

Resource Guide for Value-Added Reporting



Resource Guide for SAS EVAAS Reporting

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Introduction to SAS EVAAS Reporting

SAS EVAAS reports provide a wealth of diagnostic information:

- ▶ **Value Added Reports** provide detailed information about the progress rates of an individual school or district.
- ▶ **Diagnostic Reports** allow you to identify patterns of progress among subgroups in a school or district within the same grade and subject.
- ▶ **Performance Diagnostic Reports** allow you to identify patterns of progress among subgroups in a school or district by their predicted Performance Level (Levels I – IV).
- ▶ **Summary Reports** provide a comparison of the progress rates of students at all schools in a district for each test, subject, and grade.
- ▶ **Student Reports** present a table of available student scores in each subject tested. The accompanying graph provides the student's percentile, the school's mean percentile, and the district's mean percentile for each test administered.
- ▶ **Student Projections Reports** present a table of available student scores in the subject tested, followed by the student's probability of achieving a particular level of proficiency on subsequent tests. A graph of these data accompanies each table.

Report estimates were completed via SAS EVAAS methodology and software from SAS Institute Inc. SAS EVAAS methodology uses up to five years of available test scores for individual students, merged longitudinally, to provide the best estimates of student achievement for a school or district. Scores for all students, even those with partial data, are included in the analyses. Test scores for all subjects are analyzed at the same time, improving the precision of the estimates. The effect of schools on the rate of academic progress is estimated from this database.

General Navigation

The Tab Menu

Above each report, you will see a series of tabs. You will notice as you navigate through your reports that these tabs change. On each page you will see only the tabs that are appropriate for the report you are currently viewing.



Under each tab is a drop-down menu with a list of options. To see the list of options, roll your cursor over a tab. Then, click on an option to select it.

For example, to view a different report, roll your cursor over the Reports tab. You will see a list of all reports that are available to you. Click on a report name to view that report.



Printing



SAS EVAAS has provided a print-friendly version of each report. To open this print-friendly version, click the Print button in the blue menu bar instead of your browser's print button.



To view and print these print-friendly versions of the reports, you will need the free Adobe Acrobat Reader. If you do not have Adobe Acrobat Reader, click on the Home link in the global menu at the top of the screen. Then click on the Adobe graphic.

The Global Menu

At the top each page, you will see the global menu. This menu contains options that are available to you at all times, regardless of what report you are currently viewing.



Home:	Click this link to return the Welcome page.
Search:	Click this link to search for individual students or groups of students with similar characteristics.
Admin:	Roll over this link to see a list of options for the Admin Tool. This tool allows State, District, and School Admins to create and modify accounts, email users, and run usage reports. <i>NOTE: This functionality is only available to persons with administrator privileges.</i>
My Account:	Click this link to change the password or email address for your account.
Help:	Click this link to open the help file for the page you are currently viewing. The help files contain specific information about your reporting.
Contact Us:	Click this link if you are experiencing technical difficulties. It will open a separate window into which you may type a message to SAS EVAAS technical support.
Logout:	Click here to logout of the reports. For security reasons, it is important to logout if you plan to leave your browser window open.

Managing Your Account

When an administrator creates an account for you to view SAS EVAAS reporting, you will receive an email message with your login name and password. When you login, you will need to enter this password *exactly* as it appears in the message. Passwords are case sensitive.

Changing Your Password

When you receive login information for a new account, a random system-generated password will be emailed to you. You will be required to change this password the first time you login.

After that first login, you may change your password again at any time. To do so, click My Account in the global menu at the top of the screen. Then, click the Change Password button.



In the pop-up window that appears, enter the current (old) password.

Enter the new password. It must be at least 8 characters long.

Then enter the new password a second time for verification.

Click the Submit button.

Your password has now been changed.

Changing Your Email Address

To change your name and/or e-mail address, type the correct information into the appropriate fields. When you have finished changing your account information, click **Submit** to save the changes. Note that changing your name here will not change your login name. If you wish to undo your entries, click **Reset** to clear the form.

Name (First,Last):	Mr. <input type="text" value="Demo"/> <input type="text" value="Account"/>
Email Address:	<input type="text" value="My.Email@xyz.com"/>
<input type="button" value="Submit"/> <input type="button" value="Reset"/> <input type="button" value="Change Password"/>	

Value-Added Report

The Value-Added Report offers a conservative estimate of a school's or district's effectiveness. This report compares the progress of students at each school or district to the state average. This comparison indicates how a school or district influences student progress in each subject tested.

Test	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	School vs State Avg
Algebra I	2005	211	63.76	54	63.32	52	0.43	0.39	NDD
	2006	196	64.00	55	63.17	51	0.81	0.40	Above

As you view and interpret the Value-Added Report, it's important to understand what each of the values in the table represents.

How effective is this school or District?

Start with the column labeled **School (or District) vs State Avg.**

In this column, you will see Above, Below, or NDD (Not Detectably Different). These designations indicate how much progress students at this school or district made compared to others in the state.

School vs State Avg
NDD
Above

School Effect
0.43
0.81

The Above, Below, and NDD designations are based on the **School (or District) Effect**. This value is a conservative estimate of how effective the school or district has been in the selected test and subject.

- To be labeled Above, a school or district must have an Effect *significantly* higher than the state average (2 standard errors above).
- Likewise, to be labeled Below, a school or district must have an Effect *significantly* lower than the state average (2 standard errors below).
- Effects within 2 standard errors of the state average are labeled NDD (Not Detectably Different).

How is the Effect Calculated?

The Effect is the difference between the **Mean Student Score** and the **Mean Predicted Score**.

The Mean Predicted Score is what we would expect this school's or district's students to score, on average, based on their past performance.

The Mean Student Score indicates what the students actually achieved, on average, in the most recent test administration.

Mean Student Score	Mean Pred Score
63.76	63.32
64.00	63.17

Compare the Mean Predicted Score to the Mean Student Score to see if the students' average scores are in line with what they were expected to score. If the Mean Student Score is significantly higher than the Mean Predicted Score, then students at this school or district scored higher than expected, indicating that the school or district is doing a good job on average with this grade and subject.

You may notice that the Effect is not *exactly* the difference between the Mean Student Score and Mean Predicted Score. The reason is that the Effect is estimated using a methodology that ensures greater statistical precision and reliability.

TIP: Among the NDD schools and districts, there will be a range of Effects. Some of the NDD schools and districts will have large positive or negative Effects, while others will be closer to zero. Consider the size of this number in conjunction with local knowledge about the school and district when drawing conclusions about its effectiveness.

Navigation



To see the Value-Added Report for a different district, choose from the drop-down list under the Districts tab.



To see the Value-Added Report for a different school, choose from the drop-down list under the Schools tab.



To see the Value-Added Report for a different subject, choose from the drop-down list under the Subjects tab.

To see this school's Diagnostic Report for the currently selected test and subject, click on the underlined Effect.

