



State Board of Education Workshop

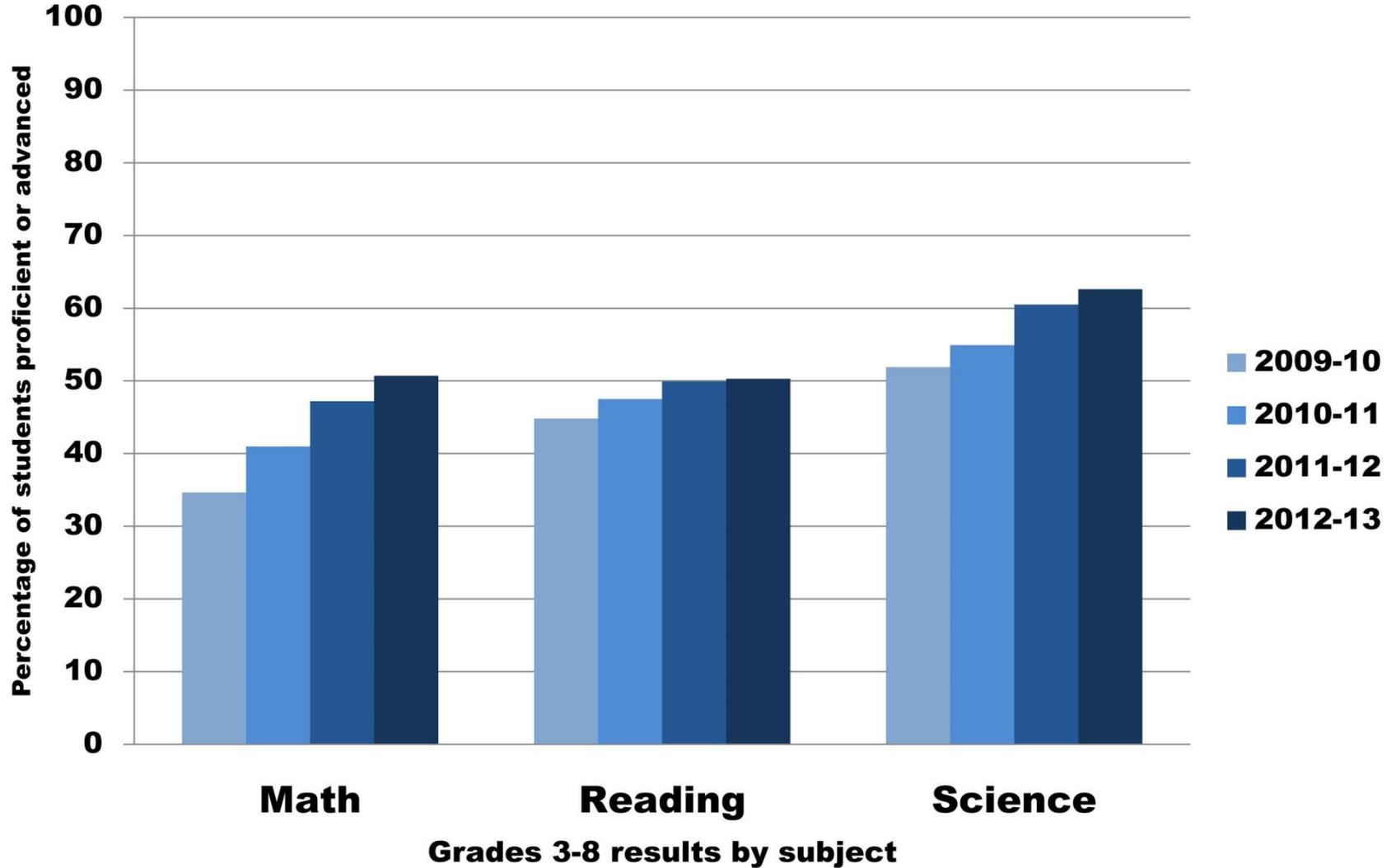
Sara Heyburn, Tennessee Department of Education

