

2023-24

Evaluation of Teacher Excellence Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



2023-24

Evaluation of Teacher Excellence Initiative

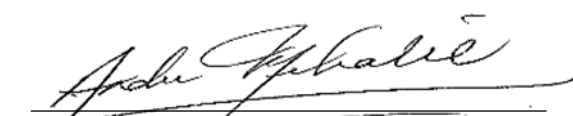
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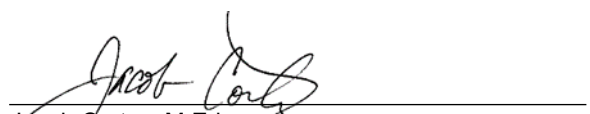
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The purpose of this evaluation was to examine (a) program implementation, (b) stakeholder perceptions, and (c) program outcomes.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The Teacher Excellence Initiative (TEI) was a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 to increase student learning by improving teacher effectiveness. TEI replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence. Teachers are evaluated each year based on teacher performance, student achievement, and student experience surveys. A total of 9,695 teachers received TEI scorecards for the 2023-24 school year. In 2023-24, TEI was supported by Dallas ISD General Operating funds, which included an administrative budget of \$581,000; a teacher benefits budget of \$53,260,929; and a TEI Expert Stipend cost of \$350,000. Key findings are included below.

Key Findings:



Most teachers (73%) and nearly all administrators (98%) reported intermediate to advanced knowledge of TEI in 2023-24 (page 11).



Administrators (93%) expressed higher satisfaction with TEI compared to teachers (44%) in 2023-24. Teachers with higher effectiveness levels reported greater satisfaction (Page 12). Teachers with higher effectiveness levels perceived fairness more positively (59%) than those at lower levels (37%-47%, page 14).



Administrators and teachers most frequently reported that challenges facing lower performing schools compared to higher performing schools was the reason for perceived TEI unfairness (page 15).



Administrators and teachers with higher effectiveness levels were more likely to rate spot observations, extended observations, and summative performance evaluations as helpful compared to the teachers at lower effectiveness levels (page 18).



Fifty five percent of teachers and 77 percent of administrators found feedback from the Student Experience Survey helpful. The percentage of administrators who found the feedback helpful or very helpful has consistently exceeded the teacher rate over the past three years (page 21).



Both teachers and administrators generally reported improved ratings of professional development opportunities in 2023-24, following a decline in 2022-23 (page 24).



Compared to teachers, administrators consistently reported higher rates of alignment between campus professional development and TEI related measures, including student achievement data and TEI spot observation data (page 25).



Teachers with lower effectiveness levels were reportedly more inclined to choose professional development sessions related to student achievement data and TEI spot observation data, while those with higher effectiveness levels were more likely to select sessions focused on the distinguished teacher review (page 26).



Administrators (70%) were more likely than teachers (41%) to support salary differentiation based on effectiveness levels. Proficient II or higher teachers were more likely to agree (53%) (page 30).



Administrators and Proficient II or higher teachers agreed that the TEI compensation system positively impacted teacher recruitment and retention, with agreement rates higher than those of lower-level teachers (page 33).



First-year teachers received the lowest average summative appraisal score and the lowest average evaluation score. Scores trended upward with service years and plateaued between eight and 10 creditable years of service (pages 36, 44).



Elementary core teachers had the highest percentage of positive student survey responses (85%), while middle school teachers had the lowest (71%) (page 38).



Teachers with 14-25 years of service had the highest DTR rates (50%), while teachers with two years of service had the lowest (4%). Overall, 28 percent of teachers achieved DTR status in 2023-24 (page 41).



Proficient I was the most common effectiveness level (35%), followed by Progressing II (19%) and Progressing I (16%) (page 45).



Career change, employment in another district, and relocation (49%) and personal/family reasons (29%) were the most common reasons for teachers leaving the district in 2023-24 (page 46).



Teachers with higher effectiveness levels were retained at significantly higher rates than those at lower levels. For example, 40 percent of Unsatisfactory teachers left the district compared to two percent of Exemplary teachers (page 47).



Teachers in Region V had higher TEI measures than other regions including summative appraisal scores (83.7) and DTR rates (44.6%), while Region IV had the lowest scores (78.4) and DTR rates (22.3%) (page 49).

Recommendations

Expand differentiated professional development opportunities. Develop and expand professional development tailored to teachers' varying effectiveness levels, focusing on foundational topics for lower-effectiveness teachers and advanced strategies for higher-effectiveness teachers. Teachers with lower effectiveness levels were more likely to request professional development on foundational topics, such as classroom management and student engagement strategies. Higher-effectiveness teachers prioritized training in areas like distinguished teacher review and digital integration, with 44 percent selecting these topics compared to 26 percent of lower-effectiveness teachers.

Improve alignment of professional development with Distinguished Teacher Review (DTR) criteria. Focus on aligning professional development opportunities with the DTR process to support teachers striving for higher effectiveness levels. Alignment between professional development and DTR measures was reported as the lowest by teachers (45%) and administrators (56%). DTR achievement remains a critical performance milestone, with 28 percent of teachers across the district achieving this recognition.

Address concerns related to the perceived fairness of TEI components. Increase transparency and provide targeted support to address fairness concerns, particularly among teachers at lower-performing schools or with lower effectiveness levels. Less than half of teachers (47%) viewed the TEI system as at least somewhat fair, compared to 87 percent of administrators. Teachers at high-priority campuses were less likely to rate the TEI system as fair, often citing challenges at lower-performing schools as a significant factor. Addressing fairness concerns could improve teacher satisfaction and engagement across all levels of effectiveness.

2023-24

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PROGRAM BACKGROUND

The Teacher Excellence Initiative (TEI) is a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 to boost student learning by improving teacher effectiveness. TEI replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence. TEI uses a multi-faceted evaluation system and a strategic compensation plan tied to teacher effectiveness levels to increase student achievement. This approach aims to create a positive and supportive school culture where teachers feel valued and empowered to help students succeed. At its core, TEI directly connects teacher compensation to student outcomes and instructional quality, ensuring that educators are recognized and rewarded for their impact on student learning while encouraging continuous professional growth.

In the Dallas ISD, TEI is an integrated system designed to measure teacher effectiveness and student impact, with the goal of maximizing student growth by enhancing teacher effectiveness. The three pillars of TEI—defining, supporting, and rewarding excellence—equip the district with tools to ensure high-quality instruction for every child. Teachers are evaluated annually on three components: teacher performance, student achievement, and student experience surveys. Adjustments are made for different teaching assignments to ensure a fair, accurate, and rigorous evaluation for all. Effective teachers can increase their salaries in a shorter period than a traditional tenure-based compensation system. In addition to a higher earning potential, there is evidence that performance-based pay systems can improve student outcomes and increase the retention rate of highly effective teachers (Burgess et al., 2022; Duffrin, 2011; Lavy, 2007). For example, performance-based pay systems can incentivize teachers to be more proactive in their professional growth, such as (a) adopting more effective teaching practices, (b) collaborating with other teachers, (c) fostering meaningful student-teacher relationships, and (d) improving their assessment and instructional practices (Howard & Miller, 2022). These outcomes can encourage teachers to evaluate their teaching practices and prioritize their professional growth (Gheith & Aljaberi, 2018; Liu & Zhang, 2014). In addition, teachers who actively seek collaborative professional development (PD) can improve their teaching skills, student achievement, and school culture (Krecic & Grmek, 2008).

PROGRAM DESCRIPTION

This section describes the three components of TEI: defining excellence, supporting excellence, and rewarding excellence.¹ It also includes information on program staff, budget, and program goals.

¹ More information about the components of TEI can be found in the 2023-24 TEI Guidebook and 2023-24 TEI Rulebook, which are available at <https://tei.dallasisd.org/home/resources/>.

Program Components

Defining Excellence

In the TEI framework, teachers were classified into one of four categories (i.e., Category A, B, C, or D) based on which components were available for each teacher.² Table 1 provides an overview of each teacher category and the weights of the following components: teacher performance (i.e., rubric-based observations of practice); student achievement (i.e., student assessment results); and student experience (student survey results).

Table 1: 2023-24 Teacher Categories and TEI Component Weights

Teacher Category	Teacher Performance	Student Achievement	Student Experience
Category A - Most grade 3-12 teachers whose students take a NWEA <i>MAP Growth Assessment</i> , <i>ACP</i> and/or <i>STAAR</i>	50%	35%	15%
Category B - Most grade 1-2 teachers whose students take a NWEA <i>MAP Growth Assessment</i>	65%	35%	0%
Category C - Most grade 3-12 teachers whose students do not take an <i>ACP</i> , <i>MAP Growth Assessment</i> , or <i>STAAR</i> but who are able to complete a student survey (e.g., CTE teachers, elementary specials)	65%	20%	15%
Category D - Any teacher whose students do not take an <i>ACP</i> , <i>MAP</i> , or <i>STAAR</i> nor are eligible to complete a student survey (e.g., pre-K/K teachers, teachers not-of-record such as SPED inclusion teachers, TAG teachers)	80%	20%	0%

Source: Table from 2023-24 TEI Teacher Guidebook.

Teacher Performance

To measure teacher performance, certified TEI evaluators used a rubric comprised of 17 indicators of teacher practice across four domains.³ TEI evaluators observed instructional practices and classroom culture through a series of classroom observations in the form of spot observations (10-15 minutes),⁴ an extended observation (at least 45 minutes), and informal observations. Teachers also received a summative appraisal.

Student Achievement

Student achievement was comprised of up to three measures: (a) **teacher-level student achievement measure(s)**, (b) **school State of Texas Assessments of Academic Readiness (STAAR) measure**, and (c) **Student Learning Objective (SLO) points**. Every teacher has an achievement template, which defines the measures that are included in the achievement portion of the overall evaluation. All

² More information about the defining excellence component of TEI can be found in the 2023-24 TEI Teacher Guidebook at <https://tei.dallasisd.org/home/resources/>.

³ The four domains included (a) planning research-based, rigorous lessons for diverse student populations, (b) providing and delivering purposeful, highly effective, and rigorous instruction, (c) building safe, supportive, and rigorous learning environments (d) embracing professionalism with a mindset of continuous improvement and accountability.

⁴ Teachers received four spot observations in 2023-24. Additional information about spot observations can be found in the 2023-24 TEI Teacher Guidebook at <https://tei.dallasisd.org/home/resources/>.

templates included school *STAAR* and SLO as part of total student achievement. Templates for Category A/B teachers also included teacher-level student achievement measures⁵.

Student Experience

The Dallas ISD contracted with Panorama Education to administer an age-appropriate survey to students in grades three to 12. The survey was available online and offered in 22 languages other than English. Questions focused on students' perceptions of (a) rigorous expectations, (b) engagement, (c) classroom climate, (d) teacher-student relationships, and (e) pedagogical effectiveness.

Distinguished Teacher Review (DTR)

To receive a Proficient II or higher effectiveness level, teachers were required to achieve high scores in teacher performance, student achievement, and student experience. These teachers also met additional performance criteria assessed through a separate review process called the Distinguished Teacher Review (DTR).⁶ Teachers who completed DTR in 2023-24 could earn up to 30 additional points toward their evaluation score.

Supporting Excellence

In 2023-24, the Dallas ISD provided support across multiple professional learning contexts, leveraged technology to support professional learning, and provided differentiated professional development options. This support system included fostering self-reflection through resources like exemplar videos of effective teaching practices aligned with the TEI rubric indicators. Individualized coaching and mentoring through campus-based programs and online resource banks were also provided to help teachers refine their skills and address specific areas for improvement.

Rewarding Excellence

As part of TEI, salaries were differentiated to reward teachers who performed well and raised student achievement results, in contrast to the previous system that used years of service and level of education to calculate salary. The traditional teacher salary schedule was replaced with nine effectiveness levels to retain and recruit highly qualified teachers. To maintain the financial security of the district, the compensation plan used a “target distribution” of effectiveness levels. The compensation plan was designed to consume approximately the same amount of the budget as the traditional salary schedule.

Budget

During the 2023-24 school year, TEI was funded by General Operating funds, which supported seven positions⁷ in Human Capital Management for a total 2023-24 TEI administrative budget of \$581,000 excluding benefits. In addition, the teacher benefit cost totaled \$53,260,929 and the TEI Expert Stipend

⁵ The 2023-24 Student Achievement templates can be found at <https://tei.dallasisd.org/home/resources/>.

⁶ More information about the DTR process can be found in the 2023-24 TEI Guidebook, which is available at <https://tei.dallasisd.org/home/resources/>.

⁷ In addition to supporting TEI implementation, these positions providing training and support for all campus-based appraisal tools, such as for teachers and campus instructional support.

cost totaled \$350,000. Teacher compensation costs for 2022-23 and 2023-24 and estimated costs for 2024-25 are shown in Table 2.⁸

Table 2: 2021-22 to 2023-24 Teacher Compensation Costs for TEI

Category	Cost
2022-23	
Teacher Salary Cost	\$638,062,007
Teacher Benefit Cost	\$49,307,774
TEI Expert Stipend Cost	\$350,000
2023-24	
Teacher Salary Cost	\$665,761,615
Teacher Benefit Cost	\$53,260,929
TEI Expert Stipend Cost	\$350,000
2024-25	
Projected Teacher Salary Cost	\$630,474,477
Estimated Teacher Benefit Cost	\$48,546,534
Projected TEI Expert Stipend Cost	\$350,000

Source: TEI program staff members on November 11, 2024.

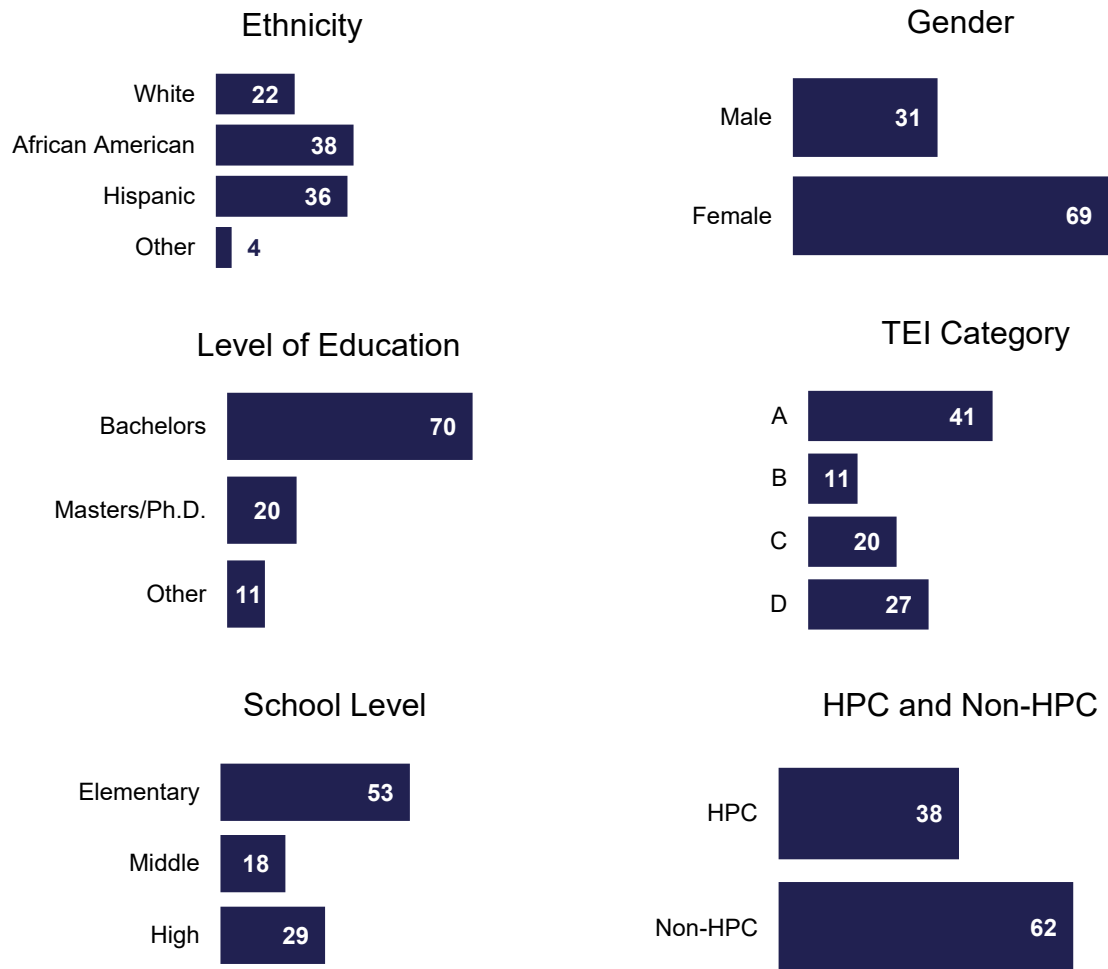
Note: In 2024-25, more than 850 full-time teaching positions were reduced, resulting in a decrease in the overall total.

EVALUATION QUESTIONS AND RESULTS

What were the characteristics of teachers evaluated under TEI?

Figure 1 shows a summary of characteristics for teachers who received a 2023-24 TEI Scorecard ($N = 9,695$). Most teachers were either Hispanic or African American (74%) and female (69%). Twenty percent had earned at least a master's degree when they were hired. In addition, most teachers were Category A teachers (41%), and more teachers worked at the elementary level (53%) than at the other school levels combined. Teachers in High Priority Campuses (HPCs) also accounted for 38 percent of teachers who received a 2023-24 Scorecard.

⁸ Teacher evaluation results from the 2023-24 school year will determine costs associated with teacher compensation in 2024-25.

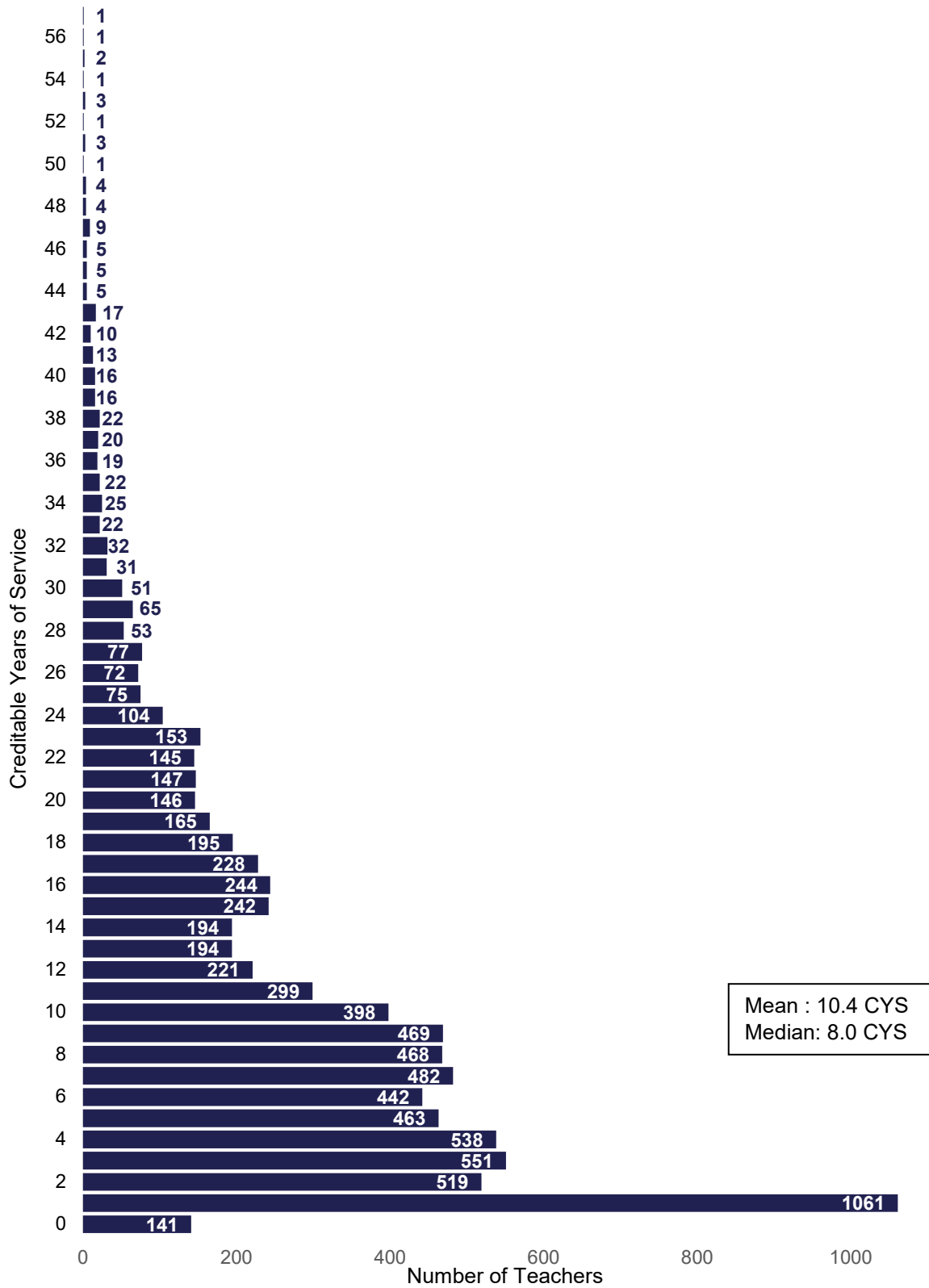
Figure 1: 2023-24 TEI Teacher Characteristics

Source: Scorecard data file from Human Capital Management dated 10/25/24 and district personnel file dated 04/12/24.

Note: *N* = 9,695 Dallas ISD teachers. TEI = Teacher Excellence Initiative. HPC = High Priority Campus. Some percentages may not sum to 100 because of rounding.

In 2023-24, teacher creditable years of service in the Dallas ISD ranged from zero (first-year teachers) to 57 years (see Figure 2; mean = 10.4; median = 8.0). Fourteen percent of teachers had either zero (first-year teachers) or one (second-year teachers) creditable years of service.

Figure 2: 2023-24 Frequency Distribution of TEI Teachers by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated 10/25/24

Note: N = 8,912 Dallas ISD teachers. Teachers with zero creditable years of service were first-year teachers.

What were the teacher and administrator experiences with TEI?

To collect feedback regarding experiences with TEI, the evaluator administered online surveys to Dallas ISD teachers and administrators (principals and assistant principals) who participated in the TEI evaluation system during the 2023-24 academic year. The purpose of the surveys was to provide stakeholders with information about how the TEI system functioned during the 2023-24 school year and to identify any potential adjustments identified by participants.

Both teacher and administrator surveys included questions relevant to the three components of TEI: defining excellence, supporting excellence, and rewarding excellence. Specifically, surveys solicited perceptions about (a) general TEI knowledge, (b) system fairness, (c) classroom observations, (d) summative appraisals, (e) teacher professional development, and (d) compensation. The findings from these surveys are summarized in this section.

Survey results presented in this section reflect major findings of the survey. Response rates for all survey items are provided in Appendix C (teacher survey) and Appendix D (administrator survey).

Respondent Characteristics

Surveys were sent to 8,408 teachers and 579 administrators⁹, and 2,941 teachers (35%) and 335 administrators (58%) at least partially completed the survey. For the administrator survey, most participants were assistant principals (61%), followed by principals (36%) and other (3%).¹⁰

As shown in Figure 3, response rates were similar across school levels for the teacher and administrator surveys. Teachers (48%) and administrators (47%) at elementary schools comprised most respondents.¹¹ In addition, the distribution of effectiveness levels for teacher respondents held a similar pattern to the effectiveness level distribution for all TEI-eligible teachers (see Figure 3).

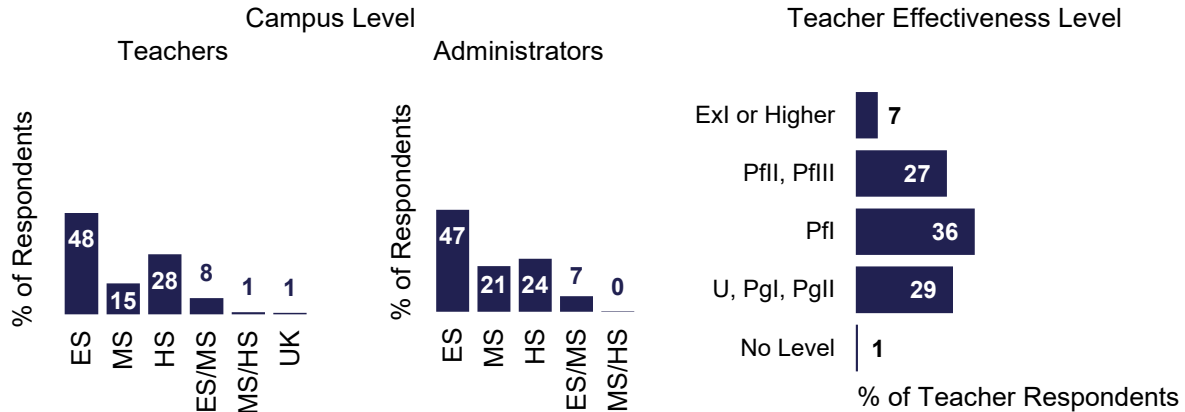
The median years of creditable service among teacher survey respondents was 10 years (mean = 11.9), which is higher than the median for all teachers in 2023-24 TEI positions (median = 8.0; mean = 10.4). This suggests that survey respondents generally had more years of creditable service compared to the district average.

