

MEMORANDUM

May 3, 2016

TO: Darryl Williams
Chief School Officer, School Leadership

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **TEACHER APPRAISAL AND DEVELOPMENT SYSTEM END-OF-YEAR
REPORT, 2014–2015**

HISD implemented the Teacher Appraisal and Development System (TADS) in 2011 to provide teachers, principals, and district officials the information they need to improve instructional practice, to inform staffing decisions, and to ensure every student receives effective teaching. This report documents teacher appraisal outcomes from the 2014–2015 school year with historical data from the program's inception since 2011–2012. In addition, teacher retention and teacher movement between schools is explored. Finally, teacher performance, by experience and new hire subgroups, is more closely examined at Improvement Required (IR) schools and Met Standard schools.

Key findings include:

- The 2014–2015 proportion of effective teachers overall was the highest since TADS was introduced in 2011–2012, at 65 percent; combined with highly effective it was 85 percent.
- The percentage of teachers receiving a Student Performance rating has risen from year to year, from a low of 35 percent in 2012–2013 to 43 percent in 2014–2015.
- The majority of teachers who were retained in 2015–2016 received an effective or highly effective summative rating in 2014–2015, while approximately 12 percent of those who were retained received a needs improvement or ineffective rating. Conversely, a higher proportion (31%) of exiting teachers had needs improvement or ineffective ratings.
- IR schools have higher proportions of ineffective and needs improvement-rated teachers than Met Standards schools. New teachers at IR schools were almost twice as likely to be rated needs improvement or ineffective than new teachers at schools that met standards (54% compared to 31%).

Should you have any further questions, please contact me at 713-556-6700. Further distribution of this report is at your discretion.

 CJS

Attachment

cc: Gloria Cavazos
Andrew Houlihan
Emile Fair
Jeffrey McCanna



RESEARCH

Educational Program Report

**TEACHER APPRAISAL AND DEVELOPMENT
SYSTEM END OF YEAR REPORT**

2014-2015



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Teacher Appraisal and Development System End-of-Year Report, 2014–2015

Executive Summary

Evaluation Description

The Houston Independent School District (HISD) launched the Effective Teachers Initiative in 2010 in order to provide every student in HISD with excellent instruction. As part of this initiative, HISD implemented the Teacher Appraisal and Development System (TADS) in 2011 to provide teachers, principals, and district officials the information they need to improve instructional practice, to inform staffing decisions, and to ensure every student receives effective teaching. This report documents teacher appraisal outcomes from the 2014–2015 school year with historical data from the program's inception since 2011–2012. Teacher appraisal outcomes are summarized by each appraisal component – instructional practice, professional expectations, and student performance. Each appraisal component is then examined according to select teacher and campus level variables, including school academic level, accountability ratings, and teacher characteristics. In addition, teacher retention and teacher movement between schools are explored according to appraisal ratings, school location, and teacher experience level. Finally, teacher performance, by experience and new hire subgroups, is more closely examined at Improvement Required (IR) schools and Met Standard schools.

Highlights

- The 2014–2015 proportion of effective teachers overall, 65 percent, was the highest since TADS was introduced in 2011–2012. When combined with highly effective teachers the proportion was 85 percent.
- The proportion of core subject teachers rated effective increased 10 percentage points over the prior year, from 55 percent in 2013–2014 to 65 percent in 2014–2015, while the proportion of needs improvement and ineffective-rated core teachers fell from 23 percent to 16 percent in the same time period.
- Even though the majority of new teachers were rated effective (59%), new teachers overall were more than three times more likely to be rated as needs improvement or ineffective in their summative rating compared to their more experienced colleagues (38% compared to 12% for other experience groups).
- The percentage of teachers receiving a Student Performance (SP) rating has risen from year to year, from a low of 35 percent in 2012–2013 to 43 percent in 2014–2015. The percentage of Level 4 SP ratings has increased each year, and in 2014–2015 was 35 percent of all SP ratings.
- The use of Student Progress and Student Attainment, which make up three out of the five SP measures, as an SP rating component increased more than threefold, from 502 teachers in 2013–2014 to 1,732 teachers in 2014–2015.
- The majority of teachers who stayed in the district in 2015–2016 received an effective or highly effective summative rating in 2014–2015, while approximately 12 percent of those who were retained received a needs improvement or ineffective rating. Conversely, a higher proportion (31%) of exiting teachers had needs improvement or ineffective ratings.
- Similarly, the majority of teachers with an SP rating who remained in HISD had an SP rating of Level 3 or Level 4 (66%). Of those who remained, 34 percent received an SP rating of Level 2 or Level 1. Unlike the trend observed for summative ratings where the majority of exited teachers were effective, the majority of teachers (62%) who exited HISD left with SP ratings of Level 1 or Level 2. Only 38 percent of those who left had an SP rating of Level 3 or 4.

- Using both summative ratings and SP ratings, new hires were generally rated lower at higher rates than non-new hires. A third of new hires were rated needs improvement or ineffective in their summative rating, compared to 10 percent of non-new hires. For SP, over half of new hires (57%) received a Level 1 or Level 2 SP rating, compared to 33 percent of non-new hires.
- New teachers, when located at an IR school, were almost twice as likely to be rated needs improvement or ineffective than new teachers at schools that Met Standard (54% compared to 31%). New teachers at IR schools received an average rating of 2.43, compared to new teachers at Met Standard schools, who received an average rating of 2.71.

Recommendations

- While new teachers are developing their instructional skills, it makes sense that they may not be effective on all IP criteria and in turn receive a low rating. However, new teachers and teachers with one to five years of experience also have the highest exit rates from the district. When almost one out of every five new teachers left the district from 2014–2015 to 2015–2016, many budding new teachers never fully developed their skills and left before they got the chance. HISD should continue to explore and implement strategies to support new teachers in developing their IP, while also exploring new strategies to retain them long enough to become effective.
- Student Progress is a student growth measure in which teachers and their appraisers work together to set appropriate goals for students. The process of setting individual student goals and documenting their outcomes is essential to effective teaching. Ensuring the accuracy of this measure is an ongoing effort and should remain a focus of TADS leadership.
- HISD needs to attract effective teachers to IR schools, which have a slightly lower retention rate than Met Standard schools. In addition, HISD needs to focus on growing and supporting teachers located at IR schools who typically receive lower ratings than teachers at Met Standard schools. Future research will further explore the possible reasons why teachers at IR schools received lower ratings and allow HISD leadership to address the issue accordingly.

Administrative Response

- The results of the report in review of the 2014–2015 school year provides the Human Capital Department with valuable information that will inform human capital processes, trainings, and initiatives.
- Of particular interest to the Office of Human Capital are the data points around new teacher effectiveness, where new teachers were three times more likely to be rated as needs improvement or ineffective in their summative compared to their more experienced colleagues; and new teachers were generally rated lower at higher levels than non-new hires in summative and SP ratings. Additionally, new teachers hired at IR schools were identified twice as likely to be rated needs improvement or ineffective than new teachers at schools that Met Standard (51% compared to 31%).
- The Human Capital Department along with the Academic and Schools Office departments are currently working together to discuss, develop, and implement better strategies to address teacher equity concerns across HISD campuses, particularly noting differences in IR vs. Met Standards campuses. The data provided in this report along with additional data around early hiring, new teacher retention rates, and professional development participation rates amongst new teachers will allow us to further explore inequity gaps and opportunities to better address the supports that new teachers need to improve year over year.
- School Offices are making efforts to recruit and attract effective teachers for our most needy schools through various recruitment efforts (i.e. job fairs, recruiting directly from universities and colleges, training for principals on how to retain and recruit talent, etc.).
- School Offices are working closely with HISD's Career Pathways pilot program. The program allows principals (schools) to recognize, reward, and retain their best teachers. In turn, it allows high-

performing teachers to specialize in an area of interest, build leadership skills, and take on additional responsibility without having to leave the classroom. Through job-embedded training and peer coaching, teacher leaders provide a contextual level of support to other teachers on their campus.

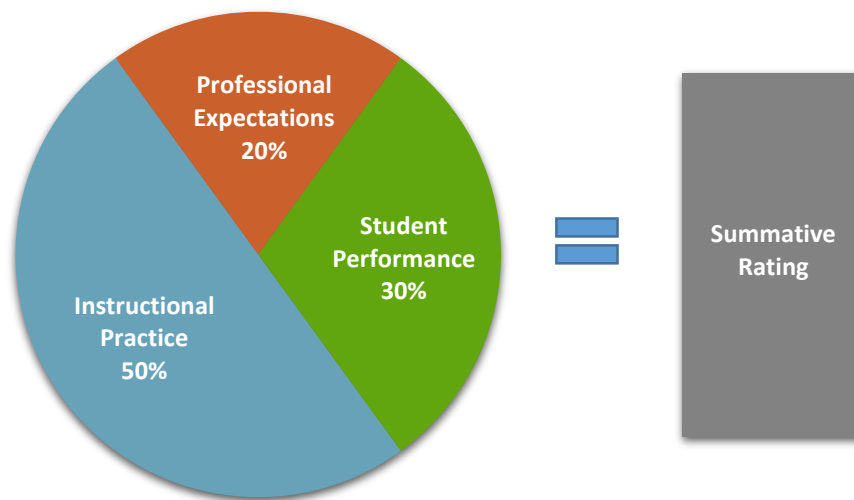
- Principals are using Career Pathway Leaders and Teacher Development Specialists to align and calibrate to ensure consistency across TADS Instructional Practice and Professional Expectation criteria.
- Career Pathway Leaders are providing instructional support and mentoring to new and/or struggling teachers by working with them directly to increase content knowledge, improve best practices, and calibrate instructional practices through the use of the TADS system. Teacher leaders work in roles that support teaching, learning, high levels of rigor, and engagement. They serve as coaches, demonstrate best practices, hold team meetings, model lessons, provide rigorous interventions, direct instruction, collect and analyze data, conduct observations and provide instructional feedback to teachers, and have a vital role in ensuring our Rice Strategic Plan, Literacy by 3 initiative, and School Improvement Plans (SIP) are implemented with fidelity across all content areas.
- The Career Pathways program offers opportunities for the highest performing teachers to take on additional opportunities, develop new skill sets, and extend their sphere of influence while remaining in the classroom. This teacher leadership model also helps principals build a bench of strong instructional leaders to serve as an additional layer of support for their peers, specifically beginning teachers.
- Performance and Continuous Improvement Managers (PCIMs) work closely with principals to support their efforts in growing and developing teachers through the TADS tool (i.e. calibrating with appraisers to ensure observation practices are aligned, one-on-one coaching to develop action steps that grow and develop teachers, and working with principals and appraisers to support coaching conversations).
- This report has guided the PCIM Team to re-shape its thinking in two major areas: training and support for campuses in the 2016–2017 school year. Constructive and relevant conversations using this data have taken place as a result of this report. From these conversations, priority target areas identified are: 1) quality in which appraisers grow, develop and rate teachers; and, 2) appraiser support and development of new teachers. The PCIM team will continue to utilize this information to facilitate its work with school leaders and appraisers.

Introduction

Early in the Effective Teachers Initiative, HISD prioritized the design and implementation of a Teacher Appraisal and Development System (TADS) that gives teachers, principals, and district officials the information they need to improve instructional practice and make staffing decisions that ensure that every student in the district is learning from an effective teacher (Martinez & Stevens, 2015). Each teacher is paired with an appraiser who coaches him/her toward effective teaching practices through teaching observations, walkthroughs, curriculum planning, professional development, and assigning student outcome measures to adjudicate overall effective teaching.

Effective teaching is determined by three appraisal components – Instructional Practice (IP), Professional Expectations (PE), and Student Performance (SP). See **Appendix A** (page 44) for the complete list of IP and PE criteria. Teachers are rated on a scale of one to four along each of these criteria starting with one as ineffective, two as needs improvement, three as effective, and four as highly effective. As shown in **Figure 1**, these ratings are then calculated over a specific algorithm to determine an overall summative rating on the same four-point scale (see **Appendix B**, page 45, for a more detailed ratings calculation explanation).

Figure 1. 2014–2015 TADS Summative Rating Components



Source: TADS Tool

Note: Teachers must have at least two measures of student growth to have SP count in their summative rating. Teachers without SP have their summative rating calculated based on 70 percent IP and 30 percent PE.

Student Performance, or SP, is a composite measure that may include multiple measures of student growth, including value-added (EVAAS), comparative growth (Iowa test or TELPAS), or student progress on districtwide, appraiser-approved, pre-approved assessments, student progress on appraiser-approved performance tasks, and student attainment on districtwide summative assessments. Teachers must have at least two SP measures to have an SP rating used in their summative rating. The performance level of each metric is determined by student scores, then weights are applied to calculate the SP rating. (See Appendix B, page 45, for SP Rating calculations).

If a teacher does not have any SP measures or just has one, the summative rating is calculated using 70 percent IP and 30 percent PE ratings. Teachers may not have had two SP measures if they did not teach a course that received an EVAAS rating or Comparative Growth rating and did not complete a Student Progress worksheet for that course. See **Appendix C** (page 46) for further explanation of which courses received which rating. Per a 2014–2015 HISD Board of Trustees recommendation, EVAAS ratings for Math were not used for appraisal purposes for 2014–2015 because the state mathematics exam was revised to reflect new mathematics standards. This recommendation aligned with the state’s decision to not include the 2014–2015 math results in promotion standards or accountability calculations.

High school teachers had two available sources for SP measures in 2014–2015: student progress worksheets and value-added levels (EVAAS ratings from five STAAR end-of-course assessments: English I, English II, Algebra I, Biology, and U.S. History). High school teachers who did not teach courses with one of the STAAR assessments could still receive an SP rating if they completed two student progress worksheets.

The goal of this report is to describe the distribution of teacher summative ratings and the components of each criteria that were used to construct a teacher’s overall appraisal rating. This report then examines how these ratings were distributed across key campus and teacher level variables. These variables included the school’s academic level, Index 1 scores, state accountability ratings for schools, teachers’ years of experience, and whether or not a rated teacher was a core subject or critical shortage instructor. In addition, teacher retention and teacher movement between schools are explored as related to appraisal ratings, school location, and teacher experience level. Finally, teacher performance, by experience and new hire subgroups, is more closely examined at Improvement Required (IR) schools and Met Standard schools.

Methods

Data Collection and Analysis

- Teacher appraisal data were collected from 2011–2012 to 2014–2015. A teacher is eligible for appraisal if s/he was present for the beginning of the school year until the end of April of each academic year.
- Teachers may not have been rated due to late hiring, job title changes, incorrect job titles in PeopleSoft, or split roles that required teachers to teach students less than 50 percent of the instructional day. Some of the teachers in leadership roles were appraised in ePerformance in the School Leader Appraisal Tool rather than TADS, however because those data were not available for 2014–2015, those teachers were marked as “Not Rated.”
- Teachers were identified using the HISD Human Resources (HR) PeopleSoft definition of teachers which includes 1) job function of TCH, TEL, TPK, or TSC and 2) salary plan of RT, VT, RO1 or RO5. Teacher demographic variables were also pulled from human resources records. Teacher years of experience was determined using total experience.
- Core subject teachers were identified from the ASPIRE team in HISD Research and Accountability. Core teachers included those that taught courses in math, science, social studies, English, and reading found in the ASPIRE student-linkage database.
- Critical shortage teacher identifiers were also obtained from the ASPIRE team. These teachers were identified as receiving a stipend for critical shortage subject areas. The codes used were RI1, RI2 (recruitment incentives), and CSS (strategic staffing incentive). Critical shortage areas vary from year to year and usually include bilingual, career and technical education, computer science, English as a second language, mathematics, science, and special education courses according to the Texas Education Agency (TEA).

- Appraisal ratings were pulled from the TADS Feedback and Development (F&D) Tool used by teachers, appraisers, principals, and district officials to track appraisal activity. Ratings for instructional practice, professional expectations, student performance, and overall summative ratings came from this tool. These ratings include: one – ineffective, two – needs improvement, three – effective, and four – highly effective.
- EVAAS data and Comparative Growth (CG) data were obtained from the HISD Research and Accountability Department ASPIRE team and were loaded into the TADS F&D Tool for appraisal purposes. EVAAS ratings range from one to five, where one is significant evidence that students did not meet the growth standard and five is significant evidence that students exceeded the growth standard. CG ratings range from one to four. Student progress data, also on a scale of one to four, were collected in the TADS Student Performance (SP) Tool and loaded into the F&D Tool for appraisal purposes. See **Appendix C** (page 46) for an explanation of SP, EVAAS, CG, and Student Progress.
- Accountability ratings were obtained from the TEA accountability data download for 2014–2015, 2013–2014, and 2012–2013. Accountability data were not available for 2011–2012. See **Appendix D** (page 48) for a description of the 2015 state accountability system for school ratings.
- Total retention was defined as those teachers from the 2014–2015 school year who remained actively employed in HISD in 2015–2016, whether or not they remained in the classroom. HR roster files were compared from May 2015 (the 2014–2015 school year) and October 2015 (the 2015–2016 school year). Teachers who appeared actively employed in both files were considered retained, while teachers who did not appear actively employed in October 2015 were considered exited teachers.
- For this report, teacher movement is defined as teachers who stayed in the district (those retained) who changed location from May 2015 to October 2015, regardless of whether the location change was to a different school or another HISD location, and regardless of whether or not the location change included a promotion. Transfers occur throughout the course of the year, so this number could be constantly changing.
- New hires were defined as teachers in 2014–2015 who were new hires, rehires, or promotional transfers. Promotions were non-teacher HISD employees promoted to teachers; i.e., employees who were an Associate Teacher, Hourly Teacher, Teaching Assistant or Tutor, among other types of jobs. Ninety percent of promotions to Teacher were Associate Teachers or Hourly Teachers. Rehires were either former HISD teachers or former non-teachers.

Data Limitations

Where indicated, the reader will find footnotes explaining data limitations. Data limitations include smaller n-counts of teachers appraised along campus and teacher characteristics. For example, some teachers were dropped by category if they taught at a school that did not receive accountability ratings or if data were missing in the HR roster file.

Results

What was the distribution of Summative Ratings for teachers districtwide in 2014–2015?

- Using the HR definition of teachers in 2014–2015, there were a total of 11,562 teachers in May 2015. Of these teachers, 10,847 (94%) received a summative rating. The percentage of teachers not rated (6%) in 2014–2015 slightly decreased compared to 2013–2014, in which the percentage of teachers not rated was seven percent.
- Shown in **Table 1** below and **Figure 2** in the rightmost bar for 2014–2015, about one percent of teachers were rated ineffective, 14 percent were rated needs improvement, 65 percent effective, and 20 percent highly effective. The average rating for 2014–2015 was 3.05.

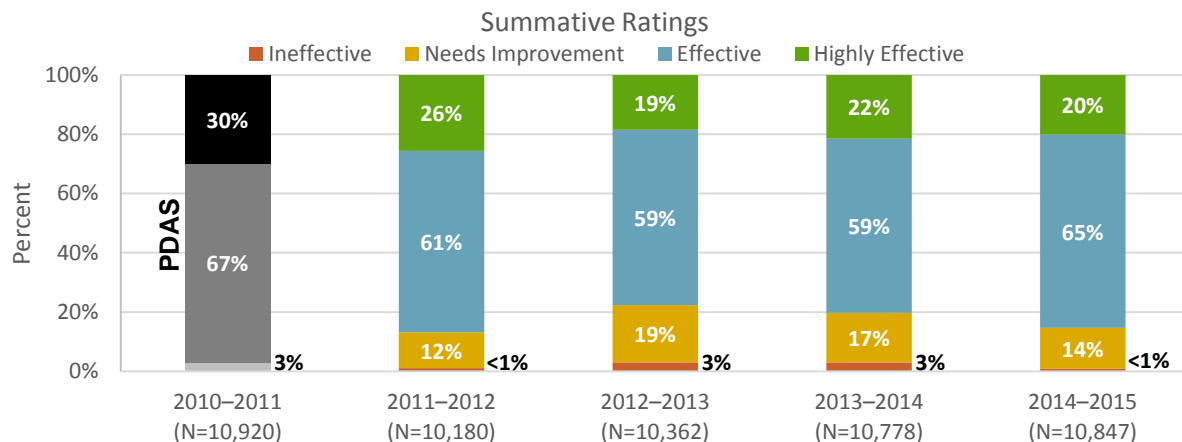
Table 1. Summative Rating Distribution 2014-2015				
	2013–2014		2014–2015	
Rating	N	%	N	%
Ineffective	326	3	91	<1
Needs Improvement	1,799	17	1,500	14
Effective	6,334	59	7,067	65
Highly Effective	2,319	22	2,189	20
Total	10,778	*	10,847	*

Source: TADS F&D Tool

*Percentages may not total 100 due to rounding.

- The proportion of teachers receiving an ineffective rating fell from three percent in 2013–2014 to less than one percent in 2014–2015. The proportion of teachers rated needs improvement also fell from 17 percent in 2013–2014 to 14 percent in 2014–2015.
- In all, teachers rated as needs improvement or ineffective fell five percentage points from 20 percent in 2013–2014 to approximately 15 percent in 2014–2015. In all, 534 fewer teachers received a needs improvement or ineffective rating in 2014–2015 than in 2013–2014.

Figure 2. TADS summative rating distribution 2011–2012 through 2014-2015, including PDAS ratings 2010–2011



Source: TADS F&D Tool

Note: Percentages may not add to 100 due to rounding. N counts include teachers without matching identifying data in HR files.

