

## How I Use TVAAS

*This narrative is most helpful to have in front of you when navigating your own TVAAS data.*

I am fortunate to work in a data-driven school in a data-driven school system. Formative assessment results as well as summative assessment results are reviewed frequently to ensure students don't slip through the cracks. Throughout the past four to five years of my teaching, I have found the TVAAS website to be extremely helpful in determining several aspects of my students' learning as assessed on the TCAP.

When the state department emails the TVAAS teacher reports notification, I usually receive a text message or phone call from my principal, Tammy Pearce. When I sign on to the TVAAS website, I immediately review the composite score for my school and subject area. I click on the score for my grade and subject area. The TVAAS bar graph illustrates the annual growth of students divided into subgroups of lowest, middle, and highest. In this view, I am able to compare how our students grew the current year (blue bars) compared to the previous year (yellow bars).

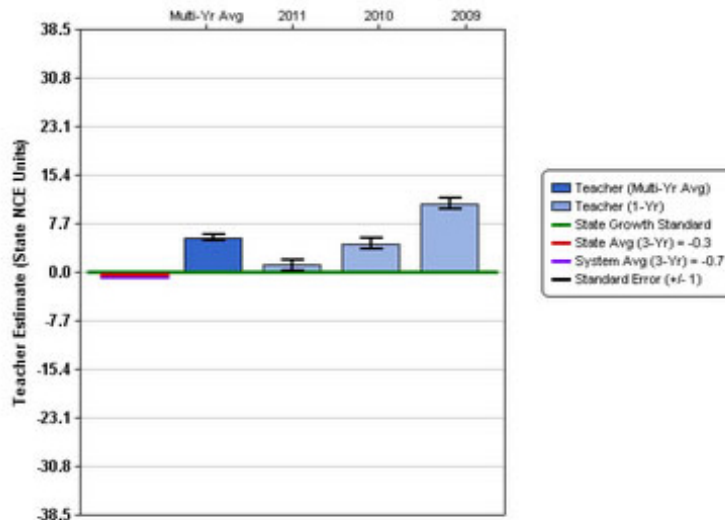
Next, I select the Teacher Value Added report under the Teacher Reflection report category. Then the moment of truth happens...the webpage loads, and I am able to immediately see in a table my current year's student growth measure compared to the previous two years' student growth, as well as my teacher effectiveness rating.

*Note: These are sample reports only, and are not based on actual data.*

[View List of Students](#)

Teacher Progress Estimates and Standard Errors				
Year	Estimate	Standard Error	Index	Level
Multi-Yr Avg	5.5	0.5	10.88	Level 5
2011	<u>1.1</u>	0.8	1.31	Level 4
2010	4.5	0.9	5.07	Level 5
2008	10.8	0.9	12.17	Level 5

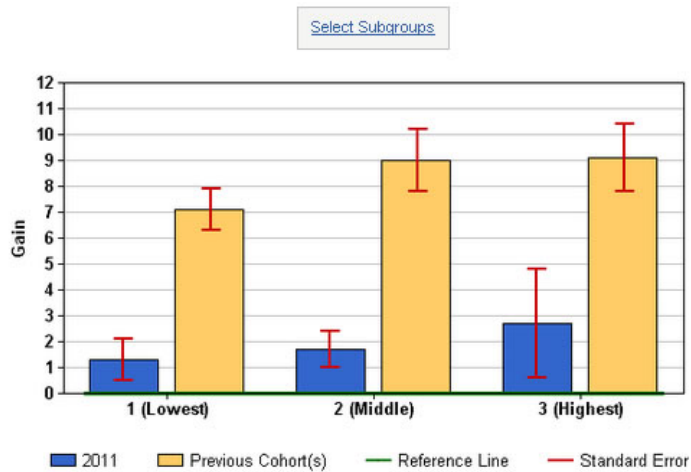
Teacher estimates are from SAS <sup>®</sup> EVAAS <sup>®</sup> multivariate, longitudinal analyses using all available data for each student (up to 5 years).



When I scroll down, the bar graph visually represents the data from the table. The key to the right of the bar graph shows what color line represents the state 3-year average, district 3-year average, and the state growth standard (0). At the bottom of the webpage, there is a final table that shows a breakdown of teacher effectiveness ratings assigned during the current year.

When I scroll back up to the table, I click on my current academic year's teacher progress estimate. The page that loads is a breakdown of my student growth based on lowest, middle, and highest prior achievement scores.

Report: Teacher Diagnostic      Test: TCAP  
 School: Reel Middle School      Subject: Social Studies  
 System: Large Urban School District      Grade: 6th Grade  
 Teacher: SEEUNTA AAY (2593)  
 Year: 2011



		Prior-Achievement Subgroups			
		1 (Lowest)	2 (Middle)	3 (Highest)	
<a href="#">Social Studies</a>	Reference Line		0.0	0.0	0.0
	2011	Gain	<a href="#">1.3</a>	<a href="#">1.7</a>	<a href="#">2.7</a>
		Standard Error	0.8	0.7	2.1
		Nr of Students	<a href="#">18</a>	<a href="#">7</a>	<a href="#">6</a>
		% of Students	58.1	22.6	19.4
	Previous Cohort(s)	Gain	7.1	9.0	9.1
		Standard Error	0.8	1.2	1.3
		Nr of Students	25	21	8
		% of Students	46.3	38.9	14.8

To view additional reports, click on the underlined numbers or words.

Both a table and bar graph depict the student growth of these groups. This allows me to see which subgroup of students most of my instruction targeted. I use this information to strengthen my teaching strategies for the upcoming year. If a particular subgroup did not grow as expected, I voluntarily meet with my content area group, academic coach, and/or principal to devise a personal game plan to meet the needs of all subgroups during the upcoming year.

Finally, when I click on the hyperlinked number under the GROWTH column for each subgroup, a list of students identified for that subgroup appears. Each student's NCE score and performance level is shown. Since I document individual strategies used for students of all learning levels, I refer back to my documentation to reflect on my strengths and areas to strengthen.

Within my collaborative, data-driven school, my principal leads meetings individually to discuss TVAAS data as well as group content meetings to discuss cumulative TVAAS data. Within these meetings, strategies and insights are voluntarily discussed in a safe, productive environment. I truly believe the combination of the use of the TVAAS website and productive discussion about data and teaching strategies have helped me significantly grow and achieve as an educator.

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