

Talent Decision Planner – Sample Data Views

Principal / Measuring Teacher Effectiveness

Decision: Align evaluation practices to student outcomes, district standards, and across raters/observers.

Question: *How does my evaluation rating distribution compare to the district average and to comparable schools (in aggregate). Does the story it paints about teacher effectiveness at my school resonate with me?*

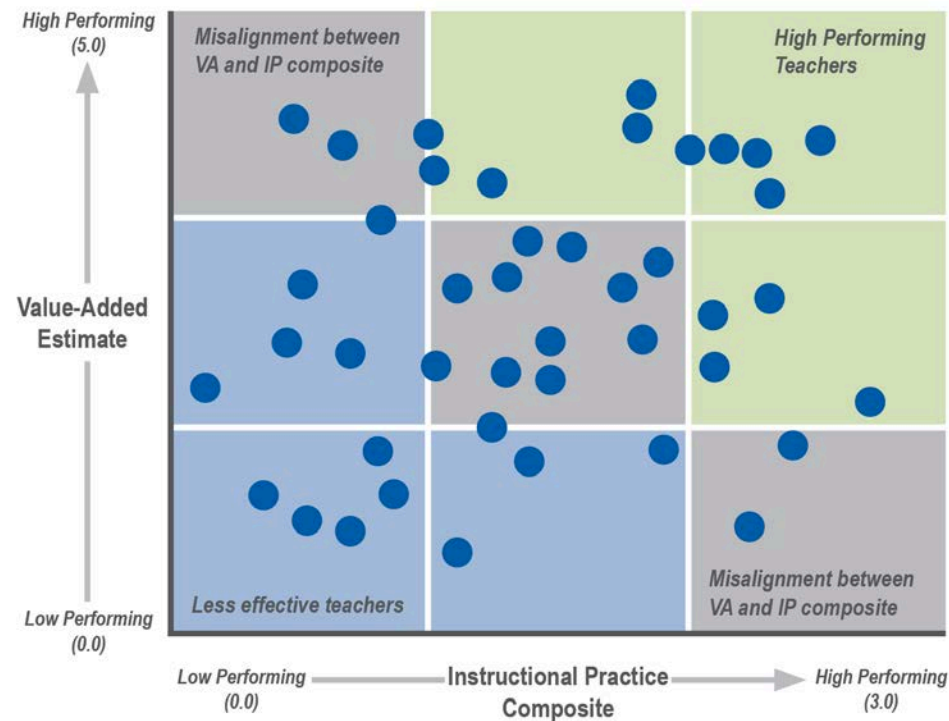
2013–14 Distribution of Teacher Effectiveness at This School Compared to Other Schools*

School Name	School Performance Category	Average Teacher Observation Rating	Distribution of Teacher Effectiveness	Average Value-Added Estimate
School 1	High	3.5		3.4
School 2	High	3.3		2.7
School 3	High	3.2		3.8
School 4	High	3.0		3.2
School 5	High	2.9		3.0
School 6	Medium	2.8		2.8
School 7	Medium	2.7		2.6
School 8	Medium	2.4		3.1
School 9	Medium	2.4		2.9
School 10	Medium	2.3		2.0
School 11	Low	2.2		2.3
School 12	Low	1.9		2.5
District Avg.	NA	3.1		3.0

- Ineffective
- Developing
- Effective
- Highly Effective

Decision: Align evaluation practices to student outcomes, district standards, and across raters/observers.

Question: Do my and my evaluators' observation ratings align with other effectiveness measures, such as student outcomes or student/parent survey results?



How to read this chart: Each blue dot symbolizes one teacher. Teachers who fall in the top left box or bottom right box have evaluation ratings that are significantly misaligned to their value add scores.

Decision: Determine which schools and principals may need additional support to manage their evaluation load.

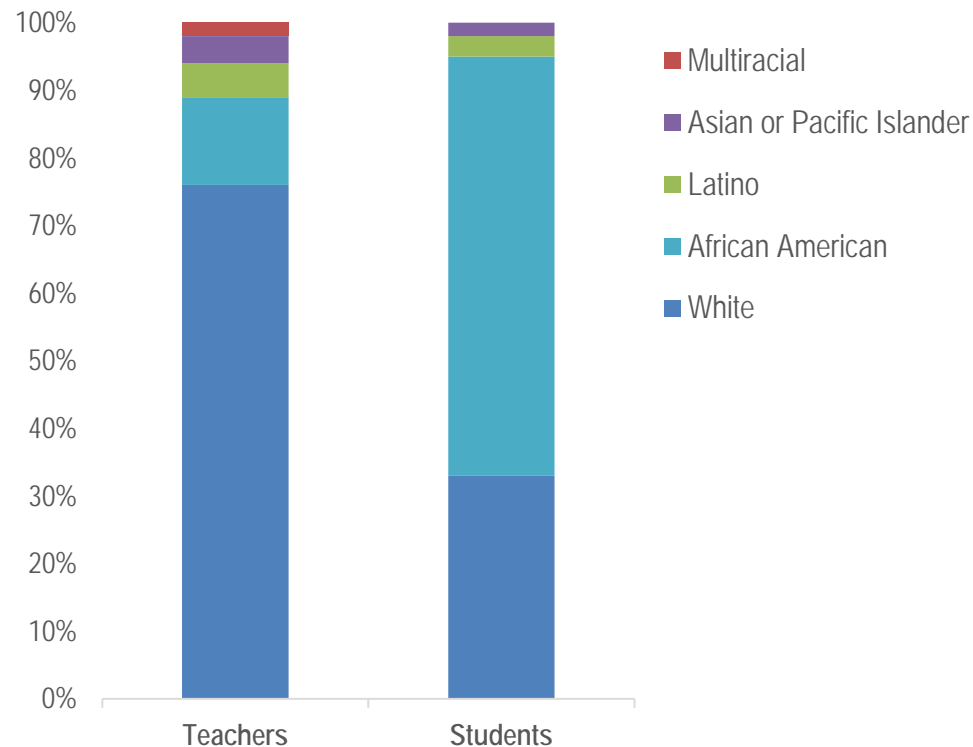
Question: What are the evaluation caseloads (both unweighted and weighted for novice/low performers who require more intensive evaluation) across schools, and which schools are significantly above the district average?

Schools	Total Teachers	Novice or Low Performing Teachers	Number of Evaluators	Evaluation Caseload (unweighted)	Evaluation Caseload (weighted)
School A	25	5	3	8.3	9.2
School B	32	4	2	16.0	17.0
School C	37	6	4	9.3	10.0
School D	26	5	2	13.0	14.3
School E	29	6	3	9.7	10.7
School F	35	7	3	11.7	12.8
School G	27	7	6	4.5	5.1
School H	34	8	3	11.3	12.7
School I	31	3	4	7.8	8.1
School J	33	4	2	16.5	17.5
School K	41	6	2	20.5	22.0
School L	33	13	4	8.3	9.9
School M	35	16	4	8.8	10.8
School N	31	16	3	10.3	13.0
School O	26	18	5	5.2	7.0
District Average	31.7	8.3	3.3	10.7	12.0

Teacher: 1
Novice or Low Performing: 1.5

Decision: Determine hiring needs based on assessment of students, and faculty.

