

# **EVAAS Reporting for 2020-2021 Academic Year**

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# **PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education | Department of Public Instruction

# Estimating Student Growth

# Considerations for 2020-21

- Due to COVID-19 pandemic, NC PSUs did not administer state summative assessments at the end of the 2019-20 school year.
- Additionally, PSUs had difficulty administering beginning of the year assessments in 2020-21 school year (e.g., K-2 reading BOY and 3rd grade reading BOG).
- Summative assessments for 2020-21 were robust across the state but were slightly down from the 95% participation rate.

# Estimating Growth in a Gap Year

- EVAAS estimates student growth by considering all a student's prior testing history (including the most recent academic year).
- The lack of 2019-20 testing data is not an insurmountable problem but does introduce some error into our estimates of student growth.
- EVAAS has successfully produced growth analyses in other states where prior year testing data was unavailable.

# Measures in EVAAS

# Examples of EVAAS Measures

- School Accountability Growth – growth of students in specific subjects (e.g., EOGs and EOCs) aggregated at the school level.
- Teacher Level Growth – growth of students by grade and subject aggregated at the teacher level.
- Educator Effectiveness Growth – growth of students in all state-tested subjects aggregated at the school level.
- Student Projections – an estimated probability of a student’s performance in the current year on a state-administered summative assessment.

# School Accountability Growth

- SB 654 proposes to withhold SAG and not include in the following:
  - School Report Cards (Section 1.1)
  - Determination of Low-Performing Schools (Section 2.1)
  - Determination of principal recruitment supplement (Section 4)
- If these provisions pass into law, NCDPI will not develop the SAG measure for the 2020-21 school year.

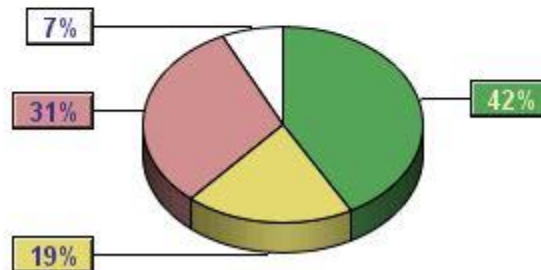
# Educator Effectiveness Growth and Teacher Growth

- EVAAS will develop EE and Teacher Growth employing the “gap-year” approach.
- Notification to school personnel of the implications of gap-year analysis (HB 654, Section 5)
- NCDPI proposes to turn off access to teacher level reporting as default
- Individual PSUs will have the ability to turn on access to these data on an individual basis

# Student Projections

Enrolled 5th Grade Projected to 5th EOG Math (Level 3)

Probability	Student Count	Percentage
<u>Greater than 70%</u>	<u>353</u>	42%
<u>Between 40% and 70%</u>	<u>164</u>	19%
<u>Less than 40%</u>	<u>265</u>	31%
<u>Students without a projection</u>	<u>60</u>	7%



# Student Projections

- Student Projections are extremely valuable to PSUs for identifying students in need of support to be successful on end of year assessments
- EVAAS will continue to provide these data to PSUs based on 2020-21 (and prior years) testing data

# EVAAS Bonuses

# Senate Bill 105

- Section 7A.3.(g):
- For the 2021-22 fiscal year, funds for the following bonus programs shall be used for a one-time lump sum bonus to all teachers:
  - Third Grade Read to Achieve Teacher Bonus
  - Fourth and Fifth Grade Reading Teacher Bonus
  - Fourth to Eighth Grade Mathematics Teacher Bonus

# Questions