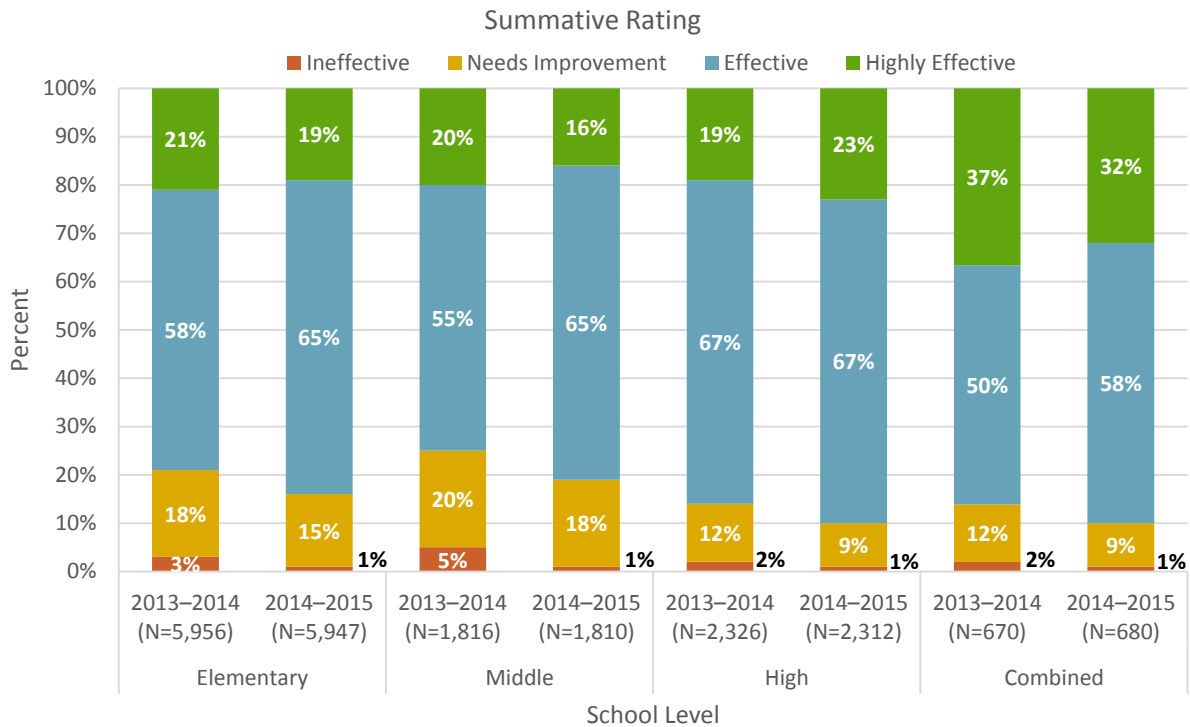
- In 2014–2015, there was a six percentage-point increase in effective-rated teachers as compared to 2013–2014 data, from 59 percent to 65 percent, while highly-effective rated teachers fell slightly from 22 percent in 2013–2014 to 20 percent in 2014–2015. While minor fluctuations from year to year are expected, it is worth noting that the 2014–2015 proportion of effective-rated teachers was the highest proportion since TADS was introduced in 2011–2012.
- The Professional Development and Appraisal System (PDAS) ratings are represented in the leftmost bar in Figure 2 (page 7). Using PDAS, which consisted of three rating levels rather than four like TADS, 97 percent of HISD’s teachers were rated as “Exceeds Expectations” or “Meeting Expectations” and 3 percent were rated as falling “Below Expectations.”
- **Table 2** below shows the summative rating changes for teachers who received a summative rating in both 2013–2014 and 2014–2015. Red represents the number of teachers that received an ineffective rating both years or remained at or fell to an ineffective rating or needs improvement rating from a higher rating the prior year. Yellow shows the number of teachers who remained as needs improvement in both years or who fell from highly effective to effective in 2014-2015. Green shows the number of teachers who increased their ratings over the prior year, or who remained effective or highly effective.

Table 2. Summative Ratings Changes From 2013–2014 to 2014–2015 for Teachers Who Received a Summative Rating in Both Years						
2013–2014 Summative Ratings	2014–2015 Summative Ratings					Total Rated in Both Years
	Ineffective	Needs Improvement	Effective	Highly Effective	Not Rated	
Ineffective	4	67	49	2	5	127
Needs Improvement	15	328	823	62	57	1,285
Effective	10	347	3,951	743	169	5,220
Highly Effective	0	25	700	1,185	84	1,994
Not Rated	28	292	772	140	368	1,600
Total	57	1,059	6,295	2,132	683	10,226

Source: TADS F&D Tool

- **Figure 3** (page 8) and **Table 3** (page 52) show summative ratings by school level. Every school level saw a decrease in teachers rated ineffective or needs improvement in 2014–2015 compared to ratings from 2013–2014. Middle schools recorded a six percentage-point drop, from 25 percent in 2013–2014 to 19 percent in 2014–2015. Elementary schools saw a five percentage-point drop in the same time period, from 21 percent to 16 percent.

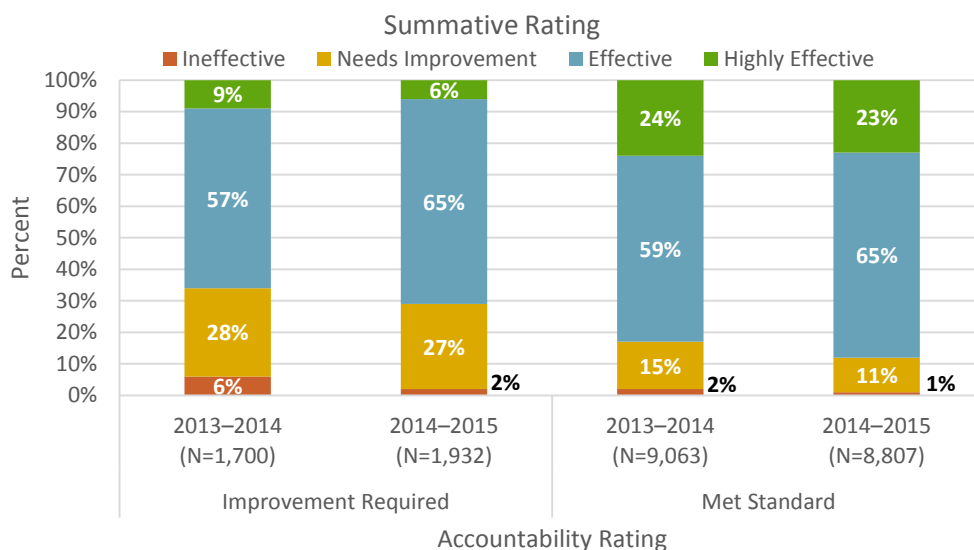
Figure 3. Summative rating distribution by school level, 2013–2014 through 2014–2015



Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

- Similarly, all school levels reported an increase in the percentage of teachers rated effective or highly effective in 2014–2015 compared to the previous year. In 2014–2015, high schools and combined schools (K–8 or grades 6–12) had the highest proportion of effective or highly effective teachers, each with 90 percent. Elementary school and middle schools had, respectively, 84 percent and 81 percent of teachers rated effective and highly effective the same year.
- **Figure 4** (page 10) and Table 3 (page 52) illustrate summative ratings distribution at Improvement Required (IR) schools and Met Standard schools, as defined by the state school accountability system. In line with districtwide trends of decreasing proportions of ineffective-rated teachers, both IR schools and Met Standard schools reported a decrease in the percentage of teachers rated ineffective. IR schools experienced the largest decline in percentage, from six percent in 2013–2014 to two percent in 2014–2015.

Figure 4. Summative rating distribution by school accountability rating, 2013-2014 and 2014-2015

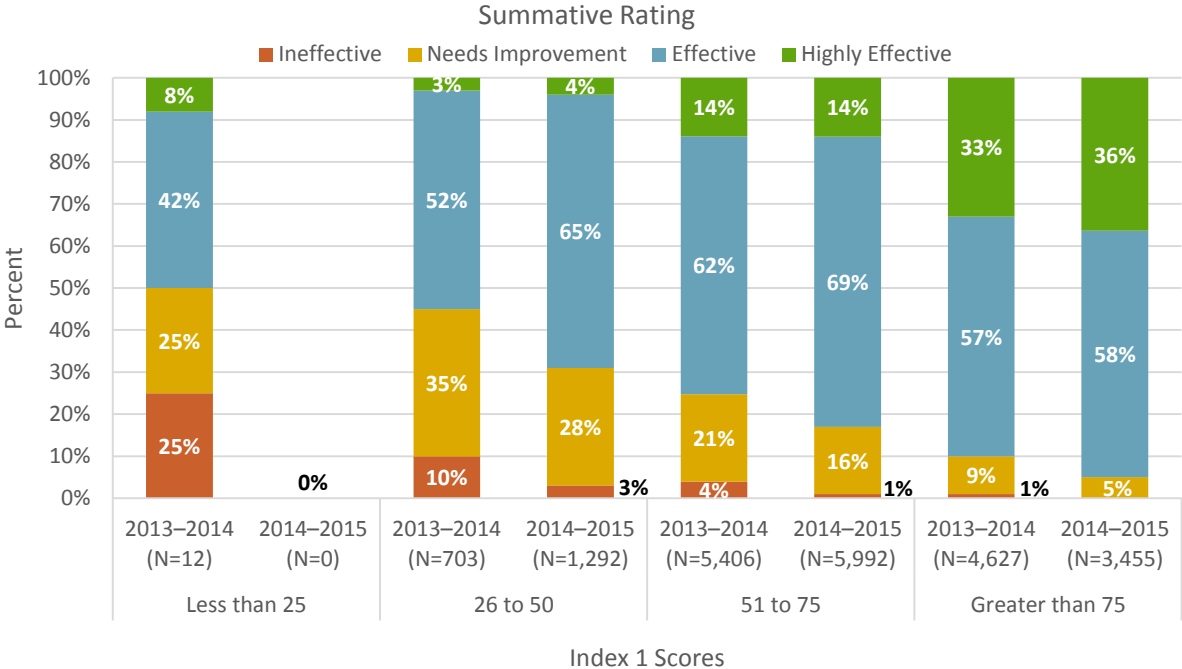


Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

- The proportion of teachers rated needs improvement decreased in 2014–2015 for both IR schools and Met Standard schools, however IR schools saw a very small decrease in percentage, from 28 percent in 2013–2014 to 27 percent in 2014–2015, while Met Standard schools saw a larger decrease, from 15 percent to 11 percent.
- Despite an overall decrease in the proportion of teachers rated needs improvement and ineffective, IR schools had more than double the proportion of these teachers compared to Met Standard schools (29% at IR schools compared to 12% at Met Standard schools in 2014–2015).
- While the percentage of effective-rated teachers in 2014–2015 was the same between the two groups (65%), a large difference between the proportions of highly effective teachers existed (6% at IR schools and 23% at Met Standard schools). This 17 percentage-point gap between the two groups increased slightly when compared to 2013–2014, when the difference was 15 percentage points.
- **Figure 5** (page 11) shows summative ratings by school Index 1 scores. Index 1 scores are an indication of student achievement at a school level, based on student performance on the STAAR test. See **Appendix D** (page 48) for more detail. Index 1 scores have been categorized into four groups by score values. In 2014–2015, there were no schools in HISD that received an Index 1 score of 25 or below, therefore a comparison cannot be made at the lowest level.
- For schools with an Index 1 score of 26 to 50, there was a 14 percentage-point increase in the proportion of teachers rated effective and highly effective, from 55 percent in 2013–2014 to 69 percent in 2014–2015. There was a corresponding 14 percentage-point decrease in teachers rated needs improvement or ineffective among these schools.

- Schools in each score category followed a similar pattern, reporting an increase in effective and highly effective teachers and a decrease in needs improvement and ineffective teachers between the two comparison years, as can be seen in Figure 5.

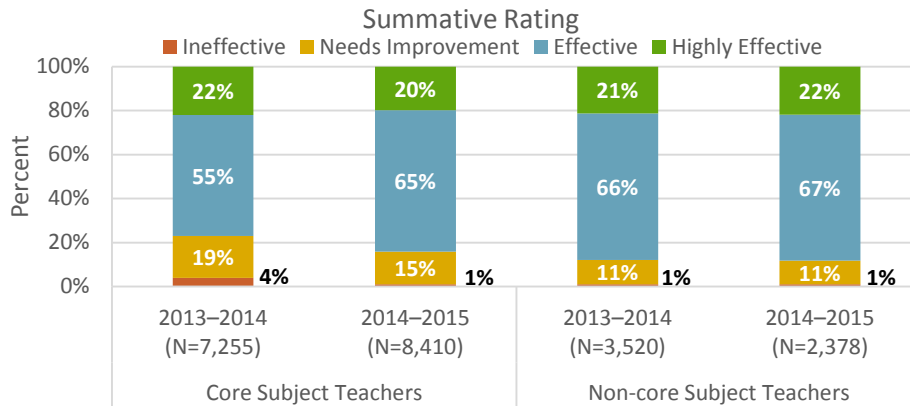
Figure 5. Summative rating distribution by school Index 1 score category, 2013–2014 and 2014–2015



Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

- **Table 3** (page 52) shows summative ratings by teacher subgroups of core subject teachers, critical shortage teacher status, and years of experience for years 2011–2012 to 2014–2015. In general, teacher subgroups followed historical trends; most were rated highly effective or effective and smaller proportions were rated needs improvement and ineffective.
- **Figure 6** (page 12) shows summative ratings by core subject teachers and non-core subject teachers. In 2014–2015, a slightly smaller proportion of core teachers were rated effective or highly-effective compared to non-core teachers (85% compared to 89%). Accordingly, a larger proportion of core teachers were rated needs improvement or ineffective compared to non-core teachers (16% compared to 12%).
- The proportion of core teachers that were rated effective and highly effective increased eight percentage points, from 77 percent in 2013–2014 to 85 percent in 2014–2015. Similarly, core teachers had a smaller proportion of needs improvement and ineffective teachers compared to the prior year, 16 percent in 2014–2015 compared to 23 percent in 2013–2014. These changes were not seen in the percentage of effective and highly-effective non-core teachers subgroups, which only varied by two percentage points over those same years (87% in 2013–2014 compared to 89% in 2014–2015).

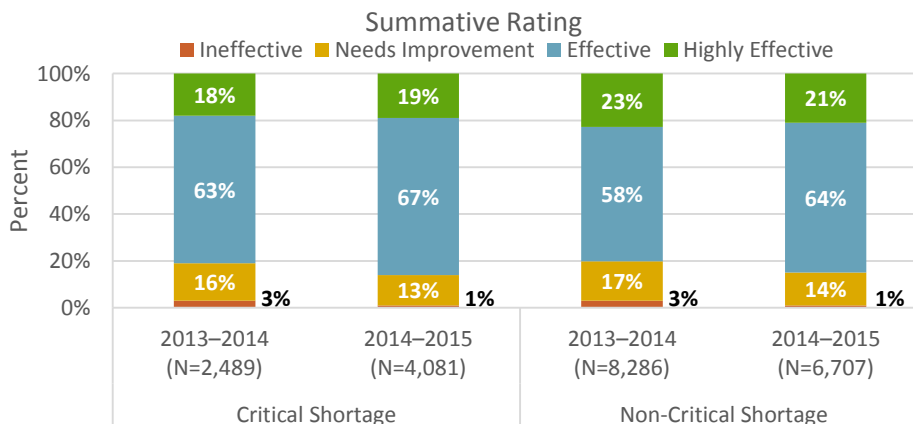
Figure 6. Summative rating distribution by core teachers, 2013–2014 and 2014–2015



Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

- As discussed previously, summative ratings for teachers overall in 2014–2015 saw an increase in highly effective and effective teachers and a decrease in needs improvement and ineffective teachers. It seems much of the change in proportions over the prior year occurred within the core teacher subgroup, as the non-core teacher subgroup remained relatively stable compared to the prior year, as seen in Figure 6 above.
- Figure 7** shows the critical shortage teacher subgroup compared to non-critical shortage teachers. Critical shortage teachers and non-critical shortage teachers had similar proportions of summative rating levels. In 2014–2015, 86 percent of critical shortage teachers were rated highly effective or effective compared to 85 percent of non-critical shortage teachers.
- Both subgroups decreased in the proportion of teachers rated needs improvement and ineffective compared to 2013–2014. In 2014–2015, 14 percent of critical shortage teachers were rated needs improvement or ineffective, compared to 19 percent in 2013–2014. Non-critical shortage teachers had a similar decrease in needs improvement and ineffective teachers, with 15 percent in 2014–2015 compared to 20 percent in 2013–2014, as Figure 7 indicates.

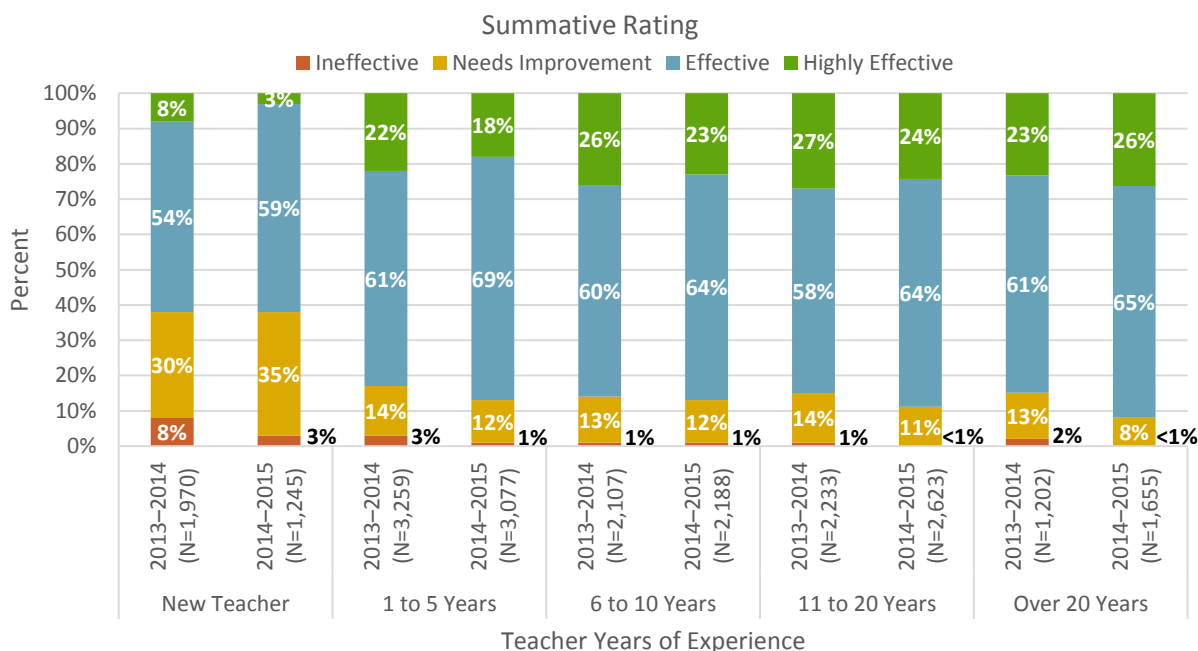
Figure 7. Summative rating distribution by critical shortage teachers, 2013–2014 and 2014–2015



Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

- **Figure 8** illustrates summative ratings by teacher years of experience. In 2014–2015, the majority of teachers within each category were rated as effective or highly effective, from a low of 62 percent of new teachers to a high of 91 percent of teachers with over 20 years of experience.

Figure 8. Summative rating distribution by years of experience, 2013–2014 and 2014–2015



Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

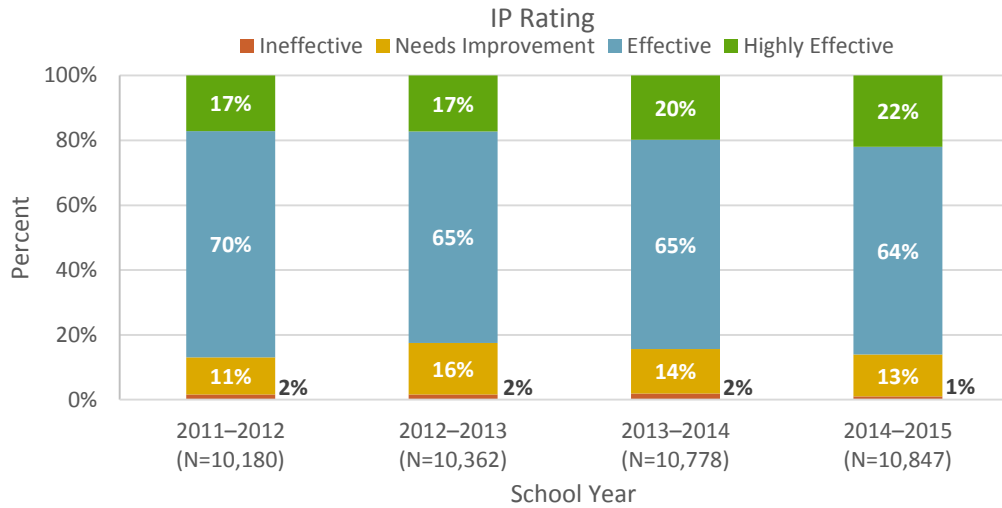
- Even though the majority of new teachers were rated effective or highly effective in 2014–2015, new teachers overall were more than three times more likely to be rated needs improvement or ineffective compared to their more experienced colleagues (38% compared to 12% for all other teachers¹). This relationship has held true for the last three schools years as well (see Table 3, page 52).

What was the distribution of Instructional Practice (IP) Ratings in 2014–2015 compared to previous years and according to subgroups?

- **Figure 9** (page 14) shows IP ratings distribution from 2011–2012 through 2014–2015. These ratings have remained relatively stable, with the majority of teachers receiving an IP rating of effective or highly effective from year to year. In 2014–2015, 86 percent of teachers were rated effective or highly effective, while in 2013–2014, 85 percent of teachers were rated effective or highly effective.
- From 2013–2014 to 2014–2015, there was an increase of two percentage points in the proportion of teachers rated highly effective, from 20 percent to 22 percent. This proportion has increased steadily since 2011–2012 and 2012–2013, when it was 17 percent.

¹ Calculated as the percentage of teachers who were not new who received an ineffective or needs improvement rating (1,116 out of 9,543).

Figure 9. Instructional Practice (IP) ratings 2011–2012 through 2014–2015



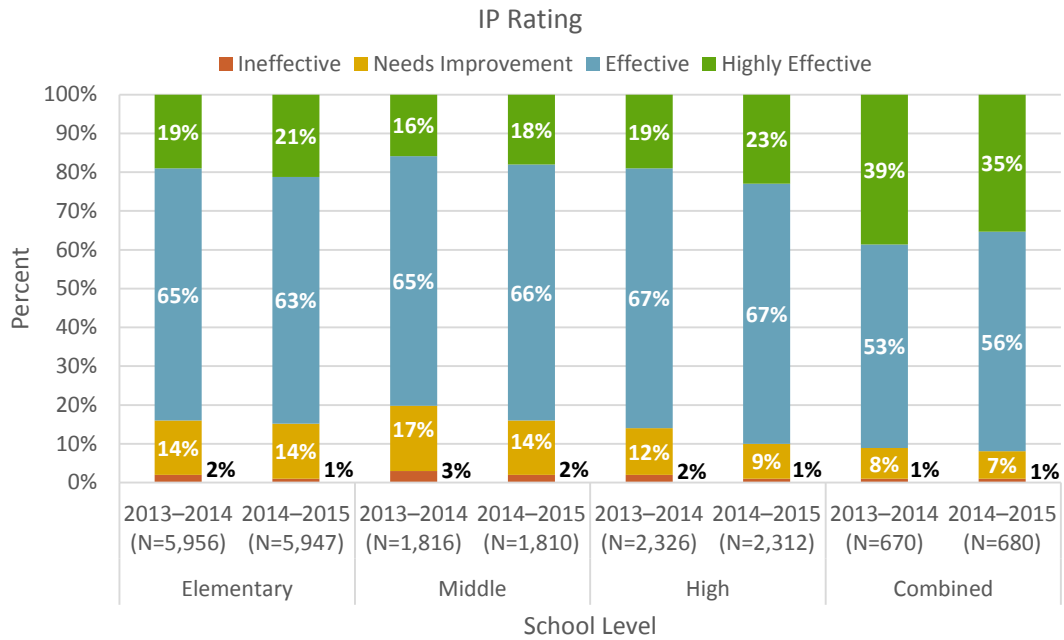
Source: TADS F&D Tool

Note: Percentages may not add to 100 due to rounding. Sixty teachers without HR identifying information included in total distribution.