July 25, 2013

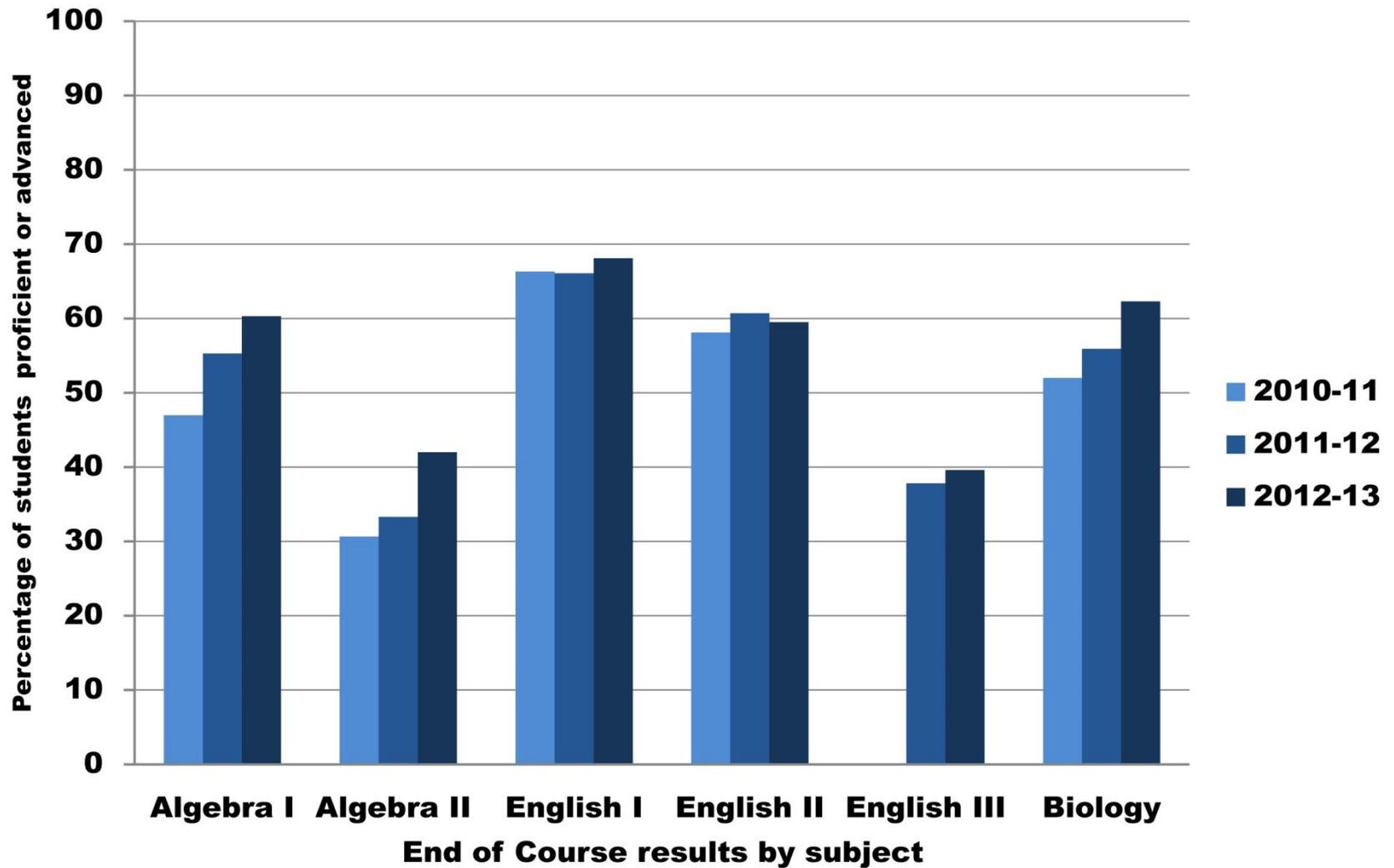
Overview

- Student achievement results improved again
- Evaluation distributions remained stable with a few notable shifts
- School support efforts had an impact on targeted schools
- Student survey results appear predictive of both observation and growth scores
- Educator perceptions of TEAM have improved
- We are making progress on individual growth score coverage

