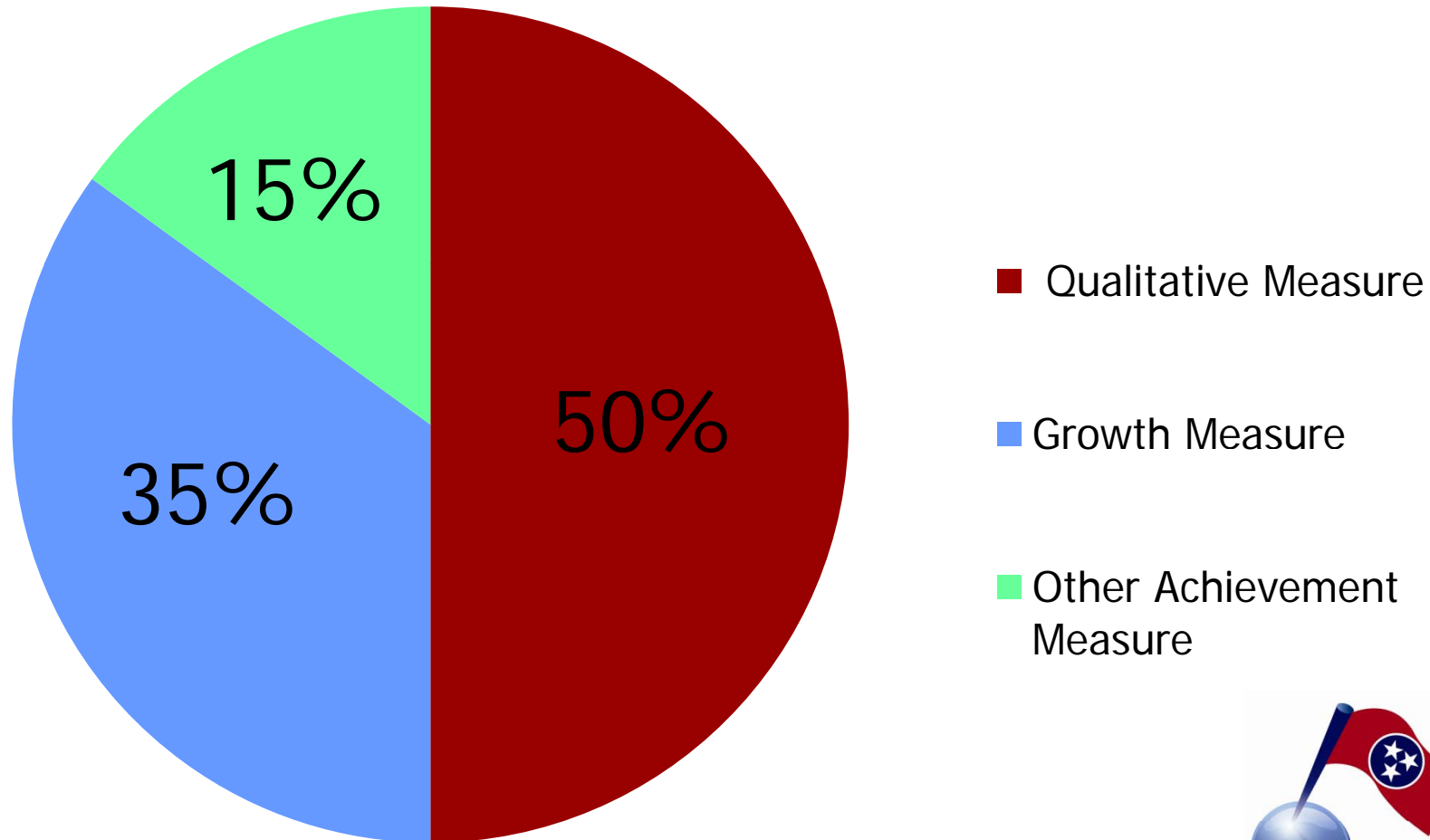




**TVAAS Teacher Reports
LEAD 2011**

What goes into the effectiveness rating?



