

2017-18 Evaluation of Teacher Excellence Initiative (TEI)

Department of Evaluation and Assessment

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Superintendent of Schools*



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2017-18 Evaluation of Teacher Excellence Initiative (TEI)

Approved Report of the Department of Evaluation and Assessment

EA19-539-2

January 2019

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2017-18 Evaluation of Teacher Excellence Initiative (TEI)

Project Evaluator: Mitch Barton, Ph.D.
Larry Featherston, Ph.D.

ABSTRACT

In 2014-15, the Dallas Independent School District (Dallas ISD) began implementing the Teacher Excellence Initiative (TEI), an integrated system that replaced the previous tenure-based compensation system. In 2017-18, the TEI administrative budget was \$776,520, and the budget for 2017-18 teacher salaries, teacher benefits, and expert stipends totaled \$548,568,735, which was lower than in 2016-17.

Forty-one percent of teachers with an unsatisfactory effectiveness level left the district in 2017-18; this rate decreased as effectiveness level increased, indicating effective teachers continued to be retained at higher rates than less effective teachers. Overall, the highest performing groups were teachers at majority white campuses, teachers at magnet campuses, and teachers who stayed in the district but moved out of TEI-coded positions. First-year teachers, Teach for America teachers, and teachers at Improvement Required, Intensive Support Network and majority African American campuses generally performed below the district average. Administrators and teachers with Proficient II or higher effectiveness levels were more likely than other teachers to express satisfaction with TEI and to perceive TEI as at least somewhat fair.

Key trends from 2015-16 to 2017-18 included 1) trended upward: average summative performance evaluation scores, average evaluation scores, percentage of positive student survey responses, and administrator perceptions of the TEI compensation system; 2) remained consistent: correlations among the TEI components, the overall rate of teachers who left the district, the higher rate of low performing teachers than high performing teachers leaving the district, and the percentage of administrators who felt pressure to inflate teacher observation scores; and 3) trended downward: percentage of teachers who highly rated the alignment of summative and spot observation feedback, the percentage of teachers who rated TEI as at least somewhat fair, and teacher perceptions of helpfulness from student survey.

To determine whether additional calibration is needed for TEI, program staff members should: 1) examine if higher scores from 2015-16 to 2017-18 were due to improvements in teacher performance or administrator pressure to increase scores, 2) continue efforts to compensate teachers based on classroom effectiveness, 3) review TEI results to address possible inequities in the district, 4) continue efforts to increase teacher knowledge regarding the TEI system, 5) continue addressing concerns regarding the fairness of TEI, 6) continue expanding professional development opportunities for teachers, and 7) continue efforts to improve teacher perceptions regarding salaries based on effectiveness levels.

PROGRAM DESCRIPTION

Background Information

The Teacher Excellence Initiative (TEI) is 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 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 2017-18 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 high school feeder pattern?
12. What were the results of TEI by teacher demographic groups?
13. What were teacher and administrator experiences with TEI?

When applicable, each section the evaluation also includes a comparison of the 2017-18 TEI results to the results from 2015-16 (Douglas & Barton, 2016) and 2016-17 (Barton & Palladino, 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 2015-16, 2016-17, and 2017-18 TEI evaluation reports can be found at <https://www.dallasisd.org/Page/42559>.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the 2017-18 TEI budget?

Methodology

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

Results

Since the 2014-15 school year, TEI has been supported by both Dallas ISD General Operating funds and \$1 million from the Texas Education Agency (TEA) Educator Excellence Innovation Program (EEIP).³ 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 2017-18 TEI administrative budget of \$776,520. Four positions in Human Capital Management were backed by \$195,761 of general operating funds,⁴ and seven positions in Human Capital Management and Teaching and Learning were backed by \$443,000 of EEIP funds, excluding benefits.⁵ In addition to administrative costs, teacher compensation costs for 2016-17 and 2017-18 and estimated costs for 2018-19 are shown in Table 1.⁶ Teacher salary cost, benefit cost, and TEI expert stipend cost were lower in 2017-18 than 2016-17.

Table 1: 2017-18 and 2018-19 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	\$227,00
2017-18	
Teacher Salary Cost	\$507,726,144
Teacher Benefit Cost	\$40,618,091
TEI Expert Stipend Cost	\$224,500
2018-19	
Projected Teacher Salary Cost	\$512,341,747
Estimated Teacher Benefit Cost	\$40,987,339
Projected TEI Expert Stipend Cost	\$234,500

Source: TEI program staff members on October 8, 2018.

Note: Teacher evaluation results from the 2016-17 school year determined teacher compensation costs in 2017-18, and teacher evaluation results from the 2017-18 school year will determine teacher compensation costs in 2018-19.

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 were filled for the duration of the 2017-18 school year.

⁵ Not all positions under the EEIP grant were filled during the 2017-18 school year; thus, TEI did not receive 100 percent of the \$1 million allocated funds.

⁶ Teacher evaluation results from the 2016-17 school year determined costs associated with teacher compensation in 2017-18, and teacher evaluation results from the 2017-18 school year determined costs associated with teacher compensation in 2018-19.

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 2016-17 to 2017-18.

Methodology

Evaluators collected relevant documentation from paper and online resources regarding the TEI evaluation process⁷ 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: 2017-18 Teacher Categories and 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 2017-18 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.⁸ TEI evaluators observed instructional practices and classroom culture through a series of classroom observations in the form of spot observations (10-15 minutes),⁹ an

⁷ The 2017-18 TEI Guidebook and 2017-18 TEI Rulebook can be found at <http://tei.dallasisd.org/home/resources/>.

⁸ The four domains included 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.

⁹ 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 2017-18 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.¹⁰ Teachers also received a summative performance evaluation.¹¹

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)*. 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.¹² 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).¹³

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 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

¹⁰ 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/>.

¹¹ 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.

¹² For example, this ensured that it was not easier to get more points in the Grade 3 Math *ACP* than in high school Biology.

¹³ The 2017-18 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/>.

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.¹⁴

Student Experience

The Dallas ISD contracted with Panorama Education¹⁵ to administer age-appropriate surveys to students in grades three to 12 in both English and Spanish.¹⁶ 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).¹⁷

Supporting Excellence

During the 2017-18 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 outside their work calendar before December 21, 2017. This professional development was differentiated based on 2017-18 TEI summative scores to motivate and personalize learning for all Dallas ISD teachers (Figure 1).¹⁸

Changes to Professional Development for the 2017-18 School Year

In 2017-18, there was one change to the professional development requirements for TEI. Teachers with lower summative scores had to attend more required professional development sessions than in 2016-17.¹⁹

¹⁴ 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). For teachers without a school STAAR score, Categories A and B teachers were given two weights (10%) and Categories C and D teachers were given four weights (20%).

¹⁵ Additional information regarding Panorama Education can be found at <https://www.panoramaed.com/>.

¹⁶ Additional information about the student experience component can be found in the 2017-18 Student Experience Survey Fact Sheet at <http://tei.dallasisd.org/home/resources/>.

¹⁷ Additional information regarding the DTR eligibility requirements and application process can be found in the 2017-18 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

¹⁸ 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 2017-18 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.

¹⁹ Teachers with a summative score between zero and 54 were required to attend 14 credit hours of professional development from the Dallas ISD. Teachers with summative scores between 55 and 74 were required to attend 10.5 credit hours of professional development from the Dallas ISD and 3.5 credit hours from professional development sessions approved by administration. Teachers with summative scores between 75 and 100 were required to attend seven credit hours of professional development from the Dallas ISD and seven credit hours from professional development sessions approved by administration.

Figure 1: 2017-18 Differentiated Professional Development Requirements Based on TEI Summative Scores

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

Source: Figure retrieved from 2017-18 Dallas ISD Individualized Professional Development 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 2016-17 to 2017-18

The following is a summary of TEI programmatic changes that were implemented from 2016-17 to 2017-18:

1. The first Master teachers were designated at the end of the 2017-2018 school year.
2. Differentiated retention increases were introduced for Progressing II and higher effectiveness levels, ranging from \$500 to \$1250.
3. The \$5,000 salary cap on increases was removed.
4. The number of required spot observations was further differentiated. Progressing II and lower required 6 spots; proficient I required 4; and no spot observations were required for teachers at Proficient II or higher.
5. The DTR eligibility was opened to the top 30% of each category (from 20%).
6. The number of experiences (e.g., presenting at a conference) that teachers could describe for each domain of the DTR application was shortened from three to two.
7. DTR teachers were required to re-apply for DTR status every three years instead of every two years.
8. The selection model for TEI Campus Experts was revised to include one representative selected by campus leader and one representative selected by campus teachers.

What were the demographic characteristics of teachers evaluated by TEI?

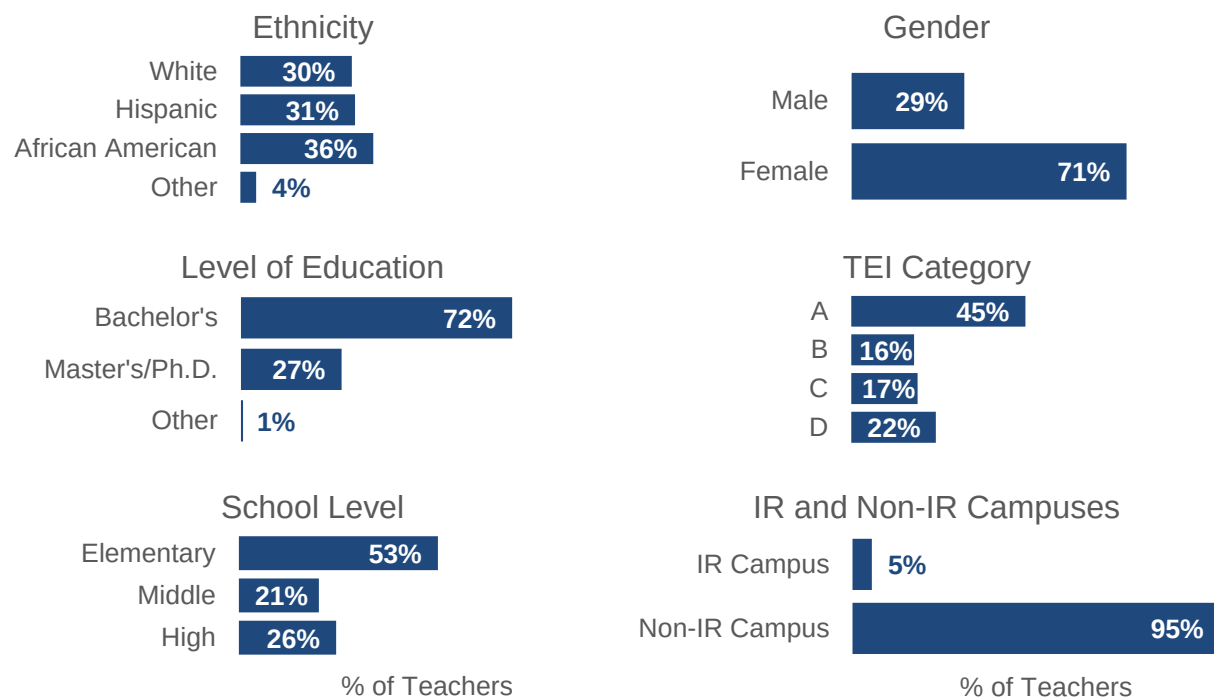
Methodology

To determine the characteristics of teachers evaluated by TEI in 2017-18, the evaluators used the Scorecard data file from Human Capital Management dated October 8, 2018 and the district personnel file dated April 29, 2018. 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 2017-18 TEI Scorecard. The 9,907 teachers were fairly evenly split between African American, Hispanic, and White, and the majority were female (71%). Twenty-seven percent of teachers who received a Scorecard in 2017-18 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 (53%) than at other grade levels.

Figure 2: 2017-18 TEI Teacher Demographics

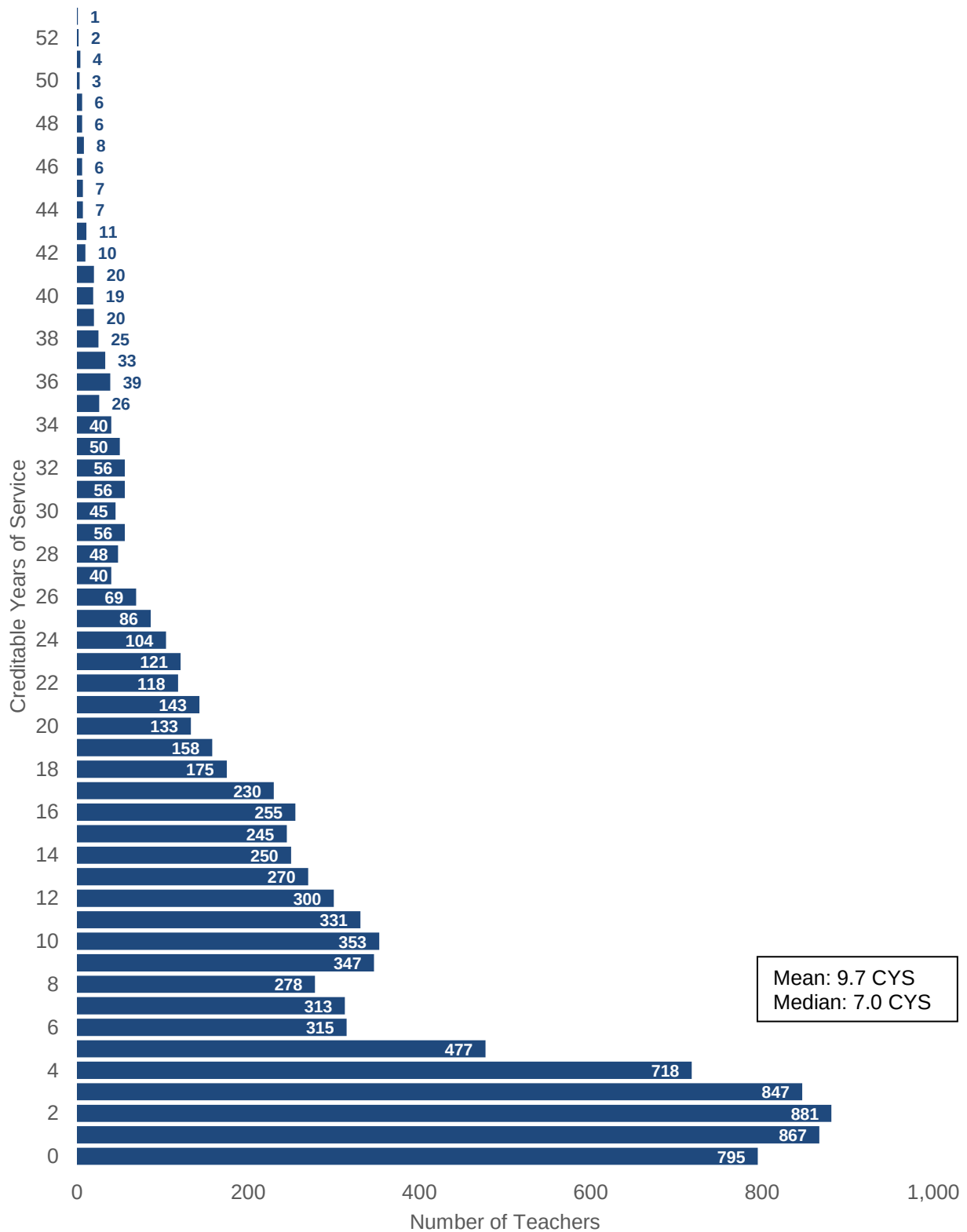


Source: Scorecard data file from Human Capital Management dated October 8, 2018 and district personnel file dated April 29, 2018. Some percentages may not sum to 100 percent because of rounding.

Note: N = 9,907 Dallas ISD teachers. TEI = Teacher Excellence Initiative. IR = Improvement Required.

In 2017-18, teacher creditable years of service in the Dallas ISD ranged from zero (first-year teachers) to 53 years (see Figure 3; mean = 9.7; median = 7.0). Approximately 17 percent of teachers had either zero (first-year teachers) or one (second-year teachers) creditable year of service.

Figure 3: 2017-18 Frequency Distribution of TEI Teachers by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: N = 9,823 Dallas ISD teachers. CYS = creditable years of service. 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 2017-18 academic year. When applicable, results from the 2017-18 school year also were compared to the 2015-16 (Douglas & Barton, 2016) and 2016-17 (Barton & Palladino, 2017) TEI results to examine trends over time.

Methodology

Spot Observations

To examine spot observation scores in 2017-18, the evaluators used the Schoolnet data file from Human Capital Management dated October 8, 2018. 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 2017-18 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 September 2018 and if the last observation occurred after March 2018.

Summative Performance Evaluation

Evaluators used the Schoolnet data file from Human Capital Management dated October 8, 2018 to examine teacher summative performance evaluation scores during 2017-18. 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.²⁰ Furthermore, the evaluators merged the scorecard and Schoolnet data files from Human Capital Management dated October 8, 2018 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.

Relationship Between Spot and Summative Scores

Using the Schoolnet data file from Human Capital Management dated October 8, 2018, the evaluators conducted Pearson correlation (*r*) analyses to determine if there was a relationship between teacher spot observation indicators and summative performance evaluation scores.

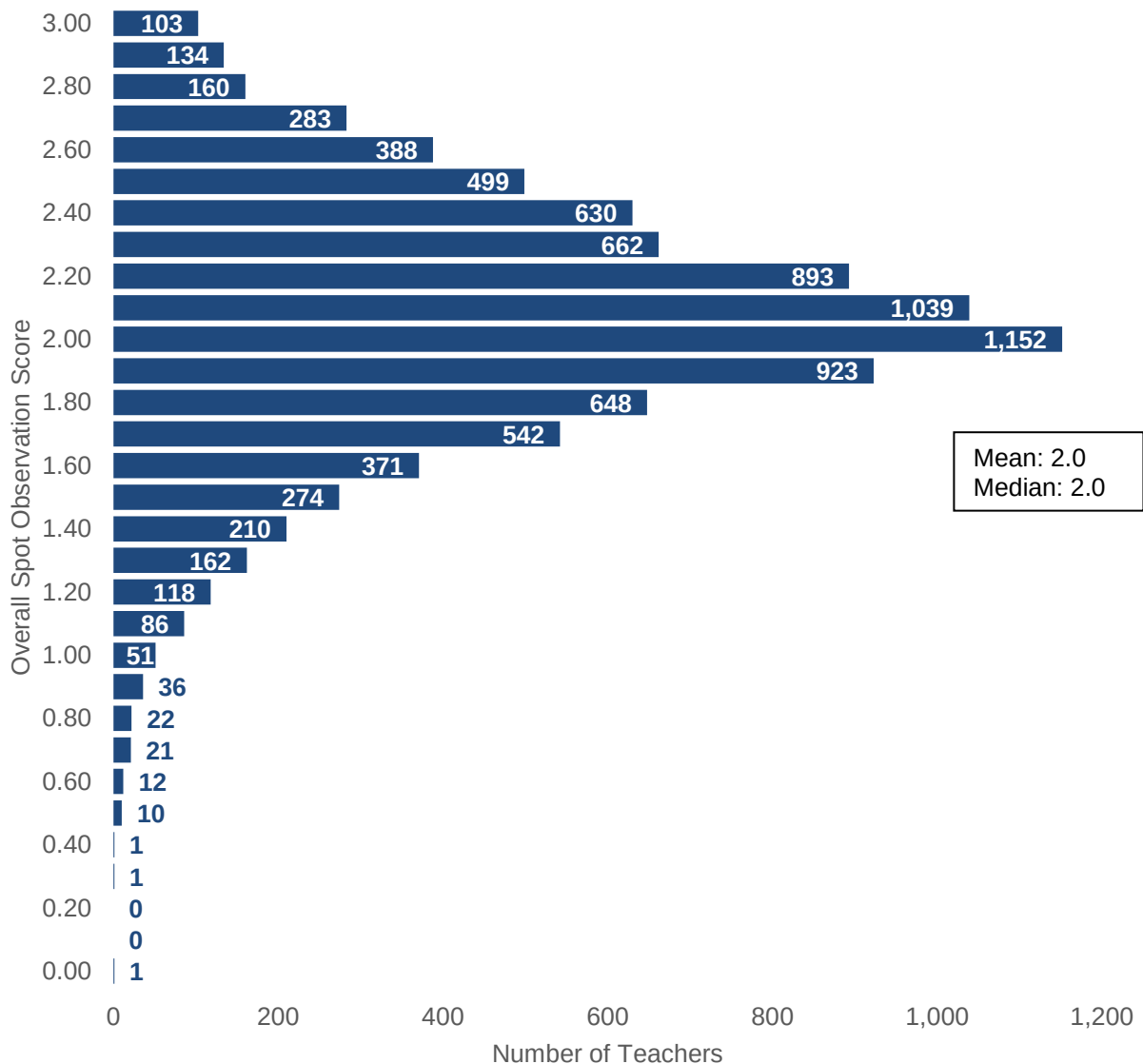
²⁰ Cohen's *d* values of .20, .50, and .80 are considered small, medium, and large effect sizes, respectively (Cohen, 1992).

Results

Spot Observations

While the number of recorded spot observations totaled 43,897, 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 2017-18 school year. The average overall spot observation score across all teachers was 2.00 out of three possible points.²¹

Figure 4: 2017-18 Frequency Distribution of Teachers by Average Overall Spot Observation Score



Source: Schoolnet data file from Human Capital Management dated October 8, 2018.

Note: $N = 9,432$ Dallas ISD teachers. The average of all overall spot observation scores during the 2017-18 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.

²¹ A spot observation score of 2.00 or higher was considered proficient.

In 2017-18, there was a statistically and practically significant increase in teacher spot observation scores from the beginning of the school year (1.69-2.03) to the end of the school year (2.01-2.32; see Table 3). In addition, Cohen's *d* effect sizes ranged from .53 to .66, with an overall effect size of .69. These effect sizes were of medium practical significance.

Table 3: 2017-18 Change between First and Last Average Spot Observation Scores

Indicator	Average First Observation Score	Average Last Observation Score	Diff.	Sig. <i>p</i>	Cohen's <i>d</i>
2.1 Are all students engaged in well-organized objective-driven lesson and content appropriate to standards for subject, grade, and level?	1.78	2.10	.32	<.01	.56
2.2 Are all students able to master the learning objective appropriate to standards for subject, grade and level?	1.70	2.01	.31	<.01	.59
2.3 Are all students able to understand the content in a clear and cohesive manner?	1.81	2.14	.33	<.01	.66
2.4 Are all students engaged in appropriately challenging/demanding content?	1.69	2.03	.34	<.01	.65
3.1 Are all students able to access the classroom in a manner that optimizes on task instruction?	2.00	2.31	.31	<.01	.56
3.2 Do all students comply with established and communicated expectations for behavior?	2.03	2.32	.29	<.01	.53
3.3 Do all students maintain a respectful academically accountable classroom?	2.02	2.30	.28	<.01	.53
Overall Observation Score	1.86	2.17	.31	<.01	.69

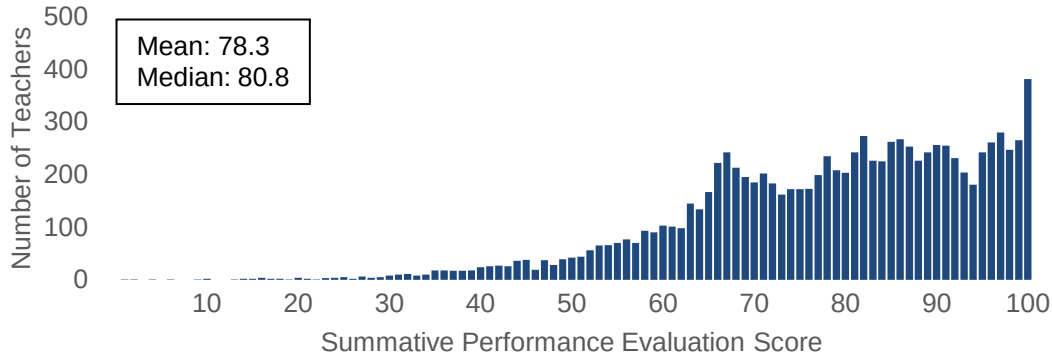
Source: Schoolnet data file from Human Capital Management dated October 8, 2018.

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 9,899 teachers with summative performance evaluation scores, which had a mean of 78.3 and a median, or 50th percentile, of 80.8. The 25th percentile was 67.9 and the 75th percentile was 90.7. Because a score of 67 can be achieved by receiving a two (Proficient) on all items, these results indicated teachers were performing better than Proficient, on average, across the summative performance evaluation rubric.

Figure 5: 2017-18 Frequency Distribution of Teachers by Summative Performance Evaluation Scores



Source: Schoolnet data file from Human Capital Management dated October 8, 2018.

Note: $N = 9,899$ 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). The lowest percentage of teachers who earned Proficient or above ratings was for *4.1 Models good attendance for students* (70%) and the highest percentage was for *4.4 Engages in collaborative relationships with colleagues to support learning community* (96%).

Table 4: 2017-18 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	92.4
1.2 Utilizes formal and informal knowledge of students in lesson design	82.1
1.3 Plans and selects aligned formative and summative assessments	92.4
1.4 Analyzes and integrates student performance data to inform instructional decisions	90.3
1.5 Develops appropriately challenging standards-based units and lessons that accommodate prerequisite relationships among concepts and skills	92.2
2.1 Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade, and level	93.1
2.2 Ensures mastery of learning objective appropriate to standards for subject and grade	88.8
2.3 Explains instructional content clearly and cohesively	92.4
2.4 Engages students in appropriately challenging content	83.7
3.1 Organizes classrooms to allow for optimal on task instruction	93.3
3.2 Establishes, communicates, and maintains clear expectations for student behavior	93.1
3.3 Maintains a respectful academically accountable classroom	93.7
4.1 Models good attendance for students	70.1
4.2 Follows policies, procedures, and maintains accurate student records	93.4
4.3 Exhibits a commitment to continual professional growth	93.4
4.4 Engages in collaborative relationships with colleagues to support the learning community	95.8
4.5 Establishes relationships with families and communities through meaningful ongoing communication	91.4

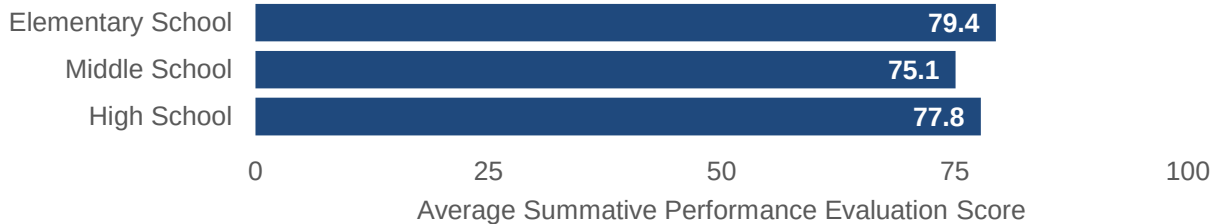
Source: Schoolnet data file from Human Capital Management dated October 8, 2018.

Note: $N = 9,899$ Dallas ISD teachers.

Summative performance evaluation scores also varied by school level (elementary school, middle school, high school; see Figure 6). An ANOVA indicated there was a statistically significant difference among elementary school, middle school, and high school teachers, $F(2, 9743) = 58.88$, $p < .001$. Bonferroni post hoc tests revealed that the overall summative performance evaluation score for middle school teachers ($M = 75.1$; $SD = 16.8$) was significantly lower than for high school teachers ($M = 77.8$;

$SD = 15.7$; Cohen's $d = 0.2$) and elementary school teachers ($M = 79.4$; $SD = 15.2$; Cohen's $d = 0.1$).²² High school teachers also had a significantly lower average overall summative performance evaluation score than elementary school teachers (Cohen's $d = 0.1$), but all of these practical differences were relatively weak.

Figure 6: 2017-18 Average Summative Performance Evaluation Scores by Campus Level

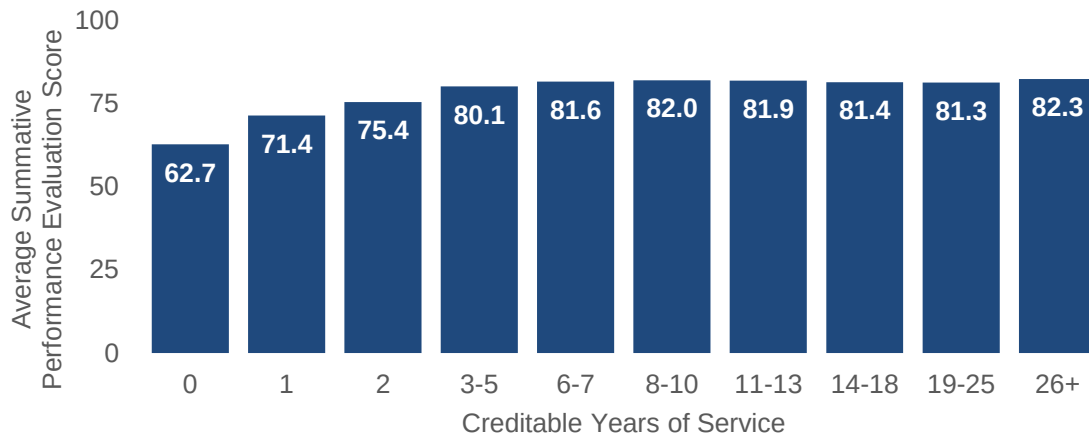


Source: Schoolnet data file from Human Capital Management dated October 8, 2018.

Note: $n = 9,746$ 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 (62.7). The average score gradually trended upward as years of service increased and started to plateau between three and five creditable years of service.

Figure 7: 2017-18 Average Summative Performance Evaluation Scores by Creditable Years of Service



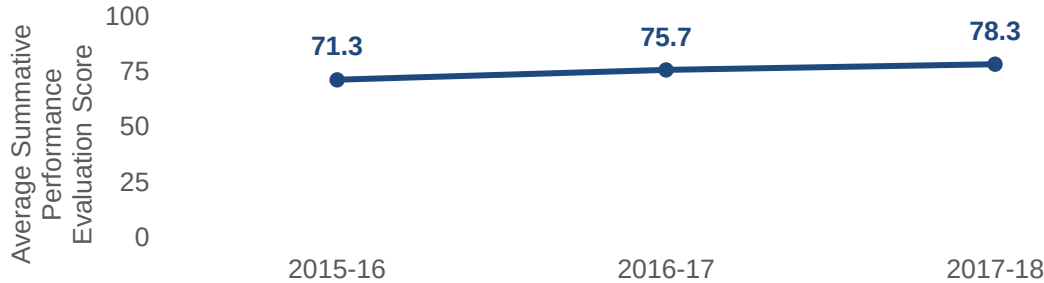
Source: Scorecard and Schoolnet data files from Human Capital Management dated October 8, 2018.

Note: $n = 9,823$ Dallas ISD teachers. Maximum possible summative performance evaluation score was 100.

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

From 2015-16 to 2017-18, the average summative performance evaluation score trended upward from 71.3 to 78.3 (Figure 8).

Figure 8: 2015-16 to 2017-18 Average Summative Performance Evaluation Scores



Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Schoolnet data file from Human Capital Management dated October 8, 2018.

Note: 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 .70 and .75. In addition, the correlation between the overall spot observation score and summative performance evaluation score was .79. These findings indicate summative scores provided by TEI evaluators were aligned with what was observed in the classroom.

Table 5: 2017-18 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	.70
2.2 Ensures mastery of learning objective appropriate to standards for subject and grade	.71
2.3 Explains instructional content clearly and cohesively	.75
2.4 Engages students in appropriately challenging content	.72
3.1 Organizes classrooms to allow for optimal on-task instruction	.73
3.2 Establishes, communicates, and maintains clear expectations for student behavior	.71
3.3 Maintains a respectful academically accountable classroom	.73
Overall Spot Observation Score	.79

Source: Schoolnet data file from Human Capital Management on October 8, 2018.

Note: $n = 9,899$ Dallas ISD teachers. Effect sizes: .10 = small, .30 = medium, .50 = large.

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 base school STAAR). When applicable,

results from the 2017-18 school year also were compared to the 2015-16 (Douglas & Barton, 2016) and 2016-17 (Barton & Palladino, 2017) TEI results to examine trends over time.

Methodology

For all analyses in this section, evaluators used the 2017-18 scorecard data file from Human Capital Management dated October 8, 2018.

Total Student Achievement

A frequency analysis was conducted to create a distribution of the percentage of teachers who received total student achievement scores by TEI category. 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.

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.

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.

Correlation among Student Achievement Measures

A Pearson r correlation measured the association between teacher-level student achievement and base 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.

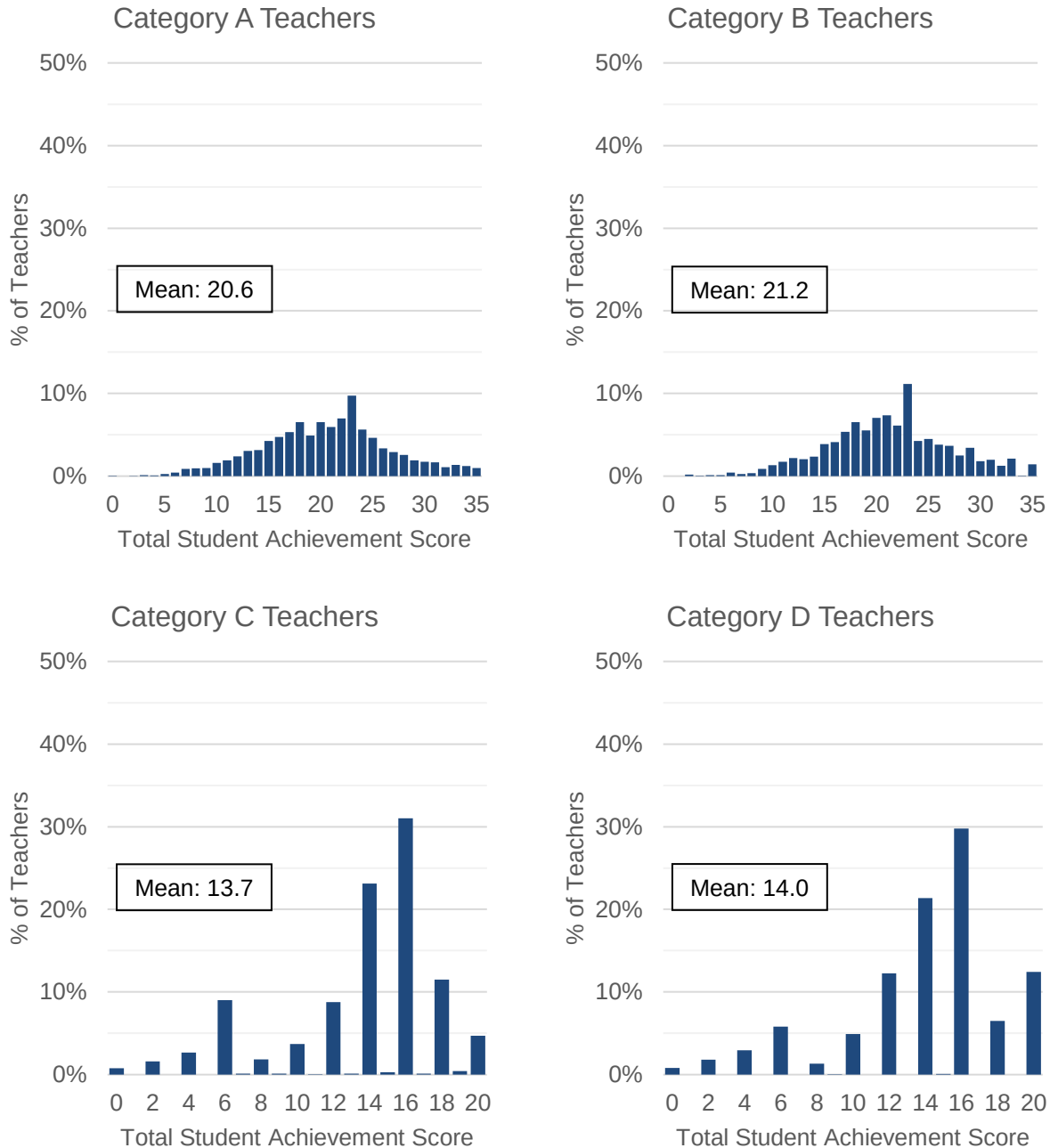
Results

Total Student Achievement

The distribution of total student achievement scores by TEI category are shown in Figure 9. The average total student achievement scores were 20.6 for Category A, 21.2 for Category B, 13.7 for Category C, and 14.0 for Category D teachers.²³ 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 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.

²³ Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

Figure 9: 2017-18 Percentage of Teachers Receiving Total Student Achievement Score by TEI Category



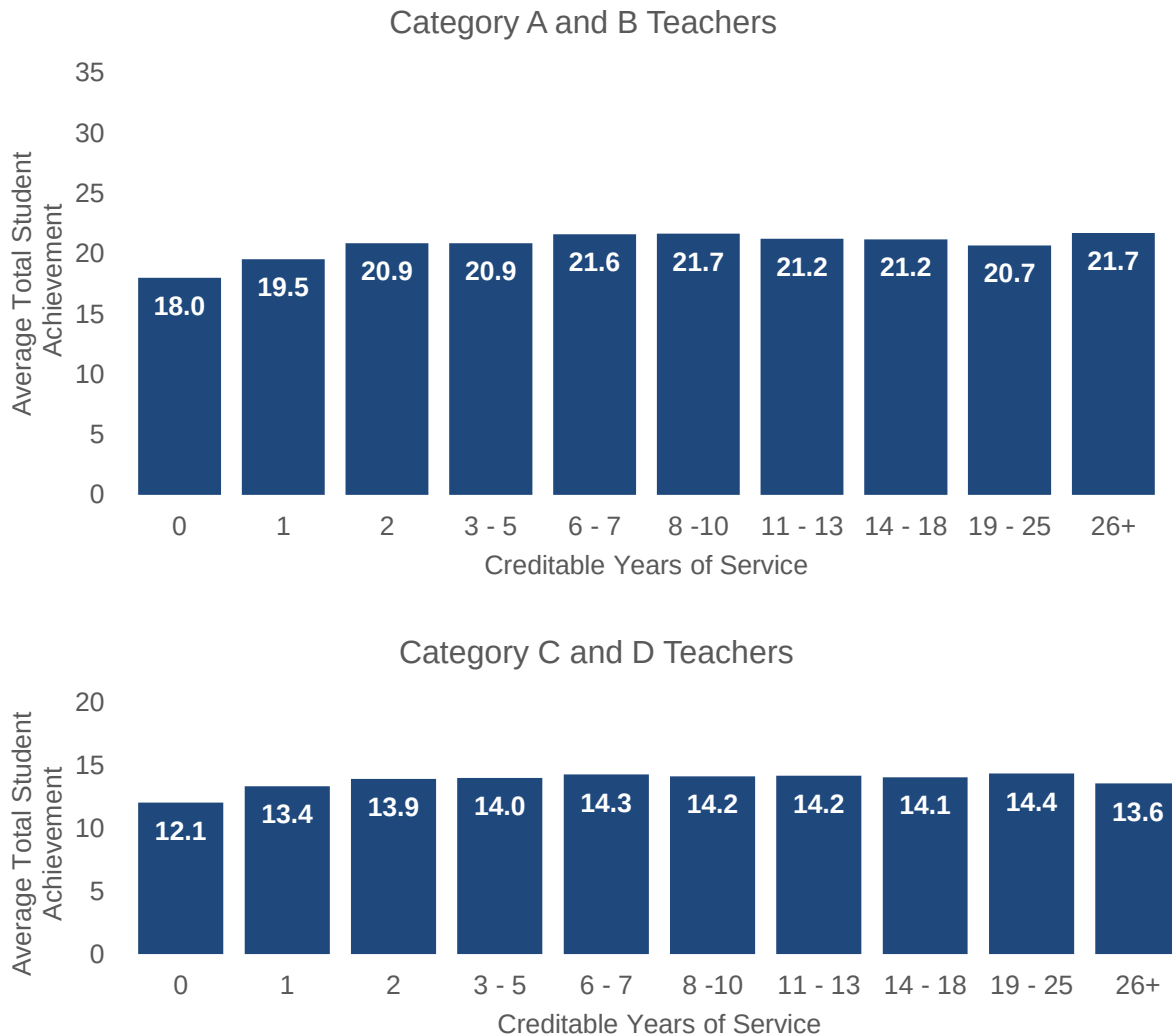
Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 4,449$ Category A teachers. $n = 1,604$ Category B teachers. $n = 1,695$ Category C teachers. $n = 2,140$ 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 10. Category A/B teachers with zero creditable years of service (i.e., first-year teachers) earned the lowest average score for total student achievement (18.0). Total student achievement scores for teachers with two or more creditable years of service remained relatively consistent

as years of service increased (20.5-21.7). Category C/D teachers with zero creditable years of service earned the lowest average score for total student achievement (12.1). Total student achievement scores for teachers with one or more creditable years of service remained relatively consistent as years of service increased (13.4-14.3). These findings indicated more creditable years of service did not necessarily lead to higher total student achievement scores.

