

Help

[Interpreting the District Value Added Reports](#)
[District Progress Rates](#)
[Grade Progress Rates](#)
[SAS EVAAS Methodology](#)

Interpreting District Value Added Reports

From this report, you can:

- Observe the average progress of students in a district.
- Compare a district's progress rate for a grade to the expected growth standard and the state 3-year average rate. The expected growth rate is the state average growth in the base year.
- Compare a district's achievement level to the state's achievement in in the base year and the most recent state 3-year average.

District Progress Rates

Each year, districts and schools add value to student achievement. Effective ones add at least a year's worth of growth in every grade. Some districts and schools are very effective, while others need to improve.

The Ohio Achievement Tests (Ohio Ach) provide estimates of student achievement in grades three through eight in math and reading. SAS EVAAS uses the results from these tests to measure the progress students make from one grade to the next.

Mean NCE Gain over Grades Relative to	
Growth Standard	State

3-Yr-Avg NCE Gain:

2007 Mean NCE Gain:
Std Error:

Mean NCE Gain Over Grades measures the progress of a district's average student in grades four through eight. This value represents the average gain across grades compared to either the **Growth Standard** or the **State 3-Year Average**, when available.

Farther down within these two columns, the row labeled **3-Year Average NCE Gain** provides a robust estimate of how well the district helps students progress, when sufficient data exist to enable this measure.

Standard Errors appear below each individual year and 3-year average.

To access the District Diagnostic Report for Math or Reading, click on the underlined 3-Yr. Average or on the most recent year's Gain, when no 3-Yr. Average is present. Diagnostic Reports are not available for Writing or Composite.

[back to top](#) ▲

Grade Progress Rates

The **Growth Standard** represents the minimum amount of progress you should expect students in a district to make in a grade. The **State 3-Year Average** provides an additional reference point. **Mean Gains** for the district appear immediately below these references. **Standard Errors** for each gain appear below each estimated mean. Compare the **Growth Standard** with the gain in an individual year or the average of three years to see how well the district helps students learn.

- **G (Green):** students made significantly more progress than the Growth Standard. The district is effective with this grade (gain is more than one standard error above the Growth Standard).
- **Y (Yellow):** students achieved approximately average progress (gain is within one standard error of the Growth Standard).

- **R* (Red):** students made little progress (gain is more than one standard error below the Growth Standard). The district is ineffective with this grade.

State Base Year:	
State 3-Yr-Avg:	
2007 Mean:	

Student Achievement Levels

Student achievement levels appear at the bottom of the report in the **Estimated Mean NCE Scores** section. The **State Base Year** is by definition set at 50.0. The **State 3-Year Average** shows the achievement level of students throughout Ohio. Estimated Means for the district for specific years follow. [Prior to the analyses, individual student scale scores were converted to state NCEs.]

Compare the estimated grade/year mean for a district to either the **State Base Year** or the **State 3-Year Average**. If the district mean is greater, the average student in the district is performing at a higher achievement level than the average student in the state.

Printing

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[back to top ▲](#)

SAS® EVAAS® Methodology

1. How are district means estimated?

The SAS EVAAS **Estimated Means** provide a better indicator of achievement than reporting based on a single year's testing. SAS EVAAS methodology uses up to five years of available scores for individual students to provide the best estimates of student achievement for a district. Scores for all students, even those with partial data, are included in the analyses. All subjects are analyzed at the same time, improving the precision of the estimates.

2. Why are standard errors reported?

The standard error allows the user to establish a confidence band around the estimate.

3. What about fairness?

Questions concerning fairness usually come from districts with many students scoring below grade level or districts with many high achieving students.

When tests do not adequately measure achievement for very low or very high achieving students or when reporting is too simplistic, districts may appear to be ineffective. The combination of Ohio Achievement tests administered and SAS EVAAS reporting alleviates both concerns: 1) Ohio Achievement tests provide appropriate measures of student achievement across a broad range of student differences; 2) The SAS EVAAS reporting provides more than a snapshot of average achievement level. It identifies districts where students make adequate progress. In this reporting, you will find many examples of districts with high achieving students making excellent progress and also many examples of districts with low achieving students making excellent progress. With more traditional reporting of student achievement levels, it is possible for districts whose students start at a higher level to look effective when their students made little progress. Districts whose students started at a lower level may look ineffective, even though their students made excellent progress. SAS EVAAS reporting corrects this distorted view.

4. How can an assessment system based on test scores encourage innovation in the classroom?

SAS EVAAS was conceived as a method of estimating the academic growth of each student over his or her school career in each subject. It does not suggest or prescribe a particular method for encouraging this growth. Typically, students perform well on standardized tests whenever good teachers, day after day, promote scholarship and make sound instructional decisions.

[back to top ▲](#)

System Requirements

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