

Understanding the School-Wide Value-Added Measure Used in the Professional Pathways for Teachers (PPfT) Appraisal System

Appraisals for teachers on the standard Professional Pathways for Teachers (PPfT) appraisal plan include four components: instructional practices, professional growth and responsibilities, a student learning objective, and school-wide value-added measure. Teachers receive a final summative score out of 400 possible points across all four of these components. PPfT school-wide value-added measure accounts for 10% of each appraisal, or 40 possible points. This document describes PPfT school-wide value-added measure by showing how to gain access to your SAS Education Value-Added Assessment System (EVAAS) account, stepping through the school growth measures, and discussing how growth is scored in PPfT appraisal.

Accessing Your SAS EVAAS Account to View Your School's Value-Added Measures

1. Open a web browser and navigate to <https://portal.austinisd.org/>.
2. Enter your AISD single sign-on (SSO) username and password. If you have not yet used the AISD portal, please contact your administrator for assistance.
3. Once you have logged on to the AISD portal, click the "SAS EVAAS" icon (Figure 1).
4. Enter your EVAAS username and EVAAS password (if you have forgotten your username or password, see below).
5. Click *Submit*.
6. Navigate within EVAAS.

Note. Once you have linked your EVAAS account, you will not have to enter the EVAAS username and password again. For future use, click on the SAS EVAAS icon in the AISD SSO portal for immediate access to your EVAAS reports.

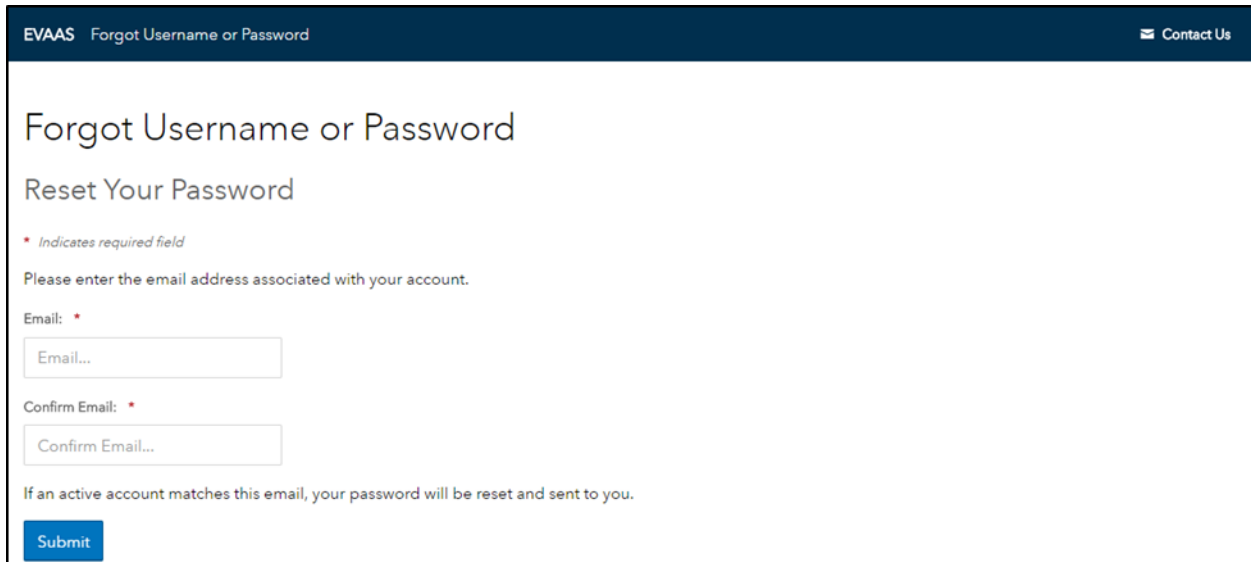
Figure 1.
SAS EVAAS Single Sign-On Tile



If you forget your username or password, navigate to the website linked [here](#). Enter your Austin Independent School District (AISD) email address in the fields, as shown in Figure 2. Click *Submit*, and you will receive an email from EVAAS with your username

