TVAAS: What’s New in 2016

Data and Analytic Changes

No Reports for Grades 3–8
During the 2015–16 school year, not all districts administered Part II of the mathematics, English language arts, science, and social studies assessments in grades 3–8. As a result, scale scores will not be available for these assessments, and TVAAS data will not be provided for these grades and subjects.

Three Evaluation Composites for Teachers
Previously, only one evaluation composite using up to three years of data was calculated for each teacher. For the 2015–16 reporting year, there are up to three evaluation composites available for each teacher.

The single-year evaluation composite is based solely on value-added measures from the 2015–16 school year.

The prior year evaluation composite excludes value-added measures from 2015–16. This composite includes only the data from the 2013–14 and 2014–15 school years. Three groups of teachers will receive this composite:

1. Any teacher in grades 4–8 who claimed students in the 2015–16 school year and has TVAAS data available for 2013–14 and/or 2014–15 will receive a prior year composite.
2. Any teacher in grade 3 who meets these criteria will also receive a prior year composite if their district administered the K–2 assessment in 2015–16 and the district’s current cohort of third-graders took the K–2 assessment in at least one prior year.
3. Any teacher in first or second grade (where applicable) or EOC subject who has TVAAS data for 2015-16 and also in either or both of the two prior years will receive a prior year composite.

The multi-year evaluation composite is based on the three most recent years of reporting and is weighted as follows.

- The value-added measures from 2015–16 will be weighted to count for 10% of the teacher’s overall evaluation.
- The value-added measures from the two previous years will be weighted together to count for 25% of the teacher’s overall evaluation.

Only teachers who have value-added measures for 2015–16 and one or both of the two prior years will receive a multi-year evaluation composite. These Evaluation Composites will include all available value-added measures for teachers from 2013–14 and/or 2014–15. In prior years, past value-added measures...
were included only for the subjects the teacher taught in the current year when calculating the evaluation composite.

**Teacher Composites Weighted by Number of Students**

In prior years, each grade and subject or course included in a teacher’s composite index was weighted equally. This meant that if a teacher received a Value Added report for EOC Algebra I based on 20 students and a report for eighth-grade math based on 80 students, both index values were weighted equally in calculating the composite.

Beginning with the 2016 reporting, each subject and grade and subject or course will be weighted in the composite calculation based on the number of students included in the analyses for that teacher and the instructional responsibility claimed for each student. In the example noted above, assuming that the teacher claimed 100% instructional responsibility for all students, the teacher’s index for eighth-grade math would be weighted at 20% and the teacher’s index for Algebra I would be weighted at 80% in calculating the Evaluation Composite.

The number of students included in the calculation for each grade and subject or course will be listed in the table on the teacher’s Evaluation Composite report. Because partial instructional responsibility is included in the calculations, the student counts listed on the report might not be whole numbers.

For more information about teacher composites, see page 30 of the *Technical Documentation for 2016 TVAAS Analyses*.

**District and School Composites**

Beginning with the 2016 reporting, evaluation composites for districts and schools will weigh the value-added measures for each grade and subject or course based on the number of students associated with each value-added measure. Two new composites for science and social studies will also be provided. At this time, all composites will include only data from first and second grade (where applicable) and EOC assessments.

**Prior EOC Test Scores for District and School Value-Added Measures**

Starting with the 2015–16 reporting, the district and school value-added measures for EOCs will include students’ prior EOC test scores as predictors. For example, district and school value-added measures for Algebra II could now include students’ prior test scores in Algebra I as well as their prior TCAP 3–8 test scores. Teacher value-added measures have always included prior EOC test scores as predictors, so this is only a change for district and school value-added measures. The inclusion of all prior EOC scores will help to ensure that the value-added measures for schools and districts, like those for teachers, measure growth during the most recent school year, rather than over the course of students’ time in high school.

**Student Projections to the 25th, 50th, and 75th State Percentiles**

As in the past, student projections for future assessments will be provided as a diagnostic tool. Because of transitions in state assessments, including the suspension of testing in grades 3–8, TVAAS projections for the 2016 reporting will be made to the 25th, 50th, and 75th state percentiles for grades 3–8. These projections can be interpreted and used in much the same way as the projections provided in previous years.

