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Evaluation of Teacher Excellence Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

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DALLAS
INDEPENDENT SCHOOL DISTRICT

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Evaluation of Teacher Excellence Initiative

Approved Report of the Department of Evaluation and Assessment

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ACRONYMS AND ABBREVIATIONS

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

2021-22

Evaluation of Teacher Excellence Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Teacher Excellence Initiative (TEI) is a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 that replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence.

In 2021-22, TEI was funded by General Operating funds, which included an administrative budget of $550,000; a teacher benefits budget of $45,022,434; and a TEI Expert Stipend cost of $350,000. The total budget for the Digital Learning Mentoring and Support ESSER activity in 2021-22 was $60,000.

EVALUATION QUESTIONS (EQs)[1]

EQ1: What were the characteristics of teachers evaluated under TEI?

A total of 9,226 teachers received TEI Scorecards for the 2021-22 school year. Most teachers were either Hispanic or African American (69%) and female (69%). Twenty-two percent had earned at least a master's degree when they were hired. Teacher creditable years of service in the Dallas ISD ranged from zero (first-year teachers) to 55 years (mean = 10.0; median = 7.0).

EQ2: What were the results of the teacher performance component of defining excellence?

Spot Observations

- Spot observation scores statistically and practically improved from the beginning to the end of the 2021-22 academic year for all seven indicators.

Summative Appraisal

- The mean summative appraisal score of 79.7, indicated that teachers were performing better on average than Proficient across the summative appraisal rubric.
- Average summative appraisal scores for first-year teachers (65.5) were significantly lower than teachers with more creditable years of service. Scores plateaued between six and seven creditable years of service (82.6).

Relationship Between Spot Observation and Summative Appraisal Scores

- Summative appraisal scores were highly correlated with Spot observation indicator scores (r = .67 to .73), indicating that summative scores were generally aligned with classroom observations.

EQ3: What were the results of the student achievement component of defining excellence?

Total Student Achievement

- While more creditable years of service did not necessarily result in higher total student achievement scores, first-year teachers earned the lowest average total student achievement scores.

Student Learning Objective (SLO) Points

- Most TEI-eligible teachers (93%) received SLO points, and 78 percent received the maximum (five points).
- The percentage of teachers who received zero SLO points increased from 2018-19 (0%) to 2021-22 (7%).[2]

Correlation among Student Achievement Measures

- For Category A and B teachers, teacher-level student achievement was moderately correlated with base school STAAR[3] (r = .26 to .45) and weakly correlated with SLO points (ρ = .18 to .23).

EQ4: What were the results of the student experience component of defining excellence?

- Most student experience survey responses for elementary core (83%), elementary non-core (78%), middle school (69%), and high school (74%) teachers were positive.

[1] Trends from 2018-19 and 2021-22 for the TEI results can be found in the full report (Avila, 2022).
[2] This was likely due to a change in TEI policy that indicated teachers who took no action on their SLO goal no longer received any points.
[3] Base school *STAAR* refers to the school-level measure for student achievement.

- First-year teachers (73%) and teachers with at least 26 creditable years of service (72%) had the lowest percentage of positive responses on the student experience survey.

EQ5: What were the correlations among the defining excellence components?

- In 2021-22, teachers with (a) higher summative appraisal scores tended to have higher total student achievement scores; (b) higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores, and (c) higher summative appraisal scores tended to have a higher percentage of positive responses on the student survey.

EQ6: What were the results of the Distinguished Teacher Review Process?

- In 2021-22, 2,512 teachers received DTR points, which was 27 percent of all district teachers.
- The percentage of DTR teachers was highest for teachers between eight and 10 years of service (17%) and between 14 and 18 years of service (20%).

EQ7: What were the results of the rewarding excellence (compensation) system of TEI?

Evaluation Scores, Evaluation Ratings, and Effectiveness Levels

- While first-year teachers earned the lowest average evaluation score (62.0), the score gradually increased and remained consistent between six and seven creditable years of service (78.9).
- The largest percentage of teachers received an effectiveness level of Proficient I (37%).

Salary Increases

- Only teachers who received an effectiveness level of Progressing I and above received a salary increase from 2021-22 to 2022-23.
- Teachers who received higher effectiveness levels in 2021-22 received higher salary increases for 2022-23 as compared to those with lower effectiveness levels.

EQ8: What were the retention rates for teachers?

- In 2018-19 and 2021-22, teachers with an effectiveness level below Proficient I left the district at higher rates than those at higher levels, indicating Dallas ISD retained effective teachers at higher rates than less effective teachers.
- Overall, the rate of teachers who left the district remained steady from 2018-19 (13%) to 2021-22 (14%).

EQ9: What were the results of TEI by network?

- In 2021-22, the district average summative appraisal score was 79.7, ranging by network from 77.4 (Southeast) to 85.9 (Magnet).
- The district average base school *STAAR* points received was 2.7, ranging from 2.1 (Southeast) to 3.9 (Magnet).
- The district average for student experience points was 9.5, ranging from 8.3 (Transformation & Innovation) to 11.2 (Magnet).
- The percentage of teachers achieving DTR was 28.3 percent, ranging from 20.1 percent (Central) to 54.8 percent (Magnet).

EQ10: What were the results of TEI by teacher groups?[4]

Teacher Retention

- Teachers who continued in the district and who moved to a non-teaching position generally had higher TEI scores than teachers who left the district.

Teacher Type

- First-year teachers, strategic pipeline teachers, and teachers with effectiveness levels below Proficient I had TEI scores below the district averages.

Specialty Campuses

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

Campus Characteristics

- Teachers at campuses with majority White students (N = 4) had higher TEI scores than teachers at campuses with majority Hispanic students (N = 190), teachers at campuses with majority African American students (N = 35), and the district across all categories.

[4] In this section, TEI scores include mean summative appraisal score, mean total student achievement score, mean student experience score, and mean percentage of teachers receiving an evaluation rating of Proficient I or higher.

- TEI scores of teachers at campuses with majority Hispanic students were nearly identical to district averages, and teachers at campuses with majority African American students scored within two points of the district average on their summative appraisal scores, student achievement scores, and student experience points.

School Level

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

EQ11: What were the teacher and administrator experiences with TEI?[5]

To collect feedback regarding experiences with TEI, online surveys were administered to Dallas ISD teachers and administrators who participated in the TEI evaluation system during the 2021-22 academic year. Of the teachers and administrators surveyed, 3,712 teachers (47%) and 349 administrators (57%) at least partially completed the survey.

TEI Knowledge, Overall Satisfaction, and Perception of Fairness

- Most teachers (73%) and almost all administrators (97%) reported at least intermediate TEI knowledge.
- A higher rate of administrators (76%) and teachers with higher effectiveness levels (53%) expressed high satisfaction (satisfied or very satisfied) with TEI than teachers with lower effectiveness levels (29%).
- A higher rate of administrators (76%) than teachers (44%) rated TEI as at least somewhat fair.
  - Additionally, teachers with effectiveness levels of Proficient II or higher (54%) perceived TEI as at least somewhat fair at a higher rate than teachers with the lowest effectiveness levels (39%).
- Administrators (60%) and teachers (53%) most frequently reported that challenges facing lower performing schools compared to higher performing schools was the reason for perceived TEI unfairness.

Defining Excellence

Spot Observations, Extended Observations, and Summative Appraisals

- 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 higher in 2021-22 (23%) compared to 2017-18 (17%).
  - The percentage of administrator respondents who at least sometimes felt pressure to inflate teacher observation scores was also higher in 2021-22 (26%) compared to 2017-18 (22%).
- Administrators rated spot observations (98%), extended observations (97%), and summative appraisals (95%) as more helpful than teachers overall (72% for each evaluation activity), which was a similar pattern as teachers with higher effectiveness levels (78% to 80%).The rate of administrators (93%) and teachers with higher effectiveness levels (77%) who rated summative appraisal feedback and spot observation feedback as aligned or very aligned exceeded the overall teacher rate (65%).

Student Experience Survey

- In 2021-22, higher rates of administrators (70%) than teachers (52%) rated Student Experience Survey feedback as helpful to teachers.

Supporting Excellence

- Approximately half of teachers agreed that the 2021-22 district-sponsored (50%) and campus-sponsored (53%) professional development opportunities offered applicable strategies they were using in the classroom and were aligned with their professional development plans (49% to 51%).
- While teachers with higher effectiveness levels were more likely to agree that campus-level professional development was applicable (80%) and aligned (77%) than other teachers (46% to 52%), perceived helpfulness did not differ by effectiveness level group (64% to 66%).
- A higher rate of administrators (64% to 97%) and Proficient II and higher teachers (58% to 84%) reported campus professional development was aligned with student achievement data, TEI spot observation data, and Student Experience Survey data than teachers with the lowest effectiveness levels (56% to 78%).
- Both administrators and teachers agreed that classroom management was in the top three most needed topics of additional professional development.

[5] Trends from 2017-18 and 2021-22 on the TEI teacher and administrator survey can be found in the full report (Avila, 2022).

Rewarding Excellence

- Administrators (64%) were more likely than teachers (43%) to agree or strongly agree that the district should differentiate teacher salary by effectiveness level.

- Administrators were more likely than teachers to agree that the TEI compensation system (a) supports the recruitment and retention of teachers, (b) differentiates salaries to reward teachers who perform well, (c) will positively affect the future of Dallas ISD teachers, and (d) will result in teachers making more money over time than the old system.

EQ12: What were the outcomes related to the ESSER funded Digital Learning Mentoring and Support activity?

- Sixty-six percent of new teachers attended at least one Professional & Digital Learning (PDL) training, which met the program goal of 50%.

- However, only 68% of attendees provided feedback, which did not meet the goal of 90%.

RECOMMENDATIONS

Continue efforts to determine how the TEI system should be adapted based on lasting programmatic changes in response to the COVID-19 pandemic.

Continue efforts to compensate teachers based on classroom effectiveness rather than a traditional tenure-based compensation system.

Continue to focus on expanding and adapting professional development opportunities for teachers.

Continue efforts to improve administrator and teacher perceptions that salaries based on effectiveness levels (a) adequately recognize their efforts to increase student achievement and (b) encourage them to stay in campus-based positions.

2021-22

Evaluation of Teacher Excellence Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The Teacher Excellence Initiative (TEI) is a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 to boost student learning by improving teacher effectiveness. TEI replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence. Before implementing TEI, the Dallas ISD participated in the Measures of Effective Teaching (MET) project to test new methods of measuring effective teaching. The primary goal of the MET project was to identify the best methods for evaluating and developing excellent teaching in the classroom. The results indicated that (a) teacher evaluation systems should set expectations, use multiple measures, and balance weights when measuring teacher effectiveness; (b) data should be monitored for validity, reliability, and accuracy; and (c) districts should prioritize support, listen to feedback, and use data for decisions at all levels. These findings were used to guide the development of TEI.

In the Dallas ISD, the TEI framework aims to maximize student growth by supporting and improving teacher effectiveness. Teachers are evaluated each year based on a holistic view of their instructional performance (e.g., classroom observations, student achievement, and student experience surveys). Effective teachers can increase their salaries in a shorter period than a traditional tenure-based compensation system. In addition to a higher earning potential, there is evidence that performance-based pay systems can improve student outcomes and increase the retention rate of highly effective teachers (Burgess et al., 2022; Duffrin, 2011; Lavy, 2007). For example, performance-based pay systems can incentivize teachers to be more proactive in their professional growth, such as (a) adopting more effective teaching practices, (b) collaborating with other teachers, (c) fostering meaningful student-teacher relationships, and (d) improving their assessment and instructional practices (Howard & Miller, 2022). These outcomes can encourage teachers to evaluate their teaching practices and prioritize their professional growth (Gheith & Aljaberi, 2018; Liu & Zhang, 2014). In addition, teachers who actively seek collaborative professional development can improve their teaching skills, student achievement, and school culture (Krecic & Grmek, 2008).

PROGRAM COMPONENTS

This section describes the three components of TEI: defining excellence, supporting excellence, and rewarding excellence.[6,] It also includes a summary of the programmatic changes to these components for the 2021-22 school year.

Defining Excellence

In the TEI framework, teachers were classified into one of four categories (i.e., Category A, B, C, or D) based on which components were available for each teacher.[7] Table 1 provides an overview of each teacher category and the weights of the following components: teacher performance (i.e., rubric-based observations of practice); student achievement (i.e., student assessment results); and student experience (student survey results).

Table 1: 2021-22 Teacher Categories and TEI Component Weights

Teacher Category	Teacher Performance	Student Achievement	Student Experience
Category A - Most grade 3-12 teachers whose students take an ACP or STAAR	50%	35%	15%
Category B- Most grade 1-2 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 2021-22 TEI Teacher Guidebook.

Teacher Performance

To measure teacher performance, certified TEI evaluators used a rubric comprised of 18 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 extended observation (at least 45 minutes), and informal observations. Teachers also received a summative appraisal.

[6] More information about the components of TEI can be found in the 2021-22 TEI Guidebook and 2021-22 TEI Rulebook, which are available at https://tei.dallasisd.org/home/resources/.
[7] More information about the defining excellence component of TEI can be found in the 2021-22 TEI Teacher Guidebook at https://tei.dallasisd.org/home/resources/.
[8] The four domains included (a) designing research-based, rigorous, lessons for diverse student populations, (b) developing and executing purposeful, highly effective, and rigorous instruction, (c) building safe, supportive, and rigorous learning environments (d) consummate reflective educators embracing a mindset of continuous improvement and accountability.
[9] Teachers had a minimum of four spot observations in 2021-22. Additional information about spot observations can be found in the 2021-22 TEI Teacher Guidebook at https://tei.dallasisd.org/home/resources/.

Student Achievement

Student achievement was comprised of up to three measures: (a) **teacher-level student achievement measure(s)**, (b) **school *State of Texas Assessments of Academic Readiness (STAAR)* measure**, and (c) **Student Learning Objective (SLO)** points. Every teacher has an achievement template, which defines the measures that are included in the achievement portion of the overall evaluation. All 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[10].

Student Experience

The Dallas ISD contracted with Panorama Education to administer age-appropriate surveys to students in grades three to 12 in both English and Spanish. Surveys solicited information about student perceptions about teacher's (a) level of care and support, (b) expectations for students and (c) 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).[11] Teachers who completed DTR in 2021-22 could earn up to 30 additional points toward their evaluation score.

Supporting Excellence

In 2021-22, the Dallas ISD provided support across multiple professional learning contexts, leveraged technology to support professional learning, and provided differentiated professional development options. For example, all teachers evaluated under TEI completed an individualized Professional Development Plan to guide professional development conversations between the teacher and evaluator. Professional development planning is guided by the teacher, campus principal, and campus instructional coach using end-of-year Summative Scores or TEI Evaluator recommendations. Structured choice was implemented to motivate and personalize learning for all Dallas ISD teachers.

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

[10] The 2021-22 Student Achievement templates can be found at https://tei.dallasisd.org/home/resources/.
11 More information about the DTR process can be found in the 2021-22 TEI Guidebook, which is available at https://tei.dallasisd.org/home/resources/.

compensation plan used a "target distribution" of effectiveness levels. The compensation plan was designed to consume approximately the same amount of the budget as the traditional salary schedule.

Programmatic Changes to TEI Components

The following is a summary of TEI programmatic changes that were implemented for the 2021-22 school year:

1. All teachers received a minimum of four spot observations. The number of spot observations was no longer based on evaluation rating.
2. Spot, extended, and informal observations could be held in person or virtual.
3. Growth was measured using data from the previous year (2020-21) and current year (2021-22) assessments.
    a. Two *MAP Growth* measures were included in the 2021-22 scorecard for grade one and grade two teachers.
    b. *MAP Growth* was not included as an individual measure on the 2021-22 scorecard. *MAP Growth* assessment results were only used as a baseline for calculating growth in the 2021-22 school year.
    c. *MAP Growth* was not used as the pre- or post-assessment for SLOs in any grade level in 2021-22.
4. Professional development requirements were not differentiated based on summative appraisal scores.
5. Teachers who took no action on their SLO goal no longer received any points.

Budget

During the 2021-22 school year, TEI was funded by General Operating funds, which supported seven positions[12] in Human Capital Management for a total 2021-22 TEI administrative budget of $550,000 excluding benefits. In addition, the teacher benefit cost totaled $45,022,434 and the TEI Expert Stipend cost totaled $350,000. Teacher compensation costs for 2020-21 and 2021-22 and estimated costs for 2022-23 are shown in Table 2.[13]

[12] In addition to supporting TEI implementation, these positions providing training and support for all campus-based appraisal tools, such as for teachers and campus instructional support.
[13] Teacher evaluation results from the 2021-22 school year will determine costs associated with teacher compensation in 2022-23.

Table 2: 2020-21 and 2022-23 Teacher Compensation Costs for TEI

Category	Cost
2020-21	
Teacher Salary Cost	N/A*
Teacher Benefit Cost	$46,629,206
TEI Expert Stipend Cost	$350,000
2021-22	
Teacher Salary Cost	N/A*
Teacher Benefit Cost	$45,022,434
TEI Expert Stipend Cost	$350,000
2022-23	
Projected Teacher Salary Cost	$651,311,542
Estimated Teacher Benefit Cost	$50,392,561
Projected TEI Expert Stipend Cost	$350,000

Source: TEI program staff members on October 25, 2022.
Note: * = The TEI compensation structure was modified in 2020-2021 and 2022-2022 due to pandemic-driven impact to district operations during that time. No new effectiveness levels were awarded, and teachers received a flat-rate salary increase in lieu of TEI compensation.

In March 2020, Congress allotted funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act to the Elementary and Secondary School Emergency Relief (ESSER) grant program. The Dallas ISD was granted approximately $700 million from this fund through the Texas Education Agency (TEA). In 2021-22, the district budgeted $60,000 for digital learning mentoring and support, which aimed at improving teacher quality through high-quality mentoring, coaching, and professional learning (Table 3). However, because program support for new teachers began late in 2021-22, only $11,907 was spent in 2021-22.[14]

Table 3: 2021-22 Digital Learning Mentoring and Support Budget

Category	2021-22 $
Contracted Services	$21,000
General supplies, technology, and materials	$39,000
Total	**$60,000**

Source: EOY presentation for Digital Learning Mentoring and Support dated 06/27/22.
Note: The 2021-22 budget included ESSER III funds only.

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. Each component (i.e., defining excellence, supporting excellence, and rewarding excellence) contributes to the holistic assessment of teacher effectiveness and provides Dallas ISD with tools to ensure high quality instruction is being delivered to every child.

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

1. What were the characteristics of teachers evaluated under TEI?

[14] $6,426 was spent for contracted services and $5,481 was spent for general supplies, technology, and materials.

2. What were the results of the teacher performance component of defining excellence?
3. What were the results of the student achievement component of defining excellence?
4. What were the results of the student experience component of defining excellence?
5. What were the correlations among the defining excellence components?
6. What were the results of the Distinguished Teacher Review Process?
7. What were the results of the rewarding excellence (compensation) system of TEI?
8. What were retention rates for teachers?
9. What were the results of TEI by network?
10. What were the results of TEI by teacher groups?
11. What were teacher and administrator experiences with TEI?
12. What were the outcomes related to the ESSER funded Digital Learning Mentoring and Support activity?

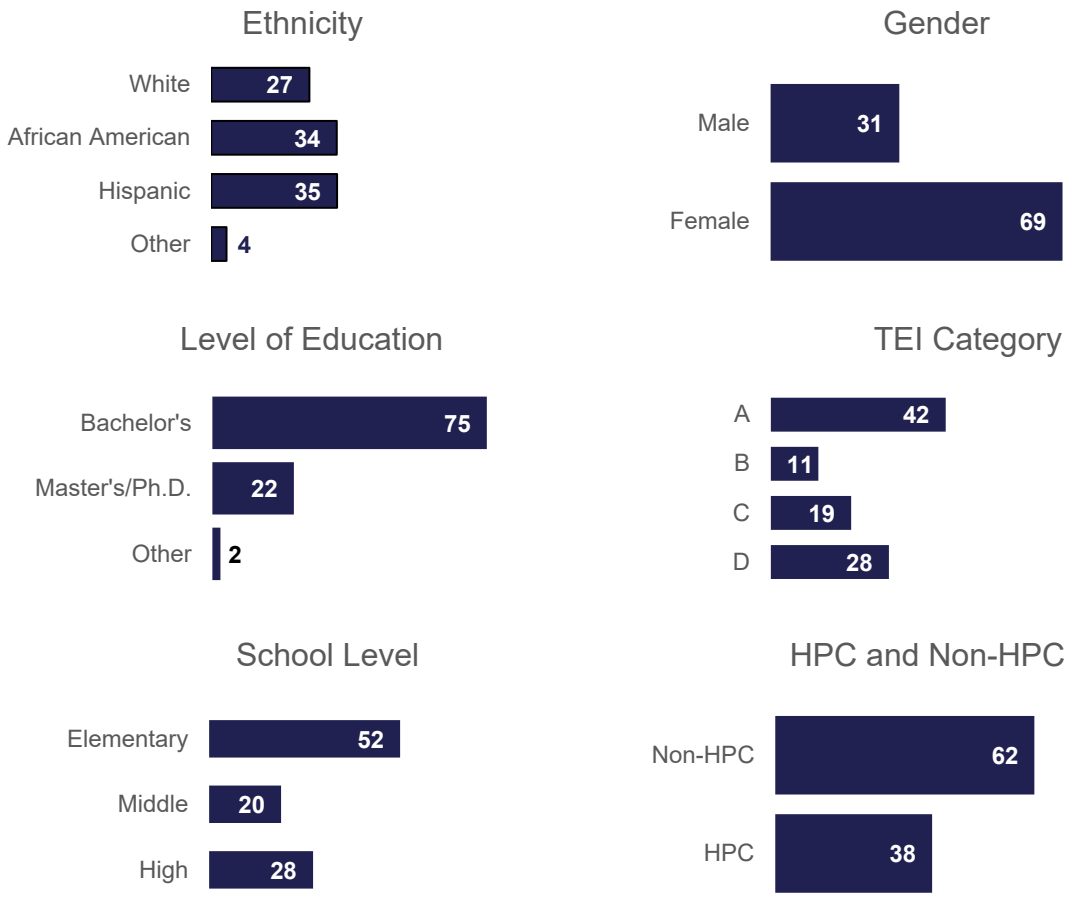
EVALUATION QUESTIONS AND RESULTS

EQ1: What were the characteristics of teachers evaluated under TEI?

Results

Figure 1 shows a summary of characteristics for teachers who received a 2021-22 TEI Scorecard (*N* = 9,226). Most teachers were either Hispanic or African American (69%) and female (69%). Twenty-two percent had earned at least a master's degree when they were hired. In addition, most teachers were Category A teachers (42%), and more teachers worked at the elementary level (52%) than at the other school levels combined. Teachers in High Priority Campuses (HPCs) also accounted for 38 percent of teachers who received a 2021-22 Scorecard.

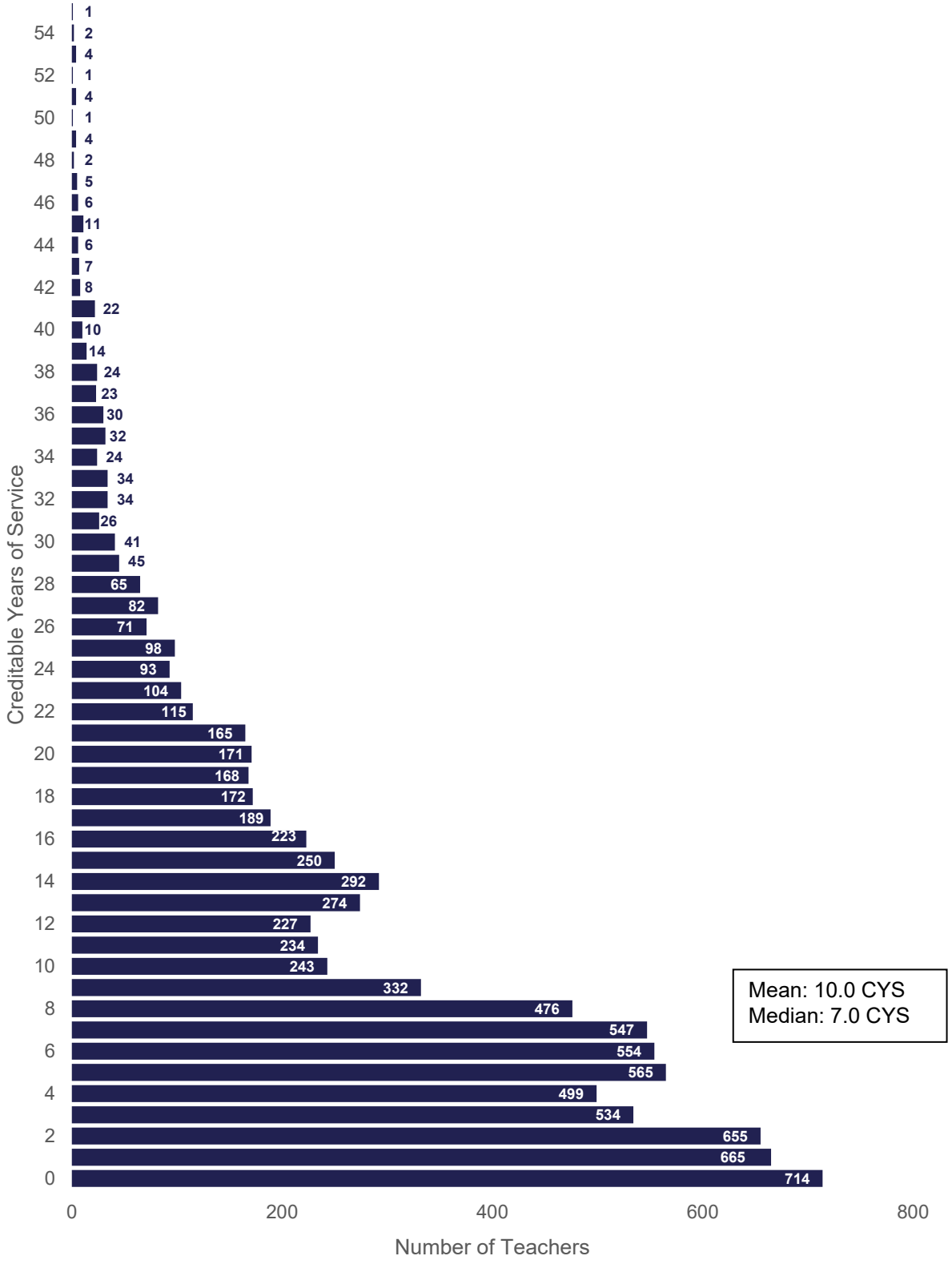
Figure 1: 2021-22 TEI Teacher Characteristics



Source: Scorecard data file from Human Capital Management dated 09/28/22 and distric personnel file dated 05/03/22.
Note: *N* = 9,226 Dallas ISD teachers. TEI = Teacher Excellence Initiative. HPC = High Priority Campus. Some percentages may not sum to 100 because of rounding.

In 2021-22, teacher creditable years of service in the Dallas ISD ranged from zero (first-year teachers) to 55 years (see Figure 2; mean = 10.0; median = 7.0). Fifteen percent of teachers had either zero (first-year teachers) or one (second-year teachers) creditable years of service.

Figure 2: 2021-22 Frequency Distribution of TEI Teachers by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated 09/28/22
Note: *N* = 9,198 Dallas ISD teachers. Teachers with zero creditable years of service were first-year teachers.

EQ2: What were the results of the teacher performance component of defining excellence?

This section includes information related to spot observations, summative appraisal scores, and the relationship between spot observations and summative scores during the 2021-22 academic year.

Results

Spot Observations

In 2021-22, there was a statistically and practically significant increase in teacher spot observation scores from the beginning of the school year (1.84 - 2.25) to the end of the school year (2.13 - 2.52; Table 4). In addition, Cohen's d effect sizes ranged from 0.49-.54. These effect sizes were of medium practical significance.

Table 4: 2021-22 Change between First and Last Average Spot Observation Scores

Indicator	Average First Observation Score	Average Last Observation Score	Diff.	Sig. *p*	Cohen's *d*
2.1 Are all students engaged in well-organized objective-driven lesson and content appropriate to standards for subject, grade, and level?	1.98	2.27	.29	<.001	0.52
2.2 Are all students able to master the learning objective appropriate to standards for subject, grade and level?	1.91	2.21	.30	<.001	0.52
2.3 Are all students able to understand the content in a clear and cohesive manner?	1.99	2.29	.30	<.001	0.49
2.4 Are all students engaged in appropriately challenging/demanding content?	1.84	2.13	.29	<.001	0.51
2.5 Are all students experiencing collaborative and independent tasks that allow for focused practice?	1.96	2.26	.29	<.001	0.51
3.1 Are all students able to access the classroom in a manner that optimizes on task instruction?	2.22	2.51	.29	<.001	0.54
3.2 Do all students comply with established and communicated expectations for behavior?	2.25	2.52	.28	<.001	0.54

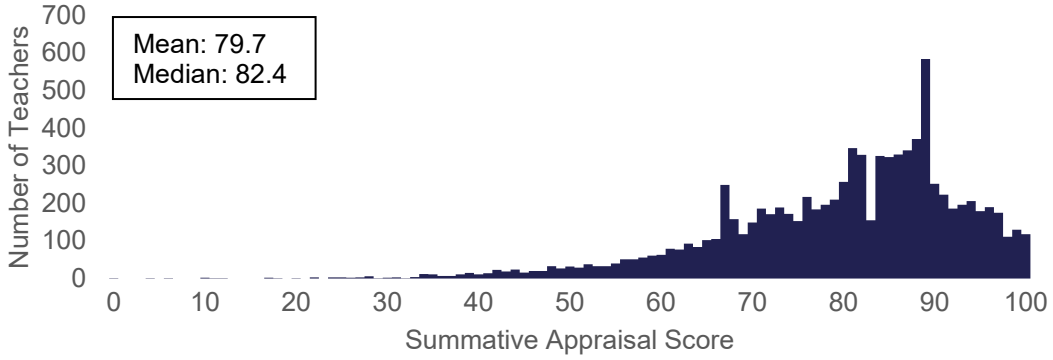
Source: Cornerstone data files from Human Capital Management dated 08/8/22.
Note: Diff. = Difference between the average first observation score and the average last observation score for each indicator. Sig. = statistical significance. Cohen's *d* values of 0.2, 0.5, and 0.8 are considered small, medium, and large, respectively (Cohen, 1992). Maximum possible spot observation score was 3.0.

Summative Appraisal

Figure 3 shows the distribution of 9,226 teachers with summative appraisal scores, which had a mean of 79.7 and a median (50th percentile) of 82.4. The 25th percentile was 71.7 and the 75th percentile was 89.2. Because a score of 67 can be achieved by receiving a two (Proficient) on all indicators, these

results indicated, on average, teachers were performing better than Proficient across the summative appraisal rubric.

Figure 3: 2021-22 Frequency Distribution of Teachers by Summative Appraisal Scores



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *N* = 9,226 Dallas ISD teachers.

According to the summative appraisal, the percentage of teachers who received two (Proficient) or three (Exemplary) points varied across the 18 indicators (see Table 5). The indicator with the lowest percentage of teachers with a proficient or exemplary rating was *Engages students in appropriately challenging content* (2.4; 87%). Conversely, indicator 4.4, *Engages in collaborative relationships with colleagues to support the learning community*, had the highest percentage of teachers with a proficient or exemplary rating (97%)

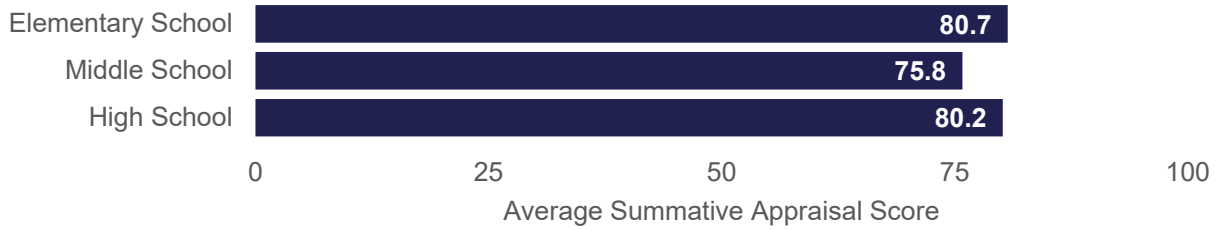
Table 5: 2021-22 Percentage of Teachers Receiving a Proficient (2.0) or Exemplary (3.0) Rating by Summative Appraisal Indicator

Summative Appraisal Indicators	%
1.1 Demonstrates knowledge of content, concepts, and skills	94.7
1.2 Utilizes formal and informal knowledge of students in lesson design	93.3
1.3 Plans and selects aligned formative and summative assessments	93.7
1.4 Analyzes and integrates student performance data to inform instructional decisions	95.7
1.5 Develops appropriately challenging standards-based units and lessons that accommodate prerequisite relationships among concepts and skills	94.7
2.1 Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade, and level	96.0
2.2 Ensures mastery of learning objective appropriate to standards for subject and grade	90.4
2.3 Explains instructional content clearly and cohesively	94.2
2.4 Engages students in appropriately challenging content	86.8
2.5 Embeds collaborative and independent tasks that allow for focused practice	93.6
3.1 Organizes classrooms to allow for optimal on task instruction	95.6
3.2 Establishes, communicates, and maintains clear expectations for student behavior	95.3
3.3 Maintains a respectful academically accountable classroom	96.5
4.1 Models good attendance for students	88.2
4.2 Follows policies, procedures, and maintains accurate student records	95.7
4.3 Exhibits a commitment to continual professional growth	95.1
4.4 Engages in collaborative relationships with colleagues to support the learning community	96.8
4.5 Establishes relationships with families and communities through meaningful ongoing communication	94.8

Source: Cornerstone data files from Human Capital Management dated 09/28/22.
Note: *N* = 9,256 Dallas ISD teachers.

Summative appraisal scores also varied by school level (elementary school, middle school, high school; see Figure 4). An ANOVA indicated differences among elementary school, middle school, and high school teachers were statistically significant, $F(2, 8{,}520) = 78.40$, $p < .001$. Bonferroni post hoc tests revealed that the overall summative appraisal score for middle school teachers ($M = 75.8$; $SD = 14.6$) was significantly lower than for elementary school teachers ($M = 80.2$; $SD = 13.2$; Cohen's $d = 0.3$)[15] and high school teachers ($M = 80.7$; $SD = 12.5$; Cohen's $d = 0.4$). Average overall summative appraisal scores did not significantly differ between high school teachers and elementary school teachers.

Figure 4: 2021-22 Average Summative Appraisal Scores by Campus Level



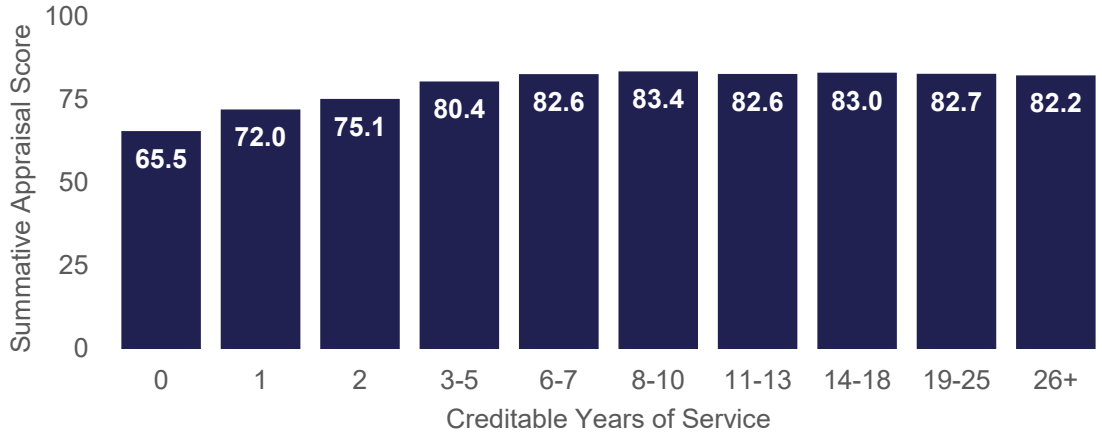
Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 8,521 Dallas ISD teachers. Maximum possible summative appraisal score was 100.