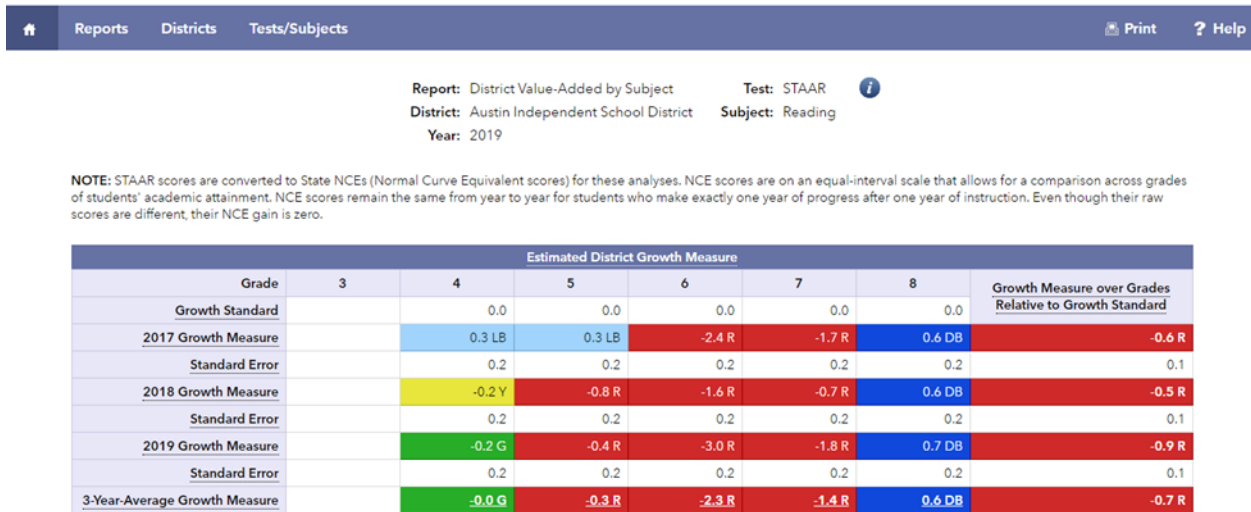
and a temporary password. Return to the login screen to enter your username and temporary password. EVAAS will prompt you to create a new password. All AISD principals are provided with a login for their school’s data.

Figure 2.
Forgot Username or Password Screen



Once you log in, you will see the screen in Figure 3.

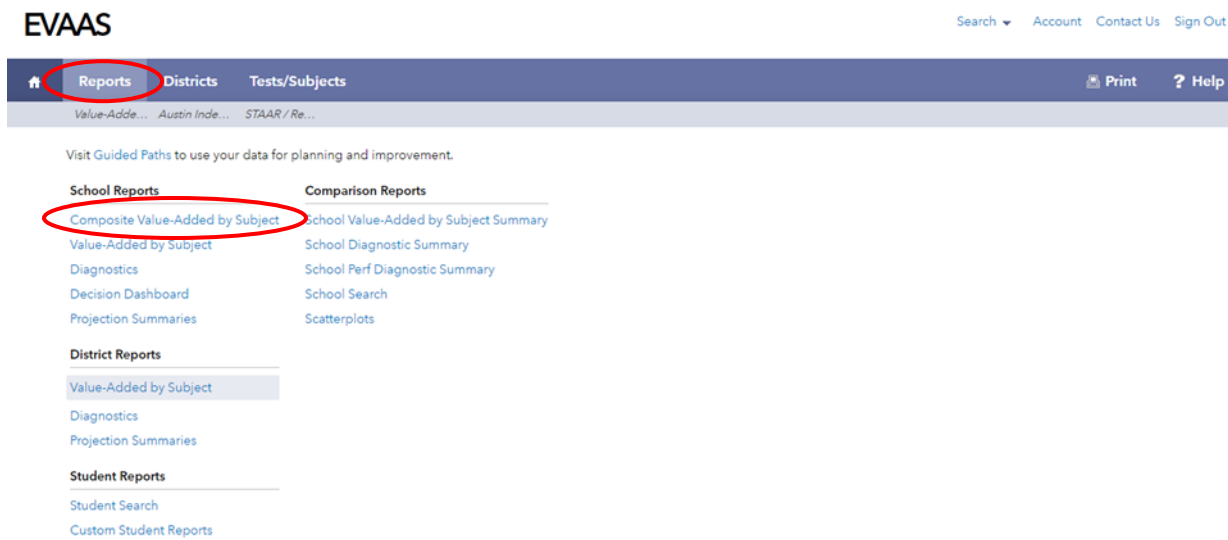
Figure 3.
EVAAS Landing Page For School Administrators



Grade	Estimated District Growth Measure						Growth Measure over Grades Relative to Growth Standard
	3	4	5	6	7	8	
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2017 Growth Measure		0.3 LB	0.3 LB	-2.4 R	-1.7 R	0.6 DB	-0.6 R
Standard Error		0.2	0.2	0.2	0.2	0.2	0.1
2018 Growth Measure		-0.2 Y	-0.8 R	-1.6 R	-0.7 R	0.6 DB	-0.5 R
Standard Error		0.2	0.2	0.2	0.2	0.2	0.1
2019 Growth Measure		-0.2 G	-0.4 R	-3.0 R	-1.8 R	0.7 DB	-0.9 R
Standard Error		0.2	0.2	0.2	0.2	0.2	0.1
3-Year-Average Growth Measure		-0.0 G	-0.3 R	-2.3 R	-1.4 R	0.6 DB	-0.7 R

To access additional reports, choose the *Reports* tab. You will see the report options shown in Figure 4. Feel free to explore different report options, as you wish. However, in terms of PPFT, the Composite Value-Added Report under the *School Reports* heading will be most relevant.

