



Sample Reporting for EVAAS®

Reflective and Proactive Reports for Improving Education

**THE
POWER
TO KNOW®**

Effective teaching, or lack thereof, influences a student's ultimate achievement and career opportunities. With a statistically robust and reliable metric, policymakers and educators can know whether they are maximizing academic growth opportunities for all students. SAS EVAAS analyses provide this knowledge by measuring teaching influences on the academic progress of populations of students. This document provides a sampling of the reporting typically available to educators. As the reporting indicates, this school has an opportunity for improvement in several subject areas, and the drill-down capability can assist educators in targeting their interventions and resources for school improvement even more efficiently. Furthermore, the student level projections, which provide estimates of individual students' likelihood of reaching future academic targets, can further assist educators in getting students on the trajectories necessary for success in primary schooling as well as a variety of college majors. Armed with these tools, educators can focus their resources to the appropriate and effective interventions that benefit all students, regardless of achievement level.

SAS provides a variety of reports through a secure web application that support educators' specific goals and policies. This packet provides screen shots of selected reports that were created using demonstration data and reflect the typical reporting provided to EVAAS customers. The reports include the following samples:

- District Value-Added Report
- Value-Added Summary for a District
- School Value-Added and School Diagnostic Reports for End-of-Grade Testing
- School Value-Added and School Diagnostic Reports for End-of-Course Testing
- School Value-Added and School Diagnostic Reports for College Readiness Assessments
- Individual Student Testing History
- Individual Student-Level Projection
- Future Academic Performance Reports for End-of-Grade Testing
- Future Academic Performance Reports for End-of-Course Testing
- Custom Student Reports
- Teacher Value-Added Report for End-of-Grade Testing
- Teacher List of Students for End-of-Grade Testing
- Teacher Diagnostic Report for End-of-Grade Testing
- Teacher Value-Added Report for End-of-Course Testing
- Teacher List of Students for End-of-Course Testing
- Teacher Diagnostic Report for End-of-Course Testing
- Administrator Teaching Effectiveness Summary
- Administrator Teaching Effectiveness Listing

Additional reporting is available on the website, and all reports will be customized to reflect local testing available, branding and policies.

A District Overview: Value-Added Report for a District

The **District Value-Added Report** indicates how the average progress in the district compares to its growth standard by grade for a particular subject. The effectiveness estimate for the district is provided for each grade/subject in the current year, and the average effectiveness for the most recent three years is also reported where possible, given testing available. Educators can use this report to target their interventions and resources for school improvement more efficiently across the district.

Report: System Value Added		Test: TCAP	
System: Large Urban School District		Subject: Math	
Year: 2011			

Estimated System Mean NCE Gain								
Grade	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	Mean NCE Gain over Grades Relative to	
Growth Standard		0.0	0.0	0.0	0.0	0.0		
State 3-Yr-Avg		1.6	1.0	0.1	1.8	1.5	Growth Standard	State
2009 Mean NCE Gain		-1.2 R*	4.8 G*	-2.1 R*	2.0 G*	0.7 G*	0.9	-0.3
Std Error		0.3	0.3	0.3	0.3	0.3	0.1	0.1
2010 Mean NCE Gain		3.6 G*	3.4 G*	0.9 G*	2.8 G*	2.1 G*	2.6	1.4
Std Error		0.3	0.3	0.3	0.3	0.3	0.1	0.1
2011 Mean NCE Gain		6.5 G*	-0.6 R*	1.8 G*	1.2 G*	1.6 G*	2.1	0.9
Std Error		0.3	0.3	0.3	0.3	0.3	0.1	0.1
3-Yr-Avg NCE Gain		<u>3.0</u> G*	<u>2.5</u> G*	<u>0.2</u> G*	<u>2.0</u> G*	<u>1.5</u> G*	1.8	0.7
Std Error		0.2	0.2	0.2	0.2	0.1	0.1	0.1

Estimated System Mean NCE Scores							
Grade	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
State Base Year (2009)	50.0	50.0	50.0	50.0	50.0	50.0	
State 3-Yr-Avg	43.8	44.5	43.0	43.7	43.5	43.6	
2008 Mean	33.3	28.5	32.6	29.3	31.0	29.9	
2009 Mean	34.6	32.2	33.3	30.5	31.3	31.7	
2010 Mean	36.1	38.3	35.6	34.2	33.3	33.4	
2011 Mean	38.6	42.6	37.6	37.4	35.5	34.9	

G*	Estimated mean NCE gain is above the growth standard by at least 1 standard error.
G	Estimated mean NCE gain is equal to or greater than growth standard but by less than 1 standard error.
Y	Estimated mean NCE gain is below the growth standard by 1 standard error or less.
R	Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.
R*	Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

To view additional reports, click on the underlined numbers or words.

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A District Overview: Value-Added Summary for All Schools in a District

The **Value-Added Summary Report** indicates how each school compares to others in the district by grade for a particular subject. The effectiveness estimate for the school is provided for each grade/subject in the current year, and the average effectiveness for the most recent three years is also reported where possible, given testing available. Educators can use this report to target their inventions and resources for district improvement more effeciently across the district.

Report: Value Added Summary		Test: TCAP	
System: Large Urban School District		Subject: Math	
Year: 2011			

Estimated School Mean NCE Gain by Grade						
School Name		4	5	6	7	8
Beaver Elementary School	2011	8.8	1.9	--	--	--
	3-Yr-Avg	7.5	5.9	--	--	--
Bittersweet Elementary School	2011	8.3	-0.4	--	--	--
	3-Yr-Avg	4.8	3.5	--	--	--
Blue Bell Elementary School	2011	2.5	-5.5	--	--	--
	3-Yr-Avg	-2.9	-3.1	--	--	--
Blue Middle School	2011	--	--	4.1	1.4	4.5
	3-Yr-Avg	--	--	0.9	2.5	3.6
Blue Violet Elementary School	2011	2.3	-6.9	--	--	--
	3-Yr-Avg	0.6	-1.4	--	--	--
Burnt Orange Elementary School	2011	7.3	2.0	--	--	--
	3-Yr-Avg	2.8	4.6	--	--	--
Canary Elementary School	2011	3.6	-4.0	--	--	--
	3-Yr-Avg	-0.0	-1.1	--	--	--
Carnation Pink Elementary School	2011	5.6	-2.8	--	--	--
	3-Yr-Avg	0.7	-2.1	--	--	--
Denim Elementary School	2011	6.5	-1.7	--	--	--
	3-Yr-Avg	1.2	1.7	--	--	--
Desert Sand Elementary School	2011	1.5	-1.3	--	--	--
	3-Yr-Avg	-2.3	-0.2	--	--	--
Eggplant Elementary School	2011	4.2	-2.4	--	--	--
	3-Yr-Avg	2.9	1.9	--	--	--
Gold Elementary School	2011	10.8	4.9	--	--	--
	3-Yr-Avg	7.3	7.7	--	--	--
Green Elementary School	2011	3.0	-6.5	--	--	--
	3-Yr-Avg	-1.3	-1.7	--	--	--
Hot Magenta Elementary School	2011	6.2	-0.6	--	--	--
	3-Yr-Avg	2.8	2.4	--	--	--
Jazzberry Jam Elementary School	2011	10.6	7.4	--	--	--
	3-Yr-Avg	8.7	8.6	--	--	--

	Estimated mean NCE gain is above the growth standard by at least 1 standard error.
	Estimated mean NCE gain is equal to or greater than growth standard but by less than 1 standard error.
	Estimated mean NCE gain is below the growth standard by 1 standard error or less.
	Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.
	Estimated mean NCE gain is below the growth standard by more than 2 standard errors.
	The school does not have data for this test and subject in the most recent year.