2011 Tennessee Department of Education Official TVAAS Teacher Value Added Report

MATHILDE WIMBERY (8054)

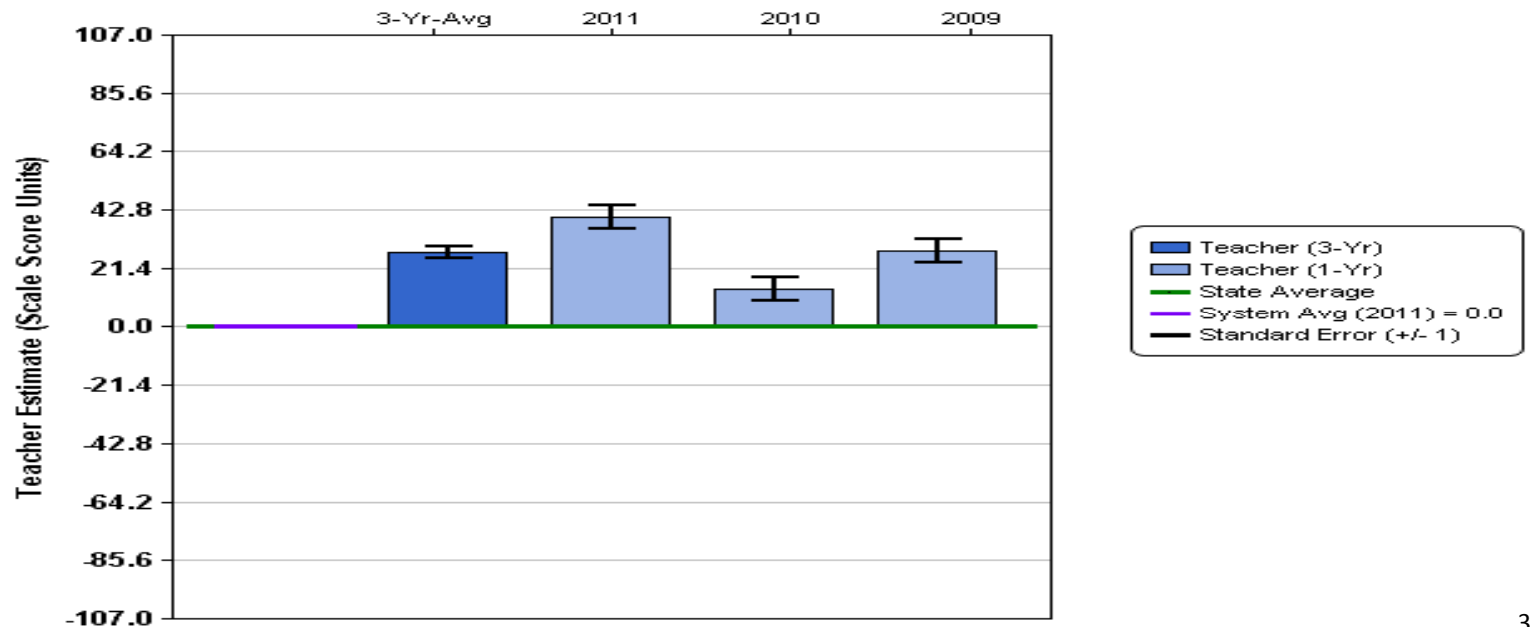
Wild Watermelon High School in Large Urban School District

EOCIAYP Algebra I

[View List of Students](#)

| Teacher Progress Estimates and Standard Errors | | | | |
|--|-------------|----------------|-------|-------|
| Year | Estimate | Standard Error | Index | Level |
| 3-Yr-Avg | 27.3 | 2.4 | 11.45 | 5 |
| 2011 | <u>40.1</u> | 4.1 | 9.85 | 5 |
| 2010 | 13.9 | 4.1 | 3.38 | 5 |
| 2009 | 27.9 | 4.2 | 6.64 | 5 |

Teacher estimates are from SAS @ EVAAS @ multivariate, longitudinal analyses using all available data for each student (up to 5 years).



