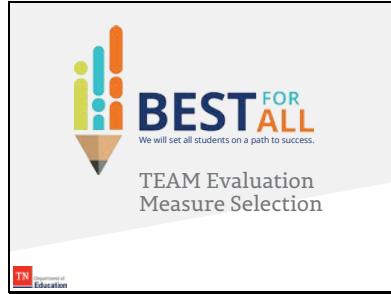
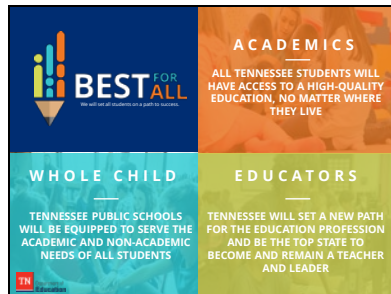


Slide 1



Welcome to an overview of TEAM Evaluation Measure Selection. This module is designed to support TEAM configurators, principals, and teachers in the appropriate selection of growth measures and the selection and scaling of achievement measures. Measure selection is an important part of the TEAM evaluation model, which depends on student growth scores, student achievement scores, and teacher observation scores to create a well-rounded picture of instructional impact for each educator in our state.

Slide 2



The best for all strategic plan has three key components: academics, whole child, and educators. All three are focused on setting all students on a path to success.

Our goal for educators is to make Tennessee the top state to become and remain a teacher and a leader. Effective use of the multi-measure TEAM evaluation system creates a well-rounded picture of classroom practices. Student-generated measures are key to building a clear assessment of the impact a teacher's practices have on students and for co-creating action plans for continuous improvement.

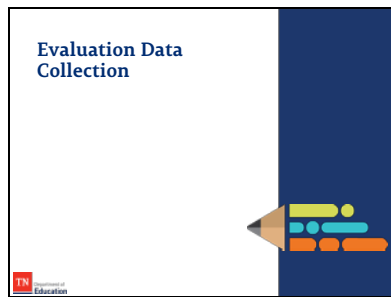
Slide 3



In this module, we will investigate the following topics associated with measure selection and scaling. These include:

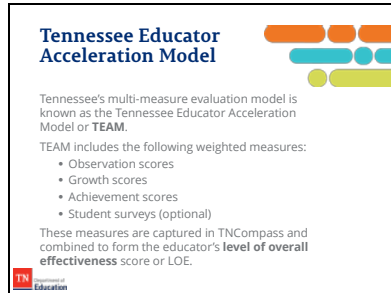
- Evaluation Data Collection
- Growth and Achievement Measures
- Educator Types and Weighting
- Measure Selection, Alignment, and Scaling
- Adding Measure Selections to TNCompass
- Strategies for Success

Slide 4



Accurate data collection is critical for all components of the TEAM Evaluation system. We will discuss the types of data available for both growth and achievement measures. Additionally, we will review guidance on measure selection as well as achievement measure scaling.

Slide 5



Tennessee Educator Acceleration Model

Tennessee's multi-measure evaluation model is known as the Tennessee Educator Acceleration Model or **TEAM**.

TEAM includes the following weighted measures:

- Observation scores
- Growth scores
- Achievement scores
- Student surveys (optional)

These measures are captured in TNCompass and combined to form the educator's **level of overall effectiveness** score or LOE.

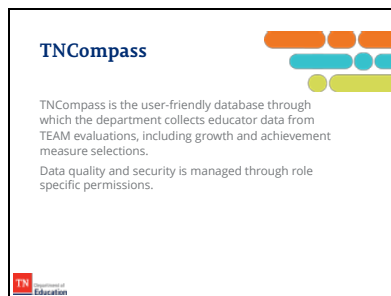
TN Department of Education

The Tennessee Educator Acceleration Model, also known as the TEAM Evaluation model for Tennessee, has three required components – observation scores, growth scores, and achievement scores – which combine to generate a level of overall effectiveness or LOE score for each educator. Growth scores are identified by evaluators while achievement scores are identified by educators. Both should be clearly aligned to the educator’s teaching assignment.

Additionally, optional student survey data may be used for up to 5% of the observation data average.

All data is collected in TNCompass.

