



Network:
Password:



bit.ly/FL-VAM-Sign-In

Walking a Mile in Our Students' Shoes

December 2024



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1

Introductions

Thank you for joining us today!



Deanene Deaton
Sr. Training Manager
SAS EVAAS



Jonte' Hill
Educator Support Specialist
SAS EVAAS



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3

My Eighth-Grade Self

Purpose: Reflect and Recall

1. Select a question that you are comfortable sharing with a partner.
2. Share, listen, and respond.
3. At the signal, turn your attention back to the whole group.

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4

My Eighth-Grade Self

What was your most memorable middle school memory?	How did you feel about school and why?	What dreams did you have for your life?
What pivotal moment in middle school helped shape your sense of identity?	What made you happy at this age?	What was the most memorable lesson you learned from a teacher?

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5

My Eighth-Grade Self

FUN & LIGHT
(Low Risk)

↓

DIGGING DEEPER
(Medium Risk)

↓

SELF REFLECTION
(More Risk)

What was your most memorable middle school memory?

How did you feel about school and why?


What dreams did you have for your life?

What pivotal moment in middle school helped shape your sense of identity?

What made you happy at this age?

What was the most memorable lesson you learned from a teacher?

Share with the whole group!



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6


Resources

- ▶ Reports
- ▶ Additional Resources
- ▶ General Help

Today's Materials

Slide Deck and More

bit.ly/EVAAS-FL-Resources



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7

Resources

Today's Materials

Slide Deck and More

- ▶ Reports
- ▶ **Additional Resources**
- ▶ General Help

bit.ly/EVAAS-FL-Resources

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8

AGENDA

- Exploring the **New Student Report**
- Examining the **Teacher Report**
- Investigating **User Roles**
- Reviewing **FL VAM Resources**

9

How can I get the most out of this session?



Communication

Sharing thoughts, questions, and ideas



Collaboration

Working together to reach a goal



Critical Thinking

Approaching problems in creative, new ways



Curiosity

Exploring, investigating, and learning



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10

Shift the Focus

Data should be used as a **FLASHLIGHT**



Not a **HAMMER!**

How can we use the data to explore new directions?

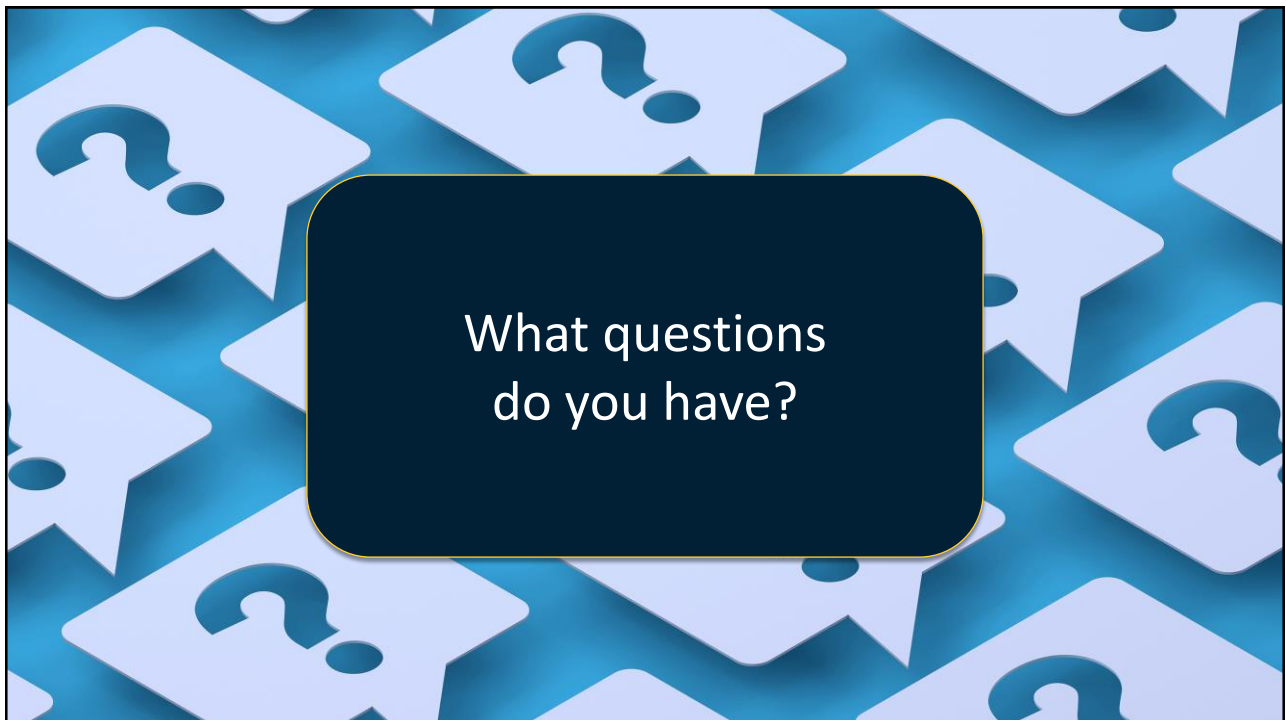


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11



12



13

AGENDA

Exploring the
New Student Report

Examining the
Teacher Report

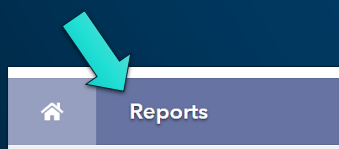
Investigating
User Roles

Reviewing
FL VAM Resources



14

Student Reports



Navigation

Reports Menu



Student Reports



Student Search
Student Report



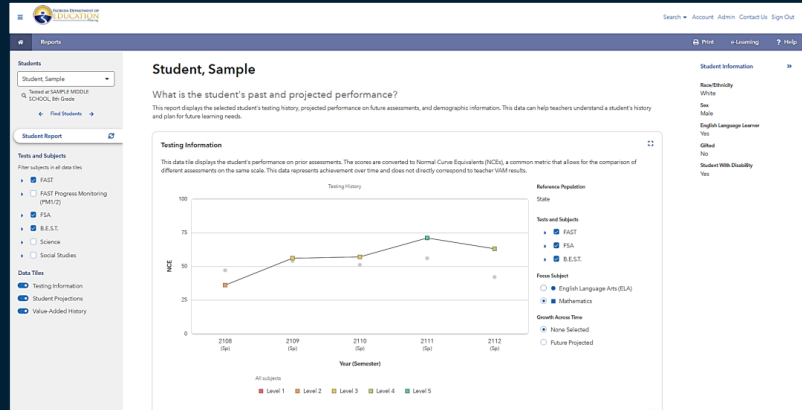
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16

Features

- Dynamic functionality
- Expanded viewing options
- One comprehensive report that includes:
 - Student Information
 - Testing Information
 - Student Projections
 - Growth History

Student Reports

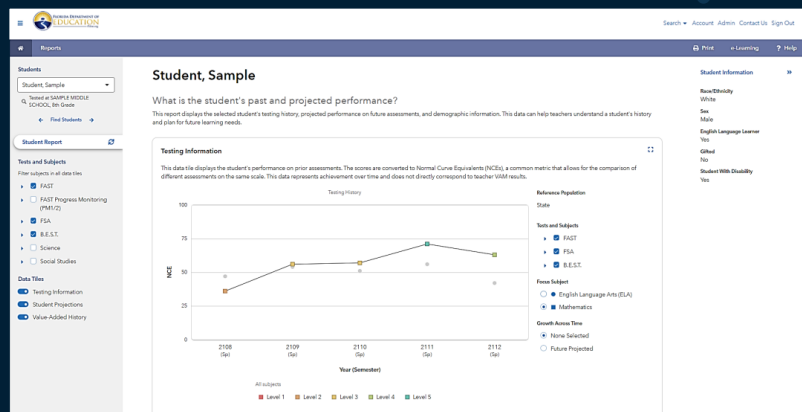


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Student Reports

Report Overview



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18

Student Reports

Student, Sample

What is the student's past and projected performance?
This report displays the selected student's testing history, projected performance on future assessments, and demographic information. This data can help teachers understand a student's history and plan for future learning needs.

Testing Information

This data file displays the student's performance on prior assessments. The scores are converted to Normal Curve Equivalents (NCEs), a common metric that allows for the comparison of different assessments on the same scale. This data represents achievement over time and does not directly correspond to teacher VAM results.

Testing History

Year (Semester)	NCE Score
2108 (Sp)	~35
2109 (Sp)	~55
2110 (Sp)	~55
2111 (Sp)	~70
2112 (Sp)	~60

Reference Population

State: [Dropdown]

Tests and Subjects:

- FAST
- FSA
- B.E.S.T.

Focus Subject:

- English Language Arts (ELA)
- Mathematics

Growth Across Time:

- None Selected
- Future Projected

Student Information

- Race/Ethnicity: White
- Sex: Male
- English Language Learner: Yes
- Gifted: No
- Student With Disability: Yes



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19

Student Reports

Student, Sample

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Reference Population

State: [Dropdown]

Tests and Subjects:

- FAST
- FSA
- B.E.S.T.

Focus Subject:

- English Language Arts (ELA)
- Mathematics

Growth Across Time:

- None Selected
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Student Information

- Race/Ethnicity: White
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- Student With Disability: Yes

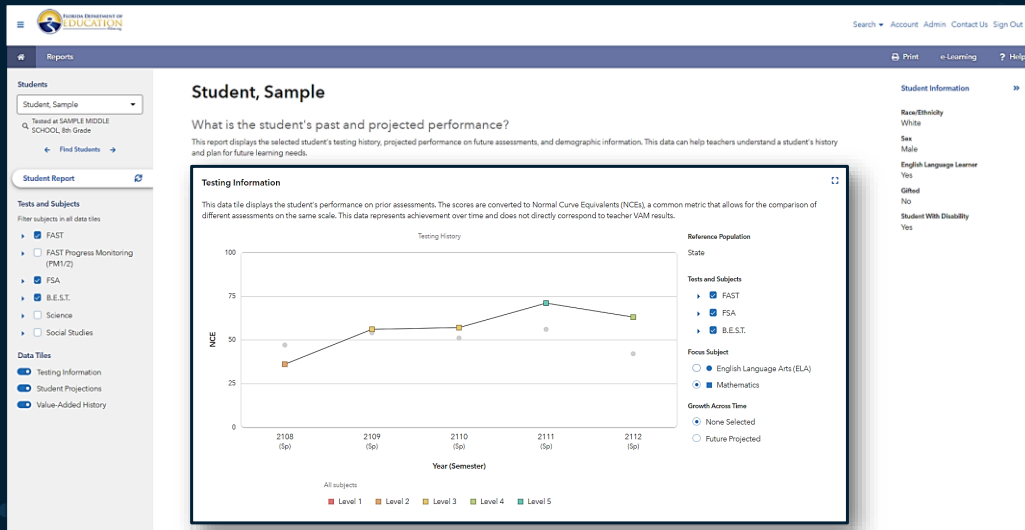
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20

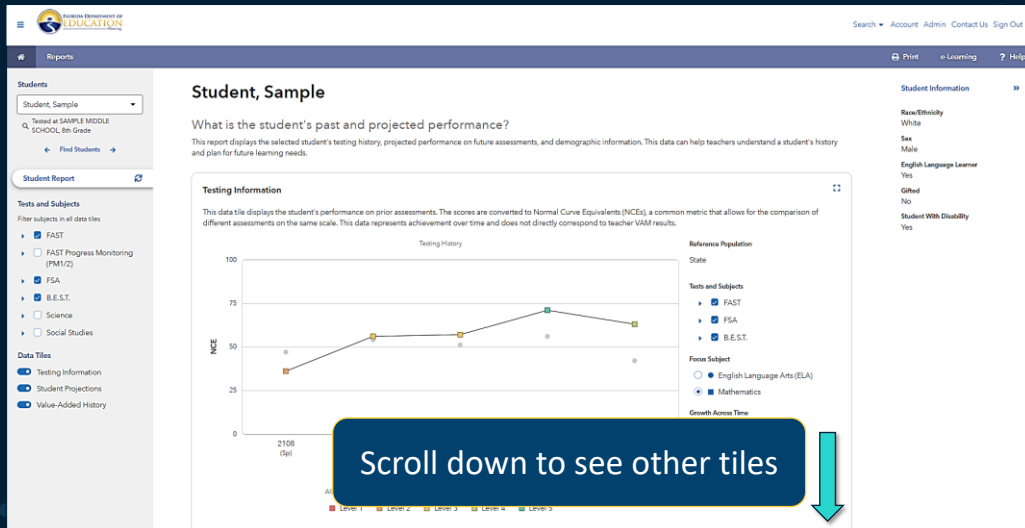
Student Reports



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21

Student Reports



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22

Student Reports

Student Projections ←

A projection is a reliable indicator of a student's likelihood of reaching or exceeding future achievement levels. It is based on the student's past performance on assessments across subjects.

Tests and Subjects	Grade	Probability of Reaching or Exceeding the Indicated Achievement Level				
		Level 1	Level 2	Level 3	Level 4	Level 5
FAST English Language Arts (ELA)	9	100.0%	95.8%	60.2%	23.5%	3.7%
FAST English Language Arts (ELA)	10	100.0%	92.1%	55.2%	24.2%	4.6%
B.E.S.T. Geometry	N/A	100.0%	96.3%	70.7%	24.3%	10.0%

Achievement Levels

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

Tests and Subjects

- FAST
- B.E.S.T.

Value-Added History ←

This data tile displays the relevant VAM results for the teacher(s) linked to the student in a given year. This can provide useful information regarding the quality of instruction the student has historically received in ELA and mathematics.

Tests and Subjects →	Entity	Year (Semester)		
		2021 (Sp)	2022 (Sp)	2024 (Sp)
FAST English Language Arts (ELA)	Teacher	--	--	8
FSA English Language Arts (ELA)	Teacher	5	6	--
FSA Mathematics	Teacher	5	6	--
B.E.S.T. Algebra I	Teacher	--	--	8

Entity

- Teacher

Tests and Subjects

- FAST
- FSA
- B.E.S.T.

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23

Student Reports

Main Filter Panel

Student, Sample

What is the student's past and projected performance?

This report displays the selected student's testing history, projected performance on future assessments, and demographic information. This data can help teachers understand a student's history and plan for future learning needs.

Testing Information

This data tile displays the student's performance on prior assessments. The scores are converted to Normal Curve Equivalents (NCE), a common metric that allows for the comparison of different assessments on the same scale. This data represents achievement over time and does not directly correspond to teacher VAM results.

Reference Population

State

- FAST
- FSA
- B.E.S.T.

Focus Subject

- English Language Arts (ELA)
- Mathematics

Growth Across Time

- None Selected
- Future Projected

Student Information

- Race/Ethnicity: White
- Sex: Male
- English Language Learner: No
- Gifted: No
- Student With Disability: Yes

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24

Main Filter Panel

Students

Student, Sample

Tested at SAMPLE MIDDLE SCHOOL, 8th Grade

Find Students

Student Report

Tests and Subjects

Filter subjects in all data tiles

- FAST
- FAST Progress Monitoring (PM1/2)
- FSA
- B.E.S.T.
- Science
- Social Studies

Data Tiles

- Testing Information
- Student Projections
- Value-Added History

Student search by:

- School and Grade
- Custom Student Reports
- Name

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25

Main Filter Panel

Students

Student, Sample

Tested at SAMPLE MIDDLE SCHOOL, 8th Grade

Find Students

Student Report

Tests and Subjects

Filter subjects in all data tiles

- FAST
- FAST Progress Monitoring (PM1/2)
- FSA
- B.E.S.T.
- Science
- Social Studies

Data Tiles

- Testing Information
- Student Projections
- Value-Added History

Refresh button

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26

Main Filter Panel

Students

Student, Sample

Tested at SAMPLE MIDDLE SCHOOL, 8th Grade

Find Students

Student Report

Tests and Subjects

Filter subjects in all data tiles

- FAST
- FAST Progress Monitoring (PM1/2)
- FSA
- B.E.S.T.
- Science
- Social Studies

Data Tiles

- Testing Information
- Student Projections
- Value-Added History

Selection of tests, subjects, and grades

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27

Main Filter Panel

Students

Student, Sample

Tested at SAMPLE MIDDLE SCHOOL, 8th Grade

Find Students

Student Report

Tests and Subjects

Filter subjects in all data tiles

- FAST
- FAST Progress Monitoring (PM1/2)
- FSA
- B.E.S.T.
- Science
- Social Studies

Data Tiles

- Testing Information
- Student Projections
- Value-Added History

Buttons to turn tiles on or off

sas

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28

Main Filter Panel

Students

Student, Sample

Tested at SAMPLE MIDDLE SCHOOL, 8th Grade

Find Students

Student Report

Tests and Subjects

Filter subjects in all data tiles

- FAST
- FAST Progress Monitoring (PM1/2)
- FSA
- B.E.S.T.
- Science
- Social Studies

Data Tiles

- Testing Information
- Student Projections
- Value-Added History

Testing Information

This data tile displays the student's performance on prior assessments. The scores are converted to Normal Curve Equivalents (NCEs), a common metric that allows for the comparison of different assessments on the same scale. This data represents achievement over time and does not directly correspond to teacher VAM results.

Year (Semester)	NCE Score
2108 (Sp)	40
2109 (Sp)	55
2110 (Sp)	58
2111 (Sp)	70
2112 (Sp)	65

Reference Population

State

Tests and Subjects

- FAST
- FSA
- B.E.S.T.

