

Evaluation of the 2015-16 Teacher Excellence Initiative (TEI): Survey Results Report

Department of Evaluation and Assessment

*Michael Hinojosa, Ed.D.
Superintendent of Schools*



This page is intentionally left blank.

Evaluation of the 2015-16 Teacher Excellence Initiative (TEI): Survey Results Report

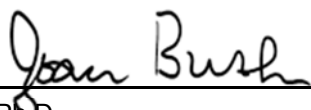
Approved Report of the Department of Evaluation and Assessment

EA17-539-2.2

March 2017

Nora E. Douglas, Ph.D.

Mitch Barton, Ph.D.



Joan Bush, Ph.D.

Director – Program Evaluation



Cecilia Oakeley, Ph.D.

Assistant Superintendent – Evaluation and Assessment

*Michael Hinojosa, Ed.D.
Superintendent of Schools*



This page is intentionally left blank.

Table of Contents

ABSTRACT	1
PROGRAM DESCRIPTION	2
Background Information	2
Purpose and Goal.....	3
PURPOSE AND SCOPE OF THE EVALUATION	3
MAJOR EVALUATION QUESTIONS AND RESULTS	4
What were teachers' and administrators' experiences with the evaluation system?	4
Methodology	4
Results	5
SUMMARY AND RECOMMENDATIONS.....	24
Summary	24
Recommendations.....	27
REFERENCES.....	27
APPENDICES	28

List of Tables and Figures

Table		Page
1	DTR Teacher Survey, 2014-15	11
2	DTR Teacher Survey, 2015-16	11

Figure		Page
1	Survey Respondents by School Level and Average Years of Experience	5
2	Spot Observation Quantity and Length	6
3	Summative Performance Evaluation Alignment and Accuracy	6
4	Helpfulness of Observation Feedback in General	7
5	Teacher and Administrator Ratings of Evaluator Capacities	8
6	Ratings of Relationship Quality	8
7	Student Survey Feedback – Helpfulness and Accuracy	9
8	Panorama Playbook – Frequency of Use	10
9	Administrators Conducting DTR Observations	12
10	Administrator Ratings of Distinguished Teacher Review	12
11	Perceptions of Compensation	14
12	TEI Compensation System – Teacher Ratings	15
13	TEI Compensation System – Administrator Ratings	16
14	TEI Knowledge	17
15	TEI Resources	18
16	Communication with TEI Office	19
17	District Communication Effectiveness	19
18	Level of Satisfaction with Teacher Evaluation Process	20
19	Teacher Ratings of General TEI Items	21
20	Administrator Ratings of General TEI Items	21
21	Professional Development Characteristics	22
22	Campus Alignment by Professional Development	23
23	Professional Development Needs in Dallas ISD	23

List of Appendices

Appendix	Page
A TEI Teacher Survey Results	29
B TEI Principal and Assistant Principal Survey Results.....	49

This page is intentionally left blank.

EVALUATION OF THE 2015-16 TEACHER EXCELLENCE INITIATIVE (TEI): SURVEY RESULTS REPORT

**Project Evaluators: Nora E. Douglas, Ph.D.
Mitch Barton, Ph.D.**

ABSTRACT

The Teacher Excellence Initiative (TEI), a system for evaluating and supporting teachers, began during the 2014-15 school year and continued into its second year in 2015-16. The initiative comprising defining, supporting, and rewarding excellence includes conducting annual evaluations of teachers, developing teachers through coaching and training opportunities, and providing opportunities for teachers to receive pay increases as a result of merit rather than tenure.

Dallas ISD teachers and administrators who participated in the second year of the Teacher Excellence Initiative (TEI) evaluation system received a 40-item survey soliciting information about participants' experiences with TEI during the 2015-16 school year. The survey also solicited additional information about professional development offered during the 2016-17 school year. The responses provided a follow-up to the baseline measure conducted in 2014-15 regarding how the TEI system was functioning and identified any potential adjustments that could be made. The teacher survey results in general showed low levels of satisfaction with the TEI system; however, there were some individual elements of the system that were rated positively as well as some areas identified where improvements could be made to increase satisfaction with the system in the future. While administrator results were mixed, administrators tended to have more positive perceptions of TEI than did teachers. TEI evaluator feedback, professional development, the Distinguished Teacher Review process, and resources to assist in understanding TEI were aspects of the system that were rated positively among teachers and administrators. The feedback from the student experience survey, the compensation system, communication about TEI, and TEI in general were rated less favorably. Teacher and administrator perceptions became more positive from 2014-15 to 2015-16, including some large increases in satisfaction with regard to observation and feedback and ratings of TEI evaluator capacity. In general, administrators responded more favorably than did teachers, indicating that there was a disconnect between teachers and administrators when it came to their experiences, knowledge, and perceptions of the TEI system.

PROGRAM DESCRIPTION

Background Information

The Teacher Excellence Initiative (TEI) began its first year of implementation of the evaluation and associated support systems during the 2014-15 school year. In the summer of 2014, administrators and other central office staff members within TEI began certifying evaluators on the TEI system. Beginning in 2015-16, teacher evaluation results from the 2014-15 school year were used to determine compensation levels. TEI funding for the first year came in part through General Operating funds as well as through the Texas Education Agency (TEA) Educator Excellence Innovation Program (EEIP). The purpose of the TEA EEIP grant is outlined on the TEA webpage and is described as follows:¹

This purpose of this program is to improve educator effectiveness in Texas public schools through the funding of innovative practices that target the entire timeline of a teacher's career. The grant awardees will improve student performance by fostering open, supportive and collaborative campus cultures that allow teachers to seek and attain growth within their field. These new models of recruitment, preparation, hiring, induction, evaluation, professional development, compensation, career pathways and retention will be evaluated for their effectiveness in fostering effective teaching and improving student performance, especially among students attending Title I-funded schools with high levels of economically disadvantaged enrollment, so that best practices can be scaled across the state. Required practices include induction and mentoring, evaluation, professional development and collaboration, and strategic compensation and retention. Preferred practices include recruiting and hiring, and career pathways. This program seeks to provide resources to those applicants that, but for the funds provided by the grant, could not implement the effective and innovative practices detailed in their local educator excellence innovation plan. The submitted application should directly address the applicant's need for the grant to successfully carry out these practices.

The TEI system continued during the 2015-16 school year. Teacher evaluation results from 2015-16 were used to determine compensation in 2016-17. In 2015-16, Dallas ISD renewed the \$1 million grant through TEA EEIP. This funding was not only allocated to the TEI department, but to other departments involved in the administration of TEI as well (ancillary positions such as professional development and information technology). Not all positions under the grant were filled during the 2015-16 school year; thus, TEI did not receive 100 percent of the funds allocated. The grant could have funded the full salaries of 12 positions, eight of which would have been housed under TEI. Of those eight allocated TEI positions, not all were staffed during the 2015-16 school year. The grant also partially funded 38 instructional coach positions used in the Distinguished Teacher Review process. For the 2016-17 school year, the requirement that external evaluators observe DTR-eligible teachers was removed from the DTR review process; thus, these positions were not funded after 2015-16.

¹ A description of the TEA EEIP grant can be found at, http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/2014-2016_Educator_Excellence_Innovation_Program/.

Purpose and Goal

The Teacher Excellence Initiative was established with one primary objective, to improve student learning by improving teacher effectiveness.² The TEI system defines, supports, and rewards excellence. Defining Excellence involves conducting annual evaluations of teachers that contain a combination of teacher performance indicators, student achievement indicators, and student survey results.³ Supporting Excellence involves developing teachers through self-facilitated learning opportunities, one-on-one coaching supports, whole-group training opportunities, district content workshops, differentiated professional development academies, and a new teacher mentor program. Rewarding Excellence involves providing teachers opportunities to significantly increase their salaries based on performance rather than tenure with the district. TEI is a continuous improvement model and is designed to account for the differing teaching environments of Dallas ISD teachers.

PURPOSE AND SCOPE OF THE EVALUATION

The second year of the TEI evaluation continued to focus on TEI efforts to define, support, and reward excellence. The evaluation this year was divided into two reports: the first focusing on statistical analyses of TEI data (Douglas & Barton, February 2017) and the second, this report, focusing on the results of a teacher and administrator survey administered in the fall of 2016. This report addresses the following questions:

1. What were teachers' and administrators' experiences with the evaluation system?
2. How have teachers' and administrators' perceptions changed from 2014-15 to 2015-16?
3. To what extent do survey findings align with the findings from the 2015-16 TEI statistical evaluation report?
4. What Evaluation and Assessment department recommendations with respect to program improvement or continuance are appropriate given the survey results?

Each section of this report includes a review of the survey findings from the 2015-16 school year, comparing teacher and administrator perceptions, as well as a comparison of those results with those from

² In 2009, the Dallas Independent School District participated in the Measures of Effective Teaching (MET) project to test new methods of measuring effective teaching. The MET project was based on three ideas: when possible, teachers' evaluations should include the achievement gains of their students; additional components such as classroom observations or student feedback should be related to student achievement gains; and the measure should include teacher feedback about practice to support teacher growth and development. The major findings of the MET project were that teacher evaluation systems should measure effective teaching by setting expectations, using multiple measures, and balancing weights; ensure high-quality data by monitoring validity, ensuring reliability, and assuring accuracy; and invest in improvement by making meaningful distinctions, prioritizing support and feedback, and using data for decisions at all levels. More about the MET project can be found at <http://www.metproject.org/>. TEI was developed, in part, with reflection on the work from the MET project.

³ A full description of TEI can be found in the TEI Teacher Guidebook available on the Dallas ISD website. The guidebook is available at <http://tei.dallasisd.org/home/resources/>. Other TEI resources are also available on this page.

the 2014-15 school year. A full review of 2014-15 survey results can be found in the Evaluation and Assessment report from that year (Douglas & Ure, December 2015).⁴

MAJOR EVALUATION QUESTIONS AND RESULTS

What were teachers' and administrators' experiences with the evaluation system?

Methodology

Evaluation and Assessment (E&A) evaluators administered 40-item surveys to Dallas ISD teachers and administrators participating in the second year of the Teacher Excellence Initiative (TEI) evaluation system. The purpose of the survey was to collect feedback regarding participants' experiences with TEI during the 2015-16 school year and covered the three elements of TEI: defining excellence, supporting excellence, and rewarding excellence. The surveys solicited information about classroom observations, the Distinguished Teacher Review process, compensation, and general TEI knowledge. The survey solicited some additional information about professional development offered during the 2016-17 school year. The responses were intended to provide information regarding how the TEI system functioned during its second year and to identify any potential adjustments that could be made.

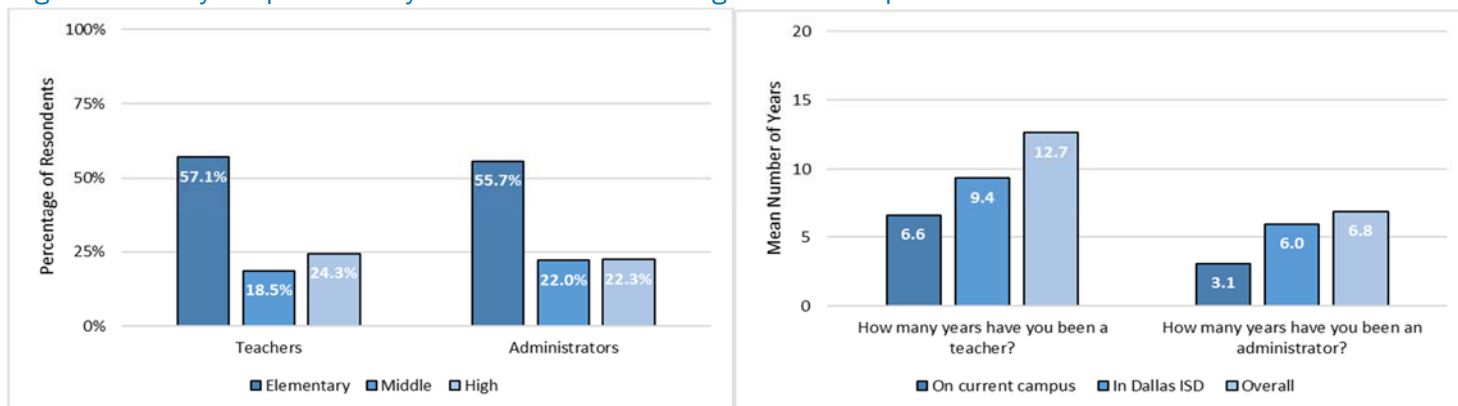
The E&A evaluators administered the surveys via an online survey tool (SurveyMonkey) from January 9, through February 6, 2017. All teachers who received TEI scorecards for 2015-16 received a survey. These were teachers who were evaluated under the TEI system and were still in the district for the 2016-17 school year, regardless of whether they still held a TEI-eligible position. All principals and assistant principals who conducted TEI evaluations during the 2015-16 school year (including spot and extended observations, and summative performance evaluations) were selected for the survey.

The survey was sent to 8,551 teachers and 547 administrators. Of those, 4,575 teachers and 350 administrators completed the survey, resulting in a 53.5 percent and 64.0 percent response rate, respectively. Principals made up 37 percent of respondents to the administrator survey. The majority of respondents were assistant principals (62%). Less than one percent of respondents ($n=3$) reported that they were not a principal or assistant principal. These respondents were a specialist, an instructional coach, and an interim principal. Response rates were similar across school levels for both teachers and administrators. Figure 1 shows the percentage of respondents by school level and average creditable years of service. The percentage of elementary, middle, and high school teachers who responded across school level was representative of the total teacher population in the Dallas ISD who were in TEI-eligible positions

⁴ The 2014-15 TEI evaluation report can be retrieved from the Dallas ISD program evaluation webpage: <http://www.dallasisd.org/cms/lib/TX01001475/Centricity/domain/98/evaluation/14-15/finalrpts/EA15-539-2%20TEI%20FULL%20EVAL%20FINAL%20REPORT%20v8.pdf>

(Douglas & Barton, February 2017). Furthermore, while the average creditable years of service for all teachers in TEI positions was 9.6 (Douglas & Barton, February 2017), the average creditable years of service for survey respondents was 12.7, which indicated that teachers with more experience responded to the survey at higher rates than less experienced teachers.

Figure 1: Survey Respondents by School Level and Average Years of Experience



Note: 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=350. Percentages may not add to 100 percent due to rounding.

The results summarized in this section reflect the major findings of the survey. Summaries of responses to every item for both surveys are provided in Appendix A (teacher survey) and B (administrator survey).

Results

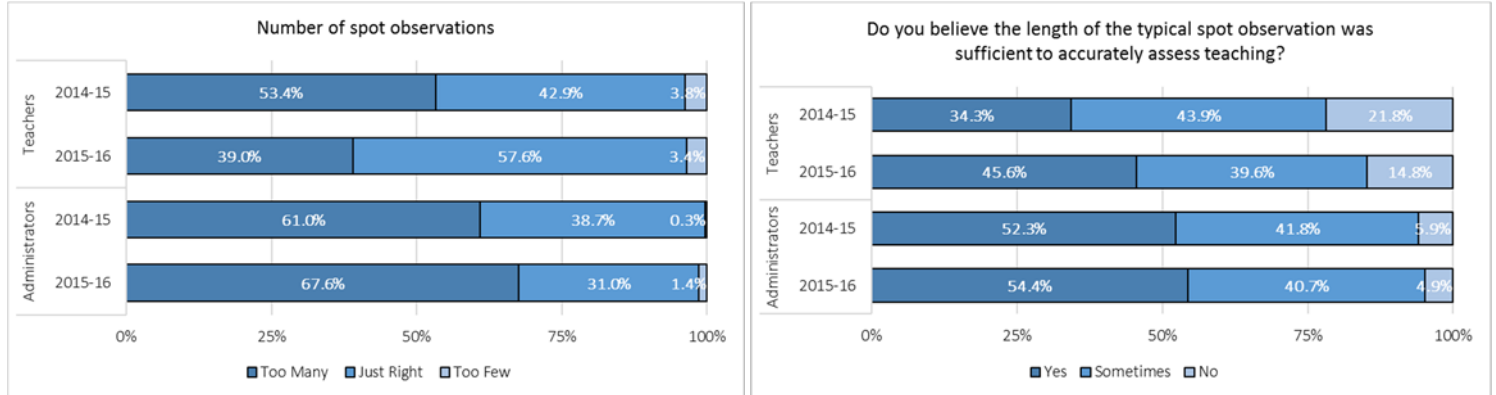
TEI was designed to be a continuous improvement model. Because it was designed to account for the differing teaching environments of Dallas ISD teachers, communicating the complexity of the system has been a challenge. The survey was conducted to provide data about experiences and guide the TEI office in reflection about the TEI model. Survey results in general showed low levels of satisfaction with the TEI system; however, there were some areas of positivity and some areas identified where improvements could be made to increase satisfaction with the system in the future. In addition, perceptions became more positive from 2014-15 to 2015-16. TEI was in its second year for the 2015-16 school year and revisions to the system have been made over time. The TEI office has already received the survey findings and has begun using the results to make adjustments where possible.

Observation and Feedback

When asked about the number of spot observations required and whether the length of spot observations was sufficient to accurately assess teaching, teachers and administrators differed to some extent in their perceptions (Figure 2). Teachers were more likely than administrators to indicate that the number of spot observations they received in 2014-15 and 2015-16 was “Just Right.” The percentage of teachers who indicated the number of spot observations were “Just Right” increased each year (42.9% for 2014-15 spot observations to 57.6% for 2015-16 spot observations), while administrators were less likely over time to indicate that the number of spot observations was “Just Right” (38.7% for 2014-15 spot observations to 31.0% for 2015-16 spot observations). Even though teachers seemed more positive than

administrators about the number of spot observations conducted, they had less positive perceptions than administrators when it came to spot observation accuracy; however, perceptions of accuracy increased over time for both groups.