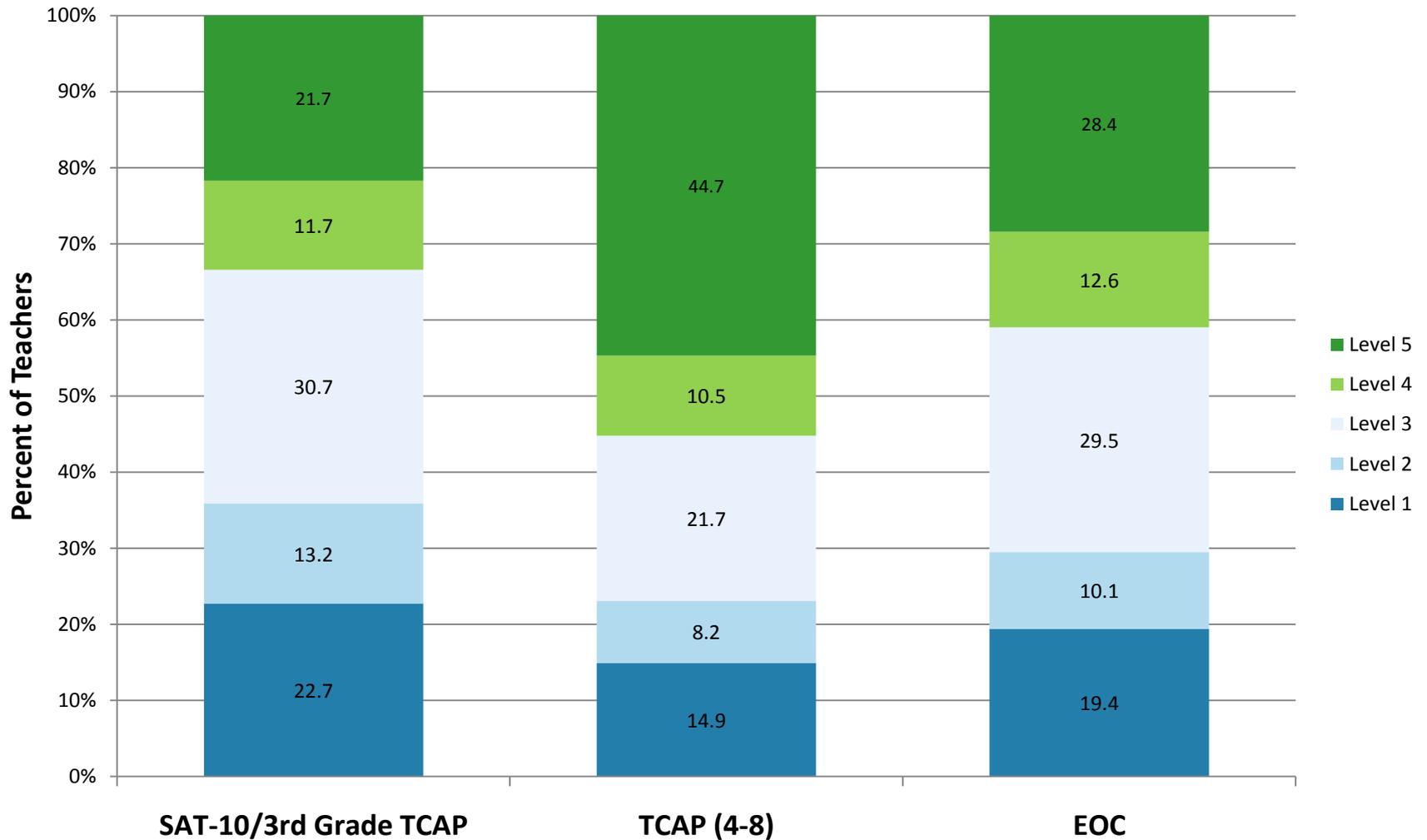
Continued TCAP Growth



High School Improvement



TVAAS results show a full range of scores across all assessment levels