Teacher progress estimates and standard errors are presented in the chart above. This allows each teacher to compare their students' progress with the state growth standard, state average, and system average.

2011 Tennessee Department of Education Official TVAAS Teacher Value Added Report

VINGDNT WYAT (1848)

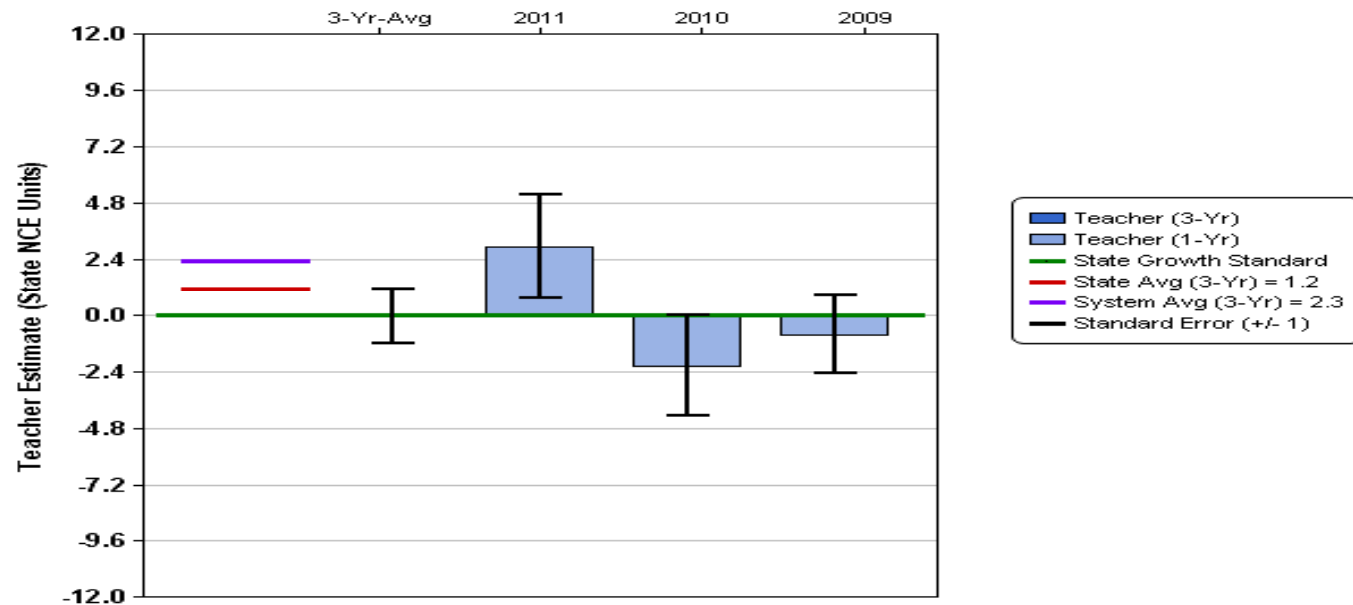
Canary Elementary School in Large Urban School District

4th Grade TCAP Reading/Language

[View List of Students](#)

| Teacher Progress Estimates and Standard Errors | | | | |
|--|----------|----------------|-------|---------|
| Year | Estimate | Standard Error | Index | Level |
| 3-Yr-Avg | -0.0 | 1.2 | -0.01 | Level 3 |
| 2011 | 2.9 | 2.2 | 1.31 | Level 4 |
| 2010 | -2.1 | 2.1 | -1.00 | Level 3 |
| 2009 | -0.8 | 1.6 | -0.50 | Level 3 |

Teacher estimates are from SAS @ EVAAS @ multivariate, longitudinal analyses using all available data for each student (up to 5 years).