Focus Subject

- English Language Arts (ELA)
- Mathematics

Growth Across Time

- None Selected
- Future Projected

Selections made on the Main Filter Panel impact all tiles



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29

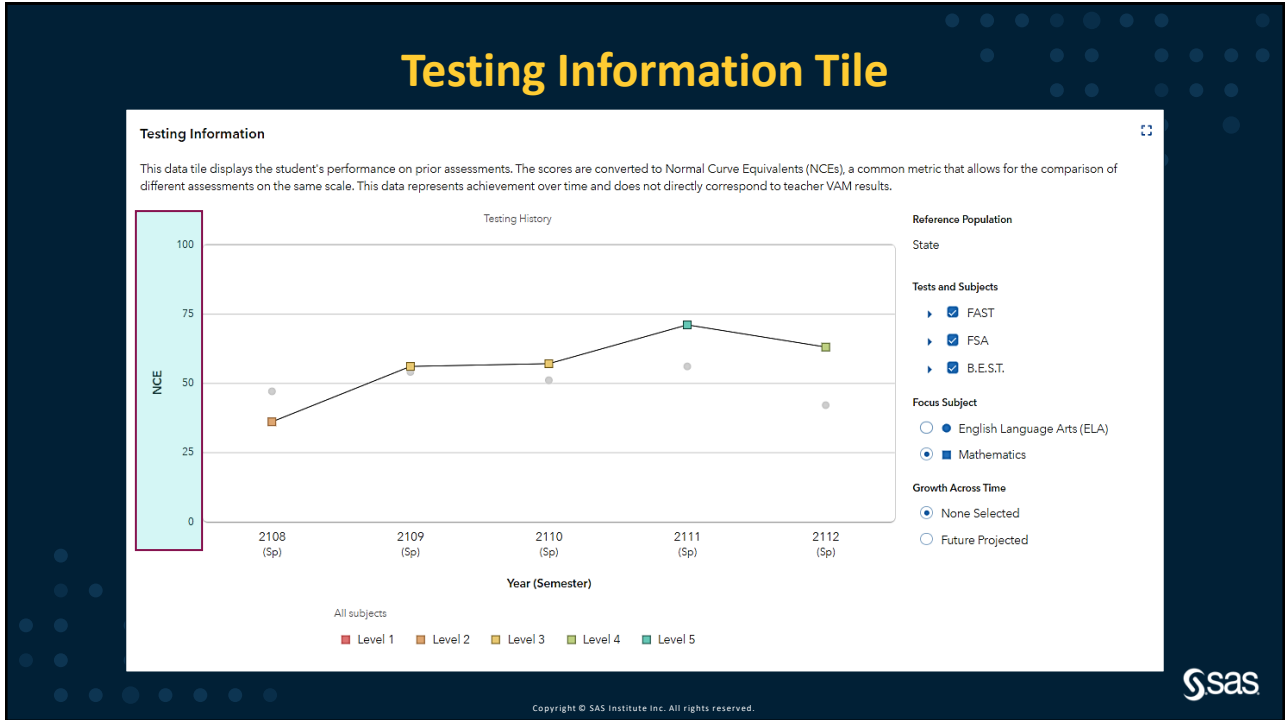
Student Reports

Testing Information Tile

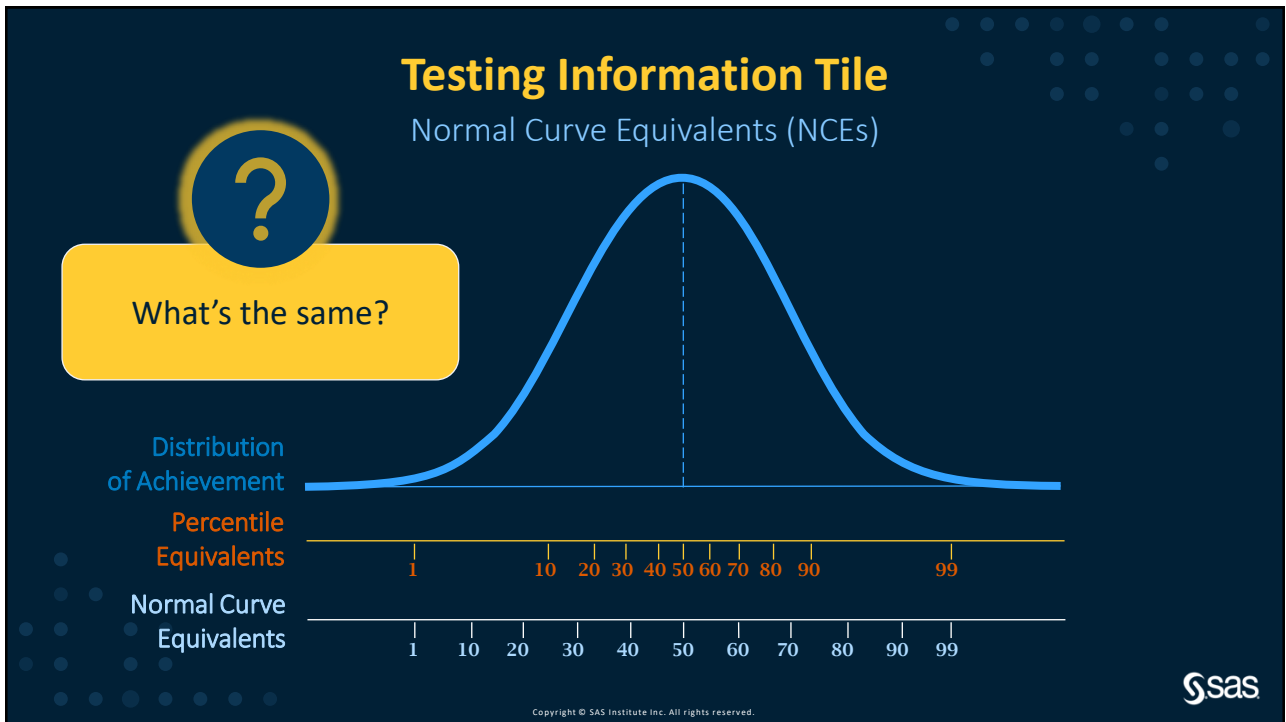


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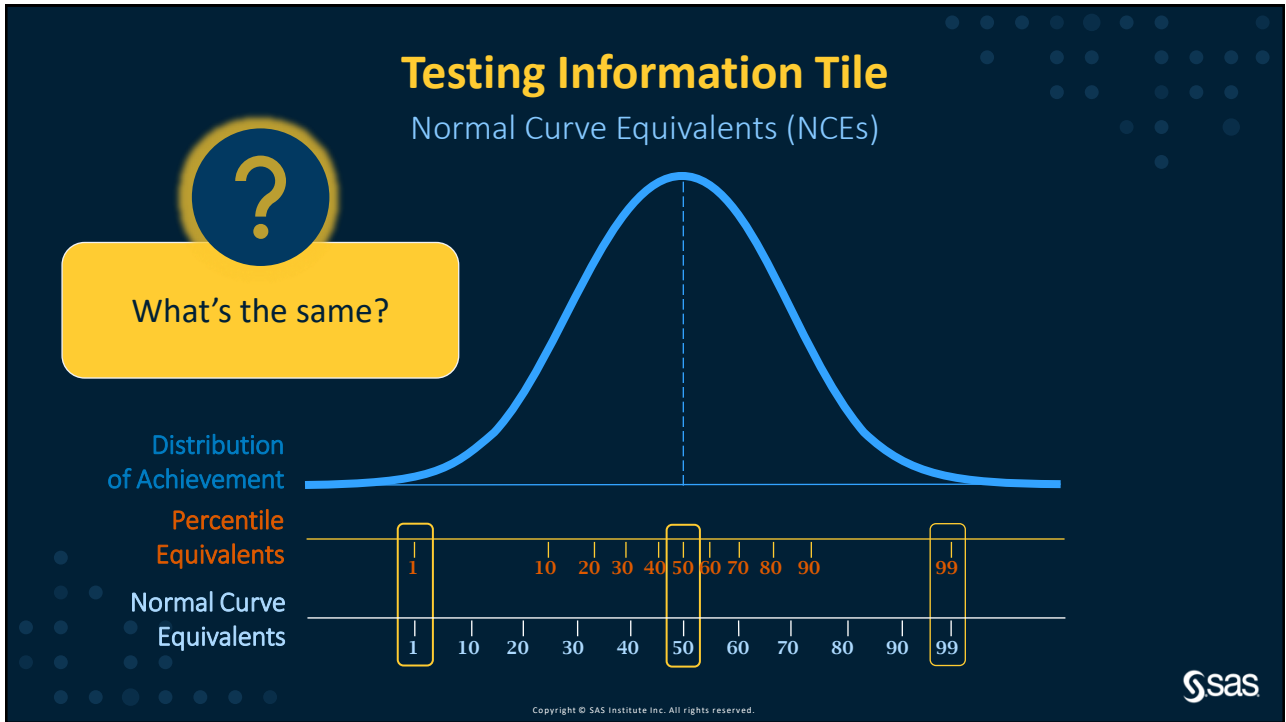
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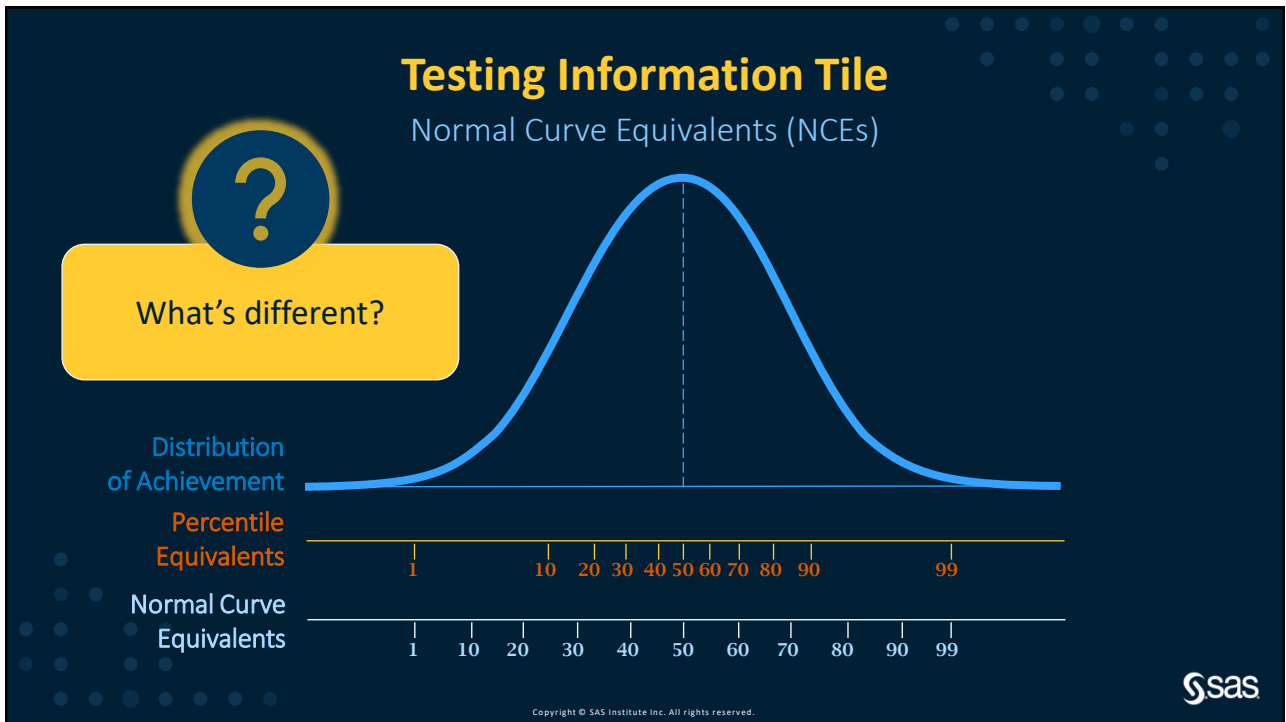
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33



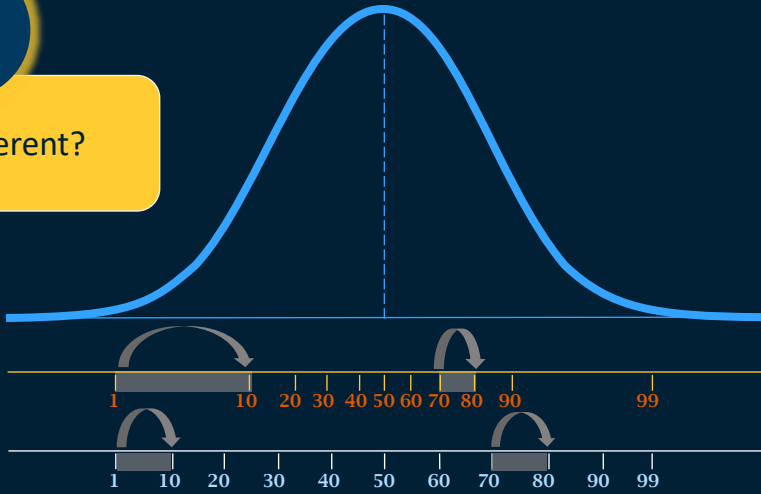
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Testing Information Tile

Normal Curve Equivalents (NCEs)

?

What's different?



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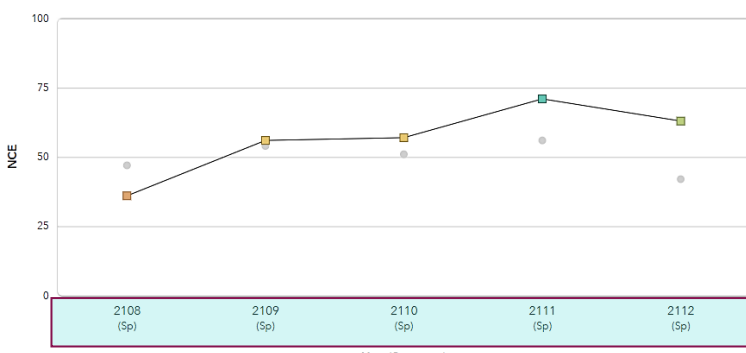
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Testing Information Tile

Testing Information

This data tile displays the student's performance on prior assessments. The scores are converted to Normal Curve Equivalents (NCEs), a common metric that allows for the comparison of different assessments on the same scale. This data represents achievement over time and does not directly correspond to teacher VAM results.

Testing History



Year (Semester)	NCE
2108 (Sp)	35
2109 (Sp)	55
2110 (Sp)	55
2111 (Sp)	70
2112 (Sp)	60

Reference Population

State

Tests and Subjects

- ▶ FAST
- ▶ FSA
- ▶ B.E.S.T.

Focus Subject

- English Language Arts (ELA)
- Mathematics

Growth Across Time

- None Selected
- Future Projected

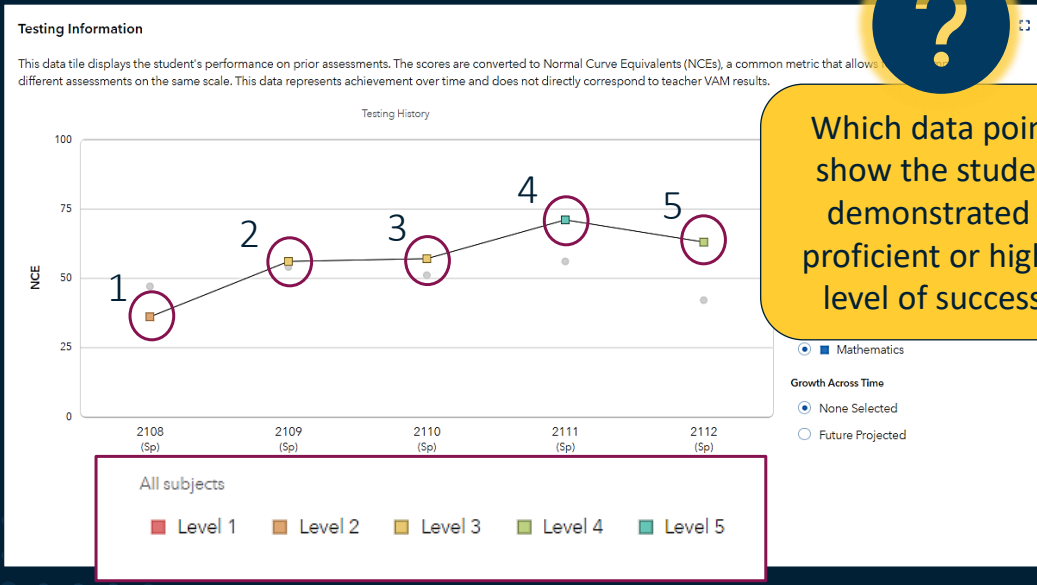
All subjects

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5

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36

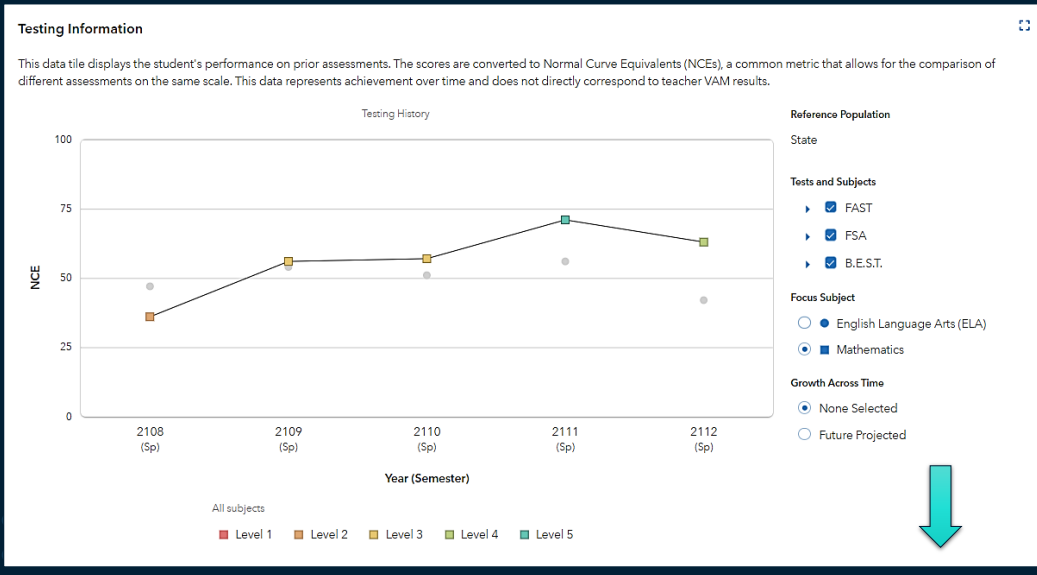
Testing Information Tile



Which data points show the student demonstrated a proficient or higher level of success?


37

Testing Information Tile



38

Testing History Table



What does the NCE tell you?

