At-a-Glance

A Classroom Effectiveness Index, or CEI, is a value-added measure of the amount of academic progress that a teacher afforded his or her students after a year of instruction. CEIs evaluate a student’s performance on select summative, standardized tests by comparing his or her performance to that of similar students in the district. “Similar students” have the same demographic characteristics (i.e. gender, ethnicity, limited English proficient (LEP) status, special education status, talented and gifted status, socioeconomic status, and three neighborhood characteristics) and the same level of achievement on the same prior-year tests. An important feature of the CEIs is the use of a comparison group to measure relative progress. This measure of performance is in contrast to a system, such as the Academic Excellence Indicator System (AEIS), which evaluates students’ absolute progress against a pre-determined score criterion.

CEIs are computed at three levels. A teacher receives a CEI for each section, course, and division (or content area) he or she teaches. Reports containing all CEIs, as well as student-level information, are provided annually via MyData Portal to teachers, principals, and executive directors as a tool to guide instructional and professional development planning.

Background

During the 2011-12 school year, 6,455 teachers throughout the district taught CEI-eligible courses. Among those eligible, 5,508 teachers received CEIs during initial production. After the publication of CEI reports in September 2012, teachers had the opportunity to formally request investigations into their 2011-12 CEIs. Investigations were based on data quality issues including demographic, attendance, and assessment results. The adjustment request process was available for specific, documented adjustment requests. While the adjustment request process is transitioning away from post-production corrections to student rosters, requests to include or exclude students were accepted if submitted with explanation and the principal’s approval.

2012-13 CEI Adjustment Process

Teachers used a standard form to request adjustments to their 2011-12 CEIs, which involved the verification of data used to compute individual CEIs, and where appropriate, the recalculation of CEIs. The Office of Institutional Research (OIR) staff reviewed each request by examining appropriate information sources, such as the district’s student information system, preliminary CEI rosters maintained in OIR databases, CEI training documents, and databases used in the calculation of CEIs and School Effectiveness Indices, or SEIs. CEIs were recalculated when data and roster discrepancies were confirmed. Additionally, an updated report containing the new or “adjusted” CEI was posted on MyData Portal. Teachers who submitted adjustment requests received memoranda explaining the outcome of the investigations. Principals were notified when teachers from their schools received any correspondence regarding their adjustment requests.

During the 2012-13 CEI adjustment period for 2011-12 CEIs, nine traditional adjustment requests were submitted by teachers from eight schools throughout the district.

There were three main types of issues presented in the 2011-12 CEI adjustment requests:

1) **Roster Corrections**: Submitted by teachers who felt that their report did not accurately reflect the students they taught during the 2011-12 school year. The improper correction of their rosters during the spring roster verification process was a common cause for this request. Teachers with students who were continuously enrolled in the course but not listed on the final CEI report also requested roster corrections.

2) **Policy Issues**: Submitted by teachers who wanted to refute the guidelines used to
determine teachers’ eligibility for CEIs. Not calculating CEIs for teachers who are on official leave for more than twenty working days during the school year was a contested guideline.

3) **Calculation of CEIs:** Submitted by teachers who questioned the validity of the methods and data used to compute CEIs.

Five CEIs were adjusted during the 2012-13 CEI adjustment process. Two types of adjustments were performed. The first type of adjustment involved removing students from the teacher’s course. The teacher did not update her rosters during the spring CRV period, and as a result, students that should have been removed from the rosters because they were not linked with her for the school year remained on the roster. The second type of adjustment involved adding a course to a teacher’s rosters. The teacher provided both reading and language arts instruction to her students during the 2011-12 school year, but her rosters only showed students enrolled in language arts.

Of the nine adjustment requests submitted, four (44.4 percent) were not adjusted. Teachers who did not receive an adjustment were provided memoranda explaining why an adjustment was not necessary or appropriate. Principals received copies of the memoranda sent to teachers currently employed at their campuses.

There were three predominant issues addressed in the memoranda sent to teachers:

1) **Additional Information Required:** Requested additional information necessary to finish processing the adjustment request.

2) **Less Students on Report than Roster:** Described the difference between being enrolled in a teacher’s course and being CEI-eligible. Teachers were reminded that students had to be enrolled in their course for the full term and meet all eligibility criteria in order to be included in the teacher’s CEI.

3) **On Leave:** Explained to teachers who were on leave for more than 20 working days during the 2011-12 school year that they were not eligible to receive a CEI. This decision was made based on teacher input, which determined that it makes the indices fairer to teachers by only holding them accountable for students they were in contact with throughout the school year. As a result, teachers who are on leave for more than 20 days are ineligible to receive CEIs.

**Recommendations**

**2012-13 CEI Adjustment Process**

The CEI adjustment process should continue to provide an easily accessible and fair platform for teachers to dispute their CEIs. To accomplish this goal, it is recommended that OIR continues to refine the adjustment process to increase its overall efficiency by

- Encouraging digital submission of adjustment requests to better track submissions
- Sending districtwide reminders to reduce the number of late submissions
- Collaborating with appropriate district leaders and departments to determine the continued suitability and usefulness of certain CEI-related policies