

MEMORANDUM

June 8, 2015

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

CONTACT: Carla Stevens, 713-556-6700

SUBJECT: **TEACHER APPRAISAL AND DEVELOPMENT SYSTEM END OF YEAR REPORT, 2013–2014**

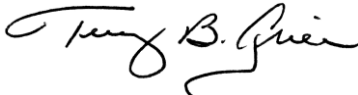
Early in the Effective Teachers Initiative, HISD prioritized the design and implementation of a Teacher Appraisal and Development System (TADS) that gives teachers, principals, and district officials the information they need to improve instructional practice and make staffing decisions that ensure that every student in the district is learning from an effective teacher. The new appraisal system was implemented in 2011–2012. Each teacher is paired with an appraiser who coaches them to become more effective teachers through observations, walkthroughs, curriculum planning, professional development, and assigning student outcome measures to assure overall effective teaching.

Effective teaching is determined by three appraisal components – Instructional Practice (IP), Professional Expectations (PE), and starting in 2012–2013, Student Performance (SP). Teachers are rated on a scale of 1 to 4 along each of these components. These ratings are then calculated together to determine an overall Summative Rating on the same four-point scale: Ineffective, Needs Improvement, Effective, and Highly Effective. The goal of this report is to describe the distribution of teacher summative ratings and the ratings of each criteria that are used to construct a teacher's overall appraisal rating. This report then examines how these ratings are distributed across key campus and teacher level variables. These variables include the school's academic level, Index 1 scores, improvement required ratings, teacher's years of experience, and whether or not a rated teacher is a core-subject or critical shortage instructor.

Some of the highlights are as follows:

- In 2013–2014, a majority of teachers (80 percent) were rated as either effective or highly effective in their overall summative appraisal rating. The percent of those rated as highly effective has increased from 19 percent in 2012–2013 to 22 percent in 2013–2014.
- The district has seen a decrease in elementary and combined school teachers rated as needs improvement in the past two years, from 23 percent to 18 percent and 16 percent to 12 percent, respectively. Elementary school teachers have also increased in the proportion of teachers rated as highly effective, from 17 percent in 2012–2013 to 21 percent in 2013–2014. Combined school teachers also saw a growth in highly effective teachers between the last two school years from 24 percent to 37 percent.
- In 2013–2014, 4,244 of the 10,778 teachers appraised, or 39 percent, received a student performance (SP) rating. This is up six percentage-points from the previous years.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.


_____TBG

Attachment

cc: Superintendent's Direct Reports
Kenya Bradshaw

School Support Officers
Emile Fair



RESEARCH

Educational Program Report

TEACHER APPRAISAL AND DEVELOPMENT SYSTEM
END OF YEAR REPORT,
2013 - 2014



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Teacher Appraisal and Development System End of Year Report, 2013–2014

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 excellent instruction. As part of this initiative, HISD implemented the Teacher Appraisal and Development System (TADS) in 2011–2012 school year 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 2013–2014 with historical data from the program’s inception since 2011–2012. Teacher appraisal outcomes are summarized by each appraisal rating: instructional practice, professional expectations, and student performance. Finally, each appraisal rating is then examined according to select teacher and campus level variables, including school academic level, accountability ratings, and teacher characteristics.

Highlights

- In 2013–2014, a majority of teachers (80 percent) were rated as either effective or highly effective in their overall summative appraisal rating. The percent of those rated as highly effective has increased from 19 percent in 2012–2013 to 22 percent in 2013–2014.
- The district has seen a decrease in elementary and combined school teachers rated as needs improvement in the past two years, from 23 percent to 18 percent and 16 percent to 12 percent, respectively. Elementary school teachers have also increased in the proportion of teachers rated as highly effective, from 17 percent in 2012–2013 to 21 percent in 2013–2014. Combined school teachers also saw a growth in highly effective teachers between the last two school years from 24 percent to 37 percent.
- In 2013–2014, 4,244 of the 10,778 teachers appraised, or 39 percent, received a student performance (SP) rating. This is up six percentage-points from the previous years.
- Overall, SP ratings were relatively aligned with both summative appraisal and instructional practice (IP) ratings. However, when student performance ratings were divided between those with value-added measures (EVAAS) and those without, there was greater misalignment between SP and summative ratings for those SP ratings without EVAAS measures. This suggests that value-added measures – when calculated into a teacher’s overall SP rating – more accurately reflects a teacher’s overall summative appraisal rating (see page 18-21 for more discussion).
- EVAAS ratings were also directionally aligned with both IP and summative ratings. For example, adding together the percentage of effective and highly effective teachers from EVAAS level 1 to EVAAS level 5, there was an increase in effective teachers overall with increased levels of EVAAS. The data show that there were 69 percent, 77 percent, 82 percent, 90 percent, and 95 percent of overall effective teachers with each level increase in EVAAS, respectively.

Recommendations

- Expand utilization of student performance measures in determining overall teacher effectiveness. The goal is to encourage teachers to utilize prior student performance data to guide effective instructional practices as outlined in the Instructional Practice Rubric item PL-1 (see **Appendix C**, page 35 for Instructional Practice Rubric). Student performance measures should act as a quantitative means of understanding the causal relationship between effective teaching practices and the outcome of interest: student achievement/academic growth.
- There should be greater TADS participation. In 2013–2014, 93 percent (10,778) of all appraisal eligible teachers districtwide (11,554) received a summative rating. The goal is to provide feedback and development for all teachers so that all students receive effective instruction.
- Improve training, coaching, and support for appraisers and teachers for accurate rating and development of teacher Instructional Practice.

Administrative Response

- The Teacher Appraisal and Development System process continues to move forward so that all teachers receive an annual evaluation. Although not at 100 percent compliant for all teachers, the goal will be that 100 percent of teachers will receive a summative rating in 2014-2015 through the TADS tool. The process to assure 100 percent completion included PCIM field support, Research and Accountability supplying updated status reports and chiefs and SSO's assistance.
- Work must continue in the area of appraiser calibration accuracy. Some misalignment still exists for teachers with and without EVAAS ratings. To improve appraiser calibrations accuracy, emphasis will be placed on appraiser's norming at the campus level on a regular basis in order to begin conversations around what was observed and how that observation evidence applies to the teacher rubric evaluation. In addition, greater emphasis and more robust training materials will be created for new appraisal training so newly certified appraisers have a greater understanding of collecting observation and walkthrough evidence that will then apply to teacher rubric evaluations.
- Student Performance becoming the third component of a teacher's evaluation has moved forward in 2014-2015. Work continues around the Student Performance process with continued field support from the PCIM's and Research and Accountability producing updated status reports. Taking the work through completion in 2014-2015 has uncovered many unforeseen obstacles to achieving 100% SP completion. Uncovering these obstacles will allow the PCIM team, along with Research and Accountability, IT and the Office of School Support to strategically plan to overcome these obstacles in the 2015-2016 school year and assure a greater percentage of teachers will have SP included as a evaluative measure.

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. The new appraisal system was implemented in 2011–2012. Each teacher is paired with an appraiser who coaches them to become more effective teachers through observations, walkthroughs, curriculum planning, professional development, and assigning student outcome measures to assure overall effective teaching.

Effective teaching is determined by three appraisal components – Instructional Practice (IP), Professional Expectations (PE), and starting in 2012–2013, Student Performance (SP). Teachers are rated on a scale of 1 to 4 along each of these components. These ratings are then calculated according to matrices that determine an overall Summative Rating on the same four–point scale: 1 being ineffective, 2 as needs improvement, 3 as effective, and 4 as highly effective (see **Appendix A**, page 29 for ratings calculations). The goal of this report is to describe the distribution of teacher summative ratings and the ratings of each criteria that are used to construct a teacher’s overall appraisal rating. This report then examines how these ratings are distributed across key campus and teacher level variables. These variables include the school’s academic level, Index 1 scores, improvement required ratings, teacher’s years of experience, and whether or not a rated teacher is a core–subject or critical shortage instructor.

Methods

Data Collection and Analysis

- Teacher appraisal data were collected from the 2011–2012 to 2013–2014 school years. Appraisal data for employees with job titles beginning with “Tchr” and “CATE” found in PeopleSoft records from the HISD Human Resources Department as of mid-April are included in this report. Associate teachers are not included in this report. Teacher demographic variables were also pulled from human resources records. Teacher years of experience was determined using total HISD local experience.
- Core subject teachers were identified from the ASPIRE team in HISD Research and Accountability. Core teachers include those that teach 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 varies from year to year and usually include bilingual educators, 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 came from the TADS Feedback and Development (F&D) Tool used by teachers, principals, and district officials to track appraisal activity. Ratings for instructional practice (IP), professional expectations (PE), student performance (SP), and overall summative ratings were pulled from this information technology tool. IP, PE, and SP ratings range from 1 through 4. Summative ratings range from 1–ineffective, 2–needs improvement, 3–effective, and 4–highly effective.
- EVAAS data were obtained from the HISD Research and Accountability Department ASPIRE team. EVAAS ratings range from 1 to 5, where 1 is ineffective to 5 as highly effective (see **Appendix D**, page 37 for an explanation of EVAAS).

- Accountability ratings were obtained from the TEA accountability data download for 2012–2013 and 2013–14. Accountability data and accountability Index I Scores were not available for 2011–2012 (see **Appendix E**, page 38 for explanation of state accountability ratings and Index I Scores).

Data Limitations

Where indicated, the reader will find footnotes explaining data limitations. Data limitations include smaller numbers of teachers appraised along campus and teacher characteristics. For example, some teachers were dropped from a category if they taught at a school that did not receive accountability ratings or if missing data were found in PeopleSoft records containing local teaching experience.

Results

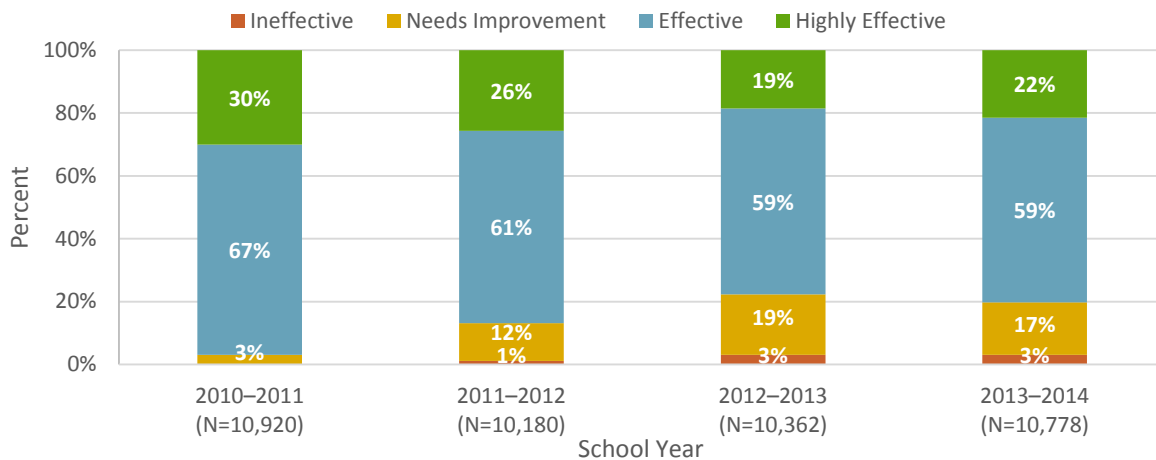
What was the distribution of IP, PE, SP, and Summative Ratings for teachers districtwide?

Summative Ratings

Each teacher in HISD is given an overall summative appraisal rating under the Teacher Appraisal and Development System. Summative ratings are calculated using three different components: Instructional Practice (IP), Professional Expectations (PE), and, when available, Student Performance (SP) ratings. Using matrix look-up tables, these ratings are calculated together to create the overall summative rating (see **Appendix A**, page 29 for details on rating calculations).

- In 2013–2014, there were a total of 11,554 teachers identified districtwide using “Tchr” and “CATE” job titles. Of these teachers, 10,778 (93 percent) received an overall summative rating. The percentage of teachers not rated in 2013–14 increased 1 percent point (7 percent) compared to 2012–2013 (6 percent).¹
- Shown in **Figure 1**, of the 10,778 rated teachers in 2013–2014, 3 percent were rated ineffective, 17 percent needs improvement, 59 percent effective, and 22 percent highly effective. The proportion of teachers receiving an appraisal rating of ineffective has remained relatively stable between 1 percent and 3 percent of all teachers appraised. Teachers rated as needing improvement has ranged from 12 percent to 19 percent from 2011–2012 and 2013–2014, respectively.
- Teachers receiving an effective appraisal rating ranged from 61 percent in 2011–2012 and 59 percent in 2012–2013 and 2013–2014.

Figure 1. Summative appraisal ratings 2011–2014 compared to PDAS ratings 2010–2011



Source: TADS F&D Tool.

- Greatest fluctuations in summative ratings can be seen in those teachers rated as highly effective (**Figure 1**). In 2011–2012, 26 percent of teachers were rated as highly effective, which decreased to

¹ Teachers may not be rated due to late hiring, job title changes, incorrect job titles in PeopleSoft, or split roles that require teachers to teach students less than 50% of the instructional day.

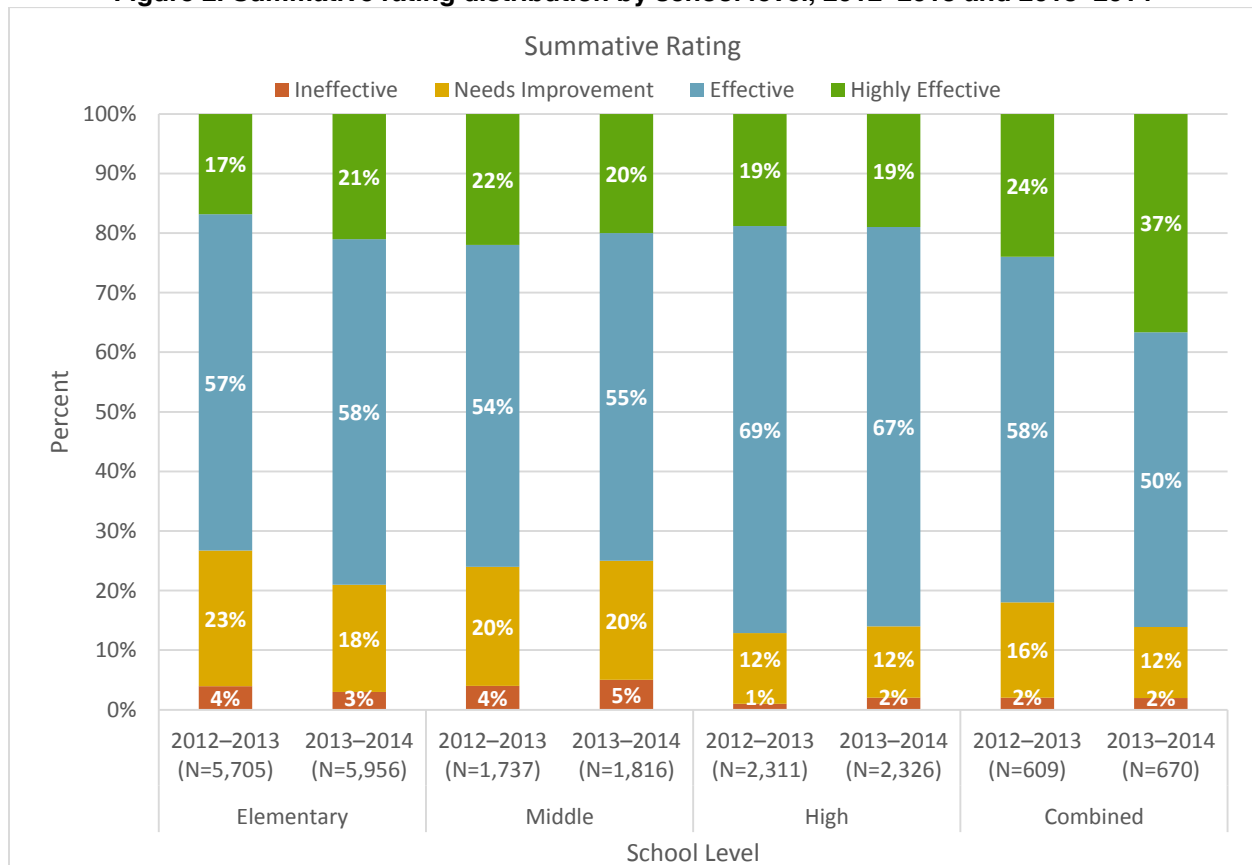
19 percent and 22 percent in the following two years. However, this change may be attributed to the introduction of SP ratings into the overall summative appraisal calculations.

