

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.

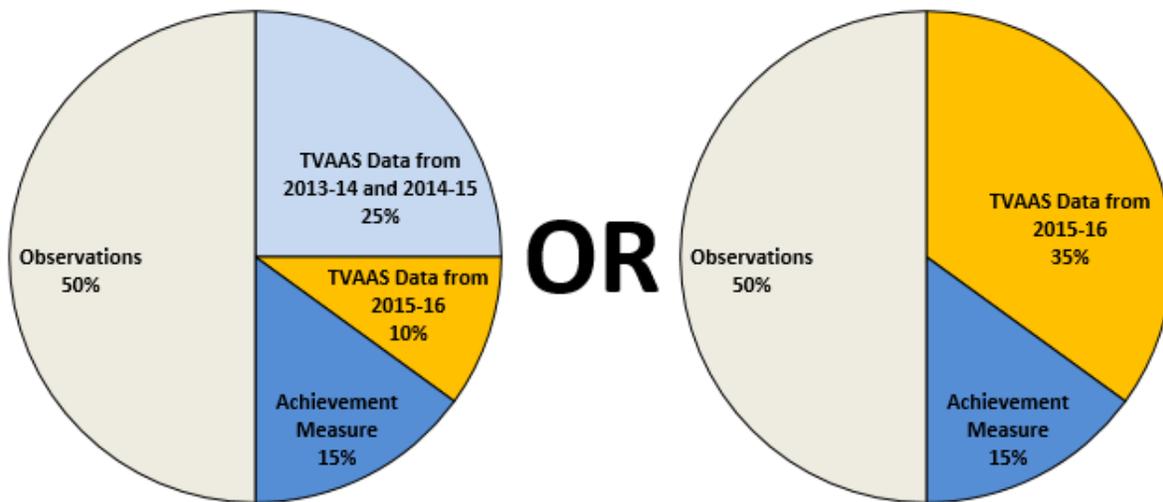
How will the components of the teacher evaluation system be weighted for a teacher in a tested grade and subject who receives a multi-year TVAAS Evaluation Composite in 2015-16?

The Tennessee Teaching Evaluation Enhancement Act provides for a phase-in approach. Under this approach, assessments administered in 2015-16 will account for 10 percent of the overall evaluation.

In 2015-16, the remaining 25 percent of the teacher's multi-year TVAAS Evaluation Composite, which will continue to account for the 35 percent of the overall evaluation designated for individual growth, will come from any available prior year scores. However, if a teacher's single-year TVAAS Evaluation Composite is greater than their multi-year TVAAS Evaluation Composite, the single-year TVAAS Evaluation Composite will count for the full 35 percent designated for individual growth. This will give teachers the benefit of the doubt through the testing transition. It will help both teachers who have demonstrated strong growth on prior assessments but are still adjusting to the new assessments *and* teachers who immediately demonstrate strong growth on the new assessments.

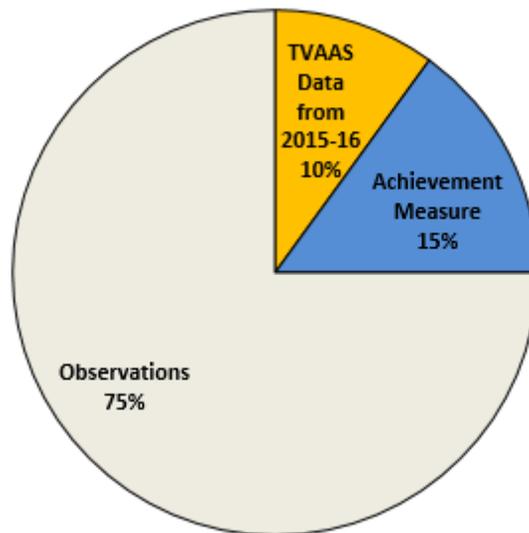
The rest of the weighting of the evaluation system will remain unchanged for these teachers, as observation scores will continue to count for 50 percent of the overall evaluation and achievement measure scores will continue to count for 15 percent.

This graphic illustrates the two possible weightings of the evaluation components for these teachers. The weighting that results in the higher score for the teacher will be used.



