# Information in a Teacher's CEI Report

The CEI Report is a tool designed to increase teachers' and principals' understanding of CEIs and increase the overall usefulness of CEIs in instructional professional development planning. It is comprised of two sections, the longitudinal CEI report and course/section detail. The longitudinal CEI report provides division-level CEI information for the most recent year and the four prior years (where available). The course/section detail presents information about student-level background and performance measures for each relevant assessment. The following is a description of the components of each section.

Longitudinal CEI Report
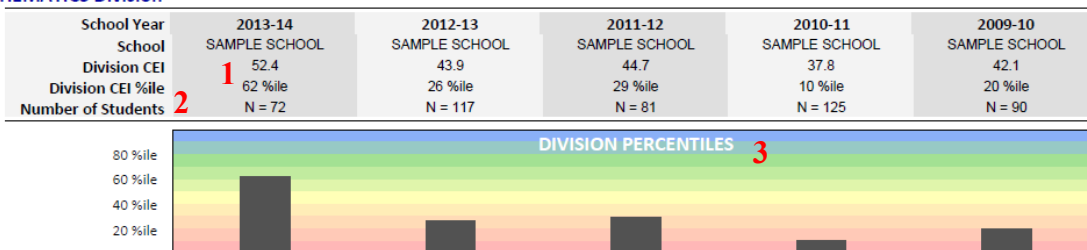
1. <u>Division CEI and percentile</u>: The *division CEI* is the average fairness-adjusted relative gain score standardized within division: language arts/reading, mathematics, social studies, science, computer science, and foreign language. This teacher's mathematics division CEI is based on relative gain scores from all students enrolled in any of his courses in the mathematics division. The *division CEI percentile* reports the percentage of teachers whose division CEI was lower than or equal to the division CEI of interest. A division CEI percentile of 62 indicates that this teacher's division CEI of 52.4 was higher than 62 percent of all other 2013-14 CEIs in the mathematics division.

2. <u>Number of students</u>: The number of unique students used in the calculation of a teacher's division CEI. A teacher must have at least 8 students that meet all eligibility requirements in order for a CEI to be computed. Some students may contribute more than one relative gain score. This most often occurs in secondary schools where students have both *STAAR* and *ACP* values. Seventy-two unique students were used in the computation of this teacher's division CEI.

3. <u>CEI percentile bar chart</u>: The graphical representation of the division CEI percentile. The height of the box indicates the magnitude of the CEI percentile from shortest to tallest for low and high CEI percentiles.

Course/Section Detail

ID	Name	Relative gain score **2**	Items correct on this assessment **3**	GR	Demographics	Neighborhood variables†	Group's 2012-13 scores†

SAMPLE TEACHER (99999) & SAMPLE SCHOOL (999) — Course Group: 2550 MATH 8, Section: 1 — Term: SEMESTER 1, Grade: 8, Assessment: ALGEBRA I PRE-AP SEM 1 **1**

Characteristics of student's comparison group: **4**

ID	Name	Relative gain score	Items correct on this assessment	GR	Demographics	Neighborhood variables†	Group's 2012-13 scores†
1	SAMPLE STUDENT	48.6	23 was average for grp:	8	F, low SES, not LEP	$12/hh; 0% w/deg; 79% blw PL	45 (Gr 7 STAAR MA); 56 (Gr 7 STAAR W)
2	SAMPLE STUDENT	51.4	16 was average for grp:	8	F, low SES, not LEP	$28/hh; 10% w/deg; 25% blw PL	27 (Gr 7 STAAR MA); 54 (Gr 7 STAAR W)
3	SAMPLE STUDENT	51.9	22 was average for grp:	8	F, low SES, not LEP	$45/hh; 3% w/deg; 14% blw PL	40 (Gr 7 STAAR MA); 53 (Gr 7 STAAR W)
4	SAMPLE STUDENT	50.7	19 was average for grp:	8	M, low SES, not LEP, TAG	$43/hh; 3% w/deg; 27% blw PL	33 (Gr 7 STAAR MA); 46 (Gr 7 STAAR W)
5	SAMPLE STUDENT	44.4	21 was BELOW avg for grp:	8	M, low SES, not LEP	$28/hh; 10% w/deg; 25% blw PL	44 (Gr 7 STAAR MA); 51 (Gr 7 STAAR W)
6	SAMPLE STUDENT	57.4	24 was ABOVE avg for grp:	8	F, low SES, not LEP, TAG	$32/hh; 14% w/deg; 33% blw PL	37 (Gr 7 STAAR MA); 60 (Gr 7 STAAR W)
7	SAMPLE STUDENT	53.1	27 was average for grp:	8	F, low SES, not LEP	$28/hh; 10% w/deg; 25% blw PL	49 (Gr 7 STAAR MA); 61 (Gr 7 STAAR W)
8	SAMPLE STUDENT	50.9	25 was average for grp:	8	F, low SES, not LEP, TAG	$34/hh; 32% w/deg; 25% blw PL	47 (Gr 7 STAAR MA); 51 (Gr 7 STAAR W)