Slide 6



TNCompass

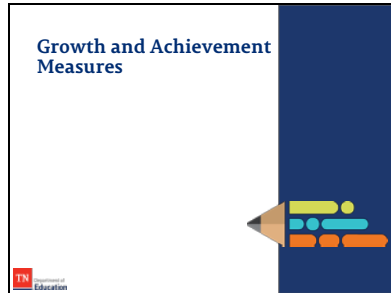
TNCompass is the user-friendly database through which the department collects educator data from TEAM evaluations, including growth and achievement measure selections.

Data quality and security is managed through role specific permissions.

TN Department of Education

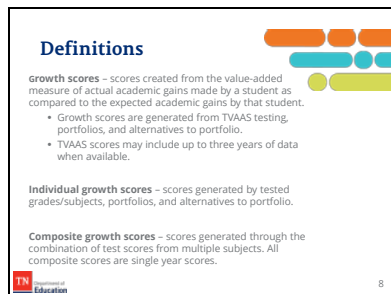
TNCompass is a database used to house evaluation data for all Tennessee educators. Each evaluator must be given specific, role-based permissions in TNCompass to access evaluation data.

Slide 7



Growth and achievement measures comprise a significant proportion of each educator’s LOE. Each measure has a customized weighting within TEAM for the different educator types. We will now review measure types followed by a section devoted to measure weighting.

Slide 8

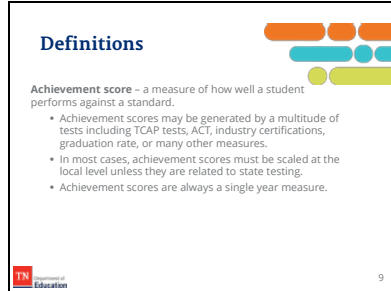


A growth score measures a student’s actual academic gains against his/her expected gains. Growth scores may be generated from TVAAS tests or portfolios/alternatives to portfolio.

Individual growth scores are generated from grade/subject specific TVAAS tests. Individual growth scores based on TVAAS tests may include up to three years of data when available. Individual growth scores are generated by portfolios or alternatives to portfolio include only one year of data.

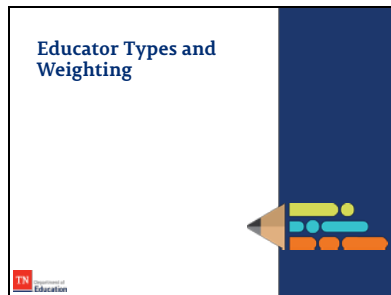
Composite growth scores are generated from combining test scores from multiple subjects. Composite growth scores also include only one year of data.

Slide 9



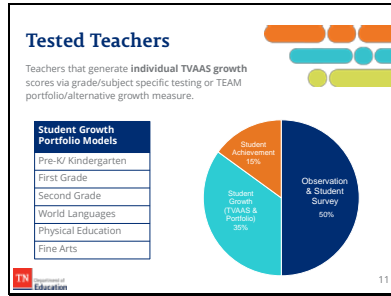
Achievement scores measure how well a student performs against a standard. Achievement measures may be generated in a variety of ways, and, unless related to state testing, are scaled at the local level. We will explore scale setting more deeply in a few moments. Achievement measures are always a single year measure, regardless of the individual measure selection. State Board Policy 5.201 states an achievement measure must be closely related to an educator’s assignment.

Slide 10



Now, we will review the weightings associated with educator types.

Slide 11

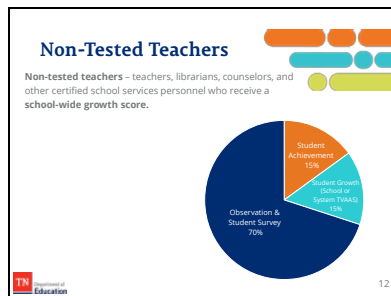


Our first example is a tested teacher. Educators in this category generate an individual growth score from either a TVAAS test or a portfolio/alternative growth measure.

For tested teachers who receive individual TVAAS scores or implement student growth portfolios, the evaluation model uses the following weights to calculate LOE:

- 50% of the score is from classroom observations
- 35% of the score is from TVAAS testing or student growth portfolio/alternative growth measure
- 15% of the score is from an approved achievement measure

Slide 12

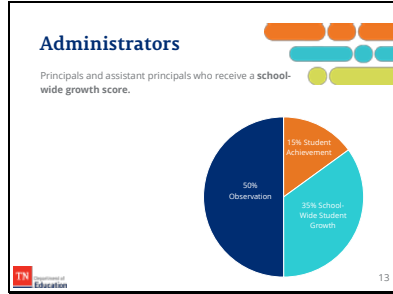


Our second example is a non-tested teacher. Educators in this category receive a composite growth score.