Figure 10: 2017-18 Average Total Student Achievement by Creditable Years of Service

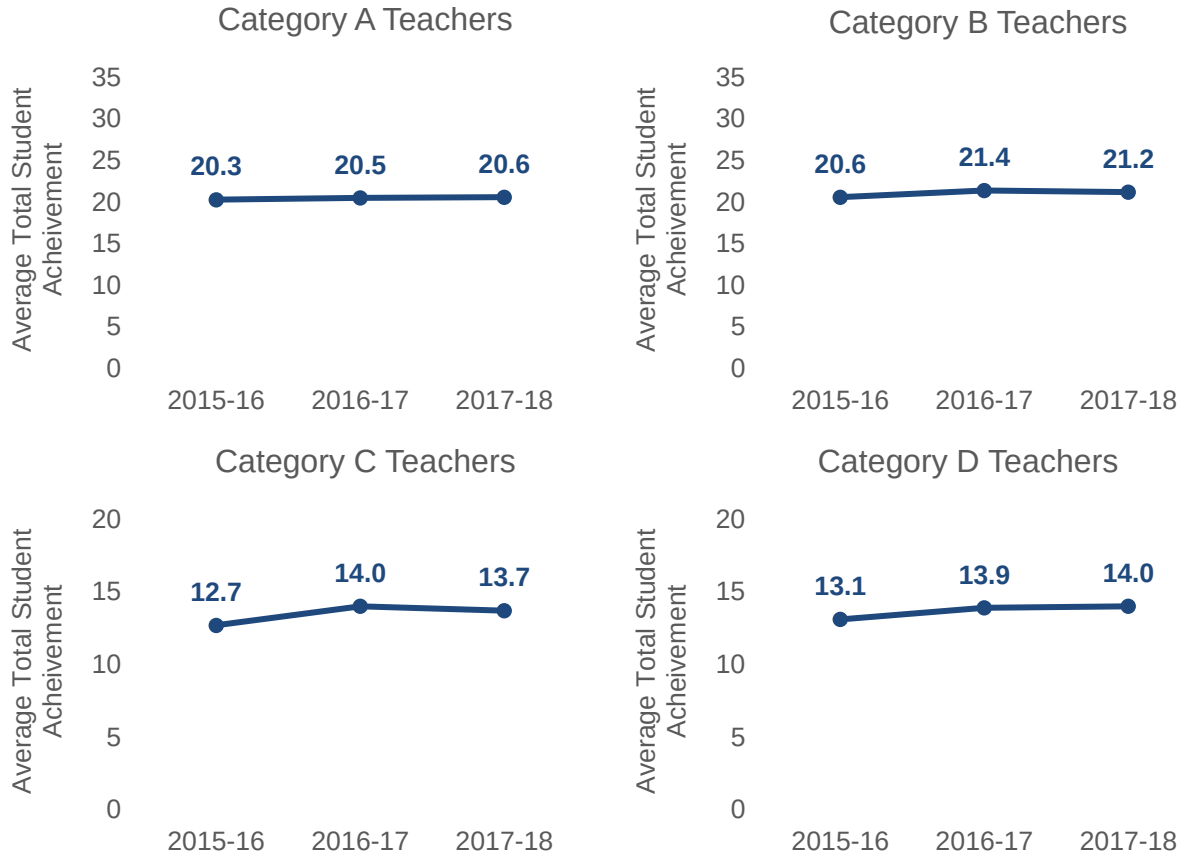


Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 4,996$ Category A/B teachers. $n = 3,804$ Category C/D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

From 2015-16 to 2017-18, total student achievement scores for Category A, B, C, and D teachers remained relatively consistent and differed by one point or less (Figure 11).

Figure 11: 2015-16 to 2017-18 Average Total Student Achievement Score by TEI Category



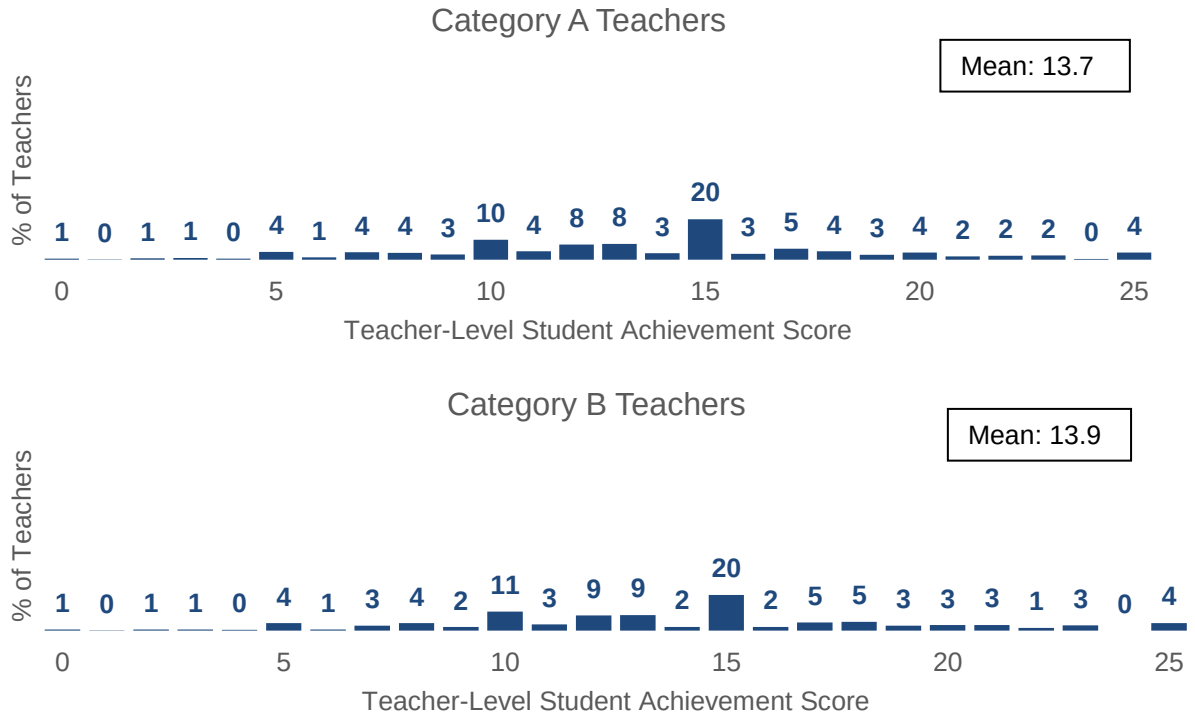
Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 8, 2018.

Note: Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

Teacher-Level Student Achievement

Figure 12 shows the percentage of teachers earning teacher-level student achievement scores for Category A and Category B teachers. The highest percentage of Category A (20%) and Category B (20%) teachers earned 15 points for teacher-level student achievement and earned average teacher-level student achievement scores of 13.7 (Category A) and 13.9 (Category B).

Figure 12: 2017-18 Percentage of Teachers Receiving Teacher-Level Student Achievement Score by TEI Category

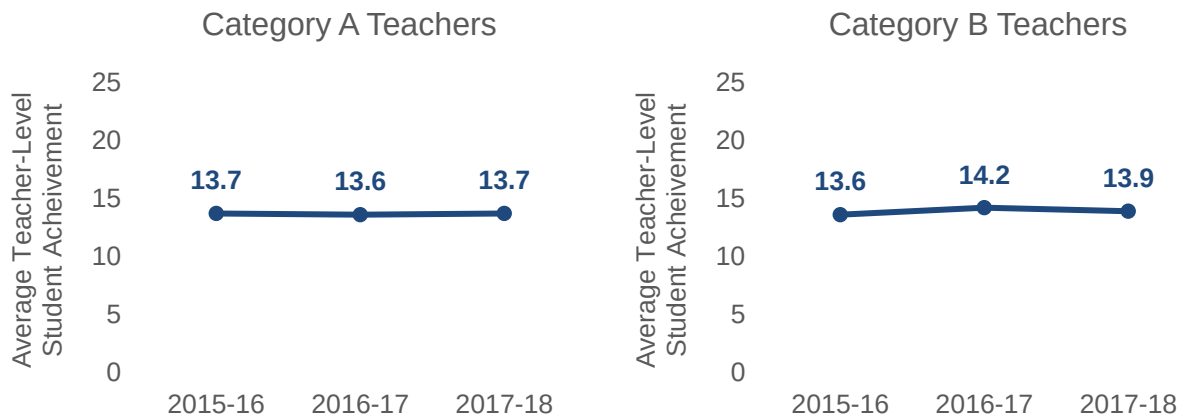


Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 4,449$ Category A teachers. $n = 1,604$ Category B teachers. Maximum possible teacher-level student achievement score was 25.

From 2015-16 to 2017-18, teacher-level student achievement scores for Category A and B teachers remained relatively consistent and differed by 0.6 points or less (Figure 13).

Figure 13: 2015-16 to 2017-18 Teacher-Level Student Achievement Score by TEI Category



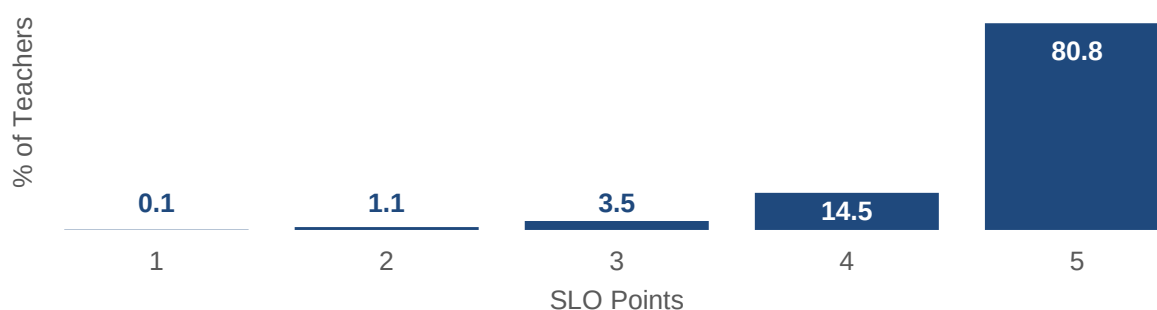
Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 8, 2018.

Note: Maximum possible teacher-level student achievement score was 25.

Student Learning Objective (SLO) Points

For the 2017-18 school year, 89 percent of 9,907 Dallas ISD teachers received SLO points.²⁴ Figure 14 shows the distribution of SLO base points. Most teachers (81%) earned the maximum number of points.

Figure 14: 2017-18 Percentage of Teachers Earning SLO Points



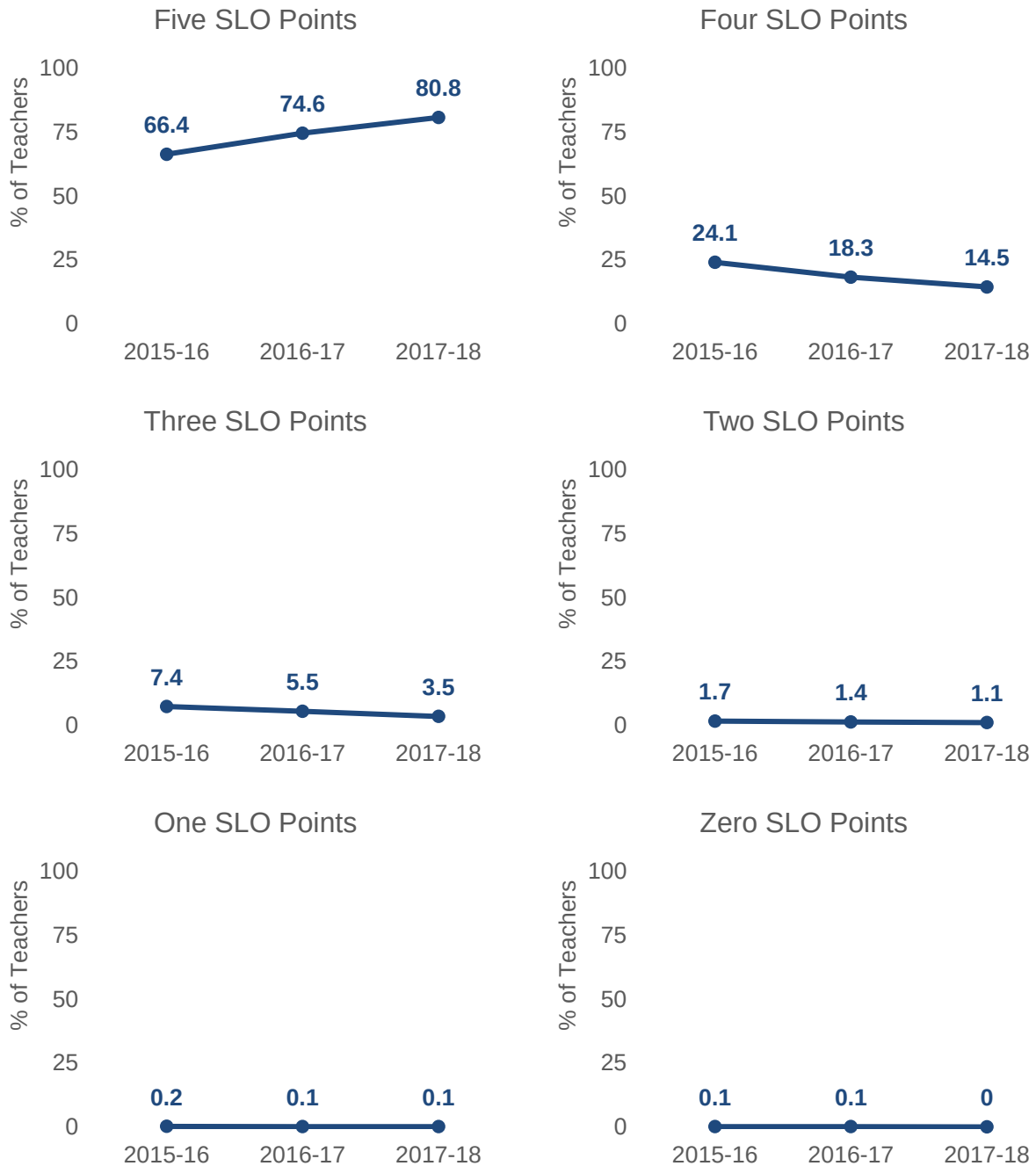
Source: Scorecard data file from Human Capital Management on October 8, 2018.

Note: $n = 8,823$ teachers. SLO = student learning objective. Maximum possible SLO score was 5.

From 2015-16 to 2017-18, the percentage of teachers who received the maximum number of SLO points trended upward from 66 to 81 percent. As a result, the percentage of teachers who received two, three, or four percent of SLO points gradually decreased from 2015-16 to 2017-18 (Figure 15). Few teachers received zero or one SLO points from 2015-16 to 2017-18.

²⁴ A total of 1,084 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 15: 2015-16 to 2017-18 Percentage of Teachers Earning Between Zero and Five SLO Points



Source: Scorecard data file from Human Capital Management on October 8, 2018.

Note: SLO = student learning objective. Minimum possible SLO score was zero and maximum possible SLO score was five.

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 base school *STAAR* scores among Category A teachers, $r = .44$,

$p < .001$. However, the strength of the correlation for Category B teachers was weak, $r = .26$, $p < .001$.²⁵ In addition, while the relationship between teacher-level student achievement and SLO points was statistically significant, the effect size for Category A, $\rho = .21$, $p < .001$, and Category B, $\rho = .18$, $p < .001$, teachers was relatively weak.

Table 6: 2017-18 Correlation between Total Student Achievement Measures

TEI Category	N	Teacher-Level Student Achievement & School STAAR		Teacher-Level Student Achievement & SLO	
		r	p	ρ	p
A	4,449	.44	<.001	.21	<.001
B	1,604	.26	<.001	.18	<.001

Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: STAAR = State of Texas Assessments of Academic Readiness. SLO = Student learning objective. Effect sizes: .10 = small, .30 = medium, .50 = large. All Category A & B teachers at the same campus received the same number of base points (i.e., zero to five) for the school STAAR measure.

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

Methodology

To examine teacher student experience points during the 2017-18 school year, the evaluators used the scorecard data file from Human Capital Management dated October 8, 2018. 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.²⁶ 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 2017-18 survey for each school level are shown in Table 7.

²⁵ 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.

²⁶ 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 2017-18 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

Table 7: 2017-18 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 2017-18 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.

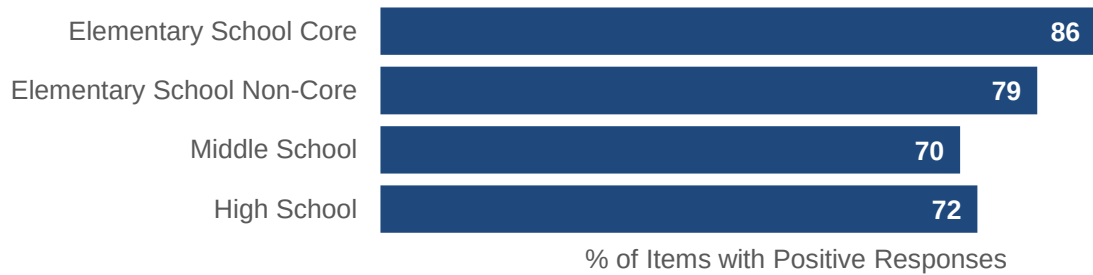
A one-way ANOVA was conducted to determine the mean difference among the percentage of items with a positive response across campus level (i.e., elementary school core, elementary school non-core, middle school, and high school). A frequency analysis also was conducted to calculate the percentage of items with a positive response by creditable years of service. When applicable, results from the 2017-18 school year also were compared to the 2015-16 (Douglas & Barton, 2016) and 2016-17 (Barton & Palladino, 2017) TEI results to examine trends over time.

Results

The percentage of items with positive responses by campus level are shown in Figure 16. Percentages were highest for elementary core (86%) and non-core (79%) teachers and lowest for middle school teachers (70%). A one-way ANOVA indicated there was a statistically significant difference among elementary school non-core, elementary school core, middle school, and high school teachers $F(3, 6181) = 578.82, p < .001$. Bonferroni post hoc tests revealed that the percentage of items with positive responses on the student survey for elementary school core teachers ($M = 86.1; SD = 10.1$) was significantly higher than elementary school non-core ($M = 79.0; SD = 10.5$; Cohen's $d = 0.7$), middle school ($M = 69.7; SD = 14.2$; Cohen's $d = 1.3$), and high school teachers ($M = 71.8; SD = 15.1$; Cohen's $d = 1.1$).²⁷ 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 $d = 0.7$) 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 $d = -0.1$), but the practical difference between these groups was relatively small.

²⁷ 0.20 = small effect size, 0.50 = medium effect size, 0.80 = large effect size

Figure 16: 2017-18 Percentage of Positive Student Survey Responses by Campus Level

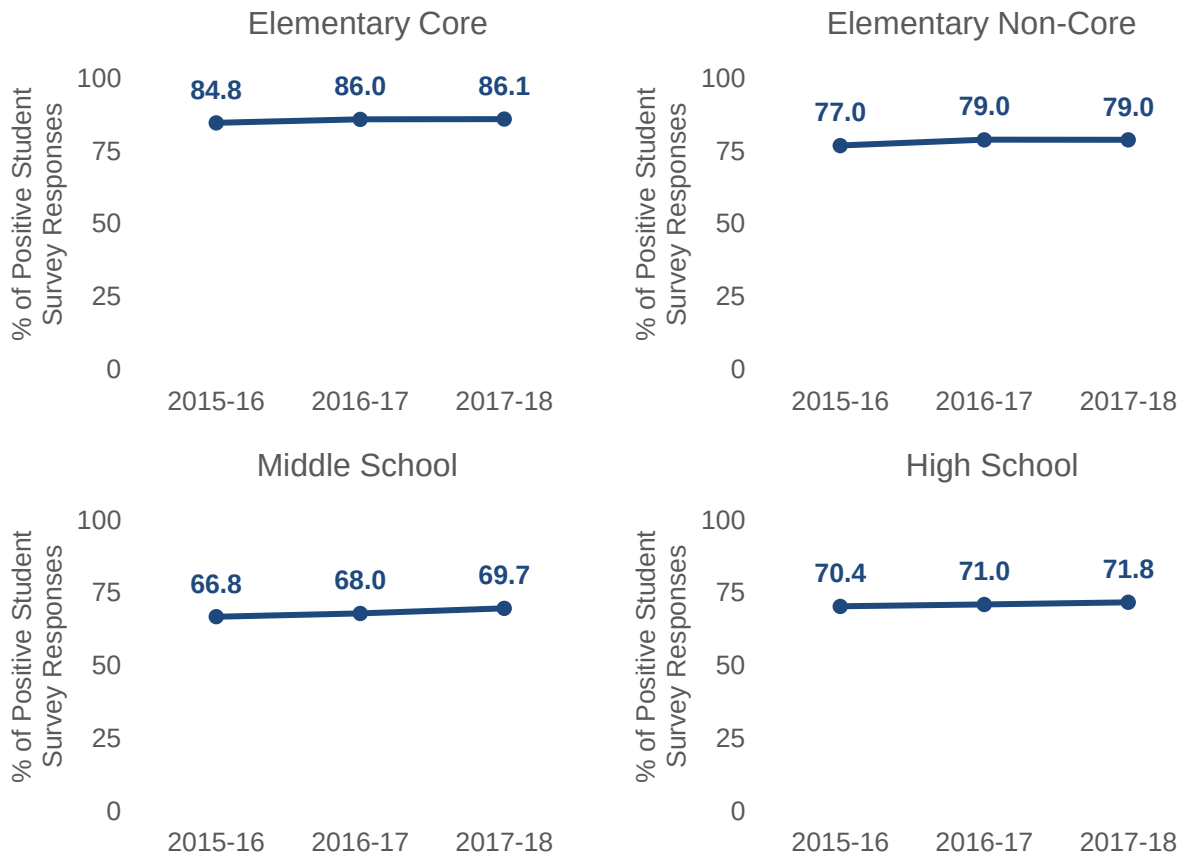


Source: Student survey data file from Office of Institutional Research dated October 24, 2018.

Note: $n = 6,185$ teachers.

From 2015-16 to 2017-18, the percentage of positive responses trended slightly upward for elementary school core (85% to 86%), elementary school non-core (77% to 79%), middle school (67% to 70%), and high school teachers (70% to 72%; Figure 17).

Figure 17: 2015-16 to 2017-18 Percentage of Positive Student Survey Responses by Campus Level

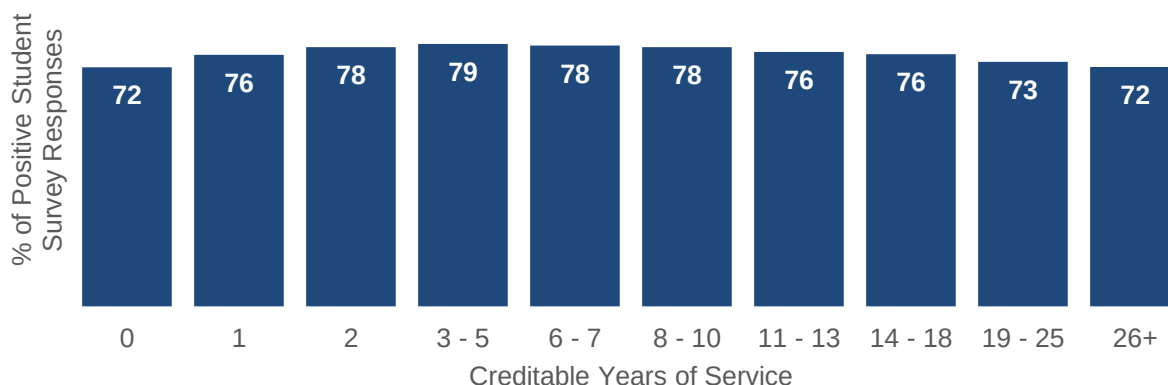


Source: Student survey data file from Office of Institutional Research dated October 24, 2018.

The average percentage of items with positive student survey responses by creditable years of service are shown in Figure 18. Teachers with zero creditable years of service (i.e., first-year teachers) and at least 26 creditable years of service earned the lowest average percentage of 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.

Figure 18: 2017-18 Percentage of Positive Student Survey Responses by Creditable Years of Service



Source: Student survey data file from Office of Institutional Research dated October 24, 2018.

Note: $n = 6,083$ teachers.

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 8, 2018 to examine the noted relationships. When applicable, results from the 2017-18 school year also were compared to the 2015-16 (Douglas & Barton, 2016) and 2016-17 (Barton & Palladino, 2017) TEI results to examine trends over time.

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.

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.²⁸

²⁸ Category B and Category D teachers were not included in this section because their students did not complete student surveys.

Summative Performance Evaluation and Student Experience

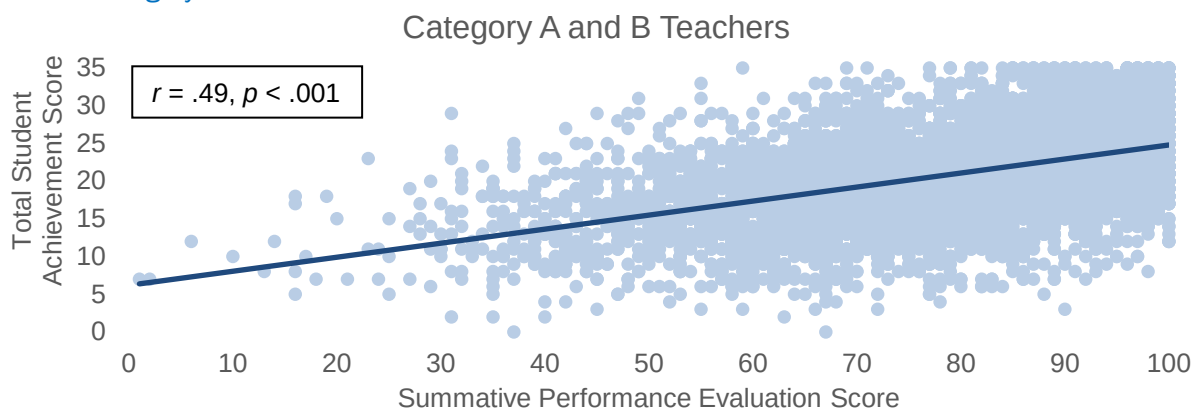
To examine the relationship between teacher summative performance evaluation scores and student experience scores, a Pearson r correlation was conducted for all teachers.

Results

Summative Performance Evaluation and Total Student Achievement

For Category A/B teachers, a statistically significant and moderate-to-strong correlation was found between summative performance evaluation scores and total student achievement scores, $r = .49$, $p < .001$ (Figure 19).²⁹ Teachers with higher summative performance evaluation scores tended to have higher total student achievement scores.

Figure 19: 2017-18 Total Student Achievement Scores by Summative Performance Evaluation Scores – Category A and B Teachers



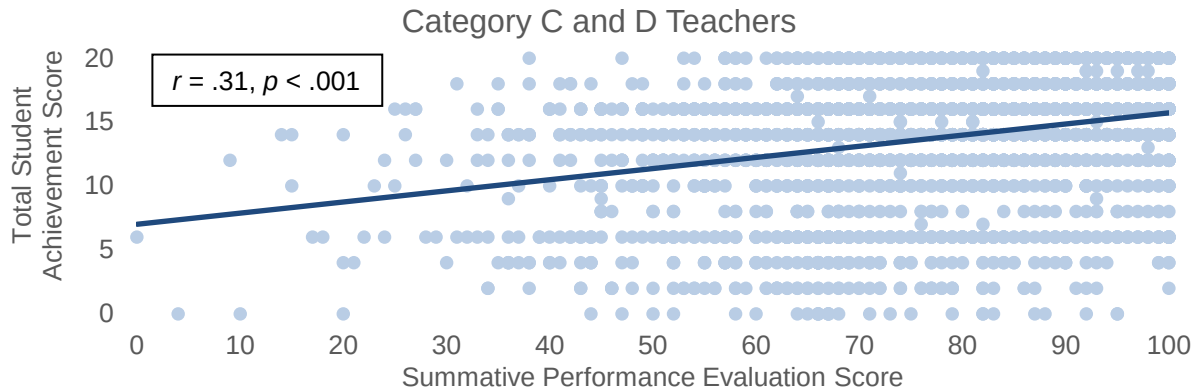
Source: Scorecard and Schoolnet data files from Human Capital Management dated October 8, 2018.

Note: $n = 6,048$ 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 and moderate correlation was found between summative performance evaluation scores and total student achievement scores, $r = .31$, $p < .001$ (Figure 20). Teachers with higher summative performance evaluation scores tended to have slightly higher total student achievement scores.

²⁹ Pearson r correlation: .10 = weak, .30 = moderate, .50 = strong relationship

Figure 20: 2017-18 Total Student Achievement Scores by Summative Performance Evaluation Scores – Category C and D Teachers

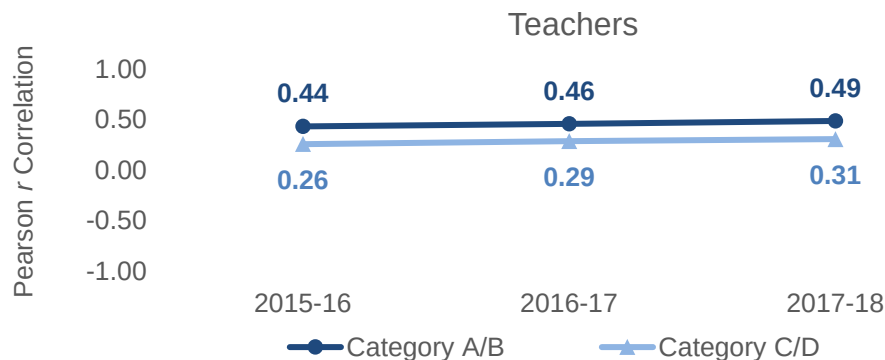


Source: Scorecard and Schoolnet data files from Human Capital Management dated October 8, 2018.

Note: $n = 3,832$ teachers. Maximum possible score was 20 for total student achievement and 100 for summative performance evaluation for Category C/D teachers.

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 .49 in 2017-18 (Figure 21). 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 .31 in 2017-18.

Figure 21: 2015-16 to 2017-18 Correlations between Summative Performance Evaluation Scores and Total Student Achievement Scores by TEI Category.

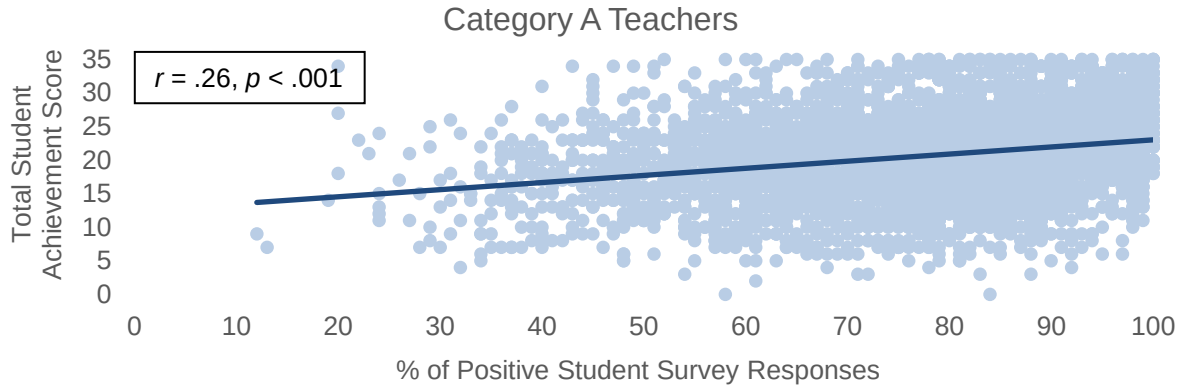


Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 8, 2018.

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 student survey responses) and total student achievement, $r = .26, p < .001$ (Figure 22). Teachers with a higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores.

Figure 22: 2017-18 Total Student Achievement Scores by Percentage of Positive Student Survey Responses – Category A

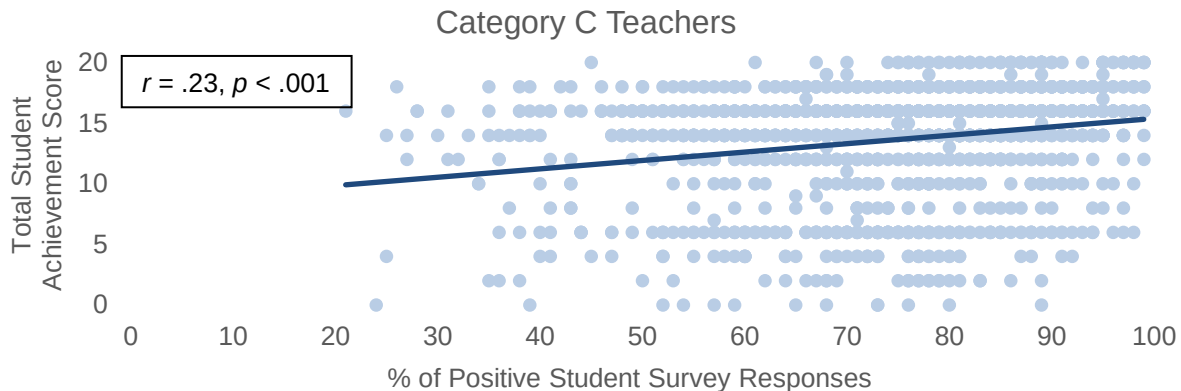


Source: Scorecard data file from Human Capital Management dated October 8, 2018 and student survey data file from Office of Institutional Research dated October 24, 2018.

Note: $n = 4,450$ 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 23). Teachers with a higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores.

Figure 23: 2017-18 Total Student Achievement Scores by Percentage of Positive Student Survey Responses – Category C

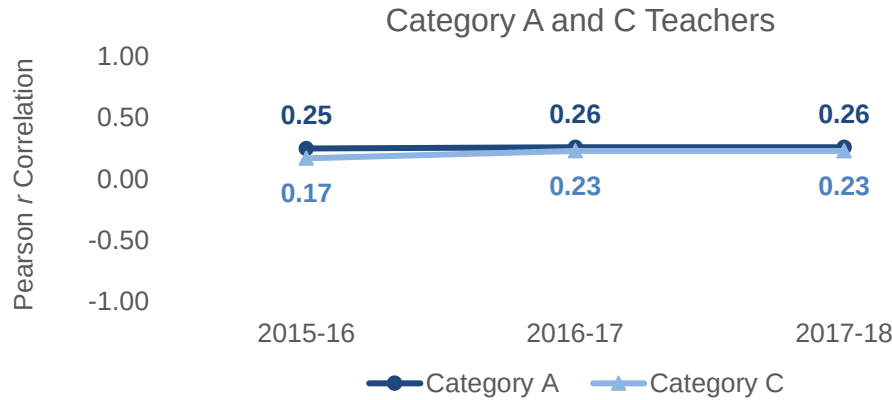


Source: Scorecard and Schoolnet data files from Human Capital Management dated October 24, 2018.

Note: $n = 1,695$ teachers. Maximum possible score was 20 for total student achievement for Category C teachers.

For Category A teachers, the Pearson r correlation between total student achievement scores and percentage of positive student survey responses remained relatively consistent from .25 in 2015-16 to .26 in 2017-18 (Figure 24). For Category C teachers, the Pearson r correlation between summative performance evaluation scores and total student achievement scores trended slightly upward from .17 in 2015-16 to .23 in 2017-18.

Figure 24: 2015-16 to 2017-18 Correlations between Total Student Achievement Scores and Percentage of Positive Student Survey Responses by TEI Category

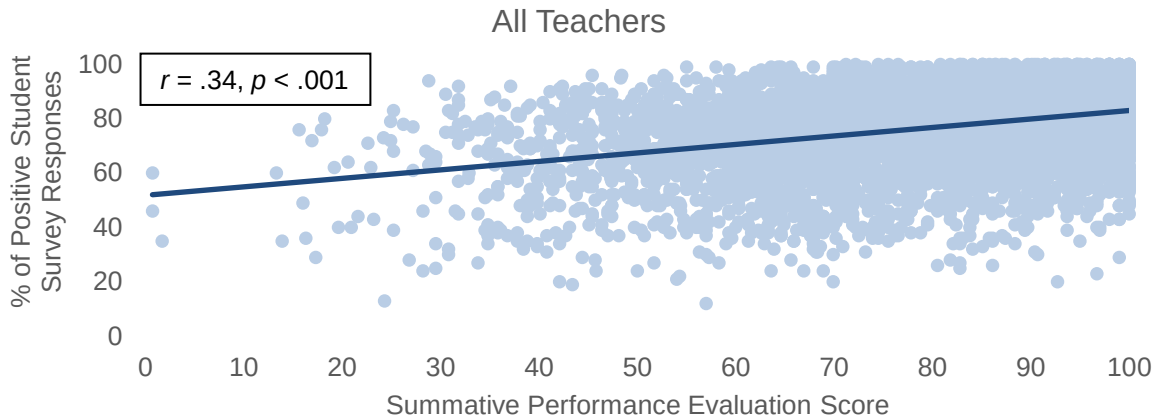


Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 24, 2018.

