CECR Center for Educator Compensation Reform

Anticipating the Data Quality Challenges in TIF

Delivering Student-Teacher Linkages and Managing the Presenting Complex Data

April 15, 2010

MODERATORS

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Accelerating Student Progress
Increasing Results & Expectations

Houston Independent School District

CECR Webinar Series

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Houston Independent School District

Creating a College-Bound Culture

Improving Data Quality of a Performance-Pay System:

- Distinguishing Features of the Houston ISD ASPIRE Award
- Data Quality Components:
  - Program Metrics
  - Employee Identification
  - Payment Processes
- Next Steps for Houston ISD

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Houston ISD ASPIRE Award: Distinguishing Features

- Comprehensive: Every Campus Included
- Large Scale: Nearly 23,000 Potentially Eligible Employees; $40.4 mil. Paid
- Student-Assessment Driven
- Value-Added Focus: Two of Three Strands
- External Partners; Foundation Support
- Part of Larger School Improvement Effort
- District Commitment: Multi-Year $$

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Program Metrics

- Past Concern: Changing the emphasis from student achievement to student growth, accuracy of metrics
- Present Status:
  - Student achievement data – both criterion referenced and norm-referenced
  - External contractor (versus in house analysis)
  - Student growth indicators -- value-added data for three years
- Future Emphasis:
  - Better understanding of value-added through communications and training

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Employee Identification

- Past Concern: Getting employees the right award
- Present Status:
  - Underlying data sources refined
  - Eligibility rules and systems in place
  - Categorization framework established
  - Student-teacher linkage system developed
- Future Emphasis:
  - Enhance systems and train campus staff

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Payment Processes

- Past Concern: Assuring timely and transparent payout of a complex award
- Present Status:
  - Award notices: preliminary and final
  - Inquiry period (challenges and questions)
  - Portal delivery of notices and inquiries
  - Inter-department planning and coordination
- Future Emphasis:
  - Incorporate charter schools more fully

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Next Steps for Houston ISD:

- Improve Data Quality in Award Program:
  - More direct communication to employees
  - Deeper training in value-added
  - Build in-house capacity / expertise
  - Enhance and refine data systems

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Teacher Incentive Fund

Weld Re-8 School District, Colorado
November 2006-October 2011

$3,670,133 over five years

District Demographics

- Semi-rural, 104 square miles including 4 communities
- City of Fort Lupton has population of 7500
- 2400 students PK-12
  - 64% Hispanic; 41% ELL; 63% FRL
- 4 schools in town: 2 elementary, 1 middle, 1 high
  - One K-8 Core Knowledge magnet program in its own building (10 miles from city)

Year 1 Bonus - Schoolwide

- Developed by Student Achievement Measures Task Force (SAM) and Steering Committee
- Used existing school accreditation model as base
  - Slight modifications
  - Chosen because teachers had some familiarity
- Data and scores generated by Central Office
  - Complex formulas with multiple factors - attainment
- Results were 'unexpected' – high level of controversy

Back to the Drawing Board

- SAM Task Force grew by factor of 4
- Studied variety of assessment possibilities
- Consulted with Dr. Chris Thorn, Value Added Research Center, University of Wisconsin
- Looked for value-add or growth measure

New State Growth Model

- Adds Student Growth Percentiles
  - Percentile ranking among students starting at the same place (academic peers) on previous year's CSAP (state test – reading, writing, math)
  - Compares each student to his/her peer group
  - Determines how much growth each student made in relation to peer group

Data Calculations

- State provides school-level data for 4 schools
- We must disaggregate students in Quest Academy, the K-8 *program* that pulls students from our two elementaries and one middle school = 5 "schools"
- VARC / University of Wisconsin verifies our data

Year 2 Bonus - Schoolwide

- Bonuses for meeting or exceeding state student *growth* percentiles on CSAP (50%ile or higher) on each test
- Workshops held at each site on growth model and again when results came out
- Information on TIF website; print materials

- Year 2 results 'matched' perceptions
  - Every site received a bonus – range of $560 to $2170
  - Positive response on feedback surveys
  - SAM decided quickly to continue for Year 3
- Year 3 results were different
  - 2 sites received no bonus
  - Range of $500 to $2210 at other 3 sites
  - Less positive response on feedback surveys, but no controversy
- SAM decided to continue same plan for Year 4

