Fall Fusion
Integrating VVAAS Data with Formative Benchmarks to Drive Student Success
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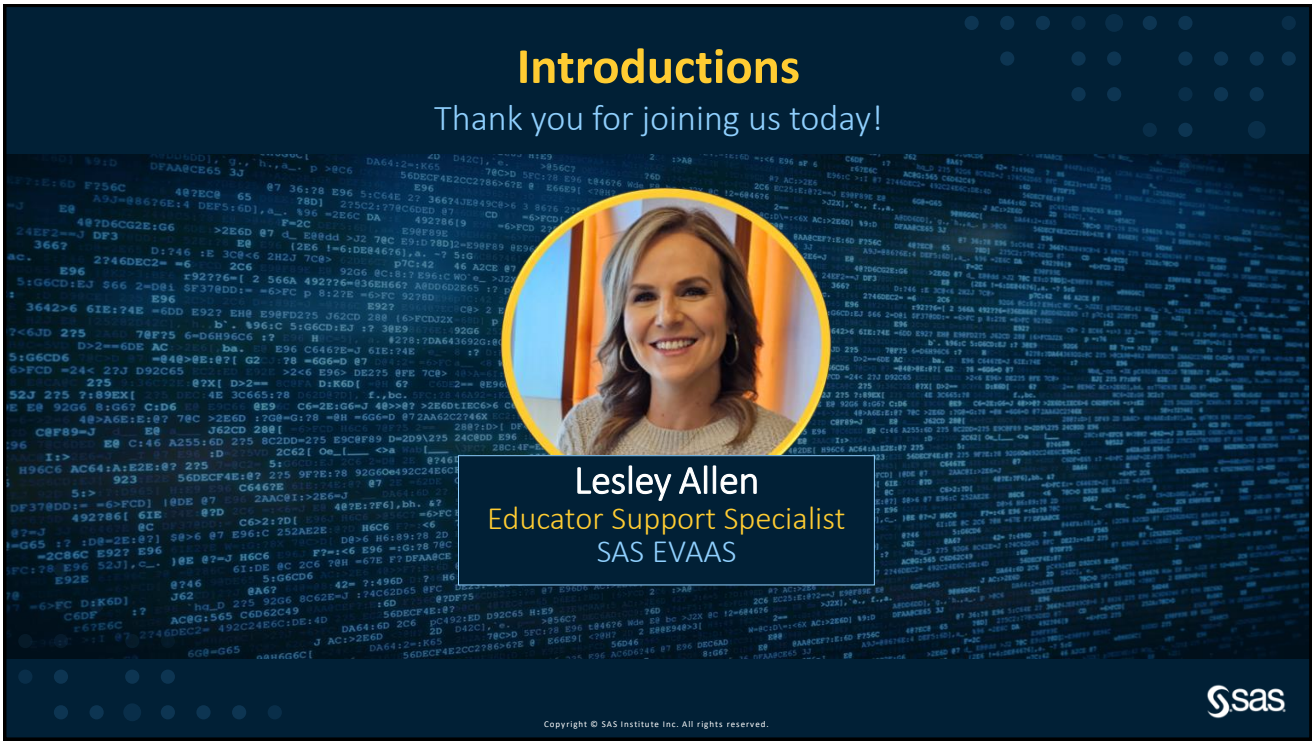
1


Introductions
Thank you for joining us today!
Lesley Allen
Educator Support Specialist
SAS EVAAS
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2

## How can I get the most out of this session?

**Communication**

Sharing thoughts, questions, and ideas

**Collaboration**

Working together to reach a goal

**Critical Thinking**

Approaching problems in creative, new ways

**Curiosity**

Exploring, investigating, and learning

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4

## AGENDA

01 INTRODUCTION

02 VVAAS DATA

03 LOCAL DATA

04 BUILD & ANALYZE

05 RESOURCES & SURVEY

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5

## Patterns in the Data

**CAUTION**

Please note that the data you will review is fictional and for illustration purposes only. It is meant to demonstrate specific patterns and scenarios, not to represent real-world information. We are modeling a pattern, not a process.

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6

## Meet the 7th Grade Team

Cardinal Middle School

7th Grade Math Team

5 Years Experience

Data-driven school

Stable Team

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7

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8

# Fall Fusion

## Fusing VVAAS & Local Data

"How effective were the strategies we implemented last year?"

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9

# School Diagnostics

What data will help me gain insight?

School Diagnostics Report can help with:

- Celebrations with achievement groups
- Opportunities for growth
- Focus areas for professional development
- Reflection on past instruction

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10

# School Diagnostics

## Sample Diagnostics Report

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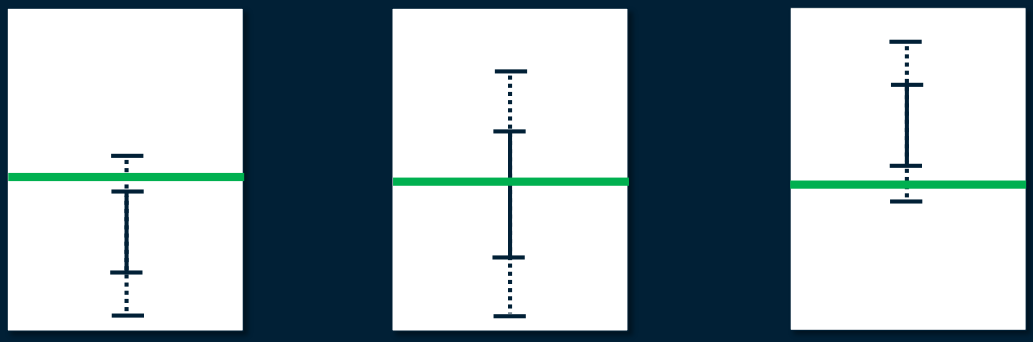
11

# Confidence Bands

How confident are we?



Did Not Meet Expected Growth

Met Expected Growth

Exceeded Expected Growth

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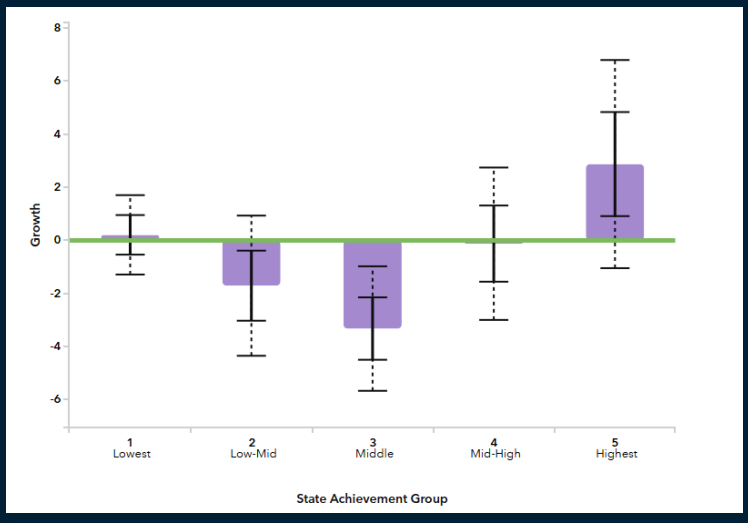
12

