

# TVAAS Reports: What are the Findings?

## School Search

Objectives:

- Allows schools to look at others with similar demographics.
- Establishes a network of contacts at the school level.

2008 TVAAS School Search Gateway Algebra I

School Name: **Dickson Middle School** Tested Grade Data: **6-8**  
 % Free/Reduced Price Lunch: **42%** % Minority: **12%**  
 % Tested ELL: **1%** % Tested SpED: **12%**  
 Nr of Students Tested: **1211**

To find comparable schools, select from these options and click Search:

Same System only:  yes  no

% Free/Reduced Price Lunch:  % Minority:   
 % Tested ELL:  % Tested SpED:   
 Nr of Students Tested:

**Search**

School	System	Cum Gain Index	Mean	Pred Mean	Gain
Selected School					
Dickson Middle School	Dickson County	7.0	5	5	5
Matching Schools (Based 5/1)					
Martin Luther King Jr. Magnet, Pearl High School	Davidson County	27.1	5	4	5
Volunteer High School	Hawkins County	21.2	4	2	5
Wright High School	Tipton County	20.7	4	3	5
Harrison High School	Shelby County	19.0	3	1	5
White Station Middle School	Memphis	17.1	5	5	5
Northtown East High School	Hamblen County	17.1	3	2	5
South Side High School	Jackson-Madison County	16.3	3	1	5
Murford High School	Tipton County	15.8	3	2	5
Northtown West High School	Hamblen County	15.4	4	3	5
R.T. Davidson High School	Memphis	15.0	1	1	5
Harpeth High School	Cheatham County	14.7	4	3	5
Coffee County Central High School	Coffee County	14.6	3	2	5
Wauhatchee High School	Wesley County	13.7	4	2	5
Central High School	Hollow Rock-Groveton	13.0	4	3	5
Crockett County High School	Crockett County	12.9	3	2	5
Cherokee High School	Hawkins County	12.7	3	2	5
Dixie High School	Wesley County	12.3	4	3	5
Collinsville High School	Shelby County	12.2	4	4	5
Halls High School	Knox County	11.9	4	3	5
North Side High School	Jackson-Madison County	11.7	2	1	5
Robson High School	Shelby County	11.7	3	2	5

## Questions/Activities to consider:

1. Using the school search tool identify a subject area within your school that has opportunity for improvement.
2. Enter the name of your school then search.
3. What is your...  
Cumulative Gain Index?  
Predicted Mean?  
Mean (achievement)?  
Gain (value-added)?
4. Find comparable schools by filling in the demographics that are similar to your school and then click search.
5. If your school is having difficulty making gains (value-added), where can the school go for advice?
6. If your school is having difficulty with proficiency (achievement), where can the school go for advice?

## System/School Value-Added

Objectives:

- Understand Growth Standard
- How colors are determined (STD)
- Determine trends within a school

2008 TVAAS Teaching System Value Added Report for  
Alpha School District TCAP CRT Math

Estimated System Mean NCE Gains									
Grade:	3	4	5	6	7	8	Mean NCE Gain over Grades Relative to		
Growth Standard:	0.0	0.0	0.0	0.0	0.0	0.0	Growth Standard:		State
State 3-Yr Avg:	0.6	3.8	0.0	0.0	1.5	3.0			
2006 Mean NCE Gain:	-0.1*	1.7*	-0.3*	-0.9*	1.0	1.0		-0.3	-2.1
Std Error:	0.5	0.4	0.4	0.3	0.3	0.3		0.2	0.2
2007 Mean NCE Gain:	1.6*	0.8*	0.1*	-0.7*	0.2*	0.2*		0.5	3.7
Std Error:	0.6	0.4	0.5	0.4	0.3	0.2		0.2	0.2
2008 Mean NCE Gain:	4.0*	2.8*	3.0*	3.4*	2.9*	2.9*		3.5	1.7
Std Error:	0.6	0.5	0.5	0.5	0.4	0.4		0.2	0.2
3-Yr Avg NCE Gain:	2.4*	3.4*	2.2*	2.7*	2.4*	2.4*		2.8	1.1
Std Error:	0.3	0.3	0.3	0.2	0.2	0.2		0.1	0.1
Estimated System Mean NCE Scores									
Grade:	3	4	5	6	7	8			
State Base Year (1998):	50.0	50.0	50.0	50.0	50.0	50.0			
State 3-Yr Avg:	51.9	52.1	53.8	52.8	52.7	54.8			
2006 Mean:	46.0	46.5	47.9	49.0	47.7	50.9			
2007 Mean:	44.4	43.0	48.2	47.0	48.1	49.2			
2008 Mean:	46.1	49.9	48.8	53.3	52.7	53.3			
2008 Mean:	53.4	51.0	52.7	52.8	56.6	56.6			

