Defining Excellence in TEI

Rules and Procedures for Calculating Achievement Statistics, Evaluation Scores, and Effectiveness Levels for Dallas ISD's Teacher Excellence Initiative

September 7, 2018

TEACHER EXCELLENCE INITIATIVE

DALLAS INDEPENDENT SCHOOL DISTRICT

Introduction

Purpose

The purpose of this guide is to describe the rules and procedures used to determine annual evaluation scores, evaluation ratings, and effectiveness levels for teachers in the Dallas ISD as part of the Teacher Excellence Initiative, or TEI. Computation of an evaluation score and its conversion into an annual evaluation rating, which then leads to an effectiveness level involves stages of organization and calculation that this document will define and explain.

Broadly, the stages involve determining eligibility for teachers and their students; calculating statistics for teachers and schools; translating statistics for each component of the evaluation component into point values; combining points across components to derive an evaluation score; and converting the evaluation score into an effectiveness level. More specifically, the process can be summarized in the following steps:

1. Identify students who are eligible to be linked to a teacher in courses with standardized, secure, centrally-administered assessments
2. Identify a teacher's *evaluation template* or *templates* based on course assignments and numbers of students
3. Where possible, calculate statistics for *achievement metrics* defined by the *achievement template* embedded in an evaluation template
4. Translate achievement metric statistics into *point values*
5. Select the highest point value among metrics belonging to the same *achievement measure*
6. Tally points across all achievement measures to obtain the S*tudent Achievement score*
7. Sum component scores (Student Achievement, Student Experience, and Teacher Performance) to obtain the *annual evaluation score*
8. Add applicable *Distinguished Teacher Review*, or *DTR*, related points to the evaluation score
9. Compute the average evaluation score from the current score and previous year's score
10. Convert the average evaluation score into one of several *evaluation ratings*
11. Use additional parameters (e.g., years of experience, DTR status, prior effectiveness levels) to convert the evaluation rating into the next year's *effectiveness level*

This document, also known as the "TEI rulebook," supplements the *TEI Teacher Guidebook*, available from the TEI website Resources section at http://tei.dallasisd.org/home-2/resources/

The reader is assumed to be familiar with local, state, and national assessments administered in the Dallas ISD and to be knowledgeable about the district's requirements and processes for scheduling students into courses and assigning teachers to those courses. The structure, content, and scoring methods for assessments are not covered in this document; rather, this document discusses how the assessment results (i.e., the students' scores) are used to compute metrics that measure schools' and teachers' impacts on student achievement.

Structure

There are six chapters in this manual.

- Chapter 1 is an overview of evaluation templates. It describes how results from three TEI components—Teacher Performance, Student Achievement, and Student Experience—are combined to obtain the annual evaluation rating.
- Chapter 2 defines student achievement in TEI, including the concept of an achievement template; types of templates; common parts (called achievement measures) that make up achievement templates; and rules for assigning points to achievement metrics that make up achievement measures.
- Chapter 3 explains student eligibility (the criteria for students' assessment scores to be included in metric calculations) and teacher eligibility (the criteria for teachers to be eligible to receive points from an achievement template).
- Chapter 4 describes the Student Experience survey instrument, its administration to eligible students, and how the results are used to compute points for the Student Experience component.
- Chapter 5 describes the rules for inclusion of points from Distinguished Teacher Review in the evaluation score.
- Chapter 6 explains how effectiveness levels are calculated from evaluation scores and provides examples for different types of teachers.
- Chapter 7 defines school-level achievement measures and their metrics with calculation examples for common metrics.
- Chapter 8 defines teacher-level achievement measures and their metrics with calculation examples for common metrics.

Terminology

The following definitions will be useful in understanding this document. Terms that are italicized within a definition are themselves defined elsewhere in the list.

- Achievement measure: A part of the *achievement template* that corresponds to a specific assessment. An achievement template has at least two and no more than seven achievement measures (e.g., *STAAR* or *ACP Semester 1*).
- Achievement metrics: Methods for measuring or evaluating student assessment results that are customized to each *achievement measure*. One to three achievement metrics are defined for each achievement measure.
- Achievement statistic: Numerical outcome for an *achievement metric*, the result of applying the metric definition to data such as student assessment scores.
- Achievement template: A list, with corresponding weights, of the *achievement measures* that are used to compute a teacher's student achievement score. Achievement templates are often displayed as a portion of an *evaluation template*.

- Achievement template weights: (See also *Weight*) There are seven weights in the *achievement templates* for the most common evaluation templates, those with teacher-level student assessment measures. For templates without those measures, there are two weights. The weights are distributed among achievement measures in proportion to the importance of the measure. Each measure is assigned one to five weights, which determines the measure's maximum points.
- Average evaluation score: (See also *Evaluation score*, *Teacher category*) Average of the current evaluation score and the prior year's evaluation score. Only the two most recent evaluation scores are used in the average evaluation score; if an evaluation score is not available from the immediately prior year, the average evaluation score is equivalent to the current evaluation score. An average evaluation score is computed only if the two evaluation scores were from the same TEI teacher category.
- Base points: Points awarded for an *achievement metric* or *achievement measure*. Base points range from 0-5 and are multiplied by a measure's *weight* to determine total measure points.
- Category: See *Teacher category*.
- Components: A TEI evaluation comprises three components that are independently assigned scores, which are summed to determine the overall evaluation result. The three components are Teacher Performance, Student Experience, and Student Achievement.
- Course group: A group of courses that are evaluated with the same or related assessments or in which students receive the same or very similar instruction.
- Cut points: Among a set of numbers, the low and high values for each subset that has been associated with a characteristic, category, or label. For example, TEI *evaluation ratings* are determined from cut points that define the lowest and highest evaluation score for each rating.
- Distinguished teacher: A teacher who has achieved an *effectiveness level* of Proficient II or higher.
- Distinguished Teacher Review: ("DTR") A process available to teachers meeting specific eligibility criteria which must be completed to potentially obtain a distinguished effectiveness level, which is a level of Proficient II or higher. The process includes an application and, in the past, has required additional observations by specially-trained DTR review teams.
- Effectiveness level: A measure of a teacher's effectiveness using information two consecutive years in the same TEI teacher category. The effectiveness level exists to inform compensation. There are nine effectiveness levels: Unsatisfactory, Progressing I, Progressing II, Proficient I, Proficient II, Proficient III, Exemplary I, Exemplary II, and Master.
- Evaluation course: See *TEI Evaluation Course*.
- Evaluation rating: (See also *Average evaluation score)* A measure of teacher's effectiveness as demonstrated in the two most recent school years. An evaluation rating is given annually and is based on the average of the two most recent *evaluation scores*. The *average evaluation score* is translated to an evaluation rating using cut points that are determined so the distribution of the year's evaluation ratings matches as closely as possible a *target distribution*.
- Evaluation score: ("Annual evaluation score"; see also *Average evaluation score*) Sum of scores from three TEI *components*. Where applicable, the evaluation score also includes points earned from *Distinguished Teacher Review*.

- Evaluation template: Often represented as a pie graph, a list of TEI components and their maximum point values for a *category* of teacher.
- Percentile: A value on a scale of 100 that reports the percentage of other values in a distribution that are equal to or below the value.
- Scorecard: ("Teacher scorecard") Document distributed electronically via secure website to teachers and their evaluators that reports the teacher's *evaluation score*, *evaluation rating*, and following year's *effectiveness level*. Supporting information includes applicable *component* scores; statistics and point values for relevant *achievement measures* and *achievement metrics*; and, if applicable, *Distinguished Teacher Review* scores. Scorecards are distributed in September following the evaluation year.
- Student Achievement score: Points earned from the measures in an *achievement template*.
- Student Learning Objective: ("SLO") A measure of student growth based on assessments other than standardized assessments already included in an achievement template; developed by the teacher in collaboration with the teacher's principal or appraiser.
- Student Experience score: Points earned based on the *results of a student survey* administered to a teacher's students.
- Student Experience survey: Confidential survey administered to students in grades 3-12 that gathers information about students' experiences in their teachers' classrooms.
- Student survey results: A numerical summary of students' responses to a research-based survey, administered by a third-party vendor, about their perceptions of their teacher's performance and their experience in the teacher's class.
- Summative score: ("Summative value", "Summative") Numeric value resulting from use of the Teacher Performance Rubric by an evaluator, typically the teacher's principal or an assistant principal, to evaluate teacher performance. The summative score is converted into a *teacher performance score*.
- Target distribution: A set of percentages that defines how many values will fall into each group among a set of pre-determined groups. For TEI, the pre-determined groups may be *base points* (to determine ranges for *achievement metric* points) or *evaluation ratings*.
- Teacher category: One of four groups, labeled *A* through *D*, into which teachers are placed based on their course scheduling and student enrollment. *Evaluation templates* within a teacher category have similar features (such as the inclusion of student achievement measures or student survey results) that depend upon teachers' course schedules and the students served. Evaluation ratings for teachers within each category will follow the TEI *target distribution*.
- Teacher Performance Rubric: The evaluation instrument that outlines teacher performance standards.
- Teacher Performance score: Point value representation of a teacher's summative score that is used in computing the *evaluation score*. Teacher summative scores are converted to performance scores based on the teacher's *category*.
- TEI evaluation course: ("Evaluation course", "TEI course") A course that is associated with one or more standardized tests with results that are used in the calculation of TEI *achievement statistics*. TEI evaluation courses are those courses covered by an *achievement template*.

- Test term: The time from the start of the term (full school year, semester 1, or semester 2) to a date on or near the test date or first day of testing window.
- Weight: Each *achievement measure* is assigned a weight which determines its proportional contribution to the overall *evaluation template*. Weights range from 1-5. The maximum point contribution of an achievement measure is five times its weight. For example, a measure given two weights is worth up to 2 x 5 points = 10 points on the overall evaluation template.

Chapter 1. Evaluation Templates

An evaluation template describes how the three components of a TEI evaluation are weighted for a group of teachers. The three components of a TEI evaluation are:

1. Teacher Performance (measured by observation of instruction)
2. Student Experience (measured by student survey results)
3. Student Achievement (measured by the analysis of assessment scores)

TEI Teacher Categories

There are four categories of teachers in TEI, which are defined based on the availability of student survey results and student achievement statistics. Table 1 identifies the categories and the typical number of points that each component contributes to the evaluation score.

Evaluation Scores

The annual evaluation score is the sum of points earned from each of the three components, with the possible addition of points from Distinguished Teacher Review, or DTR, which is covered in Chapter 5.

Teacher Performance Score

A teacher is appraised by a trained appraiser using standards outlined in the Teacher Performance Rubric,[1] from which she receives a total score that is reported as a percentage of the total rubric points. This is called the "summative score," and it ranges from 1-100. The summative score determines the percentage of points allotted to the Teacher Performance component. Points for the Teacher Performance component vary depending on the teacher's TEI category. See Table 1 on page 7. After being rounded to the nearest whole number, the result is the Teacher Performance score for the evaluation template.

Student Experience Score

Student Experience scores are based on the results of the Student Experience survey, which is discussed in Chapter 4. Scores are computed for eligible teachers who received at least ten student responses.

Teachers in Categories A and B are similar in that both groups have Student Achievement scores that include teacher-level, non-SLO achievement results. However, teachers are defined as Category B because they lack student survey results. These are typically teachers of students in grades K-2, who do not take the Student Experience survey, but it can be any teacher who had a Student Achievement score but did not have students surveyed or did not have enough survey responses for a valid Student Experience score.

Teachers in Categories C and D are also similar in that both groups *do not* have teacher-level, non-SLO achievement results as part of their Student Achievement scores. Among these teachers, those who lack student survey results are defined as Category D.

[1] Available from https://tei.dallasisd.org/home/resources/

Student Achievement Score

Chapter 2, "Achievement Templates," explains how teachers in the four categories earn points for student achievement. Teachers in Categories A and B have more points available for the Student Achievement component than teachers in Categories C and because of differences in the types of courses they teach. Categories A and B comprise courses in which students are administered secure, standardized, centrally-administered assessments. The additional student achievement points for these teachers come from application of these results to the teachers' achievement templates.

Table 1. Points for each component of the evaluation template, by TEI teacher category

Category A	Category B	Category C	Category D
Teacher Performance 50 -Summative score	**Teacher Performance 65** -Summative score	**Teacher Performance 65** -Summative score	**Teacher Performance 80** -Summative score
Student Experience 15 -Survey results		**Student Experience 15** -Survey results	
Student Achievement 35 -School STAAR* -SLO -Teacher-level student achievement statistics	**Student Achievement 35** -School STAAR* -SLO -Teacher-level student achievement statistics	**Student Achievement 20** -School STAAR* -SLO	**Student Achievement 20** -School STAAR* -SLO

*Not all schools receive School STAAR points

Examples: Computing an Evaluation Score

For more information on how points are computed for achievement measures (such as school *STAAR*, SLO, or student results), see Chapter 2. The four examples that follow, beginning with Figure 1, do not incorporate Distinguished Teacher Review; see Chapter 5 for more information on DTR.

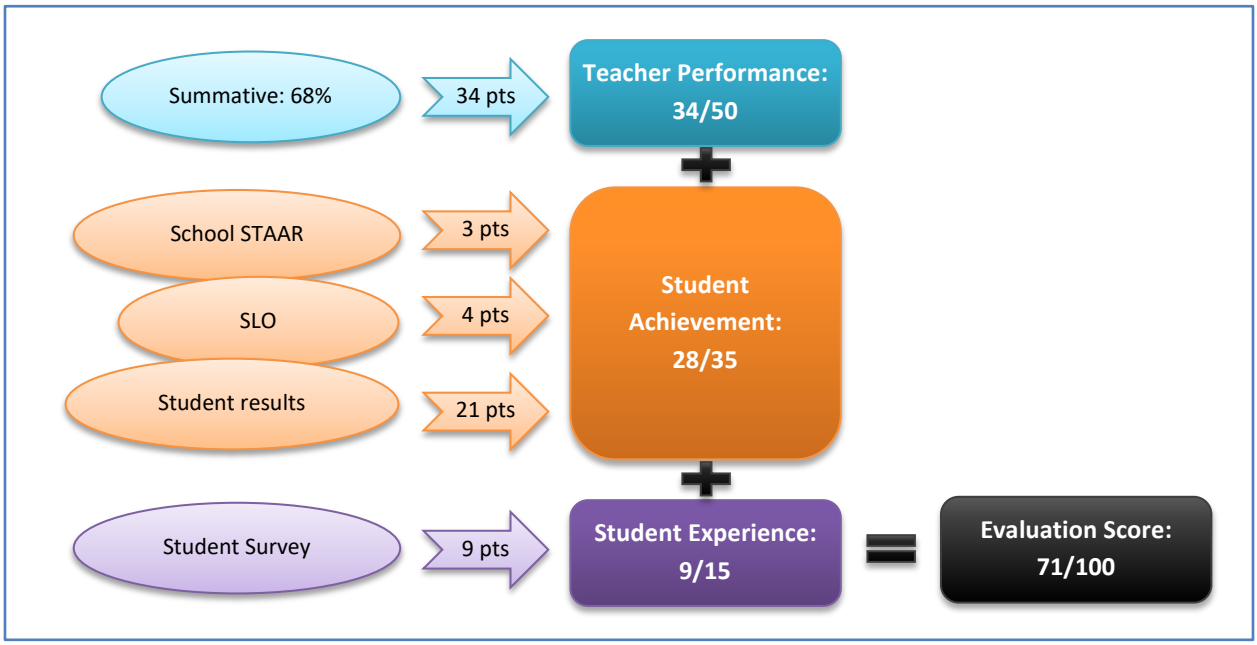

Figure 1. Computing an evaluation score for a Category A teacher.

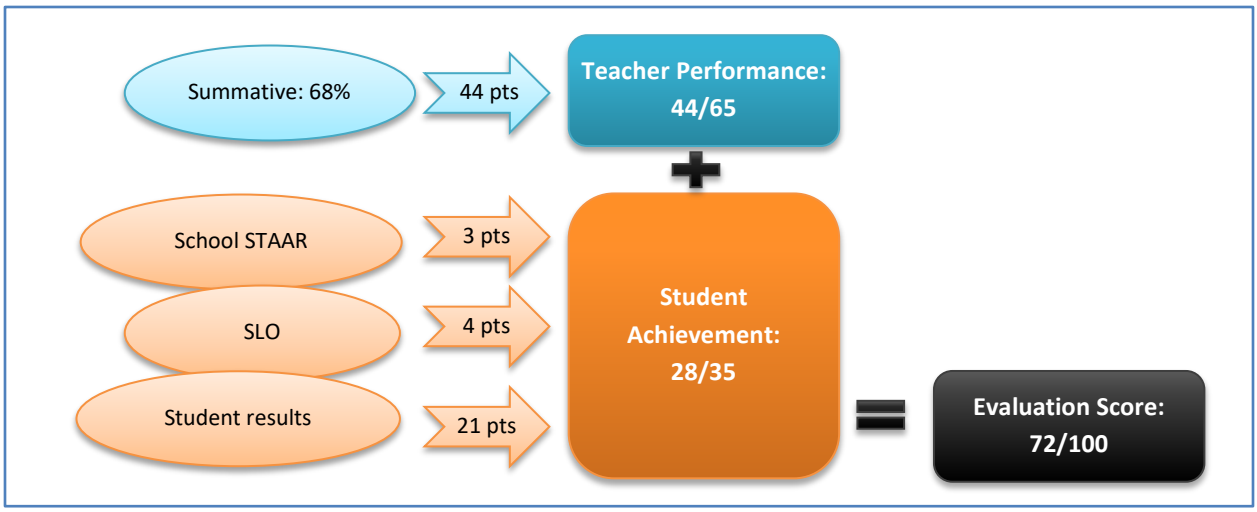

Figure 2. Computing an evaluation score for a Category B teacher.

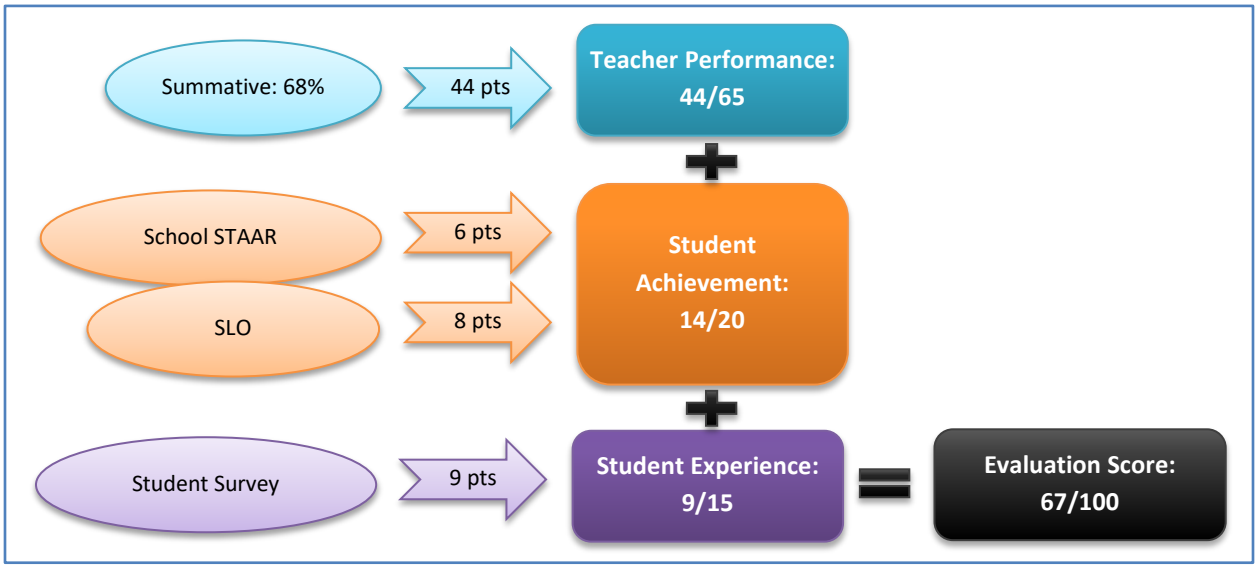

Figure 3. Computing an evaluation score for a Category C teacher.

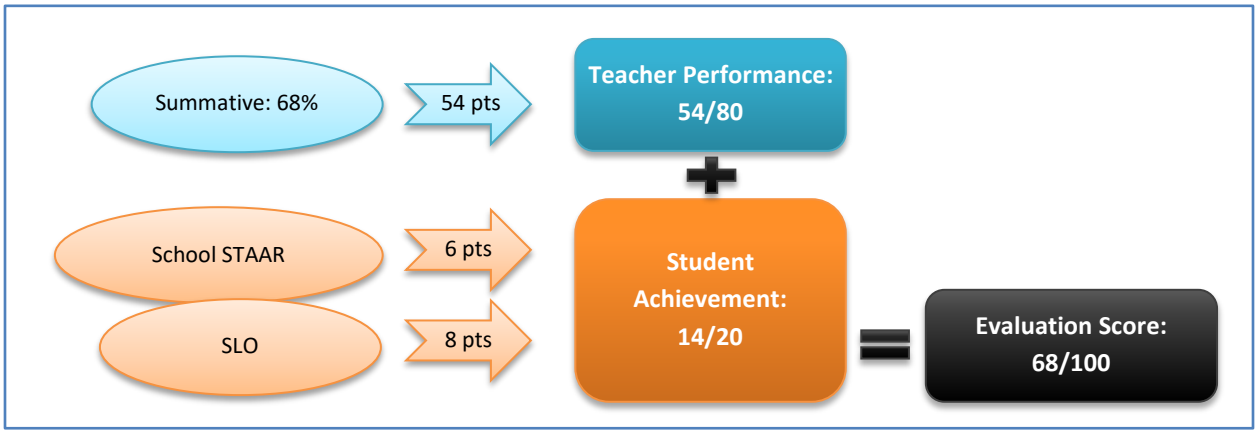

Figure 4. Computing an evaluation score for a Category D teacher.

Evaluation Ratings

Evaluation ratings are determined from two-year average evaluation scores by arranging scores so they follow a *target distribution*. (See Chapter 6.) A target distribution for evaluation ratings is a set of percentages that defines what proportion of evaluation scores will be assigned to each rating. The target distribution used for evaluation ratings is shown in Table 2.

Table 2. Percentages of teachers by evaluation rating

	Progressing		Proficient			
Unsatisfactory	I	II	I	II	III	Exemplary
3%	12%	25%	40%	12%	6%	2%

The target distribution is applied to each category of teachers separately, so that all categories have approximately the same percentages of teachers with each rating. The target distribution determines what percentage of teachers will receive each rating. Minimum and maximum average evaluation scores (also known as "cut points") are determined for each rating subset in each teacher category so the percentages from the target distribution are satisfied. The four teacher categories will have unique cut points for translating an average evaluation score into an evaluation rating.

The process of setting ranges for evaluation ratings is repeated each year, with the ranges based on current-year results, so that point ranges will fluctuate from year to year. Point ranges shown in Table 3 were applicable in 2015-16, the second year of TEI. Point ranges for subsequent years will change to be reflective of the current year's results. The most significant change resulted from use of the two-year average evaluation score for the first time in 2015-16. See Appendix A for the history of point ranges.

Examples: Assigning an Evaluation Rating

Average evaluation scores are converted into evaluation ratings using a look-up table such as in Table 3. Although the average evaluation scores in the examples (beginning with Figure 5 on p. 10) are the same, they translate into different evaluation ratings. Creating unique point ranges for each category ensures that the percentages of teachers by evaluation rating are the same for each category, which ensures equity in the assignment of ratings. The category-specific cut points remove an advantage that may result if evaluation scores in any one category tend to be higher than those in other categories.

Table 3. 2015-16 point ranges for evaluation ratings by teacher category*

		Progressing		Proficient			
Category	Unsatisfactory	I	II	I	II	III	Exemplary
A	0-39	40-50	51-60	61-77	78-88	89-95	96+
B	0-40	41-52	53-62	63-79	80-90	91-98	99+
C	0-44	45-56	57-67	68-85	86-95	96-102	103+
D	0-46	47-59	60-68	69-82	83-95	96-100	101+

*In all examples in this document, ranges, point values, cut points, etc. are provided for demonstration purposes only. They may not be final and are not permanent.

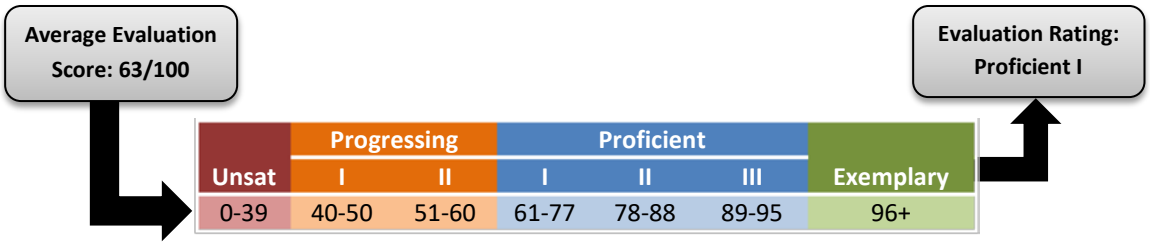

Figure 5. Assigning an evaluation rating for a Category A teacher.

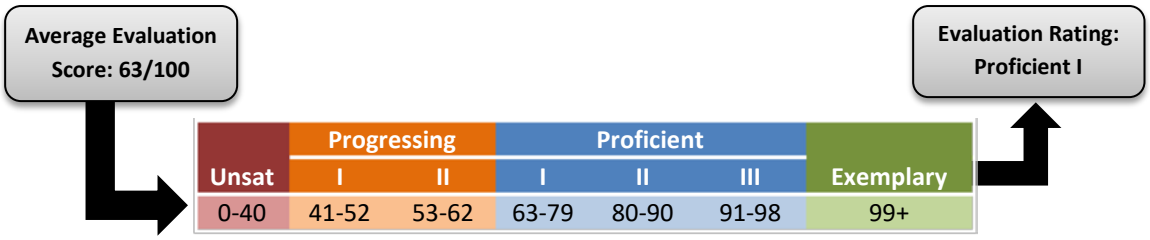

Figure 6. Assigning an evaluation rating for a Category B teacher.

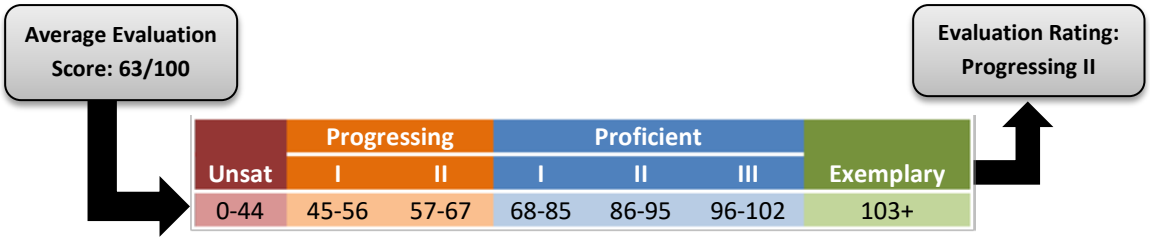

Figure 7. Assigning an evaluation rating for a Category C teacher.

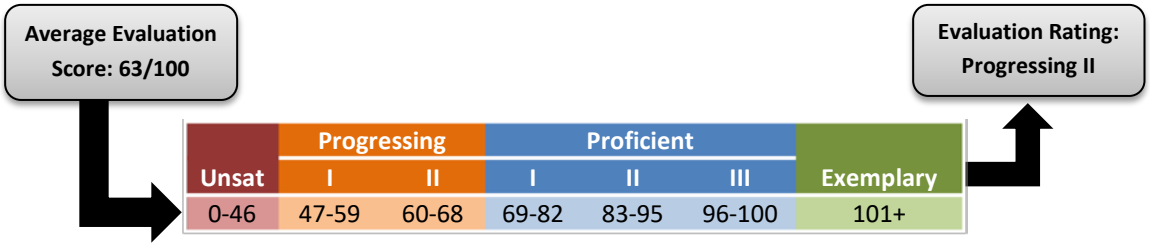

Figure 8. Assigning an evaluation rating for a Category D teacher.

Chapter 2. Achievement Templates

Types of Achievement Templates

Achievement Templates with Teacher-Level Student Achievement

Templates with teacher-level student achievement are grouped into Categories A and B. Category A differs from Category B in that the former also has the Student Experience component.

There are about 40 achievement templates that will be used for teachers in Categories A and B. The types of courses taught by the teacher determine which achievement template is applicable for determining his or her achievement score. While most teachers will have only one achievement template that will apply, some will have more than one. (Additionally, some teachers with courses that have achievement templates may not have sufficient numbers of students in their courses for the achievement template to be applied. More information on eligibility requirements is provided in Chapter 3.)

There are seven weights, each worth a maximum of 5 points of the total evaluation score, for any Category A or B achievement template. Thus, there are 35 student achievement points that can be earned. The seven weights are distributed among the different measures that are unique to each achievement template. Some measures on templates are assigned multiple weights. In cases where an achievement template has seven achievement measures, each measure can only be assigned one weight.

Category A and B achievement templates contain the two achievement measures—*School STAAR* and *Student Learning Objective*, or *SLO*. (These two measures are also included on all Category C and D templates, though with different weights.) In addition to these two measures, Category A and B achievement templates have between one and five measures based on the results of students' performance on required standardized assessments. In total, there are three to seven measures on Category A and B achievement templates. The maximum point values for measures vary because measures are assigned differing numbers of weights, according to each achievement template. The complete set of achievement templates, with common variations, is provided in Appendix B.