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An Evaluation of the Teacher Advancement Program (TAP) in Chicago

Presentation for Anticipating the Data Quality Challenges in TIF: Delivering Student-Teacher Linkages and Managing and Presenting Complex Data

April 15, 2010

Steven Glazerman ● Allison McKie

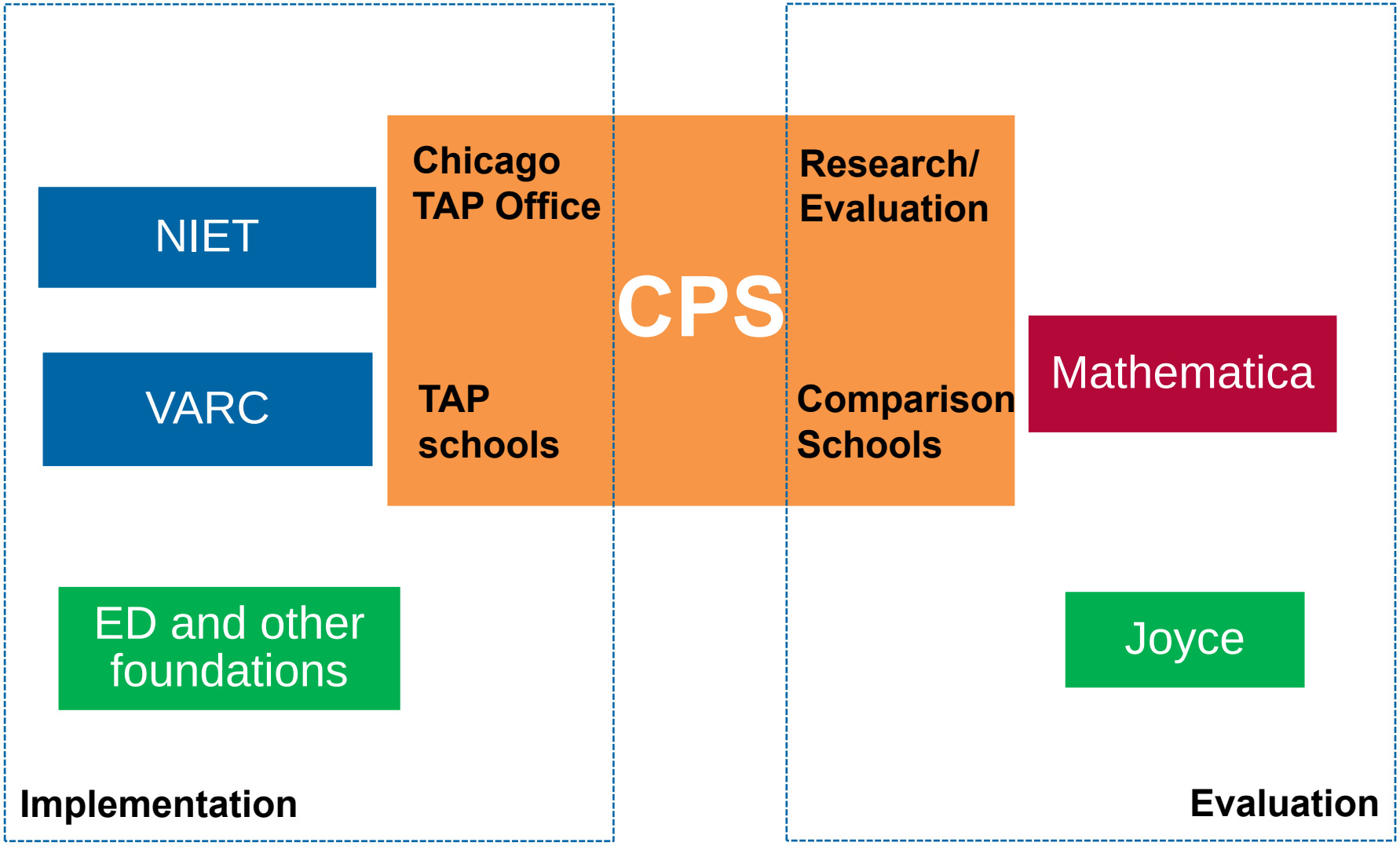
Teacher Advancement Program (TAP)