⁹ Of teacher surveys sent, 206 emails were undeliverable, leaving 8,202 emails received. Of administrator surveys sent, 22 emails were undeliverable, leaving 557 emails received.

¹⁰ Most administrators who reported roles other than principal or assistant principal indicated holding principal resident roles.

¹¹ This pattern was expected because it mirrors the total teacher population in the Dallas ISD who were in TEI-eligible positions.

Figure 3: 2023-24 TEI Perception Survey Respondents by Campus Level and Teacher Effectiveness Level



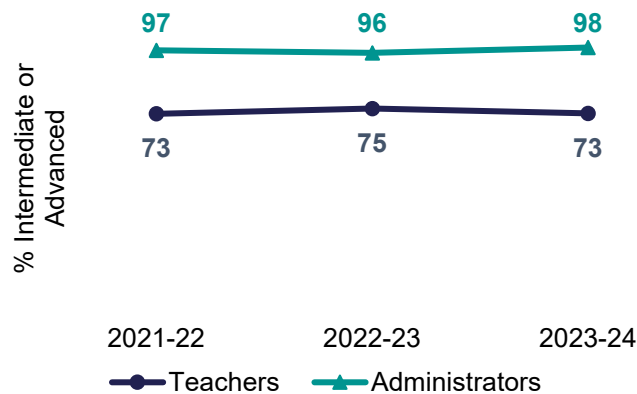
Source: Scorecard data file from Human Capital Management dated 10/25/24. Personnel data file from Human Capital Management dated 04/12/24.

Note: ES = Elementary School. MS = Middle School. HS = High School. ES/MS; MS/HS = Multilevel Campus. UK = Unknown. n = 335 administrators. 2,941 = Dallas ISD teachers. U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Teachers indicated as unknown campus level were not assigned specific campuses in the data file.

TEI Knowledge

Most teachers (73%) and almost all administrators (98%) reported an intermediate to advanced knowledge of TEI in 2023-24 (Figure 4). Twenty seven percent of teachers continue to report a basic or lower knowledge of the TEI system, indicating an opportunity for further training. The percentage of teachers and administrators reporting intermediate or advanced knowledge of TEI remained relatively stable from 2021-22 to 2023-24.

Figure 4: 2023-24 Perceived Level of TEI Knowledge



Source: 2021-22, 2022-23 (Avila, 2023) and 2023-24 TEI Perception Surveys.

Note: N = 349 administrators; N = 3,526 teachers in 2021-22. N = 330 administrators; N = 2,567 teachers in 2022-23. N = 333 administrators; N = 2,913 teachers in 2023-24.

Overall Satisfaction

Key Findings From this Section:



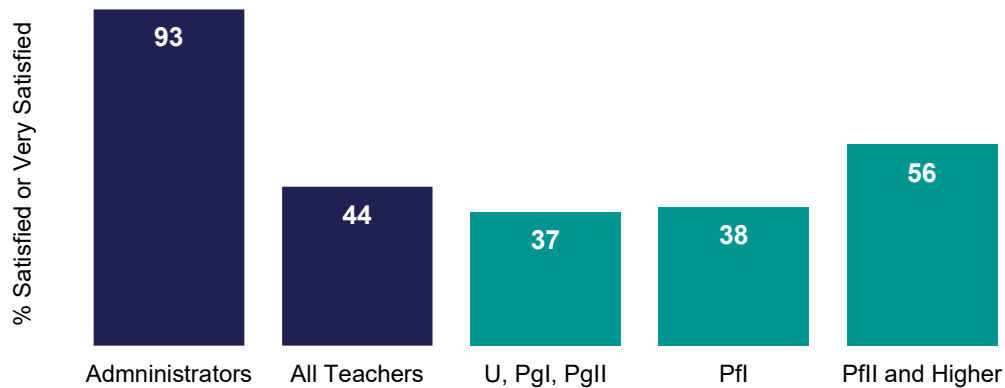
The majority of administrators reported high levels of satisfaction with TEI, while less than half of teachers expressed a similar view.



Teachers with effectiveness levels of Proficient II and higher were more likely to express satisfaction or high satisfaction with TEI compared to teachers with lower effectiveness levels.

As shown in Figure 5, a higher rate of administrators (93%) than teachers (44%) expressed high satisfaction (satisfied or very satisfied) with TEI. In addition, greater rates of teachers with higher effectiveness levels (56%) expressed satisfaction with TEI than those with lower effectiveness levels (37%).

Figure 5: 2023-24 Teacher and Administrator Overall Satisfaction with TEI

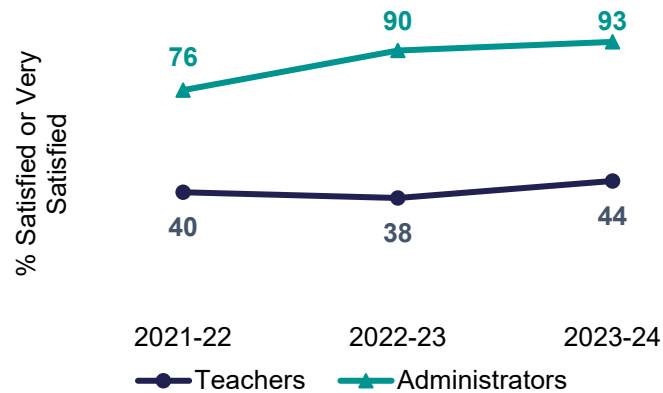


Source: 2023-24 TEI Perception Survey.

Note: $n = 324$ administrators. $n = 2,744$ teachers. $n(\text{U, Pgl to PgII}) = 792$. $n(\text{Pfl}) = 977$. $n(\text{PflI and Higher}) = 955$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All Teachers" category.

The percentage of administrators reporting satisfaction (satisfied or very satisfied) with TEI rose from 76 percent in 2021-22 to 93 percent in 2023-24, while the percentage of teachers reporting satisfaction increased slightly from 40 percent to 44 percent over the same period (Figure 6).

Figure 6: 2021-22 to 2023-24 Teacher and Administrator Overall Satisfaction with TEI



Source: 2021-22, 2022-23 (Avila, 2023), and 2023-24 TEI Perception Surveys.

Note: $N = 349$ administrators and $N = 3,526$ teachers in 2021-22. $N = 330$ administrators and $N = 2,450$ teachers in 2022-23. $N = 324$ administrators; $N = 2,744$ teachers in 2023-24.

Perception of Fairness

Key Findings From this Section:

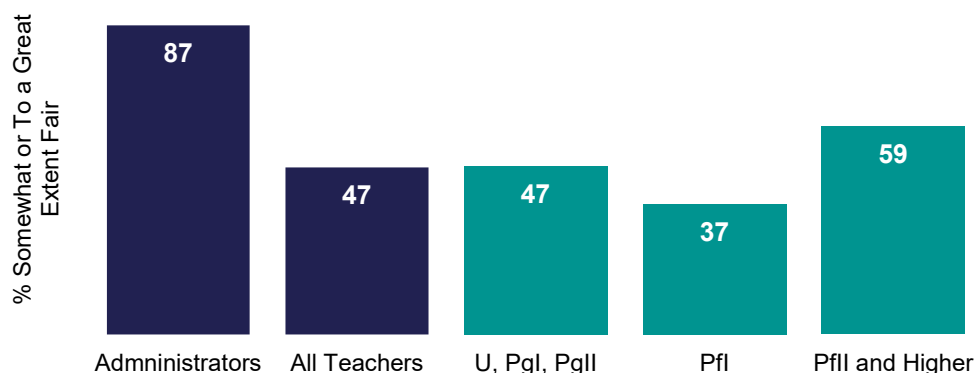


Most administrators viewed TEI as at least somewhat fair, compared to fewer than half of teachers. Teachers with higher effectiveness levels perceived fairness more positively than teachers at lower levels.



Both administrators and teachers most commonly cited challenges facing lower performing schools compared to higher performing schools as the primary reason for perceptions of TEI unfairness.

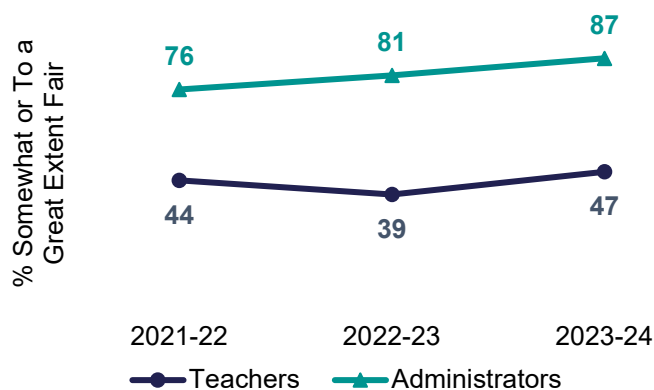
As shown in Figure 7, a higher rate of administrators (87%) than teachers (47%) rated TEI as at least somewhat fair. Furthermore, teachers at the highest effectiveness levels (59%) perceived TEI as at least somewhat fair at a higher rate than teachers at the lowest effectiveness levels (47%).

Figure 7: 2023-24 Teacher and Administrator Perceptions of TEI Fairness

Source: 2023-24 TEI Perception Survey.

Note: $n = 333$ administrators. $n = 2,913$ teachers. $n(\text{U, Pgl to Pgll}) = 740$. $n(\text{Pfl}) = 879$. $n(\text{Pfl and Higher}) = 948$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All Teachers" category.

From 2021-22 to 2023-24, the percentage of administrators who rated TEI as at least somewhat fair increased from 76 percent to 87 percent. Meanwhile, the percentage of teachers who rated TEI as at least somewhat fair initially declined to 39 percent before rebounding to 47 percent over the same period (Figure 8).

Figure 8: 2021-22 to 2023-24 Teacher and Administrator Perceptions of TEI Fairness

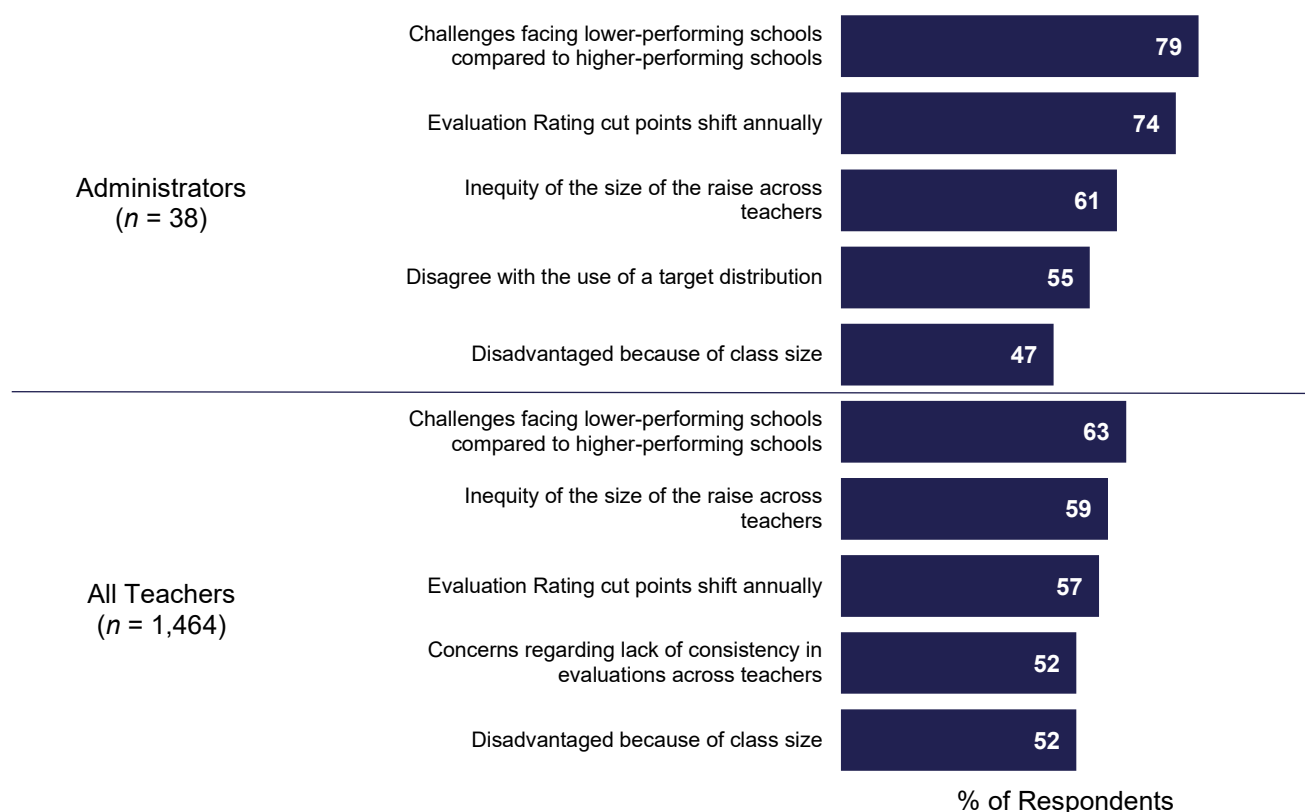
Source: 2021-22, 2022-23 (Avila, 2023) and 2023-24 TEI Perception Surveys.

Note: $N = 349$ administrators and $N = 3,526$ teachers in 2021-22. $N = 318$ administrators and $N = 2,567$ teachers in 2022-23. $N = 333$ administrators. $N = 2,913$ teachers in 2023-24.

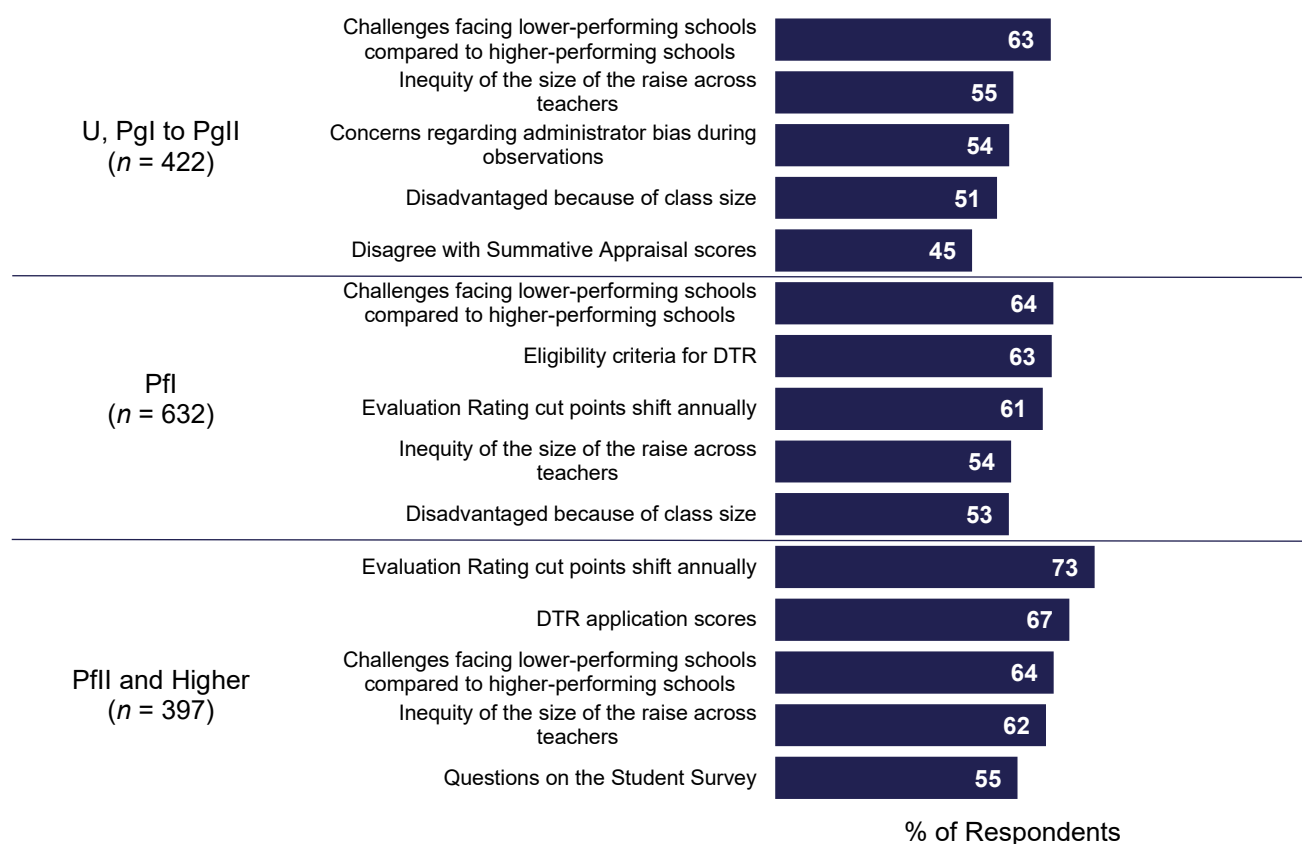
Respondents who perceived low TEI fairness (very little or not at all) were asked to select reasons they considered the system to be unfair. The top five most frequently selected reasons teachers and administrators considered TEI to be unfair are shown in Figure 9. Results by teacher effectiveness level groupings are shown in Figure 10.

One reason ranked in the top five for both administrators and all teacher groups was *Challenges facing lower performing schools compared to higher performing schools*. Shifting evaluation rating cut points was also frequently high-ranked as concern among administrators and most teacher groups, excluding those in the lowest effectiveness levels (Unsatisfactory, Progressing I, and Progressing II). Additionally, perception about the inequity in raise amounts across teachers ranked among the top five reason as to why TEI was viewed as unfair by teachers overall and by teachers across all effectiveness level groupings. The complete ranking of each perceived reason for TEI unfairness for administrators and teachers (overall and by teacher effectiveness level) can be found in Appendix D, Table 2 and Appendix C, Table 3, respectively.

Figure 9: 2023-24 Teacher and Administrator Top Five Reasons TEI Perceived to be Unfair



Source: 2023-24 TEI Perception Survey.

Figure 10: 2023-24 Teacher Top Five Reasons TEI Perceived to be Unfair by Effectiveness Level

Source: 2023-24 TEI Perception Surveys.

Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Includes data for respondents who indicated they did not perceive TEI to be fair (very little, not at all). Teacher respondents with 'No Level' effectiveness designation are not shown.

Defining Excellence

Key Findings From this Section:



The proportion of administrators reporting that they (a) conducted summative evaluations for staff members they had worked with for an insufficient amount of time and (b) at least sometimes felt pressure to inflate teacher observation scores remained relatively consistent from 2022–23 to 2023–24.



Administrators and teachers with higher effectiveness levels were more likely to rate spot observations, extended observations, and summative performance evaluations as helpful compared to the overall teacher rate.



Administrators and teachers rated as Proficient II or higher were more likely to view Student Experience Survey feedback as very or completely accurate compared to teachers with lower effectiveness levels. Furthermore, the percentage of administrators who found the feedback helpful or very helpful has consistently exceeded the overall teacher rate over the past three years.

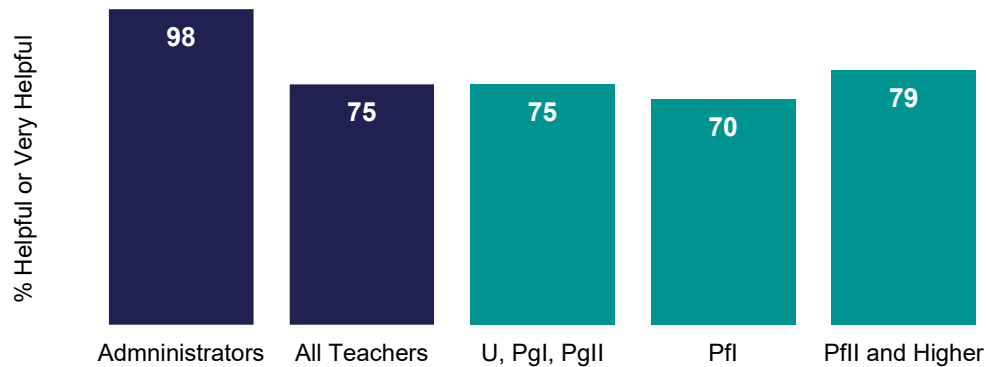
Spot Observations, Extended Observations, and Summative Appraisals

Of administrator respondents, 99 percent ($n = 326$) conducted spot observations, 98 percent ($n = 319$) conducted extended observations, and 98 percent ($n = 318$) conducted summative appraisals during the 2023-24 school year. However, 25 percent of administrator respondents reported that they had conducted summative appraisals for staff members with whom they had worked for an insufficient amount of time. In addition, 22 percent of administrators indicated they at least sometimes felt pressure to inflate teacher observation scores, compared to 25 percent in 2022-23 (Avila, 2023). Lastly, during the 2023-24 school year, 88 percent of administrators indicated TEI certification was helpful or very helpful for preparing them to implement TEI effectively on their campuses.

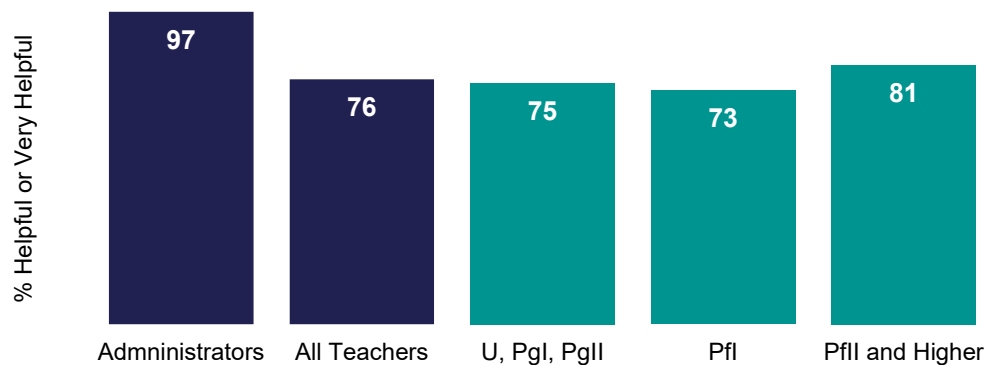
Figure 11 includes administrator and teacher perceptions regarding the helpfulness of spot observations, extended observations, and summative appraisals. While the percentage of administrators who rated all three evaluation activities as helpful or very helpful (95% to 98%) was higher than all teachers combined (75% to 76%), teachers with the highest effectiveness levels (79% to 82%) rated helpfulness of these activities more favorably compared to other teacher groups.

Figure 11: 2023-24 Teacher and Administrator Perceptions of Feedback Helpfulness

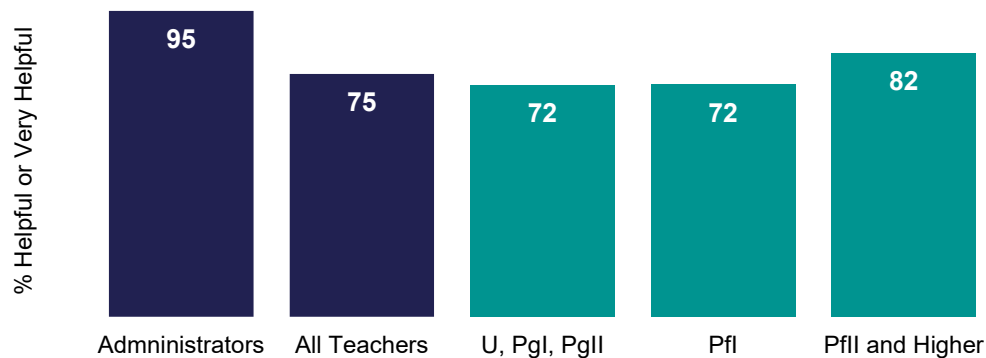
Overall, how helpful was the spot observation feedback [you provided to your teachers/you received from your evaluator] during the 2023-24 school year?



Overall, how helpful was the extended observation feedback [you provided to your teachers/you received from your evaluator] during the 2023-24 school year?



Overall, how helpful was the summative appraisal feedback [you provided to your teachers/you received from your evaluator] during the 2023-24 school year?



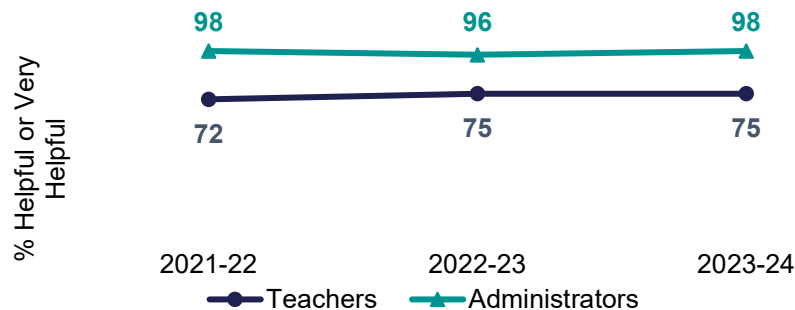
Source: 2023-24 TEI Perception Survey.

Note: $N = 325$ administrators – spot observations. $N = 319$ administrators – extended observations. $N = 316$ – summative appraisal. $N = 2,772$ teachers. $n(\text{U, Pgl to PglI}) = 803$. $n(\text{Pfl}) = 986$. $n(\text{PflI and Higher}) = 962$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All Teachers" category.