Summative Performance Evaluation and Student Experience

For all teachers, a statistically significant and moderate correlation was found between summative performance evaluation score and student experience (i.e., percentage of positive student survey responses), $r = .34$, $p < .001$ (Figure 25). Teachers with higher summative performance evaluation scores tended to have a higher percentage of positive student survey responses.

Figure 25: 2017-18 Summative Performance Evaluation Scores by Percentage Positive Student Survey Responses – All Teachers

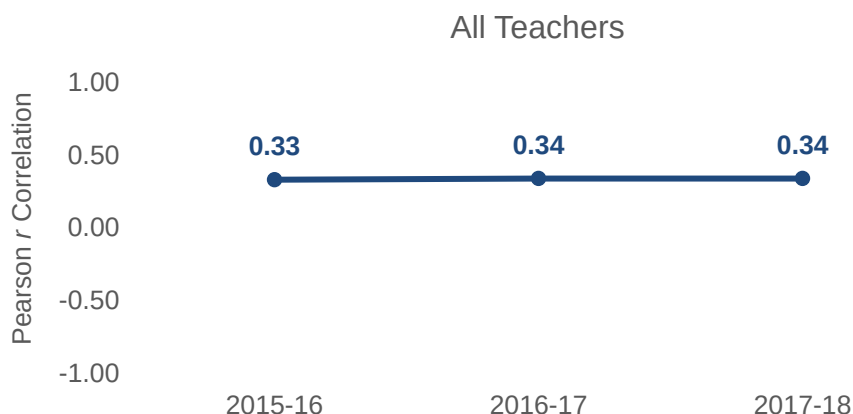


Source: Scorecard and Schoolnet data files from Human Capital Management dated October 8, 2018.

Note: $n = 6,247$ teachers. Maximum possible score was 100 for summative performance evaluation.

From 2015-16 to 2017-18, the Pearson r correlation between summative performance evaluation scores and percentage of positive student survey responses remained consistent from .33 in 2015-16 to .34 in 2017-18 (Figure 26).

Figure 26: 2015-16 to 2017-18 Correlations between Summative Performance Evaluation Scores and Percentage of Positive Student Survey Responses



Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file for 2017-18 TEI results from Human Capital Management dated October 8, 2018.

What were the results of the Distinguished Teacher Review process?

Methodology

The evaluators used the scorecard data file from Human Capital Management dated October 8, 2018 to examine distinguished teacher review (DTR) points.³⁰ A frequency analysis was conducted to calculate the percentage of teachers who achieved DTR points during the 2017-18 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. When applicable, results from the 2017-18 school year also were compared to the 2015-16 (Douglas & Barton, 2016) and 2016-17 (Barton & Palladino, 2017) TEI results to examine one- and two-year trends.

Results

During the 2017-18 school year, 2,148 teachers received points for DTR.³¹ Eighty-eight percent of these teachers successfully met the requirements and achieved a distinguished effectiveness level (i.e., effectiveness level of Proficient II or above).³² These teachers represented 22 percent of all teachers across the district. Figure 27 shows the distribution of DTR points among teachers. The average number of points awarded across the district was 9.9 and ranged between zero and 20 points. In addition, 30 percent

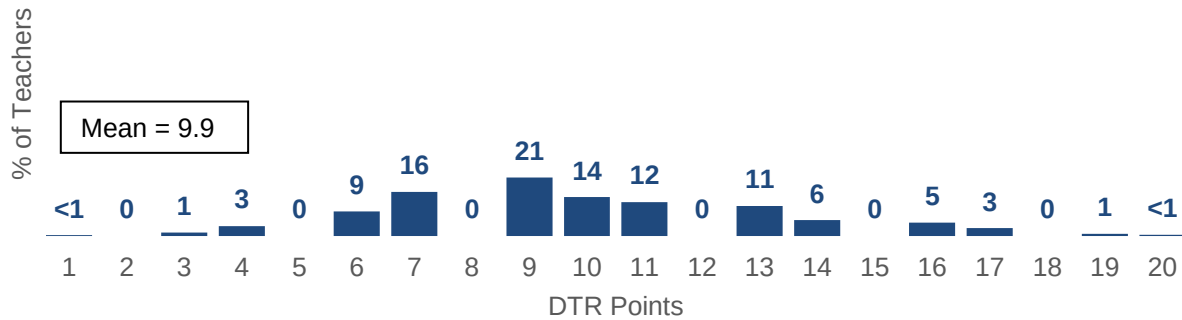
³⁰ To be eligible for DTR, teachers must have met the following requirements: 1) were in the top 30 percent of teachers within their teacher category, 2) were in at least the third year of service in the 2017-18 academic year, 3) scored at least 65 points on the summative performance evaluation in 2016-17, and 4) received at least half of available points from a combination of achievement and experience points, if applicable, in 2016-17. Additional information regarding the distinguished teacher review process can be found in the 2017-18 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

³¹ 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.

³² Additional information regarding the Distinguished Teacher Review process can be found in the 2017-18 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

of teachers who received points for DTR received an additional three, four, or five points for teaching at a Tier 1 school.³³

Figure 27: 2017-18 Percentage of Teachers Receiving DTR Points

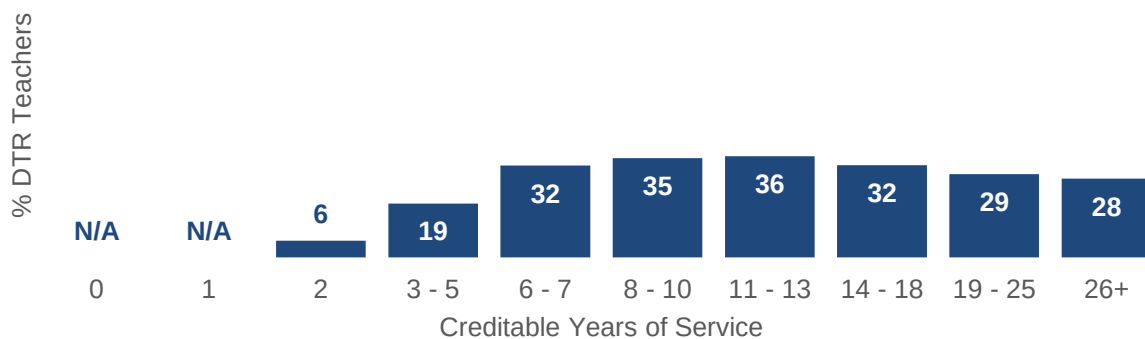


Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 2,148$ teachers. DTR = Distinguished Teacher Review. Maximum possible DTR point score was 15 for teachers at non-Tier 1 campuses and 20 for teachers at Tier 1 campuses.

The percentage of DTR teachers by creditable years of service is shown in Figure 28. The lowest percentage of DTR teachers was for two creditable years of service (6%) 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 11 and 13 creditable years of service (36%).

Figure 28: 2017-18 Percentage of DTR Teachers by Creditable Years of Service



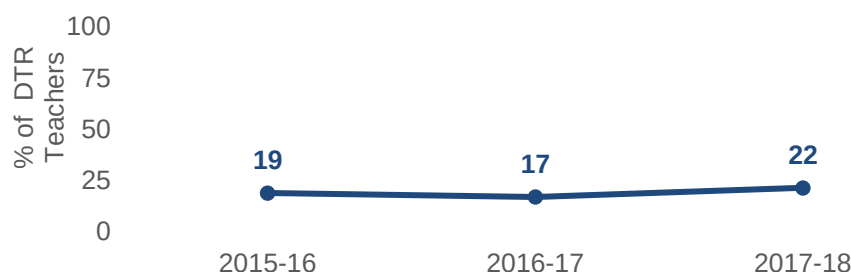
Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 9,739$ teachers. DTR = Distinguished Teacher Review. N/A = Not available. To be eligible for DTR, teachers must have met the following requirements: 1) were in the top 30 percent of teachers within their teacher category, 2) were in at least the third year of service in the 2017-18 academic year, 3) scored at least 65 points on the summative performance evaluation in 2016-17, and 4) received at least half of available points from a combination of achievement and experience points, if applicable, in 2016-17.

³³ Teachers undergoing the DTR process receive three points for the first year they served in a Tier 1 school starting in the 2014-2015 school year. They receive an additional point for the second year and one for the third year for a total of five points. A teacher must work in a Tier 1 school during the year of application for Distinguished status to earn these points.

From 2015-16 to 2017-18, the percentage of DTR teachers in the Dallas ISD fluctuated between 17 and 22 percent (Figure 29).

Figure 29: 2015-16 to 2017-18 Percentage of DTR Teachers in the Dallas ISD



Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 8, 2018.

Note: DTR = Distinguished Teacher Review. The number of eligible teachers who achieved DTR was 1,592 in 2015-16, 1,685 in 2016-17, and 1,881 in 2017-18.

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 2017-18 to 2018-19. When applicable, results from the 2017-18 school year also were compared to the 2015-16 (Douglas & Barton, 2016) and 2016-17 (Barton & Palladino, 2017) TEI results to examine trends over time.

Methodology

Evaluation Scores, Evaluation Ratings, and Effectiveness Levels

To examine the results of the compensation system of TEI, evaluators used the 2017-18 scorecard data file from Human Capital Management dated October 8, 2018. 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

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 2017-18 TEI Rulebook at <http://tei.dallasisd.org/home/resources/>.

evaluation ratings.³⁵ Appendix A includes the cut points that were used for converting the evaluation scores into an evaluation rating in 2015-16, 2016-17, and 2017-18. The evaluators calculated average creditable 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: 2017-18 Evaluation Rating Target Distribution

Teacher Category	Unsatisfactory	Progressing		Proficient			Exemplary
		I	II	I	II	III	
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 2017-18 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, Master). Effectiveness levels determined compensation, as shown in Table 9.^{36,37} The evaluators then calculated the percentage of teachers who achieved each of the effectiveness levels for 2017-18.

Table 9: 2017-18 Teacher Salaries by Effectiveness Levels

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

Source: Table from the 2017-18 TEI Teacher Guidebook.

Salary Increases

The evaluators used the 2017-18 scorecard data file from Human Capital Management dated October 8, 2018 to determine if teacher salaries increased from 2017-18 to 2018-19. 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 2017-18 and 2018-19. Evaluators calculated the average teacher salary in 2017-18 and 2018-19 by effectiveness level and the average salary increase in 2018-19 by effectiveness level.³⁸

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.

³⁶ Additional information regarding how evaluation scores, evaluation ratings, and effectiveness levels were determined can be found in the 2017-18 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

³⁷ The first Master teachers were designated at the end of the 2017-2018 school year.

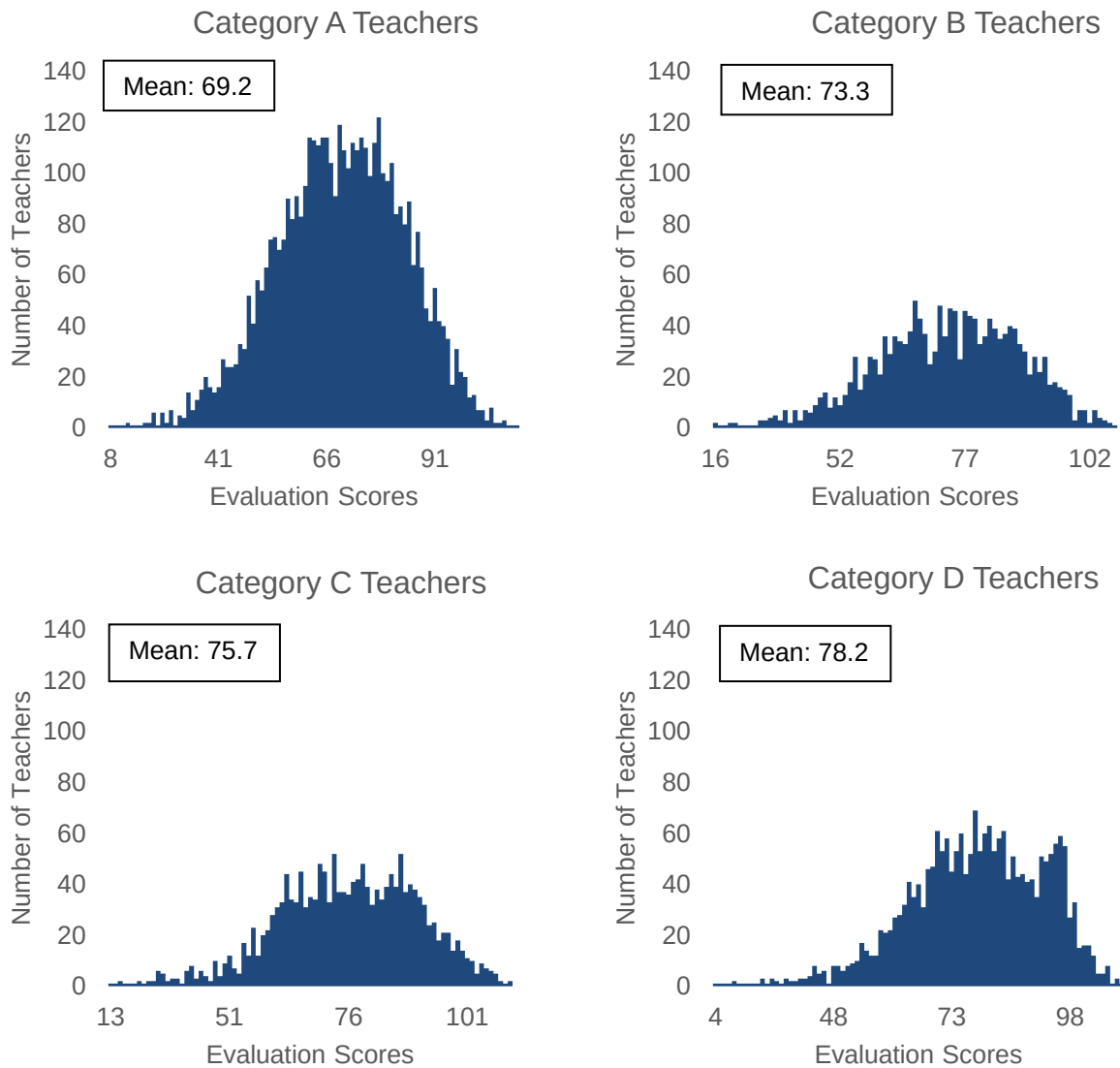
³⁸ Teacher effectiveness levels from 2016-17 were used to determine 2017-18 salary, and teacher effectiveness levels from 2017-18 were used to determine 2018-19 salary.

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 30. The average evaluation scores were 69.2 for Category A, 73.3 for Category B, 75.7 for Category C, and 78.2 for Category D teachers.

Figure 30: 2017-18 Frequency Distribution of Evaluation Scores by TEI Category



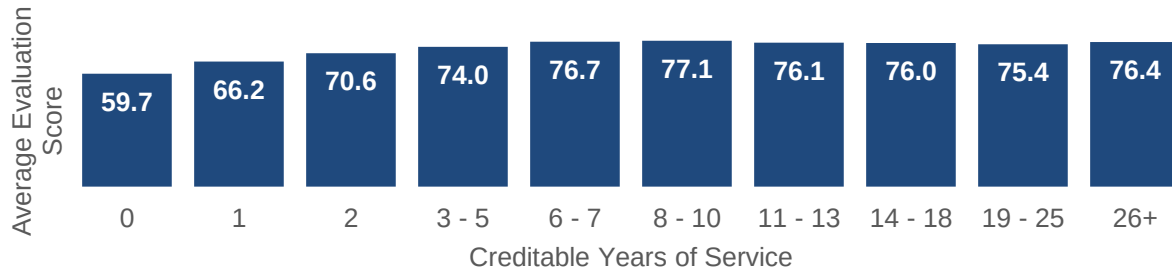
Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 4,449$ Category A Teachers. $n = 1,604$ Category B Teachers. $n = 1,695$ Category C Teachers. $n = 2,159$ Category D Teachers. Maximum possible evaluation score was 110 for non-DTR teachers and 115 for DTR teachers.

The average evaluation scores by creditable years of service are shown in Figure 31. Teachers with zero years of creditable service (i.e., first-year teachers) earned the lowest average evaluation score

(59.7). The average evaluation score gradually increased as years of service increased and started to plateau between six and seven creditable years of service.

Figure 31: 2017-18 Average Evaluation Scores by Creditable Years of Service

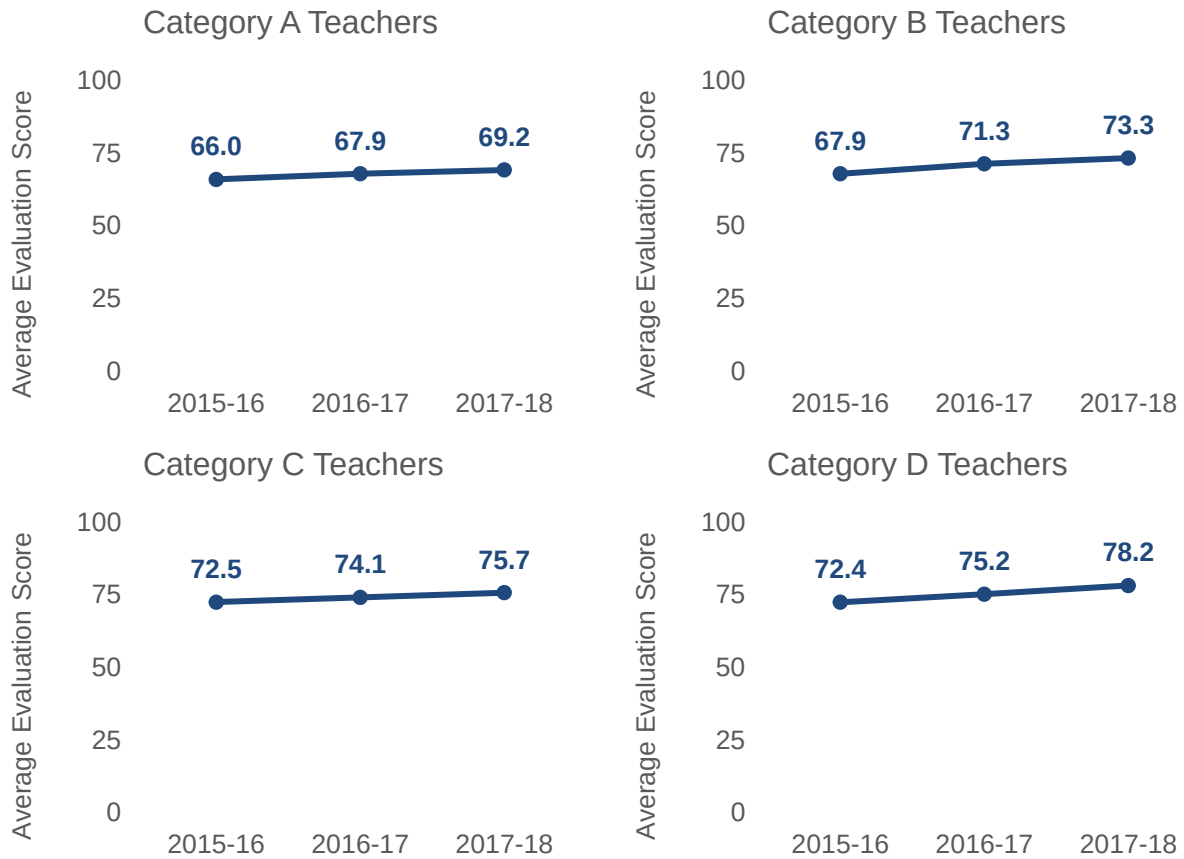


Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 9,827$ teachers. Maximum possible evaluation score was 110 for non-DTR teachers and 115 for DTR teachers.

As indicated in Figure 32, the average evaluation scores for Category A, B, C, and D teachers trended upward from 2015-16 (66.0-72.5) to 2017-18 (69.2-78.2).

Figure 32: 2015-16 to 2017-18 Average Evaluation Score by TEI Category



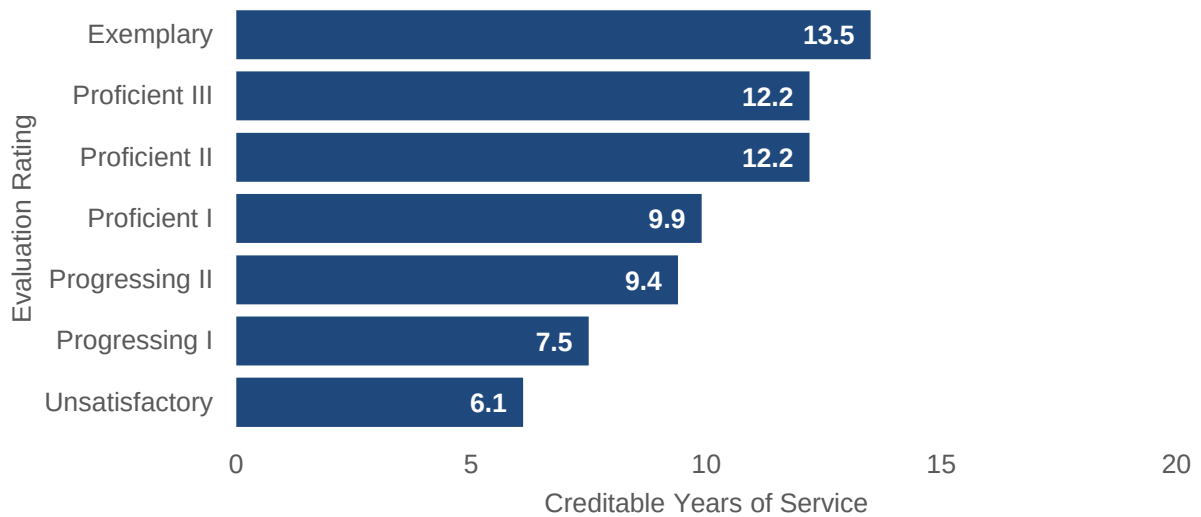
Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 8, 2018.

Note: Maximum possible evaluation score was 114 in 2015-16, 115 in 2016-17, and 115 in 2017-18.

Evaluation Ratings

As indicated by Figure 33, the lowest average credible years of service (6.1) 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 to moderate correlation was found between creditable years of service and evaluation ratings, $\rho = .26$, $p < .001$. When first- and second-year teachers were removed from the sample, the statistically significant correlation was very weak, $\rho = .04$, $p = .003$.

Figure 33: 2017-18 Average Creditable Years of Service by Evaluation Rating



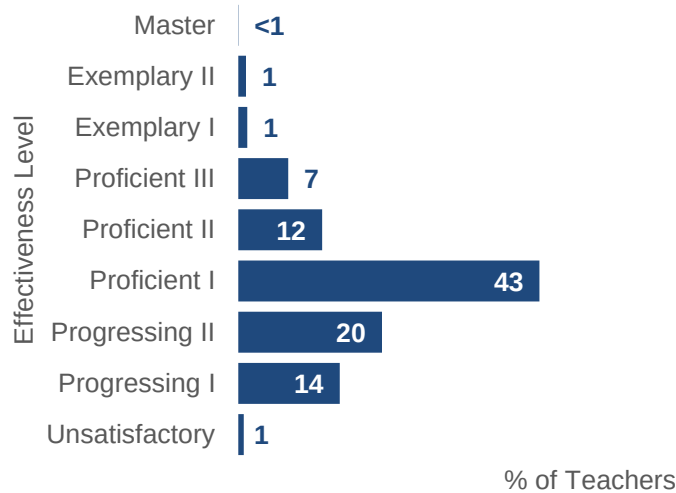
Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 9,728$ teachers.

Effectiveness Levels

The percentage of teachers who achieved each effectiveness level is shown in Figure 34. The largest percentage of teachers received an effectiveness level of Proficient I (43%), followed by Progressing II (20%), Progressing I (14%), and Proficient II (12%). The remaining effectiveness levels combined included slightly more than ten percent of teachers.

Figure 34: 2017-18 Percentage of Teachers Achieving Each Effectiveness Level



Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 9,824$ teachers.

Salary Increases

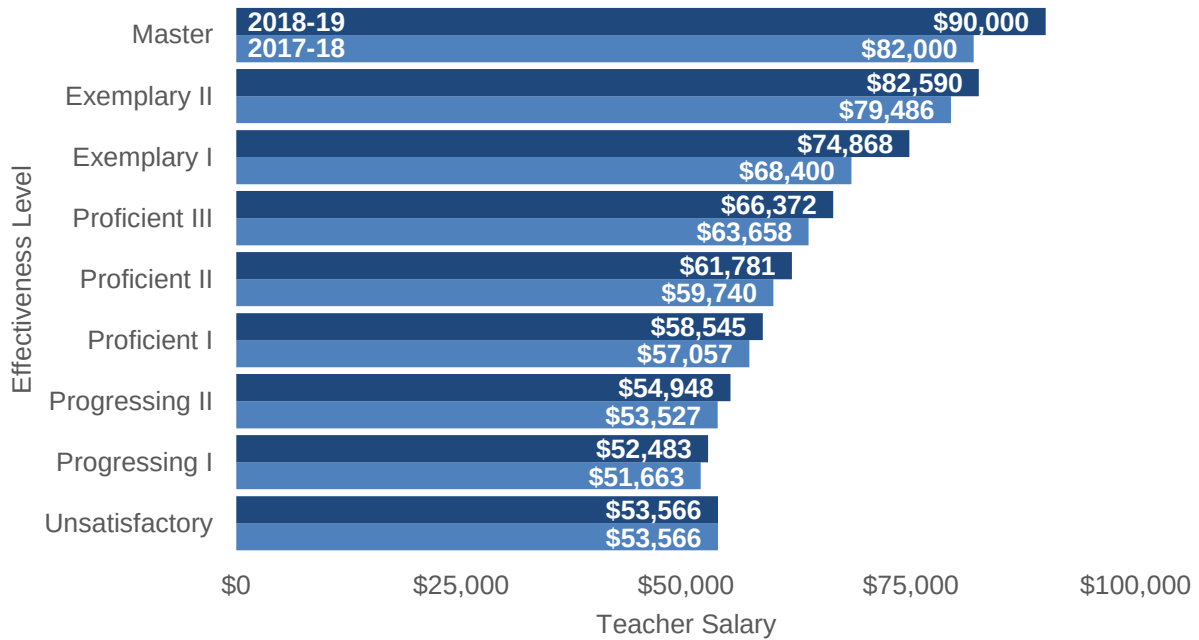
Overall, 95 percent of the 7,992 full-time teachers who were included in the sample³⁹ received a pay increase from 2017-18 to 2018-19.⁴⁰ As indicated by Figure 35, except for teachers in the Unsatisfactory effectiveness level, teachers in every effectiveness level, on average, received a pay increase in 2018-19. The average salary for teachers who earned an Exemplary I or Master⁴¹ effectiveness level increased the most from 2017-18 to 2018-19.

³⁹ 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 2017-18 and 2018-19.

⁴⁰ Beginning in the 2017-18 school year, teachers who earned and/or maintained an effectiveness level of Progressing II up to Exemplary II were eligible for a Performance Retention Increase. To be considered eligible, a teacher's current annual salary had to be at or above the corresponding salary of their earned effectiveness level for 2017-18. While not eligible for the retention increase, the novice teacher salary (i.e., new hires in 2018-19) and the Progressing I compensation level was adjusted to \$52,000 for market equity. Additional information regarding the Performance Retention Increase can be found in the 2017-18 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

⁴¹ The first Master teachers were designated as a result of 2017-18 performance results.

Figure 35: 2017-18 to 2018-19 Average Teacher Salary by Effectiveness Level

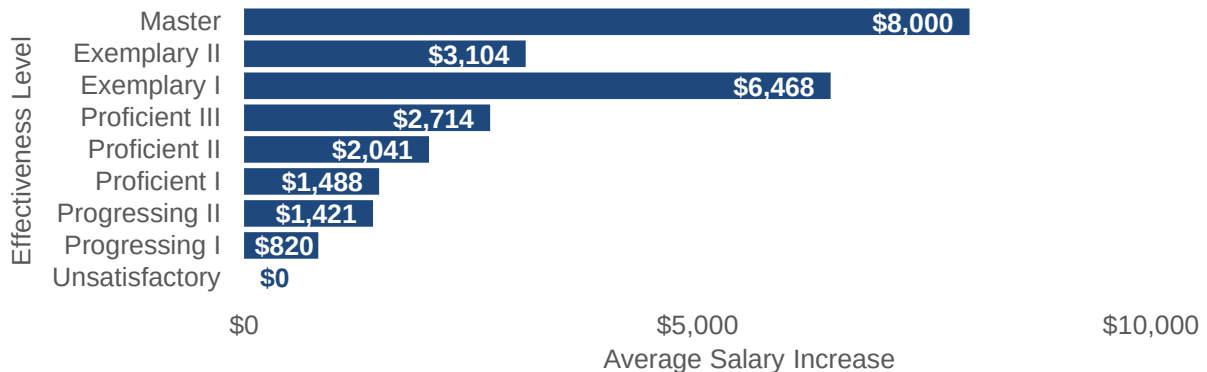


Source: Scorecard data file from Human Capital Management dated October 8, 2018. Teacher salary data file from Human Capital Management dated October 24, 2018.

Note: $n = 7,992$ 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 2017-18 and 2018-19. Effectiveness levels were assigned in fall 2018.

In general, teachers who received higher effectiveness levels in 2017-18 received higher salary increases for 2018-19 compared to those with lower effectiveness levels (Figure 36). Average salary increases were highest for Master (\$8,000) and Exemplary I (\$6,468) teachers.

Figure 36: 2018-19 Average Salary Increase by Effectiveness Level



Source: Scorecard data file from Human Capital Management dated October 8, 2018. Teacher salary data files from Human Capital Management dated October 26, 2017 and October 24, 2018.

Note: $n = 7,940$ 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 2017-18 and 2018-19. Effectiveness levels were assigned in fall 2018. Over 60 percent of Exemplary II teachers received a one-time stipend because they maintained their effectiveness level from 2017-18 to 2018-19; this stipend was not included in their salaries and is not included in the numbers shown.

What were retention rates for teachers?

Methodology

To determine 2017-18 teacher retention rates, the evaluators used the Dallas ISD personnel file dated April 29, 2018 and the scorecard data file from Human Capital Management dated October 8, 2018. A frequency analysis was conducted to determine why teachers left the district during the 2017-18 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. When applicable, results from the 2017-18 school year also were compared to the 2015-16 (Douglas & Barton, 2016) and 2016-17 (Barton & Palladino, 2017) TEI results to examine trends over time.

Results

Fifteen percent ($n = 1,441$) of the 9,907 2017-18 TEI teachers left the district by April 29, 2018, and 426 of these teachers provided the reason they left the district (Table 10).

Table 10: 2017-18 Reasons Teachers Left the Dallas ISD

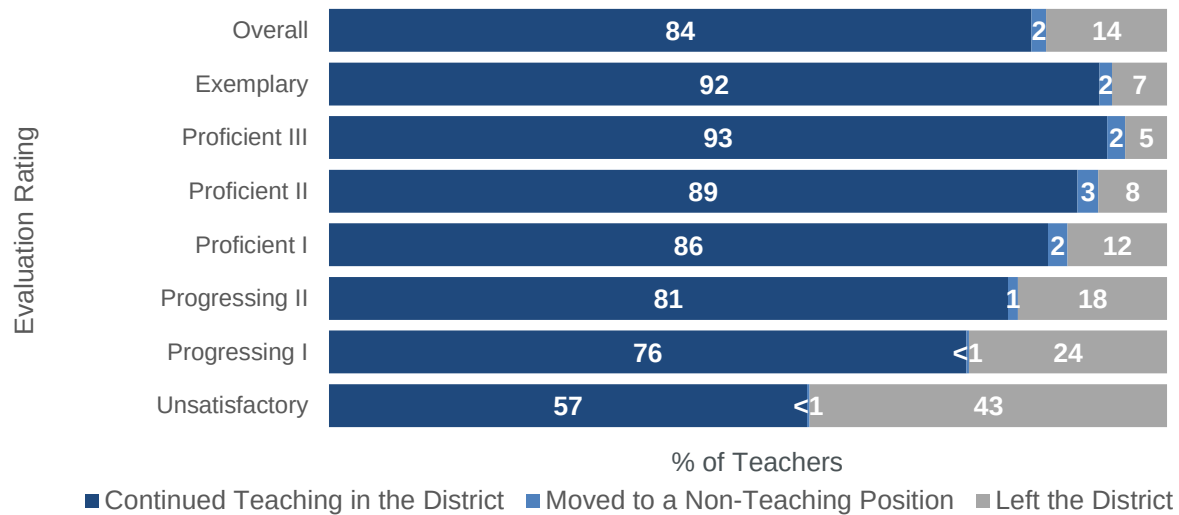
Reasons for Leaving	<i>n</i>	%
Deceased	0	0.0
Laid Off/Discharged	20	1.4
Quit	273	18.9
Retired	98	6.8
Other	35	2.4
Unknown	1,015	70.4

Source: District personnel file dated April 29, 2018 and scorecard data file from Human Capital Management dated October 8, 2018.

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

Figure 37 shows the percentage of teachers with each evaluation rating who continued teaching in the district, moved to a non-teaching position, or left the district after the 2017-18 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 generally decreased as evaluation rating increased.

Figure 37: 2017-18 Retention Rates by Evaluation Rating

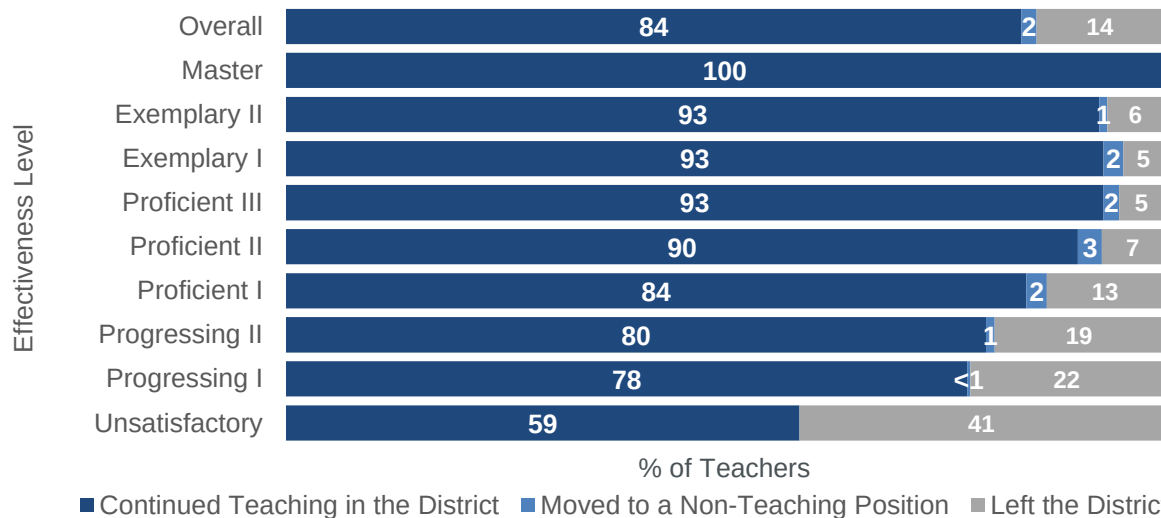


Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 9,810$ teachers. $n = 198$ Exemplary. $n = 658$ Proficient III. $n = 1,243$ Proficient II. $n = 4,127$ Proficient I. $n = 2,205$ Progressing II. $n = 1,074$ Progressing I. $n = 305$ Unsatisfactory. Some percentages may not sum to 100 percent because of rounding.

Figure 38 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 2017-18 school year. Forty-one percent of teachers with an unsatisfactory effectiveness level left the district. The percentage of non-retained teachers within each effectiveness level generally decreased as effectiveness level increased. Thus, the Dallas ISD retained effective teachers at higher rates than less effective teachers.

Figure 38: 2017-18 Retention Rates by Effectiveness Level

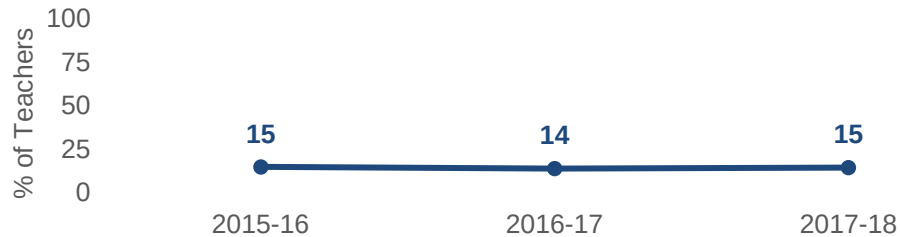


Source: Scorecard data file from Human Capital Management dated October 8, 2018. Some percentages may not sum to 100 percent because of rounding.

Note: $n = 9,824$ teachers. $n = 3$ Master. $n = 110$ Exemplary II. $n = 132$ Exemplary I. $n = 700$ Proficient III. $n = 1,172$ Proficient II. $n = 4,208$ Proficient I. $n = 2,003$ Progressing II. $n = 1,414$ Progressing I. $n = 82$ Unsatisfactory.

As indicated by Figure 39, the percentage of teachers who left the district remained relatively consistent from 2015-16 to 2017-18.

Figure 39: 2015-16 to 2017-18 Percentage of Teachers Who Left the Dallas ISD

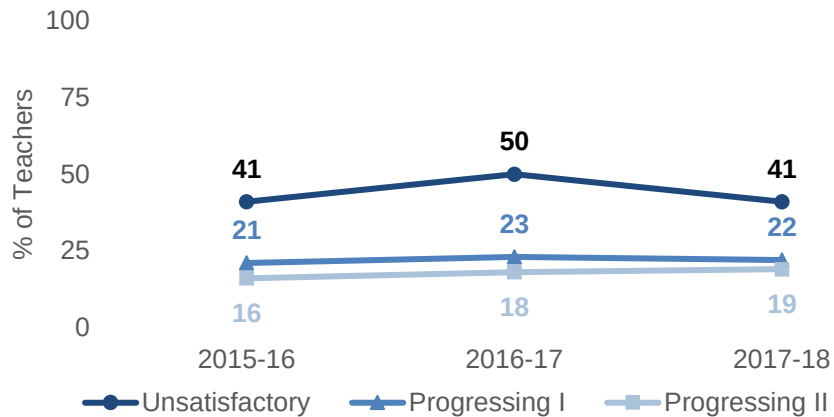


Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). District personnel file dated April 29, 2018 and scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 10,188$ teachers in 2015-16. $n = 10,148$ teachers in 2016-17. $n = 9,907$ teachers in 2017-18.

