



# **Baseline Year Analyses**

**2009 Value-Added Assessment  
Baseline 1998  
Updated Baseline 2009**



- In 2003, Tennessee set state growth standards for each tested academic subject based on the progress rate of the state's students in 1998. Since that time, all TCAP Criterion Referenced Test (CRT) scale scores have been converted into state normal curve equivalents (NCEs) consistent with the base year.



- This conversion provided a way for the TVAAS analyses to measure achievement and academic gain for each district and each school against a consistent metric, expressed in 1998 state NCEs as students moved from grade to grade.



- Over this past decade the state has made some progress in raising academic achievement and this progress has been documented, not only in the TVAAS results, but also in the state's student performance on NAEP and ACT. And over time, many districts and schools have regularly met the state's growth standard.



- However in 2010, the state is implementing new curriculum and assessment standards more reflective of national and international student performance in the 21st Century. To meet these standards new expectations for student academic progress will be necessary.



- Therefore, in the delivery of the 2009 TVAAS results, the Tennessee Department of Education has reset the growth standard to reflect the state's average student performance in 2009. These new standards should be viewed as the minimal expectation for student academic progress.



- For the 2009 TVAAS analyses, prior scale scores from the 2005, 2006, 2007 and 2008 administrations, as well as those from 2009, were converted to state NCEs within the administration year.



- In subsequent years, the scale scores will be converted into state NCEs that reflect the performance of the state's students in 2009. This will allow the possibility for all schools to meet these new and higher standards in the future years.



# 1998 Baseline Year

- The growth standard implemented in 2003 was based on the state's student population in 1998.
- Since that time, there have been legitimate improvements in achievement among the state's student population.
- TDOE requested that the baseline year be updated from the 1998 state student population.



# Introduction to Changes in 2009






- For a single year (2009), a transparent adjustment to scaling is provided using intra-year NCEs based on the testing of the state population in the administration year.
- The input into the achievement three-year averages and for the value-added analyses will be five years of state scale scores converted into NCEs within each of the administration years (2005, 2006, 2007, 2008 and 2009).



## Introduction to Changes in 2009, cont.:

- Going forward, the state's performance in 2009 will be utilized as the baseline year.
- The implementation of the new baseline year offers an opportunity to delineate among schools that have, on average, made more than expected progress with its students.
- Those schools between 0 SE and +1 SE will be shaded **light green** and those schools greater than +1 SE will be shaded **dark green** in value-added reports.

# Introduction to Changes in 2009, cont.:

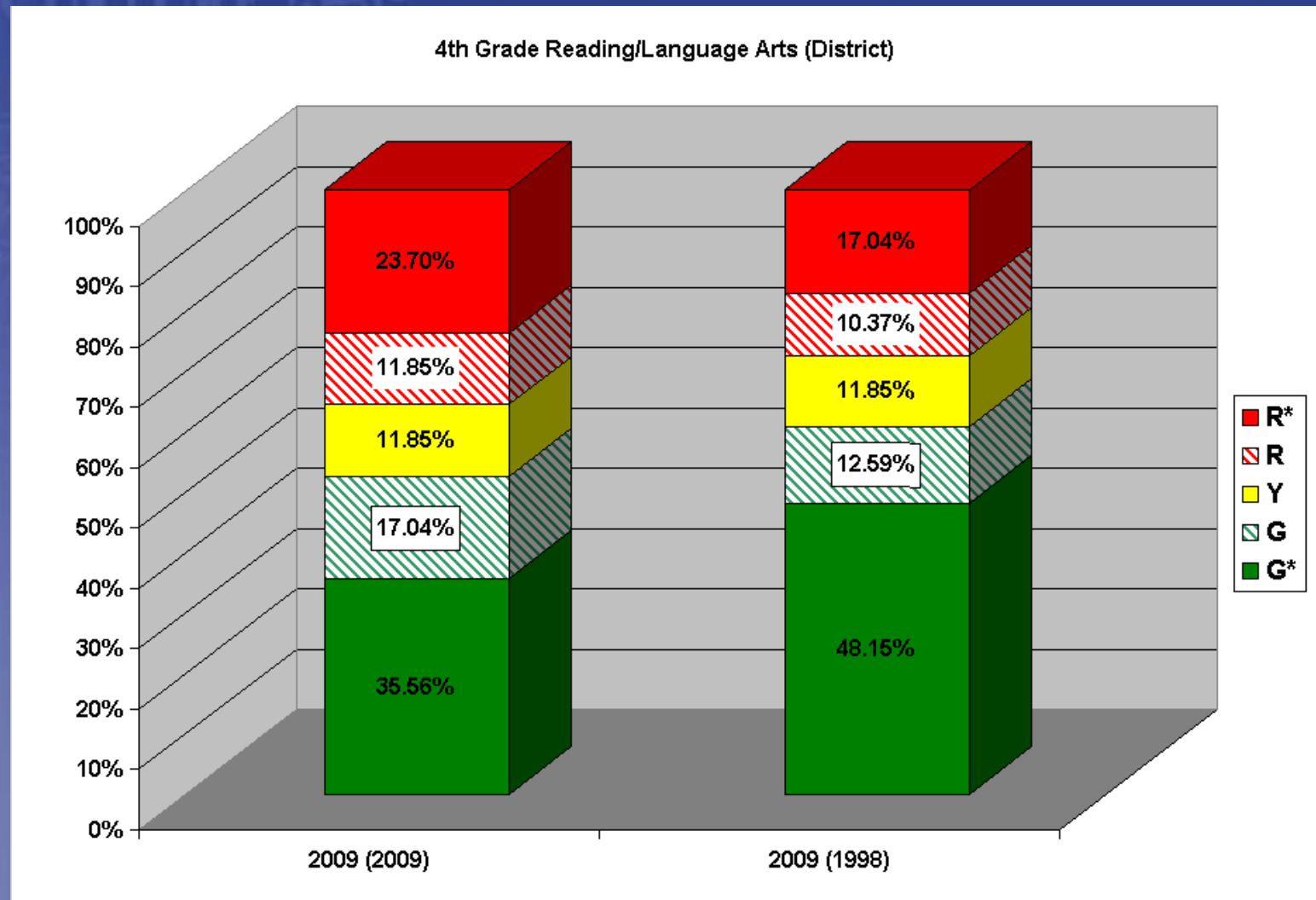
-  G\* - Estimate mean NCE gain greater than the growth standard by at least 1 standard error.
-  G - Estimate mean NCE gain equal to or greater than the growth standard but by less than 1 standard error.
-  Y - Estimate mean NCE gain below the growth standard by 1 standard error or less.
-  R - Estimate mean NCE gain more than 1 standard error below the growth standard but by 2 standard errors or less.
-  R\* - Estimate mean NCE gain below the growth standard by more than 2 standard errors.



