TVAAS Focus Session

DATA

Demographic

Perception

Assessment

Demographic Data
(Non-Academic)

- Economic Status of students and families
- Attendance
- Gender and Ethnicity
- Special Populations (Ex. Special Ed, English Language Learners)
- Parent involvement
- Behavior and/or discipline statistics

All students can learn!!

***Beware: sometimes these factors may be used as excuses for poor performance.**

Perception Data

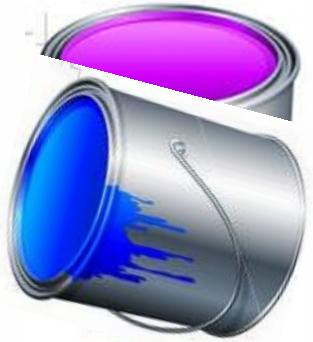
- Usually gathered through state, district and/or school surveys
- Educators should realize that how the community **values** the school's services impacts students profoundly
- Evaluation observations are perception data

Assessment Data

- **Annual, Large-Scale Assessment Data**
  - TCAP Achievement Tests/TN Ready Assessments
  - SAT 10
  - End of Course
- **Periodic Assessment Data**
  - Unit tests
  - District-Wide Assessments
  - MICA/MIST Tests
- **Ongoing Classroom Assessment Data**
  - Daily Quizzes
  - Class Projects

Achievement versus **Growth/Progress**

Assessment Data



Achievement

- Measures a student's performance at a single point in time
- Relates to a student's family background
- Compares students' performance to a standard
- Critical to a student's post secondary opportunities

&

A more complete picture of student learning

Progress

- Measures a student's progress between two points in time
- Not related to a student's family background
- Compares students' performance to their own prior performance
- Critical to ensuring a student's future academic success

Another way to think of it…..

Achievement

A snapshot of Academic Performance

Progress

A photo album of Academic Performance

Student growth matters most

GROWTH VS. ACHIEVEMENT

WHEN WE TALK ABOUT GROWTH, WHAT DOES THAT MEAN?

GROWTH VS. ACHIEVEMENT

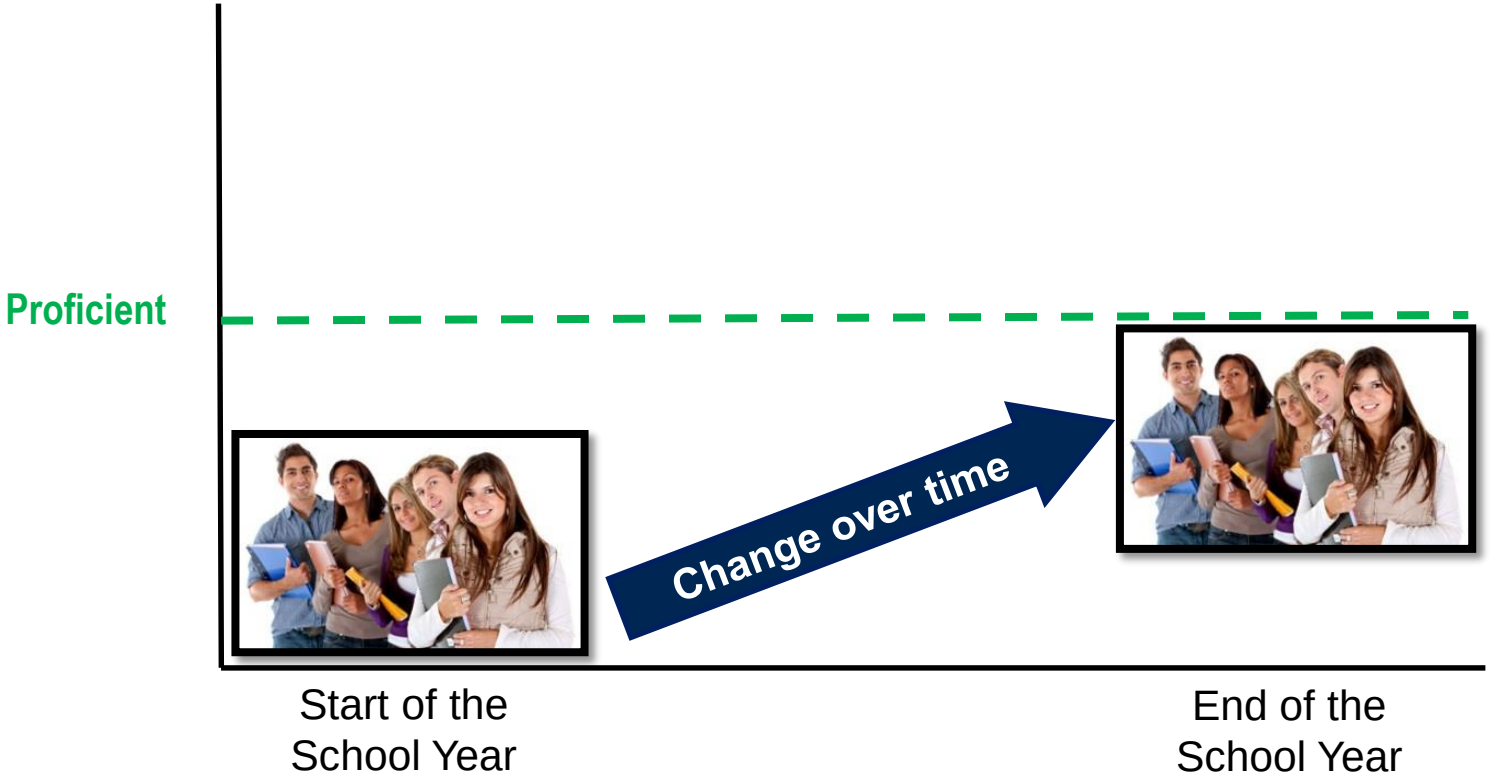
Change over time

Proficient

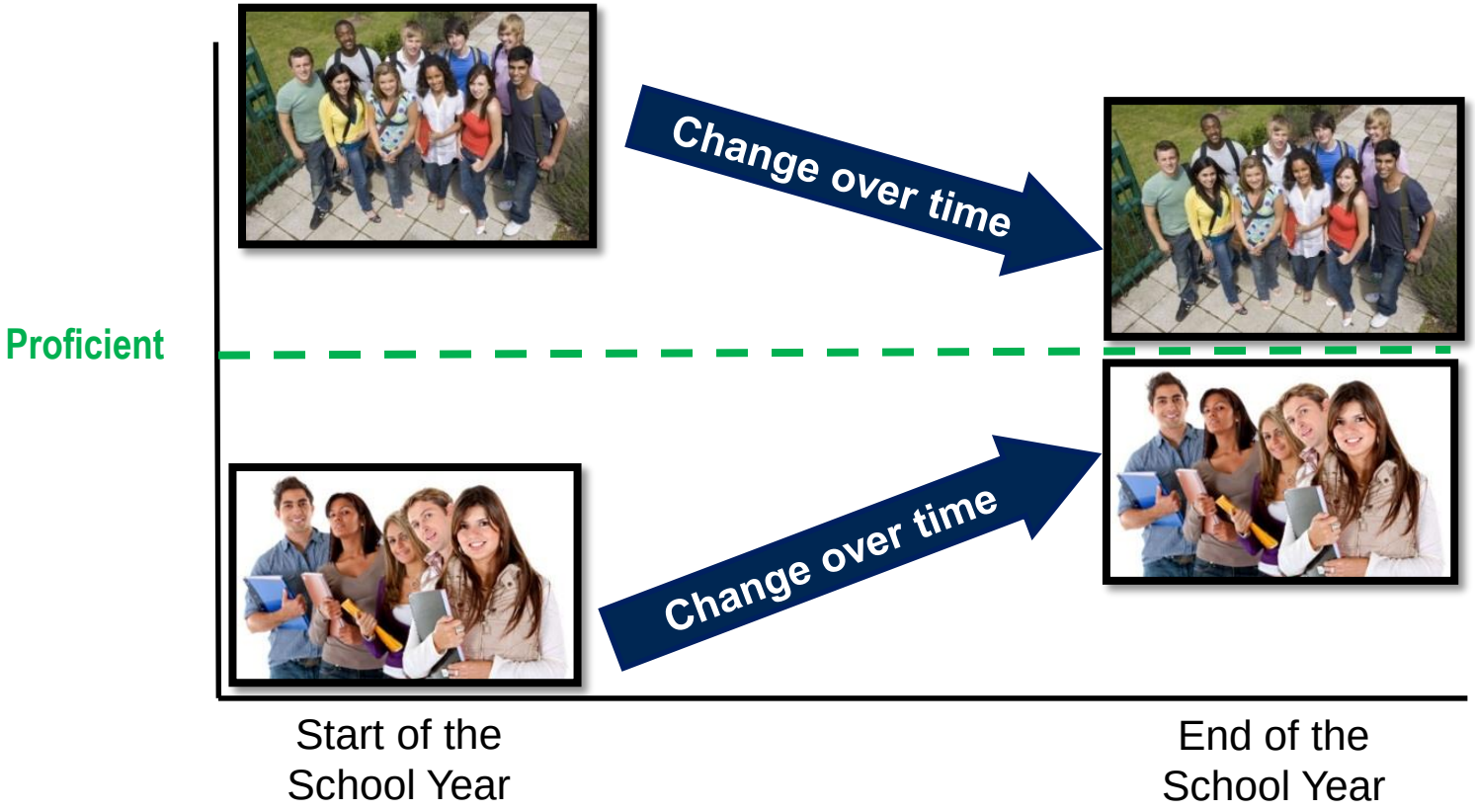
Start of the School Year

End of the School Year

GROWTH VS. ACHIEVEMENT

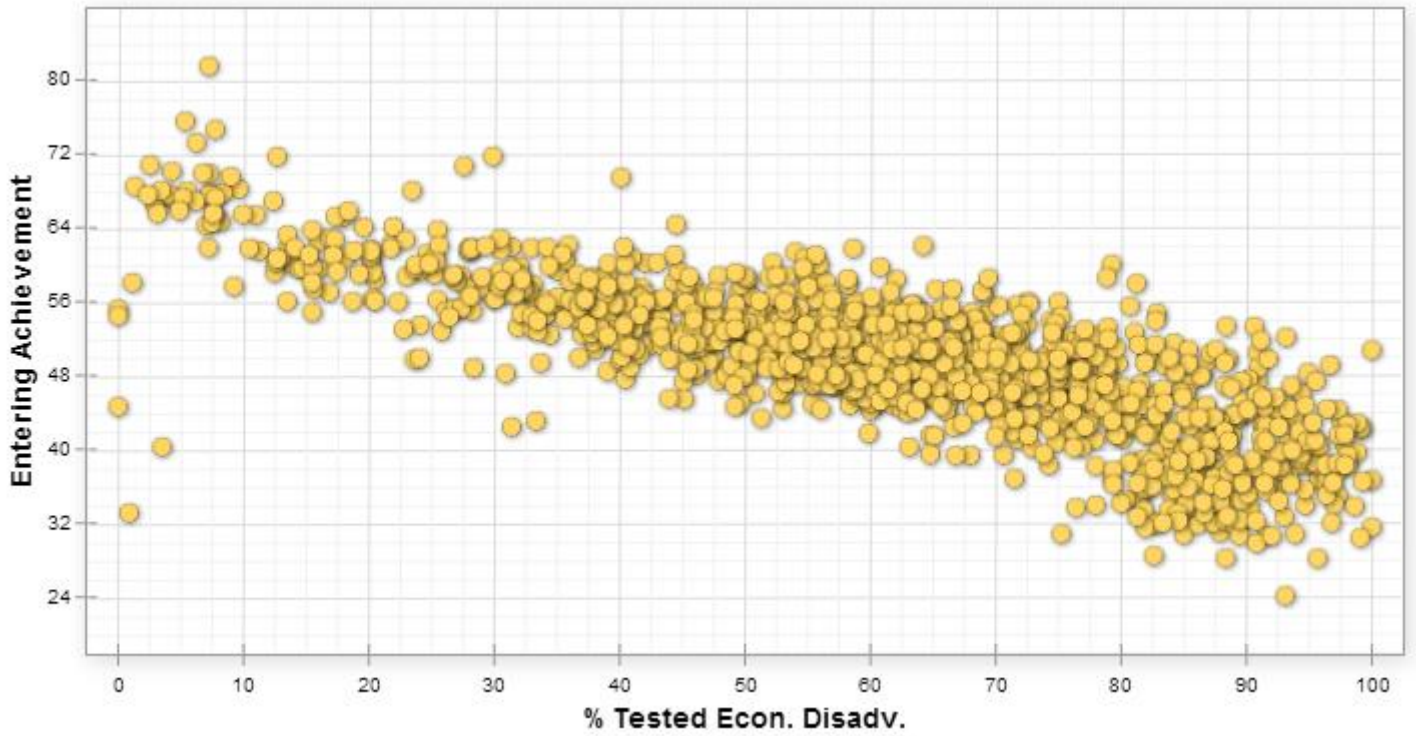


GROWTH VS. ACHIEVEMENT



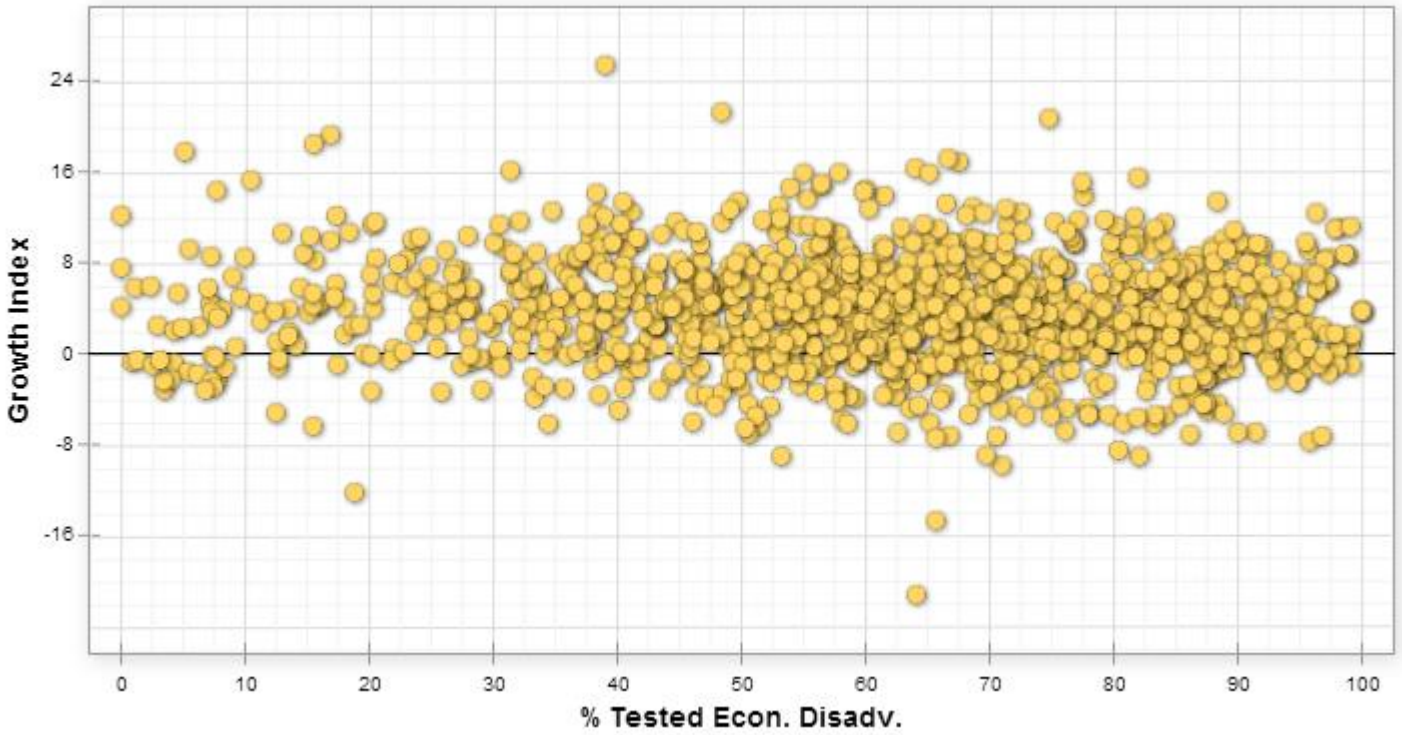
ACHIEVEMENT AND POVERTY

CORRELATION



ACADEMIC GROWTH AND POVERTY

CORRELATION



EXPECTED GROWTH

Regardless of their entering achievement level, students should at least maintain their achievement level relative to their peers.

WHY IS MEASURING GROWTH COMPLICATED?

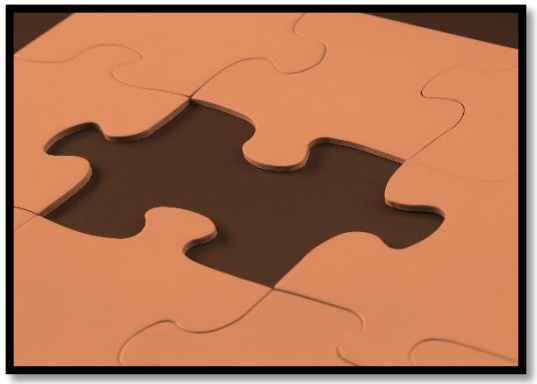
IT'S COMPLICATED THE COMPLEXITY OF MEASURING GROWTH

Calculating growth measures would be easy
if the 3 Ms did not exist!

Measurement error

Mobility

Missing data



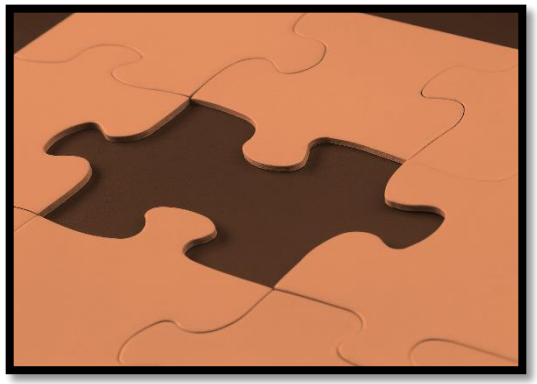
IT'S COMPLICATED THE COMPLEXITY OF MEASURING GROWTH

In the real world, simplistic approaches to value-added that do **NOT** accommodate these data issues may yield unreliable and even biased measures.

Measurement error

Mobility

Missing data



IT'S COMPLICATED

TVAAS ADDRESSES THE ISSUES OF THE 3 Ms!

