

2022-23

Evaluation of Teacher Excellence Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



2022-23

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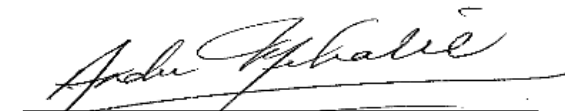
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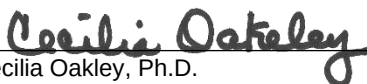
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Evaluation of Teacher Excellence Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

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.

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 9,500 teachers received TEI scorecards for the 2022-23 school year. In 2022-23, TEI was supported by Dallas ISD General Operating funds, which included an administrative budget of \$570,000; a teacher benefits budget of \$49,307,774; and a TEI Expert Stipend cost of \$350,000. Key findings are included below.

Key Findings:



The mean summative appraisal score of 80.2 indicated that teachers were performing better on average than Proficient across the summative appraisal rubric (page 11).



First-year teachers received the lowest average summative appraisal score (page 13) and the lowest average evaluation score (page 21). Scores trended upward with service years and plateaued between six and seven creditable years of service.



The majority of responses on the student experience survey were positive. First-year teachers and teachers with at least 26 creditable years of service had the lowest rates (page 16). The average percentage of positive responses trended slightly upward until two years of service and remained steady until between 19 and 25 years of service.



In 2022-23, 2,652 teachers (28%) achieved DTR status (page 17).



The highest rate of DTR teachers was for teachers with (a) between 14 and 18 years of service and (b) between 19 and 25 years of services. The rate trended upward and peaked at between 14 and 25 years of service before trending downward at 26 years of service or more (page 18).



Overall, the rate of teachers who left the district remained steady from 2018-19 to 2022-23 (page 26).



In 2022-23, the rate of teachers who left the district generally decreased as effectiveness level increased, indicating that the district retained effective teachers at higher rates than less effective teachers (page 26).



Teachers in Region V had the highest average scores for summative appraisal, total student achievement, base school *STAAR*, student experience points and also the highest percentage of DTR teachers, whereas Region IV had the lowest for all categories (pages 27 to 29).



In general, teachers at campuses with majority White students, teachers at choice and magnet campuses, teachers at elementary and high school levels, and teachers who stayed or moved to a non-teaching position in the district had higher TEI scores than the district average (pages 30 to 31).



First-year teachers, strategic pipeline teachers, DOI teachers, Dallas alternative certification teachers and teachers with effectiveness levels below Proficient I had TEI scores below the district averages (page 31).



Forty-three percent of new teachers (i.e., 0-2 creditable years of service) attended at least one Professional & Digital Learning (PDL) training, which did not meet the program goal of 50 percent (page 58).



Ninety-three percent of attendees provided feedback on the PDL training, which met the goal of 90 percent, and 68 percent of participants responded favorably that they “gained knowledge and skills I can implement into my job,” which almost met the program goal of 70 percent (page 58).

Key Findings for TEI teacher and administrator surveys:



Compared to teachers, a higher percentage of administrators expressed high levels of satisfaction with TEI and perceived TEI as at least somewhat fair (page 37).



Teachers with effectiveness levels of Proficient II or higher were more likely to report that they (a) were satisfied with TEI and (b) rated TEI as at least somewhat fair compared to other teachers (page 37).



Administrators and teachers most frequently reported that challenges facing lower performing schools compared to higher performing schools was the reason for perceived TEI unfairness (page 38).



The rate of administrators who reported that they (a) had conducted summative evaluations for staff members with whom they had worked for an insufficient amount of time and (b) at least

sometimes felt pressure to inflate teacher observation scores remained consistent from 2021-22 to 2022-23 (page 41).



Administrators and teachers with higher effectiveness levels were more likely to rate spot observations, extended observations, and summative performance evaluations as helpful compared to the overall teacher rate (page 41).



Administrators and Proficient II and higher teachers were more likely to rate Student Experience Survey feedback as very or completely accurate than teachers at the lowest effectiveness levels. Additionally, the rate of administrators who perceived Student Experience Survey feedback as helpful or very helpful exceeded the overall teacher rate (page 45).



Administrators and Proficient II and higher teachers were more likely to report that campus professional development was aligned with student achievement data, TEI spot observation data, Student Experience Survey data, and DTR than other teachers (page 48).



Both administrators and teachers agreed that content-related instruction for special education was the most needed topic for additional professional development opportunities (page 52).



Administrators and Proficient II or higher teachers were more likely than other teachers to agree or strongly agree that the district should differentiate teacher salary by effectiveness level (page 54).



Administrators and Proficient II or higher teachers were more likely than other 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 (page 56).

