



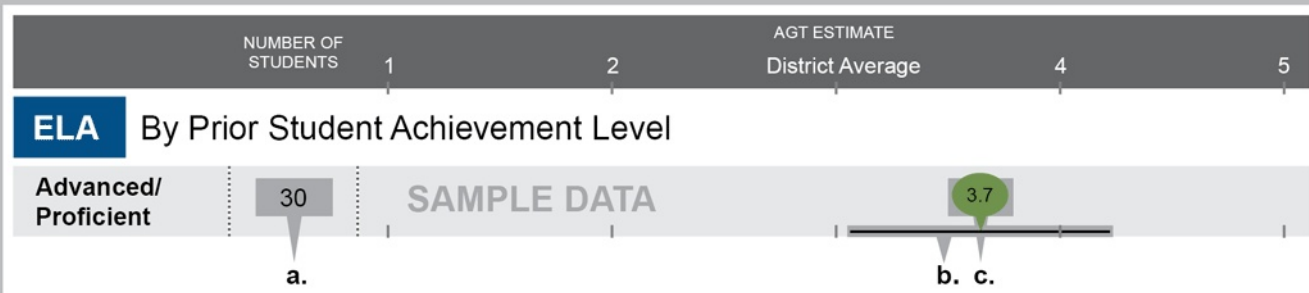
2010 AGT Teacher Report

This draft report provides 2010 Academic Growth over Time (AGT) data. The purpose of this year's report is to get your input regarding the format of the reports, the helpfulness of the support materials, the ease of interpretation and the degree to which you find this meaningful or helpful. After studying your results, **please complete a feedback survey at <http://agt.lausd.net/survey>**. The results reported measure your impact on the academic growth of students in English Language Arts (ELA) and Math. For each result in the reports, the AGT Estimate compares the actual achievement of students on the California Standards Test (CST) to the predicted achievement of those students on the CST. For more information to help you interpret this report, see the Making Meaning of Your Teacher AGT Report at <http://agt.lausd.net/makingmeaning>.

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How to Read the Teacher AGT Results



a. Number of Students: This is the number of students included in the calculation.

b. Confidence Interval Range: The line under the bubble is the statistical confidence interval for that Estimate. We are 95% confident that the AGT results fall within the confidence interval.

Important Note: When looking at AGT Estimates it is important to consider the confidence interval around the Estimate. While the AGT Estimate is the best approximation of your AGT, it is possible that your AGT could fall anywhere along the line of the confidence interval, with the probability diminishing as you move farther from the AGT Estimate.

c. AGT Estimate: On each line, the red, yellow, gray, green and blue bubbles include your standardized AGT Estimate between 1 through 5. The District Average has been set to 3.

Results may not be provided for the following reasons:

- Too few students to calculate a result (less than 10)
- A grade level and subject was not taught during the given time period
- The composition of students in your classroom is not sufficiently varied to allow for a comparison of student groups.

- Blue** - Far Above Predicted AGT: AGT Estimate is significantly more than 4.
- Green** - Above Predicted AGT: AGT Estimate is significantly above the District Average (3).
- Gray** - Within the range of Predicted AGT: AGT Estimate is not significantly different from the District Average (3).
- Yellow** - Below Predicted AGT: AGT Estimate is significantly below the District Average (3).
- Red** - Far Below Predicted AGT: AGT Estimate is significantly less than 2.

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Your Academic Growth Over Time: Overall Results







The tables below provide Overall AGT results for your work with all of your students. Results are provided both for the past academic year and for an average of up to the last 3 years (2007-2010).

Past Academic Year 2009-2010						Up to a 3 Year Average 2007-2010							
	NUMBER OF STUDENTS	1	2	AGT ESTIMATE District Average	4	5		NUMBER OF STUDENTS	1	2	AGT ESTIMATE District Average	4	5
ELA													
Overall	29			3.8			79				3.2		
MATH													
Overall	29			3.5			79				3.7		



Your Academic Growth Over Time: Grade-Level Results

The tables below provide Grade-Level AGT results for your work with all of your students. Results are provided both for the past academic year and for an average of up to the last 3 years (2007-2010).

	Past Academic Year 2009-2010					Up to a 3 Year Average 2007-2010						
	NUMBER OF STUDENTS	1	2	AGT ESTIMATE District Average	4	5	NUMBER OF STUDENTS	1	2	AGT ESTIMATE District Average	4	5
ELA Grade-Level AGT												
Grade 4	**	Insufficient Data or NA					25					
Grade 5	29						54					
MATH Grade-Level AGT												
Grade 4	**	Insufficient Data or NA					25					
Grade 5	29						54					



Your Academic Growth Over Time: Results with Specific Groups of Students

The tables below provide AGT results for your work with specific groups of students. Results are provided for an average of up to the last 3 years.

