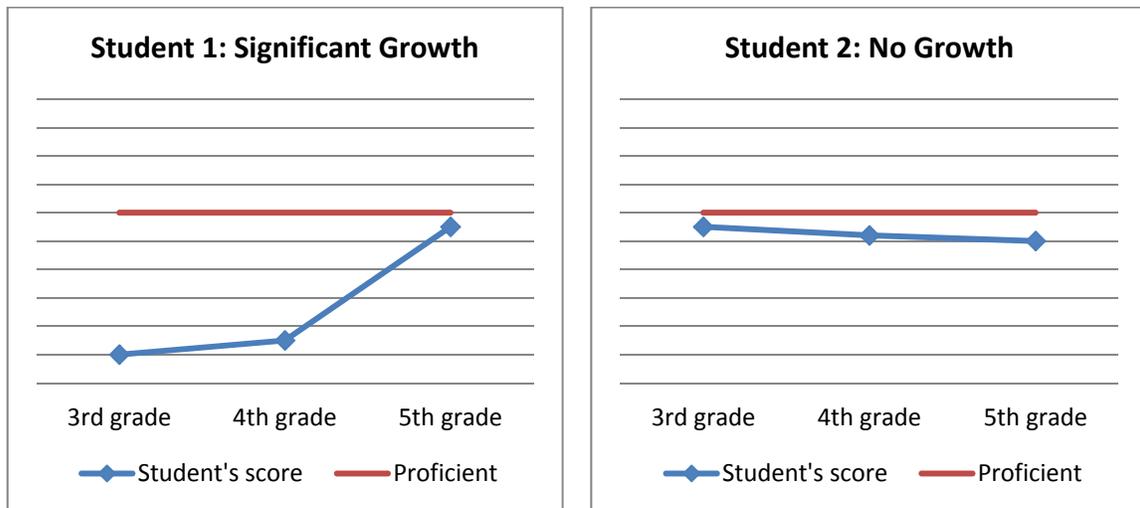


Three Facts about TVAAS

1. **TVAAS measures student *growth*, not whether the student is proficient on the state assessment.** For example, a student who is behind academically may show significant academic growth but not be proficient on the end of year test. Another student may also not be proficient on the end of year test, but not show any growth. The teacher added a lot of value to the first student's academic development (and increased their likelihood of being proficient in 6th grade), and little value to the second student's academic development. TVAAS allows educators to consider their students' **achievement** (their score on the end of year assessment), as well as their **growth** (the progress students make year to year).



2. **Low-achieving students can grow and their teachers can earn strong TVAAS scores.** When students grow more than expected, that growth is reflected in a teacher's TVAAS score – regardless of whether the student earned below basic, basic, proficient or advanced on the state assessment. For example, Treadwell Middle School in Memphis had low entering achievement in middle school math (students performed in the 33rd percentile compared to their peers across the state), yet they were among the top 20% of schools in the state on growth in 7th and 8th grade math in 2013-14.
3. **High-achieving students can grow and their teachers can earn strong TVAAS scores.** Just as children grow in height each year, they also grow in academic ability. If a second grader is tall in relation to her peers, she will need to continue to grow each year to be tall relative to her peers in fifth grade. A tall second grader who does not continue to grow will soon be a short fifth grader. Likewise, our highest performing students still have room to grow academically and their teachers can still earn high TVAAS scores. Even students who consistently earn advanced scores can demonstrate growth. For example, Ravenwood High School in Williamson County had among the highest entering achievement in the state among their Chemistry I students. They also had strong growth, and made substantially more progress than the state average in Chemistry in 2013-14.