Achievement Templates without Teacher-Level Student Achievement

Templates *without* teacher-level student achievement are grouped into Categories C and D. Category C differs from Category D in that the former also has the Student Experience component.

There are four weights (instead of seven) in Category C and D achievement templates, for a maximum of 20 student achievement points. The four weights are divided between two achievement measures, each worth 10 points, and they are *School STAAR* and *Student Learning Objective*, or *SLO*.

Achievement Measures

There are two general types of achievement measures: *school-level* or *teacher-level*. Table 4 on page 12 presents achievement measures organized by these types. Details on computation of statistics for these measures are provided in later chapters. In this chapter, the focus is on assignment of points to measures based on the results of the statistics, and how those points affect the overall evaluation score.

Table 4. Common TEI achievement measures

School-Level Measures	Teacher-Level Measures
School *STAAR* (all tests)*	Student Learning Objective (SLO)*
School *STAAR* grade-level tests	Teacher *STAAR*
(i.e., School *STAAR* Grade 3 tests)	Teacher *ACP*
School *STAAR* single-subject tests	Teacher *ACP* Semester 1
(i.e., School *STAAR* Writing tests)	Teacher *ACP* Semester 2
School *STAAR EOC* tests	Teacher *TerraNova/SUPERA*
(i.e., School *STAAR* English I-II tests)	Teacher *TELPAS*

*Included on all achievement templates

School-Level Student Achievement Measures

Currently, all school-level student achievement measures are based on *STAAR* results. Most are used on only one achievement template, if they are used at all in the current year. In contrast, the *School STAAR (all tests)* measure is used on *all* achievement templates. In this document, the measure is referred to more succinctly as *School STAAR*.

School STAAR is worth one weight on Category A and B templates and two weights on Category C and D templates. Again, all teachers have this measure as part of their achievement templates. Points are derived using the highest value from among three metrics. All teachers at the campus receive the same number of *base points* (0-5) for the *School STAAR* measure, although teachers in Categories C or D will have the base points multiplied by two.

Metrics for School-Level STAAR Achievement Measures

There are three metrics used to measure a school's *STAAR* performance. The metrics are the same for each of the school-level *STAAR* measures, but they are computed using only the grade or subject tests that are relevant to (or included in) the measure.

1. Percentage of *STAAR* tests at "met grade level" performance standard[2] ("status" metric)
2. SEI (weighted average of SEIs from *STAAR* assessments)
3. Academic Peer Group

For definitions of the statistics computed for each metric, see TYPES OF SCHOOL STAAR ACHIEVEMENT. Sample calculations are included.

Points for School-Level STAAR Measures

For each of the three metrics, schools' statistics are ranked within school type (elementary, middle, high). Cut points are created for each metric so that schools' point values for the *School STAAR* measure follow the target distribution shown in Table 5 on page 13. Points for the measure are equal to the highest point value from among the three metrics. For example, cut points for individual metrics will be set so that approximately 40 percent of all schools will earn three base points for the *School STAAR* measure.

[2] The *STAAR* performance standard of "met grade level" or "meets grade level" was formerly labeled "final Level II" or "Level II at final standard".

Table 5. Target distribution of overall *School STAAR* measure points

Base Points	0	1	2	3	4	5
Percentage of schools	3%	12%	25%	40%	12%	8%

All teachers in the same category at a school will be awarded the same number of points for the *School STAAR* measure. If a school earns three base points for its *School STAAR* measure, then teachers at the school with Category A or B templates earn three points, because on their achievement templates *School STAAR* is worth one weight. At the same school, teachers with Category C or D templates earn six points, because on their achievement templates *School STAAR* is worth two weights.

Cut points for metrics will be determined after all statistics are computed with the goal that the assignment of points for the *measure* follows the target distribution outlined in Table 5. Point value assignments for metrics will be published after they are determined during the computation process. They are expected to be available in the early fall each school year, just after release of teacher scorecards.

In the example depicted in Figure 9, an elementary campus has the following *STAAR* statistics:

- 29.6 percent of *STAAR* scores meeting the grade level performance standard
- *STAAR* SEI of 51.6
- 47.8 percent of *STAAR* scores at or above the student's academic peer group average

Based on the sample cut points in Table 6 (page 14), the school earned two base points for each of two metrics ("Percent at Grade Level" and "Academic Peer Group") and three base points for the third ("SEI").

Teachers at this school will receive three *base* points (the highest from among the three metrics) for *School STAAR*. Teachers with Category A or B achievement templates will receive three points for the *School STAAR* measure as part of their evaluation score, and teachers with Category C or D achievement templates will receive six points for the *School STAAR* measure.

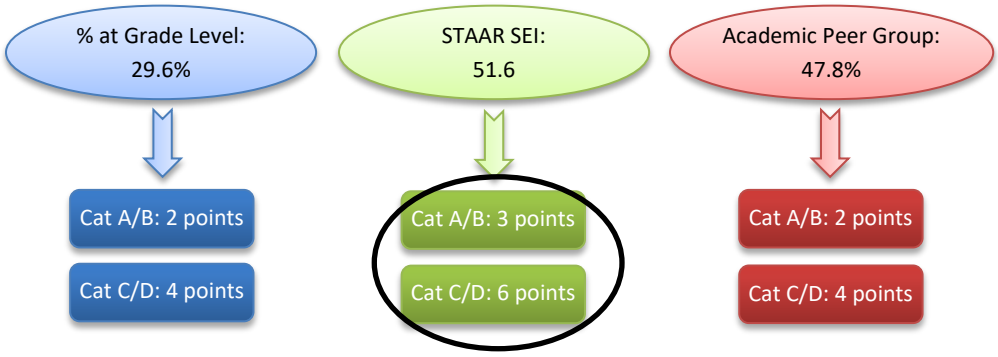

Figure 9. An example of point assignment for the *School STAAR* measure at an elementary school. The metric with the highest number of base points is the *STAAR* SEI with 3 points. Each teacher at the campus will receive 3 base points for the *School STAAR* measure.

Table 6. 2015-16 *School STAAR* cut points for elementary schools

STAAR Metric	Base Points:	0	1	2	3	4	5
Percentage of scores meeting grade level	Low value	0.0	17.0	25.4	38.3	—	—
	High value	16.9	25.3	38.2	100.0	—	—
SEI	Low value	0.0	41.6	46.6	49.9	53.9	55.9
	High value	41.5	46.5	49.8	53.8	55.8	100.0
Academic Peer Group	Low value	0.0	34.0	44.1	52.4	60.9	68.1
	High value	33.9	44.0	52.3	60.8	68.0	100.0

Teacher locations for school-level STAAR statistics

Teachers' locations are identified from three sources: scheduling data, appraisal (e.g., summative) data, and personnel data. For most teachers, these three locations are the same.[3] For those who serve multiple campuses and thus have more than one location identified from among these three sources, *School STAAR* points for each location will be averaged.[4]

Teachers at schools without school-level STAAR statistics

A small number of teachers will not have *School STAAR* statistics available. This happens when there are not enough students with *STAAR* results at the school to compute reliable school-level statistics. Most teachers potentially affected by this are in Categories C or D. If no *School STAAR* statistics are available, the weights assigned to *School STAAR* will be moved to the SLO measure, which will thus be worth twice as many weights as in the original template.

Teacher-Level Student Achievement Measures

In general, teacher-level student achievement measures are based on the results of secure, centrally-administered, course-specific assessments. Points for these "test-based" measures are derived analogous to the school-level *STAAR* measures: Statistics are computed for one or more metrics, and the highest point value earned from among the metrics is assigned to the measure.

One teacher-level measure, the *Student Learning Objective*, is an exception. Points for this measure are determined by the teacher's evaluator.

Student Learning Objective (SLO) Measure

The Student Learning Objective (SLO) is a measure of student growth during the year based on assessments *other than* standardized assessments already included in achievement templates. Its purpose is to capture information on student improvement based on assessments that are important and meaningful but are *not* already used in an achievement template. The intent is to focus professional conversation on student learning to support teachers in reaching the learning targets.

The SLO is established at the beginning of the year with the approval of the teacher's evaluator and is assessed at the end of the year by the evaluator. Points for the SLO measure are derived directly from the

[3] Campuses with multiple TEA numbers are considered one location for computation of school-level *STAAR* statistics.
[4] For locations identified from scheduling data, students at the location must make up at least five percent of teacher's students who were scheduled and in attendance for the minimum number of days in the test term. See Appendix E.

scoring of these two stages via rubrics established for "objective setting" and "objective accomplishment." Points awarded for the two rubrics are summed for a total SLO point value. The rubrics are described in documentation available at http://tei.dallasisd.org/home-2/resources/. The page exists on the Dallas ISD website by navigating the following menus: *Staff* > *Teacher Excellence Initiative* > *Resources*.

SLO scoring

All teachers have this measure as part of their achievement templates. The SLO measure is worth one weight on Category A and B templates and two weights on Category C and D templates. The final SLO score, which is an integer in the range of 0-5, is applied directly to Category A and B templates; the score is doubled for Category C and D templates.

Teachers without SLO scores

If a teacher's total SLO points cannot be computed[5] or are not available at the end of the school year, the points assigned to the SLO measure on the teacher's evaluation template will be combined with the Teacher Performance component. For example, a Category B teacher without an SLO score will have the Teacher Performance component re-weighted to 70 percent from the standard 65 percent.

Teacher-Level Student Achievement Measures Based on Required Assessments

Note: While the SLO measure is specific to the teacher and involves student achievement, in this guide the phrase "teacher-level student achievement measure" will not reference the SLO measure. Points for SLO are not computed centrally with student assessment scores, and criteria for linking students to teachers (defined below) do not apply to the SLO measure.

Eligibility requirements for both students and teachers are outlined in Chapter 3, which also describes the methods used to "link" students to teachers for computing teacher-level statistics. Teachers who meet all requirements as described in Chapter 3 are those who will have templates from Categories A or B.

Number of teacher-level student achievement measures

Assuming all eligibility requirements are met, teachers will have points assigned for one to five student achievement measures**.** The statistics used to determine point values are dependent on the assessment results of the students linked to them. (There may be measures in templates that are based on specific *school-level* results. In these cases, points will be assigned to the measure analogous to the assignment of points for the *School STAAR* measure explained previously. See Appendix B for template descriptions.)

Assigning point values to metrics and measures

As with the *School STAAR* measure, most teacher-level measures comprise three metrics. For example, in templates with the *Teacher STAAR* measure, the metrics are the same as those used in the *School STAAR* measure. The difference lies in the student population from which test results are taken. For teacher-level statistics, only the *teacher's students'* results are considered. See Chapter 3 for information on how students are "linked" to teachers for this purpose.

As with the *School STAAR* measure, there is a target distribution for points assigned for each measure. Cut points for the three metrics' statistics are set *separately* for each achievement measure to obtain the

[5] Total SLO points are not computed if there are not two subscores, one each for "setting" and "accomplishment."

target distribution for points assigned to each achievement measure. Thus, cut points for similar metrics from different measures will not be the same. For example, cut points for "Percentage of *STAAR* results at met grade level standard" in the Grade 3 template will not be the same as cut points for that metric in the Middle School Science template. Point value assignments for metrics will be published after they are established each summer during the computation process.

For definitions of all teacher-level measures and their metrics, see COMPUTING STATISTICS FOR TEACHER-LEVEL STUDENT ACHIEVEMENT MEASURES.

Achievement Templates for Categories A and B

Teachers with Multiple Achievement Templates

Some teachers have course schedules that cannot be defined by a single achievement template. When a teacher's schedule is covered by more than one achievement template, the teacher's achievement score is computed as a weighted average. Teacher-level student achievement scores (not including *SLO*) from each achievement template are weighted (i.e., multiplied) by the unique number of students contributing scores to any metric on the template. The weighted achievement scores are summed and then divided by the sum of student counts. An example is provided in the next section for a high school science teacher with both Biology and other high school science courses.

Calculating Scores for Achievement Templates (A and B)

This section describes how achievement scores are computed for different types of teachers. Each cell in a table displays a hypothetical number of points earned for the measure, which in most cases is the highest point value earned from among the metrics defined for the measure on the achievement template, followed, after a forward slash ("/"), by the maximum number of points possible. The total of points across all measures is the "Student Achievement score." This score is used with Student Experience and Teacher Performance scores to compute the evaluation score (see *NOT ALL SCHOOLS RECEIVE SCHOOL STAAR points

Examples: Computing an Evaluation Score).

Example 1: Achievement Scores for Grade 4 Reading/Language Arts Teachers

These are teachers who have only reading/language arts courses and only teach students in grade 4.

The teachers will likely be in Categories A or C because they will likely have student survey results. (If they do not have student survey results, they will in Categories B or D.) Most will be in Category A because they will have enough students to meet the minimum class size criteria for computing metric statistics. Others, however, will not meet the criteria, and if they do not meet the criterion for at least one metric in at least one measure, no test-based statistics can be computed; the Category C template will be used.

For those in Category A, some will meet the size criteria for calculation of *TELPAS* statistics, which will require a version of the Grade 4 template that includes a weight for *TELPAS.* Table 7 shows differences in achievement scores calculated using the three possible scenarios.

Table 7. Sample Grade 4 RLA teachers' achievement scores by template

Measure	Base Points	Category A: Grade 4 (with *TELPAS*)	Category A: Grade 4	Category C
SLO	4	4/5	4/5	8/10
School *STAAR*	3	3/5	3/5	6/10
Teacher *STAAR*	4	8/10	12/15	-
Teacher *ACP* Semester 1	3	6/10	6/10	-
TELPAS	3	3/5	-	-
Student Achievement Score		24/35	25/35	14/20

Example 2: Achievement Scores for Grade 5 Teachers with Social Studies Courses

These are teachers who teach students in grade 5 and at least one section of Social Studies. The teachers will likely be in Category A or C because they will likely have student survey results. Most will be in Category A because they teach other content areas (RLA, math, or science), which means that a variation of the Grade 5 template that contains the *STAAR* measure will be used, and because they will have enough students to meet the minimum class size criteria for computing metric statistics. Some will not meet the criteria, and if they do not meet the criterion for at least one metric in at least one measure, the Category C template will be used.

Some who teach RLA courses will meet the size criteria for calculation of *TELPAS* statistics, so the template version will contain the *TELPAS* measure. Table 8 shows differences in achievement scores calculated using these four scenarios for grade 5 teachers.

Example 3: Achievement Scores for High School Science Teachers

These are teachers who teach science courses in high school. The teachers will likely be in Category A or C because they will likely have student survey results. Most will be in Category A because they will have enough students to meet the minimum class size criteria for computing metric statistics. Others will not meet the criteria, and if they do not meet the criterion for at least one metric in at least one measure, the Category C template will be used.

Table 8. Sample Grade 5 teachers' (with social studies) achievement scores by template

Measure	Base Points	Category A: Grade 5 (with *TELPAS*)	Category A: Grade 5	Category C
SLO	2	2/5	2/5	4/10
School *STAAR*	4	4/5	4/5	8/10
Teacher *STAAR*	3	6/10	9/15	-
Teacher *ACP* Semester 1	4	8/10	8/10	-
TELPAS	2	2/5	-	-
Student Achievement Score		23/35	22/35	12/20

Table 9. Sample high school science teachers' achievement scores that involve only one template

Measure	Base Points	Category A: HS Science (non-*STAAR*)	Category A: HS Biology	Category C
SLO	5	5/5	5/5	10/10
School *STAAR*	2	2/5	2/5	4/10
Teacher *ACP* Semester 1	3	6/10	-	-
Teacher *ACP* Semester 2	5	15/15	-	-
Teacher *STAAR* Biology	4	-	12/15	-
Teacher *ACP* Semester 1	3	-	8/10	-
Student Achievement Score		28/35	27/35	14/20

For those in Category A, there are three possible cases: teachers with only Biology courses; teachers with only non-Biology courses (Chemistry, Physics, IPC, Environmental Systems); and teachers with both Biology *and* another science course. Table 9 shows how an achievement score is calculated for the first two cases (teachers with a single template).

In the third case—teachers with both kinds of courses—a teacher has statistics from two achievement templates, and the number of unique students contributing scores to the metrics in the template must be considered. The points and the calculations involving student counts shown in Table 10 are for a *single teacher* with scores from *both* high school science templates. The total number of students is relevant *only* for cases like this, that is, teachers whose achievement points must be combined across templates.

Table 10. Sample high school science teacher's achievement score from two templates

Measure	Base Points	HS Science (non *STAAR*) template results (n=70)	HS Science Biology template results (n=30)
SLO	4	4/5	
School *STAAR*	4	4/5	
Teacher *ACP* Semester 1	2	4/10	-
Teacher *ACP* Semester 2	3	9/15	-
Teacher *STAAR* Biology	3	-	9/15
Teacher *ACP* Semester 1	4	-	8/10
Points per Template		13/25	17/25
Step 1: Weight by students		13*70 = 910	17*30 = 510
Step 2: Sum		910 + 510 = 1420	
Step 3: Divide by total N		1420 / (70+30) = 14	
Step 4: Add SLO, Sch *STAAR*		4 + 4 + 14 = 22	
Student Achievement Score		22/35	

Chapter 3. Eligibility for Student Achievement Statistics

Teacher-level student achievement statistics based on standardized assessments cannot be computed for all teachers. Not all teachers have the right kind of student-level data, or have enough student-level data, because of what they teach. For those who do, to ensure statistics are only computed when it is both reasonable and fair to do so, there are several eligibility requirements that are checked. The requirements relate to the following areas:

- Instruction of TEI courses: Is instruction provided to students in courses that are administered appropriate assessments? Does the teacher spend a significant amount of the day teaching those courses?
- Students linked to the teacher: Are there sufficient numbers of students meeting minimum requirements for being scheduled and in attendance with the teacher and for having the right assessment results?
- Students with test data: Are there sufficient numbers of linked students with test scores to compute valid statistics?

Teachers must have course schedules and student data that meet all requirements outlined in this chapter to receive points for achievement measures that use student achievement statistics based on standardized assessments. If they do not, their templates will be from Categories C or D.

Instruction of TEI Courses

TEI Courses on Achievement Templates

Courses are "covered by" or "mapped to" achievement templates, and thus considered to be "TEI courses," if the courses have required standardized assessments for which achievement metric statistics can be computed. See Appendix D for the course groups matched to each achievement template along with the assessments that are used to compute metric statistics. (Note: The information in Appendix D may be for the prior school year if the current school year's course groups have not been finalized.)

A teacher not instructing any TEI courses cannot have TEI achievement metric statistics computed and must be in Categories C or D.

Minimum Students/Minimum Time in TEI courses

Requirements for minimum number of students scheduled into a teacher's TEI course or minimum amount of time spent instructing TEI courses use the following definitions:

Teacher's total student-units: A number representing the total of students a teacher had in class during the school year. Data used in the calculation of student-units are derived from a daily history of scheduling from the earliest start date through the latest end date among all test terms.

For each instructional day, the number of students scheduled with the teacher is counted. For secondary teachers, students are counted by period, and students in more than one period with a teacher are counted each time they are scheduled. For elementary teachers, students are counted by course, and students in more than one course with a teacher are counted each time they are

scheduled. Student counts for each day are summed across all instructional days; the sum is the teacher's *total student-units*.[6]

Teacher's evaluation student-units: A number like "total student-units" except computed using only TEI evaluation courses, which are those covered by an achievement template.

Teacher's total teaching periods: The total number of teaching periods across the school year during which the teacher was instructing students. Data used in the calculation are derived from a daily history of scheduling through the end of the school year.

For each instructional day, the number of periods during which any students were scheduled with the teacher is counted. (For teachers at elementary campuses, where students are not scheduled by period, the number of *courses* during which students were scheduled is counted.) Daily period counts are summed across all instructional days for the year; the sum is the teacher's *total teaching periods*.

Teacher's evaluation teaching periods: A number like "total teaching periods" except computed considering only periods during which at least one TEI evaluation course was being taught. (For elementary teachers, the summation uses the count of *courses*, not periods.)

Secondary Teachers (other than fine arts or physical education)

For secondary teachers of courses other than art, band, or physical education, a teacher is eligible for non-SLO achievement points if at least one of two criteria are met: the teacher's *evaluation teaching periods* are at least 50 percent of the teacher's *total teaching periods* or the teacher's *evaluation student-units* are at least 50 percent of the teacher's *total student-units*.

Elementary Teachers (other than fine arts or physical education)

Beginning in 2015-16 there are no requirements for eligibility related to numbers of students in TEI evaluation courses. Elementary teachers will receive points for their achievement measures provided there are enough student results to compute achievement statistics (see NUMBER OF STUDENTS WITH ASSESSMENT DATA).

Visual and Performing Arts or Physical Education Teachers

Beginning in 2015-16 there are no requirements for eligibility related to teaching periods or numbers of students scheduled in TEI evaluation courses. Teachers of this type will receive points for their achievement measures provided there are enough student results to compute achievement statistics (see NUMBER OF STUDENTS WITH ASSESSMENT DATA).

[6] The term "student-units" is used in place of "students" for two reasons: to emphasize that students are counted each time they are scheduled with the teacher and to differentiate between any "snapshot" counts of actual students that might be taken during the school year for other purposes.

Linking Students to Teachers

For a student's score to be included in the computation of statistics for a teacher's achievement metrics, the following three requirements for *scheduling, attendance,* and *assessment scores* must ALL be met:

1. Student must have been scheduled in the teacher's course by the start date of the test term **AND**
2. Student must be scheduled into and in attendance in an appropriate course with the teacher for at least 85 percent of the days during a test term **AND**
3. Student must have all necessary assessment scores (or score statistic; varies by metric)

This section describes how the district tracks student scheduling and how it determines whether students have met the three requirements above to be "linked" to the teacher for computing statistics for student achievement metrics.

Definition of "Test Terms"

Every assessment used for computing achievement metric statistics has a designated *test term*. The first day of the test term is not necessarily the first day of the school year or the first day of the semester.

To minimize the number of test terms, the end date for a test term will not necessarily coincide with the first day of the testing window, but it will be near the date. Year-long test terms are created based on *STAAR* testing dates, so that year-long test terms end just prior to major *STAAR* testing periods. Other, non-*STAAR* assessments will not have unique test terms. They will be matched to an existing *STAAR* test term. See Appendix E for a list of assessment types mapped to test terms. The mapping is updated each school year based on student and testing calendars. (Note: The information in Appendix E may be for the prior school year if the current school year's test terms have not yet been finalized.)

To allow for unambiguous roster review at the end of the school year (see TEI ROSTER VERIFICATION), all test terms end no later than early May. Thus, each student's eligibility for inclusion in teacher-level statistics can be accurately determined and displayed for review during roster verification.

Student Scheduling Data

Scheduling data from the district's student information system, or SIS, are stored daily.[7] Changes to student schedules are recorded and attributed to the day on which the change occurred. Thus, based on the schedules maintained in the SIS by school staff, for any day of the school year, a student can be identified as being scheduled in a particular course at a particular school and with a particular teacher.

Because these data are used to create student-teacher links, it is imperative that student and teacher scheduling is kept up-to-date and accurate by school administrative staff *every day* of the school year.

Tracking student scheduling by teacher

From the historical daily scheduling data, it is possible for a student to have "start dates" that differ among school, course, or teacher. For example, a student may enroll at the *school* on one date, be scheduled into a course on a later date, and then be moved to another teacher for the same course at an even later date.

[7] In 2017-18 and years prior, the district's SIS was Chancery SMS. Beginning in 2018-19, the SIS will be PowerSchool.

For linking students to a teacher, the start date of interest is the one that describes the date the student begins instruction with *that teacher*.

Scheduling is tracked for all courses that are mapped to any achievement template so that each student's history of days in the course with a teacher is available to be counted. These counts, converted to a percentage of instructional days in a test term, are used to determine one part of student eligibility.

Tracking student scheduling in related courses ("course groups")

When determining the total days a student is scheduled in a teacher's course, data are collected from scheduling across all courses that are part of the same "course group." Courses are considered part of the same course group if they are evaluated with the same assessment(s) or if instruction received for a time in one course supports the instruction received in another course into which the student transfers or is concurrently enrolled. For example, Sheltered Biology and Biology are in the same "Biology" course group. A student who changes from a regular Biology course to Sheltered Biology but keeps the same teacher will have all days counted as if he were in a single course with the teacher.

Throughout this document, terms or phrases such as "course," "scheduled into an appropriate course," or "scheduled into a teacher's course" imply scheduling in any course in a course group.

TEI Roster Verification

In May, teachers are given the opportunity to review TEI course rosters to ensure the rosters accurately reflect the classes taught and the students scheduled in their classes. TEI course rosters provide information about the days when the student was scheduled into the course group with the teacher and days when the student was not in attendance.

Students who do not meet *all* scheduling and attendance criteria cannot automatically be linked to the teachers for creating initial rosters, but through TEI Roster Verification, teachers can indicate they want these students linked to them regardless of the students' ineligibility.

The addition of test-term links can only be done for students who were officially scheduled into the teacher's class for at least one day during the school year. Students who were never officially scheduled into the teacher's class (in the SIS) will not appear on the main roster.

Once the decision is made by a teacher to include an otherwise ineligible student, *the decision cannot be reversed*. The student's scores will be used in the computation of teacher statistics for TEI, and the resulting statistics are final.

Students cannot be removed from rosters, nor can their eligibility be cancelled, via TEI Roster Verification. Rosters are created using the eligibility rules outlined above. If errors were made at a campus when scheduling students via the SIS, teachers must submit those issues for review by the principal and Evaluation & Assessment staff. Methods are available within the TEI Roster Verification module to describe the scheduling error and submit a request for review. For more information about the TEI Roster Verification process, including step-by-step instructions, district staff can sign in to MyData Portal at http://mydata.dallasisd.org, then navigate to the instructional page for TEI Roster Verification via the following menus: *Improve* > *Local Accountability* > *TEI Roster Verification.* Alternatively, after signing in, paste *http://mydata.dallasisd.org/PORT/inc_school_reports_menu_cei.jsp* into the address bar.

Student Eligibility Requirement #1: Student "Start Date"

A student must have been scheduled in the teacher's course by the start date of the test term.

Rule for student start date in a teacher's course

The date by which students must first be scheduled in a teacher's course to be linked to the teacher for an assessment varies based on the type of assessment.

Year-long tests and semester tests administered in fall semester

Students must be scheduled into a teacher's course by the second school day[8] of the second six-week grading period as one condition for linkage to the teacher for computing achievement metrics that are based on semester tests administered during the fall semester (such as typical Semester 1 *ACPs*) or on year-long tests (such as *STAAR* or *TerraNova/SUPERA*).

Semester tests administered in spring semester

Students must be scheduled into a teacher's course by the fourth Monday of January as one condition for linkage to the teacher for computing achievement metrics that are based on semester tests administered during the spring semester (such as typical Semester 2 *ACPs*).

Including students with late start dates

Teachers may request (with principal approval) that students with late start dates be linked to the teacher for computing achievement metrics (see TEI ROSTER VERIFICATION). If students who would be excluded from the teacher's statistics because of late entry into the teacher's course are added by the teacher during TEI Roster Verification, and if these students meet all other eligibility requirements, their scores *will be* used to compute the teacher's metrics. The decision to add the students, which includes their scores in achievement statistics, cannot be rescinded after TEI Roster Verification ends.

Student Eligibility Requirement #2: Time Scheduled and in Attendance

A student must be *scheduled into* and *in attendance in* an appropriate course with the teacher for at least 85 percent of the days during a test term to have his or her assessment score attributed to the teacher. The number of days a student must be present in a course to meet the 85 percent requirement is in Appendix E.

Time Scheduled

Days scheduled are counted from the historical daily scheduling data captured from the SIS. For those days the student is scheduled with the teacher, he or she must also be in attendance.

Attendance

For elementary students, attendance is determined by the official daily attendance. Elementary students who are marked absent for official attendance are considered absent for all courses that day, that is, they are *not* in attendance for *any* courses on that day.

[8] For 2016-17, this date was moved to the second day from the first day because of a high number of schedule changes occurring on the second day as leveling actions were completed on the first day.

For secondary students, attendance is determined by period-level attendance. Secondary students who are marked absent for the class period are not in attendance for that class period. At schools using "block scheduling," an absence during a period is weighted by two to accommodate the longer periods.

The following absence codes make up the exclusive list of codes that will count as *absences* when computing minimum attendance: E, H, J, M, N, O, R, U, V.[9] A student marked with any code not among those listed will be considered "present."

Student Eligibility Requirement #3: Assessment Scores

A student must have all necessary assessment scores, which varies by achievement metric, to be eligible for inclusion in metric calculations. It is possible that a student will have scores included for some metrics but not others.

Requirements by Metric Type

Status metrics

A "status" metric compares students' results to a defined criterion, such as a passing or performance standard (e.g., "percentage of tests at met grade level standard" or "percentage of tests passed"). For computing statistics for status metrics students must have the appropriate current-year scores.

Relative growth metrics

A "relative growth" metric compares students' results to results of other students who are similar based on one or more other variables, such as last year's assessment scores or demographic characteristics (e.g., CEIs and academic peer group statistics). For computing statistics for relative growth metrics, students must have the required current *and* prior-year scores. Students without the required prior-year scores cannot be used in these calculations.