By Prior Student Achievement Level: Each student is placed into a group based on the student's CST score within the overall distribution of scores in the LAUSD

By ELL Status: Results are based on English Language Learner (ELL) status of students.

By SPED Status: Results are based on Special Education (SPED) status of students.

NUMBER OF STUDENTS	AGT ESTIMATE			
	1	2	District Average	4

ELA By Prior Student Achievement Level

Advanced/ Proficient	36				2.9				
Basic	31						3.4		
Below Basic/ Far Below Basic	12						3.3		

ELA By ELL Status

ELL	24					3.2			
Non-ELL	55					3.1			

ELA By SPED Status

SPED	16						3.4		
Non-SPED	63					3.1			

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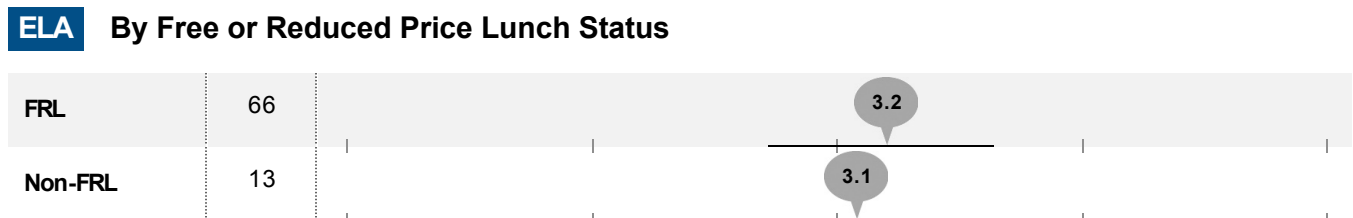
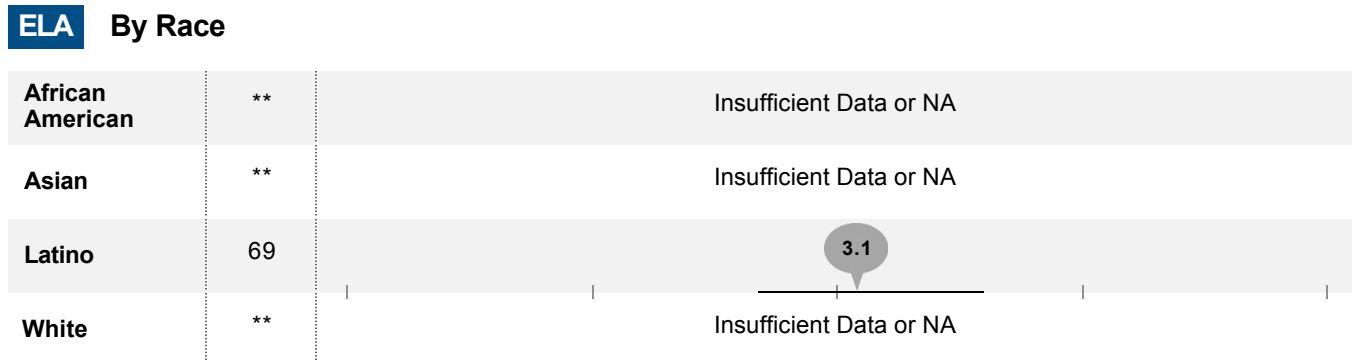
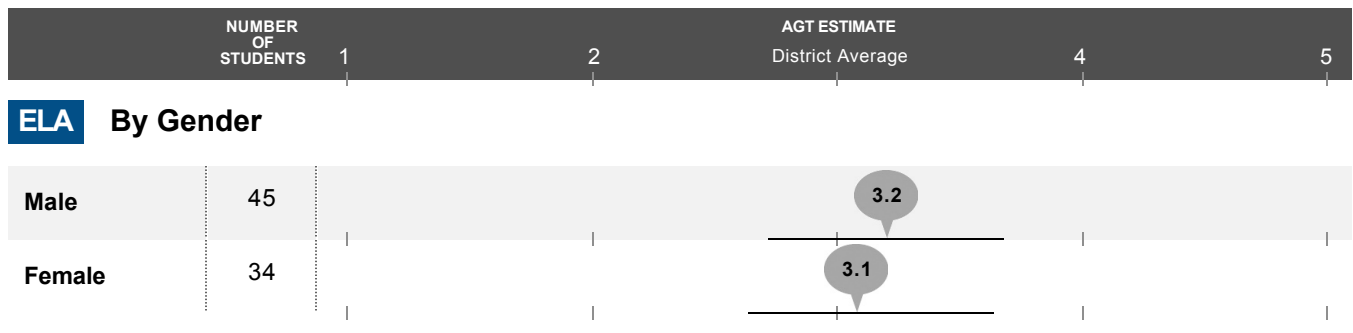
Your Academic Growth Over Time: Results with Specific Groups of Students

The tables below provide AGT results for your work with specific groups of students. Results are provided for an average of up to the last 3 years.