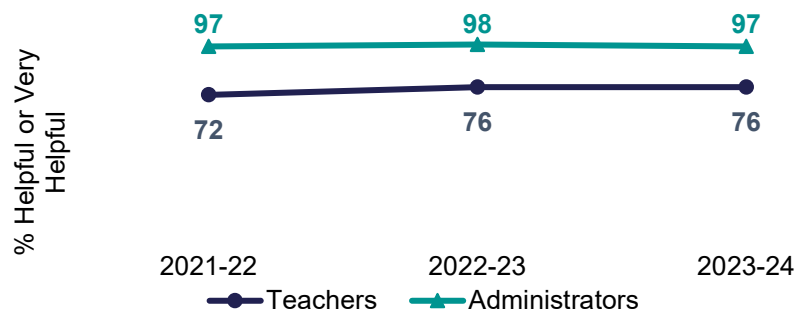
As shown in Figure 12, the percentage of administrator respondents who found spot observations, extended observations, and summative appraisals helpful remained consistent from 2021-22 to 2023-24. The percentage of teacher respondents who viewed these activities as helpful showed a slight upward trend over the same period.

Figure 12: 2023-24 Teacher and Administrator Perceptions of Feedback Helpfulness

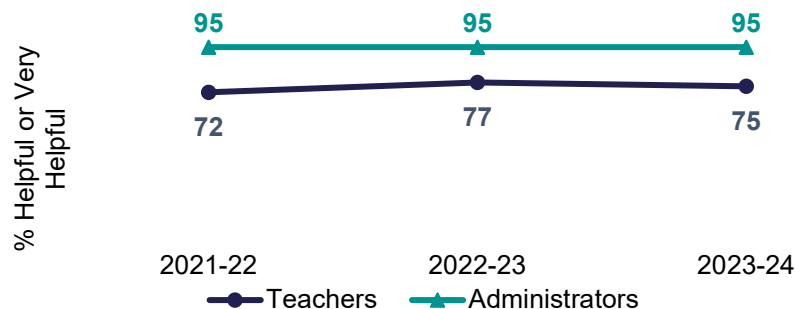
Overall, how helpful was the spot observation feedback [you provided to your teachers/you received from your evaluator] during the 2023-24 school year?



Overall, how helpful was the extended observation feedback [you provided to your teachers/you received from your evaluator] during the 2023-24 school year?



Overall, how helpful was the summative appraisal feedback [you provided to your teachers/you received from your evaluator] during the 2023-24 school year?



Source: 2021-22, 2022-23 (Avila, 2023) and 2023-24 TEI Perception Surveys.

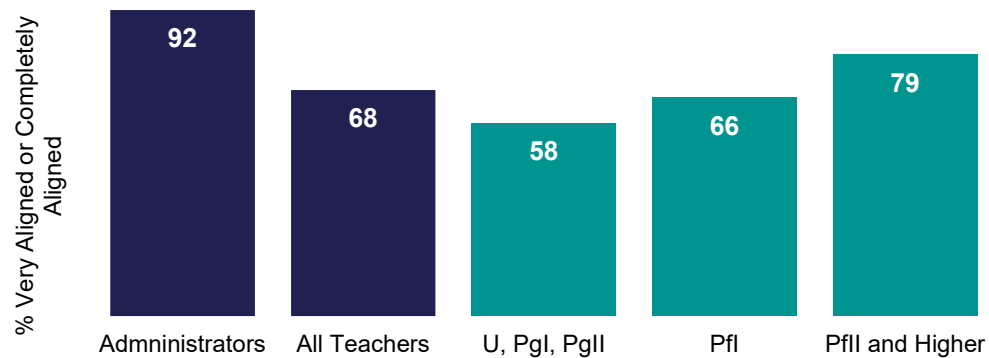
Note: Spot observation: $N = 337$ in 2021-22; $N = 319$ in 2022-23; $N = 325$ administrators in 2023-24. Extended observation: $N = 330$ in 2021-22; $N = 317$ in 2022-23; $N = 319$ administrators in 2023-24. Summative appraisal: $N = 325$ in 2021-22; $N = 317$ in 2022-23; $N = 316$ administrators in 2023-24. $N = 2,772$ teachers in 2023-24. Responses from teachers designated as having "No Level" effectiveness are included.

As shown in Figure 13, when administrators and teachers were asked to rate the alignment of their 2023-24 summative appraisal feedback with spot observation feedback, the rate followed the same pattern

as the helpfulness ratings. For example, while the percentage of administrators who rated summative appraisal feedback and spot observation feedback as aligned or very aligned (92%) was higher than all teachers overall (68%), teachers with the highest effectiveness levels (79%) exceeded the overall teacher rate.

Figure 13: 2023-24 Teacher and Administrator Perceptions of Feedback Alignment

How aligned was summative appraisal feedback with the spot observation feedback provided through the 2023-24 school year?



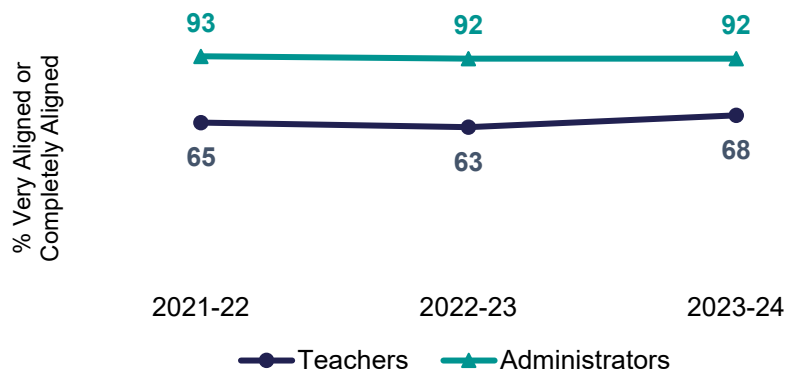
Source: 2023-24 TEI Perception Survey.

Note: *N* = 316 administrators. *N* = 2,772 teachers. U = Unsatisfactory. Pg = Progressing. Pf = Proficient.

From 2021-22 to 2023-24, administrator perceptions of alignment between summative appraisal and spot observation feedback remained relatively stable, with a slight decrease from 93 percent to 92 percent. Teacher perceptions, however, showed a slight upward trend over the same period, increasing from 65 percent to 68 percent (Figure 14).

Figure 14: 2021-22 to 2023-24 Teacher and Administrator Perceptions of Feedback Alignment

How aligned was summative appraisal feedback with the spot observation feedback provided through the 2023-24 school year?



Source: 2021-22, 2022-23 (Avila, 2023) and 2023-24 TEI Perception Survey.

Note: *N* = 325 administrators; *N* = 3,417 teachers in 2021-22. *N* = 314 administrators; *N* = 2,473 teachers in 2022-23. *N* = 316 administrators; *N* = 2,772 teachers in 2023-24.

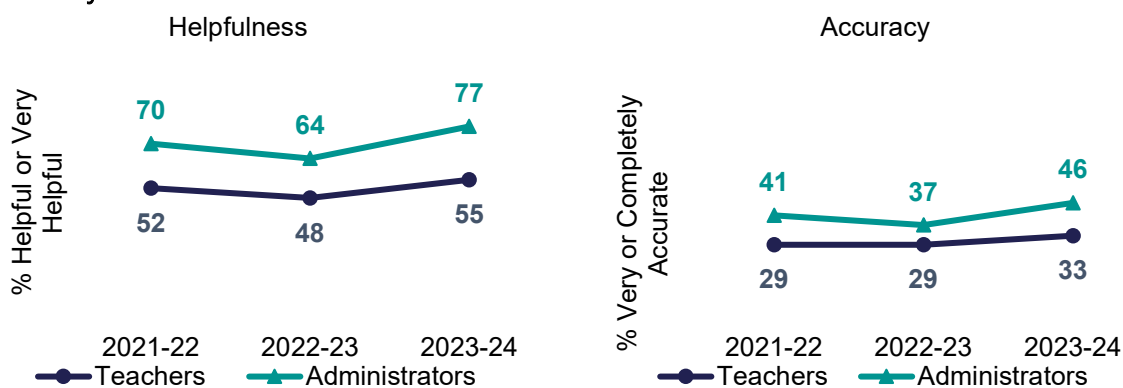
Student Experience Survey

During the 2023-24 school year, 1,773 (64%) of the teacher respondents indicated they received Student Experience Survey data. As indicated in Figure 15, more than half (55%) of these teachers reported that the feedback they received from the 2023-24 student experience survey was helpful or very helpful, which was relatively consistent across effectiveness levels (52% to 60%). Administrators (77%) were more likely than teachers to report the Student Experience Survey feedback as helpful to teachers.

In 2023-24, 33 percent of all teachers reported that the student experience survey feedback was very or completely accurate, which differed by effectiveness level. For example, teachers at the highest effectiveness levels (Proficient II and above: 38%) were more likely to report that the feedback was very or completely accurate than teachers at the lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 31%; Proficient I: 29%). In addition, administrators (46%) were more likely than all teachers in 2023-24 to rate Student Experience Survey feedback as accurate.

From 2021-22 to 2023-24, perceptions of the helpfulness of the Student Experience Survey feedback showed an upward trend for both teachers (from 52% to 55%) and administrators (from 70% to 77%). Similarly, administrator perceptions of the feedback's accuracy increased from 41 percent to 46 percent, while teacher perceptions showed a slight upward trend, rising from 29 percent to 33 percent (Figure 15).

Figure 15: 2021-22 to 2023-24 Student Experience Survey Feedback – Perceptions of Helpfulness and Accuracy



Source: 2021-22, 2022-23 (Avila, 2023) and 2023-24 TEI Perception Survey.

Note: $N = 333$ administrators and $N = 2,121$ teachers in 2021-22 ; $N = 311$ administrators and $N = 1,590$ teachers in 2022-23; $N = 301$ (Helpfulness); 300 (Accuracy) administrators and $N = 1,750$ teachers in 2023-24. Teacher responses include those who received student experience survey feedback.

In response to the Student Experience Survey feedback, teachers most frequently reported that they relied on their colleagues (e.g., other teachers; 42%), professional development (38%), and other external sources (e.g., books and the internet; 38%) to modify student engagement (Table 3). These rates were highest for teachers at the lowest effectiveness levels (38% to 49%).

Panorama Playbook was the least frequently used resource among all teachers overall (18%), though teachers at the highest effectiveness levels (Proficient II and higher) reported a greater reliance on it (23%) than other teachers. Slightly less than a quarter of all teachers (22%) indicated they did not use any of the listed resources to modify student engagement.

Table 3: 2023-24 Resources Used by Teachers to Modify Student Engagement as a Result of Student Experience Survey Results

	All (N = 1,750)		U, Pgl, PgII (n = 502)		Pfl (n = 634)		PflI and Higher (n = 611)	
	n	%	n	%	n	%	n	%
Colleagues (e.g., other teachers)	739	42.2	247	49.2	271	42.7	220	36.0
Professional development	671	38.3	238	47.4	248	39.1	184	30.1
Other external resources (e.g., books, internet)	658	37.6	189	37.6	252	39.7	215	35.2
I did not use any of these resources.	391	22.3	90	17.9	138	21.8	162	26.5
Campus administrators	329	18.8	106	21.1	122	19.2	100	16.4
Panorama Playbook	319	18.2	56	11.2	122	19.2	141	23.1

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Results are for teachers indicating they received student experience survey data for the 2023-24 school year. Respondents could select more than one answer. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All" category.

Supporting Excellence

Key Findings From this Section:



Professional development ratings for both teachers and administrators showed improvement in their ratings of summer and fall PD sessions in 2023-24 after a decline in 2022-23.



Administrators consistently reported higher rates of alignment between campus professional development and TEI related measures, including student achievement data and TEI spot observation data, than teachers.



Teachers with lower effectiveness levels were more likely to choose professional development sessions related to student achievement data and TEI spot observation data, while those with higher effectiveness levels were more likely to select sessions focused on the distinguished teacher review. Additionally, teachers across all effectiveness levels most frequently requested classroom management and technology integration training.

During the 2023-24 school year, most (62%) administrator respondents reported that they created an Individualized PDL Planning Form for teachers based on available student achievement and teacher performance data. In addition, just under half of teacher respondents agreed or strongly agreed that the 2023-24 district-sponsored professional development opportunities (a) offered applicable strategies that they were using in the classroom (48%) and (b) were aligned with their professional development plans (47%). These rates were similar across effectiveness levels.

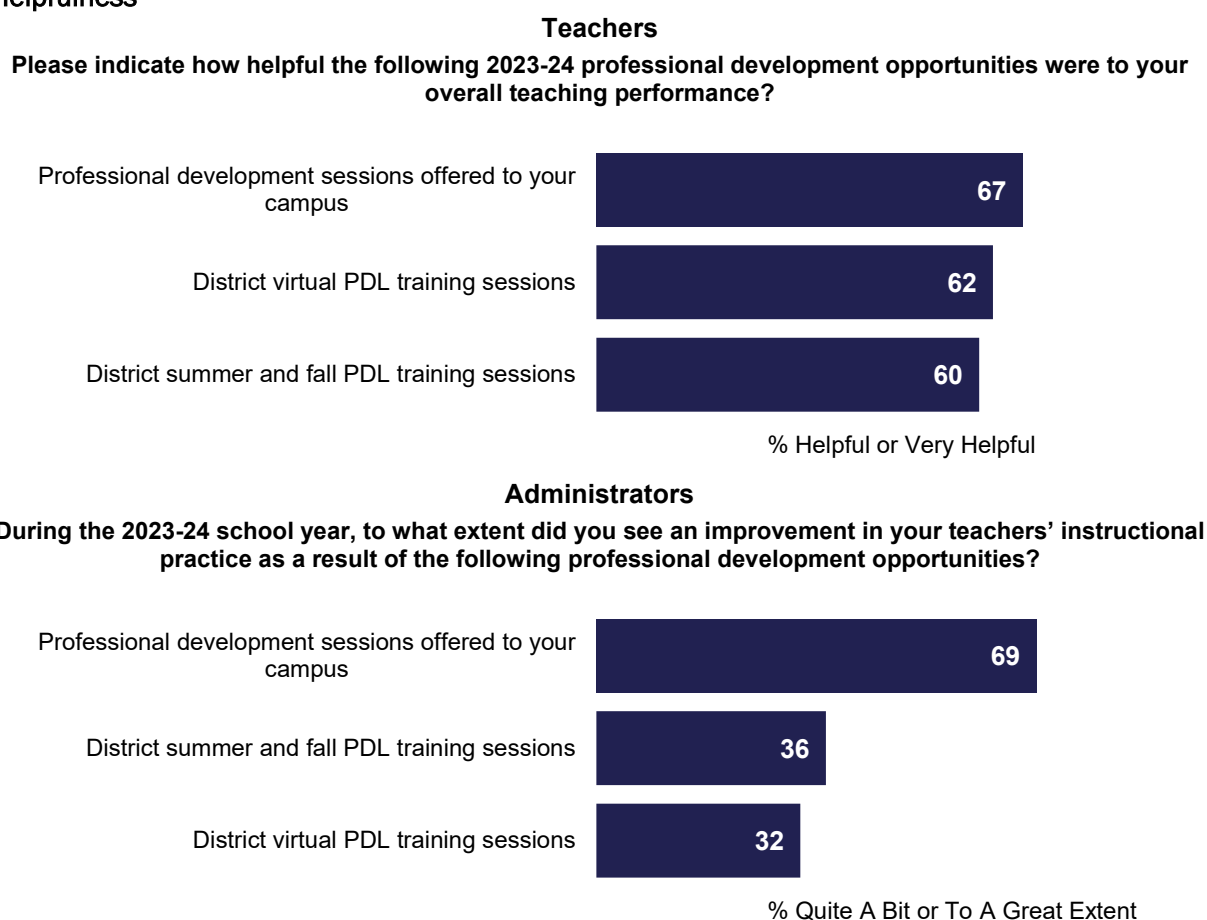
Agreement was slightly higher for teachers overall regarding the applicability (54%) and alignment (52%) of professional development opportunities offered at the campus level. However, there were differences by effectiveness level regarding campus-level opportunities. For example, teachers with higher

effectiveness levels were more likely to agree that campus-level professional development opportunities were applicable (Unsatisfactory, Progressing I, Progressing II: 51%; Proficient I: 52%; Proficient II and higher: 58%) and aligned (Unsatisfactory, Progressing I, Progressing II: 50%; Proficient I: 50%; Proficient II and higher: 56%) than teachers with lower effectiveness levels.

Figure 16 includes teacher and administrator helpfulness ratings of professional development opportunities in 2023-24. Teachers rated campus professional development sessions (67%) as helpful or very helpful at a higher rate than district virtual PDL training sessions (62%) and district summer and fall PDL sessions (60%).

In addition, 69 percent of administrators indicated that campus professional development opportunities resulted in improved teacher instructional practice. Approximately a third of administrator respondents also indicated that district summer and fall PDL training sessions (36%) and district virtual PDL training sessions (32%) resulted in improved teacher instructional practice.

Figure 16: 2023-24 Teacher and Administrator Perceptions of Professional Development Helpfulness

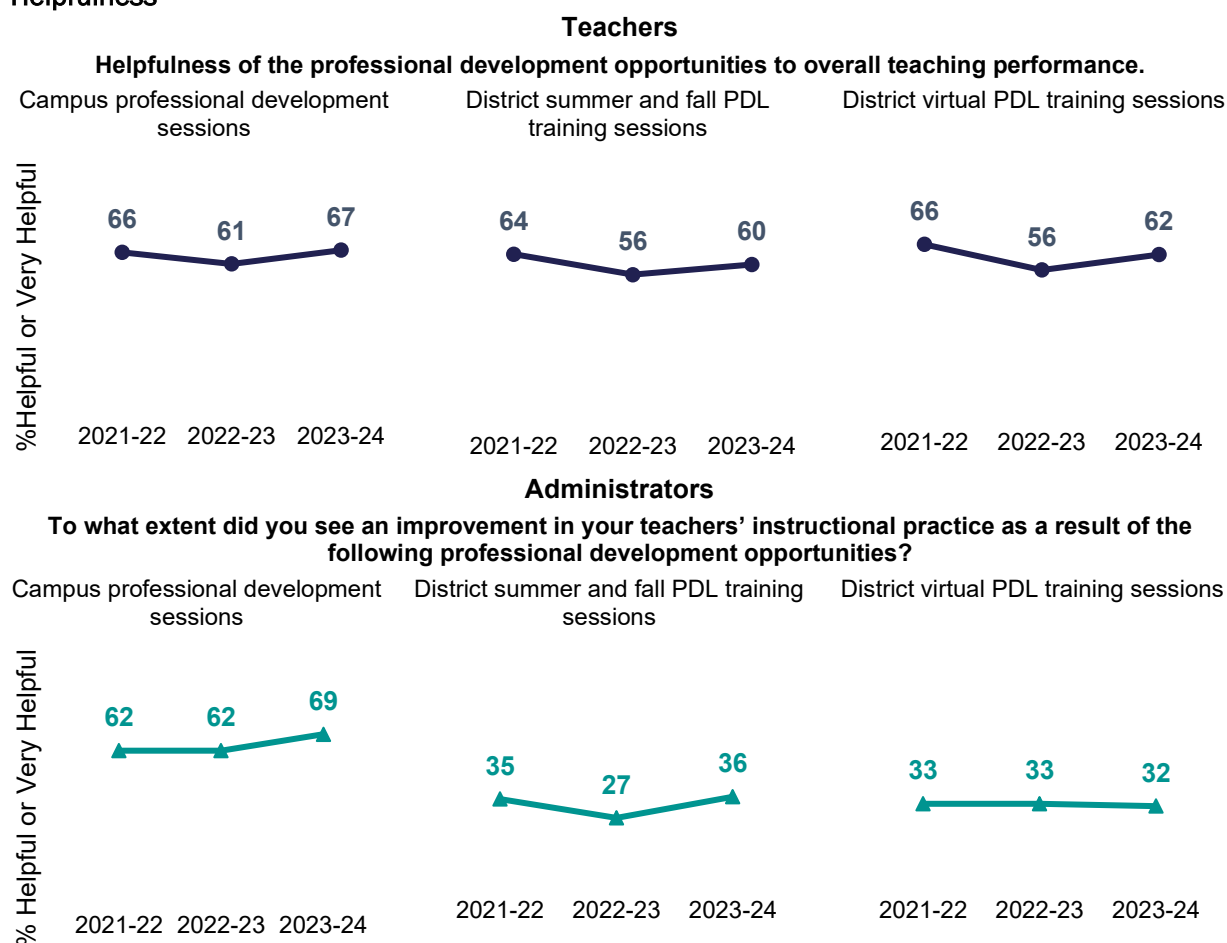


Source: 2023-24 TEI Teacher Perception Survey.

Note: N = 312 administrators. N = 2,622 teachers. PDL = Professional & Digital Learning

Perceptions of PD helpfulness varied over time. Teachers' ratings increased overall, moving from 66 percent in 2021-22 to 61 percent in 2022-23, then rising to 67 percent in 2023-24. Administrators' ratings remained consistent at 62 percent in both 2021-22 and 2022-23, before increasing to 69 percent in 2023-24. For district summer and fall PDL training sessions, teachers' ratings declined from 64 percent in 2021-22 to 56 percent in 2022-23 but improved to 60 percent in 2023-24. Administrators' ratings followed a similar pattern, decreasing from 35 percent in 2021-22 to 27 percent in 2022-23, then rising to 36 percent in 2023-24. District virtual PDL training sessions showed mixed trends. Teachers' ratings dropped from 66 percent in 2021-22 to 56 percent in 2022-23 before rebounding to 62 percent in 2023-24. Administrators' ratings remained stable at 33 percent in 2021-22 and 2022-23, with a slight decrease to 32 percent in 2023-24 (Figure 17).

Figure 17: 2023-24 Teacher and Administrator Perceptions of Professional Development Helpfulness



Source: 2021-22, 2022-23 (Avila, 2023) and 2023-24 TEI Perception Surveys.

Note: *N* = 319 administrators; *N* = 2,953 teachers in 2021-22. *N* = 303 administrators; *N* = 2,231 teachers in 2022-23. *N* = 312 administrators; *N* = 2,941 teachers in 2023-24. PDL = Professional & Digital Learning.

Administrators and teachers also were asked to rate how professional development aligned with TEI-related measures in 2023-24 (i.e., student achievement data, TEI spot observation data, Student Experience Survey results, and distinguished teacher review). Overall, administrators (56% to 96%)

reported higher rates of professional development alignment with TEI-related measures than teachers (45% to 76%; Table 4). Both administrators (96%) and teachers (76%) most often reported that their campus aligned professional development with student achievement data, whereas administrators (56%) and teachers (45%) were least likely to report professional development alignment with distinguished teacher review.

Table 4: 2023-24 Teacher and Administrator Perceptions of Professional Development Alignment

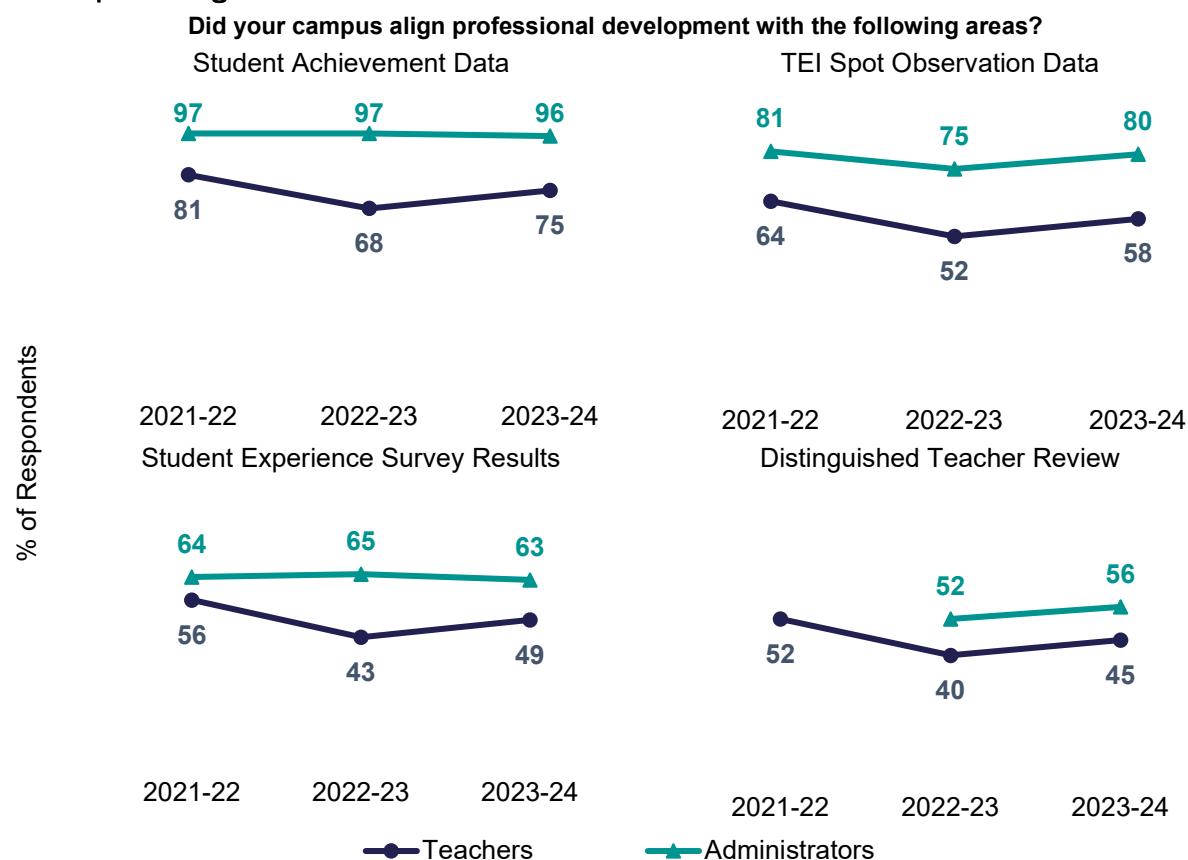
	All		U, Pgl, Pgll (n = 717)		Pfl (n = 922)		Pfl and Higher (n = 901)	
	n	Yes %	n	Yes %	n	Yes %	n	Yes %
During the 2023-24 school year, did your campus align professional development with the following areas?								
Teachers								
Student achievement data	1,922	75.7	513	71.5	692	75.1	717	79.6
TEI spot observation data	1,482	58.3	431	60.1	510	55.3	541	60.0
Student Experience Survey results	1,256	49.4	369	51.5	452	49.0	435	48.3
Distinguished teacher review	1,153	45.4	294	41.0	385	41.8	474	52.6
Administrators								
Student achievement data	300	96.2	-	-	-	-	-	-
TEI spot observation data	251	80.4	-	-	-	-	-	-
Student Experience Survey results	198	63.5	-	-	-	-	-	-
Distinguished teacher review	174	55.8	-	-	-	-	-	-

Source: 2023-24 TEI Perception Survey.