Subject →	← Year (Semester) →	← Grade →	← Testad School	NCE	Scale Score	Percentile	Achievement Level
FAST English Language Arts (ELA)	2111 (Sp)	7	SAMPLE MIDDLE SCHOOL	57	235	62	Level 3
	2112 (Sp)	8	SAMPLE MIDDLE SCHOOL	41	228	36	Level 2
FAST Mathematics	2111 (Sp)	8	SAMPLE MIDDLE SCHOOL	72	264	82	Level 5
FSA English Language Arts (ELA)	2108 (Sp)	3	SAMPLE ELEMENTARY SCHOOL	47	301	46	Level 3
	2109 (Sp)	5	SAMPLE ELEMENTARY SCHOOL	55	327	56	Level 3
	2110 (Sp)	6	SAMPLE MIDDLE SCHOOL	50	329	51	Level 3
FSA Mathematics	2108 (Sp)	3	SAMPLE ELEMENTARY SCHOOL	37	289	28	Level 2
	2109 (Sp)	5	SAMPLE ELEMENTARY SCHOOL	56	328	59	Level 3
	2110 (Sp)	6	SAMPLE MIDDLE SCHOOL	58	333	61	Level 3
B.E.S.T. Algebra I	2112 (Sp)	8	SAMPLE MIDDLE SCHOOL	62	417	74	Level 4

⇅ Collapse



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39

Testing History Table

Columns can be moved

Subject →	← Year (Semester) →	← Grade →	← Testad School	NCE	Scale Score	Percentile	Achievement Level
FAST English Language Arts (ELA)	2111 (Sp)	7	SAMPLE MIDDLE SCHOOL	57	235	62	Level 3
	2112 (Sp)	8	SAMPLE MIDDLE SCHOOL	41	228	36	Level 2
FAST Mathematics	2111 (Sp)	8	SAMPLE MIDDLE SCHOOL	72	264	82	Level 5
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	2110 (Sp)	6	SAMPLE MIDDLE SCHOOL	50	329	51	Level 3
FSA Mathematics	2108 (Sp)	3	SAMPLE ELEMENTARY SCHOOL	37	289	28	Level 2
	2109 (Sp)	5	SAMPLE ELEMENTARY SCHOOL	56	328	59	Level 3
	2110 (Sp)	6	SAMPLE MIDDLE SCHOOL	58	333	61	Level 3
B.E.S.T. Algebra I	2112 (Sp)	8	SAMPLE MIDDLE SCHOOL	62	417	74	Level 4

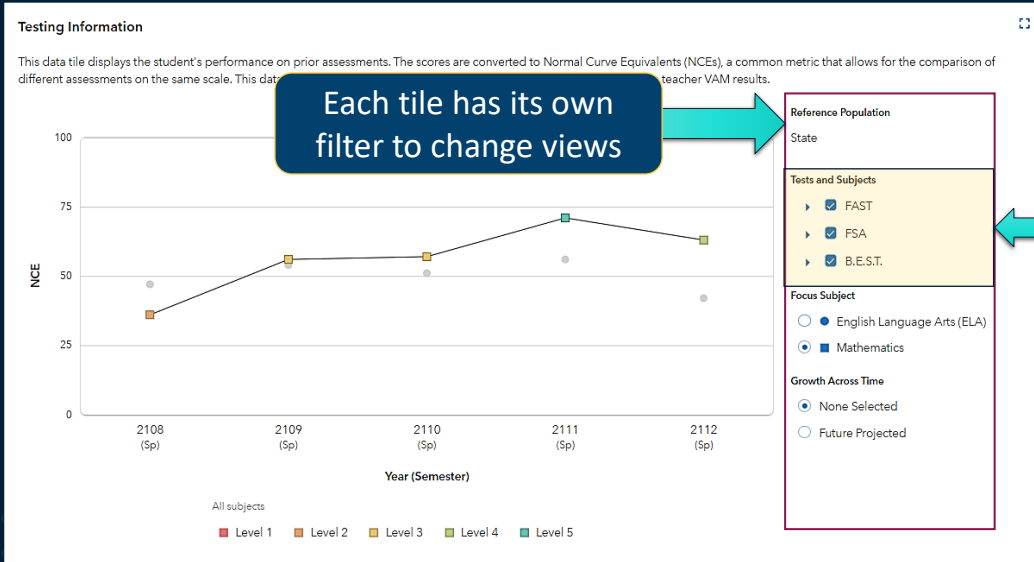
⇅ Collapse



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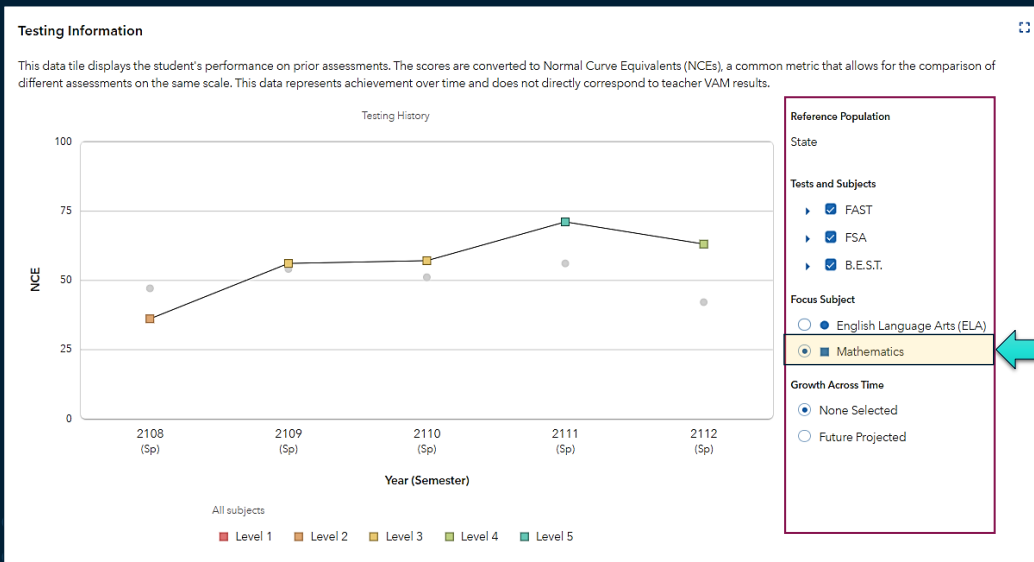
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Tile Filter



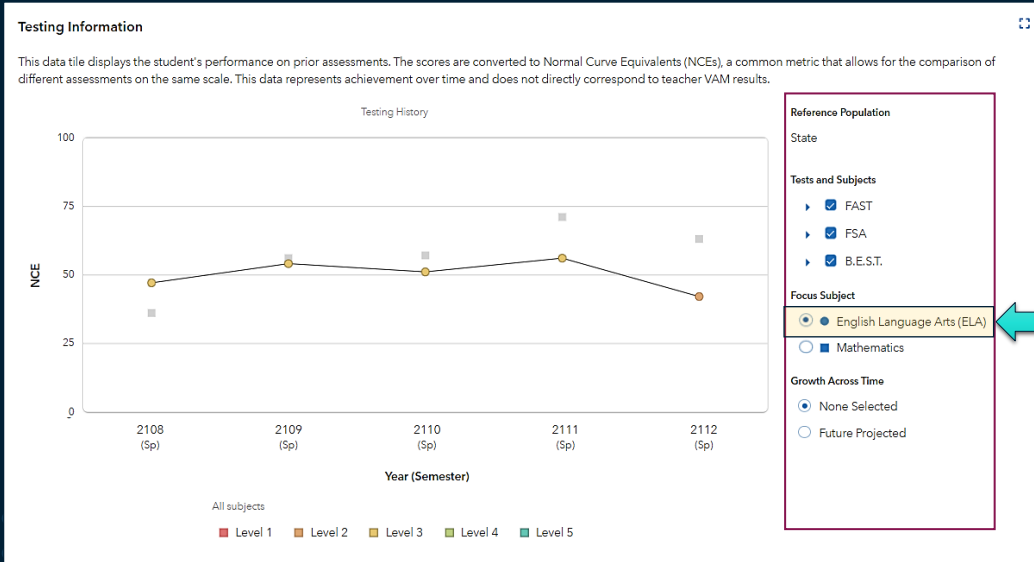
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Tile Filter



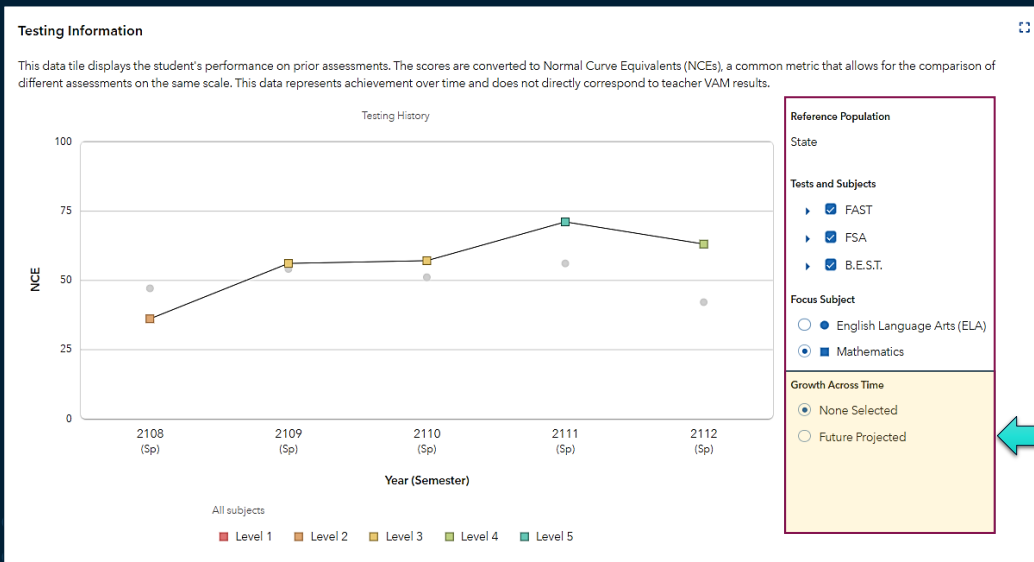
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Tile Filter

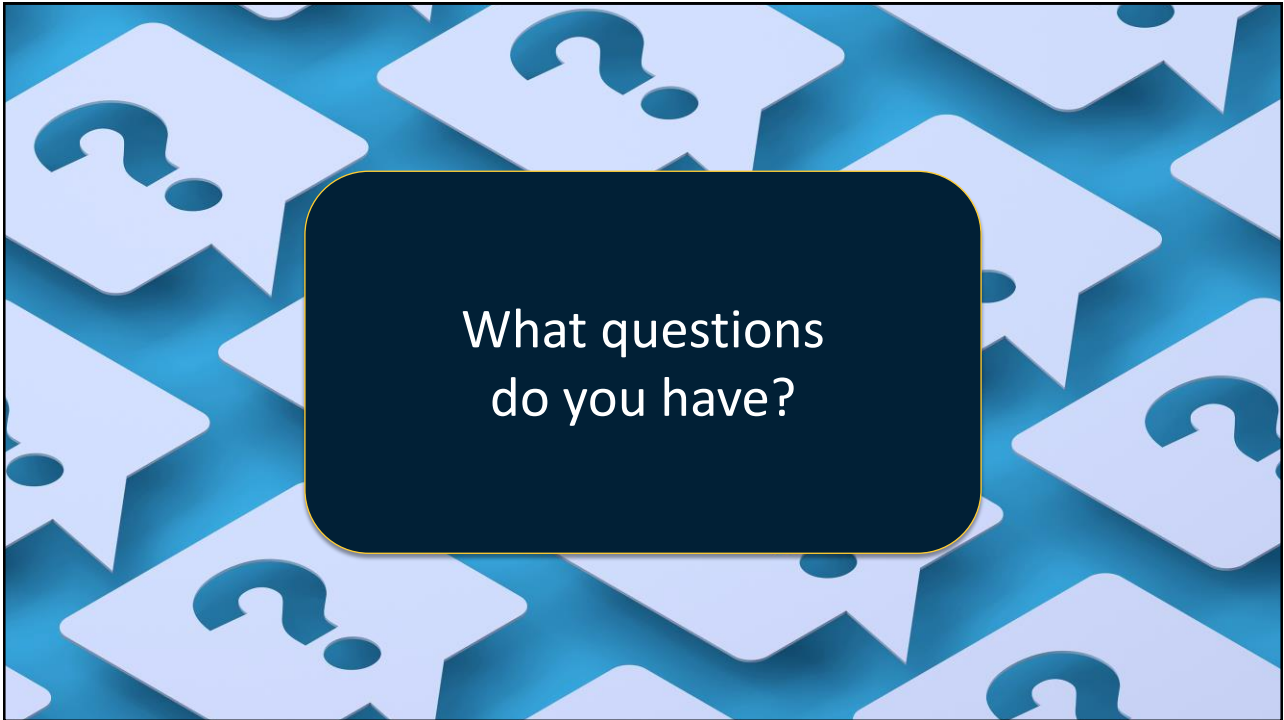


43

Tile Filter




44




45

Student Learner Card


Participant Guide Cover




Blue Student



Green Student



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46

Student Learner Card

Student Learner Card

Name: _____

Subject	Testing History	Future Projected – Student Projections	Value-Added History
Guiding Questions	<ul style="list-style-type: none"> What are their proficiency level trends? What implications does this have on their ability to be career and college-ready? 	<ul style="list-style-type: none"> How are they projected to perform on their 8th grade assessments? What implications do their results have on instruction and support services? 	<ul style="list-style-type: none"> What does this growth data indicate about their past learning environments? What do they need from their next school experience?
English Language Arts			
Math			



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47

Testing History Example



Testing History

- What are their proficiency level trends?
- What implications does this have on their ability to be career and college-ready?

English Language Arts	English Language Arts has consistently been their best subject. Throughout their testing history, they have performed above the state average in English Language Arts. They are on a great path to future success.
Math	Of all the subjects, their performance in Math has been the weakest. They are losing ground year after year. If this trend continues, it may negatively impact their career and college-readiness.



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48

Student Learner Card

Student Learner Card

Name: _____

Subject	Testing History	Future Projected – Student Projections	Value-Added History
Guiding Questions	<ul style="list-style-type: none"> What are their proficiency level trends? What implications does this have on their ability to be career and college-ready? 	<ul style="list-style-type: none"> How are they projected to perform on their 8th grade assessments? What implications do their results have on instruction and support services? 	<ul style="list-style-type: none"> What does this growth data indicate about their past learning environments? What do they need from their next school experience?
English Language Arts			
Math			

Page Number:

4

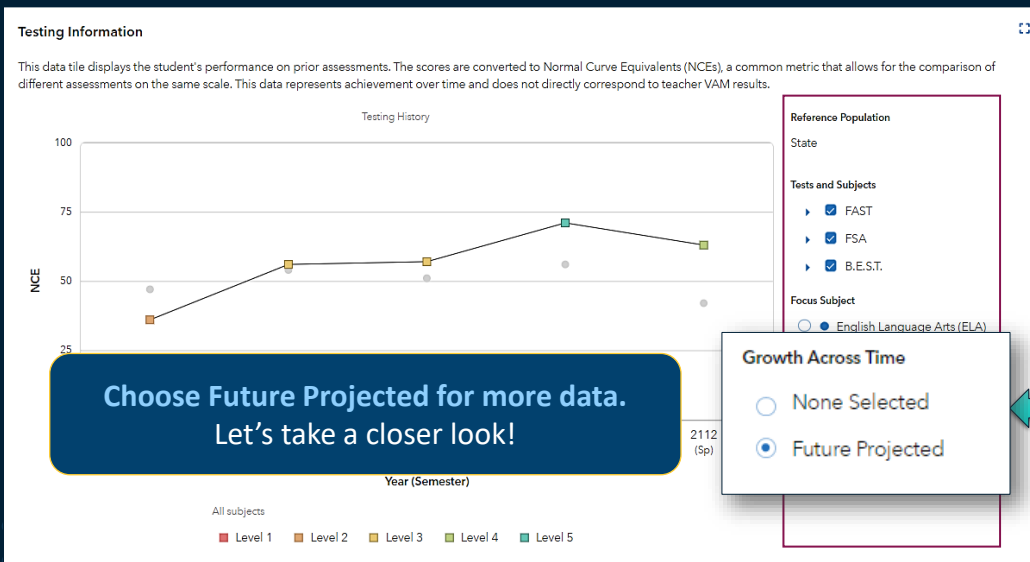
Activity Timer:



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49

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50

Future Projected

Student Projections are a reliable indicator of a student's likelihood of reaching or exceeding future performance levels or benchmarks and can answer questions like:



Which courses would this student benefit from taking?

What strategies might help this student reach or surpass their projection?



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51

Student Projections

Another Tool for Your Toolbox



How do teachers know what students' academic needs are?

- Previous class grades
- Previous test scores
- Current classroom assessments
- IEP
- EVAAS student projections



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52

Introduction to Projections

What are projections anyway?



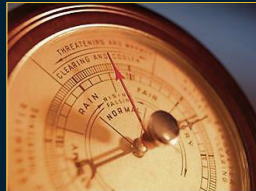
Population Growth



Demand for Electricity



Inventory Management



Weather Forecasts

Given a specific set of circumstances, what is the most likely outcome?