School Effect
0.43
<u>0.81</u>

Diagnostic Report

Use the Diagnostic Report to identify patterns of progress across different achievement levels. Even though a school may be designated Above or NDD (Not Detectably Different from the average) on the Value-Added Report, it is possible that the school is not meeting the needs of all of its students. Similarly, a Below average school may be doing an excellent job with students in some achievement groups. While the Value-Added Report is a conservative estimate of effectiveness on average, the Diagnostic Report offers more information for determining opportunities for improvement.

			Observed minus Predicted Score by Predicted Score Quintile				
			1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Algebra I	2005	Mean	1.7	-1.4	-0.8	2.2	8.0
		Std Err	1.5	1.1	0.8	1.5	1.7
		Nr of Students	11	24	27	27	10
		% of Students	11.1	24.2	27.3	27.3	10.1
	Previous Year (s)	Mean	-0.9	-1.6	-0.9	-0.9	1.7
		Std Err	1.8	1.2	0.8	0.6	0.6
		Nr of Students	7	26	43	57	50
		% of Students	3.8	14.2	23.5	31.1	27.3

What Do the Numbers Mean?

As part of the analyses, students from all schools in the state are assigned to quintiles based on their predicted score in a given test and subject. A student's predicted score is based on his or her performance on previous tests, assuming the student is in an average school. Students are assigned to groups based on where they fall in the distribution of all students in the state who took the selected test. As a result, some schools may find that certain quintiles are more heavily populated than others, depending on the expected scores of their students.

Mean	1.7
------	-----

The **Mean** is an indication of how much progress students in each quintile made. It is the average of the difference between students' observed test scores and their predicted scores.

- A large negative Mean indicates that students within a group made less progress than expected.
- A large positive mean indicates that students within a group made more progress than expected.
- A mean of approximately 0.0 indicates that a group is progressing at an average rate compared to other students in the state.

When there are fewer than five students in a quintile, the Mean is not reported.

Std Err	1.5
---------	-----

The **Standard Error** is a function of the quantity and quality of the data. It allows you to establish a confidence band around the Mean. If you choose to apply a confidence interval to the reported Means, a single standard error is sufficient for this diagnostic use.

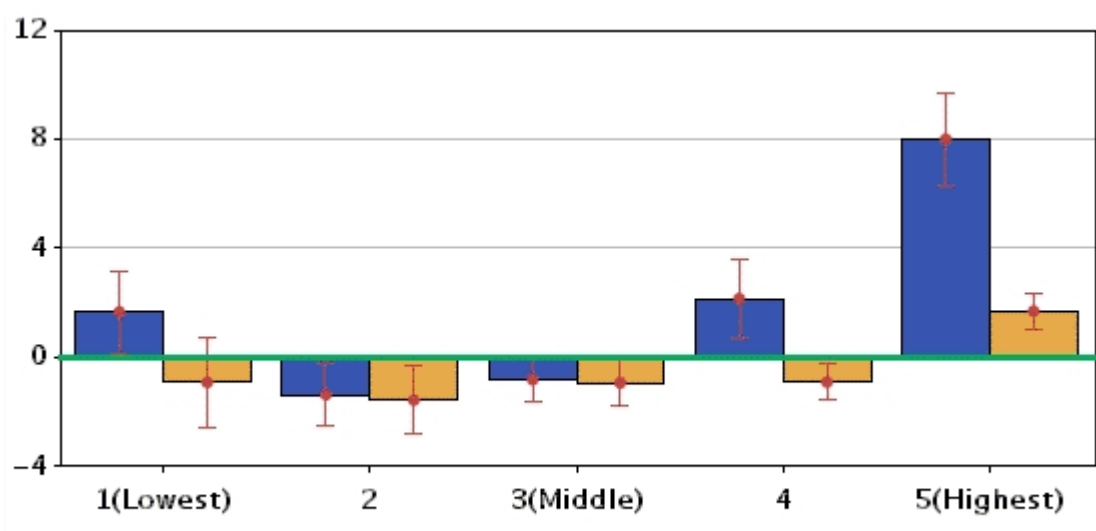
Nr of Students	11
----------------	----

The **Number of Students** in each quintile is reported. When there are fewer than five students in a subgroup, the number of students in the group is reported, but the Mean is not. This protects the user from placing too much significance on Means for very small groups.

% of Students	11.1
---------------	------

The **% of Students** indicates the percentage of students in the school who have been assigned to each quintile.

Understanding the Chart



The chart at the top of the Diagnostic Report offers a visual representation of the data presented in the table below.

The green line on the chart is the Reference line. It represents the amount of progress students must make to keep up with their peers. Bars above the line indicate that students in that subgroup made better than average progress. Bars below the line indicate that students made less than average progress.

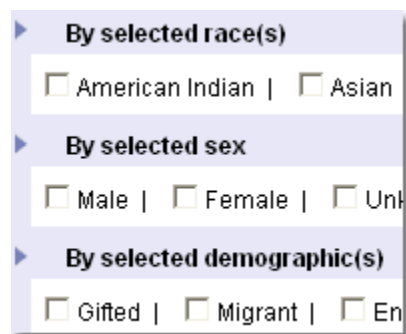
Blue bars show the progress of students in the most recent year. Gold bars show the progress of students in up to three previous years, when data are available. No bar is presented for quintiles with fewer than five students.

Viewing the Report for a Subset of Students

By default, the report is for all students included in the analyses. You may choose to see this report for a subset of students based on race, sex, or other demographics.

▶ **Select Subgroups** Yes No 

To see a subset of students, click Yes at the top of the report.



▶ **By selected race(s)**
 American Indian | Asian

▶ **By selected sex**
 Male | Female | Unknown

▶ **By selected demographic(s)**
 Gifted | Migrant | English Learner

Then, check the boxes for all characteristics you would like to select. You may choose any combination of characteristics. If you choose Black and Hispanic, then the report will include only Black students and Hispanic students. If you also choose Male, then the report will include only Black and Hispanic boys. If you choose Black, Hispanic, Male, and Academically/Intellectually Gifted, then the report will include only Black and Hispanic Males who are Academically/Intellectually Gifted.



When you have made your selections for a subset of students click the **Submit** button.

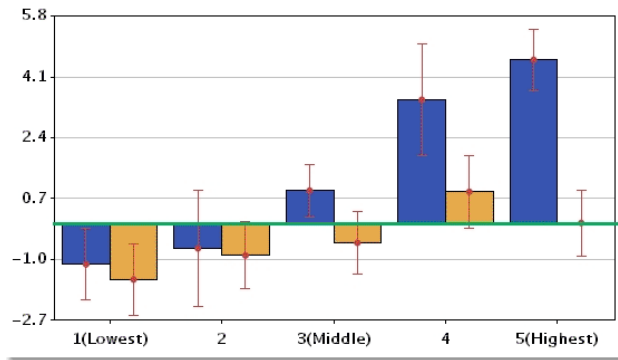


To erase your selections and return to the default state, which includes all students, click the **Reset** button.