Note: N = 312 administrators. N = 2,557 teachers. U = Unsatisfactory. Pg = Progressing. Pfl = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown. TEI = Teacher Excellence Initiative.

From 2021-22 to 2023-24, administrator and teacher perceptions regarding the alignment of campus professional development with (a) student achievement data, (b) TEI spot observation data, (c) Student Experience Survey results, and (d) Distinguished Teacher Review varied by TEI measure. Survey results on professional development alignment reveal higher and more consistent rates among administrators compared to teachers across all areas over the past three years (Figure 18). For aligning with student achievement data, administrators consistently reported high rates (96% to 97%), while teachers' responses fluctuated, starting at 81 percent in 2021–22, dropping to 68 percent in 2022–23, and rebounding to 75 percent in 2023–24. Similarly, alignment with TEI Spot Observation Data was reported by 75 to 81 percent of administrators and 52 to 64 percent of teachers, showing more variability among teachers. Alignment with student experience survey results was stable among administrators (63% to 65%) but lower among teachers (43% to 56%). For distinguished teacher review, administrators were not surveyed in 2021–22 but reported 52 to 56 percent alignment in subsequent years, while teachers' responses declined from 52 percent in 2021–22 to 40 percent in 2022–23 before rising slightly to 45 percent in 2023–24. These patterns indicate that administrators consistently perceive stronger alignment than teachers across all areas.

Figure 18: 2021-22 to 2023-24 Teacher and Administrator Perceptions of Professional Development Alignment with TEI Measures



Source: 2021-22, 2022-23 (Avila, 2023) and 2023-24 TEI Perception Surveys.

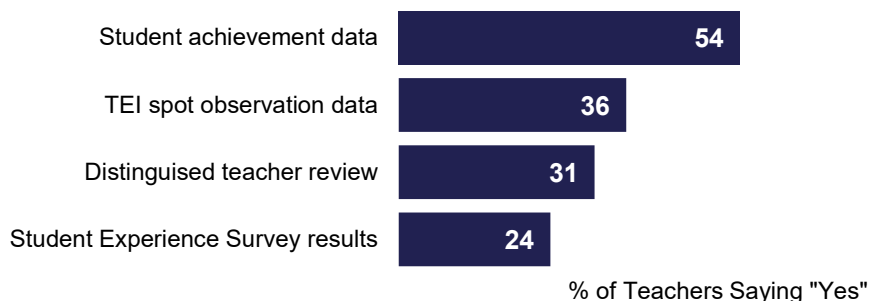
Note: $N = 325$ administrators. $N = 2,670$ teachers in 2021-22. $N = 303$ administrators. $N = 2,321$ teachers in 2022-23. $N = 312$ administrators; $N = 2,557$ teachers in 2023-24. TEI = Teacher Excellence Initiative. Administrators were not asked about professional development alignment with the Distinguished Teacher Review in the 2021-22 Perception Survey.

When choosing professional development sessions, teachers were more likely to choose sessions related to student achievement data (54%), followed by spot observation (36%), DTR (31%), and Student Experience Survey results (24%; Figure 19).

Teachers with the lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II) were more likely to select professional development sessions related to student achievement data (58%), TEI spot observation data (44%) and Student Experience Survey results (32%) compared to teachers at higher effectiveness levels (Proficient I: 53%, 33%, 24%, respectively; Proficient II and higher: 52%, 32%, 19%, respectively). In contrast, teachers with an effectiveness level of Proficient II or higher (44%) were more likely to choose professional development sessions focused on the distinguished teacher review compared to teachers with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 26%; Proficient I: 23%).

Figure 19: 2023-24 Teacher Professional Development Choices

When selecting professional development sessions in 2023-24, did you choose sessions related to the following areas?



Source: 2023-24 TEI Perception Survey.

Note: *N* = 2,622 teachers. PDL = Professional & Digital Learning

Administrators and teachers were asked to indicate the professional development opportunities they felt should be expanded in the future (Table 5). For administrators, pedagogy was the most requested topic (72%), followed by classroom management (66%) and curriculum and content training (55%). For teachers, classroom management was the most requested topic (45%), followed by technology and digital integration (45%) and pedagogy (39%).

Teachers at the lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II) selected all professional development options at higher rates than those at other effectiveness levels, with the exception of technology digital integration and other. For teachers with Proficient I and Proficient II and higher effectiveness levels, technology and digital integration was the most requested professional development topic.

Table 5: 2023-24 Additional Professional Development Options Needed

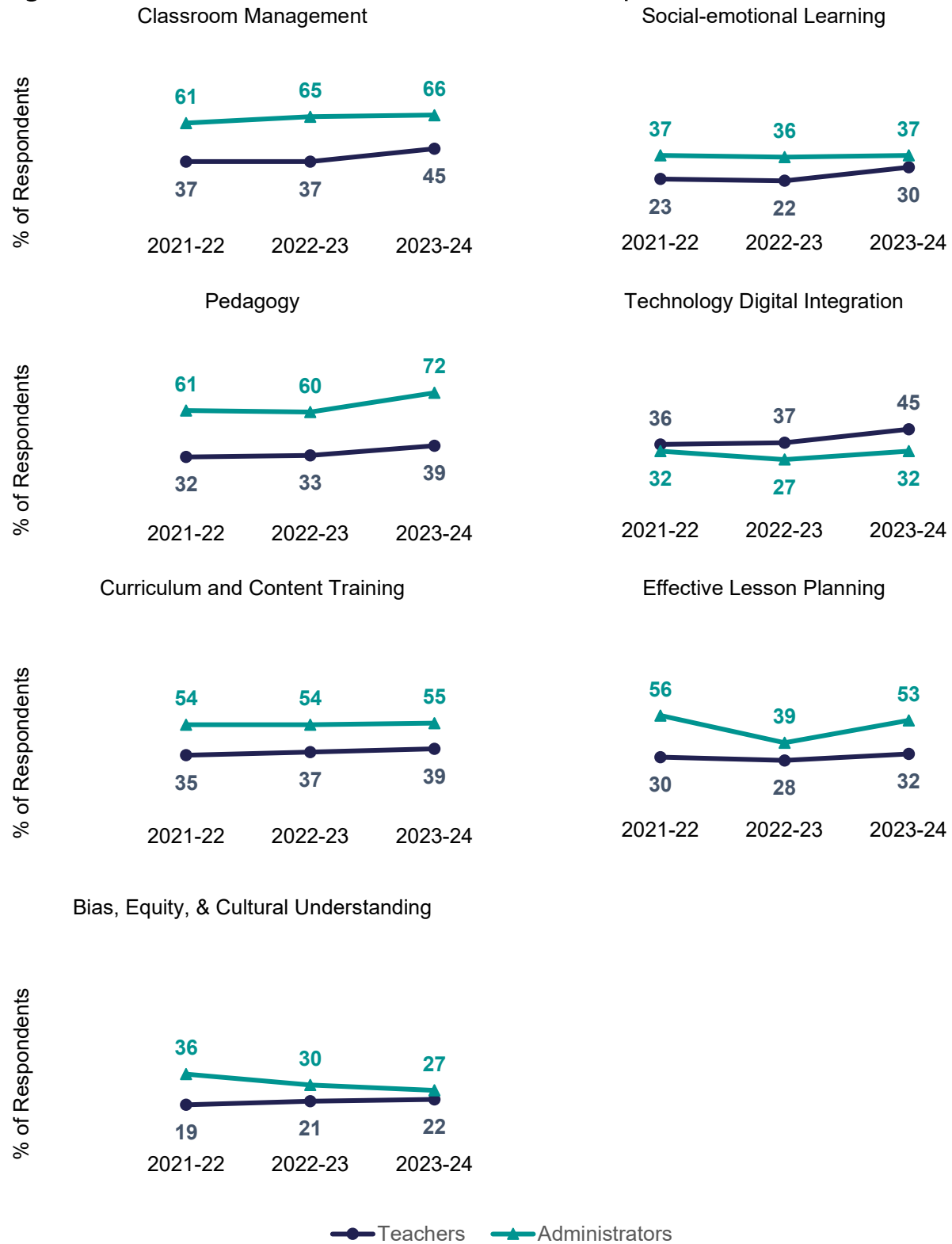
	All		U, Pgl, Pgll (n = 717)		Pfl (n = 922)		Pfl and Higher (n = 901)	
	N	%	n	%	n	%	n	%
Teachers								
Classroom Management	1,147	45.2	377	52.6	397	43.1	373	41.4
Technology Digital Integration	1,143	45.0	307	42.8	415	45.0	421	46.7
Pedagogy- Effective Instructional Practices Training	996	39.2	301	42.0	375	40.7	320	35.5
Curriculum and Content Training	994	39.1	294	41.0	355	38.5	345	38.3
Effective Lesson Planning and Development	809	31.9	273	38.1	288	31.2	248	27.5
Social Emotional Learning	762	30.0	252	35.1	259	28.1	251	27.9
Bias, Equity, and Cultural Understanding	553	21.8	184	25.7	203	22.0	166	18.4
Other	300	11.8	80	11.2	106	11.5	114	12.7
Administrators								
Pedagogy- Effective Instructional Practices Training	225	72.1	-	-	-	-	-	-
Classroom Management	207	66.3	-	-	-	-	-	-
Curriculum and Content Training	173	55.4	-	-	-	-	-	-
Effective Lesson Planning and Development	165	52.9	-	-	-	-	-	-
Social Emotional Learning	114	36.5	-	-	-	-	-	-
Technology Digital Integration	100	32.1	-	-	-	-	-	-
Bias, Equity, and Cultural Understanding	83	26.6	-	-	-	-	-	-
Other	18	5.8	-	-	-	-	-	-

Source: 2023-24 TEI Perception Survey.

Note: N = 312 administrators. N = 2,557 teachers. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown. TEI = Teacher Excellence Initiative.

Both teachers and administrators had the opportunity to suggest additional training topics not listed in the survey. Teachers identified four key areas for additional training. The most frequently mentioned was administrative training and accountability (23%), with an emphasis on fairness, bias, listening to teacher feedback, student discipline management, and communication skills. Special education and behavior management (21%) was another priority, focusing on inclusive classrooms, addressing behavior challenges, and strategies for supporting special education students. Teachers also highlighted the need for content-specific and differentiated training (19%) to better address diverse instructional needs, as well as discipline and classroom management training (17%). Administrators, on the other hand, identified three main areas of focus for teacher training: differentiation and interventions (22%), rigor and curriculum alignment (17%), and culturally responsive practices and relationship building (17%).

From 2021-22 to 2023-24, administrators were more likely than teachers to report a need for additional professional development for topics listed in the survey, except for technology digital integration (Figure 20). The overall rate of administrators and teachers who reported a need for additional professional development regarding the topics listed in the survey generally trended upward or remained consistent.

Figure 20: 2021-22 to 2023-24 Additional Professional Development Needed

Source: 2021-22, 2022-23 (Avila, 2023) and 2023-24 TEI Perception Surveys.

Note: N = 325 administrators; N = 3,417 teachers in 2021-22. N = 303 administrators; N = 2,231 teachers in 2022-23. N = 312 administrators; N = 2,557 teachers in 2023-24.

Rewarding Excellence

Key Findings From this Section:



Administrators and teachers with a Proficient II and higher effectiveness level were more likely than those with lower effectiveness levels to agree or strongly agree that the district should differentiate teacher salaries by effectiveness level.



Administrators and Proficient II and higher teachers were more likely than teachers with lower effectiveness levels to agree that the TEI compensation system adequately recognizes efforts to improve student achievement and encourages teachers to remain in campus-based positions.

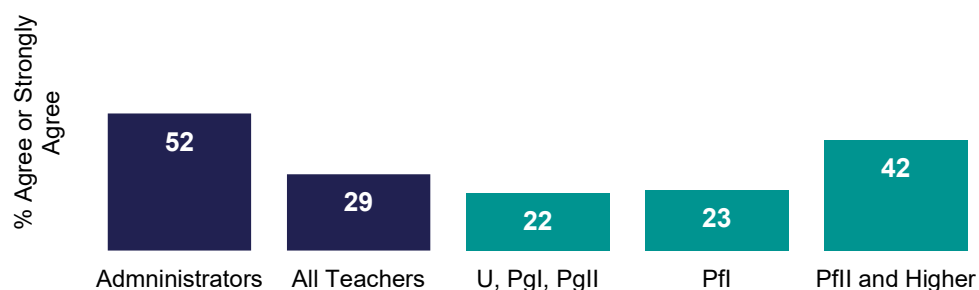


From 2022-23 to 2023-24, both teacher and administrator perceptions of the TEI compensation system improved.

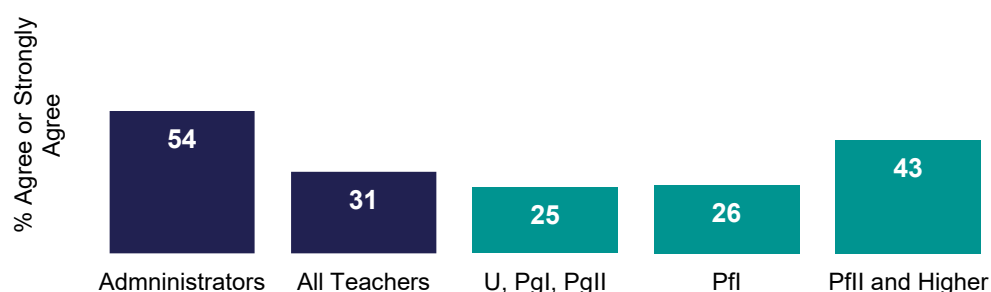
While most administrators (70%) agreed or strongly agreed that the district should differentiate teacher salary by effectiveness level, less than half of teachers (41%) agreed or strongly agreed with differentiating salary by effectiveness level. However, a higher percentage of teachers with a Proficient II or higher effectiveness level (53%) expressed agreement than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 33%; Proficient I: 35%). When asked whether salary should be based on how effective teachers are as instructors, 59 percent of all teacher respondents agreed. Teachers with the highest effectiveness levels (Proficient II or higher: 70%) were more likely to agree than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 52%; Proficient I: 55%).

As shown in Figure 21, administrators (52% to 54%) were more likely than teachers (29% to 31%) to agree that teacher salaries based on effectiveness levels adequately recognizes efforts to (a) increase student achievement and (b) encourage teachers to remain in campus-based positions. Teachers with higher effectiveness levels (Proficient II or higher: 42% to 43%) were more likely to agree with both statements than those with lower effectiveness levels (22% to 26%).

Figure 21: 2023-24 Teacher and Administrator Perceptions of Compensation by Effectiveness Level
The salary I/teachers received based on my/their 2023-24 teaching effectiveness adequately recognizes their/my efforts to maximize student growth.



The salary I/teachers received based on my/their 2023-24 teaching effectiveness encourages them/me to remain in campus-based positions.



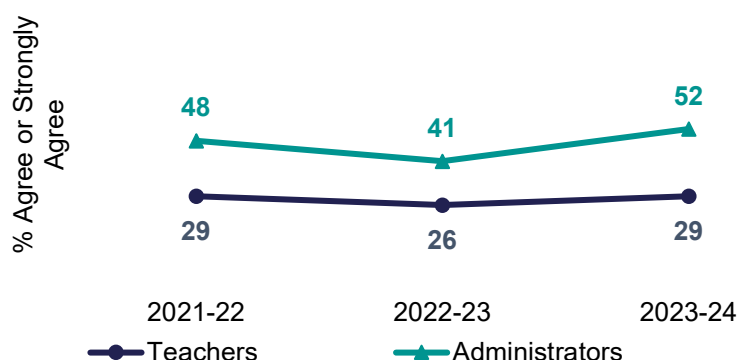
Source: 2023-24 TEI Perception Survey.

Note: $N = 320$ administrators $N = 2,622$ teachers. $n(\text{U, Pgl to Pgll}) = 748$. $n(\text{Pfl}) = 938$. $n(\text{Pfl and Higher}) = 919$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All Teachers" category.

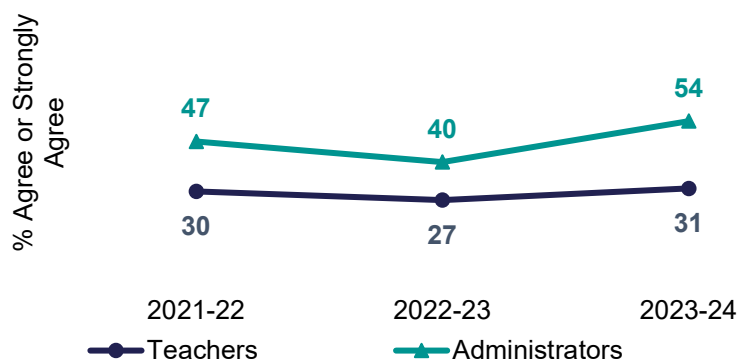
From 2021-22 to 2023-24, the percentage of administrators who reported that teacher salaries, based on effectiveness levels, adequately recognize efforts to maximize student growth initially declined and then increased (48% to 52%), while the percentage for teachers remained relatively stable (29% to 29%; Figure 22). Similarly, the percentage of administrators who reported that teacher salaries encourage teachers to stay in campus-based positions decreased and then rose (47% to 54%), whereas the percentage for teachers remained consistent (30% to 31%).

Figure 22: 2023-24 Teacher and Administrator Perceptions of Compensation

The salary I/teachers received based on my/their 2023-24 teaching effectiveness adequately recognizes their/my efforts to maximize student growth.



The salary I/teachers received based on my/their 2023-24 teaching effectiveness encourages them/me to remain in campus-based positions.



Source: 2021-22, 2022-23 (Avila, 2023) and 2023-24 TEI Perception Surveys.

Note: *N* = 328 administrators; *N* = 3,112 teachers in 2021-22. *N* = 308 administrators; *N* = 2,321 teachers in 2022-23. *N* = 320 administrators; *N* = 2,622 teachers in 2023-24.

Administrators and teachers were also asked to rate their agreement with general perceptions of the TEI compensation system (Table 6). Administrators (56% to 63%) were more likely than teachers (29% to 36%) to agree that the TEI compensation system supports (a) the recruitment and retention of teachers, (b) differentiates salaries to reward teachers who perform well, (c) will positively affect the future of the Dallas ISD teachers, and (d) will result in teachers making more money over time than with the old system.

In addition, teachers with the highest effectiveness levels (Proficient II and higher: 41% to 47%) agreed to all statements at a higher rate than other teachers (Unsatisfactory, Progressing I, Progressing II: 22% to 34%; Proficient I: 20% to 29%).

Table 6: 2023-24 Teacher and Administrator Favorable Perceptions of Compensation System by Effectiveness Level

Reason	Admin (N = 320)	All Teachers (N = 2,622)	U, Pgl, Pgl (n = 748)	Pfl (n = 938)	Pfl and Higher (n = 919)
	%	%	%	%	%
The TEI compensation system...					
supports the recruitment of highly effective teachers.	55.9	31.0	28.2	23.8	40.9
supports the retention of highly effective teachers.	56.9	30.4	27.7	22.4	40.5
differentiates salaries to reward teachers who perform well.	61.6	32.6	30.5	23.1	43.9
will positively affect [teachers'] futures with the Dallas ISD.	55.6	36.4	33.6	28.6	46.7
makes me feel that I am better rewarded financially for what I do as a teacher (teachers only).	-	28.7	22.3	20.1	42.5
allows teachers to earn substantially more money over time compared to the old system.	62.8	30.1	26.7	21.1	41.8

Source: 2023-24 TEI Perception Survey.

Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. TEI = Teacher Excellence Initiative. Response rates shown for those who indicated they agree or strongly agree with the statement. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All Teachers" category.

Table 7 includes the rate of teachers with favorable perceptions regarding the TEI compensation system. From 2022-23 to 2023-24, favorable responses trended upward by three to eight percentage points.

Table 7: 2022-23 to 2023-24 Teacher Favorable Perceptions of Compensation System

Reason	2023-24 (N = 2,622)	2022-23 (N = 2,321)	1 Yr Change
	%	%	% Pts
The TEI compensation system...			
supports the recruitment of highly effective teachers.	31.0	25.4	5.6
supports the retention of highly effective teachers.	30.4	22.7	7.7
differentiates salaries to reward teachers who perform well.	32.6	28.4	4.2
will positively affect [teachers'] futures with the Dallas ISD.	36.4	32.0	4.4
makes me feel that I am better rewarded financially for what I do as a teacher (teachers only).	28.7	23.6	5.1
allows teachers to earn substantially more money over time compared to the old system.	30.1	26.8	3.3

Source: 2022-23 and 2023-24 TEI Perception Surveys.

Note: 1 Yr Change = Difference in percentage points from 2022-23 to 2023-24. % pts = percentage points. Response rates shown for those who indicated they agree or strongly agree with the statement. Responses from teachers designated as having "No Level" effectiveness are included.

Table 8 includes the rate of administrators with favorable perceptions regarding the TEI compensation system. From 2022-23 to 2023-24, the rate of administrators with favorable perceptions regarding the TEI compensation system trended upward for all items by five to 13 percentage points.

Table 8: 2022-23 to 2023-24 Administrator Favorable Perceptions of Compensation System

Reason	2023-24 (N = 320)	2022-23 (N = 303)	1 Yr Change
	%	%	% pts
The TEI compensation system...			
supports the recruitment of highly effective teachers.	55.9	51.3	4.6
supports the retention of highly effective teachers.	56.9	49.7	7.2
differentiates salaries to reward teachers who perform well.	61.6	51.7	9.9
will positively affect [teachers'] futures with the Dallas ISD.	55.6	44.4	11.2
allows teachers to earn substantially more money over time compared to the old system.	62.8	50.0	12.8

Source: 2022-23 and 2023-24 TEI Perception Surveys.

Note: 1 Yr Change = Difference in percentage points from 2022-23 to 2023-24. % pts = percentage points. Response rates shown for those who indicated they agree or strongly agree with the statement.

What were the results of the teacher performance component of defining excellence?

Summative Appraisal

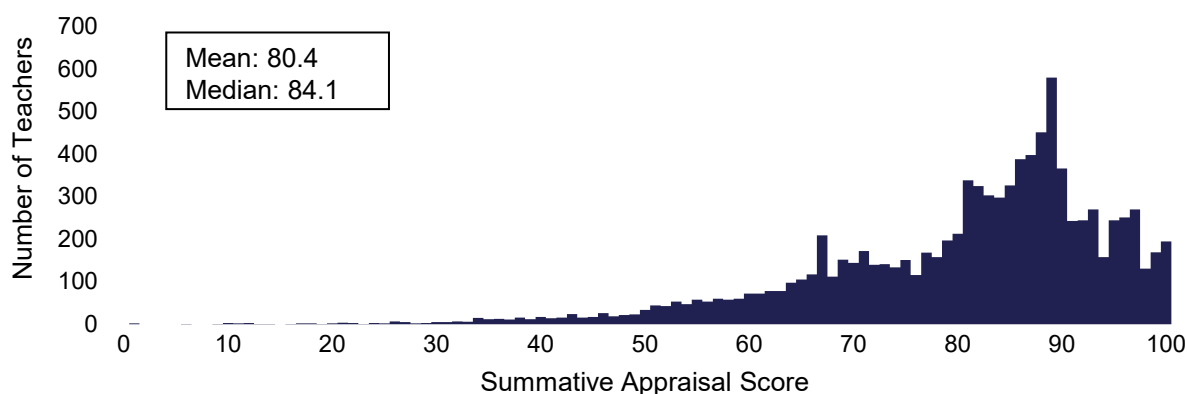
Key Findings from this section:



First-year teachers received the lowest average summative appraisal score. Scores trended upward with service years and plateaued between eight and 10 creditable years of service.

Figure 23 shows the distribution of 9,633 teachers with summative appraisal scores, which had a mean of 80.4 and a median (50th percentile) of 84.1. The 25th percentile was 72.5 and the 75th percentile was 90.1. Because a score of 66.9 can be achieved by receiving a two (Proficient) on all indicators, these results indicated, on average, teachers were performing better than Proficient across the summative appraisal rubric.