The average summative appraisal scores by creditable years of service are shown in Figure 5. An ANOVA indicated the difference by creditable years of service on average summative appraisal scores

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

was statistically significant. For example, the average summative appraisal score for teachers with zero creditable years of service (i.e., first-year teachers; $M = 65.5$; $p < .001$ Cohen's $d = 0.5$-1.4) was significantly lower than teachers with more creditable years of service.[16] Likewise, teachers with one ($M = 72.0$; Cohen's $d = 0.25$-0.91) and two ($M = 75.1$; Cohen's $d = 0.4$-0.7) creditable years of service received average appraisal scores that were significantly lower than teachers with more creditable years of service. Overall, the average score gradually trended upward as years of service increased and started to plateau between six and seven creditable years of service (82.6).

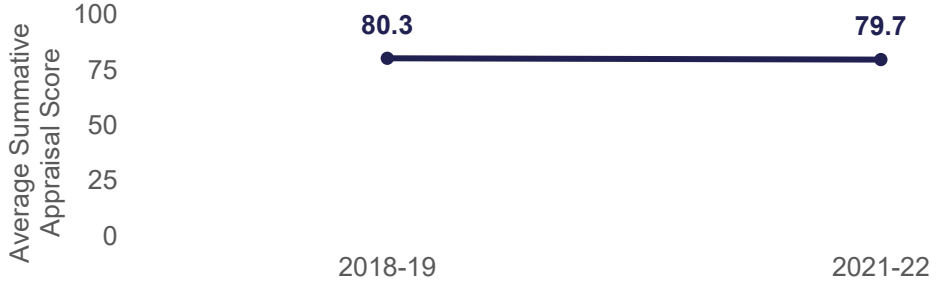
Figure 5: 2021-22 Average Summative Appraisal Scores by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: n = 9,226 Dallas ISD teachers. Maximum possible summative appraisal score was 100.

In addition, the average summative appraisal score remained relatively consistent from 80.3 in 2018-19 to 79.7 in 2021-22 (Figure 6).[17]

Figure 6: 2018-19 to 2021-22 Average Summative Appraisal Scores



Source: 2018-19 (Barton, 2020). Scorecard data file from Human Capital Management dated 09/28/22.
Note: Maximum possible summative appraisal score was 100. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

[16] Cohen's d values of 0.2, 0.5, and 0.8 are considered small, medium, and large, respectively (Cohen, 1992).
[17] Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Relationship Between Spot Observation and Summative Appraisal Scores

As shown in Table 6, spot observation scores and summative appraisal scores were highly correlated. The Pearson *r* correlation between each spot observation indicator and the summative appraisal score ranged between .67 and .73. These findings indicate summative appraisal scores provided by TEI evaluators were aligned with feedback from the classroom observations.

Table 6: 2021-22 Correlations between Average Spot Observation Scores and Summative Appraisal 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	.67
2.2 Ensures mastery of learning objective appropriate to standards for subject and grade	.70
2.3 Explains instructional content clearly and cohesively	.73
2.4 Engages students in appropriately challenging content	.69
2.5 Embeds collaborative and independent tasks that allow for focused practice	.70
3.1 Organizes classrooms to allow for optimal on-task instruction	.72
3.2 Establishes, communicates, and maintains clear expectations for student behavior	.70

Source: Cornerstone data files from Human Capital Management on 09/28/22.
Note: *n* = 9,226 Dallas ISD teachers. Effect sizes: .10 = small, .30 = medium, .50 = large.

EQ3: What were the results of the student achievement component of defining excellence?

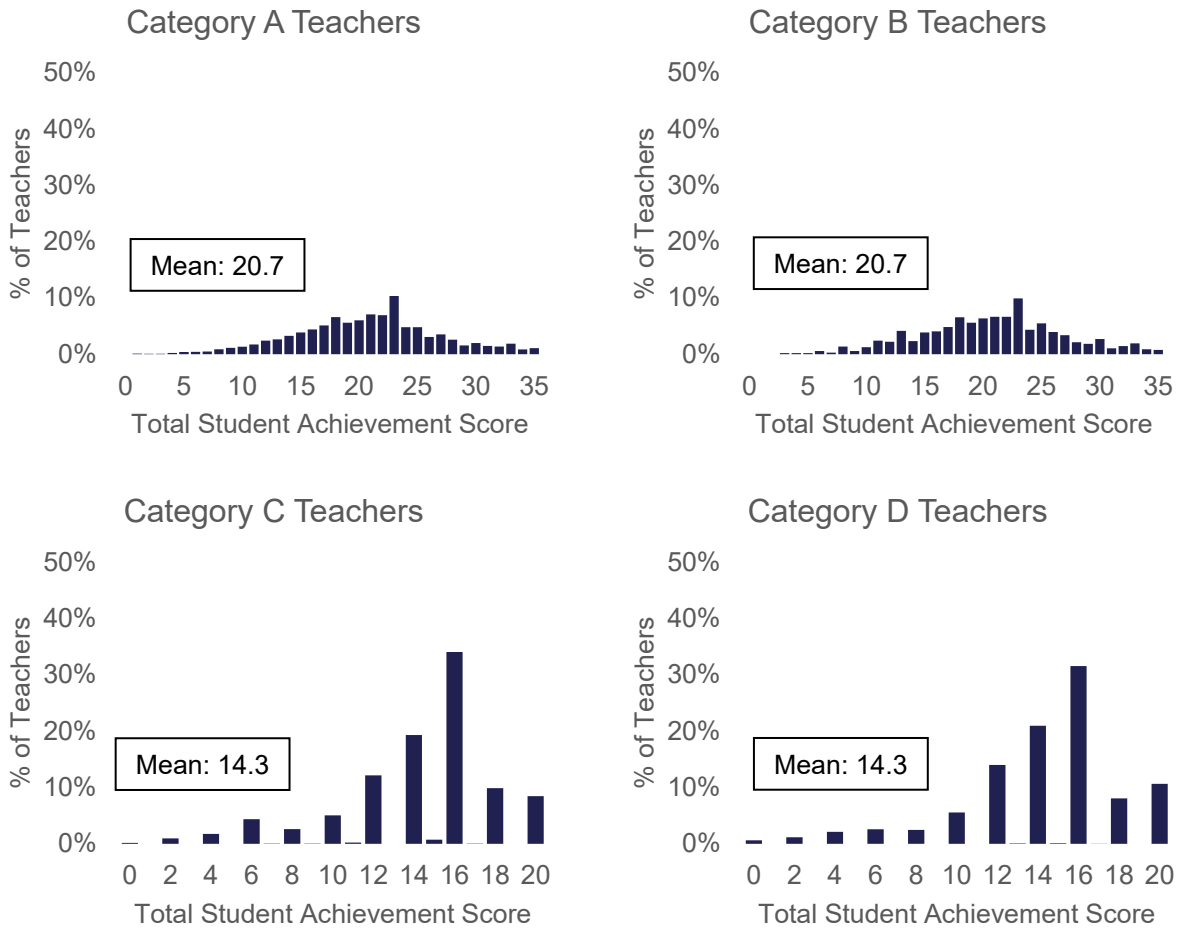
Results

Total Student Achievement

The distribution of total student achievement scores by TEI category are in Figure 7. The average total student achievement scores were 20.7 for Category A, 20.7 for Category B, 14.3 for Category C, and 14.3 for Category D teachers.[18] 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 SLO points, which accounted for 50 percent of their total student achievement score.

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

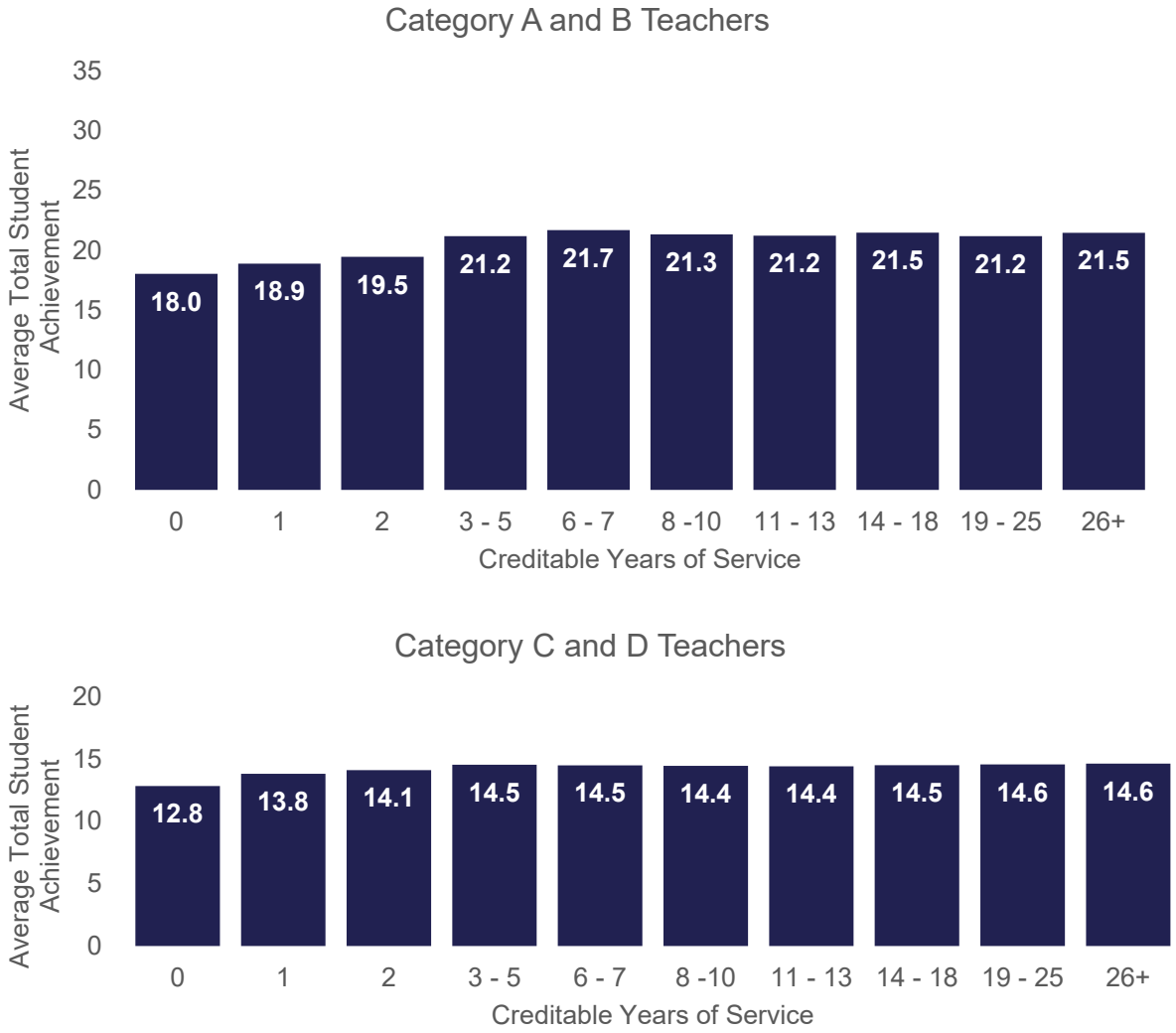
Figure 7: 2021-22 Percentage of Teachers Receiving Total Student Achievement Score by TEI Category



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 3,838 Category A teachers. *n* = 1,038 Category B teachers. *n* = 1,759 Category C teachers. *n* = 1,430 Category D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

Average total student achievement scores by creditable years of service for Categories A, B, C, and D teachers are shown in Figure 8. Category A/B teachers with zero creditable years of service (i.e., first-year teachers) earned the lowest average total student achievement (18.0). Scores increased slightly for teachers with one and two years of experience then began to plateau between three and five creditable years of service. Category C/D teachers with zero creditable years of service earned the lowest average score for total student achievement (12.8). Scores increased slightly for teachers with one and two years of experience then began to plateau between three and five creditable years of service. These findings indicated more creditable years of service did not necessarily lead to higher total student achievement scores.

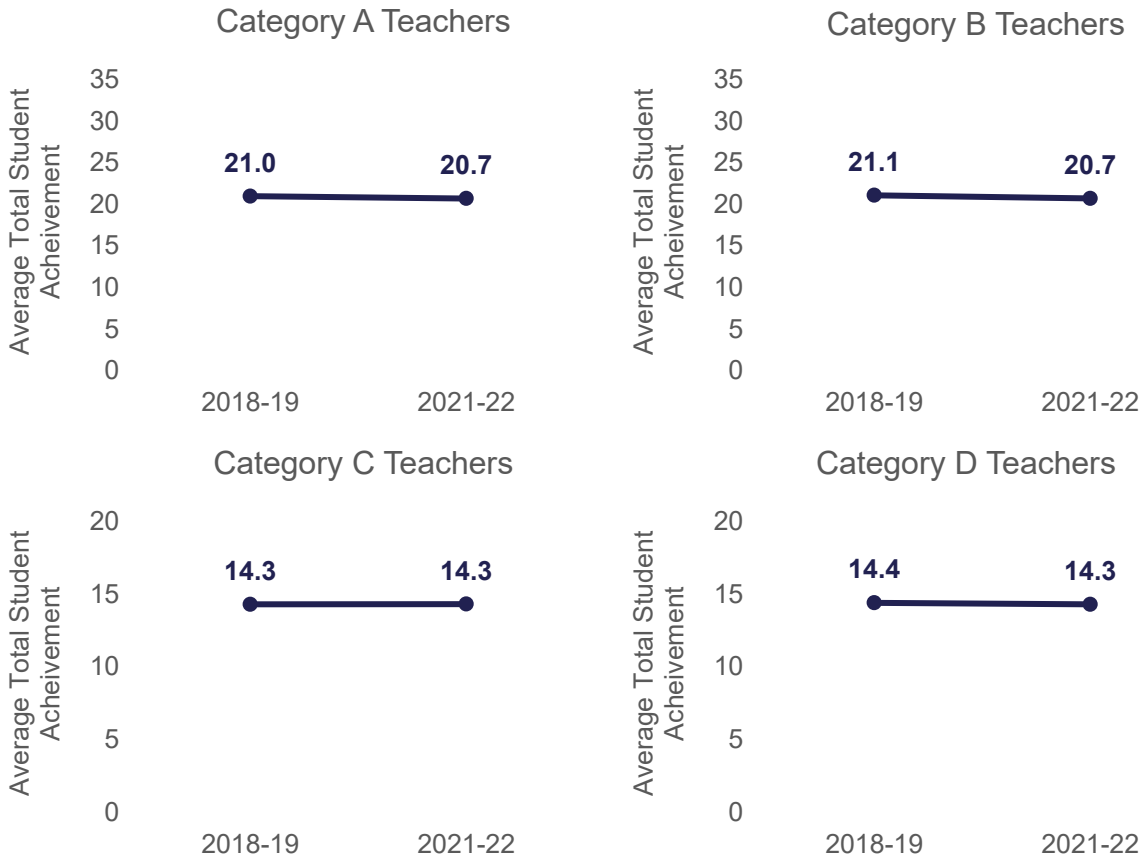
Figure 8: 2021-22 Average Total Student Achievement by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 4,872 Category A/B teachers. *n* = 4,326 Category C/D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

Since 2018-19, total student achievement scores for all teachers remained relatively consistent (differed by 0.4 points or less; Figure 9).

Figure 9: 2018-19 to 2021-22 Average Total Student Achievement Score by TEI Category

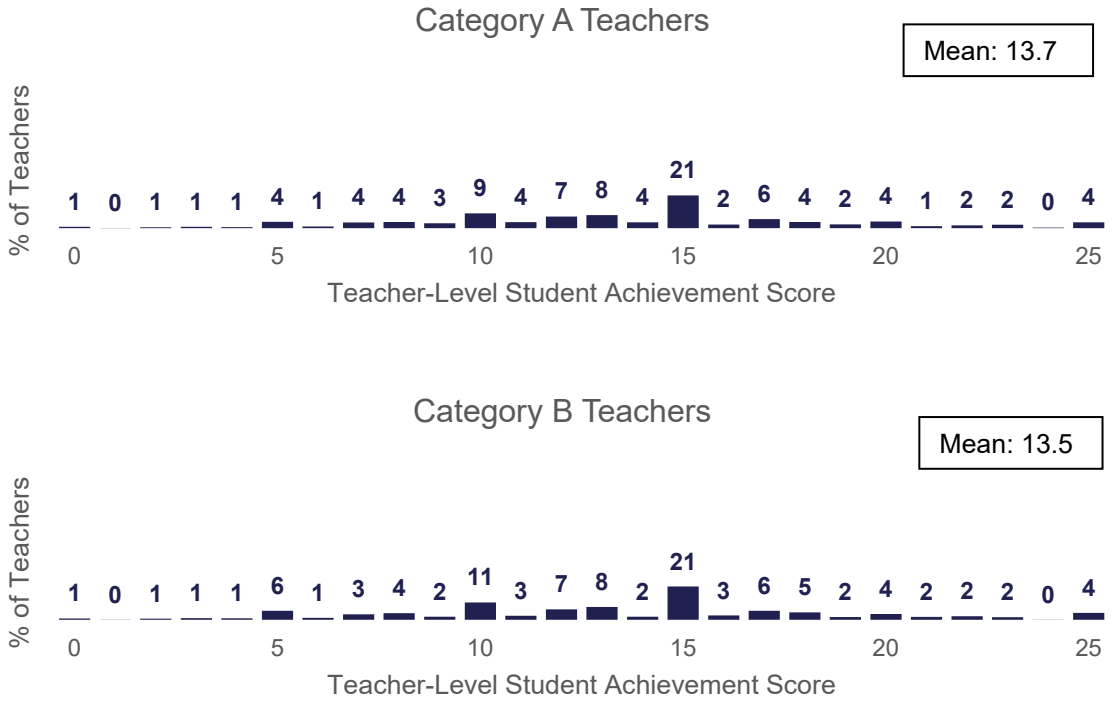


Source: 2018-19 TEI results (Barton, 2020). Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 3,838 Category A teachers. *n* = 1,038 Category B teachers. *n* = 1,759 Category C teachers. *n* = 2,591Category D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Teacher-Level Student Achievement

Figure 10 shows the percentage of teachers earning teacher-level student achievement scores for Category A and Category B teachers. The average teacher-level student achievement score was 13.7 for Category A teachers and 13.5 for Category B teachers. The highest percentage of Category A (21%) and Category B (21%) teachers earned 15 points (out of 25 possible points) for teacher-level student achievement. This pattern likely occurred due to the target distributions for point assignment for achievement metrics. The target distribution indicated 40 percent of Category A and Category B teachers receive 60 percent of the possible points for each teacher-level student achievement metric. Teachers who received 60 percent of the 25 possible points were expected to earn 15 points.

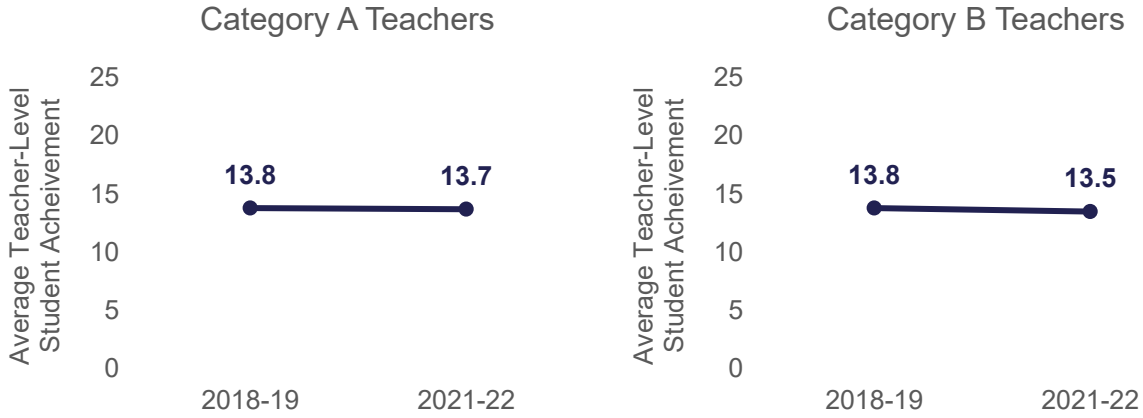
Figure 10: 2021-22 Percentage of Teachers Receiving Teacher-Level Student Achievement Score by TEI Category



Source: Scorecard data file from Human Capital Management dated 09/28/22
Note: *n* = 3,838 Category A teachers. *n* = 1,038 Category B teachers. Maximum possible teacher-level student achievement score was 25.

Since 2018-19, teacher-level student achievement scores for Category A and B teachers remained relatively consistent (differed by 0.3 points or less).

Figure 11: 2017-18 to 2021-22 Teacher-Level Student Achievement Score by TEI Category

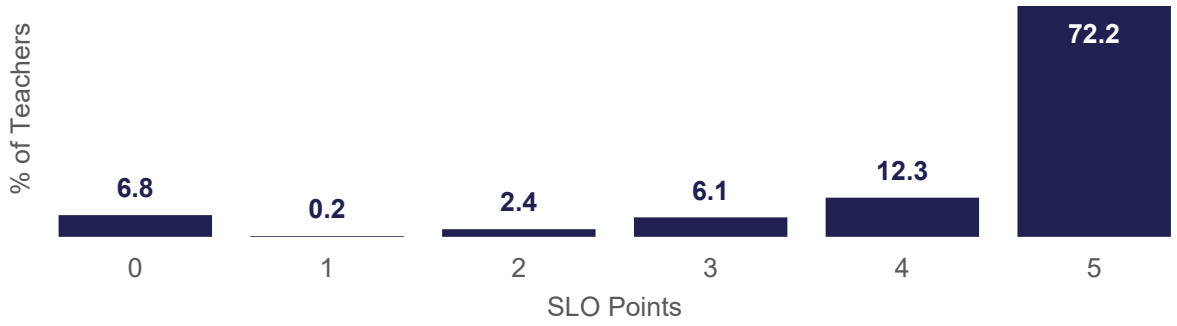


Source: 2017-18 and 2018-19 TEI results (Barton & Featherston, 2019; Barton, 2020). Scorecard data file from Human Capital Management dated 09/28/22.
Note: Maximum possible teacher-level student achievement score was 25. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Student Learning Objective (SLO) Points

For the 2021-22 school year, 93 percent of 8,596 Dallas ISD teachers received SLO points.[19] Figure 12 shows the distribution of SLO base points. Most teachers (72%) earned the maximum number of points.

Figure 12: 2021-22 Percentage of Teachers Earning SLO Points

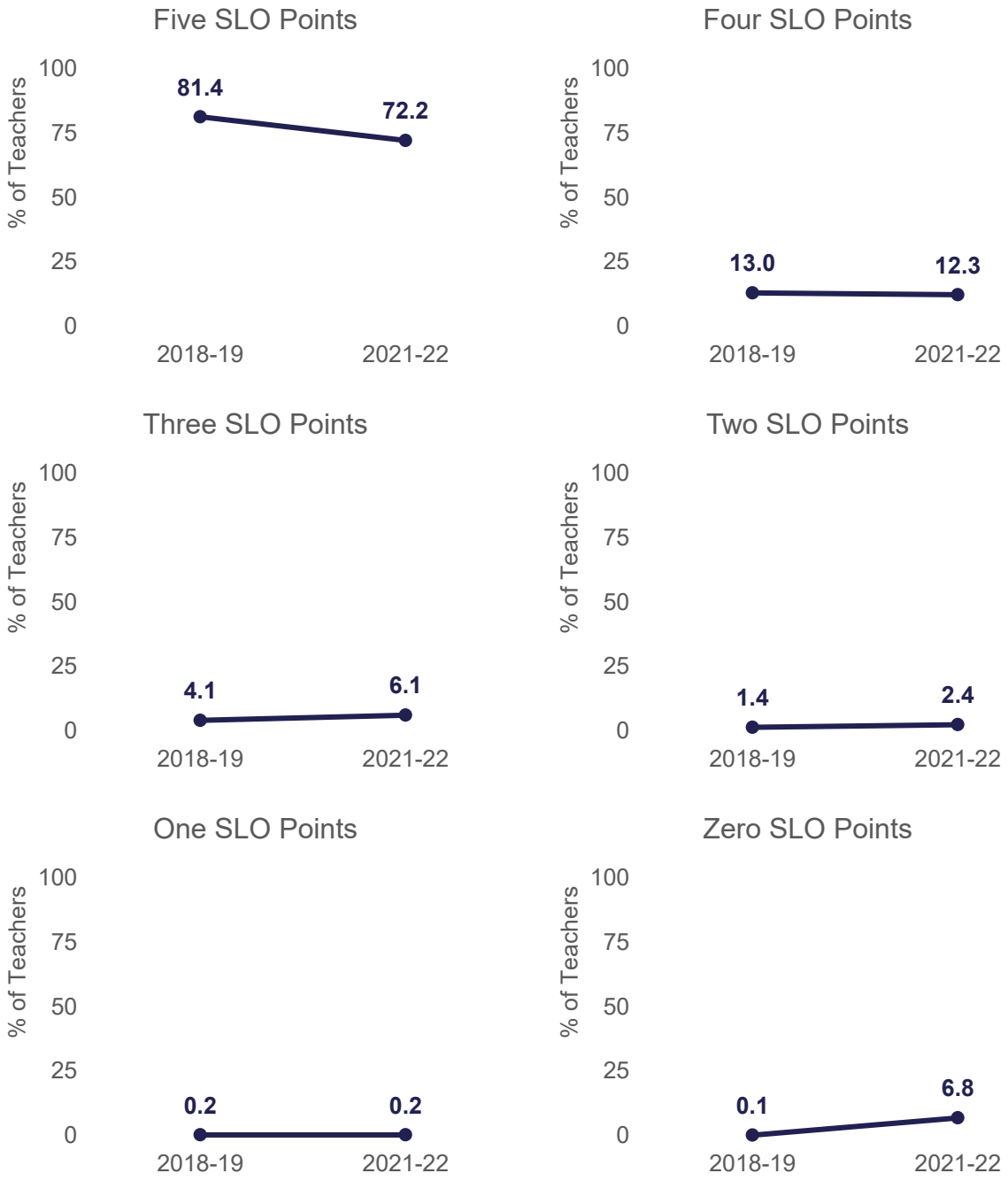


Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 8,596 teachers. Maximum possible SLO score was 5.

As compared to 2018-19, the percentage of teachers who received the maximum number of SLO points has decreased from 81 percent to 72 percent. The percentage of teachers who received one to four, SLO points remained relatively consistent (difference of two percentage points or less; Figure 13). The percentage of teachers who received zero SLO points increased from less than one percent to seven percent. This increase was likely due to a change in TEI policy that indicated teachers who took no action on their SLO goal no longer received any points.

[19] A total of 627 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 13: 2018-19 to 2021-22 Percentage of Teachers Earning Between Zero and Five SLO Points



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: Minimum possible SLO score was zero, and maximum possible SLO score was five. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Correlation Among Student Achievement Measures

As shown in Table 7, a Pearson *r* correlation indicated a moderately strong relationship between teacher-level student achievement and base school *STAAR* scores[20] among Category A teachers, $r = .45$, $p < .001$. This indicated that schools with higher STAAR scores tended to have Category A teachers with higher teacher-level student achievement scores. However, the strength in correlation for Category B teachers was weak, $r = .26$, $p < .001$.[21] This indicated that schools with higher STAAR scores tended to have Category B teachers with slightly higher teacher-level student achievement scores. The Pearson *r* correlations for Teacher-Level Student Achievement and SLO points were statistically significant for both Category A, $\rho = .23$, $p < .001$, and Category B, $\rho = .18$, $p < .001$, teachers. However, the effect sizes were relatively weak.

Table 7: 2021-22 Correlations between Total Student Achievement Measures

	Teacher-Level Student Achievement & School *STAAR*			Teacher-Level Student Achievement & SLO		
TEI Category	***n***	***r***	***p***	***n***	***ρ***	***p***
A	3,838	.45	< .001	3,838	.23	< .001
B	1,038	.26	< .001	1,037	.18	< .001

Source: Scorecard data file from Human Capital Management dated 09/28/22.
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.

EQ4: What were the results of the student experience component of defining excellence?

Figure 14 shows the percentage of items with positive responses on the student experience survey by campus level. Percentages of positive responses were highest for elementary core (83%) and non-core (78%) teachers and lowest for middle school teachers (69%). A one-way ANOVA analysis indicated there was a statistically significant mean difference among elementary school non-core, elementary school core, middle school, and high school teachers $F(3, 5{,}595) = 328.102$, $p < .001$. Bonferroni post hoc tests revealed that the percentage of items with positive responses on the student survey for elementary school core teachers ($M = 83.1$; $SD = 11.2$) was significantly higher than:

- elementary non-core ($M = 77.8$; $SD = 10.3$; Cohen's $d = 0.5$),
- middle school ($M = 69.1$; $SD = 13.1$; Cohen's $d = 1.2$), and
- high school teachers ($M = 74.3$; $SD = 13.8$; Cohen's $d = 0.7$).[22]

[20] Base school STAAR scores refer to the school-level measure for student achievement. Additional information can be found in the methodology (pg. 82).
[21] 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.
[22] Cohen's *d* values of 0.2, 0.5, and 0.8 are considered small, medium, and large, respectively (Cohen, 1992).

Additionally, the percentage of positive responses among elementary school core, elementary non-core, middle school, and high school teachers were all significantly different from each other ($p < .001$) and had effect sizes that ranged from relatively small to large (.3 to .7).

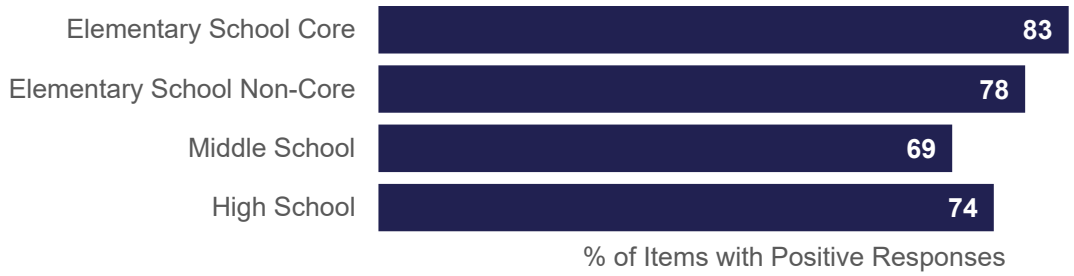
Table 8: 2021-22 Student Experience Points Assigned Based on Percentage of Items with Positive Responses by Campus Level

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	52	1	0	33	1
53	60	2	34	41	2
61	63	3	42	45	3
64	67	4	46	51	4
68	71	5	52	55	5
72	73	6	56	58	6
74	77	7	59	63	7
78	80	8	64	66	8
81	83	9	67	70	9
84	86	10	71	73	10
87	89	11	74	76	11
90	93	12	77	80	12
94	95	13	81	82	13
96	97	14	83	86	14
98	100	15	87	100	15
Elementary School Non-Core			**High School**		
0	45	1	0	31	1
46	55	2	32	41	2
56	58	3	41	47	3
59	64	4	48	55	4
65	67	5	56	60	5
68	68	6	61	63	6
69	71	7	64	69	7
72	75	8	70	73	8
76	77	9	74	76	9
78	80	10	77	79	10
81	83	11	80	82	11
84	86	12	83	85	12
87	89	13	86	87	13
90	91	14	88	90	14
92	100	15	91	100	15

Source: Table from 2021-22 Point Assignments for Student Experience document.
Note: Elementary school non-core teachers include music, art, and physical education teachers. Maximum possible student experience score was 15.

Results

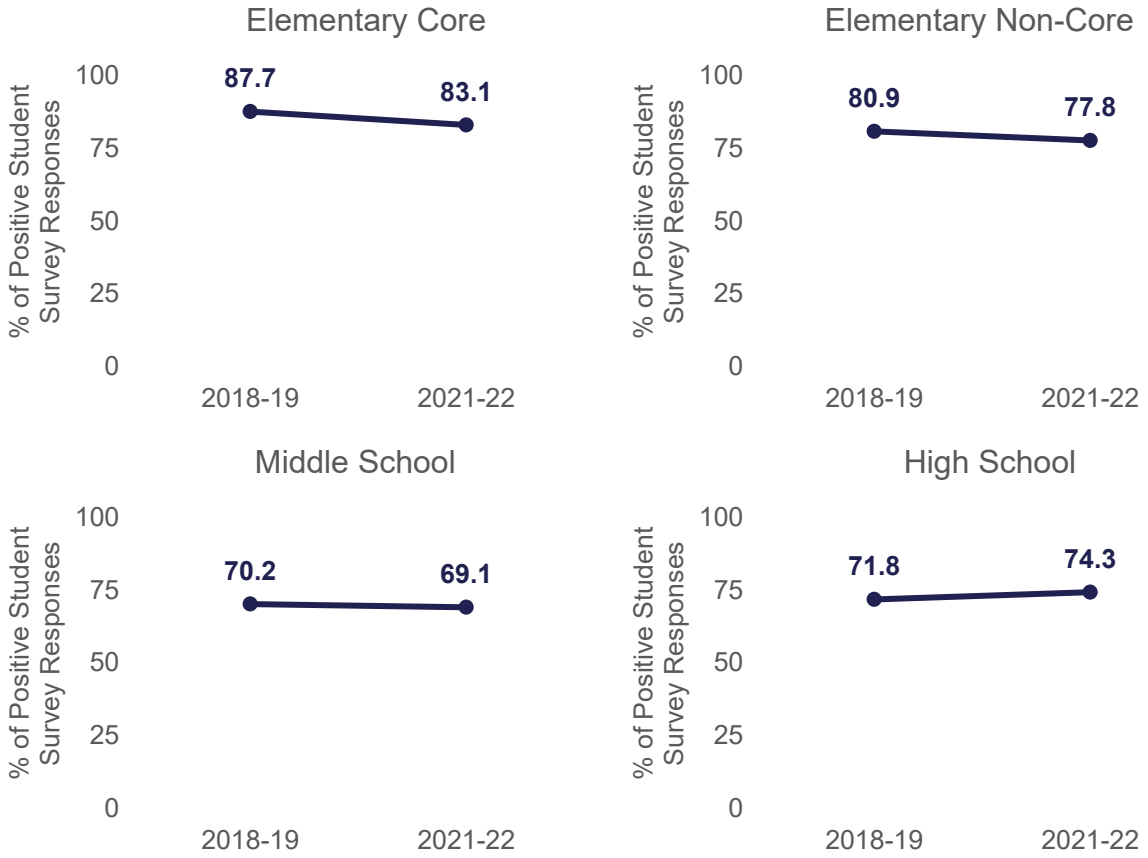
Figure 14: 2021-22 Percentage of Positive Student Survey Responses by Campus Level



Source: Student Experience survey file from Office of Institutional Research dated 06/23/22.
Note: *n* = 5,599 teachers.

Since 2018-19, the percentage of positive responses has decreased slightly for elementary school core (88% to 83%), elementary school non-core (81% to 77%), and middle school teachers (70% to 69%; Figure 15). For high school teachers, the percentage of positive responses increased from 72 percent to 74 percent.

