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2016-17 Evaluation of Teacher Excellence Initiative (TEI)

Department of Evaluation and Assessment

Michael Hinojosa, Ed.D.
Superintendent of Schools

Dallas Independent School District

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2016-17 Evaluation of Teacher Excellence Initiative (TEI)

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Department of Evaluation and Assessment

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2016-17 Evaluation of Teacher Excellence Initiative (TEI)

Project Evaluator: Mitch Barton, Ph.D. and Dianne Palladino, Ph.D.

ABSTRACT

The Teacher Excellence Initiative (TEI) was a Dallas Independent School District (Dallas ISD) initiative designed to improve student learning by improving teacher effectiveness. TEI replaced the previous tenure-based compensation system with an integrated system, and this report assessed the effectiveness of TEI to define, support, and reward teacher excellence. In 2016-17, the TEI administrative budget was $531,150, and the budget for 2017-18 teacher salaries, teacher benefits, and expert stipends based on 2016-17 TEI results totaled $617,543,335.

On average, spot observation scores improved from the beginning to the end of the 2016-17 school year, and average summative performance evaluation scores plateaued after three to five creditable years of service, indicating that more years of service did not result in higher scores. Because of a retention increase in 2016-17, teachers at all effectiveness levels except Unsatisfactory received pay increases, and, generally, teachers with higher effectiveness levels received higher salary increases. Fifty percent of teachers with an unsatisfactory effectiveness level were not retained. The percentage of non-retained teachers decreased as effectiveness level increased, indicating the Dallas ISD retained effective teachers at higher rates than less effective teachers. Administrators and teachers with higher effectiveness levels were more likely to rate TEI as at least somewhat fair than teachers with lower effectiveness levels. Administrators and teachers with higher effectiveness levels were also more likely than teachers with lower effectiveness levels to agree that the TEI compensation system 1) supports the recruitment and retention of teachers, 2) differentiates salaries to reward teachers who perform well, 3) will positively affect the future of Dallas ISD teachers, and 4) will result in teachers making more money over time than the old system.

The evaluators also examined trends in TEI results over time. Many TEI factors trended upward from 2014-15 to 2016-17, such as average spot observation scores, average summative performance evaluation scores, overall administrator and teacher satisfaction with TEI, and administrator and teacher perceptions of the TEI compensation system. Some TEI factors remained consistent over time, such as the higher rate of low performing teachers leaving the district than high performing teachers and the percentage of administrators who felt some pressure to inflate teacher observation scores. Lastly, some TEI factors trended downward, such as the percentage of teachers who left the Dallas ISD.

PROGRAM DESCRIPTION

Background Information

The Teacher Excellence Initiative (TEI) was a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 to improve student learning by improving teacher effectiveness.[1] TEI replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence. Teachers are evaluated each year based on performance (e.g., spot observations), student achievement, and student experience surveys. Effective teachers are provided the opportunity to significantly increase their salaries in a shorter period of time compared to a traditional tenure-based compensation system.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to assess the effectiveness of TEI to define, support, and reward teacher excellence. Specifically, this evaluation addressed the following questions:

1. What was the 2016-17 TEI Budget?
2. What were the program components of TEI?
3. What were the demographic characteristics of teachers evaluated under TEI?
4. What were the results of the teacher performance component of defining excellence?
5. What were the results of the total student achievement component of defining excellence?
6. What were the results of the student experience component of defining excellence?
7. What were the correlations among the defining excellence components?
8. What were the results of the Distinguished Teacher Review process?
9. What were the results of the rewarding excellence (compensation) system of TEI?
10. What were retention rates for teachers?
11. What were the results of TEI by teacher demographic groups?
12. What were teacher and administrator experiences with TEI?

Each section of the evaluation also includes a comparison of the 2016-17 TEI results to the results from 2014-15 (Douglas & Ure, 2016) and 2015-16 (Douglas & Barton, 2017).[2]

[1] In 2009, the Dallas ISD participated in the Measures of Effective Teaching (MET) project to test new methods of measuring effective teaching. The major findings of the MET project were that 1) teacher evaluation systems should measure effective teaching by setting expectations, using multiple measures, and balancing weights; 2) high-quality data should be collected by monitoring validity, ensuring reliability, and assuring accuracy; and 3) [districts should] invest in improvement by making meaningful distinctions, prioritizing support and feedback, and using data for decisions at all levels. TEI was developed based on the work from the MET project. More information regarding the MET project can be found at http://www.metproject.org/.

[2] The 2014-15 and 2015-16 TEI evaluation reports can be found at https://www.dallasisd.org/Page/42559.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the 2016-17 TEI Budget?

Methodology

TEI program leadership provided information about the TEI budget and funding sources.

Results

Historically, TEI has been supported by both Dallas ISD General Operating funds and funds from the Texas Education Agency (TEA) Educator Excellence Innovation Program (EEIP),[3] beginning with the first year of TEI in 2014-15. For both 2015-16 and 2016-17, the Dallas ISD renewed the $1 million EEIP grant. EEIP funding was allocated to the TEI department and to other departments in the Dallas ISD involved in the administration of TEI (e.g., professional development and information technology).

Dallas ISD general operating funds and the EEIP grant supported a total 2016-17 TEI administrative budget of $531,150. Three positions in Human Capital Management were backed by $195,761 of general operating funds, and six positions in Human Capital Management and the Teaching and Learning department were financed by $335,389 from the EEIP grant.[4] In addition to administrative costs, teacher compensation costs for 2016-17 and 2017-18 are shown in Table 1. Teacher evaluation results from the 2015-16 school year determined costs associated with teacher compensation in 2016-17, and teacher evaluation results from the 2016-17 school year determined costs associated with teacher compensation in 2017-18

Table 1: 2016-17 and 2017-18 Teacher Compensation Costs for TEI

Category	Cost
2016-17	
Teacher Salary Cost	$566,634,632
Teacher Benefit Cost	$43,929,425
TEI Expert Stipend Cost	$227,000
2017-18	
Projected Teacher Salary Cost	$571,591,514
Estimated Teacher Benefit Cost	$45,727,321
Projected TEI Expert Stipend Cost	$224,500

Source: TEI program staff members on December 19, 2017.
Note: Teacher evaluation results from the 2015-16 school year determined teacher compensation costs in 2016-17, and teacher evaluation results from the 2016-17 school year determined teacher compensation costs in 2017-18.

[3] This purpose of the EEIP is to improve educator effectiveness in Texas public schools by funding innovative practices. The grant awardees are expected to use new models of recruitment, preparation, hiring, induction, evaluation, professional development, compensation, career pathways, and retention to foster effective teaching and improve student performance, especially among students attending Title I-funded schools with high levels of economically disadvantaged enrollment. Additional information regarding 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/.

[4] Not all positions under the EEIP grant were filled during the 2016-17 school year; thus, TEI did not receive 100 percent of the $1 million allocated funds. While the original 2014-15 grant partially funded 38 instructional coach positions used in the Distinguished Teacher Review process, the requirement that external evaluators observe DTR-eligible teachers was removed from the DTR review process in 2016-17; thus, these positions were not funded after 2015-16.

What were the program components of TEI?

This section describes the three components of TEI: defining excellence, supporting excellence, and rewarding excellence. It also includes a summary of the programmatic changes to these components from 2015-16 to 2016-17.

Methodology

Evaluators collected relevant documentation from paper and online resources regarding the TEI evaluation process[5] and conducted interviews with Dallas ISD staff members knowledgeable about TEI.

Results

Defining Excellence

For the purposes of TEI, teachers were classified into one of four categories (i.e., Category A, B, C, or D) based on which components were available for each teacher. Table 2 provides an overview of the types of teachers in each category and the weights that were assigned to each TEI component.

Table 2: 2016-17 Teacher Categories and Associated TEI Component Weights

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

Source: Table from 2016-17 TEI Teacher Guidebook.
Note: *ACP = Assessment of Course Performance*. *STAAR = State of Texas Assessments of Academic Readiness*. CTE = Career and Technical Education. SPED = special education. TAG = talented and gifted.

Teacher Performance

To measure teacher performance, certified TEI evaluators used a rubric comprised of 17 indicators of teacher practice across four domains.[6] TEI evaluators observed instructional practices and classroom culture through a series of classroom observations in the form of spot observations (10-15 minutes)[7], an

[5] The 2016-17 TEI Guidebook and 2016-17 TEI Rulebook can be found at http://tei.dallasisd.org/home/resources/.
[6] The four domains stated that teachers are 1) designing clear, targeted, appropriately rigorous lessons for diverse learners; 2) developing and executing highly effective, rigorous instruction; 3) building supportive, rigorous learning environments; and 4) consummate professionals pursuing rigorous, continual improvement.
[7] The number of spot observations that teachers received varied based on their prior year TEI effectiveness level. Additional information regarding spot observations can be found in the 2016-17 TEI Teacher Guidebook at http://tei.dallasisd.org/home/resources/.

extended observation (at least 45 minutes), and any other informal observations conducted throughout the year.[8] Teachers also received a summative performance evaluation.[9]

Total Student Achievement

Total student achievement was comprised of up to three separate measures: 1) **teacher-level student achievement** measure(s)**,** 2) the **school *State of Texas Assessments of Academic Readiness* (*STAAR)*** measure, and 3) **Student Learning Objective (SLO)** points. All templates included school *STAAR* and SLO as part of total student achievement. Templates for Category A/B teachers also included teacher-level student achievement measures. The total student achievement measure was worth up to 35 points for Category A/B teachers and 20 points for Category C/D teachers.

Teacher-level student achievement measures used standardized test scores predefined by the appropriate teacher template to measure student mastery or growth. Multiple measures for total student achievement were used whenever possible, including *STAAR*, *Assessments of Course Performance* (*ACPs*), *TerraNova/SUPERA*, and/or *Texas English Language Proficiency Assessment System* (*TELPAS).*[10] The maximum points awarded for teacher-level student achievement was 25 points for Category A/B teachers. The application of a target distribution to the scores for each measure ensured equitable levels of rigor across grades and content areas.[11] Measures were reweighted in the case of many teachers with only one available measure on which to be evaluated (e.g., teachers with only the *ACP* semester 1 measure).[12]

The **school *STAAR*** measure was a school-level measure introduced to reward collaboration among teachers from different grades and content areas within a school. While all teachers at the same campus received the same number of base points (i.e., zero to five) for the School *STAAR* measure, the base points for Category C/D teachers were multiplied by two to calculate a final score. Thus, the maximum

[8] The TEI certification system required principals and assistant principals (i.e., TEI evaluators) to demonstrate accurate scoring through video-based calibration exercises. Evaluators were required to re-certify annually. TEI evaluators also were required to pass an assessment on the TEI system and to engage in supervised coaching and feedback field experience before being cleared to evaluate teachers. More information about TEI evaluators can be found at http://tei.dallasisd.org/home/resources/

[9] Teacher summative performance evaluations were administered by a primary TEI evaluator (e.g., principal or assistant principal). The evaluator scored each teacher from zero to three (0 = Unsatisfactory, 1 = Progressing, 2 = Proficient, 3 = Exemplary) on 17 different indicators across four domains based on a rubric describing how a teacher at each level performs. The indicator scores were weighted and combined to calculate a final summative performance evaluation score ranging from one to 100. When assigning summative performance evaluation scores, TEI evaluators considered all evidence including spot, extended, and informal observations.

[10] The number of *ACP*s in 2016-17 decreased from previous school years. For elementary schools, *ACP* exams were reduced to only Reading and Math in Grades K-5, Grade 4 Language Arts, and Grade 5 Science. All second semester *ACP* exams were eliminated in Grades K-5. For secondary schools, second semester *ACPs* were eliminated if there was a corresponding *STAAR* exam given in May. This included all courses with a corresponding *STAAR* exam regardless of when the *STAAR* exam was given. Thus, second semester Reading and ESL *ACPs* in middle schools were eliminated, and English I and English II (plus their ESL counterparts) *ACPs* in high schools were eliminated.

[11] For example, this ensured that it was not easier to get more points in the Grade 3 Math *ACP* than in HS Biology.

[12] The 2016-17 TEI Rulebook states that alternate weighting schemes must be used when measures from an achievement template are missing or cannot be computed for a teacher. Weights from missing measures are reassigned to other achievement measures on the template. More information is available on the TEI resource page at http://tei.dallasisd.org/home-2/resources/.

school *STAAR* points possible was five points for Category A/B teachers and 10 points for Category C/D teachers.

SLOs were measures of student growth during the year based on assessments other than standardized assessments. Teachers established SLOs at the beginning of the year with the approval of the TEI evaluator, and student achievement of the SLO was assessed at the end of the academic year. Points were awarded for both setting and accomplishing the SLO based on a rubric.[13]

Student Experience

The Dallas ISD contracted with Panorama Education[14] to administer age-appropriate surveys to students in grades three to 12 in both English and Spanish.[15] Surveys solicited information about student perceptions regarding teacher levels of care, support, and expectations for students, as well as about instructional methods and delivery.

Distinguished Teacher Review (DTR)

To receive a Proficient II or higher effectiveness level, teachers were required to achieve high scores in teacher performance, student achievement, and student experience. These teachers also met additional performance criteria assessed through a separate review process called the Distinguished Teacher Review (DTR).[16]

Supporting Excellence

During the 2016-17 academic year, all teachers evaluated under TEI completed an individualized Professional Development Plan to guide professional development conversations between the teacher and evaluator. Teachers were required to attend 14 credit hours of professional development. This professional development was differentiated based on 2015-16 TEI summative scores (Figure 1).[17]

Changes to Professional Development for the 2016-17 School Year

In 2016-17, there were two primary changes to the professional development requirements for TEI. First, all Dallas ISD teachers were required to attend 14 credit hours of professional development. While professional development sessions were available to teachers during the 2015-16 school year, there were

[13] Teachers could receive a maximum of five SLO base points. Every template included SLO points, accounting for five percent, 10 percent, or 20 percent of a teacher evaluation score. The weight that the points were given depended on teacher category and the availability of a school *STAAR* score. SLO points accounted for five percent of teacher evaluation scores in Categories A and B. For teachers in categories C and D, SLO points were given two weights (10% of their evaluation score). Teachers without a school *STAAR* score in Categories A and B were given two weights (10%), and teachers in Categories C and D were given four weights (20%).
[14] Additional information regarding Panorama Education can be found at https://www.panoramaed.com/.
[15] Additional information about the student experience component can be found in the 2016-17 Student Experience Survey Fact Sheet at http://tei.dallasisd.org/home/resources/.
[16] Additional information regarding the DTR eligibility requirements and application process can be found in the 2016-17 TEI Teacher Guidebook at http://tei.dallasisd.org/home/resources/.
[17] The Professional Development Plan was not scored because it provided support that was aligned to the teacher performance rubric. Plans were differentiated based on teacher needs and areas of focus, which were generally aligned with school action plans. Professional development provided throughout the 2016-17 school year was designed to help Progressing II teachers become proficient teachers, Proficient I teachers become Distinguished teachers, and Distinguished teachers to grow in their teacher leadership capacities.

no required hours of professional development. Second, in 2016-17, for the first time the amount of required professional development was differentiated based on teacher TEI summative scores (Figure 1).[18]

Figure 1: 2016-17 Differentiated Professional Development Requirements Based on TEI Summative Scores

New	Unsatisfactory	Progressing		Proficient			Exemplary		Master
		I	II	I	II	III	I	II	I
10.5 Required / 3.5 Choice			7 Required / 7 Choice			3.5 Required / 10.5 Choice			
Summative Score Range 0-54			Summative Score Range 55-74			Summative Score Range 75-100			

Source: Figure retrieved from 2016-17 Dallas ISD Individualized PD Planning document.
Note: Required professional development credits were determined by the Dallas ISD, and choice professional development credits were selected by each teacher and approved by administration.

Rewarding Excellence

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

Programmatic Changes to TEI Components from 2015-16 to 2016-17

The following is a summary of TEI programmatic changes that were implemented from 2015-16 to 2016-17:

1) The Teacher Performance Rubric used for the teacher performance portion of the evaluation rating was revised and updated.
2) The number of required spot observations decreased. New teachers to the district, Progressing I, and Progressing II teachers were required to receive eight spot observations (formerly 10). Proficient I and DTR eligible teachers were required to complete six spot observations (formerly eight), and Proficient II and above teachers were required to complete four spot observations (formerly six).
3) Observations were removed from the distinguished teacher review process; 2016-17 DTR points were prorated out of 20 to account for the removal of the observations.

[18] Teachers with a summative score between zero and 54 were required to attend 10.5 credits of professional development from the Dallas ISD and 3.5 credits from professional development sessions approved by the administration. Teachers with summative scores between 55 and 74 were required to attend seven credits of professional development from the Dallas ISD and seven credits from professional development sessions approved by administration. Teachers with summative scores between 75 and 100 were required to attend 3.5 credits of professional development from the Dallas ISD and 10.5 credits from professional development sessions approved by administration.

What were the demographic characteristics of teachers evaluated by TEI?

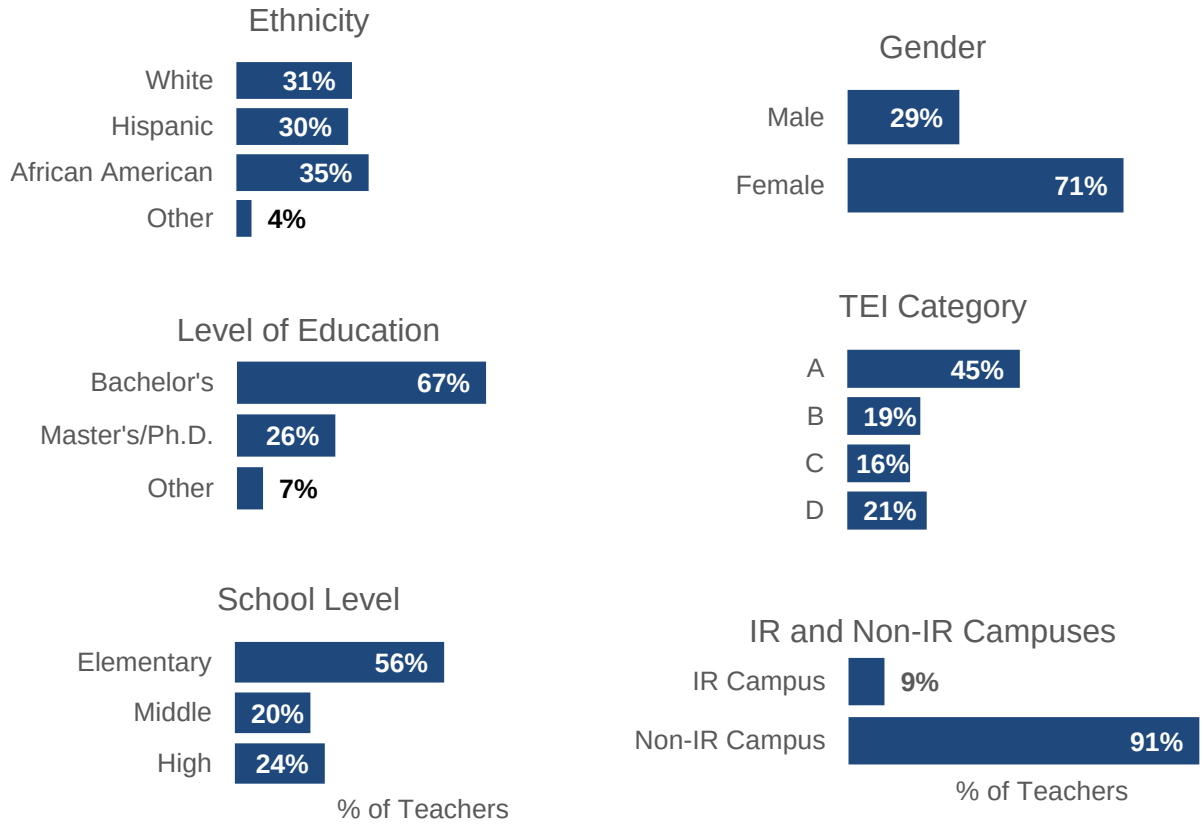
Methodology

To determine the characteristics of teachers evaluated by TEI, the evaluators used the Scorecard data file from Human Capital Management dated October 9, 2017 and the district personnel file dated April 30, 2017. The evaluators conducted frequency analyses to summarize teacher demographic information by ethnicity, gender, level of education, TEI category, school level, TEA accountability status (e.g., Improvement Required campus), and creditable years of service.

Results

Figure 2 shows a summary of characteristics for teachers who received a 2016-17 TEI Scorecard. The 10,148 teachers were fairly evenly split between African American, Hispanic, and White, and the majority were female (71%). Twenty-six percent of teachers who received a Scorecard in 2016-17 had at least a master's degree. The highest percentage of teachers were Category A teachers (45%), and more teachers worked at the elementary school level (56%) than at other grade levels.

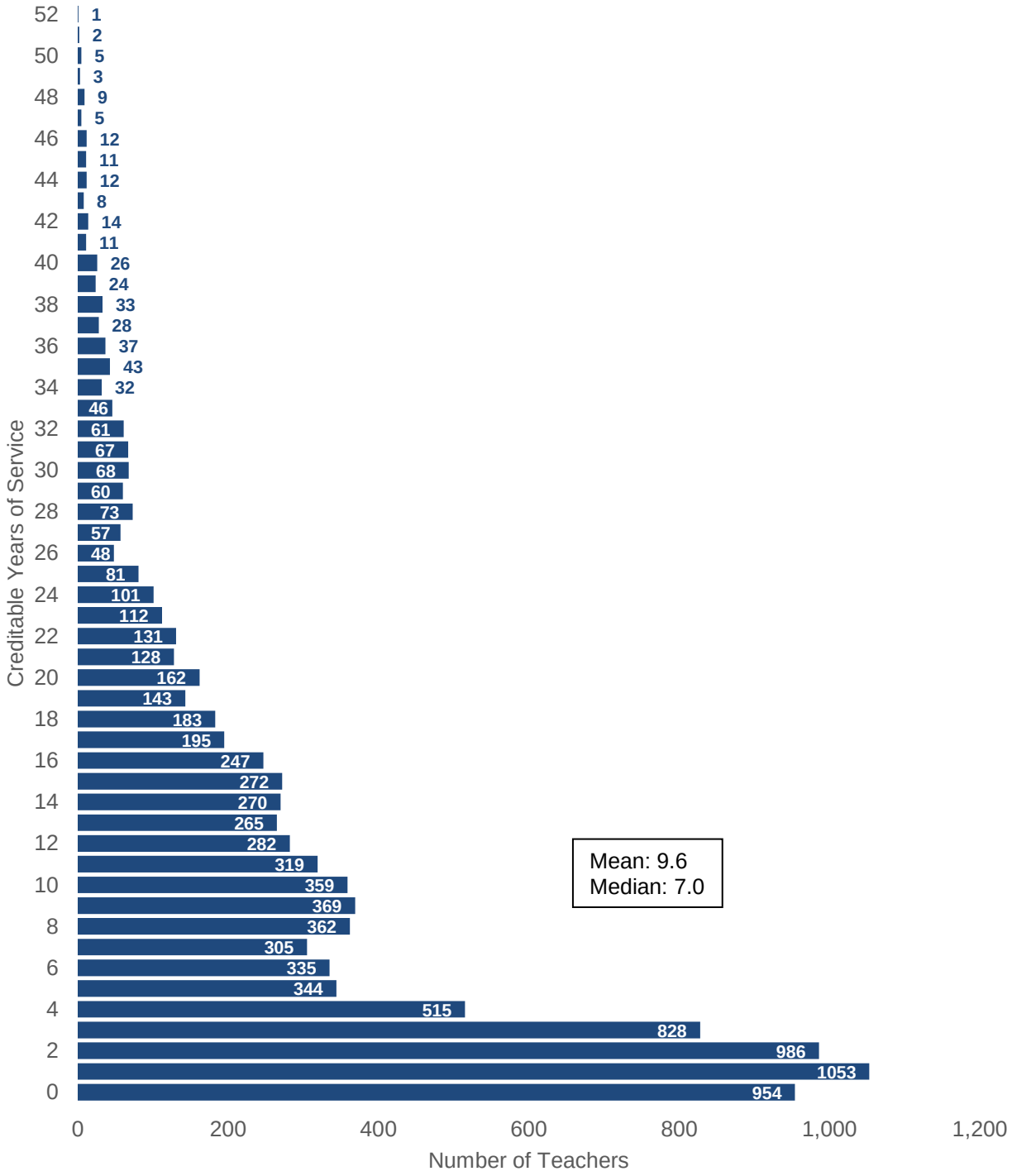
Figure 2: 2016-17 TEI Teacher Demographics



Source: Scorecard data file from Human Capital Management dated October 9, 2017 and district personnel file dated April 30, 2017.
Note: *N* = 10,148 Dallas ISD teachers. TEI = Teacher Excellence Initiative. IR = Improvement Required.

In 2016-17, teacher creditable years of service in the Dallas ISD ranged from zero (first-year teachers) to 52 years (see Figure 3; mean = 9.6; median = 7.0). Approximately 20 percent of teachers completed either zero or one creditable year of service (first- or second-year teachers, respectively).

Figure 3: 2016-17 Frequency Distribution of TEI Teachers by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *N* = 10,097 Dallas ISD teachers. Teachers with zero creditable years of service were first-year teachers.

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

This section includes information related to spot observations, summative performance evaluation scores, and the relationship between spot observations and summative scores during the 2016-17 academic year.

Methodology

Spot Observations

To examine spot observation scores in 2016-17, the evaluators used the Schoolnet data file from Human Capital Management dated October 9, 2017. A frequency analysis was conducted to create a distribution of overall spot observation scores and to calculate the average overall spot observation score across all teachers. In addition, a paired samples *t* test was conducted to examine the average change in first and last spot observation scores during the 2016-17 school year. To ensure enough time passed between the first and last spot observations, data for teachers were included only if the first observation occurred by November 2016 and if the last observation occurred after March 2017. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine one- and two-year trends.

Summative Performance Evaluation

Evaluators used the Schoolnet data file from Human Capital Management dated October 9, 2017 to examine teacher summative performance evaluation scores during 2016-17. A frequency analysis was conducted to create a distribution of summative performance evaluation scores. In addition, the evaluators calculated the percentage of teachers who received at least a proficient or exemplary rating for each summative evaluation indicator. A one-way analysis of variance (ANOVA) also was conducted to determine the mean (M) difference among average summative performance evaluation scores across school level (i.e., elementary school, middle school, and high school), and Cohen's *d* effect sizes were calculated to examine the practical significance of differences.[19] Furthermore, the evaluators merged the scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017 and calculated mean summative performance evaluation scores by creditable years of service to determine if the average summative performance evaluation score varied across creditable years of service. Results from the 2016-17 school year also were compared to 2014-15 and 2015-16 TEI results (Douglas & Ure, 2015; Douglas & Barton, 2017) to examine one-year and two-year trends.

Relationship Between Spot and Summative Scores

Using the Schoolnet data file from Human Capital Management dated October 9, 2017, the evaluators conducted Pearson *r* correlations to determine if there was a relationship between teacher spot

[19] Cohen's *d* values of .20, .50, and .80 are considered small, medium, and large effect sizes, respectively (Cohen, 1992).

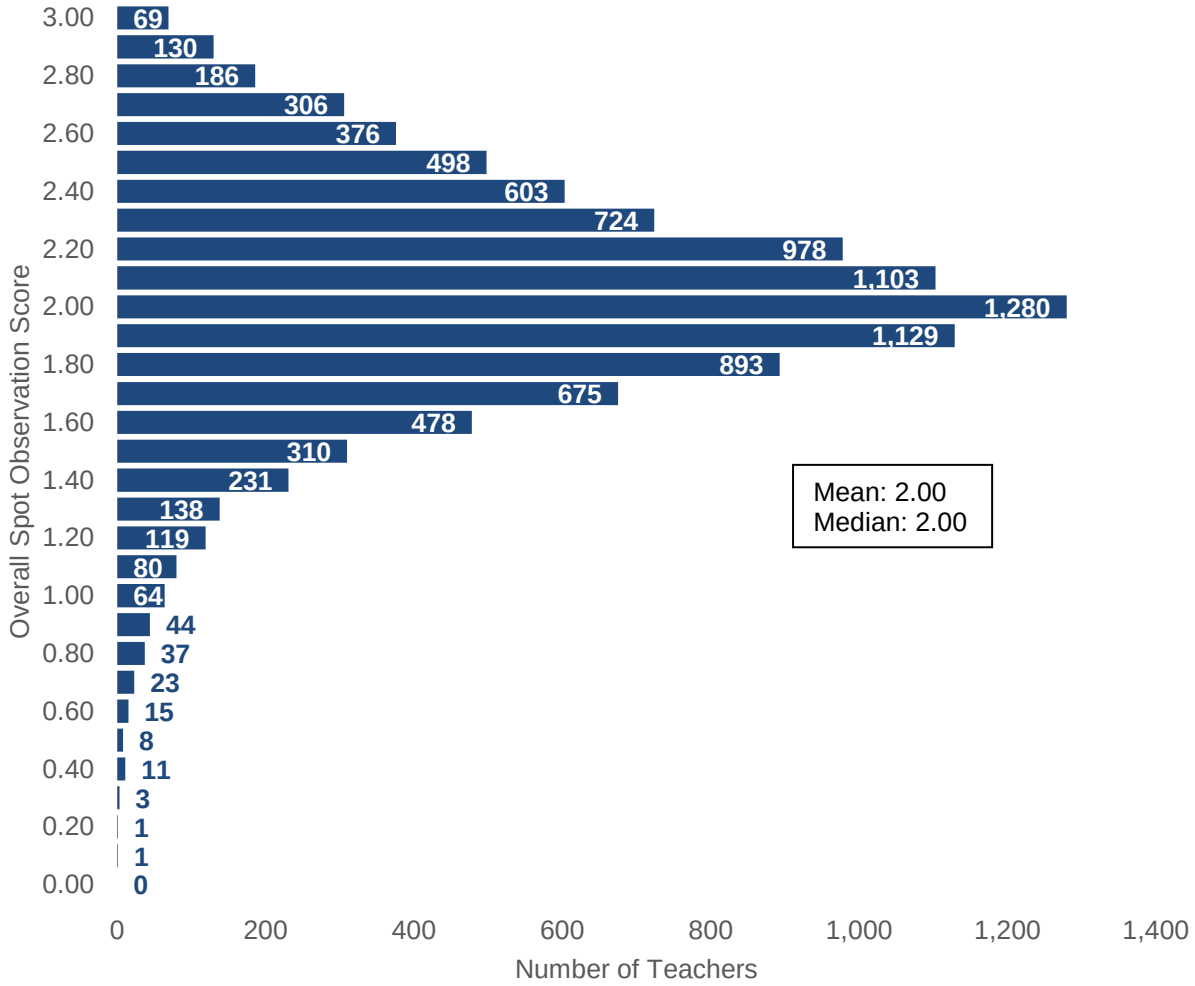
observation indicators and summative performance evaluation scores. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine one-year and two-year trends.

Results

Spot Observations

While the number of recorded spot observations totaled 69,041, the number of spot observations that teachers received varied based on their prior year TEI effectiveness level. Figure 4 includes the frequency distribution of teachers by their average overall spot observation score during the 2016-17 school year. The average overall spot observation score across all teachers was 2.00 out of three possible points.[20]

Figure 4: 2016-17 Frequency Distribution of Teachers by Average Overall Spot Observation Score



Source: Schoolnet data file from Human Capital Management dated October 9, 2017.
Note: *N* = 10,513 Dallas ISD teachers. The average of all overall spot observation scores during the 2016-17 school year was calculated for each teacher. Maximum possible spot observation score was 3.0, and a spot observation score of 2.0 or higher was considered Proficient.

[20] A spot observation score of 2.00 or higher was considered proficient.

In 2016-17, there was a statistically and practically significant increase in teacher spot observation scores from the beginning of the school year (1.66-2.00) to the end of the school year (2.05-2.31; see Table 3). In addition, Cohen's *d* effect sizes ranged from .60 to .73, with an overall effect size of .77. These effect sizes were of medium practical significance.

Table 3: 2016-17 Change between First and Last Average Spot Observation Scores

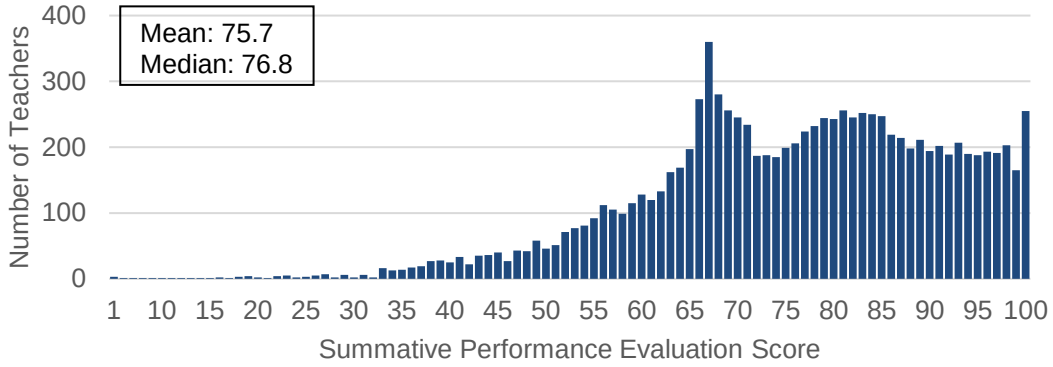
Indicator	Average First Observation Score	Average Last Observation Score	Diff.	Sig. *p*	Cohen's *d*
2.1 Are all students engaged in well-organized objective driven lesson and content appropriate to standards for subject, grade, and level?	1.77	2.09	.32	<.01	0.63
2.2 Are all students able to master the learning objective appropriate to standards for subject, grade and level?	1.70	2.06	.36	<.01	0.67
2.3 Are all students able to understand the content in a clear and cohesive manner?	1.78	2.15	.37	<.01	0.73
2.4 Are all students engaged in appropriately challenging/demanding content?	1.66	2.05	.39	<.01	0.72
3.1 Are all students able to access the classroom in a manner that optimizes on task instruction?	1.97	2.30	.33	<.01	0.62
3.2 Do all students comply with established and communicated expectations for behavior?	2.00	2.31	.31	<.01	0.60
3.3 Do all students maintain a respectful academically accountable classroom?	1.97	2.31	.34	<.01	0.64
Overall Observation Score	**1.83**	**2.18**	**.35**	**<.01**	**0.77**

Source: Schoolnet data file from Human Capital Management dated October 9, 2017.
Note: Diff. = Difference between the average first observation score and the average last observation score for each indicator. Sig. = statistical significance. Cohen's *d* values of .20, .50, and .80 are considered small, medium, and large, respectively (Cohen, 1992). Maximum possible spot observation score was 3.0.

Summative Performance Evaluation

Figure 5 shows the distribution of summative performance evaluation scores across all 10,148 teachers. The mean and median were almost identical with a mean of 75.7 and a median, or 50th percentile, of 76.8. The 25th percentile was 65.9 and the 75th percentile was 88.1. Because a score of 67 can be achieved by receiving a two (Proficient) on all items, these results indicated that teachers were performing slightly better than Proficient, on average, across the summative performance evaluation rubric.

Figure 5: 2016-17 Frequency Distribution of Teachers by Summative Performance Evaluation Scores



Source: Schoolnet data file from Human Capital Management dated October 9, 2017.
Note: *N* = 10,148 Dallas ISD teachers.

When examining the 17 different indicators used for the summative performance evaluation, the percentage of teachers who received two (Proficient) or three (Exemplary) points varied by indicator (see Table 4). Teachers were least likely to have earned Proficient or above ratings for *4.1 Models good attendance for students* (70%), and were most likely to have earned Proficient or above ratings for *4.4 Engages in collaborative relationships with colleagues to support learning community* (95%).

