NYC Teacher Data Initiative

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Deputy Chancellor
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Joel I. Klein, Chancellor

AGENDA

> **Introduction: Reform Context**

> **NYC Model Description**

> **Sample Teacher Report**

> **Experience During Pilot Year**

> **Next Steps**

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> **Introduction: Reform Context**

> NYC Model Description

> Sample Teacher Report

> Experience During Pilot Year

> Next Steps

LEADERSHIP AND GOVERNANCE: BEFORE 2002

No coherent standards

> 40 distinct districts, each setting its own rules and standards

Limited accountability

> No authority responsible for results
> Lots of finger pointing

Stagnant results for NYC students

> Generations of students leaving school without the skills and knowledge needed to succeed

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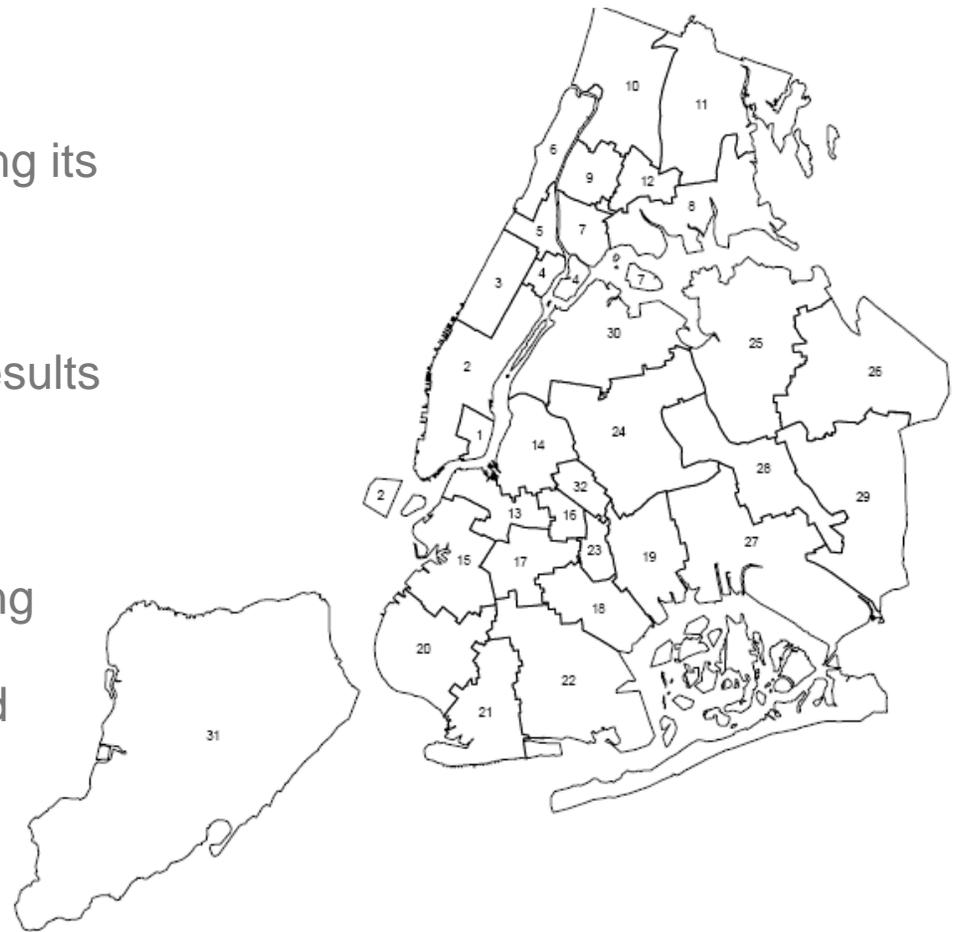
NYC SCHOOLS FAILED TO SERVE STUDENTS

> **Too many students failing.** Only about 50% of fourth-graders and 30% of eighth-graders were meeting State standards in math and reading.

> **Low – and unmoving – graduation rates.** The City-calculated graduation rate stuck around 50% for years.

> **Many systems dysfunctional.** Books in short supply ; too many uncertified teachers; paychecks delayed; antiquated technology.

> **Limited choices for families**. Students and families had few options.
>   - Despite radically uneven distribution of resources and talent
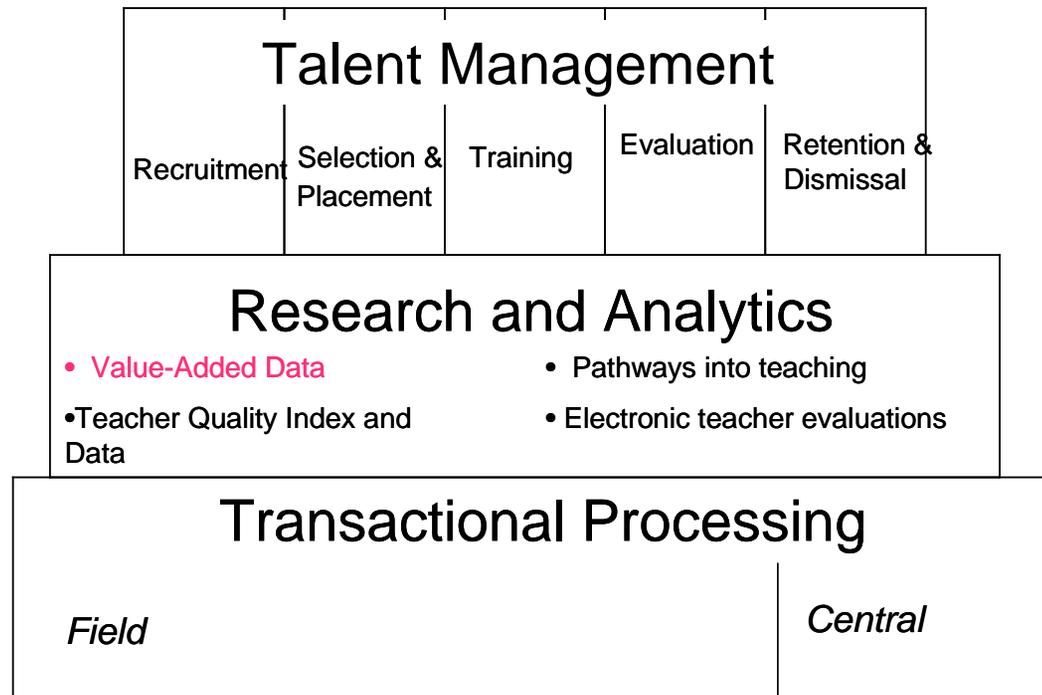
CHILDREN FIRST VISION

AWFUL	ADEQUATE	GOOD	GREAT

(Pre-*Children First*)

Phases

School Years:
2002-03 to 2005-06

Phase I: Stabilizing

School Years:
2006-07 to 2007-08

Phase II: Devolution, Transparency, & Accountabiltiy: P.A.C.E.

Guiding Principles

- *Depoliticization*
- *Stability & Coherence*
- *Capacity Building*

People
- *Leadership Academy*
- *Teacher Quality initiatives*
- *Performance Management*
- *Mutual consent teacher placement*

Strategies

- Core curriculum & coaches
- Streamlined / depoliticized regional structure
- Leadership Academy
- New small schools & charters
- Parent coordinators
- End of social promotion
- $200M devolved to schools

Accountability
- *Academic targets*
- *Progress Reports*
- *Quality Reviews*

Choice
- *Charter Schools*
- *New School Development*

Empowerment
- *School Support Organizations*
- *Devolution of funds to principals*
- *Budgetary control to principals*

School Years:
2008-09+
Sustainability

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PEOPLE:
HUMAN CAPITAL MANAGEMENT IN NYC

Leadership and Governance

Overall Theory of Change

Human Capital Policies and Systems

Talent Management

Recruitment	Selection & Placement	Training	Evaluation	Retention & Dismissal

Research and Analytics

- Value-Added Data
- Teacher Quality Index and Data

- Pathways into teaching
- Electronic teacher evaluations

Transactional Processing

Field

Central

ACCOUNTABILITY

Tools for schools:

> Data about how well students and educators are performing
>> - Periodic Assessments to identify each student's strengths and weaknesses
>> - Knowledge Management and inquiry teams to foster innovation and share successes
> Training in how to use new tools: Children First Intensive professional development to build schoolwide capacity in diagnosis of student needs, evidence-based individualized instruction, self-evaluation, and continuous improvement in student learning.

Holding schools accountable for results:

> Progress Reports (Grades A-F)
> Learning Environment Surveys
> Quality Reviews
> Rewards and consequences based on results
>> - Closed 81 Schools
>> - Changed 50% of principals in "F" Schools

CHOICE AND COMPETITION

>Opened 350+ new schools serving 110,000 students

>Increased the number of new charter schools from 17 to 60

>Closed 81 schools

>Full High School Choice

EMPOWERMENT

Empowered schools have:

> More power over…
>> ▪ Budgets
>> ▪ Staffing
>> ▪ Programs

> More authority to tailor instruction and programs to the specific needs of their schools and students

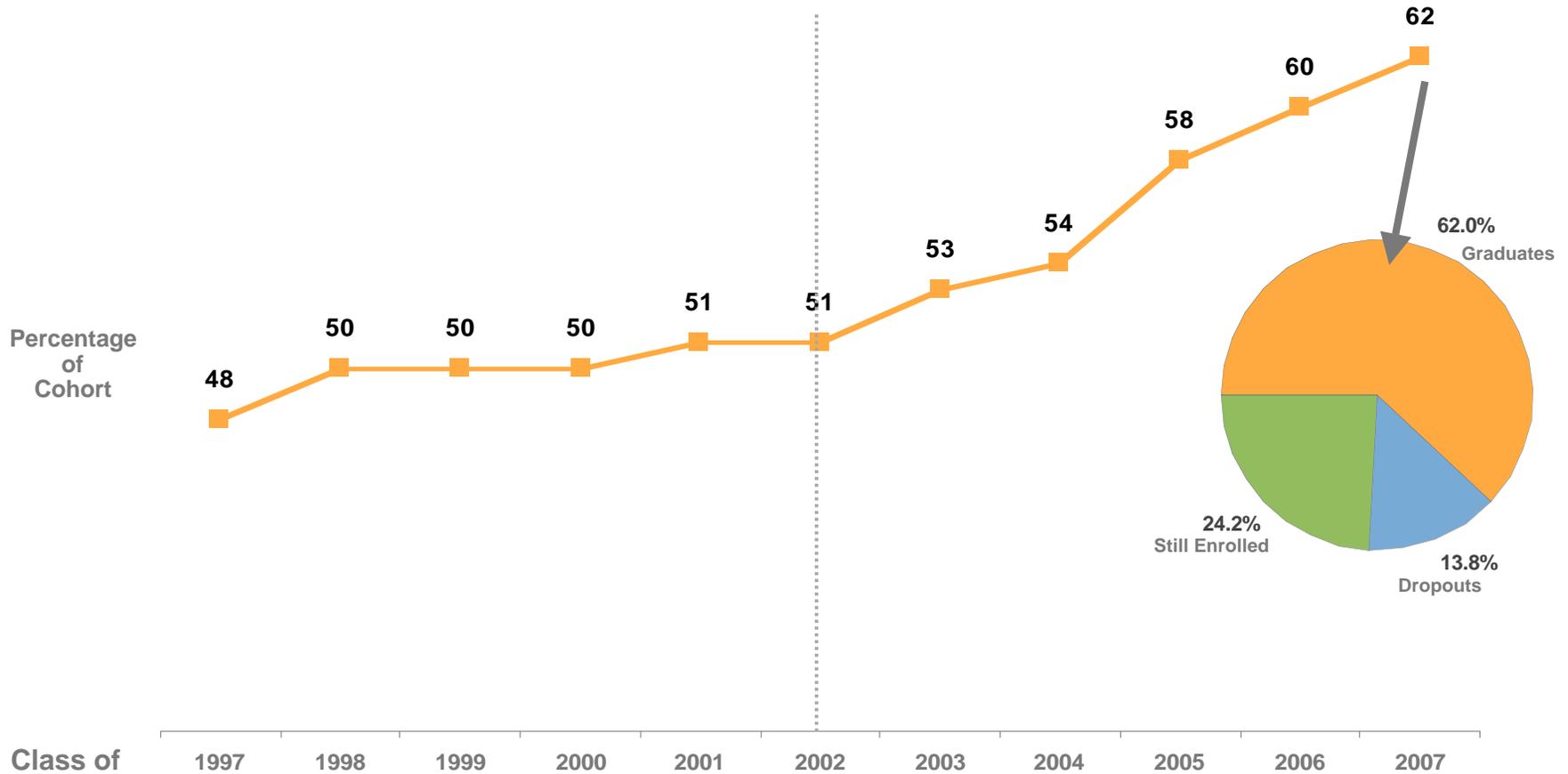> New funding and more equitable distribution of resources to schools

Decisions made close to students:

> The best decisions are made at the school level, by the people closest to students because they understand students' needs.