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**Drilling Down to a Specific School:
Example 1: School Value-Added and Diagnostic Reports for End-of-Grade Tests**

Focusing on a single school, the **School Value-Added Report** can be used to evaluate the *overall effectiveness* of a school on student progress in subjects where students take tests in consecutive grades, like End-of-Grade assessments. This report compares student progress to that of a reference population, such as the state or district, to establish the appropriate expectation for growth.

Report:	School Value Added	Test:	TCAP
School:	Blue Middle School	Subject:	Math
System:	Large Urban School District		
Year:	2011		

Estimated School Mean NCE Gain						
Grade	6	7	8	Mean NCE Gain over Grades Relative to		
Growth Standard	0.0	0.0	0.0			
State 3-Yr-Avg	0.1	1.8	1.5	Growth Standard	State	
2009 Mean NCE Gain	-3.8 R*	2.1 G*	1.6 G*	-0.1	-1.2	
Std Error	0.9	0.9	0.9	0.5	0.5	
2010 Mean NCE Gain	2.4 G*	3.9 G*	4.8 G*	3.7	2.6	
Std Error	0.9	0.9	0.9	0.5	0.5	
2011 Mean NCE Gain	4.1 G*	1.4 G*	4.5 G*	3.4	2.2	
Std Error	0.9	0.9	0.9	0.5	0.5	
3-Yr-Avg NCE Gain	<u>0.9 G*</u>	<u>2.5 G*</u>	<u>3.6 G*</u>	2.3	1.2	
Std Error	0.5	0.5	0.5	0.2	0.2	

Estimated School Mean NCE Scores				
Grade	6	7	8	
State Base Year (2009)	50.0	50.0	50.0	
State 3-Yr-Avg	43.7	43.5	43.6	
2008 Mean	24.9	26.8	22.6	
2009 Mean	28.9	27.0	28.4	
2010 Mean	35.9	32.8	31.9	
2011 Mean	41.9	37.4	37.3	

G*	Estimated mean NCE gain is above the growth standard by at least 1 standard error.
G	Estimated mean NCE gain is equal to or greater than growth standard but by less than 1 standard error.
Y	Estimated mean NCE gain is below the growth standard by 1 standard error or less.
R	Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.
R*	Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

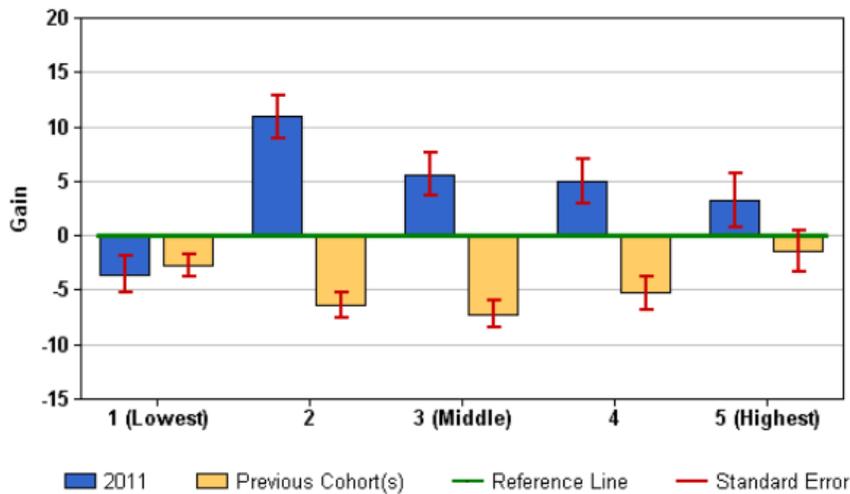
To view additional reports, click on the underlined numbers or words.

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The School Value-Added Report provides an estimate on the *overall* effectiveness. The **School Diagnostic Report** helps educators identify patterns or trends of progress among students at *different achievement levels*. 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. Note that students in the lowest achievement level do not make the expected progress at the sample school for this subject and grade.

Report: School Diagnostic Test: TCAP
 School: Blue Middle School Subject: Math
 System: Large Urban School District Grade: 6th Grade
 Year: 2011

[Select Subgroups](#)



			Prior-Achievement Subgroups				
			1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Math	Reference Line		0.0	0.0	0.0	0.0	0.0
	2011	Gain	<u>-3.6</u>	<u>10.9</u>	<u>5.6</u>	<u>5.0</u>	<u>3.2</u>
		Standard Error	1.7	2.0	2.0	2.0	2.5
		Nr of Students	<u>92</u>	<u>83</u>	<u>90</u>	<u>82</u>	<u>54</u>
		% of Students	22.9	20.7	22.4	20.4	13.5
	Previous Cohort(s)	Gain	-2.8	-6.4	-7.2	-5.3	-1.5
		Standard Error	1.0	1.1	1.3	1.5	1.9
		Nr of Students	381	326	229	156	94
		% of Students	32.1	27.5	19.3	13.2	7.9

To view additional reports, click on the underlined numbers or words.

[View School Performance Diagnostic](#)

**Drilling Down to a Specific School:
Example 2: School Value-Added Report for End-of-Course Tests**

Once again focusing on a single school, the **School Value-Added Report** can be used to evaluate the *overall effectiveness* of a school on student progress in subjects where students take non-consecutive tests, like End-of-Course subjects. The report below compares each school to the average school in the district or state. Comparisons are made for each subject tested in the given year and indicate how a school influences student progress in those subjects. In this subject, the students at this school made significantly *more* progress in 2011 than students in the average school in the state.