- PDAS, or the Professional Development and Appraisal System, ratings were also compared to TADS ratings. Under this former appraisal system mandated by the state, 97 percent of appraised HISD teachers received a rating of proficient or exceeding expectations. In the following three school years under the locally developed TADS, 87 percent, 78 percent, and 80 percent of teachers, respectively, were rated as effective or highly effective teachers (**Figure 1**, page 5). However, PDAS ratings used a three-point scale as opposed to four under TADS; direct comparisons across these two appraisal systems cannot be made.

Campus Level

- **Figure 2** shows summative rating distributions by school level. Elementary and combined multi-level schools saw a drop in teachers rated as needs improvement in the last two years from 23 percent to 18 percent and 16 percent to 12 percent, respectively. Over the same time period, elementary schools increased their ratings of highly effective teachers by 4 percentage-points from 17 percent in 2012–2013 to 21 percent in 2013–2014. Combined schools saw a greater increase in highly effective teachers over these two years, from 24 percent to 37 percent, an increase of 13 percentage-points (see **Table 4**, page 39).

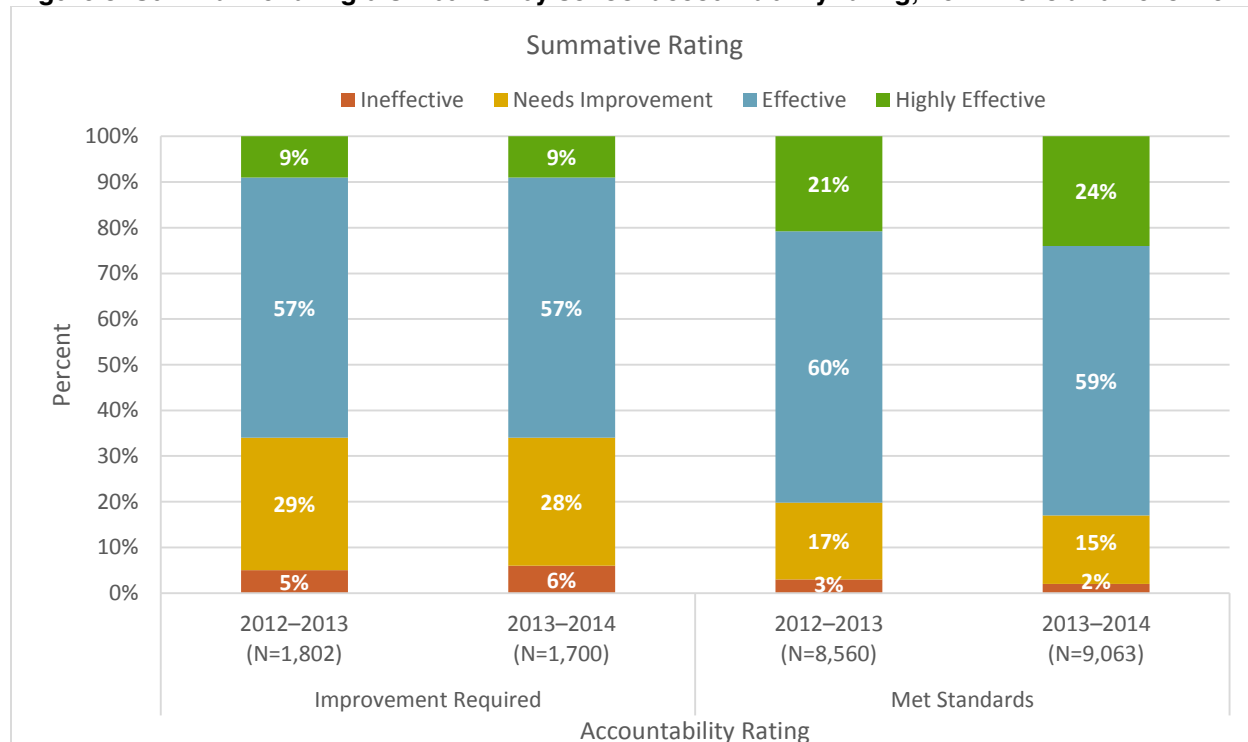
Figure 2. Summative rating distribution by school level, 2012–2013 and 2013–2014



Source: TADS F&D Tool

- **Figure 3** shows summative ratings broken down by school accountability ratings. The distribution of ineffective teachers between 2013–2014 and 2012–2013 were relatively small (+/- 1 percentage-point) for both improvement required schools and schools that met standards. However, the difference in the percentage of ineffective teachers between groups was three to four percentage-points with IR schools having a higher percentage of ineffective teachers.
- The majority of teachers in both IR and met standards schools were rated as effective in the past two years. However, there were at least 12-percentage-points more teachers rated as needs improvement in IR schools compared to teachers in schools that met standards for the past two years. (**Table 4**, page 39).

Figure 3. Summative rating distribution by school accountability rating, 2012–2013 and 2013–2014



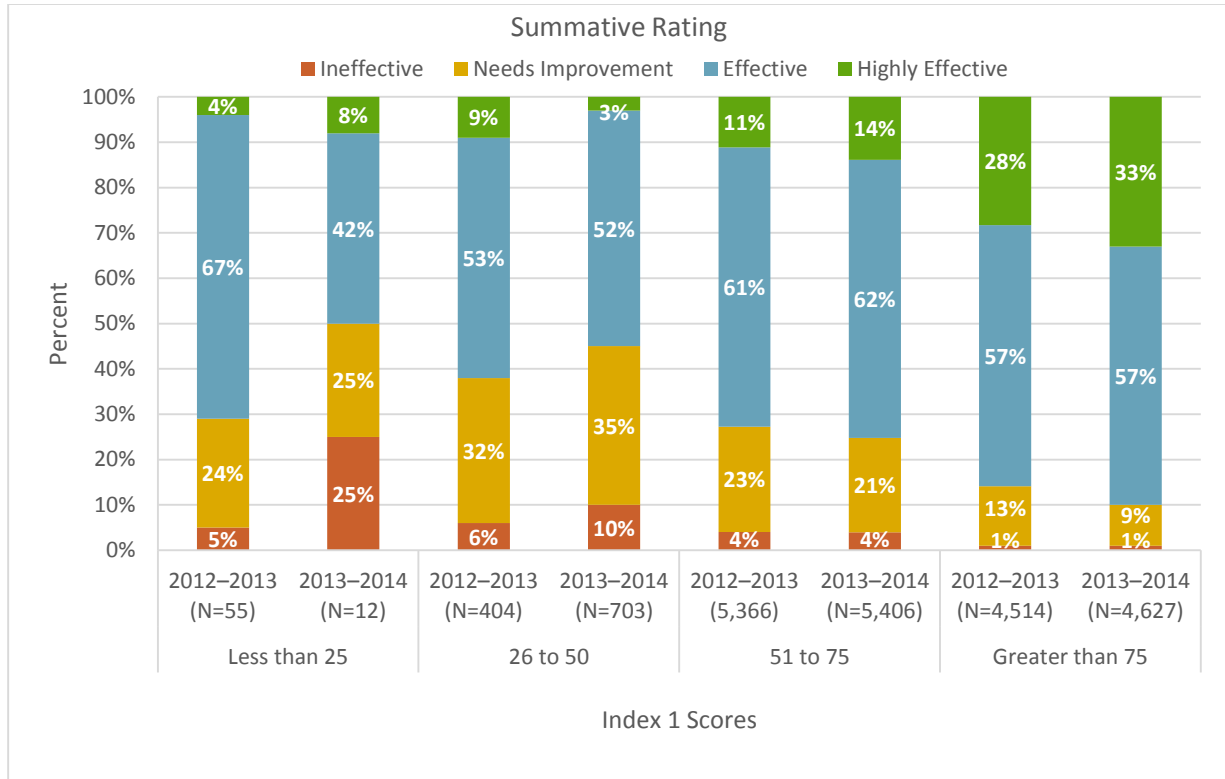
Source: TADS F&D Tool; TEA Accountability

- The largest difference in summative ratings observed over the past two years can be found between the first two categories of Index 1 scores at the campus level (see **Table 4**, page 39). **Figure 4** (page 8) shows summative ratings by school Index 1 scores. Index 1 scores have been categorized by score values. Campuses with Index scores less than 25, or the lowest scores category, saw a 20 percentage-point increase of teachers being rated as ineffective between 2012–2013 and 2013–2014. However, the number of teachers in this category is very small.
- There was also a four-percentage-point increase in teachers rated as ineffective at schools with an Index 1 score between 26 and 50, jumping from 6 percent in 2012–2013 to 10 percent in 2013–2014. Furthermore, schools with Index 1 scores less than 25 saw a 25 percentage-point drop in teachers rated as effective (67 percent effective in 2012–2013 to 42 percent effective in 2013–2014), but gained

four percentage-points in teachers rated as highly effective between 2013–2014 and 2012–2013 (4 percent to 8 percent, respectively). (See **Table 4**, page 39).

- The highest performing campuses on Index 1 scores also had the highest percentage of highly effective teachers and the lowest percentage of ineffective teachers.

Figure 4. Summative rating distribution by school index 1 score category, 2012–2013 and 2013–2014

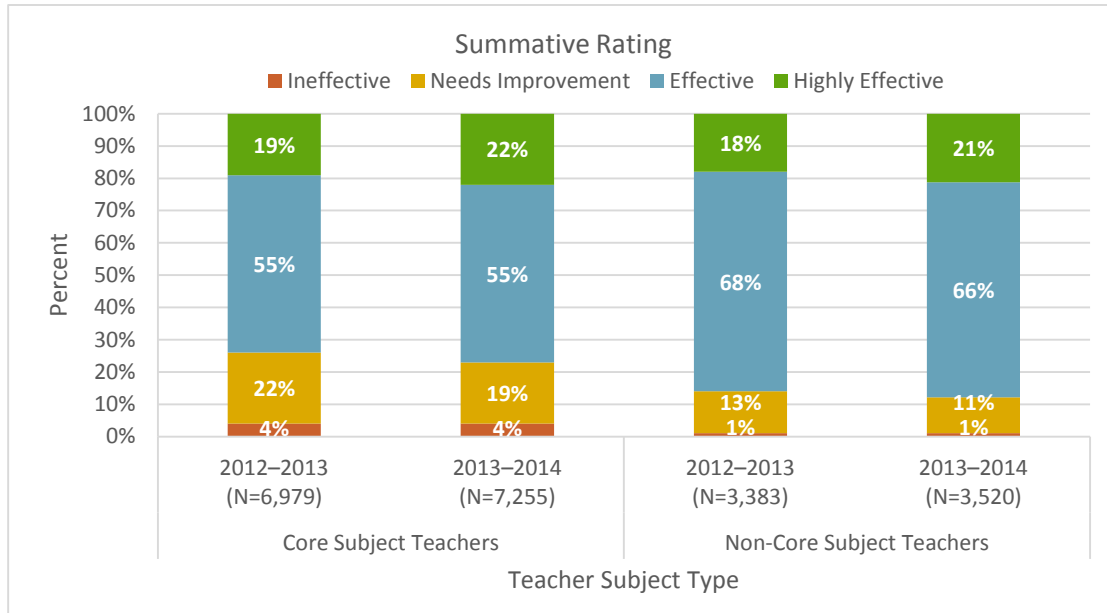


Source: TADS F&D Tool; TEA Accountability

Teacher Level

- There was little variation in summative ratings across all teacher level characteristics between 2013–2014 and 2012–2013: whether or not teachers were core subject teachers (yes or no), critical shortage teachers (yes or no), or across total years of HISD teaching experience (5 categories). The majority of all teachers were rated as effective across each of these descriptors (**Table 4**, page 39).
- **Figure 5** (page 9) shows summative rating distributions by core-subject teacher status. Non-core subject teachers were more frequently rated as effective (66 percent) than core teachers (55 percent) in 2013–14. This observation was similar for 2012–2013.
- The distribution of highly effective teachers was consistent across both groups, each increasing by three percentage points since 2012–2013.

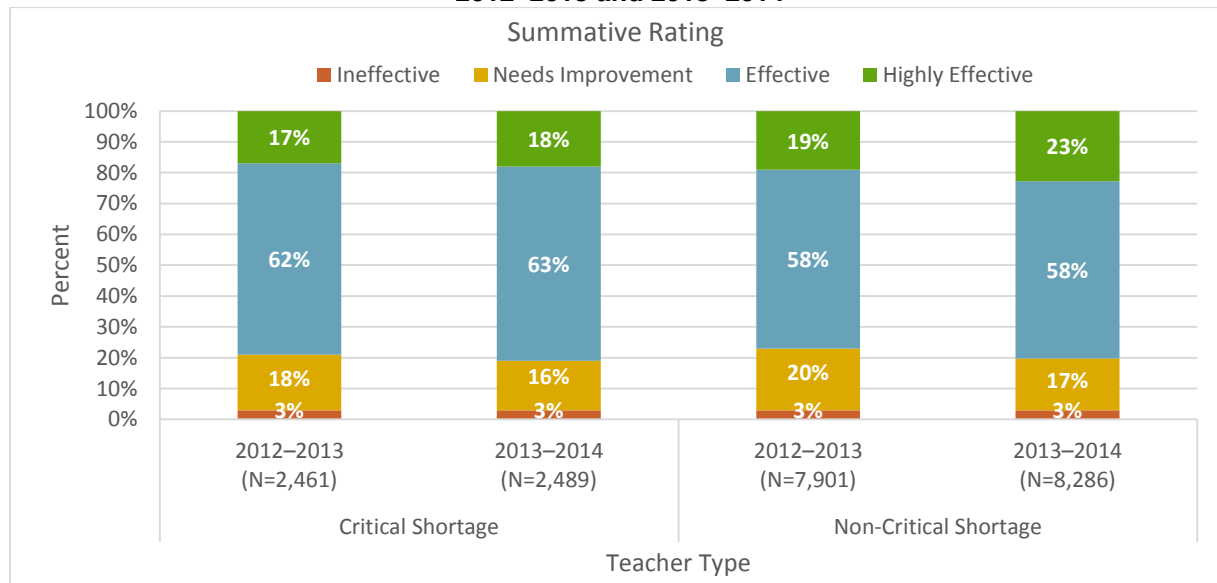
Figure 5. Summative rating distribution by core teachers and non-core teachers, 2012–2013 and 2013–2014



Source: TADS F&D Tool; Research and Accountability

- **Figure 6** shows teacher summative rating by critical shortage status. Critical shortage teachers were also more likely to be rated as effective (63 percent) compared to non-critical shortage teachers (58 percent) in 2013–14.
- The percentage of highly effective teachers was 5 percentage-points higher for non-critical shortage teachers than those in critical shortage areas in 2013–2014.