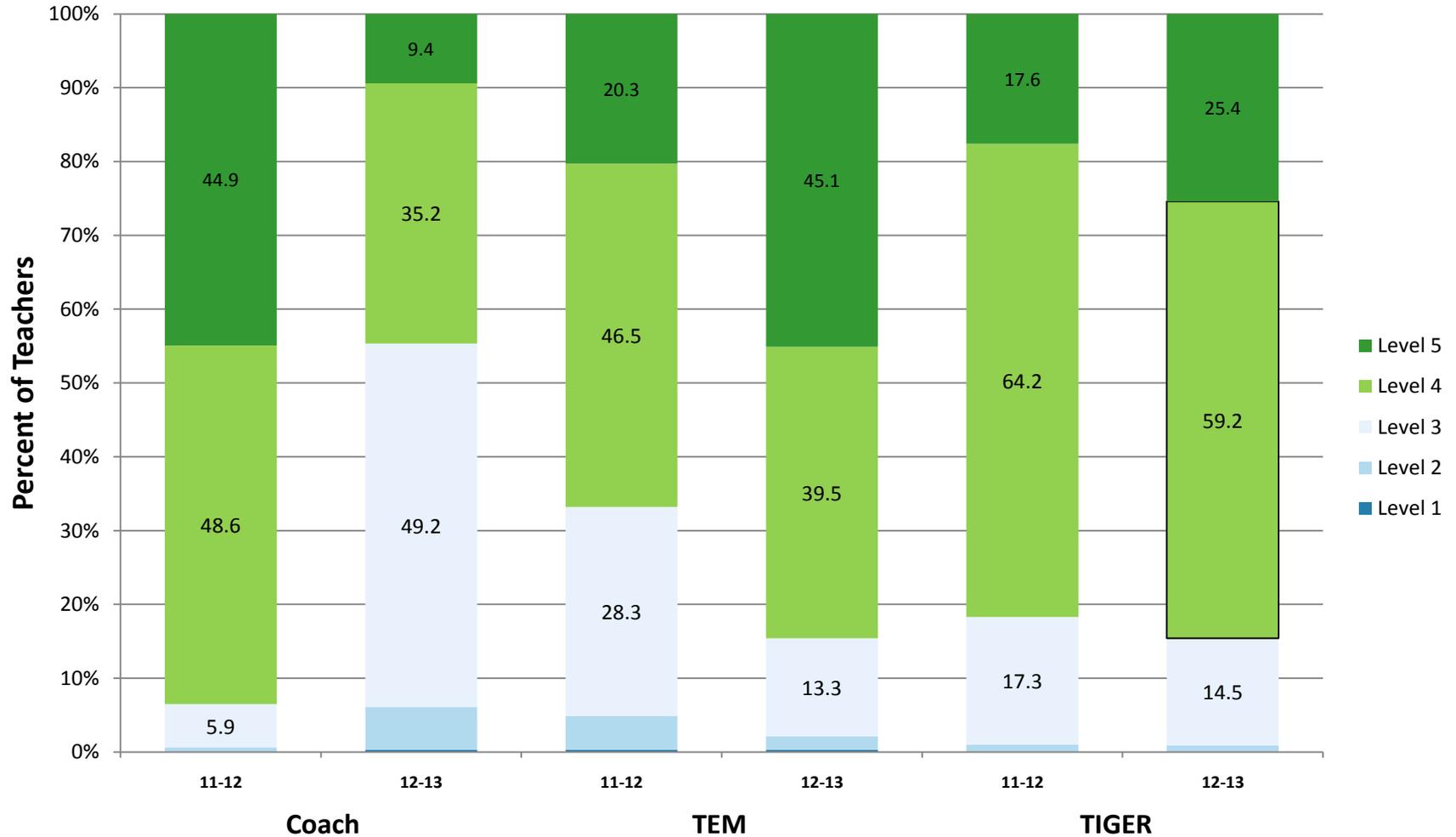
TEAM

Observation distribution

2011-12 and 2012-13

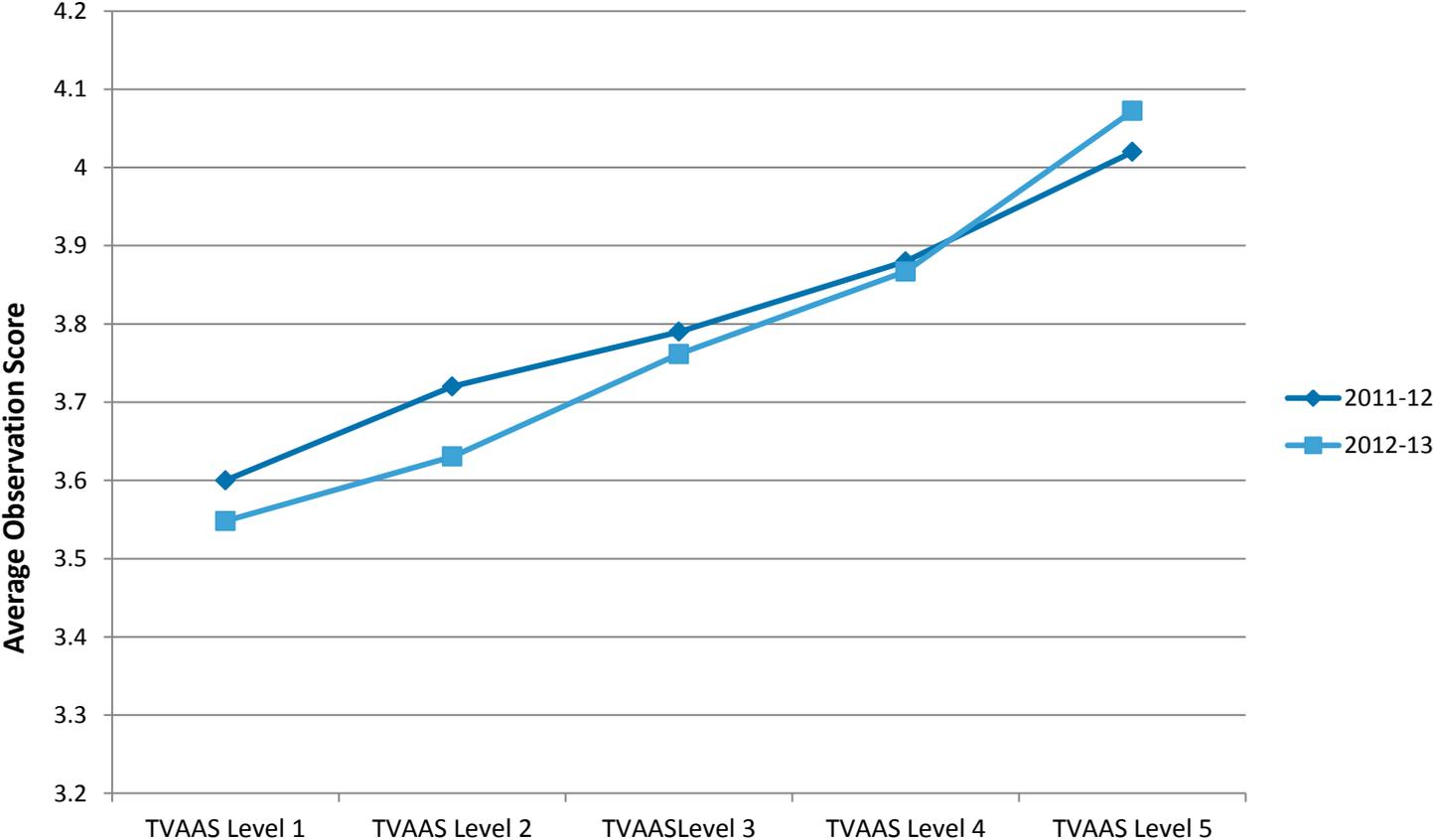