Even though these projections are not based on state performance levels, knowing where a student is likely to score relative to his peers statewide can be useful. For example, if you know that with average
growth a student is unlikely to reach the 50th percentile in the state distribution, you can plan to provide an appropriate intervention to increase the student’s likelihood of success. Likewise, if you know that a student has a high probability of reaching the 75th percentile in the state distribution, you can offer enrichment opportunities to help the student continue making good progress at a high achievement level.

A student’s projection is based on the student’s own testing history and on the average performance of students with a similar testing history who have already taken the test to which we are projecting. In the 2015–16 school year, not all students completed both parts of the assessments in grades 3–8. As a result, the 2015–16 cohort cannot be used to generate projections to assessments in grades 3–8 for the next cohort of students. Instead, the projections to all subjects in grades 3–8 in this year’s reporting are based on the performance of students who tested in those subjects in the 2014–15 school year.

Projections to end-of-course subjects will be delivered as they have been in previous years and will still indicate a student’s probability of reaching each proficiency level.

The following table provides sample scenarios to illustrate how projections are generated for different grades and subjects or courses. Broadly, all available data is used to ensure the most accurate projections possible in each grade or subject.

<table>
<thead>
<tr>
<th>Sample Student</th>
<th>Projection to</th>
<th>Projection Based on Performance of</th>
<th>Prior Scores Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school student who took Algebra I in 2015-16</td>
<td>Geometry</td>
<td>2016 Geometry completers</td>
<td>Data available from 2016, such as Algebra I, ELA 1, and Biology as well as prior TCAP</td>
</tr>
<tr>
<td>8th grade student who would have tested in math in 2015-16</td>
<td>Algebra I</td>
<td>2016 Algebra I completers</td>
<td>Same data that was available as 2015 7th graders from math, reading, science, and social studies</td>
</tr>
<tr>
<td>6th grade student who would have tested in math in 2015-16</td>
<td>7th grade math</td>
<td>2015 7th grade math completers</td>
<td>Same data that was available as 2015 5th graders from math, reading, science, and social studies</td>
</tr>
<tr>
<td>2nd grade student who took the K-2 assessment in 2015-16</td>
<td>3rd grade math</td>
<td>2015 3rd grade math completers</td>
<td>Data available from 2016 early grades (if available)</td>
</tr>
</tbody>
</table>

### Web Reporting Changes

**New Login Page**

In an effort to improve the user experience, the TVAAS login page has been redesigned. The new design includes a new look and feel, additional security, and a streamlined approach to resources. When users visit the login page, they will find a clean and sleek interface with options to log in, contact TVAAS Support, or select resources that have been organized into categories by type of resource. In addition to the resources available on the login page, TVAAS has also expanded the online help within the application to host additional informational resources.

**Diagnostic Growth Measures with Five Students, Not Eight**

The district and school Diagnostic and Performance Diagnostic reports display growth data for groups of students at different achievement levels. In prior years, these reports displayed growth measures only
for groups that included at least eight students. To improve the usefulness of the reporting, the minimum student count has been reduced. Beginning with the 2016 reporting, growth measures will be provided on Diagnostic and Performance Diagnostic reports for groups that contain at least five students. With this change, the minimum student count for diagnostic growth measures is now consistent across district, school, and teacher reporting.

**Batch Printing of Student Reports**

With the release of the 2016 reports, a new batch printing option will be added for student reports. While viewing a Custom Student Report, Student Search results, or a list of students associated with a Future Academic Performance report, educators can open the Print menu to choose this new batch printing option, which will automatically create a PDF that includes the Student History and Student Projection reports for all students in the list.

**Teacher Pattern Report**

Available only to authorized administrators, the Teacher Pattern report is a new tool within TVAAS. Each dashboard displays summary data from Teacher Value Added reports for one subject and grade or course at a time. The data is displayed in graphs that indicate the effectiveness level distribution of three groups of teachers:

- Teachers who have value-added measures for the selected subject and grade at the selected school in the previous year of reporting, but not the most recent year
- Teachers who have value-added measures for the selected subject and grade at the selected school in both the most recent year and the previous year of reporting
- Teachers who have value-added measures for the selected subject and grade at this school in the most recent year of reporting, but not the previous year

This new report can help administrators identify trends in student growth as they relate to the school or district’s recruitment and retention of teachers, and compare trends in a school with trends in that school’s district, or across the state.