From 2015-16 to 2017-18, Unsatisfactory teachers continued to leave at higher rates than other effectiveness levels, indicating Dallas ISD continued to retain effective teachers at higher rates than less effective teachers. From 2015-16 to 2017-18, at the lowest three effectiveness levels, the rate of Progressing II teachers leaving the district trended slightly upward, and the rates of Unsatisfactory and Progressing I teachers leaving the district was about the same in 2015-16 and 2017-18 (Figure 40).

Figure 40: 2015-16 to 2017-18 Percentage of Unsatisfactory, Progressing I, and Progressing II Teachers Who Left the Dallas ISD



Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). District personnel file dated April 29, 2018 and scorecard data file from Human Capital Management dated October 8, 2018.

Note: 2015-16: $n = 83$ Unsatisfactory, $n = 2,497$ Progressing II, and $n = 1,896$ Progressing I. 2016-17: $n = 88$ Unsatisfactory, $n = 1,539$ Progressing I, and $n = 2,370$ Progressing II. 2017-18: $n = 82$ Unsatisfactory, $n = 1,414$ Progressing I, and $n = 2,003$ Progressing II.

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

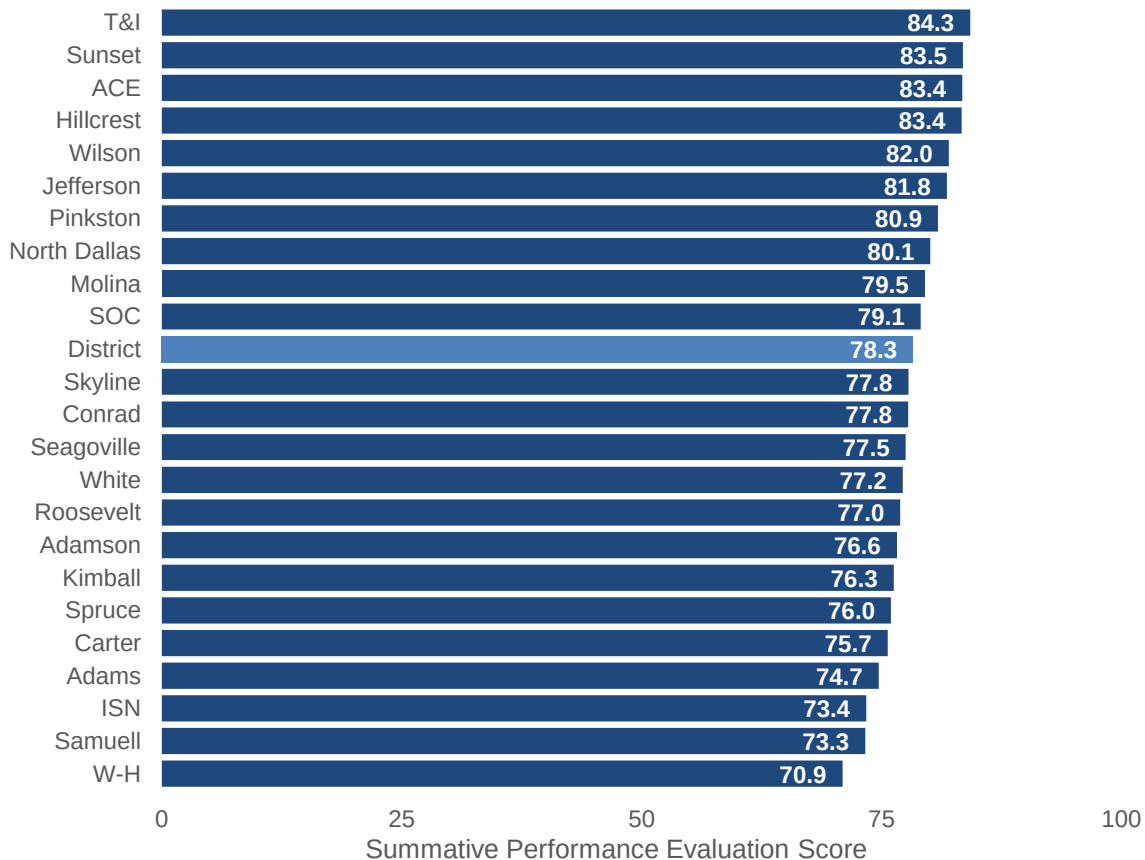
Methodology

The evaluators merged the 2017-18 scorecard and Schoolnet data files from Human Capital Management dated October 8, 2018 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. When applicable, results from the 2017-18 school year were compared to the 2015-16 (Douglas & Barton, 2016) and 2016-17 (Barton & Palladino, 2017) TEI results to examine one- and two-year trends.

Results

While the average summative performance evaluation score for the district was 78.3, the average summative scores varied across feeder patterns (Figure 41). Average summative evaluation scores ranged from 70.9 (Wilmer-Hutchins) to 84.3 (Transformation and Innovation).

Figure 41: 2017-18 Average Summative Performance Evaluation Scores by Feeder Pattern

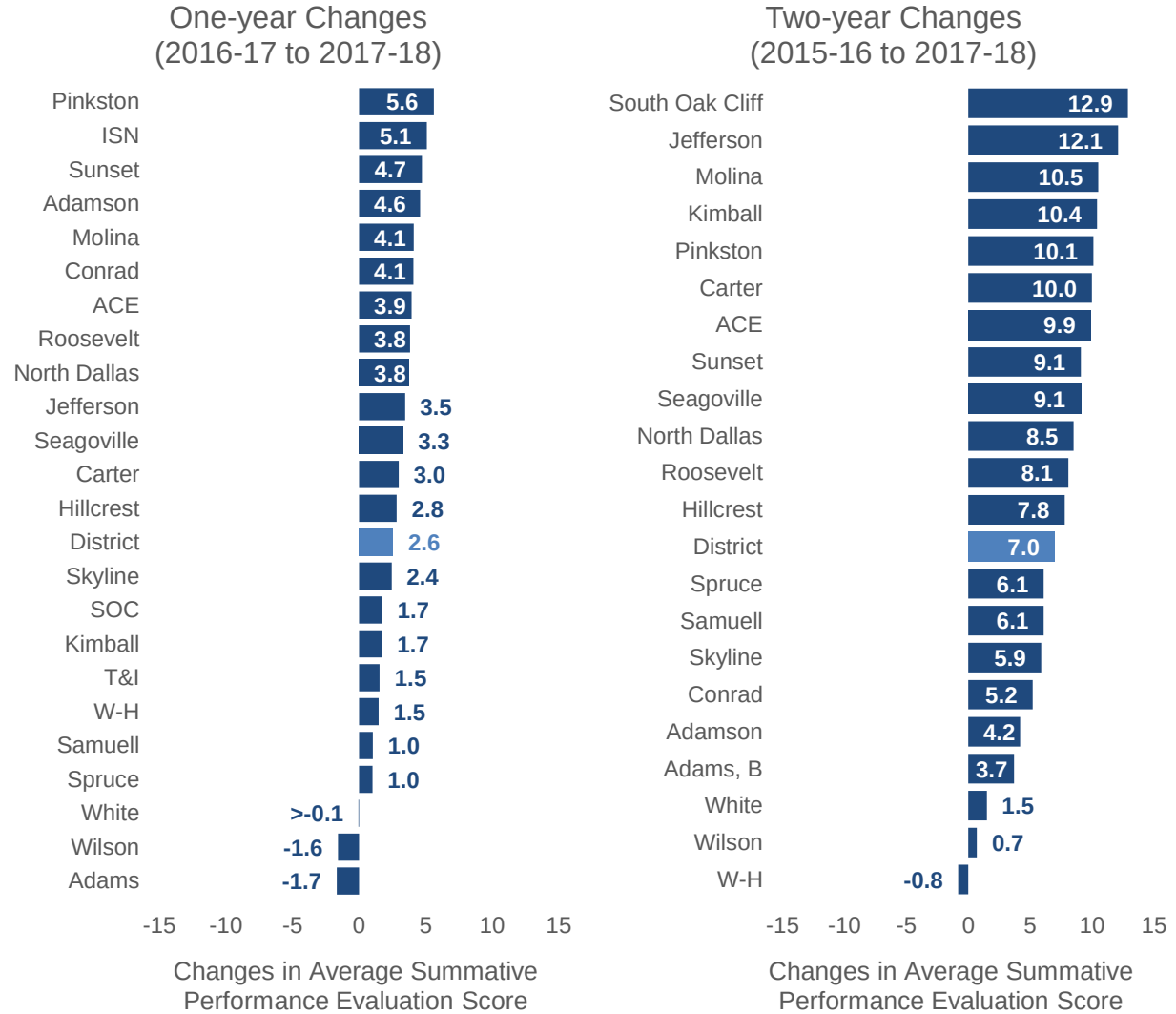


Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 9,907$ 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.

From 2015-16 to 2017-18, the average summative performance evaluation scores trended upward across almost all feeder patterns in the Dallas ISD (Figure 42).

Figure 42: One-year and Two-year Changes in Average Summative Performance Evaluation Scores by Feeder Pattern

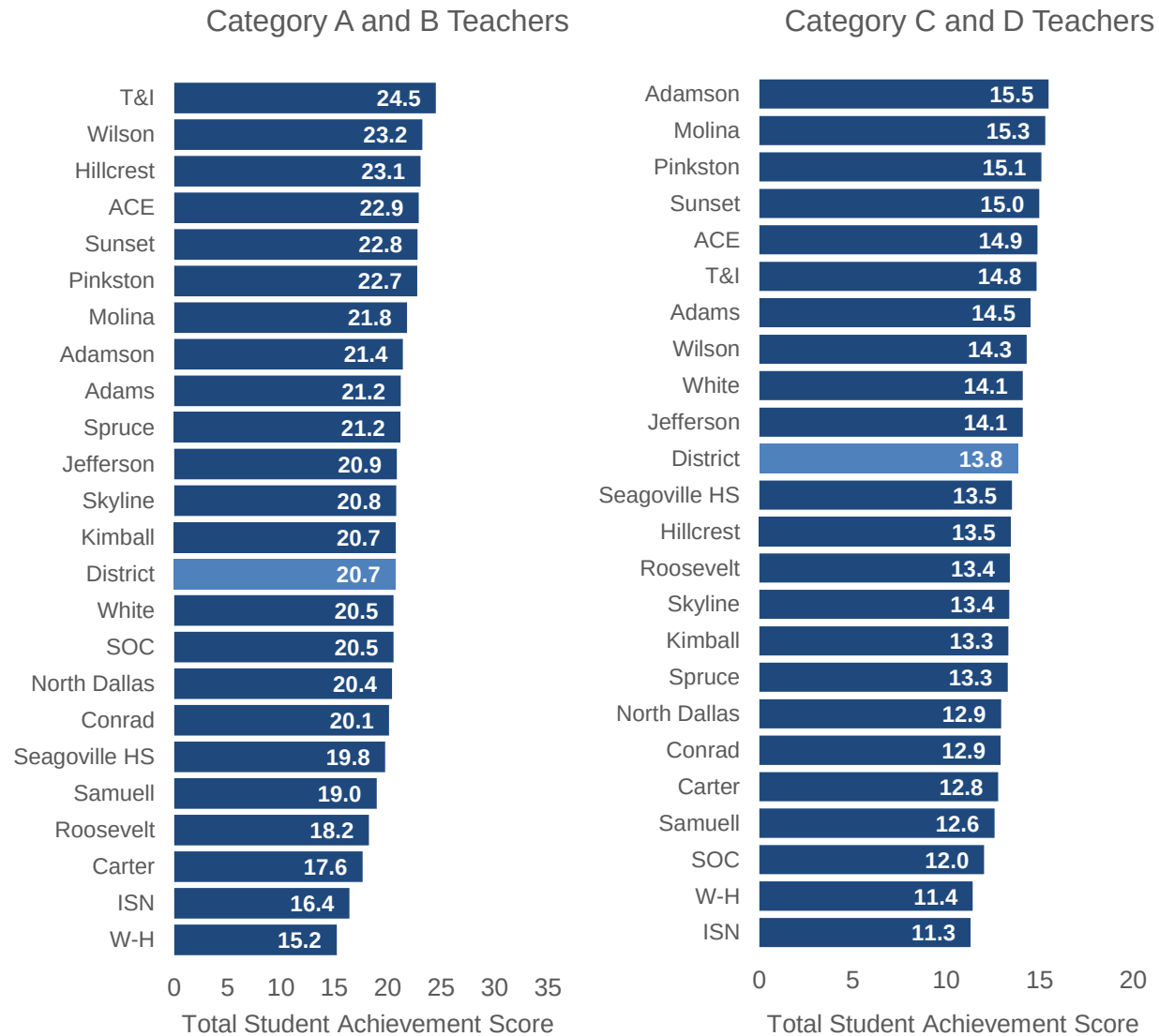


Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 8, 2018.

Note: T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. ISN = Intensive Support Network. The maximum possible summative evaluation score was 100.

Average total student achievement scores by feeder pattern are shown in Figure 43. For Category A and B teachers, the average total student achievement score ranged from 15.2 (Wilmer-Hutchins) to 24.5 (Transformation and Innovation), with a district average of 20.7. For Category C and D teachers, the average total student achievement score ranged from 11.3 (Intensive Support Network) to 15.5 (Adamson), with a district average of 13.8.

Figure 43: 2017-18 Average Total Student Achievement Scores by TEI Category and Feeder Pattern

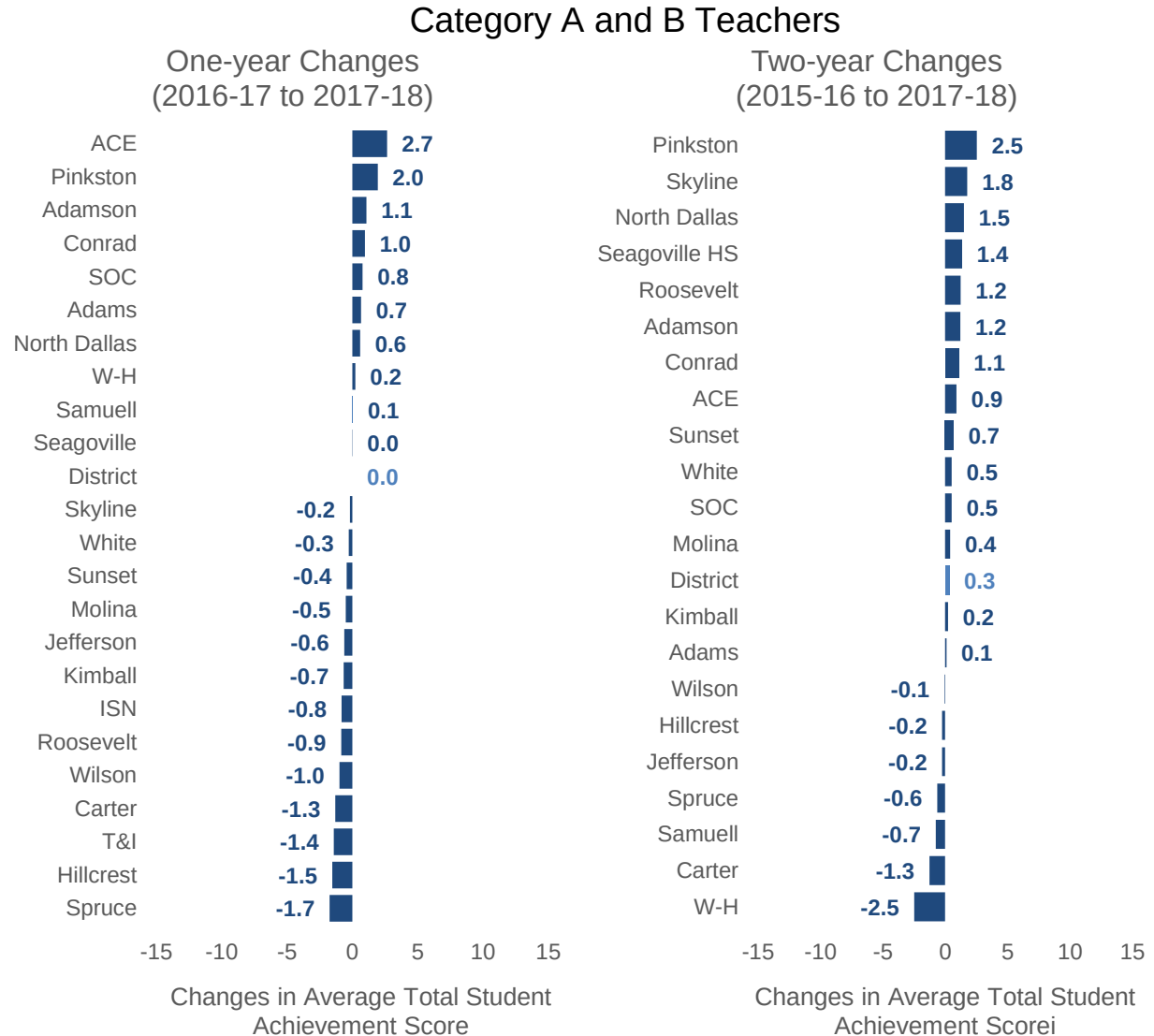


Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 6,053$ Category A/B teachers and $n = 3,835$ 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.

For Category A and B teachers, the average total student achievement score remained consistent from 20.4 in 2015-16 to 20.7 in 2017-18, and the average total student achievement score trended slightly upward for 14 of 21 feeder patterns from 2015-16 to 2017-18 (Figure 44).

Figure 44: One-year and Two-year Changes in Average Total Student Achievement Scores by Feeder Pattern: Category A and B Teachers

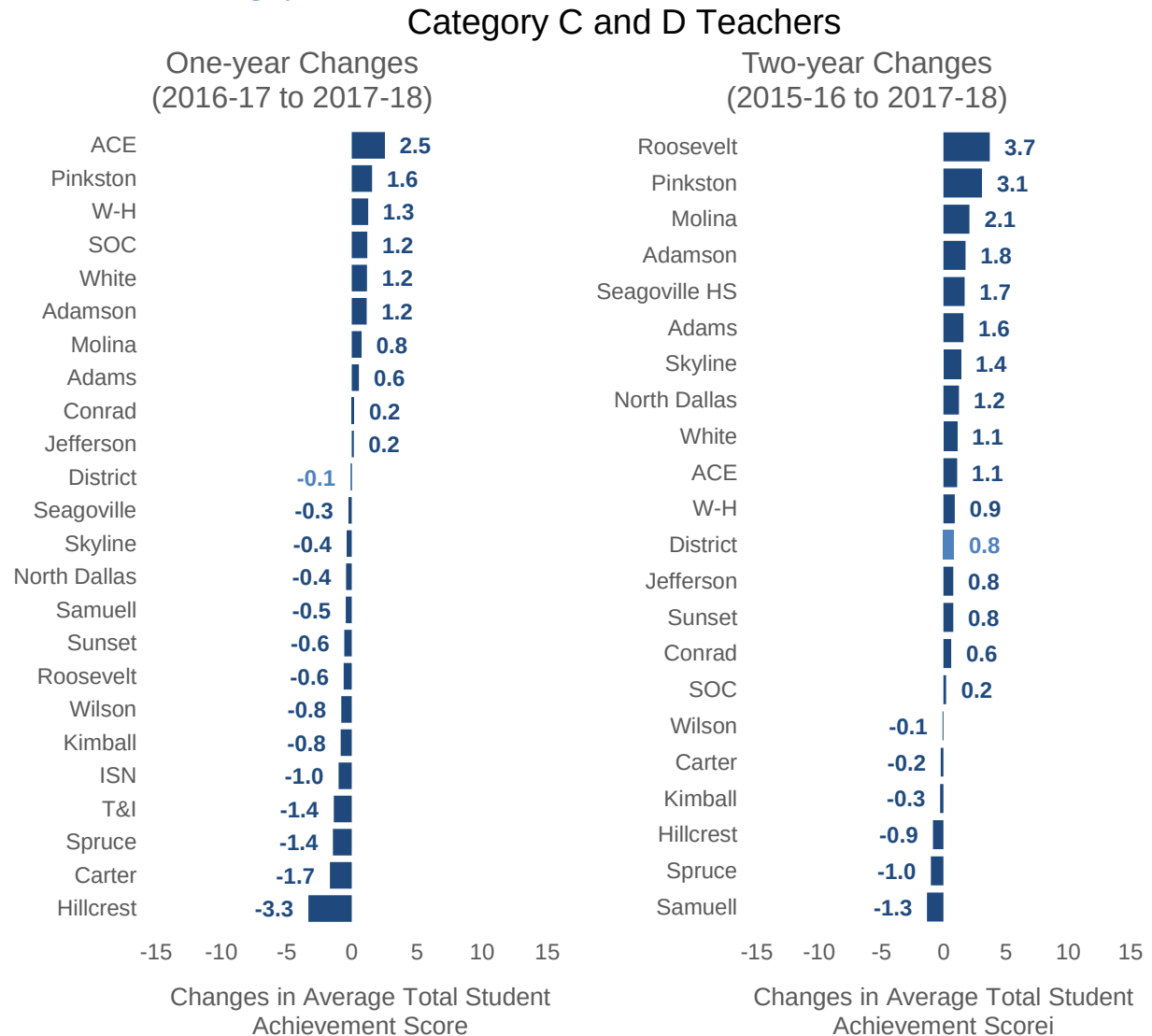


Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 8, 2018.

Note: T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. ISN = Intensive Support Network. The maximum possible student achievement score was 35 for category A/B teachers.

For Category C and D teachers, the average total student achievement score trended slightly upward from 13.0 in 2015-16 to 13.8 in 2017-18, and the average total student achievement score trended slightly upward at 15 of 21 feeder patterns from 2015-16 to 2017-18 (Figure 45).

Figure 45: One-year and Two-year Changes in Average Total Student Achievement Scores by Feeder Pattern: Category C and D Teachers

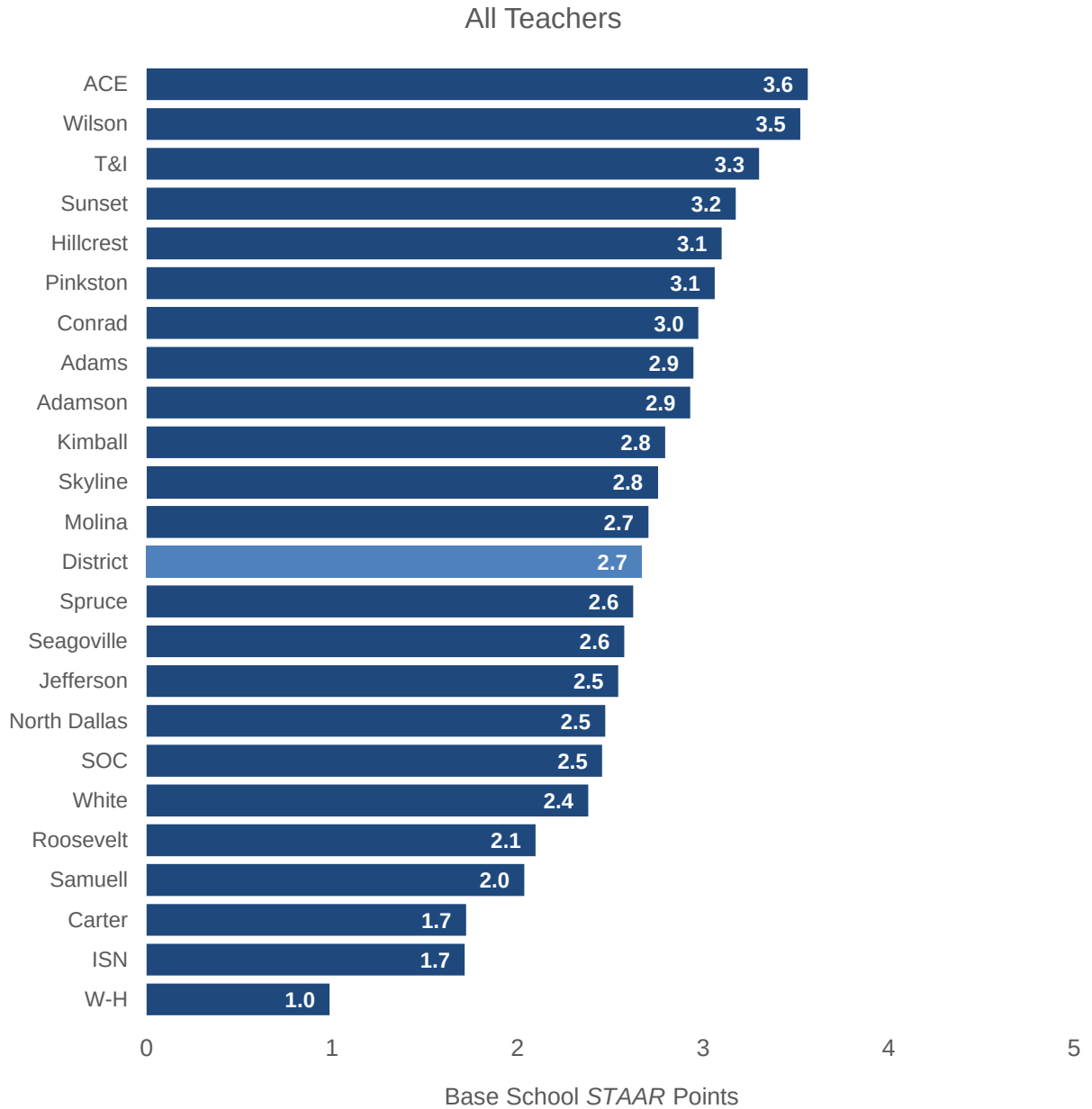


Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 8, 2018.

Note: T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. ISN = Intensive Support Network. The maximum possible student achievement score for category C/D teachers was 20.

As shown in Figure 46, average base school STAAR points varied across feeder patterns. The average base school STAAR points ranged from 1.0 (Wilmer-Hutchins) to 3.6 (Accelerating Campus Excellence), with a district average of 2.7.

Figure 46: 2017-18 Average Base School STAAR Points by Feeder Pattern

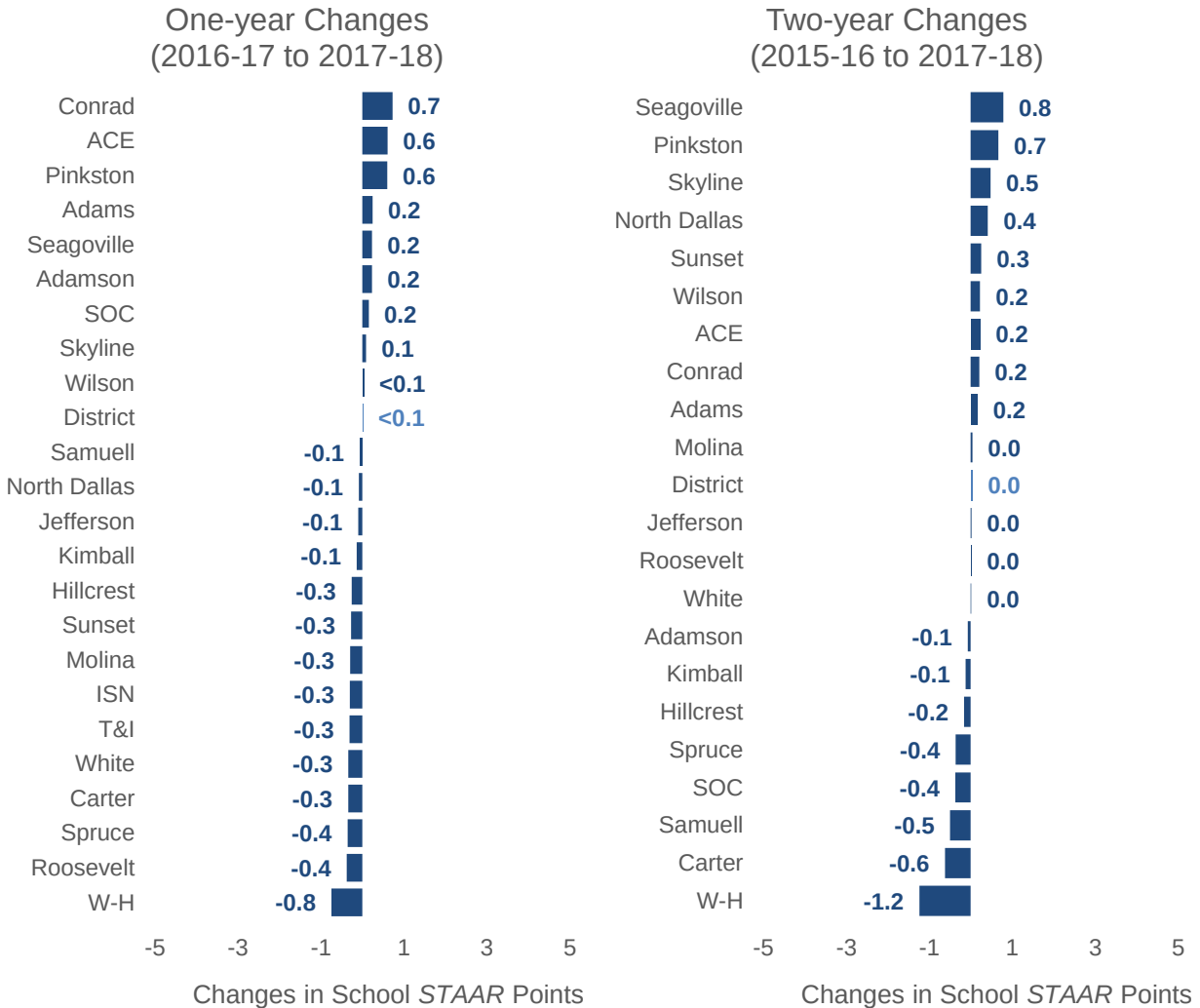


Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 9,640$ 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.

The district average base school STAAR points remained relatively consistent from 2.6 in 2015-16 to 2.7 in 2017-18, and the average base school STAAR points remained consistent or trended slightly upward at 13 of 21 feeder patterns from 2015-16 to 2017-18 (Figure 47).

Figure 47: One-year and Two-year Changes in Average Base School STAAR Points by Feeder Pattern

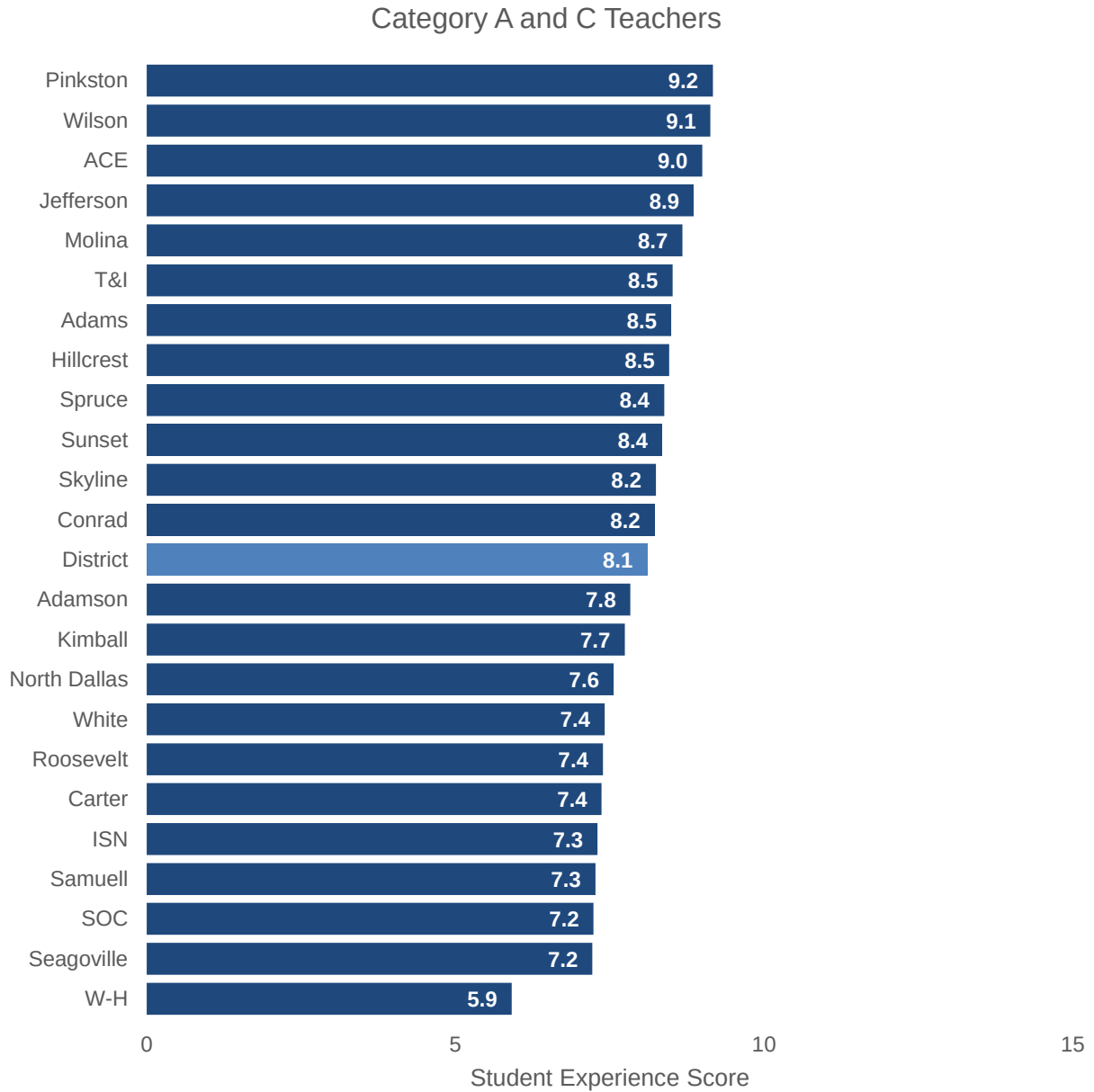


Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 8, 2018.

Note: 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 48, average student experience scores varied across feeder patterns. For Category A and C teachers, the average student experience score ranged from 5.9 (Wilmer-Hutchins) to 9.2 (Pinkston), with a district average of 8.1.

Figure 48: 2017-18 Average Student Experience Scores by Feeder Pattern

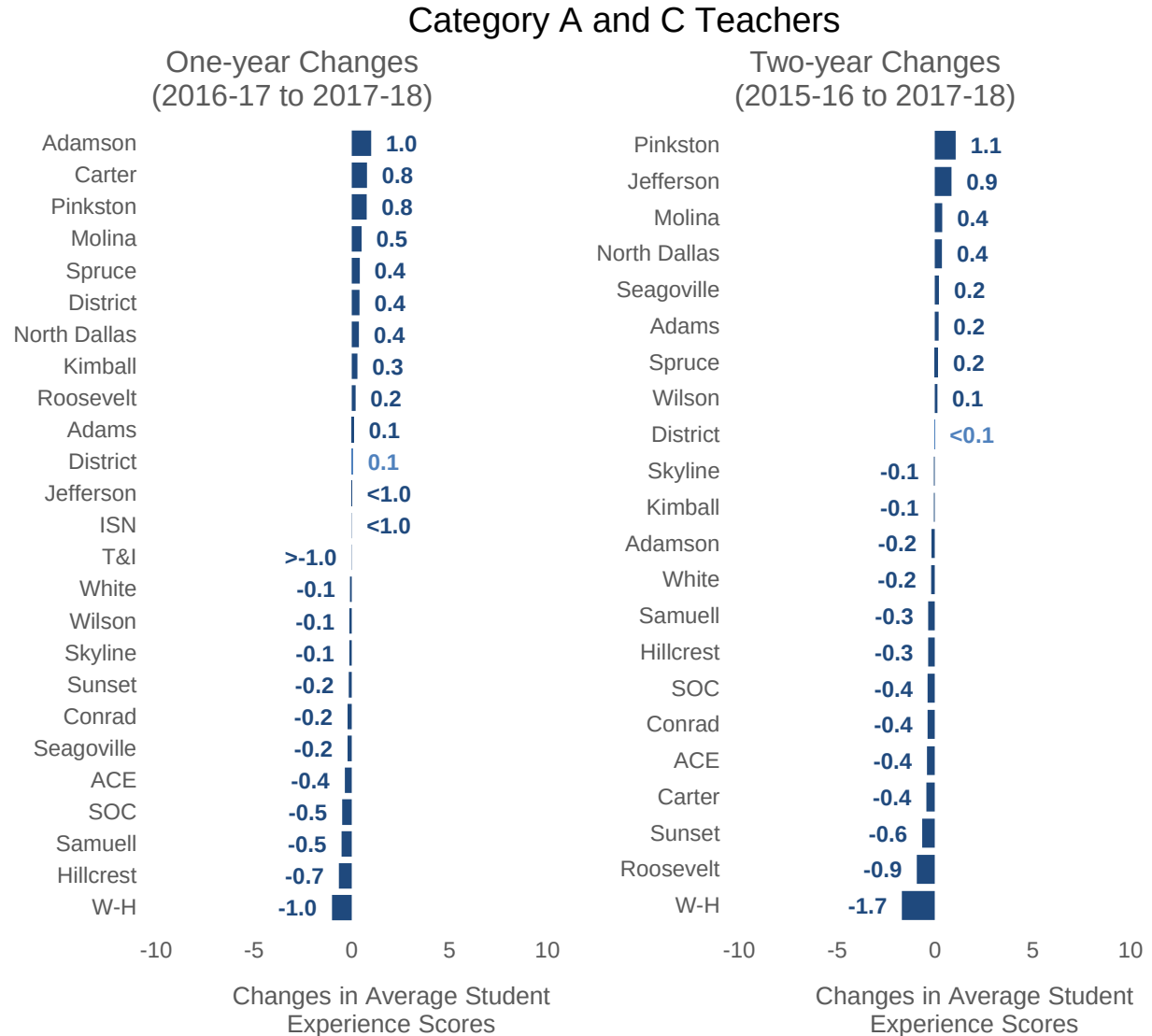


Source: Scorecard data file from Human Capital Management dated October 8, 2018 and student survey data file from Office of Institutional Research dated October 24, 2018.

Note: $n = 6,144$ 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.

The district average for student experience points remained consistent from 8.1 in 2015-16 to 8.1 in 2017-18. The points across feeder patterns were relatively consistent from 2015-16 (6.6-9.4) to 2017-18 (5.9-9.2), and the average student experience points fluctuated by one point or less for 20 of 21 feeder patterns from 2015-16 to 2017-18 (Figure 49).