Observation distributions alternate models 2011-12 and 2012-13



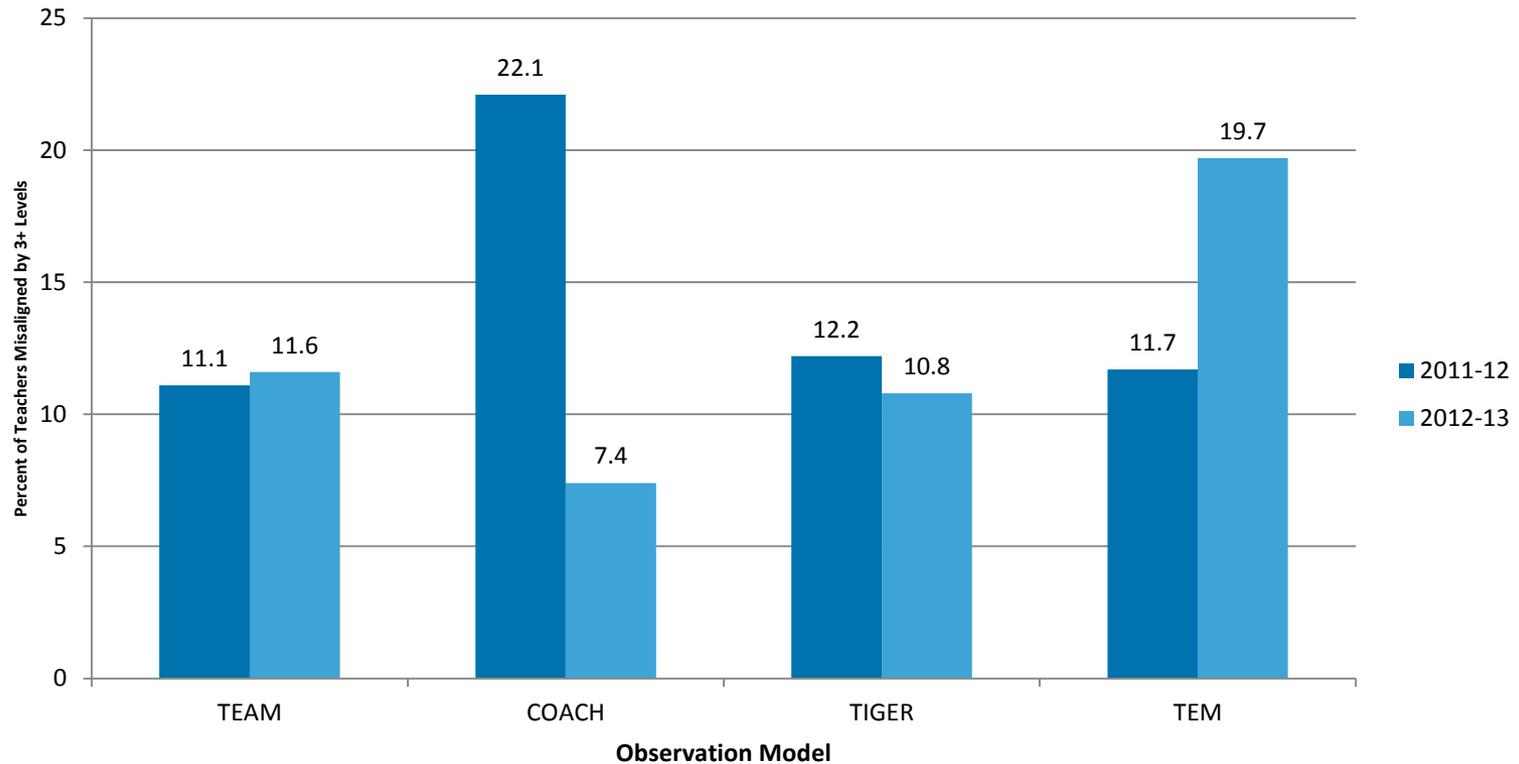
Observations continue to be predictive of growth