# Introduction to the Changes, cont.:

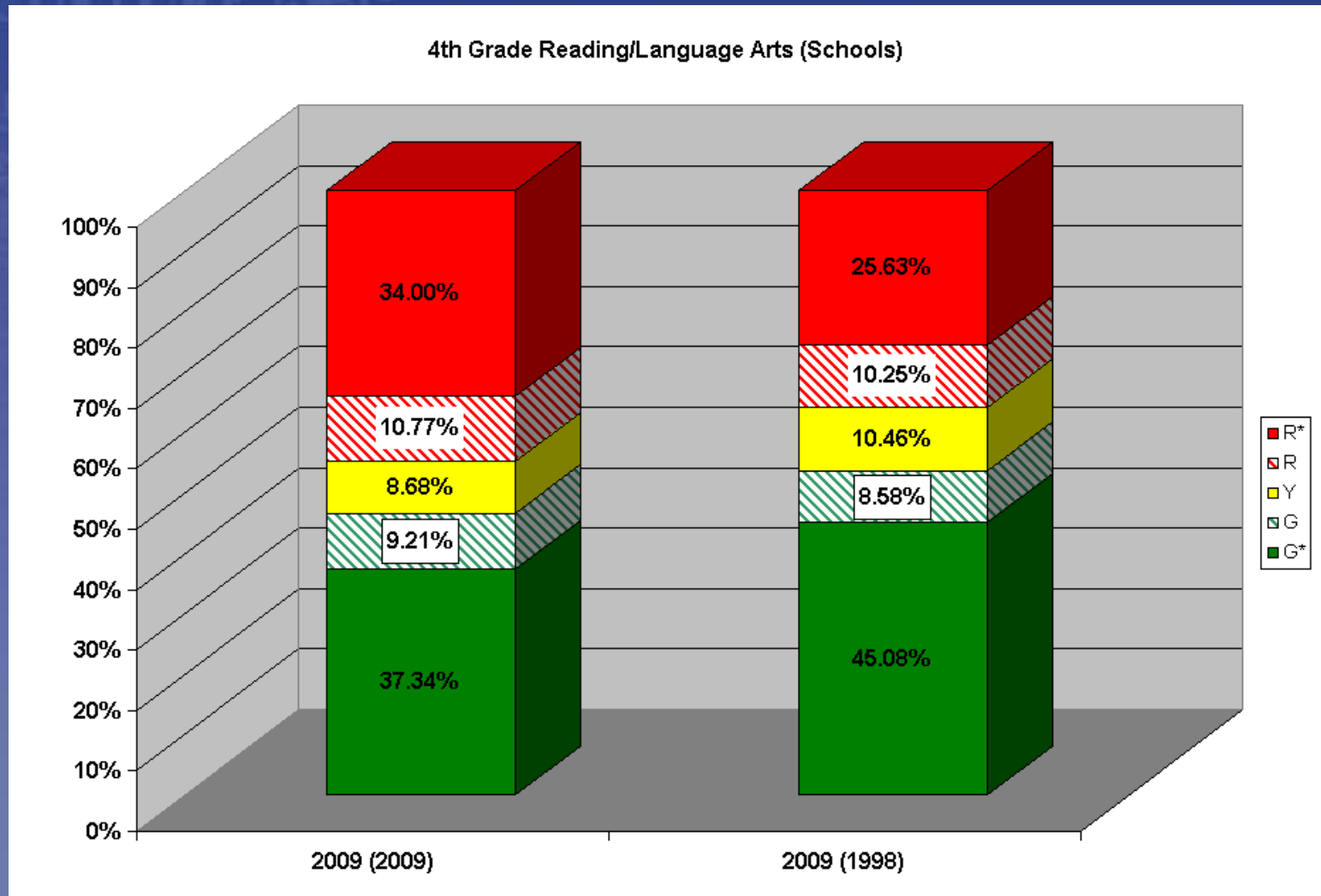
- The following slides compare Value-Added Three Year Averages of Districts and Schools for Reading.
  - 2009 data using the 1998 Baseline Year
  - 2009 data using the 2009 Baseline Year
  - Each Column is divided into different sections based on the percentage of districts whose value-added three year average for reading fall within the different categories of progress (green, light green, yellow, light red and red). The Legend is as follows:
    - Green = G\*
    - Light Green = G
    - Yellow = Y
    - Light Red = R
    - Red = R\*

