AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Program Evaluation

Measuring Teacher Effectiveness in AISD

Educator Quality Research Series: Issue 2

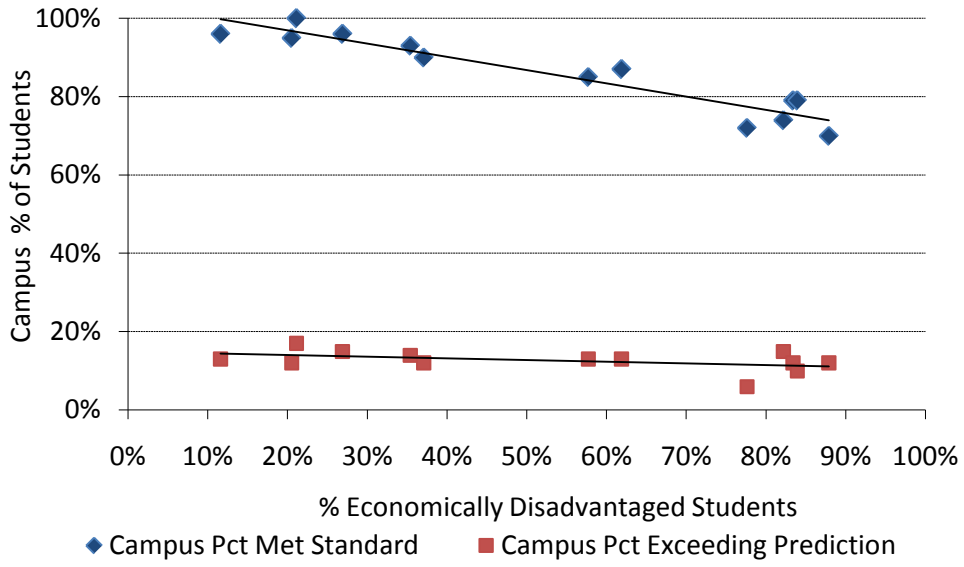
September 17, 2010

Introduction

AISD staff have developed metrics that describe whether each student performed below, at, or above what was predicted based on his or her prior year TAKS performance. These student growth metrics have been used in research reported to the Board of Trustees via the annual Level Reports, which have described factors most related to student and teacher success in AISD.

These results highlight the importance of considering student *growth* in addition to student passing rates when examining teacher effectiveness. For example, although campus student passing rates on TAKS differ significantly according to the campus percentage of economically disadvantaged students, students at high poverty high schools in AISD were not significantly less likely to have exceeded their predicted growth on reading (Figure 1) TAKS in 2009. This was true for both math and reading at each level.

Figure 1. Percentage of High School Students Passing Reading TAKS and Exceeding Predicted Growth on Reading TAKS, by Campus Economic Disadvantage



About this Series

This is the second in a series of briefs about educator quality in AISD. Forthcoming issues will focus on professional development, leadership development, novice teacher induction, and educator retention in AISD.

For more information about research on student growth, teacher effectiveness, teacher retention, and student achievement, please visit our reports web site:

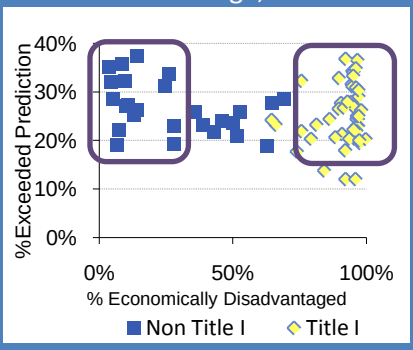
http://www.austinisd.org/inside/accountability/evaluation/reports.phtml

Austin ISD EDUCATOR QUALITY

Quick Facts:

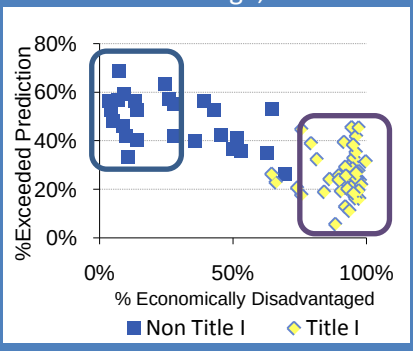
Evidence indicates that quality teaching in reading and math occurs equally across AISD. Student growth from one year to the next was distributed equally in reading and math across schools at the elementary, middle, and high school level, regardless of poverty.

Elementary TAKS Reading Growth by Campus Economic Disadvantage, 2009



However, science growth was less likely at elementary, middle, and high schools with high economic disadvantage.

Elementary TAKS Science Growth by Campus Economic Disadvantage, 2009



Issue 1 of this series describes the teacher and school characteristics most related to student growth in science, reading, and math.