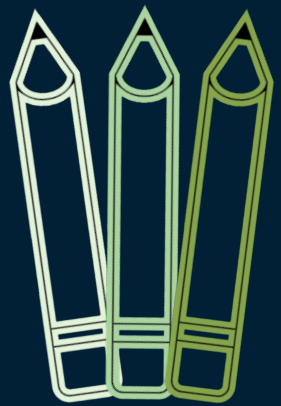
- Moderate evidence that the group exceeded the expected growth.
- Evidence that the group met the expected growth.
- Moderate evidence that the group did not meet the expected growth.
- Not enough students to generate a growth measure.



	Teacher Data Points				Teacher Diagnostic Reports					
					Low		Middle		High	
Teacher	Teacher Absence Percentage	Discipline Referrals	Years of Experience	Effectiveness Level	Recent Year	Previous Year	Recent Year	Previous Year	Recent Year	Previous Year
Lois Bidder – 7th	0%	0	14	Green	M	M	L	M	M	D

Activity 3

Overview of Teacher Effectiveness



Overview of Teacher Effectiveness for LAB Middle School

Teacher	Teacher Data Points				Teacher Diagnostic Reports					
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	Teacher Absence Percentage	Discipline Referrals	Years of Experience	Effectiveness Level	Recent Year	Previous Year	Recent Year	Previous Year	Recent Year	Previous Year
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Miles Tugo – 8th										
Bob Anweave – 8th										
Imma DeWinner – 8th										
Imma DeWinner – Algebra 1										

Teacher Effectiveness

Activity Packet Page 4

Part 2

Using your colored chart from Part 1…

- Discuss and look for patterns.
- Reconfigure your teachers to best meet the needs of 6th grade math learners.
- Record the new math department configuration.

Activity 3

Overview of Teacher Effectiveness

Part 2

Activity 3: Overview of Teacher Effectiveness

Directions

With your group:

Part 1 – Next Page
Use the Teacher Diagnostic reports from the purple folder and the colored pencils to complete the Overview of Teacher Effectiveness chart on page 5.

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- No additional positions will be allocated.
- You will have support from your Educational Service Center, including PD support.

New Math Department Configuration for LAB Middle School

Grade	Teacher	Your Thinking and Data Reasoning
6th		
7th		
8th		
Algebra 1		

The Power of Leadership

“If you torture the data long enough,

it will confess.”

Ronald Coase

Let’s Debrief

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

1. What did your group decide?
2. What are some additional data sources?
3. What resonated with you while engaging in this activity?
4. How might you adapt this activity for your own use?

Think About It

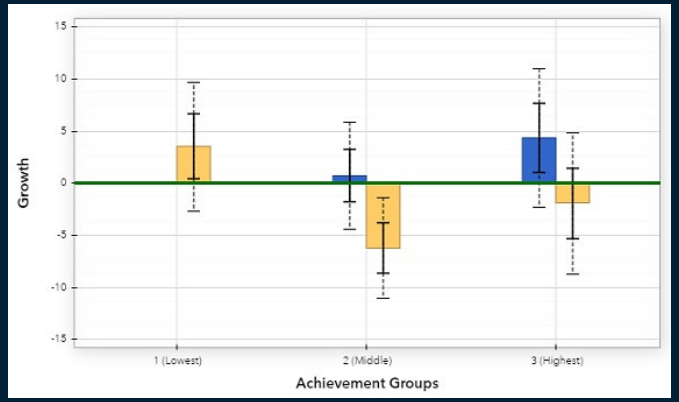
Teacher Data

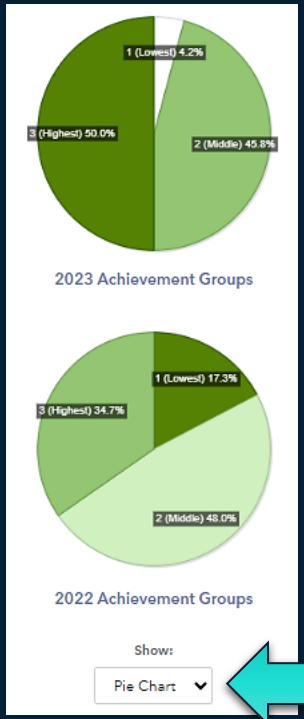
How does analyzing teacher growth data help to inform practice?

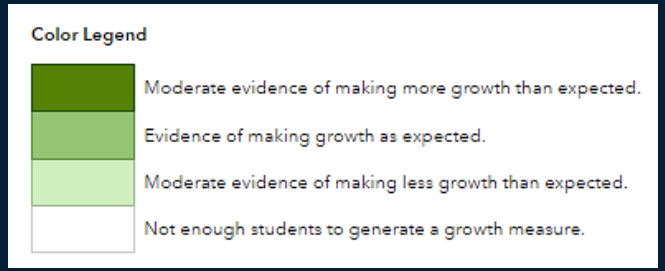
- Professional development
- Student-teacher assignment
- Resource allocation/support
- Teacher evaluation
- Others

Teacher Diagnostic

Bar Graphs & Pie Charts







Clean Up

Please place your materials back into the appropriate folder.

Note: Keep out reports for your selected sixth-grade teachers.