Table 4: 2016-17 Percentage of Teachers Receiving a Proficient (2.0) or Exemplary (3.0) Rating by Summative Evaluation Indicator

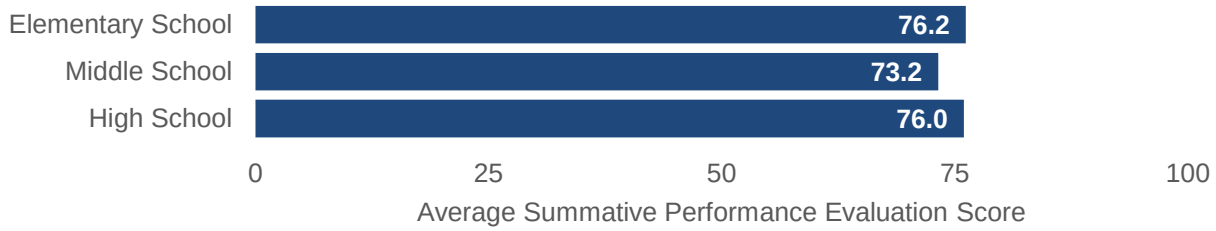
Summative Evaluation Indicators	%
1.1 Demonstrates knowledge of content, concepts, and skills	92
1.2 Utilizes formal and informal knowledge of students in lesson design	92
1.3 Plans and selects aligned formative and summative assessments	91
1.4 Analyzes and integrates student performance data to inform instructional decisions	88
1.5 Develops appropriately challenging standards-based units and lessons that accommodate prerequisite relationships among concepts and skills	91
2.1 Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade, and level	92
2.2 Ensures mastery of learning objective appropriate to standards for subject and grade	87
2.3 Explains instructional content clearly and cohesively	91
2.4 Engages students in appropriately challenging content	81
3.1 Organizes classrooms to allow for optimal on task instruction	93
3.2 Establishes, communicates, and maintains clear expectations for student behavior	93
3.3 Maintains a respectful academically accountable classroom	93
4.1 Models good attendance for students	70
4.2 Follows policies, procedures, and maintains accurate student records	92
4.3 Exhibits a commitment to continual professional growth	93
4.4 Engages in collaborative relationships with colleagues to support the learning community	95
4.5 Establishes relationships with families and communities through meaningful ongoing communication	90

Source: Schoolnet data file from Human Capital Management dated October 9, 2017.
Note: *N* = 10,148 Dallas ISD teachers.

Summative performance evaluation scores also varied by school level (elementary school, middle school, high school; see Figure 6). An ANOVA indicated that there was a statistically significant difference among elementary school, middle school, and high school teachers, $F(2, 9924) = 28.89$, $p < .001$. Bonferroni post hoc tests revealed that the overall summative performance evaluation score for middle

school teachers (*M* = 73.2; *SD* = 16.4) was significantly lower than for high school teachers (*M* = 76.0; *SD* = 14.9; Cohen's *d* = 0.2) and elementary school (*M* = 76.2; *SD* = 15.1; Cohen's *d* = 0.2) teachers.[21] However, the practical differences were relatively weak, and a statistically significant difference was not found between high school and elementary school teacher summative performance evaluation scores.

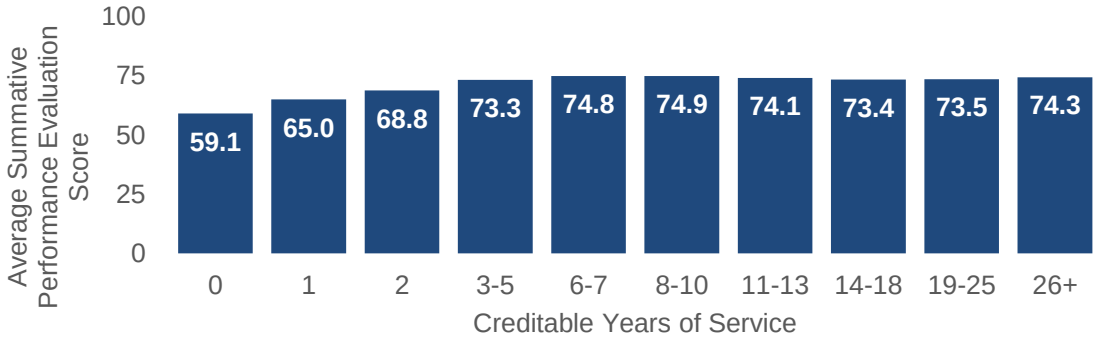
Figure 6: 2016-17 Average Summative Performance Evaluation Scores by School Level



Source: Schoolnet data file from Human Capital Management dated October 9, 2017.
Note: *n* = 9,927 Dallas ISD teachers. Maximum possible summative performance evaluation score was 100.

The average summative performance evaluation scores by creditable years of service are shown in Figure 7. Teachers with zero creditable years of service (i.e., first year teachers) received the lowest average summative performance evaluation scores (59.1). The average score gradually increased as years of service increased and started to plateau between three and five creditable years of service.

Figure 7: 2016-17 Average Summative Performance Evaluation Scores by Creditable Years of Service



Source: Scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017.
Note: *n* = 10,097 Dallas ISD teachers. Maximum possible summative performance evaluation score was 100.

Relationship Between Spot and Summative Scores

As shown in Table 5, spot observation scores and summative performance evaluation scores were highly correlated. The Pearson *r* correlations between each spot observation indicator and the summative performance evaluation score ranged between .73 and .78. In addition, the correlation between the overall

[21] Cohen's *d* values of .20, .50, and .80 are considered small, medium, and large, respectively (Cohen, 1992).

spot observation score and summative performance evaluation score was .82. These findings indicate that summative scores provided by TEI evaluators were aligned with what was observed in the classroom.

Table 5: 2016-17 Correlations between Average Spot Observation Scores and Summative Performance Evaluation Scores

Spot Observation Indicator	Pearson *r* Correlation
2.1 Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade, and level	0.73
2.2 Ensures mastery of learning objective appropriate to standards for subject and grade	0.73
2.3 Explains instructional content clearly and cohesively	0.78
2.4 Engages students in appropriately challenging content	0.76
3.1 Organizes classrooms to allow for optimal on task instruction	0.77
3.2 Establishes, communicates, and maintains clear expectations for student behavior	0.75
3.3 Maintains a respectful academically accountable classroom	0.76
Overall Spot Observation Score	**0.82**

Source: Schoolnet data file from Human Capital Management on October 9, 2017.
Note: *n* = 10,016 Dallas ISD teachers. Effect sizes: .10 = small, .30 = medium, .50 = large.

One-Year TEI Trends (2015-16 to 2016-17)

Trends in TEI results from 2015-16 to 2016-17 for the teacher performance component of defining excellence were as follows:

1) **On average, spot observation scores trended upward from 2015-16 to 2016-17.** The average spot observation score trended upward from 1.88 in 2015-16 to 2.00 in 2016-17. The average first spot observation score for each indicator trended upward from 2015-16 (1.55-1.79) to 2016-17 (1.66-2.00), and the average last spot observation score for each indicator trended upward from 2015-16 (1.97-2.17) to 2016-17 (2.06-2.31). For both 2015-16 and 2016-17, the average last spot observation for each indicator was significantly higher than the average first spot observation score. While the practical significance of these differences trended slightly downward from 2015-16 (Cohen's *d* = 0.70-0.90) to 2016-17 (Cohen's *d* = 0.60-0.77), these differences remained moderate effect sizes.[22]
2) **Summative performance evaluation scores trended upward from 2015-16 to 2016-17.** Compared to 2015-16, more summative performance evaluation scores in 2016-17 were on the higher end of the distribution. The average summative performance evaluation score trended upward from 71.3 in 2015-16 to 75.7 in 2016-17. Furthermore, the 25th, 50th, and 75th percentiles for the summative performance evaluation scores trended upward from 62, 72, and 83 in 2015-16 to 66, 77, and 88 in 2016-17, respectively. The percentage of teachers who received a Proficient or Exemplary rating on summative performance evaluations also trended upward on 14 of 17 indicators from 2015-16 to 2016-17. Finally, average summative performance evaluation scores for all campus levels (elementary school, middle school, high school) trended upward from 2015-16 (68.6-71.9) to 2016-17 (73.2-76.2).

[22] Cohen's *d* values of .20, .50, and .80 are considered small, medium, and large effect sizes, respectively (Cohen, 1992).

3) **The strength of the relationship between almost every spot observation indicator and summative performance evaluation scores trended slightly upward from 2015-16 to 2016-17.** The correlations trended slightly upward from 2015-16 (*r* = .68-.80) to 2016-17 (*r* = .73-.82).

Two-Year TEI Trends (2014-15 to 2016-17)

Trends in TEI results from 2014-15 to 2016-17 for the teacher performance component of defining excellence were as follows:

1) **On average, spot observation scores trended upward from 2014-15 to 2016-17.** The average spot observation score trended upward from 1.75 in 2014-15 to 2.00 in 2016-17. The average first spot observation score for each indicator trended upward from 2014-15 (1.36-1.66) to 2016-17 (1.66-2.00), and the average last spot observation score for each indicator trended upward from 2014-15 (1.77-1.97) to 2016-17 (2.06-2.31). For both 2014-15 and 2016-17, the average last spot observation for each indicator was significantly higher than the average first spot observation score. In addition, the practical significance of these differences trended upward from 2014-15 (Cohen's *d* = 0.16-0.53) to 2016-17 (Cohen's *d* = 0.60-0.77).[23]
2) **Summative performance evaluation scores trended upward from 2014-15 to 2016-17.** Compared to 2014-15, more summative performance evaluation scores in 2016-17 were on the higher end of the distribution. The average summative performance evaluation score trended upward from 66.4 in 2014-15 to 75.7 in 2016-17. Furthermore, the 25th, 50th, and 75th percentiles for the summative performance evaluation scores trended upward from 57, 67, and 77 in 2014-15 to 66, 77, and 88 in 2016-17, respectively. In addition, the percentage of teachers who received a Proficient or Exemplary rating on summative performance evaluations trended upward for 14 of 17 indicators from 2014-15 to 2016-17. Finally, average summative performance evaluation scores across all campus levels (elementary school, middle school, high school) trended upward from 2014-15 (63.8-68.8) to 2016-17 (73.2-76.2).
3) **The strength of the relationship between spot observation indicators and summative performance evaluation scores trended upward from 2014-15 to 2016-17.** While the number and type of spot observation indicators changed from 2014-15 to 2016-17, the correlation between the average spot observation indicator scores and summative performance evaluation scores trended upward from 2014-15 (*r* = .43-.74) to 2016-17 (*r* = .73-.82).

What were the results of the total student achievement component of defining excellence?

This section includes information related to total student achievement, teacher-level student achievement, student learning objective (SLO) points, and the correlations among the student achievement measures (i.e., teacher-level student achievement, SLO, and school *STAAR*).

[23] Cohen's *d* values of .20, .50, and .80 are considered small, medium, and large, respectively (Cohen, 1992).

Methodology

For all analyses in this section, evaluators used the scorecard data file from Human Capital Management dated October 9, 2017.

Total Student Achievement

A frequency analysis was conducted to create a distribution of the percentage of teachers who received total student achievement scores. In addition, the evaluators calculated the average total student achievement score by creditable years of service for Category A/B and Category C/D teachers. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine trends over time.

Teacher-Level Student Achievement

Only Category A/B teachers received a teacher-level student achievement score, ranging from zero to 25. A frequency analysis was conducted to create a distribution of the percentage of teachers receiving teacher-level student achievement scores. Results from 2016-17 also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine trends over time.

Student Learning Objective (SLO) Points

For teachers whose SLO points were weighted, points were transformed back into the unweighted base points to make them comparable with the other SLO points. A frequency analysis was conducted to create a distribution of the percentage of teachers receiving SLO points. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine trends over time.

Correlation among Student Achievement Measures

A Pearson correlation (r) measured the association between teacher-level student achievement and school *STAAR*. Because SLO points were not normally distributed, Spearman's rho (ρ) was used to measure the association between teacher-level student achievement and SLO points for Category A and Category B teachers. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine trends over time.

Results

Total Student Achievement

The distribution of total student achievement scores by TEI category are shown in Figure 8. The average total student achievement scores were 20.5, 21.4, 14.0, and 13.9 for Category A, Category B, Category C, and Category D teachers, respectively.[24] For Category C and D teachers, more total student achievement scores fell on the higher end of the distribution. This pattern likely occurred because most

[24] Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

teachers received the maximum number of points for SLO, which accounted for 50 percent of the total student achievement score for most Category C and D teachers.

Figure 8: 2016-17 Percentage of Teachers Receiving Total Student Achievement Score by TEI Category

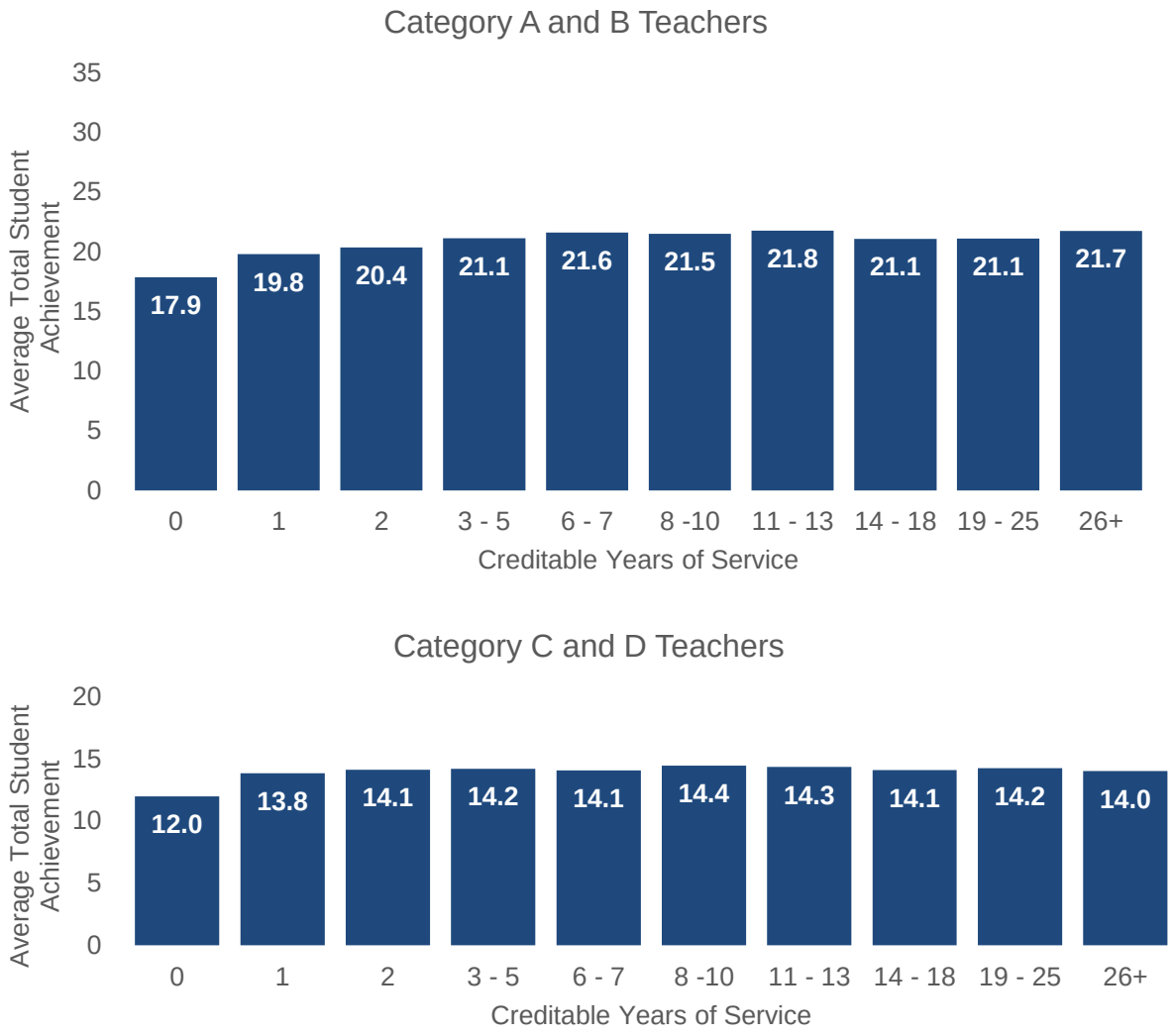


Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 4,511 Category A teachers. *n* = 1,908 Category B teachers. *n* = 1,648 Category C teachers. *n* = 2,070 Category D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

The average total student achievement scores by creditable years of service for Categories A, B, C, and D teachers are shown in Figure 9. Category A/B teachers with zero creditable years of service

(i.e., first-year teachers) earned the lowest average score for total student achievement (17.9). Total student achievement scores for teachers with one or more creditable years of service remained relatively consistent as years of service increased (19.8-21.8). Category C/D teachers with zero creditable years of service earned the lowest average score for total student achievement (12.0). Total student achievement scores for teachers with one or more creditable years of service remained relatively consistent as years of service increased (13.8-14.4). These findings indicated that more creditable years of service did not necessarily lead to higher total student achievement scores.

Figure 9: 2016-17 Average Total Student Achievement by Creditable Years of Service

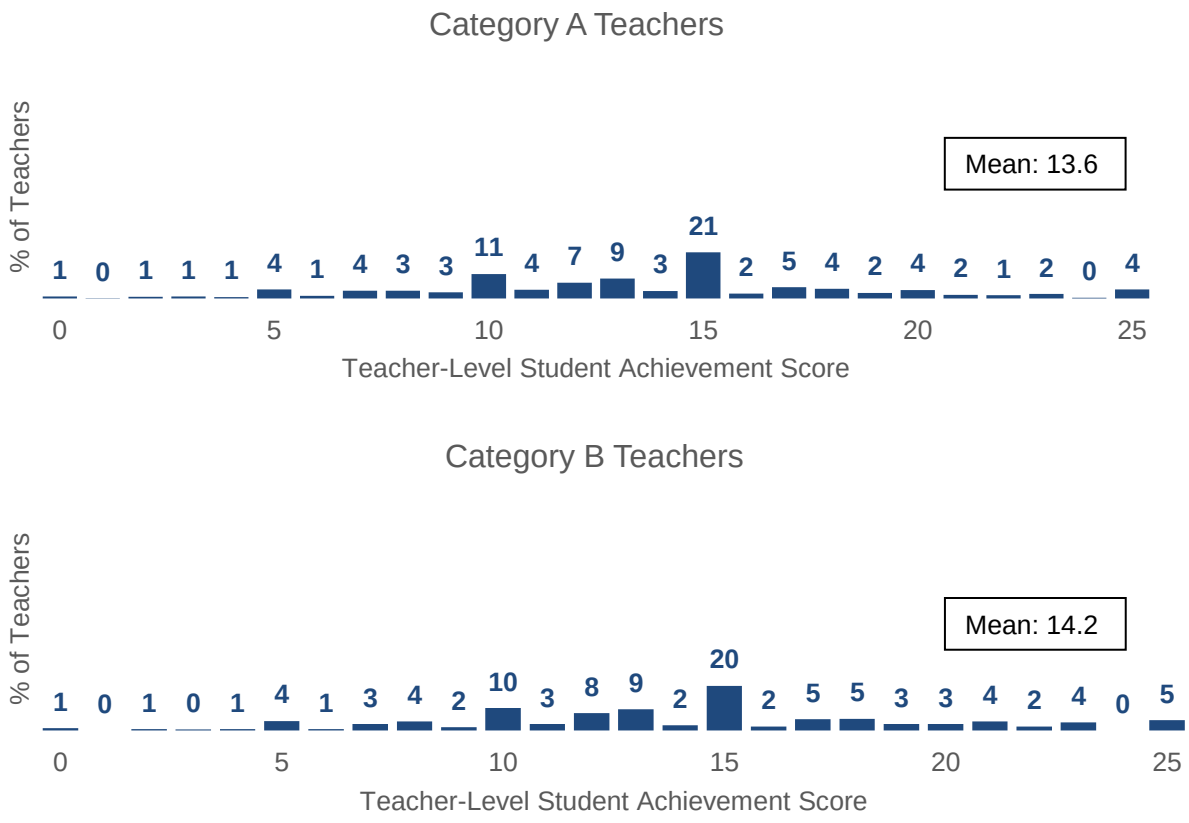


Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 6,392 Category A/B teachers. *n* = 3,694 Category C/D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

Teacher-Level Student Achievement

Figure 10 shows the percentage of teachers earning teacher-level student achievement scores for Category A and Category B teachers. Both Category A (21%) and Category B (20%) teachers were most likely to earn 15 points for teacher-level student achievement and earned average teacher-level student achievement scores of 13.6 (Category A) and 14.2 (Category B).

Figure 10: 2016-17 Percentage of Teachers Receiving Teacher-Level Student Achievement Score by TEI Category



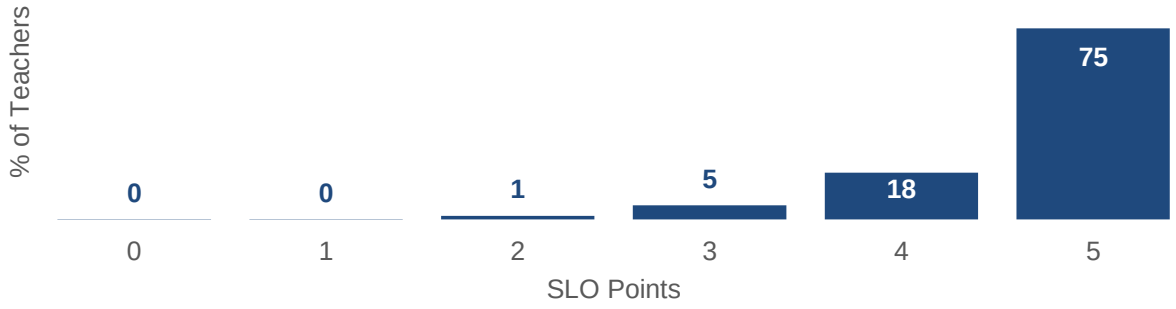
Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 4,511 Category A teachers. *n* = 1,908 Category B teachers. Maximum possible teacher-level student achievement score was 25.

Student Learning Objective (SLO) Points

For the 2016-17 school year, 91 percent of 10,148 Dallas ISD teachers received SLO points.[25] Figure 11 shows the distribution of SLO base points. Most teachers (75%) earned the maximum number of points.

[25] A total of 867 teachers did not receive any SLO points because their points were invalid or unavailable. SLO points were considered invalid if points were missing for either the "setting" or "accomplishment" stage of the process.

Figure 11: 2016-17 Percentage of Teachers Earning SLO Points



Source: Scorecard data file from Human Capital Management on October 9, 2017.
Note: *n* = 9,281 teachers. SLO = student learning objective. Maximum possible SLO score was 5.

Correlation Among Student Achievement Measures

As shown in Table 6, a Pearson *r* correlation indicated a moderately strong correlation between teacher-level student achievement and school *STAAR* scores among Category A teachers, $r = .49$, $p < .001$. However, the strength of the correlation for Category B teachers was weak, $r = .28$, $p < .001$.[26] In addition, while the relationship between teacher-level student achievement and SLO points was statistically significant, the effect size for Category A, $\rho = .19$, $p < .001$, and Category B, $\rho = .21$, $p < .001$, teachers was relatively weak.

Table 6: 2016-17 Correlation between Total Student Achievement Measures

	Teacher-Level Student Achievement & School *STAAR*			Teacher-Level Student Achievement & SLO		
TEI Category	***N***	***r***	***p***	***N***	***ρ***	***p***
A	4,511	.49	<.001	4,129	.19	<.001
B	1,896	.28	<.001	1,818	.21	<.001

Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *STAAR = State of Texas Assessments of Academic Readiness.* SLO = Student learning objective. Effect sizes: .10 = small, .30 = medium, .50 = large.

One-Year TEI Trends (2015-16 to 2016-17)

Trends in TEI results from 2015-16 to 2016-17 for the total student achievement component of defining excellence were as follows:

1) **Scores for total student achievement and teacher-level student achievement were similar for both 2015-16 and 2016-17.** The average total student achievement scores between Category A, B, C, and D teachers in 2015-16 and 2016-17 were different by 1.3 points or less. In addition, the average teacher-level student achievement score for Category A teachers was nearly identical

[26] The difference in strength of the correlation between Category A and B teachers was most likely attributable to the fact that many Category A teachers had a measure based on the *STAAR* scores of students in their classroom, and these *STAAR* scores were a subset of the school *STAAR* scores.

(13.7 in 2015-16 to 13.6 in 2016-17), and the average score for Category B teachers trended slightly upward from 13.6 in 2015-16 to 14.2 in 2016-17.

2) **The percentage of teachers who received the maximum number of SLO points trended upward from 2015-16 to 2016-17.** The number of teachers who received the maximum number of SLO points trended upward from 66 percent in 2015-16 to 75 percent in 2016-17.
3) **From 2015-16 to 2016-17, the strength of the relationship between teacher-level student achievement and school *STAAR* remained consistent, and the relationship between teacher-level student achievement and SLO remained consistent.** The correlations between teacher-level student achievement and school *STAAR* for Category A and Category B teachers remained consistent from 2015-16 (r = .27-.42) to 2016-17 (r = .28-.49). Likewise, the correlations between teacher-level student achievement and SLO for Category A and Category B teachers remained consistent from 2015-16 (ρ = .20-.23) to 2016-17 (ρ =.19-.21).

Two-Year TEI Trends (2014-15 to 2016-17)

Trends in TEI results from 2014-15 to 2016-17 for the total student achievement component of defining excellence were as follows:

1) **Scores for total student achievement and teacher-level student achievement were similar for both 2014-15 and 2016-17.** The average total student achievement scores between Category A, B, C, and D teachers in 2014-15 and 2016-17 were different by 1.2 points or less. In addition, the average teacher-level student achievement score for Category A teachers was nearly identical (13.7 in 2014-15 to 13.6 in 2016-17), and the average score for Category B remained fairly consistent from 14.8 in 2014-15 to 14.2 in 2016-17.
2) **The percentage of teachers who received the maximum number of SLO points trended upward from 2014-15 to 2016-17.** The number of teachers who received the maximum number of SLO points trended upward from 53 percent in 2014-15 to 75 percent in 2016-17.
3) **The strength of the relationship between teacher-level student achievement and school *STAAR* slightly trended slightly upward, and the relationship between teacher-level student achievement and SLO remained consistent from 2014-15 to 2016-17.** The correlations between teacher-level student achievement and school *STAAR* for Category A and Category B teachers trended slightly upward from 2014-15 (r = .20-.42) to 2016-17 (r = .28-.49), whereas the correlations between teacher-level student achievement and SLO for Category A and Category B teachers remained consistent from 2014-15 (ρ = .19-.21) to 2016-17 (ρ =.19-.21).

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

Methodology

To examine teacher student experience points during the 2016-17 school year, the evaluators used the scorecard data file from Human Capital Management dated October 9, 2017. Teachers were not included in analyses if they taught prekindergarten through second grade or if they did not have at least 10 students who completed the survey.[27] The student experience survey solicited information about five topics: pedagogical effectiveness, classroom environment, expectations and rigor, student engagement, and supportive relationships. The raw score was the average percentage of items with a positive response across all five subscales. This calculation included the top two responses for questions with five-point response scales and the top three responses for items with seven-point response scales. The survey totals were transformed into percentile ranks and then assigned a value that was a multiple of three, ranging from zero to 15, based on an established target distribution. Because younger students tend to give more positive responses about teachers than older students, the percentage of positive responses associated with each point value was calculated separately by campus level (i.e., elementary school core, elementary school non-core, middle school, and high school) The cut points used in the 2016-17 survey for each school level are shown in Table 7.

Table 7: 2016-17 Student Experience Points Assigned Based on Percentage of Items with Positive Responses by Campus Level

Percentage of Items with Positive Responses			Percentage of Items with Positive Responses		
Low Value	**High Value**	**Points Assigned**	**Low Value**	**High Value**	**Points Assigned**
Elementary School Core			**Middle School**		
0	65	0	0	39	0
66	76	3	40	53	3
77	85	6	54	66	6
86	95	9	67	80	9
96	98	12	81	85	12
99	100	15	86	100	15
Elementary School Non-Core			**High School**		
0	54	0	0	39	0
55	67	3	40	55	3
68	76	6	56	69	6
77	87	9	70	84	9
88	92	12	85	89	12
93	100	15	90	100	15

Source: Table from 2016-17 Point Assignments for Student Experience document.
Note: Elementary non-core teachers include music, art, and physical education teachers. Maximum possible student experience score was 15.

[27] Students in prekindergarten to grade two did not participate in the student survey. Additional information regarding the student experience points can be found in the 2016-17 TEI Teacher Guidebook at http://tei.dallasisd.org/home/resources/.

A one-way ANOVA was conducted to determine the mean difference among the percentage of items with a positive response across campus level (i.e., elementary school core, elementary school non-core, middle school, and high school). A frequency analysis also was conducted to calculate the percentage of items with a positive response by creditable years of service. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine trends over time.

Results

The percentage of items with positive responses by campus level are shown in Figure 12. A one-way ANOVA indicated that that there was a statistically significant difference among elementary school non-core, elementary school core, middle school, and high school teachers $F(3, 6212) = 704.60$, $p < .001$. Bonferroni post hoc tests revealed that the percentage of items with positive responses on the student survey for elementary school core teachers ($M = 86.0$; $SD = 10.0$) was significantly higher than elementary school non-core ($M = 78.6$; $SD = 10.7$; Cohen's $d = 0.7$), middle school ($M = 68.3$; $SD = 13.9$; Cohen's $d = 1.5$), and high school teachers ($M = 71.1$; $SD = 14.8$; Cohen's $d = 1.2$).[28] The percentage of items with positive responses on the student survey for elementary school non-core teachers was significantly higher than middle school (Cohen's $d = 0.8$) and high school teachers (Cohen's $d = 0.5$). Lastly, the percentage of items with positive responses on the student survey for middle school teachers was significantly lower than high school (Cohen's $d = 0.2$), but the practical difference between these groups was relatively small.

Figure 12: 2016-17 Percentage of Student Survey Positive Responses by Campus Level

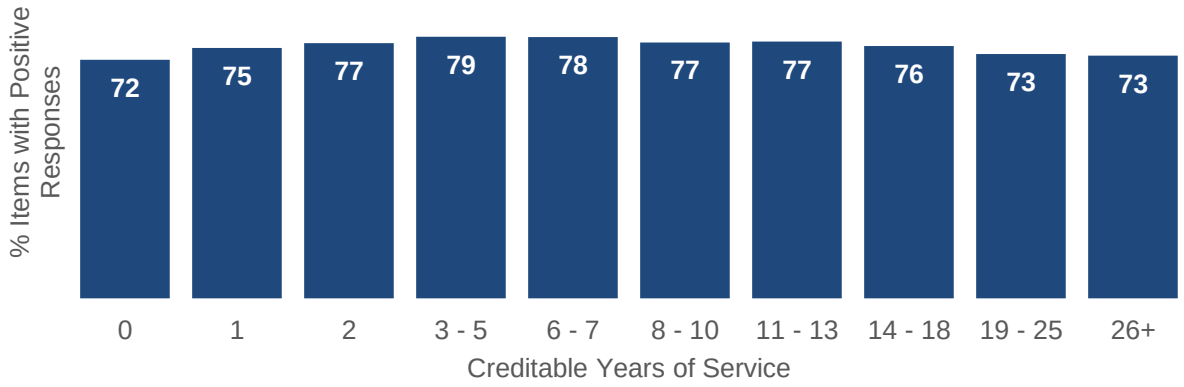


Source: Student survey data file from Office of Institutional Research dated November 2, 2017.
Note: $n = 6{,}216$ teachers.

The average percentage of items with positive student survey responses by creditable years of service are shown in Figure 13. Teachers with zero creditable years of service (i.e., first year teachers) earned the lowest average percentage of items with positive responses (72%). The average percentage of positive responses increased until between three and five creditable years of service and then gradually decreased as years of service increased.

[28] 0.20 = small effect size, 0.50 = medium effect size, 0.80 = large effect size

Figure 13: 2016-17 Percentage of Student Survey Positive Responses by Creditable Years of Service



Source: Student survey data file from Office of Institutional Research dated November 2, 2017.
Note: *n* = 6,140 teachers.

One-Year TEI Trends (2015-16 to 2016-17)

Trends in results from 2015-16 to 2016-17 regarding the student experience component of defining excellence were as follows:

1) **From 2015-16 to 2016-17, the percentage of positive responses on the student survey across campus levels trended slightly upward.** The percentage of positive responses for elementary school core, elementary school non-core, middle school, and high school teachers trended slightly upward from 2015-16 (85%, 77%, 67%, and 70%, respectively) to 2016-17 (86%, 79%, 68%, and 71%, respectively).
2) **For both 2015-16 and 2016-17, teachers with zero creditable years of service (i.e., first year teachers) earned the lowest average percentage of items with positive responses on the student survey.** Teachers with zero creditable years of service in 2015-16 and 2016-17 earned 71 percent and 72 percent of items with positive responses, respectively. In addition, for both 2015-16 and 2016-17, the average percentage of items with positive responses peaked between three and five creditable years of service.

Two-Year TEI Trends (2014-15 to 2016-17)

Trends in TEI results from 2014-15 to 2016-17 for the student experience component of defining excellence were as follows:

1) **From 2014-15 to 2016-17, the percentage of positive responses on the survey across campus levels trended slightly upward.** While the percentage of positive responses for elementary school core and elementary school non-core teachers was not calculated in 2014-15, the percentages of positive responses for middle school and high school teachers trended slightly upward from 2014-15 (64% and 65%, respectively) to 2016-17 (68%, and 71%, respectively).

2) **Because the percentage of items with a positive response on the student survey by creditable years of service was not calculated in 2014-15, the results could not be compared to 2016-17.**

What were the correlations among the defining excellence components?

This section includes information regarding the correlations among the defining excellence components of TEI (i.e., summative performance evaluation scores, total student achievement scores, and student experience scores). For all analyses in this section, the evaluator merged the scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017 to examine the noted relationships.

Methodology

Summative Performance Evaluation and Total Student Achievement

To examine the relationship between teacher summative performance evaluation scores and total student achievement scores, Pearson *r* correlations were conducted separately for Category A/B and Category C/D teachers because the maximum number of total student achievement points varied between the two sets of categories. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine trends over time.

Total Student Achievement and Student Experience

To examine the relationship between teacher total student achievement scores and student experience scores, Pearson *r* correlations were conducted separately for Category A and Category C teachers.[29] Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine changes over time.

Summative Performance Evaluation and Student Experience

To examine the relationship between teacher summative performance evaluation scores and student experience scores, a Pearson *r* correlation was conducted for all teachers. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine trends over time.

Results

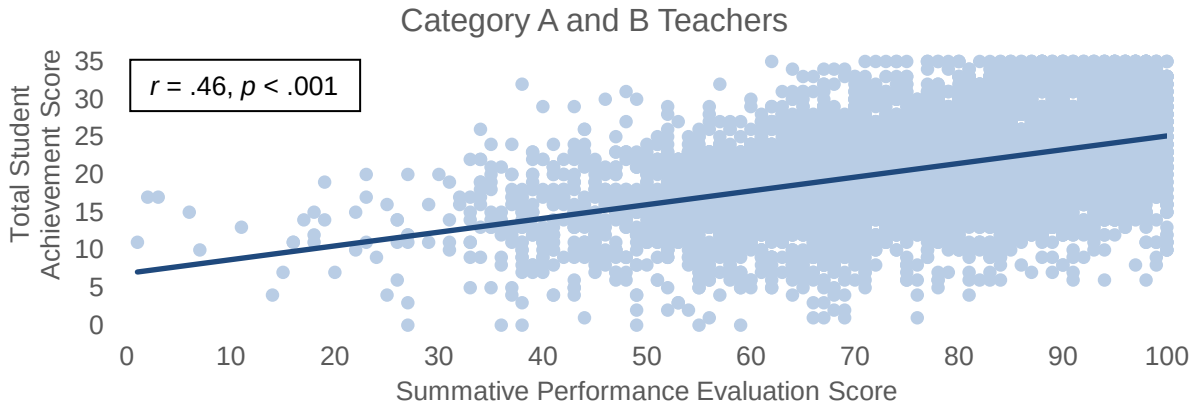
Summative Performance Evaluation and Total Student Achievement

For Category A/B teachers, a statistically significant and moderately strong correlation was found between summative performance evaluation scores and total student achievement scores, $r = .46$, $p < .001$

[29] Category B and Category D teachers were not included in this section because their students did not complete student surveys.

(Figure 14).[30] Teachers with higher summative performance evaluation scores tended to have higher total student achievement scores.

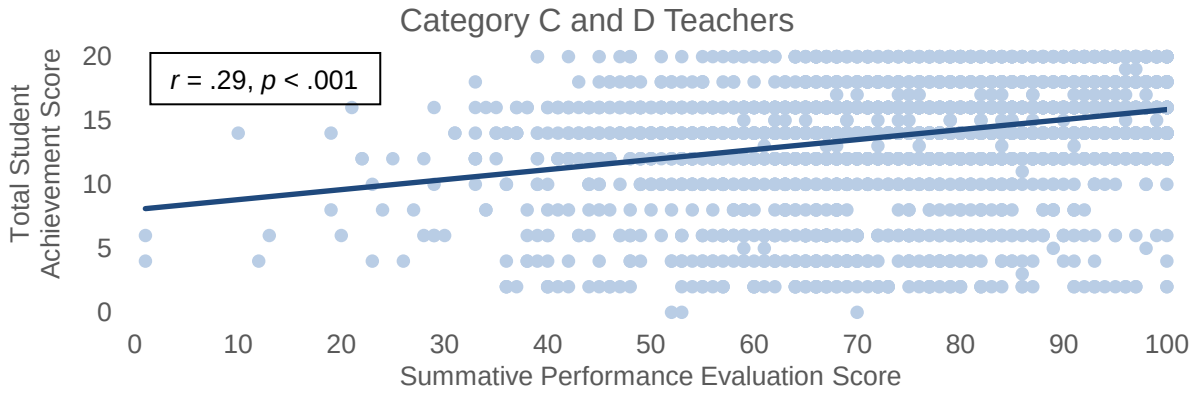
Figure 14: 2016-17 Total Student Achievement Scores by Summative Performance Evaluation Scores – Category A and B Teachers



Source: Scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017.
Note: *n* = 6,419 teachers. Maximum possible score was 35 for total student achievement and 100 for summative performance evaluation for Category A/B teachers.