Average Observation Score by Individual TVAAS Level



Misalignment Rates

Misalignment of Individual TVAAS and Observation Scores by Observation Model (3+ Levels)



Schools receiving support from TEAM Coaches reduced misalignment

- Nearly 90% of schools identified reduced misalignment
- Nearly 70% of schools identified reduced misalignment by more than ten points
- 13 schools dropped from double digit misalignment to 0% misalignment
- Common support practices include co-observations and evaluator team norming activities
- We are expanding to eight TEAM Coaches in 2013-14, one per region

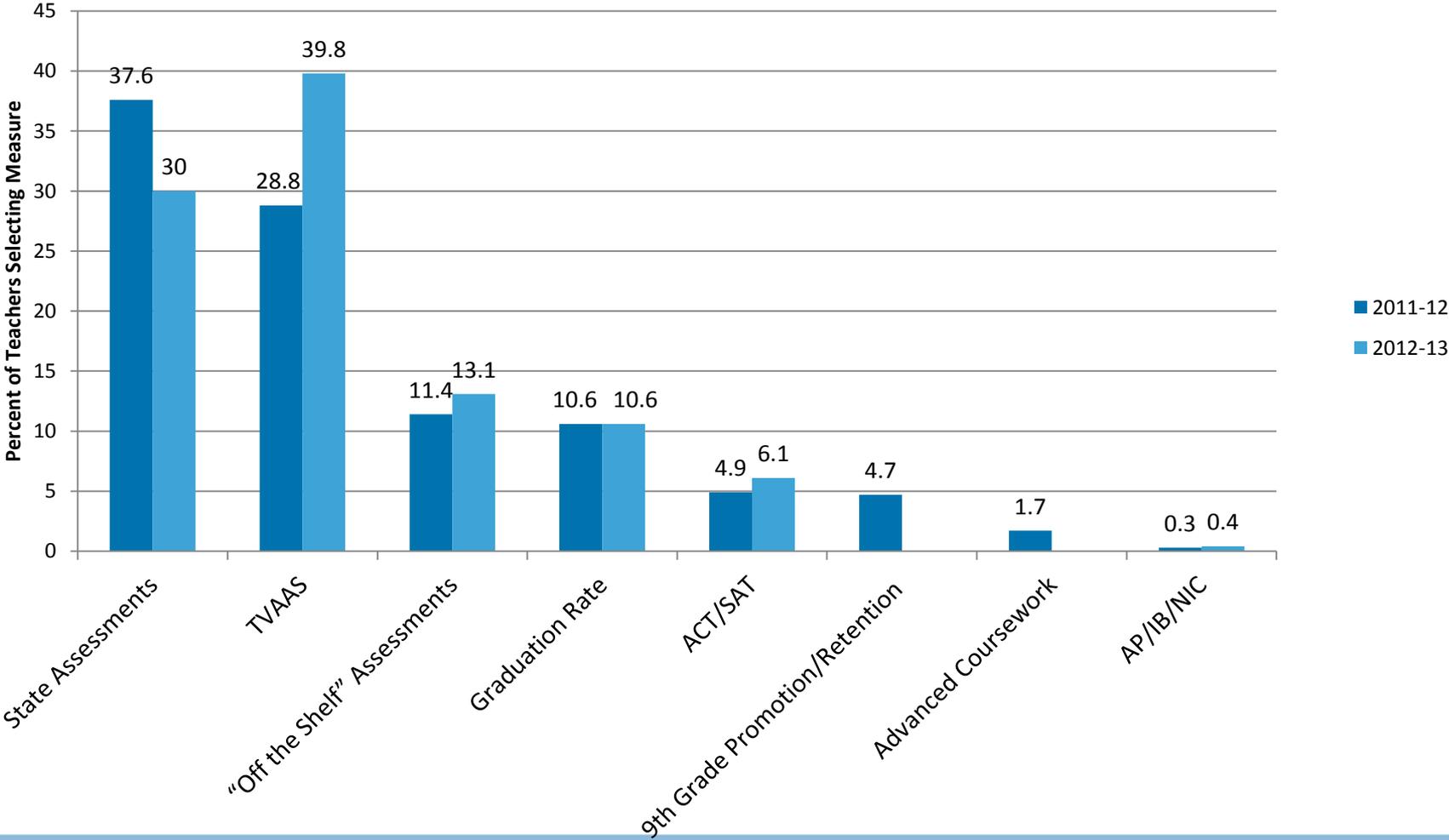
Student perception surveys piloted in 17 districts