Measurement Error	• Minimizes the effects of measurement error associated with any one test score
Mobility	• Accounts for mobility of students
Missing Data	• Compensates for missing data

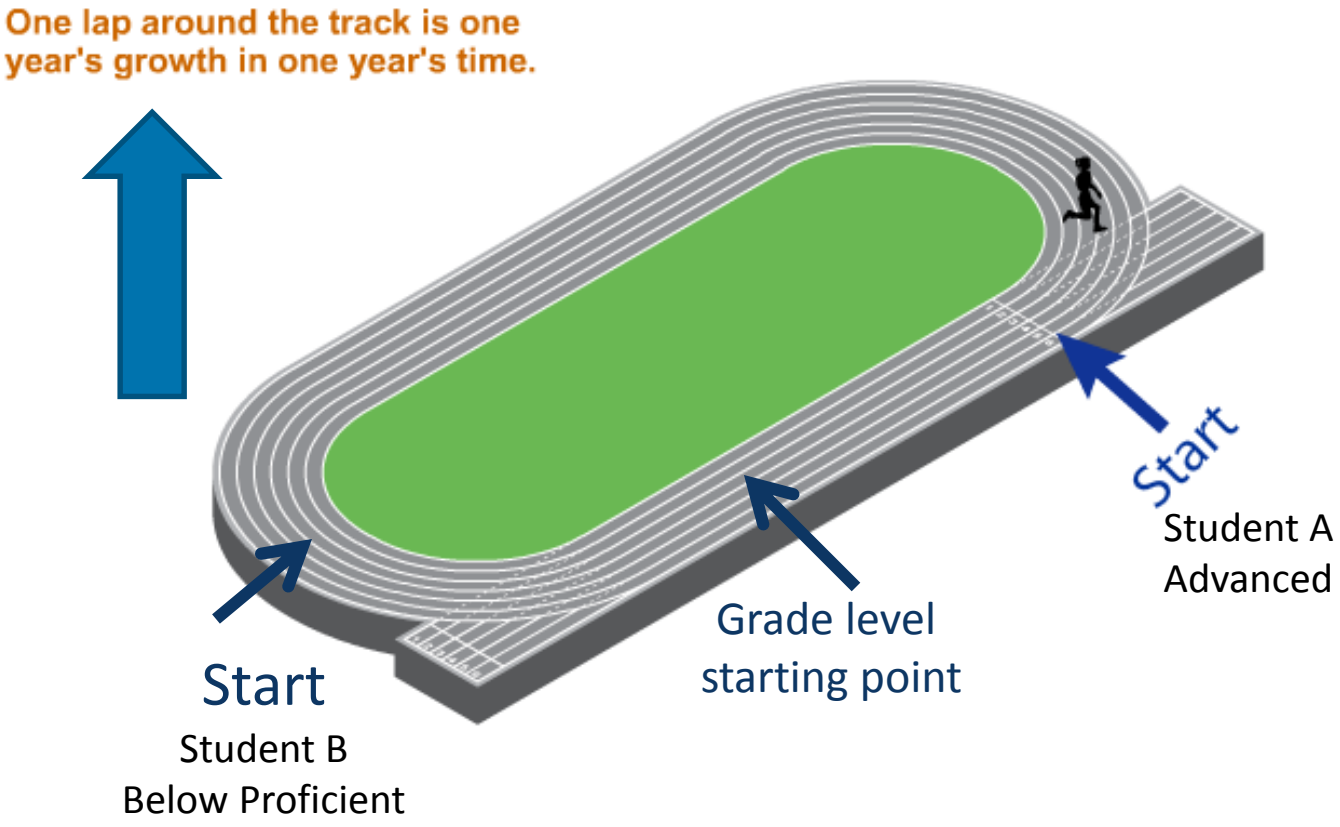
How?

Through research-based statistical modeling

MEASURING GROWTH

Students don’t all start the year at the same place academically.

The starting line is different for each child



ACTIVITY 1

$2.00 SUMMARY

SAS® TVAAS for K-12

Activity 1: $2.00 Summary

Directions:

Grab a partner and take three minutes to write a $2 Summary (where each word is valued at 10 cents):

- Briefly describe what TVAAS is.
- Explain the importance of growth versus achievement.

Each person should write down the summary to have for himself/herself.

Be prepared to share your summary with the group.

HOW IS GROWTH MEASURED?

2 DIFFERENT TVAAS MODELS

Gain Model
Tests administered in **consecutive** grades

Estimated School Growth Measure					
Grade	6	7	8	Growth Measure over Grades Relative to	
Growth Standard	0.0	0.0	0.0		
State 3-Yr-Avg	1.9	3.5	2.1	Growth Standard	State
2012 Growth Measure	-0.8 Y	10.6 G*	2.3 G*	4.0	1.5
Standard Error	1.6	1.5	1.5	0.9	0.9
2013 Growth Measure	5.8 G*	10.6 G*	-0.5 Y	5.3	2.8
Standard Error	1.6	1.7	1.5	0.9	0.9
2014 Growth Measure	-0.4 Y	5.4 G*	-11.4 R*	-2.1	-4.6
Standard Error	1.9	1.7	1.6	1.0	1.0
3-Yr-Avg Growth Measure	1.5 G*	8.9 G*	-3.2 R*	2.4	-0.1
Standard Error	1.0	0.9	0.9	0.4	0.4

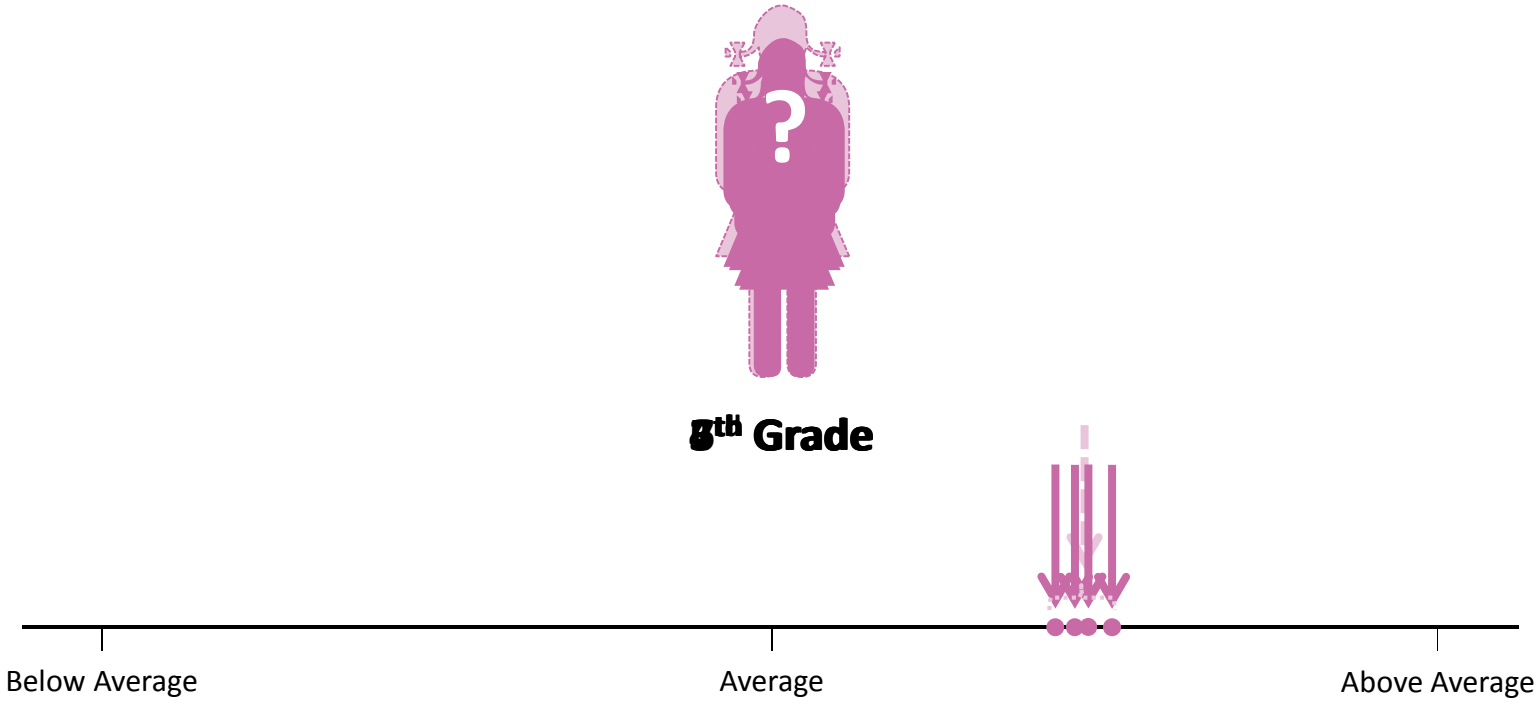
Estimated School Avg Achievement			
Grade	6	7	8
State Base Year (2009)	50.0	50.0	50.0
State 3-Yr-Avg	55.4	57.0	57.5
2011 Avg Achievement	40.5	52.5	48.9
2012 Avg Achievement	49.8	51.1	54.8
2013 Avg Achievement	53.4	60.4	50.6
2014 Avg Achievement	53.8	58.8	49.0

Predictive Model
Tests administered in **non-consecutive** grades

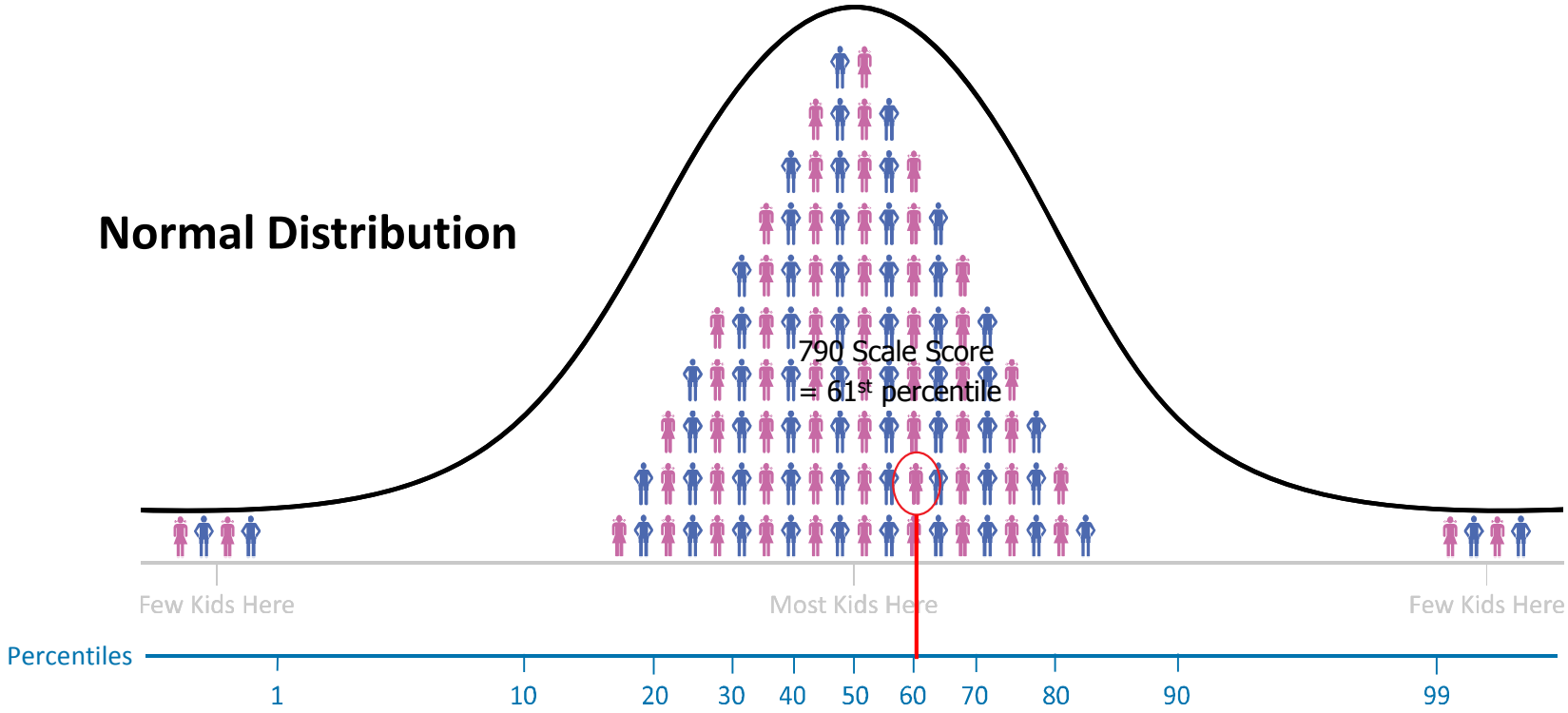
Subject	Year	Nr of Students	Avg Score	Avg %-ile	Avg Predicted Score	Predicted Avg %-ile	Growth Measure	Standard Error	Growth Measure %-ile	School vs State Avg
Biology I	2012	39	714.8	55	697.7	38	12.1	5.9	91	Above
	2013	47	700.1	34	696.0	30	3.2	5.6	59	NDD
	2014	50	705.8	40	696.8	30	7.3	4.9	81	NDD
	3-Yr-Avg	136	706.4	42	696.8	33	7.6	3.2	85	Above

TVAAS in Grades 4-8
Gain Model
(Tests administered in consecutive grades)

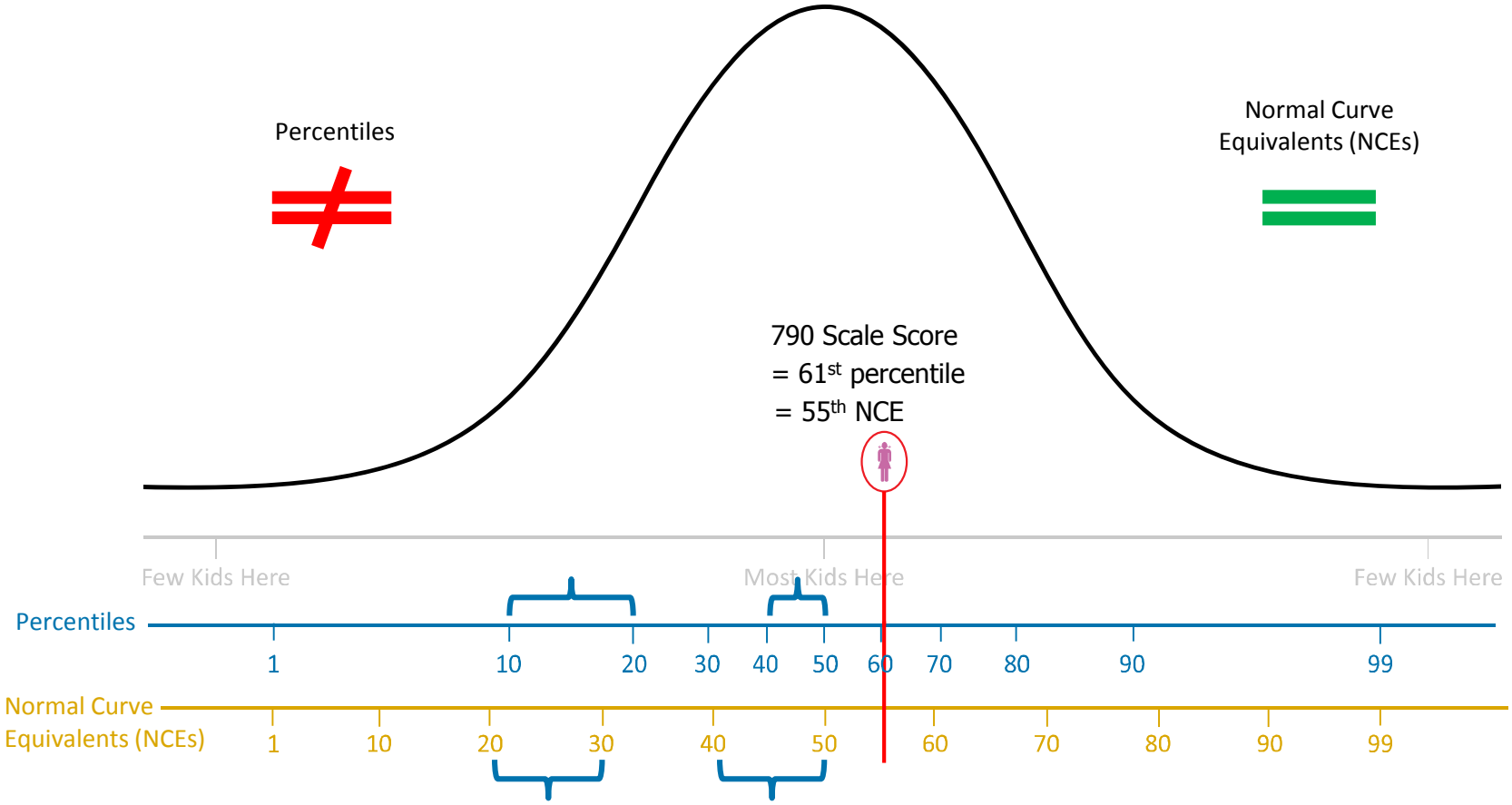
TVAAS considers a student's performance over time



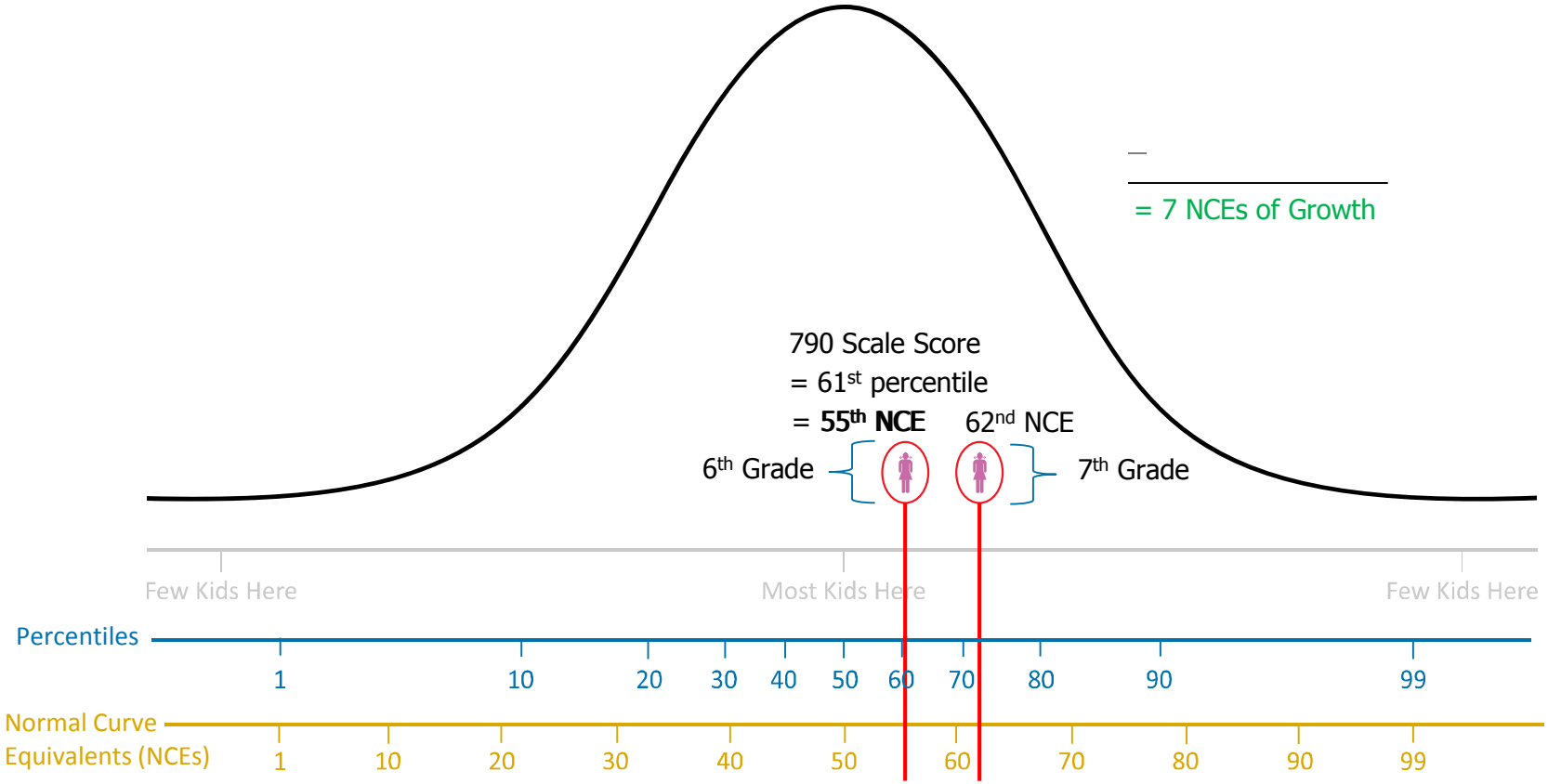
Student performance is compared to their peers across the state



