



SAMPLE MATERIAL

Tennessee State Assessment Results

Hardy Elementary School, Tennessee

Topic: Turning Around Chronically Low-Performing Schools

Practice: Focus on Instruction

Hardy Elementary teachers and staff collaboratively analyze data reports such as these on the results of the Tennessee Comprehensive Assessment Program (TCAP) and the Tennessee Value-Added Assessment System (TVAAS) to determine strengths and weaknesses in student learning. Teachers are able to use the data to guide instructional planning. The TCAP report indicates the percent of students scoring “Below Proficient,” “Proficient,” and “Advanced” by year, grade level, gender, and subject area.

The TVAAS is designed to measure students’ academic gain over time by comparing each individual student’s past performance on tests from the Tennessee Comprehensive Assessment Program (TCAP) to their performance in a given year. This system uses test results from the assessments taken by Tennessee students each spring in grades 3 through 8. The scale for each test in the TCAP set of tests increases with each grade level so that a difference can be calculated to show how much a student learns each year. For example, the difference between a

student's score on the third-grade math test and his or her score on the fourth-grade math test indicates how much the student learned in the fourth grade. The value-added reports complement the TCAP reports and provide additional information on students' academic success.

This system assumes that all students can improve academically each year at the same rate as all other students. Teachers are able to use the data to guide instructional planning. This report indicates the estimated school mean normal curve equivalent (NCE) gain by year and grade level.

Hamilton County Department of Education TCAP CRT Scores for Years 2005 to 2007

Hardy Elementary School

| | | | | Test Year | | | | | | | | |
|-------|-----------|--------|--------|-------------------------|------------|----------|-------------------------|------------|----------|-------------------------|------------|----------|
| | | | | 2005 | | | 2006 | | | 2007 | | |
| | | | | Reading-Language Status | | | Reading-Language Status | | | Reading-Language Status | | |
| | | | | Below Proficient | Proficient | Advanced | Below Proficient | Proficient | Advanced | Below Proficient | Proficient | Advanced |
| | | | | Percent | Percent | Percent | Percent | Percent | Percent | Percent | Percent | Percent |
| Grade | 3rd Grade | Gender | Female | 19.0% | 73.8% | 7.1% | 10.5% | 71.1% | 18.4% | 6.0% | 64.0% | 30.0% |
| | | | Male | 44.7% | 51.1% | 4.3% | 30.6% | 61.1% | 8.3% | 17.1% | 65.9% | 17.1% |
| | | | Total | 32.6% | 61.8% | 5.6% | 20.3% | 66.2% | 13.5% | 11.0% | 64.8% | 24.2% |
| | 4th Grade | Gender | Female | 22.0% | 68.3% | 9.8% | 28.6% | 65.7% | 5.7% | 19.5% | 68.3% | 12.2% |
| | | | Male | 37.8% | 55.6% | 6.7% | 42.5% | 45.0% | 12.5% | 35.0% | 55.0% | 10.0% |
| | | | Total | 30.2% | 61.6% | 8.1% | 36.0% | 54.7% | 9.3% | 27.2% | 61.7% | 11.1% |
| | 5th Grade | Gender | Female | 17.8% | 77.8% | 4.4% | 2.3% | 65.1% | 32.6% | 5.9% | 73.5% | 20.6% |
| | | | Male | 22.0% | 72.0% | 6.0% | 11.8% | 68.6% | 19.6% | 7.7% | 75.0% | 17.3% |
| | | | Total | 20.0% | 74.7% | 5.3% | 7.4% | 67.0% | 25.5% | 7.0% | 74.4% | 18.6% |
| | 6th Grade | Gender | Female | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% |
| | | | Male | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% |
| | | | Total | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% |
| | 7th Grade | Gender | Female | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% |
| | | | Male | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% |
| | | | Total | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% |
| | 8th Grade | Gender | Female | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% |
| | | | Male | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% |
| | | | Total | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% | .0% |
| | Total | Gender | Female | 19.5% | 73.4% | 7.0% | 12.9% | 67.2% | 19.8% | 10.4% | 68.0% | 21.6% |
| | | | Male | 34.5% | 59.9% | 5.6% | 26.8% | 59.1% | 14.2% | 18.8% | 66.2% | 15.0% |
| | | | Total | 27.4% | 66.3% | 6.3% | 20.2% | 63.0% | 16.9% | 14.7% | 67.1% | 18.2% |

Source: CTB McGraw-Hill
All students tested

TVAAS

2007 TVAAS School Report for Hardy Elementary School in Hamilton County TCAP CRT Math

| Estimated School Mean NCE Gain | | | | | |
|----------------------------------|------|--------|--------|---------------------------------------|-------|
| Grade: | 3 | 4 | 5 | Mean NCE Gain over Grades Relative to | |
| Growth Standard: | | 0.0 | 0.0 | | |
| State 3-Yr-Avg: | | 2.0 | 2.0 | Growth Standard | State |
| 2005 Mean NCE Gain: | | 6.8 G | 13.3 G | 10.0 | 8.0 |
| Std Error: | | 1.6 | 1.4 | 1.1 | 1.1 |
| 2006 Mean NCE Gain: | | 10.4 G | 15.7 G | 13.1 | 11.1 |
| Std Error: | | 1.7 | 1.4 | 1.1 | 1.1 |
| 2007 Mean NCE Gain: | | 1.0 G | 3.1 G | 2.1 | 0.1 |
| Std Error: | | 1.8 | 1.4 | 1.2 | 1.2 |
| 3-Yr-Avg NCE Gain: | | 6.1 G | 10.7 G | 8.4 | 6.4 |
| Std Error: | | 1.0 | 0.8 | 0.6 | 0.6 |
| Estimated School Mean NCE Scores | | | | | |
| Grade: | 3 | 4 | 5 | | |
| State Base Year (1998): | 50.0 | 50.0 | 50.0 | | |
| State 3-Yr-Avg: | 58.8 | 58.9 | 57.6 | | |
| 2004 Mean: | 35.4 | 38.0 | 46.1 | | |
| 2005 Mean: | 32.0 | 42.2 | 51.2 | | |
| 2006 Mean: | 40.5 | 42.4 | 57.9 | | |
| 2007 Mean: | 43.4 | 41.5 | 45.1 | | |



G - Estimated mean NCE gain equal to or greater than growth standard.

Y - Estimated mean NCE gain below growth standard, but by less than one standard error.

R - Estimated mean NCE gain below growth standard by at least one, but less than two, standard errors.

R* - Estimated mean NCE gain below growth standard by at least two standard errors.