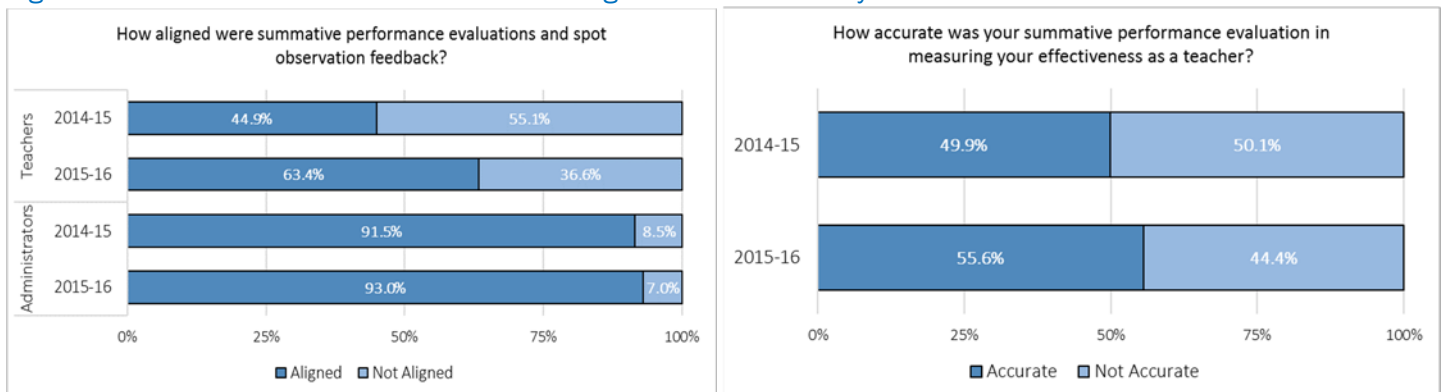
Figure 2: Spot Observation Quantity and Length



Note: 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=350/349. 2014-15 Survey Respondent Counts - Teachers, N=4,185; Administrators, N=287. Percentages may not add to 100 percent due to rounding.

Administrators were much more likely than teachers to indicate that summative performance evaluations in 2014-15 and 2015-16 were aligned with spot observation feedback. For example, during the 2015-16 evaluation year, 63.4 percent of teachers compared with 93.0 percent of administrators indicated summative performance evaluations were aligned with spot observations (Figure 3). But, the percentage of teachers that indicated summative performance evaluations were aligned with spot observations increased over time (44.9% of teachers indicating alignment in 2014-15 to 63.4% in 2015-16). An evaluation of the TEI program found correlations at or above $r=.68$ between each spot observation indicator and teachers' summative performance evaluation scores, indicating a strong correlation between the two measures (Douglas & Barton, February 2017). There was a small increase in the percentage of teachers who indicated their summative performance evaluation was accurate in measuring their effectiveness (49.9% to 55.6%).

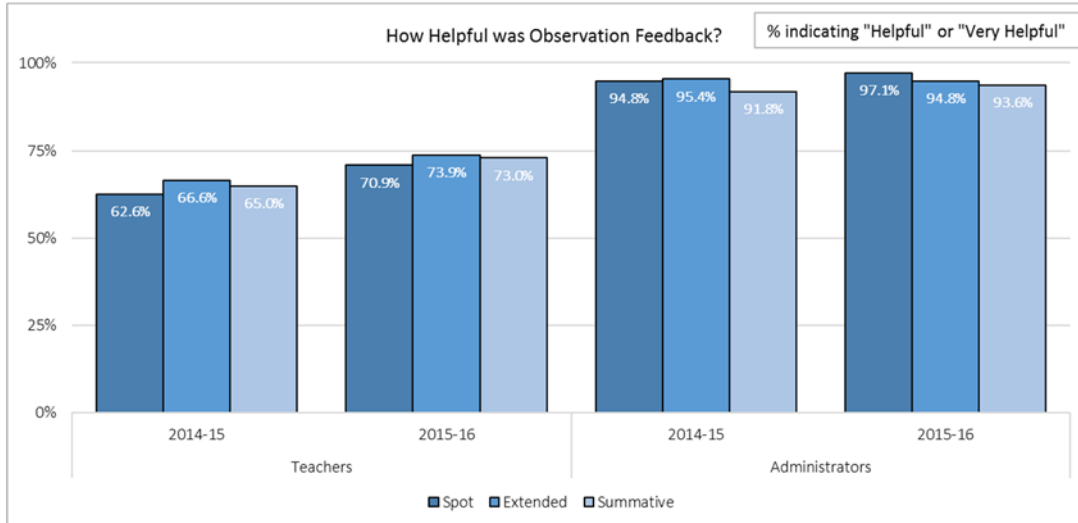
Figure 3: Summative Performance Evaluation Alignment and Accuracy



Note: "Aligned" percentages include "Completely Aligned" and "Very Aligned." "Not Aligned" includes "Slightly Aligned" and "Not at All Aligned." "Accurate" percentages include "Completely Accurate" and "Very Accurate." "Not Accurate" includes "Slightly Accurate" and "Not at All Accurate." 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=341. 2014-15 Survey Respondent Counts - Teachers, N=4,185; Administrators, N=287.

Administrators rated the helpfulness of observation feedback more favorably than did teachers (Figure 4); however, teachers' perceptions of observation feedback became more positive over time, while administrators' ratings of helpfulness remained relatively stable. Though perceptions about observation helpfulness differed between teachers and administrators, an evaluation of the TEI program found a statistically and practically significant increase from teachers' average first spot observation score to their average last spot observation score (Douglas & Barton, February 2017) indicating that feedback may have been helpful in improving performance.

Figure 4: Helpfulness of Observation Feedback in General

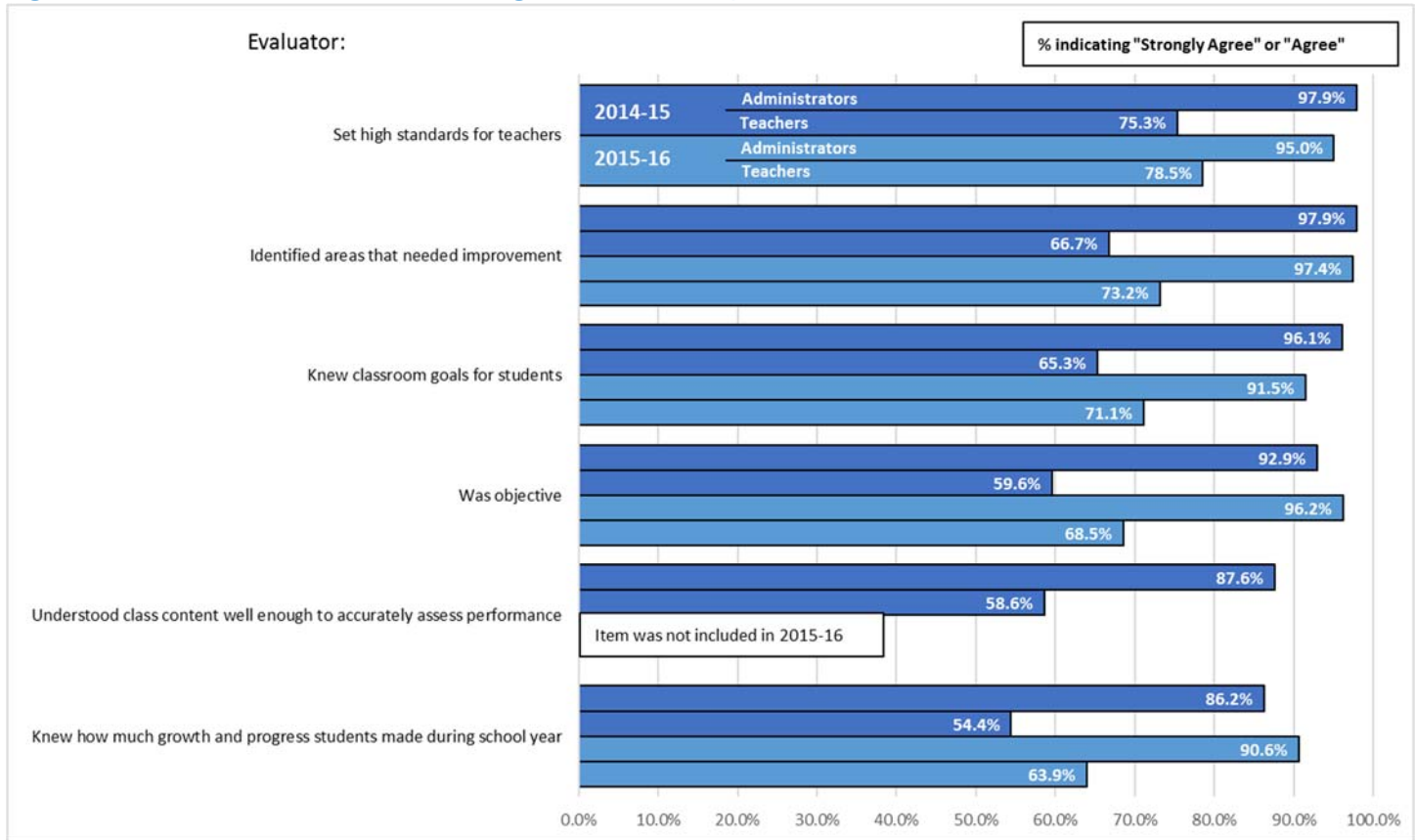


Note: 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=341. 2014-15 Survey Respondent Counts - Teachers, N=4,185; Administrators, N=287.

When asked about TEI evaluator capabilities, teachers rated administrators less favorably than administrators rated themselves (Figure 5); however, teachers were more likely to “Agree” or “Strongly Agree” with items in this section for the 2015-16 school year than they were for 2014-15 school year. The largest increase was for the item, “My evaluator knew how much growth and progress my students made during the school year.” Teacher agreement with this item increased from 54.4 percent to 63.9 percent. Teacher agreement (“Agree” and “Strongly Agree”) also notably increased over time for the item, “My evaluator was objective” (59.6% to 68.5%, respectively).

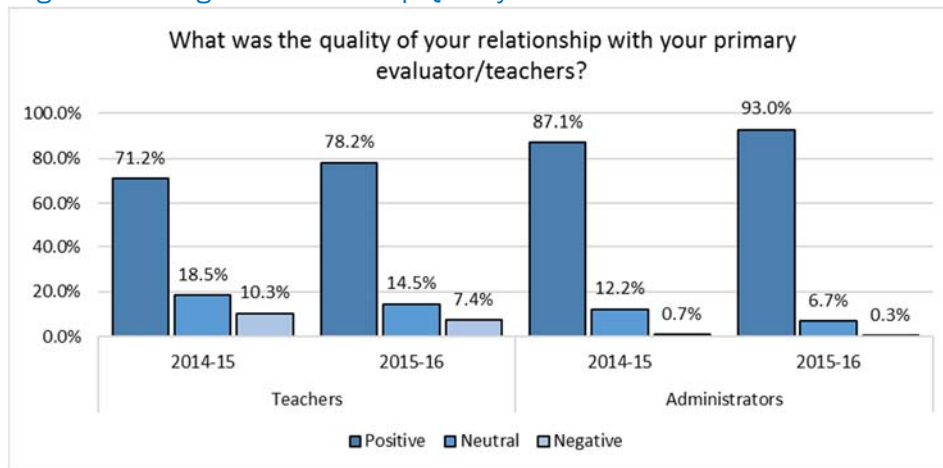
Ratings of teacher-administrator relationship quality were fairly good for both teachers and administrators. Administrators rated their relationships with teachers more favorably than teachers rated their relationships with administrators. But the percentage of teachers and administrators rating their relationship with each other as “Positive” or “Very Positive” increased over time: 71.2 percent to 78.2 percent for teachers and 87.1 percent to 93.0 percent for administrators (Figure 6).

Figure 5: Teacher and Administrator Ratings of Evaluator Capacities



Note: 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=341. 2014-15 Survey Respondent Counts - Teachers, N=4,185; Administrators, N=287.

Figure 6: Ratings of Relationship Quality

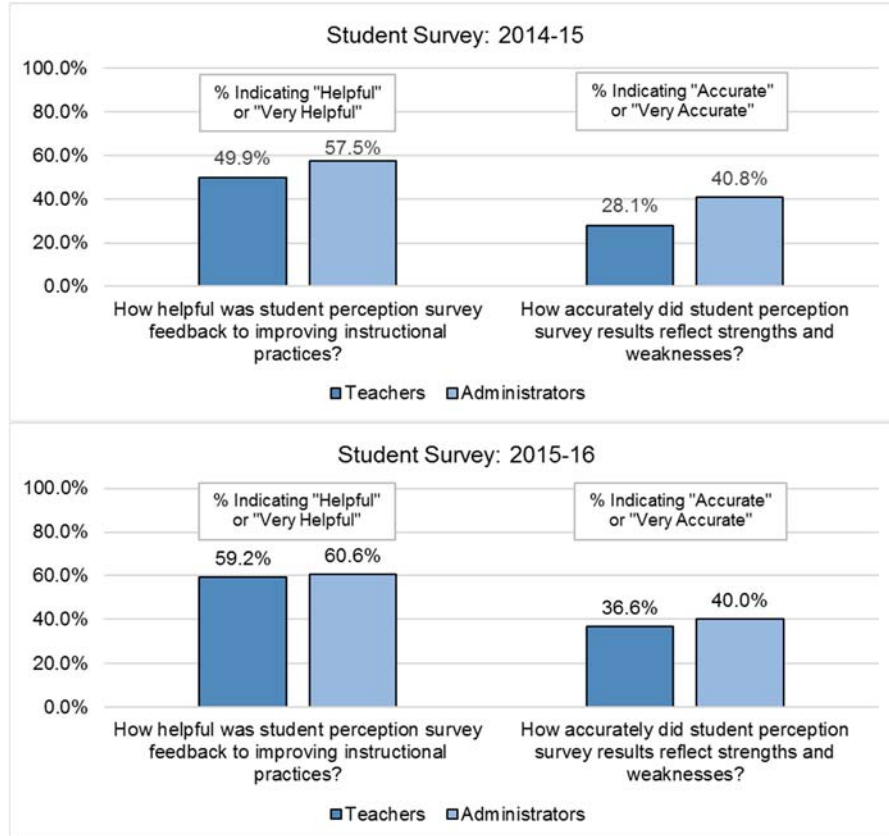


Note: "Positive" percentages include "Very Positive" and "Positive". "Negative" includes "Very Negative" and "Negative". 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=341. 2014-15 Survey Respondent Counts - Teachers, N=4,185; Administrators, N=287.

Student Experience

The percentage of teachers and administrators who indicated that student experience survey feedback was “Helpful” or “Very Helpful” increased over time (49.9% to 59.2% for teachers and 57.5% to 60.6% for administrators). While ratings of feedback helpfulness were higher than were ratings of accuracy, the percentage of teachers who indicated student experience survey results were “Accurate” or “Very Accurate” increased from 28.1 percent to 36.6 percent, while administrators’ ratings of accuracy remained stable (Figure 7).

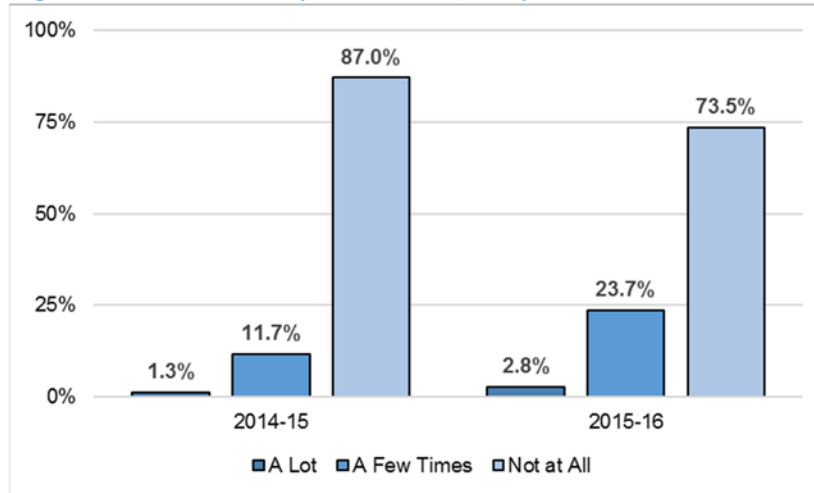
Figure 7: Student Survey Feedback – Helpfulness and Accuracy



Note: 2015-16 Survey Respondent Counts - Teachers, N=2,784; Administrators, N=350. 2014-15 Survey Respondent Counts - Teachers, N=2,505; Administrators, N=287.

Teachers provided information about how frequently they were using the Panorama Playbook in 2014-15 and in 2015-16. While almost a quarter of teacher respondents reported that they used the Panorama Playbook a few times in 2015-16, almost 75 percent reported never using the Panorama Playbook, and only 2.8 percent of teachers used it a lot (Figure 8). The percentage of teachers who used the Panorama Playbook increased from 2014-15 to 2015-16, but the majority of teachers still reported not using it.

Figure 8: Panorama Playbook – Frequency of Use



Note: 2015-16 Survey Respondent Counts - Teachers, N=2,784. 2014-15 Survey Respondent Counts - Teachers, N=2,505.

Distinguished Teacher Review (DTR)

In May of 2016, the TEI office administered a survey to all DTR-eligible teachers who submitted an application and received an observation. The results are presented in Tables 1 and 2, and teachers generally agreed with the items (i.e., teachers responded that they either agreed or strongly agreed). However, because many of the items changed from 2014-15 to 2015-16, it was not possible to track changes over time, specifically. For most items that were similar for both 2014-15 and 2015-16, the results were relatively consistent.

The percentage of teachers who reported that the DTR process was a positive experience had the largest change in percent agreement, decreasing from 84.9 percent in 2014-15 to 75.9 percent in 2015-16. In addition, the percentage of teachers who agreed that attending a DTR information session was useful decreased from 56.0 percent in 2014-15 to 50.1 percent in 2015-16. However, because the same wording was not used for these items in 2014-15 and 2015-16, it is important to remember that these changes might be due to differences in the wording, and caution should be used when comparing results across school years.

Evaluation of the 2015-16 Teacher Excellence Initiative: Survey Results Report

Table 1: DTR Teacher Survey, 2014-15

	Percent Agreement ^a	Percent Disagreement ^b
2014-15 DTR Teacher Survey (conducted by TEI office)		
The 2014-15 SY DTR process (i.e. highlighting examples of my leadership, lifelong learning, and contributions to the profession, as well as receiving my DTR observation) was a positive experience.	84.9%	15.2%
The Distinguished Teacher Review process has helped foster self-reflection around my instructional practices and my involvement at the campus, district, and national level within the education profession.	87.6%	12.5%
The DTR application was structured in a way that allowed me to highlight examples of my leadership, lifelong learning, and contributions to the profession of teaching.	87.8%	12.3%
My DTR observation was conducted in a way that fairly assessed my quality of instruction.	80.3%	19.7%
I have made changes (or plan to make changes) in my teaching practice as result of undergoing the Distinguished Teacher Review process.	74.6%	25.3%
Please indicate to what extent the following components were useful for you this year.		
Attending a DTR information session	56.0%	7.9%
Viewing the DTR webinar posted on TEI webpage	59.7%	7.7%
Reviewing the DTR application one pager	84.4%	5.5%
Receiving informational emails from TEI on the DTR process	89.9%	4.6%
Communicating with TEI office via phone or email	45.7%	7.3%
Attending a DTR application parties hosted by my division or feeder	42.0%	11.7%
Receiving the invitation to apply for the DTR process	93.6%	3.6%
Receiving the 10 day window during which my DTR observation would occur	93.0%	6.6%
Utilizing the DTR portal to submit my application	89.1%	10.5%
Receiving my DTR observation	77.0%	16.1%
Participating in the DTR observation debrief	69.5%	28.4%

Note: Not all items sum to 100% because some respondents selected "Not Applicable." Many of the items in the 2014-15 DTR survey were changed for the 2015-16 survey. ^a Percent of teachers that chose either "Agree" or "Strongly Agree." ^b Percent of teachers who chose either "Disagree" or "Strongly Disagree." N teachers=441.

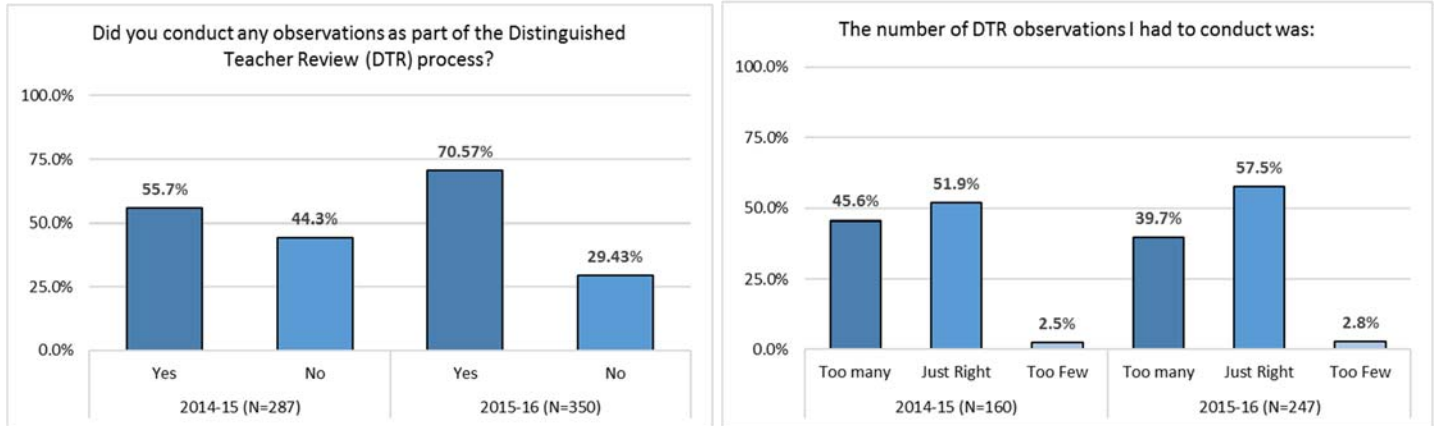
Table 2: DTR Teacher Survey, 2015-16

	Percent Agreement ^a	Percent Disagreement ^b
2015-16 DTR Teacher Survey (conducted by TEI office)		
The DTR application process was a positive experience.	75.9%	24.1%
The DTR process has helped foster self-reflection around my instructional practices.	78.8%	21.2%
The DTR process has helped foster my involvement in education at the campus, district, state, or national level.	71.6%	28.4%
As a result of undergoing DTR, I have made changes (or plan to make changes) in my teaching practice.	71.7%	28.3%
The DTR online application was easy to access and use.	91.4%	8.6%
The DTR observation procedures [10 day notification, scheduling, debrief] were clearly communicated.	96.1%	3.9%
The DTR observation one-pager, including guided questions for the debrief, was helpful in preparation for my observation.	82.2%	16.3%
The DTR observation team members were warm and welcoming during my observation debrief.	86.4%	13.6%
lesson and classroom.	94.0%	6.0%
The DTR observation and debrief were a positive experience.	81.5%	18.5%
The DTR rubrics aided me in identifying experiences to include in the following domains:		
Leadership	90.0%	10.0%
Lifelong Learning	89.3%	10.7%
Contributions to the Profession	88.9%	11.1%
Please indicate to what extent the following resources were useful to you this year:		
Attending a DTR Process Training	50.1%	13.2%
Viewing the DTR Process Webinar	58.0%	13.8%
Reviewing the DTR Application one-pager found on the TEI website	83.7%	12.2%
Receiving informational e-mails from the TEI office on the DTR process	89.4%	9.7%
Communicating with the TEI office via phone or e-mail about the DTR process	47.7%	13.1%
Communicating with peers at my campus about the DTR process	83.0%	10.7%
Communicating with TEI Experts at my campus about the DTR process	71.5%	17.2%
Communicating with school leadership at my campus about the DTR process	77.5%	15.4%

Note: Not all items sum to 100% because some respondents selected "Not Applicable." Many of the items in the 2014-15 DTR survey were changed for the 2015-16 survey. ^a Percent of teachers that chose either "Agree" or "Strongly Agree." ^b Percent of teachers who chose either "Disagree" or "Strongly Disagree." N teachers=748.

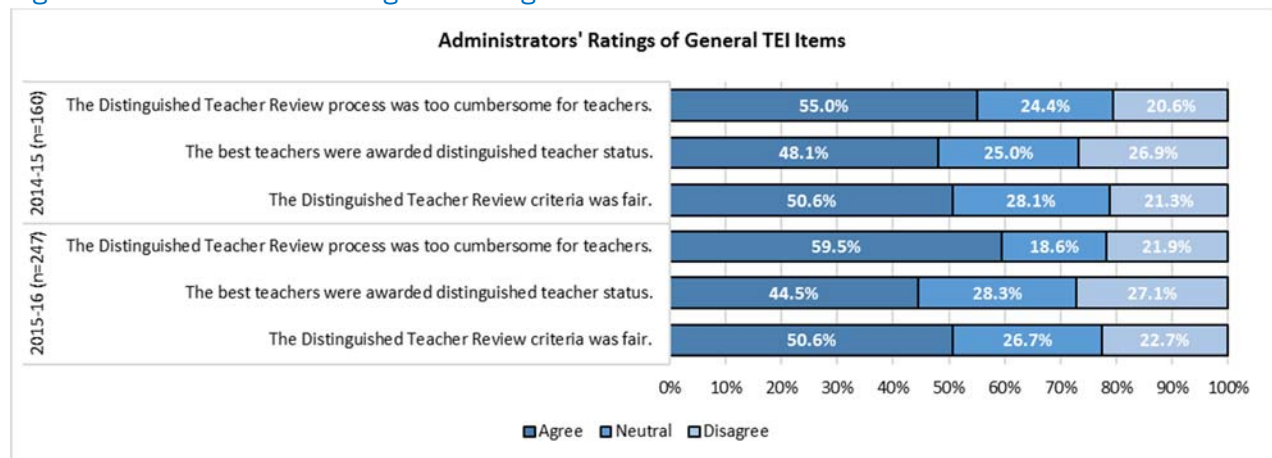
Over 70 percent of administrators who responded to the Evaluation and Assessment department survey reported that they had conducted observations as part of the DTR process during the 2015-16 school year (Figure 9). In addition, almost 40 percent of these administrators reported that the number of observations was too many, whereas 57.5 percent reported that the number was just right (Figure 9). This represented a 14.9 percent increase from 2014-15 to 2015-16 in the percentage of administrators who conducted observations, and a 5.6 percent increase in the percentage of administrators who reported that the number of observations was just right.

Figure 9: Administrators Conducting DTR Observations



Overall, 50.6 percent of administrators reported that the DTR criteria was fair and almost 45 percent responded that they agreed that the best teachers were awarded distinguished teacher status (Figure 10). From 2014-15 to 2015-16, an identical percentage of administrators believed that the DTR criteria was fair, but the percentage of administrators who agreed that the best teachers received DTR status decreased from 48.1 percent in 2014-15 to 44.5 percent in 2015-16. In addition, the percentage of administrators that reported the DTR was too cumbersome for teachers increased from 55.0 percent in 2014-15 to 59.5 percent in 2015-16.

Figure 10: Administrator Ratings of Distinguished Teacher Review



Note: "Agree" percentages include "Strongly Agree" and "Agree." "Disagree" includes "Strongly Disagree" and "Disagree."

The survey results regarding the DTR process seem to support the change in TEI DTR policy for the 2016-17 school year. The requirement that external evaluators observe DTR-eligible teachers was removed from the DTR review process. Going forward, the DTR process will only include the DTR Application on which teachers demonstrate examples of their leadership, lifelong learning, and contributions to the profession. For teachers who underwent DTR in the 2015-16 school year and choose not to reapply during the 2016-17 school year, 2015-16 DTR observation points will not roll over onto the Scorecard released September 2017.

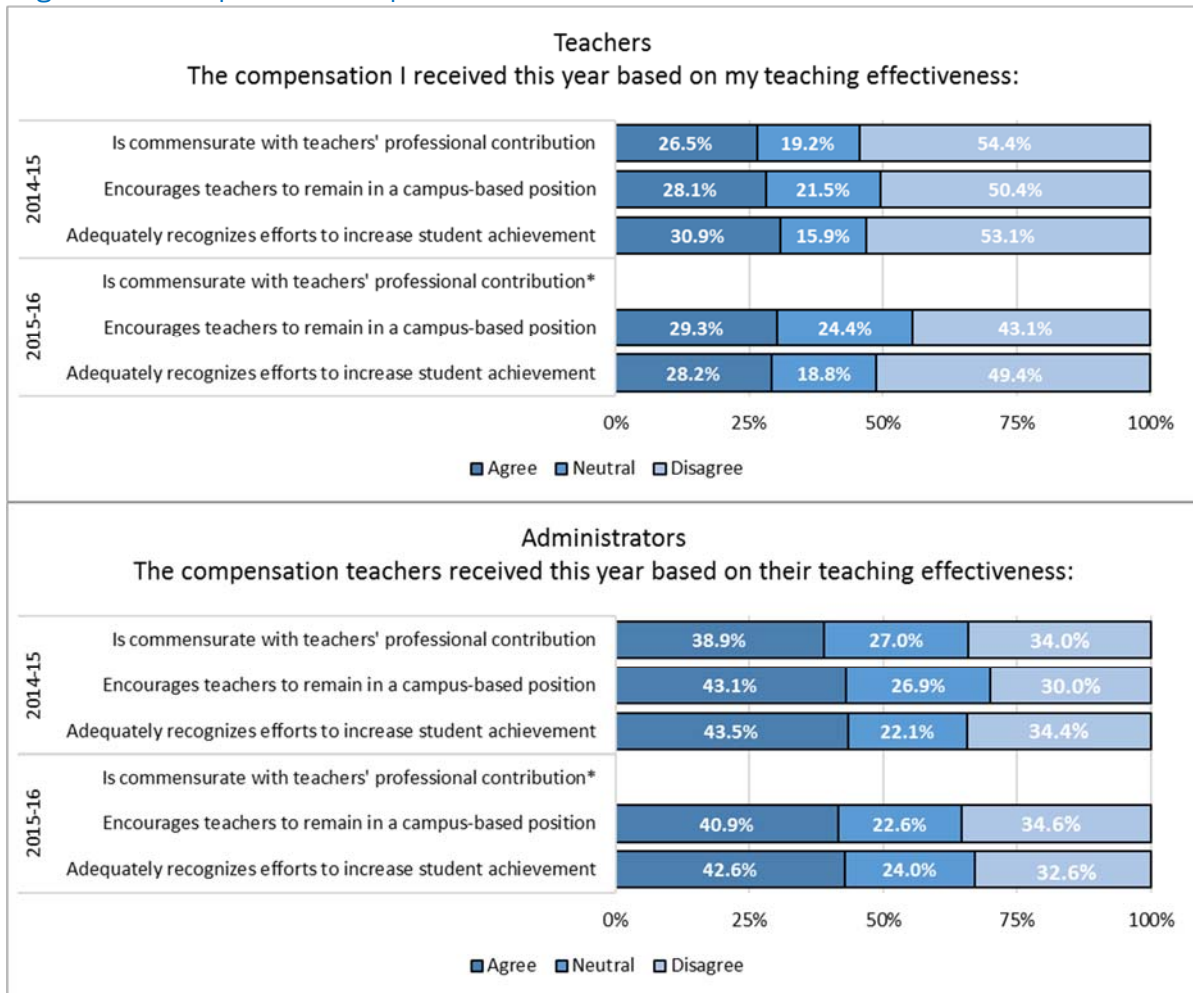
Compensation

When reading this section, it is important to note that the percentage of teachers who were eligible to receive additional compensation based on their 2015-16 evaluation results decreased from 2014-15 to 2015-16. In 2014-15, 60.9 percent of teachers reported that they were eligible to receive additional compensation, which decreased to 43.0 percent in 2015-16. This change was partially due to the number of teachers in 2014-15 whose salary was automatically increased to meet the minimum salary requirements for each effectiveness level (Douglas & Barton, February 2017).

Less than 30 percent of teachers reported that their compensation based on their 2015-16 teaching effectiveness encouraged teachers to remain in a campus-based position or adequately recognized efforts to increase student achievement (Figure 11). On the other hand, over 40 percent of administrators reported that teachers' compensation encouraged teachers to remain in a campus-based position or adequately recognized efforts to increase student achievement. Despite these differences between teacher and administrator perceptions, an evaluation of the TEI program indicated that teachers with higher effectiveness levels received more compensation and had higher retention rates (Douglas & Barton, February 2017).

Perceptions about whether teaching effectiveness levels encouraged teachers to remain in campus-based positions or adequately recognized efforts to increase student achievement remained relatively stable from 2014-15 to 2015-16. The percentage of teachers and administrators who reported that teaching effectiveness levels encouraged teachers to remain in campus-based positions or adequately recognized efforts to increase student achievement changed by less than three percentage points from 2014-15 to 2015-16.

Figure 11: Perceptions of Compensation



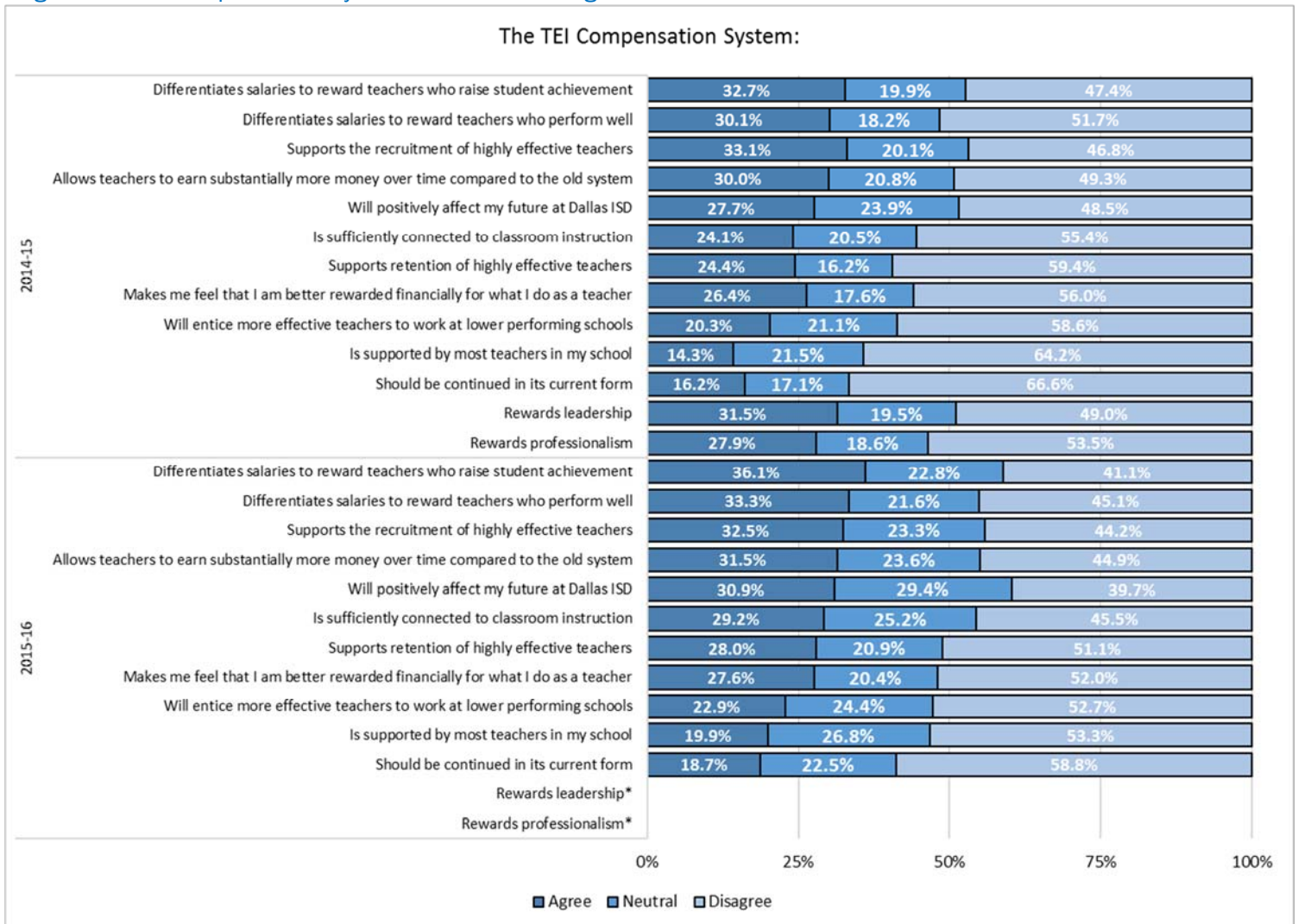
Note: "Agree" percentages include "Strongly Agree" and "Agree." "Disagree" includes "Strongly Disagree" and "Disagree." * The item regarding compensation being commensurate with teachers' professional contributions was not asked about TEI for the 2015-16 school year. 2015-16 Survey Respondent Counts - Teachers, N=4,544; Administrators, N=350. 2014-15 Survey Respondent Counts - Teachers, N=4,119; Administrators, N=287. Percentages may not equal to 100 percent due to rounding. Percentages for 2015-16 may also not equal to 100 percent because a "Don't Know" option was offered in that year and those percentages are not included in the figure.

Teachers and administrators rated how strongly they agreed or disagreed with items regarding the TEI compensation system (e.g., "is supported by most teachers in my school;" Figures 12 and 13). Overall, teacher ratings were not as favorable as administrators. In 2015-16, teachers' level of agreement for all of the items ranged from 18.7 percent to 36.1 percent, whereas administrators' level of agreement ranged from 29.7 percent to 69.1 percent.

Teachers and administrators had similar ratings regarding the TEI system from 2014-15 to 2015-16, but teachers generally had less favorable ratings than did administrators. Teachers' level of agreement across all items were relatively low but remained consistent from 2014-15 (14.3%-33.1%) to 2015-16 (18.7%-36.1%). On the other hand, administrators' level of agreement ranged from relatively low to relatively high and remained consistent from 2014-15 (25.8%-62.6%) to 2015-16 (29.7%-69.1%). Despite

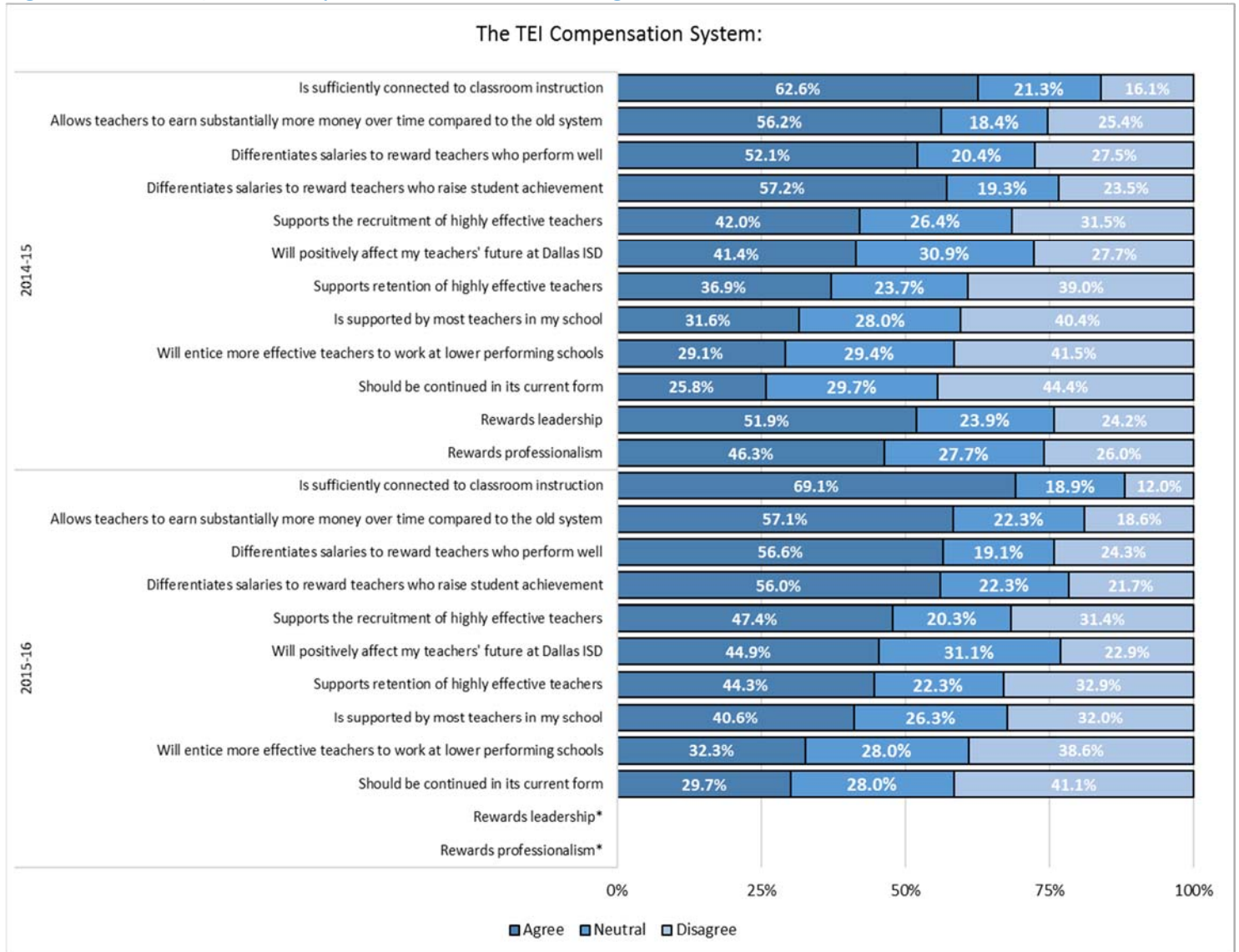
these differences between teachers and administrators, the four items with the highest level of agreement for both groups were the same from 2014-15 to 2015-16 except for one item that was not asked both years. For teachers, the four items with the highest levels of agreement were that the TEI compensation system differentiated salary to reward teachers who raised student achievement and to reward teachers who performed well, supported the recruitment of highly effective teachers, and allowed teachers to earn substantially more money over time compared to the old system. For administrators, the four items with the highest level of agreement were that the TEI compensation system was sufficiently connected to classroom instruction, allowed teachers to earn substantially more money over time compared to the old system, and differentiated salary to reward teachers who raised student achievement and to reward teachers who performed well.

Figure 12: TEI Compensation System – Teacher Ratings



Note: “Agree” percentages include “Strongly Agree” and “Agree.” “Disagree” includes “Strongly Disagree” and “Disagree.” * The items regarding rewarding leadership and professionalism were not asked about TEI for the 2015-16 school year. 2015-16 Survey Respondent Counts - Teachers, N=4,544. 2014-15 Survey Respondent Counts - Teachers, N=4,119.

Figure 13: TEI Compensation System – Administrator Ratings

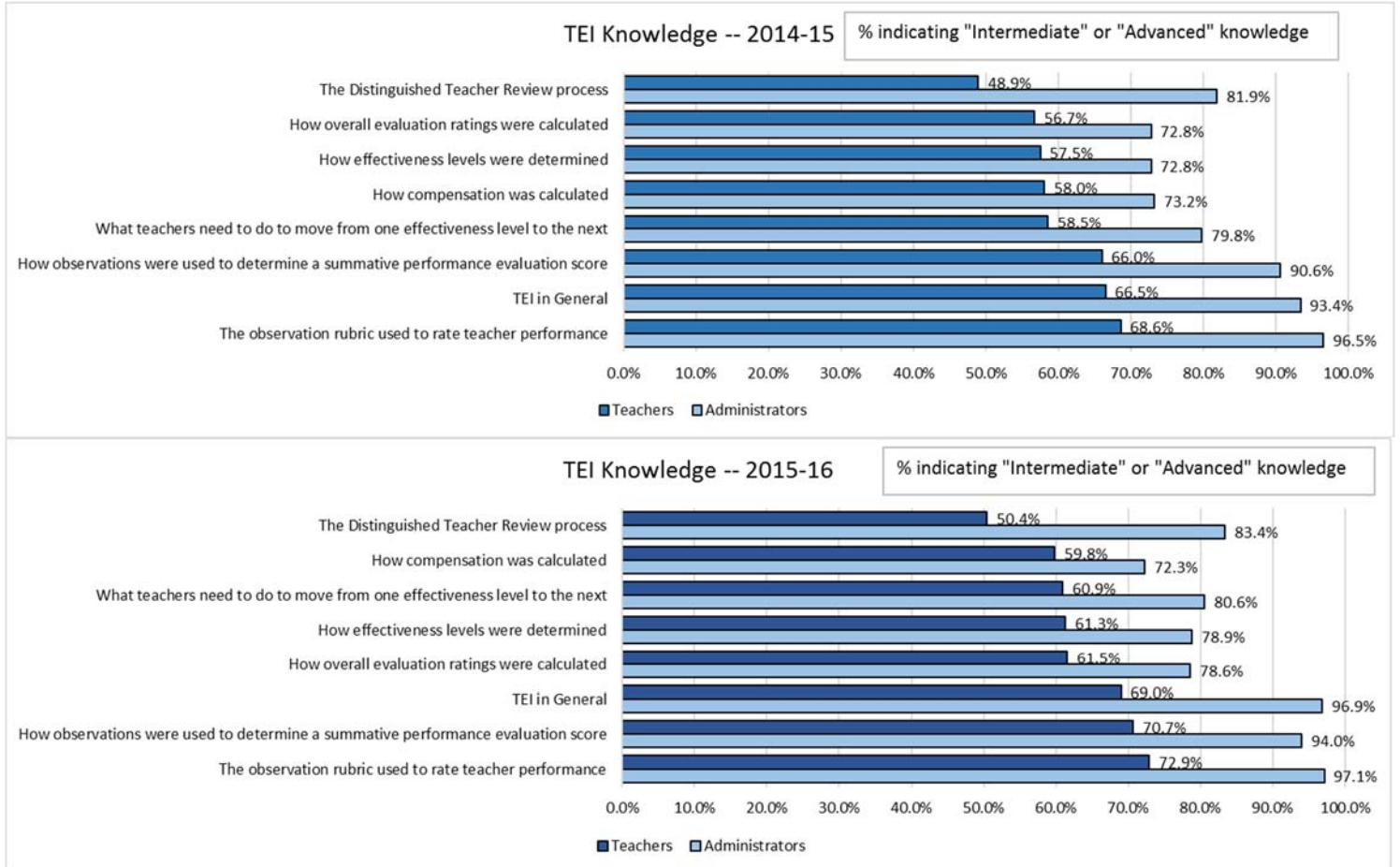


Note: “Agree” percentages include “Strongly Agree” and “Agree”. “Disagree” includes “Strongly Disagree” and “Disagree”. * The items regarding rewarding leadership and professionalism were not asked about TEI for the 2015-16 school year. 2015-16 Survey Respondent Counts - Administrators, N=350. 2014-15 Survey Respondent Counts - Administrators, N=287. Percentages may not equal to 100 percent due to rounding. Percentages for 2015-16 may also not equal to 100 percent because a “Don’t Know” option was offered in that year and those percentages are not included in the figure.

TEI Knowledge, Resources, and Communication

Across all items related to knowledge about TEI, administrators rated their levels of proficiency higher than did teachers; however, the percentage of teachers and administrators rating themselves as having “Intermediate” or “Advanced” knowledge increased slightly for almost every item from 2014-15 to 2015-16 (Figure 14).

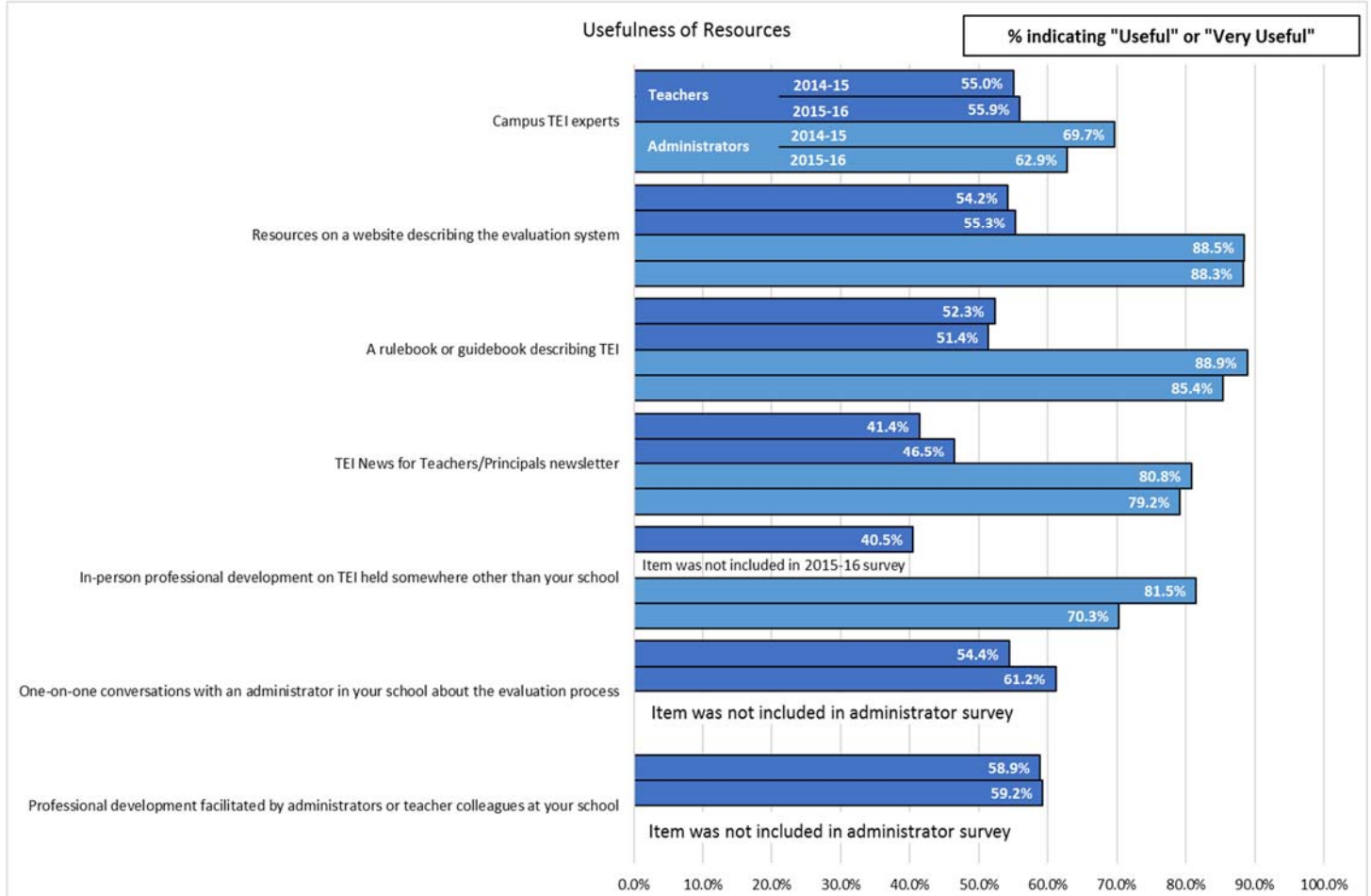
Figure 14: TEI Knowledge



Note: 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=350. 2014-15 Survey Respondent Counts - Teachers, N=4,119; Administrators, N=287.

When asked about usefulness of resources related to TEI, teachers were most likely to indicate that professional development resources offered on their campus or one-on-one conversations with the administrator on their campus were most helpful (Figure 15). Administrators indicated that the TEI website was most useful followed by the TEI guidebook. There was a large discrepancy between teachers' and principals' experiences with the TEI newsletter. Administrators were more likely than teachers to indicate the newsletters, the TEI rulebook or guidebook, and the online resources describing the evaluation system were "Useful" or "Very Useful".

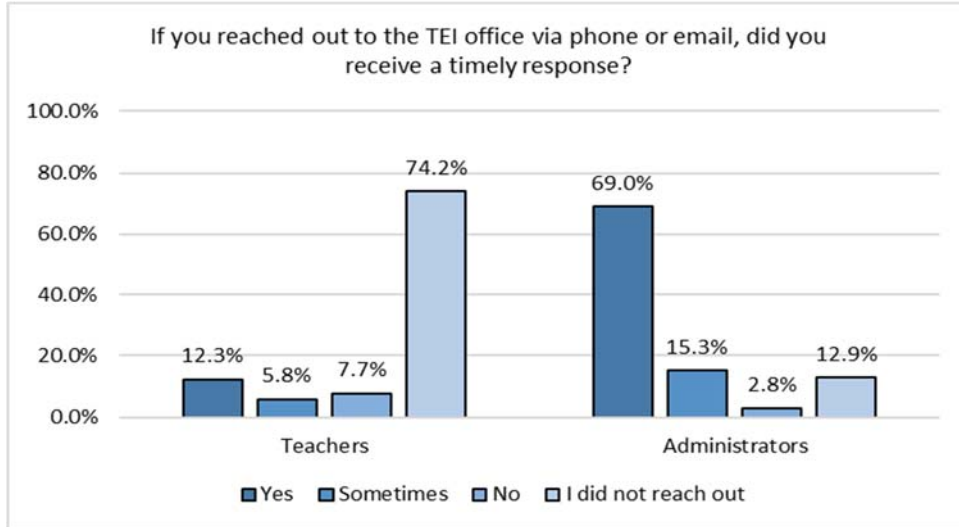
Figure 15: TEI Resources



Note: 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=350. 2014-15 Survey Respondent Counts - Teachers, N=4,119; Administrators, N=287.

Teachers were most likely to report that they did not reach out to the TEI office in 2014-15 and in 2015-16 school years. Administrators were more likely to contact the TEI office, and when they did, the majority reported receiving a timely response (Figure 16).

