MEMORANDUM July 30, 2018

TO: Board Members

FROM: Dr. Grenita Lathan
Interim Superintendent of Schools

SUBJECT: **TEACHER APPRAISAL AND DEVELOPMENT SYSTEM: END OF YEAR REPORT, 2016–2017**

CONTACT: Carla Stevens, 713-556-6700

The Teacher Appraisal and Development System (TADS) was designed with the goal of promoting effective teaching by providing systematic, rigorous feedback on teachers' effectiveness in the classroom. The purpose of this report is to provide aggregate data of teachers' appraisals through TADS in 2016–2017. This report describes the distribution of teachers' summative ratings and the performance area appraisal components. Data are disaggregated by teacher-level and campus-level characteristics in an effort to examine how these ratings were distributed throughout the district.

Key findings include:

- In 2016–2017, 11,783 full-time teachers were working in HISD and eligible for appraisal through TADS. In total, 10,929 teachers (93 percent) received a summative rating through TADS for the 2016–2017 school year.
- Since 2013–2014, the proportion of teachers with Effective and Highly Effective summative ratings has increased each year to the highest total percentage in 2016–2017 (89 percent).
- In 2016–2017, 19 percent of all teachers appraised received a summative score of 4.00, the highest score possible through TADS.
- The proportion of teachers with a Highly Effective summative rating at schools with less than or equal to 50 percent of students identified as economically disadvantaged (51 percent) was 25 percentage points higher than the district's proportion of teachers with a Highly Effective summative rating (26 percent).
- Of the 7,152 teachers that received an IP rating for three consecutive years from 2014–2015 to 2016–2017, 23 percent increased their IP rating by at least one performance level and an additional 17 percent maintained an IP Level 4 rating.

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

Grenita Lathan GL

Attachment

cc: Superintendent's Direct Reports
Noelia Longoria
Julia Dimmitt
Dawn Randle
Abigail Taylor

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

TEACHER APPRAISAL AND DEVELOPMENT SYSTEM: END OF YEAR REPORT 2016-2017

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

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Teacher Appraisal and Development System: End of Year Report, 2016–2017

Executive Summary

Evaluation Description

Houston Independent School District (HISD) strives to provide an equitable education to all of its students. In an effort to uphold the district's mission, the Teacher Appraisal and Development System (TADS) was designed with the goal of promoting effective teaching by providing systematic, rigorous feedback on teachers' effectiveness in the classroom. Through the use of comprehensive rubrics and student growth measures, TADS is intended to give teachers and school leaders the information they need to improve teacher performance in the classroom, supporting efforts to ensure that every student in the district receives the opportunity to learn from an effective teacher.

The purpose of this report is to provide aggregate data of teachers' appraisals through TADS in 2016–2017. This report describes the distribution of teachers' summative ratings and the performance area appraisal components, Instructional Practice (IP), Professional Expectations (PE), and for some teachers at Teacher Incentive Fund Cycle 4 (TIF4) grant-funded campuses, Student Performance (SP). Data is disaggregated by teacher-level and campus-level characteristics in an effort to examine how these ratings were distributed throughout the district.

Highlights

- In 2016–2017, 11,783 full-time teachers were working in HISD and eligible for appraisal through TADS. In total, 10,929 teachers (93%) received a summative rating through TADS for the 2016–2017 school year.

- Since 2013–2014, the proportion of teachers with Effective and Highly Effective summative ratings has increased each year to the highest total percentage in 2016–2017 (89%). However, changes to the methodology used to calculate a teacher's summative rating pose a challenge to data analysis and comparisons of TADS over time. These alterations to the student growth measures have had a substantial impact on the comparability of summative ratings and Student Performance ratings from prior years.

- Of the 2,814 teachers with a Highly Effective summative rating in 2016–2017, 74 percent received a summative score of 4.00, the highest score possible through TADS. Two percent of the teachers with a summative score of 4.00 were first year teachers.

- The proportion of teachers with a Highly Effective summative rating at schools with less than or equal to 50 percent of students identified as economically disadvantaged (51%) was 25 percentage points higher than the district's proportion of teachers with a Highly Effective summative rating (26%).

- Of the 7,152 teachers that received an IP rating for three consecutive years from 2014–2015 to 2016–2017, 23 percent (n=1,655) increased their IP rating by at least one performance level and an additional 17 percent (n=1,195) maintained an IP Level 4 rating.

- The majority of new teachers, those with less than one year of experience, received a Level 3 or Level 4 IP rating in 2016–2017 (69%). However, new teachers were more than three times more likely to receive a Level 1 or Level 2 IP rating compared to their more experienced colleagues (31% compared to 10% for all other teachers).

- The proportion of teachers at Teacher Incentive Fund Cycle 4 (TIF4) grant-funded schools without SP that received an Ineffective or Needs Improvement summative rating (21%) was more than twice as high as both the proportion of teachers at TIF4 schools with SP in their summative ratings and the proportion of teachers districtwide that received a rating of Ineffective or Needs Improvement. Notably, no teachers at TIF4 campuses with an SP rating included in their summative rating received an Ineffective summative rating (0%) in 2016–2017.

Recommendations

- Findings suggest that the existing summative rating performance levels may not precisely differentiate performance in the classroom. When summative ratings were grouped by score, two distinct groups emerged within the respective performance levels of Needs Improvement, Effective, and Highly Effective. The district might explore whether or not the current appraisal rating level options allow appraisers to assign ratings that precisely interpret and differentiate a teacher's performance level, which in turn, could be used to provide individualized supports.

- Despite potential challenges in differentiating performance levels, the data from this report and the survey analysis of teachers' perceptions of TADS in 2016–2017 offer evidence that the TADS process may improve performance when implemented with accuracy. In other words, multiple district reports suggest that when an appraiser had the capacity to provide teachers with quality, individualized feedback, the TADS system may have successfully facilitated the delivery of information that teachers could use to improve their instructional practice.

- This report, and TADS End of Year reports from previous years, have consistently found disproportionate percentages of Effective and Highly Effective teachers across the district, when disaggregated by certain groups (e.g., school accountability rating, percentage of economically disadvantaged students, school office, etc.). As the district continues efforts to support an equitable education for all students, leaders should maintain efforts to grow teachers that need support and attract and retain effective teachers in struggling schools.

- When teachers at TIF4 schools were separated by those with or without an SP rating in their summative rating calculation, teachers with an SP rating had a lower proportion of Ineffective or Needs Improvement ratings compared to teachers without SP. Further analysis of TADS performance ratings should explore the impact of Student Performance on teachers' summative ratings, particularly when one or both SP measures are Student Progress measures.

- As the district continues to critically explore ways to improve teacher appraisals, leadership should maintain its efforts to collect information on the experiences of teachers and appraisers that have participated in TADS across multiple years, as they may be able to offer additional insight into what has worked well, or not well, in the district.

Administrative Response

The Houston Independent School District prioritizes the growth and development of its employees so that, in turn, employees are well-poised to support our diverse population of learners. The district's teacher appraisal system, The Teacher Appraisal and Development System (TADS), supports teacher development in the areas of planning, instructional delivery, professional responsibilities, and student growth. Informal coaching visits, walkthroughs, and observations are conducted by administrators certified in TADS and are followed with informal coaching conversations and formal conferences.

The results of the 2016-2017 TADS End of Year Report provides the Talent Development & Performance team with a wealth of information related to implementation. Key findings include:

- During the 2016-2017 school year, 89% of teachers received an end-of-year Instructional Practice rating of Highly Effective (26%) or Effective (63%). This represents the greatest percentage of teachers earning the highest IP rating since the implementation of TADS. Overall, summative ratings indicate that appraisers are observing effective classroom instruction.

- Of the teachers that received a summative rating during the 2016-2017 school year, 87% remained in HISD for the 2017-2018 school year. It is encouraging that teachers are choosing to stay and share their talents in HISD.

The findings of this report reaffirm the future direction of TADS. The Talent Development & Performance Team met with teachers and appraisers across the district this past spring for the Teacher Appraisal Information and Feedback Sessions. A theme that resonated was the strengthening of existing systems to promote consistent implementation of the TADS model. The same theme was echoed in the recommendations of this report. In our revised launch of TADS for the 2019-2020 school year, the Talent Development & Performance Team, in conjunction with the Teacher Appraisal Working Committee, Campus Shared Decision Making Committees (SDMCs) and the District Advisory Committee (DAC), will develop trainings to align teacher and appraiser expectations of the IP rubric, as well as comprehensive and collective understandings of the process in general. Our team will continue to provide training, participate in calibration walks, and extend support services to assist in the implementation of TADS.

With the planned inclusion of Student Performance (SP) for the 2018-2019 school year, it is important to note that during the 2016-2017 school year, SP ratings enhanced the ratings of eligible teachers at Teacher Incentive Fund Cycle 4 (TIF4) campuses. With the inclusion of SP, no teacher at a TIF4 campus received a summative rating of Ineffective. Additionally, teachers with SP had lower proportions of teachers receiving ratings of Ineffective or Needs Improvement compared to teachers without SP. These findings suggest that SP measures improve summative evaluation outcomes for teachers, and as we reintroduce SP as a required element of the appraisal system for the 2018-2019 school year, it is important for campus-based leaders to guide teachers through the SP process to ensure fair and consistent implementation. A step-by-step video detailing how to complete the SP process is being created and will be available for use as teachers and appraisers engage in the goal setting process. To support reliable protocols across the district, separate end-of-year SP closeout checklists were created for teachers and appraisers this past May; similar checklists will be provided for the beginning of year SP processes.

Introduction

Houston Independent School District (HISD) strives to provide an equitable education to all of its students. In an effort to uphold the district's mission, the Teacher Appraisal and Development System (TADS) was designed with the goal of promoting effective teaching by providing systematic, rigorous feedback on teachers' effectiveness in the classroom. Through the use of comprehensive rubrics and student growth measures, TADS is intended to give teachers and school leaders the information they need to improve teacher performance in the classroom, supporting efforts to ensure that every student in the district receives the opportunity to learn from an effective teacher.

TADS, similar to other well-designed teacher evaluation systems, incorporates multiple, weighted measures of teacher performance and student growth to evaluate classroom effectiveness. In the TADS system, effective teaching may be conveyed through three areas, or appraisal components – Instructional Practice (IP), Professional Expectations (PE), and Student Performance (SP).[1] A detailed guide of the summative rating components can be found in **Appendix A** (p. 24). In 2016–2017, all HISD teachers appraised through TADS were evaluated on Instructional Practice and Professional Expectations.

Over the course of the school year, the TADS system paired each teacher with one appraiser. The role of the appraiser was to coach the teacher towards effective teaching practices. Appraisers observed teachers throughout the school year, providing feedback to improve teaching practices and support the teacher in curriculum planning and professional development (HISD Leader and Teacher Development, 2013). Appraisers used the IP rubric to assess a teacher's skills and ability to promote learning in the classroom. They used the PE rubric to assess a teacher's efforts to meet objective, measurable standards of professionalism. And finally, appraisers supported the teacher through the Student Progress process of the Student Performance component, assisting the teacher with setting student goals and determining appropriate measures. At the end of the school year, appraisers then assigned ratings for the IP and PE components using standardized rubrics to the teachers for whom they were responsible. The 2016–2017 district TADS calendar, including the Student Performance timeline, can be found in **Appendix B** (p. 25).

The components used to calculate a teacher's summative rating varied depending on the appraisal components available to the teacher. For the 2016–2017 school year, teachers received a summative rating calculated as the weighted mean of Instructional Practice, Professional Expectations, and in some cases for teachers at TIF4 campuses,[2] Student Performance. Summative ratings for teachers at non-TIF4 campuses and teachers at TIF4 campuses without at least two SP measures were calculated using only IP and PE. Summative ratings for teachers at TIF4 campuses with at least two SP measures (Student Progress and Comparative Growth) were calculated using IP, PE, and SP. More information on Student Performance measures and the Student Progress process can be found in **Appendix C** (pp. 26–27).[3] Weighted by the corresponding appraisal components, each teacher appraised through TADS received a summative rating of Ineffective, Needs Improvement, Effective, or Highly Effective. These ratings were scored as: 1.00 to 1.49 – Ineffective, 1.50 to 2.49 – Needs Improvement, 2.50 to 3.49 – Effective, and 3.50

[1]For 2016–2017, the Student Performance appraisal component, which accounted for 30 percent of a teacher's overall summative rating from 2012–2013 to 2015–2016 for participating teachers, was waived for all teachers in the district, with the exception of teachers employed at 23 schools that received funds from the federal Teacher Incentive Fund Cycle 4 (TIF4) grant.
[2]The Teacher Incentive Fund Cycle 4 (TIF4) was the fourth cycle of a five-year grant from the U.S. Department of Education. The overarching goals of TIF4 were to strengthen student performance in the classroom and to attract and retain high quality teachers in high-needs areas. Schools with TIF funds were selected based on a high need for increased instructional support, in part, due to underperformance on science and mathematics state assessments (HISD, 2012).
[3]Although SP was not included in the calculation of the summative rating for the majority of teachers, all teachers in the district were encouraged to participate in the Student Progress process of the Student Performance component. Comparative Growth was calculated for all teachers with available data.

to 4.00 – Highly Effective. Further information on the TADS component distribution can be found in **Appendix D** (p. 28).

The purpose of this report is to provide aggregate data of teachers' appraisals through TADS in 2016–2017. The criteria used to evaluate a teacher's Instructional Practice and Professional Expectations rating have remained the same since the inception of TADS in the 2011–2012 school year. Student Performance was added in 2012–2013. Consequently, this report primarily focuses the analyses of data disaggregated by teacher-level and campus-level characteristics on the distribution of Instructional Practice ratings, rather than summative ratings. This report describes the distribution of teachers' summative ratings and the performance area appraisal components, Instructional Practice, Professional Expectations, and for some teachers at TIF4 campuses, Student Performance.

Methods

Ratings for Instructional Practice (IP), Professional Expectations (PE), Student Performance (SP), and summative ratings were collected through the TADS Feedback and Development (F&D) Tool and TADS Student Performance (SP) Tool. A teacher was eligible for appraisal if s/he was actively employed from the beginning of the school year until the end of April of each academic year. In 2016–2017, 10,929 HISD employees received a TADS summative rating, including 46 employees with other titles (e.g., specialist) who met all criteria to be appraised through TADS. For the purposes of this report, all HISD employees appraised through TADS will be referred to as teachers.

For this report, HISD Human Resources (HR) provided districtwide employee rosters, which included multiple identifiers for teacher-level data. Only teachers who received a TADS summative rating were included in the analyses. The specific methodology on developing the specific variables used in this report can be found in **Appendix E** (p. 29).

Data Limitations

Changes to the methodology used to calculate a teacher's summative rating pose a challenge to data analysis and comparisons of TADS over time. **For 2016–2017, these changes refer to exclusion of the Student Performance component in the calculation of a teacher's summative rating for the majority of teachers in the district.** Changes to the methodology in previous years include the exclusion of norm-referenced assessments (Iowa/Logramos) from the SP measure of Comparative Growth and the exclusion of Value-Added Growth as an SP measure. These alterations to the student growth measures have had a substantial impact on the comparability of summative ratings and Student Performance ratings from prior years.

As part of this report, teachers' summative and IP ratings were disaggregated by high school (HS) feeder patterns. Feeder patterns are the flow of schools that students attend as they progress through grade levels, traditionally determined by the location of a student's residence within a school boundary. Based on feeder pattern data retrieved from Cognos on January 29, 2018, there were 261 possible zoned feeder pattern sequences that could be taken by an HISD student based on their residential address for the 2016–2017 school year. For simplification in this report, the feeder pattern sequences by high school include all elementary, middle, and combined schools that fed into a given high school. For example, Smith Elementary was zoned to both Waltrip High School and Scarborough High School, so teachers working at Smith Elementary were counted for both the Waltrip High School feeder pattern and the Scarborough High School feeder pattern. Consequently, teachers employed at elementary, middle, or combined schools that fed into multiple high school feeder patterns were duplicated in the analyses of data disaggregated by

feeder pattern in this report. A teacher may have been counted in up to five different high school feeder patterns in 2016–2017.

Data limitations specific to this report include smaller samples of appraised teachers when described by campus and teacher characteristics. Where indicated, the reader will find footnotes explaining data limitations.

Results

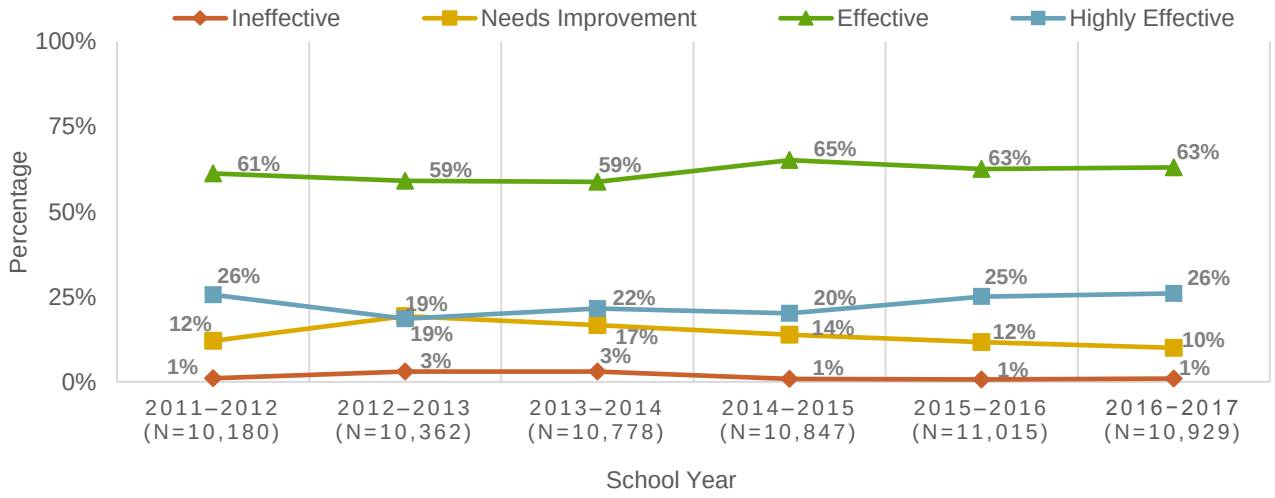
Summative Ratings

What was the distribution of summative ratings for teachers districtwide in 2016–2017 compared to previous years?