Report: School Value Added School: Shadow High School System: Large Urban School District Year: 2011	Test: EOC/AYP Subject: Algebra I
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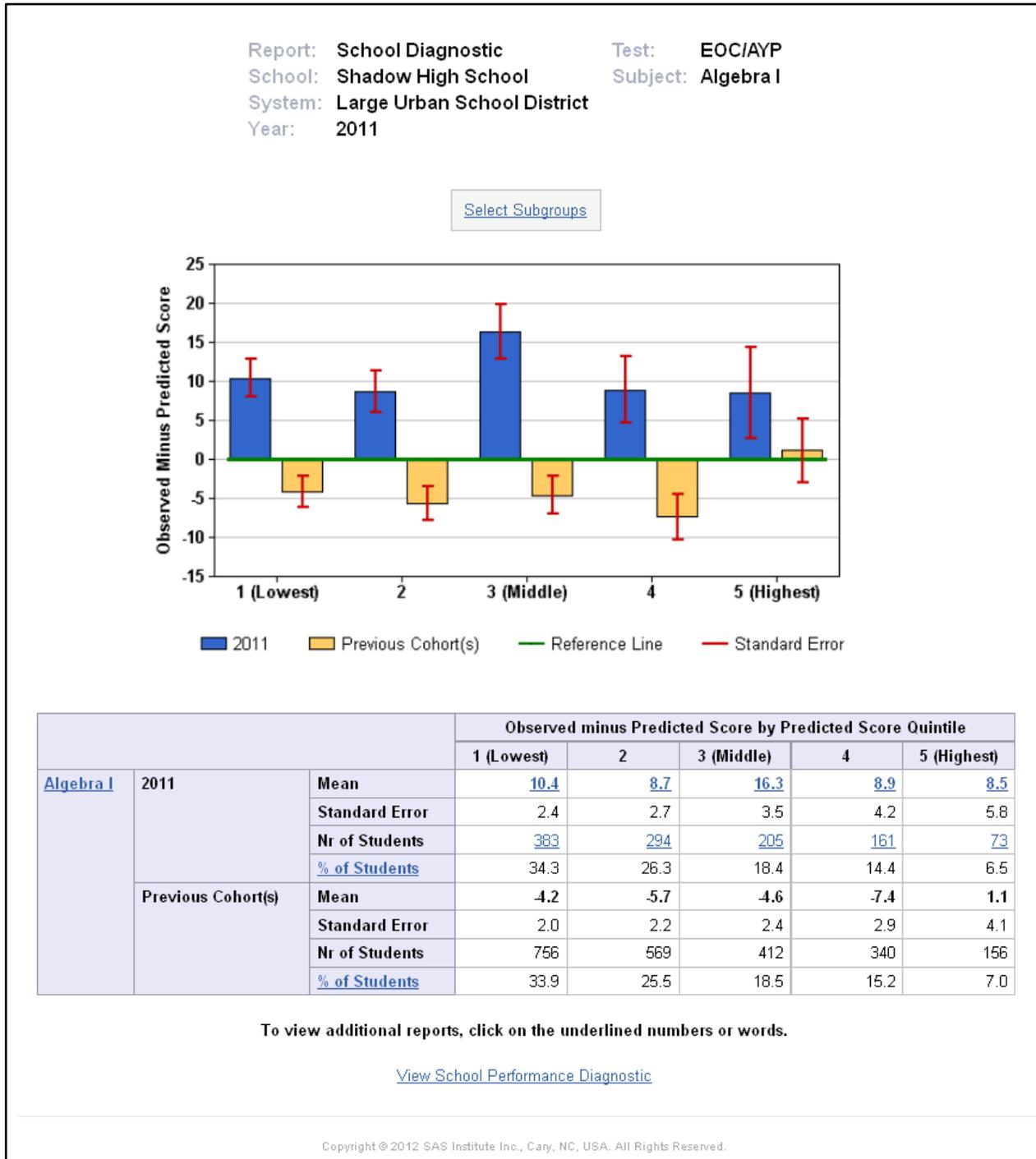
Subject	Year	N	Mean Student Score	Mean Score %-ile	Mean Pred Score	Pred Score %-ile	School Effect	Effect Std Err	Effect %-ile	School vs State Avg
Algebra I	2009	1125	634.1	32	646.3	37	-12.1	2.9	20	Below
	2010	1108	658.1	39	655.4	38	2.7	3.1	55	NDD
	2011	1116	666.6	42	655.9	37	10.6	3.7	77	Above
	3-Yr-Avg	3349	652.9	38	652.5	37	<u>0.4</u>	1.9	50	NDD

	Progress is significantly above the average school in the state.
	Progress is not detectably different from the average school in the state.
	Progress is significantly below the average school in the state.

To view additional reports, click on the underlined numbers or words.

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From the School Value-Added Report, educators can click to the **School Diagnostic Report** to identify patterns or trends of progress among students at *different achievement levels*. As the report below indicates, this school is fairly effective with its students across all achievement levels and particularly with its middle achieving students.



**Drilling Down to a Specific School:
Example 3: School Value-Added Report for ACT Math**

The **School Value-Added Report** is available for other non-consecutive tests besides End-of-Course tests, such as EXPLORE, PLAN, ACT, PSAT and SAT. Note that for the ACT English, the students at this school made similar progress to students in the average school in the state.

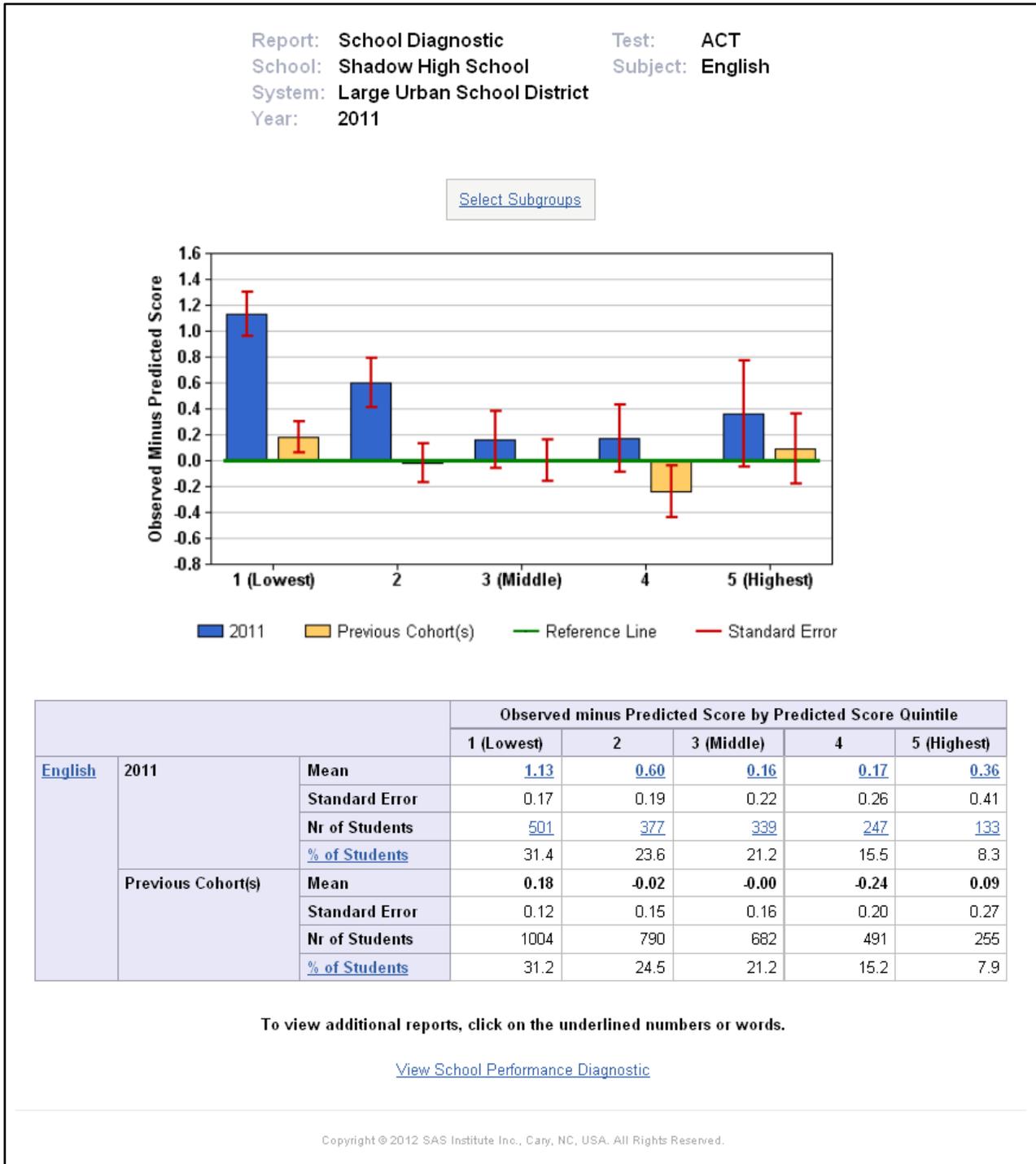
Report: School Value Added Test: ACT
 School: Shadow High School Subject: English
 System: Large Urban School District
 Year: 2011