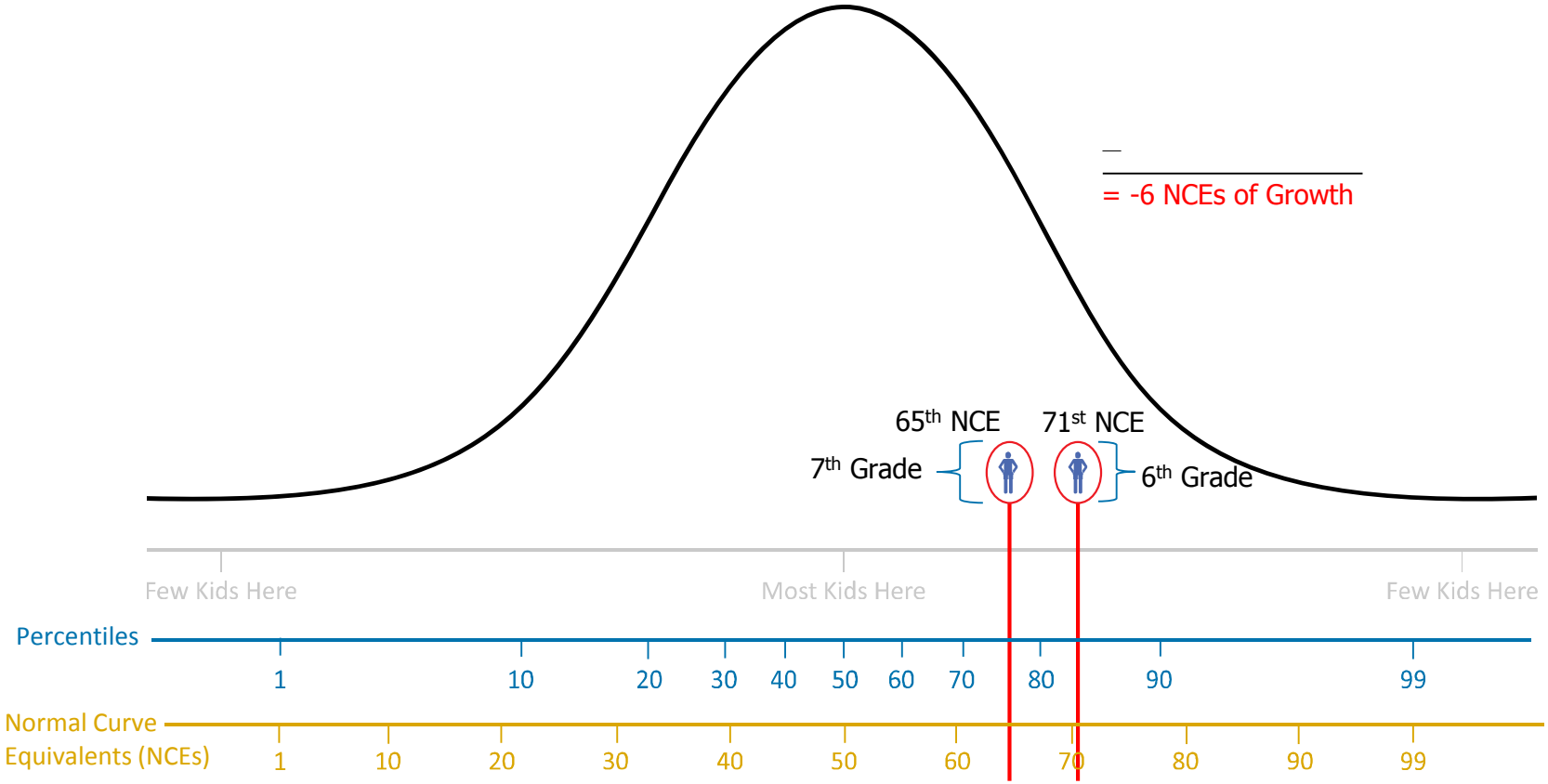
Normal Curve Equivalents (NCEs) are like percentile ranks



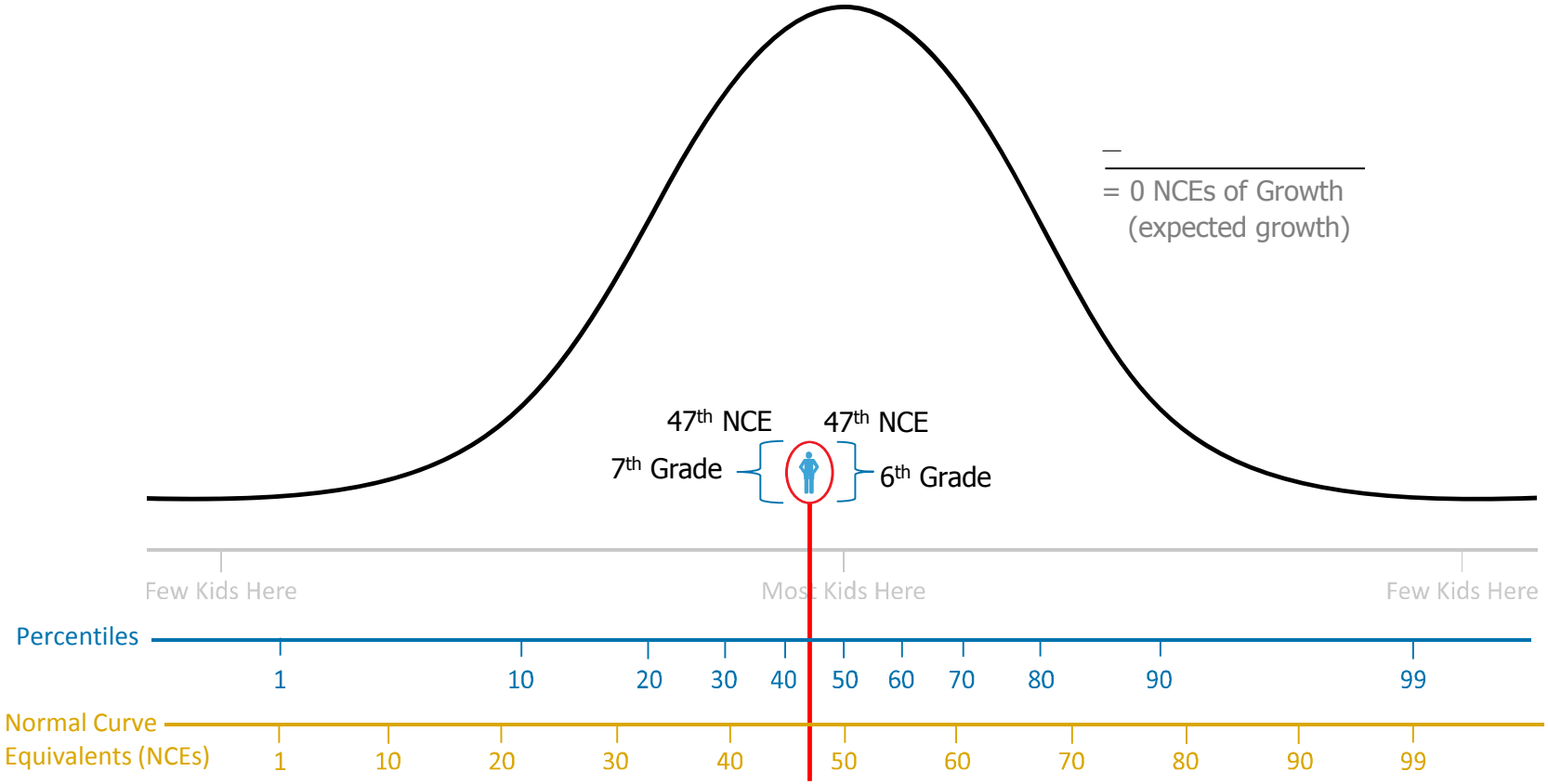
Students advancing in NCEs show growth



Student B's Growth



Student C's Growth



Report: District Value Added Test: TCAP
District: East Suburb School District Subject: Math
Year: 2013

Estimated District Growth Measure								
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to	
Growth Standard		0.0	0.0	0.0	0.0	0.0		
State 3-Yr-Avg		4.3	1.5	0.5	2.8	0.2	Growth Standard	State
2011 Growth Measure		4.2 G*	1.1 G*	5.3 G*	7.3 G*	3.2 G*	4.2	2.4
Standard Error		0.1	0.1	0.1	0.1	0.1	0.1	0.1
2012 Growth Measure		5.6 G*	2.8 G*	1.1 G*	6.4 G*	-0.7 R*	3.0	1.1
Standard Error		0.1	0.1	0.1	0.1	0.1	0.1	0.1
2013 Growth Measure		4.0 G*	0.9 G*	0.6 G*	0.8 G*	-0.4 R*	1.2	-0.7
Standard Error		0.1	0.1	0.1	0.1	0.1	0.1	0.1
3-Yr-Avg Growth Measure		4.6 G*	1.6 G*	2.3 G*	4.8 G*	0.7 G*	2.8	0.9
Standard Error		0.1	0.1	0.1	0.1	0.1	0.0	0.0

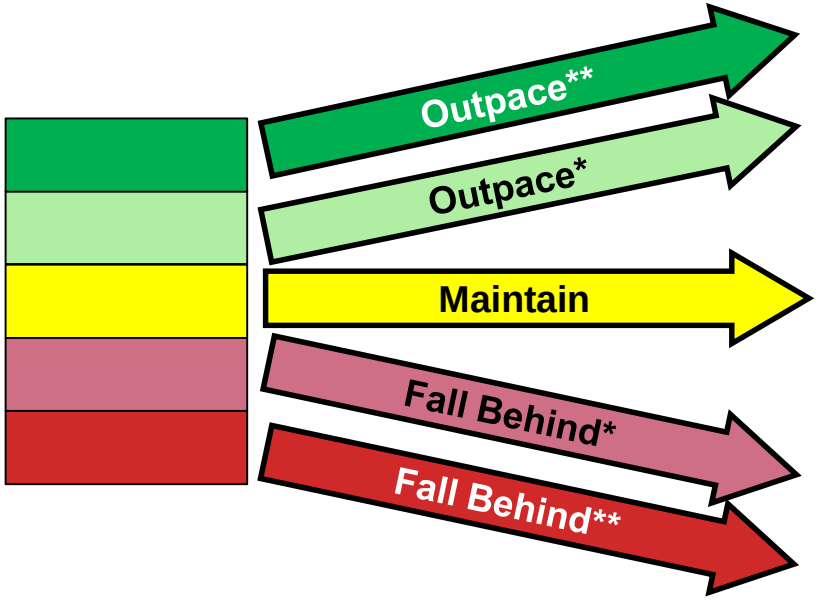
Estimated District Avg Achievement						
Grade	3	4	5	6	7	8
State Base Year (2009)	50.0	50.0	50.0	50.0	50.0	50.0
State 3-Yr-Avg	56.8	59.6	56.9	55.6	62.8	54.4
2010 Avg Achievement	47.4	65.2	42.5	44.7	42.1	48.5
2011 Avg Achievement	51.0	51.5	66.3	47.7	52.0	45.4
2012 Avg Achievement	65.4	56.6	54.3	67.2	54.2	51.3
2013 Avg Achievement	65.4	69.4	57.6	55.0	68.1	53.6

66.3-65.2= 1.1

GROWTH MEASURE

On average, did the students who took the test outpace, fall behind, or maintain?

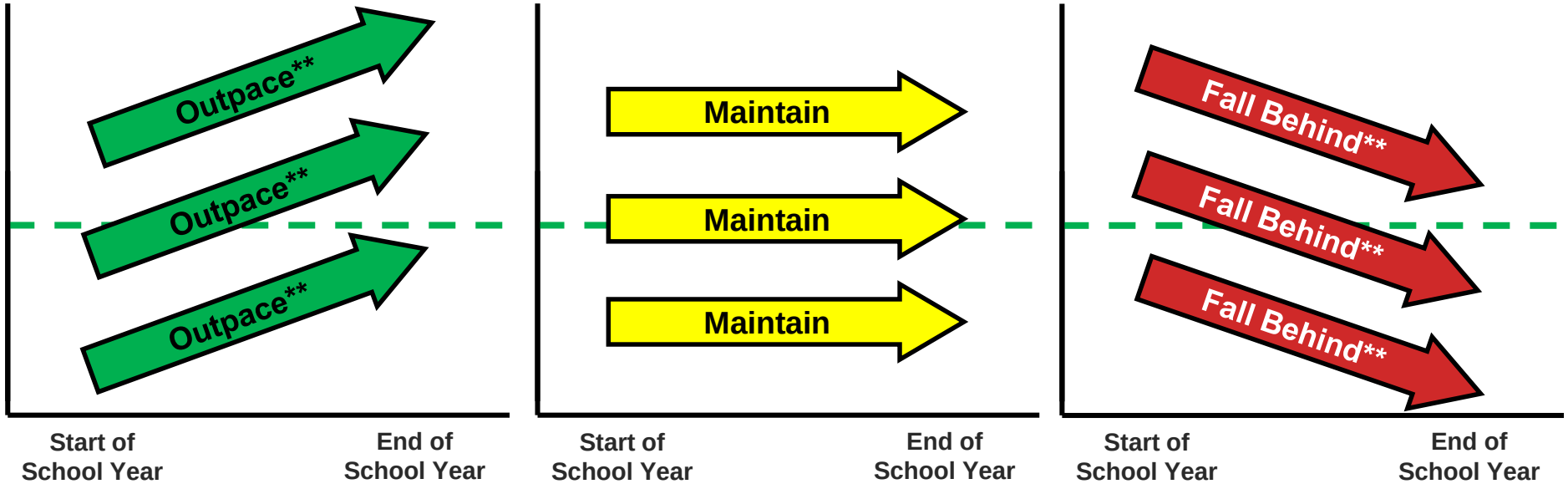
The Value-Added Reports are color coded.



*Some evidence
**Significant evidence

GROWTH MEASURE

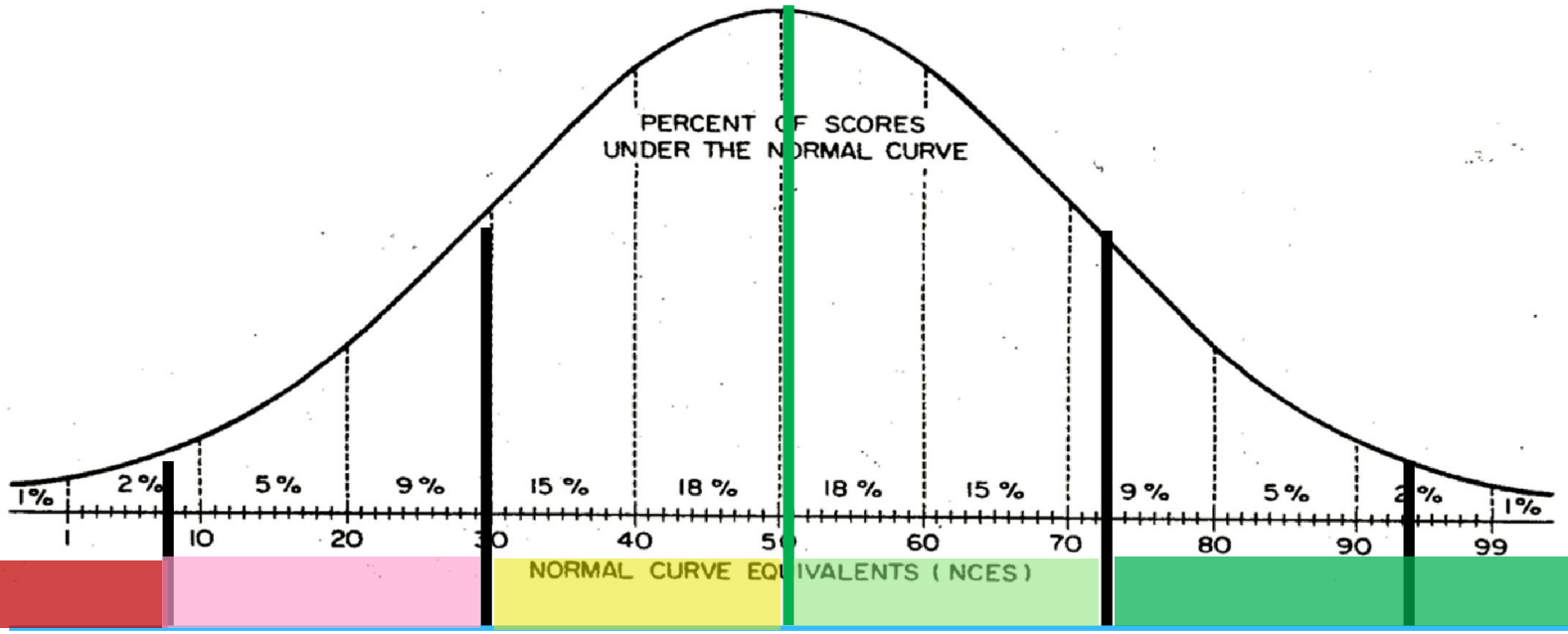
Notice that the growth indicator (color) is consistent, regardless of achievement.