- Pilot was administered in spring 2013
- Administering student surveys is similar to administering a state assessment
- 192,000 students participated
- 323 schools participated
- 10,083 teachers received feedback
- Three levels of surveys were administered
 - Early Elementary (K-2)
 - Upper Elementary (3-5)
 - Secondary (6-12)

Student surveys are predictive of growth and observations, consistent with MET findings

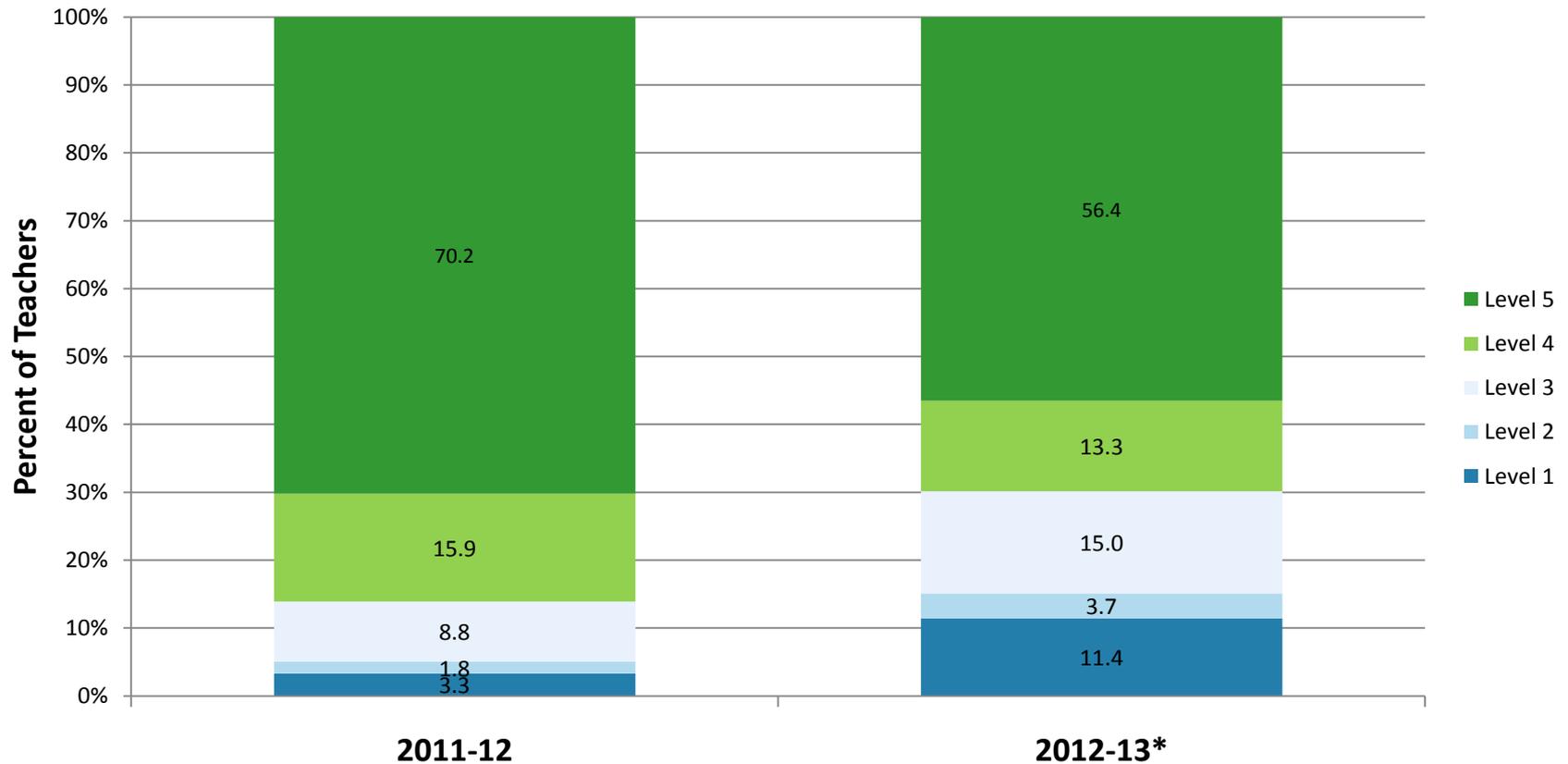
- Teachers with more positive survey results tend to also have higher TVAAS scores
- The relationship with growth appears stronger at the secondary level than the upper elementary level and early elementary level
- There is also a strong relationship between survey results and observation results