For Category C/D teachers, a statistically significant but weak to moderate correlation was found between summative performance evaluation scores and total student achievement scores, $r = .29$, $p < .001$ (Figure 15). Teachers with higher summative performance evaluation scores tended to have slightly higher total student achievement scores.

Figure 15: 2016-17 Total Student Achievement Scores by Summative Performance Evaluation Scores – Category C and D Teachers



Source: Scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017.
Note: *n* = 3,729 teachers. Maximum possible score was 20 for total student achievement and 100 for summative performance evaluation for Category C/D teachers.

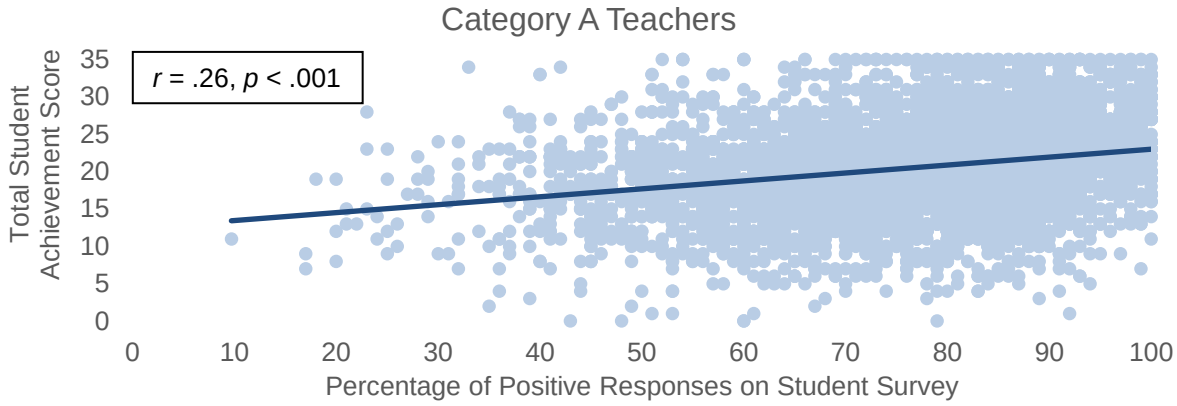
Student Experience and Total Student Achievement

For Category A teachers, a statistically significant but weak to moderate correlation was found between student experience (i.e., percentage of positive responses on the student survey) and total student

[30] Pearson *r* correlation: .10 = weak, .30 = moderate, .50 = strong relationship

achievement, $r = .26$, $p < .001$ (Figure 16). Teachers with a higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores.

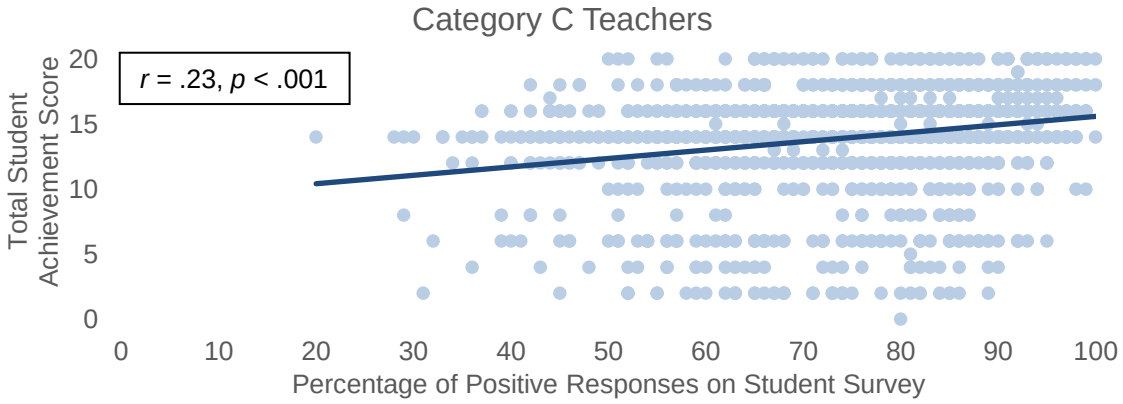
Figure 16: 2016-17 Total Student Achievement Scores by Percentage of Positive Responses on Student Survey – Category A



Source: Scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017.
Note: n = 4,511 teachers. Maximum possible score was 35 for total student achievement for Category A teachers.

For Category C teachers, a statistically significant but weak to moderate correlation was found between student experience (i.e., percentage of positive responses on the student survey) and total student achievement, $r = .23$, $p < .001$ (Figure 17). Teachers with a higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores.

Figure 17: 2016-17 Total Student Achievement Scores by Percentage of Positive Responses on Student Survey – Category C



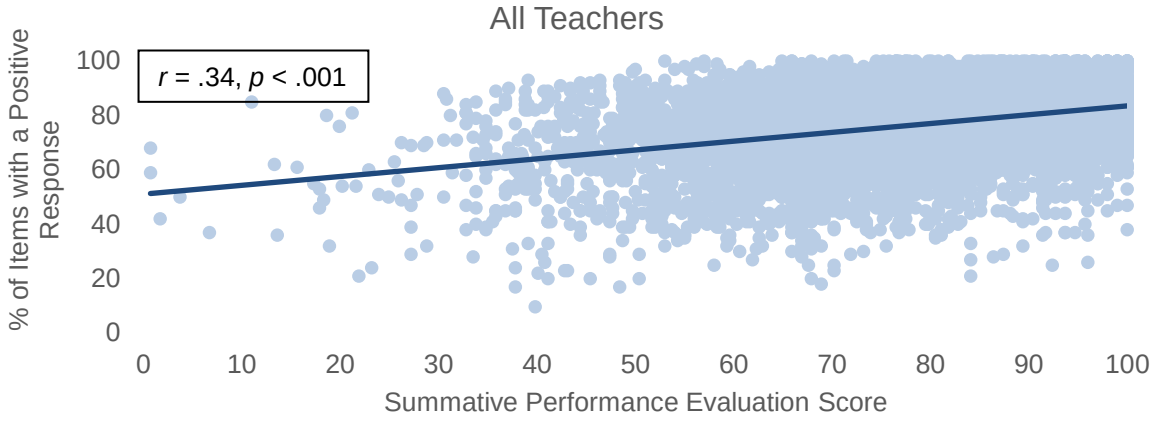
Source: Scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017.
Note: n = 1,648 teachers. Maximum possible score was 20 for total student achievement for Category C teachers.

Summative Performance Evaluation and Student Experience

For all teachers, a statistically significant and moderate correlation was found between summative performance evaluation and student experience (i.e., percentage of positive responses on the student

survey), r = .34, p < .001 (Figure 18). Teachers with higher summative performance evaluation scores tended to have a higher percentage of positive responses on the student survey.

Figure 18: 2016-17 Summative Performance Evaluation Scores by Percentage of Items with a Positive Response on Student Survey – All Teachers



Source: Scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017.
Note: n = 6,160 teachers. Maximum possible score was 100 for summative performance evaluation.

One-Year TEI Trends (2015-16 to 2016-17)

Trends in TEI results from 2015-16 to 2016-17 for the correlations among the defining excellence components were as follows:

1) **The strength of the relationship between summative performance evaluation scores and total student achievement scores trended slightly upward from 2015-16 to 2016-17.** For Category A and B teachers, the Pearson r correlation between summative performance evaluation scores and total student achievement scores trended slightly upward from .44 in 2015-16 to .46 in 2016-17. For Category C and D teachers, the Pearson r correlation between summative performance evaluation scores and total student achievement scores trended slightly upward from .26 in 2015-16 to .29 in 2016-17.
2) **The strength of the relationship between summative performance evaluation scores and student experience scores remained consistent from 2015-16 to 2016-17.** The Pearson r correlation between summative performance evaluation scores and student experience scores remained consistent from .33 in 2015-16 to .34 in 2016-17.
3) **The strength of the relationship between total student achievement and student experience scores remained consistent or trended slightly upward from 2015-16 to 2016-17.** For Category A teachers, the Pearson r correlation between total student achievement and student experience scores remained consistent from 2015-16 (r = .25) to 2016-17 (r =.26), and for Category C teachers, the correlation trended slightly upward from 2015-16 (r = .17) to 2016-17 (r = .23).

Two-Year TEI Trends (2014-15 to 2016-17)

Trends in TEI results from 2014-15 to 2016-17 for the correlations among the Defining Excellence components were as follows:

1) **The strength of the relationship between summative performance evaluation scores and total student achievement scores trended slightly upward from 2014-15 to 2016-17.** For Category A and B teachers, the Pearson *r* correlation between summative performance evaluation scores and total student achievement scores trended slightly upward from .40 in 2014-15 to .46 in 2016-17. For Category C and D teachers, the Pearson *r* correlation between summative performance evaluation scores and total student achievement scores trended slightly upward from .24 in 2014-15 to .29 in 2016-17.
2) **The strength of the relationship between summative performance evaluation scores and student experience scores trended upward from 2014-15 to 2016-17.** The Pearson *r* correlation between summative performance evaluation scores and student experience scores trended upward from .25 in 2014-15 to .34 in 2016-17.
3) **The strength of the relationship between total student achievement and student experience trended upward from 2014-15 to 2016-17.** For Category A teachers, the Pearson *r* correlation between total student achievement and student experience scores trended slightly upward from 2014-15 (*r* = .21) to 2016-17 (*r* =.26), and for Category C teachers, the correlation trended upward from 2014-15 and (*r* = .10) to 2016-17 (*r* = .23).

What were the results of the Distinguished Teacher Review process?

Methodology

The evaluators used the scorecard data file from Human Capital Management dated October 9, 2017 to examine distinguished teacher review (DTR) points.[31] A frequency analysis was conducted to calculate the percentage of teachers who achieved DTR points during the 2016-17 school year. In addition, a second frequency analysis was conducted to calculate the percentage of teachers at each level of creditable service who achieved DTR status. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine changes over time.

Results

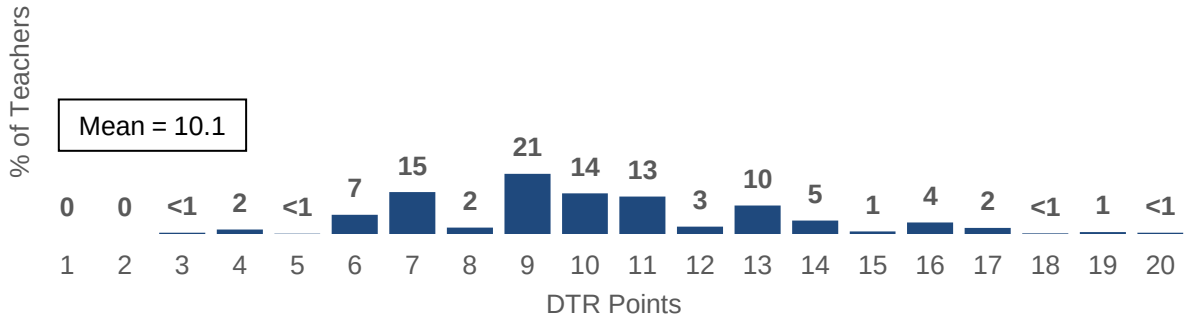
During the 2016-17 school year, 1,857 teachers received points for DTR.[32] Ninety-one percent of these teachers successfully met the requirements and achieved a distinguished effectiveness level

[31] To be eligible for DTR, teachers must have met the following requirements: 1) were in the top 25 percent of teachers within their teacher category, 2) were in at least the third year of service in the 2016-17 academic year, 3) scored at least 65 points on the summative performance evaluation in 2015-16, and 4) received at least half of available points from a combination of achievement and experience points, if applicable, in 2015-16. Additional information regarding the distinguished teacher review process can be found in the 2016-17 TEI Teacher Guidebook at http://tei.dallasisd.org/home/resources/.

[32] The maximum possible DTR points were 15 for teachers at non-Tier 1 campuses and 20 for teachers at Tier 1 campuses. Tier 1 campuses have at least 40% of students enrolled in the free and reduced lunch program.

(i.e., effectiveness level of Proficient II or above).[33] These teachers represented 17 percent of all teachers across the district. Figure 19 shows the distribution of DTR points among teachers. The average number of points awarded across the district was 10.1 and ranged between three and 20 points. In addition, 21 percent of teachers who received points for DTR received an additional three, four, or five points for teaching at a Tier 1 school.

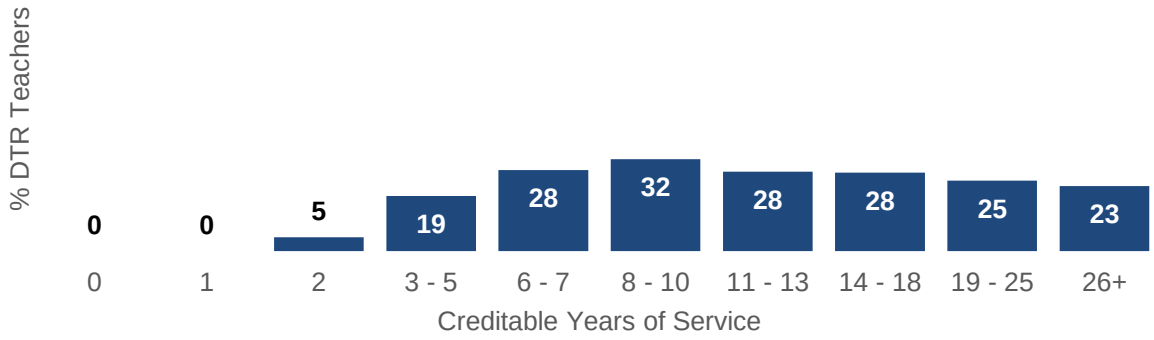
Figure 19: 2016-17 Percentage of Teachers with DTR Points



Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 1,857 teachers. DTR = Distinguished Teacher Review. Maximum possible DTR point score was 20.

The percentage of DTR teachers by creditable years of service is shown in Figure 20. The lowest percentage of DTR teachers was for two creditable years of service (5%) because teachers were required currently to be in at least the third year of service to be eligible for DTR. The percentage of DTR teachers peaked between eight and 10 creditable years of service (32%).

Figure 20: 2016-17 Percentage of DTR Teachers by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 9,945 teachers. DTR = Distinguished Teacher Review. To be eligible for DTR, teachers must have met the following requirements: 1) were in the top 25 percent of teachers within their teacher category, 2) were in at least the third year of service in the 2016-17 academic year, 3) scored at least 65 points on the summative performance evaluation in 2015-16, and 4) received at least half of available points from a combination of achievement and experience points, if applicable, in 2015-16.

[33] Additional information regarding the Distinguished Teacher Review process can be found in the 2016-17 TEI Teacher Guidebook at http://tei.dallasisd.org/home/resources/.

One-Year TEI Trends (2015-16 to 2016-17)

Trends in TEI results from 2015-16 to 2016-17 for the DTR process of TEI were as follows:

1) **The percentage of eligible teachers who achieved DTR status remained consistent from 2015-16 to 2016-17.** While the number of eligible teachers who achieved DTR status increased from 1,592 in 2015-16 to 1,685 in 2016-17, the percentage of teachers who achieved DTR remained consistent from 2015-16 (91%) to 2016-17 (91%).

Two-Year TEI Trends (2014-15 to 2016-17)

Trends in TEI results from 2014-15 to 2016-17 for the DTR process of TEI were as follows:

1) **The percentage of eligible teachers who achieved DTR status trended slightly downward from 2014-15 to 2016-17.** While the number of eligible teachers who achieved DTR status increased from 1,172 in 2014-15 to 1,685 in 2016-17, the percentage of eligible teachers who achieved DTR trended slightly downward from 2014-15 (92%) to 2016-17 (91%).

What were the results of the rewarding excellence (compensation) component of TEI?

This section includes compensation-related information regarding evaluation scores, evaluation ratings, and effectiveness levels. In addition, it includes changes in teacher salaries across effectiveness levels from 2015-16 to 2016-17.

Methodology

Evaluation Scores, Evaluation Ratings, and Effectiveness Levels

To examine the results of the compensation system of TEI, evaluators used the scorecard data file from Human Capital Management dated October 9, 2017. Teachers were assigned a final aggregated **evaluation score** based on teacher performance, student achievement, and student experience scores. Evaluation scores ranged from 0 to 100 (up to 115 for DTR teachers). The evaluators conducted a frequency analysis to create a distribution of evaluation scores for Category A, B, C, and D teachers. In addition, the evaluators calculated the average evaluation score by creditable years of service. TEI staff members then transformed evaluation scores into **evaluation ratings** using a target distribution (i.e., Unsatisfactory, Progressing I, Progressing II, Proficient I, Proficient II, Proficient III, and Exemplary).[34] Table 8 shows the target distribution that was used to make cut points for converting evaluation scores into evaluation ratings.[35] Appendix A includes the cut points that were used for converting the evaluation scores into an evaluation rating in 2014-15, 2015-16, and 2016-17. The evaluators calculated average creditable

[34] A target distribution for evaluation ratings is a set of percentages that defines what proportion of evaluation scores will be assigned to each rating. More information regarding the use of target distributions in TEI can be found in the 2016-17 TEI Rulebook at http://tei.dallasisd.org/home/resources/.

[35] Separate cut points were calculated for each teacher category to ensure that one category did not have an advantage compared to another category. Using the target distribution may result in teachers from different categories with the same evaluation score earning different evaluation ratings. Furthermore, evaluation scores cannot be compared across categories, while evaluation ratings can be compared across categories.

years of service grouped by evaluation rating, and then calculated a Spearman's rho (ρ) statistic to determine the correlation between creditable years of service and evaluation rating.

Table 8: 2016-17 Evaluation Rating Target Distribution

		Progressing		Proficient			
Evaluation Rating	**Unsatisfactory**	**I**	**II**	**I**	**II**	**III**	**Exemplary**
Category A	3%	12%	25%	40%	12%	6%	2%
Category B	3%	12%	25%	40%	12%	6%	2%
Category C	3%	12%	25%	40%	12%	6%	2%
Category D	3%	12%	25%	40%	12%	6%	2%

Source: Table from 2016-17 TEI Teacher Guidebook.

TEI program staff members converted evaluation ratings into **effectiveness levels** (i.e., Unsatisfactory, Progressing I, Progressing II, Proficient I, Proficient II, Proficient III, Exemplary I, and Exemplary II). Effectiveness levels determined compensation, as shown in Table 9.[36] The evaluators then calculated the percentage of teachers who achieved each of the effectiveness levels for 2016-17. Results from 2016-17 were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine trends over time.

Table 9: 2016-17 Teacher Salaries by Effectiveness Levels

		Progressing		Proficient			Exemplary		
Novice	**Unsatisfactory**	**I**	**II**	**I**	**II**	**III**	**I**	**II**	**Master**
$50K	$47K	$51K	$53K	$56K	$60K	$65K	$74K	$82K	$90K

Source: Table from the 2016-17 TEI Teacher Guidebook.

Salary Increases

The evaluators used the scorecard data file from Human Capital Management dated October 9, 2017 to determine if teacher salaries increased from 2015-16 to 2016-17. Teachers were excluded if they left the district, moved into a non-TEI position, did not receive an effectiveness level, or were not full-time employees in 2016-17 and 2017-18. Evaluators calculated the average teacher salary for each effectiveness level in 2015-16 and 2016-17 and the average salary increase for each effectiveness level from 2015-16 to 2016-17. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine trends over time.

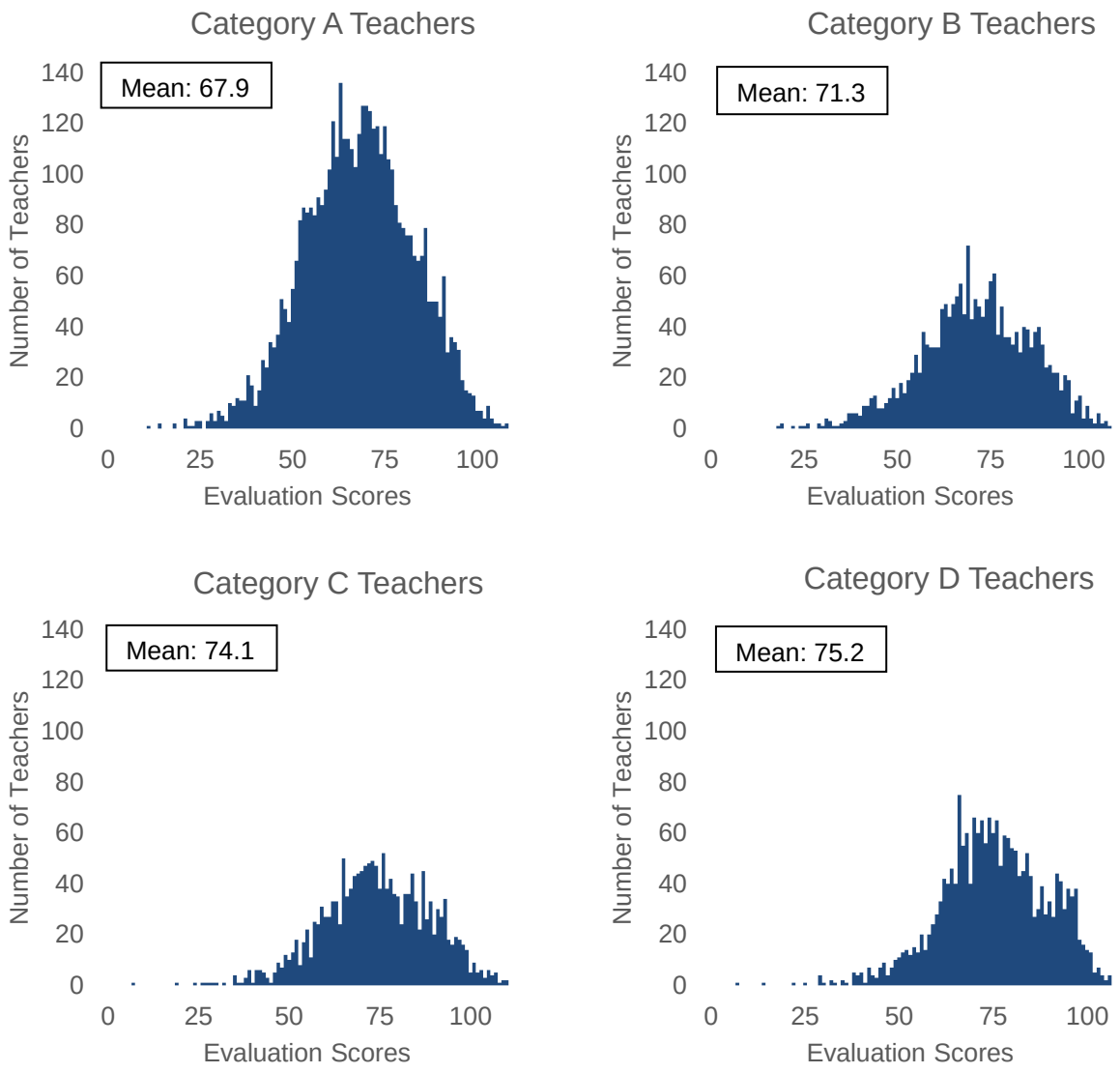
Results

Evaluation Scores

The distribution of evaluation scores by TEI category (i.e., Category A, B, C, and D teachers) can be found in Figure 21. The average evaluation scores were 67.9, 71.3, 74.1, and 75.2 for Category A, B, C, and D teachers, respectively.

[36] Additional information regarding how evaluation scores, evaluation ratings, and effectiveness levels were determined can be found in the 2016-17 TEI Teacher Guidebook at http://tei.dallasisd.org/home/resources/.

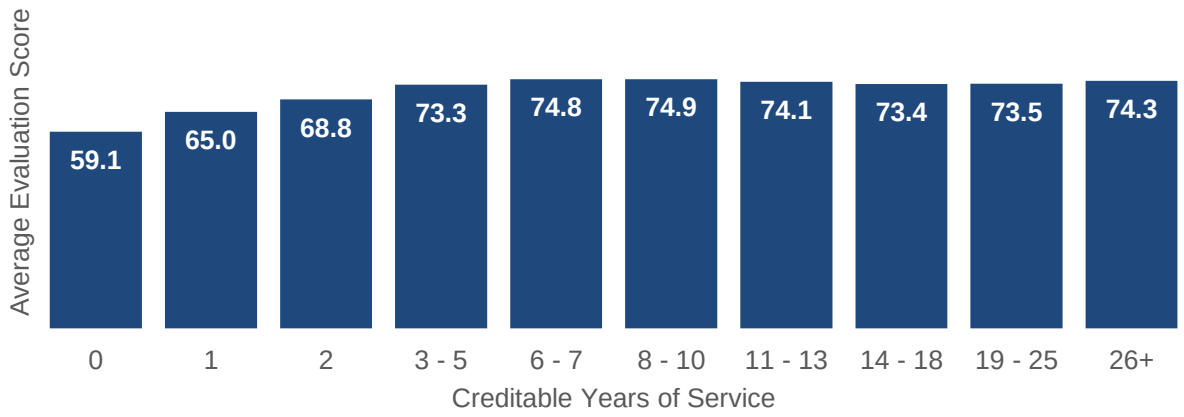
Figure 21: 2016-17 Frequency Distribution of Evaluation Scores by TEI Category



Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 4,511 Category A Teachers. *n* = 1,908 Category B Teachers. *n* = 1,648 Category C Teachers. *n* = 2,081 Category D Teachers. Maximum possible evaluation score was 115.

The average evaluation scores by creditable years of service are shown in Figure 22. Teachers with zero years of creditable service (i.e., first year teachers) earned the lowest average evaluation score (59.1). The average evaluation score gradually increased as years of service increased and started to plateau between three and five creditable years of service.

Figure 22: 2016-17 Average Evaluation Scores by Creditable Years of Service

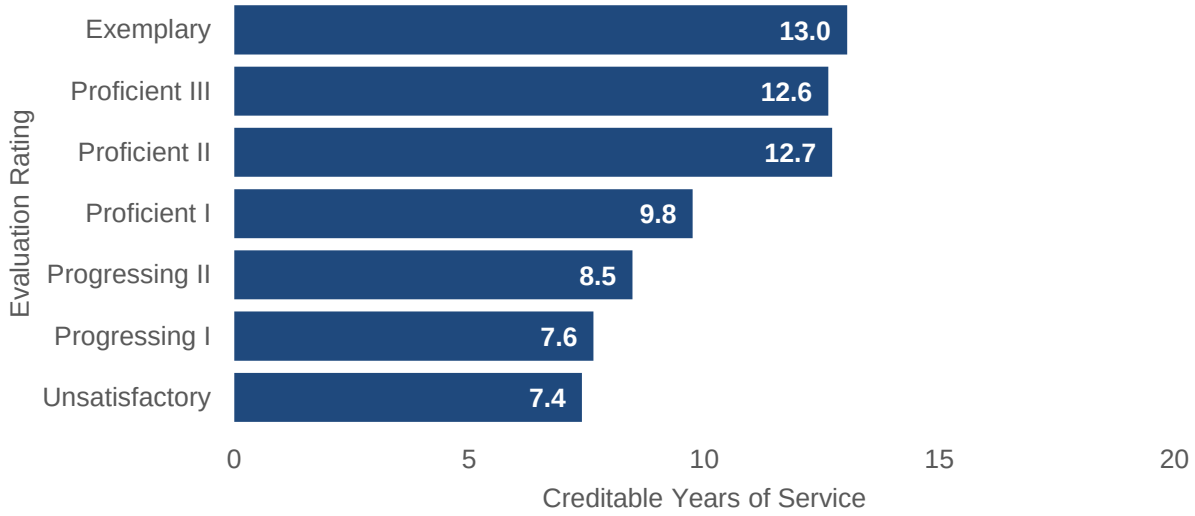


Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 10,097 teachers. Maximum possible evaluation score was 115.

Evaluation Ratings

As indicated by Figure 23, the lowest average credible years of service (7.4) was found for teachers with an Unsatisfactory evaluation rating. The average creditable years of service slightly increased as evaluation rating increased but plateaued starting with the Proficient II evaluation rating. Furthermore, a statistically significant but weak correlation was found between creditable years of service and evaluation ratings, $\rho = .25$, $p < .001$. However, when first- and second-year teachers were removed from the sample, the correlation was no longer statistically significant $\rho = -.003$, $p = .827$.

Figure 23: 2016-17 Average Creditable Years of Service by Evaluation Rating

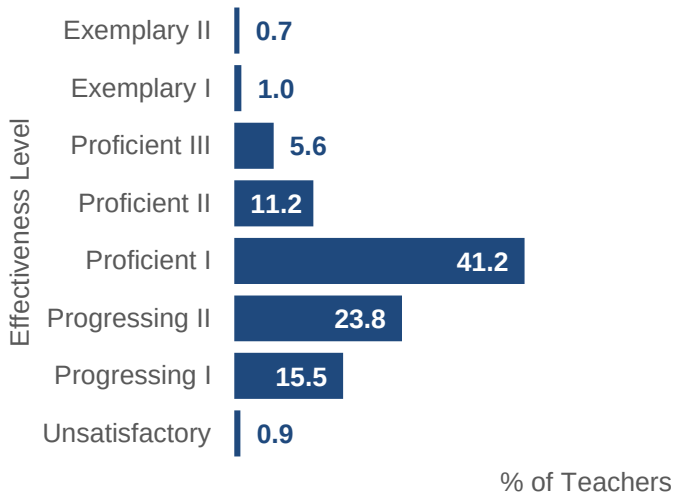


Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 9,786 teachers.

Effectiveness Levels

The percentage of teachers who achieved each effectiveness level is shown in Figure 24. The largest percentage of teachers received an effectiveness level of Proficient I (41.2%), followed by Progressing II (23.8%), Progressing I (15.5%), and Proficient II (11.2%). The remaining effectiveness levels combined included slightly more than eight percent of teachers.

Figure 24: 2016-17 Percentage of Teachers Achieving Each Effectiveness Level



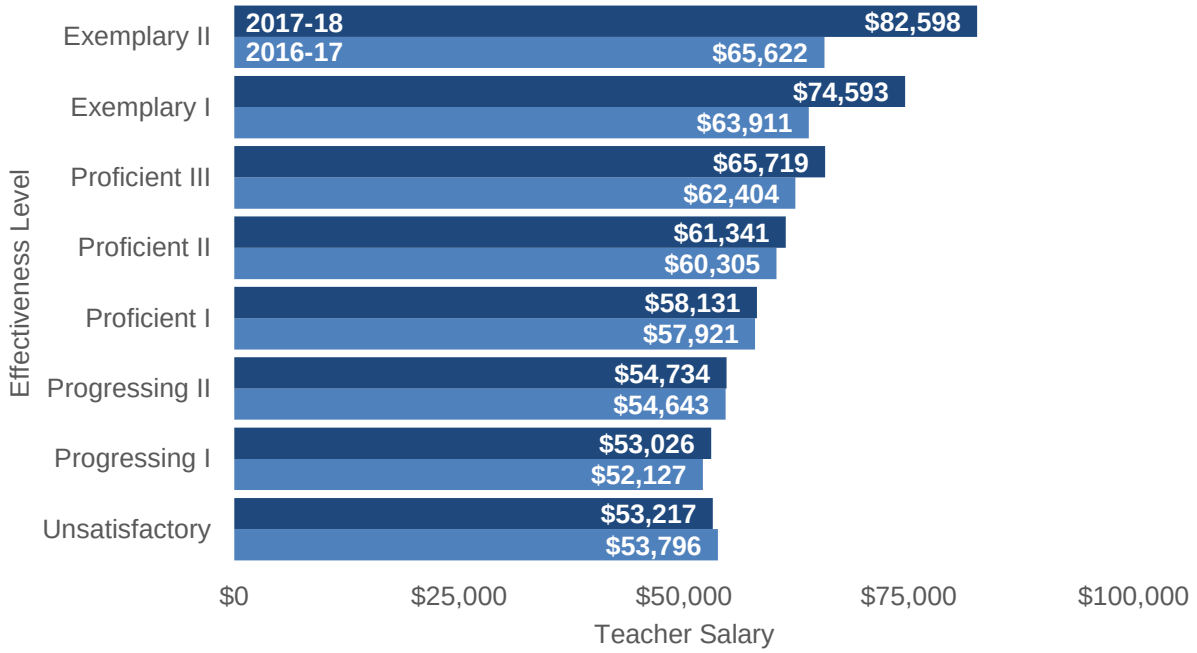
Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 9,945 teachers.

Salary Increases

Overall, 92.5 percent of the 6,482 full-time teachers who were included in the sample[37] received a pay increase from 2016-17 to 2017-18.[38] As indicated by Figure 25, except for teachers in the Unsatisfactory effectiveness level, teachers in every effectiveness level, on average, received an pay increase in 2015-16. The average salary for teachers who earned an Exemplary I or Exemplary II effectiveness level increased the most from 2016-17 to 2017-18.

[37] Teachers were excluded if they left the district, moved into a non-TEI position, did not receive an effectiveness level, or were not full-time employees in 2016-17 and 2017-18.
[38] Dallas ISD teachers were awarded a retention salary increase in 2017-18.

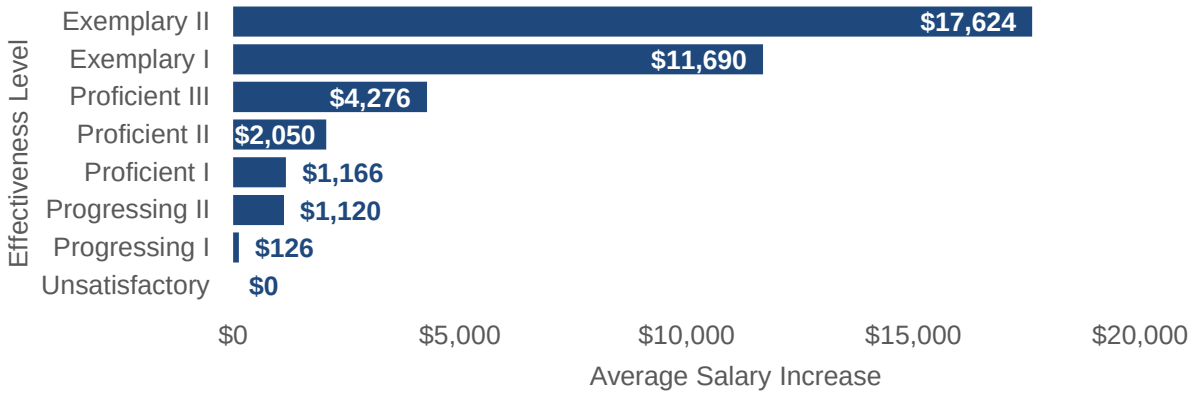
Figure 25: 2016-17 and 2017-18 Average Teacher Salary by Effectiveness Level



Source: Scorecard data file from Human Capital Management dated October 9, 2017. Teacher salary data file from Human Capital Management dated October 26, 2017.
Note: *n* = 6,482 teachers. Teachers were excluded if they left the district, moved into a non-TEI position, did not receive an effectiveness level, or were not full-time employees in 2016-17 and 2017-18. Effectiveness levels were assigned in fall 2017.

Average salary increases by effectiveness level are shown in Figure 26. In general, teachers who received higher effectiveness levels in 2016-17 received higher salary increases for 2017-18. Average salary increases were highest for Exemplary I ($11,690) and Exemplary II ($17,624) teachers.

Figure 26: 2017-18 Average Salary Increase by Effectiveness Level



Source: Scorecard data file from Human Capital Management dated October 9, 2017. Teacher salary data files from Human Capital Management dated October 26, 2017 and November 1, 2016.
Note: *n* = 6,482 teachers. Teachers were excluded if they left the district, moved into a non-TEI position, did not receive an effectiveness level, or were not full-time employees in 2016-17 and 2017-18. Effectiveness levels were assigned in fall 2017.