For non-tested teachers who receive a composite TVAAS scores, the evaluation model uses the following weights to calculate LOE:

- 70% of the score is from classroom observations
- 15% of the score is from school- or system-wide TVAAS testing
- 15% of the score is from an approved achievement measure

Slide 13



Our last example is an administrator. Educators in this category use a composite score for growth.

For administrators, the evaluation model uses the following weights to calculate LOE:

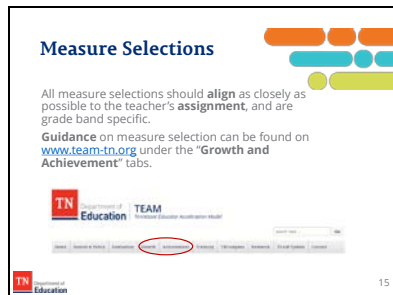
- 50% of the score is from leader observations
- 35% of the score is from school-wide TVAAS testing
- 15% of the score is from an approved achievement measure

Slide 14



Let's explore best practices in measure alignment, selection, and scaling.

Slide 15



Measure selections are grade band specific, and they should closely align to the individual teacher's assignment.

Slide 16

Measure Selection Guidance

[Growth Measure Guidance](#)

[Achievement Measure Guidance](#)

[Achievement Measure Worksheet](#)

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The team-tn.org website has guidance on both achievement and growth measure selection. We encourage all educators to familiarize themselves with these guidance documents during the measure selection process.

Slide 17

Growth Measures

There are five types of growth measures from which growth scores are generated.

- Individual value-added scores (TVAAS)
- Individual student growth portfolio or alternative growth measure
- School-level TVAAS composites
- District-level TVAAS composites
- Feeder/Custom school- or district-level TVAAS composites
 - Used only in situations where the school does not generate its own TVAAS data (i.e. K-2 only school)

All automatically populate in TNCompass **other than feeder/custom measures**, which must be uploaded by the school or district.

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All growth measures except feeder/custom measures automatically populate in TN Compass once TVAAS data is released. There are five types of growth measures available to educators:



- Individual value-added scores, known as TVAAS
- Individual student growth portfolio or alternative growth measure.
- School-level TVAAS composites
- District level TVAAS Composites
- Feeder/custom school or district-level TVAAS

Slide 18

Growth Measure Selection

All teachers should have a school-wide measure selection. This includes tested teachers in case the individual measure does not generate.

- If an individual growth score is generated, it will be auto-populated as the educator's growth measure.
- Selection is determined by district or school leadership.
- Measure selection should align to the educator's duty assignment as closely as possible.
- In cases where the alignment is not obvious, a school focus might guide the selection.
 - For example, a school focus on literacy might guide the selection of TCAP literacy composite for a PE teacher.

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All teachers must select a school wide growth measure in TN Compass. Those teachers anticipating an individual growth score must select a school-wide measure as a back-up in case the individual growth score does not generate. If an individual growth score is generated, it will be auto-populated as the educator's growth measure.



District/school leadership determines appropriate school-wide growth measures for all staff, and these selections should align as closely as possible to the educator's assignment. A school-wide focus may be used to guide the growth selection for non-tested teachers.

Slide 19

Sample Growth Selections

Teaching Assignment	Possible Growth/Alternate Growth Selections
5th grade, self-contained	<ul style="list-style-type: none"> • School-wide composite • School-wide literacy and numeracy
High School ELA 9-12, one school	<ul style="list-style-type: none"> • School-wide composite • School-wide literacy
CTE, multiple assignments (middle and high school)	<ul style="list-style-type: none"> • Districtwide CTE Concentrator • District-wide Composite
1st grade, pre-k-2 school	<ul style="list-style-type: none"> • Custom/feeder literacy • Custom/feeder composite
1st grade, pre-k-5 school	<ul style="list-style-type: none"> • School-wide composite • School-wide numeracy
8th grade math	<ul style="list-style-type: none"> • School-wide composite • School-wide numeracy

*This is not a comprehensive list.