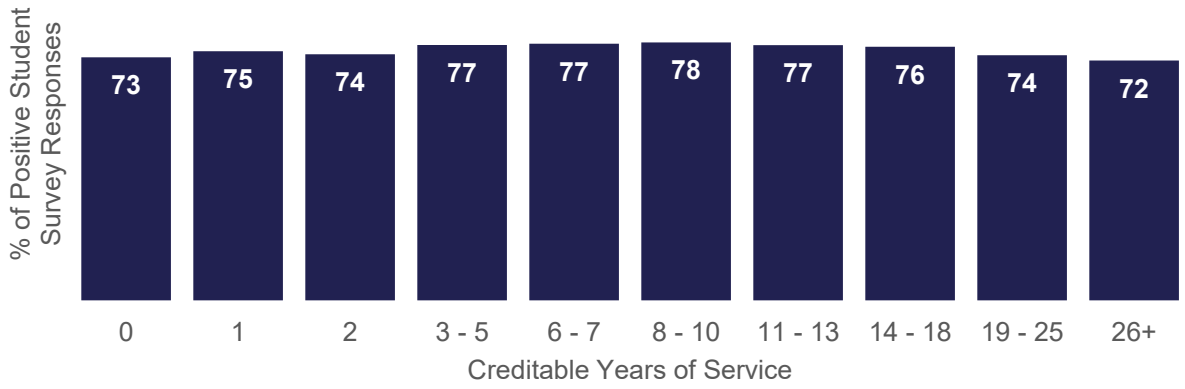
Figure 15: 2018-19 to 2021-22 Percentage of Positive Student Survey Responses by Campus Level



Source: Student Experience survey file from Office of Institutional Research dated 06/23/22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

The average percentage of items with positive student survey responses by creditable years of service is shown in Figure 16. The lowest average percentage of positive responses was earned by teachers with zero creditable years of service (i.e., first-year teachers; 73%) and teachers with twenty-six or more years of service (72%). The average percentage of positive responses increased between three and five years of service and remained steady until between 14 and 18 years of service.

Figure 16: 2021-22 Percentage of Positive Student Survey Responses by Creditable Years of Service



Source: Student Experience data file from Office of Institutional Research dated 06/23/22.
Note: *n* = 5,599 teachers.

EQ5: What were the correlations among the defining excellence components?

This section includes information regarding correlations among the defining excellence components of TEI for the 2021-22 school year (i.e., summative appraisal scores, total achievement scores, and student experience scores). All analyses in this section used Scorecard and Cornerstone data files from Human Capital Management. When applicable, results from the 2021-22 school year were compared to the 2018-19 TEI results (Barton, 2020) to examine trends over time.[23]

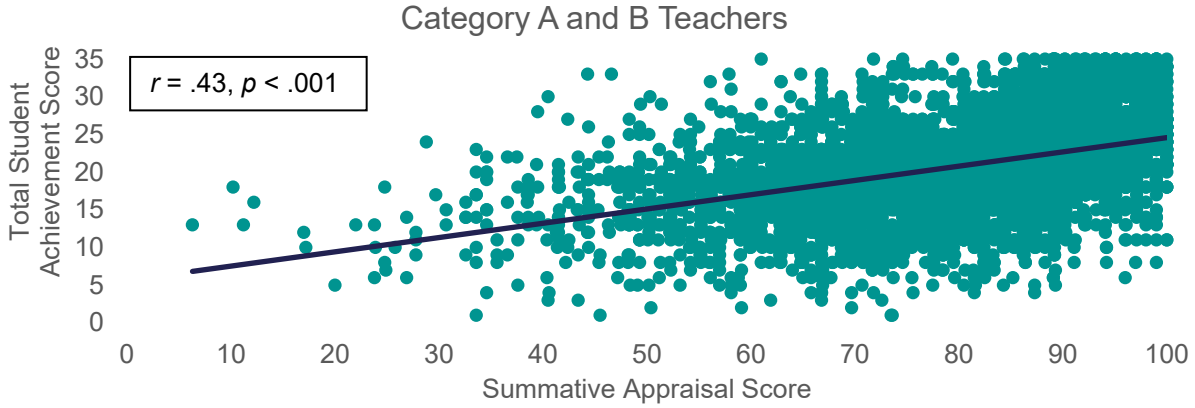
Results

Summative Appraisal and Total Student Achievement

For Category A/B teachers, a statistically significant and moderate-to-strong correlation was found between student appraisal scores and student achievement scores, $r = .43$, $p < .001$ (Figure 17)[24]. These findings indicated that teachers with higher summative appraisal scores tended to have higher total student achievement scores.

[23] Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).
[24] Pearson *r* correlation: .10 = weak, .30 = moderate, .50 = strong relationship

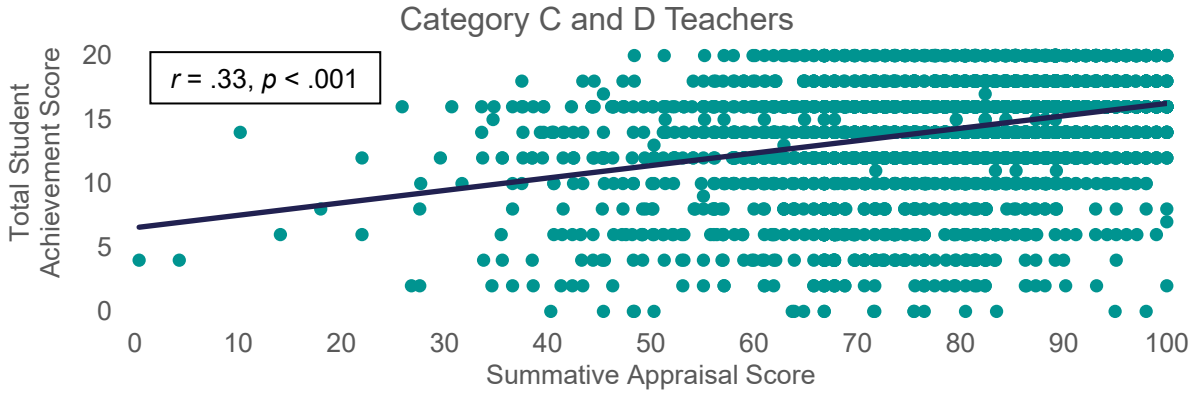
Figure 17: 2021-22 Total Student Achievement Scores by Summative Appraisal Scores – Category A and B Teachers



Source: Scorecard and Cornerstone data files from Human Capital Management dated 09/28/22.
Note: *n* = 4,876 teachers. Maximum possible score was 35 for total student achievement and 100 for summative appraisal of Category A/B teachers.

For Category C/D teachers, a statistically significant and moderate correlation was found between summative appraisal scores and total student achievement scores, $r = .33$, $p < .001$ (Figure 18). These findings indicated that teachers with higher summative appraisal scores tended to have higher total student achievement scores.

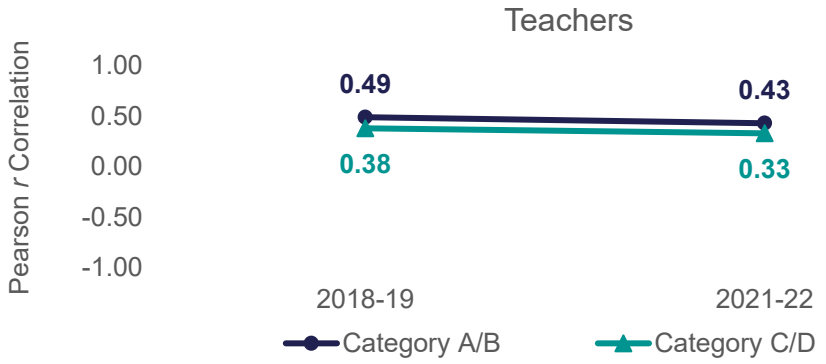
Figure 18: 2021-22 Total Student Achievement Scores by Summative Appraisal Scores – Category C and D Teachers



Source: Scorecard and Cornerstone data files from Human Capital Management dated 09/28/22.
Note: *n* = 4,350 teachers. Maximum possible score was 20 for total student achievement and 100 for summative appraisal for Category C/D teachers.

Correlation (relationship) between summative appraisal scores decreased slightly for teachers in all categories from 2018-19 to 2021-22 (Figure 19). Pearson *r* correlation decreased from .49 to .43 for Category A and B teachers and from .38 to .33 for Category C and D teachers. This indicated that while all category of teachers with higher summative appraisal scores tended to have higher total student achievement scores in 2018-19 and 2021-22, the strength of the relationship between the two components weakened slightly over time.

Figure 19: 2018-19 to 2021-22 Correlations between Summative Appraisal Scores and Total Student Achievement Scores by TEI Category.

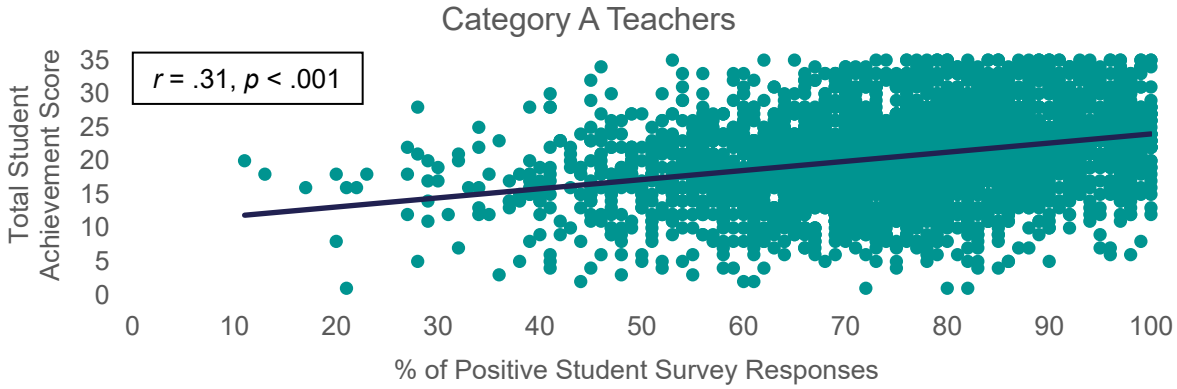


Source: 2018-19 TEI results (Barton, 2020). Scorecard data file from Human Capital Management dated 09/28/22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Student Experience and Total Student Achievement

For Category A teachers, there was a statistically significant and moderate correlation between percentage of positive student responses and total student achievement scores, $r = .31$, $p < .001$ (Figure 20). Teachers with a higher percentage of positive responses on the student survey tended to also have higher total student achievement scores.

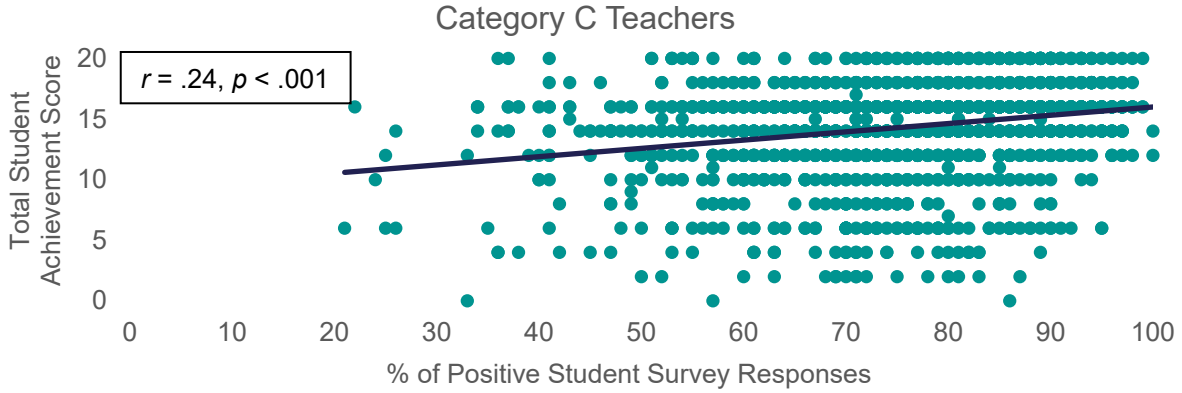
Figure 20: 2021-22 Total Student Achievement Scores by Percentage of Positive Student Survey Responses – Category A



Source: Scorecard data file from Human Capital Management dated 09/28/22 and Student Experience survey file from Office of Institutional Research dated 06/23/22.
Note: n = 3,838 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 percentage of positive student survey responses and total student achievement, $r = .24$, $p < .001$ (Figure 21). Teachers with a higher percentage of positive responses on the student survey tended to have slightly higher student achievement scores.

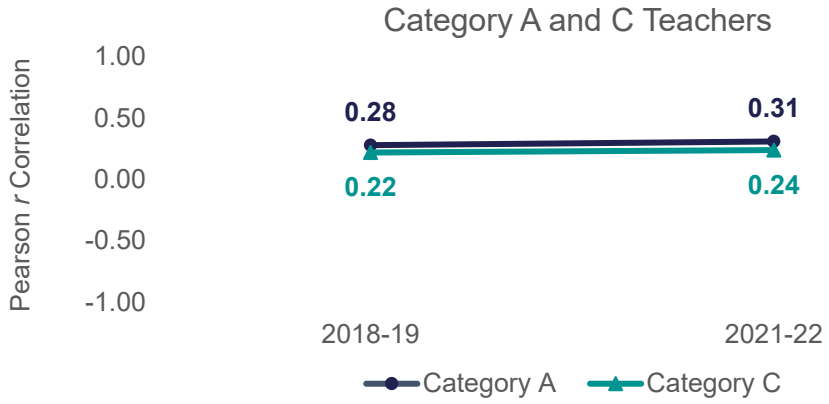
Figure 21: 2021-22 Total Student Achievement Scores by Percentage of Positive Student Survey Responses – Category C



Source: Scorecard data file from Human Capital Management dated 09/28/22 and Student Experience data file from Office of Institutional Research dated 06/23/22.
Note: *n* = 1,759 teachers. Maximum possible score was 20 for total student achievement for Category C teachers.

For Category A and Category C teachers, the Pearson *r* correlation between total student achievement scores and percentage of positive student responses trended slightly upward from 0.22 - 0.28 in 2018-19 to 0.24 - 0.31 in 2021-22 (Figure 22).

Figure 22: 2018-19 to 2021-22 Correlations between Total Student Achievement Scores and Percentage of Positive Student Survey Responses by TEI Category

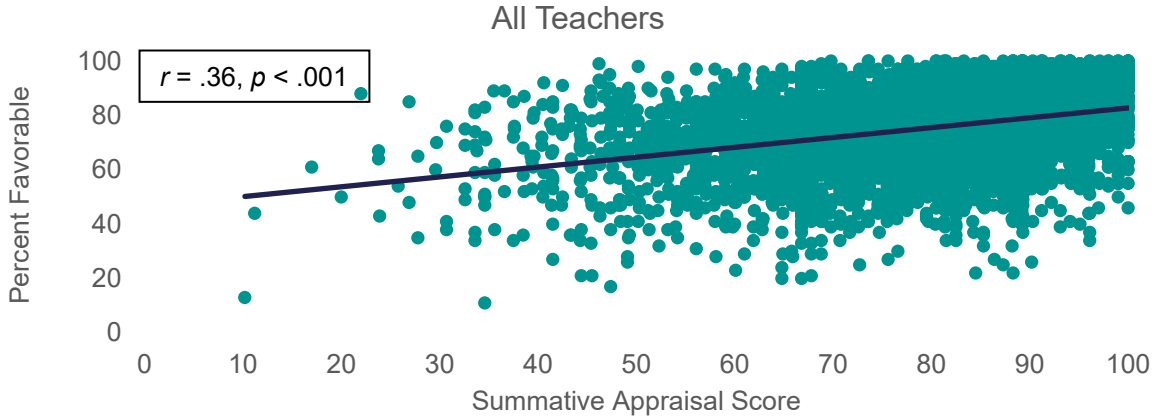


Source: 2018-19 TEI results (Barton, 2020). Scorecard data file from Human Capital Management dated 09/28/22 and Student Experience survey file from Office of Institutional Research dated 06/23/22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Summative Appraisal and Student Experience

For all teachers, a statistically significant and moderate correlation was found between summative appraisal scores and student experience (i.e., percentage of positive student survey responses), $r = .36$, $p < .001$ (Figure 23). These findings indicated teachers with higher summative appraisal scores tended to have a higher percentage of positive student survey responses.

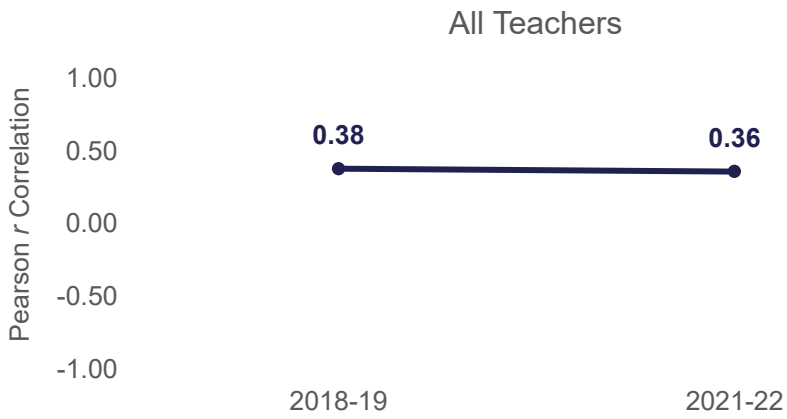
Figure 23: 2021-22 Summative Appraisal Scores by Percentage Positive Student Survey Responses – All Teachers



Source: Scorecard data file from Human Capital Management dated September 09/28/22 and Student Experience survey file from Office of Institutional Research dated 06/23/22.
Note: *n* = 5,601 teachers. Maximum possible score was 100 for summative appraisal.

From 2018-19 to 2021-22, the Pearson *r* correlation between summative appraisal scores and percentage of positive student survey responses trended slightly downward from .38 in 2018-19 to .36 in 2021-22. This indicated that while teachers with higher summative appraisal scores tended to have a higher percentage of positive student survey responses in 2018-19 and 2021-22, the strength of the relationship between the two components weakened slightly over time.

Figure 24: 2018-19 to 2021-22 Correlations between Summative Appraisal Scores and Percentage of Positive Student Survey Responses



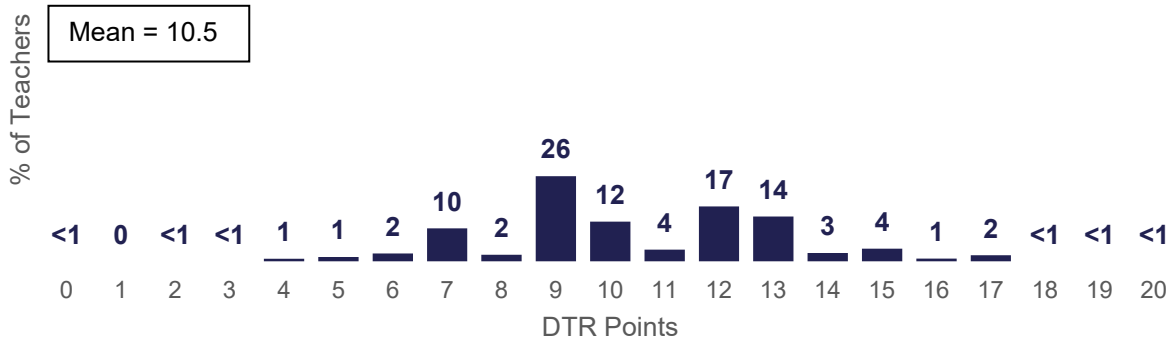
Source: 2018-19 TEI results (Barton, 2020). Scorecard data file from Human Capital Management dated 09/28/22 and Student Experience data file from Office of Institutional Research dated 06/23/22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

EQ6: What were the results of the Distinguished Teacher Review Process?

Results

During the 2021-22 school year, 2,583 teachers successfully met the requirements and achieved a distinguished effectiveness level (i.e., effectiveness level of Proficient II or above).[25] These teachers represented 28 percent of all teachers across the district. Figure 25 shows the distribution of DTR points among teachers. The average number of points awarded across the district was 10.5 and ranged between zero and 20 points. In addition, 35 percent of teachers who received points for DTR received between three and 10 additional points for teaching at an HPC school.[26]

Figure 25: 2021-22 Percentage of Teachers Receiving DTR Points

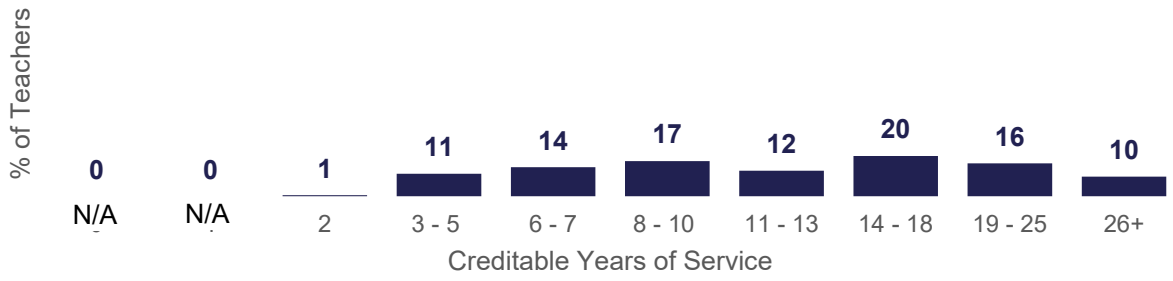


Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 2,512 teachers. Maximum possible DTR point score was 15 for teachers at non-Tier 1 campuses and 20 for teachers at Tier 1 campuses.

The percentage of DTR teachers by creditable years of service is shown in Figure 26. The percentage of DTR teachers was highest for teachers between eight and 10 years of service (17%) and between 14 and 18 years of service (20%). The lowest percentage was for teachers with two years[27] of service (1%).

[25] To be eligible for DTR in 2021-22, all service teachers with prior TEI data must have met the following eligibility criteria: (a) be in at least their third year of service in the 2021-22 school year, (b) earned at least 80 points on their summative appraisal during the 2020-21 school year, (c) received at least half of available points on their student achievement for the 2020-21 school year, and (d) receive a 2020-21 TEI evaluation score within the top 30% of scores. DTR Eligibility Criteria are adjusted for teachers with no prior TEI data. Additional information regarding the distinguished teacher review process can be found in the 2021-22 TEI Teacher Guidebook at http://tei.dallasisd.org/home/resources/.
[26] The maximum possible DTR points was 20 for teachers at non-HPC campuses and 30 for teachers at HPC campuses.
[27] COVID-19 emergency provisions allowed DTR eligibility for teachers in at least their third year of service.

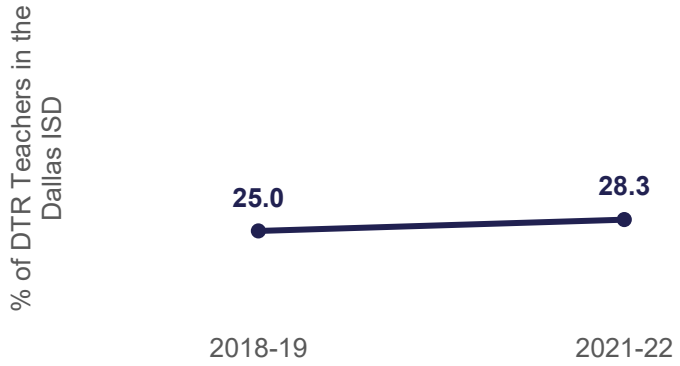
Figure 26: 2021-22 Percentage of DTR Teachers by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 2,512 teachers. To be eligible for DTR in 2021-22, all service teachers with prior TEI data must have met the following eligibility criteria: 1) be in at least their third year of service in the 2021-22 school year, 2) earned at least 80 points on their summative appraisal during the 2020-21 school year, 3) received at least half of available points on their student achievement for the 2020-21 school year, and 4) receive a 2020-21 TEI evaluation score within the top 30% of scores.

Overall, the percentage of teachers achieving DTR in the Dallas ISD trended slightly upward from 25 percent in 2018-19 to 28 percent in 2021-22 (Figure 27).

Figure 27: 2018-19 to 2021-22 Percentage of DTR Teachers in the Dallas ISD



Source: 2018-19 TEI results (Barton, 2020). Scorecard data file from Human Capital Management dated 09/28/22.
Note: DTR = Distinguished Teacher Review. The number of eligible teachers who achieved DTR was 2,146 in 2018-19 and 2,583 in 2021-22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

EQ7: What were the results of the rewarding excellence (compensation) system of TEI?

This section includes compensation-related information regarding evaluation scores, evaluation ratings, and effectiveness levels. When applicable, results from the 2018-19 school year were also compared to 2021-22.[28]

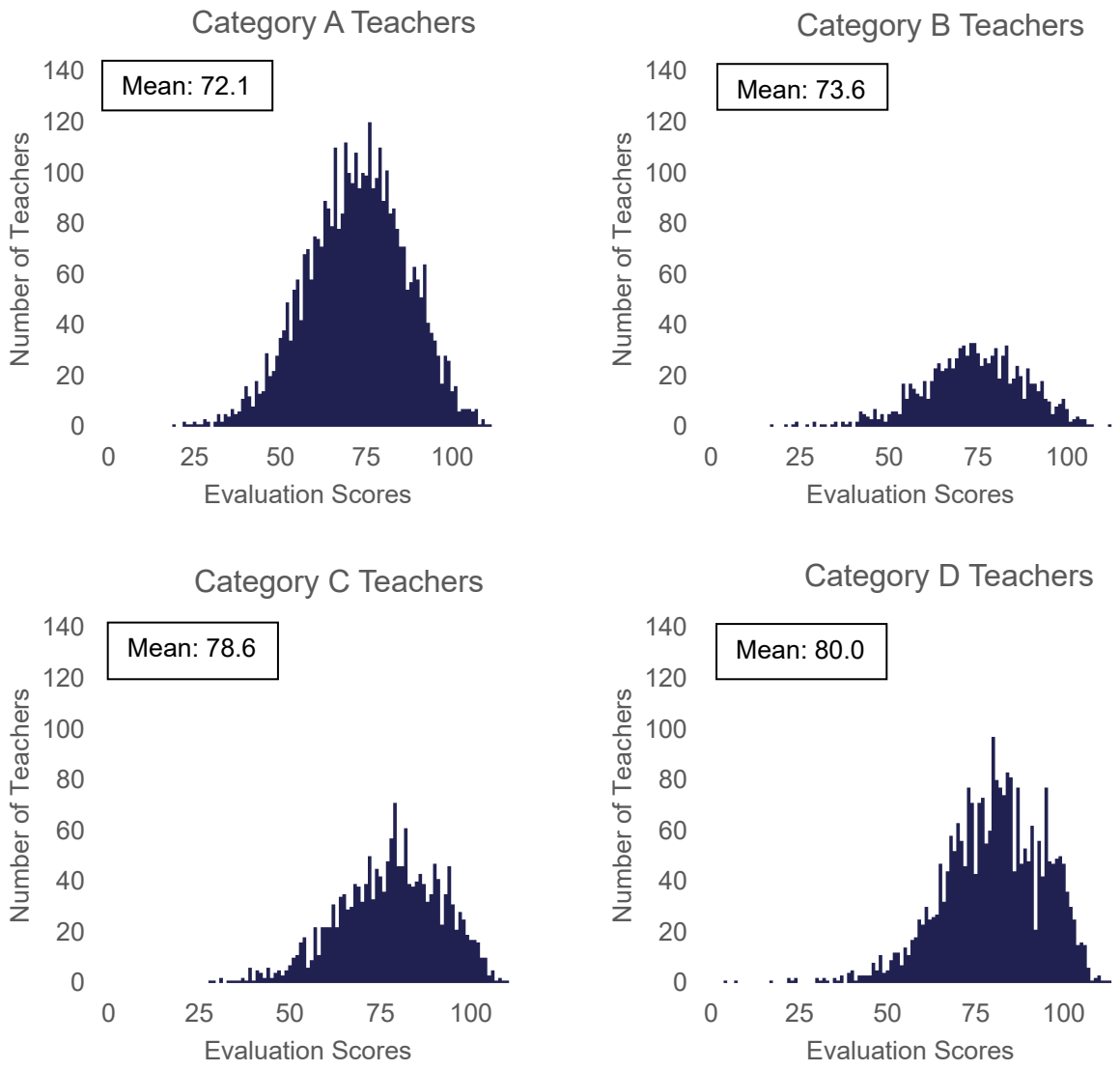
[28] Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Results

Evaluation Scores

The distribution of evaluation scores by TEI category is shown on Figure 28. The average evaluation scores were 72.1 for Category A teachers, 73.6 for Category B teachers, 78.6 for Category C teachers, and 80.0 for Category D teachers.

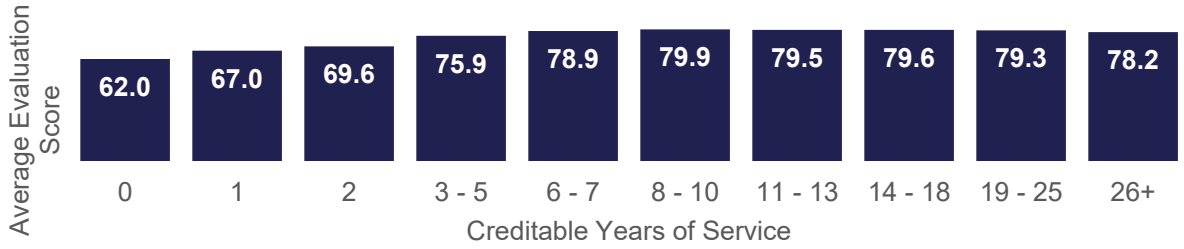
Figure 28: 2021-22 Frequency Distribution of Evaluation Scores by TEI Category



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 3,838 Category A Teachers. *n* = 1,038 Category B Teachers. *n* = 1,759 Category C Teachers. *n* = 2,591 Category D Teachers. TEI = Teacher Excellence Initiative. Maximum possible evaluation score was 100 for non-DTR teachers and 120 for DTR teachers.

Average evaluation scores by creditable years of service are shown in Figure 29. Teachers with zero creditable years of service (i.e., first-year teachers) earned the lowest average evaluation score (62.0). The average evaluation score gradually increased and began to remain consistent between six and seven creditable years of service (78.9).

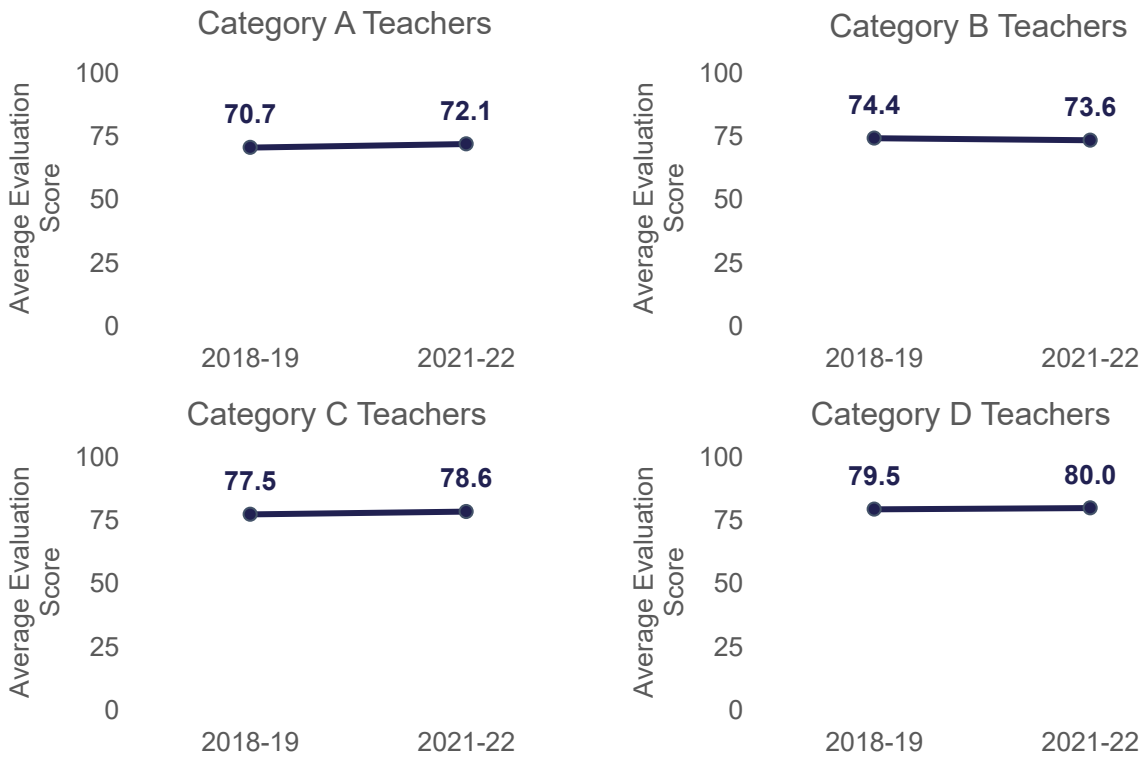
Figure 29: 2021-22 Average Evaluation Scores by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 9,198 teachers. Maximum possible evaluation score was 100 for non-DTR teachers and 120 for DTR teachers.

As shown in Figure 30, the average evaluation score for teachers in all categories remained relatively consistent from 2018-19 to 2021-22 (difference of 1.5 percentage points or less).

Figure 30: 2018-19 to 2021-22 Average Evaluation Score by TEI Category

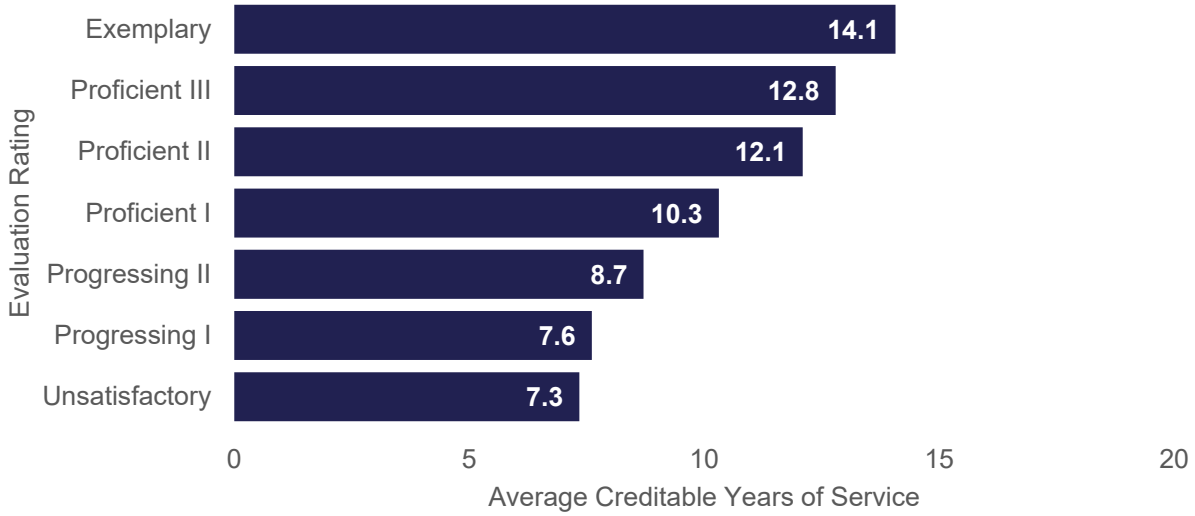


Source: 2018-19 TEI results (Barton, 2020). Scorecard data file from Human Capital Management dated 09/28/22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Evaluation Ratings

As indicated by Figure 31, teachers with an Unsatisfactory evaluation rating had the lowest average creditable years of service (7.3). Evaluation ratings increased as the average creditable years of service increased. Furthermore, a statistically significant but weak to moderate correlation was found between creditable years of service and evaluation ratings, $\rho = .28$, $p < .001$. Importantly, when first- and second-year teachers were removed from the sample, the statistically significant correlation between creditable years of service and evaluation ratings was very weak, $\rho = .06$, $p < .001$. This indicated that while less experienced teachers were more likely to receive lower ratings, creditable years of service was weakly related to evaluation ratings for more experienced teachers.

Figure 31: 2021-22 Average Creditable Years of Service by Evaluation Rating

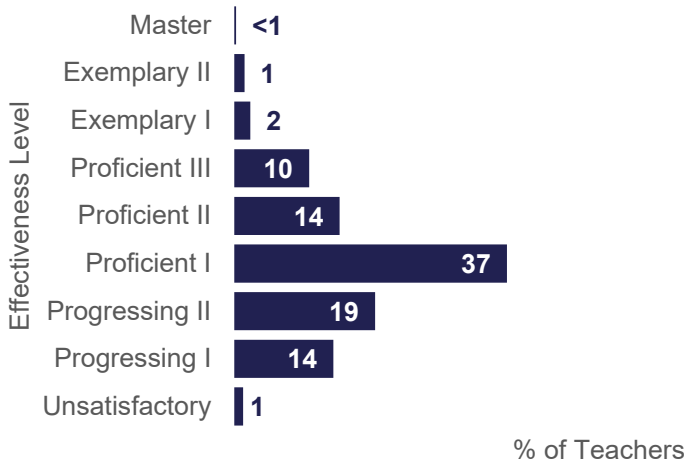


Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 9,100 teachers.

Effectiveness Levels

The percentage of teachers who achieved each effectiveness level is shown in Figure 32. The largest percentage of teachers received an effectiveness level of Proficient I (37%), followed by Progressing II (19%) and Progressing I and Proficient II (14% each). The remaining effectiveness levels accounted for 15 percent of teachers.

Figure 32: 2021-22 Percentage of Teachers Achieving Each Effectiveness Level

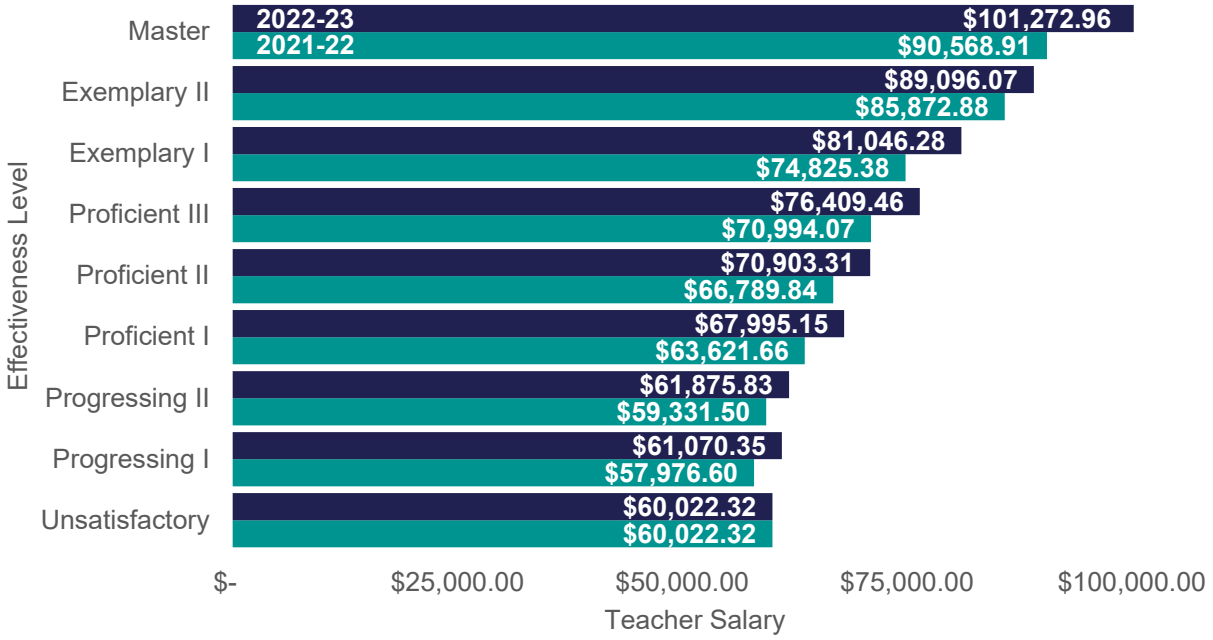


Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 9,122 teachers.

Salary Increases

In 2022-23, the average salary for teachers ranged from $60,022 to $101,273, and the average salary increase from 2021-22 to 2022-23 ranged from $0 to $10,704 (Figure 33). Only teachers who received an effectiveness level of Progressing I and above received a salary increase.

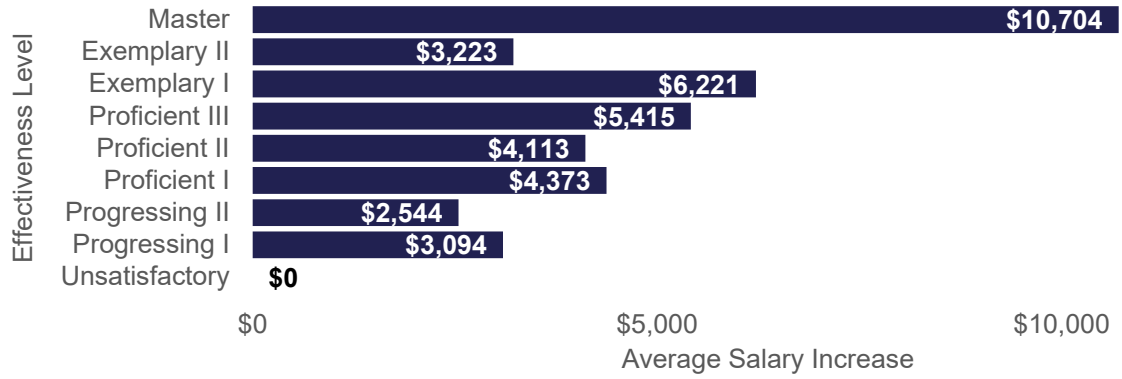
Figure 33: 2021-22 to 2022-23 Average Teacher Salary by Effectiveness Level



Source: Scorecard data file from Human Capital Management dated 09/28/22. Teacher salary data file from Human Capital Management dated 10/25/22.
Note: *n* = 7,568 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 2021-22 and 2022-23. Effectiveness levels were assigned in fall 2023.

Teachers who received higher effectiveness levels in 2021-22 received higher salary increases for 2022-23 as compared to those with lower effectiveness levels (Figure 34). Average salary increases were highest for teachers who earned a Master ($10,704), Exemplary I ($6,221), or Proficient III ($5,415) effectiveness level.

Figure 34: 2021-22 Average Salary Increase by Effectiveness Level



Source: Scorecard data file from Human Capital Management dated 09/28/22. Teacher salary data file from Human Capital Management dated 10/25/22.
Note: *n* = 7,568 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 2021-22 and 2022-23. Effectiveness levels were assigned in fall 2022.

EQ8: What were retention rates for teachers?

Results

Fourteen percent (*n* = 1,308) of the 9,226 teachers who received a scorecard left the district by May 3rd, 2022, and 39% (*n* = 507) of these teachers provided the reason they left the district (Table 9).

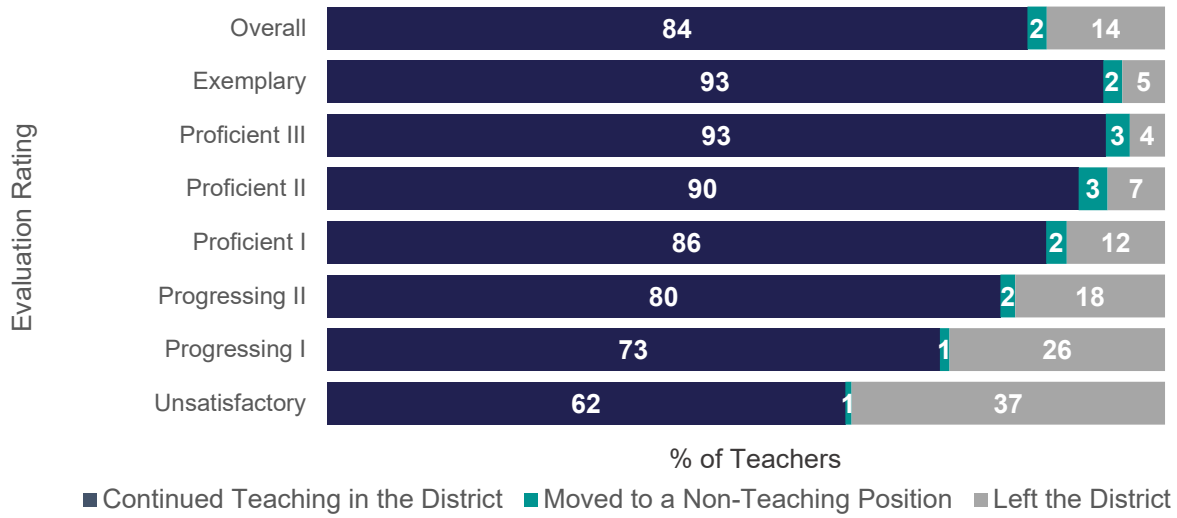
Table 9: 2021-22 Reasons Teachers Left the Dallas ISD

Reasons for Leaving	*n*	%
Unknown	801	61.2
Quit	406	31.1
Retired	93	7.1
Other	5	0.4
Laid Off/Discharged	3	0.2
Deceased	0	0.0

Source: *N* = 1,307. District personnel file dated 05/03/22 and Scorecard data file from Human Capital Management dated 09/28/22.

Figure 35 includes the percentage of teachers in each evaluation rating who returned to a teaching position in the district, moved to a non-teaching position, or left the district for the 2022-23 school year. Overall, 37 percent of teachers with an unsatisfactory evaluation rating left the district, and the percentage of teachers who left the district within each evaluation rating level generally decreased (37% to 5%) as evaluation rating increased.

Figure 35: 2021-22 Retention Rates by Evaluation Rating

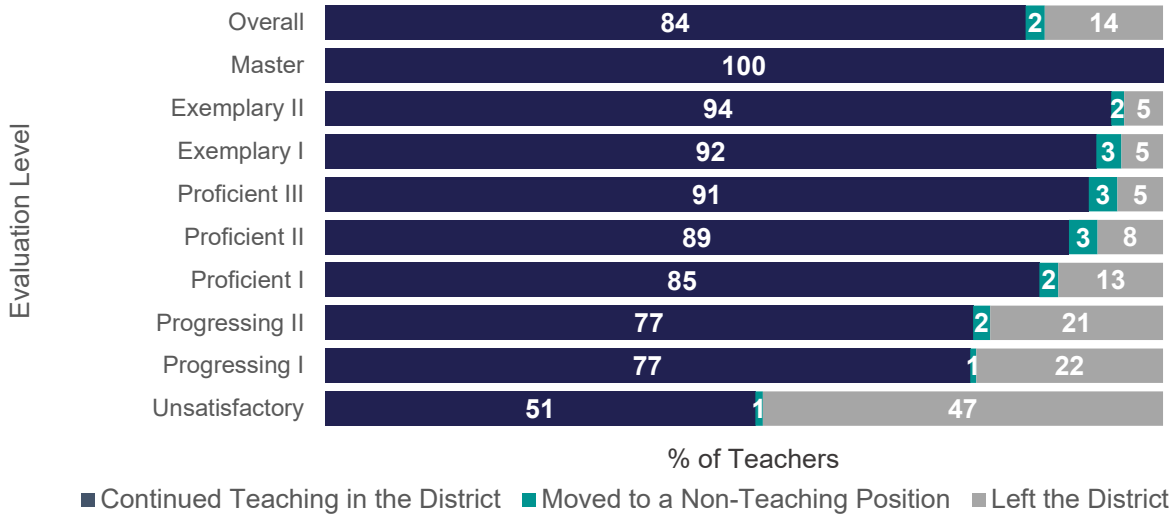


Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 9112 teachers. *n* = 176 Exemplary. *n* = 664 Proficient III. *n* = 1,530 Proficient II. *n* = 3,171 Proficient I. *n* = 2,255 Progressing II. *n* = 1,046 Progressing I. *n* = 270 Unsatisfactory.

Figure 36 includes the percentage of teachers in each effectiveness level that continued teaching in the district, moved to a non-teaching position, or left the district after the 2021-22 school year. Overall, 47 percent of teachers with an unsatisfactory effectiveness level left the district, and the percentage of teachers who left the district within each effectiveness level generally decreased (47% to 0%) as

effectiveness level increased. Thus, the Dallas ISD retained effective teachers at higher rates than less effective teachers.

Figure 36: 2021-22 Retention Rates by Evaluation Level



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 9,124 teachers. *n* = 23 Master. *n* = 129 Exemplary II. *n* = 201 Exemplary I. *n* = 936 Proficient III. *n* = 1,317 Proficient II. *n* = 3,408 Proficient I. *n* = 1,760 Progressing II. *n* = 1,238 Progressing I. *n* = 112 Unsatisfactory.

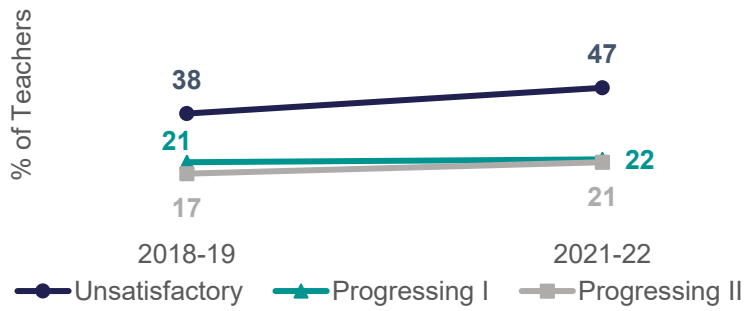
As shown in Figure 37, the rate of teachers who left the district remained steady from 2018-19 (13%) to 2021-22 (14%).

Figure 37 2018-19 to 2021-22 Percentage of Teachers Who Left Dallas ISD

Source: 2018-19 TEI results (Barton, 2020). Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 9,941 teachers in 2018-19. *n* = 9,226 teachers in 2021-22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

From 2018-19 to 2021-22, the percentage of Progressing I (21% to 22%) and Progressing II (17% to 21%) teachers leaving the district remained relatively consistent, whereas the percentage of Unsatisfactory teachers who left the district increased by nine percentage points (38% to 47%). This indicated that less effective teachers continued to leave the Dallas ISD at higher rates than effective teachers (Figure 38).

Figure 38: 2018-19 to 2021-22 Percentage of Unsatisfactory, Progressing I, and Progressing II Teachers Who Left the Dallas ISD



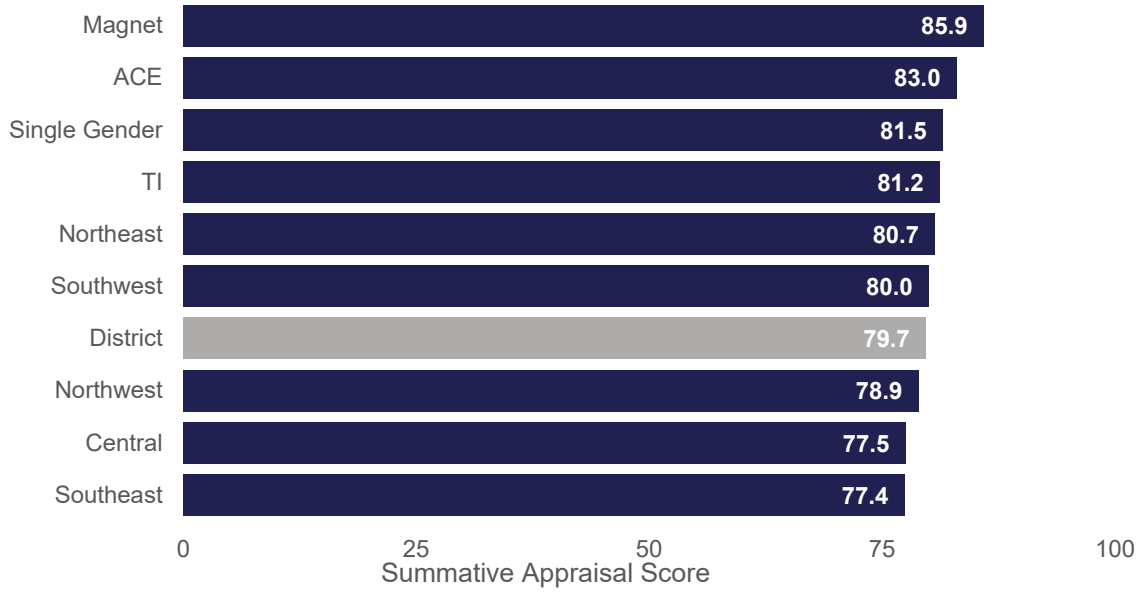
Source: 2018-19 TEI results (Barton, 2020). Scorecard data file from Human Capital Management dated 09/28/22.
Note: 2018-19: *n* = 98 Unsatisfactory, *n* = 1,312 Progressing I, and *n* = 1,842 Progressing II
2021-22: *n* = 101 Unsatisfactory, *n* = 269 Progressing I, and *n* = 403 Progressing II. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

EQ9: What were the results of TEI by network?

Results

While the average summative appraisal score for the district was 79.7 (Figure 39), the average summative appraisal score ranged from 77.4 (Southeast) to 85.9 (Magnet).

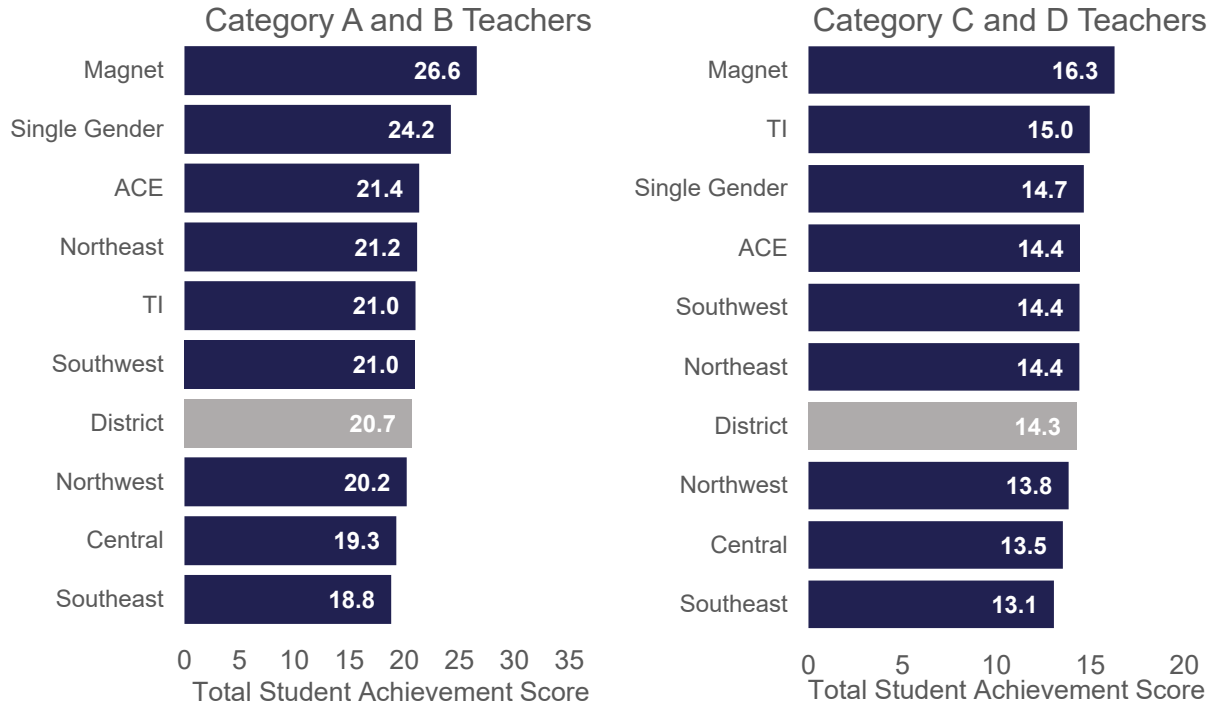
Figure 39: 2021-22 Average Summative Appraisal Scores by Network



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 9,226 teachers. ACE = Accelerating Campus Excellence. T&I = Transformation & Innovation. Maximum possible summative appraisal score was 100.

Average total student achievement scores by network are shown in Figure 40. For Category A and B teachers, the average total student achievement score ranged from 18.8 (Southeast) to 26.6 (Magnet), with a district average of 20.7 (out of 35 possible points). For Category C and D teachers, the average total student achievement score ranged from 13.1 (Southeast) to 16.3 (Magnet), with a district average of 14.3 (out of 20 possible points).

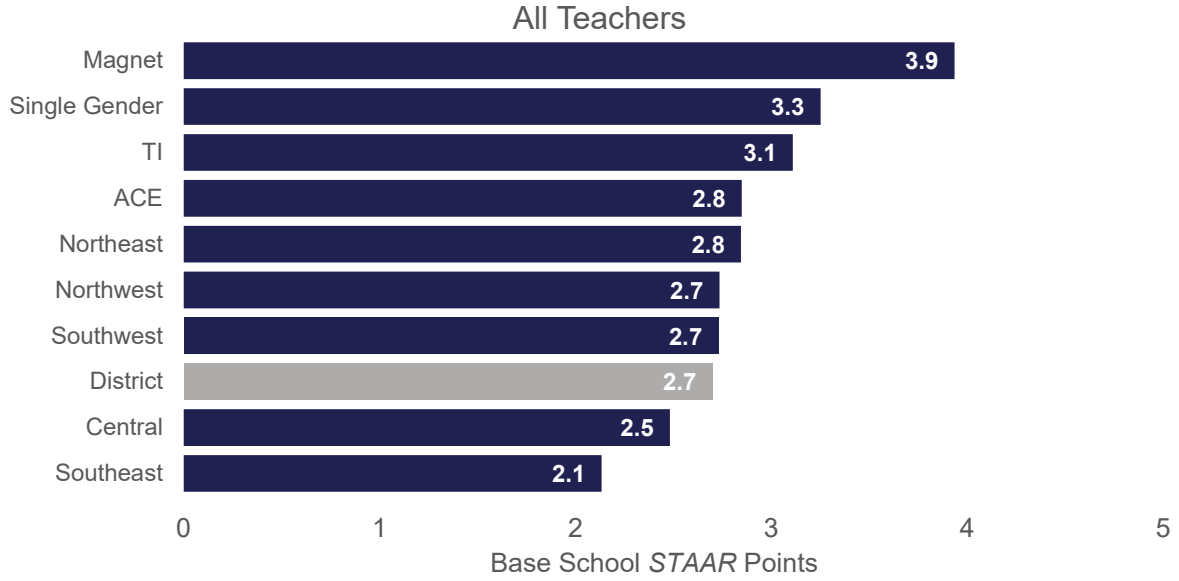
Figure 40: 2021-22 Average Total Student Achievement Scores by TEI Category and Network



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 4,876 Category A/B teachers and *n* = 4,350 Category C/D teachers. ACE = Accelerating Campus Excellence. T&I = Transformation & Innovation. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

The average base school STAAR points ranged from 2.1 (Southeast) to 3.9 (Magnet), with a district average of 2.7 (Figure 41).

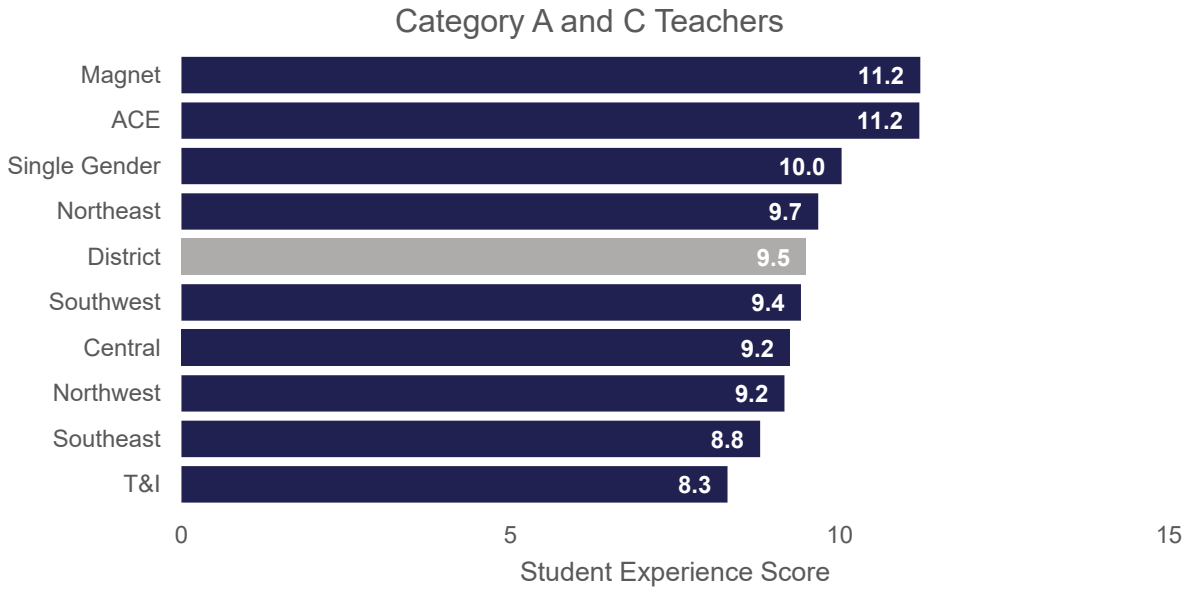
Figure 41: 2021-22 Average Base School *STAAR* Points by Network



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 8,931 teachers. ACE = Accelerating Campus Excellence. T&I = Transformation & Innovation. All teachers at a campus received the same number of base points (i.e., zero to five) for the *School STAAR* measure.

Average student experience (percent positive of items on student survey) by network is shown in Figure 42. The student experience averages ranged from 8.3 (T&I) to 11.2 (ACE and Magnet), with a district average of 9.5.

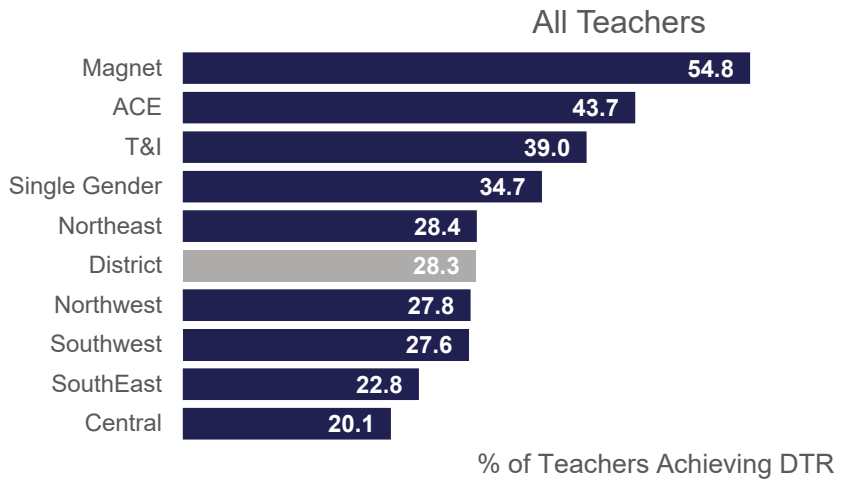
Figure 42: 2021-22 Average Student Experience Scores by Network



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 5,597 teachers. ACE = Accelerating Campus Excellence. T&I = Transformation & Innovation. Only Category A/C teachers received a student experience score. Maximum possible student experience score was 15.

Overall, 28.3 percent of teachers in the district achieved DTR. The lowest percentage of teachers achieving DTR was 20.1 (Central) and the highest was 54.8 (Magnet), with a district average of 28.3 (Figure 43).

Figure 43: 2021-22 Percentage of Teachers Achieving DTR by Network



Source: Scorecard data file from Human Capital Management dated 09/28/22.
Note: *n* = 2,583 teachers. ACE = Accelerating Campus Excellence. T&I = Transformation & Innovation.

EQ10: What were the results of TEI by teacher groups?

Results

In this section, TEI scores used for the analyses include mean summative appraisal score, mean total student achievement score, mean student experience score, and mean percentage of teachers receiving an evaluation rating of Proficient I or higher. TEI scores by teacher group (i.e., teacher retention status, teacher type, specialty campuses, campus characteristics, and school level) can be found in Table 10.

Teacher Retention Status

Teachers who continued in the district had higher TEI scores than teachers who left the district. In addition, teachers who moved to a non-teaching position (e.g., campus instructional coach or campus administrator), which accounted for two percent of all teachers, generally scored higher than other teacher retention groups. This indicated that high-performing teachers tended to be promoted to leadership positions.

Teacher Type

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

Specialty Campuses

Teachers at choice and magnet campuses had higher TEI scores than the district for all categories. Teachers at HPC campuses had lower TEI scores than the district for all categories except mean student experience points.

Campus Characteristics

Teachers at majority White (*N* = 4) campuses had higher TEI scores than teachers at majority Hispanic (*N* = 190) and majority African American (*N* = 35) campuses and the district across all categories. The averages for teachers at majority Hispanic campuses were nearly identical to district averages because 82 percent of all teachers taught at majority Hispanic campuses. While teachers at majority African American campuses scored below the district average, teachers at majority African American campuses scored within two points of the district average on their summative performance scores, student achievement scores, and student experience points.

School Level

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

Table 10: 2021-22 TEI Results by Teacher Group

Teacher Group	Summative Appraisal Score		Total Student Achievement Score		Student Experience Points		Evaluation Rating (% Proficient I and above)	
	n	Mean	*n*	Mean	*n*	Mean	*n*	%
Teacher Retention Status								
Continued Teaching in the District	7,616	**80.8**	4,006	**21.2**	4,638	**9.7**	4,873	**64.0**
Left the District	1,287	73.6	718	18.2	828	8.6	514	39.9
Moved to Non-Teaching Position	207	**85.5**	125	**21.4**	130	**9.5**	154	**74.0**
Teacher Type								
First-Year	714	65.5	402	18.1	452	9.0	140	21.4
Strategic Pipeline	156	68.3	111	17.0	96	8.7	27	12.9
District of Innovation	47	76.9	NA	NA	43	**11.5**	25	**73.5**
Bachelor's Degree	6,201	79.6	3,405	**20.7**	3,808	**9.6**	3,741	60.3
Master's Degree and Above	1,864	**81.6**	900	**21.1**	1,095	9.1	1,216	**65.2**
Below Proficient I Effectiveness Level	3,105	68.5	1,752	17.3	1,963	8.2	395	12.7
Proficient I, II, or III Effectiveness Level	5,563	**85.2**	2,920	**22.4**	3,408	**10.1**	4,797	**84.9**
Exemplary I or higher Effectiveness Level	353	**93.8**	177	**28.5**	226	**12.7**	349	**98.9**
Specialty Campuses								
High Priority Campuses	3,442	78.0	1824	19.7	2,125	**9.5**	1,906	55.4
Choice/Magnet Campuses	1,091	**83.2**	459	**24.9**	779	**10.2**	805	**73.8**
Campus Characteristics								
Majority AA Campuses	1,124	77.8	515	19.5	576	9.3	602	53.6
Majority Hispanic Campuses	7,473	**79.7**	4,139	**20.7**	4,749	9.4	4,515	60.4
Majority White Campuses	162	**90.3**	103	**27.8**	94	**11.5**	153	**94.4**
School Level								
Elementary	4,379	**80.4**	2,227	**20.9**	1,793	**9.5**	2,741	**62.6**
Middle	1,647	76.0	1,145	19.8	1,388	9.2	796	48.3
High	2,387	**80.8**	1,127	20.4	2,014	**9.5**	1,494	**62.6**
District	**9,111**	**79.7**	**4,849**	**20.7**	**5,597**	**9.5**	**5,541**	**60.8**

Source: Scorecard data files from Human Capital Management dated 09/28/22.Student Experience survey file from Office of Institutional Research dated 06/23/22. District personnel file dated 05/03/22.

Note: Staff educational attainment is based on highest reported degree at the time of hire. Data for teachers who received a "No Rating" effectiveness level are not included. Total student achievement scores only included Category A/B teachers. Choice/Magnet campuses only included teachers who taught at stand-alone magnet campuses. In 2021-22, campuses received an accountability rating of *A*, *B*, *C*, *D,* or *F*. Letter grades between *A* and *D* were considered passing. Strategic pipelines included teachers from Teach for America, Urban Teachers, and Dallas Alternative Certification. Majority African American campuses had a greater number of African American students than Hispanic and White students combined. Majority Hispanic campuses had a greater number of Hispanic students than African American and White students combined. Majority White campuses had a greater number of White students than African American and Hispanic students combined. Teachers could belong to more than one group. Scores that met or exceeded the district for are in **blue bold**.

EQ11: What were the teacher and administrator experiences with TEI?

To collect feedback regarding experiences with TEI, the evaluator administered online surveys to Dallas ISD teachers and administrators (principals and assistant principals) who participated in the TEI evaluation system during the 2021-22 academic year. The purpose of the surveys was to provide stakeholders with information about how the TEI system functioned during the 2021-22 school year and to identify any potential adjustments identified by participants.

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

Results

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

Respondent Characteristics

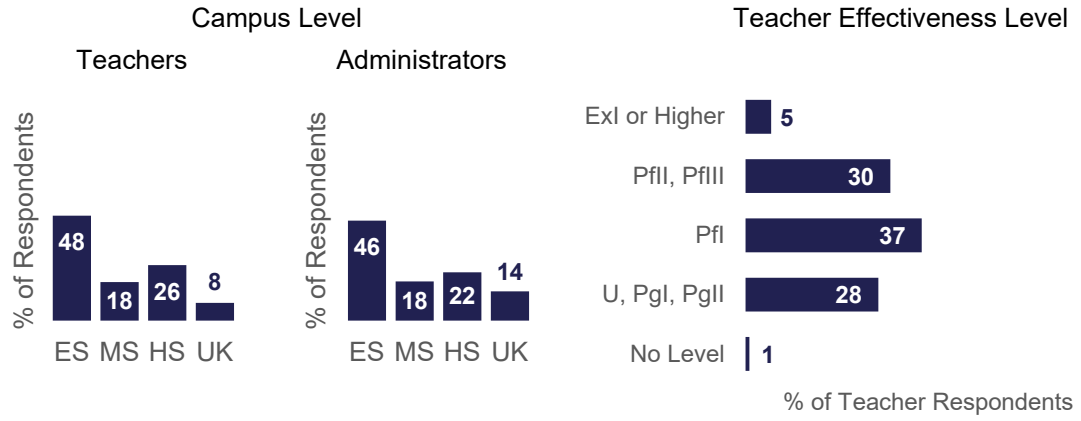
Surveys were sent to 7,859 teachers and 612 administrators[29], and 3,712 teachers (47%) and 349 administrators (57%) at least partially completed the survey. For the administrator survey, most participants were assistant principals (63%), followed by principals (36%) and other (1%).[30] For the teacher survey, most participants were teachers of record (93%), followed by non-teachers of record (5%) and other roles (2%).[31]

As shown in Figure 44, response rates were similar across school levels for the teacher and administrator surveys. Teachers (48%) and principals (46%) at elementary schools comprised most respondents.[32] In addition, the distribution of effectiveness levels for teacher respondents held a similar pattern to the effectiveness level distribution for all TEI-eligible teachers (see Figure 32).

The median years of creditable service for teacher survey respondents was five years (mean = 7.2), which was lower than all teachers in 2021-22 TEI positions (median = 7; mean = 10.0). This indicated that teacher survey respondents tended to have fewer creditable years of service than the district overall.

[29] Of teacher surveys sent, 107 emails were undeliverable, leaving 7,752 emails received. Of administrator surveys sent, 13 emails were undeliverable, leaving 599 emails received.
[30] Most administrators who reported roles other than principal or assistant principal indicated holding principal resident roles.
[31] Examples of other teacher-reported roles included gifted and talented teachers, special education teachers, and dyslexia interventionists.
[32] This pattern was expected because it mirrors the total teacher population in the Dallas ISD who were in TEI-eligible positions.

Figure 44: 2021-22 TEI Perception Survey Respondents by Campus Level and Teacher Effectiveness Level

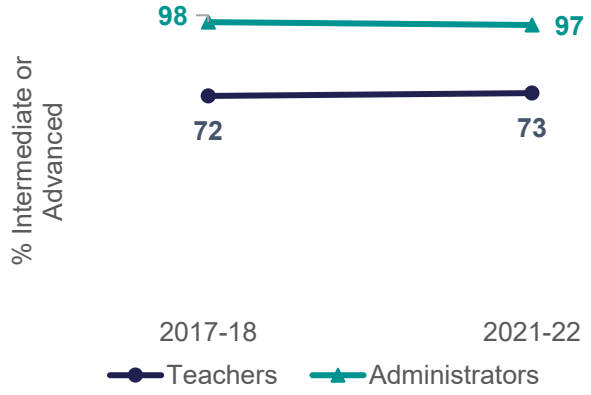


Source: Scorecard data file from Human Capital Management dated 9/28/22. Personnel data file from Human Capital Management dated 05/03/22.
Note: *n* = 349 administrators. 3,712 = Dallas ISD teachers. U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Teachers indicated as unknown campus level were not assigned specific campuses in the data file.

TEI Knowledge

Most teachers (73%) and almost all administrators (97%) reported an intermediate to advanced knowledge of TEI in 2021-22 (Figure 45). Twenty seven percent of teachers continue to report a basic or lower knowledge of the TEI system, indicating an opportunity for further training. From 2017-18 to 2021-22, the rate of teachers (72% to 73%) and administrators (98% to 97%) indicating an intermediate or advanced knowledge of TEI remained relatively consistent.

Figure 45: 2021-22 Perceived Level of TEI Knowledge

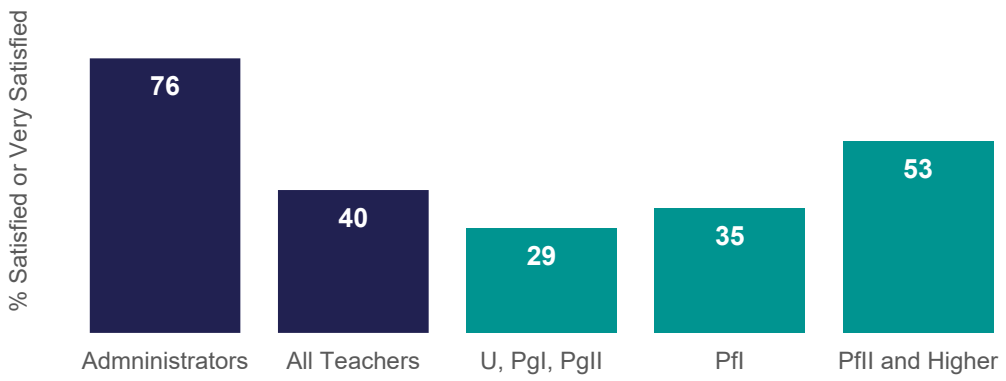


Source: 2017-18 (Barton & Featherston, 2019) and 2021-22 TEI Perception Surveys.
Note: *N* = 372 administrators and *N* = 4,639 teachers in 2017-18. *N* = 349 administrators and *N* = 3,526 teachers in 2021-22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Overall Satisfaction

As shown in Figure 46, a higher rate of administrators (76%) than teachers (40%) expressed high satisfaction (satisfied or very satisfied) with TEI. In addition, greater rates of teachers with higher effectiveness levels (53%) expressed satisfaction with TEI than those with lower effectiveness levels (29%).

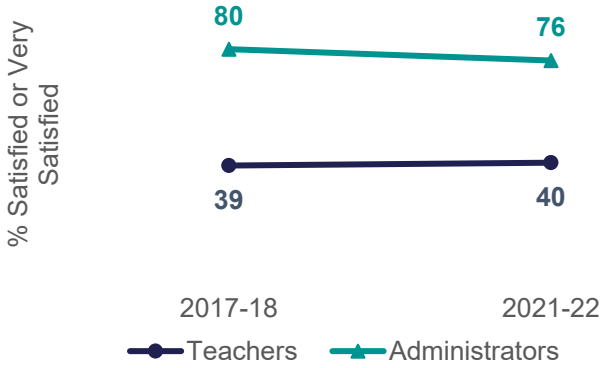
Figure 46: 2021-22 Teacher and Administrator Overall Satisfaction with TEI



Source: 2021-22 TEI Perception Survey.
Note: *n* = 334 administrators. *n* = 3,301 teachers. *n*(U, PgI to PgII) = 910. *n*(PfI) = 1,203. *n*(PfII and Higher) = 1,165. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

From 2017-18 to 2021-22, the rate of administrators who reported satisfaction (satisfied or very satisfied) with TEI trended downward from 80 percent to 76 percent, whereas the rate of teachers remained relatively consistent over time (39% to 40%; Figure 47).

Figure 47: 2017-18 to 2021-22 Teacher and Administrator Overall Satisfaction with TEI

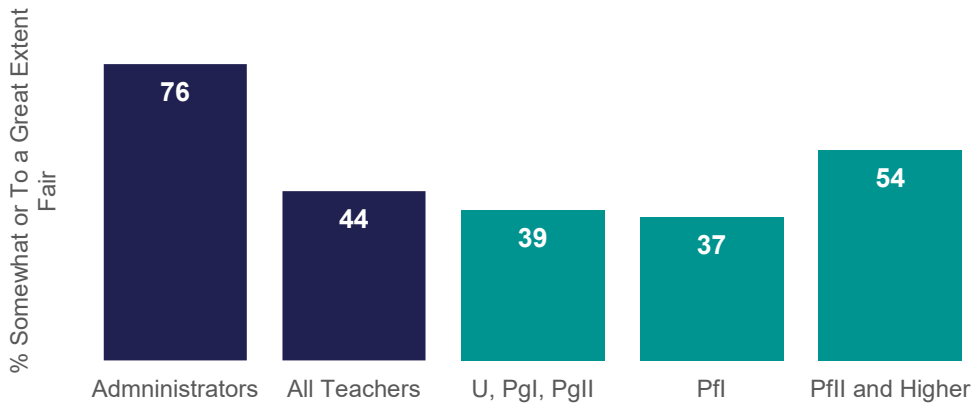


Source: 2017-18 (Barton & Featherston, 2019) and 2021-22 TEI Perception Surveys.
Note: *N* = 372 administrators and *N* = 4,639 teachers in 2017-18. *N* = 349 administrators and *N* = 3,526 teachers in 2021-22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Perception of Fairness

As shown in Figure 48, a higher rate of administrators (76%) than teachers (44%) rated TEI as at least somewhat fair. Furthermore, teachers at the highest effectiveness levels (54%) perceived TEI as at least somewhat fair at a higher rate than teachers at the lowest effectiveness levels (39%).

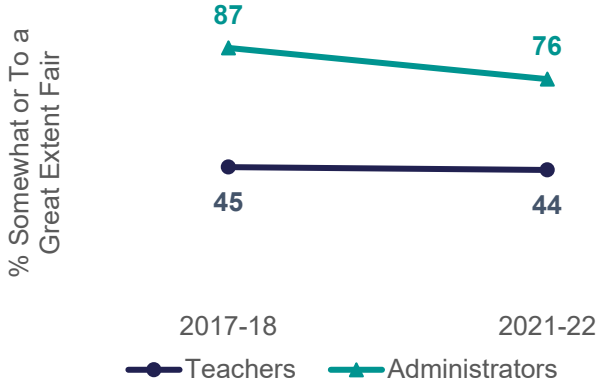
Figure 48: 2021-22 Teacher and Administrator Perceptions of TEI Fairness



Source: 2021-22 TEI Perception Survey.
Note: *n* = 342 administrators. *n* = 3,526 teachers. *n*(U, PgI to PgII) = 961. *n*(PfI) = 1,288. *n*(PfII and Higher) = 1,252. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

From 2017-18 to 2021-22, the percentage of administrators who rated TEI as at least somewhat fair decreased from 87% to 76% (Figure 49). However, the percentage of teachers who rated TEI as at least somewhat fair remained consistent over time (45% to 44%; Figure 49).

Figure 49: 2017-18 to 2021-22 Teacher and Administrator Perceptions of TEI Fairness

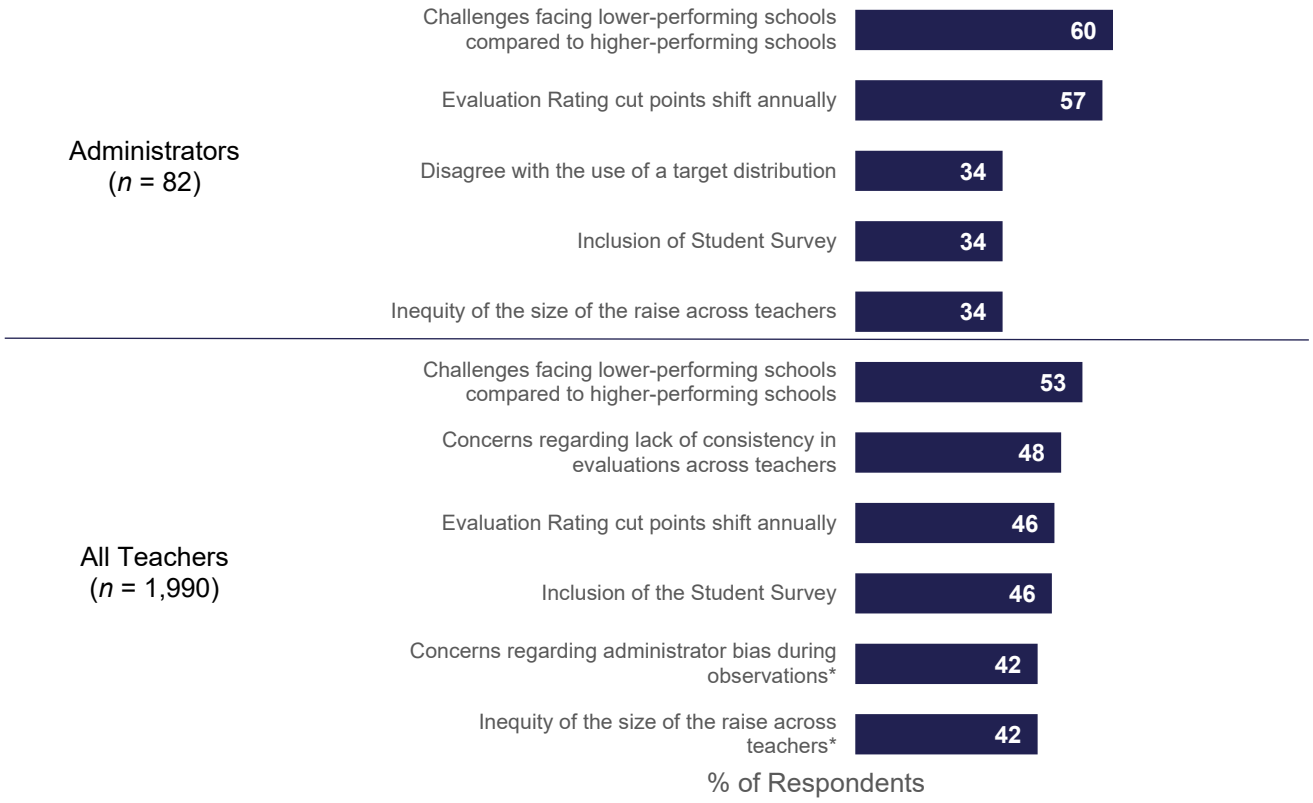


Source: 2017-18 (Barton & Featherston, 2019) and 2021-22 TEI Perception Surveys.
Note: *N* = 372 administrators and *N* = 4,639 teachers in 2017-18. *N* = 349 administrators and *N* = 3,526 teachers in 2021-22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Respondents who perceived low TEI fairness (very little or not at all) were asked to select reasons they considered the system to be unfair. The top five most frequently selected reasons teachers and administrators considered TEI to be unfair are shown in Figure 50. Results by teacher effectiveness level groupings are shown in Figure 51.

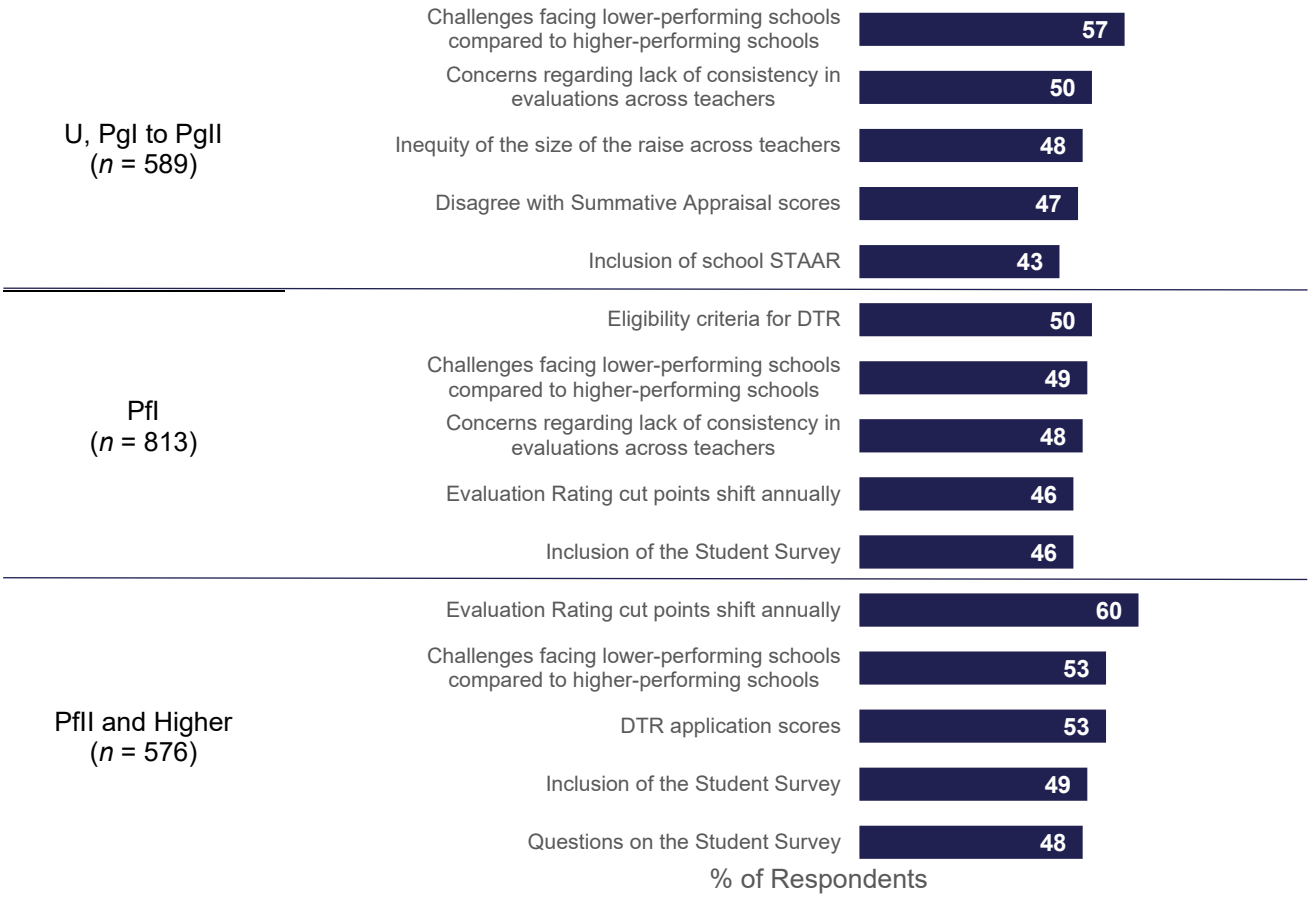
One reason ranked in the top five for both administrators and all teacher groups was challenges facing lower performing schools compared to higher performing schools. Shifting evaluation rating cut points was also a highly ranked a concern for administrators and for all teacher groups, except for teachers in the lowest effectiveness levels (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, Proficient I teachers, and for teachers in the lowest teacher effectiveness levels (Unsatisfactory, Progressing I, and Progressing II). The complete ranking of each perceived reason for TEI unfairness for administrators and teachers (overall and by teacher effectiveness level) can be found in Appendix D, Table 2 and Appendix C, Table 3 .

Figure 50: 2021-22 Teacher and Administrator Top Five Reasons TEI Perceived to be Unfair



Source: 2021-22 TEI Perception Surveys.
Note: Some reasons for perceived TEI unfairness yielded the same number of responses, which resulted in tied rankings.

Figure 51: 2021-22 Teacher Top Five Reasons TEI Perceived to be Unfair by Effectiveness Level



Source: 2021-22 TEI Perception Surveys.
Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Includes data for respondents who indicated they did not perceive TEI to be fair (very little, not at all). Teacher respondents with 'No Level' effectiveness designation are not shown.

Defining Excellence

Spot Observations, Extended Observations, and Summative Appraisals

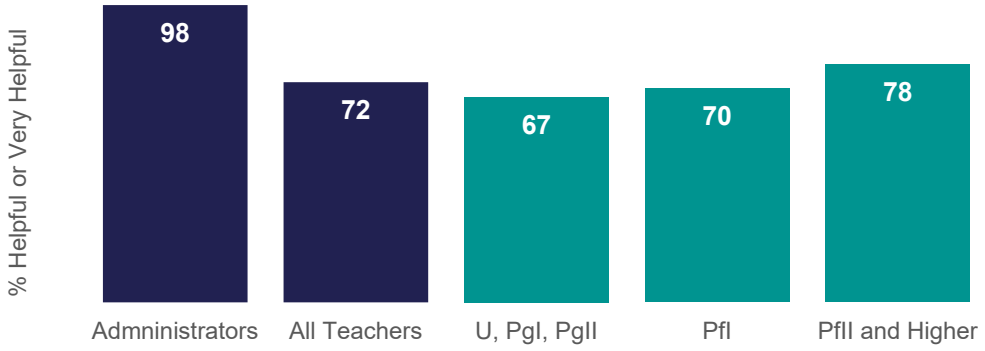
Of administrator respondents, 97 percent (*n* = 338) conducted spot observations, 95 percent (*n* = 330) conducted extended observations, and 94 percent (*n* = 328) conducted summative appraisals during the 2021-22 school year. However, 23 percent of administrator respondents reported that they had conducted summative appraisals for staff members with whom they had worked for an insufficient amount of time. In addition, 26 percent of administrators indicated they at least sometimes felt pressure to inflate teacher observation scores, compared to 22% in 2017-18 (Barton & Featherston, 2019). Lastly, during the 2021-22 school year, 89 percent of administrators indicated TEI certification was helpful or very helpful for preparing them to implement TEI effectively on their campuses.

Figure 52 includes administrator and teacher perceptions regarding the helpfulness of spot observations, extended observations, and summative appraisals. While the percentage of administrators

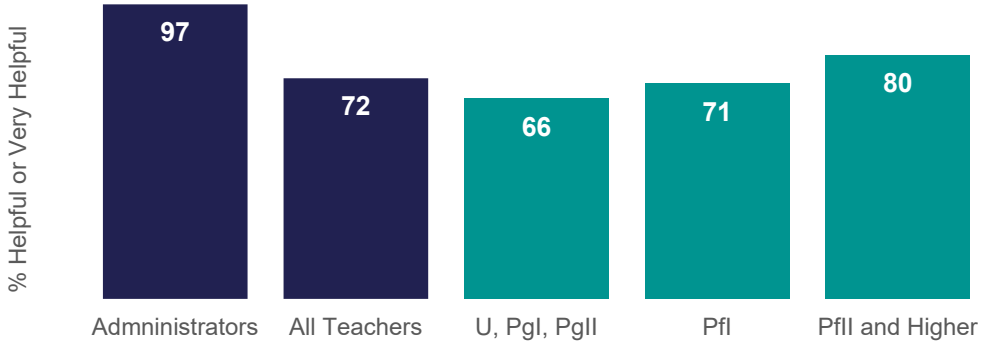
who rated all three evaluation activities as helpful or very helpful (95% to 98%) was higher than all teachers combined (72% for each evaluation activity), teachers with the highest effectiveness levels (78% to 80%) rated helpfulness of these activities higher than all teacher combined.

Figure 52: 2021-22 Teacher and Administrator Perceptions of Feedback Helpfulness

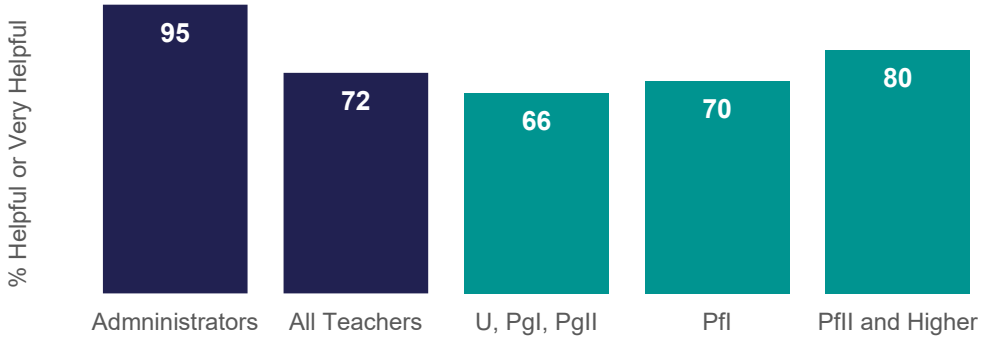
Overall, how helpful was the spot observation feedback [you provided to your teachers/you received from your evaluator] during the 2021-22 school year?



Overall, how helpful was the extended observation feedback [you provided to your teachers/you received from your evaluator] during the 2021-22 school year?



Overall, how helpful was the summative appraisal feedback [you provided to your teachers/you received from your evaluator] during the 2021-22 school year?

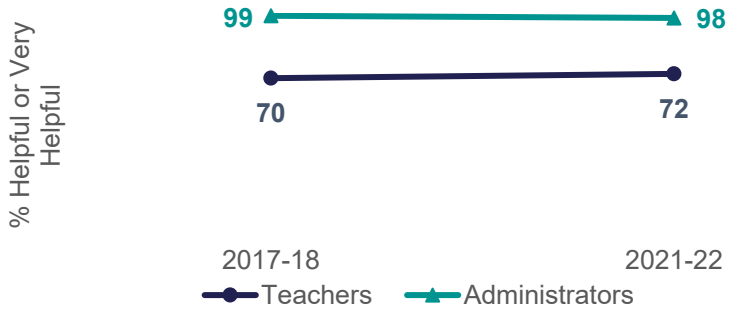


Source: 2021-22 TEI Perception Survey.
Note: *N* = 337 administrators – spot observations. *N* = 330 administrators – extended observations. *N* = 325 – summative appraisal. *N* = 3,417 teachers. *n*(U, PgI to PgII) = 936. *n*(PfI) = 1,243. *n*(PfII and Higher) = 1,215. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

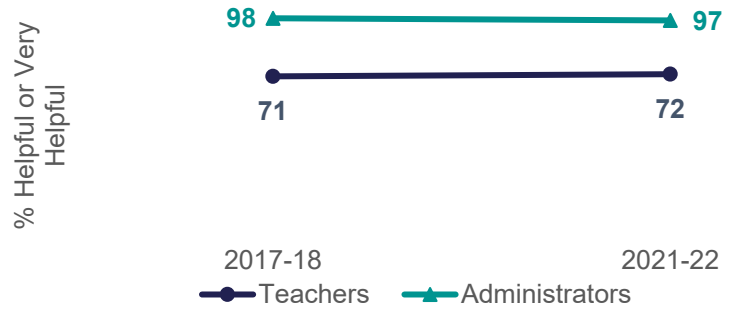
As shown in Figure 53, the difference between the percentage of administrator and teacher respondents who considered spot observations, extended observations, and summative appraisals to be helpful remained relatively consistent from 2017-18 to 2021-22, with administrators having more positive responses overall.

Figure 53: 2021-22 Teacher and Administrator Perceptions of Feedback Helpfulness

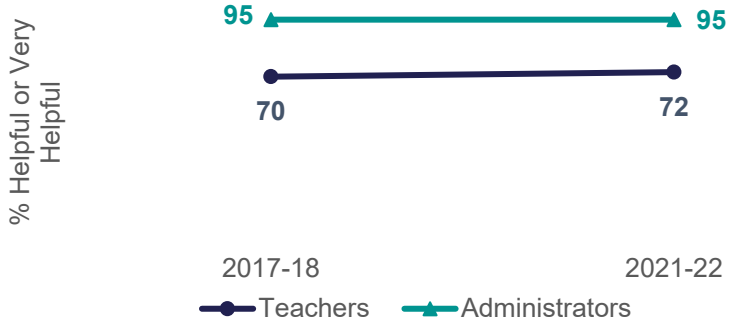
Overall, how helpful was the spot observation feedback [you provided to your teachers/you received from your evaluator] during the 2021-22 school year?



Overall, how helpful was the extended observation feedback [you provided to your teachers/you received from your evaluator] during the 2021-22 school year?



Overall, how helpful was the summative appraisal feedback [you provided to your teachers/you received from your evaluator] during the 2021-22 school year?

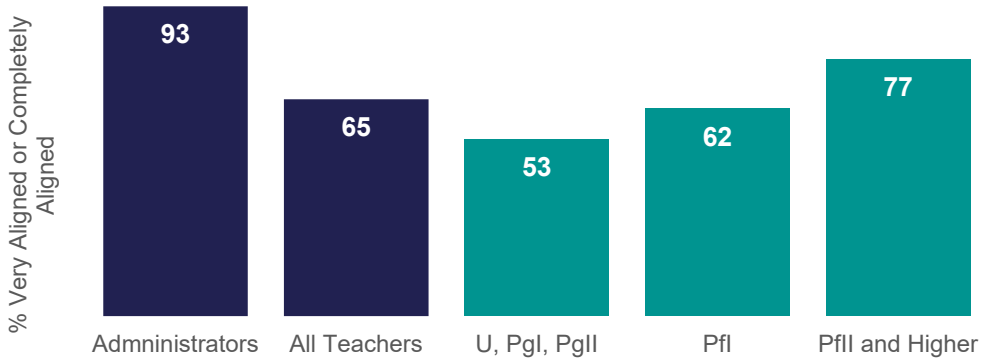


Source: 2021-22 TEI Perception Survey.
Note: Spot observation: *N* = 372 in 2017-18; *N* = 337 administrators in 2021-11. Extended observation: *N* = 366 in 2017-18; *N* = 330 administrators. Summative appraisal: *N* = 365; *N* = 325 in 2021-22. *N* = 3,417 teachers in 2021-22. Teacher respondents with 'No Level' effectiveness designation are not shown.

As shown in Figure 54, when administrators and teachers were asked to rate the alignment of their 2021-22 summative appraisal feedback with spot observation feedback, the rate followed the same pattern as the helpfulness ratings (see Figure 52). For example, while the percentage of administrators who rated summative appraisal feedback and spot observation feedback as aligned or very aligned (93%) was higher than all teachers overall (65%), teachers with the highest effectiveness levels (77%) exceeded the overall teacher rate.

Figure 54: 2021-22 Teacher and Administrator Perceptions of Feedback Alignment

How aligned was summative appraisal feedback with the spot observation feedback provided through the 2021-22 school year?

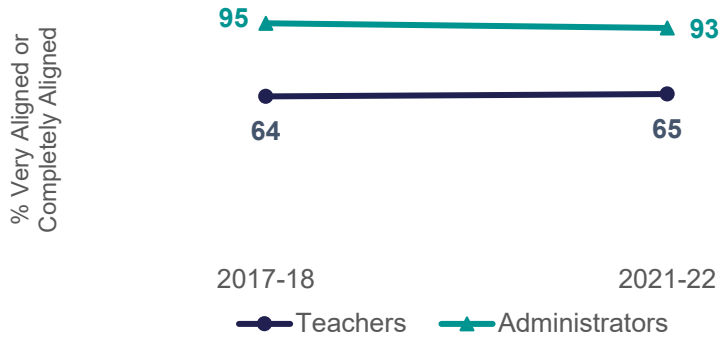


Source: 2021-22 TEI Perception Survey.
Note: *N* = 325 administrators. *N* = 3,417 teachers. U = Unsatisfactory. Pg = Progressing. Pf = Proficient.

From 2017-18 to 2021-22, administrator perceptions of the alignment of summative appraisal and spot observation feedback trended slightly downward from 95 percent to 93 percent but remained more positive than teachers, whose perceptions remained relatively consistent over time (64% to 65%; Figure 55).

Figure 55: 2017-18 to 2021-22 Teacher and Administrator Perceptions of Feedback Alignment

How aligned was summative appraisal feedback with the spot observation feedback provided through the 2021-22 school year?



Source: 2017-18 and 2021-22 TEI Perception Surveys.
Note: *N* = 372 administrators. *N* = 4,599 teachers in 2021-22 in 2017-18. *N* = 325 administrators. *N* = 3,417 teachers in 2021-22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

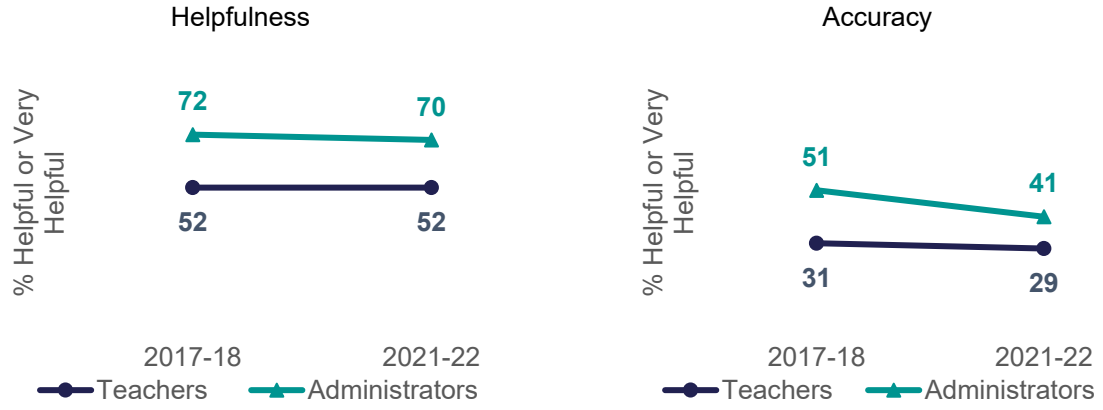
Student Experience Survey

During the 2021-22 school year, 2,150 (63%) of the teacher respondents indicated they received Student Experience Survey data. Slightly over half (52%) of these teachers reported that the feedback they received from the 2021-22 student experience survey was helpful or very helpful, which was relatively consistent across effectiveness levels. Administrators (70%) were also more likely than teachers (52%) to report the Student Experience Survey feedback as helpful to teachers.

Overall, only 29% of all teachers reported that the student experience survey feedback was very or completely accurate, which differed by effectiveness level. Teachers at the highest effectiveness levels (Proficient II and above: 33%) were more likely to report that the feedback was very or completely accurate than teachers at the lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 28%). In addition, administrators (41%) were more likely than all teachers to rate Student Experience Survey feedback as accurate.

From 2017-18 to 2021-22, teacher (72% to 70%) and administrator (52%) perceptions regarding the helpfulness of the Student Experience Survey feedback remained relatively consistent, whereas teacher (51% to 41%) and administrator (31% to 29%) perceptions regarding the accuracy of the feedback trended at least slightly downward over time (Figure 56).

Figure 56: 2017-18 to 2021-22 Student Experience Survey Feedback – Perceptions of Helpfulness and Accuracy



Source: 2017-18 and 2021-22 TEI Perception Surveys.
Note: *N* = 372 administrators and *N* = 2,843 teachers in 2017-18. *N* = 333 administrators and *N* = 2,121 teachers. Teacher responses include those who received student experience survey feedback. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

In response to the Student Experience Survey feedback, teachers most frequently reported that they relied on professional development (39%), their colleagues (e.g., other teachers; 39%), and other external sources (e.g., books and the internet; 33%) to modify student engagement (Table 11). While the Panorama Playbook was the least frequently used resource used by all teachers overall (17%), teachers at the highest effectiveness levels (Proficient II and above: 23%) were more likely to report that they used the playbook (23%). Almost a quarter of all teachers (24%) reported they did not use any of the listed resources to modify student engagement.

Table 11: 2021-22 Resources Used by Teachers to Modify Student Engagement as a Result of Student Experience Survey Results

	All *N* = 2,150		U, PgI, PgII *n* = 587		PfI *n* = 772		PfII and Higher *n* = 787	
	n	%	*n*	%	*n*	%	*n*	%
Campus administrators	409	19.0	130	22.1	143	18.5	133	16.9
Panorama Playbook	356	16.6	62	10.6	117	15.2	177	22.5
Colleagues (e.g., other teachers)	835	38.8	255	43.4	295	38.2	283	36.0
Professional development	839	39.0	290	49.4	281	36.4	265	33.7
Other external resources (e.g., books, internet)	713	33.2	215	36.6	249	32.3	248	31.5
I did not use any of these resources.	519	24.1	104	17.7	201	26.0	214	27.2

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Results are for teachers indicating they received student experience survey data for the 2021-22 school year. Respondents could select more than one answer. Teacher respondents with 'No Level' effectiveness designation are not shown.

Supporting Excellence

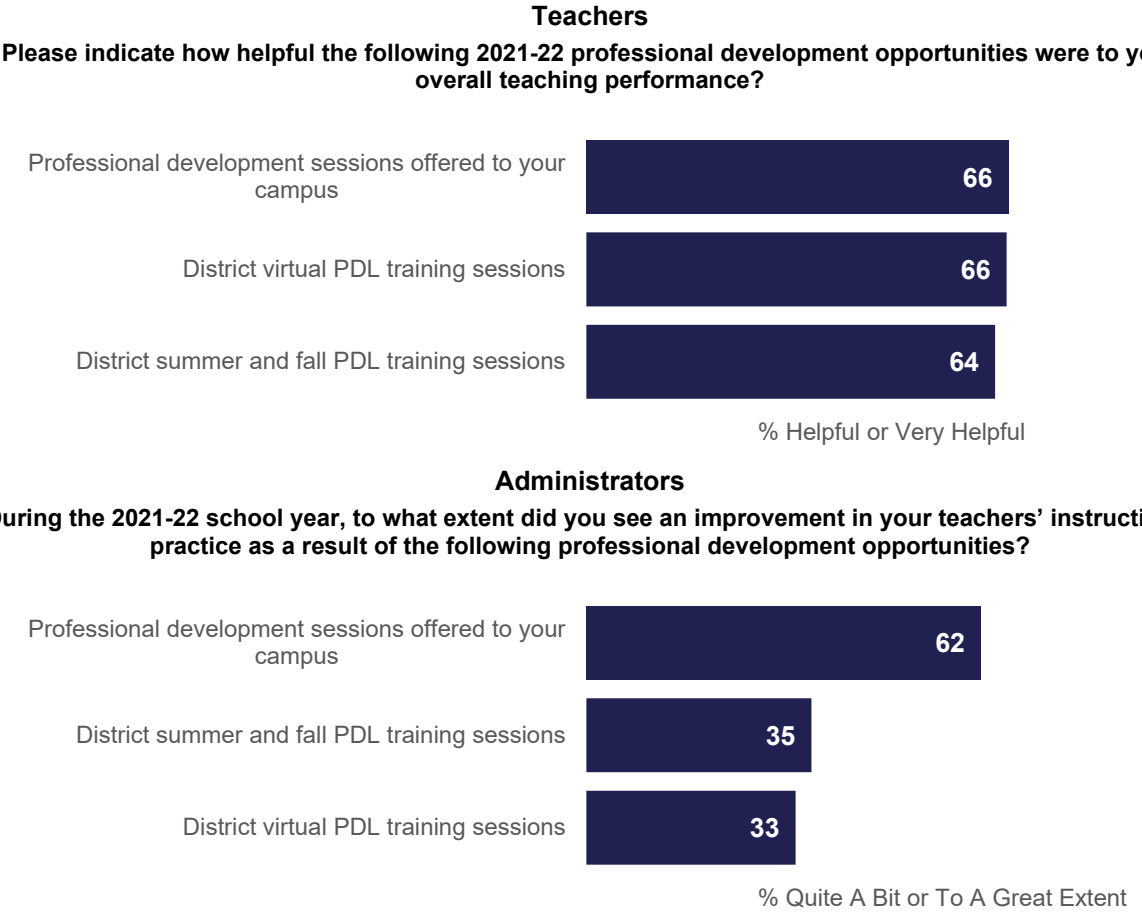
During the 2021-22 school year, most (68%) administrator respondents reported that they created an Individualized PDL Planning Form for teachers based on available student achievement and teacher performance data. In addition, approximately half of teacher respondents agreed or strongly agreed that

the 2021-22 district-sponsored professional development opportunities offered applicable strategies that they were using in the classroom (50%) and were aligned with their professional development plans (49%). These rates were similar across effectiveness levels.

Agreement was slightly higher for teachers overall regarding the applicability (53%) and alignment (51%) of professional development opportunities offered at the campus level. However, there were marked differences 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: 49%; Proficient I: 52%; Proficient II and higher: 80%) and aligned (Unsatisfactory, Progressing I, Progressing II: 46%; Proficient I: 50%; Proficient II and higher: 77%).

Figure 57 includes teacher and administrator helpfulness ratings of professional development opportunities in 2021-22. Overall, teachers rated campus professional development sessions, district virtual PDL training sessions, and district summer and fall PDL training sessions as helpful or very helpful at similar rates (64% to 66%), which was consistent across effectiveness levels. In addition, 62 percent of administrators indicated that campus professional development opportunities resulted in improved teacher instructional practice. Approximately a third of administrator respondents also indicated district summer and fall PDL training sessions (35%) and district virtual PDL training sessions (33%) resulted in improved teacher instructional practice.

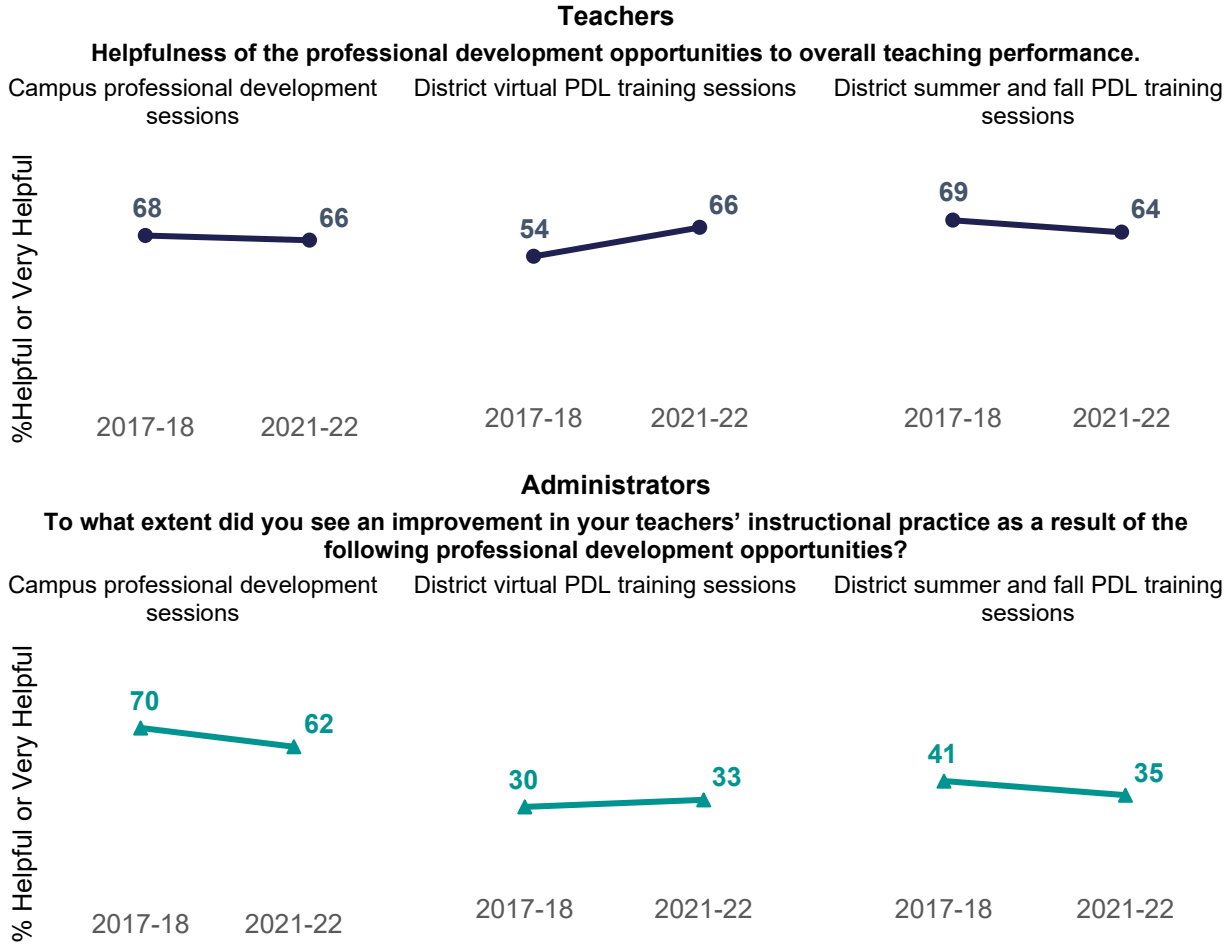
Figure 57: 2021-22 Teacher and Administrator Perceptions of Professional Development Helpfulness



Source: TEI Teacher Perception Survey, October 2022.
Note: *N* = 319 administrators. *N* = 2,953 teachers. PDL = Professional & Digital Learning

Regarding professional development helpfulness, only district virtual PDL training sessions were rated more highly from 2017-18 to 2021-22 by both teachers (54% to 66%) and administrators (30% to 33%; Figure 58). The helpfulness ratings for campus professional development (teachers: 68% to 66%; administrators: 70% to 62%) and district summer and fall PDL training sessions (teachers: 69% to 64%; administrators: 41% to 35%) trended downward over time.

Figure 58: 2021-22 Teacher and Administrator Perceptions of Professional Development Helpfulness



Source: 2017-18 and 2021-22 Teacher Perception Surveys.
Note: *N* = 350 administrators. *N* = 4,544 teachers in 2017-18. *N* = 319 administrators. *N* = 2,953 teachers in 2021-22. PDL = Professional & Digital Learning. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Administrators and teachers also were asked to rate how professional development aligned with TEI-related measures in 2021-22 (i.e., student achievement data, TEI spot observation data, Student Experience Survey results, and distinguished teacher review).[33] Overall, administrators (64% to 97%) reported higher rates of professional development alignment across measures with TEI-related measures than teachers (52% to 81%; Table 12). Most administrators (97%) and teachers (81%) indicated their campuses aligned professional development with student achievement data, whereas the rates were lowest for administrators on Student Experience Survey data (64%) and for teachers on distinguished teacher review (52%).

[33] Administrators were not asked about campus alignment of professional development with distinguished teacher review due to a data collection error with the online survey.

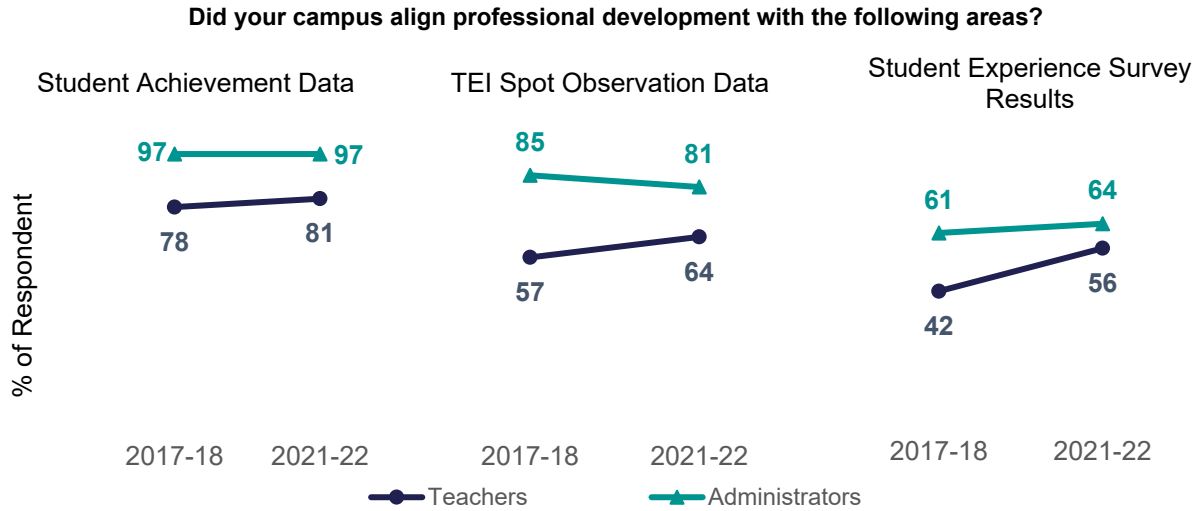
Table 12: 2021-22 Teacher and Administrator Perceptions of Professional Development Alignment

	All		U, Pgl, Pgll *n* = 856		Pfl *n* = 1,132		Pfll and Higher *n* = 1,104	
	n	Yes %	*n*	Yes %	*n*	Yes %	*n*	Yes %
During the 2021-22 school year, did your campus align professional development with the following areas?								
Teachers								
Student achievement data	2,164	81.0	535	77.5	792	81.2	828	83.6
TEI spot observation data	1,624	64.1	411	62.5	593	64.0	613	65.4
Student Experience Survey results	1,365	55.8	362	56.2	468	53.3	526	57.7
Distinguished teacher review	1,244	51.8	297	48.8	412	47.7	529	63.4
Administrators								
Student achievement data	307	97.2	-	-	-	-	-	-
TEI spot observation data	258	81.6	-	-	-	-	-	-
Student Experience Survey results	197	64.2	-	-	-	-	-	-

Source: 2021-22 TEI Perception Survey.
Note: *N* = 325 administrators. *N* = 2,670 teachers. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown. TEI = Teacher Excellence Initiative.

From 2017-18 to 2021-22, administrator and teacher perceptions of campus professional development alignment varied by TEI measure. While administrator perceptions of campus professional development alignment with student achievement data remained consistent (97%), teacher perception trended slightly upward from 78% to 81% (Figure 59). In addition, perceived alignment of campus professional development with TEI spot observation data trended downward for administrators (85% to 81%) but trended upward for teachers (57% to 64%). Lastly, perceived alignment of campus professional development with Student Experience Survey results trended upward for both administrators (61% to 64%) and teachers (42% to 56%).

Figure 59: 2017-18 to 2021-22 Teacher and Administrator Perceptions of Professional Development Alignment with TEI Measures



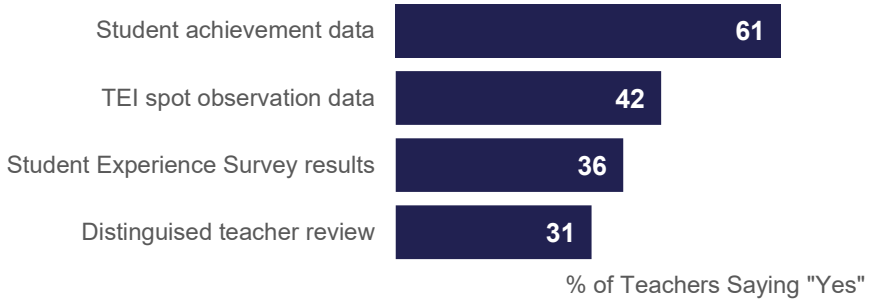
Source: TEI Teacher Perception Survey, October 2022.
Note: *N* = 350 administrators. *N* = 4,544 teachers in 2017-18. *N* = 325 administrators. *N* = 2,670 teachers in 2021-22. TEI = Teacher Excellence Initiative. Distinguished Teacher Review was not a survey category in 2017-18. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

When choosing professional development sessions, teachers were more likely to choose sessions related to student achievement data (61%), followed by spot observation (42%), Student Experience survey results (36%), and DTR (31%; Figure 60).

Teachers with lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 38%-65%) tended to choose professional development sessions related to student achievement data, TEI spot observation data, and Student Experience Survey results at higher rates than teachers at higher effectiveness levels (Proficient I: 29%-60%; Proficient II and higher: 27%-59%). However, teachers with an effectiveness level of Proficient II or higher (47%) selected professional development sessions related to distinguished teacher review at higher rates than other teachers (Unsatisfactory, Progressing I, Progressing II: 28%; Proficient I: 28%).

Figure 60: 2021-22 Teacher Professional Development Choices

When selecting professional development sessions in 2021-22, did you choose sessions related to the following areas?



Source: TEI Teacher Perception Survey, October 2022.
Note: *N* = 3,112 teachers. PDL = Professional & Digital Learning

Administrators and teachers were asked to indicate the professional development opportunities they felt should be expanded in the future (Table 13). For administrators, pedagogy was the most requested topic (61%), followed by classroom management (61%) and effective lesson planning and development (56%). For teachers, classroom management was the most requested topic (37%), followed by technology digital integration (36%) and curriculum and content training (35%). In addition, teachers at the lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II) selected classroom management (43%), effective lesson planning and development (34%), and bias, equity, and cultural understanding (21%) at higher rates than other effectiveness levels. Teachers with an effectiveness level of Proficient I and higher were also more likely to select technology digital integration (38% to 40%) than teachers in the lowest effectiveness levels (31%).

Table 13: 2021-22 Additional Professional Development Options Needed

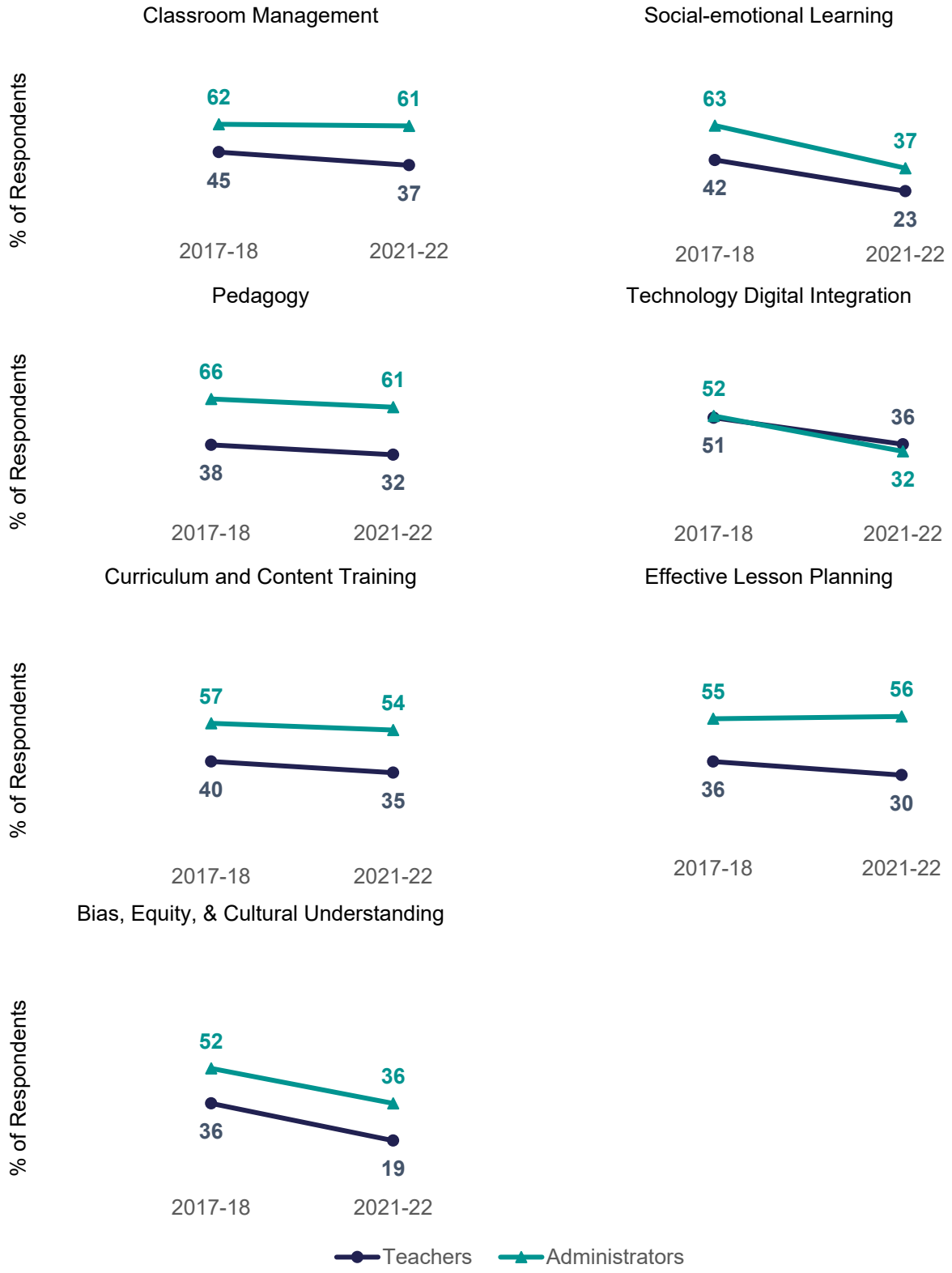
	All		U, Pgl, Pgll		Pfl		Pfll and Higher	
	n	%	*n*	%	*n*	%	*n*	%
Teachers								
Classroom Management	1,373	37.0	434	42.6	478	35.3	454	34.7
Technology Digital Integration	1,352	36.4	311	30.5	515	38.0	518	39.6
Curriculum and Content Training	1,300	35.0	372	36.5	464	34.2	456	34.8
Pedagogy- Effective Instructional Practices Training	1,185	31.9	304	29.8	436	32.2	437	33.4
Effective Lesson Planning and Development	1,114	30.0	342	33.6	392	28.9	373	28.5
Social Emotional Learning	851	22.9	242	23.7	324	23.9	278	21.2
Bias, Equity, and Cultural Understanding	710	19.1	211	20.7	266	19.6	225	17.2
Other	311	8.4	90	8.8	111	8.2	110	8.4
Administrators								
Pedagogy- Effective Instructional Practices Training	214	61.3	-	-	-	-	-	-
Classroom Management	212	60.7	-	-	-	-	-	-
Effective Lesson Planning and Development	196	56.2	-	-	-	-	-	-
Curriculum and Content Training	189	54.2	-	-	-	-	-	-
Social Emotional Learning	129	37.0	-	-	-	-	-	-
Bias, Equity, and Cultural Understanding	126	36.1	-	-	-	-	-	-
Technology Digital Integration	112	32.1	-	-	-	-	-	-
Other	19	5.4	-	-	-	-	-	-

Source: 2021-22 TEI Perception Survey.
Note: N = 325 administrators. N = 3,417 teachers. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown. TEI = Teacher Excellence Initiative.

The top three other training topics suggested by teachers in open-ended questions included content-related instruction for special education (14%), strategies for handling student behavior and discipline (7%), and Montessori (5%). The top three training topics for teachers suggested by administrators included additional TEI training (16%), data analysis (16%), and strategies for handling student behavior and discipline (11%). Handling student discipline was among the top three training topics suggested by both administrators and teachers.

As indicated in Figure 61, administrators (32% to 66%) were more likely than teachers (19% to 51%) to report a need for additional professional development topics in 2017-18 and 2021-22, except for technology digital integration (Figure 61). A higher rate of teachers (36%) reported a need for technology digital integration than administrators (32%) in 2021-22. However, the rate of both administrators and teachers who reported a need for each professional development topic generally decreased over time (Figure 61).

Figure 61: 2017-18 to 2021-22 Additional Professional Development Needed



Source: 2017-18 and 2021-22 TEI Perception Survey.
Note: *N* = 350 administrators. *N* = 4,544 teachers in 2017-18. *N* = 325 administrators. *N* = 3,417 teachers in 2021-22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

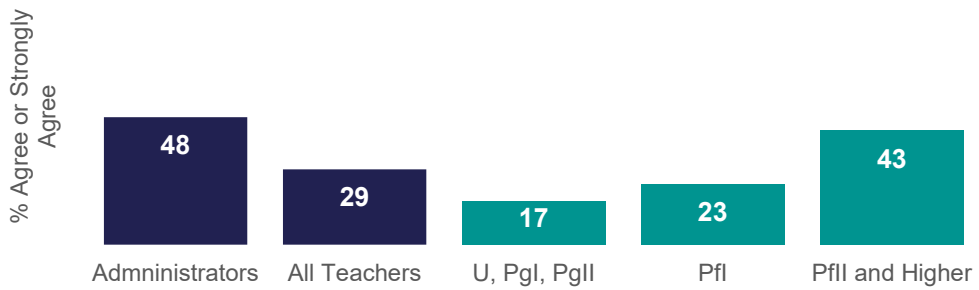
Rewarding Excellence

While most administrators (64%) agreed or strongly agreed that the district should differentiate teacher salary by effectiveness level, less than half of teachers (43%) agreed or strongly agreed with differentiating salary by effectiveness level. However, a higher percentage of teachers with a Proficient II or higher effectiveness level (55%) expressed agreement than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 33%; Proficient I: 38%). When asked whether salary should be based on how effective teachers are as instructors, 62 percent of all teacher respondents agreed. Teachers with the highest effectiveness levels (Proficient II or higher: 69%) were more likely to agree than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 56%; Proficient I: 60%).

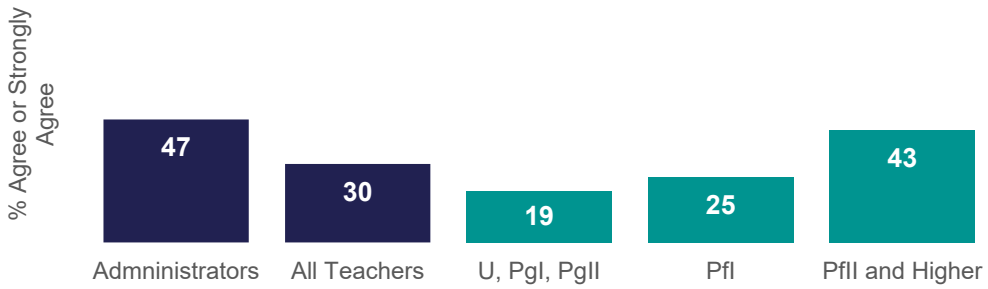
As shown in Figure 62, administrators (47% to 48%) were more likely than teachers (29% to 30%) to agree that teacher salaries based on effectiveness levels adequately recognizes efforts to (a) increase student achievement and (b) encourage teachers to remain in campus-based positions. However, teachers with higher effectiveness levels (Proficient II or higher: 43%) were more likely to agree with both statements than those with lower effectiveness levels (17% to 25%).

Figure 62: 2021-22 Teacher and Administrator Perceptions of Compensation by Effectiveness Level

The salary I/teachers received based on my/their 2021-22 teaching effectiveness adequately recognizes their/my efforts to maximize student growth.



The salary I/teachers received based on my/their 2021-22 teaching effectiveness encourages them/me to remain in campus-based positions.

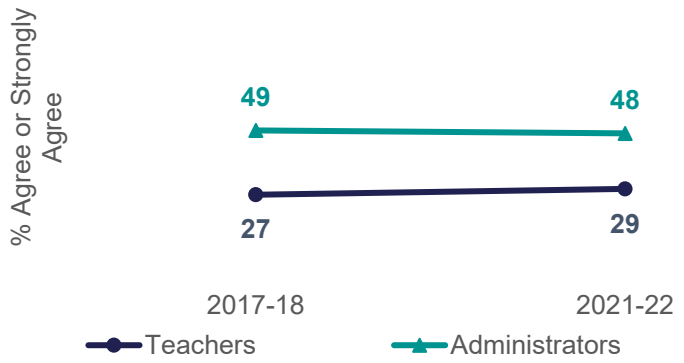


Source: TEI Teacher Perception Survey, October 2022.
Note: *N* = 328 administrators *N* = 3,112 teachers. *n*(U, PgI to PgII) = 856. *n*(PfI) = 1,132. *n*(PfII and Higher) = 1,104. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

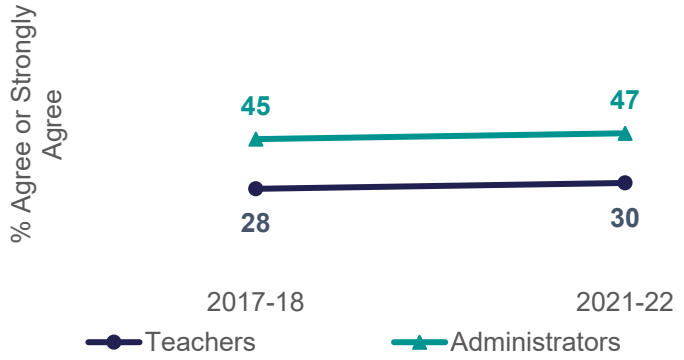
From 2017-18 to 2021-22, the rate of administrators who reported that teacher salaries based on effectiveness level adequately recognize efforts to maximize student growth remained relatively consistent (49% to 48%), whereas the rate of teachers trended slightly upward from 27 percent to 29 percent (Figure 63). Similarly, the percentage of administrators and teachers who reported that teacher salaries encourage teachers to remain in campus-based positions trended upward from 2017-18 to 2021-22 (administrators: 45% to 47%; teachers: 28% to 30%).

Figure 63: 2021-22 Teacher and Administrator Perceptions of Compensation by Effectiveness Level

The salary I/teachers received based on my/their 2021-22 teaching effectiveness adequately recognizes their/my efforts to maximize student growth.



The salary I/teachers received based on my/their 2021-22 teaching effectiveness encourages them/me to remain in campus-based positions.



Source: 2017-18 and 2021-22 TEI Perception Surveys.
Note: *N* = 350 administrators *N* = 4,544 teachers in 2017-18. *N* = 328 administrators *N* = 3,112 teachers in 2021-22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Administrators and teachers were also asked to rate their agreement with general perceptions of the TEI compensation system (Table 14). A greater rate of administrators (50% to 58%) than teachers (27% to 34%) agreed that the TEI compensation system supports (a) the recruitment and retention of teachers, (b) differentiates salaries to reward teachers who perform well, (c) will positively affect the future of the Dallas ISD teachers, and (d) will result in teachers making more money over time than with the old system.

In addition, teachers with the highest effectiveness levels (Proficient II and higher: 37% to 48%) agreed to all statements at a higher rate than teachers with the lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 18% to 28%). Furthermore, teachers with the lowest effectiveness levels (19% to 27%) generally agreed to all statements at similar or slightly higher rates than Proficient I teachers (18% to 28%).

Table 14: 2021-22 Teacher and Administrator Favorable Perceptions of Compensation System by Effectiveness Level

Reason	Admin (*N* = 328) %	All Teachers (*N* = 3,112) %	U, PgI, PgII (*n* = 856) %	PfI (*n* = 1,132) %	PfII and Higher (*n* = 1,104) %
The TEI compensation system…					
supports the recruitment of highly effective teachers.	50.2	31.1	25.8	23.8	42.5
supports the retention of highly effective teachers.	50.6	27.0	23.4	20.0	36.7
differentiates salaries to reward teachers who perform well.	55.8	30.9	27.2	23.4	41.1
will positively affect [teachers'] futures with the Dallas ISD.	50.5	33.6	27.3	28.1	43.8
makes me feel that I am better rewarded financially for what I do as a teacher (teachers only).	-	26.6	19.4	18.2	40.5
allows teachers to earn substantially more money over time compared to the old system.	57.7	33.0	24.4	23.8	47.7

Source: 2021-22 TEI Perception Survey.
Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. TEI = Teacher Excellence Initiative. Response rates shown for those who indicated they agree or strongly agree with the statement. Teacher respondents with 'No Level' effectiveness designation are not shown.

Table 16 includes the rate of teachers with favorable perceptions regarding the TEI compensation system. From 2017-18 to 2021-22, favorable responses stayed the same or trended slightly downward by one to three percentage points for four survey items (i.e., supports the recruitment and retention of highly effective teachers, differentiates salaries to reward teachers who perform well, and positively affect teachers' futures with the Dallas ISD). The favorable perceptions for the remaining two survey items trended slightly upward by one to three percentage points over time (Table 15).

Table 15: 2017-18 to 2021-22 Teacher Favorable Perceptions of Compensation System by Effectiveness Level

Reason	2017-18 (*N* = 4,599) %	2021-22 (*N* = 3,112) %	Change % Pts
The TEI compensation system…			
supports the recruitment of highly effective teachers.	32.4	31.1	-1.3
supports the retention of highly effective teachers.	29.6	27.0	-2.6
differentiates salaries to reward teachers who perform well.	32.1	30.9	-1.2
will positively affect [teachers'] futures with the Dallas ISD.	33.6	33.6	0
makes me feel that I am better rewarded financially for what I do as a teacher (teachers only).	25.8	26.6	0.8
allows teachers to earn substantially more money over time compared to the old system.	30.2	33.0	2.8

Source: 2017-18 and 2021-22 TEI Perception Surveys.
Note: 1 Yr Change = Difference in percentage points from 2017-18 to 2021-22. % 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. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Table 16 includes the rate of administrators with favorable perceptions regarding the TEI compensation system. From 2017-18 to 2021-22, the rate of administrators with favorable perceptions regarding the TEI compensation system trended downward for all items (one to eight percentage points), except for differentiates salaries to reward teachers who perform well. The percentage point decrease from 2017-18 to 2021-22 on the four survey items was notable, ranging from about one to eight percentage points.

Table 16: 2017-18 to 2021-22 Administrator Favorable Perceptions of Compensation System by Effectiveness Level

Reason	2017-18 (*N* = 4,599) %	2021-22 (*N* = 3,112) %	Change % pts
The TEI compensation system…			
supports the recruitment of highly effective teachers.	58.3	50.2	-8.1
supports the retention of highly effective teachers.	54.0	50.6	-3.4
differentiates salaries to reward teachers who perform well.	53.0	55.8	2.8
will positively affect [teachers'] futures with the Dallas ISD.	58.6	50.5	-8.1
allows teachers to earn substantially more money over time compared to the old system.	58.6	57.7	-0.9

Source: 2017-18 and 2021-22 TEI Perception Surveys.
Note: 1 Yr Change = Difference in percentage points from 2017-18 to 2021-22. % pts = percentage points. Response rates shown for those who indicated they agree or strongly agree with the statement. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

EQ12: What were the outcomes related to the ESSER funded Digital Learning Mentoring and Support activity?

Results

In 2021-22, 66% of new teachers (i.e., 0-2 creditable years of service) attended at least one Professional & Digital Learning (PDL) training, which met the program goal of 50%. However, only 68% of attendees provided feedback, which did not meet the goal of 90%.[34] In addition, 97 percent of participants in the seven PDL training sessions responded favorably that they "gained knowledge and skills I can implement into my job," which met the program goal of 70 percent.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The Teacher Excellence Initiative (TEI) was a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 to increase student learning by improving teacher effectiveness. TEI replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence. Teachers are evaluated each year based on teacher performance, student achievement, and student experience surveys. A total of 9,226 teachers received TEI scorecards for the 2021-22 school year. In 2021-22, TEI was supported by Dallas ISD General Operating funds, which included an administrative budget of $550,000; a teacher benefits budget of $45,022,434; and a TEI Expert Stipend cost of $350,000. Key findings are included below.

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

Spot Observations

- Spot observation scores statistically and practically improved from the beginning (1.84-2.25) to the end (2.13-2.52) of the 2021-22 academic year.

Summative Appraisal

- The mean summative appraisal score of 79.7, indicated that teachers were performing better on average than Proficient across the summative appraisal rubric.
- First-year teachers received the lowest average summative appraisal score (65.5). Scores trended upward with service years and plateaued between six and seven creditable years of service.

Relationship Between Spot and Summative Scores

- Spot observation scores and summative appraisal scores were highly correlated (r = .67 to .73), indicating that summative scores were generally aligned with classroom observations.

[34] Starting in 2022-23, the feedback and attendance forms will be combined into one form to increase responses.

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

Total Student Achievement

- While more creditable years of service did not necessarily result in higher total student achievement scores, first-year teachers earned the lowest average total student achievement scores.

Student Learning Objective (SLO) Points

- Most TEI-eligible teachers (93%) received SLO points, and 78 percent received the maximum (five)
- The percentage of teacher who received zero SLO points increased to almost 7 percent from 2018-19 to 2021-22, which was likely due to a change in TEI policy that indicated teachers who took no action on their SLO goal no longer received any points.

Correlation among Student Achievement Measures

- For Category A and B teachers, teacher-level student achievement was moderately correlated with base school STAAR (r = .26 to .45) and weakly correlated with SLO points (ρ = .18 to .23).

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

- Most responses on the student experience survey for elementary core (83%), elementary non-core (78%), middle school (69%), and high school (74%) teachers were positive.
- First-year teachers (73%) and teachers with at least 26 creditable years of service (72%) had the lowest percentage of positive responses on the student experience survey.

What were the correlations among the defining excellence components?

- In 2021-22, teachers with (a) higher summative appraisal scores tended to have higher total student achievement scores; (b) higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores, and (c) higher summative appraisal scores tended to have a higher percentage of positive responses on the student survey.

What were the results of the Distinguished Teacher Review process?

- In 2021-22, 2,512 teachers received DTR points, which was 27 percent of all district teachers.
- The percentage of DTR teachers was highest for teachers between eight and 10 years of service (17%) and between 14 and 18 years of service (20%).

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

Evaluation Scores, Evaluation Ratings, and Effectiveness Levels

- While first-year teachers earned the lowest average evaluation score (62.0), the score gradually increased and remained consistent between six and seven creditable years of service.
- The largest percentage of teachers received an effectiveness level of Proficient I (37%).

Salary Increases

- Only teachers who received an effectiveness level of Progressing I and above received a salary increase from 2021-22 to 2022-23.
- Teachers who received higher effectiveness levels in 2021-22 received higher salary increases for 2022-23 as compared to those with lower effectiveness levels.

What were retention rates for teachers?

- In 2018-19 and 2021-22, teachers with an effectiveness level below Proficient I left the district at higher rates than those at lower levels, indicating Dallas ISD retained effective teachers at higher rates than less effective teachers.
- Overall, the rate of teachers who left the district remained steady from 2018-19 (13%) to 2021-22 (14%).

What were the results of TEI by network?

Summative Appraisal Score

- In 2021-22, the district average summative appraisal score was 79.7, ranging by network from 77.4 (Southeast) to 85.9 (Magnet).

Teacher-Level Student Achievement Score

- The average total student achievement scores by network ranged from 18.8 (Southeast) to 26.6 (Magnet) for Category A and B teachers and from 13.1 (Southeast) to 16.3 (Magnet) for Category C and D teachers.

School-Level Student Achievement Score

- The district average base school *STAAR* points received was 2.7, ranging from 2.1 (Southeast) to 3.9 (Magnet).

Student Experience Points

- The district average for student experience points was 9.5, ranging from 8.3 (Transformation & Innovation) to 11.2 (Magnet).

Distinguished Teacher Review

- The percentage of teachers achieving DTR was 28.3 percent, ranging from 20.1 percent (Central) to 54.8 percent (Magnet).

What were the results of TEI by teacher groups?

Teacher Retention Status

- Teachers who continued in the district had higher TEI scores than teachers who left the district.
- In addition, teachers who moved to a non-teaching position (e.g., campus instructional coach or campus administrator) generally scored higher than other teacher retention groups.

Teacher Type

- First-year teachers, strategic pipeline teachers, and teachers with effectiveness levels below Proficient I had TEI scores below the district averages.

Specialty Campuses

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

Campus Characteristics

- Teachers at campuses with majority White students (*N* = 4) had higher TEI scores than teachers at campuses with majority Hispanic students (*N* = 190), teachers at campuses with majority African American students (*N* = 35), and the district across all categories.
- TEI scores of teachers at campuses with majority Hispanic students were nearly identical to district averages, and teachers at campuses with majority African American students scored within two points of the district average on their summative appraisal scores, student achievement scores, and student experience points.

School Level

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

What were the teacher and administrator experiences with TEI?

To collect feedback regarding experiences with TEI, the evaluators administered online surveys to Dallas ISD teachers (N = 7,859; response rate: 47%) and administrators (principals and assistant principals; N = 612; response rate: 57%) who participated in the TEI evaluation system in 2021-22.

TEI Knowledge

- Most teachers (73%) and almost all administrators (97%) reported at least intermediate TEI knowledge in 2021-22.

