

Report: School Evaluation Composites

School: Eagleville School

District: Rutherford County

Test: TCAP (Grades 5-8)

2020-2021 Composite Trends

Composite Type	One-Year Trend*	
	Index	Effectiveness Level
Overall	9.22	5
Literacy and Numeracy	9.22	5
Literacy	4.74	5
Numeracy	9.76	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	Grades 3-8	English Language Arts, Math
Literacy and Numeracy	Grades 3-8	English Language Arts, Math
Literacy	Grades 3-8	English Language Arts
Numeracy	Grades 3-8	Math

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.