Individualized support options:

> Principals used to get "support" based on their geographic locations, not their individual needs .

> Now, they choose what's best for them from more than a dozen DOE and non-profit options (school support organizations).

STEADY GROWTH IN FOUR YEAR GRADUATION RATE SINCE '02 USING TRADITIONAL CITY METHOD

Percentage of Cohort

Class of: 1997 — 48, 1998 — 50, 1999 — 50, 2000 — 50, 2001 — 51, 2002 — 51, 2003 — 53, 2004 — 54, 2005 — 58, 2006 — 60, 2007 — 62

Pie chart (Class of 2007):
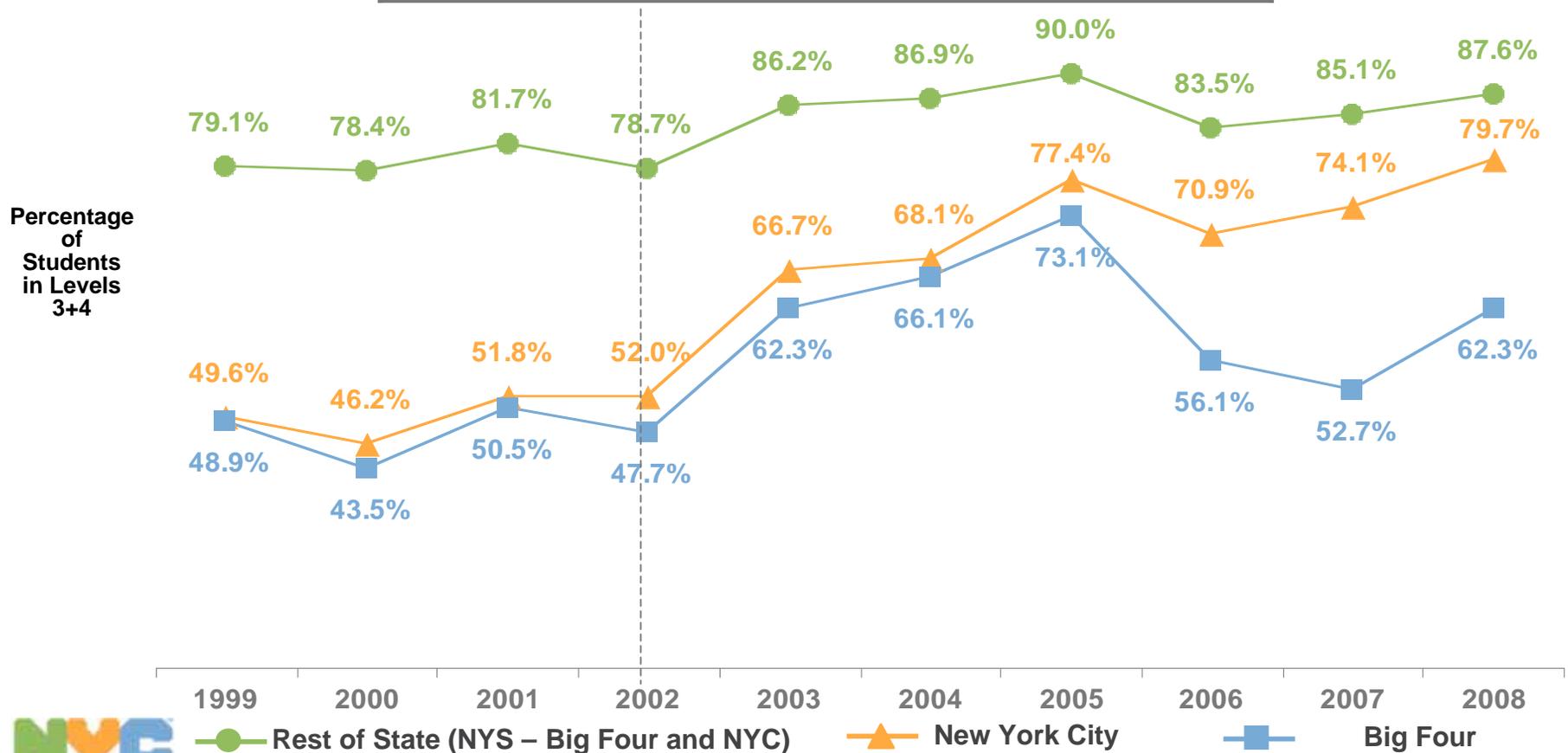- 62.0% Graduates
- 24.2% Still Enrolled
- 13.8% Dropouts

Since 2002, the graduation rate has increased by 11 points (using the same methodology the City has used for decades). The City has gained an average of about two points each year since 2002.

Note: The New York City traditional calculation includes Local and Regents Diplomas, GEDs, IEP diplomas, and August graduates. It does not include disabled students in self-contained classrooms or District 75 students.

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NYC COMPARED TO BIG 4 & REST OF STATE MATH GRADE 4

	1999-2002 Change	2002-2008 Change
Rest of State	- 0.4 pts.	+ 8.9 pts.
New York City	+ 2.4 pts.	+ 27.7 pts.
Big Four	- 1.2 pts.	+ 14.6 pts.

Percentage of Students in Levels 3+4

Rest of State: 79.1% (1999), 78.4% (2000), 81.7% (2001), 78.7% (2002), 86.2% (2003), 86.9% (2004), 90.0% (2005), 83.5% (2006), 85.1% (2007), 87.6% (2008)

New York City: 49.6% (1999), 46.2% (2000), 51.8% (2001), 52.0% (2002), 66.7% (2003), 68.1% (2004), 77.4% (2005), 70.9% (2006), 74.1% (2007), 79.7% (2008)

Big Four: 48.9% (1999), 43.5% (2000), 50.5% (2001), 47.7% (2002), 62.3% (2003), 66.1% (2004), 73.1% (2005), 56.1% (2006), 52.7% (2007), 62.3% (2008)

Years: 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008

Legend: ●— Rest of State (NYS – Big Four and NYC) ▲ New York City ■ Big Four

Note: Rest of State = NYS - Big 4 (Buffalo, Rochester, Syracuse, and Yonkers) – NYC

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NYC COMPARED TO BIG 4 & REST OF STATE
ELA GRADE 4

	1999-2002 Change	2002-2008 Change
Rest of State	+ 11.4 pts.	+ 6.1 pts.
New York City	+ 13.8 pts.	+ 14.8 pts.
Big Four	+ 14.0 pts.	+ 7.7 pts.

Percentage of Students in Levels 3+4

Rest of State: 60.6% (1999), 70.8% (2000), 71.7% (2001), 72.0% (2002), 72.0% (2003), 71.0% (2004), 77.0% (2005), 75.0% (2006), 76.0% (2007), 78.1% (2008)

New York City: 32.7% (1999), 41.7% (2000), 43.9% (2001), 46.5% (2002), 52.5% (2003), 49.6% (2004), 59.5% (2005), 58.9% (2006), 56.0% (2007), 61.3% (2008)

Big Four: 28.8% (1999), 38.3% (2000), 41.1% (2001), 42.8% (2002), 44.3% (2003), 43.5% (2004), 54.2% (2005), 49.2% (2006), 46.4% (2007), 50.5% (2008)

1999 2000 2001 2002 2003 2004 2005 2006 2007 2008

━●━ **Rest of State (NYS – Big Four and NYC)**   ━▲━ **New York City**   ━■━ **Big Four**

In 2007, the New York State Education Department updated its testing policy for English Language Learners. ELLs who have attended school in the US for more than one year must take the ELA exam. Previously, ELLs in an English Language School System for less than 3 years (or qualified for a 4th or 5th year extension of services) were exempt from taking the ELA.

ELLs Tested	2006		2007	
	# of ELLs	% of Tested Students	# of ELLs	% of Tested Students
Rest of State	1,214	1.0	2,584	2.2
New York City	2,938	4.6	10,873	15.5
Big Four	227	3.2	743	9.4

Note: Rest of State = NYS - Big 4 (Buffalo, Rochester, Syracuse, and Yonkers) – NYC.

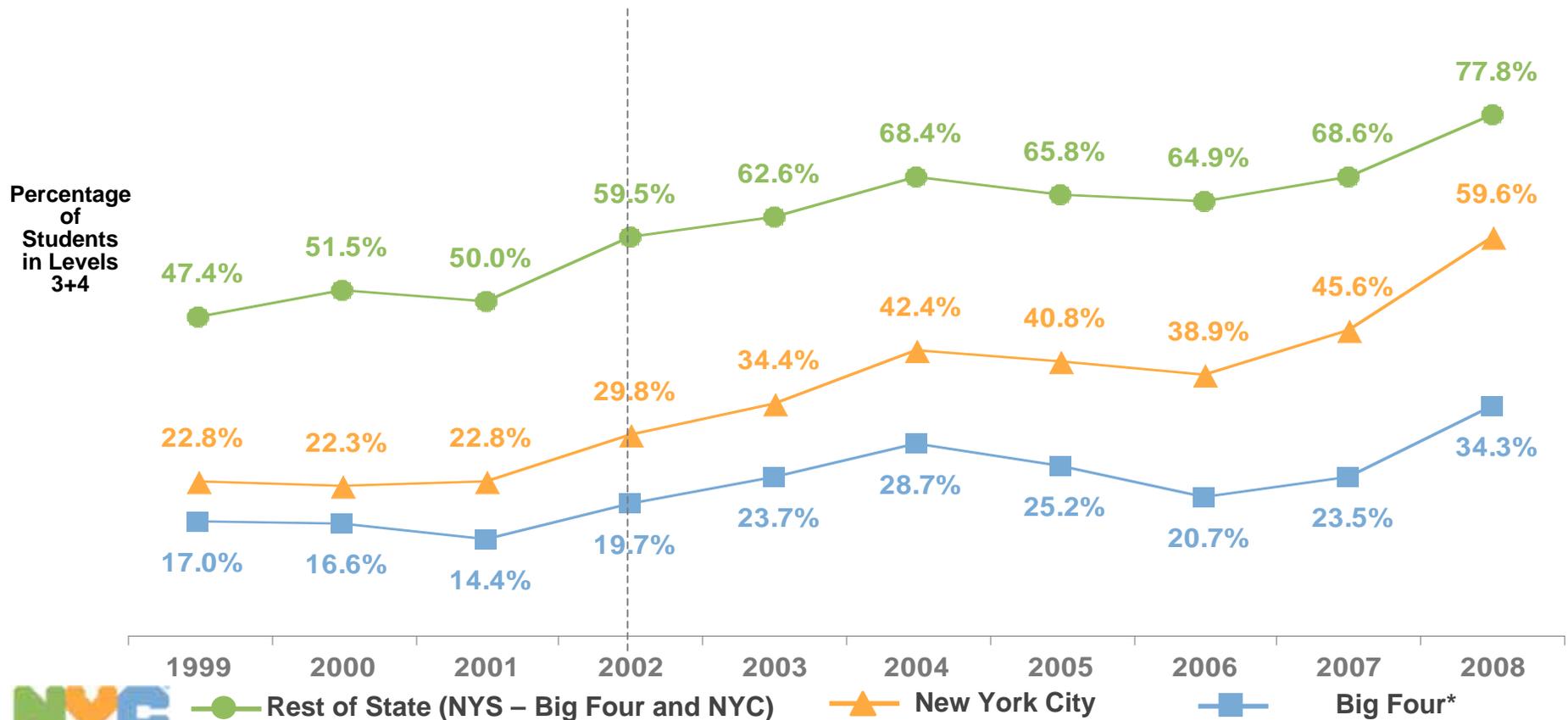# NYC COMPARED TO REST OF STATE
ELA GRADE 4, ENGLISH PROFICIENT STUDENTS

	2002-2008 Change
Rest of State	+ 7.3 pts.
New York City	+ 17.7 pts.

