

## Classroom Effectiveness Indices: A Conceptual Overview

Classroom Effectiveness Indices, or CEIs, evaluate a student's performance on select summative tests by comparing his performance to that of all other similar students in the district. Each group of "similar students" consists of students with the same demographics and the same level of achievement on the same tests in the prior year. CEIs measure the amount of academic progress students made after being in the teacher's course for a full term (year or semester). The progress a student makes is determined based on a comparison to similar students, not whether the student achieves a particular score.

The district uses test data only for students who have been continuously enrolled in the teacher's course for most of the term. Students must not miss more than a set number of days in a course prior to the first day of the testing period for each assessment used in the computation of CEIs for the course. (See "[A Note About...](#)" [#3](#) for test-specific attendance requirements.) A student's assessment results from non-ACP tests (e.g., STAAR 3-8, TAKS, ITBS, or Logramos) will be included only if the student has not been retained in either of the last two years. (For CEIs based on STAAR EOCs and high-school ACPs, retained students remain in the computation.)

These criteria are applied because unless the student is in the classroom for the majority of the instructional time, he or she has not had the opportunity to learn and the teacher has not had the opportunity to teach.

The value-added model used to compute CEIs addresses outside influences over which the teacher has no control by evaluating a student's "progress" only in relation to similar students. The characteristics that determine similarity include:

- prior year's test scores
- gender
- English language proficiency level
- socio-economic status
- Special Education (SPED) and Talented and Gifted (TAG) status
- neighborhood educational level
- neighborhood family income and poverty index

Here is a conceptual overview of the steps that result in a CEI:

1. **Group students by their performance on tests from the prior school year.** For example, if a fifth-grader answered 32 items correctly on last year's grade 4 math STAAR 3-8, then every student in her comparison group is a current fifth-grader who answered 32 items correctly on last year's grade 4 math STAAR 3-8.

Actually, two tests are used from the prior year to get the best picture of the student's "baseline" ability. The tests are always the two that are best correlated with the current year test, and the tests are evaluated

independently each year, though the result rarely varies from year to year. Thus, every student in the comparison group also has the same grade 4 reading STAAR 3-8 score as well as the same grade 4 math STAAR 3-8 score.

2. **Group students by common characteristics.** Please see the list in this document. All students in a comparison group have the same socio-economic status, English language proficiency level, etc.
3. **Compute each group's average current score.** The average score for a group of students may be above or below the "passing standard."
4. **Compare a student's score to the group average.** Some students will be above the average. The more they exceed the average, the more they contribute to the teacher's CEI. Some students will be below the average. The farther below, the less they contribute. The student's difference from the average is scaled so that all values are comparable across sections, courses, and division.

Note that whether the student "passed the test" is **not** a characteristic used to create comparison groups. If a student *does not pass* but *exceeds* the group's average, she will contribute to the teacher's CEI because she has shown notable progress given her "baseline." If a student *passes* the test but *does not exceed* the average, she will not contribute to the teacher's CEI because she is not showing as much progress as similar students. This is an important distinction.

5. **Use the student comparison values to compute section, course, and division CEIs.** The section, course, and division CEIs are also scaled for comparability. The average section CEI (within a course) is always 50. The average course CEI for a single course is always 50. The average division CEI is always 50. (A division is a content area: language arts, mathematics, science, social studies, foreign language, or computer science.) If there are not at least eight eligible students, a CEI is not computed. There may not be enough students in a section, but course and division CEIs can still be computed if there are at least eight students at those levels.

Teachers receive CEIs only in years when their students have both prior-year scores and current-year scores. The list of appropriate test combinations is published and posted each year in late summer. **Benchmark tests are not used for CEIs.**

The CEI is a "value-added" computational method for determining *relative* growth. It is important that each of us is familiar with the process that has been researched, refined, and approved over the last decade. For more information, including documentation with supporting details for this overview, go to the CEI Information page on MyData Portal at <http://mydata.dallasisd.org/MENU/CEI.jsp>