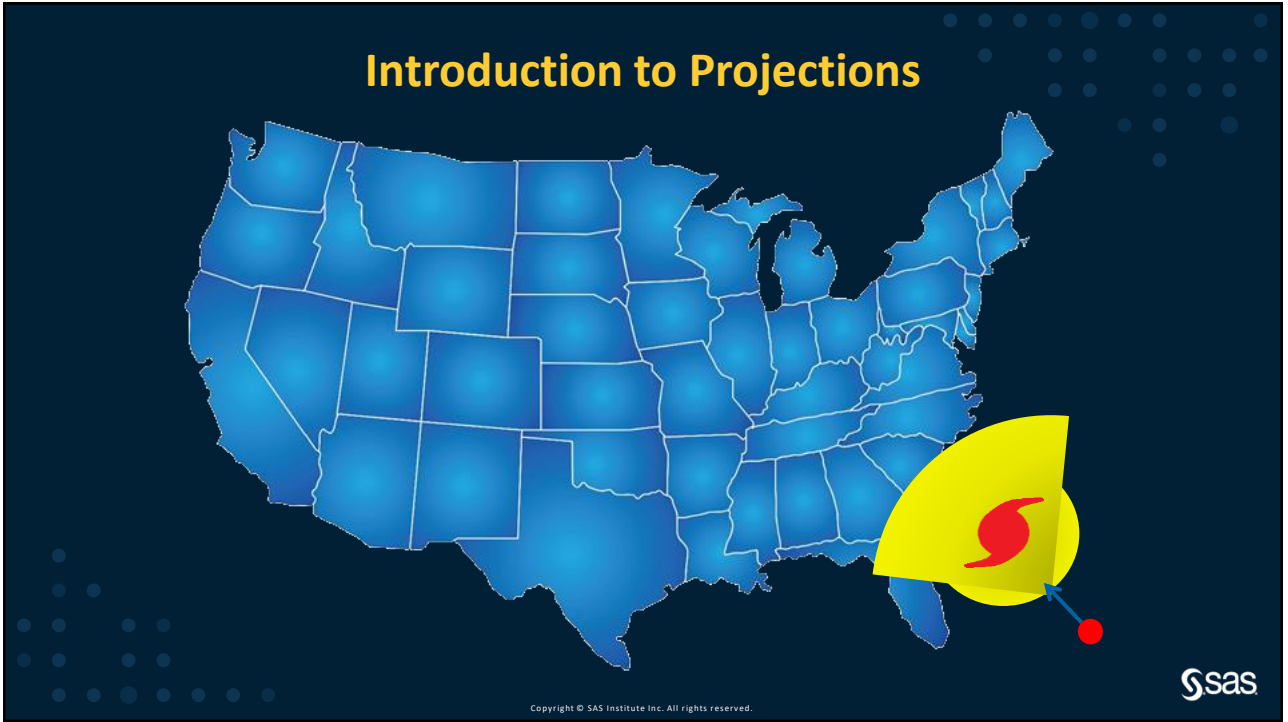


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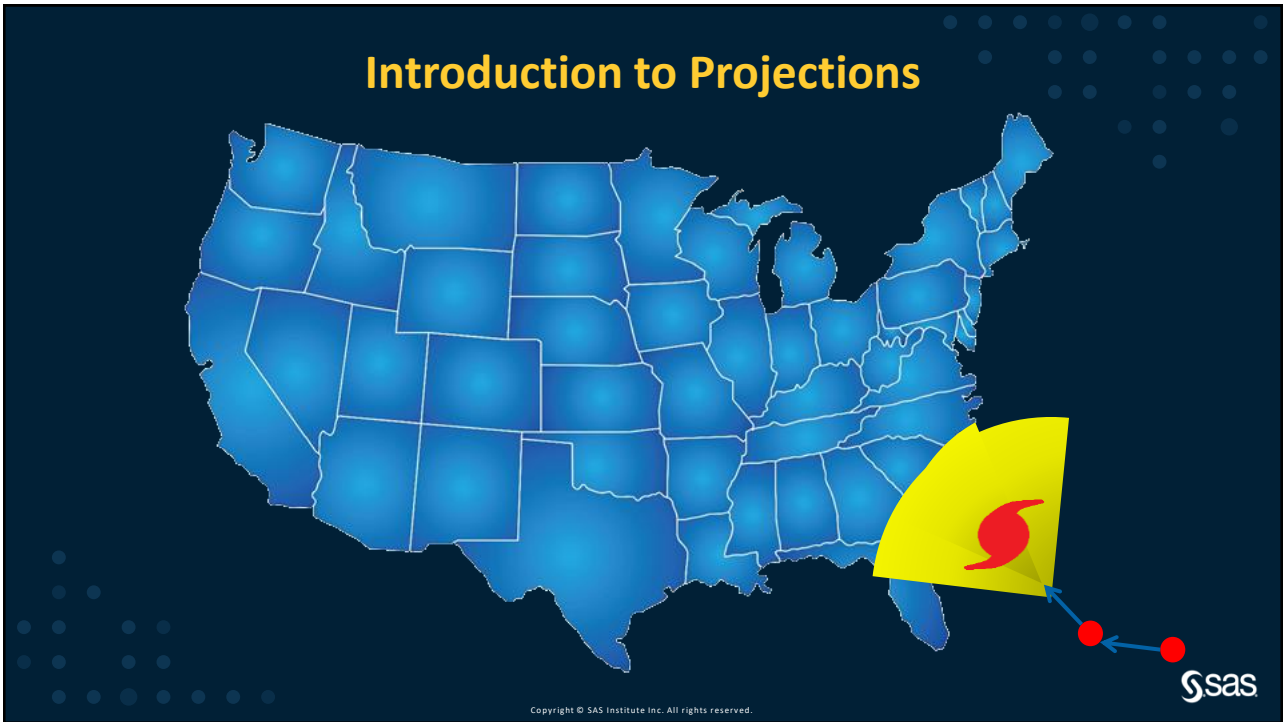
Introduction to Projections



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55



56

Introduction to Projections

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



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57

Historical Relationships Inform Likely Outcomes



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Student Projections



Testing history for Sallie, who has not taken the 8th grade math assessment



Testing histories for all students who took the 8th grade math assessment

Sallie's Projection to the 8th grade math assessment:
65% probability of Proficient level or higher

How all these students actually scored on the 8th grade math assessment




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Looking Ahead: Future Projections

How are projections calculated?

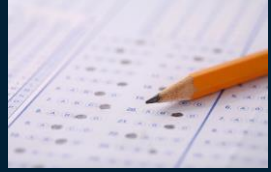


Individual student's own testing history.



Testing histories for all students who took the most recent 8th grade math assessment

Testing histories for students who tested in the prior year.

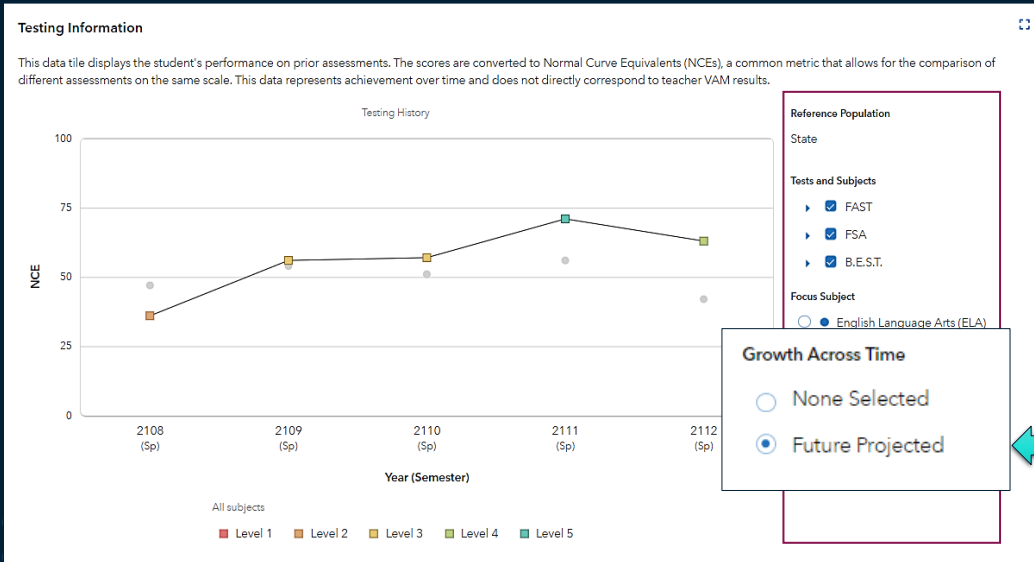


Actual performance of students from the prior year's cohort.



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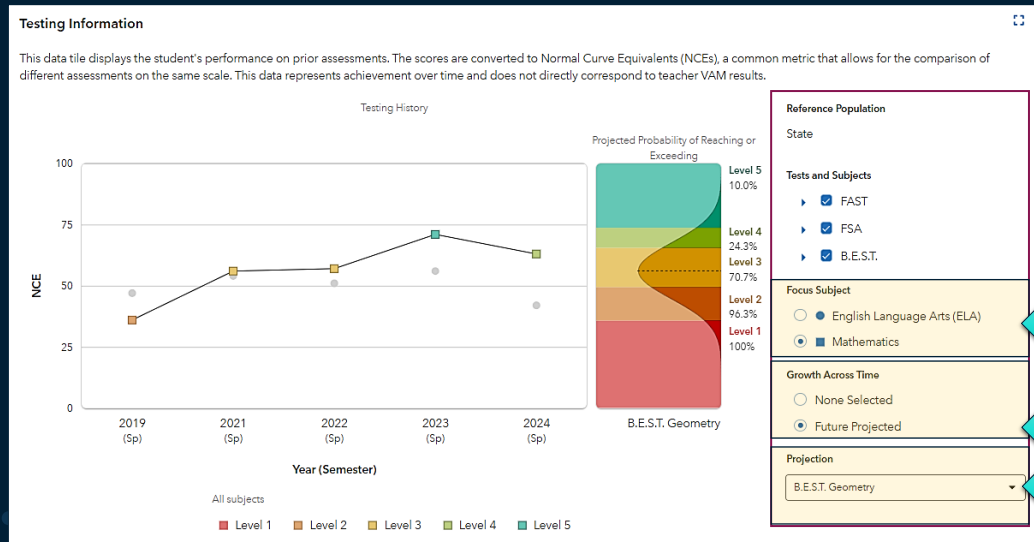
Tile Filter



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61

Tile Filter – Future Projected



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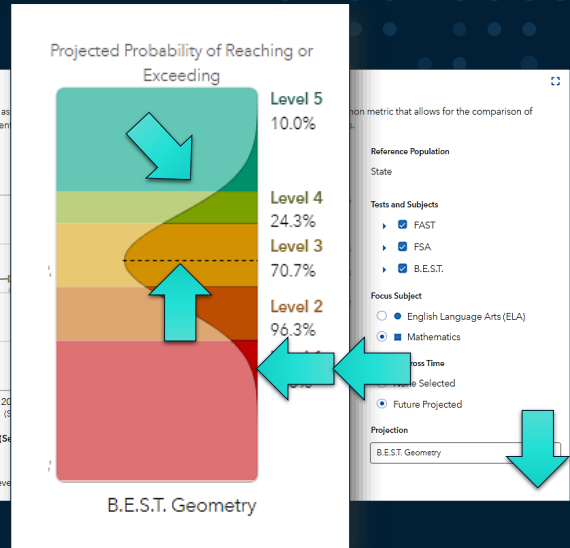
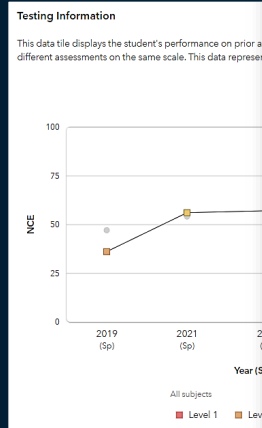
Future Projected

Calculated using student's past testing history and a prior cohort of test takers in this grade and subject or course

Curve - possible range of likely scores for this student

Dotted line - most likely score for this student

Shaded area - probability of reaching each performance level or higher on the selected assessment



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63

Student Projections Tile

Student Projections

A projection is a reliable indicator of a student's likelihood of reaching or exceeding future achievement levels. It is based on the student's past performance on assessments across subjects.

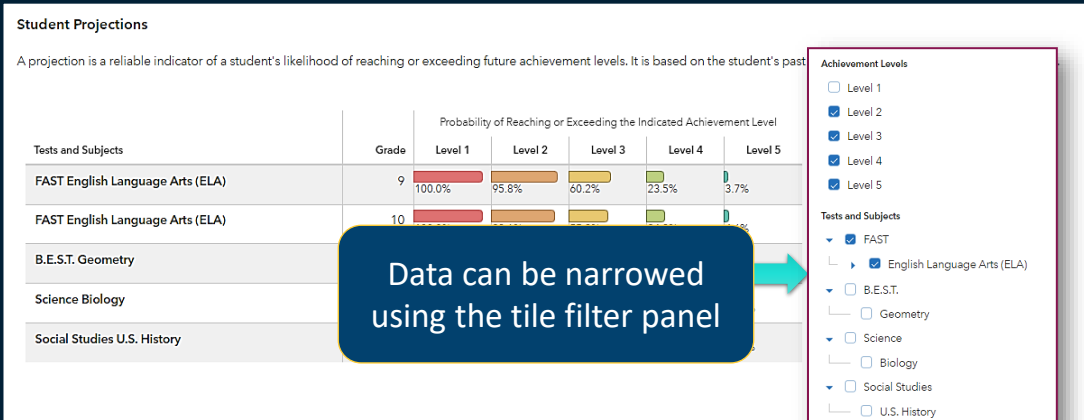
Tests and Subjects	Grade	Probability of Reaching or Exceeding the Indicated Achievement Level					Achievement Levels
		Level 1	Level 2	Level 3	Level 4	Level 5	
FAST English Language Arts (ELA)	9	100.0%	95.8%	60.2%	23.5%	3.7%	<input checked="" type="checkbox"/> Level 1 <input checked="" type="checkbox"/> Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4 <input checked="" type="checkbox"/> Level 5
FAST English Language Arts (ELA)	10	100.0%	92.1%	55.2%	24.2%	4.6%	<input checked="" type="checkbox"/> Level 1 <input checked="" type="checkbox"/> Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4 <input checked="" type="checkbox"/> Level 5
B.E.S.T. Geometry	N/A	100.0%	96.3%	70.7%	24.3%	10.0%	<input checked="" type="checkbox"/> Level 1 <input checked="" type="checkbox"/> Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4 <input checked="" type="checkbox"/> Level 5
Science Biology	N/A	100.0%	99.4%	85.0%	33.8%	16.5%	<input checked="" type="checkbox"/> Level 1 <input checked="" type="checkbox"/> Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4 <input checked="" type="checkbox"/> Level 5
Social Studies U.S. History	N/A	100.0%	96.1%	80.6%	46.8%	21.6%	<input checked="" type="checkbox"/> Level 1 <input checked="" type="checkbox"/> Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4 <input checked="" type="checkbox"/> Level 5



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64

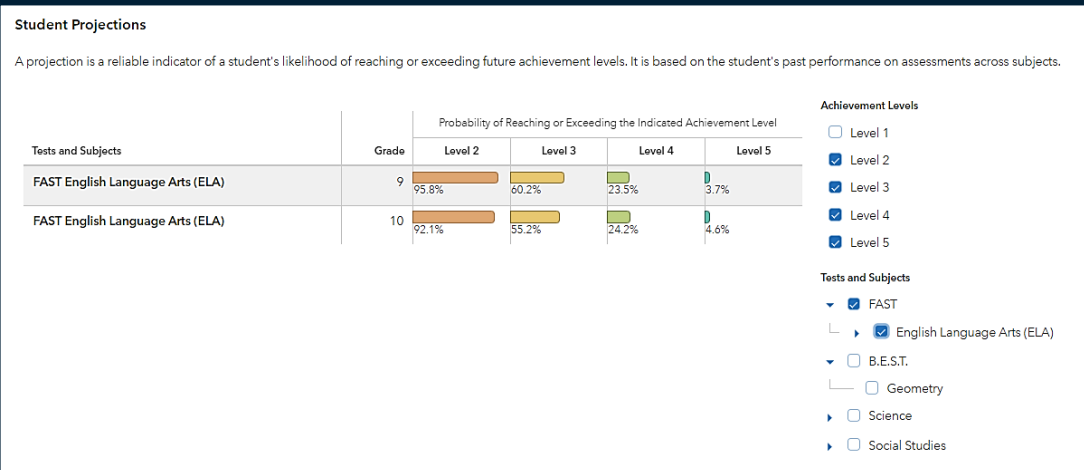
Student Projections Tile



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65

Student Projections Tile



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66

Future Projected

Student Projections are a reliable indicator of a student's likelihood of reaching or exceeding future performance levels or benchmarks and can answer questions like:



Which courses would this student benefit from taking?

What strategies might help this student reach or surpass their projection?



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67

What questions
do you have?

68

Student Learner Card

Student Learner Card

Name: _____

Subject	Testing History	Future Projected – Student Projections	Value-Added History
Guiding Questions	<ul style="list-style-type: none"> What are their proficiency level trends? What implications does this have on their ability to be career and college-ready? 	<ul style="list-style-type: none"> How are they projected to perform on their 8th grade assessments? What implications do their results have on instruction and support services? 	<ul style="list-style-type: none"> What does this growth data indicate about their past learning environments? What do they need from their next school experience?
English Language Arts			
Math			



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69

Future Projected – Completed Example



Future Projected – Student Projections

- How are they projected to perform on their 8th grade assessments?
- What implications do their results have on instruction and support services?

English Language Arts	Based on their testing history, they have an 83.8% likelihood of reaching Level 4 or higher on my 8 th grade Reading assessment. They might benefit from enrichment opportunities.
Math	In Math, they have a 43.7% likelihood of reaching a Level 3 or higher. With some targeted interventions, they might be able to achieve that goal.



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70

Student Learner Card

Student Learner Card

Name: _____

Subject	Testing History	Future Projected – Student Projections	Value-Added History
Guiding Questions	<ul style="list-style-type: none"> What are their proficiency level trends? What implications does this have on their ability to be career and college-ready? 	<ul style="list-style-type: none"> How are they projected to perform on their 8th grade assessments? What implications do their results have on instruction and support services? 	<ul style="list-style-type: none"> What does this growth data indicate about their past learning environments? What do they need from their next school experience?
English Language Arts			
Math			

Page Number: 4

Activity Timer:



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71

Check for Understanding

Turn and talk about some possible uses for student projections.



How can student projections help educators support the students they have now?