One-Year TEI Trends (2015-16 to 2016-17)

Trends in TEI results from 2015-16 to 2016-17 for the rewarding excellence component were as follows:

1) **Average teacher evaluation score trended upward from 2015-16 to 2016-17.** The evaluation scores for Category A, B, C, and D trended upward from 2015-16 (66.0-72.5) to 2016-17 (67.9-75.2).
2) **For both 2015-16 and 2016-17, first-year teachers earned lower evaluation scores than their more experienced peers.** The average evaluation scores for first-year teachers was 57.3 and 59.1 in 2015-16 and 2016-17, respectively, whereas the average evaluation scores for the other creditable years of service ranged between 63.2-72.1 in 2015-16 and 65.0-74.9 in 2016-17. For both 2015-16 and 2016-17, scores generally improved as years of service increased and plateaued between three and five creditable years of service.
3) **For both 2015-16 and 2016-17, teachers who received an Unsatisfactory evaluation rating had fewer average creditable years of service than teachers with other evaluation ratings.** The average creditable years of service for teachers who received an Unsatisfactory evaluation rating was 6.4 in 2015-16 and 7.4 in 2016-17, whereas the average creditable years of service for other evaluation ratings ranged between 7.9-13.2 in 2015-16 and 7.6-13.0 in 2016-17.
4) **On average, teachers in every effectiveness level who stayed in TEI positions received pay increases for 2015-16 and 2016-17, except for teachers in the Unsatisfactory effectiveness level.** Teachers in higher effectiveness levels generally received larger salary increases than those in lower levels for both 2015-16 and 2016-17.
5) **Compared to 2015-16, a greater percentage of teachers received a salary increase in 2016-17.** The percentage of teachers who received a salary increase was 58 percent in 2015-16 and 93 percent in 2016-17. This difference was primarily because teachers who maintained their effectiveness level from 2015-16 to 2016-17 received a retention bonus.

Two-Year TEI Trends (2014-15 to 2016-17)

Trends in TEI results from 2014-15 to 2016-17 for the rewarding excellence component were as follows:

1) **Average teacher evaluation scores increased from 2014-15 to 2016-17.** The evaluation scores for Category A, B, C, and D increased from 2014-15 (63.8-67.5) to 2016-17 (67.9-75.2).
2) **For both 2014-15 and 2016-17, first-year teachers earned lower evaluation scores than their more experienced peers.** The average evaluation scores for first-year teachers were 55.8 and 59.1 in 2014-15 and 2016-17, respectively, whereas the average evaluation scores for the other creditable years of service ranged between 62.2-67.8 in 2014-15 and 65.0-74.9 in 2016-17. For both 2014-15 and 2016-17, scores generally improved as years of service increased and plateaued between three and five creditable years of service.

3) **For both 2014-15 and 2016-17, teachers who received an Unsatisfactory evaluation rating had fewer average creditable years of service than teachers with other evaluation ratings.** The average creditable years of service for teachers who received an Unsatisfactory evaluation rating was 8.3 in 2014-15 and 7.4 in 2016-17, whereas the average creditable years of service for other evaluation ratings ranged between 8.4-12.2 in 2014-15 and 7.6-13.0 in 2016-17.
4) **On average, teachers in every effectiveness level who stayed in TEI positions received a pay increase for 2014-15 and 2016-17, except for teachers in the Unsatisfactory effectiveness level.** Teachers in higher effectiveness levels generally received larger salary increases than those in lower levels in both 2014-15 and 2016-17.
5) **Compared to 2014-15, a greater percentage of teachers received a salary increase in 2016-17.** The percentage of teachers who received a salary increase was 72 percent in 2014-15 and 93 percent in 2016-17. This difference was primarily because teachers received a retention bonus in 2016-17.

What were retention rates for teachers?

Methodology

To determine teacher retention rates, the evaluators used the Dallas ISD personnel file dated April 30, 2017 and the scorecard data file from Human Capital Management dated October 9, 2017. A frequency analysis was conducted to determine why teachers left the district during the 2016-17 school year (i.e., deceased, laid off/discharged, quit, retired, and other). The evaluators conducted a second frequency analysis to calculate the percentage of teachers who continued to teach in the district, moved to a non-teaching position, or left the district, grouped by evaluation ratings and effectiveness levels. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine trends over time.

Results

Fourteen percent (*n* = 1,441) of the 10,148 TEI teachers left the district by April 30, 2017, and 541 of these teachers provided the reason they left the district (Table 10).

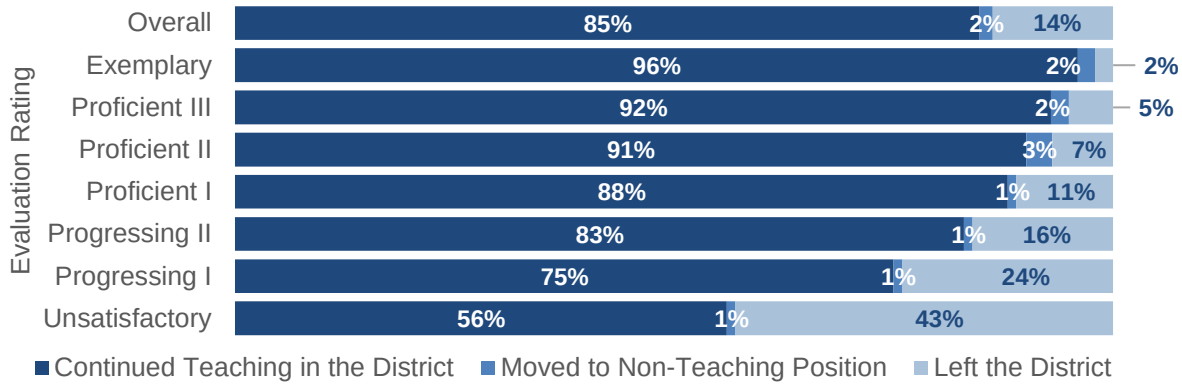
Table 10: 2016-17 Reasons Teachers Left the Dallas ISD

Reasons for Leaving	*n*	%
Deceased	1	0.2
Laid Off/Discharged	169	31.2
Quit	260	48.1
Retired	101	18.7
Other	10	1.9
Total	541	100.0

Source: District personnel file dated April 30, 2017 and scorecard data file from Human Capital Management dated October 9, 2017.

Figure 27 shows the percentage of teachers in each evaluation rating who continued teaching in the district, moved to a non-teaching position, or left the district after the 2016-17 school year. Forty-three percent of teachers with an unsatisfactory evaluation rating left the district. The percentage of non-retained teachers within each evaluation rating level decreased as evaluation rating increased.

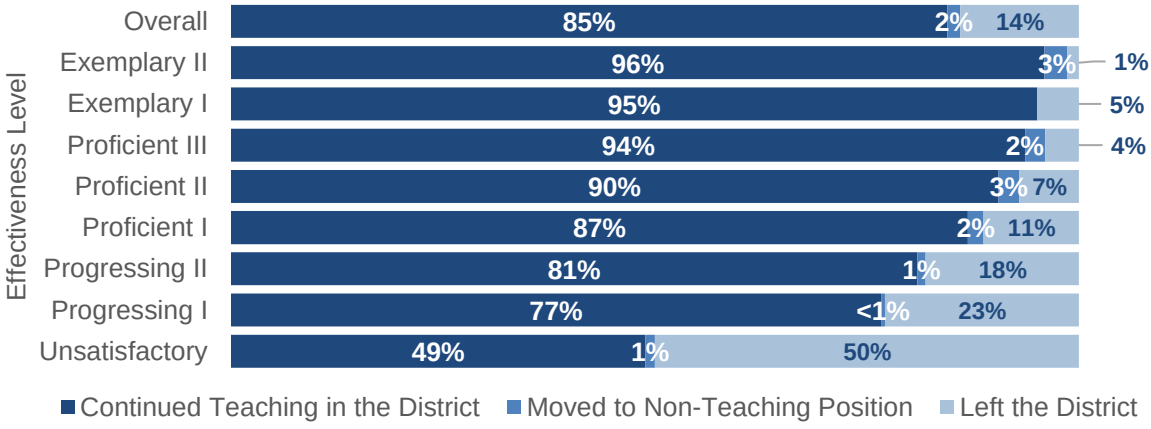
Figure 27: 2016-17 Retention Rates by Evaluation Rating



Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 9,827 teachers.

Figure 28 shows the percentage of teachers in each effectiveness level that continued teaching in the district, moved to a non-teaching position, or left the district after the 2016-17 school year. Fifty percent of teachers with an unsatisfactory effectiveness level left the district. The percentage of non-retained teachers within each effectiveness level decreased as effectiveness level increased. Thus, Dallas ISD retained effective teachers at higher rates than less effective teachers.

Figure 28: 2016-17 Retention Rates by Effectiveness Level



Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 9,945 teachers.

One-Year TEI Trends (2015-16 to 2016-17)

Trends in TEI results from 2015-16 to 2016-17 for teacher retention rates were as follows:

1) **The percentage of teachers who left Dallas ISD trended slightly downward from 2015-16 to 2016-17.** The percentage of teachers who left the district trended slightly downward from 15 percent in 2015-16 to 14 percent in 2016-17.
2) **The percentage of teachers with an Unsatisfactory, Progressing I, or Progressing II effectiveness level who left the district trended upward from 2015-16 to 2016-17.** Specifically, the percentage of teachers with an Unsatisfactory, Progressing I, or Progressing II effectiveness level who left the district trended upward from 41 percent, 21 percent, and 16 percent, respectively, in 2015-16 to 50 percent, 23 percent, and 18 percent, respectively, in 2016-17. In addition, from 2015-16 to 2016-17, the percentage of Proficient I and above teachers who left the district remained relatively consistent at 11 percent or less. This indicated that a larger percentage of low performing teachers left the district compared to higher performing teachers in both 2015-16 and 2016-17.

Two-Year TEI Trends (2014-15 to 2016-17)

Trends in TEI results from 2014-15 to 2016-17 for teacher retention rates were as follows:

1) **The percentage of teachers who left Dallas ISD trended slightly downward from 2014-15 to 2016-17.** The percentage of teachers who left the district trended slightly downward from 16 percent in 2014-15 to 14 percent in 2016-17.
2) **The percentage of teachers who received an Unsatisfactory, Progressing I, or Progressing II effectiveness level and left the district fluctuated from 2014-15 to 2016-17.** Specifically, the percentage of teachers with Unsatisfactory, Progressing I, or Progressing II effectiveness levels who left the district fluctuated from 55 percent, 22 percent, and 19 percent, respectively, in 2014-15 to 50 percent, 23 percent, and 18 percent, respectively, in 2016-17. In addition, from 2014-15 to 2016-17, the percentage of Proficient I and above teachers who left the district remained relatively consistent at 12 percent or less. This indicated that a larger percentage of low performing teachers left the district compared to higher performing teachers in both 2014-15 and 2016-17.

What were the results of TEI by high school feeder pattern?

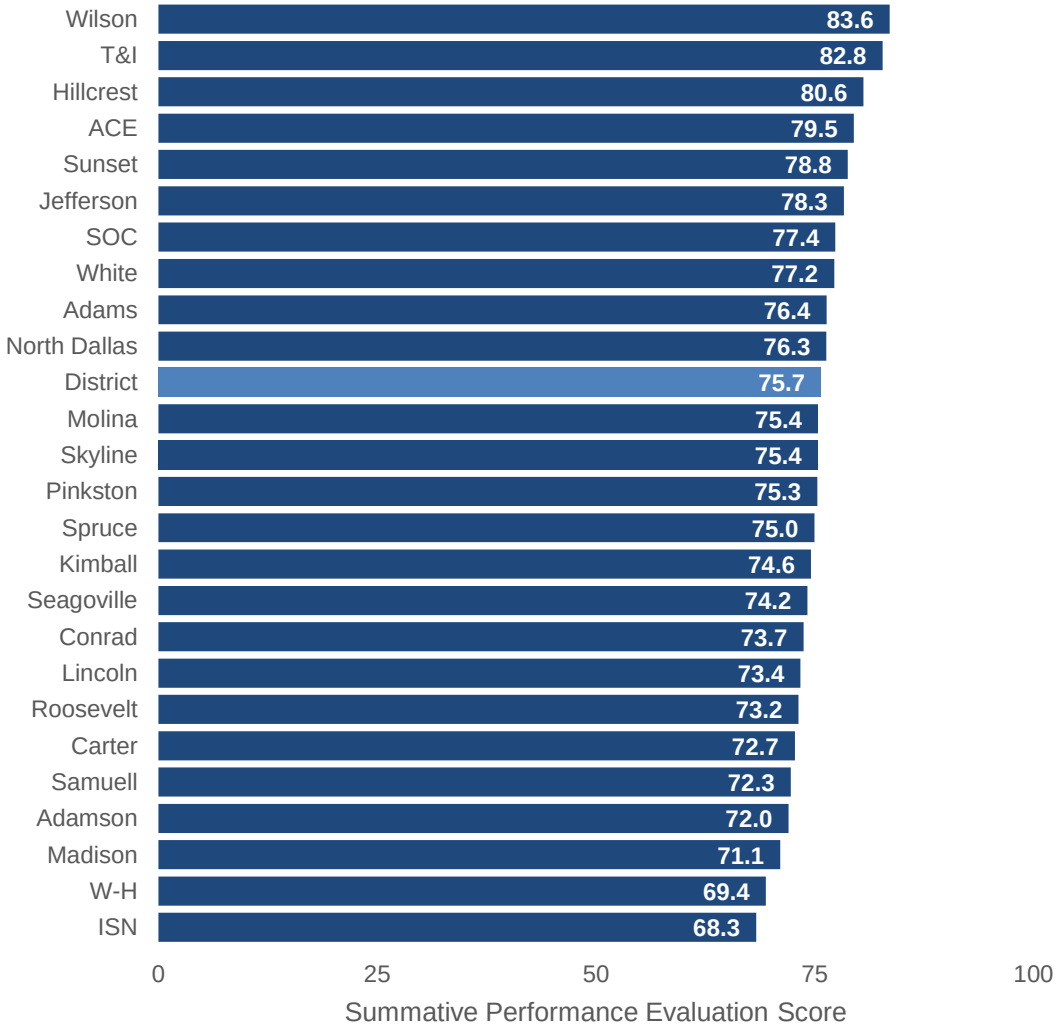
Methodology

The evaluators merged the scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017 and conducted frequency analyses to examine the results of TEI (i.e., average summative evaluation performance scores, average total student achievement score, average student experience score, and percentage of teachers achieving DTR) by high school feeder pattern. Results from the 2016-17 school year also were compared to the 2014-15 and 2015-16 TEI results (Douglas & Ure, 2016; Douglas & Barton, 2017) to examine trends over time.

Results

While the average summative performance evaluation score for the district was 75.7, the average summative scores varied across feeder patterns (Figure 29). Average summative evaluation scores ranged from 68.3 (Intensive Support Network) to 83.6 (Wilson).

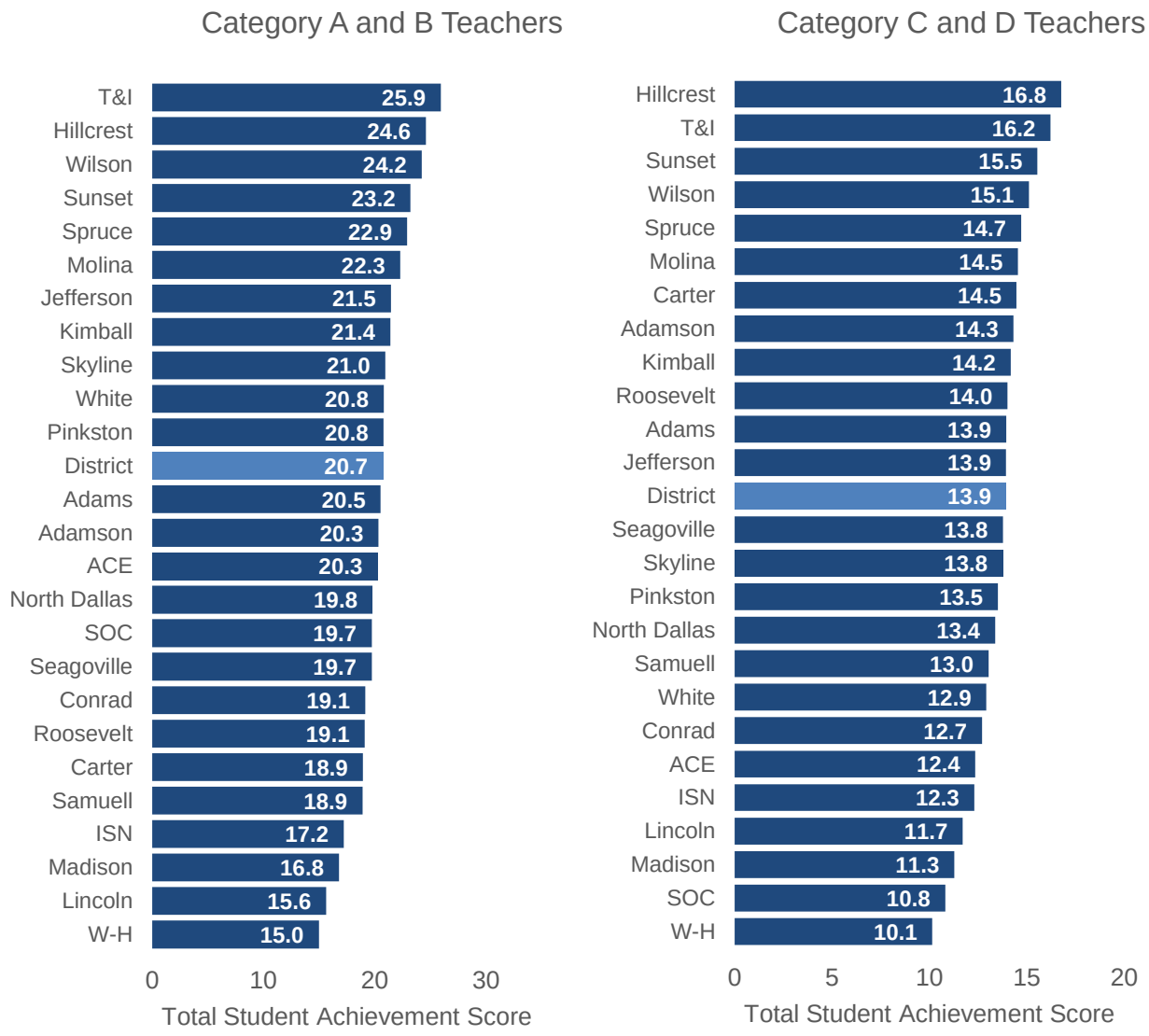
Figure 29: 2016-17 Average Summative Performance Evaluation Scores by Feeder Pattern



Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 9,906 teachers. T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. ISN = Intensive Support Network. Maximum possible summative performance evaluation score was 100.

Average total student achievement scores by feeder pattern are shown in Figure 30. For Category A and B teachers, the average total student achievement score ranged from 15.0 (Wilmer-Hutchins) to 25.9 (Transformation and Innovation), with a district average of 20.7. For Category C and D teachers, the average total student achievement score ranged from 10.1 (Wilmer-Hutchins) to 16.8 (Hillcrest), with a district average of 13.9.

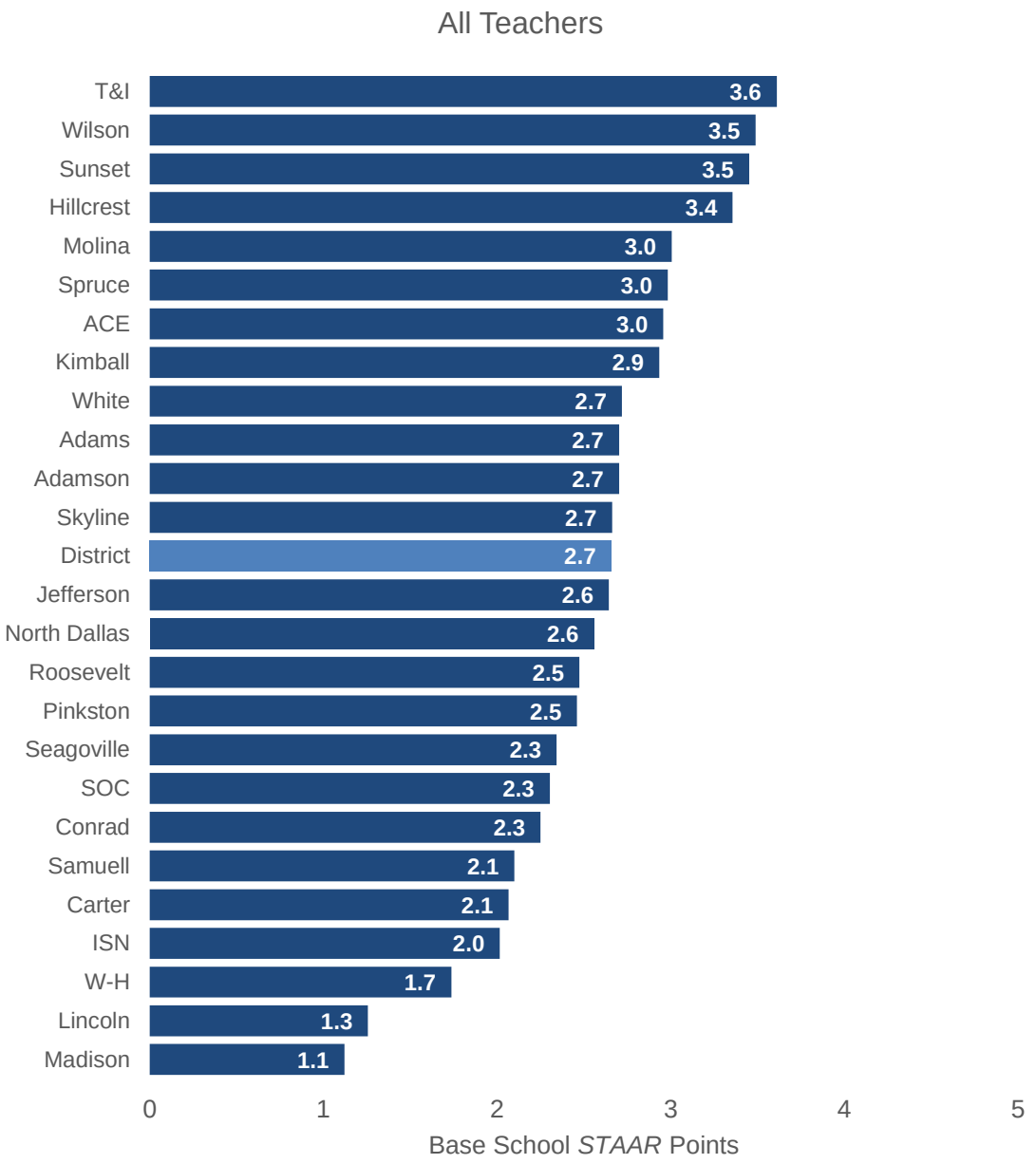
Figure 30: 2016-17 Average Total Student Achievement Scores by TEI Category and Feeder Pattern



Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 6,419 Category A/B teachers and *n* = 3,718 Category C/D teachers. T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. ISN = Intensive Support Network. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

As shown in Figure 31, average base school *STAAR* points varied across feeder patterns. The average school *STAAR* points ranged from 1.1 (Madison) to 3.6 (Transformation and Innovation), with a district average of 2.7.

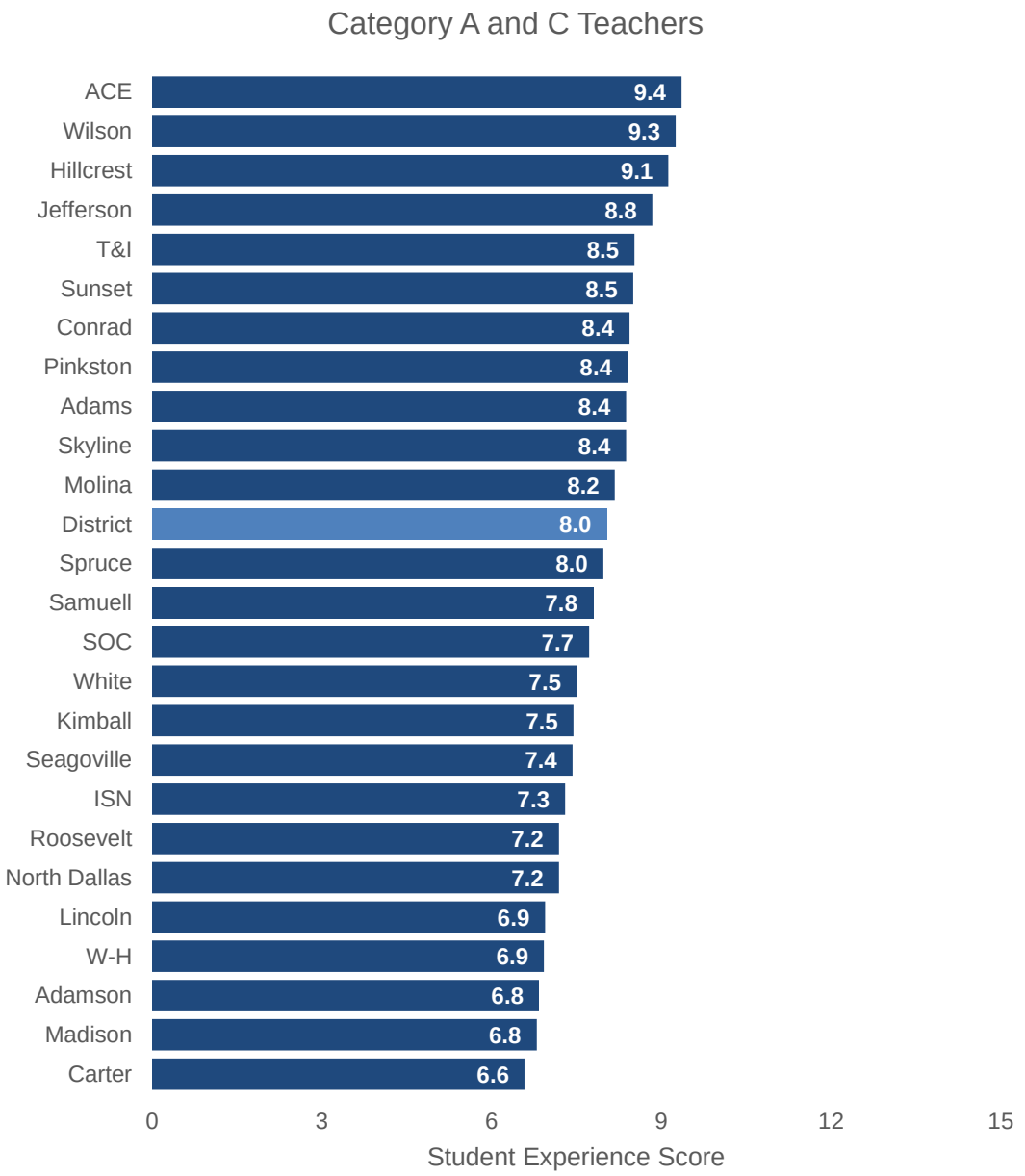
Figure 31: 2016-17 Average School *STAAR* Points by Feeder Pattern



Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 9,872 teachers. T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. ISN = Intensive Support Network. All teachers at a campus received the same number of base points (i.e., zero to five) for the *School STAAR* measure.

As shown in Figure 32, average student experience scores varied across feeder patterns. For Category A and C teachers, the average student experience score ranged from 6.6 (Carter) to 9.4 (ACE), with a district average of 8.0.

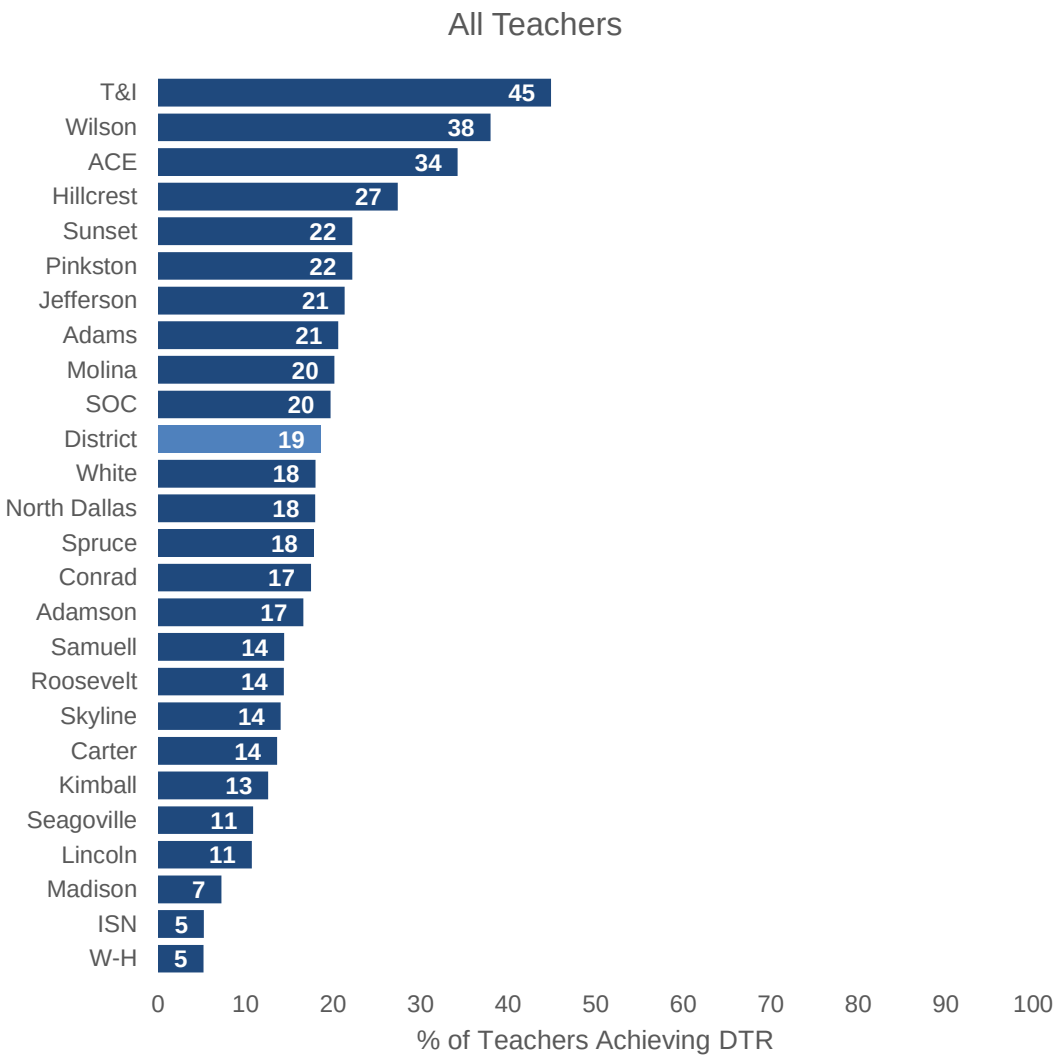
Figure 32: 2016-17 Average Student Experience Scores by Feeder Pattern



Source: Scorecard data file from Human Capital Management dated October 9, 2017 and student survey data file from Office of Institutional Research dated November 2, 2017.
Note: *n* = 6,160 teachers. T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. ISN = Intensive Support Network. Only Category A/C teachers received a student experience score. Maximum possible student experience score was 15.

As indicated in Figure 33, the percentage of teachers achieving DTR varied across feeder patterns. The percentage of teachers achieving DTR ranged from seven percent (Wilmer-Hutchins) to 45 percent (Transformation and Innovation), with a district average of 19 percent.

Figure 33: 2016-17 Percentage of Teachers Achieving DTR by Feeder Pattern



Source: Scorecard data file from Human Capital Management dated October 9, 2017.
Note: *n* = 9,945 teachers. DTR = Distinguished Teacher Review. T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. ISN = Intensive Support Network.

One-Year TEI Trends (2015-16 to 2016-17)

Trends in TEI results from 2015-16 to 2016-17 for the high school feeder patterns were as follows:

1) **The average summative performance evaluation score trended upward for the district and each feeder pattern from 2015-16 to 2016-17.** The district average for summative performance evaluation trended upward from 71.3 in 2015-16 to 75.7 in 2016-17. In addition, the average score for each feeder pattern trended upward from 2015-16 (65.7-81.3) to 2016-17 (68.3-83.6).
2) **In general, the average total student achievement score remained consistent from 2015-16 to 2016-17 across feeder patterns.** For Category A and B teachers, the average total student achievement score remained consistent from 20.4 in 2015-16 to 20.7 in 2016-17, and the average total student achievement score trended slightly upward at 16 of 23 feeder patterns from 2015-16

to 2016-17. For Category C and D teachers, the average total student achievement points were 13.0 in 2015-16 and 13.9 in 2016-17, and the average total student achievement score trended slightly upward at 18 of 23 feeder patterns from 2015-16 to 2016-17.

3) **The average base school *STAAR* points remained consistent for the entire district and across feeder patterns.** The district average for base *STAAR* points remained consistent from 2.6 in 2015-16 to 2.7 in 2016-17. The points across feeder patterns were also remained consistent from 2015-16 (1.6-3.3) to 2016-17 (1.1-3.6).
4) **The average student experience points remained consistent from 2015-16 to 2016-17 across feeder patterns.** The district average for student experience points remained consistent from 8.1 in 2015-16 to 8.0 in 2016-17. The points across feeder patterns remained consistent from 2015-16 (6.6-9.4) to 2016-17 (6.6-9.4).
5) **The percentage of teachers achieving DTR status trended upward from 2015-16 to 2016-17 across most feeder patterns.** While there was large variation in the percentage of teachers achieving DTR status across feeder patterns in both 2015-16 and 2016-17, the overall percentage in the district trended slightly upward from 16 percent in 2015-16 to 19 percent in 2016-17. In addition, the percentage of teachers achieving DTR status across 19 of 23 feeder patterns trended upward from 2015-16 (7%-33%) to 2016-17 (5%-45%).

Two-Year TEI Trends (2014-15 to 2016-17)

Trends in TEI results from 2014-15 to 2016-17 for the high school feeder patterns were as follows:

1) **The average summative performance evaluation score trended upward for the entire district and for each feeder pattern from 2014-15 to 2016-17.** The district average for summative performance evaluation trended upward from 66.4 in 2014-15 to 75.7 in 2016-17. In addition, the average score for each feeder pattern increased from 2014-15 (57.9-76.6) to 2016-17 (68.3-83.6).
2) **In general, the average total student achievement score remained consistent or trended slightly upward from 2014-15 to 2016-17 across feeder patterns.** For Category A and B teachers, the average total student achievement score remained consistent from 20.6 in 2014-15 to 20.7 in 2016-17, and the average total student achievement score trended slightly upward at 12 of 22 feeder patterns from 2014-15 to 2016-17. For Category C and D teachers, the average total student achievement points were 13.0 in 2014-15 and 13.9 in 2016-17, and the average total student achievement score trended slightly upward at 16 of 22 feeder patterns from 2014-15 to 2016-17.
3) **The average base school *STAAR* points remained consistent for the district and across feeder patterns.** The district average for base *STAAR* points remained consistent from 2.6 in 2014-15 to 2.7 in 2016-17. The points across feeder patterns were relatively consistent from 2014-15 (1.7-3.4) to 2016-17 (1.1-3.6).
4) **From 2014-15 to 2016-17, the average student experience points were relatively consistent for the district and across feeder patterns.** The district average for student experience points

remained consistent from 8.1 in 2014-15 to 8.0 in 2016-17. The points across feeder patterns were relatively consistent from 2014-15 (7.7-9.2) to 2016-17 (6.6-9.4).

5) **The percentage of teachers achieving DTR status trended upward from 2014-15 to 2016-17 across most feeder patterns.** While there was large variation in the percentage of teachers achieving DTR status across feeder patterns in both 2014-15 and 2016-17, the overall percentage in the district trended upward from 12 percent in 2014-15 to 19 percent in 2016-17. In addition, the percentage of teachers achieving DTR status across 21 of 22 feeder patterns trended upward from 2014-15 (4%-22%) to 2016-17 (5%-45%).

What were the results of TEI by teacher demographic groups?

Methodology

To examine the results of TEI (i.e., average summative performance evaluation score, average total student achievement score, average student experience points, and the percentage of teachers who achieved a Proficient I or higher evaluation rating) by teacher demographic group, the evaluators merged the scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017; the student survey data file from Office of Institutional Research dated November 2, 2017; and the district personnel file from April 30, 2017. Evaluators also received a list of 2016-17 Teach for America teachers and 2016-17 Compass teachers from Human Capital Management and flagged teachers who were involved in each program. The results were summarized by retention status, magnet campuses, TEA accountability status [i.e., Improvement Required (IR) campuses], Accelerating Campus Excellence (ACE) campuses, Intensive Support Network (ISN) campuses, teachers with post-baccalaureate degrees, Teach for America teachers, first-year teachers, Compass teachers, choice schools, collegiate academies, and teachers at majority African American, Hispanic, or White campuses.