Subject	Year	N	Mean Student Score	Mean Pred Score	School Effect	Effect Quintile	School vs State Avg
English	2009	1644	12.94	13.14	-0.20	3	NDD
	2010	1578	14.33	14.09	0.24	4	NDD
	2011	1597	15.46	14.87	0.58	4	NDD
	3-Yr-Avg	4819	14.23	14.02	<u>0.21</u>	4	NDD

-  Progress is significantly above the average school in the state.
-  Progress is not detectably different from the average school in the state.
-  Progress is significantly below the average school in the state.

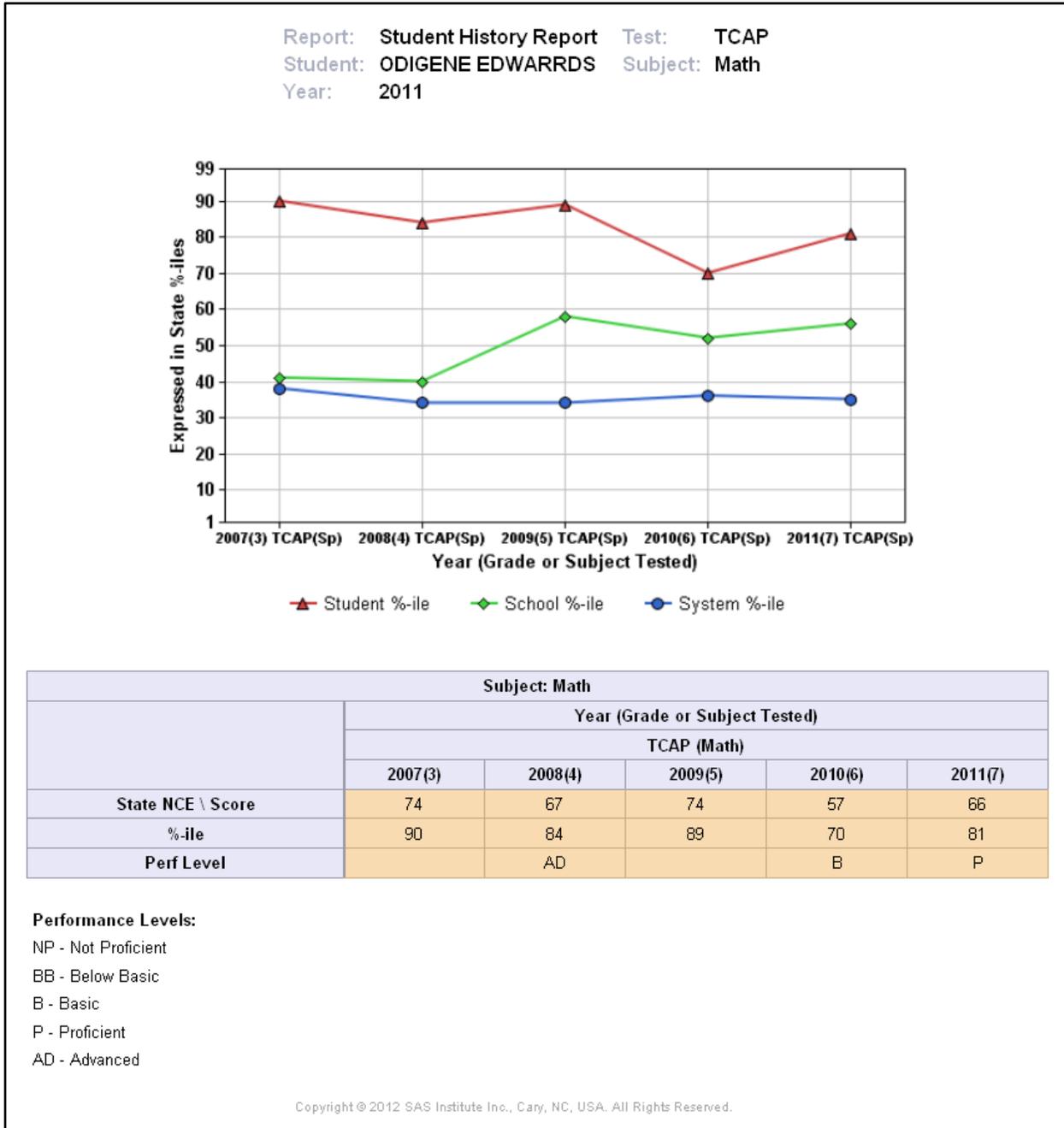
To view additional reports, click on the underlined numbers or words.

From the School Value-Added Report, educators can click to the **School Diagnostic Report** to identify patterns or trends of progress among students at expected to score at *different achievement levels*. Note that students at the lowest and highest achievement levels tend to make the most progress in ACT English.



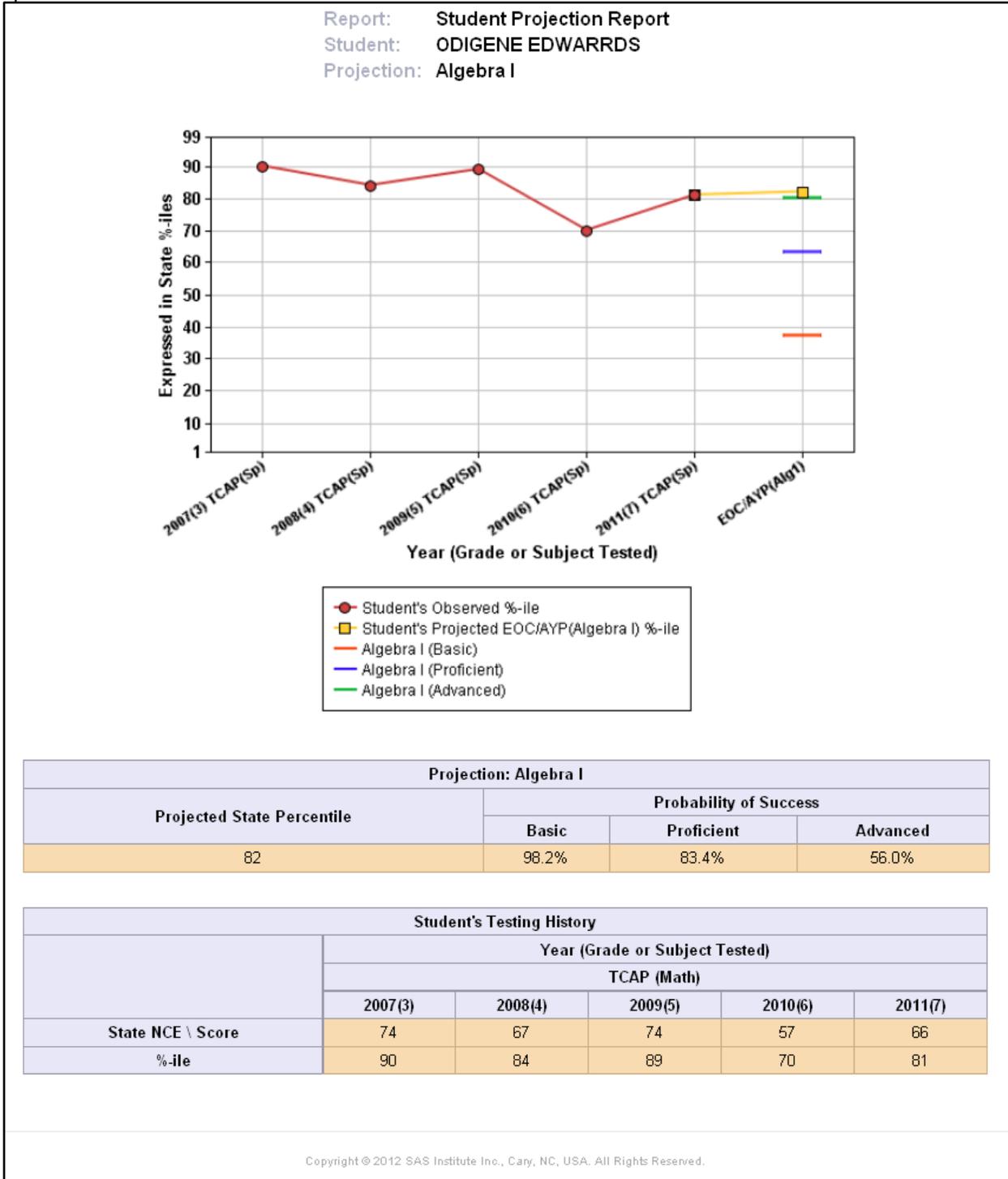
Drilling Down to a Specific Student: Example 1: Individual Student Testing History