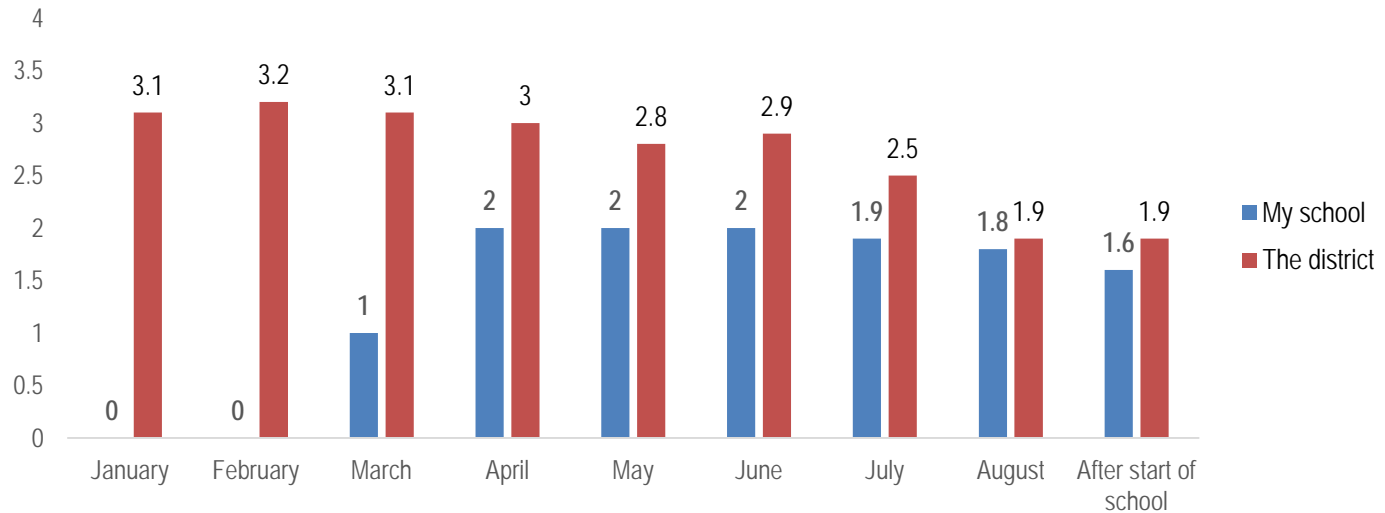
Question: *How does the current make-up of our teaching staff reflect the diversity and backgrounds of our students?*



Decision: Decide if I need to adjust my hiring process.

Question: *When are my hires being made? How does the effectiveness of new hires vary by the month in which they received their offer, both for my school and the district as a whole?*

Avg Effectiveness Quartile of New Hires by Month of Offer, over last Three Years



# of New Hires (School)	0	0	1	1	1	1	7	3	2
# of New Hires (District)	14	16	25	27	30	45	40	21	15

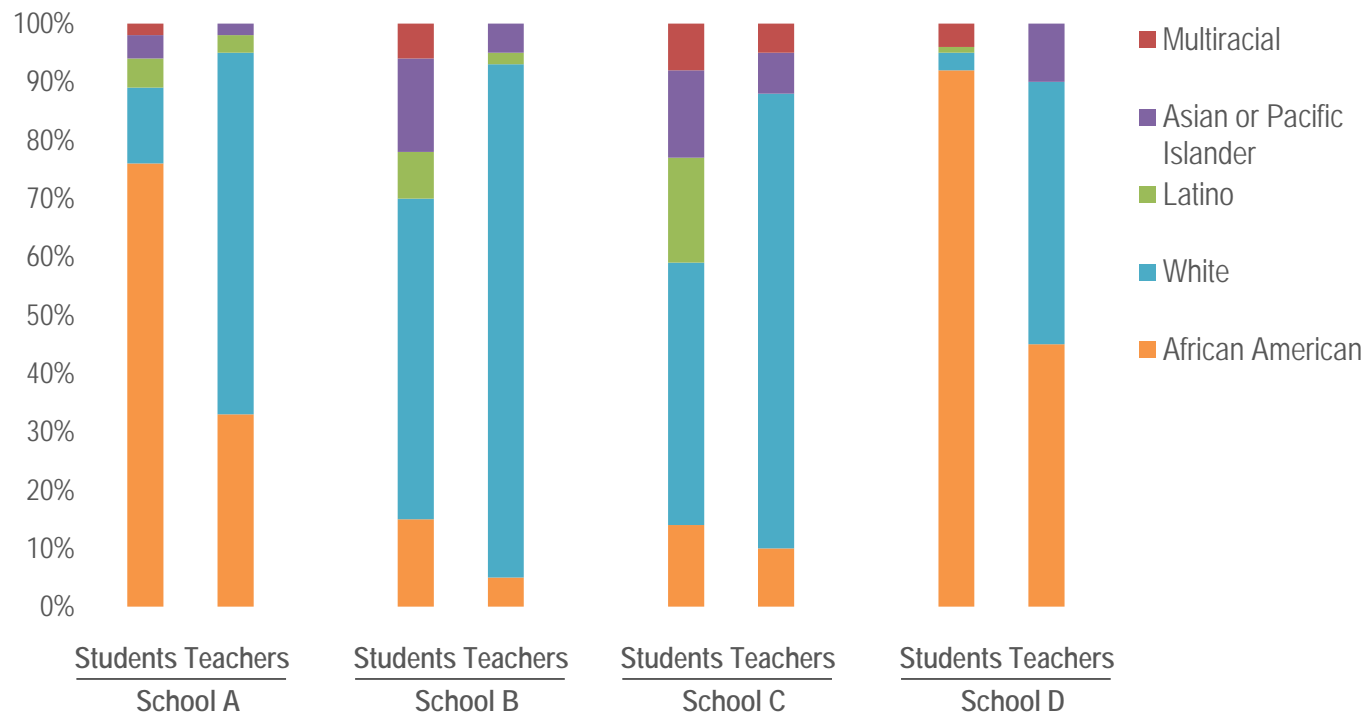
Decision: Identify school leaders who exhibit best practices in hiring, and those who need support from HR and/or principal supervisor.

Question: What is the track record of each of my schools in hiring effective teachers (i.e., teachers who later score highly effective)? What is the track record of each principal in hiring effective teachers?

School Name	Cluster	# of New Hires, 2012–2014	% of New Hires Retained, 2012–2014	New Hire Performance, 2012–2014 Cohorts		
				Average Overall Effectiveness Rating After 1 Year	Average Value-Added After 1 Year	Distribution of New Hire Effectiveness After 1 Year
School 1	Cluster 1	11	87%	1	1.7	
School 2	Cluster 2	9	66%	1	1.8	
School 3	Cluster 3	10	85%	1	2.4	
School 4	Cluster 4	7	93%	1.2	1.1	
School 5	Cluster 5	13	92%	1.4	1.6	
School 6	Cluster3	11	88%	1.4	2.1	
School 7	Cluster 1	14	75%	1.6	2.8	
School 8	Cluster 2	9	56%	1.7	2.1	
School 9	Cluster 3	10	90%	1.8	2.4	
School 10	Cluster 4	13	87%	2.1	3.5	
School 11	Cluster 5	20	69%	2.2	2.9	
School 12	Cluster 5	18	93%	2.2	4.1	
...						
District Total		1256	70%	1.5	1.9	