Figure 23: 2023-24 Frequency Distribution of Teachers by Summative Appraisal Scores



Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: N = 9,633 Dallas ISD teachers.

According to the summative appraisal, the percentage of teachers who received two (Proficient) or three (Exemplary) points varied across the 17 indicators by 10 percentage points (see Table 9). The indicator with the lowest percentage of teachers with a proficient or exemplary rating was *Engages students in rigorous content that elicits a productive struggle* (2.4; 86.5%). Conversely, indicator 4.4, *Engages in collaborative, productive relationships with colleagues to improve individual and team practice*, had the highest percentage of teachers with a proficient or exemplary rating (96.2%).

Table 9: 2023-24 Percentage of Teachers Receiving a Proficient (2.0) or Exemplary (3.0) Rating by Summative Appraisal Indicator

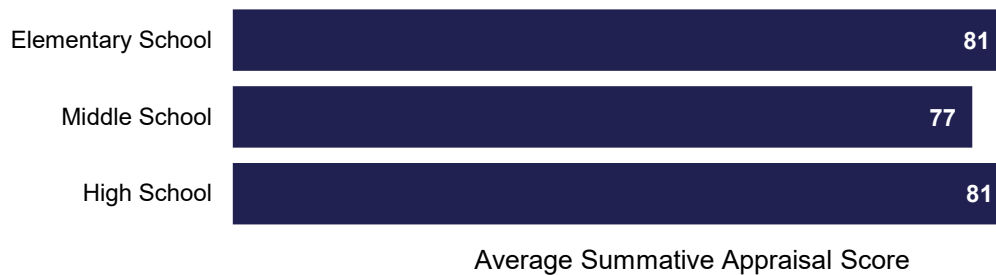
Summative Appraisal Indicators	%
1.1 Demonstrates knowledge of content, concepts, and skills	93.7
1.2 Uses formal and informal student data to align instructional practices	92.2
1.3 Plans and selects varied, aligned formative and summative assessments	92.8
1.4 Selects and plans for use of appropriate resources and activities to support instructional outcomes	94.6
1.5 Plans appropriate standards-based lessons that address prerequisites and advance relationships among concepts and skills	94.1
2.1 Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade, and level	96.0
2.2 Ensures mastery of learning objective appropriate to standards for subject and grade	89.3
2.3 Facilitates clear, cohesive, and purposeful learning experiences	93.7
2.4 Engages students in rigorous content that elicits a productive struggle	86.5
3.1 Organizes classroom procedures, physical space, and resource to allow for optimal instruction	95.2
3.2 Establishes, communicates, and reinforces clear expectations for student behavior	93.9
3.3 Establishes a culture of academic accountability steeped in mutual respect and rapport	95.6
4.1 Models a commitment to attendance that ensures fidelity of continuous rigorous instruction	88.4
4.2 Follows policies and procedures and maintains accurate student records	95.0
4.3 Exhibits a commitment to professional growth by pursuing, implementing, and sharing new learnings	94.6
4.4 Engages in collaborative, productive relationships with colleagues to improve individual and team practices	96.2
4.5 Establishes culturally appropriate relationships with families and communities through meaningful, ongoing communication	94.2

Source: Cornerstone data files from Human Capital Management dated 10/25/24.

Note: $N = 9,640$ Dallas ISD teachers.

Summative appraisal scores also varied by school level (elementary school, middle school, high school; see Figure 24). An ANOVA indicated differences among elementary, middle, and high school teachers were statistically significant, $F(2, 8,808) = 44.297, p < .001$. Bonferroni post hoc tests revealed that the overall summative appraisal score for middle school teachers ($M = 77.2$; $SD = 14.6$) was significantly lower than for elementary school teachers ($M = 80.8$; $SD = 14.1$; Cohen's $d = 0.3$)¹² and high school teachers ($M = 81.1$; $SD = 13.8$; Cohen's $d = 0.3$). Average overall summative appraisal scores did not significantly differ between high school teachers and elementary school teachers.

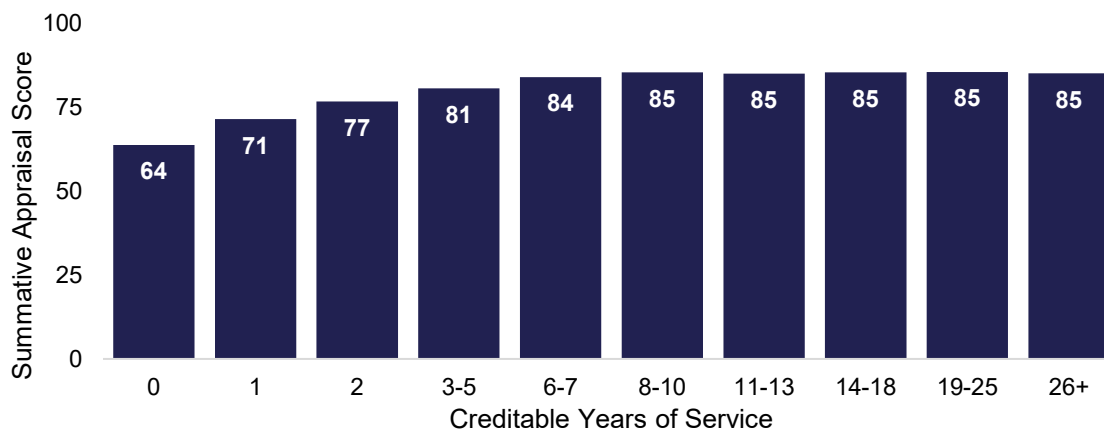
¹² Cohen's d values of 0.2, 0.5, and 0.8 are considered small, medium, and large, respectively (Cohen, 1992).

Figure 24: 2023-24 Average Summative Appraisal Scores by Campus Level

Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 8,811$ Dallas ISD teachers. Maximum possible summative appraisal score was 100.

The average summative appraisal scores by creditable years of service are shown in Figure 25. An ANOVA indicated the difference by creditable years of service on average summative appraisal scores was statistically significant. For example, the average summative appraisal score for teachers with zero creditable years of service (i.e., first-year teachers; $M = 63.7$; $p < .001$ Cohen's $d = 0.6$ -1.9) was significantly lower than teachers with more creditable years of service.¹³ Likewise, teachers with one ($M = 71.4$; Cohen's $d = 0.4$ -1.2) and two ($M = 76.7$; Cohen's $d = 0.3$ -0.8) creditable year of service received average appraisal scores that were significantly lower than teachers with more creditable years of service. Overall, the average score gradually trended upward as years of service trended upward and started to plateau between eight to 10 creditable years of service (85).

Figure 25: 2023-24 Average Summative Appraisal Scores by Creditable Years of Service

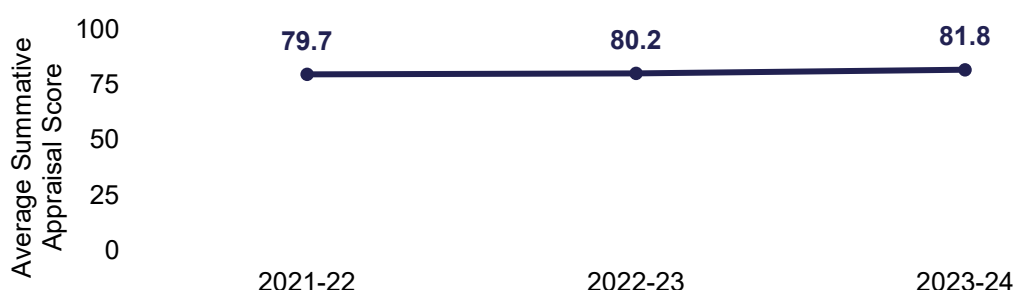
Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 8,856$ Dallas ISD teachers. Maximum possible summative appraisal score was 100.

In addition, the average summative appraisal score in 2023-24 (81.8) remained relatively consistent compared to previous years (Figure 26).

¹³ Cohen's d values of 0.2, 0.5, and 0.8 are considered small, medium, and large, respectively (Cohen, 1992).

Figure 26: 2021-22 to 2023-24 Average Summative Appraisal Scores



Source: 2022-23 (Avila, 2023). Scorecard data file from Human Capital Management dated 10/05/23.

Note: Maximum possible summative appraisal score was 100.

What were the results of the student experience component of defining excellence?

Key Findings from this Section:



The percentage of positive responses on the student experience survey was highest for elementary school core teachers and lowest for middle school teachers. Significant differences were found across campus levels indicating that elementary school core teachers had significantly higher positive response rates compared to elementary non-core, middle school, and high school teachers.



The percentage of positive responses on the student survey increased slightly across all campus levels from the 2021-22 school year to 2023-24. Additionally, teachers with one year of service had the lowest percentage of positive responses, with the percentage showing a gradual upward trend as years of service increased, plateauing after 19 to 25 years.

Figure 27 shows the percentage of items with positive responses on the student experience survey by campus level. Percentages of positive responses were highest for elementary core (85%) and non-core (81%) teachers and lowest for middle school teachers (71%). A one-way ANOVA analysis indicated there were a statistically significant mean differences among elementary school non-core, elementary school core, middle school, and high school teachers $F(3, 6.035) = 369.41, p < .001$. Bonferroni post hoc tests revealed that the percentage of items with positive responses on the student survey for elementary school core teachers ($M = 85.43; SD = 11.3$) was significantly higher than:

- elementary non-core ($M = 81.1; SD = 10.2$; Cohen's $d = 0.4$),
- middle school ($M = 71.1; SD = 14.3$; Cohen's $d = 1.3$), and
- high school teachers ($M = 75.5; SD = 13.7$; Cohen's $d = 0.8$).¹⁴

Additionally, the percentage of positive responses among elementary school core, elementary non-core, middle school, and high school teachers were all significantly different from each other ($p < .001$) and had effect sizes that ranged from medium to large (.3 to 1.3).

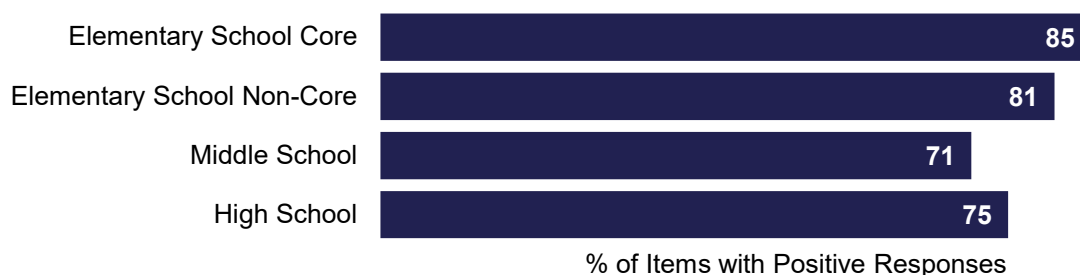
¹⁴ Cohen's d values of 0.2, 0.5, and 0.8 are considered small, medium, and large, respectively (Cohen, 1992).

Table 10: 2023-24 Student Experience Points Assigned Based on Percentage of Items with Positive Responses by Campus Level

Percentage of Items with Positive Responses			Percentage of Items with Positive Responses		
Low Value	High Value	Points Assigned	Low Value	High Value	Points Assigned
Elementary School Core			Middle School		
0	50	1	0	31	1
51	60	2	32	40	2
61	64	3	41	43	3
65	69	4	44	50	4
70	73	5	51	55	5
74	76	6	56	59	6
77	80	7	60	64	7
81	83	8	65	68	8
84	86	9	69	72	9
87	89	10	73	76	10
90	92	11	77	79	11
93	95	12	80	83	12
96	97	13	84	86	13
98	98	14	87	88	14
99	100	15	89	100	15
Elementary School Non-Core			High School		
0	57	1	0	35	1
58	60	2	36	43	2
61	62	3	44	49	3
63	67	4	50	56	4
68	69	5	57	61	5
70	71	6	62	64	6
72	75	7	65	69	7
76	78	8	70	73	8
79	81	9	74	77	9
82	84	10	78	80	10
85	87	11	81	83	11
88	90	12	84	87	12
91	92	13	88	89	13
93	93	14	90	91	14
94	100	15	92	100	15

Source: Table from 2023-24 Point Assignments for Student Experience document.

Note: Elementary school non-core teachers include music, art, and physical education teachers. Maximum possible student experience score was 15.

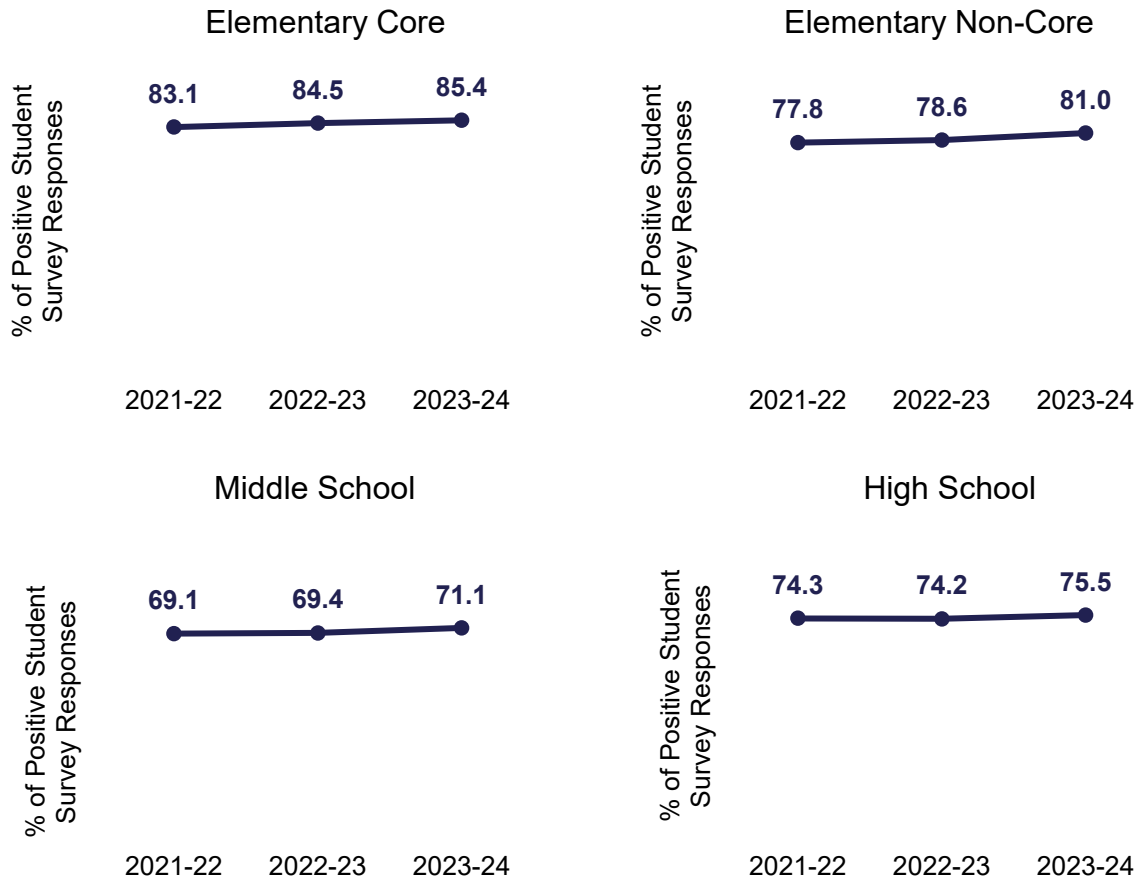
Figure 27: 2023-24 Percentage of Positive Student Survey Responses by Campus Level

Source: Student Experience survey file from Office of Institutional Research dated 05/16/24.

Note: N = 6,054 teachers.

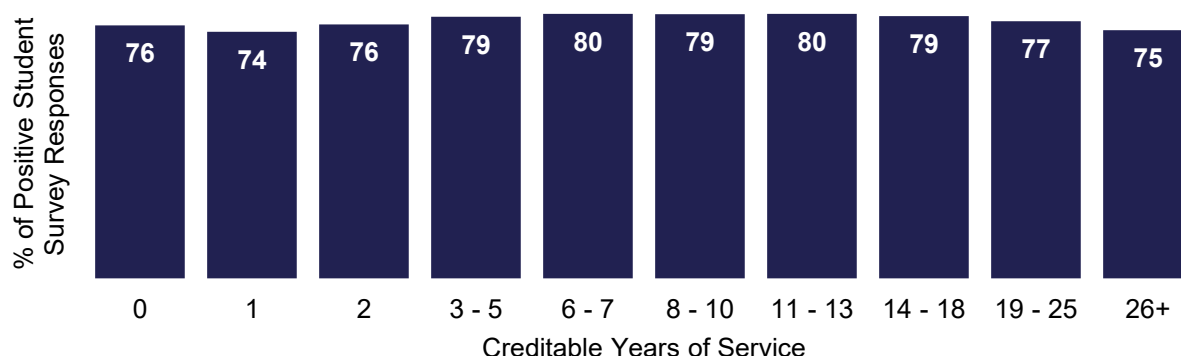
Since the 2021-22 school year, the percentage of positive responses has shown a slight upward trend across all campus levels: elementary school core teachers (from 83% to 85%), elementary school non-core teachers (from 78% to 81%), middle school teachers (from 69% to 71%), and high school teachers (from 74% to 76%; Figure 28).

Figure 28: 2021-22 to 2023-24 Percentage of Positive Student Survey Responses by Campus Level



Source: Student Experience survey file from Office of Institutional Research dated 05/16/24.

The average percentage of items with positive student survey responses by creditable years of service is shown in Figure 29. Teachers with one creditable year of service had the lowest average percentage of positive responses (74%). This average showed a slight upward trend through three to five years of service, then remained steady up to 19 to 25 years of service.

Figure 29: 2023-24 Percentage of Positive Student Survey Responses by Creditable Years of Service

Source: Student Experience data file from Office of Institutional Research dated 05/16/24.

Note: $n = 5,498$ teachers.

What were the results of the Distinguished Teacher Review Process?

Key Findings from this Section:



In 2023-24, 2,744 teachers (28%) achieved DTR status. The most common DTR points awarded were nine, 12, or 13, with an average of 10 points.

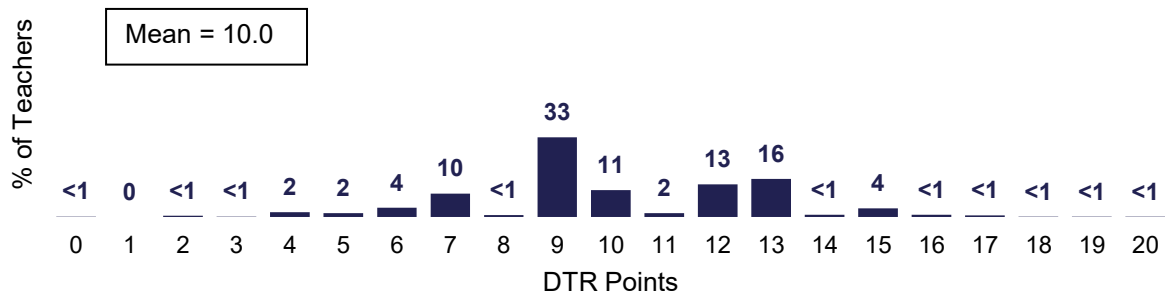


The highest rate of DTR teachers was for teachers with between 14 and 18 years of service and 19 and 25 years of service. The lowest rate of DTR achievement was among teachers with two years of service. The percentage of teachers achieving DTR has remained steady over the past three years.

In 2023-24, 2,744 teachers successfully met the requirements and achieved a distinguished effectiveness level (i.e., effectiveness level of Proficient II or above).¹⁵ These teachers represented 28 percent of all teachers across the district. Figure 30 shows the distribution of DTR points among teachers. The average number of points awarded across the district was 10.0 and ranged between zero and 20 points. Consistent with the previous year, teachers most often received either nine, 12, or 13 DTR points. In addition, 34 percent of teachers who received points for DTR received between three and 10 additional points for teaching at an HPC school.¹⁶

¹⁵ To be eligible for DTR in 2023-24, all service teachers with prior TEI data must have met the following eligibility criteria: (a) be in at least their third year of service in the 2023-24 school year, (b) earned at least 80 points on their summative appraisal during the 2022-23 school year, (c) received at least half of available points on their student achievement and student experience components, and (d) receive a 2022-23 TEI evaluation score within the top 30% of scores. DTR Eligibility Criteria are adjusted for teachers with no prior TEI data. Additional information regarding the distinguished teacher review process can be found in the 2023-24 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

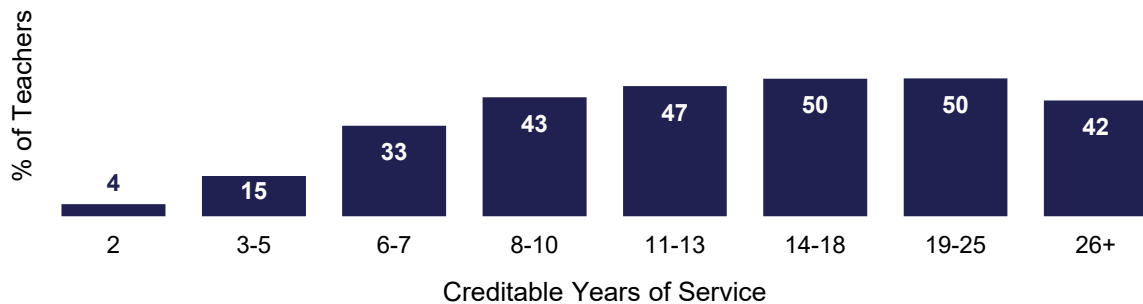
¹⁶ The maximum possible DTR points was 20 for teachers at non-HPC campuses and 30 for teachers at HPC campuses.

Figure 30: 2023-24 Percentage of Teachers Receiving DTR Points

Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 2,276$ teachers.

The percentage of DTR teachers by creditable years of service is shown in Figure 31. The highest rate of DTR teachers was for teachers with (a) between 14 and 18 years of service and (b) between 19 and 25 years of service. Fifty percent of teachers in each group achieved DTR status. The lowest rate was for teachers with two years of service (4%). The rate trended upward and peaked at between 14 and 25 years of service (50%) before trending downward at 26 years of service or more (42%).

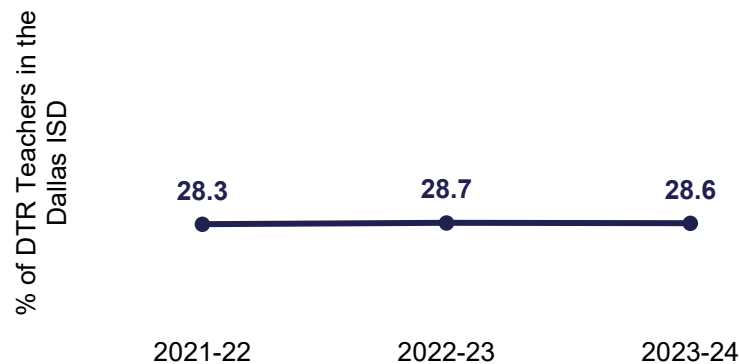
Figure 31: 2023-24 Percentage of DTR Teachers by Creditable Years of Service

Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 9,607$ teachers. To be eligible for DTR in 2023-24, all service teachers with prior TEI data must have met the following eligibility criteria: (a) be in at least their third year of service in the 2023-24 school year, (b) earned at least 80 points on their summative appraisal during the 2022-23 school year, (c) received at least half of available points on their student achievement and student experience components, and (d) receive a 2022-23 TEI evaluation score within the top 30% of scores.

Overall, the percentage of teachers achieving DTR in the Dallas ISD has remained steady over the past three years (Figure 32).

Figure 32: 2021-22 to 2023-24 Percentage of DTR Teachers in the Dallas ISD



Source: 2021-22; 2022-23 TEI results (Avila, 2023). Scorecard data file from Human Capital Management dated 10/25/24.

Note: DTR = Distinguished Teacher Review. The number of eligible teachers who achieved DTR was 2,583 in 2021-22, 2,652 in 2022-23, and 2,744 in 2023-24.

What were the results of the evaluation scores?

Key Findings From this Section:



Teachers in Category D had the highest average score followed by Category C. Evaluation scores across all categories remained relatively stable from 2021-22 to 2023-24, with a difference of 0.8 percentage points or less.