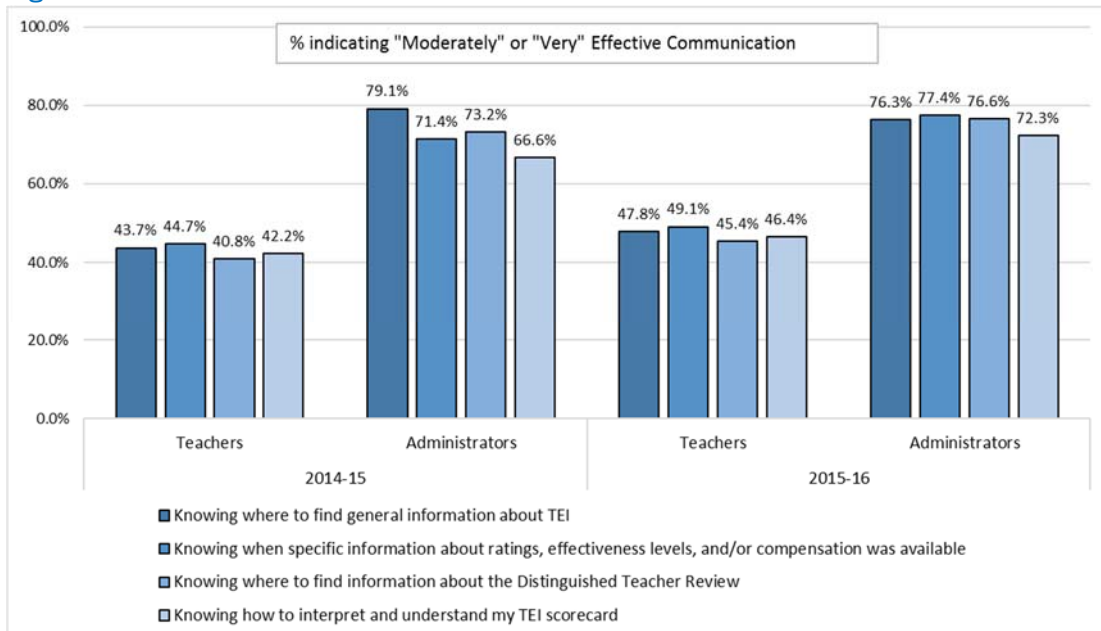
Figure 16: Communication with TEI Office



Note: 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=350. 2014-15 Survey Respondent Counts - Teachers, N=4,119; Administrators, N=287.

While there were small increases from 2014-15 to 2015-16 in the percentage of teachers reporting district communication to be “Moderately” or “Very” effective, there continued to be a discrepancy between teachers’ experiences and administrators’ experiences (Figure 17). Administrators rated district communication about TEI more favorably than did teachers.

Figure 17: District Communication Effectiveness



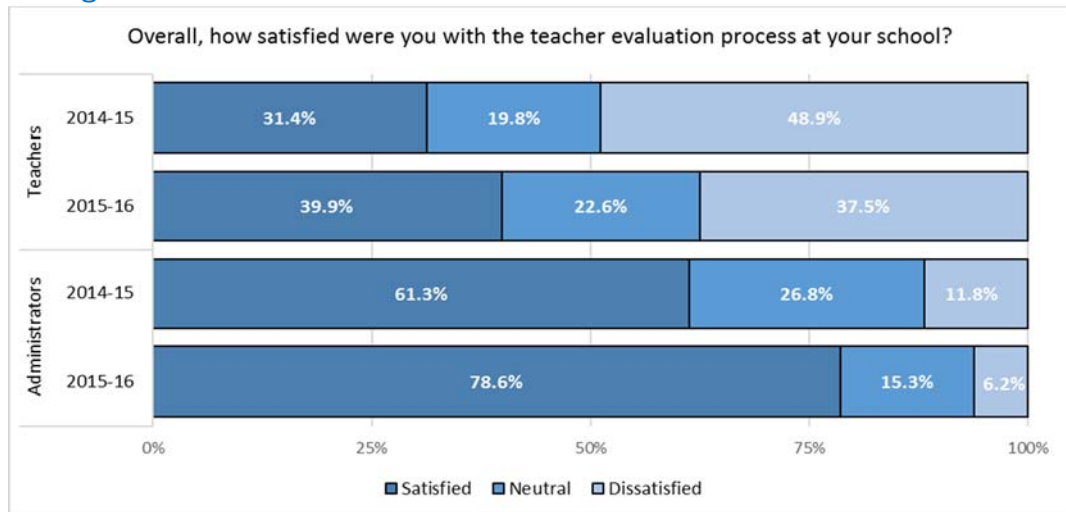
Note: 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=350. 2014-15 Survey Respondent Counts - Teachers, N=4,119; Administrators, N=287.

General TEI Items

Figure 18 shows that the percentage of teachers who reported that they were satisfied with the overall teacher evaluation process in 2015-16 was approximately half (39.9%) of the percentage of administrators who reported they were satisfied with the teacher evaluation process (78.6%). Furthermore, the percentage of teachers who were dissatisfied with the teacher evaluation process (37.5%) was approximately six times greater than the percentage of administrators who were dissatisfied (6.2%). Even so, satisfaction with the process increased from 2014-15 to 2015-16 for both groups.

Although satisfaction with the teacher evaluation process increased for both teachers and administrators from 2014-15 to 2015-16, teachers' level of satisfaction was still approximately half of administrators' level of satisfaction. Teachers' level of satisfaction increased from 31.4 percent in 2014-15 to 39.9 percent in 2015-16, but administrators reported a larger increase in satisfaction from 61.3 percent in 2014-15 to 78.6 percent in 2015-16. In addition, teachers' level of dissatisfaction decreased from 48.9 percent in 2014-15 to 37.5 percent in 2015-16. Administrators' level of dissatisfaction also decreased from 11.8 percent in 2014-15 to 6.2 percent in 2015-16.

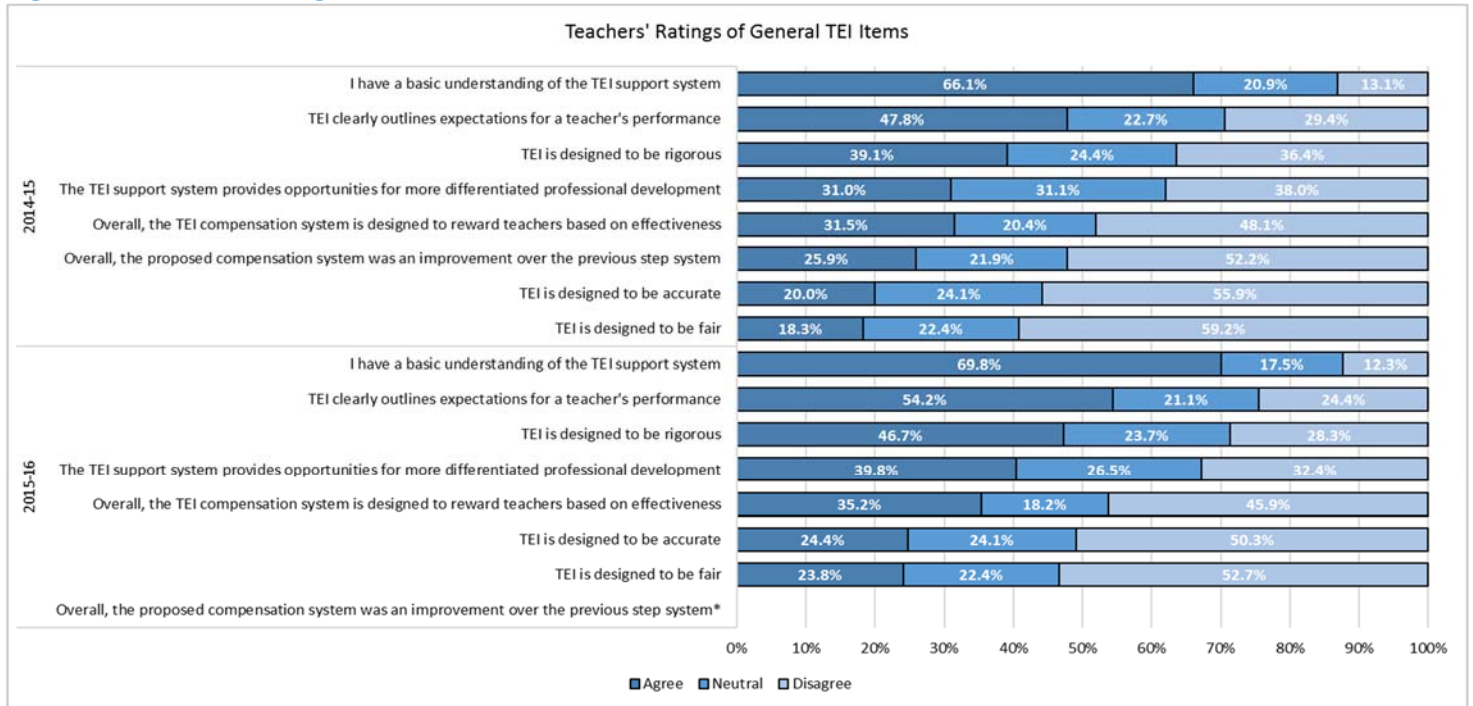
Figure 18: Level of Satisfaction with Teacher Evaluation Process



Note: "Satisfied" percentages include "Very Satisfied" and "Satisfied." "Dissatisfied" includes "Very Dissatisfied" and "Dissatisfied." 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=341. 2014-15 Survey Respondent Counts - Teachers, N=4,189; Administrators, N=287. Percentages may not equal to 100 percent due to rounding.

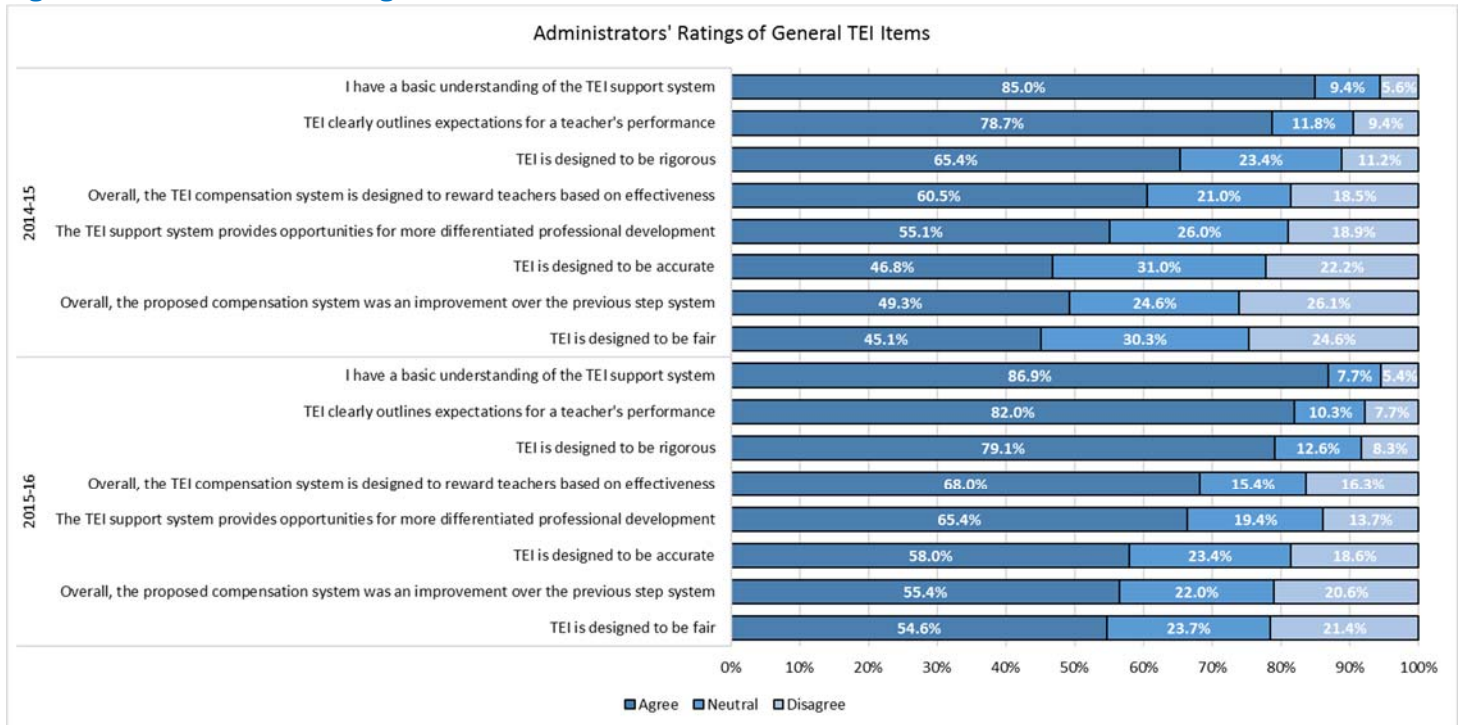
Teachers and administrators rated how strongly they agreed or disagreed with general TEI items (e.g., "I have a basic understanding of the TEI support system" and "TEI is designed to be fair;" Figures 19 and 20). Teacher and administrator ratings of general TEI items became more positive from 2014-15 to 2015-16, but teachers had less favorable views of TEI compared to administrators. Furthermore, teachers and administrators were asked whether they agreed or disagreed that "Overall, the TEI compensation system is designed to reward teachers based on effectiveness." While an evaluation of the TEI program reported that teachers with higher effectiveness levels received higher salaries (Douglas & Barton, February 2017), only 35.2 percent of teachers agreed with that statement compared to 68.0 percent of administrators.

Figure 19: Teacher Ratings of General TEI Items



Note: * The item regarding the proposed compensation system being an improvement over the previous step system was not asked about TEI for the 2015-16 school year. 2015-16 Survey Respondent Counts - Teachers, N=4,575. 2014-15 Survey Respondent Counts - Teachers, N=4,189. Percentages may not equal to 100 percent due to rounding. Percentages for 2015-16 may also not equal to 100 percent because a "Don't Know" option was offered in that year and those percentages are not included in the figure.

Figure 20: Administrator Ratings of General TEI Items



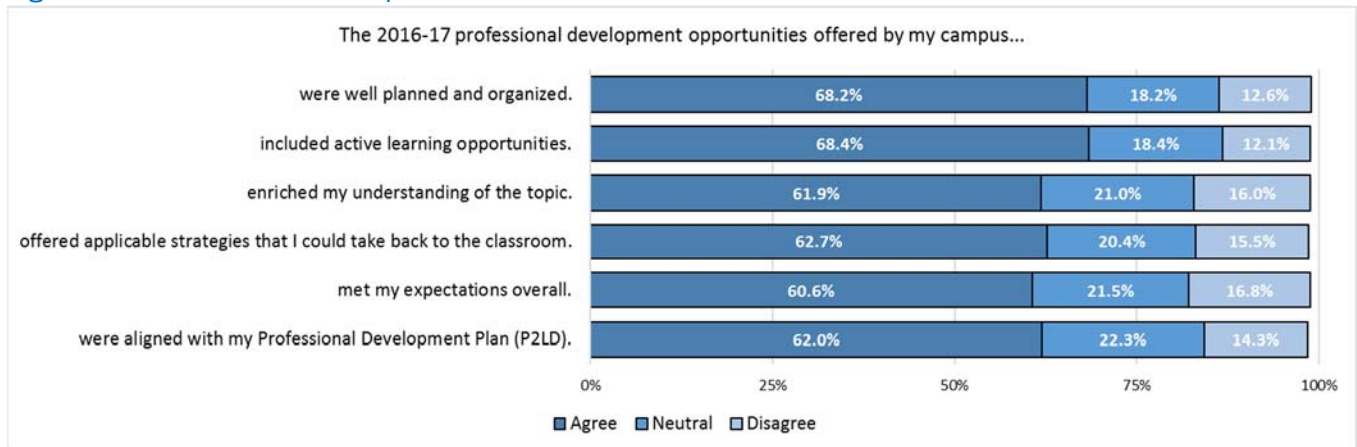
Note: 2015-16 Survey Respondent Counts - Administrators, N=350. 2014-15 Survey Respondent Counts - Administrators, N=287. Percentages may not equal to 100 percent due to rounding. Percentages for 2015-16 may also not equal to 100 percent because a "Don't Know" option was offered in that year and those percentages are not included in the figure.

2016-17 Professional Development

Because the professional development requirements for the Dallas ISD teachers changed for the 2016-17 school year, new survey items were created to reflect these changes. As a result, teachers responded to items based on their 2016-17 professional development experiences, and no comparisons were made to previous school years. In the 2015-16 survey, teachers responded to items about professional development during the 2014-15 school year.

Over 60 percent of teachers believed that their 2016-17 professional development opportunities were well planned and organized (68.2%), included active learning opportunities (68.4%), enriched their understanding of the topic (61.9%), offered applicable strategies (62.7%), met their expectations (60.6%), and were aligned with their Professional Development Plan (62.0%; Figure 21).

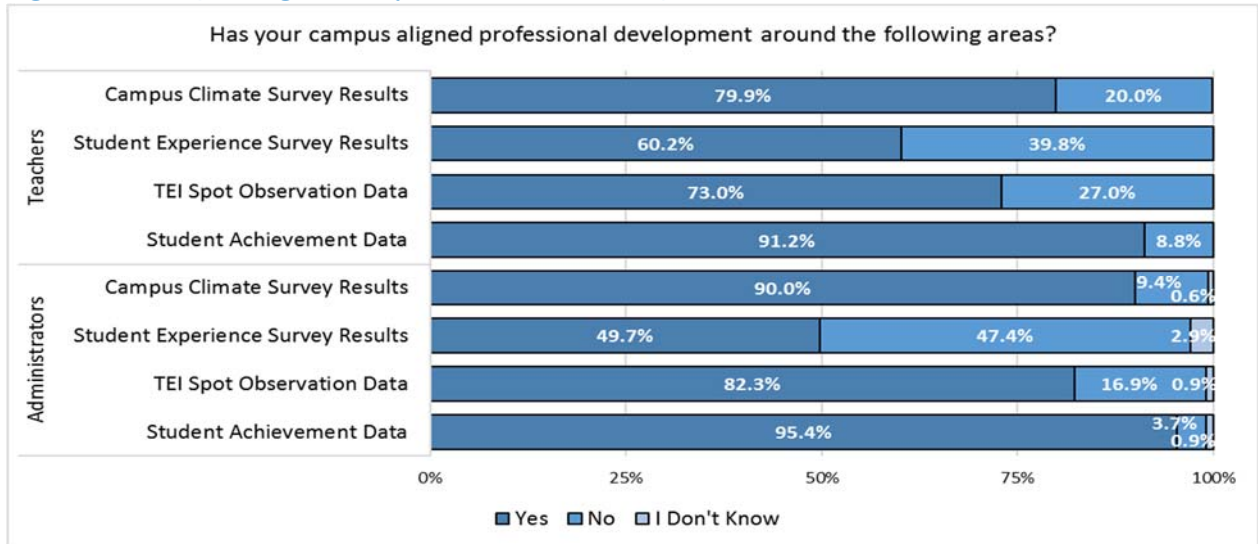
Figure 21: Professional Development Characteristics



Note: “Agree” percentages include “Strongly Agree” and “Agree.” “Disagree” includes “Strongly Disagree” and “Disagree.” 2015-16 Survey Respondent Counts - Teachers, N=4,544. Percentages may not equal to 100 percent because a “Not Applicable” option was offered as an answer choice and those percentages are not included in the figure.