Teacher progress estimates and standard errors are presented in the chart above. This allows each teacher to compare their students' progress with the state growth standard, state average, and system average.

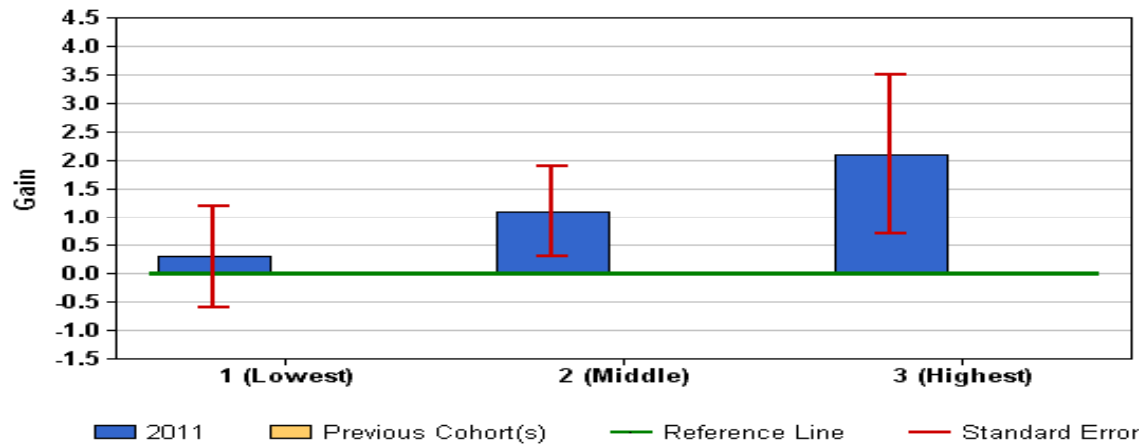
2011 Teacher Diagnostic Report

PATRCIA KEELINO (3038)

Magenta Middle School in Large Urban School District

6th Grade TCAP Math

[Select Subgroups](#)



| | | | Prior-Achievement Subgroups | | |
|-------------|---------------------------|-----------------------|-----------------------------|------------|-------------|
| | | | 1 (Lowest) | 2 (Middle) | 3 (Highest) |
| Math | Reference Line | | 0.0 | 0.0 | 0.0 |
| | 2011 | Gain | <u>0.3</u> | <u>1.1</u> | <u>2.1</u> |
| | | Standard Error | 0.9 | 0.8 | 1.4 |
| | | Nr of Students | <u>11</u> | <u>13</u> | <u>7</u> |
| | | % of Students | 35.5 | 41.9 | 22.6 |
| | Previous Cohort(s) | Gain | | | |
| | | Standard Error | | | |
| | | Nr of Students | | | |
| | | % of Students | 0.0 | 0.0 | 0.0 |

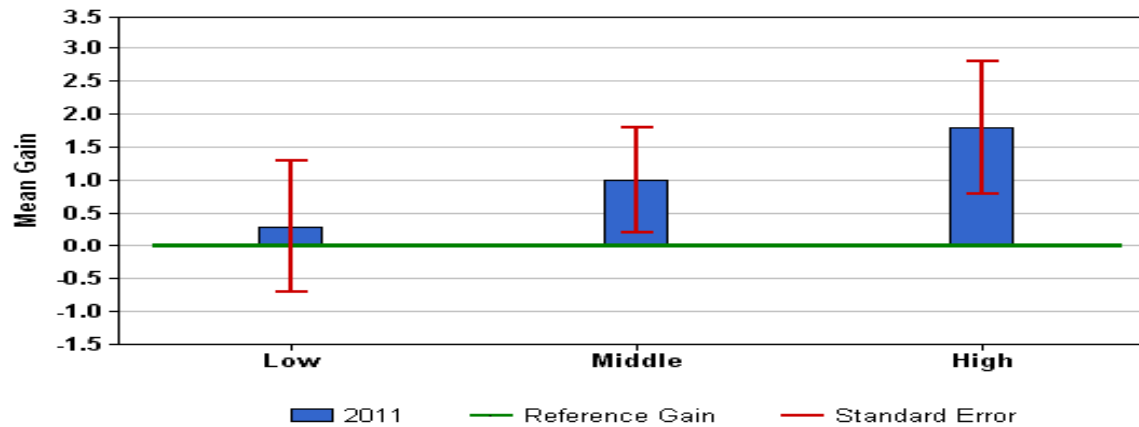
2011 Teacher Student Pattern Report

PATRCIA KEELINO (3038)