# Check for Understanding

School Diagnostics

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13

## Interpreting the Diagnostics Report

1 Exceeded

2 Met

3 Did Not Meet

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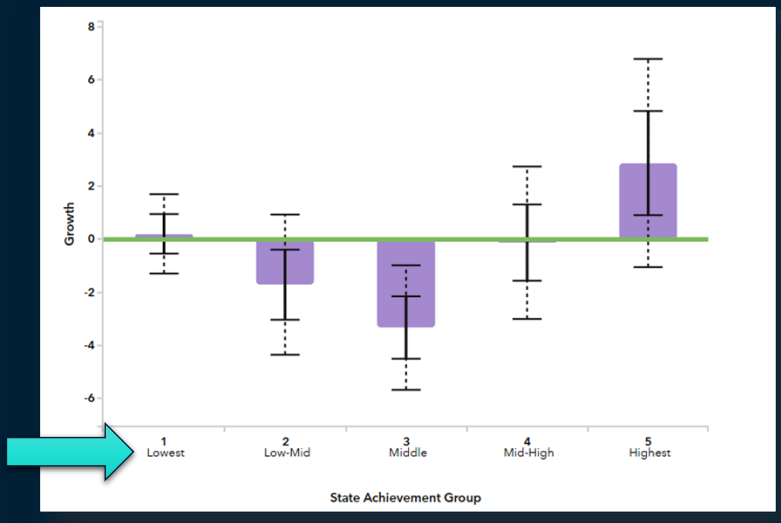
14

## Interpreting the Diagnostics Report

1 Exceeded

2 Met

3 Did Not Meet

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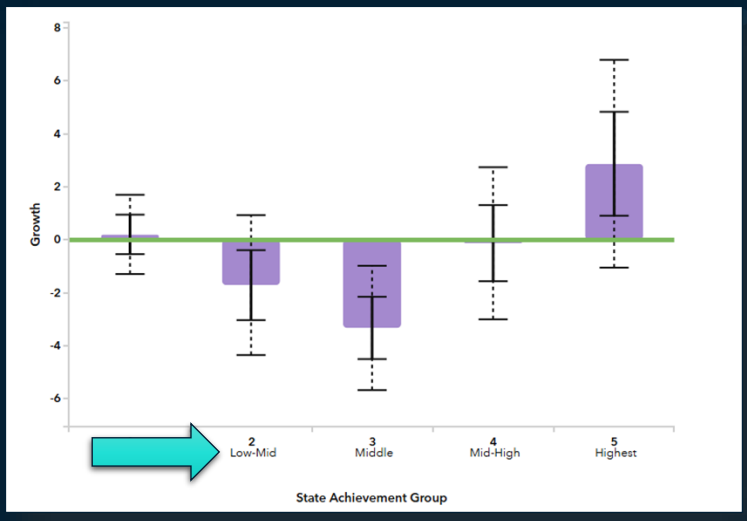
15

## Interpreting the Diagnostics Report

1 Exceeded

2 Met

3 Did Not Meet

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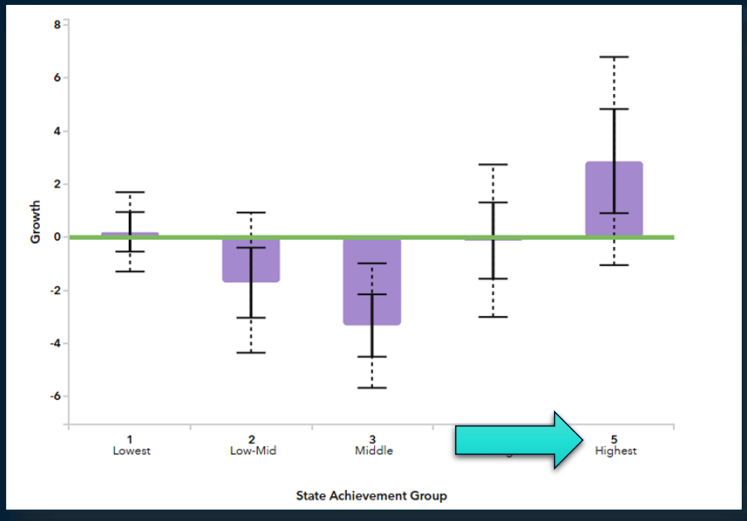
16

## Interpreting the Diagnostics Report

1 Exceeded

2 Met

3 Did Not Meet

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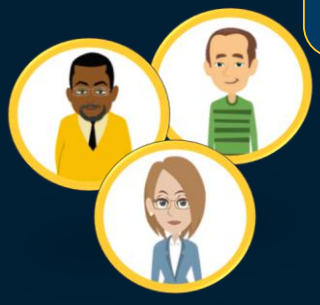
17

# Fall Fusion

## Fusing VVAAS & Local Data

"I wonder what achievement groups our current students are predicted to fall into?"



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18

# Custom Student Reports

What data will help me gain insight?

Custom Student Reports can help with

- Creating a list for future reference
- Planning for your current students' needs
- Gaining insight into students' placement in achievement groups

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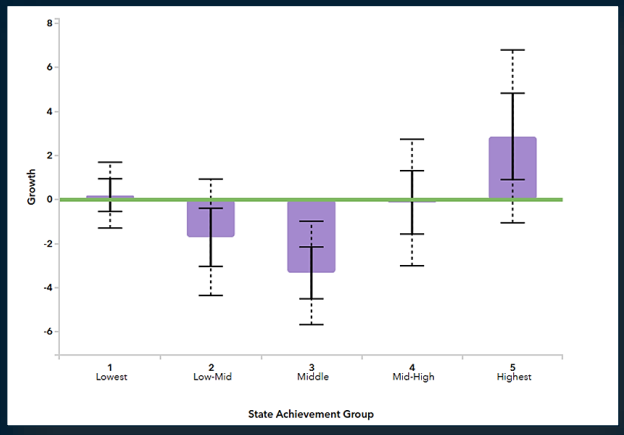
19