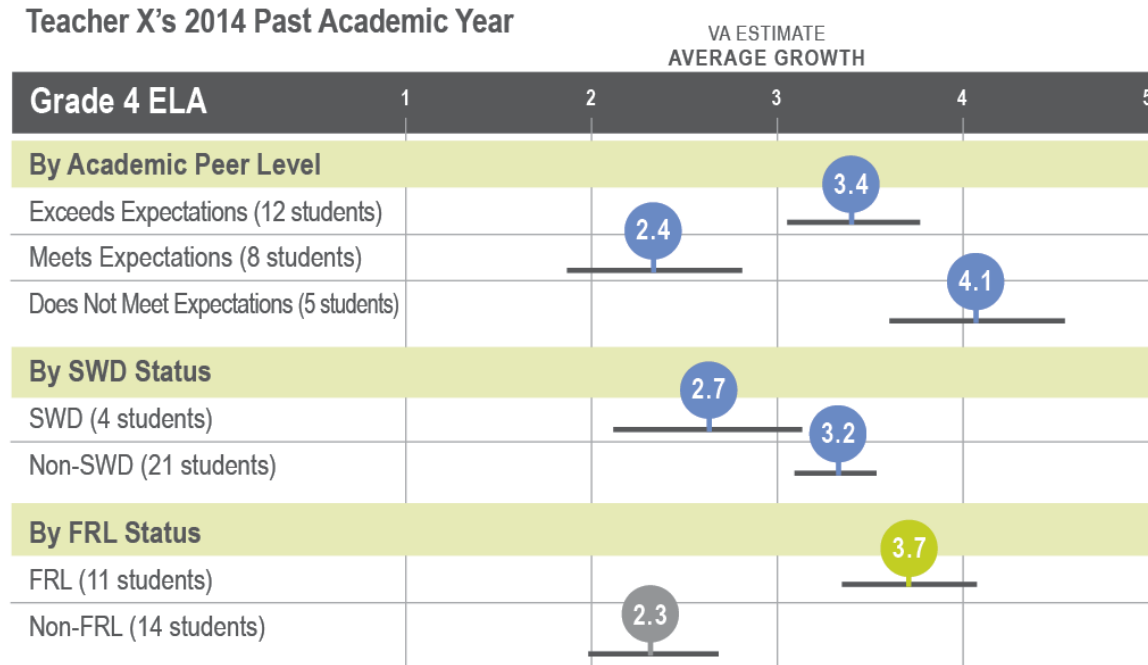
Decision: Plan how to support principals in identifying hiring needs.

Question: *Within my cluster, how does the current make-up of each school's teaching staff reflect the diversity and backgrounds of its students?*



Decision: Identify my preferences for teaching assignments based on my development goals, desired career path, and expertise.

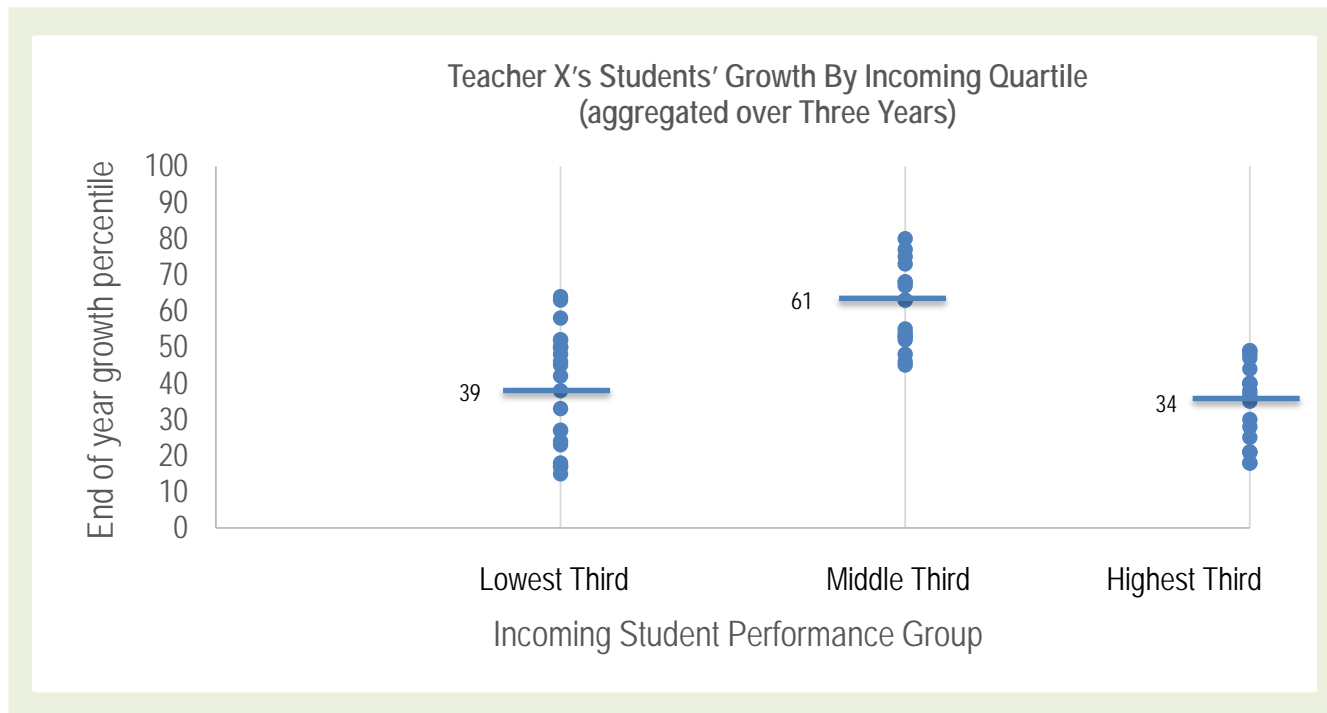
Question: *What student groups have I had the most success in teaching (i.e., low performers, gifted students, grade levels)?*



How to read this chart: This table summarizes your value add with different student groups in 4th grade ELA, including average value add with students at different prior performance levels, SWD status, and FRL status.

Decision: Determine how to assign teachers to students, considering student need.

Question: Which teachers have had the most success with low-performing students? With high-performing students? With mid-range students?



How to read this chart: Each dot represents one student. Students are grouped into three groups of incoming proficiency (1 is low, 3 is high). The bar indicates median end of year growth for students in that performance level.

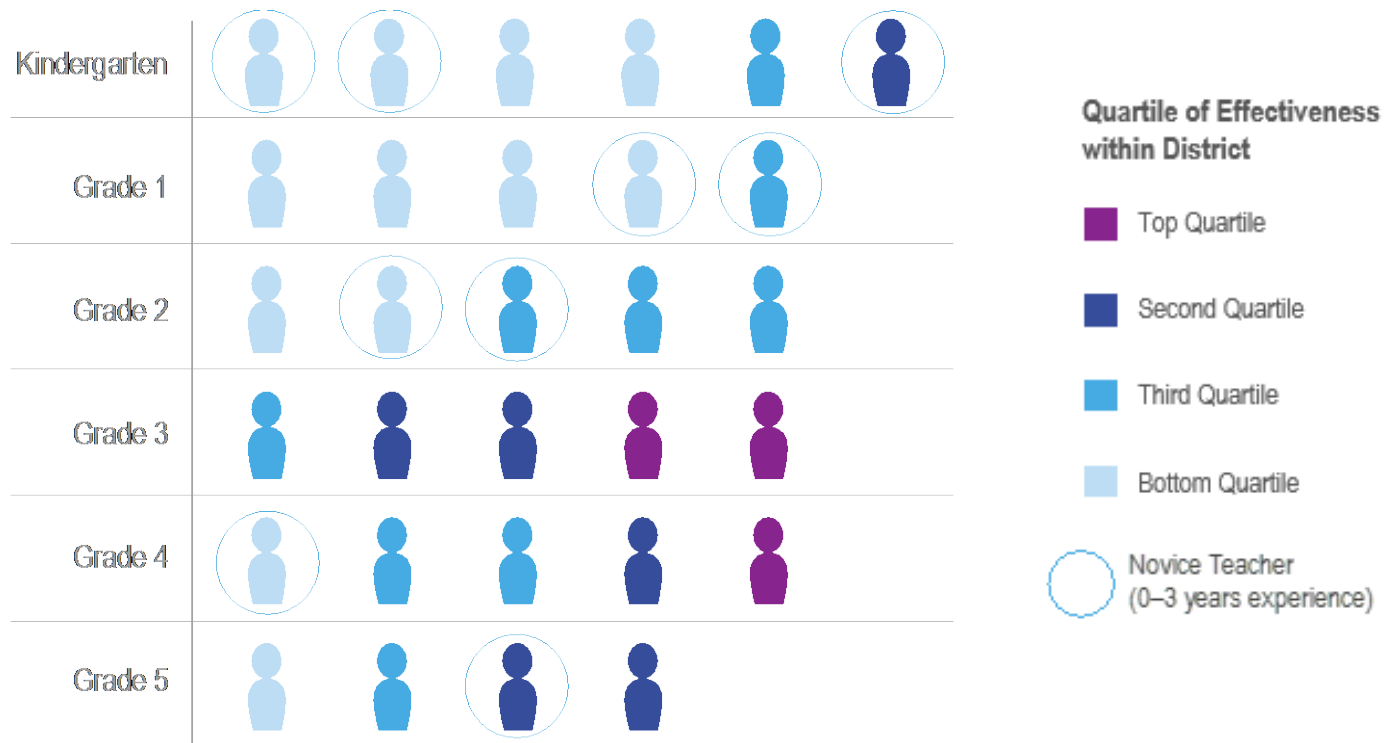
Decision: Determine how to assign teachers to students, considering student need.