Magenta Middle School in Large Urban School District

6th Grade TCAP Math

[View the Pie Chart](#)



| Mean Gain | | |
|-----------|--------|------|
| Low | Middle | High |
| 0.3 | 1.0 | 1.8 |

| Students by Subgroup | | |
|-----------------------------------|------------------------------------|--------------------------------------|
| Low | Middle | High |
| LAEISH HELTZEL | RAHMO GRETH | GENAVES MBNKEY |
| SHARITAA TARBUSH | JAZZARAE WISNIOWKI | CATORCHA ERS |
| KATASS ELSAYAD | HAOXIN HOLTSCLV | DSAY KJOWSKI |
| DIAU CALVILLOMO | CHELLANI FLEEMING | CHERYTA ROADCAP |
| MNOTARIO DAVIS | SHANETTA SHADARYL | CLIFFTTA LEAKS |
| HALEE JLNHSON | NORVANTE BASIAN | LAMANNUE GILBERTDIXO |
| EDMONDSO STEINMEZ | CRIEGWT SERENI | NATEAHA VAN |
| UIA JOHNKINS | TEOFIL AINWORTH | WILLIAMX THURMNND |
| LQRENA SEDLAK | REODANTA KNORP | TURUOS GUJAR |
| TYRANDOM LEEARY | STUART MCCLINON | ISINAN YSLAS |
| | THANDIWI MUNFORDQ | |

2011 System Teaching Effectiveness Summary

Canary Elementary School in Large Urban School District

All Subject Groups

TCAP Subjects

Note: The following subject(s) are included: TCAP Math, TCAP Reading/Language, TCAP Science, TCAP Social Studies.

| Teaching Effectiveness Category | Below Reference, Least Effective | | | Below Reference, Approaching Average Effectiveness | | | At Reference, Average Effectiveness | | | Above Reference, Above Average Effectiveness | | | Above Reference, Most Effective | | |
|---------------------------------|----------------------------------|------|------|--|------|------|-------------------------------------|------|------|--|------|------|---------------------------------|------|------|
| | Level 1 | | | Level 2 | | | Level 3 | | | Level 4 | | | Level 5 | | |
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| School | 5 | 5 | 6 | 10 | 8 | 6 | 24 | 27 | 26 | 5 | 5 | 6 | 8 | 7 | 8 |
| System | 946 | 876 | 923 | 189 | 165 | 125 | 646 | 489 | 536 | 204 | 241 | 253 | 1028 | 1237 | 1211 |
| State | 1871 | 1855 | 1839 | 355 | 344 | 296 | 1300 | 962 | 1111 | 461 | 453 | 469 | 2070 | 2446 | 2413 |

Notes: The reference for high school teachers is the state average teacher. For grades 4-8, it is the gain based on the state growth standard set in 2008-2009. Teachers who teach multiple tested subjects/grades are counted separately for each subject/grade in this report.

Rules for Effectiveness Level Determination

Level 5, Most Effective: Teachers whose students are making substantially more progress than the state growth standard/state average (the teacher's index is 2 or greater).

Level 4, Above Average Effectiveness: Teachers whose students are making more progress than the state growth standard/state average (the teacher's index is equal to or greater than 1 but less than 2).

Level 3, Average Effectiveness: Teachers whose students are making the same amount of progress as the state growth standard/state average (the teacher's index is equal to or greater than -1 but less than 1).

