

**No. 17 THE TENNESSEE VALUE-ADDED ASSESSMENT SYSTEM**

The Tennessee Education Association recognizes that problems exist with the use of TVAAS. These problems include:

- a. The complicated statistical process used in TVAAS cannot be revealed to teachers due to proprietary rights held by Dr. Bill Sanders and SAS Institute, Inc.
- b. The majority of teachers do not have individual value-added scores.
- c. TVAAS does not control for students' socio-economic and demographic backgrounds when analyzing achievement data.
- d. Teachers have no way to resolve problems when apparent anomalies and/or inconsistencies in the TVAAS data occur.

In view of these problems, the Association believes that until TVAAS is eliminated:

- a. The Tennessee State Department of Education should develop and implement a comprehensive, high quality, job-embedded training module on the use of TVAAS data.
- b. High quality, job-embedded training in the use of TVAAS data should be offered to all teachers. Educators must not only understand what the scores mean, but must be thoroughly trained in how to use the scores in decision making.
- c. Teachers should have open, on-line access to their TVAAS data.
- d. Teacher effect data should not be published or used as the sole rating of teacher quality.
- e. A clearinghouse should be developed and staffed by the Tennessee Department of Education to receive and resolve questions from teachers on data problems.
- f. Extensive research should be conducted to test the use of student background controls in TVAAS to determine if such controls make a difference. (08, 09, 11)