AUTOMATED DECISION SYSTEMS FOR TEACHER EVALUATION IN NEW YORK CITY

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"ADVANCE" UNDER STATE LAW §3012-D

		MOSL			
		Highly Effective	**Effective**	**Developing**	**Ineffective**
M O T P	**Highly Effective**	Highly Effective	Highly Effective	Effective	Developing
	Effective	Highly Effective	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Ineffective
	Ineffective	Developing	Developing	Ineffective	Ineffective

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WHO COMES UP WITH THIS STUFF?

❖ NYC DOE Office of Talent Research & Data

❖ Education Analytics (spin-off of Value-Added Research Center at University of Wisconsin-Madison)

❖ Technical Advisory Committee

❖ Heather Adams, New York State United Teachers

❖ Rob Meyer, Founder & President of Education Analytics

❖ Aaron M. Pallas, Professor of Sociology and Education, Teachers College, Columbia University

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GUIDING PRINCIPLES

❖ Fairness

❖ Feasibility

❖ Instructional Viability

❖ Developmental Support

❖ Reliability and Validity

❖ School-Level Autonomy

❖ Transparency

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THE LOGIC OF THE GROWTH MODEL

❖ Use "business rules" to link and attribute students to teachers

❖ Use statistical tools to find similar students taught by *other* teachers (re prior academic performance, demographic, school and classroom characteristics)

❖ Examine how each teacher's student performed on an end-of-year assessment compared to similar students taught by other teachers

❖ Calculate Student Growth Percentile for each student, ranked against other similar students

❖ Calculate teacher's Mean Growth Percentile across all students

❖ Adjust for imprecision and uncertainty

❖ Assign a HEDI score and value

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MORE THAN 100 END-OF-YEAR ASSESSMENTS

NYSED Exams, 4th & 8th Grade, Science	Scantron Performance Series, Grades 3-8, HS in Reading and Math
NYS Regents Exams in Math, Science, English and Social Studies	Fountas & Pinnell Running Records (F&P), Grades K-5, ELA
New York State English as a Second Language Achievement Test (NYSESLAT), Grades K-8 & HS	Teachers College Reading and Writing Project Running Records (TCRWP), Grades K-5, ELA
NYC Performance Tasks (NYCPT), K-12, ELA, Math, Science, Social Studies, Visual Arts	Degrees of Reading Power (DRP), ELA Grades 6-8

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JUST ONE OF SEVERAL GORY EQUATIONS

$$Y_{it} = \zeta + \sum_{p=1}^{P} \lambda_p Y_{pi,t-1} I_{pi} + \sum_{q=1}^{Q} \lambda_q Y_{qi,t-1} I_{qi} + \sum_{r=1}^{R} \lambda_r Y_{ri,t-1} I_{ri} + + \sum_{p=2}^{P} \gamma_p I_{pi} \sum_{q=2}^{Q} \gamma_q I_{qi}$$
$$+ B' X_i + \pi' Z_i + \delta' W_i + \epsilon_{it}$$

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WHAT'S THE RESULT?

MOSL Rating Category	Percentage of Teachers
Highly Effective	6%
Effective	81%
Developing	9%
Ineffective	4%

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TRANSPARENCY

❖ Overall Advance ratings e-mailed September 1(start of the *next* school year)

❖ Link to Overall Rating Report with data on each student attributed to teacher

   ❖ Pretest scores

   ❖ End-of-Year assessment scores

   ❖ Student Growth Percentiles

   ❖ Enrollment

   ❖ Attendance

❖ Model Technical Report posted on DOE Intranet available to DOE employees

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