Question: To what extent do we ensure that students do not have ineffective teachers two years in a row? Are there patterns in the types of students who are assigned to ineffective teachers multiple years in a row?

Student Groups	Had Bottom Quartile Teachers 2 Years in Row	Had Bottom Quartile Teachers 3 Years in Row
All Students	18% (90 students)	8% (40 students)
ELL	21% (23 students)	10% (11 students)
SWD	15% (9 students)	3% (2 students)
Male	22% (55 students)	10% (25 students)
Female	14% (35 students)	6% (15 students)
1 st Grade	10% (8 students)	NA
2 nd Grade	15% (12 students)	3% (2 students)
3 rd Grade	20% (16 students)	6% (5 students)

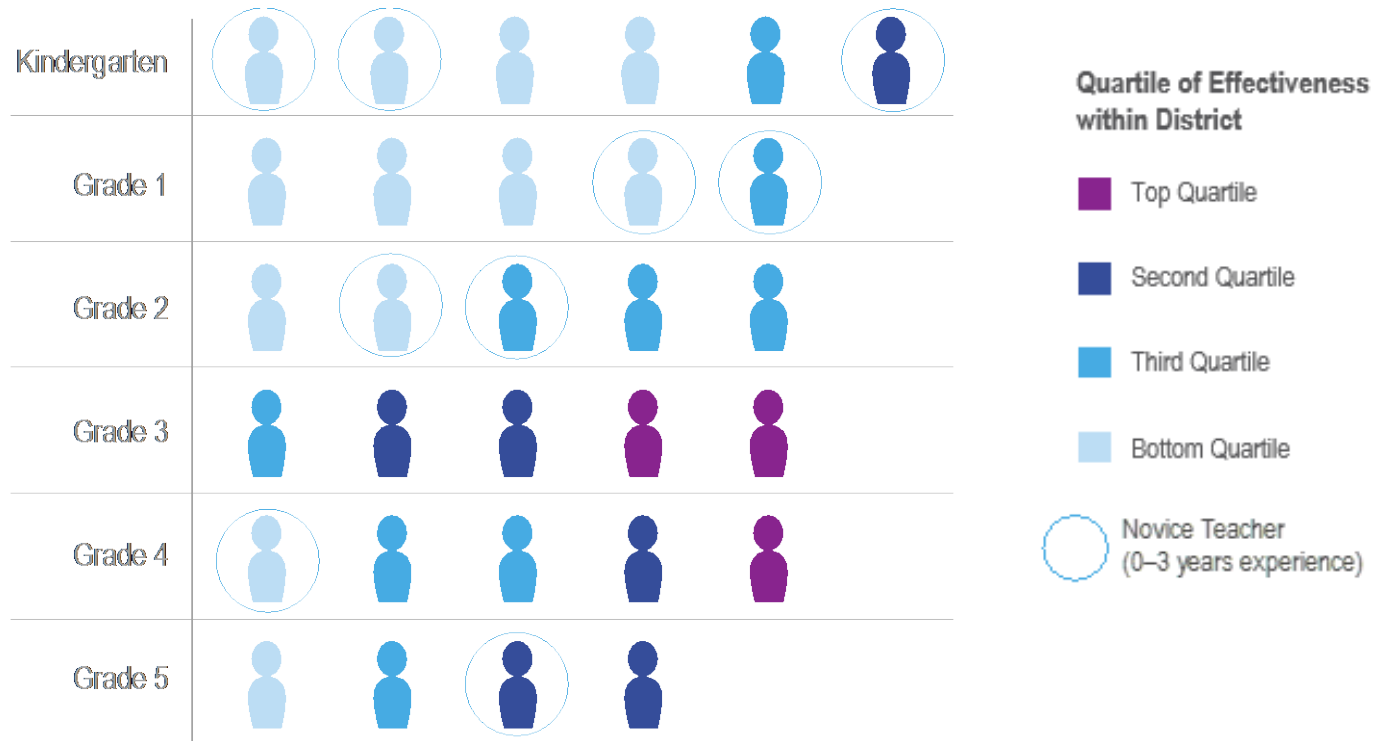
Decision: Assign teachers to strong and effective grade and subject teams.

Question: Do all my teacher teams have the right mix of high performing, novice, and struggling teachers?



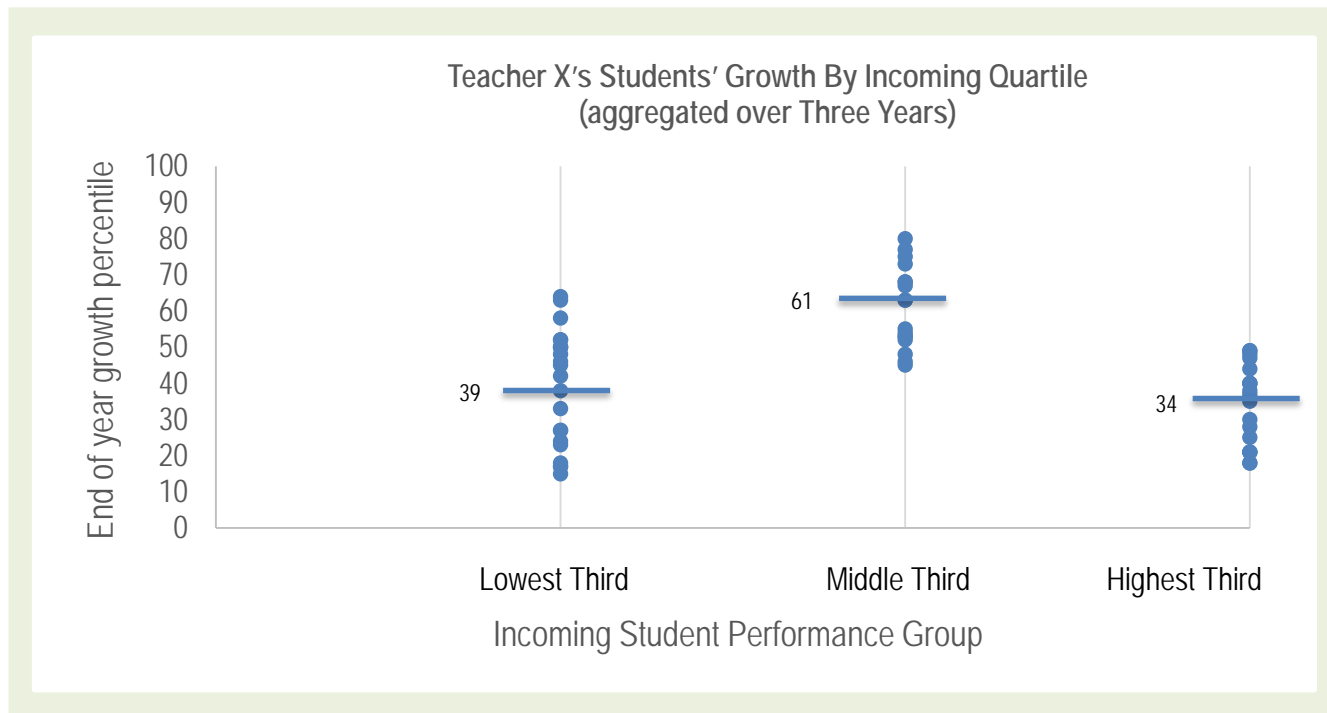
Decision: Plan how to support principals in their plans for assigning and supporting teacher teams.

