

# TVAAS

**Report:** School Evaluation Composites

**School:** Oakland High School

**District:** Rutherford County

**Test:** TCAP (Grades 4-8)/EOC

## 2021-2022 Composite Trends

| Composite Type        | One-Year Trend* |                     |
|-----------------------|-----------------|---------------------|
|                       | Index           | Effectiveness Level |
| Overall               | 6.18            | 5                   |
| Literacy and Numeracy | 5.89            | 5                   |
| Literacy              | 5.77            | 5                   |
| Numeracy              | 2.71            | 5                   |
| Science               | -2.21           | 1                   |
| Social Studies        | 6.80            | 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 (2021-22).*

### What is included in an evaluation composite?

TDOE Policy

School TVAAS Composites are scores that assess growth at the school level. For 2021-22, 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 2021-22 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.

Science and Social Studies are listed as subjects that might be included in the composite, but they are not included for grade 3.

### Descriptions of Composite Types

| Composite Type        | Composite Might Include |  |
|-----------------------|-------------------------|--|
|                       | Test                    | Subject  |
| Overall               | EOC                     | Biology I, English I, English II, Integrated Math I, Integrated Math II, Integrated Math III, U.S. History |
| Literacy and Numeracy | EOC                     | English I, English II, Integrated Math I, Integrated Math II, Integrated Math III                          |
| Literacy              | EOC                     | English I, English II  |
| Numeracy              | EOC                     | Integrated Math I, Integrated Math II, Integrated Math III   |
| Science               | EOC                     | Biology I  |
| Social Studies        | EOC                     | U.S. History   |

#### 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).

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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.