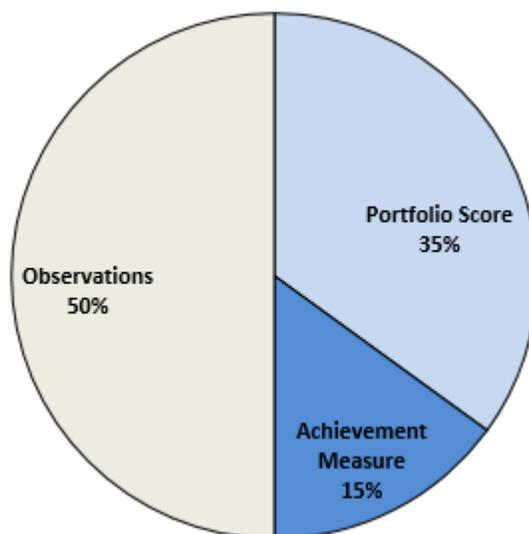
How will the components of the teacher evaluation system be weighted for a teacher in a tested grade and subject who receives a one year TVAAS Evaluation Composite in 2015-16 and does not have prior year data?

As previously noted, the Tennessee Teaching Evaluation Enhancement Act provides for a phase-in approach for assessments administered in 2015-16 and beyond. Teachers in tested grades and subjects who generate TVAAS data in 2015-16, but do not have prior data from the 2013-14 or 2014-15 school years, will receive a single-year TVAAS Evaluation Composite, and will not receive a multi-year TVAAS Evaluation Composite. During the 2015-16 school year, the single-year TVAAS Evaluation Composite will count as 10 percent of these teachers’ overall evaluation. The achievement measure will account for 15 percent of these teachers’ overall evaluation, while their observation scores will account for 75 percent of their evaluation. The graphic on the following page illustrates this weighting.



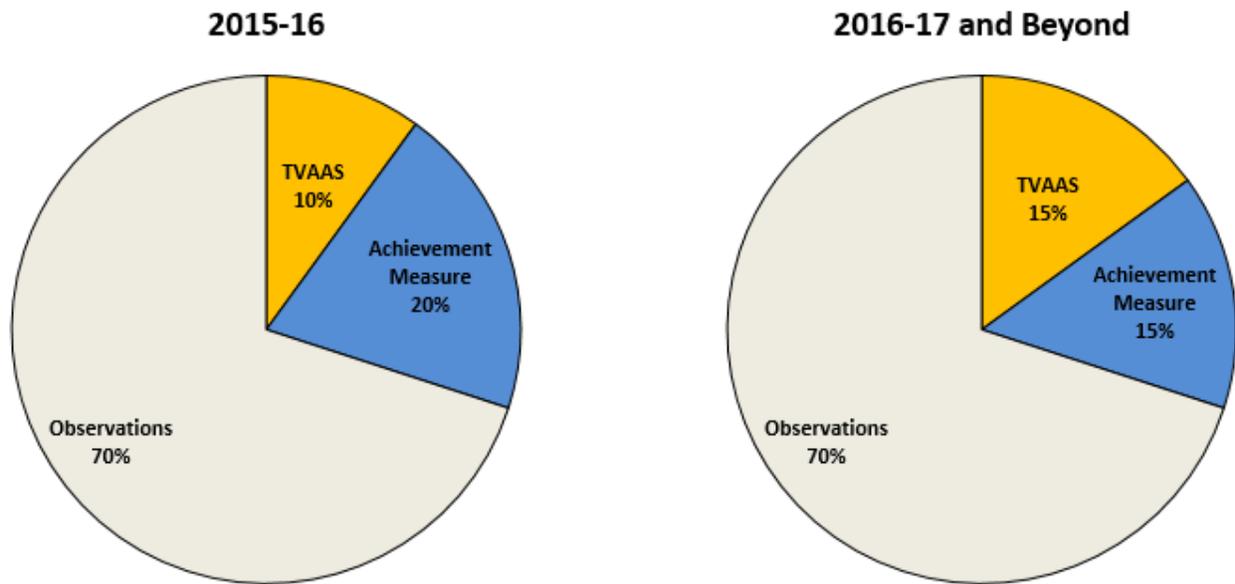
How will the components of the teacher evaluation system be weighted for a non-tested teacher who receives an individual growth score generated using an approved portfolio growth model?