Figure 22 indicated that a similar percentage of teachers and administrators reported that their professional development was aligned with their student achievement data (91.2% and 95.4%, respectively). However, teachers and administrators differed by approximately 10 percentage points on whether they believed that their professional development aligned with campus climate survey results (79.9% and 90.0%, respectively), student experience survey results (60.2% and 49.7%, respectively), and TEI spot observation data (73.0% and 82.3%, respectively).

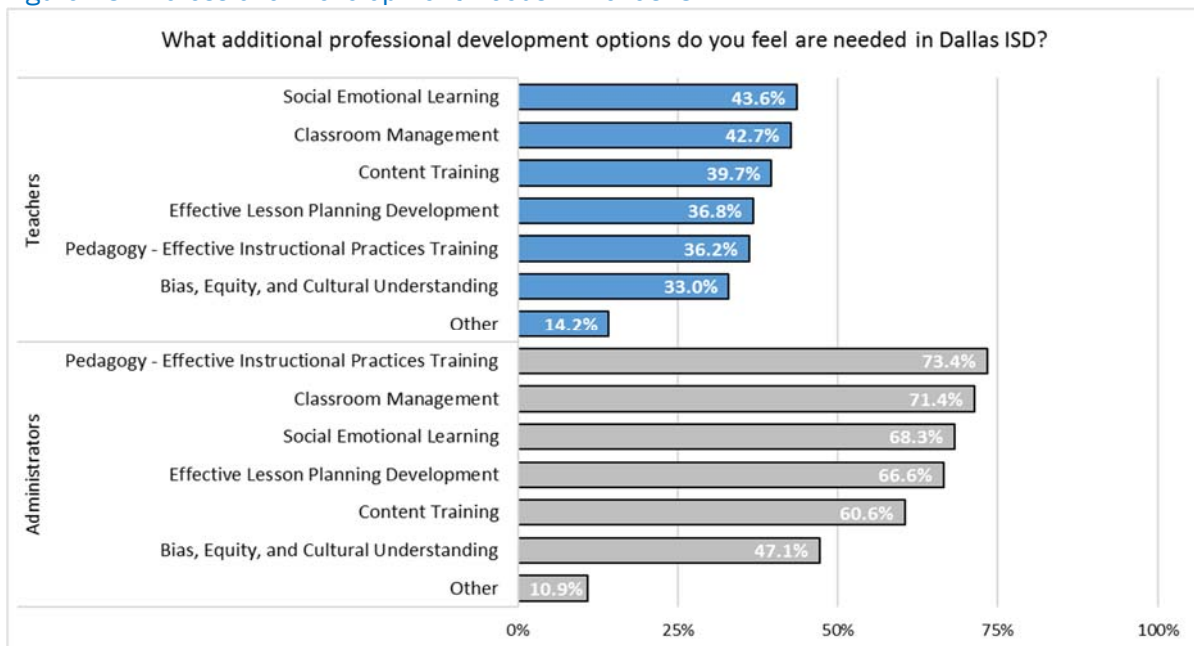
Figure 22: Campus Alignment by Professional Development



Note: 2015-16 Survey Respondent Counts - Teachers, N=4,544; Administrators, N=350. Percentages may not equal to 100 percent due to rounding.

Teachers and administrators were given the opportunity to identify which additional professional development options they believed were needed in the Dallas ISD. Teachers generally selected fewer options resulting in only social emotional learning and classroom management being selected more than 40 percent of the time (Figure 23). In comparison, administrators generally selected more options. The following topics were chosen by administrators more than 60 percent of the time: effective instructional practices, classroom management, social emotional learning, effective lesson planning development, and content training.

Figure 23: Professional Development Needs in Dallas ISD



Note: 2015-16 Survey Respondent Counts - Teachers, N=4,544; Administrators, N=350.

SUMMARY AND RECOMMENDATIONS

Summary

The Teacher Excellence Initiative (TEI) began its first year of implementation of the evaluation and associated support systems during the 2014-15 school year. In the summer of 2014, administrators and other central office staff members within TEI began certifying evaluators on the TEI system. Beginning in 2015-16, teacher evaluation results from the 2014-15 school year were used to determine compensation levels. The TEI system continued during the 2015-16 school year. Teacher evaluation results from 2015-16 were used to determine compensation in 2016-17.

The initiative was established with one primary objective, to improve student learning by improving teacher effectiveness. The TEI system defines, supports, and rewards excellence. Defining Excellence involves conducting annual evaluations of teachers that contain a combination of teacher performance indicators, student achievement indicators, and student survey results. Supporting Excellence involves developing teachers through self-facilitated learning opportunities, one-on-one coaching supports, whole-group training opportunities, district content workshops, differentiated professional development academies, and a new teacher mentor program. Rewarding Excellence involves providing teachers opportunities to significantly increase their salaries based on performance rather than tenure with the district. TEI is a continuous improvement model and is designed to account for the differing teaching environments of Dallas ISD teachers. The model is designed to be fair, accurate, and rigorous.

Dallas ISD teachers and administrators participating in the second year of the new Teacher Excellence Initiative (TEI) evaluation system received a 40-item survey soliciting information about participants' experiences with TEI during the 2015-16 school year with some additional items about professional development during the 2016-17 school year. The survey covered the TEI process of defining excellence, supporting excellence, and rewarding excellence. The responses were intended to provide information regarding how the TEI system functioned during its second year and to identify any potential adjustments that could be made. The survey was sent to 8,551 teachers and 547 administrators. Of those, 4,575 teachers and 350 administrators completed the survey, resulting in a 53.5 percent and 64.0 percent response rate, respectively. Principals made up 37 percent of respondents to the administrator survey. The majority of respondents were assistant principals (62%). The percentage of elementary, middle, and high school teachers who responded across school level was representative of the total teacher population in the Dallas ISD who were in TEI-eligible positions (Douglas & Barton, February 2017). Furthermore, while the average creditable years of service for all teachers in TEI positions was 9.6 (Douglas & Barton, February 2017), the average creditable years of service for survey respondents was 12.7, which indicated that teachers with more experience responded to the survey at higher rates than less experienced teachers.

The teacher survey results in general showed low levels of satisfaction with the TEI system; however, there were some individual elements of the system that were rated positively as well as some areas identified where improvements could be made to increase satisfaction with the system in the future.

While administrator results were mixed, administrators tended to have more positive perceptions of TEI than did teachers. There was positive growth over time (from 2014-15 to 2015-16) for both teachers and administrators. The components rated most favorably included TEI evaluator feedback, professional development, the Distinguished Teacher Review process, and resources to assist in understanding TEI. Areas with less favorable responses included feedback from the student experience survey, the compensation system, communication about TEI, and TEI in general. A gap in perceptions of and experiences related to TEI existed between teachers and administrators, with administrators holding more positive views of the system than teachers. The results of the survey indicate that there was a disconnect between teachers and administrators when it came to their experiences, knowledge, and perceptions of the TEI system.

The following are the major findings of the TEI evaluation survey results within each component:

Observation and Feedback

A majority of respondents from both groups indicated that administrators were able to evaluate teachers effectively. In general, administrators were able to identify areas for improvement, set high standards for teachers, and knew classroom goals for students. Both teachers and administrators indicated that observation feedback was helpful, but administrators rated the helpfulness of their feedback more positively than did teachers. A larger percentage of teachers in 2015-16 than in 2014-15 indicated that the number of spot observations they received were “just right” (42.9% and 57.6%, respectively). This finding is aligned with a TEI policy change in 2015-16 reducing the number of required spot observations. Teachers and administrators indicated that spot observations were aligned with summative performance evaluations, though some improvement was needed with regard to teachers’ perceptions of the accuracy of the summative performance evaluation in measuring their effectiveness (50.1% of teachers in 2014-15 and 44.4% in 2015-16 indicating summative performance evaluations were “not accurate”).

Student Experience Survey

The percentage of teachers and administrators indicating that student experience survey feedback was helpful increased from 2014-15 to 2015-16; however, the percentage of administrators and teachers indicating student experience survey results accurately reflected teachers’ strengths and weaknesses remained relatively low. The majority of teachers continued to indicate that they were not using the Panorama Playbook (87.0% in 2014-15 and 73.5% in 2015-16 indicating no use).

Distinguished Teacher Review

The TEI office conducted a survey of DTR teachers in May of 2016. The results of that survey indicated that many teachers who submitted a Distinguished Teacher Review application and received an observation were satisfied with the DTR process. More than 70 percent of administrators who completed the E&A TEI survey conducted observations as part of the DTR process. Of those, over half (57.5%) reported that the number of observations was “just right.” About half of administrators also reported that the process was fair (50.6%). Almost 60 percent of administrators reported that the DTR process was too cumbersome for teachers. The survey results regarding the DTR process seem to support the change in

TEI DTR policy for the 2016-17 school year. The requirement that external evaluators observe DTR-eligible teachers was removed from the DTR review process. Going forward, the DTR process will only include the DTR Application on which teachers demonstrate examples of their leadership, lifelong learning, and contributions to the profession. For teachers who underwent DTR in the 2015-16 school year and choose not to reapply during the 2016-17 school year, 2015-16 DTR observation points will not roll over onto the Scorecard released September 2017.

Compensation

When it came to ratings of the new compensation system, results were less favorable. Administrators' perceptions of the new system were more positive than those of teachers. A majority of teachers disagreed with statements such as, "The new TEI system should be continued in its current form" and "The TEI system will entice more effective teachers to work at lower performing schools." Administrators also disagreed with these items at a higher rate, though it was not a majority. Administrators were more likely to give neutral ratings about compensation than were teachers.

TEI Knowledge, Resources, and Communication

Teachers and administrators indicated that they were most knowledgeable about TEI in general, how observations were used to determine summative performance scores, and the observation rubric used to rate teacher performance. Administrators rated themselves as more knowledgeable than did teachers. Ratings of TEI knowledge increased for both teachers and administrators from 2014-15 to 2015-16. Teachers were most likely to use on-campus professional development or one-on-one conversations with their administrator to learn about TEI. Administrators were more likely to use the resources provided on the TEI website and the TEI guidebook. Administrators were also much more likely to contact the TEI office for assistance; 70.2 percent of teachers in 2015-16 reported that they did not contact the TEI office, while only 7.4 percent of administrators indicated this. Administrators rated district communication about TEI more favorably than did teachers; however, percentage of favorable responses increased slightly from 2014-15 to 2015-16.

Satisfaction with TEI

Level of satisfaction with TEI increased from 2014-15 to 2015-16 for both teachers (31.4% to 39.9%, respectively) and administrators (61.3% to 78.6%, respectively). With regard to TEI in general, administrators and teachers were most likely to indicate that they had a basic understanding of the TEI system and least likely to indicate that the TEI system was fair or accurate.

2016-17 Professional Development

Teachers reported that professional development sessions offered on their campuses were well planned and organized, and included active learning opportunities. Teachers and administrators indicated that professional development on their campuses was aligned with campus climate survey results and student achievement data. Both groups were less likely to indicate professional development was aligned with student experience survey results.

Recommendations

The following are recommendations based on the results of the 2015-16 TEI program evaluation:

1. Address discrepancies between teachers' reports of experiences and administrators' perceptions of teachers' experiences (helpfulness of feedback, district communication, TEI overall).
2. Examine the length of typical spot observations and determine whether the current requirement is sufficient to determine teacher effectiveness.
3. Survey results showed some improvement in teachers' perceptions of the alignment of spot observations and summative performance evaluations; however, more growth in this area would be beneficial. Create a more transparent procedure for including spot observation ratings into the summative performance evaluation in order to ease teachers' anxiety about alignment of these two systems.
4. Provide additional opportunities for teachers to learn about the calculation of overall evaluation ratings, effectiveness levels, and compensation levels. Also provide more information about the DTR process and how teachers can move from one effectiveness level to another.
5. Because teachers seemed to be less likely to use TEI resources offered off campus, TEI staff should consider increasing the amount of TEI-related professional development and resources offered on campus. Though teachers seemed to prefer on-campus TEI training, they also rated items related to professional development across the district favorably. This should be remembered when determining the best method of delivering resources and training on the TEI system.
6. Administer the teacher and administrator perception surveys again at a later date. Apply methods that could potentially increase the response rate above 60 percent in order to gain a more representative picture of the attitudes and experiences of Dallas ISD teachers and administrators.

REFERENCES

- Douglas, N. and Ure, A. (December 2015). Teacher Excellence Initiative (TEI) 2015-16. Dallas, TX: Dallas Independent School District.
- Douglas, N. and Barton, M. (February 2017). Evaluation of the Teacher Excellence Initiative (TEI): 2016-17 Final Report. Dallas, TX: Dallas Independent School District.

APPENDICES

Appendix A:

TEI Teacher Survey Results

Demographics

What was your position during the 2015-16 school year?

Answered: 4,575 Skipped: 0

Answer Choices	Responses
Teacher of Record	93.09% 4,259
Non-Teacher of Record	4.77% 218
Teaching Assistant	0.02% 1
Other Responses	2.12% 97
Total	4,575

During the 2015-16 school year, at which level of school did you work?

Answered: 4,575 Skipped: 0

Answer Choices	Responses
Elementary School	57.14% 2,614
Middle School	18.54% 848
High School	24.33% 1,113
Total	4,575

At the end of the 2015-16 school year,

Answered: 4,575 Skipped: 0

Answer Choices	Average Number	Total Number	Responses
how many years had you been a teacher at that campus? Responses	7	30,104	4,575
how many years had you been a teacher in the Dallas ISD? Responses	9	42,821	4,575
how many years had you been a teacher overall? Responses	13	57,897	4,575
Total Respondents: 4,575			

TEI Knowledge

How would you rate your knowledge or proficiency about the following parts of the evaluation system?

Answered: 4,575 Skipped: 0

	None	Basic	Intermediate	Advanced	Total
TEI in general	1.14% 52	29.86% 1,366	50.62% 2,316	18.38% 841	4,575
The observation rubric used to rate teacher performance	1.22% 56	25.88% 1,184	52.22% 2,389	20.68% 946	4,575
How observations are used to determine a summative performance evaluation score	1.84% 84	27.48% 1,257	49.16% 2,249	21.53% 985	4,575
The Distinguished Teacher Review process	11.06% 506	38.51% 1,762	34.10% 1,560	16.33% 747	4,575
How my overall evaluation rating was calculated	4.39% 201	34.12% 1,561	43.48% 1,989	18.01% 824	4,575
How my effectiveness level was determined	4.79% 219	33.92% 1,552	43.19% 1,976	18.10% 828	4,575
How my compensation was calculated	7.45% 341	32.77% 1,499	40.02% 1,831	19.76% 904	4,575
What I need to do to move from one effectiveness level to the next	6.49% 297	32.59% 1,491	41.51% 1,899	19.41% 888	4,575

General TEI Items

To what extent do you agree with the following statements?

Answered: 4,575 Skipped: 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total
TEI clearly outlines expectations for a teacher's performance.	8.17% 374	46.05% 2,107	21.07% 984	14.19% 649	10.23% 468	0.28% 13	4,575
I have a basic understanding of the TEI support system (i.e., professional development).	11.39% 521	58.43% 2,673	17.46% 799	8.00% 366	4.31% 197	0.42% 19	4,575
The TEI support system provides opportunities for more differentiated professional development.	6.10% 279	33.73% 1,543	26.45% 1,210	19.89% 910	12.46% 570	1.38% 63	4,575
Overall, the TEI compensation system is designed to reward teachers based on effectiveness.	7.39% 338	27.76% 1,270	18.23% 834	19.08% 873	26.82% 1,227	0.72% 33	4,575
TEI is designed to be fair.	4.50% 206	19.28% 882	22.36% 1,023	21.38% 978	31.32% 1,433	1.16% 53	4,575
TEI is designed to be accurate.	4.50% 206	19.93% 912	24.09% 1,102	21.46% 982	28.85% 1,320	1.16% 53	4,575
TEI is designed to be rigorous.	11.48% 525	35.19% 1,610	23.69% 1,084	11.08% 507	17.25% 789	1.31% 60	4,575

Spot Observations

During the 2015-16 school year, the number of spot observations I received was:

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
too many.	38.99%	1,784
just right.	57.60%	2,635
too few.	3.41%	156
Total		4,575

During the 2015-16 school year, do you believe the length of the typical spot observation was sufficient for the evaluator to accurately assess your teaching?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
Yes	45.60%	2,088
Sometimes	39.56%	1,810
No	14.84%	679
Total		4,575

In your opinion, how often did you receive feedback within an appropriate amount of time after your spot observations conducted during the 2015-16 school year?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
Almost Always	53.38%	2,442
Often	19.56%	895
Sometimes	18.58%	850
Almost Never	8.48%	388
Total		4,575

Overall, how helpful was the spot observation feedback you received from your evaluator during the 2015-16 school year?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
Very Helpful	23.61%	1,080
Helpful	47.32%	2,165
Unhelpful	20.72%	948
Very Unhelpful	8.35%	382
Total	4,575	

Extended Observations

Did you receive feedback within what you would consider to be an appropriate amount of time after your 2015-16 extended observation?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
Yes	84.52%	3,867
No	15.48%	708
Total	4,575	

Overall, how helpful was the 2015-16 extended observation feedback you received from your evaluator?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
Very Helpful	24.24%	1,109
Helpful	49.62%	2,270
Unhelpful	18.99%	869
Very Unhelpful	7.15%	327
Total	4,575	

Summative Performance Evaluation

How long did you work with the evaluator who conducted your summative performance evaluation during the 2015-16 school year?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
▼ The full 2015-16 year	85.84%	3,927
▼ One semester of the 2015-16 school year	7.87%	360
▼ Less than one semester of the 2015-16 school year	3.37%	154
▼ Other (please specify) Responses	2.93%	134
Total	4,575	

How accurate was your 2015-16 summative performance evaluation in measuring your effectiveness as a teacher?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
▼ Completely Accurate	15.08%	690
▼ Very Accurate	40.52%	1,854
▼ Slightly Accurate	31.65%	1,448
▼ Not at All Accurate	12.74%	583
Total	4,575	

How aligned was your summative performance evaluation with the spot observation feedback you received throughout the 2015-16 school year?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
▼ Completely Aligned	16.83%	770
▼ Very Aligned	46.60%	2,132
▼ Slightly Aligned	28.59%	1,308
▼ Not at All Aligned	7.98%	365
Total	4,575	

Overall, how helpful was the 2015-16 summative performance evaluation feedback you received from your evaluator?