Percentage of Students in Levels 3+4

Rest of State (NYS - NYC):
- 2002: 70.5%
- 2003: 71.0%
- 2004: 69.4%
- 2005: 76.0%
- 2006: 74.0%
- 2007: 75.7%
- 2008: 77.8%

New York City:
- 2002: 49.1%
- 2003: 54.0%
- 2004: 51.0%
- 2005: 61.0%
- 2006: 60.3%
- 2007: 62.4%
- 2008: 66.8%

— Rest of State (NYS - NYC)   — New York City
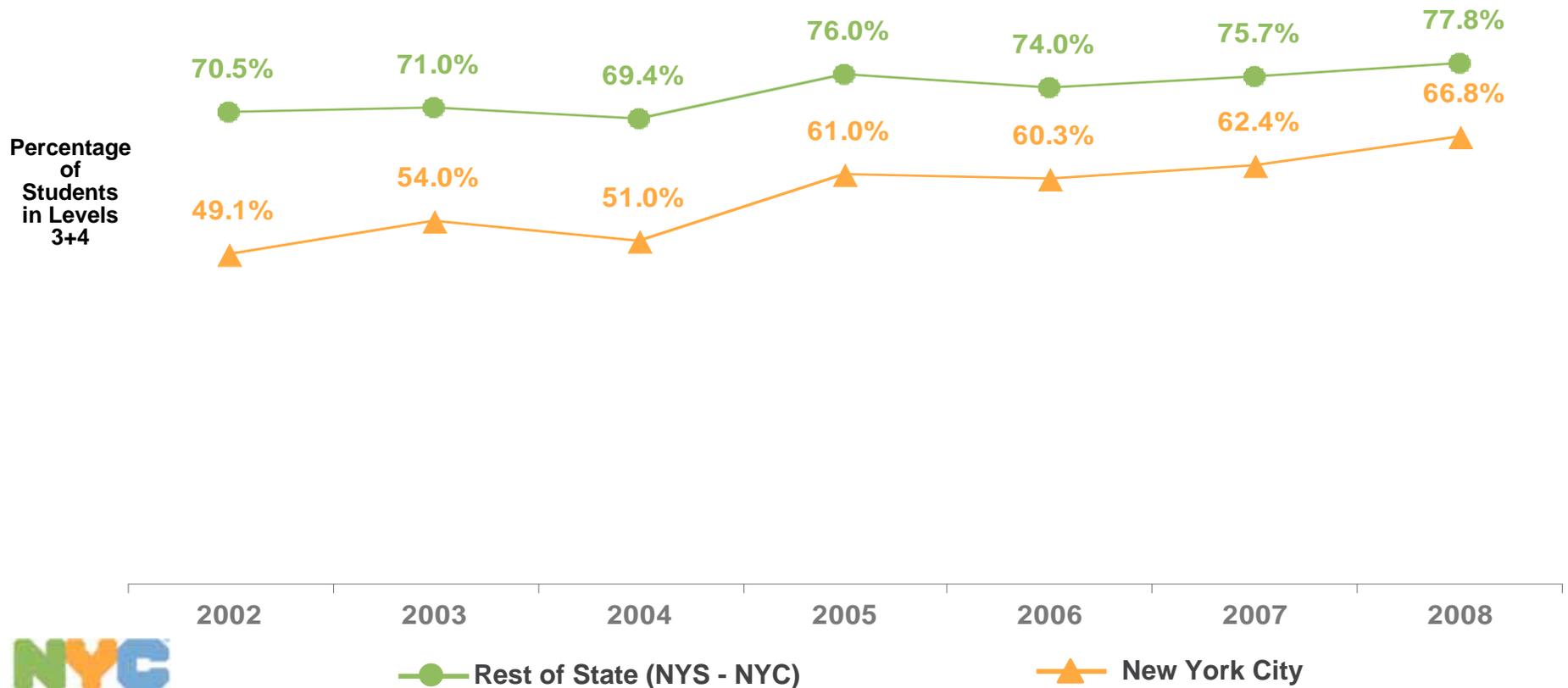
Note: Data on the number of English Language Learners/ English Proficient Students not made available by SED prior to 2002.

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NYC COMPARED TO BIG 4 & REST OF STATE
MATH GRADE 8

	1999-2002 Change	2002-2008 Change
Rest of State	+ 12.1 pts.	+ 18.3 pts.
New York City	+ 7.0 pts.	+ 29.8 pts.
Big Four	+ 2.7 pts.	+ 14.6 pts.

Percentage of Students in Levels 3+4

Rest of State: 47.4%, 51.5%, 50.0%, 59.5%, 62.6%, 68.4%, 65.8%, 64.9%, 68.6%, 77.8%

New York City: 22.8%, 22.3%, 22.8%, 29.8%, 34.4%, 42.4%, 40.8%, 38.9%, 45.6%, 59.6%

Big Four: 17.0%, 16.6%, 14.4%, 19.7%, 23.7%, 28.7%, 25.2%, 20.7%, 23.5%, 34.3%

Years: 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008

Legend: Rest of State (NYS – Big Four and NYC) • New York City • Big Four*

Note: Rest of State = NYS - Big 4 (Buffalo, Rochester, Syracuse, and Yonkers) – NYC

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NYC COMPARED TO BIG 4 & REST OF STATE
ELA GRADE 8

	1999-2002 Change	2002-2008 Change
Rest of State	- 2.3 pts.	+ 10.8 pts.
New York City	- 5.7 pts.	+ 13.5 pts.
Big Four	- 9.5 pts.	+ 11.7 pts.

Percentage of Students in Levels 3+4

Rest of State (NYS – Big Four and NYC):
56.3% (1999), 52.7% (2000), 52.4% (2001), 54.0% (2002), 53.0% (2003), 55.0% (2004), 58.0% (2005), 58.0% (2006), 67.0% (2007), 64.8% (2008)

New York City:
35.2% (1999), 32.5% (2000), 33.0% (2001), 29.5% (2002), 32.6% (2003), 35.6% (2004), 32.8% (2005), 36.6% (2006), 41.8% (2007), 43.0% (2008)

Big Four:
29.1% (1999), 23.5% (2000), 24.7% (2001), 19.6% (2002), 22.5% (2003), 23.3% (2004), 23.5% (2005), 24.2% (2006), 31.0% (2007), 31.3% (2008)

Legend:
- Rest of State (NYS – Big Four and NYC)
- New York City
- Big Four
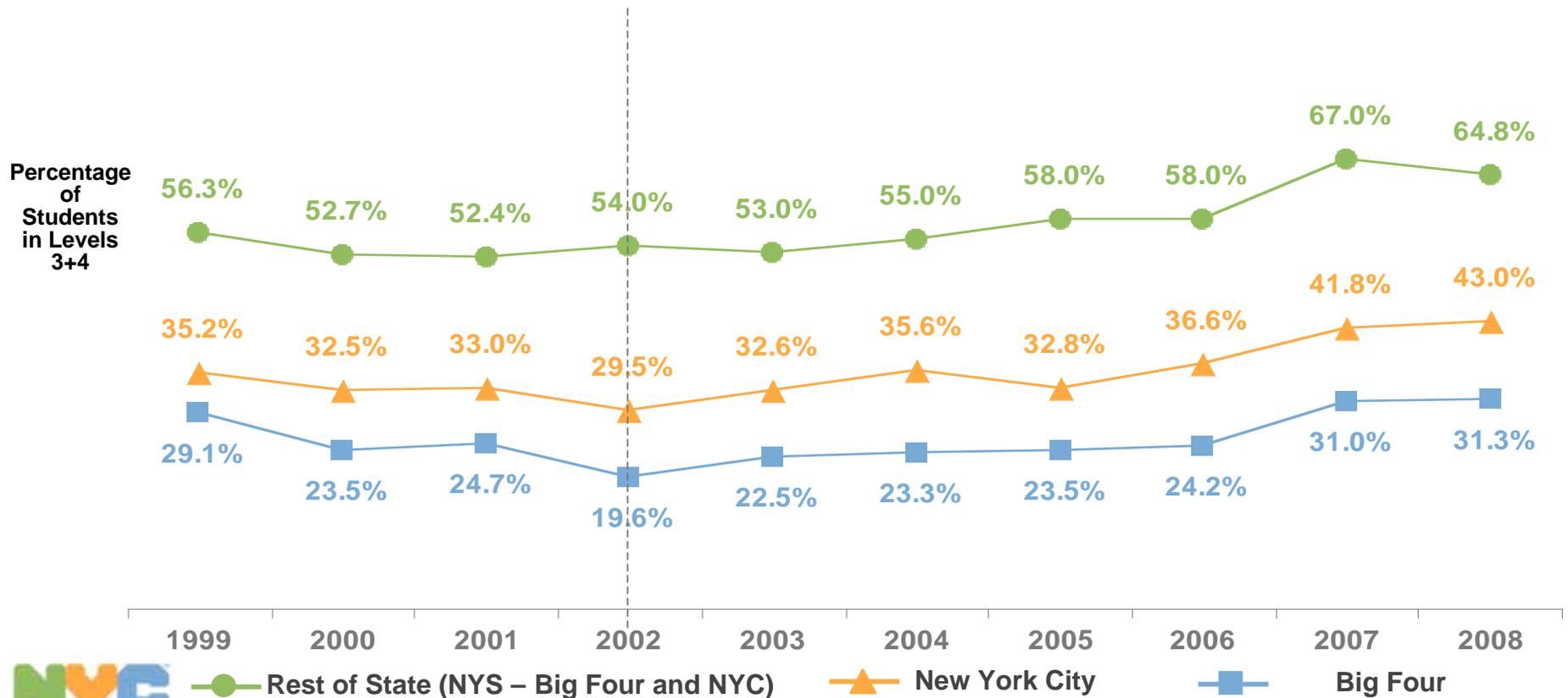
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NYC NARROWS THE ACHIEVEMENT GAP: 4TH GRADE

Percent of Students at Levels 3 + 4
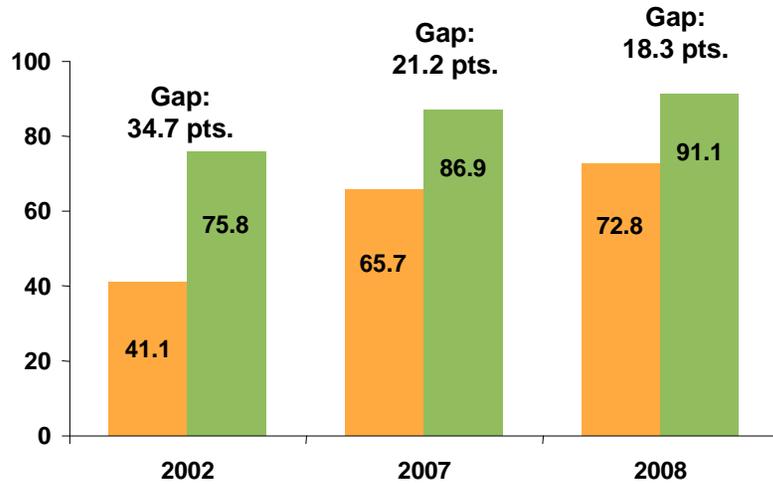
Closing the Black-White Gap Math