Break

AGENDA

Setting the Stage

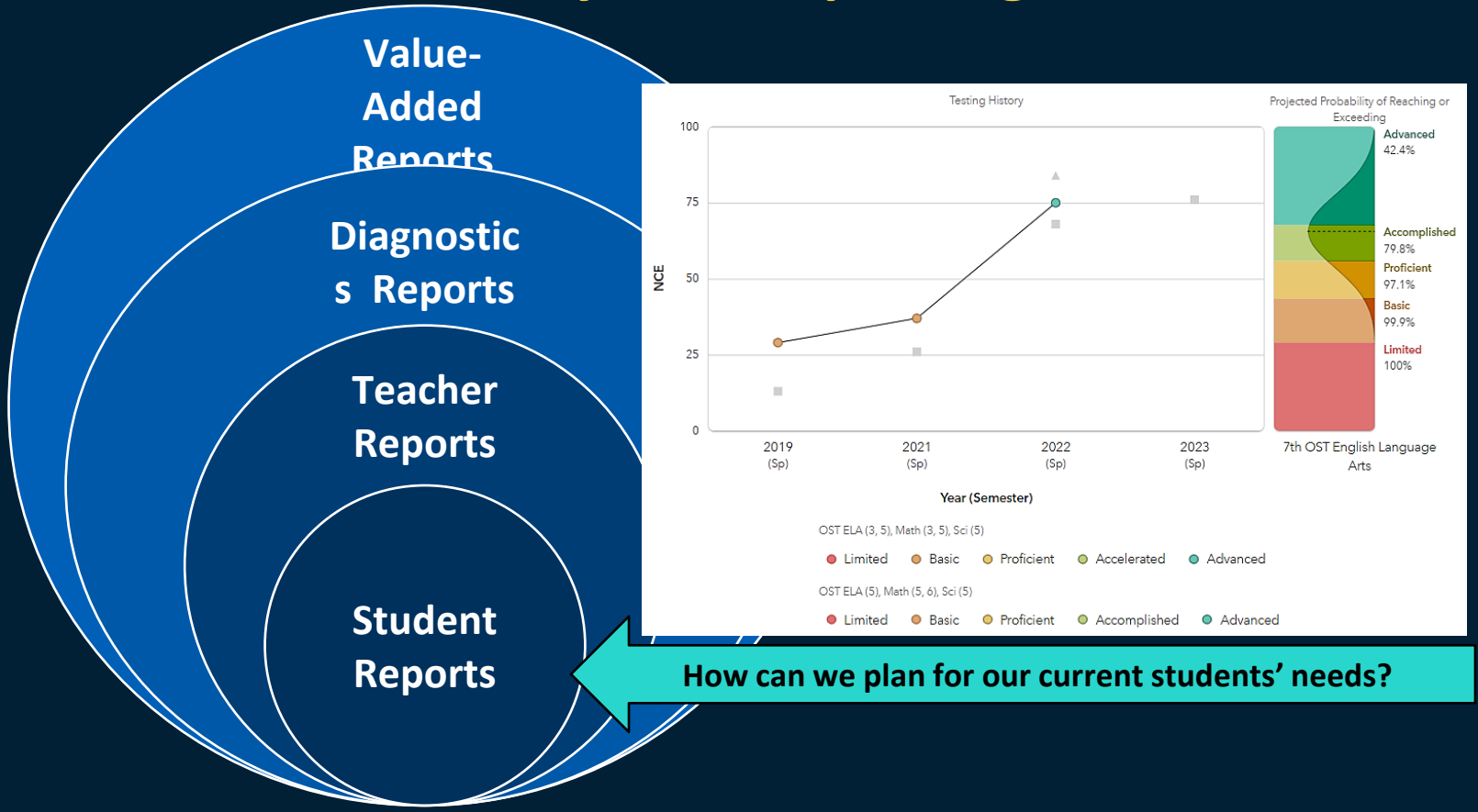
Value-Added and Diagnostics Reports

Teacher Reports

Connecting Teachers with Students

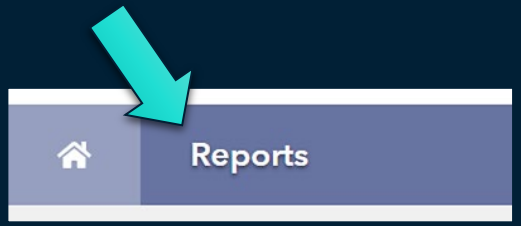
Wrapping Up

Layered Reporting



How can we plan for our current students' needs?

Student Reports



Navigation

Reports Menu

Student Reports

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 Testers

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 Testers

Testing histories of all students in OH

Future tests

Whitney's **Projection**

Let’s check for understanding

Scenario

Projection or Expected Score?

Scenario

Projection or Expected Score?

EXPECTED SCORE

Gary’s actual score was 651. Given his testing history he was expected to score 665.

Scenario

Projection or Expected Score?

PROJECTION

Counselors at Grand Turk Middle School would like to identify students not likely to meet expectations on the 6th grade math test.

Scenario

Projection or Expected Score?

EXPECTED SCORE

English I teachers implemented a new instructional strategy in an effort to increase growth. The expected score for last year's students was at the 47th state percentile, and after taking the test the actual average percentile was 55.

Scenario

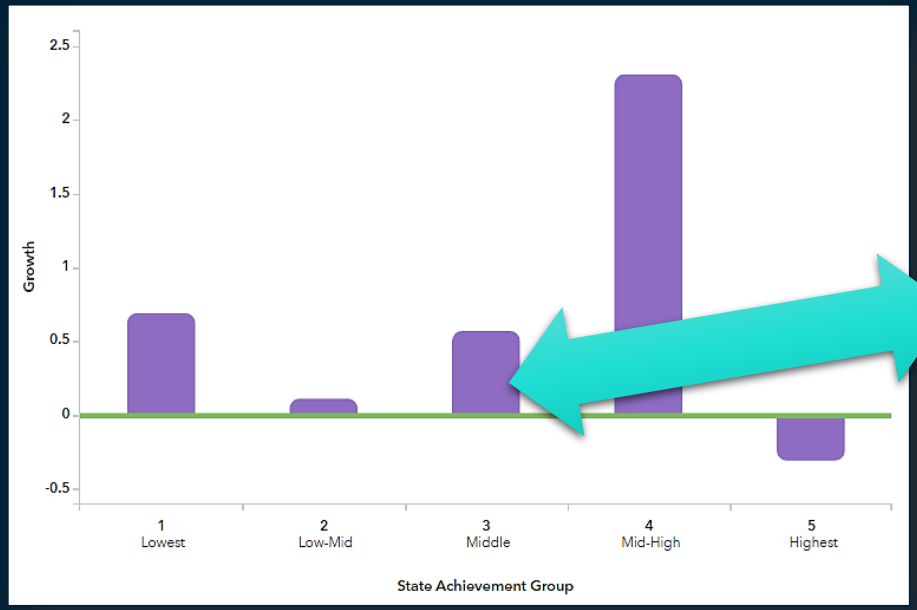
Projection or Expected Score?

PROJECTION

LAB Middle School 7th grade teachers would like to create differentiated remediation groups for their current 7th graders.

Remember…

Cross Reference Diagnostics & Custom Student Report



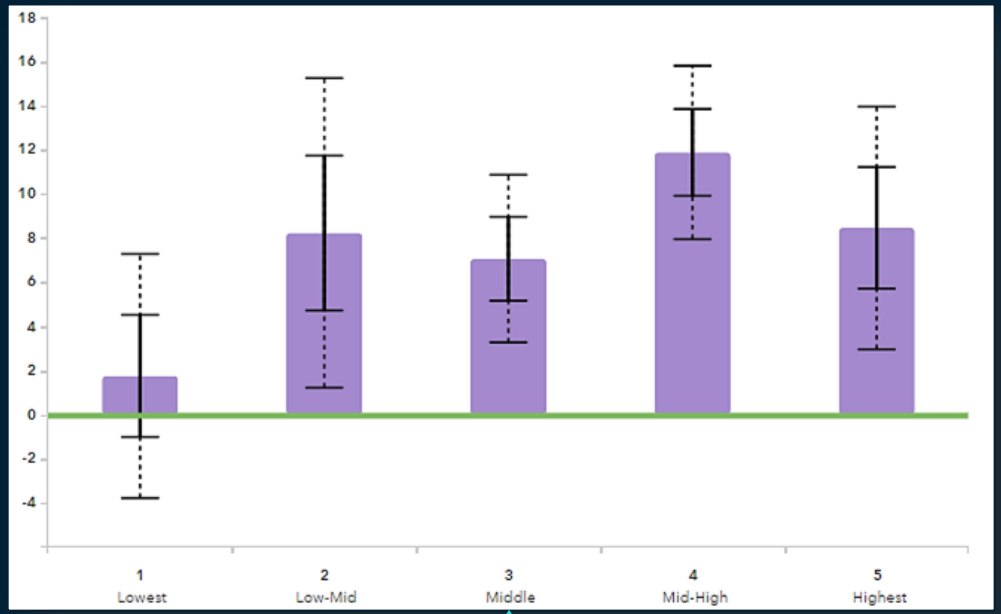
#	Student	Grade	ED	EL	Gif	Migrant	SWD	Probability	Projected State Percentile
1.	1950016, Student	7	N	N	N	N	N	17.3	11
2.	1900513, Student	7	Y	N	N	N	Y	35.3	19
3.	2173953, Student	7	Y	N	N	N	Y	35.5	19
4.	2010249, Student	7	Y	N	N	N	Y	38.8	20
5.	1914721, Student	7	Y	N	N	N	N	65.6	33
6.	1903566, Student	7	Y	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	88.7	50
11.	1940178, Student	7	Y	N	N	N	N	88.7	51
12.	1914195, Student	7	Y	N	N	N	N	91.0	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