# Gaining Insight from Looking Back

## Past Students




## Current Students

| # | Student | State Testing ID | Division | Enrolled School | Grade | EL | IEP | Probability | Projected State Percentile |
|---|---|---|---|---|---|---|---|---|---|
| 1. | 691423 STUDENT | 0691423 | Grand Tower | Cardinal Middle School | 7 | N | N | 0.2 | 10 |
| 2. | 117795 STUDENT | 0117795 | Grand Tower | Cardinal Middle School | 7 | Y | Y | 0.2 | 13 |
| 3. | 1031478 STUDENT | 1031478 | Grand Tower | Cardinal Middle School | 7 | N | N | 0.9 | 19 |
| 4. | 153659 STUDENT | 0153659 | Grand Tower | Cardinal Middle School | 7 | N | Y | 1.2 | 22 |
| 5. | 568084 STUDENT | 0568084 | Grand Tower | Cardinal Middle School | 7 | N | N | 2.3 | 25 |
| 6. | 515372 STUDENT | 0515372 | Grand Tower | Cardinal Middle School | 7 | N | N | 3.8 | 29 |
| 7. | 120700 STUDENT | 0120700 | Grand Tower | Cardinal Middle School | 7 | N | N | 13.9 | 38 |
| 8. | 998330 STUDENT | 0998330 | Grand Tower | Cardinal Middle School | 7 | N | N | 14.4 | 41 |
| 9. | 1159836 STUDENT | 1159836 | Grand Tower | Cardinal Middle School | 7 | N | N | 29.1 | 47 |
| 10. | 457361 STUDENT | 0457361 | Grand Tower | Cardinal Middle School | 7 | N | N | 39.5 | 54 |
| 11. | 1800819 STUDENT | 1800819 | Grand Tower | Cardinal Middle School | 7 | N | N | 51.7 | 57 |
| 12. | 721299 STUDENT | 0721299 | Grand Tower | Cardinal Middle School | 7 | N | N | 55.5 | 60 |
| 13. | 1060442 STUDENT | 1060442 | Grand Tower | Cardinal Middle School | 7 | Y | N | 63.4 | 64 |
| 14. | 197473 STUDENT | 0197473 | Grand Tower | Cardinal Middle School | 7 | Y | N | 68.7 | 67 |
| 15. | 563497 STUDENT | 0563497 | Grand Tower | Cardinal Middle School | 7 | N | N | 76.0 | 70 |
| 16. | 1271832 STUDENT | 1271832 | Grand Tower | Cardinal Middle School | 7 | N | N | 86.9 | 77 |
| 17. | 1274797 STUDENT | 1274797 | Grand Tower | Cardinal Middle School | 7 | N | Y | 91.5 | 79 |
| 18. | 395286 STUDENT | 0395286 | Grand Tower | Cardinal Middle School | 7 | N | N | 93.2 | 82 |
| 19. | 1697252 STUDENT | 1697252 | Grand Tower | Cardinal Middle School | 7 | N | N | 99.8 | 95 |
| 20. | 1086744 STUDENT | 1086744 | Grand Tower | Cardinal Middle School | 7 | N | N | 99.9 | 97 |

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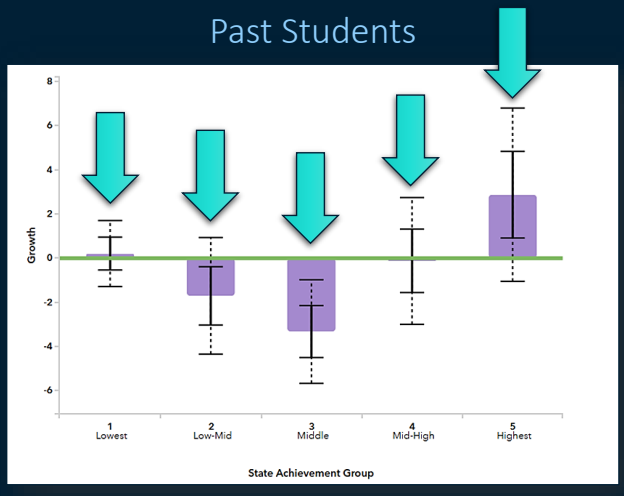
20

# School Diagnostics & Custom Student Report Crosswalk

## Past Students




## Current Students

| # | Student | State Testing ID | Division | Enrolled School | Grade | EL | IEP | Probability | Projected State Percentile |
|---|---|---|---|---|---|---|---|---|---|
| 1. | 691423 STUDENT | 0691423 | Grand Tower | Cardinal Middle School | 7 | N | N | 0.2 | 10 |
| 2. | 117795 STUDENT | 0117795 | Grand Tower | Cardinal Middle School | 7 | Y | Y | 0.2 | 13 |
| 3. | 1031478 STUDENT | 1031478 | Grand Tower | Cardinal Middle School | 7 | N | N | 0.9 | 19 |
| 4. | 153659 STUDENT | 0153659 | Grand Tower | Cardinal Middle School | 7 | N | Y | 1.2 | 22 |
| 5. | 568084 STUDENT | 0568084 | Grand Tower | Cardinal Middle School | 7 | N | N | 2.3 | 25 |
| 6. | 515372 STUDENT | 0515372 | Grand Tower | Cardinal Middle School | 7 | N | N | 3.8 | 29 |
| 7. | 120700 STUDENT | 0120700 | Grand Tower | Cardinal Middle School | 7 | N | N | 13.9 | 38 |
| 8. | 998330 STUDENT | 0998330 | Grand Tower | Cardinal Middle School | 7 | N | N | 14.4 | 41 |
| 9. | 1159836 STUDENT | 1159836 | Grand Tower | Cardinal Middle School | 7 | N | N | 29.1 | 47 |
| 10. | 457361 STUDENT | 0457361 | Grand Tower | Cardinal Middle School | 7 | N | N | 39.5 | 54 |
| 11. | 1800819 STUDENT | 1800819 | Grand Tower | Cardinal Middle School | 7 | N | N | 51.7 | 57 |
| 12. | 721299 STUDENT | 0721299 | Grand Tower | Cardinal Middle School | 7 | N | N | 55.5 | 60 |
| 13. | 1060442 STUDENT | 1060442 | Grand Tower | Cardinal Middle School | 7 | Y | N | 63.4 | 64 |
| 14. | 197473 STUDENT | 0197473 | Grand Tower | Cardinal Middle School | 7 | Y | N | 68.7 | 67 |
| 15. | 563497 STUDENT | 0563497 | Grand Tower | Cardinal Middle School | 7 | N | N | 76.0 | 70 |
| 16. | 1271832 STUDENT | 1271832 | Grand Tower | Cardinal Middle School | 7 | N | N | 86.9 | 77 |
| 17. | 1274797 STUDENT | 1274797 | Grand Tower | Cardinal Middle School | 7 | N | Y | 91.5 | 79 |
| 18. | 395286 STUDENT | 0395286 | Grand Tower | Cardinal Middle School | 7 | N | N | 93.2 | 82 |
| 19. | 1697252 STUDENT | 1697252 | Grand Tower | Cardinal Middle School | 7 | N | N | 99.8 | 95 |
| 20. | 1086744 STUDENT | 1086744 | Grand Tower | Cardinal Middle School | 7 | N | N | 99.9 | 97 |

Lowest

Low-Mid

Middle

Mid-High

Highest

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21

# Check for Understanding

School Diagnostics & Custom Student Report Crosswalk

How does knowing which achievement group a student might fall into inform planning?