Effect of retention on use of student assessment scores

Students' scores will not be excluded from computations due to retention in any prior year. Some students with scores from same-grade tests in the current and prior years will not have scores that can be used in computing relative growth statistics. This does not preclude the use of the current-year scores in computing status metrics, though it will typically mean the students' current-year scores cannot be used to compute other types of statistics, such as CEIs and peer-group averages.

Number of Students with Assessment Data

To receive at least some teacher-level, non-SLO achievement statistics, the minimum number of students who must be linked to the teacher in course groups that belong the same evaluation template is 10. Metrics have different minimum-size requirements based on their definitions. However, when considering all minimum-size requirements across all metrics, it is not possible to compute statistics if a teacher does not have at least 10 students who are linked to her in course groups that belong to the same evaluation template. When there are not 10 students linked to the teacher, no student achievement

[9] Absence codes used to determine minimum attendance are subject to change annually, based on changes in district or state policy regarding student absences and the coding of student absences.

statistics can be computed, which means no student achievement measures can be assigned points, and the teacher will move to Categories C or D. If there are at least 10 students, it is possible that achievement statistics can be computed.

Sample Size Requirements by Metric Type

When there are at least ten students linked to the teacher, the minimum number who must have test scores differs by metric type: status, classroom effectiveness index, or academic peer group.

Status metrics

At least 12 students linked to the teacher must have current-year scores.

For example, for a Grade 3 teacher of reading/language arts and mathematics, the *STAAR* percentage at grade level will be computed if there are 12 students with scores from the reading or mathematics Grade 3 tests. Most students will have both *STAAR* scores, but at least 12 students must have at least one score.

Classroom Effectiveness Index (CEI) metrics

At least 10 students must have both a current-year score *and* two prerequisite prior-year scores. The students must also meet minimum attendance requirements *at the campus*, which is a factor in computing CEI statistics.

For example, a Grade 5 teacher of mathematics must have 10 students with a current-year mathematics *STAAR* score *and* scores from two Grade 4 tests (typically *STAAR* mathematics and *STAAR* writing, though this can vary year to year depending on the data) if the teacher is to have a *STAAR* CEI statistic.

If the teacher has both mathematics and science courses, some students with current-year *STAAR* mathematics scores may not have both prerequisite Grade 4 test scores for the Grade 5 *STAAR* mathematics test. Similarly, some students with current-year science scores may not have both prerequisite test scores for the science test. To receive a *STAAR* CEI statistic, among all the teacher's students, there must be at least 10 students with enough data to compute a relative gain score for at least one of the tests. [10]

Academic Peer Group (APG) metrics

At least 10 students must have both a current-year score *and* its prerequisite prior-year score (which is used to determine the students' academic peer groups). The students must also meet minimum attendance requirements *at the campus*.

For example, if a middle-school math teacher has only Grade 7 math courses, he or she must have at least 10 students with current-year Grade 7 math *STAAR* scores *and* Grade 6 math *STAAR* scores, the only combination of tests that is used for computing the peer group metric for Grade 7 math.

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[10] See

METRIC 2: STAAR CEI in Chapter 8 for a definition of relative gain score and descriptions of the CEI computation process.

Other metrics

Other metrics have minimum-size requirements that are specific to the metric. Size requirements are included with metric definitions and example calculations in Chapter 8.

Adjustments to Component Scores Due to Lack of Student Achievement Statistics

Teacher Performance component scores will be computed based on the teacher's actual category, after eligibility requirements have been checked, not the category that might have been initially assumed based on course scheduling.

Teachers who would have been Category A (based only on the courses they teach) but for whom no teacher-level student achievement metrics could be computed will end up as Category C, because both categories have the Student Experience component. The Teacher Performance component score will be based on the Category C maximum of 65 instead of the Category A maximum of 50.

Similarly, teachers who would have been Category B but end up in Category D because they lack student achievement statistics (neither category has the Student Experience component) will have a Teacher Performance component score that is a portion of 80, not 65.

For teachers without teacher-level student achievement scores who move to Categories C or D, Student Achievement component scores will be based on two measures, *School STAAR* and *SLO*, and base points will be doubled because these measures are worth two weights on Category C and D achievement templates.

Chapter 4. Student Experience Survey

The Student Experience component is based on the results of a confidential student experience survey that gathers information about students' experiences with their teachers. The survey was developed by Panorama Education and asks students to provide feedback on five categories:

1. Expectations and Rigor
2. Student Engagement
3. Classroom Environment
4. Supportive Relationships
5. Pedagogical Effectiveness

Different surveys are administered to elementary and secondary students. The elementary school survey has 21 questions and is administered to students in grades 3-5, while the secondary school survey with 26 questions is administered to students in grades 6-12.

Survey Administration

The student survey is administered during second semester. Surveys are administered at all schools except for a few campuses that have highly mobile student populations where few, if any, students meet the attendance requirements and remain enrolled in the school until the survey is administered.[11] During this week, administrators at campuses may select the best day for administration based on their scheduling needs. Each student will take up to two surveys about two teachers.

Languages

The student survey is made available to all students in English and Spanish. Elementary students receive English and Spanish versions of the survey and complete the surveys in their preferred language. Secondary students receive English versions of the survey along with a Spanish translation guide. In 2016-17, a Burmese version of the survey and translation guide were made available to all students at campuses with a large Burmese-speaking population.[12]

Accommodations

Accommodations are made for struggling readers as well as students requiring Braille or large print surveys. Both Braille and large print versions of the survey are provided to campuses. Additionally, elementary schools can choose to read the survey aloud for struggling readers.

Eligibility for Student Experience Score

Surveys are administered to students who meet specified criteria and who are scheduled in courses with teachers who also meet specified criteria. Not all teachers will have student experience scores included in their evaluation scores.

[11] In 2017-18, the survey was administered during the week of April 23, 2018.
[12] Beginning in 2017, student surveys in Burmese were administered at Conrad HS, Tasby MS, Gill ES, Hotchkiss ES, Lowe ES, and McShan ES.

Student Eligibility for Student Survey

To take the survey, students' must meet eligibility criteria related to grade level, attendance, language, and instructional setting. In addition, students must also be scheduled with a teacher who meets eligibility criteria in a course that is eligible for the survey. They must also be enrolled at a school in which the survey is being administered.

Grade

Students must be in grades 3-12 to participate in the student survey.

Instructional Setting

Students are eligible to take the student survey if their instructional setting in district databases is one of the following: Unclassified, Mainstream, Resource Room 0-20%, Resource Room 21-49, No Instructional Setting.

Attendance

Students must be in attendance for at least 85% of the days within the specified window.[13] For secondary schools, student attendance is based on a student's scheduling with the teacher in the course. For elementary schools, daily school attendance is used to calculate absences.

Language

Students must be able to take the survey in English or Spanish. (At select schools with a large Burmese-speaking population, Burmese-speaking students are also eligible to take the survey.) Student eligibility is determined based on their languages spoken and scores on the *TELPAS* or *IDEA Language Proficiency Test (IPT)*. Students must be in one of the following four groups to be eligible to participate in the student survey:

1. Students whose primary and secondary language is English, Spanish, or Burmese[12]
2. Students in grades 3-4 who are not first-year ELL students and whose composite rating on the prior-year *TELPAS* was Advanced or Advanced High
3. Students in grades 5-12 who are not first-year ELL students who were at levels 3-6 on the prior- or current-year *IPT* and whose composite rating on the prior-year *TELPAS* was Advanced or Advanced High. (Students must meet the criteria for all tests for which they have scores.)
4. Students in grades 3-12 who are new to Dallas ISD and who were at levels 4-6 on the most recent *IPT*.

Teacher Eligibility for Student Survey

Like students, teachers must meet specified criteria for their students to be surveyed about their classrooms. They must be teaching at a school in which the survey is being administered. They must also be TEI-eligible to be eligible to participate in the student survey. Teachers whose job codes are not TEI-eligible are excluded from participation. Additionally, at the secondary level, specified courses are not eligible for participation based on the recommendation of the Teaching and Learning, Career and

[13]In 2018, students were required to attend at least 30 days between the beginning of the spring semester, January 9, and February 28.

Technology Education, and Special Education Departments. These courses include, for example, advisory courses and special education courses.

Some teachers will be eligible to participate in the survey, meaning that students will take surveys about them, but they will not have survey results. This is because not enough students completed surveys about their classroom. A teacher must have at least ten students with completed surveys to qualify for student experience scores.

Sampling Design

Evaluation and Assessment provides the vendor with a scheduling file that includes only the students and teachers who are eligible to participate in the student survey. The vendor randomly selects the teachers for whom students will complete surveys so that each student is taking no more than two surveys. Teachers with lower enrollments are prioritized to maximize the number of teachers who will have enough students (at least ten) to qualify for student experience scores.

Scoring

Student experience scores are computed for eligible teachers who received at least ten student responses. They are computed as follows:

1. For every question on the student perception survey, calculate the percentage of responses that are "positive."
    - For questions with five possible responses, the top two answers are positive
    - For questions with seven possible responses, the top three answers are positive
    - Non-responses, or "blanks," are not used in the computation of these percentages
2. For every survey category (e.g., *Classroom Environment*), calculate a category percentage that is the average of positive-response percentages across questions in the category. For example, in a category with three questions with percentages of 65, 70, and 90, the category percentage is 75.
3. Calculate an overall percentage by averaging the category percentages. For example, if a survey has five category percentages of 50, 54, 73, 92, and 85, the student experience percentage is 71.

Since 2015-16, teachers' student experience percentages have been ranked within the following groups: elementary core, elementary non-core, middle, and high.[14] Points for the Student Experience score are assigned based on the target distribution defined in Table 11. The teacher's percentile rank determines the number of points earned. The last row displays the approximate percentage of teachers within a group who will earn that number of points.

Table 11. Target distribution for student experience points

Point value	0	3	6	9	12	15
Percentile range	1-3	4-15	16-40	41-80	81-92	93-99
Percentage of teachers	3%	12%	25%	40%	12%	8%

[14] Groups may change as needed to ensure equity of point assignment. A district steering committee recommends changes to groups based on evidence from outcomes.

For teachers with students in multiple groups (e.g., teachers who teach both middle and high school students), percentages of favorable responses are computed separately for each group and each percentage is assigned a point value according to the appropriate set of cut points. The teacher's score for the Student Experience component is a weighted average of the points from each group. (In the weighted average, each point value is multiplied by the number of students in the group, and the sum of those products is divided by the total number of students surveyed.)

Cut points, e.g., the minimum and maximum for each point value's range, are published in the May after survey results are released. A file with cut points for each group is available from the TEI website Resources section at http://tei.dallasisd.org/home-2/resources/ The page exists on the Dallas ISD website by navigating the following menus: *Staff* > *Teacher Excellence Initiative* > *Resources*

Example: Grade 5 Mathematics Teacher

Consider a grade 5 mathematics teacher who has five category percentages of 88, 70, 85, 77, and 82. Her overall percent favorable is 80%, which is an average of the five category percentages.

Survey Category	Percent Favorable
Expectations and Rigor	88
Student Engagement	70
Classroom Environment	85
Supportive Relationships	77
Pedagogical Effectiveness	82
Overall	**80**

Point Assignment

As an elementary core teacher, she will receive 6 points for her result.

Percent Favorable (p)	Base Points
$p \geq 98.0$	15
$93.0 \leq p < 98.0$	12
$84.0 \leq p < 93.0$	9
$74.0 \leq p < 84.0$	6
$63.0 \leq p < 74.0$	3
$p < 63.0$	0

Example: Elementary and Middle School Physical Education Teacher

Consider an elementary and middle school physical education teacher with 30 elementary school students who completed the elementary survey and 25 middle school students who completed the secondary survey. On the elementary survey, he has category percentages 90, 85, 83, 80, and 82, with an overall percent favorable of 84%. On the secondary survey he has category percentages 88, 77, 82, 79, and 80, with an overall percent favorable of 81%.

Survey Category	Elementary Percent Favorable	Secondary Percent Favorable
Expectations and Rigor	90	88
Student Engagement	85	77
Classroom Environment	83	82
Supportive Relationships	80	79
Pedagogical Effectiveness	82	80
Overall	**84**	**80**

Point Assignment

As an elementary non-core teacher, he will receive 9 points for elementary, and as a middle school teacher he will receive 12 points for secondary. The weighted average is [(9 x 30) + (12 x 25)] / (30+25) = 10 points.

Elementary Non-Core Percent Favorable (p)	Middle Percent Favorable (p)	Base Points
$p \geq 92.0$	$p \geq 85.0$	15
$88.0 \leq p < 92.0$	$79.0 \leq p < 85.0$	12
$78.0 \leq p < 88.0$	$66.0 \leq p < 79.0$	9
$69.0 \leq p < 78.0$	$53.0 \leq p < 66.0$	6
$56.0 \leq p < 69.0$	$41.0 \leq p < 53.0$	3
$p < 56.0$	$p < 41.0$	0

Student Survey Reports

Reports are available at the teacher, campus, feeder pattern, trustee, and district levels. Teachers, principals, executive directors of feeder groups, and assistant superintendents can access student survey results online using a module created and maintained by Panorama, the survey vendor. Reports can also be downloaded and printed as PDF documents.

Reports display overall results as well as aggregated results by item and category. They also allow for year-to-year comparisons and show results by student group (for example, grade and ethnicity), if there are enough students in each group to protect confidentiality. Through 2017-18, access to the Student Survey Report is available via the district's SchoolNet application, after signing in. After that time, it is anticipated that the Student Survey Report will be available via MyData Portal, http://mydata.dallasisd.org.

Professional Development: Playbook

Playbook, a peer-to-peer online professional development platform, supports teachers working to improve their students' classroom experiences. Playbook is developed and maintained by Panorama. It is a resource for teachers to share classroom practices that could impact the domains measured by the student survey. Playbook is utilized by approximately 200 school districts across the country. All strategies and practices are contributed by teachers from these school districts. A teacher who scores low in student engagement could use Playbook to find classroom strategies other teachers have used to successfully engage students. Similarly, a teacher who scores high in a domain can share their practices with other teachers.

Chapter 5. Distinguished Teacher Review

Distinguished Teacher Review is the process which must be completed to potentially obtain a distinguished effectiveness level, defined as a level of Proficient II or higher. Eligible teachers must submit the DTR Application that is reviewed by specially-trained DTR review teams. For complete information about DTR, download the TEI Teacher Guidebook, available from the TEI website Resources section at http://tei.dallasisd.org/home-2/resources/

Eligibility for a Distinguished Teacher Review

DTR Eligibility in TEI's First Year (2014-15)

In the first year of TEI, teachers were eligible to apply for Distinguished Teacher Review based on summative scores awarded during early 2014-15 summative evaluations. Application required that school year 2014-15 was the teacher's third (or higher) year in the profession and that the teacher earned a minimum score of 65 on the summative performance evaluation.

Criteria related to student achievement and student experience components were applied *retroactively*, after component scores were computed in the summer of 2015. The third criterion to have remained eligible for DTR in 2014-15 was that the teacher earned a minimum of 50 percent of possible points for combined Student Achievement and Student Experience scores.

DTR Eligibility Requirements

In school years beginning 2015-16, DTR eligibility varies for teachers depending on the existence of prior-year TEI outcomes, years of service, or years in the district.

Teachers with current effectiveness levels and at least three years of teaching experience

For teachers with a current effectiveness level who have completed at least three years of teaching, DTR eligibility is determined from the *prior year's* TEI outcomes. The criteria for applying for DTR are:

- Minimum effectiveness level of Proficient I
- Minimum score of 65 on the summative performance evaluation[15]
- Minimum 50% of points for combined Student Achievement and Student Experience scores[16,17]
    - Category A: Minimum 25 of 50 (35 SA + 15 SE)
    - Category B: Minimum 18 of 35 (SA only; no SE component)
    - Category C: Minimum 18 of 35 (20 SA + 15 SE)
    - Category D: Minimum 10 of 20 (SA only; no SE component)
- Average evaluation score at the 70th percentile or higher among scores in the same category[18]

[15] Minimum summative score subject to change.
[16] Minimum percentage subject to change.
[17] Examples in text are for standard scenarios in which School *STAAR* measure and SLO measure points are available. Minimums will adjust if the maximum point values are lessened because School *STAAR* or SLO points are not available or otherwise invalid.
[18] Percentile was 75th in 2016-17 and prior years. Percentile lowered to 70th beginning with 2017-18 school year.

Third-year teachers with current effectiveness level

An exception for eligibility exists for teachers currently in the third year of teaching with a valid evaluation score from the prior year. These third-year teachers, who were prevented by rule from receiving the Proficient I effectiveness level, are eligible to apply for the DTR process if they meet these criteria:

- Minimum *evaluation rating* of Proficient I
- Minimum score of 65 on the summative performance evaluation[15]
- Minimum 50% of points for combined Student Achievement and Student Experience scores[16]
- Average evaluation score at the 70th percentile or higher among scores in the same category[18]

Teachers without a current effectiveness level

Teachers who are new to the district and who have completed at least two years of teaching also have different criteria, because they have neither prior-year TEI scores nor a current effectiveness level. Also covered by the criteria in this section are teachers returning to the district (in at least their third year of teaching) who do not have a current effectiveness level, or valid evaluation rating, because they were hired too late in the school year (see Chapter 6). If the principal of such a teacher submits an early summative performance evaluation as outlined by any future requirements established for this purpose, the teacher must meet these criteria to be eligible to apply for the DTR process in the same year:

- Minimum score of 65 on the summative performance evaluation[15]
- Minimum 50% of points for combined Student Achievement and Student Experience scores *in the current year*. This criterion is applied *retroactively* when current year statistics are produced during the normal computation process at the end of the school year[16]

DTR Points in the Evaluation Score

Teachers completing a Distinguished Teacher Review are eligible for up to three types of additional scores that will be added to the overall evaluation score.

Types of Distinguished Teacher Review Points

DTR application points

DTR application points are earned by completing a Distinguished Teacher Review Application during the school year. DTR application points range from 0-14.[19] Beginning with the 2018-19 school year, DTR application points will be reapportioned and will range from 0-20. See the TEI Teacher Guidebook for information on how applications are scored.

Tier 1 Service points

Tier 1 Service points are earned by teachers completing Distinguished Teacher Review and are based on the number of years of service in a Dallas ISD Tier 1 school.[20] A teacher may earn Tier 1 points as part of DTR if the teacher was teaching at a Tier 1 campus during the school year of the review.

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[19] DTR observations were discontinued in 2016-17, and application points became the only component of the DTR score. With observations, scores ranged from 0-20. For comparability, application points in 2016-17 and 2017-18 were pro-rated using the formula: [points]/14×20. In 2018-19, application points will be awarded on the full range of 0-20, and pro-rating will cease.

[20] See the TEI Teacher Guidebook for information on how schools are assigned Tier 1 status.

Tier 1 Service points, or "Tier 1 points," are awarded based on total years of service in a Tier 1 school while also eligible for DTR. After the first year in which a teacher is DTR eligible while teaching at a Tier 1 campus, she earns three Tier 1 points. After a second year of teaching at a Tier 1 campus while DTR eligible, the teacher earns four points. After the third and subsequent years, the teacher earns five Tier 1 points.

A teacher who does not complete a DTR application one year because he or she completed the process in the prior year will have Tier 1 Service points applied to his or her evaluation score according to the schedule above. While DTR application points will be transferred without change, Tier 1 points may increase by one point with an additional year of service (up to the maximum of five points). Tier 1 points will be added only if the teacher was at a Tier 1 campus during the school year.

In any year in which a teacher is no longer eligible for DTR, she cannot earn Tier 1 Service points. Only teachers who are eligible for DTR (as outlined in DTR ELIGIBILITY REQUIREMENTS) are also eligible for Tier 1 points. When the teacher next becomes eligible and completes the DTR process, if she is at that time at a Tier 1 campus, she will earn Tier 1 points based on her cumulative years of service in Tier 1 schools.

Adding DTR Points to the Evaluation Score

Points earned through DTR are added directly to the three TEI component scores (Teacher Performance, Student Experience, and Student Achievement). Thus, teachers completing a DTR may exceed the typical 100-point maximum for an evaluation template.

Adjustment to maximum performance points for DTR teachers

Teachers completing a DTR are allowed a lower maximum number of performance points than non-DTR teachers in their categories. This is to ensure equity across evaluators and to discourage inflation of summative scores. Performance points *higher* than the adjusted DTR maximum will be dropped to the adjusted maximum value before component points and DTR points are added for the evaluation score. The adjusted DTR maximum is ten points lower than the "standard" maximum for performance. Maximum point values by component for DTR and non-DTR teachers are presented in Table 12.

Table 12. Maximum evaluation scores for DTR and non-DTR teachers by category

	Tchr Perf		Stu Ach		Stu Exp		DTR[19]		Tier 1		Max Points
DTR											
Category A	40	+	35	+	15	+	20	+	5	=	115
Category B	55	+	35	+	0	+	20	+	5	=	115
Category C	55	+	20	+	15	+	20	+	5	=	115
Category D	70	+	20	+	0	+	20	+	5	=	115
Non-DTR											
Category A	50	+	35	+	15					=	100
Category B	65	+	35	+	0					=	100
Category C	65	+	20	+	15					=	100
Category D	80	+	20	+	0					=	100

Note: Values are subject to change. Examples represent typical cases where all achievement points are available and valid. In all categories, the DTR adjustment is 10 points.

Evaluation scores for teachers who lose eligibility for DTR

For teachers without an effectiveness level, DTR eligibility is partly dependent on current-year outcomes that cannot be computed until the close of the school year. It is possible for a teacher to complete the DTR Application but subsequently become ineligible because he does not earn the minimum percentage of possible Student Achievement and Student Experience points. In such cases, the teacher's evaluation score will be computed so that he earns the higher of the following two scoring options:

- DTR Scoring Method: Adjusted teacher performance score added to student achievement score, student experience score (if applicable), and DTR-related points[21]
- Non-DTR Scoring Method: Non-adjusted teacher performance score added to student achievement and student experience scores

Though the DTR scoring method may be applied because it is beneficial to the teacher's evaluation score, the teacher will *not* be considered a DTR teacher, cannot have an effectiveness level above Proficient I, and cannot make use of the DTR points from the current year as carryover points in the next year (see CARRYOVER DTR POINTS).

Carryover DTR points

After completing a DTR in a school year, if a teacher continues to meet DTR eligibility in each of the next two years, she will not be required to submit a new DTR Application for the next two evaluation cycles,[22] provided she remains an employee of the district without interruption between evaluation cycles. The DTR points last earned will be re-applied ("carried over") to the teacher's evaluation score for potentially the next two evaluation cycles, for a total of three years of use. Two years after first earning the DTR points, the points will "expire," and the teacher must complete the DTR process and earn new DTR points.

Tier 1 Service Points with Carryover DTR Points

Tier 1 Service points do not carry over in the same way as DTR points. A teacher may choose not to complete the DTR process in a year in which she is eligible and instead take advantage of carryover DTR points. If she earned Tier 1 points in the prior year and remains at a Tier 1 school in the current year, her Tier 1 Service points can increase by one (up to a maximum of five). After up to two years, the teacher must submit a new DTR Application to continue receiving Tier 1 points for her evaluation score.

Because Tier 1 Service points can only be earned when the teacher is currently at a Tier 1 school, Tier 1 points will not accumulate nor be applied to the evaluation score if the teacher has moved to a non-Tier 1 school, even if other DTR points are carried over.

Effect of Carryover Points on Effectiveness Levels

In years prior to 2017-18, a teacher could not advance beyond an effectiveness level of Proficient II without completing the DTR process in the current evaluation cycle ("Rule G" for effectiveness levels for returning teachers). Thus, while carryover points were used in computing the evaluation score, the

[21] Does not include Tier 1 points, which are not included in the evaluation score for teachers who lose DTR eligibility.
[22] Change to three-year carryover began with points earned in 2016-17. For prior years, maximum usage of DTR points was two years. DTR points earned in 2015-16 carried over only to 2016-17 and did not carry over to 2017-18.

distinguished teacher's effectiveness level did not advance a level. This rule was eliminated in 2017-18, affecting 2018-19 effectiveness levels. A teacher is not required to apply for DTR to advance to the next distinguished level. The teacher must, however, still have current or non-expired DTR points to remain above Proficient I. See Chapter 6 for the complete set of rules which determine effectiveness levels.

Example: Carryover of DTR and Tier 1 Service points

Consider a teacher who works at a Tier 1 campus for all the school years covered by the time frame of this example and who completed the DTR process in 2014-15. Table 13 shows the carryover of points from one year to the next as well as the effects on the effectiveness level. (For details on how effectiveness levels are determined from evaluation scores, see Chapter 6.)

The teacher remained eligible for DTR in 2015-16 but did not submit a DTR Application in 2015-16, opting instead to carry over points. DTR points applied to her evaluation score for 2015-16 were carried over from 2014-15, and her Tier 1 Service points increased from three to four because she added a year of Tier 1 service. Her evaluation rating was Proficient III, but her effectiveness level for 2016-17 could not increase because she did not complete the DTR process. Thus, her effectiveness level remained at Proficient II for the 2016-17 school year.

In 2016-17, the teacher did not complete the DTR Application. DTR points could not carryover a second time (see footnote 22), and Tier 1 Service points do not apply for non-DTR teachers. Her evaluation score, when averaged with the score from the prior year, led to a Proficient II evaluation rating. Although she did not complete the DTR process or have carryover points in 2016-17, her effectiveness level remained at Proficient II for 2017-18 due to the rule that prevents a decrease in level for at least three years.

In 2017-18, the teacher was again eligible and completed the DTR process. Her new DTR points were applied to her evaluation score, and her Tier 1 Service points reached the maximum value of five because she taught at least three years at a Tier 1 school. Her evaluation rating of Proficient III resulted in a Proficient III effectiveness level for 2018-19.

The teacher was eligible for DTR in 2018-19 and opted not to submit a DTR Application, instead carrying over her points from 2017-18. With the change in 2016-17 regarding the number of years DTR points remain viable, she may do this twice: once in 2018-19 and again in 2019-20, provided she remains DTR eligible. Her 2018-19 evaluation score resulted in an evaluation rating of Exemplary. The removal of "Rule G" in 2017-18 allowed the effectiveness level to increase as well, to Exemplary I.

Table 13. Example: Carry-over of DTR and Tier 1 points

Evaluation Year	DTR Points	Tier 1 Points	Evaluation Rating	Effectiveness Level Year	Effectiveness Level
2014-15	12	3	Proficient II	**2015-16**	Proficient II
2015-16	12[a]	4	Proficient III	**2016-17**	Proficient II[b]
2016-17	—	—	Proficient II	**2017-18**	Proficient II[c]
2017-18	11	5	Proficient III	**2018-19**	Proficient III
2018-19	11[a]	5	Exemplary	**2019-20**	Exemplary I[d]

[a]Points carried over from prior evaluation cycle. [b]Rule G prevented increase. [c]Rule I preserved level. [d]Rule G removed in 2017-18.

Chapter 6. Effectiveness Levels

A teacher's effectiveness level for a school year is typically based on the previous *two* school years' evaluation scores (if derived from the same teacher category) as well as the previous year's effectiveness level. When a teacher does not have two consecutive evaluation scores from the same category, such as when a teacher is new to the district or changes categories from one year to the next, the effectiveness level is based only on the evaluation score from the school year just completed.

Beyond the evaluation score, there are rules that restrict the assignment of effectiveness levels each year. For this reason, it can be expected that an *evaluation rating* and the *effectiveness level* it leads to for the next school year may not be the same. An evaluation rating provides context for the average evaluation score *within the year the average score was obtained*. The effectiveness level determines the teacher's salary and provides context for a teacher's evaluation scores *over time*.

When TEI is fully implemented, possible effectiveness levels are:

1. Unsatisfactory
2. Progressing I
3. Progressing II
4. Proficient I
5. Proficient II
6. Proficient III
7. Exemplary I
8. Exemplary II
9. Master

Effectiveness levels are determined at the start of a school year. They are based on data from prior school years. For example, observations and data that were collected during the 2016-17 evaluation cycle, along with the 2015-16 evaluation score and the 2016-17 effectiveness level, were used to determine the 2017-18 effectiveness level, which was reported in September 2017.

The Exemplary II level was first obtainable in 2016-17. The first year that a teacher can be at the Master level is 2018-19. See RULES FOR EFFECTIVENESS LEVELS FOR RETURNING TEACHERS.

Last Hire Date for Rating and Level Eligibility

Teachers must be hired into a TEI-eligible position no later than the last instructional day of the fall semester[23] to receive an evaluation rating for the current year and an effectiveness level for the following year. Teachers hired after this date will be evaluated with TEI, receiving a summative evaluation score and points for any other viable TEI components, but the evaluation score will not be assigned an evaluation rating and there will not be an effectiveness level. These values will be reported as "No Rating" and "No Level" on the teacher's scorecard.

The "last hire date" requirement replaces the previous requirement that a teacher must have been in attendance for at least 125 instructional days during the school year to receive an evaluation rating and next-year effectiveness level.

Effectiveness Levels for Teachers New to TEI

Because no prior-year information is available for the first year a teacher receives an effectiveness level, the procedures for establishing new effectiveness levels are different than those for subsequent years.

[23] In 2017-18 the last instructional day was December 21, 2017.

Rules for Effectiveness Levels for Teachers New to TEI

Except when a rule listed below requires the effectiveness level to be different from the evaluation rating, a teacher's first effectiveness level is simply the evaluation rating from the evaluation cycle just completed. For 2018-19 effectiveness levels, that evaluation year is 2017-18. The following rules outline instances where the effectiveness level may differ from the evaluation rating:

A. A teacher without an evaluation rating will not be assigned an effectiveness level for the next year. The level will be reported as "No Level." This includes instances where an evaluation score is not used for determining an evaluation rating because the teacher was not hired into a TEI-eligible position on or before the last instructional day of the fall semester.
B. A first-year teacher (i.e., one who has one year of experience at the end of an evaluation year) will have an effectiveness level of Progressing I for the next year.
C. A teacher with two years of experience at the end of an evaluation year cannot have an effectiveness level higher than Progressing II for the next year. In other words, a teacher cannot reach the Proficient I effectiveness level until three years of teaching have been completed.
D. A teacher with three or more years of experience at the end of the evaluation year who did not complete the DTR process (because he or she did not apply or did not maintain eligibility based on Student Achievement and Student Experience scores) will have an effectiveness level at or below Proficient I for the next school year.

Examples of Effectiveness Levels for Teachers New to TEI

- A teacher was hired after the start of the spring semester, in January. Her evaluation score, computed with all available components, falls in the range for an evaluation rating of Progressing II. Because she was not hired before the cut-off date for new hires, by **Rule A** she will not have an evaluation rating for 2017-18 nor an effectiveness level for 2018-19. Her scorecard will report "No Rating" and "No Level".
- A teacher new to the profession (i.e., a first-year teacher) earns an evaluation score that translates to an evaluation rating of Progressing II. This means her score fell into a range of scores associated with Progressing II ratings, implying that within her category, her score was roughly between the 15th and 40th percentiles. Because of **Rule B**, her *effectiveness level* will be Progressing I, even though her evaluation rating was Progressing II.
- A teacher completing his second year of teaching earns an evaluation score that translates to an evaluation rating of Progressing II. (His score fell into a range of scores associated with Progressing II ratings.) His effectiveness level will be Progressing II.
- A second-year teacher earns an evaluation score that translates to an evaluation rating of Proficient I for his category. Because of **Rule C**, his *effectiveness level* will be Progressing II, even though his evaluation rating was Proficient I.
- A teacher completes the DTR application process in 2017-18 and remains eligible for DTR status after her points for the Student Achievement and Student Experience components are tallied over the summer. (Having completed the DTR application process, it is already known that the teacher was in at least her third year of teaching, else she would not have been eligible to apply. Thus,

Rules A and **C** cannot apply.) Her evaluation rating is found to be Proficient III, and thus her effectiveness level is Proficient III.

- A fourth-year teacher did not earn DTR points in 2017-18. This could have been because he was not eligible to apply, did not remain eligible at the end of the year, or did not opt to complete the application process. His evaluation score for his category fell into the range for an evaluation rating of Proficient II. Because of **Rule D**, his *effectiveness level* for 2018-19 will be Proficient I.
- An experienced teacher joined the district in the current school year, her fourth year of teaching. The teacher was recommended for DTR by her principal, and she completed the DTR application process, meeting all eligibility criteria (see TEACHERS WITHOUT A CURRENT EFFECTIVENESS LEVEL in Chapter 5). Her evaluation score translates to an evaluation rating of Proficient II, which is then her effectiveness level for the next year.

Effectiveness Levels for Returning Teachers

For teachers who have evaluation scores from the same category in both the current and prior evaluation cycles, the average of those evaluation scores will be used to determine the evaluation rating. The average evaluation score will be assigned an evaluation rating that is based on the distribution of average scores within each of the four teacher categories (A-D).

Evaluation scores from years before the two most recent school years will not be used in computing the average evaluation score. If a teacher does not have two evaluation scores from the same category in the two most recent evaluation cycles, only the evaluation score from the current evaluation cycle will be used to determine an evaluation rating.

Rules for Effectiveness Levels for Returning Teachers

With some exceptions, the current year's evaluation rating equates to the next year's effectiveness level. The following rules outline these exceptions, that is, instances where the effectiveness level may differ from the evaluation rating.[24] (Note: The term "year" in this list is synonymous with "school year.")

A. A teacher without an evaluation rating will not have a new effectiveness level. The teacher will keep his current effectiveness level for another year. For returning teachers, an evaluation rating will not exist if no summative evaluation score is available.
B. A first-year teacher (i.e., one who has one year of experience at the end of an evaluation year) will have an effectiveness level of Progressing I for the next year.
C. A teacher with two years of experience at the end of an evaluation year cannot have an effectiveness level higher than Progressing II for the next year. In other words, a teacher cannot reach the Proficient I effectiveness level until three years of teaching have been completed.
D. A teacher with three or more years of experience at the end of the evaluation year who did not apply for DTR, did not earn DTR points, or who lacked carryover DTR points will have an effectiveness level at or below Proficient I for the next school year.

[24] The rules in this section do not apply to effectiveness levels for teachers who are new to TEI. See the previous section regarding rules for teachers new to TEI.

E. A teacher who applied for DTR in an evaluation year and earned DTR points, or who had carry-over DTR points from the year before, will have an effectiveness level no lower than Proficient I for the next year.

F. A teacher with an effectiveness level of Exemplary I or Exemplary II who completes the DTR process and earns an Exemplary evaluation rating will have an effectiveness level of Exemplary II for the next school year.

~~G. Once at the Proficient II level or higher (i.e., "distinguished" levels), a teacher's effectiveness level cannot increase to the next level unless the DTR application process was completed. Thus, while a teacher may use carryover DTR points in lieu of completing the application process to increase her evaluation score, her effectiveness level cannot increase regardless of her evaluation rating.~~ *Beginning with 2018-19 effectiveness levels, this rule is no longer applicable. Levels in the distinguished range may increase to the next level if merited by the evaluation rating and the existence of current or carryover DTR points.*

H. A teacher at the Exemplary II effectiveness level for two consecutive school years will have an effectiveness level of Master for the next school year if all the following criteria are met:
   i. Complete the DTR process while at Exemplary II for the second time
   ii. Earn an Exemplary evaluation rating at the completion of the evaluation cycle
   iii. At least four times after teaching at a Tier 1 school, earn a "distinguished" effectiveness level (Proficient II or higher)
   iv. To stay at the Master effectiveness level, a teacher must earn Exemplary evaluation ratings.

I. The effectiveness level will not be decreased for three years after an evaluation rating first indicates that the effectiveness level *should have* decreased. In the fourth year after the lower evaluation rating was first reached, if all subsequent evaluation ratings are below the current effectiveness level, the effectiveness level will decrease one level.

J. The effectiveness level cannot change (increase or decrease) by more than one level from one year to the next. An exception exists for a teacher with three years of experience at the end of an evaluation year who completed the DTR process; the effectiveness level for such a teacher is not limited to a one-step increase and will follow directly from the evaluation rating.

Examples of Effectiveness Levels for Returning Teachers

- A teacher with an effectiveness level of Proficient I was not given a summative evaluation score at the end of the school year, and as a result no evaluation score can be computed. No evaluation rating will be given. Because of **Rule A**, his effectiveness level remains at Proficient I.
- A teacher new to the profession (i.e., a first-year teacher) earns an evaluation score that translates to an evaluation rating of Progressing II. This means her score fell into a range of cut points associated with Progressing II ratings, implying that (within her category), her score was roughly between the 15th and 40th percentiles. Because of **Rule B**, her *effectiveness level* will be Progressing I for the next year, even though her evaluation rating was Progressing II. (Note that because the teacher completed her first year of teaching, her evaluation rating was necessarily determined from only one evaluation score, not an average.)

- A teacher completing his second year of teaching earns an evaluation score that, when averaged with his evaluation score from the prior year, translates to an evaluation rating of Progressing II for his category. His effectiveness level for the next year will be Progressing II.
- A second-year teacher has an average evaluation score that translates to an evaluation rating of Proficient I for his category. Because of **Rule C**, his *effectiveness level* will be Progressing II for the next year, even though his evaluation rating was Proficient I.
- A teacher with an effectiveness level of Proficient II completes the current-year DTR application process (implying other criteria for admission were met in the prior evaluation cycle). Her rating is Proficient III, and thus her effectiveness level for the next year is Proficient III.
- A fourth-year teacher did not complete the DTR application process (whether because he was not eligible to apply or did not opt to complete the application process) and the teacher did not earn DTR points previously that could be carried over. His average evaluation score for his category fell into the range for an evaluation rating of Proficient II. Because of **Rule D**, his *effectiveness level* for the next year will be Proficient I.
- A teacher completes the DTR application process and receives an evaluation rating of Progressing II. Because of **Rule E**, her effectiveness level for the next year will be set at Proficient I.
- A teacher with effectiveness level Exemplary I during 2017-18 earns an Exemplary rating for 2017-18, when she completed the DTR application process. By **Rule F**, her effectiveness level for 2018-19 will rise to Exemplary II. If the teacher again earns an Exemplary rating for the 2018-19 evaluation cycle, her 2019-20 effectiveness level remains at Exemplary II. (If her 2018-19 rating had been Proficient III, her effectiveness level would still be Exemplary II due to **Rule I**.)
- By **Rule H**, the earliest year in which a teacher can reach the Master effectiveness level is 2018-19. The teacher's history will be something like this one: In the first year, the teacher completed the DTR process and earned an evaluation rating of at least Proficient II while teaching at a campus on the 2014-15 Tier 1 list, which led to a "distinguished" effectiveness level for 2015-16. Thus, 2014-15 counts as the first year of the required four which must result in a distinguished effectiveness level. For the next three school years (through 2017-18), the teacher continues at a Tier 1 school, meaning the school is on the year's published Tier 1 list. At the close of each year's evaluation cycle, the teacher earns a distinguished effectiveness level for the next year; additionally, the teacher earns Exemplary II effectiveness levels for both 2016-17 and 2017-18. If the teacher completes the DTR process in 2017-18 and earns an evaluation rating of Exemplary, the teacher will be at the Master effectiveness level for 2018-19.
- In the first year of TEI, a teacher earns a Proficient I rating that translates to a Proficient I effectiveness level for 2015-16. In the next evaluation cycle (2015-16), the rating is Progressing II. The teacher's 2016-17 effectiveness level will remain at Proficient I, because of **Rule I**; it will not drop to Progressing II. Moreover, the rating must be below Proficient I for three additional, consecutive years, through the 2018-19 evaluation cycle, before the effectiveness level will fall one level, to Progressing II, for 2019-20. Even if the rating for 2018-19 is lower than Progressing II, the 2019-20 effectiveness level will fall only to Progressing II (one level) because of **Rule J**.

- A fifth-year teacher with a Progressing I effectiveness level earns an evaluation rating of Proficient I for his category. Because of **Rule J**, his effectiveness level for the next year will be Progressing II, one level higher than his previous level of Progressing I.
- A third-year teacher had a Proficient I evaluation rating in the prior school year, but because of **Rule C** she currently has a Progressing II effectiveness level. The teacher met other criteria to be eligible to apply for DTR in the current year and completes the process, earning enough points so that her average evaluation score results in a Proficient II rating. The teacher qualifies for the exception to **Rule J** and her next effectiveness level will be Proficient II.

Chapter 7. Computing Statistics for School-Level Student Achievement Metrics

As discussed in Chapter 2, each achievement template comprises multiple achievement measures. There are two achievement measures that are on all achievement templates—*School STAAR* and SLO—and numerous others that *may be* included as additional measures in templates for Categories A and B. In this chapter, the focus is on statistics that are created for metrics in school-level *STAAR* measures.

Types of *School STAAR* Achievement Measures[i]

There are several school-level *STAAR* measures that *may* be used on *some* achievement templates. The measures include results for *STAAR 3-8* and *STAAR EOC* exams taken by all students who were enrolled at the campus during the school year. Requirements for student enrollment and attendance at the school, used to determine which students' results are included in School *STAAR* statistics, are like requirements for teacher statistics (described in Chapter 3); detailed descriptions are provided below with each metric definition. Where possible, metrics use results from all versions of the *STAAR* (regular or alternate) and in both English and Spanish languages.

The *School STAAR (all tests)* measure includes test results from students in all grades and subjects. Grade-specific *STAAR* measures include results only from the tests for the specified grade level. Where used, they apply only to elementary templates. Subject-specific *STAAR* measures apply to secondary templates and include all the school's *STAAR* results for the specified subject or *EOC* exam.

All *STAAR* measures are defined by three achievement metrics: (1) percentage of tests at met grade level performance standard,[25] (2) *STAAR* SEI, and (3) *STAAR* academic peer group. The descriptions in this chapter are for *School STAAR (all tests)* but apply as well to any grade- or subject-specific *STAAR* measure by substituting only the appropriate *STAAR* results.

Point "Caps" on Status Metrics to Reward Student Growth

Most achievement measures, including *School STAAR* measures, have a metric that is defined by the percentage of students meeting a static (i.e., "unchanging") standard, such as the TEA's grade level standard for *STAAR* assessments or the scaled score "70" on the district's *ACP*s. These metrics are often referred to as "status" metrics in the Dallas ISD. These contrast with metrics that are defined by statistics measuring improvement in performance or performance in relation to other district students (e.g., SEI, APG, changes in percentages, etc.).

The maximum point value allowed for school-level status metrics is set at 60 percent (3 out of every 5) of the measure points.[26] The other two metrics can earn the full measure points.

Status metrics are "capped" in this manner for fairness. Magnet schools and schools with larger proportions of high-performing students will not be automatically granted the highest point values for

[25] The *STAAR* performance standard of "met grade level" or "meets grade level" was formerly labeled "final Level II" or "Level II at final standard".

[26] All school-level achievement measures in the Principal Effectiveness Initiative, or PEI, evaluation system have had a status metric cap of 60 percent since 2014-15.

these measures because their students are already performing above the criterion. To earn the top point values for a measure, these schools must show evidence of value-add for these measures.

By eliminating the possibility of earning the top point values from status statistics, point ranges for the other non-status metrics must be made more generous, because the target distribution dictates approximately how many schools will receive each point value. Thus, with the "status cap" in place, more schools are rewarded with top points for demonstrating growth in student results, instead of simply for how many students have already met the performance standard. That is, more schools will earn the top point values for showing growth in student achievement than would otherwise be expected if all metrics could earn the same point values.

Note on ranges of statistics for assignment of base points: In all examples presented in this document, cut points are provided for demonstration purposes only. They do not represent the actual cut points that will determine point values for achievement metrics. Actual cut points cannot be determined until metrics are computed using current-year data. See ASSIGNING POINT VALUES TO METRICS AND MEASURES.

Metric 1: Percentage of tests at "met grade level" performance standard

Definition

Percentage of all *STAAR 3-8* or *STAAR EOC* first-administration results that meet the TEA's performance standard of "met grade level."

Student Population

Students enrolled at the school on the *PEIMS* snapshot date[27] who also tested at the school. First administration results only, including *only* first-time results from Fall and Spring *EOC* testing.

Calculation and Equations

Divide the number of *STAAR* results at grade level by the number of *STAAR* tests taken by students at the school.

Percent at grade level = $\frac{x_{met}}{n_{tests}} \times 100\%$, where

x_{met} = number of all *STAAR* tests at met grade level performance standard

n_{tests} = number of all *STAAR* tests

Example 1: School STAAR (all tests) Percentage at Grade Level (Elementary)

An elementary school administers 4,500 *STAAR* tests to students. Of those *STAAR* tests, 675 of the scores were at the "met grade level" performance standard.

Calculations

x_{met} = 675

n_{tests} = 4,500

Percent at grade level = $\frac{675}{4{,}500} \times 100\% = 15.0\%$

[27] Last Friday of October. *PEIMS* is the acronym for the TEA's *Public Education Information Management System*.

Point Assignment

The school's percentage is less than 20 percent and earns 0 base points.

Percentage (p) of tests at grade level	Base Points
$p \geq 39\%$	3
$28\% \leq p < 38\%$	2
$19\% \leq p < 27\%$	1
$p < 18\%$	0

Example 2: School STAAR (all tests) Percentage at Grade Level (Middle)

A middle school administers 2,500 *STAAR* tests to students. Of those *STAAR* tests, 1,423 of the scores were at the "met grade level" performance standard.

Calculations

$x_{met} = 1{,}423$

$n_{tests} = 2{,}500$

Percent at grade level = $\frac{1{,}423}{2{,}500} \times 100\% = 56.9\%$

Point Assignment

The school's percentage is more than 43 percent and earns 3 base points.

Percentage (p) of tests at grade level	Base Points
$p \geq 43\%$	3
$26\% \leq p < 42\%$	2
$17\% \leq p < 25\%$	1
$p < 16\%$	0

Example 3: School STAAR EOC (all tests) Percentage at Grade Level (High)

A high school administers 2,200 *STAAR EOC* tests to students. Of those tests, 811 of the scores were at the "met grade level" performance standard.

Calculations

$x_{met} = 811$

$n_{tests} = 2{,}200$

Percent at grade level = $\frac{811}{2{,}200} \times 100\% = 36.9\%$

Point Assignment

The school's percentage is between 26 percent and 42 percent and earns 2 base points.

Percentage (p) of tests at grade level	Base Points
$p \geq 43\%$	3
$26\% \leq p < 42\%$	2
$17\% \leq p < 25\%$	1
$p < 16\%$	0

Metric 2: *STAAR* SEI

Definition

A value-added measure based on hierarchical linear modeling. A method of measuring student performance in relation to the performance of other similar district students, where similarity is determined using key variables shown to be predictive of student tests scores, such as prior-year performance and demographic characteristics.

Student Population

Students with relative gain scores (requiring a current-year score and two prerequisite prior-year scores) who were enrolled at the school by the start of any *STAAR* test term and were enrolled and in attendance for 85 percent of days during the test term. (The test term will vary by *STAAR* test. See Appendix E.) For SEIs, a student's attendance for a day is based on the official attendance period for that day.

Calculation and Equations

The School *STAAR* SEI is the weighted average of the school's *STAAR 3-8* or *STAAR EOC* SEIs. (Weights are the numbers of students used in calculating each SEI.) Detailed information on SEI calculation methods is available at http://mydata.dallasisd.org/SL/SD/SEI/Default.jsp

STAAR SEI = $\frac{\sum_{t=1}^{k}(x_t * n_t)}{N}$, where

k = number of *STAAR tests* with a SEI

x_t= SEI for *STAAR* test *t*

n_t= number of students taking *STAAR* test *t*

N = total *STAAR* tests ($\sum_{t=1}^{k} n_t$)

Example 1: School STAAR (all tests) SEI (Elementary)

An elementary school has 606 current-year scores from 10 *STAAR 3-8* tests (k = 10) that can be matched to prerequisite prior-year scores for students who met the minimum attendance requirement at the school.

Calculations

Test-level SEIs are presented in the table below.

Weighted average

$$= \frac{(49.6*50)+(51.2*67)+(52.6*58)+(47.3*68)+(53.7*50)+(52.4*58)+(49.5*62)+(55.9*68)+(50.9*57)+(48.5*68)}{606}$$

= 30971.3/606 = 51.1

Test (t)	Students (n_t)	SEI (x_t)
Grade 3 Reading	50	49.6
Grade 3 Reading (Spanish)	67	51.2
Grade 4 Reading	58	52.6
Grade 4 Reading (Spanish)	62	49.5
Grade 5 Reading	68	47.3
Grade 3 Mathematics	50	53.7
Grade 4 Mathematics	58	52.4
Grade 5 Mathematics	68	55.9
Grade 4 Writing	57	50.9
Grade 5 Science	68	48.5
N = 606		

Point Assignment

The school's ranking is between 50 and 54 and earns 3 base points.

SEI statistic (s)	Base Points
$s \geq 55.0$	5
$54.0 \leq s < 55.0$	4
$50.0 \leq s < 54.0$	3
$46.0 \leq s < 50.0$	2
$41.0 \leq s < 46.0$	1
$s < 41.0$	0

Example 2: School STAAR (all tests) SEI (Middle)

A middle school has 1,248 current-year scores from 10 *STAAR* tests (k = 10) that can be matched to prerequisite prior-year scores for students who met the minimum attendance requirement at the school.

Calculations

Test-level SEIs are presented in the table.

Test (t)	Students (n_t)	SEI (x_t)
Grade 6 Reading	99	51.2
Grade 7 Reading	120	45.8
Grade 8 Reading	139	55.5
Grade 6 Mathematics	123	46.9
Grade 7 Mathematics	132	52.7
Grade 8 Mathematics	154	52.4
Algebra I	121	46.7
Grade 7 Writing	104	55.9
Grade 8 Science	110	50.9
Grade 8 Social Studies	146	48.5
N = 1248		

Weighted average

$$= \frac{(51.2*99)+(45.8*120)+(55.5*139)+(46.9*123)+(52.7*132)+(52.4*154)+(46.7*121)+(55.9*104)+(50.9*110)+(48.5*146)}{1248}$$

= 63218.3/1248 = 50.7

Point Assignment

The school's ranking is between 49 and 55 and earns 3 base points.

SEI statistic *(s)*	Base Points
$s \geq 59.0$	5
$55.0 \leq s < 59.0$	4
$49.0 \leq s < 55.0$	3
$46.0 \leq s < 49.0$	2
$42.0 \leq s < 46.0$	1
$s < 42.0$	0

Example 3: School STAAR EOC SEI

A high school has 699 current-year scores from 5 *STAAR* tests (k = 5) that can be matched to prerequisite prior-year scores for students who met the minimum attendance requirement at the school.

Calculations

Test-level SEIs are presented in the table.

Test *(t)*	Students (n_t)	SEI (x_t)
Algebra I	149	49.8
Biology	132	44.4
English I	129	43.9
English II	134	50.9
U.S. History	155	50.2
	N = 699	

Weighted average

$$= \frac{(49.8*149)+(44.4*132)+(43.9*129)+(50.9*134)+(50.2*155)}{699}$$

= 33545.7/699 = 48.0

Point Assignment

The school's ranking is between 46 and 49 and earns 2 base points.

SEI statistic *(s)*	Base Points
$s \geq 59.0$	5
$55.0 \leq s < 59.0$	4
$49.0 \leq s < 55.0$	3
$46.0 \leq s < 49.0$	2
$42.0 \leq s < 46.0$	1
$s < 42.0$	0

Metric 3: Academic Peer Group

Definition

A relative and value-added metric that measures the percentage of students who meet or exceed the average score of their "academic peer groups." Students with scores from a current-year *STAAR* test are divided into four academic peer groups based on their scores from a prerequisite prior-year test:

1. Scores at or below the 20th percentile
2. Scores above the 20th but at or below the 50th percentile
3. Scores above the 50th but at or below the 80th percentile
4. Scores above the 80th percentile

The current-year test and its prerequisite prior-year test are typically same-subject tests, but in the absence of a viable prior-year test in the same subject, a reading/language arts test is used. The prior-year test may not be a *STAAR* test; in some cases, the prior-year test *cannot* be a *STAAR* test and thus will be a norm-referenced or *ACP* test. There must be sufficient numbers of students with both current-year and prior-year scores to select a test as the prerequisite.

Student Population

Students with at least one current-year score matched to the prerequisite prior-year score who were enrolled at the school by the start of any *STAAR* test term (to date, the first day of the second six-week grading period) and were enrolled and in attendance for 85 percent of days during the test term. The test term will vary by *STAAR* test. See Appendix E. For school-level academic peer group statistics, a student's attendance for a day is based on the official attendance period for that day.

Calculation and Equations

The academic peer group statistic is calculated as follows:

1. For all district students with scores from a *STAAR* test of interest, assign them to academic peer groups using their scores from prerequisite prior-year tests; students will likely "belong" to different peer groups for each of their tests
2. Within each peer group, compute the districtwide average score on the **current-year** *STAAR* test
3. For each current-year score in each peer group, determine if the score is at or above the peer group's average score
4. For each of the four groups (regardless of test), count the total number of test scores from the school in the group and count the number of scores from the school that were at or above the group's average
5. Calculate overall academic peer group statistic for the school:

   School's percentage exceeding peer group average score = $\frac{x_1+x_2+x_3+x_4}{n_1+n_2+n_3+n_4}$ x 100%, where:

   x_i = number of Group *i* scores above the Group *i* average, *i* = 1 to 4
   n_i = number of Group *i* scores, *i* = 1 to 4

Example 1: School STAAR (all tests) Academic Peer Group (Elementary)

An elementary school has 639 *STAAR* test scores. Of these scores, 339 exceeded the average score in the students' academic peer groups. For example, for the *STAAR* Mathematics tests, there were 65 students at the school in Group 2, indicating that 65 students had prior-year mathematics scores between the 20th and 50th district percentiles. Of those 65 students, 30 achieved scores on the current-year mathematics test (in grades 3, 4, or 5) that were above their peer groups' averages.

Calculations

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
***STAAR* Reading**	25 / 48	32 / 60	40 / 71	29 / 60
***STAAR* Writing**	9 / 16	10 / 21	12 / 23	12 / 21
***STAAR* Mathematics**	26 / 55	30 / 65	40 / 75	25 / 44
***STAAR* Science**	10 / 15	11 / 15	15 / 23	13 / 27
# scores over average	$x_1 = 70$	$x_2 = 83$	$x_3 = 107$	$x_4 = 79$
# scores	$n_1 = 134$	$n_2 = 161$	$n_3 = 192$	$n_4 = 152$

School's percentage exceeding peer group average score = $\frac{70+83+107+79}{134+161+192+152}$ x 100% = 53.1%

Point Assignment

The school's percentage is between 51 and 60 and earns 4 base points.

Percentage (p) of scores over average	Base Points
$p \geq 60.0\%$	5
$51.0\% \leq p < 60.0\%$	4
$40.0\% \leq p < 51.0\%$	3
$32.0\% \leq p < 40.0\%$	2
$25.0\% \leq p < 32.0\%$	1
$p < 25.0\%$	0

Example 2: School STAAR (all tests) Academic Peer Group (Middle)

A middle school has 1,312 *STAAR* test scores. Of these scores, 971 exceeded the average score in the students' academic peer groups.

Calculations

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
***STAAR* Reading**	95 / 119	110 / 141	68 / 96	61 / 89
***STAAR* Writing**	38 / 45	37 / 51	19 / 27	15 / 22
***STAAR* Mathematics**	108 / 126	121 / 149	60 / 91	51 / 76
***STAAR* Social Studies**	40 / 55	29 / 48	12 / 19	9 / 18
***STAAR* Science**	12 / 18	45 / 59	26 / 38	15 / 25
# scores over average	$x_1 = 293$	$x_2 = 342$	$x_3 = 185$	$x_4 = 151$
# scores	$n_1 = 363$	$n_2 = 448$	$n_3 = 271$	$n_4 = 230$

School's percentage exceeding peer group average score = $\frac{293+342+185+151}{363+448+271+230}$ x $100\% = 74.0\%$

Point Assignment

The school's percentage is above 65 percent and earns 5 base points.

Percentage (p) of scores over average	Base Points
$p \geq 65.0\%$	5
$50.0\% \leq p < 65.0\%$	4
$43.0\% \leq p < 50.0\%$	3
$35.0\% \leq p < 43.0\%$	2
$23.0\% \leq p < 35.0\%$	1
$p < 23.0\%$	0

Example 3: School STAAR EOC Academic Peer Group (High)

A high school has 3,499 *STAAR EOC* scores. Of these scores, 1,823 exceeded the average score in the students' academic peer groups.

Calculations

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
***STAAR* EOC (all)**	435 / 764	575 / 1,080	554 / 1,129	259 / 526

School's percentage exceeding peer group average score = $\frac{435+575+554+259}{764+1{,}080+1{,}129+526}$ x 100% = 52.1%

Point Assignment

The school's percentage is between 50 percent and 65 percent and earns 4 base points.

Percentage (p) of tests over average	Base Points
$p \geq 65.0\%$	5
$50.0\% \leq p < 65.0\%$	4
$43.0\% \leq p < 50.0\%$	3
$35.0\% \leq p < 43.0\%$	2
$23.0\% \leq p < 35.0\%$	1
$p < 23.0\%$	0

School *STAAR* Measure Point Value

The point value for the School *STAAR* measure is the highest of the three metric point values.

Example 1: School STAAR (all tests) Point Assignment (Elementary)

In the School *STAAR* metric examples, the elementary school received 0, 3, and 4 base points for the metrics. The School *STAAR* measure score for this school is 4 points.

Example 2: School STAAR (all tests) Point Assignment (Middle)

In the School *STAAR* metric examples, the middle school received 3, 3, and 5 base points for the metrics. The School *STAAR* measure score for this school is 5 points.

Example 3: School STAAR U.S. History Point Assignment

In the School *STAAR* metric examples, the high school received 2, 2, and 4 base points for the metrics. The School *STAAR* measure score for this school is 4 points.

Note on ranges of statistics for assignment of base points: In all examples presented in this document, cut points are provided for demonstration purposes only. They do not represent the actual cut points that will determine point values for achievement metrics. Actual cut points cannot be determined until metrics are computed using current-year data. See **ASSIGNING POINT VALUES TO METRICS AND MEASURES.**

Chapter 8. Computing Statistics for Teacher-Level Student Achievement Measures

Common Teacher-Level Achievement Measures

The TEI has three common types of teacher-level achievement measures that are based on standardized assessments and that have point values computed from similar achievement metrics. The measures are *STAAR*, *ACP*, and *TerraNova/SUPERA* (see Table 4 on page 12). The achievement metrics for these types of measures are

1. Percentage of tests with scores at a specified standard ("status" metric)
2. Classroom Effectiveness Index, or CEI, which is the teacher-level version of the school-level SEI
3. Academic Peer Group

For all teacher-level achievement measures based on standardized assessments, teachers' statistics are calculated using only results from students "linked" to them as described in Chapter 3. In the examples provided in the remainder of the chapter, unless stated otherwise, it is assumed that student counts are *only* of those students who are eligible for inclusion in the teacher's statistics based on their scheduling and attendance.