Figure 49: One-year and Two-year Changes in Average Student Experience Scores by Feeder Pattern

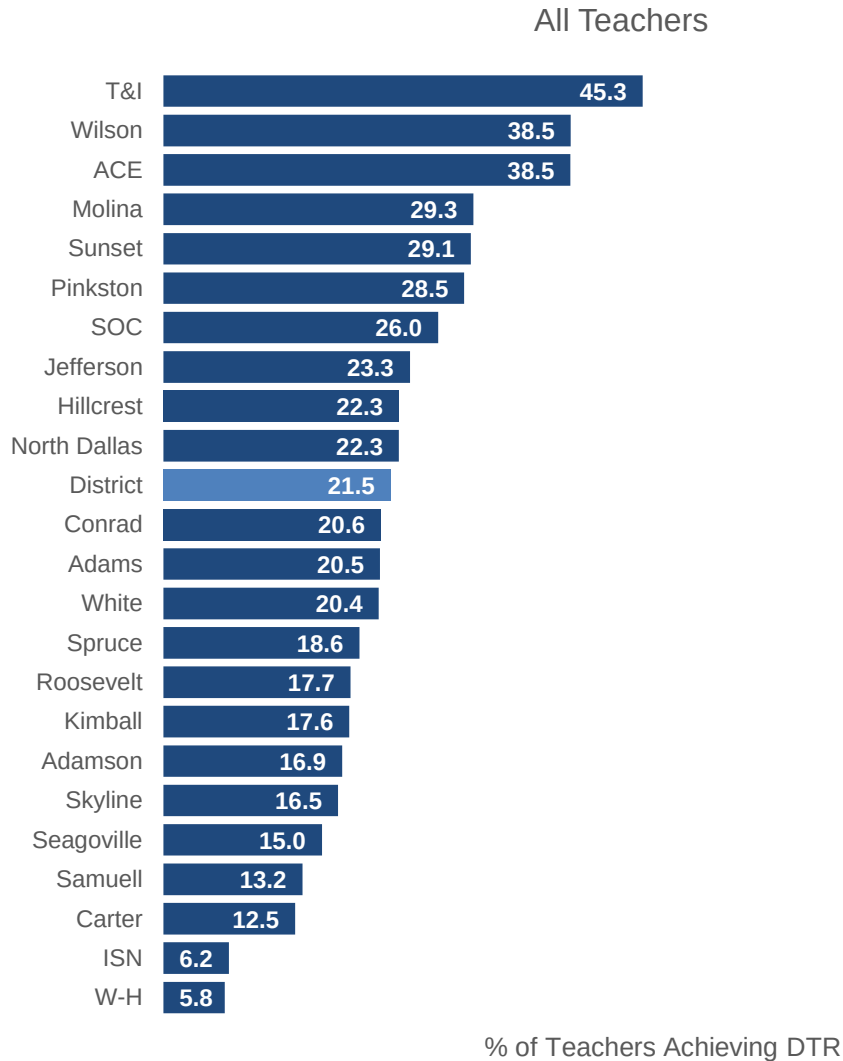


Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 8, 2018.

Note: 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 50, the percentage of teachers achieving DTR varied across feeder patterns. The percentage of teachers achieving DTR ranged from 5.8 percent (Wilmer-Hutchins) to 45.3 percent (Transformation and Innovation), with a district average of 21.5 percent.

Figure 50: 2017-18 Percentage of Teachers Achieving DTR by Feeder Pattern

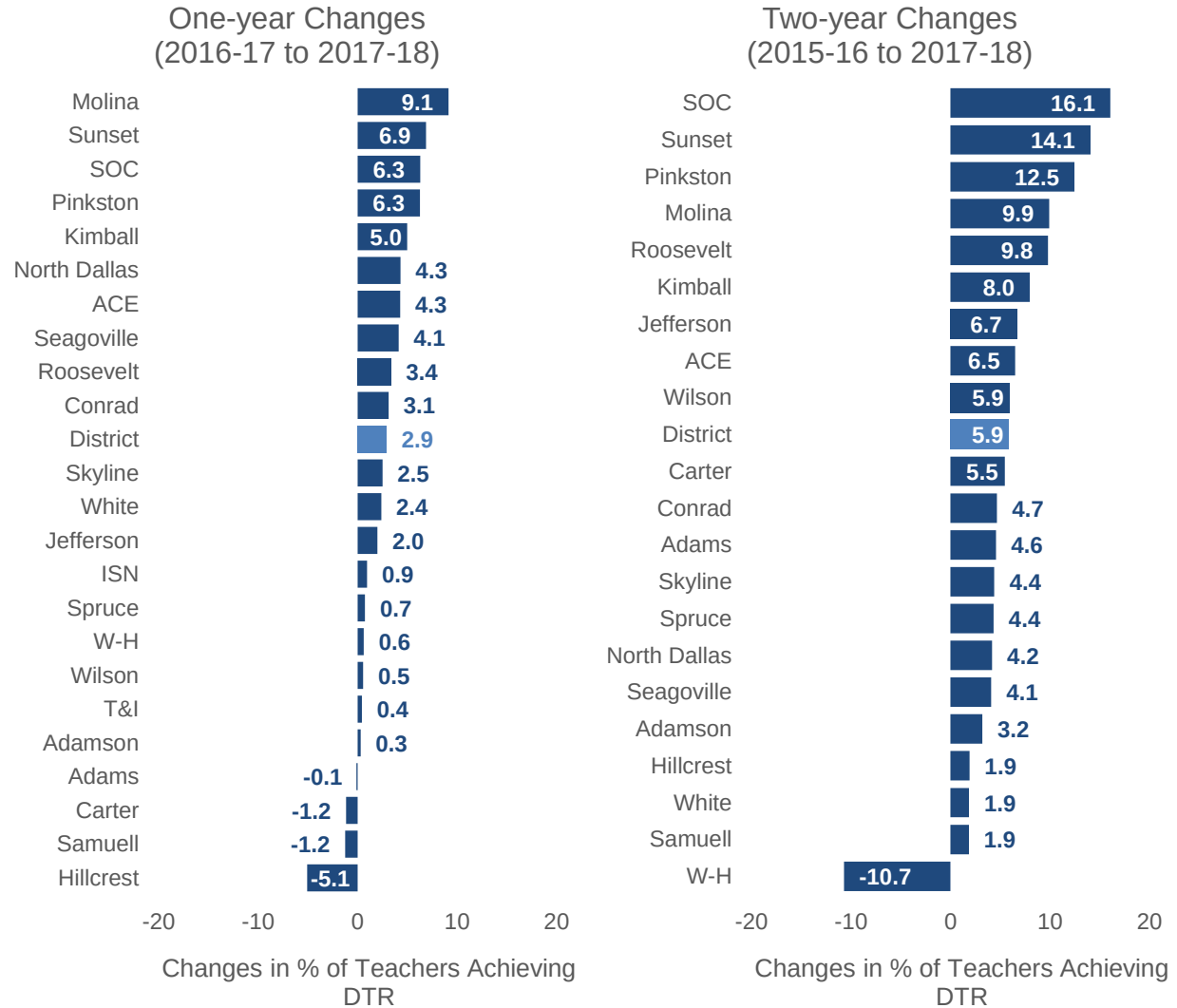


Source: Scorecard data file from Human Capital Management dated October 8, 2018.

Note: $n = 9,824$ 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.

While there was large variation in the percentage of teachers achieving DTR status across feeder patterns from 2015-16 to 2017-18, the overall percentage in the district trended upward from 16 percent in 2015-16 to 22 percent in 2017-18. In addition, from 2015-16 to 2017-18, the percentage of teachers achieving DTR status trended upward across 20 of 21 feeder patterns by at least 1.9 percentage points (Figure 51).

Figure 51: One-year and Two-year Changes in Percentage of Teachers Achieving DTR by Feeder Pattern



Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated October 8, 2018.

Note: 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.

What were the results of TEI by teacher 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 group, the evaluators merged the 2017-18 scorecard and Schoolnet data files from Human Capital Management dated October 8, 2018; the 2017-18 student survey data file from Office of Institutional Research dated October 24, 2018; and the district personnel file from April 29, 2018. Evaluators also received a list of 2017-18 Teach for America 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, choice campuses, 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 group. Overall, the highest performing groups were teachers at majority white campuses,⁴² teachers at magnet campuses, 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, and the average scores for teachers at majority Hispanic campuses were nearly identical to the district scores because 81 percent of teachers taught at majority Hispanic campuses. First-year teachers, Teach for America teachers, and teachers at Improvement Required (IR), Intensive Support Network (ISN), and majority African American campuses generally performed below the district averages. These results were similar to 2015-16 (Douglas & Barton, 2017) and 2016-17 (Barton & Palladino, 2018).

⁴² Majority African American campuses had a greater number of African American students than Hispanic and White students combined. Majority Hispanic campuses had a greater number of Hispanic students than African American and White students combined. Majority White campuses had a greater number of White students than African American and Hispanic students combined.

Table 11: 2017-18 TEI Results by Teacher Group

Teacher Group	Summative Performance Evaluation Score		Total Student Achievement Score		Student Experience Points		Evaluation Rating (% Proficient I and above)	
	<i>n</i>	Mean	<i>n</i>	Mean	<i>n</i>	Mean	<i>n</i>	%
Retention Status								
Left the District	1,416	70.4	894	18.4	916	7.5	1,416	45.2
Moved to Non-Teaching Position	172	85.7	112	22.0	114	8.5	172	82.0
Continued Teaching in the District	8,222	79.6	5,026	21.1	5,113	8.2	8,222	66.2
Magnet Campuses	400	89.3	205	27.5	373	9.4	400	93.5
IR Campuses	490	78.6	309	19.2	272	7.9	303	61.8
ACE Campuses	456	83.6	301	22.9	274	9.0	456	80.9
ISN Campuses	630	73.4	387	16.4	368	7.3	630	41.3
Post-Baccalaureate Degree	2,456	80.3	1,355	21.2	1,485	7.7	2,456	67.2
Teach for America	57	64.6	56	18.0	53	8.2	57	36.8
First-Year Teachers	747	62.9	473	18.1	499	7.5	747	27.6
Choice Campuses	656	78.4	391	21.7	413	8.6	656	66.6
Majority AA Campuses	1,384	76.4	749	17.8	744	7.5	1,384	54.2
Majority Hispanic Campuses	7,994	78.3	5,071	21.0	5,164	8.2	7,944	63.9
Majority White Campuses	148	90.8	102	28.8	82	9.0	148	98.6
District Total	9,810	78.4	6,032	20.8	6,143	8.1	9,810	63.5

Source: Scorecard and Schoolnet data files from Human Capital Management dated October 8, 2018. Student survey data file from Office of Institutional Research dated October 24, 2018. District personnel file dated April 29, 2018.

Note: ISN = Intensive Support Network. IR = Improvement Required. ACE = Accelerating Campus Excellence. AA = African American. Data for teachers who received a "No Rating" effectiveness level are not included. Total student achievement scores only included Category A/B teachers. Magnet campuses only included teachers who taught at stand-alone magnet campuses. Majority African American campuses had a greater number of African American students than Hispanic and White students combined. Majority Hispanic campuses had a greater number of Hispanic students than African American and White students combined. Majority White campuses had a greater number of White students than African American and Hispanic students combined. Teachers could belong to more than one group.

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 2017-18 academic year. 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 fourth year (2017-18) and to identify any potential adjustments identified by participants. This section highlights survey findings.

Methodology

Both the teacher (25 items) and administrator (25 items) surveys were administered from September 24 through October 15, 2018.⁴³ All teachers who received TEI scorecards for 2017-18 were emailed invitations to complete the survey. Included teachers were evaluated under the 2017-18 TEI system, regardless of whether they continued in a 2018-19 TEI-eligible position. All principals and assistant principals who conducted TEI evaluations during the 2017-18 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 8,634 teachers and 542 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.⁴⁴ 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 perceptions of several TEI-related topics by extracting response data from TEI evaluation reports from the 2015-16 (Douglas & Barton, 2017) and 2016-17 (Barton & Palladino, 2018) academic years.

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 8,577 teacher surveys and 537 administrator survey invitations received,⁴⁵ 4,639 teachers (54%) and 385 administrators (72%) at least partially completed the survey.

For the administrator survey, most participants were assistant principals (60%) followed by 40 percent principals and less than one percent who reported holding a position other than principal or assistant principal.⁴⁶ For the teacher survey, most participants were teachers of record (93%), followed by non-teachers of record (5%) and other roles (2%).⁴⁷ As shown in Figure 52, patterns of response rates across campus levels were similar for the teacher and administrator surveys. Elementary school teachers comprised the bulk of respondents.⁴⁸ The median years of creditable service for teacher survey

⁴³ The surveys originally were scheduled to end on October 5, 2018 but were extended an additional ten days to improve response rates.

⁴⁴ 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.

⁴⁵ Of teacher surveys sent, 46 teachers had opted out of surveys from the district and 11 email addresses were undeliverable, leaving 8,577 emails received. Of administrator surveys sent, three had opted out of surveys from the district and two email addresses were undeliverable, leaving 537 emails received.

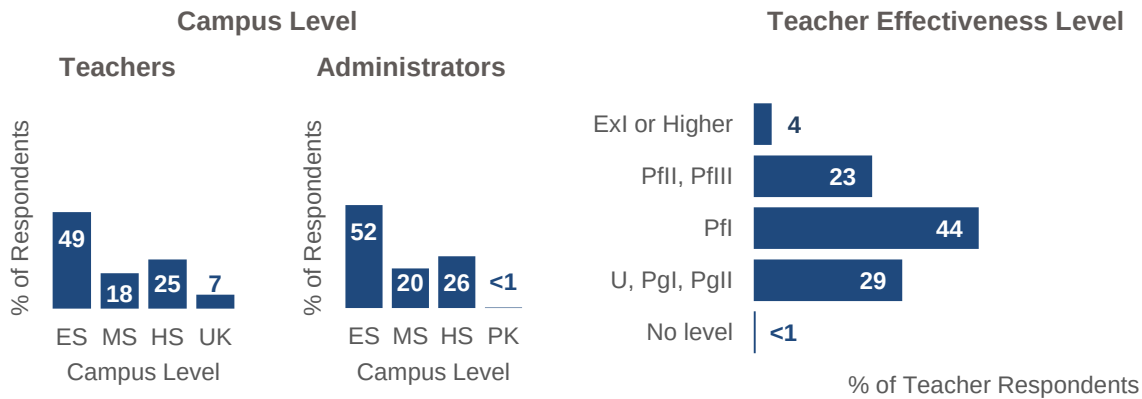
⁴⁶ Most administrators who reported roles other than principal and assistant principal indicated holding campus instructional coach and coordinator roles.

⁴⁷ Examples of other teacher-reported roles included gifted and talented teachers, special education teachers, and dyslexia interventionists.

⁴⁸ This pattern was expected because it mirrors the total teacher population in the Dallas ISD who were in TEI-eligible positions.

respondents was nine years (mean = 11.2). These values are higher than the median and mean creditable years of service for all (respondents and non-respondents) teachers in 2017-18 TEI positions (7 years; mean = 9.7). This finding indicated that a higher rate of experienced teachers responded 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 34).

Figure 52: 2017-18 TEI Perception Survey Respondents by Campus Level and Teacher Effectiveness Level



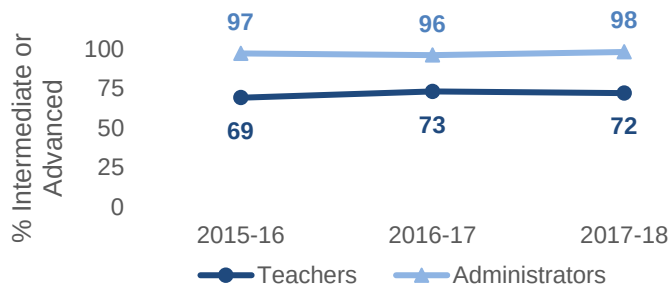
Source: Scorecard data file from Human Capital Management on October 8, 2018.

Note: N = 372 administrators. N = 4,599 teachers. ES = elementary school. MS = middle school. HS = high school. UK = Unknown. PK = Prekindergarten partnership site. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Ex = Exemplary. Teachers indicated as unknown campus level were not assigned to specific campuses in the data file. Percentages may not sum to 100 percent because of rounding.

TEI Knowledge

Most teachers (72%) and almost all administrators (98%) reported an intermediate to advanced knowledge of TEI in 2017-18. Thus, as in previous years, 28 percent of teachers continue to report a basic or lower knowledge of the TEI system, indicating an opportunity for further training. As shown in Figure 53, the rate of teachers indicating an intermediate or advanced knowledge of TEI trended slightly upward from 2015-16 to 2017-18. Most administrators indicated at least an intermediate knowledge of the system each year since TEI inception.

Figure 53: 2015-16 to 2017-18 Perceived Level of TEI Knowledge



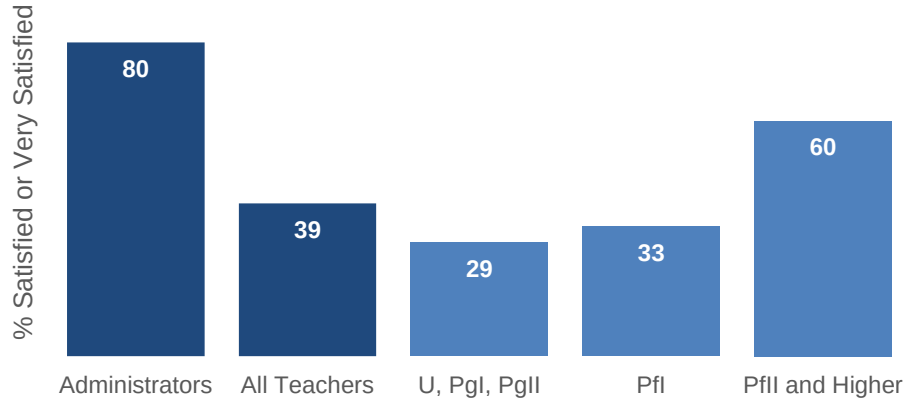
Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018) and 2017-18 TEI Perception Survey.

Note: N = 350 administrators and N = 4,575 teachers in 2015-16. N = 287 administrators and N = 4,119 teachers in 2016-17. N = 372 administrators and N = 4,639 teachers in 2017-18.

Overall Satisfaction

As shown in Figure 54, a higher rate of administrators (80%) than teachers (39%) expressed high satisfaction (satisfied or very satisfied) with TEI. In addition, greater rates of teachers with higher effectiveness levels (60%) than those with lower effectiveness levels (29% to 33%) expressed satisfaction with TEI.

Figure 54: 2017-18 Teacher and Administrator Overall Satisfaction with TEI

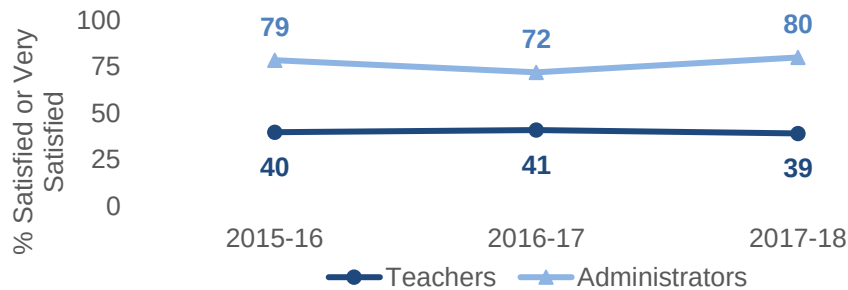


Source: 2017-18 TEI Perception Survey.

Note: $N = 372$ administrators. $N = 4,599$ teachers. $n(\text{U, Pgl to Pgll}) = 1,333$. $n(\text{Pfl}) = 2,020$. $n(\text{Pfl and Higher}) = 1,226$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

From 2015-16 to 2017-18, a gap persisted in the percentage of teachers and administrators who reported satisfaction (satisfied or very satisfied) with TEI, with administrators reporting satisfaction at higher rates than teachers (Figure 55). The percentage of administrators expressing satisfaction trended slightly upward from 2015-16 to 2017-18 after rebounding eight percentage points from a decline in reported satisfaction from 2015-16 to 2016-17. However, the percentage of satisfied teachers was relatively consistent from 2015-16 to 2017-18.

Figure 55: 2015-16 to 2017-18 Teacher and Administrator Overall Satisfaction with TEI



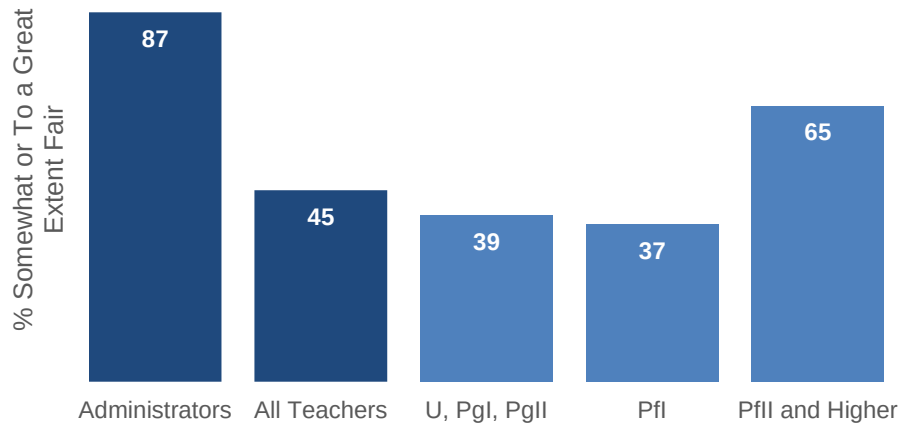
Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018) and 2017-18 TEI Perception Survey.

Note: $N = 341$ administrators and $N = 4,575$ teachers in 2015-16. $N = 436$ administrators and $N = 5,498$ teachers in 2016-17. $N = 372$ administrators and $N = 4,599$ teachers in 2017-18.

Perception of Fairness

As shown in Figure 56, a greater rate of administrators (87%) than teachers (45%) rated TEI as at least somewhat fair. Furthermore, teachers with the highest effectiveness levels perceived TEI as at least somewhat fair at a higher rate (65%) than teachers with lower effectiveness levels (37% to 39%).

Figure 56: 2017-18 Teacher and Administrator Perceptions of TEI Fairness

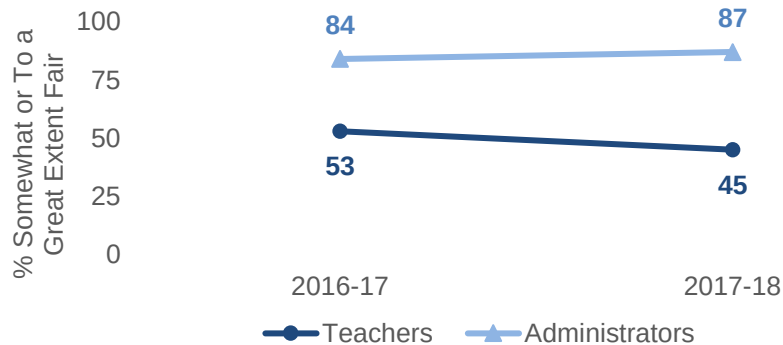


Source: 2017-18 TEI Perception Surveys.

Note: $N = 372$ administrators. $N = 4,599$ teachers. $n(\text{U, Pgl to PglI}) = 1,333$. $n(\text{Pfl}) = 2,020$. $n(\text{PfII and Higher}) = 1,226$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

As shown in Figure 57, the percentage of administrators who rated TEI as at least somewhat fair trended slightly upward from 2016-17 to 2017-18. However, the percentage of teachers who rated TEI as at least somewhat fair trended downward from 2016-17 to 2017-18. The decrease in the number of teachers rating TEI as at least somewhat fair was consistent across all effectiveness levels.

Figure 57: 2016-17 to 2017-18 Teacher and Administrator Perceptions of TEI Fairness

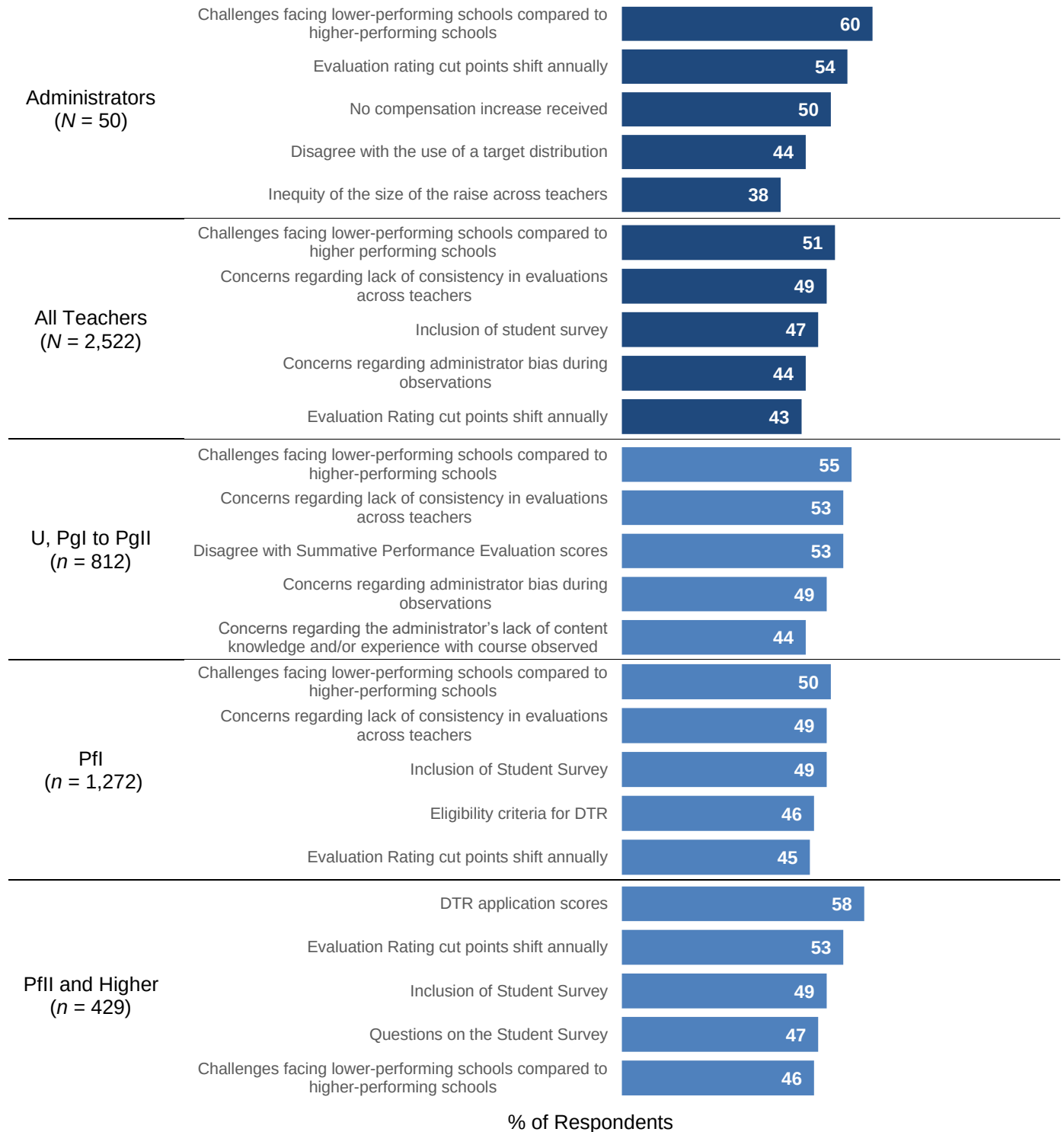


Source: 2016-17 TEI results (Barton & Palladino, 2018) and 2017-18 TEI Perception Survey.

Note: $N = 436$ administrators and $N = 5,498$ teachers in 2016-17. $N = 372$ administrators and $N = 4,599$ teachers in 2017-18. The 2015-16 evaluation did not include a comparable question about TEI fairness. Therefore, only a one-year trend is illustrated.

Respondents who perceived low TEI fairness (very little or not at all) were asked to select reasons they considered the system to be unfair. The top five most frequently selected reasons teachers and administrators considered TEI to be unfair, overall and by teacher effectiveness level groupings, are shown in Figure 58. One reason ranked in the top five for both administrators and all teacher groups was challenges facing lower performing schools compared to higher performing schools. In addition, evaluation rating cut points shifting annually was ranked in the top five of concerns for administrators and for all teacher groups except those in the lowest effectiveness level group (Unsatisfactory, Progressing I, and Progressing II). Lastly, concerns regarding lack of consistency in evaluations across teachers was ranked as one of the top five reasons TEI was unfair for teachers overall and for the two lowest teacher 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.

Figure 58: 2017-18 Teacher and Administrator Top Five Reasons TEI Perceived to Be Unfair



Source: 2017-18 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.

Table 12: 2017-18 Teacher and Administrator TEI Unfairness Reason Rankings

Reason	All Teachers (N = 2,522)		U, Pgl, Pgll (n = 812)		Pfl (n = 1,272)		Pfl and Higher (n = 429)		Admin (N = 50)	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Challenges facing lower-performing schools compared to higher-performing schools	51.0	1	54.7	1	50.3	1	46.4	5	60.0	1
Concerns regarding lack of consistency in evaluations across teachers	49.4	2	52.8	2	49.4	2	43.1	6	24.0	14
Inclusion of Student Survey	47.2	3	43.3	7	49.1	3	49.0	3	28.0	8
Concerns regarding administrator bias during observations	43.7	4	48.9	4	44.2	6	32.4	11	18.0	18
Evaluation Rating cut points shift annually	42.5	5	32.9	12	45.2	5	53.1	2	54.0	2
No compensation increase received	41.4	6	43.5	6	42.9	7	33.6	10	50.0	3
Questions on the Student Survey	40.9	7	38.5	9	40.6	8	46.9	4	16.0	19
Disagree with Summative Performance Evaluation scores	40.1	8	52.5	3	38.4	10	21.7	21	26.0	11
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observations	38.9	9	44.1	5	38.2	11	31.2	12	14.0	23
Disadvantaged because of class size	38.3	10	41.3	8	36.9	12	37.1	8	30.0	7
Inequity of the size of the raise across teachers	37.4	11	33.3	11	39.1	9	41.3	7	38.0	5
Eligibility criteria for DTR	36.6	12	29.2	13	46.3	4	22.8	17	26.0	12
Inclusion of school STAAR	35.5	13	38.5	10	35.6	13	29.6	13	16.0	21
Disagree with the use of a target distribution	29.3	14	22.9	18	32.1	14	33.8	9	44.0	4
DTR application scores	28.6	15	13.3	26	28.6	15	58.3	1	20.0	15
Concerns regarding lack of administrator experience as an observer	26.6	16	27.6	15	28.0	16	20.7	22	10.0	25
Disagree with attendance requirement for an effectiveness level	26.6	17	28.3	14	27.0	18	22.1	19	16.0	22
Other	25.7	18	26.0	16	24.8	19	28.2	14	38.0	6
Unexpected teacher category changes	24.7	19	19.3	22	27.7	17	26.8	15	28.0	9
Inclusion of the student achievement data	23.4	20	24.6	17	23.9	20	20.3	23	16.0	20
Size of the compensation increase received	21.9	21	21.8	20	22.0	21	22.1	20	26.0	10
Increased competition among teachers on campus	20.3	22	17.2	23	21.1	22	23.1	16	20.0	16
Concerns regarding student scheduling	19.2	23	20.6	21	19.3	23	16.1	24	12.0	24
Disagree with scoring of the SLO	16.6	24	22.7	19	15.8	26	7.9	26	8.0	26
Changes to student achievement templates	16.3	25	13.7	25	16.1	25	22.4	18	20.0	17
Change made to campus/staffing assignment	15.8	26	17.2	24	16.5	24	11.0	25	26.0	13

Source: 2017-18 TEI Perception Surveys.

Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. DTR = Distinguished Teacher Review. STAAR = State of Texas Assessments of Academic Readiness. SLO = Student Learning Objective. Includes data for respondents who indicated they did not perceive TEI to be fair (very little, not at all). Teacher respondents with 'No Level' effectiveness designation are not shown.

Defining Excellence

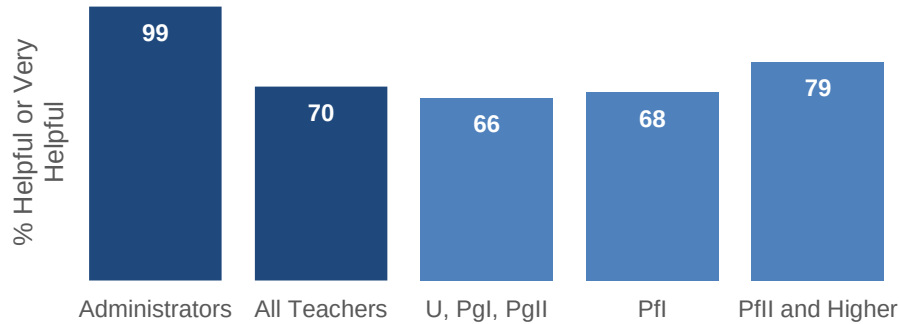
Spot Observations, Extended Observations, and Summative Evaluations

Of administrator respondents, 100 percent ($n = 372$) conducted spot observations, 98 percent ($n = 366$) conducted extended observations, and 98 percent ($n = 365$) conducted summative evaluations during the 2017-18 school year. The rate of administrators who reported that they had conducted summative evaluations for staff members with whom they had worked for an insufficient amount of time was lower in 2017-18 (17%) compared to 2016-17 (18%; Barton & Palladino, 2018) and 2015-16 (28%; Douglas & Barton, 2017). The percentage of administrator respondents who at least sometimes felt pressure to inflate teacher observation scores was relatively consistent in 2017-18 (22%) compared to 2016-17 (21%; Barton & Palladino, 2018) and 2015-16 (21%; Douglas & Barton, 2017).

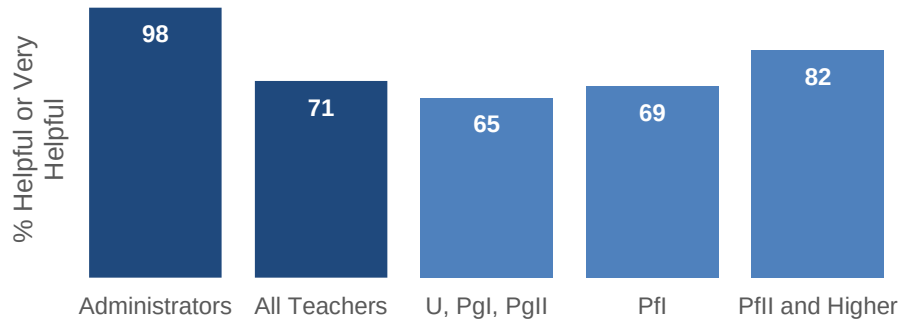
Figure 59 illustrates administrator and teacher perceptions of the helpfulness of spot observations, extended observations, and summative evaluations. The percentage of administrators who rated all three evaluation activities as helpful or very helpful was higher than for all teacher groups. The percentage of teachers rating all three evaluation activities as helpful or very helpful increased as effectiveness level increased.

Figure 59: 2017-18 Teacher and Administrator Perceptions of Feedback Helpfulness

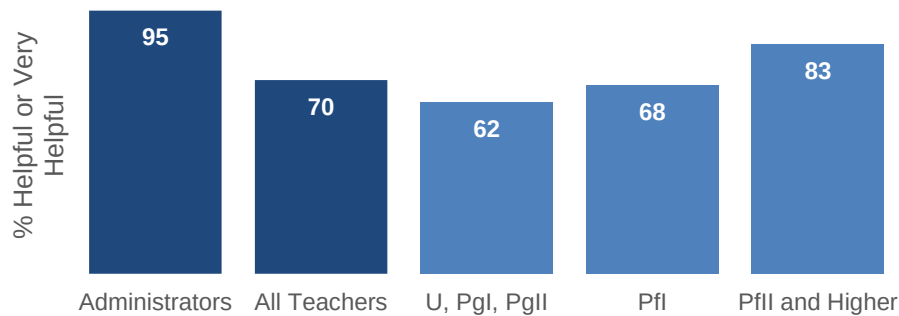
Overall, how helpful was the spot observation feedback [you provided to your teachers/you received from your evaluator] during the 2017-18 school year?



Overall, how helpful was the extended observation feedback [you provided to your teachers/you received from your evaluator] during the 2017-18 school year?



Overall, how helpful was the summative performance evaluation feedback [you provided to your teachers/you received from your evaluator] in 2017-18?



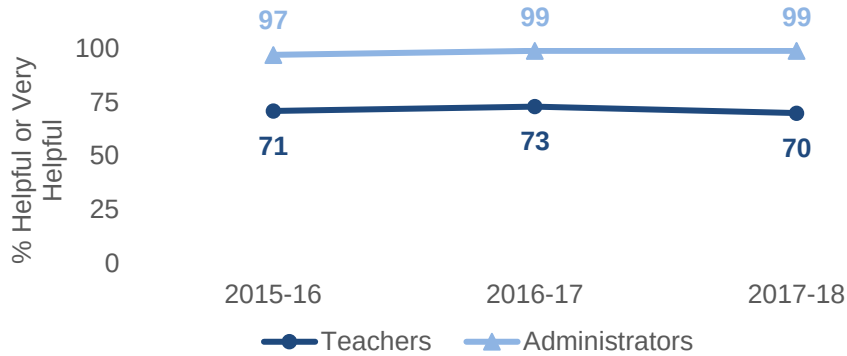
Source: 2017-18 TEI Perception Survey.

Note: $N = 372$ administrators – spot observations. $N = 366$ administrators – extended observations. $N = 365$ administrators – summative evaluation. $N = 4,599$ teachers. $n(\text{U, Pgl to Pgll}) = 1,333$. $n(\text{Pfl}) = 2,020$. $n(\text{Pfl and Higher}) = 1,226$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

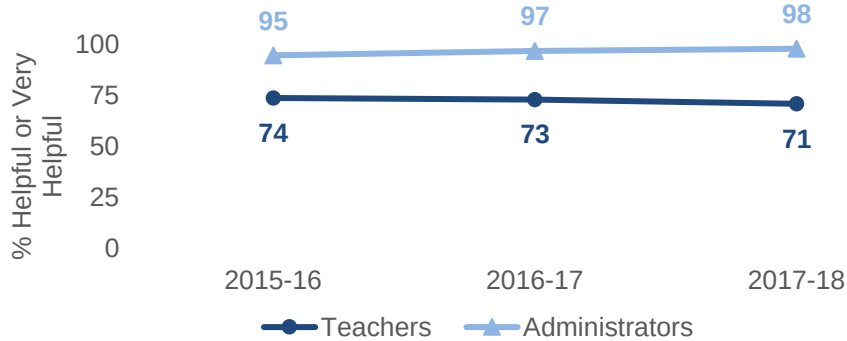
As shown in Figure 60, there was a relatively consistent gap in the percentage of administrator and teacher respondents who considered spot observations, extended observations, and summative evaluations to be helpful, with administrators having more positive responses. Furthermore, from 2015-16 to 2017-18, the rate of administrators rating these items as helpful trended slightly upward, whereas the rate of teachers trended slightly downward.

