We understand best those things we see emerge from their very beginnings.
--Aristotle

All Models are wrong but some are useful.
--George E. P. Box

It is better to have an approximate answer to the right question than a precise answer to the wrong question.
--John Tukey
The College Ready Promise – CMO quick facts

**Data point** | **Across TCRP***
--- | ---
# of Schools | 90
# of Students | 31,625
% FRL | 82%
% Minority | 98%

*quick averages & estimates – not for public use*
Our goal: get kids to and through college

- That depends on a great teacher in every classroom
- Which depends on building expertise in every teacher
- Which depends on 10, 20 and 30,000 hours of deliberate practice
- Which depends on teacher satisfaction
- Which depends on teacher happiness
- Which depends on teachers’ sense of efficacy/effectiveness

So... what will help teachers feel and be effective??....
The College Ready Promise Pilot Model

Chart your path for PD using the “Purple Planet” and other supports

Calculation of all Evidence
- Student achievement (SGP)
- Formal & informal classroom observation (framework ratings)
- Peer feedback (survey)
- Student & family feedback (survey)

Compensation and other rewards

CRT Framework as map
CRT Framework as evidence
Professional Tiers
What are the various Professional Tiers?

- Defined professional tiers that recognize and celebrate teachers’ professional growth with:
  - Promotions
  - More compensation
  - New PD opportunities
  - Leadership opportunities
  - Other rewards & recognition

We’ll need your help naming these professional tiers!
We’re committed to giving teachers the support they need to move up the career path

<table>
<thead>
<tr>
<th>Performance Category</th>
<th>Teacher Learning &amp; Development Opportunities</th>
</tr>
</thead>
</table>
| Teacher Resident     | • Paired with a highly effective mentor teacher  
                        • New staff training & school-site PD  
                        • Frequent feedback & coaching  
                        • Goal setting |
| Emerging Teacher     | • Instructional coach  
                        • School-based & regional PD |
| Achieving Teacher    | • Instructional coach  
                        • School-based & regional PD |
| Highly Effective     | • Participation in Leadership Retreats  
                        • $1,500 self-directed PD budget  
                        • Preferred access to special PD experiences  
                        • Access to flex time opportunities |
| Teacher Leader       | • Participation in Leadership Retreats  
                        • $2,500 self-directed PD budget  
                        • Guaranteed access to special PD experiences  
                        • Special visits/ sharing with high performing teachers regionally  
                        • Opportunity to serve as a Lead Teacher, Mentor Teacher or Coach & receive appropriate training  
                        • Reduced teaching load or access to flex time opportunities |

Chart your course
How much information should we include when we calculate a teacher’s score?

**Complex:**
- Lots of different components included in your score
- A more complete picture
- More reliable over time

**Simple:**
- 1 or 2 data points to calculate your score
- Easy to understand
- More volatile

Update: Across focus groups and advisory panels, teachers have resoundingly agreed: keep it complex!

Calculation of all evidence
Multiple forms of evidence will be used in the calculation to determine where teachers are on the career ladder.

**Teacher Calculation**

- **Student Achievement, Value-add or SGP; other measures**
- **Teacher Practice & Behavior, Framework for Teacher Effectiveness**

**Evidence**
- Principal Classroom Observation
- Peer Feedback
- Student & Family Feedback

**Evidence**
- Individual
- Team
- School-wide

*percentages may change based on pilot feedback*
Let’s start with Student Growth

Teacher Score

Evidence for Teacher Practice & Behavior:
- You
- Your principal
- Your peers
- Your students & their families

Evidence for Student Growth in your classroom and your school:
- Student Growth Percentiles (type of value-add)
- Other measures

Calculation of all evidence
We’re considering Students Growth Percentiles where it’s available…

One student’s historical growth percentiles and possible growth for next year.
...And we’ll work together on other measures where it’s not

- For some teachers (K-1, PE, art) we don’t have good standardized assessments

- We need to figure out another approach:
  - Create assessments?
  - Use different evidence?

- Until we figure it out, the school-wide and/or team components might be worth more while the individual component is worth less or nothing.
So far, our survey respondents have suggested the following weighting for the student achievement component, so that’s what we’ll pilot:

**Teacher Calculation**

- **Evidence**
  - Principal Classroom Observation
  - Peer Feedback
  - Student & Family Feedback

- **Evidence**
  - Individual
  - Team
  - School-wide

- **54 respondents**
  - 22 advisory panelists
  - 15 focus group members
  - 9 principals
  - 7 coaches

**Teacher Practice & Behavior, 60%**

- Individual SGP, 18%
- Team SGP, 10%
- School SGP, 12%

**Individual SGP, 18%**

**Team SGP, 10%**

**School SGP, 12%**

Calculation of all evidence
The elephant in the room

We want to acknowledge…

• We know that the CSTs aren’t the best measure of college readiness.