From the school level reports, educators can drill down even further to individual students. For students who have at least three prior test scores, their testing history is available by subject. In addition to the student's testing history (red line), the report also provides the school's mean percentile (green line) and the district's mean percentile (blue line) as a point of comparison.



Drilling Down to a Specific Student: Example 2: Individual Student-Level Projection

For students who have at least three prior test scores, an individual student-level projection is available and reported with each student's testing history. The projections are estimated using a student's scores in all subjects from previous tests. The prior scores (red dots) and projection (yellow line) are reported as a percentile rank, as shown in the graph and chart below.

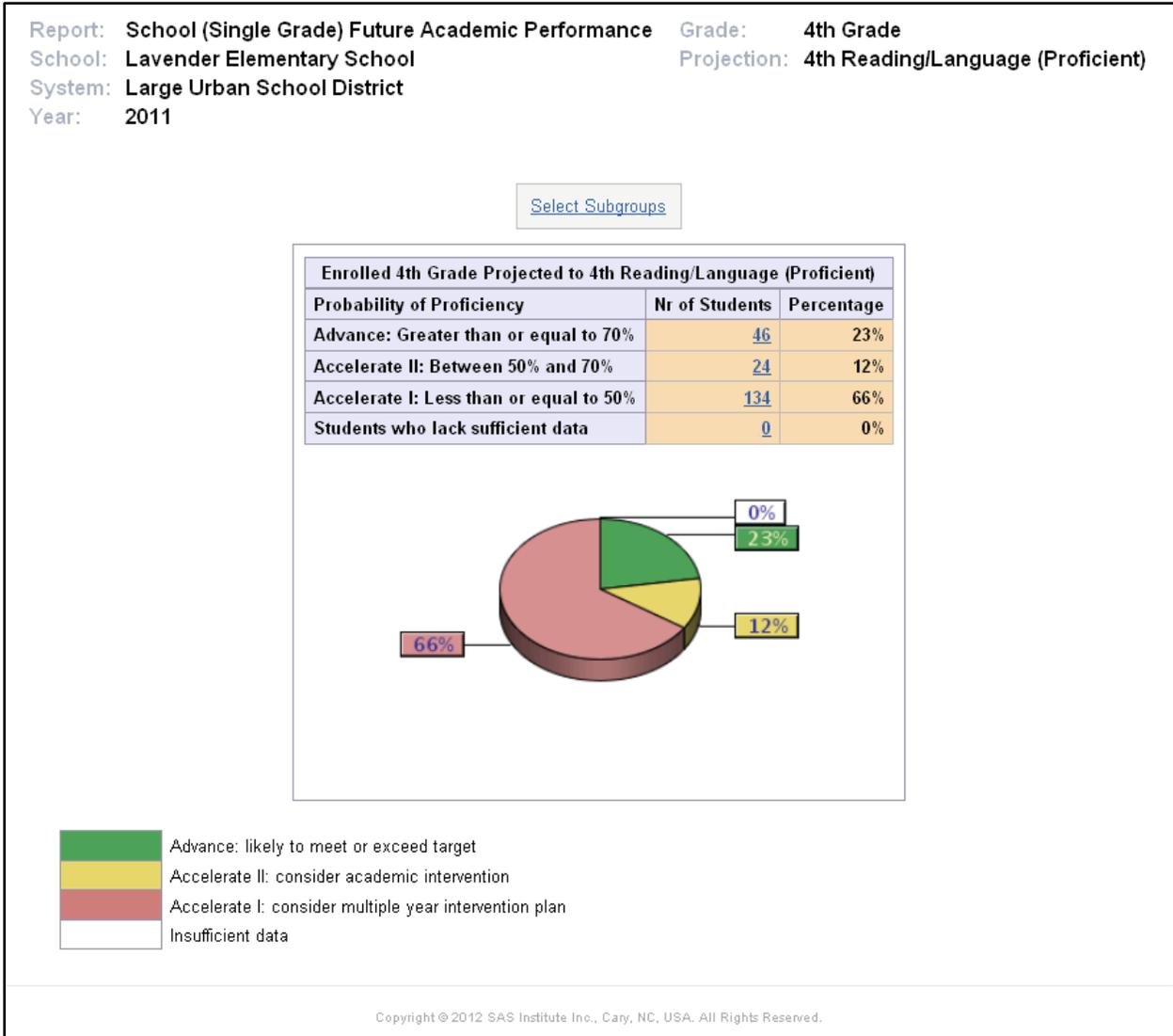


Student projections can be provided for the next grade's tests, high school graduation tests, and various important college readiness levels. The projections to a variety of meaningful endpoints enable flexibility for educators to set meaningful goals for individual students, depending on their most imminent academic needs. For students far behind, proficiency in the next grade might be the goal, keeping in mind what it takes to also meet high school graduation requirements. For students at grade level, recognizing that levels of academic preparation differ according for various college majors could be the catalyst to entice students into more rigorous courses during their K-12 years.

Using Individual Student Level Projections at the Group Level: Academic Preparedness Reports

This report shows the probability that students within a grade will score at or above proficiency on future tests. For each subject, the table shows the number and percentage of students in each of three probability groups. The pie chart shows the percentage of students in each group and is color-coded for easy interpretation. Educators can drill down to see the individual students in each probability group and target their interventions accordingly.

