



2012–2013

**HISD Teacher Appraisal
and Development System**

Student Performance Guidebook

Table of Contents

Table of Contents.....	i
How to Use This Guidebook.....	iii
Message from the Superintendent of Schools.....	1
I: Introduction to Student Performance.....	2
Guiding Principles for the Five Measures of Student Performance.....	2
The Five Student Performance Measures.....	4
II: Student Performance at a Glance.....	6
The Five Student Performance Measures, by school level.....	6
Student Performance Process.....	8
III: Online Student Performance Tool.....	11
The Measures Worksheet.....	11
The Goals Worksheet.....	13
The Results Worksheet.....	13
The Performance Level Worksheet.....	13
IV: Measure Assignment.....	16
Timing of Measure Assignment.....	16
Guiding Principles of Measure Assignment.....	16
Process and Roles.....	17
Required Measures.....	18
Optional Measures.....	19
Two-Semester Courses (Secondary Level).....	20
One-Semester and “Trailer” Courses (Secondary Level).....	21
V: The Students’ Progress Process.....	22
Process and Roles.....	22
VI: Calculating Student Performance and Summative Appraisal Ratings.....	33
Appeals and Exceptions.....	33
Appendix A: Case Studies.....	35
Case Study #1: Mr. Rodriguez, Elementary Core Bilingual Teacher.....	35
Case Study #2: Ms. McCormick, Secondary Core Enrichment Teacher.....	37
Case Study #3: Ms. Romero, Pre-K Teacher.....	39
Case Study #4: Mr. Smith, High School Core Teacher.....	41

Appendix B: The Five Student Performance Measures in Detail	43
Measure #1: Value-Added Growth.....	43
Measure #2: Comparative Growth on District-Wide Assessments	47
Measure #3: Students' Progress on district-wide or appraiser-approved summative Assessments & Measure #4: Students' Progress on district-wide or appraiser-approved summative Performance Tasks or Work Products	52
Measure #5: Student Attainment	55
Appendix C: Student Performance Timeline.....	56
Appendix D: Centralized Goals for Students' Progress Measures	58
Appendix E: Glossary of Terms.....	70
Appendix F: Acknowledgements	74
Appendix G: Student Performance and Teacher Effectiveness Research	75
Appendix H: Appraiser-Approved Assessment Checklist	77
Appendix I: Use Policy for District Pre-Approved End of Year/End of Course Assessments	79

How to Use This Guidebook

The Student Performance Guidebook is intended to provide HISD educators with guidance on the implementation of the Student Performance component of the teacher appraisal and development system. The guidebook includes information on the measures of student learning, the measure assignment process, and Students' Progress activities.

The **introduction** to the guidebook summarizes the guiding principles that drove the development of the five types of measures and also includes a description of the **measures and to whom they apply**.

For a **process overview** of Student Performance, see Student Performance at a Glance, starting on [page 6](#).

For an introduction to the **online Student Performance tool**, please go directly to [page 11](#).

For more information on the process of **assigning measures** to teachers (the first step in the Student Performance process), please go directly to [page 16](#).

For more information on the **Students' Progress process**, please go directly to [page 22](#).

For general information on **calculating ratings**, please go directly to [page 33](#). (More specific information on how ratings are calculated is included in the *Teacher Appraisal and Development System Implementation Manual*).

For examples of how the Student Performance component applies to teachers in various grade levels and content areas, illustrated through four **case studies**, please go to [Appendix A](#).

For more detailed information on the **five student performance measures**, please go directly to [Appendix B](#). This appendix includes information about each of the five measures, including definitions and methodologies.

Additional appendices contain: Students' Progress **centralized goals** for certain grades/subjects/courses (Pre-K, Grades 1 and 3 Stanford/Aprenda, TELPAS, AP and IB exams); a **glossary** of terms; a list of **participants** in the development of Student Performance; the **checklist** for appraiser-approved assessments; and more.

For more information on this guidebook, any of the information in it, or any element of the teacher appraisal and development system, please send an e-mail to the Effective Teachers Initiative at effectiveteachers@houstonisd.org

Message from the Superintendent of Schools



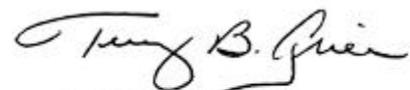
Houston Independent School District is committed to providing an excellent education for every student, in every school, every day. With the launch of the Effective Teachers Initiative, our district began transforming the way we recruit and select new teachers, making sure all teachers have meaningful feedback and individualized development opportunities, and exploring new ways to recognize, retain, and reward our most effective teachers.

I'm proud to say that thanks to our new community-designed teacher appraisal and development system, nearly 11,000 teachers are receiving far more feedback and individualized support than ever before.

In 2012-13, we are implementing the Student Performance component of our teacher appraisal and development system. By holding teachers accountable for their students' growth over time, we're ensuring that we keep the focus on our single biggest priority as a district: making sure that all of our students are learning.

We know that the implementation of Student Performance is a big change for our district, and that's why we've been making preparations all year. Working groups made up of teachers and school leaders have been meeting regularly to work through the process for assigning measures of student learning and calculating ratings, while district staff have been hard at work to make sure that all of our teachers and school leaders have the support and resources they need to plan for and implement this new component. We're also defining review processes that ensure that measures of student learning are being applied fairly and consistently to teachers.

I'm proud of the commitment we've made as a district to provide teachers with a robust teacher appraisal and development system that fairly and accurately measures the impact they're making on their students. I'm confident that this new system will put us even closer to achieving our shared vision for HISD—a district in which all teachers have the support they need to get the best possible results from every one of their students.


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

I: Introduction to Student Performance

Combined with Instructional Practice and Professional Expectations, the Student Performance component of our teacher appraisal and development system was designed to help teachers set clear goals in the classroom while tracking progress throughout the year to make sure every student learns as much as possible.

Research shows that appraisals are more accurate when they combine student learning data with classroom observations. By providing teachers with at least four classroom observations per year, each followed by timely feedback, we're giving teachers the support they need to take their instructional practice to the next level. And by including multiple measures of student learning in each teacher's appraisal, including value-added analysis, we're ensuring that we have the most complete picture possible of every teacher's success in the classroom.

"Any performance evaluation should consider a person's most important responsibilities, and our primary responsibility as teachers is helping our students learn. Simply put, there is no teaching without learning."

- *Houston Chronicle* op-ed,
4/12/11, submitted by HISD
teachers

Finally, including Student Performance in teacher appraisals helps all of us in HISD focus on what matters most: student learning. We know that teachers who help students learn more today improve their lives tomorrow, increasing their chances of going to college and earning higher salaries, and even decreasing their chances of becoming teenage parents.¹ When it comes to student success, no one has a greater impact than the teacher in front of the classroom. That's why it's so important that teachers' appraisals include information about whether students are learning.

GUIDING PRINCIPLES FOR THE FIVE MEASURES OF STUDENT PERFORMANCE

Fairness and accuracy are critical elements of the new teacher appraisal and development system. All teachers should have access to appraisals that accurately reflect the effectiveness of their teaching strategies and the outcomes for their students. For this reason, HISD's teacher appraisal and development system adopts a multi-faceted approach to gathering information about teachers' practices and student outcomes. Together, these multiple sources of information provide appraisers with the clearest and most accurate picture of true teacher performance, and enable them to help teachers identify strengths and areas for development.

In order to ensure that teachers would be measured on student outcomes in the fairest possible way, the following guiding principles were established during the design process:

¹ Chetty, R., Friedman, J., & Rockoff, J. (2012). The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood. *NBER Working Paper #17699*. Cambridge, MA: National Bureau of Economic Research.

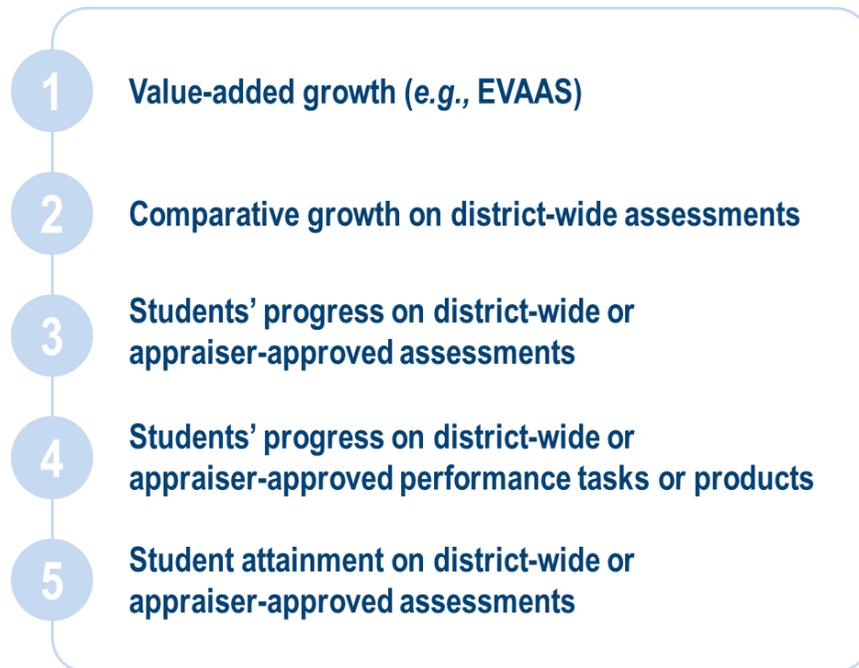
- 1) Teachers should be rated on measures that **comprehensively** assess the subjects or courses they teach;
- 2) The measures should be sufficiently **aligned** to the curriculum; and
- 3) All teachers should be provided with **equal chances** for demonstrating success with students.

The following guiding principles helped HISD ensure that the measures of student learning were developed in a way that gives all teachers the opportunity to demonstrate their success—no matter whom or what they teach.

<p>COMPREHENSIVENESS</p>	<ul style="list-style-type: none"> • Rate teachers on each major subject/grade they teach • Teachers should never have Value-Added as their sole measure of student learning
<p>ALIGNMENT TO CURRICULUM</p>	<ul style="list-style-type: none"> • Use summative, cumulative assessments/tasks to measure learning of the most important content and skills • Complement tests (i.e., Stanford assessments) that are partially aligned to the HISD curriculum with other measures
<p>EQUAL CHANCE FOR SUCCESS</p>	<ul style="list-style-type: none"> • Ensure that teachers have similar chances of showing growth regardless of whether students came to them with above average or below average achievement • Use Value-Added in a different way than how it was used for ASPIRE awards (e.g., different thresholds)

THE FIVE STUDENT PERFORMANCE MEASURES

The five measures of student learning approved for use in the Student Performance component of the teacher appraisal and development system are as follows:



1. **Value-Added Growth** (e.g., EVAAS[®])

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. EVAAS[®], calculated by SAS[®], is HISD's form of value-added analysis, and is assessed using the Texas STAAR end-of-year and end-of-course exams, as well as Stanford and Aprenda assessments in certain grades and subjects.

2. **Comparative Growth on district-wide assessments**

Comparative Growth measures the progress of a teacher's students on a given assessment compared to the progress of all other students within the school district who start at the same test-score level. Comparative Growth is a district measure based on the Stanford, Aprenda, and TELPAS assessments in certain grade levels and subjects.

3. **Students' Progress on district-wide or appraiser-approved summative assessments**

Students' Progress is a student learning measure that uses summative assessments to measure how much content and skill students learned over the duration of a course or year, based on where they started the subject or course. Students' Progress is an

appraiser rating of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students' starting points.

4. **Students' Progress on district-wide or appraiser-approved summative performance tasks or work products**

The Students' Progress process using appraiser-approved culminating performance tasks or work products mirrors the process for Students' 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.

5. **Student Attainment on district-wide or appraiser-approved summative assessments**

Student Attainment is a student learning measure that uses district-wide or appraiser-approved assessments to measure how many students performed at a target level, regardless of their starting points. In the 2012-13 school year, Student Attainment applies only to one pre-reading objective on the district-wide language arts assessment for Pre-K.

In order to accurately measure a teacher's impact on students at all learning levels, the vast majority of measures used in the appraisal and development system are based on growth or progress, rather than on absolute attainment. Measures have also been designed to be either cumulative or summative so that they capture student learning over the duration of a course and measure how much students retain. This ensures that teachers are appraised according to how they help their students grow over time. In order to ensure comprehensiveness, no teacher is appraised using solely Value-Added Growth.

Ensuring Fairness:

Every teacher has multiple measures of student learning included in their appraisal.

The vast majority of measures used in the appraisal and development system are based on growth or progress, rather than attainment.

II: Student Performance at a Glance

THE FIVE STUDENT PERFORMANCE MEASURES, BY SCHOOL LEVEL

Each of the five types of student performance measures is assigned to teachers based on the subjects and courses they teach. On the following page is a table that summarizes all the possible measures that can be assigned to teachers at the elementary, middle, and high school levels. Depending on the teaching assignment, some measures are required and others are optional. All teachers are assessed in at least two major courses or subjects. If only one course is taught, then two measures are used for that course. For more detailed information on each of the five student performance measures, please see [Appendix B](#).

Required and optional measures are explained in greater detail in [Part IV: Measure Assignment](#). The specifics of assigning measures to teachers are explained in that part of the guidebook, as well. The general process of measure assignment is introduced, though, as Phase I of the Student Performance Process immediately following the table below.

Possible Student Performance Measures for Teachers in SY 12-13

School Level →		Elementary	Middle	High
Teacher Type	General Education/Core *Note: Pre-approved assessments refer to District Pre-Approved End-of-Course/End-of-Year Assessments available in 22 subjects. Appraiser-approved assessments may be traditional tests, or performance tasks and work products identified or developed by teachers.	<p>Pre-K: Students' Progress (district-wide Pre-K assessments in Language and Math) Student Attainment (district-wide Pre-K assessment of letter identification)</p> <p>Grades K-1: Students' Progress (district-wide, pre-approved, and appraiser-approved assessments*)</p> <p>Grade 2: Comparative Growth (Stanford or Aprenda) Students' Progress (appraiser-approved assessments)</p> <p>Grades 3-5: Value-Added (STAAR EOY) Comparative Growth (Stanford or Aprenda), Students' Progress (district-wide or appraiser-approved assessments)</p>	<p>Grades 6-8: Value-Added (STAAR EOY) Comparative Growth (Stanford) Students' Progress (pre-approved or appraiser approved assessments)</p>	<p>Grades 9-10: Value-Added (on STAAR EOC) Students' Progress (pre-approved or appraiser-approved assessments)</p> <p>Grade 11: Students' Progress (TAKS, pre-approved or appraiser-approved assessments); Value-Added (on STAAR EOC beginning in SY 13-14)</p> <p>Grade 12: Students' Progress (pre-approved or appraiser-approved assessments); Value-Added (on STAAR EOC beginning in SY 14-15)</p>
	Elective or Core Enrichment	All: Students' Progress on pre-approved or appraiser-approved assessments, performance tasks, or work products.		
	AP and IB	N/A	N/A	All: Students' Progress on AP and IB exams
	Special Education	All: Students' Progress on STAAR-M and STAAR-Alt Note: Co-teachers may share Value-Added measures with the general education teacher, per linkage and verification process.		
	Bilingual/ESL (if self-contained, TELPAS is in addition to measures listed under General Education/Core)	<p>Grades K-1: Students' Progress on TELPAS Listening & Speaking</p> <p>Grade 2: Students' Progress on TELPAS-Reading</p> <p>Grades 3-5: Comparative Growth on TELPAS-Reading</p>	<p>Grades 6-8: Comparative Growth on TELPAS-Reading</p>	<p>Grades 9-12: Students' Progress on TELPAS-Reading</p>

STUDENT PERFORMANCE PROCESS

The Student Performance component of the teacher appraisal and development system is a process that takes place throughout the academic year. Key milestones are included below.

Phase 1: Measure Assignment and Goal Setting *Beginning to Middle of Year/Course*

All **appraisers** and **teachers** follow a set of procedures to ensure a smooth start to the Student Performance process from the beginning to the middle of the year/course.

Beginning of the Year Activities	Appraiser Role	Teacher Role
Beginning of the School Year (Before September 28)	Assign student performance measures in consultation with teachers and conduct Goal Setting Conferences.	Review and acknowledge their student performance measures.
Prior to October 31	<i>For teachers with Students' Progress measures</i> , appraisers approve end-of-year/end-of-course summative assessments and performance tasks, as well as student starting points and goals. Discussion with the teacher and approval may occur at the Goal Setting Conference (deadline: Oct. 19), but appraisers should arrange for teachers to submit assessments and starting points/goals about two weeks prior to the conference to allow appraisers sufficient time to review.	<i>Teachers with Students' Progress measures</i> consult with their appraiser to determine their end-of-year/end-of-course summative assessment or performance task; group their students into four starting point categories; and set goals for those categories on the summative assessment or performance task. Teachers have until Oct. 31 to make any required revisions to summative assessments and/or student starting points and goals.
Prior to February 28	<i>For teachers with year-long courses</i> , on an as-needed basis, appraisers approve any revised goals by starting point category and/or <i>improved</i> assessments. <i>For teachers of second semester courses</i> , appraisers approve any starting point categories, goals and/or improved assessments.	<i>Teachers of year-long courses</i> may, with appraiser approval, revise goals (not individual student starting points) and/or <i>improve</i> assessments. <i>Teachers of second semester courses</i> identify end-of-course assessment, group students into starting point categories, and set goals.

Phase II: Students' Progress Close-Out Procedures
End of Year/Course

For teachers with Students' Progress measures, both **appraisers** and **teachers** follow a set of procedures to ensure a smooth year-end close-out process.