Each of the three common measures is described separately to demonstrate how achievement metrics result in point values for the measures.

Other Teacher-Level Achievement Measures

Other teacher-level achievement measures currently include *TELPAS* and Large Group Ensemble for varsity bands.[28] These measures have unique metrics that are described separately. For information about the Large Group Ensemble measure, contact the district's Visual and Performing Arts department at http://www.dallasisd.org/Page/14039.

NEW IN 2017-18: Point "Caps" on Status Metrics to Reward Student Growth

Most achievement measures have a metric that is defined by the percentage of students meeting a static (i.e., "unchanging") standard, such as the TEA's grade level standard for *STAAR* assessments or the scaled score of 70 on the district's *ACP*s. These metrics are referred to as "status" metrics in the Dallas ISD. These contrast with metrics that are defined by statistics measuring improvement in performance or performance in relation to other district students (e.g., CEI or APG.).

Point Caps in School-Level Measures

Since 2014-15, the maximum point value allowed for *school-level* status metrics has been limited to 60 percent (3 out of every 5) of the measure points. The other two school-level metrics can earn the full measure points. Status metrics are "capped" in this manner for fairness. Schools with larger proportions of high-performing students are not automatically granted the highest point values for these measures

[28] An *Advanced Placement*, or *AP*, measure existed only in the first year of TEI (2014-15).

because their students are already performing above the criterion. To earn the top point values for a measure, these schools must show evidence of value-add for these measures.

Point Caps in Teacher-Level Measures

Beginning in 2017-18, and first appearing on scorecards in September 2018, all *teacher-level* achievement measures for which more than one type of metric[29] are defined will also have caps of 60 percent (3 out of every 5 points) on status metrics. For a 5-point achievement measure that has both a status metric and at least one other non-status metric, the maximum number of points that can be earned for the status metric will be three; for a 10-point achievement measure, the maximum points that can be earned for the status metric will be six; etc.

By eliminating the possibility of earning the top point values from status statistics, point ranges for the other non-status metrics must be made more generous, because the target distribution dictates approximately how many teachers will receive each point value. Thus, with the "status cap" in place, more teachers are rewarded with top points for demonstrating growth in student results, instead of simply for how many students have already met the performance standard. That is, more teachers will earn the top point values (e.g., 4 or 5 on a 5-point metric, 8 or 10 on a 10-point measure, etc.) from growth metrics than would otherwise be expected if all metrics could earn the same point values.

Use of Statistics for Teachers with only a Status Metric

[This section applies only to teachers who have achievement measures on their templates for which a status statistic and at least one other growth metric has been defined. For example, it might apply to a teacher with an ACP measure or a STAAR measure because all such measures have three metrics defined (status, CEI, and APG). However, this section would not apply to a Kindergarten achievement measure or the Large Group Ensemble measure as these measures have only a single metric defined for all teachers.]

Some teachers will only have a status metric statistic available for analysis because not enough of their students have the necessary prior-year scores to compute the other growth statistics, CEI and APG. Because points for the status statistics are limited to 60 percent of the measure points, such a teacher will not have his or her status statistic used to compute the Student Achievement score, *unless* use of the status statistic to determine points is *beneficial* to the teacher's score.

As an example, consider a teacher who has statistics for three achievement measures, *STAAR*, *ACP*, and *TELPAS*. For *STAAR* and *TELPAS*, all three statistics (status, CEI, APG) are available, and the teacher would—using the typical template weighting—earn 6/10 for *STAAR* and 2/5 for *TELPAS*. For the *ACP* measure, only the status statistic can be computed, and the teacher would earn 4/10 points for the measure based only on this statistic. Summed together, the teacher would have 6 + 2 + 4 = 12 points for the assessment-based portion of Student Achievement. However, because of the new limits on how many points can be earned for status statistics, the *ACP* measure is by default *not* included on the teacher's scorecard. The teacher will earn 12/20 for *STAAR* (because points for the *ACP* measure shift to the *STAAR* measure; see Appendix C) and 2/5 for *TELPAS*, for a sum of 12 + 2 = 14.

[29] The existing types of metrics are status (i.e., "percentage passing") and growth (i.e., CEI or APG).

Consider now an alternate scenario where the measure points for the teacher would be 4/10 for *STAAR*, 3/5 for *TELPAS*, and 6/10 for *ACP*. Again, the *ACP* measure has only a status statistic, for which the teacher has earned the maximum (60 percent) of points. In this scenario, the *ACP* measure will remain as part of the Student Achievement score because it results in a higher achievement score. Without the *ACP* measure, the sum of assessment-based points is 8 + 3 = 11, but *with* the measure, the sum is 4 + 3 + 6 = 13.

Examples in this chapter remain written to demonstrate the possibility of earning the same number of base points for each metric, as is the case for 2016-17. Later versions of the rulebook will have modified examples to demonstrate the change for 2017-18.

Teacher Achievement Report

Student-level information for each assessment-based Student Achievement measure is provided in the Teacher Achievement Report. This report is *in addition to* the "teacher scorecard," which reports only the final achievement statistics. The Teacher Achievement Report is available from *MyData Portal*. From http://mydata.dallasisd.org, sign in then navigate to *Improve* > *Local Accountability* > *Teacher Excellence Initiative* > *My TEI Reports*. (Scorecards are posted only to the district's Oracle system; they cannot be accessed via *MyData Portal*, except in some cases by principals prior to districtwide release for teachers via Oracle.)

Note on ranges of statistics for assignment of base points: In all examples presented in this document, cut points are provided for demonstration purposes only. They do not represent the actual cut points that will determine point values for achievement metrics. Actual cut points cannot be determined until metrics are computed using current-year data. See **ASSIGNING POINT VALUES TO METRICS AND MEASURES.**

Teacher *STAAR* Measure[ii]

Metric 1: Percentage of *STAAR* tests at "met grade level" performance standard

Definition

Percentage of all *STAAR 3-8* or *STAAR EOC* first-administration results that are at the "met grade level" performance standard.

Minimum Sample Size

Twelve students each with at least one STAAR score.

Calculation and Equations

Divide the number of *STAAR* tests at grade level by the total number of tests taken. The result is rounded to the nearest tenth (e.g., to one decimal place).

Teacher *STAAR* Percent at grade level = $\frac{x_{met}}{n_{tests}} \times 100\%$, where:

x_{met} = number of *STAAR* tests at "met grade level" performance standard

n_{tests} = number of *STAAR* tests

Example 1: Grade 4 STAAR Percentage at Grade Level

A Grade 4 reading/language arts and math teacher has 60 *STAAR* scores at grade level out of 93 *STAAR* scores from reading, writing, and mathematics tests. All scores are from students who are eligible for inclusion based on scheduling and attendance.

Calculations

Percent at grade level = $\frac{60}{93} \times 100\% = 64.5\%$

Point Assignment

The teacher's percentage is greater than 45 percent and earns 3 base points. For achievement templates on which the measure is worth more than one weight, the base points will be multiplied by the total weight to determine the metric's point value. For example, on a template where the measure is worth two weights, the metric will earn 3 x 2 = 6 points.

Percentage (*p*) of tests at grade level	Base Points
$p \geq 45.0\%$	3
$30.0\% \leq p < 45.0\%$	2
$14.0\% \leq p < 30.0\%$	1
$p < 14.0\%$	0

Example 2: Grade 8 STAAR Social Studies Percentage at Grade Level

A Grade 8 social studies teacher has 46 *STAAR* scores at grade level out of 122 *STAAR* scores from social studies tests. All scores are from students who are eligible for inclusion based on scheduling and attendance.

Calculations

Percent at grade level = $\frac{46}{122} \times 100\% = 37.7\%$

Point Assignment

The teacher's percentage is between 37 percent and 55 percent and earns 2 base points. The Grade 8 Social Studies template is the only template with this measure, and it is worth three weights, so a teacher with this statistic will earn 6 points for the metric.

Percentage (p) of tests at grade level	Base Points
$p \geq 55.0\%$	3
$37.0\% \leq p < 55.0\%$	2
$15.0\% \leq p < 37.0\%$	1
$p < 15.0\%$	0

Example 3: STAAR EOC Biology Percentage at Grade Level

A biology teacher has 53 *STAAR* scores at grade level out of 174 *STAAR* scores from *EOC Biology* tests. All scores are from students who are eligible for inclusion based on scheduling and attendance.

Calculations

Percent at grade level = $\frac{53}{174} \times 100\% = 30.4\%$

Point Assignment

The teacher's percentage is between 14 percent and 32 percent and earns 1 base point. The Biology template is the only template with this measure, and it is worth three weights, so a teacher with this statistic will earn 3 points for the metric.

Percentage (p) of tests at grade level	Base Points
$p \geq 45.0\%$	3
$32.0\% \leq p < 45.0\%$	2
$14.0\% \leq p < 32.0\%$	1
$p < 14.0\%$	0

Note on ranges of statistics for assignment of base points: In all examples presented in this document, cut points are provided for demonstration purposes only. They do not represent the actual cut points that will determine point values for achievement metrics. Actual cut points cannot be determined until metrics are computed using current-year data. See **ASSIGNING POINT VALUES TO METRICS AND MEASURES.**

Metric 2: *STAAR* CEI

Definition

A value-added statistic that measures a student's performance on an assessment relative to the performance of only similar students in the district on the same assessment.

Minimum Sample Size

Ten students with at least one relative gain score, which requires a current-year score and two prerequisite prior-year scores, who have met minimum attendance requirements with the teacher.

Calculation and Equations

Additional information on CEI calculations at http://mydata.dallasisd.org/SL/SD/SEI/Default.jsp

The CEI calculation process comprises the following steps:

1. Classify, or "group," students by their performance on two tests from the previous school year. The tests are selected because their scores are predictive of scores from the current-year test of interest.
2. Classify students by common characteristics such as socio-economic status, English language proficiency, and gender.
3. Compute students' *expected scores*.[30]
4. Compute students' relative gain scores. This score is an indicator of how a student performed relative to the student's expected score.[31]
5. Use the student relative gain scores to compute a CEI for the *STAAR* achievement measure.[32]

Teachers will receive additional CEI statistics computed at the individual test level (e.g., *STAAR* Mathematics, *STAAR* Science) in the Teacher Achievement Report, which provides student-level details for all TEI achievement metrics. However, for the purposes of computing the statistic for the TEI achievement measure, relative gain scores will be aggregated across all *STAAR* tests to compute a single *STAAR* CEI per achievement measure.[33]

Example 1: Grade 4 STAAR CEI

The Grade 4 reading/language arts and math teacher has 37 eligible students in her reading and language arts courses; 19 are also eligible in her mathematics course. All students have current-year scores, but some do not have prerequisite prior-year scores and thus do not have relative gain scores, or RGS. For all three Grade 4 *STAAR* tests, the prerequisite prior-year scores are those from the Grade 3 *STAAR Reading*

[30] "Expected score" is the score that would be expected of the student given the values of all independent variables (prior-year scores and demographics) and how other students with similar variable values scored on the current-year test of interest. The expected score is not related to or based upon the "passing" or "proficiency" standard of the test. The district's VAM fits student and school data to a hierarchical linear model to determine the expected score.

[31] Relative gain scores are scaled for comparability so that the average RGS is 50 with a standard deviation of 10. Scores below 45 are considered below average, scores above 55 are above average, and scores between 45 and 55 are average.

[32] CEIs, like relative gain scores, are scaled for comparability so that the average CEI for a measure is 50 with a standard deviation of 10. CEIs below 45 are considered below average, CEIs above 55 are above average, and CEIs between 45 and 55 are average. To dampen the effect of outliers, a shrinkage factor based on class size is applied before calculating a CEI.

[33] The aggregation of relative gain scores across *STAAR* tests will not result in a statistic that is equivalent to the average of test-level CEIs.

and *STAAR Mathematics* tests (for the school year during which the example occurs). There are 33 students with RGS for the grade 4 reading *STAAR*, 33 students with RGS for the grade 4 writing *STAAR*, and 18 students with RGS for the grade 4 mathematics *STAAR.*

Calculations

The students' relative gain scores result in test-level CEIs and an overall *STAAR* CEI as shown below. The teacher's students more commonly outperformed similar district students on the *STAAR Mathematics* test. The CEI used for determining a Metric 2 point value for the *STAAR* measure is the overall CEI, 54.3. (Note that this value is *not* equivalent to the average of test-level CEIs for the teacher.)

	# Relative Gain Scores	CEI
STAAR Reading	33	54.1
STAAR Writing	33	49.3
STAAR Mathematics	18	57.5
STAAR (overall)	84	54.3

Point Assignment

The teacher's CEI statistic is between 50 and 60 and earns 3 base points.

CEI statistic *(c)*	Base Points
$c \geq 65.0$	5
$60.0 \leq c < 65.0$	4
$50.0 \leq c < 60.0$	3
$42.0 \leq c < 50.0$	2
$35.0 \leq c < 42.0$	1
$c < 35.0$	0

Example 2: Grade 8 STAAR Social Studies CEI

The Grade 8 social studies teacher has 122 students. Only scores from the standard *STAAR Social Studies* test can be used in the CEI model, because there are not enough scores from the *STAAR M* or *STAAR L* versions to create valid comparisons. Because three students tested with the *STAAR L* version, of the 122 students, 119 have current-year scores. Some of the 119 do not have prerequisite prior-year scores (Grade 7 *STAAR* reading and mathematics scores, in the school year during which the example occurs) and thus do not have relative gain scores, or RGS.

Calculations

There are 106 students with RGS for the Grade 8 *STAAR Social Studies* test. The 106 RGS for this teacher result in a test-level CEI of 55.9.

STAAR CEI = 55.9

Point Assignment

The teacher's CEI statistic is between 55 and 60 and earns 3 base points.

CEI statistic *(c)*	Points
$c \geq 65.0$	5
$60.0 \leq c < 65.0$	4
$55.0 \leq c < 60.0$	3
$43.0 \leq c < 55.0$	2
$35.0 \leq c < 43.0$	1
$c < 35.0$	0

Example 3: STAAR EOC Biology CEI

The biology teacher has 174 students. Only scores from the standard *STAAR EOC Biology* test can be used in the CEI model, because there are not enough scores from other versions to create valid comparisons. Because four students tested with *STAAR L*, 170 students have current-year scores. Some of the 170 students with current-year scores do not have prerequisite prior-year scores (Grade 8 *STAAR* social studies and science scores, in the school year during which the example occurs) and thus do not have relative gain scores, or RGS.

Calculations

There are 158 students with RGS for the *STAAR EOC Biology* test. The 158 RGS for this teacher result in a test-level CEI of 68.6.

STAAR CEI = 68.6

Point Assignment

The teacher's CEI statistic is between 64 and 70 and earns 4 base points.

CEI statistic *(c)*	Base Points
$c \geq 70.0$	5
$64.0 \leq c < 70.0$	4
$53.0 \leq c < 64.0$	3
$40.0 \leq c < 53.0$	2
$35.0 \leq c < 40.0$	1
$c < 35.0$	0

Note on ranges of statistics for assignment of base points: In all examples presented in this document, cut points are provided for demonstration purposes only. They do not represent the actual cut points that will determine point values for achievement metrics. Actual cut points cannot be determined until metrics are computed using current-year data. See **ASSIGNING POINT VALUES TO METRICS AND MEASURES.**

Metric 3: *STAAR* Academic Peer Group

Definition

A relative and value-added statistic that measures the percentage of students who meet or exceed the average score of their "academic peer groups." Students with scores from a current-year test are divided into four peer groups based on their scores from a prerequisite prior-year test: (1) scores at or below the 20th percentile on the prerequisite test; (2) scores above the 20th, at or below the 50th percentile; (3) scores above the 50th, at or below the 80th percentile; (4) scores above the 80th percentile.

The current-year test and its prerequisite prior-year test are typically same-subject tests, but in the absence of a viable prior-year test in the same subject, a reading/language arts test is used. The prior-year test may not be a test of the same type (e.g., *STAAR, ACP,* etc.). There must be sufficient numbers of students with both current-year and prior-year scores to select a test as the prerequisite.

Minimum Sample Size

Ten students each with at least one current-year score matched to the prerequisite prior-year score who also met minimum attendance requirements with the teacher.

Calculation and Equations

The academic peer group statistic is calculated as follows:

1. For all district students with scores from a *STAAR* test of interest, assign them to academic peer groups using their scores from prerequisite prior-year tests; students will likely "belong" to different peer groups for each of their tests
2. Within each peer group, compute the districtwide average score on the **current-year** *STAAR* test
3. For each of the teacher's students' current-year scores in each peer group, determine if the score is at or above the peer group's average score
4. For each of the four groups (regardless of test), count the total number of teacher's students' test scores in the group and count the number of teacher's students' scores that were at or above the group's average
5. Calculate overall academic peer group statistic for the teacher:

   Teacher's percentage exceeding peer group average score = $\frac{x_1+x_2+x_3+x_4}{n_1+n_2+n_3+n_4}$ x 100%, where:

   x_i = number of Group *i* scores above the Group *i* average, *i* = 1 to 4

   n_i = number of Group *i* scores, *i* = 1 to 4
6. Round the percentage to the nearest tenth (e.g., to one decimal place).

Example 1: Grade 4 STAAR Academic Peer Group

The Grade 4 reading/language arts and math teacher has 93 *STAAR* scores: 37 from reading tests, 37 from writing tests, and 19 from mathematics tests. In the school year during which the example takes place, the prerequisite scores for the three Grade 4 *STAAR* tests were:

- Grade 4 *STAAR Reading* requires Grade 3 *STAAR Reading* in the prior year
- Grade 4 *STAAR Writing* requires Grade 3 *STAAR Reading* in the prior year
- Grade 4 *STAAR Mathematics* requires Grade 3 *STAAR Mathematics* in the prior year

Some students did not have prerequisite scores for some tests. As a result, there were 33 reading scores, 33 writing scores, and 18 math scores that could be used for the statistic.

Calculations

The table that follows shows, by test, how many students were in each academic peer group based on the prior year's prerequisite score ("# scores") and how many students exceeded their peer group average ("# ≥ avg").

For example, there were 12 students with Grade 3 *STAAR Reading* scores (prior-year scores) that placed them in "Group 2" for *STAAR Writing*. This means that among all district students with current-year Grade 4 *STAAR Writing* scores, these 12 students had Grade 3 *STAAR Reading* scores that placed them between the 20th and 50th percentiles. Of these 12 students, 8 had Grade 4 *STAAR Writing* scores at or above the districtwide average for this peer group.

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
STAAR Reading	8 / 10	7 / 11	4 / 7	2 / 5
STAAR Writing	7 / 9	8 / 12	4 / 7	3 / 5
STAAR Mathematics	3 / 3	6 / 7	3 / 5	2 / 3
# scores over average	$x_1 = 18$	$x_2 = 21$	$x_3 = 11$	$x_4 = 7$
# scores	$n_1 = 22$	$n_2 = 30$	$n_3 = 19$	$n_4 = 13$

Percentage of scores exceeding peer group average score = $\frac{18+21+11+7}{23+29+19+13} \times 100\% = \frac{57}{84} \times 100\% = 67.9\%$

Point Assignment

The teacher's percentage is between 65 percent and 70 percent and earns 4 base points.

Percentage (p) of scores over average	Base Points
$p \geq 70.0\%$	5
$65.0\% \leq p < 70.0\%$	4
$50.0\% \leq p < 65.0\%$	3
$35.0\% \leq p < 50.0\%$	2
$28.0\% \leq p < 35.0\%$	1
$p < 28.0\%$	0

Example 2: Grade 8 STAAR Social Studies Academic Peer Group

The grade 8 social studies teacher has 122 *STAAR* scores from the Grade 8 *STAAR Social Studies* test. In computing the academic peer group statistic, it is possible to include results from all versions of the *STAAR*. The prerequisite prior-year score in the school year during which the example takes place is the Grade 7 *STAAR Reading* test. There are 108 scores that meet this requirement.

Calculations

After students are placed in academic peer groups 1-4 based on the Grade 7 reading scores and are compared to the districtwide average score in each peer group, the following counts are available:

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
STAAR Social Studies	16 / 17	25 / 44	18 / 37	4 / 10

Percentage of tests exceeding peer group average score = $\frac{16+25+18+4}{17+44+37+10} \times 100\% = \frac{63}{108}$ x 100% =58.3%

Point Assignment

The teacher's percentage is between 45 percent and 60 percent and earns 3 base points.

Percentage (*p*) of scores over average	Base Points
***p* ≥ 75.0%**	5
60.0% ≤ *p* < 75.0%	4
45.0% ≤ *p* < 60.0%	3
30.0% ≤ *p* < 45.0%	2
25.0% ≤ *p* < 30.0%	1
***p* < 25.0%**	0

Example 3: STAAR EOC Biology Academic Peer Group

The biology teacher has 174 *STAAR* scores from *STAAR EOC Biology* tests. In computing the academic peer group statistic, it is possible to include results from all versions of the *STAAR*. The prerequisite prior-year score in the school year during which the example takes place is the Grade 8 *STAAR Science* test. There are 167 scores that meet this requirement.

Calculations

After students are placed in academic peer groups 1-4 based on the Grade 8 science scores and are compared to the districtwide average score in each peer group, the following counts are available:

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
STAAR EOC Biology	39 / 47	30 / 41	40 / 48	23 / 31

Percentage of tests exceeding peer group average score = $\frac{132}{167}$x 100% = 79.0%

Point Assignment

The teacher's percentage is above 70 percent and earns 5 base points.

Percentage (*p*) of scores over average	Base Points
***p* ≥ 70.0%**	5
60.0% ≤ *p* < 70.0%	4
45.0% ≤ *p* < 60.0%	3
29.0% ≤ *p* < 45.0%	2
15.0% ≤ *p* < 29.0%	1
***p* < 15.0%**	0

Teacher *STAAR* Achievement Measure Point Calculation

The point value awarded for the Teacher *STAAR* achievement measure is the highest of the three metric base point values, which may be multiplied by a weight according to the teacher's achievement template.

Example 1: Teacher STAAR Point Assignment (Grade 4)

In the examples for the Grade 4 reading/language arts and math teacher, the teacher received 3, 3, and 4 base points for metrics 1, 2, and 3. The teacher earns 4 base points for the *Teacher STAAR* measure.

If the teacher has enough students with *TELPAS* scores and thus has a template with the *TELPAS* measure, the *Teacher STAAR* measure is worth two weights. The 4 base points are multiplied by 2 for a total of 8 points for the *Teacher STAAR* measure.

If the teacher does not have the *TELPAS* measure on the achievement template, the *Teacher STAAR* measure is worth three weights. The 4 base points are multiplied by 3 for a total of 12 points for the *Teacher STAAR* measure.

Example 2: Teacher STAAR Point Assignment (Grade 8 Social Studies)

The grade 8 teacher earned 2, 3, and 3 base points for metrics 1, 2, and 3. The teacher earns 3 base points for the *Teacher STAAR* measure. As noted in the example for metric 1, the achievement template weights the measure by 3, so the 3 base points are multiplied by 3 for a total of 9 points for the *Teacher STAAR* measure.

Example 3: Teacher STAAR Point Assignment (EOC Biology)

The biology teacher earned 1, 4, and 5 base points for metrics 1, 2, and 3. The teacher earns 5 base points for the *Teacher STAAR* measure. As noted in the example for metric 1, the achievement template weights the measure by 3, so the 5 base points are multiplied by 3 for a total of 15 points for the *Teacher STAAR* measure.

Note on ranges of statistics for assignment of base points: In all examples presented in this document, cut points are provided for demonstration purposes only. They do not represent the actual cut points that will determine point values for achievement metrics. Actual cut points cannot be determined until metrics are computed using current-year data. See **ASSIGNING POINT VALUES TO METRICS AND MEASURES.**

Teacher *ACP* Semester 1, *ACP* Semester 2, or *ACP* Measure

Achievement measures related to *ACP* tests are of three types. *Teacher ACP Semester 1* includes scores from Semester 1 tests. These are tests that cover the first half of a year-long curriculum. They are typically administered during the fall semester but may be administered in the spring.[34]

Likewise, *Teacher ACP Semester 2* includes scores from Semester 2 tests. These are tests that cover the second half of a year-long curriculum. They are typically administered during the spring semester but may be administered in the fall semester.

Teacher ACP includes scores from *ACPs* given to one-semester courses, such as Psychology. All scores, from tests administered in either semester, are combined (by type) for computation of metric statistics.

Note: In examples that follow, "ACP" may refer to any of the three types described above: ACP Semester 1, ACP Semester 2, or ACP for semester-only courses.

Metric 1: Percentage of *ACP* scores at passing standard

Definition

Percentage of *ACP* scores at the passing standard

Minimum Sample Size

Twelve students each with at least one *ACP* score.

Calculation and Equations

Divide the number of *ACP* scores at the passing standard by the total number of scores. The result is rounded to the nearest tenth (e.g., to one decimal place).

$$\textit{ACP}\ \text{Percentage passing} = \frac{x_{passing}}{n_s} \times 100\%, \text{ where}$$

$x_{passing}$ = number of *ACP* scores at the passing standard

n_s = number of *ACP* scores

Example 1: Grade 1 Percentage of ACP Semester 1 tests passed

A Grade 1 teacher has 18 students who are eligible for inclusion in the teacher's statistics, based on scheduling and attendance criteria. There are 36 *ACP* Semester 1 scores from reading and mathematics tests; 27 of the scores meet the passing standard.

Calculations

$$\text{Percentage passing} = \frac{27}{36} \times 100\% = 75.0\%$$

[34] Students who miss the fall administration of Semester 1 *ACP* tests may be administered make-up assessments during the second semester under the supervision of the district's Assessment department. These results will be included for the calculation of Semester 1 ACP statistics only if administered and scored no later than one week (five business days) after the last day of the fourth six-week grading period.

Point Assignment

The teacher's percentage is greater than 60 percent and earns 3 base points.

Percentage (p) of tests passed	Base Points
$p \geq 60.0\%$	3
$40.0\% \leq p < 60.0\%$	2
$20.0\% \leq p < 40.0\%$	1
$p < 20.0\%$	0

Example 2: Middle School Math Percentage of ACP Semester 2 tests passed

A middle school math teacher has 108 eligible students with *ACP* Semester 2 scores from Grade 7 and Grade 8 math tests; 60 of the scores meet the passing standard.

Calculations

Percentage passing = $\frac{60}{108} \times 100\% = 55.6\%$

Point Assignment

The teacher's percentage is greater than 55 percent and earns 3 base points.

Percentage (p) of tests passed	Base Points
$p \geq 55.0\%$	3
$41.0\% \leq p < 55.0\%$	2
$30.0\% \leq p < 41.0\%$	1
$p < 30.0\%$	0

Example 3: Chemistry Percentage of ACP Semester 1 tests passed

A chemistry teacher has 125 scores from *ACP* Semester 1 chemistry tests, with 53 meeting the standard.

Calculations

Percentage passing = $\frac{53}{125} \times 100\% = 42.4\%$

Point Assignment

The teacher's percentage is between 35 percent and 43 percent and earns 2 base points.

Percentage (p) of passing tests	Base Points
$p \geq 43.0\%$	3
$35.0\% \leq p < 43.0\%$	2
$25.0\% \leq p < 35.0\%$	1
$p < 25.0\%$	0

Metric 2: *ACP* CEI

Definition, Minimum Sample Size, Calculations, and Equations

CEIs are computed for *ACP* tests just as they are for *STAAR* tests. For the definition, minimum sample size requirement, and calculations and equations, see

METRIC 2: STAAR CEI.

Example 1: Grade 1 ACP Semester 1 CEI

The Grade 1 teacher has 18 eligible students with current-year scores on both the Grade 1 reading and Grade 1 math *ACP* Semester 1 tests.

Calculations

Some students, however, do not have prerequisite prior-year scores from kindergarten tests. (The prerequisite tests may differ by school year; they may be norm-referenced subtests or *ACP* tests.) Students who are missing prior-year tests scores cannot have relative gain scores, or RGS, because they lack a "baseline" value. For the computation of the *ACP* Semester 1 CEI, the teacher has 16 students with RGS for the reading *ACP*; one student is new to the district and the other student lacks one of the prior-year scores. There are 17 students with RGS for the math *ACP*; the new student, with no prior-year scores, has no RGS. The relative gain scores for the two tests result in test-level CEIs and an overall *ACP* Semester 1 CEI for the teacher as shown:

	# Relative Gain Scores	CEI
ACP Semester 1 Reading	16	55.4
ACP Semester 1 Mathematics	17	59.8
ACP Semester 1 (overall)	33	56.8

Point Assignment

The teacher's CEI statistic, 56.8, is between 55 and 65 and earns 4 base points.

CEI Statistic *(c)*	Base Points
$c \geq 65.0$	5
$55.0 \leq c < 65.0$	4
$43.0 \leq c < 55.0$	3
$32.0 \leq c < 43.0$	2
$20.0 \leq c < 32.0$	1
$c < 20.0$	0

Example 2: Middle School Math ACP Semester 2 CEI

The middle school math teacher has 108 eligible students. There are 105 students with valid current-year scores from the *ACP* Semester 2 tests, 68 from Math 7 and 37 from Math 8.