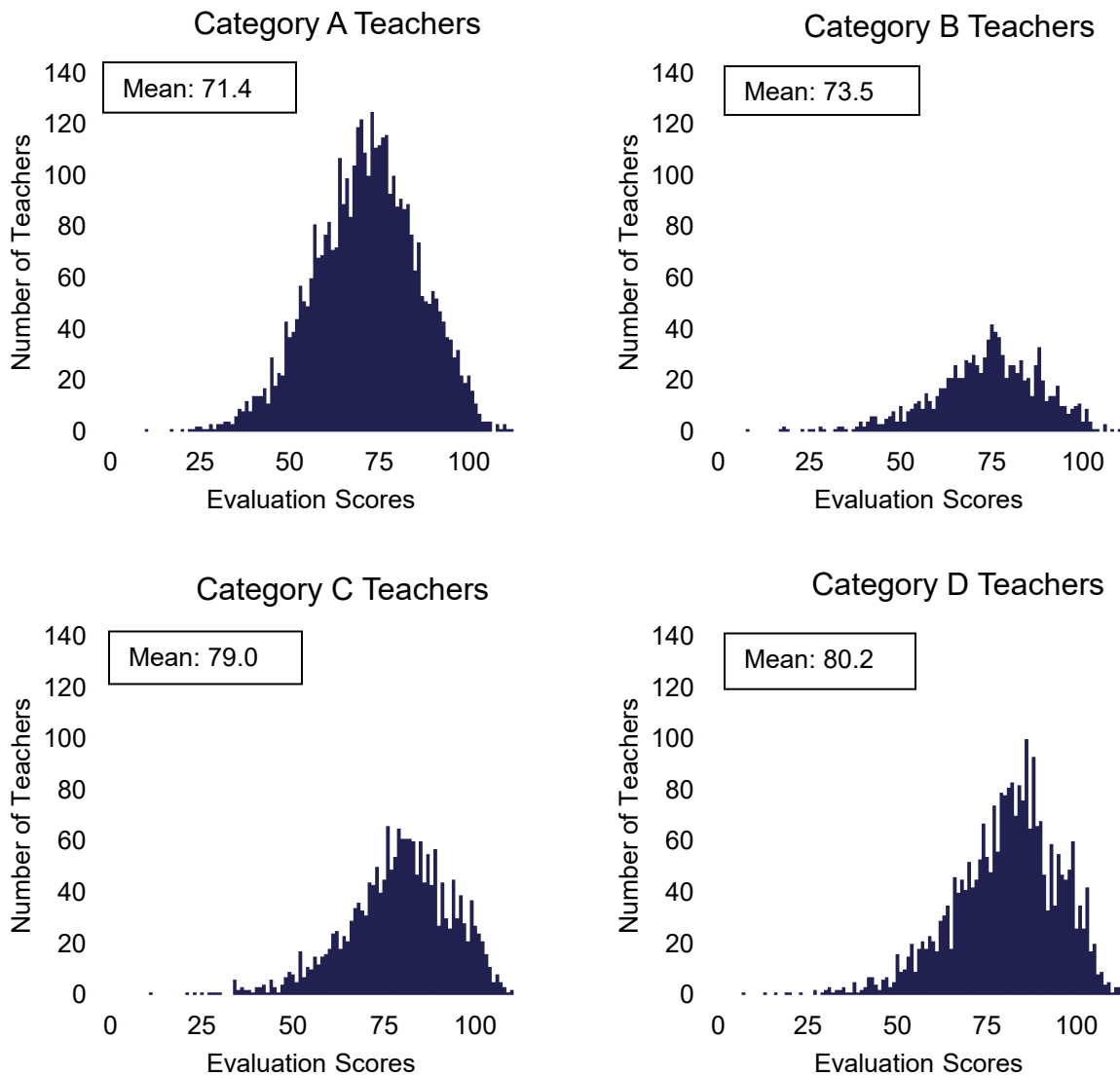


The majority of teachers achieved an effectiveness level of Proficient I, followed by Progressing II and Progressing I. Together, these levels accounted for a large proportion of teachers, while the remaining effectiveness levels comprised 29 percent of teachers.

Evaluation Scores

The distribution of evaluation scores by TEI category is shown on Figure 33. The average evaluation scores were 71.4 for Category A teachers, 73.5 for Category B teachers, 79.0 for Category C teachers, and 80.2 for Category D teachers.

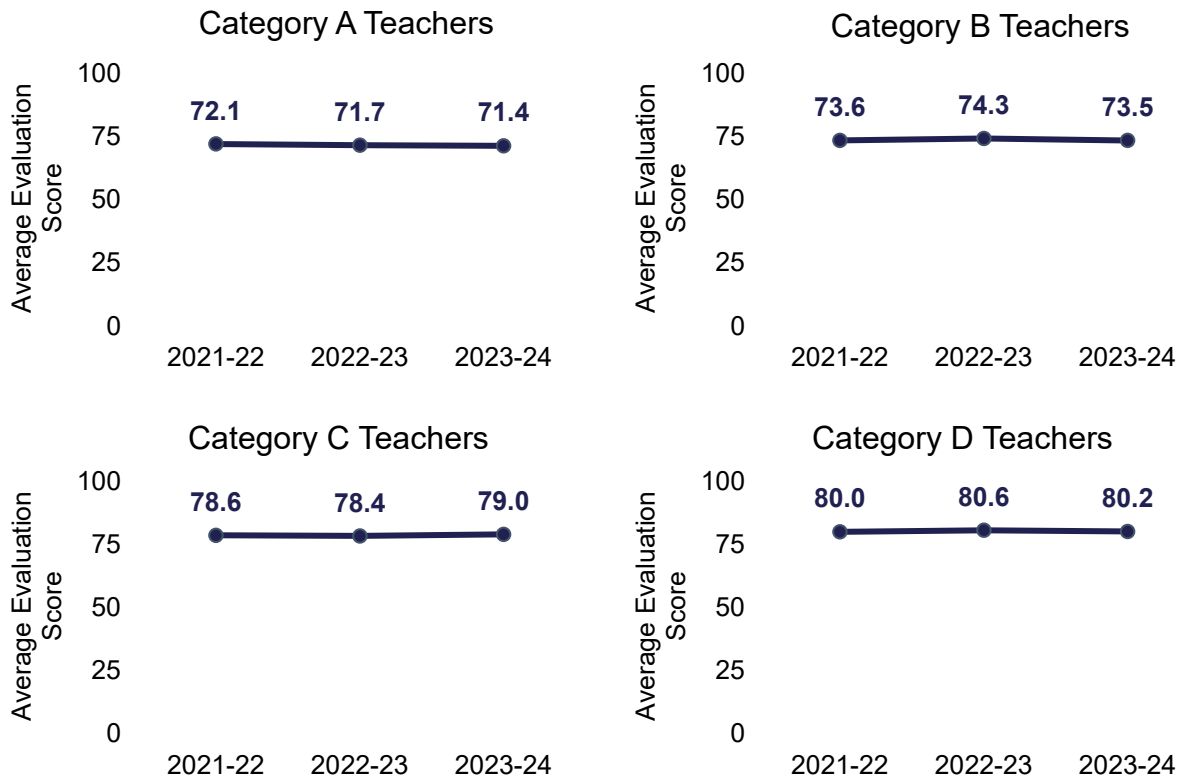
Figure 33: 2023-24 Frequency Distribution of Evaluation Scores by TEI Category



Source: Scorecard data file from Human Capital Management dated 10/25/24.

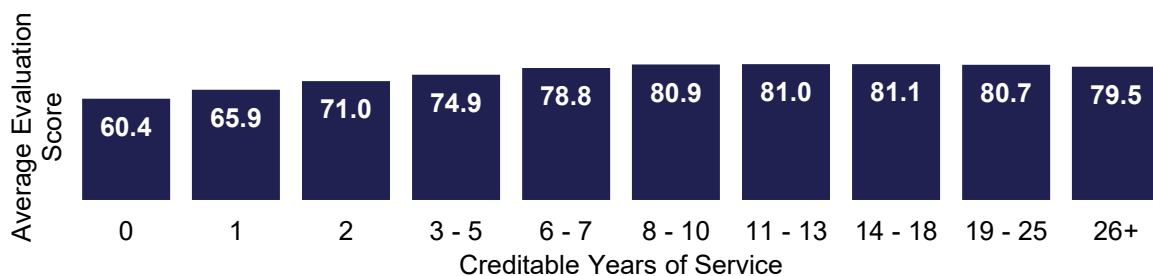
Note: $n = 4,014$ Category A Teachers. $n = 1,072$ Category B Teachers. $n = 1,928$ Category C Teachers. $n = 2,619$ Category D Teachers. TEI = Teacher Excellence Initiative. Maximum possible evaluation score was 100 for non-DTR teachers and 120 for DTR teachers.

As shown in Figure 34, the average evaluation score for teachers in all categories remained relatively consistent from 2021-22 to 2023-24 (difference of 0.8 percentage points or less).

Figure 34: 2021-22 to 2023-24 Average Evaluation Score by TEI Category

Source: 2021-22; 2022-23 TEI results (Avila, 2023). Scorecard data file from Human Capital Management dated 10/25/24.

Average evaluation scores by creditable years of service are shown in Figure 35. Teachers with zero creditable years of service (i.e., first-year teachers) earned the lowest average evaluation score (60.4). The average evaluation score gradually increased and began to remain consistent between eight and ten creditable years of service (80.9).

Figure 35: 2023-24 Average Evaluation Scores by Creditable Years of Service

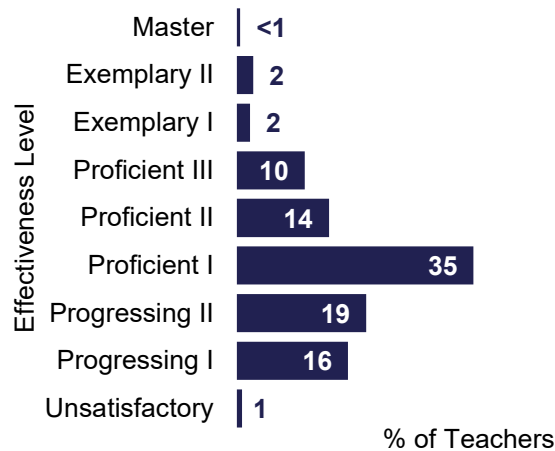
Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 8,856$ teachers. Maximum possible evaluation score was 100 for non-DTR teachers and 120 for DTR teachers.

Effectiveness Levels

The percentage of teachers who achieved each effectiveness level is shown in Figure 36. The largest percentage of teachers received an effectiveness level of Proficient I (35%), followed by Progressing II (19%) and Progressing I (16%). The remaining effectiveness levels accounted for 29 percent of teachers.

Figure 36: 2023-24 Percentage of Teachers Achieving Each Effectiveness Level



Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 9,607$ teachers.

What were retention rates for teachers?

Key Findings From this Section:



The primary reasons teachers left the district in 2023-24 were career change, employment in another district, relocation and personal and family reasons. These factors accounted for the majority of teacher departures, with a smaller proportion leaving due to administrative and disciplinary actions, job dissatisfaction, or other issues.



In 2023-24, the rate of teachers who left the district generally decreased as effectiveness level increased, indicating that the district retained effective teachers at higher rates than less effective teachers.

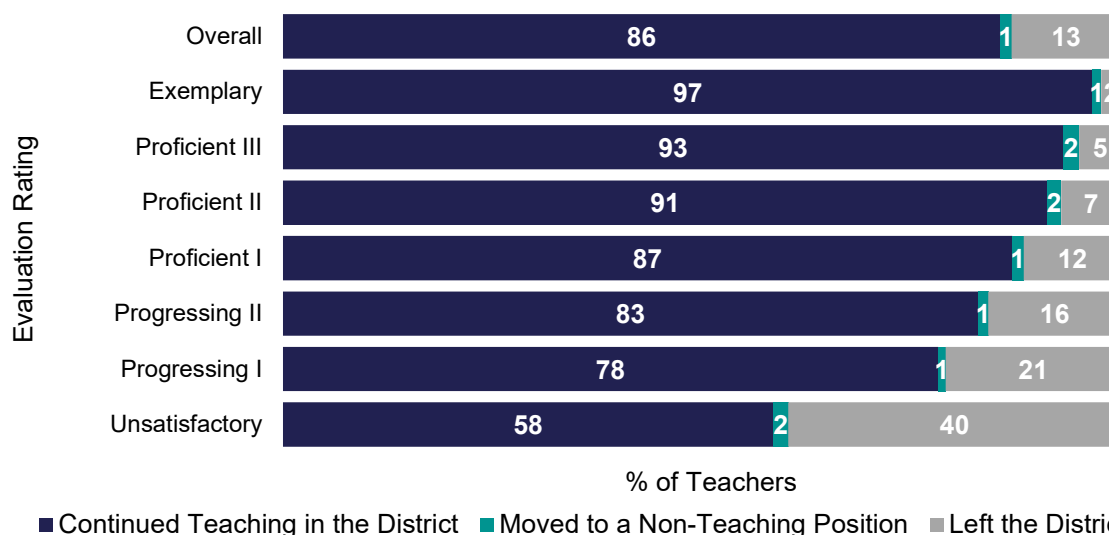
Thirteen percent ($n = 1,269$) of the 9,695 teachers who received a scorecard left the district by October 2024, and 97 percent ($n = 1,229$) of these teachers provided reasons they left the district (Table 11).

Table 11: 2023-24 Reasons Teachers Left the Dallas ISD

Reasons for Leaving	<i>n</i>	%
Career Change, Employment in Another District, and Relocation	604	49.1
Personal and Family Reasons	355	28.9
Temporary or Completed Assignments	115	9.4
Administrative and Disciplinary Actions	90	7.3
Job Dissatisfaction	49	4.0
Legal and Immigration Issues	12	1.0
Unplanned Absence or Deceased	4	0.3

Source: *N* = 1,229. District personnel file dated 09/30/24 and Scorecard data file from Human Capital Management dated 10/25/24.

Figure 37 includes the percentage of 2023-24 teachers in each evaluation rating who returned to a teaching position in the district, moved to a non-teaching position, or left the district for the 2023-24 school year. Overall, 40 percent of teachers with an unsatisfactory evaluation rating left the district, and the percentage of teachers who left the district within each evaluation rating level decreased (40% to 2%) as evaluation rating increased.

Figure 37: 2023-24 Retention Rates by Evaluation Rating

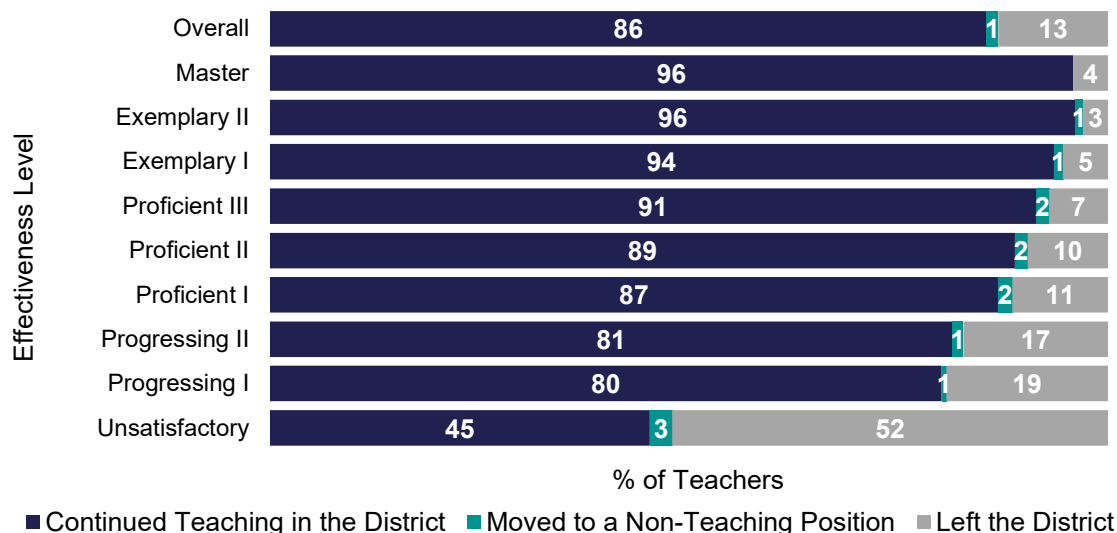
Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: *n* = 9,534 teachers. *n* = 294 Exemplary. *n* = 681 Proficient III. *n* = 1,512 Proficient II. *n* = 3,384 Proficient I. *n* = 2,259 Progressing II. *n* = 1,127 Progressing I. *n* = 277 Unsatisfactory.

Figure 38 includes the percentage of teachers in each effectiveness level that continued teaching in the district, moved to a non-teaching position, or left the district after the 2023-24 school year. Overall, 52 percent of teachers with an unsatisfactory effectiveness level left the district, and the percentage of

teachers who left the district within each effectiveness level generally decreased (52% to 4%) as effectiveness level increased. This indicates that the Dallas ISD retained more effective teachers at higher rates compared to less effective teachers.

Figure 38: 2023-24 Retention Rates by Effectiveness Level

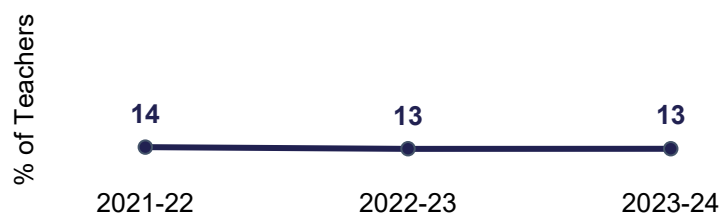


Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 9,607$ teachers. $n = 48$ Master. $n = 233$ Exemplary II. $n = 186$ Exemplary I. $n = 966$ Proficient III. $n = 1,311$ Proficient II. $n = 3,366$ Proficient I. $n = 1,840$ Progressing II. $n = 1,582$ Progressing I. $n = 75$ Unsatisfactory.

As shown in Figure 39, the rate of teachers who left the district remained steady from 2021-22 (14%) to 2023-24 (13%).

Figure 39: 2021-22 to 2023-24 Percentage of Teachers Who Left Dallas ISD

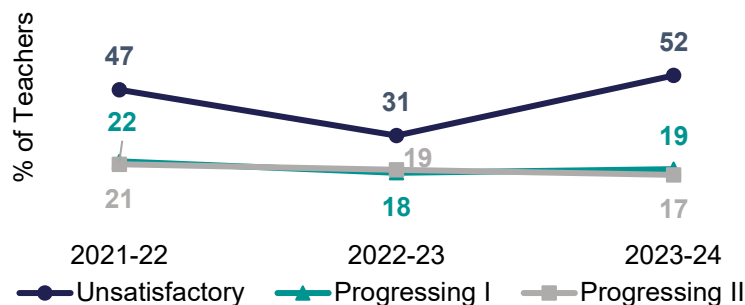


Source: 2021-22, 2022-23 TEI results (Avila, 2023). Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 9,226$ teachers in 2021-22. $n = 9,383$ teachers in 2022-23. $n = 9,695$ teachers in 2023-24.

From 2021-22 to 2023-24, the percentage of Progressing II teachers who left the district showed a consistent downward trend, decreasing by two percentage points each year, while the percentage of Progressing II teachers who left the district remained relatively stable. In contrast, the percentage of Unsatisfactory teachers who left the district decreased by 16 percentage points from 2021-22 to 2022-23 but increased by 21 percentage points. This suggests that lower-performing teachers are leaving Dallas ISD at higher rates compared to higher-performing teachers (Figure 40).

Figure 40: 2021-22 to 2023-24 Percentage of Unsatisfactory, Progressing I, and Progressing II Teachers Who Left the Dallas ISD



Source: 2021-22, 2022-23 TEI results (Avila, 2023). Scorecard data file from Human Capital Management dated 10/25/24.

Note: 2021-22: $n = 101$ Unsatisfactory, $n = 269$ Progressing I, and $n = 403$ Progressing II. 2022-23: $n = 90$ Unsatisfactory, $n = 1,689$ Progressing I, and $n = 1,637$ Progressing II. 2023-24: $n = 75$ Unsatisfactory, $n = 1,582$ Progressing I, and $n = 1,840$ Progressing II.

What were the results of TEI by region?

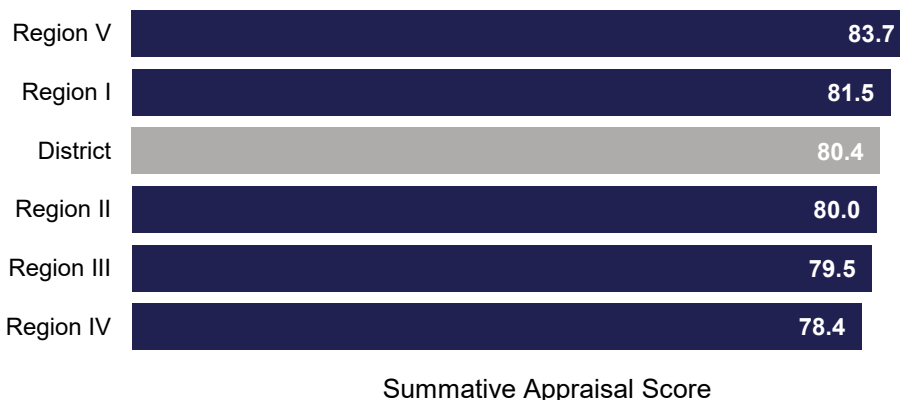
Key Findings From this Section:



Region V had the highest scores across all TEI measures and the highest percentage of teachers achieving DTR. In contrast, Region IV had the lowest average summative appraisal score, the lowest student achievement scores, and the lowest percentage of teachers achieving DTR.

While the average summative appraisal score for the district was 80.4 (Figure 41), the average summative appraisal score ranged from 78.4 (Region IV) to 83.7 (Region V).

Figure 41: 2023-24 Average Summative Appraisal Scores by Region

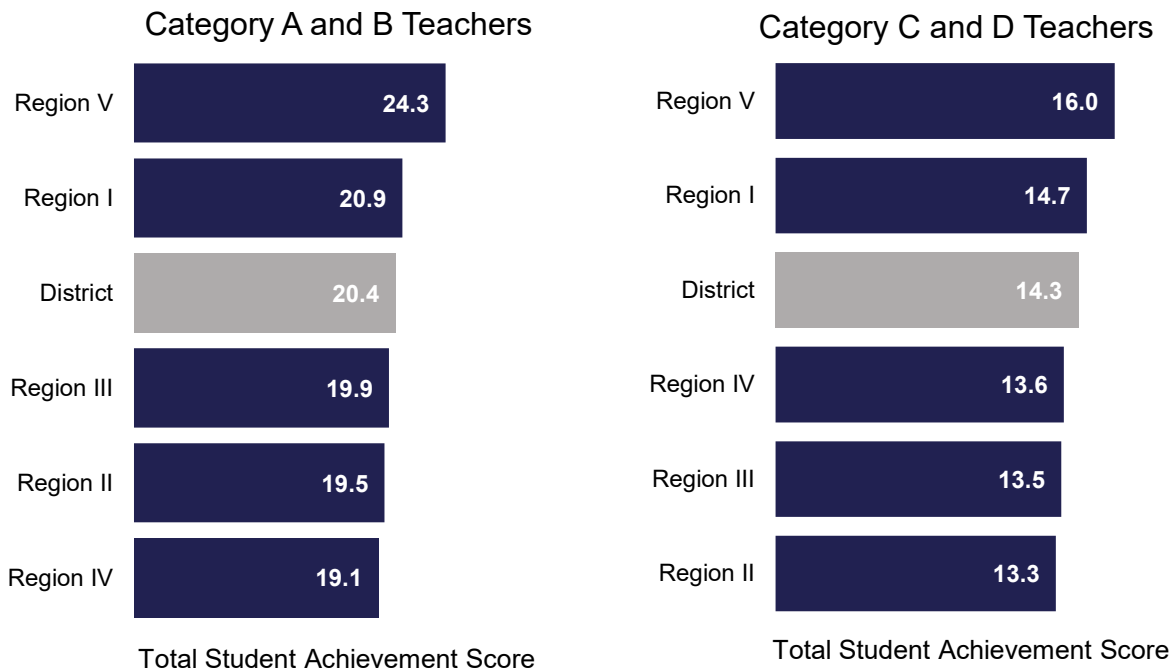


Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 9,633$ teachers. Maximum possible summative appraisal score was 100.

Average total student achievement scores by region are shown in Figure 42. For Category A and B teachers, the average total student achievement score ranged from 19.1 (Region IV) to 24.3 (Region V), with a district average of 20.4 (out of 35 possible points). For Category C and D teachers, the average total student achievement score ranged from 13.3 (Region II) to 16.0 (Region V), with a district average of 14.3 (out of 20 possible points).

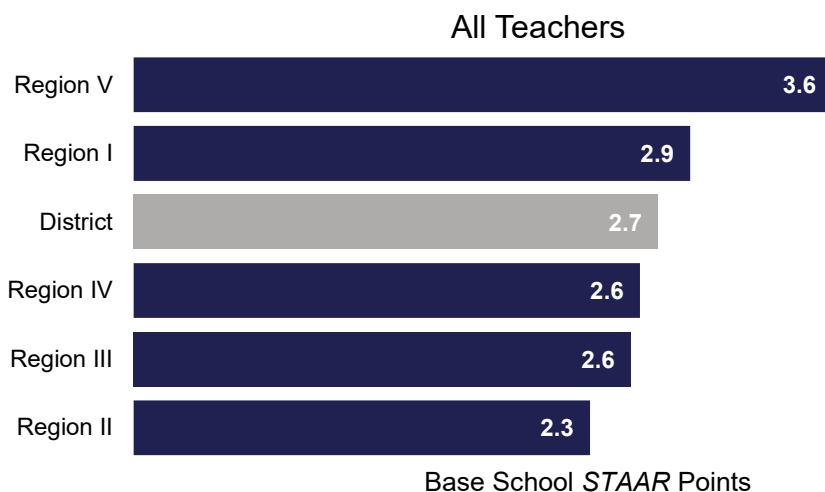
Figure 42: 2023-24 Average Total Student Achievement Scores by TEI Category and Region



Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 5,086$ Category A/B teachers and $n = 4,547$ Category C/D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

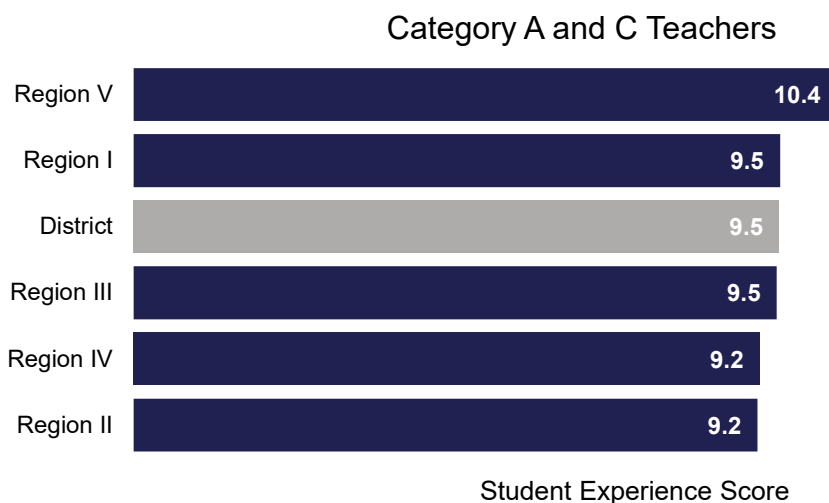
The average base school STAAR points ranged from 2.3 (Region II) to 3.6 (Region V), with a district average of 2.7 (Figure 43).