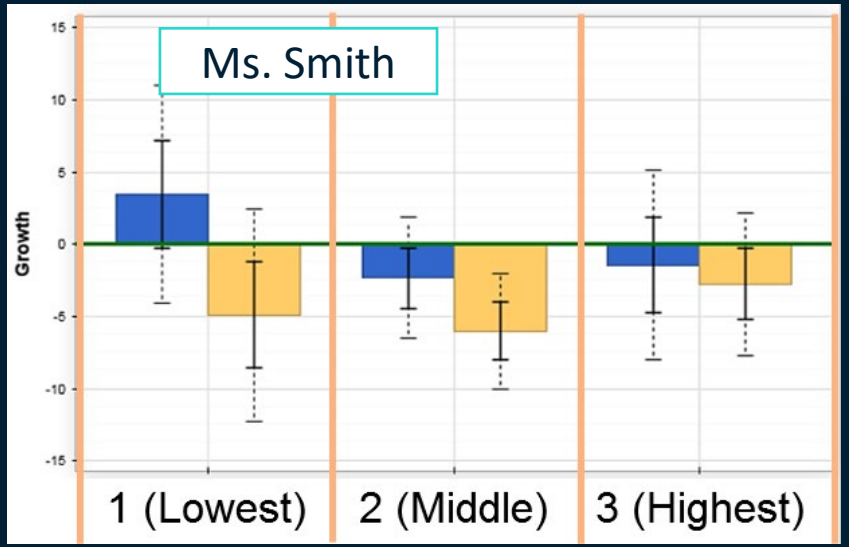
The Work of an Entire Teacher Team

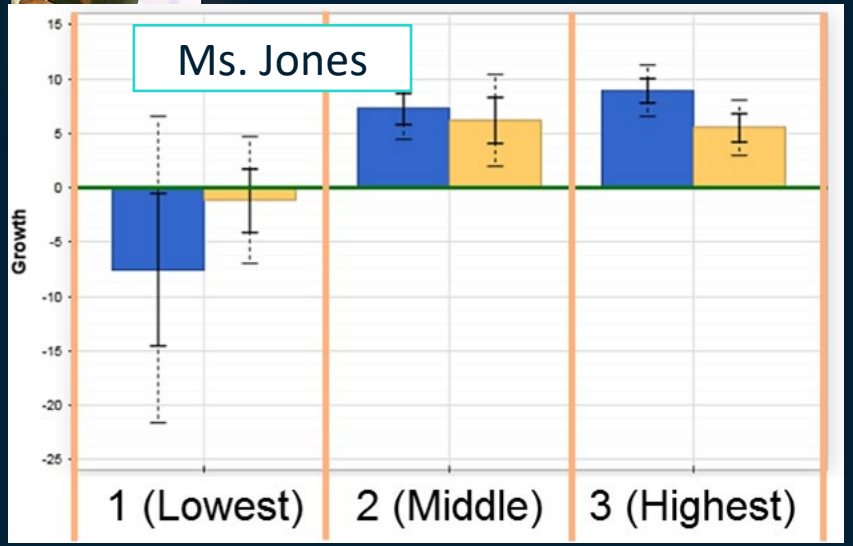


Mr. Brewer
Ms. Tanner
Mr. Collins
Ms. Tillman

Past Program Effectiveness

Teacher Diagnostic Achievement Groups





Activity 4

Connecting Teachers with Students

Activity 4: Connecting Teachers with Students

Directions

With your group:

Now that you know more about your teachers, discuss how students might be matched with teachers to maximize instructional capacity.

Use the *Overview of Teacher Effectiveness* chart you just created or use the Teacher Diagnostic reports alongside the student projections located in the green folder.

Determine one possible placement for students within a teacher's intervention/enrichment group for Math and note your reasons for each. Use the chart below to build your rosters.

Rosters for Intervention & Enrichment Math Groups			
Teacher #1 _____ (Teacher Name)	**Teacher #2** _____ (Teacher Name)	**Teacher #3** _____ (Teacher Name)	**Teacher #4** _____ (Teacher Name)
Students	**Students**	**Students**	**Students**
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Lastly, based on the rosters you created above,

What *Administrative Reflections* come to mind when thinking about these groups?

What *Administrative Supports* might be needed in each classroom?

Notes on Administrative Reflections:			
Teacher Group 1	Teacher Group 2	Teacher Group 3	Teacher Group 4
Notes on Administrative Supports:			

Connecting Teachers with Students

Activity Packet Page 7

Directions: Use the materials in the green folder.

- Discuss student placement to maximize instructional capacity.
- Use your four selected Teacher Diagnostic reports with student projections.
- Determine possible placements for interventions or enrichment in math.
- Use the chart to build your rosters.

Connecting Teachers with Students

Activity Packet Page 7

Reflect with your group based on the rosters you created…

- What administrative reflections come to mind when thinking about these groups?
- What administrative supports might be needed in each classroom?

Activity 4

Connecting Teachers with Students

Activity 4: Connecting Teachers with Students

Directions

With your group:

Now that you know more about your teachers, discuss how students might be matched with teachers to maximize instructional capacity.

Use the *Overview of Teacher Effectiveness* chart you just created or use the Teacher Diagnostic reports alongside the new student projections located in the green folder.

Determine one possible placement for students within a teacher's remediation/enrichment group for Math and note your reasons for each. Use the chart below to build your rosters.

Rosters for Remediation & Enrichment Math Groups			
Teacher #1 _____ (Teacher Name)	**Teacher #2** _____ (Teacher Name)	**Teacher #3** _____ (Teacher Name)	**Teacher #4** _____ (Teacher Name)
Students	**Students**	**Students**	**Students**
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Lastly, based on the rosters you created above,

What *Administrative Reflections* come to mind when thinking about these groups?

What *Administrative Supports* might be needed in each classroom?

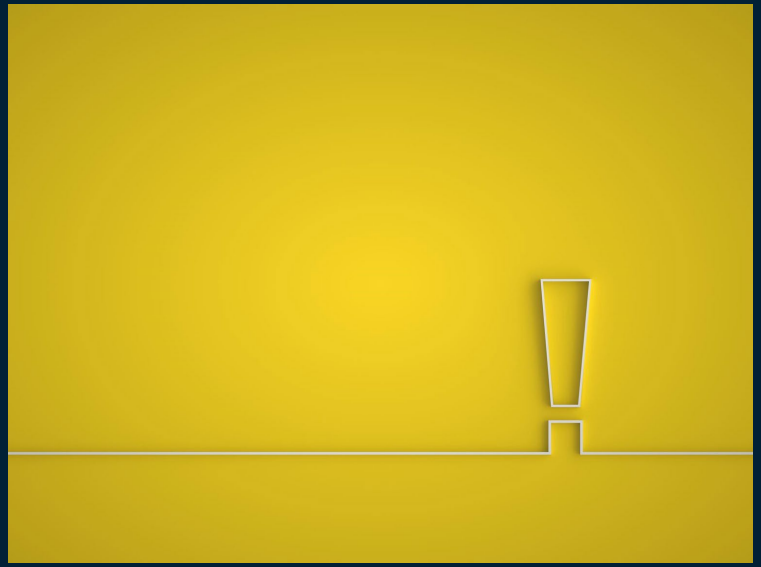
Notes on Administrative Reflections:			
Teacher Group 1	Teacher Group 2	Teacher Group 3	Teacher Group 4
Notes on Administrative Supports:			

The Power of Leadership

"The goal is to **turn data into information**,

and information into **insight**."