# Value-Added Three Year Averages of Districts, 4<sup>th</sup> Grade Reading



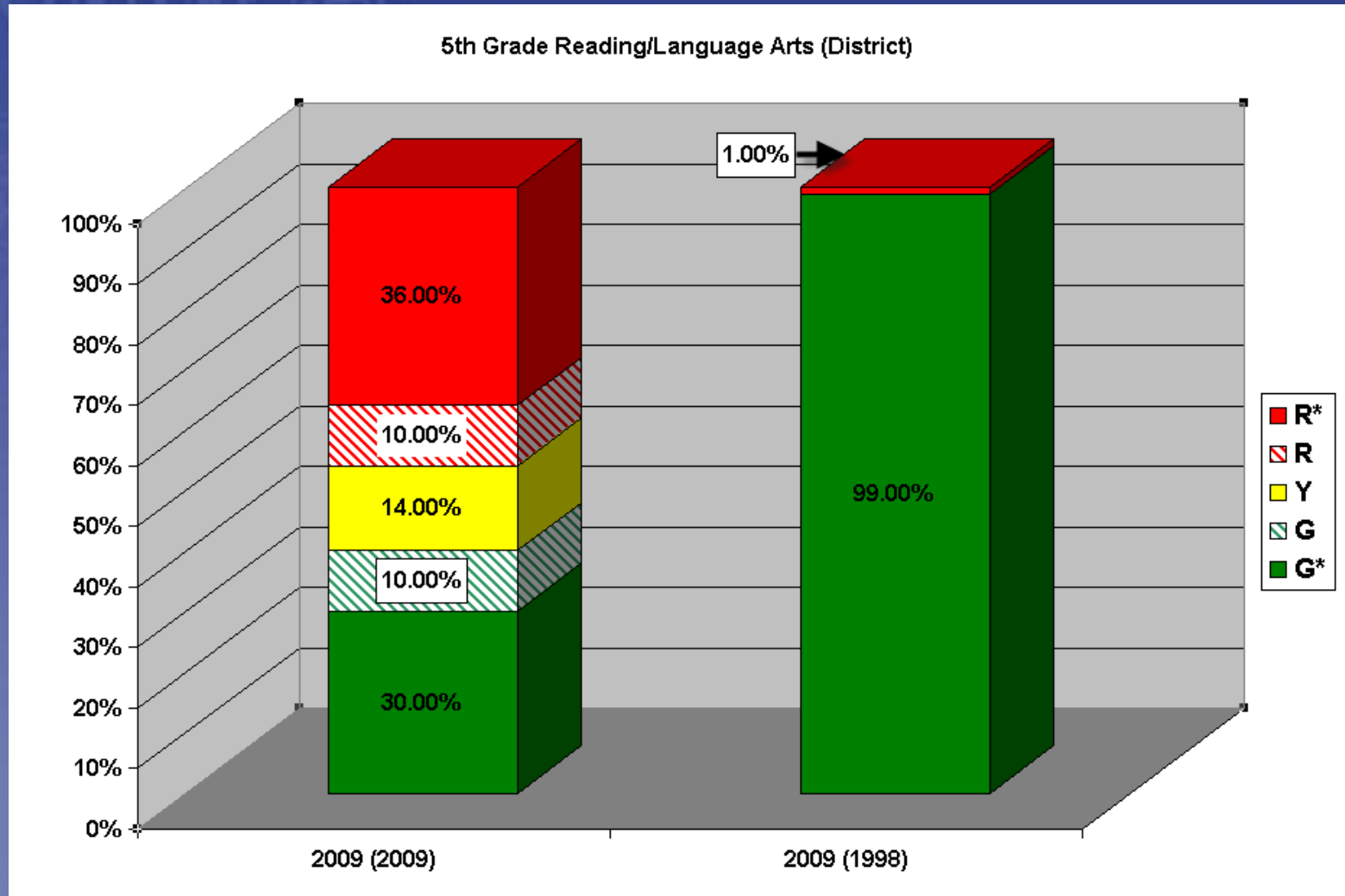


# Value-Added Three Year Averages of Schools, 4<sup>th</sup> Grade Reading



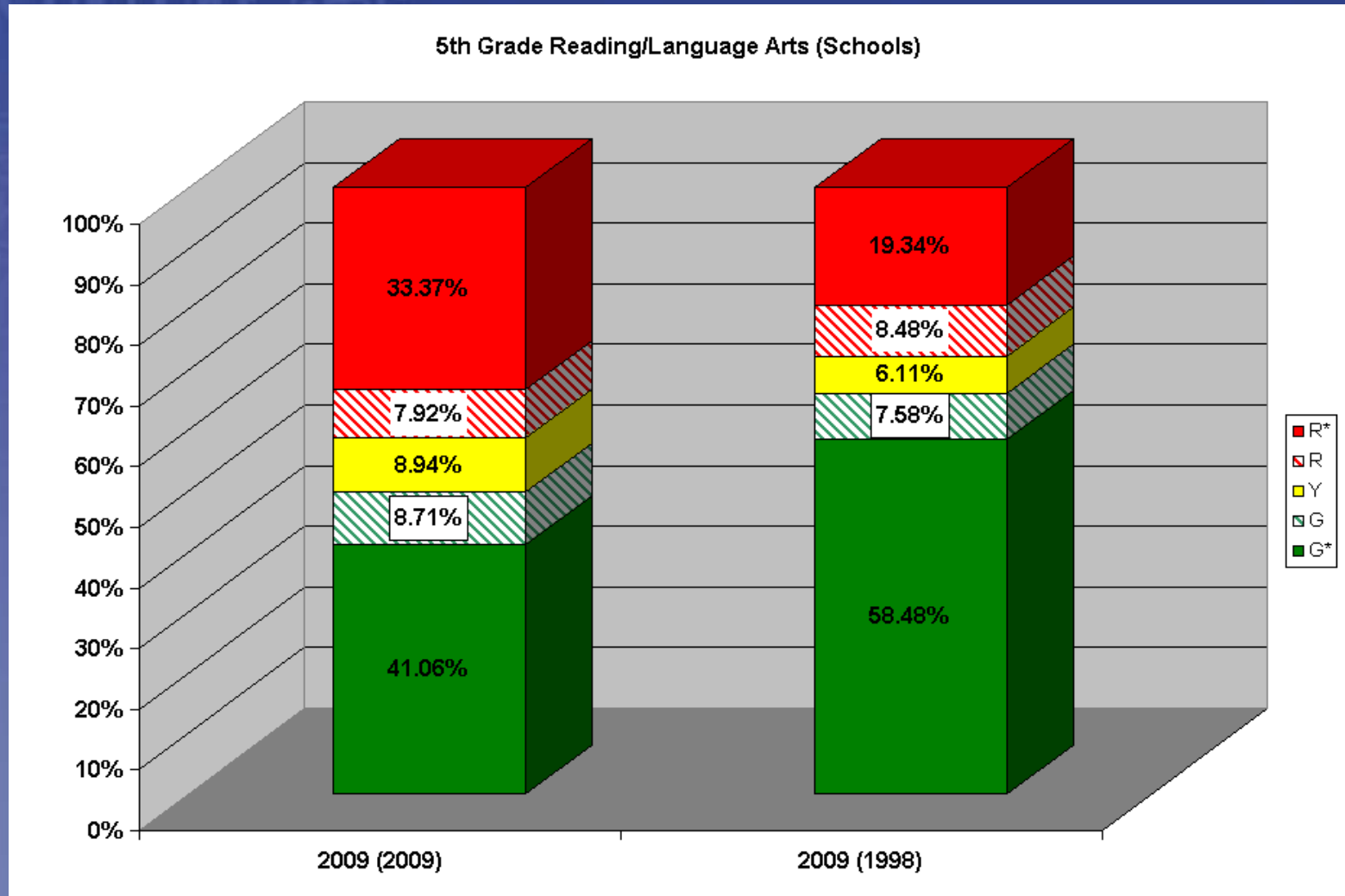


# Value-Added Three Year Averages of Districts, 5<sup>th</sup> Grade Reading



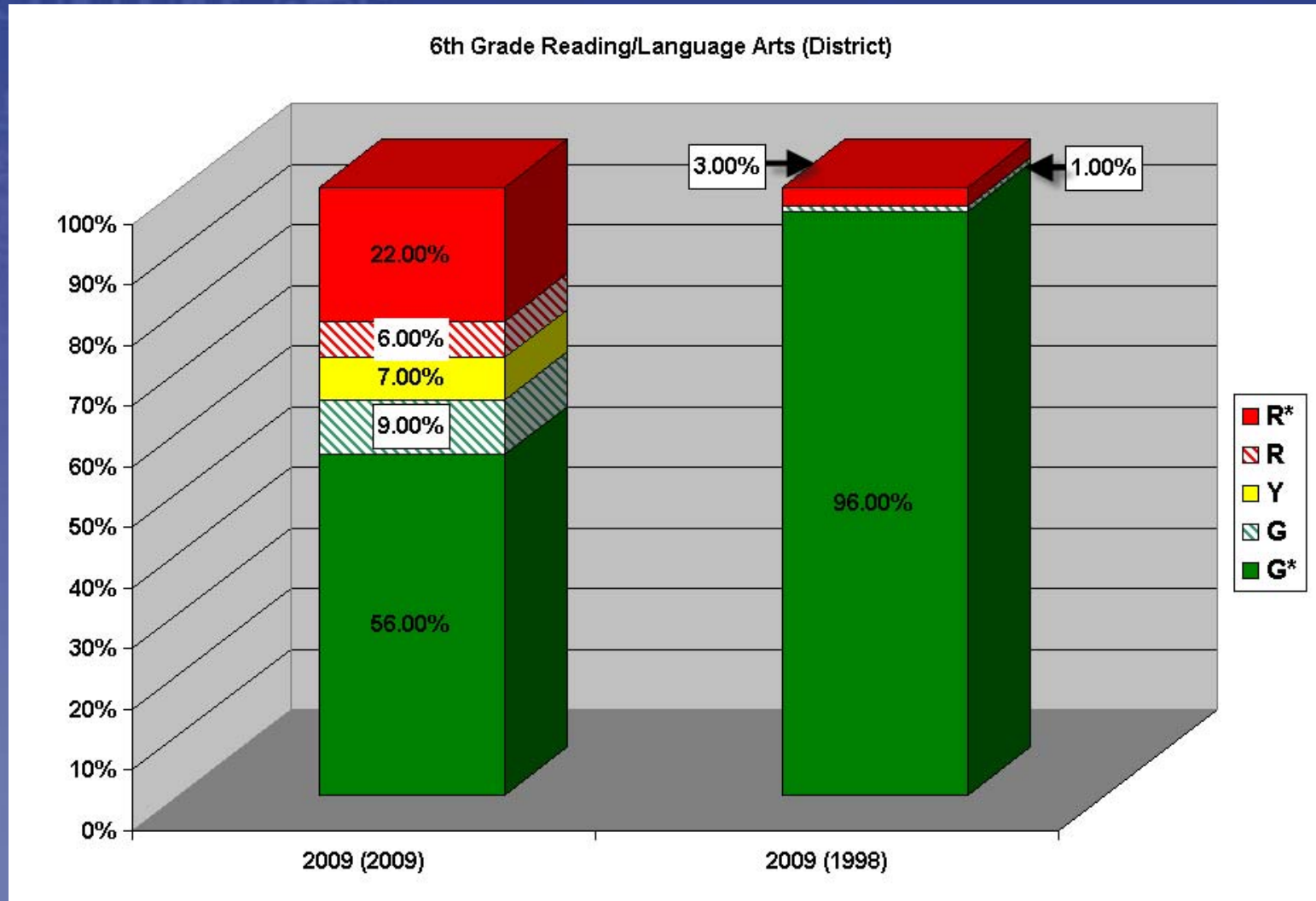


# Value-Added Three Year Averages of Schools, 5<sup>th</sup> Grade Reading



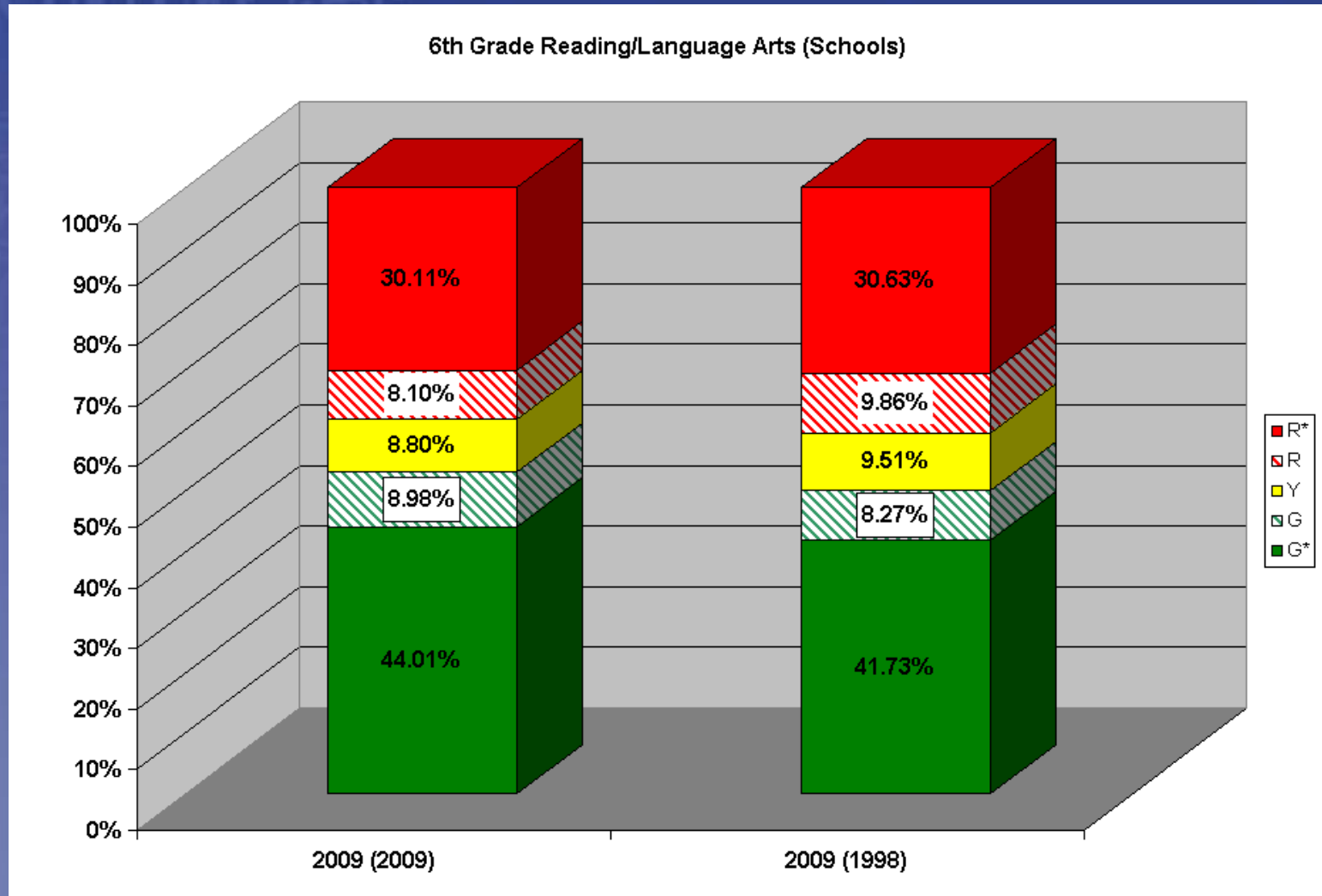