Figure 10 (page 15) and **Table 4** (page 53) summarize each IP rating along campus and teacher-level variables of interest for the current year as well as prior years.

- Combined schools (grades K-8 or grades 6-12) had the highest proportion of highly effective teachers in IP for both 2013–2014 (39%) and 2014–2015 (35%) compared to other school levels. When added to the proportion of teachers at combined campuses who were rated effective in 2014–2015, 91 percent of teachers at combined campuses were rated effective or highly effective.
- At high schools, 90 percent of teachers were rated highly effective or effective, compared to 84 percent of middle school teachers and 84 percent of elementary school teachers with the same IP ratings.
- Middle school teachers had the highest proportion of needs improvement and ineffective IP ratings in 2014–2015, at 16 percent. Fifteen percent of elementary school teachers were rated needs improvement or ineffective, 10 percent of high school teachers and eight percent of teachers at combined schools.

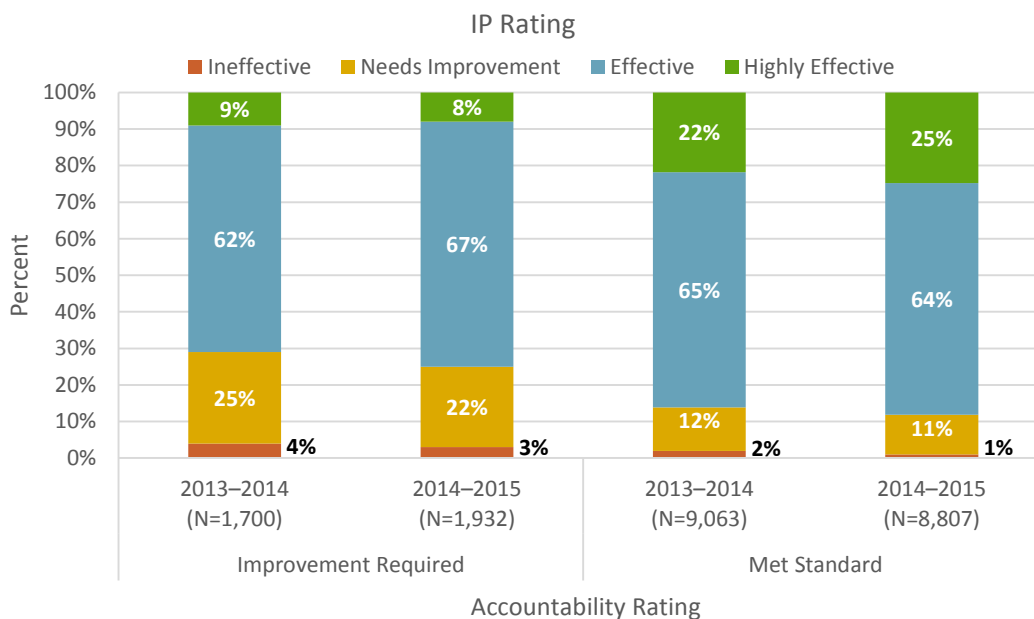
Figure 10. Instructional Practice (IP) ratings by school level between 2013–2014 and 2014–2015



Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

- In addition to having the highest percentage of needs improvement and ineffective IP ratings, middle school teachers had the lowest percentage of teachers rated highly effective in 2014–2015, with 18 percent compared to 21 percent of elementary school teachers, 23 percent of high school teachers and 35 percent of combined school teachers.
- **Figure 11** (page 16) shows IP ratings by school accountability rating. In 2014–2015, teachers at schools that met state accountability standard had higher percentages of highly effective ratings compared to teachers at IR schools (25% compared to 8%). Eighty-nine percent of teachers at Met Standard schools were rated effective or highly effective, compared to 75 percent of teachers at IR schools in the same year.
- Teachers at IR schools were more than two times more likely than teachers at Met Standard schools to receive an IP rating of needs improvement or ineffective, 25 percent compared to 12 percent in 2014–2015.

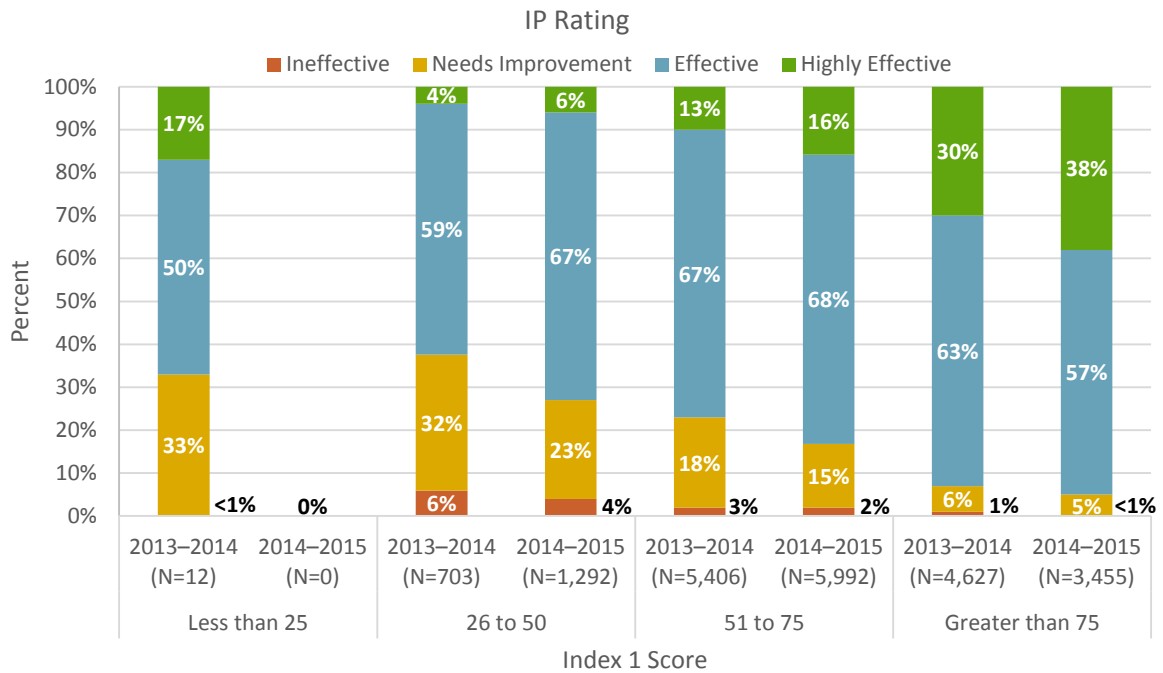
Figure 11. Instructional Practice (IP) rating by state accountability rating, 2013–2014 and 2014–2015



Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

- The proportion of 2014–2015 needs improvement and ineffective IP ratings decreased for both subgroups of teachers from the prior year. In 2013–2014, 29 percent of teachers at IR schools were rated needs improvement or ineffective but in 2014–2015 that percentage had decreased to 25 percent. For teachers at Met Standard schools, the percentage decreased from 14 percent to 12 percent.
- **Figure 12** (page 17) illustrates teachers’ IP ratings across categories of schools’ Index 1 scores. There were no teachers at a school that received an Index 1 score of less than 25, so no data existed for that group in 2014–2015.
- Schools with an Index 1 score between 26 and 50 saw an increase in the percentage of teachers rated highly effective and effective for their IP, from four percent to six percent and from 59 percent to 67 percent respectively over the comparison years. At the same time, there was also a decrease in the percentage of teachers rated needs improvement (32% to 23%) and ineffective (6% to 4%) at those schools.
- In general, other subgroups of teachers at all levels of school Index 1 scores reported similar trends over the previous year, with increasing percentages of highly effective and effective IP ratings and decreasing percentages of needs improvement and ineffective IP ratings.
- One exception was for teachers at schools with an index score greater than 75. The percentage of teachers with an effective IP rating decreased, while the percentage of highly effective IP ratings increased between the two years, from 30 percent in 2013–2014 to 38 percent in 2014–2015.

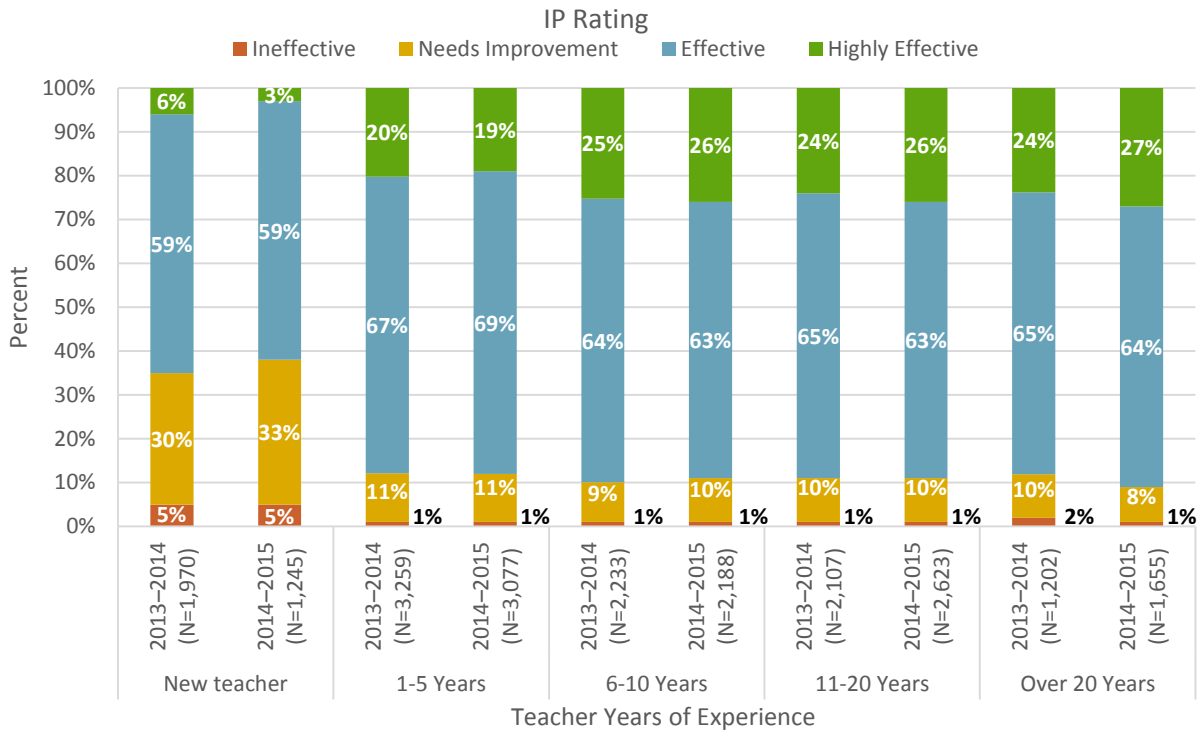
Figure 12. Instructional Practice (IP) rating distribution by Index 1 score, 2013–2014 and 2014–2015



Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

- **Figure 13** (page 18) shows IP ratings by years of experience subgroups. New teachers were less likely to be rated as effective or highly effective for the past two years compared to their more experienced colleagues. In 2014–2015, new teachers saw an increase in needs improvement IP ratings, from 30 percent in the prior year to 33 percent while ineffective IP ratings for new teachers remained stable at five percent. This increase in needs improvement ratings was coupled with a decrease in highly effective ratings (6% to 3% for new teachers).
- Teachers who were not new to the classroom had relatively unchanging percentages in their 2014–2015 IP ratings relative to 2013–2014. The majority of teachers at all levels of experience received an effective IP rating, which occurred in 2013–2014 as well.

Figure 13. Instructional Practice (IP) rating by years of experience, 2013–2014 and 2014–2015



Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

- Table 5** below shows IP changes by teacher counts between 2013–2014 and 2014–2015. Red represents the number of teachers that received an ineffective rating both years or remained at or fell to an ineffective rating or needs improvement rating from a higher rating the prior year. Yellow shows the number of teachers who remained as needs improvement in both years or who fell from highly effective to effective in 2014-2015. Green shows the number of teachers who increased their ratings over the prior year, or who remained effective or highly effective.

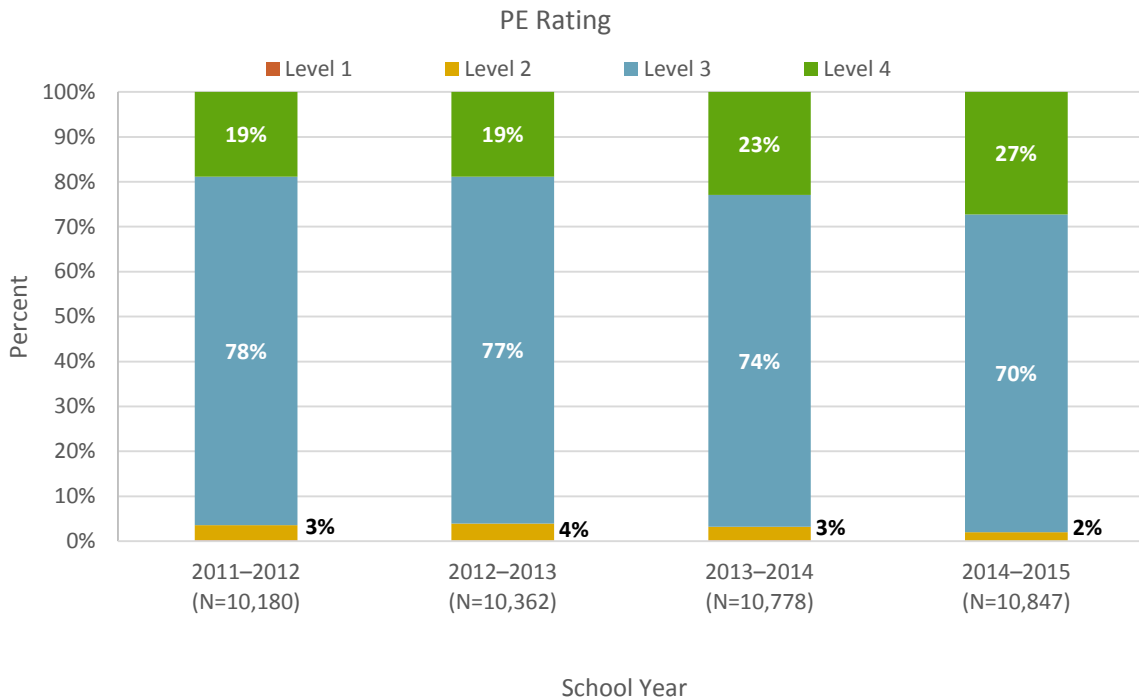
2013–2014 IP Ratings	2014–2015 IP Ratings				Total Rated in Both Years
	Ineffective	Needs Improvement	Effective	Highly Effective	
Ineffective	9	23	8	1	41
Needs Improvement	29	338	601	27	995
Effective	18	335	4,421	806	5,580
Highly Effective	0	7	439	1,305	1,751
Total	56	703	5,469	2,139	8,367

Source: TADS F&D Tool

What was the distribution of Professional Expectations (PE) Ratings in 2014–2015 compared to previous years?

- **Figure 14** shows PE ratings distribution from 2011–2012 through 2014–2015. For 2014–2015, the majority of teachers were rated Level 3 (70%) followed by Level 4 (27%), and Level 2 (2%). No teachers were rated at Level 1 for PE in any of the years reported.
- Level 2 ratings have not varied much from year to year. However, the percentage of teachers rated at Level 4 for PE has steadily increased from a low of 19 percent in 2011–2012 and 2012–2013 to a high of 27 percent in 2014–2015.

Figure 14. Professional Expectation (PE) ratings 2011–2012 through 2013–2014



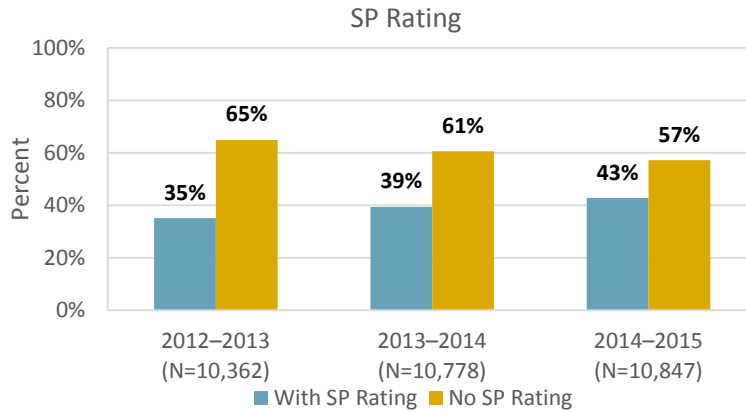
Source: TADS F&D Tool

Note: Percentages may not add to 100 due to rounding. N counts include teachers without HR identifying information.

What was the distribution of Student Performance (SP) Ratings in 2014-2015 compared to previous years?

- **Figure 15** (page 20) shows that the percentage of teachers who received an SP rating for the past three years has been steadily increasing. In 2014–2015, 43 percent of rated teachers received an SP rating along with an IP and PE rating to make up their overall summative rating.

Figure 15. Teachers with Student Performance rating 2012–2013 through 2014–2015

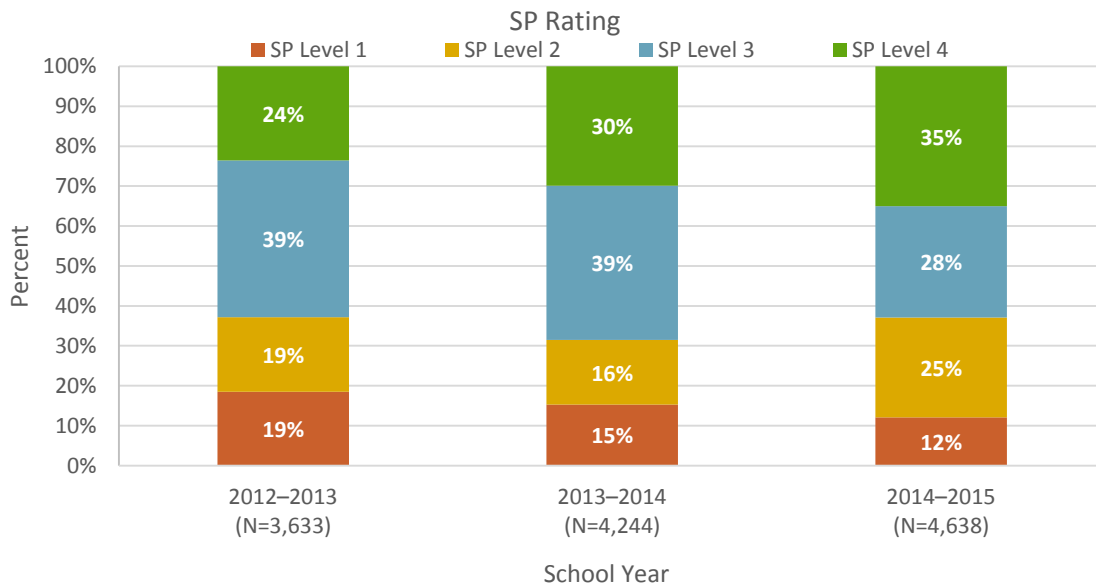


Source: TADS F&D Tool

Note: Percentages may not add to 100 due to rounding. Sixty teachers without 2014–2015 HR identifying information included in total distribution.

- **Figure 16** shows the distribution of SP ratings from 2012–2013 to 2014–2015. The percentage of Level 4 SP ratings has increased each year, and in 2014–2015 was 35 percent of all SP ratings. Teachers with a Level 3 SP rating were the next highest group in 2014–2015, at 28 percent, followed by Level 2 at 25 percent and Level 1 at 12 percent.
- There was a decrease in the 2014–2015 percentage of Level 3 and Level 4 ratings compared to the prior year (from 69% in 2013–2014 to 63% in 2014–2015), and an increase in Level 1 and Level 2 ratings from the prior year (31% in 2013–2014 to 37% in 2014–2015).

Figure 16. Student Performance ratings 2012–2013 through 2014–2015



Source: TADS F&D Tool

Note: Percentages may not add to 100 due to rounding. Six teachers with SP ratings without HR identifying information included in total distribution.

- **Table 6** below shows that average scores teachers received in 2014–2015 by SP measure. Student Progress/Attainment (combining student progress on summative assessments, performance tasks, and student attainment on summative assessments) had the highest average score of 3.43 in 2014–2015. Value-added had the second-highest score of 2.97, and Comparative Growth had the lowest average score of 2.63.

Table 6. Average scores for Each SP Component: Student Progress, Value-Added, and Comparative Growth, 2014–2015		
SP Component	Number of Teachers*	Average Score
Student Progress/Attainment	1,948	3.43
Value-Added (EVAAS)	2,675	2.97**
Comparative Growth	3,208	2.63

*Indicates number of teachers scored within the component. Teachers needed at least two measures within these components to receive an SP rating. Some teachers may have only had an EVAAS score, for example, and would not have received an SP rating. Total teachers with SP rating = 4,638.

Unadjusted average. Value-added scores were on a scale of one to five. Other SP components were on a scale of one to four. An adjustment was made in teachers' SP ratings with value-added scores to account for the different scale. See **Appendix B, page 45, for more information.

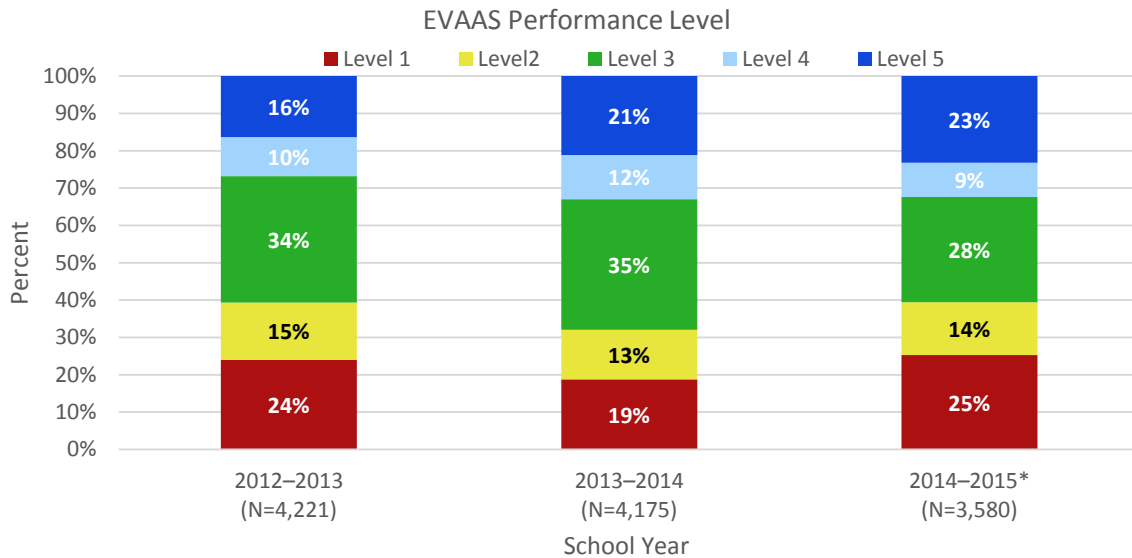
Source: TADS F&D Tool

- Out of those teachers with an SP rating in 2014–2015 (4,638), 69 percent (3,213) had at least one Comparative Growth measure (Iowa or TELPAS data). Twelve percent (565) had only Comparative Growth measures calculated into their SP rating.
- The 2014–2015 average summative rating for teachers with at least one Comparative Growth measure included in their SP rating was 2.96, while the average summative rating for teachers with Comparative Growth as their only measure of student performance was 3.00.
- Out of those teachers with an SP rating in 2014–2015 (4,638), 37 percent (1,732) had at least one Student Progress measure. In 2013–2014, 502 teachers (12 percent of teachers in 2013–2014 with SP) had at least one Student Progress measure.
- For 2014–2015, 26 percent (1,185) of teachers with an SP rating used only Student Progress measures in their SP rating calculation.
- The average summative rating for teachers with at least one Student Progress measure included was 3.26, while the average summative rating for teachers with Student Progress as their only measure of student performance was 3.33.
- For value-added, in 2014–2015 there were 3,580 teachers (33% of rated teachers) with at least one EVAAS rating on file (not including math ratings).
- Out of those 2014–2015 teachers with an SP rating (4,638), 58 percent (2,675) had at least one Value-added (EVAAS) measure used in their rating. Value-added measures cannot be the sole measure used in SP ratings, so no teachers had only Value-added used for their calculations.
- **Figure 17** (page 22) shows the distribution of EVAAS ratings from 2012–2013 to 2014–2015 for all teachers with at least one EVAAS rating, whether or not the rating was used in their SP rating. In 2014–

2015 teachers with a Level 3 EVAAS rating, or not significantly different from average student growth, made up 28 percent of EVAAS-rated teachers.

- The proportion of Level 5 ratings increased slightly in 2014–2015 compared to previous years and was 23 percent. Level 1 ratings also increased from 19 percent in 2013–2014 to 25 percent in 2014–2015. In 2014–2015, 39 percent of teachers with EVAAS fell below the middle Level 3 rating, and 32 percent of teachers were above the middle rating with a Level 4 or 5.

Figure 17. Composite EVAAS rating distribution 2012–2013 through 2014–2015

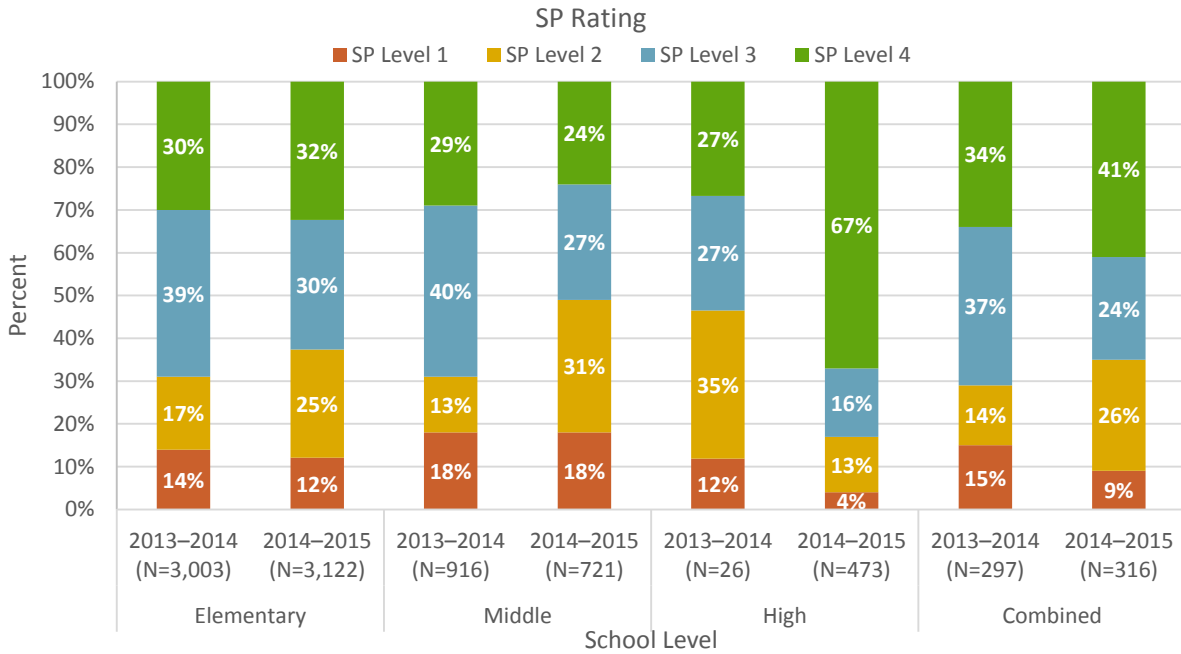


*2014–2015 Math EVAAS was not included in appraisal ratings per a school board decision.
 Source: TADS F&D Tool
 Note: Percentages may not add to 100 due to rounding.

What was the distribution of Student Performance (SP) Ratings in 2014–2015 compared to 2013–2014 according to subgroups?

- **Figure 18** (page 23) and **Table 7** (page 54) show SP ratings by school level from 2013–2014 and 2014–2015. Every school level except middle school saw an increase in Level 4 SP ratings. The most dramatic increase was among high school teachers, who jumped from 27 percent at Level 4 in 2013–2014 to 67 percent in 2014–2015. There was also a sharp increase in the number of high school teachers receiving an SP rating, from 26 in 2013–2014 to 473 in 2014–2015.

Figure 18. SP rating distribution by school level, 2013–2014 and 2014–2015

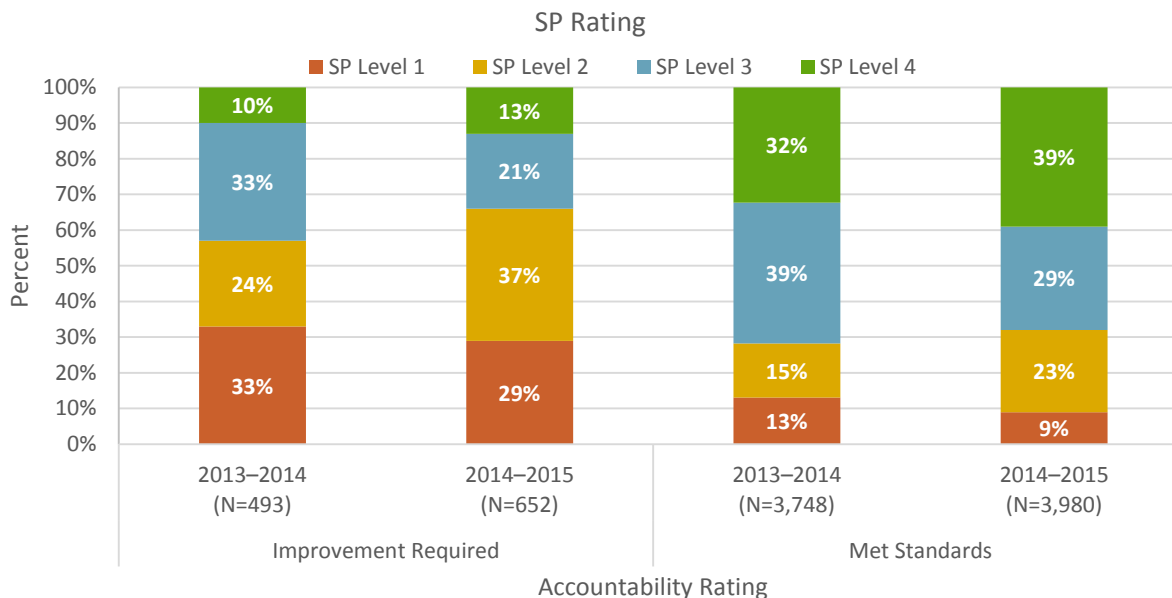


Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

- Though high school teachers could receive an SP rating through either EVAAS or Student Progress, Student Progress was the sole source of student growth data for 71 percent of high school teachers with an SP rating (335 out of 473). As **Table 6** (page 21) indicates, student progress ratings were higher on average than the other two components of SP, and could therefore explain the high percentage of high school teachers with a Level 4 SP rating.
- Outside high school teachers, all other subgroups of teachers at different school levels had an increase in Level 2 SP ratings and a decrease in Level 3 ratings.
- 2014–2015 elementary school teachers saw an increase in Level 4 SP ratings over the prior year, from 30 percent in 2013–2014 to 32 percent in 2014–2015.

- **Figure 19** illustrates SP rating distribution by school accountability ratings for 2013–2014 and 2014–2015. Out of 2,143 teachers at IR schools, 652 (30%) received an SP rating in 2014–2015. Out of 9,358 teachers at Met Standard schools, 3,980 (43%) received an SP rating in 2014–2015.

Figure 19. SP rating distribution by accountability rating, 2013–2014 and 2014–2015



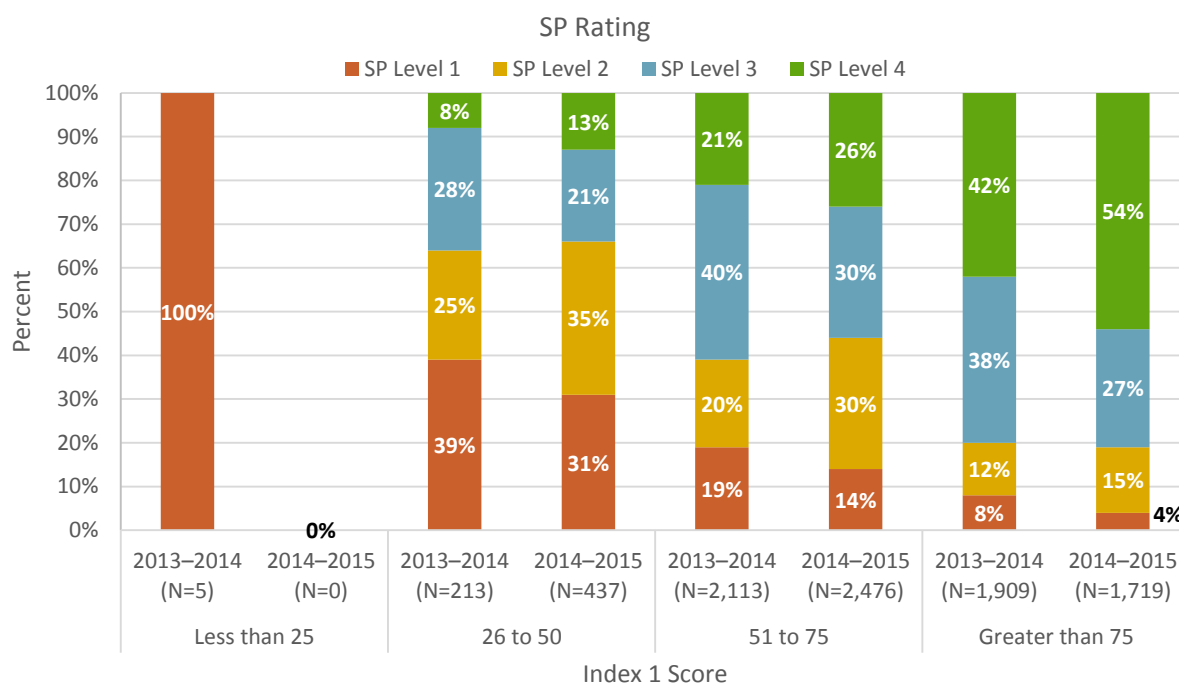
Source: TADS F&D Tool, HR Roster File

Note: Percentages may not add to 100 due to rounding.

- Similar to the prior year, 2014–2015 teachers at IR schools had lower percentages of Level 4 and Level 3 SP ratings compared to teachers at Met Standard schools. In 2014–2015, 13 percent of teachers with an SP rating at an IR school received a Level 4, compared to 39 percent of teachers at Met Standard schools.
- 2014–2015 teachers at IR schools were more likely to receive a Level 2 or Level 1 SP rating (66%) compared to teachers at Met Standard schools (32%).

- **Figure 20** shows SP rating distribution by school Index 1 score in 2013–2014 and 2014–2015. The proportion of Level 3 and 4 teachers increased with each category increase in Index 1 scores. For example, in 2014–2015 81 percent of teachers at the highest Index 1 score category 75 or higher were rated at Level 3 or 4, while 34 percent of teachers at schools in the 25 to 50 Index 1 score category received a Level 3 or 4 rating.

Figure 20. SP rating distribution by school Index 1 score category, 2013–2014 and 2014–2015

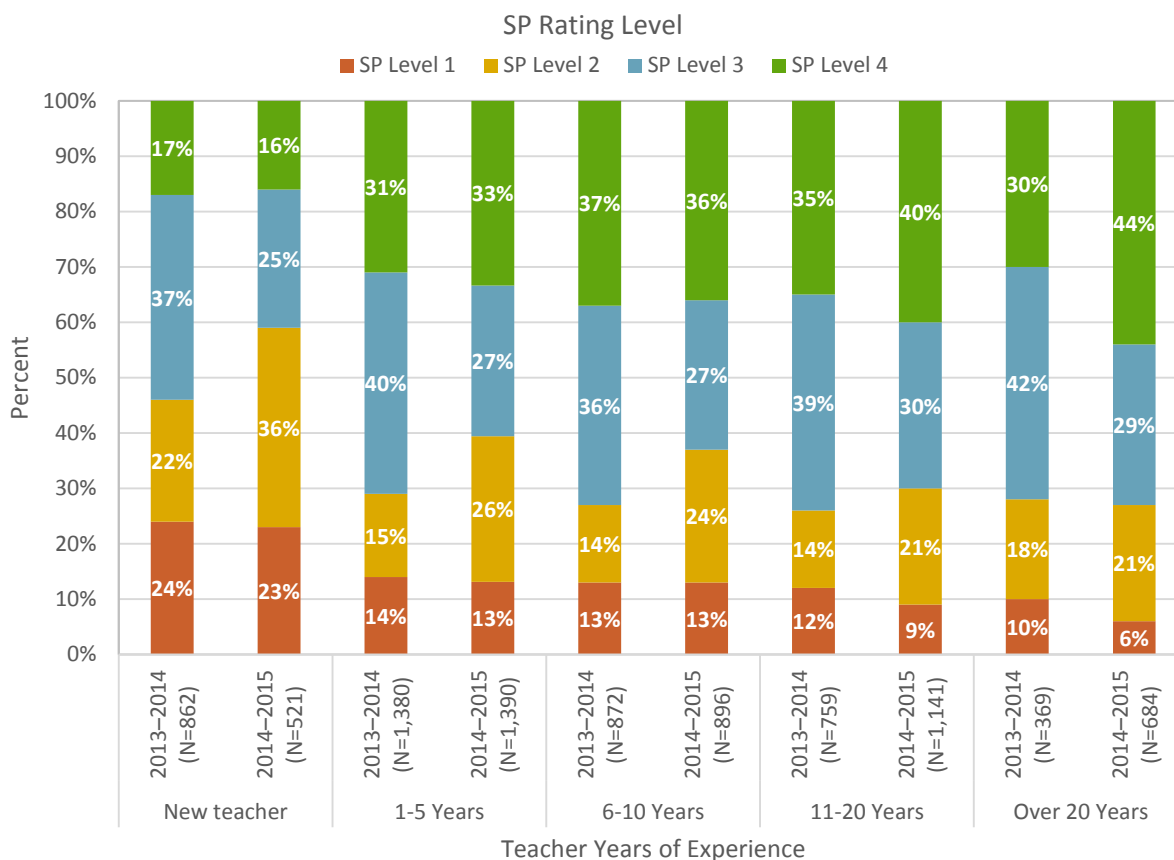


Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

- **Table 7** (page 54) describes SP ratings by teacher level data. The majority (90%) of 2014–2015 teachers with SP were core subject teachers. In 2013–2014, this number was 99.8 percent. More non-core subject teachers received an SP rating in 2014–2015 and accounted for 10 percent of teachers with an SP rating.

- **Figure 21** shows SP ratings by teacher experience level for 2013–2014 and 2014–2015. New teachers were more frequently rated as SP Level 1 or 2 compared to their more experienced colleagues. In 2014–2015, 59 percent of new teachers with an SP rating received a one or two, compared to 27 percent of teachers with more than 20 years of experience.

Figure 21. SP rating distribution by years of experience, 2013–2014 and 2014–2015



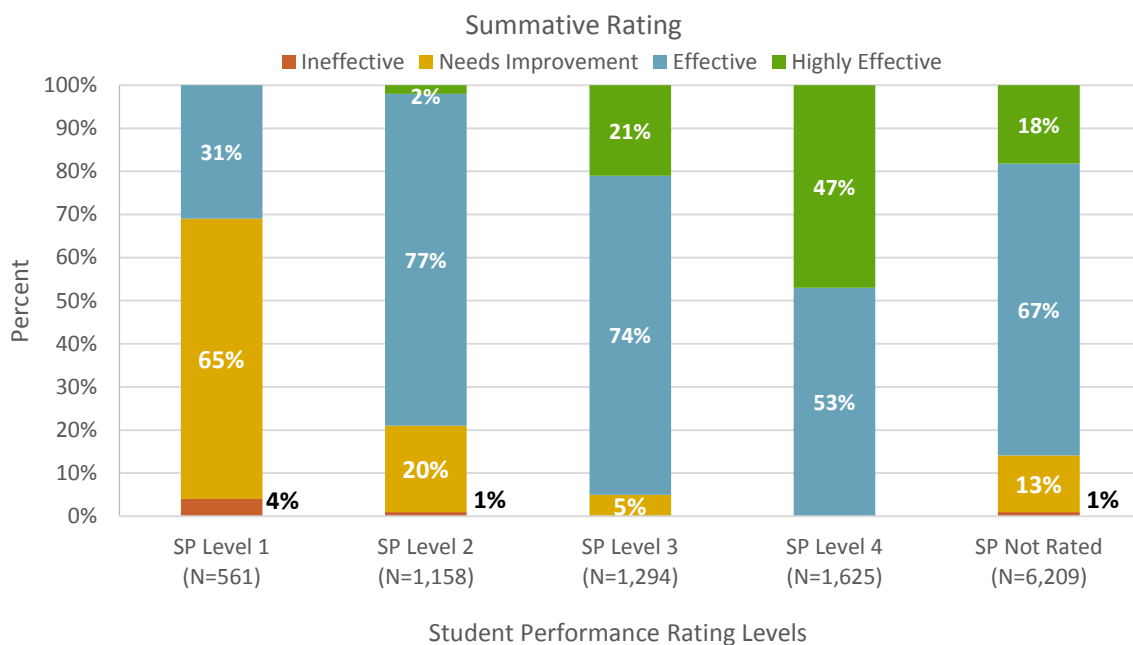
Source: TADS F&D Tool, HR Roster File
 Note: Percentages may not add to 100 due to rounding.

What was the impact of SP on summative ratings in 2014–2015?

- **Figure 22** (page 27) shows the 2014–2015 distribution of all summative ratings along each SP performance level, with SP Level 1 indicating teachers with students that did not meet expectations and SP Level 4 indicating teachers with students that exceeded expectations according to the selected student performance measures. Note that because SP was used to calculate teachers’ summative ratings, the two are not mutually exclusive. Therefore, some caution should be used when interpreting their alignment, as SP directly impacts the summative rating.
- Overall, the data show that summative ratings and SP ratings were generally aligned. For example, 95 percent of teachers rated SP Level 3 received a summative rating of effective or highly effective. In addition, 100 percent of teachers with an SP rating Level 4 received a summative rating of effective or higher.

- Of those teachers with an SP rating Level 1, 69 percent of them received a summative rating of needs improvement or ineffective. However, 31 percent of them received a summative rating of effective, displaying a slight discrepancy between the two ratings. Similarly, of teachers with an SP rating Level 2, 79 percent of them received a summative rating of effective or highly effective, suggesting that SP contributed measures that were not included in either IP or PE.
- Finally, the majority of rated teachers did not receive an SP rating (57%). Of those that did not receive an SP rating, 85 percent received a rating of effective or highly effective. This percentage exactly aligns with those teachers with an SP rating, of which 85 percent received a summative rating of effective or highly effective.

Figure 22. Summative ratings by SP performance levels for all rated teachers and measures, 2014–2015 (N=10,847)



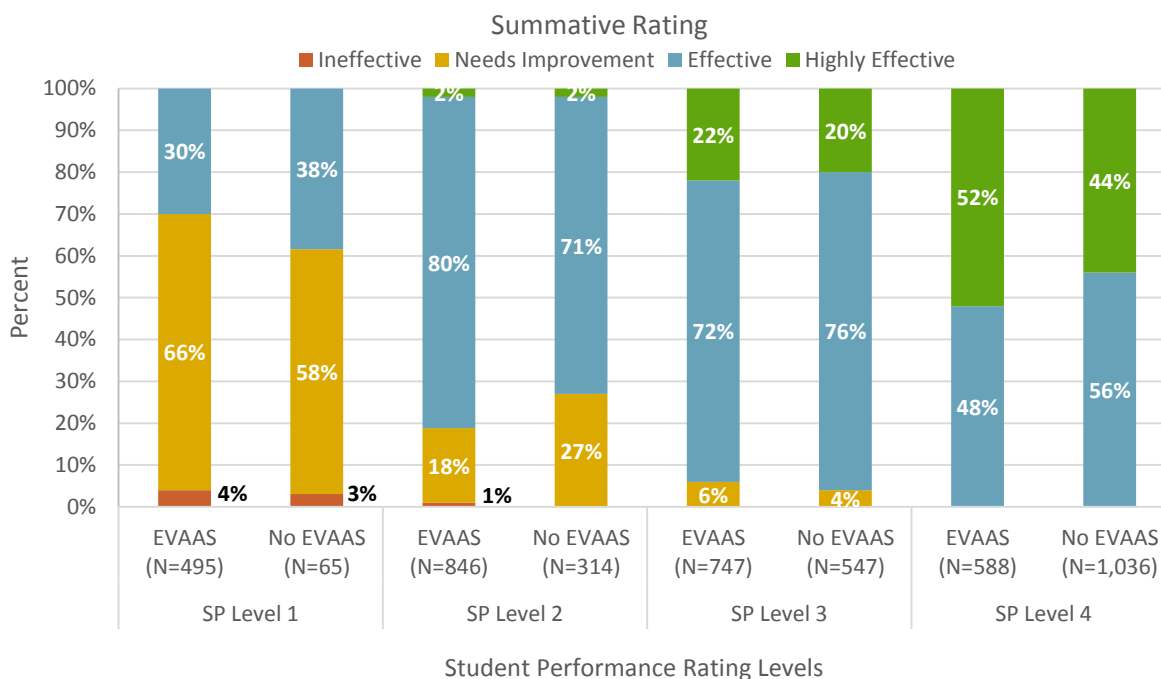
Source: TADS F&D Tool

Note: Percentages may not add to 100 due to rounding. SP was used to calculate teachers' summative ratings, therefore the two are not mutually exclusive.

- **Figure 23** (page 28) shows the distribution of 2014–2015 summative ratings for teachers by SP ratings with value-added measures compared to those without value-added measures included in the SP rating calculations.
- Teachers with SP Level 1 ratings with EVAAS were rated needs improvement for their summative 66 percent of the time, while those without EVAAS were 58 percent of the time.
- At SP Level 2, there was a slight difference between the two subgroups, when 18 percent of teachers with EVAAS received a summative rating of needs improvement compared to 27 percent of teachers without EVAAS.

- At SP Level 2, 82 percent with EVAAS and 73 percent without EVAAS received a summative rating of effective or highly effective.
- Ratings were more closely aligned at the high levels of SP, when the clear majority of teachers at these levels, with or without EVAAS, were rated effective or highly effective.

Figure 23. Summative ratings by SP ratings with value-added versus without value-added measures, 2014–2015 (N=4,638)



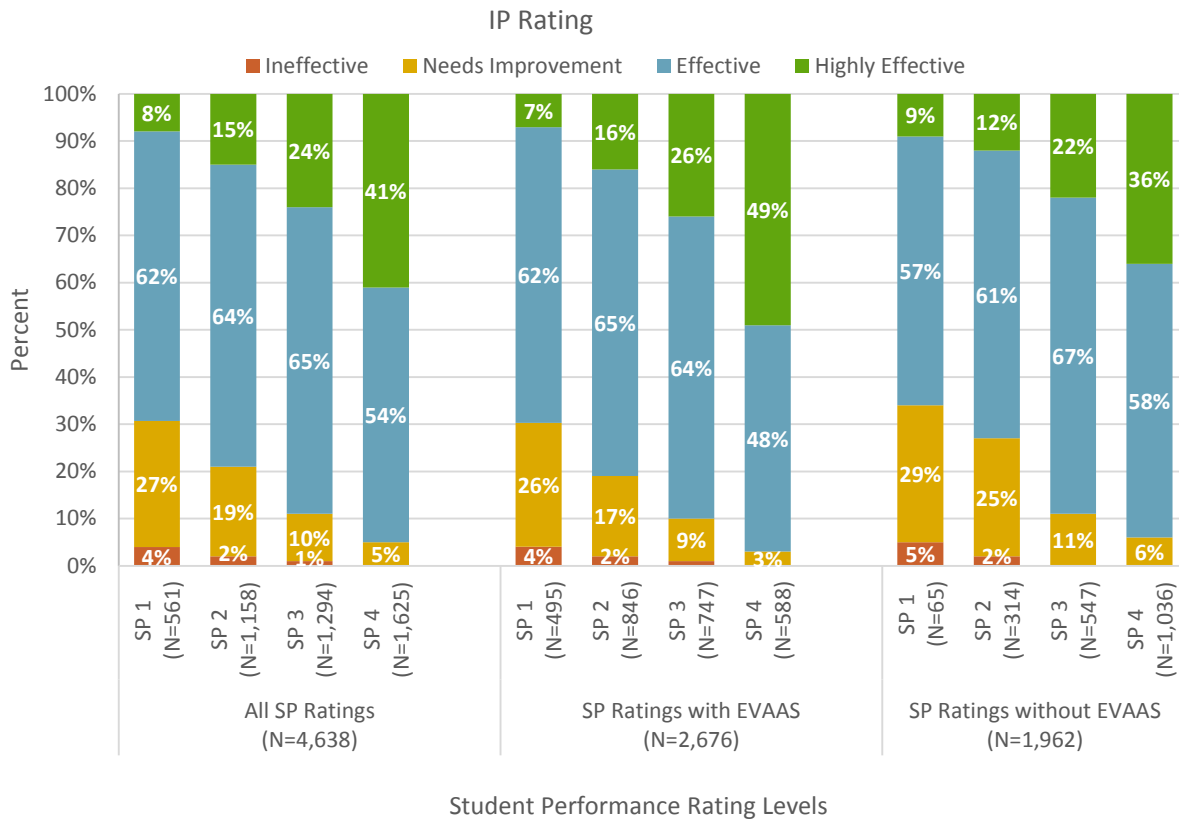
Source: TADS F&D Tool

Note: Percentages may not add to 100 due to rounding. SP was used to calculate teachers' summative ratings, therefore the two are not mutually exclusive.

How did SP ratings, with and without EVAAS, align with IP ratings in 2014–2015?

- **Figure 24** (page 29) shows how IP varied across SP levels between all SP ratings, SP ratings with value-added measures, and SP ratings without value-added measures. In general, the data show that IP ratings were distributed similarly among all three groups of SP ratings. The majority of IP ratings at each level of SP were effective, with a range of 48 percent to 67 percent.
- For all groups of SP, the highest proportion of needs improvement and ineffective IP ratings were found for those teachers at the lowest levels of SP ratings (SP Level 1 and SP Level 2). However, there was slight misalignment at SP Level 3 and 4 when a small percentage of those teachers achieving above average student growth (according to their selected metrics) were rated as needs improvement or ineffective in their instructional practice.

Figure 24. IP ratings distribution by SP performance levels, 2014–2015

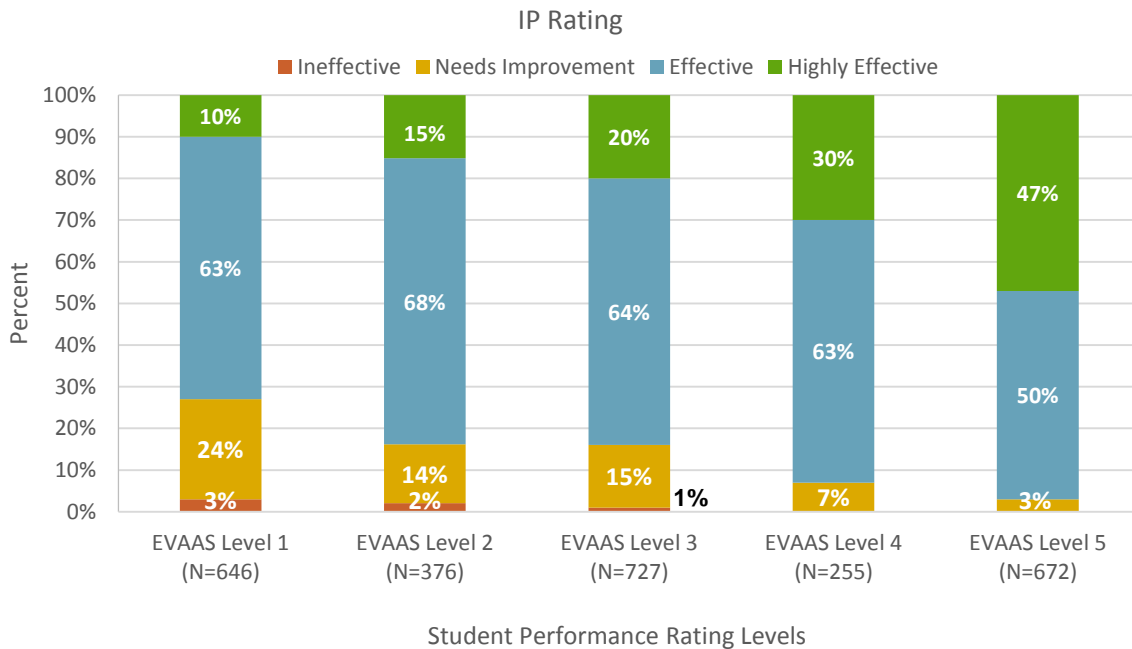


Source: TADS F&D Tool
 Note: Percentages may not add to 100 due to rounding.

How did value-added (EVAAS) ratings align with IP and Summative ratings?

- Figure 25** (page 30) shows the relationship between IP ratings and EVAAS rating levels. Overall the data show that there were more teachers rated as IP highly effective with increasing EVAAS level. Conversely, there were fewer teachers rated as ineffective and needs improvement with increasing levels of EVAAS. Teachers rated as EVAAS Level 3 comprised the majority of EVAAS-rated teachers.
- These findings suggest directional alignment between IP and EVAAS ratings. For example, adding together IP ratings of effective and highly effective across all levels of EVAAS, the data show an increase in effective teachers with increased level of EVAAS. There were 73, 83, 84, 93, and 97 percent of IP effective and highly effective teachers with each level increase in EVAAS, from level one to five. See Appendix C (page 46) for EVAAS Levels, gain indices, and further interpretation.

Figure 25. IP and EVAAS rating alignment, 2014–2015 (N=2,676)

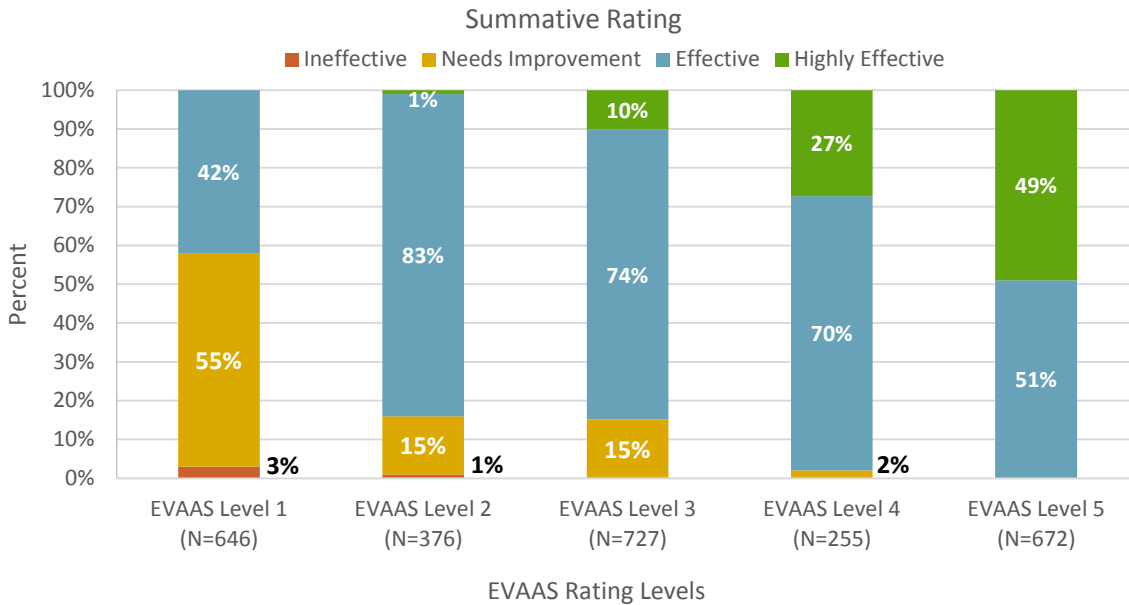


Source: TADS F&D Tool

Note: Percentages may not add to 100 due to rounding.

- **Figure 26** (page 31) shows the relationship between summative ratings and EVAAS rating levels. Overall, there were 2,676 teachers with an SP rating that had an EVAAS rating calculated into their overall summative rating.
- While large proportions of teachers rated effective in their summative rating existed at all levels of EVAAS, teachers with higher EVAAS ratings were more likely to receive an effective or highly effective summative rating. In fact, at the highest level of EVAAS, 100 percent of teachers received a summative rating of effective or highly effective. At EVAAS level 4, a small percentage of teachers (2%) received a summative rating of needs improvement.
- At the lowest level of EVAAS, the majority of teachers (55%) received a needs improvement summative rating. However, at EVAAS level 2, 84 percent of teachers received an effective or highly effective summative rating.

Figure 26. Summative Rating and EVAAS rating alignment, 2014–2015 (N=2,676)

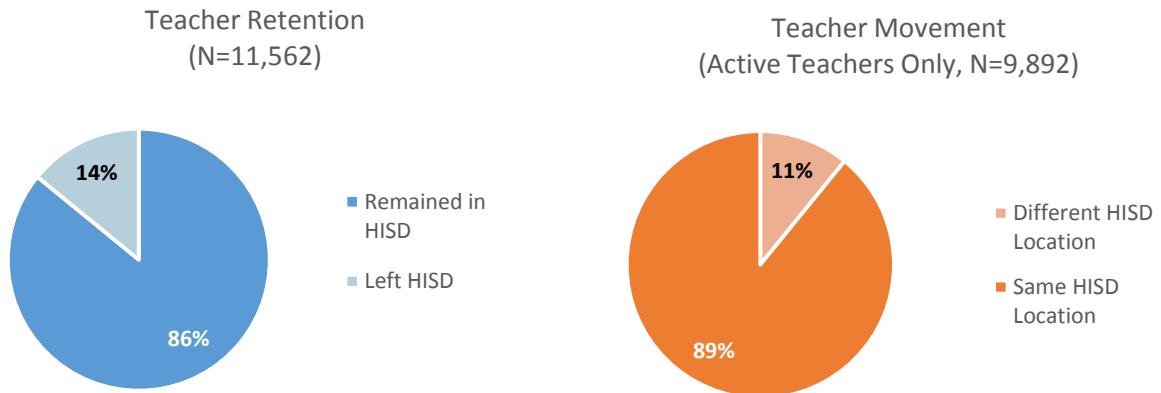


Source: TADS F&D Tool
 Note: Percentages may not add to 100 due to rounding.

What were retention and movement rates of 2014–2015 HISD teachers?

- From year to year, teachers in HISD make career decisions that involve whether to stay in HISD or leave the district, as well as whether to stay at their current HISD school or transfer to another location. **Figure 27** shows the rate at which teachers stayed in HISD (retention) from 2014–2015 to 2015–2016 and if they stayed in HISD, the rate at which they stayed at their current school (movement) in the same years.

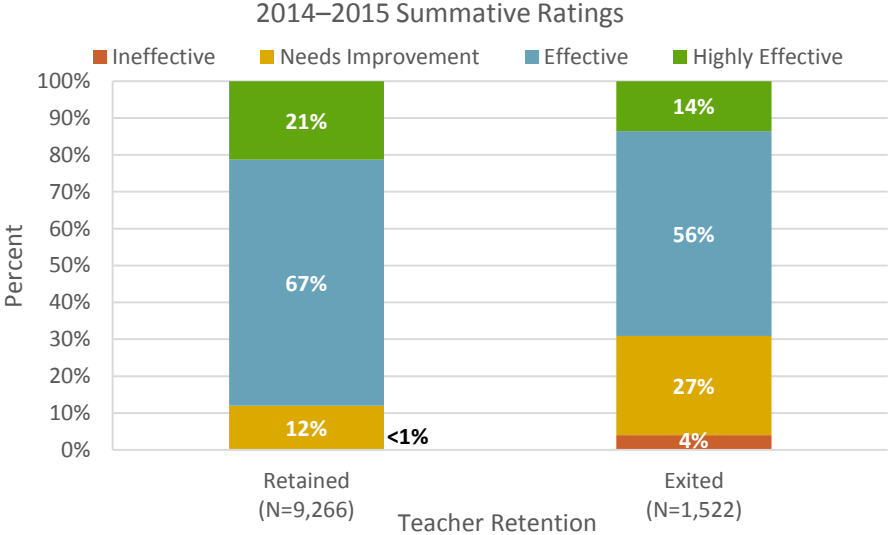
Figure 27. Total teacher retention and movement rates, 2014–2015 to 2015–2016



Source: HR Roster, May 2015 and October 2015

- Figure 27 (page 31) shows that 86 percent of teachers (9,892) stayed in HISD from 2014–2015 to 2015–2016 while 14 percent left HISD (1,670).
- Figure 27 (page 31) shows that 89 percent of teachers who remained in HISD did not change locations between those two years, and 11 percent did change location.
- **Figure 28** shows teachers who remained in HISD and those who left HISD by summative ratings. The majority of 2014–2015 teachers who stayed in 2015–2016 (88%) received an effective or highly effective summative rating in 2014–2015. Twelve percent of those retained received a needs improvement summative rating, and a very low percentage of the teachers (0.3%, or 28 teachers) who stayed in HISD received an ineffective rating.
- Conversely, almost a third (31%) of teachers who left HISD had needs improvement or ineffective summative ratings. While it is true that a higher percentage of exited teachers left with ineffective or needs improvement ratings, nearly 70 percent of those who left had effective or highly effective ratings.

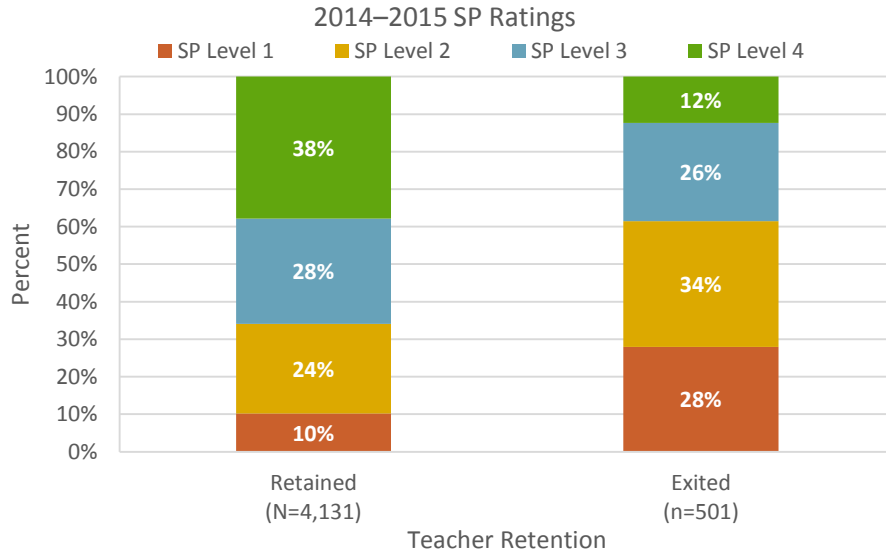
Figure 28. Teacher retention by summative ratings, from 2014–2015 to 2015–2016



Source: TADS F&D Tool, HR Roster, May 2015 and October 2015
 Note: Percentages may not add to 100 due to rounding.

- **Figure 29** (page 33) shows teachers who remained in HISD and those who left HISD by SP ratings. Similar to summative ratings, the majority of teachers who remained in HISD had an SP rating of Level 3 or Level 4 (66 %). Of those who remained, 34 percent received an SP rating of Level 2 or Level 1.
- On the other hand, the majority of teachers (62%) who exited HISD left with SP ratings of Level 1 or Level 2. Twenty-eight percent left with a Level 1 SP rating, and 34 percent left with a Level 2 SP rating. Only 38 percent of those who left had an SP rating of Level 3 or 4.

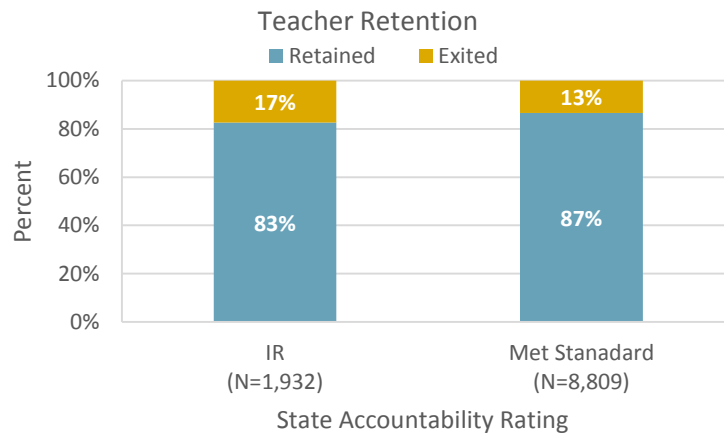
Figure 29. Teacher retention by SP ratings, from 2014–2015 to 2015–2016



Source: TADS F&D Tool, HR Roster, May 2015 and October 2015
 Note: Percentages may not add to 100 due to rounding.

- **Figure 30** shows teacher retention rates by school state accountability rating. Depending on the accountability rating, the retention rate varied slightly. IR schools retained teachers at a rate of 83 percent, while Met Standard schools retained 87 percent of teachers. In other words, teachers left HISD at a rate that was four percentage points higher at IR schools than at Met Standard schools (17% compared to 13%).

Figure 30. Teacher retention by accountability ratings, from 2014–2015 to 2015–2016



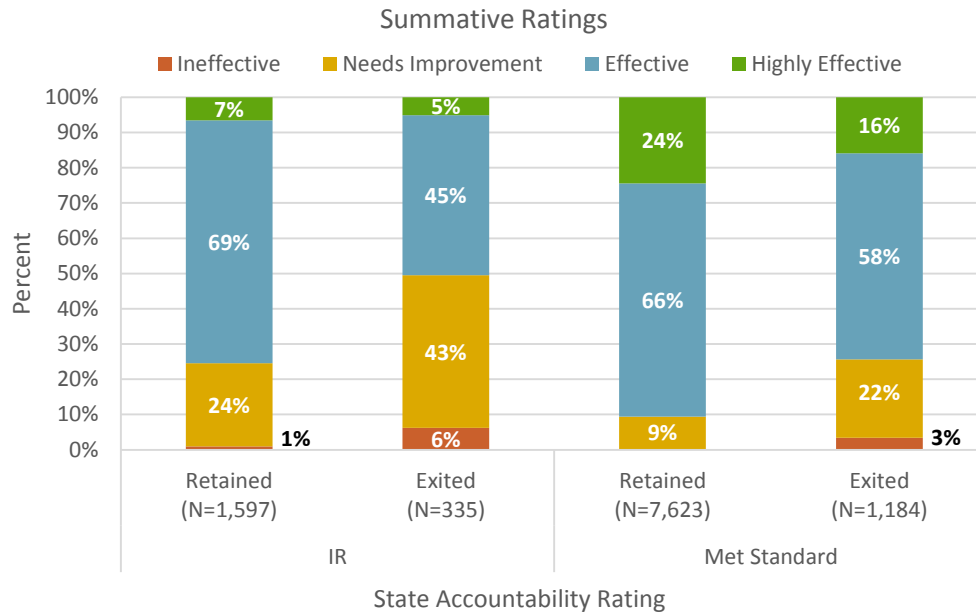
Source: TADS F&D Tool, HR Roster, May 2015 and October 2015
 Note: Percentages may not add to 100 due to rounding.