Carly Fiorina



Let’s Debrief

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

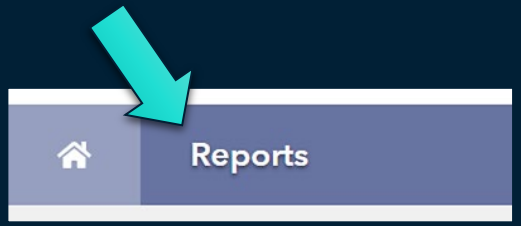
1. What did your group decide?
2. What are some additional data sources?
3. What resonated with you while engaging in this activity?
4. How might you adapt this activity for your own use?

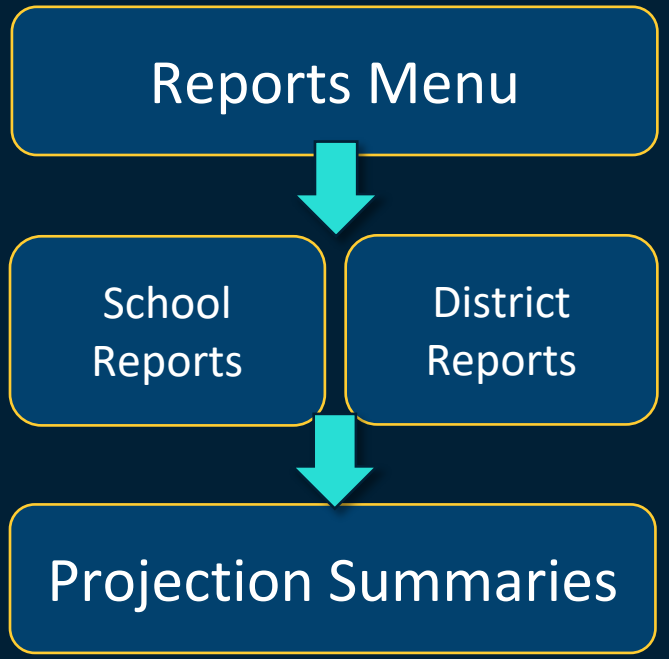
Clean Up

Please place your materials back into the appropriate folder.

Projection Summaries

Navigation





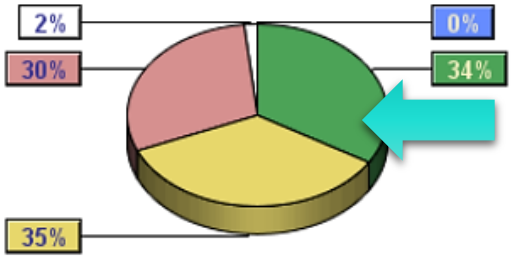
Projection Summaries

How could Projection Summaries potentially support school planning?

Select Subgroups

Enrolled 9th-Grade Projected to OST EOC Algebra I (Proficient)

Probability	Student Count	Percentage
Greater than 90%	103	34%
Between 50% and 90%	107	35%
Less than 50%	91	30%
Students without a projection	5	2%
Students at or above proficiency	0	0%



Overview of Student Experience

Principals should make a conscientious effort to **avoid assigning students to multiple ineffective teachers in succession.**

Students unfortunate enough to encounter **two or more ineffective teachers in sequence show measurably delayed academic growth.**”

June C. Rivers and William L. Sanders, 2002

Research

Student Cohort Progress

Two cohorts of students were used in the analysis:

Younger Cohort - *5th grade in 2011*

Older Cohort - *6th grade in 2011*

Cohort	Subject	High[1]	Low[2]
Younger	Math	1825	1935
	Reading	221	184
Older	Math	1547	1560
	Reading	301	183

[1]Students in the "High Growth" category have consecutive years of teachers in the Exceeds Expected Growth category

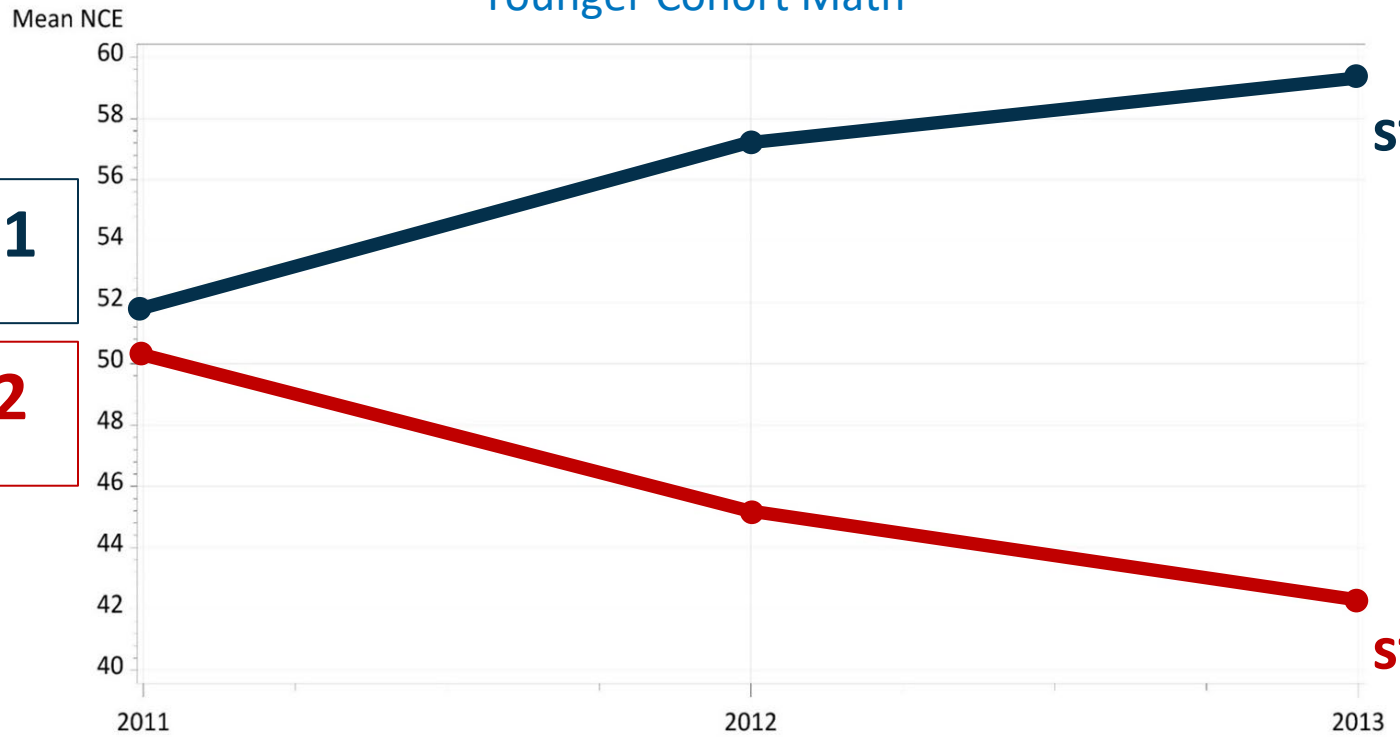
[2]Students in the "Low Growth" category have consecutive years of teachers in the Does Not Meet Expected Growth category

Research

Younger Cohort Math

High[1]

Low[2]