As building leaders reflect on the best choices for school-wide growth assignments for teachers, this chart offers some possible appropriate selections based on teaching assignments. However, this chart is not all-inclusive; there are other viable choices besides those listed on this slide. School leaders are encouraged to select a school-wide growth measure that most closely relates to the teacher's assignment.

Slide 20

Achievement Measure Selection

Educators must choose an achievement measure from a department generated list of grade band specific achievement measures.

- Measure should align to the educator's duty assignment.
- Measures are released at various times and some may require school or district upload.

While the educator selects the measure, **the evaluator sets the scale** associated with the measure.

When there is disagreement regarding the measure, leadership may contact the department to begin a mediation process.

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The state board of education has approved a list of achievement measures available to educators by grade band and the department produce a list of these measures based on the tests to be given for the school year. Achievement measures must be scaled at the local level unless the educator chooses a measure based on that year's TVAAS testing. Most achievement measures are entered locally; TVAAS scores auto-populate.

While achievement measures are selected by the educator, the evaluator has the right to question the selection and the sole responsibility to set the scale for the measure. Evaluators should guide the educator to an appropriate measure that is closely related to the educator's assignment. In case of disagreement, there is a mediation process available through the department.

Slide 21

Achievement Measure Selection

Achievement measures are generated from sources that may include:

- Single year, overall TVAAS by grade band
- State assessments by grade band (TCAP, MSSA, TCAP-Alt)
- Off the shelf assessments
- Graduation rate
- ACT/SAT assessments
- EPSO assessments
- Industry certifications

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Here is a general list of approved achievement measures. For a specific list by grade band, please refer to Policy 5.201 posted on the team-tn.org website.

Slide 22

Sample Achievement Selections

Teaching Assignment	Possible Achievement Measure Selections
8 th grade, self-contained	<ul style="list-style-type: none"> • 3-5 success rate (math / ELA)
High School ELA 9-12, one school	<ul style="list-style-type: none"> • Graduation rate • EOC English I
CTE, multiple assignments (middle and high school)	<ul style="list-style-type: none"> • CTE Literacy and Numeracy • Specific career cluster certification
1 st grade, pre-K-2 school	<ul style="list-style-type: none"> • Custom/leader math • Custom/leader ELA
1 st grade, pre-K-5 school	<ul style="list-style-type: none"> • School-level math • TCAP composite
8 th grade math	<ul style="list-style-type: none"> • EOC Algebra I • TCAP EOC Composite

*This is not a comprehensive list.

As teachers select their achievement measure, this chart offers some possible appropriate selections based on teaching assignments. However, this chart is not all-inclusive; there are other viable choices besides those listed on this slide. School leaders are encouraged to guide teachers to an achievement measure that most closely relates to the teacher’s assignment.

Slide 23

Guidance for Setting Achievement Scales

To create an achievement measure scale, the evaluator must identify if scaling should be set at classroom, grade, school or district level.

This decision should be based on:

- the number of students participating in measure,
- how widely results will impact instructional decisions, and
- the specific students included in the data, such as a subset (students that take WIDA) or the larger group (all 5th grade students).

Achievement measures are scaled at the local level. In most cases, these are scaled at the district or school level, but it is possible to scale measures by grade band, grade or occasionally even classroom. The key to choosing where the measure should be scaled lies in identifying which students are included in the data and the impact of the instructional decisions that will be made as a result of the test results.

Slide 24

Guidance for Setting Achievement Scales

Evaluators should:

- Analyze past performance trends and use these trends to set level 3 (at expectations).
- Set levels 4 and 5 to exceed prior performance.
- Set levels 1 and 2 to indicate performance that has decreased from the previous year.

Achievement measure scaling is dependent upon past performance. Level 3 (at expectations) is based on past performance. Levels 4 and 5 should exceed prior performance add levels 1 and 2 indicate a decrease from past performance. The range of each level depends on how close prior performance is to the expected target.

Slide 25

Setting the Scale: Points

Guidance on scaling by a points system might include the following:

Score	Description	Formula
1	Graduation rate decreased by more than 3 points from the previous year	Grad rate difference ≤ -3
2	Graduation rate decreased by more than 1 point and less than 3 points from the previous year	$3 - \text{grad rate difference} \leq -1$
3	Graduation rate increased by no more than 1 point or decreased by no more than 1 point from the previous year	$1 + \text{grad rate difference} \leq 1$
4	Graduation rate increased by more than 1 point and less than 3 points from the previous year	$1 + \text{grad rate difference} \leq 3$
5	Graduation rate increased by more than 3 points from the previous year	Grad rate difference ≥ 3

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Here is an example of how a district might scale graduation rate as an achievement measure. Scales should be set and communicated prior to measure selection.