Figure 43: 2023-24 Average Base School *STAAR* Points by Region

Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 9,232$ teachers. All teachers at a campus received the same number of base points (i.e., zero to five) for the *School STAAR* measure.

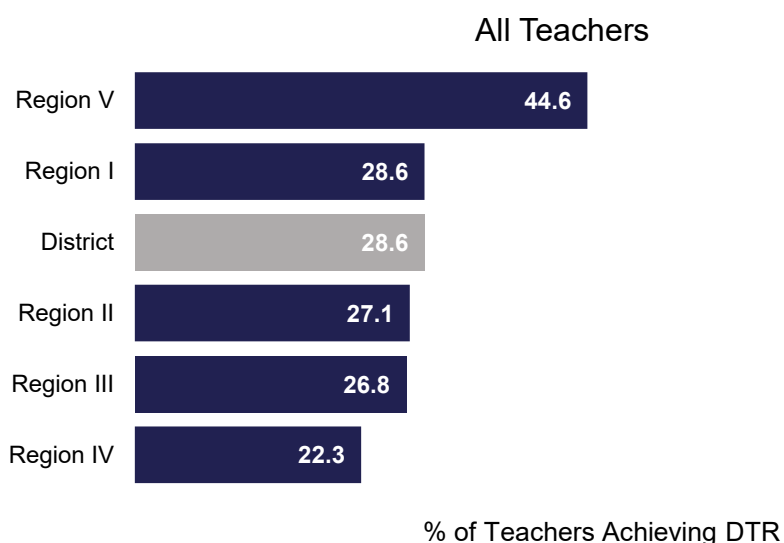
Average student experience points by region is shown in Figure 44. The average for student experience points ranged from 9.2 (Regions II, IV) to 10.4 (Region V), with a district average of 9.5.

Figure 44: 2023-24 Average Student Experience Scores by Region

Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 5,942$ teachers. Only Category A/C teachers received student experience points. Maximum possible student experience score was 15.

Overall, 28.6 percent of teachers in the district achieved DTR. The lowest percentage of teachers achieving DTR was 22.3 (Region IV) and the highest was 44.6 (Region V; Figure 45).

Figure 45: 2023-24 Percentage of Teachers Achieving DTR by Region

Source: Scorecard data file from Human Capital Management dated 10/25/24.

Note: $n = 9,607$ teachers. DTR = Distinguished Teacher Review.

What were the results of TEI by teacher groups?

Key Findings From this Section:



Teachers at majority White campuses and those at choice or magnet campuses outperformed district averages across all TEI score categories. In contrast, teachers at majority African American campuses and High Priority Campuses (HPC) scored below the district average, with middle school teachers also performing below average across all categories.



First-year teachers, teachers in strategic pipeline programs, and those with effectiveness levels below Proficient I scored below district averages, indicating a need for targeted support for these groups.

In this section, TEI scores used for the analyses include mean summative appraisal score, mean total student achievement score, mean student experience score, and mean percentage of teachers receiving an evaluation rating of Proficient I or higher. TEI scores by teacher group (i.e., teacher retention status, teacher type, specialty campuses, campus characteristics, and school level) can be found in Table 12.

Campus Characteristics

Teachers at majority White ($N = 166$) campuses had higher TEI scores than teachers at majority Hispanic ($N = 7,943$) and majority African American ($N = 1,054$) campuses and the district across all categories. The averages for teachers at majority Hispanic campuses were nearly identical to district averages because 83 percent of all teachers taught at majority Hispanic campuses. While teachers at majority African American campuses scored below the district average, their summative performance

scores were within two points of the district average, and their student achievement and student experience scores were within one point of the district average.

School Level

Teachers who taught at the elementary and high school level generally had TEI scores at or above the district average. Middle school teachers scored below the district average across all categories.

Specialty Campuses

Teachers at choice and magnet campuses had higher TEI scores than the district for all categories. Teachers at HPC campuses had lower TEI scores than the district for all categories.

Teacher Retention Status

Teachers who continued in the district had higher TEI scores than teachers who left the district. Additionally, teachers who transitioned to non-teaching positions (e.g., campus instructional coach or campus administrator), representing one percent of all teachers, had higher summative scores and evaluation ratings compared to other teacher retention groups.

Teacher Type

First-year teachers, strategic pipeline teachers, District of Innovation teachers, Dallas alternative certification teachers, and teachers with effectiveness levels below Proficient I had TEI scores below the district averages. This indicated these teacher groups may benefit from additional support. In addition, teachers with a master's degree or above generally scored higher than teachers with a bachelor's degree except in student experience scores.

Table 12: 2023-24 TEI Results by Teacher Group

Teacher Group	Summative Appraisal Score		Total Student Achievement Score		Student Experience Points		Evaluation Rating (% Proficient I and above)	
	<i>n</i>	Mean	<i>n</i>	Mean	<i>n</i>	Mean	<i>n</i>	%
Campus Characteristics								
Majority AA Campuses	1,054	78.9	494	19.6	552	9.3	603	57.2
Majority Hispanic Campuses	7,943	80.4	4,370	20.3	5,041	9.5	4,836	60.9
Majority White Campuses	166	91.1	107	28.1	94	11.1	163	98.2
Degree								
Bachelor's Degree	6,624	80.0	3,623	20.4	4,113	9.6	4,010	60.5
Master's Degree and Above	1,889	82.9	905	20.7	1,127	9.1	1,268	67.1
Effectiveness Level								
Below Proficient I	3,468	68.7	1,977	17.3	2,203	8.2	455	13.1
Proficient I, II, or III	5,601	86.8	2,826	21.9	3,420	10.1	4,952	88.4
Exemplary I or higher	465	94.2	269	27.8	318	12.7	464	99.8
School Level								
Elementary	4,604	81.0	2,418	20.3	1,884	9.7	2,922	63.5
Middle	1,572	77.4	1,037	18.8	1,335	9.0	755	48.0
High	2,552	81.2	1,149	20.6	2,194	9.5	1,619	63.4
Specialty Campuses								
High Priority Campuses	3,637	78.7	1,995	19.2	2,328	9.3	2,013	54.2
Choice/Magnet Campuses	1,013	84.3	535	24.5	779	10.6	781	77.1
Teacher Retention Status								
Continued Teaching in the District	8,244	81.4	4,329	20.8	5,079	9.7	5,241	63.2
Left the District	1,258	73.2	693	18.1	790	8.5	542	42.7
Moved to Non-Teaching Position	131	83.2	64	19.4	73	9.2	88	67.2
Teacher Type								
First-Year	141	63.7	67	17.1	88	9.3	23	16.3
Strategic Pipeline	238	64.9	144	17.3	123	8.3	48	20.2
District of Innovation	1,072	69.1	621	17.6	793	8.9	260	24.2
Dallas Alternative Certification	141	62.3	57	18.0	44	9.1	20	19.0
District	9,633	80.4	5,086	20.4	5,942	9.5	5,871	60.6

Source: Scorecard data files from Human Capital Management dated 10/025/24. Student Experience survey file from Office of Institutional Research dated 05/16/24. District personnel file dated 04/12/24.

Note: Staff educational attainment is based on highest reported degree at the time of hire. Data for teachers who received a "No Rating" effectiveness level are not included. Total student achievement scores only included Category A/B teachers. Choice/Magnet campuses only included teachers who taught at stand-alone magnet campuses. In 2023-24, campuses received an accountability rating of A, B, C, D, or F. Letter grades between A and D were considered passing. Majority African American campuses had a greater number of African American students than Hispanic and White students combined. Majority Hispanic campuses had a greater number of Hispanic students than African American and White students combined. Majority White campuses had a greater number of White students than African American and Hispanic students combined. Teachers could belong to more than one group. Scores that met or exceeded the district are highlighted in **blue bold**.

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APPENDICES

LIST OF APPENDICES

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Appendix A: ACRONYMS AND ABBREVIATIONS

AA	African American
ACE	Accelerating Campus Excellence
ACP	<i>Assessment of Course Performance</i>
CTE	Career and Technical Education
DTR	Distinguished Teacher Review
HPC	High Priority Campus
N/A	Not available
SLO	Student Learning Objective
SOC	South Oak Cliff
SPED	Special Education
STAAR	State of Texas Assessments of Academic Readiness
T&I	Transformation and Innovation
TAG	Talented and Gifted
TEI	Teacher Excellence Initiative
W-H	Wilmer-Hutchins

Appendix B: 2023-24 Methodology for Evaluation Questions

Table 1: 2023-24 Data Sources

Data Component	Source	Data File Date(s)	Key Metric	Aggregation
Program Description				
Program Components	TEI Guidebook, Rulebook, and TEI website	None	None	None
Budget	Dallas ISD HCM Department	Fall 2024	None	Department
Implementation				
Teacher Demographics	Dallas ISD HCM Department	October 2024	Rate of teachers in the following categories: ethnicity, gender, level of education, TEI category, school level, TEA status, and CYS	Program
Stakeholder Feedback				
TEI Teacher Perception Survey	E & A Department	October 2024	Rate of teachers responding favorably to survey questions.	Effectiveness level, program
TEI Administrator Perception Survey	E & A Department	October 2024	Rate of administrators responding favorably to survey questions.	District
Outcomes				
Summative Appraisal Scores	Dallas ISD HCM Department	October 2024	Distribution of overall summative appraisal scores. Rate of teachers receiving a proficient (2.0) or exemplary (3.0) Rating. Mean summative appraisal	Summative Appraisal Indicator, Campus Level, CYS, district
Student Experience Survey	Dallas ISD OIR Department	July 2024	Rate of positive responses; Group mean differences	Campus level, CYS
Distinguished Teacher Review Results	Dallas ISD HCM Department	October 2024	Frequency of number of DTR points awarded; rate of DTR teachers	Teacher category, CYS
Evaluation Scores	Dallas ISD HCM Department	October 2024	Frequency distribution; mean evaluation score	Campus, program, district
Effectiveness Levels	Dallas ISD HCM Department	October 2024	Rate of teachers in each effectiveness level	District

table continues

Table 1: 2023-24 Data Sources (continued)

Data Component	Source	Data File Date(s)	Key Metric	Aggregation
Teacher Retention	Dallas ISD HCM Department	October 2024	Reasons for leaving; retention rate	Evaluation rating, Evaluation level; district
Summative Appraisal Scores	Dallas ISD HCM Department	October 2024	Mean summative appraisal scores	Region
Student Achievement Scores	Dallas ISD HCM Department	October 2024	Mean total student achievement scores	Teacher Category and Region
Base School STAAR Points	Dallas ISD HCM Department	October 2024	Mean base school STAAR points	Region
Student Experience Survey	Dallas ISD OIR Department	July 2024	Mean student experience points for category A and C teachers	Region
Distinguished Teacher Review	Dallas ISD HCM Department	October 2024	Rate of teachers achieving DTR.	Region
Summative Appraisal Score	Dallas ISD HCM Department	October 2024	Mean summative appraisal	Teacher group
Total Student Achievement Score	Dallas ISD HCM Department	October 2024	Mean total student achievement score	Teacher group
Student Experience Survey	Dallas ISD OIR Department	July 2024	Mean student experience points	Teacher group
Evaluation Rating	Dallas ISD HCM Department	October 2024	Rate of teachers achieving evaluation rating of Proficient I and above.	Teacher group

Note: TEI = Teacher Excellence Initiative. CYS = Creditable Years of Service. DTR = Distinguished Teacher Review. HCM = Human Capital Management. OIR = Office of Institutional Research.

Appendix C

Appendix C, Table 1: 2023-24 TEI Teacher Perception Survey - Teacher Characteristics and General Perceptions

	Respondents	
	<i>n</i>	%
What was your position during the 2023-24 school year?		
Teacher of record	2,704	91.9
Non-teacher of record	152	5.2
Other	85	2.9
At the end of the 2023-24 school year, how many years had you been a teacher at that campus?		
One or Fewer	504	17.1
Two to Four Years	946	32.2
Five to Seven Years	500	17.0
Eight to 10 Years	356	12.1
More than 10 years	635	21.6
What effectiveness level did you receive on your scorecard for the 2023-24 school year?		
No level	19	0.6
Unsatisfactory, Progressing I, or Progressing II	861	29.4
Proficient I	1,052	35.9
Proficient II or Proficient III	806	27.5
Exemplary I or higher	195	6.6

Source: 2023-24 TEI Teacher Perception Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C Table 2: TEI Teacher Perception Survey – Teacher Characteristics and General Perceptions by Effectiveness Level

	All		No Level		U, Pgl, PgII		Pfl		PfII, PfIII		ExI and Higher	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How would you rate your knowledge about TEI, in general?												
Advanced	741	25.2	1	5.3	85	10.0	227	21.8	313	39.2	113	57.9
Intermediate	1392	47.3	7	36.8	351	41.3	563	54.0	399	49.9	68	34.9
Basic	752	25.6	8	42.1	397	46.7	247	23.7	84	10.5	14	7.2
None	28	1.0	3	15.8	17	2.0	5	0.5	3	0.4	195	100.0
To what extent do you perceive TEI to be fair?												
To a great extent	228	7.8	1	5.3	85	10.0	47	4.5	54	6.8	40	20.5
Somewhat	1152	39.2	8	42.1	317	37.3	336	32.2	385	48.2	103	52.8
Very Little	883	30.0	5	26.3	247	29.1	367	35.2	226	28.3	34	17.4
Not at all	650	22.1	5	26.3	201	23.6	292	28.0	134	16.8	18	9.2

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix C Table 3: TEI Teacher Perception Survey – General Perceptions by Effectiveness Level

	All (N = 1,464)		No Level (n = 9)		U, Pgl, PgII (n = 422)		Pfl (n = 632)		PflI, PflII (n = 347)		ExI and Higher (n = 50)	
	n	%	n	%	n	%	n	%	n	%	n	%
Please check all reasons why you perceive TEI not to be fair (Please check all that apply). [For those who indicated they perceived TEI to be fair to a ‘very little’ or ‘not at all’ extent only]												
No compensation increase received	483	33.0	6	66.7	183	43.4	194	30.7	89	25.6	9	18.0
Size of the compensation increase received	493	33.7	1	11.1	128	30.3	228	36.1	121	34.9	14	28.0
Inequity of the size of the raise across teachers	860	58.7	1	11.1	230	54.5	381	60.3	213	61.4	33	66.0
Disagree with summative appraisal scores	490	33.5	4	44.4	189	44.8	212	33.5	78	22.5	6	12.0
Inclusion of Student Survey	291	19.9	3	33.3	114	27.0	118	18.7	48	13.8	8	16.0
Questions on the Student Survey	310	21.2	2	22.2	81	19.2	141	22.3	78	22.5	8	16.0
Disagree with scoring of the SLO	836	57.1	1	11.1	156	37.0	387	61.2	253	72.9	37	74.0
Inclusion of the student achievement data	669	45.7	2	22.2	156	37.0	305	48.3	177	51.0	28	56.0
Inclusion of school STAAR	430	29.4	2	22.2	116	27.5	185	29.3	107	30.8	18	36.0
Eligibility criteria for DTR	618	42.2	1	11.1	190	45.0	283	44.8	125	36.0	16	32.0
DTR application scores	579	39.5	3	33.3	171	40.5	267	42.2	123	35.4	15	30.0
Change made to campus/staffing assignment	360	24.6	0	0.0	112	26.5	160	25.3	76	21.9	11	22.0
Increased competition among teachers on campus	759	51.8	3	33.3	226	53.6	341	54.0	163	47.0	25	50.0
Concerns regarding student scheduling	733	50.1	2	22.2	186	44.1	330	52.2	191	55.0	23	46.0
Disadvantaged because of class size	702	48.0	4	44.4	169	40.0	307	48.6	193	55.6	27	54.0
Disagree with attendance requirement for an effectiveness level	408	27.9	1	11.1	121	28.7	181	28.6	94	27.1	11	22.0
Evaluation rating cut points shift annually	621	42.4	3	33.3	186	44.1	265	41.9	151	43.5	15	30.0
Disagree with the use of a target distribution	390	26.6	1	11.1	97	23.0	174	27.5	102	29.4	16	32.0
Unexpected teacher category changes	693	47.3	1	11.1	169	40.0	400	63.3	109	31.4	12	24.0
Changes to student achievement templates	603	41.2	1	11.1	92	21.8	243	38.4	227	65.4	40	80.0
Concerns regarding administrator bias during observations	364	24.9	2	22.2	127	30.1	146	23.1	74	21.3	14	28.0
Concerns regarding the administrator’s lack of content knowledge and/or experience with the course when conducting the observations	287	19.6	2	22.2	75	17.8	121	19.1	75	21.6	14	28.0
Concerns regarding lack of administrator experience as an observer	433	29.6	1	11.1	150	35.5	181	28.6	89	25.6	12	24.0
Concerns regarding lack of consistency in evaluations across teachers	755	51.6	4	44.4	214	50.7	338	53.5	172	49.6	25	50.0
Challenges facing lower-performing schools compared to higher-performing schools	925	63.2	5	55.6	264	62.6	402	63.6	218	62.8	35	70.0
Other	483	33.0	4	44.4	140	33.2	188	29.7	128	36.9	21	42.0

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = Proficient III. ExI = Exemplary I. SLO = Student Learning Objectives. STAAR = State of Texas Assessments of Academic Readiness. DTR = Distinguished Teacher Review. Teachers could select multiple items. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix C Table 4: TEI Teacher Perception Survey – Defining Excellence by Effectiveness Level

	All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
	n	%	n	%	n	%	n	%	n	%	n	%
Overall, how helpful was the spot observation feedback you received from your evaluator during the 2022-23 school year?												
Very Helpful	570	22.9	3	18.8	149	21.0	171	20.3	189	24.9	58	36.0
Helpful	1,124	45.2	8	50.0	284	40.0	390	46.3	370	48.7	72	44.7
Unhelpful	544	21.9	2	12.5	181	25.5	197	23.4	139	18.3	25	15.5
Very Unhelpful	251	10.1	3	18.8	96	13.5	84	10.0	62	8.2	6	3.7
Overall, how helpful was the extended observation feedback you received from your evaluator during the 2022-23 school year?												
Very Helpful	590	23.7	3	18.8	139	19.6	164	19.5	218	28.7	66	41.0
Helpful	1,132	45.5	7	43.8	302	42.5	406	48.2	345	45.4	72	44.7
Unhelpful	530	21.3	3	18.8	183	25.8	189	22.4	137	18.0	18	11.2
Very Unhelpful	237	9.5	3	18.8	86	12.1	83	9.9	60	7.9	5	3.1
How aligned was your summative appraisal with the spot observation feedback you received throughout the 2022-23 school year?												
Completely Aligned	534	21.5	3	18.8	102	14.4	140	16.6	217	28.6	72	44.7
Very Aligned	1,031	41.4	6	37.5	255	35.9	367	43.6	337	44.3	66	41.0
Slightly Aligned	691	27.8	4	25.0	246	34.6	260	30.9	160	21.1	21	13.0
Not at All Aligned	233	9.4	3	18.8	107	15.1	75	8.9	46	6.1	2	1.2
Overall, how helpful was the summative appraisal feedback you received from your evaluator in 2022-23?												
Very Helpful	597	24.0	3	18.8	119	16.8	167	19.8	235	30.9	73	45.3
Helpful	1,121	45.0	8	50.0	317	44.6	399	47.4	330	43.4	67	41.6
Unhelpful	529	21.3	2	12.5	180	25.4	192	22.8	138	18.2	17	10.6
Very Unhelpful	242	9.7	3	18.8	94	13.2	84	10.0	57	7.5	4	2.5

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix C Table 5: TEI Teacher Perception Survey – Defining Excellence by Effectiveness Level

	All		No Level		U, Pgl, PgII		Pfl		PfII, PfIII		ExI and Higher	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Did you receive <u>student experience survey</u> data for the 2023-24 school year?												
Yes	1,773	64.0	1	7.1	510	63.7	642	65.1	495	64.0	122	64.9
No	997	36.0	13	92.9	291	36.3	344	34.9	279	36.0	66	35.1
Overall, how helpful was the feedback you received from the 2023-24 student experience survey? [For those who indicated they received student experience survey data only]												
Very Helpful	330	18.9	1	100.0	107	21.3	98	15.5	91	18.5	34	28.3
Helpful	639	36.5	0	0.0	194	38.6	232	36.6	172	35.0	41	34.2
Unhelpful	486	27.8	0	0.0	133	26.5	191	30.1	131	26.7	30	25.0
Very Unhelpful	295	16.9	0	0.0	68	13.5	113	17.8	97	19.8	15	12.5
How accurately do you think your 2023-24 student experience survey results reflected your strengths and weaknesses as a teacher?												
Completely Accurately	179	10.2	1	100.0	46	9.2	56	8.8	56	11.4	21	17.5
Very Accurately	393	22.5	0	0.0	112	31.5	125	19.7	116	23.6	40	33.3
Slightly Accurately	658	37.6	0	0.0	205	72.3	240	37.9	180	36.7	33	27.5
Not at All Accurately	520	29.7	0	0.0	139	100.0	213	33.6	139	28.3	26	21.7
After you received your student experience survey results for 2023-24, which of the following resources did you use to modify your student engagement behavior? (Please check all that apply.) * [For those who indicated they received student experience survey data only]												
Campus administrators	329	18.8	1	5.3	106	12.3	122	11.6	82	10.2	18	9.2
Panorama Playbook	319	18.2	0	0.0	56	6.5	122	11.6	109	13.5	32	16.4
Colleagues (e.g., other teachers)	739	42.2	1	5.3	247	28.7	271	25.8	172	21.3	48	24.6
Professional development	671	38.3	1	5.3	238	27.6	248	23.6	150	18.6	34	17.4
Other external resources (e.g., books, internet)	658	37.6	1	5.3	189	22.0	252	24.0	164	20.3	51	26.2
I did not use any of these resources.	391	22.3	0	0.0	90	10.5	138	13.1	133	16.5	29	14.9
Overall, how satisfied were you with the teacher evaluation process at your school during the 2023-24 school year?												
Very Satisfied	415	15.1	2	14.3	85	10.7	128	13.1	135	17.6	64	34.4
Satisfied	790	28.8	1	7.1	208	26.3	247	25.3	263	34.2	70	37.6
Neutral	739	26.9	3	21.4	225	28.4	289	29.6	198	25.7	23	12.4
Dissatisfied	476	17.3	6	42.9	155	19.6	183	18.7	107	13.9	24	12.9
Very Dissatisfied	324	11.8	2	14.3	119	15.0	130	13.3	66	8.6	5	2.7

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix C Table 6: TEI Teacher Perception Survey – Rewarding Excellence

Survey Item		All		No Level		U, Pgl, PglI		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you agree with the following statements?													
The salary I received this year based on my 2023-24 teaching effectiveness adequately recognizes my efforts to increase student achievement.	Strongly Agree	231	8.8	0	0.0	42	5.6	45	4.8	72	9.7	70	39.3
	Agree	541	20.6	3	27.3	121	16.2	174	18.6	189	25.5	54	30.3
	Neutral	460	17.5	3	27.3	162	21.7	167	17.8	116	15.7	11	6.2
	Disagree	609	23.2	1	9.1	169	22.6	237	25.3	178	24.0	22	12.4
	Strongly Disagree	754	28.8	3	27.3	234	31.3	312	33.3	184	24.8	21	11.8
	Do Not Know	27	1.0	1	9.1	20	2.7	3	0.3	2	0.3	0	0.0
The salary I received this year based on my 2023-24 teaching effectiveness encourages me to remain in a campus-based position.	Strongly Agree	260	9.9	0	0.0	50	6.7	55	5.9	83	11.2	71	39.9
	Agree	565	21.5	3	27.3	135	18.0	187	19.9	190	25.6	50	28.1
	Neutral	598	22.8	4	36.4	208	27.8	211	22.5	153	20.6	20	11.2
	Disagree	484	18.5	1	9.1	135	18.0	189	20.1	142	19.2	15	8.4
	Strongly Disagree	686	26.2	3	27.3	206	27.5	288	30.7	168	22.7	20	11.2
	Do Not Know	29	1.1	0	0.0	14	1.9	8	0.9	5	0.7	2	1.1
The district should differentiate salary by effectiveness level.	Strongly Agree	344	13.1	0	0.0	66	8.8	80	8.5	120	16.2	78	43.8
	Agree	729	27.8	2	18.2	182	24.3	247	26.3	243	32.8	50	28.1
	Neutral	761	29.0	5	45.5	259	34.6	276	29.4	194	26.2	26	14.6
	Disagree	338	12.9	2	18.2	107	14.3	131	14.0	84	11.3	14	7.9
	Strongly Disagree	362	13.8	1	9.1	105	14.0	165	17.6	82	11.1	9	5.1
	Do Not Know	88	3.4	1	9.1	29	3.9	39	4.2	18	2.4	1	0.6
My salary should be based on how effective I am as an instructor.	Strongly Agree	607	23.2	1	9.1	116	15.5	197	21.0	202	27.3	88	49.4
	Agree	947	36.1	2	18.2	271	36.2	317	33.8	295	39.8	60	33.7
	Neutral	610	23.3	5	45.5	205	27.4	240	25.6	140	18.9	19	10.7
	Disagree	215	8.2	2	18.2	76	10.2	77	8.2	51	6.9	9	5.1
	Strongly Disagree	201	7.7	1	9.1	62	8.3	90	9.6	46	6.2	2	1.1
	Do Not Know	42	1.6	0	0.0	18	2.4	17	1.8	7	0.9	0	0.0