Results

Table 11 shows TEI results (i.e., summative performance evaluation score, total student achievement score, student experience score, and percentage of teachers receiving a Proficient I or higher evaluation rating) for each teacher demographic group. Overall, the highest performing groups were teachers at majority white schools, teachers at magnet schools, and teachers who stayed in the district but moved out of TEI-coded positions. Teachers who left the district earned lower average scores than their counterparts who stayed in the district. First-year and Compass teachers earned the lowest scores. In addition, teachers at IR, ISN, and majority African American campuses performed below the district average. The average scores for teachers at majority Hispanic campuses were nearly identical to the district scores because 82 percent of teachers taught at majority Hispanic campuses.

Table 11: 2016-17 TEI Results by Teacher Demographic Group

Teacher Demographic Group	Summative Performance Evaluation Score		Total Student Achievement Score		Student Experience Points		Evaluation Rating (% ≥Proficient I)	
	n	Mean	*n*	Mean	*n*	Mean	*n*	%
Retention Status								
Left District	1,349	67.8	899	18.4	869	7.2	1,349	40.7
Moved out of TEI-Coded Position	149	82.0	99	22.3	99	8.9	149	74.5
Still TEI-Coded Teacher	8,329	77.3	5,293	21.2	5,094	8.2	8,329	63.6
Magnet Campuses	402	86.8	200	29.4	373	9.8	402	91.8
IR Campuses	899	70.0	623	17.6	632	7.6	899	38.9
ACE Campuses	252	79.8	183	20.3	157	9.3	252	73.4
ISN Campuses	645	68.6	446	17.3	354	7.3	645	37.2
Post-Baccalaureate Degree	2,603	77.8	1,547	21.0	1,577	7.8	2,603	64.3
Teach for America	242	68.5	230	18.9	213	8.1	242	38.8
First-Year Teachers	846	62.8	580	17.9	573	7.4	846	29.9
Compass Teachers	94	62.5	68	18.7	54	6.7	94	27.7
Choice Campuses	541	76.6	349	21.1	345	8.3	541	65.2
Collegiate Academy Teachers	35	76.7	29	18.2	35	7.2	35	57.1
Majority African American Campuses	1,363	72.3	795	17.1	753	7.4	1,363	45.9
Majority Hispanic Campuses	8,084	76.1	5,316	21.1	5,111	8.2	8,084	61.6
Majority White Campuses	148	90.7	96	32.6	80	7.6	148	100.0
District Total	9,827	76.1	6,291	20.8	6,062	8.1	5,956	60.6

Source: Scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017; Student survey data file from Office of Institutional Research dated November 2, 2017; District personnel file dated April 30, 2017.
Note: ISN = Intensive Support Network. IR = Improvement Required. ACE = Accelerating Campus Excellence. Data for teachers who received a "No Rating" effectiveness level are not included. Total student achievement scores only included Category A/B teachers. Magnet schools only included teachers who taught at stand-alone magnet schools. Majority African American schools had a greater number of African American students than Hispanic and White students combined. Majority Hispanic schools had a greater number of Hispanic students than African American and White students combined. Majority White schools had a greater number of White students than African American and Hispanic students combined. Teachers could belong to more than one demographic group.

One-Year TEI Trends (2015-16 to 2016-17)

Trends in TEI results from 2015-16 to 2016-17 for the teacher demographic groups were as follows:

1) **Summative performance evaluation scores trended upward across all available teacher demographic groups from 2015-16 to 2016-17.** The largest increases were found for ACE schools, Teach for America teachers, and teachers at majority African American schools; summative scores for these groups trended upward by 6.3, 5.2, and 5.1 points from 2015-16 to 2016-17, respectively. Summative performance evaluation scores for the remaining teacher demographic groups trended upward between 2.8 and 4.8 points from 2015-16 to 2016-17.[39]

[39] Comparisons were not conducted for ISN schools, Compass teachers, choice schools, or collegiate academy teachers because the groups were not included in the 2015-16 TEI report (Douglas & Barton, 2017).

2) **Student experience scores remained relatively consistent across teacher demographic groups from 2015-16 to 2016-17.** The average student experience score across all teacher demographic groups was 8.1 for both 2015-16 and 2016-17. The largest increase was found for magnet schools, which trended slightly upward by 1.2 points from 2015-16 to 2016-17. The remaining teacher demographic groups either trended slightly upward or downward by less than one point from 2015-16 to 2016-17.
3) **The percentage of teachers who achieved a Proficient I rating or higher trended slightly upward from 2015-16 to 2016-17.** Overall, the percentage of teachers in the Dallas ISD who achieved a Proficient I rating or higher trended slightly upward from 57 percent in 2015-16 to 61 percent in 2016-17. The percentage across available teacher demographic groups ranged between 39 percent and 67 percent in 2015-16 and between 28 percent and 100 percent in 2016-17.
4) **Total student achievement scores remained consistent across teacher demographic groups from 2015-16 to 2016-17.** For Category A and B teachers, average total student achievement scores remained consistent from 20.3 in 2015-16 to 20.8 in 2016-17. In addition, all available teacher demographic groups trended upward or downward by 3.5 points or less from 2015-16 to 2016-17.

Two-Year TEI Trends (2014-15 to 2016-17)

Trends in TEI results from 2014-15 to 2016-17 for the teacher demographic groups were as follows:

1) **Summative performance evaluation scores trended upward across all available teacher demographic groups from 2014-15 to 2016-17.** The largest increases were found for ACE schools, teachers with post-baccalaureate degrees, and Teach for America teachers; summative scores for these groups trended upward by 19.1, 13.9, and 10.6 points, respectively, from 2014-15 to 2016-17. Summative performance evaluation scores for the remaining teacher demographic groups trended upward between 6.2 and 9.8 points from 2014-15 to 2016-17.[40]
2) **Student experience scores remained relatively consistent across teacher demographic groups from 2014-15 to 2016-17.** The average student experience score across all teacher demographic groups was 8.1 for both 2014-15 and 2016-17. Magnet schools experienced the largest increase of 1.4 points from 2014-15 to 2016-17. The remaining teacher demographic groups either slightly increased or decreased by 1.4 points or less from 2014-15 to 2016-17.
3) **The percentage of teachers who achieved a Proficient I rating or higher remained consistent from 2014-15 to 2016-17.** Overall, the percentage of teachers in the Dallas ISD who achieved a Proficient I rating or higher remained consistent from 60 percent in 2014-15 to 61 percent in 2016-17. The percentage across available teacher demographic groups ranged from 35 percent to 94 percent in 2014-15 and from 28 percent to 100 percent in 2016-17.

[40] Comparisons were not made for ISN schools, Compass teachers, choice schools, or collegiate academy teachers because those groups were not included in the 2014-15 TEI report (Douglas & Ure, 2015).

4) **Total student achievement scores remained consistent across teacher demographic groups from 2014-15 to 2016-17.** For Category A and B teachers, average total student achievement scores remained consistent from 20.6 in 2014-15 to 20.8 in 2016-17. In addition, all available teacher demographic groups analyzed in 2014-15 changed by 3.2 points or less from 2014-15 to 2016-17.

What were teacher and administrator experiences with TEI?

To collect feedback regarding experiences with TEI, the evaluators administered online surveys to Dallas ISD teachers and administrators (principals and assistant principals) who participated in the TEI evaluation system during the 2016-17 academic year. Surveys were streamlined from those administered in previous years to improve survey response rates and to gather actionable information most pertinent to program stakeholders. Both teacher and administrator surveys included questions relevant to the three components of TEI: defining excellence, supporting excellence, and rewarding excellence. Specifically, surveys solicited perceptions of general TEI knowledge, system fairness, classroom observations, summative evaluations, teacher professional development, and compensation. The intention of the surveys was to provide stakeholders with information about how the TEI system functioned during its third year (2016-17) and to identify any potential adjustments identified by participants. This section highlights survey findings.

Methodology

Both the teacher (25 items) and administrator (24 items) surveys were administered from November 6 through November 27, 2017.[41] All teachers who received TEI scorecards for 2016-17 were emailed invitations to complete the survey. Included teachers were evaluated under the 2016-17 TEI system, regardless of whether they continued in a 2017-18 TEI-eligible position. All principals and assistant principals who conducted TEI evaluations during the 2016-17 academic year (including spot and extended observations and summative performance evaluations) were invited to complete the administrator survey. Based on these criteria, the evaluators invited 10,148 teachers and 587 administrators to complete perception surveys.

The evaluator used descriptive statistics to calculate the percentage of survey respondents selecting each response option. Responses were grouped by TEI effectiveness level for ease of reporting.[42] These three groups included 1) Unsatisfactory, Progressing I and Progressing II; 2) Proficient I; and 3) Proficient II and higher. When possible, the evaluator compared trends in teacher and administrator

[41] The surveys originally were scheduled to end on November 17, 2017 but were extended an additional ten days to improve response rates.

[42] Responses from those with 'No Level' effectiveness levels were not included in groups in the body of the report because of the relatively small sample size and because of stronger stakeholder interest in differences among teachers who received an effectiveness level. Results for these teachers are provided in Appendix B for completeness.

perceptions of several TEI-related topics by extracting response data from TEI evaluation reports from the 2014-15 and 2015-16 academic years (Douglas & Ure, 2015; Douglas & Barton, 2016).[43]

Results

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

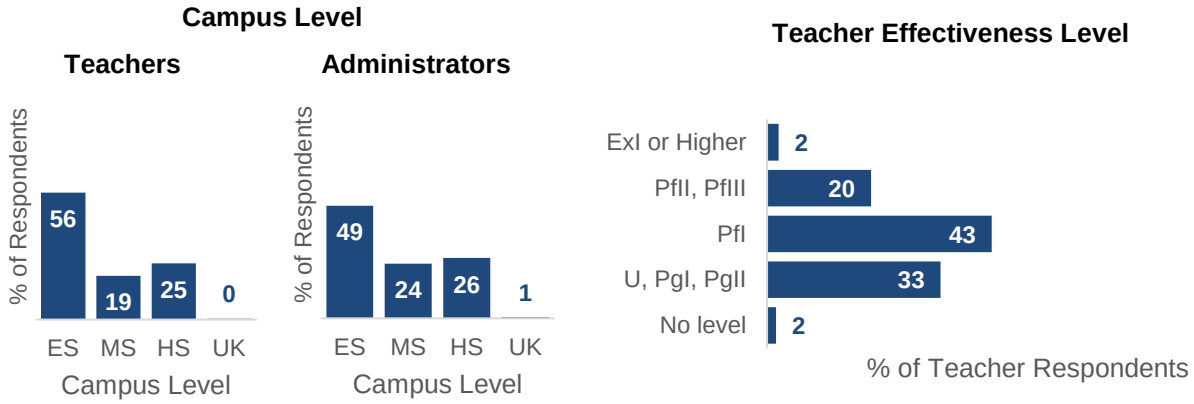
Respondent Characteristics

Of the 10,078 teacher surveys and 579 administrator survey invitations received,[44] 5,498 teachers (60%) and 436 administrators (79%) at least partially completed the survey.

For the administrator survey, most participants were assistant principals (57%) followed by 38 percent principals and five percent who reported holding a position other than principal or assistant principal.[45] For the teacher survey, most participants were teachers of record (93%), followed by non-teachers of record (5%) and other roles (2%).[46] As shown in Figure 34, patterns of response rates across campus levels were similar for the teacher and administrator surveys. Elementary school teachers comprised the bulk of respondents.[47] The median years of creditable service for teacher survey respondents was eight years (mean = 10.5). These values are higher than the median and mean creditable years of service for all (respondents and non-respondents) teachers in 2016-17 TEI positions (7 years; mean = 9.6). This finding suggests that experienced teachers were more likely to respond to the survey than those with less experience. The distribution of effectiveness levels for teacher respondents held a similar pattern to the effectiveness level distribution for all TEI-eligible teachers (see Figure 24).

[43] Comparisons among the first three years of TEI perception survey results were not always possible because of changes in the context and wording of questions in some cases. For example, comparisons of most professional development (supporting excellence) questions were not possible because the time frame on which participants were required to reflect differed each year.
[44] Of teacher surveys sent, 59 teachers had opted out of surveys from the district and 11 email addresses were undeliverable, leaving 10,078 emails received. Of administrator surveys sent, six had opted out of surveys from the district and two email addresses were undeliverable, leaving 579 emails received.
[45] Most administrators who reported roles other than principal and assistant principal indicated holding campus instructional coach and coordinator roles.
[46] Examples of other teacher-reported roles included gifted and talented teachers, special education teachers, and dyslexia therapists.
[47] This pattern was expected because it mirrors the total teacher population in the Dallas ISD who were in TEI-eligible positions.

Figure 34: 2016-17 TEI Perception Survey Respondents by Campus Level and Teacher Effectiveness Level



Source: Scorecard data file from Human Capital Management on October 9, 2017
Note: *N* = 436 administrators. *N* = 5,498 teachers. ES = elementary school. MS = middle school. HS = high school. UK = Unknown. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Ex = Exemplary. Teachers indicated as unknown campus level were not assigned to specific campuses in the data file.

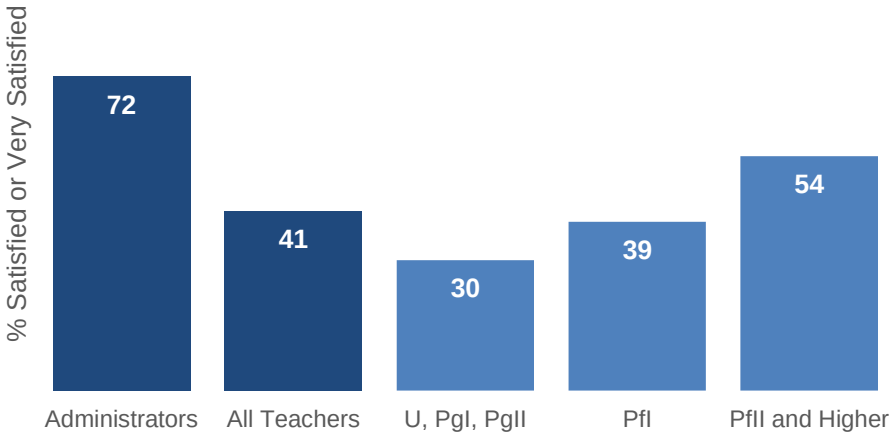
TEI Knowledge

Most teachers (73%) and almost all administrators (96%) reported an intermediate to advanced knowledge of TEI in 2016-17. Thus, 27 percent of teachers continue to report a basic or lower knowledge of the TEI system, indicating an opportunity for further training.

Overall Satisfaction

As shown in Figure 35, 2016-17 administrators were more likely than teachers to express high satisfaction (satisfied or very satisfied) with TEI. In addition, teachers with higher effectiveness levels were more likely than those with lower effectiveness levels to express satisfaction with TEI.

Figure 35: 2016-17 Teacher and Administrator Overall Satisfaction with TEI

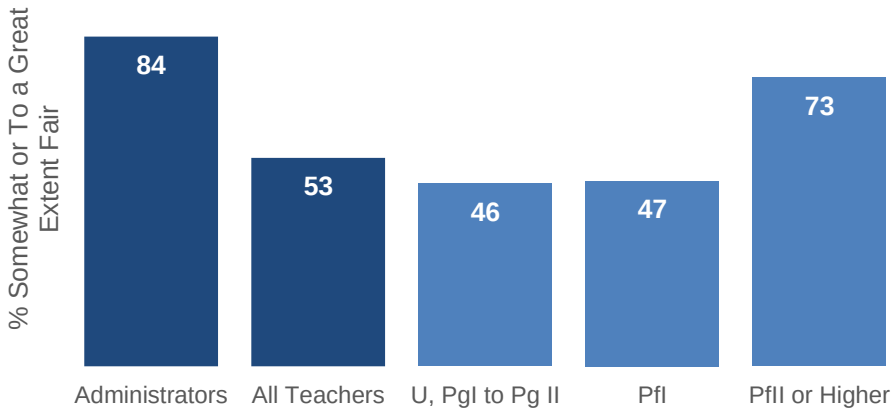


Source: 2016-17 TEI Perception Survey.
Note: *N* = 436 administrators. *N* = 5,498 teachers. *n*(U, PgI to PgII) = 1,828. *n*(PfI) = 2,365. *n*(PfII or Higher) = 1,214. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

Perception of Fairness

As shown in Figure 36, administrators were more likely than teachers to rate TEI as at least somewhat fair. Furthermore, teachers with the highest effectiveness levels were more likely than other teachers to perceive TEI as at least somewhat fair.[48]

Figure 36: 2016-17 Teacher and Administrator Perception of TEI Fairness

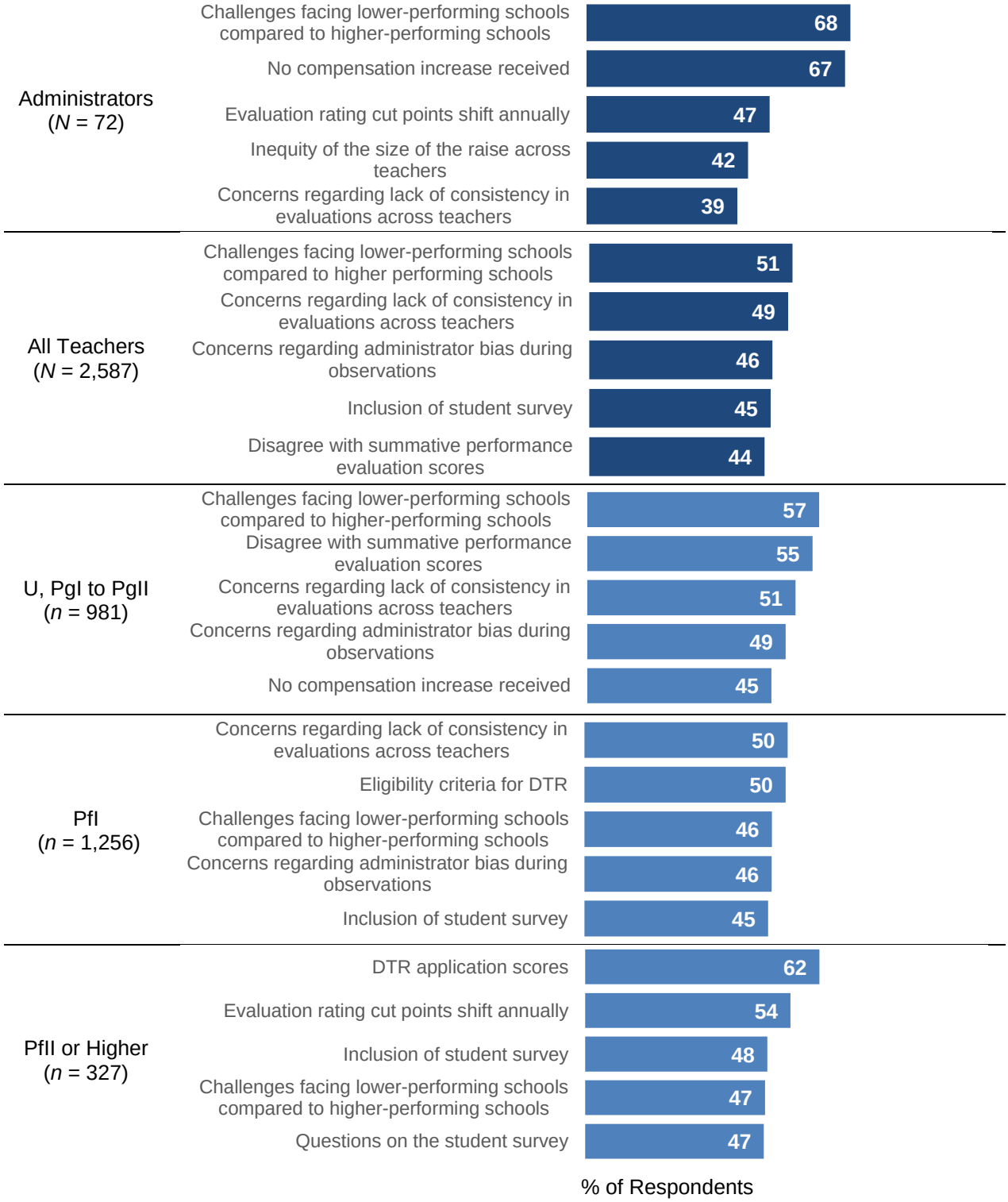


Source: 2016-17 TEI Perception Surveys.
Note: *N* = 436 administrators. *N* = 5,498 teachers. *n*(U, PgI to PgII) = 1,828. *n*(PfI) = 2,365. *n*(PfII or Higher) = 1,214. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation not shown.

Respondents who said they perceived low TEI fairness (very little or not at all) were asked to select reasons they considered the system to be unfair. The top five most frequently selected reasons teachers and administrators considered TEI to be unfair, overall and by teacher effectiveness level groupings, are shown in Figure 37. Two reasons ranked in the top five for both administrators and teachers overall: 1) challenges facing lower performing schools compared to higher performing schools, a reason that showed up for administrators, teachers overall, and in all teacher effectiveness level categories, and 2) concerns regarding lack of consistency in evaluations across teachers, a reason that was ranked in the top five for administrators, teachers overall, and for the two lower effectiveness level groupings (Unsatisfactory, Progressing I, and Progressing II; Proficient I). Concerns regarding administrator bias during observations is also of note because it did not rank in the top five of concerns for administrators or for teachers in the highest effectiveness level grouping (Proficient II and higher), but was a top-five ranked reason for TEI unfairness for teachers overall and for the two lower effectiveness level groups (Unsatisfactory, Progressing I, and Progressing II; Proficient I). Table 12 summarizes the ranking of each perceived reason for TEI unfairness for administrators, teachers overall, and by teacher effectiveness level groups.

[48] The rate of overall teacher fairness ratings (52.8%) was similar to the percentage in a forward-looking survey reported in May, 2017 (54.0%; *N* = 6,716; *n* = 3,627; Evaluation and Assessment, 2017).

Figure 37: 2016-17 Teacher and Administrator Top Five Reasons TEI Perceived to Be Unfair



Source: 2016-17 TEI Perception Surveys.
Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Includes data for respondents who indicated they did not perceive TEI to be fair (Very Little, Not at All). Teacher respondents with 'No Level' effectiveness designation were not shown.

Table 12: 2016-17 Teacher and Administrator TEI Unfairness Reason Rankings

	All Teachers (*N* = 2,587)		U, PgI, PgII (*n* = 981)		PfI (*n* = 1,256)		PfII and Higher (*n* = 327)		Admin (*N* = 72)	
Reason	**%**	**Rank**	**%**	**Rank**	**%**	**Rank**	**%**	**Rank**	**%**	**Rank**
Challenges facing lower-performing schools compared to higher-performing schools	50.5	1	57.1	1	46.4	3	47.4	4	68.1	1
Concerns regarding lack of consistency in evaluations across teachers	49.4	2	51.3	3	50.3	1	42.2	7	38.9	5
Concerns regarding administrator bias during observations	45.5	3	48.8	4	46.3	4	33.9	10	25.0	10
Inclusion of student survey	45.1	4	43.8	6	45.5	5	48.0	3	25.0	12
Disagree with summative performance evaluation scores	43.6	5	55.5	2	39.9	8	21.7	20	20.8	15
No compensation increase received	43.0	6	45.4	5	44.3	6	31.8	13	66.7	2
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observations	39.3	7	41.8	7	39.3	9	32.4	12	12.5	21
Inequity of the size of the raise across teachers	39.3	8	35.5	11	40.9	7	45.0	6	41.7	4
Questions on the student survey	39.2	9	37.8	9	38.5	11	47.1	5	20.8	16
Evaluation rating cut points shift annually	38.8	10	33.9	12	38.7	10	54.1	2	47.2	3
Eligibility criteria for DTR	38.2	11	29.1	15	49.8	2	21.4	21	23.6	13
Disadvantaged because of class size	37.6	12	41.3	8	35.3	12	35.8	8	25.0	11
Inclusion of school STAAR	32.6	13	35.7	10	30.7	14	30.6	14	18.1	18
Disagree with attendance requirement for an effectiveness level	30.6	14	31.5	13	31.4	13	25.7	16	20.8	14
Disagree with the use of a target distribution	29.3	15	26.9	16	30.1	15	34.9	9	33.3	7
DTR application scores	27.8	16	15.0	25	29.1	16	61.8	1	15.3	20
Concerns regarding lack of administrator experience as an observer	27.5	17	29.8	14	27.1	18	22.0	19	8.3	25
Size of the compensation increase received	26.4	18	24.0	18	29.1	17	24.2	17	36.1	6
Other	25.8	19	23.3	19	26.3	19	32.7	11	31.9	8
Unexpected teacher category changes	22.6	20	21.8	22	23.4	20	22.9	18	29.2	9
Inclusion of the student achievement data	22.4	21	24.5	17	21.9	21	18.7	22	11.1	22
Increased competition among teachers on campus	19.8	22	16.1	24	20.7	22	26.9	15	9.7	24
Concerns regarding student scheduling	19.6	23	22.4	21	18.2	23	18.3	24	9.7	23
Disagree with scoring of the SLO	18.3	24	23.0	20	17.1	24	8.9	26	6.9	26
Change made to campus/staffing assignment	16.0	25	19.5	23	14.9	25	9.8	25	19.4	17
Changes to student achievement templates	14.7	26	13.5	26	14.9	26	18.7	23	15.3	19

Source: 2016-17 TEI Perception Surveys.
Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Includes data for respondents who indicated they did not perceive TEI to be fair (Very Little, Not at All). Teacher respondents with 'No Level' effectiveness designation are not shown.

Teachers who provided other reasons they considered TEI to be unfair were most likely to provide reasons related to compensation (22%), calculation rules (13%), the student survey (13%), and use of the target distribution (13%). Administrators who provided other reasons they considered TEI to be unfair were

most likely to provide reasons related to performance data (spot observations, summative evaluations, rubrics; 14%), compensation (12%), and calculation rules (10%).

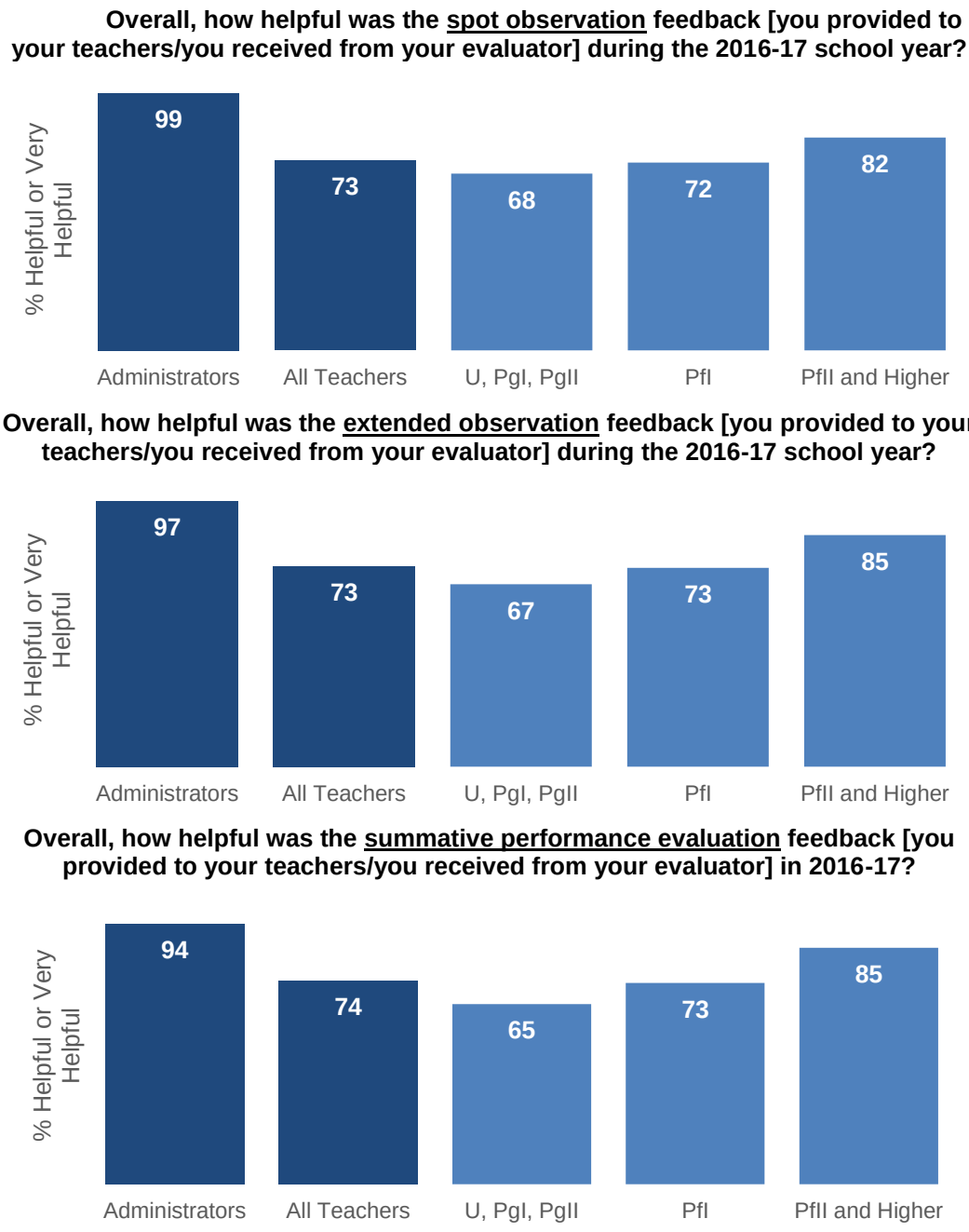
Defining Excellence

Spot Observations, Extended Observations, and Summative Evaluations

Of administrator respondents, 92 percent (*n* = 402) conducted spot observations, 88 percent (*n* = 384) conducted extended observations, and 89 percent (n = 389) conducted summative evaluations during the 2016-17 school year. Of administrators who conducted 2016-17 summative evaluations, 18 percent (*n* = 71) were required to conduct performance evaluations for staff members with whom they had worked for an insufficient amount of time. In addition, slightly over one fifth (21%) of administrator respondents indicated that they at least sometimes felt pressure to inflate teacher observation scores during the 2016-17 school year.

Figure 38 illustrates teacher and administrator perceptions of the helpfulness and alignment of spot observations, extended observations, and summative evaluations. Generally, the percentage of administrators was higher than the percentage of teachers overall who rated all three evaluation activities as helpful or very helpful. The percentage of teachers rating all three evaluation activities as helpful or very helpful increased as effectiveness level increased.

Figure 38: 2016-17 Teacher and Administrator Perceptions of Feedback Helpfulness

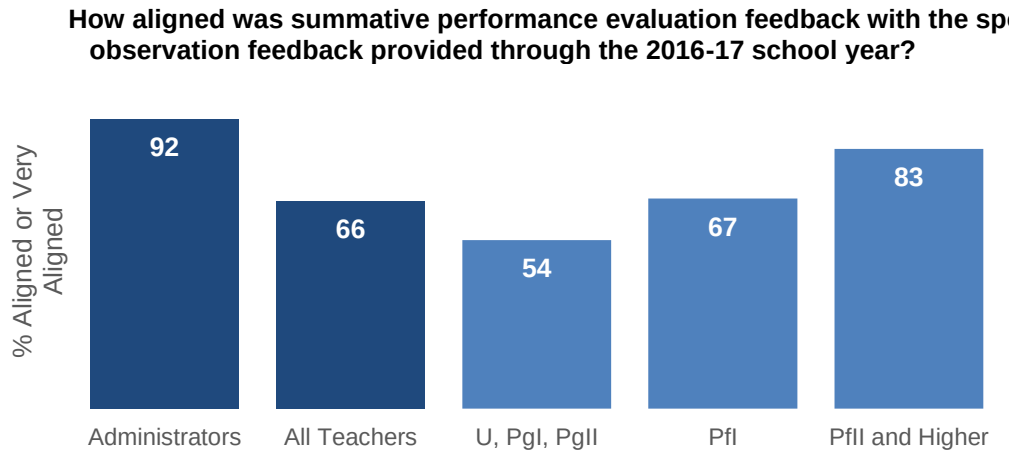


Source: 2016-17 TEI Perception Survey.
Note: *N* = 402 administrators – spot observations. *N* = 384 administrators – extended observations. *N* = 389 administrators – summative evaluation. *N* = 5,498 teachers. *n*(U, PgI to PgII) = 1,828. *n*(PfI) = 2,365. *n*(PfII or Higher) = 1,214. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

When administrators and teachers were asked to rate the alignment of their summative evaluation feedback with spot observation feedback in 2016-17, rates of respondents who rated the two as aligned or very aligned followed the same pattern found for helpfulness ratings (see Figure 39). In general, the

percentage of administrators was higher than the percentage of teachers overall who rated summative performance evaluation feedback and spot observation feedback as aligned or very aligned. As with helpfulness ratings, the percentage of teachers offering high alignment ratings increased as effectiveness level increased.

Figure 39: 2016-17 Teacher and Administrator Perceptions of Feedback Alignment



Source: 2016-17 TEI Perception Survey.
Note: *N* = 389 administrators. *N* = 5,498 teachers. *n*(U, PgI to PgII) = 1,828. *n*(PfI) = 2,365. *n*(PfII or Higher) = 1,214. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

Student Experience Survey

A total of 3,282 (60%) teacher respondents indicated that they received student experience survey data for the 2016-17 academic year. Over half (56%) of these teachers indicated that the feedback received from the 2016-17 student experience survey was helpful or very helpful. Teachers did not differ greatly by effectiveness level in their perception of the helpfulness of student experience survey feedback, with 55 percent (Proficient I) to 59 percent (Proficient II and higher) of teachers in each group indicating that the feedback was helpful or very helpful. Administrators were more likely than teachers to rate student experience survey feedback as helpful to teachers (67%).

Compared to helpfulness ratings, teacher ratings were less favorable regarding the accuracy of student experience survey data. Overall, 33 percent of teachers who received student experience survey feedback rated feedback as very or completely accurate, with accuracy ratings by effectiveness level ranging from 30 percent (Unsatisfactory, Progressing I, and Progressing II) to 40 percent (Proficient II and higher), indicating that those with higher effectiveness levels tended to rate the accuracy of the student experience survey feedback more favorably. Although fewer than half of administrators (44%) highly rated student experience survey accuracy, they generally were more likely than teachers to rate accuracy favorably.

As shown in Table 13, as a result of student experience survey feedback, teachers most frequently indicated that they used professional development (48%) and colleagues (41%) to modify student engagement. Teachers were least likely to use the Panorama Playbook (9%), although teachers with an

effectiveness level of Proficient II or higher were more likely to use the playbook than those with lower effectiveness levels.

Table 13: 2016-17 Resources Used by Teachers to Modify Student Engagement as a Result of Student Experience Survey Results

	All (*N* = 3,282)		U, PgI, PgII (N = 1,080)		PfI (*N* = 1,368)		PfII and Higher (*N* = 802)	
	n	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Campus administrators	682	20.8	253	23.4	253	18.5	167	20.8
Panorama Playbook	303	9.2	75	6.9	116	8.5	111	13.8
Colleagues (e.g., other teachers)	1,354	41.3	532	49.3	515	37.6	288	35.9
Professional development	1,567	47.7	609	56.4	638	46.6	300	37.4
Other external resources (e.g., books, internet)	1,174	35.8	437	40.5	439	32.1	282	35.2
I did not use any of these resources.	766	23.3	171	15.8	360	26.3	229	28.6

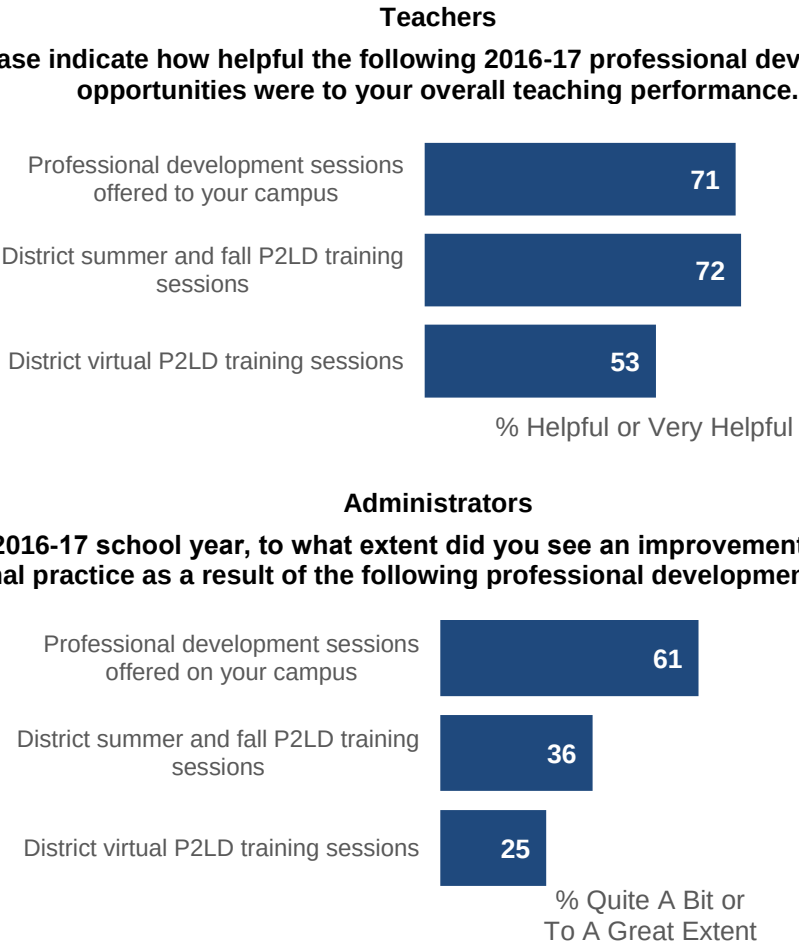
Source: 2016-17 TEI Perception Survey
Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Results are for teachers indicating they received student experience survey data for the 2016-17 school year. Respondents could select more than one answer. Teacher respondents with 'No Level' effectiveness designation are not shown.

Supporting Excellence

The majority (74%) of administrator respondents reported creating Personalized Professional Learning and Development (P2LD) forms for teachers based on available student achievement and teacher performance data in 2016-17. Over half of teachers agreed or strongly agreed that the 2016-17 district-sponsored professional development opportunities offered applicable strategies that they were using in the classroom (59%) and were aligned with their professional development plans (63%). These rates were similar across effectiveness level groups. Agreement was similar for teachers overall regarding the applicability (60%) and alignment (60%) of professional development opportunities offered at the campus level. However, differences emerged by effectiveness level regarding campus-level opportunities. Teachers with higher effectiveness levels were more likely to agree that campus-level professional development opportunities were applicable (Unsatisfactory, Progressing I, Progressing II: 56%; Proficient I: 60%; Proficient II and higher: 67%) and aligned (Unsatisfactory, Progressing I, Progressing II: 55%; Proficient I: 60%; Proficient II and higher: 65%).

Figure 40 shows teacher and administrator ratings of the helpfulness of professional development opportunities in 2016-17. Overall, teachers rated campus professional development sessions and district summer and fall P2LD training sessions as helpful or very helpful at higher rates than they rated district virtual P2LD training sessions. Helpfulness ratings did not differ notably by effectiveness level group. Administrators were most likely to say that campus professional development opportunities resulted in improvement in teacher instructional practice, and less than half of respondents indicated that district summer and fall P2LD training sessions and district virtual P2LD training sessions resulted in improved teacher instructional practice.

Figure 40: 2016-17 Teacher and Administrator Perceptions of Professional Development Helpfulness



Source: 2016-17 Teacher Perception Survey.
Note: *N* = 436 administrators. *N* = 5,498 teachers. P2LD = Personalized Professional Learning and Development.

Teachers also were asked to rate how professional development aligned with four key TEI-related measures. As shown in Table 14, teachers overall were most likely to indicate that their campuses aligned professional development with student achievement data (80%) and Campus Climate Survey data (67%). Percentages were lowest for teachers (46%) and administrators (51%) for student experience survey data. For all areas rated, teachers with higher effectiveness levels were more likely than those with lower effectiveness levels to indicate that campus professional development was aligned. In general, administrators were more likely than teachers by 5.6 to 21.6 percentage points to indicate that campus professional development aligned with the four key topics.

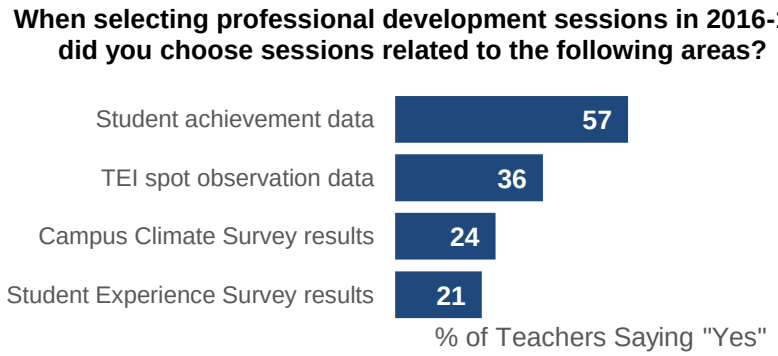
Table 14: 2016-17 Teacher and Administrator Perceptions of Professional Development Alignment

	All		U, PgI, PgII		PfI		PfII and Higher	
	n	Yes %	*n*	Yes %	*n*	Yes %	*n*	Yes %
During the 2016-17 school year, did your campus align professional development with the following areas?								
Teachers								
Student achievement data	4,394	79.9	1,380	75.5	1,915	81.0	1,045	86.1
TEI spot observation data	3,377	61.4	1,051	57.5	1,493	63.1	785	64.7
Student Experience Survey data	2,528	46.0	808	44.2	1,083	45.8	598	49.3
Campus Climate Survey data	3,708	67.4	1,129	61.8	1,637	69.2	896	73.8
Administrators								
Student achievement data	405	92.9	-	-	-	-	-	-
TEI spot observation data	362	83.0	-	-	-	-	-	-
Student Experience Survey data	225	51.6	-	-	-	-	-	-
Campus Climate Survey data	386	88.5	-	-	-	-	-	-

Source: 2016-17 TEI Perception Survey.
Note: *N* = 436 administrators. *N* = 5,498 teachers. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

Teachers selected professional development related to the four key areas at differing rates. As shown in Figure 41, teachers were most likely to indicate that they selected professional development sessions related to student achievement data. The rates of teachers indicating they selected professional development related to each of the four key topics did not differ widely by respondent effectiveness level.

Figure 41: 2016-17 Teacher Professional Development Choices



Source: 2016-17 TEI Perception Survey.
Note: *N* = 5,471 teacher respondents.

To evaluate adherence to expectations of the relationship between TEI evaluators and teachers, teachers were asked to consider how closely the following description resembled their experiences with their TEI evaluator during the 2016-17 school year:

> *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.*

Overall, 82 percent of teachers indicated that the description at least sometimes described their experiences with their TEI evaluators in 2016-17. Teachers with higher effectiveness levels were more likely (89%) to affirm the adherence of their experiences than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 78%; Proficient I: 83%). The 18 percent (*n* = 4,530) of 2016-17 teachers for whom the description did not resemble their experiences in 2016-17 is a slight increase from the 14 percent (*n* = 3,898) of teachers who did not affirm the experience in 2015-16 (Douglas & Barton, 2017).

Teachers and administrators were asked to indicate the professional development opportunities they felt should be expanded in the future. As shown in Table 15, teachers and administrators agreed that classroom management and social-emotional learning were in the top three most needed topics of additional professional development opportunities. Teachers at all effectiveness levels selected desired additional professional development topics at similar rates with three exceptions. Teachers with lower effectiveness levels were more likely than those at higher levels to select classroom management and effective lesson planning, and they were less likely than those at higher effectiveness levels to select technology digital integration.

Table 15: 2016-17 Additional Professional Development Options Needed

	All		U, PgI, PgII		PfI		PfII and Higher	
	n	%	*n*	%	*n*	%	*n*	%
Teachers								
Bias, equity, and cultural understanding	1,820	33.1	646	35.3	770	32.6	375	30.9
Classroom management	2,561	46.6	976	53.4	1,054	44.6	488	40.2
Social-emotional learning	2,453	44.6	838	45.8	1,027	43.4	546	45.0
Content training	2,096	38.1	709	38.8	886	37.5	462	38.1
Pedagogy – effective instructional practices training	2,021	36.8	724	39.6	802	33.9	456	37.6
Effective lesson planning	1,922	35.0	768	42.0	760	32.1	354	29.2
Technology digital integration	2,691	48.9	821	44.9	1,169	49.4	656	54.0
Other	453	8.2	143	7.8	195	8.2	103	8.5
Administrators								
Bias, equity, and cultural understanding	201	46.1	-	-	-	-	-	-
Classroom management	291	66.7	-	-	-	-	-	-
Social-emotional learning	297	68.1	-	-	-	-	-	-
Content training	237	54.4	-	-	-	-	-	-
Pedagogy – effective instructional practices training	269	61.7	-	-	-	-	-	-
Effective lesson planning	243	55.7	-	-	-	-	-	-
Technology digital integration	191	43.8	-	-	-	-	-	-
Other	33	7.6	-	-	-	-	-	-

Source: 2016-17 TEI Perception Survey
Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher *N* = 5, 498. Administrator *N* = 436. Respondents could select more than one answer. Teacher respondents with 'No Level' effectiveness designation are not shown.

The top three other training topics suggested by teachers included content-related instruction for specials teachers (13%), special education (6%), and differentiation (4%). The top three training topics for teachers suggested by administrators included differentiation (12%), small group instruction (12%), and communication/teamwork (6%). Finally, 80 percent of administrators indicated that TEI certification training

was helpful or very helpful for preparing them to implement TEI effectively on their campuses during the 2016-17 school year.

Rewarding Excellence

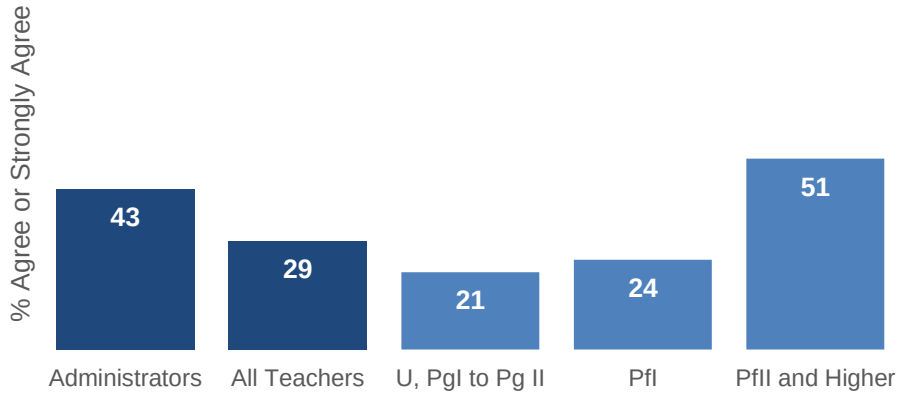
The majority (61%) of administrators agreed or strongly agreed that the district should differentiate teacher salary by effectiveness level. A lower percentage (46%) of teachers overall agreed or strongly agreed with differentiating teacher salary by effectiveness level. However, a higher percentage (64%) of teachers with a Proficient II and higher effectiveness level expressed agreement than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 39%; Proficient I: 41%). When asked whether salary should be based on how effective teachers are as instructors, 63 percent of teachers overall agreed, and, again, teachers with the highest effectiveness levels (Proficient II and higher: 75%) were more likely to agree than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 57%; Proficient I: 61%).[49]

As shown in Figure 42, administrators were more likely than teachers overall to agree that teacher salaries based on effectiveness level adequately recognize efforts to increase student achievement and encourage teachers to remain in campus-based positions. However, agreement with both statements differed by effectiveness level. At least double the percentage of teachers with the highest effectiveness levels (Proficient II and higher) than those in lower effectiveness levels agreed with both statements.

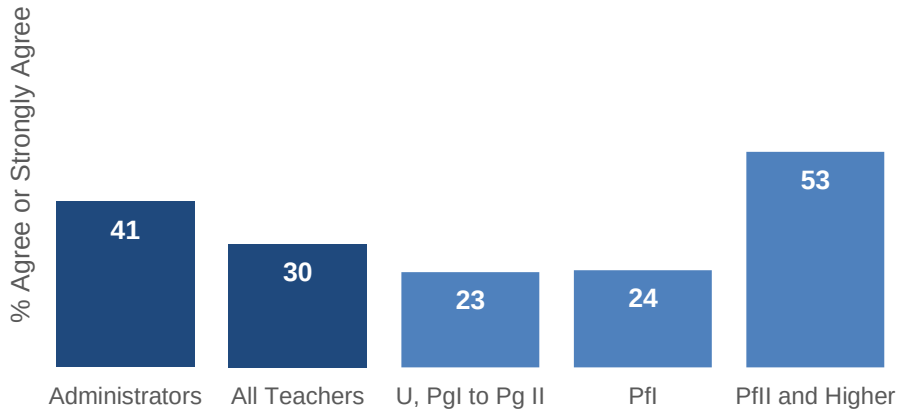
[49] Administrators were not asked whether salary should be based on how effective teachers are as instructors in 2016-17.

Figure 42: 2016-17 Teacher and Administrator Perceptions of Compensation by Effectiveness Level

The salary I/teachers received based on my/their 2016-17 teaching effectiveness adequately recognizes their/my efforts to increase student achievement.



The salary I/teachers received based on my/their 2016-17 teaching effectiveness encourages them/me to remain in campus-based positions.



Source: 2016-17 TEI Perception Survey.
Note: *N* = 436 administrators. *N* = 5,498 teachers. *n*(U, PgI to PgII) = 1,828. *n*(PfI) = 2,365. *n*(PfII or Higher) = 1,214. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

Administrators and teachers were asked to rate their agreement with general perceptions of the TEI compensation system. Table 16 shows the percentage of respondents who agreed or strongly agreed with each compensation-related question. Teacher responses are summarized for all teachers and also grouped by effectiveness level. Administrators were more likely than teachers to agree that the TEI compensation system supports the recruitment and retention of teachers, differentiates salaries to reward teachers who perform well, will positively affect the future of Dallas ISD teachers, and will result in teachers making more money over time than the old system. For all statements, teachers with higher effectiveness levels were more likely to respond favorably than those with lower effectiveness levels.

Table 16: 2016-17 Teacher and Administrator Favorable Perceptions of Compensation System by Effectiveness Level

	Admin (*N* = 436)	All Teachers (*N* = 5,498)	U, PgI, PgII (*n* = 1,828)	PfI (*n* = 2,365)	PfII and Higher (*n* = 1,214)
	%	%	%	%	%
The TEI compensation system…					
supports the recruitment of highly effective teachers.	53.9	34.0	28.9	28.6	51.6
supports the retention of highly effective teachers.	48.9	32.2	27.2	26.5	49.8
differentiates salaries to reward teachers who perform well.	53.0	35.6	30.8	28.8	55.3
will positively affect [teachers'] futures with the Dallas ISD.	46.8	34.6	30.4	29.2	51.0
makes me feel that I am better rewarded financially for what I do as a teacher (teachers only).	N/A	29.0	22.0	21.7	53.1
allows teachers to earn substantially more money over time compared to the old system.	55.5	32.4	26.6	26.4	53.2

Source: 2016-17 TEI Perception Surveys.
Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Response rates shown for those who indicated that they agree or strongly agree with the statement. Teacher respondents with 'No Level' effectiveness designation are not shown.

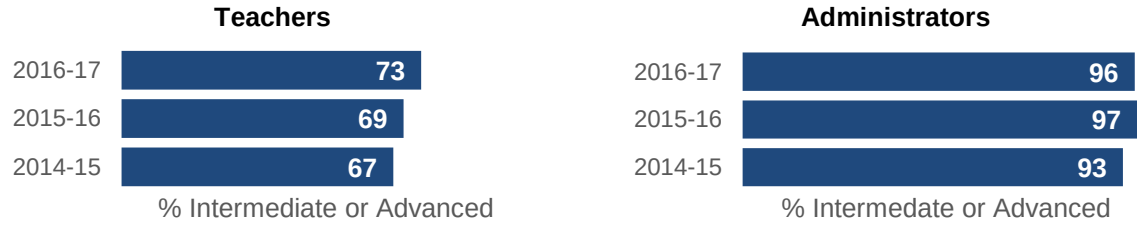
Finally, over half of teacher respondents (59%) and most administrators (72%) indicated that adding an annual retention increase for the 2016-17 school year improved TEI fairness somewhat or to a great extent.[50] For teachers, this sentiment was strongest for those with the highest effectiveness levels (Proficient II and higher: 72%) compared to other teachers (Unsatisfactory, Progressing I, Progressing II: 57%; Proficient I: 53%).

One-Year (2015-16 to 2016-17) and Two-Year (2014-15 to 2016-17) TEI Perception Trends

TEI Knowledge

As shown in Figure 43, the rate of teachers indicating an intermediate or advanced knowledge of TEI steadily increased from 2014-15 to 2016-17. Most administrators indicated at least an intermediate knowledge of the system each year since TEI inception.

Figure 43: 2014-15 to 2016-17 Perceived Level of TEI Knowledge



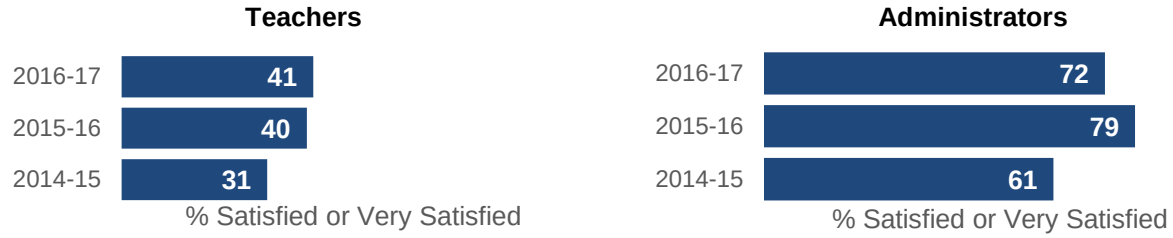
Source: 2014-15, 2015-16, and 2016-17 TEI Perception Surveys.
Note: *N* = 350 administrators and *N* = 4,575 teachers in 2014-15. *N* = 287 administrators and *N* = 4,119 teachers in 2015-16. *N* = 436 administrators and *N* = 5,498 teachers in 2016-17.

[50] When teachers were asked this question as part of a forward-looking survey in May, 2017 (Evaluation and Assessment, 2017), 80.2 percent (*n* = 5,387) of teachers agreed or strongly agreed that adding an annual retention salary increase would improve their perceptions of TEI fairness. This finding may indicate that the retention increase offered in 2016-17 did not meet teacher expectations.

Overall Satisfaction

TEI overall satisfaction ratings over the past three years are shown in Figure 44. Both teachers and administrators were more likely to express satisfaction with TEI in 2016-17 than they were in 2014-15, the first year of TEI implementation. However, the percentage of respondents expressing high satisfaction did not improve notably for teachers and decreased slightly for administrators from 2015-16 to 2016-17.

Figure 44: 2014-15 to 2016-17 Overall Satisfaction with the TEI Teacher Evaluation Process



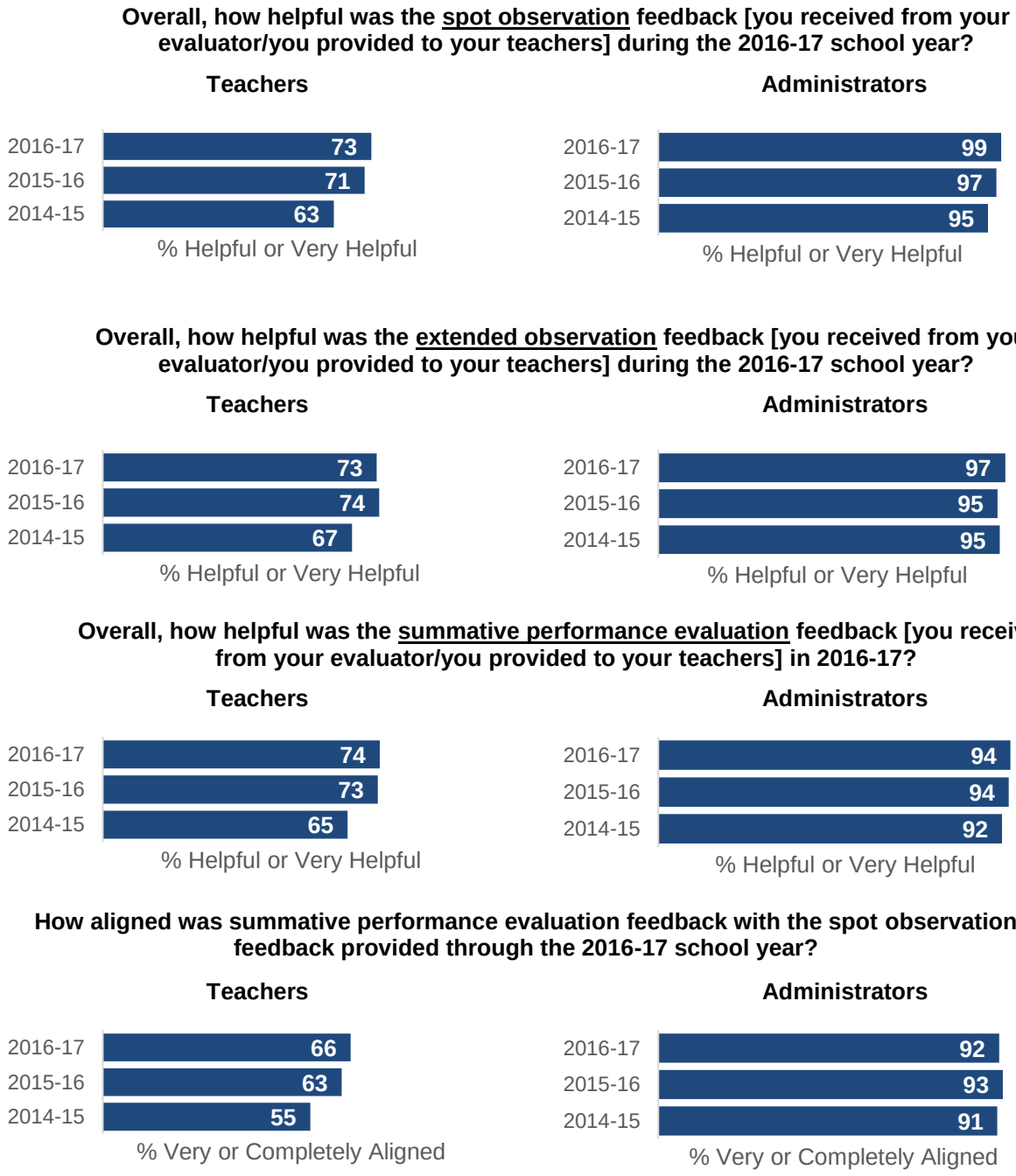
Source: 2014-15, 2015-16, and 2016-17 TEI Perception Surveys.
Note: *N* = 350 administrators and *N* = 4,575 teachers in 2014-15. *N* = 287 administrators and *N* = 4,119 teachers in 2015-16. *N* = 436 administrators and *N* = 5,498 teachers in 2016-17.

Spot Observations, Extended Observations, and Summative Evaluations

The rate of administrators who conducted summative evaluations and felt they were required to conduct them for staff members with whom they had worked for an insufficient amount of time was lower in 2016-17 (18%) compared to 2015-16 (28%) and 2014-15 (24%; Douglas & Ure, 2016; Douglas & Barton, 2017). These results show clear improvement over time. The percentage of administrator respondents who at least sometimes felt pressure to inflate teacher observation scores has remained unchanged each year since TEI was implemented (21%).

As shown in Figure 45, the rate of teachers who considered spot observations, extended observations, and summative evaluations to be helpful increased at least six percentage points over two years from 2014-15 to 2016-17. These rate improvements were mostly attributed to increases from 2014-15 to 2015-16; rates remained somewhat consistent between 2015-16 and 2016-17. The percentage of teachers who highly rated the alignment of summative performance feedback and spot observation feedback improved 11 percentage points since 2014-15, again with most gain attributed to improvements between year one (2014-15) and year two (2015-16) of the program. Administrator perceptions of the helpfulness of the three performance evaluation elements and the alignment of summative evaluation and spot observation feedback remained strong and relatively consistent throughout the past three years of the program.

Figure 45: 2014-15 to 2016-17 Teacher Performance Evaluation Perceptions



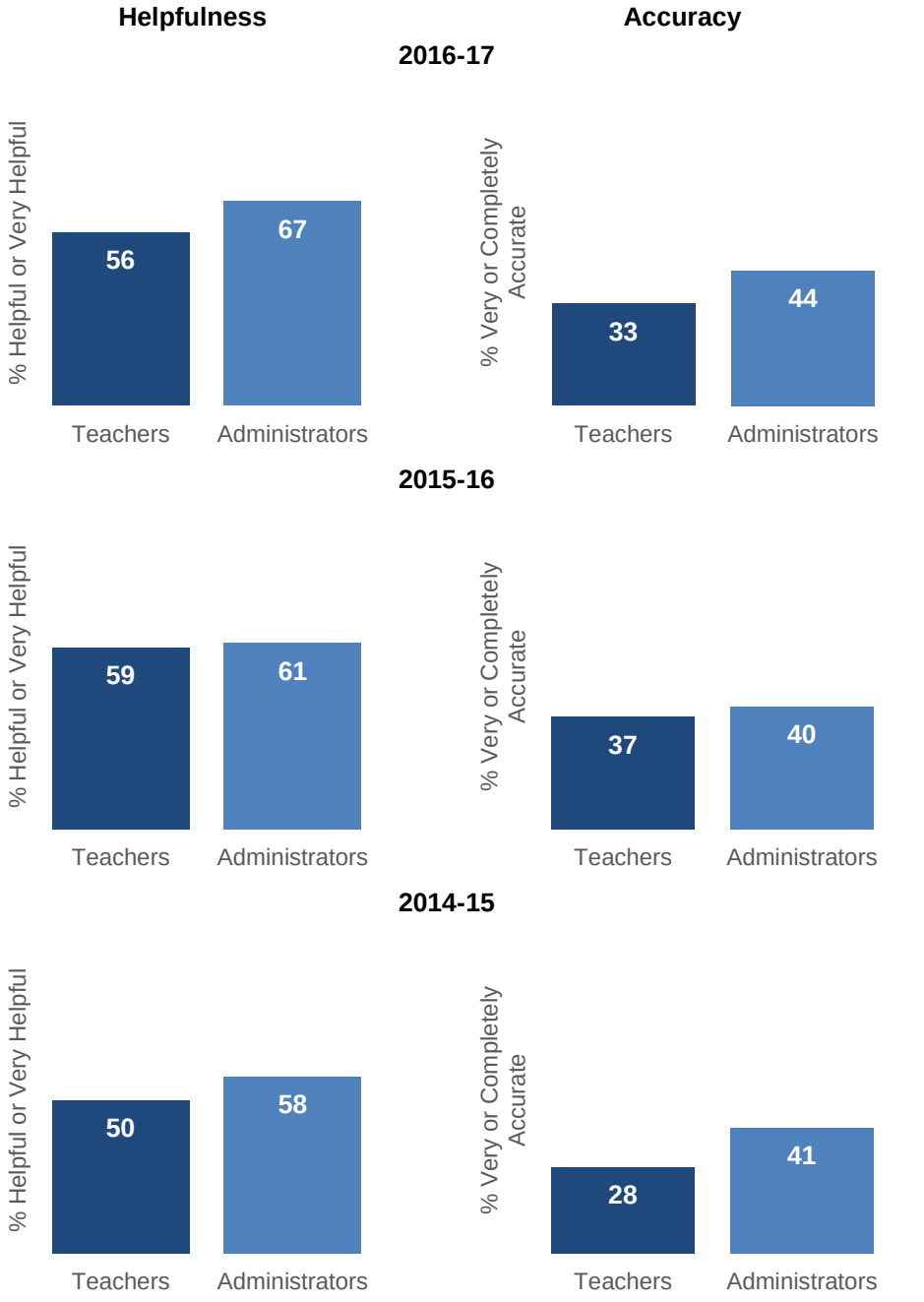
Source: 2014-15, 2015-16, and 2016-17 TEI Perception Surveys.
Note: *N* = 287 administrators and *N* = 4,189 teachers in 2014-15. *N* = 349 administrators and *N* = 4,575 teachers in 2015-16. *N* = 436 administrators and *N* = 5,498 teachers in 2016-17.

Student Experience Survey Helpfulness and Accuracy

As shown in Figure 46, the rate of teachers and administrators with favorable perceptions of the helpfulness and accuracy of student experience survey feedback was slightly higher in 2016-17 than in

2014-15 (Figure 46). However, gains in favorable teacher perceptions of helpfulness and accuracy of student experience survey data from 2014-15 to 2015-16 eroded slightly from 2015-16 to 2016-17.

Figure 46: 2014-15 to 2016-17 Student Experience Survey Feedback – Perceptions of Helpfulness and Accuracy



Source: 2014-15, 2015-16, 2016-17 TEI Perception Surveys
Note: *N* = 350 administrators and *N* = 2,784 teachers in 2014-15. *N* = 287 administrators and *N* = 2,505 teachers in 2015-16. *N* = 436 administrators and *N* = 3,282 teachers in 2016-17. Teacher responses include those who received student experience survey feedback.

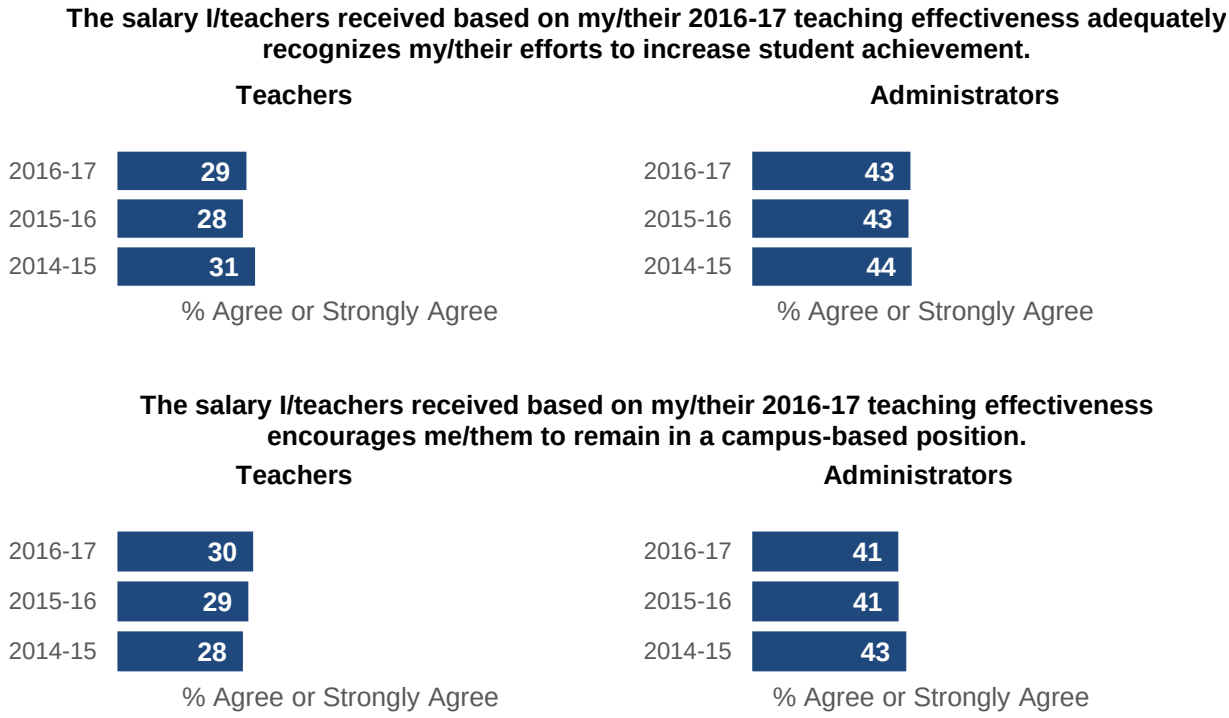
Panoramic Playbook

Reported use of the Panoramic playbook (9%) decreased from previous years, when 13 percent (2014-15) and 27 percent (2015-16) of teachers indicated they had used the Panorama Playbook at least a few times (Douglas & Ure, 2016; Douglas & Barton, 2017).

Rewarding Excellence (Compensation)

As shown in Figure 47, the percentage of both teachers and administrators who reported that teacher salaries based on effectiveness level adequately recognize efforts to increase student achievement and encourage teachers to remain in a campus-based position remained virtually unchanged from 2014-15 to 2016-17. Administrators consistently were in greater agreement than teachers regarding both survey items.

Figure 47: 2014-15 to 2016-17 Compensation Perceptions



Source: 2014-15, 2015-16, and 2016-17 TEI Perception Surveys.
Note: *N* = 287 administrators and *N* = 4,119 teachers in 2014-15. *N* = 350 administrators and *N* = 4,544 teachers in 2015-16. *N* = 436 administrators and *N* = 5,498 teachers in 2016-17.

Perceptions of the TEI compensation system have become slightly more favorable over time. As shown in Table 17, teacher perceptions regarding the TEI compensation system have improved between 0.9 to 7.8 percentage points from 2014-15 to 2016-17. The strongest improvements were found in the perceptions that the TEI compensation system supports retention of highly effective teachers, differentiates salaries to reward teachers who perform well, and will positively affect the future of teachers at Dallas ISD.

The strongest gain from 2015-16 to 2016-17 was in teacher perceptions that the TEI compensation system supports the retention of highly effective teachers.

Table 17: 2014-15 to 2016-17 Teacher Favorable Perceptions of Compensation System

	2014-15 (*N* = 4,119)	2015-16 (*N* = 4,544)	2016-17 (*N* = 5,498)	1 Yr Chg	2 Yr Chg
	%	%	%	% Pts	% Pts
The TEI compensation system…					
supports the recruitment of highly effective teachers.	33.1	32.5	34.0	1.5	0.9
supports the retention of highly effective teachers.	24.4	28.0	32.2	4.2	7.8
differentiates salaries to reward teachers who perform well.	30.1	33.3	35.6	2.3	5.5
will positively affect [teachers'] futures the Dallas ISD.	27.7	30.9	34.6	3.7	6.9
makes me feel that I am better rewarded financially for what I do as a teacher.	26.4	27.6	29.0	1.4	2.6
allows teachers to earn substantially more money over time compared to the old system.	30.0	31.5	32.4	0.9	2.4

Source: 2014-15, 2015-16, and 2016-17 TEI Perception Surveys.
Note: 1 Yr Chg = Difference in percentage points from 2015-16 to 2016-17. 2 Yr Chg = Difference in percentage points from 2014-15 to 2016-17. Response rates shown for those who indicated that they agree or strongly agree with the statement. Teacher respondents with 'No Level' effectiveness designation are not shown.

As shown in Table 18, administrator perceptions of the TEI compensation system also improved in most areas. Administrators were more likely in 2016-17 than they were in 2014-15 to indicate that the TEI compensation system supports the recruitment and retention of highly effective teachers. However, the percentage of administrators who reported that the TEI system allows teachers to earn substantially more money over time than the old system was remained consistent from 2014-15 to 2016-17.

Table 18: 2014-15 to 2016-17 Administrator Favorable Perceptions of Compensation System

	2014-15 (*N* = 287)	2015-16 (*N* = 350)	2016-17 (*N* = 436)	1 Yr Chg	2 Yr Chg
	%	%	%	% Pts	% Pts
The TEI compensation system…					
supports the recruitment of highly effective teachers.	42.0	47.4	53.9	6.5	11.9
supports the retention of highly effective teachers.	36.9	44.3	48.9	4.6	12.0
differentiates salaries to reward teachers who perform well.	52.1	56.6	53.0	-3.6	0.9
will positively affect [teachers'] futures with the Dallas ISD.	41.4	44.9	46.8	1.9	5.4
allows teachers to earn substantially more money over time compared to the old system.	56.2	57.1	55.5	1.6	-0.7

Source: 2014-15, 2015-16, and 2016-17 TEI Perception Surveys.
Note: 1 Yr Chg = Difference in percentage points from 2015-16 to 2016-17. 2 Yr Chg = Difference in percentage points from 2014-15 to 2016-17. Response rates shown for those who indicated that they agree or strongly agree with the statement. Teacher respondents with 'No Level' effectiveness designation are not shown.

SUMMARY AND RECOMMENDATIONS

Summary

The Teacher Excellence Initiative (TEI) was a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 to improve student learning by improving teacher effectiveness. TEI replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence. Teachers are evaluated each year based on teacher performance, student achievement, and student experience surveys. The program was supported by both Dallas ISD General Operating funds and the Texas Education Agency (TEA) Educator Excellence Innovation Program (EEIP) grant. In 2016-17, the TEI administrative budget was $531,150, and the budget for 2017-18 teacher salaries, teacher benefits, and expert stipends resulting from 2016-17 TEI results totaled $617,543,335. A total of 10,148 teachers received TEI scorecards for the 2016-17 school year. This summary includes highlights of findings from the evaluation of the 2016-17 TEI program.