*Some evidence
**Significant evidence

Standard Error helps to address the 3 M's

- Measurement Error
- Mobility
- Missing Data



-2.0 **-1.0** **0** **+1.0** **+2.0**

Standard Error-(SE) is the **standard** deviation of a sample

VALUE ADDED REPORT

GAIN MODEL

Estimated School Growth Measure					
Grade	6	7	8	Growth Measure over Grades Relative to	
Growth Standard	0.0	0.0	0.0		
State 3-Yr-Avg	1.9	3.5	2.1	Growth Standard	State
2012 Growth Measure	-0.8 Y	10.6 G*	2.3 G*	**4.0**	**1.5**
Standard Error	1.6	1.5	1.5	0.9	0.9
2013 Growth Measure	5.8 G*	10.6 G*	-0.5 Y	**5.3**	**2.8**
Standard Error	1.6	1.7	1.5	0.9	0.9
2014 Growth Measure	**-1.0 Y**	5.4 G*	-11.4 R*	**-2.1**	**-4.6**
Standard Error	**1.8**	1.7	1.6	1.0	1.0
3-Yr-Avg Growth Measure	1.5 G*	8.9 G*	-3.2 R*	**2.4**	**-0.1**
Standard Error	1.0	0.9	0.9	0.4	0.4

Estimated School Avg Achievement			
Grade	6	7	8
State Base Year (2009)	50.0	50.0	50.0
State 3-Yr-Avg	55.4	57.0	57.5
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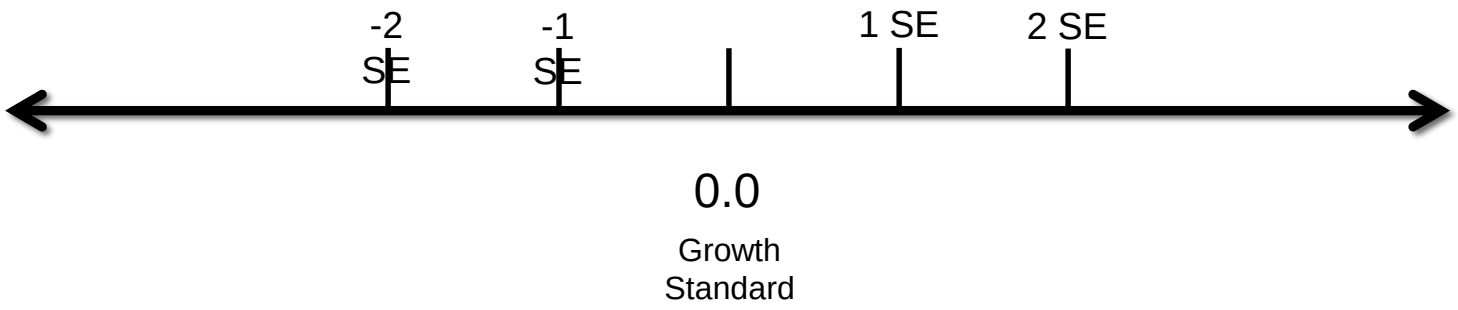
2012 Avg Achievement	49.8	51.1	54.8
2013 Avg Achievement	53.4	60.4	50.6
2014 Avg Achievement	53.8	58.8	49.0

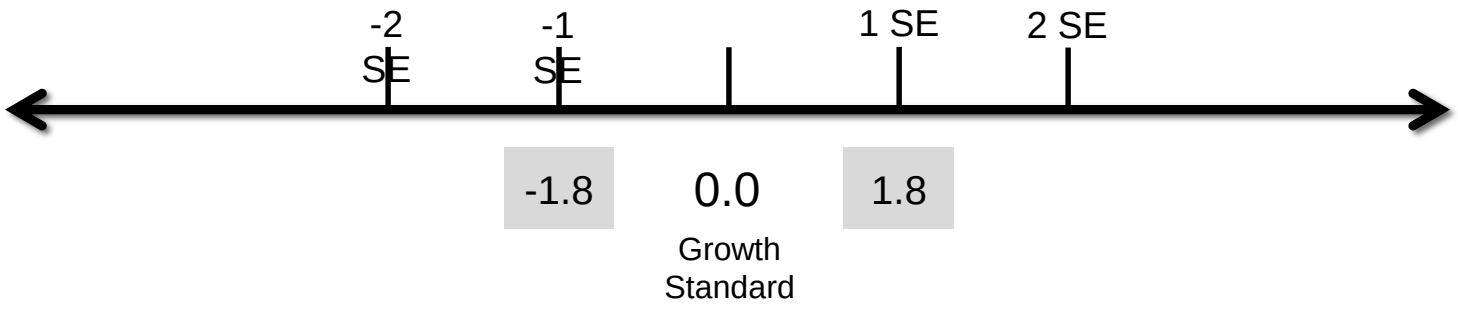
HOW DOES THIS WORK?

6
0.0
1.9
-0.8 Y
1.6
5.8 G*
1.6
-1.0 Y
1.8
1.5 G*
1.0



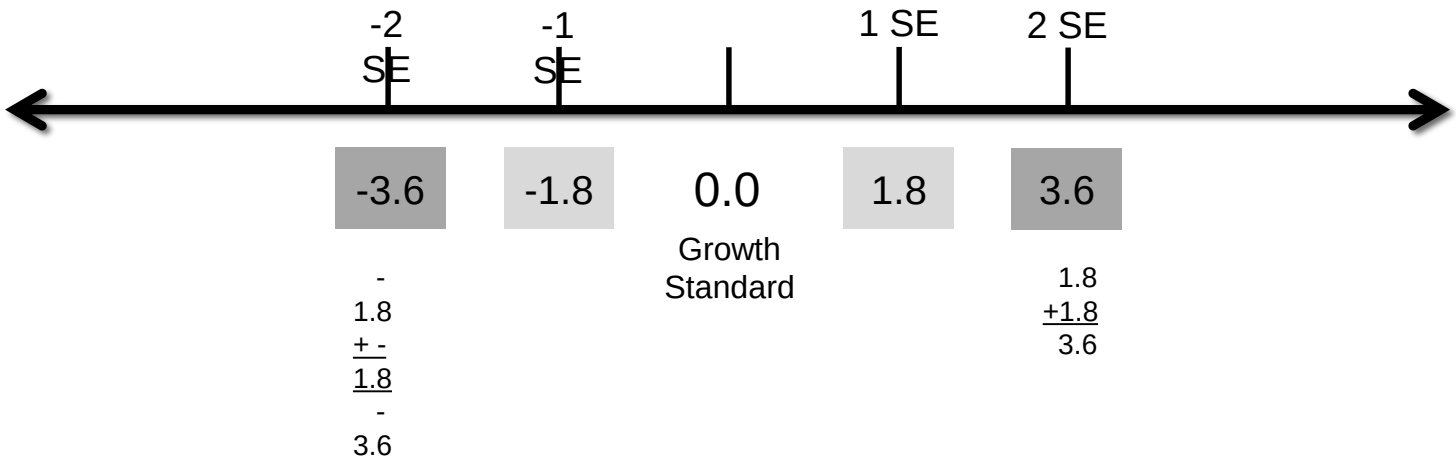
HOW DOES THIS WORK?

6
0.0
1.9
-0.8 Y
1.6
5.8 G*
1.6
-1.0 Y
1.8
1.5 G*
1.0



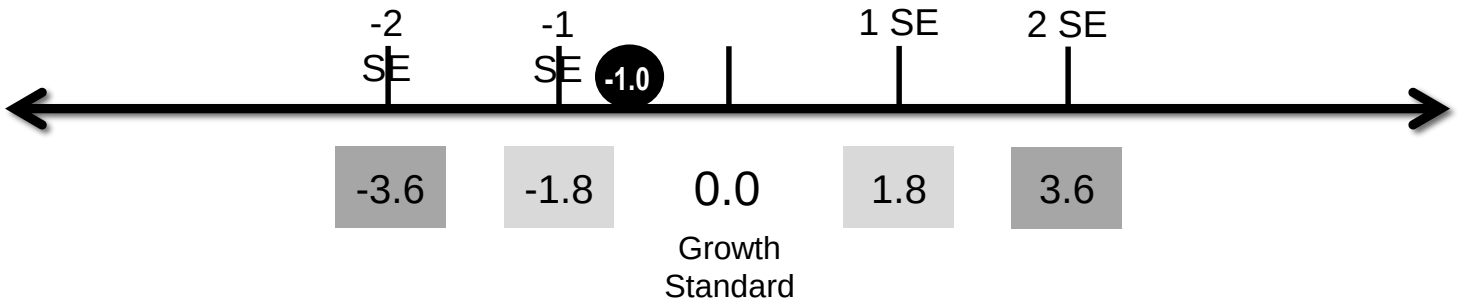
HOW DOES THIS WORK?

6
0.0
1.9
-0.8 Y
1.6
5.8 G*
1.6
-1.0 Y
1.8
1.5 G*
1.0



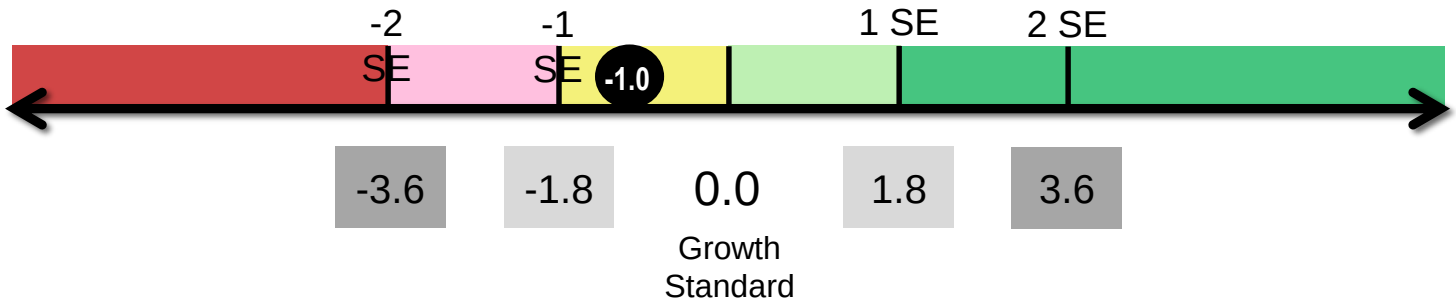
HOW DOES THIS WORK?

6
0.0
1.9
-0.8 Y
1.6
5.8 G*
1.6
-1.0 Y
1.8
1.5 G*
1.0



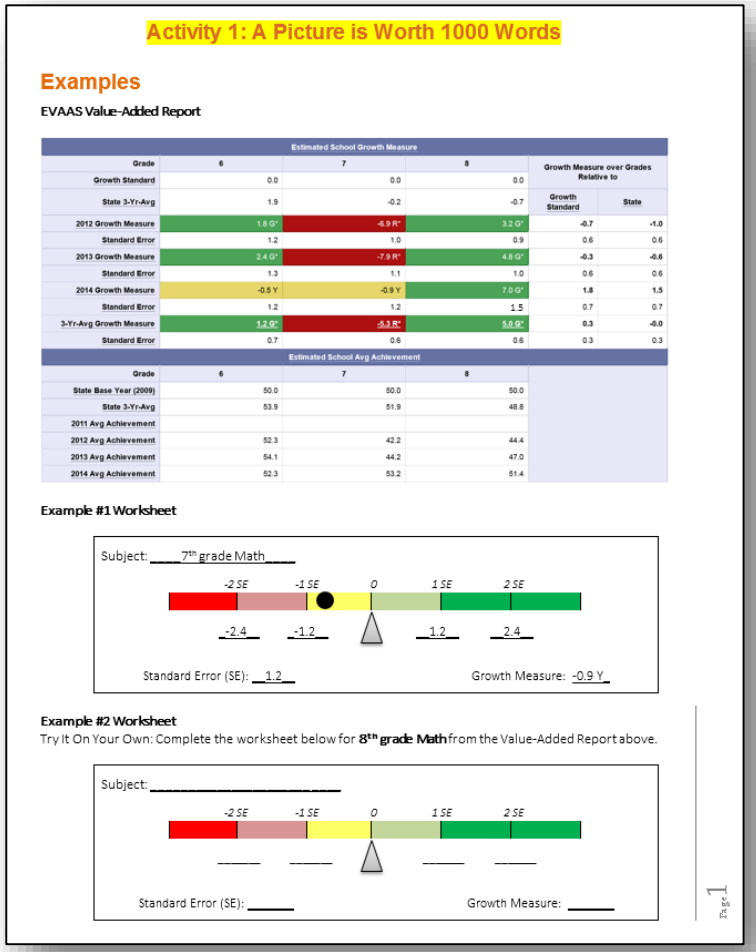
HOW DOES THIS WORK?

6
0.0
1.9
-0.8 Y
1.6
5.8 G*
1.6
-1.0 Y
1.8
1.5 G*
1.0



GUIDED PRACTICE

Let's work on Example #1 & #2 together



Activity 1: A Picture is Worth 1000 Words

Examples

EVAAS Value-Added Report

Estimated School Growth Measure					
Grade	6	7	8	Growth Measure over Grades Relative to	
Growth Standard	0.0	0.0	0.0		
State 3-Yr-Avg	1.9	-0.2	-0.7	Growth Standard	State
2012 Growth Measure	1.8 G*	-6.9 R*	3.2 G*	-0.7	-1.0
Standard Error	1.2	1.0	0.9	0.6	0.6
2013 Growth Measure	2.4 G*	-7.9 R*	4.8 G*	-0.3	-0.6
Standard Error	1.3	1.1	1.0	0.6	0.6
2014 Growth Measure	-0.5 Y	-0.9 Y	7.0 G*	1.8	1.5
Standard Error	1.2	1.2	1.5	0.7	0.7
3-Yr-Avg Growth Measure	1.2 G*	-5.3 R*	5.0 G*	0.3	-0.0
Standard Error	0.7	0.6	0.6	0.3	0.3

Estimated School Avg Achievement			
Grade	6	7	8
State Base Year (2009)	50.0	50.0	50.0
State 3-Yr-Avg	53.9	51.9	48.8
2011 Avg Achievement			
2012 Avg Achievement	52.3	42.2	44.4
2013 Avg Achievement	54.1	44.2	47.0
2014 Avg Achievement	52.3	53.2	51.4

Example #1 Worksheet

Subject: ____7th grade Math____

-2 SE -1 SE 0 1 SE 2 SE

-2.4 -1.2 1.2 2.4

Standard Error (SE): __1.2__ Growth Measure: -0.9 Y

Example #2 Worksheet

Try It On Your Own: Complete the worksheet below for **8th grade Math** from the Value-Added Report above.

Subject: _____

-2 SE -1 SE 0 1 SE 2 SE

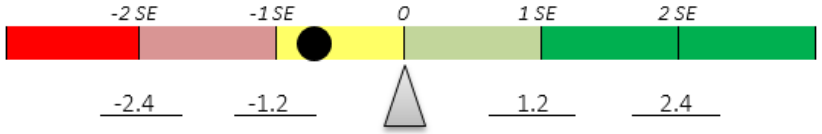
_____ _____ _____ _____

Standard Error (SE): _____ Growth Measure: _____

Pages 1&2

Example #1 Worksheet

Subject: 7th grade Math



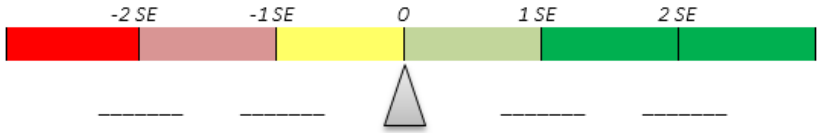
Standard Error (SE): 1.2

Growth Measure: -0.9 Y

Example #2 Worksheet

Try It On Your Own: Complete the worksheet below for **8th grade Math** from the Value-Added Report above.

Subject: _____



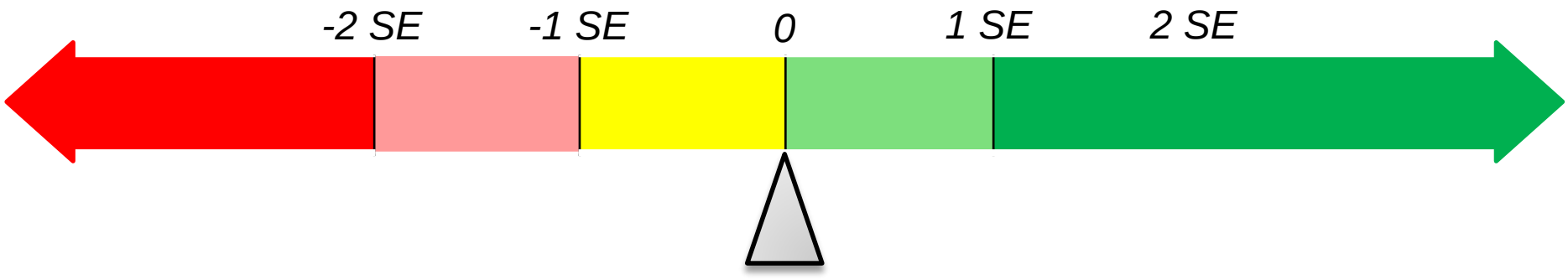
_____ _____ _____ _____

Standard Error (SE): _____

Growth Measure: _____

Example #1 Worksheet

Subject: 7th grade Math

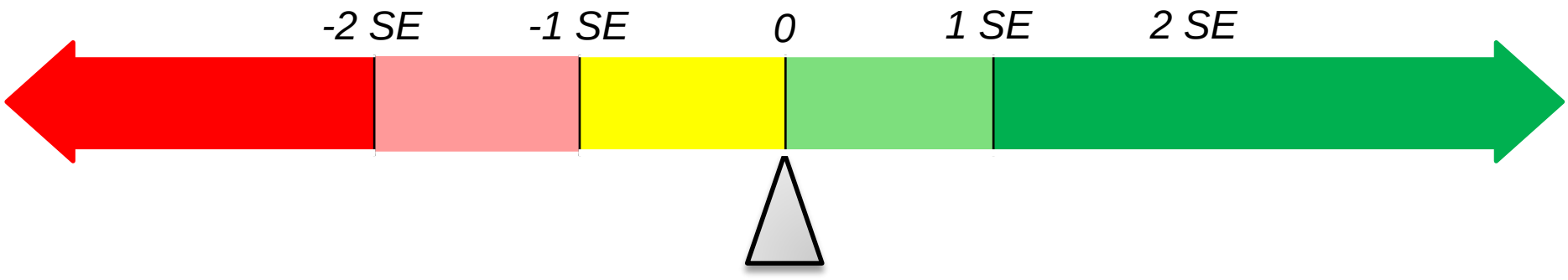


Standard Error (SE):

