

SAS[®] EVAAS

Difference Between EVAAS Growth Measures and Additional Measures of the Impact of the Pandemic


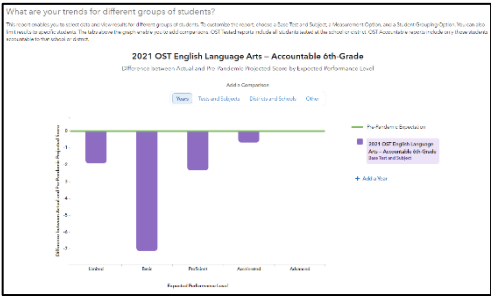
This year, Ohio educators received two types of information related to students’ learning experience over the past two years. Both measures use student assessment data, but there are important differences in the models, interpretation, and purpose of each measure.

- **EVAAS growth measures** are relative to the *state average growth in the current reporting year* (i.e., 2020-21). EVAAS growth measures are always relative to the state average in the most recent year of available assessment data.
- **Difference between actual and pre-pandemic projected score (DBAPPS) measures** are relative to *the state average progress in the pre-pandemic baseline year* (i.e., 2018-19). The baseline year represents as a “typical” schooling year prior to the pandemic, so that students’ learning experience during the pandemic can be compared to those from a typical pre-pandemic year.

It is important to know that results for your district will not necessarily align between these two types of measures. They measure different things. It is possible to meet or exceed expectations on EVAAS growth measures *and* have students fall short of pre-pandemic projected scores. The former is relative to the state average in the current year, and the latter compares students’ performance to the pre-pandemic baseline year. Both types of information are important to understanding students’ learning experiences over the past two years.

The table below provides an overview of these two measures and how to interpret them based on assessment data through the 2020-21 school year.

| | EVAAS Growth Measures | DBAPPS Measures |
|---------------------------------|---|--|
| What does it measure? | <p>For OST ELA (grades 4–8) and Math (grades 4–8): The change in relative achievement from one point in time to the next (i.e., 2019 to 2021).</p> <p>For OST Science (grades 5 & 8), Algebra I, Geometry, Mathematics I & II, ELA II, Biology and American Government: The difference between actual and expected achievement, where expected achievement is based on students’ prior test scores and the average learning experience observed in the state.</p> | <p>The difference between students’ actual and projected scores in 2021, where projected scores are based on students’ prior test scores and the typical school experience observed in the state in a pre-pandemic baseline year.</p> <p>These measures are available for: OST ELA (grades 6–8), Math (grades 6–8), OST Science (grade 8), Algebra I, Geometry, Mathematics I & II, and ELA II.</p> |
| What is expected growth? | Average growth observed in the state between the SY18-19 and the SY20-21. | Average progress observed in the state in a pre-pandemic year, which represents a baseline or typical school year (i.e., 2019). |

| | EVAAS Growth Measures | DBAPPS Measures | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>What does the distribution of results look like?</p> | <p>Statewide, the results are centered around expected growth (zero) because the growth measures are relative to the state average for 2021. <i>Your district might show a different pattern.</i></p> | <p>Statewide, the results for most assessments have more districts/schools below expected growth (zero) because the Lost Instructional Time measures are relative to the pre-pandemic state baseline year and, on average, students made less progress relative to that baseline. <i>Your district might show a different pattern.</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>What is the purpose of this information?</p> | <p>To understand and identify the classrooms, schools, and districts where students made more or less growth than the average observed across the state over the past two years. This helps educators target recovery efforts.</p> | <p>To quantify the extent of pandemic’s impact on student learning in comparison to a typical learning experience prior to the pandemic. This helps educators understand how students’ trajectories changed and target recovery efforts. The inclusion of this data on scatterplots and District/School diagnostic reports allows educators to identify trends and differences in the pandemic’s impact across groups of students, across schools, and across districts.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>What does this information tell me?</p> | <p>How did we help our students grow <i>in comparison</i> to students in other classrooms, schools, and districts during these unusual times?</p> | <p>How did students perform compared to <i>how we would have expected them to perform</i> in the absence of a pandemic?</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Where do I find this information?</p> | <p>“Growth measure” or “growth index” in the District/School/Teacher Value-Added reports on the EVAAS website</p>  <p>Volleyball Middle All Star School District</p> <p>What are your trends in growth and achievement?</p> <p>The Value Added report enables you to select data of interest, assess trends over time, and compare results. Use the filters on the left to explore your growth and achievement data. Depending on the assessment, achievement is reported in Normal Curve Equivents (NCEs) or scale scores and does not reflect proficiency level.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Year</th> <th>Grade</th> <th>Growth Indicator</th> </tr> </thead> <tbody> <tr> <td rowspan="3">EOG Math</td> <td rowspan="3">2021</td> <td>6</td> <td>Does Not Meet Expected Growth (C)</td> </tr> <tr> <td>7</td> <td>Meets Expected Growth</td> </tr> <tr> <td>8</td> <td>Exceeds Expected Growth</td> </tr> <tr> <td colspan="3">Across Grades</td> <td>Meets Expected Growth</td> </tr> <tr> <td rowspan="3">EOG Reading</td> <td rowspan="3">2021</td> <td>6</td> <td>Exceeds Expected Growth</td> </tr> <tr> <td>7</td> <td>Exceeds Expected Growth</td> </tr> <tr> <td>8</td> <td>Meets Expected Growth</td> </tr> <tr> <td colspan="3">Across Grades</td> <td>Exceeds Expected Growth</td> </tr> <tr> <td>EOG Science</td> <td>2021</td> <td>8</td> <td>Meets Expected Growth</td> </tr> </tbody> </table> | Subject | Year | Grade | Growth Indicator | EOG Math | 2021 | 6 | Does Not Meet Expected Growth (C) | 7 | Meets Expected Growth | 8 | Exceeds Expected Growth | Across Grades | | | Meets Expected Growth | EOG Reading | 2021 | 6 | Exceeds Expected Growth | 7 | Exceeds Expected Growth | 8 | Meets Expected Growth | Across Grades | | | Exceeds Expected Growth | EOG Science | 2021 | 8 | Meets Expected Growth | <p>“Difference between Actual and Pre-Pandemic Score” as the selected Measurement Option (Y axis) in District/School Diagnostic reports and scatterplots on the EVAAS website</p>  <p>What are your trends for different groups of students?</p> <p>This report enables you to select data of interest, assess trends over time, and compare results. Use the filters on the left to explore your growth and achievement data. Depending on the assessment, achievement is reported in Normal Curve Equivents (NCEs) or scale scores and does not reflect proficiency level.</p> <p>2021 OST English Language Arts - Accountable 6th Grade Difference between Actual and Pre-Pandemic Score by Expected Performance Level</p> <p>Add a Comparison</p> <p>Baseline</p> <p>2021 OST English Language Arts - Accountable 6th Grade - See Forward Index</p> <p>+ Add a Year</p> <p>Expected Performance Level: Below, Basic, Proficient, Advanced, Advanced+</p> |
| Subject | Year | Grade | Growth Indicator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOG Math | 2021 | 6 | Does Not Meet Expected Growth (C) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 7 | Meets Expected Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 8 | Exceeds Expected Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Across Grades | | | Meets Expected Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOG Reading | 2021 | 6 | Exceeds Expected Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Across Grades | | | Exceeds Expected Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOG Science | 2021 | 8 | Meets Expected Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |