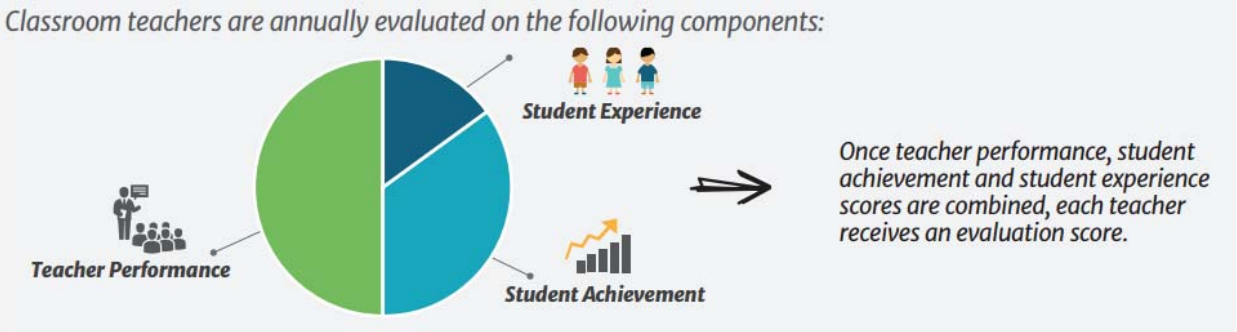
Understanding TEI's Student Achievement Component



What is included in the Student Achievement component?

The student achievement score comprises 35 percent of the overall evaluation for Category A and B teachers and 20 percent of the evaluation for Category C and D teachers. Every teacher has an achievement template, which defines the measures that are included in the achievement portion of the overall evaluation.

Student Achievement Component

Category A 35%	Category B 35%	Category C 20%	Category D 20%
SLO 5%	SLO 5%	SLO 10%	SLO 10%
School STAAR 5%	School STAAR 5%	School STAAR 10%	School STAAR 10%
Other Student Assessments 25%	Other Student Assessments 25%		

Please see the rules and procedures manual for detailed information on calculating achievement statistics, as well as information on how absences (student and teacher) impact achievement calculations.

A school-level measure (School STAAR) is included in all teacher evaluations to foster collaboration across grade levels and content areas.

*Category A and Category B teachers may view their achievement template for a complete list of student assessments and percentages.

Which measures of student achievement will be included in my evaluation?

Where possible, a teacher's student achievement component comprises multiple measures that assess student learning, which ensures that the entire student achievement component is not based on the results of a single assessment. A measure is linked to a single assessment. For each one, multiple metrics are computed, typically one of two types: "status" and (where possible) "relative growth". Relative growth is measured in most measures with two metrics: CEI and Academic Peer Group. (The term "relative" indicates that the growth or gain that is measured is relative to similar students in the district.)

How are cut points set?

The metrics that are defined for school STAAR and other achievement measures each have a unique scoring chart. There is a scoring chart for each metric in a measure, and each scoring chart is different for similar metrics in other

measures. A scoring chart reports the number of points earned for a range of metric values. Cut points for each metric within a measure are set so that points awarded to the measure (e.g., "Grade 1 ACP Semester 2") follow a target distribution. There are six available score points for any measure. For example, the following table shows the target distribution if the measure "Grade 1 ACP Semester 2"is worth 10 percent of the evaluation:

Points awarded (e.g., ACP is 10%)	**0**	**2**	**4**	**6**	**8**	**10**
Percentage of statistics	3%	12%	25%	40%	12%	8%

About 8 percent of teachers receive 10 points for this measure, 12 percent receive 8 points, 40 percent receive 6 points, etc. By setting cut points in this way, we ensure equity across grades and content areas. That is, by using a target distribution, we ensure it is not easier to get more points in the Grade 3 Math ACP than it is in the Algebra I ACP. The use of a target distribution allows equitable levels of rigor across grades and content areas.

When an assessment measure has more than one metric defined (e.g., status, CEI, and academic peer group), teachers receive the highest number of points earned from any one metric.

For more information related to rules and procedures for calculating achievement statistics, evaluation scores, and effectiveness levels for Dallas ISD's Teacher Excellence Initiative, please email OIR@dallasisd.org.