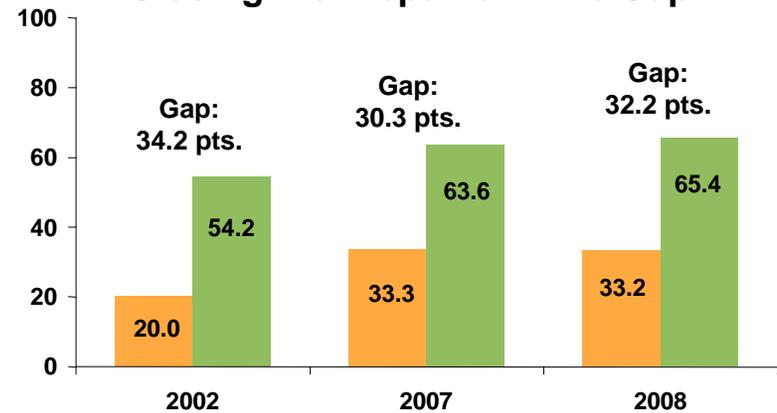Gap: 34.7 pts. — 2002: 41.1 / 75.8
Gap: 21.2 pts. — 2007: 65.7 / 86.9
Gap: 18.3 pts. — 2008: 72.8 / 91.1

Closing the Hispanic-White Gap Math

Gap: 30.5 pts. — 2002: 45.3 / 75.8
Gap: 17.8 pts. — 2007: 69.1 / 86.9
Gap: 15.3 pts. — 2008: 75.8 / 91.1

Closing the Black-White Gap ELA

Gap: 32.4 pts. — 2002: 38.6 / 71.0
Gap: 28.8 pts. — 2007: 49.0 / 77.8
Gap: 26.1 pts. — 2008: 54.3 / 80.4

Closing the Hispanic-White Gap ELA

Gap: 33.2 pts. — 2002: 37.8 / 71.0
Gap: 30.8 pts. — 2007: 47.0 / 77.8
Gap: 27.0 pts. — 2008: 53.4 / 80.4

Black/ Hispanic Students   White Students

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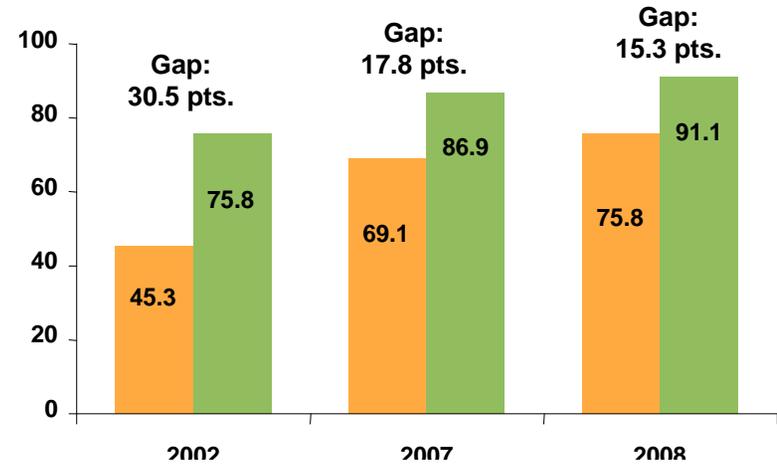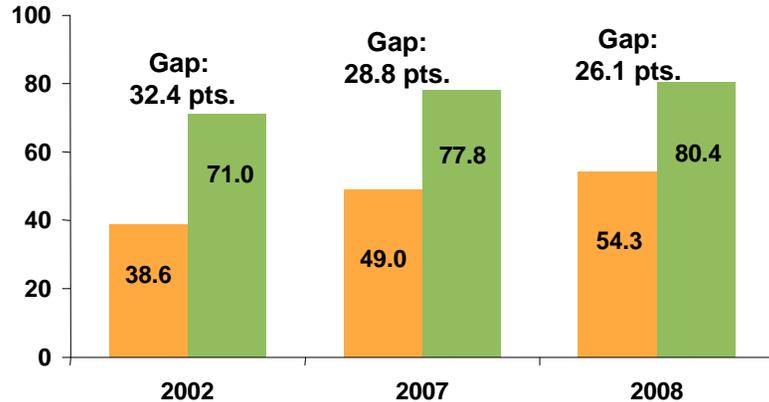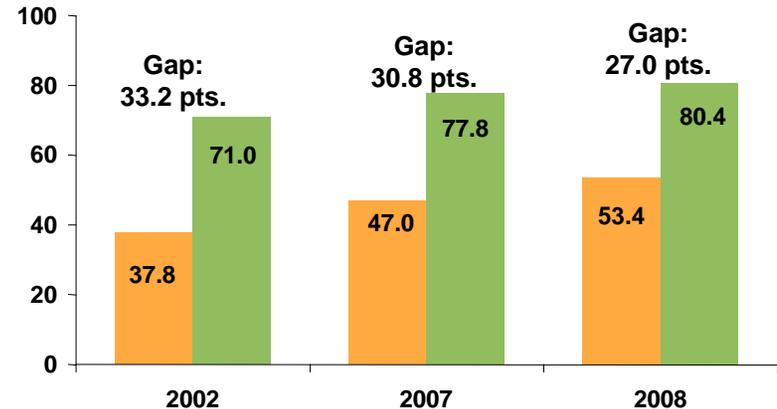
NYC NARROWS THE ACHIEVEMENT GAP: 8TH GRADE

Percent of Students at Levels 3 + 4
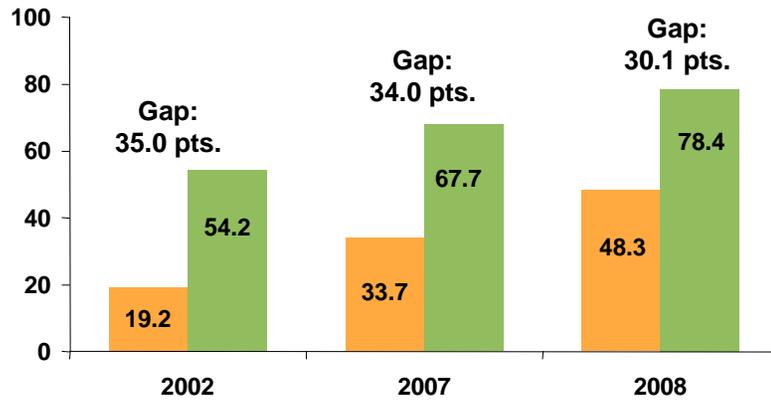
Closing the Black-White Gap Math

- 2002 — Gap: 35.0 pts. (Black/Hispanic: 19.2, White: 54.2)
- 2007 — Gap: 34.0 pts. (Black/Hispanic: 33.7, White: 67.7)
- 2008 — Gap: 30.1 pts. (Black/Hispanic: 48.3, White: 78.4)

Closing the Hispanic-White Gap Math

- 2002 — Gap: 34.3 pts. (Black/Hispanic: 19.9, White: 54.2)
- 2007 — Gap: 30.3 pts. (Black/Hispanic: 37.4, White: 67.7)
- 2008 — Gap: 25.6 pts. (Black/Hispanic: 52.8, White: 78.4)

Closing the Black-White Gap ELA

- 2002 — Gap: 33.0 pts. (Black/Hispanic: 21.2, White: 54.2)
- 2007 — Gap: 28.6 pts. (Black/Hispanic: 35.0, White: 63.6)
- 2008 — Gap: 29.2 pts. (Black/Hispanic: 36.2, White: 65.4)

Closing the Hispanic-White Gap ELA

- 2002 — Gap: 34.2 pts. (Black/Hispanic: 20.0, White: 54.2)
- 2007 — Gap: 30.3 pts. (Black/Hispanic: 33.3, White: 63.6)
- 2008 — Gap: 32.2 pts. (Black/Hispanic: 33.2, White: 65.4)

Black/ Hispanic Students   **White Students**

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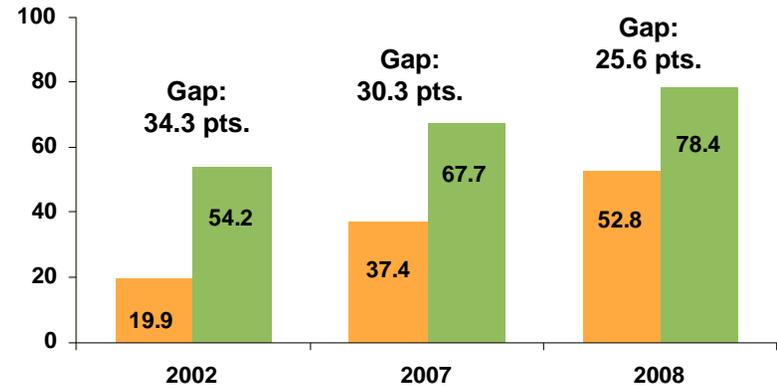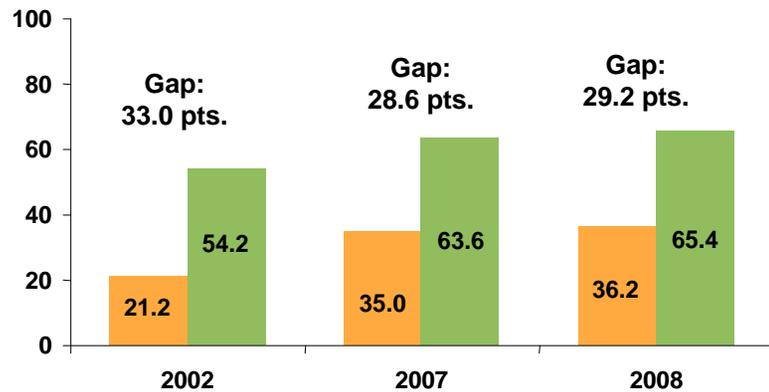
AGENDA

> **Introduction: Reform Context**

> **NYC Model Description**

> **Sample Teacher Report**

> **Experience During Pilot Year**

> **Next Steps**

WHY CONSIDER TEACHER-LEVEL DATA?