Looking for Patterns in the Diagnostic Reports

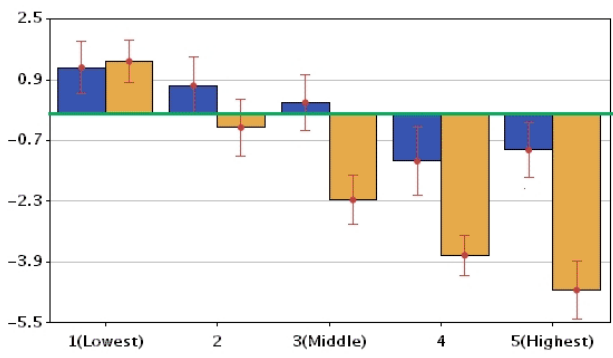
As you study the Diagnostic Reports, it's important to notice the patterns of progress across achievement levels. Below you will see several examples of patterns that may appear in your reporting. Each example is accompanied by suggestions for interpreting the report.

Pattern 1



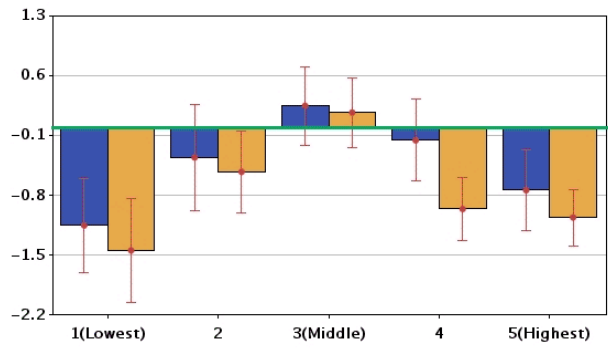
In this school, some subgroups of students are not making sufficient gain. Students in the lowest subgroups have not made sufficient progress while high achieving students are making excellent gain. The lack of appropriate progress among low achieving students is a pattern that has been repeated from previous years, indicating a persistent lack of effectiveness with lower achieving students.

Pattern 2



This school seems to be somewhat effective with students at the lowest achievement levels. However, high-achieving students in subgroups 4 and 5 are not making appropriate progress. In both the most recent year and in previous years, high-achieving students at this school have lost ground.

Pattern 3

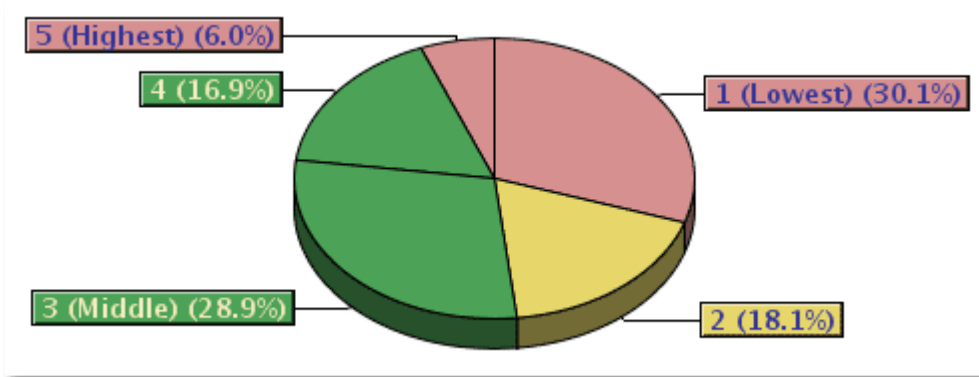


The Diagnostic Report for this school reveals that not all achievement subgroups made maintenance growth in the current year. This school was somewhat effective with students in subgroup 3. These students are average in terms of achievement. In contrast, students at either end of the spectrum made significantly less progress than expected.

One possible cause is teaching to the middle of the class, assuming that the highest achievers will "get it on their own," meanwhile neglecting to reach down to the level of the low scoring students.

Pie Chart

To see a pie chart of the data, click on the **% of Students** link in the table.



The Pie Chart shows the percent of students in each subgroup and compares their progress to that of students in the average school in the state. The sections of the pie chart are color-coded :

- **Green:** the progress of students in this group was more than one standard error above that of students in the average school in the state.
- **Yellow:** students in this group progressed at a rate similar to that of students in the average school in the state.
- **Light Red:** students in the group made more than one standard error less progress in this subject than students in the average school in the state.

White sections indicate that the school did not have the minimum of five students in the group.

Navigation

	1 (Lowest)
Mean	<u>1.7</u>
Std Err	1.5
Nr of Students	<u>11</u>

To see which students are included in a quintile, click on the blue underlined values in either the Mean or Number of Students row.



Use the tabs at the top of the screen to view this report for a different school or subject.

Student Pattern Report

This report disaggregates progress for specific groups of students that you choose. The Student Pattern Report enables you to see how effective the school has been with the lowest, middle, and highest achieving students in the group you have selected.

NOTE: When interpreting this report use caution; the subgroup means come from a liberal statistical process and are less conservative than the estimates of a school's influence on student progress found in the School Value Added Report. **This report should be used as a diagnostic tool only and not for accountability purposes.**

Creating a Student Pattern Report

To create a report, go to a school's Diagnostic Report and click on the subject name in the leftmost cell of the table. You will see a list of students who tested in that subject in the most recent year.



You can also access this list of students by selecting Student Pattern List from the Reports menu and then selecting a school.

Select	<u>Student Name</u>	<u>Predicted Score</u>	<u>Observed Score</u>	<u>2006 Percentile</u>	<u>Perf Level</u>	<u>School Name</u>
<input type="checkbox"/>	Student 148952	351.2	352	57	3	Agnes Elementary School
<input type="checkbox"/>	Student 148962	357.2	367	96	4	Agnes Elementary School
<input type="checkbox"/>	Student 148991		333	4	1	Agnes Elementary School
<input type="checkbox"/>	Student 148992	347.1	338	12	2	Agnes Elementary School

In this list you will see each student's name, Predicted Score, Observed Score, the State Percentile for the most recent year, the Performance Level for the most recent year, and the name of the school where the student tested. (Note that the percentiles for SAT reporting are not state percentiles. They are based on the comparison group of districts that submitted SAT data for analyses.)

You can sort this list by clicking on the underlined column headers. To see a Student Report, click on a student's name.

Select	<u>Student Name</u>
<input checked="" type="checkbox"/>	MITANI, ZORA
<input checked="" type="checkbox"/>	NORDGREN, SANDI

To select students for your report, click the check boxes next to the students' names. To generate a report, you must select at least 15 students who had both Predicted and Observed Scores.



You may choose all students by clicking **Select All** at the bottom of the page. Although check marks will appear next to each student's name, only students with both current and previous years' scores will be included in the report.



Deselect All clears your selections.

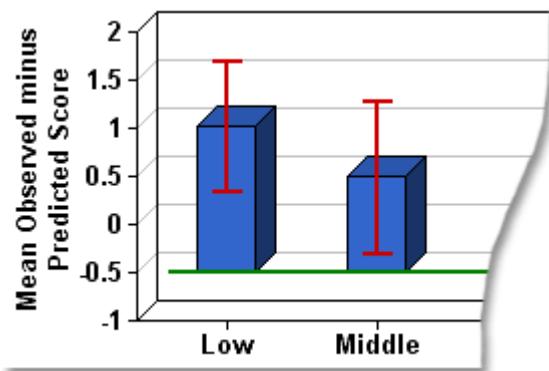


When you have finished selecting students for the report, click Submit.