End of Year Activities	Appraiser Role	Teacher Role
Prior to End of Year Conference	<p>Schedule End of Year Conferences (will take place prior to May 6).</p> <p>Ensure that teachers have indicated in the Student Performance online tool the students with attendance concerns whom they'd like to discuss (e.g., students who were regularly pulled out of class after attendance was taken).</p>	<p>Indicate in the Student Performance online tool the students with attendance issues to discuss at the EOY conference. Bring attendance records to conference.</p> <p><i>Note: Secondary teachers of first-semester only courses that have Students' Progress measures assigned to them shall flag attendance concerns prior to the mid-year Progress Conference.</i></p>
During End of Year Conference	<p>Review attendance concerns with teacher in the online tool. Decide to include/exclude students based on <i>attendance in the course</i>, not necessarily in school.</p> <p>Provide teachers their final Instructional Practice and Professional Expectations ratings.</p>	<p>Review attendance concerns with appraiser in the online tool. Provide evidence from own attendance records as necessary.</p>
<p><i>(Table continued on next page.)</i></p>		

<p>Following End of Year Conference</p>	<p>For Students’ Progress measures that have data available/scores entered in the online tool, review evidence and results and confirm performance level.</p>	<p>Administer summative assessments or performance tasks. For district pre-approved and appraiser-approved assessments, submit students’ scores in the online tool by the last teacher in-service day. Maintain assessment or performance task evidence (actual scored work) until the Summative Rating has been received the following fall.</p> <p>District-wide assessment results (Stanford, Aprenda, AP, IP, TELPAS, STAAR-M and STAAR –ALT) will be uploaded to the online tool by the district over the summer and will be available at the beginning of the next school year.</p> <p><i>Note: If teachers fail to enter their results for any other assessments, under system policy they will automatically receive a performance level of 1 for that course.</i></p> <p><i>Note: Secondary teachers of first-semester only courses that have Students’ Progress measures assigned shall submit scores at the end of the first semester.</i></p>
<p>Beginning of the Following School Year</p>	<p>Access online tool and review teachers’ Student Performance data. Based on that data, appraisers determine final Student Performance rating.</p> <p><i>Note: It is possible that a different appraiser will be performing this step, depending on appraiser assignment and teacher movement from school to school.</i></p>	<p>Teachers receive final Student Performance ratings and Summative Appraisal Ratings.</p>

For a complete timeline of the Student Performance process, see [Appendix C](#).

III: Online Student Performance Tool

In summer 2012, HISD is launching an online tool to help manage the Student Performance component of the appraisal and development system. The online tool has several key features to ensure appraiser and teacher convenience and ease of use:

- **Web-based:** The tool allows appraisers and teachers to access it online from any location with an internet connection, at any time.
- **Secure:** Teachers and appraisers have unique log-in information.
- **User-friendly:** HISD engaged appraisers and teachers in user-testing to make recommendations on the design and functionality of the system.

The online tool contains four worksheets:

1. The **Measures Worksheet**, which appraisers use to assign measures to all teachers, and on which teachers acknowledge their measures.
2. The **Goals Worksheet**, on which all teachers with Students' Progress measures indicate their summative assessment and complete student starting points and goals, and which appraisers approve.
3. The **Results Worksheet**, used by teachers toward the end of a course to enter or confirm student scores and to indicate attendance issues.
4. The **Performance Level Worksheet**, used by appraisers to review and assign a performance level to the teacher.

These worksheets are described in this part of the guidebook, and referred to throughout the next two sections, [Part IV: Measure Assignment](#), and [Part V: Students' Progress](#). A separate user guide to the Student Performance online tool will be available in August 2012 trainings, along with contact information for user support.

THE MEASURES WORKSHEET

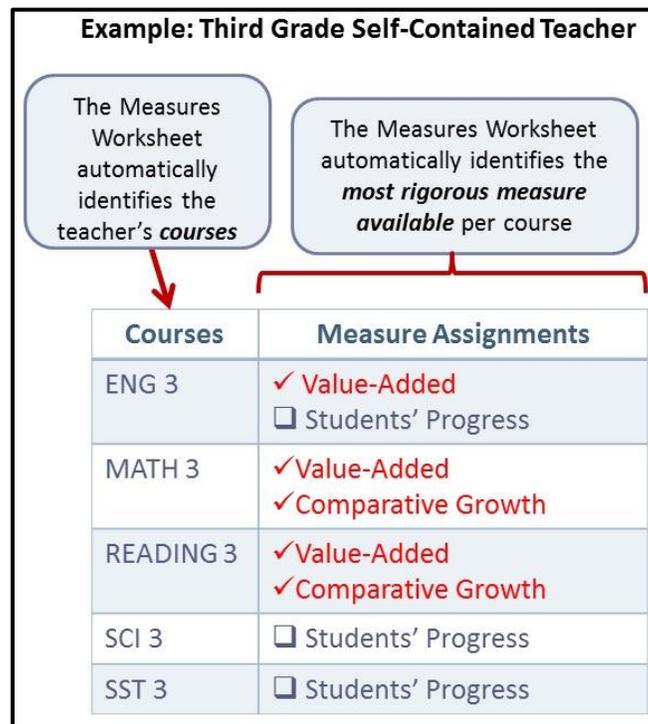
The first worksheet in the online tool is the **Measures Worksheet**. The purpose of this worksheet is to designate the student performance measures for each teacher. The process of completing the Measures Worksheet is carried out at the beginning of the school year or the course. It is intended to be a collaborative process between the appraiser and the teacher, but it is the appraiser who ultimately assigns the measures, and the teacher who acknowledges the measures within the tool.

The Measures Worksheet:

- **Pre-populates** each teacher’s courses. This information is pulled into the worksheet directly from Chancery system, so it is critical that scheduling done at the campus level be accurate in Chancery.
- **Pre-selects** required student performance measures as the default measures (with a check mark, as in the figure below), and provides the option to select additional measures (by checking an un-checked box, as in the figure below). Appraisers and teachers may not change any of the required measures in the worksheet
- **Indicates** how many classes/sections a teacher has per course
- **Tracks completion** of each teacher’s Measures Worksheet
- **Generates** an automatic notification email to the teacher once measures have been assigned

The Measures Worksheet manages the measure assignment process from a systems standpoint, but it is critical that there is dialogue between appraisers and teachers where courses have optional measures (see [Part IV](#)).

Here is a snapshot of part of a Measures Worksheet for a self-contained third grade teacher:



For examples from other subjects and grade levels, and a step-by-step explanation of the measure assignment process, please read [Part IV: Measure Assignment](#) and review [Student Performance Training Session #6: Measure Assignment](#).

THE GOALS WORKSHEET

The second worksheet in the online tool is the **Goals Worksheet**. The purpose of the Goals Worksheet is to enable teachers to set starting points and goals for all of their students in the courses where they have a Students' Progress measure. For any Students' Progress measure, appraisers have the primary responsibility for the Measures Worksheet, and teachers acknowledge receipt. Teachers, however, are responsible for managing the Goals Worksheet with appraiser review and approval.

The Goals Worksheet displays the name of the teacher and appraiser, as well as the course and the assessment type. It lists all of a teacher's students – the data is pre-loaded into the worksheet from the Chancery system – with student ID numbers. If the teacher has more than one class period or section of a course, *all* students in that course are listed. The worksheet allows teachers to list up to two sources of evidence that they use to inform student starting points. Finally, it allows teachers to assign starting points to each student and to set goals/targets that correspond to each starting point category.

THE RESULTS WORKSHEET

At the end of the course/year, the **Results Worksheet** captures student attendance and scores on the summative assessment. For centrally-scored, district-wide assessments, student scores are pre-populated on the page when the data become available to the district. For appraiser-approved and pre-approved assessments, teachers must enter the scores; appraisers must review scores with the student tests or artifacts, and approve them. Appraisers may exclude students from a teacher's performance level calculation for attendance reasons or may indicate that a student who didn't meet the goal *did* make "ambitious and feasible" progress and should count toward the percentage of students who met goals.

THE PERFORMANCE LEVEL WORKSHEET

On the **Performance Level Worksheet**, appraisers will have access to the rubric for calculating the performance level and to the information considered in the calculation. If an appraiser wishes to change the performance level for a course *to the next higher level* based on a determination that the teacher did make ambitious and feasible progress with students worthy of the next highest performance level, the appraiser must enter a comment with a justification for the change.

Below are sample screenshots of the **Goals Worksheet** and the **Results Worksheet** for a high school English teacher.

Identifying information: Names & ID #s of Teacher, Appraiser, Students, School

Goals Worksheet
Completed at the beginning of the year/course

Teacher enters two types of evidence for student starting points (e.g., prior year data, a pre-test/diagnostic, classroom observation of students)

Name	ID	Evidence 1	Evidence 2	Starting Point	Goal
[Redacted]	[Redacted]	Classroom Observation		2	
[Redacted]	[Redacted]	Classroom Observation		2	
[Redacted]	[Redacted]	Classroom Observation		3	
[Redacted]	[Redacted]	Classroom Observation		4	
[Redacted]	[Redacted]	Classroom Observation		3	
[Redacted]	[Redacted]	Classroom Observation		1	
[Redacted]	[Redacted]	Classroom Observation		2	
[Redacted]	[Redacted]	Classroom Observation		3	
[Redacted]	[Redacted]	Classroom Observation		4	
[Redacted]	[Redacted]	Classroom Observation		3	
[Redacted]	[Redacted]	Classroom Observation		3	
[Redacted]	[Redacted]	Classroom Observation		2	
[Redacted]	[Redacted]	Classroom Observation		3	
[Redacted]	[Redacted]	Classroom Observation		3	
[Redacted]	[Redacted]	Classroom Observation		3	
[Redacted]	[Redacted]	Classroom Observation		4	
[Redacted]	[Redacted]	Classroom Observation		3	
[Redacted]	[Redacted]	Classroom Observation		3	

Teacher or appraiser may navigate to Results page toward the end of the year/course.

Teacher enters student starting points (1, 2, 3, or 4). The Goal field will be populated after the teacher sets targets for each starting point category.

Identifying information: Names & ID #s of Teacher, Appraiser, Students, School

Results Worksheet

Completed at the end of the year/course

Goals from Goals Worksheet appear; teacher enters student scores (leaves blank if no score)

Include?	Name	ID	Goal	Score (leave blank if no score)	Met Goal?	Met Attendance?	Made Ambitious & Feasible Progress?
<input checked="" type="checkbox"/>	[Redacted]	[Redacted]	80	81	Yes	No	<input type="radio"/> Yes <input type="radio"/> No
<input checked="" type="checkbox"/>	[Redacted]	[Redacted]	80	79	No	No	<input type="radio"/> Yes <input type="radio"/> No
<input checked="" type="checkbox"/>	[Redacted]	[Redacted]	80	65	No	No	<input type="radio"/> Yes <input type="radio"/> No
<input checked="" type="checkbox"/>	[Redacted]	[Redacted]	80	90	Yes	No	<input checked="" type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	[Redacted]	[Redacted]	80		No	No	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	[Redacted]	[Redacted]	80		No	No	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	[Redacted]	[Redacted]	80		No	No	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	[Redacted]	[Redacted]	80		No	No	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	[Redacted]	[Redacted]	80		No	No	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	[Redacted]	[Redacted]	80		No	No	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	[Redacted]	[Redacted]	80		No	No	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	[Redacted]	[Redacted]	80		No	No	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	[Redacted]	[Redacted]	80		No	No	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	[Redacted]	[Redacted]	80		No	No	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	[Redacted]	[Redacted]	80		No	No	<input type="radio"/> Yes <input type="radio"/> No

Course name & assessment type

Teacher or appraiser may navigate back to Targets page, saving all work first.

The tool determines whether students met their goals (Yes/No) based on score, and whether attendance threshold was met (Yes/No) based on Chancery data. The appraiser may indicate that ambitious and feasible progress was made based on scores and extenuating circumstances, if necessary.

IV: Measure Assignment

In the teacher appraisal and development system, teachers are assigned a combination of any of the five student performance measures, depending on the subjects or courses they teach. Teachers are assigned measures for each major course they teach. A **course** is defined as an assignment in which the teacher directly instructs students in a subject or course of study. A teacher may teach several sections of one course, or the same subject to multiple classes of students in one grade level – these are considered one course. A major course is a teaching assignment for which the teacher has responsibility for content-rich lesson preparation and delivery.

TIMING OF MEASURE ASSIGNMENT

The process of appraisers assigning measures to teachers occurs toward the beginning of a course. Refer to the [Student Performance timeline](#) for the exact dates in August and September when appraisers assign and teachers acknowledge measures. For **year-long courses** at the elementary and secondary levels – in which the course covers one academic year’s worth of content and teacher schedules do not change significantly from the first semester to the second – measure assignment takes place only once per year, in the fall. Note that at the secondary level, measure assignments may need to be revisited at the start of the second semester at schools that schedule second semester courses in December.

Assigning Student Performance measures to teachers takes place at the beginning of a course (in the first three to four weeks).

Measure assignment at the elementary levels and for all year-long courses is completed well before the Goal-Setting Conference in the fall. For two-semester, one-semester fall (A), and “[trailer](#)” (see Glossary) courses at the secondary level, additional deadlines apply. See the [Student Performance timeline](#) for information on deadlines for those types of courses.

GUIDING PRINCIPLES OF MEASURE ASSIGNMENT

In the introduction to this guidebook, the guiding principles for the development of the five student performance measures listed above were described. Based on these, additional principles direct the *assignment* of specific measures to teachers and their courses. These principles are:

- 1 The system requires all teachers and appraisers to **use the most rigorous measures** for each course.
- 2 All teachers must have **at least two measures assigned**. If a teacher has only one course, he or she will have two measures for that course.
- 3 A teacher **can never have value-added** as his or her only type of measure assignment.
- 4 **Two measures are required for some courses** regardless of other courses assigned.
- 5 A teacher can only have, **at a maximum, three Students' Progress measures**, but there is no limit to the total number of Students' Performance measures.

These principles ensure that multiple measures of student learning factor into a teacher's Student Performance rating, and at the same time, limit teachers' workload on the Students' Progress measures. These principles are built into the Student Performance online tool as rules and will not allow users to violate them.

Measures are assigned based on their availability for each course. As guiding principle #1 states, the most statistically rigorous measure available for each course is used. Recall the five measures of student performance, in order from the most statistically rigorous to the least:

1. **Value-Added Growth** (i.e., SAS[®] EVAAS[®])
2. **Comparative Growth** on district-wide, standardized assessments (i.e., Stanford, Aprenda, and TELPAS assessments for certain subjects and grade levels)
3. **Students' Progress** on district-wide or appraiser-approved summative assessments
4. **Students' Progress** on district-wide or appraiser-approved summative performance tasks or products
5. **Student Attainment** on district-wide or appraiser-approved summative assessments

PROCESS AND ROLES

Assignment of student performance measures is primarily the responsibility of appraisers, but it is intended to be a **collaborative process** between appraisers and teachers.

Appraisers initiate the measure assignment process through the Measures Worksheet described earlier in this guidebook, but appraisers and teachers both play a role in completing it.

THE APPRAISER'S ROLE			THE TEACHER'S ROLE	
<u>Step 1</u> Sign in & access the Measures Worksheet	<u>Step 2</u> Assign the teacher's measures	<u>Step 3</u> Submit the Measures Worksheet	<u>Step 4</u> Sign in & access the Measures Worksheet after receiving an email	<u>Step 5</u> Review and acknowledge measure assignment

REQUIRED MEASURES

Where available, Value-Added (i.e., EVAAS[®]) and Comparative Growth are required measures for the courses in which the assessments those measures are based on are administered.

Second measures are required when:

- A teacher's measures are all Value-Added (EVAAS[®]).
- A teacher is appraised on only one course.
- The first measure for a course is only partially aligned to the HISD curriculum. This includes Stanford/Aprenda for Science (Grades 4, 6, and 7) and Social Studies (Grades 4, 6, and 7). Where a second measure is required due to alignment, pre-approved district assessments are available as an option.

Where a second measure is required, appraisers may have some discretion (in consultation with the teacher) about which type of measure to assign as that second measure. When determining second measures when more than one option is available, appraisers should keep in mind:

- Teachers may not have more than three (3) Students' Progress measures.
- Appraisers should prioritize the subjects/grades and courses that include content/skills that are important for student success in the next level of a course or in school and in life, and that align with school priorities.
- Where appraisers have to choose which second measures to assign, they are encouraged to consider picking a measure that uses a District Pre-Approved End-of-Course/End-of-Year Assessment, or an off-the-shelf assessment that may be part of the curriculum. Note that whether a traditional test, a performance task, or a work product is selected, it is identified as the "Assessment" on the Goals Worksheet.

OPTIONAL MEASURES

Optional measures are assigned at the discretion of the appraiser, in collaboration with the teacher. An appraiser might assign an optional measure – or a teacher might want to include an optional measure – when the teacher already has Value-Added and Comparative Growth as measures (and therefore meets the requirement of having a minimum of two measures). If the teacher wants the opportunity to show growth in a more qualitative way with students in another course, or in one of the same courses in which the teacher has Value-Added and/or Comparative Growth, then optional measures may be assigned in addition to Value-Added or Comparative Growth. Where optional measures are assigned, they are Students' Progress measures on either a traditional assessment, or on a performance task or work product.