Question: Across schools, do all teacher teams have the right mix of high performing, novice, and struggling teachers?



Decision: Plan how to support principals in assigning teachers to students, based on need.

Question: *Within my schools, which teachers have had the most success with low-performing students? With high-performing students? With mid-range students?*

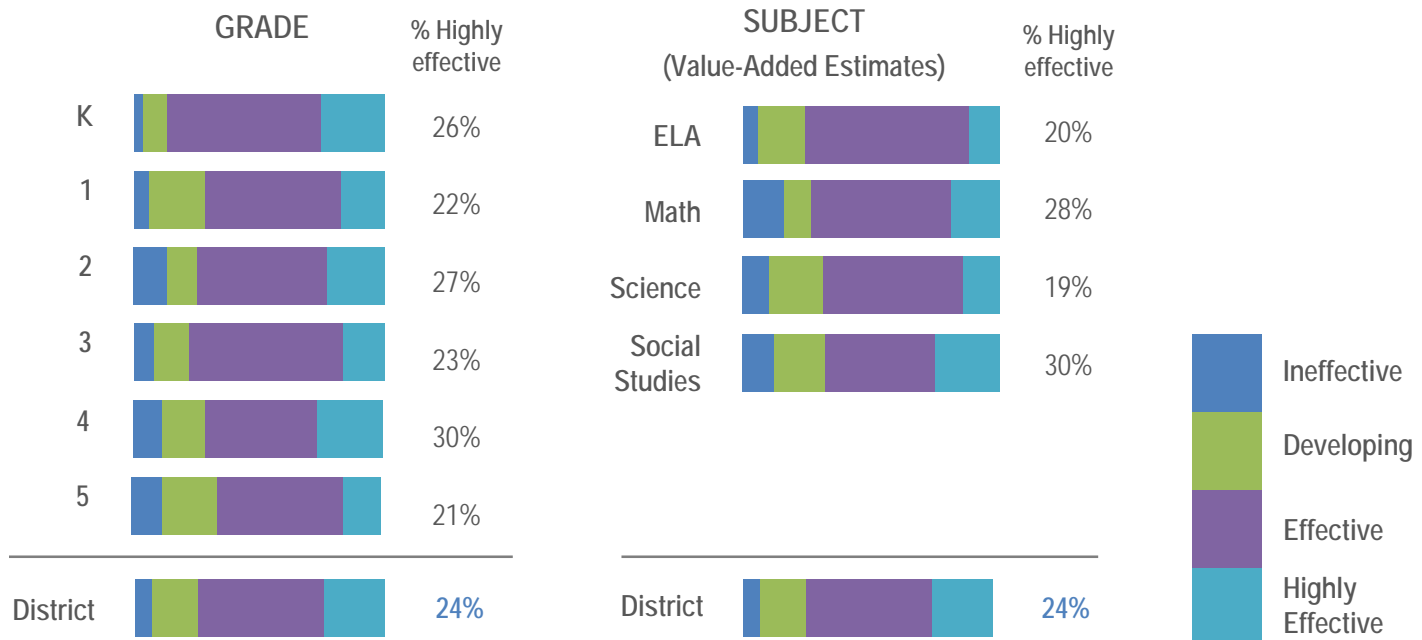


How to read this chart: Each dot represents one student. Students are grouped into three groups of incoming proficiency (1 is low, 3 is high). The bar indicates median end of year growth for students in that performance level.

Decision: Determine if the district should change its policies and practices to ensure equitable and strategic distribution of talent across schools.

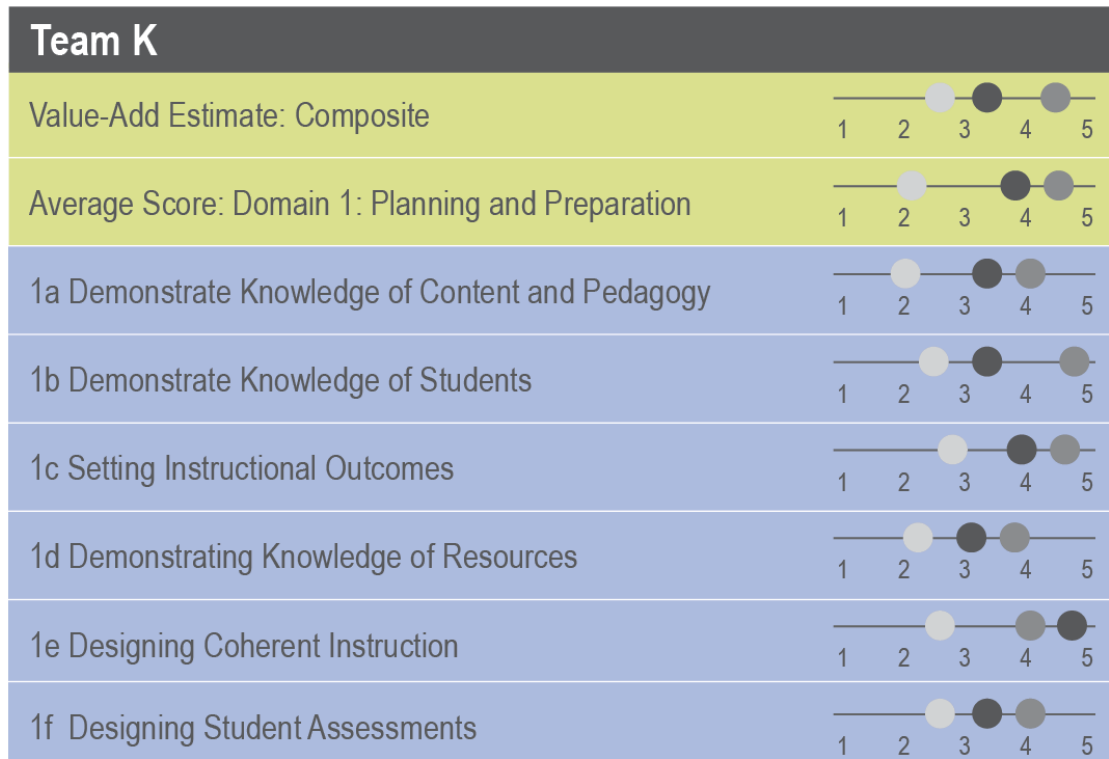
Question: Are there grades/subjects where the district lacks a sufficient number of expert teachers? To what extent are these teachers concentrated in specific clusters or schools?

2013–2014 Distribution of Teacher Effectiveness Across Schools, by Grade & Subject



Decision: Identify and advise principal of team professional growth needs, and my potential role in supporting them.