Growth Measure: -0.9 Y

Example #1 Worksheet

Subject: 7th grade Math

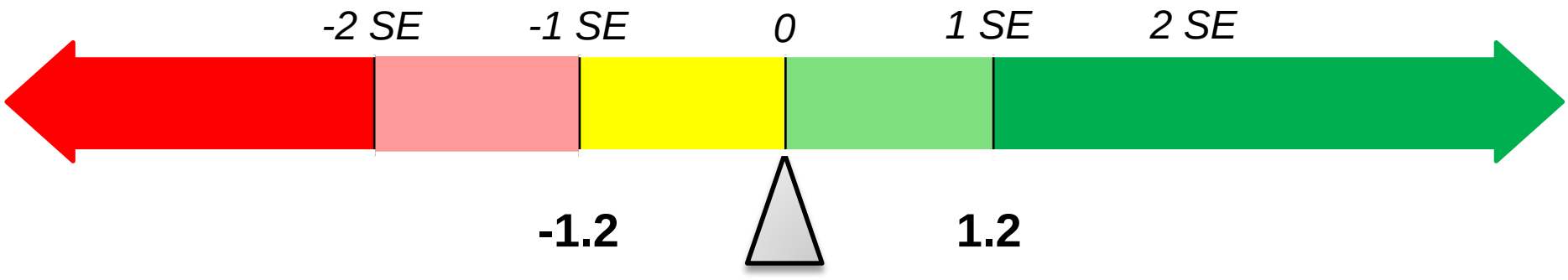


Standard Error (SE): 1.2

Growth Measure: -0.9 Y

Example #1 Worksheet

Subject: 7th grade Math

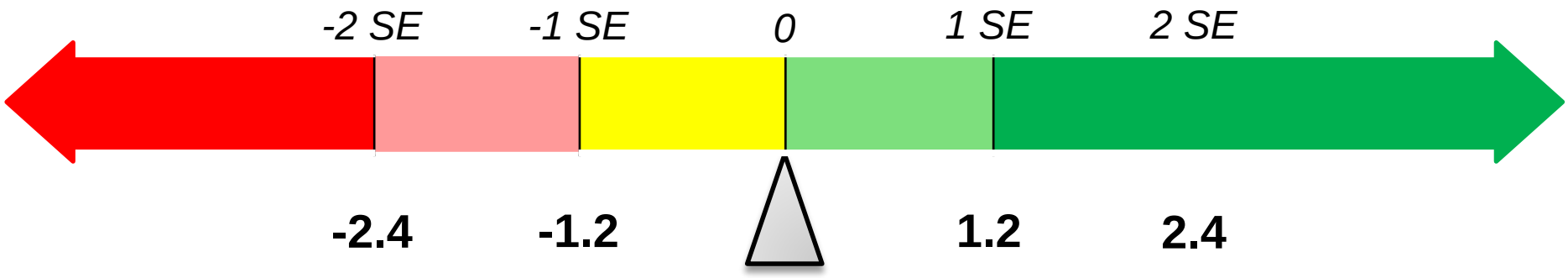


Standard Error (SE): 1.2

Growth Measure: -0.9 Y

Example #1 Worksheet

Subject: 7th grade Math

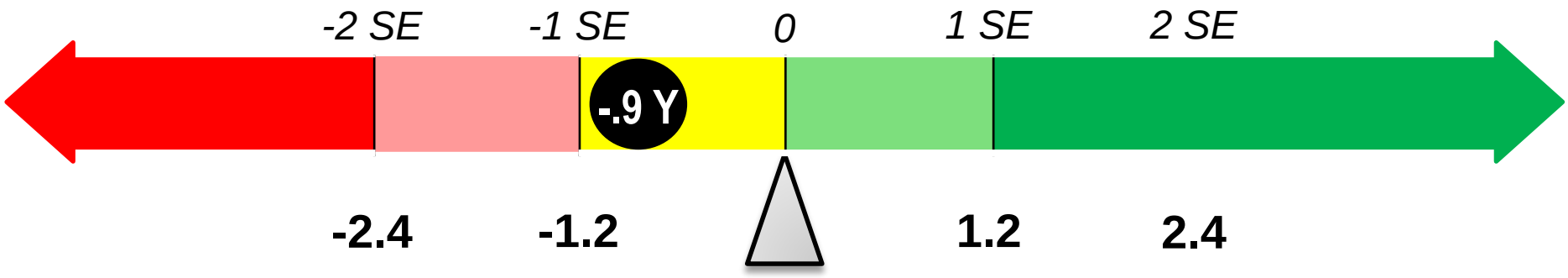


Standard Error (SE): 1.2

Growth Measure: -0.9 Y

Example #1 Worksheet

Subject: 7th grade Math

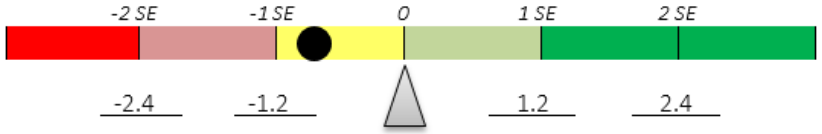


Standard Error (SE): 1.2

Growth Measure: -0.9 Y

Example #1 Worksheet

Subject: 7th grade Math

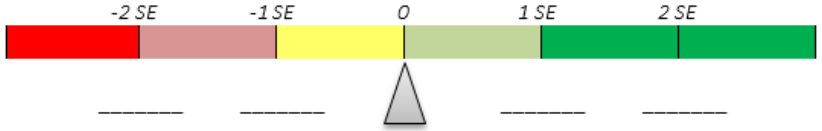


Standard Error (SE): 1.2 Growth Measure: -0.9 Y

Example #2 Worksheet

Try It On Your Own: Complete the worksheet below for **8th grade Math** from the Value-Added Report above.

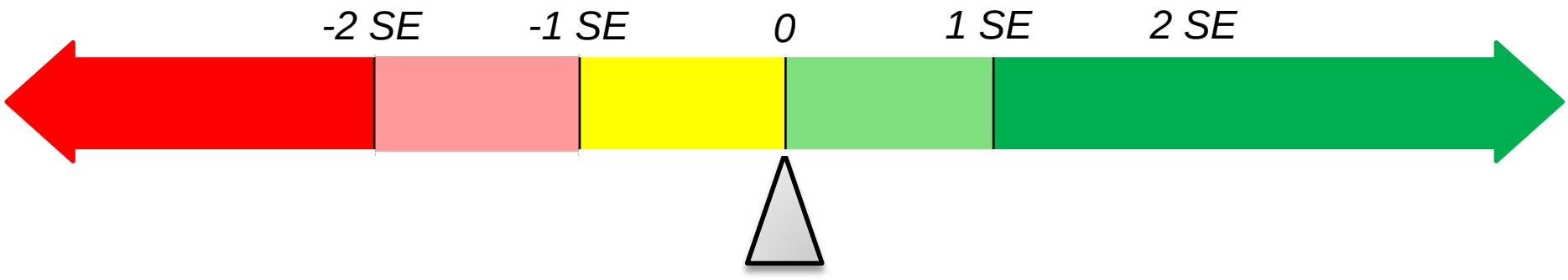
Subject: _____



Standard Error (SE): _____ Growth Measure: _____

Example #2 Worksheet

Subject: 8th grade Math

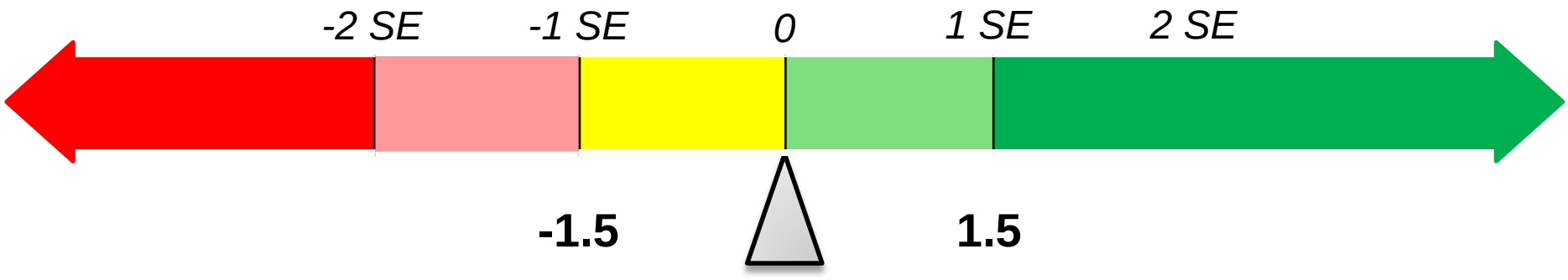


Standard Error (SE): 1.5

Growth Measure: 7.0 G*

Example #2 Worksheet

Subject: 8th grade Math

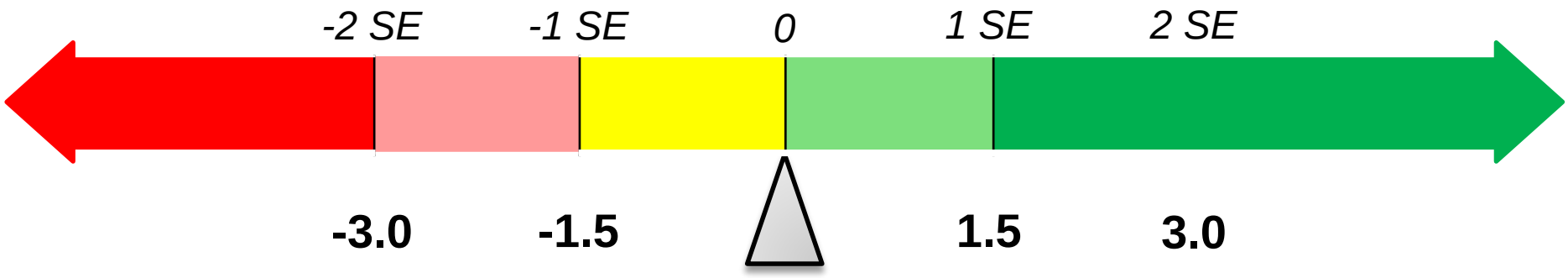


Standard Error (SE): 1.5

Growth Measure: 7.0 G*

Example #2 Worksheet

Subject: 8th grade Math

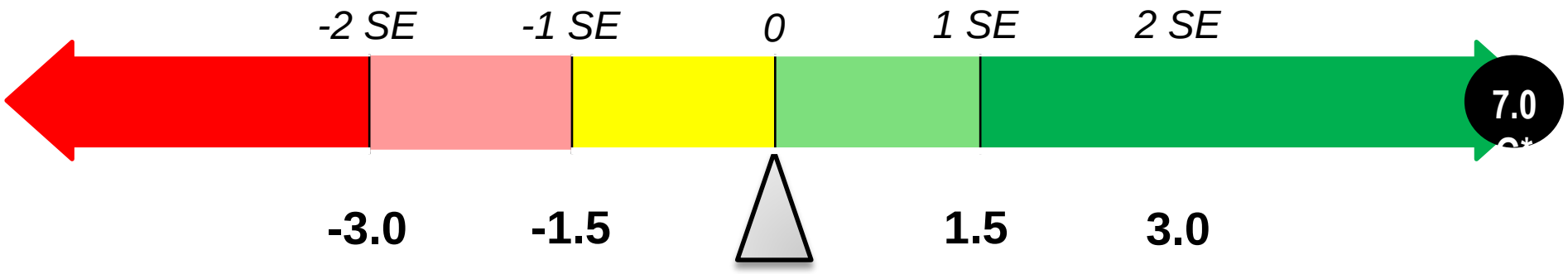


Standard Error (SE): 1.5

Growth Measure: 7.0 G*

Example #2 Worksheet

Subject: 8th grade Math



Standard Error (SE): 1.5

Growth Measure: 7.0 G*

ACTIVITY 2

THERE'S A STORY AT THE END OF THAT RAINBOW

Activity 2: There's a Story at the End of That Rainbow

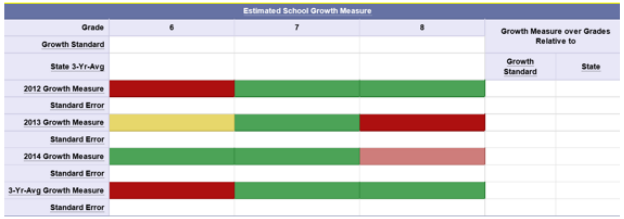
Directions

With your group:

1. Evaluate your assigned value added report for reading or math. What can your group infer about this school's effectiveness for this subject?
2. Record your observations below each report.
   - Summarize this school's effectiveness for this subject. What's the data *story*?
     - What are the *celebrations* within or across grades?
     - Where are *areas for improvement* within or across grades?
   - What would you recommend as next steps for this subject area?
     - What are some things to consider when developing a *plan for action*?
     - How could that plan be *monitored for progress*?

Reports for tests administered in consecutive years (Gain Model)

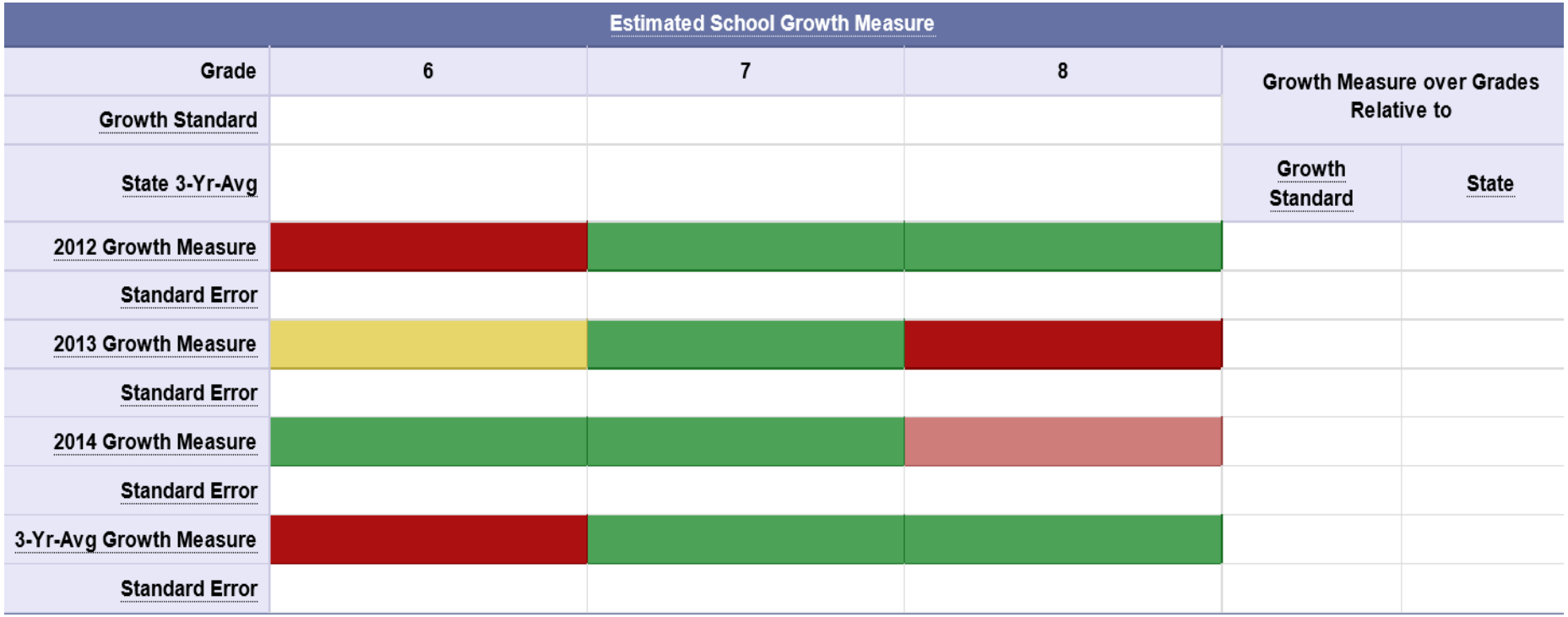
Alligator Middle School: Reading



Celebrations	Areas for Improvement	Plan for Action	Monitored for Progress

ALLIGATOR MIDDLE SCHOOL: READING

YOUR TURN



Estimated School Growth Measure					
Grade	6	7	8	Growth Measure over Grades Relative to	
Growth Standard					
State 3-Yr-Avg				Growth Standard	State
2012 Growth Measure					
Standard Error					
2013 Growth Measure					
Standard Error					
2014 Growth Measure					
Standard Error					
3-Yr-Avg Growth Measure					
Standard Error					

BUFFALO ELEMENTARY SCHOOL: MATH

YOUR TURN

Estimated School Growth Measure					
Grade	3	4	5	Growth Measure over Grades Relative to	
Growth Standard					
State 3-Yr-Avg				Growth Standard	State
2012 Growth Measure					
Standard Error					
2013 Growth Measure					
Standard Error					
2014 Growth Measure					
Standard Error					
3-Yr-Avg Growth Measure					
Standard Error					

CHEETAH ELEMENTARY SCHOOL: MATH

YOUR TURN

Estimated School Growth Measure					
Grade	3	4	5	Growth Measure over Grades Relative to	
Growth Standard					
State 3-Yr-Avg				Growth Standard	State
2012 Growth Measure					
Standard Error					
2013 Growth Measure					
Standard Error					
2014 Growth Measure					
Standard Error					
3-Yr-Avg Growth Measure					
Standard Error					

Growth in EOC subjects and Grades 1-3

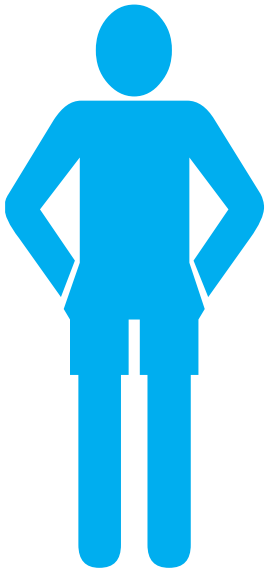
We measure growth based on a student's testing history