# Value-Added Three Year Averages of Districts, 6<sup>th</sup> Grade Reading



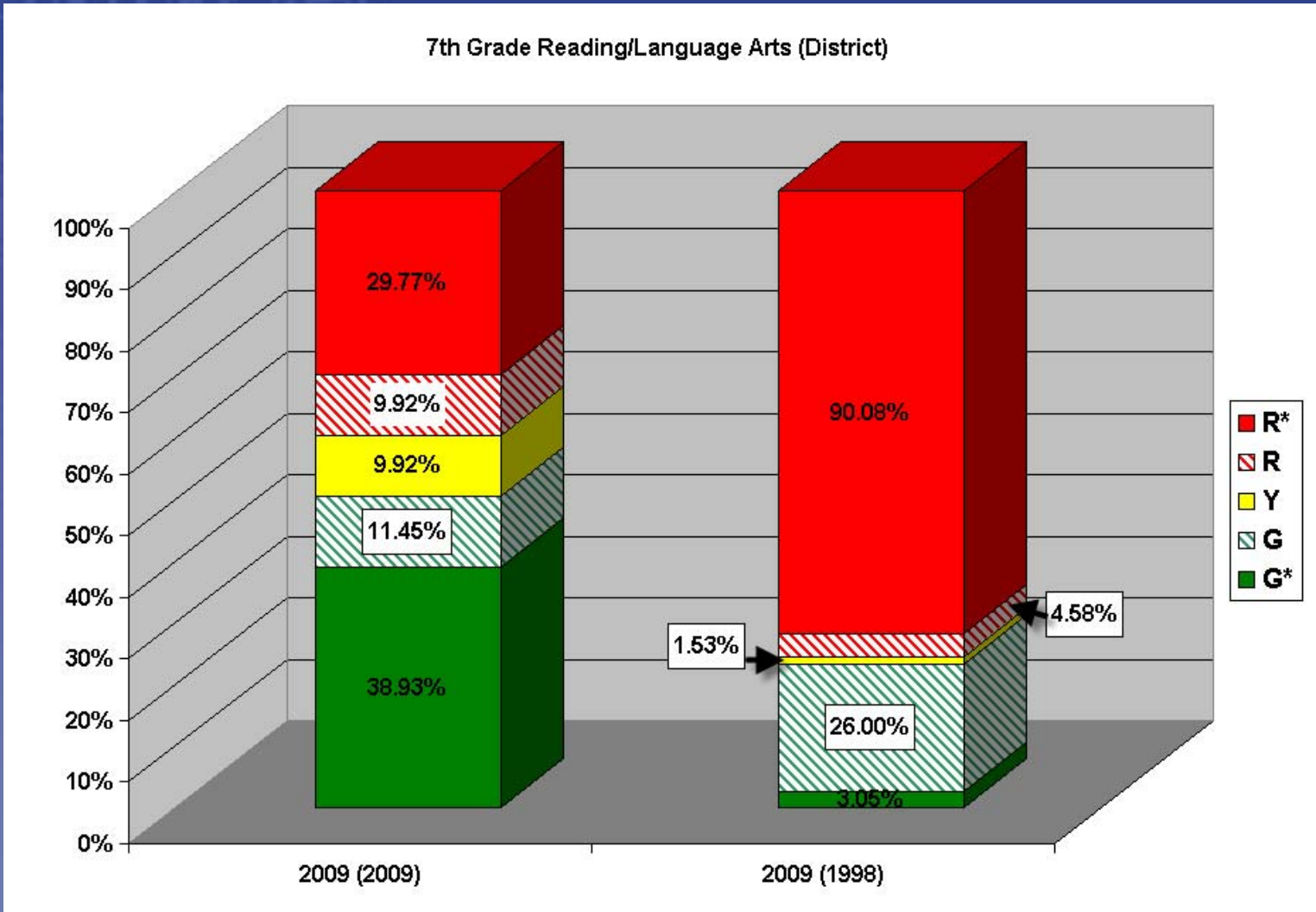


# Value-Added Three Year Averages of Schools, 6<sup>th</sup> Grade Reading



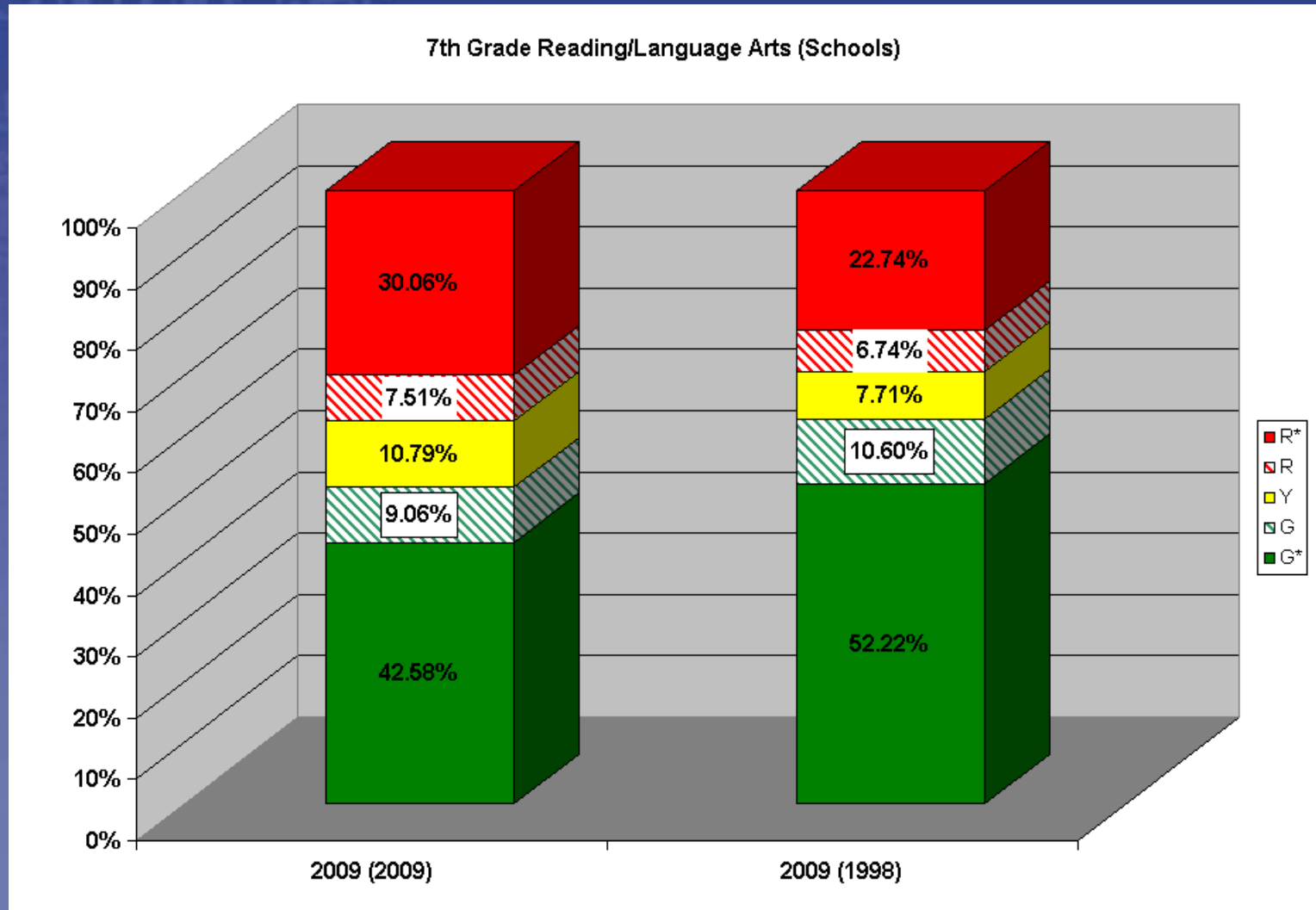


# Value-Added Three Year Averages of Districts, 7<sup>th</sup> Grade Reading



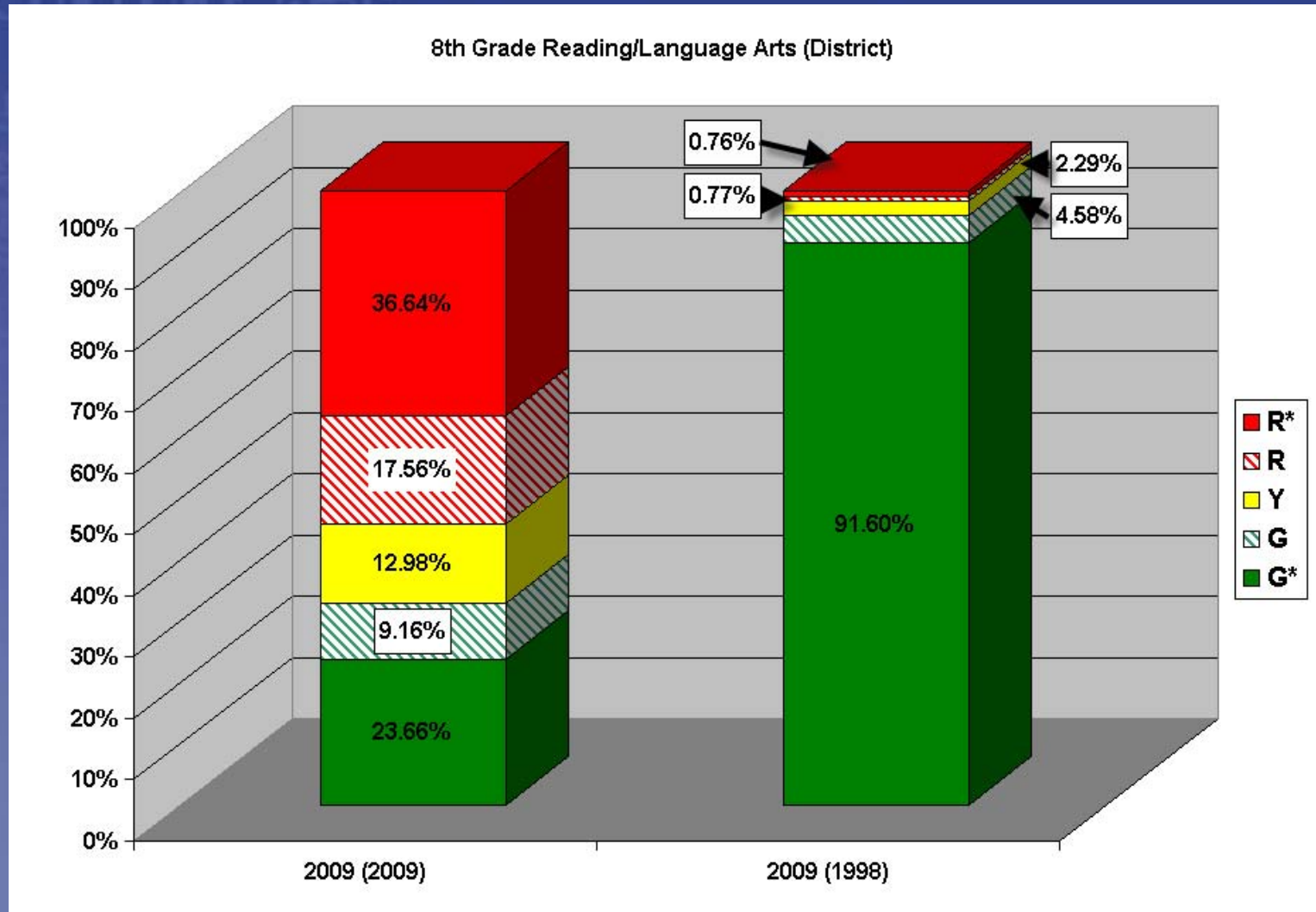


# Value-Added Three Year Averages of Schools, 7<sup>th</sup> Grade Reading



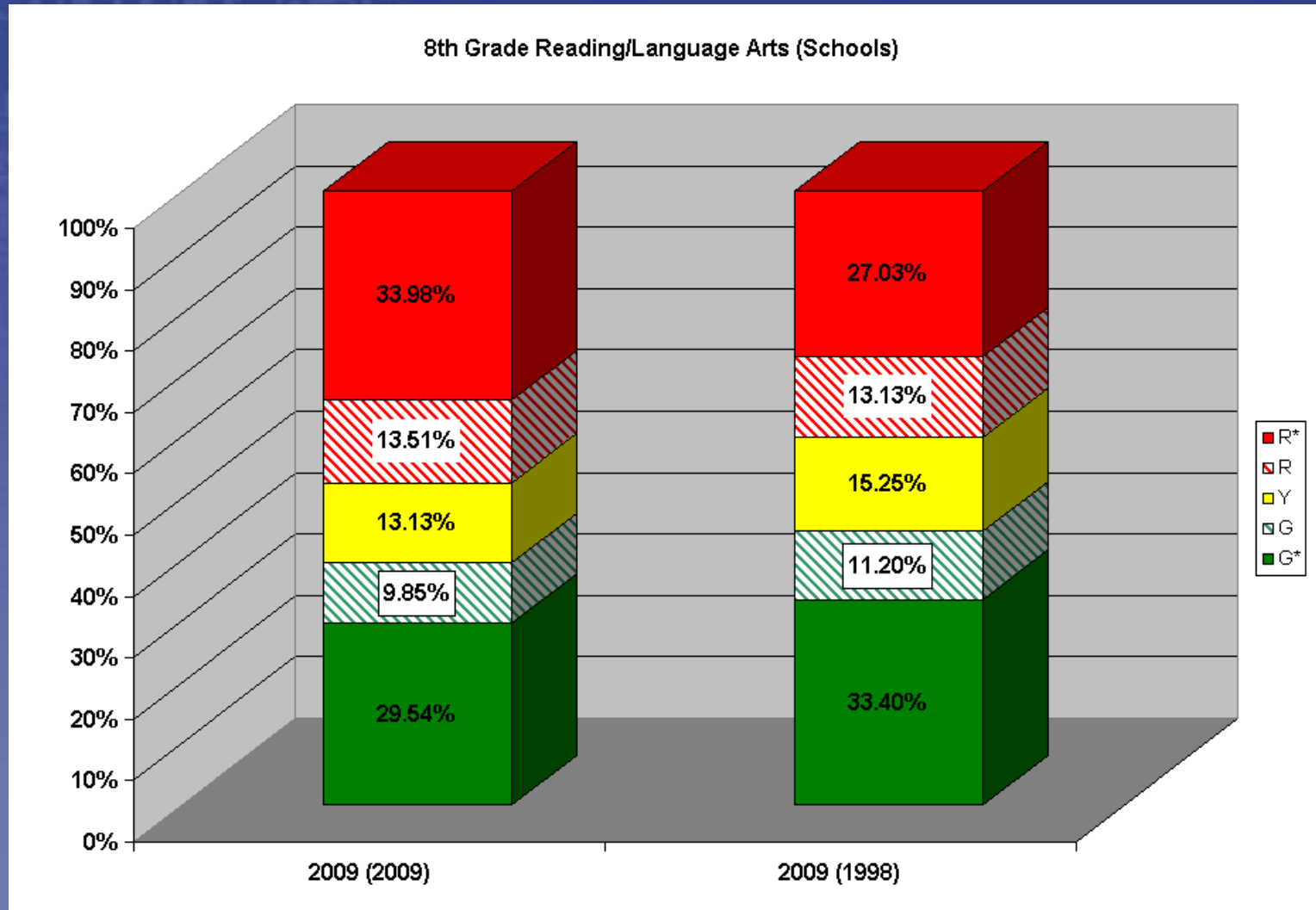


# Value-Added Three Year Averages of Districts, 8<sup>th</sup> Grade Reading





# Value-Added Three Year Averages