Overall Satisfaction

- A higher rate of administrators (76%) and teachers with higher effectiveness levels (53%) expressed high satisfaction (satisfied or very satisfied) with TEI than teachers with lower effectiveness levels (29%).

Perception of Fairness

- A higher rate of administrators (76%) than teachers (44%) rated TEI as at least somewhat fair.
  - Additionally, teachers with effectiveness levels of Proficient II or higher (54%) perceived TEI as at least somewhat fair at a higher rate than teachers with the lowest effectiveness levels (39%).
- Administrators (60%) and teachers (53%) most frequently reported that challenges facing lower performing schools compared to higher performing schools was the 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 higher in 2021-22 (23%) compared to 2017-18 (17%).
  - The percentage of administrator respondents who at least sometimes felt pressure to inflate teacher observation scores was also higher in 2021-22 (26%) compared to 2017-18 (22%).
- The rate of administrators (95% to 98%) and teachers with higher effectiveness levels (78% to 80%) who rated spot observations, extended observations, and summative performance evaluations as helpful exceeded the overall teacher rate (72%).
- The rate of administrators (93%) and teachers with higher effectiveness levels (77%) who rated summative performance evaluation feedback and spot observation feedback as aligned or very aligned exceeded the overall teacher rate (65%).

Student Experience Survey

- In 2021-22, higher rates of administrators (70%) than teachers (52%) rated Student Experience Survey feedback as helpful to teachers.
- A higher rate of administrators (41%) and Proficient II and higher teachers (33%) rated Student Experience Survey feedback as very or completely accurate than teachers with lower effectiveness levels (24% to 28%).

Supporting Excellence

- Approximately half of teachers agreed or strongly agreed that the 2021-22 district-sponsored and campus-sponsored professional development opportunities offered applicable strategies that they

were using in the classroom (50% to 53%) and were aligned with their professional development plans (49% to 51%).

- While teachers with higher effectiveness levels were more likely to agree that campus-level professional development was applicable (80%) and aligned (77%) than other teachers (46% to 52%), perceived helpfulness did not differ by effectiveness level group (64% to 66%).
- A higher rate of administrators (64% to 97%) and Proficient II and higher teachers (58% to 84%) reported campus professional development was aligned with student achievement data, TEI spot observation data, and Student Experience Survey data than teachers with the lowest effectiveness levels (56% to 78%).
- Both administrators and teachers agreed that classroom management was in the top three most needed topics of additional professional development opportunities.

Rewarding Excellence

- In 2021-22, administrators (64%) were likely than teachers (43%) to agree or strongly agree that the district should differentiate teacher salary by effectiveness level.
  - However, Proficient II or higher teachers (55%) were more likely to agree than other teachers (33% to 38%).
- Administrators were more likely than teachers to agree that the TEI compensation system (a) supports the recruitment and retention of teachers, (b) differentiates salaries to reward teachers who perform well, (c) will positively affect the future of Dallas ISD teachers, and (d) will result in teachers making more money over time than the old system.
  - For all statements, Proficient II or higher teachers agreed at a higher rate than other teachers.

What were the outcomes related to the ESSER funded Digital Learning Mentoring and Support activity?

- In 2021-22, 66% of new teachers (i.e., 0-2 creditable years of service) attended at least one Professional & Digital Learning (PDL) training, which met the program goal of 50%.
- Only 68% of attendees provided feedback, which did not meet the goal of 90%, and 7 percent of participants in the seven PDL training sessions responded favorably that they “gained knowledge and skills I can implement into my job,” which met the program goal of 70 percent.

TEI Trends (2018-19 to 2021-22)

Key trends from 2018-19 to 2021-22 are included in Table 17:

Table 17: TEI Trends (2018-19 to 2021-22)

Trended Upward	Remained Consistent	Trended Downward
• Rate of Unsatisfactory teachers leaving the district	• Total and teacher-level student achievement scores	• Percentage of teachers receiving maximum number of SLO points
• Percentage of DTR teachers	• Average summative appraisal scores	• Correlations between summative appraisals and total student achievement scores
• Percentage of positive responses on the student experience survey for high school teachers.	• Average evaluation scores	• Correlation between summative appraisals and percentage of positive student responses
	• Overall rate of teachers who left the district	• Percentage of positive responses on the student experience survey for elementary, elementary non-core, and middle school teachers

Source: 2018-19 TEI results (Barton, 2020). Scorecard data file from Human Capital Management dated 09/28/22. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

TEI Perception Survey Trends (2017-18 to 2021-22)

- **The following TEI Perception Survey results trended slightly upward or more from 2017-18 to 2021-22:**
  - 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.
  - Rate of administrators who felt pressure to inflate teacher observation scores.
  - Teacher perceptions of helpfulness of spot observation, extended observation, and summative appraisal feedback.
  - Teacher perceptions of PD alignment with spot observation data.
  - Teacher and administrator perceptions of PD alignment with Student Experience Survey results.
  - Teacher perceptions of adequacy of TEI compensation.
  - Percentage of teachers and administrators who reported that teacher salaries encourage teachers to remain in campus-based positions.
- **The following TEI Perception Survey results remained consistent from 2017-18 to 2021-22:**
  - Administrator perceived level of knowledge.
  - Teacher satisfaction with TEI.
  - Teacher perceptions of TEI fairness.

  - Teacher perceptions of alignment of summative appraisal and spot observation feedback,
  - Teacher perceptions of helpfulness of Student Experience Survey results.
  - Administrator perceptions of adequacy of TEI compensation.
- **The following TEI Perception Survey results trended slightly downward or more from 2017-18 to 2021-22:**
  - Administrator perceptions of the TEI compensation system.
  - Administrator satisfaction with TEI.
  - Administrator perceptions of TEI fairness.
  - Administrator perceptions of alignment of summative appraisal and spot observation feedback.
  - Administrator perceptions of helpfulness of Student Experience Survey results.
  - Teacher and administrator perceptions of accuracy of Student Experience Survey results.
  - Teacher and administrator perceptions of helpfulness of campus and in-person district PD training opportunities.
  - Teacher perceptions of PD alignment with student achievement data.
  - Percentage of teachers and administrators who reported a need for additional PD topics.

Recommendations

Continue efforts to determine how the TEI system should be adapted based on lasting programmatic changes in response to the COVID-19 pandemic. Due to the challenges of the COVID-19 pandemic, the TEI system was not implemented in 2019-20 or 2020-21. During this time, TEI program staff revised how teacher performance would be evaluated and supported in 2021-22. For example, observations were completed in-person or virtual, *MAP Growth* was used for baseline assessments, teachers who took no action on their SLO goal did not receive any points, and the requirements for spot observations and professional development were standardized across all teachers. Even though a slightly higher percentage of administrators reported that they felt pressure to inflate scores than previous years, overall summative appraisal scores and evaluation scores remained relatively consistent from 2018-19 to 2021-22. This indicated that overall TEI scores remained relatively stable after the programmatic changes and that administrators may be better prepared to handle pressure to inflate scores. Moving forward, TEI program staff members should continue assessing how changes that were made in response to the COVID-19 pandemic impact the ability of the TEI system to identify effective teachers.

Continue efforts to compensate teachers based on classroom effectiveness rather than a traditional tenure-based compensation system. A higher rate of low performing teachers left the district compared to higher performing teachers in 2018-19 and 2021-22. While the rate of teachers with an Unsatisfactory effectiveness level who left the district increased by nine percentage points from 2018-19 to 2021-22, the overall percentage of teachers who left the Dallas ISD has remained relatively consistent (13% to 14%). This indicated that less effective teachers continued to leave the Dallas ISD at higher rates

than effective teachers. In addition, creditable years of service was not associated with higher scores on summative performance evaluation scores, total student achievement scores, rates of positive responses on the student survey, or evaluation scores in 2018-19 and 2021-22.

Continue to focus on expanding and adapting professional development opportunities for teachers. While both teachers and administrators agreed that classroom management was in the top three most needed topics of additional professional development opportunities, the professional development topics requested by teachers differed by effectiveness level. For example, teachers at lower effectiveness levels tended to choose sessions related to student achievement data, TEI spot observation data, and Student Experience Survey, whereas teachers at higher effectiveness levels requested sessions related distinguished teacher review. A continued focus on differentiated PD could help address the different topics requested by teachers based on their effectiveness level. In addition, the rate of teachers and administrators who reported that district virtual PDL training sessions were helpful or very helpful trended upward from 2017-18 to 2021-22. Addressing the professional development needs of teachers by effectiveness level and considering the modality of training could improve perceived helpfulness of PD opportunities and provide opportunities for professional growth.

Continue efforts to improve administrator and teacher perceptions that salaries based on effectiveness levels (a) adequately recognize their efforts to increase student achievement and (b) encourage them to stay in campus-based positions. From 2017-18 to 2021-22, less than half of administrators (49% to 48%) and less than a third of teachers (28% to 30%) responded positively to these items. Agreement with both statements also differed by effectiveness level. Teachers at higher effectiveness levels responded more favorably to statements regarding salaries based on effectiveness levels than teachers at lower effectiveness levels. Improving administrator and teacher agreement with both items could improve teacher perceptions of TEI and bolster acceptance of the system.

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APPENDICES

Appendix A

EQ1: What were the characteristics of teachers evaluated under TEI?

Methodology

To examine characteristics of teachers evaluated by TEI in 2021-22, the evaluators conducted frequency analyses using the Scorecard data file from Human Capital Management[35] and a district personnel file.[36] Data was analyzed by ethnicity, gender, level of education, TEI category, school level, TEA accountability status (e.g., High Priority Campus), and creditable years of service.

EQ2: What were the results of the teacher performance component of defining excellence?

Methodology

Spot Observations

Evaluators examined spot observation scores using the Cornerstone data files from Human Capital Management.[37] A frequency analysis was conducted to determine (a) the distribution of overall spot observation scores and (b) the average overall spot observation scores for all teachers. Additionally, a paired samples *t*-test was conducted to determine the average change in first and last spot observation scores during the 2021-22 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 between August and November 2021 and if the last observation occurred between April and May 2022.

Summative Appraisal

To examine summative appraisal scores, the evaluators used the Cornerstone files from Human Capital Management.[38] A frequency analysis was conducted to create a distribution of summative appraisal scores. Additionally, the percentage of teachers who received at least a proficient or exemplary rating for each summative appraisal indicator were calculated. A one-way analysis of variance (ANOVA) was conducted to determine the mean (*M*) difference among average summative appraisal scores across school levels (i.e., elementary school, middle school, and high school), and Cohen's *d* effect sizes[39] was calculated to determine the practical significance of mean differences. The Scorecard[40] and Cornerstone data files from Human Capital Management were also used to calculate average summative appraisal scores by creditable years of service.

[35] The 2021-22 Scorecard data file was dated 09/28/22.
[36] The district personnel file was dated 05/03/22.
[37] The 2021-22 Cornerstone data file was dated 08/08/22.
[38] The 2021-22 Cornerstone data file was dated 08/08/22.
[39] Cohen's *d* values of 0.2, 0.5, and 0.8 are considered small, medium, and large effect size, respectively (Cohen, 1992).
[40] The 2021-22 Scorecard data file was dated 09/28/22.

Relationship Between Spot Observation and Summative Appraisal Scores

The relationship between spot observation and summative appraisal scores was analyzed by using the Cornerstone data files[41] from Human Capital Management and calculating the Pearson *r* correlation between the two sets of scores.

EQ3: What were the results of the total student achievement component of defining excellence?

Methodology

For all analyses in this section, evaluators used the 2021-22 Scorecard data file[42] from Human Capital Management.

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. Base school *STAAR* refers to the school-level measure for student achievement. Because SLO points were not normally distributed, Spearman's rho ρ was be used to measure the association between teacher-level student achievement and SLO points for Category A and B teachers.

[41] The 2021-22 Cornerstone data file was dated 08/08/22.
[42] The 2021-22 Scorecard data file was dated 09/28/22.

EQ4: What were the results of the student experience component of defining excellence?

Methodology

The student experience component from the 2021-22 school year was examined using the Student Experience[43] file from Human Capital Management. Teachers were excluded if they taught prekindergarten through second grade or did not have at least 10 students complete the survey.[44] 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 is 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 by campus level (i.e., elementary school core, elementary school non-core, middle school, and high school). The cut points used for each school level are shown in Table 7.

The evaluator conducted a one-way ANOVA 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 was also conducted to calculate the percentage of items with a positive response by creditable years of service. When applicable, results from the 2021-22 school year were compared to the 2018-19 (Barton, 2020) TEI results to examine trends over time.[45]

EQ5: What were the correlations among the defining excellence components?

Methodology

Summative Appraisal and Total Student Achievement

To examine the relationship between teacher summative appraisal 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.

[43] The 2021-22 Student Experience file was dated 06/23/22.
[44] 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 2021-22 TEI Teacher Guidebook at http://tei.dallasisd.org/home/resources/.
[45] Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

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.[46]

Summative Appraisal and Student Experience

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

EQ6: What were the results of the Distinguished Teacher Review Process?

Methodology

The evaluators used the Scorecard data file from Human Capital Management to examine distinguished teacher review (DTR) points[47]. A frequency analysis was conducted to calculate the percentage of teachers who achieved DTR points during the 2021-22 school year. A second frequency analysis was conducted to calculate the percentage of teachers at each level of creditable years of service who achieved DTR status. When applicable, results from the 2021-22 school year were also compared to 2018-19 (Barton, 2020) TEI results.[48]

EQ7: What were the results of the rewarding excellence (compensation) system of TEI?

Methodology

Evaluation Scores, Evaluation Ratings, and Effectiveness Levels

The Scorecard data file from Human Capital Management was used to examine results of the compensation system of TEI. Teachers were assigned a final aggregated **evaluation score** based on teacher performance, student achievement, and student experience scores. Evaluation scores range from 0-100 (up to 120 for DTR teachers). The evaluators conducted a frequency analysis to create a distribution of evaluation scores for Category A, B, C and D teachers. The evaluators also calculated the average evaluation score by creditable years of service.

TEI staff members converted evaluation scores into **evaluation ratings** using a target distribution (i.e., Unsatisfactory, Progressing I, Progressing II, Proficient I, Proficient II, Proficient III, and Exemplary[49]).

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

[47] To be eligible for DTR in 2021-22, all service teachers with prior TEI data must have met the following eligibility criteria: 1) be in at least their third year of service in the 2021-22 school year, 2) earned at least 80 points on their summative appraisal during the 2020-21 school year, 3) received at least half of available points on their student achievement for the 2020-21 school year, and 4) receive a 2020-21 TEI evaluation score within the top 30% of scores. DTR Eligibility Criteria are adjusted for teachers with no prior TEI data. Additional information regarding the distinguished teacher review process can be found in the 2021-22 TEI Teacher Guidebook at http://tei.dallasisd.org/home/resources/.

[48] Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

[49] A target distribution for evaluation ratings is a set of percentages that defines what proportion of evaluation scores were assigned to each rating. More information regarding the use of target distributions in TEI can be found in the 2021-22 TEI Guidebook at http://tei.dallasisd.org/home/resources/.

Table 18 shows the target distribution that was used to determine cut points for converting evaluation scores into evaluation ratings. The cut points used for converting the evaluation scores into an evaluation rating in 2021-22 were also reported.

Table 18: 2021-22 Evaluation Rating Target Distribution

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

Source: Table from 2021-22 TEI Teacher Guidebook.

In addition, TEI program staff converted the evaluation ratings into **effectiveness levels** (i.e., Unsatisfactory, Progressing I, Progressing II, Proficient I, Proficient II, Proficient III, and Exemplary). Effectiveness levels were then used determined compensation (Table 19), and the percentage of teachers who achieved each of the effectiveness levels for 2021-22 was also calculated.

Table 19: 2021-22 Teacher Salaries by Effectiveness Levels

		Progressing		Proficient			Exemplary		
Novice	**Unsatisfactory**	**I**	**II**	**I**	**II**	**III**	**I**	**II**	**Master**
$56.5K	$47K	$57K	$57.5K	$64K	$67K	$72.5K	$76K	$84K	$100K

Source: Table from the 2021-22 TEI Teacher Guidebook.

Salary Increases

The evaluators used the Scorecard data file[50] from Human Capital Management to determine if teacher salaries increased from 2021-22 and 2022-23. Teachers who left the district, moved into a non-TEI position, did not receive an effectiveness level, or were not full-time employees in 2021-22 and 2022-23 were excluded from these analyses. The average salary in 2021-22 and 2022-23 by effectiveness level and the average salary increase in 2022-23 by effectiveness level were also calculated.[51]

EQ8: What were retention rates for teachers?

Methodology

To determine 2021-22 teacher retention rates, the evaluators used a district personnel file and the Scorecard data file from Human Capital Management. A frequency analysis was conducted to summarize teachers' reasons for leaving the district during the 2021-22 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. These data were aggregated by evaluation ratings and effectiveness levels. When applicable, results from the 2021-22 school year were also compared to 2018-19 (Barton, 2020) TEI results.[52]

[50] The 2021-22 Scorecard data file was dated 09/28/22.
[51] Teacher effectiveness levels from 2021-22 was used to determine 2022-23 salary.
[52] Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

EQ9: What were the results of TEI by network?

Methodology

To examine the results of TEI (i.e., average summative appraisal score, average total student achievement score, average student experience score, and percentage of teachers achieving DTR), the evaluators merged the Scorecard and Cornerstone data files from Human Capital Management. Frequency analyses examined the results by network. When applicable, results from the 2021-22 school year were also compared to 2018-19 (Barton, 2020) TEI results.[53]

EQ10: What were the results of TEI by teacher groups?

Methodology

To examine the results of TEI (i.e., average summative appraisal score, average total student achievement score, average student experience points, and the percentage of teachers who achieved a Proficient I or higher rating) by teacher group, the evaluators merged the Scorecard[54] and Cornerstone[55] data files from Human Capital Management, the 2021-22 Student Experience survey file from Office of Institutional Research,[56] and a district personnel file.[57] Human Capital Management provided a list of teachers who received their certification through strategic pipelines[58] and flagged teachers who were involved in each program. The results were summarized by (a) teacher retention status, (b) teacher type, (c) campus specialty, and (d) campus characteristics.

EQ11: What were teacher and administrator experiences with TEI?

Methodology

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. These three groups included (a) Unsatisfactory, Progressing I and Progressing II; (b) Proficient I; and (c) Proficient II and higher. Percentages reported in the following sections do not include respondents who indicated that a question was “not applicable” or they “did not know.”[59]

[53] Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).
[54] The 2021-22 Scorecard data file was dated 09/28/22.
[55] The 2021-22 Cornerstone data file was dated 08/08/22.
[56] The 2021-22 student survey data file was dated 06/23/22.
[57] The district personnel data file was dated 05/03/22.
[58] Strategic pipelines include teachers from Teach for America, Urban Teachers, Dallas Alternative Certification, Texas-Spain, and Dallas ISD Residency Program.
[59] Appendix tables included respondents who indicated that a question was ‘not applicable’ or they ‘did not know.’ As a result, some percentages provided in this section may differ from the percentages presented in appendix tables.

EQ12: What were the outcomes related to the ESSER funded Digital Learning Mentoring and Support activity?

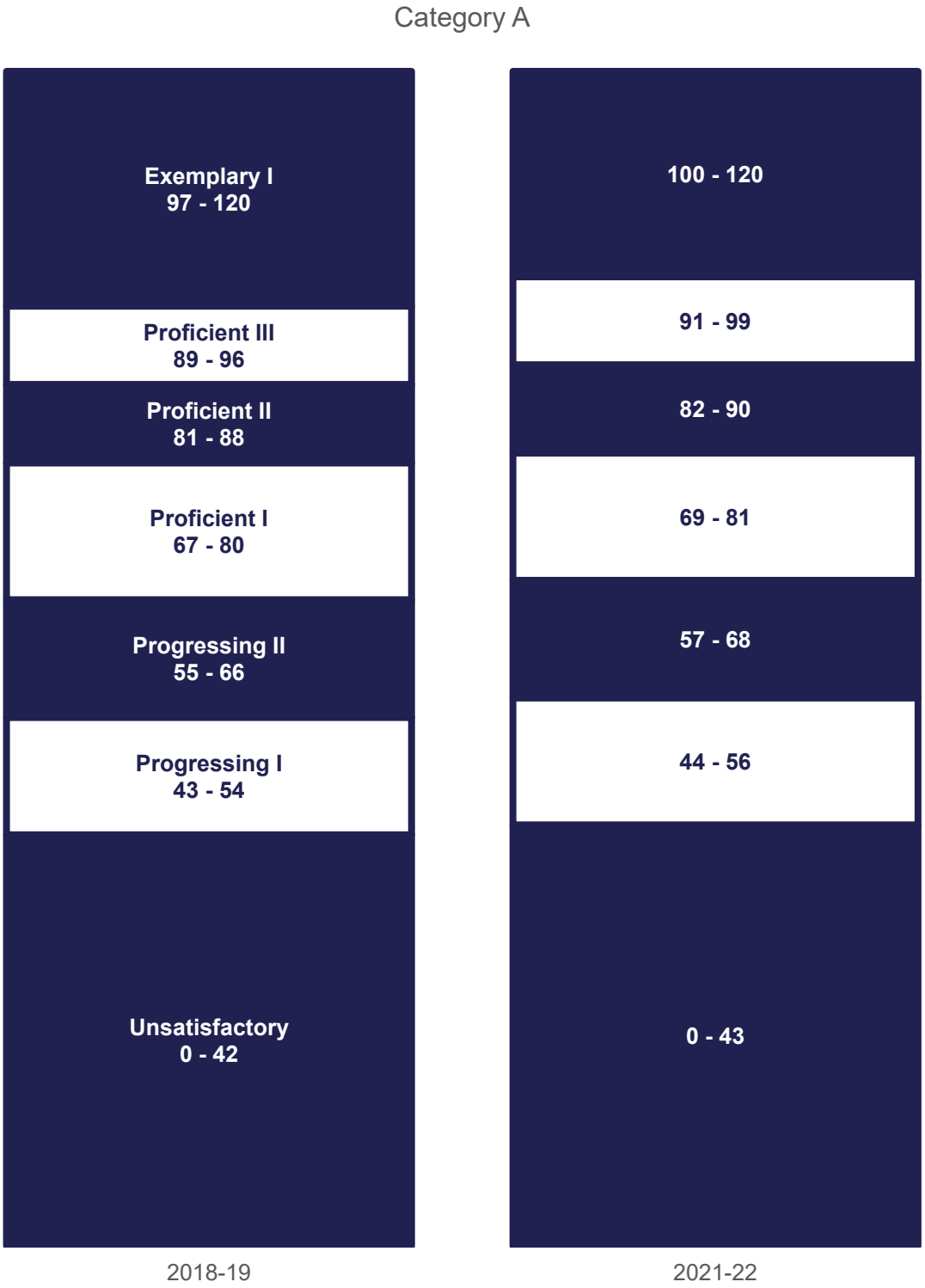
Methodology

The Digital Learning Mentoring and Support ESSER activity provided new teachers (i.e., 0-2 creditable years of service) with targeted support to improve their overall effectiveness in the classroom. The activity includes three components that will be implemented over three years: (a) a teacher induction program that provides support during the school year, (b) stipends for mentors of new teachers, and (c) additional support for teachers at the Progressing level based on campus spot observations. The first year (2021-22) focused on new teacher support and professional learning. The second year (2022-23) will focus on implementing the mentor teacher support and stipend, while also continuing to provide new teacher support and professional learning. The third year (2023-24) will focus on fully implementing the components of the activity. While program support began late 2021-22, the program staff implemented a new teacher academy, sent monthly newsletters, analyzed spot observation data, provided professional learning for new teachers, developed online resources, and provided instructional materials. Program staff members used the following metrics for evaluating the Digital Learning Mentoring and Support activity in 2021-22:

- 50 percent of new teachers will attend one Professional & Digital Learning (PDL) training.
- 90 percent of attendees will provide feedback after the PDL trainings.
- 70 percent of participants will respond favorably that they “gained knowledge and skills I can implement into my job” from the digital tool PDL sessions.

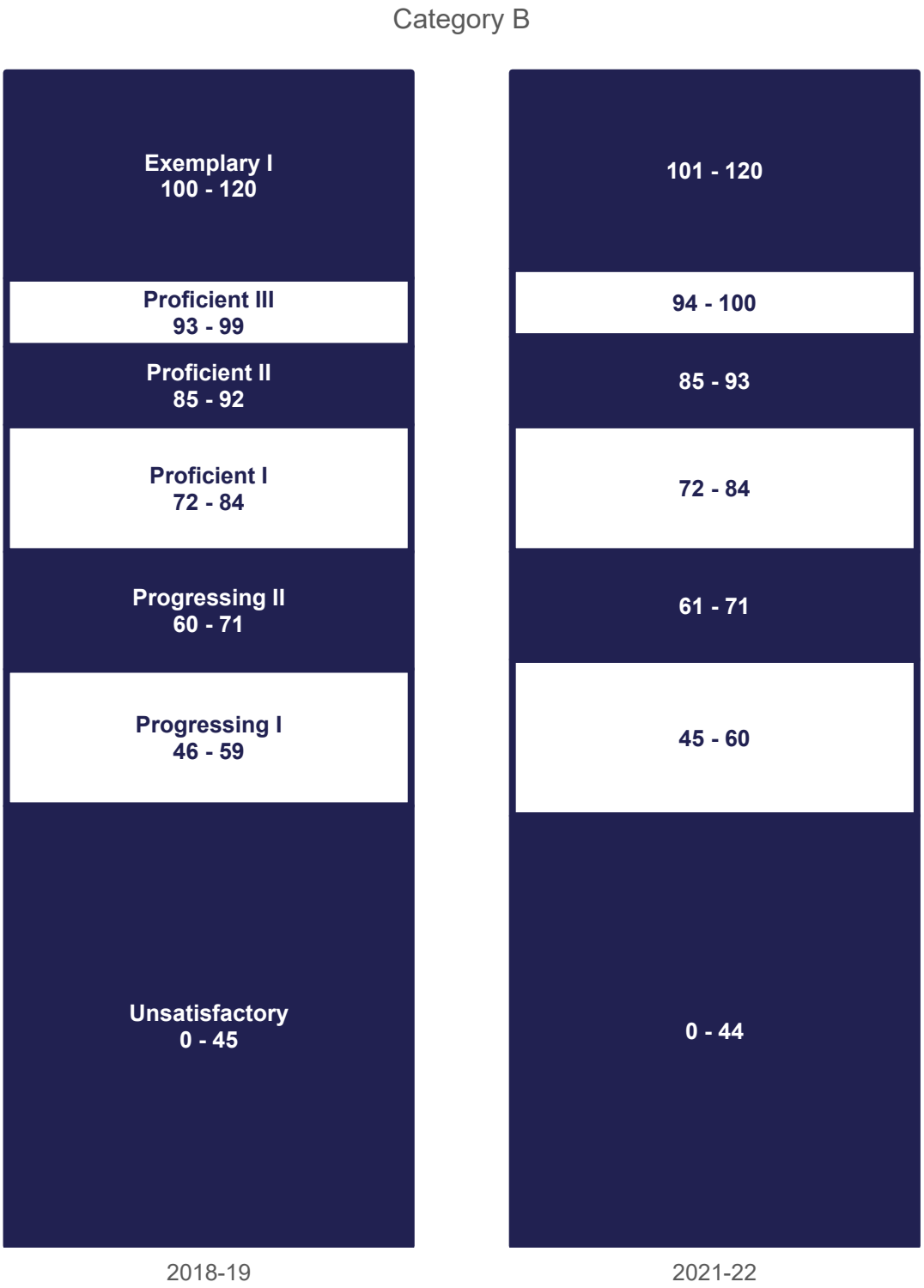
Appendix B

Appendix B, Figure 1: 2018-19 to 2021-22 Evaluation Rating Cut Points for Category A Teachers



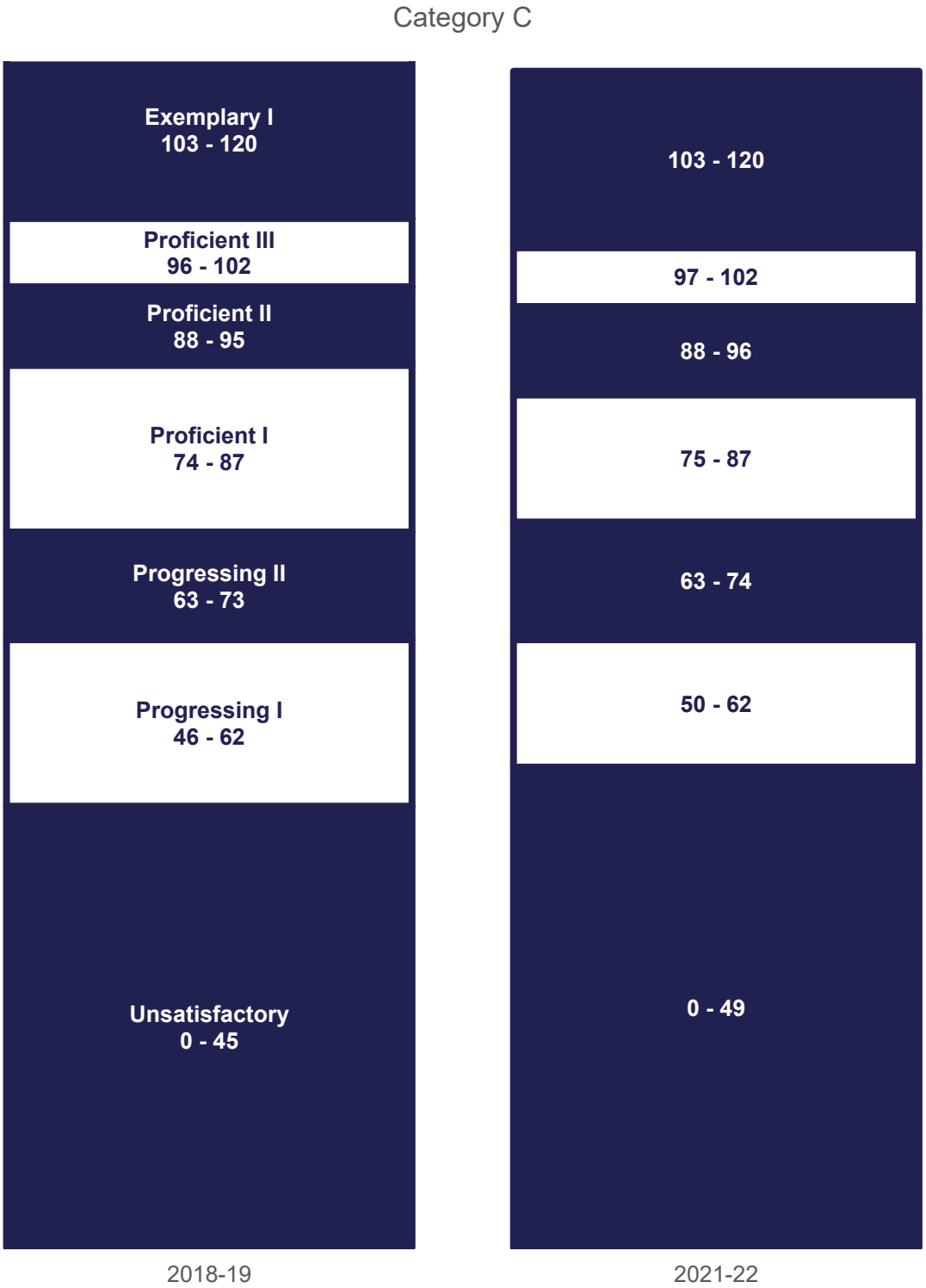
Source: 2018-19 and 2021-22 Category Cut Points document from Human Capital Management.

Appendix B, Figure 2: 2018-19 to 2021-22 Evaluation Rating Cut Points for Category B Teachers



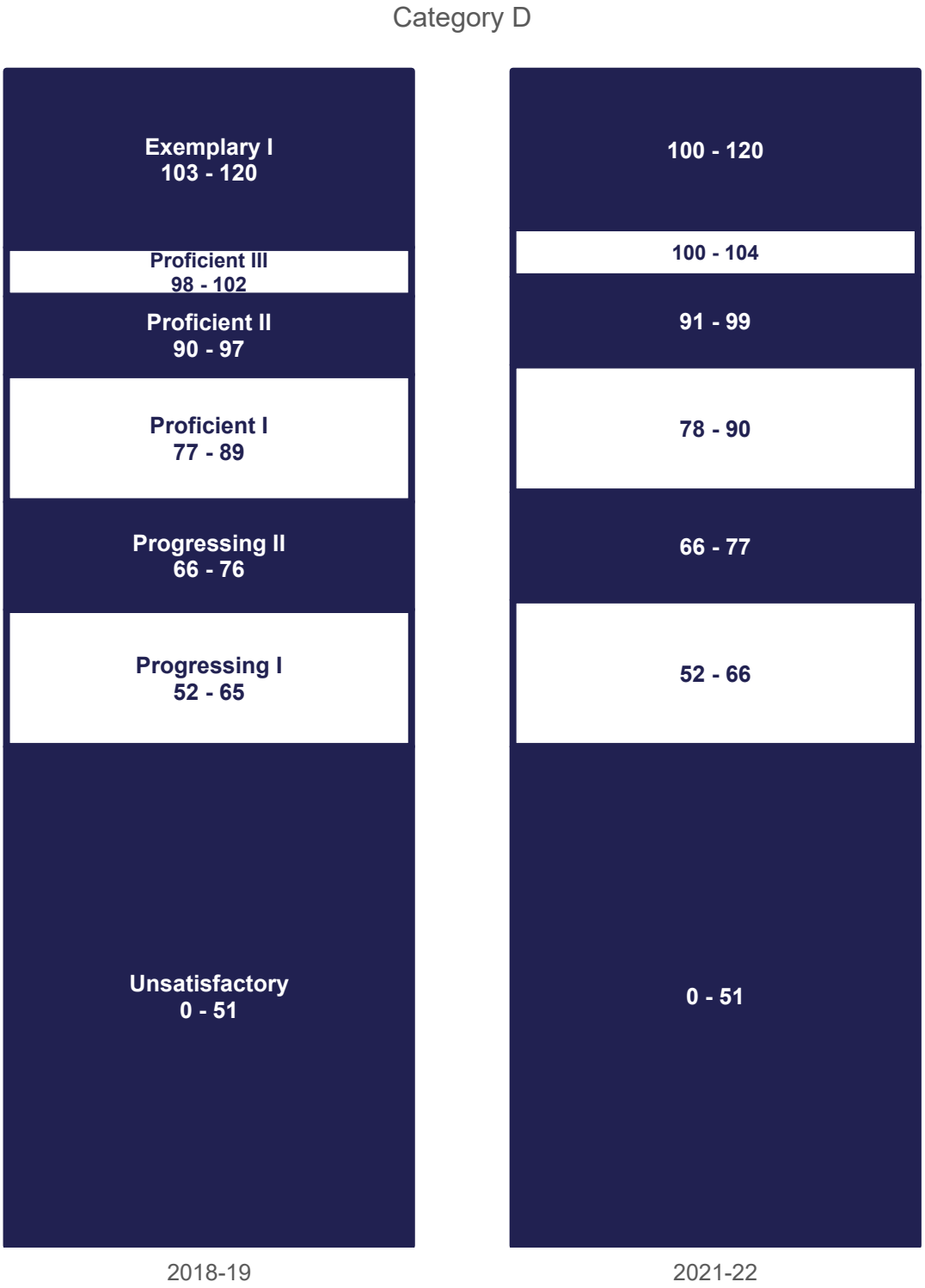
Source: 2018-19 and 2021-22 Category Cut Points document from Human Capital Management.

Appendix B, Figure 3: 2018-19 to 2021-22 Evaluation Rating Cut Points for Category C Teachers



Source: 2018-19 and 2021-22 Category Cut Points document from Human Capital Management.

Appendix B, Figure 4: 2018-19 to 2021-22 Evaluation Rating Cut Points for Category D Teachers



Source: 2018-19 and 2021-22 Category Cut Points document from Human Capital Management.