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# Fall Fusion

Fusing VVAAS & Local Data

"How are our current students projected to do on the 7th grade Math assessment?"

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# Student Report – Projections Tile

What data will help me gain insight?

Student Projections can help with

- Course Placement
- Student Grouping
- Goal Setting

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# Custom Student Report vs Student Projections Tile

When might one be more useful than the other?

| # | Student | State Testing ID | Division | Enrolled School | Grade | EL | IEP | Probability | Projected State Percentile |
|---|---|---|---|---|---|---|---|---|---|
| 1. | 691423_STUDENT | 0691423 | Grand Tower | Cardinal Middle School | 7 | N | N | 0.2 | 10 |
| 2. | 117795_STUDENT | 0117795 | Grand Tower | Cardinal Middle School | 7 | Y | Y | 0.2 | 13 |
| 3. | 1031478_STUDENT | 1031478 | Grand Tower | Cardinal Middle School | 7 | N | N | 0.9 | 19 |
| 4. | 153659_STUDENT | 0153659 | Grand Tower | Cardinal Middle School | 7 | N | Y | 1.2 | 22 |
| 5. | 568084_STUDENT | 0568084 | Grand Tower | Cardinal Middle School | 7 | N | N | 2.3 | 25 |
| 6. | 515372_STUDENT | 0515372 | Grand Tower | Cardinal Middle School | 7 | N | N | 3.8 | 29 |
| 7. | 120700_STUDENT | 0120700 | Grand Tower | Cardinal Middle School | 7 | N | N | 13.9 | 38 |
| 8. | 998330_STUDENT | 0998330 | Grand Tower | Cardinal Middle School | 7 | N | N | 14.4 | 41 |
| 9. | 1159836_STUDENT | 1159836 | Grand Tower | Cardinal Middle School | 7 | N | N | 29.1 | 47 |
| 10. | 457361_STUDENT | 0457361 | Grand Tower | Cardinal Middle School | 7 | N | N | 39.5 | 54 |
| 11. | 1800819_STUDENT | 1800819 | Grand Tower | Cardinal Middle School | 7 | N | N | 51.7 | 57 |
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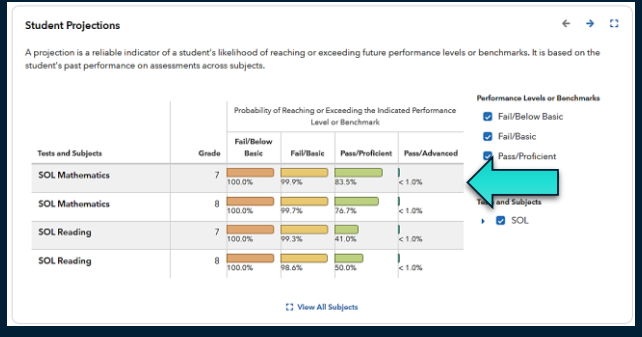
| 17. | 1274797_STUDENT | 1274797 | Grand Tower | Cardinal Middle School | 7 | N | Y | 91.5 | 79 |
| 18. | 395286_STUDENT | 0395286 | Grand Tower | Cardinal Middle School | 7 | N | N | 93.2 | 82 |
| 19. | 1697252_STUDENT | 1697252 | Grand Tower | Cardinal Middle School | 7 | N | N | 99.8 | 95 |
| 20. | 1086744_STUDENT | 1086744 | Grand Tower | Cardinal Middle School | 7 | N | N | 99.9 | 97 |

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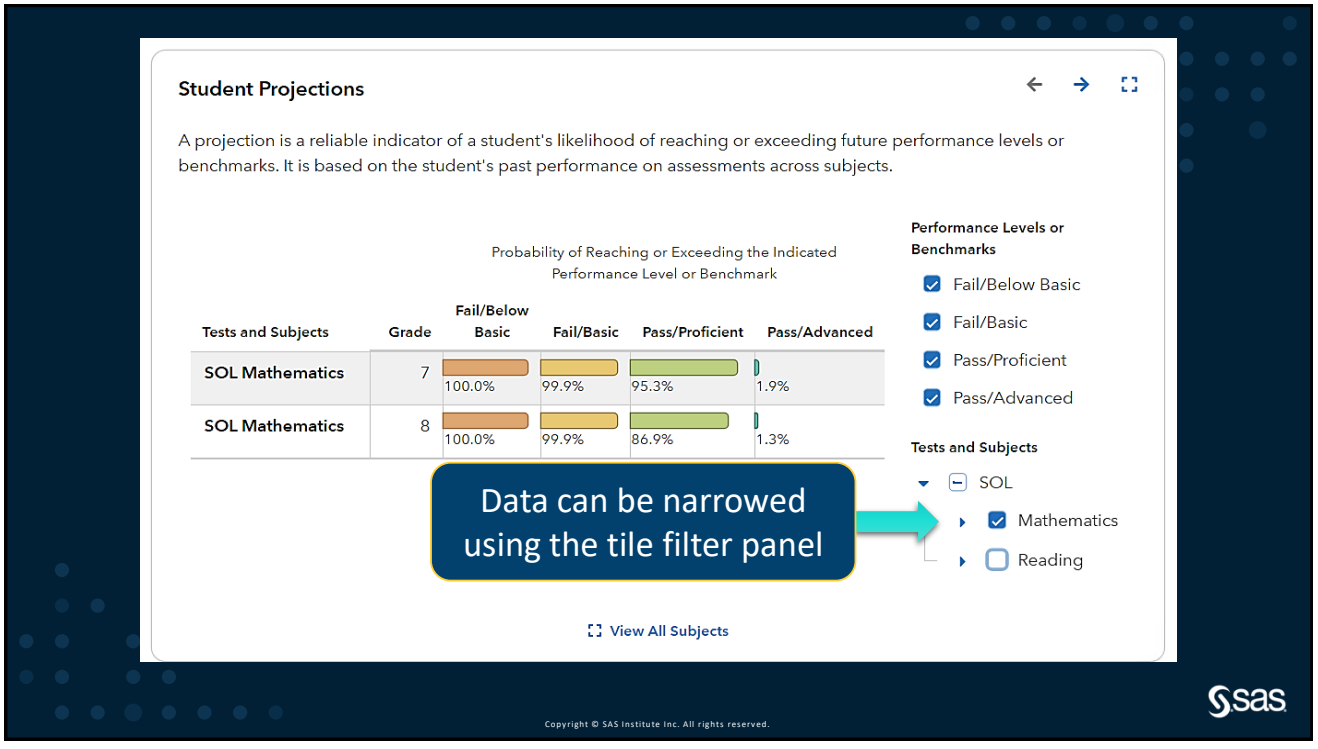
25