Non-tested teachers who receive an individual growth score from an approved portfolio growth model (Fine Arts, Physical Education, or World Languages) will continue to use the same weighting as in prior years. The weighting for these teachers will continue to be 35 percent individual growth from the portfolio growth model, 15 percent from the achievement measure, and 50 percent from observation scores. The graphic below illustrates this weighting.



How will the components of the teacher evaluation system be weighted for teachers who do not receive an individual growth score in 2015-16 and beyond?

In response to educator feedback, the Tennessee Teaching Evaluation Enhancement Act reduces the weighting of school-level TVAAS Evaluation Composites for teachers who do not receive individual growth scores. A similar phase-in approach will be used as school-wide growth scores will count for 10 percent of the overall evaluation in 2015-16 and then permanently move to 15 percent in 2016-17 and beyond. The graphic below illustrates this weighting.



What TVAAS Evaluation Composites will be calculated for teachers during the 2015-16 school year?

Two evaluation composites will be calculated for teachers with the necessary data:

- 1) A **multi-year TVAAS Evaluation Composite** that includes up to three years of data and applies the 10 percent/25 percent weighting for the current year and prior years
- 2) A **single-year TVAAS Evaluation Composite** that includes only the data from the 2015-16 school year

What data will be included in multi-year TVAAS Evaluation Composites, and how will the weighting for different years be applied during the 2015-16 school year?

The multi-year composite will include TVAAS scores in all subjects/grades for which the teacher received a TVAAS score during the 2013-14, 2014-15, and 2015-16 school years. Previously, only the subjects taught by a teacher in the most recent year were included in multi-year composites. However, due to the testing transition, and in response to feedback

received from the Teacher Advisory Council and district accountability and assessment personnel, all available prior year scores will be included *regardless of the subject* beginning with the 2015-16 school year.

Any available index scores from the 2013-14 and 2014-15 school years will be combined and weighted (as outlined in the legislation) as part of the multi-year composite, and the 2015-16 index scores will be combined and weighted as the remaining part of the multi-year composite. Only teachers with valid scores for the 2015-16 school year will receive a multi-year composite. This weighting will apply the percentages outlined in Tennessee Teaching Evaluation Enhancement Act in one multi-year composite index with an associated 1-5 Level.

How will the single-year TVAAS Evaluation Composite be calculated?

The single-year composite will include TVAAS scores in all subjects/grades for which the teacher receives a TVAAS score during the 2015-16 school year. Index scores for all subjects/grades will be combined in a single-year composite index with an associated 1-5 Level. In accordance with HB0108/SB0119, this single-year composite will be used in place of the multi-year composite if it benefits the teacher. If available, both scores will be displayed for the teacher, and the teacher evaluation data system will automatically select the higher score.

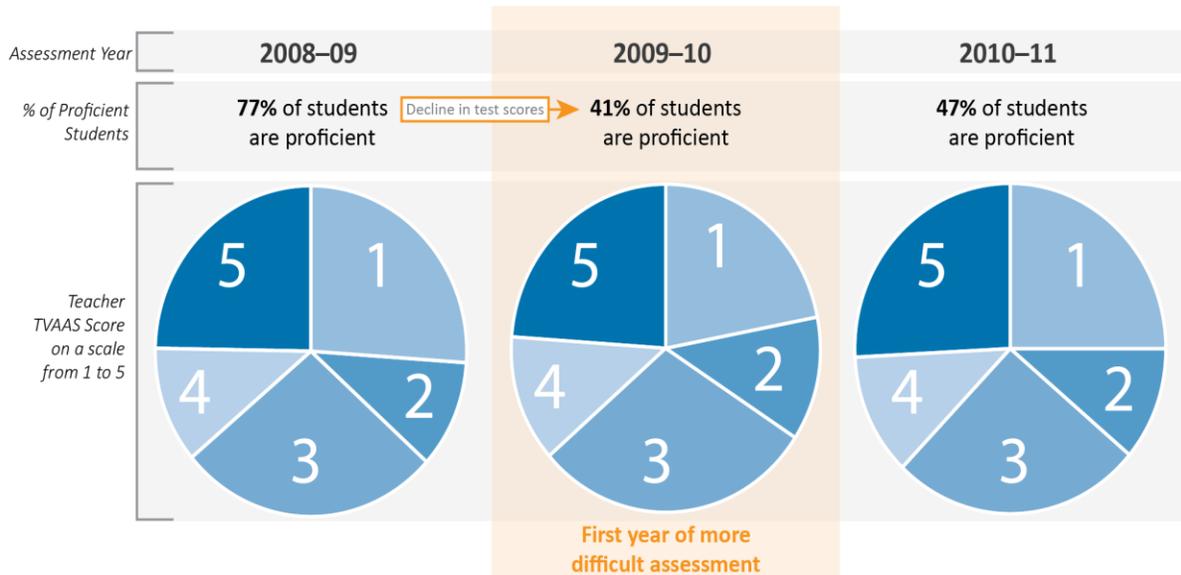
Can TVAAS make a smooth transition from one assessment to another, like the transition to TNReady in English language arts and math in 2015-16?