1825 students

1935 students

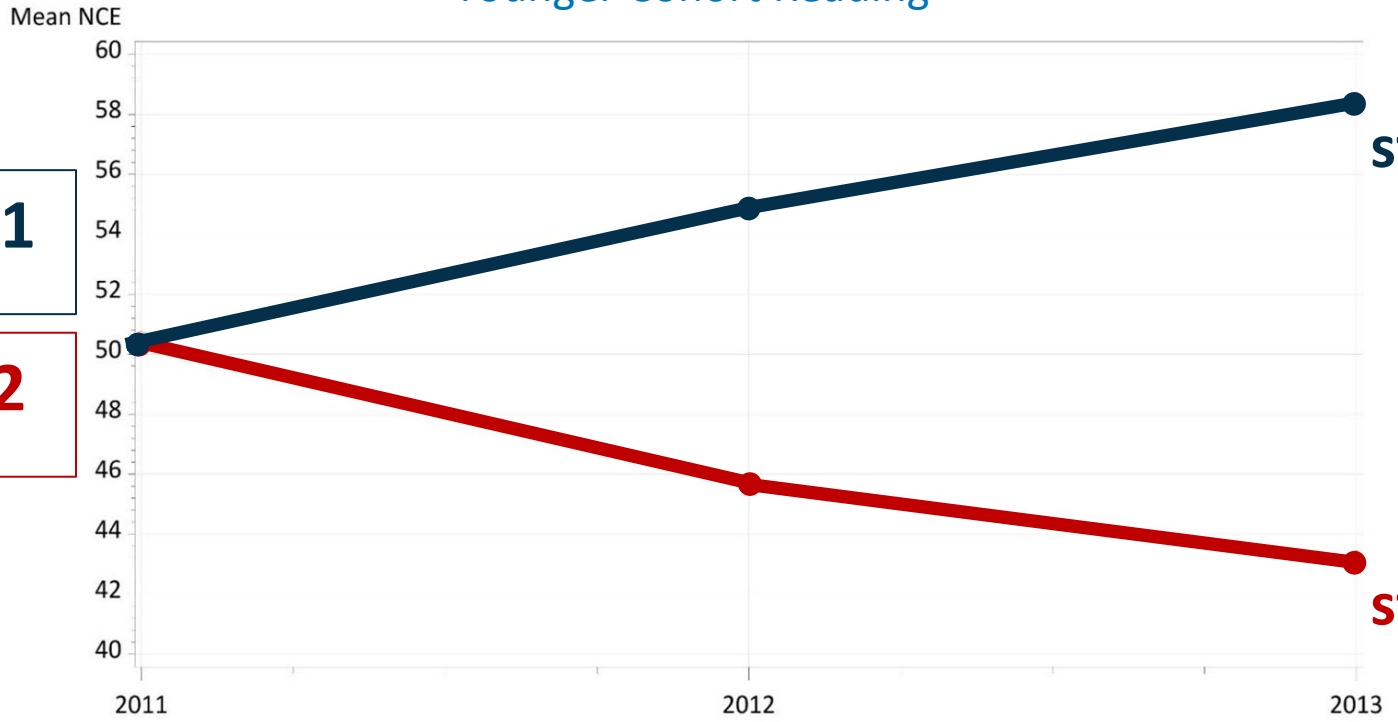
[1]Students in the "High Growth" category have consecutive years of teachers in the Exceeds Expected Growth category
[2]Students in the "Low Growth" category have consecutive years of teachers in the Does Not Meet Expected Growth category

Research

Younger Cohort Reading

High[1]

Low[2]



221 students

184 students

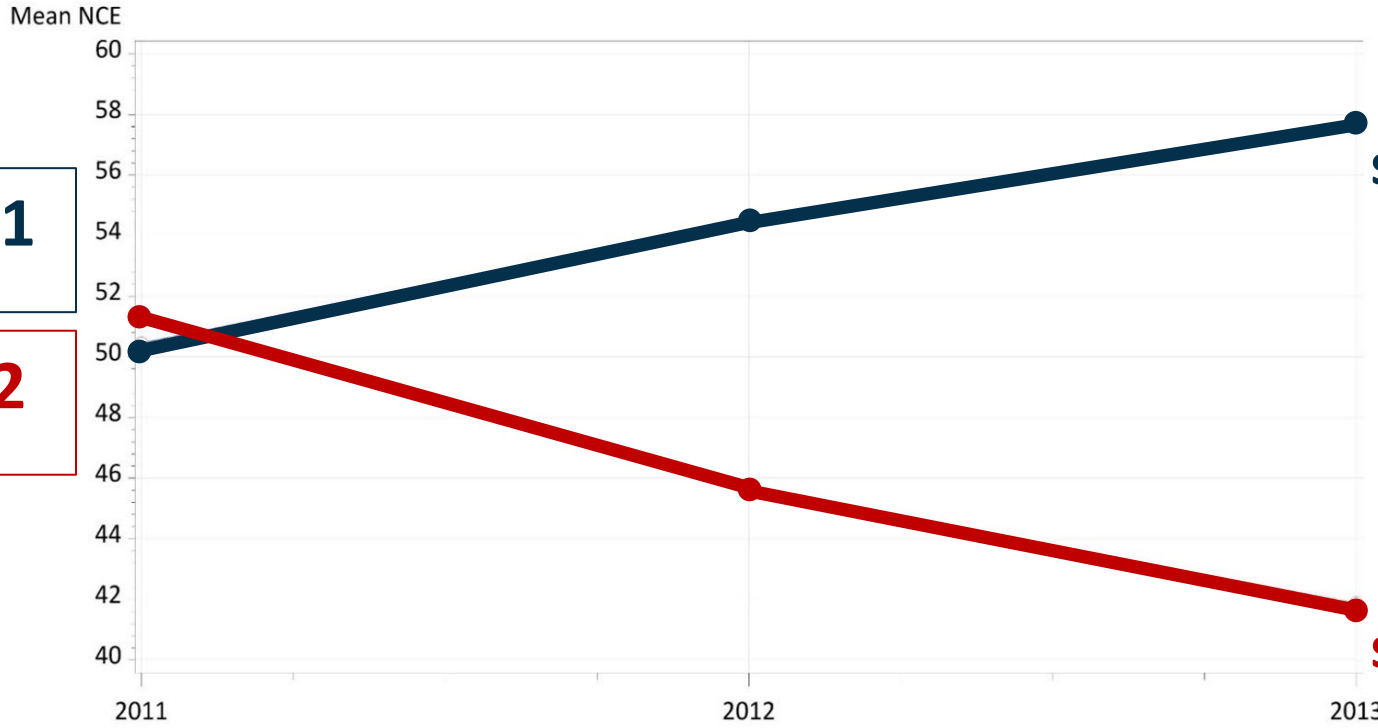
[1]Students in the "High Growth" category have consecutive years of teachers in the Exceeds Expected Growth category
[2]Students in the "Low Growth" category have consecutive years of teachers in the Does Not Meet Expected Growth category

Research

Older Cohort Math

High[1]

Low[2]