In summary, when assigning second and optional measures, appraisers should consider:

- ✓ Does the teacher already have Value-Added and Comparative Growth assigned? If so, a Students' Progress measure may not be necessary.
- ✓ Does the teacher already have three Students' Progress measures? If so, additional Students' Progress measures cannot be selected under the principles of measure assignment.
- ✓ Does assigning the Students' Progress measure to the course align to school wide goals?
- ✓ Is the Students' Progress measure assigned to a course where the teacher would like to focus?

When deciding which courses to assign Students' Progress measures to, appraisers and teachers may consider the following questions.

- **Is the course considered a “major” course or subject?** On the Measures Worksheet, you will find only courses for which attendance is taken and grades assigned. Usually these courses are for major subjects and the default will be to include the course in the teacher's appraisal, provided a measure is assigned to it. Other, less, content-rich courses may appear on the Measures Worksheet and the default will be to exclude those courses from the teacher's appraisal. For example, in Grade 2, Reading would be considered a major course, whereas Handwriting would not be. If a more minor course appears on a teacher's Measures Worksheet, the appraiser can choose to include or exclude it from the teacher's appraisal. An appraiser would only choose to assign measures to a minor course if it were the only

course a teacher teaches. Only those courses that have measures assigned to them will be included in the teacher's appraisal.

- **How many students does the teacher teach for that course/subject?** At the secondary level where a teacher may have multiple sections of the same course, or in elementary schools that have a departmentalized model, the appraiser and teacher should prioritize the courses/subjects in which the teacher has an impact on the greatest number of students.
- **Which measures would give the most comprehensive picture of the teacher's effectiveness with different levels of students (grade levels or proficiency levels)?** For example, an elementary music teacher who teaches students in Pre-K through Grade 5 should demonstrate effectiveness in working with younger students and with older students. The appraiser, in consultation with the teacher, might choose to include Pre-K music and Grades 4 and 5 Band as the appropriate Students' Progress measures. A high school art teacher who teaches beginning, intermediate, and advanced levels of art should be able to show progress with students at differing proficiency levels. In that case, perhaps the appraiser and teacher would agree to include Beginning Ceramics and Advanced Drawing.

TWO-SEMESTER COURSES (SECONDARY LEVEL)

At the high school level, and in some cases in middle schools, a majority of year-long courses are really two one-semester courses with parts A and B. There may be a great deal of change and mobility halfway through the school year: assignments of teachers to courses may shift, and entire rosters of students may change.

When measure assignment takes place in the fall, teachers may not know exactly which courses or students they will teach in the spring semester. If a measure were to be assigned to a full year's course and administered in the spring only, it would not allow a teacher to show progress with first-semester students if they are not still with that teacher in the second semester. Because of this, appraisers have the option of assigning a Students' Progress measure to the first and/or the second semester of a course. Therefore, **secondary teachers of two-semester courses may engage in the Students' Progress process twice during the school year.**

If the course has a STAAR EOC, then the online tool assigns Value-Added to the second semester of the course only. If the course does not have a STAAR EOC, a Students' Progress measure may be assigned to the first or the second semester of the course. Recall, though, that there is a maximum of three (3) Students' Progress measures total that can be assigned to a teacher during a school year.

ONE-SEMESTER AND “TRAILER” COURSES (SECONDARY LEVEL)

At the secondary level, a “trailer” course is a course for students who must repeat a one-semester course, or one semester of a two-semester course. Students who take trailer courses may re-take the A (first) semester of a course during the B (second) semester, or the B semester of the course during the A semester and thus end up “off-cycle” with the standard testing calendar. So that students’ progress in a course is still counted, an appraiser may assign a Students’ Progress measure to one-semester and trailer courses. The deadlines for A and B (fall and spring, respectively) semester courses listed in the appraisal calendar apply to one-semester and trailer courses.

V: The Students' Progress Process

Students' Progress is a student learning measure that uses cumulative **assessments, performance tasks, and work products** to measure how much content and skill students learned over the duration of a course or year, based on where they started the subject or course. Students' Progress is an appraiser rating of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students' starting points. It is a fundamentally more qualitative measure than Value-Added or Comparative Growth.

Students' Progress is considered a more qualitative, less statistically rigorous process for a few reasons. This is largely due to the fact that teachers set their students' starting points and goals based on multiple sources of evidence. In many cases, teachers also identify and develop the summative assessment, performance task, or work product on which the Students' Progress measure is based.

Ensuring Fairness:

Appraisers review and discuss students' starting points, goals, and summative assessments *with teachers*. They then approve them, either as is or with modifications.

PROCESS AND ROLES

It is important to note that **most** HISD teachers have at least one Students' Progress measure, either on a traditional-type assessment (Measure #3) or a performance task/work product (Measure #4). Appraisers and teachers play a more hands-on role with Students' Progress than they do for the other measures.

The Students' Progress process connects to the Instructional Practice (IP) rubric criteria on planning:

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

At the same time, the Students' Progress process reflects what great teachers do already. They plan for success with all students by setting ambitious learning goals, informed by data on where students start the year or course. They develop a strong cumulative test and/or culminating task that tells them whether their students have met those goals. They plan their instruction backwards from those year-end goals and assessments. And they deliver content-rich lessons, checking students' progress along the way.

In the Student Performance component of the teacher appraisal and development system, the online tool, particularly the Goals Worksheet, helps appraisers and teachers manage this process for all Students' Progress measures.

THE TEACHER'S ROLE		
Identify or develop summative assessments, performance tasks, or work products and submit to appraiser.	Determine student starting points and goals.	Provide appraiser with assessment, performance task, or work product data (student results) to review and rate.

THE APPRAISER'S ROLE		
Identify and approve assessments, performance tasks or work products.	Approve student starting points and goals at the beginning of each school year or semester, as appropriate.	Rate teacher impact on student progress. Factor the teacher's performance level for Students' Progress into the final SP rating.

Step 1: Identify Assessments/Performance Tasks/Work Products

Teachers who need a Students' Progress measure work with their appraisers to identify the most appropriate assessment, performance task, or work product for the course. On the Goals Worksheet, teachers indicate which of the **three types of assessments** they will use for the Students' Progress measure.

1. **District-wide assessments:** standardized tests required for use across the district (e.g., STAAR-M, TELPAS, Pre-K language/math). For most district-wide assessments, with the exception of STAAR-Modified and STAAR-Alt in the 2012-13 school year, HISD is setting centralized targets or goals, which are listed in [Appendix D](#). ➡
2. **Pre-approved** assessments, performance tasks, and work products: developed by teachers under the leadership of the Department of Curriculum, Instruction, and Assessment ("District Preapproved End-of-Course/End-of-Year Assessments" – see list below). For SY 12-13, pre-approved assessments do not have centralized targets set by the district.
3. **Appraiser-approved** assessments: available through a collaborative or the school curriculum, or identified, compiled, or written by a team of teachers (preferred) or by an individual teacher.

District-wide assessments required for use as Students' Progress measures:

- Pre-Kindergarten Language/Literacy and Math assessments
- Stanford/Aprena Grade 1 Reading, Language, and Math
- Stanford/Aprena Grade 3 Science and Social Studies
- TELPAS for English language learners (used as a Students' Progress measure for Grades K-2 and 9-12, and as a Comparative Growth measure for Grades 3-8)
- Advanced Placement and International Baccalaureate exams
- STAAR-Modified and STAAR-Alternate

Ensuring Fairness:
 The use of district pre-approved assessments enhances reliability and consistency across schools. These assessments have undergone extensive review for quality, and campuses are strongly encouraged to use them. A use policy is in place for the pre-approved assessments (see [Appendix I](#)).

Where **District Pre-approved End-of-Course/End-of-Year Assessments** (#2 above) are available as an option for the Students' Progress measure, **test blueprints** of these summative assessments – which show the standards tested, the types of items, and the scoring rules – will be available to teachers and appraisers in August 2012. The assessments themselves will be made available through Campus Online at the end of the year/course.

Currently, all district pre-approved assessments are more traditional-type tests. For SY 12-13, pre-approved assessments will be available in these 22 grades and subjects/courses:

Elementary School*	Middle School	High School
Kindergarten Reading	Grade 6 Science	English 4
Kindergarten Writing	Grade 7 Science	Integrated Physics and Chemistry
Kindergarten Math	Grade 6 Social Studies	Math Models with Applications
Grade 4 Science	Grade 7 Social Studies	Pre-Calculus
Grade 4 Social Studies	Spanish 7 (1A)	Spanish 1
Grade 5 Social Studies	Spanish 8 (1B)	Spanish 2
* All elementary pre-approved assessments will be available in English and Spanish.	French 7 (1A)	French 1
	French 8 (1B)	Health

Additional district pre-approved assessments are in development, as is guidance for creating and reviewing performance tasks and work products (e.g., portfolio assessment).

The third assessment type in the Students' Progress measure is **appraiser-approved assessments**. These could be summative assessments that are more traditional-type tests, or performance tasks or work products identified by the teacher and appraiser as part of the curriculum (e.g., Springboard, Kathy Richardson math assessments, CTE certifications, FitnessGram) or textbook adoption. Assessments created by a team of teachers or by an individual teacher also are considered appraiser-approved assessments. Teachers who identify or develop an assessment for use in their appraisal must submit the assessment, along with a completed copy of the Appraiser-Approved Assessment/Performance Task/Work Product Checklist ([Appendix H](#)). The appraiser then verifies that the **assessment meets the criteria in three major categories** outlined on the checklist:

- **Alignment and Stretch** - whether the assessment corresponds to grade/subject objectives, and students have enough room to show growth
- **Rigor and Complexity** - whether the assessment is at the appropriate level of challenge
- **Format (that) Captures True Mastery** - whether the writing and layout of the assessment are clear, and the assessment type is appropriate to the content area and for all students in the course

Ensuring Fairness:

There is a process by which teachers submit assessments they identify or develop, and by which appraisers review and approve the assessments for quality.

The appraiser may either approve the assessment by completing and signing the checklist or may require the teacher to make revisions and resubmit the assessment, performance task, or work product.

Step 2: Determine Student Starting Points and Goals

Where a Students' Progress measure is used, it is the responsibility of the teacher to determine, and the appraiser to approve, all student starting points and goals. This process is managed on the Goals Worksheet page.

Including Students

For any Students' Progress measure, there is a minimum student roster size; a student enrollment cutoff date; and a student attendance threshold.

Before explaining the process for determining student starting points and goals, appraisers and teachers should understand that Students' Progress measures have thresholds for roster size, enrollment, and attendance.

The minimum number of students on a roster for Students' Progress is **four (4) students**. If a teacher's roster has fewer than four students who take the summative assessment, a Students' Progress measure is not applied to that course.

There are also **enrollment cutoff dates** for including students in Students' Progress measures. For year-long and first-semester courses, **only students who enter a course before the last Friday in October (PEIMS snapshot date) are included**. For second-semester courses, the cutoff date for SY 12-13 is February 28. The teacher does not establish starting points or goals for students who enter the course after these dates.

Finally, there is an **attendance threshold** for all Students' Progress measures. A student must be present for **75 percent of instructional time** to be included in the Students' Progress measure. The process for verifying attendance within the Results Worksheet is discussed in greater detail in Step 3 below.

Determining Student Starting Points

On the Goals Worksheet for a given course, the teacher must group each student into one of **four starting point categories**, based on readiness for that course:

Starting Point Category	Students have mastered...
4	all prerequisite objectives for the specific course/grade and some course/grade objectives
3	the vast majority of the prerequisite objectives for the specific course/grade
2	some but not all prerequisite objectives for the specific course/grade
1	few prerequisite objectives for the specific course/grade

For each student listed on the Goals Worksheet, teachers ask themselves: *Has this student mastered few, some, the vast majority, or all prerequisite objectives for this course?* To determine which starting point category is most appropriate for each student, the teacher has two main sources of information or evidence available:

- **Prior Assessment Data** - provides a teacher with information about what students learned in previous years.
- **Diagnostic Assessments** – given at the beginning of the course or year to determine what students already know about the subject.

Because Students' Progress is a more qualitative process, there is no set formula for how performance on prior and diagnostic assessments factors into student starting points. The teacher examines all the available evidence relevant for success in a course and makes a **holistic** judgment about which of the four starting point categories is most

Ensuring Fairness:

There is no desired distribution of students across the four starting point categories. Each student should be placed in the most appropriate category based on how prepared he/she is for the course.

appropriate for the student. **There is no desired distribution of students across the categories.** Each student should be placed in the most appropriate category based on level of preparedness for

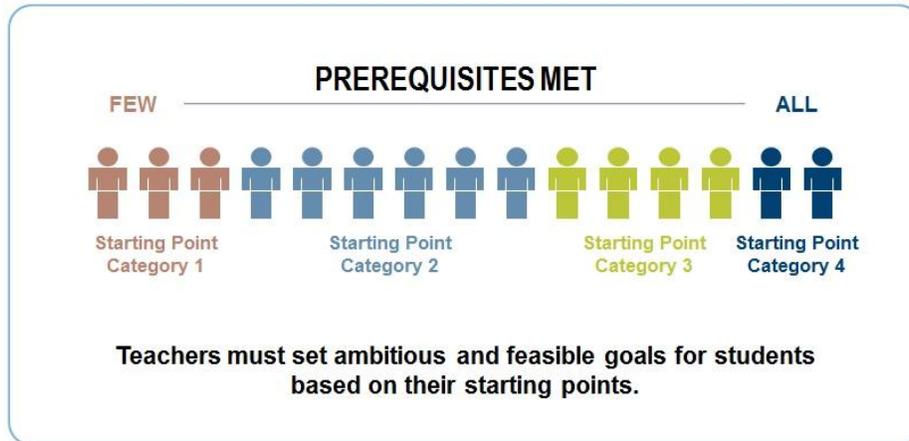
Sources of evidence for student starting points:

1. Prior assessment data might include the previous year's Stanford, Aprenda, or STAAR scores, or the end-of-year TPRI/Tejas LEE reading assessment. A more qualitative source of prior data could be, for instance, Physics students' Algebra 1 and 2 grades.
2. Diagnostic assessments might include, for early elementary reading, a fluency and comprehension check provided with the basal adoption, or for secondary art, a TEKS-based pre-test and accompanying skills test designed by the teacher.

the subject/course.

Determining Student Goals

On the Goals Worksheet for a given course, the teacher determines the targets or **goals for each starting point category** of students.



In some cases, where there are centralized targets on a district-wide assessment (those listed in Step 1), the goals are [pre-established](#). In most cases, teachers propose the goals to the appraiser based on 1) knowledge of the curriculum and summative assessment, and 2) what would constitute “ambitious and feasible” progress on the assessment for each starting point category of students.

An **ambitious** goal moves students well beyond their starting points to set them up for future academic success.

A **feasible** target represents a realistic reach beyond students’ starting points.

A goal should be ambitious in that it challenges students, but reasonable in that, with the right academic instruction and support, it is attainable. Goal-setting itself is an inexact science; there is no perfectly “right” answer on what is a “good” goal. However, strong goals will be driven by the following principles:

- **Equity and fairness.** To ensure a fair representation of teacher effectiveness, metrics measure growth and take external factors affecting it into consideration.
- **Comparability.** The same methodology is used for teachers in the same grades/ subjects using the same assessment. **Where multiple teachers on a campus teach the same course and are using the same pre-approved** (e.g., in Grade 4 Science) **or appraiser-approved assessment, it is recommended that teachers work together to establish the same goals.**

- **Transparent and instructionally valuable.** Appraisers and teachers are able to understand how scores are calculated and use that information to improve teaching practice.

Teachers indicate the goals for each starting point **category** of students (not for each individual student) on the Goals Worksheet – Targets page. At the Goal Setting Conference, the appraiser approves, or recommends revisions to, the goals. The goals serve a summative appraisal purpose but also a formative one and, again, are connected to the planning criteria in the Instructional Practice rubric: teachers should use these targets to backwards plan their instruction and to gauge Students’ Progress throughout the year.

Below are two examples of appropriately ambitious and feasible goals set by the teacher. In both cases, the teachers have established goals on the end-of-year/end-of-course assessment that represent a reasonable stretch for each group of students, based on where those students start the course.

Goals Example: Elementary Art		Goals Example: High School Economics		
The teacher might determine that on the 5-point rubric he is using to evaluate his 4 th grade students’ performance on a cumulative portfolio, each starting point category of students would score like this:		The teacher might establish that on the end-of-course final exam, worth 100 points, students would be expected to score as follows:		
Starting Point Category	Goal Score	Students with:	Starting Point Category	Goal Score
4	5	All prerequisites	4	95
3	4	Most prerequisites	3	85
2	3	Some prerequisites	2	75
1	2	No prerequisites	1	70

In summary, here are some points for teachers and appraisers to remember in determining starting point categories and corresponding goals for students:

Best Practices for Goal-Setting by Starting Point Category

- ✓ Make sure every student is accounted for
- ✓ Assign each student to one starting point category only
- ✓ Don't worry about how big or small each category is; set groups based on what's most appropriate for your students
- ✓ Group students so that all or most students within a category are expected to meet the goal (e.g. 100% of students in Group A will...)
- ✓ Group students so that the goal is ambitious, yet attainable for each student per group
- ✓ Take into consideration special populations and/or external factors
- ✓ Think outside the box. There is no one "right" way to group your students (e.g. grouping by starting point categories 1-4 may not work for your class if your students are generally split between high level performance and low level performance, as the range may be too wide.)

Step 3: Provide Student Assessment Outcomes and Rate Progress on a Rubric

Most likely, the teacher and appraiser will hold the End-of-Year Conference before the summative assessment is administered, and in the case of district standardized assessments, before student results are available. There is, however, one important activity on the Goals Worksheet-Results Page that teachers and appraisers must complete prior to and during the End-of-Year Conference.

Only students who meet the minimum **attendance threshold** are included in the Students' Progress calculation. The Results Worksheet contains pre-populated attendance data from Chancery. If a student appears as having met the attendance threshold (present at school for 75% of instructional days), but the teacher has a concern that the student was pulled out of class more than 25% of instructional time, the teacher can flag this concern in the system. Then, at the End-of-Year Conference, the teacher and appraiser discuss whether or not to include that student, based on the *teacher's* attendance records. The appraiser then may exclude the student from the measure on the Results Worksheet (by un-checking the box beside the student's name in the column labeled 'Include'). Conversely, a student may appear *not* to have met the attendance threshold, but the teacher has caught the student up and feels the student will still show progress on the summative assessment. In this case, the appraiser and teacher may choose to include the student despite the student not meeting the attendance threshold. This requires that the teacher keep accurate attendance records of student absences from class.

Ensuring Fairness:

Only students who meet the minimum attendance threshold are included in the Students' Progress calculation. Teacher attendance records for a class, with appraiser review and approval, may override attendance data from Chancery.

At the end of the course or school year, the teacher then administers and (if applicable) scores the assessment, performance task, or work product. For reliability, appraisers may arrange for

teachers to “swap” places and administer assessments to other classes on the campus, wherever possible, for Grades 3-12. This may not be possible for most enrichment teachers; for example, a music teacher most likely needs to be the one to assess her students on a culminating project or performance because of her unique knowledge of the subject and the likelihood that she may be the only music teacher on the campus. For more information and other administration guidelines for the district pre-approved assessments, see [Appendix I: Use Policy for District Pre-Approved End of Year/End of Course Assessments.](#)

Ensuring Fairness:

In Grades 3-12, where possible, appraisers should arrange for teachers to administer summative assessments to classes other than their own. This recommendation aligns with district policy for standardized assessments.

Once a pre-approved or appraiser-approved assessment has been administered and scored, the teacher enters and submits to the appraiser the student scores on the pre-established assessment using the Results Worksheet. Student scores for centrally-scored district-wide assessments used as Students’ Progress measures (e.g., certain subjects of Stanford/Aprenda in Grades 1 and 3, all AP exams) are pre-populated on the page. Based on the student score entered, the Results Worksheet indicates whether the each student met the goal (Yes/No).

The appraiser examines student scores following the End-of-Year Conference, after the assessment has been administered. The appraiser assigns a performance level to the teacher using a rubric for Students’ Progress. The appraiser checks to see whether the indicators in the rubric were satisfied, and what percentage of students met their goals, as indicated on the Goals Worksheet.

On the next page is the standard rubric for evaluating Students’ Progress. This rubric applies to nearly all Students’ Progress measures with rosters of more than ten (10) students. A different rubric is used for rosters of 4-10 students. Unique rubrics apply for Pre-K, AP, and IB; these are included in [Appendix D](#).

Students' Progress Teacher Performance Level Rubric			
1	2	3	4
<ul style="list-style-type: none"> Teacher did not use appraiser-approved assessment/tasks; or Some students' starting points were not approved by the appraiser; or Goals were not set for some students; or The assessment/tasks were not accurately scored; or Significant evidence does not support the student progress claims; or Less than 50% of the students met goals** 	<ul style="list-style-type: none"> Teacher used an appraiser-approved assessment; and Students' starting points were approved by the appraiser; and Goals were set for students; and The assessment/tasks were accurately scored; and Evidence supports the student progress claims; and 50 to 59% (most) of the students met goals or otherwise made ambitious and feasible progress 	<ul style="list-style-type: none"> Teacher used an appraiser-approved assessment; and Students' starting points were approved by the appraiser; and Goals were set for students; and The assessment/tasks were accurately scored; and Evidence supports the student progress claims; and 60 to 84% (the vast majority) of met goals or otherwise made ambitious and feasible progress 	<ul style="list-style-type: none"> Teacher used an appraiser-approved assessment; and Students' starting points were approved by the appraiser; and Goals were set for students; and The assessment/tasks were accurately scored; and Evidence supports the student progress claims; and 85%+ (nearly all) of the students met goals or otherwise made ambitious and feasible progress

A few important things to note about this rubric:

- At level 1, *some students' starting points were not approved by the appraiser* means that the **teacher** did not determine starting points and/or did not submit them to the appraiser – not that the teacher submitted them, but the appraiser failed to approve.
- The last indicator for each performance level contains a percentage of students who met goals. The last indicator for levels 2-4 also contains the phrase, "**or otherwise made ambitious and feasible progress.**" Appraisers should use the percentages of students meeting goals as guidelines for assigning performance levels. However, there may be extenuating circumstances that result in a teacher falling just short of the minimum percentage of students meeting goals for a performance level, despite having set ambitious targets. **In these cases, appraisers may use their discretion and assign a rating one level higher than the performance level calculated by the online tool** based on strict percentages, depending on the circumstances and the quality of the goals.

Ambitious and feasible progress means that a teacher moved students well beyond their starting points and has set them up for academic success at the next level, despite any challenges that arose during the school year.

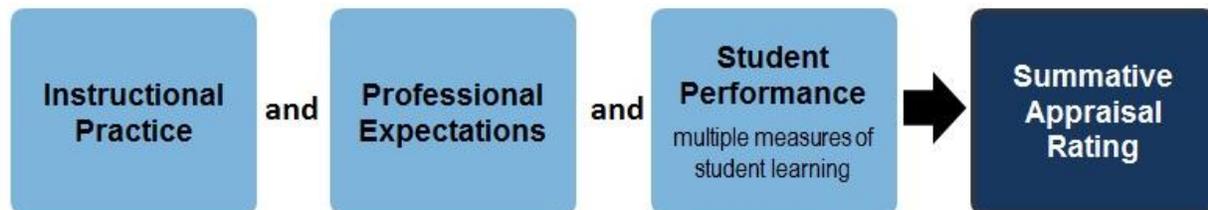
For small classes (4-10 students), percentages of students who met goals are not as meaningful as actual numbers of students who met goals. Therefore, appraisers will use this rubric for classes with rosters of 4-10 students:

Students' Progress Teacher Performance Levels for Small Rosters

Performance Level	1	2	3	4
No. of Students	Less than 50% of the students met goals	Most of the students (e.g., 50 to 59%) met goals	The vast majority of students (e.g., 60 to 84%) met goals	Nearly all of the students (e.g., 85%+) met goals
4	1	2	3	4
5	0-2	3	4	5
6	0-2	3	4	5-6
7	0-3	4	5	6-7
8	0-3	4-5	6	7-8
9	0-4	5-6	7	8-9
10	0-4	5-6	7-8	9-10

VI: Calculating Student Performance and Summative Appraisal Ratings

In the teacher appraisal and development system, Instructional Practice, Professional Expectations, and Student Performance ratings are combined for an overall Summative Appraisal Rating for each teacher.



It may be helpful to establish some definitions around the terms used for the different levels of scoring:

- **Scores:** Applies to Instructional Practice and Professional Expectations. Teachers earn IP and PE **scores** on specific criteria (e.g., 1-2: Checks for Student Understanding). In the Goals Worksheet – Results page, score also refers to student outcomes on Students’ Progress assessments/performance tasks/work products.
- **Performance Levels:** Applies to Student Performance. Student scores on specific measures are translated into teacher performance levels.
- **Final Ratings:** Applies to **each** of the three major criteria categories of Instructional Practice, Professional Expectations, and Student Performance.
- **Summative Appraisal Rating:** Includes Instructional Practice final rating, Professional Expectations final rating, **and** Student Performance final rating.

The *Teacher Appraisal and Development System Implementation Manual* for SY 2012-2013, available in August 2012, will contain detailed information about how to calculate the Final Student Performance Rating as well as the Summative Appraisal Rating.

APPEALS AND EXCEPTIONS

There will be a clear appeals process for teachers who wish to dispute their Student Performance measures and/or ratings. Information about this process will be available in the ***Teacher Appraisal and Development System Implementation Manual***. A district committee of school-based and central office staff developed the process, which involves regular meetings consider and decide on exceptions to the standard Student Performance process and/or outcomes. Committee decisions that affect different types of teachers will be made available through updates to trainings and supporting materials.

Appendices

Appendix A: Case Studies

The following case studies illustrate the Student Performance process for teachers in various grade levels and content areas. While the specific examples in the case studies will not be relevant for all HISD teachers, we have chosen common scenarios that contain aspects that will be relevant for the majority of HISD teachers.

- Case Study #1: Mr. Rodriguez, Elementary Core Bilingual Teacher
- Case Study #2: Ms. McCormick, Secondary Core Enrichment Teacher
- Case Study #3: Ms. Romero, Pre-K Teacher
- Case Study #4: Mr. Smith, High School Core Teacher

CASE STUDY #1: MR. RODRIGUEZ, ELEMENTARY CORE BILINGUAL TEACHER

As a fourth grade bilingual departmentalized teacher, Mr. Rodriguez teaches Math and Science in Spanish to two classes of students, with a fellow fourth grade teacher covering Spanish Language Arts and Social Studies. He also teaches ESL to the students in his own (homeroom) class.

Measures

1. **Value-Added:** STAAR End of Year assessment in Math (Required)
2. **Value-Added:** Aprenda in Science (Required)
3. **Comparative Growth:** Aprenda in Math (Required)
4. **Comparative Growth:** TELPAS-Reading (Required)
5. **Students' Progress** on a district preapproved or appraiser-approved assessment in Science (Required – due to Stanford/Aprenda alignment)

Step One: Measure Assignment

At the beginning of the year, Mr. Rodriguez's appraiser assigns his Student Performance measures based on his course assignments.

- HISD's online tool for Student Performance pre-populated Mr. Rodriguez's Measures Worksheet with the most statistically rigorous measures available.
- For **Grade 4 Math**, Mr. Rodriguez was assigned a required **Value-Added measure** based on the STAAR end-of-year assessment in Math and a required **Comparative Growth measure** in Math based on a different assessment—Aprenda. All fourth graders in the two classes to whom he teaches math are included in these measures.
- For **Grade 4 Science**, Mr. Rodriguez was assigned a **Value-Added measure** based on Aprenda in Science, as well as a **Students' Progress measure** using a pre-approved district assessment in fourth grade Science. All fourth graders in the two classes to whom he teaches science are included in these measures.

- Mr. Rodriguez was also assigned a **Comparative Growth** measure for TELPAS-Reading for ESL (with his homeroom students only).

Mr. Rodriguez's appraiser then reviews and submits the Measures Worksheet to Mr. Rodriguez for his review and acknowledgement.

Step Two: Students' Progress Activities

While Mr. Rodriguez's Value-Added measures and Comparative Growth measure are calculated by the district once his students' results are available, Mr. Rodriguez needs to take a few steps at the beginning of the year to lay the foundation for his Students' Progress measure in Science.

Early in the school year, Mr. Rodriguez determines the assessment that he will use at the end of the year. Since there is a district pre-approved assessment available in fourth grade science, Mr. Rodriguez's appraiser requests that he rely on that assessment to gauge his students' progress. Mr. Rodriguez reviews the blueprint for this assessment and agrees it is appropriate.

To determine his students' starting points and goals, Mr. Rodriguez first identifies at least two sources of data or information about his students' starting points. (In this case, he might review the third grade Aprenda Science scores for his students' with available data and use a diagnostic test he created for students without Aprenda data.) He then uses the Goals Worksheet in the Student Performance online tool to group students into one of four starting point categories based on their mastery of prerequisite objectives. Finally, Mr. Rodriguez sets ambitious and reasonable goals for each starting point category.

At the end of the school year, Mr. Rodriguez administers the district pre-approved assessment for fourth grade science to his students and enters their results on the Goals Worksheet.

Step Three: Calculating the Student Performance Rating

At the End of Year Conference, Mr. Rodriguez receives his Instructional Practice and Professional Expectations measures from his appraiser. He also reviews student attendance data with his appraiser to determine if any students should be excluded from the Students' Progress calculations. For Mr. Rodriguez's Students' Progress measure in Science, his appraiser reviews the Goals Worksheet for the percentage of his students who met their goals, and submits a performance level for that one measure. Since Mr. Rodriguez has Value-Added and Comparative Growth measures, his Student Performance rating and summative appraisal rating are not available until the fall of the following year, so Mr. Rodriguez and his appraiser will meet then to discuss and review Mr. Rodriguez's Student Performance and Summative Appraisal ratings and set goals for the next school year.

CASE STUDY #2: MS. MCCORMICK, SECONDARY CORE ENRICHMENT TEACHER

As a middle school Art teacher, Ms. McCormick teaches a total of six courses: two sixth-grade semester-long Art courses; two seventh and eighth grade semester-long Art courses; one seventh and eighth grade year-long Art course; and one eighth grade year-long Art course.

Measures

1. **Students' Progress** on an appraiser-approved assessment, performance task or work product – for 2-3 courses

Step One: Measure Assignment

As an enrichment teacher, Ms. McCormick does not have Value-Added or Comparative Growth measures. Instead, she relies exclusively on **Students' Progress measures** for her appraisal.

- According to the guiding principles of measures assignment, teachers are assigned at least two but no more than three Students' Progress measures. At the beginning of the year, Ms. McCormick meets with her appraiser to determine which two or three of her six courses are most appropriate for a **Students' Progress measure**.
- In order to ensure that a diverse set of courses is included in her appraisal, Ms. McCormick and her appraiser decide to include 1) her fall sixth-grade course, 2) her seventh and eighth grade year-long course, and 3) her eighth-grade year-long course.

Step Two: Students' Progress Activities

Ms. McCormick must first determine what type of summative assessment she will use for each course. She develops and assigns each class of students a comprehensive portfolio project that she will evaluate at the end of each course using a pre-determined rubric. As the only art teacher at her school, she has collaborated with another middle school art teacher she knows to develop the culminating tasks. Her appraiser approves her students' starting points and goals based on the information gathered through the diagnostic exercises, and also reviews the portfolio project and rubric that Ms. McCormick uses to determine her students' progress.

In order to set starting points and goals for her courses, Ms. McCormick needs to gauge her students' competency in art at the beginning of the year or the semester. In the fall, she determines her students' starting points and goals, as well as the method she will use to gauge their progress throughout the year. Ms. McCormick establishes her students' starting points through a series of diagnostic exercises early on in the semester that cover the major skills they will be assessed on at the end of their course.

Sample types of starting point evidence for an art class:

- Pre-test based on the middle school art TEKS
- Hands-on skills test using art supplies/materials

(Note: If Ms. McCormick and her appraiser had chosen to include a spring semester-long course in her appraisal, she would have gone through the goal-setting process for that course early in the spring semester rather than in the fall.)

At the end of the fall semester, Ms. McCormick assesses her sixth-grade students' comprehensive portfolio project. At the end of the spring semester, she assesses the comprehensive portfolios of the students in her additional courses. She then shares her students' results with her appraiser using the Goals Worksheet on the online Student Performance tool.

Step Three: Calculating the Student Performance Rating

At the end of the year, Ms. McCormick's appraiser reviews the percentage of Mr. McCormick's students who met their goals using [the standardized rubric](#) to determine her performance level, and then follows the necessary steps to calculate Ms. McCormick's Student Performance rating. Her appraiser then uses that information to calculate her final Student Performance rating, which is combined with her Instructional Practice and Professional Expectations ratings to create a summative appraisal rating. Ms. McCormick officially receives her ratings from her appraiser in the fall following the appraisal year, but if all her data are in by the end of the spring semester, she can determine herself and/or discuss with her appraiser her preliminary Student Performance rating.

CASE STUDY #3: MS. ROMERO, PRE-K TEACHER

As a Pre-kindergarten teacher, Ms. Romero has a self-contained classroom.

Measures

1. **Students' Progress** (district-wide assessment in language – score on one subtest: Vocabulary – on the Frog Street or mCLASS CIRCLE assessment, whichever is used by the campus)
2. **Students' Progress** (district-wide assessment in math – separate scores on *two* subtests: Cardinality [counting concrete objects] and Patterns – on the Frog Street assessment)
3. **Student Attainment** (district-wide pre-kindergarten subtest: Letters – included in the Frog Street and mCLASS CIRCLE assessments)

Step One: Measure Assignment

As a Pre-K teacher, Ms. Romero does not have Value-Added or Comparative Growth measures available.

- Instead, her appraiser assigns her **three Students' Progress measures**: one for language and two for math through the online Student Performance tool.
- Since there is not an additional growth or progress measure available for Pre-K students, Ms. Romero has a **Student Attainment measure** based on a district-wide assessment of letter identification.

Step Two: Students' Progress and Student Attainment Activities

For Students' Progress measures in Pre-K, the district sets centralized targets for student growth in language and math and requires the use of the district-wide assessments in language and math. These measures use the district-wide Frog Street assessment (some campuses use the mCLASS CIRCLE assessment for language, but Ms. Romero's campus is not one of them). Although the district sets the targets on the assessment, Ms. Romero needs to categorize her students into starting points for *each* of the three Students' Progress measures (language: Vocabulary, and Math: Cardinality and Patterns). She uses beginning-of-year assessment data to inform her categorization. In mid-October, Ms. Romero and her appraiser meet to discuss these starting point categories as part of the Goal Setting Conference. Ms. Romero does not need to set the [goals](#) for the starting point categories of her Pre-K students because these are centrally determined by the district. Teacher and appraiser also make sure they understand the [timeline](#) prescribed by the district for administering the Pre-K district-wide assessments.

At the end of the school year, Ms. Romero administers the pre-approved district assessments for language, math, and letter identification for her students. She records her students' results in math and language using the Goals Worksheet. Students' scores from the end of year letter identification subtest (Student Attainment measure) are included as a column in the Goals Worksheet for the language arts Students' Progress measure. Ms. Romero submits those

results to her appraiser. (Only the scores of students who are four years old by September 1 of the appraisal year count toward the teacher's appraisal. While three-year-old Pre-K students take assessments along with their classmates, their scores are not included.)

Step Three: Calculating the Student Performance Rating

Ms. Romero's appraiser then reviews the percentage of Ms. Romero's students who met their language and math goals, as well as her students' results for their end of year assessment in letter identification. Ms. Romero's appraiser then determines her performance level using [the standardized rubric for Pre-K](#) and uses that information to calculate her final Student Performance rating. The final Student Performance rating is then combined with her Instructional Practice and Professional Expectations ratings to create a summative appraisal rating. Ms. Romero officially receives her ratings from her appraiser in the fall following the appraisal year, but if all her data are in by the end of the spring semester, she can determine herself and/or discuss with her appraiser her preliminary Student Performance rating.

CASE STUDY #4: MR. SMITH, HIGH SCHOOL CORE TEACHER

As a high school social studies teacher, Mr. Smith teaches several year-long courses and one semester-long course. In the fall, his courses include four semester-long sections of tenth grade World History and one year-long AP US History course. In the spring, his courses include three semester-long sections of tenth grade World History, one semester-long AP Comparative Government course, and he still has his year-long AP US History course.

Measures

1. **Value-Added Data** (STAAR EOC exam in World History)
2. **Value-Added Data** (STAAR EOC exam in US History once available)
3. **Students' Progress** (AP US History)

Step One: Measure Assignment Process

At the beginning of the year, Mr. Smith and his appraiser meet to determine which measures are used in his appraisal.

- Since Mr. Smith has a **Value-Added measure** based on the STAAR EOC assessment in World History, he relies on this measure for his World History course. Student mobility from first semester to second in this course is accounted for in the district's linkage and verification process. (Once his students begin taking the STAAR EOC exam in U.S. History, the same will be true for that course.)
- The district requires the use of a **Students' Progress measure** based on the AP exam for all AP teachers. Because AP exams are required measures, Mr. Smith and his appraiser select his year-long AP US History course and his second-semester-only AP Comparative Government course.

Step Two: Students' Progress Activities

In October, Mr. Smith categorizes his students in his AP US History course into four starting points on a specialized Goals Worksheet for AP courses. These starting point categories correspond to his students' AP potential for US History and their previous Social Studies course grades, and he submits the starting points to his appraiser for approval. Based on Mr. Smith's categorizations, a **target index** is automatically calculated in his Goals Worksheet in the Student Performance online tool. At the beginning of the spring semester, Mr. Smith goes through this same process for his AP Comparative Government course.

When the district receives AP exam results over the summer, the students' scores in the Results Worksheet. When Mr. Smith returns to school in late August, he accesses his Results Worksheet and confirms and submits the results to his appraiser to rate.

Step Three: Calculating the Student Performance Rating

Using the Results Worksheet, the Performance Level Worksheet then generates Mr. Smith's **actual index** and calculates the performance level based on the Students' Progress Rubric for

AP. While Mr. Smith may have set starting points for all his students, only those who actually take the AP exam are included in the actual index. Mr. Smith's appraiser then follows the necessary steps to combine Mr. Smith's Value-Added and Non-Value Added (such as Students' Progress on AP exams) performance levels to calculate Mr. Smith's final Student Performance rating. Mr. Smith's appraiser confirms this rating and shares it with Mr. Smith no later than the fall Goal Setting Conference.

Appendix B: The Five Student Performance Measures in Detail

This appendix contains specific information on each of the five student performance measures in the teacher appraisal system.

MEASURE #1: VALUE-ADDED GROWTH

What is Value-Added Growth?

Value-Added Growth is a district-rated measure of the extent to which students' average growth meets, exceeds, or falls short of average growth. Value-added analysis assesses student growth by identifying the difference between a student's expected level of growth based on past performance, and his or her actual level of growth, thus taking into account students' differing starting points. EVAAS[®], calculated by SAS[®], is HISD's form of value-added analysis. It controls for factors such as:

- Students with missing data
- Measurement error on any one given test score
- Assessments on different scales
- Testing systems that change over time (e.g., TAKS to STAAR)
- Mobility of students and teachers

EVAAS[®] also can make score adjustments for teachers with large numbers of students transitioning from Spanish to English testing, or with large numbers of previously high-achieving students. Because EVAAS[®] takes students' entire testing histories into account, it uses all available data to come up with more reliable projections of student performance.

Where is Value-Added Growth applied?

Value-Added Growth is assessed using STAAR end-of-year and end-of-course exams, as well as Stanford and Aprenda assessments in the following grades and subjects:

STAAR EOYs	Stanford/Aprena	STAAR EOCs
<ul style="list-style-type: none"> •Grades 3-8 Reading •Grades 3-8 Math •Grades 5 & 8 Science •Grade 8 Social Studies 	<ul style="list-style-type: none"> •Grades 3-8 Language •Grades 4, 6, 7 Science •Grades 4-7 Social Studies 	<ul style="list-style-type: none"> •English I, II, and III •Algebra I and II and Geometry •Biology, Chemistry, and Physics •US History, World History, World Geography •Corresponding AP courses where STAAR EOCs will be administered

Who has Value-Added Growth as a measure?

The HISD linkage and verification process takes place on school campuses in the spring, and determines who Value-Added Growth applies to. Teachers in the core foundation subjects listed above, who are linked to a minimum of **seven (7) effective tested students**, have Value-Added as a measure. An “effective student” is claimed at 100% of the time for a full school year. A student must be linked to a teacher for a minimum of 20% of the instructional time to be included in a teacher’s Value-Added score. If a student is linked at less than 100% of instructional time, then more than seven students are needed. For example, if a teacher has students for 50% of the instructional time for a course, she must have a minimum of 14 tested students to receive a Value-Added report (14 students x .5 time = 7 effective students).

What are the appraiser’s and teacher’s roles in assessing Value-Added Growth?

Value-Added Growth is a **district-rated** measure of student performance, which means that teachers and appraisers do not play a direct role in calculating or assessing teachers’ scores. While teachers administer the assessments on which Value-Added is calculated, the district provides the Value-Added ratings. Appraisers are responsible for combining Value-Added scores and other student performance results into a final Student Performance rating, and then into a Summative Appraisal Rating for each teacher.

How is Value-Added Growth used differently in the appraisal and development system than it has been used in the ASPIRE award program?

Value-Added Growth is used as a measure of student learning in grades and subjects where Value-Added data are available using the STAAR and Stanford assessments. Value-Added Growth is used differently in the new appraisal and development system than it has been used in the ASPIRE award program in the past. Specifically:

- Value-Added Growth in the teacher appraisal and development system are never a teacher’s only type of measure.

- For courses where Value-Added is calculated using assessments that are partially aligned to course curriculum/content (i.e., Stanford/Aprenda), an additional measure for that course is required. This ensures that teachers have multiple ways of demonstrating their impact on student outcomes.
- Scoring thresholds in the appraisal system are different than those that have been used for the ASPIRE award program. In the appraisal and development system, Value-Added scores of 2 or higher receive the highest appraisal ratings; scores between -1 and 1 are defined as meeting expectations, and only scores of -2 or lower receive the lowest ratings. For consistency and fairness, the ASPIRE award thresholds are being changed to match those of the appraisal system.

If I have a high Value-Added score in one grade and subject and a low Value-Added in another, how does that affect my appraisal rating?

For teachers with multiple Value-Added scores or teacher growth indices (TGI), SAS calculates a Composite TGI.

How do the new STAAR EOY/EOC assessments affect my Value-Added Growth score?

Because the EVAAS[®] methodology controls for testing systems that change over time, projections for the amount of growth teachers are expected to make with students adjust for the transition from TAKS to STAAR. On the new STAAR test, a student's NCE represents the relative position of the student score to the rest of students in Texas for that given year on the STAAR test, just as the NCE for a TAKS test for a particular year represents the relative position of the student score on that year's TAKS test. A value-added measure is still compared to a growth standard of 0 with a slightly different interpretation. This growth standard represents maintaining the same relative position of the statewide student achievement within the year that student tested. In other words, the growth standard of 0 is the average student progress made from one grade to the next in a given subject that year, whether on TAKS or STAAR. For more information on this issue, please read the document prepared by SAS: [Value-Added and the New STAAR Testing](#) (2011).

How can low-performing students show growth on EVAAS?

Value-Added methodology is sensitive to students' achievement levels and measures student growth from the end of one year to the end of the next year, regardless of whether a student performs below grade level. Value-Added allows teachers to show growth with all students. Thus, teachers can earn an "effective" or "highly effective" rating by helping lower-achieving students make significant progress even if they still finish the year behind higher-achieving students.

How can advanced students show enough growth on EVAAS?

HISD uses assessments that give previously high-performing students room to show improvement. In fact, given the added rigor and stretch of STAAR, students who previously

might have been commended on TAKS are able to show more growth on the new assessment than they were able to show previously. Many assessments – including STAAR – include questions specifically designed to appropriately challenge high-achieving students. HISD monitors all the assessments that are used in teacher appraisals to make sure they are accurately capturing the progress of high-achieving students. If the district finds that a particular assessment has a “ceiling effect,” teachers are informed immediately and appropriate adjustments are made.

Where Stanford is used for EVAAS, aren't there cases where Stanford and the curriculum do not align?

Alignment to state curriculum has been a concern of teachers in HISD. Accordingly, the HISD Curriculum, Instruction, and Assessment Department has analyzed the alignment between Stanford and district curricula and determined that Stanford is sufficiently aligned, with a few exceptions in Science and Social Studies in the upper elementary and middle grades. In those grades and subjects where Stanford is partially aligned – Social Studies in Grades 4, 5, 6, and 7, and Science in Grades 4, 6, and 7 – a second measure based on a different assessment is required. That measure is typically Students' Progress, and the district has developed pre-approved assessments in these subjects for teachers and appraisers to use as an option.

How does Value-Added account for the fact that so many of my ELL students' scores drop when they transition to English-language testing (e.g., going from TAKS/STAAR in Spanish to TAKS/STAAR in English, or Aprenda to Stanford)?

In Value-Added calculations, adjustments are made to ensure that teachers or campuses are not disadvantaged by the number of Spanish to English transitioning students. First, SAS EVAAS “maps” students' Spanish scores to an English scale using Deming regression formulas so that we know what the students would have likely scored had they taken the Spanish test in English. The scales for “Spanish to English” students can then be adjusted so that their progress is equivalent to “English to English” students. Second, HISD adjusts the teacher gain index after analyses of whether there is any existing relationship between the student's Spanish to English transition and the students' growth that cannot be removed by adjusting the students' Spanish score using the initial regression analysis. HISD ensures that teachers who have large numbers of transitioning students can still show above-average growth. For more information on this concern, please read the document prepared by SAS: [Adjusting for Spanish to English Transition Teachers](#) (2011).

Where can I learn more about EVAAS®?

The [ASPIRE portal](#) hosts a variety of courses or “learning paths” designed to assist educators in understanding and using EVAAS data. A more visual explanation of how Value-Added is used in the appraisal and development system is available, as well, through [Student Performance Training Session #2: Value-Added Growth](#). Teachers and appraisers can also view a detailed explanation of the [SAS EVAAS model](#) on the ASPIRE portal.

MEASURE #2: COMPARATIVE GROWTH ON DISTRICT-WIDE ASSESSMENTS

What is Comparative Growth?

Comparative Growth measures the progress of a teacher's students on a given assessment compared to all other students within the same school district who start at the same test-score level. Comparative Growth is calculated by HISD's Department of Research & Accountability. It is a new district measure based on the Stanford, Aprenda, and TELPAS assessments in certain grade levels and subjects.

Where is Comparative Growth applied?

Comparative Growth is assessed using either Stanford/Aprenda in certain subjects in grades 2-8, and on TELPAS-Reading scale scores, specifically:

Stanford/Aprenda	TELPAS
<ul style="list-style-type: none">• Reading Grades 2, 3, 4, 5, 6, 7, 8• Math Grades 2, 3, 4, 5, 6, 7, 8• Language Grade 2• Science Grades 5 & 8• Social Studies Grade 8• Special Education preps where Stanford is administered	<ul style="list-style-type: none">• TELPAS-Reading, Grades 3-8* <p><i>*TELPAS is used as a Students' Progress measure in Grades K-2 and 9-12.</i></p>

Who has Comparative Growth as a measure?

Any teacher linked to students in the above grades and subjects through the district's Linkage and Verification system will have Comparative Growth as a measure. It is important to note that teachers receive separate Comparative Growth scores for each subject to which Comparative Growth applies. For example, an elementary teacher who teaches second grade Reading, Language, and Math receives separate Comparative Growth performance levels for each of those subjects. As for TELPAS, any teacher of English language learners in Grades 3-12 who in the past has received TELPAS scores – typically, bilingual/ESL and ELA teachers with ELL students – has Comparative Growth on TELPAS-Reading as a measure.

What are the appraiser's and teacher's roles in assessing Comparative Growth?

Comparative Growth is a district-rated measure of student performance, which means that the Department of Research and Accountability calculates the growth score for each teacher's students, as well as the overall median growth score for each teacher's subjects. Appraisers are responsible for translating teachers' median growth scores into performance levels (1 to 4). Appraisers are also responsible for combining multiple Comparative Growth performance ratings into Summative Student Performance ratings.

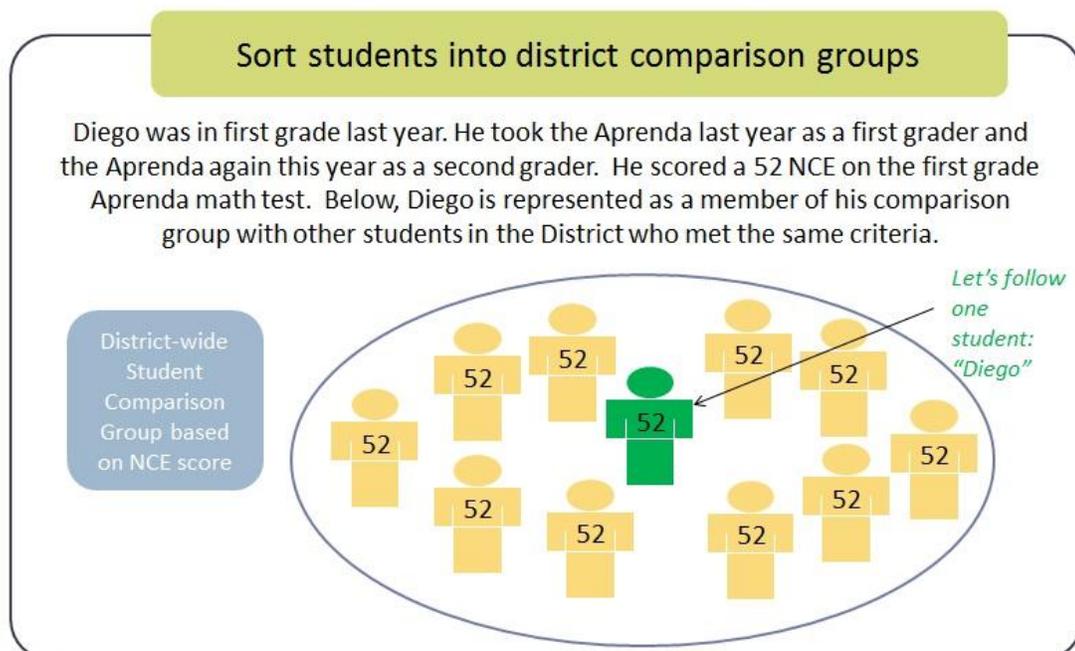
How is Comparative Growth calculated?

Calculating Comparative Growth in the appraisal and development system involves a number of steps and processes, which are described below. For more information, see [Student Performance Training Session #3: Comparative Growth](#).

Method for Stanford/Aprenda:

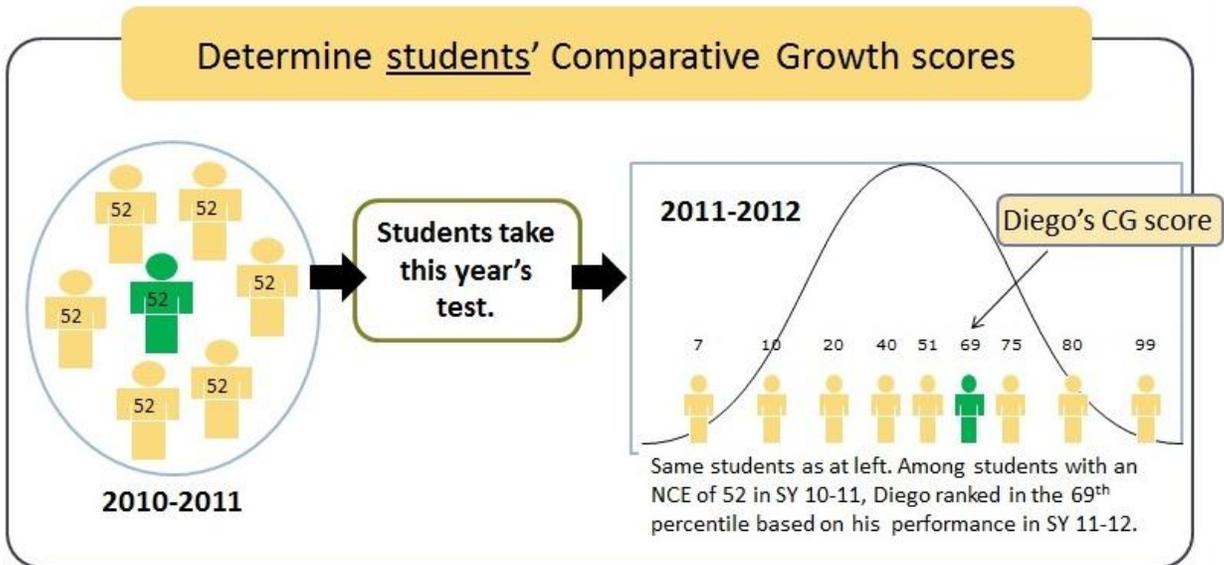
1. For each subject and grade level of the assessment, **students are grouped by language of the tests** they took. This grouping process yields three groups of students:
 - Those who took Stanford in the previous year and Stanford in the current year
 - Those who took Aprenda in the previous year and Aprenda in the current year
 - Those who took Aprenda in the previous year and Stanford in the current year

After being placed in groups based on test language over two years, students are placed in comparison subgroups based on their prior year's testing performance.

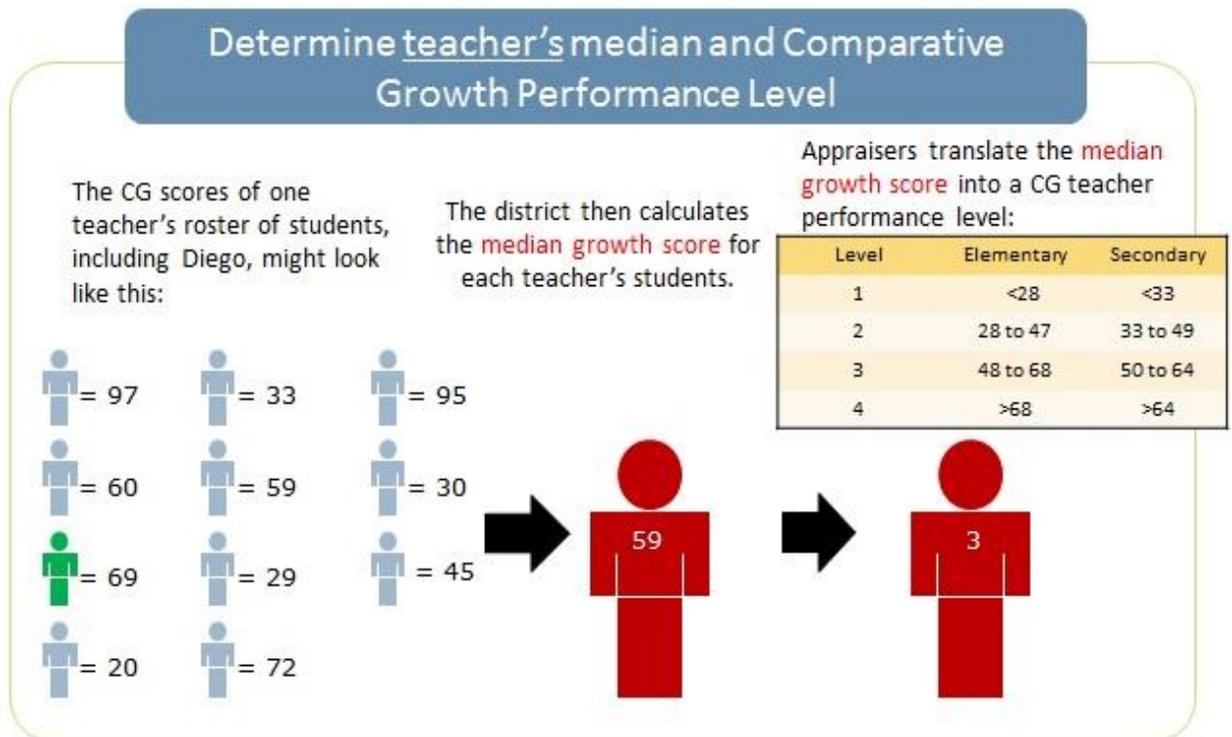


In the example above, all students who took Stanford both years and received a normal curve equivalent score (NCE) of 52 on the previous year's test are placed in the same comparison group. Prior-year NCE is considered the student's starting point. Students are compared only to other students in the district with the same starting point.

2. Within comparison groups, students are percentile-ranked using the current year's test scores. This percentile-rank becomes the student's district percentile ranking or growth score.



- Finally, teacher Comparative Growth is calculated by taking the median growth score of the students in the teacher's class.



Appraisers then translate the teacher's median growth score into the teacher's performance level for his/her appraisal using the scale below. Note that based on actual Stanford/Aprena results, cut scores are different for elementary and secondary.

Elementary Performance Levels (Stanford/Aprenda)		Secondary Performance Levels (Stanford/Aprenda)	
Comparative Growth Elementary Teacher Median	Comparative Growth Performance Level	Comparative Growth Secondary Teacher Median	Comparative Growth Performance Level
<28	1	<33	1
28-47	2	33-49	2
48-68	3	50-64	3
>68	4	>64	4

How does the Comparative Growth methodology differ for TELPAS-Reading in Grades 3-8?

The process of calculating the Comparative Growth score is similar as for Stanford and Aprenda. However, rather than using NCEs or the state English language proficiency levels (Beginning, Intermediate, Advanced, Advanced High), scale scores are used because they allow teachers to show growth with students *within* proficiency levels. Only the Reading portion of the TELPAS assessment is used because 1) it is weighted more heavily (70%) than the other domains of the test (Listening, Speaking, and Writing), and 2) because Reading is the only portion that is centrally scored, Reading scores are considered to be the most valid of the four domains. For Comparative Growth, district-wide comparison groups are formed based on prior-year scale score on the TELPAS-Reading assessment. All students with the same scale score the previous year form one comparison group, and are percentile-ranked based on current year's scale score.

Teacher median growth scores on TELPAS-Reading in Grades 3-8 translate to Comparative Growth performance levels as follows:

Comparative Growth Teacher Median on TELPAS (Gr. 3-8)	Comparative Growth Performance Level
<28	1
28-46	2
47-66	3
67+	4

Are there any exceptions to who has Comparative Growth as a measure?

There are some special situations where teachers who would otherwise receive a Comparative Growth score will not receive one. In certain instances, students are excluded from Comparative Growth calculations to ensure an equal advantage to all teachers.

Situations where teachers do not receive Comparative Growth scores include the following:

1. **Teachers** who have fewer than seven (7) students linked 30 percent or more to their rosters through the Linkage and Verification system. These teachers do not have enough student Comparative Growth scores to calculate a meaningful teacher Comparative Growth rating.
2. **Teachers** whose class composition is greater than 40 percent students identified as special education. These teachers would be disadvantaged in this model, and should use Students' Progress instead.

Situations where a student is excluded from Comparative Growth calculations include:

1. **Students** are missing one of the two required test scores. This includes students who may be new to the state or country, take TELPAS for the first time, and therefore have no prior year TELPAS score.
2. **Students** fall into district-wide comparison groups with fewer than 25 students. This is because groups smaller than 25 are not large enough to have a broad distribution of student scores, and percentile rankings are not meaningful.
3. **Students** who are linked 30 percent or less to a teacher's roster. Teachers do not have enough time with these students to substantially influence their scores.

How does Comparative Growth account for the fact that so many of my ELL students' scores drop when they transition to English-language testing?

The Comparative Growth model controls for Spanish-to-English transition because HISD measures the progress of these students against other students who are also transitioning to English. Students are compared only to other students in the district who took the same tests as they did two years in a row – for example, those who took Aprenda one year and Stanford the next.

Where can I learn more about Comparative Growth?

There are several resources on the [ASPIRE portal](#), where Comparative Growth reports will be housed, that provide more information. These resources include [Student Performance Training Session #3: Comparative Growth](#), a frequently-asked questions document, explanations of both the teacher and campus score reports, and a report on a major analysis of the Comparative Growth model.

MEASURE #3: STUDENTS' PROGRESS ON DISTRICT-WIDE OR APPRAISER-APPROVED SUMMATIVE ASSESSMENTS & MEASURE #4: STUDENTS' PROGRESS ON DISTRICT-WIDE OR APPRAISER-APPROVED SUMMATIVE PERFORMANCE TASKS OR WORK PRODUCTS

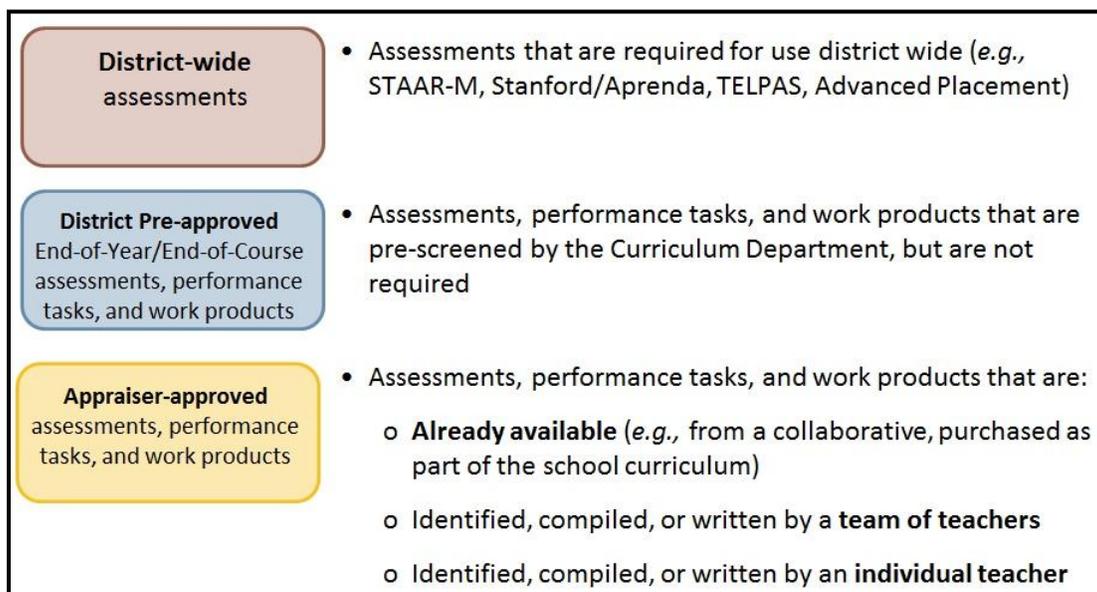
What is Students' Progress?

Students' Progress is a student learning measure that uses district-wide, pre-approved, or appraiser-approved cumulative assessments or culminating performance tasks/work products, to measure how much content and skill students learned over the duration of a course or year, based on where they started the subject or course. Students' Progress is an appraiser rating of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students' starting points. This means that at the end of the year or course, the appraiser examines the student results presented by the teacher, including the percentage of students who met their goals, and makes a determination of the teacher's performance level on that Students' Progress measure.

Overall, Students' Progress is a more qualitative measure than either Value-Added or Comparative Growth. It enables teachers to show growth with students based on where those students start the year or course. This ensures that teachers are not disadvantaged for the targets that students reached or failed to reach in previous years; instead, they are expected to make ambitious *and feasible* progress with all students.

What is Students' Progress on Assessments?

There are three types of assessments used for the Students' Progress measure:



Wherever district-wide, standardized tests are used for Students' Progress, the district sets central targets or goals, with the exception of STAAR-Modified and STAAR-Alt in the 2012-13

school year only. The goals for each of the district-wide, standardized assessments used as Students' Progress measures are available in [Appendix D](#) of this guidebook.

What is Students' Progress on Performance Tasks or Work Products?

The Students' Progress process using appraiser-approved culminating performance tasks or work products mirrors the process for Students' 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. The district is developing guidance (e.g., sample rubrics, sources for tasks/products) for teachers who need more performance-based types of assessment as their Students' Progress measures.

Where is Students' Progress applied? Who has Students' Progress as a measure?

Most teachers in HISD have at least one Students' Progress measure. Students' Progress is used as a first measure in grades and subjects where neither Value-Added nor Comparative Growth is available. It may be used as a second measure for teachers whose only other measure of student performance is Value-Added or Comparative Growth.

<u>Most teachers will have a Students' Progress measure.</u>	
If Value-Added Growth is a teacher's only measure . . .	The teacher will need another measure, which may be Comparative Growth or Students' Progress.
All teachers who do not have Value-Added or Comparative Growth . . .	<p>Will have at least two but no more than three Students' Progress measures.</p> <p>These teachers include:</p> <ul style="list-style-type: none"> ▪ Ancillary/specialist teachers ▪ Teachers of elective courses who do not have a value-added measure ▪ Pre-K, K, and Grade 1 teachers

In each of these cases, appraisers and teachers work together to determine whether a traditional summative assessment (e.g., a final exam) or a culminating performance task/work product is more appropriate.

In terms of which students are included in the Students' Progress measure for teachers who have one, attendance thresholds apply. Only students who are present for 75% of the instructional time with the teacher, and only those who enter before the enrollment cutoff date of the last Friday in October (PEIMS snapshot date) are included in the Students' Progress process.

How is Students' Progress on Assessments or Performance Tasks/Work Products used in the appraisal system?

Students' Progress asks teachers to use both quantitative data and qualitative knowledge regarding students' prior performance to determine students' starting points, then to project student goals on identified end-of-year and/or end-of-course assessments. Students' Progress is a more qualitative process than Value-Added or Comparative Growth. It reflects best instructional practice: diagnosing student knowledge and skills at the beginning of the year, setting goals for them based on course objectives, and assessing progress against those goals – both formatively throughout the year, and summatively at the end of the year. Note that teachers are appraised only on student performance results from *summative* assessments.

What are appraisers' and teachers' roles in the Students' Progress process?

Appraisers and teachers have more responsibilities in the Students' Progress process than they do for the other measures. Specifically, **teachers**:

- Identify or develop summative assessments, performance tasks, or work products and submit them to their appraisers for approval.
- Determine students' starting points, and in most cases, goals on the summative assessment for each starting point category of students.
- Provide the appraiser with student results from the summative assessment to rate.

In the Students' Progress process, **appraisers**:

- Work with teachers to identify summative assessments, and then review and approve them.
- Approve student starting points and goals.
- Rate the teacher's impact on Students' Progress and assign a performance level.

Where can I learn more about the specifics of what I have to do to complete the Students' Progress process?

[Part V](#) of this guidebook contains the details of carrying out the requirements of the Students' Progress measure for both teachers and appraisers. Additionally, you may find reviewing [Student Performance Training Session #4: Students' Progress](#) helpful in better understanding this measure.

MEASURE #5: STUDENT ATTAINMENT

What is Student Attainment?

Student Attainment is a student learning measure that uses district-wide or appraiser-approved assessments to measure how many students performed at a target level, regardless of their starting points. To allow teachers equal chances to show growth with their groups of students, the appraisal and development system relies primarily on growth or progress-based measures, as opposed to absolute attainment measures. For this reason, Student Attainment will be applied minimally in the system.

Where is Student Attainment applied? Who has Student Attainment as a measure?

In the 2012-13 school year, Student Attainment applies only in Pre-Kindergarten, on one pre-reading objective on the district-wide language arts assessment. Only Pre-K students who are four years old by September 1 are included in the measure. This pre-reading objective is: Identify 20 upper-case and 20 lower-case letters. Because it is generally these students' first year in school, there is likely no previous literacy achievement from which to measure growth. A beginning of year literacy diagnostic may or may not be given due to developmental appropriateness and focus on oral language. Note that the results of this measure will be recorded in a column on the Pre-K teacher's Goals Worksheet for Language Arts.

What are the appraiser's and teacher's roles in assessing Student Attainment?

Pre-Kindergarten teachers and their appraisers have a few responsibilities for the Student Attainment measure. Most of these duties, however, are covered in the Students' Progress process because, as mentioned above, the pre-reading Student Attainment measure is included in the Pre-K Language Arts assessment, which is a Students' Progress measure. Specifically, **teachers** provide the appraiser with student results from the summative assessment to rate for appraisal purposes. **Appraisers** rate the teacher's impact on student attainment (percentages of students who met the goal) and assign a performance level using a specialized rubric for Pre-Kindergarten, found in [Part V](#) of this guidebook.

Are there any exceptions to receiving a Student Attainment performance level?

Only the assessment results of Pre-K students who are four years old by September 1 of the current school year are included in the teacher's Student Attainment rating. Because this measure is included on the Pre-K teacher's Students' Progress Goals Worksheet for Language Arts, which requires a minimum of four (4) students, only teachers with at least four Pre-K students who are four years old at the start of the school year have this attainment measure.

Where can I learn more about Student Attainment?

To learn more about this measure, please review [Student Performance Training Session #5: Student Attainment](#).

Appendix C: Student Performance Timeline

The Students' Progress process is included in the board-approved **2012-2013 Traditional Calendar for the Teacher Appraisal and Development System**. It is the responsibility of appraisers and teachers to meet the established appraisal system deadlines.



Calendar dates relevant to the Student Performance process are:

- **August 15:** Deadline to assign appraisers in PeopleSoft (all employees)
- **August 13-September 14:** Appraisers complete Measures Worksheets for all teachers
- **August 20-September 28:** Teachers acknowledge Measures Worksheets
- **October 19:** Goal Setting Conferences complete. Teachers submit Goals Worksheets and summative assessment(s) for Students' Progress measures in advance.
- **October 31:** Deadline for any revisions that appraisers require teachers to make to Goals Worksheets and Students' Progress assessments, and for appraisers to approve Goals Worksheets and appraiser-approved assessments.
- **January 25:** Progress Conferences complete. *For second semester courses at the secondary level:* Appraisers complete/update Measures Worksheets. Teachers submit end-of-course assessments prior to the Progress Conference. They may

submit in advance the Goals Worksheet, but may submit it following the conference if they need additional time to determine student starting points and goals.

- **February 8:** Teachers hired on or after this date will not receive an annual appraisal rating for Student Performance. The annual appraisal report shall include an overall rating based on IP and PE.
- **February 28:** *For second semester courses:* Deadline for any revisions that appraisers require teachers to make to Goals Worksheets and/or to Students' Progress assessments, and for appraisers to approve Goals Worksheets.
- **May 6:** Deadline for End of Year Conferences. Prior to the End of Year Conference, teachers may flag in the Results Worksheet any students about whom the teacher has attendance concerns and would like to discuss with the appraiser at the conference.
- **June 6:** Deadline for administering end-of-year Students' Progress assessments and submitting data to appraiser.

By the end of October 2013: Teachers shall receive their final Student Performance and Summative Appraisal Ratings for the 2012–2013 appraisal year.

Appendix D: Centralized Goals for Students' Progress Measures

Wherever district-wide, standardized tests are used as Students' Progress measures, the district sets centralized targets or goals for student growth on the assessment. This ensures that wherever the expectations for student learning on a particular assessment are standardized across HISD, the **expectations for student growth are also standardized**. Centralized goals still take into account where students start the year or course because teachers still place students into the four starting point categories. Centralized goals apply to:

- Pre-Kindergarten district-wide Language and Math assessments

Note: Pre-K Language assessment includes one Student Attainment objective in the Pre-Reading skill of letter identification, documented on the Students' Progress Goals Worksheet for Language.

- Grades K-2 and 9-12 TELPAS-Reading for English language learners (used as a Students' Progress measure for K-2, and as a Comparative Growth measure for Grades 3-8)
- Grade 1 Stanford/Aprena Reading, Language, and Math
- Grade 3 Stanford/Aprena Science and Social Studies
- Advanced Placement exams
- International Baccalaureate exams

Although STAAR-Modified and STAAR-Alternate are used as Students' Progress measures for teachers of students with special needs who take those assessments, for SY 2012-13, teachers set their own targets based on these assessments. Because the spring 2012 administration is the first time these tests will be given, the district will not have standard-setting data from the state in time to set central targets. In future years, the district will set central targets for these assessments.

The Department of Research and Accountability analyzes relevant student performance data annually to ensure that all centralized goals remain appropriate. If the analysis warrants, centralized goals may be adjusted.

Pre-Kindergarten Centralized Goals

For the youngest students in HISD, Students' Progress assessments and expectations for student growth must be developmentally appropriate. For this reason, assessments that were

selected by a team of the district’s Early Childhood educators are required for use. The assessments are:

- HISD-approved Frog Street language and math assessment *or*
- mCLASS CIRCLE language arts assessment (for campuses where applicable)

The end of year (EOY) test administration window prescribed by HISD for the pre-K assessments in SY 12-13 is April 29 - May 10, 2013. (BOY is September 10-24 and MOY is January 14-28.)

Within these assessments, Pre-Kindergarten teachers have three Students’ Progress measures and one Student Attainment Measure. The measures are:

1. Math – Frog Street subtest on **Patterns** (Students’ Progress)
2. Math – Frog Street subtest on **Cardinality** [counting objects] (Students’ Progress)
3. Language Arts – Frog Street or mCLASS CIRCLE subtest on **Vocabulary** (Students’ Progress)
4. Pre-Reading – Frog Street or mCLASS CIRCLE subtest on **Letters** (Student Attainment)
EOY attainment goal for letter identification: Identify 20 upper case and 20 lowercase letters. This attainment goal is measured by an end-of-year subtest on the Students’ Progress assessment for Language Arts. It is captured on the teacher’s Goals Worksheet for Language Arts.

The centralized targets for Pre-Kindergarten are as follows:

Math Subtest: Cardinality (counting concrete objects)	
Starting Point Category	EOY goal (out of 7 items)
4	6
3	5
2	4
1	3

Math Subtest: Patterns	
Starting Point Category	EOY goal (out of 8 items)
4	7
3	6
2	5
1	4

Language Arts - Vocabulary Subtest (English or Spanish)	
Starting Point Category	EOY Goal (out of 30 possible items on Frog Street)
4	27
3	24
2	18
1	15

Pre-Reading Subtest: Letter Identification	
Starting Point Category	EOY goal (out of 26 possible LC and 26 possible UC letters)
N/A – applies to all students	20 uppercase and 20 lowercase letters

At the end of the year, appraisers evaluate the Student Performance of Pre-K teachers using a rubric:

Pre-Kindergarten Teacher Performance Level Rubric

Subject & Goal	1	2	3	4
<p>Students' Progress</p> <p>Math – Cardinality (counting concrete objects) Subtest and Patterns Subtest (2 EOY measures for the teacher)</p>	<ul style="list-style-type: none"> Some students' starting points were not approved by the appraiser; or The assessment/tasks were not accurately scored; or 	<ul style="list-style-type: none"> Students' starting points were approved by the appraiser; and The assessment/tasks were accurately scored and Evidence supports the student progress claims; and 50 to 59% (most) of the students met goals or otherwise made ambitious and feasible progress 	<ul style="list-style-type: none"> Students' starting points were approved by the appraiser; and The assessment/tasks were accurately scored and Evidence supports the student progress claims; and 60 to 84% (the vast majority) of students met goals or otherwise made ambitious and feasible progress 	<ul style="list-style-type: none"> Students' starting points were approved by the appraiser; and The assessment/tasks were accurately scored and Evidence supports the student progress claims; and 85%+ (nearly all) of the students met goals or otherwise made ambitious and feasible progress
<p>Students' Progress</p> <p>Language – Vocabulary Subtest (1 EOY measure for the teacher)</p>	<ul style="list-style-type: none"> Significant evidence does not support the student progress claims; or Less than 50% of the students met goals or otherwise made ambitious and feasible progress 	<ul style="list-style-type: none"> Evidence supports the student progress claims; and 50 to 59% (most) of the students met goals or otherwise made ambitious and feasible progress 	<ul style="list-style-type: none"> Evidence supports the student progress claims; and 60 to 84% (the vast majority) of students met goals or otherwise made ambitious and feasible progress 	<ul style="list-style-type: none"> Evidence supports the student progress claims; and 85%+ (nearly all) of the students met goals or otherwise made ambitious and feasible progress
<p>Student Attainment</p> <p>Pre-Reading – Letters Subtest: Identify 20 upper-case and 20 lower-case letters (1 EOY measure for the teacher)</p>	<ul style="list-style-type: none"> The assessment/tasks were not accurately scored Less than 50% of the students met goals or otherwise made ambitious and feasible progress 	<ul style="list-style-type: none"> The assessment/tasks were accurately scored 50 to 59% (most) of the students met goals or otherwise made ambitious and feasible progress 	<ul style="list-style-type: none"> The assessment/tasks were accurately scored 60 to 84% (the vast majority) of students met goals or otherwise made ambitious and feasible progress 	<ul style="list-style-type: none"> The assessment/tasks were accurately scored 85%+ (nearly all) of the students met goals or otherwise made ambitious and feasible progress
<p>Total Measures: 4 (3 Students' Progress, 1 Student Attainment)</p>				

The performance levels the teacher earns for the four measures are **averaged** (and rounded if the average results in a decimal) for the teacher's final Student Performance rating. If a campus with Pre-Kindergarten classes does not have access to the district-wide assessments, please contact the HISD Early Childhood Department at 713-556-6823.

Stanford/Aprenda Centralized Targets: Grades 1 and 3, Certain Subjects

In certain grade levels and subjects where students take the Stanford or Aprenda assessments for the first time, Value-Added or Comparative Growth cannot be calculated on these tests because at least two years of data are needed. Therefore, Students' Progress on Stanford or Aprenda is used in Grade 1 Reading, Language, and Math, and in Grade 3 Science and Social Studies. In figuring out where to set the centralized targets for these assessments, the district examined spring 2011 data to determine the fairest goals, and set those goals for each starting point category of students at certain benchmark percentiles. The centralized goals have been established at the following levels:

Starting Point Category	Goal Set at X Percentile
4	75 th percentile (Q3)
3	50 th percentile (median)
2	25 th percentile (Q1)
1	10 th percentile (P10)

Grade 1 Stanford Centralized Goals

Reading		Language		Math	
Starting Point Category	Target NCE	Starting Point Category	Target NCE	Starting Point Category	Target NCE
4	63	4	64	4	66
3	49	3	52	3	54
2	33	2	36	2	39
1	16	1	24	1	24

Grade 1 Aprenda Centralized Goals

Reading		Language		Math	
Starting Point Category	Target NCE	Starting Point Category	Target NCE	Starting Point Category	Target NCE
4	99	4	93	4	96
3	79	3	75	3	79
2	68	2	61	2	62
1	57	1	43	1	42

Grade 3 Stanford Centralized Goals

Science		Social Studies	
Starting Point Category	Target NCE	Starting Point Category	Target NCE
4	67	4	62
3	49	3	48
2	36	2	35
1	24	1	22

Grade 3 Aprenda Centralized Goals

Science		Social Studies	
Starting Point Category	Target NCE	Starting Point Category	Target NCE
4	99	4	93
3	85	3	83
2	72	2	74
1	62	1	61

TELPAS Assessment for ELL Students (Grades K-2 and 9-12)

For the teachers of English language learners in Grades K-2, the TELPAS assessment is used as a Students' Progress measure. For Kindergarten and Grade 1, the TELPAS Listening and Speaking scores is used because oral language skills are critical for these young English learners and are predictive of success in reading.

For Kindergarten, students in bilingual Spanish programs vs. ESL programs have different goals because district data bear out the differences in native language development vs. English development in each of these program types. Bilingual programs other than Spanish (e.g., Vietnamese) should use the ESL goals for Kindergarten students. The Grade 1 goals are the same regardless of program type.

At Grade 2, and in Grades 9-12, only the TELPAS-Reading scores are used in the teacher's appraisal. (Recall that for Grades 3-8, the TELPAS-Reading scale scores are used as a Comparative Growth measure.) The goals for Grade 2 are the same as those for 9-12.

The tables on the following pages show how teachers should determine starting point categories for K-2 ELLs, and show the centralized goals the district has established for each grade level.

Teachers of K-2 ELLs are appraised on the [standard rubric for Students' Progress](#). Appraisers may continue to use the teacher-level data reports issued by the Department of Research and Accountability to analyze, at a campus level, how teachers are showing gains across the grade levels. For the appraisal process, however, teachers with ELLs in K-2 must complete the Goals Worksheet because it tracks individual students and their English language acquisition as measured by TELPAS, which the teacher-level data report does not. Note that in the calculation for % gained, students who scored Advanced High on TELPAS the previous year and Advanced High the current year are considered to have made one year's worth of growth.

TELPAS Listening & Speaking Centralized Targets for Kindergarten

Starting Point Category	Starting Point Category Descriptors (Copied from TELPAS Proficiency Level Descriptors/Rubric)	Points on TELPAS Rubric (BoY) Sum of student levels in Listening and Speaking	EoY Goals L = Listening, S = Speaking	
			Bilingual: Gain 1 point (Grow 1 level in L <u>or</u> S)	ESL: Gain 2 points (Grow 1 level in L <u>and</u> S)
4	Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.	7-8 (Adv. in L or S, AH in L or S, OR AH in both L & S)	8 Advanced High L and S	8 Advanced High L and S
3	Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.	5-6 (Int. in L or S, Adv. in L or S, OR Adv. in both L & S)	6-7 Advanced L or S, Advanced High L or S	7-8 Advanced High L and S
2	Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.	3-4 (Beg. in L or S, Int. in L or S, OR Int. in both L & S)	4-5 Intermediate L or S, Advanced L or S	5-6 Advanced L and S
1	Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.	2 (1 S + 1L)	3 Beginning L or S, Int. L or S	4 Intermediate L and S

TELPAS Listening and Speaking Centralized Targets for Grade 1

Starting Point Category	Starting Point Category Descriptors (Copied from TELPAS Proficiency Level Descriptors/Rubric) If <u>NO</u> prior year TELPAS	Points on TELPAS Rubric (BOY) Sum of student levels in Listening and Speaking from prior year TELPAS	EOY Goal L = Listening, S = Speaking For all ELLs: Gain 2 points (Grow 1 level in L and 1 level in S)
4	Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.	8 Advanced High L and S	8 Advanced High L and S
3	Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.	6-7 Advanced High in L or S + Advanced in L or S, OR Advanced in L and S	8 Advanced High L and S
2	Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.	4-5 Advanced in L or S + Intermediate in L or S, OR Intermediate in L and S	6-7 Advanced L and S
1	Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.	2-3 Intermediate in L or S + Beginning in L or S, OR Beginning in L and S	4-5 Intermediate L and S

TELPAS Reading Centralized Targets for Grades 2 and Grades 9-12

Did Student take TELPAS in the prior year?	Starting Point for Current Year	Goal
Yes	4 - Prior TELPAS -Reading result: Advanced High	Advanced High
	3 - Prior TELPAS -Reading result: Advanced	Advanced High
	2 - Prior TELPAS -Reading result: Intermediate	Advanced
	1 - Prior TELPAS -Reading result: Beginning	Intermediate
No	At the end of the year, appraisers should exclude students in Grades 2 and Grades 9-12 from this measure if they are taking TELPAS for the first time.	

Advanced Placement exams

For Advanced Placement courses, the corresponding AP exams are required assessments. In many cases, if the course has a STAAR EOC, or if the teacher teaches another course, an AP exam is the teacher's second measure. The district expectation is that students who take AP courses take the AP exams for those courses. However, in the teacher appraisal and development system, AP exams are Students' Progress (rather than attainment) measures. This fact acknowledges the current reality that students enter AP courses with varying levels of preparedness.

As with most other district-wide assessments, centralized goals apply for AP, but in a distribution model. Teachers of AP courses categorize students into four starting points, as all teachers with Students' Progress measures do. They should use students' AP Potential as a source of evidence for starting points; further guidance about using AP Potential will be provided in teacher training in August 2012.

The Students' Progress measure based on AP exams uses a distribution model for the centralized targets. With a distribution model, the goals for each starting point category fall along a range of the possible scores (1-5), rather than one established target score for each category of students. This method is considered to be more fair to students and teachers, because rather than prescribing a set score for each student, it expects a reasonable range of scores for groups of students entering AP with few, some, most, or all/nearly all prerequisites for the course.

The target distributions for **all AP courses** are as follows:

AP Centralized Goals	Expected Score →	1	2	3	4	5
Starting Point Category	4		5%	33%	34%	28%
	3		25%	35%	25%	15%
	2	50%	30%	20%		
	1	80%	15%	5%		

Note: As with all district-wide assessments with centralized goals, these targets will be analyzed each year as annual student results become available, and may be adjusted as needed.

For these centralized goals, **certain percentages of students within each starting point category are expected to earn certain scores** on the AP exam. For example, up to 80% of the students in starting point category 1 – those who have the fewest prerequisite skills for the AP course – can score a 1 on the AP exam and meet the goal. Of students in starting point category 4 – those who are the most prepared for the AP course – no more than 5% of them can score a 2, and at least 28% of them must score a 5 to have met the goal.

The steps in calculating the teacher's performance level for an AP exam as a Students' Progress measure are as follows:

1. Based on the categorization of students into starting points, a **target index** is automatically calculated on the Goals Worksheet for the teacher. This is derived by multiplying each target score (1-5) by the number of students expected to earn that score according to the distributions. For example:

Number of Students by Starting Point		Target Scores					Target Index
		1	2	3	4	5	
4	6		5%	33%	34%	28%	93
3	6		25%	35%	25%	15%	
2	15	50%	30%	20%			
1	18	80%	15%	5%			
	45	20	9	8	4	3	

This teacher's target index is 93, which is $(1 \times 20) + (2 \times 9) + (3 \times 8) + (4 \times 4) + (5 \times 3)$. Numbers are rounded to yield whole numbers of students.

2. Once the district has AP exam results, the district populates these scores into the Results Worksheet in the Student Performance online tool. Teachers go into this page for their AP course and confirm student scores. The online tool generates the teacher's **actual index**. While each student in the AP course is included in the target index, **only students who end up taking the AP exam for that course are included** in the teacher's actual index, and the target index is recalculated to remove students who did not take the exam.

	Actual Results					Teacher's	
	1	2	3	4	5	Index	%
45	19	8	10	5	3	100	107.5%

In this example, the teacher's target index was 93, but the teacher's actual index was 100. The teacher exceeded the target index. This is calculated by dividing: $100/93 = 1.075$, or 107.5%.

3. Based on the percentage (%) at which the teacher exceeded or fell short of the target index, the appraiser uses a specialized rubric for AP exams to assign the teacher a performance level for that measure.

Students' Progress Rubric for AP Courses: Teacher Performance Levels			
1	2	3	4
<ul style="list-style-type: none"> Students' starting points were not approved by the appraiser; or Evidence presented is not accurate; or Teacher's index is < 75% 	<ul style="list-style-type: none"> Students' starting points were approved by the appraiser; and All evidence presented is accurate; and Teacher's index is 75%-89% 	<ul style="list-style-type: none"> Students' starting points were approved by the appraiser; and All evidence presented is accurate; and Teacher's index is 90%-100% 	<ul style="list-style-type: none"> Students' starting points were approved by the appraiser; and All evidence presented is accurate; and Teacher's index is 101%+

In the example above, the teacher's index was 107.5% of the target index, so this teacher would earn a performance level of 4 for this particular AP course.

Additional guidance to support teachers in the use of **AP potential** data, a metric based on PSAT results and available through the College Board to determine student starting point categories, will be provided to AP teachers and appraisers in fall 2012.

International Baccalaureate exams

Like AP exams, the district sets centralized goals using a distribution model for IB exams. The target distributions for all IB exams, which are on a 7-point scale, are as follows:

IB Centralized Goals	Expected Score →	1	2	3	4	5	6	7
Starting Point Category	4	0%	10%	15%	30%	30%	10%	5%
	3	10%	20%	25%	25%	15%	5%	0%
	2	20%	30%	30%	20%	0%	0%	0%
	1	35%	35%	20%	10%	0%	0%	0%

Note: As with all district-wide assessments with centralized goals, these targets will be analyzed each year as annual student results become available, and may be adjusted as needed.

The same method of calculating the target index, actual index, and performance level rubric applies for IB and AP courses.

In addition, however, IB teachers can earn additional points to their actual index based on proximity to the World Wide Average, as follows:

Proximity of teacher's class average to WWA		
75% - 89%	90% - 100%	101%+
Add 5 percentage points to the teacher's index	Add 10 percentage points to the teacher's index	Add 15 percentage points to the teacher's index

For example, let's say a teacher's actual index based on her students' IB exams is 84%. Her class average on the IB exam is 4.33. The WWA is 4.76. Her class average represents 91% of the WWA (4.33 divided by 4.76). Because her class average is within the range of 90%-100%, we add 10 points to her index: $84\% + 10\% = 94\%$ = performance level 3.

Appendix E: Glossary of Terms

Advanced Placement (AP) – High school courses that offer students an opportunity to earn college credit through examination. (www.collegeboard.com/student/testing/ap/about.html)

Appraiser-Approved Assessments – Traditional selected and constructed response tests, performance tasks, or work products identified or developed by teachers and approved by appraisers.

Aprenda – An assessment used to measure the academic achievement of Spanish-speaking students in their native language. Aprenda is modeled after Stanford 10 and developed by Pearson Assessment – Also see Stanford 10.
(www.education.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=Aprenda3)

Chancery – A web-based student information system used by the district to student data such as enrollment, attendance, and class schedules.
(www.pearsonschoolsystems.com/products/sms)

District Pre-Approved EOC/EOY Assessments – Rigorously reviewed assessments created by the district for use with the Students' Progress measure.

Comparative Growth – A measure of student growth on the Stanford/Aprenda or TELPAS assessments relative to all other students within the same school district who started at the same test-score level. HISD's Department of Research & Accountability calculates Comparative Growth.

EVAAS (see Value-Added Growth)

Instructional Practice (IP) – Along with Student Performance and Professional Expectations, this is one of the three major criteria categories in the Appraisal and Development system. Appraisers use the IP rubric to assess a teacher's skills and ability to promote student learning through classroom observations and walkthroughs.

International Baccalaureate (IB) – An international educational foundation headquartered in Geneva, Switzerland and founded in 1968, from which schools can earn the IB designation via a rigorous multiyear accreditation process. High school students in an IB Diploma programme can earn up to 24 college credits based on their scores on senior examinations. (www.ibo.org)

Normal Curve Equivalent (NCE) – Test scores that have been normalized from percent correct (raw data) to have a mean of 50 and a standard deviation of approximately 21. Normal curve equivalents are equal interval scores, ranging from 1-99, used to measure where a student falls along the normal curve or to compare their results across two (or more) years of marks. NCE scores can be averaged, which is important in studying overall school performance and student learning gains, and are considered a more stable metric than percentiles.

Professional Expectations - Along with Student Performance and Instructional Practice, this is one of the three major criteria categories in the Appraisal and Development system. Appraisers use the Professional Expectations rubric to assess a teacher's efforts to meet objective, measurable standards of professionalism.

Scale Scores - Conversion of student's raw score on a test to a common scale that allows for numerical comparison between students. Scale scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual students or groups of students in a content area and/or across grade levels.

Springboard - A district-wide program that is the foundational component for the College Board's College Readiness System, offering a Pre-AP program that increases participation and prepares a greater diversity of students for success in AP, college and beyond – without remediation. Based on College Board Standards for College Success and aligned to the Common Core State Standards, SpringBoard offers a rigorous curriculum, formative assessments and sustainable professional development.
(www.springboardprogram.collegeboard.org/)

STAAR - Beginning in spring 2012, the State of Texas Assessments of Academic Readiness (STAAR™) will replace the Texas Assessment of Knowledge and Skills (TAKS). The STAAR end-of-grade (EOG) or EOY assessments in grades 3–8 will test the same subjects and grades that are currently assessed on TAKS. At high school, however, grade-specific assessments will be replaced with 12 end-of-course (EOC) assessments. See the [table](#) for the full list of available STAAR assessments.

Stanford 10 – An assessment that is administered to all enrolled grade 1-8 students at HISD. Students are tested in their language of instruction on the test's Total Battery (i.e., all parts of either the Aprenda or Stanford tests). The Stanford 10 and Aprenda-3 tests are both norm-referenced, standardized tests. These tests are designed to measure student achievement levels in several subject areas. Unlike the state-mandated, criterion-referenced tests, these tests rank student achievement by comparing a student's performance to a "norming group" of similar students.

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

Student Performance – Along with Instructional Practice and Professional Expectations, this is one of the three major criteria in the Appraisal and Development system. Appraisers use at least two of five measures to assess a teacher's impact on student learning.

Students' Progress - A student learning measure that uses assessments, performance tasks, or work products to measure how much content and skill students learned based on where they started a subject or course.

TAKS - The Texas Assessment of Knowledge and Skills (TAKS) assessments are designed to measure the extent to which students across students have learned and are able to apply the defined knowledge and skills at each tested grade level. See [STAAR](#)

TEKS (Texas Essential Knowledge and Skills) – The State of Texas’s K-12 curriculum standards. (<http://www.tea.state.tx.us/index2.aspx?id=6148>)

TELPAS - The Texas English Language Proficiency Assessment System (TELPAS) is designed to assess the progress that limited English proficient (LEP) students make in learning the English language. In Grades K–1, TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions. In Grades 2–12, TELPAS includes multiple-choice reading tests, holistically rated student writing collections, and holistically-rated listening and speaking assessments. The listening and speaking assessments are based on ongoing classroom observations and student interactions. (www.tea.state.tx.us/student.assessment/ell/telpas)

Trailer Course – a semester-long course at the secondary level offered for students who failed the course previously. By taking a trailer course, a student does not have to wait an additional semester until the course is offered again, but this results in the student taking the course “off-cycle” (B semester course during the A semester, or vice versa).

Value-Added Growth (and SAS EVAAS) - Value-Added analysis is a statistical methodology that assesses student growth. It identifies the difference between the expected levels of growth of groups of students, based on past performance, and their actual levels of growth, thus taking into account students’ differing starting points.

STAAR Assessments Available as of 2011-2012 School Year									
Subject Area	Enrolled Grade						End-of-Course		
	3	4	5	6	7	8			
Reading	STAAR STAAR-M STAAR-ALT	STAAR STAAR-M STAAR-ALT	STAAR STAAR-M STAAR-ALT	STAAR STAAR-M STAAR-ALT	STAAR STAAR-M STAAR-ALT	STAAR STAAR-M STAAR-ALT	Eng I STAAR STAAR-M STAAR-ALT	Eng II STAAR STAAR-M STAAR-ALT	Eng III STAAR STAAR-M STAAR-ALT
Writing		STAAR STAAR-M STAAR-ALT			STAAR STAAR-M STAAR-ALT				
Math	STAAR STAAR-M STAAR-ALT	STAAR STAAR-M STAAR-ALT	STAAR STAAR-M STAAR-ALT	STAAR STAAR-M STAAR-ALT	STAAR STAAR-M STAAR-ALT	STAAR STAAR-M STAAR-ALT	Alg I STAAR STAAR-M STAAR-ALT	Geom STAAR STAAR-ALT	Alg II STAAR STAAR-ALT
Science			STAAR STAAR-M STAAR-ALT			STAAR STAAR-M STAAR-ALT	Biology STAAR STAAR-M STAAR-ALT	Chem STAAR	Physics STAAR
Social Studies						STAAR STAAR-M STAAR-ALT	World Geography STAAR STAAR-M STAAR-ALT	World History STAAR STAAR-M STAAR-ALT	US History STAAR STAAR-M STAAR-ALT

Appendix F: Acknowledgements

Houston Independent School District would like to thank all those who worked to ensure the Student Performance measures as included in the teacher appraisal and development system meet the three guiding principles of comprehensiveness, alignment to curriculum, and equal chances for success for all teachers and students.

Measures of Student Learning Working Group (SY 2010-11)

Robin Licato (Teacher, Lamar HS), Ben Hernandez (Teacher, Lantrip Elementary), Zack Kerrissey (Teacher, Austin HS), Joe Espinoza (SIO), Joseph Addison (Principal, Hartman MS), Mike Thomas (Research and Accountability), Don Hilber (Research and Accountability), Carla Stevens (Research and Accountability)

Student Performance Working Group (SY 2011-12)

Jean King (Teacher, DeZavala ES), Jen Davis (Teacher, Carillo ES), Robin Licato (Teacher, Lamar HS), Mark Kerrissey (Teacher, Austin HS), Socorro Vasquez (Teacher, Almeda ES), Bertie Simmons (Principal, Furr HS), Sarah Stafford (Assistant Principal, Patrick Henry MS), Ben Hernandez (TDS), Jocelyn Mouton (SIO), Nancy Gregory (Curriculum, Instruction, and Assessment), Raul Ruiz (Professional Support and Development), Mary Kay Hefty and Yvette Best (Special Education), Jennifer Alexander and Anne Stryker (Multilingual), Don Hilber (Research and Accountability), Carla Stevens (Research and Accountability)

Teacher Focus Groups (SP Training Materials feedback)

Shanika Johnson (Moreno ES), Michelle Mortensen (Pershing MS), Carl Casteel (Bellaire HS), Luis Norbriga (Lantrip ES), Christine Mays (Welch MS), Socorro Vasquez (Almeda ES), Meg Randall (Lantrip ES), Robin Bissell (Lamar HS), Charles Reed (Patrick Henry MS), Michelle Phillips (Human Resources), Denise Martinez (Professional Support & Development)

District Pre-Approved EOY/EOC Assessment Reviewers (External)

Imani Goffney, Teresa Edgar, Lee Wright, Tonya Jeffries, Perri Segura, LaVera Hutchinson, Judith Quander, Jahnette Wilson, Shea Culpepper, Betsy Kuhns, Amy Uribe, Georges Detiveaux, Naomi Reed, Victoria Sullivan, Roscette Holmes, Ingrid Haynes-Mayes, Queen Martin, Peter Tim Martindell

Many HISD Teacher Development Specialists (TDS) also provided valuable feedback on the pre-approved assessments.

Appendix G: Student Performance and Teacher Effectiveness Research

Badgett, K., Harrell, S., Carmen, C., Lyels, L. (2011). Examining the relationship between TELPAS reading and TAKS reading for students with limited English proficiency. Education and Urban Society. Abstract available at

<http://eus.sagepub.com/content/early/2011/04/19/0013124511404701.abstract>

Chait, R. (2009). Ensuring effective teachers for all students: Six state strategies for attracting and retaining effective teachers in high-poverty and high-minority schools. Washington, DC.: Center for American Progress. Available at

http://www.americanprogress.org/issues/2009/05/pdf/teacher_effectiveness.pdf

Goldhaber, D. (2006). Teacher pay reforms: The political implications of recent research (Washington, D.C.: Center for American Progress, December 2006). Available at

http://www.americanprogress.org/issues/2006/12/teacher_pay.html.

Goldhaber, D., & Chapin, D. (2012). Assessing the Rothstein test- Does it really show teacher Value-Added models are biased? National Center For Analysis Of Longitudinal Data In Education Research. Available at http://www.caldercenter.org/upload/Assessing-the-Rothstein-Test_wp71.pdf

Harris, D., with forward by Weingarten, R. (2011). Value-Added Measures in Education: What Every Educator Needs to Know. Cambridge, MA: Harvard Education Press (ISBN: 1612500003).

Haycock, K. (2001). Closing the achievement gap. *Educational Leadership* (58) 6. Alexandria, VA: Association for Supervision & Curriculum Development.

Gladwell, M. (2008). Most likely to succeed. *The New Yorker*. Republished at

http://www.gladwell.com/2008/2008_12_15_a_teacher.html

Hill, H.C., Kapitula, L., Umland, K. (2011). A validity argument approach to evaluating teacher Value-Added scores. *American Educational Research Journal*, 48(3), pp. 794-831.

Jensen, E. (2009). Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

Koedel, C. & Betts, J. (2011). Does student sorting invalidate Value-Added models of teacher effectiveness? An extended analysis of the Rothstein critique. *Education Finance and Policy*, 6(1), 18-42. Available at http://economics.missouri.edu/working-papers/2009/WP0902_koedel.pdf

Policy Studies Associates (2005). Teacher quality and student achievement: At a glance. The Center for Public Education. Accessed online at <http://www.centerforpubliceducation.org/MainMenu/Staffingstudents/Teacher-quality-and-student-achievement-At-a-glance>

Schochet, P., & Chiang, H. (2010). *Error Rates in Measuring Teacher and School Performance Based on Student Test Score Gains*. (NCEE 2010-4004). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available at <http://ies.ed.gov/ncee/pubs/20104004/pdf/20104004.pdf>

Wright, S.P., Horn, S.P., & Sanders, W. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation, *Journal of Personnel Evaluation in Education* 11(57). Boston, MA: Kluwer Academic Publishers. Available at http://www.sas.com/govedu/edu/teacher_eval.pdf

Wright, S.P., White, J.T., Sanders, W., Rivers, J.C. (2010). SAS® EVAAS® Statistical Models (white paper). Available at <http://www.sas.com/resources/asset/SAS-EVAAS-Statistical-Models.pdf>

Appendix I: Use Policy for District Pre-Approved End of Year/End of Course Assessments

Background

In response to the need for a set of common assessments to support HISD's new teacher appraisal and development system, the Department of Curriculum, Instruction, and Assessment led teacher teams in developing 22 district pre-approved end-of year/end-of-course (EOY/EOC) assessments. These assessments are traditional selected and constructed response tests in core K-12 grades/subjects and courses and are meant to provide principals and teachers a resource and/or model for summative assessments.

Use Policy and Guidelines

Requirement to Use District Pre-Approved End-of-Year/End-of-Course Assessments

Currently, there is no district-wide policy requiring schools to use the district pre-approved EOY/EOC assessments developed in collaboration with teachers.

However, in instances when a campus is required to use the district-developed curriculum, it is also required to use the corresponding district pre-approved EOY/EOC assessment. In addition, principals may choose to require that district pre-approved assessments are administered on their campuses as part of the Students' Progress measure of the teacher appraisal and development system.

Test Access and Security

District pre-approved EOY/EOC assessments are not as secure as standardized state or national assessments. They are a Students' Progress measure in the appraisal and development system, meant to drive teachers' goal-setting and instructional planning. The goal-setting process in particular is a novel one to many teachers; therefore, teachers need access to information about them early in the year/course to help them effectively execute the process. Nonetheless, several measures are being taken to ensure the integrity of the district pre-approved assessments and the testing process:

- Assessment blueprints will be made available on the Curriculum, Instruction, and Assessment Department's website on August 15, 2012. These blueprints will provide teachers with critical information about the structure of and objectives covered by the assessments.
- The assessments themselves will be made available prior to the window for test administration. Specific release dates and windows are as follows:
 - Year-long courses: April 22, 2013
 - Fall one-semester courses: November 28, 2012
 - Spring one-semester courses: April 22, 2013
- Teachers must sign a non-disclosure agreement for the district pre-approved EOY/EOC assessment when they access them (*can be done electronically*), attesting that they will

use the assessments appropriately, that is, only for administration at the end of year/end of course – and not for test preparation purposes.

Schools may print and photocopy the number of assessments they need.

Goal-Setting Guidance

In the first year of implementation, there are no centralized targets on district pre-approved EOY/EOC assessments because they were not field tested at scale, only piloted at a few (8) schools. The district will revisit whether centralized goals should be set in the future. In the meantime, teachers and appraisers should follow the goal-setting guidance in the *Student Performance Guidebook* to ensure that goals are ambitious and feasible.

Scoring of Assessments

All multiple-choice portions of district pre-approved assessments can be scored using Campus Online. If Campus Online is used for scoring purposes, the classroom teacher (or, as designated by the appraiser, a data clerk on campus) must scan the answer sheets and ensure all scores are entered. Constructed-response items will be scored by the classroom teacher using the rubrics provided with the assessment.

For more information on any aspect of the Student Performance component of the Teacher Appraisal and Development System, please send an e-mail to: effectiveteachers@houstonisd.org.

**Houston Independent School District
2012 Board of Education**

*Michael L. Linceford, President
Anna Eastman, First Vice President
Juliet K. Stipoche, Second Vice President
Rhonda Skillern-Jones, Secretary
Greg Meyers, Assistant Secretary
Paula M. Harris
Lawrence Marshall
Harvin C. Moore
Manuel Rodriguez Jr.*

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

Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th Street
Houston, Texas 77092-8501

Stay Connected to HISD

Website: www.houstonisd.org

Subscribe to eNews: www.houstonisd.org/subscribe

Follow us on Twitter: www.twitter.com/HoustonISD



It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.