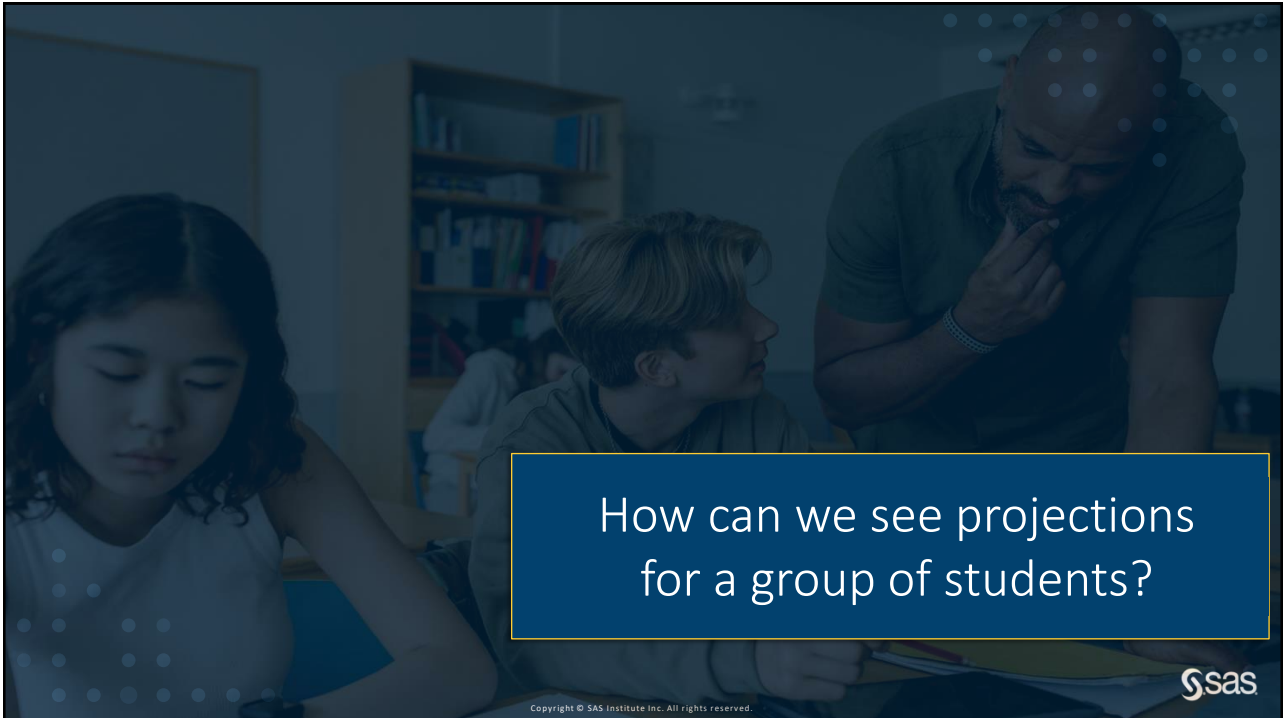
Student projections can help with

- Course placement
- Classroom differentiation
- Long-term and short-term interventions
- Equitable opportunity and support

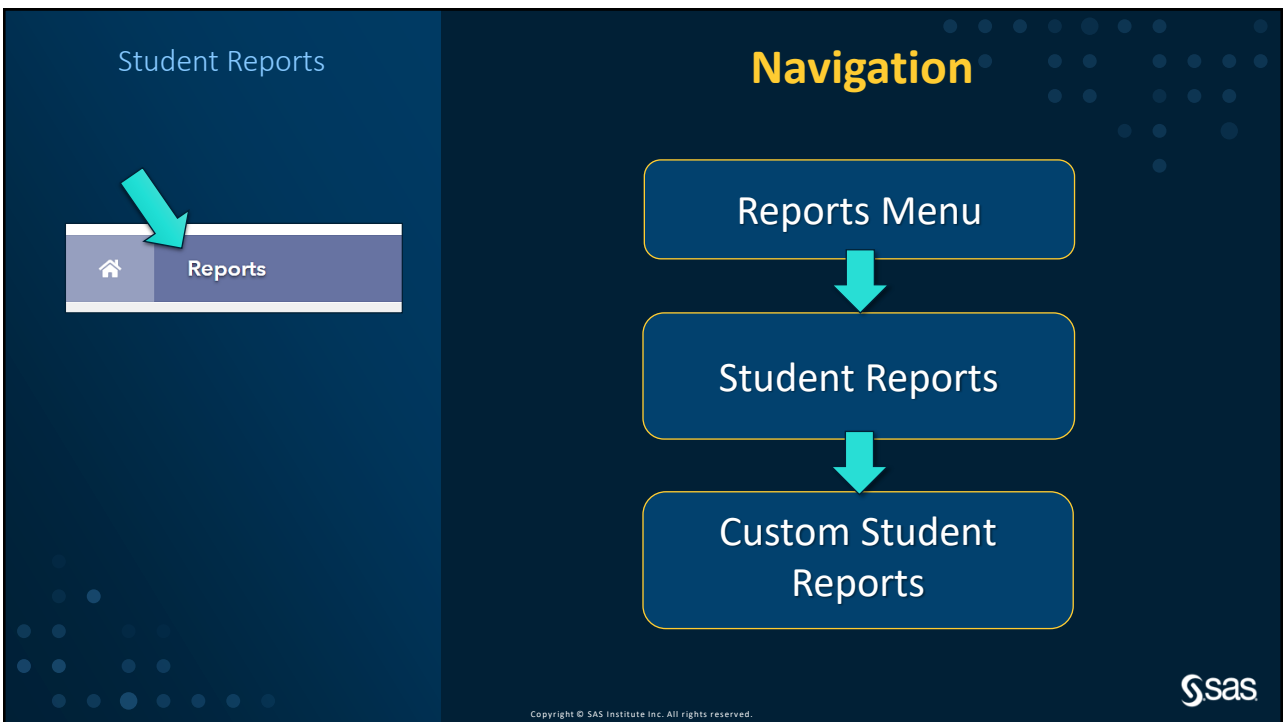


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72



73



74

Student Reports

Custom Student Reports

Student Search

Last tested in:

District:

School:

Demographics:

Race/Ethnicity	Sex	Other
<input type="checkbox"/> American Indian/Alaskan Native	<input type="checkbox"/> Female	<input type="checkbox"/> English Language Learner
<input type="checkbox"/> Asian	<input type="checkbox"/> Male	<input type="checkbox"/> Gifted
<input type="checkbox"/> Black/African American	<input type="checkbox"/> Unknown	<input type="checkbox"/> Student With Disability
<input type="checkbox"/> Hispanic		
<input type="checkbox"/> Multiracial		
<input type="checkbox"/> Native Hawaiian/Other Pacific Islander		
<input type="checkbox"/> White		
<input type="checkbox"/> Unknown		

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](#)

[\(Reset\)](#)

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75

Student Reports

Custom Student Reports

English Language Arts (Level 4)

Probability of Proficiency	Student Count	Percentage
Greater than 70% <small>Likely to meet or exceed target</small>	225	29%
Between 50% and 70% <small>Consider academic intervention</small>	114	15%
Less than 50% <small>Consider multi-year intervention plan</small>	444	57%
Students without a projection <small>Students without a projection</small>	0	0%

Report: Sample
Projection: English Language Arts (Level 4)

Show: [Show Pie Graph](#)

« Previous Page Page: 1 of 3 Go » [Next Page »](#)

#	Student	District	Tested School	Grade	ELL	Gifted	SWD	Probability	Projected State Percentile
1.	Student-ZhpL	District-JBw	School-sCq	7	N	U	N	95.2	95
2.	Student-ZhpL	District-JBw	School-sCq	8	N	U	N	95.2	95
3.	Student-gcMG	District-JBw	School-sCt	7	N	N	N	97.8	97
4.	Student-gcMG	District-JBw	School-sCt	8	N	N	N	97.8	97
5.	Student-Rvcc	District-JBw	School-sCV	7	N	U	N	95.7	96
6.	Student-Rvcc	District-JBw	School-sCV	8	N	U	N	95.7	96
7.	Student-SBpz	District-JBw	School-sDW	7	N	U	Y	91.4	93
8.	Student-SBpz	District-JBw	School-sDW	8	N	U	Y	91.4	93
9.	Student-nFwJ	District-JBw	School-sCV	7	N	Y	N	98.4	98
10.	Student-nFwJ	District-JBw	School-sCV	8	N	Y	N	98.4	98
11.	Student-SZGj	District-JBw	School-sCb	7	N	Y	N	99.5	99
12.	Student-SZGj	District-JBw	School-sCb	8	N	Y	N	99.5	99
13.	Student-SaKF	District-JBw	School-sCV	7	N	N	N	92.8	94
14.	Student-SaKF	District-JBw	School-sCV	8	N	N	N	92.8	94
15.	Student-TLBB	District-JBw	School-sCq	7	N	Y	N	92.6	94
16.	Student-TLBB	District-JBw	School-sCq	8	N	Y	N	92.6	94
17.	Student-TZQP	District-JBw	School-sCt	7	N	Y	N	92.3	92

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76



Grouping Students

Student Projections



Grouping Students

Which students need targeted learning opportunities?

1

1. **Discuss** the Custom Student Report.
2. **Identify** students who might benefit from targeted learning opportunities.
3. **Consider** what other data you need to assist with grouping students.
4. **Choose** a spokesperson to share ideas.


Page Numbers:

18-20

Activity Timer:




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Grouping Students

Student Projections



Grouping Students


Which students need targeted learning opportunities?

1

#	Student	District	Tested School	Grade	ELL	Gifted	SWD	Probability	Projected State Percentile
1.	1304344_STUDENT								
2.	309936								
3.	512042								
4.	190351								
5.	104877								
6.	208345								
7.	512605								
8.	129506								
9.	1308071								
10.	1402213_STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	35.4	38
11.	1839060_STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	31.4	38
12.	1855753_STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	34.3	38
13.	776024_STUDENT								
14.	122539								
15.	277249								
16.	406171								
17.	949411								
18.	998864								
19.	100999								
20.	1132099								
21.	13218_STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	34.4	38
22.	1711377_STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	54.5	47
23.	1773477_STUDENT	High Top Peaks	High Point Middle School	7	U	U	U	56.0	47
24.	230426_STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	58.7	47
25.	553161_STUDENT	High Top Peaks	High Point Middle School	7	N	U	U	57.2	47

What was your reason for choosing certain students for targeted learning?

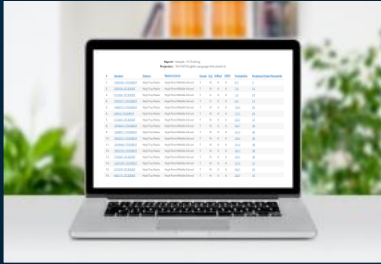
What other data might you need to assist with grouping students?



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Resource

How to Create a Custom Student Report



Page Numbers:

14-15

How to Make a Custom Student Report

Putting Student Projections in a List

1. Hover over the Reports tab and click Custom Student Reports.
 - Teacher Reports
 - District/School Teacher Search
 - Teacher List by School
 - State Teacher Summary
 - Statewide WAM Search
 - Student Reports
 - Student Search
 - Custom Student Reports
 - Student Report
2. Click Create a New Report.
 - Report: Custom Student Reports
 - Buttons: Create a New Report, Reset Name, Last Updated, Options, Sample Report, Add Students, Renew, Delete
3. Decide on a name for your new report and enter it in the required box. Then click Create.
 - Form: Create a New Report, Enter Name (Required) [text box]



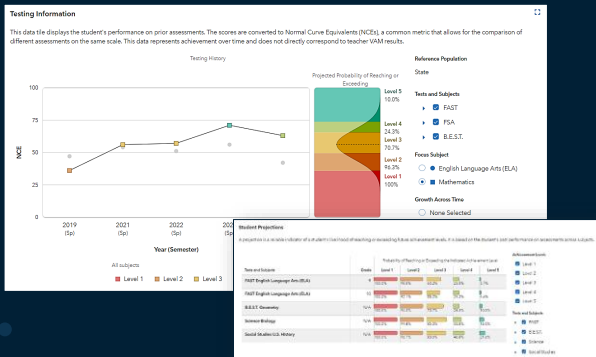
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79

Projections

Where can I find them?

Student Report



Custom Student Reports

Report: Sample
Projection: English Language Arts (Level 4)

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

Page: 1 of 3 | Go

#	Student	District	Tested School	Grade	ELL	Gifted	2020	Probability	Projected State Percentile
1.	Student 20a	District-AB	School-ACa	7	N	U	N	93.2	93
2.	Student 20b	District-AB	School-ACa	8	N	U	N	97.8	
3.	Student 20c	District-AB	School-ACa	7	N	N	N	97.8	
4.	Student 20d	District-AB	School-ACa	8	N	N	N	97.8	
5.	Student 20e	District-AB	School-ACV	7	N	U	N	93.2	
6.	Student 20f	District-AB	School-ACV	8	N	U	N	93.2	
7.	Student 20g	District-AB	School-ACW	7	N	U	Y	93.2	
8.	Student 20h	District-AB	School-ACW	8	N	U	Y	93.2	
9.	Student 20i	District-AB	School-ACV	7	N	Y	N	98.4	
10.	Student 20j	District-AB	School-ACV	8	N	Y	N	98.4	
11.	Student 20k	District-AB	School-ACb	7	N	Y	N	99.1	
12.	Student 20l	District-AB	School-ACb	8	N	Y	N	99.1	
13.	Student 20m	District-AB	School-ACV	7	N	N	N	92.8	
14.	Student 20n	District-AB	School-ACV	8	N	N	N	92.8	
15.	Student 20o	District-AB	School-ACa	7	N	Y	N	92.6	
16.	Student 20p	District-AB	School-ACa	8	N	Y	N	92.6	
17.	Student 20q	District-AB	School-ACV	7	N	Y	N	92.3	

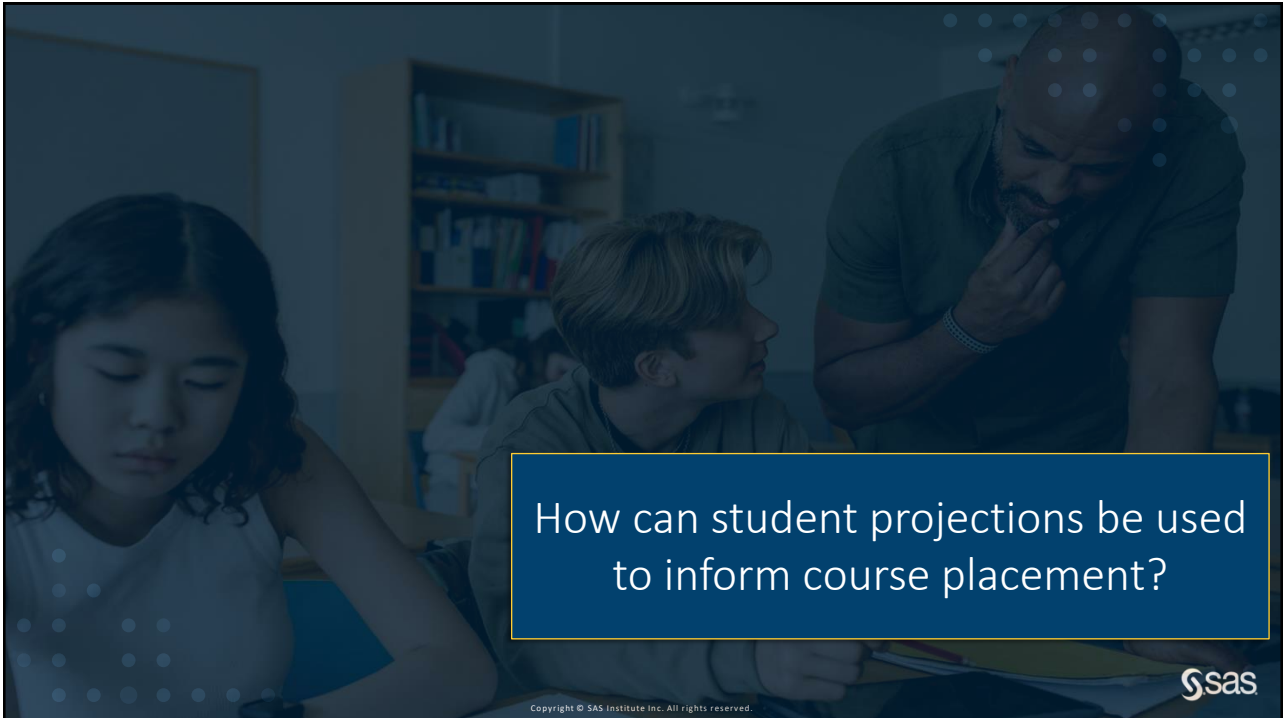
English Language Arts (Level 4)

Probability of Proficiency	Student Count	Percentage
Greater than 70%	225	21%
Between 50% and 70%	116	11%
Less than 50%	444	57%
Students without a projection	0	0%




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80





81



Course Placement

Student Projections





Course Placement


Which courses might a student benefit from taking?

First:

1. **Remove** the materials from the orange folder on your table.
2. **Review** the teachers' notes for last year's 6th grade students.
3. **Identify** students for next year's advanced math course using anecdotal notes only.

2

Activity Timer:






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82

Course Placement

Student Projections


Course Placement
Which courses might a student benefit from taking?

2


Next:

1. **Remove** the materials from the red folder on your table.
2. **Evaluate** the students' projection data in the Custom Student Report and Student Projection tiles.
3. **Adjust** your recommendations for advanced math course placement, as necessary.

Activity Timer:





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83

Course Placement

Student Projections

Course Placement
Which courses might a student benefit from taking?

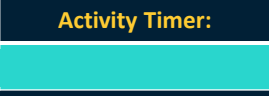
2

Now:


1. **Take turns** discussing the question.
2. **Choose** a spokesperson to share ideas.

How did the student projections impact your advanced math course recommendations for next year?


Activity Timer:



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84

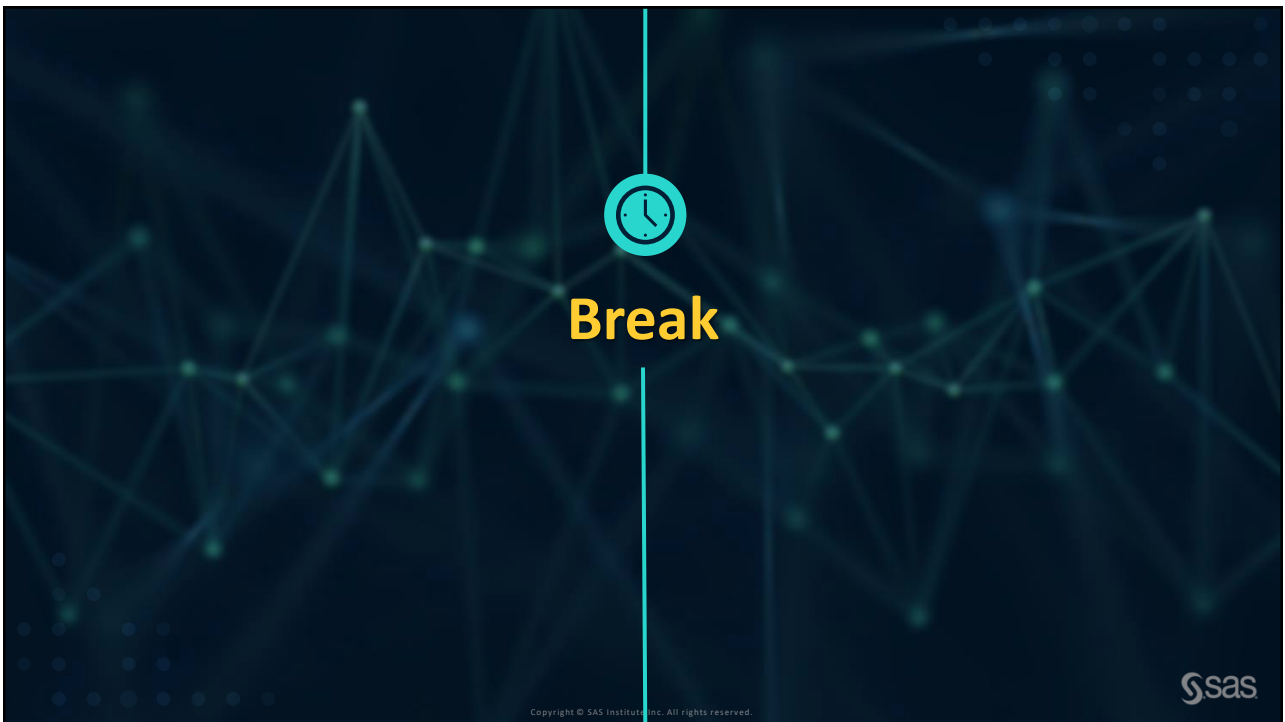


Clean Up
Please place your materials back into the appropriate folder.