- In 2016–2017, 11,783 full-time teachers were working in HISD and eligible for appraisal through TADS. In total, 10,929 teachers (93%) received a summative rating through TADS for the 2016–2017 school year.

- **Figure 1** compares the summative rating distributions from the inception of the TADS system in 2011–2012[4] through 2016–2017.[5] More details on the summative rating distribution since 2011–2012 can be found in **Appendix F** (**Table F-1**, pp. 30–31). In 2012–2013, the second year of implementation and the first year of the inclusion of the Student Performance in the summative rating calculation, the lowest proportion of teachers received an Effective or Highly Effective summative rating, when it fell nine percentage points (87% in 2011–2012 to 78% in 2012–2013).

Figure 1. Summative Rating Distribution 2011–2012 through 2016–2017



Source: Teacher Appraisal and Development F&D Tool, 2011–2012 through 2016–2017
Note: Percentages may not total 100 due to rounding. Changes to the methodology used to calculate a teacher's summative rating pose a challenge to data analysis and comparisons of TADS over time. In 2016–2017, Student Performance, with the exception of TIF4 campuses, was not available to teachers to calculate their summative rating.

[4]In the years preceding 2011–2012, HISD used the state's Professional Development and Appraisal System (PDAS) to appraise its teachers. Furthermore, the 2011–2012 implementation of TADS and corresponding summative rating calculation was limited to IP and PE only.
[5]In 2016–2017, Student Performance, with the exception of TIF4 campuses, was not included in the summative ratings for teachers. All HISD teachers appraised through TADS were evaluated on Instructional Practice and Professional Expectations.

- Over the following four years, from 2013–2014 to 2016–2017, the proportion of teachers with Effective and Highly Effective ratings has increased each year to its highest percentage in 2016–2017 (89%) (Figure 1, p. 6).

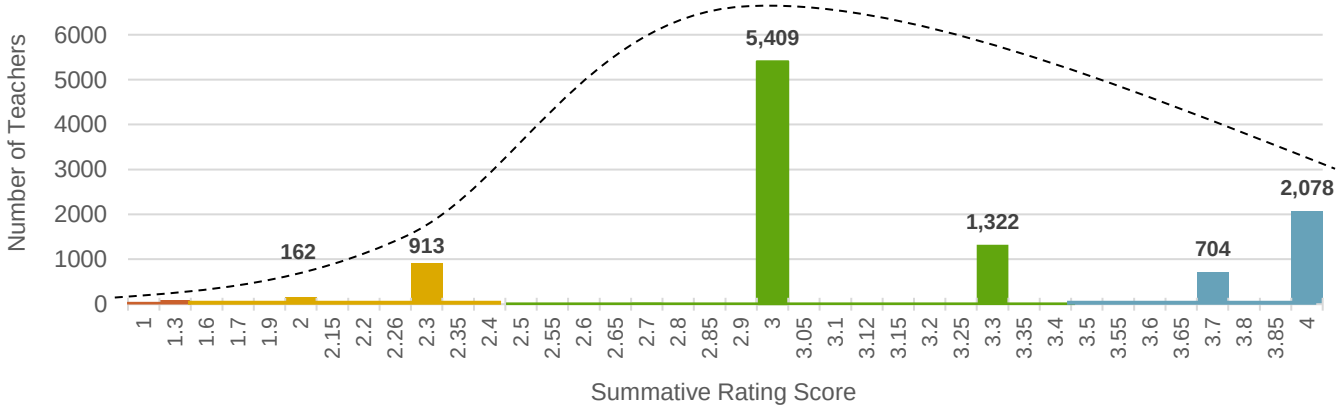
- The proportions of teachers with summative ratings of both Needs Improvement and Highly Effective have had the greatest variation in the distribution from year to year. In 2011–2012, 12 percent of teachers received a Needs Improvement rating. That proportion increased by seven percentage points in 2012–2013 (19%) and then steadily decreased over time to only 10 percent in 2016–2017. Conversely, in 2011–2012, 26 percent of teachers received a Highly Effective rating. That proportion decreased by seven percentage points in 2012–2013 (19%) and then increased over time to 26 percent again in 2016–2017 (Figure 1).

What was the distribution of summative ratings by summative score for teachers districtwide in 2016–2017?

- **Figure 2** displays the distribution of teachers' summative rating by summative score in 2016–2017. More details on the summative rating distribution counts for 2016–2017 can be found in Appendix F (**Table F-2**, p. 32). Of the 10,929 teachers appraised through TADS, 49 percent received a summative score of 3.00 (n=5,409), the median score for an Effective summative rating, and 19 percent received a summative score of 4.00 (n=2,078), the highest score possible for a Highly Effective summative rating.

- In 2016–2017, as mentioned in Figure 1 (p. 6), 63 percent of the teachers in HISD appraised through TADS received an Effective summative rating. Of those 6,882 teachers with an Effective summative rating, 79 percent received a summative score of 3.00 (n=5,409) and 12 percent received a summative score of 3.30 (n=1,322) (Figure 2).

Figure 2. Summative Ratings Distribution by Summative Score, 2016–2017 (N=10,929)



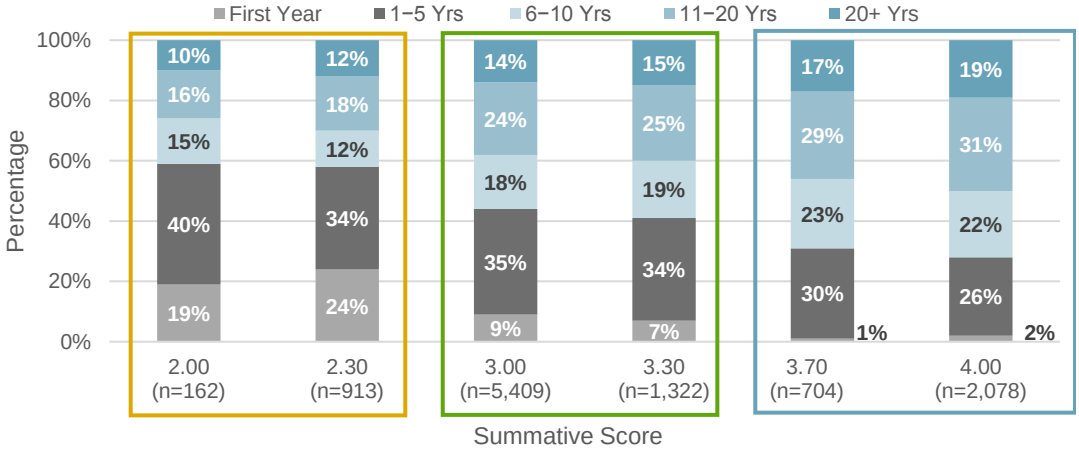
Source: Teacher Appraisal and Development F&D Tool, 2016–2017
Note: TADS summative scores are interpreted as: 1.00 to 1.49 – Ineffective, 1.50 to 2.49 – Needs Improvement, 2.50 to 3.49 – Effective, and 3.50 to 4.00 – Highly Effective. For readability, the n count groups of summative scores totaling less than 100 teachers (n=341) were excluded from this graph.

- In 2016–2017, 26 percent of the teachers in HISD appraised through TADS received a Highly Effective summative rating (n=2,814). Of those 2,814 teachers with a Highly Effective summative rating, 74 percent (n=2,078) received a summative score of 4.00, the highest score possible through TADS while 25 percent received a summative score of 3.7 (Figure 2).

- In 2016–2017, 10 percent of the teachers in HISD appraised through TADS received a Needs Improvement summative rating (n=1,141). Of those 1,141 teachers with a Needs Improvement summative rating, 80 percent (n=913) received a summative score of 2.30 and 14 percent (n=162) received a summative score of 2.00 (Figure 2, p. 7).

- **Figure 3** displays the distribution of teachers' years of experience in 2016–2017 by the summative score groups shown in Figure 2. Of the 2,078 teachers that received a summative score of 4.00, two percent (n=39) were first year teachers and 26 percent (n=545) had between one and five years of experience. At the same time, 19 percent of teachers with a summative score of 4.00 (n=395) had 20 or more years of experience.

Figure 3. Summative Score Groups by Teachers' Years of Experience, 2016–2017



Source: Teacher Appraisal and Development F&D Tool, 2016–2017
Note: Percentages may not total 100 due to rounding. This figure disaggregates years of experience by the six summative score groups referenced in Figure 2, p. 6. 341 teachers were excluded from this graph.

- Of the 5,409 teachers that received a summative score of 3.00, nine percent (n=500) were first year teachers and 14 percent (n=739) had 20 or more years of experience (Figure 3).

- Of teachers that received a summative score of 2.00, 26 percent (n=42) had 11 or more years of experience (Figure 3).

What was the distribution of summative ratings and appraisal components for teachers districtwide in 2016–2017 compared to 2015–2016?

- **Table 1** (p. 9) shows performance level changes of summative ratings for teachers who received a summative rating in both 2015–2016 and 2016–2017. Of the 10,929 teachers that received a summative rating for 2016–2017, 81 percent of those teachers (n=8,901) also received a summative rating for the previous year, 2015–2016.

- Of the 8,901 teachers appraised though TADS for two consecutive years, 12 percent of teachers (n=1,071) had a summative rating that decreased by at least one performance level from 2015–2016 to 2016–2017. Conversely, 16 percent of teachers (n=1,454) earned a summative rating that increased by at least one performance level from 2015–2016 to 2016–2017 (Table 1).

- A total of 5,708 teachers rated as Effective in 2015–2016 received a summative rating again in 2016–2017. Of those teachers, nearly 16 percent of them (n=905) increased their summative rating to Highly Effective in 2016–2017 (Table 1).

Table 1. Summative Ratings Changes from 2015–2016 to 2016–2017 for Teachers Who Received a Summative Rating in Both Years (N=8,901)

	2015–2016 Summative Ratings				
2016–2017 Summative Ratings	**Ineffective**	**Needs Improvement**	**Effective**	**Highly Effective**	**Total in 2016–2017**
Ineffective	4	25	21	0	**50**
Needs Improvement	8	270	373	20	**671**
Effective	11	509	4,409	632	**5,561**
Highly Effective	0	21	905	1,693	**2,619**
Total in 2015–2016	**23**	**825**	**5,708**	**2,345**	**8,901**

Source: Teacher Appraisal and Development F&D Tool, 2015–2016 and 2016–2017
Notes: Percentages may not total 100 due to rounding. Changes in teachers' consecutive summative ratings are limited to only two years because the measures used to determine teachers' SP level and the availability of SP as a component in the summative calculation has been inconsistent since the implementation of TADS. Red represents 1) teachers receiving a rating of Ineffective both years and 2) teachers who fell to Ineffective or Needs Improvement in 2016–2017 from a higher rating in 2015–2016.Yellow represents teachers 1) remaining as Needs Improvement both years and 2) teachers who fell from Highly Effective in 2015–2016 to Effective in 2016–2017. Green represents 1) teachers who increased their ratings from 2015–2016 to 2016¬–2017and 2) teachers remaining as Effective or Highly Effective.

- Of the 825 teachers rated as Needs Improvement in 2015–2016, 64 percent (n=530) increased their summative rating to Effective or Highly Effective in 2016–2017 (Table 1).

- The mean summative score for teachers appraised through TADS for two consecutive years was significantly higher in the 2016–2017 school year, 3.24, compared to the mean summative score of the same teachers in the previous 2015–2016 school year, 3.20. More details on the mean summative comparison for this group of teachers can be found in **Appendix G** (**Table G-1**, p. 38).

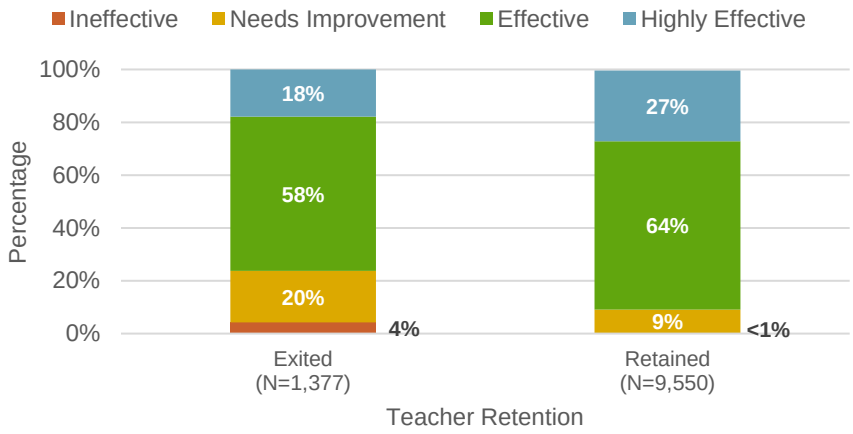
Retention

- **Figure 4** (p. 10) displays teacher retention by summative ratings. More details on the summative rating distribution by teacher retention since 2014–2015 can be found in Appendix F (Table F-1, pp. 30–31). Regarding total retention from 2016–2017 to 2017–2018, 87 percent of teachers that received a summative rating during the 2016–2017 school year (9,550 of 10,927) remained in HISD.

- The majority of the teachers retained for the 2017–2018 school year (91%) received an Effective or Highly Effective summative rating in 2016–2017, which was 15 percent points higher than the proportion of teachers who left the district with an Effective or Highly Effective summative rating (76%) (Figure 4).

- A total of 1,377 teachers who were appraised through TADS exited HISD at the end of the 2016–2017 school year. The proportion of exiting teachers with an Ineffective or Needs Improvement summative rating (24%) was 15 percentage points higher than the proportion of teachers retained with an Ineffective or Needs Improvement summative rating (9%) (Figure 4).

Figure 4. Summative Rating Distribution by Teacher Retention, 2016–2017



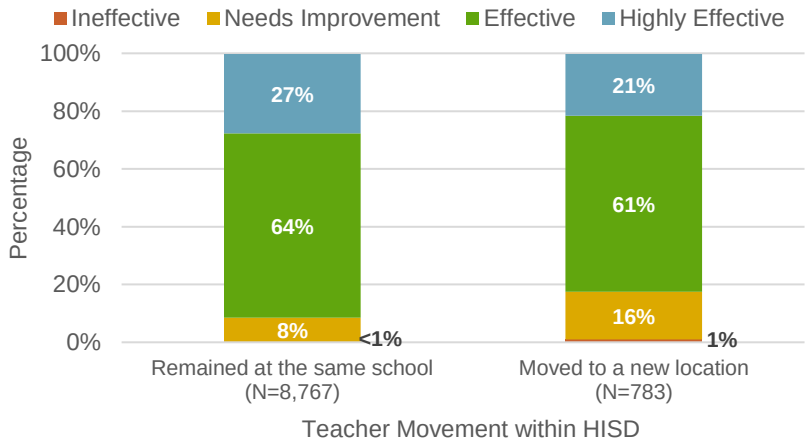
Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017 and 08/29/2017
Note: Percentages may not total 100 due to rounding. In 2016–2017, there were two teachers without HR identifying information.

- The mean summative score for teachers that chose to remain employed in HISD, 3.21, was significantly higher compared to that of teachers who exited the district, 2.95. More details on the mean summative rating by retention status can be found in **Appendix G** (**Table G-2**, p. 38).

Teacher Movement

- **Figure 5** describes teacher movement by summative ratings. More details on the summative rating distribution by teacher movement since 2014–2015 can be found in Appendix F (Table F-1, pp. 30–31). Regarding teacher movement, eight percent of teachers (n=783) who received a summative rating during the 2016–2017 school year and remained in HISD (n=9,550) changed locations within HISD for the following 2017–2018 school year.

Figure 5. Summative Rating Distribution by Teacher Movement, 2016–2017



Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017 and 08/29/2017
Note: Percentages may not total 100 due to rounding.

- Overall, the proportion of teachers that moved to a new location received lower summative ratings than teachers who remained at their school. In 2016–2017, teachers that moved to a new location had a higher proportion of Ineffective and Needs Improvement ratings than did teachers who remained at the same school (17% compared to 9%) (Figure 5, p. 10).

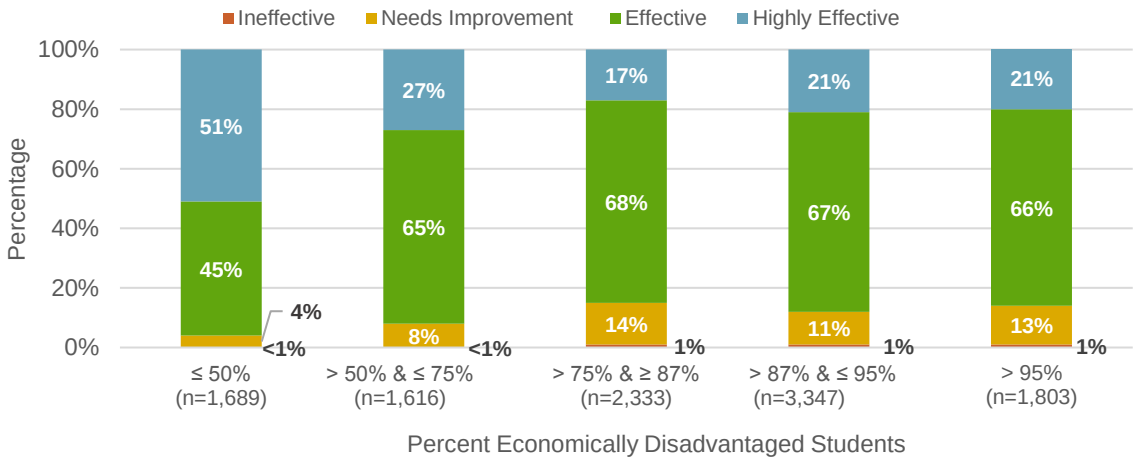
- The mean summative score for teachers that remained at the same school for the beginning of the 2017–2018 school year, 3.22, was significantly higher compared to that of teachers who moved to a new school within HISD, 3.07. More details on the mean summative rating by movement status can be found in Appendix G (**Table G-3**, p. 38).

Proportion of Economically Disadvantaged Students

- **Figure 6** presents the distribution of teachers' summative ratings by the proportion of economically disadvantaged students enrolled at the teachers' assigned schools. More details on the summative rating distribution by a school's proportion of economically disadvantaged students can be found in Appendix F (**Table F-3**, p. 33).

- A total of 1,689 teachers, 16 percent of teachers appraised through TADS at categorized schools (N=10,788), taught at schools with less than or equal to 50 percent of students identified as economically disadvantaged. Teachers employed at schools with less than or equal to 50 percent of their students identified as economically disadvantaged had the lowest proportion of teachers rated as Ineffective or Needs Improvement (4%) in 2016–2017.

Figure 6. Summative Rating Distribution by Proportion of Economically Disadvantaged Students at a Campus, 2016–2017 (N=10,788)



Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017; TX Equity File, 2016–2017
Note: Percentages may not total 100 due to rounding. Teachers without HR identifying information or at non-categorized schools (n=141) are not included.

- The proportion of teachers with a Highly Effective summative rating at schools with less than or equal to 50 percent of students identified as economically disadvantaged (51%) was 25 percentage points higher than the district's proportion of teachers with a Highly Effective summative rating (26%) (Figure 6 compared to Figure 1, p. 6).

- Comparison of mean summative scores was significantly different across teacher groups by the proportion of economically disadvantaged students at a campus. Teachers at campuses with less than or equal to 50 percent of students identified as economically disadvantaged received the highest mean summative score, 3.47. Teachers at schools with greater than 50 percent and less than or equal to 75 percent of students identified as low-income received a mean summative score of 3.23. Teachers at schools with greater than 75 percent of students identified as economically disadvantaged received similar mean summative scores (3.04, 3.13, and 3.11). More details on teachers' mean summative score by proportion of economically disadvantaged students at a campus can be found in Appendix G (**Table G-4**, p. 39).

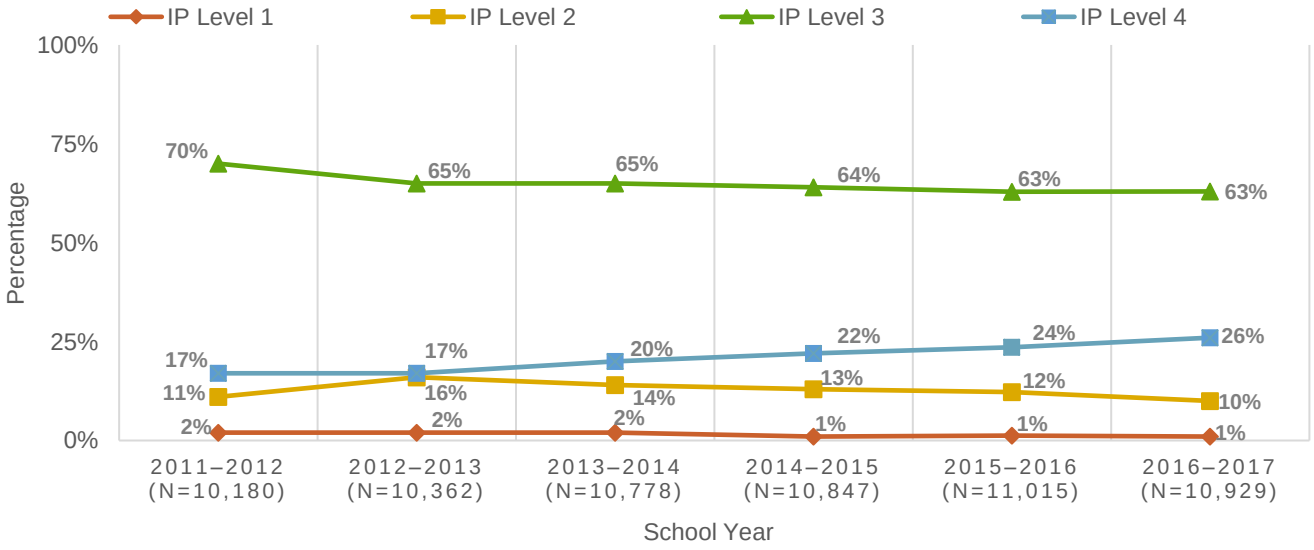
Instructional Practice Ratings

What was the distribution of Instructional Practice (IP) ratings in 2016–2017 compared to previous years?

- **Figure 7** shows the IP ratings distribution from 2011–2012 through 2016–2017.[6] Since the first year of TADS implementation in 2011–2012, the proportional distribution of Instructional Practice ratings has improved gradually over time. More details of the IP rating distribution from 2011–2012 to 2016–2017 can be found in Appendix F (**Table F-4**, p. 34).

- Across the six school years, the majority of teachers received a Level 3 IP rating. From 2011–2012, when 70 percent of teachers received a Level 3 IP rating, to 2016–2017, the proportion of teachers earning a Level 3 IP rating decreased seven percentage points. In both 2015–2016 and 2016–2017, 63 percent of teachers were rated Level 3 (Figure 7).

Figure 7. Instructional Practice (IP) Rating Distribution 2011–2012 through 2016–2017



Source: Teacher Appraisal and Development F&D Tool, 2011–2012, 2012–2013, 2013–2014, 2014–2015, 2015–2016, and 2016–2017
Note: Percentages may not total 100 due to rounding.

[6] The rubric used to evaluate Instructional Practice has remained the same since 2011–2012. A detailed guide of the summative rating components can be found in Appendix A (p. 24).

- In 2011–2012 and 2012–2013, the lowest proportion of teachers received an IP Level 4 rating (17%) in the six years of the implementation of TADS. Over the following four years, from 2013–2014 to 2016–2017, the proportion of teachers with an IP Level 4 rating has increased nine percentage points to its highest rate in 2016–2017 (26%) (Figure 7, p. 12).

- **Table 2** shows the IP rating changes for teachers who received a IP rating in 2014–2015, 2015–2016, and 2016–2017. Of the 7,152 teachers that received an IP rating for three consecutive years from 2014–2015 to 2016–2017, 90 percent (n=6,438) were retained for the 2017–2018 school year.

- Of teachers that received an IP rating for three consecutive years, 23 percent (n=1,655) increased their IP rating by at least one performance level and an additional 17 percent (n=1,195) maintained an IP Level 4 rating (Table 2).

Table 2. Instructional Practice (IP) Changes for Teachers with Consecutive IP Ratings, 2014–2015 through 2016−2017 (N=7,512)

	2014–2015 IP Ratings				
2016–2017 IP Ratings	**IP Level 1**	**IP Level 2**	**IP Level 3**	**IP Level 4**	**Total in 2016–2017**
IP Level 1	4	18	26	0	**48**
IP Level 2	4	137	283	12	**436**
IP Level 3	16	523	3,374	448	**4,361**
IP Level 4	1	54	1,057	1,195	**2,307**
Total in 2014–2015	**25**	**732**	**4,740**	**1,655**	**7,152**

Source: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, and 2016–2017
Notes: Percentages may not total 100 due to rounding. Three years of teachers' consecutive IP ratings are used in this table because the criteria used to determine teachers' IP Level has remained consistent since the implementation of TADS. Red represents 1) teachers receiving an IP Level 1 rating both years and 2) teachers who fell to IP Level 1 or IP Level 2 in 2016–2017 from a higher rating in 2014–2015.Yellow represents teachers 1) remaining as IP Level 2 both years and 2) teachers who fell from IP Level 4 in 2014–2015 to IP Level 3 in 2016–2017. Green represents 1) teachers who increased their ratings from 2014–2015 to 2016¬–2017 and 2) teachers remaining as IP Level 3 or IP Level 4.

- A total of 6,395 teachers rated as IP Level 3 or IP Level 4 in 2014–2015 received an IP rating again in 2016–2017. Of those teachers, 17 percent (n=1,057) increased their IP rating from Level 3 to Level 4, and 71 percent (n=4,569) maintained their IP rating of Level 3 or Level 4 (Table 2).

- Of the 757 teachers rated as IP Level 1 or IP Level 2 in 2014–2015, 79 percent (n=598) increased their IP rating by at least one performance level in 2016–2017 (Table 2).

- The mean IP score for teachers appraised though TADS with consecutive IP ratings was significantly higher in the 2016–2017 school year, 3.25, compared to the mean IP score of the same teachers in the in the 2014–2015 school year, 3.12. More details on the mean IP score comparison for this group of teachers can be found in **Appendix G** (**Table G-5**, p. 39).

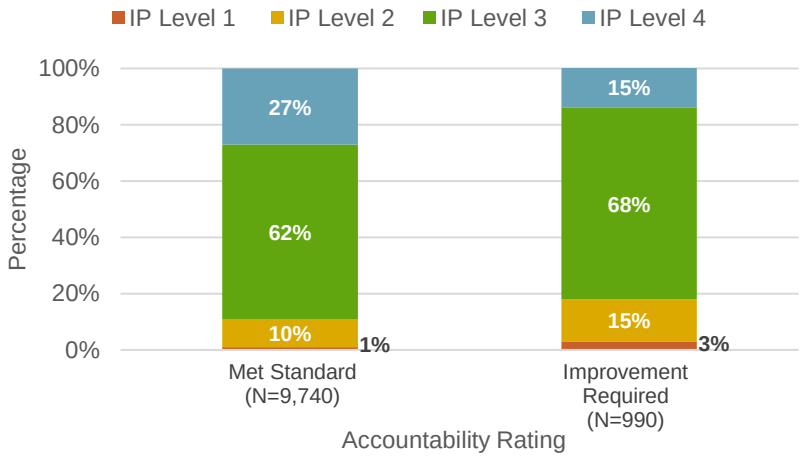
What was the distribution of Instructional Practice (IP) ratings in 2016–2017 by groups?

Accountability Rating

- **Figure 8** displays teachers' IP ratings by school accountability rating for 2016–2017. More details on the IP rating distribution by accountability rating since 2012–2013 can be found in Appendix F (Table F-4, p. 34). The separation of teachers by their campus accountability rating showed a difference between IP ratings of teachers at Met Standard and Improvement Required (IR) schools. In 2016–2017, the proportion of teachers appraised with an IP Level of 3 or 4 was six percentage points lower in IR schools (83%) compared to the proportion of teachers in schools with a Met Standard accountability rating (89%).

- In 2016–2017, Met Standard schools had nearly double the proportion of IP Level 4 teachers (27%) compared to teachers at IR schools (15%). Conversely, the proportion of teachers in IR schools with an IP Level of 1 or 2 (18%) was seven percentage points higher compared to the proportion of teachers in Met Standard schools with the same IP Levels (11%) (Figure 8).

Figure 8. Instructional Practice (IP) Rating Distribution by School Accountability Rating, 2016–2017 (N=10,730)



Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017; TEA Accountability Ratings, 2016–2017
Note: Percentages may not total 100 due to rounding. Teachers employed at Not Rated (NR) schools or other locations (n=199) are not included.

- The mean summative score for teachers at Met Standard schools, 3.20, was significantly higher compared to the mean summative score for teachers at IR schools, 3.01. More details on the mean IP scores by accountability rating can be found in Appendix G (**Table G-6**, p. 39).

Teachers' Total Years of Experience

- **Figure 9** (p. 15) shows IP ratings by teachers' years of experience for 2016–2017. More details on the IP rating distribution by teachers' total years of experience can be found in Appendix F (Table F-4, p. 34). Teachers with 6 to 10 years of experience had the highest proportion of teachers rated as Level 3 and Level 4 (93%) in 2016–2017.

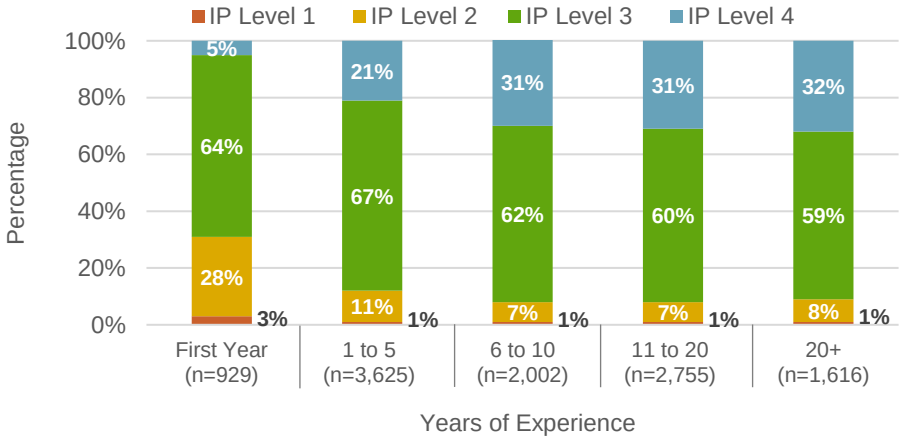
- The largest difference in the IP rating distribution was observed between teachers in their first year of teaching and teachers with 1 to 5 years of experience. The proportion of teachers with 1 to 5 years of

experience with a Level 3 or Level 4 IP rating (88%) was 19 percentage points higher compared to the proportion of first year teachers with the same IP rating (69%) (Figure 9).

- The majority of new teachers, those with less than one year of experience, received a Level 3 or Level 4 IP rating in 2016–2016 (69%). However, new teachers were more than three times more likely to receive a Level 1 or Level 2 IP rating compared to their more experienced colleagues (31% compared to 10% for all other teachers)[7] (Figure 9).

- A total of 6,373 teachers, 58 percent of teachers appraised through TADS (N=10,927) with identifying information, had six or more years of experience. The proportion of teachers with six or more years of experience receiving an IP Level 4 rating (31%)[8] was five percentage points higher than the district's proportion of teachers with an IP Level 4 rating (26%) (Figure 9 compared to Figure 7, p. 12).

Figure 9. Instructional Practice (IP) Rating Distribution by Teachers' Years of Experience, 2016–2017 (N=10,927)



Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017
Note: Percentages may not total 100 due to rounding. Teachers without HR identifying information (n=2) are not included.

- The mean Instructional Practice (IP) scores were significantly different across groups of teachers' total years of experience. New teachers, those with less than one year of experience, received the lowest mean IP score, 2.71. Teachers with 1 to 5 years of experience received an IP score of 3.08. Teachers with 6 to 10 years, 11 to 20 years, and more than 20 years of experience received similar mean IP scores (3.23, 3.22, and 3.22, respectively). More details on the mean IP score by teachers' total years of experience can be found in Appendix G (**Table G-7**, p. 40).

Proportion of Economically Disadvantaged Students

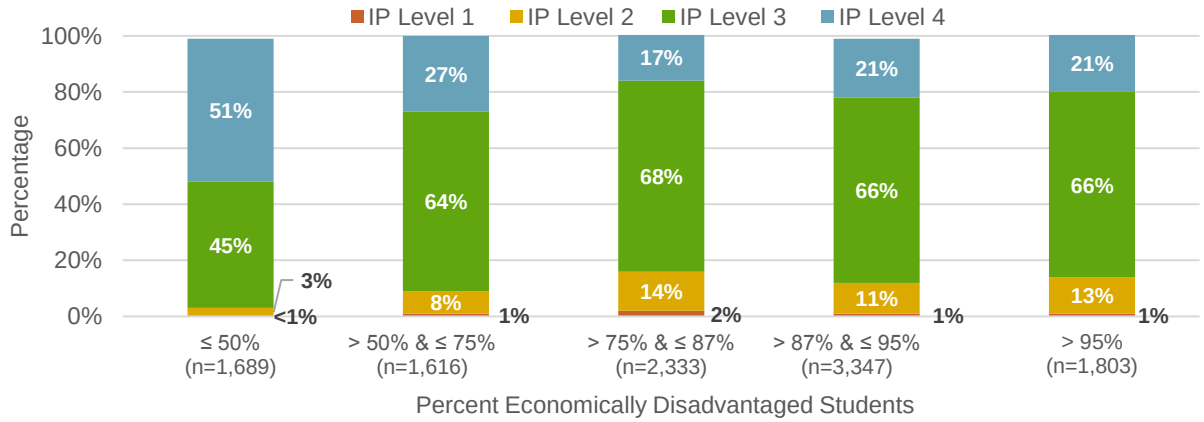
- **Figure 10** (p. 16) presents the distribution of teachers' Instructional Practice rating by the proportion of economically disadvantaged students enrolled at teachers' assigned schools. More details on the IP rating distribution by a school's proportion of economically disadvantaged students can be found in Appendix F (**Table F-5**, p. 35). A total of 1,689 teachers, 16 percent of teachers appraised through

[7] Calculated as the percentage of teachers who were not new who received a Level 1 or Level 2 IP rating (977 out of 9,998 teachers).
[8] Calculated as the percentage of teachers with six or more years of experience who received a Level 4 IP rating (1,996 out of 6,373 teachers).

TADS at categorized schools (N=10,788), taught at schools with less than or equal to 50 percent of students identified as economically disadvantaged.

- Similar to the distribution of teachers' summative rating, the proportion of teachers with an IP Level 4 rating at schools with less than or equal to 50 percent of students identified as economically disadvantaged (51%) was 25 percentage points higher than the district's proportion of teachers with an IP Level 4 rating (26%) (Figure 10, compared to Figure 7, p. 12).

Figure 10. Instructional Practice (IP) Distribution by Proportion of Economically Disadvantaged Students at a Campus, 2016–2017 (N=10,788)



Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017; TX Equity File, 2016–2017
Note: Percentages may not total 100 due to rounding. Teachers without HR identifying information or at non-categorized schools (n=141) are not included.

- The proportion of teachers with an IP Level 1 or 2 rating (14%) teaching at schools with greater than 75 percent of students identified as economically disadvantaged[9] was 10 percentage points higher than the proportion of teachers with the same IP ratings at schools with less than or equal to 50 percent of students identified as economically disadvantaged (4%) (Figure 10).

- The mean Instructional Practice (IP) scores were significantly different across teacher groups by the proportion of economically disadvantaged students at a campus. Teachers at campuses with less than or equal to 50 percent of students identified as economically disadvantaged received the highest mean IP score, 3.46. Teachers at schools with greater than 50 percent and less than or equal to 75 percent identified as low-income received a mean IP score of 3.18. Teachers at schools with greater than 75 percent of students identified as economically disadvantaged received similar mean IP scores (2.99, 3.07, and 3.06). More details on teachers' mean IP score by proportion of economically disadvantaged students at a campus can be found in Appendix G (**Table G-8**, p. 40).

Schools Office

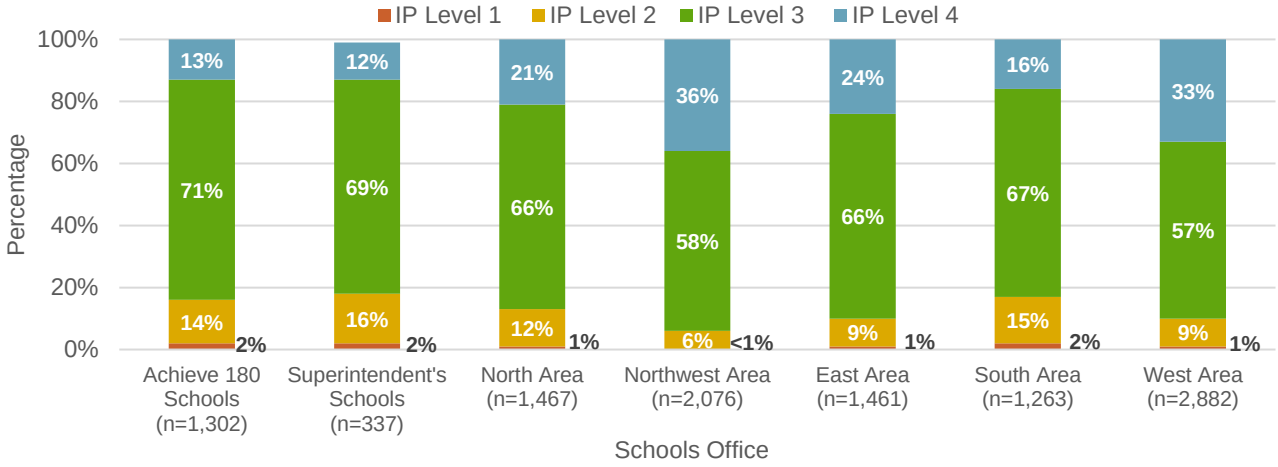
- **Figure 11** (p. 17) displays the distribution of teachers' Instructional Practice rating by Schools Office. More details on the IP rating distribution by Schools Office can be found in Appendix F (Table F-5, p. 35). In 2016–2017, teachers employed at schools in the Northwest Schools Office had the highest

[9] Calculated as the percentage of teachers who received a Level 1 or Level 2 IP rating and taught at schools with more than 75 percent of students identified as economically disadvantaged (1,028 out of 7,483 teachers).

proportion of teachers rated as Level 4 (36%), which was 24 percentage points higher than the proportion of teachers employed at schools in the Superintendent's Schools Office (12%).

- The proportion of teachers with a Level 1 or 2 IP rating (18%) employed at schools in the Superintendent's Schools area was seven percentage points higher than the district's proportion of teachers with a Level 1 or 2 IP rating (11%) (Figure 11, compared to Figure 7, p. 12).

Figure 11. Instructional Practice (IP) Rating Distribution by Schools Office, 2016–2017 (N=10,788)



Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017; Campus Information List, 01/10/2018

Note: Percentages may not total 100 due to rounding. Teachers without HR identifying information or at non-categorized schools (n=141) are excluded.

- Excluding teachers at schools in Achieve 180 and Superintendent's Schools,[10] teachers employed at schools assigned to the South Area Schools Office had the highest proportion of teachers with a Level 1 or Level 2 IP rating (17%), which was more than 11 percentage points higher than the proportion of teachers in the Northwest Area Schools Office with a Level 1 or Level 2 IP rating (6%) (Figure 11).

- Comparison of Achieve 180, Superintendent's Schools, and all Area Schools Offices showed significant differences in mean IP scores. Teachers working at campuses assigned to the Achieve 180 Schools Office, Superintendent's Schools Office, and South Area Schools Office received the lowest mean IP scores (2.95, 2.92, and 2.97, respectively). Conversely, teachers working at campuses assigned to the Northwest Area Schools Office and West Area Schools Office received the highest mean IP scores (3.29 and 3.23, respectively). More details on teachers' mean IP score by Schools Office can be found in Appendix G (**Table G-9**, p. 40).

Trustee District

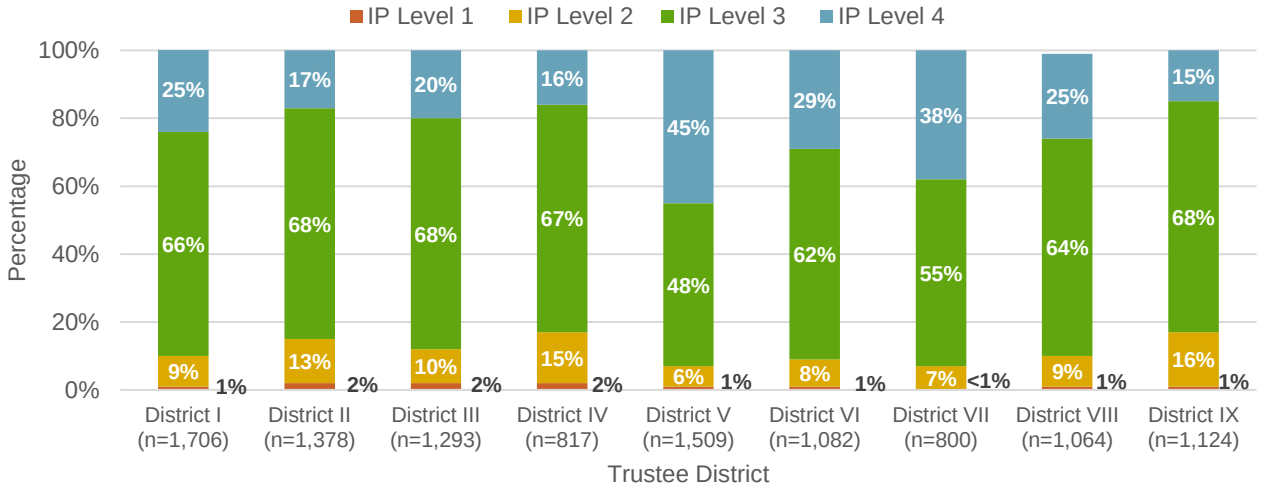
- **Figure 12** (p. 18) shows the distribution of teachers' Instructional Practice rating by Trustee District. More details on the IP rating distribution by Trustee District can be found in Appendix F (Table F-5, p. 35). In 2016–2017, teachers working at schools in District V and District VII had the highest proportion of teachers rated as Level 3 and Level 4 (93%). However, the proportion of teachers with a Level 4 IP rating was seven percentage points higher in District V (45%) compared to District VII (38%).

[10] In 2016–2017, academically underperforming campuses were assigned to the Achieve 180 Schools and Superintendent's Schools Offices. Conversely, campuses assigned to the North, Northwest, East, South, and West Area Schools Offices corresponded with geographic location in the district.

- Teachers employed in District II, District III, and District IV had the highest proportion of teachers appraised at Level 1 in instructional practice (2%) (Figure 12).

- Teachers working at schools in District IV and District IX had the highest proportion of teachers rated as Level 2 in 2016–2017 (15% and 16%, respectively) (Figure 12).

Figure 12. Instructional Practice (IP) Rating Distribution by Trustee District, 2016–2017 (N=10,773)



Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017; Campus Information List, 01/10/2018
Note: Percentages may not total 100 due to rounding. Teachers without HR identifying information or at non-categorized schools (n=156) are not included.

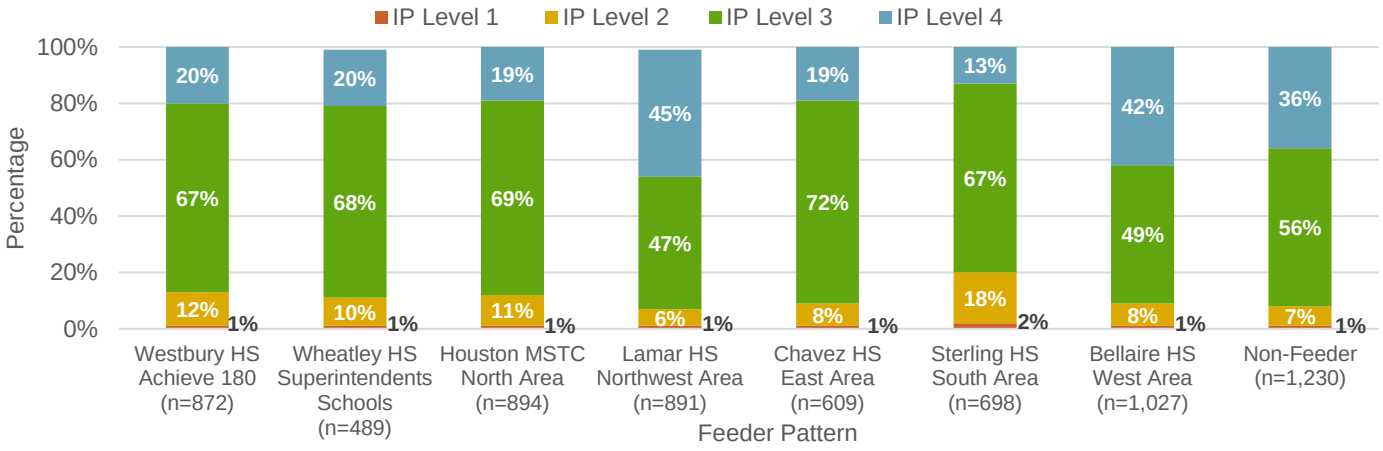
- Comparison of Instructional Practice (IP) by Trustee District showed significant differences in mean IP scores. Teachers working at campuses in District II, District IV, and District IX received the lowest mean IP scores (3.01, 2.98, and 2.95, respectively). Conversely, teachers working at campuses in District V and District VII received the highest mean IP scores (3.37 and 3.31, respectively). More details on teachers' mean IP score by School Office can be found in Appendix G (**Table G-10**, p. 41).

Feeder Patterns

- **Figure 13** (p. 19) displays the distribution of teachers' Instructional Practice rating by seven of HISD's 23 high school (HS) feeder patterns, and by non-feeder zoned, open enrollment schools. More details on the IP rating distribution by HS feeder pattern can be found in Appendix F (**Table F-6**, p. 36). In 2016–2017, teachers employed at schools serving the Lamar HS feeder pattern, of the Northwest Area Schools Office, had the highest proportion of teachers with an IP Level 4 rating (45%).

- Teachers employed at schools serving the Sterling HS feeder pattern, of the South Area Schools Office, had the highest proportion of teachers with an IP rating of Level 1 (2%) or Level 2 (18%). However, comparison of all 23 HS feeder patterns revealed that the Worthing HS feeder pattern, of the Superintendent's Schools Office, had the highest proportion of teachers with an IP rating of Level 1 (2%) or Level 2 (20%) across the district (See Table F-6, p. 36).

Figure 13. Instructional Practice (IP) Rating Distribution by High School Feeder Pattern, 2016–2017



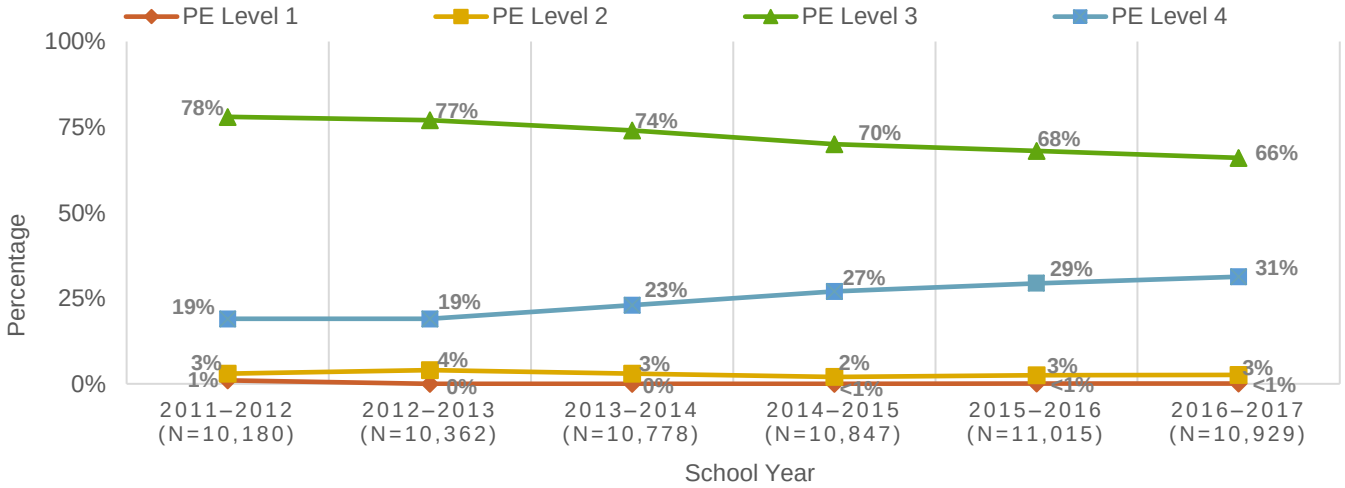
Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017; Cognos Feeder File 2016–2017, 01/29/2018
Notes: Percentages may not total 100 due to rounding. The HS feeder patterns with the greatest number of total students enrolled in the respective high school by Schools Office and non-feeder zoned schools are shown in this figure. For IP rating distributions by all district feeder patterns, see Appendix F (Table F-6, p. 36).

Professional Expectations Ratings

What was the distribution of Professional Expectations (PE) ratings in 2016–2017 compared to previous years?

- **Figure 14** shows the PE ratings distribution from 2011–2012 through 2016–2017.[11] The percentage of teachers with a Level 4 PE rating has steadily increased by twelve percentage points, from 19 percent in 2011–2012 and 2012–2013 to 31 percent in 2016–2017.

Figure 14. Professional Expectation (PE) Rating Distribution 2011–2012 through 2016–2017



Source: Teacher Appraisal and Development F&D Tool, 2011–2012, 2012–2013, 2013–2014, 2014–2015, 2015–2016, and 2016–2017
Note: Percentages may not equal 100 due to rounding

[11] The rubric used to evaluate Professional Expectations has not changed since 2011–2012. A detailed guide of the summative rating components can be found in Appendix A (p. 24).

Student Performance

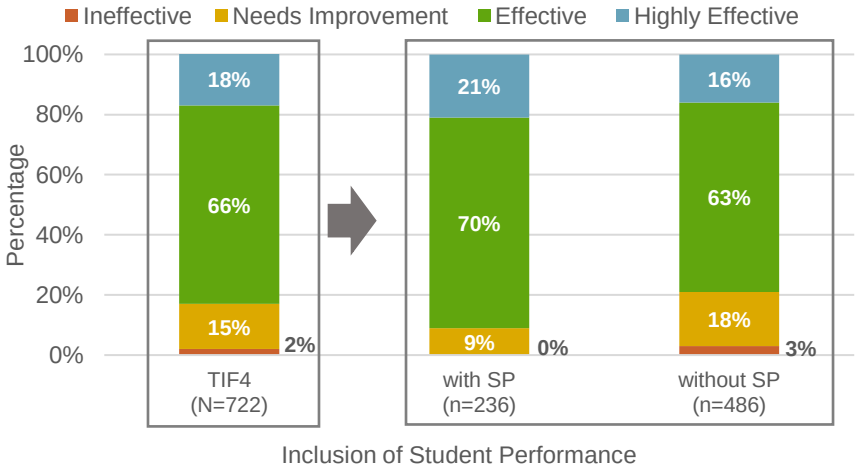
What was the distribution of Student Performance (SP) ratings in 2016–2017 for teachers at TIF4 campuses?

- Although the decision was made to exclude Student Performance from summative ratings in HISD for the 2016–2017 school year, teachers employed at schools participating in the Teacher Incentive Fund Cycle 4 (TIF4) grant, were able to continue to incorporate SP in their summative ratings. In 2016–2017, seven percent (N=722) of the 10,929 teachers appraised through TADS were employed at the 23 TIF4 campuses in HISD and eligible to include SP in their summative ratings.

- In 2016–2017, of the 236 teachers with an SP component[12], 100 percent of teachers had at least one Student Progress measure included in the calculation of SP. These 236 teachers made up two percent of the 10,929 teachers districtwide, and 33 percent of teachers employed at TIF4 campuses, that received a summative rating through TADS in 2016–2017.

- **Figure 15** presents the summative rating distribution at TIF4 campuses by the inclusion of SP in the summative rating calculation. More details on the SP rating distribution at TIF4 campuses can be found in Appendix F (**Table F-7**, p. 37). In 2016–2017, the proportion of teachers employed at TIF4 campuses rated as Effective or Highly Effective (84%) was five percentage points lower than the districtwide proportion of teachers with an Effective or Highly Effective summative rating (89%) (see Figure 1, p. 6).

Figure 15. Distribution of Summative Ratings at Teacher Incentive Fund Cycle 4 (TIF4) Campuses by Student Performance, 2016–2017



Source: Teacher Appraisal and Development SP Tool, 2015–2016 and 2016–2017; HR Roster File, 05/22/2017
Note: Percentages may not total 100 due to rounding. In 2016–2017, only full-time teachers employed at TIF4 schools were eligible to include SP in their summative rating.

- As previously mentioned, in 2016–2017, 33 percent (n=236) of the 722 teachers at TIF4 campuses received a summative rating with SP. At TIF4 schools, the proportion of teachers with SP that received an Effective or Highly Effective summative rating (91%) was 12 percentage points higher than the

[12] Teachers at TIF4 campuses who participated in the Student Progress process during the school year and had at least two Student Performance measures at the End-of-Year conference were able to include the SP component in their summative ratings.

proportion of teachers at TIF4 schools without SP that received an Effective or Highly Effective summative rating (79%) (Figure 15).

- The proportion of teachers at TIF4 schools without SP that received an Ineffective or Needs Improvement summative rating (21%) was more than twice as high as the proportion of teachers at TIF4 schools with SP in their summative ratings (9%). Notably, no teachers at TIF4 campuses with an SP rating included in their summative rating received an Ineffective summative rating (0%) in 2016–2017 (Figure 15).

Discussion

This report has examined teacher appraisal outcomes for the 2016–2017 school year and previous years. Trends observed in appraisal outcomes may offer guidance to decision-makers in their work towards increasing the accuracy of rating effective teaching, strengthening professional development and support, growing teachers' capacity for effective teaching, and placing an effective teacher in every classroom.

Findings suggest that the existing summative rating performance levels may not precisely differentiate performance in the classroom.[13] When summative ratings were grouped by score, two distinct groups emerged within the respective performance levels of Needs Improvement, Effective, and Highly Effective. For example, of the 63 percent of teachers rated as Effective in 2016–2017, with a score range between 2.50 and 3.49, 79 percent received a score of 3.00 while 12 percent received a score of 3.30. And while 26 percent of teachers districtwide were rated Highly Effective, 74 percent of those 2,814 teachers, or 19 percent of all teachers appraised, received the highest score possible of 4.00. Of the teachers receiving a 4.00 summative score, 28 percent had five years or less experience in the classroom. The distribution of scores within performance levels suggests that while the current ratings may approximate a teacher's effectiveness in the classroom, there could be nuanced differences that may not be fully captured by four performance levels. For example, a teacher with a summative score of 3.00 may be different from a teacher with a summative score of 3.30. Moreover, the supports needed for a Highly Effective-rated novice teacher with a 4.00 summative score are likely different from the supports needed for a Highly Effective-rated veteran teacher with a 4.00 summative score. The district might explore whether or not the current appraisal rating level options allow appraisers to assign ratings that precisely interpret and differentiate a teacher's performance level, which in turn, could be used to provide individualized supports.

Despite potential challenges in differentiating performance levels, the data offer evidence that the TADS process may improve performance when implemented with accuracy. Since the adoption of TADS as the district's teacher appraisal system in 2011–2012, most teachers have been rated as Effective or Highly Effective. With the exception of 2012–2013 (the first year of the inclusion of the Student Performance in the summative rating calculation), the proportion of teachers appraised through TADS as Effective and Highly Effective has increased each year to its highest percentage in 2016–2017 (89%). As previously mentioned in this report, in 2016–2017, only two percent of teachers districtwide had an SP component included in their summative rating.

Further analysis of teachers' instructional practices ratings for three consecutive years indicated that 71 percent of teachers were observed as maintaining an IP Level of 3 or 4 in the classroom from 2014–2015 to 2016–2017, while 23 percent of teachers increased their instructional practice performance by at least

[13] Commonly known as the Widget Effect, the pattern of assigning high appraisal ratings regardless of true performance has been attributed to evaluation systems' lack of differentiation for the variations of teacher effectiveness (TNTP, 2009).

one performance level. The high proportion of teachers' Effective and Highly Effective summative ratings could be an indication that TADS has been proficient in facilitating efforts to identify teachers' areas of instructional growth and provide those teachers with targeted supports. These findings correspond with a high proportion of teachers' perceptions of TADS at the end of the 2016–2017 school year, which suggested that the TADS system and processes may assist school leaders in systematically identifying teachers' individualized needs for coaching when the appraiser implements the TADS system with fidelity (HISD Research and Accountability, 2017b). In other words, when an appraiser had the capacity (both time and understanding) to provide teachers with quality, individualized feedback, the TADS system may have successfully facilitated the delivery of information that teachers could use to improve their instructional practice.

Trends observed in appraisal outcomes by campus- and teacher-level groups may offer guidance to decision-makers regarding district efforts to place an effective teacher in every classroom. This report, and TADS End of Year reports from previous years, have consistently found disproportionate percentages of Effective and Highly Effective teachers across the district, when disaggregated by certain groups (e.g., school accountability rating, percentage of economically disadvantaged students, school office, etc.) (HISD Research and Accountability, 2017a, 2017b, 2016, 2015). For example, the proportion of teachers at IR schools with an IP Level 1 or 2 rating was seven percentage points higher than the proportion of teachers with an IP Level 1 or 2 rating at schools rated as Met Standard. Additionally, 51 percent of teachers that taught at schools with fewer than 50 percent of students identified as economically disadvantaged received an IP Level 4 rating, 24 percentage points higher than the proportion of teachers with an IP Level 4 rating at schools with more than 50 percent but fewer than 75 percent of students of students identified as economically disadvantaged. As the district continues efforts to support an equitable education for all students, leaders should maintain strategies to grow teachers that need additional supports, and to attract and retain effective teachers in struggling schools.

Analysis of teachers' summative ratings at TIF4 campuses offer some interesting insights. When teachers at TIF4 schools were separated by those with or without an SP rating in their summative rating calculation, teachers with an SP rating had a lower proportion of Ineffective or Needs Improvement rated teachers compared to teachers without SP. These findings suggest that unlike teachers that only had IP and PE in included their summative ratings, a small subset of TIF4 teachers with an SP component included in their summative rating may have received a boost in their summative score. Future analysis of TADS performance ratings should explore the impact of Student Performance on teachers' summative ratings, particularly when one or both SP measures are Student Progress measures.

While findings in this report provide some evidence to uphold current strategies in the development of effective teachers as outlined in the TADS system, the data offer some possible areas of improvement, such as expanding performance level options to allow for increased differentiation of a teacher's instructional practice. Moreover, this report and the report on teacher and appraiser perceptions of TADS for 2016–2017 suggest that, while the TADS processes may be valuable, there are continued challenges to implementing the TADS system with fidelity. As the district continues to critically explore ways to improve teacher appraisals, leadership should maintain its efforts to collect information on the experiences of teachers and appraisers that have participated in TADS across multiple years, as they may be able to offer additional insight into what has worked well, or not well, in the district.

References

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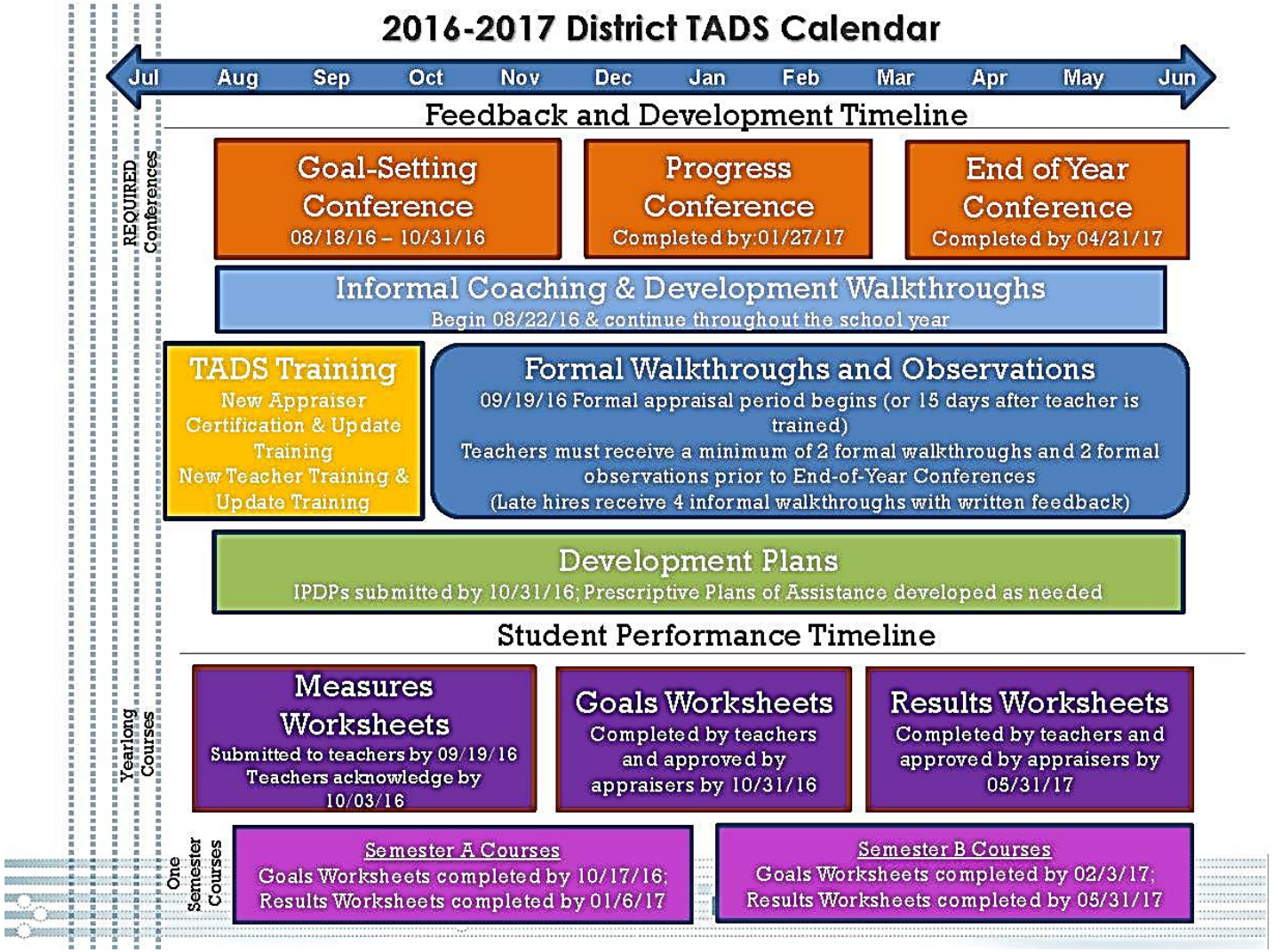
Appendix A: Guide to the TADS Summative Component Distribution

HISD Teacher Appraisal and Development System			
Measure		**Summative Rating Weight**	**Criteria for Measurement**
Instructional Practice Criteria	Planning (PL)	70%	PL-1 Develops student learning goals
			PL-2 Collects, tracks, and uses student data to drive instruction;
			PL-3 Designs effective lesson plans, units, and assessments
	Instruction (I)		I -1 Facilitates organized, student-centered, objective-driven lessons
			I-2 Checks for student understanding and responds to student misunderstanding
			I-3 Differentiates instruction for student needs by employing a variety of instructional strategies
			I-4 Engages students in work that develops higher-level thinking skills
			1-5 Maximizes instructional time
			1-6 Communicates content and concepts to students
			1-7 Promotes high expectations for students
			1-8 Students actively participating in lesson activities
			1-9 Sets and implements discipline management procedures
			1-10 Builds a positive and respectful classroom environment
Professional Expectations Criteria	Professionalism (PR)	30%	PR-1 Complies with policies and procedures at school
			PR-2 Treats colleagues with respect throughout all aspects of work
			PR-3 Complies with teacher attendance policies
			PR-4 Dresses professionally according to school policy
			PR-5 Collaborates with colleagues
			PR-6 Implements school rules
			PR-7 Communicates with parents throughout the year
			PR-8 Seeks feedback in order to improve performance
			PR-9 Participates in professional development and applies learning
Student Performance Criteria	Student Performance (SP)	N/A	*Value-Added not included in 2016 – 2017 summative rating*
			Comparative Growth (CG) on TELPAS grades 3–8 or STAAR 3–8
			Student Progress • On districtwide, pre-approved, or appraiser-approved assessments • On districtwide, pre-approved, or appraiser-approved tasks • Student attainment (Pre-K only)

Source: HISD Leader and Teacher Development, 2013; HISD Leader and Teacher Leadership Development, 2015
Note: In 2016–2017, only teachers at campuses receiving TIF4 funds were eligible to use SP in their summative rating. Because only two percent of teachers districtwide with a summative rating received an SP rating (N=236), the weights for summative ratings with SP have been excluded from this chart. For more information, refer to Appendix D, p. 28.

Appendix B: TADS Timeline for 2016–2017



Source: HISD Leader and Teacher Development, personal communication, July 26, 2017

Appendix C: 2016–2017 Student Performance Measures in Detail

On February 9, 2017, the HISD Board of Trustees approved the district's recommendation that the Student Performance component of HISD's Teacher Appraisal and Development System (TADS) be waived for all teachers for the 2016–2017 school year, with the exception of the 23 schools that receive TIF grant funds. If teachers employed at TIF4 schools did not have at least two Student Performance measures, their summative rating was calculated using only their Instructional Practice and Professional Expectations ratings.

For the 2016–2017 school year, the district calculated the student performance component of TADS for reporting purposes only.

The ***Student Performance Rating (SP***) is 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:

- Comparative Growth on districtwide assessments;
- Students' progress on districtwide assessments, pre-approved assessments, or appraiser-approved assessments
- Students' progress on districtwide, pre-approved, or appraiser-approved performance tasks or products
- Student attainment on districtwide or appraiser-approved assessments.

SP ratings are on a scale of 1–4. A teacher must have at least two SP measures to receive an SP rating. Teachers who do not receive an SP rating will receive a Summative Appraisal Rating based solely on an Instructional Practice (IP) rating and a Professional Expectations (PE) rating assigned by the appraiser.

Measure #1: Value-Added Growth

Value-Added Growth 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. Value-added analysis uses a student's own academic performance across years, grades, and subjects as a basis for determining their average growth. This measure uses statistical modeling to control for differences in student populations. EVAAS® was used as the value-added growth measure for teachers with available data in the Student Performance (SP) rating for TADS from 2012–2013 through 2014–2015.

On June 9, 2016, the HISD Board of Trustees voted not to extend the contract with SAS EVAAS®. As a result, teacher-level Value-Added Growth was not included in the Student Performance or Summative Ratings for HISD's Teacher Appraisal and Development System (TADS) for the 2015–2016 and 2016–2017 school years.

Measure #2: Comparative Growth on districtwide assessments

Comparative Growth (CG) is a student growth measure that captures 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. For 2016–2017, CG relies on the use of TELPAS and/or STAAR assessments. CG scores are placed on a scale of 1–4. TELPAS CG is calculated for grades 3–8. STAAR CG is calculated for grades 4 and higher.

From 2012–2013 to 2014–2015, CG was calculated using norm-referenced data in grades 2–8. In the 2015–2016 school year, only TELPAS assessments in grades 3–8 were used to calculate the CG measure.

Measure #3 & #4: Student Progress

Student Progress, more commonly known as a student learning objective (SLO), is a type of student growth measure that uses summative or cumulative assessments, performance tasks, and work products to assess how much content and skill students learned over the duration of a course or year, based on where they started the subject or course. The Student Progress process is intended to be a collaborative effort between the teacher and appraiser that emphasizes continuous individualized support. Throughout the school year, the teacher and appraiser collaboratively work through the Student Progress process by setting student goals, determining appropriate measures, and evaluating student results of those measures.

#3. Students' progress on districtwide assessments, pre-approved assessments, or appraiser-approved assessments

Student Progress using summative assessments evaluates 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 Goals Worksheets for no more than 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.

#4. Students' progress on districtwide, pre-approved, or appraiser-approved performance tasks or products

Student Progress 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.

Measure #5: Student Attainment

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

Source: HISD Leader and Teacher Development, 2017, pp. 35–40

Appendix D: TADS Components Distribution, 2016–2017

The component weights are applied to derive the Summative Appraisal Rating (IP, PE, and SP combined).[1]

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

Teachers with <u>two TADS components</u> (i.e. no Student Performance rating) have the following weights within teachers' Summative Appraisal Ratings.

Instructional Practice (IP)	Professional Expectations (PE)
70%	30%

<u>Teacher Incentive Fund Cohort 4 Teachers ONLY</u> (see following page for list of campuses)

TIF4 Teachers *with <u>three TADS components</u>* have the following weights within teachers' Summative Appraisal Ratings.

Instructional Practice (IP)	Professional Expectations (PE)	Student Performance (SP)
50%	20%	30%

The various types of <u>Student Performance[2] [3]</u> measures have different weights within the Student Performance final rating.

SP Measure / SP Measure Combinations	Comparative Growth (CG)[4]	Student Progress[5]	Value-Added	Student Performance (SP) Total
CG Only	30%			30%
CG + Student Progress	20%	10%		30%
Student Progress Only		30%		30%
CG + Value-Added	N/A		N/A	N/A
Student Progress + Value-Added		N/A	N/A	N/A
CG + Student Progress + Value-Added	N/A	N/A	N/A	N/A

TIF4 CAMPUSES

1) Blackshear Elementary School
2) Braeburn Elementary School
3) Burrus Elementary School
4) Codwell Elementary School
5) Durkee Elementary School
6) Eliot Elementary School
7) Fleming Middle School
8) Fondren Middle School
9) Foster Elementary School
10) Garden Oaks Montessori School
11) Grissom Elementary School
12) Herrera Elementary School
13) Law Elementary School
14) Looscan Elementary School
15) Mading Elementary School
16) McGowen Elementary School
17) Milne Elementary School
18) Montgomery Elementary School
19) Pugh Elementary School
20) Ross Elementary School
21) Southmayd Elementary School
22) Sugar Grove Academy Middle School
23) Wilson Montessori School

[1] All TADS components, including Student Performance (SP) measures of Comparative Growth and Student Progress, use a 4-point scale.
[2] Teachers must have a minimum of two Student Performance measures to receive a Student Performance rating included in the summative rating.
[3] Value-Added is not available for 2016 – 2017, 2017- 2018.
[4] CG is a district measure based on TELPAS and/or STAAR assessments in certain grade levels and subjects.
[5] Student Progress is a student learning measure that uses *two measures of* a) district-wide/pre-approved/appraiser-approved assessments, b) district-wide/pre-approved/appraiser-approved performance tasks/work products, or c) student attainment (Pre-K teachers only).

Last updated 04/18/2017

Source: HISD Leader and Teacher Development, 2017

Appendix E: Methodology for TADS End of Year Report, 2016–2017

A teacher was eligible for appraisal through HISD's Teacher Appraisal and Development System (TADS) if s/he taught at least 50 percent of the instructional day and was actively employed from the beginning of the school year through the end of April of the same year. In each case, only teachers and employees who met all the criteria to be appraised through TADS that received a TADS summative rating were included in the analyses. Teachers not included in the TADS system may have been excluded for a variety of reasons. For example, teachers may not have been rated due to late hiring, job title changes, incorrect job titles in HISD Human Resources Information System (HRIS), split roles that required teachers to teach students less than 50 percent of the instructional day, or campus-level decisions made by the principal. Moreover, some teachers in leadership roles were appraised in ePerformance, the School Leader Appraisal Tool, rather than in TADS. Finally, teachers employed in HISD charter schools were not appraised in TADS.

- HISD Human Resources (HR) provided districtwide employee rosters, which included multiple identifiers for teacher-level data. Full-time teachers were identified using the following criteria:
    - To identify job descriptions specific to teachers, the variable *Job Function Code* was reported as TCH, TEA ELEM, TEA PREK, TEA SEC, or # (i.e., not assigned job function code)
    - To identify salary plans specific to teachers, the variable *Salary Plan* was reported as RT, VT, RO1 or RO5.

- Teacher retention for the 2017–2018 school year was defined as those teachers from the 2016–2017 school year who were actively employed in HISD in May 2017 and August 2017, including those no longer assigned to classrooms.

- Teacher movement for the 2017–2018 school year was defined as teachers who stayed in the district (those retained) who changed locations within HISD from May 2017 to August 2017, regardless of whether the location change included a promotion.

- Teachers' years of experience was determined using total teaching experience as verified by the Human Resources Information System (HRIS). Teachers were categorized as new teachers (i.e., in their first year of teaching), 1–5 years, 6–10 years, 11–20 years, or more than 20 years of HISD and other experience. Using employee data from HISD's Systems, Applications & Processes (SAP), new teachers were identified as "#".

- Critical shortage teachers for 2016–2017 were identified as teaching in a TEA-defined critical shortage or high needs area. To be included in this category, the variable *Job Family* was reported as BIL, MATH, SCIENC, SPECIAL ED, ESL, CATE, and/or COMP.

- A teacher's campus accountability rating, campus level, trustee district, school office, and feeder pattern was determined by identifying the teacher's campus assignment for the 2016–2017 school year. Campus accountability ratings were obtained from the Texas Education Agency (TEA) using the Texas Academic Performance Reports (TAPR) for 2016–2017. Campus-level assignments specific to each teacher were identified using the 2016–2017 HISD District and School Profiles. Trustee district and school office assignments specific to each teacher were identified using the 2017–2018 Campus Information List. Feeder pattern assignments were identified using the Feeder Pattern List for 2016–2017 extracted from Cognos on January 29, 2018.

Appendix F: Data Tables

Table F-1. Summative Rating Distribution by Campus and Teacher Characteristics, 2011–2012 through 2016–2017, 1 of 2

	Ineffective (N)						Needs Improvement (N)						Effective (N)						Highly Effective (N)						Totals (N)					
	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Overall Summative Rating†	1% (109)	3% (313)	3% (326)	1% (91)	1% (78)	1% (92)	12% (1,227)	19% (2,001)	17% (1,799)	14% (1,500)	12% (1,289)	10% (1,141)	61% (6,235)	59% (6,125)	59% (6,334)	65% (7,067)	63% (6,886)	63% (6,882)	26% (2,609)	19% (1,923)	22% (2,319)	20% (2,189)	25% (2,762)	26% (2,814)	100% (10,180)	100% (10,362)	100% (10,778)	100% (10,847)	100% (11,015)	100% (10,929)
School Level																														
Elementary	1% (54)	4% (213)	3% (180)	1% (54)	1% (42)	1% (42)	12% (712)	23% (1,285)	18% (1,079)	15% (897)	12% (737)	10% (621)	61% (3,473)	57% (3,250)	58% (3,441)	65% (3,862)	63% (3,808)	64% (3,776)	26% (1,460)	17% (957)	21% (1,256)	19% (1,134)	24% (1,469)	25% (1,502)	100% (5,699)	100% (5,705)	100% (5,956)	100% (5,947)	100% (6,056)	100% (5,941)
Middle	1% (24)	4% (67)	5% (91)	1% (14)	1% (18)	1% (17)	12% (206)	20% (346)	20% (361)	18% (319)	14% (264)	12% (220)	62% (1,046)	54% (937)	55% (1,005)	65% (1,182)	66% (1,209)	66% (1,159)	25% (422)	22% (387)	20% (359)	16% (295)	18% (331)	21% (373)	100% (1,698)	100% (1,737)	100% (1,816)	100% (1,810)	100% (1,822)	100% (1,769)
High	1% (22)	1% (23)	2% (42)	1% (16)	1% (15)	1% (15)	11% (247)	12% (271)	12% (280)	9% (213)	9% (221)	9% (213)	62% (1,398)	69% (1,587)	67% (1,551)	67% (1,559)	63% (1,481)	64% (1,531)	26% (586)	19% (430)	19% (453)	23% (524)	28% (652)	27% (638)	100% (2,253)	100% (2,311)	100% (2,326)	100% (2,312)	100% (2,369)	100% (2,397)
Combined	2% (9)	2% (10)	2% (13)	<1% (5)	<1% (3)	1% (10)	12% (62)	16% (99)	12% (79)	9% (60)	10% (66)	9% (62)	60% (318)	58% (351)	50% (332)	58% (396)	47% (325)	50% (346)	27% (141)	24% (149)	37% (246)	32% (219)	43% (296)	39% (268)	100% (530)	100% (609)	100% (670)	100% (680)	100% (690)	100% (686)
Total	**109**	**313**	**326**	**89**	**78**	**84**	**1,227**	**2,001**	**1,799**	**1,489**	**1,288**	**1,116**	**6,235**	**6,125**	**6,329**	**6,999**	**6,823**	**6,812**	**2,609**	**1,923**	**2,314**	**2,172**	**2,748**	**2,781**	**10,180**	**10,362**	**10,768**	**10,749 [2]**	**10,937 [5]**	**10,793 [8]**
Accountability Rating*																														
Improvement Required (IR)	-	5% (89)	6% (101)	2% (37)	1% (21)	2% (15)	-	29% (530)	28% (478)	27% (521)	23% (318)	15% (152)	-	57% (1,027)	57% (968)	65% (1,253)	64% (900)	68% (675)	-	9% (156)	9% (153)	6% (121)	12% (166)	15% (148)	-	100% (1,802)	100% (1,700)	100% (1,932)	100% (1,405)	100% (990)
Met Standard	-	3% (224)	2% (225)	1% (52)	1% (57)	1% (68)	-	17% (1471)	15% (1,320)	11% (967)	10% (966)	10% (960)	-	60% (5,098)	59% (5,357)	65% (5,739)	62% (5,915)	63% (6,090)	-	21% (1,767)	24% (2,161)	23% (2,049)	27% (2,580)	27% (2,622)	-	100% (8,560)	100% (9,063)	100% (8,807)	100% (9,518)	100% (9,740)
Total	**-**	**313**	**326**	**89**	**78**	**83**	**-**	**2,001**	**1,798**	**1,488**	**1,284**	**1,112**	**-**	**6,125**	**6,325**	**6,992**	**6,815**	**6,765**	**-**	**1,923**	**2,314**	**2,170**	**2,746**	**2,770**	**-**	**10,362**	**10,763**	**10,739 [3]**	**10,923 [6]**	**10,730 [9]**
Index 1 Scores																														
25 or Less	-	5% (3)	25% (3)	0% (0)	0% (0)	-	-	24% (13)	25% (3)	0% (0)	26% (10)	-	-	67% (37)	42% (5)	0% (0)	61% (23)	-	-	4% (2)	8% (1)	0% (0)	13% (5)	-	-	100% (55)	100% (12)	100% (0)	100% (38)	-
26 to 50	-	6% (24)	10% (68)	3% (36)	1% (14)	-	-	32% (128)	35% (246)	28% (359)	21% (207)	-	-	53% (214)	52% (365)	65% (840)	66% (661)	-	-	9% (38)	3% (24)	4% (57)	12% (116)	-	-	100% (404)	100% (703)	100% (1,292)	100% (998)	-
51 to 75	-	4% (232)	4% (203)	1% (50)	1% (54)	-	-	23% (1,247)	21% (1,134)	16% (957)	15% (885)	-	-	61% (3,290)	62% (3,327)	69% (4,133)	67% (4,055)	-	-	11% (597)	14% (742)	14% (852)	18% (1,076)	-	-	100% (5,366)	100% (5,406)	100% (5,992)	100% (6,070)	-
Greater than 75	-	1% (54)	1% (52)	<1% (3)	<1% (10)	-	-	13% (609)	9% (413)	5% (173)	5% (186)	-	-	57% (2,566)	57% (2,615)	59% (2,062)	55% (2,123)	-	-	28% (1,285)	33% (1,547)	36% (1,266)	40% (1,555)	-	-	100% (4,514)	100% (4,627)	100% (3,504)	100% (3,874)	-
Total	**-**	**313**	**326**	**89**	**78**	**-**	**-**	**1,997**	**1,796**	**1,488**	**1,288**	**-**	**-**	**6,107**	**6,312**	**6,992**	**6,862**	**-**	**-**	**1,922**	**2,314**	**2,170**	**2,752**	**-**	**-**	**10,339**	**10,748**	**10,788 [4]**	**10,980 [7]**	**-**
Core Foundation Teachers																														
Core	1% (75)	4% (274)	4% (275)	1% (68)	1% (57)	-	13% (871)	22% (1,556)	19% (1,403)	15% (1,238)	12% (1,064)	-	60% (4,151)	55% (3,829)	55% (4,013)	65% (5,447)	62% (5,378)	-	26% (1,773)	19% (1,320)	22% (1,564)	20% (1,657)	25% (2,146)	-	100% (6,870)	100% (6979)	100% (7,255)	100% (8,410)	100% (8,645)	-
Non-Core	1% (34)	1% (39)	1% (51)	1% (21)	1% (21)	-	11% (356)	13% (445)	11% (396)	11% (251)	10% (224)	-	63% (2,084)	68% (2,296)	66% (2,318)	67% (1,588)	64% (1,484)	-	25% (836)	18% (603)	21% (755)	22% (518)	26% (606)	-	100% (3,310)	100% (3,383)	100% (3,520)	100% (2,378)	100% (2,335)	-
Total	**109**	**313**	**326**	**89**	**78**	**-**	**1,227**	**2,001**	**1,799**	**1,489**	**1,288**	**-**	**6,235**	**6,125**	**6,331**	**7,035**	**6,862**	**-**	**2,609**	**1,923**	**2,319**	**2,175**	**2,752**	**-**	**10,180**	**10,362**	**10,775**	**10,788 [4]**	**10,980 [7]**	**-**

Source: TADS Feedback and Development Tool; TADS Student Performance Tool; HISD HR Employee 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; 2015–2016 as of 05/28/2016, 2016–2017 as of 05/22/2017

† Student Performance (SP) was not included in the 2011–2012 summative rating calculation. In 2016–2017, only full-time teachers employed at the 23 TIF4 schools were eligible to include SP in their summative rating.

*Accountability ratings not available for school year 2011–2012

**Retention and Teacher Movement were not calculated in the TADS End of Year Reports for 2011–2012; 2012–2013; and 2013–2014

[1] 36 teachers excluded from data.

[2] 98 teachers at Community Services, HCC Life Skills, EL DAEP, or with no school identifying information in HR Roster. Not included in school levels.

[3] 108 teachers at schools without accountability ratings or no school identifying information in HR Roster.

[4] 59 teachers without HR Roster identifying information.

[5] 78 teachers at Community Services, HCC Life Skills, El DAEP, Beechnut Academy, or with no school identifying information in HR Roster. Not included in school levels.

[6] 57 teachers at schools without accountability ratings or no school identifying information in HR Roster.

[7] 35 teachers without HR Roster identifying information.

[8] 136 teachers were assigned to positions that were not assigned to a school level.

[9] 199 teachers were assigned to postions in locations that did not receive an Accountability Rating for 2016–2017.

Table F-1 *continued*. Summative Rating Distribution by Campus and Teacher Characteristics, 2011–2012 through 2016–2017, 2 of 2

	Ineffective (N)						Needs Improvement (N)						Effective (N)						Highly Effective (N)						Totals (N)					
	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Critical Shortage Teachers																														
Critical Shortage	1% (34)	3% (72)	3% (75)	1% (30)	1% (26)	1% (39)	13% (313)	18% (442)	16% (408)	13% (518)	12% (573)	10% (475)	63% (1,517)	62% (1,533)	63% (1,556)	67% (2,744)	62% (3,063)	63% (3,090)	22% (525)	17% (414)	18% (450)	19% (789)	26% (1,277)	27% (1,318)	100% (2,389)	100% (2,461)	100% (2,489)	100% (4,081)	100% (4,939)	100% (4,922)
Non-Critical Shortage	1% (75)	3% (241)	3% (251)	1% (59)	1% (52)	1% (53)	12% (914)	20% (1,559)	17% (1,391)	14% (971)	12% (715)	11% (666)	61% (4,718)	58% (4,592)	58% (4,775)	64% (4,291)	63% (3,799)	63% (3,792)	27% (2,084)	19% (1,509)	23% (1,869)	21% (1,386)	24% (1,475)	25% (1,496)	100% (7,791)	100% (7,901)	100% (8,286)	100% (6,707)	100% (6,041)	100% (6,007)
Total	**109**	**313**	**326**	**89**	**78**	**92**	**1,227**	**2,001**	**1,799**	**1,489**	**1,288**	**1,141**	**6,235**	**6,125**	**6,331**	**7,035**	**6,862**	**6,882**	**2,609**	**1,923**	**2,319**	**2,175**	**2,752**	**2,814**	**10,180**	**10,362**	**10,775**	**10,788** [4]	**10,980** [7]	**10,929**
Years of Experience																														
New Teacher	2% (16)	7% (102)	8% (149)	3% (32)	2% (23)	2% (21)	28% (211)	33% (510)	30% (595)	35% (430)	32% (377)	28% (261)	59% (444)	54% (843)	54% (1,061)	59% (740)	60% (704)	65% (600)	11% (80)	7% (109)	8% (165)	3% (43)	6% (69)	5% (47)	100% (751)	100% (1,564)	100% (1,970)	100% (1,245)	100% (1,173)	100% (929)
1-5 Years	1% (26)	2% (64)	3% (89)	1% (24)	1% (27)	1% (29)	10% (361)	17% (476)	14% (464)	12% (372)	12% (398)	11% (403)	64% (2,213)	60% (1,721)	61% (1,983)	69% (2,136)	67% (2,281)	67% (2,428)	25% (872)	22% (622)	22% (723)	18% (545)	21% (719)	21% (765)	100% (3,472)	100% (2,883)	100% (3,259)	100% (3,077)	100% (3,425)	100% (3,625)
6-10 Years	1% (24)	2% (47)	1% (31)	1% (13)	<1% (10)	1% (10)	11% (259)	17% (382)	13% (277)	12% (261)	8% (161)	7% (140)	62% (1,459)	62% (1,407)	60% (1,258)	64% (1,406)	62% (1,318)	62% (1,232)	26% (641)	19% (441)	26% (541)	23% (508)	30% (627)	31% (620)	100% (2,419)	100% (2,277)	100% (2,107)	100% (2,188)	100% (2,116)	100% (2,002)
11-20 Years	1% (22)	3% (59)	1% (29)	<1% (13)	<1% (12)	1% (23)	12% (261)	17% (387)	14% (303)	11% (286)	8% (204)	7% (200)	58% (1,288)	59% (1,338)	58% (1,291)	64% (1,682)	62% (1,611)	61% (1,672)	29% (634)	21% (483)	27% (610)	24% (642)	30% (789)	31% (860)	100% (2,205)	100% (2,267)	100% (2,233)	100% (2,623)	100% (2,616)	100% (2,755)
Over 20 Years	2% (21)	3% (35)	2% (27)	<1% (7)	<1% (6)	1% (9)	10% (135)	18% (224)	13% (158)	8% (140)	9% (148)	8% (137)	60% (795)	59% (736)	61% (737)	65% (1,071)	57% (948)	59% (949)	29% (382)	21% (260)	23% (280)	26% (437)	33% (548)	32% (521)	100% (1,333)	100% (1,255)	100% (1,202)	100% (1,655)	100% (1,650)	100% (1,616)
Total	**109**	**307**	**325**	**89**	**78**	**92**	**1,227**	**1,979**	**1,797**	**1,489**	**1,288**	**1,141**	**6,199**	**6,045**	**6,330**	**7,035**	**6,862**	**6,881**	**2,609**	**1,915**	**2,319**	**2,175**	**2,752**	**2,813**	**10,144** [1]	**10,246**	**10,771**	**10,788** [4]	**10,980** [7]	**10,927** [8]
Retention**																														
Retained	-	-	-	<1% (28)	<1% (28)	<1% (34)	-	-	-	12% (1,080)	10% (919)	9% (872)	-	-	-	67% (6,189)	64% (6,056)	64% (6,077)	-	-	-	21% (1,969)	26% (2,508)	27% (2,567)	-	-	-	100% (9,266)	100% (9,511)	100% (9,550)
Exited	-	-	-	4% (61)	3% (50)	4% (58)	-	-	-	27% (409)	25% (369)	20% (269)	-	-	-	56% (846)	55% (806)	58% (804)	-	-	-	13% (206)	17% (244)	18% (246)	-	-	-	100% (1,522)	100% (1,469)	100% (1,377)
Total		**-**	**-**	**89**	**78**	**92**	**-**	**-**	**-**	**1,489**	**1,288**	**1,141**	**-**	**-**	**-**	**7,035**	**6,862**	**6,881**	-	**-**	**-**	**2,175**	**2,752**	**2,813**	**-**	**-**	**-**	**10,788** [4]	**10,980** [7]	**10,927** [8]
Teacher Movement**																														
Remained at the Same School	-	-	-	<1% (18)	<1% (19)	<1% (24)	-	-	-	11% (883)	9% (785)	8% (743)	-	-	-	67% (5,533)	64% (5,580)	64% (5,600)	-	-	-	22% (1,824)	27% (2,379)	27% (2,400)	-	-	-	100% (8,258)	100% (8,763)	100% (8,767)
Moved to a NewLocation	-	-	-	1% (10)	1% (9)	1% (10)	-	-	-	20% (197)	18% (134)	16% (129)	-	-	-	65% (656)	64% (476)	61% (477)	-	-	-	14% (145)	17% (129)	21% (167)	-	-	-	100% (1,008)	100% (748)	100% (783)
Total	**-**	**-**	**-**	**28**	**28**	**34**	**-**	**-**	**-**	**1,080**	**919**	**872**	**-**	**-**	**-**	**6,189**	**6,056**	**6,077**	**-**	**-**	**-**	**1,969**	**2,508**	**2,567**	**-**	**-**	**-**	**9,266**	**9,511**	**9,550**

Source: TADS Feedback and Development Tool; TADS Student Performance Tool; HISD HR Employee 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; 2015–2016 as of 05/28/2016, 2016–2017 as of 05/22/2017

† Student Performance (SP) was not included in the 2011–2012 summative rating calculation. In 2016–2017, only full-time teachers employed at the 23 TIF4 schools were eligible to include SP in their summative rating.

*Accountability ratings not available for school year 2011–2012

**Retention and Teacher Movement were not calculated in the TADS End of Year Reports for 2011–2012; 2012–2013; and 2013–2014

1 36 teachers excluded from data.

2 98 teachers at Community Services, HCC Life Skills, EL DAEP, or with no school identifying information in HR Roster. Not included in school levels.

3 108 teachers at schools without accountability ratings or no school identifying information in HR Roster.

4 59 teachers without HR Roster identifying information.

5 78 teachers at Community Services, HCC Life Skills, El DAEP, Beechnut Academy, or with no school identifying information in HR Roster. Not included in school levels.

6 57 teachers at schools without accountability ratings or no school identifying information in HR Roster.

7 35 teachers without HR Roster identifying information.

8 136 teachers were assigned to positions that were not assigned to a school level.

9 199 teachers were assigned to postions in locations that did not receive an Accountability Rating for 2016−2017.

Table F-2. Summative Rating Distribution by Summative Score, 2016–2017

	Ineffective (N)	Needs Improvement (N)	Effective (N)	Highly Effective (N)
Overall Summative Rating	1% (92)	10% (1,141)	63% (6,882)	26% (2,814)
Ineffective 1.00–1.49				
1.00	8			
1.30	84			
Total	**92**			
Needs Improvement 1.00–1.49				
1.60		43		
1.70		5		
1.90		4		
2.00		162		
2.15		2		
2.20		1		
2.26		1		
2.30		913		
2.35		1		
2.40		9		
Total		**1,141**		
Effective 2.50–3.49				
2.50			3	
2.55			1	
2.60			29	
2.65			3	
2.70			37	
2.80			17	
2.75			2	
2.90			15	
3.00			5,409	
3.05			3	
3.10			9	
3.12			1	
3.15			17	
3.20			5	
3.25			1	
3.30			1,322	
3.35			4	
3.40			4	
Total			**6,882**	
Highly Effective 3.50–4.00				
3.50				10
3.55				1
3.60				3
3.65				4
3.70				704
3.80				7
3.85				7
4.00				2,078
Total				**2,814**

Source: TADS Feedback and Development Tool, 2016–2017;

Table F-3. Summative Rating Distribution by District Characteristics, 2016–2017

	Ineffective (N)	Needs Improvement (N)	Effective (N)	Highly Effective (N)	Total
Overall Summative Rating	1% (92)	10% (1,141)	63% (6,882)	26% (2,814)	100% (10,929)
% Economically Disadvantaged Students					
Less than 50%	<1% (5)	4% (61)	45% (766)	51% (857)	100% (1,689)
Greater than 50% and less than 75%	<1% (6)	8% (126)	65% (1,043)	27% (441)	100% (1,616)
Greater than 75% and less than 87.5%	1% (32)	14% (323)	68% (1,583)	17% (395)	100% (2,333)
Greater than 87.5% and less than 95%	1% (25)	11% (378)	67% (2,235)	21% (709)	100% (3,347)
Greater than 95%	1% (15)	13% (226)	66% (1,184)	21% (378)	100% (1,803)
Total	**83**	**1,115**	**6,811**	**2,780**	**10,788** [1]
Schools Office					
Superintendent's Schools	1% (4)	16% (53)	70% (237)	13% (43)	100% (337)
Achieve 180 Schools	1% (19)	15% (191)	71% (922)	13% (170)	100% (1,302)
East Area	1% (12)	9% (137)	66% (966)	24% (346)	100% (1,461)
North Area	1% (14)	12% (170)	66% (970)	21% (313)	100% (1,467)
Northwest Area	<1% (6)	6% (124)	58% (1,200)	36% (746)	100% (2,076)
South Area	1% (14)	16% (198)	68% (849)	16% (202)	100% (1,263)
West Area	1% (15)	8% (242)	58% (1,664)	33% (961)	100% (2,882)
Total	**84**	**1,115**	**6,808**	**2,781**	**10,788** [1]
Trustee District					
Distrtict I - Elizabeth Santos	1% (10)	8% (143)	66% (1,129)	25% (424)	100% (1,706)
District II - Rhonda Skillern-Jones	1% (17)	14% (186)	68% (941)	17% (234)	100% (1,378)
District III - Sergio Lira	1% (15)	11% (137)	69% (888)	20% (253)	100% (1,293)
District IV - Jolanda Jones	1% (7)	15% (125)	67% (551)	16% (134)	100% (817)
District V - Susan Deigaard	1% (9)	6% (93)	48% (722)	45% (685)	100% (1,509)
District VI - Holly Maria Flynn Vilaseca	<1% (5)	8% (90)	62% (675)	29% (312)	100% (1,082)
District VII - Anne Sung	<1% (2)	7% (55)	55% (438)	38% (305)	100% (800)
District VIII - Diana Dávila	1% (10)	9% (101)	65% (687)	25% (266)	100% (1,064)
District IX - Wanda Adams	1% (9)	17% (186)	68% (764)	15% (165)	100% (1,124)
Total	**84**	**1,116**	**6,795**	**2,778**	**10,773** [2]

Source: TADS Feedback and Development Tool, 2016−2017; HISD HR Employee Roster, 05/22/2016−2017; Campus Information List, 01/10/2018; Texas Equity Gap File, 11/14/2017

[1] 141 teachers were unmatched or not assigned to a campus with an aggregate percentage of economically disadvantaged students

[2] 156 teachers were unmatched or not assigned to a campus affliated with a trustee district

Table F-4. Instructional Practice (IP) Rating Distribution by Campus and Teacher Characteristics, 2011–2012 through 2016–2017

	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	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Overall Instructional Practice	2% (170)	2% (163)	2% (202)	1% (159)	1% (139)	1% (136)	11% (1,165)	16% (1,652)	14% (1,486)	13% (1,375)	12% (1,352)	10% (1,128)	70% (7,103)	65% (6,758)	65% (6,953)	64% (6,977)	63% (6,928)	63% (6,854)	17% (1,742)	17% (1,789)	20% (2,137)	22% (2,336)	24% (2,596)	26% (2,811)	100% (10,180)	100% (10,362)	100% (10,778)	100% (10,847)	100% (11,015)	100% (10,929)
School Level																														
Elementary	2% (86)	2% (99)	2% (101)	1% (89)	1% (77)	1% (61)	12% (679)	18% (1,041)	14% (862)	14% (857)	13% (796)	11% (624)	70% (3,993)	64% (3,629)	65% (3,857)	63% (3,768)	63% (3,823)	63% (3,759)	17% (941)	16% (936)	19% (1,136)	21% (1,233)	22% (1,360)	25% (1,497)	100% (5,699)	100% (5,705)	100% (5,956)	100% (5,947)	100% (6,056)	100% (5,941)
Middle	2% (37)	2% (40)	3% (54)	2% (30)	2% (33)	1% (25)	11% (193)	16% (276)	17% (301)	14% (253)	14% (247)	12% (218)	70% (1,185)	66% (1,142)	65% (1,175)	66% (1,202)	68% (1,230)	65% (1,153)	17% (283)	16% (279)	16% (286)	18% (325)	17% (312)	21% (373)	100% (1,698)	100% (1,737)	100% (1,816)	100% (1,810)	100% (1,822)	100% (1,769)
High	1% (33)	1% (23)	2% (43)	1% (28)	1% (21)	1% (25)	10% (236)	12% (268)	12% (271)	9% (206)	10% (241)	9% (209)	69% (1,562)	69% (1,590)	67% (1,560)	67% (1,556)	63% (1,488)	64% (1,525)	19% (422)	19% (430)	19% (452)	23% (522)	26% (619)	27% (638)	100% (2,253)	100% (2,311)	100% (2,326)	100% (2,312)	100% (2,369)	100% (2,397)
Combined	3% (14)	0% (0)	0% (0)	1% (10)	1% (8)	2% (13)	11% (57)	11% (67)	8% (51)	7% (48)	10% (67)	8% (56)	68% (363)	65% (397)	53% (357)	56% (383)	47% (324)	51% (347)	18% (96)	24% (144)	39% (258)	35% (239)	42% (291)	39% (270)	100% (530)	100% (608)	100% (666)	100% (680)	100% (690)	100% (686)
Total	**170**	**162**	**198**	**157**	**139**	**124**	**1,165**	**1,652**	**1,486**	**1,364**	**1,351**	**1,107**	**7,103**	**6,758**	**6,949**	**6,909**	**6,865**	**6,784**	**1,742**	**1,789**	**2,132**	**2,319**	**2,582**	**2,778**	**10,180**	**10,361**	**10,765**	**10,749** [1]	**10,937** [4]	**10,793** [7]
Accountability Rating†																														
Improvement Required (IR)	-	3% (49)	4% (60)	3% (62)	2% (34)	3% (25)	-	24% (427)	25% (432)	22% (433)	22% (314)	15% (145)	-	64% (1,162)	62% (1,047)	67% (1,286)	64% (893)	68% (673)	-	9% (164)	9% (161)	8% (151)	12% (164)	15% (147)	-	100% (1,802)	100% (1,700)	100% (1,932)	100% (1,405)	100% (990)
Met Standard	-	1% (114)	2% (142)	1% (95)	1% (104)	1% (98)	-	14% (1,225)	12% (1,051)	11% (930)	11% (1,033)	10% (958)	-	65% (5,596)	65% (5,899)	64% (5,616)	63% (5,965)	62% (6,064)	-	19% (1,625)	22% (1,971)	25% (2,166)	25% (2,416)	27% (2,620)	-	100% (8,560)	100% (9,063)	100% (8,807)	100% (9,518)	100% (9,740)
Total	**-**	**163**	**202**	**157**	**138**	**123**	**-**	**1,652**	**1,483**	**1,363**	**1,347**	**1,103**	**-**	**6,758**	**6,946**	**6,902**	**6,858**	**6,737**	**-**	**1,789**	**2,132**	**2,317**	**2,580**	**2,767**	**-**	**10,362**	**10,763**	**10,739** [2]	**10,923** [5]	**10,730** [8]
Index 1 Score†																														
25 or Less	-	0% (0)	0% (0)	0% (0)	0% (0)	-	-	0% (0)	0% (0)	0% (0)	29% (11)	-	-	80% (44)	50% (6)	0% (0)	58% (22)	-	-	0% (0)	0% (0)	0% (0)	13% (5)	-	-	100% (44)	100% (6)	100% (0)	100% (38)	-
26 to 50	-	3% (14)	6% (39)	4% (52)	3% (28)	-	-	28% (114)	32% (223)	23% (294)	21% (209)	-	-	59% (238)	59% (416)	67% (872)	65% (649)	-	-	9% (38)	4% (25)	6% (74)	11% (112)	-	-	100% (404)	100% (703)	100% (1,292)	100% (998)	-
51 to 75	-	2% (106)	3% (136)	2% (97)	2% (92)	-	-	21% (1,128)	18% (955)	15% (883)	15% (922)	-	-	67% (3,605)	67% (3,617)	68% (4,072)	67% (4,057)	-	-	10% (527)	13% (698)	16% (940)	16% (999)	-	-	100% (5,366)	100% (5,406)	100% (5,992)	100% (6,070)	-
Greater than 75	-	1% (39)	1% (27)	<1% (8)	<1% (19)	-	-	9% (402)	6% (300)	5% (187)	5% (209)	-	-	63% (2,853)	63% (2,893)	57% (2,001)	56% (2,176)	-	-	27% (1,220)	30% (1,407)	37% (1,308)	38% (1,470)	-	-	100% (4,514)	100% (4,627)	100% (3,504)	100% (3,874)	-
Total	**-**	**159**	**202**	**157**	**139**	**-**	**-**	**1,644**	**1,478**	**1,364**	**1,351**	**-**	**-**	**6,740**	**6,932**	**6,945**	**6,904**	**-**	**-**	**1,785**	**2,130**	**2,322**	**2,586**	**-**	**-**	**10,328**	**10,742**	**10,788** [3]	**10,980** [6]	**-**
Core Foundation Teachers																														
Core	2% (120)	2% (124)	4% (275)	1% (119)	1% (112)	-	12% (826)	17% (1,207)	19% (1,403)	13% (1,114)	13% (1,101)	-	69% (4,749)	64% (4,462)	55% (4,013)	64% (5,351)	63% (5,402)	-	17% (1,175)	17% (1,186)	22% (1,564)	22% (1,826)	23% (2,030)	-	100% (6,870)	100% (6,979)	100% (7,255)	100% (8,410)	100% (8,645)	-
Non-Core	2% (50)	1% (39)	1% (51)	2% (38)	1% (27)	-	10% (339)	13% (445)	11% (396)	11% (250)	11% (250)	-	71% (2,354)	68% (2,296)	66% (2,318)	67% (1,594)	64% (1,502)	-	17% (567)	18% (603)	21% (755)	21% (496)	24% (556)	-	100% (3,310)	100% (3,383)	100% (3,520)	100% (2,378)	100% (2,335)	-
Total	**170**	**163**	**326**	**157**	**139**	**-**	**1,165**	**1,652**	**1,799**	**1,364**	**1,351**	**-**	**7,103**	**6,758**	**6,331**	**6,945**	**6,904**	**-**	**1,742**	**1,789**	**2,319**	**2,322**	**2,586**	**-**	**10,180**	**10,362**	**10,775**	**10,788** [3]	**10,980** [6]	**-**
Critical Shortage Teachers																														
Critical Shortage	2% (47)	2% (48)	2% (51)	1% (58)	1% (47)	1% (67)	13% (299)	16% (396)	14% (356)	12% (499)	12% (611)	9% (460)	71% (1,702)	67% (1,659)	67% (1,669)	66% (2,695)	62% (3,077)	63% (3,077)	14% (341)	15% (358)	17% (413)	20% (829)	25% (1,204)	27% (1,318)	100% (2,389)	100% (2,461)	100% (2,489)	100% (4,081)	100% (4,939)	100% (4,922)
Non-Critical Shortage	2% (123)	1% (115)	2% (151)	1% (99)	2% (92)	1% (69)	11% (866)	16% (1,256)	14% (1,129)	13% (865)	12% (740)	11% (668)	69% (5,401)	65% (5,099)	64% (5,282)	63% (4,250)	63% (3,827)	63% (3,777)	18% (1,401)	18% (1,431)	21% (1,724)	22% (1,493)	23% (1,382)	25% (1,493)	100% (7,791)	100% (7,901)	100% (8,286)	100% (6,707)	100% (6,041)	100% (6,007)
Total	**170**	**163**	**202**	**157**	**139**	**136**	**1,165**	**1,652**	**1,485**	**1,364**	**1,351**	**1,128**	**7,103**	**6,758**	**6,951**	**6,945**	**6,904**	**6,854**	**1,742**	**1,789**	**2,137**	**2,322**	**2,586**	**2,811**	**10,180**	**10,362**	**10,775**	**10,788** [3]	**10,980** [6]	**10,929**
Years of Experience																														
New Teacher	4% (29)	2% (39)	5% (91)	5% (58)	3% (41)	3% (30)	26% (198)	33% (515)	30% (596)	33% (412)	34% (393)	28% (257)	64% (482)	59% (918)	59% (1,166)	59% (732)	58% (677)	64 % (595)	6% (42)	6% (92)	6% (117)	3% (43)	5% (62)	5% (47)	100% (751)	100% (1,564)	100% (1,970)	100% (1,245)	100% (1,173)	100% (929)
1-5 Years	1% (38)	1% (28)	1% (46)	1% (35)	1% (43)	1% (42)	10% (349)	13% (368)	11% (356)	11% (333)	12% (412)	11% (405)	73% (2,527)	68% (1,954)	67% (2,197)	69% (2,123)	67% (2,311)	67% (2,411)	16% (558)	18% (533)	20% (660)	19% (586)	19% (659)	21% (767)	100% (3,472)	100% (2,883)	100% (3,259)	100% (3,077)	100% (3,425)	100% (3,625)
6-10 Years	2% (37)	1% (27)	1% (22)	1% (24)	<1% (19)	1% (11)	10% (246)	12% (267)	9% (206)	10% (220)	8% (164)	7% (140)	70% (1,704)	69% (1,567)	64% (1,437)	63% (1,386)	63% (1,338)	62% (1,232)	18% (432)	18% (416)	25% (568)	26% (558)	28% (595)	31% (619)	100% (2,419)	100% (2,277)	100% (2,233)	100% (2,188)	100% (2,116)	100% (2,002)
11-20 Years	2% (37)	1% (33)	1% (20)	1% (29)	<1% (23)	1% (32)	11% (245)	14% (314)	10% (210)	10% (264)	9% (228)	7% (199)	67% (1,484)	64% (1,448)	65% (1,374)	63% (1,648)	61% (1,599)	60% (1,666)	20% (439)	21% (472)	24% (503)	26% (682)	29% (766)	31% (858)	100% (2,205)	100% (2,267)	100% (2,107)	100% (2,623)	100% (2,616)	100% (2,755)
Over 20 Years	2% (29)	2% (30)	2% (22)	<1% (11)	<1% (13)	1% (21)	10% (127)	13% (168)	10% (115)	8% (135)	9% (154)	8% (127)	68% (906)	63% (789)	65% (776)	64% (1,056)	59% (979)	59% (949)	20% (271)	21% (268)	24% (289)	27% (453)	31% (504)	32% (519)	100% (1,333)	100% (1,255)	100% (1,202)	100% (1,655)	100% (1,650)	100% (1,616)
Total	**170**	**157**	**201**	**157**	**139**	**136**	**1,165**	**1,632**	**1,483**	**1,364**	**1,351**	**1,128**	**7,103**	**6,676**	**6,950**	**6,945**	**6,904**	**6,853**	**1,742**	**1,781**	**2,137**	**2,322**	**2,586**	**2,810**	**10,180**	**10,246**	**10,771**	**10,788** [3]	**10,980** [6]	**10,927** [9]

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; 2015–2016 as of 05-28-2016

* 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 were not included in school levels.

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

[3] 59 teachers without HR Roster identifying information.

[4] 78 teachers at Community Services, HCC Life Skills, EL DAEP, Beechnut Academy, or with no school identifying information in HR Roster. Not included in school levels.

[5] 57 teachers at schools without accountability ratings or no school identifying information in HR Roster.

[6] 35 teachers without HR Roster identifying information.

[7] 136 teachers were assigned to positions that were not assigned to a school level

[8] 199 teachers at schools without accountability rating

[9] 2 teachers without HR identifying information

Table F-5. Instructional Practice (IP) Rating Distribution by Campus Characteristics, 2016–2017

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Total
Instructional Practice Rating	1% (136)	10% (1,128)	63% (6,854)	26% (2,811)	100% (10,929)
% Economically Disadvantaged Students					
Less than 50%	<1% (8)	3% (58)	45% (764)	51% (859)	100% (1,689)
Greater than 50% and less than 75%	1% (9)	8% (125)	64% (1,041)	27% (441)	100% (1,616)
Greater than 75% and less than 87.5%	2% (45)	14% (319)	68% (1,577)	17% (392)	100% (2,333)
Greater than 87.5% and less than 95%	1% (41)	11% (377)	66% (2,219)	21% (710)	100% (3,347)
Greater than 95%	1% (20)	13% (226)	66% (1,182)	21% (375)	100% (1,803)
Total	**123**	**1,105**	**6,873**	**2,777**	**10,788** [1]
School Office					
Superintendent's Schools	2% (7)	16% (54)	69% (234)	12% (42)	100% (337)
Achieve 180	2% (28)	14% (181)	71% (923)	13% (170)	100% (1,302)
East	1% (19)	9% (131)	66% (963)	24% (348)	100% (1,461)
North	1% (19)	12% (170)	66% (968)	21% (310)	100% (1,467)
Northwest	<1% (9)	6% (124)	58% (1,195)	36% (748)	100% (2,076)
South	2% (20)	15% (195)	67% (848)	16% (200)	100% (1,263)
West	1% (22)	9% (251)	57% (1,649)	33% (960)	100% (2,882)
Total	**124**	**1,106**	**6,780**	**2,778**	**10,788** [1]
Trustee District					
Distrtict I - Elizabeth Santos	1% (15)	9% (145)	66% (1,121)	25% (425)	100% (1,706)
District II - Rhonda Skillern-Jones	2% (21)	13% (183)	68% (941)	17% (233)	100% (1,378)
District III - Sergio Lira	2% (22)	10% (132)	68% (884)	20% (255)	100% (1,293)
District IV - Jolanda Jones	2% (13)	15% (124)	67% (547)	16% (133)	100% (817)
District V - Susan Deigaard	1% (11)	6% (97)	48% (717)	45% (684)	100% (1,509)
District VI - Holly Maria Flynn Vilaseca	1% (10)	8% (89)	62% (671)	29% (312)	100% (1,082)
District VII - Anne Sung	<1% (2)	7% (54)	55% (439)	38% (305)	100% (800)
District VIII - Diana Dávila	1% (15)	9% (98)	64% (686)	25% (265)	100% (1,064)
District IX - Wanda Adams	1% (15)	16% (185)	68% (761)	15% (163)	100% (1,124)
Total	**124**	**1,107**	**6,767**	**2,775**	**10,773** [2]

Source: TADS Feedback and Development Tool, 2016−2017; HISD HR Employee Roster, 05/22/2016−2017; Campus Information List, 01/10/2018; Texas Equity Gap File, 11/14/2017

[1] 141 teachers were unmatched or not assigned to a campus with an aggregate percentage of economically disadvantaged students.

[2] 156 teachers were unmatched or not assigned to a campus affliated with a trustee district.

Table F-6. Instructional Practice (IP) Rating Distribution by High School Feeder Pattern, 2016–2017

	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Total
HS Feeder Pattern by Schools Office					
Achieve 180 Schools					
Madison High School	2% (12)	19% (129)	64% (443)	15% (105)	100% (689)
Milby High School	2% (9)	11% (44)	71% (287)	16% (65)	100% (405)
North Forest High School	1% (3)	17% (43)	67% (173)	15% (40)	100% (259)
Sharpstown High School	1% (13)	16% (108)	61% (416)	22% (149)	100% (686)
Washington High School	2% (6)	12% (44)	66% (243)	20% (74)	100% (367)
Westbury High School	1% (12)	12% (107)	67% (581)	20% (172)	100% (872)
Yates High School	1% (4)	16% (42)	70% (184)	13% (33)	100% (263)
Superindendent's Schools					
Kashmere High School	2% (8)	16% (58)	69% (253)	13% (47)	100% (366)
Wheatley High School	1% (5)	10% (51)	68% (334)	20% (99)	100% (489)
Worthing High School	3% (11)	20% (85)	67% (286)	11% (46)	100% (428)
North Area					
Houston MSTC	1% (12)	11% (99)	69% (612)	19% (171)	100% (894)
Northwest Area					
Heights High School	1% (6)	6% (34)	67% (354)	26% (139)	100% (533)
Lamar High School	1% (13)	6% (57)	47% (421)	45% (400)	100% (891)
Northside High School	2% (12)	10% (66)	64% (407)	24% (153)	100% (638)
Scarborough High School	2% (5)	10% (33)	72% (235)	17% (54)	100% (327)
Waltrip High School	<1% (3)	11% (72)	68% (457)	21% (144)	100% (676)
East Area					
Austin High School	2% (10)	9% (62)	65% (433)	24% (157)	100% (662)
Chavez High School	1% (9)	8% (49)	72% (437)	19% (114)	100% (609)
Furr High School	2% (4)	11% (26)	71% (168)	16% (38)	100% (236)
South Area					
Sterling High School	2% (13)	18% (127)	67% (467)	13% (91)	100% (698)
West Area					
Bellaire High School	1% (8)	8% (83)	49% (502)	42% (434)	100% (1,027)
Westside High School	1% (3)	5% (24)	65% (322)	30% (149)	100% (498)
Wisdom High School	1% (7)	10% (93)	62% (555)	27% (246)	100% (901)
Other					
Non-Feeder Zoned†	1% (10)	7% (88)	56% (687)	36% (445)	100% (1,230)

Source: TADS Feedback and Development Tool, 2016−2017; HISD Human Resources Roster, 05/22/2017; Cognos Campus Feeder File, 01/29/2018

Note: Elementary, middle, and combined schools may feed into up to five different High Schools. A teacher was included in a HS Feeder Patter if they worked worked at a school that fed into that given high school. Consequently, some teachers are counted more than once. Teachers without HR identifying information or at non-categorized schools (n=156) are not included.

† Non-Feeder Zoned schools refer to open-enrollment magnet schools and non-zoned schools of choice.

Table F-7. Student Performance (SP) Ratings by Campus and Teacher Characteristics for Teachers at Campuses Participating in the Teacher Incentive Fund Cycle 4 (TIF4) Grant, 2016–2017					
	Level 1 (N)	Level 2 (N)	Level 3 (N)	Level 4 (N)	Total
Overall Student Performance	7% (16)	13% (31)	28% (65)	53% (124)	100% (236)
School Level					
Elementary	5% (9)	15% (26)	28% (48)	51% (86)	100% (169)
Middle	5% (2)	14% (5)	32% (12)	49% (18)	100% (37)
High	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Combined	17% (5)	0% (0)	17% (5)	67% (20)	100% (30)
Total	**16**	**31**	**65**	**124**	**236**
Accountability Rating					
Improvement Required (IR)	13% (6)	16% (7)	27% (12)	44% (20)	100% (45)
Met Standard	5% (10)	13% (24)	28% (53)	54% (104)	100% (191)
Total	**16**	**31**	**65**	**124**	**236**
Critical Shortage Teachers					
Critical Shortage	3% (3)	11% (10)	30% (28)	56% (52)	100% (93)
Non-Critical Shortage	9% (13)	15% (21)	26% (37)	50% (72)	100% (143)
Total	**16**	**31**	**65**	**124**	**236**
Years of Experience					
New Teacher	18% (2)	27% (3)	0% (0)	55% (6)	100% (11)
1-5 Years	8% (8)	15% (16)	31% (33)	46% (48)	100% (105)
6-10 Years	12% (4)	3% (1)	24% (8)	62% (21)	100% (34)
11-20 Years	4% (2)	9% (5)	32% (18)	56% (32)	100% (57)
Over 20 Years	0% (0)	21% (6)	21% (6)	59% (17)	100% (29)
Total	**16**	**31**	**65**	**124**	**236**

Source: TADS Student Performance Tool, 2016−2017; HISD HR Employee Rosters: 2016−2017 as of 5-22-2017
Note: In 2016−2017, Student Performance was available to be used in the calculation of the TADS summative rating for only teachers employed at campuses receiving the Teacher Incentive Fund (TIF4) grant.

Appendix G: Tests of Significance

Table G-1. Paired *t* Test of Teachers' Summative Ratings in 2015–2016 and 2016–2017 with Consecutive Ratings for Both Years (N=8,901)

Groups	N	Mean	Std. Deviation	*t*	p	*d*
2015–2016	8,901	3.20	0.50			
2016–2017	8,901	3.24	0.52			
difference	8,901	-0.04	0.46	*t* (1, 8,900) = -8.25	<0.01	-0.09

Sources: Teacher Appraisal and Development F&D Tool, 2015–2016 and 2016–2017
Notes: A paired t-test is a statistical procedure to determine whether the difference in means between two dependent groups is significant or due to random chance. Effect sizes are calculated for independent sample t-tests using Cohen's d. Effect size conventions for Cohen's d are: 0.2 = small effect, 0.5 = medium effect, 0.8 = large effect.

Table G-2. Independent Sample *t* Test of Teachers' Summative Ratings by Retention Status, 2016–2017

Groups	N	Mean	Std. Deviation	*t*	p	*g*
Retained	9,550	3.21	0.52			
Exited	1,377	2.95	0.66			
Total	10,927	3.18	0.54	*t* (1, 1,628.35) = -13.75	<0.01	-0.48

Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017 and 08/29/2017
Notes: An unpaired t-test is a statistical procedure to determine whether the difference in means between two independent groups is significant or due to random chance. Effect sizes are calculated for independent sample t-tests using Hedge's g. Hedge's g provides a measure of effect size weighted to account for different sample sizes. Effect size conventions for Hedge's g are: 0.2 = small effect, 0.5 = medium effect, 0.8 = large effect. Teachers without HR identifying information (n=2) are not included in the table.

Table G-3. Independent Sample *t* Test of Teachers' Summative Ratings by Teacher Movement Status, 2016–2017

Groups	N	Mean	Std. Deviation	*t*	p	*g*
Remained at the same school	8,767	3.22	0.51			
Moved to a new location	783	3.07	0.58			
Total	9,550	3.21	0.52	*t* (1, 894.55) = 7.22	<0.01	0.30

Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017 and 08/29/2017
Notes: An unpaired t-test is a statistical procedure to determine whether the difference in means between two independent groups is significant or due to random chance. Effect sizes are calculated for independent sample t-tests using Hedge's g. Hedge's g provides a measure of effect size weighted to account for different sample sizes. Effect size conventions for Hedge's g are: 0.2 = small effect, 0.5 = medium effect, 0.8 = large effect. Teachers without HR identifying information (n=2) are not included in the table.

Table G-4. One-Way Between Analysis of Variance of Teachers' Summative Ratings by the Proportion of Economically Disadvantaged Students at a Campus, 2016–2017

Groups	N	Mean	Std. Deviation	F	p	η^2
≤ 50%	1,689	3.47	0.52			
> 50% & ≤ 75%	1,616	3.23	0.51			
> 75% & ≤ 87%	2,333	3.04	0.53			
> 87% & ≤ 95%	3,347	3.13	0.52			
> 95%	1,803	3.12	0.52			
Total	10,788	3.18	0.54	F (4, 10,783) = 189.08	<0.01	0.17

Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017; TX Equity File, 2016–2017
Notes: An analysis of variance test (ANOVA) is a statistical method used to test differences between two or more means. Effect size conventions for η^2 are: 0.2 = small effect, 0.5 = medium effect, 0.8 = large effect. Teachers located schools not included in the TX Equity analysis for 2016–2017 or without identifying information (n=141) were not included.

Table G-5. Paired *t* Test of Teachers' IP Ratings in 2014–2015 and 2016–2017 with Three Consecutive IP Ratings (N=7,152)

Groups	N	Mean	Std. Deviation	*t*	p	*d*
2014–2015	7,152	3.12	0.58			
2016–2017	7,152	3.25	0.59			
difference	7,152	-0.13	0.61	*t* (1, 7,151) = -17.49	<0.01	-0.21

Sources: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, and 2016–2017
Notes: A paired t-test is a statistical procedure to determine whether the difference in means between two dependent groups is significant or due to random chance. Effect sizes are calculated for independent sample t-tests using Cohen's d. Effect size conventions for Cohen's d are: 0.2 = small effect, 0.5 = medium effect, 0.8 = large effect.

Table G-6. Independent Sample *t* Test of Teachers' Instructional Practice (IP) Ratings by Campus Accountability Rating, 2016–2017

Groups	N	Mean	Std. Deviation	*t*	p	*g*
Improvement Required	990	3.01	0.54			
Met Standard	9,740	3.20	0.53			
Total	10,730	3.18	0.54	*t* (1, 1,197.46) = -10.21	<0.01	-0.32

Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017; TEA Accountability Ratings, 2016–2017
Notes: An unpaired t-test is a statistical procedure to determine whether the difference in means between two independent groups is significant or due to random chance. Effect sizes are calculated for independent sample t-tests using Hedge's g. Hedge's g provides a measure of effect size weighted to account for different sample sizes. Effect size conventions for Hedge's g are: 0.2 = small effect, 0.5 = medium effect, 0.8 = large effect. Teachers without HR identifying information (n=2) are not included in the table.

Table G-7. One-Way Between Analysis of Variance of Teachers' Instructional Practice (IP) Ratings by Teachers' Total Years of Experience, 2016–2017

Groups	N	Mean	Std. Deviation	F	p	η^2
New Teacher	929	2.71	0.61			
1 to 5 Years	3,625	3.08	0.60			
6 to 10 Years	2,002	3.23	0.59			
11 to 20 Years	2,755	3.22	0.62			
More than 20 Years	1,616	3.22	0.64			
Total	10,927	3.13	0.63	F (4, 10,922) = 151.80	<0.01	0.02

Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017
Notes: An analysis of variance test (ANOVA) is a statistical method used to test differences between two or more means. Effect size conventions for η^2 are: 0.2 = small effect, 0.5 = medium effect, 0.8 = large effect.

Table G-8. One-Way Between Analysis of Variance of Teachers' Instructional Practice (IP) Ratings by the Proportion of Economically Disadvantaged Students at a Campus, 2016–2017

Groups	N	Mean	Std. Deviation	F	p	η^2
≤ 50%	1,689	3.46	0.59			
> 50% & ≤ 75%	1,616	3.18	0.58			
> 75% & ≤ 87%	2,333	2.99	0.62			
> 87% & ≤ 95%	3,347	3.07	0.61			
> 95%	1,803	3.06	0.62			
Total	10,788	3.13	0.62	F (4, 10,783) = 176.24	<0.01	0.04

Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017; TX Equity File, 2016–2017
Notes: An analysis of variance test (ANOVA) is a statistical method used to test differences between two or more means Effect size conventions for η^2 are: 0.2 = small effect, 0.5 = medium effect, 0.8 = large effect. Teachers located schools not included in the TX Equity analysis for 2016–2017 or without identifying information (n=141) were not included.

Table G-9. One-Way Between Analysis of Variance of Teachers' Instructional Practice (IP) Ratings by Schools Office, 2016–2017

Groups	N	Mean	Std. Deviation	F	p	η^2
Achieve 180	1,302	2.95	0.59			
Superintendent's Schools	337	2.92	0.61			
North Area	1,467	3.07	0.61			
Northwest Area	2,076	3.29	0.59			
East Area	1,461	3.12	0.60			
South Area	1,263	2.97	0.61			
West Area	2,882	3.23	0.63			
Total	10,788	3.13	0.62	F (6, 10,781) = 79.60	<0.01	0.07

Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017; Campus Information List, 01/10/2018
Notes: An analysis of variance test (ANOVA) is a statistical method used to test differences between two or more means. Effect size conventions for η^2 are: 0.2 = small effect, 0.5 = medium effect, 0.8 = large effect. Teachers located at schools not assigned to a Schools Office or without HR identifying information (n=141) were not included.

Table G-10. One-Way Between Analysis of Variance of Teachers' Instructional Practice (IP) Ratings by Trustee District, 2016–2017

Groups	N	Mean	Std. Deviation	F	p	η^2
District I – Elizabeth Santos	1,706	3.15	0.59			
District II – Rhonda Skillern-Jones	1,278	3.01	0.60			
District III – Sergio Lira	1,293	3.06	0.60			
District IV – Jolanda Jones	817	2.98	0.62			
District V – Susan Deigaard	1,509	3.37	0.64			
District VI – Holly Maria Flynn Vilaseca	1,082	3.19	0.61			
District VII – Anne Sung	800	3.31	0.62			
District VIII – Diana Dávila	1,064	3.13	0.62			
District IX – Wanda Adams	1,124	2.95	0.60			
Total	10,773	3.13	0.62	F (8, 10,764) = 67.65	<0.01	0.17

Sources: Teacher Appraisal and Development F&D Tool, 2016–2017; HR Roster File, 05/22/2017; Campus Information List, 01/10/2018
Notes: An analysis of variance test (ANOVA) is a statistical method used to test differences between two or more means. Effect size conventions for η^2 are: 0.2 = small effect, 0.5 = medium effect, 0.8 = large effect.