Figure 60: 2015-16 to 2017-18 Teacher and Administrator Perceptions of Feedback Helpfulness

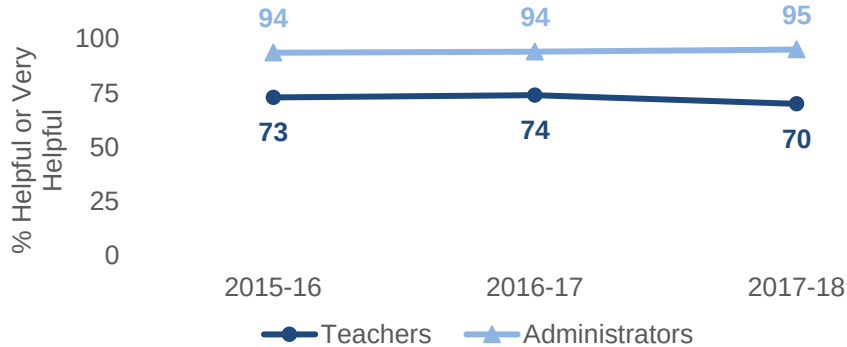
Overall, how helpful was the spot observation feedback [you provided to your teachers/you received from your evaluator]?



Overall, how helpful was the extended observation feedback [you provided to your teachers/you received from your evaluator]?



Overall, how helpful was the summative performance evaluation feedback [you provided to your teachers/you received from your evaluator]?



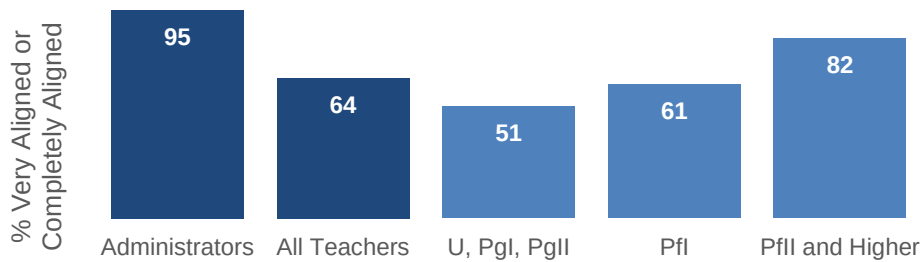
Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018) and 2017-18 TEI Perception Survey.

Note: Spot observation: $N = 349$ administrators in 2015-16; $N = 402$ administrators in 2016-17; $N = 372$ administrators in 2017-18. Extended observation: $N = 344$ administrators in 2015-16; $N = 384$ administrators in 2016-17; $N = 366$ administrators in 2017-18. Summative performance evaluation: $N = 341$ administrators in 2015-16; $N = 389$ administrators in 2016-17; $N = 365$ administrators in 2017-18. $N = 4,575$ teachers in 2015-16; $N = 5,498$ teachers in 2016-17; $N = 4,599$ teachers in 2017-18. Not all administrators provided all types of feedback (i.e., spot, extended, and summative).

When administrators and teachers were asked to rate the alignment of their 2017-18 summative evaluation feedback with spot observation feedback, rates of respondents who rated the two as aligned or very aligned followed the same pattern found for helpfulness ratings (see Figure 61). The percentage of administrators who rated summative performance evaluation feedback and spot observation feedback as aligned or very aligned (95%) was higher than for all teacher groups (51% to 82%). Furthermore, as with helpfulness ratings, the percentage of teachers reporting high alignment ratings increased as effectiveness level increased.

Figure 61: 2017-18 Teacher and Administrator Perceptions of Feedback Alignment

How aligned was summative performance evaluation feedback with the spot observation feedback provided through the 2017-18 school year?



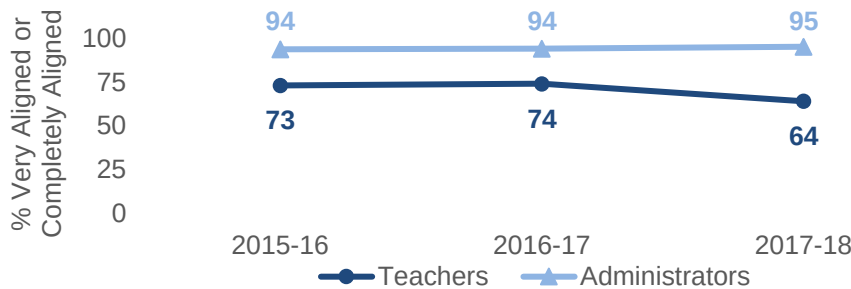
Source: 2017-18 TEI Perception Survey.

Note: N = 372 administrators. N = 4,599 teachers. U = Unsatisfactory. Pg = Progressing. Pf = Proficient.

As shown in Figure 62, administrator perceptions of the alignment of summative evaluation and spot observation feedback were more positive than for teachers and relatively consistent from 2015-16 (94%) to 2017-18 (95%). In contrast, the percentage of teachers who highly rated the alignment of summative performance feedback and spot observation feedback trended downward from 2015-16 (73%) to 2017-18 (64%).

Figure 62: 2015-16 to 2017-18 Teacher and Administrator Perceptions of Feedback Alignment

How aligned was summative performance evaluation feedback with the spot observation feedback provided?



Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018) and 2017-18 TEI Perception Survey.

Note: N = 341 administrators and N = 4,575 teachers in 2015-16. N = 389 administrators and N = 5,498 teachers in 2016-17. N = 372 administrators and N = 4,599 teachers in 2017-18.

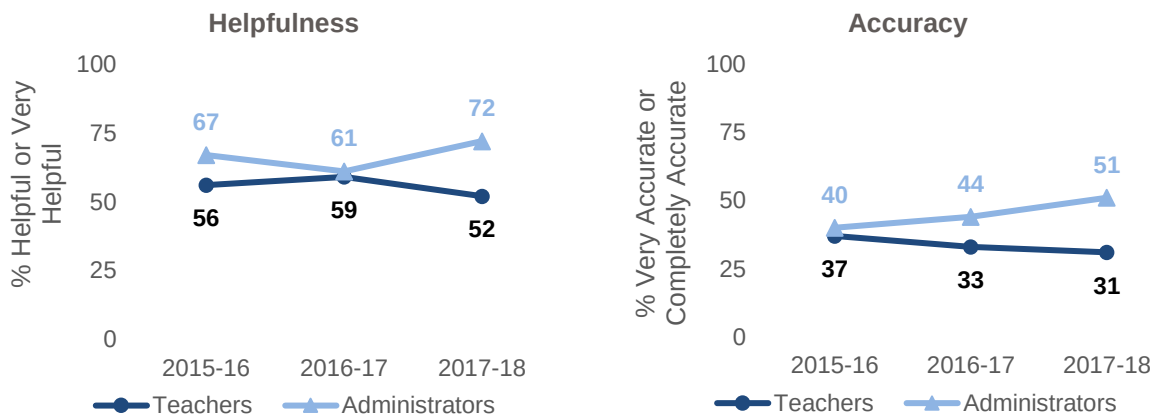
Student Experience Survey

A total of 2,842 (62%) teacher respondents indicated they received student experience survey data for the 2017-18 academic year. Slightly over half (52%) of these teachers indicated the feedback received from the 2017-18 student experience survey was helpful or very helpful. While higher rates of teachers at the Proficient II and above (55%) and Unsatisfactory, Progressing I, and Progressing II (55%) effectiveness levels than Proficient I teachers (49%) reported student experience survey feedback as helpful, almost half of all teacher respondents did not consider the feedback helpful. Higher rates of administrators (72%) than teachers (52%) rated student experience survey feedback as helpful to teachers.

Less than a third (31%) of teacher respondents rated their student experience survey data feedback as very or completely accurate. While higher rates of Proficient II and higher teachers (38%) than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 30%; Proficient I: 27%) favorably rated the accuracy of the student experience survey feedback, it is important to note that a sizable percentage of teachers did not consider the feedback to be accurate. A higher percentage of administrators (51%) than teachers (31%) in all effectiveness level groups rated student experience survey feedback as accurate, but this rate also was low.

As shown in Figure 63, administrator perceptions of helpfulness in 2017-18 trended upward from 2015-16, which reversed a downward trend experienced in 2016-17. However, teacher perceptions of helpfulness in 2017-18 trended downward from 2015-16, which negated gains experienced in 2016-17. While teacher perceptions of student experience survey data accuracy continued a downward trend from 2015-16 to 2017-18, administrator perceptions continued an upward trend from 2015-16 to 2017-18. These results indicate that the gaps between administrator and teacher perceptions of helpfulness and accuracy have widened over time. Furthermore, from 2015-16 to 2017-18, a sizeable percentage of administrators and teachers did not perceive student experience survey feedback as very or completely accurate

Figure 63: 2015-16 to 2017-18 Student Experience Survey Feedback – Perceptions of Helpfulness and Accuracy



Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018) and 2017-18 TEI Perception Survey.

Note: *N* = 350 administrators and *N* = 2,784 teachers in 2015-16. *N* = 287 administrators and *N* = 2,505 teachers in 2016-17. *N* = 372 administrators and *N* = 2,843 teachers in 2017-18. Teacher responses include those who received student experience survey feedback.

In response to student experience survey feedback, teachers most frequently indicated they relied on professional development (45%) and colleagues (41%) to modify student engagement (Table 13). Teachers least frequently used the Panorama Playbook (11%), although more teachers with an effectiveness level of Proficient I or higher than those with lower effectiveness levels indicated they used the playbook.

Table 13: 2017-18 Resources Used by Teachers to Modify Student Engagement as a Result of Student Experience Survey Results

	All (N = 4,599)		U, Pgl, PgII (n = 1,333)		Pfl (n = 2,020)		PflI and Higher (n = 1,226)	
	n	%	n	%	n	%	n	%
Campus administrators	587	20.7	206	24.7	223	18.5	157	12.8
Panorama Playbook	322	11.3	57	6.8	127	10.5	138	11.3
Colleagues (e.g., other teachers)	1,155	40.6	412	49.3	448	37.2	294	24.0
Professional development	1,278	45.0	450	53.9	545	45.3	282	23.0
Other external resources (e.g., books, internet)	993	34.9	325	38.9	408	33.9	259	21.1
I did not use any of these resources.	695	24.5	160	19.2	307	25.5	227	18.5

Source: 2017-18 TEI Perception Survey.

Note: U = Unsatisfactory. Pg = Progressing. Pfl = Proficient. Results are for teachers indicating they received student experience survey data for the 2017-18 school year. Respondents could select more than one answer. Teacher respondents with 'No Level' effectiveness designation are not shown.

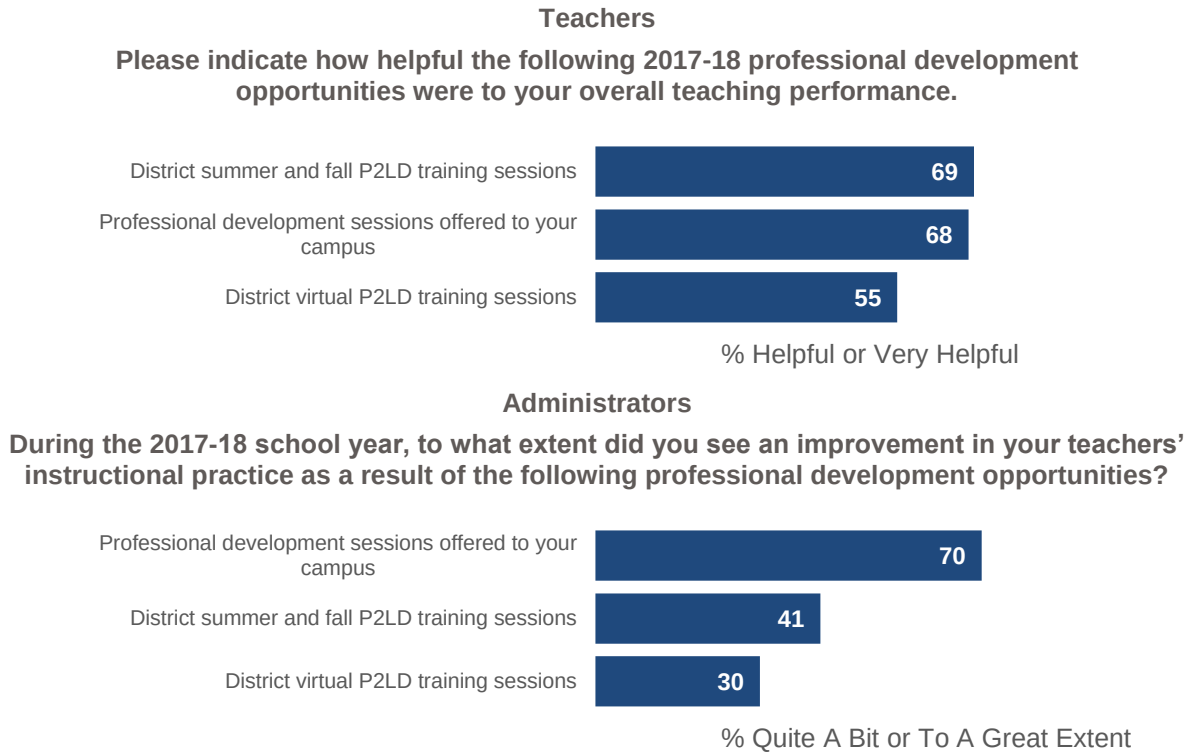
Supporting Excellence

The majority (86%) of administrator respondents reported creating Personalized Professional Learning and Development (P2LD) forms for teachers based on available student achievement and teacher performance data in 2017-18. Over half of teachers agreed or strongly agreed that the 2017-18 district-sponsored professional development opportunities offered applicable strategies that they were using in the classroom (56%) and were aligned with their professional development plans (59%). These rates were similar across effectiveness level groups. Agreement was similar for teachers overall regarding the applicability (57%) and alignment (56%) of professional development opportunities offered at the campus level. However, differences emerged by effectiveness level regarding campus-level opportunities. Higher rates of teachers with higher effectiveness levels than lower effectiveness levels agreed that campus-level professional development opportunities were applicable (Unsatisfactory, Progressing I, Progressing II: 53%; Proficient I: 55%; Proficient II and higher: 66%) and aligned (Unsatisfactory, Progressing I, Progressing II: 50%; Proficient I: 55%; Proficient II and higher: 65%).

Figure 64 shows teacher and administrator helpfulness ratings of professional development opportunities in 2017-18. Overall, teachers rated campus professional development sessions (68%) and district summer and fall P2LD training sessions (69%) as helpful or very helpful at higher rates than they rated district virtual P2LD training sessions (55%). Higher rates of teachers with higher effectiveness levels than lower effectiveness levels rated campus professional development sessions as helpful or very helpful (Unsatisfactory, Progressing I, Progressing II: 66%; Proficient I: 67%; Proficient II and higher: 73%). Helpfulness ratings for district summer and fall P2LD training sessions and district virtual P2LD training sessions did not differ notably by effectiveness level group. The highest percentage of administrators

indicated that campus professional development opportunities resulted in improved teacher instructional practice (70%). Less than half of respondents indicated district summer and fall P2LD training sessions (41%) and district virtual P2LD training sessions (30%) resulted in improved teacher instructional practice.

Figure 64: 2017-18 Teacher and Administrator Perceptions of Professional Development Helpfulness

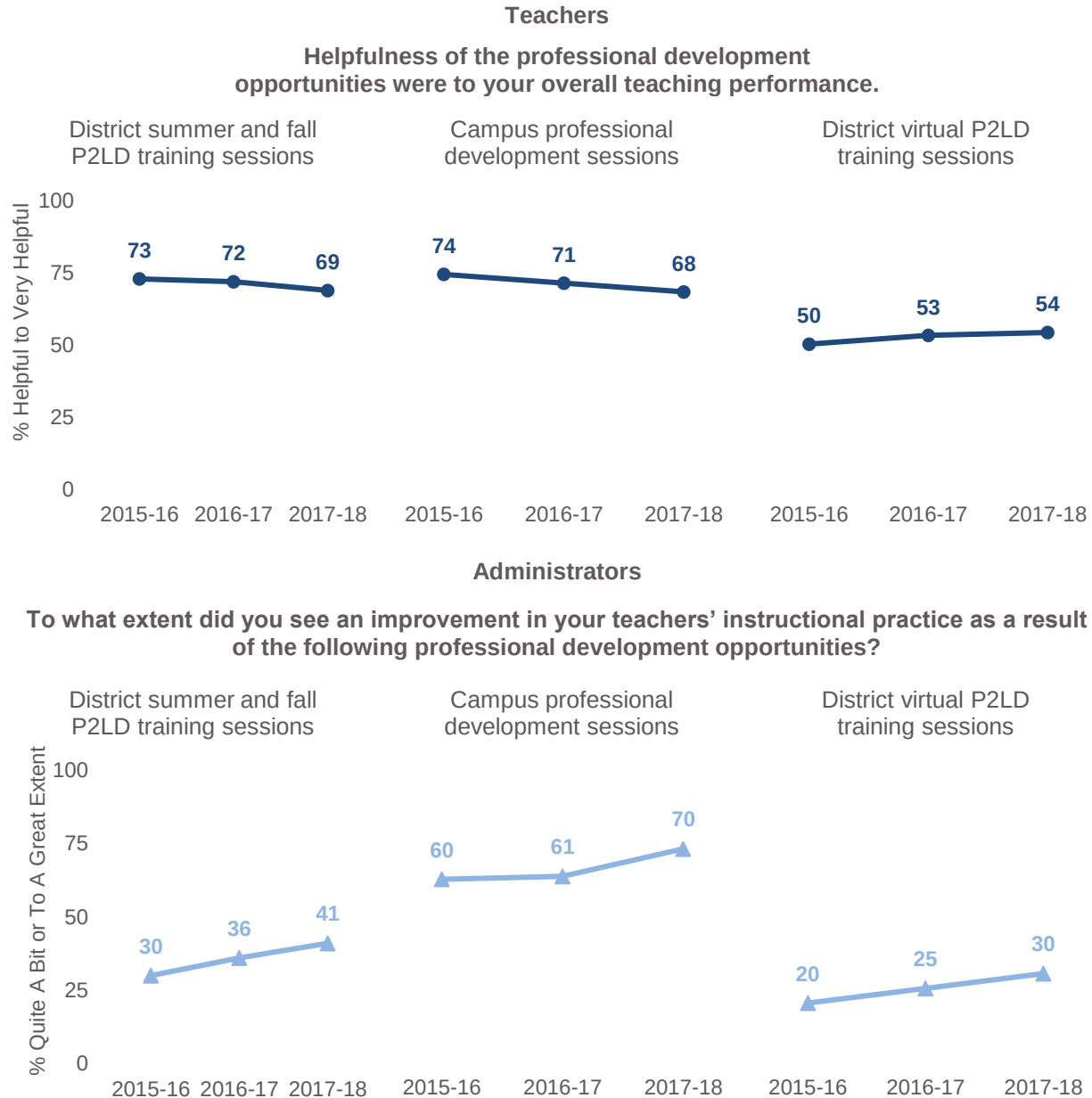


Source: 2017-18 TEI Perception Survey.

Note: $N = 372$ administrators. $N = 4,599$ teachers. P2LD = Personalized Professional Learning and Development.

As shown in Figure 65, From 2015-16 to 2017-18, higher proportions of teachers than administrators rated all three types of professional development sessions as helpful with one exception (i.e., campus professional development sessions in 2017-18). While the percentage of administrators rating campus and district P2LD professional development sessions as helpful trended upward, the percentage of teachers rating campus and district P2LD professional development sessions as helpful trended downward. Over the same two-year period, the rate of administrators and teachers reporting virtual professional development sessions as helpful trended upward, but these rates remained lower than for campus and district P2LD sessions.

Figure 65: 2015-16 to 2017-18 Teacher and Administrator Perceptions of Professional Development Helpfulness



Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018) and 2017-18 TEI Perception Survey.

Note: $N = 350$ administrators and $N = 4,544$ teachers in 2015-16. $N = 436$ administrators and $N = 5,498$ teachers in 2016-17. $N = 372$ administrators and $N = 4,599$ teachers in 2017-18. P2LD = Personalized Professional Learning and Development.

Administrators and teachers also were asked to rate how professional development aligned with four TEI-related measures (i.e., student achievement data, Campus Climate Survey data, TEI spot observation data, and Student Experience Survey data). As shown in Table 14, the greatest percentage of administrators (97%) and teachers overall (78%) indicated their campuses aligned professional development with student achievement data. Percentages were lowest for administrators (61%) and

teachers (42%) on student experience survey data. For all four TEI-related measures, a higher rate of administrators and Proficient II and higher teachers reported campus professional development was aligned with these measures than teachers with lower effectiveness levels.

Table 14: 2017-18 Teacher and Administrator Perceptions of Professional Development Alignment

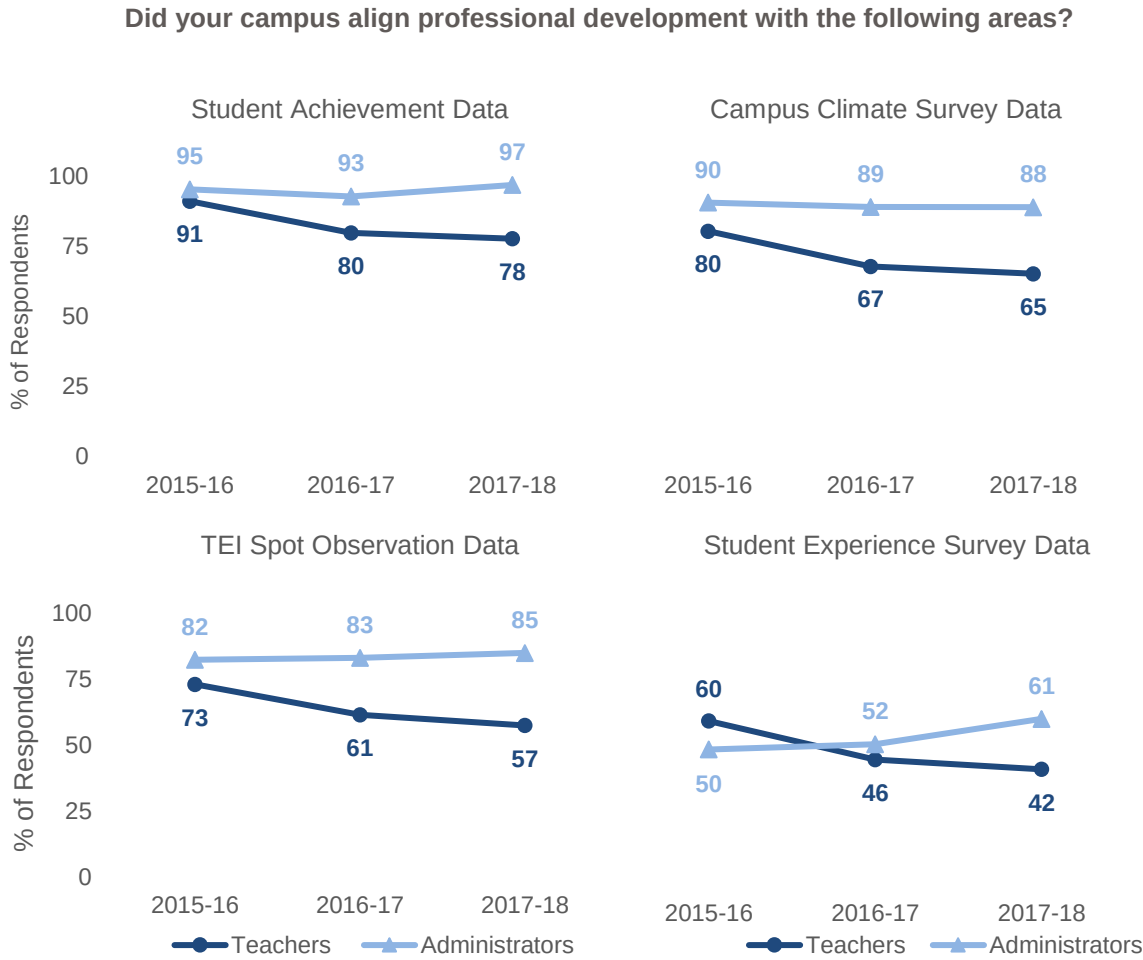
	All		U, Pgl, PgII (n = 1,333)		Pfl (n = 2,020)		Pfl and Higher (n = 1,225)	
	N	Yes	n	Yes	n	Yes	n	Yes
		%		%		%		%
During the 2017-18 school year, did your campus align professional development with the following areas?								
Teachers								
Student achievement data	3,580	77.8	964	72.3	1,572	77.8	1,036	84.5
Campus Climate Survey data	2,979	64.8	811	60.8	1,297	64.2	866	70.6
TEI spot observation data	2,638	57.4	721	54.1	1,151	57.0	762	62.2
Student Experience Survey data	1,949	42.4	562	42.2	825	40.8	559	45.6
Administrators								
Student achievement data	361	97.0	-	-	-	-	-	-
Campus Climate Survey data	329	88.4	-	-	-	-	-	-
TEI spot observation data	316	84.9	-	-	-	-	-	-
Student Experience Survey data	227	61.0	-	-	-	-	-	-

Source: 2017-18 TEI Perception Survey.

Note: N = 372 administrators and N = 4,599 teachers in 2017-18. U = Unsatisfactory. Pg = Progressing. Pfl = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown. TEI = Teacher Excellence Initiative.

From 2015-16 to 2017-18, the percentage of teachers overall who reported that their campuses aligned professional development with each of the four TEI-related measures trended downward by 13 to 18 percentage points (Figure 66). The percentage of administrators generally trended upward, except for Campus Climate Survey data. This indicated that the gaps between administrator and teacher perceptions of professional development alignment with TEI-related measures have widened over time.

Figure 66: 2015-16 to 2017-18 Teacher and Administrator Perceptions of Professional Development Alignment with TEI Measures



Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018) and 2017-18 TEI Perception Survey.

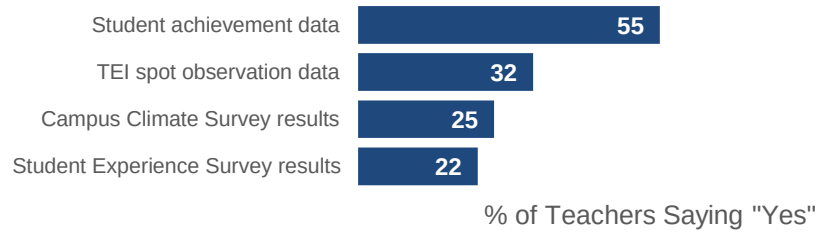
Note: $N = 350$ administrators and $N = 4,544$ teachers in 2015-16; $N = 436$ administrators and $N = 5,498$ teachers in 2016-17; $N = 372$ administrators and $N = 4,599$ teachers in 2017-18. TEI = Teacher Excellence Initiative.

Teachers selected professional development related to the four TEI-related measures at differing rates. As shown in Figure 67, the highest percentage of teachers indicated they selected professional development sessions related to student achievement data (55%). The percentage of teachers indicating they selected professional development related to each of the four TEI-related measures was relatively consistent across effectiveness level. These results were similar to 2016-17 results (Barton & Palladino, 2018).⁴⁹

⁴⁹ This survey item was new in 2016-17 and was not asked in 2015-16.

Figure 67: 2017-18 Teacher Professional Development Choices

When selecting professional development sessions in 2017-18, did you choose sessions related to the following areas?



Source: 2017-18 TEI Perception Survey.

Note: N = 4,599 Teacher respondents. This survey item was new in 2016-17 and was not asked in 2015-16.

To evaluate 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 2017-18 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, 81 percent of teachers indicated the description at least sometimes described their experiences with their TEI evaluators in 2017-18. Greater rates of teachers with higher effectiveness levels (Proficient II and higher: 87%) than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 76%; Proficient I: 81%) affirmed alignment of their experiences to this quote. The percentage of teacher respondents who reported that the description did not resemble their experiences was relatively consistent from 2016-17 (18%; Barton & Palladino, 2018) to 2017-18 (19%).

Administrators and teachers were asked to indicate the professional development opportunities they felt should be expanded in the future. As shown in Table 15, classroom management and social-emotional learning were in the top three most needed topics of additional professional development opportunities for both administrators and teachers. While pedagogy was the highest rated choice for administrators (66%), pedagogy was not the highest rated choice for teachers (38%). Both administrators (51%) and teachers (52%) chose technology digital integration at similar rates, but technology digital integration was the highest rated choice for teachers and one of the lowest rated choices for administrators. A higher rate of teachers with lower effectiveness levels selected classroom management; social-emotional learning; pedagogy; effective lesson planning; and bias, equity, and cultural understanding than those at higher effectiveness levels. They selected technology digital integration at lower rates than teachers at higher effectiveness levels.

Table 15: 2017-18 Additional Professional Development Options Needed

	All		U, Pgl, Pgll		Pfl		Pfl and Higher	
	N	%	n	%	n	%	n	%
Teachers								
Technology digital integration	2,379	51.7	649	48.7	1,066	52.8	654	53.3
Classroom management	2,074	45.1	720	54.0	867	42.9	476	38.8
Social-emotional learning	1,947	42.3	595	44.6	823	40.7	519	42.3
Content training	1,819	39.6	524	39.3	816	40.4	468	38.2
Pedagogy – effective instructional practices training	1,739	37.8	548	41.1	720	35.6	463	37.8
Effective lesson planning	1,669	36.3	564	42.3	708	35.0	386	31.5
Bias, equity, and cultural understanding	1,643	35.7	506	38.0	731	36.2	399	32.5
Other	410	8.9	106	8.0	182	9.0	120	9.8
Administrators								
Pedagogy – effective instructional practices training	245	65.9	-	-	-	-	-	-
Social-emotional learning	233	62.6	-	-	-	-	-	-
Classroom management	232	62.4	-	-	-	-	-	-
Content training	211	56.7	-	-	-	-	-	-
Effective lesson planning	204	54.8	-	-	-	-	-	-
Bias, equity, and cultural understanding	193	51.9	-	-	-	-	-	-
Technology digital integration	190	51.1	-	-	-	-	-	-
Other	25	6.7	-	-	-	-	-	-

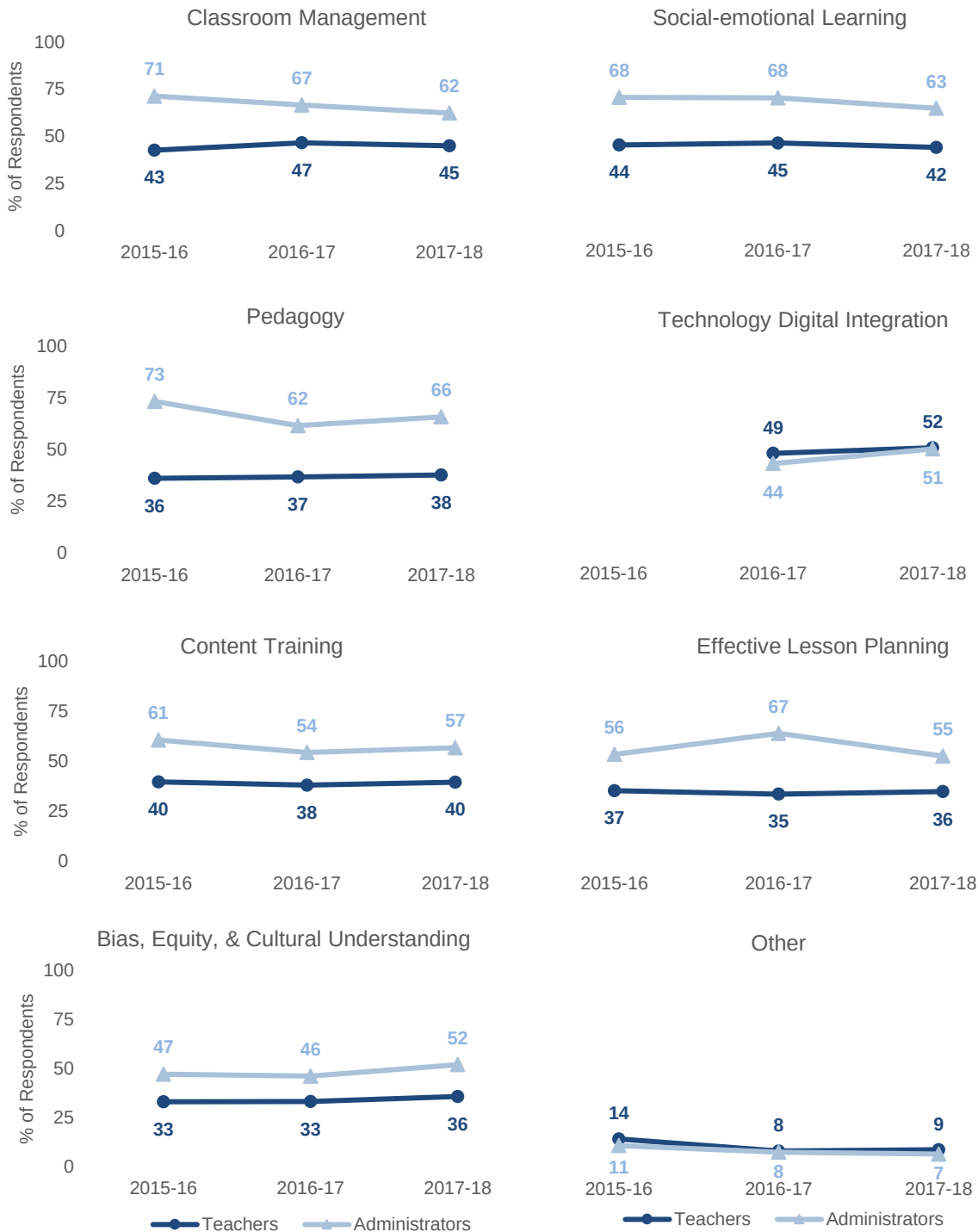
Source: 2017-18 TEI Perception Survey.

Note: N = 4,599 teachers. N = 372 administrators. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. 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 in open-ended questions included content-related instruction for special education (38%), Unified Classroom and PowerSchool/Performance Matters (21%), Montessori (10%), and time and stress management (9%). The top three training topics for teachers suggested by administrators included student engagement (5%) and Unified Classroom and PowerSchool/Performance Matters (2%). Lastly, 85 percent of administrators indicated TEI certification training was helpful or very helpful for preparing them to implement TEI effectively on their campuses during the 2017-18 school year; this rate trended upward from 80 percent in 2015-16 (Barton & Palladino, 2018).

From 2015-16 to 2017-18, a higher percentage of administrators than teachers reported a need for each additional professional development topic, and the percentage of administrators that reported each topic was needed fluctuated more than for teachers. The percentage of teachers who reported need for each additional topic of professional development remained relatively consistent, with all suggested topics changing no more than five percentage points over two years (Figure 68).

Figure 68: 2015-16 to 2017-18 Additional Professional Development Needed



Source: 2015-16 and 2016-17 TEI results (Douglas & Barton, 2017; Barton & Palladino, 2018) and 2017-18 TEI Perception Survey.

Note: $N = 350$ administrators and $N = 4,544$ teachers in 2015-16; $N = 436$ administrators and $N = 5,498$ teachers in 2016-17; $N = 372$ administrators and $N = 4,599$ teachers in 2017-18. Technology Digital Integration was not a survey category in 2015-16. Categories are sorted based on the sum of administrator and teacher responses in 2017-18.

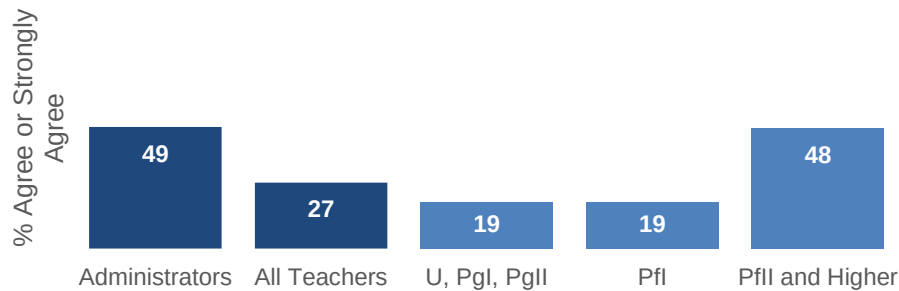
Rewarding Excellence

The majority (65%) of administrators agreed or strongly agreed that the district should differentiate teacher salary by effectiveness level. Less than half (46%) of teachers agreed or strongly agreed with differentiating teacher salary by effectiveness level. However, a higher percentage (61%) of teachers with a Proficient II and higher effectiveness level expressed agreement than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 42%; Proficient I: 39%). When asked whether salary should be based on how effective teachers are as instructors, 62 percent of teachers overall agreed, and a greater proportion of teachers with the highest effectiveness levels (Proficient II and higher: 75%) agreed than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 57%; Proficient I: 59%).

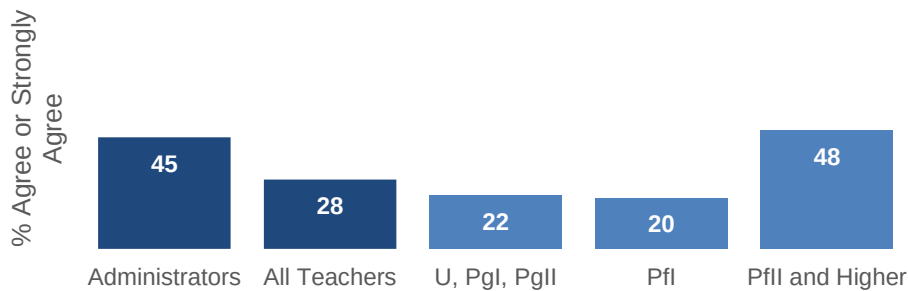
As shown in Figure 69, a greater percentage of administrators than teachers agreed that teacher salaries based on effectiveness levels adequately recognize efforts to increase student achievement and encourage teachers to remain in campus-based positions. However, greater percentages of teachers with higher effectiveness levels than those with lower effectiveness levels agreed with both statements.

Figure 69: 2017-18 Teacher and Administrator Perceptions of Compensation by Effectiveness Level

The salary I/teachers received based on my/their 2017-18 teaching effectiveness adequately recognizes their/my efforts to increase student achievement.



The salary I/teachers received based on my/their 2017-18 teaching effectiveness encourages them/me to remain in campus-based positions.



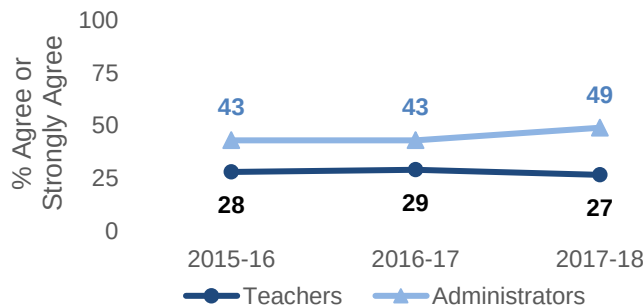
Source: 2017-18 TEI Perception Surveys.

