BEST FOR ALL

We will set all students on a path to success.

TEAM Evaluation Measure Selection

TN Department of Education

BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER

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Agenda

Evaluation Data Collection

Growth and Achievement Measures

Educator Types and Weighting

Measure Selection, Alignment, and Scaling

Adding Measure Selections to TNCompass

Strategies for Success

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Evaluation Data Collection

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.

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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.

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Growth and Achievement Measures

Definitions

Growth scores – scores created from the value-added measure of actual academic gains made by a student as compared to the expected academic gains by that student.

- Growth scores are generated from TVAAS testing, portfolios, and alternative growth measure (universal reading screener (URS)).
- TVAAS scores may include up to three years of data when available.

Individual growth scores – scores generated by tested grades/subjects, portfolios, and alternative growth measure- URS.

Composite growth scores – scores generated through the combination of test scores from multiple subjects. All composite scores are single year scores.

Definitions

Achievement score – a measure of how well a student performs against a standard.

- Achievement scores may be generated by a multitude of tests including TCAP tests, ACT, industry certifications, graduation rate, or many other measures.
- In most cases, achievement scores must be scaled at the local level unless they are related to state testing.
- Achievement scores are always a single year measure.
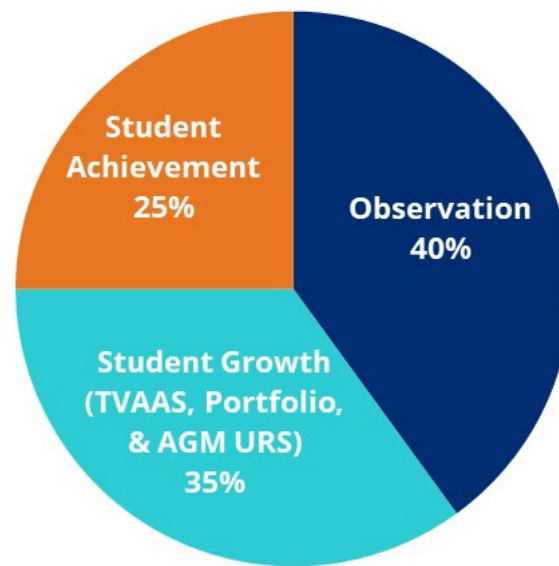
Educator Types and Weighting

Tested Teachers

Teachers that generate **individual TVAAS growth** scores via grade/subject specific testing, student growth portfolios, or a Universal Reading Screener (URS).
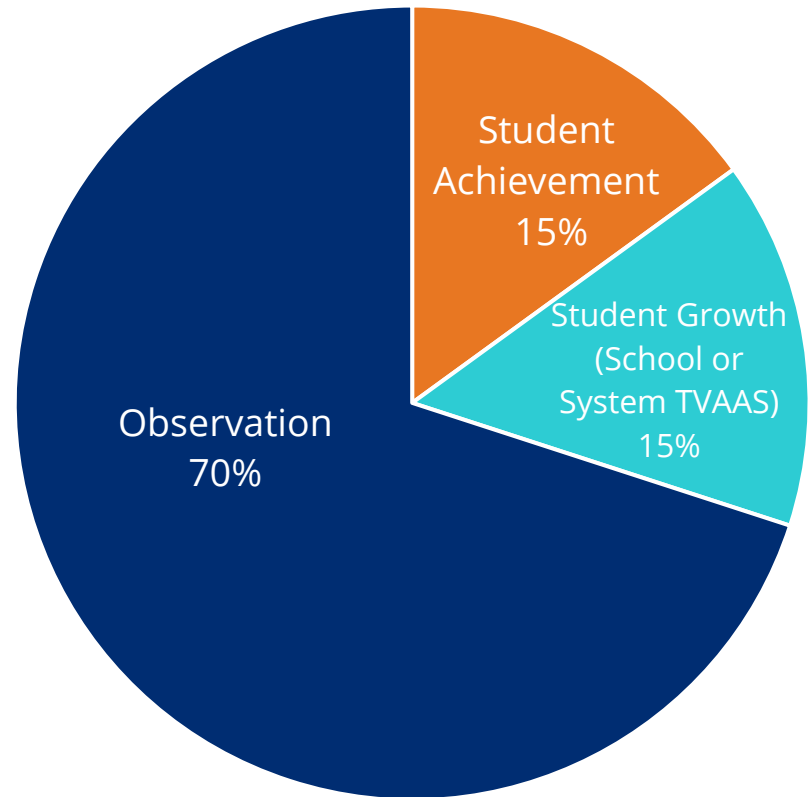
Student Growth Portfolio Models	Alternative Growth Model – URS
Pre-K	Pre-K
Kindergarten	Kindergarten
First Grade	First Grade
Second Grade	Second Grade
World Languages	
Physical Education	
Fine Arts	