Achievement measure choices shifted



More differentiation of achievement scores (with 50% entered)

Distribution of Achievement Measure Scores



Positive shifts in perception of TEAM

- 12 point increase in teachers believing the evaluation process helps them as a professional (55% favorable responses)
- 18 point increase in teachers believing evaluation will improve their instruction (56% favorable responses)
- 32 point increase in teachers believing the evaluation process is fair (66% favorable responses)
- 5 point increase in teachers believing their evaluator is qualified to observe them (76% favorable responses)

The Tennessee Consortium's 2013 Survey solicited responses from almost 76,000 Tennessee educators; more than 27,000 responded. A report detailing preliminary findings will be released in mid-August, 2013.

Feedback is improving, but remains an area of focus

- 25% of level 1 teachers did not receive an initial coaching conversation¹
- Approximately 8% of teachers reported not receiving any feedback at all¹
- Almost half of teachers received no follow up from their evaluators after post-conference²

¹The Tennessee Department of Education Teacher Support Survey results may be found here: <http://team-tn.org/assets/misc/Teacher%20Support%20Survey.pdf>

²The Tennessee Consortium's 2013 Survey solicited responses from almost 76,000 Tennessee educators; more than 27,000 responded. A report detailing preliminary findings will be released in mid-August, 2013.

Level 1 teachers

- More than 3,800 additional feedback conversations with level 1s in 12-13 occurred due to policy change differentiating observations based on performance
- 2,968 teachers received a level 1 on TVAAS in 12-13 who had never before had individual growth data
- Approximately 45% of teachers with level 1 TVAAS last year improved their individual TVAAS score in the 2012-13 school year
- 5.6% of teachers who received individual TVAAS of 2 or more last year dropped to individual TVAAS level 1 this year
- Misalignment is almost exclusively attributable to level 1 teachers

Update on Growth Measures

- 11,535 more educators received individual growth scores in 2012-13 compared to 2011-12
- The Fine Arts Portfolio Model was successfully implemented in three districts and had a distribution of results similar to TVAAS
- **We are recommending for your approval a World Languages Portfolio Model modeled on the Fine Arts Portfolio Model – (action item)**
- There has been a lot of progress made on a PE growth model and we will continue to work during the 2013-14 school year to ensure the model meets requirements for state approval

Observation Model Updates

- TEAM has made modest revisions to the instructional domain of the rubric to reflect the language of Common Core
- TEM 3.0 incorporates feedback from two years of implementation as well as input from the merger process
- **Achievement School District has proposed a new observation model that includes 15% weighting of student perception surveys and a rigorous observation tool - (action item)**

Administrator Evaluation Update

- Eight districts will participate in a pilot of a revised rubric based on the TILS revisions approved in April
- Training on the revised rubric will begin in late August
- We have hired a Director of Principal Evaluation who starts August 1
- Next spring we hope to recommend the revised rubric for your approval for state-wide use in the 2014-15 school year
- Revised rubric includes:
 - More specific evidence for use in feedback conferences with principals
 - Greater alignment with the revised TILS, specifically language for the TN Professional Learning and Teacher Leader Standards
 - More emphasis on inducting, developing, supporting, and extending the reach of effective teachers