Note: $N = 372$ administrators. $N = 4,599$ teachers. $n(\text{U, Pgl to Pgll}) = 1,333$. $n(\text{Pfl}) = 2,020$. $n(\text{Pfl and Higher}) = 1,226$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

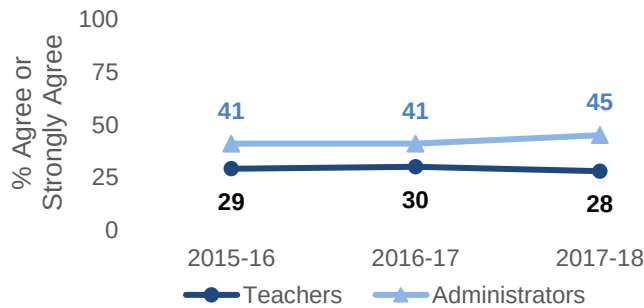
As shown in Figure 70, the percentage of teachers who reported that teacher salaries based on effectiveness level adequately recognize efforts to increase student achievement and encourage teachers to remain in campus-based positions was relatively consistent from 2015-16 to 2017-18, whereas the percentage of administrators trended upward. In addition, administrators consistently were in greater agreement than teachers regarding both survey items, but the gap between administrator and teacher perceptions widened for both questions over two years. From 2015-16 to 2017-18, less than half of administrators and less than a third of teachers gave positive responses to these two items.

Figure 70: 2015-16 to 2017-18 Compensation Perceptions

The salary I/teachers received based on my/their 2017-18 teaching effectiveness adequately recognizes my/their efforts to increase student achievement.



The salary I/teachers received based on my/their 2017-18 teaching effectiveness encourages me/them to remain in a campus-based position.



Source: 2015-16, 2016-17, and 2017-18 TEI Perception Surveys.

Note: *N* = 350 administrators and *N* = 4,544 teachers in 2015-16. *N* = 436 administrators and *N* = 5,498 teachers in 2016-17. *N* = 372 administrators and *N* = 4,599 teachers in 2017-18.

Administrators and teachers were asked to rate their agreement with general perceptions of the TEI compensation system (Table 16). A greater rate of administrators than teachers agreed 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, a higher rate of teachers with the lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II) and higher effectiveness levels (Proficient II and higher) responded favorably than those with a Proficient I effectiveness level.

Table 16: 2017-18 Teacher and Administrator Favorable Perceptions of Compensation System by Effectiveness Level

	Admin (N = 372)	All Teachers (N = 4,599)	U, Pgl, Pgl (n = 1,333)	Pfl (n = 2,020)	Pfl and Higher (n = 1,226)
	%	%	%	%	%
The TEI compensation system...					
supports the recruitment of highly effective teachers.	58.3	32.4	49.6	24.5	47.9
supports the retention of highly effective teachers.	54.0	29.6	47.2	21.3	42.7
differentiates salaries to reward teachers who perform well.	58.6	32.1	49.4	23.6	46.4
will positively affect [teachers'] futures with the Dallas ISD.	58.6	33.6	50.0	27.1	52.1
makes me feel that I am better rewarded financially for what I do as a teacher (teachers only).	-	25.8	47.5	16.5	32.6
allows teachers to earn substantially more money over time compared to the old system.	58.6	30.2	52.0	21.0	40.8

Source: 2017-18 TEI Perception Surveys.

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

Table 17 shows rates of teachers with favorable perceptions regarding the TEI compensation. From 2015-16 to 2017-18, favorable response rates increased for two survey items (i.e., supports the retention of highly effective teachers and with positively affect teachers' futures in Dallas ISD) but decreased for the remaining four survey items.

Table 17: 2015-16 to 2017-18 Teacher Favorable Perceptions of Compensation System

	2015-16 (N = 4,544)	2016-17 (N = 5,498)	2017-18 (N = 4,599)	1 Yr Chg	2 Yr Chg
	%	%	%	% Pts	% Pts
The TEI compensation system...					
supports the recruitment of highly effective teachers.	32.5	34.0	32.4	-1.6	-0.1
supports the retention of highly effective teachers.	28.0	32.2	29.6	-2.6	1.6
differentiates salaries to reward teachers who perform well.	33.3	35.6	32.1	-3.5	-1.2
will positively affect [teachers'] futures in the Dallas ISD.	30.9	34.6	33.6	-1.0	2.7
makes me feel that I am better rewarded financially for what I do as a teacher.	27.6	29.0	25.8	-3.2	-1.8
allows teachers to earn substantially more money over time compared to the old system.	31.5	32.4	30.2	-2.2	-1.3

Source: 2015-16, 2016-17, and 2017-18 TEI Perception Surveys.

Note: 1 Yr Chg = Difference in percentage points from 2016-17 to 2017-18. 2 Yr Chg = Difference in percentage points from 2015-16 to 2017-18. % Pts = percentage points. Response rates shown for those who indicated they agree or strongly agree with the statement. Teacher respondents with 'No Level' effectiveness designation are not included.

As shown in Table 18, rates of administrators with favorable perceptions of the TEI compensation system continued to improve in all areas from 2015-16 to 2017-18. A greater rate of administrators in

2017-18 than in 2015-16 indicated the TEI compensation system supports the recruitment and retention of highly effective teachers, differentiates salaries to reward teachers who perform well, will positively affect [teachers'] futures with the Dallas ISD, and will allow teachers to earn substantially more money over time compared to the old system.

Table 18: 2015-16 to 2017-18 Administrator Favorable Perceptions of Compensation System

	2015-16 (N = 350)	2016-17 (N = 436)	2017-18 (N = 372)	1 Yr Chg	2 Yr Chg
	%	%	%	%pts	%pts
The TEI compensation system...					
supports the recruitment of highly effective teachers.	47.4	53.9	58.3	4.4	10.9
supports the retention of highly effective teachers.	44.3	48.9	54.0	5.1	9.7
will positively affect [teachers'] futures with the Dallas ISD.	44.9	46.8	53.0	6.2	8.1
differentiates salaries to reward teachers who perform well.	56.6	53.0	58.6	5.6	2.0
allows teachers to earn substantially more money over time compared to the old system.	57.1	55.5	58.6	3.1	1.5

Source: 2015-16, 2016-17, and 2017-18 TEI Perception Surveys.

Note: 1 Yr Chg = Difference in percentage points from 2016-17 to 2017-18. 2 Yr Chg = Difference in percentage points from 2015-16 to 2017-18. %ppts = percentage points. Response rates shown for those who indicated they agree or strongly agree with the statement. Teacher respondents with 'No Level' effectiveness designation are not included.

Finally, over half of teacher respondents (57%) and most administrators (82%) indicated adding an annual retention increase for the 2017-18 school year at least somewhat improved TEI fairness. For teachers, this sentiment was strongest for those with the highest effectiveness levels (Proficient II and higher: 69%) compared to other teachers (Unsatisfactory, Progressing I, Progressing II: 54%; Proficient I: 52%).

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 2017-18, the TEI administrative budget was \$776,520, and the budget for 2017-18 teacher salaries, teacher benefits, and expert stipends resulting from 2016-17 TEI results totaled \$548,568,735. A total of 9,907 teachers received TEI scorecards for the 2017-18 school year. This summary includes highlights of findings from the evaluation of the 2017-18 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 (1.69-2.03) to the end of the 2017-18 academic year (2.01-2.32).

Summative Performance Evaluation

The mean (78.3) and median (80.8) summative performance evaluation scores for the 2017-18 school year were almost identical, indicating teachers were performing slightly better on average than proficient. The overall summative performance evaluation score for middle school teachers (75.1) was significantly lower than for high school teachers (77.8) and elementary school teachers (79.4), but these practical differences were relatively weak. While first-year teachers received the lowest average summative performance evaluation scores (62.7), scores gradually trended upward with service years and plateaued after three to five creditable years of service. Lastly, from 2015-16 to 2017-18, the average summative performance evaluation score trended upward from 71.3 to 78.3.

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 .70 to .75, and the correlation between the overall spot observation score and summative performance evaluation score was .79. This indicated 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 20.6 for Category A, 21.2 for Category B, 13.7 for Category C, and 14.0 for Category D teachers. For both Category A/B and C/D teachers, first-year teachers earned the lowest average total student achievement scores. Scores for Category A/B teachers with one or more creditable years of service and for Category C/D teachers with two or more creditable years of service remained relatively consistent as years of service increased. These findings indicated more years of service did not necessarily result in higher total student achievement scores. Lastly, from 2015-16 to 2017-18, total student achievement scores for Category A, B, C, and D teachers remained relatively consistent and differed by one point or less.

Teacher-Level Student Achievement

The largest percentage of Category A and B teachers received 15 points for teacher-level student achievement (20%), and the average teacher-level student achievement scores were 13.7 for Category A and 13.9 for Category B teachers. From 2015-16 to 2017-18, teacher-level student achievement scores for Category A and B teachers remained relatively consistent and differed by 0.6 points or less.

Student Learning Objective (SLO) Points

Most TEI-eligible teachers (89%) received SLO points, and 81 percent received the maximum number of points (five). From 2015-16 to 2017-18, the percentage of teachers who received the maximum number of SLO points trended upward from 66 to 81 percent. The percentage of teachers who received zero, one, two, three, or four SLO points gradually trended downward from 2015-16 to 2017-18.

Correlation among Student Achievement Measures

As teacher-level student achievement scores increased, base school STAAR scores increased for Category A ($r = .44$) and Category B ($r = .26$) teachers. As teacher-level student achievement increased, SLO points also increased, but the effect size for this relationship was relatively weak for both Category A ($\rho = .21$) and Category B ($\rho = .18$) 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 (70%), and high school (72%) teachers. The percentage of items with positive responses on the student survey for elementary school non-core teachers was significantly higher than for middle school and high school teachers. While the percentage of items with positive responses on the student survey for middle school teachers was significantly lower than for high school teachers, the practical difference between these groups was relatively small.

Teachers with zero creditable years of service (i.e., first-year teachers) and at least 26 creditable years of service 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. Lastly, from 2015-16 to 2017-18, the percentage of positive responses trended slightly upward for elementary school core (85% to 86%), elementary school non-core (77% to 79%), middle school (67% to 70%), and high school teachers (70% to 72%).

What were the correlations among the defining excellence components?

Summative Performance Evaluation and Total Student Achievement

In 2017-18, teachers with higher summative performance evaluation scores tended to have higher total student achievement scores (Category A/B: $r = .49$; Category C/D: $r = .31$). Furthermore, the Pearson r correlation between summative performance evaluation scores and total student achievement scores became slightly stronger from 2015-16 (Category A/B teachers: $r = .44$; Category C/D teachers: $r = .26$) to 2017-18.

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: $r = .23$). For Category A teachers, the Pearson r correlation between total student achievement scores and percentage of positive student survey responses remained relatively consistent from .25 in 2015-16 to .26 in 2017-18.

For Category C teachers, the Pearson r correlation between summative performance evaluation scores and total student achievement scores slightly strengthened from .17 in 2015-16 to .23 in 2017-18.

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 ($r = .34$). Furthermore, the Pearson r correlation between summative performance evaluation scores and percentage of positive student survey responses remained relatively consistent from .33 in 2015-16 to .34 in 2017-18 (Figure 26).

What were the results of the Distinguished Teacher Review process?

A total of 2,148 teachers received DTR points. Most (88%) of these teachers successfully achieved a distinguished effectiveness level. These teachers represented 22 percent of all district teachers. The percentage of DTR teachers peaked between 11 and 13 creditable years of service (36%). From 2015-16 to 2017-18, the percentage of DTR teachers in the Dallas ISD fluctuated between 19 and 22 percent.

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

Evaluation Scores, Evaluation Ratings, and Effectiveness Levels

Average evaluation scores were 69.2 for Category A, 73.3 for Category B, 75.7 for Category C, and 78.2 for Category D teachers. Average evaluation scores gradually increased as years of service increased and plateaued after six and seven creditable years of service. The average evaluation scores for Category A, B, C, and D teachers trended upward from 2015-16 (66.0-72.5) to 2017-18 (69.2-78.2). Lastly, the largest percentage of teachers received an effectiveness level of Proficient I (43%).

Salary Increases

Most (95%) of the 7,992 full-time teachers with a TEI scorecard received pay increases from 2017-18 to 2018-19. 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?

Fifteen percent of 9,907 TEI teachers left the district during the 2017-18 school year. Forty-one 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. From 2015-16 to 2017-18, Unsatisfactory teachers continued to leave at higher rates than other effectiveness levels, indicating the Dallas ISD continued to retain effective teachers at higher rates than less effective teachers.

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

In 2017-18, the district average summative performance evaluation score was 78.3 (feeder pattern range: 70.9-84.3), and from 2015-16 to 2017-18, the average summative performance evaluation scores trended upward across almost all feeder patterns in the Dallas ISD.

The average total student achievement score for Category A/B teachers was 20.7 (feeder pattern range: 15.2-24.5), and for Category C/D teachers was 13.8 (feeder pattern range: 11.3-15.5). For Category A/B teachers, the average total student achievement score remained consistent from 20.4 in 2015-16 to 20.7 in 2017-18 and trended slightly upward for 14 of 21 feeder patterns. For Category C/D teachers, the average total student achievement score trended slightly upward from 13.0 in 2015-16 to 13.8 in 2017-18 and trended slightly upward at 15 of 21 feeder patterns.

The district average base school *STAAR* points received was 2.7 (feeder pattern range: 1.0-3.6). The district average base school *STAAR* points remained relatively consistent from 2.6 in 2015-16 to 2.7 in 2017-18 and remained consistent or trended slightly upward at 13 of 21 feeder patterns.

The district average for student experience points remained consistent from 8.1 in 2015-16 (feeder pattern range: 6.6-9.4) to 8.1 (feeder pattern range: 5.9-9.2) in 2017-18 and fluctuated by one point or less for 20 of 21 feeder patterns from 2015-16 to 2017-18.

The district percentage of teachers achieving DTR was 21.5 percent (feeder pattern range: 5.8%-45.3%). While there was large variation in the percentage of teachers achieving DTR status across feeder patterns from 2015-16 to 2017-18, the overall percentage in the district trended upward from 16 percent in 2015-16 to 22 percent in 2017-18. In addition, from 2015-16 to 2017-18, the percentage of teachers achieving DTR status trended upward across 20 of 21 feeder patterns by at least 1.9 percentage points.

What were the results of TEI by teacher groups?

Overall, the highest performing groups were teachers at majority white campuses, teachers at magnet campuses, 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, and the average scores for teachers at majority Hispanic campuses were nearly identical to the district scores because 81 percent of teachers taught at majority Hispanic campuses. First-year teachers, Teach for America teachers, and teachers at IR, ISN, and majority African American campuses generally performed below the district averages. These results were similar to 2015-16 (Douglas & Barton, 2017) and 2016-17 (Barton & Palladino, 2018).

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 = 8,577; response rate: 54%) and all administrators who served as TEI evaluators (N = 537; response rate: 72%) in 2017-18. A summary of survey results is presented in this section.

TEI Knowledge

Most teachers (72%) and almost all administrators (98%) reported at least intermediate TEI knowledge in 2017-18. Furthermore, the rate of teachers indicating an intermediate or advanced knowledge of TEI trended slightly upward from 2015-16 to 2017-18. Most administrators indicated at least an intermediate knowledge of the system each year since TEI inception.

Overall Satisfaction

A higher rate of administrators and teachers with higher effectiveness levels expressed high satisfaction (satisfied or very satisfied) with TEI than teachers with lower effectiveness levels. From 2015-16 to 2017-18, a gap persisted in the percentage of teachers and administrators who reported satisfaction (satisfied or very satisfied) with TEI, with administrators reporting satisfaction at higher rates than teachers.

Perception of Fairness

A higher rate of administrators and teachers with Proficient II or higher effectiveness levels than teachers with lower effectiveness levels rated TEI as at least somewhat fair. While the percentage of administrators who rated TEI as at least somewhat fair trended slightly upward from 2016-17 to 2017-18, the percentage of teachers who rated TEI as at least somewhat fair trended downward from 2016-17 to 2017-18. This trend was consistent across all effectiveness levels. Lastly, administrators and teachers most frequently reported that challenges facing lower performing schools compared to higher performing schools was the most common reason for perceived TEI unfairness.

Defining Excellence*Spot Observations, Extended Observations, and Summative Performance Evaluations*

The rate of administrators who reported that they had conducted summative evaluations for staff members with whom they had worked for an insufficient amount of time was lower in 2017-18 (17%) compared to 2016-17 (18%) and 2015-16 (28%). The percentage of administrator respondents who at least sometimes felt pressure to inflate teacher observation scores was relatively consistent in 2017-18 (22%) compared to 2016-17 (21%) and 2015-16 (21%). Generally, the rate of administrators and teachers with higher effectiveness levels who rated spot observations, extended observations, and summative performance evaluations as helpful was higher than teachers with lower effectiveness levels. Furthermore, from 2015-16 to 2017-18, a relatively consistent gap persisted in the percentage of administrator and teacher respondents who considered spot observations, extended observations, and summative evaluations to be helpful. The rate of administrators rating these items as helpful trended slightly upward, whereas the rate of teachers trended slightly downward.

Overall, a higher rate of administrators and teachers with higher effectiveness levels rated summative performance evaluation feedback and spot observation feedback as aligned or very aligned compared to teachers with lower effectiveness levels. Administrator perceptions of the alignment of summative evaluation and spot observation feedback was relatively consistent from 2015-16 (94%) to

2017-18 (95%), whereas the percentage of teachers rating these elements as aligned trended downward from 2015-16 (73%) to 2017-18 (64%).

Student Experience Survey

In 2017-18, higher rates of administrators (72%) than teachers (52%) rated student experience survey feedback as helpful to teachers. This indicated that almost half of teachers did not consider the feedback helpful; ratings did not differ greatly by teacher effectiveness level. In addition, while a higher rate of administrators (51%) and Proficient II and higher teachers (38%) than teachers with lower effectiveness levels (27%-30%) rated their student experience survey data feedback as very or completely accurate, a sizeable percentage did not.

Administrator perceptions of helpfulness in 2017-18 trended upward from 2015-16, which reversed a downward trend experienced in 2016-17. However, teacher perceptions of helpfulness in 2017-18 trended downward from 2015-16.

Supporting Excellence

Over half of teachers agreed that 2017-18 district-sponsored and campus professional development opportunities offered applicable strategies that they were using in the classroom (district: 56% and campus: 57%), were aligned with their professional development plans (district: 59% and campus: 56%), and were helpful (district: 69% and campus: 68%). A higher rate of teachers with higher effectiveness levels than those with lower effectiveness levels agreed that campus-level professional development opportunities were applicable, aligned, and helpful. However, helpfulness ratings for district summer and fall P2LD training sessions and district virtual P2LD training sessions did not differ notably by effectiveness level. From 2015-16 to 2017-18, higher proportions of teachers than administrators rated all three types of professional development sessions as helpful, with one exception. While the percentage of administrators trended upward, the percentage of teachers trended downward.

In 2017-18, a higher rate of administrators and Proficient II and higher teachers than teachers with lower effectiveness levels reported campus professional development was aligned with student achievement data, Campus Climate Survey data, TEI spot observation data, and Student Experience Survey data. From 2015-16 to 2017-18, the percentage of teachers overall who reported that their campuses aligned with each of the four TEI-related measures trended downward, whereas the percentage of administrators generally trended upward, except for Campus Climate Survey data. Therefore, the gaps between teacher and administrator perceptions of professional development alignment with TEI-related measures have widened over time.

To evaluate the relationship between TEI evaluators and teachers, teachers were asked to rate how closely their experiences with their TEI evaluator during the 2017-18 school year resembled an ideal experience. Overall, 81 percent of teachers indicated the description at least sometimes described their experiences with their TEI evaluators in 2017-18. Greater rates of teachers with higher effectiveness levels (Proficient II and higher: 87%) than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 76%; Proficient I: 81%) affirmed alignment of their experiences to this quote. The percentage

of teacher respondents who reported that the description did not resemble their experiences trended slightly upward from 2016-17 (18%; Barton & Palladino, 2018) to 2017-18 (19%).

Lastly, both administrators and teachers agreed that classroom management and social-emotional learning were in the top three most needed topics of additional professional development opportunities. From 2015-16 to 2017-18, a higher percentage of administrators than teachers reported a need for each additional professional development topic. The percentage of teachers who reported needing each additional topic of professional development remained relatively consistent, with all suggested topics changing no more than five percentage points over two years

Rewarding Excellence

In 2017-18, a higher percentage of administrators (65%) than teachers (46%) agreed or strongly agreed that the district should differentiate teacher salary by effectiveness level. However, a higher percentage of teachers with a Proficient II and higher effectiveness level (61%) expressed agreement than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 42%; Proficient I: 39%). A greater rate of administrators than teachers agreed 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, a higher rate of teachers with the lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II) and higher effectiveness levels (Proficient II and higher) responded favorably than those with a Proficient I effectiveness level. From 2015-16 to 2017-18, teacher favorable response rates increased for two survey items (i.e., supports the retention of highly effective teachers and with positively affect teachers' futures in Dallas ISD) but decreased for the remaining four survey items. Over the same two years, rates of administrators with favorable perceptions of the TEI compensation system consistently trended upward.

Two-Year TEI Trends (2015-16 to 2017-18)

Key trends from 2015-16 to 2017-18 included 1) trended upward: average summative performance evaluation scores, average evaluation scores, percentage of positive student survey responses, and administrator perceptions of the TEI compensation system; 2) remained consistent: correlations among the TEI components, the overall rate of teachers who left the district, the higher rate of low performing teachers than high performing teachers leaving the district, and the percentage of administrators who felt pressure to inflate teacher observation scores; and 3) trended downward: percentage of teachers who highly rated the alignment of summative and spot observation feedback, the percentage of teachers who rated TEI as at least somewhat fair, and teacher perceptions of helpfulness from student survey.

Recommendations

- **Review the following quantitative findings from the 2017-18 TEI evaluation to determine whether additional professional development or rubric calibration is needed for TEI:**
 - Compared to high school and elementary school teachers, middle school teachers earned lower summative evaluation ratings and a smaller percentage of positive responses on the student survey .
 - Eighty-one percent of teachers received all five SLO points in 2017-18, an increase from 66 percent in 2015-16.
 - In general, 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 2015-16 to 2017-18 was primarily due to improvements in teacher performance or to administrator pressure to increase scores.** While the average spot observation score remained relatively consistent from 2015-16 to 2017-18, 22 percent of administrator respondents continued to indicate they felt pressure to inflate scores, and summative evaluation performance scores continued to trend upward from 2015-16 to 2017-18. 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 classroom effectiveness rather than a traditional tenure-based compensation system.** A larger percentage of low performing teachers have left the district compared to higher performing teachers from 2015-16 to 2017-18. From 2015-16 to 2017-18, the overall percentage of teachers who left the Dallas ISD has remained relatively consistent. In addition, creditable years of services has not been associated with higher scores on summative performance evaluation scores, total student achievement scores, or rates of positive responses on the student survey.
- **Review TEI results to address possible inequities in the district.** The highest performing groups were teachers at majority white campuses, teachers at magnet campuses, and teachers who stayed in the district but moved out of TEI-coded positions. In contrast, first-year teachers, Teach for America teachers, and teachers at IR, ISN, and majority African-American campuses generally performed below the district averages.⁵⁰ Identifying the reasons that certain groups have performed below district averages on TEI-related measures may help address and remedy possible equity gaps.
- **Continue efforts to increase teacher knowledge regarding the TEI system.** While most teachers (72%) and almost all administrators (98%) reported an intermediate to advanced knowledge of TEI in

⁵⁰ Majority African American campuses had a greater number of African American students than Hispanic and White students combined. Majority Hispanic campuses had a greater number of Hispanic students than African American and White students combined. Majority White campuses had a greater number of White students than African American and Hispanic students combined.

2017-18, 28 percent of teachers continued to report a basic or lower knowledge of the TEI system, indicating an opportunity for further training.

- **Continue efforts to address teacher and administrator concerns regarding the fairness of TEI.** The top reason teachers and administrators perceived low TEI fairness was challenges facing lower performing schools compared to higher performing schools. In addition, evaluation rating cut points shifting annually was ranked in the top five of concerns for administrators or for teachers at most effectiveness levels. Increased communication regarding these concerns may improve administrator and teacher perceived fairness of TEI.
- **Continue to focus on 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 opportunities. Furthermore, the professional development topics requested by teachers differed by effectiveness level. Thus, addressing the professional development needs of teachers based on effectiveness levels might provide more specialized opportunities for professional growth.
- **Continue efforts to improve administrator and 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.** From 2015-16 to 2017-18, less than half of administrators (41% to 49%) and less than a third of teachers (27% to 30%) responded positively to these items. Agreement with both statements also differed by effectiveness level. Thus, improving administrator and teacher agreement with both items also could improve teacher perceptions of TEI and bolster acceptance of the system.

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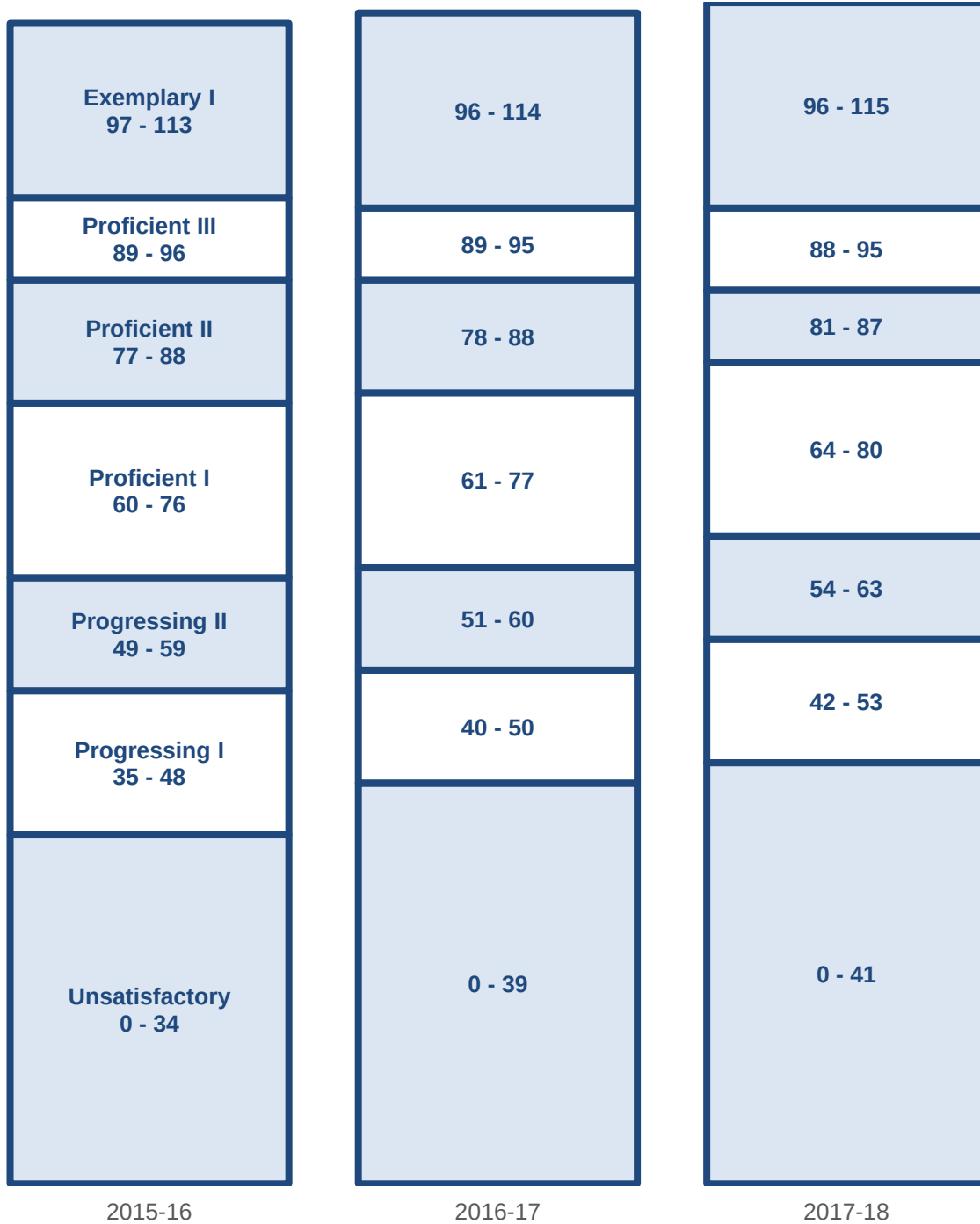
- Barton, M. & Palladino, D. (February 2018). 2016-17 Evaluation of Teacher Excellence Initiative (TEI). Dallas, TX: Dallas Independent School District.
- Douglas, N. & Barton, M. (February 2017). Teacher Excellence Initiative (TEI): 2015-16. Dallas, TX: Dallas Independent School District.

APPENDICES

Appendix A

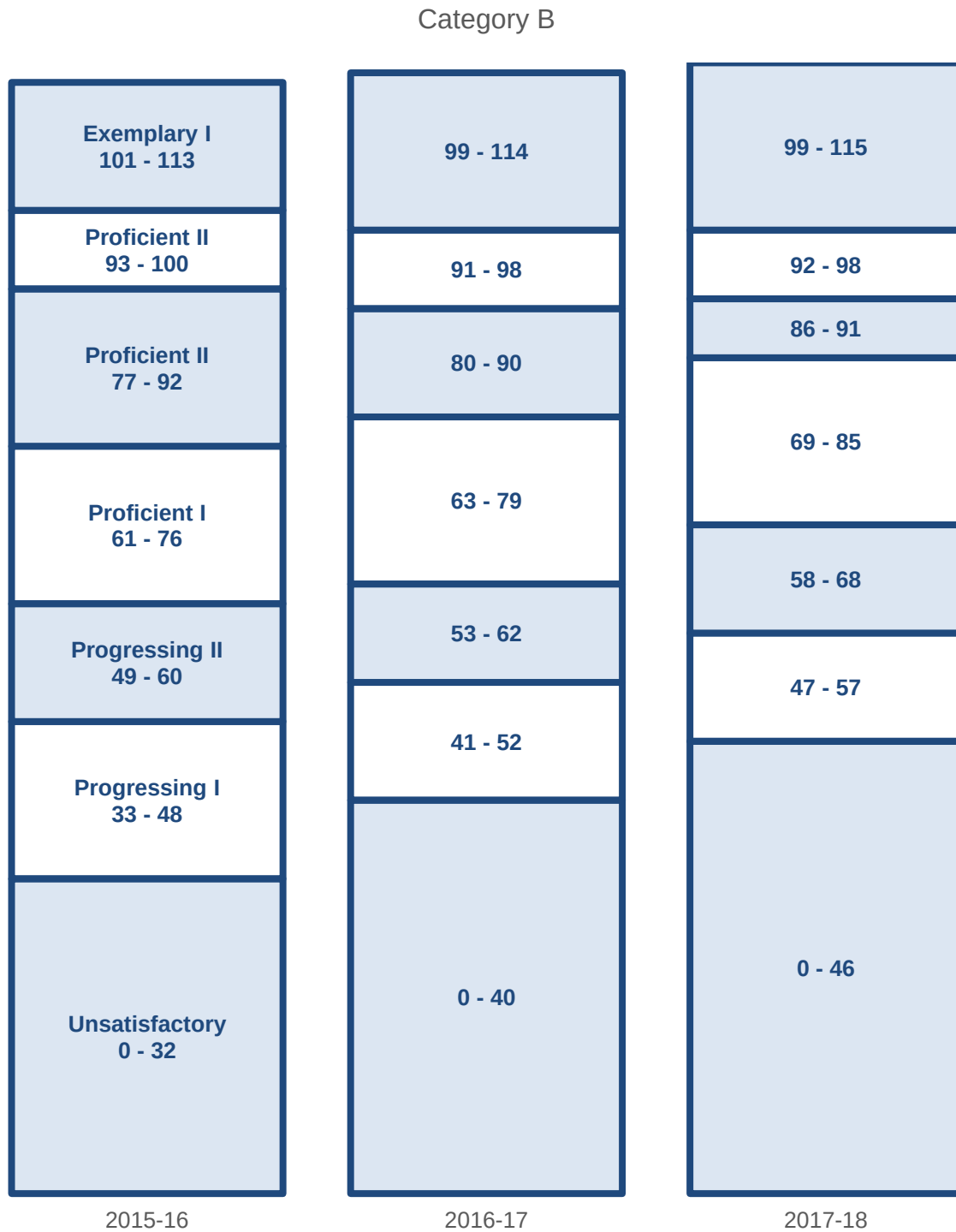
Appendix A Figure 1: 2015-16 to 2017-18 Evaluation Rating Cut Points for Category A Teachers

Category A



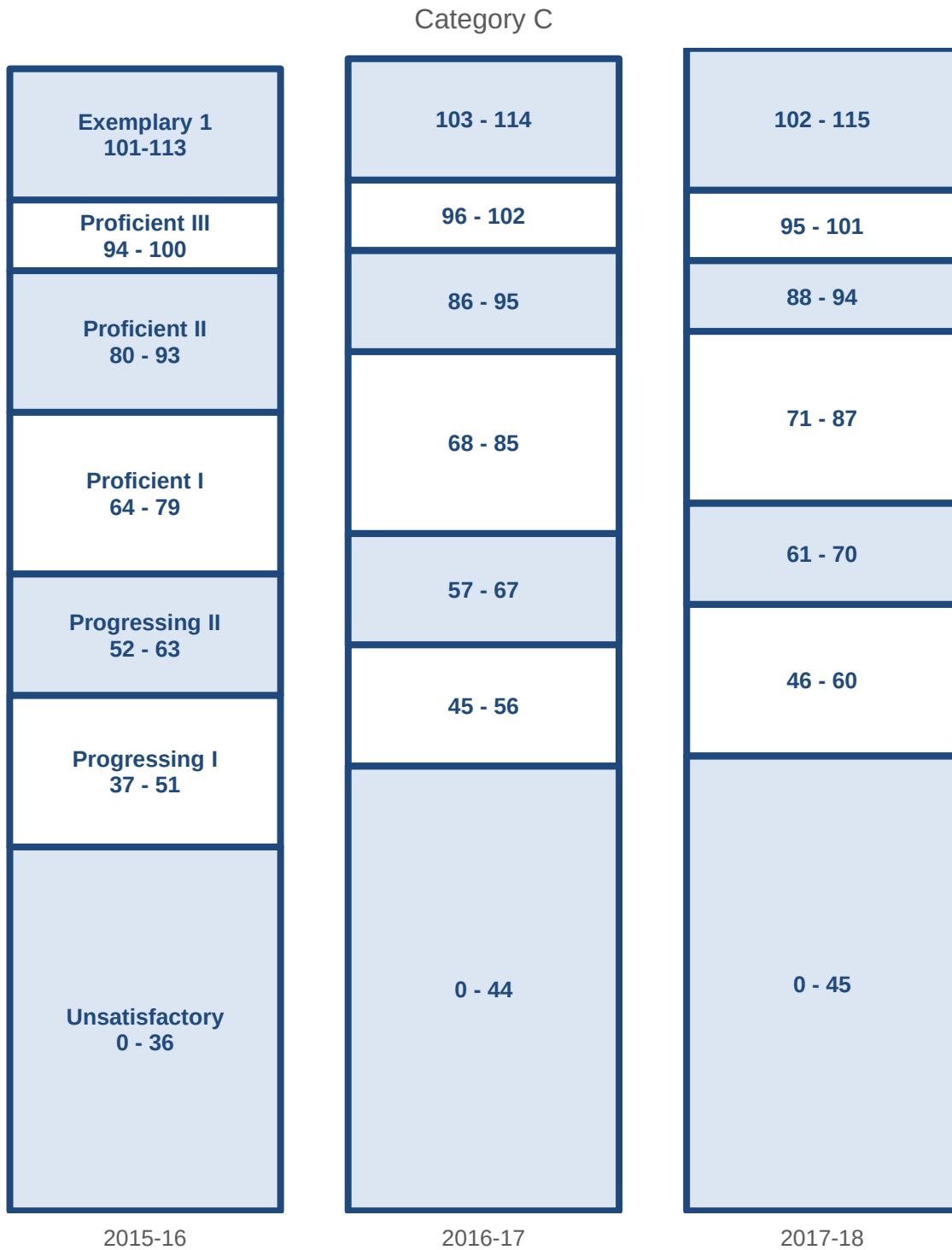
Source: 2015-16, 2016-17, and 2017-18 Category Cut Points document from Human Capital Management.

Appendix A Figure 2: 2015-16 to 2017-18 Evaluation Rating Cut Points for Category B Teachers



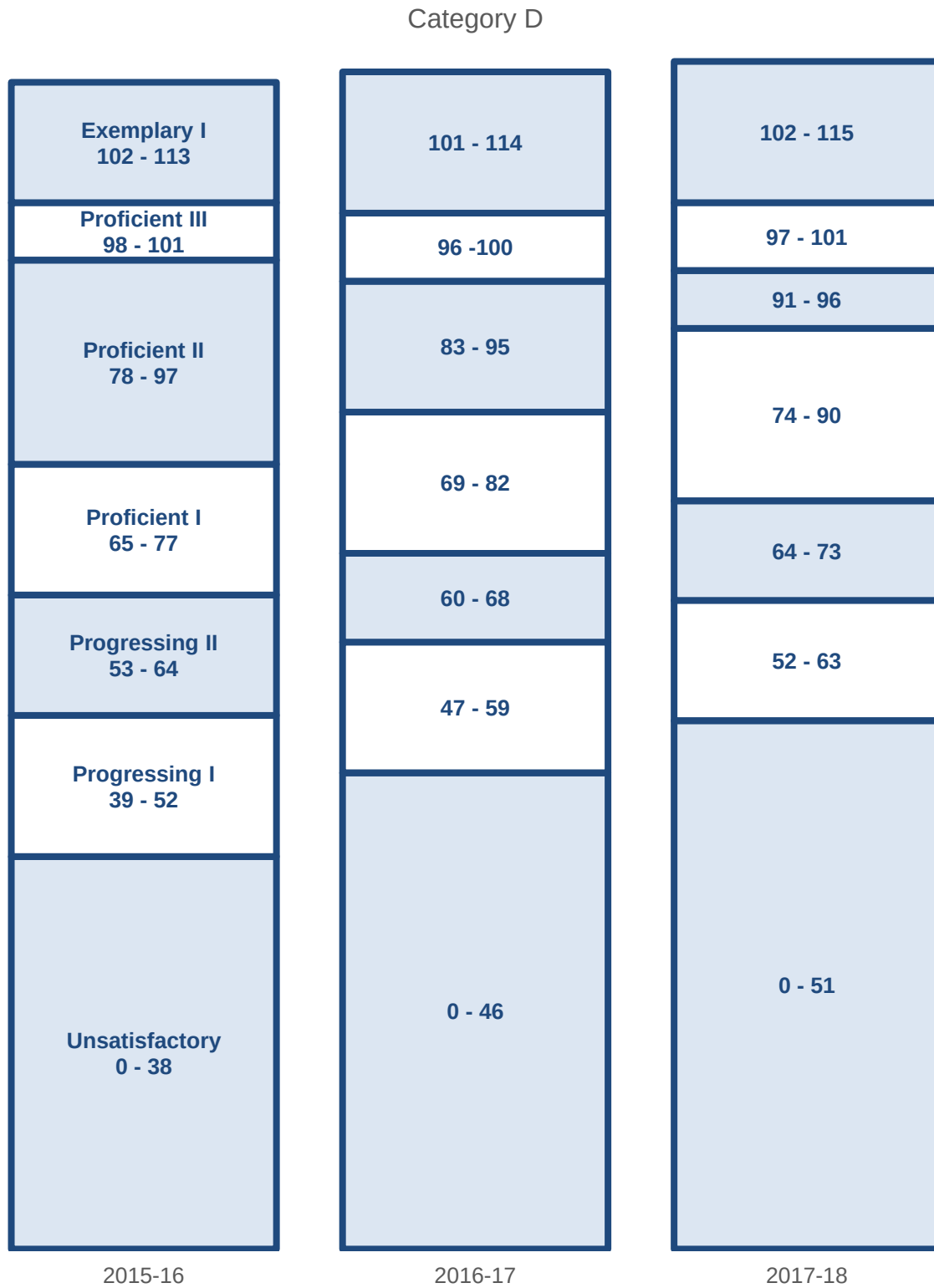
Source: 2015-16, 2016-17, and 2017-18 Category Cut Points document from Human Capital Management.