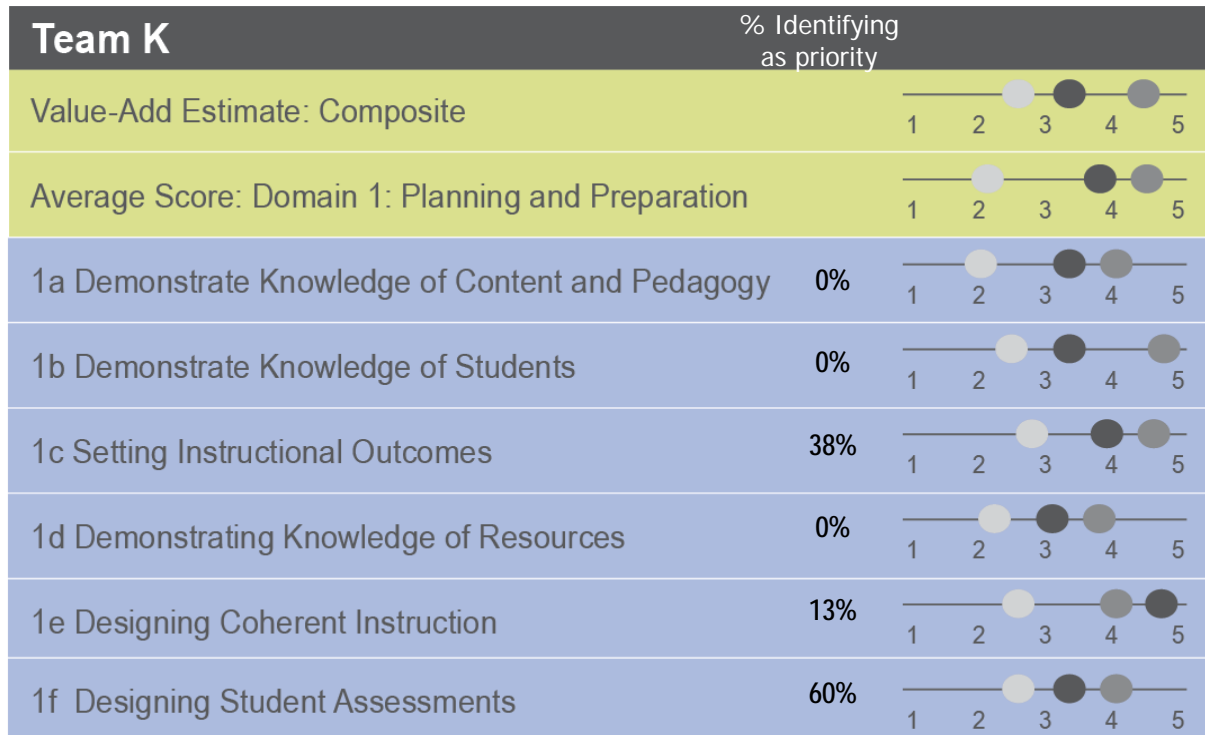
Question: Which of my strengths could contribute to team and school development?



● My Performance ● Full Team ● School Average

Decision: (Teacher leader) Develop a team professional growth plan by setting team goals and planning the supports to meet those goals.

Question: What areas do teachers identify as top development priorities?



Average Team Performance
 Average School Performance
 Average District Performance

Decision: Develop and manage a school PD plan based on needs assessment and district best practices.

Question: What are the school's key areas for teacher growth, based on student and teacher needs?

	Name / Teacher Grade				
	School Average	M. Barry / K	M. Bintz / K	L. Garrit / K	I. Jones / K
Instructional Practice Composite	1.7	1.9	1.9	1.8	1.3
CP1: Makes decisions about planning that demonstrate...	0.7	0.3	1.3	1.0	0.1
CP2: Uses appropriate tools and strategies for planning...	1.7	0.9	1.8	1.5	2.6
SB1: Uses research-based practices in the classroom	1.9	2.7	0.8	2.7	2.1
SB12: Challenges all learners to achieve high levels of learning	1.9	3.0	2.1	1.3	1.1
A11: Uses a variety of effective assessment techniques	1.8	2.6	1.8	1.6	1.3
A12: Analyzes assessment data to plan for improvement	1.7	1.2	2.5	2.2	0.7
P1: Creates a safe, productive learning environment	2.3	2.1	2.4	2.2	2.3
P2: Promotes the active involvement of students and families	2.0	2.4	2.8	2.5	0.2

How to read this chart: The lower section shows each teacher's score on each strand of the teacher evaluation rubric.

Decision: Develop and manage a school PD plan based on needs assessment and district best practices.

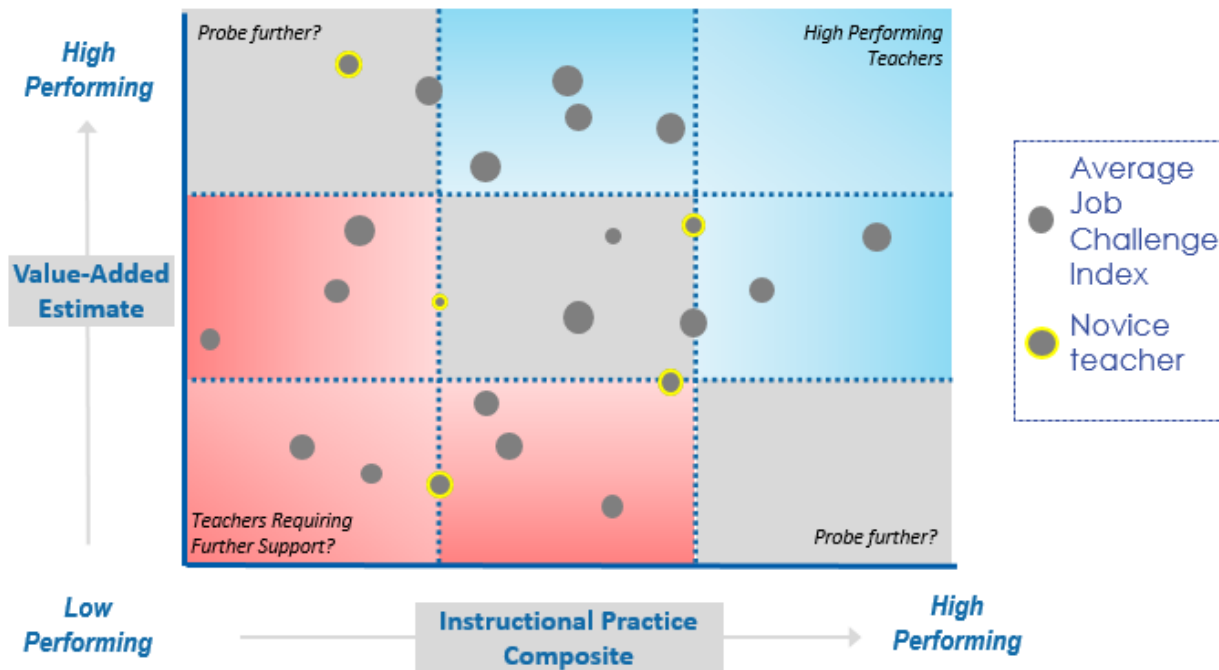
Question: What are the school's key areas for teacher growth, based on student and teacher needs?

Criteria on Teacher Evaluation Rubric	Principal Rating Rank (1=lowest average score)	Teacher Self Assess. Rating Rank (1=lowest average score)	Teacher-Selected Focus Areas (1=most selected)
Uses data to design appropriate, timely interventions.	1	5	5
Uses flexible grouping based on assessment.	2	7	4
Uses appropriate differentiation.	3	1	2
Uses diagnostic assessment strategies to inform instruction.	4	2	8
Uses accessible technology to enhance learning.	5	6	1
Engages students in higher order thinking skills.	6	22	3
Provides effective feedback/commentary on student performances.	7	8	6

Decision: Support teachers in developing individual professional growth plans in the context of school and team needs.

Question: Which of my teachers are lowest performing and/or have been given the toughest job assignments, and thus may need the most support?