Level 2, Approaching Average Effectiveness: Teachers whose students are making less progress than the state growth standard/state average (the teacher's index is equal to or greater than -2 but less than -1).

Level 1, Least Effective: Teachers whose students are making substantially less progress than the state growth standard/state average (the teacher's index is less than -2).

TVAAS TEACHER EFFECT

Data Quality are most IMPORTANT

- Teacher/Student Linkages
 - Teacher Name found on the Teacher License
 - Student Schedules and Teacher Identification
 - (NEW) Teacher License Number
- 35% of the new evaluation must consist of Tennessee Value Added Assessment System (TVAAS) data or some other comparable measure of student growth.
- 15% of the new evaluation must consist of other measures of student achievement



Quick Scores and Teacher Student Connection

➤ Quick Scores Availability

- All teachers in the system must complete the TSC before the system may access student quick scores
- All System Testing Coordinators and Building Testing Coordinators must complete all RI's and SGL's before receiving quick scores
- No verification of TSC on TDOE Randa Solutions once the TSC has been completed.



2011 TVAAS Teacher Verification

Randa vs. TVAAS Website

- Students who were indicated with an “N” were not included in the TVAAS teacher reporting analysis. Below are the reasons that students are not included:
- The student did not meet instructional availability requirements, per state statute (TCA 49-1-606). Students that were marked as **partial** will not be included in the 2011 TVAAS teacher analysis.
- The student designated as special education student, per state statute (TCA 49-1-606).
- The student did not have enough prior test scores (analysis requires a minimum of three tests from any subject and grade). Note: for EOC analysis only
- The student’s score is considered to be an outlier due to the extreme distance of the individual score compared to all other scores for the students in the current and previous years.
- The teacher’s number of students (1 student = 100% instructional time) fell below the minimum required number for analysis (6 for Achievement, 10 for EOC)



2011 TVAAS Teacher Verification

Randa vs. TVAAS Website

- Reasons why a student may not appear on verification list
- Student did not test in that subject.
- Student could not be merged due to differences between information for the current year and/or previous years.



I had created custom student reports for each teacher for their upcoming ninth grade students. I pulled this data from Ocoee Middle School eighth grade test scores because it is our feeder school. I also pulled custom reports for economically disadvantaged because that was our subgroup in which we performed significantly low. I created this reports around the 1st of August .

I felt a big reason for our low scores was because of the students who have a mid-level prediction but they don't make any effort and receive a 500 on the test. We had 23 students account for 75% of our negative scoring because they dropped so low. I looked at their previous data and notice a trend. Every one of those students had a least a huge percentile drop in middle school or bounced up and down throughout those years. I then decided I could pull my upcoming ninth grade students data to find at-risk students based on the previous data. I wanted to have an early intervention process in place to reach out to these kids and talk to them. One student I already found had dropped from the 90th percentile all the way below the 10th. I pulled him aside and asked him what happened. He answered immediately " I know exactly what it was, I started hanging out with different kids who didn't care about school and then I got behind and haven't cared since". This are the students that are important! I think TVAAS does make the teachers look at every student in the classroom and they can not have that attitude anymore of "oh that's just one kid I can't reach", because one student can impact their scores so much.

Dine Patterson
Special Education Teacher/Data Coach
Walker Valley High School

What our Effective Teachers and Coaches are Doing in TN Diagnosing Student Achievement and Growth

Data Analysis

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Data Interpretation

Test metric knowledge

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Data Analysis

Action Plan

conversations



Dine Patterson Special Education Teacher/Data Coach Walker Valley High School

9/27/2011

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TVAAS Updates

- School/System data was available in July
- Teacher Effect data
 - Verification process in TVAAS for principals
 - Verification/clean up process in Randa application for teachers
- Student Projections to AP courses added to the TVAAS website
- Lexile score will be on TVAAS website



ASSESSMENT, EVALUATION AND RESEARCH

Vicky Smith – Associate Director
Vicky.Smith@tn.gov





Questions?