8TH GRADE PROFICIENCY RATINGS ARE PREDICTIVE OF HIGH SCHOOL REGENTS DIPLOMAS
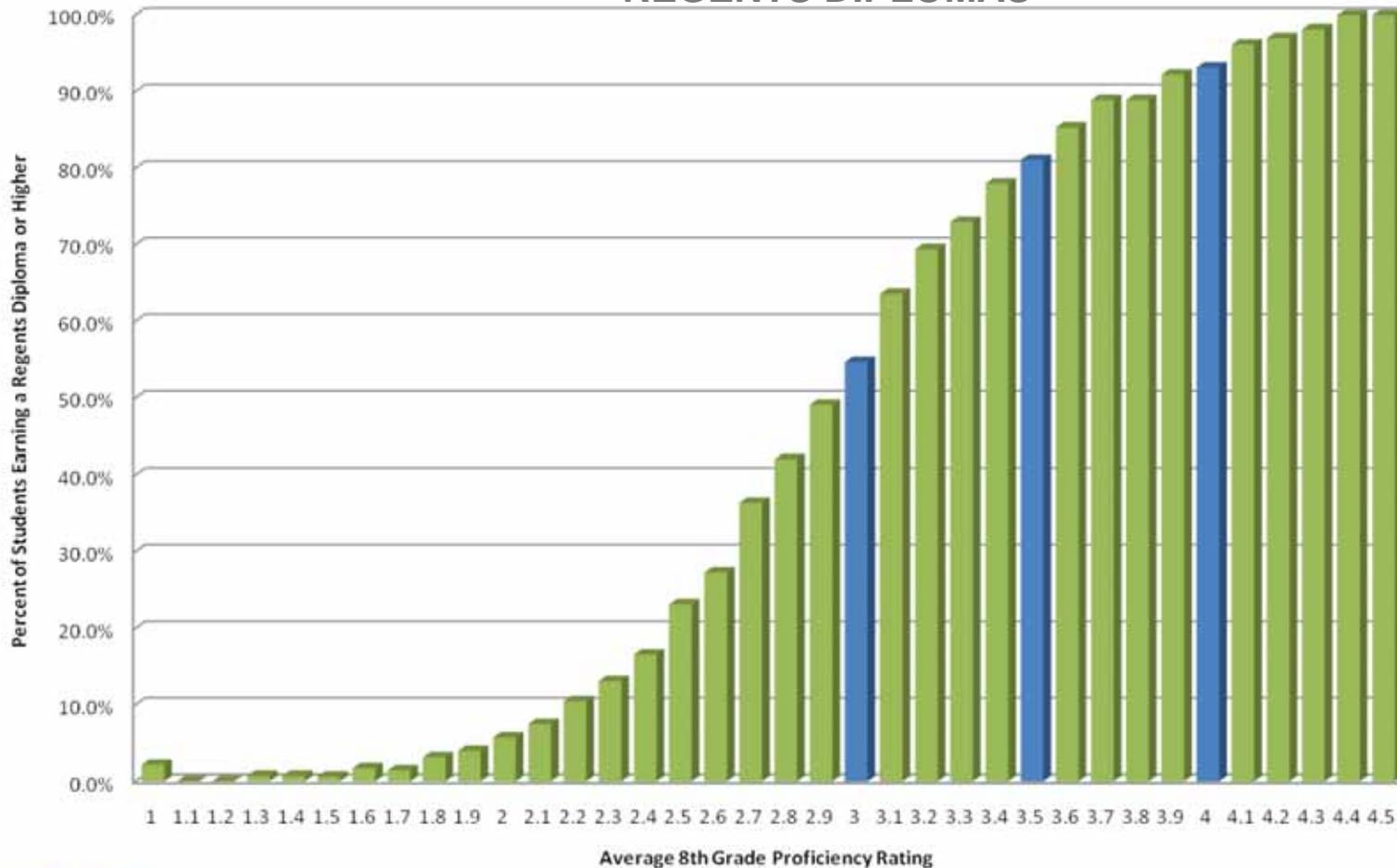
WHY CONSIDER TEACHER-LEVEL DATA?

NYC data shows what research consistently says: teacher effectiveness varies in ways that can change student prospects for positive life outcomes.

Range of NYC Scores 2006-07

Portion of a Proficiency Level

ELA: -.31 to .29
Math: -.45 to .41
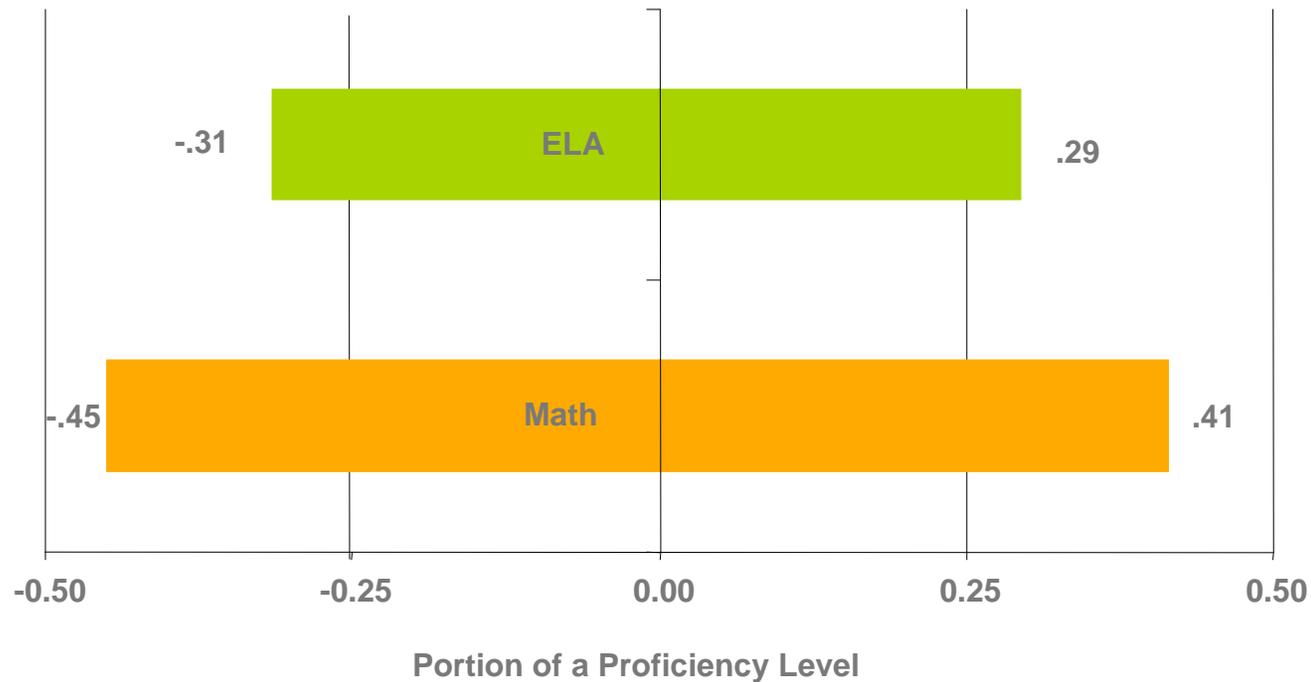
NYC INITIATIVE GOALS

> Develop statistical model to isolate the impact that individual teachers have on student achievement from factors outside of teachers' control

> Provide teacher data to principals in an accessible form

> Evaluate the potential benefits and uses of these data

- One of many tools for instructional improvement
- NOT for teacher evaluation
- Instrumental to research
  - Teacher Exit Survey
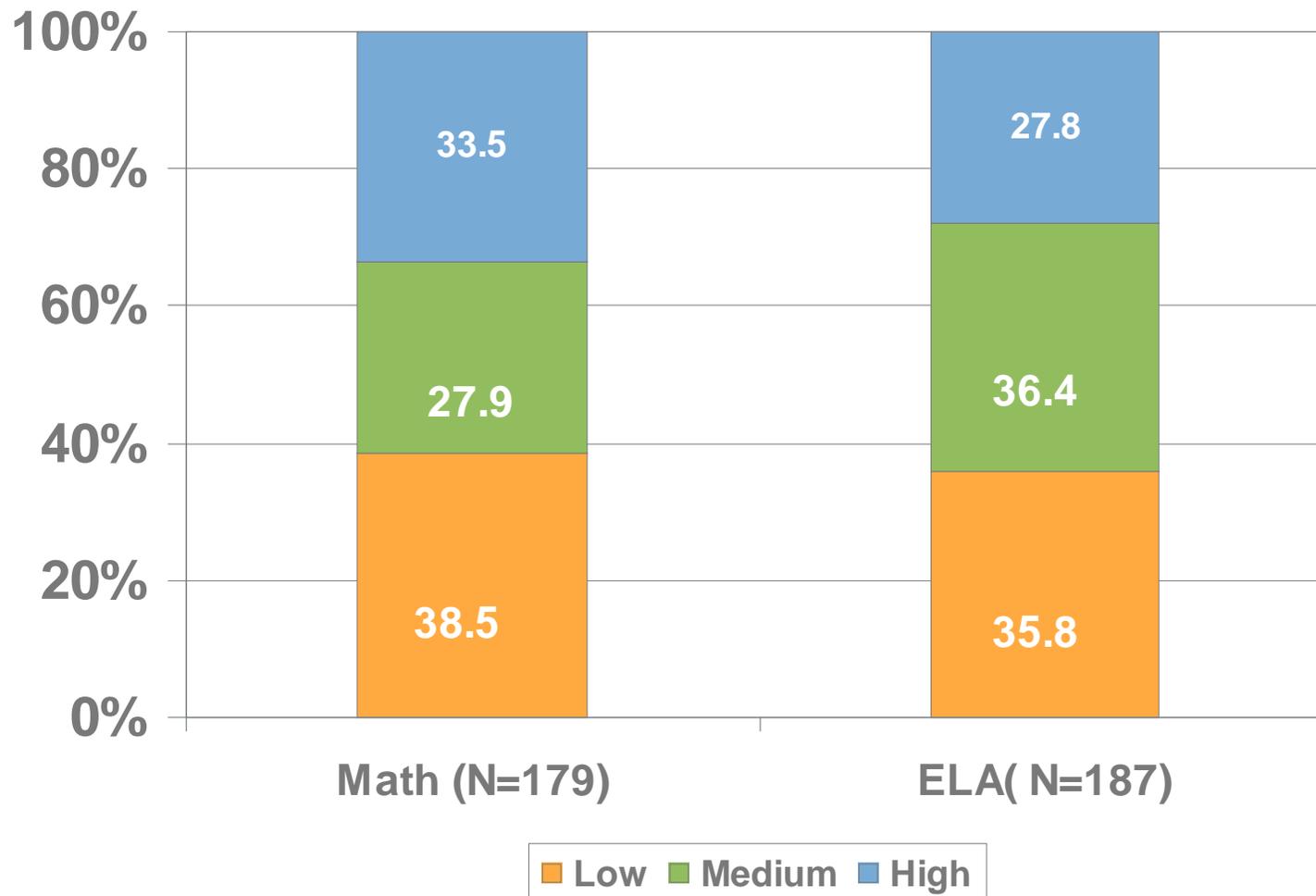
HOW VALUE-ADDED MODEL WORKS

For teachers in grades 4-8 ELA and Math

TVA mathematically isolates individual teacher contributions to student performance gains on the State tests

Teacher reports <u>predict</u> each student's growth in student achievement based on characteristics of students, classrooms and schools that are outside of the teacher's control

The Predicted Gains are compared to the Actual Gains for each student in a teacher's class
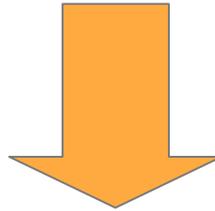
<u>Value-Added</u>: the difference between Actual and Predicted Gains

VALUE-ADDED MEASURES THE DIFFERENCE BETWEEN STUDENTS' ACTUAL AND PREDICTED GAIN

Value added for one student

Proficiency rating

3

2

Actual

Predicted

Actual Gain

Predicted Gain

The difference between actual and predicted growth is "Value Added"