Interpreting the Report

The students you selected for the report are divided into three groups (Low, Middle, and High) based on their predicted scores. A predicted score is an expected score based on the student's previous testing history. Students are assigned to one of these three groups based on where their predicted score falls in the distribution of selected students.

The names of the students in each subgroup are listed in a table at the bottom of the report.



The green Reference Line represents the amount of progress students in each subgroup must make in order to maintain their level of achievement from year to year.

The blue bars on the graph represent the Mean Observed Minus Predicted Score for each of the three groups of students. Standard errors are shown in red for each group. The standard error allows the user to establish a confidence band around the estimate.

Bars above the line indicate that students in that subgroup made better than average progress. Bars below the line indicate that students made less than average progress.

Performance Diagnostic Report

The Performance Diagnostic Report is very similar to the Diagnostic Report. However, in this report students are assigned to performance level subgroups based on their predicted scale scores. These subgroups represent the state-defined performance levels (Levels I – IV). Data are reported for the current year and for up to three previous years when available.

			Projected Performance Level			
			Level I	Level II	Level III	Level IV
Biology	2005	Mean		2.5	1.8	1.4
		Std Err		0.6	0.4	1.0
		Nr of Students	2	29	82	20
		% of Students	1.5	21.8	61.7	15.0
	Previous Year(s)	Mean		1.4	0.9	-0.3
		Std Err		0.6	0.3	0.6
		Nr of Students	1	40	132	38
		% of Students	0.5	19.0	62.6	18.0

Mean	1.7
------	-----

The **Mean** of the difference between the students' observed test performance and their predicted performance appears for each subgroup. A large positive value indicates that students in this subgroup made more progress than expected.

Std Err	1.5
---------	-----

The **Standard Error** is a function of the quantity and quality of the data. It allows you to establish a confidence band around the Mean. If you choose to apply a confidence interval to the reported Means, a single standard error is sufficient for this diagnostic use.

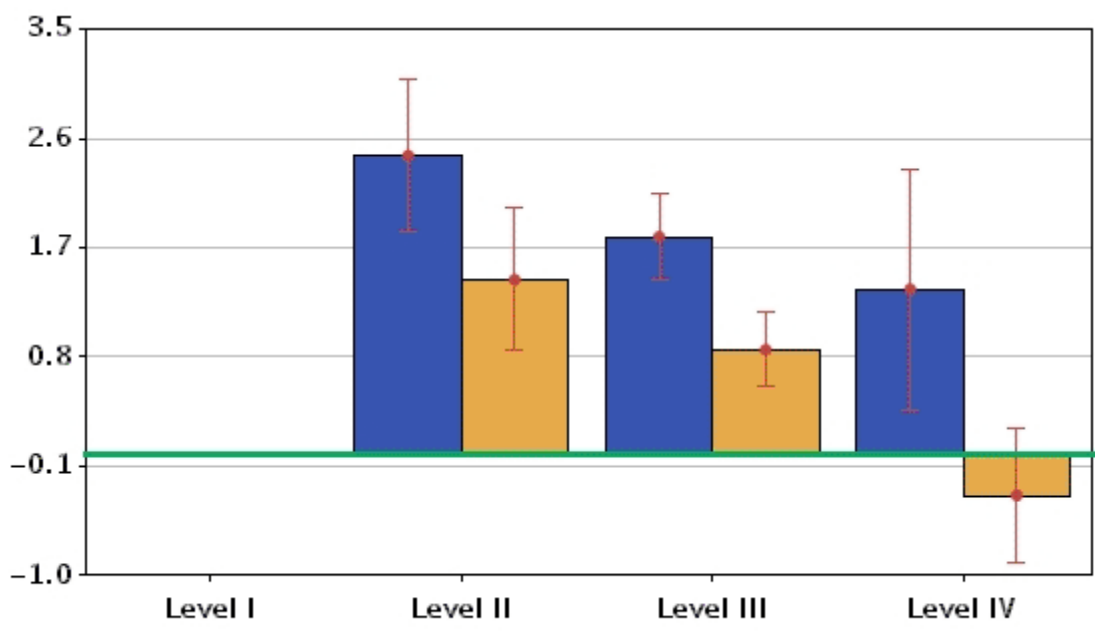
Nr of Students	11
----------------	----

The **Number of Students** in each subgroup is reported. When there are fewer than five students in a subgroup, the number of students in the group is reported, but the Mean is not. This protects the user from placing too much significance on Means for very small groups.

% of Students	11.1
---------------	------

The **% of Students** indicates the percentage of students in the school who have been assigned to each subgroup.

Understanding the Chart



The chart at the top of the report offers a visual representation of the data presented in the table below.

The green line on the chart is the Reference line. It represents the amount of progress students must make to keep up with their peers. Bars above the line indicate that students in that performance level made better than average progress. Bars below the line indicate that students made less than average progress.

Blue bars show the progress of students in the most recent year. Gold bars show the progress of students in up to three previous years, when data are available. No bar is presented for performance levels with fewer than five students.

Viewing the Report for a Subset of Students

By default, the report is for all students included in the analyses. You may choose to see this report for a subset of students based on race, sex, or other demographics.



To see a subset of students, click Yes at the top of the report.

American Indian | Asian
 Male | Female | Unknown
 Gifted | Migrant | English Learner

Then, check the boxes for all characteristics you would like to select. You may choose any combination of characteristics. If you choose Black and Hispanic, then the report will include only Black students and Hispanic students. If you also choose Male, then the report will include only Black and Hispanic boys. If you choose Black, Hispanic, Male, and Academically/Intellectually Gifted, then the report will include only Black and Hispanic Males who are Academically/Intellectually Gifted.



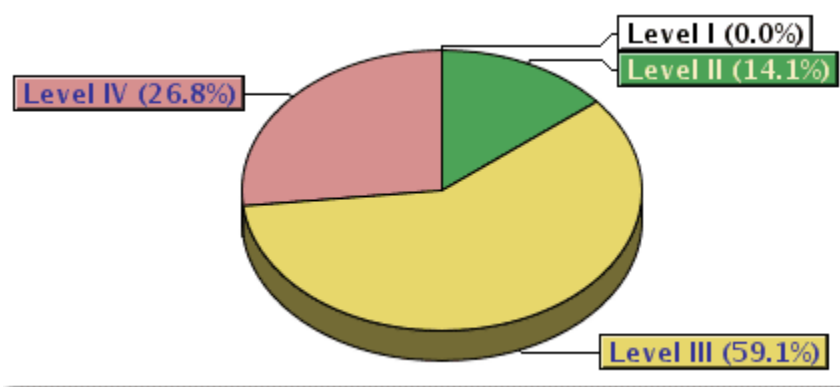
When you have made your selections for a subset of students click the **Submit** button.



To erase your selections and return to the default state, which includes all students, click the **Reset** button.