Appendix C

Appendix C, Table 1: 2021-22 TEI Teacher Perception Survey - Teacher Characteristics and General Perceptions

	Respondents	
	n	%
What was your position during the 2021-22 school year?		
Teacher of record	3,655	92.6
Non-teacher of record	189	4.8
Other	103	2.6
At the end of the 2021-22 school year, how many years had you been a teacher at that campus?		
One or Fewer	559	14.2
Two to Four Years	1,276	32.5
Five to Seven Years	729	18.5
Eight to 10 Years	497	12.7
More than 10 years	867	22.1
What effectiveness level did you receive on your scorecard for the 2021-22 school year?		
No level	28	0.8
Unsatisfactory, Progressing I, or Progressing II	1,019	27.5
Proficient I	1,356	36.5
Proficient II or Proficient III	1,112	30.0
Exemplary I or higher	197	5.3

Source: TEI Teacher Perception Survey, October 2022 (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 C Table 2: TEI Teacher Perception Survey – Teacher Characteristics and General Perceptions by Effectiveness Level

	All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
How would you rate your knowledge about TEI, in general?												
Advanced	852	23.0	2	8.0	81	8.4	265	20.6	403	37.9	101	53.7
Intermediate	1,731	46.6	7	28.0	413	43.0	684	53.1	559	52.5	68	36.2
Basic	914	24.6	12	48.0	448	46.6	333	25.9	102	9.6	19	10.1
None	29	0.8	4	16.0	19	2.0	6	0.5	0	0.0	0	0.0
To what extent do you perceive TEI to be fair?												
To a great extent	213	5.7	1	4.0	50	5.2	46	3.6	82	7.7	34	18.1
Somewhat	1,323	35.6	12	48.0	322	33.5	429	33.3	463	43.5	97	51.6
Very Little	1,139	30.7	5	20.0	321	33.4	448	34.8	327	30.7	38	20.2
Not at all	851	22.9	7	28.0	268	27.9	365	28.3	192	18.0	19	10.1

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

	All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Please check all reasons why you perceive TEI not to be fair (Please check all that apply). [For those who indicated they perceived TEI to be fair to a 'very little' or 'not at all' extent only]												
No compensation increase received	381	19.1	3	25.0	154	26.1	137	16.9	79	15.2	8	14.0
Size of the compensation increase received	534	26.8	3	25.0	180	30.6	215	26.4	131	25.2	5	8.8
Inequity of the size of the raise across teachers	841	42.3	3	25.0	284	48.2	333	41.0	201	38.7	20	35.1
Disagree with summative appraisal scores	715	35.9	5	41.7	279	47.4	305	37.5	119	22.9	7	12.3
Inclusion of Student Survey	907	45.6	5	41.7	249	42.3	372	45.8	256	49.3	25	43.9
Questions on the Student Survey	821	41.3	3	25.0	209	35.5	333	41.0	253	48.7	23	40.4
Disagree with scoring of the SLO	253	12.7	2	16.7	113	19.2	98	12.1	36	6.9	4	7.0
Inclusion of the student achievement data	533	26.8	2	16.7	163	27.7	210	25.8	145	27.9	13	22.8
Inclusion of school STAAR	789	39.6	4	33.3	255	43.3	309	38.0	203	39.1	18	31.6
Eligibility criteria for DTR	785	39.4	5	41.7	198	33.6	407	50.1	161	31.0	14	24.6
DTR application scores	678	34.1	2	16.7	100	17.0	271	33.3	269	51.8	36	63.2
Change made to campus/staffing assignment	287	14.4	2	16.7	112	19.0	102	12.5	68	13.1	3	5.3
Increased competition among teachers on campus	362	18.2	0	0.0	94	16.0	132	16.2	122	23.5	14	24.6
Concerns regarding student scheduling	335	16.8	0	0.0	112	19.0	132	16.2	85	16.4	6	10.5
Disadvantaged because of class size	715	35.9	2	16.7	224	38.0	289	35.5	184	35.5	16	28.1
Disagree with attendance requirement for an effectiveness level	405	20.4	5	41.7	118	20.0	154	18.9	119	22.9	9	15.8
Evaluation rating cut points shift annually	919	46.2	3	25.0	193	32.8	378	46.5	306	59.0	39	68.4
Disagree with the use of a target distribution	579	29.1	2	16.7	139	23.6	236	29.0	183	35.3	19	33.3
Unexpected teacher category changes	461	23.2	2	16.7	127	21.6	179	22.0	138	26.6	15	26.3
Changes to student achievement templates	318	16.0	1	8.3	76	12.9	126	15.5	100	19.3	15	26.3
Concerns regarding administrator bias during observations	841	42.3	3	25.0	251	42.6	364	44.8	203	39.1	20	35.1
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observations	735	36.9	3	25.0	200	34.0	325	40.0	191	36.8	16	28.1
Concerns regarding lack of administrator experience as an observer	567	28.5	3	25.0	162	27.5	242	29.8	147	28.3	13	22.8
Concerns regarding lack of consistency in evaluations across teachers	950	47.7	5	41.7	296	50.3	394	48.5	234	45.1	21	36.8
Challenges facing lower-performing schools compared to higher-performing schools	1,048	52.7	5	41.7	336	57.0	402	49.4	276	53.2	29	50.9
Other	508	25.5	5	41.7	147	25.0	187	23.0	154	29.7	15	26.3

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = 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 effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

	All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Overall, how helpful was the spot observation feedback you received from your evaluator during the 2021-22 school year?												
Very Helpful	822	24.1	7	30.4	179	19.1	258	20.8	308	29.9	70	37.8
Helpful	1,647	48.2	10	43.5	452	48.3	614	49.4	489	47.5	82	44.3
Unhelpful	651	19.1	4	17.4	185	19.8	261	21.0	174	16.9	27	14.6
Very Unhelpful	297	8.7	2	8.7	120	12.8	110	8.8	59	5.7	6	3.2
Overall, how helpful was the extended observation feedback you received from your evaluator during the 2021-22 school year?												
Very Helpful	873	25.5	5	21.7	185	19.8	279	22.4	330	32.0	74	40.0
Helpful	1,603	46.9	11	47.8	430	45.9	599	48.2	485	47.1	78	42.2
Unhelpful	663	19.4	5	21.7	200	21.4	264	21.2	166	16.1	28	15.1
Very Unhelpful	278	8.1	2	8.7	121	12.9	101	8.1	49	4.8	5	2.7
How aligned was your summative appraisal with the spot observation feedback you received throughout the 2021-22 school year?												
Completely Aligned	764	22.4	4	17.4	121	12.9	220	17.7	328	31.8	91	49.2
Very Aligned	1,455	42.6	8	34.8	375	40.1	553	44.5	455	44.2	64	34.6
Slightly Aligned	911	26.7	10	43.5	312	33.3	360	29.0	202	19.6	27	14.6
Not at All Aligned	287	8.4	1	4.3	128	13.7	110	8.8	45	4.4	3	1.6
Overall, how helpful was the summative appraisal feedback you received from your evaluator in 2021-22?												
Very Helpful	848	24.8	6	26.1	162	17.3	263	21.2	336	32.6	81	43.8
Helpful	1,627	47.6	8	34.8	455	48.6	604	48.6	485	47.1	75	40.5
Unhelpful	659	19.3	7	30.4	201	21.5	271	21.8	157	15.2	23	12.4
Very Unhelpful	283	8.3	2	8.7	118	12.6	105	8.4	52	5.0	6	3.2

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

	All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Did you receive student experience survey data for the 2021-22 school year?												
Yes	2,150	63.0	4	17.4	587	62.8	772	62.2	665	64.7	122	65.9
No	1,261	37.0	19	82.6	347	37.2	469	37.8	363	35.3	63	34.1
Overall, how helpful was the feedback you received from the 2021-22 student experience survey? [For those who indicated they received student experience survey data only]												
Very Helpful	336	15.8	2	50.0	95	16.4	97	12.8	107	16.2	35	29.4
Helpful	762	35.9	2	50.0	216	37.3	274	36.1	226	34.3	44	37.0
Unhelpful	638	30.1	0	0.0	173	29.9	249	32.8	194	29.4	22	18.5
Very Unhelpful	385	18.2	0	0.0	95	16.4	140	18.4	132	20.0	18	15.1
How accurately do you think your 2021-22 student experience survey results reflected your strengths and weaknesses as a teacher?												
Completely Accurately	171	8.1	2	50.0	53	9.2	37	4.9	58	8.8	21	17.6
Very Accurately	437	20.6	1	25.0	110	19.0	148	19.5	136	20.6	42	35.3
Slightly Accurately	764	36.0	1	25.0	209	36.1	286	37.6	237	36.0	31	26.1
Not at All Accurately	749	35.3	0	0.0	207	35.8	289	38.0	228	34.6	25	21.0
After you received your student experience survey results for 2021-22, 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	409	19.0	3	75.0	130	22.1	143	18.5	113	17.0	20	16.4
Panorama Playbook	356	16.6	0	0.0	62	10.6	117	15.2	151	22.7	26	21.3
Colleagues (e.g., other teachers)	835	38.8	2	50.0	255	43.4	295	38.2	235	35.3	48	39.3
Professional development	839	39.0	3	75.0	290	49.4	281	36.4	223	33.5	42	34.4
Other external resources (e.g., books, internet)	713	33.2	1	25.0	215	36.6	249	32.3	203	30.5	45	36.9
I did not use any of these resources.	519	24.1	0	0.0	104	17.7	201	26.0	186	28.0	28	23.0
Overall, how satisfied were you with the teacher evaluation process at your school during the 2021-22 school year?												
Very Satisfied	403	12.2	2	8.7	57	6.3	117	9.7	176	17.8	51	29.1
Satisfied	906	27.4	8	34.8	207	22.7	300	24.9	326	32.9	65	37.1
Neutral	862	26.1	9	39.1	263	28.9	338	28.1	220	22.2	32	18.3
Dissatisfied	603	18.3	1	4.3	170	18.7	250	20.8	166	16.8	16	9.1
Very Dissatisfied	527	16.0	3	13.0	213	23.4	198	16.5	102	10.3	11	6.3

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

Survey Item		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
To what extent do you agree with the following statements?													
The salary I received this year based on my 2021-22 teaching effectiveness adequately recognizes my efforts to increase student achievement.	Strongly Agree	280	9.0	3	15.0	32	3.7	60	5.3	125	13.3	60	36.4
	Agree	601	19.3	5	25.0	107	12.5	196	17.3	240	25.6	53	32.1
	Neutral	491	15.8	3	15.0	160	18.7	179	15.8	136	14.5	13	7.9
	Disagree	736	23.7	5	25.0	196	22.9	306	27.0	208	22.2	21	12.7
	Strongly Disagree	973	31.3	4	20.0	344	40.2	378	33.4	229	24.4	18	10.9
	Do Not Know	31	1.0	0	0.0	17	2.0	13	1.1	1	0.1	0	0.0
The salary I received this year based on my 2021-22 teaching effectiveness encourages me to remain in a campus-based position.	Strongly Agree	302	9.7	2	10.0	35	4.1	65	5.7	133	14.2	67	40.6
	Agree	614	19.7	7	35.0	128	15.0	213	18.8	226	24.1	40	24.2
	Neutral	659	21.2	4	20.0	206	24.1	236	20.8	195	20.8	18	10.9
	Disagree	572	18.4	4	20.0	148	17.3	242	21.4	157	16.7	21	12.7
	Strongly Disagree	926	29.8	3	15.0	325	38.0	360	31.8	220	23.4	18	10.9
	Do Not Know	39	1.3	0	0.0	14	1.6	16	1.4	8	0.9	1	0.6
The district should differentiate salary by effectiveness level.	Strongly Agree	410	13.2	2	10.0	67	7.8	96	8.5	183	19.5	62	37.6
	Agree	876	28.1	4	20.0	208	24.3	319	28.2	292	31.1	53	32.1
	Neutral	839	27.0	7	35.0	286	33.4	311	27.5	211	22.5	24	14.5
	Disagree	396	12.7	3	15.0	98	11.4	171	15.1	111	11.8	13	7.9
	Strongly Disagree	491	15.8	4	20.0	169	19.7	200	17.7	109	11.6	9	5.5
	Do Not Know	100	3.2	0	0.0	28	3.3	35	3.1	33	3.5	4	2.4
My salary should be based on how effective I am as an instructor.	Strongly Agree	814	26.2	3	15.0	157	18.3	274	24.2	298	31.7	82	49.7
	Agree	1,098	35.3	4	20.0	317	37.0	398	35.2	326	34.7	53	32.1
	Neutral	642	20.6	6	30.0	200	23.4	239	21.1	178	19.0	19	11.5
	Disagree	249	8.0	5	25.0	75	8.8	95	8.4	67	7.1	7	4.2
	Strongly Disagree	269	8.6	2	10.0	91	10.6	112	9.9	60	6.4	4	2.4
	Do Not Know	40	1.3	0	0.0	16	1.9	14	1.2	10	1.1	0	0.0

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

Survey Item		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
To what extent do you agree with the following statements? The TEI Compensation system…													
supports the recruitment of highly effective teachers.	Strongly Agree	248	8.0	1	5.0	49	5.7	50	4.4	109	11.6	39	23.6
	Agree	703	22.6	6	30.0	166	19.4	214	18.9	264	28.1	53	32.1
	Neutral	592	19.0	5	25.0	188	22.0	219	19.3	153	16.3	27	16.4
	Disagree	706	22.7	2	10.0	174	20.3	290	25.6	213	22.7	27	16.4
	Strongly Disagree	806	25.9	6	30.0	256	29.9	336	29.7	191	20.3	17	10.3
	Do Not Know	57	1.8	0	0.0	23	2.7	23	2.0	9	1.0	2	1.2
supports the retention of highly effective teachers	Strongly Agree	262	8.4	1	5.0	50	5.8	45	4.0	116	12.4	50	30.3
	Agree	568	18.3	7	35.0	146	17.1	180	15.9	194	20.7	41	24.8
	Neutral	528	17.0	5	25.0	161	18.8	194	17.1	144	15.3	24	14.5
	Disagree	744	23.9	1	5.0	187	21.8	302	26.7	230	24.5	24	14.5
	Strongly Disagree	971	31.2	6	30.0	294	34.3	402	35.5	245	26.1	24	14.5
	Do Not Know	39	1.3	0	0.0	18	2.1	9	0.8	10	1.1	2	1.2
differentiates salaries to reward teachers who perform well.	Strongly Agree	250	8.0	2	10.0	45	5.3	54	4.8	106	11.3	43	26.1
	Agree	700	22.5	7	35.0	182	21.3	209	18.5	243	25.9	59	35.8
	Neutral	644	20.7	5	25.0	204	23.8	232	20.5	183	19.5	20	12.1
	Disagree	692	22.2	2	10.0	173	20.2	281	24.8	213	22.7	23	13.9
	Strongly Disagree	791	25.4	4	20.0	232	27.1	347	30.7	191	20.3	17	10.3
	Do Not Know	35	1.1	0	0.0	20	2.3	9	0.8	3	0.3	3	1.8
will positively affect my future with the Dallas ISD.	Strongly Agree	389	12.5	2	10.0	77	9.0	95	8.4	158	16.8	57	34.5
	Agree	637	20.5	7	35.0	152	17.8	218	19.3	219	23.3	41	24.8
	Neutral	730	23.5	4	20.0	226	26.4	264	23.3	214	22.8	22	13.3
	Disagree	532	17.1	3	15.0	138	16.1	224	19.8	143	15.2	24	14.5
	Strongly Disagree	767	24.6	4	20.0	246	28.7	311	27.5	190	20.2	16	9.7
	Do Not Know	57	1.8	0	0.0	17	2.0	20	1.8	15	1.6	5	3.0

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

Survey Item		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
To what extent do you agree with the following statements? The TEI Compensation system…													
makes me feel that I am better rewarded financially for what I do as a teacher.	Strongly Agree	258	8.3	2	10.0	38	4.4	48	4.2	121	12.9	49	29.7
	Agree	562	18.1	7	35.0	125	14.6	156	13.8	218	23.2	56	33.9
	Neutral	557	17.9	4	20.0	172	20.1	205	18.1	159	16.9	17	10.3
	Disagree	701	22.5	1	5.0	183	21.4	294	26.0	207	22.0	16	9.7
	Strongly Disagree	1,003	32.2	6	30.0	324	37.9	420	37.1	228	24.3	25	15.2
	Do Not Know	31	1.0	0	0.0	14	1.6	9	0.8	6	0.6	2	1.2
allows teachers to earn substantially more money over time compared to the old system.	Strongly Agree	312	10.0	2	10.0	48	5.6	58	5.1	146	15.5	58	35.2
	Agree	645	20.7	9	45.0	139	16.2	194	17.1	243	25.9	60	36.4
	Neutral	630	20.2	2	10.0	210	24.5	232	20.5	174	18.5	12	7.3
	Disagree	517	16.6	1	5.0	121	14.1	227	20.1	155	16.5	13	7.9
	Strongly Disagree	799	25.7	4	20.0	247	28.9	346	30.6	182	19.4	20	12.1
	Do Not Know	209	6.7	2	10.0	91	10.6	75	6.6	39	4.2	2	1.2

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

Survey Item		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
The 2021-22 professional development opportunities offered by the district…													
offered applicable strategies that I am using in the classroom.	Strongly Agree	323	10.4	4	20.0	84	9.8	88	7.8	123	13.1	24	14.5
	Agree	1,202	38.6	7	35.0	322	37.6	454	40.1	363	38.7	56	33.9
	Neutral	687	22.1	1	5.0	204	23.8	265	23.4	179	19.1	38	23.0
	Disagree	454	14.6	4	20.0	118	13.8	147	13.0	154	16.4	31	18.8
	Strongly Disagree	410	13.2	3	15.0	113	13.2	164	14.5	115	12.2	15	9.1
	Not Applicable	36	1.2	1	5.0	15	1.8	14	1.2	5	0.5	1	0.6
were aligned with my Professional Development Plan.	Strongly Agree	313	10.1	4	20.0	74	8.6	91	8.0	122	13.0	22	13.3
	Agree	1,186	38.1	7	35.0	296	34.6	459	40.5	368	39.2	56	33.9
	Neutral	773	24.8	3	15.0	249	29.1	282	24.9	197	21.0	42	25.5
	Disagree	425	13.7	3	15.0	104	12.1	141	12.5	148	15.8	29	17.6
	Strongly Disagree	373	12.0	2	10.0	113	13.2	146	12.9	97	10.3	15	9.1
	Not Applicable	42	1.3	1	5.0	20	2.3	13	1.1	7	0.7	1	0.6
The 2021-22 professional development opportunities offered by my campus…													
offered applicable strategies that I am using in the classroom.	Strongly Agree	392	12.6	4	20.0	107	12.5	115	10.2	135	14.4	31	18.8
	Agree	1,249	40.1	9	45.0	302	35.3	465	41.1	405	43.1	68	41.2
	Neutral	648	20.8	1	5.0	197	23.0	239	21.1	184	19.6	27	16.4
	Disagree	429	13.8	3	15.0	128	15.0	149	13.2	120	12.8	29	17.6
	Strongly Disagree	364	11.7	3	15.0	109	12.7	154	13.6	88	9.4	10	6.1
	Not Applicable	30	1.0	0	0.0	13	1.5	10	0.9	7	0.7	0	0.0
were aligned with my Professional Development Plan.	Strongly Agree	377	12.1	3	15.0	101	11.8	109	9.6	134	14.3	30	18.2
	Agree	1,196	38.4	9	45.0	285	33.3	450	39.8	389	41.4	63	38.2
	Neutral	704	22.6	4	20.0	214	25.0	262	23.1	191	20.3	33	20.0
	Disagree	443	14.2	2	10.0	131	15.3	146	12.9	133	14.2	31	18.8
	Strongly Disagree	355	11.4	2	10.0	109	12.7	154	13.6	82	8.7	8	4.8
	Not Applicable	37	1.2	0	0.0	16	1.9	11	1.0	10	1.1	0	0.0

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

Survey Item		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Please indicate how helpful the following 2021-22 professional development opportunities were to your overall teaching performance.													
Professional development sessions offered to your campus	Very Helpful	420	13.5	2	10.0	109	12.7	135	11.9	144	15.3	30	18.2
	Helpful	1,565	50.3	10	50.0	411	48.0	564	49.8	493	52.5	87	52.7
	Unhelpful	646	20.8	3	15.0	187	21.8	234	20.7	188	20.0	34	20.6
	Very Unhelpful	368	11.8	4	20.0	114	13.3	152	13.4	87	9.3	11	6.7
	Not Applicable	113	3.6	1	5.0	35	4.1	47	4.2	27	2.9	3	1.8
District summer and fall PDL training sessions	Very Helpful	365	11.7	3	15.0	95	11.1	128	11.3	118	12.6	21	12.7
	Helpful	1,519	48.8	8	40.0	412	48.1	580	51.2	460	49.0	59	35.8
	Unhelpful	664	21.3	4	20.0	179	20.9	223	19.7	206	21.9	52	31.5
	Very Unhelpful	393	12.6	3	15.0	115	13.4	148	13.1	106	11.3	21	12.7
	Not Applicable	171	5.5	2	10.0	55	6.4	53	4.7	49	5.2	12	7.3
District virtual PDL training sessions	Very Helpful	361	11.6	3	15.0	91	10.6	123	10.9	121	12.9	23	13.9
	Helpful	1,584	50.9	9	45.0	435	50.8	590	52.1	479	51.0	71	43.0
	Unhelpful	603	19.4	2	10.0	167	19.5	221	19.5	175	18.6	38	23.0
	Very Unhelpful	405	13.0	4	20.0	111	13.0	150	13.3	115	12.2	25	15.2
	Not Applicable	159	5.1	2	10.0	52	6.1	48	4.2	49	5.2	8	4.8

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. PDL = Professional & Digital Learning. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

Survey Item		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
When selecting professional development sessions in 2021-22, did you choose sessions related to the following areas?													
Student achievement data	Yes	1,625	52.2	10	50.0	452	52.8	583	51.5	489	52.1	91	55.2
	No	1,043	33.5	8	40.0	240	28.0	391	34.5	348	37.1	56	33.9
	None Were Available	444	14.3	2	10.0	164	19.2	158	14.0	102	10.9	18	10.9
TEI spot observation data	Yes	1,088	35.0	6	30.0	326	38.1	377	33.3	317	33.8	62	37.6
	No	1,522	48.9	12	60.0	344	40.2	574	50.7	503	53.6	89	53.9
	None Were Available	502	16.1	2	10.0	186	21.7	181	16.0	119	12.7	14	8.5
Student Experience Survey results	Yes	765	24.6	7	35.0	240	28.0	265	23.4	213	22.7	40	24.2
	No	1,717	55.2	10	50.0	393	45.9	645	57.0	565	60.2	104	63.0
	None Were Available	630	20.2	3	15.0	223	26.1	222	19.6	161	17.1	21	12.7
Distinguished Teacher Review	Yes	943	30.3	6	30.0	184	21.5	274	24.2	402	42.8	77	46.7
	No	1,692	54.4	11	55.0	465	54.3	677	59.8	463	49.3	76	46.1
	None Were Available	477	15.3	3	15.0	207	24.2	181	16.0	74	7.9	12	7.3

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

Survey Item		All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
During the 2021-22 school year, did your campus align professional development with the following areas?													
Student achievement data	Yes	2,164	70.6	9	47.4	535	64.2	792	70.8	693	74.5	135	82.8
	No	506	16.5	6	31.6	155	18.6	183	16.4	141	15.2	21	12.9
	Do Not Know	394	12.9	4	21.1	143	17.2	144	12.9	96	10.3	7	4.3
TEI spot observation data	Yes	1,624	53.0	7	36.8	411	49.3	593	53.0	516	55.5	97	59.5
	No	911	29.7	6	31.6	247	29.7	333	29.8	280	30.1	45	27.6
	Do Not Know	529	17.3	6	31.6	175	21.0	193	17.2	134	14.4	21	12.9
Student Experience Survey results	Yes	1,365	44.5	9	47.4	362	43.5	468	41.8	443	47.6	83	50.9
	No	1,082	35.3	5	26.3	282	33.9	410	36.6	323	34.7	62	38.0
	Do Not Know	617	20.1	5	26.3	189	22.7	241	21.5	164	17.6	18	11.0
Distinguished Teacher Review	Yes	1,244	40.6	6	31.6	297	35.7	412	36.8	449	48.3	80	49.1
	No	1,157	37.8	6	31.6	312	37.5	451	40.3	324	34.8	64	39.3
	Do Not Know	663	21.6	7	36.8	224	26.9	256	22.9	157	16.9	19	11.7

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

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

	All		No Level		U, PgI, PgII		PfI		PfII, PfIII		ExI and Higher	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
In which of the following areas do you feel additional professional development options are needed for Dallas ISD teachers?												
Bias, Equity, and Cultural Understanding	710	19.1	8	28.6	211	20.7	266	19.6	186	16.7	39	19.8
Classroom Management	1,373	37.0	7	25.0	434	42.6	478	35.3	389	35.0	65	33.0
Social Emotional Learning	851	22.9	7	25.0	242	23.7	324	23.9	239	21.5	39	19.8
Curriculum and Content Training	1,300	35.0	8	28.6	372	36.5	464	34.2	392	35.3	64	32.5
Pedagogy- Effective Instructional Practices Training	1,185	31.9	8	28.6	304	29.8	436	32.2	365	32.8	72	36.5
Effective Lesson Planning and Development	1,114	30.0	7	25.0	342	33.6	392	28.9	324	29.1	49	24.9
Technology Digital Integration	1,352	36.4	8	28.6	311	30.5	515	38.0	434	39.0	84	42.6
Other	311	8.4	0	0.0	90	8.8	111	8.2	91	8.2	19	9.6

Source: TEI Teacher Perception Survey, October 2022.
Note: U = Unsatisfactory. PgI = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Percentages by response represent the rate of respondents at that effectiveness level who selected a response. Therefore, the percentages for all effectiveness levels for each response will not sum to 100 percent.

Appendix D

Appendix D, Table 1: 2021-22 TEI Administrator Perception Survey - Administrator Characteristics and General Perceptions

	Respondents	
	n	%
What was your position during the 2021-22 school year?		
Principal	124	35.5
Assistant Principal	218	62.5
Other	4	1.1
At the end of the 2021-22 school year, how many years had you been an administrator at that campus?		
One or Fewer	87	25.1
Two to Four Years	166	48.0
Five to Seven Years	56	16.2
Eight to 10 Years	25	7.2
More than 10 years	12	3.5
At the end of the 2021-22 school year, how many years had you been an administrator in Dallas ISD?		
One or Fewer	50	14.5
Two to Four Years	110	31.8
Five to Seven Years	78	22.5
Eight to 10 Years	56	16.2
More than 10 years	52	15.0
At the end of the 2021-22 school year, how many years had you been an administrator, overall?		
One or Fewer	44	12.7
Two to Four Years	89	25.7
Five to Seven Years	77	22.3
Eight to 10 Years	63	18.2
More than 10 years	73	21.1
How would you rate your knowledge about TEI, in general?		
Advanced	170	49.7
Intermediate	160	46.8
Basic	12	3.5
None	0	0.0
To what extent do you perceive TEI to be fair?		
To a great extent	71	20.8
Somewhat	189	55.3
Very little	57	16.7
Not at all	25	7.3

Source: TEI Administrator Perception Survey, October 2022 (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 D Table 2: TEI Administrator Perception Survey –General Perceptions

Please check all reasons why you perceive TEI not to be fair (Please check all that apply). [For those who indicated they perceived TEI to be fair to a 'very little' or 'not at all' extent only]	All	
	n	%
No compensation increase received	16	19.5
Size of the compensation increase received	27	32.9
Inequity of the size of the raise across teachers	28	34.1
Disagree with summative appraisal scores	8	9.8
Inclusion of Student Survey	28	34.1
Questions on the Student Survey	20	24.4
Disagree with scoring of the SLO	3	34.1
Inclusion of the student achievement data	12	3.7
Inclusion of school STAAR	20	28.0
Eligibility criteria for DTR	8	9.8
DTR application scores	15	18.3
Change made to campus/staffing assignment	8	9.8
Increased competition among teachers on campus	10	12.2
Concerns regarding student scheduling	7	8.5
Disadvantaged because of class size	23	28.0
Disagree with attendance requirement for an effectiveness level	15	18.3
Evaluation rating cut points shift annually	47	57.3
Disagree with the use of a target distribution	28	34.1
Unexpected teacher category changes	10	12.2
Changes to student achievement templates	17	20.7
Concerns regarding administrator bias during observations	18	22.0
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observations	11	13.4
Concerns regarding lack of administrator experience as an observer	9	11.0
Concerns regarding lack of consistency in evaluations across teachers	24	29.3
Challenges facing lower-performing schools compared to higher-performing schools	49	59.8
Other	26	31.7

Source: TEI Teacher Perception Survey, October 2022.
Note: SLO= Student Learning Objective. DTR = Distinguished Teacher Review. Percentages by response represent the rate of respondents who selected a response. Therefore, the percentages for each response will not sum to 100 percent.

Appendix D, Table 3: 2021-22 TEI Administrator Perception Survey – Defining Excellence

	Respondents	
	n	%
Did you conduct any spot observations during the 2021-22 school year?		
Yes	338	96.8
No	11	3.2
Overall, how helpful do you think your spot observation feedback was for your teachers' growth during the 2021-22 school year? [For those who indicated they conducted spot observations]		
Very Helpful	123	36.5
Helpful	206	61.1
Unhelpful	8	2.4
Very Unhelpful	0	0.0
Did you conduct any extended observations during the 2021-22 school year?		
Yes	330	97.9
No	7	2.1
Overall, how helpful do you think your extended observation feedback was for your teachers' growth during the 2021-22 school year? [For those who indicated they conducted extended observations]		
Very Helpful	133	40.3
Helpful	186	56.4
Unhelpful	11	3.3
Very Unhelpful	0	0.0
Did you conduct any summative evaluations during the 2021-22 school year?		
Yes	328	97.3
No	9	2.7
During the 2021-22 school year, were you ever required to conduct a summative appraisal for staff with whom you had worked for an insufficient amount of time? [For those who indicated they conducted summative appraisals]		
Yes	75	23.1
No	250	76.9
Overall, how helpful do you think your 2021-22 summative appraisal feedback was for your teachers' growth? [For those who indicated that they conducted summative appraisals]		
Very Helpful	102	31.4
Helpful	206	63.4
Unhelpful	17	5.2
Very Unhelpful	0	0.0
How aligned were the summative appraisals you conducted with the spot observation feedback you provided through the 2021-22 school year? [For those who indicated that they conducted summative appraisals]		
Completely Aligned	77	23.7
Very Aligned	225	69.2
Slightly Aligned	23	7.1
Not at all Aligned	0	0.0

Source: TEI Administrator Perception Survey, October 2022 (position and years on campus) and Human Capital Management TEI scorecard data (effectiveness level).

Appendix D, Table 4: 2021-22 TEI Administrator Perception Survey – Defining Excellence

	Respondents	
	n	%
Overall, how satisfied were you with the teacher evaluation process at your school during the 2021-22 school year?		
Very Satisfied	60	18.0
Satisfied	194	58.1
Neutral	64	19.2
Dissatisfied	15	4.5
Very Dissatisfied	1	0.3
Overall, how helpful do you think the feedback teachers received from the 2021-22 Student Experience Survey was for improving their instructional practice?		
Very Helpful	51	15.3
Helpful	183	55.0
Unhelpful	72	21.6
Very Unhelpful	16	4.8
I don't know. I did not have any experience with student survey results.	11	3.3
How accurately do you think 2021-22 Student Experience Survey results reflected teachers' strengths and weaknesses?		
Completely Accurately	20	6.0
Very Accurately	115	34.5
Slightly Accurately	141	42.3
Not at all Accurately	43	12.9
I don't know. I did not have any experience with student survey results.	14	4.2

Source: TEI Administrator Perception Survey, October 2022 (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 D Table 5: TEI Administrator Perception Survey – Rewarding Excellence

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Do Not Know	
	N	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Survey Item	**To what extent do you agree with the following statements?**												
The salary that teachers received this year based on their 2021-22 teaching effectiveness adequately recognized their efforts to increase student achievement.	328	24	7.3	131	39.9	55	16.8	79	24.1	31	9.5	8	2.4
The salary that teachers received this year based on their 2021-22 teaching effectiveness encouraged them to remain in a campus-based position.	328	31	9.5	120	36.6	56	17.1	79	24.1	37	11.3	5	1.5
The district should differentiate teacher salary by effectiveness level.	328	58	17.7	148	45.1	66	20.1	30	9.1	19	5.8	7	2.1
	To what extent do you agree with the following statements? The TEI compensation system…												
supports the recruitment of highly effective teachers.	328	34	10.4	129	39.3	64	19.5	72	22.0	26	7.9	3	0.9
supports the retention of highly effective teachers.	328	45	13.7	120	36.6	57	17.4	79	24.1	25	7.6	2	0.6
differentiates salaries to reward teachers who perform well.	328	39	11.9	144	43.9	64	19.5	63	19.2	18	5.5	0	0.0
will positively affect my teachers' future in the Dallas ISD.	328	36	11.0	128	39.0	77	23.5	64	19.5	20	6.1	3	0.9
allows teachers to earn substantially more money over time compared to the old system.	328	45	13.7	142	43.3	68	20.7	49	14.9	20	6.1	4	1.2

Source: TEI Administrator Perception Survey, October 2022.
Note: Percentages may not sum to 100 percent because of rounding.

Appendix D, Table 6: 2021-22 TEI Administrator Perception Survey – Supporting Excellence

		Yes		No		Do Not Know	
	N	***n***	***%***	***n***	***%***	***n***	***%***
During the 2021-22 school year, did your campus align professional development around the following areas?							
Student achievement data	319	307	96.2	9	2.8	3	0.9
TEI spot observation data	319	258	80.9	58	18.2	3	0.9
Student Experience Survey results	319	197	61.8	110	34.5	12	3.8

Source: TEI Administrator Perception Survey, October 2022 (position and years on campus) and Human Capital Management TEI scorecard data (effectiveness level).

Appendix D, Table 7: 2021-22 TEI Administrator Perception Survey – Supporting Excellence

	Respondents (*N* = 319)	
	n	***%***
During the 2021-22 school year, did you create Individualized PDL Planning Forms for teachers based on available student achievement and teacher performance data?		
Yes	216	67.7
No	103	32.3

Source: TEI Administrator Perception Survey, October 2022 (position and years on campus) and Human Capital Management TEI scorecard data (effectiveness level).

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

		A Great Deal		Quite a Bit		Somewhat		Very Little		Not at All		Do Not Know	
	N	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
During the 2021-22 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	319	60	18.8	137	42.9	100	31.3	18	5.6	3	0.9	1	0.3
District summer and fall PDL training sessions	319	25	7.8	85	26.6	135	42.3	53	16.6	14	4.4	7	2.2
District virtual PDL training sessions	319	24	7.5	77	24.1	132	41.4	56	17.6	19	6.0	11	3.4

Source: TEI Administrator Perception Survey, October 2022.
Note: PDL = Professional & Digital Learning. Percentages may not sum to 100 percent because of rounding.

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

	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	126	36.1
Classroom Management	212	60.7
Social Emotional Learning	129	37.0
Curriculum and Content Training	189	54.2
Pedagogy- Effective Instructional Practices Training	214	61.3
Effective Lesson Planning and Development	196	56.2
Technology Digital Integration	112	32.1
Other	19	5.4

Source: TEI Administrators Perception Survey, October 2022.
Note: Administrators could select multiple items. Therefore, percentages will not sum to 100 percent.

Appendix D Table 10: TEI Administrator Perception Survey – General

	n	%
Did you feel pressure to inflate teacher observation scores during the 2021-22 school year?		
Yes	23	7.2
Sometimes	60	18.8
No	235	73.7
Not Applicable. I did not conduct observations.	1	0.3
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	85	26.6
Helpful	198	62.1
Unhelpful	22	6.9
Not at all Helpful.	13	4.1
Not Applicable. I did not attend this training.	1	0.3

Source: TEI Administrators Perception Survey, October 2022.