Student Achievement 25%

Observation 40%

Student Growth (TVAAS, Portfolio, & AGM URS) 35%

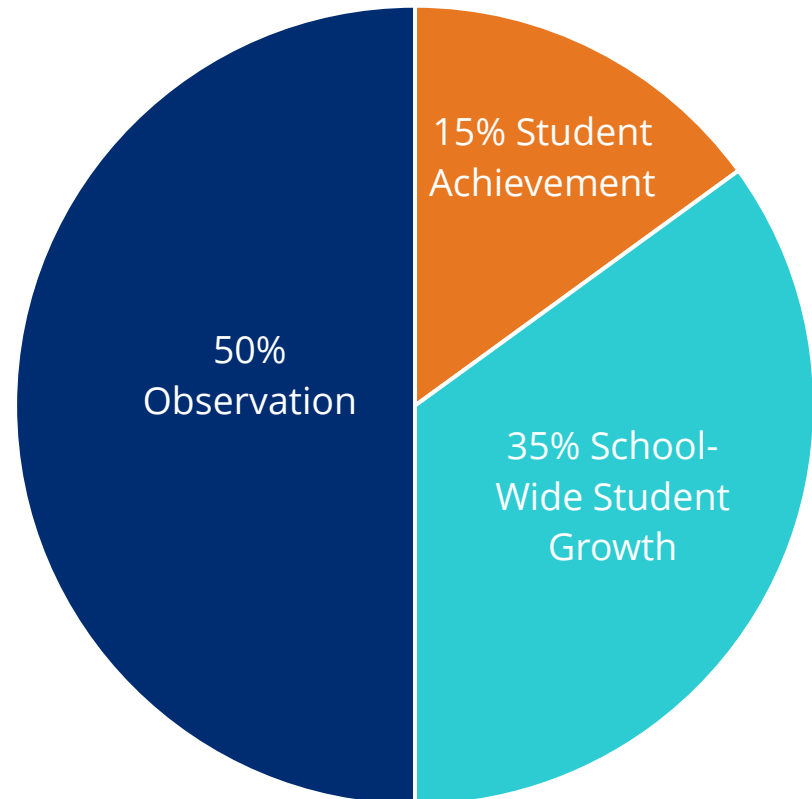TN Department of **Education**

Non-Tested Teachers

Non-tested teachers – teachers, librarians, counselors, and other certified school services personnel who receive a **school-wide growth score.**

Pie chart:
- Observation 70%
- Student Achievement 15%
- Student Growth (School or System TVAAS) 15%

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Administrators

Principals and assistant principals who receive a **school-wide growth score.**

- 15% Student Achievement
- 50% Observation
- 35% School-Wide Student Growth
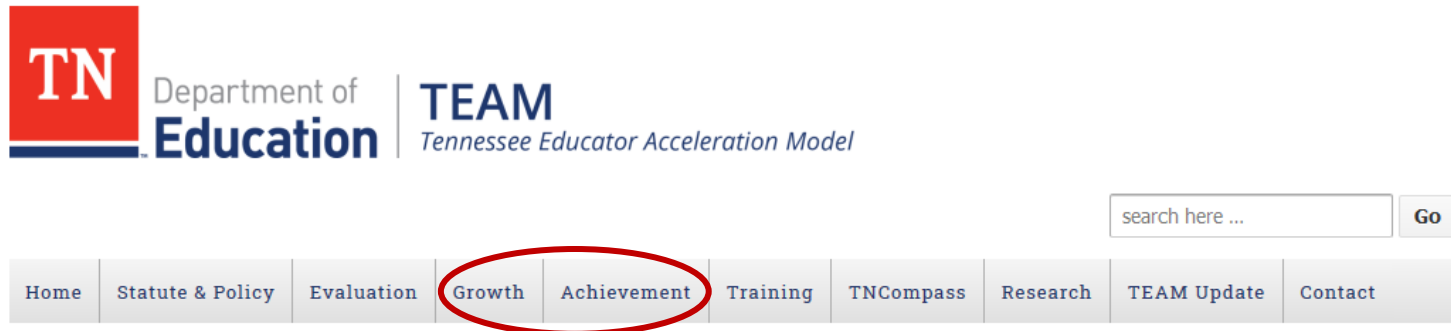
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Measure Alignment, Selection, and Scaling