■ G - Estimated mean NCE gain equal to or greater than growth standard.  
■ Y - Estimated mean NCE gain below the growth standard by 1 standard error or less.  
■ R - Estimated mean NCE gain more than 1 standard error below the growth standard but by 2 standard errors or less.  
■ R+ - Estimated mean NCE gain below the growth standard by more than 2 standard errors.

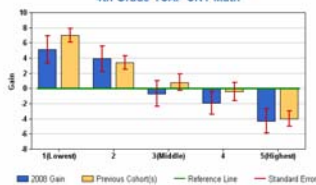
1. Which grade levels in this content area are making progress?  
Hint: Look vertically.
2. Which grade levels in this content area have room for improvement?
3. How is a cohort or group of students progressing?  
Hint: Look diagonally.
4. How does my school's 3 year average compare to the state's 3 year average in one content area?
5. How does your school compare to the state in a second content area?
6. What is the source of your success or opportunity for improvement?
  - a. Instruction?
  - b. Curriculum?
  - c. Remediation?
  - d. Interventions?
  - e. Scheduling and Test Readiness?
7. Can you identify any patterns in your school value-added report?

## System/School Diagnostic Report

### Objectives:

- Disaggregation based on previous achievement by quintiles and subgroups.
- Identify quintiles.
- Disaggregation of progress among students at different proficiency levels.
- Analyze the parts of graph and the meanings of the reference line, colored bars, standard error, and assignment to groups.

2008 Diagnostic Report for Beta School District  
4th Grade TCAP CRT Math



		Prior Achievement Subgroups				
		1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Main	Reference Line	0.0	0.0	0.0	0.0	0.0
	Gain	5.1	3.9	-0.2	3.9	-0.3
	Std Err	1.8	1.7	1.7	1.5	1.6
	Nr of Students	83	83	83	83	322
	% of Students	16.2	16.2	16.4	16.2	31.8
Previous Cohort(s)	Gain	7.6	3.4	0.9	-0.4	-4.0
	Std Err	2.8	0.9	1.1	1.2	1.0
	Nr of Students	252	199	189	213	277
	% of Students	22.3	17.6	16.7	18.8	24.3

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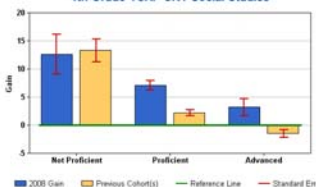
1. What does this report tell you about instruction for this grade level and content area?
2. What does this report tell you about the curriculum for this grade level and content area?
3. Identify Shed, Reverse Shed, Tent Patterns. Which grade and subject area did you find these patterns?
4. Can you identify the source of these patterns?
5. What are your strategies for success for all students?
6. Look for patterns and trends--are the same subgroups not making gains in other content areas as well? What about other grade levels?

## System/School Performance Diagnostic Report

### Objectives:

- Sets up discussion about relationship of TVAAS data and AYP—students here are disaggregated by performance level.
- Analyze the parts of graph and the meanings of the reference line, colored bars, standard error, and assignment to groups.