Slide 26

Setting the Scale: Points

Guidance on scaling by a points system might include the following:

Score	Description	Range
1	Graduation rate decreased by more than 3 points from the previous year	82% and below
2	Graduation rate decreased by more than 1 point and less than three points from the previous year	84%-83%
3	Graduation rate increased by no more than 1 point or decreased by no more than 1 point from the previous year	85%-87%
4	Graduation rate increased by more than 1 point and less than three points from the previous year	88%-89%
5	Graduation rate increased by more than 3 points from the previous year	90% and above

26

In this example, the schools graduation rate from the previous year was 86%. The corresponding scale is shown. This type of scaling could be used on any points-based achievement measure scale.

- Level 1 82% and below
- Level 2 84%-83%
- Level 3 85%-87%
- Level 4 88%-89%
- Level 5 90% and above

Slide 27

Setting the Scale: AMOs

When scaling based on Annual Measurable Objectives (AMOs)

- Scaling should be on a 1 - 5 scoring range
- Level 3 on the scale should represent "at expectations" performance.

Scoring	Scale
1	Regressed or no change (notably missed target)
2	Improved but didn't hit target
3	Target reached and confidence interval met
4	Target exceeded
5	Double target reached (notably exceeded target)

27

AMO targets are yearly targets for improving performance based on prior year results. School and district AMO targets set the expectation that schools and districts will decrease by half the percent of students whose performance does not meet the standard over the course of eight years.

Double AMO targets set the expectation that the percent of students not meeting the standard to decrease by half in four years.

AMO targets are rounded to one decimal place. The department only sets AMO targets when a school or district has 30 or more valid tests or students in the prior year.

Slide 28

Calculating an AMO Based Scale

Prior performance of cohort / grade band of students at ABC school on the measure = 65%

$$\text{AMO target} = \frac{100 - \text{prior performance}}{8} + \text{prior performance}$$

$$\text{Double AMO target} = \frac{100 - \text{prior performance}}{4} + \text{prior performance}$$

(100 - 65)/16 + 65 = 67.2 (100 - 65)/8 + 65 = 69.4

*AMO target = 67.2% **Double AMO target = 69.4%

28

ANIMATED SLIDE

1) To scale AMOs as an achievement measure, start with the prior performance of a cohort (grade level / subject) or a grade band of students (3rd – 5th grade). Use the AMO for the incoming group of students.

2) The AMO target is determined by subtracting prior performance from 100 (ultimate goal) and dividing it by 8 x 2. This represents the expectation for schools and districts to decrease the percentage of students not reaching the standard by half over the course of 8 years. Then the prior performance is added back to define the new AMO for the current year.

The double AMO target determined by subtracting prior performance from

100 (ultimate goal) and dividing it by 4 x 2 (this represents the expectation for schools / districts to decrease the percentage of students not reaching the standard by half over the course of 4 years. Then the prior performance is added back to define the new AMO for the current year.

3) In this example the prior performance was 65%.

4) The double AMO target is 69.4%

Slide 29

Calculating an AMO Based Scale

Prior performance of cohort / grade band of students at ABC school on the measure = 65%

$(100 - 65) / 4 + 65 = 67.2$ $(100 - 65) / 8 + 65 = 69.4$

*AMO target = 67.2% **Double AMO target = 69.4%

Possible scaling:

- Level 1: 65% and below
- Level 2: 65.1% - 67.1%
- *Level 3: 67.2% with confidence interval met
- Level 4: 67.3% - 69.3%
- **Level 5: 69.4% and above

The difference between the target (level 3) and double the target (level 5) is 2.2%. This will be the interval between level 3 and level 1, as well.

The ranges for levels 2 and 4 fall between these values.

29

Level 1 represents the prior performance.

Level 3 was determined by the AMO target calculation.

Level 5 was determined by the double AMO calculation.

Level 2 uses the range between prior performance and AMO.

Level 4 uses the range between AMO and double AMO.

The difference between the target (level 3) and double the target (level 5) is 2.2%. This will be the interval between level 3 and level 1, as well.