Pie Chart

To see a pie chart of the data, click on the **% of Students** link in the table.



The Pie Chart shows the percent of students in each subgroup and compares their progress to that of students in the average school in the state. The sections of the pie chart are color-coded :



Green: the progress of students in this group was more than one standard error above that of students in the average school in the state.



Yellow: students in this group progressed at a rate similar to that of students in the average school in the state.



Light Red: students in the group made more than one standard error less progress in this subject than students in the average school in the state.

White sections indicate that the school did not have the minimum of five students in the group.

Navigation



Use the tabs at the top of the screen to view this report for a different school or subject.

Student List

The student list allows you to drill down to academic achievement information for individual students. Columns with underlined headings allow sorting.

The student's predicted test score for the subject appears next to his or her name, followed by the student's observed score, the student's Performance Level, and the name of the school in which the student was enrolled during the most recent testing window. A student's predicted score is an expected score, based on his or her performance on previous tests, assuming the student is in the average school in the state.

<u>Student Name</u>	<u>Predicted Score</u>	<u>Observed Score</u>	<u>Perf Level</u>	<u>School Name</u>
Student 141857	59.34	71	4	Rebekah High School
Student 35469	61.41	61	3	Rebekah High School
Student 35510	57.38	52	2	Rebekah High School
Student 35510	58.03	57	3	Rebekah High School
Student 35738	59.48	62	3	Rebekah High School
Student 37112	57.12	73	4	Rebekah High School
Student 38087	60.01	57	3	Rebekah High School
Student 40156	60.69	65	3	Rebekah High School

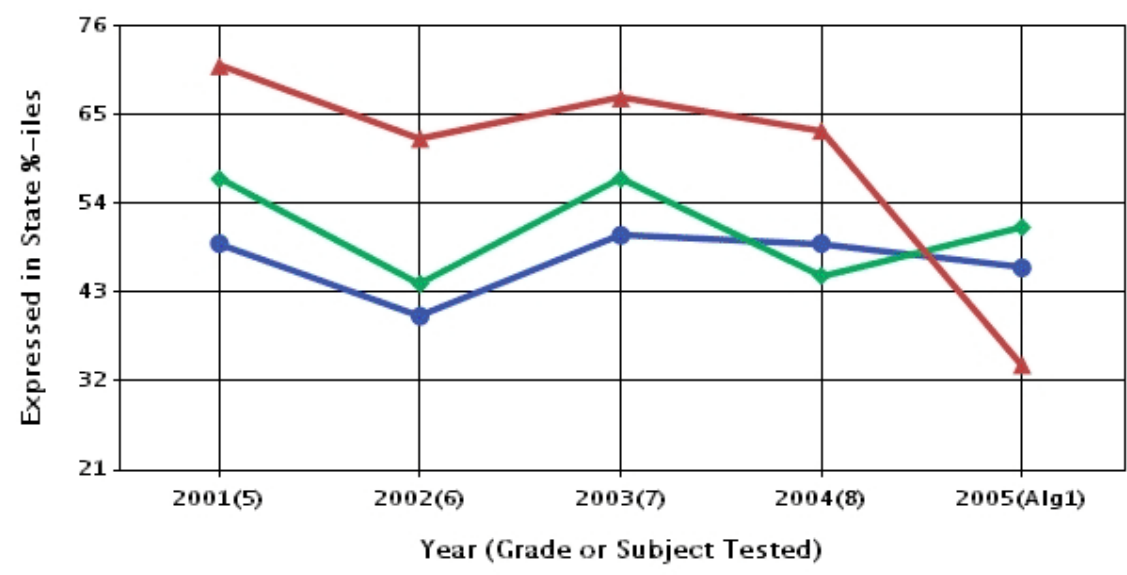
Click on the student's name to display his or her Student Report. The Student Report contains the student's scale scores, percentiles, and state performance levels for all subjects and years tested. The information is presented in both a table and a graph.




Student Report

The Student Report contains all available test scores for an individual student, along with the student's percentile and state performance level for each test and subject. The accompanying graph provides the student's percentile, the school's mean percentile, and the district's mean percentile for each test administered.

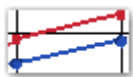
Interpreting the Graph

The graph provides a picture of the student's history in the tested subject.

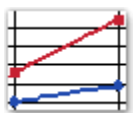


-  **Blue Dot:** Estimated Mean Percentile for the district where the student was tested. If the blue line is not visible on the graph, then the district and school percentiles are identical.
-  **Green Diamond:** Estimated mean percentile for the school.
-  **Red Triangle:** Student's percentile in the years tested. Sometimes students have two dots per grade. This indicates that they were tested in the same grade in two different years, suggesting that they were either retained in that grade or repeated the subject.

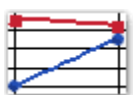
When viewing the graph, compare the student's line to the district or school line for the same grade.



Parallel lines: Student's progress is similar to the average student



Student line slants upward more sharply: Student progressed at a faster pace than the average student



Student line slants upward less sharply or slants down: Student progressed at a slower rate than the average student

Understanding the Table

Subject: Algebra I		
	Year (Grade or Subject)	
	1998(4)	1999(5)
Score	247	257
%-ile	15	41
Perf Level	3	3

The table shows a student's academic history in the subject tested. The student's scale scores appear in the first row. The row beneath shows the student's percentile. The student's performance level is listed in the last line of the table.

Navigation



To see this student's testing history for a different subject, choose from the drop-down list under the Subjects tab.



To see the student's probability for meeting future proficiency levels, choose from the drop-down list under the Projections tab.

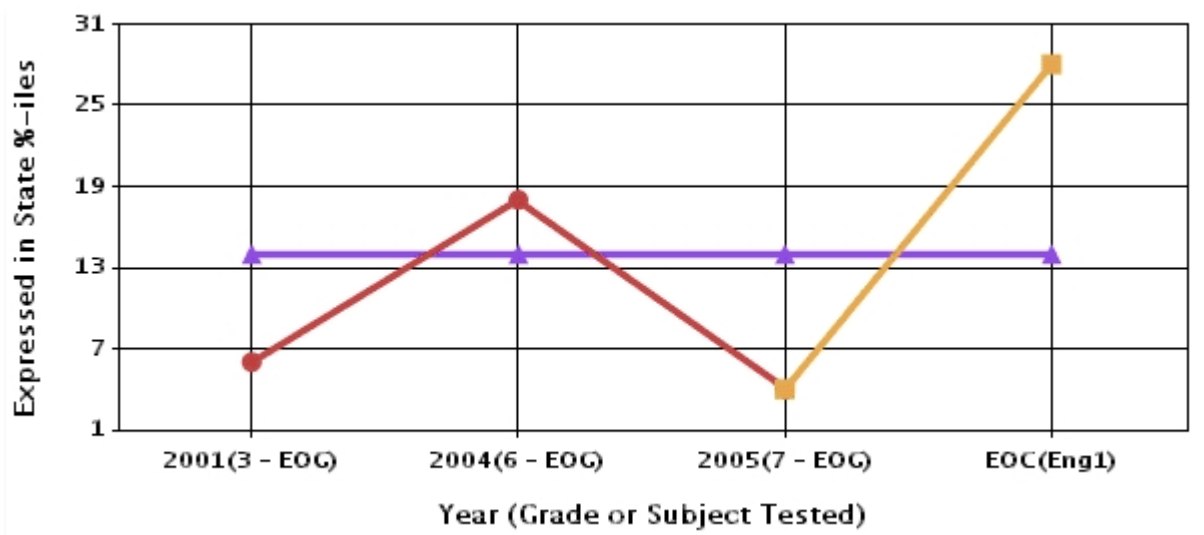
NOTE: When you expand the Projections tab, if you do not see the scroll bar, use the horizontal scroll bar at the bottom of your screen to scroll all the way to the right. Then, expand the Projections tab again.