- **Figure 31** (page 34) shows the difference in summative ratings between retained and exited teachers based on school accountability rating. Teachers who left the district from both IR schools and Met Standard schools had higher proportions of needs improvement and ineffective ratings than those who

stayed in the district. Both types of schools effectively retained a larger proportion of effective and highly effective teachers, though not at equal rates.

- At IR schools, 25 percent of retained teachers were rated ineffective or needs improvement, compared to 49 percent of exited teachers at IR schools. At Met Standard schools, nine percent of retained teachers were rated low compared to 25 percent of exited teachers.

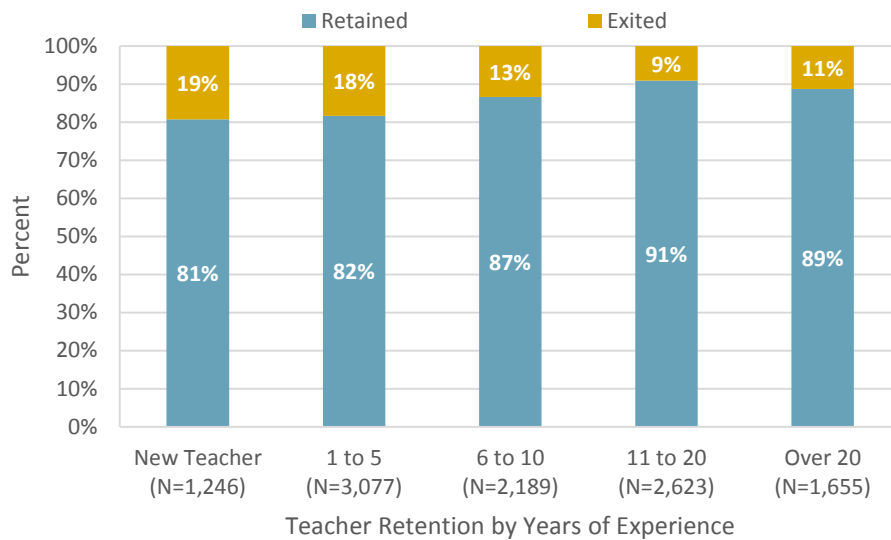
Figure 31. Teacher retention by summative ratings and accountability ratings, from 2014–2015 to 2015–2016



Source: TADS F&D Tool, HR Roster, May 2015 and October 2015
 Note: Percentages may not add to 100 due to rounding.

- **Figure 32** (page 35) illustrates retention rates of teachers who received a summative rating by subgroup of teacher experience level. As years of experience increased, so did the retention rate for each group, except for teachers with over 20 years of experience, who were probably exiting the district through retirement.
- New teachers had the lowest rate of retention compared to all other experience groups, at 81 percent, and were below the district total retention rate of 86 percent. Additionally, teachers with one to five years of experience were retained at a rate lower than the district rate as well, indicating that less experienced teachers in general are exiting the district at higher rates than their more experienced colleagues.

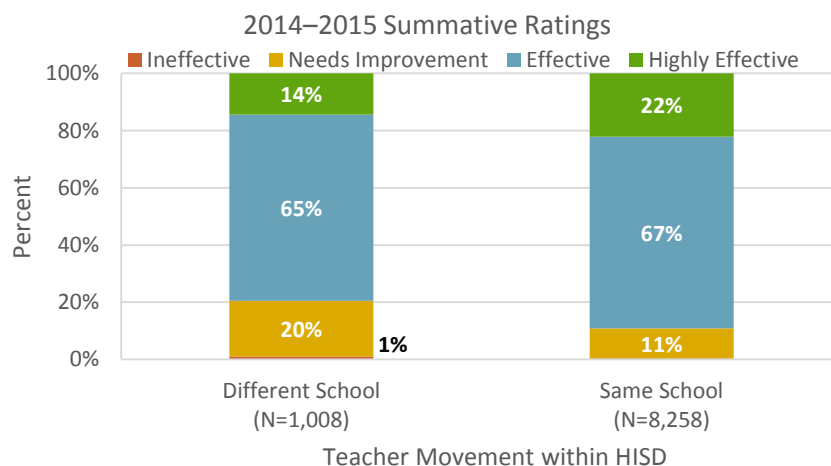
Figure 32. Teacher retention by years of experience, from 2014–2015 to 2015–2016



Source: HR Roster, May 2015 and October 2015
 Note: Percentages may not add to 100 due to rounding.

- In addition to teacher retention, teacher movement within the district may provide valuable insight into the career decision-making process of HISD teachers. **Figure 33** describes teacher movement by summative ratings. Overall, teachers who changed locations had a higher proportion of needs improvement and ineffective ratings than teachers who remained at their schools. However, the majority of teachers (79%) who changed location were rated effective or highly effective.
- Teachers who stayed at the same location had a larger proportion of effective and highly effective ratings than those those who moved (89% compared to 79%).

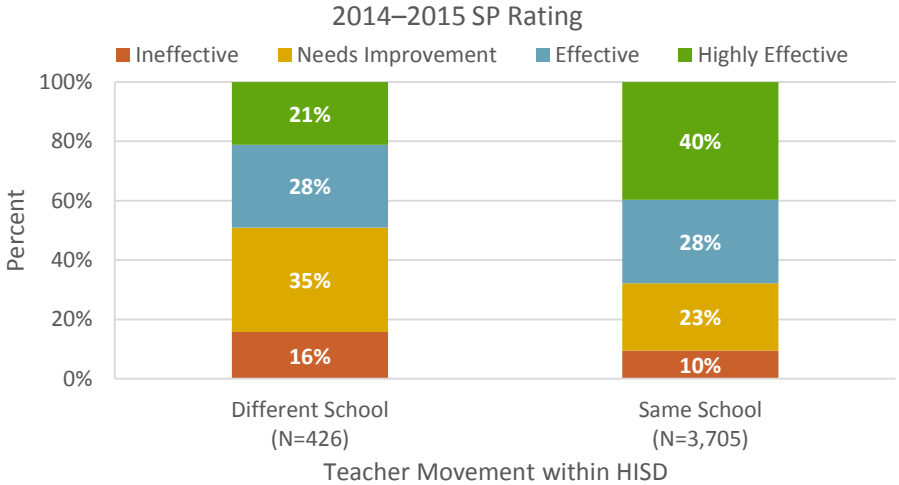
Figure 33. Teacher movement by summative ratings, 2014–2015 to 2015–2016



Source: TADS F&D Tool, HR Roster, May 2015 and October 2015
 Note: Percentages may not add to 100 due to rounding.

- **Figure 34** shows teacher movement by SP ratings. Teachers who changed location from 2014–2015 to 2015–2016 had a higher proportion of Level 1 and Level 2 ratings (51%) than teachers who did not change location (33%).
- Of teachers who remained at the same school for those two years, 40 percent received a Level 4 SP rating, compared to 21 percent of teachers who changed location. Overall, teachers with low SP ratings were more likely to change HISD location than teachers with higher SP ratings, who were more likely to stay at their location.

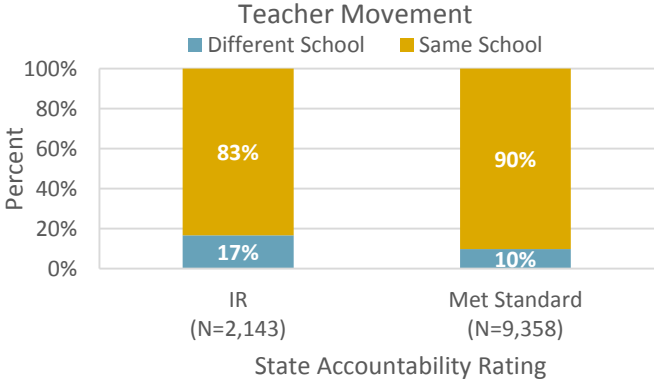
Figure 34. Teacher movement by SP ratings, from 2014–2015 to 2015–2016



Source: TADS F&D Tool, HR Roster, May 2015 and October 2015
 Note: Percentages may not add to 100 due to rounding.

- **Figure 35** below shows teacher movement by school state accountability ratings. IR schools saw a higher percentage of their teachers change location than Met Standard schools. From 2014–2015 to 2015–2016, 17 percent of teachers from IR schools changed HISD location, compared to 10 percent of teachers at Met Standard schools.

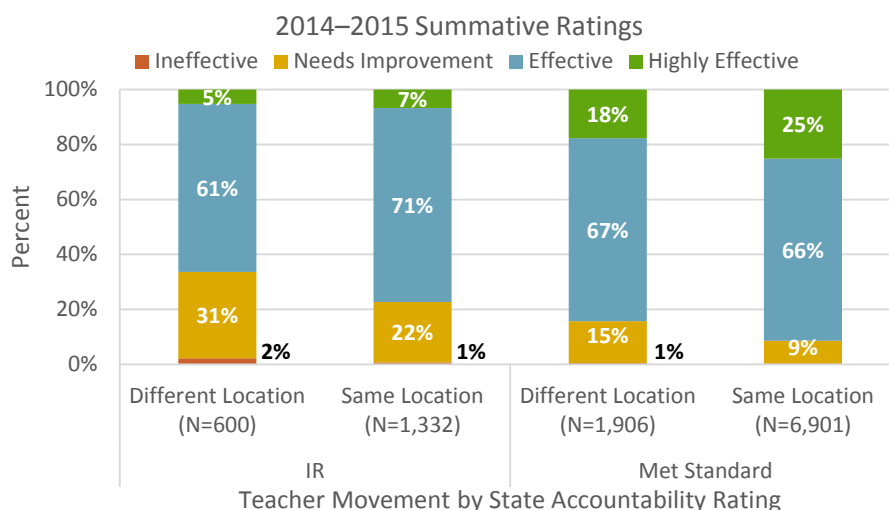
Figure 35. Teacher movement by accountability ratings, from 2014–2015 to 2015–2016



Source: HR Roster

- **Figure 36** shows that, of teachers that changed location from their IR school in 2014-2015, a higher percentage of them received a needs improvement or ineffective rating than those that remained at the IR school (33% compared to 23%). Of teachers that remained at their IR school, 78 percent of them were rated effective or highly effective.
- Of teachers that changed location from their Met Standard school from 2014–2015 to 2015–2016, 16 percent were rated needs improvement or ineffective. Of teachers that remained at their Met Standard school, 91 percent of them were rated effective or highly effective.

Figure 36. Teacher Movement by summative ratings and accountability ratings, from 2014–2015 to 2015–2016



Source: TADS F&D Tool, HR Roster
 Note: Percentages may not add to 100 due to rounding.

How did the summative ratings of new hires compare to the ratings of other teachers in 2014–2015?

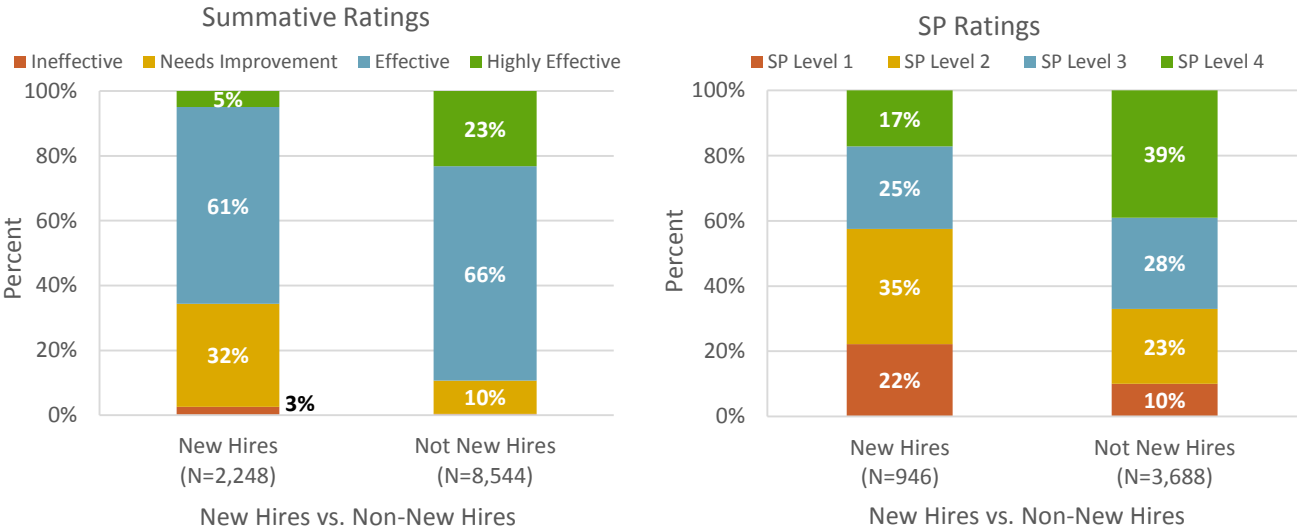
- After teachers leave the district, new hires fill vacant spots. New hires, regardless of their years of experience, enter the district to fill a teacher vacancy. The breakdown of new hires' years of experience can be seen below in **Table 8**.

Experience Level in 2014–2015	Number of New Hires	Percent (%)
New Teacher	1,284	52
1 to 5 Years	479	19
6 to 10 Years	358	14
11 to 20 Years	249	10
Over 20	99	4
Total	2,469	*

Source: HR Roster
 Note: Percentages may not add to 100 due to rounding.

- While 52 percent of new hires in 2014–2015 were new teachers with zero years of experience, approximately half of new hires had at least one year of experience. Experience may or may not be in the classroom. Twenty-nine percent of new hires had six or more years of experience. See **Table 8** (page 37) for the distribution of new hires and years of experience.
- **Figure 37** shows how new hires were rated compared to non-new hires using summative ratings and SP ratings. Using both appraisal metrics, new hires were generally rated lower at higher rates than non-new hires. A third of new hires, 35 percent, were rated needs improvement or ineffective in their summative ratings, compared to 10 percent of non-new hires.
- A similar pattern emerges using SP ratings, as over half of new hires (57%) received a Level 1 or Level 2 SP rating, compared to 33 percent of non-new hires.

Figure 37. Summative ratings and SP ratings by new hires

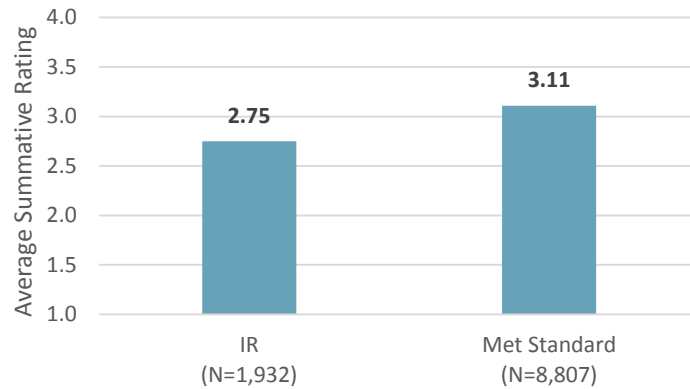


Source: TADS F&D Tool, HR Roster
 Note: Percentages may not add to 100 due to rounding.

How did average summative ratings for teachers at IR schools differ from those of teachers at Met Standard schools?

- **Figure 38** (page 39) provides a closer look at the relationship between a teacher’s location at an IR school and the teacher’s subsequent summative rating. It shows that, for 2014–2015, the average summative rating of teachers located at an IR school was 2.75 and was 3.11 for teachers at Met Standard schools, 0.36 points lower for teachers at IR schools.

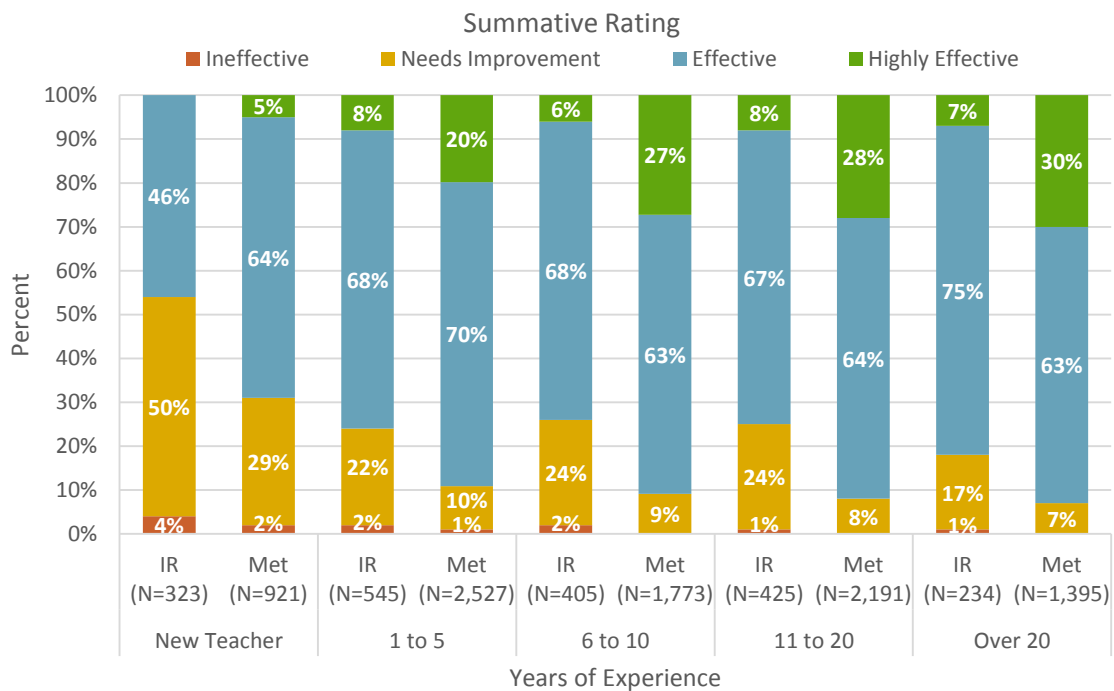
Figure 38. IR and Met Standard schools and teachers' average summative ratings, 2014–2015



Source: TADS F&D Tool, HR Roster

- Figure 39** shows teachers' summative ratings at IR schools and Met Standard schools, by teachers' years of experience. As previously discussed on page 12, 2014–2015 IR schools had smaller proportions of teachers rated highly effective and larger proportions of teachers rated as needs improvement and ineffective than Met Standard schools. This pattern held true across teacher experience subgroups; teachers at every experience level had smaller proportions of highly effective ratings and larger proportions of needs improvement and ineffective ratings at IR schools.

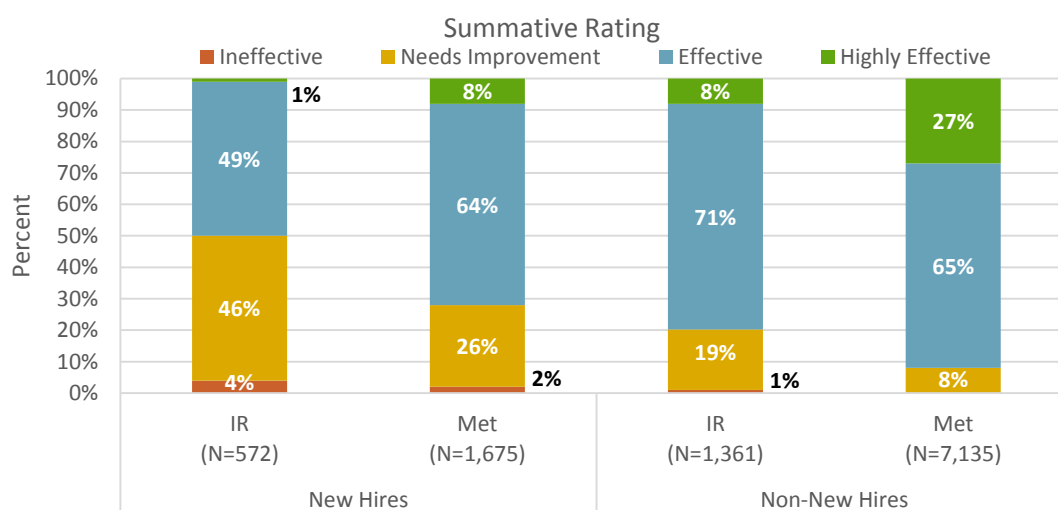
Figure 39. Summative ratings of teachers at IR schools and Met Standard schools, by years of experience, 2014–2015



Source: TADS F&D Tool, HR Roster
 Note: Percentages may not add to 100 due to rounding.

- New teachers, when located at an IR school, were almost twice as likely to be rated needs improvement or ineffective than new teachers at Met Standard schools (54% compared to 31%).
- New teachers at IR schools received an average rating of 2.43, compared to new teachers at met Standard schools who received an average rating of 2.71.
- **Figure 40** shows teachers' summative ratings at IR schools and Met Standard schools, by new hires versus non-new hires. Teachers at IR schools, whether or not they were identified as a new hire, had larger proportions of needs improvement and ineffective-rated ratings compared to Met Standard schools.

Figure 40. Summative ratings of new hires and non-new hires at IR schools and Met Standard schools, by years of experience, 2014–2015



Source: TADS F&D Tool, HR Roster

Note: Percentages may not add to 100 due to rounding.

- New hires, when located at an IR school, were almost twice as likely to be rated needs improvement or ineffective than new hires at schools that met Standard (50% compared to 28%).
- New hires at IR schools received an average rating of 2.48, compared to new hires at met Standard schools who received an average rating of 2.79.

Discussion

The Effective Teachers Initiative (ETI) was launched in 2010 in order to provide every student in HISD excellent instruction by growing and developing teachers. As part of the initiative, HISD adopted the Teacher Appraisal and Development System (TADS) to provide teachers, principals, and district officials the information they need to improve instructional practice, to inform staffing decisions, and to ensure every student is taught by an effective teacher. This report has examined teacher appraisal outcomes for the 2014–2015 school year, and has gone on to explore teacher retention and movement by appraisal ratings. Trends observed in appraisal outcomes and teacher career movement can guide decision-makers in their work toward accurately rating effective teaching, growing teachers, and ultimately placing an effective teacher in every classroom.

The 2014–2015 proportion of effective teachers overall was the highest since TADS was introduced in 2011–2012, at 65 percent; combined with highly effective teachers the proportion was 85 percent. Much of this growth in effective and highly effective ratings was from the core subject subgroup of teachers. The proportion of core subject teachers rated effective or highly effective increased eight percentage points over the prior year, from 77 percent in 2013–2014 to 85 percent in 2014–2015, while the proportion of needs improvement and ineffective-rated core teachers fell from 23 percent to 16 percent in those same years. This shift was not observed in the non-core subject teacher subgroup, which remained relatively stable between the two years.

Even though the majority of new teachers were rated effective or highly effective (62%), new teachers overall were more than three times more likely to be rated as needs improvement or ineffective in their summative rating compared to their more experienced colleagues (38% compared to 12% for other experience groups). While new teachers are developing their instructional skills, it makes sense that they may not be effective on all rating criteria and in turn receive a lower rating. However, new teachers and teachers with one to five years of experience also have the highest exit rates from the district. When almost one out of every five new teachers left the district from 2014–2015 to 2015–2016, many budding new teachers never fully developed their skills and left before they got the chance.

Student Performance ratings allow for student growth to be documented and tracked within HISD's appraisal system. The percentage of teachers receiving an SP rating has risen from year to year, from a low of 35 percent in 2012–2013 to 43 percent in 2014–2015. The percentage of Level 4 SP ratings has increased each year, and in 2014–2015 was 35 percent of all SP ratings.

Student Progress measures (on summative assessments or performance tasks) make up two out of the five SP measures. Student Attainment is another component of SP, and in 2014–2015 was a measure only available to Pre-K teachers. The use of Student Progress/Attainment measures as an SP rating component increased more than threefold, from 502 teachers in 2013–2014 to 1,732 teachers in 2014–2015. Teachers with Student Progress/Attainment measures included in their overall rating had a higher average rating than teachers overall (3.26 compared to 3.05). Average Student Progress/Attainment ratings by themselves were higher than the averages of the other two SP measures as well (3.43 compared to 2.97 for EVAAS, and 2.63 for Comparative Growth). Student Progress (not including Student Attainment) is a student growth measure in which teachers and their appraisers work together to set appropriate goals for students. The process of setting individual student goals and documenting their outcomes is essential to effective teaching. Ensuring the accuracy of this measure is an ongoing effort and should remain a focus of TADS leadership.

Understanding the moving stream of teachers out of the district as well as within the district and its main tributaries can help HISD leadership better manage which teachers leave and which stay. The majority of teachers who stayed in 2015–2016 received an effective or highly effective summative rating in 2014–2015, while approximately 12 percent of those who were retained received a needs improvement or ineffective rating. Conversely, a higher proportion (31%) of exiting teachers had needs improvement or ineffective ratings. Still, the majority of exiting teachers were effective teachers. Similar to summative ratings, the majority of teachers who remained in HISD had an SP rating of Level 3 or Level 4 (66%). Of those who remained, 34 percent received an SP rating of Level 2 or Level 1. Unlike the trend observed for summative ratings where the majority of exited teachers were effective, the majority of teachers (62%) who exited HISD left with SP ratings of Level 1 or Level 2. Only 38 percent of those who left had an SP rating of Level 3 or Level 4.

In general, teachers who changed locations had a higher proportion of needs improvement and ineffective ratings than teachers who remained at their schools. However, the majority of teachers (79%) who changed location were rated effective or highly effective. Teachers who stayed at the same location had a larger proportion of effective and highly effective ratings than those who moved (89% compared to 79%).

After teachers leave the district, new hires fill vacant spots. New hires, regardless of their years of experience, enter the district to fill a teacher vacancy. For this report, new hires were defined as teachers in 2014–2015 who were new hires, rehires, or promotional transfers (48% of new hires had at least one year of experience). Using both summative ratings and SP ratings, new hires were generally rated lower than non-new hires. More than a third of new hires were rated needs improvement or ineffective in their summative rating, compared to 10 percent of non-new hires. For SP, over half of new hires (57%) received a Level 1 or Level 2 SP rating, compared to 33 percent of non-new hires.

Transforming low-performing schools (IR schools) is a districtwide effort. However, IR schools have higher proportions of ineffective and needs improvement-rated teachers than Met Standard schools. New teachers, when located at an IR school, were almost twice as likely to be rated needs improvement or ineffective than new teachers at schools that Met Standard (54% compared to 31%). New teachers at IR schools received an average rating of 2.43, compared to new teachers at Met Standard schools who received an average rating of 2.71.

Similarly, new hires, when located at an IR school, were almost twice as likely to be rated needs improvement or ineffective than new hires at schools that met Standard (50% compared to 28%). New hires at IR schools received an average rating of 2.48, compared to new hires at Met Standard schools, who received an average rating of 2.79. New teachers, new hires, and teachers overall may not have adequate support to overcome the obstacles and challenges that they face at an IR school.

HISD needs to attract effective teachers to IR schools, which have a slightly lower retention rate than Met Standard schools. In addition, HISD needs to focus on growing and supporting teachers located at IR schools who typically receive lower ratings than teachers at Met Standard schools. Future research will further explore the possible reasons why teachers at IR schools received lower ratings and allow HISD leadership to address the issue accordingly.

References

HISD Teacher Appraisal and Development System: Instructional Practice and Professional Expectations Rubrics (2015). Retrieved from: <http://www.houstonisd.org/teacherappraisal>.

HISD Teacher Appraisal and Development System: Student Performance Guidebook (2015). Retrieved from: <http://www.houstonisd.org/teacherappraisal>.

Martinez, J. & Stevens, C.J. (2015). *Teacher Appraisal and Development System End of Year Report 2013–2014*. Houston Independent School District. Retrieved from: <http://www.houstonisd.org/Page/128655>.

State Accountability Manual (2015). Retrieved from: <https://rptsvr1.tea.texas.gov/perfreport/account/2015/manual/index.html>.

APPENDIX A: TADS IP and PE Criteria

HISD Teacher Appraisal and Development System Instructional Practice and Professional Expectations Rubrics

Instructional Practice Criteria			
Planning (PL)	PL-1	Develops student learning goals	pg. 2
	PL-2	Collects, tracks, and uses student data to drive instruction	pg. 3
	PL-3	Designs effective lesson plans, units, and assessments	pg. 4
Instruction (I)	I-1	Facilitates organized, student-centered, objective-driven lessons	pg. 5
	I-2	Checks for student understanding and responds to student misunderstanding	pg. 6
	I-3	Differentiates instruction for student needs by employing a variety of instructional strategies	pg. 7
	I-4	Engages students in work that develops higher-level thinking skills	pg. 8
	I-5	Maximizes instructional time	pg. 9
	I-6	Communicates content and concepts to students	pg. 10
	I-7	Promotes high academic expectations for students	pg. 11
	I-8	Students actively participating in lesson activities	pg. 12
	I-9	Sets and implements discipline management procedures	pg. 13
	I-10	Builds a positive and respectful classroom environment	pg. 14

Professional Expectations Criteria			
Professionalism (PR)	PR-1	Complies with policies and procedures at school	pg. 15
	PR-2	Treats colleagues with respect throughout all aspects of work	pg. 16
	PR-3	Complies with teacher attendance policies	pg. 17
	PR-4	Dresses professionally according to school policy	pg. 18
	PR-5	Collaborates with colleagues	pg. 19
	PR-6	Implements school rules	pg. 20
	PR-7	Communicates with parents throughout the year	pg. 21
	PR-8	Seeks feedback in order to improve performance	pg. 22
	PR-9	Participates in professional development and applies learning	pg. 23

Excerpt from the HISD Teacher Appraisal and Development System
Instruction Practice and Professional Expectations Rubric

APPENDIX B: TADS Ratings Calculation

I. The three TADS components¹ would have the following weights within teachers' Summative Appraisal Ratings².

Instructional Practice	Professional Expectations	Student Performance
50%	20%	30%

II. The various types of Student Performance measures would have different weights within the Student Performance Final rating.

	VA + CG	VA + CG + Student Progress	CG+ Student Progress	CG Only	VA + Student Progress	Student Progress Only
Value –Added ³	20%	15%			20%	
Comparative Growth	10%	10%	20%	30%		
Student Progress		5%	10%		10%	30%
Student Performance Subtotal	30%	30%	30%	30%	30%	30%

III. The component weights are applied using a weighted average to derive the summative appraisal rating.

	Highly Effective	Effective	Needs Improvement	Ineffective
Score Range:	3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49

¹ The 4-point scale for each component would remain the same for all measures (1-low, 4-high) except the value-added measure, which is calculated on a five-point scale.
² For teachers without a Student Performance component, the Instructional Practice component will be 70% and the Professional Expectations component will be 30% of the Summative Appraisal Rating.
³ Since all other measures have a 4-point scale, an adjustment has been made in the weights for the 5-point value-added scale.

Adjustment to Value-Added Weights

For Student Performance measures weighted as 20% of a Summative Rating, the maximum weighted score on a 1-4 scale is 0.8

Score	0	1	2	3	4
Weight (20%)	0	x 0.2	x 0.2	x 0.2	x 0.2
Weighted Score	0	0.2	0.4	0.6	0.8

Notice that the maximum weighted score, 0.8, is evenly divided between the 1-4 scale. Therefore, we should evenly distribute the maximum weighted score throughout a 1-5 scale:

$$0.8 \div 5 = 0.16$$

Score	0	1	2	3	4	5
Weight (16%)	0	x 0.16	x 0.16	x 0.16	x 0.16	x 0.16
Weighted Score	0	0.16	0.32	0.48	0.64	0.8

For Value-Added measures weighted as 15%, the max score on a 1-4 scale is 0.6. Distributed evenly throughout a 1-5 scale, the adjusted weight would be 12% (0.6÷5=0.12).

Source: TADS F&D Tool

APPENDIX C: 2014–2015 Student Performance Measures in Detail

Student Performance Rating (SP): A composite metric used in teachers’ appraisal ratings when applicable. Teachers must have at least two of the following measures for SP to be applied to their overall summative rating:

- 1) value-added (EVAAS)
- 2) comparative growth (Norm-referenced test, such as Iowa or TELPAS)
- 3) students’ progress on districtwide assessments, pre-approved assessments, or appraiser-approved assessments
- 4) students’ progress on districtwide, pre-approved, or appraiser-approved performance tasks or products
- 5) student attainment on districtwide or appraiser-approved assessments

SP ratings are on a scale of 1-4. If a teacher does not have at least two SP measures, the summative rating is based solely on an Instructional Practice (IP) rating and a Professional Expectations (PE) rating assigned by the appraiser.

Value-Added (EVAAS): Value-added, or EVAAS, is one of the measures that may be used to calculate the SP rating. Value-added is a district-rated measure of the extent to which a student’s average growth meets, exceeds, or falls short of average growth of students in the district. It uses a student’s own academic performance across years, grades, and subjects as a basis for determining his/her average growth. EVAAS levels are on a scale of 1-5.

EVAAS Levels, Gain Index, and Interpretation		
Level	Gain Index	Interpretation
Level 5	2.00 or greater	Significant evidence that students exceeded the growth standard
Level 4	Between 1.00 and 2.00	Moderate evidence that students exceeded the growth standard
Level 3	Between -1.00 and 1.00	Evidence that students met the growth standard
Level 2	Between -2.00 and -1.00	Moderate evidence that students did not meet the growth standard
Level 1	Less than -2.00	Significant evidence that students did not meet the growth standard

EVAAS value-added measures are calculated for teachers of students in grades 3–8 for reading, math, and language arts; for teachers of students in grades 4–8 for science and social studies; and for teachers of students enrolled in courses with the STAAR end-of-course (EOC) exams (English I, English II, Algebra I, Biology, and U.S. History). EVAAS uses both STAAR and NRT (such as Stanford/Aprena and Iowa/Logramos) test results to calculate growth measures for the following grades and subjects:

EVAAS Assessments by Grade Level and Subject									
Subjects	3	4	5	6	7	8	9	10	11
Language	NRT	NRT	NRT	NRT	NRT	NRT	None	None	None
Math	STAAR*	STAAR*	STAAR*	STAAR*	STAAR*	STAAR*	Algebra I	None	None
Reading	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR	English I	English II	None
Science	None	NRT	STAAR	NRT	NRT	STAAR	Biology	None	None
Social Studies	None	NRT	NRT	NRT	NRT	STAAR	None	None	U.S. History

*Because of the changes in the 2014–2015 math curriculum, STAAR math results for grades 3-8 were not used for appraisal purposes in 2014–2015, per a School Board recommendation.

Comparative Growth (CG): Comparative growth is also one of the measures that may be used to calculate a teacher’s SP rating. Comparative Growth measures the progress of a teacher’s students on a given assessment compared to all other students within the same school district who start at the same test-score level. Comparative Growth relies on the use of standardized assessments in certain grades and subjects, and is computed using two consecutive years of students’ scores.

Comparative Growth using the NRT assessments (such as Iowa/Logramos) are only calculated for these grade levels and subjects: Grades 2, 3, 4, 5, 6, 7 and 8 Reading and Math; Grades 5 and 8 Science; Grade 8 Social Studies; and Grade 2 Language Arts. Comparative Growth using the TELPAS assessment are calculated in grades 3-8. CG scores are placed on a scale of 1-4.

Student Progress on district-wide, pre-approved, or appraiser-approved summative assessments:

Student Progress is a student learning measure that uses summative assessments to measure how much content and skill students learned over the duration of a course or year, based on where they started the subject or course. Student Progress is an appraiser-approved rating of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students’ starting points.

To measure Student Progress, teachers must create Goal Worksheets for two of the courses they teach and place students into appropriate starting points based on two pieces of evidence, such as past grades or past test scores. Once students have been placed into an appropriate starting group, which must be approved by the teacher’s appraiser, they will receive a goal dependent upon which assessment is appropriate for that course. Assessment results are entered into a Results Worksheet either automatically or by the teacher. Once the Results Worksheets have been approved by the appraiser, a teacher will receive a Performance Level rating based on how many students achieved their goals. Performance Levels are on a scale of 1-4.

Student Progress on district-wide, pre-approved, or appraiser-approved performance tasks or work products:

The Student Progress process using appraiser-approved culminating performance tasks or work products mirrors the process for Student Progress on assessments. The only substantive difference is the type of summative assessment tool used. For example, in certain subjects, such as art, music, or foreign language, a culminating project or performance task might be more appropriate than, or used in conjunction with, a more traditional paper-pencil test.

Student Attainment on districtwide or appraiser-approved summative assessments:

Student Attainment is a student learning measure that uses district-wide or appraiser-approved assessments to measure how many students performed at a target level, regardless of their starting points. Currently, Student Attainment applies only to Pre-K.

Source: Student Performance Guidebook 2014–2015

APPENDIX D: State Accountability System

2015 Accountability Manual

Comparison of 2014 and 2015 Performance Index Criteria and Indicators for Non-AEA Districts and Campuses

	2014	2015
Index 1: Student Achievement	Index 1 Target: 55	Index 1 Target: 60
	All Student Groups and all tests combined	All Student Groups and all tests combined <ul style="list-style-type: none"> ○ Grades 3–8 mathematics excluded ○ STAAR A and STAAR Alt 2 for all grades and subjects excluded
	Performance standard: Phase-in 1 Level II (Satisfactory)	No change
	STAAR EOC Assessments (5 tests): <ul style="list-style-type: none"> ○ English I (reading and writing combined into single English I) ○ English II (reading and writing combined into single English II) ○ Algebra I ○ Biology ○ U.S. History 	No change
	Substitute assessments for STAAR EOC tests are included	No change
	English Language Learners (ELLs): English version: <ul style="list-style-type: none"> ○ Students in U.S. schools Year 1 excluded ○ Students in U.S. schools Years 2–4 included (ELL Progress Measure) ○ Students in U.S. schools Years 5+ included (Phase-in 1 Level II) Spanish version: <ul style="list-style-type: none"> ○ Students in U.S. schools Year 1 excluded ○ Students in U.S. schools Years 2–4 included (Phase-in 1 Level II) ○ Students in U.S. schools Years 5+ included (Phase-in 1 Level II) STAAR L evaluated in ELL Progress Measure	English Language Learners (ELLs)*: No change
Index 2: Student Progress	Index 2 Target: Based on 5 th percentile of Index 2 outcomes based on the 2014 performance results by campus type: elementary, middle, or high school. Targets for districts based on 5 th percentile of campus performance across all campus types.	Index 2 Target: Based on 5 th percentile of Index 2 outcomes based on the 2015 performance results by campus type: elementary, middle, or high school. Targets for districts based on 5 th percentile of campus performance across all campus types.
	Ten student groups: All Students, seven racial/ethnic groups, Students with Disabilities, and ELL Students	Ten student groups: All Students, seven racial/ethnic groups, Students with Disabilities, Current and Monitored ELLs
	By subject: reading and mathematics	Across all subjects: reading, writing, and mathematics (Algebra I only for available grades) <ul style="list-style-type: none"> ○ Grades 3–8 mathematics excluded ○ STAAR A and STAAR Alt 2 for all grades and subjects excluded
	Aggregated weighted score <ul style="list-style-type: none"> ○ One point for each percentage of assessment results that meet or exceed progress ○ One additional point for each percentage of results that exceed progress 	No change
	Progress Measures: STAAR, STAAR Modified, STAAR Alternate, and ELL Progress Measure	STAAR and ELL Progress Measures
	High schools/K–12 campuses are not evaluated on Index 2	High schools/K–12 campuses are evaluated on Index 2

	2014	2015
	<p>English Language Learners (ELLs):</p> <p>English version:</p> <ul style="list-style-type: none"> ○ Students in U.S. schools Year 1 excluded ○ Students in U.S. schools Years 2+ included <p>Spanish version:</p> <ul style="list-style-type: none"> ○ Students in U.S. schools Year 1 excluded ○ Students in U.S. schools Years 2+ included <p>STAAR L evaluated in ELL Progress Measure</p>	<p>Current and Monitored ELLs*:</p> <p>No Change</p>
<p>Index 3: Closing Performance Gaps</p>	<p>Index 3 Targets</p> <ul style="list-style-type: none"> ○ District: 28 ○ Elementary: 28 ○ Middle School: 27 ○ High School/K-12: 31 	<p>No change</p>
	<p>By Subject Area: reading, mathematics, writing, science, and social studies</p>	<p>By Subject Area: reading, Algebra I, writing, science, and social studies</p> <ul style="list-style-type: none"> ○ Grades 3-8 mathematics excluded ○ STAAR A and STAAR Alt 2 for all grades and subjects excluded
	<p>Student Groups:</p> <ul style="list-style-type: none"> ○ Economically Disadvantaged ○ Two Lowest Performing Racial/Ethnic Student Groups 	<p>No change</p>
	<p>Minimum Size Criteria for Racial/Ethnic Student Groups:</p> <ol style="list-style-type: none"> 1) Identify the Racial/Ethnic student groups that have 25 or more tests in reading/ELA and 25 or more tests in mathematics from the prior year 2) Select the lowest performing student group(s) that meet the above minimum size based on prior year results for All Subjects. 	<p>No change</p>
	<p>Points based on STAAR performance:</p> <ul style="list-style-type: none"> ○ Phase-in Satisfactory Standard: One point for each percentage of tests at Phase-in Satisfactory Standard or above ○ Advanced Standard: One additional point for each percentage of tests at Advanced Standard 	<p>No change</p>

	2014	2015
	<p>English Language Learners (ELLs):</p> <p>English version:</p> <ul style="list-style-type: none"> ○ Students in U.S. schools Year 1 excluded ○ Students in U.S. schools Years 2– 4 included ELL Progress Measure (1 point); STAAR Final Level II (2 points) ○ Students in U.S. schools Years 5+ included Phase-in 1 Level II (1 point); STAAR Advanced Level III (2 points) <p>Spanish version:</p> <ul style="list-style-type: none"> ○ Students in U.S. schools Year 1 excluded ○ Students in U.S. schools Years 2– 4 included Phase-in 1 Level II (one point); STAAR Advanced Level III (two points) ○ Students in U.S. schools Years 5+ included Phase-in 1 Level II (one point); STAAR Advanced Level III (two points) <p>STAAR L evaluated in ELL Progress Measure</p>	<p>English Language Learners (ELLs)*:</p> <p>No Change</p>
Index 4: Postsecondary Readiness	<p>Index 4 Target:</p> <p>All Components</p> <ul style="list-style-type: none"> ○ Districts: 57 (based on all four components)* ○ High Schools/K–12: 57 (based on all four components)* ○ Elementary/Middle School: n/a <p>STAAR Only:</p> <ul style="list-style-type: none"> ○ District: 13 ○ Elementary: 12 ○ Middle School: 13 ○ High School/K–12: 21 <p>Based on four components: STAAR Final Level II, Graduation Rate (or Dropout Rate), Graduation Diploma Plan, and College-Ready Graduates.</p> <p>If any of the four components are not available, districts and campuses are evaluated on the STAAR component only.</p>	<p>No change</p> <p>No change</p> <p>Based on four components: STAAR Final Level II, Graduation Rate (or Dropout Rate), Graduation Diploma Plan, and Postsecondary Readiness Indicator.</p> <p>If any of the four components are not available, districts and campuses are evaluated on the STAAR component only.</p> <ul style="list-style-type: none"> ○ Grades 3–8 mathematics excluded ○ STAAR A and STAAR Alt 2 for all grades and subjects excluded
	<p>STAAR Score: STAAR Percent Met Final Level II on two or more STAAR subject-area tests for All Students and racial/ethnic student groups</p> <p>Students tested on one subject area only must meet the final Level II performance standard for that subject area. Similarly, students tested on only two subject areas must meet the final Level II performance standard for both subject areas.</p>	<p>No change</p>

	2014	2015
	<p>Graduation Score: Combined performance across graduation/dropout rates for:</p> <ul style="list-style-type: none"> o Grade 9–12 Four-Year Graduation Rate for ten student groups; or o Grade 9–12 Five-Year Graduation Rate for ten student groups, whichever contributes the most points to the index <p>Ten Student Groups: All Students and each racial/ethnic group (seven groups), Students with Disabilities, and ELLs</p>	No change
	<p>Graduation Plan: RHSP/DAP Graduates based on Four-Year Longitudinal Cohort: All Students and racial/ethnic groups</p>	No change
	<p>College-Ready Graduates: High school graduates from the 2012–13 school year who met the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test in both ELA and mathematics.</p>	<p>Postsecondary Component: Annual graduates who demonstrate postsecondary readiness in any one of three ways:</p> <ul style="list-style-type: none"> o Meeting the college-ready criteria on the TAKS exit-level test, SAT test, or ACT test in both ELA and mathematics o Earning credit for two advanced course/dual credit courses o Enrolling in a coherent sequence of two or more career and technical education (CTE) courses as part of a four-year plan of study.
	<p>Weighting: Combine with equal weight (25%) the results of four components if all four are available:</p> <ul style="list-style-type: none"> o STAAR Final Level II o Graduation Rate o Graduation Plan o College-Ready Graduates 	<p>Weighting: Combine with equal weight (25%) the results of four components if all four are available:</p> <ul style="list-style-type: none"> o STAAR Final Level II o Graduation Rate o Graduation Plan o Postsecondary Readiness Indicator
	<p>Substitute assessments for STAAR EOC tests are included</p>	No Change
	<p>English Language Learners (ELLs):</p> <p>English version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2–4 excluded o Students in U.S. schools Years 5+ included (Final Level II) <p>Spanish version:</p> <ul style="list-style-type: none"> o Students in U.S. schools Year 1 excluded o Students in U.S. schools Years 2–4 included (Final Level II) o Students in U.S. schools Years 5+ included (Final Level II) 	<p>English Language Learners (ELLs)*:</p> <p>No change</p>

* See Appendix I for a detailed description of the inclusion policies for ELL students.

APPENDIX E: Tables

Table 3. 2011–2012 through 2014–2015 Summative Rating Distribution by Campus and Teacher Characteristics

	Ineffective (N)				Needs Improvement (N)				Effective (N)				Highly Effective (N)				Totals (N)				
	2011–2012	2012–2013	2013–2014	2014–2015	2011–2012	2012–2013	2013–2014	2014–2015	2011–2012	2012–2013	2013–2014	2014–2015	2011–2012	2012–2013	2013–2014	2014–2015	2011–2012	2012–2013	2013–2014	2014–2015	
School Level																					
Elementary	1% (54)	4% (213)	3% (180)	1% (54)	12% (712)	23% (1285)	18% (1,079)	15% (897)	61% (3,473)	57% (3,250)	58% (3,441)	65% (3,862)	26% (1,460)	17% (957)	21% (1,256)	19% (1,134)	100% (5,699)	100% (5,705)	100% (5,956)	100% (5,947)	
Middle	1% (24)	4% (91)	5% (14)	1% (14)	12% (206)	20% (346)	20% (361)	18% (319)	62% (1,046)	54% (937)	55% (1,005)	65% (1,182)	25% (422)	22% (387)	20% (359)	16% (295)	100% (1,698)	100% (1,737)	100% (1,816)	100% (1,810)	
High	1% (22)	1% (23)	2% (42)	1% (16)	11% (247)	12% (271)	12% (280)	9% (213)	62% (1,398)	69% (1,587)	67% (1,551)	67% (1,559)	26% (586)	19% (430)	19% (453)	23% (524)	100% (2,253)	100% (2,311)	100% (2,326)	100% (2,312)	
Combined	2% (9)	2% (10)	2% (13)	1% (5)	12% (62)	16% (99)	12% (79)	9% (60)	60% (318)	58% (351)	50% (332)	58% (396)	27% (141)	24% (149)	37% (246)	32% (219)	100% (530)	100% (609)	100% (670)	100% (680)	
Total (N)																	10,180	10,362	10,768	10,749¹	
IR Schools[†]																					
IR	-	5% (89)	6% (101)	2% (37)	-	29% (530)	28% (478)	27% (521)	-	57% (1,027)	57% (968)	65% (1,253)	-	9% (156)	9% (153)	6% (121)	-	100% (1,802)	100% (1,700)	100% (1,932)	
Met Standards	-	3% (224)	2% (225)	1% (52)	-	17% (1471)	15% (1320)	11% (967)	-	60% (5,098)	59% (5,357)	65% (5,739)	-	21% (1,767)	24% (2,161)	23% (2,049)	-	100% (8,560)	100% (9,063)	100% (8,807)	
Total (N)																		-	10,362	10,763	10,739³
Index 1 Scores[†]																					
Less than 25	-	5% (3)	25% (3)	0% (0)	-	24% (13)	25% (3)	0% (0)	-	67% (37)	42% (5)	0% (0)	-	4% (2)	8% (1)	0% (0)	-	100% (55)	100% (12)	0% (0)	
26 to 50	-	6% (24)	10% (68)	3% (36)	-	32% (128)	35% (246)	28% (359)	-	53% (214)	52% (365)	65% (840)	-	9% (38)	3% (24)	4% (57)	-	100% (404)	100% (703)	100% (1,292)	
51 to 75	-	4% (232)	4% (203)	1% (50)	-	23% (1247)	21% (1134)	16% (957)	-	61% (3,290)	62% (3,327)	69% (4,133)	-	11% (597)	14% (742)	14% (852)	-	100% (5,366)	100% (5,406)	100% (5,992)	
Greater than 75	-	1% (54)	1% (52)	<1% (3)	-	13% (609)	9% (413)	5% (172)	-	57% (2,566)	57% (2,615)	58% (2,019)	-	28% (1,285)	33% (1,547)	36% (1,261)	-	100% (4,514)	100% (4,627)	100% (3,455)	
Total (N)																		-	10,339	10,748	10,739²
Core Subject Teachers																					
Core	1% (75)	4% (274)	4% (275)	1% (68)	13% (871)	22% (1556)	19% (1,403)	15% (1,238)	60% (4,151)	55% (3,829)	55% (4,013)	65% (5,447)	26% (1,773)	19% (1,320)	22% (1,564)	20% (1,657)	100% (6,870)	100% (6,979)	100% (7,255)	100% (8,410)	
Non-Core	1% (34)	1% (39)	1% (51)	1% (21)	11% (356)	13% (445)	13% (396)	11% (251)	63% (2,084)	68% (2,296)	66% (2,318)	67% (1,588)	25% (836)	18% (603)	21% (755)	22% (518)	100% (3,310)	100% (3,383)	100% (3,520)	100% (2,378)	
Total (N)																	10,180	10,362	10,775	10,788⁴	
Critical Shortage Teachers																					
Critical Shortage	1% (34)	3% (72)	3% (75)	1% (30)	13% (313)	18% (442)	16% (408)	13% (518)	63% (1,517)	62% (1,533)	63% (1,556)	67% (2,744)	22% (525)	17% (414)	18% (450)	19% (789)	100% (2,389)	100% (2,461)	100% (2,489)	100% (4,081)	
Non-Critical Shortage	1% (75)	3% (241)	3% (251)	1% (59)	12% (914)	20% (1559)	17% (1,391)	14% (971)	61% (4,718)	58% (4,592)	58% (4,775)	64% (4,291)	27% (2,084)	19% (1,509)	23% (1,869)	21% (1,386)	100% (7,791)	100% (7,901)	100% (8,286)	100% (6,707)	
Total (N)																	10,180	10,362	10,775	10,788⁴	
Years of Experience																					
New Teacher	2% (16)	7% (102)	8% (149)	3% (32)	28% (211)	33% (510)	30% (595)	35% (430)	59% (444)	54% (843)	54% (1,061)	59% (740)	11% (80)	7% (109)	8% (165)	3% (43)	100% (751)	100% (1,564)	100% (1,970)	100% (1,245)	
1-5 Years	1% (26)	2% (64)	3% (89)	1% (24)	10% (361)	17% (476)	14% (464)	12% (372)	64% (2,213)	60% (1,721)	61% (1,983)	69% (2,136)	25% (872)	22% (622)	22% (723)	18% (545)	100% (3,472)	100% (2,883)	100% (3,259)	100% (3,077)	
6-10 Years	1% (24)	2% (47)	1% (31)	1% (13)	11% (259)	17% (382)	13% (277)	12% (261)	62% (1,459)	62% (1,407)	60% (1,258)	64% (1,406)	26% (641)	19% (441)	26% (541)	23% (508)	100% (2,419)	100% (2,277)	100% (2,107)	100% (2,188)	
11-20 Years	1% (22)	3% (59)	1% (29)	<1% (13)	12% (261)	17% (387)	14% (303)	11% (286)	58% (1,288)	59% (1,338)	58% (1,291)	64% (1,682)	29% (634)	21% (483)	27% (610)	24% (642)	100% (2,205)	100% (2,267)	100% (2,233)	100% (2,623)	
Over 20 Years	2% (21)	3% (35)	2% (27)	<1% (7)	10% (135)	18% (224)	13% (158)	8% (140)	60% (795)	59% (736)	58% (737)	65% (1,071)	29% (382)	21% (260)	23% (280)	26% (437)	100% (1,333)	100% (1,255)	100% (1,202)	100% (1,655)	
Total (N)																	10,180	10,246	10,771	10,788⁴	

Source: TADS Feedback and Development Tool; TADS Student Performance Tool; HISD PeopleSoft Rosters: 2011–2012 as of 04-16-2012; 2012–2013 as of 04-10-2013; 2013–2014 as of 04-14-2014; 2014–2015 as of 05-15-2015.

[†]Accountability ratings not available for school year 2011–2012.

¹98 teachers at Community Services, HCC Life Skills, EL DAEP, or with no school identifying information in HR Roster. Not included in school levels.

²108 teachers at schools without Index 1 Scores or no school identifying information in HR Roster.

³108 teachers at schools without accountability ratings or no school identifying information in HR Roster.

⁴59 teachers without HR Roster identifying information.

Table 4. 2011–2012 through 2014–2015 Instructional Practice (IP) Rating Distribution by Campus and Teacher Characteristics

	IP Level 1 (N)				IP Level 2 (N)				IP Level 3 (N)				IP Level 4 (N)				Totals (N)			
	2011–2012	2012–2013	2013–2014	2014–2015	2011–2012	2012–2013	2013–2014	2014–2015	2011–2012	2012–2013	2013–2014	2014–2015	2011–2012	2012–2013	2013–2014	2014–2015	2011–2012	2012–2013	2013–2014	2014–2015
School Level																				
Elementary	2% (86)	2% (99)	2% (101)	1% (89)	12% (679)	18% (1,041)	14% (862)	14% (857)	70% (3,993)	64% (3,629)	65% (3857)	63% (3,768)	17% (941)	16% (936)	19% (1,136)	21% (1,233)	100% (5,699)	100% (5,705)	100% (5,956)	100% (5,947)
Middle	2% (37)	2% (40)	3% (54)	2% (30)	11% (193)	16% (276)	17% (301)	14% (253)	70% (1,185)	66% (1,142)	65% (1,175)	66% (1,202)	17% (283)	16% (279)	16% (286)	18% (325)	100% (1,698)	100% (1,737)	100% (1,816)	100% (1,810)
High	1% (33)	1% (23)	2% (43)	1% (28)	10% (236)	12% (268)	12% (271)	9% (206)	69% (1,562)	69% (1,590)	67% (1,560)	67% (1,556)	19% (422)	19% (430)	19% (452)	23% (522)	100% (2,253)	100% (2,311)	100% (2,326)	100% (2,312)
Combined	3% (14)	0% (0)	0% (0)	1% (10)	11% (57)	11% (67)	8% (51)	7% (48)	68% (363)	65% (397)	53% (357)	56% (383)	18% (96)	24% (144)	39% (258)	35% (239)	100% (530)	100% (609)	100% (670)	100% (680)
Total																	10,180	10,362	10,768	10,749¹
IR Schools†																				
IR	-	3% (49)	4% (60)	3% (62)	-	24% (427)	25% (432)	22% (433)	-	64% (1,162)	62% (1,047)	67% (1,286)	-	9% (164)	9% (161)	8% (151)	-	100% (1,802)	100% (1,700)	100% (1,932)
Met Standards	-	1% (114)	2% (142)	1% (95)	-	14% (1,225)	12% (1,051)	11% (930)	-	65% (5,596)	65% (5,899)	64% (5,616)	-	19% (1,625)	22% (1,971)	25% (2,166)	-	100% (8,560)	100% (9,063)	100% (8,807)
Total																	-	10,362	10,763	10,739²
Index 1 Scores†																				
Less than 25	-	0% (0)	0% (0)	0% (0)	-	0% (0)	0% (0)	0% (0)	-	80% (44)	50% (6)	0% (0)	-	0% (0)	0% (0)	0% (0)	-	100% (55)	100% (12)	0% (0)
26 to 50	-	3% (14)	6% (39)	4% (52)	-	28% (114)	32% (223)	23% (294)	-	59% (238)	59% (416)	67% (872)	-	9% (38)	4% (25)	6% (74)	-	100% (404)	100% (703)	100% (1,292)
51 to 75	-	2% (106)	3% (136)	2% (97)	-	21% (1,128)	18% (955)	15% (883)	-	67% (3,605)	67% (3,617)	68% (4,072)	-	10% (527)	13% (698)	16% (940)	-	100% (5,366)	100% (5,406)	100% (5,992)
Greater than 75	-	1% (39)	1% (27)	0% (8)	-	9% (402)	6% (300)	5% (186)	-	63% (2,853)	63% (2,893)	57% (1,958)	-	27% (1,220)	30% (1,407)	38% (1,303)	-	100% (4,514)	100% (4,627)	100% (3,455)
Total																	-	10,339	10,748	10,739³
Core Subject Teachers																				
Core	2% (120)	2% (124)	4% (275)	1% (119)	12% (826)	17% (1,207)	19% (1,403)	13% (1,114)	69% (4,749)	64% (4,462)	55% (4,013)	64% (5,351)	17% (1,175)	17% (1,186)	22% (1,564)	22% (1,826)	100% (6,870)	100% (6,979)	100% (7,255)	100% (8,410)
Non-Core	2% (50)	1% (39)	1% (51)	2% (38)	10% (339)	13% (445)	11% (396)	11% (250)	71% (2,354)	68% (2,296)	66% (2,318)	67% (1,594)	17% (567)	18% (603)	21% (755)	21% (496)	100% (3,310)	100% (3,383)	100% (3,520)	100% (2,378)
Total																	10,180	10,362	10,775	10,788⁴
Critical Shortage Teachers																				
Critical Shortage	2% (47)	2% (48)	2% (51)	1% (58)	13% (299)	16% (396)	14% (356)	12% (499)	71% (1,702)	67% (1,659)	67% (1,669)	66% (2,695)	14% (341)	15% (358)	17% (413)	20% (829)	100% (2,389)	100% (2,461)	100% (2,489)	100% (4,081)
Non-Critical Shortage	2% (123)	1% (115)	2% (151)	1% (99)	11% (866)	16% (1,256)	14% (1,129)	13% (865)	69% (5,401)	65% (5,099)	64% (5,282)	63% (4,250)	18% (1,401)	18% (1,431)	21% (1,724)	22% (1,493)	100% (7,791)	100% (7,901)	100% (8,286)	100% (6,707)
Total																	10,180	10,362	10,775	10,788⁴
Years of Experience																				
New Teacher	4% (29)	2% (39)	5% (91)	5% (58)	26% (198)	33% (515)	30% (596)	33% (412)	64% (482)	59% (918)	59% (1,166)	59% (732)	6% (42)	6% (92)	6% (117)	3% (43)	100% (751)	100% (1,564)	100% (1,970)	100% (1,245)
1-5 Years	1% (38)	1% (28)	1% (46)	1% (35)	10% (349)	13% (368)	11% (356)	11% (333)	73% (2,527)	68% (1,954)	67% (2,197)	69% (2,123)	16% (558)	18% (533)	20% (660)	19% (586)	100% (3,472)	100% (2,883)	100% (3,259)	100% (3,077)
6-10 Years	2% (37)	1% (27)	1% (22)	1% (24)	10% (246)	12% (267)	9% (206)	10% (220)	70% (1,704)	69% (1,567)	64% (1,437)	63% (1,386)	18% (432)	18% (416)	25% (568)	26% (558)	100% (2,419)	100% (2,277)	100% (2,233)	100% (2,188)
11-20 Years	2% (37)	1% (33)	1% (20)	1% (29)	11% (245)	14% (314)	10% (210)	10% (264)	67% (1,484)	64% (1,448)	65% (1,374)	63% (1,648)	20% (439)	21% (472)	24% (503)	26% (682)	100% (2,205)	100% (2,267)	100% (2,107)	100% (2,623)
Over 20 Years	2% (29)	2% (30)	2% (22)	1% (11)	10% (127)	13% (168)	10% (115)	8% (135)	68% (906)	63% (789)	65% (776)	64% (1,056)	20% (271)	21% (268)	24% (289)	27% (453)	100% (1,333)	100% (1,255)	100% (1,202)	100% (1,655)
Total																	10,180	10,246	10,771	10,788⁴

Source: TADS Feedback and Development Tool; TADS Student Performance Tool; HISD PeopleSoft Rosters: 2011–2012 as of 04-16-2012; 2012–2013 as of 04-10-2013; 2013–2014 as of 04-14-2014; 2014–2015 as of 05-15-2015.

* n < 5

†Accountability ratings not available for school year 2011–2012.

¹ 98 teachers at Community Services, HCC Life Skills, EL DAEP, or with no school identifying information in HR Roster. Not included in school levels.

² 108 teachers at schools without accountability ratings or no school identifying information in HR Roster.

³ 108 teachers at schools without Index 1 Scores or no school identifying information in HR Roster.

⁴ 59 teachers without HR Roster identifying information.

Table 7. 2011–2012 through 2014–2015 Student Performance (SP) Rating Distribution by Campus and Teacher Characteristics

	SP Level 1 (N)			SP Level 2 (N)			SP Level 3 (N)			SP Level 4 (N)			Totals (N)		
	2012–2013	2013–2014	2014–2015	2012–2013	2013–2014	2014–2015	2012–2013	2013–2014	2014–2015	2012–2013	2013–2014	2014–2015	2012–2013	2013–2014	2014–2015
School Level															
Elementary	19% (480)	14% (434)	12% (385)	21% (528)	17% (521)	25% (789)	40% (1,006)	39% (1,157)	30% (940)	20% (517)	30% (891)	32% (1,008)	100% (2,531)	100% (3,003)	100% (3,122)
Middle	17% (144)	18% (166)	18% (128)	13% (108)	13% (118)	31% (224)	38% (327)	40% (364)	27% (197)	32% (272)	29% (268)	24% (172)	100% (851)	100% (916)	100% (721)
High	0% (0)	0% (0)	4% (18)	0% (0)	35% (9)	13% (62)	0% (0)	27% (7)	16% (78)	0% (0)	27% (7)	67% (315)	0% (0)	100% (26)	100% (473)
Combined	19% (47)	15% (45)	9% (29)	17% (41)	14% (41)	26% (81)	38% (93)	37% (110)	24% (77)	27% (67)	34% (101)	41% (129)	100% (248)	100% (297)	100% (316)
Total													3,633	4,242	4,632¹
Improvement Required (IR) Schools															
IR	31% (189)	33% (165)	29% (192)	28% (171)	24% (116)	37% (241)	32% (199)	33% (161)	21% (137)	9% (58)	10% (51)	13% (82)	100% (617)	100% (493)	100% (652)
Met Standards	16% (484)	13% (483)	9% (368)	17% (507)	15% (573)	23% (915)	41% (1,227)	39% (1,477)	29% (1,155)	26% (798)	32% (1,215)	39% (1,542)	100% (3,016)	100% (3,748)	100% (3,980)
Total													3,633	4,241	4,632¹
Index 1 Scores															
Less than 25	43% (6)	100% (5)	0% (0)	36% (5)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (14)	100% (5)	0% (0)
26 to 50	34% (39)	39% (83)	31% (135)	35% (40)	25% (53)	35% (153)	29% (33)	28% (59)	21% (93)	0% (0)	8% (18)	13% (56)	100% (115)	100% (213)	100% (437)
51 to 75	23% (430)	19% (408)	14% (357)	20% (381)	20% (413)	30% (748)	40% (754)	40% (854)	30% (736)	17% (315)	21% (438)	26% (635)	100% (1,880)	100% (2,113)	100% (2,476)
Greater than 75	12% (198)	8% (151)	4% (68)	16% (252)	12% (223)	15% (255)	39% (637)	38% (725)	27% (463)	33% (537)	42% (810)	54% (933)	100% (1,624)	100% (1,909)	100% (1,719)
Total													3,633	4,240	4,632¹
Core Subject Teachers															
Core	19% (673)	15% (648)	15% (536)	19% (678)	16% (689)	29% (1,104)	39% (1,426)	39% (1,636)	28% (1,227)	24% (856)	30% (1,260)	28% (1,280)	100% (3,633)	100% (4,233)	100% (4,147)
Non-Core	0% (0)	0% (0)	7% (24)	0% (0)	0% (0)	13% (52)	0% (0)	0% (0)	15% (65)	0% (0)	78% (7)	66% (344)	0% (0)	100% (9)	100% (485)
Total													3,633	4,242	4,632¹
Critical Shortage Teachers															
Critical Shortage	19% (673)	21% (114)	9% (126)	19% (678)	13% (73)	23% (334)	39% (1,426)	35% (187)	31% (450)	24% (856)	31% (168)	37% (534)	100% (3,633)	100% (542)	100% (1,444)
Non-Critical Shortage	0% (0)	14% (534)	14% (434)	0% (0)	17% (616)	26% (822)	0% (0)	39% (1,451)	26% (842)	0% (0)	30% (1,099)	34% (1,090)	0% (0)	100% (3,700)	100% (3,188)
Total													3,633	4,242	4,632¹
Years of Experience															
New Teacher	28% (169)	24% (208)	23% (120)	23% (140)	22% (189)	36% (190)	38% (229)	37% (319)	25% (128)	11% (68)	17% (146)	16% (83)	100% (606)	100% (862)	100% (521)
1-5 Years	16% (181)	14% (197)	13% (187)	15% (169)	15% (208)	26% (362)	39% (433)	40% (552)	27% (380)	29% (325)	31% (423)	33% (461)	100% (1,108)	100% (1,380)	100% (1,390)
6-10 Years	18% (139)	13% (113)	13% (117)	18% (135)	14% (121)	24% (212)	39% (296)	36% (314)	27% (246)	24% (184)	37% (324)	36% (321)	100% (754)	100% (872)	100% (896)
11-20 Years	15% (120)	12% (92)	9% (97)	20% (161)	14% (105)	21% (245)	41% (327)	39% (298)	30% (343)	24% (196)	35% (264)	40% (456)	100% (804)	100% (759)	100% (1,141)
Over 20 Years	17% (60)	10% (38)	6% (39)	21% (72)	18% (66)	21% (147)	39% (135)	42% (155)	29% (195)	24% (83)	30% (110)	44% (303)	100% (350)	100% (369)	100% (684)
Total													3,622	4,242	4,632¹

Source: TADS Feedback and Development Tool; TADS Student Performance Tool; HISD PeopleSoft Rosters: 2012–2013 as of 04-10-2013; 2013–2014 as of 04-14-2014; 2014–2015 as of 05-15-2015.

¹ Six teachers with SP missing from HR Roster file.