Student Projections
A projection is a reliable indicator of a student's likelihood of reaching or exceeding future performance levels or benchmarks. It is based on the student's past performance on assessments across subjects.
Probability of Reaching or Exceeding the Indicated Performance Level or Benchmark
Tests and Subjects
Grade
Fail/Below Basic
Fail/Basic
Pass/Proficient
Pass/Advanced
SOL Mathematics
7
100.0%
99.9%
95.3%
1.9%
SOL Mathematics
8
100.0%
99.9%
86.9%
1.3%
Data can be narrowed using the tile filter panel
Performance Levels or Benchmarks
Fail/Below Basic
Fail/Basic
Pass/Proficient
Pass/Advanced
Tests and Subjects
SOL
Mathematics
Reading
View All Subjects
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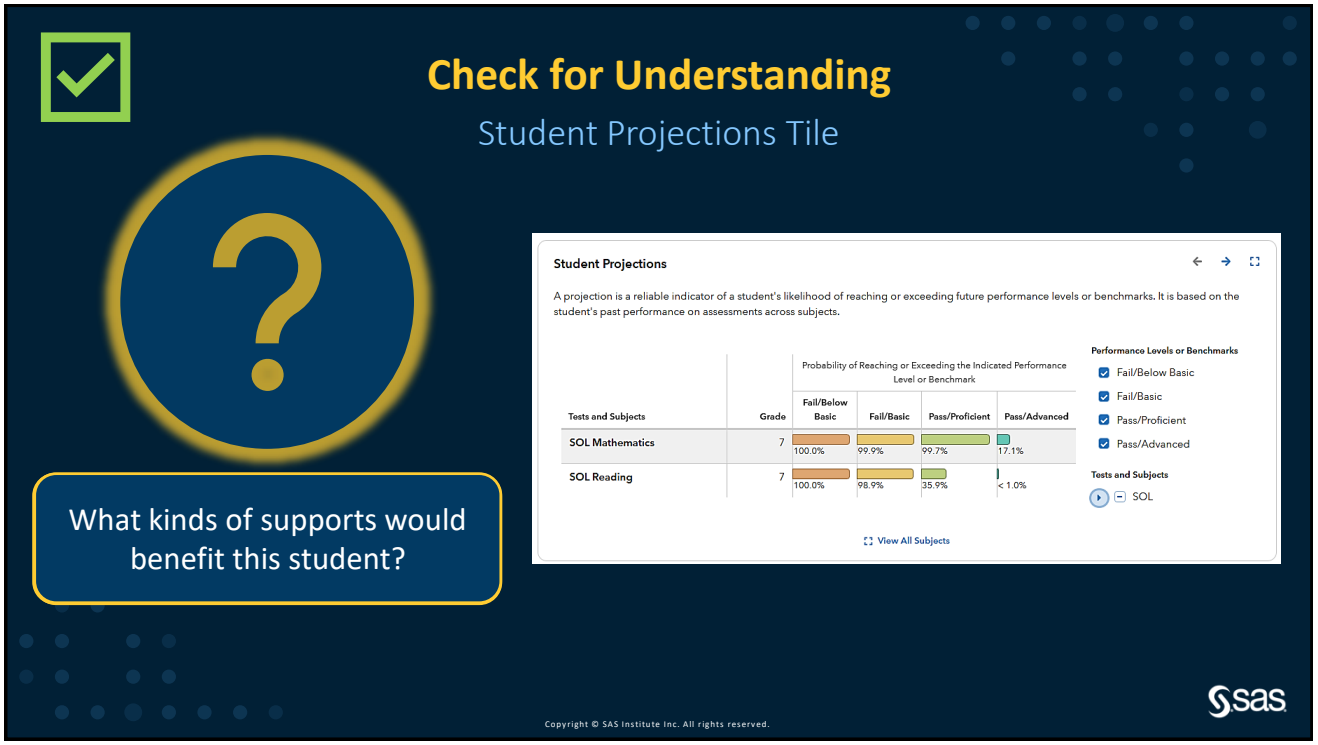
Check for Understanding
Student Projections Tile
What kinds of supports would benefit this student?
Student Projections
A projection is a reliable indicator of a student's likelihood of reaching or exceeding future performance levels or benchmarks. It is based on the student's past performance on assessments across subjects.
Probability of Reaching or Exceeding the Indicated Performance Level or Benchmark
Tests and Subjects
Grade
Fail/Below Basic
Fail/Basic
Pass/Proficient
Pass/Advanced
SOL Mathematics
7
100.0%
99.9%
99.7%
17.1%
SOL Reading
7
100.0%
98.9%
35.9%
< 1.0%
Performance Levels or Benchmarks
Fail/Below Basic
Fail/Basic
Pass/Proficient
Pass/Advanced
Tests and Subjects
SOL
View All Subjects
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27

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05 RESOURCES & SURVEY

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28

# Fall Fusion

## Fusing VVAAS & Local Data

"What are the relationships between local data performance and SOL performance?"

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# Local Data

What data will help me gain insight?

Local data can help with

- Identifying specific skill gaps
- Assessing content knowledge
- Determining interventions
- Monitoring progress

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30

# Benchmark Data Scoring Guide

7th Grade Math

| VA SOL Scale Score Achievement Levels | |
|---|---|
| Fail/Below Basic | 0-339 |
| Fail/Basic | 340-399 |
| Pass/Proficient | 400-499 |
| Pass/Advanced | 500-600 |

Provided by the state

| State Test | Benchmark Alignment |
|---|---|
| Fail/Below Basic | ≤640 |
| Fail/Basic | 641-655 |
| Pass/Proficient | 656-669 |
| Pass/Advanced | ≥670 |

Locally created by the district

Cumulative Benchmark

*Based on the patterns observed in the data, students who scored within these ranges typically achieved the corresponding performance levels on their SOL assessments.

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31

# Check for Understanding

Local Data

In what ways might you be using a similar strategy in your school or division?

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# Fall Fusion

Fusing VVAAS & Local Data

We used the School Diagnostics to know where our strengths are and areas for improve

We used the Custom Student Report Crosswalk to determine the predicted achievement groups current students.

How can I fuse VVAAS data with my local data to determine if students are on track to meet or exceed their projections?

We used the Student Report to see our students' projections for the 7th grade Math assessment.

We have the Benchmark Scoring Guide to show us the relationship between SOLs and local data.

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33

## Patterns in the Data

**CAUTION**

Please note that the data you will review is fictional and for illustration purposes only. It is meant to demonstrate specific patterns and scenarios, not to represent real-world information. We are modeling a pattern, not a process.