Figure 4.
Navigating the Reports Menu to the School's Composite Value-Added Report



Reviewing Your School's Value-Added Measures

Figure 5 shows a sample School Composite Value-Added Report. Each school composite index is a measure of growth. In other words, the school composite index is a school value-added measure. School composite indices are provided for each tested subject, and an overall index is provided for all tested subjects combined. School composite indices are provided in 1-year, 3-year, and 3-year trends. The 1-year trend indices are based on growth from the most recent available year of data.

Figure 5.
Sample School Composite Value-Added Report

2018-2019 Composite Trends

Composite Type	One-Year Trend*		Two-Year Trend*		Three-Year Trend*	
	Index	Level	Index	Level	Index	Level
Overall	7.16	5	7.38	5	8.09	5
Mathematics	4.22	5	1.68	4	-0.26	3
Reading	-1.46	2	-0.27	3	0.10	3
Science	16.12	5	20.36	5	26.80	5
Social Studies	12.15	5	17.38	5	23.18	5

School composite value-added measures exist on a continuum of evidence for growth, centered on zero, which is meeting the growth standard (Figure 6). Meeting the growth standard means that a school's students maintained their achievement relative to other students who took the same test in the same year, based on where they started and ended the school year. To account for measurement error, any index value between approximately -1 and 1 is considered evidence for meeting the growth standard. Index values less than -1 are considered evidence of losing ground relative to peers, and index values greater than 1 are considered evidence of gaining ground relative to peers.

Figure 6.
A Continuum of Evidence for Growth



Scoring for PPfT, Using School-Wide Value-Added Measure

In PPfT appraisals, teachers receive a score based on evidence the school’s students are meeting the growth standard in math and reading. Math and reading composite indices are first calculated independently (Table 1). Four points are given for evidence that year-to-year academic progress exceeded the growth standard, 3 points are given for evidence that year-to-year academic progress met the growth standard, 2 points are given for moderate evidence growth was below the growth standard, and 1 point is given for significant evidence growth was below the growth standard.

Table 1.
PPfT Scoring Based on EVAAS Value-Added Indices

PPfT Score	Definition	EVAAS index range
4	Evidence growth exceeded growth standard	1.00 or above
3	Evidence growth met the growth standard	-1.00 to 0.99
2	Moderate evidence growth was below growth standard	-2.00 to -1.01
1	Significant evidence growth was below growth standard	Below -2.00

The overall school-wide value-added score used in PPfT appraisals is computed by taking the average of the math 1-year trend growth level and reading 1-year trend growth level. To calculate the points out of 40 possible points counting toward appraisal, the overall school-wide value-added score (i.e., the average of the math and reading 1-year trend growth levels) is multiplied by 10 (Table 2). The minimum number of points a teacher can be given from school-wide value-added is 10 out of 40 possible points. Note that SAS EVAAS uses a 1–5 scale for the 1-year trend growth level. For PPfT scores, we convert a growth level of 5 to a score of 4, while a growth level of 4 would remain a score of 4.

Table 2.
Calculations for PPfT Score from School-Wide Value-Added Scores

Average PPfT score for Math and Reading	Point calculation	Appraisal points out of 40 possible
4	4 x 10 = 40	40 out of 40
3.5	3.5 x 10 = 35	35 out of 40
3	3 x 10 = 30	30 out of 40
2.5	2.5 x 10 = 25	25 out of 40
2	2 x 10 = 20	20 out of 40
1.5	1.5 x 10 = 15	15 out of 40
1	1 x 10 = 10	10 out of 40

Reflecting on the Idea of School-Wide Value-Added Measure

The use of a school-wide value-added measure in PPfT appraisal reflects the desire of AISD to create a collaborative campus culture. The expression *school-wide value-added* is another way of saying the average year-to-year academic progress of a school's students. The year-to-year academic progress of a school's students is defined relative to a growth standard. In AISD, the growth standard is considered the average amount of growth observed in the population of test takers for Texas on assessments in math and reading.

For State of Texas Assessment of Academic Readiness (STAAR) math and reading in grades 4 through 8, the growth standard represents the amount of progress students need to make to maintain the same relative position with respect to the state-wide achievement from one year to the next in the same subject area. For math and reading end-of-course (EOC) assessments, the growth standard represents the amount of progress students made with respect to the average school among the population of test takers in the same subject area. When a school's students keep pace, on average, with the average for a school, then they are meeting the growth standard. A school's students, on average, may also lose ground or gain ground relative to academically similar peers.

As a measure of student growth, school-wide value-added measure is a fundamentally different concept than achievement. Achievement measures provide a snapshot of a student's performance in a tested subject and/or grade within a single academic school year. In contrast, growth measures provide information on year-to-year change in relative achievement. School-wide value-added measure should not be confused with the STAAR progress measure, which provides information on a single student's year-to-year improvement relative to his or her own individual test scores in the prior year (i.e., scored as limited progress, expected progress, or accelerated progress).

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