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85



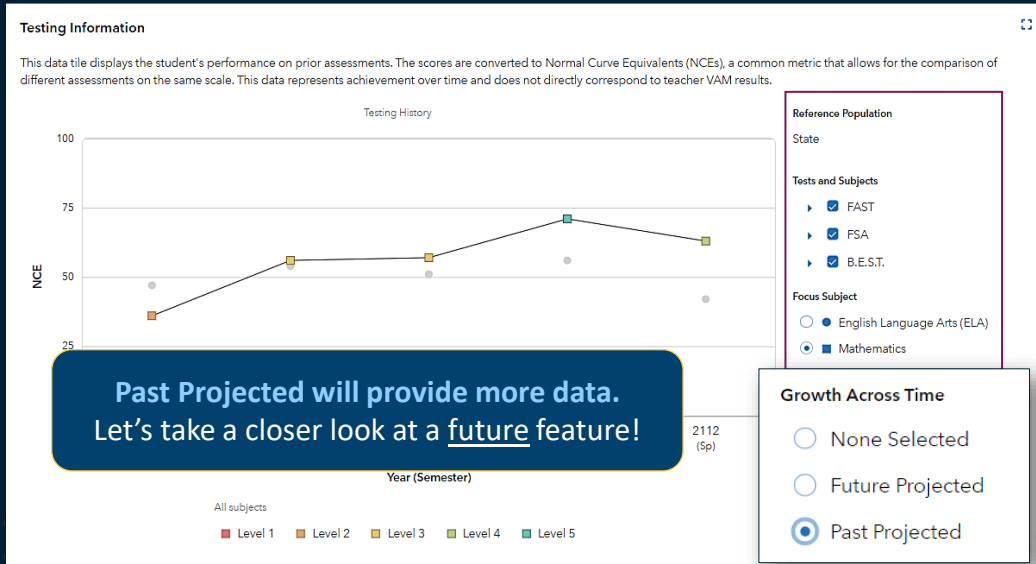
Break

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86

Tile Filter



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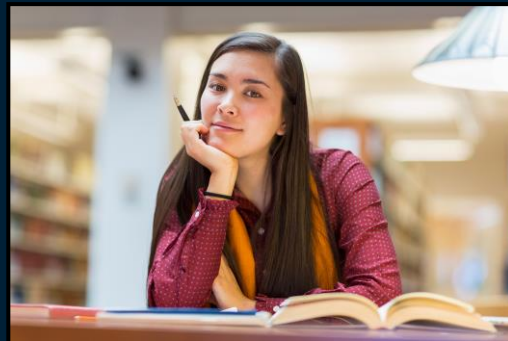
87

Past Projected

Past Projected data can be used for reflection and to answer questions like:

Did this student meet or surpass their past projections?

What strategies and practices were used with students who surpassed their projections?



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88

Past Projected

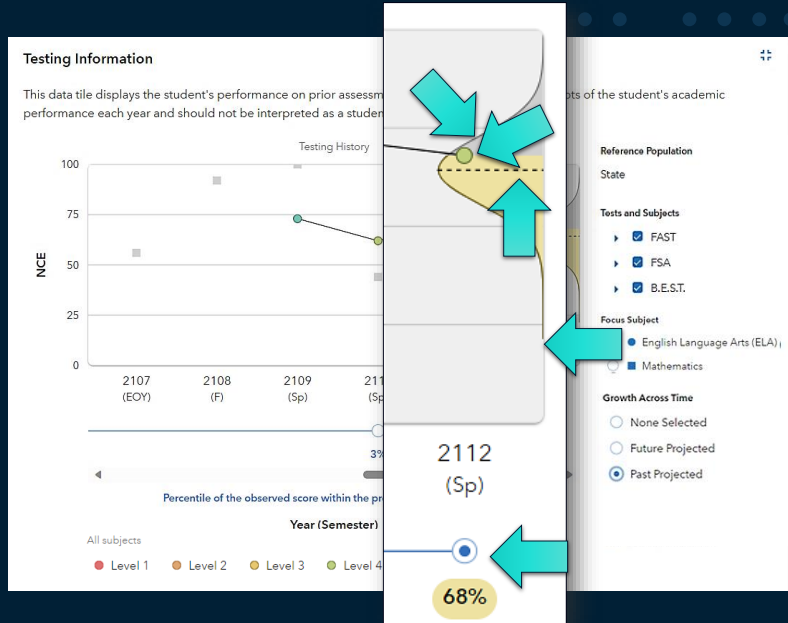
Projected scores were calculated **before** the test using the student's testing history and a **prior** cohort of test takers in the same grade and subject.

Curve - possible range of projected scores for this student

Dotted line - most likely projected score for this student

Shape - actual score

Radio button & yellow shaded area – where the actual score landed in the range of possible projected scores for this student



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89

Past Projected

Past Projected data can be used for reflection and to answer questions like:

Did this student meet or surpass their Past Projections?

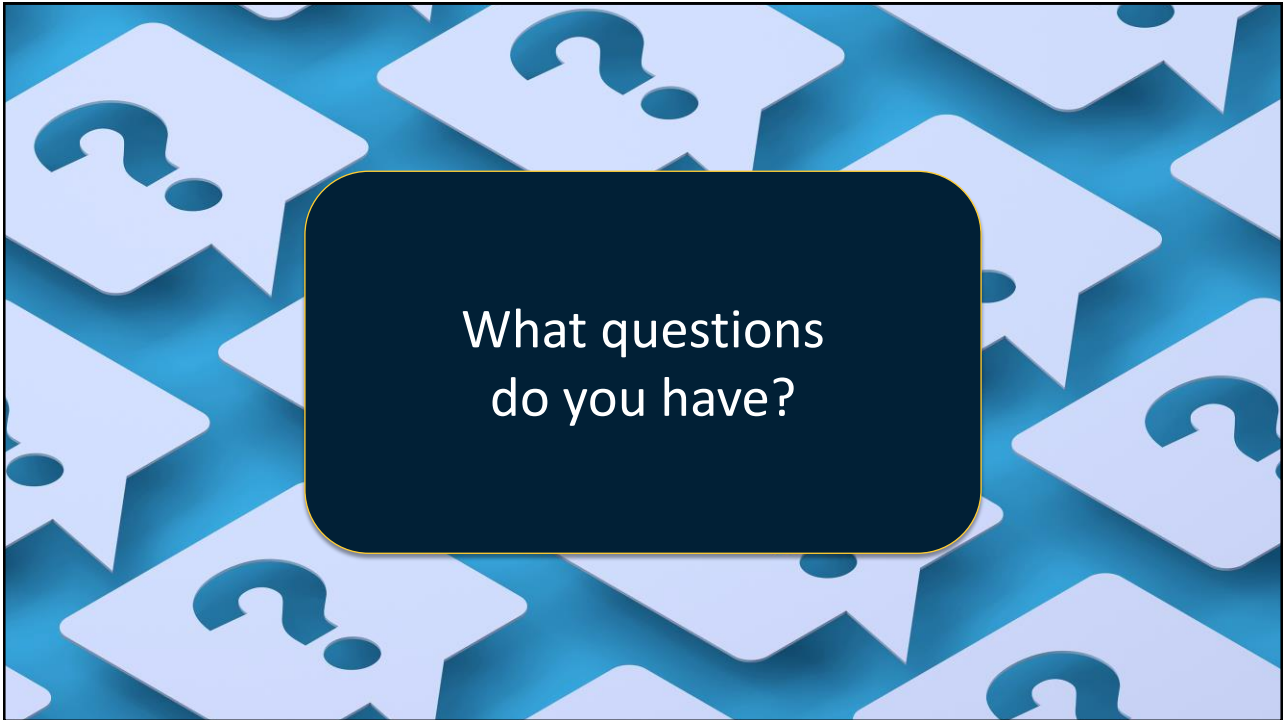
What strategies and practices were used with students who surpassed their projections?



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90



91

Student Reports

Value-Added
History Tile

Value-Added History

This data tile displays the relevant VAM results for the teacher(s) linked to the student in a given year. This can provide useful information regarding the quality of instruction the student has historically received in ELA and mathematics.

Tests and Subjects →	← Entity	Year (Semester)			
		2109 (Sp)	2110 (Sp)	2112 (Sp)	
FAST English Language Arts (ELA)	Teacher	--	--	🔴	8
FSA English Language Arts (ELA)	Teacher	🟡	🟢	--	
FSA Mathematics	Teacher	🟢	🟡	--	
B.E.S.T. Algebra I	Teacher	--	--	🟢	8

Entity

Teacher

Tests and Subjects

FAST

FSA

B.E.S.T.

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92

Value-Added History

Value-Added History can provide information about a student's past learning environments and answer questions like:



What were the overall growth results for this student's previous learning environments?

Has this student encountered strong or weak learning environments two years in a row?



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93

Value-Added History

Example #1

Value-Added History

This data tile displays the relevant VAM results for the teacher(s) linked to the student in a given year. This can provide useful information regarding the quality of instruction the student has historically received in ELA and mathematics.

Tests and Subjects →	← Entity	Year (Semester)			
		2109 (Sp)	2110 (Sp)	2112 (Sp)	
FAST English Language Arts (ELA)	Teacher	--	--	⬇️	8
FSA English Language Arts (ELA)	Teacher	⬇️ 5	⬆️ 6	--	
FSA Mathematics	Teacher	⬆️ 5	⬆️ 6	⬆️	8
B.E.S.T. Algebra I	Teacher	--	--	⬆️	8

Entity

Teacher

Tests and Subjects

FAST

FSA

B.E.S.T.



In what two years do we see evidence of a teacher helping students meet or exceed expected growth?



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94

Value-Added History

Example #2

Value-Added History

This data tile displays the relevant VAM results for the teacher(s) linked to the student in a given year. This can provide useful information regarding the quality of instruction the student has historically received in ELA and mathematics.

Tests and Subjects →	← Entity	Year (Semester)			Entity
		2109 (Sp)	2110 (Sp)	2112 (Sp)	
FAST English Language Arts (ELA)	Teacher	--	--	✓ 8	<input checked="" type="checkbox"/> Teacher Tests and Subjects <input checked="" type="checkbox"/> FAST <input checked="" type="checkbox"/> FSA <input checked="" type="checkbox"/> B.E.S.T.
FSA English Language Arts (ELA)	Teacher	⬇ ⬇ 5	✓ 6	--	
FSA Mathematics	Teacher	⬇ 5	⬇ 6	←	
B.E.S.T. Algebra I	Teacher	--	--	⬆ 8	



On what assessment do we see evidence of a student exposed to two consecutive years of low-growth environments?



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95

Value-Added History

Example #3

Value-Added History

This data tile displays the relevant VAM results for the teacher(s) linked to the student in a given year. This can provide useful information regarding the quality of instruction the student has historically received in ELA and mathematics.

Tests and Subjects →	← Entity	Year (Semester)			Entity
		2109 (Sp)	2110 (Sp)	2112 (Sp)	
FAST English Language Arts (ELA)	Teacher	--	--	✓ ✓ 8	<input checked="" type="checkbox"/> Teacher Tests and Subjects <input checked="" type="checkbox"/> FAST <input checked="" type="checkbox"/> FSA <input checked="" type="checkbox"/> B.E.S.T.
FSA English Language Arts (ELA)	Teacher	✓ 5	✓ ✓ 6	--	
FSA Mathematics	Teacher	⬆ 5	⬇ ⬇ 6	--	
B.E.S.T. Algebra I	Teacher	--	--	⬇ ⬇ 8	



What assessment(s) show multiple teachers linked to a student in a year?



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Value-Added History

Value-Added History can provide information about a student's past learning environments and answer questions like:



What were the overall growth results for this student's previous learning environments?

Has this student encountered strong or weak learning environments two years in a row?



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97

What questions
do you have?

98

Student Learner Card

Student Learner Card

Name: _____

Subject	Testing History	Future Projected – Student Projections	Value-Added History
Guiding Questions	<ul style="list-style-type: none"> What are their proficiency level trends? What implications does this have on their ability to be career and college-ready? 	<ul style="list-style-type: none"> How are they projected to perform on their 8th grade assessments? What implications do their results have on instruction and support services? 	<ul style="list-style-type: none"> What does this growth data indicate about their past learning environments? What do they need from their next school experience?
English Language Arts			
Math			



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99

Value-Added History Example



Value-Added History

- What does this growth data indicate about their past learning environments?
- What do they need from their next school experience?

English Language Arts	They have been fortunate to be connected to teachers that helped students, overall, meet or exceed expected growth. I hope their next school experience will meet their needs the same way.
Math	In Math, they have been in low-growth environments for multiple years. It will be important that we strategically schedule this student to ensure they have access to a high-growth environment.



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100

Student Learner Card

Student Learner Card

Name: _____

Subject	Testing History	Future Projected – Student Projections	Value-Added History
Guiding Questions	<ul style="list-style-type: none"> What are their proficiency level trends? What implications does this have on their ability to be career and college-ready? 	<ul style="list-style-type: none"> How are they projected to perform on their 8th grade assessments? What implications do their results have on instruction and support services? 	<ul style="list-style-type: none"> What does this growth data indicate about their past learning environments? What do they need from their next school experience?
English Language Arts			
Math			

Page Number:

4

Activity Timer:



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101

Let's Dialogue About Data

Choose a sentence frame and process with your group.

1

While exploring _____, I discovered _____.

2

Based on our exploration, I believe _____.

3

Something I need to consider moving forward is _____.

4

My next steps will include _____.

Activity Timer:



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102



103

Student Report Deep Dive

How might this data help inform teaching and learning?

Identify successes, areas for improvement, and supports for a student using your own data by completing these tasks:

1. **Identify** a focus student.
2. **Examine** their Student Report.
3. **Capture** your thinking about their overall experience and next steps.

Student Learner Card			
Name: _____			
Subject	Testing History	Future Projected – Student Projections	Value-Added History
Guiding Questions	<ul style="list-style-type: none"> What are their proficiency level trends? What implications does this have on their ability to be career and college-ready? 	<ul style="list-style-type: none"> How are they projected to perform on their 8th grade assessments? What implications do their results have on instruction and support services? 	<ul style="list-style-type: none"> What does this growth data indicate about their past learning environments? What do they need from their next school experience?
English Language Arts			
Math			

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104

Navigation

<https://floridavam.org>



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105

Activity 4 Directions

Monitor Progress

Step 4: Locate all materials inside your Team Portfolio behind the "Activity 4" tab.
Step 5: Pretend you are a teammate helping to monitor Robin's progress.

Step 6: Examine the grade book excerpt and the peer observation POP-IN simultaneously to answer the two questions below. Identify a Team Talker who will be prepared to share your team's ideas with the whole group.

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

Question 6: How might you and the rest of the team support Robin's continued professional development?

Looking Back to See Ahead – Monitor Progress

4. **Locate** all materials inside your Team Portfolio behind the "Activity 4" tab.
5. **Pretend** you are a teammate helping to monitor Robin's progress.
6. **Examine** the grade book excerpt and the peer observation POP-IN simultaneously to answer the two questions in the activity packet.

Page Number:

17

Activity Timer:

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106

Recommended Deep Dive

How might this data help inform teaching and learning?

Identify successes, areas for improvement, and supports for a student using your own data by completing these tasks:

1. Identify a focus student.
2. Examine their data:
3. Capture your thinking about their overall experience and next steps.

Page Number:
5

Activity Timer:

Student Learner Card			
Name: _____			
Subject	Testing History	Future Projected – Student Projections	Value-Added History
Guiding Questions	<ul style="list-style-type: none"> What are their proficiency level trends? What implications does this have on their ability to be career and college-ready? 	<ul style="list-style-type: none"> How are they projected to perform on their 8th grade assessments? What implications do their results have on instruction and support services? 	<ul style="list-style-type: none"> What does this growth data indicate about their past learning environments? What do they need from their next school experience?
English Language Arts			
Math			



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107

AGENDA

Exploring the New Student Report

Examining the **Teacher Report**

Investigating User Roles

Reviewing FL VAM Resources



108

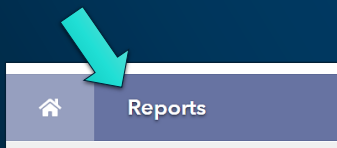
Desk Reference – Teacher Reports



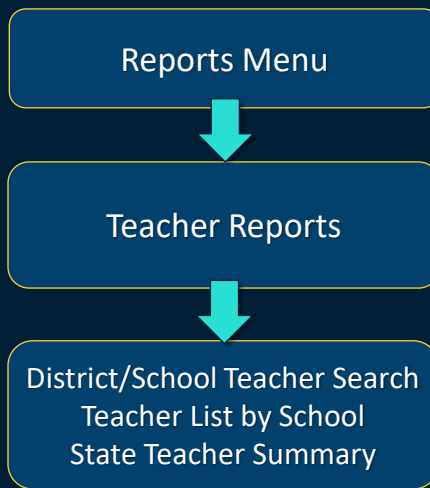
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109

Teacher Reports



Navigation

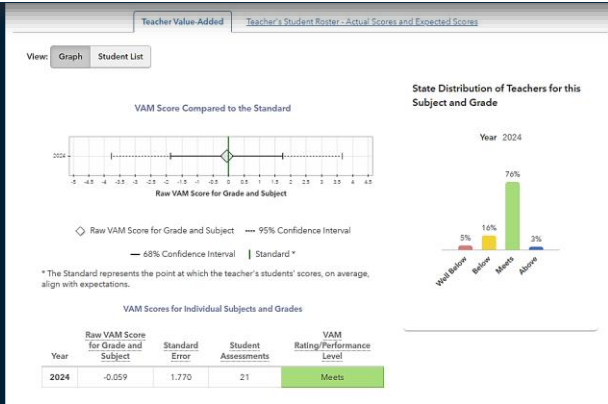


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110

Teacher Report

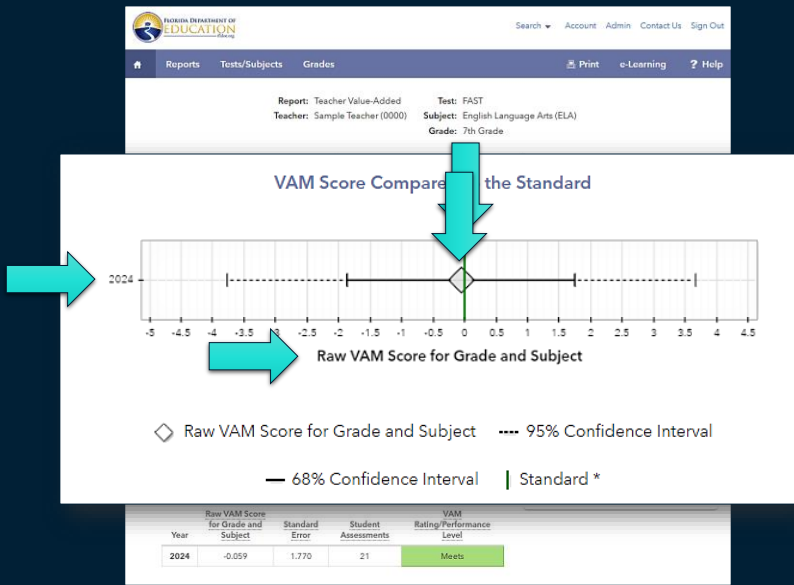
Report: Teacher Value-Added **Test:** FAST
Teacher: Sample Teacher (0000) **Subject:** English Language Arts (ELA)
Grade: 7th Grade