Teacher did not submit modifications to CEI rosters during CEI Roster Verification (May 9-May 30, 2014).

ALGEBRA I PRE-AP SEM 1 CEI (and percentile):   50.6   (53%ile) 6

NOTES: The average relative gain score in any comparison group is 50 with a standard deviation (SD) of 10. Relative gain scores from one to two SDs above or below average are highlighted with the characters > and <. Relative gain scores more than two SDs from average (<30 or >70) are highlighted with the characters << and >>. A student who scored higher than average *in his comparison group of similar district students* has a relative gain score higher than 50. Relative gain scores between 45 and 55 (shaded gray) are considered average or "typical." All students in a comparison group have the characteristics listed in the student's row. *Students with names printed in bold italics* were not eligible for inclusion in the CEI.
†See Glossary for descriptions of neighborhood variables, a key for score abbreviations, and information about counting absences at high schools with block schedules.

Texas S.B. 1 (1995) mandates that all teacher appraisal information be confidential and not subject to the Open Records Act of the State of Texas. Treat all information in this report as highly confidential.

1. <u>Assessment</u>: The test on which the course and section CEIs are based. This teacher's course and section CEIs are based on the Algebra I Pre-AP ACP.

2. <u>Relative gain score</u>: A measure of the degree to which a student exceeded or fell below the average score when her performance was compared to that of similar district students. Relative gain scores are standardized to a mean of 50 and standard deviation of 10. Relative gain scores between 45 and 55 (shaded gray) are considered average or "typical" for a group. The characters < and > are used to highlight relative gain scores that are one and two standard deviations above or below the average. Relative gain scores that are more than two standard deviations from average (<30 or >70) are highlighted with the characters << and >>.

3. <u>Items correct on this assessment</u>: Students' raw scores on the current year's assessment. A student's raw score is compared only to "similar students."

4. <u>Characteristics of student's comparison group</u>: Description of the characteristics of each student's comparison group ("similar students").

   a. *Grade*: Members of each student's comparison group were in the same grade when they took the current-year assessment.

   b. *Individual demographics*: Members of each student's comparison group possess the same demographic characteristics including gender, socio-economic status, level of English proficiency, and special student status (i.e. Talented and Gifted or Special Education).

   c. *Neighborhood variables*: Members of each student's comparison group live in neighborhoods that are similar in terms of the median household income among

households headed by a person of same ethnicity as student, percentage of adults over 25 of same ethnicity as student with a college degree, and percentage of persons of same ethnicity as student living below federal poverty level.

    d. *Group's 2012-13 scores*: Members of each student's comparison group had the same levels of performance on prior-year assessments.

5. <u>Ineligible students</u>: Students who were in the teacher's class a sufficient number of days during the term (year or semester) but did not meet all of the criteria for receiving a relative gain score. As a result, they were not included in the calculation of this teacher's CEI. The criterion that was not met is listed next to each student's name. Note: these students are listed on a separate page that is not shown in this sample report.

6. <u>Assessment percentile</u>: The percentage of teachers whose CEI was lower than or equal to CEIs on this assessment. The standardized reading gain for this teacher's students was higher than 53% of all Pre-AP Algebra I ACP scores in the district.