Student Projections Report

Use this report to see a student's probability for meeting different academic milestones. Options vary according to the test data available for the student.

Students vary according to their academic goals. This report is useful in placing students in courses and determining long-term strategies for ensuring that your school provides the best opportunity for academic growth for a student throughout the K-12 years.

Interpreting the Graph



-  **Red dot:** Student's previous testing history
-  **Yellow box:** Student's Projected State Percentile, assuming the student has the average schooling experience
-  **Purple triangle:** State Percentile required to be successful

Understanding the Table

Subject: English I				
	Year (Grade or Subject Tested)			
	End of Grade (Reading)			EOC English I (Level II)
	2001(3)	2004(6)	2005(7)	Projection (Probability)
Score	228	247	240	
%-ile	6	18	4	28 (87.5%)

End of Grade (Reading)		
2001(3)	2004(6)	2005(7)
228	247	240
6	18	4

Starting from the left, the first columns of data contain the student's testing history expressed in scale scores and percentiles.

EOC English I (Level II)
Projection (Probability)
28 (87.5%)

The last column on the right contains the student's probable percentile in the selected subject if he/she has the average schooling experience. The student's probability for success at the selected performance level appears in parentheses.

In this example, the student has an 87.5% probability of achieving Level II on the End of Course English I test.

- A probability estimate nearer to 100% suggests the student will be successful on the test
- A probability estimate less than 50% suggests less than a coin toss probability of success

Context for Interpretation

Interpret the probability within the context of the success patterns at your school for students at this achievement level in previous years. Refer to the school's Diagnostic Reports for the selected subject to consider the school's success patterns.

- Observed minus Predicted Mean near 0.0 - the student's probability is realistic
- Observed minus Predicted Mean below 0.0 - the student's chances are less than reported on the Student Projections Report
- Observed minus Predicted Mean greater than 0.0 - the student's chances are better than reported on the Student Projections Report

Navigation



To see a student's projection to a different academic milestone, select from the drop-down list under the Projections tab.

NOTE: When you expand the Projections tab, if you do not see the scroll bar, use the horizontal scroll bar at the bottom of your screen to scroll all the way to the right. Then, expand the Projections tab again.

Student Search

With the Student Search feature you can search for students by name, or you can search for groups of students with similar characteristics.

To search for a student, choose Student Search from the drop-down list under the Reports tab . . .



. . . or click Search in the global menu at the top of the screen.



Searching for Students by Name

Enter the student's name (Last Name, First Name), and then click the *Search* button.

You will receive a list of students whose names begin with the string of letters you entered. For example, if you enter "Smith" the list will include all students with the last name "Smithers" as well as "Smith." If you enter "Smith, John" the list will include only students named "John Smith." The list also displays the district and school where each student was tested.

Searching for Groups of Students with Similar Characteristics

You may also search for groups of students with similar characteristics. You may restrict the search by school, grade, race, sex, demographics, and/or projected proficiency levels. You may choose any combination of these characteristics to limit your search.

Restricting Your Search by District, School, or Grade

To restrict your search by any of the options listed on the search page, click Yes. For more information, rollover the question mark icon.



To limit your search to a single district, choose the district's name from the drop-down menu.



To search for students within one school, choose the school's name from the drop-down menu.

To search for students within all schools to which you have access, choose **All Schools** from the menu.

To limit your search to a single grade, choose the grade from the **Grade** pull-down menu. Choose **All Grades** to search for students in all grades to which you have access.



Restrict Search by Grade?
All Grades ▾

Restricting Your Search by Race, Sex, or Demographics

Sometimes it is helpful to find students by shared characteristics rather than by name. The search functionalities allow you to customize your search to identify groups of students who meet your criteria.



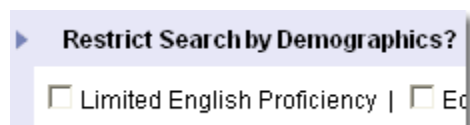
Restrict Search by Race?
 White | Black | Hispanic

To limit your search to students of one or more races, click the checkbox next to the race(s) you would like to include in the search.



Restrict Search by Sex?
 Male | Female

To limit your search to students by sex, click the checkbox next to the sex you would like to include in the search.



Restrict Search by Demographics?
 Limited English Proficiency | Academically/Intellectually Gifted

To limit your search to students who meet certain demographic criteria, click the checkbox next to the demographics you would like to include in the search.

You may limit your search by any combination of race, sex, and demographic characteristics. If you choose *Black*, *White*, and *Hispanic*, for example, the search results will include all students who are **either** Black, White, or Hispanic. If you also choose *Female*, the results will include only Black, White, or Hispanic girls. If you also choose *Academically/Intellectually Gifted*, your results will include only Black, White, or Hispanic girls who are AIG identified.

Searching by Projected Proficiency Level

▼ Restrict Search by Projected Proficiency Level ?

lower: % upper: %

You may also search for students by their projected probability for achieving various levels of proficiency on future tests.

First, select a test from the drop-down list. Choose the subject and the proficiency level. Then, enter the range of probability for the students you want to find.

For example, to find all students with a 70% - 100% probability of achieving Level III on the 8th-grade EOC Algebra II test,

1. Select **End of Course** from the test list
2. Select **Algebra II (Level III)**
3. Type in values for the range (**Lower: 70%, Upper 100%**)

You may search by multiple tests and projected proficiency levels. To do so, click on the **--and/or--** box. If you choose **and**, your results will be limited to those students who meet the criteria for both of the tests and ranges you enter. If you choose **or**, your search will find those students who meet the criteria for either of the tests and ranges you enter. You can select up to four projected proficiency levels for each search.

When you've finished selecting the search criteria, click the **Search** button.



Search Results

By default, the students are listed alphabetically by last name. Underlined column headings allow sorting. *Click on a student's name to link to the Student Report for that student.*

The students' **Achievement Probabilities** for the test(s) and proficiency level(s) you selected appear in the last column(s) on the right.

A key to the codes and abbreviations used in the table appears below the list of students.

Creating Custom Student Reports

From this page, you will be able to create and save customized reports that include only the students you select.

Creating a Report

To create a new report, click the **Create Report** button. Type in a name for your report, and click **Finish**. Your new report will appear in the list.

