SAS® EVAAS

Data Hub Requirements

For teacher reporting, EVAAS wants the most accurate information to link a student's assessment to the teacher responsible for the student's instruction. Teachers who have direct instructional responsibility for students in classes in which assessments are administered should be included in the data. EVAAS links teachers to students' test scores for the following state summative assessments:

- Grades 3–7 for English Language Arts (ELA) and Mathematics (Math) M-STEP and the grade 8 PSAT 8/9 assessments
- SAS also receives interim/benchmark assessments from districts that opt to submit them for EVAAS teacher reporting through the Michigan Data Hub (MiDataHub). In prior years, the following assessments met the criteria for use in teacher value-added reporting
- MAP Mathematics in grades 1–8 and MAP Reading in grades 1–8
- STAR Mathematics in grades K-8 and STAR Reading & Literacy in grades K-8
- i-Ready Mathematics in grades K-8 and i-Ready ELA in grades K-8

To assist in the creation of linkages, users might find the answers to the following questions helpful.

How do you share your data with SAS® EVAAS?

After a district's data is in Michigan Data Hub (MiDataHub) and the district has created the SAS® EVAAS integration within MiDataHub, then the district needs to enter its credentials in the EVAAS Opt-in page. EVAAS then pulls several tables from MiDataHub to create a linkage file to connect teachers to the student assessment information received from the state.

What data tables and entities are required for teacher reporting?

To meet the goal of identifying the teacher instruction related to a student's assessment, SAS uses the following tables and data entities from MiDataHub for three purposes:

1. To identify course sections that provided instruction for the assessments listed above
2. To connect teachers and their students in these course sections
3. To connect the students with their Math and ELA assessment records for state tests and for Math and ELA/Reading assessment records for benchmark assessments

From MiDataHub, the following tables and elements/variables described below are required:

CalendarDates

- School year calendar dates are required for one or more schools.

LocalEducationAgencies

- One top level LocalEducationAgency is required. All schools should map to this LocalEducationAgency via the school element's localEducationAgency.localEducationAgencyId.

AcademicSubjectDescriptors

- codeValue
- namespace
- description/shortDescription

ClassroomPositionDescriptors

- codeValue
- namespace
- shortDescription

CourseOfferings

- localCourseCode
- localCourseTitle
- courseCode
- schoolId
- schoolYear
- sessionName

Courses

- courseCode
- courseTitle
- academicSubjectDescriptor

Schools

- schoolId
- nameOfInstitution
- operationalStatusDescriptor
- schoolTypeDescriptor
- shortNameOfInstitution
- localEducationAgencyId
- educationOrganizationIdentificationSystemDescriptor
- identificationCode

Staffs

- staffUniqueId
- firstName

- lastSurname
- electronicMailAddress
- electronicMailTypeDescriptor
- staffIdentificationSystemDescriptor
- identificationCode

StaffSectionAssociations

- beginDate
- endDate
- classroomPositionDescriptor
- teacherStudentDataLinkExclusion
- localCourseCode
- schoolId
- schoolYear
- sectionIdentifier
- sessionName
- staffUniqueId

Students

- studentUniqueId
- birthDate
- firstName
- lastSurname
- middleName

StudentSectionAssociations

- beginDate
- endDate
- teacherStudentDataLinkExclusion
- localCourseCode
- schoolId
- schoolYear
- sectionIdentifier
- sessionName
- studentUniqueId

How does SAS use the student-teacher linkages in its teacher growth measures?

SAS uses the data elements captured from MiDataHub to provide teacher-level growth measures. These data elements identify which teachers were responsible for an individual student's instruction as well as the teacher's percentage of instructional responsibility for that student in the tested subjects and

grades. The growth model uses this information to assess whether, on average, the students connected to a teacher tend to make more than, less than, or about expected growth. The growth model can also account for the patterns of influence that might exist across shared instructional practices when more than one teacher is responsible for a student's instruction in a particular tested area, which is the case with team teaching or specialized instruction.

Teachers will only receive a growth measure if sufficient data exists for each individual teacher regarding the number of students with a valid test score, prior test scores, and total percentage of instructional responsibility across all students linked to the teacher. Details on the current MDE business rules are available in the Statistical Models and Business Rules document.