• However, at Aspire, we do believe that our job as educators is to increase student achievement, and right now the CSTs are the only standardized test we have to measure student learning. So, we’ll use that at the same time we research/create improved assessments.

• The much more important part of TCRP for Aspire is the new College Ready Teaching Framework as an organizing guide to teacher effectiveness, and the SUPPORTS we are building around it to help you get from where you are to where you want to be as a teacher.
What about for Teacher Practice & Behavior?

Teacher Score

Evidence for Teacher Practice & Behavior, based on The Framework for Teacher Effectiveness
- You
- Your principal
- Your peers
- Your students & their families

Evidence for Student Growth in your classroom and your school:
- Value-add Measurement
- Other measures

Calculation of all evidence
The 6 domains of the Framework for Teacher Effectiveness are used to gather & rate multiple measures of evidence of teacher practice and behavior.
We’ll get multiple points of view on each domain

<table>
<thead>
<tr>
<th></th>
<th>Principal Evidence</th>
<th>Peer Feedback</th>
<th>Student Surveys</th>
<th>Family Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Learning Environment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Instruction</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Assessment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Relationships</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Calculation of all evidence
Teachers, Principals and Coaches will be trained on the pilot formal observation process

• All principals and coaches will spend 4 days:
  – Intimately understanding the new rubric
  – Calibrating ratings across Aspire schools, principals & coaches
  – Gathering objective evidence for all standards
  – Giving & receiving effective feedback
  – Principals must pass an initial calibration exam and re-calibration exam regularly

• Pilot teachers will spend 9 hours learning how to be successful using the new rubric and formal observation process to drive their professional growth.

Rubric as map & evidence
How is the TCRP model different from our current compensation model?

<table>
<thead>
<tr>
<th>Current Model</th>
<th>New Pilot Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single measure for each component</td>
<td>Multiple measures for each component</td>
</tr>
<tr>
<td>Calculation = pay increase %</td>
<td>Calculation = movement up career ladder = compensation increases</td>
</tr>
<tr>
<td>No COLA</td>
<td>COLA when staying at same level (as budget allows)</td>
</tr>
<tr>
<td>66% School-wide measures</td>
<td>60% individual measures of “practice &amp; behavior”</td>
</tr>
<tr>
<td>33% Individual measures</td>
<td>40% combination of individual, team and school-wide student achievement measures</td>
</tr>
</tbody>
</table>

New Pilot Model

60% Individual Practice & Behavior (principal, peer, student & family feedback)

40% Student Achievement (individual, team & school-wide)
Trying new ideas in small, low stakes, low risk environments...

Throwing out the things that don’t work and refining the things that do.

Blip on the radar screen when it is finalized.
2010-2011 is all about piloting, and there are still many opportunities for feedback before this is piloted across Aspire in ‘11-12

1. Design ‘09-10
2. Fall - feedback & training ‘10-11
3. Winter - Refine tools for pilot ‘10-11
4. Spring Pilot ‘10-11
5. Launch ‘11-12

•Launch the best ideas at all schools
•Continue to design & refine

•Research
•Advisory Panels/ Focus Groups
•Internal experts
•Lead Teachers
•External partners

•6 Focused Pilot schools piloting everything
•Most other schools piloting pieces
•Coaches piloting observation process

•TCRP Team

•Advisory panels
•Focus Groups
•Principal & coach training on observation pilot
•Evaluation weighting survey
## Glossary—*Value-added models*