Measure Selections

All measure selections should **align** as closely as possible to the teacher's **assignment**, and are grade band specific.

Guidance on measure selection can be found on www.team-tn.org under the "**Growth and Achievement**" tabs.

Measure Selection Guidance

[Growth Measure Guidance](#)

[Achievement Measure Guidance](#)

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 (URS)
- 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.

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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Sample Growth Selections

Teaching Assignment	Possible Alternate Growth Selections
5th grade, self-contained	• School-wide composite • School-wide literacy and numeracy
High School ELA 9-12, one school	• School-wide composite • School-wide literacy
CTE, multiple assignments (middle and high school)	• District-wide CTE Concentrator • District-wide Composite
1st grade , pre-k-2 school	• Custom/feeder literacy • Custom/feeder composite
1st grade, pre-k-5 school	• School-wide composite • School-wide numeracy
8th grade math	• School-wide composite • School-wide numeracy

This is not a comprehensive list.

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Achievement Measure Selection

Educators must choose an achievement measure from State Board of Education approved list of grade band specific achievement measures.

- Measure should align to the educator's duty assignment.
- Measures are released at various times.
- 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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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 credentials

Sample Achievement Selections

Teaching Assignment	Possible Achievement Measure Selections
5th grade, self-contained	• Overall school-level composite • 3-5 success rate (math / ELA)
High School ELA 9-12, one school	• Graduation rate • EOC English I
CTE, multiple assignments (middle and high school)	• CTE Students Literacy and Numeracy • Specific career cluster certification
1st grade , pre-k-2 school	• Custom/feeder math • Custom/feeder ELA
1st grade, pre-k-5 school	• School-level math • TCAP composite
8th grade math	• EOC Algebra I • TCAP EOC Composite

This is not a comprehensive list.

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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).

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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.

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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 < = grad rate difference < -1
3	Graduation rate increased by no more than 1 point or decreased by no more than 1 point *from the previous year*	-1 < = grad rate difference < = 1
4	Graduation rate increased by more than 1 point and less than 3 points *from the previous year*	1 < grad rate difference < = 3
5	Graduation rate increased by more than 3 points *from the previous year*	Grad rate difference > 3

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

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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 or reached using the confidence interval
4	Target exceeded
5	Double target reached (notably exceeded target)

Calculating an AMO Based Scale

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

$$\text{AMO target} = \frac{100 - \text{prior performance}}{8 * 2} + \text{prior performance}$$

$$\text{Double AMO target} = \frac{100 - \text{prior performance}}{4 * 2} + \text{prior performance}$$

(100 – 65)/16+65 = 67.2

AMO target = 67.2%

(100 – 65)/8+65 = 69.4

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

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Calculating an AMO Based Scale

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

(100 – 65)/16+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% or met with confidence interval
> 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.

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Calculating an AMO Based Scale

In the scenario below, prior performance was 25%.

The calculations remain the same.

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

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

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

Adding Measure Selections to TNCompass

Uploading Measure Selections to TNCompass

[Growth & Achievement Measure Import Instructions](#)

Uploading Measure Selections to TNCompass

Access the upload feature
- **Administration** tab
- **Import Wizard** button
- **Growth and Achievement Measures** option
  - Select the appropriate **year**
  - Select the **continue** button
  - Select the appropriate **school**
  - Select the **Generate Template** button
  - **Complete** template spreadsheet

Follow the **wizard** to completion
- **Select** File & **Import** Data
- **Validate** Data
- **Process** Data

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Uploading Measure Selections

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.

Confirming Measure Selections

Strategies for Success

Strategies for Success

Review the yearly evaluation timeline prior to the start of the school year and subscribe to [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