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111

Teacher Report




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112

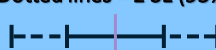
Teacher Report

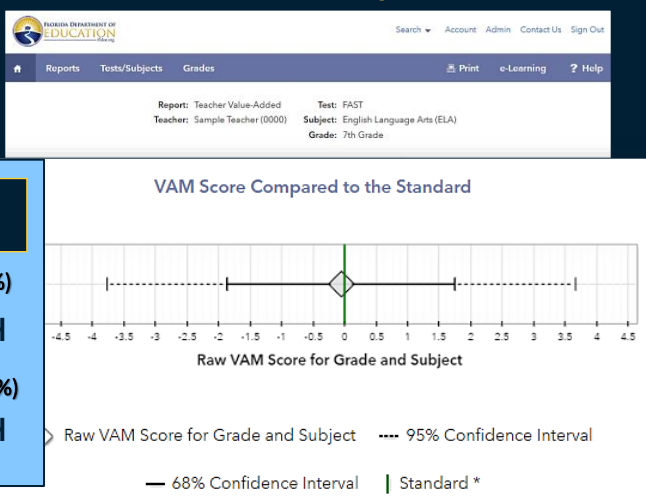
Standard Error or Confidence Band

Solid black = 1 SE (68%)



Dotted lines = 2 SE (95%)





Raw VAM Score for Grade and Subject

Raw VAM Score for Grade and Subject --- 95% Confidence Interval

— 68% Confidence Interval | Standard *

Year	Raw VAM Score for Grade and Subject	Standard Error	Student Assessments	VAM Rating/Performance Level
2024	-0.059	1.770	21	Meets

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113


Teacher Report

Standard Error or Confidence Band

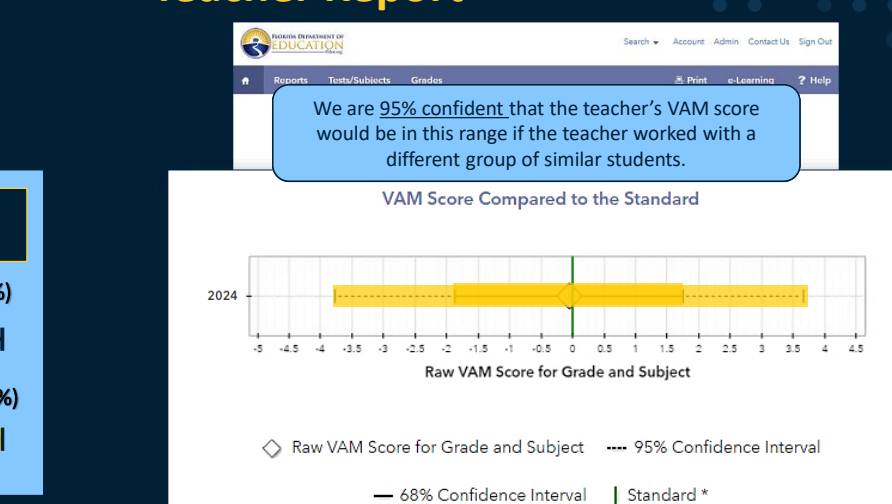
Solid black = 1 SE (68%)



Dotted lines = 2 SE (95%)



We are 95% confident that the teacher's VAM score would be in this range if the teacher worked with a different group of similar students.



Raw VAM Score for Grade and Subject

Raw VAM Score for Grade and Subject --- 95% Confidence Interval

— 68% Confidence Interval | Standard *

Year	Raw VAM Score for Grade and Subject	Standard Error	Student Assessments	VAM Rating/Performance Level
2024	-0.059	1.770	21	Meets

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114

Teacher Report

Report: Teacher Value-Added Test: FAST
 Teacher: Sample Teacher (0000) Subject: English Language Arts (ELA)
 Grade: 7th Grade

View: Graph Student List

VAM Score Compared to the Standard

Year	Raw VAM Score for Grade and Subject	Standard Error	Student Assessments	VAM Rating/Performance Level
2024	-0.059	1.770	21	Meets

State Distribution of Teachers for this Subject and Grade

Year 2024: 76%

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115

VAM Ratings and Performance Levels

VAM Ratings

- Highly Effective
- Effective
- Needs Improvement
- Unsatisfactory

Performance Levels

- Above
- Meets
- Below
- Well Below

➔

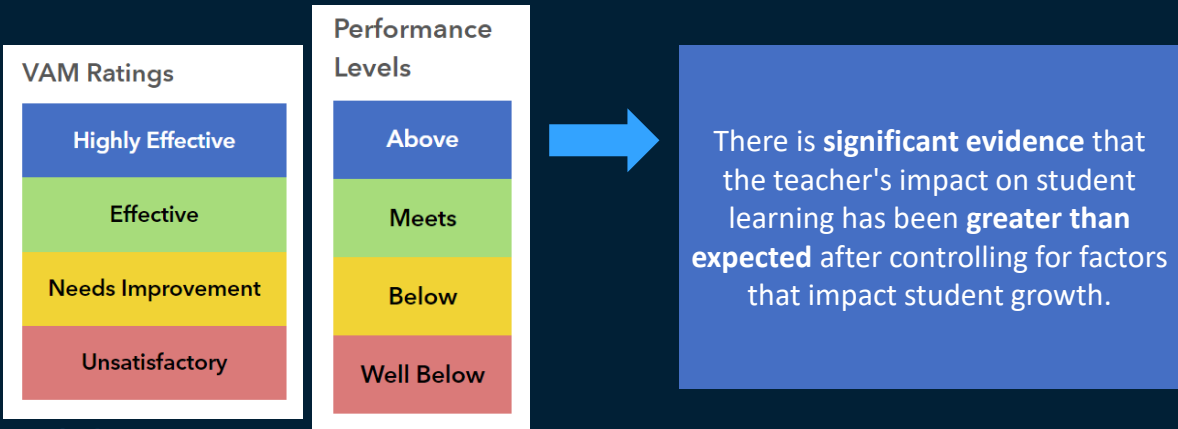
There is **evidence** that the teacher's impact on student learning **meets expectations** after controlling for factors that impact student growth.

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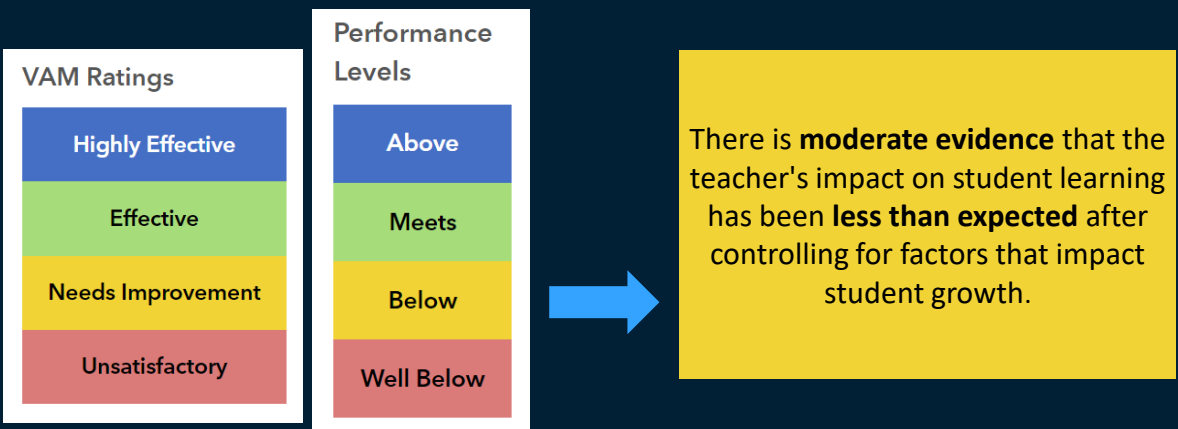
VAM Ratings and Performance Levels



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117

VAM Ratings and Performance Levels



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118

VAM Ratings and Performance Levels

VAM Ratings



Performance Levels



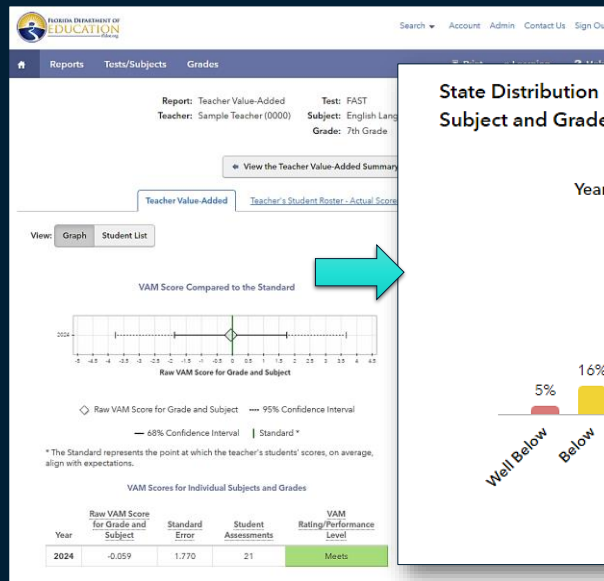
There is **significant evidence** that the teacher's impact on student learning has been **less than expected** after controlling for factors that impact student growth.



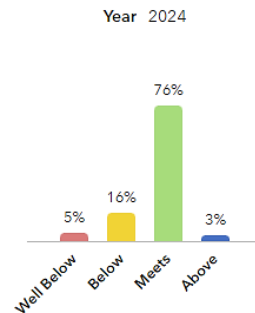
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Teacher Report



State Distribution of Teachers for this Subject and Grade



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120

Teacher Report

Teacher Value-Added | Teacher's Student Roster - Actual Scores and Expected Scores

Student	Actual Score	Expected Score	Difference between Actual and Expected Score	Selected Year Achievement Level
Student-CVkyM	228	206.791	21.209	L4
Student-CMyYr	209	216.326	-7.326	L2
Student-CMyZr	204	201.557	2.443	L2
Student-CMyWN	220	216.724	3.276	L3
Student-CMyBz	244	233.596	10.404	L5
Student-CMyWr	240	250.649	-10.649	L5
Student-CMygd	205	194.040	10.960	L2
Student-CMyfR	222	220.896	1.104	L3
Student-CNwXH	247	217.807	29.193	L5
Student-CNjqK	241	232.138	8.862	L5
Student-CXrnk	207	192.382	14.618	L2
Student-CPfyW	234	244.755	-10.755	L4
Student-CNajE	231	223.015	7.985	L4
Student-CMySt	235	223.926	11.074	L4
Student-CMyIw	246	233.562	12.438	L5
Student-CMTYr	241	233.059	7.941	L5
Student-CNNPL	216	219.886	-3.886	L3



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121

Teacher Report

Report: Teacher Value-Added | Test: FAST
 Teacher: Sample Teacher (0000) | Subject: English Language Arts (ELA)
 Grade: 7th Grade

View: Graph | Student List

VAM Score Compared to the Standard

Raw VAM Score for Grade and Subject: -0.059

Standard Error: 1.770

State Distribution of Teachers for this Subject and Grade

Category	Percentage
Well Below	5%
Below	16%
Meets	76%
Above	2%

Year	Raw VAM Score for Grade and Subject	Standard Error	Student Assessments	VAM Rating/Performance Level
2024	-0.059	1.770	21	Meets



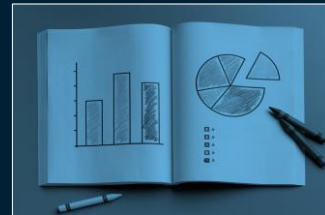
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122



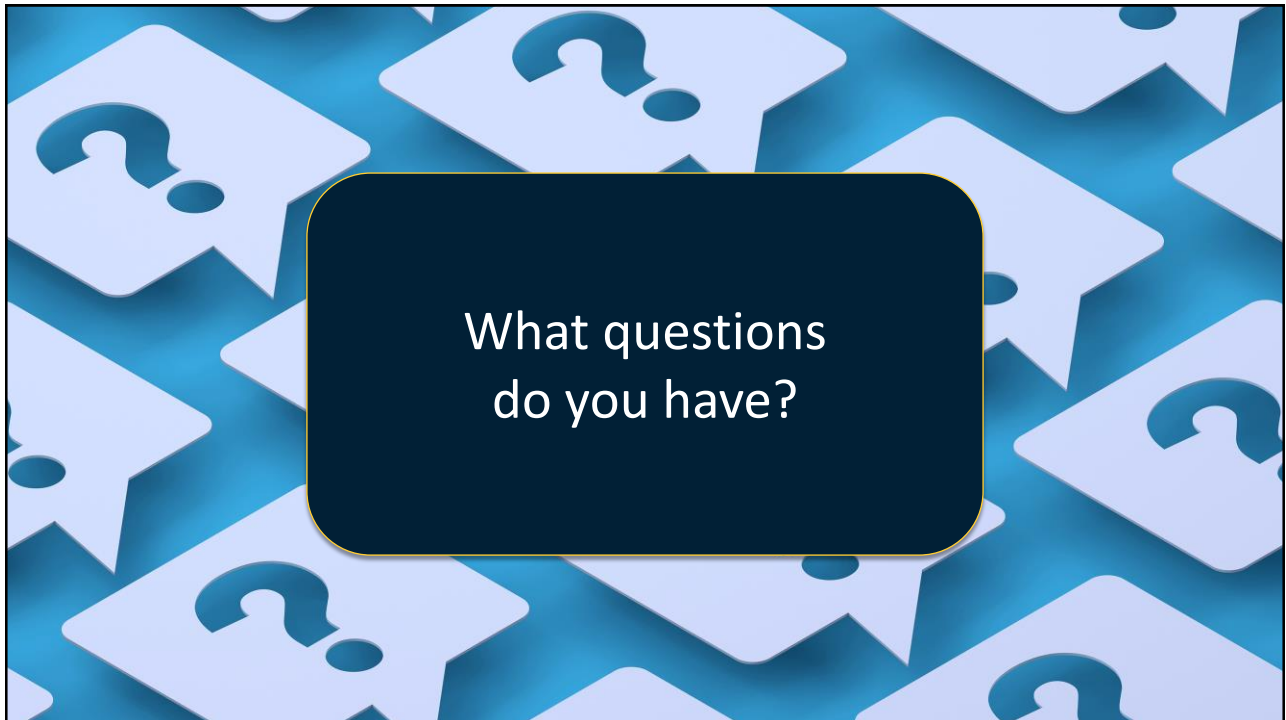
Teacher Reports

What are some positive ways to use Teacher Reports?



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123



124

*The influence of a good teacher
can never be erased.*

~Knowledge Print Press



Let's continue
walking a mile together!

125

Educational Environment

Teacher Report



Scheduling

Which educational
environment might
student benefit
from?

3

Activity Timer:

First:

1. **Remove** the materials from the purple folder.
2. **Review** each teacher's profile card.
3. **Consider** the following questions as a pair.

Is the educational environment likely to
meet my student's needs?
Why or why not?

What adjustments might be needed to
support their learning needs?

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126

Every decision you make as a leader affects others.



How will your decision impact the walk of these students?

127

Educational Environment

Teacher Report



Scheduling

Which educational environment might student benefit from?

3

Activity Timer:

Next:

1. **Remove** the materials from the yellow folder.
2. **Review** the additional Teacher Reports.
3. **Select** three teachers to provide instruction to students during the tutorial program.

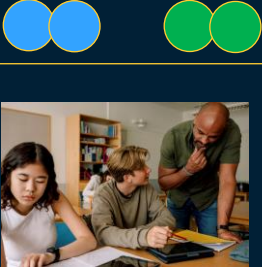

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128

Course Placement

Student Projections

Scheduling

Which educational environment might student benefit from?

3


Activity Timer:

Now:

1. **Take turns** discussing the question.
2. **Choose** a spokesperson to share ideas.


Which teachers were chosen to provide instruction in the tutorial program?

What were the reasons for selecting this group of teachers?




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129



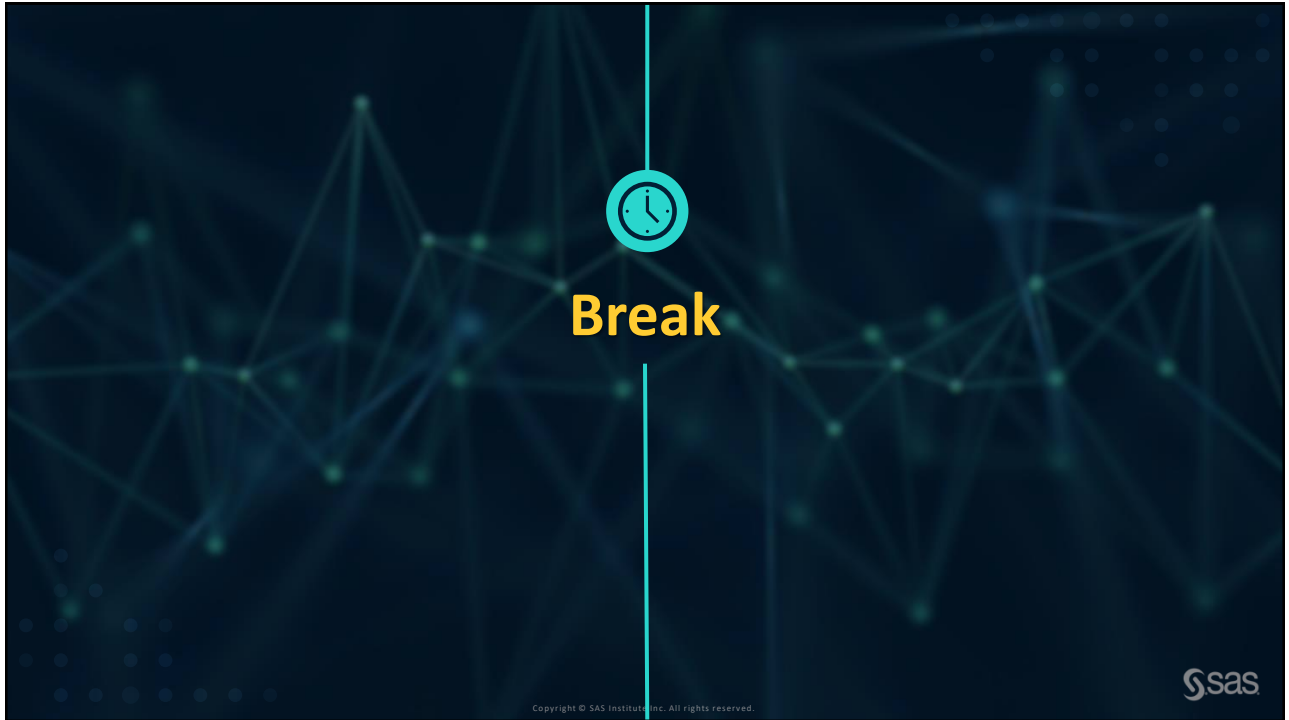
Clean Up

Please place your materials back into the appropriate folder.