Calculations

In the school year during which the example is set, the prerequisite tests for Math 7 are Grade 6 *STAAR* reading and mathematics. For Math 7, the teacher has 62 students with RGS; eight students did not have prior-year test scores. For Math 8, the prerequisite tests are Grade 7 *STAAR* writing and mathematics. There were 35 students in Math 8 who have relative gain scores; two lacked prior-year test scores.

	# Relative Gain Scores	CEI
ACP Semester 2 Grade 7 Math	62	46.1
ACP Semester 2 Grade 8 Math	35	43.0
ACP Semester 2 (overall)	97	45.2

Point Assignment

The teacher's CEI statistic is between 35 and 48 and earns 2 base points.

CEI statistic *(c)*	Base Points
$c \geq 75.0$	5
$59.0 \leq c < 75.0$	4
$48.0 \leq c < 59.0$	3
$35.0 \leq c < 48.0$	2
$21.0 \leq c < 35.0$	1
$c < 21.0$	0

Example 3: Chemistry ACP Semester 1 CEI

The chemistry teacher has 125 valid current-year scores from *ACP* Semester 1 chemistry tests.

Calculations

In the school year during which the example is set, prerequisite prior-year scores for the *ACP* Semester 1 chemistry test are *STAAR EOC* Biology and the *ACP* Summary score[35]. Of the 125 current-year scores, 102 can be matched to prior-year prerequisite scores, so there are 102 students with RGS for the teacher's CEI. The RGS result in a test-level CEI of 73.1 for *ACP* Semester 1 chemistry.

ACP Semester 1 CEI = 73.1

Point Assignment

The teacher's statistic is above 70 and earns 5 base points.

CEI statistic *(c)*	Base Points
$c \geq 70.0$	5
$61.0 \leq c < 70.0$	4
$51.0 \leq c < 61.0$	3
$41.0 \leq c < 51.0$	2
$31.0 \leq c < 41.0$	1
$c < 31.0$	0

Metric 3: *ACP* Academic Peer Group

Definition, Minimum Sample Size, Calculations, and Equations

Academic peer group statistics are computed for *ACP* tests just as they are for *STAAR* tests. For the definition, minimum sample size requirement, and calculations and equations, see

[35] A student's "*ACP* Summary" score is the average of standardized scores from all *ACP* tests taken in the school year. A standardized score is also referred to as a "z-score."

METRIC 3: STAAR ACADEMIC PEER Group.

Example 1: Grade 1 ACP Semester 1 Academic Peer Group

The Grade 1 teacher's 18 students contribute 17 reading scores and 17 mathematics scores towards the computation of the academic peer group statistic. This contrasts with the number of students who contributed to the Teacher's *ACP* Semester 1 CEI, which included 16 students for reading and 17 students for mathematics. One student was new to the district and did not have prior year scores that allow the student to be placed in one of the four peer groups. (The other student, though lacking all scores required for the reading CEI, has the necessary score for the peer group statistic and is included.)

Calculations

The table that follows shows, by test, how many students were in each academic peer group based on prior year score ("# scores") and how many students exceeded their peer group averages ("# ≥ avg").

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
***ACP* Sem 1 Reading**	2 / 3	4 / 5	4 / 6	1 / 3
***ACP* Sem 1 Math**	4 / 6	5 / 6	2 / 3	2 / 2
# scores over average	$x_1 = 6$	$x_2 = 9$	$x_3 = 6$	$x_4 = 3$
# scores	$n_1 = 9$	$n_2 = 11$	$n_3 = 9$	$n_4 = 5$

Percentage of scores exceeding peer group average score = $\frac{6+9+6+3}{9+11+9+5} \times 100\% = \frac{24}{34} \times 100\% = 70.5\%$

Point Assignment

The percentage is between 60 percent and 71 percent and earns 4 base points.

Percentage (*p*) of scores over average	Base Points
$p \geq 71.0\%$	5
$60.0\% \leq p < 71.0\%$	4
$45.0\% \leq p < 60.0\%$	3
$30.0\% \leq p < 45.0\%$	2
$23.0\% \leq p < 30.0\%$	1
$p < 23.0\%$	0

Example 2: Middle School Math ACP Semester 2 Academic Peer Group

The middle school math teacher has 68 Math 7 students and 37 Math 8 students with *ACP* Semester 2 scores. Of these, 64 of the seventh-graders and 35 of the eighth-graders have a prerequisite prior-year mathematics score for placement in academic peer groups.

Calculations

After students are placed in peer groups 1-4 based on the prior-year scores and are compared to the districtwide average score in each peer group (done separately for each test), the following counts are available:

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
***ACP* Sem 2 Gr 7 Math**	13 / 18	10 / 17	12 / 19	1 / 10

ACP Sem 2 Gr 8 Math	6 / 13	6 / 11	4 / 7	0 / 4
# scores over average	$x_1 = 19$	$x_2 = 16$	$x_3 = 16$	$x_4 = 1$
# scores	$n_1 = 31$	$n_2 = 28$	$n_3 = 26$	$n_4 = 14$

Percentage of scores exceeding peer group average score = $\frac{19+16+16+1}{31+28+26+14} \times 100\% = \frac{52}{99} \times 100\% = 52.5\%$

Point Assignment

The percentage is between 45.0 percent and 53.0 percent and earns 3 base points.

Percentage (*p*) of scores over average	Base Points
$p \geq 64.0\%$	5
$53.0\% \leq p < 64.0\%$	4
$45.0\% \leq p < 53.0\%$	3
$30.0\% \leq p < 45.0\%$	2
$23.0\% \leq p < 30.0\%$	1
$p < 23.0\%$	0

Example 3: Chemistry ACP Semester 1 Academic Peer Group

The chemistry teacher has 112 *ACP* Semester 1 chemistry scores that can be matched to the prerequisite prior-year test (in the school year during which the example takes place, that is *STAAR EOC* Biology) and thus placed in one of the four academic peer groups.

Calculations

After placement in groups, and comparing the current-year scores to the districtwide average in each group, the following counts result for the teacher:

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
ACP Sem 1 Chemistry	16 / 20	14 / 27	18 / 41	7 / 24

Percentage of scores exceeding peer group average score = $\frac{55}{112}$ x 100% = 49.1%

Point Assignment

The percentage is between 49 percent and 55 percent and earns 3 base points.

Percentage *(p)* of scores over average	Base Points
$p \geq 69.0\%$	5
$55.0\% \leq p < 69.0\%$	4
$49.0\% \leq p < 55.0\%$	3
$35.0\% \leq p < 49.0\%$	2
$21.0\% \leq p < 35.0\%$	1
$p < 21.0\%$	0

Teacher *ACP* Achievement Measure Point Calculation

The point value awarded for the *Teacher ACP* achievement measure is the highest of the three metric base point values, which may be multiplied by a weight according to the teacher's achievement template.

Example 1: Teacher ACP Semester 1 Point Assignment (Grade 1)

The Grade 1 teacher received 3, 4, and 4 base points for metrics 1, 2, and 3. The teacher earns 4 base points for the *Teacher ACP Semester 1* measure. The measure is worth one weight on the *Grade 1* achievement template, so the teacher earns 4 points for the measure.

Example 2: Teacher ACP Semester 2 Point Assignment (Middle School Math)

The middle school math teacher received 3, 2, and 3 base points for metrics 1, 2, and 3. The teacher earns 3 base points for the *Teacher ACP Semester 2* measure. The measure is worth one weight on the *MS Mathematics* achievement template, so the teacher earns 3 points for the measure.

Example 3: High School Chemistry ACP Semester 1 Point Assignment

The chemistry teacher received 2, 5, and 3 base points for metrics 1, 2, and 3. The teacher earns 5 base points for the *Teacher ACP Semester 1* measure. The measure is worth three weights on the *HS Science (General)* achievement template, so the teacher earns 15 points for the measure.

Note on ranges of statistics for assignment of base points: In all examples presented in this document, cut points are provided for demonstration purposes only. They do not represent the actual cut points that will determine point values for achievement metrics. Actual cut points cannot be determined until metrics are computed using current-year data. See **ASSIGNING POINT VALUES TO METRICS AND MEASURES.**

Teacher *TerraNova/SUPERA* Measure

Metric statistics derived from *TerraNova/SUPERA* assessments are based on subtest scores for reading, language, or mathematics. [36]

Metric 1: Percentage of scores at the 60th percentile[37]

Definition

Percentage of *TerraNova/SUPERA* scores at or above the 60th percentile

Minimum Sample Size

Twelve students each with at least one *TerraNova/SUPERA* score.

Calculation and Equations

Divide the number of *TerraNova/SUPERA* scores at or above the 60th percentile by the total number of scores. The result is rounded to the nearest tenth (e.g., to one decimal place).

Percentage of scores at or above 60th percentile = $\frac{x}{n} \times 100\%$, where

x = number of scores at or above the 60th percentile

n = number of scores

Example: Grade 2 TerraNova/SUPERA Percentage at the 60th Percentile

A Grade 2 teacher has 42 eligible students in reading/language arts courses. Twenty-four students have reading and language scores from the *TerraNova* and the remaining 18 students have reading and language scores from the *SUPERA.* Sixty-two of the scores were at or above the 60th percentile.

Calculations

Percentage at the 60th percentile = $\frac{62}{84} \times 100\% = 73.8\%$

Point Assignment

The teacher's percentage is between 50 percent and 80 percent and earns 2 base points.

Percentage (p) of scores at the 60th percentile	Base Points
$p \geq 80.0\%$	3
$50.0\% \leq p < 80.0\%$	2
$30.0\% \leq p < 50.0\%$	1
$p < 30.0\%$	0

[36] Students should be given only one of *TerraNova* and *SUPERA* in each subject. If a student is administered the same subject test with both assessments, the higher score of the two will be used when computing TEI statistics.

[37] The percentile criterion used for computing the status metric for Teacher *TerraNova/SUPERA* may be changed in any year based on current-year data. A change may be necessary if there is insufficient variability in percentages. Changes may be grade specific and may not apply to all grade levels assessed with *TerraNova/SUPERA* assessments. The 60th percentile corresponds to state percentiles for meeting grade level on elementary *STAAR* assessments.

Metric 2: *TerraNova/SUPERA* CEI

Definition, Minimum Sample Size, Calculations, and Equations

CEIs are computed for *TerraNova/SUPERA* assessments just as they are for *STAAR* tests. For the definition, minimum sample size requirement, and calculations and equations, see METRIC 2: STAAR CEI

Example: Grade 2 TerraNova/SUPERA CEI

The Grade 2 teacher has 42 eligible students with current-year scores from either the *TerraNova* or *SUPERA* reading or language tests. Some students do not have prerequisite prior-year scores from Grade 1 tests. (The prerequisite tests may differ by school year; they may be norm-referenced subtests or *ACP* tests.) Because they lack a "baseline" value, the students cannot have a relative gain score for use in computing the teacher's CEI.

Calculations

In this example, 20 students with current-year *TerraNova* reading and language scores will have RGS because they had the prerequisite scores from the prior year; 15 students with current-year *SUPERA* scores have RGS. The relative gain scores for the 35 students result in test-level CEIs and an overall *TerraNova/SUPERA* CEI as shown:

	# Relative Gain Scores	CEI
TerraNova/SUPERA Reading	35	52.6
TerraNova/SUPERA Language	35	49.4
TerraNova/SUPERA (overall)	35	51.0

Point Assignment

The teacher's CEI is between 50 and 61 and earns 3 base points.

CEI statistic (*c*)	Base Points
$c \geq 66.0$	5
$61.0 \leq c < 66.0$	4
$50.0 \leq c < 61.0$	3
$45.0 \leq c < 50.0$	2
$38.0 \leq c < 45.0$	1
$c < 38.0$	0

Note on ranges of statistics for assignment of base points: In all examples presented in this document, cut points are provided for demonstration purposes only. They do not represent the actual cut points that will determine point values for achievement metrics. Actual cut points cannot be determined until metrics are computed using current-year data. See **ASSIGNING POINT VALUES TO METRICS AND MEASURES.**

Metric 3: *TerraNova/SUPERA* Academic Peer Group

Definition, Minimum Sample Size, Calculations, and Equations

Academic peer group statistics are computed for *TerraNova/SUPERA* assessments just as they are for *STAAR* tests. For the definition, minimum sample size requirement, and calculations and equations, see METRIC 3: STAAR ACADEMIC PEER GROUP.

Example: Grade 2 TerraNova/SUPERA Academic Peer Group

The Grade 2 teacher's 42 students contribute 21 *TerraNova* reading and language scores and 16 *SUPERA* reading and language scores towards the computation of the academic peer group statistic. (There are more students with scores that can be included in the academic peer group statistic than there are for the CEI statistic, which is typical, since only one prior-year score is required for the peer group statistic, rather than two.)

Calculations

The table that follows shows, by test, how many students were in each academic peer group based on prior year score ("# scores") and how many students exceeded their peer group averages ("# ≥ avg").

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
***TerraNova* Reading**	5 / 8	2 / 6	3 / 5	1 / 2
***TerraNova* Language**	4 / 5	1 / 5	1 / 5	3 / 6
***SUPERA* Reading**	3 / 5	0 / 2	1 / 4	2 / 5
***SUPERA* Language**	2 / 2	1 / 3	3 / 9	0 / 2
# scores over average	$x_1 = 14$	$x_2 = 4$	$x_3 = 8$	$x_4 = 6$
# scores	$n_1 = 20$	$n_2 = 16$	$n_3 = 23$	$n_4 = 15$

Percentage of scores exceeding peer group average score = $\frac{14+4+8+6}{20+16+23+15} \times 100\% = \frac{32}{74} \times 100\% = 43.2\%$

Point Assignment

The percentage is between 42 percent and 53 percent and earns 2 base points.

Percentage (p) of students over average	Base Points
$p \geq 76.0\%$	5
$61.0\% \leq p < 76.0\%$	4
$53.0\% \leq p < 61.0\%$	3
$42.0\% \leq p < 53.0\%$	2
$32.0\% \leq p < 42.0\%$	1
$p < 32.0\%$	0

Teacher *TerraNova/SUPERA* Achievement Measure Point Calculation

The point value awarded for the *Teacher TerraNova/SUPERA* achievement measure is the highest of the three metric base point values, which may be multiplied by a weight according to the teacher's achievement template.

Example: Teacher TerraNova/SUPERA Point Assignment (Grade 2)

The Grade 2 teacher received 2, 3, and 2 base points for metrics 1, 2, and 3. The teacher earns 3 base points for the *Teacher TerraNova/SUPERA* measure.

If the teacher has enough students with *TELPAS* scores and thus has a template with the *TELPAS* measure, the *Teacher TerraNova/SUPERA* measure is worth one weight. The 3 base points are multiplied by 1 for a total of 3 points for the *Teacher TerraNova/SUPERA* measure.

If the teacher does not have the *TELPAS* measure included on the achievement template, the *Teacher TerraNova/SUPERA* measure is worth two weights. The 3 base points are multiplied by 2 for a total of 6 points for the *Teacher TerraNova/SUPERA* measure.

Note on ranges of statistics for assignment of base points: In all examples presented in this document, cut points are provided for demonstration purposes only. They do not represent the actual cut points that will determine point values for achievement metrics. Actual cut points cannot be determined until metrics are computed using current-year data. See **ASSIGNING POINT VALUES TO METRICS AND MEASURES.**

Teacher *TELPAS* Measure

TELPAS achievement metrics use only *TELPAS Reading* scores from the multiple-choice test that assesses the reading domain. Other domains—listening, speaking, and writing—and thus the composite score are not sufficiently objective measurements for use in statistical models.

Metric 1: Percentage of *TELPAS Reading* scores at or above criterion score[38]

Definition

Percentage of *TELPAS Reading* scores at or above the criterion score.

Minimum Sample Size

Twelve students with scores from the *TELPAS Reading* multiple-choice test.

Calculation and Equations

Divide the number of *TELPAS Reading* scores at or above criterion score by the total number of scores. The result is rounded to the nearest tenth (e.g., to one decimal place).

TELPAS percentage = $\frac{x_{adv}}{n} \times 100\%$, where

x_{adv} = number of *TELPAS Reading* scores at or above criterion score

n = number of *TELPAS Reading* scores

Example 1: Grade 3 Percentage of TELPAS Reading scores

A teacher with students in courses within the Language Arts/Reading (GR 3) course group has 23 students who are eligible for inclusion in the teacher's statistics. There are 18 students with *TELPAS Reading* scores, and 13 of the scores met the criterion score, which is the 2018 raw score for Grade 3 that is at the same percentile among the district's 2018 scores as was the "advanced" score in 2017.

Calculations

Percentage = $\frac{13}{18} \times 100\% = 72.2\%$

Point Assignment

The teacher's percentage is greater than 51 percent and earns 3 base points.

Percentage (p) of tests	Base Points
$p \geq 51.0\%$	3
$37.0\% \leq p < 51.0\%$	2
$16.0\% \leq p < 37.0\%$	1
$p < 16.0\%$	0

[38] In 2018, the *TELPAS* was redesigned and performance levels will not be available from the TEA until fall 2018. For 2017-18 *TELPAS* status statistics, a temporary criterion score was determined for each grade as follows: Determine the local percentile for the minimum scaled score at "Advanced" in 2017. Identify the 2018 raw score that is at this same percentile among Dallas ISD scores in the same grade, thereby ensuring that students are achieving the raw score at the same rate as in the prior year. For grades 2-9, the raw scores are 18. For grades 10-12, the raw scores are 20.

Example 2: Middle School RLA Percentage of TELPAS Reading scores

A teacher with students in courses within the Language Arts/Reading (GR 7) and Language Arts/Reading (GR 8) course groups has 52 eligible students with *TELPAS Reading* scores from the Grades 7 and 8 *TELPAS*; 23 of the scores met the Grade 7 or Grade 8 criterion score, which is the 2018 raw score at the same percentile among the district's 2018 scores as was the "advanced" score in 2017.

Calculations

Percentage = $\frac{23}{52} \times 100\% = 44.2\%$

Point Assignment

The teacher's percentage is between 43 percent and 60 percent and earns 2 base points.

Percentage (p) of tests	Base Points
$p \geq 60.0\%$	3
$43.0\% \leq p < 60.0\%$	2
$30.0\% \leq p < 43.0\%$	1
$p < 30.0\%$	0

Note on ranges of statistics for assignment of base points: In all examples presented in this document, cut points are provided for demonstration purposes only. They do not represent the actual cut points that will determine point values for achievement metrics. Actual cut points cannot be determined until metrics are computed using current-year data. See **ASSIGNING POINT VALUES TO METRICS AND MEASURES.**

Metric 2: *TELPAS Reading* CEI

Definition, Minimum Sample Size, Calculations, and Equations

CEIs are computed for *TELPAS Reading* tests as they are for *STAAR* tests. For the definition, minimum sample size requirement, and calculations and equations, see

METRIC 2: STAAR CEI.

One of two prerequisite tests in grades 3 and higher is the prior-year *TELPAS* Reading multiple-choice test. The second test will be a grade-appropriate reading test. For grades 4 and higher, the second prerequisite test will likely be *STAAR* Reading. For grade 3, the second test will be a grade 2 norm-referenced reading subtest, which will be selected each year based on availability. For grade 2, prerequisite tests will include a grade 1 norm-referenced reading subtest and the grade 1 reading ACP average.

Example 1: Grade 3 TELPAS Reading CEI

The Grade 3 language arts/reading teacher has 18 eligible students with current-year scores from the Grade 3 *TELPAS Reading* multiple-choice test.

Calculations

Some students, however, do not have prerequisite prior-year scores from second-grade tests. Students who are missing prior-year tests scores cannot have relative gain scores, or RGS, because they lack a "baseline" value. For the computation of the *TELPAS Reading* CEI, the teacher has 15 students with RGS for the *TELPAS Reading* Grade 3 test; two students are new to the district and the other lacks the grade 2 norm-referenced reading subtest score. The relative gain scores result in a test-level CEI of 54.2 for *TELPAS Reading*.

TELPAS Reading CEI = 54.2

Point Assignment

The teacher's CEI statistic is between 43 and 55 and earns 3 base points.

CEI Statistic (c)	Base Points
$c \geq 65.0$	5
$55.0 \leq c < 65.0$	4
$43.0 \leq c < 55.0$	3
$32.0 \leq c < 43.0$	2
$20.0 \leq c < 32.0$	1
$c < 20.0$	0

Example 2: Middle School RLA TELPAS Reading CEI

The middle school reading/language arts teacher has 52 eligible students. There are 47 students with valid current-year scores from the *TELPAS Reading*, 30 from *TELPAS* Grade 7 and 17 from *TELPAS* Grade 8.

Calculations

For the *TELPAS Reading* Grade 7, the teacher has 26 students with relative gain scores; two students were new to the district and two others did not have the second prerequisite prior-year score from Grade 6 *STAAR* Reading. For *TELPAS Reading* Grade 8, 15 students have relative gain scores; while all students had *TELPAS* Reading scores from the prior year, two students lacked scores from the Grade 7 *STAAR* Reading.

Test (t)	Relative gain scores (n_t)	CEI (x_t)
TELPAS Reading Grade 7	26	50.3
TELPAS Reading Grade 8	15	52.2

TELPAS Reading CEI = $\frac{(26 \times 50.3) + (15 \times 52.2)}{26 + 15} = 51.0$

Point Assignment

The teacher's CEI statistic is between 46 and 57 and earns 3 base points.

CEI statistic *(c)*	Base Points
$c \geq 73.0$	5
$57.0 \leq c < 73.0$	4
$46.0 \leq c < 57.0$	3
$32.0 \leq c < 46.0$	2
$20.0 \leq c < 32.0$	1
$c < 20.0$	0

Metric 3: *TELPAS Reading* Academic Peer Group

Definition, Minimum Sample Size, Calculations, and Equations

Academic peer group statistics are computed for *TELPAS Reading* tests just as they are for *STAAR* tests. For the definition, minimum sample size requirement, and calculations and equations, see

METRIC 3: STAAR ACADEMIC PEER Group.

The prerequisite score used to assign students to academic peer groups for grades 3 and higher is the prior-year *TELPAS* Reading score. For grade 2 students, who lack a prior-year *TELPAS* Reading score from a standardized assessment, the prerequisite test will be a norm-referenced reading subtest, which will be selected each year based on availability.

Example 1: Grade 3 TELPAS Reading Academic Peer Group

The Grade 3 teacher's 18 students contribute 16 scores towards the computation of the academic peer group statistic. (This contrasts with the number of students who contributed to the Teacher's *TELPAS Reading* CEI, which included 15 students.) Two students were new to the district and did not have a *TELPAS* Reading score from the prior year that allowed the student to be placed in one of the four peer groups.

Calculations

The following table shows how many students were in each academic peer group based on prior year *TELPAS* Reading score ("# scores") and how many students exceeded their peer group averages ("# ≥ avg").

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores
***TELPAS Reading* Gr 3**	2 / 3	4 / 4	4 / 6	1 / 3

Percentage of scores exceeding peer group average score = $\frac{2+4+4+1}{3+4+6+3} \times 100\% = \frac{11}{16} \times 100\% = 68.8\%$

Point Assignment

The percentage is between 62 percent and 75 percent and earns 4 base points.

Percentage *(p)* of scores over average	Base Points
$p \geq 75.0\%$	5
$62.0\% \leq p < 75.0\%$	4
$51.0\% \leq p < 62.0\%$	3
$33.0\% \leq p < 51.0\%$	2
$21.0\% \leq p < 33.0\%$	1
$p < 21.0\%$	0

Example 2: Middle School RLA TELPAS Reading Academic Peer Group

The middle school reading/language arts teacher has 30 grade 7 students and 17 grade 8 students with *TELPAS Reading* scores. Of these, 28 of the seventh-graders and 15 of the eighth-graders have a prerequisite prior-year *TELPAS* Reading score for placement in academic peer groups.

Calculations

After students are placed in peer groups 1-4 based on the prior-year scores and are compared to the districtwide average score in each peer group (done separately for each test), the following counts are available:

	Group 1 # ≥ avg / # scores	Group 2 # ≥ avg / # scores	Group 3 # ≥ avg / # scores	Group 4 # ≥ avg / # scores

***TELPAS Reading* Gr 7**	4 / 9	6 / 8	3 / 7	2 / 4
***TELPAS Reading* Gr 8**	1 / 4	0 / 1	4 / 6	1 / 4
# scores over average	$x_1 = 5$	$x_2 = 6$	$x_3 = 7$	$x_4 = 3$
# scores	$n_1 = 13$	$n_2 = 9$	$n_3 = 13$	$n_4 = 8$

Percentage of scores exceeding peer group average score = $\frac{5+6+7+3}{13+9+13+8} \times 100\% = \frac{21}{43} \times 100\% = 48.8\%$

Point Assignment

The percentage is between 42 percent and 49 percent and earns 3 base points.

Percentage *(p)* of scores over average	Base Points
$p \geq 64.0\%$	5
$49.0\% \leq p < 64.0\%$	4
$42.0\% \leq p < 49.0\%$	3
$30.0\% \leq p < 42.0\%$	2
$21.0\% \leq p < 30.0\%$	1
$p < 21.0\%$	0

Teacher *TELPAS* Achievement Measure Point Calculation

The point value awarded for the Teacher *TELPAS* achievement measure is the highest of the three metric base point values.

Example 1: Teacher TELPAS Point Assignment (Grade 3 Language Arts/Reading)

The Grade 3 teacher received 3, 3, and 4 base points for metrics 1, 2, and 3. The teacher earns 4 base points for the Teacher *TELPAS* measure. The measure is worth one weight on the ES Grade 3 Reading/Language Arts (TELPAS) achievement template, so the teacher earns 4 points for the measure.

Example 2: Teacher TELPAS Point Assignment (Middle School Language Arts/Reading)

The middle school math teacher received 2, 3, and 3 base points for metrics 1, 2, and 3. The teacher earns 3 base points for the Teacher *TELPAS* measure. The measure is worth one weight on the MS RLA/Reading/Reading Mastery (TELPAS) achievement template, so the teacher earns 3 points for the measure.

Appendix A. Historical Point Ranges for Evaluation Ratings

Point ranges for determining evaluation ratings within teacher category fluctuate each year so that they are reflective of current results. The ranges are determined such that percentages by rating are consistent across teacher categories. (Table 14 repeats information presented earlier in Table 2 on page 9.)

Table 14. Percentages of teachers by evaluation rating

	Progressing		Proficient			
Unsatisfactory	I	II	I	II	III	Exemplary
3%	12%	25%	40%	12%	6%	2%

Table 15. 2014-15 point ranges (based on 2015 evaluation score)

		Progressing		Proficient			
Category	Unsatisfactory	I	II	I	II	III	Exemplary
A	0-34	35-48	49-59	60-76	77-88	89-96	97+
B	0-32	33-48	49-60	61-76	77-92	93-100	101+
C	0-36	37-51	52-63	64-79	80-93	94-100	101+
D	0-38	39-52	53-64	65-77	78-97	98-101	102+

Table 16. 2015-16 point ranges (based on average of 2015, 2016 evaluation scores)

		Progressing		Proficient			
Category	Unsatisfactory	I	II	I	II	III	Exemplary
A	0-39	40-50	51-60	61-77	78-88	89-95	96+
B	0-40	41-52	53-62	63-79	80-90	91-98	99+
C	0-44	45-56	57-67	68-85	86-95	96-102	103+
D	0-46	47-59	60-68	69-82	83-95	96-100	101+

Table 17. 2016-17 point ranges (based on average of 2016, 2017 evaluation scores)

		Progressing		Proficient			
Category	Unsatisfactory	I	II	I	II	III	Exemplary
A	0-41	42-52	53-63	64-79	80-88	89-96	97+
B	0-43	44-56	57-66	67-83	84-91	92-99	100+
C	0-47	48-59	60-69	70-86	87-94	95-102	103+
D	0-50	51-62	63-71	72-86	87-95	96-101	102+

Table 18. 2017-18 point ranges (based on average of 2017, 2018 evaluation scores)

		Progressing		Proficient			
Category	Unsatisfactory	I	II	I	II	III	Exemplary
A	0-41	42-53	54-63	64-80	81-87	88-95	96+
B	0-46	47-57	58-68	69-85	86-91	92-98	99+
C	0-45	46-60	61-70	71-87	88-94	95-101	102+
D	0-51	52-63	64-73	74-90	91-96	97-101	102+

Appendix B. Achievement Templates

Measures and their typical weights are listed by standard achievement template. Some common variations on standard templates are also included here. (Variations on standard templates are indicated with an asterisk.) Category C and D templates and their variations are repeated for each school type. All Category A and B templates have a total of seven weights. See Appendix C for weighting schemes for all variations of templates.