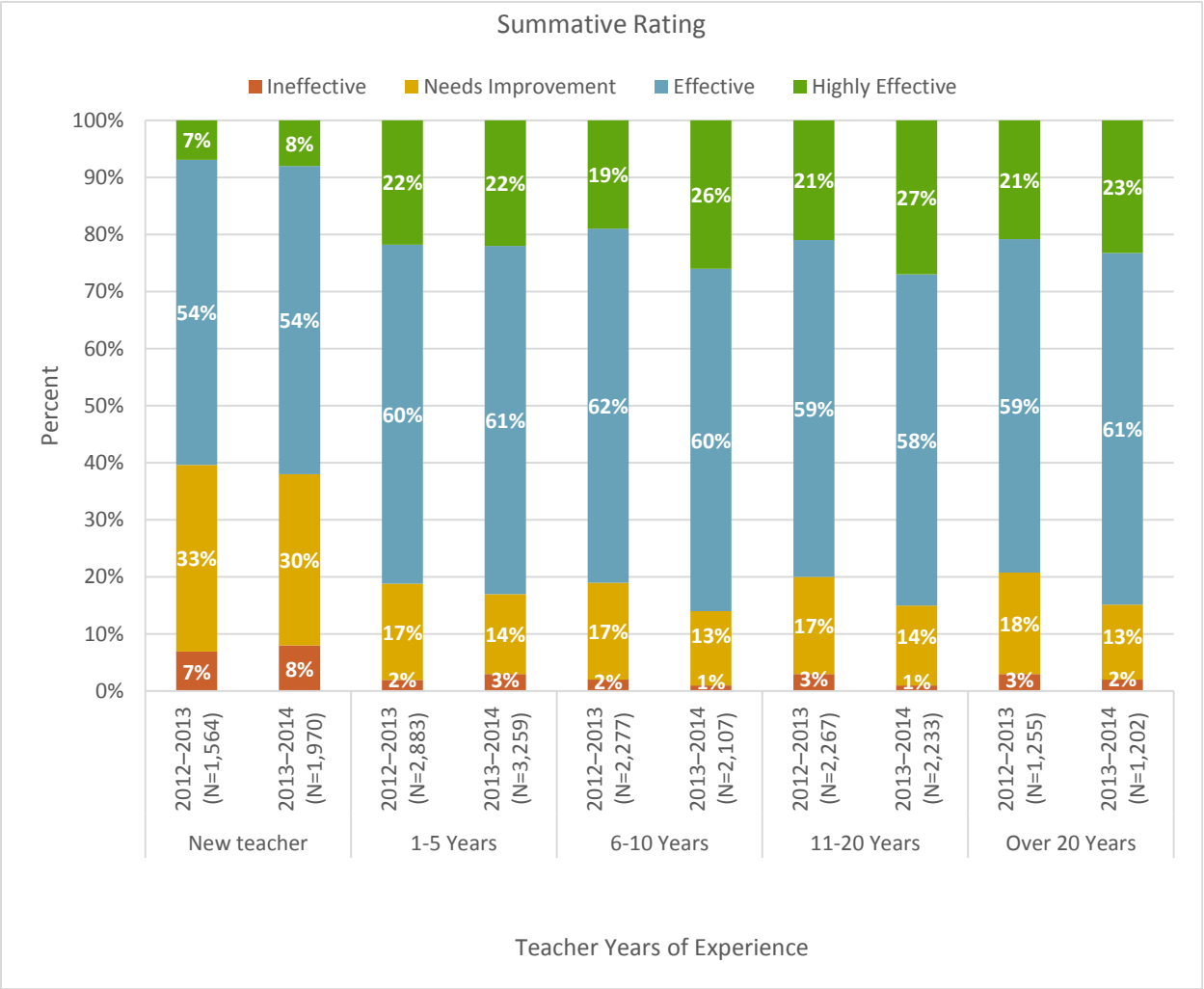
Figure 6. Summative rating distribution by critical shortage teacher status, 2012–2013 and 2013–2014



Source: TADS F&D Tool

- **Figure 7** illustrates summative ratings by teacher years of experience as measured by HISD local experience. A majority of teachers within any experience category was likely to be rated as effective or highly effective, from a low of 62 percent in 2013–2014 for new teachers to a high of 85 percent for teachers with at least 6-10 years of experience.
- Even though the majority of new teachers were rated as effective, new teachers overall were approximately two times more likely to be rated as needing improvement compared to their more experienced colleagues. This relationship was true in the past two school years (see **Table 4**, page 39).

Figure 7. Summative rating distribution by HISD local years of experience, 2012–2013 and 2013–2014



Source: TADS F&D Tool; PeopleSoft

- **Table 1** below shows the summative rating changes between 2012–2013 to 2013–2014. Of the 10,778 rated in 2013–2014, about 23 percent of these teachers were not rated in the previous school year, 2012–2013. Of teachers that were not rated, 63 percent (1,557) were rated as effective or higher.
- Of those that were rated effective in 2012–2013, 89 percent (4,526) remained effective or higher in 2013–2014. Eleven percent (542) of teachers rated effective in 2012–2013 were rated as needs improvement or lower in 2013-2014.

Table 1. Summative ratings changes between 2012–2013 to 2013–2014

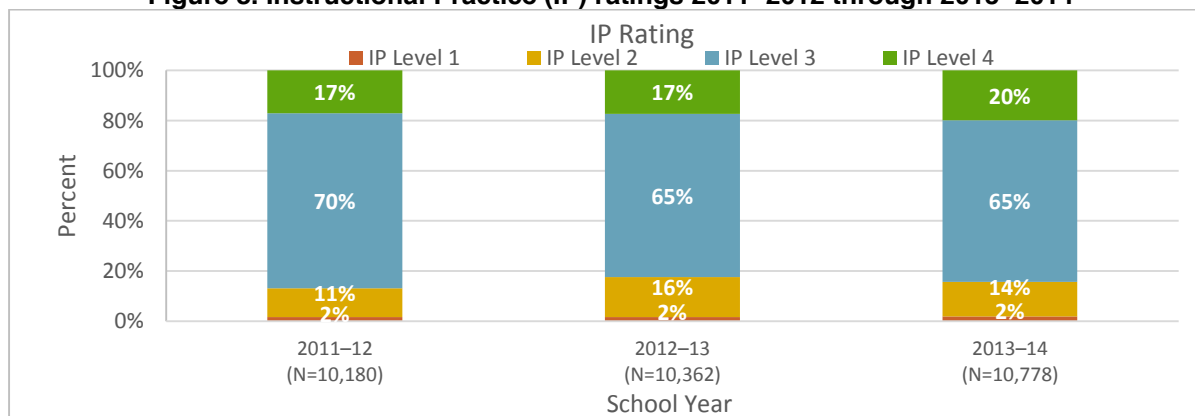
		2013–2014 Summative Ratings				
2012–2013 Summative Ratings	Ineffective	Needs Improvement	Effective	Highly Effective	Total	
Not Rated	2% (183)	7% (720)	12% (1,328)	2% (229)	23% (2,460)	
Ineffective	0.3% (31)	1% (59)	1% (72)	0.1% (7)	2% (169)	
Needs Improvement	1% (74)	4% (460)	8% (836)	1% (128)	14% (1,498)	
Effective	0.3% (35)	5% (507)	34% (3,620)	8% (906)	47% (5,068)	
Highly Effective	0.03% (3)	0.5% (53)	4% (478)	10% (1,049)	15% (1,583)	
Total	3% (326)	17% (1,799)	59% (6,334)	22% (2,319)	100% (10,778)	

Source: TADS F&D Tool; Note: Percents shown are of the total 2013–2014 population of teachers with ratings – 10,778. The bold within the table reflects the matrix diagonal where the ratings were the same both years.

Instructional Practice (IP)

- The distribution of teacher IP ratings did not vary considerably between 2011–2012 and 2013–2014. As shown in **Figure 8**, the majority of teachers received effective IP ratings (65 percent) in 2012–2013 and 2013–2014. This is a five-percentage-point decrease from 70 percent of teachers rated effective in 2011–2012. It is important to note that under the Professional Development and Appraisal System used in 2010–2011, the rating system was out of 3 rather than 4 under TADS, which does not allow for direct comparison.
- There has also been a gain in the proportion of teachers rated as highly effective in 2013–2014. In 2013–2014, 20 percent of teachers rated were appraised as highly effective compared to 17 percent of teachers rated in 2011–2012 and 2012–2013.

Figure 8. Instructional Practice (IP) ratings 2011–2012 through 2013–2014

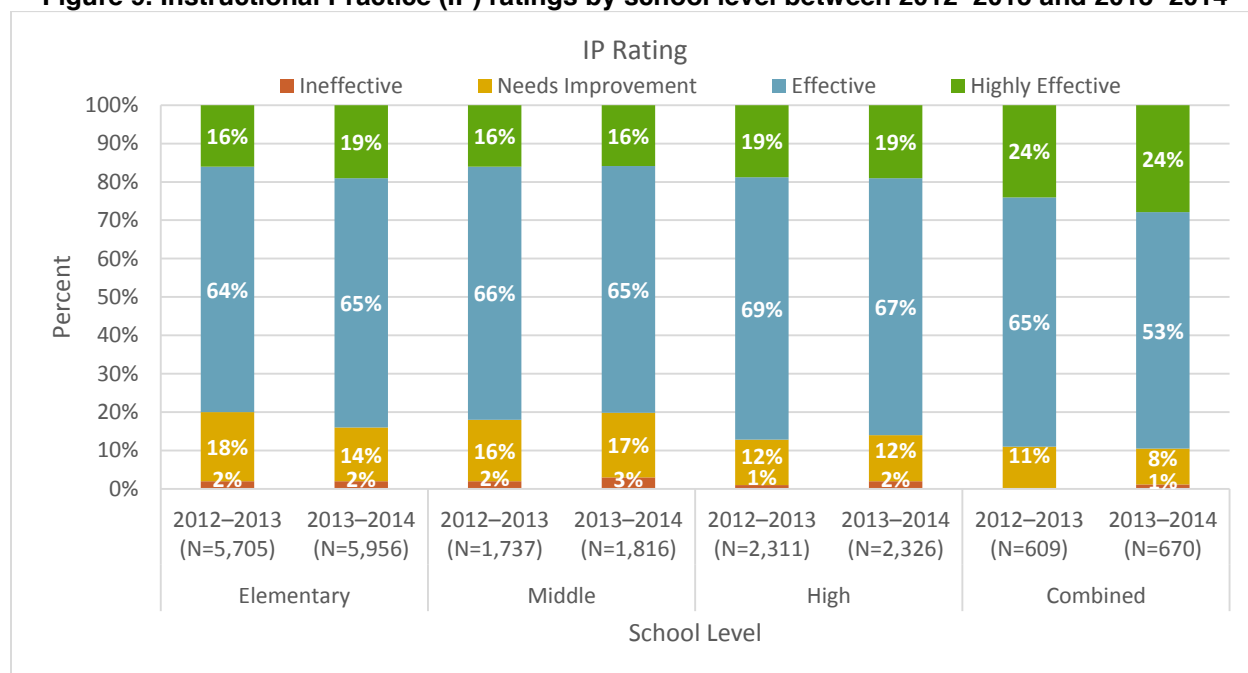


Source: TADS F&D Tool

Figure 9 and **Table 5** (page 40) summarize each IP rating along campus and teacher-level variables of interest for the past two school years:

- Combined schools had the highest proportion of highly effective teachers in Instructional Practice for both 2012–2013 and 2013–2014 (24 and 39 percent) compared to all other school levels. However, combined schools had the smallest proportion of effective teachers in instructional practice for school year 2013–2014 (53 percent, **Figure 9**).
- Elementary school teachers saw the greatest joined gain (4 percentage points) in effective and highly effective teachers from 2012–2013 to 2013–2014 (80 percent to 84 percent, respectively) compared to all other school levels (Figure 9).

Figure 9. Instructional Practice (IP) ratings by school level between 2012–2013 and 2013–2014

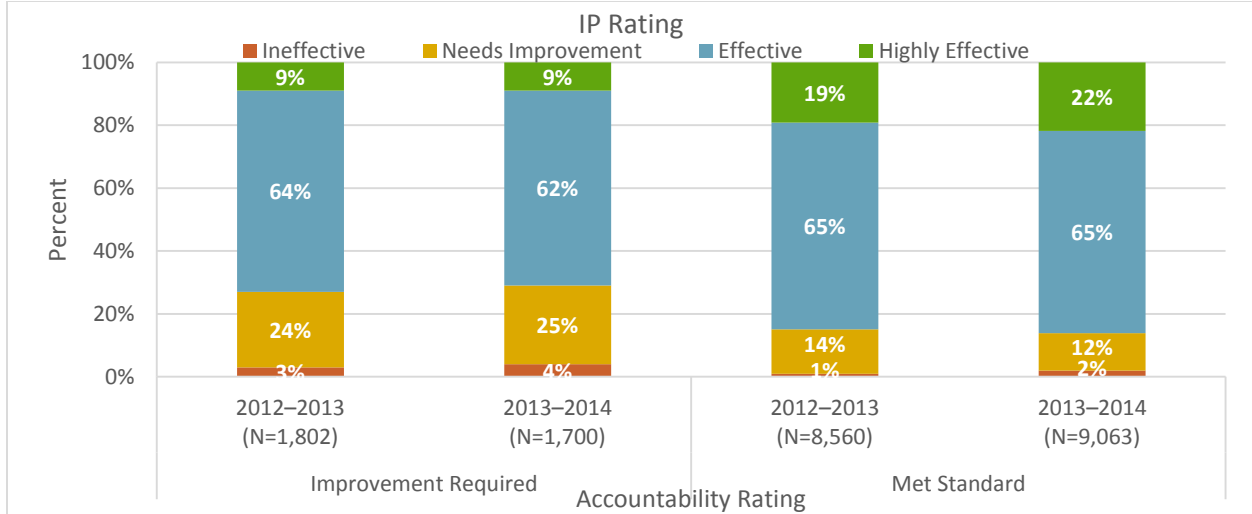


Source: TADS F&D Tool

Figure 10 (page 13) shows Instructional Practice ratings by school accountability rating.

- Teachers at schools that met state accountability standards were more likely to be rated as effective or highly effective compared to teachers at schools that are rated improvement required. For example, the proportion of teachers rated as effective and highly effective in 2013–2014 at schools that met standards was 87 percent, compared to 71 percent at improvement required schools for the same year.
- The percentage of teachers rated effective or highly effective increased 3 percentage points for teacher at schools that met state accountability standards between 2012–2013 and 2013–2014 (84 to 87 percent). This figure dropped 2 percentage points for the same time periods for schools that did not meet standards (73 to 71 percent).

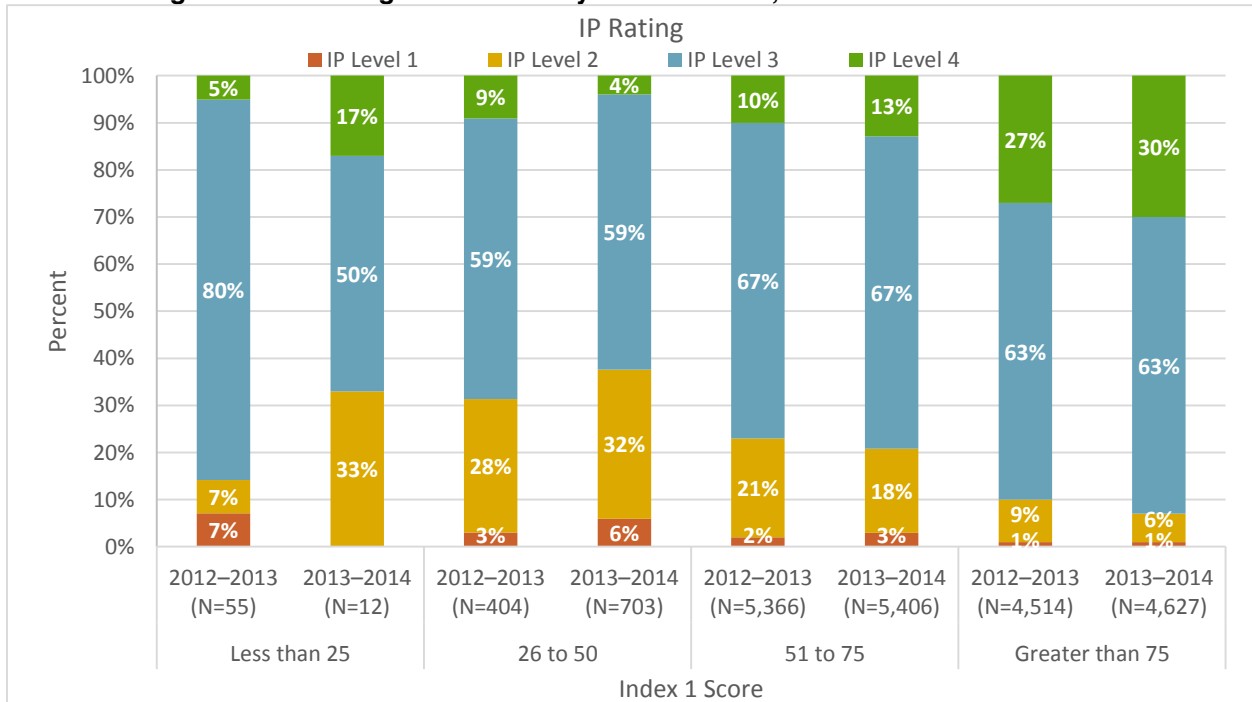
Figure 10. Instructional Practice Ratings (IP) by State Accountability Rating, 2012–2013 and 2013–2014



Source: TADS F&D Tool.

- Many of the same relationships observed in summative ratings were mirrored for instructional practice ratings with one key exception. Teachers rated as ineffective for IP represented a smaller percentage when compared to teachers appraised as ineffective for overall summative ratings for the lowest category of Index 1 scores. **Figure 11** shows zero percent of teachers at schools in the bottom Index 1 score category were rated as Level 1 for IP for 2013–2014. Although the number of teachers was small, 25 percent (n=3) of teachers were rated as ineffective for their summative rating in the same year (**Figure 4**, page 8).

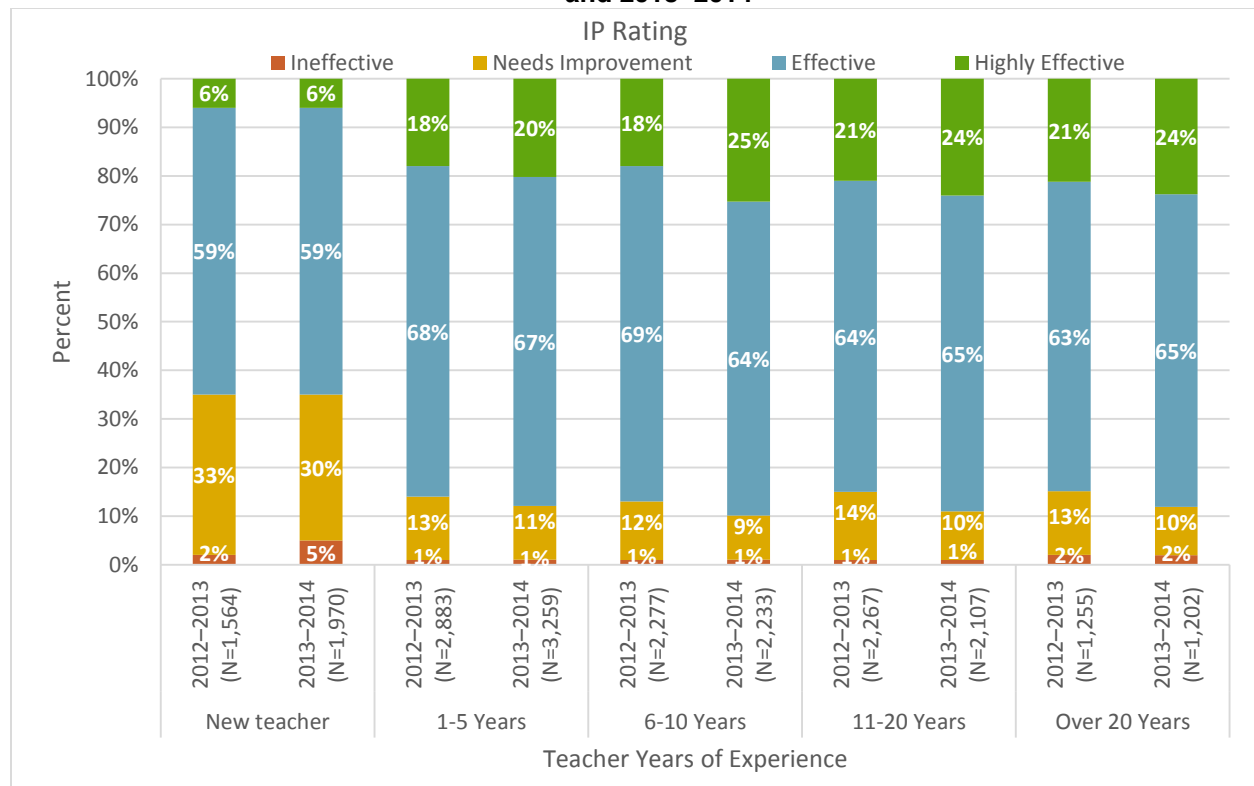
Figure 11. IP Rating Distribution by Index 1 Score, 2012–2013 and 2013–2014



Source: TADS F&D Tool; TEA Accountability

- **Figure 12** below shows IP ratings by teacher years of experience. New teachers were less likely to be rated as effective or highly effective for the past two years (65 percent) compared to teachers with greater years of experience. For example, in 2013–2014, 87 percent of teachers with 1 to 5 years of experience were rated as either effective or highly effective. This is a difference of 22 percentage points between these two groups.
- Teacher groupings with the most effective and highly effective IP ratings fall in the 6-10, 11-20, and over 20 years of experience categories (89 percent in 2013–2014).

Figure 12. Instructional Practice (IP) Ratings by HISD Local Years of Experience, 2012–2013 and 2013–2014



Source: TADS F&D Tool.

- **Table 2** (page 15) shows IP rating changes between 2012–2013 and 2013–2014. Ninety-three percent (5,190) of teachers rated level 3 in 2012–2013 maintained or improved their rating in 2013–2014. Seven percent (407) of teachers rated effective in 2012–2013 received a lower rating in 2013–2014. Sixty-six percent (792) of teachers rated level 2 improved their rating to a 3 or 4 in 2013–2014.
- Seventy-one percent (1,042) of teachers rated level 4 in 2012–2013 maintained the same rating in 2013–2014. One percent (17) of teachers rated level 4 in 2012–2013 were rated level 1 or 2 in the following year.

Table 2. Instructional Practice (IP) rating changes between 2012–2013 to 2013–2014
2013–2014 IP Ratings

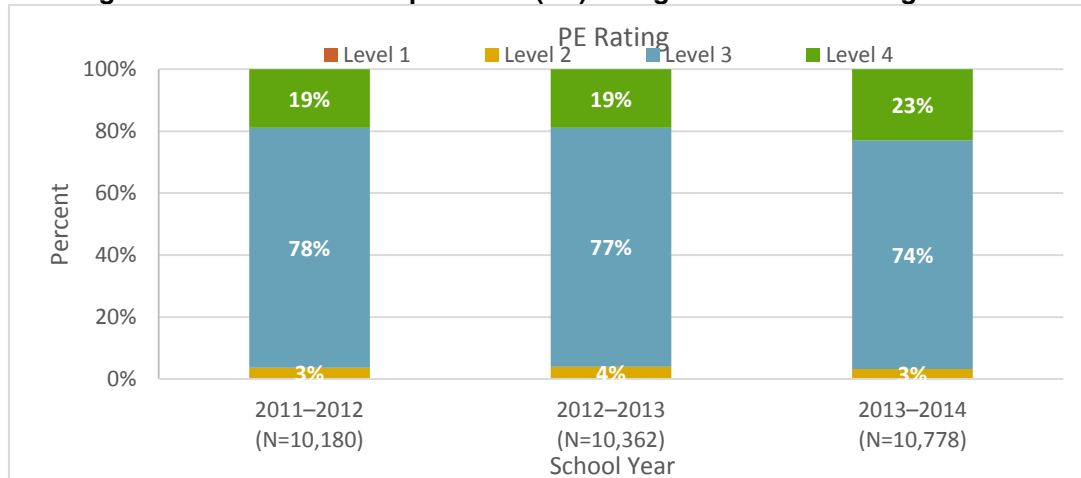
2012–2013 IP Ratings	Level 1	Level 2	Level 3	Level 4	Total
Not Rated	1% (118)	6% (699)	14% (1468)	2% (175)	23% (2460)
Level 1	0.2% (18)	0.2% (22)	0.1% (16)	0.03%(3)	1% (59)
Level 2	0.4% (46)	3% (361)	7% (757)	0.3% (35)	11% (1199)
Level 3	0.2% (19)	4% (388)	40% (4308)	8% (882)	52% (5597)
Level 4	0.01% (1)	0.1% (16)	4% (404)	10% (1042)	14% (1463)
Total	2% (202)	14% (1486)	65% (6953)	20% (2137)	100% (10778)

Source: TADS F&D Tool; Note: Percents shown are of the total 2013–2014 population of teachers with ratings – 10,778. The bold within the table reflects the matrix diagonal where the ratings were the same both years.

Professional Expectations (PE)

- For PE ratings in 2013–2014, the majority of teachers were rated Level 3 (74 percent) followed by Level 4 (23 percent), Level 2 (3 percent), and no one rated as Level 1 for professional expectations as shown in **Figure 13**.
- The Level 2 ratings did not greatly differ for the three years of TADS ratings for PE. However, the percentage of teachers rated Level 3 decreased by four percentage-points from 2011–2012 while the percentage of teachers rated Level 4 increased by the same rate.

Figure 13. Professional Expectation (PE) ratings 2011–2012 through 2013–2014



Source: TADS F&D Tool

Student Performance (SP)

Student Performance, or SP, is a composite measure that may include value-added (EVAAS), comparative growth (Norm-Referenced Test, TELPAS), or student progress (districtwide, appraiser approved, pre-approved) measures. Teachers must have at least two SP measures in order to have an SP rating calculated in their summative rating. The performance level of each non-value-added measure is added together and averaged to create the non-value-added SP score. The value-added score, if it is available, is

then included into the SP rating using a matrix (See **Appendix A**, page 29 for SP Rating Matrix). If a teacher does not have any SP measures, their overall summative rating is their IPxPE rating.

- In **Table 3** below, there were 4,244 teachers with SP ratings in 2013–2014. Out of the 10,778 teachers rated, this accounts for about 39 percent of teachers rated that had at least two student performance measures calculated in their overall summative rating (**Table 7**, page 42). The proportion of teachers appraised receiving an SP rating is up 4 percentage-points from 2012–2013, where 35 percent of appraised teachers received an SP rating. SP was included in the summative rating calculation for the first time in 2012–2013. 84 percent of teachers are projected to receive an SP rating in 2014–2015.

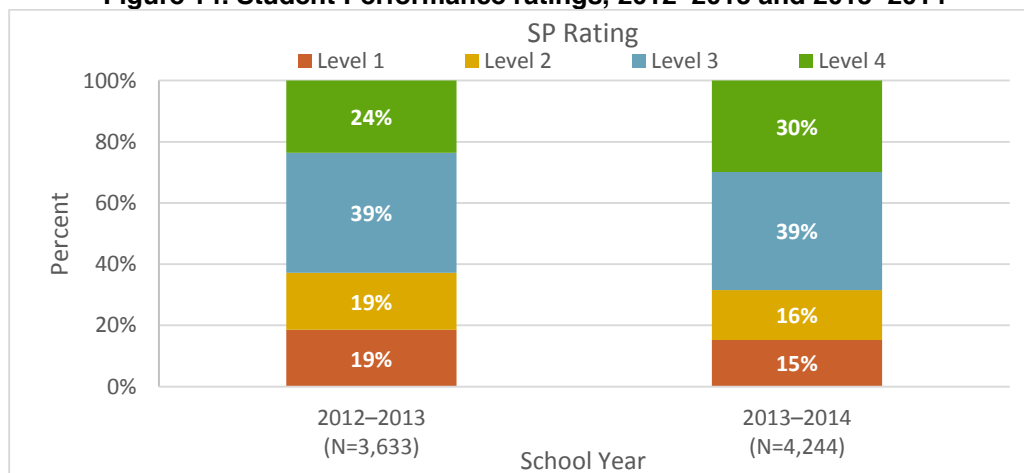
Table 3. Number and percent of teachers with SP Ratings, 2012–2013, 2013–2014 and projected for 2014–2015

School Year	Number of teachers with SP	% of teachers with SP	Total Appraised Teachers
SY 2012–13	3,633	35%	10,362
SY 2013–14	4,244	39%	10,778
SY 2014–15 (Projected)	9,837	84%	11,750*

Source: TADS SP Tool; * Projected appraised teachers defined as “Tchr” and “CATE” job titles from the April 27, 2015 PeopleSoft Roster.

- **Figure 14** presents the SP rating distribution for teachers. Sixty-nine percent of teachers with SP had at least a level 3 on SP in 2013–2014 compared to 63 percent in 2012–2013.

Figure 14. Student Performance ratings, 2012–2013 and 2013–2014



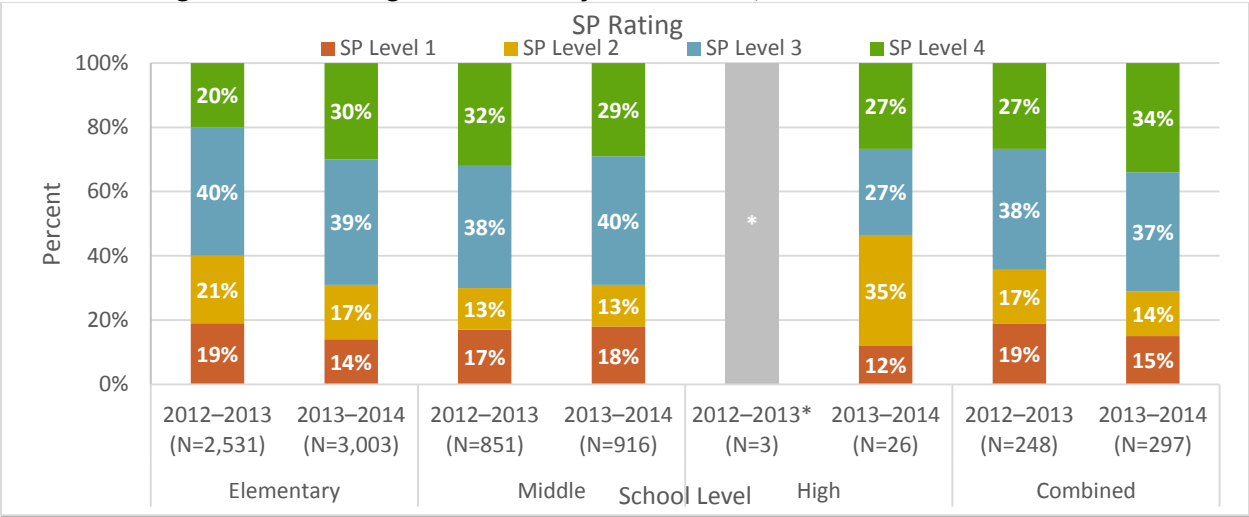
Source: TADS F&D and SP Tool.

Campus Level

- **Table 6** (page 41) and **Figure 15** (page 17) below show elementary school teachers dominated in number of teachers rated for SP: 71 percent of teachers with SP ratings were from elementary schools compared to 22 percent of middle school, 1 percent of high school, and 7 percent teachers in combined schools for 2013–2014.

- **Figure 15** also shows that in 2013–2014, there was a 10-percentage-point increase in elementary teachers being rated as SP Level 4 (30 percent) compared to 2012–2013 (20 percent). Combined-level teachers also experienced an increase of 7 percentage points in teachers rated as highly effective.
- SP ratings of at least 3 ranged by academic level in 2013–2014 from 54 percent in high schools to 71 percent for combined-level schools.

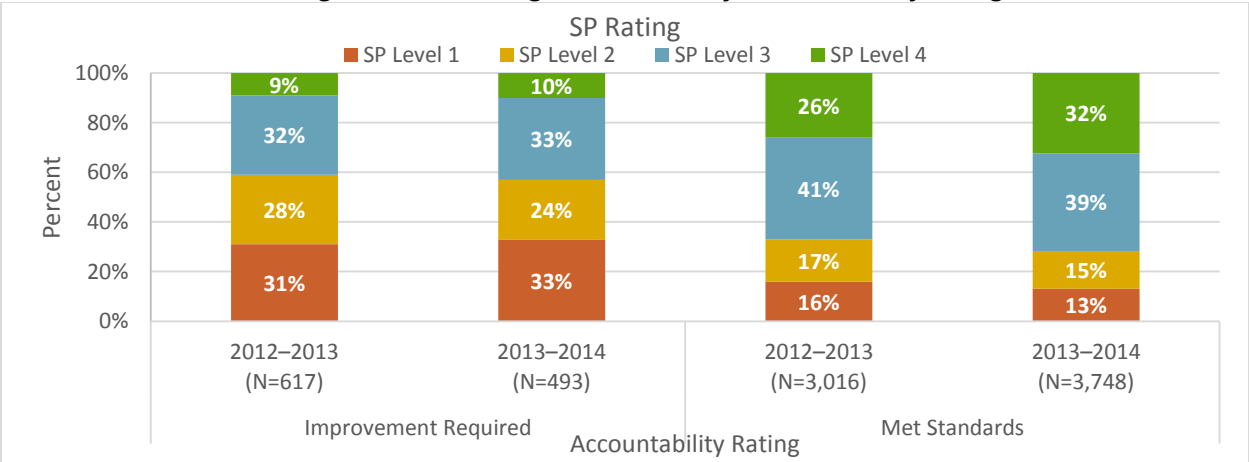
Figure 15. SP rating distribution by school level, 2012–2013 and 2013–2014



Source: TADS F&D Tool; * Less than 5 teachers rated on SP.

- There were considerably more teachers with SP ratings at schools that met standards (3,748, or 88 percent) compared to IR schools (493, or 12 percent) in 2013–14 (**Figure 16**).
- Of the IR schools, approximately one third of teachers were rated as Level 1, a quarter as Level 2, another third as Level 3, and 10 percent as Level 4 for SP ratings in 2013–2014. 71 percent of teachers were rated as Level 3 or Level 4 for SP ratings in schools that met the state accountability standards (**Figure 16**).