No Value-Added estimate

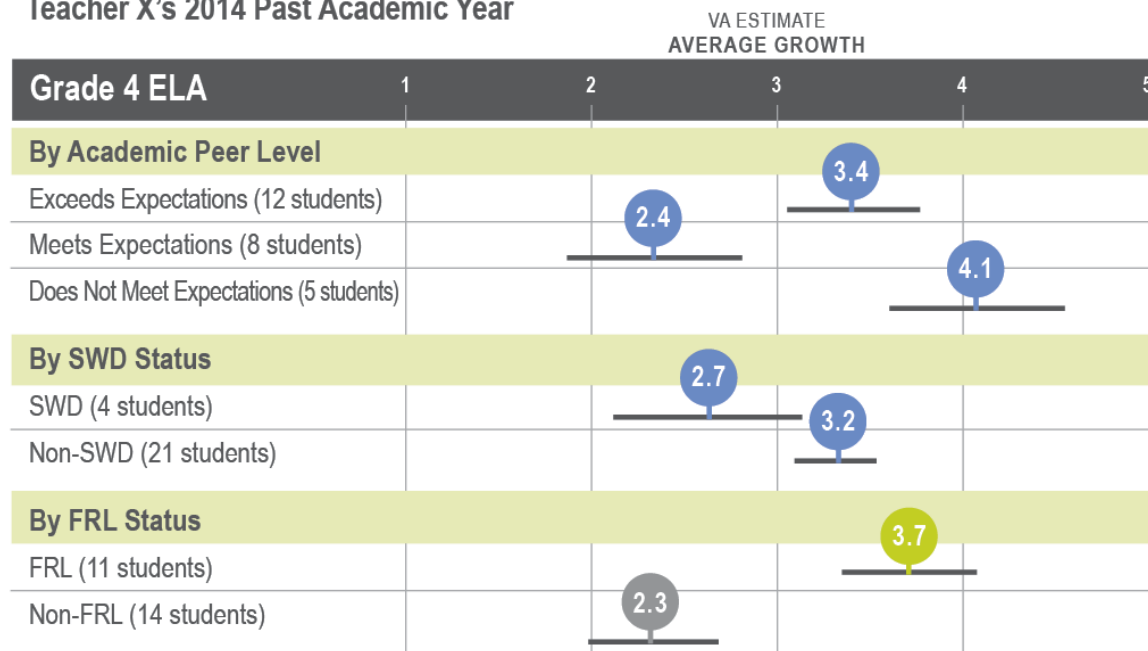


How to read this chart: Each blue dot symbolizes one teacher. The closer a teacher is to the lowest left corner, the lower performing that teacher is. The larger the bubble, the more challenging their job assignment (# of unique courses taught, prior year suspensions, etc)

Decision: Support teachers in developing individual professional growth plans in the context of school and team needs.

Question: *What are each teacher's main strengths and areas for growth, including both content and pedagogical skill, based on student outcomes and teacher observation ratings?*

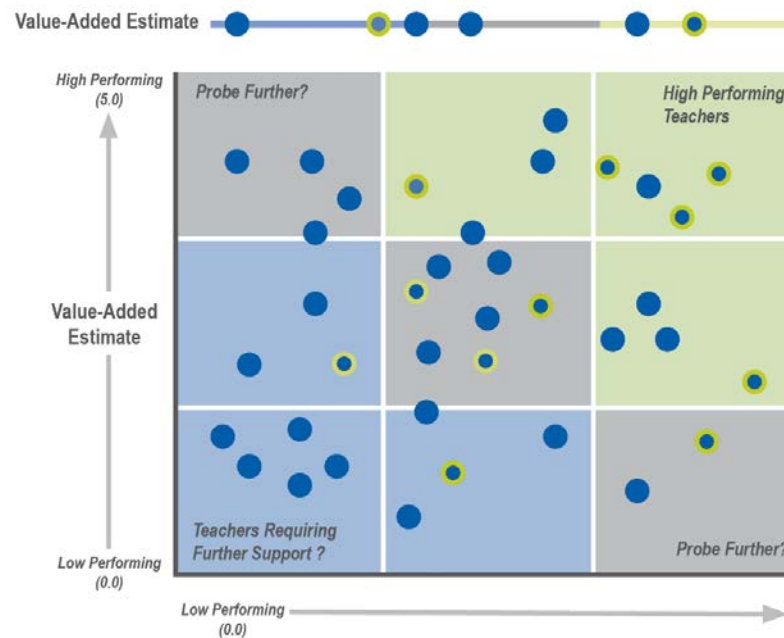
Teacher X's 2014 Past Academic Year



How to read this chart: This table summarizes Teacher X's value add with different student groups in 4th grade ELA, including average value add with students at different prior performance levels, SWD status, and FRL status.

Decision: Develop and execute a teacher observation and coaching plan that is differentiated by teacher need, including frequency and focus of observation and coaching cycles.

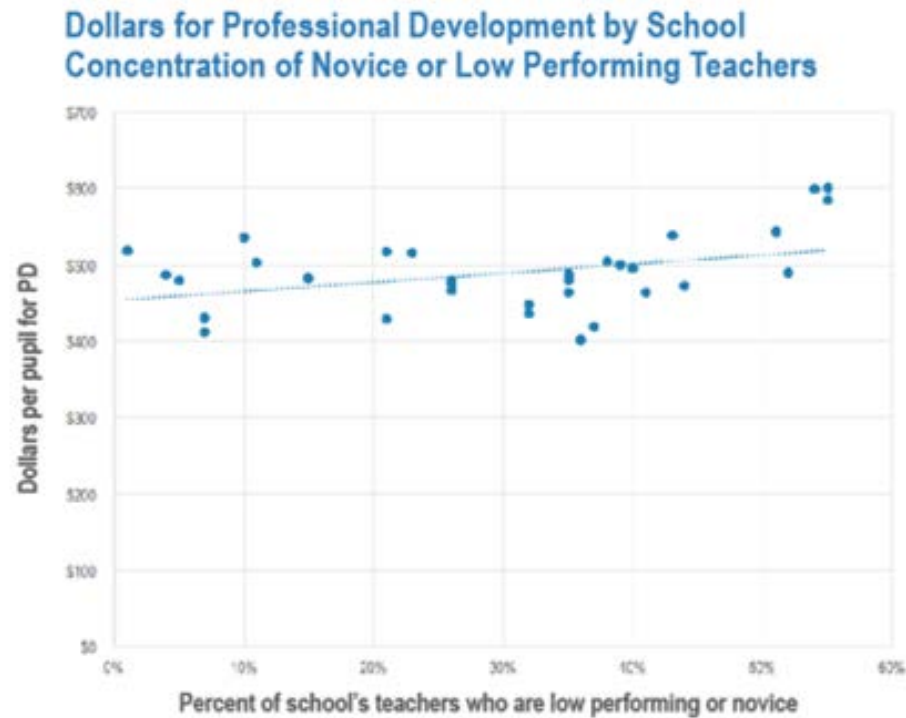
Question: Which teachers were lowest performing in the past, or are novice and in the early stages of learning the craft, and thus may benefit most from supplemental observations?



How to read this chart: The closer a teacher falls to the top right quadrant, the higher performing they are both in their evaluation rating and value add estimates. Blue dots with yellow outlines stand for teachers with leadership roles.

Decision: Determine if we need to adjust professional growth resources across schools and clusters to ensure equity and sufficiency.