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34

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35

# Benchmark Tracking

| Student Name | Projected 7th Grade Achievement Group | 7th Grade Team Diagnostic | Projection Fail/Basic | Projection Pass/Proficient | Projection Pass/Advanced | Benchmark 1 | Benchmark 2 | Change | Benchmark 3 | Change | Target |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 4 | | | | | | | | | | | |
| Student 16 | | | | | | | | | | | |
| Student 24 | | | | | | | | | | | |
| Student 15 | | | | | | | | | | | |
| Student 2 | | | | | | | | | | | |

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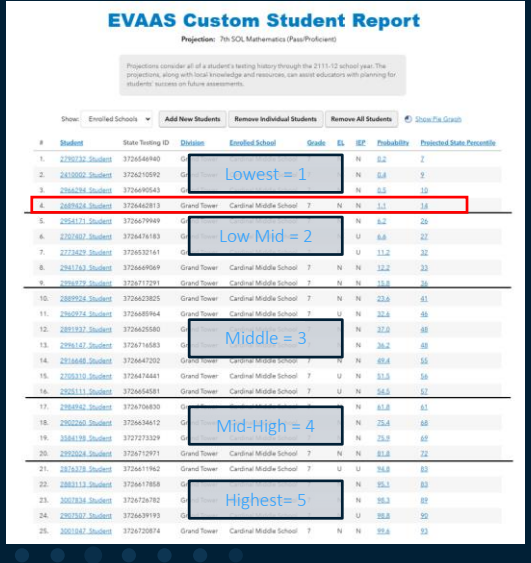
36

# Custom Student Report Crosswalk

## Gaining Insight




| Student Name | Projected 7th Grade Achievement Group |
|---|---|
| Student 4 | 1 (Lowest) |
| Student 16 | |
| Student 24 | |
| Student 15 | |
| Student 2 | |

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37

# 7th Grade Math School Diagnostics

## Reflecting on the Past

| Student Name | Projected 7th Grade Achievement Group | 7th Grade Team Diagnostic |
|---|---|---|
| Student 4 | 1 (Lowest) | |
| Student 16 | | |
| Student 24 | | |
| Student 15 | | |
| Student 2 | | |

| 7th Grade Math School Diagnostic Results | |
|---|---|
| Lowest (1) | |
| Low-Mid (2) | |
| Middle (3) | |
| Mid-High (4) | |
| Highest (5) | |

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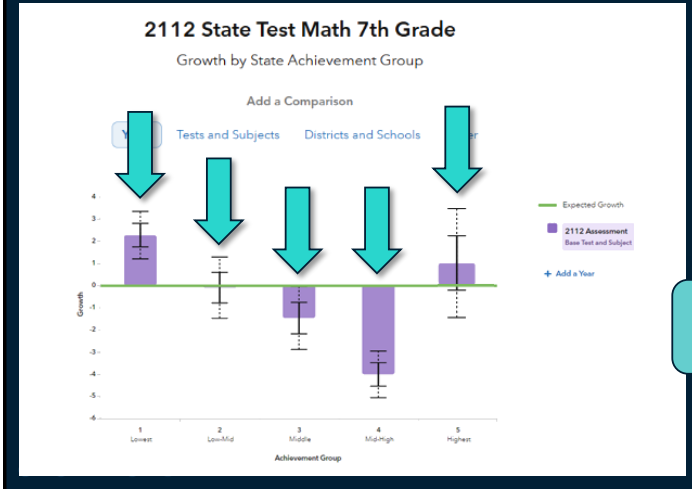
38

# 7th Grade Math School Diagnostics

## Reflecting on the Past




| 7th Grade Math School Diagnostic Results | |
|---|---|
| Lowest (1) | Exceeded |
| Low-Mid (2) | Met |
| Middle (3) | Did Not Meet |
| Mid-High (4) | Did Not Meet |
| Highest (5) | Met |

Exceeded | Met | Did Not Meet

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39

# 7th Grade Math School Diagnostics

## Reflecting on the Past

| Student Name | Projected 7th Grade Achievement Group | 7th Grade Team Diagnostic |
|---|---|---|
| Student 4 | Lowest (1) | Exceeded |
| Student 16 | | |
| Student 24 | | |
| Student 15 | | |
| Student 2 | | |

| 7th Grade Math School Diagnostic Results | |
|---|---|
| Lowest (1) | Exceeded |
| Low-Mid (2) | Met |
| Middle (3) | Did Not Meet |
| Mid-High (4) | Did Not Meet |
| Highest (5) | Met |

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40

# Projection Tile

## Looking Forward

Student 4

**Student Projections**

A projection is a reliable indicator of a student's likelihood of reaching or exceeding future performance levels or benchmarks. It is based on the student's past performance on assessments across subjects.

Probability of Reaching or Exceeding the Indicated Performance Level or Benchmark

| Tests and Subjects | Grade | Fail/Below Basic | Fail/Basic | Pass/Proficient | Pass/Advanced |
|---|---|---|---|---|---|
| SOL Mathematics | 7 | 100.0% | 1.1% | < 1.0% | < 1.0% |
| SOL Reading | 7 | 100.0% | 3.8% | < 1.0% | < 1.0% |

Performance Levels or Benchmarks

- Fail/Below Basic
- Fail/Basic
- Pass/Proficient

Tests and Subjects

- SOL

| Student Name | Projected 7th Grade Achievement Group | 7th Grade Team Diagnostic | Projection Fail/Basic | Projection Pass/Proficient | Projection Pass/Advanced |
|---|---|---|---|---|---|
| Student 4 | 1 - Lowest | Exceeded | 1.1% | <1.0% | <1.0% |
| Student 16 | | | | | |
| Student 24 | | | | | |
| Student 15 | | | | | |
| Student 2 | | | | | |

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41

# Benchmark Data

## Using Local Data

| Benchmark Performance – 7th Grade Math | | | |
|---|---|---|---|
| **Student Number** | **Benchmark 1** | **Benchmark 2** | **Benchmark 3** |
| 4 | 616 | 632 | |
| 16 | 600 | 615 | |
| 24 | 660 | 656 | |
| 15 | 622 | 620 | |
| 2 | 612 | 625 | |

*This is fictitious data that does not represent any real assessments.

| Student Name | Projected 7th Grade Achievement Group | 7th Grade Team Diagnostic | Projection Fail/Basic | Projection Pass/Proficient | Projection Pass/Advanced | Benchmark 1 | Benchmark 2 |
|---|---|---|---|---|---|---|---|
| Student 4 | Lowest (1) | Exceeded | 1.1% | <1.0% | <1.0% | 616 | 632 |
| Student 16 | | | | | | | |
| Student 24 | | | | | | | |
| Student 15 | | | | | | | |
| Student 2 | | | | | | | |

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42

# Completing the Picture

## Goal Setting

| Student Name | Projected 7th Grade Achievement Group | 7th Grade Team Diagnostic | Projection Fail/Basic | Projection Pass/Proficient | Projection Pass/Advanced | Benchmark 1 | Benchmark 2 | Change | Benchmark 3 | Change | Target |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 4 | Lowest (1) | Exceeded | 1.1% | <1.0% | <1.0% | 616 | 632 | + 16 | | | 656 |
| Student 16 | | | | | | | | | | | |
| Student 24 | | | | | | | | | | | |
| Student 15 | | | | | | | | | | | |
| Student 2 | | | | | | | | | | | |

| VA SOL Scale Score Achievement Levels | |
|---|---|
| Fail/Below Basic | 0-339 |
| Fail/Basic | 340-399 |
| Pass/Proficient | 400-499 |
| Pass/Advanced | 500-600 |

| State Test | Benchmark Alignment |
|---|---|
| Fail/Below Basic | ≤640 |
| Fail/Basic | 641-655 |
| Pass/Proficient | 656-669 |
| Pass/Advanced | ≥670 |