By Gender: Results are based on gender of students.

By Race: Results are based on race of students.

By Free or Reduced Price Lunch Status: Results are based on Free or Reduced price Lunch (FRL) status of students.

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Your Academic Growth Over Time: Results with Specific Groups of Students

The tables below provide AGT results for your work with specific groups of students. Results are provided for an average of up to the last 3 years.

By Prior Student Achievement Level: Each student is placed into a group based on the student's CST score within the overall distribution of scores in the LAUSD

By ELL Status: Results are based on English Language Learner (ELL) status of students.

By SPED Status: Results are based on Special Education (SPED) status of students.

NUMBER OF STUDENTS	AGT ESTIMATE			
	1	2	District Average	4

MATH By Prior Student Achievement Level

Advanced/ Proficient	60					3.7
Basic	13					3.8
Below Basic/ Far Below Basic	**	Insufficient Data or NA				

MATH By ELL Status

ELL	24					3.7
Non-ELL	55					3.7

MATH By SPED Status

SPED	16					3.8
Non-SPED	63					3.6

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Your Academic Growth Over Time: Results with Specific Groups of Students

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By Gender: Results are based on gender of students.

By Race: Results are based on race of students.

By Free or Reduced Price Lunch Status: Results are based on Free or Reduced price Lunch (FRL) status of students.

		NUMBER OF STUDENTS		AGT ESTIMATE		District Average			
		1	2			4	5		
MATH By Gender									
Male	45						3.7		
Female	34						3.7		

MATH By Race						
African American	**	Insufficient Data or NA				
Asian	**	Insufficient Data or NA				
Latino	69				3.7	
White	**	Insufficient Data or NA				

MATH By Free or Reduced Price Lunch Status						
FRL	66				3.7	
Non-FRL	13				3.6	

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More Information on AGT

Differences Between Specific Groups of Students

Readers may want to compare two student groups to each other. For example, let's say you see the following on your report:



In the case above, it is not necessarily true that students in the "Below Basic/Far Below Basic" grouping grew more than students in the "Advanced/Proficient" grouping. Instead the table above indicates that your "Below Basic/Far Below Basic" students grew more, on average, than similar "Below Basic/Far Below Basic" students from across the LAUSD. Your "Advanced/Proficient" students grew, on average, about the same as similar, "Advanced/Proficient" students from across the LAUSD.

Prior Achievement Level for Student Groups

The prior achievement level groupings in this report are "Advanced/Proficient," "Basic" and "Below Basic/Far Below Basic." These groups are based on where the students pretest score (CST scale score from the prior year) fell in relation to other students within the LAUSD. These groupings do not mean that one-third of the students will be in each group. The purpose of this calculation is to measure the impact of teachers on students from across the achievement spectrum.

The groupings were created using the cut points below. Students were placed into one of the three groups based on their CST scale score from the prior year.

Below/FarBelow	Basic	Advanced/Proficient
150 to 299	300 to 349	350 to 600

Control Variables Used in the AGT Model

The AGT Model uses statistical techniques to separate the impact of schooling from other factors that may influence growth; the following variables are controlled for in the AGT Model:

1. Prior CST scores
2. Grade Level
3. Gender
4. Race/Ethnicity
5. Low-Income Status
6. ELL Status
7. SPED Status
8. Continuous Enrollment
9. Homelessness

It is important to note that controlling for demographic characteristics does not mean a lowering of expectations for any grouping of students addressed by a control variable.



Student-Teacher Linkage

For several reasons (e.g., team teaching, teacher leaves of absence), the teacher of record may not be the only teacher to associate with a student's results. In many scenarios, two or more educators may be appropriately connected with a student's outcomes.

Studying this matter involves both a careful analysis of our Human Resources data as well as a roster verification study. In a roster verification study, teachers and administrators go through a process whereby they review and identify inaccuracies in the way students have been linked to teachers. The roster verification process also involves connecting students with intervention, itinerate, and resource specialist teachers that have worked with them. We are conducting a pilot roster verification study this spring to inform plans for future analysis so that we can address this matter well in advance of utilizing these results in a formal teacher performance review.

Insufficient Data or NA

Results may not be provided for the following reasons:

- Too few students to calculate a result (less than 10)
- A grade level and subject was not taught during the given time period
- The composition of students in your classroom is not sufficiently varied to allow for a comparison of student groups. (e.g., all of your students fit into one student group.)

Providing Feedback

Please complete the feedback survey at <http://agt.lausd.net/survey>. Your feedback is critical as the LAUSD finalizes AGT reporting for teachers.

Notes: