

HISD TEACHER APPRAISAL AND DEVELOPMENT

Student Performance Guidebook



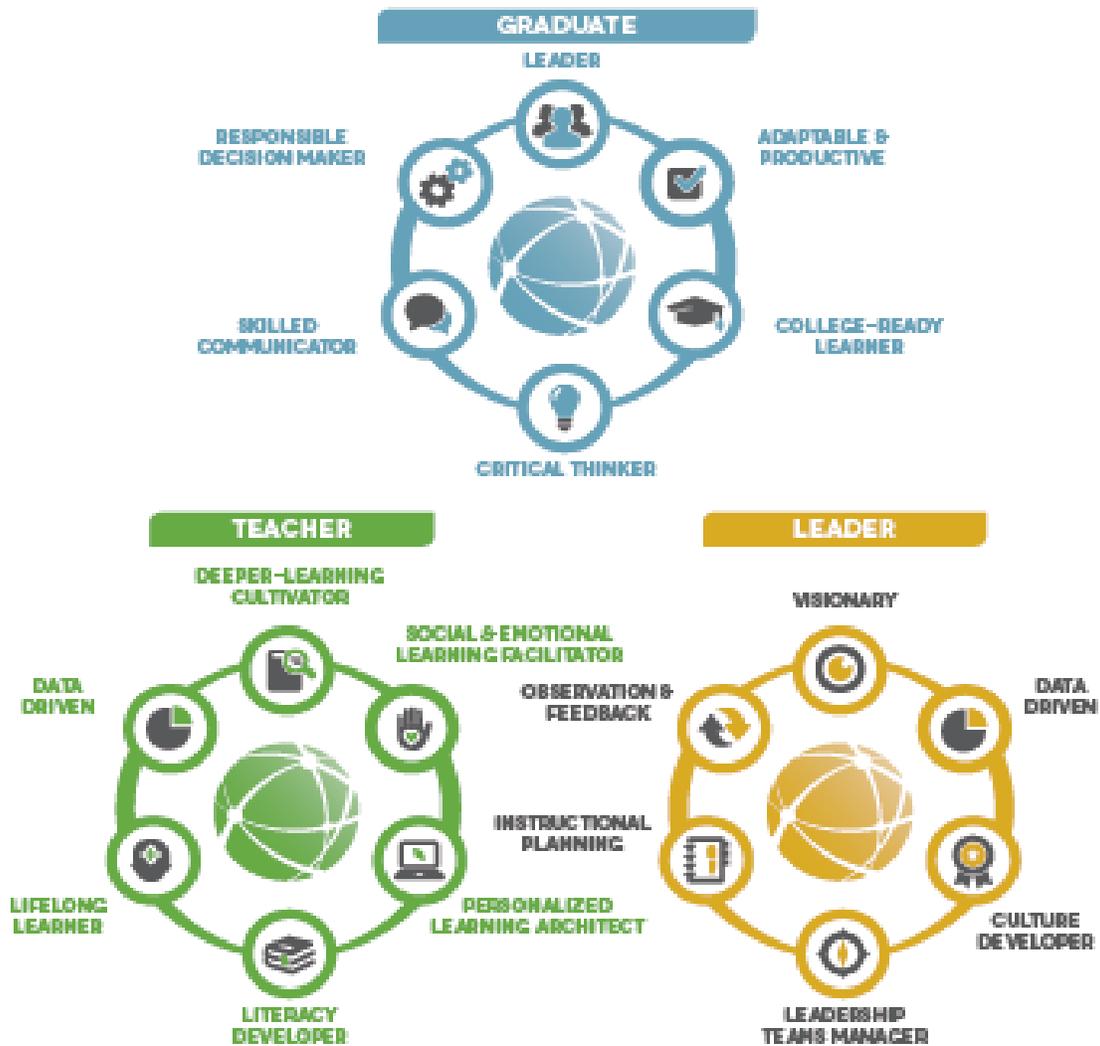
HOUSTON INDEPENDENT SCHOOL DISTRICT

A GLOBAL DISTRICT
IN A GLOBAL CITY



HOUSTON INDEPENDENT SCHOOL DISTRICT
GLOBALGRADUATE
 READY FOR THE WORLD

At HISD, our goal is for every student to graduate ready for the world — possessing the characteristics they need to be successful in college and to compete in today’s global workforce. Our ability to develop global graduates is dependent upon our ability to develop teachers and leaders with the skills they need to be effective. Outlined below are profiles for the HISD graduate, teacher, and leader. Each contains a list of competencies.



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Reminders for the 2017-2018 School Year

Several updates have been made to the Student Performance component of the teacher appraisal and development system (TADS) for the 2017-2018 academic year. Some updates, reminders, and clarifications are included in this guidebook:

- Value-Added will not be used as a Student Performance measure for the 2017-2018 school year. STAAR Comparative Growth will be used in STAAR-tested grade levels in grades 4 and higher.
- Classroom teachers of record who are assigned to teach students are expected to go through the Student Performance process during the 2017-2018 school year.
- If a teacher has only one Student Performance measure or no Student Performance measures, the overall TADS summative rating is calculated using 70 percent Instructional Practices and 30 percent Professional Expectations ratings. Teachers that receive all three appraisal components (i.e., Instructional Practices, Professional Expectations, and Student Performance) receive a summative rating based on 50 percent Instructional Practices, 20 percent Professional Expectations, and 30 percent Student Performance.
- The appraisal components used to calculate a teacher's summative rating vary depending on the measures available to the teacher.
- There is a limit of two (2) Student Progress measures for any teacher.
- A revised Appraiser-Approved Assessment Checklist, updated as a result of the [Moderated Peer Review Pilot](#), can be found in [Appendix G, on page 73](#).

I: Introduction to Student Performance

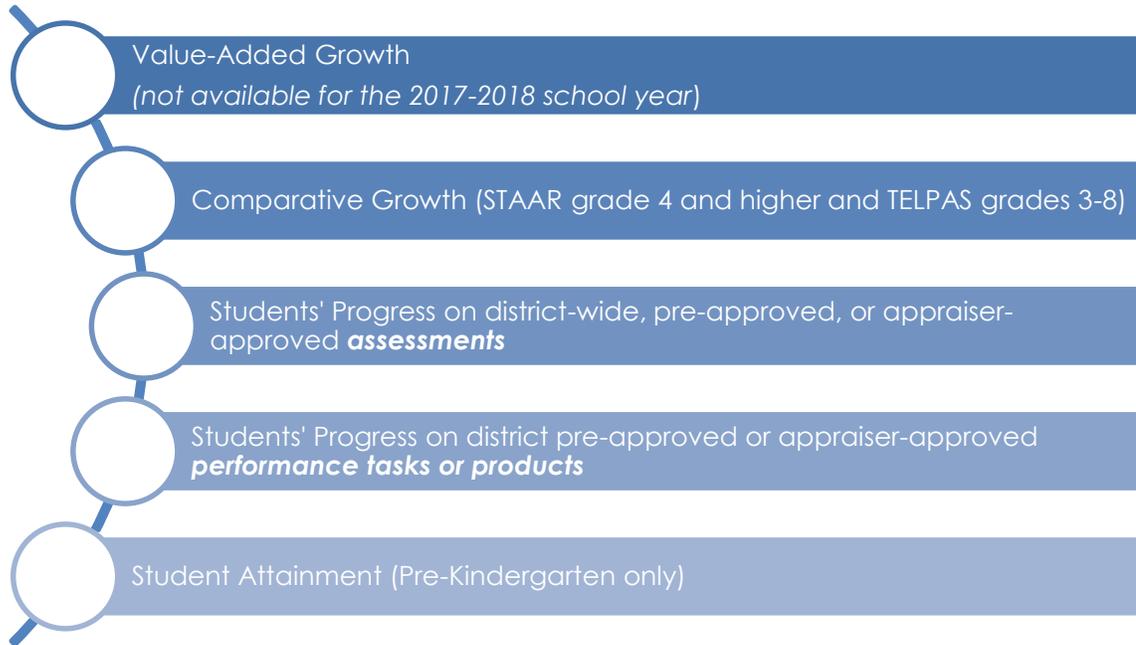
Combined with Instructional Practice and Professional Expectations, the Student Performance component of HISD's Teacher Appraisal and Development System (TADS) is designed to help teachers set clear goals in the classroom while tracking progress throughout the year to make sure every student masters rigorous standards.



II: Student Performance at a Glance

THE STUDENT PERFORMANCE MEASURES

The Five Student Performance Measures approved for use in TADS are:



1. **Value-Added**

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. This measure is not available for the 2017-2018 school year.

2. **Comparative Growth**

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 TELPAS assessments in grades 3-8 and STAAR Comparative Growth in STAAR-tested grade levels in grades 4 and higher.

3. **Student Progress on district-wide, pre-approved, or appraiser-approved summative assessments**

Student Progress is a student learning measure that uses summative assessments to determine content and skill mastery over the duration of a course, using level of preparedness at the start of the course.

4. **Student Progress on district pre-approved or appraiser-approved performance tasks or work products**

The substantive difference between student progress on pre-approved or appraiser-approved assessments and performance tasks is the type of summative assessment tool used. On performance tasks, in 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**

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 levels of preparedness. Currently, Student Attainment applies only to Pre-K.

For complete lists of the subjects, grade levels, and courses where each of the five measures apply, see [Appendix B, on page 36](#).

To accurately measure a teacher's impact on students at all learning levels, the vast majority of measures used in TADS are based on growth or progress, rather than on absolute attainment. To ensure comprehensiveness, no teacher is appraised using solely one measure.

STUDENT PERFORMANCE MEASURES, BY SCHOOL LEVEL

Student performance measures are assigned to teachers based on the subjects and courses they teach as listed in the district's student management system. 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.

Required and optional measures, and how to assign them to teachers, are explained in greater detail in [Part III: Measure Assignment](#).

Ensuring Fairness:

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

The following chart and the table summarize the possible measures that can be assigned to teachers at the elementary, middle, and high school levels. Following these diagrams is a list of the TADS Student Performance measures by core subject area and school level/grade level.

TADS Student Performance Measures

Elementary and Middle

	MATH		READING		ELA/SLA		ESL		SCIENCE		SOCIAL STUDIES		ENRICH	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Pre-K	Green	Grey	Green	Grey	Green	Grey	Yellow	Grey	Blue	Grey	Blue	Grey	Blue	Blue
Kinder	Purple	Blue	Purple	Blue	Purple	Blue	Yellow	Blue	Purple	Blue	Blue	Blue	Blue	Blue
1st	Purple	Blue	Purple	Blue	Purple	Blue	Yellow	Blue	Purple	Blue	Blue	Blue	Blue	Blue
2nd	Purple	Blue	Purple	Blue	Purple	Blue	Yellow	Blue	Purple	Blue	Blue	Blue	Blue	Blue
3rd	Pink	Blue	Pink	Blue	Pink	Blue	Orange	Blue	Purple	Blue	Purple	Blue	Blue	Blue
4th	Red	Blue	Red	Blue	Red	Blue	Orange	Blue	Purple	Blue	Purple	Blue	Blue	Blue
5th	Red	Blue	Red	Blue	Red	Blue	Orange	Blue	Red	Blue	Purple	Blue	Blue	Blue
6th	Red	Blue	Red	Blue	Red	Purple	Orange	Blue	Purple	Purple	Purple	Purple	Blue	Blue
7th	Red	Blue	Red	Blue	Red	Purple	Orange	Blue	Purple	Purple	Purple	Purple	Blue	Blue
8th	Red	Blue	Red	Blue	Red	Purple	Orange	Blue	Red	Purple	Red	Purple	Blue	Blue



High

Subject	Course	Measure 1	Measure 2
English	English I	Red	Purple
	English II	Red	Purple
	English III	Purple	Blue
	English IV	Purple	Blue
Math	Algebra I	Red	Purple
	Geometry	Blue	Blue
	Algebra II	Blue	Blue
Science	Biology	Red	Purple
	Chemistry	Purple	Blue
	Physics	Purple	Blue
	IPC	Purple	Blue
Social Studies	World Geography	Purple	Blue
	World History	Purple	Blue
	U.S. History	Red	Purple
Enrichment or Elective		Blue	Blue

Possible TADS Student Performance Measures for Teachers				
School Level →		Elementary	Middle	High
Course/Teacher Type	General Education/Core	<p>Pre-K: Student Attainment (3 subtests on district-wide Pre-K CIRCLE assessment)</p> <p>Grades K-1: Student Progress (district-wide, pre-approved, or appraiser-approved assessments or performance tasks)</p> <p>Grades 2-3: Student Progress (STAAR EOY, district-wide, pre-approved, or appraiser-approved assessments or performance tasks)</p> <p>Grades 4-5: Comparative Growth (STAAR EOY); Student Progress (pre-approved or appraiser-approved assessments or performance tasks)</p>	<p>Grades 6-8: Comparative Growth (STAAR EOY); Student Progress (pre-approved or appraiser-approved assessments or performance tasks)</p>	<p>Grades 9-10: Comparative Growth (on STAAR EOC); Student Progress (district-wide, pre-approved or appraiser-approved assessments or performance tasks)</p> <p>Grade 11: Comparative Growth (on STAAR EOC) Student Progress (district-wide, pre-approved or appraiser-approved assessments or performance tasks)</p> <p>Grade 12: Student Progress (district-wide, pre-approved or appraiser-approved assessments or performance tasks)</p>
	Elective or Core Enrichment	All: Student Progress on pre-approved or appraiser-approved assessments, performance tasks, or work products; Comparative Growth if available for those courses/if teachers linked for those measures.		
	AP and IB	N/A	N/A	All: Student Progress on AP and IB exams; Comparative Growth if course has STAAR EOC
	Special Education	Where Applicable: Student Progress on STAAR-Alt2; otherwise Student Progress on Appraiser-Approved Assessment. Co-teachers may share Comparative Growth measures with the general education teacher, where applicable, per the linkage and verification process.		
	Bilingual/ESL (if self-contained, TELPAS in addition to measures listed under General Education/Core)	<p>Grades K-1: Student Progress on TELPAS Listening & Speaking</p> <p>Grade 2: Student 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: Student Progress on TELPAS-Reading</p>

TADS Pre-Approved Assessments for SY 2017–2018, as of March 2017

Elementary School*	Middle School	High School
Kindergarten Reading	Grade 6 Science	English I (Regular)
Kindergarten Writing	Grade 6 Social Studies	English II (Regular)
Kindergarten Math	Grade 7 Science	English IV (Regular)
Grades 1-5 EOY Benchmark Running Record	Grade 7 Social Studies	Algebra I (Regular)
Grade 1 Math	Spanish 7 (1A)	Biology (Regular)
Grade 1 Science	Spanish 8 (1B)	Math Models with Applications
Grade 2 Math	French 7 (1A)	Pre-Calculus
Grade 2 Science	French 8 (1B)	Spanish I
Grade 3 Science	Grade 8 Physical Education	Spanish II
Grade 3 Social Studies		French I
Grade 3 Physical Education		Health
Grade 4 Science		Government
Grade 4 Social Studies		Economics
Grade 5 Social Studies		Grade 9 Foundations of Personal Fitness
Grade 5 Physical Education		Individual Sports
		Team Sports

**All elementary assessments will be available in English and Spanish.*

TADS Pre-Approved Performance Tasks with Rubrics for SY 2017–2018, as of March 2017

Elementary School*	Middle School	High School
Grades 1-3, 5 Language Arts (writing prompt with pre-approved rubric)	Grade 6 Language Arts	English III
Grade 4 Language Arts, writing portfolio with pre-approved rubric	Grade 6 Science	English IV
	Grade 6 Social Studies	Chemistry
	Grade 7 Language Arts	Physics
	Grade 7 Science	Integrated Physics and Chemistry
	Grade 7 Social Studies	World Geography
	Grade 8 Language Arts	World History
	Grade 8 Science	U. S. History
	Grade 8 Social Studies	

TADS Student Performance Measures by Grade Level – Elementary Core Subjects

Measures in **Red** are required and pre-selected on the Measures Worksheet. Measures in **Purple** are district-wide required Student Progress measures *BUT NOT TO EXCEED TWO* (appraiser may de-select). Measures in **Blue** are optional Student Progress measures. Student Attainment for Pre-K are **Green**. Note that this list reflects measures for self-contained teachers. If teachers are departmentalized, they will have the measures indicated for the subjects they teach, for all classes of students in those courses/subjects. *Where teachers use their own appraiser-approved task/assessment/rubric, they must upload PDF documents into the SP tool.* Measure 2 is needed when:

- (1) The teacher only has Value-Added as a sole measure, or
- (2) The teacher has only one measure (in the case of a teacher who teaches only one grade and subject).

Grade	Core Subject	Measure 1	Measure 2 (Optional in most cases, see above.)
Pre-K	Math	Student Attainment on CIRCLE: Set Counting	N/A
	Reading	Student Attainment on CIRCLE: ABC Names	N/A
	Language Arts	Student Attainment on CIRCLE: ABC Sounds	N/A
	Special Subjects/ Programs	N/A for Social Studies. PALS, Montessori, and Mandarin programs, as well as Ancillary/Specialist teachers at Early Childhood Centers, have Student Progress - Appraiser-Approved measures.	
K	Math	Student Progress on Pre-Approved Assessment	N/A
	Reading	Student Progress on Pre-Approved Assessment	N/A
	Language Arts	Student Progress on Pre-Approved Assessment	N/A
	ESL	Student Progress on TELPAS-Listening and Speaking for bilingual/ESL teachers	N/A
	Science	Student Progress on Appraiser-Approved Assessment	N/A
	Social Studies	Student Progress on Appraiser-Approved Assessment	N/A

1	Math	Student Progress on Pre-Approved Assessment	Student Progress on Appraiser-Approved Assessment or Performance Task
	Reading	Student Progress on Pre-Approved Performance Task (EOY Benchmark Running Record)	Student Progress on Appraiser-Approved Assessment or Performance Task
	Language Arts	Student Progress on Pre-Approved Performance Task (Writing Prompt on a Pre-Approved rubric)	Student Progress on Appraiser-Approved Assessment or Performance Task
	ESL	Student Progress on TELPAS-Listening and Speaking for bilingual/ESL teachers	Student Progress on Appraiser-Approved Assessment or Performance Task
	Science	Student Progress on Pre-Approved Assessment	Student Progress on Appraiser-Approved Assessment or Performance Task
	Social Studies	Student Progress on Appraiser-Approved Assessment	Student Progress on Appraiser-Approved Performance Task
2	Math	Student Progress on Pre-Approved Assessment	Student Progress on Appraiser-Approved Assessment or Performance Task
	Reading	Student Progress on Pre-Approved Performance Task (EOY Benchmark Running Record)	Student Progress on Appraiser-Approved Assessment or Performance Task
	Language Arts	Student Progress on Pre-Approved Performance Task (Writing Prompt on a Pre-Approved rubric)	Student Progress on Appraiser-Approved Assessment or Performance Task
	ESL	Student Progress on TELPAS-Listening and Speaking for bilingual/ESL teachers	Student Progress on Appraiser-Approved Assessment or Performance Task
	Science	Student Progress on Pre-Approved Assessment	Student Progress on Appraiser-Approved Assessment or Performance Task
	Social Studies	Student Progress on Appraiser-Approved Assessment	Student Progress on Appraiser-Approved Performance Task
3	Math	Student Progress on STAAR Math	Student Progress on Appraiser-Approved Assessment or Performance Task
	Reading	Student Progress on STAAR Reading	Student Progress on Pre-Approved Performance Task (EOY Benchmark Running Record)
	Language	Student Progress on STAAR Reading	Student Progress on Pre-Approved Performance Task (Writing Prompt on a Pre-Approved rubric)
	ESL	Comparative Growth on TELPAS-Reading for bilingual/ESL teachers	Student Progress on Appraiser-Approved Assessment or Performance Task
	Science	Student Progress on Pre-Approved Assessment	Student Progress on Appraiser-Approved Performance Task
	Social Studies	Student Progress on Pre-Approved Assessment	Student Progress on Appraiser-Approved Performance Task

4	Math	Comparative Growth on STAAR Math	Student Progress on Appraiser-Approved Assessment or Performance Task
	Reading	Comparative Growth on STAAR Reading	Student Progress on Pre-Approved Performance Task (EOY Benchmark Running Record)
	Language	Comparative Growth on STAAR Writing	Student Progress on Pre-Approved Performance Task (Writing Portfolio assessed on a Pre-Approved rubric)
	ESL	Comparative Growth on TELPAS-Reading for bilingual/ESL teachers	Student Progress on Appraiser-Approved Assessment or Performance Task
	Science	Student Progress on Pre-Approved Assessment	Student Progress on Appraiser-Approved Performance Task
	Social Studies	Student Progress on Pre-Approved Assessment	Student Progress on Appraiser-Approved Performance Task
5	Math	Comparative Growth on STAAR Math	Student Progress on Appraiser-Approved Assessment or Performance Task
	Reading	Comparative Growth on STAAR Reading	Student Progress on Pre-Approved Performance Task (EOY Benchmark Running Record)
	Language	Comparative Growth on STAAR Reading	Student Progress on Pre-Approved Performance Task (Writing Prompt on a Pre-Approved rubric)
	ESL	Comparative Growth on TELPAS-Reading for bilingual/ESL teachers	Student Progress on Appraiser-Approved Assessment or Performance Task
	Science	Comparative Growth on STAAR Science	Student Progress on Appraiser-Approved Performance Task
	Social Studies	Student Progress on Pre-Approved Assessment	Student Progress on Appraiser-Approved Performance Task

TADS Student Performance Measures by Grade Level – Middle School Core Subjects

Measures in **Red** are required and pre-selected on the Measures Worksheet. Measures in **Purple** are district-wide required Student Progress measures *BUT NOT TO EXCEED TWO (appraiser may de-select)*. Measures in **Blue** are optional Student Progress measures. Departmentalized teachers will have the measures indicated for the subjects they teach, for all classes of students in those courses/subjects. *Where teachers use their own appraiser-approved task/assessment/rubric, they must upload PDF documents into the SP tool.* Measure 2 is needed when:

- (1) The teacher only has Value-Added as a sole measure, or
- (2) The teacher has only one measure (in the case of a teacher who teaches only one grade and subject).

Grade	Core Subject	Measure 1	Measure 2
6	Math	Comparative Growth on STAAR Math	Student Progress on Appraiser-Approved Assessment or Performance Task
	Reading	Comparative Growth on STAAR Reading	Student Progress on Appraiser-Approved Assessment or Performance Task
	Language	Comparative Growth on STAAR Reading	Student Progress on Pre-Approved Performance Task with district rubric
	ESL	Comparative Growth on TELPAS-Reading for bilingual/ESL teachers	Student Progress on Appraiser-Approved Assessment or Performance Task
	Science	Student Progress on Pre-Approved Assessment	Student Progress on Pre-Approved Performance Task with district rubric
	Social Studies	Student Progress on Pre-Approved Assessment	Student Progress on Pre-Approved Performance Task with district rubric
7	Math	Comparative Growth on STAAR Math	Student Progress on Appraiser-Approved Assessment or Performance Task
	Reading	Comparative Growth on STAAR Reading	Student Progress on Appraiser-Approved Assessment or Performance Task
	Language	Comparative Growth on STAAR Writing	Student Progress on Pre-Approved Performance Task with district rubric
	ESL	Comparative Growth on TELPAS-Reading for bilingual/ESL teachers	Student Progress on Appraiser-Approved Assessment or Performance Task
	Science	Student Progress on Pre-Approved Assessment	Student Progress on Pre-Approved Performance Task with district rubric
	Social Studies	Student Progress on Pre-Approved Assessment	Student Progress on Pre-Approved Performance Task with district rubric

Grade	Core Subject	Measure 1	Measure 2
8	Math	Comparative Growth on STAAR Math	Student Progress on Appraiser-Approved Assessment or Performance Task
	Reading	Comparative Growth on STAAR Reading	Student Progress on Appraiser-Approved Assessment or Performance Task
	Language	Comparative Growth on STAAR Reading	Student Progress on Pre-Approved Performance Task with district rubric
	ESL	Comparative Growth on TELPAS-Reading for bilingual/ESL teachers	Student Progress on Appraiser-Approved Assessment or Performance Task
	Science	Comparative Growth on STAAR Science	Student Progress on Pre-Approved Performance Task with district rubric
	Social Studies	Comparative Growth on STAAR Social Studies	Student Progress on Pre-Approved Performance Task with district rubric

TADS Student Performance Measures by Grade Level – High School Core Subjects

Measures in **Red** are required and pre-selected on the Measures Worksheet. Measures in **Purple** are district-wide required Student Progress *BUT NOT TO EXCEED TWO* (appraiser may de-select). Measures in **Blue** are optional Student Progress measures. Teachers will have the measures indicated for the courses they teach, for all classes of students in those courses. *Where teachers use their own appraiser-approved task/assessment/rubric, they must upload PDF documents into the SP tool.* Measure 2 is needed when:

- (1) The teacher only has Value-Added as a sole measure, or
- (2) The teacher has only one measure (in the case of a teacher who teaches only one grade and subject).

Subject	Course	Measure 1	Measure 2	
English	English I	Comparative Growth on STAAR English I EOC	Student Progress on Pre-Approved Assessment	Note: ESL courses have Student Progress on TELPAS-Reading.
	English II	Comparative Growth on STAAR English II EOC	Student Progress on Pre-Approved Assessment	
	English III	Student Progress on Pre-Approved Performance Task with district rubric	Student Progress on Appraiser-Approved Assessment (i.e., final exam)	
	English IV	Student Progress on Pre-Approved Assessment	Student Progress on Pre-Approved Performance Task with district rubric	
Math	Algebra I	Comparative Growth on STAAR Algebra I EOC	Student Progress on Pre-Approved Assessment	
	Geometry	Student Progress on Appraiser-Approved Assessment (i.e., final exam)	Student Progress on Appraiser-Approved Performance Task	
	Algebra II	Student Progress on Appraiser-Approved Assessment (i.e., final exam)	Student Progress on Appraiser-Approved Performance Task	

Science	Biology	Comparative Growth on STAAR Biology EOC	Student Progress on Pre-Approved Assessment
	Chemistry	Student Progress on Pre-Approved Performance Task with district rubric	Student Progress on Appraiser-Approved Assessment (i.e., final exam)
	Physics	Student Progress on Pre-Approved Performance Task with district rubric	Student Progress on Appraiser-Approved Assessment (i.e., final exam)
	IPC	Student Progress on Pre-Approved Performance Task with district rubric	Student Progress on Appraiser-Approved Assessment (i.e., final exam)
Social Studies	World Geography	Student Progress on Pre-Approved Performance Task with district rubric	Student Progress on Appraiser-Approved Assessment (i.e., final exam)
	World History	Student Progress on Pre-Approved Performance Task with district rubric	Student Progress on Appraiser-Approved Assessment (i.e., final exam)
	US History	Comparative Growth on STAAR US History EOC	Student Progress on Pre-Approved Performance Task with district rubric

Note on final exams: Pre-Approved Assessments provided by the district can serve as all or part of the final exam for a high school course. Where Appraiser-Approved Assessments and/or Performance Tasks are used, the teacher's/course's final exam can be used. Note for AP or IB courses: AP or IB exams are a required measure – either as a first measure for AP or IB courses that do not also have a Value-Added (STAAR EOC) measure, or as a second measure for AP or IB courses that do have a Value-Added (STAAR EOC) measure.

III: Measure Assignment

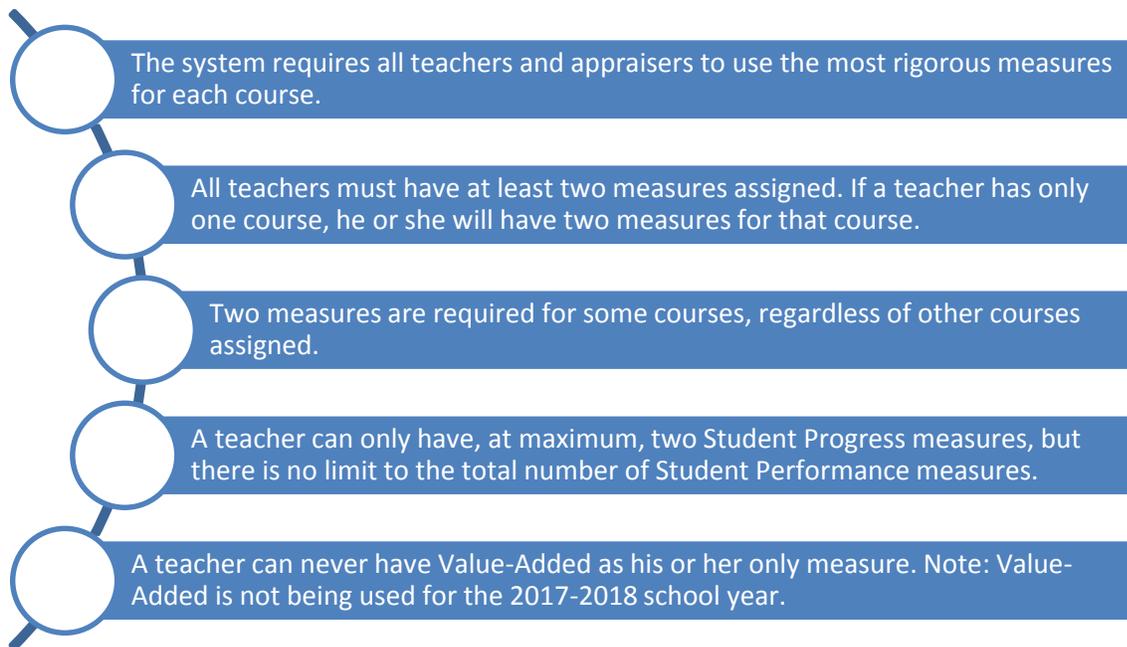
In TADS, teachers are assigned a combination of any of the five student performance measures, depending on the subjects or courses they teach. A teacher may teach several sections of one course, or the same subject to multiple classes of students in one grade level – these are each considered one course.

TIMING OF MEASURE ASSIGNMENT

The measures assignment process generally occurs during the fall semester. Secondary teachers who teach semester-only courses may be assigned measures in the spring semester. Teachers must be assigned to an appraiser in OneSource and they must be listed as a teacher of record in the student management system in order for the teacher to receive a measures assignment. Refer to the [TADS Board-Approved Calendar](#) for the exact dates early in the fall semester when teachers are notified of their measures assignment.

GUIDING PRINCIPLES OF MEASURE ASSIGNMENT

The guiding principles of measure assignment are:

- 
- The system requires all teachers and appraisers to use the most rigorous measures for each course.
 - 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.
 - Two measures are required for some courses, regardless of other courses assigned.
 - A teacher can only have, at maximum, two Student Progress measures, but there is no limit to the total number of Student Performance measures.
 - A teacher can never have Value-Added as his or her only measure. Note: Value-Added is not being used for the 2017-2018 school year.

These principles ensure that multiple measures of student learning factor into a teacher’s final Student Performance rating. The principles are built into the Student Performance online tool as rules and will not allow users to violate them.

The five measures of student performance are listed below from the most to least rigorous.

1. **Value-Added Growth** (not available for the 2017-2018 school year)
2. **Comparative Growth** (i.e., STAAR and/or TELPAS assessments for certain subjects and grade levels)
3. **Student Progress** on summative assessments
4. **Student Progress** on summative performance tasks or products
5. **Student Attainment**

Process and Roles

The chart below illustrates the Student Performance process.

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

Required measures will appear in red font and they will be pre-selected. These measures cannot be changed or unassigned. They will count towards a teacher’s total number of assigned measures.

Student Progress measures based on District-Wide or Pre-Approved Assessments or Performance Tasks will be visually identified on the Measures Worksheet in purple font. The appraiser may de-select some of these measures if the teacher has more than two Student Progress measures pre-selected. Where there is a choice of which two “purple” Student Progress measures will remain checked, the appraiser should consult with the teacher.

Given the principles of measure assignment, **a second measure on a single course are required** when:

- A teacher is appraised on only one course. Where this is the case, the teacher must have two measures for that course.
- A teacher's measures are all Value-Added. Depending on the course, the second measure will be either Comparative Growth, or Student Progress on a District-wide (such as AP) or district Pre-Approved Assessment, or Performance Task. (Note: Value-Added is not being used for the 2017-2018 school year.)

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

- Remember that teachers may not have more than two (2) Student Progress measures total.
- 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.
- Choose Student Progress measures in “purple” (District-wide or Pre-Approved Assessment) over “blue” (Appraiser-Approved Assessment).

DISCRETIONARY MEASURES

Discretionary measures are always Student Progress measures; these measures appear in **blue** font in the online tool; and are assigned at the discretion of the appraiser, in collaboration with the teacher, when the teacher already has two measures.

An appraiser might assign a discretionary measure – or a teacher might want to include a discretionary measure – when the teacher already has Comparative Growth as a measure (and also 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 additional, discretionary measures may be assigned. (Note: Value-Added will not be used for the 2017-2018 school year.) Wherever a teacher has no Student Progress measures, up to two can be assigned. If the teacher already has just one Student Progress measure, one more can be assigned.

In summary, when assigning second and discretionary measures, appraisers should consider the following:

- ✓ Does the teacher already have two Comparative Growth measures assigned? If so, a Student Progress measure may not be necessary.
- ✓ Does the teacher already have two Student Progress measures? If so, additional Student Progress measures cannot be selected.
- ✓ Does assigning the Student Progress measure to the course align to school-wide goals?
- ✓ Is the Student Progress measure assigned to a course where the teacher would like to focus?

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

- **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. The Measures Worksheet shows counts of students enrolled in each course.
- **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 Student 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 Student Progress measure to the first and/or the second semester of a course. Measures for these teachers can be revisited at the end of the first semester or start of the second, but the recommendation is that appraisers **assign the measure to the second (B) semester of the course**. Therefore, **secondary teachers may engage in the Student Progress process twice during the school year**. Relevant deadlines are included in the [TADS Appraisal Calendar](#).

If a high school course has a STAAR EOC, then the online tool assigns STAAR Comparative Growth to the second (B) semester of the course only. If the course does not have a STAAR EOC, a Student Progress measure may be assigned to the first or the second semester of the course. Recall, though, that there is a maximum of two (2) Student 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/spring) 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 performance in a course is still counted, an appraiser may assign a Student 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.

If appraisers have questions about which measures to assign a teacher, they should contact the Talent Development and Performance team at 713-742-4920.

IV: The Student Progress Process

Student Progress is a type of TADS Student Performance measure that uses summative or 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. Student 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' levels of preparedness. It is a fundamentally more qualitative and teacher-involved measure than Value-Added or Comparative Growth.

Student Progress is considered a more qualitative, less statistically rigorous process for a few reasons, primarily because teachers set their students' levels of preparedness 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 Student Progress measure is based.

Ensuring Fairness:
Appraisers review and discuss students' levels of preparedness, goals, and summative assessments *with teachers*. They then approve them, either as is or with modifications.

PROCESS AND ROLES

Most HISD teachers have at least one Student Progress measure, either on a traditional-type assessment or on a performance task/work product. Appraisers and teachers play a more hands-on role with Student Progress than they do for the other measures.

The Student 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 Student 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 performance task that tells them whether their students have met those goals. They plan their instruction backwards from those year-end goals and assessments, deliver content-rich lessons, and assess Student Progress along the way.

While the Student Progress process reflects best practice, the Student Performance online tool, particularly the Goals Worksheet, helps appraisers and teachers manage the process. The table below describes key actions for teachers and appraisers in the Student Progress process.

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 with Student Progress measures 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 Student Progress measure.

- District-wide assessments:** standardized tests required for use across the district. For most district-wide assessments, HISD has set centralized targets or goals, which are listed in [Appendix D](#). District-wide assessments used in TADS are:

 - Prekindergarten Language/Literacy and Math assessments (e.g., CIRCLE)
 - TELPAS for English language learners (used as a Student 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-Alt 2
- Pre-approved assessments, performance tasks, and work products:** developed by teachers under the leadership of the Department of Curriculum and Development (“District Preapproved End-of-Course/End-of-Year Assessments”). For SY 2017-2018, Pre-Approved Assessments will be available for the following courses:

TADS Pre-Approved Assessments for SY 2017–18, as of March 2017

Elementary School*	Middle School	High School
Kindergarten Reading	Grade 6 Science	English I (Regular)
Kindergarten Writing	Grade 6 Social Studies	English II (Regular)
Kindergarten Math	Grade 7 Science	English IV (Regular)
Grades 1-5 EOY Benchmark Running Record	Grade 7 Social Studies	Algebra I (Regular)
Grade 1 Math	Spanish 7 (1A)	Biology (Regular)
Grade 1 Science	Spanish 8 (1B)	Math Models with Applications
Grade 2 Math	French 7 (1A)	Pre-Calculus
Grade 2 Science	French 8 (1B)	Spanish I
Grade 3 Science	Grade 8 Physical Education	Spanish II
Grade 3 Social Studies		French I
Grade 3 Physical Education		Health
Grade 4 Science		Government
Grade 4 Social Studies		Economics
Grade 5 Social Studies		Grade 9 Foundations of Personal Fitness
Grade 5 Physical Education		Individual Sports
		Team Sports

**All elementary assessments will be available in English and Spanish.*

TADS Pre-Approved Performance Tasks with Rubrics for SY 2017–18, as of March 2017

Elementary School*	Middle School	High School
Grades 1-3, 5 Language Arts (writing prompt with pre-approved rubric)	Grade 6 Language Arts	English III
Grade 4 Language Arts, writing portfolio with pre-approved rubric	Grade 6 Science	English IV
	Grade 6 Social Studies	Chemistry
	Grade 7 Language Arts	Physics
	Grade 7 Science	Integrated Physics and Chemistry
	Grade 7 Social Studies	World Geography
	Grade 8 Language Arts	World History
	Grade 8 Science	U. S. History
	Grade 8 Social Studies	

Where Pre-Approved Assessments are available for the Student Progress measure, **test blueprints** of these summative assessments – which show the standards tested, the types of items, and the scoring rules – are available to teachers and appraisers. Visit the [Curriculum and Development Department site](#) to access blueprints. Information on how to access the assessments is provided by the spring semester. These assessments can be used as all or part of a final exam. They are not intended as additional assessments for the sole purpose of appraisal. Teachers, test coordinators, and any other staff members who handle these assessments must sign a security agreement. Details are included in the [Pre-Approved Assessment Use Policy](#). Guidance for the new Pre-Approved Performance Tasks, including rubrics, standards assessed, and sample tasks, will be made available on the HUB. (Note: You must be logged in to access the blueprints and assessments.)

3.

Appraiser-Approved assessments are developed through a collaborative or through the school curriculum, or identified, compiled, or written by a team of teachers (preferred) or by an individual teacher. 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., CTE certifications, FitnessGram) or textbook adoption. Assessments created by a team of teachers or by an individual teacher also are considered appraiser-approved assessments, and use of final exams is encouraged. 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 Form ([Appendix G, on page 73](#)). This form was updated based on feedback from the [Moderated Peer Review \(MPR\) pilot](#) in spring 2015. The entire Moderated Peer Review Assessment Handbook is available [here](#). Where teachers use their own appraiser-approved task/assessment/rubric, they must upload PDF documents into the SP tool. The appraiser then verifies that the **assessment meets the criteria in three major strands** 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

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

Ensuring Fairness:

There is a process by which teachers submit assessments they identify or develop, and by which appraisers review and approve, teacher-identified or teacher-created assessments for quality. The criteria for the assessments was updated in spring 2015 based on feedback from HISD teachers selected for the Moderated Peer Review (MPR) pilot.

Step 2: Determine Student Levels of Preparedness and Goals

Where a Student Progress measure is used, it is the responsibility of the teacher to determine, and the appraiser to approve, all student levels of preparedness and goals. This process is managed on the Goals Worksheet. Levels of preparedness enable students' growth in the course to be measured.

Including Students

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

Appraisers and teachers should understand that Student Progress measures have thresholds for roster size, enrollment, and attendance.

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

There are also **enrollment cutoff dates** for including students in Student 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 spring PEIMS snapshot date applies as the cutoff for students to be included in the Student Progress measure. The teacher does not establish levels of preparedness or goals for students who enter the course after these dates.

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

Determining Student Levels of Preparedness

All Student Progress measures – regardless of the type of assessment used – require teachers to set student levels of preparedness.

Guidance on setting levels of preparedness for various teacher groups provided in [Appendix C](#). This guidance offers one source of evidence in the form of prior-year assessment data, particularly for teachers of core subjects. *Teachers should use multiple sources of evidence to determine the most appropriate holistic level of preparedness for each student.*

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

Level of Preparedness Category	Students have mastered...
Well Prepared	all prerequisite objectives for the specific course/grade and some course/grade objectives
Mostly Prepared	the vast majority of the prerequisite objectives for the specific course/grade
Somewhat Prepared	some but not all prerequisite objectives for the specific course/grade
Least Prepared	few prerequisite objectives for the specific course/grade

For each student listed on the Goals Worksheet, teachers should ask themselves: ***Has this student mastered few, some, the vast majority, or all prerequisite objectives for this course?*** To determine which level of preparedness category is most appropriate for each student, the teacher has two main sources of information (listed as “Evidence in the SP tool) 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 Student Progress is a more qualitative process, there is no set formula for how performance on prior and diagnostic assessments factors into student levels of preparedness. The teacher examines all the available evidence relevant for success in a course and makes a **holistic** judgment about which of the four level of

Ensuring Fairness:

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

preparedness categories is most 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 his/her level of preparedness for the subject/course.

Sources of evidence for student levels of preparedness (see Appendix C):

1. Prior assessment data might include the previous year’s STAAR scores, or the end-of-year 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.

Here are some general points for teachers and appraisers to remember in determining level of preparedness categories for students.

Best Practices for Placing Students in Levels of Preparedness

- ✓ Make sure to set a level of preparedness for every student who is active in the course prior to/as of the PEIMS snapshot date.
- ✓ Don't worry about how big or how small each category is; set groups based on what's most appropriate for your students
- ✓ Assign levels of preparedness so that all students within a category are expected to meet the goal (e.g., 100% of students in Level of Preparedness "Well Prepared" will score X or better)
- ✓ Take into consideration special populations and/or external factors that directly impact academic preparedness for the course
- ✓ Think outside the box. There is no one "right" way to group your students (e.g., grouping by level of preparedness categories Least Prepared to Well Prepared 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).
- ✓ Remember, 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 the subject/course.

Determining Student Goals

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



Teachers must set ambitious and feasible goals for students based on each student's level of preparedness

In some cases, where there are centralized targets on a district-wide assessment (those listed in Step 1), the goals are pre-established. ([See Appendix D, page 57 for details](#)). In other 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 level of preparedness category of students. The goals should be ambitious and feasible for all students in each level of preparedness category.

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 is an inexact science; there is no perfectly “right” answer on what is a “good” goal. However, strong goals are 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.

An **ambitious** goal moves students well beyond their levels of preparedness to set them up for future academic success.

A **feasible** target represents a realistic reach beyond students' level of preparedness.

Teachers indicate the goals for each level of preparedness **category** of students (not for each individual student). 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 with interim assessments, though only the results on the summative assessment are considered in rating performance on a Student Progress measure.

Below are two examples of appropriately ambitious and feasible goals teachers might set. 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 a 5-point rubric he is using to evaluate his 4 th grade students' performance on a cumulative portfolio, each level of preparedness 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:	
Level of Preparedness Category	Goal Score	Level of Preparedness Category	Goal Score
Well Prepared	5	Well Prepared	95
Mostly Prepared	4	Mostly Prepared	85
Somewhat Prepared	3	Somewhat Prepared	75
Least Prepared	2	Least Prepared	70

Note that the goal should be on the scale of the summative assessment or Performance Task used for the Student Progress Measure. The goal is not necessarily on the 1-4 scale of the level of preparedness categories. The goal is not to move a student from a “Somewhat Prepared” category to a “Mostly Prepared” category; the goal is to move all students in the “Somewhat Prepared” category to a score of 75 on a 100-point summative assessment or Performance Task.

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 Results Worksheet that teachers and appraisers are advised to complete prior to and during the End-of-Year Conference.

Only students who meet the minimum **attendance threshold** are included in the Student 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 – indicated with a ‘Yes’ in the ‘Met Attendance?’ column), 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, 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 unchecking 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

Ensuring Fairness:

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

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**.

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.

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. The district auto-loads student results for centrally-scored District-wide Assessments used as Student Progress measures. Based on the student score, the Results Worksheet indicates whether each student met the goal (Yes/No), and counts those with a ‘Yes’ toward the percentage of students who met the goal (see rubric below).

The appraiser examines student results and assigns a performance level to the teacher using a rubric for Student 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 Results Worksheet.

Unique rubrics apply for Pre-K, AP, and IB; these are included in [Appendix D, on page 57](#).

Ensuring Fairness:

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

A different rubric also is used for rosters of 4-10 students. 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:

Student 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

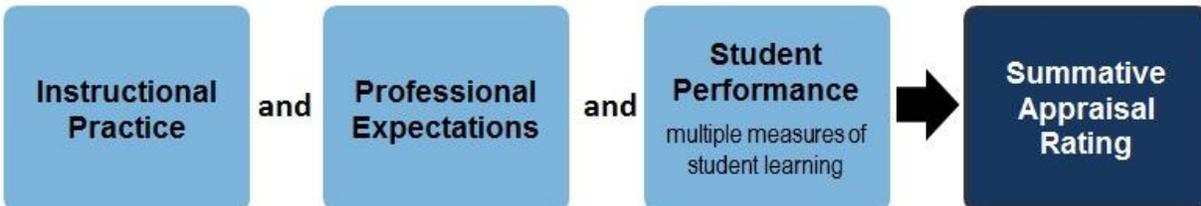
Below is the standard rubric for evaluating Student Progress. This rubric applies to nearly all Student Progress measures with rosters of more than ten (10) students.

3	2	3	4
Less than 50% of the students met goals	50 to 59% (most) of the students met goals or otherwise made ambitious and feasible progress	60 to 84% (the vast majority) of met goals or otherwise made ambitious and feasible progress	85%+ (nearly all) of the students met goals or otherwise made ambitious and feasible progress

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

V: 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.



DEFINITIONS

Here are some definitions of 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., I-2: Checks for Student Understanding). In the Results Worksheet, **score** also refers to student outcomes on Student 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.

SUMMATIVE APPRAISAL RATING CALCULATION

If a teacher has only one Student Performance measure, or no Student Performance measures, the overall TADS summative rating is calculated using 70 percent Instructional Practices and 30 percent Professional Expectation ratings. Teachers that receive all three appraisal components (i.e. Instructional Practices, Professional Expectations, and Student Progress) receive a summative rating based on 50 percent Instructional Practices, 20 percent Professional Expectations, and 30 percent Student Progress.

See the table on the next page for an illustration of the TADS Summative Ratings Components Distribution.

TADS Components Distribution 2017 - 2018

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

Ineffective 1.00 – 1.49	Needs Improvement 1.50 – 2.49	Effective 2.50 – 3.49	Highly Effective 3.50 – 4.00
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Teachers with two TADS components (i.e. no Student Performance rating) have the following weights within teachers' Summative Appraisal Ratings.

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

Teachers with three TADS components have the following weights within teachers' Summative Appraisal Ratings.

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

The various types of Student Performance^{2, 3} measures have different weights within the Student Performance final rating.



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

¹ All TADS components, including Student Performance (SP) measures of Comparative Growth and Student Progress, use a 4-point scale.

² Teachers must have a minimum of two Student Performance measures to receive a Student Performance rating included in the summative rating.

³ Value-Added is not available for 2016 – 2017, 2017- 2018.

⁴ CG is a district measure based on TELPAS and/or STAAR assessments in certain grade levels and subjects.

⁵ Student Progress is a student learning measure that uses *two measures of* a) district-wide/pre-approved/appraiser-approved assessments, b) district-wide/pre-approved/appraiser-approved performance tasks/work products, or c) student attainment (Pre-K teachers only).

APPEALS AND EXCEPTIONS

Information about the appeals process for teachers who wish to dispute their Student Performance measures and/or ratings will be made available by the district when final Student Performance ratings and Summative Ratings are released by the district.

Appendices

Appendix A: Student Performance Timeline

It is the responsibility of appraisers and teachers to meet the established deadlines in the Local Board-Approved Calendar for the Teacher Appraisal and Development System for the current school year.



- **September 22, 2017:** Student Performance Measures Worksheets submitted to teacher by appraiser.
- **September 29, 2017:** Student Performance Measures Worksheets are acknowledged by teacher.
- **October 13, 2017:** Student Performance Goals Worksheets and assessments for first-semester (A) courses only are completed and approved.
- **November 3, 2017:** Goal-Setting Conferences are completed
- **December 22, 2017:** Semester A courses only: Results Worksheets from Pre-Approved and Appraiser-Approved assessments due to appraisers through online tool.
- **January 19, 2018:** Semester B courses only: Student Performance Goals Worksheets and Appraiser-Approved Assessments/Rubrics completed and approved through online tool.
- **June 8, 2018:** Appraiser-approved Results Worksheets completed with appraiser's acknowledgment in online tool.

Appendix B:

Student Performance Measures in Detail

This appendix contains specific information on each of the five student performance measures in the teacher appraisal system. The vast majority of measures used in the appraisal and development system are based on growth or progress, rather than on absolute attainment.

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 levels of preparedness points. Value-Added Growth is not a measure for 2017-2018.

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 and Accountability. It is a district measure based on STAAR and TELPAS assessments in certain grade levels and subjects.

Where is Comparative Growth applied?

Comparative Growth is assessed using STAAR scores in grades 4 and higher, and TELPAS-Reading scale scores in grades 3-8. (Prior to the 2015-16 school year, Comparative Growth was calculated on the norm-referenced assessments, Stanford/Aprena and then IOWA/Logramos in certain subjects in Grades 2-8.)

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. 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. Teachers do not set student levels of preparedness or goals in a Goals Worksheet for Value-Added or Comparative Growth measures as they do for Student Progress measures.

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. Teachers’ median growth scores translate into performance levels (1 to 4) for the Comparative Growth measure.

How is Comparative Growth calculated for TELPAS-Reading in Grades 3-8?

Rather than using the state English language proficiency levels (Beginning, Intermediate, Advanced, Advanced High) to calculate Comparative Growth on the TELPAS-Reading assessment, 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 or similar scale score the previous year form one comparison group, and are percentile-ranked based on current year’s scale score.

How is Comparative Growth calculated?

1. For each grade level, students are placed in district subgroups based on their testing performance the prior year.
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.
3. Finally, teacher Comparative Growth is calculated by taking the median growth score of the students in the teacher’s class.
4. 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?

To ensure an equal advantage to all teachers, there are some special situations where teachers who would otherwise receive a Comparative Growth score will not receive one:

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 Student Progress instead (for TELPAS Comparative Growth only).

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 STAAR or TELPAS for the first time, and therefore have no prior year STAAR or 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.

Where can I learn more about Comparative Growth?

There are several resources on the [ASPIRE portal](#), where Comparative Growth reports are located, that provide more information. These resources include 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.

MEASURES #3 & #4: STUDENT PROGRESS ON DISTRICT-WIDE, PRE-APPROVED, OR APPRAISER-APPROVED SUMMATIVE ASSESSMENTS OR STUDENT PROGRESS ON DISTRICT-WIDE, PRE-APPROVED, OR APPRAISER-APPROVED SUMMATIVE PERFORMANCE TASKS OR WORK PRODUCTS

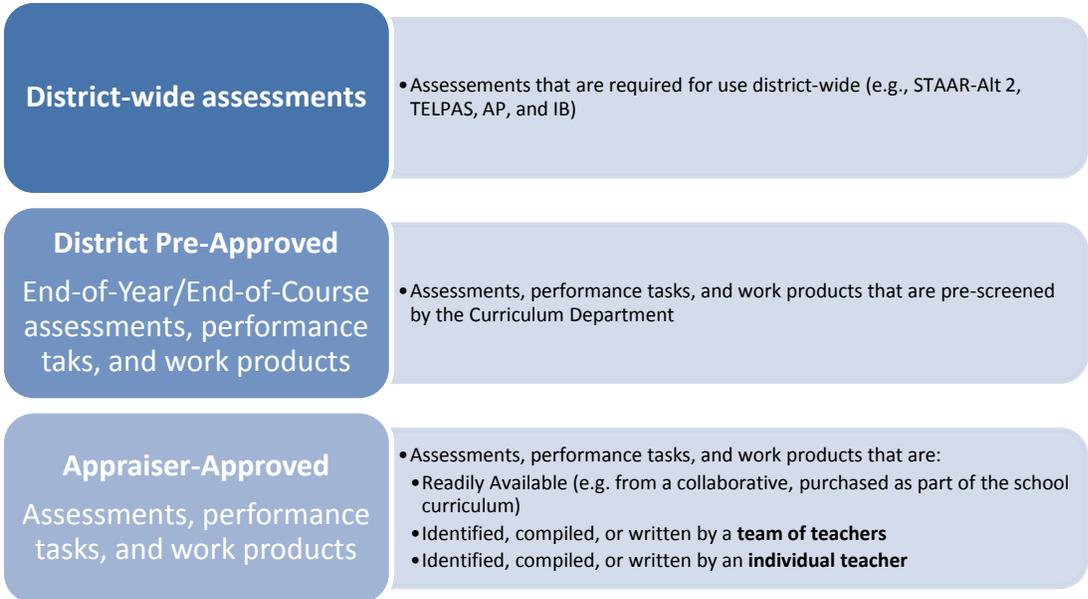
What is Student Progress?

Student Progress is a student learning measure that uses summative 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. Student 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' levels of preparedness. 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 Student Progress measure.

Overall, Student 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 Student Progress on Assessments?

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



Wherever district-wide, standardized tests are used for Student Progress, the district sets central targets or goals, with the exception of STAAR-Alt2. These centralized goals Student Progress are available in [Appendix D, on page 57](#) of this guidebook.

What is Student Progress on *Performance Tasks or Work Products*?

The Student Progress process using appraiser-approved performance tasks or work products mirrors the process for Student Progress on appraiser-approved 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 portfolio or a culminating project or performance task might be more appropriate than, or used in conjunction with, a more traditional paper-pencil test. Guidance on performance tasks is available through the Department of Curriculum and Development.

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

The vast majority of teachers in HISD have at least one Student Progress measure.

Student 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.

Where a District-wide or Pre-Approved Assessment is not available, appraisers and teachers work together to determine the Appraiser-Approved Assessment, which could be a traditional summative assessment (e.g., a final exam) or a culminating performance task/work product, as appropriate.

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

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

Student Progress requires the use of both quantitative data and qualitative knowledge regarding students' prior performance to determine students' levels of preparedness, then to project student goals on identified end-of-year and/or end-of-course assessments. Student 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 through both formative and summative assessment. Note that teachers are appraised only on student performance results from *summative* assessments.

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

Appraisers and teachers have more responsibilities in the Student 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' levels of preparedness, and in most cases, goals on the summative assessment for each level of preparedness category of students.
- Provide the appraiser with student results from the summative assessment to rate.

In the Student Progress process, **appraisers**:

- Work collaboratively with teachers to identify summative assessments, performance tasks, or work products, and then review and approve them.
- Approve student levels of preparedness and goals.
- Rate the teacher's impact on Student Progress and assign a performance level.

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

[Part IV](#) of this guidebook contains the details of carrying out the requirements of the Student Progress measure for both teachers and appraisers.

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 students performed at a target level, regardless of their levels of preparedness. 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 is applied minimally in the system.

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

Currently, Student Attainment applies only to the three required Prekindergarten measures: Set Counting, Rhyming II, and ABC Names subtests on the CIRCLE assessment (EOY only). Only Pre-K students who are four years old by September 1 are included in the measure. Because it is generally these students' first year in school, there is likely no previous math or literacy achievement from which to measure growth. A beginning of year math or literacy diagnostic may or may not be given due to developmental appropriateness and focus on oral language.

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 Student Progress process because, as mentioned above, required steps for the pre-reading Student Attainment measure are included in the Pre-K Language Arts Student Progress Results Worksheet. Specifically, **teachers** enter student levels of preparedness in the Goals Worksheets and submit the worksheets to their appraisers. Their goals will be populated automatically. Teachers also enter student scores from the summative assessment in the Results Worksheet and submit it to their appraisers. **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.

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 Student 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.

Further, there are a few specialized programs and subjects in Early Childhood that will have unique courses in Chancery and measures in the Student Performance online tool:

- Montessori primary classes, Prekindergarten students
- Mandarin Prekindergarten and Kindergarten classes
- Prekindergarten and Kindergarten ancillary/specialist teachers of oral language, P.E., library, and music subjects at Early Childhood Centers

Details on the measures, assessments, and goals for the measures used in these specialized Early Childhood programs and subjects are contained in [Appendix D, on page 56](#).

Appendix C: Levels of Preparedness Guidance

Student Progress is a student learning measure that uses different types of 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.

The information below is intended to support teachers of the applicable subjects/courses in categorizing their students into the four levels of preparedness for **Student Progress** measures:

Level of Preparedness	Students have mastered...
Well Prepared	all prerequisite objectives for the specific course/grade and some course/grade objectives
Mostly Prepared	the vast majority of the prerequisite objectives for the specific course/grade
Somewhat Prepared	some but not all prerequisite objectives for the specific course/grade
Least Prepared	few prerequisite objectives for the specific course/grade

The guidance contained in this appendix offers one source of evidence in the form of prior-year assessment data. It is more specific for teachers of core subjects. Teachers should use multiple sources of evidence to determine the most appropriate level of preparedness category for each student.

Methodology for the setting of Level of Preparedness categories:

By examining the 2016-2017 Student Performance calculations from the CIRCLE, STAAR and STAAR EOC tests,

1. a student can be considered for the category of **Least Prepared** if the student's score was below the 2016-2017 student performance average by more than one standard deviation¹;
2. a student can be considered for the category of **Somewhat Prepared** if the student's score was below the 2016-2017 student performance average but within one standard deviation;
3. a student can be considered for the category of **Mostly Prepared** if the student's score was above or equal to the 2016-2017 student performance average but within one standard deviation;
4. a student can be considered for the category of **Well Prepared** if the student's score was above the 2016-2017 student performance average by over one standard deviation;

Please see the appendix for the detailed distribution.

¹ The standard deviation is a measure that is used to quantify the amount of variation or dispersion of a set of data values. The standard deviation is the square root of the variance: $\sqrt{\frac{(Y_i - \bar{Y})^2}{(n-1)}}$, formulated by Sir Francis Galton (1822-1911) in the 1860s.

LEVEL OF PREPAREDNESS GUIDANCE: KINDERGARTEN

As one source of level of preparedness evidence, Kindergarten teachers may use Prekindergarten end of year (EOY) assessment data in language and math. The level of preparedness guidance below is based on Prekindergarten EOY goals.

Pre-Kindergarten Language Arts – EOY CIRCLE <u>Vocabulary</u> Subtest (English or Spanish, used as a prior source of evidence for Kindergarten Language Arts, Reading, and/or Writing)		
On the English CIRCLE Timed Vocabulary Subtest (55 possible items), if the student earned...	On the Spanish CIRCLE Timed Vocabulary Subtest (55 possible items), if the student earned...	Consider placing the student in Level of Preparedness Category...
35 or more	33 or more	Well Prepared
24-34	22-32	Mostly Prepared
14-23	11-21	Somewhat Prepared
0-13	0-10	Least Prepared

In math, Kindergarten teachers will set student levels of preparedness on one Student Progress measure in Math (a Pre-Approved Assessment). They should consider Pre-K EOY data on Frog Street *together* as sources of evidence for Kindergarten Math.

Pre-Kindergarten Math – EOY CIRCLE <u>Counting Sets</u> and <u>Operations</u> (English or Spanish)		
On the Counting Sets Subtest, if the student counted... (out of 5 items)	On the <u>Operations</u> Subtest, if the student correctly answered... (out of 3 items)	Consider placing the student in Level of Preparedness Category...
5	3	Well Prepared
4	2	Mostly Prepared
3	1	Somewhat Prepared
0-2	0	Least Prepared

LEVEL OF PREPAREDNESS GUIDANCE: ELEMENTARY CORE

Universal Screener (Renaissance Star Reading) (BOY Screener used as a source of evidence for Grade 3 courses)			
Consider placing the student In Level of Preparedness Category by BOY Screener score range		Recommended Target/Goal Setting On STAAR Reading for each Category	
BOY Screener Score Range*	Level of Preparedness Category	English	Spanish
548 or higher	Well Prepared	1555	S-1532
462-547	Mostly Prepared	1468	S-1444
345-461	Somewhat Prepared	1356	S-1332
344 or lower	Least Prepared	1345	S-1318

Number related to STAAR tests indicate scale scores.
*BOY Screener Score Ranges only apply to Star Reading English.

Universal Screener (Renaissance Star Math) (BOY Screener used as a source of evidence for Grade 3 courses)			
Consider placing the student In Level of Preparedness Category by BOY Screener score range		Recommended Target/Goal Setting On STAAR Mathematics for each Category	
BOY Screener Score Range*	Level of Preparedness Category	English	Spanish
701 or higher	Well Prepared	1596	1596
653-700	Mostly Prepared	1486	1486
585-652	Somewhat Prepared	1375	1375
584 or lower	Least Prepared	1360	1360

Number related to STAAR tests indicate scale scores.
*BOY Screener Score Ranges only apply to Star Math English.

Spanish Reading and Star Math score equivalents are based on the English cut-score equivalents

[STAAR Raw Score Conversion Tables](#)

LEVEL OF PREPAREDNESS GUIDANCE: MIDDLE SCHOOL CORE SUBJECTS

As one source of level of preparedness evidence, middle school teachers in the core subjects may use prior-year STAAR data from the same subject or a related subject.

STAAR EOY Assessments, Grade 5 (Used as a prior-year source of evidence for Grade 6 courses)						
Reading		Math		Science		Consider placing the student in Level of Preparedness Category...
English	Spanish	English	Spanish	English	Spanish	
39 or more	33 or more	42 or more	29 or more	37 or more	27 or more	Well Prepared
29-38	24-32	31-41	20-28	29-36	20-26	Mostly Prepared
19-28	14-23	19-30	10-19	20-28	13-19	Somewhat Prepared
0-18	0-13	0-18	0-9	0-19	0-12	Least Prepared

*Number related to the Level of Preparedness indicates the number of questions correct.
* Multiple-choice questions only.*

STAAR EOY Assessments, Grades 6-7 (Used as a prior-year source of evidence for Grades 7-8 courses)					
6th Grade		7th Grade			Consider placing the student in Level of Preparedness Category...
Reading	Math	Reading	Math	Writing*	
40 or more	40 or more	42 or more	40 or more	37 or more	Well Prepared
30-39	28-39	31-41	28-39	28-36	Mostly Prepared
19-29	15-27	21-30	16-27	19-27	Somewhat Prepared
0-18	0-14	0-20	0-15	0-18	Least Prepared

*Number related to the Level of Preparedness indicates the number of questions correct.
* Multiple-choice questions only.*

LEVEL OF PREPAREDNESS GUIDANCE: HIGH SCHOOL CORE SUBJECTS

As one source of evidence for student levels of preparedness, high school teachers of core courses may use prior-year STAAR data from the same subject or a related subject. Elective teachers may also consider using prior-year STAAR data from a related subject as one of their sources of evidence.

STAAR EOY Assessments, Grade 8 (Used as a prior-year source of evidence for Grade 9 courses)				
Reading	Math	Science	Social Studies	Consider placing the student in Level of Preparedness Category...
44 or more	41 or more	44 or more	39 or more	Well Prepared
33-43	30-40	34-43	29-38	Mostly Prepared
23-32	19-29	23-33	18-28	Somewhat Prepared
0-22	0-18	0-22	0-17	Least Prepared

*Number related to the Level of Preparedness indicates the number of questions correct.
* Multiple-choice questions only.*

STAAR EOC Assessments, Math and Science, Grade 9 (Used as a prior-year source of evidence for students in Grade 10)		
Mathematics	Science	Consider placing the student in Level of Preparedness Category...
Algebra I	Biology	
42 or more	43 or more	Well Prepared
29-41	32-42	Mostly Prepared
17-28	21-31	Somewhat Prepared
0-16	0-20	Least Prepared

Number related to the Level of Preparedness indicates the number of questions correct.

STAAR EOC Assessments, English and Social Studies, Grades 9-11 (Used as a prior-year source of evidence for students in Grades 10-12)			
English Language Arts		History	Consider placing the student in Level of Preparedness Category...
ENG I	ENG II	U.S. History	
65 or more	68 or more	57 or more	Well Prepared
47-64	50-67	44-56	Mostly Prepared
30-46	32-49	32-43	Somewhat Prepared
0-29	0-31	0-31	Least Prepared

Number related to the Level of Preparedness indicates the number of questions correct.

LEVEL OF PREPAREDNESS GUIDANCE: BILINGUAL/ESL EDUCATION

The TELPAS assessment for English language learners is a required Student Progress measure in Grades K-2 and 9-12. TELPAS-Reading is used as a Comparative Growth measure in Grades 3-8.

As their primary source of level of preparedness evidence, bilingual/ESL teachers of ELL students in these grades (K-2 and 9-12) should use prior-year TELPAS scores, or, if prior-year data are not available, the TELPAS rubrics, as a source of evidence for levels of preparedness. For level of preparedness guidance and centralized goals for the TELPAS (K-2 and 9-12), **please see the tables in [Appendix D](#)**. Note that the tables reference the Global Definitions of the Proficiency Levels used on TELPAS, which apply generally to all language domains. Teachers may also wish to consult the domain-specific (Listening, Speaking, and Reading) Summary Statements. The Global Definitions, Summary Statements, and full Descriptors are all included in the [Educator Guide to the TELPAS Grades K-12](#). While the district is not providing specific guidance by levels of preparedness at this time, beginning of year results from reading assessments (including iStation) in the early grades may be another source of evidence for teachers to use in determining levels of preparedness.

For Kindergarten and Grade 1, in which only the Listening and Speaking portions of the TELPAS assessment are combined as the required measure, levels or points for each of those portions are combined into a composite score by the teacher when entering levels of preparedness and goals. This is outlined in the “Points on TELPAS Rubric (BOY)” columns in the tables for Kindergarten and Grade 1 in [Appendix D](#).

LEVEL OF PREPAREDNESS GUIDANCE: SPECIAL EDUCATION USING THE STAAR-ALTERNATE 2

Special Education teachers should use diagnostic assessments and/or prior-year data, which may include previous attainment of IEP goals, to determine the most appropriate level of preparedness category for each student. For students who will take the STAAR Alternate 2 assessment, teachers may use the STAAR Alternate 2 performance level descriptions as a guideline for setting level of preparedness categories.



Level of Preparedness **“Well Prepared”** is not appropriate for these students; they should be placed in categories Least Prepared, Somewhat Prepared, or Mostly Prepared.

Guidance on setting goals for the three Level of Preparedness categories is also included below. The goal refers to the minimum percentage of indicators (i.e., four TEKS objectives that must be taught under each subject area) on the STAAR Alternate 2 that the student is expected to master. In other words, of the four indicators, mastering 4/4 = 100%, 3/4 = 75%, 2/4 = 50%, 1/4 = 25%.

If the student took STAAR Alternate 2 in the prior year

Measures and Goals Worksheet Tip for Appraisers of Special Education Teachers:
Recall that for all Student Progress measures, four (4) students who take the summative assessment is the minimum roster size. In assigning measures to Special Education teachers who have students taking the STAAR-Alternate 2, appraisers should prioritize the courses in which teachers have more than four (4) students.

Prior year STAAR Alternate 2 Performance Level	Consider placing Student in Level of Preparedness Category...	Consider setting goal at...
No Level 4	Do not place students taking STAAR Alternate 2 in Well Prepared category	100*
Level 3 – Accomplished Academic Performance	Mostly Prepared	75
Level 2 – Satisfactory Academic Performance	Somewhat Prepared	50
Level 1 – Developing Academic Performance	Least Prepared	25

*While teachers should not place students taking the STAAR Alternate 2 in the Well Prepared category, the Student Performance online tool requires the teacher to enter a goal for each category so the teacher should enter “100.”

If the student did not take STAAR Alternate 2 in the prior year, but will take it in this year, use the descriptions provided by TEA to set the students' Level of Preparedness

STAAR Alternate 2 Performance Level Description	Consider placing Student in Level of Preparedness Category...	Consider setting goal at...
	Do not place students taking STAAR Alternate 2 in Well Prepared category	100*
Well prepared for assessment tasks in the next grade or course with instructional supports; High likelihood of showing progress and generalization of knowledge for assessment tasks at the next grade or course with supports	Mostly Prepared	75
Sufficiently prepared for assessment tasks in the next grade or course with instructional supports; Reasonable likelihood for showing progress for assessment tasks at the next grade or course with continued support	Somewhat Prepared	50
Insufficiently prepared for assessment tasks at the next grade or course even with instructional supports; In need of significant intervention in addition to continued supports to show progress for assessment tasks at the next grade or course	Least Prepared	25
*While teachers should not place students taking the STAAR Alternate 2 in the Well Prepared category, the Student Performance online tool requires the teacher to enter a goal for each category so the teacher should enter "100."		

Additional guidance for students taking the STAAR Alternate 2 can be found at http://tea.texas.gov/Student_Testing_and_Accountability/Testing/STAAR_Alternate/STAAR_Alternate_2_Performance_Level_Descriptors/

To establish level of preparedness categories for students who do not take the STAAR Alternate 2, teachers should refer to the Individualized Education Plan (IEP) and other prior and diagnostic assessment data. They may also refer to the IEP in setting goals for each level of preparedness category by examining the IEP goals of all the students in each level of preparedness category, and determining a percentage (i.e., goal) that the teacher and appraiser would agree represent ambitious but feasible progress for that group of students.

LEVEL OF PREPAREDNESS GUIDANCE: GIFTED/TALENTED EDUCATION

In general, **most G/T students should be placed in categories 3 and 4, and level of preparedness category 1 is not appropriate for these advanced students.** For students recently identified for Vanguard (Gifted/Talented) or other advanced programs, teachers may consider using data from the student's [Gifted/Talented Identification Matrix for K-12](#) (found under 'Forms' on the left side of the [Advanced Academics](#) page) as *one* source of evidence. Please visit the [Advanced Academics](#) page for additional information.

For students established in Gifted/Talented education programs, **the ranges for the IOWA/Logramos and STAAR, where available, may be additional relevant sources of prior-year evidence for levels of preparedness.** Teachers should use the ranges on IOWA/Logramos and STAAR suggested previously in this document in the guidance for core subjects. The Standards for Vanguard (G/T) programs, specifically the criteria for Student Success/Expectations (Standard 8, excerpted below) could also be considered as a source of evidence for levels of preparedness. Standards for students to remain in G/T programs are:

- G/T students shall be expected to score above grade level on norm-referenced assessments. LEP/Sp. Ed./504 students (see box at right) will be expected to show annual growth on these or related assessments when tested in the same language.
- G/T students shall be expected to score at Advanced level on STAAR
- G/T students enrolled in AP/IB classes that have corresponding College Board/International Baccalaureate exams shall be encouraged to take related exams.
- Students who do not meet the academic standards listed above or who do not meet promotion standards will be placed on a Growth Plan for a minimum of one grading cycle.
 - While level of preparedness categories Mostly Prepared and Well Prepared are appropriate for the vast majority of G/T students, level of preparedness category Somewhat Prepared may be the most appropriate for those on a Growth Plan.

Multiply Identified

Some students identified as gifted/talented are also identified for **English as a Second Language** (ESL, or as ELL/LEP) or for **Special Education** services.

Teachers of these students may also consider the guidance for Bilingual/ESL Education and Special Education contained in this document.

LEVEL OF PREPAREDNESS GUIDANCE: ADVANCED PLACEMENT (AP) COURSES

As one source of level of preparedness evidence, teachers of AP courses may consider using [AP Potential scores](#) from the College Board, for any subject in which AP Potential scores are available. AP Potential is a free, Web-based tool that allows schools to generate rosters of students who are likely to score a 3 or better on a given AP® Exam. Individual students' AP Potential scores indicate their likelihood or probability of scoring a 3 or better on the test.

They are derived from PSAT/NMSQT scores, which are shown to be stronger predictors of students' AP Exam grades than the more traditional factors such as high school grades, grades in previous same-discipline course work, and the number of same-discipline courses a student has taken. Educators should recognize that the AP Potential predictions only account for a portion of the factors that contribute to the students' exam results, and that a good teacher can help students with lower statistical correlations achieve high performance on AP Exams.

(Source: Adapted from <https://appotential.collegeboard.org/app/welcome.do>)

The suggested ranges for levels of preparedness below were developed based on AP Potential scores and actual AP exam scores of HISD students.

AP Potential (Used as a source of evidence for students in AP courses)	
If the student's AP Potential score for a given subject falls in this range...	Consider placing the student in Level of Preparedness Category...
80-99	Well Prepared
60-79	Mostly Prepared
40-59	Somewhat Prepared
0-39	Least Prepared

Recall that all AP Exams used as Student Progress measures have centralized goals, so for Student Performance purposes, teachers do not set goals for students on the AP Exam.

LEVEL OF PREPAREDNESS GUIDANCE: SPECIAL SUBJECTS (FINE ARTS, P.E., TECHNOLOGY)

For their sources of evidence for levels of preparedness, elementary and secondary teachers of special subjects, such as art, music, theatre, dance, physical education, and technology, should consider using:

- Diagnostic assessments or pre-assessments, such as a written and/or performance-based skills test. This could include the first unit test or performance assessment for the course. Note that a diagnostic or pre-assessment is not the same assessment given at the beginning of the course (which should include prior knowledge/objectives) and at the end of the course (which should include all key course objectives and perhaps even some “stretch” objectives from the next level of the course).
- Prior-year grades in the previous level of the course, or in a related course

Sample diagnostic and summative assessments (both written and performance-based) for fine arts at all school levels are included in a supplemental guide.

GENERAL GUIDANCE: CAREER AND TECHNICAL EDUCATION (CTE)



The vast majority of teachers of Career and Technical Education (CTE) courses will have two Student Progress measures, and most of those will be appraiser-approved (teacher-created or teacher-identified) assessments. In considering what kind of summative assessment would be most appropriate for the course, the teacher might consider a performance task directly related to key course objectives and evaluate students on a rubric. The teacher might choose to give a written test in addition to a performance task, and combine the two for the summative assessment – or, if the teacher teaches only one course, to use them as two separate, comprehensive measures for the one course.

Teachers of CTE courses should use any diagnostic assessments or prior-year data in subjects related to the current course to determine the most appropriate level of preparedness for each student.



To set appropriate end-of-course goals for each level of preparedness category – that is, targets on the summative assessment – teachers of CTE courses must consider what would represent “ambitious and feasible” progress for students in each category. For example, for students in level of preparedness Least Prepared, with few prerequisites for the course, an appropriate goal might be a score of 65 on the summative assessment. For CTE courses that have a certification option (e.g., cosmetology), a certain (passing) score on the certification exam could be an appropriate goal (and an appropriate assessment).

Appendix D: Centralized Goals for Student Progress Measures

Wherever district-wide, standardized tests are used as Student 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* place students into the four level of preparedness categories. Centralized goals apply to:

- Prekindergarten district-wide Reading, Language Arts, and Mathematics assessments.
- Grades K-2 and 9-12 TELPAS for English language learners (used as a Student Progress measure for K-2, and as a Comparative Growth measure for Grades 3-8)
- Advanced Placement exams
- International Baccalaureate exams

Although STAAR Accommodated and STAAR-Alternate 2 are used as Student Progress measures for teachers of students with special needs who take those assessments, teachers set their own targets due to the individualized nature of these assessments.

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

Student results for all District-wide assessments listed above will be auto-loaded into the Results Worksheets over the summer. In the fall following the appraisal year, teachers view and confirm the results and appraisers rate the measures.

Prekindergarten Centralized Goals

For the youngest students in HISD, Student Progress assessments and expectations for student growth must be developmentally appropriate. For this reason, the CIRCLE (Center for Improving the Readiness of Children for Learning and Education) assessment, selected by a team of the district's Early Childhood educators are required for use as Student Performance measures by general education early childhood teachers.

Within these assessments, Prekindergarten teachers have three Student Attainment measures. The measures, EOY goals, and teacher performance levels for Prekindergarten are as follows:

Student Attainment Measure	End-of-Year Goal	Teacher Performance Level
ABC Names (untimed)	Correctly names a TOTAL of 40 uppercase and lowercase letters .	Level 4 85% or more students met goal
ABC Sounds	Correctly produces the sound of 40 uppercase and lowercase letters .	Level 3 60%- 84% of students met goal
Set Counting	Correctly counts 4 out of 5 items	Level 2 50%-59% of students met goal Level 1 49% or fewer students met goal

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

TADS Student Performance Measures for Teachers of Prekindergarten 3-Year Olds

Prekindergarten teachers of 3-year-old students will administer the CIRCLE assessment. Teachers of a full class of 3-year-old students will not have student performance measures, their appraisal will consist of 70% instructional practice and 30% professional expectations.

PALS Teachers

PALS teachers will administer the CIRCLE assessment and will not have student Attainment Measures for the 2017-2018 school year. PALS teachers will collaborate with their assigned appraiser to determine individual student progress measures.

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

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

For **Kindergarten**, students in bilingual Spanish programs vs. English as a Second Language (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 level of preparedness categories for K-2 and 9-12 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 Student Progress (page 29). 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 of ELLs in K-2 and 9-12 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 Level of Preparedness Guidance and Centralized Goals for Kindergarten

Level of Preparedness (Source: TELPAS Global Definitions of the Proficiency Levels)	Points on TELPAS Rubric (BOY) Sum of student levels in Listening and Speaking	Place Student in Level of Preparedness Category...	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)
Advanced high (4) students have attained a 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)	Well Prepared	8 Advanced High L and S	8 Advanced High L and S
Advanced (3) 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)	Mostly Prepared	6-7 Advanced L or S, Advanced High L or S	7-8 Advanced High L and S
Intermediate (2) students 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)	Somewhat Prepared	4-5 Intermediate L or S, Advanced L or S	5-6 Advanced L and S
Beginning (1) 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)	Least Prepared	3 Beginning L or S, Int. L or S	4 Intermediate L and S

TELPAS Listening & Speaking Level of Preparedness Guidance and Centralized Goals for Grade 1

<p style="text-align: center;">Level of Preparedness Descriptors (Source: TELPAS Global Definitions of the Proficiency Levels) Use if <u>NO</u> prior year TELPAS</p>	<p style="text-align: center;">Points on TELPAS Rubric (BOY) Sum of student levels in Listening and Speaking from prior year TELPAS</p>	<p style="text-align: center;">Place Student in Level of Preparedness Category</p>	<p style="text-align: center;">EOY Goal L = Listening, S = Speaking For all ELLs: Gain 2 points (Grow 1 level in L <u>and</u> 1 level in S)</p>
<p>Advanced high (4) students have attained a command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.</p>	<p style="text-align: center;">8 Advanced High L and S</p>	<p style="text-align: center;">Well Prepared</p>	<p style="text-align: center;">8 Advanced High L and S</p>
<p>Advanced (3) 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.</p>	<p style="text-align: center;">6-7 Advanced High in L or S + Advanced in L or S, OR Advanced in L and S</p>	<p style="text-align: center;">Mostly Prepared</p>	<p style="text-align: center;">8 Advanced High L and S</p>
<p>Intermediate (2) students 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.</p>	<p style="text-align: center;">4-5 Advanced in L or S + Intermediate in L or S, OR Intermediate in L and S</p>	<p style="text-align: center;">Somewhat Prepared</p>	<p style="text-align: center;">6-7 Advanced L and S</p>
<p>Beginning (1) 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.</p>	<p style="text-align: center;">2-3 Intermediate in L or S + Beginning in L or S, OR Beginning in L and S</p>	<p style="text-align: center;">Least Prepared</p>	<p style="text-align: center;">4-5 Intermediate L and S</p>

TELPAS Listening & Speaking Level of Preparedness and Centralized Goals for Grades 2 and 9-12

Did Student take TELPAS in the prior year?	Level of Preparedness for Current Year (based on Reading only)	Goal (TELPAS-Reading)
Yes	Well Prepared - Prior TELPAS-Reading result: Advanced High	4 Advanced High
	Mostly Prepared - Prior TELPAS-Reading result: Advanced	4 Advanced High
	Somewhat Prepared - Prior TELPAS-Reading result: Intermediate	3 Advanced
	Least Prepared - Prior TELPAS-Reading result: Beginning	2 Intermediate
No	Well Prepared - Advanced high students have attained a command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.	4 Advanced High
	Mostly Prepared - 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.	4 Advanced High
	Somewhat Prepared - Intermediate students 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 Advanced
	Least Prepared – 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. ** Use TELPAS Listening and Speaking only – no Reading **	2 Intermediate (L and S only)

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 Student 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 levels of preparedness, as all teachers with Student Progress measures do. They should use students' [AP Potential](#) as one source of evidence for levels of preparedness.

The Student Progress measure based on AP exams uses a distribution model for the centralized targets. In a distribution model, the goals for each level of preparedness 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
Level of Preparedness Category	Well Prepared	0%	5%	33%	34%	28%
	Mostly Prepared	0%	25%	35%	25%	15%
	Somewhat Prepared	50%	30%	20%	0%	0%
	Least Prepared	80%	15%	5%	0%	0%

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

For these centralized goals, **certain percentages of students within each level of preparedness are expected to earn certain scores** on the AP exam. For example, up to 80% of the students in level of preparedness category Least Prepared – 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 level of preparedness category Well Prepared – 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 Student Progress measure are as follows:

- Based on the categorization of students into levels of preparedness, 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 Level of Preparedness	Target Scores					Target Index
		1	2	3	4	5	
Well Prepared	6		5%	33%	34%	28%	91
Mostly Prepared	6		25%	35%	25%	15%	
Somewhat Prepared	15	50%	30%	20%			
Least Prepared	18	80%	15%	5%			
	45	21.9	9	7.98	3.54	2.58	

This teacher's target index is 91, which is $(1 \times 21.9) + (2 \times 9) + (3 \times 7.98) + (4 \times 3.54) + (5 \times 2.58)$. The target index is rounded up to a whole number.

- Once the district has AP exam results, the district populates these scores into the Results Worksheet in the Student Performance online tool. Teachers go to this page for their AP courses and to confirm student scores. The online tool generates the teacher's **actual index** based on students' results.

Number of Students	Actual Scores					Teacher's Actual Index	
	1	2	3	4	5	Index	Percentage
	19	8	10	5	3	100	109.9%

In this example, the teacher's target index was 91, and the teacher's actual index was 100. The teacher exceeded the target index. This is calculated by dividing: $100/91 = 1.099$, or 109.9%.

In the event that not all students with Preparedness Levels take the AP exam, only students who ended up taking the test are included in the calculations. The target index is recalculated to include only students who took the exam and an **Adjusted Target Index** is reported. The teachers' Actual Index is calculated based on students' results on the exam.

- 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.

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
Level of Preparedness	Well Prepared	0%	10%	15%	30%	30%	10%	5%
	Mostly Prepared	10%	20%	25%	25%	15%	5%	0%
	Somewhat Prepared	20%	30%	30%	20%	0%	0%	0%
	Least Prepared	35%	35%	20%	10%	0%	0%	0%

As with all district-wide assessments with centralized goals, these targets will be analyzed each year as 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 and Performance Tasks – Traditional selected-response and constructed-response tests, or performance tasks, or work products identified or developed by teachers and approved by appraisers using a review form.

Chancery/Power School – A web-based student information system used by the district to student data such as enrollment, attendance, and class schedules.

District-wide Assessments – Standardized assessments used as Student Progress measures for TADS, including the district Pre-K assessment, AP and IB exams, and the TELPAS (certain grades).

Comparative Growth (CG) – A measure of student growth on the TELPAS-Reading assessment relative to all other ELL students within the district who started at the same test-score level. HISD’s Department of Research & Accountability calculates Comparative Growth.

Instructional Practice (IP) – Along with Student Performance and Professional Expectations, one of the three major criteria categories in TADS. Appraisers use the IP rubric to assess a teacher’s skills and ability to promote student learning through classroom observations and walkthroughs. (<http://houstonisdpsd.org/>)

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)

Measurement Error – The difference between a measured or observed value of a quantity and its true value. In statistics, “error” is not a mistake, but refers to the variability that is inherent in measuring anything complex, such as student academic performance. Value-Added analysis minimizes the effect of measurement error.

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.

Pre-Approved Assessments and Performance Tasks – Rigorously reviewed summative assessments, or performance tasks with rubrics, created by the district for use with the Student Progress measure.

Professional Expectations (PR) - 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.

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 5 end-of-course (EOC) assessments. See the [table](#) for the full list of available STAAR assessments.

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 level of preparedness.

Student Performance (SP) – 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.

Student 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 in a subject or course. *Student Progress* is one type of *Student Performance* measure, along with Value-Added, Comparative Growth, and Student Attainment.

TADS – HISD's Teacher Appraisal and Development System.

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.

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 - Value-Added (VA) 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 levels of preparedness.

STAAR Assessments Available for the 2017-2018 School Year									
Subject Area	Enrolled Grade						End-of-Course		
	3	4	5	6	7	8			
Reading	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR	Eng I STAAR STAAR-ALT 2	Eng II STAAR STAAR-ALT 2	
	STAAR-ALT 2								
Writing		STAAR STAAR-ALT 2			STAAR STAAR-ALT 2				
Math	STAAR STAAR-ALT 2	Alg I STAAR STAAR-ALT 2							
Science			STAAR STAAR-ALT 2			STAAR STAAR-ALT 2	Biology STAAR STAAR-ALT 2		
Social Studies						STAAR STAAR-ALT 2			US History STAAR STAAR-ALT 2

Appendix F: Student Performance and Teacher Effectiveness Research

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Appendix G: Appraiser-Approved Assessment Form

Subject / Course		Grade Level(s)	
Teacher		Appraiser	
<p>Instructions: The purpose of this form is to guide teachers and appraisers in determining the baseline requirements of an end-of-year summative assessment or performance task. The minimum suggested score to meet HISD standards is 3. Criteria should be scored individually. Appraisers may refer to the indicators for each criterion in the attached <i>Assessment Review Rubric</i>.</p>			
<p>Teachers: Attach a copy of this review form to the Student Progress summative assessment (such as a final exam), performance task, or work product you have identified or developed for the course/subject. Using the rubric, complete the Teacher portions and submit the assessment and this review form to your appraiser.</p>		<p>Appraisers: Using the rubric, review the assessment and verify that it meets the criteria in this review form. After reviewing the completed form with the teacher, approve the assessment as is, or give specific feedback and require the teacher to resubmit it by the specified date.</p>	
Alignment and Stretch Strand			Meets standards = 3
		1 2 3 4 <i>Is the assessment aligned to the course standards?</i>	1 2 3 4
		1 2 3 4 <i>Does the assessment evaluate process standards for the course?</i>	1 2 3 4
		1 2 3 4 <i>Are low-end and high-end stretch tasks/items assessed for the course?</i>	1 2 3 4
Rigor & Complexity Strand			Meets standards = 3
		1 2 3 4 <i>Does the assessment evaluate the students' critical and higher-order thinking abilities?</i>	1 2 3 4
		1 2 3 4 <i>Does the assessment require the student to demonstrate problem solving abilities?</i>	1 2 3 4
True Mastery Strand			Meets Standards = 3
		1 2 3 4 <i>Is there a rubric with indicators and levels of mastery? Or, is there a standards-aligned answer key?</i>	1 2 3 4
		1 2 3 4 <i>Are length and format appropriate for the subject and grade level?</i>	1 2 3 4
		1 2 3 4 <i>Are the assessment's language and expectations clear and understandable?</i>	1 2 3 4
		1 2 3 4 <i>Does the assessment avoid biases and is differentiated for ELLs and students with disabilities?</i>	1 2 3 4

Teacher Acknowledgement

The attached document, also uploaded into the TADS SP Goals Worksheet in the SP online tool, is the summative assessment, performance task, or work product I plan to use for the Student Progress measure.

 Teacher _____ Signature _____ Date _____

Appraiser Approval

- I approve this assessment/performance task/work product as is.
- I require revisions to this assessment on the criteria marked below, and resubmission by _____.

Teacher, please revise the following criteria in your submitted assessment || **Appraiser**, check all that apply:

Alignment & Stretch

- A1** TEKS Alignment
- A2** Process Standards
- A3** Stretch

Rigor & Complexity

- R1** Critical Thinking
- R2** Problem Solving

True Mastery

- T1** Rubric / Selected Response Quality
- T2** Length & Format
- T3** Clarity
- T4** Bias

 Appraiser _____ Signature _____ Date _____

Optional: Planned date of test administration, or completion of performance task/work product: _____

Note: This Appraiser Approved Assessment Review form is designed to be used with a variety of assessments. Teachers may submit end of year summative assessments that include but are not limited to: rubrics for performance tasks, essays or journals, exhibitions or demonstrations, culminating end-of-year projects, student portfolios, multiple-choice tests.

The MPR rubric was developed with district and teacher input during the 2015 Moderated Peer Review pilot. Originally based on the work of Paul Bambrick-Santoyo in *Driven by Data: A Practical Guide to Improve Instruction* [John Wiley, 2010], the rubric was adapted to be used by Houston ISD teachers and appraisers as a tool to support assessment development and review, and not as a teacher appraisal instrument.

UNDERSTANDING THE ELEMENTS OF THE RUBRIC

STRANDS:

The strands are the categories grouping rubric criteria. There are 3 strands:

- Alignment and Stretch
- Rigor and Complexity

'MEETS EXPECTATIONS' COLUMN:

The shaded column represents the minimum level of assessment quality that should be present in a summative assessment.

INDICATORS:

Indicators describe the evidence that must be present in the assessment to receive the score at the top of each column.

Words in **bold** are helpful when identifying the difference between one level and the next.

WHY DON'T I SEE A 'FINAL SCORE'?

The goal of the rubric is to help teachers identify specific areas where the quality of their assessments can be improved. For that reason, final scores or averages are not included, and each criterion is scored individually.

Criterion	1	2	3	4
	Strand: Alignment & Stretch			
A-1 Standards Alignment	A1. The assessment is not aligned to grade-level TEKS or applicable standards*	A1. The assessment is aligned to grade-level standards and , if applicable*, items/tasks cover no more than two key concepts in the Introduction (narrative) to the TEKS for the course	A1. The assessment is aligned to grade-level standards and, if applicable, items/tasks allow students to demonstrate mastery of key concepts in the Introduction (narrative) to the TEKS for the course*	A1. Items/tasks cover all and allow for mastery of key concepts in the Introduction to the TEKS or applicable standards* for the course in a variety of ways
A-2 Process Standards	A2. Items/tasks do not cover process standards for the course. (If applicable)	A2. Items/tasks insufficiently cover major process standards for the course (if applicable)	A2. Items/tasks adequately allow students to demonstrate mastery of major process standards for the course (If applicable)	A2. Items/tasks adequately allow students to demonstrate mastery of major process standards for the course in a variety of ways (If applicable)
A-3 Stretch	A3. Absence of low- and high-end stretch** items/tasks	A3. There are either low or high stretch items/tasks from the same grade level.	A3. There are low and high-end stretch items/tasks from the same grade level	A3. There is a variety of interdisciplinary low- and high-end stretch items/tasks from other grades/levels
* Applicable standards such as –but not limited to - AP, IB or Pre-K standards, which are applicable to some courses in addition to, or in lieu of, TEKS)				
** Stretch: to cover pre-requisite objectives from prior years to allow for spiraling, and objectives from the next year/course to allow for sufficient challenge.				

CRITERIA:

Each criterion is labeled based on the strand to which it belongs. For example, A-1 is the first criterion for the 'Alignment and Stretch' strand.

FOOTNOTES AND CLARIFICATION:

Footnotes, where applicable, provide clarification.

Criterion	1	2	3	4
Strand: Alignment & Stretch				
A-1 Standards Alignment	A1. The assessment is not aligned to grade-level TEKS or applicable standards*	A1. The assessment is aligned to grade-level standards and , if applicable*, items/tasks cover no more than two key concepts in the Introduction (narrative) to the TEKS for the course	A1. The assessment is aligned to grade-level standards and, if applicable, items/tasks allow students to demonstrate mastery of key concepts in the Introduction (narrative) to the TEKS for the course*	A1. Items/tasks cover all and allow for mastery of key concepts in the Introduction to the TEKS or applicable standards* for the course in a variety of ways
A-2 Process Standards	A2. Items/tasks do not cover process standards for the course. (If applicable)	A2. Items/tasks insufficiently cover major process standards for the course (if applicable)	A2. Items/tasks adequately allow students to demonstrate mastery of major process standards for the course (If applicable)	A2. Items/tasks adequately allow students to demonstrate mastery of major process standards for the course in a variety of ways (If applicable)
A-3 Stretch	A3. Absence of low- and high-end stretch** items/tasks	A3. There are either low or high stretch items/tasks from the same grade level.	A3. There are low and high-end stretch items/tasks from the same grade level	A3. There is a variety of interdisciplinary low- and high-end stretch items/tasks from other grades/levels
* Applicable standards such as –but not limited to - AP, IB or Pre-K standards, which are applicable to some courses in addition to, or in lieu of, TEKS)				
** Stretch: to cover pre-requisite objectives from prior years to allow for spiraling, and objectives from the next year/course to allow for sufficient challenge.				

Criterion	1	2	3	4
Strand: Rigor & Complexity				
R-1 Critical Thinking	R1. Items/tasks and rubrics are not appropriately challenging.* No items/tasks require critical thinking, application, evaluation, or synthesis	R1. Items/tasks and rubrics show some, but insufficient level of challenge. Only some items/tasks require critical thinking, application, evaluation, or synthesis.	R1. Overall, the items/tasks and rubrics are appropriately challenging.* A majority of items/tasks require critical thinking, application, evaluation, or synthesis	R1. Overall, the items/tasks and rubrics are appropriately challenging.* A majority of items/tasks require critical thinking, application, evaluation, or synthesis, demonstrated in multiple ways
R-2 Problem Solving	R2. Items/tasks assessing key concepts and process standards do not require problem solving (if applicable)	R2. Items/tasks assessing key concepts and process standards require some problem solving but may not be multi-step (If applicable)	R2. Items/tasks assessing key concepts and process standards require multi-step problem solving (If applicable)	R2. Items/tasks assessing key concepts and process standards requiring multi-step problem solving allow mastery to be demonstrated in multiple ways (If applicable)
* Appropriately challenging: At the right level of Bloom’s Taxonomy/ Depth of Knowledge, and at the appropriate reading level (i.e. DRA, Lexile, AR, Reading A-Z, Fry’s readability formula, Flesch-Kincaid, or any other applicable reading level standard selected by the teacher.				

Criterion	1	2	3	4
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Strand: True Mastery				
<p>T-1 Rubric / Selected Response Quality*</p>	<p>T1. Rubrics with indicators of what students are expected to know and do are not present.</p>	<p>T1. Rubrics either articulate what students are expected to know and do, or differentiate between levels of knowledge/mastery [but may not have indicators]</p>	<p>T1. Rubrics (1) articulate with indicators what students are expected to know and do, and (2) differentiate between levels of knowledge/mastery</p>	<p>T1. Rubrics (1) articulate with indicators what students are expected to know and do, (2) differentiate between levels of knowledge/ mastery, and (3) include examples of student work, showing what mastery looks like at various levels</p>
	<p><i>-or, for selected response:</i> Assessment does not have an answer key</p>	<p><i>-or, for selected response:</i> Assessment has an answer key, but does not indicate corresponding objectives and/or all questions are true/false</p>	<p><i>-or, for selected response-</i> Assessment has an answer key, and indicates corresponding objectives. Students are expected to show their work to receive full credit for responses.</p>	<p><i>-or, for selected response -</i> Answer key indicates corresponding objectives and identifies student misunderstandings when selecting wrong answers. <i>(i.e. if answer choice 'B' is selected, student is struggling with concept X)</i></p>
<p>T-2 Length & Format</p>	<p>T2. Neither format nor length are appropriate for the subject and grade level</p>	<p>T2. Either format or length are appropriate for the subject and grade level</p>	<p>T2. Format and length are appropriate for the subject and grade level</p>	<p>T2. Multiple assessment formats, all appropriate in expectations and length for the course, provide diverse ways for students to demonstrate mastery <i>(i.e. student may write a poem, compose/sing a song, or create a poster to demonstrate mastery)</i></p>
<p>T-3 Clarity</p>	<p>T3. Items/tasks are unclear or unintelligible for the student or evaluator</p>	<p>T3. Portions of the items/tasks/expectations, have errors / typos, are unclear or may lead to confusion for the student and/or the evaluator</p>	<p>T3. Items/tasks/expectations are free of errors, clear and understandable for the student and the evaluator</p>	<p>T3. Items/tasks/expectations are clear and understandable. Where relevant, they are illustrated by examples, models, or other types of aids</p>
<p>T-4 Bias</p>	<p>T4. The wording or knowledge of items/tasks may not be accessible to all student subgroups and differentiation for ELLs or students with disabilities is not present</p>	<p>T4. The wording or knowledge of items/tasks may not be accessible to all student subgroups or differentiation for ELLs or students with disabilities is not present</p>	<p>T4. Items/tasks are accessible to all students, are absent from bias, and there is evidence of differentiation for ELLs and students with disabilities <i>(Best practice: refer to SPED student IEPs when designing the assessment)</i></p>	<p>T4. Items/tasks are not only clear, understandable, and differentiated, but also draw upon or include multiple references to culturally diverse contexts</p>
<p>*An assessment may, but is not required to, include a combination of: performance tasks with a rubric, and selected response items, such as multiple choice, matching items, true/false items. When the assessment includes only performance tasks or selected response items, refer to the relevant indicator in T-1</p>				

For more information on any aspect of the Student Performance component of the Teacher Appraisal and Development System, please call the Office of Talent Development and Performance at 713-742-4920.

Appendix H: Pre-Approved Assessment and Performance Task Use Policy

The district Use Policy for TADS District Pre-Approved Assessments and Performance Tasks is updated yearly. [For the most updated version, please visit the Curriculum and Development website.](#) Below is the use policy from the 2016-2017 school year.



Use Policy for TADS District Pre-Approved Assessments and Performance Tasks for 2017-2018

District Pre-Approved end-of year/end-of-course (EOY/EOC) assessments are summative, cumulative tests in K-12 core and some enrichment subjects, developed by HISD teachers under the guidance of the Department of Curriculum and Development. In the 2017-2018 school year, the set of available assessments will include authentic performance tasks and rubrics for certain courses.

Use Policy and Guidelines

Requirement to Use District Pre-Approved End-of-Year/End-of-Course Assessments: Where available and assigned, Pre-Approved Assessments, as well as district-provided rubrics for performance tasks, are required for use and are included in the teacher's TADS Student Performance rating. Where TADS Student Progress measures that use Pre-Approved Assessments and Performance Tasks are assigned, they are required; they are available for the courses below.

TADS Pre-Approved Assessments for 2017-2018, as of August 2017

Elementary School*	Middle School	High School
Kindergarten Reading	Grade 6 Science	English I (Regular)
Kindergarten Writing	Grade 6 Social Studies	English II (Regular)
Kindergarten Math	Grade 7 Science	English IV (Regular)
Grades 1-5 EOY Benchmark Running Record	Grade 7 Social Studies	Algebra I (Regular)
Grade 1 Math	Spanish 7 (1A)	Biology (Regular)
Grade 1 Science	Spanish 8 (1B)	Integrated Physics and Chemistry
Grade 2 Math	French 7 (1A)	Math Models with Applications
Grade 2 Science	French 8 (1B)	Pre-Calculus

Grade 3 Science	Grade 8 Physical Education	Spanish I
Grade 3 Social Studies		Spanish II
Grade 3 Physical Education		French I
Grade 4 Science		Health**
Grade 4 Social Studies		Government**
Grade 5 Social Studies		Economics**
Grade 5 Physical Education		Grade 9 Foundations of Personal Fitness**
		Individual Sports**
		Team Sports**

**All elementary assessments will be available in English and Spanish.*

***Semester courses*

TADS Pre-Approved Performance Tasks with Rubrics for 2017-2018, as of August 2017

Elementary School*	Middle School	High School
Grades 1-3, 5 Language Arts (writing prompt with pre-approved rubric)	Grade 6 Language Arts	English III
Grade 4 Language Arts, writing portfolio with pre-approved rubric	Grade 6 Science	English IV
	Grade 6 Social Studies	Chemistry
	Grade 7 Language Arts	Physics
	Grade 7 Science	World Geography
	Grade 7 Social Studies	World History
	Grade 8 Language Arts	U. S. History
	Grade 8 Science	
Grade 8 Social Studies		

For high school courses, in addition to being used for TADS, teachers are encouraged to use Pre-Approved Assessments as all or part of the final exam, to avoid double-testing students with traditional assessments in a single course.

With the Pre-Approved Performance Tasks, guidance on the exact tasks, as well as the required, district provided rubrics, will be provided by Curriculum and Development.

Test Access and Security

Pre-Approved Assessments are not secure in the way that standardized state or national assessments are. They are used as a TADS Student Progress measure, meant to drive teachers' goal-setting and instructional planning. Several measures are being taken to ensure the integrity of the Pre-Approved Assessments and the testing process:

Blueprints: The test blueprints for the District Pre-Approved Assessments will be made available through [Curriculum SharePoint \(Elementary / Secondary\)](#) site and the HUB content/grade guide courses under the Student Performance Resources by September 12, 2016. These blueprints provide teachers with information about the structure of and standards covered by the assessments, to facilitate backwards planning.

Assessment Forms: Pre-Approved Assessments, Performance Tasks, and rubrics will be made available on the *Formative and Pre-Approved Assessments SharePoint* site two weeks prior to the test administration windows. Specific release dates and testing windows for the 2017-2018 school year are:

Fall one-semester courses:

Schools may print and photocopy the number of assessments they need. Schools can also order assessments through HISD Printing Services; the printing cost will come out of the individual campus budget.

Schools are responsible for printing answer documents.

Scoring: Schools shall print and scan answer documents for the multiple-choice portions of the assessments following the process established on the campus. Constructed-response/open-ended/short answer response (SAR) items will be scored by teachers using the rubrics provided with the assessments/performance tasks.

Test Security Agreement: Principals/appraisers will sign a digital test security agreement upon downloading the Pre-Approved Assessments from the [Teacher Appraisal and Development Systems tools site](#), agreeing to the terms of use of the assessments. By signing the agreement, school leaders attest that they and the teachers with whom they share the assessments will use them appropriately – that is, only for administration at the end of year/end of course – and not for test preparation purposes. HISD relies on the professionalism of its teaching community.