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PglI = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix C Table 7: TEI Teacher Perception Survey – Rewarding Excellence by Effectiveness Level

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you agree with the following statements? The TEI Compensation system...													
supports the recruitment of highly effective teachers.	Strongly Agree	224	8.5	0	0.0	50	6.7	49	5.2	68	9.2	57	32.0
	Agree	590	22.5	2	18.2	161	21.5	174	18.6	194	26.2	57	32.0
	Neutral	565	21.5	4	36.4	181	24.2	195	20.8	161	21.7	22	12.4
	Disagree	619	23.6	2	18.2	164	21.9	245	26.1	182	24.6	24	13.5
	Strongly Disagree	578	22.0	3	27.3	174	23.3	261	27.8	123	16.6	17	9.6
	Do Not Know	46	1.8	0	0.0	18	2.4	14	1.5	13	1.8	1	0.6
supports the retention of highly effective teachers	Strongly Agree	236	9.0	0	0.0	52	7.0	47	5.0	72	9.7	64	36.0
	Agree	560	21.4	4	36.4	155	20.7	163	17.4	187	25.2	49	27.5
	Neutral	468	17.8	2	18.2	163	21.8	162	17.3	121	16.3	18	10.1
	Disagree	607	23.2	1	9.1	164	21.9	242	25.8	181	24.4	19	10.7
	Strongly Disagree	717	27.3	4	36.4	199	26.6	315	33.6	171	23.1	27	15.2
	Do Not Know	34	1.3	0	0.0	15	2.0	9	1.0	9	1.2	1	0.6
differentiates salaries to reward teachers who perform well.	Strongly Agree	235	9.0	0	0.0	51	6.8	52	5.5	70	9.4	60	33.7
	Agree	620	23.6	3	27.3	177	23.7	165	17.6	218	29.4	55	30.9
	Neutral	612	23.3	3	27.3	202	27.0	218	23.2	164	22.1	23	12.9
	Disagree	574	21.9	2	18.2	146	19.5	247	26.3	157	21.2	22	12.4
	Strongly Disagree	551	21.0	3	27.3	157	21.0	250	26.7	124	16.7	17	9.6
	Do Not Know	30	1.1	0	0.0	15	2.0	6	0.6	8	1.1	1	0.6
will positively affect my future with the Dallas ISD.	Strongly Agree	344	13.1	0	0.0	83	11.1	90	9.6	104	14.0	65	36.5
	Agree	610	23.3	3	27.3	168	22.5	178	19.0	210	28.3	50	28.1
	Neutral	657	25.1	4	36.4	209	27.9	245	26.1	171	23.1	26	14.6
	Disagree	412	15.7	1	9.1	106	14.2	162	17.3	123	16.6	20	11.2
	Strongly Disagree	550	21.0	3	27.3	162	21.7	241	25.7	126	17.0	17	9.6
	Do Not Know	49	1.9	0	0.0	20	2.7	22	2.3	7	0.9	0	0.0

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix C Table 8: TEI Teacher Perception Survey – Rewarding Excellence by Effectiveness Level

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you agree with the following statements? The TEI Compensation system...													
makes me feel that I am better rewarded financially for what I do as a teacher.	Strongly Agree	254	9.7	0	0.0	50	6.7	53	5.7	82	11.1	69	38.8
	Agree	498	19.0	3	27.3	117	15.6	136	14.5	185	25.0	55	30.9
	Neutral	507	19.3	2	18.2	166	22.2	189	20.1	126	17.0	22	12.4
	Disagree	560	21.4	2	18.2	162	21.7	211	22.5	166	22.4	18	10.1
	Strongly Disagree	777	29.6	4	36.4	242	32.4	338	36.0	178	24.0	14	7.9
	Do Not Know	26	1.0	0	0.0	11	1.5	11	1.2	4	0.5	0	0.0
allows teachers to earn substantially more money over time compared to the old system.	Strongly Agree	279	10.6	0	0.0	59	7.9	54	5.8	88	11.9	77	43.3
	Agree	510	19.5	4	36.4	141	18.9	144	15.4	173	23.3	46	25.8
	Neutral	581	22.2	2	18.2	199	26.6	200	21.3	157	21.2	21	11.8
	Disagree	423	16.1	2	18.2	103	13.8	175	18.7	128	17.3	17	9.6
	Strongly Disagree	635	24.2	3	27.3	170	22.7	296	31.6	151	20.4	16	9.0
	Do Not Know	194	7.4	0	0.0	76	10.2	69	7.4	44	5.9	1	0.6

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix C Table 9: TEI Teacher Perception Survey – Supporting Excellence by Effectiveness Level

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
The 2023-24 professional development opportunities offered by the district...													
offered applicable strategies that I am using in the classroom.	Strongly Agree	265	10.1	0	0.0	82	11.0	93	9.9	61	8.2	29	16.3
	Agree	985	37.6	5	45.5	286	38.2	348	37.1	289	39.0	54	30.3
	Neutral	612	23.3	3	27.3	183	24.5	221	23.6	164	22.1	41	23.0
	Disagree	345	13.2	2	18.2	93	12.4	126	13.4	101	13.6	21	11.8
	Strongly Disagree	391	14.9	1	9.1	98	13.1	140	14.9	118	15.9	33	18.5
	Not Applicable	24	0.9	0	0.0	6	0.8	10	1.1	8	1.1	0	0.0
were aligned with my Professional Development Plan.	Strongly Agree	277	10.6	1	9.1	87	11.6	93	9.9	63	8.5	33	18.5
	Agree	944	36.0	3	27.3	274	36.6	335	35.7	273	36.8	56	31.5
	Neutral	652	24.9	5	45.5	195	26.1	231	24.6	178	24.0	43	24.2
	Disagree	354	13.5	1	9.1	95	12.7	131	14.0	102	13.8	23	12.9
	Strongly Disagree	365	13.9	1	9.1	90	12.0	136	14.5	114	15.4	23	12.9
	Not Applicable	30	1.1	0	0.0	7	0.9	12	1.3	11	1.5	0	0.0
The 2023-24 professional development opportunities offered by my campus...													
offered applicable strategies that I am using in the classroom.	Strongly Agree	347	13.2	1	9.1	84	11.2	123	13.1	92	12.4	47	26.4
	Agree	1,059	40.4	3	27.3	298	39.8	365	38.9	320	43.2	70	39.3
	Neutral	555	21.2	5	45.5	167	22.3	212	22.6	144	19.4	26	14.6
	Disagree	339	12.9	1	9.1	93	12.4	128	13.6	96	13.0	20	11.2
	Strongly Disagree	291	11.1	1	9.1	98	13.1	100	10.7	77	10.4	14	7.9
	Not Applicable	31	1.2	0	0.0	8	1.1	10	1.1	12	1.6	1	0.6
were aligned with my Professional Development Plan.	Strongly Agree	348	13.3	1	9.1	88	11.8	118	12.6	94	12.7	47	26.4
	Agree	1,005	38.3	2	18.2	282	37.7	347	37.0	306	41.3	67	37.6
	Neutral	616	23.5	6	54.5	189	25.3	228	24.3	159	21.5	31	17.4
	Disagree	324	12.4	1	9.1	89	11.9	129	13.8	86	11.6	18	10.1
	Strongly Disagree	290	11.1	1	9.1	90	12.0	102	10.9	82	11.1	14	7.9
	Not Applicable	39	1.5	0	0.0	10	1.3	14	1.5	14	1.9	1	0.6

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix C Table 10: TEI Teacher Perception Survey – Supporting Excellence by Effectiveness Level

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
Please indicate how helpful the following 2023-24 professional development opportunities were to your overall teaching performance.													
Professional development sessions offered to your campus	Very Helpful	384	14.6	1	9.1	108	14.4	126	13.4	107	14.4	42	23.6
	Helpful	1,369	52.2	5	45.5	384	51.3	493	52.6	394	53.2	90	50.6
	Unhelpful	488	18.6	3	27.3	141	18.9	180	19.2	137	18.5	26	14.6
	Very Unhelpful	285	10.9	1	9.1	87	11.6	103	11.0	77	10.4	16	9.0
	Not Applicable	96	3.7	1	9.1	28	3.7	36	3.8	26	3.5	4	2.2
District summer and fall PDL training sessions	Very Helpful	329	12.5	2	18.2	109	14.6	113	12.0	77	10.4	28	15.7
	Helpful	1,245	47.5	5	45.5	394	52.7	452	48.2	322	43.5	70	39.3
	Unhelpful	536	20.4	3	27.3	113	15.1	186	19.8	182	24.6	50	28.1
	Very Unhelpful	379	14.5	0	0.0	100	13.4	131	14.0	120	16.2	27	15.2
	Not Applicable	133	5.1	1	9.1	32	4.3	56	6.0	40	5.4	3	1.7
District virtual PDL training sessions	Very Helpful	353	13.5	1	9.1	104	13.9	128	13.6	89	12.0	31	17.4
	Helpful	1,278	48.7	6	54.5	403	53.9	446	47.5	350	47.2	70	39.3
	Unhelpful	465	17.7	3	27.3	110	14.7	161	17.2	144	19.4	46	25.8
	Very Unhelpful	351	13.4	0	0.0	96	12.8	132	14.1	100	13.5	22	12.4
	Not Applicable	175	6.7	1	9.1	35	4.7	71	7.6	58	7.8	9	5.1

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. PDL = Professional & Digital Learning. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix C Table 11: TEI Teacher Perception Survey – Supporting Excellence by Effectiveness Level

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
When selecting professional development sessions in 2023-24, did you choose sessions related to the following areas?													
Student achievement data	Yes	1,409	35.9	2	18.2	433	57.9	496	52.9	374	50.5	100	56.2
	No	865	50.2	4	36.4	197	26.3	314	33.5	290	39.1	59	33.1
	None Were Available	348	14.0	5	45.5	118	15.8	128	13.6	77	10.4	19	10.7
TEI spot observation data	Yes	940	35.9	2	18.2	328	43.9	311	33.2	239	32.3	57	32.0
	No	1,315	50.2	5	45.5	303	40.5	485	51.7	422	57.0	99	55.6
	None Were Available	367	14.0	4	36.4	117	15.6	142	15.1	80	10.8	22	12.4
Student Experience Survey results	Yes	636	24.3	0	0.0	241	32.2	221	23.6	136	18.4	36	20.2
	No	1488	56.8	6	54.5	347	46.4	533	56.8	486	65.6	114	64.0
	None Were Available	498	19.0	5	45.5	160	21.4	184	19.6	119	16.1	28	15.7
Distinguished Teacher Review	Yes	810	30.9	0	0.0	192	25.7	216	23.0	315	42.5	86	48.3
	No	1,470	56.1	8	72.7	410	54.8	595	63.4	373	50.3	81	45.5
	None Were Available	342	13.0	3	27.3	146	19.5	127	13.5	53	7.2	11	6.2

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix C Table 12: TEI Teacher Perception Survey – Supporting Excellence by Effectiveness Level

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PfII, PfIII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
During the 2023-24 school year, did your campus align professional development with the following areas?													
Student achievement data	Yes	1,928	75.4	2	18.2	513	71.5	692	75.1	572	78.8	145	82.9
	No	357	14.0	5	45.5	97	13.5	127	13.8	108	14.9	19	10.9
	Do Not Know	272	10.6	4	36.4	107	14.9	103	11.2	46	6.3	11	6.3
TEI spot observation data	Yes	1,488	58.2	2	18.2	431	60.1	510	55.3	431	59.4	110	62.9
	No	684	26.8	6	54.5	158	22.0	261	28.3	208	28.7	50	28.6
	Do Not Know	385	15.1	3	27.3	128	17.9	151	16.4	87	12.0	15	8.6
Student Experience Survey results	Yes	1,260	49.3	1	9.1	369	51.5	452	49.0	347	47.8	88	50.3
	No	850	33.2	6	54.5	203	28.3	303	32.9	273	37.6	62	35.4
	Do Not Know	447	17.5	4	36.4	145	20.2	167	18.1	106	14.6	25	14.3
Distinguished Teacher Review	Yes	1,159	45.3	2	18.2	294	41.0	385	41.8	371	51.1	103	51.1
	No	876	34.3	4	36.4	222	31.0	334	36.2	262	36.1	53	36.1
	Do Not Know	522	20.4	5	45.5	201	28.0	203	22.0	93	12.8	19	12.8

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix C Table 13: TEI Teacher Perception Survey – Supporting Excellence by Effectiveness Level

	All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
	n	%	n	%	n	%	n	%	n	%	n	%
In which of the following areas do you feel additional professional development options are needed for Dallas ISD teachers?												
Bias, Equity, and Cultural Understanding	556	21.7	3	27.3	184	25.7	203	22.0	137	18.9	29	16.6
Classroom Management	1,155	45.2	6	54.5	377	52.6	397	43.1	314	43.3	59	33.7
Social Emotional Learning	770	30.1	8	72.7	252	35.1	259	28.1	210	28.9	41	23.4
Curriculum and Content Training	999	39.1	1	9.1	294	41.0	355	38.5	286	39.4	59	33.7
Pedagogy- Effective Instructional Practices Training	1,001	39.1	4	36.4	301	42.0	375	40.7	243	33.5	77	44.0
Effective Lesson Planning and Development	814	31.8	2	18.2	273	38.1	288	31.2	208	28.7	40	22.9
Technology Digital Integration	1,151	45.0	5	45.5	307	42.8	415	45.0	336	46.3	85	48.6
Other	300	11.7	0	0.0	80	11.2	106	11.5	94	12.9	20	11.4

Source: 2023-24 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = Proficient III. ExI = Exemplary I. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix D

**Appendix D, Table 1: 2023-24 TEI Administrator Perception Survey
- Administrator Characteristics and General Perceptions**

	Respondents	
	<i>n</i>	%
What was your position during the 2023-24 school year?		
Principal	121	36.1
Assistant Principal	204	60.9
Other	10	3.0
At the end of the 2023-24 school year, how many years had you been an administrator at that campus?		
One or Fewer	70	20.9
Two to Four Years	164	49.0
Five to Seven Years	55	16.4
Eight to 10 Years	30	9.0
More than 10 years	16	4.8
At the end of the 2023-24 school year, how many years had you been an administrator in Dallas ISD?		
One or Fewer	19	5.7
Two to Four Years	121	36.1
Five to Seven Years	93	27.5
Eight to 10 Years	42	12.5
More than 10 years	60	17.9
At the end of the 2023-24 school year, how many years had you been an administrator, overall?		
One or Fewer	15	4.5
Two to Four Years	106	31.6
Five to Seven Years	81	24.2
Eight to 10 Years	45	13.4
More than 10 years	88	26.3
How would you rate your knowledge about TEI, in general?		
Advanced	170	51.1
Intermediate	155	46.5
Basic	8	2.4
None	0	0.0
To what extent do you perceive TEI to be fair?		
To a great extent	59	17.7
Somewhat	232	69.7
Very little	34	10.2
Not at all	8	2.4

Source: 2023-24 TEI Administrators Perception Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D Table 2: TEI Administrator Perception Survey –General Perceptions

Please check all reasons why you perceive TEI not to be fair (Please check all that apply). [For those who indicated they perceived TEI to be fair to a 'very little' or 'not at all' extent only]	All	
	<i>n</i>	%
Challenges facing lower-performing schools compared to higher-performing schools	11	28.9
Evaluation rating cut points shift annually	11	28.9
Disagree with the use of a target distribution	23	60.5
Disadvantaged because of class size	13	34.2
Changes to student achievement templates	5	13.2
Inequity of the size of the raise across teachers	5	13.2
Unexpected teacher category changes	28	73.7
Concerns regarding administrator bias during observations	21	55.3
Concerns regarding lack of consistency in evaluations across teachers	11	28.9
Eligibility criteria for DTR	13	34.2
No compensation increase received	5	13.2
Questions on the Student Survey	4	10.5
Inclusion of Student Survey	17	44.7
Inclusion of school STAAR	15	39.5
DTR application scores	17	44.7
Other	7	18.4
Disagree with attendance requirement for an effectiveness level	14	36.8
Size of the compensation increase received	12	31.6
Inclusion of the student achievement data	13	34.2
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observations	15	39.5
Concerns regarding lack of administrator experience as an observer	10	26.3
Increased competition among teachers on campus	4	10.5
Concerns regarding student scheduling	6	15.8
Disagree with scoring of the SLO	18	47.4
Change made to campus/staffing assignment	30	78.9
Disagree with summative appraisal scores	8	21.1

Source: 2023-24 TEI Administrators Perception Survey.

Note: SLO= Student Learning Objective. DTR = Distinguished Teacher Review. Percentages by response represent the rate of respondents who selected a response. Therefore, the percentages for each response will not sum to 100 percent.

Appendix D, Table 3: 2023-24 TEI Administrator Perception Survey – Defining Excellence

	Respondents	
	<i>n</i>	%
Did you conduct any <u>spot observations</u> during the 2023-24 school year?		
Yes	326	99.1
No	3	0.9
Overall, how helpful do you think your spot observation feedback was for your teachers' growth during the 2023-24 school year? [For those who indicated they conducted spot observations]		
Very Helpful	113	34.8
Helpful	206	63.4
Unhelpful	6	1.8
Very Unhelpful	0	0.0
Did you conduct any extended observations during the 2023-24 school year?		
Yes	319	97.9
No	7	2.1
Overall, how helpful do you think your extended observation feedback was for your teachers' growth during the 2023-24 school year? [For those who indicated they conducted extended observations]		
Very Helpful	123	38.6
Helpful	187	58.6
Unhelpful	9	2.8
Very Unhelpful	0	0.0
Did you conduct any summative evaluations during the 2023-24 school year?		
Yes	318	97.5
No	8	2.5
During the 2023-24 school year, were you ever required to conduct a summative appraisal for staff with whom you had worked for an insufficient amount of time? [For those who indicated they conducted summative appraisals]		
Yes	78	24.7
No	238	75.3
Overall, how helpful do you think your 2023-24 summative appraisal feedback was for your teachers' growth? [For those who indicated that they conducted summative appraisals]		
Very Helpful	108	34.2
Helpful	192	60.8
Unhelpful	14	4.4
Very Unhelpful	2	0.6
How aligned were the summative appraisals you conducted with the spot observation feedback you provided through the 2023-24 school year? [For those who indicated that they conducted summative appraisals]		
Completely Aligned	76	24.1
Very Aligned	214	67.7
Slightly Aligned	25	7.9
Not at all Aligned	1	0.3

Source: 2023-24 TEI Administrators Perception Survey.

Appendix D, Table 4: 2023-24 TEI Administrator Perception Survey – Defining Excellence

	Respondents	
	<i>n</i>	%
Overall, how satisfied were you with the teacher evaluation process at your school during the 2023-24 school year?		
Very Satisfied	68	21.0
Satisfied	234	72.2
Dissatisfied	20	6.2
Very Dissatisfied	2	0.6
Overall, how helpful do you think the feedback teachers received from the 2023-24 Student Experience Survey was for improving their instructional practice?		
Very Helpful	49	16.3
Helpful	182	60.5
Unhelpful	57	18.9
Very Unhelpful	13	4.3
I don't know. I did not have any experience with student survey results.	0	0.0
How accurately do you think 2023-24 Student Experience Survey results reflected teachers' strengths and weaknesses?		
Completely Accurately	26	8.7
Very Accurately	111	37.0
Slightly Accurately	129	43.0
Not at all Accurately	34	11.3
I don't know. I did not have any experience with student survey results.	0	0.0

Source: 2023-24 TEI Administrators Perception Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D Table 5: TEI Administrator Perception Survey – Rewarding Excellence

Appendix B: Table of TEI Administrator Perception Survey - Rewarding Excellence													
Survey Item	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Do Not Know	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you agree with the following statements?													
The salary that teachers received this year based on their 2023-24 teaching effectiveness adequately recognized their efforts to maximize student growth.	320	21	6.6	146	45.6	61	19.1	65	20.3	20	6.3	7	2.2
The salary that teachers received this year based on their 2023-24 teaching effectiveness encouraged them to remain in a campus-based position.	320	26	8.1	147	45.9	68	21.3	50	15.6	20	6.3	9	2.8
The district should differentiate teacher salary by effectiveness level.	320	64	20.0	160	50.0	56	17.5	20	6.3	16	5.0	4	1.3
To what extent do you agree with the following statements?													
The TEI compensation system...													
supports the recruitment of highly effective teachers.	320	41	12.8	138	43.1	72	22.5	50	15.6	18	5.6	1	0.3
supports the retention of highly effective teachers.	320	50	15.6	132	41.3	63	19.7	54	16.9	18	5.6	3	0.9
differentiates salaries to reward teachers who perform well.	320	47	14.7	150	46.9	64	20.0	43	13.4	14	4.4	2	0.6
will positively affect my teachers' future in the Dallas ISD.	320	41	12.8	137	42.8	74	23.1	48	15.0	16	5.0	4	1.3
allows teachers to earn substantially more money over time compared to the old system.	320	60	18.8	141	44.1	55	17.2	41	12.8	15	4.7	8	2.5

Source: 2023-24 TEI Administrators Perception Survey.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D, Table 6: 2023-24 TEI Administrator Perception Survey – Supporting Excellence

	<i>N</i>	Yes		No		Do Not Know	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During the 2023-24 school year, did your campus align professional development around the following areas?							
Student achievement data	312	300	96.2	11	3.5	1	0.3
TEI spot observation data	312	251	80.4	52	16.7	9	2.9
Student Experience Survey results	312	198	63.5	102	32.7	12	3.8
Distinguished Teacher Review	312	174	55.8	121	38.8	17	5.4

Source: 2023-24 TEI Administrators Perception Survey.

Appendix D, Table 7: 2023-24 TEI Administrator Perception Survey – Supporting Excellence

	Respondents (<i>N</i> = 312)	
	<i>n</i>	%
During the 2023-24 school year, did you create Individualized PDL Planning Forms for teachers based on available student achievement and teacher performance data?		
Yes	193	61.9
No	119	38.1

Source: 2023-24 TEI Administrators Perception Survey.

Appendix D Table 8: TEI Administrator Perception Survey – Supporting Excellence

Appendix B Table B.1: Administrator Perception Survey – Supporting Excellence														
	N	A Great Deal		Quite a Bit		Somewhat		Very Little		Not at All		Do Not Know		
		n	%	n	%	n	%	n	%	n	%	n	%	
During the 2023-24 school year, to what extent did you see an improvement in your teachers' instructional practice as a result of the following professional development opportunities?														
Professional development sessions offered on your campus	312	58	18.6	158	50.6	82	26.3	9	2.9	4	1.3	1	0.3	
District summer and fall PDL training sessions	312	26	8.3	85	27.2	116	37.2	63	20.2	14	4.5	8	2.6	
District virtual PDL training sessions	312	27	8.7	73	23.4	102	32.7	78	25.0	20	6.4	12	3.8	

Source: 2023-24 TEI Administrators Perception Survey.

Note: PDL = Professional & Digital Learning. Percentages may not sum to 100 percent because of rounding.

Appendix D Table 9: TEI Administrator Perception Survey – Supporting Excellence

	<i>n</i>	%
In which of the following areas do you feel additional professional development options are needed for Dallas ISD teachers?		
Bias, Equity, and Cultural Understanding	83	26.6
Classroom Management	207	66.3
Social Emotional Learning	114	36.5
Curriculum and Content Training	173	55.4
Pedagogy- Effective Instructional Practices Training	225	72.1
Effective Lesson Planning and Development	165	52.9
Technology Digital Integration	100	32.1
Other	18	5.8

Source: 2023-24 TEI Administrators Perception Survey.

Note: Administrators could select multiple items. Therefore, percentages will not sum to 100 percent.

Appendix D Table 10: TEI Administrator Perception Survey – General

	<i>n</i>	%
Did you feel pressure to inflate teacher observation scores during the 2023-24 school year?		
Yes	13	4.2
Sometimes	55	17.7
No	242	78.1
Not Applicable. I did not conduct observations.	0	0.0
How helpful was the TEI certification training in preparing you to implement TEI effectively on your campus during the 2023-24 school year?		
Very Helpful	74	23.8
Helpful	200	64.3
Unhelpful	27	8.7
Not at all Helpful.	10	3.2
Not Applicable. I did not attend this training.	0	0.0

Source: 2023-24 TEI Administrators Perception Survey.