The ranges for levels 2 and 4 fall between these values.

AMO targets are rounded to one decimal place.

Slide 30

Calculating an AMO Based Scale

In the scenario below, prior performance was 25%.
The calculations remain the same.

$$\text{AMO target} = \frac{100 - 25}{8 + 2} + \frac{75}{16} + 25 = 29.6875 \approx \boxed{29.7}$$
$$\text{Double AMO target} = \frac{100 - 25}{4 + 2} + \frac{75}{8} + 25 = 34.375 \approx \boxed{34.4}$$

Possible scaling:

- Level 1: 24.7% and below
- Level 2: 24.8% - 29.6%
- *Level 3: 29.7% with confidence interval met
- Level 4: 29.8% - 34.3%
- **Level 5: 34.4% and above

This is another example of how to calculate scaling based on AMOs. In this case the prior performance was 25%, which means the AMO target was 29.7%.

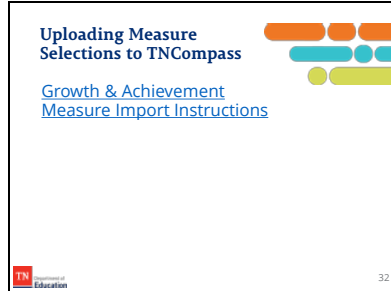
AMO targets are rounded to one decimal place.

Slide 31

Adding Measure Selections to TNCompass

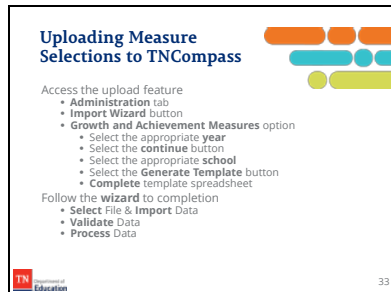
It is important that all measure selections and scaling be added in TNCompass prior to the deadline published by TDOE each fall.

Slide 32



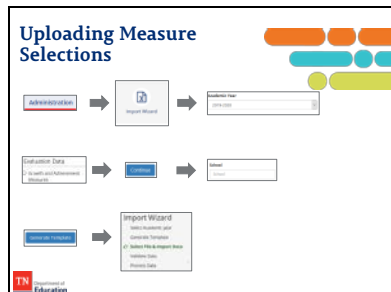
The guidance on importing growth and achievement measures may be accessed from the TEAM website.

Slide 33



The Import Wizard will walk you through the import process for growth and achievement measures. The steps are outlined above.

Slide 34



This flow chart shows the steps you will follow in the Import Wizard.

Slide 35

Confirming Measure Selections

From the **Reports** tab, make the following selections:

- Report Type
- Report (Growth and Achievement Selections)
- Academic Year
- Location
- Educator Type
- Report Format

Click **"Generate."**
Review spreadsheet for accuracy.

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To confirm all measure selections have been correctly imported, run the Growth and Achievement selections report in TNCompass.

Slide 36

Confirming Measure Selections

Reports

Report Selections

Report Type: Growth and Achievement Selections

Academic Year: 2019-2020

Location: TN

Educator Type: Teacher

Report Format: CSV

Generate

TN Department of Education

Once this report is complete, check to ensure all educators have both a growth and achievement measure selection, and all achievement measures are appropriately scaled.

Slide 37

Strategies for Success

TN Department of Education

There are several recommended strategies to ensure district and building leaders successfully implement measure selection for all educators in a timely manner,

Slide 38

Strategies for Success

Review the yearly evaluation timeline prior to the start of the school year

- Subscribe to **Human Capital Update** and other **department newsletters**

Review the Growth and Achievement Selections report to ensure all selections are complete.

Know your resources

- TNCompass guides
- www.team-tn.org
- TEAM.Questions@tn.gov
- support@tncompass.org

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It is important that all school leaders know who serves as the district’s evaluation configurator and that they receive Human Capital Update and other department newsletters to stay abreast of deadlines and other important information coming from the department.

The team-tn.org website has several resources to support measure selection. Additionally, leaders may email Team.Questions@tn.gov or support@tncompass.org with specific questions or issues related to measurement selection.

Slide 39

BEST FOR ALL

We will set all students on a path to success.

TN Education

Thank you for ensuring educators have an appropriate growth and achievement measure each year to accurately reflect the impact of instructional practices on student outcomes.