Yes. TVAAS can handle the transition smoothly because students' performance on the new assessments will be compared with how their peers (with comparable prior achievement on the old assessments) perform on the new assessments. Simply put, we would expect that students who tended to do better on the old assessments will tend to do better on the new assessments. Because students' performance will be compared to the performance of their peers, any drops in statewide proficiency rates resulting from increased rigor of the new assessments will have no impact on the ability of teachers, schools, and districts to receive strong TVAAS scores. While there is no set distribution of scores that TVAAS can be expected to produce, we expect to see a relatively stable and balanced distribution of scores through the transition.

For reference, the graphic on the next page illustrates the distribution of TVAAS scores for teachers through the transition to a more rigorous Algebra I assessment during the 2009-10 school year. Despite a large drop in proficiency rates on the more rigorous assessment, the distribution of TVAAS scores remained relatively stable and continued to produce a large number of scores of Level 4 and Level 5.

Consistency of Teacher TVAAS Scores

From 2009 to 2011, teacher TVAAS scores for Tennessee's Algebra I Assessment remained consistent despite a significant decline in student proficiency due to the implementation of a more difficult test in 2010.



How can TVAAS be used to determine growth during the first year of a new assessment?

TVAAS can be used to determine growth during the first year of a new assessment because all students across the state are making the same testing transition. For example, students who take TNReady in 2015-16 will have prior testing histories based on the assessments administered in previous years. The expectation for growth will be determined by examining how students with particular testing histories on the prior assessments actually perform on TNReady in 2015-16. Students will be expected to perform about as well on TNReady as their peers with comparable prior achievement. This levels the playing field for all students, teachers, schools, and districts across the state because all students are making the transition at the same time.

Currently, a teacher's achievement measure score is replaced with their individual growth score if it is a Level 3, 4, or 5 AND that score is higher than the teacher's achievement measure score. Will this continue in 2015-16?

Yes. This will still be applicable, and teachers will automatically be given the higher score if this rule applies. For teachers receiving an individual TVAAS Evaluation Composite, this rule will be applied using either the teacher's single-year TVAAS Evaluation Composite or their multi-year TVAAS Evaluation Composite, whichever is higher.

Districts currently have the option to allow teachers to use their individual growth score of Level 4 or Level 5 for the teacher’s overall evaluation score if it results in a higher evaluation score. Will this continue in 2015-16?

Yes. Districts will continue to have this option, and teachers will automatically be given the higher score when applicable. For teachers receiving an individual TVAAS Evaluation Composite, this rule will be applied using either the teacher’s single-year TVAAS Evaluation Composite or their multi-year TVAAS Evaluation Composite, whichever is higher.

Will there be any changes in the school-level and district-level TVAAS Evaluation Composites that are available for the 2015-16 school year?

All of the composites that are currently available will continue to be available moving forward. In addition to the Overall, Literacy, Numeracy, and Literacy/Numeracy composites that are currently available, Science composites and Social Studies composites will be available for the first time following the 2015-16 school year.

What data will be included in school-level and district-level TVAAS Evaluation Composites in 2015-16?

School-level and district-level TVAAS Evaluation Composites will continue to use the most recent year of data. As a result, data generated from assessments administered during the 2015-16 school year will account for the entirety of these scores and no weighting with data from prior years is necessary as in the case of teacher-level TVAAS Evaluation Composites.