1547 students

1560 students

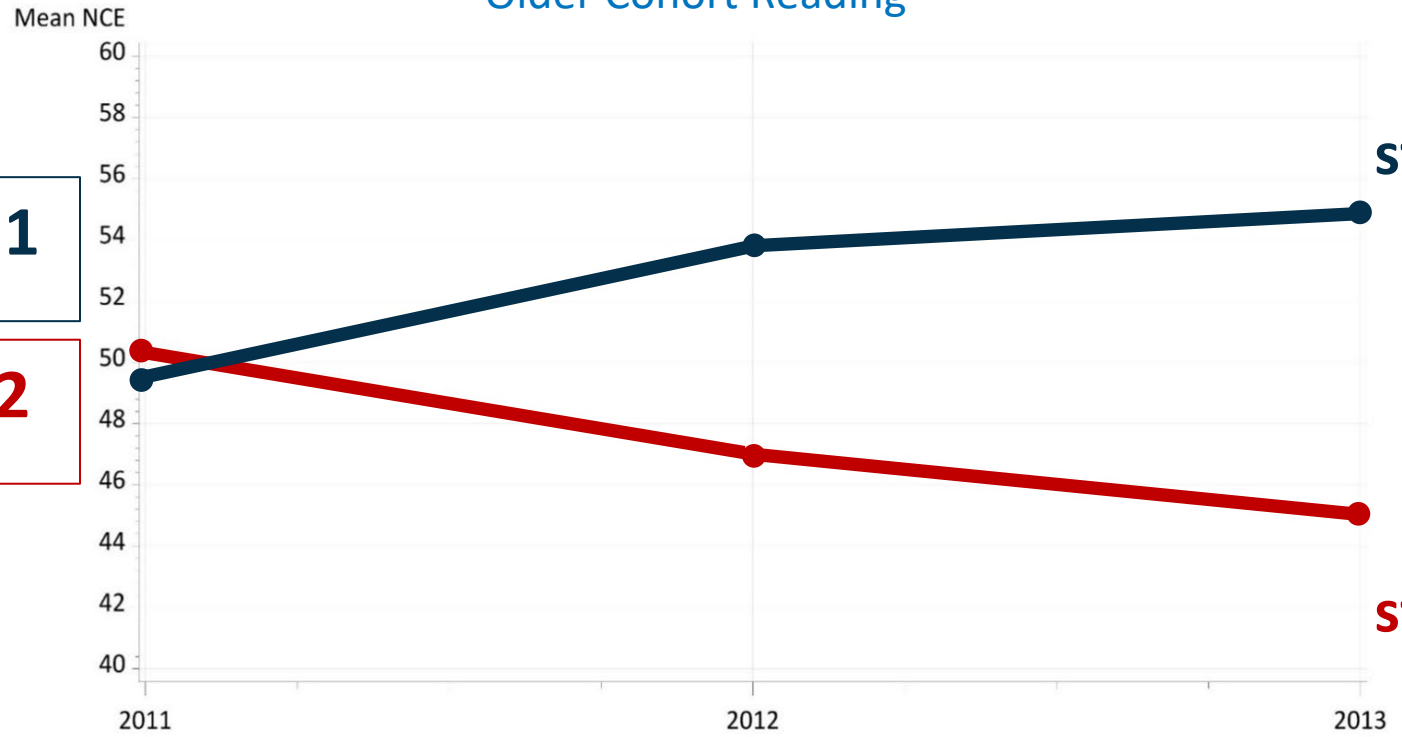
[1]Students in the "High Growth" category have consecutive years of teachers in the Exceeds Expected Growth category
[2]Students in the "Low Growth" category have consecutive years of teachers in the Does Not Meet Expected Growth category

Research

Older Cohort Reading

High[1]

Low[2]



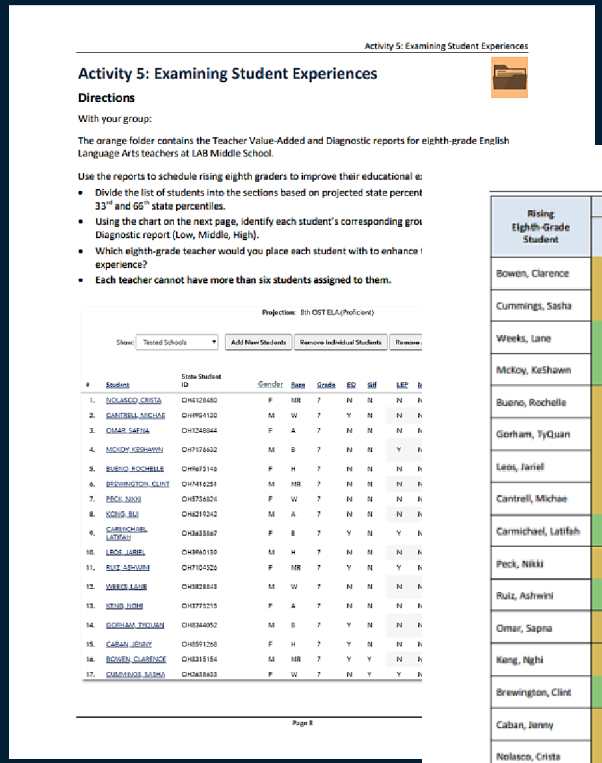
301 students

183 students

[1]Students in the "High Growth" category have consecutive years of teachers in the Exceeds Expected Growth category
[2]Students in the "Low Growth" category have consecutive years of teachers in the Does Not Meet Expected Growth category

Activity 5

Examining Student Experiences



Activity 5: Examining Student Experiences

Activity 5: Examining Student Experiences

Directions

With your group:

The orange folder contains the Teacher Value-Added and Diagnostic reports for eighth-grade English Language Arts teachers at LAB Middle School.

Use the reports to schedule rising eighth graders to improve their educational e

- Divide the list of students into the sections based on projected state percent 33rd and 66th state percentiles.
- Using the chart on the next page, identify each student's corresponding gro Diagnostic report (Low, Middle, High).
- Which eighth-grade teacher would you place each student with to enhance experience?
- **Each teacher cannot have more than six students assigned to them.**

Projection: 8th OSTELA (Proficient)

Show: Tested Schools | Add New Students | Remove Individual Students | Remove

#	Student	State Student ID	Gender	Race	Grade	IEP	Gif	LEP	I
1.	NOLASCO CRISTA	OH4128480	F	NR	7	N	N	N	N
2.	CANTRELL MICHAE	OH4954120	M	W	7	Y	N	N	N
3.	OMAR SAPNA	OH1248844	F	A	7	N	N	N	N
4.	MCKOY KESHAWN	OH7176632	M	B	7	N	N	Y	N
5.	BUENO ROCHELLE	OH9673146	F	H	7	N	N	N	N
6.	BREWINGTON CLINT	OH7416254	M	NR	7	N	N	N	N
7.	PECK NIKKI	OH8756826	F	W	7	N	N	N	N
8.	KONG BUI	OH6210242	M	A	7	N	N	N	N
9.	CARMICHAEL LATIFAH	OH3638867	F	B	7	Y	N	Y	N
10.	LEOS JARIEL	OH3960159	M	H	7	N	N	N	N
11.	RUIZ ASHWINI	OH7104526	F	NR	7	Y	N	Y	N
12.	WEEKS LANE	OH3828843	M	W	7	N	N	N	N
13.	KENG NGHI	OH3775215	F	A	7	N	N	N	N
14.	GORHAM TYQUAN	OH8344952	M	B	7	Y	N	N	N
15.	CABAN JENNY	OH8591268	F	H	7	Y	N	N	N
16.	BOWEN CLARENCE	OH8315154	M	NR	7	Y	Y	N	N
17.	CUMMINGS SASHA	OH2638603	F	W	7	N	Y	Y	N