Elementary School Templates

Category	Template(s)	Measure	Weight
B	-Kindergarten	Student Learning Objective	1
	-Grade 1	School *STAAR*	1
	-Grade 2	*TerraNova/SUPERA*	2
		ACP Semester 1	3
	***Variation on Grade 2:**	Student Learning Objective	1
	***Grade 2 Language Arts or Reading**	School *STAAR*	1
	***with TELPAS**	*TerraNova/SUPERA*	2
		ACP Semester 1	2
		TELPAS	1
A	-Grade 3	Student Learning Objective	1
	-Grade 4	School *STAAR*	1
	-Grade 5	*STAAR*	3
		ACP Semester 1	2
	***Variations on Grades 3, 4, or 5:**	Student Learning Objective	1
	***Grades 3, 4, or 5 Language Arts or Reading**	School *STAAR*	1
	***with TELPAS**	*STAAR*	2
		ACP Semester 1	2
		TELPAS	1
C	No Teacher-level Student Achievement	Student Learning Objective	2
		School *STAAR*	2
D	No Teacher-level Student Achievement and	Student Learning Objective	2
	No Student Experience Component	School *STAAR*	2

*Common variation on a standard template

Middle School Templates

Category	Templates	Measure	Weight
A	-Language Arts or Reading	Student Learning Objective	1
	-Social Studies (GR 8 only)	School *STAAR*	1
	-Mathematics	*STAAR*	3
	-Science (GR 8 or GR 7 PAP only)	*ACP* Semester 1	2
	Variation on Language Arts or Reading:	Student Learning Objective	1
	Language Arts or Reading with TELPAS	School *STAAR*	1
		STAAR	2
		ACP Semester 1	2
		TELPAS	1
	-Social Studies (no GR 8)	Student Learning Objective	1
	-Science (no GR 8, no GR 7 PAP)	School *STAAR*	1
		ACP Semester 1	2
		ACP Semester 2	3
	-World Languages	Student Learning Objective	1
	-Physical Education Grade 6	School *STAAR*	1
	Variation on Science or Social Studies:	*ACP* Semester 1	2
	Science or Social Studies without STAAR	*ACP* Semester 2	3
	Band	Student Learning Objective	1
		School *STAAR*	1
		ACP Semester 1	2
		ACP Semester 2	2
		Large Group Ensemble	1
	-Computer Science	Student Learning Objective	1
	-Art (one semester)	School *STAAR*	1
	-Health	*ACP*	4
	-Physical Education Grades 7-8	School *STAAR* Writing	1
C	No Teacher-level Student Achievement	Student Learning Objective	2
		School *STAAR*	2
D	No Teacher-level Student Achievement and	Student Learning Objective	2
	No Student Experience Component	School *STAAR*	2

*Common variation on a standard template

High School Templates

Category	Templates	Measure	Weight
A	English I-II or Reading (includes ESL)	Student Learning Objective	1
		School *STAAR*	1
		STAAR	3
		ACP Semester 1	2
	Variation on English I-II or Reading: English I-II or Reading with TELPAS (includes ESL)	Student Learning Objective	1
		School *STAAR*	1
		STAAR	2
		ACP Semester 1	2
		TELPAS	1
	-Algebra I -Biology -U.S. History	Student Learning Objective	1
		School *STAAR*	1
		STAAR	3
		ACP Semester 1	2
	-World History & World Geography -Geometry, Algebra II, & Math Models -Chemistry, Physics, IPC & Environ. Systems -World Languages -Computer Science† -Art (includes MS two-semester course) -English III-IV (shown without *TELPAS*)	Student Learning Objective	1
		School *STAAR*	1
		ACP Semester 1	2
		ACP Semester 2	3
	Band	Student Learning Objective	1
		School *STAAR*	1
		ACP Semester 1	2
		ACP Semester 2	2
		Large Group Ensemble	1
	Government & Economics	Student Learning Objective	1
		School *STAAR*	1
		ACP	5
	Health	Student Learning Objective	1
		School *STAAR*	1
		School *STAAR* English I-II	2
		ACP	3
C	No Teacher-level Student Achievement	Student Learning Objective	2
		School *STAAR*	2
D	No Teacher-level Student Achievement and No Student Experience Component	Student Learning Objective	2
		School *STAAR*	2

*Common variation on a standard template

†Template not typically available because too few teachers are covered by it.

Appendix C. Redistributing Achievement Measure Points

Alternate weighting schemes must be used when measures from an achievement template are missing or cannot be computed for a teacher. Weights from missing measures are reassigned to other achievement measures on the template. If no achievement measures have statistics available, the teacher moves from Category A to C or from Category B to D. When SLO or School *STAAR* measures are not available, weights are moved out of Student Achievement component to the Performance component; those variations are not shown here.

Elementary School Templates (with alternate measure weights)

Cat	Template	Measure	Std Wt	Alternate Weights												
				#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14
B	-Kindergarten	SLO	1	1	1	1											
	-Grade 1	School *STAAR*	1	1	1	1											
		TerraNova/SUPERA	2	5	-	5											
		ACP Semester 1	3	-	5	-											
	Grade 2	SLO	1	1	1	1	1	1	1								
		School *STAAR*	1	1	1	1	1	1	1								
		TerraNova/SUPERA	2	2	-	4	5	-	-								
		ACP Semester 1	3	2	4	-	-	5	-								
		TELPAS	-	1	1	1	-	-	5								
A	-Grade 3	SLO	1	1	1	1	1	1	1								
	-Grade 4	School *STAAR*	1	1	1	1	1	1	1								
	-Grade 5	*STAAR*	3	2	-	4	5	-	-								
		ACP Semester 1	2	2	4	-	-	5	-								
		TELPAS	-	1	1	1	-	-	5								
C/D		SLO	2	4													
		School *STAAR*	2	-													

Middle School Templates (with alternate measure weights)

Cat	Template	Measure	Std Wt	Alternate Weights													
				#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14
A	-Language Arts or Reading	SLO	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	-Social Studies	School *STAAR*	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	-Mathematics	*STAAR*	3	3	3	-	5	-	-	2	2	2	-	4	-	-	-
	-Science	*ACP* Semester 1	1	2	-	2	-	5	-	1	2	-	2	-	4	-	-
		ACP Semester 2	1	-	2	3	-	-	5	1	-	2	2	-	-	4	-
		TELPAS	-	-	-	-	-	-	-	1	1	1	1	1	1	1	5
	-World Languages	SLO	1	1	1												
	-P. E. Grade 6	School *STAAR*	1	1	1												
		ACP Semester 1	2	-	5												
		ACP Semester 2	3	5	-												
	Band	SLO	1	1	1	1	1	1	1								
		School *STAAR*	1	1	1	1	1	1	1								
		ACP Semester 1	2	2	4	-	5	-	-								
		ACP Semester 2	2	3	-	4	-	5	-								
		Large Group Ens	1	-	1	1	-	-	5								
	-Computer Science	SLO	1	1	1												
	-Art (one semester)	School *STAAR*	1	1	1												
	-Health	*ACP*	4	5	-												
	-P. E. Grades 7-8	School *STAAR* Writing	1	-	5												
C/D		SLO	2	4													
		School *STAAR*	2	-													

High School Templates (with alternate measure weights)

Cat	Template	Measure	Wt	Alternate Weights													
				#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14
A	-English I-II or Reading (includes ESL) -English III-IV	SLO	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		School *STAAR*	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		STAAR	3	3	3	-	5	-	-	2	2	2	-	4	-	-	-
		ACP Semester 1	1	2	-	2	-	5	-	1	2	-	2	-	4	-	-
		ACP Semester 2	1	-	2	3	-	-	5	1	-	2	2	-	-	4	-
		TELPAS	-	-	-	-	-	-	-	1	1	1	1	1	1	1	5
A	-Algebra I -Biology -U.S. History	SLO	1	1	1												
		School *STAAR*	1	1	1												
		STAAR	3	5	-												
		ACP Semester 1	2	-	5												
A	-World History & World Geography -Geometry, Algebra II, & Math Models -Chemistry, Physics, IPC, Env. Systems -World Languages -Computer Science† -Art (includes MS two-semester course)	SLO	1	1	1												
		School *STAAR*	1	1	1												
		ACP Semester 1	2	5	-												
		ACP Semester 2	3	-	5												
A	Band	SLO	1	1	1	1	1	1	1								
		School *STAAR*	1	1	1	1	1	1	1								
		ACP Semester 1	2	2	4	-	5	-	-								
		ACP Semester 2	2	3	-	4	-	5	-								
		Large Group Ens	1	-	1	1	-	-	5								
A	Health	SLO	1	1	1												
		School *STAAR*	1	1	1												
		Schl *STAAR* Eng I-II	2	5	-												
		ACP	3	-	5												
C/D		SLO	2	4													
		School *STAAR*	2	-													

†Template not used in 2015-16

Appendix D. Courses and Assessments by Course Group (2017-18)

Course scheduling groups consist of courses that are evaluated with the same or related assessments or courses in which students receive the same instruction.

In the following table, course groups from 2017-18 are presented with the courses that define them (column in "white") as well as possible assessments that may be given to students in those courses (columns in "gray"). Students in courses within a course group will not necessarily have scores from all tests presented. They will have scores from assessments appropriate for the specific courses in which they are enrolled.

The list of courses and assessments is updated throughout the year as information is received regarding course scheduling and administration of assessments.

Results from assessments attributed to the course group are used according to definitions provided in Chapter 8 when statistics are computed for achievement measures.

ACP tests

For *ACP* tests, results from both semesters' (fall and spring) exams are used, if available. Results from pilot *ACP* tests are not used to compute achievement statistics. A test's status as a "pilot" administration is determined by the district's Local Assessment department.

Assessments in English and Spanish

For *ACP* and *STAAR* 3-8 tests, results from Spanish versions are included if available.

For elementary dual-language courses, the language of instruction for the course determines which test results are used for calculation of statistics. (READ/LANG ARTS ENG is English and READ/LANG ARTS SPAN is Spanish.) Only English assessment results are used if the course language is English; only Spanish assessment results are used if the course language is Spanish. In all other reading/language arts courses, all assessment results from both languages are used for computing statistics.

Assessments for Elementary Courses in the Reading/Language Arts Content Area

Courses in the reading/language arts content area ("literacy" courses) belong to the same course group. Any "literacy" assessments (those labeled as "reading," "language arts," "writing," etc.) are applicable to any course in the content area. This has been district policy for computing teacher-level statistics, such as the Classroom Effectiveness Indices, since the early 2000s. For example, a grade 4 "reading" (course 0403) teacher will have statistics based on the results of students' scores from any of the following: *STAAR 3-8* reading, *STAAR 3-8* writing, *ACP* language arts, and *ACP* reading. If another teacher at the campus has been scheduled as the students' "language arts" (course 0400) teacher, the teachers will have statistics based on the same types of assessments. Statistics will differ because of which students were assigned to each teacher and which students are eligible for inclusion (see LINKING STUDENTS TO TEACHERS in Chapter 3).

High School "Trailer" Courses

For high school courses, trailer courses are not listed but are considered in the same course group as their "parent" courses.

Reading/Language Arts

COURSE GROUP	COURSES	TEST TYPE	TEST NAME
LANG ARTS/READING (GR K)	0003 READING	ACP	KINDERGARTEN READING
	0009 LANGUAGE ARTS	NORM REF	KN TERRANOVA READING, LANGUAGE
	0025 READING SPAN/ENG	NORM REF	KN SUPERA READING, LANGUAGE
	0027 READ/LANG ARTS SPAN†		
	0028 READ/LANG ARTS ENG‡		
	0080 READING SPAN DL†		
	0082 LANG ARTS ENG DL‡		
	0084 READING ENG DL‡		
	0086 LANG ARTS SPAN DL†		
LANG ARTS/READING (GR 1)	0081 READING SPAN DL†	ACP	GRADE 1 READING
	0083 LANG ARTS ENG DL‡	NORM REF	GRADE 1 TERRANOVA READING, LANGUAGE
	0085 READING ENG DL‡	NORM REF	GRADE 1 SUPERA READING, LANGUAGE
	0087 LANG ARTS SPAN DL†		
	0100 LANGUAGE ARTS		
	0103 READING		
	0127 READ/LANG ARTS SPAN†		
	0128 READ/LANG ARTS ENG‡		
	0129 READING SPAN/ENG‡		
	0130 LANG ARTS SPAN/ENG		
	0151 DEAF ED READING		
	0971 DEAF ED LANGUAGE ART		
LANG ARTS/READING (GR 2)	0152 DEAF ED READING	ACP	GRADE 2 READING
	0200 LANGUAGE ARTS	NORM REF	GRADE 2 TERRANOVA READING, LANGUAGE
	0203 READING	NORM REF	GRADE 2 SUPERA READING, LANGUAGE
	0227 READ/LANG ARTS SPAN†	TELPAS	GRADE 2 TELPAS
	0228 READ/LANG ARTS ENG‡		
	0972 DEAF ED LANGUAGE ART		
LANG ARTS/READING (GR 3)	0153 DEAF ED READING	ACP	GRADE 3 READING
	0300 LANGUAGE ARTS	STAAR 3-8	GRADE 3 READING
	0303 READING	TELPAS	GRADE 3 TELPAS
	0327 READ/LANG ARTS SPAN†		
	0328 READ/LANG ARTS ENG‡		
	0973 DEAF ED LANGUAGE ART		
LANG ARTS/READING (GR 4)	0154 DEAF ED READING	ACP	GRADE 4 LANGUAGE ARTS
	0400 LANGUAGE ARTS	ACP	GRADE 4 READING
	0403 READING	STAAR 3-8	GRADE 4 READING
	0427 READ/LANG ARTS SPAN†	STAAR 3-8	GRADE 4 WRITING
	0428 READ/LANG ARTS ENG‡	TELPAS	GRADE 4 TELPAS
	0429 READING SPAN/ENG		
	0432 LANG ARTS SPAN/ENG		
	0524 WRITING		
	0974 DEAF ED LANGUAGE ART		
LANG ARTS/READING (GR 5)	0155 DEAF ED READING	ACP	GRADE 5 READING
	0500 LANGUAGE ARTS	STAAR 3-8	GRADE 5 READING
	0503 READING	TELPAS	GRADE 5 TELPAS
	0527 READ/LANG ARTS SPAN†		
	0528 READ/LANG ARTS ENG‡		
	0975 DEAF ED LANGUAGE ART		

†Only Spanish assessment results applied to statistics for READ/LANG ARTS SPAN courses.
‡Only English assessment results applied to statistics for READ/LANG ARTS ENG courses.

COURSE GROUP	COURSES	TEST TYPE	TEST NAME
LANG ARTS/READING (GR 6)	0600 LANGUAGE ARTS	ACP	READING LANGUAGE ARTS 6
	0603 READING	ACP	READING LANGUAGE ARTS 6 PRE-AP
	1074 RD LA 6 ESL BEG	ACP	RLA 6 ESL BEGINNER YEAR 1
	9651 FAST TRACK 6 RLA 1	ACP	RLA 6 ESL INTERMEDIATE YEAR 2
	9655 FAST TRACK 6 RLA 2	STAAR 3-8	GRADE 6 READING
	9892 READ LANG ARTS 6 DL	TELPAS	GRADE 6 TELPAS
	9900 READ LANG ARTS 6		
	9902 READING 6		
	9904 READ LANG ARTS 6 PAP		
	9912 SHLT LANG ARTS6		
	9918 RD LA 6 ESL INT		
	9919 LA 6 ESL ADV		
	9920 READ 6 ESL BEG/INT		
	9921 READ 6 ESL YR2/YR3		
	9943 READING MASTERY 6		
	9960 READ LANG ARTS 6 BAS		
	9963 READING 6 BASIC		
ELA AP STUDY (GR 6)	9917 ELA AP STUDY 6	ACP	READING LANGUAGE ARTS 6
		STAAR 3-8	GRADE 6 READING
		TELPAS	GRADE 6 TELPAS
LANG ARTS/READING (GR 7)	1000 READ LANG ARTS 7	ACP	READING LANGUAGE ARTS 7
	1005 READ LANG ARTS 7 PAP	ACP	READING LANGUAGE ARTS 7 PRE-AP
	1009 WRITING SKILLS	ACP	RLA 7 ESL BEGINNER YEAR 1
	1015 READING MSTRY 7	ACP	RLA 7 ESL INTERMEDIATE YEAR 2
	1030 READING 7	STAAR 3-8	GRADE 7 READING
	1047 RD LA 7 ESL INT	STAAR 3-8	GRADE 7 WRITING
	1048 READ 7 ESL BEG/INT	TELPAS	GRADE 7 TELPAS
	1054 LA 7 ESL ADV		
	1058 READ 7 ESL YR2/YR3		
	1075 RD LA 7 ESL BEG		
	1170 SHLT READ LANG ARTS 7		
	9705 READ LA 7 BASIC		
	9711 READING 7 BASIC		
ELI/SI	1065 ESL LANG SUPPORT	STAAR 3-8	GRADE 6-8 READING
		STAAR 3-8	GRADE 7 WRITING
		TELPAS	GRADE 6-8 TELPAS
LANG ARTS/READING (GR 8)	1049 RD LA 8 ESL INT	ACP	ENGLISH I
	1059 LA 8 ESL ADV	ACP	READING LANGUAGE ARTS 8
	1060 READ 8 ESL BEG/INT	ACP	RLA 8 ESL BEGINNER YEAR 1
	1062 READ 8 ESL YR2/YR3		
	1076 RD LA 8 ESL BEG		
	1100 READ LANG ARTS 8	ACP	RLA 8 ESL INTERMEDIATE YEAR 2
	1102 READ LANG ARTS 8 PAP	ACP	READING LANGUAGE ARTS 8 PRE-AP
	1106 CREATIVE WRITING MS	STAAR 3-8	GRADE 8 READING
	1107 LITERARY GENRES MS	STAAR EOC	ENGLISH I
	1115 READING MSTRY 8	TELPAS	GRADE 8 TELPAS
	1130 READING 8		
	1180 SHLT READ LANG ARTS 8		
	1214 ENG I FOR 8TH GRADERS		
	9663 FAST TRACK 8 RLA 1		
	9667 FAST TRACK 8 RLA 2		
	9735 READ LANG ARTS 8 BAS		
	9739 READING 8 BASIC		

COURSE GROUP	COURSES	TEST TYPE	TEST NAME
ENGLISH I	1200 ENGLISH I	ACP	ENGLISH I
	1211 ENG I PRE-AP	ACP	ENGLISH I PRE-AP
	1266 ENG I ESOL INT	ACP	ENGLISH I ESOL BEGINNER
	1280 SHELTERED ENG I	ACP	ENGLISH I ESOL INTERMEDIATE
	1370 ENG I ESOL BEG	STAAR EOC	ENGLISH I
	1424 ENG I / ESL I	TELPAS	GRADE 9-12 TELPAS
	1425 ENG I / ESL 2		
	1447 IS ENGLISH I		
	9751 ENG 1 MOD		
ENGLISH II	1264 ENG II ESOL BEG/INT	ACP	ENGLISH II
	1283 SHLT ENG II	ACP	ENGLISH II PRE-AP
	1300 ENGLISH II	ACP	ENGLISH II ESOL INTERMEDIATE
	1303 ENG II PRE-AP	STAAR EOC	ENGLISH II
	1450 IS ENGLISH II	TELPAS	GRADE 9-12 TELPAS
	9753 ENG II MOD		
ENGLISH III	1360 SHLT ENG III	ACP	ENGLISH III
	1400 ENGLISH III	TELPAS	GRADE 9-12 TELPAS
	9755 ENG III MOD		
ENGLISH IV	1365 SHLT ENG IV	ACP	ENGLISH IV
	1500 ENGLISH IV	TELPAS	GRADE 9-12 TELPAS
	1520 ENGL IV 1 (DC)		
	1521 ENGL IV 2 (DC)		
	9757 ENG IV MOD		
READING I	1224 READING I	STAAR EOC	ENGLISH I
	1262 READ I ESOL BEG/INT	TELPAS	GRADE 9-12 TELPAS
	1263 PRAC WRITING ESOL		
	1377 RDG I/ESL 1		
	1378 RDG I/ESL 2		
	9390 FUND OF READ I		
READING II	1229 READING II	STAAR EOC	ENGLISH I
	1265 READING II ESOL	STAAR EOC	ENGLISH II
	1389 RDG II FOR ESL 1	TELPAS	GRADE 9-12 TELPAS
	1390 RDG II FOR ESL 2		
	1395 RDG II FOR ESL1		
	1396 RDG II FOR ESL2		
	9391 FUND OF READ II		
READING III	1235 READING III	STAAR EOC	ENGLISH I
	1397 READING III/ESL	STAAR EOC	ENGLISH II
	9392 FUND OF READ III	TELPAS	GRADE 9-12 TELPAS
ELA AP STUDY (GR 7)	7050 ELA AP STUDY 7	ACP	READING LANGUAGE ARTS 7
		STAAR 3-8	GRADE 7 READING
		STAAR 3-8	GRADE 7 WRITING
		TELPAS	GRADE 7 TELPAS
ELA AP STUDY (GR 8)	7052 ELA AP STUDY 8	ACP	READING LANGUAGE ARTS 8
		STAAR 3-8	GRADE 8 READING
		TELPAS	GRADE 8 TELPAS

Mathematics

COURSE GROUP	COURSES	TEST TYPE	TEST NAME
MATHEMATICS (GR K)	0005 MATHEMATICS	ACP	KINDERGARTEN MATHEMATICS
		NORM REF	KN TERRANOVA MATHEMATICS
		NORM REF	KN SUPERA MATHEMATICS
MATHEMATICS (GR 1)	0105 MATHEMATICS	ACP	GRADE 1 MATHEMATICS
	0121 DEAF ED MATH	NORM REF	GRADE 1 TERRANOVA MATHEMATICS
		NORM REF	GRADE 1 SUPERA MATHEMATICS
MATHEMATICS (GR 2)	0205 MATHEMATICS	ACP	GRADE 2 MATHEMATICS
	0122 DEAF ED MATH	NORM REF	GRADE 2 TERRANOVA MATHEMATICS
		NORM REF	GRADE 2 SUPERA MATHEMATICS
MATHEMATICS (GR 3)	0305 MATHEMATICS	ACP	GRADE 3 MATHEMATICS
	0123 DEAF ED MATH	STAAR 3-8	GRADE 3 MATHEMATICS
MATHEMATICS (GR 4)	0405 MATHEMATICS	ACP	GRADE 4 MATHEMATICS
	0124 DEAF ED MATH	STAAR 3-8	GRADE 4 MATHEMATICS
MATHEMATICS (GR 5)	0505 MATHEMATICS	ACP	GRADE 5 MATHEMATICS
	0125 DEAF ED MATH	STAAR 3-8	GRADE 5 MATHEMATICS
MATHEMATICS (GR 6)	0605 MATHEMATICS	ACP	MATHEMATICS 6
	9650 FAST TRACK 6 MATH 1		
	9654 FAST TRACK 6 MATH 2		
	9888 MATH 6 PRE-AP DL	ACP	MATHEMATICS 6 PRE-AP
	9889 MATHEMATICS 6 DL	STAAR 3-8	GRADE 6 MATHEMATICS
	9890 MATH 6 PRE-AP		
	9905 MATHEMATICS 6		
	9913 SHELTER MATH 6		
	9966 MATH 6 BASIC		
MATHEMATICS (GR 7)	2500 MATH 7	ACP	MATHEMATICS 7
	2505 MATH 7 PRE-AP	ACP	MATHEMATICS 7 PRE-AP
	2520 SHLT MATH 7	STAAR 3-8	GRADE 7 MATHEMATICS
	9656 FAST TRACK 7 MATH 1		
	9660 FAST TRACK 7 MATH 2		
	9708 MATH 7 (BASIC)		
MATHEMATICS (GR 8)	2525 SHLT MATH 8	ACP	MATHEMATICS 8
	2551 MATH 8 DL	ACP	ALGEBRA I PRE-AP
	2550 MATH 8	STAAR 3-8	GRADE 8 MATHEMATICS
	2555 ALGEBRA I PREAP MS	STAAR EOC	ALGEBRA I
	9662 FAST TRACK 8 MATH 1		
	9666 FAST TRACK 8 MATH 2		
	9744 MATH 8 BASIC		
MASS (GR 6)	9925 MASS 6	ACP	MATHEMATICS 6
		STAAR 3-8	GRADE 6 MATHEMATICS
MASS (GR 7)	7054 MASS 7	ACP	MATHEMATICS 7
		STAAR 3-8	GRADE 7 MATHEMATICS
MASS (GR 8)	7056 MASS 8	ACP	MATHEMATICS 8
		STAAR 3-8	GRADE 8 MATHEMATICS
ENG - MATH/ESL	1333 ESOL LANG SUPP ALG I	ACP	ALGEBRA I
		ACP	GEOMETRY
		STAAR EOC	ALGEBRA I
MATH MODELS	2934 MATH MODELS	ACP	MATH MODELS W/APPLICATIONS
	9576 MATH MODL MOD		
ALGEBRA I	2599 ALGEBRA I PREAP HS	ACP	ALGEBRA I
	2600 ALGEBRA I	ACP	ALGEBRA I PRE-AP
	2604 SHLT ALGEBRA I	STAAR EOC	ALGEBRA I
	2610 ALGEBRA I DL		
	9785 ALGEBRA I MOD		

COURSE GROUP	COURSES	TEST TYPE	TEST NAME
GEOMETRY	2562 IS GEOMETRY 2630 GEOMETRY 2633 SHLT GEOMETRY 2636 GEOMETRY DL 2660 GEOM PRE-AP 9787 GEOM MOD	ACP ACP	GEOMETRY GEOMETRY PRE-AP
ALGEBRA II	2559 IS ALGEBRA II 2613 SHLT ALGEBRA II 2720 ALGEBRA II 2730 ALG II PRE-AP 6619 ALG II DL 9786 ALG II MOD	ACP ACP	ALGEBRA II ALGEBRA II PRE-AP
PRE-CALCULUS	2614 SHLT PRECAL 2840 PRE-CALCULUS 2845 PRE-CAL P-AP 2850 PRE-CAL 1 (DC) 2850 PRE-CAL 1 (DC)	ACP ACP	PRE-CALCULUS PRE-CALCULUS PRE-AP

Social Studies

COURSE GROUP	COURSES	TEST TYPE	TEST NAME
SOCIAL STUDIES (GR 6)	0606 SOCIAL STUDIES 9008 SH CONT WLD CUL 9653 FAST TRACK 6 SOC STUD 9891 SOCIAL STUD 6 DL 9896 WLD CULT 6 PRE-AP 9907 SOCIAL STUD 6 9995 CO WRLD CUL BSC	ACP ACP	SOCIAL STUDIES 6 SOCIAL STUDIES 6 PRE-AP
TEXAS STUDIES 7	1999 TX STUD 7 DL 2000 TEXAS STUDIES 7 2002 TX HIST 7 P-AP 2070 SHLT TEX STU 7 9453 SOC STU 7 BASIC 9659 FAST TRACK 7 SOC STUD	ACP ACP	TEXAS STUDIES 7 TEXAS STUDIES 7 PRE-AP
U S STUDIES 8	2050 U S STUDIES 8 2051 U S STUDIES 8 DL 2055 US HIST 8 P-AP 2071 SHLT US STU 8 2114 WLD GEO STUDIES MS 9456 SOC STU 8 BASIC 9665 FAST TRACK 8 SOC STUD	ACP ACP ACP STAAR 3-8	U.S. STUDIES 8 U.S. STUDIES 8 PRE-AP WORLD GEOGRAPHY GRADE 8 SOCIAL STUDIES
WORLD HISTORY STUDIES	2095 SHLT WORLD HIS 2105 WLD HIST STU 2110 WLD HST P-AP 9831 WLD HIST MOD	ACP ACP	WORLD HISTORY WORLD HISTORY PRE-AP
WORLD GEOG STUDIES	2115 SHLT WRLD GEOG 2120 WLD GEO STUDIES 2125 WLD GEOG P-AP 9761 WLD GEO MOD	ACP ACP	WORLD GEOGRAPHY WORLD GEOGRAPHY PRE-AP
U.S. GOVERNMENT	2307 U S GOVT 2308 SHLT GOVERNMENT 2314 U S GOVT (DC) 9779 U.S. GOVT MOD	ACP	GOVERNMENT

COURSE GROUP	COURSES	TEST TYPE	TEST NAME
U.S. HISTORY STUDIES	2142 IB HISTORY HL/US 1 2143 IB HISTORY HL/US 2 2315 SHLT US HST ST 2320 U S HIST STUD 2328 U S HIST 1 (DC) 2329 U S HIST 2 (DC) 2450 AP U S HIST 9834 U.S. HIST MOD	ACP STAAR EOC	U.S. HISTORY U.S. HISTORY
ECONOMICS	2349 SHLT ECONOMICS 2351 ECONOMICS 2352 ECONOMICS (DC) 9802 ECONOMICS MOD	ACP	ECONOMICS
SS AP ST SK (GR 6)	9916 SS AP ST SK 6 G	ACP	SOCIAL STUDIES 6
SS AP ST SK (GR 7)	7062 SS AP ST SK 7 G	ACP	TEXAS STUDIES 7
SS AP ST SK (GR 8)	7064 SS AP ST SK 8 G	ACP STAAR 3-8	U.S. STUDIES 8 GRADE 8 SOCIAL STUDIES

