



2009 Report Card and TVAAS Update

Recalibration 2009

October 26, 2009

Summary of Changes

- In 2007 the Tennessee Department of Education joined, along with 30 other states, the American Diploma Project network to align our standards and assessments with the knowledge and skills required to produce students who are workplace- and college-ready. Our new standards and curriculum, known as the Tennessee Diploma Project, became effective this year for beginning 9th-grade students. In order for the TDP to work properly, we are responsible for making sure that our graduation requirements and tests reflect properly that our students are prepared. It is for that reason that the Tennessee Department of Education has reset the average baseline comparison for student performance to the 2009 average performance data (previously 1998).
- In preparation for implementation of Tennessee's new curriculum and assessment standards, Tennessee Value Added Assessment System reports, previously based on 1998 achievement levels, have been updated to reflect the current status of education attainment and student progress in the state.

Transitions – New 2009 Baseline

- 2008-09 changes:
 - The change was required in preparation for new assessments as a result of the TDP
 - An update was needed to reach the current status of education attainment and student progress in the state
 - Change was required for Value Added and Achievement calculations

Transitions: Public Reporting

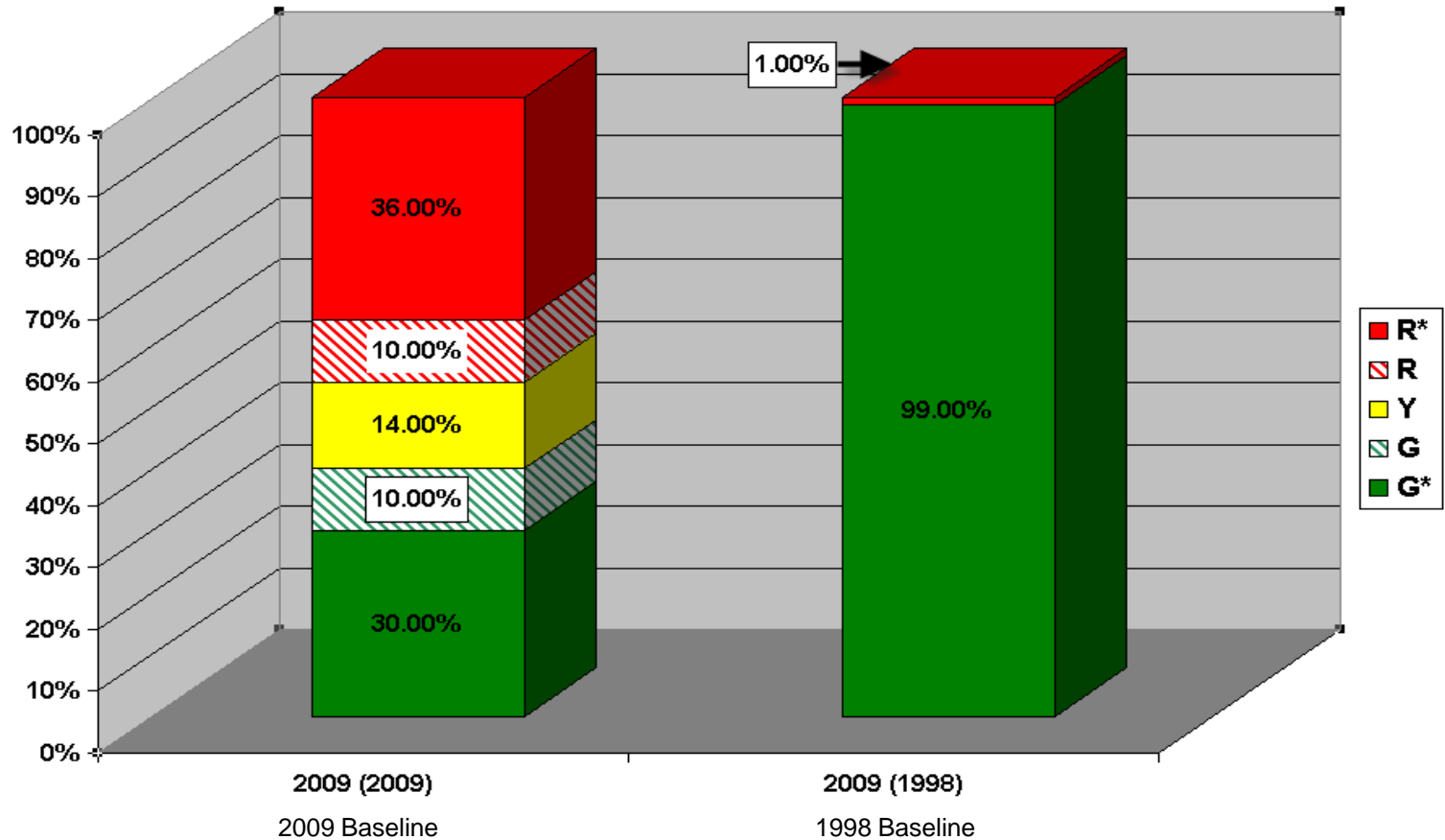
- As a result of changing the baseline to 2009, there is no ability to compare previous years data for Value Added and Achievement scores on the Tennessee Department of Education Report Card
- There is also a different grade scale for the Report Card

History:

- In 2003, Tennessee set the state growth standards for each subject based on the progress rate of students in 1998. Since that time, all TCAP Criterion Reference Test (CRT) scale scores have been converted into state Normal Curve Equivalents (NCEs) consistent with the how calculations were performed in the base year of 1998.
- This conversion provided a way for the TVAAS analyses to measure achievement and academic gain for each district and school against a consistent metric, expressed in 1998 state NCEs, as students moved from grade to grade.
- Over time, many districts and schools have regularly met the state's growth standard.

Value Added Three-Year Averages of Districts (5th-grade reading)

5th Grade Reading/Language Arts (District)



Why change now?

- The 2009 data are the last data from the previous CRT assessments. This gives us a “footprint” in the previous curriculum standards and assessments.
- The 1998 baseline is over ten years old and was based in the old assessments.
- Legitimate academic attainment and progress has occurred over the last five years, distancing itself from the 1998 base in most subjects and grades. This means teachers have taught these curriculum standards and students have learned concepts at an exceptional rate.
- The 2009 baseline provides a static transition point prior to the implementation of new curriculum standards and assessments.

Fundamental Changes

- The TDOE has reset the growth standard to reflect the state's average student performance in 2009. These new standards should be viewed as the minimal expectation for student academic progress and reflect the current status of educational attainment.

2010 Achievement Assessment

Changes to Assessments in 2009-2010

- Grades 3-8
 - Regular assessments with more Reading/Language Arts items, slightly fewer social studies and science
 - Quick Score Reporting
 - ELSA – ELL simplified language form

2009-10 End of Course

- Secondary Assessments
 - AYP EOC Assessments
 - Algebra I, English II, Biology I
 - EOC Assessments
 - English I
 - Quick Score Reporting
- Future Assessments
 - Algebra II – Field test Spring 2010
 - English III – Field test Spring 2011
 - Geometry, Chemistry, Physics

Summer 2010 Standards Setting

•Grades 3-8

- Math, Reading/Language Arts, Science
- End of June, 2010
- Panels of educators and other stakeholders
- Committee: teachers as grade and content specialists, principals, supervisors and superintendents

• Achievement Standards

- From “minimally proficient” to “mastery” of rigorous content as proficient
- Advanced, Proficient
- Basic, Below Basic

•Secondary

- Algebra I, English I, English II, Biology I
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