3rd Grade   4th Grade
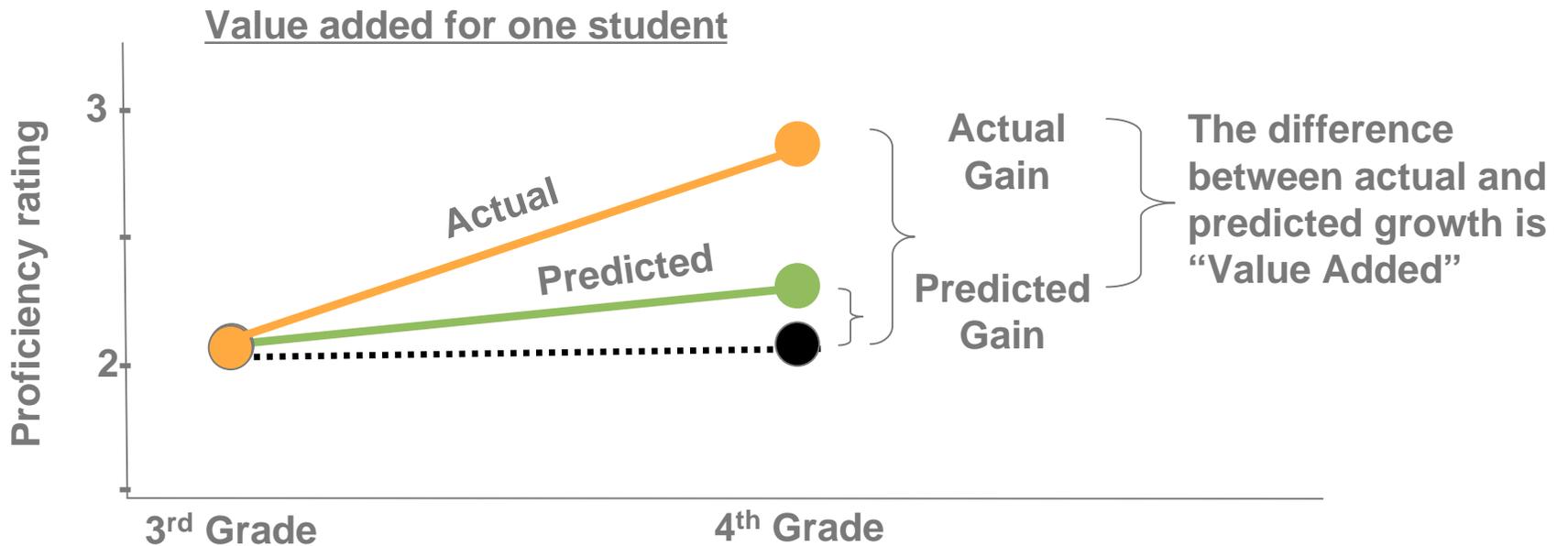
Key Concept:

Value Added = Actual - Predicted

"INDEPENDENT VARIABLES" OR "INPUTS" USED TO CALCULATE PREDICTED GAIN IN THE TVA MODEL

Student characteristics	Classroom characteristics	School characteristics
✓Prior year reading ✓Prior year math ✓Free or reduced price lunch ✓Special education status ✓English Language Learner status ✓Number of suspensions and absences (prior-year) ✓Student retained in grade ✓Attended summer school ✓New to school ✓Race ✓Gender ✓Prior year teacher	✓Average prior year reading and math ✓Percent free or reduced price lunch ✓Percent special education status ✓Percent English Language Learner status ✓Average number of suspensions and absences (prior) ✓Percent of students retained in grade ✓Percent attended summer school ✓Class size ✓Percent by race ✓Percent by gender	✓Average classroom characteristics ✓Average class size ✓Total tested by grade/subject ✓Year starting and ending school Teacher characteristics (used when comparing teachers to peer teachers) ✓Years of experience ✓Years teaching in the same grade and subject

INTERPRETING RESULTS: HOW GOOD IS A TEACHER'S RESULT?

Teacher Reports compare a teacher's performance to the results of:

> The teacher's results over past few years

> All teachers in the city in grade/subject (Citywide Comparison)

> All teachers in grade/subject adjusted for years of experience and whose classrooms have similar predicted gains based on student, classroom and school characteristics (Peer Teacher Comparison)

Provide upper and lower bounds around value-added calculations (shows 95% confidence interval).

> Most likely result for a teacher is labeled as the teacher's value-added result

> 95% probability that the teacher's actual performance falls between upper and lower bounds

TWO TECHNICAL CHALLENGES

> Tests are administered mid-year so two teachers across two school years affect each student's gains

  - Our model "controls" for the impact of the teacher from the previous school year

> Some students change classes during the school year

  - Our model removes "mobile" students if they were not in one teacher's class for the whole school year

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TEACHER REPORT 1

TEACHER DATA REPORT: ENGLISH LANGUAGE ARTS
SUMMARY SHEET

Teacher: Travis, Mary
School: PS 31 - Lincoln Elementary   Grade Level: 5th
Years with data: 2005-06, 2006-07, 2007-08   Years Teaching in NYC: 4

What Is The Teacher Data Report?

• The Teacher Data Report is a new tool for teachers and school leaders to use to improve instruction and student learning

• The information in this report uses a statistical model to isolate the impact of a teacher's instruction on student achievement from factors about students, classrooms and schools that are outside of a teacher's control. The model uses these factors to predict gains for each student.

• A teacher's impact, also called by the statistical term "Value-Added," is the difference between average actual and average predicted gains for all students in the classroom

What Data Goes Into The Calculations On This Report?

Standardized test scores: In English Language Arts (ELA) and Math from 2004-05 to 2007-08 (Baseline achievement data for 2004-05 includes some city tests)

Teacher Experience: The number of years the classroom teacher taught in NYC

Student, Classroom and School Data: Measurable factors about students and classrooms outside of the teacher's control, including: students' prior year test scores, Special Education and ELL status, student demographics and class size. Go to: (insert web link) for complete information.

This Report Provides Three Ways to Look at Teacher Data

① My Results With Student Sub-groups:

How do my results for student sub-groups compare with other teachers? Uses three years of data, when available, and compares your impact to teachers in classrooms with similar predicted gains, adjusted for teacher experience levels .

My result is below other teachers (lowest 20%)	My result is about the same as other teachers (middle 60%)	My result is above other teachers (top 20%)	
Citywide Top 3rd	Citywide Middle 3rd School Top 3rd School Middle 3rd Male Students Female Students	Citywide Lowest 3rd School Lowest 3rd Special Education	For more detail, see "Student Sub-Group" sheet

② My Results, Compared to Peer Teachers:

How do my results compare to other teachers in my grade and subject area throughout NYC, whose classrooms have similar predicted gains, adjusted for teacher experience levels?

	My percentile	Range*	0%	25%	50%	75%	100%	
2007-08	65%	46% 84%						For more detail, see "Peer Comparison" sheet
Last 3 years	53%	40% 66%						

③ My Results, Compared to All NYC Teachers Citywide:
How do my Value-Added results compare to all teachers in my grade and subject area throughout NYC?

	My percentile	Range*	0%	25%	50%	75%	100%	
2007-08	58%	39% 77%						For more detail, see "City Comparison" sheet
Last 3 years	49%	37% 62%						

Next Steps

• *Go to http://schools.nyc.gov/Teacher Data Initiative to learn more about the statistical concepts used in this report*
• *Visit the teacher page for information on leadership and development opportunities*

Range: Your result is best represented by a range. The range (or confidence interval) provided around your value-Added indicates

TEACHER REPORT 1

This Report Provides Three Ways to Look at Teacher Data			
① My Results With Student Sub-groups: *How do my results for student sub-groups compare with other teachers? Uses three years of data, when available, and compares your impact to teachers in classrooms with similar predicted gains, adjusted for teacher experience levels .*			
My result is below other teachers (lowest 20%)	**My result is about the same as other teachers (middle 60%)**	**My result is above other teachers (top 20%)**	
Citywide Top 3rd	Citywide Middle 3rd School Top 3rd School Middle 3rd Male Students Female Students	Citywide Lowest 3rd School Lowest 3rd Special Education	For more detail, see "Student Sub-Group" sheet

TEACHER REPORT 1

② My Results, Compared to Peer Teachers:

How do my results compare to other teachers in my grade and subject area throughout NYC, whose classrooms have similar predicted gains, adjusted for teacher experience levels?

	My percentile	Range*	My percentile (0%-100%)					For more detail, see "Peer Comparison" sheet
			0%	25%	50%	75%	100%	
2007-08	65%	46% 84%			⇩			
Last 3 years	53%	40% 66%		⇩				

TEACHER REPORT 1

③ My Results, Compared to All NYC Teachers Citywide:
How do my Value-Added results compare to all teachers in my grade and subject area throughout NYC?

	My percentile	Range*	0%	My percentile (0%-100%) 25% 50% 75% 100%	For more detail, see "City Comparison" sheet
2007-08	58%	39% 77%		⇩	
Last 3 years	49%	37% 62%		⇩	

TEACHER REPORT 2

TEACHER DATA REPORT: ENGLISH LANGUAGE ARTS

1 *STUDENT SUB-GROUPS*

Teacher: Travis, Mary
School: PS 31 - Lincoln Elementary   **Grade Level:**   5th
Years with data: 2005-06, 2006-07, 2007-08   **Years Teaching in NYC:** 4

My Results with Student Sub-groups:
How do my results for student sub-groups compare with other teachers? Uses three years of data, when available, and compares your impact to teachers in classrooms with similar predicted gains, adjusted for teacher experience levels.

	Number of Students	Average Prior Proficiency Rating	Actual Gain	Predicted Gain	Value Added	Percentile (0-100%)	My Percentile	Performance with sub-groups
Prior Achievement Level								
Citywide Top 3rd	13	3.4	-0.41	-0.17	-0.24	14%		Below Average
Range						0%-38%		
Citywide Middle 3rd	30	2.3	0.02	0.05	-0.03	46%		Average
Range						25%-71%		
Citywide Lowest 3rd	30	1.6	0.48	0.29	0.19	81%		Above average
Range						62%-100%		
School Top 3rd	25	3.1	-0.21	-0.09	-0.12	35%		Average
Range						18%-52%		
School Middle 3rd	28	2.3	0.02	0.05	-0.03	47%		Average
Range						25%-69%		
School Lowest 3rd	20	1.6	0.48	0.29	0.19	81%		Above Average
Range						58%-100%		
Gender								
Male students	35	2.4	0.09	0.07	0.02	54%		Average
Range						38%-70%		
Female Students	38	2.5	0.07	0.07	0.00	51%		Average
Range						35%-67%		
Other Sub-groups								
ELL Students	-	-	-	-	-	-		
Range						-		
Special Education	10	1.4	0.02	(0.18)	0.20	83%		Above average
Range						51%-100%		

*Range: Your result is best represented by a range. The range (or confidence interval) provided around your "Value-Added" result indicates that there is a 95% probability that the your actual result falls within this range. Your result is most likely to be the score marked on this page.

Above average: Top 20% of teachers
Average: Middle 60% of teachers
Below Average: Bottom 20% of teachers

TEACHER REPORT 2

	Number of Students	Prior Proficiency Rating	Actual Gain	Predicted Gain	Value Added	Average Percentile (0-100%)	My Percentile 0% 25% 50% 75% 100%	Performance with sub-groups
Prior Achievement Level								
Citywide Top 3rd *Range*	13	3.4	-0.41	-0.17	-0.24	14% 0%-38%		Below Average
Citywide Middle 3rd *Range*	30	2.3	0.02	0.05	-0.03	46% 25%-71%		Average
Citywide Lowest 3rd *Range*	30	1.6	0.48	0.29	0.19	81% 62%-100%		Above average
School Top 3rd *Range*	25	3.1	-0.21	-0.09	-0.12	35% 18%-52%		Average
School Middle 3rd *Range*	28	2.3	0.02	0.05	-0.03	47% 25%-69%		Average
School Lowest 3rd *Range*	20	1.6	0.48	0.29	0.19	81% 58%-100%		Above Average

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TEACHER REPORT 2

Gender								
Male students	**35**	**2.4**	**0.09**	**0.07**	**0.02**	*54%*	⇩	**Average**
Range						*38%-70%*		
Female Students	**38**	**2.5**	**0.07**	**0.07**	**0.00**	*51%*	⇩	**Average**
Range						*35-67%*		
Other Sub-groups								
ELL Students	-	-	-	-	-	-		
Range						-		
Special Education	**10**	**1.4**	**0.02**	**(0.18)**	**0.20**	*83%*	⇩	**Above average**
Range						*51%-100%*		

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TEACHER REPORT 3

TEACHER DATA REPORT: ENGLISH LANGUAGE ARTS

② *COMPARISONS TO PEER TEACHERS*
③ *COMPARISONS TO ALL TEACHERS CITYWIDE*

Teacher: Travis, Mary
School: PS 31 - Lincoln Elementary   Grade Level: 5th
Years with data: 2005-06, 2006-07, 2007-08   Years Teaching in NYC: 4

② My Results, Compared to Peer Teachers:
How do my results compare to other teachers in my grade and subject area throughout NYC, whose classrooms have similar predicted gains, adjusted for teacher experience levels?

| | Number of Students | Average | | | Percentile (0-100%) | My Percentile |
		Prior Proficiency Rating	Actual Gain	Predicted Gain	Value Added	
This year: 2007-08	24	2.1	0.19	0.08	0.11	65%	
Range						46-84%	
2006-07	24	2.4	0.08	0.08	0.00	50%	
Range						30-70%	
2005-06	25	2.5	0.03	0.06	-0.03	43%	
Range						22-64%	
Last 3 years average	73	2.4	0.10	0.07	0.03	53%	
Range						40-66%	

③ My Results, Compared to All NYC Teachers Citywide:
How do my results compare to all teachers in my grade and subject area throughout NYC?

| | Number of Students | Average | | | Percentile (0-100%) | My Percentile |
		Prior Proficiency Rating	Actual Gain	Predicted Gain	Value Added	
This year: 2007-08	24	2.1	0.19	0.12	0.07	58%	
Range						39-77%	
2006-07	24	2.4	0.08	0.11	(0.03)	46%	
Range						26-66%	
2005-06	25	2.5	0.03	0.09	(0.06)	40%	
Range						19-59%	
Last 3 years average	73	2.4	0.10	0.11	(0.01)	49%	
Range						37-62%	

*Range: Your result is best represented by a range. The range (or confidence interval) provided around your result indicates that there is a 95% probability that the your actual "Value-Added" result falls within this range. Your result is most likely to be the score marked on this page.