of Schools, 8<sup>th</sup> Grade Reading



# 2009 Example TVAAS System Value Added Report Math



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## 2009 TVAAS System Value Added Report for TCAP CRT Math

The Tennessee Department of Education has reset the growth standard to reflect the state's present student progress. Shading below is consistent with this new minimal expectation for systems and schools. The Help link above includes the specific details of this transition year.

Estimated System Mean NCE Gain								
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	Growth Standard	State
State 3-Yr-Avg:		-0.3	-0.1	0.3	0.1	-0.4		
2007 Mean NCE Gain:		1.1 G*	1.2 G*	2.1 G*	-0.9 R	-2.9 R*	0.1	0.2
Std Error:		0.7	0.7	0.6	0.6	0.6	0.3	0.3
2008 Mean NCE Gain:		0.1 G	0.7 G*	5.2 G*	0.4 G	-1.1 R	1.0	1.1
Std Error:		0.7	0.7	0.6	0.6	0.6	0.3	0.3
2009 Mean NCE Gain:		0.1 G	-1.8 R*	4.2 G*	-0.2 Y	1.1 G*	0.7	0.8
Std Error:		0.7	0.7	0.6	0.6	0.6	0.3	0.3
3-Yr-Avg NCE Gain:		0.4 G*	0.1 G	3.8 G*	-0.2 Y	-1.0 R*	0.6	0.7
Std Error:		0.4	0.4	0.4	0.3	0.3	0.1	0.1
Estimated System Mean NCE Scores								
Grade:	3	4	5	6	7	8		
New State Baseline:	50.0	50.0	50.0	50.0	50.0	50.0		
State 3-Yr-Avg:	48.9	48.4	48.3	47.9	48.1	47.9		
2006 Mean:	51.1	50.0	49.8	54.2	54.6	52.6		
2007 Mean:	53.2	52.3	51.4	52.1	53.2	51.6		
2008 Mean:	53.6	53.2	52.9	56.8	52.5	51.9		
2009 Mean:	51.3	53.9	51.4	57.1	56.4	53.3		

- G\* - Estimated mean NCE gain above the growth standard by at least 1 standard error.
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- Y - Estimated mean NCE gain below the growth standard by 1 standard error or less.
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# Summary

- In preparation for implementation of Tennessee's 2010 Curriculum and Assessment Standards, TVAAS reports, previously based on 1998 achievement levels, have been updated to reflect the current status of educational attainment and student academic progress in the state. For 2005-2009, TCAP CRT results were converted to intra-year NCEs. For this reason, previous year gains may differ from those reported in 2008. In subsequent years, scale scores will be converted into state NCEs, basis 2009.