

# TVAAS

**Report:** School Evaluation Composites

**School:** R T Fisher Alternative

**District:** Sumner County

**Test:** EOC

## 2020-2021 Composite Trends

Composite Type	One-Year Trend*	
	Index	Effectiveness Level
Overall	-3.06	1
Literacy and Numeracy	-3.06	1
Literacy	-2.92	1
Numeracy	-1.57	2

**\*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, English I
Literacy and Numeracy	EOC	Algebra I, English I
Literacy	EOC	English I
Numeracy	EOC	Algebra I

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.