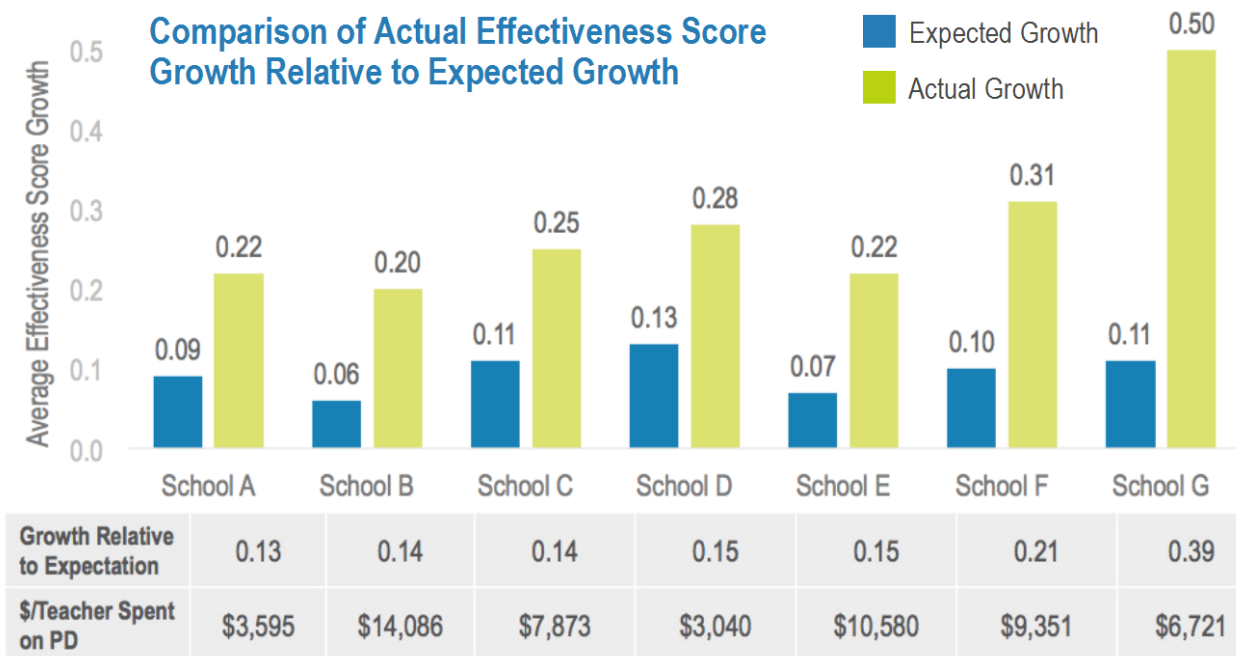
Question: *What is the distribution of professional growth resources across clusters and schools, both overall and by key resource type? How does it differ by a school's need for professional growth?*



How to read this chart: Each dot is a school. Most districts should invest more professional growth resources in schools with a higher percentage of novice or struggling teachers. If this is your district's strategy, the trend line should slope up.

Decision: Determine which teacher development practices appear to be generating the best results across the district and should be disseminated across all schools.

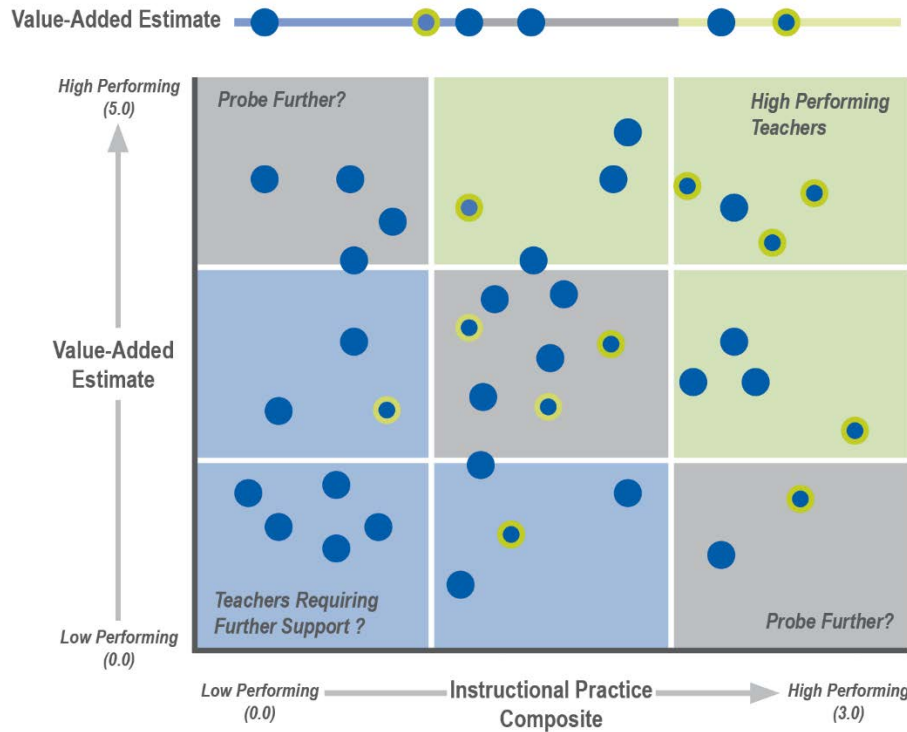
Question: Which schools have seen the most growth in individual teacher effectiveness relative to their expected growth given their mix of experience?



How to read this chart: If the green bar is much higher than the blue bar, this means teachers at this school have grown much more than expected, given their distribution of experience.

Decision: Select teachers to leadership roles based on performance and capabilities.

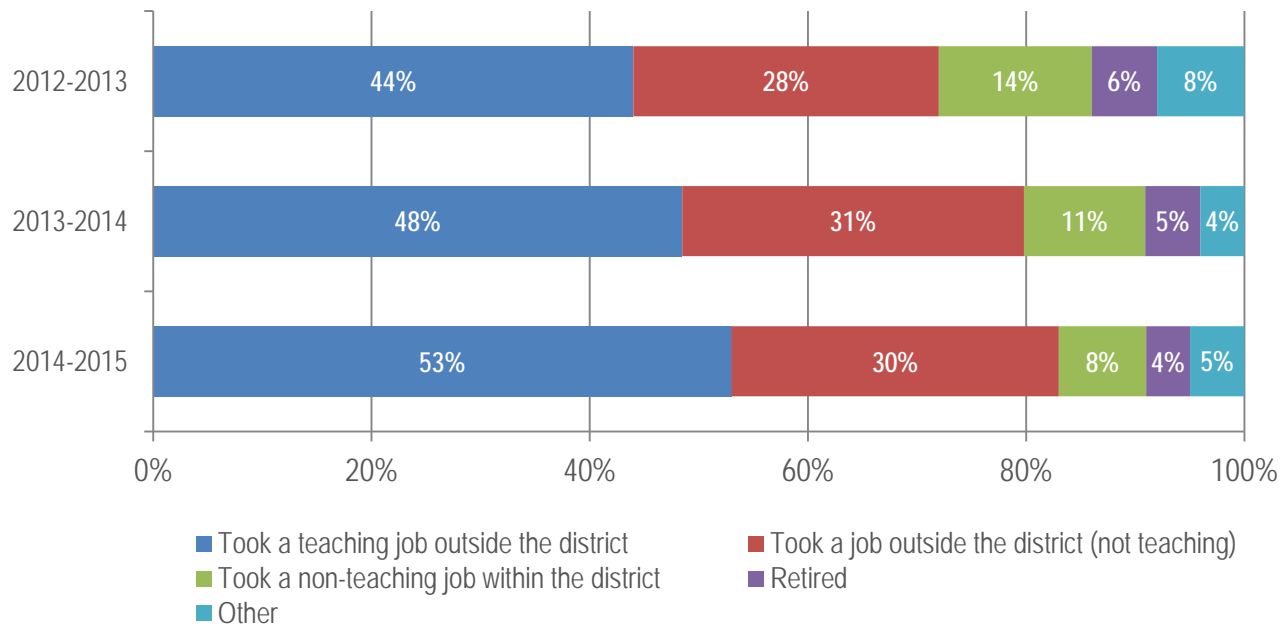
Question: Which teachers do I most want to retain? Have I used extended reach roles where appropriate as an incentive for them to stay?



How to read this chart: The closer a teacher falls to the top right quadrant, the higher performing they are both in their evaluation rating and value add estimates. Blue dots with yellow outlines indicate a teacher with a leadership role.

Decision: Determine changes needed, if any, to the district's value proposition to retain the most effective teachers.

Question: For high performers we fail to retain in the teaching force, where are they going?



How to read this chart: Each 100% bar graph shows, for the given year, for all top quartile teachers who left the teaching force in our district between the start of that school year and the start of the following year, what % left for what reasons?