Science/Health

COURSE GROUP	COURSES	TEST TYPE	TEST NAME
SCIENCE/HEALTH (GR 5)	0135 DEAF ED H/SS/SCI 0507 SCIENCE/HEALTH 0509 SCIENCE LAB	ACP STAAR 3-8	GRADE 5 SCIENCE GRADE 5 SCIENCE
SCIENCE (GR 6)	0607 SCIENCE/HEALTH 9652 FAST TRACK 6 SCIENCE 9895 SCIENCE 6 PRE-AP 9906 SCIENCE 6 9910 SHELT SCIENCE 6 9977 FUND SCIENCE 6	ACP ACP	SCIENCE 6 SCIENCE 6 PRE-AP
SCIENCE (GR 7)	3008 SCIENCE 7 P-AP 3010 SCIENCE 7 3012 SHLTR SCIENCE 7 9620 FUND OF SCI 7 9658 FAST TRACK 7 SCIENCE	ACP ACP STAAR 3-8	SCIENCE 7 SCIENCE 7 PRE-AP GRADE 8 SCIENCE
SCIENCE (GR 8)	3011 ASTRONOMY 8 3013 PHYSICS 8 3014 SCIENCE 8 3016 SHLTR SCIENCE 8 3017 ENV SYS 8 3018 SCIENCE 8 DL 3023 ASTRONOMY 8 DL 9621 FUND OF SCI 8 9664 FAST TRACK 8 SCIENCE	ACP ACP ACP ACP STAAR 3-8	SCIENCE 8 ENVIRONMENTAL SYSTEMS PHYSICS 8 ASTRONOMY 8 GRADE 8 SCIENCE
SCI AP ST SK (GR 6)	9937 SCI AP ST SK 6	ACP	SCIENCE 6
SCI AP ST SK (GR 7)	9897 SCI AP ST SK 7	ACP	SCIENCE 7
SCI AP ST SK (GR 8)	9898 SCI AP ST SK 8	ACP STAAR 3-8	SCIENCE 8 GRADE 8 SCIENCE
HEALTH ED 6-8	3440 HEALTH ED 8 3441 HEALTH ED MS 3442 HEALTH ED 7 9749 HLTH ED BASIC 8 9941 HEALTH ED 6 9983 HLTH ED BASIC 6	ACP ACP ACP ACP	MS HEALTH EDUCATION 6 MS HEALTH EDUCATION 7 MS HEALTH EDUCATION 8 HS HEALTH EDUCATION

COURSE GROUP	COURSES	TEST TYPE	TEST NAME
ENG - SCI/ESL	1348 ESOL LANG SUPP BIO	ACP	BIOLOGY
		ACP	CHEMISTRY
		ACP	IPC
		STAAR EOC	BIOLOGY
ASTRONOMY	3125 ASTRONOMY	ACP	ASTRONOMY
	3139 SHLT ASTRO		
	9304 ASTRONOMY MOD		
ENVTL SYSTEMS	3128 ENVTL SYSTEMS	ACP	ENVIRONMENTAL SYSTEMS
	3160 ENV SYS DL		
	3231 SHLT ENV SYS		
	9628 ENV SYS MOD		
BIOLOGY	3140 SHLT BIOLOGY	ACP	BIOLOGY
	3150 BIOLOGY	ACP	BIOLOGY PRE-AP
	3153 BIOLOGY DL	STAAR EOC	BIOLOGY
	3154 IB BIOLOGY SL		
	3157 IB BIOLOGY HL		
	3190 BIOLOGY P-AP		
	3193 IS BIOLOGY		
	3200 AP BIOLOGY		
	9795 BIOLOGY MOD		
CHEMISTRY	3210 CHEM PRE-AP	ACP	CHEMISTRY
	3213 IS CHEMISTRY	ACP	CHEMISTRY PRE-AP
	3216 CHEMISTRY DL		
	3217 SHLT CHEMISTRY		
	3220 CHEMISTRY		
	9638 CHEMISTRY MOD		
PHYSICS	3230 SHLT PHYSICS	ACP	PHYSICS
	3245 PHYSICS PRE-AP	ACP	PHYSICS PRE-AP
	3257 IS PHYSICS		
	3260 PHYSICS		
	9636 PHYSICS MOD		
IPC	3276 IPC	ACP	IPC
	3280 SHELTERED IPC		
	9789 IN PHY/CHEM MOD		
HEALTH ED 9-12	3437 HEALTH ED 09-12	ACP	HS HEALTH EDUCATION
	3438 HEALTH ED (DC)		
	9245 HEALTH ED BASIC		

World Languages

COURSE GROUP	COURSES	TEST TYPE	TEST NAME
FRENCH I (MS)	3518 FRENCH I (MS) 3608 MYP FREN I 6-7 3609 MYP FREN I 7-8	ACP	FRENCH I
FRENCH II (MS)	3520 FRENCH II MS 3613 MYP FREN II 8	ACP	FRENCH II
SPANISH I (MS)	3545 SPAN 7 DL 3577 SPANISH I MS (GENERAL) 3895 MYP SPAN I-A 3896 MYP SPAN I-B	ACP	SPANISH I
SPANISH II (MS)	3546 SPAN 8 DL 3888 MYP SPAN II 8	ACP	SPANISH II
FRENCH I	3610 FRENCH I 3621 IS FRENCH I	ACP	FRENCH I
FRENCH II	3618 IS FRENCH II 3625 FRENCH II	ACP	FRENCH II
SPANISH I 9-12	3563 IS SPANISH I 3890 SPANISH I 9-12	ACP	SPANISH I
SPANISH II 9-12	3560 IS SPANISH II 3925 SPANISH II 9-12	ACP	SPANISH II
SPAN HRTG SPK FUND	3543 SPAN HRTG SPK FUND	ACP	SPANISH FOR HRTG SPK - FUNDAMENTALS

Technology, Fine Arts, and Physical Education

COURSE GROUP	COURSES	TEST TYPE	TEST NAME
TECHNOLOGY APPLICATIONS	2530 TECHNOLOGY APPLIC 2532 SHELT TECHNOLOGY APPL 9536 COM APP BASIC	ACP	TECHNOLOGY APPLICATIONS
VARSITY WIND/PERC	8194 VAR WIND/PERC I (F) 8195 VAR WIND/PERC I (S) 8398 VAR WIND/PERC II (F) 8399 VAR WIND/PERC III (F) 8401 VAR WIND/PERC IV (F) 8402 VAR WIND/PERC II (S) 8403 VAR WIND/PERC III (S) 8404 VAR WIND/PERC IV (S)	ACP	HS BAND: LISTENING & MUSIC ELEMENTS
MS VARSITY BAND	8520 MS VARSITY BAND 1 8569 MS VARSITY BAND 2 8797 MS VARSITY BAND 0	ACP	MS BAND: LISTENING & MUSIC ELEMENTS
ART (MS)	8533 MS ART I FOUND (SEM)	ACP	MS ART I FOUNDATIONS
STUDIO ART	8285 STU ART I 8292 PAP STU ART I	ACP	STUDIO ART I
PHYSICAL EDUCATION (GR 6)	0806 PHYSICAL EDUCATION 9939 PHYS ED BASIC 6 9942 PHY EDUC 6 (FULL YR)	ACP	PHYSICAL EDUCATION 6
PHYSICAL EDUCATION (7-8)	4582 PHY EDUC 7-8 9733 PHYS ED BASIC 7 9734 PHYS ED BASIC 8	ACP	PHYSICAL EDUCATION 7 & 8

Appendix E. Scheduling and Attendance Requirements

Students must meet scheduling and attendance requirements for their test scores to be eligible for inclusion in a teacher's achievement metrics.

Students must be scheduled in the teacher's course by the start day of the test term. Students must also be in attendance at least 85 percent of the days during a test term. Absences, withdrawals, or transfers to another campus result in "absences." The maximum numbers of absences for each test term are listed below. This number only applies if the student was scheduled into the teacher's course by the first day of the test term. If a student is absent for more than the maximum number of days shown below, the student cannot meet the 85 percent attendance requirement to remain "linked" to the teacher for TEI statistics.

Test terms are subject to change pending changes to the district testing calendar, student calendar, or Roster Verification schedule. They may also change due to other procedural changes that occur during the school year.

For year-long and semester 1 tests, the first day of the test term is the first day of the second six-week grading period. [39] For semester 2 tests, the first day of the test term is the fourth Monday in January.

The STAAR2 test term ends several days before *STAAR 3-8* testing so that rosters can be finalized for teachers to review during Roster Verification, which begins the second week of May. The same is true for Semester 2 *ACP* assessments, which are administered after the end of the ACP2 test term.

School Year 2017-18

2017-18 Test (Grades)	Test Term	Begins	Ends	Minimum Attendance	Maximum Absences
Semester 1 *ACPs*	ACP1	October 2	December 15	42	7
STAAR 3-8* Writing** ***STAAR EOC* English I-II** ***TELPAS ***STAAR 3-8* Math (5, 8)** ***STAAR 3-8* Reading (5, 8)**	STAAR1/ TLPS	October 2	March 23	85	15
TerraNova/SUPERA	NORMREF	October 2	April 6	93	16
***STAAR 3-8* Reading (3, 4, 6, 7)** ***STAAR 3-8* Math (3, 4, 6, 7)** ***STAAR 3-8* Social Studies** ***STAAR 3-8* Science** ***STAAR EOC* Algebra I** ***STAAR EOC* Biology** ***STAAR EOC* U.S. History**	STAAR2	October 2	May 4	110	19
Semester 2 *ACPs*	ACP2	January 22	May 4	58	10

[39] In 2016-17, this date was moved to the second day from the first day because of a high number of schedule changes occurring on the second day as leveling actions were completed on the first day.

School Year 2016-17

2016-17 Test (Grades)	Test Term	Begins	Ends	Minimum Attendance	Maximum Absences
Semester 1 *ACPs*	ACP1	October 4	December 15	40	7
STAAR 3-8 Writing *STAAR EOC* English I-II *TELPAS* *STAAR 3-8* Math (5, 8) *STAAR 3-8* Reading (5, 8)	STAAR1	October 4	March 27	85	15
TerraNova/SUPERA	NORMREF	October 4	April 7	93	16
STAAR 3-8 Reading (3, 4, 6, 7) *STAAR 3-8* Math (3, 4, 6, 7) *STAAR 3-8* Social Studies *STAAR 3-8* Science *STAAR EOC* Algebra I *STAAR EOC* Biology *STAAR EOC* U.S. History	STAAR2	October 4	May 4	107	19
Semester 2 *ACPs*	ACP2	January 23	May 4	56	10

Appendix F. Common Abbreviations and Acronyms

A1 .....Algebra I (*STAAR EOC*)
ACP .....Assessment of Course Performance (district-mandated semester exam)
AP® .....*Advanced Placement*® (course or exam)
BI .....Biology (*STAAR EOC*)
CEI .....Classroom Effectiveness Index (or Indices)
CYS.....Creditable years of service
DTR.....Distinguished Teacher Review
E1, E2.....English I or English II (*STAAR EOC*)
MA.....Mathematics
RLA .....Reading/language arts
SC or SCI .....Science
SEI.....School Effectiveness Index (or Indices)
SLO .....Student Learning Objective
SS.....Social studies
STAAR® .....*State of Texas Assessment of Academic Readiness*®
STAAR® 3-8.....Grade-specific *STAAR* tests for students in grades 3-8
STAAR® EOC .....*STAAR* end-of-course exams for select secondary courses
TEI.....Teacher Excellence Initiative
TELPAS.....Texas English Language Proficiency Assessment System
TRV .....TEI Roster Verification
US .....U.S. History (*STAAR EOC*)

Appendix G. Criteria for Including in Status Statistics the Scores of English Learners or Students in Fast Track Middle School Courses

As described elsewhere in this document, and when possible, up to three statistics are calculated for each assessment administered to the teachers' students: status, classroom effectiveness index, or CEI, and academic peer group, or APG. The status statistic is the percentage of the teacher's students who met the test-specific standard, such as "met grade level" on *STAAR* or "met passing standard" for *ACPs*. The CEI and APG are statistics that measure how students perform relative to their peers, with the most important comparison factor being how the students performed on assessments in the prior year.

Statistics like the CEI and APG allow student achievement to be measured more fairly for teachers with students who are not yet performing at standard but also for those with students who are mostly above standard, because they are able to distinguish when students at any level are outperforming similar students in the district. Calculating the CEI and APG statistics requires use of students' assessment scores from the prior school year, which can be a limiting factor if these scores do not exist.

Some English learners, or EL students, in Dallas ISD are in the early years of their U.S. schooling. The Texas Education Agency, or TEA, uses terms such as "first-year in U.S. schools," "second-year in U.S. schools," etc. These designations are made using several criteria and are reported by a school district for each student to the TEA via *TELPAS* answer documents. If many of a teacher's students are classified as "first-year" students *and they also do not have assessment results from the prior year*, the teacher's student achievement component may be based solely on status statistics, since the students would not have the prior-year test scores that are required to calculate CEI or APG.

Teachers of students in the district's new "overage" or Fast Track middle school courses can be similarly affected, because, as with first-year EL students, some middle-school students in Fast Track courses may not have the required prior-year assessment scores for CEI or APG statistics, which occurs because the students are being assessed on a different schedule than students not in these courses.

To account for the impact of students who are in their early years in U.S. schools or who have been scheduled into Fast Track middle school courses, criteria were established for determining if students should be included in a teacher's status statistic.

General Inclusion Criteria for ELs

A general description of the criteria used to identify and include EL students' scores in student achievement statistics is described below. Test-specific criteria are presented in following sections.

Identifying and Including First-Year Students

Criteria used previously by the Texas Education Agency for state accountability statistics were adapted to determine whether to include EL students' results in TEI status statistics. The TEA labels students as "first-year" in some cases for more than one year. A student may be labeled "first-year" by the TEA but have been a student in the district in the prior year, and thus this student may have assessment scores from that prior year. The existence of prior-year scores will affect the application of the student's current-year scores to his teachers' status statistics.

The *TELPAS* file is used to identify students who the TEA considers to be "first-year in U.S. schools." Also considered are the students' grade levels and whether they have at least one prior-year test score. Generally, if students are identified as first-year students in the *TELPAS* file, are in grades 1 or higher, and do not have any prior year test scores in the district's data sources, then the students' scores are excluded from status calculations. An exception exists if the student meets the assessment-specific standard for the status statistic, in which case the score will be used. This means the student can only have a positive effect on her teacher's status statistic.

Identifying and Including Second- Through Fourth-Year Students

The *TELPAS* file is used to identify students who are second- through fourth-year in U.S. schools. For this group of students, any Spanish-language score may be used when calculating the status statistic. However, scores on an English-language test will be used *only* if the student has relevant prior-year test scores *or* if the student meets the assessment-specific standard for the status statistic.

There is an exception for second- through fourth- year students with parental denial for EL services. For these students, any score (English or Spanish) will be used to compute the status statistic, that is, their results are considered for inclusion in the same way as non-EL students.

ACP Inclusion Criteria for ELs

Elementary *ACP* Inclusion Criteria

Year in U.S. Schools	No EL Parental Denial *Student included if…**	EL Parental Denial *Student included if…**
Year 1	• has kindergarten test score, or • has prior-year test score, or • met passing standard	• has kindergarten test score, or • has prior-year test score, or • met passing standard
Years 2-4	• has kindergarten test score, or • has Spanish-language test score, or • has English-language test score and prior-year test score, or • has English-language test score and met passing standard	Included
Years 5+	Included	Included

* Score included in status statistic if at least one condition is met. If no criteria are met, score will not be included.

Middle and High *ACP* Inclusion Criteria

Year in U.S. Schools	No EL Parental Denial *Student included if…**	EL Parental Denial *Student included if…**
Year 1	• has prior-year test score, or • met passing standard	• has prior-year test score, or • met passing standard
Years 2-4	• has prior-year test score, or • met passing standard	Included
Years 5+	Included	Included

* Score included in status statistic if at least one condition is met. If no criteria are met, score will not be included.

Norm-Referenced *(TerraNova/SUPERA)* Inclusion Criteria for ELs

Year in U.S. Schools	No EL Parental Denial *Student included if…**	EL Parental Denial *Student included if…**
Year 1	• has kindergarten test score, or • has prior-year test score, or • achieved 60th percentile	• has kindergarten test score, or • has prior-year test score, or • achieved 60th percentile
Years 2-4	• has kindergarten test score, or • has SUPERA test score, or • has TerraNova test score and prior-year test score, or • has TerraNova test score and achieved 60th percentile	Included
Years 5+	Included	Included

*Score included in status statistic if at least one condition is met. If no criteria are met, score will not be included.

STAAR Inclusion Criteria for ELs[40]

STAAR 3-8

Year in U.S. Schools	No EL Parental Denial *Student included if…**	EL Parental Denial *Student included if…**
Year 1	• has prior-year test score, or • met grade level standard	• has prior-year test score • met grade level standard
Years 2-4	• has Spanish-language test score, or • has English-language test score and prior-year test score, or • has English-language test score and met grade level standard	Included
Years 5+	Included	Included

*Score included in status statistic if at least one condition is met. If no criteria are met, score will not be included.

STAAR EOC

Year in U.S. Schools	No EL Parental Denial *Student included if…**	EL Parental Denial *Student included if…**
Year 1	• has prior-year test score, or • met grade level standard	• has prior-year test score, or • met grade level standard
Years 2-4	• has prior-year test score, or • met grade level standard	Included
Years 5+	Included	Included

*Score included in status statistic if at least one condition is met. If no criteria are met, score will not be included.

[40] STAAR A and STAAR L assessments were discontinued in 2017.

Identifying and Excluding Scores for Students in Fast Track Middle School Courses

The following courses are those designating Fast Track middle courses. Students must be scheduled in one of these courses to have their course-appropriate assessment results considered for exclusion. Exclusion of a score from the status statistic will occur, as described in previous sections of this appendix, if the student does not have the required prior-year assessment scores to allow the student's current-year score to be included in either the CEI or the APG statistic. However, if the score meets the assessment specific standard, e.g., meets grade level on STAAR, the score will be included in the status statistic.

Course #	Course Name	Course #	Course Name
9651	FAST TRACK 6 RLA 1	**9650**	FAST TRACK 6 MATH 1
9655	FAST TRACK 6 RLA 2	**9654**	FAST TRACK 6 MATH 2
9657	FAST TRACK 7 RLA 1	**9656**	FAST TRACK 7 MATH 1
9661	FAST TRACK 7 RLA 2	**9660**	FAST TRACK 7 MATH 2
9663	FAST TRACK 8 RLA 1	**9662**	FAST TRACK 8 MATH 1
9667	FAST TRACK 8 RLA 2	**9666**	FAST TRACK 8 MATH 2
9653	FAST TRACK 6 SOCIAL STUDIES	**9652**	FAST TRACK 6 SCIENCE
9659	FAST TRACK 7 SOCIAL STUDIES	**9658**	FAST TRACK 7 SCIENCE
9665	FAST TRACK 8 SOCIAL STUDIES	**9664**	FAST TRACK 8 SCIENCE

Appendix H. Change History

Version	Date	Location	Description
1.0.0	3-Dec-14	–	Create structure and formatting; establish rules and procedures
1.1.0	10-Dec-14	–	Adjust table numbers
		Ch 1	Clarify language on method for assigning evaluation ratings from evaluation scores
		Ch 4	Update terminology regarding DTR performance points. Add clarifying statement regarding the application of Tier 1 Service points. Add section dedicated to effect of DTR carry-over on Tier 1 Service points. Add example of carry-over of DTR points
		Ch 6	Remove errant images of equation tools
1.2.0	11-Dec-14	Ch 3	Remove specificity from LOA provision, pending final decision
		Ch 6	Clarify language in *AP* metric examples
		App D	Change *AP* test term from third year-long to second year-long
1.3.0	12-Dec-14	Ch 4	Remove conflicting language regarding calculation of Tier 1 Service points. Add clarifying statements regarding eligibility for Tier 1 Service points. Finalize adjustment criteria for DTR teachers' performance points
		App D	Change end of third year-long term from May 8 to May 1. Change *AP* test term from second year-long to third year-long. Add explanation for end of semester 2 test term
1.4.0	17-Dec-14	Ch 2	Update Table 7 with all percentages
		Ch 3	Correct text in "Method for tracking scheduling in courses and by teacher." Generalize language for semester-long tests in "Rule For student start date in a teacher's course"
		Ch 6	Update minimum sample sizes for teacher-level achievement metrics
		App D	Update maximum absences to 18 for year-long test term ending May 1
		App E	Add appendix: Change History
1.5.0	9-Jan-15	All	Updated references to "rubric value" or "performance rubric value" to "summative score"
		Ch 3	Update references to and examples of minimum sample sizes in "Requirement for minimum number of students with test scores"
		Ch 4	Add provision for 2014-15 on selection of scoring method for those who complete DTR process but do not remain eligible
	12-Jan-15	Intro	Updates and additions to glossary
		Ch 3	Correct description of calculation of statistics to determine teacher eligibility in "Teacher Eligibility"
1.6.0	14-Jan-15	Ch 3	Update "scheduling group" to "course group"
		Ch 4	Clarify application of carry-over DTR points
		Ch 6	Clarification of student populations for school-level metrics; update examples of school-level calculations for high school
1.7.0	26-Jan-15	App D	Change end date and maximum absences for Semester 2 test term

Version	Date	Location	Description
1.8.0	20-Feb-15	All	Update description of process for determining effectiveness levels with descriptions and definitions of annual evaluation rating
	27-Feb-15	Ch 2	Update descriptions of SLO point assignment and types of eligibility requirements
		Ch 2	Add provision for missing or invalid SLO points
		Ch 3	Clarification in descriptions of test terms, course groups, and student eligibility
		Ch 3	Revise provision for teachers on leave; extend provision to include all non-leave absences
		Ch 4	Stipulate adjustments to maximum performance points when teacher's maximum performance points are non-standard
	2-Mar-15	Ch 5	Define parameters for use of evaluation scores in determining evaluation ratings
	20-Mar-15	Ch 5	Clarify language in rules for determining effectiveness levels; add examples
	27-Mar-15	Ch 4	Correct DTR carry-over point example and references
		Ch 6-7	Split school- and teacher-level information into two chapters
1.9.0	7-Apr-15	App B	Corrections to alternative weighting for some templates
	9-Apr-15	Ch 7	Corrected examples for Metric 3: ACP Academic Peer Group
		Ch 7	Added Teacher *TELPAS* Measure information
		App C	Added content
		App E	Add appendix: Common Abbreviations (Change History moved to Appendix F)
	22-Apr-15	App D	Update table with corrected maximum absences. Add minimum days required.
1.9.1	18-May-15	App B	Added Semester 2 measures for HS English or Reading with STAAR templates; added missing alternate weighting schemes; changed order of tables
		App C	Clarification for elementary bilingual courses (language of assessment and course must match)
1.9.2	26-Jun-15	Ch 4	Clarify assignment rules for Tier 1 Service points
		Ch 7	Update definition of "status" metric for *Iowa Tests/Logramos*
		All	Correct references to *The Iowa Tests* (formerly "*ITBS*")
	2-Jul-15	Ch 5	Clarifications to rules and examples; re-order rules
2.0	28-Jul-15	Intro	Add reference to average evaluation score in process steps and terminology list
		All	Update name to "Student Experience" from "Student Perceptions"
	29-Jul-15	Ch 5	Clarify language in rules for determining effectiveness levels
		Ch 2	Update template names; new example for teacher with multiple achievement templates
		App A	Clarify template definitions: identify variations on standard templates, recount standard templates
		App B	Expand alternate weighting schemes to full list
	3-Aug-15	Ch 1	Add description for Student Experience statistic

Version	Date	Location	Description
2.1	19-Aug-15	Ch 4	Correct minimum point requirements for combined achievement and student experience components
		App A-B	HS Computer Science template not in use for 2014-15
	21-Aug-15	Ch 6-7	Add information about TEA's 2015 Mathematics Bridge Study results applied to Teacher *STAAR* Metric 1
2.2	28-Aug-15	Ch 3	Correct time period for scheduling data collection and clarify definitions used for Categories A or B eligibility
	11-Sep-15	Ch 2	Correct example for achievement scores with multiple templates
		Ch 7	(AP) Correct description of *PSAT* subtest scores used to construct expectancy tables; correct example of weighted template scores
	15-Sep-15	Ch 2	Update School *STAAR* points example with 2014-15 cut points
		Ch 1	Update evaluation rating ranges with 2014-15 cut points
3.0	20-Jan-16	Intro	Updates to terms
		All	Rearrange content across sections and chapters
		Ch 3	Remove eligibility "threshold" percentages for select teachers
		Ch 4	Additional requirements for DTR eligibility; clarify application of Tier 1 points; remove reference to Personalized Learning Points
		Ch 7	Remove *AP* measure for 2015-16; update description of CEI statistic used for achievement metrics
		App A-B	*AP* template not in use 2015-16; weighting schemes updated
		App C	Remove CEI exception for computing measure-level statistic; updated for 2015-16
		App D	Scheduling and attendance criteria updated for 2015-16
3.1	7-Apr-16	All	Transition to two-year average evaluation score for setting evaluation ratings, if scores are derived from same category
		Ch 7	Update/correct examples
		Ch 7	Replace *AP* measure descriptions from 2014-15 TEI (for reference)
		All	Replace references to *The Iowa Tests/Logramos* with *TerraNova/SUPERA*
3.2	23-May-16	App C	Information clarifying use of pilot ACP results and assessments for elementary courses in reading/language arts content area
3.3	9-Sept-16	Ch 1	Update description of groups for determining Student Experience points
		Ch 7, App C	Add references to include TerraNova/SUPERA Language subtest scores
	13-Sept-16	App F	Add appendix: Criteria for inclusion of early-year ELL students' scores in status statistics (Change History moved to Appendix G)
		Ch 7	Provide location of Teacher Achievement Report (*MyData Portal*)
	15-Sept-16	Ch 7	Footnote regarding duplicate *TerraNova/SUPERA* subject scores
4.0	21-Aug-17	All	Change "Level II at final standard" references to "met grade level performance standard" for *STAAR*
		Ch 1	Update point ranges for evaluation ratings
		Ch 1	Update School *STAAR* points for 2015-16

Version	Date	Location	Description
	21-Aug-17	Ch 2	Update elementary achievement template examples; update process for identifying, using teacher locations for school-level STAAR statistics
		Ch 4	Add chapter describing Student Experience survey (Chapters 4-7 move to 5-8)
		Ch 5	DTR application points pro-rated to a maximum of 20 in 2016-17; carryover extended to three years from two in 2016-17; eligibility requirements updated for 2017-18
		Ch 7	Add description of point caps for school-level status metrics; correct examples to maximum 3 base points for status metrics
		Ch 8	Add description of point caps for teacher-level status metrics to be implemented beginning with 2017-18 evaluations
		App A	Add appendix: History of evaluation rating cut points (Achievement Templates moved to Appendix B)
		App B	Update "Achievement Templates" for 2016-17 (formerly App. A)
		App C	Update "Redistributing Achievement Measure Points" for 2016-17 (formerly Appendix B)
		App D	Update "Courses and Assessments by Course Group (2016-17)" (formerly Appendix C)
		App E	Update "Scheduling and Attendance Requirements (2016-17)" (formerly Appendix D)
		App G	Remove ELL-score inclusion criteria for discontinued *STAAR* exams (formerly Appendix F)
4.1	30-Oct-17	Ch 4	Various updates
		Ch 8	Remove reference to AP achievement templates
		App A	Add evaluation rating cut points for 2016-17
		App D	Updated
		App E	Two years of requirements displayed (prior and current years)
5.0	9-Jul-18	Ch 1	Add content to Table 1 to clarify differences among categories
		All	Text edits for clarification of content
		Ch 5	Additional explanation of three-year carryover period for DTR points
		Ch 6	Remove 125-day attendance requirement. Last hire date for eligibility. Remove "Rule G" (restriction of level increase for distinguished teachers).
		Ch 8	Revise examples for status metrics to display status cap
		Ch 8	*TELPAS* status statistic temporarily redefined for 2018 due to lack of timely performance standards for new test
		App G	Correct exclusion descriptions to clarify need for relevant prior-year assessment scores. Include "overage" middle-school course students
5.1	7-Sep-18	Ch 5	Change in application points for 2018-19
		Ch 7, 8	References to endnotes that describe processes for analyzing statistics based on *STAAR* scores affected by Spring 2018 online administration disruptions

Version	Date	Location	Description
		Ch 8	Determining measure points in the absence of growth statistics when growth statistics are defined for an achievement measure
		App A	2017-18 evaluation rating cut points

[i] In spring 2018 there were statewide disruptions during online administration of the *STAAR 3-8* and *STAAR EOC*. The TEA Commissioner made two rulings regarding the incidents. First, students in grades 5 and 8 were not subject to the Student Success Initiative requirement that grade promotion be dependent on achievement of a minimum score on the *STAAR.* Second, scores for students who were affected by the disruptions were not included in calculations for state accountability ratings, unless use of the scores was beneficial to a school's rating. The same approach was taken for any 2017-18 School *STAAR* measure for the district's PEI, APEI, and TEI. (School *STAAR* measures are Overall School *STAAR*, School *STAAR* Writing, School *STAAR* Grades 5 and 8 Reading and Math, and School *STAAR* English I and English II. The last measure is used only in TEI.) Statistics for the School *STAAR* measure's metrics were calculated *without* including the affected scores. Cut points were created for each measure based on the distribution of these baseline statistics. In a second round, statistics for the School *STAAR* measure's metrics were calculated *with* the affected scores included. The second set of statistics were compared to the cut points, and in any case where a school earned more points for the measure using the second set, those statistics were used to determine the school's School *STAAR* points. When the alternate set of School *STAAR* statistics was kept, they were reported and noted on the PEI or APEI scorecard for principals and assistant principals.

[ii] Reference Endnote i for background. Teacher *STAAR* statistics were computed and analyzed in the same manner as schools' *STAAR* statistics. If statistics computed *with* the affected scores resulted in a higher point value for the teacher's *STAAR* measure, the latter were used in calculating the evaluation score. When this occurred, it was indicated on the teacher's TEI scorecard.