ELA Scores

6th Grade: 760

7th Grade: 760

8th Grade: 765



9th Grader

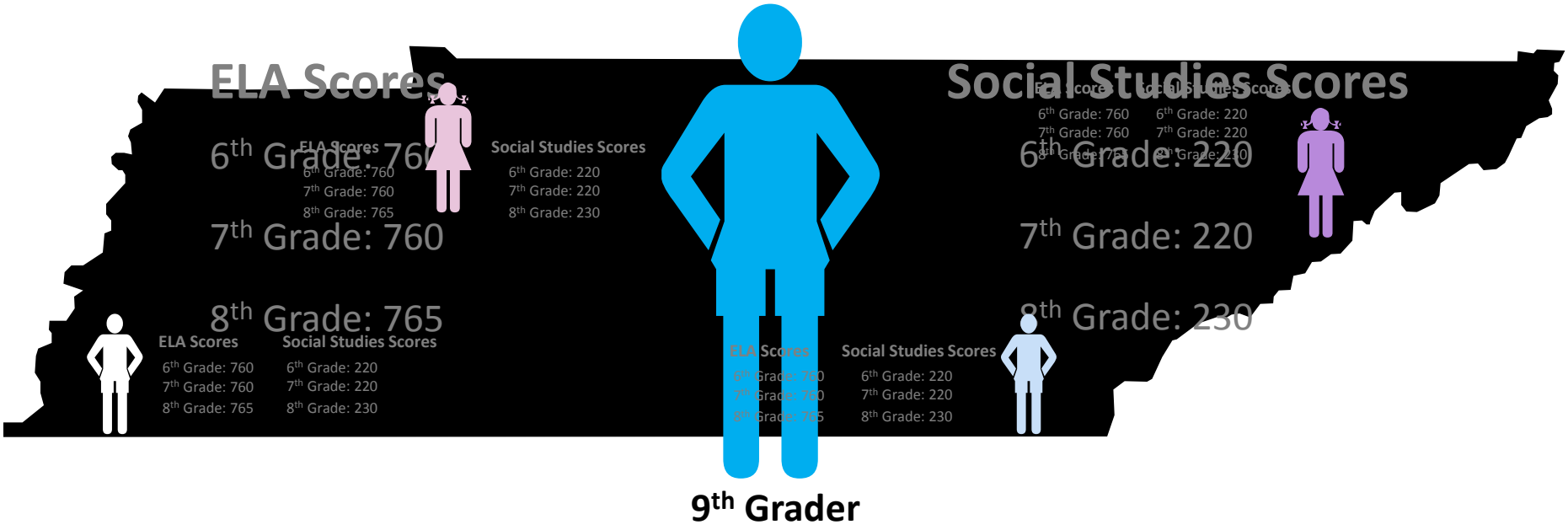
Social Studies Scores

6th Grade: 220

7th Grade: 220

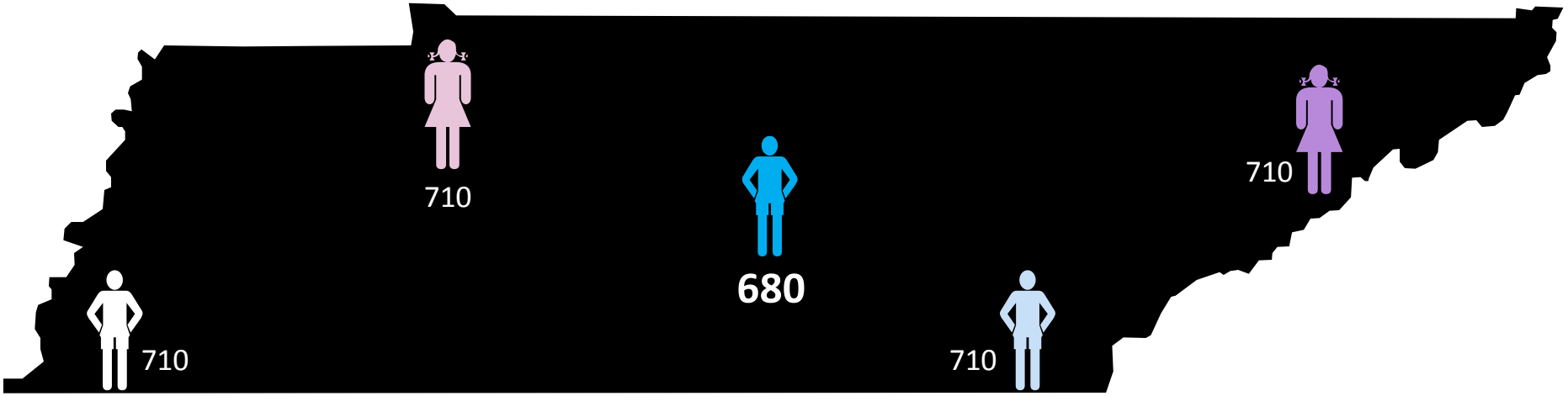
8th Grade: 230

How does a student perform compared to his peers with a similar testing history?

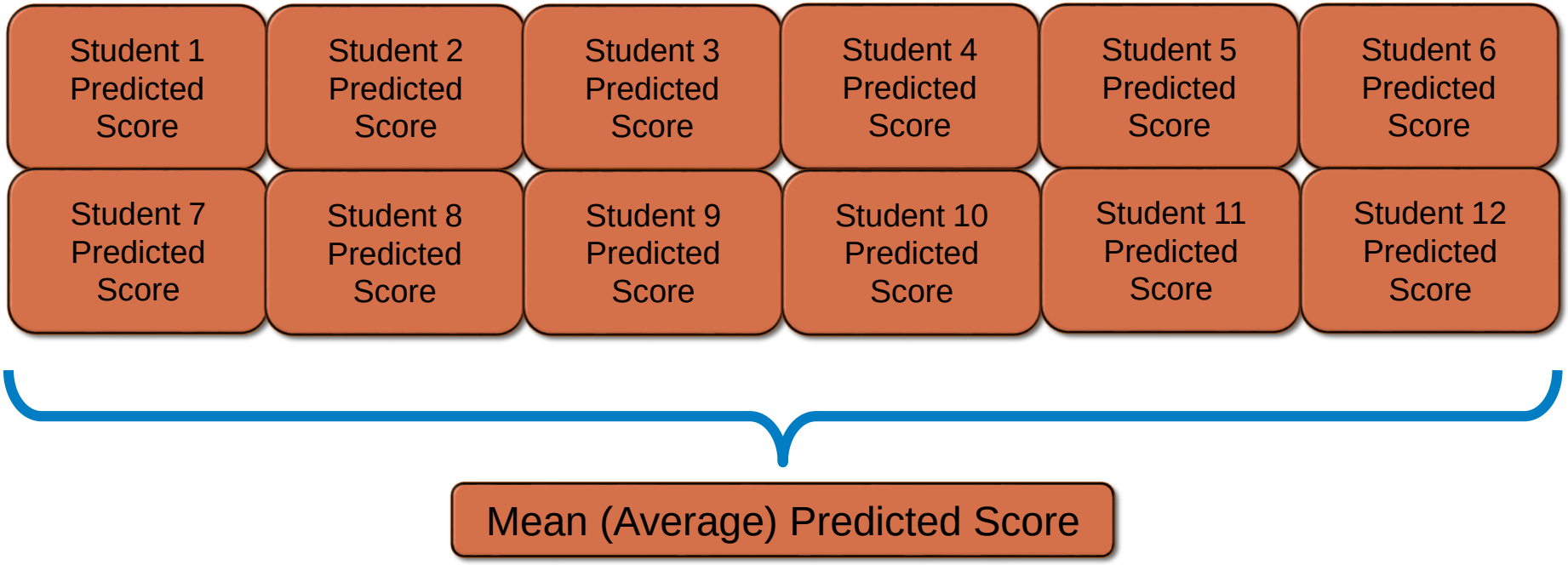


Performance in a Biology I class

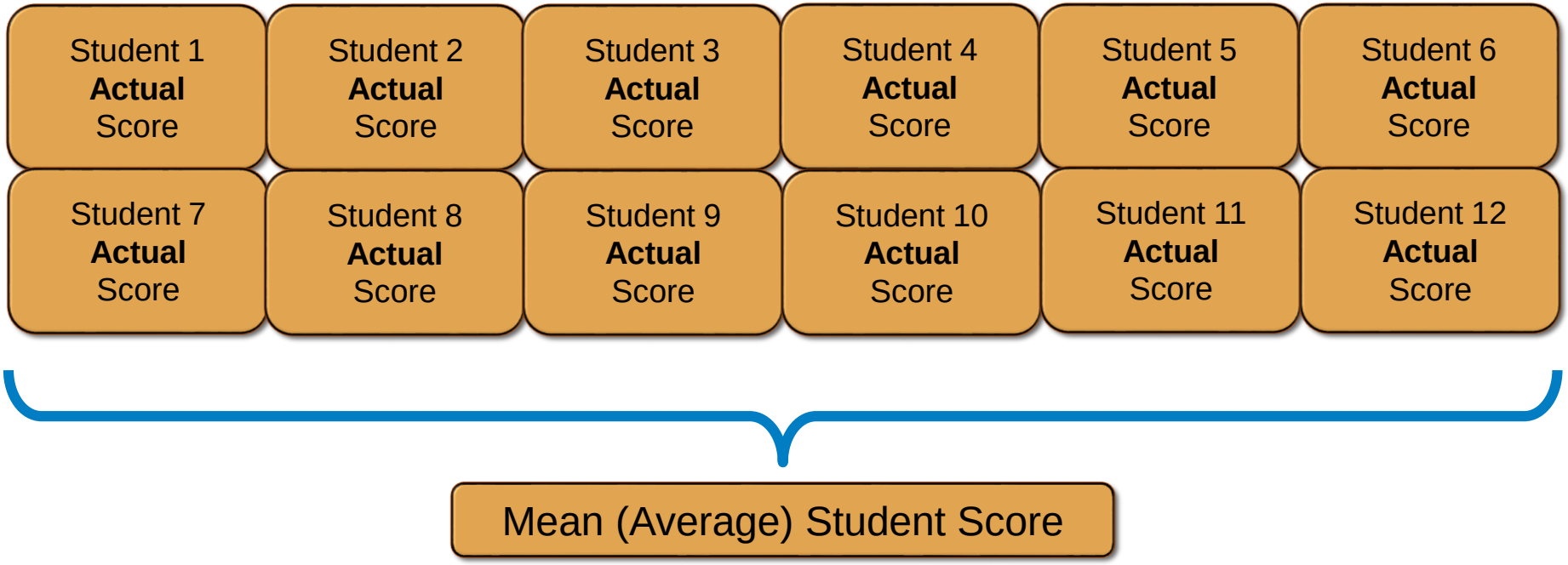
In Biology I, did the student grow at a rate similar to his peers?



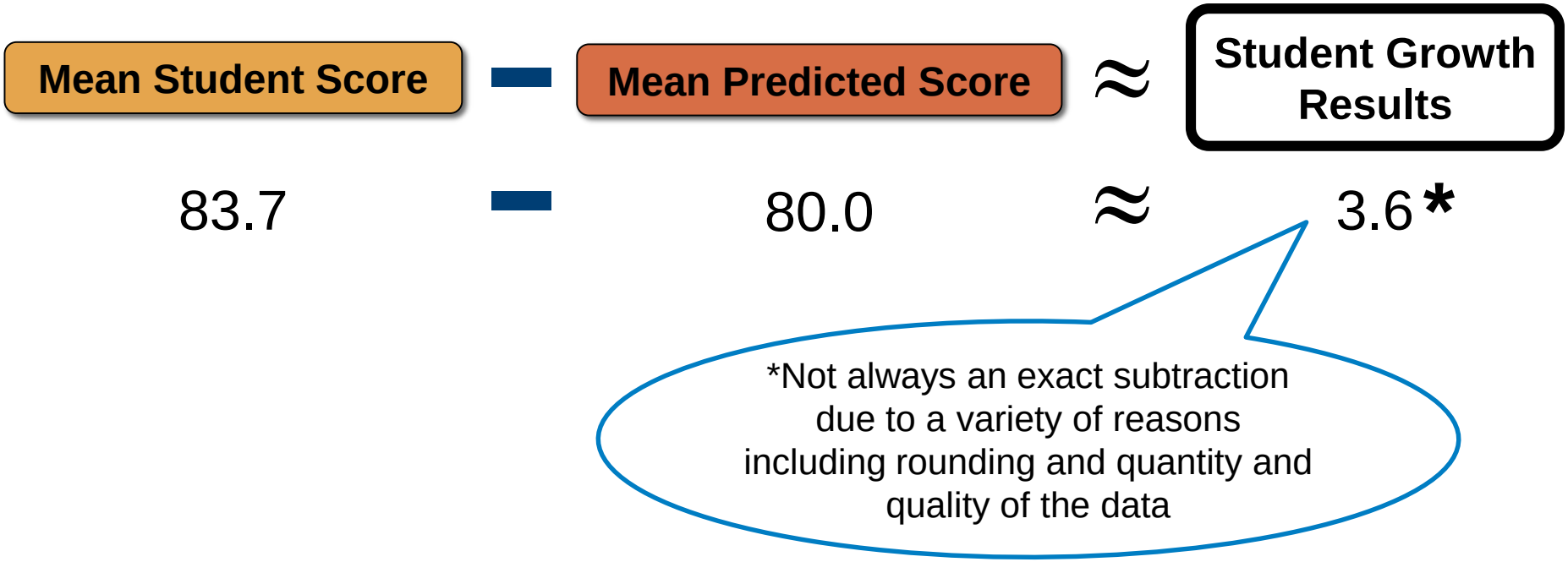
HOW IS GROWTH MEASURED?



HOW IS GROWTH MEASURED?



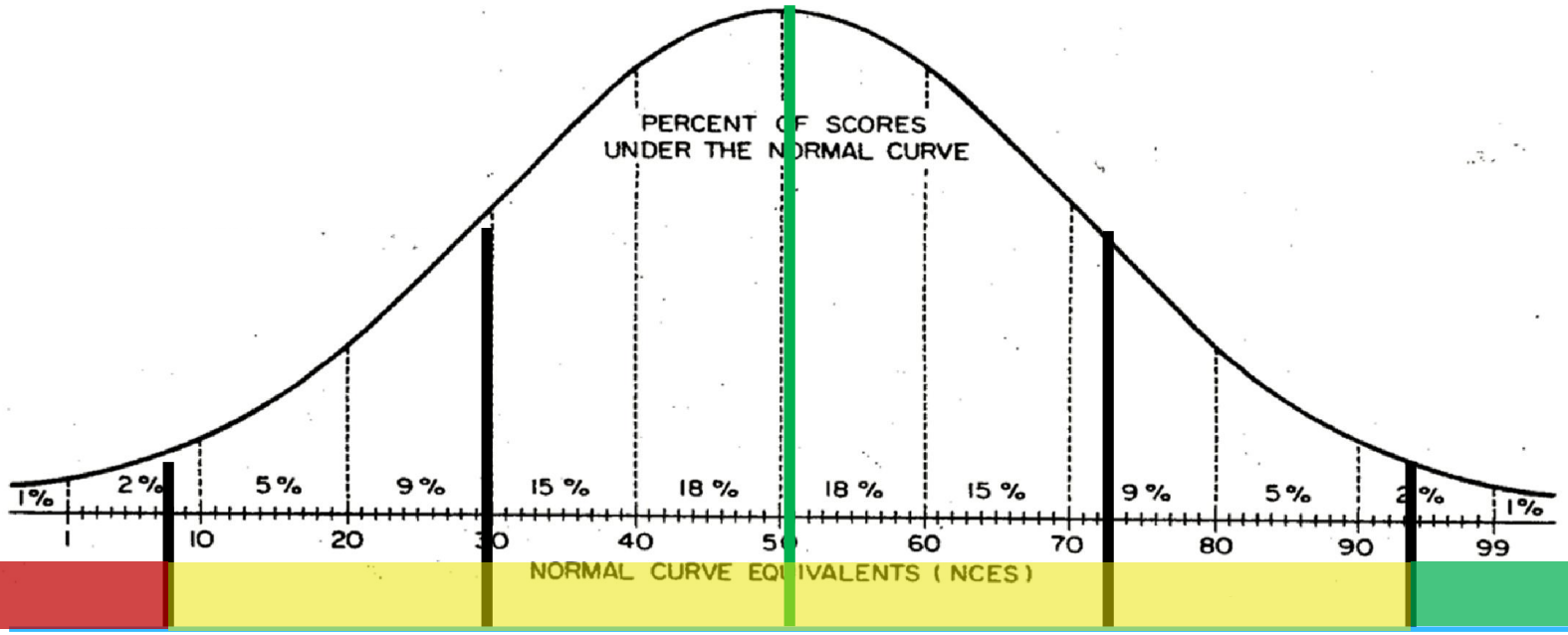
HOW IS GROWTH MEASURED?



Same model is used in grades 1-3

Subject	Grade	Year	Nr of Students	Avg Score	Avg %-ile	Avg Predicted Score	Predicted Avg %-ile	Growth Measure	Standard Error	Growth Measure %-ile	District vs State Avg
Math	3	2013	566	759.8	48	761.7	50	-1.9	1.2	36	NDD
		2014	584	760.5	49	758.4	46	**2.1**	1.2	68	NDD

Subject	Year	Nr of Students	Avg Score	Avg %-ile	Avg Predicted Score	Predicted Avg %-ile	Growth Measure	Standard Error	Growth Measure %-ile	District vs State Avg
Chemistry	2014	2611	676.3	28	687.2	34	**-10.9**	1.5	22	Below



-2.0 **-1.0** **0** **+1.0** **+2.0**

Standard Error-(SE) is the **standard** deviation of a sample

VALUE ADDED REPORT

PREDICTIVE MODEL

Subject	Year	Nr of Students	Avg Score	Avg %-ile	Avg Predicted Score	Predicted Avg %-ile	Growth Measure	Standard Error	Growth Measure %-ile	School vs State Avg
Biology I	2012	498	698.0	38	701.5	41	-3.4	2.0	31	NDD
	2013	463	702.9	37	698.6	32	4.2	2.1	63	Above
	2014	545	695.0	29	699.6	33	-4.4	1.7	22	Below
	3-Yr-Avg	1506	698.4	34	699.9	35	**1.0**	1.8	37	NDD

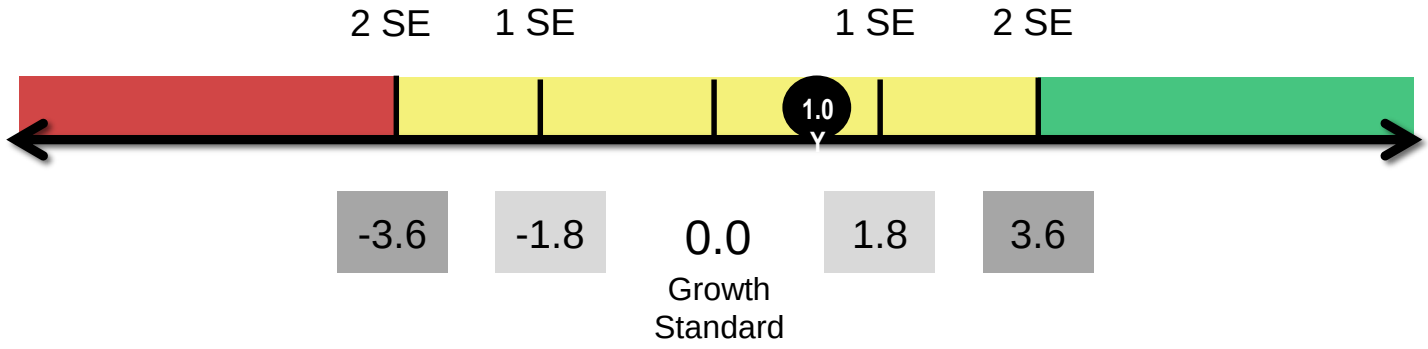
Students in the school made substantially more progress than the Standard for Academic Growth

Students in the school met the Standard for Academic Growth

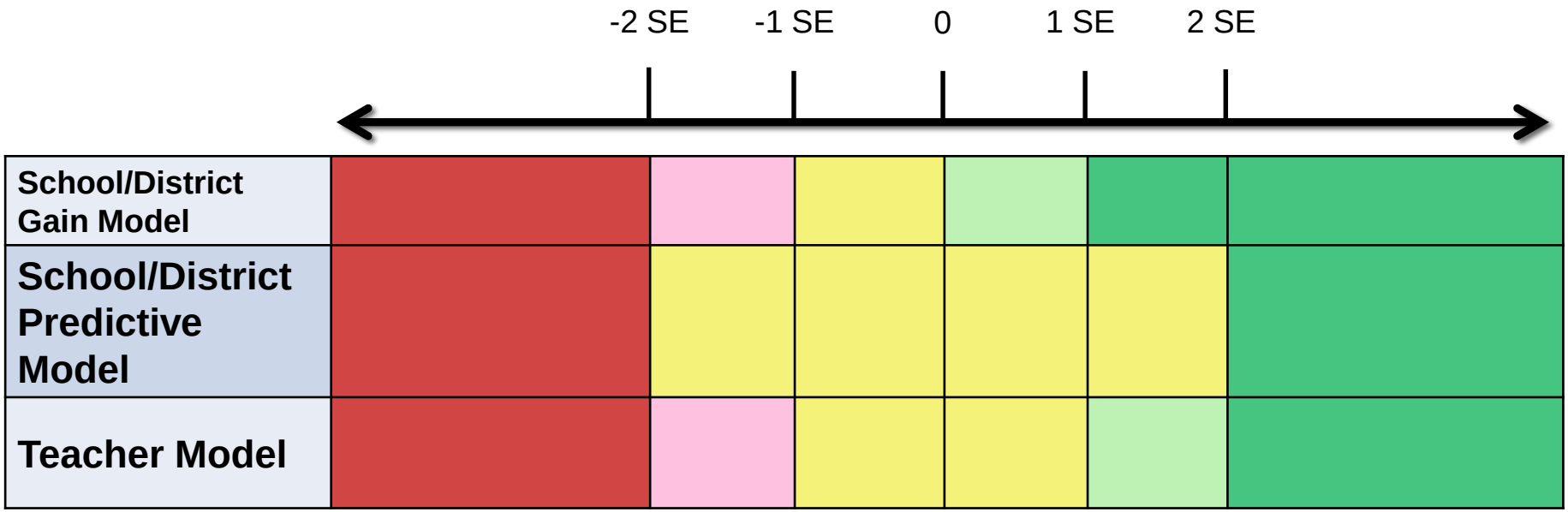
Students in the school made substantially less progress than the Standard for Academic Growth

STANDARD ERROR

Growth Measure	Standard Error
4.6 G*	1.5
1.0 Y	1.8



STANDARD ERROR



Don't Confuse Predicted Scores with Projections

- A **predicted score** is calculated based on the average student performance on the test just given.