Answered: 4,575 Skipped: 0

Answer Choices	Responses
Very Helpful	20.35% 931
Helpful	52.66% 2,409
Unhelpful	19.21% 879
Very Unhelpful	7.78% 356
Total	4,575

My Evaluator

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
was(were) objective.	24.55% 1,123	43.98% 2,012	15.43% 706	9.73% 445	6.32% 289	4,575
knew what my goals were for my students.	28.26% 1,293	42.84% 1,960	12.66% 579	10.40% 476	5.84% 267	4,575
knew how much growth and progress my students made during the 2015-16 school year.	26.12% 1,195	37.81% 1,730	15.52% 710	13.14% 601	7.41% 339	4,575
set high standards for me.	34.82% 1,593	43.72% 2,000	13.70% 627	4.37% 200	3.39% 155	4,575
identified areas that needed improvement.	27.61% 1,263	45.55% 2,084	15.02% 687	7.02% 321	4.81% 220	4,575

During the 2015-16 school year, what was the quality of your relationship with your primary evaluator?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
▼ Very Positive	40.42%	1,849
▼ Positive	37.75%	1,727
▼ Neutral	14.45%	661
▼ Negative	4.55%	208
▼ Very Negative	2.84%	130
Total	4,575	

During the 2015-16 school year, what was the quality of your relationship with any additional evaluator(s)?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
▼ Very Positive	27.48%	1,257
▼ Positive	38.58%	1,765
▼ Neutral	15.67%	717
▼ Negative	2.78%	127
▼ Very Negative	1.68%	77
▼ Not Applicable	13.81%	632
Total	4,575	

Observation Feedback

Please think about the feedback you received during the 2015-16 school year as a result of classroom observations to respond to the following items. To what extent do you agree with the following statements? The observation feedback I received during the 2015-16 school year (spots, extended, and summative):

Answered: 4,575 Skipped: 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total
was credible (demonstrated observer's knowledge of pedagogy)	21.01% 961	46.23% 2,115	16.46% 753	8.72% 399	7.28% 333	0.31% 14	4,575
identified areas of strength in my performance	23.13% 1,058	48.85% 2,235	14.12% 646	8.26% 378	5.46% 250	0.17% 8	4,575
identified specific areas of my instruction that could be improved	21.18% 969	49.99% 2,287	15.91% 728	7.74% 354	4.96% 227	0.22% 10	4,575
included guidance on how to make improvements to my instruction	19.30% 883	42.16% 1,929	18.21% 833	11.50% 526	8.59% 393	0.24% 11	4,575
has been helpful in improving my teaching	19.34% 885	37.51% 1,716	20.09% 919	12.35% 565	10.45% 478	0.26% 12	4,575

Student Experience Surveys

Did you receive student experience survey data for the 2015-16 school year?

Answered: 4,575 Skipped: 0

Answer Choices	Responses
Yes	60.85% 2,784
No	39.15% 1,791
Total	4,575

Overall, how helpful was the feedback you received from the 2015-16 student survey?

Answered: 2,784 Skipped: 1,791

Answer Choices	Responses	
Very Helpful	17.03%	474
Helpful	42.17%	1,174
Unhelpful	26.22%	730
Very Unhelpful	14.58%	406
Total		2,784

How accurately do you think your 2015-16 student survey results reflected your strengths and weaknesses as a teacher?

Answered: 2,784 Skipped: 1,791

Answer Choices	Responses	
Completely Accurately	10.13%	282
Very Accurately	26.47%	737
Slightly Accurately	36.42%	1,014
Not at All Accurately	26.98%	751
Total		2,784

During the 2015-16 school year, how often did you use the Panorama Playbook?

Answered: 2,784 Skipped: 1,791

Answer Choices	Responses	
A lot	2.77%	77
A few times	23.74%	661
Not at All	73.49%	2,046
Total		2,784

TEI Resources

Did you have the resources you needed to understand your 2015-16 TEI evaluation results?

Answered: 4,575 Skipped: 0

Answer Choices	Responses
Yes	53.57% 2,451
Somewhat	39.67% 1,815
No	6.75% 309
Total	4,575

During the 2015-16 school year, how useful did you find the following resources in helping you better understand TEI?

Answered: 4,575 Skipped: 0

	Not Useful	A Little Useful	Useful	Very Useful	I did not get this resource	I did not use this resource	Total
A rulebook or guidebook describing TEI	7.63% 349	25.86% 1,183	39.58% 1,811	11.78% 539	9.44% 432	5.70% 261	4,575
Resources on a website describing the evaluation system	9.16% 419	25.64% 1,173	41.01% 1,876	14.27% 653	2.86% 131	7.06% 323	4,575
Professional Development about TEI facilitated by administrators/teacher colleagues at your school	11.04% 505	25.20% 1,153	41.60% 1,903	17.64% 807	2.47% 113	2.05% 94	4,575
One-on-one conversations with an administrator in your school about the evaluation process	9.16% 419	19.37% 888	41.16% 1,883	20.00% 915	5.95% 272	4.37% 200	4,575
TEI campus experts	12.00% 549	23.41% 1,071	37.07% 1,696	18.86% 863	4.09% 187	4.57% 209	4,575
TEI News for Teachers newsletter	15.28% 699	26.25% 1,201	35.69% 1,633	10.82% 495	3.56% 163	8.39% 384	4,575

TEI Communication

During the 2015-16 school year, how effective was the district's communication in the following areas?

Answered: 4,575 Skipped: 0

	Not Effective	Somewhat Effective	Moderately Effective	Very Effective	Total
Knowing where to find general information about TEI	10.64% 487	41.53% 1,900	30.01% 1,373	17.81% 815	4,575
Knowing when specific information about my ratings, effectiveness levels, and/or compensation was available	14.01% 641	36.92% 1,689	29.90% 1,368	19.17% 877	4,575
Knowing where to find information about the Distinguished Teacher Review	17.38% 795	37.27% 1,705	28.48% 1,303	16.87% 772	4,575
Knowing how to interpret and understand my TEI scorecard	15.50% 709	38.10% 1,743	30.64% 1,402	15.76% 721	4,575

If you reached out to the TEI office via phone or email during the 2015-16 school year, did you receive a timely response?

Answered: 4,575 Skipped: 0

Answer Choices	Responses
Yes	14.89% 681
Sometimes	7.48% 342
No	7.43% 340
I did not reach out	70.21% 3,212
Total	4,575

The TEI System

To what extent do you agree with the following statements? During the 2015-16 school year, the TEI system:

Answered: 4,575 Skipped: 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
improved the quality of my conversations with my colleagues about instruction.	5.20% 238	27.41% 1,254	29.57% 1,353	24.15% 1,105	13.66% 625	4,575
encouraged teachers to collaborate.	6.45% 295	29.77% 1,362	25.64% 1,173	22.03% 1,008	16.11% 737	4,575
improved my communication with leadership at my school.	7.30% 334	31.26% 1,430	26.58% 1,216	20.46% 936	14.40% 659	4,575
relied too heavily on student growth.	15.23% 697	29.51% 1,350	33.73% 1,543	16.22% 742	5.31% 243	4,575
was based on current scientifically sound research.	3.85% 176	20.50% 938	41.97% 1,920	17.90% 819	15.78% 722	4,575
supported the improvement of the school's instructional program.	5.70% 261	33.20% 1,519	30.38% 1,390	17.29% 791	13.42% 614	4,575
identified areas of strength.	6.62% 303	42.10% 1,926	25.90% 1,185	14.71% 673	10.67% 488	4,575
documented changes in professional practice over time.	5.27% 241	31.23% 1,429	33.42% 1,529	17.84% 816	12.24% 560	4,575
guided professional growth.	6.30% 288	34.75% 1,590	27.52% 1,259	18.21% 833	13.22% 605	4,575
led to better instruction.	7.43% 340	31.30% 1,432	26.32% 1,204	19.45% 890	15.50% 709	4,575
led to improved student learning.	6.45% 295	28.59% 1,308	28.70% 1,313	20.24% 926	16.02% 733	4,575
took more effort than the results were worth.	23.74% 1,086	31.34% 1,434	27.58% 1,262	12.59% 576	4.74% 217	4,575
aided in the retention of good teachers.	5.99% 274	20.24% 926	26.91% 1,231	18.01% 824	28.85% 1,320	4,575

General Items

Overall, how satisfied were you with the teacher evaluation process at your school during the 2015-16 school year?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
Very Satisfied	9.55%	437
Satisfied	30.30%	1,388
Neutral	22.62%	1,035
Dissatisfied	19.39%	887
Very Dissatisfied	18.14%	830
Total		4,575

Teaching Status

Are you currently a Dallas ISD teacher?

Answered: 4,575 Skipped: 0

Answer Choices	Responses	
Yes	99.32%	4,544
No	0.68%	31
Total		4,575

Rewarding Excellence

Were you eligible to receive additional compensation based on your 2015-16 TEI evaluation results?

Answered: 4,544 Skipped: 31

Answer Choices	Responses	
Yes	42.96%	1,952
No	46.35%	2,108
Do not know	10.70%	488
Total		4,544

To what extent do you agree with the following statements? The compensation I received this year based on my 2015-16 teaching effectiveness:

Answered: 4,544 Skipped: 31

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total
adequately recognizes my efforts to increase student achievement.	7.44% 338	20.80% 945	18.82% 855	20.31% 923	29.12% 1,323	3.52% 160	4,544
encourages me to remain in a campus-based position.	8.71% 396	20.58% 935	24.36% 1,107	16.00% 727	27.05% 1,229	3.30% 150	4,544

To what extent do you agree with the following statements? The TEI compensation system:

Answered: 4,544 Skipped: 31

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
supports the recruitment of highly effective teachers.	6.84% 311	25.62% 1,164	23.33% 1,060	23.99% 1,090	20.22% 919	4,544
supports the retention of highly effective teachers.	6.69% 304	21.26% 966	20.93% 951	24.36% 1,107	26.76% 1,216	4,544
differentiates salaries to reward teachers who perform well.	7.70% 350	25.62% 1,164	21.63% 983	21.59% 981	23.46% 1,066	4,544
differentiates salaries to reward teachers who raise student achievement.	7.46% 339	28.59% 1,299	22.82% 1,037	19.74% 897	21.39% 972	4,544
will entice more effective teachers to work at lower performing schools.	4.91% 223	17.98% 817	24.38% 1,108	25.44% 1,156	27.29% 1,240	4,544
will positively affect my future with the Dallas ISD.	8.78% 399	22.12% 1,005	29.40% 1,336	17.91% 814	21.79% 990	4,544
is supported by most teachers in my school.	3.81% 173	16.09% 731	26.80% 1,218	25.18% 1,144	28.13% 1,278	4,544
makes me feel that I am better rewarded financially for what I do as a teacher.	7.37% 335	20.22% 919	20.40% 927	22.12% 1,005	29.89% 1,358	4,544
is sufficiently connected to classroom instruction.	5.85% 266	23.39% 1,063	25.22% 1,146	21.65% 984	23.88% 1,085	4,544
allows teachers to earn substantially more money over time compared to the old system.	8.52% 387	22.93% 1,042	23.64% 1,074	17.58% 799	27.33% 1,242	4,544
should be continued in its current form.	5.17% 235	13.56% 616	22.47% 1,021	20.47% 930	38.34% 1,742	4,544

Professional Development

Please indicate your level of agreement with the following statements. The 2016-17 professional development opportunities offered by the district:

Answered: 4,544 Skipped: 31

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Total
were well planned and organized.	13.23% 601	50.09% 2,276	19.26% 875	9.71% 441	6.03% 274	1.69% 77	4,544
Included active learning opportunities.	13.58% 617	51.76% 2,352	19.59% 890	8.38% 381	5.00% 227	1.69% 77	4,544
met my expectations overall.	12.04% 547	43.95% 1,997	22.67% 1,030	12.61% 573	7.11% 323	1.63% 74	4,544
enriched my understanding of the topic.	12.79% 581	46.28% 2,103	21.41% 973	11.00% 500	6.73% 306	1.78% 81	4,544
offered applicable strategies that I could take back to the classroom.	13.82% 628	48.24% 2,192	20.53% 933	9.51% 432	6.14% 279	1.76% 80	4,544
were aligned with my Professional Development Plan.	13.93% 633	50.11% 2,277	21.39% 972	7.35% 334	5.44% 247	1.78% 81	4,544

Please indicate your level of agreement with the following statements. The instructors who conducted 2016-17 professional development sessions:

Answered: 4,544 Skipped: 31

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Total
were well organized.	20.07% 912	53.70% 2,440	16.31% 741	4.86% 221	3.19% 145	1.87% 85	4,544
were knowledgeable about the topic.	21.37% 971	54.64% 2,483	15.74% 715	3.48% 158	2.90% 132	1.87% 85	4,544
presented the material clearly and effectively.	20.53% 933	52.82% 2,400	17.03% 774	4.75% 216	3.04% 138	1.83% 83	4,544
facilitated discussions well.	20.16% 916	51.91% 2,359	17.45% 793	5.35% 243	3.26% 148	1.87% 85	4,544

Please indicate your level of agreement with the following statements. The 2016-17 professional development opportunities offered by my campus:

Answered: 4,544 Skipped: 31

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Total
were well planned and organized.	18.24% 829	49.93% 2,269	18.18% 826	8.19% 372	4.36% 198	1.10% 50	4,544
Included active learning opportunities.	18.42% 837	49.96% 2,270	18.40% 836	7.94% 361	4.16% 189	1.12% 51	4,544
met my expectations overall.	16.35% 743	44.28% 2,012	21.50% 977	11.25% 511	5.50% 250	1.12% 51	4,544
enriched my understanding of the topic.	16.99% 772	44.87% 2,039	20.95% 952	10.50% 477	5.50% 250	1.19% 54	4,544
offered applicable strategies that I could take back to the classroom.	17.34% 788	45.36% 2,061	20.44% 929	10.06% 457	5.44% 247	1.36% 62	4,544
were aligned with my Professional Development Plan (P2LD).	16.53% 751	45.42% 2,064	22.29% 1,013	9.15% 416	5.15% 234	1.45% 66	4,544

Please indicate how helpful the following 2016-17 professional development opportunities were to your overall teaching performance.

Answered: 4,544 Skipped: 31

	Very Helpful	Helpful	Unhelpful	Not at All Helpful	Not Applicable	Total
Professional Development Sessions Offered on Your Campus	17.43% 792	56.38% 2,562	14.37% 653	8.01% 364	3.81% 173	4,544
District Summer and Fall P2LD Training sessions	16.70% 759	56.32% 2,559	13.95% 634	6.91% 314	6.12% 278	4,544
District Virtual P2LD Training Sessions	10.08% 458	40.14% 1,824	11.99% 545	5.48% 249	32.31% 1,468	4,544

The following describes an ideal experience with a TEI evaluator: TEI evaluators should work continuously with teachers to build instructional capacity. Teachers are required to complete 14 credit hours of professional development through Personalized Professional Learning and Development (P2LD). TEI evaluators should build upon P2LD sessions with aligned professional development and support on the campus. During the 2016-17 school year, has this been your experience with your TEI evaluator?

Answered: 4,544 Skipped: 31

Answer Choices	Responses
Yes	58.23% 2,646
Sometimes	27.55% 1,252
No	14.22% 646
Total	4,544

During the 2016-17 school year, has your campus aligned professional development around the following areas?

Answered: 4,544 Skipped: 31

	Yes	No	Total	Weighted Average
Student Achievement Data	91.22% 4,145	8.78% 399	4,544	1.09
TEI Spot Observation Data	73.00% 3,317	27.00% 1,227	4,544	1.27
Student Experience Survey Results	60.17% 2,734	39.83% 1,810	4,544	1.40
Campus Climate Survey Results	79.91% 3,631	20.09% 913	4,544	1.20

What additional professional development options do you feel are needed in Dallas ISD?

Answered: 4,544 Skipped: 31

Answer Choices	Responses	
▼ Bias, Equity, and Cultural Understanding	33.03%	1,501
▼ Classroom Management	42.65%	1,938
▼ Social Emotional Learning	43.57%	1,980
▼ Content Training	39.66%	1,802
▼ Pedagogy - Effective Instructional Practices Training	36.16%	1,643
▼ Effective Lesson Planning and Development	36.80%	1,672
▼ Other (please specify) Response	14.22%	646
Total Respondents: 4,544		

Appendix B:

TEI Principal and Assistant Principal Survey Results

Demographics

During the 2015-16 school year, at what level of school did you work?

Answered: 350 Skipped: 0

Answer Choices	Responses
Elementary School	55.71% 195
Middle School	22.00% 77
High School	22.29% 78
Total	350

At the end of the 2015-16 school year,

Answered: 350 Skipped: 0

Answer Choices	Average Number	Total Number	Responses
how many years had you been an administrator at this campus?	3	1,088	350
how many years had you been an administrator in the Dallas ISD?	6	2,083	350
how many years had you been an administrator overall?	7	2,395	350
Total Respondents: 350			

What was your position during the 2015-16 school year?

Answered: 350 Skipped: 0

Answer Choices	Responses
Principal	36.86% 129
Assistant Principal	62.29% 218
Other	0.86% 3
Total	350

TEI Knowledge

How would you rate your knowledge or proficiency about the following parts of the evaluation system?