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value added measurements (VAM)</strong></td>
<td><strong>VAM</strong> measures student growth between two points in time and determines the amount of that student growth that can be attributed to a school or teacher</td>
</tr>
<tr>
<td></td>
<td><em>Strengths</em>: tries to isolate teacher’s effect on student growth in a statistically rigorous way</td>
</tr>
<tr>
<td></td>
<td><em>Weaknesses</em>: calculations are complex and not transparent; requires a large sample size</td>
</tr>
<tr>
<td><strong>Student growth percentile (SGP)</strong></td>
<td><strong>SGP</strong> measures student growth between two point in time</td>
</tr>
<tr>
<td></td>
<td><strong>SGP</strong> measure how much a student grew relative to his/her peers with equal prior scores (e.g. grow at a rate exceeding 90% of similar students)</td>
</tr>
<tr>
<td></td>
<td><em>Strengths</em>: accounts for where a student started and shows how they grew</td>
</tr>
<tr>
<td></td>
<td><em>Weaknesses</em>: has not been previously used to identify teacher effectiveness, uses descriptive statistics which do not show causality</td>
</tr>
<tr>
<td><strong>Growth to Standard (GTS)</strong></td>
<td><strong>GTS</strong> measures student growth based on a set target that we choose</td>
</tr>
<tr>
<td></td>
<td><strong>GTS</strong> based on where a student stars, each student needs to grow a certain amount each year to reduce the gap from your starting point to standard</td>
</tr>
<tr>
<td></td>
<td><em>Strengths</em>: asks that all student grow each year; can provide information about growth in relationship to achievement</td>
</tr>
<tr>
<td></td>
<td><em>Weakness</em>: has not bee widely used, requires pre- and post- tests, goals can be unreasonable</td>
</tr>
</tbody>
</table>
## Glossary—Assessment terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion-referenced vs. norm-referenced tests</td>
<td><strong>Criterion-referenced</strong> tests measure how well a student has learned a specific body of knowledge and skills. <strong>Norm-referenced</strong> tests measure how well a student performs compared to all other students taking the test. On criterion-referenced tests every student could receive a high score, whereas norm-referenced tests force a bell curve.</td>
</tr>
<tr>
<td>Reliability</td>
<td><strong>Reliability</strong> is defined as “an indication of the consistency of scores across evaluators or over time.” An assessment is considered reliable when the same results occur regardless of when the assessment occurs or who does the scoring.</td>
</tr>
<tr>
<td>Validity</td>
<td><strong>Internal validity</strong> is defined as “an indication of how well an assessment actually measures what it is supposed to measure.” <strong>External validity</strong> refers to how well it can be generalized to others in the population for which it was developed.</td>
</tr>
<tr>
<td>Vertical scale</td>
<td><strong>Vertical scale</strong> is a single scale that summarizes the achievement of students. The scale is used to directly compare the performance of students through scores earned on different grade level tests and allows for the monitoring and tracking of student performance across grades.</td>
</tr>
</tbody>
</table>

What are Student Growth Percentiles?

- SGP measures how much a student has learned from one year to the next **compared to other students with similar test scores**
  - Student growth is expressed as a percentile from 1 to 99
  - Average student growth is considered 50 = approximately 1 year of growth
Student Growth Percentile Example (Elijah)

Grade 6
CST ELA SCALE SCORE

Far Below Basic 150
Below Basic 270
Basic 299
Proficient 349
Advanced 400

Grade 7

Is a growth percentile of 60 good growth?

Similar Students

SGP = 60

Is a growth percentile of 60 good growth?
Describe Rosa’s growth and achievement.
## SGPs for Groups

<table>
<thead>
<tr>
<th>Last name</th>
<th>SGP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hernandez</td>
<td>21</td>
</tr>
<tr>
<td>Bing</td>
<td>24</td>
</tr>
<tr>
<td>Johnson</td>
<td>27</td>
</tr>
<tr>
<td>Harrison</td>
<td>32</td>
</tr>
<tr>
<td>Morales</td>
<td>34</td>
</tr>
<tr>
<td>Portis</td>
<td>47</td>
</tr>
<tr>
<td><strong>Jackson</strong></td>
<td><strong>55</strong></td>
</tr>
<tr>
<td>Stills</td>
<td>61</td>
</tr>
<tr>
<td>Lund</td>
<td>63</td>
</tr>
<tr>
<td>Hershberg</td>
<td>74</td>
</tr>
<tr>
<td>James</td>
<td>81</td>
</tr>
<tr>
<td>Andres</td>
<td>88</td>
</tr>
<tr>
<td>Sims</td>
<td>95</td>
</tr>
</tbody>
</table>

- Imagine that the list of students to the left are all the students in your 7th grade class.
- Note that the SGPs are sorted from lowest to highest.
- The point where 50% of students have a higher SGP, and 50% have a lower SGP is the median.

- **Median SGP for this 7th grade class is 55!**
Why use the median to report average growth for a teacher, grade level, or school?

• Percentiles are a rank order scale, not an equal interval scale.
• The appropriate method for communicating the central tendency for a group of percentiles is the median, not the mean.
• Example to demonstrate this idea in Webinar #3 workbook.