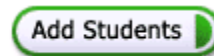


Select a report from the list and click the **View/Edit Report** button. If you have just created this custom report, it will be blank.



Adding Students to a Report

To add students, click the **Add Students** button. This will take you to the *Student Search* page, where you can define the criteria for this report.



By default, your search results will be listed alphabetically by the students' last names with demographic and other information listed by column. To sort by other characteristics, click the column headings.

Add	Student	District	School name	Sex	Race	Grade	ED	SWD	LEP	AIG	PA1
<input type="checkbox"/>	Student 10438	Epsilon	Boris Middle School	M	B	7	Y	Y	N	N	82.9
<input type="checkbox"/>	Student 10485	Epsilon	Camille Middle School	M	H	7	Y	N	Y	N	63.5

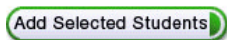
The students' **Achievement Probabilities** for the test(s) and proficiency level(s) you selected appear in the last column(s) on the right.



To add all students in the Search Results to your Custom Student Reports, click the **Add All Students** button at the bottom of the page.



You may select individual students for the report by clicking the Add box next to a student's name. To select all students on the page you are currently viewing, click the **Select This Page** button below the list.



After you've selected the students, click the **Add Selected Students** button at the bottom of the page.



If you want to clear all selected students, click the **Deselect All** button at the bottom of the page.

Reading the Custom Student Report

Remove	Student	District	School Name	Sex	Race	Grade	ED	SWD	LEP	AIG	Achievement Probability
<input type="checkbox"/>	Student 10438	Epsilon	Boris Middle School	M	B	7	Y	Y	N	N	95.2
<input type="checkbox"/>	Student 10485	Epsilon	Camille Middle School	M	H	7	Y	N	Y	N	88.7

The last column on the right lists each student's probability of achieving the future academic milestone currently selected in the menu above the list.

At the bottom of the report, you will see the mean probability for this list of students, along with the standard error.

Mean	99.8
Std Err	0.1



To see these students' probabilities for a different academic milestone, choose from the drop-down menu under the **Projections** tab.

Removing Students from a Custom Report



To remove students from your custom report, click the box next to the names of the students you want to remove.

Then click the **Remove Students** button.



The selected students will be removed from your custom report. All other students in the report will remain.

Academic At Risk Reports

These reports have been provided to you at the request of the North Carolina Department of Public Instruction. Use these reports to determine local policy for providing targeted intervention and support to students who are at risk for not meeting future academic milestones.

At Risk Reports for End of Grade Math and all End of Course subjects include students with a 0-70% probability of scoring in the Level III range. Because the End of Grade Reading test will be rescaled in the coming year, the reports for this subject include students with a 0-80% probability of scoring in the Level III range.

The reports are presented in three categories:

AYP At Risk

The reports include students who are at risk for not meeting the academic indicators for AYP. The reports are provided for End of Grade Math and Reading in grades 4-8, as well as End of Course Algebra I and English I. For End of Grade tests, students with at least three prior test scores will have projections to Math and Reading in the next grade. Students with sufficient data will have projections to Algebra I and English I as early as grade 6.

Graduation At Risk

These reports include students who are at risk for not making a Level III on the End of Course subjects required for graduations - Algebra I, English I, Biology, Civics and Economics, and US History. All high-school students with sufficient data will have projections to these subjects. Students who have previously taken these tests but have not scored at least Level III will still have projections to these subjects. Students with sufficient data will have projections to Algebra I and English I as early as grade 6, Biology as early as grade 7, Civics and Economics and US History as early as grade 8.

Other At Risk

These reports include students who are at risk for not making a Level III on End of Course subjects Algebra II, Chemistry, Geometry, Physical Science, and Physics. These projections are available for high-school students who have at least three prior test scores. Students who have previously taken these tests but have not scored at least Level III will still have projections to these subjects.

Viewing and Interpreting the Reports

To view a report, select from the list and click the **View Report** button.

	<u>Student</u>	<u>District</u>	<u>School Name</u>	<u>Sex</u>	<u>Race</u>	<u>Grade</u>	<u>SWD</u>	<u>LEP</u>	<u>AIG</u>	<u>Title 1</u>	<u>Migrant</u>	<u>Achievement Probability</u>
1.	Student 134466	Zeta	Ivan High School	M	H	9	N	N	N	N	N	43.1
2.	Student 137728	Zeta	Ivan High School	F	B	9	N	N	N	N	N	10.0
3.	Student 140477	Zeta	Ivan High School	F	B	10	N	N	N	N	N	24.6
4.	Student 140519	Zeta	Ivan High School	M	B	9	Y	N	N	N	N	7.4
5.	Student 143619	Zeta	Ivan High School	M	B	9	N	N	N	N	N	0.7
6.	Student 143983	Zeta	Ivan High School	F	MR	12	N	N	N	N	N	11.4

The students in your report are listed alphabetically, with demographic and other information listed by column. You can sort the report by clicking on any blue, underlined column heading. A key to column headings appears below the report. To see a Student Report, click on the student's name.

All students in the report have a 0-70% probability of scoring Level III in the subject you have chosen (0-80% for End of Grade Reading), assuming they have the average schooling experience in North Carolina. These students will need support and intervention to provide them with a better than average schooling experience if they are to be successful. You will want to consider different strategies and levels of intervention for students at different probability ranges.

Click on **Graph Report Results** above the list to see a graph of this report. In the graph, you will see the proportion of students at the school who are likely to pass the test and the proportion of students at risk.





- **Students At Risk:** includes all students at your school who have a projection to the currently selected test and who have a 0-70% probability of scoring Level III (A range of 0-80% is used for End of Grade Reading).
- **Students Likely to Pass:** includes all students at your school who have a projection to the currently selected test and who have a greater than 70% probability of scoring Level III (Greater than 80% for End of Grade Reading).


Value-Added Summary Report

This report indicates how effective each school in the district has been in reading and math for grades three through eight and for tested high school subjects. Only those schools to which you have access are included in the report.

For End of Grade reporting, all grades for the currently selected subject are displayed. For End of Course reporting, all subjects are displayed. If your district has reporting for SAT, values will be displayed for Math, Verbal, and Composite.

 **Green:** students in this school made significantly more progress in this subject than students in the average school in the state.

 **Yellow:** the progress of students in this school was Not Detectably Different from the progress of students in the average school in the state.

 **Light Red:** students in this school made significantly less progress in this subject than students in the average school in the state.

N/A: indicates that no data is available for this school for the test and subject in the most recent year.

Navigation



To view the Value-Added Summary Report for another test or subject, select from the tabs above the table.

Diagnostic Summary Report

This report is a summary of information from the School Diagnostic Reports. It lists the current year's mean and previous years' mean for all subgroups in each school. The report includes all schools whose reporting you are authorized to view.

When interpreting this report, use caution; the subgroup means come from a liberal statistical process and are less conservative than the estimates of a school's influence on student progress found in the **School Value-Added Report**.

Sorting the Table

By default, the schools in the table are listed alphabetically. You can sort by the current year's mean or the previous years' mean (when available) for any quintile. For example, to sort the schools by the current year's mean for the lowest quintile of students, click the current year link for that column.

