

TEACHER DATA REPORT: ENGLISH LANGUAGE ARTS

SUMMARY SHEET

Teacher: Travis, Mary

School: PS 31 - Lincoln Elementary

Years with data: 2005-06, 2006-07, 2007-08

Grade Level: 5th

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 is calculated by using a statistical model to isolate the effect 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 result, also called by the statistical term "value-added," is the difference between the average "actual gain" and the average "predicted gain" for all students in the classroom.

What Data Goes into the Calculations on This Report?

Standardized NYS Test Scaled Scores in: Math and English Language Arts (ELA) from 2004-05 to 2007-08 (Baseline achievement data for 2004-05 includes some city tests)

Teacher Experience: The number of years the teacher taught in NYC and in this grade/subject

Student, Classroom and School Data: Measurable factors about students and classrooms outside of the teacher's control including: prior year's standardized NYS test scaled scores, Special Education and ELL status, student demographics and class size.

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 result to teachers in classrooms with similar predicted gains, adjusted for teacher experience levels.

My result is below other teachers (0%-20%)	My result is about the same as other teachers (20%-80%)	My result is above other teachers (80%-100%)	
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*	My percentile (0%-100%)				For more detail, see "Peer Comparison" sheet
			0%	25%	50%	75%	
2007-08	65%	46% - 80%			▼		
Last 3 years	53%	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?

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

Next Steps

- Go to (Web site address to come) to learn more about the statistical concepts used in this report
- Visit the NYC DOE's 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 result indicates that there is a 95% probability that 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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1 STUDENT SUB-GROUPS

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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 result to teachers in classrooms with similar predicted gains, adjusted for teacher experience levels.

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

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Above average: Top 20% of teachers (80%-100%)
Average: Middle 60% of teachers (20%-80%)
Below Average: Bottom 20% of teachers (0%-20%)

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2 COMPARISONS TO PEER TEACHERS

3 COMPARISONS TO ALL TEACHERS CITYWIDE

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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	Prior Proficiency Rating	Average			Percentile (0-100%)	My Percentile				
			Actual Gain	Predicted Gain	Value Added		0%	25%	50%	75%	100%
This year: 2007-08 <i>Range</i>	24	2.1	0.19	0.08	0.11	65%					
2006-07 <i>Range</i>	24	2.4	0.08	0.08	0.00	50%					
2005-06 <i>Range</i>	25	2.5	0.03	0.06	-0.03	43%					
Last 3 years average <i>Range</i>	73	2.4	0.10	0.07	0.00	53%					

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	Prior Proficiency Rating	Average			Percentile (0-100%)	My Percentile				
			Actual Gain	Predicted Gain	Value Added		0%	25%	50%	75%	100%
This year: 2007-08 <i>Range</i>	24	2.1	0.19	0.12	0.07	58%					
2006-07 <i>Range</i>	24	2.4	0.08	0.11	-0.03	46%					
2005-06 <i>Range</i>	25	2.5	0.03	0.09	-0.06	40%					
Last 3 years average <i>Range</i>	73	2.4	0.10	0.11	-0.01	49%					

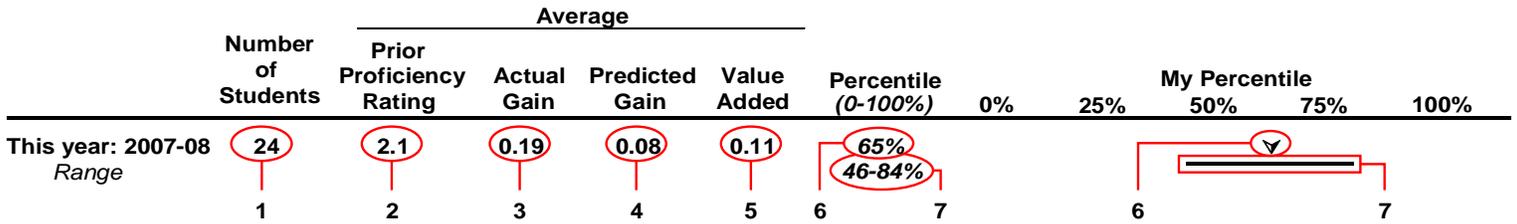
**Range: Your result is best represented by a range. The range (or confidence interval) provided around your value-added result indicates that there is a 95% probability that your actual value-added result falls within this range. Your result is most likely to be the score marked on this page.*

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NOTES SHEET

How to Interpret Teacher Data

The teacher shown in the chart below had 24 students in her class contribute to her value-added score in 2007-08. The average prior proficiency rating of these students was a 2.1. On average, these students gained 0.19 of a proficiency rating. On average, these students were predicted to gain 0.08 of a proficiency level by the value-added model. Thus, these students gained more than predicted. This teacher's "Value Added" is the difference between the actual gain and the predicted gain, in this case 0.11 ($0.19 - 0.08 = 0.11$). A value-added of 0.11 puts this teacher in the 65th percentile, which means her value score is higher than 65% of the teachers in the comparison group. While this teacher is most likely to be in the 65th percentile, factors we can't measure also influence this teacher's value-added. Therefore, a teacher's value-added percentile is best represented by a range. For this teacher, we are 95% certain that she is between the 46th -84th percentile.



Definitions of terms used in the chart above

- 1. Number of Students:** Number of students whose individual results are included in each row of the report. Only students who were in the classroom for the entire period prior to the test AND took the ELA test in both the testing year as well as the prior year contribute to a teacher's value added.
 - 2. Prior Proficiency Rating:** The average prior year ELA proficiency rating of the students who contribute to a teacher's Value-Added.
 - 3. Actual Gain:** The average actual gain for students who contribute to a teacher's Value-Added. In other words, this is the average difference between this year's ELA test score and last year's ELA test score for students who contribute to this teacher's value-added.
 - 4. Predicted Gain:** For each student, the Value-added model calculates a predicted level of growth, taking into account factors about the student, classroom and school that are outside the teacher's control. The predicted gain show in the average predicted gain for students who contribute to a teacher's Value-added.
- A complete list of the factors that contributed to the predicted gain [CLICK HERE](#) (insert web link)
- 5. Value Added:** The difference between Actual Gains and Predicted Gains for all of the students contributing to the classroom's Value-Added.
 - 6. Percentile:** The percent of teachers in the comparison group whose value-added falls below this teacher
 - 7. Range:** A teacher's Value-Added is best represented by a range. The range (or confidence interval) provided around a teacher's Value-Added indicates that there is a 95% probability that the teacher's actual Value-Added falls within this range. A teacher's value-added is most likely to be the score listed as the teacher's Value-Added.
- For more details go to: (insert web link to "key concepts")**

Peer Teacher Comparison

Peer teacher comparisons are different from city comparisons in two ways:

Teacher experience adjustment

Peer teacher comparisons include variables representing the years of experience a teacher has teaching in NYC and the number of years the teacher has been in his or her current grade level and subject area.

Classrooms with similar predicted gains

Teacher results are compared only to classrooms with similar average predicted gains. Each teacher is assigned to one of five peer groups of roughly equal numbers of teachers.