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TEACHER REPORT 3

(2) My Results, Compared to Peer Teachers:

How do my results compare to other teachers in my grade and subject area throughout NYC, whose classrooms have similar predicted gains, adjusted for teacher experience levels?

	Number of Students	Average				Percentile (0-100%)	My Percentile
		Prior Proficiency Rating	Actual Gain	Predicted Gain	Value Added		
This year: 2007-08	24	2.1	0.19	0.08	0.11	65%	
Range						*46-84%*	
2006-07	24	2.4	0.08	0.08	0.00	50%	
Range						*30-70%*	
2005-06	25	2.5	0.03	0.06	-0.03	43%	
Range						*22-64%*	
Last 3 years average	73	2.4	0.10	0.07	0.03	53%	
Range						*40-66%*	

TEACHER REPORT 3

③ My Results, Compared to All NYC Teachers Citywide:
How do my results compare to all teachers in my grade and subject area throughout NYC?

	Number of Students	Average				Percentile (0-100%)	My Percentile
		Prior Proficiency Rating	Actual Gain	Predicted Gain	Value Added		0% 25% 50% 75% 100%
This year: 2007-08	24	2.1	0.19	0.12	0.07	*58%*	
Range						*39-77%*	
2006-07	24	2.4	0.08	0.11	(0.03)	*46%*	
Range						*26-66%*	
2005-06	25	2.5	0.03	0.09	(0.06)	*40%*	
Range						*19-59%*	
Last 3 years average	73	2.4	0.10	0.11	(0.01)	*49%*	
Range						*37-62%*	

SCHOOL REPORT 1

TEACHER DATA: SCHOOL SUMMARY

2007-08

Principal: Swain, Winthrop

School: PS 31 - Lincoln Elementary   **Levels in School:**   K-5

Years with data: 2005-06, 2006-07, 2007-08   **Number of Teachers with Reports:** 7

Data of Teachers in Your School Compared to:

- Peer Teachers: Teachers in classrooms throughout NYC in the same grade and subject, with similar predicted gains, and adjusted for teacher experience levels

- Uses the last THREE years of data, when available

Teachers with Below Average Value-Added (Lowest 20%)	Teachers with Average Value-Added (Middle 60%)	Teachers with Above Average Value-Added (Top 20%)
MATH		
	Nancy Montela - 4th * Christine Chaterata - 5th * Mary Travis - 5th *	Anna McDonald - 4th Kathy Morris- 4th Anthony Soto - 5th Anna Kensington - - 5th
ENGLISH LANGUAGE ARTS		
Kathy Morris- 4th	Anna McDonald - 4th Nancy Montela - 4th * Christine Chaterata - 5th * Anthony Soto - 5th Anna Kensington - - 5th Mary Travis - 5th *	

SCHOOL REPORT 2

Value-Added Data of Teachers in Your School with Student Sub-groups:

- Compared to Peer Teachers: Teachers in classrooms in the same grade and subject with similar predicted gains, and adjusted for teacher experience levels

- Uses the last THREE years of data, when available

Prior Acheivement Level	MATH		ENGLISH LANGUAGE ARTS	
	Teachers w/ Below Average Value-Added (Lowest 20%)	Teachers w/ Above Average Value-Added (Top 20%)	Teachers w/ Below Average Value-Added (Lowest 20%)	Teachers w/ Above Average Value-Added (Top 20%)
Citywide Lowest 3rd	Nancy Montela - 4th	Anna McDonald - 4th Christine Chaterata - 5th	Nancy Montela - 4th Anthony Soto - 5th	Mary Travis - 5th
Citywide Middle 3rd		Kathy Morris- 4th Anthony Soto - 5th	Nancy Montela - 4th Kathy Morris- 4th	
Citywide Top 3rd		Anna McDonald - 4th Nancy Montela - 4th Kathy Morris- 4th Anthony Soto - 5th Anna Kensington - - 5th	Kathy Morris- 4th Mary Travis - 5th	Anna McDonald - 4th Anna Kensington - - 5th
Schools Lowest 3rd	Nancy Montela - 4th	Anna McDonald - 4th	Nancy Montela - 4th Anthony Soto - 5th	Anna McDonald - 4th Mary Travis - 5th
School Middle 3rd	Anna McDonald - 4th	Kathy Morris- 4th Anthony Soto - 5th	Kathy Morris- 4th Anna Kensington - - 5th	
School Top 3rd		Nancy Montela - 4th Kathy Morris- 4th Anna Kensington - - 5th Anthony Soto - 5th	Kathy Morris- 4th	Anna Kensington - - 5th

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SCHOOL REPORT 2

Value-Added Data of Teachers in Your School with Student Sub-groups:

   - Compared to Peer Teachers: Teachers in classrooms in the same grade and subject with similar predicted gains, and adjusted for teacher experience levels

   - Uses the last THREE years of data, when available

	MATH		ENGLISH LANGUAGE ARTS	
	Teachers w/ Below Average Value-Added (Lowest 20%)	**Teachers w/ Above Average Value-Added (Top 20%)**	**Teachers w/ Below Average Value-Added (Lowest 20%)**	**Teachers w/ Above Average Value-Added (Top 20%)**
Gender				
Male Students		Anna McDonald - 4th Kathy Morris- 4th Anthony Soto - 5th Anna Kensington - - 5th	Nancy Montela - 4th	
Female Students		Anna McDonald - 4th Kathy Morris- 4th Anthony Soto - 5th Anna Kensington - - 5th	Nancy Montela - 4th	
Other Sub-groups			-	
ELL Students				
Special Education			Nancy Montela - 4th	Mary Travis - 5th

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SCHOOL REPORT 3

Teacher Data - English Language Arts

Compared to Peer Teachers: Teachers in classrooms throughout NYC in the same grade and subject, with similar predicted gains, and adjusted for teacher experience levels

Compared to Peer Teachers	Percentile: The percent of classroom whose value Added falls below this classrooms		
		Up to the last three years	This year (2007-08)
4th Grade		(0-100%)	(0-100%)
Anna McDonald - 4th		**72%**	**-**
Range		57% 87%	- -
Kathy Morris- 4th		**9%**	**14%**
Range		0% 24%	0% 30%
Nancy Montela - 4th		**31%**	**21%**
Range		16% 46%	1% 41%
GRADE LEVEL SUMMARY		**38%**	**25%**
Range		**25% 50%**	**10% 40%**
5th Grade			
Christine Chaterata - 5th		**46%**	**46%**
Range		31% 61%	26% 66%
Anthony Soto - 5th		**37%**	**60%**
Range		22% 52%	40% 80%
Anna Kensington - 5th		**74%**	**54%**
Range		59% 89%	34% 74%
Mary Travis - 5th		**53%**	**65%**
Range		40% 66%	46% 84%
GRADE LEVEL SUMMARY		**60%**	**56%**
Range		**48% 72%**	**46% 66%**

TEACHER DATA: SCHOOL SUMMARY
MATH

2007-08

Principal: Swain, Winthrop

School: PS 31 - Lincoln Elementary   **Grade Levels in School:**   K-5

Years with data: 2005-06, 2006-07, 2007-08   **Number of Teachers with Reports:** 7

Teacher Data - Math

Compared to Peer Teachers: Teachers in classrooms throughout NYC in the same grade and subject, with similar predicted gains, and adjusted for teacher experience levels

Compared to Peer Teachers	Up to the last three years (0-100%)	This year (2007-08) (0-100%)
4th Grade		
Anna McDonald - 4th	**81%**	**74%**
Range	66% 96%	35% 94%
Kathy Morris- 4th	**83%**	**90%**
Range	68% 98%	70% 100%
Nancy Montela - 4th	**42%**	**68%**
Range	27% 57%	48% 88%
GRADE LEVEL SUMMARY	**69%**	**70%**
Range	**60% 78%**	**58% 82%**
5th Grade		
Christine Chaterata - 5th Grade	**62%**	**49%**
Range	47% 77%	29% 69%
Anthony Soto - 5th	**97%**	**98%**
Range	82% 100%	80% 100%
Anna Kensington - - 5th	**88%**	**67%**
Range	73% 100%	47% 87%
Mary Travis	**75%**	**60%**
Range	60% 90%	40% 80%
GRADE LEVEL SUMMARY	**81%**	**60%**
Range	**70% 92%**	**45% 75%**

Percentile: The percent of classroom whose Value Added falls below this classroom's

*Range: Value-Added is best represented by a range. The range (or confidence interval) provided around the value-Added percentile indicates that there is a 95% probability that the actual value-Added falls within this range. The value-Added percentile that is most likely, is the one reported on this page.

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AGENDA

> **Introduction: Reform Context**

> **NYC Model Description**

> **Sample Teacher Report**

> **Experience During Pilot Year**

> **Next Steps**

PILOT CONDUCTED IN 2007-08

Solicited volunteer schools.