- A **projection** is a forecast of a possible future score based on historical testing data. It is not used in **any** value added calculation. It is only for diagnostic purposes.

THERE'S A STORY AT THE END OF THAT RAINBOW, TOO

ACTIVITY 3

Activity 3: There's a Story at the End of That Rainbow, Too

Directions

With your group:

1. Evaluate your assigned value added report for biology or science. What can your group infer about this school's effectiveness for this subject?
2. Record your observations below each report.
   - Summarize this school's effectiveness for this subject. What's the data *story*?
     - What are the *celebrations*?
     - Where are *areas for improvement*?
   - What would you recommend as next steps for this subject area?
     - What are some things to consider when developing a *plan for action*?
     - How could that plan be *monitored for progress*?

Reports for tests administered in non-consecutive years (Predictive Model)

Eagle High School: EOC English II

Subject	Year	Nr of Students	Avg Score	Avg %-ile	Avg Predicted Score	Predicted Avg %-ile	Growth Measure	Standard Error	Growth Measure %-ile	School vs State Avg
English II	2012	470								NDD
	2013	431								Above
	2014	428								NDD
	3-Yr-Avg	1329								Above

Celebrations	Areas for Improvement	Plan for Action	Monitored for Progress

Page 4

EAGLE HIGH SCHOOL: EOC ENGLISH II

YOUR TURN

Subject	Year	Nr of Students	Avg Score	Avg %-ile	Avg Predicted Score	Predicted Avg %-ile	Growth Measure	Standard Error	Growth Measure %-ile	School vs State Avg
English II	2012	470								NDD
	2013	431								Above
	2014	428								NDD
	3-Yr-Avg	1329								Above

FOX ELEMENTARY SCHOOL: GRADE 3 SCIENCE

YOUR TURN

Subject	Grade	Year	Nr of Students	Avg Score	Avg %-ile	Avg Predicted Score	Predicted Avg %-ile	Growth Measure	Standard Error	Growth Measure %-ile	School vs State Avg
Science	3	2013	31								Below
		2014	22								NDD

10 Minute Break

Important TVAAS Talking Points

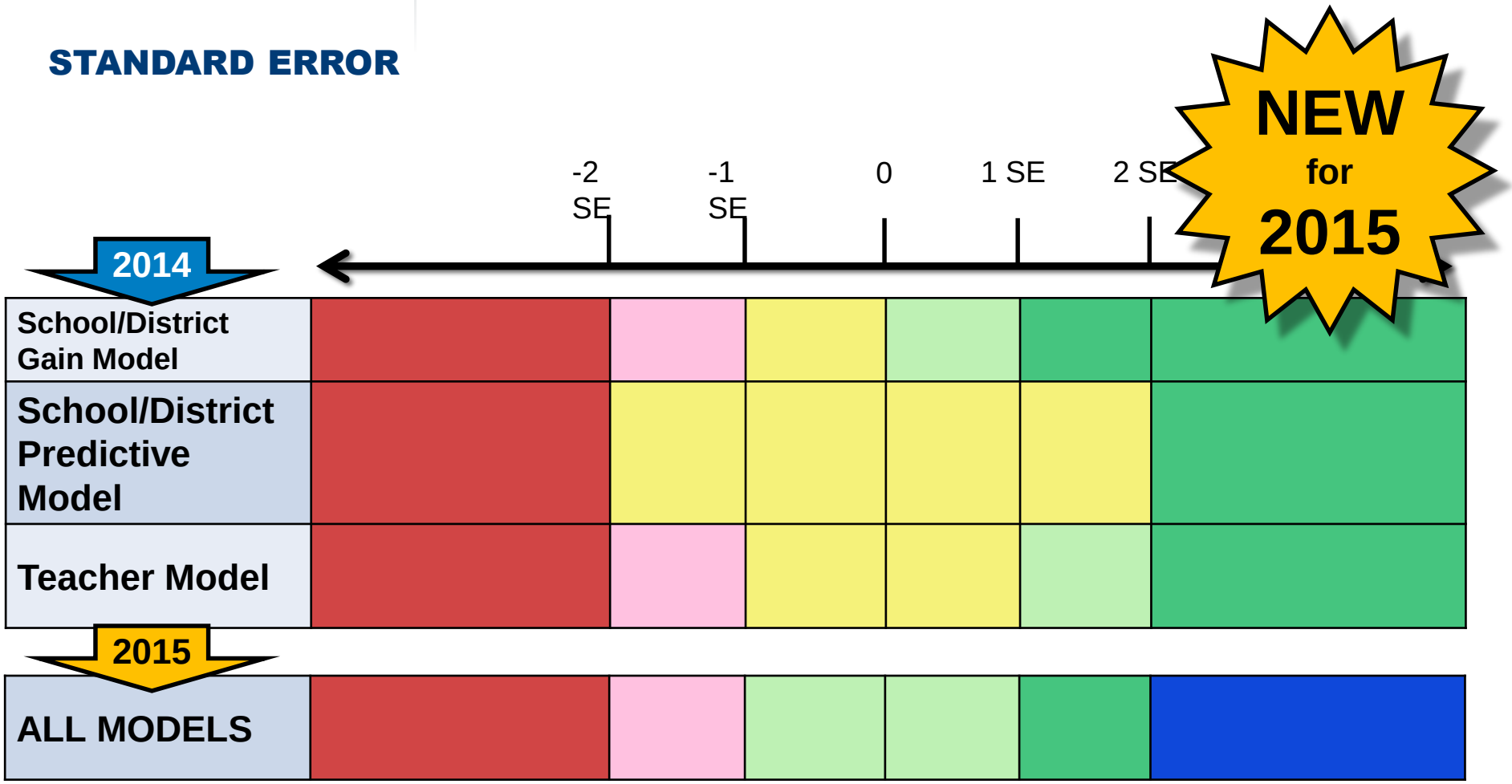
TALKING POINTS

WHAT'S NEW

IN TVAAS FOR 2015

- New Value Added Colors

STANDARD ERROR

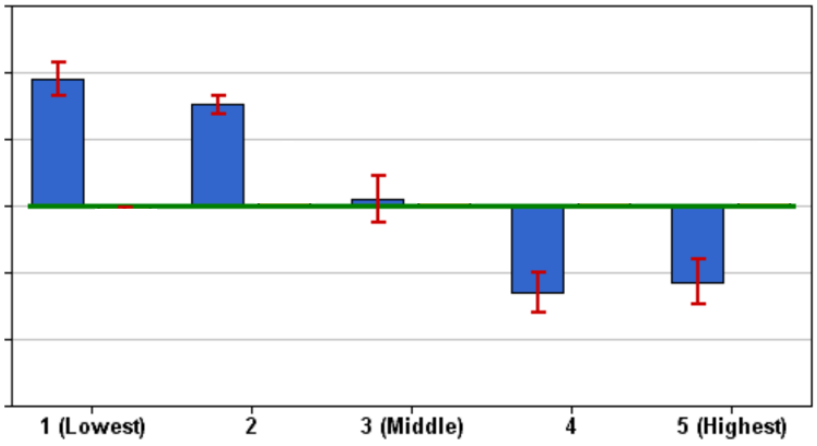


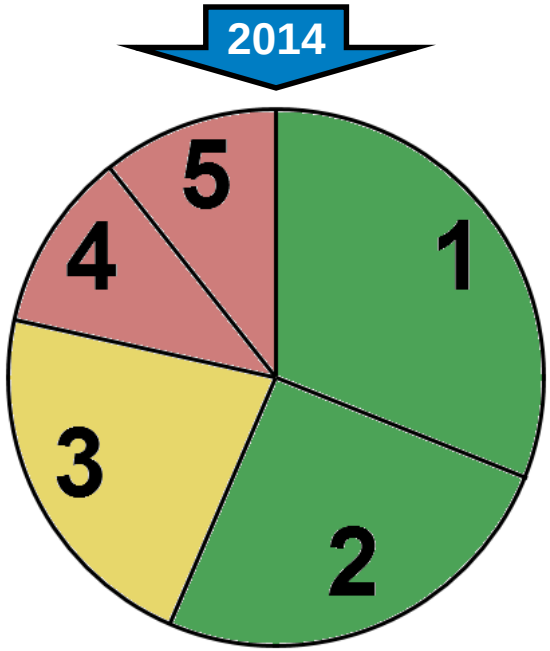
WHAT'S NEW

IN TVAAS FOR 2015

- New Value Added Colors
  - New Diagnostic Colors (on pie charts only)

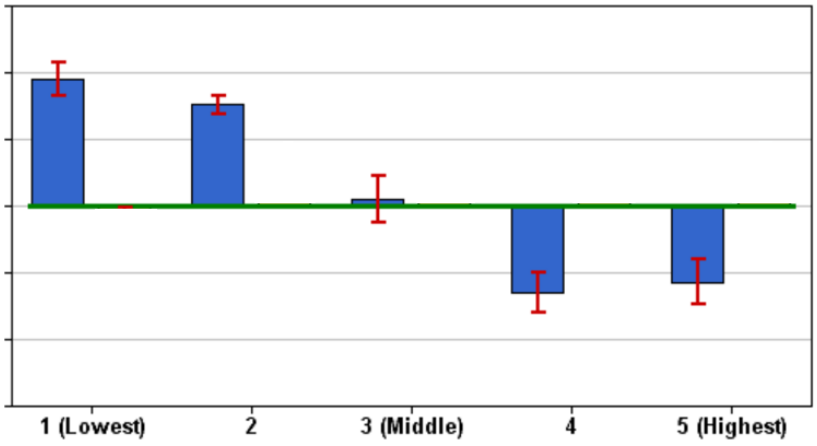
LET'S MAKE A PIE

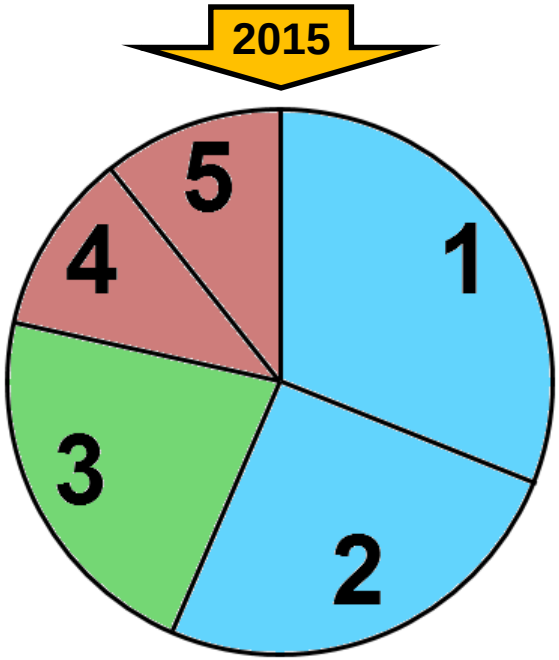




NEW for 2015

LET'S MAKE A PIE





NEW for 2015

WHAT'S NEW

IN TVAAS FOR 2015

- New Value Added Colors
  - New Diagnostic Colors (on pie charts only)
- TCAP Grades 4-8

WHAT'S NEW

IN TVAAS FOR 2015

- New Value Added Colors
  - New Diagnostic Colors (on pie charts only)
- TCAP Grades 4-8
  - Three-year state average growth measures not displayed
  - D/S: Prior years will be displayed separately

WHAT'S NEW

IN TVAAS FOR 2015

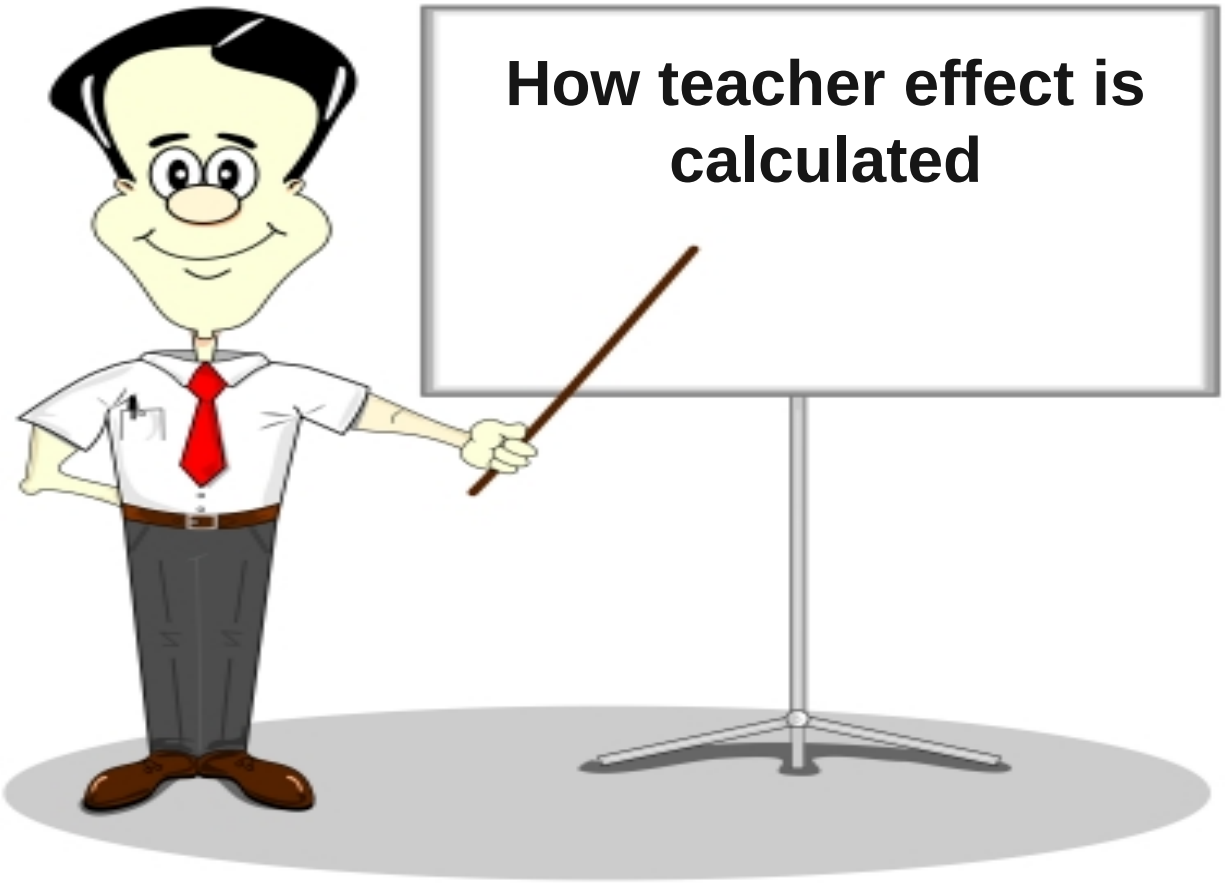
- New Value Added Colors
  - New Diagnostic Colors (on pie charts only)
- TCAP Grades 4-8
  - Three-year state average growth measures not displayed
  - D/S: Prior years will be displayed separately
- Projections to the 50th and 80th State Percentiles

WHAT'S NEW

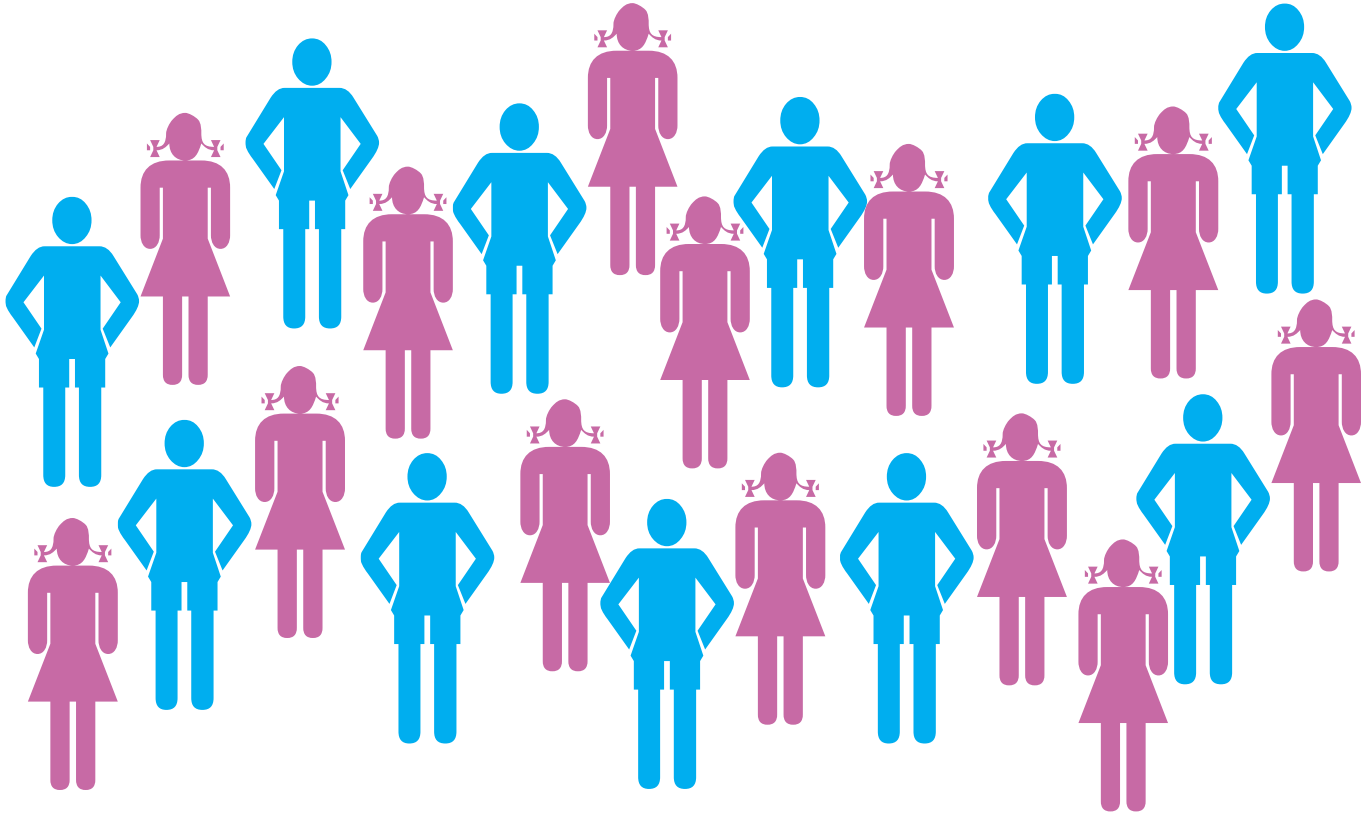
IN TVAAS FOR 2015

- New Value Added Colors
  - New Diagnostic Colors (on pie charts only)
- TCAP Grades 4-8
  - Three-year state average growth measures not displayed
  - D/S: Prior years will be displayed separately
- Projections to the 50th and 80th State Percentiles
- Batch Printing for Teacher Reports

TALKING POINTS



To measure a teacher's impact, we don't look at just one student



but at the performance of the entire class.