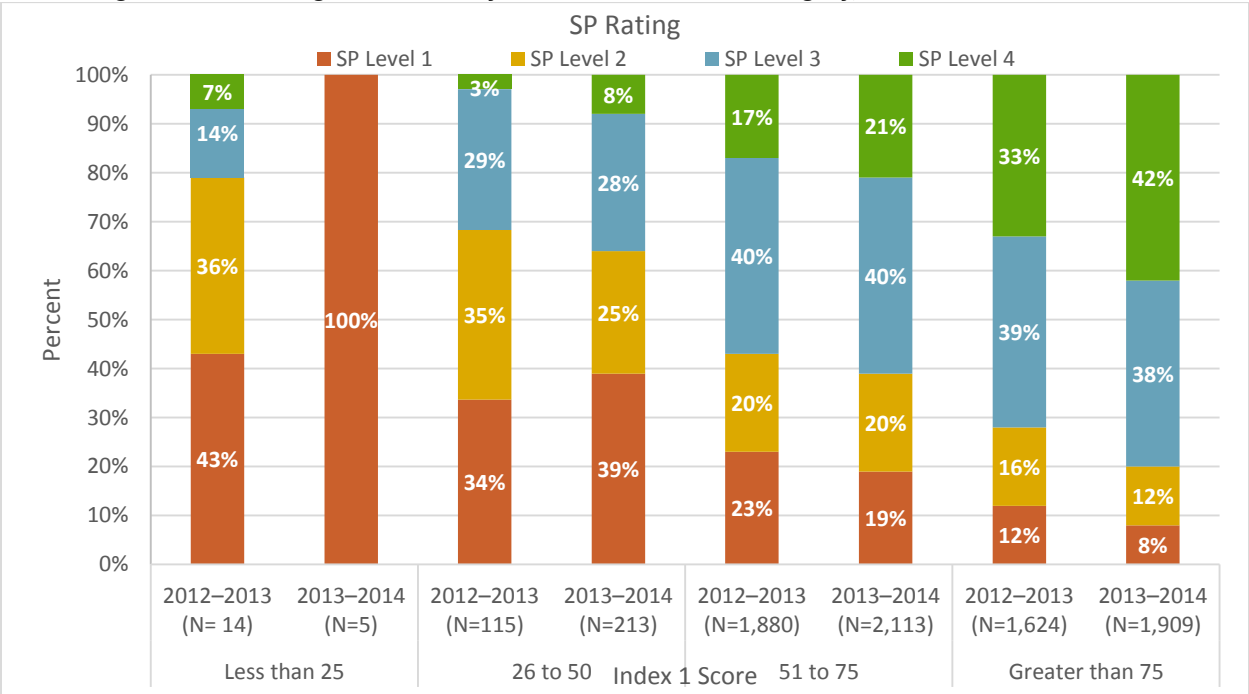
Figure 16. SP rating distribution by accountability rating



Source: TADS F&D Tool; TEA Accountability

- **Figure 17** below shows SP rating distribution by school index 1 scores. The proportion of level 3 and 4 teachers increase with each level increase in index 1 scores. For example, there were 80 percent of teachers rated as level 3 or level 4 at the highest index 1 score category (greater than 75) compared to 36 percent at index 1 score category 26 to 50 in school year 2013–2014.
- Between 2012–2013 and 2013–2014, the proportion of teachers rated level 4 for SP increased for each index 1 category with the exception of index 1 category of less than 25. The greatest increase between these two years can be found in index 1 category of greater than 75: there was a 9 percentage point increase for level 4 teachers between 2012–2013 and 2013–2014.

Figure 17. SP Rating distribution by school Index 1 Score category, 2012–2013 and 2013-2014



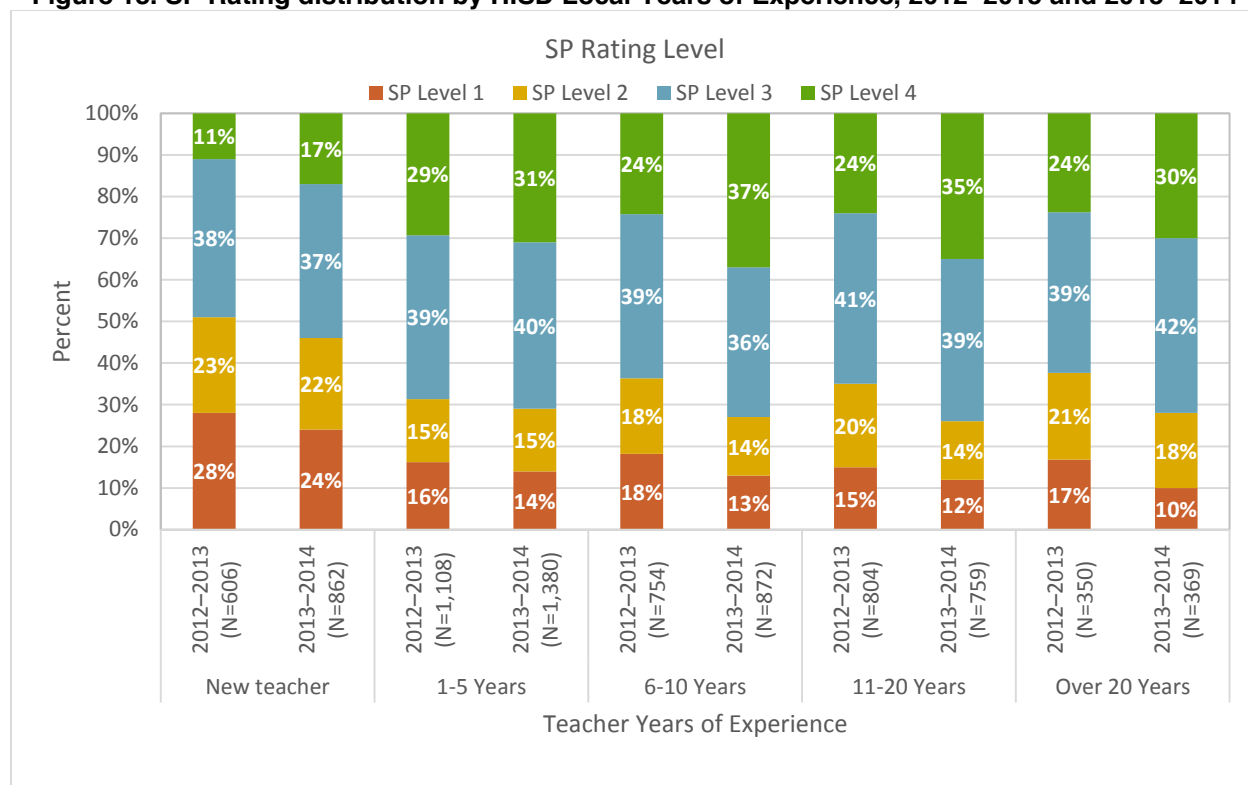
Source: TADS F&D Tool; *

Teacher Level

- The majority of teachers with SP were also core subject teachers, 99.8 percent in 2013–2014 and 100 percent in 2012–2013. 69 percent of core teachers in 2013–2014 were rated as level 3 or higher (**Table 6**, page 41). 31 percent of core teachers were rated as levels 1 or 2 for 2013–2014.
- The majority (65 percent) of critical shortage teachers were rated as level 3 or higher in 2013–2014 and the remaining 35 percent were rated as level 1 or 2 (**Table 6**, page 41). In 2012–2013, these figures were 63 percent and 37 percent, respectively.

- **Figure 18** below shows new teachers were more likely to be rated as level 1 or level 2 in 2012–2013 and 2013–2014 compared to other teachers. For example, in 2013–2014, 46 percent of new teachers were rated as ineffective or needs improvement compared to 26 percent of teachers with 11-20 years of teaching experience.

Figure 18. SP Rating distribution by HISD Local Years of Experience, 2012–2013 and 2013–2014

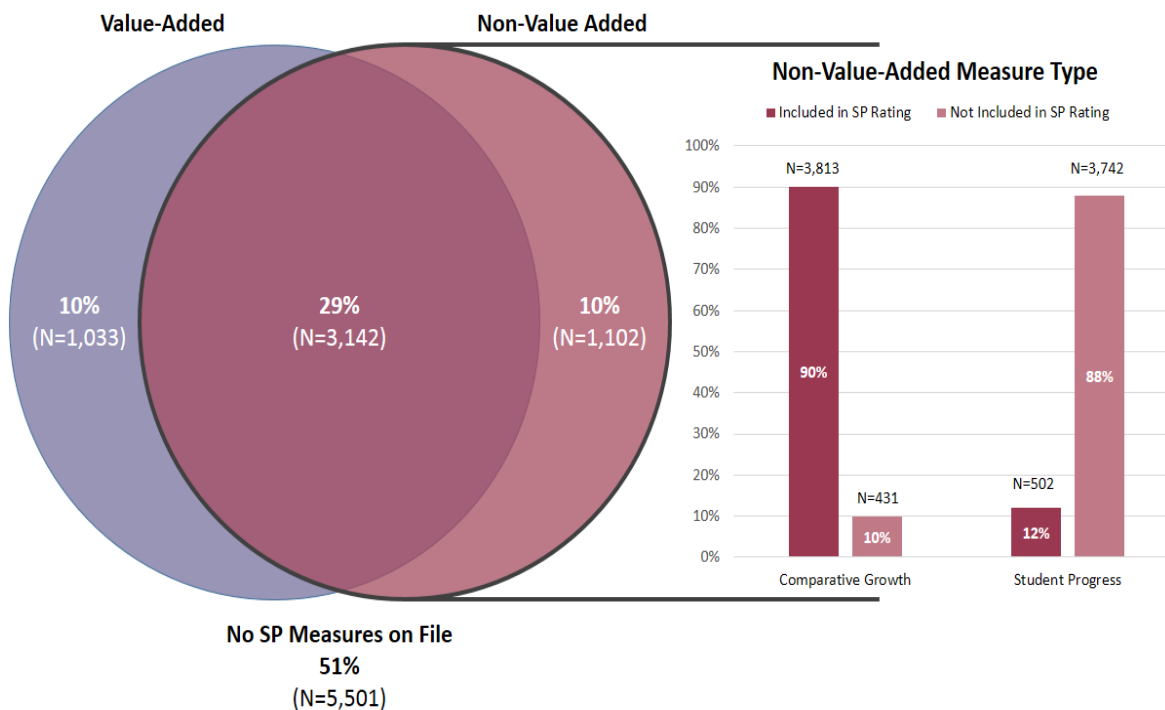


Source: TADS F&D Tool.

What is the distribution and breakdown of Student Performance ratings for the 2013–2014 School Year?

- Out of all teachers appraised in 2013–2014 (10,778), 39 percent (4,244) had a student performance rating calculated into their overall summative rating. 29 percent (3,142) of all appraised teachers selected value-added measures in addition to at least one non-value-added measure as part of their SP rating. 10 percent of all teachers selected only non-value-added measures to calculate their SP ratings. Teachers are required to have at least two measures to be calculated into their overall SP rating. Value-added measures (EVAAS) cannot be the sole measure used in this calculation (**Figure 19**, page 20).

Figure 19. 2013–2014 Student Performance by type (N=10,778)



Source: TADS SP Tool

Comparative Growth (CG)

- Of those teachers with an SP rating (4,244), 90 percent (3,813) had at least one comparative growth measure. Comparative growth measures include Norm Reference Tests (NRT) and TELPAS (Table 7, page 42).
 - 97 percent (3,702) of those with SP ratings had at least one NRT measure.
 - 29 percent (1,102) of those with SP ratings had at least one TELPAS measure.

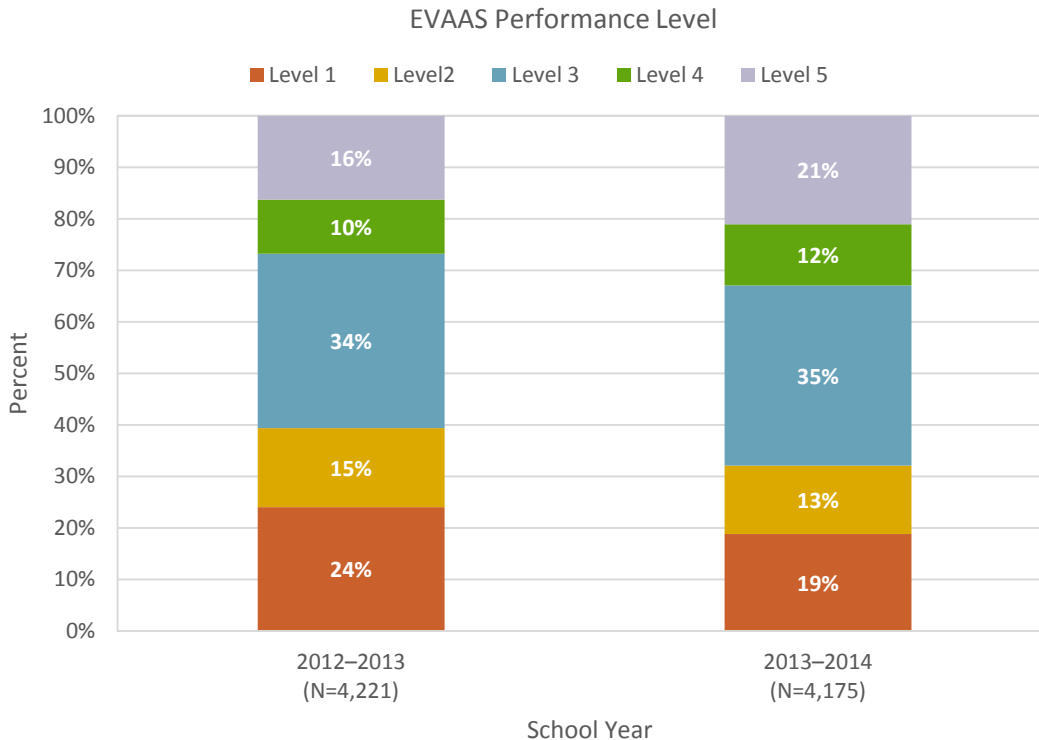
Student Progress

- Of those teachers with an SP rating, 12 percent (502) had at least one student progress measure calculated into their rating (Table 7, page 42). Teachers may select among Districtwide, Pre-Approved, or Appraiser-Approved student progress assessments. Out of the 502 teachers with a student progress measure:
 - 54 percent (272) selected a districtwide measure,
 - 37 percent (186) selected a pre-approved measure, and
 - 9 percent (44) selected an appraiser-approved measure.
- For 2013–2014, teachers with only Student Progress measures were not included in the SP component of ratings. These measures will be included with the 2014–2015 SP ratings.

Value-added (EVAAS)

- There were 4,175, or 39 percent, of all appraised teachers with an EVAAS rating on file (**Figure 20**). Of those teachers with an EVAAS rating, 75 percent (3,142) used their EVAAS rating in conjunction with at least one non-value-added measure as part of their overall SP rating (see **Table 7**, page 42).

Figure 20. Value-added rating distribution for all teachers with EVAAS ratings, 2012–2013 and 2013–2014



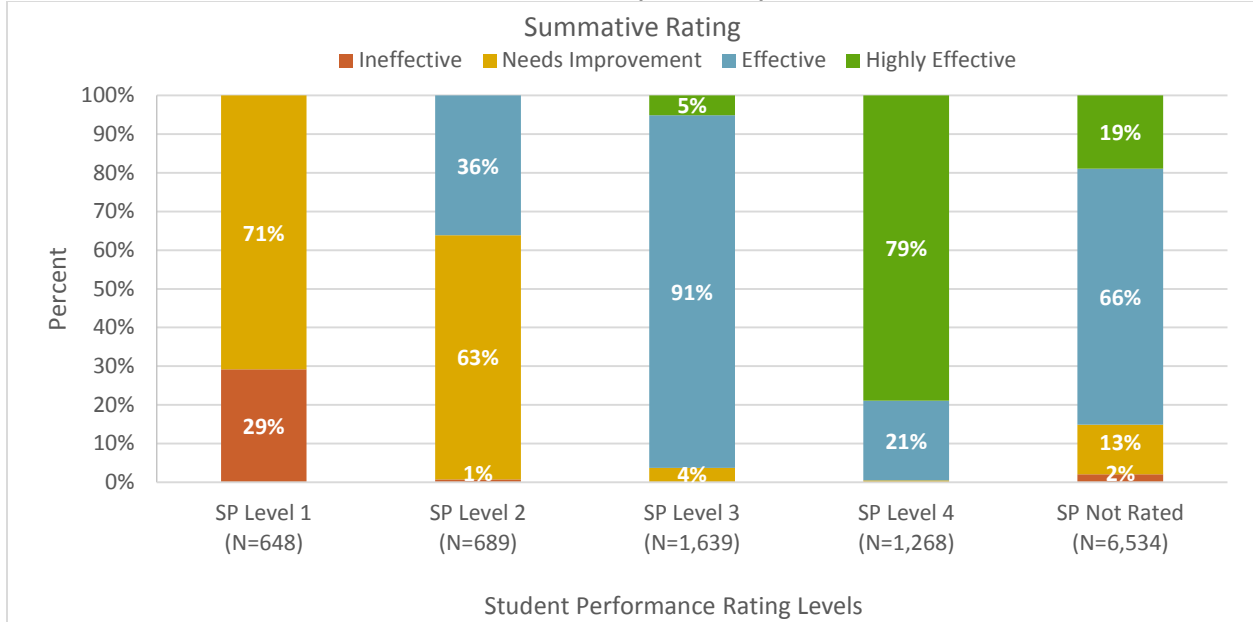
Source: TADS SP Tool

- Overall, EVAAS ratings for levels 3 through 5 have increased from 2012–2013 to 2013–2014. The biggest increase can be found in level 5: from 16 percent to 21 percent, or a 5-percentage-point increase in the last two years (**Figure 20**).
- In the last two years, the proportion of teachers receiving an EVAAS level 1 or 2 also dropped by five and two percentage-points, respectively (**Figure 20**).

What is the impact of SP on Summative Ratings?

Figure 21 (page 22) shows the distribution of all summative ratings along each SP performance level. SP level 1 indicates teachers with students that did not meet expectations whereas SP level 4 indicates teachers with students that exceeded expectations according to selected student performance measures.

Figure 21. Summative Ratings by SP performance levels for all rated teachers and measures, 2013–2014 (N=10,778)



Source: TADS F&D and SP Tools.

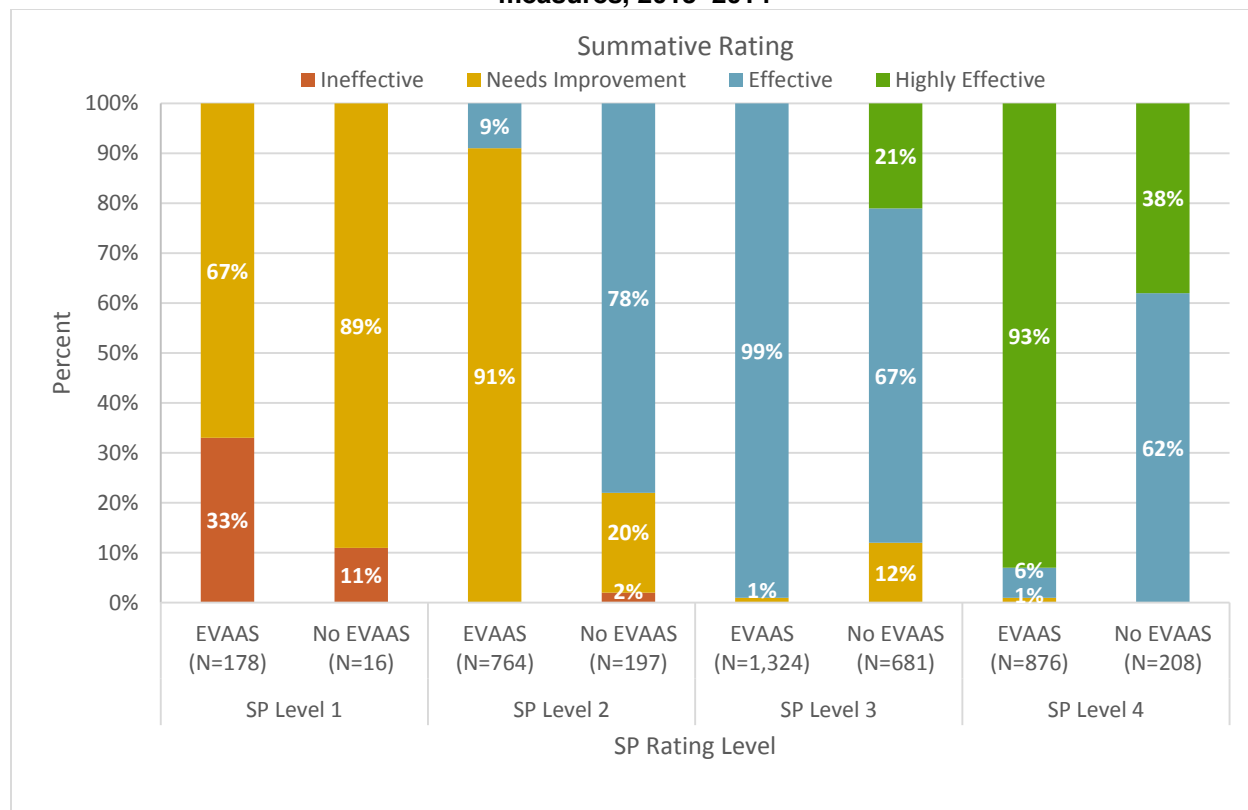
Overall, the data show:

- Summative ratings and SP ratings were mostly aligned. For example, 96 percent of those teachers rated SP level 3 received an overall rating of effective or higher. Furthermore, 79 percent of those teachers rated SP level 4 received a highly effective appraisal.
- However, there were some minor alignment discrepancies. For example, 71 percent of teachers rated SP level 1 received an overall needs improvement appraisal rating. Additionally, 36 percent of teachers rated SP level 2 were rated effective overall.
- Finally, the majority of rated teachers (61 percent) did not receive an SP rating. Of those that did not receive an SP rating, approximately two-thirds were assessed as effective teachers overall and 19 percent as highly effective. Needs improvement and ineffective teachers comprised 13 and 2 percent of rated teachers, respectively.

How do SP ratings align with summative ratings for teachers without value-added measures?

Figure 22 (page 23) shows the distribution of summative ratings for teachers by SP ratings with value-added measures compared to those without value-added measures included in their SP rating calculations.

Figure 22. Summative Ratings by SP ratings with value-added versus without value-added measures, 2013–2014



Source: TADS F&D and SP Tools.

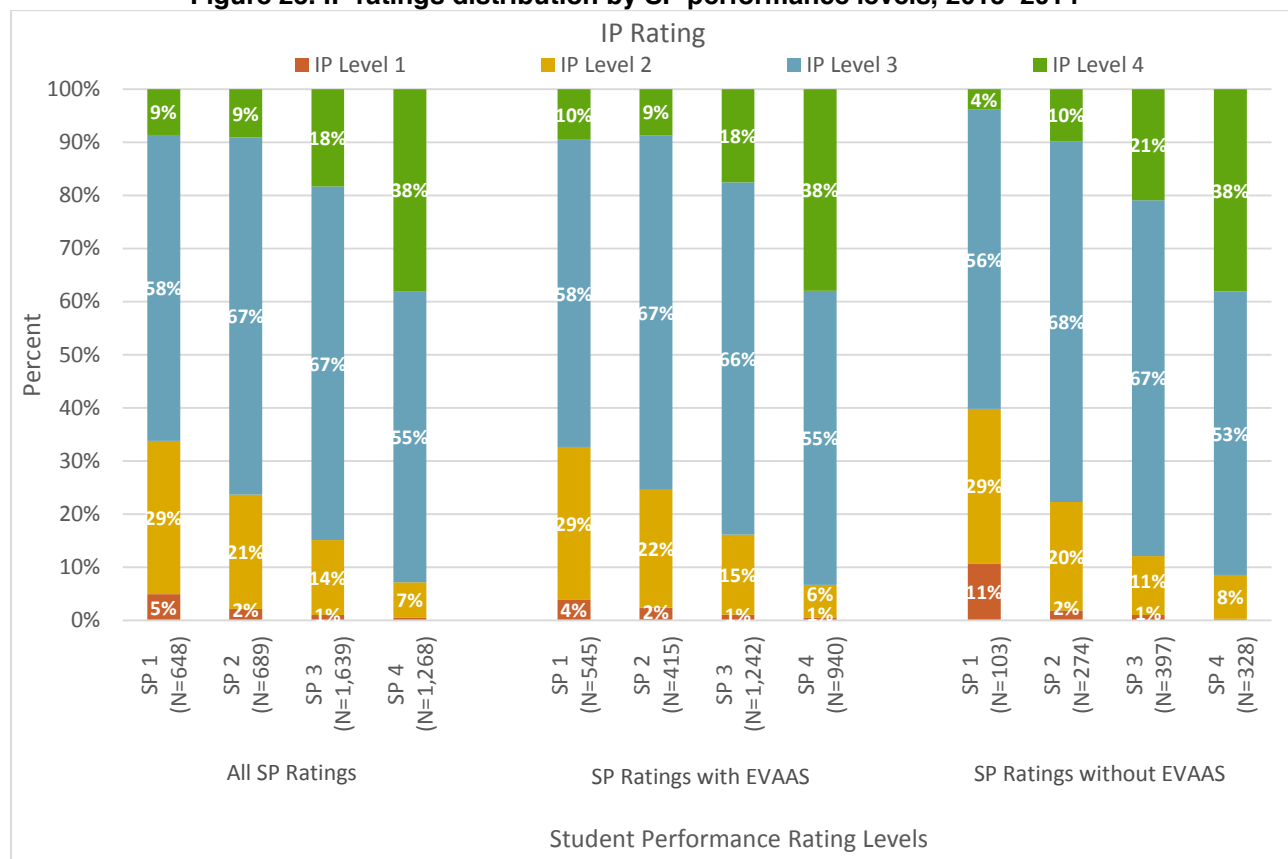
Overall, the data show:

- These distributions reveal misalignment at the lower SP levels. An overwhelming majority of teachers rated as SP level 1 were rated as needs improvement with and without EVAAS measures included, 67 and 89 percent, respectively.
- Misalignment was observed primarily in those distributions where EVAAS measures are not included. For example, a majority of SP level 2 teachers without EVAAS were rated as effective (78 percent) in their overall performance. Furthermore, a majority of teachers without EVAAS measures at SP level 4 were appraised as effective rather than highly effective.

Figure 22 shows there is greater directional alignment between SP rating levels and overall summative appraisal ratings when SP ratings include EVAAS measures. First, a clear majority of effective teachers (99 percent) and highly effective teachers (93 percent) were rated at SP levels 3 and 4, respectively. Furthermore, 91 percent of teachers at SP level 2 were rated as needs improvement. Overall, SP rating levels were more directionally aligned with summative ratings when value-added measures are calculated into teachers' student performance component compared to SP rating levels for teachers without value-added measures. This finding shows that value-added measures, when included as part of teachers' student performance ratings, mirror teacher overall appraisal ratings compared to SP ratings without value-added measures. One must be careful when interpreting analyses of alignment between summative and

SP ratings because SP is used to calculate teachers' overall summative ratings and the two are not mutually exclusive. Furthermore, SP ratings with EVAAS in the matrix methodology (see **Appendix A**, page 29) weighted SP measures more than IP by PE in the rating. SP ratings without EVAAS weighted the IP by PE rating higher in the SP rating. In order to address this problem of endogeneity, the following graphic shows how IP ratings – independent from SP – vary across different levels of SP.

Figure 23. IP ratings distribution by SP performance levels, 2013–2014



Source: TADS F&D Tool

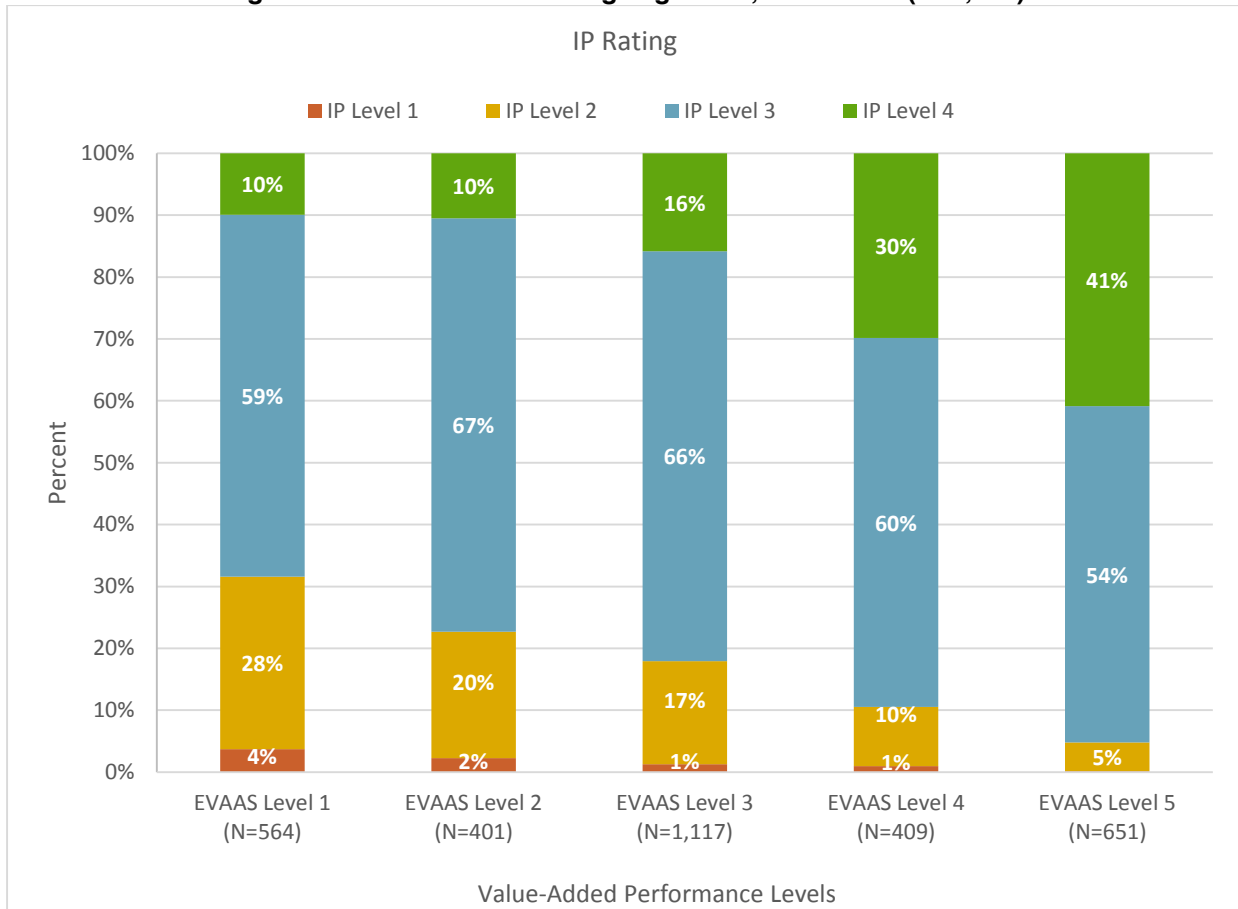
In **Figure 23** above, the data show how IP varies across SP levels between all SP ratings, SP ratings with value-added measures, and SP ratings without value-added measures.

- The distribution of IP ratings are relatively similar across the three groupings of SP. The majority of the IP ratings for each SP level are effective teachers, with a range from 53 percent to 68 percent.
- One value that stands out from the rest is the larger proportion of ineffective IP ratings for SP level 1 in the grouping of those teachers without value-added measures (11 percent).

How do Value-added (EVAAS) ratings align with IP and Summative Ratings?

Figure 24 (page 25) shows the relationship between IP ratings and EVAAS rating levels. Overall, there were 3,142 teachers with an SP rating that had an EVAAS rating calculated into their overall summative rating.

Figure 24. IP and EVAAS rating alignment, 2013–2014 (N=3,142)

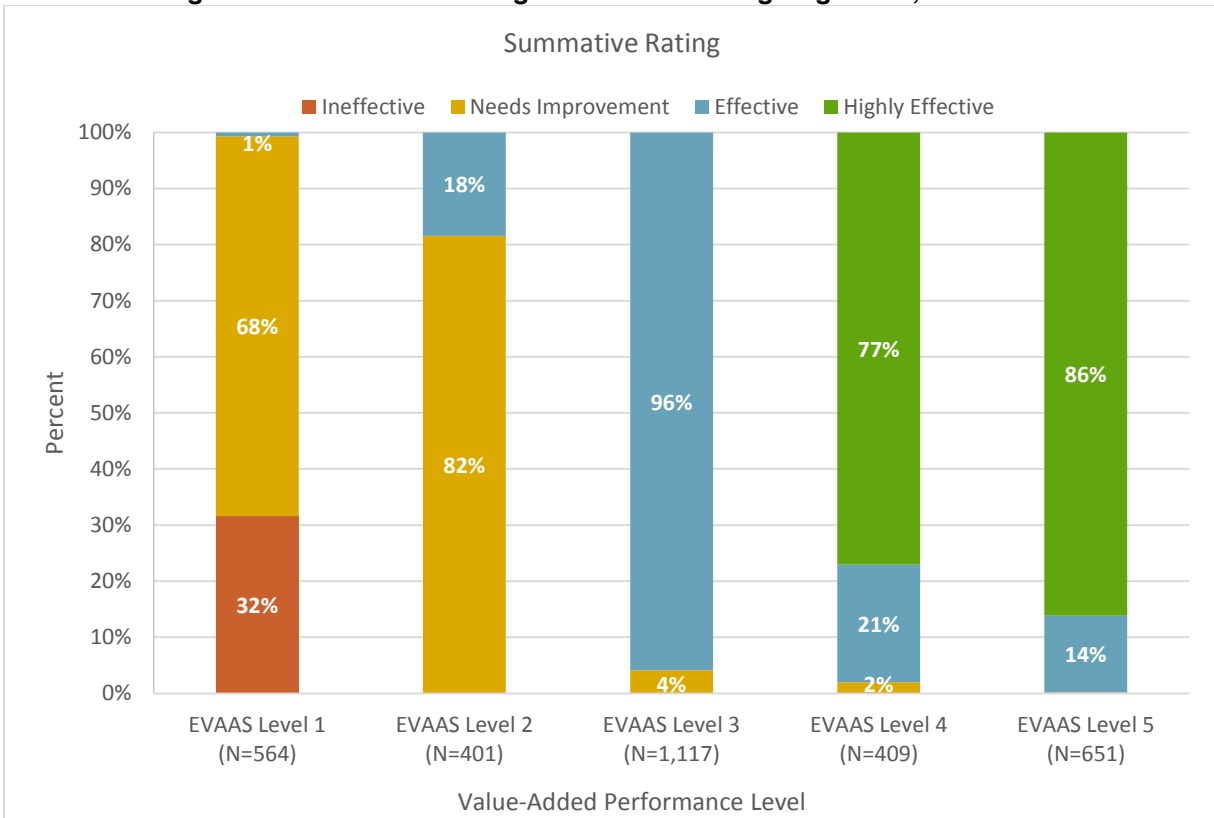


Source: TADS F&D Tool

The data show:

- There are more teachers rated as IP Level 4 with increasing EVAAS levels. Conversely, there are fewer teachers rated as IP Level 1 and IP level 2 with increasing levels of EVAAS. Teachers rated as IP Level 3 comprise the majority of each EVAAS level.
- These findings suggest directional alignment between IP and EVAAS ratings. For example, adding together IP Level 3 and 4 teachers from EVAAS level 1 to EVAAS level 5, the data show an increase in effective teachers overall with increased levels of EVAAS. The data show that there were 69, 77, 82, 90, and 95 percent of IP Level 3 and 4 teachers with each level increase in EVAAS, respectively.
- However, there remains construct misalignment when 69% of teachers with a composite value-added gain index of -2.0 standard errors below the growth expectation are rated as at least effective on their instructional practice component.

Figure 25. Summative Rating and EVAAS Rating Alignment, 2013–2014



Source: TADS F&D Tool

The graphic shows:

- A large proportion of teachers rated at EVAAS level 3 (96 percent) were appraised as effective teachers in their summative rating. All highly effective teachers received either EVAAS level 4 or 5. That is, 77 percent of those rated EVAAS level 4 and 86 percent rated EVAAS level 5 were appraised as highly effective teachers.
- No teachers in EVAAS level 5 were appraised as ineffective or needs improvement. However, a small proportion of those rated needs improvement were found in EVAAS level 3 (4 percent) and EVAAS level 4 (2 percent). Similarly, of those teachers in EVAAS level 1, only 1 percent of them were appraised as effective in their overall summative rating.
- The majority of teachers in EVAAS level 1 were rated as either ineffective (32 percent) or needs improvement in their teacher appraisal (68 percent). There was a small proportion of teachers rated EVAAS level 1 that were rated effective overall (1 percent), while 18 percent of those rated EVAAS level 2 were rated as effective overall.

Discussion

The main goal of TADS is to provide teachers the tools necessary to provide effective instruction districtwide for each student. TADS has now completed its third year serving as HISD's teacher appraisal and development program. Since 2011–2012, about 93 percent of HISD teachers were appraised each year under the program. In 2013–2014, a majority of teachers (59 percent) were rated as effective teachers. Although this figure did not change since 2012–2013, there are relatively more teachers rated as highly effective (22 percent) since two years ago (19 percent). There has also been a 2-percentage-point decrease in teachers rated as needs improvement in the past two years, from 19 percent to 17 percent.

Each appraisal element has seen some changes in the past two years. The district has seen a decrease in elementary and combined-school teachers rated as needs improvement in the past two years, from 23 percent to 18 percent and 16 percent to 12 percent, respectively. Elementary school teachers have also increased in the proportion of teachers rated as highly effective, from 17 percent in 2012–2013 to 21 percent in 2013–2014. Combined school teachers also saw a growth in highly effective teachers between the last two school years from 24 percent to 37 percent. The district hopes to continue this trend by developing effective teachers and providing teachers who need improvement the necessary tools to provide effective instructional practice.

TADS has also increased the proportion of appraised teachers over the past two years who received a student performance (SP) rating. In 2013–2014, 4,244 of the 10,778 teachers appraised, or 39 percent, received an SP rating. This is up 4 percentage-points from 2012–2013. The majority of teachers with an SP rating were core subject teachers (99.8 percent). 69 percent of these core teachers were rated as effective or higher in 2012–2013. As TADS enters its fourth year of evaluating teachers, the district is expanding the number of teachers utilizing student performance measures to guide their instructional practice and overall student achievement.

Further analysis of student performance against summative ratings shows relative directional alignment between the two ratings. Directional alignment between summative and SP ratings is achieved when teachers receive the same category rating for SP (1, 2, 3, or 4) that mirrors that of their overall summative rating (ineffective, needs improvement, effective, and highly effective). For example, the majority of teachers appraised as needs improvement were spread across SP levels 1 and 2 (**Figure 21**, page 22). Similarly, a large proportion of those rated as effective were found in SP level 3. Finally, a large proportion of teachers in SP level 4 were also appraised as highly effective. Although there were slight overlaps between the categories in some instances (for example, 36 percent of teachers rated SP level 2 were appraised as effective), teacher SP ratings mostly reflect a teacher's overall summative rating. SP and summative ratings were also directionally aligned with SP ratings that include value-added. However, when SP ratings without value-added measures are isolated, the data show greater misalignment. For example, the majority of teachers rated at SP level 2 without value-added measures (78 percent) were appraised as effective (**Figure 22**, page 23). However, the majority of teachers rated at SP level 2 with value-added measures (91 percent) were appraised as needs improvement (**Figure 22**, page 23). This finding suggests that when value-added measures are calculated into a teacher's student performance measure, that rating is more likely to mirror the same performance level as the summative appraisal rating. However, one should be careful when interpreting this finding because student performance ratings are used in part to calculate the overall summative rating and we should expect directional alignment between the two ratings.

One way to work around this problem is to examine the distribution of IP ratings with SP rating levels because they are independent measures of teacher appraisal. This analysis showed that the IP rating distribution across each SP rating category appeared to be directionally aligned. For example, the proportion of effective and highly effective teachers as determined by instructional practice grow with increasing levels of SP (**Figure 23**, page 24). Similarly, the proportion of teachers rated as Level 1 and Level 2 for their IP rating decreases with increasing levels of SP whether or not the SP rating includes value-added measures.

Going forward, the district will continue to expand student performance measures as part of teachers' overall appraisal ratings. The goal is to encourage teachers to utilize prior student performance data to guide a tailored approach towards effective instructional practices. Student performance measures should act as a quantitative means of understanding the causal relationship between effective teaching practices and the outcome of interest: student achievement.

Finally, summative rating calculations are changing for 2014–2015. For more information on these changes, please see **Appendix B** on page 32.

Appendix A

Calculating TADS Appraisal Ratings: School Year 2013–2014

Components and measures with various scales contribute to summative appraisal ratings:

Component Ratings	Scale (1 low, 4 high)
Instructional Practice	1-4
Professional Expectations	1-4
Student Performance	1-4

Component ratings are combined into a summative appraisal rating:

Summative Rating	Abbreviation
Highly Effective	HE
Effective	E
Needs Improvement	NI
Ineffective	IE

Summative ratings follow three steps:

Step 1	Step 2	Step 3
<p>A <u>final Instructional Practice rating</u> and a <u>final Professional Expectations rating</u> are determined. IP and PE are then combined (IPxPE).</p>	<p>A <u>final Student Performance (SP) rating</u> is determined.</p>	<p>The IPxPE rating is combined with the final SP rating to determine the <i>Summative Appraisal Rating.</i></p>

Step 1: Use the following lookup table to determine an IPxPE rating:

		Instructional Practice			
		1	2	3	4
Professional Expectations	1	1	2	2	3
	2	1	2	3	3
	3	1	2	3	4
	4	2	2	3	4

For example, a teacher who earns a 2 in IP and a 3 in PE, then the IPxPE rating is a 2 according to the lookup table.

Step 2: Average the teacher's overall performance level for non-value-added courses:

Course	Measure	Non-VA Perf. Level
RDNG 3	Comp. Growth	3
MATH 3	Comp. Growth	3
SCI 3	Student Progress	4
SOC 3	Student Progress	3
Total		13
Average: $13/4 =$		3.25
Round to nearest #		3

Then, look up the combination of the teacher's average non-value-added (3) and value-added (2, for example):

		Overall Non-Value-Added Performance Level			
		1	2	3	4
Overall Value-Added Performance Level	None	1	2	3	4
	1	1	1	1	2
	2	2	2	2	3
	3	2	3	3	3
	4	2	3	4	4
	5	3	3	4	4

Step 3: Determine the Summative Rating

In this example, the teacher received an IPxPE rating of 2 and an SP rating of 2. This teacher's summative rating would be Needs Improvement:

Summative lookup table for teachers with value-added.

Summative lookup table for teachers without value-added data.

		Student Performance			
		1	2	3	4
IP x PE	1	I	NI	NI	NI
	2	I	NI	E	E
	3	NI	NI	E	HE
	4	NI	E	E	HE

		Student Performance			
		1	2	3	4
IP x PE	1	I	I	NI	NI
	2	NI	NI	NI	E
	3	NI	E	E	E
	4	NI	E	HE	HE

Student performance with value-added weighs more than IPxPE. IPxPE outweighs Student Performance without value-added.

Appendix B

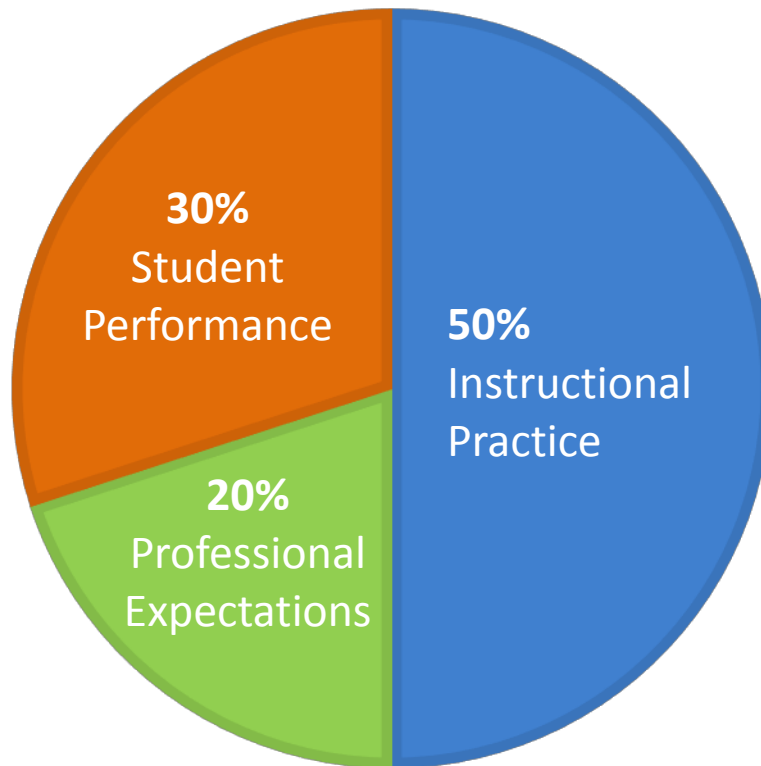
Calculating TADS Appraisal Ratings: School Year 2014–2015

Why are TADS Summative rating calculations changing?

Balanced weights indicate multiple elements of effective teaching. A summative rating with weights between 33 and 50 percent assigned to state test scores demonstrated the best mix of low volatility from year to year and ability to predict student gains on multiple assessments.²

SDMC feedback supports a more balanced and transparent process for calculating teacher appraisal ratings. 44 percent of HISD educator representative supported a change from the current two-lookup table method, with Value-Added/Student Performance weighing approximately 50%, to a single methodology for all teachers. (34 percent preferred the current method and 22 percent did not indicate a preference).³

Components of summative appraisal ratings for SY 2014-15 .



² Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study. The Bill & Melinda Gates Foundation, January 2013. Page 5.

³ SDMC Survey, February 2014, suggested improvement 2. Administered and analyzed by Human Capital Accountability.

Student Performance measure weights for 2014–2015

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

Since value-added scores are on a 1-5 scale instead of a 1-4 scale like the other measures, the percentage weight must be adjusted.

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% ($0.6 \div 5 = 0.12$).

Weighted component scores are added together to calculate the overall summative appraisal rating. Appraisal rating score ranges are as follows:

Summative Appraisal Rating	Score Range
Highly Effective (HE)	3.5 – 4.0
Effective (E)	2.5 – 3.4
Needs Improvement (NI)	1.5 – 2.4
Ineffective (IE)	1.0 – 1.4

An example of the 2014–2015 rating calculation compared to the 2013–2014 method is provided below:

Example Teacher A: Summative Rating Calculation

Instructional Practice 1
 Professional Expectations 3
 Student Progress 3

	Step 1	Step 2	Step 3	Summative Rating										
Former Method		Student Progress: 3		Needs Improvement										
New Method	IP: 1 $\times 0.5$ 0.5 PE: 3 $\times 0.2$ 0.6	Student Progress: 3 $\times 0.30$ 0.9	$0.5 + 0.6 + 0.9 = 2.0$ <table border="1"> <thead> <tr> <th>Summative Rating</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Highly Effective (HE)</td> <td>3.5 – 4.0</td> </tr> <tr> <td>Effective (E)</td> <td>2.5 – 3.4</td> </tr> <tr> <td>Needs Improvement (NI)</td> <td>1.5 – 2.4</td> </tr> <tr> <td>Ineffective (IE)</td> <td>1.0 – 1.4</td> </tr> </tbody> </table>	Summative Rating	Score	Highly Effective (HE)	3.5 – 4.0	Effective (E)	2.5 – 3.4	Needs Improvement (NI)	1.5 – 2.4	Ineffective (IE)	1.0 – 1.4	Needs Improvement
Summative Rating	Score													
Highly Effective (HE)	3.5 – 4.0													
Effective (E)	2.5 – 3.4													
Needs Improvement (NI)	1.5 – 2.4													
Ineffective (IE)	1.0 – 1.4													

Note that the Summative Look-Up Table for Teachers without Value-Added Data is used in Step 3 of the former method.