Provided half (about 100) with professional development around teacher data and the NYC draft reports

> (Half kept as control group for research purposes)

Follow up PD with interested principals and some other administrators and teachers

Research surveys before and after report distribution

Analyses conducted around validity of data

PILOT SHOWS THAT DATA IS USEFUL FOR PRINCIPALS AND TEACHERS

> 86% of Pilot principals feel data is useful for <u>principals</u>. Specifically, principals found the data useful for:
>   - Planning individual and group PD
>   - Considering implications for teacher/student class assignments
>   - Determining future staffing needs
>   - Informing choices of curricula or instructional programs

> 77% of principals felt information was useful for teachers and 50% of them said they shared reports with teachers. (not a pilot requirement)

> Pilot helped refine:
>   - Model design and data elements
>   - Format and content of reports
>   - Support tools for schools to help interpret and use the information

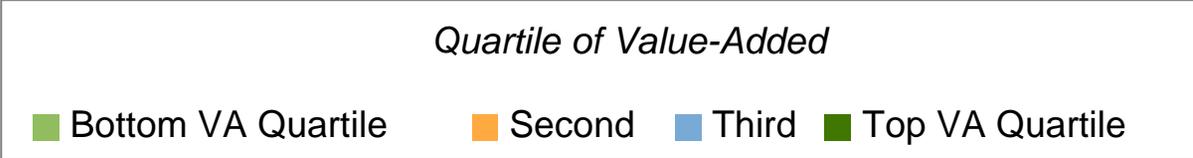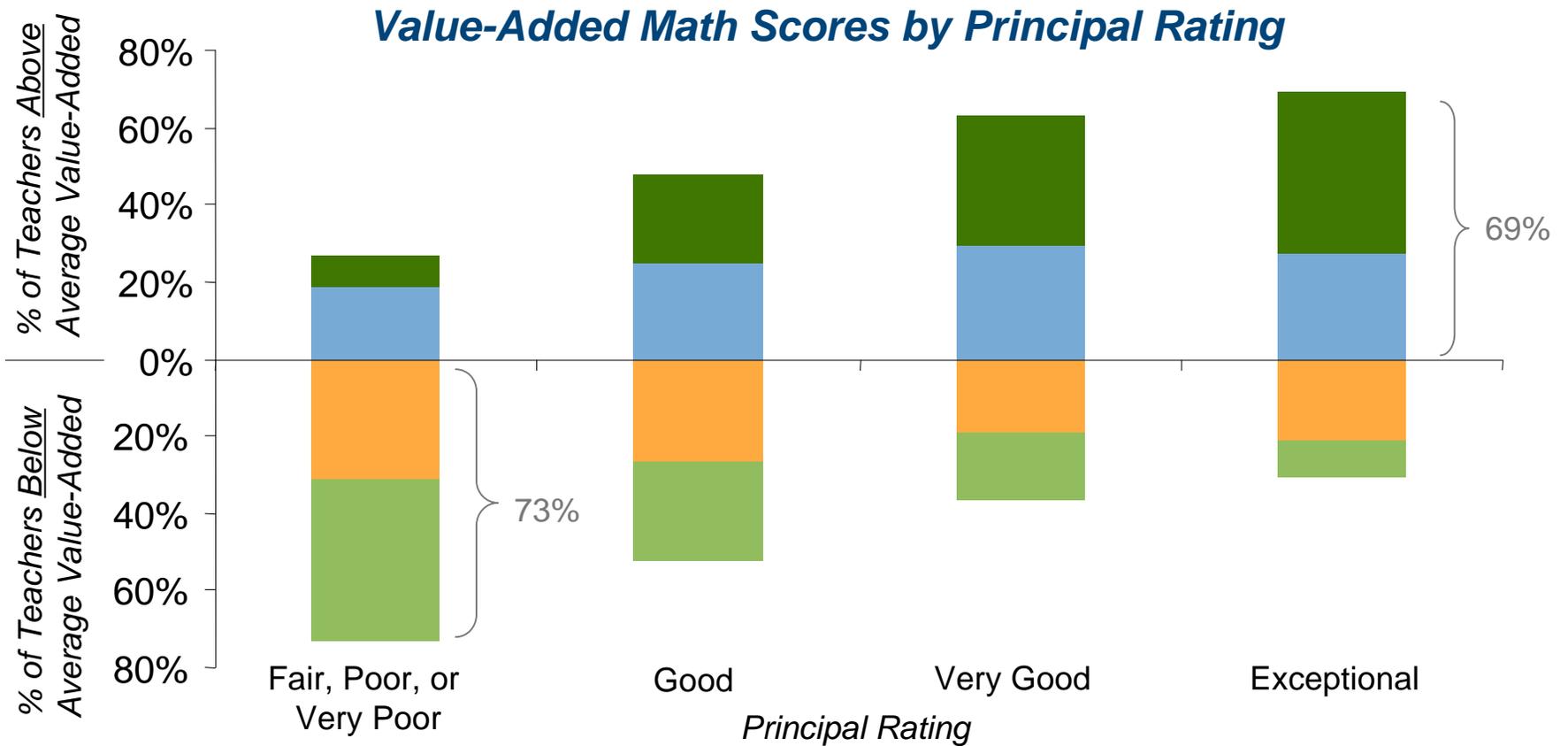# VALIDITY ANALYSIS: TEACHER DATA IS POSITIVELY RELATED TO SCHOOL PROGRESS REPORT GRADES

Teacher Value-added Score by Progress Report Grade

The results for other grades and in ELA are similar. Above analysis based on all schools with VA data, not just pilot schools
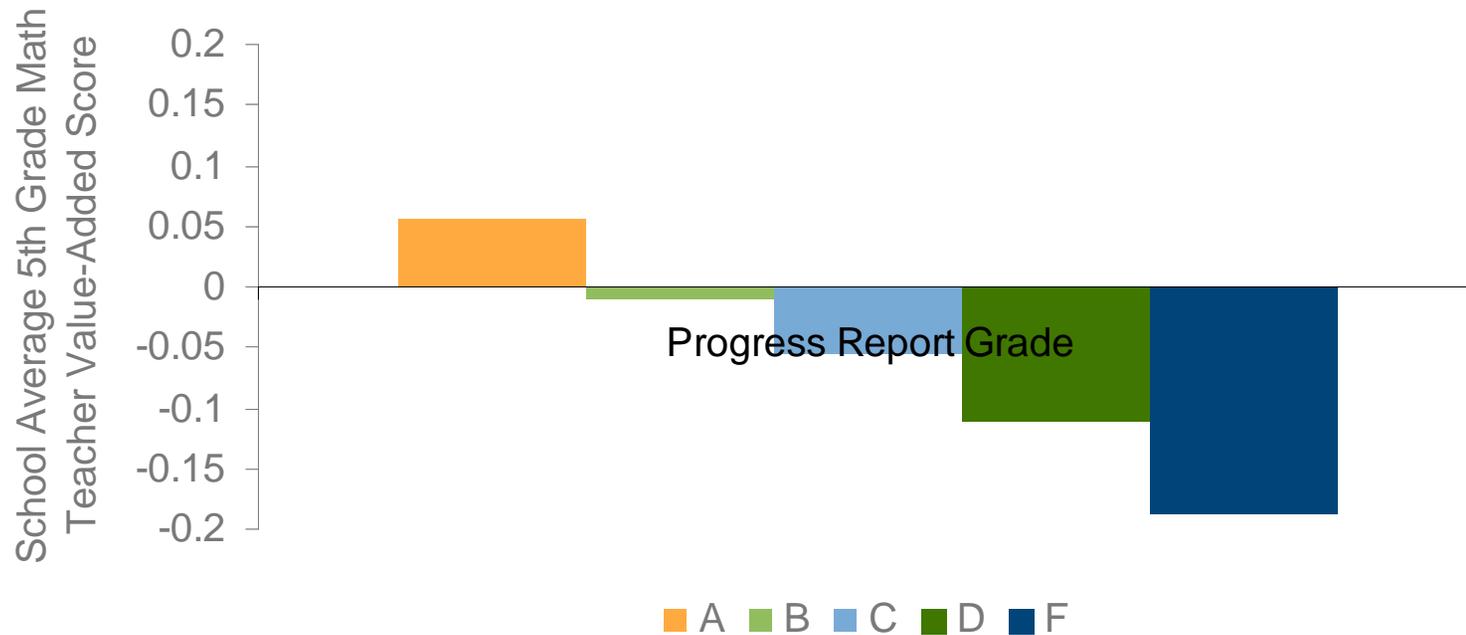
VALIDITY ANALYSIS: TEACHER SCORES ARE POSITIVELY RELATED TO PRINCIPALS' JUDGMENTS
(pilot research before principals obtained VA reports)

Value-Added Math Scores by Principal Rating

% of Teachers Above Average Value-Added

% of Teachers Below Average Value-Added

73%

69%

Fair, Poor, or Very Poor   Good   Very Good   Exceptional

Principal Rating

Quartile of Value-Added

Bottom VA Quartile   Second   Third   Top VA Quartile

VALIDITY ANALYSIS: TEACHER SCORES DEMONSTRATE STABILITY OVER TIME

78% of teachers in the bottom 20% after 2 years remain in the bottom 20% after 3 years, while 86% of teachers in the top 20% after 2 years remain in the top 20% after 3 years.*

Teachers' Value-Added After 3 Years by Their Value-Added After 2 Years
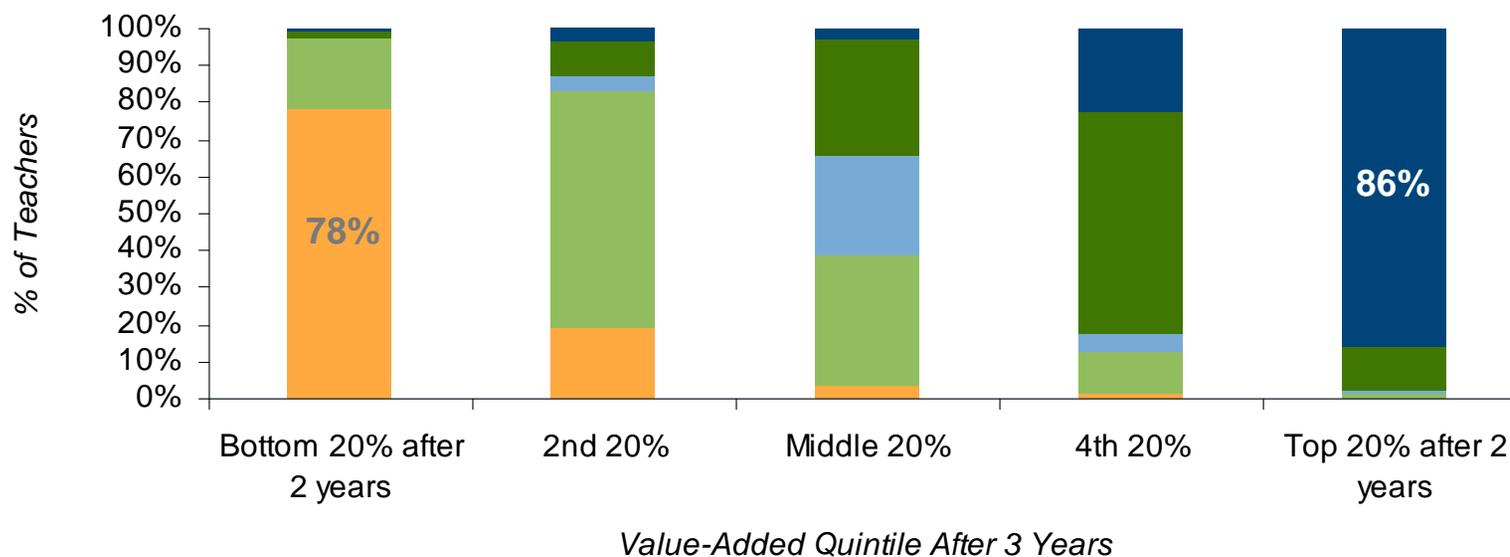
Legend: Bottom 20% after 3 years ▪ 2nd 20% ▪ Middle 20% ▪ 4th 20% ▪ Top 20% after 3 years

5th grade math example. The results for other grades and in ELA are similar. Analysis based on All schools with VA data, not just pilot schools

AGENDA

> **Introduction: Reform Context**

> **NYC Model Description**

> **Sample Teacher Report**

> **Experience During Pilot Year**

> **Next Steps**

POLITICAL ENVIRONMENT IN NY

- New State regulations governing teacher tenure decisions
  - > Prohibit use of "student performance data" for teacher tenure decisions for teachers hired after July 1, 2008
  - > Two-year sun set rule
  - > Passed during pilot

- Addressing UFT Concerns with work
  - > Member of technical advisory board and have made some changes UFT encouraged
  - > Directing schools to use of data for instructional improvement purposes, not evaluation

ROLL-OUT STEPS: FALL 2008

All eligible schools and teachers will receive Data Reports in fall 2008

Next Steps:

- **Data validation steps on historical data linking teachers to students**
  - > **September-October**

- **Train staff who will train schools**
  - > **Late August-October**

- **Complete modeling and report generation with 2007-08 data**
  - > **By Mid-November**

- **Introduce to schools and teachers**
  - > **Start: Mid November-December**