Page 8

Activity 5: Examining Student Experiences

Rising Eighth-Grade Student	Teacher Assignment			Student's Projected Achievement Group (Low/Middle/High)
	Sixth-Grade Teacher	Seventh-Grade Teacher	Eighth-Grade Teacher	
Bowen, Clarence	Anita Hand	Hazel Knutt		
Cummings, Sasha	Holly Daye	Reed Toomey		
Weeks, Lane	Gail Wynne	Brock Lee		
McKoy, KeShawn	Gail Wynne	Brock Lee		
Bueno, Rochelle	Anita Hand	Reed Toomey		
Gorham, TyQuan	Anita Hand	Alma Knack		
Leos, Jariel	Holly Daye	Alma Knack		
Cantrell, Michae	Holly Daye	Brock Lee		
Carmichael, Latifah	Gail Wynne	Brock Lee		
Peck, Nikki	Anita Hand	Hazel Knutt		
Ruiz, Ashwini	Gail Wynne	Alma Knack		
Omar, Sapna	Holly Daye	Reed Toomey		
Keng, Nghi	Anita Hand	Hazel Knutt		
Brewington, Clint	Gail Wynne	Alma Knack		
Caban, Jenny	Holly Daye	Brock Lee		
Nolasco, Crista	Anita Hand	Reed Toomey		
Kong, Bui	Holly Daye	Hazel Knutt		

Page 9

Student Experiences

Activity Packet Pages 8-9

Directions: With your group and the orange folder…

Materials:

- ✓ Custom Student Report
- ✓ Overview of Student Effectiveness Experience
- ✓ Teacher Reports

- Schedule rising 8th graders in English Language Arts, 6 students per class.
- Assign a Grade 8 ELA teacher for each student.
- Note the projected achievement group for each student.

Student Experiences

Activity Packet Pages 8-9

Reflect with your group on the rosters you created...

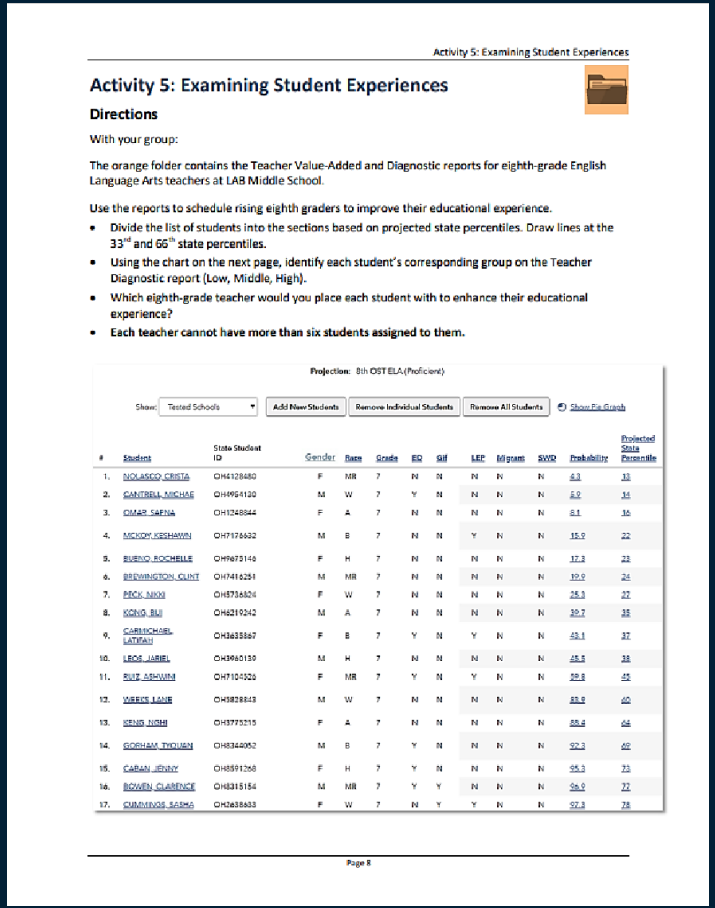
- Discuss how this information can inform scheduling.
- What administrative reflections come to mind when thinking about scheduling?
- What administrative supports might be needed for 8th grade?

Activity 5

Getting started together…

Draw a line at the 33rd projected state percentile

Draw a line at the 66th projected state percentile



Activity 5: Examining Student Experiences

Directions

With your group:

The orange folder contains the Teacher Value-Added and Diagnostic reports for eighth-grade English Language Arts teachers at LAB Middle School.

Use the reports to schedule rising eighth graders to improve their educational experience.

- Divide the list of students into the sections based on projected state percentiles. Draw lines at the 33rd and 66th state percentiles.
- Using the chart on the next page, identify each student's corresponding group on the Teacher Diagnostic report (Low, Middle, High).
- Which eighth-grade teacher would you place each student with to enhance their educational experience?
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Projection: 8th OST ELA (Proficient)

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

#	Student	State Student ID	Gender	Race	Grade	IED	Gifl	LEP	Migrant	SWD	Probability	Projected State Percentile
1.	NOLASCO,CRISTA	OH4128480	F	MR	7	N	N	N	N	N	4.3	18
2.	CANTRELL,MICHAE	OH4964120	M	W	7	Y	N	N	N	N	5.9	14
3.	OMAR,SAFNA	OH1248844	F	A	7	N	N	N	N	N	8.1	16
4.	MCKOY,KESHAWN	OH7178632	M	B	7	N	N	Y	N	N	15.9	22
5.	BUENO,ROCHELLE	OH9679146	F	H	7	N	N	N	N	N	17.3	23
6.	BREWINGTON,CLINT	OH7416254	M	MR	7	N	N	N	N	N	19.9	24
7.	PECK,NIKKI	OH8736826	F	W	7	N	N	N	N	N	28.3	27
8.	KONG,BUI	OH6219242	M	A	7	N	N	N	N	N	30.7	28
9.	CARMICHAEL,LATIFAH	OH3638867	F	B	7	Y	N	Y	N	N	43.1	37
10.	LEOS,JARIEL	OH3965130	M	H	7	N	N	N	N	N	45.5	38
11.	RUIZ,SHAWN	OH7104526	F	MR	7	Y	N	Y	N	N	59.8	45
12.	WEEKS,LANE	OH3828848	M	W	7	N	N	N	N	N	88.9	60
13.	KENG,NISHI	OH3775215	F	A	7	N	N	N	N	N	88.4	66
14.	GORHAM,TYQUAN	OH8344052	M	B	7	Y	N	N	N	N	92.3	69
15.	CABAN,JENNY	OH8991268	F	H	7	Y	N	N	N	N	95.3	73
16.	BOWEN,CLARENCE	OH8315154	M	MR	7	Y	Y	N	N	N	96.9	77
17.	CUMMINGS,SASHA	OH2638833	F	W	7	N	Y	Y	N	N	97.3	78

Student Experiences

Activity Packet Page 9

Rising Eighth-Grade Student	Teacher Assignment			Student's Projected Achievement Group (Low/Middle/High)
	Sixth-Grade Teacher	Seventh-Grade Teacher	Eighth-Grade Teacher	
Bowen, Clarence	*Anita Hand*	*Hazel Knutt*		

***Each teacher may have a max of 6 students**

Student Experiences

Activity Packet Page 9

Rising Eighth-Grade Student	Teacher Assignment			Student's Projected Achievement Group (Low/Middle/High)
	Sixth-Grade Teacher	Seventh-Grade Teacher	Eighth-Grade Teacher	
Bowen, Clarence	*Anita Hand*	*Hazel Knutt*		**High**

