

Human Capital Data Report Mock District

This Human Capital Data Report was compiled using 2013-14 data and covers a range of human capital topics, including evaluation, retention, and hiring data. It includes data previously shared via the fall Evaluation Completion Reports, but also incorporates new metrics not previously available. This report is intended to be used in coordination with the Human Capital Self-Assessment Tool which is designed to aid in data analysis, present possible strategies for improving human capital management, and aid in prioritizing implementation of those strategies.

Section I: Evaluation

Table 1: Distribution of Scores

	Teachers w/ Data	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s
Overall Level of Effectiveness	100 of 100	10.0%	30.0%	20.0%	10.0%	30.0%
Overall Level of Effectiveness (State)		0.8%	11.2%	25.2%	31.5%	31.3%
Observation Average	100 of 100	10.0%	20.0%	10.0%	30.0%	30.0%
Observation Average (State)		0.3%	2.7%	22.4%	43.3%	31.3%
Growth Score: All Teachers	100 of 100	10.0%	10.0%	30.0%	20.0%	30.0%
Growth Score: All Teachers (State)		22.5%	9.0%	19.4%	10.6%	38.5%
Growth Score: Teachers w/ Individual Growth	100 of 100	10.0%	30.0%	10.0%	30.0%	20.0%
Growth Score: Teachers w/ Individual Growth (State)		19.7%	9.6%	24.2%	11.5%	35.1%
Achievement Measure	100 of 100	10.0%	10.0%	30.0%	20.0%	30.0%
Achievement Measure (State)		10.6%	5.9%	17.7%	15.8%	50.1%

Guiding Questions:

1. Is this the distribution you expected?
2. Do you see any measures that seem out of line with the rest of the measures? If so, why do you think this may be?
3. Do you anticipate this distribution changing notably this school year? If yes, why? If no, why not?
4. How does your district's distribution compare to the distribution at the state level? Why do you think this may be?

Table 2: Alignment between Individual Growth Scores and Observation Scores

Number of Teachers with Observation Scores and Individual Growth Scores	District Average Percent Aligned or within Two Levels	District Average Percent Misaligned by Three or More Levels	State Average Misaligned by Three or More Levels
40 out of 50	90.0%	10.0%	12.5%

Guiding Questions:

1. Are you concerned about the level of misalignment in your district? Why or why not?
2. Can you identify why there might be a discrepancy between individual growth and observation scores?
3. Do you have some schools where misalignment might be more of an issue than others? If so, what are you doing to combat misalignment in those schools?
4. Are you concerned about the quality of feedback teachers are receiving? Are you more concerned about this in your schools with higher rates of misalignment?

Section 2: Growth and Development

Table 3: Change in Individual Growth Scores from 2012-13 to 2013-14

In this chart, cells highlighted in green represent teachers whose individual growth score improved between 2012-13 and 2013-14. Also highlighted in green is the cell showing teachers who maintained an individual growth score of 5 between 2012-13 and 2013-14.

		2013-14 Individual Growth Scores				
		1	2	3	4	5
2012-13 Individual Growth Scores	1 20 teacher(s)	5.0% (1)	25.0% (5)	10.0% (2)	10.0% (2)	50.0% (10)
	2 10 teacher(s)	20.0% (2)	10.0% (1)	20.0% (2)	40.0% (4)	10.0% (1)
	3 50 teacher(s)	20.0% (10)	0.0% (0)	20.0% (10)	20.0% (10)	40.0% (20)
	4 10 teacher(s)	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (4)	60.0% (6)
	5 5 teacher(s)	0.0% (0)	0.0% (0)	40.0% (2)	0.0% (0)	60.0% (3)

Guiding Questions:

1. Did more of your teachers improve their individual growth scores than not?
2. Which group of teachers were you most effective at growing?
3. Are there any district-wide practices that have led you to be more effective at moving some groups of teachers?
4. Do you know which teachers had big growth score changes and why?

(NOTE: This change could be in either direction and may be related to changes in grade and subject taught.)

Section 3: Retention

Table 4: Persistently High vs. Low Performing Teachers

	Persistently Low Performing	Persistently High Performing
District	25.0% (5 out of 20)	75.0% (15 out of 20)
State	8.9% (1,331 out of 14,924)	45.3% (6,757 out of 14,924)

There are many ways to define to persistently high and low performing teachers, for the purpose of this report they are defined as follows:

A persistently high performing teacher is defined as a teacher who has three years of individual growth with a sum greater than or equal to thirteen (13). For example, a teacher who scored a 4 in 2011-12, a 4 in 2012-13, and a 5 in 2013-14 would have a sum of 13, making this teacher persistently high performing. To be considered persistently high performing, a teacher had to have an individual growth score of 5 for at least one year, and could not have received an individual growth score of 2 in any of the three years.

A persistently low performing teacher is defined as a teacher who has three years of individual growth with a sum less than or equal to four (4). A teacher who scored a 1 in 2011-12, a 2 in 2012-13, and a 1 in 2013-14 would have a sum of 4, making this teacher persistently low performing. To be considered persistently low performing, a teacher could not have received an individual growth score of 3 in any of the three years.

Guiding Questions:

1. Is this distribution what you would expect?
2. Do you know who these teachers are?
3. Do your persistently high performing teachers know who they are?
4. Do you have any recognition or retention practices in place, specifically for teachers who have demonstrated strong performance over time?
5. Do you have any practices in place to develop and support your persistently low performing teachers?

**Table 5: Teachers who Left District Based on
2013-14 Overall Level of Effectiveness**

Overall Level of Effectiveness	Total Teachers	Total Teachers Retained	Total Teachers who Left	Moved Districts	Not Rostered ¹
1	10	2	8	2	6
2	15	7	8	1	7
3	12	1	11	0	11
4	10	8	2	2	0
5	6	5	1	0	1

➤ **Teachers who moved from your district went to:** District A (3), District B (2)

Guiding Questions:

1. Are you retaining your high performing teachers at a higher rate than your low performing teachers?
 - a. If so, how are you accomplishing that?
 - b. If not, why do you think this might be and what could you do to change it?
2. What is the primary reason teachers are exiting your district?
3. Are teachers exiting your district to go to other districts at a rate that is concerning?
4. Which districts are your teachers leaving for and why? Are these the districts you would have expected?

¹ Teachers may fall into this category for a number of reasons, including but not limited to: retirement, exiting the profession, exiting the state, maternity leave, medical leave, leave of absence.

**Table 6: Teachers who Stayed in District but Moved Schools
Based on 2013-14 Overall Level of Effectiveness**

Overall Level of Effectiveness	1	2	3	4	5
10 Teacher(s)	0	2	4	3	1

Guiding Questions:

1. Which teachers are moving schools within your district? High performing teachers or low performing teachers? Why is this?
2. Is the movement of high performing teachers resulting in better access to great teachers for low performing students?
3. Do you know which schools are recruiting teachers from within the district and why?
4. Why do you think teachers are accepting these within district transfers (Ex. school culture, teacher leader opportunities, other leadership opportunities, physical location, etc.)?

Section 4: Hiring

Table 7: New Hires in 2014-15 Based on 2013-14 Overall Level of Effectiveness

	District: Total Teachers	District: Percent of Teachers	State: Percent of Teachers
Newly Hired in Tennessee	40	80.0%	45.3%
Level 1	0	0.0%	5.0%
Level 2	2	4.0%	5.4%
Level 3	1	2.0%	12.3%
Level 4	1	2.0%	15.4%
Level 5	6	12.0%	16.6%
Total New Hires	50	100.0%	100.0%

➤ **Teachers who moved to your district came from:** District A (7), District B (3)

Guiding Questions:

1. Where are you getting most of your new teachers? Why is this?
2. Do you have a robust support system for teachers who are new to teaching in Tennessee?
3. From which district do most of your new teachers come?
4. Did you ask teachers to share previous evaluation data as part of your hiring process? If yes, what information did they share? If no, why did you not ask for this information?
5. What recruitment strategies do you have in place to insure you are attracting high performing teachers?

Table 8: Level 1 Observation Hours Breakdown

Task	Total Hours
Initial Coaching Conversation	0.5
Announced ² Observation 1	2.0
Unannounced ³ Observation 1	1.5
Announced Observation 2	2.0
Unannounced Observation 2	1.5
Summative Conference	0.5
Total	8.0

Table 9: Level 1 Observation Hours 2014-15⁴

	Total Teachers	Percent of Teachers	Observation Hours	Total Hours
District: Level 1	5	3.8%	8 per teacher	40

Guiding Questions:

1. Does this align with the amount of support you are prepared to provide to struggling teachers?
2. How are these hours of work distributed amongst your evaluation team?
3. What additional supports are you providing to these teachers outside of the required minimum?
4. What percentage of these teachers do you anticipate improving based on this support? (*NOTE: It may be helpful to look at the chart on pg. 4.*)

² *Announced Observation*: Pre-Conference-0.5 hrs., Observation-1 hr., Post-Conference-0.5 hrs.

³ *Unannounced Observation*: Observation-1 hr., Post-Conference-0.5 hrs.

⁴ A teacher is on the Level 1 track if he or she received a 1 on individual growth or Overall Level of Effectiveness.