1 (Lowest)	2
Prev 2007	Prev 2007

Means and Number of Students

For each school, you will see the Mean for each quintile for the current and previous years, when available. These Means represent the difference between students' observed test performance and their predicted performance. Following the Mean you will see the Number of Students in the subgroup in parentheses.

Mean (Nr of Students)

- A large negative mean indicates that students within a group made less progress than expected.
- A large positive mean indicates that students within a group made more progress than expected.
- A mean of approximately 0.0 indicates that a group is progressing at an average rate in the given subject and grade.

Student Assignment to Subgroups

As part of the analyses, students are assigned to Predicted Score Groups based on their predicted score in a given subject and grade. A student's predicted score is an expected score, based on his or her performance on previous tests, assuming the student is in an average school in the state.

Observed minus Predicted Score by Pr		
1 (Lowest)	2	3 (Middle)

When there are fewer than five students in a quintile, the number of students in the group is reported, but the mean is omitted.

Navigation



To view this report for another subject, select from the red **Subjects** tab above the table.

Performance Diagnostic Summary Report

This report is a summary of information from the School Performance Diagnostic Reports. It lists the current year's mean and previous years' mean for all subgroups in each school. The report includes all schools whose reporting you are authorized to view.

When interpreting this report, use caution; the subgroup means come from a liberal statistical process and are less conservative than the estimates of a school's influence on student progress found in the **School Value-Added Report**.

Sorting the Table

By default, the schools in the table are listed alphabetically. You can sort by the current year's mean or the previous years' mean (when available) for any subgroup. For example, to sort the schools by the current year's mean for the Level III students, click the current year link for that column.

Level III	Level IV
Prev 2007	Prev 2007

Means and Number of Students

For each school, you will see the Mean for each performance level for the current and previous years, when available. These Means represent the difference between students' observed test performance and their predicted performance. Following the Mean you will see the Number of Students in the subgroup in parentheses.

Mean (Nr of Students)

- A large negative mean indicates that students within a group made less progress than expected.
- A large positive mean indicates that students within a group made more progress than expected.
- A mean of approximately 0.0 indicates that a group is progressing at an average rate in the given subject and grade.

Student Assignment to Subgroups

As a part of the analyses, students are assigned to Performance Groups based on their predicted scale score. A student's predicted score is an expected score, based on his or her performance on previous tests, assuming the student is in an average school in the state.

Projected Performance Level		
Level I	Level II	Level III

When there are fewer than five students in a subgroup, the number of students in the group is reported, but the mean is omitted.

Navigation



To view this report for another subject, select from the red **Subjects** tab above the table.

Feeder Pattern Report

The Feeder Pattern Report allows you to observe and compare opportunities for student academic progress within specific sequences of schools. Using this report, you can assess strengths and weaknesses in educational delivery across grades and determine whether access to effective schooling is distributed equitably to students assigned to different sequences.

Creating a Feeder Pattern Report



Choose **Feeder Pattern Report** from the Reports tab.

In the window that appears, select the schools you wish to include in your sequence. Only those schools to which you have access will appear as choices for your Feeder Pattern Reports.

- The Elementary School list includes schools that tested in grades 4 or 5.
- The Middle School list includes schools that tested in grades 6, 7, or 8. Some schools in this list may have tested in additional grades.
- The High School list includes schools that administered a high school test.
- Some schools appear in more than one list.



Click **Submit** to create the report.




You may create additional Feeder Patterns by choosing **Yes** for the **Add New Pattern** option above the table.

Interpreting the Report

The Feeder Pattern Report shows the School Effect for the subject area chosen across all grades tested in the schools that make up the sequence. These School Effects are pulled from the Value-Added Reports for each school. They are expressed in scale scores points.

Elementary School		Middle School			High School			
Sam Elementary School		Celia Middle School			Rebekah High School			
EOG	EOG	EOG	EOG	EOG	EOC	EOC	EOC	SAT
4	5	6	7	8	Alg1	Alg2	Geom	Math
-1.1	0.7	0.4	-0.5	2.0	1.65	3.21	-1.04	-16.7

To see the Value Added Report for a school in the sequence, click on the school's name.

-  **Green:** students in this school made significantly more progress in this subject than students in the average school in the state.
 -  **Yellow:** the progress of students in this school was Not Detectably Different from the progress of students in the average school in the state.
 -  **Light Red:** students in this school made significantly less progress in this subject than students in the average school in the state.
- N/A:** indicates that no data is available for this school for the test and subject in the most recent year.

NOTE: For SAT data, the comparison group is the average school that administered the SAT in the group of districts that submitted SAT data for analyses.



To see the School Effects for another subject area, choose from the list under the Subjects tab.

To remove all Feeder Pattern Reports, click the **Clear All** button above the report.

To see the report for another subject area, select from the **Subjects** tab above the graph.

Getting Help

Help Files

SAS EVAAS has provided help files to explain each report. These help files provide

- ▶ Detailed explanations of each value in the reports
- ▶ Guidance for report interpretation
- ▶ Important information about the statistical methodology used in the analyses
- ▶ Hints for navigating through the reports



To open the Help file for the report you are viewing, click Help in the global menu at the top of the screen. The Help file will open in a new window.

Forgot Your Password?

If you forget your password, click the link on the login page. In the window that appears, enter your Username and email address.

A screenshot of a web form titled "Retrieve Forgotten Password" from the EVAAS system. The form has a blue header with the EVAAS logo and title. Below the header, there is a message: "Please enter your username and email address. A new random password will be emailed to you." The form contains two input fields: "Username:" and "Email:". Below these fields is a "GO" button with a right-pointing arrow. At the bottom of the form, there are two links: "Go back to the login page." and "Having trouble using the system? Contact Us".

The system will automatically email your login information to you.

If you can't remember your Username, click the Contact Us link on the login page and fill out the form. SAS EVAAS technical support will email you a new random password that you must change the next time you login.

Contacting Technical Support

The SAS EVAAS technical support staff is available to answer your questions about logging into the system, data issues, and technical problems.



You may contact SAS EVAAS technical support by clicking the Contact Us link in the global menu bar at the top of the screen.

There is also a Contact Us link on the login page.

Clicking either of these links will open a window in which you can describe the problem you're having and send the message to SAS EVAAS technical support.

The image shows a screenshot of a web browser window titled "User Feedback Form - Microsoft Internet ...". The window has a blue title bar and standard Windows window controls (minimize, maximize, close). The main content area is titled "Contact Us" and contains the following information:

- Operating System:** WinXP
- Browser:** Internet Explorer 6.0
- Email Address:** Your.Email@schools.net
(Hint: If this email is incorrect, please click on User Settings to update it.)
- A dropdown menu with the text "Please select the type of feedback" and a downward arrow.
- A text area with the prompt "Enter your questions, comments, feedback or your message here:" and a vertical scrollbar on the right.
- A checkbox labeled "Send a copy to my email address" which is currently unchecked.
- Two buttons at the bottom: "Cancel" (red) and "Submit" (green).