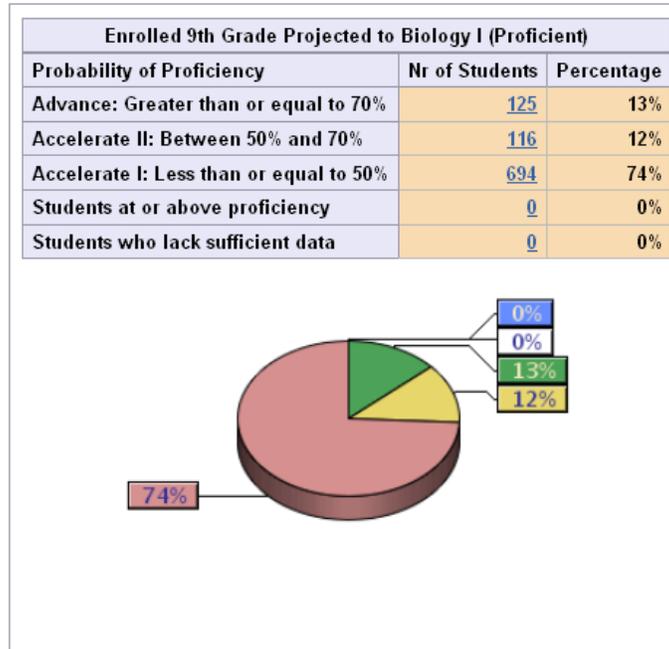
Example 1: Future Academic Performance for End-of-Grade Reading



Example 2: Future Academic Performance for End-of-Course Biology I

Report: School (Single Grade) Future Academic Performance Grade: 9th Grade
 School: Forest Green High School Projection: Biology I (Proficient)
 System: Large Urban School District
 Year: 2011

[Select Subgroups](#)



- Advance: likely to meet or exceed target
- Accelerate II: consider academic intervention
- Accelerate I: consider multiple year intervention plan
- For EOC/AYP: Students who tested at or above proficiency and therefore do not have a projection.
- Insufficient data

Please note, while these reports are automatically generated on the EVAAS website, educators can define their own probability ranges for any of the available tests by using **Custom Student Reports**. This feature also allows educators to look at specific subgroups.

Search for students ...

With the Last Name:

Who last tested in:

At these Schools:

- Beaver Elementary School
- Bittersweet Elementary School
- Blue Bell Elementary School
- Blue Middle School
- Blue Violet Elementary School
- Burnt Orange Elementary School

Matching the following:

Race	Sex	Demographics
<input type="checkbox"/> American Indian	<input type="checkbox"/> Male	<input type="checkbox"/> English Language Learner
<input type="checkbox"/> Asian	<input type="checkbox"/> Female	<input type="checkbox"/> Special Ed
<input type="checkbox"/> Black	<input type="checkbox"/> Unknown (Sex)	<input type="checkbox"/> Gifted
<input type="checkbox"/> Hispanic		<input type="checkbox"/> Economically Disadvantaged
<input type="checkbox"/> White		<input type="checkbox"/> Migrant
		<input type="checkbox"/> Functionally Delayed
		<input type="checkbox"/> Career Technical Student

With these projected proficiencies:

Test	Subject (Level)	Lower %	Upper %	
<input type="text" value="-- Tests --"/>	<input type="text" value="-- Subjects (Level) --"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	Clear test

[Add Another Test](#)

Submit

[\(Reset\)](#)

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Teaching Effectiveness:

Example 1: Teacher Value-Added Report for End-of-Grade Testing

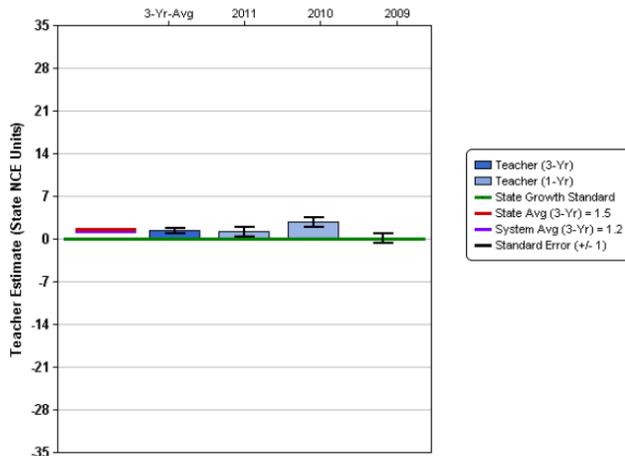
The **Teacher Value-Added Reports** provide reflection on the overall effectiveness of a teacher on student progress. This report for an end-of-grade subject compares student progress to that of a reference population, such as the state or district, to establish the appropriate expectation for growth.

Report: TDOE Official TVAAS Teacher Value Added Test: TCAP
 Year: 2011 Subject: Social Studies
 Teacher: HAVARD WHITNALL (3554) Grade: 7th Grade
 School: Blue Middle School
 System: Large Urban School District

[View List of Students](#)

Teacher Progress Estimates and Standard Errors				
Year	Estimate	Standard Error	Index	Level
3-Yr-Avg	1.3	0.5	2.85	Level 5
2011	<u>1.2</u>	0.8	1.44	Level 4
2010	2.8	0.8	3.38	Level 5
2009	0.0	0.8	0.04	Level 3

Teacher estimates are from SAS® EVAAS® multivariate, longitudinal analyses using all available data for each student (up to 5 years).



Teacher progress estimates and standard errors are presented in the chart above. This allows each teacher to compare his or her students' progress with the state growth standard, state average, and system average.

3-Yr-Avg State Distribution of Teachers (TCAP Social Studies, Grade 7)	
Level	Nr of Teachers
Level 5, Most Effective	150
Level 4, Above Average Effectiveness	4
Level 3, Average Effectiveness	7
Level 2, Approaching Average Effectiveness	2
Level 1, Least Effective	132

Rules for Effectiveness Level Determination

- Level 5, Most Effective: Teachers whose students are making substantially more progress than the state growth standard/state average (the teacher's index is 2 or greater).
- Level 4, Above Average Effectiveness: Teachers whose students are making more progress than the state growth standard/state average (the teacher's index is equal to or greater than 1 but less than 2).
- Level 3, Average Effectiveness: Teachers whose students are making the same amount of progress as the state growth standard/state average (the teacher's index is equal to or greater than -1 but less than 1).
- Level 2, Approaching Average Effectiveness: Teachers whose students are making less progress than the state growth standard/state average (the teacher's index is equal to or greater than -2 but less than -1).
- Level 1, Least Effective: Teachers whose students are making substantially less progress than the state growth standard/state average (the teacher's index is less than -2).

From the teacher value-added report, teachers may drill down to view the **List of Students** linked to them for a value-added report by subject and grade. This report can also indicate which students were used in the analysis.