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43

# Building the Benchmark Tracking

## Fusing VVAAS Data and Local Data

| VA SOL Scale Score Achievement Levels | |
|---|---|
| Fail/Below Basic | 0-339 |
| Fail/Basic | 340-399 |
| Pass/Proficient | 400-499 |
| Pass/Advanced | 500-600 |

| State Test | Benchmark Alignment |
|---|---|
| Fail/Below Basic | ≤640 |
| Fail/Basic | 641-655 |
| Pass/Proficient | 656-669 |
| Pass/Advanced | ≥670 |

Directions:

1. Remove your artifacts from the folder.
   a) Custom Student Report Crosswalk
   b) Student Projection Tiles
   c) Benchmark Data
2. Complete the Benchmark Tracking Sheet for the remaining students – adding a Target for each student.

**How long do we have?**

8 minutes

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44

# Quick Check

## Benchmark Tracking Sheet

| Student Name | Projected 7th Grade Achievement Group | 7th Grade Team Diagnostic | Projection Fail/Basic | Projection Pass/Proficient | Projection Pass/Advanced | Benchmark 1 | Benchmark 2 | Change | Benchmark 3 | Change | Target |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 4 | 1 (Low) | Exceeded | 1.1% | <1.0% | <1.0% | 616 | 632 | 16 | | | 656 |
| Student 16 | 3 (Middle) | Did Not Meet | 54.5% | 26.3% | <1.0% | 600 | 615 | 15 | | | |
| Student 24 | 5 (Highest) | Met | 98.8% | 93.6% | 30.0% | 660 | 656 | -4 | | | |
| Student 15 | 3 (Middle) | Did Not Meet | 51.5% | 23.9% | <1.0% | 622 | 620 | -2 | | | |
| Student 2 | 2 (Low) | Exceeded | <1.0% | <1.0% | <1.0% | 612 | 625 | 13 | | | |

| VA SOL Scale Score Achievement Levels | |
|---|---|
| Fail/Below Basic | 0-339 |
| Fail/Basic | 340-399 |
| Pass/Proficient | 400-499 |
| Pass/Advanced | 500-600 |

| State Test | Benchmark Alignment |
|---|---|
| Fail/Below Basic | ≤640 |
| Fail/Basic | 641-655 |
| Pass/Proficient | 656-669 |
| Pass/Advanced | ≥670 |

How did you determine targets for each student?

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45

# Fusing and Analyzing the Data

Are students on track to meet or exceed their projections?

| Student Name | Projected 7th Grade Achievement Group | 7th Grade Team Diagnostic | Projection Fail/Basic | Projection Pass/Proficient | Projection Pass/Advanced | Benchmark 1 | Benchmark 2 | Change | Benchmark 3 | Change | Target |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 4 | 1 (Low) | Exceeded | 1.1% | <1.0% | <1.0% | 616 | 632 | 16 | | | 656 |

Is this student progressing?

Is this student on track to meet or exceed their projection?

How might the strengths and weaknesses of the team impact this student?

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46

# Fusing and Analyzing the Data

Are students on track to meet or exceed their projections?

| Student Name | Projected 7th Grade Achievement Group | 7th Grade Team Diagnostic | Projection Fail/Basic | Projection Pass/Proficient | Projection Pass/Advanced | Benchmark 1 | Benchmark 2 | Change | Benchmark 3 | Change | Target |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 4 | 1 (Low) | Exceeded | 1.1% | <1.0% | <1.0% | 616 | 632 | 16 | | | 656 |
| Student 16 | 3 (Middle) | Did Not Meet | 54.5% | 26.3% | <1.0% | 600 | 615 | 15 | | | 656 |
| Student 24 | 5 (Highest) | Met | 98.8% | 93.6% | 30.0% | 660 | 656 | -4 | | | 670 |
| Student 15 | 3 (Middle) | Did Not Meet | 51.5% | 23.9% | <1.0% | 622 | 620 | -2 | | | 656 |
| Student 2 | 2 (Low) | Exceeded | <1.0% | <1.0% | <1.0% | 612 | 625 | 13 | | | 656 |

| Reflection Questions |
|---|
| Which students are progressing? |
| Which students on track to meet or exceed their projections? |
| How might the strengths and weaknesses of the team impact students? |

**Activity Time:**

5 minutes

Which students are on track to meet or exceed their projected scores?

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47

# Fall Fusion

Is my instruction and materials aligned to standards?

Am I challenging my higher-achieving students enough?

What areas do I need additional development in?

Am I supporting my lower-achieving students?

Are there instructional changes the team needs to make to ensure students are successful?

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48

# Let's Process Our Understanding

Choose one of the boxes below to synthesize your learning with a partner.

1

I could fuse ___ with VVAAS to help my district or school ___.

2

My next steps are ____.

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49

# AGENDA

01 INTRODUCTION

02 VVAAS DATA

03 LOCAL DATA

04 BUILD & ANALYZE

05 RESOURCES & SURVEY

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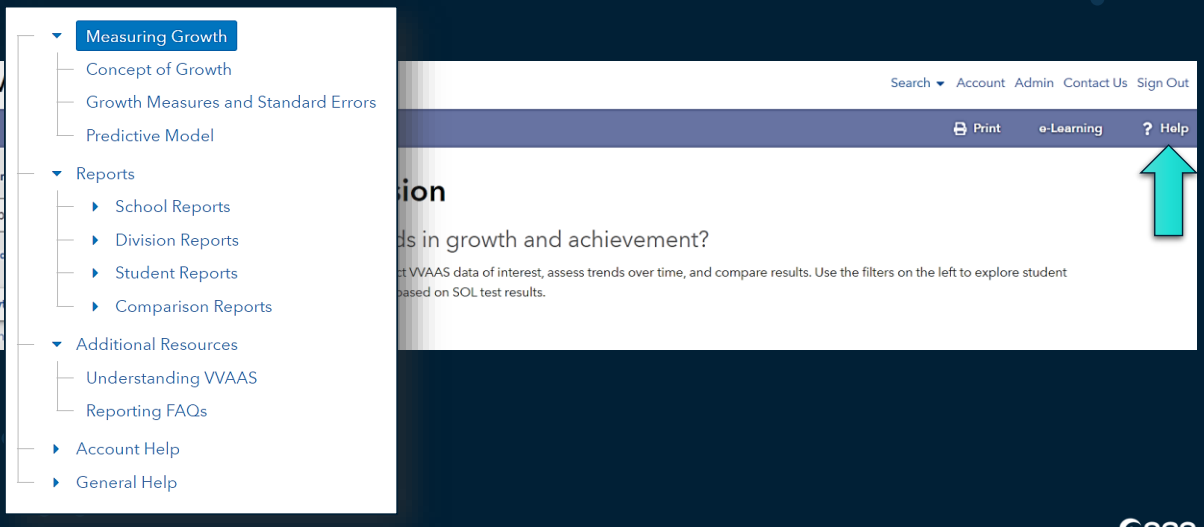
50

