GCS EVAAS Tutorial Video Guideline

School Reports		
Report	**What it is reporting**	**Questions to ask...**
Decision Dashboard (beginning to 2:40) *1. Click Reports* *2. Go to School Reports and click on Decision Dashboard*	● Growth by subject area and grade level by Achievement Groups ● Achievement Groups are based on historical growth and percentiles students perform in. ● There are five achievement groups with the 1 achievement group being the low percentile group and the 5 achievement group being the highest percentile group.	● Which group do we exceed growth with and in what subject-areas/grade levels? ● What groups do we not exceed growth with and in what subject-areas/grade levels? ● What groups are just maintaining their growth (Green)? ● Where could we collaborate and pull from other grade levels/subject-area teachers to see how they grow particular groups of students to help grow our did not meet growth groups?
Value Added (2:40-4:17) *1. Click Reports* *2. Go to School Reports and click on Value Added*	● Overall Growth by subject-area and grade level for past three years. ● To determine growth, the standard error is multiplied by 2 and then a negative and positive range is created using that number. If the index falls within the range, then the subject-area/grade level met growth. If it falls on the outside of the range positively, then the subject-area/grade level exceeds growth. If it falls on the outside of the range negatively, subject-area/grade level does not meet expected growth.	● Which grade-levels have exceeded growth consistently over the three year period? ● How far in the red are we? Are we coming out of the red, slowly? ● Follow a cohort over a two to three year period, how does their growth change? ● We are meeting growth, but are we slowing regressing?

| Diagnostic (4:20-5:30)

1. *Click on Reports*
2. *Go to School Reports and Click on "Diagnostic"* | ● A more detailed look at growth by each group that was shown on the decision dashboard report.
● Click on "Show" and "Pie Chart" to change the chart type.
● To determine growth, the standard error is placed as a negative and positive range on a number line. If the index falls within the range, then the subject-area/grade level met growth. If it falls on the outside of the range positively, then the subject-area/grade level exceeds growth. If it falls on the outside of the range negatively, subject-area/grade level does not meet expected growth. | ● What groups of students do we exceed growth, meet growth and do not meet growth with?
● How close are we to meeting growth with our did not meet growth groups based on the positive and negative range created by the standard error?
● Did our growth change significantly with a group from past years to last year? |

Teacher Value-Added Reports

Report	What it is reporting	Questions to ask...
Value Added (5:35-8:30) 1. Click on Reports 2. Go to Teacher Effectiveness Reports 3. Using your PowerSchool Ten Digit ID number and your EVAAS password, you will be able to login to your teacher reports.	● Composite Growth (all three years) for each subject area taught. ● Click on the subject area to see growth for a particular subject area. ● Growth is determined based on the index score and where is falls on the -2 to +2 range. ● Index score is the growth measure divided by the standard error. ● Growth measure is students' growth calculation for that particular group.	● Is the growth a steady increase from one year to the next? ● If I am in the does not meet growth range, am I coming out of the does not meet steadily? ● How has my growth measure and index changed over time?
Diagnostic (8:35-10:15) 1. *From the value added report, click on the teacher diagnostic tab.*	● Just like the school diagnostic, this breaks down the growth by dividing the students' into three groups. (Low, Middle and High)	● What groups of students do I grow well? ● Which group do I need to focus more

	● Click on "Show" and "Pie Chart" to change the chart type. ● To determine growth, the standard error is placed as a negative and positive range on a number line. If the index falls within the range, then the subject-area/grade level met growth. If it falls on the outside of the range positively, then the subject-area/grade level exceeds growth. If it falls on the outside of the range negatively, subject-area/grade level does not meet expected growth.	attention to in working on growth? ● Has growth changed for a group from one year to the next? If so, how did my teaching change or what strategies did I put in place that could be attributed to the change?
Review of all reports (10:15-end)		