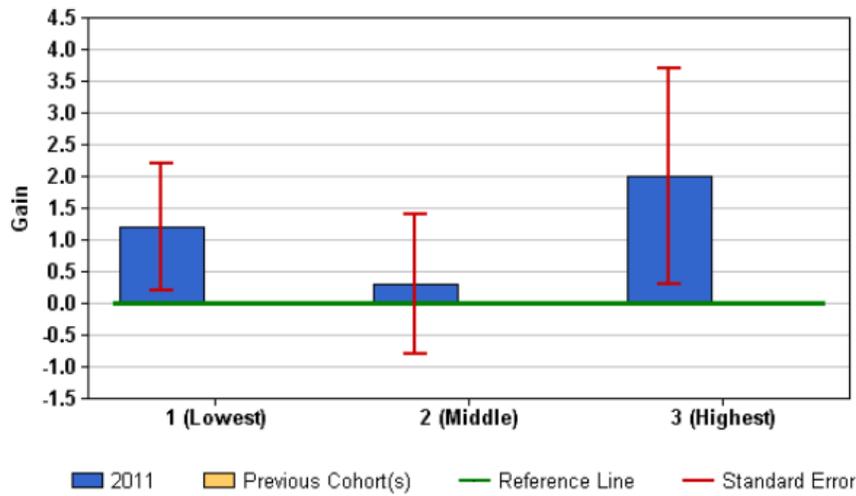
Report: **Student Teacher Linkages** Test: **TCAP** Grade: **7th Grade**
 Teacher: **HAVARD WHITNALL (3554)** Subject: **Social Studies**
 School: **Blue Middle School**
 System: **Large Urban School District**

#	Student Name	Used in the Analysis
1.	ALLIGOODD, BILLYB	Y
2.	BERNAL, SBVANNA	Y
3.	BONNOUGH, DEZARE	Y
4.	CLFIED, WANUEL	Y
5.	DECANDIA, BROUGH	N
6.	DGER, JOELA	Y
7.	DYGERT, TEMISH	Y
8.	FELTHOFF, KALLAH	Y
9.	FRALIXAN, JABORIA	Y
10.	GALVEY, AVONTI	Y
11.	GATAS, TSACY	Y
12.	GEARHT, JASIRIA	Y
13.	HANKI, LENCIA	Y
14.	HENRETTY, RAR	Y
15.	JREWER, MIHALY	Y
16.	KALIEBE, KAVARS	Y
17.	KECK, TAREQ	Y
18.	KINJORSKI, JABARR	Y
19.	KIRST, KEARIS	N
20.	MAIDAK, TAMONS	Y
21.	MCNEILN, JENISCI	Y
22.	NIEMANN, SHYDASHA	Y
23.	PRUITTN, SIRIVANH	Y
24.	QUEEER, TARKEY	N
25.	RANDHAWA, RAKERS	Y
26.	SCROGGS, YMM	Y
27.	SMD, BOZACHA	Y
28.	SOLANO, EVONI	Y
29.	SOMERIVLLE, SHATADAH	Y
30.	TINIUC, DESTINT	Y

From the teacher value-added report, teachers may drill down to view the **Teacher Diagnostic Report** to identify patterns or trends of progress among students at different achievement levels in their classroom. As the report below indicates, this teacher is most effective with his students at the lowest and highest achievement levels.

Report: **Teacher Diagnostic** Test: **TCAP**
 School: **Blue Middle School** Subject: **Social Studies**
 System: **Large Urban School District** Grade: **7th Grade**
 Teacher: **HAVARD WHITNALL (3554)**
 Year: **2011**

[Select Subgroups](#)



			Prior-Achievement Subgroups		
			1 (Lowest)	2 (Middle)	3 (Highest)
Social Studies	Reference Line		0.0	0.0	0.0
	2011	Gain	1.2	0.3	2.0
		Standard Error	1.0	1.1	1.7
		Nr of Students	12	10	9
		% of Students	38.7	32.3	29.0
	Previous Cohort(s)	Gain			
		Standard Error			
		Nr of Students			
		% of Students	0.0	0.0	0.0

To view additional reports, click on the underlined numbers or words.

Teaching Effectiveness: Example 2: Teacher Value-Added Report for End-of-Course Testing

The **Teacher Value-Added Reports** provide reflection on the overall *effectiveness* of a teacher on student progress. The report below compares each teacher to the average teacher in the district or state.

Report: TDOE Official TVAAS Teacher Value Added

Year: 2011

Teacher: DRECILLA CEARSON (7448)

School: Blue Middle School

System: Large Urban School District

Test: EOC/AYP

Subject: Algebra I

[View List of Students](#)

Teacher Progress Estimates and Standard Errors				
Year	Estimate	Standard Error	Index	Level
3-Yr-Avg	20.5	3.2	6.31	Level 5
2011	22.9	5.4	4.23	Level 5
2010	24.0	5.5	4.35	Level 5
2009	14.5	5.9	2.45	Level 5

Teacher estimates are from SAS® EVAAS® multivariate, longitudinal analyses using all available data for each student (up to 5 years).

Teacher progress estimates and standard errors are presented in the chart above. This allows each teacher to compare his or her students' progress with the state growth standard, state average, and system average.

3-Yr-Avg State Distribution of Teachers (EOC/AYP Algebra I)	
Level	Nr of Teachers
Level 5, Most Effective	135
Level 4, Above Average Effectiveness	7
Level 3, Average Effectiveness	10
Level 2, Approaching Average Effectiveness	9
Level 1, Least Effective	134

Supplemental Information for High School Subjects						
Year	Nr of Students	Mean Student Score	Mean Score %ile	Mean Pred Score	Pred Score %ile	%ile of TVAAS Effect
3-Yr-Avg	73	676.8	49	655.9	39	67
2011	26	678.5	48	655.4	37	67
2010	25	678.2	49	653.9	38	69
2009	22	673.2	50	658.6	43	61

Rules for Effectiveness Level Determination

Level 5, Most Effective: Teachers whose students are making substantially more progress than the state growth standard/state average (the teacher's index is 2 or greater).

Level 4, Above Average Effectiveness: Teachers whose students are making more progress than the state growth standard/state average (the teacher's index is equal to or greater than 1 but less than 2).

Level 3, Average Effectiveness: Teachers whose students are making the same amount of progress as the state growth standard/state average (the teacher's index is equal to or greater than -1 but less than 1).

Level 2, Approaching Average Effectiveness: Teachers whose students are making less progress than the state growth standard/state average (the teacher's index is equal to or greater than -2 but less than -1).

Level 1, Least Effective: Teachers whose students are making substantially less progress than the state growth standard/state average (the teacher's index is less than -2).

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From the teacher value-added report, teachers may drill down to view the **List of Students** linked to them for a value-added report by subject and grade. This report can also indicate which students were used in the analysis.

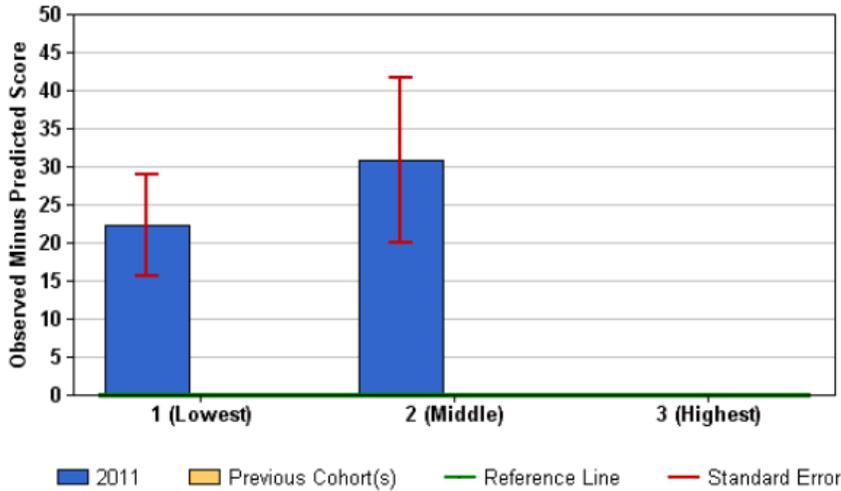
Report: **Student Teacher Linkages** Test: **EOC/AYP**
 Teacher: **DRECILLA CEARSON (7448)** Subject: **Algebra I**
 School: **Blue Middle School**
 System: **Large Urban School District**

#	Student Name	Used in the Analysis
1.	BRIDGEFORH, SONTONIO	N
2.	BURNSWORTH, ALEXYA	Y
3.	COSMINSKY, HAWON	Y
4.	FRISK, ADIONTAE	Y
5.	GOMEZPEREZ, AAZIM	Y
6.	GRAAY, ALGINA	N
7.	HEACOCK, DAVIDS	Y
8.	HEUSER, RAYMONA	Y
9.	HUYEN, CENISHI	Y
10.	JLESHER, ORIE	Y
11.	KEMPKES, TORANE	Y
12.	KULATUSENGA, ALVE	Y
13.	LETCHWOTH, JOHQUI	Y
14.	MANKAME, NAEEM	Y
15.	MCNEVE, BIANDI	N
16.	MELKONYAN, BRADNY	Y
17.	MOPRRIS, KIYANAH	Y
18.	MULHERI, SARIAN	Y
19.	ODENTHAL, LAMISHE	Y
20.	PAISON, DINEYSHI	Y
21.	PIRTL, DAMBARI	Y
22.	POVEDACASTI, DAQUION	Y
23.	ROBINZINE, MYLASHA	Y
24.	SAUERWIN, ELSY	Y
25.	SORKIN, NADEBRA	Y
26.	SZPARA, AIEKSA	Y
27.	TRAPP, LYDARIU	Y
28.	TRUCKSI, BIONKIA	Y
29.	WHATELY, THIRES	Y

From the teacher value-added report, teachers may drill down to view the **Teacher Diagnostic Report** to identify patterns or trends of progress among students at different achievement levels in their classroom. As the report below indicates, this teacher is very effective with her students at both the lowest and middle achievement levels.

Report: **Teacher Diagnostic** Test: **EOC/AYP**
 School: **Blue Middle School** Subject: **Algebra I**
 System: **Large Urban School District**
 Teacher: **DRECILLA CEARSON (7448)**
 Year: **2011**

[Select Subgroups](#)



			Observed minus Predicted Score by Predicted Score Tertile		
			1 (Lowest)	2 (Middle)	3 (Highest)
Algebra I	2011	Mean	22.3	30.9	
		Standard Error	6.6	10.8	
		Nr of Students	15	8	3
		% of Students	57.7	30.8	11.5
	Previous Cohort(s)	Mean			
		Standard Error			
		Nr of Students			
		% of Students			

To view additional reports, click on the underlined numbers or words.

Teaching Effectiveness: Administrator Teaching Effectiveness Summary

While each teacher receives an Effectiveness Level as part of his or her Teacher Value-Added Report, the **Administrator Teaching Effectiveness Summary Reports** allow district or school administrators to identify the number of teachers at each Effectiveness Level and who those teachers are.

Report: System Teaching Effectiveness Summary **Subject Group:** All Subject Groups
School: Blue Middle School
System: Large Urban School District

TCAP Subjects

The following subject(s) are included: Math, Reading/Language, Science, Social Studies.

Teaching Effectiveness Category	Below Reference, Least Effective			Below Reference, Approaching Average Effectiveness			At Reference, Average Effectiveness			Above Reference, Above Average Effectiveness			Above Reference, Most Effective		
	Level 1			Level 2			Level 3			Level 4			Level 5		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
School	65	58	58	1	3	2	7	3	6	1	4	1	70	76	77
System	946	876	923	189	165	125	646	489	536	204	241	253	1028	1237	1211
State	1871	1855	1839	355	344	296	1300	962	1111	461	453	469	2070	2446	2413

High School Subjects

The following subject(s) are included: Algebra I, Biology I, English II, US History, English I.

Teaching Effectiveness Category	Below Reference, Least Effective			Below Reference, Approaching Average Effectiveness			At Reference, Average Effectiveness			Above Reference, Above Average Effectiveness			Above Reference, Most Effective		
	Level 1			Level 2			Level 3			Level 4			Level 5		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
School	2	2	2	0	0	0	0	0	0	0	0	0	2	2	2
System	355	339	333	24	32	22	42	43	46	19	22	26	284	286	302
State	614	627	637	52	57	52	104	97	90	40	46	58	646	631	635

Note: The reference for high school teachers is the state average teacher. For grades 4-8, it is the gain based on the state growth standard set in 2008-2009. Teachers who teach multiple tested subjects/grades are counted separately for each subject/grade in this report. The counts above are based on teacher effectiveness levels that include up to three years of teacher value added estimates to provide the most robust information possible. Each year that is reported above uses the most robust estimate from that year.

Rules for Effectiveness Level Determination

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Level 4, Above Average Effectiveness: Teachers whose students are making more progress than the state growth standard/state average (the teacher's index is equal to or greater than 1 but less than 2).

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Level 1, Least Effective: Teachers whose students are making substantially less progress than the state growth standard/state average (the teacher's index is less than -2).

**Teaching Effectiveness:
Administrator Teaching Effectiveness Listing**

From either the reports menu or the **Administrator Teaching Effectiveness Summary**, district or school administrators can see the **Teaching Effectiveness Listing** specific teachers in each effectiveness category.

Report: Teacher Effectiveness Listing **Test Group:** TCAP Subjects
School: Blue Middle School **Subject Group:** All Subject Groups
System: Large Urban School District **Grade:** All Grades

2011, Effectiveness Level of Level 3

#	Teacher Name / Teacher Licensure Number	Test	Subject	Grade	Effectiveness Level
1.	COLEMANJON, JONVILLE (3529)	TCAP	Science	8	Level 3
2.	CROWD, RICKAY (3543)	TCAP	Social Studies	6	Level 3
3.	FROSTELL, AINGER (3518)	TCAP	Science	7	Level 3
4.	HAWKINSNKI, ASIYAH (3446)	TCAP	Math	7	Level 3
5.	REHN, NARECU (3470)	TCAP	Reading/Language	6	Level 3
6.	SARAHJANE, LINCQU (3481)	TCAP	Reading/Language	7	Level 3

Rules for Effectiveness Level Determination

Level 5, Most Effective: Teachers whose students are making substantially more progress than the state growth standard (the teacher's index is 2 or greater).

Level 4, Above Average Effectiveness: Teachers whose students are making more progress than the state growth standard (the teacher's index is equal to or greater than 1 but less than 2).

Level 3, Average Effectiveness: Teachers whose students are making the same amount of progress as the state growth standard (the teacher's index is equal to or greater than -1 but less than 1).

Level 2, Approaching Average Effectiveness: Teachers whose students are making less progress than the state growth standard (the teacher's index is equal to or greater than -2 but less than -1).

Level 1, Least Effective: Teachers whose students are making substantially less progress than the state growth standard (the teacher's index is less than -2).