How is Teacher Value-Added Calculated?

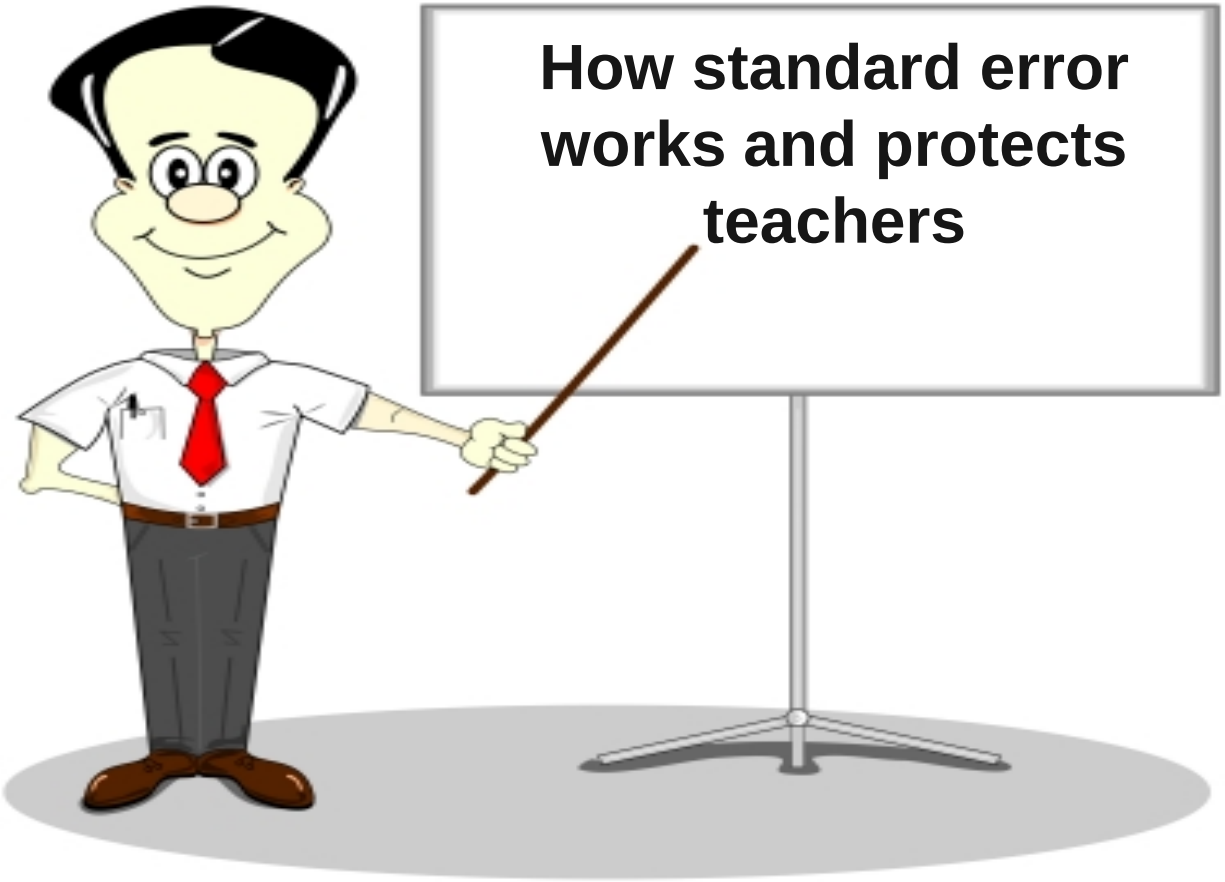
- Students available for 150 days of instruction are **linked** to the teacher through the SDDV claiming process

- The **average growth estimate** is calculated by finding the average change for linked students

- The **average growth estimate** is divided by the **standard error** to create the teacher **index**

- The teacher **index** is used to identify the Level ID on the effectiveness chart

TALKING POINTS



Standard Error is your friend

Standard Error provides the basis for establishing a ***confidence*** band around the Growth Measure.

It also helps to "shrink" the impact of outliers.

How Standard Error Protects Teachers

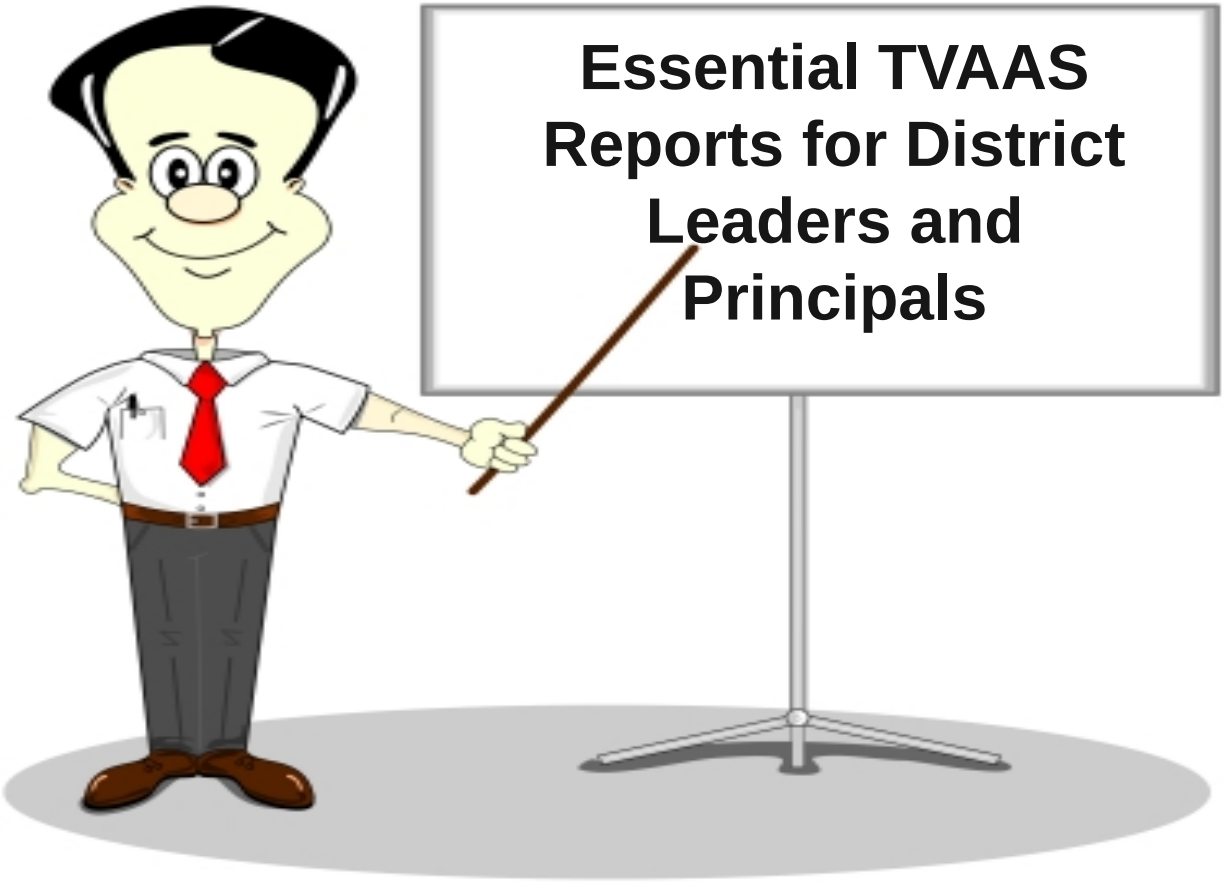
Student #	Predicted Score	Observed Score	Estimated Growth
1	702.8	701	-1.8
2	702.7	681	-21.7
3	712.4		1
4			
5			
10			-20
11	662.9	500	-162.9

Average Estimated Growth	Index
-27.3	-1.9
Standard Deviation	
48.1	
Standard Error	
14.5	

$$SE = \frac{Standard\ Deviation}{\sqrt{Number\ in\ Sample}}$$

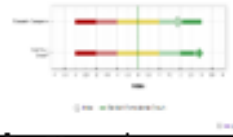
(Most Effective)
cher's index is 2 or more
4 (Above Average Effectiveness)
teacher's index is equal to or greater than 1 but less than 2
Level 3 (Not Detectibly Different from Average Effectiveness)
The teacher's index is equal to or greater than -1 but less than 1
Level 2 (Approaching Average Effectiveness)
The teacher's index is equal to or greater than -2 but less than -1
Level 1 (Least Effective)
The teacher's index is less than -2

TALKING POINTS

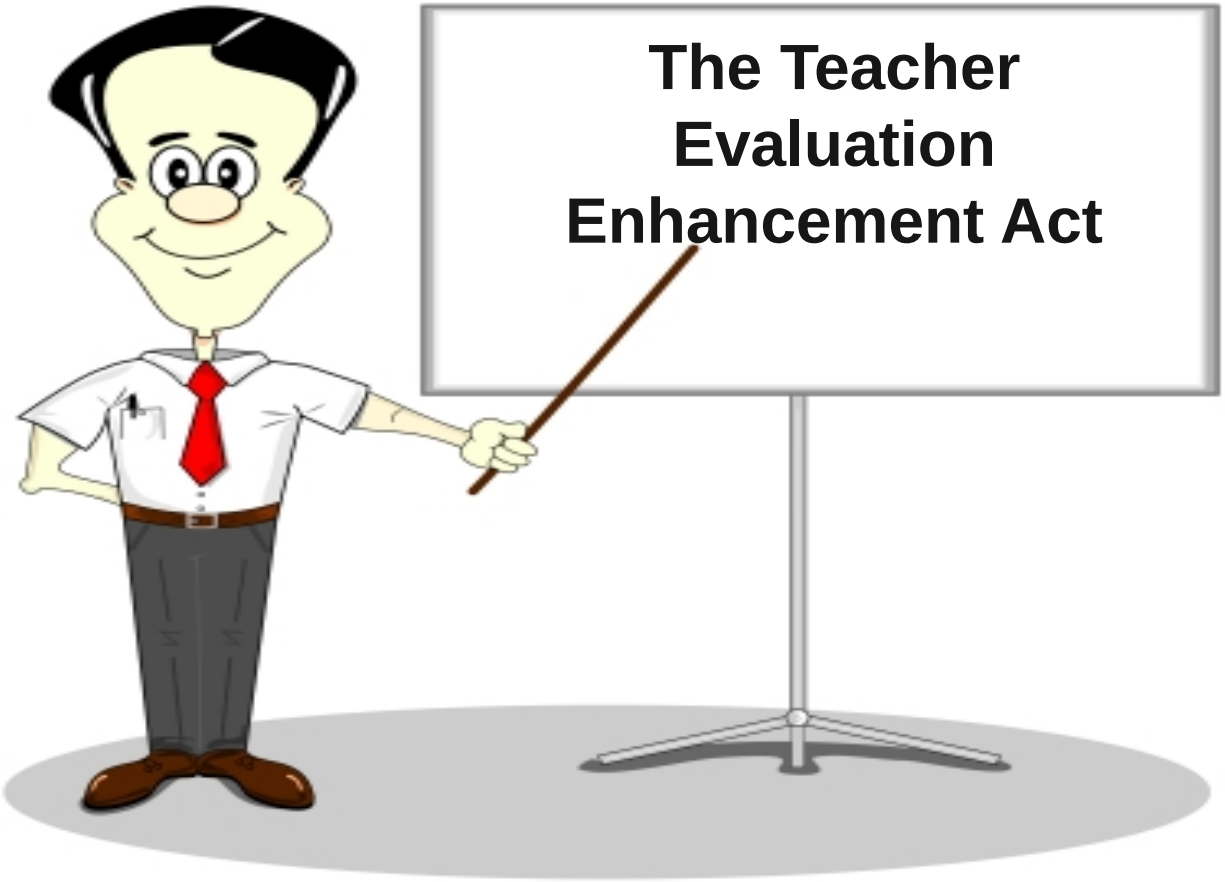


In Your Handouts

Essential TVAAS Reports

Report Name	What It Looks Like	What It Tells You	Notes
1. School/District Value Added Summary Will have new colors		Average progress of students in a district/school. The State 3-year average rate of progress compared to growth standard	School and district level
2. School Decision Dashboard Will have new colors		Shows you at a glance your value added and diagnostic reports for all grades and subjects in one place	School level only
3. Teacher Value Added summary		Shows teacher evaluation composite and each	Each teacher has a composite report and individual

TALKING POINTS



Tennessee Teacher Evaluation Enhancement Act

- Adjusts the state's teacher evaluation law based on feedback and the assessment transition
  - Changes the weighting of components for tested and non-tested teachers

In Your Handouts

710 James Robertson Pkwy
Nashville, TN 37243
Phone: (615) 741-2731

@TNedu
Tennessee Education
www.TN.gov/Education

Teacher Evaluation and TVAAS during the 2015-16 School Year:
Frequently Asked Questions

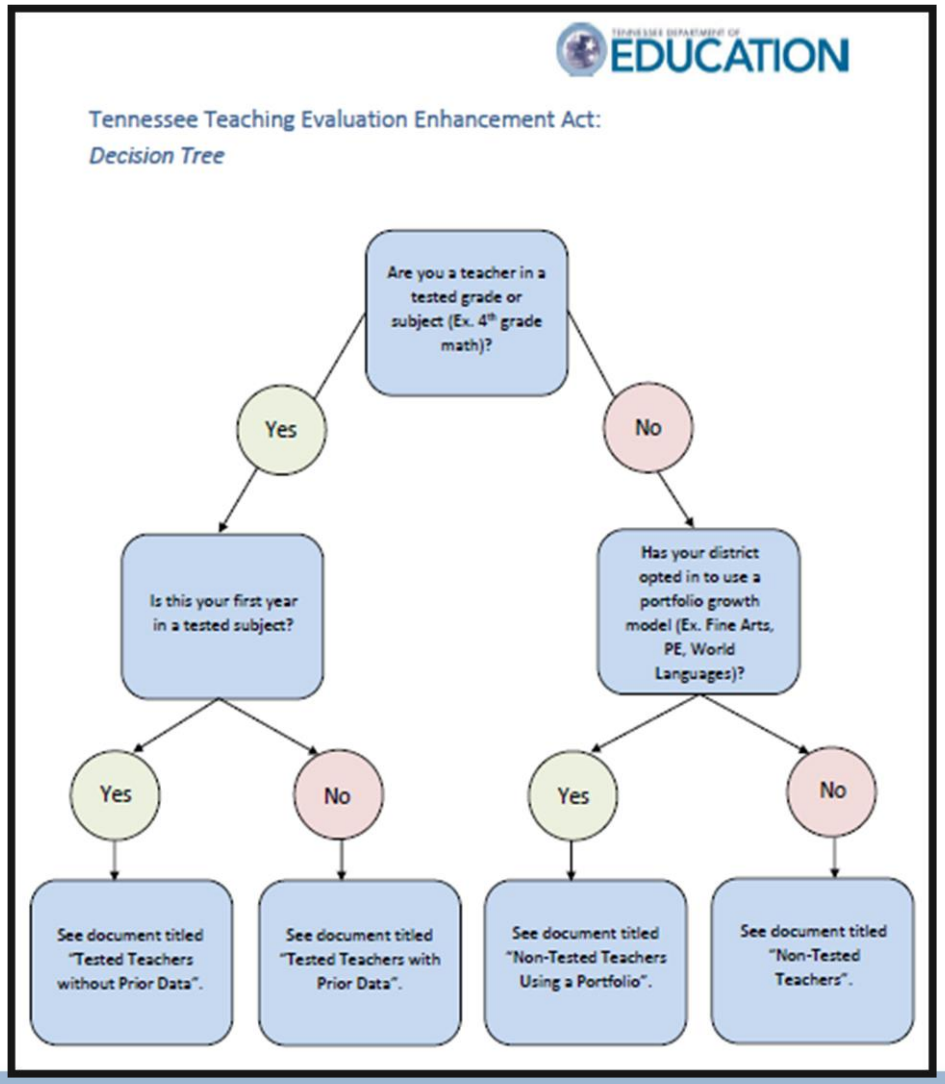
What is the Tennessee Teaching Evaluation Enhancement Act, and when will it be implemented?
As part of several key initiatives to support Tennessee teachers, and in response to feedback from educators across the state, the governor proposed legislation to adjust and improve the state's teacher evaluation law. The legislation specifically addressed three major educator concerns:

1) the transition to new assessments and how it will impact evaluation scores;
2) too much weight being placed on student growth data for teachers in non-tested grades and subjects; and
3) school districts being forced to make decisions on hiring, placement, and compensation based strictly on student performance on state assessments.

The Tennessee Teaching Evaluation Enhancement Act (House Bill 0108 / Senate Bill 0119) was passed by the General Assembly during the 2015 legislative session and was signed into law by Governor Haslam on April 16, 2015. Any changes to the evaluation process outlined in the Tennessee Teaching Evaluation Enhancement Act will first be implemented during the 2015-16 school year.

How will the components of the teacher evaluation system be weighted for a teacher in a tested grade and subject who receives a multi-year TVAAS Evaluation Composite in 2015-16?

This is an interactive guide found at **www.TEAM-TN.org**



Thank You!

Elliotte Kinzer, South Central CORE Region
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