



The Data Reporting Tool for Schools (DaRTS)

INTRODUCTION

The *Data Reporting Tool for Schools (DaRTS)* is a series of 39 data reports showing employment, assignment and retention trends of teachers in a public school district. The reports were developed by the Center for Research, Evaluation and Advancement of Teacher Education (CREATE) to: 1) provide school districts with timely data configured in ways that are useful; and, 2) assist districts in reaching their short and long-term goals. CREATE seeks to engage university and public school leaders by designing, developing and delivering strategic, data-driven analyses focused on teachers and their preparation, particularly university-based teacher preparation.

DaRTS is an extension of a data resource and planning tool that CREATE provides each year to the teacher education programs associated with the CREATE consortium of universities. This school district-centered planning tool, called *Performance Analysis for Colleges of Education (PACE)*, allows university educational leaders to assess long-term trends related to public schools in their area.

FEATURES

The Data Reporting Tool for Schools provides:

- 1) Reports in structured formats that describe current and trend employment, assignment and retention patterns of all district teachers as well as newly-hired teachers;
- 2) Information organized in ways that augment data the district already collects;
- 3) Comparative data on employment, assignment and retention trends to inform a variety of district functions, including teacher recruitment and strategic planning.

DATA SET DESCRIPTION

The following data sets are used to compile data found in the school district reports:

Academic Excellence Indicator System (AEIS). This data is available from the TEA website (<http://ritter.tea.state.tx.us/perfreport/aeis/>) and includes data on district campuses, students, staff, finances, accountability ratings, test scores, and non-test score information related to student achievement and dropouts. The data is available for every public school in Texas since 1993. Newly created schools are not included in the system until at least one year after they have opened.

Teacher Assignment Data Set. This data set, provided by TEA, includes the specific course and subject area assignments by percentage of full-time equivalent (FTE) for every teacher of record in every Texas public school. The data matches each teacher to the district and school or schools in which he or she teaches. The data set is available from the mid-1980s to the current year. The Teacher Assignment Data Set for each academic year is made available in March of that academic year.

Teacher Certification Data Set. This data set, provided by TEA, includes each Texas teaching certificate obtained by a qualified applicant as well as the date the individual received the



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teaching certificate. The data matches individuals to the program recommending certification and is available from FY1994 through the current year. The Teacher Certification Data Set is a dynamic data set to which changes are made on a **daily** basis.

ORGANIZATION OF SCHOOL DISTRICT REPORTS

The School District Reports are divided into three sections: employment, assignment and retention. All three sections follow the same organizational plan by moving from a broad, general picture to more specificity with each succeeding report.

I. District Employment Trends (AY 2003-2013)

A. Employment trends of all district teachers

1. Teachers employed disaggregated by recommending source
2. Teacher employment disaggregated by certification pathway
3. Campus-Level teacher employment disaggregated by certification pathway
4. Teacher employment disaggregated by recommending program

B. Employment trends of newly-hired district teachers

1. Newly-hired teachers employed disaggregated by recommending source
2. Newly-hired teacher employment disaggregated by certification pathway
3. Campus-Level newly-hired teacher employment disaggregated by certification pathway
4. Newly-hired teacher employment disaggregated by recommending program

II. District teacher assignment trends disaggregated by campus type (AY 2008-2012)

A. Assignment trends of all district teachers

1. Summary of campus-level teacher assignment
2. Summary of campus-level teacher assignment disaggregated by pathway
3. Campus-level teacher assignment disaggregated by pathway
4. Campus-level teacher assignment disaggregated by recommending program

B. Assignment trends of newly-hired district teachers

1. Summary of campus-level newly-hired teacher assignment
2. Summary of campus-level newly-hired teacher assignment disaggregated by pathway
3. Campus-level newly-hired teacher assignment disaggregated by pathway
4. Campus-level newly-hired teacher assignment disaggregated by recommending program

III. District teacher retention trends (AY 2008-2012)

A. Retention trends of all district teachers

1. Five-year retention of teacher cohort by pathway



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2. Five-year retention of teacher cohort by pathway (Chart)
3. Five-year campus level retention of teacher cohort disaggregated by pathway
4. Five-year retention of 2006-2007 teacher cohort disaggregated by recommending programs
5. Retention summary of teacher cohorts

Section I: DISTRICT EMPLOYMENT TRENDS

Section I links teacher employment to initial preparation and describes teacher employment trends based on a teacher's initial recommending preparation program. Reports 1-4 include the data for all personnel coded as district teachers. Reports 5-8 refer only to data for newly-hired teachers, defined as those teachers who are teaching for the first time in the district regardless of years of experience.

The reports in Section I build on each other so that so that each successive report is disaggregated to give more detail than the previous one. The organizational scheme for Section I is:

- 1) Teachers employed by recommending source
- 2) Teacher employment by pathway. Pathway refers to initial certification pathway and includes one of the following:
 - a. University (all university pathways)
 - b. For-profit alternative certification programs (ACPs)
 - c. Non-profit alternative certification programs (ACPs)
 - d. SBEC/TEA
 - e. UndeterminedAn "undetermined" category counts certificates found in the state data which do not have a certification source listed.
- 3) Campus-level teacher employment by pathway:
 - a. Elementary School
 - b. Middle School
 - c. High School
 - d. Multi-Level (any combination of K-12)
- 4) Teacher employment by recommending program

A. Employment trends of all district teachers

Report 1: Teachers Employed by Recommending Source

The data in Report 1 display the initial recommending source for teachers the district employed over a ten-year period. The data are sorted in descending order by the number of teachers hired in 2012.



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Report 2: Teacher Employment by Pathway

The data in Report 2 show the certification pathway of teachers employed by the district over a five-year period. The certification pathways shown are: university, for-profit and non-profit ACPs, SBEC/TEA and undetermined.

Report 3: Campus-Level Teacher Employment by Pathway

The data in Report 3 show the campus-level distribution of teachers employed by the district over a five-year period disaggregated by certification pathway. Campus levels are: elementary, middle, high, and multi-level schools. The certification pathways shown are: university, for-profit and non-profit ACPs, SBEC/TEA and undetermined.

Report 4: Teacher Employment by Recommending Program

The five-year trend data in Report 4 further disaggregate certification pathway by listing recommending programs' contribution to the district's teacher workforce. Because of the number of certification programs in Texas, this report can be quite lengthy. Programs are grouped by pathway with each pathway designated by a different colored heading. Within each pathway, data are then sorted on the most recent year by descending contribution (i.e., the program contributing the highest number of teachers employed in the district is listed first).

B. Employment trends of newly-hired district teachers

Report 5: Newly-Hired Teachers Employed by Recommending Source

The data in Report 5 show the initial recommending source of newly-hired teachers over a ten-year period. Newly-hired teachers are those teachers who are teaching for the first time in the district regardless of years of teaching experience. The data are sorted on the most recent year (highlighted in grey) in descending order of contribution.

Report 6: Newly-Hired Teacher Employment by Pathway

The data in Report 6 show the certification pathway of newly-hired teachers employed by the district over a five-year period. The certification pathways shown are: university, for-profit and non-profit ACPs, SBEC/TEA and undetermined.

Report 7: Campus Level Newly-Hired Teacher Employment by Pathway

The data in Report 7 show the campus-level distribution of newly-hired teachers over a five-year period disaggregated by certification pathway. Campus levels are: elementary, middle, high, and multi-level schools. The certification pathways shown are: university, for-profit and non-profit ACPs, SBEC/TEA and undetermined.



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Report 8: Newly Hired Teacher Employment by University Program

The five-year trend data in Report 4 further disaggregate certification pathway by listing recommending programs' contribution to the district's new teacher workforce. Because of the number of certification programs in Texas, this report can be quite lengthy. Programs are grouped by pathway with each pathway designated by a different colored heading. Within each pathway, data are then sorted on the most recent year by descending contribution (i.e., the program contributing the highest number of teachers employed in the district is listed first).

Section II: DISTRICT ASSIGNMENT TRENDS

The reports in Section II examine teacher assignment at the campus level. Reports 9-17 include the data for all district teachers. Data in Reports 17-26 refer only to newly-hired teachers, defined as those teachers who are teaching for the first time in the district regardless of years of experience.

The reports in Section II are first disaggregated by campus level: elementary, middle and high schools and then organized in the following way:

- 1) Summary of campus-level teacher assignment
- 2) Summary of campus level teacher assignment by pathway. Pathway refers to initial certification pathway and includes one of the following:
 - a. University (includes all university pathways)
 - b. For-profit ACPs
 - c. Non-profit ACPs
 - d. SBEC/TEA
 - e. Undetermined (The undetermined category counts certificates found in the state data which do not have a certification entity listed).
- 3) Campus level teacher assignment by pathway
- 4) Campus level teacher assignment by recommending program

A. Assignment trends of all district teachers

Campus Level: Elementary School

Report 9: Summary of Campus-Level Teacher Assignment

The data in this report shows a five-year summary of elementary assignments held by district teachers from 2008-2009 through 2012-2013 expressed in full time equivalents (FTEs). The certificate listings include:

- Pre-kindergarten/Kindergarten
- Elementary, Self-contained
- Computer Science
- English Language Arts (English as a second language, English, reading)
- Fine Arts (art, music, theater arts)



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- Physical Education/Health
- Science (General science and other assignments in biology, chemistry, earth science, life science, physics and science)
- Social Studies
- Special Education (Special education and other locally developed special education)
- Other (Other locally developed assignments)

Report 10: Summary of Campus-Level Teacher Assignment by Pathway

This report summarizes the distribution of elementary FTE assignments of district teachers over a five-year period disaggregated by certification pathway.

Report 11: Campus-Level Teacher Assignment by Pathway

This report disaggregates the elementary FTE assignments (listed in Report 9) by teacher certification pathway over a five-year period.

Report 12: Campus-Level Teacher Certification by Recommending Program

In this report, elementary FTE assignments are further disaggregated by recommending program, thus making a link between teacher assignment and recommending teacher preparation program. Each pathway is designated by a different colored heading and begins with a pathway total. Then, programs are grouped by pathway and sorted on the most recent year by descending FTE assignment contribution. Note that SBEC/TEA and Undetermined are eliminated from this analysis.

Campus Level: Middle School

Report 13: Summary of Campus-Level Teacher Assignment

The data in this report shows the total array of middle school assignments held by district teachers from 2007-2008 through 2011-2012 expressed in full time equivalents (FTEs). The list includes the following assignments:

- Career and Technology Education
- English Language Arts (English as a second language, English, journalism, reading speech and other locally developed ELA courses)
- Fine Arts (art, dance, music, theater arts and other locally developed and generic fine arts assignments)
- Foreign Language (American sign language, French, German, Latin, Spanish and other language assignments)
- Mathematics (algebra, mathematics, and other mathematics assignments including those locally developed)
- Physical Education and Health
- Science (General science, science and other science assignments)
- Social Studies (Social studies, history, other social studies assignments)
- Special Education (Special education and other locally developed special education)



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- Technology Applications (Computer science, desktop publishing, digital/graphics, multimedia, video technology, and web mastery)
- Other (Other locally developed assignments)

Report 14: Summary of Campus-Level Teacher Assignment by Pathway

This report summarizes the distribution of middle school FTE assignments of district teachers over a five-year period disaggregated by certification pathway.

Report 15: Campus-Level Teacher Assignment by Pathway

This report disaggregates the middle school FTE assignments (listed in Report 13) by teacher certification pathway over a five-year period.

Report 16: Campus-Level Teacher Assignment by Recommending Program

For this report, middle school FTE assignments are further disaggregated by recommending program, thus making a link between teacher assignment and recommending teacher preparation program. Each pathway is designated by a different colored heading and begins with a pathway total. Then, programs are grouped by pathway and sorted on the most recent year by descending FTE assignment contribution. Note that SBEC/TEA and Undetermined are eliminated from this analysis.

Campus Level: High School

Report 17: Summary of Campus-Level Teacher Assignment

The data in this report show the total array of high school assignments held by district teachers from 2008-2009 through 2012-2013 expressed in full time equivalents (FTEs). The list includes the following assignments:

- Career and Technology Education
- English Language Arts (English as a second language, English, journalism, reading, speech, and other locally developed English language arts assignments)
- Fine Arts (art, dance, music, theater arts)
- Foreign Language (American sign language, French, German, Latin, Spanish, and other language assignments)
- Mathematics (Algebra, geometry, calculus, pre-calculus, other locally developed mathematics)
- Physical Education and Health
- Science (Biology, chemistry, earth sciences, general science, life sciences, physical science, physics, and /mathematics, science)
- Social Studies (social studies, history, and other including all social science certificates)
- Special Education (Special education and other locally developed special education)
- Technology Applications (Computer science, desktop publishing, digital/graphics, multimedia, video technology, and web mastery)
- Other (Other locally developed assignments)



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Report 18: Summary of Campus-Level Teacher Assignment by Pathway

This report summarizes the distribution of high school FTE assignments of district teachers over a five-year period disaggregated by certification pathway.

Report 19: Campus Level Teacher Assignment by Pathway

This report disaggregates the high school FTE assignments (listed in Report 17) by teacher certification pathway over a five-year period.

Report 20: Campus-Level Teacher Assignment by Recommending Program

For this report, high school FTE assignments are further disaggregated by recommending program, thus making a link between teacher assignment and recommending teacher preparation program. Each pathway is designated by a different colored heading and begins with a pathway total. Then, programs are grouped by pathway and sorted on the most recent year by descending FTE assignment contribution. Note that SBEC/TEA and Undetermined are eliminated from this analysis.

B. Assignment trends of newly-hired district teachers

The next set of reports display information related only to **newly-hired** teachers. Newly-hired is defined as any teacher who is teaching for the first time in the district regardless of years of teaching experience. For example, both a novice teacher with no teaching experience who was newly-employed by the district and a teacher with 12 years of experience in another district, but newly-hired by the district would be counted as “newly-hired”.

Campus Level: Elementary School, Newly-Hired

Report 21: Summary of Campus-Level Newly-Hired Teacher Assignment

The data in this report is a subset of data found in Report 9. The data in this report show a five-year summary of elementary assignments held by **newly-hired** district teachers from 2008-2009 through 2012-2013 expressed in full time equivalents (FTEs). The certificate listings include:

- Pre-kindergarten/Kindergarten
- Elementary Self-contained
- Computer science
- English Language Arts (English as a second language, English, reading)
- Fine Arts (art, music, theater arts)
- Physical Education/Health
- Science (General science and other assignments in biology, chemistry, earth science, life science, physics and science)
- Social Studies
- Special Education (Special education and other locally developed special education)
- Other (Other locally developed assignments)



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Report 22: Summary of Campus-Level Newly-Hired Teacher Assignment by Pathway

Data in this chart is a subset of the data found in Report 10. The report summarizes the distribution of elementary FTE assignments of **newly-hired** teachers over a five-year period disaggregated by certification pathway.

Report 23: Campus-Level Newly-Hired Teacher Assignment by Pathway

The data in this report is a subset of data found in Report 11. This report disaggregates the elementary FTE assignments (listed in Report 21) for **newly-hired** district teachers by certification pathway over a five-year period.

Report 24: Campus Level Newly-Hired Teacher Assignment by Recommending Program

The data in this report is a subset of the data used in Report 12. Elementary FTE assignments of **newly-hired** teachers are further disaggregated by recommending program, thus making a link between teacher assignment and recommending teacher preparation program. Each pathway is designated by a different colored heading and begins with a pathway total. Then, programs are grouped by pathway and sorted on the most recent year by descending FTE assignment contribution. Note that SBEC/TEA and Undetermined are eliminated from this analysis.

Campus Level: Middle School, Newly-Hired

Report 25: Summary of Campus-Level Newly-Hired Teacher Assignment

The data in this report is a subset of data found in Report 13. The data in this report shows the total array of middle school assignments held by **newly-hired** district teachers from 2007-2008 through 2011-2012 expressed in full time equivalents (FTEs). The list includes the following assignments:

- Career and Technology Education
- English Language Arts (English as a second language, English, Journalism, Reading Speech and Other locally developed ELA courses)
- Fine Arts (art, dance, music, theater arts and other locally developed and generic fine arts assignments)
- Foreign Language (American sign language, French, German, Latin, Spanish and Other language assignments)
- Mathematics (algebra, mathematics, and Other mathematics assignments including those locally developed)
- Physical Education and Health
- Science (General science, science and Other science assignments)
- Social Studies (Social studies, history, other social studies assignments)
- Special Education (Special education and other locally developed special education)
- Technology Applications (Computer science, desktop publishing, digital/graphics, multimedia, video technology, and web mastery)
- Other (Other locally developed assignments)



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Report 26: Summary of Campus-Level Newly-Hired Teacher Assignment by Pathway

The data in this report summarizes the distribution of middle school FTE assignments of **newly-hired** district teachers over a five-year period disaggregated by certification pathway.

Report 27: Newly-Hired Teacher Campus Level Assignment by Pathway

Data in this chart is a subset of the data found in Report 15. This report disaggregates the middle school FTE assignments (listed in Report 25) of **newly-hired** teachers by certification pathway, over a five-year period.

Report 28: Newly-Hired Teacher Campus Level Assignment by Recommending Program

The data in this report is a subset of the data in Report 16. In this report, middle school FTE assignments are further disaggregated by recommending program, thus making a link between teacher assignment and recommending teacher preparation program. Each pathway is designated by a different colored heading and begins with a pathway total. Then, programs are grouped by pathway and sorted on the most recent year by descending FTE assignment contribution. Note that SBEC/TEA and Undetermined are eliminated from this analysis.

Campus Level: High School, Newly-Hired

Report 29: Summary of Campus Level Newly-Hired Teacher Assignment

The data in this report is a subset of the data found in Report 17. The data in this report show the total array of high school assignments held by **newly-hired** district teachers from 2007-2008 through 2011-2012 expressed in full time equivalents (FTEs). The list includes the following assignments:

- Career and Technology Education
- English Language Arts (English as a second language, English, journalism, reading, speech, and other locally developed English language arts assignments)
- Fine Arts (art, dance, music, theater arts)
- Foreign Language (American sign language, French, German, Latin, Spanish, and other language assignments)
- Mathematics (Algebra, geometry, calculus, pre-calculus, other locally developed mathematics)
- Physical Education and Health
- Science (Biology, chemistry, earth sciences, general science, life sciences, physical science, physics, and /mathematics, science)
- Social Studies (social studies, history, and other including all social science certificates)
- Special Education (Special education and other locally developed special education)
- Technology Applications (Computer science, desktop publishing, digital/graphics, multimedia, video technology, and web mastery)
- Other (Other locally developed assignments)



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Report 30: Summary of Campus-Level Newly-Hired Assignment by Pathway

Data in this chart is a subset of the data found in Report 18. This report summarizes the distribution of high school FTE assignments of **newly-hired** teachers over a five-year period disaggregated by certification pathway.

Report 31: Campus-Level Newly-Hired Teacher Assignment by Pathway

Data in this chart is a subset of the data found in Report 19. This report disaggregates the high school assignments (listed in Report 29) of **newly-hired** teachers by teacher certification pathway over a five-year period.

Report 32: Campus-Level Newly-Hired Teacher Assignment by Recommending Program

The data in this report is a subset of data found in Report 20. For this report, **newly-hired** high school FTE assignments are further disaggregated by recommending program, thus making a link between teacher assignment and recommending teacher preparation program. Each pathway is designated by a different colored heading and begins with a pathway total. Then, programs are grouped by pathway and sorted on the most recent year by descending FTE assignment contribution. Note that SBEC/TEA and Undetermined are eliminated from this analysis.

Section III: DISTRICT RETENTION TRENDS

Section III supplies information about how long cohorts of district teachers remain in the classroom. An initial cohort of teachers is defined and consists of all teachers, both new and experienced, who started teaching in the district in the cohort year. They are then followed for a number of years.

The reports in Section III are organized in the following way:

- 1) Cohort retention by pathway
- 2) Graphical depiction of cohort retention by pathway
- 3) Graphical depiction of cohort retention by pathway disaggregated by campus level
- 4) Retention of teacher cohort by recommending programs
- 5) Retention summaries of various cohorts

Report 33: Five-Year Retention of Teacher Cohort by Pathway

The data in the table describes an initial cohort of teachers, both new and experienced, who began teaching in the district in 2007-2008. The retention of this initial cohort is followed for five years and is disaggregated by the following certification pathways:

- a. University (all university pathways)
- b. For-profit alternative certification programs
- c. Non-profit alternative certification programs
- d. SBEC/TEA
- e. Undetermined



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Report 34: Five-Year Retention of Teacher Cohort by Pathway

This is a graph of the data presented in Report 33. The data describes an initial cohort of teachers, both new and experienced, who begin working in the district in 2007-2008. They are then followed for five years. The “Undetermined” category is omitted from this and all subsequent graphs.

Report 35: Five-Year Retention of Teacher Cohort by Pathway - Elementary School

This report represents a subset of the data presented in Reports 33 and 34. It shows the five-year retention of elementary teachers from the initial 2007-2008 teacher cohort disaggregated by pathway.

Report 36: Five-Year Retention of Teacher Cohort by Pathway - Middle School

This report represents a subset of the data presented in Reports 33 and 34. It shows the five-year retention of middle school teachers from the initial 2007-2008 teacher cohort disaggregated by pathway.

Report 37: Five-Year Retention of Teacher Cohort by Pathway –High School

This report represents a subset of the data presented in Reports 33 and 34. It shows the five-year retention of high school teachers from the initial 2007-2008 teacher cohort disaggregated by pathway.

Report 38: Retention of Teacher Cohort by Recommending Programs

This report shows the five-year retention of the district’s 2007-2008 teacher cohort disaggregated by recommending program. Programs are grouped by pathway and sorted on the most recent year by descending retention rate.

Report 39: Retention Summary of Teacher Cohorts

This report summarizes the retention of five different teacher cohorts. Each cohort represents a different group of teachers, both novice and experienced, who began teaching in the district between the 2007-2008 and the 2012-2013 school years. The retention of each cohort is followed to the current year.