

SAS[®] EVAAS

What's New in 2021

2019-2020 Assessment Data Not Available

Due to the COVID-19 pandemic, there was no testing in spring of 2020. Therefore, no value-added measures are available for the 2019-20 reporting year. Most of the changes described below are largely a result of the missing assessment data.

Two-Year Growth Measures for Gain Model Subjects

District, school, and teacher value-added measures for 2020-21 were created across a two-year period instead of one, because there was limited testing in the 2020 school year.

School Accountability Growth Not Calculated

Pursuant to Session Law 2021-130, the State Board of Education shall not calculate school performance scores and letter grades for the 2020-21 school year. School Accountability Growth is a component of the school performance score, and as a result, NCDPI shall not estimate School Accountability Growth from the 2020-21 assessment data.

Changes to K-2 Reporting

In 2021, K-2 reporting includes assessments from multiple vendors. The K-2 subject name is Early Reading, and growth is measured from MOY to EOY. For previous years, the K-2 subject name is K-2 Text and Reading Comprehension. Growth for those years is measured from MOY to EOY for kindergarten and from BOY to EOY for grades 1 and 2.

Changes to Grade 4 Reporting

In 2021, growth for grade 4 Reading is measured from grade 3 BOG to grade 4 EOG.

Due to a lack of testing history, there are no value-added measures for grade 4 Math in 2021. Historical growth measures from 2017-18 and 2018-19 are reported where available.

Multi-Year Averages Not Calculated

Due to the lack of growth measures for the 2019-20 school year, multi-year averages for district, school, and teacher value-added measures by subject and grade were not created.

Changes to Projections

All projections for assessments assume the 2019 average schooling experience, and projections to grade-level assessments are made to one grade out. Due to the lack of 2019-20 assessment data,

projections for grade 4 Reading and Math are provided using two predictors rather than three. Additionally, projections for kindergarten through grade 3 Reading and Math are not provided because there is not enough testing history.

Changes to Scatterplots

- The method used for creating the achievement axes on district, school, and teacher scatterplots has been updated. Prior year axes for achievement have not changed for teacher scatterplots.
 - For both the gain and predictive models, the achievement axes are based on expected achievement for 2021 teacher scatterplots.
- The School Performance Composite scatterplot axes were not created.
- The “% of Teachers Exceeding Expected Growth” scatterplot axis was not created.
- Homeless data has been reintroduced in student groups reporting.

Changes to Human Capital Retention Dashboard

Due to the gap in assessment data in the 2019-20 school year, the Human Capital Retention Dashboard has been updated to have a year selection feature.

Changes to Growth of Student Groups

Due to the gap in assessment data in the 2019-20 school year, the Growth of Student Groups report has been updated to have a year selection feature.

Pursuant to Session Law 2021-130, NCDPI shall not estimate School Accountability Growth from the 2020-21 assessment data. As a result, school growth disaggregated by student groups is not available for this reporting year. However, growth by student groups for individual subjects and/or grades is still available.

Updates to District and School Diagnostic Reports

District and School Diagnostic reports have a fresh new look and user-friendly design. The following documents in the EVAAS online Help provide detailed information about these redesigned reports:

<https://ncdpi.sas.com/support/EVAAS-NC-DRRd-New-Features-Flyer.pdf>

<https://ncdpi.sas.com/support/EVAAS-NC-DRRd-Desk-Reference.pdf>