

TIA Application Exemplar Answers: VAM Tab

The TIA Exemplar Answer Documents, complementary to the Scoring Rubric, support districts as they develop their local designation system and prepare to submit a TIA System Application. While the Scoring Rubric is designed to show the required criteria for an answer to be scored at 'Full Readiness', the TIA Exemplar Answer Documents are designed to show exemplary answers that go beyond the 'Full Readiness' criteria. The purpose of this design is to embed best practices that districts may reference in the design and implementation of their own local designation systems based on local context.

The sample exemplar answers, organized by each respective tab in the application, provide 1-2 sample answers for narrative question types. This is not an exhaustive list of ways in which a district could respond to the TIA System Application questions nor are the sample answers indicative of any one's district's plan. Each exemplar answer provided is a stand-alone example of how each corresponding question could be answered. Note: there are no exemplar answers for multiple-choice, drop-down menu or Yes/No question types.

SAMPLE EXEMPLAR ANSWERS FOR THE VAM TAB

Question	Sample Exemplar Answer
1. What is the district's rationale for using Value-Added Measures as a student growth measure for the teacher designation system?	The district believes that multiple years of historical data across a variety of content areas builds a successful predictive model of how students with similar testing histories over time will perform on future tests. We contracted a third party to calculate VAM for the district.
4. How will the district calculate a teacher's end of year student growth based on VAM?	End of year student growth will be calculated by comparing the performance of students with similar testing histories. Expected growth can be calculated by the difference between the average EOY score for a group of students with similar testing histories to the average BOY scores of that same group. Students who perform below the average for students with similar testing histories will be considered not to have met expected growth. Students who perform at or above average for students with similar testing histories will be considered to have met expected growth.
6. What process, aligned to VAM models run by 3 rd party statisticians, does the district use to calculate VAM? (For districts that calculate VAM locally)	Our district models our local VAM model after common 3 rd party statistician models following principles outlined by the American Statistical Association and uses both current and historical testing data across multiple years to calculate VAM.