TVAAS

Report: School Evaluation Composites   **School:** Clinton High School

District: Anderson County

Test: CTE Concentrators

2020-2021 Composite Trends

Composite Type	One-Year Trend*	
	Index	Effectiveness Level
Overall	5.70	5
Literacy and Numeracy	5.70	5
Literacy	-0.17	3
Numeracy	7.78	5

*Year Trend

Educators using school composites for the growth component in the Tennessee Educator Acceleration Model (TEAM) select a school composite from the available options; all school composites use data from the most recent year (2020-21).

What is included in an evaluation composite?

TDOE Policy

School TVAAS Composites are scores that assess growth at the school level. For 2020-21, school composites are used for the evaluation of educators who require school reporting. Scores will be reported on a 1-5 scale. The table above reports the 2020-21 school composites.

Note: The subjects listed for the CTE concentrator and CTE student composite include all the EOC subjects with value-added estimates. Some of these subjects might be excluded from CTE concentrator and CTE student composite if there were not enough CTE participants to produce a reliable estimate.

Descriptions of Composite Types

Composite Type	Composite Might Include	
	Test	Subject
Overall	EOC	Algebra I, Algebra II, English I, English II, Geometry
Literacy and Numeracy	EOC	Algebra I, Algebra II, English I, English II, Geometry
Literacy	EOC	English I, English II
Numeracy	EOC	Algebra I, Algebra II, Geometry

Rules for Determining Effectiveness Level
Level 5, Most Effective: Significant evidence that the school's students made more growth than expected (the school's index is 2 or greater).
Level 4, Above Average Effectiveness: Moderate evidence that the school's students made more growth than expected (the school's index is between 1 and 2).
Level 3, Average Effectiveness: Evidence that the school's students made growth as expected (the school's index is between -1 and 1).
Level 2, Approaching Average Effectiveness: Moderate evidence that the school's students made less growth than expected (the school's index is between -2 and -1).
Level 1, Least Effective: Significant evidence that the school's students made less growth than expected (the school's index is less than -2).
Note: When an index falls exactly on the boundary between two levels, the higher level is assigned.