2008 Performance Diagnostic Report for Delta School District  
4th Grade TCAP CRT Social Studies



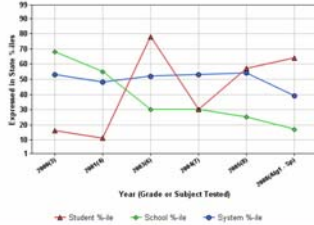
		Predicted Proficiency Group		
		Not Proficient	Proficient	Advanced
Social Studies	Reference Line	0.0	0.0	0.0
	Gain	12.6	2.1	3.2
	Std Err	3.5	0.8	1.5
	Nr of Students	32	165	72
	% of Students	4.3	70.0	25.7
Previous Cohort(s)	Gain	13.3	2.2	-1.8
	Std Err	2.0	0.5	0.7
	Nr of Students	88	738	340
	% of Students	8.8	64.4	29.7

1. Did students at all performance levels make enough gain this year compared to the growth standard?
2. Do students at all performance levels have an opportunity to grow academically?
3. Does the curriculum fit students at all performance levels?
4. Do your instructional strategies work? See where improvements have been made from previous years to current year (patterns and trends).
5. Does the progress pattern for this year match the pattern for students in this grade in previous years?

## Student Value-Added Report

### Objectives:

- Observe student level data: Normal Curve Equivalents, Scale Scores, & State Percentiles.
- Useful when sharing student progress with parents and students.



	Subject: Algebra I					
	Year (Grade or Subject Tested)					Grade: Algebra I
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11 - Proj
State %ile Score	20	22	52	53	53	54
%ile	11	11	73	73	73	74
Percent Level						70

1. What does each line represent in the student value-added report?
2. What is the trend for this child (ex. decline or increase)?
3. Does the student's trend line reflect the school and system line?
4. What were the most effective years for this child?
5. What were the least effective years for this child?
6. What interventions or remediation does this child need for the future?

For a below proficient student?

For an advanced student?

## Student Value-Added Report – Projections Option

### Objectives:

- Demonstrate using projections tab for individuals.
- Predict future results of the students you chose in the student value-added report by clicking on the projections tab.

1. Projection – the student's probable State Percentile in the selected subject if he or she has the average school experience.
2. Probabilities of success allow you to customize instructional programs. They are estimated using a student's scores in all subjects from previous tests.
3. A probability estimate nearer to 100% suggests the student will be successful on the test. A probability estimate less than 50% suggests less than a coin toss probability of success.
4. The student's probability for success at the selected performance level or cut score appears in parentheses. For example: 74 (78.1%) This indicates this student has a 78.1% probability of scoring at the 74<sup>th</sup> State Percentile.

## Custom Student Report

### Objectives:

- Useful in placing students in courses, providing intervention, remediation, enrichment, or determining long-term strategies for ensuring that your school provides the best opportunity for academic growth for a student during the K-12 years.
- Useful when sharing student projections based on an average schooling experience with students and parents.

Student Last Name:

Restrict Search by Grade?  Yes  No

Restrict Search by District and/or School?  Yes  No

Restrict Search to Selected Races?  Yes  No

Restrict Search to Selected Sexes?  Yes  No

Restrict Search to Selected Demographics?  Yes  No

Restrict on Projected Proficiency Level?  Yes  No

### To create a Custom Report:

- Click Reports tab.
- Click Custom Student Report.
- Click Create Report.
- Create Title.
- Click Finish.
- Highlight the Title.
- Click View/Edit Report.
- Click Add Students.
- Choose your selections for grade, district/school, race, sex, demographics.
- Projecting Proficiency Level: select test (pick a test that is of concern to you – possibly an at-risk group in your school/system), subject (level), range (lower 0%, upper 100%).
- Click Search (bottom of screen).
- Select students for report.
- Click Add Students—this will save the students you have selected (bottom of screen).
- Return to the Reports tab at the top.
- Click Custom Student Reports.
- Highlight your report title.
- Click on View/Edit report to ensure your report was saved.
- Columns may be sorted after report has been saved.
- Once you have saved that group of students, use the Projections tab to see if the probabilities are similar across different subjects or tests.