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

Spot Observations

The average overall spot observation score across all teachers was 2.00 out of three possible points. Spot observation scores statistically and practically improved from the beginning (1.66-2.00) to the end of the academic year (2.05-2.31).

Summative Performance Evaluation

The mean (75.7) and median (76.8) summative performance evaluation scores for the 2016-17 school year were almost identical, indicating that teachers were performing slightly better on average than Proficient. The overall summative performance evaluation score for middle school teachers (73.2) was significantly lower than for high school teachers (76.0) and elementary school teachers (76.2), but these differences were of weak practical significance. First-year teachers received the lowest average summative performance evaluation scores (59.1). Average summative performance evaluation scores gradually increased with service years and plateaued after three to five creditable years of service.

Relationship Between Spot and Summative Scores

Spot observation scores and summative performance evaluation scores were highly correlated. For each spot observation indicator, correlations with summative performance evaluation scores ranged from .73 to .82. This indicated that summative scores were generally aligned with classroom observations.

What were the results of the total student achievement component of defining excellence?

Total Student Achievement

Average total student achievement scores were 20.5, 21.4, 14.0, and 13.9 for Category A, Category B, Category C, and Category D teachers, respectively. For both Category A/B and C/D teachers, first-year teachers earned the lowest average total student achievement scores, and scores for teachers with one or

more creditable years of service remained consistent as years of service increased. These findings indicated that more years of service did not necessarily result in higher total student achievement scores.

Teacher-Level Student Achievement

The largest percentage of Category A and B teachers received 15 points for teacher-level student achievement (20%-21%), and the average teacher-level student achievement scores for Category A and B teachers were 13.6 and 14.2, respectively.

Student Learning Objective (SLO) Points

Most TEI-eligible teachers (91%) received SLO points, and 75 percent received the maximum number of points (five).

Correlation among Student Achievement Measures

As teacher-level student achievement scores increased, school *STAAR* scores increased for Category A (r = .49) and Category B (r = .28) teachers. As teacher-level student achievement increased, SLO points also increased, but this relationship was of weak practical significance for both Category A (ρ = .19) and Category B (ρ = .21) teachers.

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

The average percentage of positive student survey responses for elementary core teachers (86%) was significantly higher than for elementary non-core (79%), middle school (68%), and high school (71%) teachers. First-year teachers received the lowest average percentage of positive responses (72%). The average percentage of positive student survey responses peaked at three to five creditable years of service.

What were the correlations among the defining excellence components?

Summative Performance Evaluation and Total Student Achievement

Teachers with higher summative performance evaluation scores tended to have higher total student achievement scores (Category A/B: r = .46; Category C/D: r = .29).

Student Experience and Total Student Achievement

Teachers with a higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores (Category A: r = .26; Category C: r = .23).

Summative Performance Evaluation and Student Experience

Teachers with higher summative performance evaluation scores tended to have a higher percentage of positive responses on the student survey (r = .34).

What were the results of the Distinguished Teacher Review process?

A total of 1,857 teachers received DTR points. Most (91%) of these teachers successfully achieved a distinguished effectiveness level. These teachers represented 19 percent of all district teachers. The percentage of DTR teachers peaked between eight and 10 creditable years of service (32%).

What were the results of the rewarding excellence (compensation) component of TEI?

Evaluation Scores, Evaluation Ratings, and Effectiveness Levels

Average evaluation scores were 67.9, 71.3, 74.1, and 75.2 for Category A, B, C, and D teachers, respectively. Average evaluation scores gradually increased as years of service increased and plateaued after three to five creditable years of service. The largest percentage of teachers received an effectiveness level of Proficient I (41.2%).

Salary Increases

Most (93%) of the 6,582 full-time teachers with a TEI scorecard received a pay increase from 2016-17 to 2017-18. Teachers with all effectiveness levels except Unsatisfactory received pay increases, and, generally, teachers with higher effectiveness levels received higher salary increases.

What were retention rates for teachers?

Fourteen percent of 10,148 TEI teachers left the district during the 2016-17 school year. Fifty percent of teachers with an unsatisfactory effectiveness level were not retained, and the percentage of non-retained teachers within each effectiveness level decreased as the effectiveness level increased. Thus, Dallas ISD retained effective teachers at higher rates than less effective teachers.

What were the results of TEI by high school feeder pattern?

The district average summative performance evaluation score was 75.7 (feeder pattern range: 68.3-83.6). The average total student achievement score for Category A/B teachers was 20.7 (feeder pattern range: 15.0-25.9), and for Category C/D teachers was 13.9 (feeder pattern range: 10.1-16.8). The district average school *STAAR* points received was 2.7 (feeder pattern range: 1.1-3.6). For Category A/C teachers the district average student experience score was 8.0 (feeder pattern range: 6.6-9.4). The district percentage of teachers achieving DTR was 19 percent (feeder pattern range: 5%-45%).

What were the results of TEI by teacher demographic groups?

Generally, the highest performing groups were teachers at majority white schools, teachers at magnet schools, and teachers who stayed in the district but moved out of TEI-coded positions. Teachers who left the district earned lower average scores than their counterparts who stayed in the district. First-year and Compass teachers earned the lowest scores. In addition, teachers at IR, ISN, and majority African American campuses performed below the district average.

What were teacher and administrator experiences with TEI?

The evaluators emailed invitations to participate in an online TEI perception survey to all teachers who received a TEI scorecard (*N* = 10,148; response rate: 59.5%) and all administrators who served as TEI evaluators (*N* = 587; response rate: 79.4%) in 2016-17. Results highlights are presented in this section.

TEI Knowledge

Most teachers (73%) and almost all administrators (96%) reported at least intermediate TEI knowledge in 2016-17. This finding means 27 percent of teachers continued to report a basic or lower knowledge of the TEI system, indicating an opportunity for further training.

Overall Satisfaction

Administrators were more likely than teachers to express satisfaction with TEI, and teacher satisfaction tended to increase with effectiveness level.

Perception of Fairness

Administrators were more likely than teachers to rate TEI as at least somewhat fair. Teachers with Proficient II or higher effectiveness levels were more likely than other teachers to perceive TEI as at least somewhat fair. Administrators and teachers most frequently offered two common reasons for perceived TEI unfairness: 1) challenges facing lower performing schools compared to higher performing schools and 2) concerns regarding lack of consistency in evaluations across teachers.

Defining Excellence

Spot Observations, Extended Observations, and Summative Performance Evaluations

Some administrator respondents (18%) who conducted summative evaluations believed they were required to conduct performance evaluations for staff members with whom they had worked for an insufficient amount of time, and some (21%) indicated that they sometimes felt pressure to inflate teacher observation scores during 2016-17. Administrators were more likely than teachers overall to rate spot observations, extended observations, and summative evaluations as helpful, and more likely than teachers to highly rate the alignment of summative evaluation feedback and spot observation feedback. Teacher helpfulness and alignment ratings tended to increase as effectiveness level increased.

Student Experience Survey

A little over half (56%) of teacher respondents who received student experience survey data for 2016-17 highly rated the helpfulness of student experience survey feedback; ratings did not differ greatly by effectiveness level. Administrators were more likely than teachers to highly rate the helpfulness of student experience survey feedback to teachers (67%). Thirty-three percent of teachers who received student experience survey feedback highly rated its accuracy; teacher accuracy ratings increased with effectiveness level. Although administrators were generally more favorable regarding accuracy than teachers, fewer than half of administrators (44%) highly rated survey accuracy. To modify student engagement, teachers most frequently turned to professional development (48%) and colleagues (41%), and least frequently used Panorama Playbook (9%).

Rewarding Excellence

Administrators (61%) were more likely than teachers (46%) to agree that the district should differentiate teacher salary by effectiveness level; teacher agreement increased with effectiveness level. Administrators also were more likely than teachers overall to agree that teacher salaries based on

effectiveness level 1) adequately recognize efforts to increase student achievement, and 2) encourage teachers to remain in campus-based positions; teacher agreement with both statements increased as effectiveness level increased.

In addition, administrators were more likely than teachers to agree that the TEI compensation system 1) supports the recruitment and retention of teachers, 2) differentiates salaries to reward teachers who perform well, 3) will positively affect the future of Dallas ISD teachers, and 4) will result in teachers making more money over time than the old system. For all statements, teachers with higher effectiveness levels were more likely to respond favorably than those with lower effectiveness levels. Finally, over half of teacher respondents (59%) and most administrators (72%) indicated that adding a retention increase in 2017-18 at least somewhat improved TEI fairness. This sentiment was strongest for teachers with the highest effectiveness levels (i.e., Proficient II and higher).

Supporting Excellence

Over half of teachers agreed that 2016-17 district-sponsored and campus professional development opportunities offered applicable strategies that they were using in the classroom (district: 59% and campus: 60%) and that these opportunities were aligned with their professional development plans (district: 63% and campus: 60%).

Teachers were asked to rate their experiences with district P2LD training, campus professional development, and district virtual P2LD training. Overall, teachers rated campus professional development sessions and district P2LD training as more helpful than district virtual P2LD training. Administrators indicated that campus professional development opportunities resulted in improvement in teacher instructional practice. Teachers and administrators agreed that additional professional development opportunities were most needed in classroom management and social-emotional learning.

Two-Year TEI Trends (2014-15 to 2016-17)

Key trends from 2014-15 to 2016-17 included 1) trending upward: average spot observation scores, average summative performance evaluation scores, average teacher evaluation scores, average teacher salaries in every effectiveness level except for Unsatisfactory, overall teacher and administrator satisfaction with TEI, and teacher perceptions of the TEI compensation system; 2) remained consistent: low performing teachers leaving the district at a higher rate than higher performing teachers, and 3) trending downward: percentage of teachers who left the Dallas ISD. A full summary of two-year TEI trends is provided in Appendix D.

Recommendations

- **School leadership and TEI staff members should review the following quantitative findings from the 2016-17 TEI evaluation to determine whether additional professional development or rubric calibration is needed for TEI:**

  - Middle school teachers had significantly lower summative evaluation ratings and a smaller percentage of positive responses on the student survey compared to high school and elementary teachers.
  - Seventy-five percent of teachers received all five SLO points in 2016-17.
  - Weak to moderate correlations were found among the defining excellence components of TEI (i.e., summative performance evaluation, total student achievement, and student experience).
- **Determine whether the increase in average spot observation and summative evaluation performance scores from 2014-15 to 2016-17 was primarily due to improvements in teacher performance or to administrator pressure to increase scores.** While the average spot observation and summative evaluation performance scores trended upward from 2014-15 to 2016-17, 21 percent of respondents to the administrator survey in 2016-17 indicated that they at least sometimes felt pressure to inflate teacher observation scores. Determining to what extent this pressure impacted spot observation and summative evaluation performance scores might improve the ability of TEI to identify effective teachers.
- **Continue efforts to compensate teachers based on their effectiveness in the classroom rather than a traditional tenure-based compensation system.** From 2014-15 to 2016-17, the overall percentage of teachers who left the Dallas ISD has trended slightly downward. Furthermore, the percentage of teachers who received an Unsatisfactory, Progressing I, or Progressing II effectiveness level and left the district has been higher than for teachers who received Proficient I and above effectiveness levels. This finding indicated that a larger percentage of low performing teachers have left the district compared to higher performing teachers from 2014-15 to 2016-17. In addition, summative performance evaluation scores, total student achievement scores, evaluation scores, and the percentage of items with a positive response on the student survey improved as years of service increased and plateaued between three and five creditable years of service. Thus, more creditable years of service was not associated with higher scores on these measures after three to five years.
- **Continue efforts to improve the rate of teachers reporting an intermediate or advanced knowledge of TEI.** While the percentage of teachers who reported an intermediate or advanced knowledge of TEI has trended upward from 2014-15 to 2015-16, 27 percent of teacher respondents reported a basic or lower knowledge of TEI in 2016-17 compared to four percent of administrators. By improving the knowledge of teachers regarding TEI, teachers might have a more accurate perception of the TEI system, which could also improve the discrepancies between teacher and administrator perceptions of TEI (e.g., overall satisfaction, fairness, and perceptions of compensation).
- **Continue efforts to address teacher and administrator concerns regarding the fairness of TEI.** For teachers and administrators who perceived low TEI fairness (very little or not at all), two of the top five reasons for both groups were 1) challenges facing lower performing schools compared to higher performing schools, and 2) concerns regarding lack of consistency in evaluations across teachers. Improving teacher and administrator perceptions that the TEI system considers the challenges facing

low performing schools and uses consistent evaluators might improve teacher and administrator perceptions of TEI (e.g., overall satisfaction, fairness, and compensation).

- **Continue efforts to improve teacher perceptions that salaries based on effectiveness levels 1) adequately recognize their efforts to increase student achievement and 2) encourage them to stay in campus-based positions.** The percentage of both teachers and administrators who agreed with both statements remained virtually unchanged from 2014-15 to 2016-17. In addition, while over double the percentage of teachers with the highest effectiveness levels (Proficient II and above) agreed with both statements compared to teachers with lower effectiveness levels, approximately half of Proficient II and above teachers did not agree with these statements. Thus, improving their level of agreement with these items could also improve teacher perceptions of TEI (e.g., overall satisfaction, fairness, and compensation).
- **Consider expanding professional development opportunities for teachers.** Both teachers and administrators agreed that classroom management and social-emotional learning were in the top three most needed topics of additional professional development options for teachers. Teachers with lower effectiveness levels were more likely than those at higher levels to select classroom management and effective lesson planning, but they were less likely than those at higher effectiveness levels to select technology digital integration. Thus, addressing the professional development needs of teachers based on their effectiveness level might provide more specialized opportunities for professional growth.

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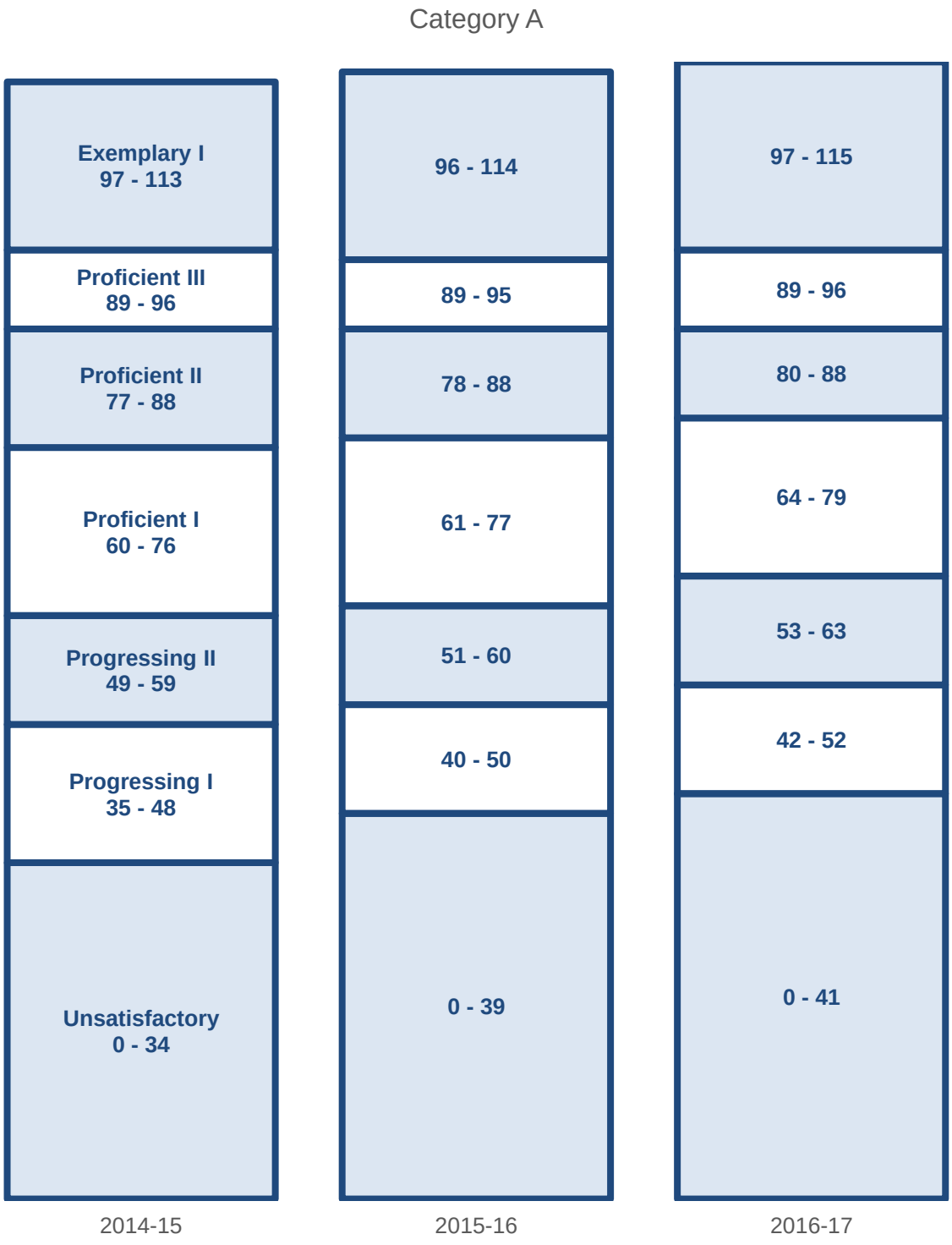
APPENDICES

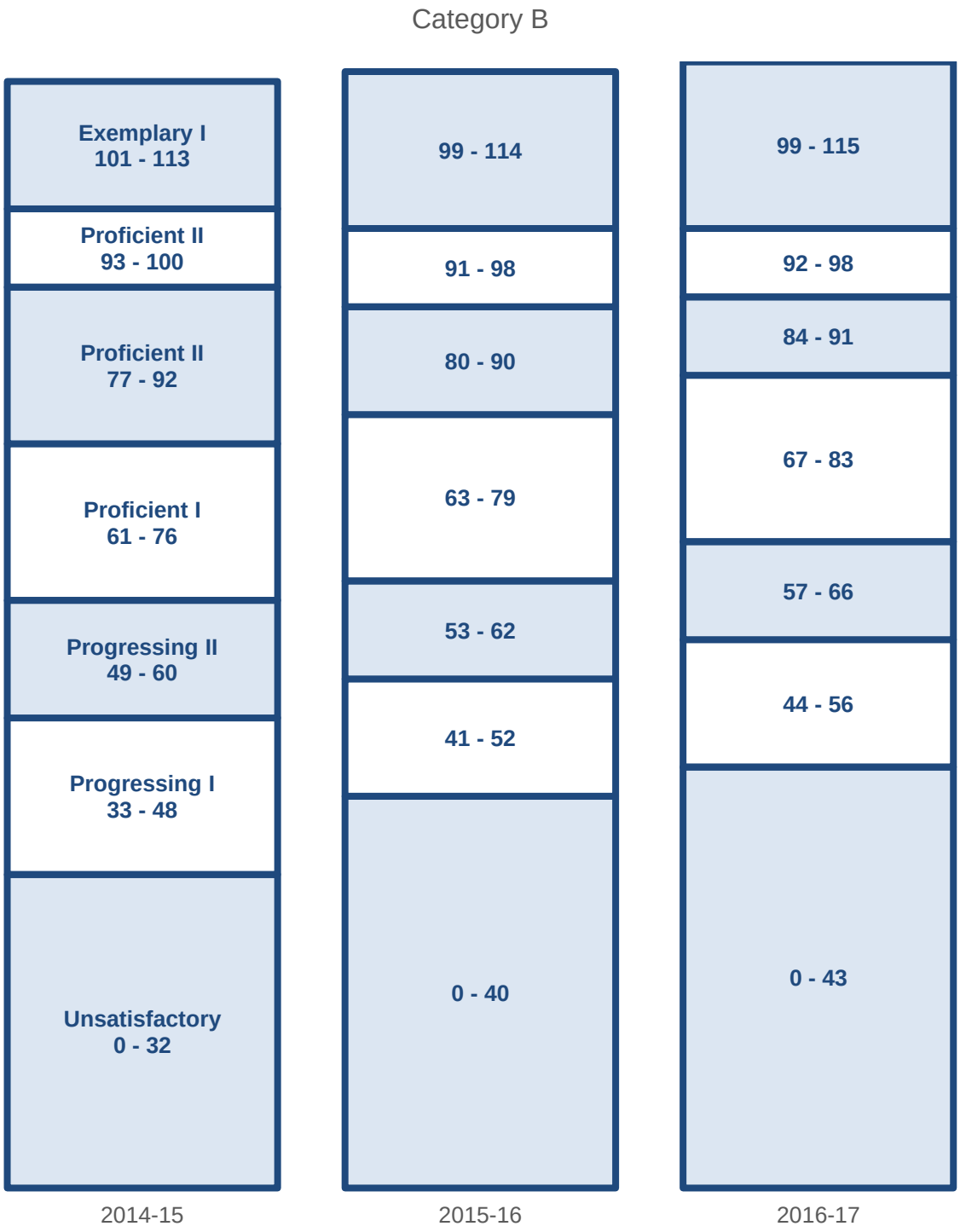
Appendix A

Appendix A Figure 1: 2014-15, 2015-16, and 2016-17 Evaluation Rating Cut Points for Category A Teachers



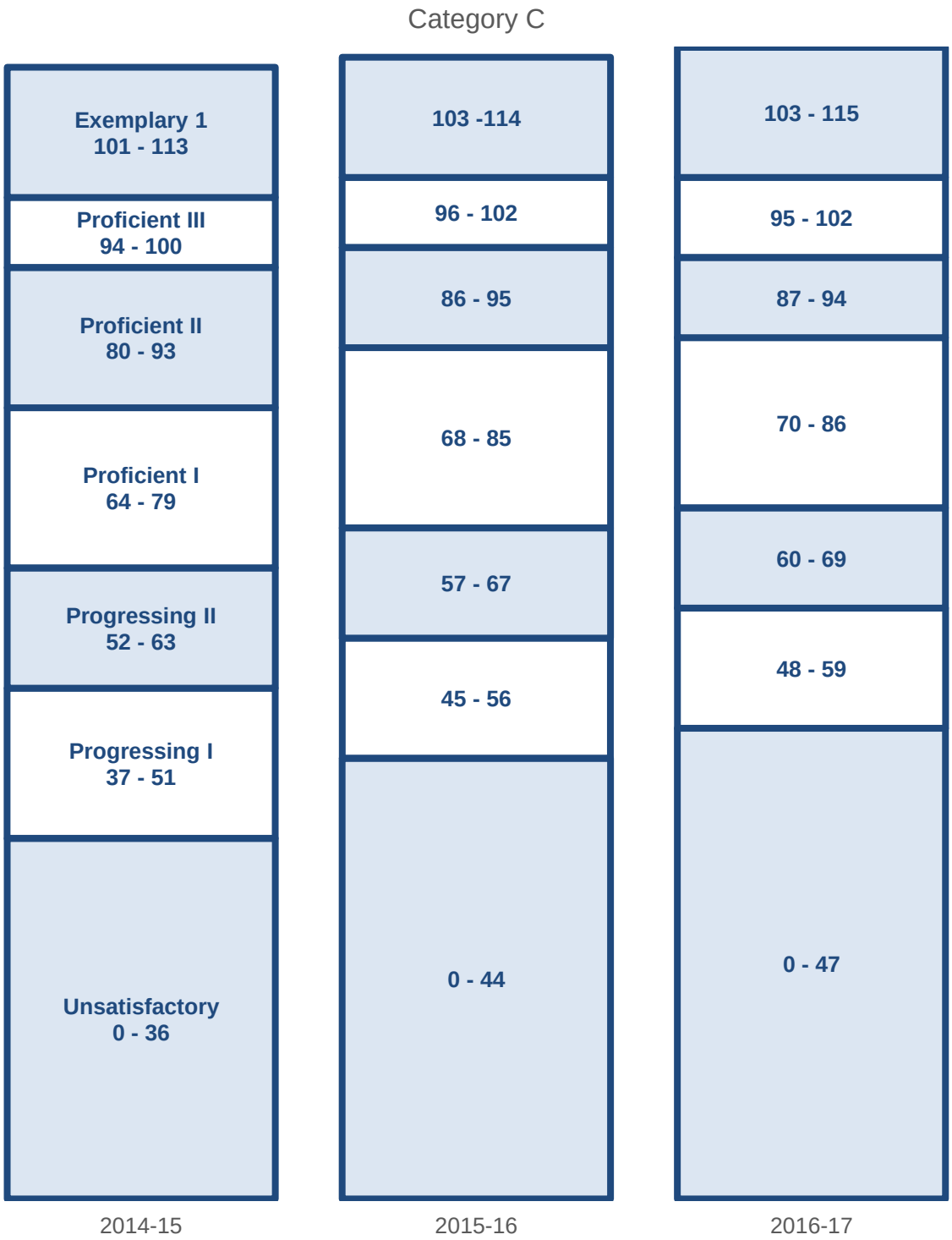
Source: 2014-15, 2015-16, and 2016-17 Category Cut Points document from Human Capital Management.

Appendix A Figure 2: 2014-15, 2015-16, and 2016-17 Evaluation Rating Cut Points for Category B Teachers



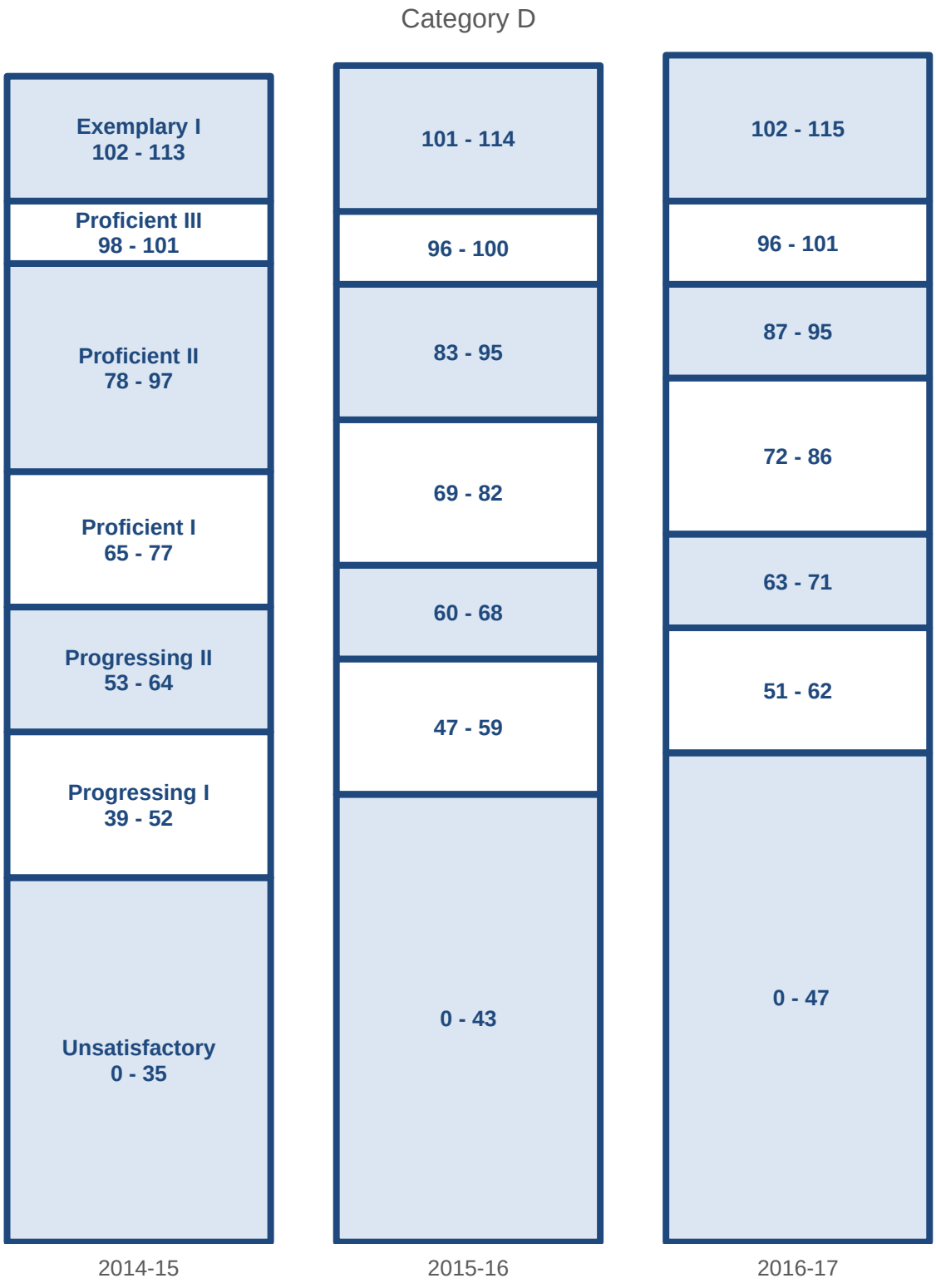
Source: 2014-15, 2015-16, and 2016-17 Category Cut Points document from Human Capital Management.

Appendix A Figure 3: 2014-15, 2015-16, and 2016-17 Evaluation Rating Cut Points for Category C Teachers



Source: 2014-15, 2015-16, and 2016-17 Category Cut Points document from Human Capital Management.

Appendix A Figure 4: 2014-15, 2015-16, and 2016-17 Evaluation Rating Cut Points for Category D Teachers



Source: 2014-15, 2015-16, and 2016-17 Category Cut Points document from Human Capital Management.

Appendix B

Appendix B Table 1: TEI Teacher Perception Survey – Teacher Characteristics and General Perceptions

	n	%
What was your position during the 2016-17 school year?		
Teacher of record	5,131	93.3
Non-teacher of record	266	4.8
Other	101	1.8
At the end of the 2016-17 school year, how many years had you been a teacher at that campus?		
One or Fewer	933	17.0
Two to Four Years	2,128	38.7
Five to Seven Years	742	13.5
Eight to 10 Years	482	8.8
More than 10 years	1,213	22.1
What effectiveness level did you receive on your scorecard for the 2016-17 school year?		
No level	91	1.7
Unsatisfactory, Progressing I, or Progressing II	1,828	33.2
Proficient I	2,365	43.0
Proficient II or Proficient III	1,092	19.9
Exemplary I or higher	122	2.2

Source: TEI Teacher Perception Survey, November 2017 (position and years on campus) and Human Capital Management TEI scorecard data (effectiveness level).
Note: Percentages may not add to 100 percent because of rounding.

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

	All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
How would you rate your knowledge about TEI, in general?												
Advanced	1,087	19.8	4	4.4	200	10.9	446	18.9	365	33.4	72	59.0
Intermediate	2,942	53.5	40	44.0	952	52.1	1,321	55.9	587	53.8	42	34.4
Basic	1,434	26.1	47	51.6	657	35.9	584	24.7	138	12.6	8	6.6
None	35	0.6	0	0.0	19	1.0	14	0.6	2	0.2	0	0.0
To what extent do you perceive TEI to be fair?												
To a great extent	392	7.1	6	6.6	82	4.5	114	4.8	153	14.0	37	30.3
Somewhat	2,509	45.6	52	57.1	765	41.8	995	42.1	630	57.7	67	54.9
Very little	1,562	28.4	22	24.2	576	31.5	737	31.2	212	19.4	15	12.3
Not at all	1,035	18.8	11	12.1	405	22.2	519	21.9	97	8.9	3	2.5

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I.

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

	All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Please check all reasons why you perceive TEI not to be fair (Please check all that apply). [For those who indicated they perceived TEI to be fair to a 'very little' or 'not at all' extent only]												
No compensation increase received	1,118	43.0	12	36.4	445	45.4	557	44.3	102	33.0	2	11.1
Size of the compensation increase received	685	26.4	6	18.2	235	24.0	365	29.1	77	24.9	2	11.1
Inequity of the size of the raise across teachers	1,020	39.3	11	33.3	348	35.5	514	40.9	146	47.2	1	5.6
Disagree with summative performance evaluation scores	1,131	43.6	15	45.5	544	55.5	501	39.9	69	22.3	2	11.1
Inclusion of student survey	1,171	45.1	13	39.4	430	43.8	571	45.5	149	48.2	8	44.4
Questions on the Student Survey	1,018	39.2	9	27.3	371	37.8	484	38.5	144	46.6	10	55.6
Disagree with scoring of the SLO	476	18.3	6	18.2	226	23.0	215	17.1	29	9.4	0	0.0
Inclusion of the student achievement data	582	22.4	6	18.2	240	24.5	275	21.9	59	19.1	2	11.1
Inclusion of school *STAAR*	847	32.6	12	36.4	350	35.7	385	30.7	94	30.4	6	33.3
Eligibility criteria for DTR	991	38.2	10	30.3	285	29.1	626	49.8	69	22.3	1	5.6
DTR application scores	722	27.8	7	21.2	147	15.0	366	29.1	189	61.2	13	72.2
Change made to campus/staffing assignment	416	16.0	6	18.2	191	19.5	187	14.9	29	9.4	3	16.7
Increased competition among teachers on campus	514	19.8	8	24.2	158	16.1	260	20.7	81	26.2	7	38.9
Concerns regarding student scheduling	510	19.6	2	6.1	220	22.4	228	18.2	57	18.4	3	16.7
Disadvantaged because of class size	976	37.6	11	33.3	405	41.3	443	35.3	110	35.6	7	38.9
Disagree with attendance requirement for an effectiveness level	795	30.6	8	24.2	309	31.5	394	31.4	78	25.2	6	33.3
Evaluation rating cut points shift annually	1,007	38.8	11	33.3	333	33.9	486	38.7	165	53.4	12	66.7
Disagree with the use of a target distribution	760	29.3	4	12.1	264	26.9	378	30.1	108	35.0	6	33.3
Unexpected teacher category changes	587	22.6	4	12.1	214	21.8	294	23.4	73	23.6	2	11.1
Changes to student achievement templates	381	14.7	1	3.0	132	13.5	187	14.9	59	19.1	2	11.1
Concerns regarding administrator bias during observations	1,182	45.5	10	30.3	479	48.8	582	46.3	108	35.0	3	16.7
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observations	1,021	39.3	11	33.3	410	41.8	494	39.3	103	33.3	3	16.7
Concerns regarding lack of administrator experience as an observer	713	27.5	9	27.3	292	29.8	340	27.1	69	22.3	3	16.7
Concerns regarding lack of consistency in evaluations across teachers	1,284	49.4	11	33.3	503	51.3	632	50.3	131	42.4	7	38.9
Challenges facing lower-performing schools compared to higher-performing schools	1,312	50.5	14	42.4	560	57.1	583	46.4	149	48.2	6	33.3
Other	671	25.8	5	15.2	229	23.3	330	26.3	99	32.	8	44.4

Source: TEI Teacher Perception Survey, November 2017.

Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Teachers could select multiple items. SLO = Student Learning Objectives. *STAAR* = *State of Texas Assessments of Academic Readiness*. DTR = Distinguished Teacher Review.

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

	All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Overall, how helpful was the spot observation feedback you received from your evaluator during the 2016-17 school year?												
Very Helpful	1,222	22.2	25	27.5	305	16.7	500	21.1	347	31.8	45	36.9
Helpful	2,774	50.5	46	50.5	930	50.9	1,200	50.7	539	49.4	59	48.4
Unhelpful	1,117	20.3	18	19.8	412	22.5	517	21.9	156	14.3	14	11.5
Very Unhelpful	385	7.0	2	2.2	181	9.9	148	6.3	50	4.6	4	3.3
Overall, how helpful was the extended observation feedback you received from your evaluator during the 2016-17 school year?												
Very Helpful	1,300	23.6	20	22.0	315	17.2	516	21.8	395	36.2	54	44.3
Helpful	2,727	49.6	49	53.8	901	49.3	1,199	50.7	523	47.9	55	45.1
Unhelpful	1,113	20.2	20	22.0	435	23.8	513	21.7	133	12.2	12	9.8
Very Unhelpful	358	6.5	2	2.2	177	9.7	137	5.8	41	3.8	1	0.8
How aligned was your summative performance evaluation with the spot observation feedback you received throughout the 2016-17 school year?												
Completely Aligned	1,112	20.2	16	17.6	228	12.5	445	18.8	356	32.6	67	54.9
Very Aligned	2,507	45.6	46	50.5	751	41.1	1,132	47.9	535	49.0	43	35.2
Slightly Aligned	1,496	27.2	24	26.4	673	36.8	626	26.5	164	15.0	9	7.4
Not at All Aligned	383	7.0	5	5.5	176	9.6	162	6.8	37	3.4	3	2.5
Overall, how helpful was the summative performance evaluation feedback you received from your evaluator in 2016-17?												
Very Helpful	1,256	22.8	19	20.9	280	15.3	500	21.1	394	36.1	63	51.6
Helpful	2,757	50.1	52	57.1	908	49.7	1,218	51.5	532	48.7	47	38.5
Unhelpful	1,097	20.0	16	17.6	447	24.5	497	21.0	128	11.7	9	7.4
Very Unhelpful	388	7.1	4	4.4	193	10.6	150	6.3	38	3.5	3	2.5

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I.