- **Performance awards**
  - **Value added**
  - **Classroom observation score**
- **Career ladder**
  - **Career→ Mentor → Master teacher**
- **Professional development**
  - **Cluster groups**
  - **Data-driven improvement**

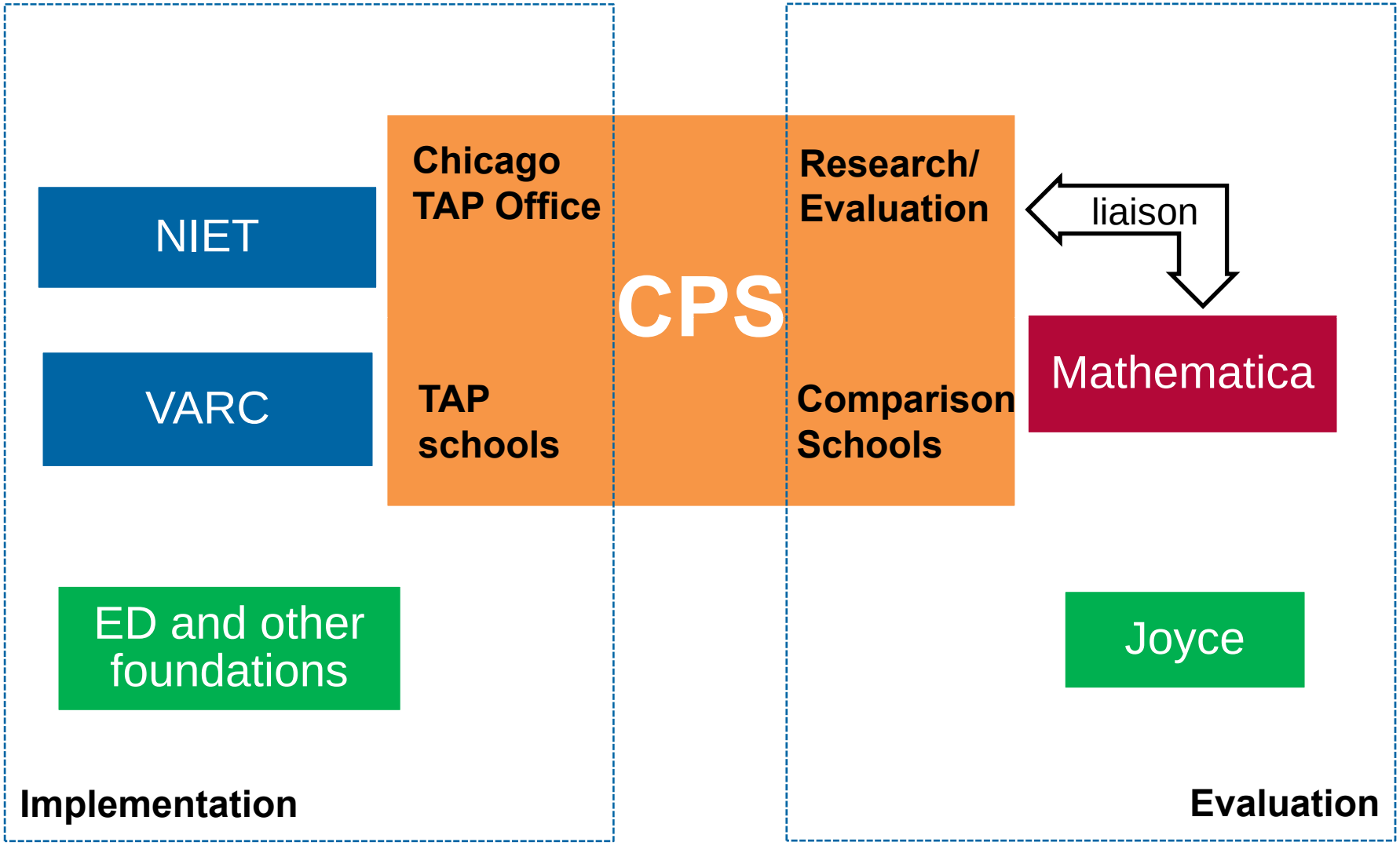
Chicago TAP

- 10 new schools per year starting in 2007-08
- "Master" (called "Lead") teacher: $15,000
- "Mentor" teacher: $7,000
- Target average teacher performance award:
  - $2,000 in Year 1
  - $4,000 in Years 2 – 4
- Principal performance award: $5,000 maximum
- Other school staff performance award:
  - $500 maximum in Year 1
  - $1000 maximum in Years 2 - 4