# Help!

## Options for Additional Information

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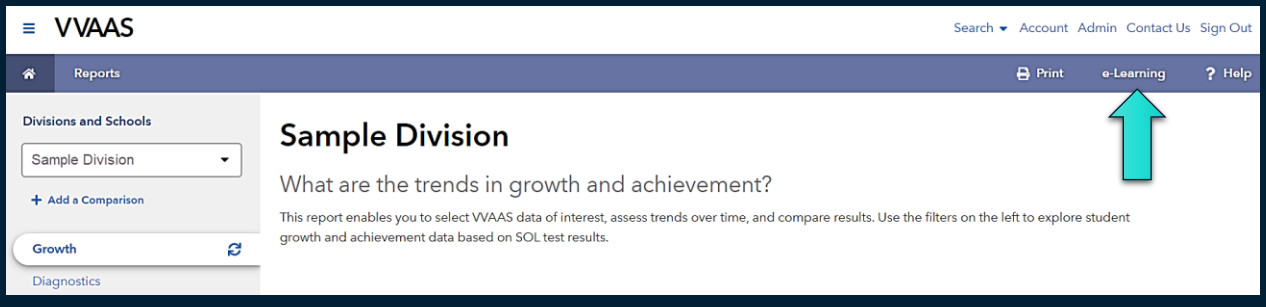
51

# Help!

## Options for Additional Information

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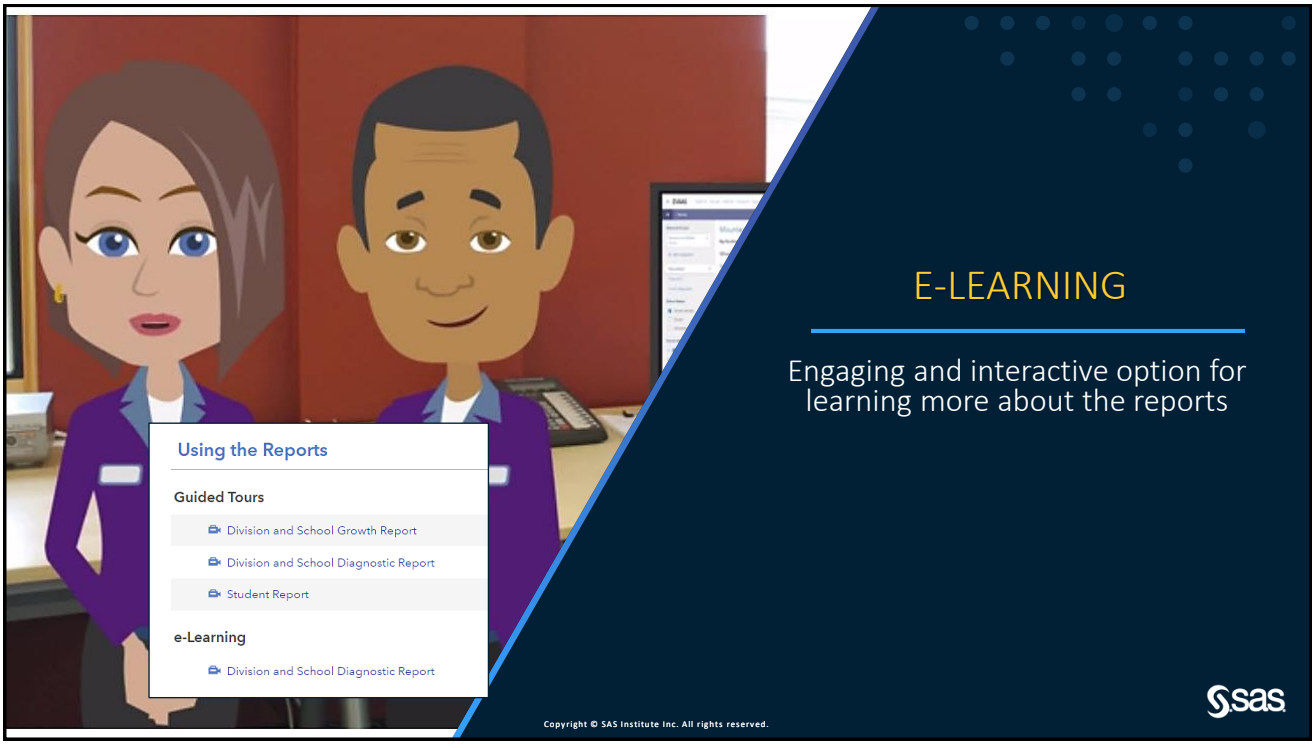
52




## E-LEARNING

Engaging and interactive option for learning more about the reports

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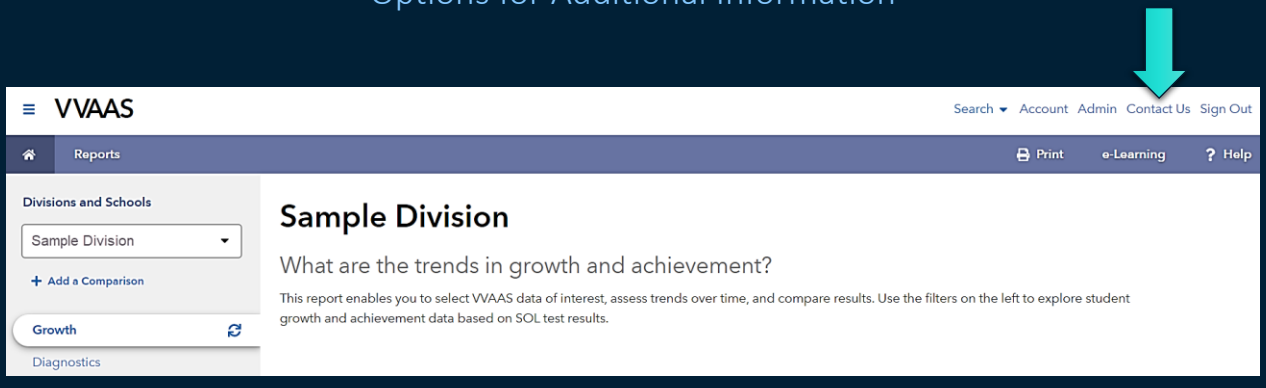
53

# Help!

## Options for Additional Information

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54

## Your Feedback Matters

https://bit.ly/VCACC

# You are the real superheroes!

Thank you for your continued commitment to improving teaching and learning for all.

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55