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

	All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Did you receive student experience survey data for the 2016-17 school year?												
Yes	3,282	59.7	32	35.2	1,080	59.1	1,368	57.8	712	65.2	90	73.8
No	2,216	40.3	59	64.8	748	40.9	997	42.2	380	34.8	32	26.2
Overall, how helpful was the feedback you received from the 2016-17 student experience survey? [For those who indicated they received student experience survey data only]												
Very Helpful	510	15.5	5	15.6	149	13.8	201	14.7	131	18.4	24	26.7
Helpful	1,340	40.8	17	53.1	458	42.4	547	40.0	287	40.3	31	34.4
Unhelpful	993	30.3	9	28.1	315	29.2	447	32.7	193	27.1	29	32.2
Very Unhelpful	439	13.4	1	3.1	158	14.6	173	12.6	101	14.2	6	6.7
How accurately do you think your 2016-17 student experience survey results reflected your strengths and weaknesses as a teacher? [For those who indicated they received student experience survey data only]												
Completely Accurately	287	8.7	5	15.6	57	5.3	120	8.8	84	11.8	21	23.3
Very Accurately	801	24.4	9	28.1	262	24.3	317	23.2	187	26.3	26	28.9
Slightly Accurately	1,298	39.5	14	43.8	448	41.5	542	39.6	263	36.9	31	34.4
Not at All Accurately	896	27.3	4	12.5	313	29.0	389	28.4	178	25.0	12	13.3
After you received your student experience survey results for 2016-17, which of the following resources did you use to modify your student engagement behavior? (Please check all that apply.)* [For those who indicated they received student experience survey data only]												
Campus administrators	682	20.8	9	28.1	253	23.4	253	18.5	144	20.2	23	25.6
Panorama Playbook	303	9.2	1	3.1	75	6.9	116	8.5	96	13.5	15	16.7
Colleagues (e.g., other teachers)	1,354	41.3	19	59.4	532	49.3	515	37.6	247	34.7	41	45.6
Professional development	1,567	47.7	20	62.5	609	56.4	638	46.6	264	37.1	36	40.0
Other external resources (e.g., books, internet)	1,174	35.8	16	50.0	437	40.5	439	32.1	250	35.1	32	35.6
I did not use any of these resources.	766	23.3	6	18.8	171	15.8	360	26.3	204	28.7	25	27.8
Overall, how satisfied were you with the teacher evaluation process at your school during the 2016-17 school year?												
Very Satisfied	623	11.3	7	7.7	103	5.6	233	9.9	224	20.5	56	45.9
Satisfied	1,649	30.0	22	24.2	446	24.4	685	29.0	456	41.8	40	32.8
Neutral	1,672	30.4	39	42.9	595	32.5	783	33.1	242	22.2	13	10.7
Dissatisfied	943	17.2	16	17.6	406	22.2	402	17.0	110	10.1	9	7.4
Very Dissatisfied	611	11.1	7	7.7	278	15.2	262	11.1	60	5.5	4	3.3

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. * = Teachers could select multiple items.

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

		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
To what extent do you agree with the following statements?													
The salary I received this year based on my 2016-17 teaching effectiveness adequately recognizes my efforts to increase student achievement.	Strongly Agree	426	7.7	7	7.7	56	3.1	110	4.7	177	16.2	76	62.3
	Agree	1,171	21.3	20	22.0	323	17.7	459	19.4	345	31.6	24	19.7
	Neutral	1,019	18.5	33	36.3	396	21.7	426	18.0	152	13.9	12	9.8
	Disagree	1,286	23.4	14	15.4	449	24.6	607	25.7	213	19.5	3	2.5
	Strongly Disagree	1,556	28.3	14	15.4	582	31.8	750	31.7	203	18.6	7	5.7
	Do Not Know	40	0.7	3	3.3	22	1.2	13	0.5	2	0.2	0	0.0
The salary I received this year based on my 2016-17 teaching effectiveness encourages me to remain in a campus-based position.	Strongly Agree	488	8.9	7	7.7	68	3.7	121	5.1	209	19.1	83	68.0
	Agree	1,182	21.5	26	28.6	359	19.6	445	18.8	337	30.9	15	12.3
	Neutral	1,399	25.4	32	35.2	508	27.8	634	26.8	210	19.2	15	12.3
	Disagree	1,020	18.6	15	16.5	347	19.0	489	20.7	165	15.1	4	3.3
	Strongly Disagree	1,333	24.2	9	9.9	509	27.8	645	27.3	165	15.1	5	4.1
	Do Not Know	76	1.4	2	2.2	37	2.0	31	1.3	6	0.5	0	0.0
The district should differentiate salary by effectiveness level.	Strongly Agree	770	14.0	8	8.8	183	10.0	267	11.3	251	23.0	61	50.0
	Agree	1,749	31.8	37	40.7	536	29.3	712	30.1	431	39.5	33	27.0
	Neutral	1,601	29.1	29	31.9	594	32.5	717	30.3	244	22.3	17	13.9
	Disagree	636	11.6	8	8.8	225	12.3	302	12.8	94	8.6	7	5.7
	Strongly Disagree	579	10.5	6	6.6	224	12.3	286	12.1	60	5.5	3	2.5
	Do Not Know	163	3.0	3	3.3	66	3.6	81	3.4	12	1.1	1	0.8
My salary should be based on how effective I am as an instructor.	Strongly Agree	1,280	23.3	12	13.2	342	18.7	500	21.1	357	32.7	69	56.6
	Agree	2,159	39.3	32	35.2	705	38.6	943	39.9	449	41.1	30	24.6
	Neutral	1,217	22.1	33	36.3	455	24.9	529	22.4	183	16.8	17	13.9
	Disagree	436	7.9	7	7.7	173	9.5	194	8.2	60	5.5	2	1.6
	Strongly Disagree	332	6.0%	5	5.5	125	6.8	165	7.0	33	3.0	4	3.3
	Do Not Know	74	1.3%	2	2.2	28	1.5	34	1.4	10	0.9	0	0.0

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I.

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

	All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
To what extent did adding an annual retention increase for the 2016-17 school year make TEI more fair?												
To a great extent	818	14.9	11	12.1	200	10.9	296	12.5	255	23.4	56	45.9
Somewhat	2,410	43.8	56	61.5	834	45.6	963	40.7	511	46.8	46	37.7
Very little	1,490	27.1	15	16.5	505	27.6	733	31.0	228	20.9	9	7.4
Not at all	780	14.2	9	9.9	289	15.8	373	15.8	98	9.0	11	9.0

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I.

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

		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
To what extent do you agree with the following statements? The TEI compensation system…													
supports the recruitment of highly effective teachers.	Strongly Agree	457	8.3	7	7.7	93	5.1	142	6.0	165	15.1	50	41.0
	Agree	1,410	25.6	29	31.9	435	23.8	535	22.6	372	34.1	39	32.0
	Neutral	1,312	23.9	25	27.5	486	26.6	583	24.7	202	18.5	16	13.1
	Disagree	1,174	21.4	17	18.7	407	22.3	537	22.7	204	18.7	9	7.4
	Strongly Disagree	1,045	19.0	10	11.0	372	20.4	516	21.8	139	12.7	8	6.6
	Do Not Know	100	1.8	3	3.3	35	1.9	52	2.2	10	0.9	0	0.0
supports the retention of highly effective teachers.	Strongly Agree	480	8.7	9	9.9	100	5.5	137	5.8	178	16.3	56	45.9
	Agree	1,289	23.4	31	34.1	398	21.8	489	20.7	333	30.5	38	31.1
	Neutral	1,167	21.2	22	24.2	440	24.1	505	21.4	190	17.4	10	8.2
	Disagree	1,211	22.0	18	19.8	412	22.5	561	23.7	209	19.1	11	9.0
	Strongly Disagree	1,290	23.5	11	12.1	452	24.7	642	27.1	178	16.3	7	5.7
	Do Not Know	61	1.1	0	0.0	26	1.4	31	1.3	4	0.4	0	0.0
differentiates salaries to reward teachers who perform well.	Strongly Agree	473	8.6	13	14.3	97	5.3	128	5.4	176	16.1	59	48.4
	Agree	1,486	27.0	32	35.2	466	25.5	552	23.3	396	36.3	40	32.8
	Neutral	1,258	22.9	27	29.7	476	26.0	551	23.3	195	17.9	9	7.4
	Disagree	1,197	21.8	12	13.2	399	21.8	586	24.8	192	17.6	8	6.6
	Strongly Disagree	1,032	18.8	6	6.6	368	20.1	523	22.1	129	11.8	6	4.9
	Do Not Know	52	0.9	1	1.1	22	1.2	25	1.1	4	0.4	0	0.0
will positively effect my future with the Dallas ISD.	Strongly Agree	638	11.6	11	12.1	165	9.0	200	8.5	201	18.4	61	50.0
	Agree	1,262	23.0	25	27.5	390	21.3	490	20.7	321	29.4	36	29.5
	Neutral	1,514	27.5	30	33.0	547	29.9	655	27.7	271	24.8	11	9.0
	Disagree	935	17.0	15	16.5	294	16.1	466	19.7	152	13.9	8	6.6
	Strongly Disagree	1,054	19.2	10	11.0	397	21.7	512	21.6	129	11.8	6	4.9
	Do Not Know	95	1.7	0	0.0	35	1.9	42	1.8	18	1.6	0	0.0

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I.

Appendix B Table 9: TEI Teacher Perception Survey – Rewarding Excellence by Effectiveness Level

		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
To what extent do you agree with the following statements? The TEI compensation system…													
makes me feel that I am better rewarded financially for what I do as a teacher.	Strongly Agree	494	9.0	5	5.5	90	4.9	127	5.4	205	18.8	67	54.9
	Agree	1,098	20.0	26	28.6	312	17.1	387	16.4	338	31.0	35	28.7
	Neutral	1,170	21.3	29	31.9	447	24.5	499	21.1	186	17.0	9	7.4
	Disagree	1,220	22.2	17	18.7	414	22.6	603	25.5	181	16.6	5	4.1
	Strongly Disagree	1,467	26.7	13	14.3	541	29.6	726	30.7	181	16.6	6	4.9
	Do Not Know	49	0.9	1	1.1	24	1.3	23	1.0	1	0.1	0	0.0
allows teachers to earn substantially more money over time compared to the old system.	Strongly Agree	593	10.8	8	8.8	124	6.8	166	7.0	226	20.7	69	56.6
	Agree	1,187	21.6	16	17.6	362	19.8	458	19.4	325	29.8	26	21.3
	Neutral	1,256	22.8	35	38.5	485	26.5	531	22.5	192	17.6	13	10.7
	Disagree	977	17.8	14	15.4	297	16.2	494	20.9	166	15.2	6	4.9
	Strongly Disagree	1,250	22.7	9	9.9	432	23.6	634	26.8	168	15.4	7	5.7
	Do Not Know	235	4.3	9	9.9	128	7.0	82	3.5	15	1.4	1	0.8

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I.

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

		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Please indicate your level of agreement with the following statements. The 2016-17 professional development opportunities offered by the district…													
offered applicable strategies that I am using in the classroom.	Strongly Agree	643	11.7	11	12.1	212	11.6	272	11.5	127	11.6	21	17.2
	Agree	2,616	47.6	44	48.4	874	47.8	1,127	47.7	525	48.1	46	37.7
	Neutral	1,176	21.4	25	27.5	390	21.3	521	22.0	217	19.9	23	18.9
	Disagree	629	11.4	5	5.5	199	10.9	270	11.4	142	13.0	13	10.7
	Strongly Disagree	391	7.1	6	6.6	133	7.3	161	6.8	73	6.7	18	14.8
	Not Applicable	43	0.8	0	0.0	20	1.1	14	0.6	8	0.7	1	0.8
were aligned with my Professional Development Plan (P2LD).	Strongly Agree	685	12.5	9	9.9	229	12.5	288	12.2	140	12.8	19	15.6
	Agree	2,787	50.7	44	48.4	910	49.8	1,225	51.8	559	51.2	49	40.2
	Neutral	1,216	22.1	26	28.6	407	22.3	528	22.3	230	21.1	25	20.5
	Disagree	454	8.3	6	6.6	141	7.7	194	8.2	101	9.2	12	9.8
	Strongly Disagree	301	5.5	6	6.6	113	6.2	113	4.8	53	4.9	16	13.1
	Not Applicable	55	1.0	0	0.0	28	1.5	17	0.7	9	0.8	1	0.8
The 2016-17 professional development opportunities offered by my campus…													
offered applicable strategies that I am using in the classroom.	Strongly Agree	811	14.8	13	14.3	220	12.0	329	13.9	207	19.0	42	34.4
	Agree	2,507	45.6	41	45.1	809	44.3	1,092	46.2	515	47.2	50	41.0
	Neutral	1,120	20.4	22	24.2	409	22.4	492	20.8	184	16.8	13	10.7
	Disagree	612	11.1	10	11.0	217	11.9	259	11.0	117	10.7	9	7.4
	Strongly Disagree	409	7.4	5	5.5	155	8.5	179	7.6	63	5.8	7	5.7
	Not Applicable	39	0.7	0	0.0	18	1.0	14	0.6	6	0.5	1	0.8
were aligned with my Professional Development Plan (P2LD).	Strongly Agree	802	14.6	12	13.2	219	12.0	330	14.0	202	18.5	39	32.0
	Agree	2,467	44.9	40	44.0	782	42.8	1,092	46.2	504	46.2	49	40.2
	Neutral	1,218	22.2	25	27.5	444	24.3	526	22.2	205	18.8	18	14.8
	Disagree	596	10.8	10	11.0	220	12.0	244	10.3	115	10.5	7	5.7
	Strongly Disagree	359	6.5	4	4.4	137	7.5	153	6.5	57	5.2	8	6.6
	Not Applicable	56	1.0	0	0.0	26	1.4	20	0.8	9	0.8	1	0.8

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I.

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

		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Please indicate how helpful the following 2016-17 professional development opportunities were to your overall teaching performance.													
Professional development sessions offered to your campus	Very Helpful	819	14.9	15	16.5	228	12.5	333	14.1	208	19.0	35	28.7
	Helpful	3,079	56.0	56	61.5	1,017	55.6	1,359	57.5	587	53.8	60	49.2
	Unhelpful	912	16.6	12	13.2	326	17.8	380	16.1	183	16.8	11	9.0
	Not at All Helpful	548	10.0	6	6.6	207	11.3	232	9.8	90	8.2	13	10.7
	Not Applicable	140	2.5	2	2.2	50	2.7	61	2.6	24	2.2	3	2.5
District summer and fall P2LD training sessions	Very Helpful	832	15.1	17	18.7	290	15.9	344	14.5	159	14.6	22	18.0
	Helpful	3,130	56.9	56	61.5	1,047	57.3	1,368	57.8	602	55.1	57	46.7
	Unhelpful	838	15.2	9	9.9	264	14.4	365	15.4	181	16.6	19	15.6
	Not at All Helpful	491	8.9	6	6.6	160	8.8	203	8.6	100	9.2	22	18.0
	Not Applicable	207	3.8	3	3.3	67	3.7	85	3.6	50	4.6	2	1.6
District virtual P2LD training sessions	Very Helpful	538	9.8	12	13.2	172	9.4	227	9.6	115	10.5	12	9.8
	Helpful	2,358	42.9	43	47.3	812	44.4	1,022	43.2	435	39.8	46	37.7
	Unhelpful	738	13.4	10	11.0	242	13.2	314	13.3	155	14.2	17	13.9
	Not at All Helpful	465	8.5	7	7.7	155	8.5	196	8.3	88	8.1	19	15.6
	Not Applicable	1,399	25.4	19	20.9	447	24.5	606	25.6	299	27.4	28	23.0

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I.

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

		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
When selecting professional development sessions in 2016-17, did you choose sessions related to the following areas?													
Student achievement data	Yes	3,103	56.7	47	52.2	1,015	55.9	1,328	56.4	633	58.2	80	66.1
	No	1,746	31.9	32	35.6	570	31.4	766	32.5	346	31.8	32	26.4
	None Were Available	622	11.4	11	12.2	232	12.8	261	11.1	109	10.0	9	7.4
TEI spot observation data	Yes	1,955	36.0	27	30.3	709	39.1	815	34.9	360	33.5	44	37.0
	No	2,767	51.0	46	51.7	839	46.3	1,221	52.3	597	55.5	64	53.8
	None Were Available	707	13.0	16	18.0	263	14.5	298	12.8	119	11.1	11	9.2
Student Experience Survey results	Yes	1,142	21.1	20	22.2	433	24.0	448	19.3	217	20.3	24	20.0
	No	3,214	59.4	51	56.7	1,002	55.6	1,433	61.7	657	61.3	71	59.2
	None Were Available	1,051	19.4	19	21.1	367	20.4	443	19.1	197	18.4	25	20.8
Campus Climate Survey results	Yes	1,322	24.5	27	30.0	474	26.3	544	23.4	248	23.2	29	24.4
	No	3,270	60.5	53	58.9	1,026	57.0	1,441	62.0	676	63.3	74	62.2
	None Were Available	809	15.0	10	11.1	299	16.6	340	14.6	144	13.5	16	13.4

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I.

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

		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
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, was this your experience with your TEI evaluator?	Yes	2,923	53.2	50	54.9	825	45.1	1,261	53.3	692	63.4	95	77.9
	Sometimes	1,607	29.2	25	27.5	595	32.5	697	29.5	270	24.7	20	16.4
	No	968	17.6	16	17.6	408	22.3	407	17.2	130	11.9	7	5.7

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I.

Appendix B Table 14: TEI Teacher Perception Survey – Supporting Excellence by Effectiveness Level

		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
During the 2016-17 school year, did your campus align professional development with the following areas?													
Student achievement data	Yes	4,394	79.9	54	59.3	1,380	75.5	1,915	81.0	933	85.4	112	91.8
	No	593	10.8	17	18.7	237	13.0	240	10.1	92	8.4	7	5.7
	Do Not Know	511	9.3	20	22.0	211	11.5	210	8.9	67	6.1	3	2.5
TEI spot observation data	Yes	3,377	61.4	48	52.7	1,051	57.5	1,493	63.1	700	64.1	85	69.7
	No	1,315	23.9	24	26.4	485	26.5	544	23.0	239	21.9	23	18.9
	Do Not Know	806	14.7	19	20.9	292	16.0	328	13.9	153	14.0	14	11.5
Student Experience Survey data	Yes	2,528	46.0	39	42.9	808	44.2	1,083	45.8	519	47.5	79	64.8
	No	1,819	33.1	26	28.6	622	34.0	793	33.5	352	32.2	26	21.3
	Do Not Know	1,151	20.9	26	28.6	398	21.8	489	20.7	221	20.2	17	13.9
Campus Climate Survey data	Yes	3,708	67.4	46	50.5	1,129	61.8	1,637	69.2	797	73.0	99	81.1
	No	1,072	19.5	20	22.0	427	23.4	426	18.0	182	16.7	17	13.9
	Do Not Know	718	13.1	25	27.5	272	14.9	302	12.8	113	10.3	6	4.9

Source: TEI Teacher Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I.

Appendix B Table 15: TEI Teacher Perception Survey – Supporting Excellence by Effectiveness Level

	All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
In which of the following areas do you feel additional professional development options are needed for Dallas ISD teachers?												
Bias, equity, and cultural understanding	1,820	33.1	29	31.9	646	35.3	770	32.6	341	31.2	34	27.9
Classroom management	2,561	46.6	43	47.3	976	53.4	1,054	44.6	453	41.5	35	28.7
Social-emotional learning	2,453	44.6	42	46.2	838	45.8	1,027	43.4	496	45.4	50	41.0
Content training	2,096	38.1	39	42.9	709	38.8	886	37.5	413	37.8	49	40.2
Pedagogy – effective instructional practices training	2,021	36.8	39	42.9	724	39.6	802	33.9	409	37.5	47	38.5
Effective lesson planning	1,922	35.0	40	44.0	768	42.0	760	32.1	322	29.5	32	26.2
Technology digital integration	2,691	48.9	45	49.5	821	44.9	1,169	49.4	589	53.9	67	54.9
Other	453	8.2	12	13.2	143	7.8	195	8.2	85	7.8	18	14.8

Source: TEI Teacher Perception Survey, November 2017.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Teachers could select multiple items.

Appendix C

Appendix C Table 1: TEI Administrator Perception Survey – Administrator Characteristics and General Perceptions

	n	%
What was your position during the 2016-17 school year?		
Principal	167	38.3
Assistant Principal	250	57.3
Other	19	4.4
At the end of the 2016-17 school year, how many years had you been an administrator at that campus?		
One or Fewer	143	32.8
Two to Four years	207	47.5
Five to Seven years	44	10.1
Eight to 10 years	15	3.4
More than 10 years	27	6.2
At the end of the 2016-17 school year, how many years had you been an administrator in the Dallas ISD?		
One or Fewer	75	17.2
Two to Four years	168	38.5
Five to Seven years	87	20.0
Eight to 10 years	32	7.3
More than 10 years	74	17.0
At the end of the 2016-17 school year, how many years had you been an administrator, overall?		
One or Fewer	57	13.1
Two to Four years	145	33.3
Five to Seven years	95	21.8
Eight to 10 years	46	10.6
More than 10 years	93	21.3
How would you rate your knowledge about TEI, in general?		
Advanced	229	52.5
Intermediate	191	43.8
Basic	16	3.7
None	0	0.0
To what extent do you perceive TEI to be fair?		
To a great extent	110	25.2
Somewhat	254	58.3
Very little	58	13.3
Not at all	14	3.2

Source: TEI Administrator Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding.

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

	n	%
Please check all reasons why you perceive TEI not to be fair (Please check all that apply). [For those who indicated they perceived TEI to be fair to a 'very little' or 'not at all' extent only]		
No compensation increase received	48	66.7
Size of the compensation increase received	26	36.1
Inequity of the size of the raise across teachers	30	41.7
Disagree with summative performance evaluation scores	15	20.8
Inclusion of student survey	18	25.0
Questions on the Student Survey	15	20.8
Disagree with scoring of the SLO	5	6.9
Inclusion of the student achievement data	8	11.1
Inclusion of school *STAAR*	13	18.1
Eligibility criteria for DTR	17	23.6
DTR application scores	11	15.3
Change made to campus/staffing assignment	14	19.4
Increased competition among teachers on campus	7	9.7
Concerns regarding student scheduling	7	9.7
Disadvantaged because of class size	18	25.0
Disagree with attendance requirement for an effectiveness level	15	20.8
Evaluation rating cut points shift annually	34	47.2
Disagree with the use of a target distribution	24	33.3
Unexpected teacher category changes	21	29.2
Changes to student achievement templates	11	15.3
Concerns regarding administrator bias during observations	18	25.0
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observations	9	12.5
Concerns regarding lack of administrator experience as an observer	6	8.3
Concerns regarding lack of consistency in evaluations across teachers	28	38.9
Challenges facing lower-performing schools compared to higher-performing schools	49	68.1
Other	23	31.9

Source: TEI Administrator Perception Survey, November 2017.
Note: Administrators could select multiple items.

Appendix C Table 3: TEI Administrator Perception Survey – Defining Excellence

	n	%
Did you conduct any spot observations during the 2016-17 school year?		
Yes	402	92.2
No	34	7.8
Overall, how helpful do you think your spot observation feedback was for your teachers' growth during the 2016-17 school year? [For those who indicated they conducted spot observations only]		
Very Helpful	140	34.8
Helpful	256	63.7
Unhelpful	6	1.5
Very Unhelpful	0	0.0
Did you conduct any extended observations during the 2016-17 school year?		
Yes	384	88.1
No	52	11.9
Overall, how helpful do you think your extended observation feedback was for your teachers' growth during the 2016-17 school year? [For those who indicated they conducted extended observations only]		
Very Helpful	129	33.6
Helpful	243	63.3
Unhelpful	12	3.1
Very Unhelpful	0	0.0
Did you conduct any summative performance evaluations during the 2016-17 school year?		
Yes	389	89.2
No	47	10.8
During the 2016-17 school year, were you ever required to conduct a summative performance evaluation for staff with whom you had worked for an insufficient amount of time? [For those who indicated they conducted summative performance evaluations only]		
Yes	71	18.3
No	318	81.7
Overall, how helpful do you think your 2016-17 summative performance evaluation feedback was for your teachers' growth? [For those who indicated that they conducted summative performance evaluations only]		
Very Helpful	107	27.5
Helpful	259	66.6
Unhelpful	23	5.9
Very Unhelpful	0	0.0
How aligned were the summative performance evaluations you conducted with the spot observation feedback you provided through the 2016-17 school year? [For those who indicated that they conducted summative performance evaluations only]		
Completely Aligned	67	17.2
Very Aligned	291	74.8
Slightly Aligned	30	7.7
Not at All Aligned	1	0.3

Source: TEI Administrator Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. * = Teachers could select multiple items.

Appendix C Table 4: TEI Administrator Perception Survey – Defining Excellence

	n	%
Overall, how satisfied were you with the teacher evaluation process at your school during the 2016-17 school year?		
Very Satisfied	56	12.8
Satisfied	259	59.4
Neutral	98	22.5
Dissatisfied	18	4.1
Very Dissatisfied	5	1.1
Overall, how helpful do you think the feedback teachers received from the 2016-17 Student Experience Survey was for improving their instructional practice?		
Very Helpful	54	12.4
Helpful	236	54.1
Unhelpful	96	22.0
Very Unhelpful	17	3.9
I don't know. I did not have any experience with student survey results.	33	7.6
How accurately do you think 2016-17 Student Experience Survey results reflected teachers' strengths and weaknesses?		
Completely Accurately	26	6.0
Very Accurately	166	38.1
Slightly Accurately	166	38.1
Not at All Accurately	46	10.6
I don't know. I did not have any experience with student survey results.	32	7.3

Source: TEI Administrator Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding.

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

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Do Not Know	
	N	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
To what extent do you agree with the following statements?													
The salary that teachers received this year based on their 2016-17 teaching effectiveness adequately recognized their efforts to increase student achievement.	436	23	5.3	165	37.8	84	19.3	118	27.1	38	8.7	8	1.8
The salary that teachers received this year based on their 2016-17 teaching effectiveness encouraged them to remain in a campus-based position.	436	31	7.1	147	33.7	90	20.6	108	24.8	49	11.2	11	2.5
The district should differentiate teacher salary by effectiveness level.	436	86	19.7	180	41.3	100	22.9	49	11.2	16	3.7	5	1.1
To what extent do you agree with the following statements? The TEI compensation system…													
supports the recruitment of highly effective teachers.	436	50	11.5	185	42.4	77	17.7	91	20.9	31	7.1	2	0.5
supports the retention of highly effective teachers.	436	57	13.1	156	35.8	72	16.5	108	24.8	41	9.4	2	0.5
differentiates salaries to reward teachers who perform well.	436	53	12.2	178	40.8	89	20.4	87	20.0	27	6.2	2	0.5
will positively affect my teachers' future in the Dallas ISD.	436	49	11.2	155	35.6	122	28.0	70	16.1	35	8.0	5	1.1
allows teachers to earn substantially more money over time compared to the old system	436	75	17.2	167	38.3	77	17.7	76	17.4	38	8.7	3	0.7

Source: TEI Administrator Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding.

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

	n	%
To what extent did adding an annual retention increase for the 2016-17 school year make TEI more fair?		
To a great extent	88	20.2
Somewhat	226	51.8
Very little	98	22.5
Not at all	24	5.5

Source: TEI Administrator Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding.

Appendix C Table 7: TEI Administrator Perception Survey – Supporting Excellence

		Yes		No		Do Not Know	
	N	*n*	%	*n*	%	*n*	%
During the 2016-17 school year, did your campus align professional development around the following areas?							
Student achievement data	436	405	92.9	16	3.7	15	3.4
TEI spot observation data	436	362	83.0	56	12.8	18	4.1
Student Experience Survey results	436	225	51.6	181	41.5	30	6.9
Campus Climate Survey results	436	386	88.5	34	7.8	16	3.7

Source: TEI Administrator Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding.

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

	n	%
During the 2016-17 school year, did you create Individualized P2LD Planning Forms for teachers based on available student achievement and teacher performance data?		
Yes	323	74.1
No	113	25.9

Source: TEI Administrator Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding.

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

		A Great Deal		Quite A Bit		Somewhat		Very Little		Not at All		Do Not Know	
	N	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
During the 2016-17 school year, to what extent did you see an improvement in your teachers' instructional practice as a result of the following professional development opportunities?													
Professional development sessions offered on your campus	436	83	19.0	185	42.4	132	30.3	17	3.9	1	0.2	18	4.1
District summer and fall P2LD training sessions	436	46	10.6	112	25.7	174	39.9	59	13.5	11	2.5	34	7.8
District virtual P2LD training sessions	436	32	7.3	78	17.9	141	32.3	78	17.9	18	4.1	89	20.4

Source: TEI Administrator Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding.

Appendix C Table 10: TEI Administrator Perception Survey – Supporting Excellence

	n	%
In which of the following areas do you feel additional professional development options are needed for Dallas ISD teachers?		
Bias, equity, and cultural understanding	201	46.1
Classroom management	291	66.7
Social-emotional learning	297	68.1
Content training	237	54.4
Pedagogy – effective instructional practices training	269	61.7
Effective lesson planning	243	55.7
Technology digital integration	191	43.8
Other	33	7.6

Source: TEI Administrator Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding. Teachers could select multiple items.

Appendix C Table 11: TEI Administrator Perception Survey – General

	n	%
Did you feel pressure to inflate teacher observation scores during the 2016-17 school year?		
Yes	21	4.8
Sometimes	71	16.3
No	314	72.0
Not Applicable. I did not conduct observations.	30	6.9
How helpful was the TEI certification training in preparing you to implement TEI effectively on your campus during the 2016-17 school year?		
Very Helpful	60	13.8
Helpful	288	66.1
Unhelpful	48	11.0
Not at All Helpful	22	5.0
Not Applicable. I did not attend the training.	18	4.1

Source: TEI Administrator Perception Survey, November 2017.
Note: Percentages may not add to 100 percent because of rounding.

Appendix D

Appendix D Table 1: Two-Year TEI Trends (2014-15 to 2016-17)

TEI Factor	2014-15	2016-17
Trended Upward		
Spot observation scores		
- Overall average spot observation score	1.75	2.00
- Average first spot observation score for each indicator	1.36-1.66	1.66-2.00
- Average last spot observation score for each indicator	1.77-1.97	2.06-2.31
Average summative performance evaluation scores		
- District	66.4	75.7
- Feeder patterns	57.9-76.6	68.3-83.6
- Relevant teacher demographic groups	57.9-80.9	62.5-90.7
Average total student achievement score for Category C and D teachers (slightly)		
- District	13.0	13.9
- Feeder patterns	6.8-14.7	10.1-16.8
Percentage of teachers who received the maximum number (five) of SLO points	53%	75%
Strength of the correlation between spot observation indicators and summative performance evaluation scores	*r* = .43-.74	*r* = .73-.82
Strength of the correlation between teacher-level student achievement and school STAAR (slightly)		
- Category A teachers	*r = .42*	*r = .49*
- Category B teachers	*r = .20*	*r = .28*
Strength of the correlation between summative performance evaluation scores and total student achievement scores for Category A and B teachers (slightly)	*r = .40*	*r = .46*
Strength of the correlation between summative performance evaluation scores and student experience scores	*r = .25*	*r = .34*
Strength of the correlation between total student achievement and student experience scores		
- Category A teachers	*r = .21*	*r = .26*
- Category C teachers	*r = .10*	*r = .23*
The percentage of positive responses on the student survey		
- Middle school teachers	64%	68%
- High school teachers	65%	71%

table continues

Table (continued)

TEI Factor	2014-15	2016-17
Trended Upward		
Average teacher evaluation score		
- Category A teachers	63.8	67.9
- Category B teachers	64.5	71.3
- Category C teachers	67.4	74.1
- Category D teachers	67.5	75.2
Percentage of teachers who received a salary increase	72%	93%
Percentage of teachers achieving DTR status		
- District	12%	19%
- Feeder patterns	4%-22%	5%-45%
Percentage of teachers indicating an intermediate to advanced knowledge of the TEI system	67%	73%
Percentage of survey respondents reported being satisfied or very satisfied with TEI teacher evaluation process		
- Teachers	31%	41%
- Administrators	61%	72%
Percentage of teachers reporting that spot observation feedback was helpful or very helpful	63%	73%
Percentage of teachers reporting that extended observation feedback was helpful or very helpful	67%	73%
Percentage of teachers reporting that summative performance evaluation feedback was helpful or very helpful	65%	74%
Percentage of teachers reporting that summative performance evaluation feedback and spot observation feedback was very or completely aligned	55%	66%
Percentage of survey respondents reporting student experience survey feedback as helpful or very helpful		
- Teachers	50%	56%
- Administrators	58%	67%
Percentage of survey respondents reporting student experience survey feedback as very or completely accurate		
- Teachers	28%	33%
- Administrators	41%	44%
Percentage of teachers that agree or strongly agree that the TEI compensation system…		
- supports retention of highly effective teachers	24%	32%
- differentiates salaries to reward high-performing teachers	30%	36%
- will positively affect the future of teachers in the Dallas ISD	28%	35%

table continues

Table (continued)

TEI Factor	2014-15	2016-17
Trended Upward		
Percentage of administrators that agree or strongly agree that the TEI compensation system...		
- supports the recruitment of highly effective teachers	42%	54%
- supports the retention of highly effective teachers	37%	49%
Remained Consistent		
Strength of the relationship between teacher-level student achievement and SLO		
- Category A teachers	ρ = .19	ρ = .19
- Category B teachers	ρ = .21	ρ = .21
Scores for total student achievement		
- Category A teachers	20.2	20.5
- Category B teachers	21.6	21.4
- Category C teachers	12.8	14.0
- Category D teachers	13.2	13.9
Scores for total student achievement and teacher-level student achievement		
- Category A teachers	13.7	13.6
- Category B teachers	14.8	14.2
Percentage of teachers who left the Dallas ISD by effectiveness level		
- Unsatisfactory	55%	50%
- Progressing I	22%	23%
- Progressing II	19%	18%
- Proficient I	12%	11%
- Proficient II	5%	7%
- Proficient III	5%	4%
- Exemplary I	8%	5%
- Exemplary II	-	1%
Average total student achievement score across feeder patterns		
- District	20.6	20.7
- Feeder patterns	15.1-24.4	15.0-25.9
Average base school *STAAR* points		
- District	2.6	2.7
- Across feeder patterns	1.7-3.4	1.1-3.6

table continues

Table (continued)

TEI Factor	2014-15	2016-17
Remained Consistent		
Average student experience points		
- District	8.1	8.0
- Across feeder patterns	7.7-9.2	6.6-9.4
Percentage of teachers who achieved a Proficient I rating or higher	60%	61%
Percentage of teachers who achieved DTR status (slightly; Note: A larger group of teachers were eligible to achieve DTR in 2016-17 compared to previous years)	92%	91%
Total student achievement scores across teacher demographic groups		
- District	20.6	20.8
- Feeder patterns	14.5-29.7	17.3-32.6
Student experience scores across teacher demographic groups	7.5-9.1	6.7-9.8
Percentage of administrators who felt some pressure to inflate teacher observation scores	21%	21%
Percentage of administrators reporting that spot observation feedback was helpful or very helpful	95%	99%
Percentage of administrators reporting that extended observation feedback was helpful or very helpful	95%	97%
Percentage of administrators reporting that summative performance evaluation feedback was helpful or very helpful	92%	94%
Percentage of administrators reporting that summative performance evaluation feedback and spot observation feedback was very or completely aligned	91%	92%
Percentage of survey respondents reported that teacher salaries based on effectiveness levels adequately recognize efforts to increase student achievement		
- Teachers	31%	29%
- Administrators	44%	43%
Percentage of survey respondents reported that the TEI compensation system allows teachers to earn substantially more money over time than the old system		
- Teachers	30%	32%
- Administrators	56%	56%
Trended Downward		
Percentage of teachers who left the Dallas ISD (slightly)	16%	14%
Percentage of administrators conducting performance evaluations for teachers they believed that they had known for an insufficient amount of time	24%	18%
Percentage of teachers who reported using Panorama Playbook	13%	9%

Source: Scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017. District personnel file dated April 30, 2017. 2014-15 TEI Program Evaluation (Douglas & Ure, 2015). 2014-15 and 2016-17 TEI Perception Surveys.