External Partners on TIF Project



External Partners on TIF Project

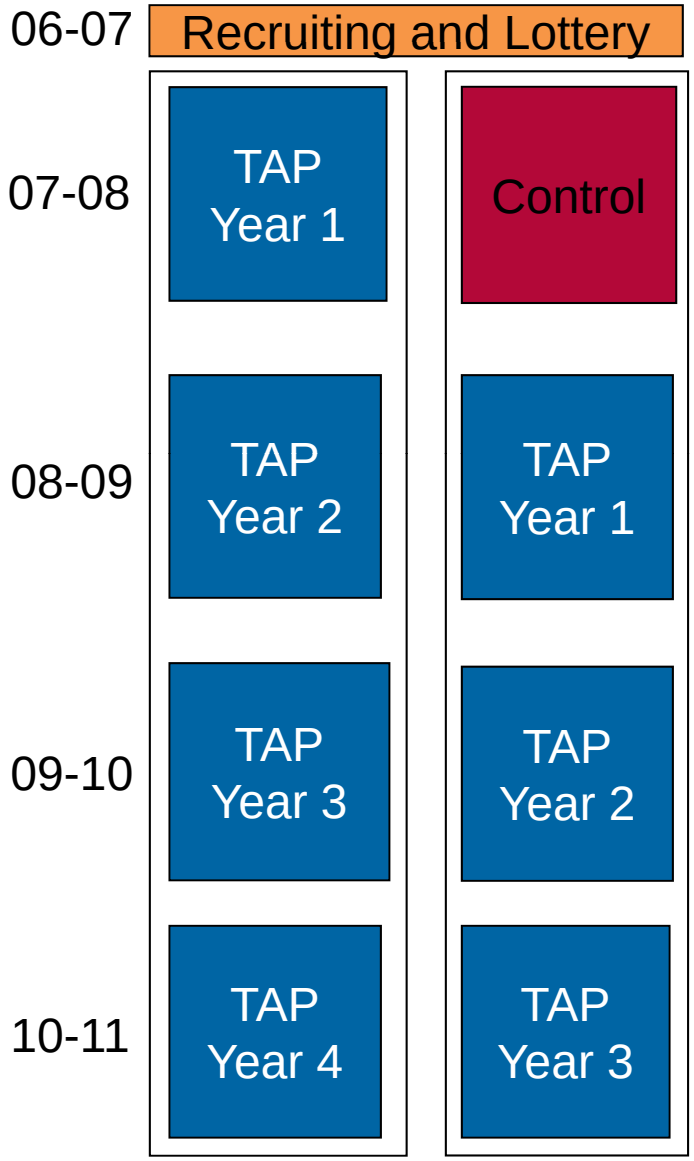


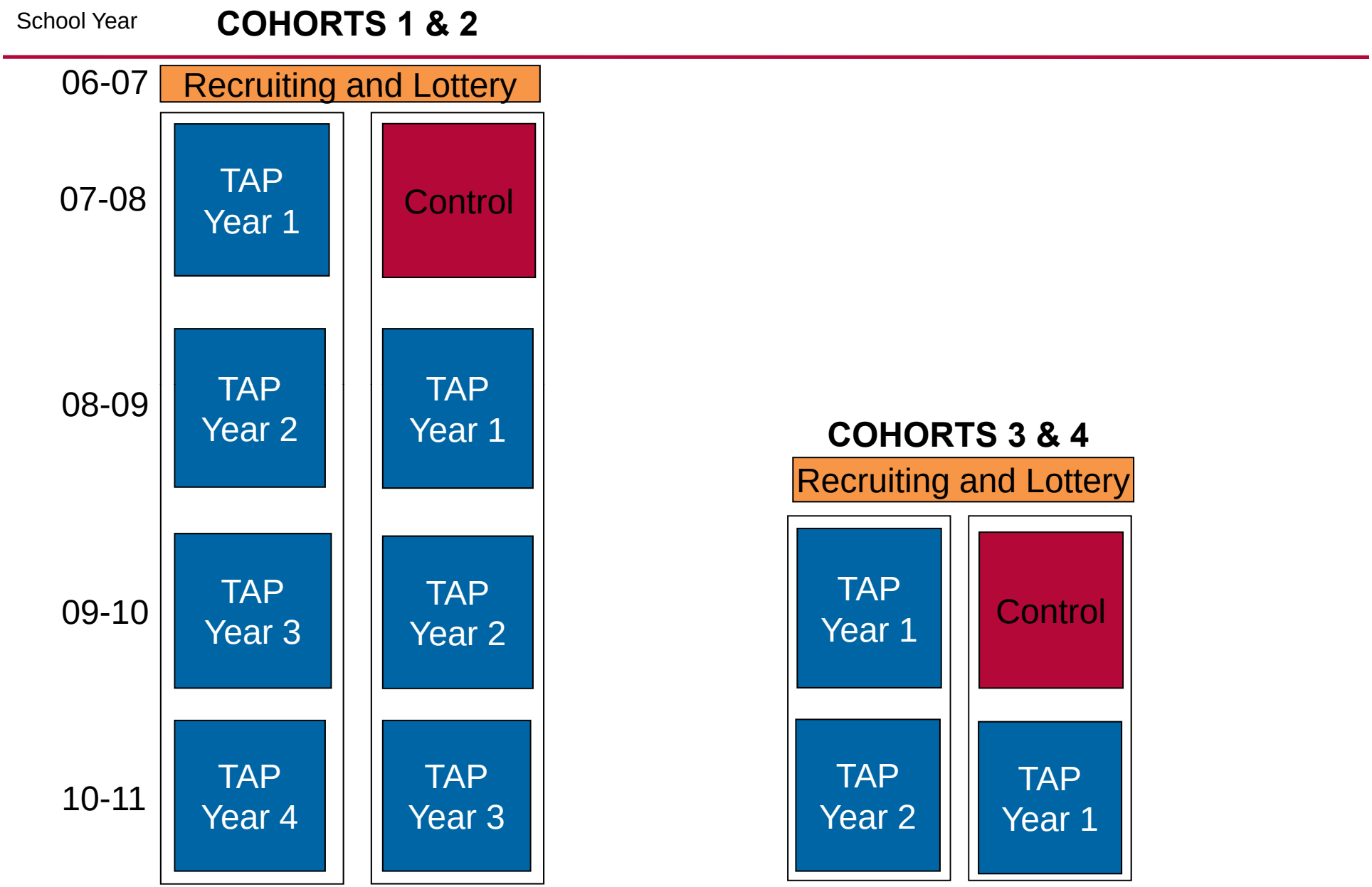
Study Design

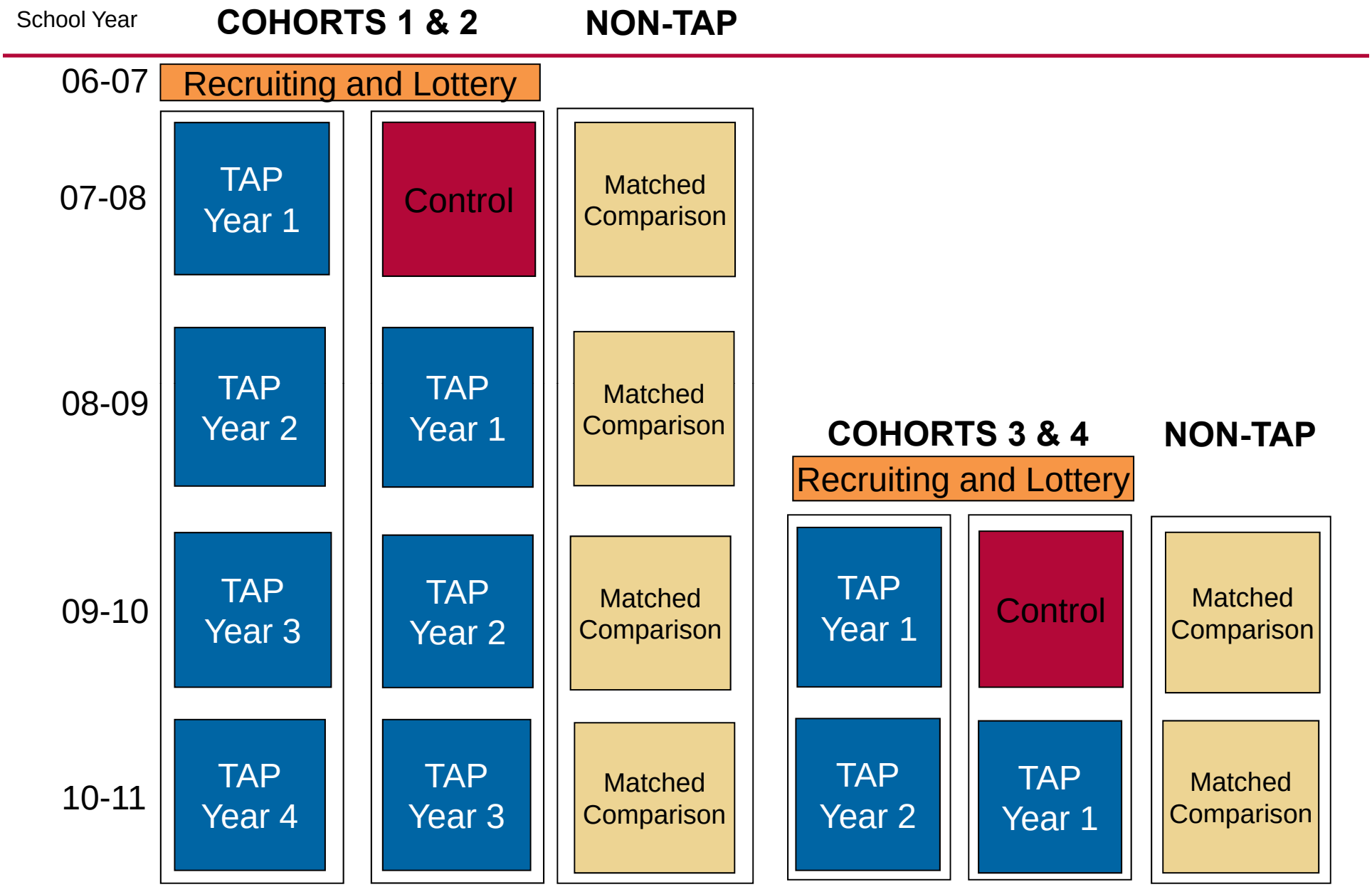
- **Compare TAP schools to two groups:**
  - **Randomized "control" group (experimental)**
    - Assigned to delay implementation
    - Small but "clean"
  - **Matched "comparison" group (quasi-experimental)**
    - Propensity score matching (size, demographics, student achievement, and teacher retention)
    - Larger sample, always non-TAP
    - Potential bias from selection on unobservables
- **Statistical controls used to reduce bias and increase precision; all means are "regression-adjusted"**

School Year

COHORTS 1 & 2




School Year
COHORTS 1 & 2
06-07
Recruiting and Lottery
07-08
TAP Year 1
Control
08-09
TAP Year 2
TAP Year 1
09-10
TAP Year 3
TAP Year 2
10-11
TAP Year 4
TAP Year 3
COHORTS 3 & 4
Recruiting and Lottery
TAP Year 1
Control
TAP Year 2
TAP Year 1



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Overcoming Random Assignment Challenges

- **Addressing district concerns about "readiness"**
  - **Unequal probability of assignment to treatment**
- **Achieving balance**
  - **Stratification by size, race/ethnicity, region, etc.**
- **Addressing charters and high schools**
  - **Separate approach for purposively selected schools**

Overcoming Data Challenges

- **Student records: "evolving" student-teacher links**
  - Challenge for implementation, not evaluation
  - Be cautious in design of study
- **Administrative data on teachers**
  - Coordinate with district to use for evaluation
- **Teacher surveys**
  - Coordinate with district to minimize burden, maximize response