

# Staff Analytics Report

Teacher Pattern Analysis | Westfield Middle School | 2024-25

Staff Analytics examines how **teacher-level patterns predict student outcomes**. This is not a teacher evaluation tool — it's a lens for understanding which practices and conditions create the best environments for student success.

<b>52</b> Teachers Analyzed	<b>26.4</b> Avg. Class Size	<b>1.8 GPA</b> Grade Distribution Spread	<b>2x - 18x</b> Referral Rate Range
--------------------------------	--------------------------------	---	--

## Grade Distribution by Department

Wide variation in grade distributions across teachers teaching the same subject and similar student populations suggests differences in grading philosophy, not just student ability.

Department	Avg GPA	Std Dev	% A/B	% D/F	Spread
Math	2.64	0.42	38%	22%	1.9
ELA	2.91	0.31	47%	14%	1.2
Science	2.78	0.38	42%	18%	1.6
Social Studies	3.02	0.28	52%	11%	0.9
Electives	3.31	0.19	68%	6%	0.7

## Within-Department Teacher Variation (Math)

The chart below shows GPA distributions for four math teachers with similar student demographics. Teacher C's students perform significantly differently — worth investigating what's happening in that classroom (positive or negative).

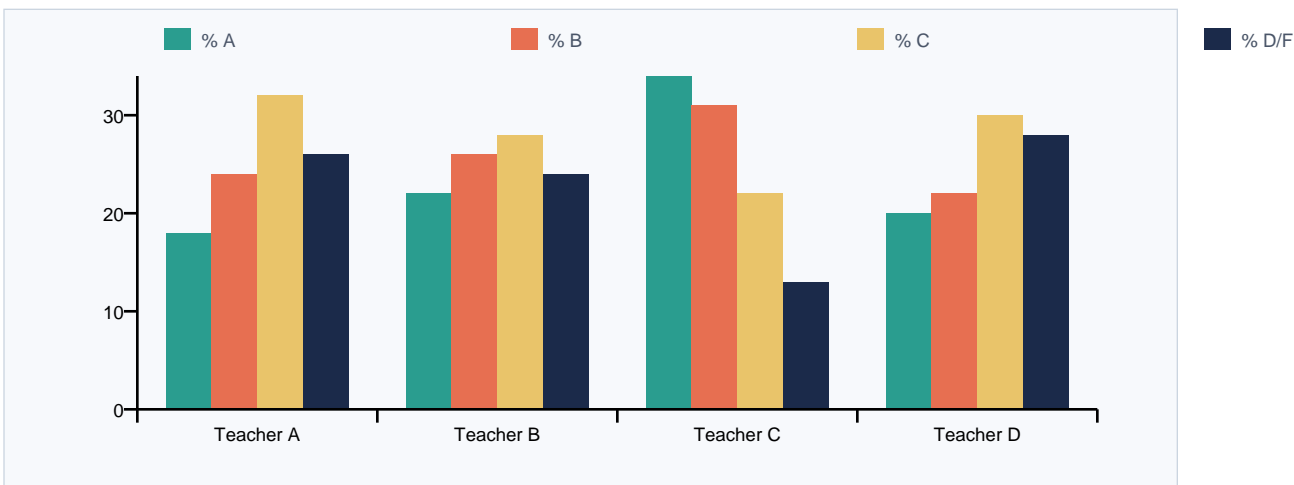


Figure 1: Math department grade distributions. Teacher C awards significantly more A/B grades — is this grade inflation or effective instruction? Only context tells.

*Staff Analytics surfaces patterns. It does NOT assign blame. A teacher with high failure rates may have the most challenging student assignments, inadequate resources, or rigorous standards that serve students well long-term.*

## Referral Pattern Analysis

Behavior referral rates vary dramatically by teacher. This analysis controls for student demographics to isolate teacher-level effects.

Referral Rate Quartile	Teachers	Avg Referrals/Student	Student Attendance	Student GPA
Lowest (Q1)	13	0.08	95.2%	3.01
Low-Mid (Q2)	13	0.21	93.8%	2.84
Mid-High (Q3)	13	0.39	92.1%	2.71
Highest (Q4)	13	0.64	89.7%	2.52

Students in classrooms with lower referral rates also show better attendance and GPA — suggesting classroom environment matters. But **direction of causality is unclear**: do better-managed classrooms produce better outcomes, or are lower-need students assigned to certain teachers?

## Experience and Assignment Equity

Years Experience	Count	% Teaching Honors	% Teaching Intervention	Avg Student SES
0-3 years	14	8%	42%	Lower
4-8 years	16	22%	31%	Mixed
9-15 years	12	38%	18%	Mixed

Years Experience	Count	% Teaching Honors	% Teaching Intervention	Avg Student SES
16+ years	10	52%	12%	Higher

Newer teachers disproportionately teach intervention courses to higher-need students — the most challenging assignments go to the least experienced staff. This is a systemic equity issue, not an individual teacher problem.

All teacher and student data in this report is synthetic. No real staff performance data was used. FERPA and personnel confidentiality standards apply to real implementations.