Appendix C

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

Appendix D

Explanation of EVAAS and Comparative Growth Measures for Appraisal

EVAAS include TGI values, or Teacher Growth Index. CGI, or Cumulative Gain Index, is synonymous and used interchangeably with TGI. This is not to be confused with Comparative Growth, or CG, which is a median score and not an index score like CGI. TGI combines value-added scores across all grades and tests taught by a teacher in a given school year. EVAAS performance levels were determined using the following thresholds, as defined in the Teacher Appraisal and Development System:

Understanding EVAAS Performance Levels

Composite TGI Score	Performance Level	Teachers whose students are making...
Less than -2.00	1	Decidedly less progress than the HISD average
-2.00 to -1.01	2	Less progress than the HISD average
-1.00 to +0.99	3	Progress not detectably different from the HISD average
+1.0 to +1.99	4	More progress than the HISD average
Greater than or equal to +2.00	5	Decidedly more progress than the HISD average

TELPAS Comparative Growth performance levels include teachers of students in grades 3-8. The table below shows the thresholds for teacher median percentiles:

TELPAS performance levels by teacher median percentile value

Performance Level	Teacher Median Percentile: Elementary School (Grades 2, 3, 4, and 5)
1 - Ineffective	< 28
2 - Needs Improvement	28 to 46
3 - Effective	47 to 66
4 - Highly Effective	> 66

NRT, or Norm Referenced Tests, Comparative Growth performance levels include teachers of students in grades 2-8. The table below shows the thresholds for teacher median percentile and their corresponding performance levels:

NRT performance levels by teacher median percentiles

Performance Level	Teacher Median Percentile: Elementary School (Grades 2, 3, 4, and 5)	Teacher Median Percentile Middle School (Grades 6, 7, and 8)
1 - Ineffective	< 28	< 33
2 - Needs Improvement	28 to 47	33 to 49
3 - Effective	48 to 68	50 to 64
4 - Highly Effective	> 68	> 64

Overview of Performance Index Framework*

Shaded areas were not evaluated in 2013

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Features of Index	<p>STAAR Satisfactory Performance</p> <ul style="list-style-type: none"> All Students Combined over All Subject Areas Credit given for meeting phase-in Level II performance standard on: <ul style="list-style-type: none"> STAAR Grades 3-8 English and Spanish for assessments administered in the spring; EOC for assessments administered in the spring and the previous fall and summer; STAAR Grades 3-8 and EOC Modified and Alternate; STAAR L (linguistically accommodated) included through the ELL Progress Measure; and, TAKS Grade 11 results at Met Standard performance standard (2013 only). 	<p>Student Progress to Satisfactory or Advanced Performance Levels</p> <ul style="list-style-type: none"> Ten Student Groups Evaluated: <ul style="list-style-type: none"> All Students Each Race/Ethnicity: <ul style="list-style-type: none"> African American American Indian Asian Hispanic Pacific Islander White Two or More Races Students with Disabilities English Language Learners (ELLs) By Subject Area (Reading, Math, and Writing for available grades) Same assessments used in Index 1 where STAAR Progress, STAAR-M, STAAR-AI, and ELL Progress measures are available 	<p>Achievement Gaps Measured for Satisfactory and Advanced Levels</p> <ul style="list-style-type: none"> All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies) Credit based on weighted performance: One point credit given for each percentage of tests meeting the phase-in Level II performance standard Two point credit given for each percentage of tests meeting the final Level III Advanced performance standard 	<p>Measures of Postsecondary Readiness</p> <p>Credit based on various postsecondary indicators:</p> <p>STAAR Postsecondary Readiness</p> <ul style="list-style-type: none"> Eight Student Groups Evaluated: All Students and each Race/Ethnicity Combined over All Subject Areas Credit given for meeting postsecondary readiness standard (final Level II) <p>High School Graduation Rates</p> <ul style="list-style-type: none"> Four-year Graduation Rate or Five-year Graduation Rate (or Annual Dropout Rate if no graduation rate) Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs <p>High School Diploma Plans</p> <ul style="list-style-type: none"> Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) Graduates Eight Student Groups Evaluated: All Students and each Race/Ethnicity <p>Other Postsecondary Indicators</p> <ul style="list-style-type: none"> College-Ready Graduates (2014) Advanced Counsel/Dual Enrollment Completion TBD (2015 and beyond) Career and Technical Education (CTE) TBD (2015 and beyond)
Additional Evaluations	<p>* Additional features, such as Required Improvement and three-year averaging, are incorporated when applicable.</p> <p>Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness</p> <p>Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps.</p> <p>Academic Achievement in Reading/ELA, Math, Science, and Social Studies Distinction Designations</p> <p>Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, and Advanced (Level III) Performance on STAAR in four subject areas.</p> <p>System Safeguards</p> <p>Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance.</p>			

Appendix E Texas State Accountability Ratings

Table 4. 2011–2012 through 2013–2014 Summative Rating Distributions by Campus and Teacher Characteristics

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

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.

* n < 5
 †Accountability ratings not available for school year 2011–2012.
 ‡10 teachers at Camp Olympia, Forest Glen, and Associate Teachers. Not included in school levels.
 2,3 (2012–2013) and 30 (2013–2014) teachers at schools without Index 1 Scores.
 3,5 teachers at schools without accountability ratings.
 4,3 Associate teachers not included.
 5,116 (2012–2013) and 7 (2013–2014) teachers with missing data for HISD years of experience in PeopleSoft.

Table 5. 2011–2012 and 2012–2013 Instructional Practice Rating Distributions by Campus and Teacher Characteristics

School Level	IP Level 1 (N)				IP Level 2 (N)				IP Level 3 (N)				IP Level 4 (N)				Totals (N)		
	2011–2012	2012–2013	2013–2014	2011–2012	2012–2013	2013–2014	2011–2012	2012–2013	2013–2014	2011–2012	2012–2013	2013–2014	2011–2012	2012–2013	2013–2014	2011–2012	2012–2013	2013–2014	
Elementary	2% (86)	2% (99)	2% (101)	12% (679)	18% (1,041)	14% (862)	70% (3,993)	64% (3,629)	65% (3,857)	17% (941)	16% (936)	19% (1,136)	100% (5,699)	100% (5,705)	100% (5,956)				
	2% (37)	2% (40)	3% (54)	11% (193)	16% (276)	17% (301)	70% (1,185)	66% (1,142)	65% (1,175)	17% (283)	16% (279)	16% (286)	100% (1,698)	100% (1,737)	100% (1,816)				
	1% (33)	1% (23)	2% (43)	10% (236)	12% (268)	12% (271)	69% (1,562)	69% (1,590)	67% (1,560)	19% (422)	19% (430)	19% (452)	100% (2,253)	100% (2,311)	100% (2,326)				
High	3% (14)	*	*	11% (57)	11% (67)	8% (51)	68% (363)	65% (397)	53% (357)	18% (96)	24% (144)	39% (258)	100% (530)	100% (609)	100% (670)				
Total													10,180	10,362	10,768 ¹				
Index 1 Scorest	Less than 25	-	*	- (0)	-	*	-	80% (44)	50% (6)	-	*	*	-	100% (55)	100% (12)				
	26 to 50	-	3% (14)	6% (39)	-	28% (114)	32% (223)	59% (238)	59% (416)	-	9% (38)	4% (25)	-	100% (404)	100% (703)				
	51 to 75	-	2% (106)	3% (136)	-	21% (1,128)	18% (955)	67% (3,605)	67% (3,617)	-	10% (527)	13% (698)	-	100% (5,366)	100% (5,406)				
Greater than 75	-	1% (39)	1% (27)	-	9% (402)	6% (300)	63% (2,853)	63% (2,893)	-	27% (1,220)	30% (1,407)	-	100% (4,514)	100% (4,627)					
Total													10,339 ²	10,748 ²					
IR Schoolst	IR	-	3% (49)	4% (60)	-	24% (427)	25% (432)	64% (1,162)	62% (1,047)	-	9% (164)	9% (161)	-	100% (1,802)	100% (1,700)				
	Met Standards	-	1% (114)	2% (142)	-	14% (1,225)	12% (1,051)	65% (5,596)	65% (5,899)	-	19% (1,625)	22% (1,971)	-	100% (8,560)	100% (9,063)				
	Total													10,362	10,763 ³				
Core Subject Teachers	Core	2% (120)	2% (124)	4% (275)	12% (826)	17% (1,207)	19% (1,403)	69% (4,749)	64% (4,462)	55% (4,013)	17% (1,175)	17% (1,186)	22% (1,564)	100% (6,870)	100% (6,979)	100% (7,255)			
	Non-Core	2% (50)	1% (39)	1% (51)	10% (339)	13% (445)	11% (396)	71% (2,354)	68% (2,296)	66% (2,318)	17% (567)	18% (603)	21% (755)	100% (3,310)	100% (3,383)	100% (3,520)			
	Total													10,180	10,362	10,775 ⁴			
Critical Shortage Teachers	Critical Shortage	2% (47)	2% (48)	2% (51)	13% (299)	16% (396)	14% (356)	71% (1,702)	67% (1,659)	67% (1,669)	14% (341)	15% (358)	17% (413)	100% (2,389)	100% (2,461)	100% (2,489)			
	Non-Critical Shortage	2% (123)	1% (115)	2% (151)	11% (866)	16% (1,256)	14% (1,129)	69% (5,401)	65% (5,099)	64% (5,282)	18% (1401)	18% (1,431)	21% (1,724)	100% (7,791)	100% (7,901)	100% (8,286)			
	Total													10,180	10,362	10,775 ⁴			
Years of Experience	New Teacher	4% (29)	2% (39)	5% (91)	26% (198)	33% (515)	30% (596)	64% (482)	59% (918)	59% (1,166)	6% (42)	6% (92)	6% (117)	100% (751)	100% (1,564)	100% (1,970)			
	1-5 Years	1% (38)	1% (28)	1% (46)	10% (349)	13% (368)	11% (356)	73% (2,527)	68% (1,954)	67% (2,197)	16% (558)	18% (533)	20% (660)	100% (3,472)	100% (2,883)	100% (3,259)			
	6-10 Years	2% (37)	1% (27)	1% (22)	10% (246)	12% (267)	9% (206)	70% (1,704)	69% (1,567)	64% (1,437)	18% (432)	18% (416)	25% (568)	100% (2,419)	100% (2,277)	100% (2,233)			
11-20 Years	2% (37)	1% (33)	1% (20)	11% (245)	14% (314)	10% (210)	67% (1,484)	64% (1,448)	65% (1,374)	20% (439)	21% (472)	24% (503)	100% (2,205)	100% (2,267)	100% (2,107)				
Over 20 Years	2% (29)	2% (30)	2% (22)	10% (127)	13% (168)	10% (115)	68% (906)	63% (789)	65% (776)	20% (271)	21% (268)	24% (289)	100% (1,333)	100% (1,255)	100% (1,202)				
Total													10,246 ⁵	10,771 ⁵					

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.

* n < 5
 † Accountability ratings not available for school year 2011–2012.
 1, 10 Teachers at Camp Olympia, Forest Glen, and Associate Teachers. Not included in school levels.
 2, 23 (2012–2013) and 30 (2013–2014) teachers at schools without index 1 Scores.
 3, 15 teachers at schools without accountability ratings.
 4, 3 Associate teachers not included.
 5, 116 (2012–2013) and 7 (2013–2014) teachers with missing data for HISD years of experience in PeopleSoft.

Table 6. 2013-14 and 2012-13 Student Performance Rating Distributions by Campus and Teacher Characteristics

School Level	SP Level 1 (N)			SP Level 2 (N)			SP Level 3 (N)			SP Level 4 (N)			Totals (N)		
	2012-13	2013-14	Diff.	2012-13	2013-14	Diff.	2012-13	2013-14	Diff.	2012-13	2013-14	Diff.	2012-13	2013-14	
Elementary	19% (480)	14% (434)	-5%	21% (528)	17% (521)	-4%	40% (1,006)	39% (1,157)	-1%	20% (517)	30% (891)	10%	100% (2,531)	100% (3,003)	
	17% (144)	18% (166)	1%	13% (108)	13% (118)	0%	38% (327)	40% (364)	2%	32% (272)	29% (268)	-3%	100% (851)	100% (916)	
	*	*	-	*	35% (9)	-	- (0)	27% (7)	27%	- (0)	27% (7)	27%	*	100% (26)	
Middle High	19% (47)	15% (45)	-4%	17% (41)	14% (41)	-3%	38% (93)	37% (110)	-1%	27% (67)	34% (101)	7%	100% (248)	100% (297)	
	Total												3,633	4,242 ¹	
Index 1 Scores	Less than 25	43% (6)	100% (5)	57%	36% (5)	- (0)	*	- (0)	-	*	- (0)	-	100% (14)	100% (5)	
	26 to 50	34% (39)	39% (83)	5%	35% (40)	25% (53)	-10%	29% (33)	28% (59)	-1%	*	8% (18)	-	100% (115)	100% (213)
	51 to 75	23% (430)	19% (408)	-4%	20% (381)	20% (413)	0%	40% (754)	40% (854)	0%	17% (315)	21% (438)	4%	100% (1,880)	100% (2,113)
	Greater than 75	12% (198)	8% (151)	-4%	16% (252)	12% (223)	-4%	39% (637)	38% (725)	-1%	33% (537)	42% (810)	9%	100% (1,624)	100% (1,909)
	Total													3,633	4,240 ²
Improvement Required (IR) Schools	IR	31% (189)	33% (165)	2%	28% (171)	24% (116)	-4%	32% (199)	33% (161)	1%	9% (58)	10% (51)	1%	100% (617)	100% (493)
	Met Standards	16% (484)	13% (483)	-3%	17% (507)	15% (573)	-2%	41% (1,227)	39% (1,477)	-2%	26% (798)	32% (1,215)	6%	100% (3,016)	100% (3,748)
	Total													3,633	4,241 ³
Core Subject Teachers	Core	19% (673)	15% (648)	-4%	19% (678)	16% (689)	-3%	39% (1,426)	39% (1,636)	0%	24% (856)	30% (1,260)	6%	100% (3,633)	100% (4,233)
	Non-Core	- (0)	- (0)	-	- (0)	- (0)	-	- (0)	22% (2)	22%	- (0)	78% (7)	78%	- (0)	100% (9)
	Total													3,633	4,242 ⁴
Critical Shortage Teachers	Critical Shortage	19% (673)	21% (114)	3%	19% (678)	13% (73)	-6%	39% (1,426)	35% (187)	-4%	24% (856)	31% (168)	7%	100% (3,633)	100% (542)
	Non-Critical Shortage	- (0)	14% (534)	14%	- (0)	17% (616)	17%	- (0)	39% (1,451)	39%	- (0)	30% (1,099)	30%	100% (0)	100% (3,700)
	Total													3,633	4,242 ⁴
Years of Experience	New Teacher	28% (169)	24% (208)	-4%	23% (140)	22% (189)	-1%	38% (229)	37% (319)	-1%	11% (68)	17% (146)	6%	100% (606)	100% (862)
	1-5 Years	16% (181)	14% (197)	-2%	15% (169)	15% (208)	0%	39% (433)	40% (552)	1%	29% (325)	31% (423)	2%	100% (1,108)	100% (1,380)
	6-10 Years	18% (139)	13% (113)	-5%	18% (135)	14% (121)	-4%	39% (296)	36% (314)	-3%	24% (184)	37% (324)	13%	100% (754)	100% (872)
	11-20 Years	15% (120)	12% (92)	-3%	20% (161)	14% (105)	-6%	41% (327)	39% (298)	-2%	24% (196)	35% (264)	11%	100% (804)	100% (759)
	Over 20 Years	17% (60)	10% (38)	-7%	21% (72)	18% (66)	-3%	39% (135)	42% (155)	3%	24% (83)	30% (110)	6%	100% (350)	100% (369)
Total													3,622 ⁵	4,242 ⁵	

Source: TADS Feedback and Development Tool; TADS Student Performance Tool; HISD PeoplesSoft Rosters: 2012-2013 as of 04-10-2013; 2013-2014 as of 04-14-2014.

- * n < 5
- ¹ 2 Associate Teachers. Not included in school levels.
- ² 4 (2012-2013) and 30 (2013-2014) teachers at schools without Index 1 Scores.
- ³ 3 teachers at schools without accountability ratings.
- ⁴ 2 Associate teachers not included.
- ⁵ 11 (2012-2013) and 2 (2013-2014) teachers with missing data for HISD years of experience in PeoplesSoft.

Table 7. Student Performance Measures Summary

Student Performance Ratings		
	Count	Percent
Teachers with SP Ratings	4,244	39%
Teachers without SP Ratings	6,534	61%
Total	10,778	100%
Student Performance Rating by Measure Type		
Value-Added Measures Included	3,142	29%
Non-Value Added Measures Only	1,102	10%
No SP Rating	6,534	61%
Total Appraised Teachers	10,778	100%
Student Performance Type (out of teachers with SP Ratings)		
Value-Added Included	3,142	74%
Non-Value Added Only	1,102	26%
Total	4,244	100%
Comparative Growth Measures		
Teachers with Comparative Growth	3,813	90%
Teachers without Comparative Growth	431	10%
Total	4,244	100%
Comparative Growth Measures Type (having at least one type)		
Norm Reference Tests (NRT)	3,702	97%
TELPAS	1,102	29%
Student Progress Measures (out of teachers with SP Ratings)		
Teachers with Student Progress Measures	502	12%
Teachers without Student Progress Measures	3,742	88%
Total	4,244	100%
Student Progress Measure Type (out of teachers with at least one student progress measure)		
Districtwide	272	54%
Pre-Approved	186	37%
Appraiser-Approved	44	9%
Total	502	100%

Source: TADS F&D and SP Tools.