Appendix A Figure 3: 2015-16 to 2017-18 Evaluation Rating Cut Points for Category C Teachers



Source: 2015-16, 2016-17, and 2017-18 Category Cut Points document from Human Capital Management.

Appendix A Figure 4: 2015-16 to 2017-18 Evaluation Rating Cut Points for Category D Teachers



Source: 2015-16, 2016-17, and 2017-18 Category Cut Points document from Human Capital Management.

Appendix B

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

	<i>n</i>	%
What was your position during the 2017-18 school year?		
Teacher of record	4,265	92.7
Non-teacher of record	229	5.0
Other	105	2.3
At the end of the 2017-18 school year, how many years had you been a teacher at that campus?		
One or Fewer	551	12.1
Two to Four Years	957	20.9
Five to Seven Years	504	11.0
Eight to 10 Years	519	11.4
More than 10 years	2,039	44.6
What effectiveness level did you receive on your scorecard for the 2017-18 school year?		
No level	35	0.8
Unsatisfactory, Progressing I, or Progressing II	994	21.6
Proficient I	1,953	42.5
Proficient II or Proficient III	1,476	32.1
Exemplary I or higher	141	3.1

Source: TEI Teacher Perception Survey, September 2018 (position and years on campus) and Human Capital Management TEI scorecard data (effectiveness level).

Note: Percentages may not sum 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, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
	n	%	n	%	n	%	n	%	n	%	n	%
How would you rate your knowledge about TEI, in general?												
Advanced	929	20.2	1	5.0	147	11.0	346	17.1	353	33.1	82	50.9
Intermediate	2,393	52.0	9	45.0	605	45.4	1150	56.9	561	52.7	68	42.2
Basic	1,221	26.5	7	35.0	551	41.3	504	25.0	148	13.9	11	6.8
None	56	1.2	3	15.0	30	2.3	20	1.0	3	0.3	0	0.0
To what extent do you perceive TEI to be fair?												
To a great extent	300	6.5	2	10.0	56	4.2	67	3.3	123	11.5	52	32.3
Somewhat	1,777	38.6	9	45.0	465	34.9	681	33.7	545	51.2	77	47.8
Very little	1,453	31.6	7	35.0	479	35.9	685	33.9	265	24.9	17	10.6
Not at all	1,069	23.2	2	10.0	333	25.0	587	29.1	132	12.4	15	9.3

Source: TEI Teacher Perception Survey, September 2018.

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

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

	All		No Level		U, Pgl, PgII		Pfl		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	1,044	41.4	1	11.1	353	43.5	546	42.9	141	35.5	3	9.4
Size of the compensation increase received	552	21.9	0	0.0	177	21.8	280	22.0	95	23.9	0	0.0
Inequity of the size of the raise across teachers	944	37.4	0	0.0	270	33.3	497	39.1	173	43.6	4	12.5
Disagree with summative performance evaluation scores	1,012	40.1	5	55.6	426	52.5	488	38.4	87	21.9	6	18.8
Inclusion of student survey	1,190	47.2	3	33.3	352	43.3	625	49.1	197	49.6	13	40.6
Questions on the Student Survey	1,032	40.9	1	11.1	313	38.5	517	40.6	184	46.3	17	53.1
Disagree with scoring of the SLO	419	16.6	0	0.0	184	22.7	201	15.8	33	8.3	1	3.1
Inclusion of the student achievement data	591	23.4	0	0.0	200	24.6	304	23.9	82	20.7	5	15.6
Inclusion of school STAAR	896	35.5	3	33.3	313	38.5	453	35.6	120	30.2	7	21.9
Eligibility criteria for DTR	924	36.6	0	0.0	237	29.2	589	46.3	93	23.4	5	15.6
DTR application scores	722	28.6	0	0.0	108	13.3	364	28.6	233	58.7	17	53.1
Change made to campus/staffing assignment	398	15.8	1	11.1	140	17.2	210	16.5	42	10.6	5	15.6
Increased competition among teachers on campus	511	20.3	3	33.3	140	17.2	269	21.1	87	21.9	12	37.5
Concerns regarding student scheduling	484	19.2	2	22.2	167	20.6	246	19.3	61	15.4	8	25.0
Disadvantaged because of class size	966	38.3	3	33.3	335	41.3	469	36.9	144	36.3	15	46.9
Disagree with attendance requirement for an effectiveness level	670	26.6	1	11.1	230	28.3	344	27.0	93	23.4	2	6.3
Evaluation rating cut points shift annually	1,071	42.5	1	11.1	267	32.9	575	45.2	215	54.2	13	40.6
Disagree with the use of a target distribution	739	29.3	0	0.0	186	22.9	408	32.1	132	33.2	13	40.6
Unexpected teacher category changes	624	24.7	0	0.0	157	19.3	352	27.7	106	26.7	9	28.1
Changes to student achievement templates	412	16.3	0	0.0	111	13.7	205	16.1	88	22.2	8	25.0
Concerns regarding administrator bias during observations	1,102	43.7	4	44.4	397	48.9	562	44.2	132	33.2	7	21.9
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observations	980	38.9	2	22.2	358	44.1	486	38.2	124	31.2	10	31.3
Concerns regarding lack of administrator experience as an observer	671	26.6	2	22.2	224	27.6	356	28.0	83	20.9	6	18.8
Concerns regarding lack of consistency in evaluations across teachers	1,245	49.4	3	33.3	429	52.8	628	49.4	173	43.6	12	37.5
Challenges facing lower-performing schools compared to higher-performing schools	1,287	51.0	4	44.4	444	54.7	640	50.3	183	46.1	16	50.0
Other	649	25.7	2	22.2	211	26.0	315	24.8	107	27.0	14	43.8

Source: TEI Teacher Perception Survey, September 2018.

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

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

	All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
	n	%	n	%	n	%	n	%	n	%	n	%
Overall, how helpful was the <u>spot observation</u> feedback you received from your evaluator during the 2017-18 school year?												
Very Helpful	1,052	22.9	3	15.0	222	16.7	418	20.7	347	32.6	62	38.5
Helpful	2,170	47.2	10	50.0	656	49.2	949	47.0	481	45.2	74	46.0
Unhelpful	998	21.7	6	30.0	310	23.3	481	23.8	180	16.9	21	13.0
Very Unhelpful	379	8.2	1	5.0	145	10.9	172	8.5	57	5.4	4	2.5
Overall, how helpful was the <u>extended observation</u> feedback you received from your evaluator during the 2017-18 school year?												
Very Helpful	1,143	24.9	3	15.0	232	17.4	431	21.3	399	37.5	78	48.4
Helpful	2,119	46.1	8	40.0	633	47.5	954	47.2	466	43.8	58	36.0
Unhelpful	947	20.6	6	30.0	303	22.7	461	22.8	155	14.6	22	13.7
Very Unhelpful	390	8.5	3	15.0	165	12.4	174	8.6	45	4.2	3	1.9
How aligned was your <u>summative performance evaluation</u> with the <u>spot observation</u> feedback you received throughout the 2017-18 school year?												
Completely Aligned	1,046	22.7	3	15.0	156	11.7	383	19.0	416	39.1	88	54.7
Very Aligned	1,879	40.9	6	30.0	525	39.4	853	42.2	440	41.3	55	34.2
Slightly Aligned	1,244	27.0	10	50.0	470	35.3	599	29.7	150	14.1	15	9.3
Not at All Aligned	430	9.3	1	5.0	182	13.7	185	9.2	59	5.5	3	1.9
Overall, how helpful was the <u>summative performance evaluation</u> feedback you received from your evaluator in 2017-18?												
Very Helpful	1,155	25.1	4	20.0	217	16.3	428	21.2	428	40.2	78	48.4
Helpful	2,058	44.7	8	40.0	608	45.6	937	46.4	444	41.7	61	37.9
Unhelpful	966	21.0	7	35.0	335	25.1	458	22.7	147	13.8	19	11.8
Very Unhelpful	420	9.1	1	5.0	173	13.0	197	9.8	46	4.3	3	1.9

Source: TEI Teacher Perception Survey, September 2018.

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

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

	All		No Level		U, Pgl, PgII		Pfl		PfII, PfIII		ExI and Higher	
	n	%	n	%	n	%	n	%	n	%	n	%
Did you receive student experience survey data for the 2017-18 school year?												
Yes	2,842	61.8	3	15.0	835	62.6	1,204	59.6	685	64.3	115	71.4
No	1,757	38.2	17	85.0	498	37.4	816	40.4	380	35.7	46	28.6
Overall, how helpful was the feedback you received from the 2017-18 student experience survey? [For those who indicated they received student experience survey data only]												
Very Helpful	411	14.5	0	0.0	124	14.9	149	12.4	115	16.8	23	20.0
Helpful	1,077	37.9	3	100.0	335	40.1	437	36.3	259	37.8	43	37.4
Unhelpful	869	30.6	0	0.0	255	30.5	395	32.8	191	27.9	28	24.3
Very Unhelpful	485	17.1	0	0.0	121	14.5	223	18.5	120	17.5	21	18.3
How accurately do you think your 2017-18 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	253	8.9	1	33.3	64	7.7	93	7.7	78	11.4	17	14.8
Very Accurately	633	22.3	2	66.7	189	22.6	236	19.6	179	26.1	27	23.5
Slightly Accurately	1,053	37.0	0	0.0	324	38.8	463	38.5	223	32.6	43	37.4
Not at All Accurately	903	31.8	0	0.0	258	30.9	412	34.2	205	29.9	28	24.3
After you received your student experience survey results for 2017-18, 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	587	20.7	1	33.3	206	24.7	223	18.5	130	19.0	27	23.5
Panorama Playbook	322	11.3	0	0.0	57	6.8	127	10.5	117	17.1	21	18.3
Colleagues (e.g., other teachers)	1,155	40.6	1	33.3	412	49.3	448	37.2	241	35.2	53	46.1
Professional development	1,278	45.0	1	33.3	450	53.9	545	45.3	242	35.3	40	34.8
Other external resources (e.g., books, internet)	993	34.9	1	33.3	325	38.9	408	33.9	227	33.1	32	27.8
I did not use any of these resources.	695	24.5	1	33.3	160	19.2	307	25.5	196	28.6	31	27.0
Overall, how satisfied were you with the teacher evaluation process at your school during the 2017-18 school year?												
Very Satisfied	560	12.2	1	5.0	72	5.4	190	9.4	233	21.9	64	39.8
Satisfied	1,240	27.0	4	20.0	313	23.5	480	23.8	394	37.0	49	30.4
Neutral	1,259	27.4	8	40.0	395	29.6	605	30.0	227	21.3	24	14.9
Dissatisfied	880	19.1	4	20.0	317	23.8	405	20.0	140	13.1	14	8.7
Very Dissatisfied	660	14.4	3	15.0	236	17.7	340	16.8	71	6.7	10	6.2

Source: TEI Teacher Perception Survey, September 2018.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. * = Teachers could select multiple items. Percentages by response represent the rates of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you agree with the following statements?													
The salary I received this year based on my 2017-18 teaching effectiveness adequately recognizes my efforts to increase student achievement.	Strongly Agree	363	7.9	0	0.0	39	2.9	68	3.4	163	15.3	93	57.8
	Agree	860	18.7	2	10.0	213	16.0	308	15.2	293	27.5	44	27.3
	Neutral	843	18.3	9	45.0	276	20.7	383	19.0	164	15.4	11	6.8
	Disagree	1,066	23.2	4	20.0	343	25.7	504	25.0	214	20.1	1	0.6
	Strongly Disagree	1,387	30.2	3	15.0	434	32.6	717	35.5	223	20.9	10	6.2
	Do Not Know	80	1.7	2	10.0	28	2.1	40	2.0	8	0.8	2	1.2
The salary I received this year based on my 2017-18 teaching effectiveness encourages me to remain in a campus-based position.	Strongly Agree	380	8.3	1	5.0	44	3.3	72	3.6	169	15.9	94	58.4
	Agree	904	19.7	3	15.0	242	18.2	337	16.7	287	26.9	35	21.7
	Neutral	1,085	23.6	6	30.0	351	26.3	483	23.9	229	21.5	16	9.9
	Disagree	876	19.0	3	15.0	270	20.3	429	21.2	168	15.8	6	3.7
	Strongly Disagree	1,256	27.3	4	20.0	401	30.1	639	31.6	205	19.2	7	4.3
	Do Not Know	98	2.1	3	15.0	25	1.9	60	3.0	7	0.7	3	1.9
The district should differentiate salary by effectiveness level.	Strongly Agree	664	14.4	3	15.0	137	10.3	214	10.6	233	21.9	77	47.8
	Agree	1,443	31.4	3	15.0	424	31.8	580	28.7	393	36.9	43	26.7
	Neutral	1,252	27.2	7	35.0	386	29.0	578	28.6	254	23.8	27	16.8
	Disagree	553	12.0	4	20.0	167	12.5	278	13.8	98	9.2	6	3.7
	Strongly Disagree	562	12.2	2	10.0	181	13.6	305	15.1	67	6.3	7	4.3
	Do Not Know	125	2.7	1	5.0	38	2.9	65	3.2	20	1.9	1	0.6
My salary should be based on how effective I am as an instructor.	Strongly Agree	1,109	24.1	2	10.0	252	18.9	410	20.3	360	33.8	85	52.8
	Agree	1,760	38.3	6	30.0	507	38.0	774	38.3	420	39.4	53	32.9
	Neutral	1,032	22.4	6	30.0	341	25.6	492	24.4	177	16.6	16	9.9
	Disagree	343	7.5	3	15.0	116	8.7	158	7.8	64	6.0	2	1.2
	Strongly Disagree	308	6.7	2	10.0	101	7.6	162	8.0	38	3.6	5	3.1
	Do Not Know	47	1.0	1	5.0	16	1.2	24	1.2	6	0.6	0	0.0

Source: TEI Teacher Perception Survey, September 2018.

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

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

	All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To what extent did adding an annual retention increase for the 2017-18 school year make TEI more fair?												
To a great extent	719	15.6	2	10.0	144	10.8	251	12.4	247	23.2	75	46.6
Somewhat	1,907	41.5	10	50.0	573	43.0	801	39.7	467	43.8	56	34.8
Very little	1,282	27.9	4	20.0	409	30.7	609	30.1	238	22.3	22	13.7
Not at all	691	15.0	4	20.0	207	15.5	359	17.8	113	10.6	8	5.0

Source: TEI Teacher Perception Survey, September 2018.

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

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

		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you agree with the following statements? The TEI compensation system...													
supports the recruitment of highly effective teachers.	Strongly Agree	381	8.3	2	10.0	72	5.4	91	4.5	154	14.5	62	38.5
	Agree	1,109	24.1	4	20.0	304	22.8	403	20.0	343	32.2	55	34.2
	Neutral	999	21.7	4	20.0	314	23.6	466	23.1	197	18.5	18	11.2
	Disagree	1,009	21.9	4	20.0	298	22.4	494	24.5	197	18.5	16	9.9
	Strongly Disagree	1,025	22.3	5	25.0	318	23.9	530	26.2	162	15.2	10	6.2
	Do Not Know	76	1.7	1	5.0	27	2.0	36	1.8	12	1.1	0	0.0
supports the retention of highly effective teachers.	Strongly Agree	376	8.2	2	10.0	67	5.0	79	3.9	159	14.9	69	42.9
	Agree	987	21.5	5	25.0	273	20.5	351	17.4	307	28.8	51	31.7
	Neutral	906	19.7	5	25.0	299	22.4	410	20.3	179	16.8	13	8.1
	Disagree	1,061	23.1	3	15.0	313	23.5	513	25.4	220	20.7	12	7.5
	Strongly Disagree	1,214	26.4	4	20.0	359	26.9	642	31.8	194	18.2	15	9.3
	Do Not Know	55	1.2	1	5.0	22	1.7	25	1.2	6	0.6	1	0.6
differentiates salaries to reward teachers who perform well.	Strongly Agree	378	8.2	1	5.0	65	4.9	87	4.3	163	15.3	62	38.5
	Agree	1,100	23.9	5	25.0	318	23.9	390	19.3	331	31.1	56	34.8
	Neutral	1,060	23.0	5	25.0	354	26.6	467	23.1	217	20.4	17	10.6
	Disagree	1,020	22.2	4	20.0	295	22.1	513	25.4	190	17.8	18	11.2
	Strongly Disagree	1,009	21.9	4	20.0	287	21.5	548	27.1	162	15.2	8	5.0
	Do Not Know	32	0.7	1	5.0	14	1.1	15	0.7	2	0.2	0	0.0
will positively affect my future with the Dallas ISD.	Strongly Agree	564	12.3	3	15.0	116	8.7	180	8.9	192	18.0	73	45.3
	Agree	981	21.3	2	10.0	256	19.2	368	18.2	310	29.1	45	28.0
	Neutral	1,176	25.6	3	15.0	359	26.9	536	26.5	254	23.8	24	14.9
	Disagree	787	17.1	6	30.0	239	17.9	385	19.1	148	13.9	9	5.6
	Strongly Disagree	1,034	22.5	5	25.0	345	25.9	522	25.8	152	14.3	10	6.2
	Do Not Know	57	1.2	1	5.0	18	1.4	29	1.4	9	0.8	0	0.0

Source: TEI Teacher Perception Survey, September 2018.

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

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

		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you agree with the following statements? The TEI compensation system...													
makes me feel that I am better rewarded financially for what I do as a teacher.	Strongly Agree	407	8.8	2	10.0	65	4.9	81	4.0	178	16.7	81	50.3
	Agree	781	17.0	2	10.0	197	14.8	252	12.5	290	27.2	40	24.8
	Neutral	906	19.7	5	25.0	301	22.6	392	19.4	193	18.1	15	9.3
	Disagree	1,090	23.7	3	15.0	336	25.2	537	26.6	198	18.6	16	9.9
	Strongly Disagree	1,385	30.1	7	35.0	421	31.6	744	36.8	205	19.2	8	5.0
	Do Not Know	30	0.7	1	5.0	13	1.0	14	0.7	1	0.1	1	0.6
allows teachers to earn substantially more money over time compared to the old system.	Strongly Agree	470	10.2	2	10.0	76	5.7	104	5.1	207	19.4	81	50.3
	Agree	919	20.0	2	10.0	240	18.0	321	15.9	318	29.9	38	23.6
	Neutral	956	20.8	6	30.0	339	25.4	418	20.7	172	16.2	21	13.0
	Disagree	834	18.1	4	20.0	205	15.4	445	22.0	169	15.9	11	6.8
	Strongly Disagree	1,227	26.7	5	25.0	358	26.9	675	33.4	180	16.9	9	5.6
	Do Not Know	193	4.2	1	5.0	115	8.6	57	2.8	19	1.8	1	0.6

Source: TEI Teacher Perception Survey, September 2018.

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

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

		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
Please indicate your level of agreement with the following statements.													
The 2017-18 professional development opportunities offered by the district...													
offered applicable strategies that I am using in the classroom.	Strongly Agree	534	11.6	1	5.0	169	12.7	214	10.6	123	11.5	27	16.8
	Agree	2,062	44.8	11	55.0	572	42.9	923	45.7	498	46.8	58	36.0
	Neutral	955	20.8	1	5.0	285	21.4	432	21.4	202	19.0	35	21.7
	Disagree	617	13.4	2	10.0	172	12.9	268	13.3	150	14.1	25	15.5
	Strongly Disagree	395	8.6	3	15.0	124	9.3	171	8.5	83	7.8	14	8.7
	Not Applicable	36	0.8	2	10.0	11	0.8	12	0.6	9	0.8	2	1.2
were aligned with my Professional Development Plan (P2LD).	Strongly Agree	544	11.8	1	5.0	168	12.6	215	10.6	131	12.3	29	18.0
	Agree	2,184	47.5	9	45.0	592	44.4	996	49.3	523	49.1	64	39.8
	Neutral	1,056	23.0	4	20.0	328	24.6	453	22.4	229	21.5	42	26.1
	Disagree	460	10.0	3	15.0	119	8.9	213	10.5	110	10.3	15	9.3
	Strongly Disagree	310	6.7	1	5.0	110	8.3	124	6.1	67	6.3	8	5.0
	Not Applicable	45	1.0	2	10.0	16	1.2	19	0.9	5	0.5	3	1.9
The 2017-18 professional development opportunities offered by my campus...													
offered applicable strategies that I am using in the classroom.	Strongly Agree	648	14.1	2	10.0	159	11.9	251	12.4	186	17.5	50	31.1
	Agree	1,988	43.2	5	25.0	548	41.1	860	42.6	506	47.5	69	42.9
	Neutral	970	21.1	6	30.0	303	22.7	458	22.7	182	17.1	21	13.0
	Disagree	563	12.2	4	20.0	173	13.0	257	12.7	117	11.0	12	7.5
	Strongly Disagree	402	8.7	1	5.0	140	10.5	182	9.0	71	6.7	8	5.0
	Not Applicable	28	0.6	2	10.0	10	0.8	12	0.6	3	0.3	1	0.6
were aligned with my Professional Development Plan (P2LD).	Strongly Agree	640	13.9	2	10.0	147	11.0	250	12.4	192	18.0	49	30.4
	Agree	1,942	42.2	5	25.0	523	39.2	859	42.5	492	46.2	63	39.1
	Neutral	1,060	23.0	6	30.0	348	26.1	489	24.2	191	17.9	26	16.1
	Disagree	550	12.0	5	25.0	166	12.5	244	12.1	119	11.2	16	9.9
	Strongly Disagree	363	7.9	0	0.0	131	9.8	160	7.9	66	6.2	6	3.7
	Not Applicable	44	1.0	2	10.0	18	1.4	18	0.9	5	0.5	1	0.6

Source: TEI Teacher Perception Survey, September 2018.

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

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

		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate how helpful the following 2017-18 professional development opportunities were to your overall teaching performance.													
Professional development sessions offered to your campus	Very Helpful	632	13.7	1	5.0	158	11.9	231	11.4	195	18.3	47	29.2
	Helpful	2,503	54.4	11	55.0	718	53.9	1120	55.4	577	54.2	77	47.8
	Unhelpful	787	17.1	4	20.0	226	17.0	368	18.2	170	16.0	19	11.8
	Not at All Helpful	556	12.1	2	10.0	194	14.6	248	12.3	99	9.3	13	8.1
	Not Applicable	121	2.6	2	10.0	37	2.8	53	2.6	24	2.3	5	3.1
District summer and fall P2LD training sessions	Very Helpful	618	13.4	1	5.0	209	15.7	226	11.2	148	13.9	34	21.1
	Helpful	2,551	55.5	10	50.0	731	54.8	1158	57.3	586	55.0	66	41.0
	Unhelpful	778	16.9	4	20.0	191	14.3	365	18.1	189	17.7	29	18.0
	Not at All Helpful	492	10.7	1	5.0	139	10.4	214	10.6	116	10.9	22	13.7
	Not Applicable	160	3.5	4	20.0	63	4.7	57	2.8	26	2.4	10	6.2
District virtual P2LD training sessions	Very Helpful	467	10.2	1	5.0	144	10.8	177	8.8	115	10.8	30	18.6
	Helpful	2,037	44.3	10	50.0	595	44.6	905	44.8	469	44.0	58	36.0
	Unhelpful	728	15.8	3	15.0	199	14.9	339	16.8	160	15.0	27	16.8
	Not at All Helpful	447	9.7	1	5.0	132	9.9	198	9.8	99	9.3	17	10.6
	Not Applicable	920	20.0	5	25.0	263	19.7	401	19.9	222	20.8	29	18.0

Source: TEI Teacher Perception Survey, September 2018.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = Proficient III. ExI = Exemplary I. P2LD = Personalized Professional Learning and Development. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rates of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
When selecting professional development sessions in 2017-18, did you choose sessions related to the following areas?													
Student achievement data	Yes	2,492	54.5	10	50.0	728	54.8	1,085	54.0	571	54.1	98	60.9
	No	1,495	32.7	5	25.0	411	30.9	668	33.3	369	34.9	42	26.1
	None Were Available	586	12.8	5	25.0	189	14.2	255	12.7	116	11.0	21	13.0
TEI spot observation data	Yes	1,444	31.9	6	30.0	468	35.4	604	30.4	317	30.2	49	31.6
	No	2,367	52.3	8	40.0	620	46.9	1,068	53.8	581	55.4	90	58.1
	None Were Available	718	15.9	6	30.0	233	17.6	312	15.7	151	14.4	16	10.3
Student Experience Survey results	Yes	989	21.8	3	15.0	344	26.1	390	19.6	215	20.5	37	23.7
	No	2,621	57.9	9	45.0	690	52.3	1,194	60.1	637	60.8	91	58.3
	None Were Available	920	20.3	8	40.0	286	21.7	402	20.2	196	18.7	28	17.9
Campus Climate Survey results	Yes	1,124	24.8	4	20.0	373	28.3	482	24.2	224	21.4	41	26.3
	No	2,633	58.1	8	40.0	707	53.7	1,171	58.8	657	62.9	90	57.7
	None Were Available	771	17.0	8	40.0	237	18.0	337	16.9	164	15.7	25	16.0

Source: TEI Teacher Perception Survey, September 2018.

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

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

		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The following describes an ideal experience with a TEI evaluator:													
<i>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.</i>													
During the 2017-18 school year, was this your experience with your TEI evaluator?	Yes	2,427	52.8	9	45.0	605	45.4	1,023	50.6	683	64.1	107	66.5
	Sometimes	1,300	28.3	5	25.0	409	30.7	615	30.4	233	21.9	38	23.6
	No	872	19.0	6	30.0	319	23.9	382	18.9	149	14.0	16	9.9

Source: TEI Teacher Perception Survey, September 2018.

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

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

		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
During the 2017-18 school year, did your campus align professional development with the following areas?													
Student achievement data	Yes	3,580	77.8	8	40.0	964	72.3	1,572	77.8	893	83.8	143	88.8
	No	609	13.2	3	15.0	219	16.4	266	13.2	108	10.1	13	8.1
	Do Not Know	410	8.9	9	45.0	150	11.3	182	9.0	64	6.0	5	3.1
TEI spot observation data	Yes	2,638	57.4	4	20.0	721	54.1	1,151	57.0	668	62.7	94	58.4
	No	1,315	28.6	6	30.0	428	32.1	565	28.0	272	25.5	44	27.3
	Do Not Know	646	14.0	10	50.0	184	13.8	304	15.0	125	11.7	23	14.3
Student Experience Survey data	Yes	1,949	42.4	3	15.0	562	42.2	825	40.8	472	44.3	87	54.0
	No	1,729	37.6	5	25.0	524	39.3	750	37.1	398	37.4	52	32.3
	Do Not Know	921	20.0	12	60.0	247	18.5	445	22.0	195	18.3	22	13.7
Campus Climate Survey data	Yes	2,979	64.8	5	25.0	811	60.8	1,297	64.2	745	70.0	121	75.2
	No	1,055	22.9	5	25.0	344	25.8	458	22.7	219	20.6	29	18.0
	Do Not Know	565	12.3	10	50.0	178	13.4	265	13.1	101	9.5	11	6.8

Source: TEI Teacher Perception Survey, September 2018.

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

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

	All		No Level		U, Pgl, PgII		Pfl		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	1,643	35.7	7	35.0	506	38.0	731	36.2	347	32.6	52	32.3
Classroom management	2,074	45.1	11	55.0	720	54.0	867	42.9	419	39.3	57	35.4
Social-emotional learning	1,947	42.3	10	50.0	595	44.6	823	40.7	451	42.3	68	42.2
Content training	1,819	39.6	11	55.0	524	39.3	816	40.4	415	39.0	53	32.9
Pedagogy – effective instructional practices training	1,739	37.8	8	40.0	548	41.1	720	35.6	400	37.6	63	39.1
Effective lesson planning	1,669	36.3	11	55.0	564	42.3	708	35.0	340	31.9	46	28.6
Technology digital integration	2,379	51.7	10	50.0	649	48.7	1,066	52.8	566	53.1	88	54.7
Other	410	8.9	2	10.0	106	8.0	182	9.0	96	9.0	24	14.9

Source: TEI Teacher Perception Survey, September 2018.

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

Appendix C

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

	<i>n</i>	%
What was your position during the 2017-18 school year?		
Principal	3	0.8
Assistant Principal	147	39.5
Other	222	59.7
At the end of the 2017-18 school year, how many years had you been an administrator at that campus?		
One or Fewer	93	25.1
Two to Four years	176	47.4
Five to Seven years	58	15.6
Eight to 10 years	18	4.9
More than 10 years	26	7.0
At the end of the 2017-18 school year, how many years had you been an administrator in the Dallas ISD?		
One or Fewer	44	11.8
Two to Four years	123	33.1
Five to Seven years	96	25.8
Eight to 10 years	40	10.8
More than 10 years	69	18.5
At the end of the 2017-18 school year, how many years had you been an administrator, overall?		
One or Fewer	39	10.5
Two to Four years	110	29.6
Five to Seven years	92	24.7
Eight to 10 years	42	11.3
More than 10 years	89	23.9
How would you rate your knowledge about TEI, in general?		
Advanced	213	57.3
Intermediate	152	40.9
Basic	7	1.9
None	0	0.0
To what extent do you perceive TEI to be fair?		
To a great extent	88	23.7
Somewhat	234	62.9
Very little	41	11.0
Not at all	9	2.4

Source: TEI Administrator Perception Survey, September 2018.

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

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

	<i>n</i>	%
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	25	50.0
Size of the compensation increase received	13	26.0
Inequity of the size of the raise across teachers	19	38.0
Disagree with summative performance evaluation scores	13	26.0
Inclusion of student survey	14	28.0
Questions on the Student Survey	8	16.0
Disagree with scoring of the SLO	4	8.0
Inclusion of the student achievement data	8	16.0
Inclusion of school STAAR	8	16.0
Eligibility criteria for DTR	13	26.0
DTR application scores	10	20.0
Change made to campus/staffing assignment	13	26.0
Increased competition among teachers on campus	10	20.0
Concerns regarding student scheduling	6	12.0
Disadvantaged because of class size	15	30.0
Disagree with attendance requirement for an effectiveness level	8	16.0
Evaluation rating cut points shift annually	27	54.0
Disagree with the use of a target distribution	22	44.0
Unexpected teacher category changes	14	28.0
Changes to student achievement templates	10	20.0
Concerns regarding administrator bias during observations	9	18.0
Concerns regarding the administrator’s lack of content knowledge and/or experience with the course when conducting the observations	7	14.0
Concerns regarding lack of administrator experience as an observer	5	10.0
Concerns regarding lack of consistency in evaluations across teachers	12	24.0
Challenges facing lower-performing compared to higher-performing schools	30	60.0
Other	19	38.0

Source: TEI Administrator Perception Survey, September 2018.

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

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

	<i>n</i>	%
Did you conduct any <u>spot observations</u> during the 2017-18 school year?		
Yes	372	100.0
No	0	0.0
Overall, how helpful do you think your spot observation feedback was for your teachers' growth during the 2017-18 school year? [For those who indicated they conducted spot observations only]		
Very Helpful	159	42.7
Helpful	209	56.2
Unhelpful	3	0.8
Very Unhelpful	1	0.3
Did you conduct any <u>extended observations</u> during the 2017-18 school year?		
Yes	366	98.4
No	6	1.6
Overall, how helpful do you think your <u>extended observation</u> feedback was for your teachers' growth during the 2017-18 school year? [For those who indicated they conducted extended observations only]		
Very Helpful	144	39.3
Helpful	213	58.2
Unhelpful	9	2.5
Very Unhelpful	0	0.0
Did you conduct any <u>summative performance evaluations</u> during the 2017-18 school year?		
Yes	365	98.1
No	7	1.9
During the 2017-18 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	63	17.3
No	302	82.7
Overall, how helpful do you think your 2017-18 <u>summative performance evaluation</u> feedback was for your teachers' growth? [For those who indicated that they conducted summative performance evaluations only]		
Very Helpful	126	34.5
Helpful	221	60.5
Unhelpful	17	4.7
Very Unhelpful	1	0.3
How aligned were the <u>summative performance evaluations</u> you conducted with the spot observation feedback you provided through the 2017-18 school year? [For those who indicated that they conducted summative performance evaluations only]		
Completely Aligned	90	24.7
Very Aligned	256	70.1
Slightly Aligned	19	5.2
Not at All Aligned	0	0.0

Source: TEI Administrator Perception Survey, September 2018.

Note: * = Teachers could select multiple items.

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

	<i>n</i>	%
Overall, how satisfied were you with the teacher evaluation process at your school during the 2017-18 school year?		
Very Satisfied	74	19.9
Satisfied	223	59.9
Neutral	60	16.1
Dissatisfied	12	3.2
Very Dissatisfied	3	0.8
Overall, how helpful do you think the feedback teachers received from the 2017-18 <u>Student Experience Survey</u> was for improving their instructional practice?		
Very Helpful	61	16.4
Helpful	208	55.9
Unhelpful	72	19.4
Very Unhelpful	12	3.2
I don't know. I did not have any experience with student survey results.	19	5.1
How accurately do you think 2017-18 Student Experience Survey results reflected teachers' strengths and weaknesses?		
Completely Accurately	29	7.8
Very Accurately	159	42.7
Slightly Accurately	128	34.4
Not at All Accurately	40	10.8
I don't know. I did not have any experience with student survey results.	16	4.3

Source: TEI Administrator Perception Survey, September 2018.

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

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

	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Do Not Know	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you agree with the following statements?													
The salary that teachers received this year based on their 2017-8 teaching effectiveness adequately recognized their efforts to increase student achievement.	372	25	6.7	157	42.2	82	22.0	76	20.4	24	6.5	8	2.2
The salary that teachers received this year based on their 2017-18 teaching effectiveness encouraged them to remain in a campus-based position.	372	31	8.3	137	36.8	89	23.9	73	19.6	32	8.6	10	2.7
The district should differentiate teacher salary by effectiveness level.	372	80	21.5	163	43.8	87	23.4	27	7.3	12	3.2	3	0.8
To what extent do you agree with the following statements?													
The TEI compensation system...													
supports the recruitment of highly effective teachers.	372	61	16.4	156	41.9	67	18.0	57	15.3	29	7.8	2	0.5
supports the retention of highly effective teachers.	372	64	17.2	137	36.8	72	19.4	66	17.7	31	8.3	2	0.5
differentiates salaries to reward teachers who perform well.	372	58	15.6	160	43.0	80	21.5	52	14.0	21	5.6	1	0.3
will positively affect my teachers' future in the Dallas ISD.	372	73	19.6	145	39.0	80	21.5	49	13.2	23	6.2	2	0.5
allows teachers to earn substantially more money over time compared to the old system	372	58	15.6	160	43.0	80	21.5	52	14.0	21	5.6	1	0.3

Source: TEI Administrator Perception Survey, September 2018.

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

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

	<i>n</i>	%
To what extent did adding an annual retention increase for the 2017-18 school year make TEI more fair?		
To a great extent	107	28.8
Somewhat	198	53.2
Very little	56	15.1
Not at all	11	3.0

Source: TEI Administrator Perception Survey, September 2018.

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

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

		Yes		No		Do Not Know	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During the 2017-18 school year, did your campus align professional development around the following areas?							
Student achievement data	372	361	97.0	9	2.4	2	0.5
TEI spot observation data	372	316	84.9	51	13.7	5	1.3
Student Experience Survey results	372	227	61.0	134	36.0	11	3.0
Campus Climate Survey results	372	329	88.4	42	11.3	1	0.3

Source: TEI Administrator Perception Survey, September 2018.

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

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

	<i>n</i>	%
During the 2017-18 school year, did you create Individualized P2LD Planning Forms for teachers based on available student achievement and teacher performance data?		
Yes	320	86.0
No	52	14.0

Source: TEI Administrator Perception Survey, September 2018.

Note: P2LD = Personalized Professional Learning and Development. Percentages for responses may not sum to 100 percent because of rounding.

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

	N	A Great Deal		Quite A Bit		Somewhat		Very Little		Not at All		Do Not Know	
		n	%	n	%	n	%	n	%	n	%	n	%
During the 2017-18 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	372	95	25.5	167	44.9	91	24.5	12	3.2	6	1.6	1	0.3
District summer and fall P2LD training sessions	372	42	11.3	110	29.6	152	40.9	38	10.2	15	4.0	15	4.0
District virtual P2LD training sessions	372	36	9.7	75	20.2	127	34.1	61	16.4	25	6.7	48	12.9

Source: TEI Administrator Perception Survey, September 2018.

Note: P2LD = Personalized Professional Learning and Development. Percentages for responses may not sum 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	193	51.9
Classroom management	232	62.4
Social-emotional learning	233	62.6
Content training	211	56.7
Pedagogy – effective instructional practices training	245	65.9
Effective lesson planning	204	54.8
Technology digital integration	190	51.1
Other	25	6.7

Source: TEI Administrator Perception Survey, September 2018.

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

Appendix C Table 11: TEI Administrator Perception Survey – General

	<i>n</i>	%
Did you feel pressure to inflate teacher observation scores during the 2017-18 school year?		
Yes	20	5.4
Sometimes	63	16.9
No	289	77.7
Not Applicable. I did not conduct observations.	0	0.0
How helpful was the TEI certification training in preparing you to implement TEI effectively on your campus during the 2017-18 school year?		
Very Helpful	60	16.1
Helpful	253	68.0
Unhelpful	34	9.1
Not at All Helpful	23	6.2
Not Applicable. I did not attend the training.	2	0.5

Source: TEI Administrator Perception Survey, September 2018.

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