***Each teacher may have a max of 6 students**

Student Experiences

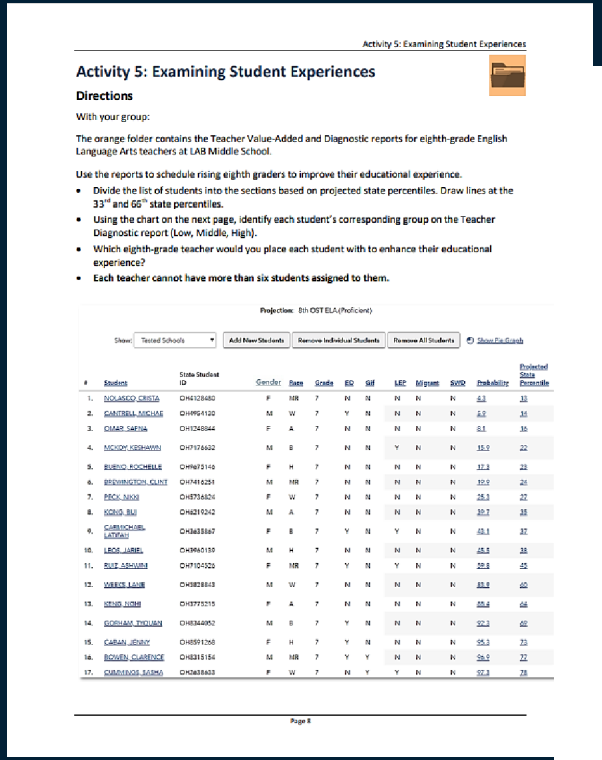
Activity Packet Page 9

Rising Eighth-Grade Student	Teacher Assignment			Student's Projected Achievement Group (Low/Middle/High)
	Sixth-Grade Teacher	Seventh-Grade Teacher	Eighth-Grade Teacher	
Bowen, Clarence	*Anita Hand*	*Hazel Knutt*	**You decide**	**High**

***Each teacher may have a max of 6 students**

Activity 5

Examining Student Experiences



Activity 5: Examining Student Experiences

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2.	CANTRELL, MICHAE	OH9954120	M	W	7	Y	N	N	N	N	4.3	34
3.	OMAR, SAPNA	OH1248644	F	A	7	N	N	N	N	N	4.1	35
4.	MCKOY, KESHAWN	OH7176602	M	B	7	N	N	Y	N	N	15.9	22
5.	BUENO, ROCHELLE	OH9673140	F	H	7	N	N	N	N	N	17.3	23
6.	BREWINGTON, CLINT	OH7416251	M	MR	7	N	N	N	N	N	17.9	24
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9.	CARMICHAEL, LATIFAH	OH3638867	F	B	7	Y	N	Y	N	N	43.1	37
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12.	WEEKS, LANE	OH3828843	M	W	7	N	N	N	N	N	83.8	60
13.	KENG, NGHI	OH3775215	F	A	7	N	N	N	N	N	85.6	64
14.	GORHAM, TYQUAN	OH8344952	M	B	7	Y	N	N	N	N	92.3	69
15.	CABAN, JENNY	OH8591268	F	H	7	Y	N	N	N	N	95.3	73
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The Power of Leadership

“Leadership

is the capacity to transform vision into reality.”

Warren G. Bennis

Let’s Debrief

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

1. What did your group decide?
2. What are some additional data sources?
3. What resonated with you while engaging in this activity?
4. How might you adapt this activity for your own use?

Think About It

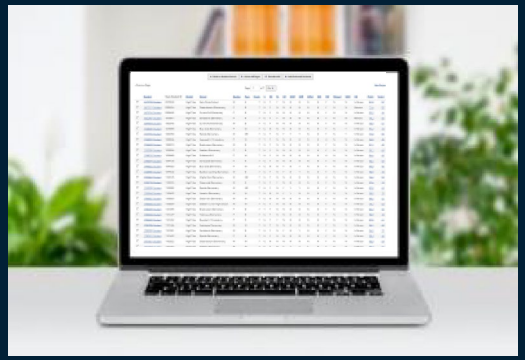
Student Data

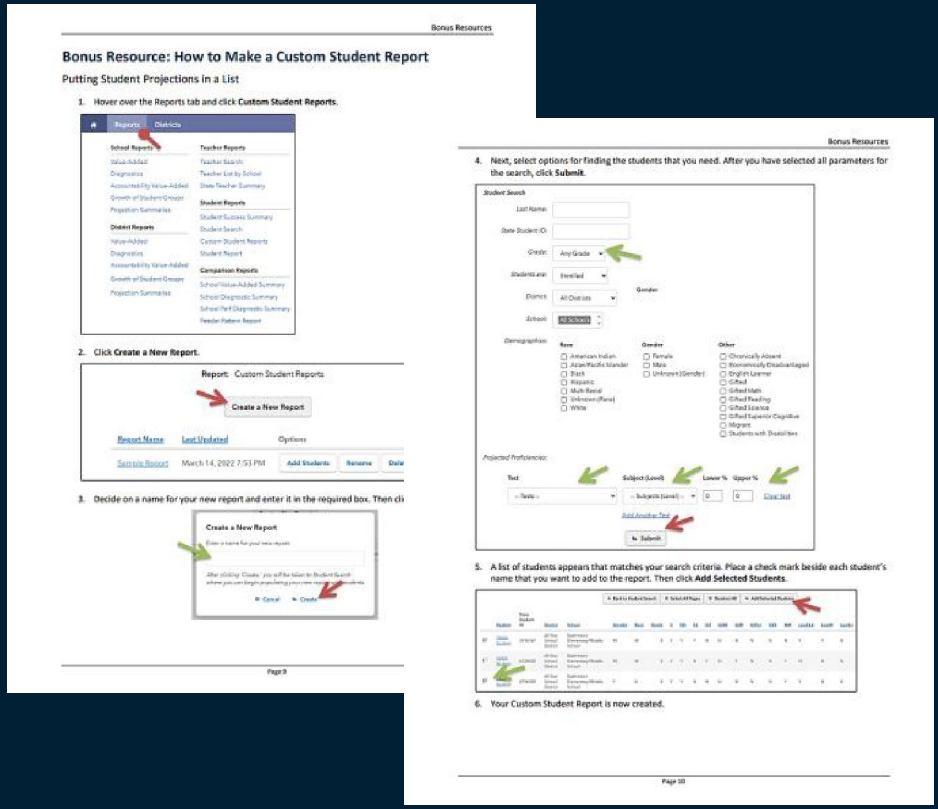
How does analyzing student projections help to inform practice?

- Course placement
- Student-teacher assignment
- Resource allocation/support
- Remediation/acceleration
- Others

Bonus Resource

How to Make a Custom Student Report





Bonus Resources

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 cli

Bonus Resources

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.

The Power of Leadership

Overview of Student Experience

"All children deserve to have highly effective teachers every year, but until something can be done to shrink the variability, no child deserves to experience two very ineffective teachers in a row."

June C. Rivers and William L. Sanders, 2002

Clean Up

Please place your materials back into the appropriate folder.

AGENDA

Setting the Stage

Value-Added and Diagnostics Reports

Teacher Reports

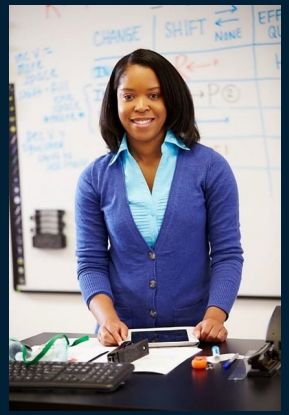
Connecting Teachers with Students

Wrapping Up

Our Goal

Why are we here?

To help you, as school leaders, interpret and apply EVAAS data to inform school decision-making practices in an effort to improve instruction and student achievement.



Electronic Flipbook for Administrators

You are the real superheroes.

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