Answered: 350 Skipped: 0

	None	Basic	Intermediate	Advanced	Total
TEI in general	0.00% 0	3.14% 11	50.57% 177	46.29% 162	350
The observation rubric used to rate teacher performance	0.00% 0	2.86% 10	42.57% 149	54.57% 191	350
How observations are used to determine a summative performance evaluation score	0.00% 0	6.00% 21	42.86% 150	51.14% 179	350
The Distinguished Teacher Review process	0.00% 0	16.57% 58	51.71% 181	31.71% 111	350
How teachers' overall evaluation ratings were calculated	0.00% 0	21.43% 75	51.71% 181	26.86% 94	350
How teachers' effectiveness levels were determined	0.57% 2	20.57% 72	53.43% 187	25.43% 89	350
How teachers' compensation was calculated	2.00% 7	25.71% 90	46.86% 164	25.43% 89	350
What teachers need to do to move from one effectiveness level to the next	1.14% 4	18.29% 64	50.00% 175	30.57% 107	350

General Items

To what extent do you agree with the following statements?

Answered: 350 Skipped: 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total
TEI clearly outlines expectations for a teacher's performance.	19.14% 67	62.86% 220	10.29% 36	7.14% 25	0.57% 2	0.00% 0	350
I have a basic understanding of the TEI support system (i.e., professional development).	21.71% 76	65.14% 228	7.71% 27	4.00% 14	1.43% 5	0.00% 0	350
The TEI support system provides opportunities for more differentiated professional development.	13.71% 48	51.71% 181	19.43% 68	11.71% 41	2.00% 7	1.43% 5	350
Overall, the TEI compensation system is designed to reward teachers based on effectiveness.	16.00% 56	52.00% 182	15.43% 54	10.86% 38	5.43% 19	0.29% 1	350
Overall, the proposed compensation system was an improvement over the previous step system.	16.29% 57	39.14% 137	22.00% 77	12.57% 44	8.00% 28	2.00% 7	350
TEI is designed to be fair.	9.71% 34	44.86% 157	23.71% 83	13.43% 47	8.00% 28	0.29% 1	350
TEI is designed to be accurate.	8.29% 29	49.71% 174	23.43% 82	12.86% 45	5.71% 20	0.00% 0	350
TEI is designed to be rigorous.	22.00% 77	57.14% 200	12.57% 44	5.43% 19	2.86% 10	0.00% 0	350

Spot Observations

Did you conduct any spot observations during the 2015-16 school year?

Answered: 350 Skipped: 0

Answer Choices	Responses	
Yes	99.71%	349
No	0.29%	1
Total		350

During the 2015-16 school year, the number of spot observations I conducted was:

Answered: 349 Skipped: 1

Answer Choices	Responses	
too many.	67.62%	236
just right.	30.95%	108
too few.	1.43%	5
Total		349

During the 2015-16 school year, do you believe the length of the typical spot observation was sufficient for you to accurately assess the teacher's teaching?

Answered: 349 Skipped: 1

Answer Choices	Responses	
Yes	54.44%	190
Sometimes	40.69%	142
No	4.87%	17
Total		349

In your opinion, how often did you provide timely feedback (within two working days) after you conducted a spot observation during the 2015-16 school year?

Answered: 349 Skipped: 1

Answer Choices	Responses	
▼ Almost Always	42.41%	148
▼ Often	40.11%	140
▼ Sometimes	17.48%	61
▼ Almost Never	0.00%	0
Total		349

Overall, how helpful do you think your spot observation feedback was for your teachers' growth during the 2015-16 school year?

Answered: 349 Skipped: 1

Answer Choices	Responses	
▼ Very Helpful	25.79%	90
▼ Helpful	71.35%	249
▼ Unhelpful	2.87%	10
▼ Very Unhelpful	0.00%	0
Total		349

Extended Observations

Did you conduct any extended observations during the 2015-16 school year?

Answered: 350 Skipped: 0

Answer Choices	Responses
Yes	98.29% 344
No	1.71% 6
Total	350

How often were you able to provide timely feedback (within ten working days) to teachers after conducting extended observations during the 2015-16 school year?

Answered: 344 Skipped: 6

Answer Choices	Responses
Almost Always	87.50% 301
Often	10.47% 36
Sometimes	2.03% 7
Almost Never	0.00% 0
Total	344

Overall, how helpful do you think your 2015-16 extended observation feedback was for your teachers' growth?

Answered: 344 Skipped: 6

Answer Choices	Responses
Very Helpful	32.27% 111
Helpful	62.50% 215
Unhelpful	5.23% 18
Very Unhelpful	0.00% 0
Total	344

Summative Performance Evaluations

Did you conduct any summative performance evaluations during the 2015-16 school year?

Answered: 350 Skipped: 0

Answer Choices	Responses	
Yes	97.43%	341
No	2.57%	9
Total		350

During the 2015-16 school year, did you ever have to conduct a summative performance evaluation for staff with whom you had worked for an insufficient amount of time?

Answered: 341 Skipped: 9

Answer Choices	Responses	
Yes	27.86%	95
No	72.14%	246
Total		341

How aligned were the summative performance evaluations you conducted with the spot observation feedback you provided throughout the 2015-16 school year?

Answered: 341 Skipped: 9

Answer Choices	Responses	
▼ Completely Aligned	17.89%	61
▼ Very Aligned	75.07%	256
▼ Slightly Aligned	6.74%	23
▼ Not at all Aligned	0.29%	1
Total		341

Overall, how helpful do you think your 2015-16 summative performance evaluation feedback was for your teachers' growth?

Answered: 341 Skipped: 9

Answer Choices	Responses	
▼ Very Helpful	25.51%	87
▼ Helpful	68.04%	232
▼ Unhelpful	6.45%	22
▼ Very Unhelpful	0.00%	0
Total		341

Classroom Observations

To what extent do you agree with the following statements? During the 2015-16 school year, I was able to:

Answered: 341 Skipped: 9

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
be objective.	41.35% 141	54.84% 187	3.23% 11	0.59% 2	0.00% 0	341
know teachers' goals for their students.	29.62% 101	61.88% 211	6.16% 21	2.35% 8	0.00% 0	341
know how much growth and progress teachers' students made during the 2015-16 school year.	30.79% 105	59.82% 204	7.04% 24	2.35% 8	0.00% 0	341
set high standards for teachers.	42.23% 144	52.79% 180	3.81% 13	1.17% 4	0.00% 0	341
identify areas that needed improvement.	43.70% 149	53.67% 183	2.35% 8	0.29% 1	0.00% 0	341

During the 2015-16 school year, what was the quality of your coaching relationship with your teachers in general?

Answered: 341 Skipped: 9

Answer Choices	Responses
Very Positive	27.86% 95
Positive	65.10% 222
Neutral	6.74% 23
Negative	0.29% 1
Very Negative	0.00% 0
Total	341

Overall, how satisfied were you with the teacher evaluation process at your school during the 2015-16 school year?

Answered: 341 Skipped: 9

Answer Choices	Responses	
Very Satisfied	15.54%	53
Satisfied	63.05%	215
Neutral	15.25%	52
Dissatisfied	5.87%	20
Very Dissatisfied	0.29%	1
Total	341	

Student Experience Surveys

During the 2015-16 school year, how often did teachers ask you to help them understand their student survey results?

Answered: 350 Skipped: 0

Answer Choices	Responses	
Always	4.57%	16
Often	16.86%	59
Sometimes	31.43%	110
Rarely	33.14%	116
Never	14.00%	49
Total	350	

Overall, how helpful do you think feedback teachers received from the 2015-16 student survey was to improving their instructional practice?

Answered: 350 Skipped: 0

Answer Choices	Responses	
Very Helpful	7.14%	25
Helpful	53.43%	187
Unhelpful	23.71%	83
Very Unhelpful	6.29%	22
I don't know - I did not have any experience with student survey results.	9.43%	33
Total	350	

How accurately do you think 2015-16 student survey results reflected teachers' strengths and weaknesses?

Answered: 350 Skipped: 0

Answer Choices	Responses
Complete Accuracy	4.57% 16
Very Accurately	35.43% 124
Slightly Accurately	40.29% 141
Not at all Accurately	10.86% 38
I don't know - I did not have any experience with student survey results.	8.86% 31
Total	350

Distinguished Teacher Survey

During the 2015-16 school year, did you conduct any observations as part of the Distinguished Teacher Review (DTR) process?

Answered: 350 Skipped: 0

Answer Choices	Responses
Yes	70.57% 247
No	29.43% 103
Total	350

The number of DTR observations I had to conduct during the 2015-16 school year was:

Answered: 247 Skipped: 103

Answer Choices	Responses
too many.	39.68% 98
just right.	57.49% 142
too few.	2.83% 7
Total	247

To what extent do you agree/disagree with the following statements?

Answered: 247 Skipped: 103

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
▼ The Distinguished Teacher Review process in 2015-16 was too cumbersome for teachers.	22.27% 55	37.25% 92	18.62% 46	20.24% 50	1.62% 4	247
▼ In 2015-16, the best teachers were awarded distinguished teacher status.	4.45% 11	40.08% 99	28.34% 70	18.22% 45	8.91% 22	247
▼ The 2015-16 Distinguished Teacher Review criteria was fair.	5.26% 13	45.34% 112	26.72% 66	15.38% 38	7.29% 18	247

TEI Resources

Did you have the resources you needed to assist teachers in understanding their 2015-16 TEI evaluation results?

Answered: 350 Skipped: 0

Answer Choices	Responses
▼ Yes	77.14% 270
▼ Sometimes	21.43% 75
▼ No	1.43% 5
Total	350

During the 2015-16 school year, how useful did you find the following resources in helping you better understand TEI?

Answered: 350 Skipped: 0

	Not Useful	A Little Useful	Useful	Very Useful	I did not get this resource	I did not use this resource	Total
A rulebook or guidebook describing TEI	0.57% 2	9.43% 33	47.43% 166	38.00% 133	3.43% 12	1.14% 4	350
Resources on a website describing the evaluation system	0.57% 2	10.57% 37	44.00% 154	44.29% 155	0.00% 0	0.57% 2	350
In-person professional development on TEI held somewhere other than your school	6.29% 22	17.71% 62	44.57% 156	25.71% 90	2.29% 8	3.43% 12	350
TEI campus experts	7.14% 25	28.00% 98	41.71% 146	21.14% 74	0.29% 1	1.71% 6	350
TEI News for Principals newsletter	3.43% 12	15.71% 55	42.86% 150	36.29% 127	0.57% 2	1.14% 4	350

TEI Communication

During the 2015-16 school year, how effective was the district's communication in the following areas?

Answered: 350 Skipped: 0

	Not Effective	Somewhat Effective	Moderately Effective	Very Effective	Total
Knowing where to find general information about TEI	2.00% 7	21.71% 76	36.57% 128	39.71% 139	350
Knowing when specific information about ratings, effectiveness levels, and/or compensation was available	3.14% 11	19.43% 68	37.43% 131	40.00% 140	350
Knowing where to find information about the Distinguished Teacher Review	2.29% 8	21.14% 74	39.14% 137	37.43% 131	350
Knowing how to interpret and understand TEI scorecards	6.57% 23	21.14% 74	38.00% 133	34.29% 120	350

**If you reached out to the TEI office via
phone or email during the 2015-16 school
year, did you receive a timely response?**

Answered: 350 Skipped: 0

Answer Choices	Responses	
Yes	76.00%	266
Sometimes	13.71%	48
No	2.86%	10
I did not reach out	7.43%	26
Total		350

The TEI System

To what extent do you agree or disagree with the following statements? The TEI system:

Answered: 350 Skipped: 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
improved the quality of my conversations with my colleagues about instruction.	15.71% 55	58.57% 205	17.43% 61	7.14% 25	1.14% 4	350
encouraged teachers to collaborate.	9.43% 33	42.57% 149	26.57% 93	17.14% 60	4.29% 15	350
improved my communication with teaching staff at my school.	12.57% 44	56.29% 197	20.86% 73	9.14% 32	1.14% 4	350
relied too heavily on student growth.	8.29% 29	21.71% 76	27.71% 97	36.29% 127	6.00% 21	350
was based on current scientifically sound research.	7.43% 26	43.14% 151	38.00% 133	8.57% 30	2.86% 10	350
supported the improvement of the school's instructional program.	12.29% 43	60.57% 212	17.43% 61	7.14% 25	2.57% 9	350
identified areas of strength.	13.71% 48	65.14% 228	14.86% 52	5.14% 18	1.14% 4	350
documented changes in professional practice over time.	10.86% 38	61.43% 215	20.00% 70	5.71% 20	2.00% 7	350
guided professional growth.	12.57% 44	62.00% 217	16.57% 58	7.43% 26	1.43% 5	350
led to better instruction.	15.71% 55	54.86% 192	20.29% 71	7.71% 27	1.43% 5	350
led to improved student learning.	14.29% 50	51.43% 180	24.29% 85	8.29% 29	1.71% 6	350
took more effort than the results were worth.	8.57% 30	25.71% 90	31.14% 109	30.57% 107	4.00% 14	350
aided in the retention of good teachers.	7.71% 27	34.29% 120	26.86% 94	21.14% 74	10.00% 35	350

Rewarding Excellence

To what extent do you agree with the following statements? The compensation teachers received this year based on their 2015-16 teaching effectiveness:

Answered: 350 Skipped: 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total
adequately recognizes their efforts to increase student achievement.	5.43% 19	37.14% 130	24.00% 84	23.71% 83	8.86% 31	0.86% 3	350
encourages them to remain in a campus-based position.	6.00% 21	34.86% 122	22.57% 79	23.14% 81	11.43% 40	2.00% 7	350

To what extent do you agree with the following statements? The TEI compensation system:

Answered: 350 Skipped: 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Total
supports the recruitment of highly effective teachers.	8.86% 31	38.57% 135	20.29% 71	20.29% 71	11.14% 39	0.86% 3	350
supports the retention of highly effective teachers.	8.00% 28	36.29% 127	22.29% 78	21.71% 76	11.14% 39	0.57% 2	350
differentiates salaries to reward teachers who perform well.	8.86% 31	47.71% 167	19.14% 67	16.29% 57	8.00% 28	0.00% 0	350
differentiates salaries to reward teachers who raise student achievement.	9.14% 32	46.86% 164	22.29% 78	14.86% 52	6.86% 24	0.00% 0	350
will entice more effective teachers to work at lower performing schools.	4.86% 17	27.43% 96	28.00% 98	25.14% 88	13.43% 47	1.14% 4	350
will positively affect my teachers' future at the Dallas ISD.	10.29% 36	34.57% 121	31.14% 109	15.14% 53	7.71% 27	1.14% 4	350
is supported by most teachers in my school.	6.29% 22	34.29% 120	26.29% 92	18.86% 66	13.14% 46	1.14% 4	350
is sufficiently connected to classroom instruction.	9.43% 33	59.71% 209	18.86% 66	7.71% 27	4.29% 15	0.00% 0	350
allows teachers to earn substantially more money over time compared to the old system.	12.57% 44	44.57% 156	22.29% 78	11.43% 40	7.14% 25	2.00% 7	350
should be continued in its current form.	6.29% 22	23.43% 82	28.00% 98	26.57% 93	14.57% 51	1.14% 4	350

Professional Development

During the 2016-17 school year, has your campus aligned professional development around the following areas?

Answered: 350 Skipped: 0

	Yes	No	I don't know	Total
Student Achievement Data	95.43% 334	3.71% 13	0.86% 3	350
TEI Spot Observation Data	82.29% 288	16.86% 59	0.86% 3	350
Student Experience Survey Results	49.71% 174	47.43% 168	2.86% 10	350
Campus Climate Survey Results	90.00% 315	9.43% 33	0.57% 2	350

During the 2016-17 school year, did you create an Individualized P2LD Planning Form for teachers based on available student achievement and teacher performance data?

Answered: 350 Skipped: 0

Answer Choices	Responses
Yes	79.14% 277
No	20.86% 73
Total	350

During the 2016-17 school year, to what extent have you seen an improvement in your teachers' instructional practice as a result of the following professional development opportunities.

Answered: 350 Skipped: 0

	A Great Deal	Quite a Bit	Somewhat	Very Little	Not at All	Don't Know	Total
Professional Development Sessions Offered on your Campus	19.14% 67	40.57% 142	32.29% 113	4.86% 17	0.86% 3	2.29% 8	350
District Summer and Fall P2LD Training Sessions	7.43% 26	22.57% 79	42.00% 147	15.14% 53	4.00% 14	8.86% 31	350
District Virtual P2LD Training Sessions	4.29% 15	15.43% 54	33.14% 116	15.43% 54	8.29% 29	23.43% 82	350

What additional professional development options do you feel are needed in Dallas ISD?

Answered: 350 Skipped: 0

Answer Choices	Responses
Bias, Equity, and Cultural Understanding	47.14% 165
Classroom Management	71.43% 250
Social Emotional Learning	68.29% 239
Content Training	60.57% 212
Pedagogy - Effective Instructional Practices Training	73.43% 257
Effective Lesson Planning Development	66.57% 233
Other (please specify) Responses	10.86% 38
Total Respondents: 350	

General Items

Did you feel pressure to inflate teacher observation scores?

Answered: 350 Skipped: 0

	Yes	Sometimes	No	N/A	Total	Weighted Average
During the 2015-16 school year?	4.00% 14	16.86% 59	77.14% 270	2.00% 7	350	2.75
During the fall of the 2016-17 school year?	4.29% 15	11.71% 41	82.29% 288	1.71% 6	350	2.79

Did you feel empowered to maintain a high level of rigor in your evaluations?

Answered: 350 Skipped: 0

	Yes	Sometimes	No	N/A	Total
Throughout the 2015-16 school year?	70.29% 248	24.00% 84	3.71% 13	2.00% 7	350
Throughout the fall of the 2016-17 school year?	72.86% 255	18.00% 63	6.86% 24	2.29% 8	350

How helpful was the TEI certification training in preparing you to implement TEI effectively on your campus?

Answered: 350 Skipped: 0

	Very Helpful	Helpful	Unhelpful	Very Unhelpful	N/A	Total
In the 2015-16 school year?	18.86% 66	61.43% 215	10.57% 37	6.57% 23	2.57% 9	350
In the 2016-17 school year?	17.14% 60	57.43% 201	15.43% 54	7.14% 25	2.86% 10	350