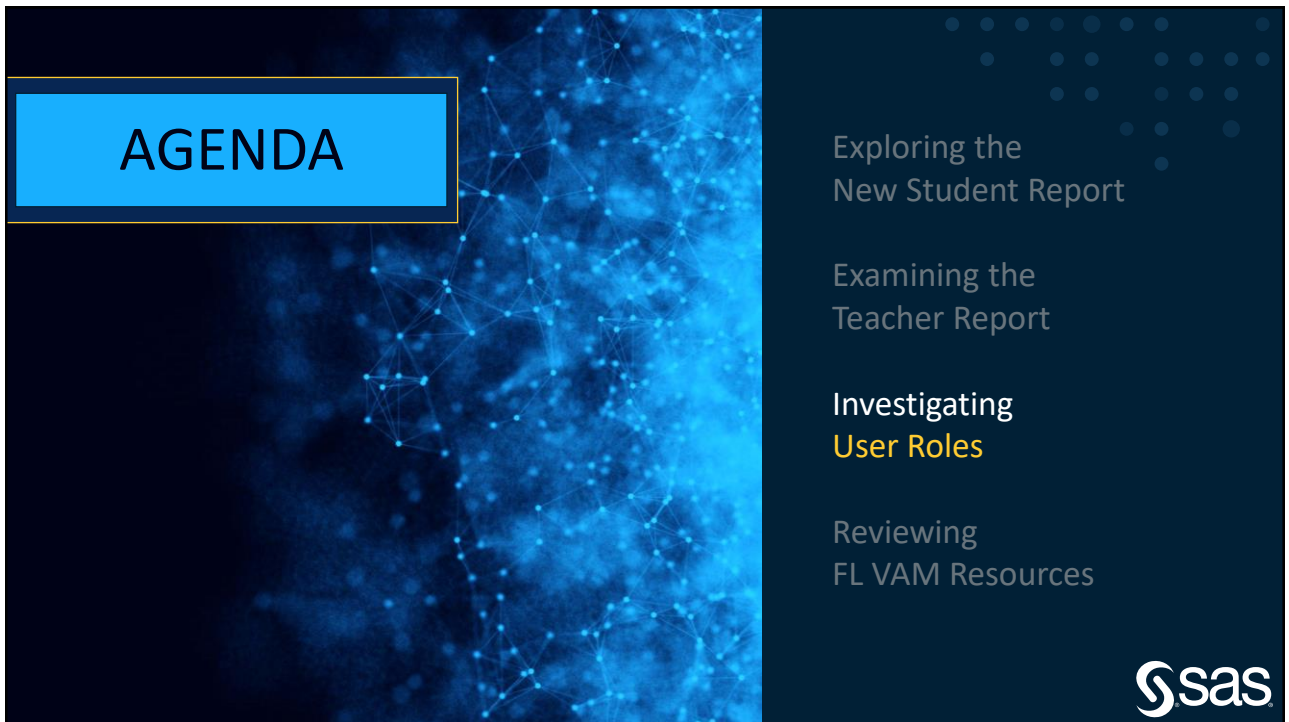


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130



131



132



133

Student Report

Testing Information Tile

[Search](#) [Account](#) [Admin](#) [Contact Us](#) [Sign Out](#)

[Home](#) [Reports](#)

[Print](#) [e-Learning](#) [Help](#)

Students

Student, Sample

Tested at SAMPLE MIDDLE SCHOOL 8th Grade

[Find Students](#)

Student Report

Tests and Subjects

Filter subjects in all data tiles

- FAST
- FAST Progress Monitoring (PM1/2)
- FSA
- B.E.S.T.
- Science
- Social Studies

Data Tiles

- Testing Information
- Student Projections
- Value-Added History

Student, Sample

What is the student's past and projected performance?

This report displays the selected student's testing history, projected performance on future assessments, and demographic information. This data can help teachers understand a student's history and plan for future learning needs.

Testing Information

This data tile displays the student's performance on prior assessments. The scores are converted to Normal Curve Equivalents (NCEs), a common metric that allows for the comparison of different assessments on the same scale. This data represents achievement over time and does not directly correspond to teacher VAM results.

Year (Semester)	NCE Score
2108 (Sp)	~40
2109 (Sp)	~55
2110 (Sp)	~55
2111 (Sp)	~70
2112 (Sp)	~60

Reference Population

State

Tests and Subjects

- FAST
- FSA
- B.E.S.T.

Focus Subject

- English Language Arts (ELA)
- Mathematics

Growth Across Time

- None Selected
- Future Projected

Student Information

Race/Ethnicity
White

Sex
Male

English Language Learner
Yes

Gifted
No

Student With Disability
Yes

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134

Student Report

Student Projections Tile

Student Projections

A projection is a reliable indicator of a student's likelihood of reaching or exceeding future achievement levels. It is based on the student's past performance on assessments across subjects.


Tests and Subjects	Grade	Probability of Reaching or Exceeding the Indicated Achievement Level				
		Level 1	Level 2	Level 3	Level 4	Level 5
FAST English Language Arts (ELA)	9	100.0%	95.8%	60.2%	23.3%	3.7%
FAST English Language Arts (ELA)	10	100.0%	92.1%	55.2%	24.2%	4.6%
B.E.S.T. Geometry	N/A	100.0%	96.3%	70.7%	24.3%	10.0%

Achievement Levels

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

Tests and Subjects

- FAST
- B.E.S.T.




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Student Report

Value-Added History Tile

Value-Added History

This data tile displays the relevant VAM results for the teacher(s) linked to the student in a given year. This can provide useful information regarding the quality of instruction the student has historically received in ELA and mathematics.

Tests and Subjects →	← Entity	Year (Semester)		
		2109 (Sp)	2110 (Sp)	2112 (Sp)
FAST English Language Arts (ELA)	Teacher	--	--	✓ ✓ 8
FSA English Language Arts (ELA)	Teacher	✓ 5	✓ ✓ 6	--
FSA Mathematics	Teacher	⬆ 5	⬇ ⬇ 6	--
B.E.S.T. Algebra I	Teacher	--	--	⬇ ⬇ 8

Entity

- Teacher

Tests and Subjects

- FAST
- FSA
- B.E.S.T.



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136

Teacher Report

Report: Teacher Value-Added Test: FAST
 Teacher: Sample Teacher (0000) Subject: English Language Arts (ELA)
 Grade: 7th Grade

[View the Teacher Value-Added Summary](#)

Teacher Value-Added [Teacher's Student Roster - Actual Scores and Expected Scores](#)

View: [Graph](#) [Student List](#)

VAM Score Compared to the Standard

Raw VAM Score for Grade and Subject

◇ Raw VAM Score for Grade and Subject — 95% Confidence Interval
 — 68% Confidence Interval | Standard *

* The Standard represents the point at which the teacher's students' scores, on average, align with expectations.

State Distribution of Teachers for this Subject and Grade

Year 2024

Year	Raw VAM Score for Grade and Subject	Standard Error	Student Assessments	VAM Rating/Performance Level
2024	-0.059	1.270	21	Meets



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137

Custom Student Report

Report: Sample
 Projection: English Language Arts (Level 4)

Show: [Tested Schools](#) [Add New Students](#) [Remove Individual Students](#) [Remove All Students](#) [Show Pie Graph](#)

« Previous Page Page 1 of 3 Go »

#	Student	District	Tested School	Grade	ELL	Gifted	SWD
1.	Student-Zhcl	District-JBw	School-sCq	7	N	U	N
2.	Student-Zhcl	District-JBw	School-sCq	8	N	U	N
3.	Student-gdMG	District-JBw	School-sCt	7	N	N	N
4.	Student-gdMG	District-JBw	School-sCt	8	N	N	N
5.	Student-Rvrc	District-JBw	School-sCV	7	N	U	N
6.	Student-Rvrc	District-JBw	School-sCV	8	N	U	N
7.	Student-SBos	District-JBw	School-sDW	7	N	U	Y
8.	Student-SBos	District-JBw	School-sDW	8	N	U	Y
9.	Student-FwJ	District-JBw	School-sCV	7	N	Y	N
10.	Student-FwJ	District-JBw	School-sCV	8	N	Y	N
11.	Student-SZGj	District-JBw	School-sCb	7	N	Y	N
12.	Student-SZGj	District-JBw	School-sCb	8	N	Y	N
13.	Student-SaKE	District-JBw	School-sCV	7	N	N	N
14.	Student-SaKE	District-JBw	School-sCV	8	N	N	N
15.	Student-TLb	District-JBw	School-sCq	7	N	Y	N
16.	Student-TLb	District-JBw	School-sCq	8	N	Y	N
17.	Student-TZNP	District-JBw	School-sCt	7	N	Y	N

English Language Arts (Level 4)

Probability of Proficiency	Student Count	Percentage
Greater than 70% <small>Likely to meet or exceed target</small>	225	29%
Between 50% and 70% <small>Consider academic intervention</small>	114	15%
Less than 50% <small>Consider multiple-year intervention plan</small>	444	57%
Students without a projection <small>Students without a projection</small>	0	0%



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138

District Personnel

Little Shoals
School District

Teachers

Counselors

School Administrators

District Administrators

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139

District Personnel

What best practices and cautions would you recommend?

Teachers

Counselors

School Administrators

District Administrators

sas

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140

Reporting by Role



Best Practices

What best practices and cautions would you recommend for this user?

4

1. Visit your assigned poster.
2. Write your ideas for
 - Best practices
 - Cautions



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141

Reporting by Role

4



Best Practices

What best practices and cautions would you recommend for this user?

4

ROLE: Superintendent/ Chief Academic Officer		
REPORT	BEST PRACTICES	CAUTIONS
Testing Information Student Report		
Student Projections Student Report		
Value-Added History Student Report		
Teacher Report		
Custom Student Report		



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142

Reporting by Role



Best Practices

What best practices and cautions would you recommend for this user?

4

1. Visit your assigned poster.
2. Write your ideas for
 - Best practices
 - Cautions
3. Choose a spokesperson to share your group's thoughts.

Activity Timer:

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143



Share your top three genius ideas with the whole group!

Page Numbers:

21-24

sas

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144



Great job!

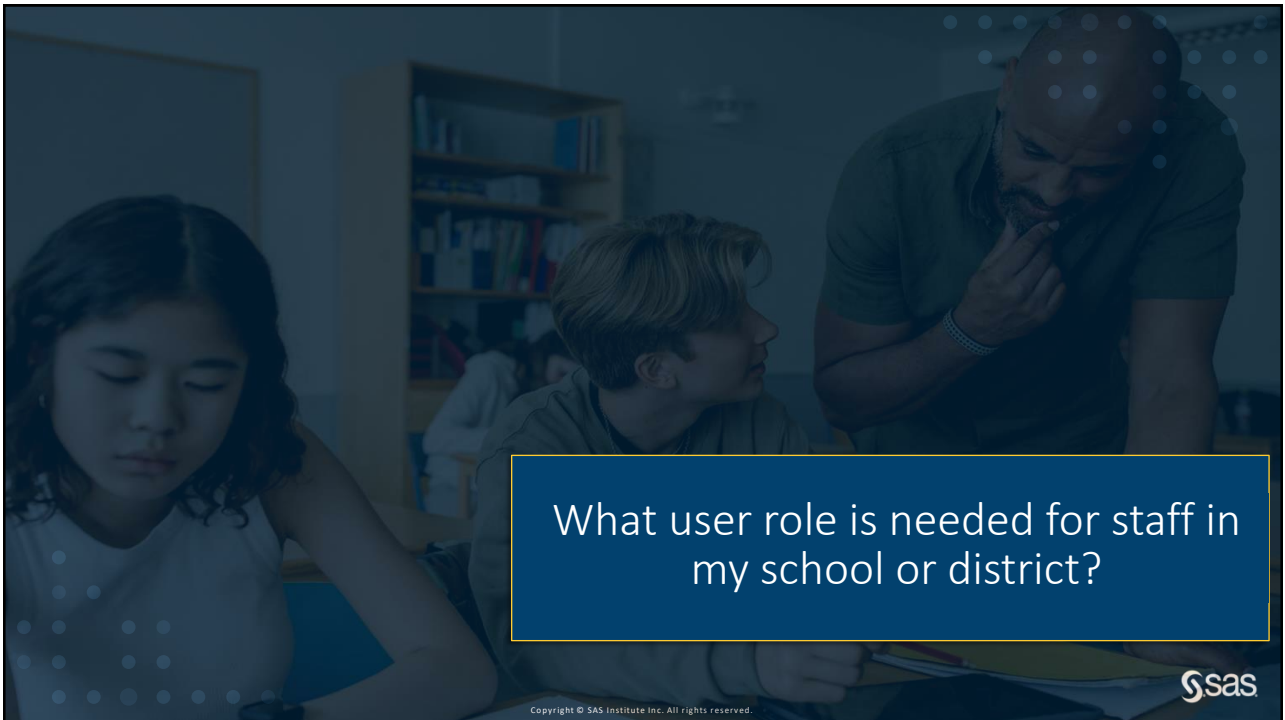
Your genius ideas will help to maximize the positive impact of your reporting.

Snap a photo of the genius ideas and then return to your seats.




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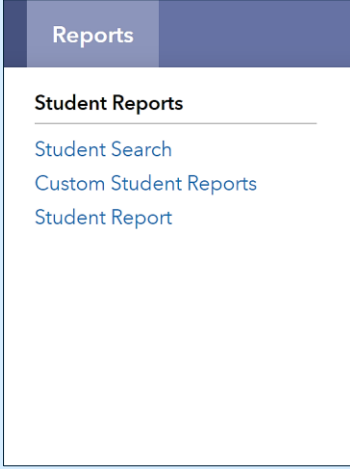
What user role is needed for staff in my school or district?



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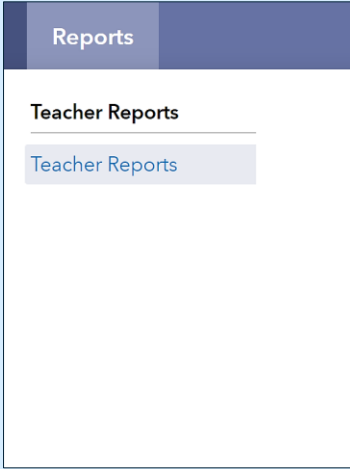
146

Types of User Roles

Role: Instructional User	Reporting Menu
<ul style="list-style-type: none"> View <u>all</u> the Student Reports in their assigned school 	

147

Types of User Roles

Role: VAM Teacher Limited	Reporting Menu
<ul style="list-style-type: none"> Individual Teacher Report access View the student list associated with their Teacher Report View Student Reports associated with their Teacher Report in any year 	

148

Types of User Roles

Role: VAM Teacher	Reporting Menu
<ul style="list-style-type: none"> View the student list associated with their Teacher Report and <u>all</u> the Student Reports in their assigned school with Individual Teacher Report access View <u>all</u> the Student Reports in their assigned school without Individual Teacher Report access 	

149

Types of User Roles

Role: VAM School Personnel	Reporting Menu
<ul style="list-style-type: none"> View the School Teacher Summary View <u>all</u> Student Reports in their assigned school 	

150

Types of User Roles

Role: VAM District Personnel	Reporting Menu
<ul style="list-style-type: none"> View the District Teacher Summary View <u>all</u> Student Reports for their assigned district 	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Reports</p> <p>Teacher Reports</p> <hr/> <p>District/School Teacher Search</p> <p>Teacher List by School</p> <p>District Teacher Summary</p> <p>Statewide VAM Search</p> <p>Student Reports</p> <hr/> <p>Student Search</p> <p>Custom Student Reports</p> <p>Student Report</p> </div>

151

Types of User Roles

Role: VAM State Personnel	Reporting Menu
<ul style="list-style-type: none"> View the State Teacher Summary View <u>all</u> Student Reports in their assigned districts and schools 	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Reports</p> <p>Teacher Reports</p> <hr/> <p>District/School Teacher Search</p> <p>Teacher List by School</p> <p>State Teacher Summary</p> <p>Statewide VAM Search</p> <p>Student Reports</p> <hr/> <p>Student Search</p> <p>Custom Student Reports</p> <p>Student Report</p> </div>

152

Reporting by Role



User Roles

What user role is needed for staff in my school or district?

5

Write the names of individuals that will need each type of user role within your school or district.

Page Number:

25

Activity Timer:



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153

AGENDA

Exploring the New Student Report

Examining the Teacher Report

Investigating User Roles

Reviewing FL VAM Resources



154

Resources

Help!
Options for Additional Information

Topic	Resource
Sources of the data	
Value-added modeling (VAM)	Send email to FLDOE
State policies about VAM	
Feedback or suggestions	
Navigating and interacting with the reports	Refer to the online Help
Understanding teacher reporting	Contact FL VAM Technical Support
How evaluation scores are calculated	Your district's Primary Accountability contact
How districts use VAM	
	Single Sign-On (SSO) Resource Center
Access to the tool or your user profile	<ul style="list-style-type: none"> • ENHELP@fldoe.org • (855) 814-2876

Search ▾ Account Admin Contact Us Sign Out

Print e-Learning ? Help

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155

Resources

Today's Materials
Slide Deck and More

- ▶ Reports
- ▶ **Additional Resources**
- ▶ General Help

bit.ly/EVAAS-FL-Resources

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156

Your Feedback Matters



bit.ly/EVAAS-Survey-C



You are the real superheroes.

Thank you for your continued commitment to students, educators, and your communities!



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