## Student Pattern List Report

### Objectives:

- Allows one to see average progress rates for groups.
- Report for diagnostic purposes only and not for accountability.
- Enables one to see how effective the school has been with the lowest, middle, and highest achieving students in the group that has been selected.

2008 TCAP CRT (Grade 6):  
Math Students

Student	Student Name	2007 State NCE	2008 State NCE	Avg. State NCE	2008 Percentile	Prof Level	School Name
<input type="checkbox"/>	BERNARDINI, CHALECE	27	27	32.0	8	NP	Madame Middle School
<input type="checkbox"/>	BIGALLI, SHERRON	63	69	61.5	61	P	Madame Middle School
<input type="checkbox"/>	BIRNBOIM, RUSKOLPH		33		14	NP	Madame Middle School
<input type="checkbox"/>	BIRNBOIM, RICHARD		36		18	P	Madame Middle School
<input type="checkbox"/>	BRACCHI, GIOIELLO	29	31	30.0	12	NP	Madame Middle School
<input type="checkbox"/>	BROGANT, BERTON	62	69	61.0	61	P	Madame Middle School
<input type="checkbox"/>	BROCKHOLM, JAMES	73	75	74.0	84	AD	Madame Middle School
<input type="checkbox"/>	BUNGLARY	13	15	14.0	3	NP	Madame Middle School
<input type="checkbox"/>	BONDLEY, JOSEFA	45	48	46.0	40	P	Madame Middle School
<input type="checkbox"/>	BRENNAN, ANGELO	49	47	48.0	37	P	Madame Middle School
<input type="checkbox"/>	BROWN, LUCIANO		60		64	P	Madame Middle School
<input type="checkbox"/>	BUNGAN, BRITTA	91	84	82.5	98	HD	Madame Middle School

1. How do students' most current NCE scores compare to the previous year?
2. When you sort the Proficiency column, what percent of students did not score proficient?
3. Click on a student who scored Proficient. Were they proficient on the last testing cycle?

## Feeder Pattern Report

### Objectives:

- System level usage, able to see how students perform across schools.
- Generates discussion on the impact of student movement from school to school, why patterns among schools differ, the impact of different course-taking patterns (i.e., Algebra I in middle school or high school), etc.

Elementary School			Middle School			High School		
Adrian Elementary School			Erin Middle School			Cristobal High School		
CRT (NCEs)			CRT (NCEs)		GATE (SS)	ACT (SS)		GATE (SS)
4	5	6	7	8	Alg1	Math	Alg1	
-3.3	3.5	4.3	7.0	1.2	-0.5	-0.51	12.9	

1. Is access to effective schooling distributed equitably to students assigned to different sequences?
2. What is happening educationally with the students that leave your building?
3. Are all students receiving the best that your school system has to offer?

## Third Grade Percentiles

### Objectives:

- To provide a quick reference to scores of tested third graders.
- Only place where these scores may be viewed.
- Helps to identify students for the Duke Talent Search/Gifted Programs.

2008 TCAP CRT 3rd Grade  
Math Students

Student Name	Sex	Race	LEP	Sp/D	Gifted	FBPL	Morant	Scale	School Name
BALLENGEE, KEN	M	W	N	N	Y	N	N	49	Oriente Elementary School
BENDZUS, JONAS	M	W	N	N	Y	N	N	52	Oriente Elementary School
BIRKNER, WILLIE	M	B	N	N	N	Y	N	52	Oriente Elementary School
BLANKINSHIP, BRADLEY	M	B	N	N	N	Y	N	35	Oriente Elementary School
BREITON, TERRY	M	B	N	Y	N	Y	N	32	Oriente Elementary School
CHARTRAY, TRUMAN	M	B	N	N	N	Y	N	15	Oriente Elementary School
CHILCOTE, MYRON	M	B	N	N	N	Y	N	42	Oriente Elementary School

1. By sorting, which group of students did not score well?
2. What is your starting point as a fourth grade teacher?