Recommendations

Continue successful efforts to retain highly effective teachers at higher rates than low performing teachers. From 2018-19 to 2022-23, the rate of teachers who left the Dallas ISD remained relatively stable (13%). In addition, teachers at the highest effectiveness levels continued to stay in the district at higher rates than teachers at the lowest effectiveness levels in 2022-23, which was similar to previous years. Therefore, the district should continue their successful efforts to recognize highly effective teachers to encourage them to remain in the district.

Continue to focus on adapting professional development opportunities for teachers. While both administrators and teachers agreed that classroom management and curriculum content training were among the top three most needed topics for professional development, the topics requested by teachers differed by effectiveness level. For example, teachers at the lowest effectiveness levels tended to choose

sessions related to (a) classroom management, (b) effective lesson planning, and development, (c) social emotional learning, and (d) bias equity, and cultural understanding. Proficient II and higher teachers requested sessions related to technology digital integration and curriculum content training. Therefore, continuing to provide differentiated PD by effectiveness level could meet the different professional development needs of teachers.

Continue efforts to expand professional development opportunities for teachers. The overall rate of administrators and teachers who reported a need for additional professional development regarding the topics listed in the survey generally trended downward from 2017-18 to 2022-23. In addition, the perceived helpfulness of (a) campus professional development sessions and (b) district summer and fall PDL training sessions trended downward from 2017-18 to 2022-23. A continued focus on expanding the opportunities and topics for professional development could improve perceived need and helpfulness of future professional development.

Continue efforts to improve administrator and teacher perceptions of TEI compensation system. In 2022-23, about half of administrators (44% to 52%) and less than a third of teachers (24% to 32%) responded favorably that the TEI compensation system (a) supports the recruitment of highly effective teachers (b) supports retention of highly effective teachers (c) differentiates salaries to reward teachers who perform well, (d) will positively affect teachers' futures with the Dallas ISD, (e) makes teachers feel better rewarded financially for what they do as teachers (teachers only), and (f) allows teachers to earn substantially more money over time compared to the old system. Additionally, from 2021-22 to 2022-23, favorable perceptions on these items have generally trended downward for both teachers and administrators. Improving administrator and teacher favorable perceptions on these items could improve overall teacher and administrator perceptions of TEI and bolster acceptance of the system.

2022-23

Evaluation of Teacher Excellence Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

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

This section describes the three components of TEI: defining excellence, supporting excellence, and rewarding excellence.¹ It also includes a summary of the programmatic changes to these components for the 2022-23 school year as well as information on program staff, budget, and program goals.

¹ More information about the components of TEI can be found in the 2022-23 TEI Guidebook and 2022-23 TEI Rulebook, which are available at <https://tei.dallasisd.org/home/resources/>.

Program Components

Defining Excellence

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

Table 1: 2022-23 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 2022-23 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.³ TEI evaluators observed instructional practices and classroom culture through a series of classroom observations in the form of spot observations (10-15 minutes),⁴ an extended observation (at least 45 minutes), and informal observations. Teachers also received a summative appraisal.

Student Achievement

Student achievement was comprised of up to three measures: (a) **teacher-level student achievement measure(s)**, (b) school **State of Texas Assessments of Academic Readiness (STAAR) measure**, and (c) **Student Learning Objective (SLO)** points. Every teacher has an achievement template, which defines the measures that are included in the achievement portion of the overall evaluation. All templates included school STAAR and SLO as part of total student achievement. Templates for Category A/B teachers also included teacher-level student achievement measures⁵.

² More information about the defining excellence component of TEI can be found in the 2022-23 TEI Teacher Guidebook at <https://tei.dallasisd.org/home/resources/>.

³ 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.

⁴ Teachers received four spot observations in 2022-23. Additional information about spot observations can be found in the 2022-23 TEI Teacher Guidebook at <https://tei.dallasisd.org/home/resources/>.

⁵ The 2022-23 Student Achievement templates can be found at <https://tei.dallasisd.org/home/resources/>.

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).⁶ Teachers who completed DTR in 2022-23 could earn up to 30 additional points toward their evaluation score.

Supporting Excellence

In 2022-23, 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 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 2022-23 school year:

1. Compensation levels were increased for the following effectiveness levels: Progressing I and II, Proficient I-III, and Exemplary I.

⁶ More information about the DTR process can be found in the 2022-23 TEI Guidebook, which is available at <https://tei.dallasisd.org/home/resources/>.

2. Raw evaluation scores were standardized before being used to determine Evaluation Ratings. Prior to 2022-23, cut point ranges for Evaluation Ratings were determined by raw scores and thus were different by teacher group (category or school type).

Budget

During the 2022-23 school year, TEI was funded by General Operating funds, which supported seven positions⁷ in Human Capital Management for a total 2022-23 TEI administrative budget of \$570,000 excluding benefits. In addition, the teacher benefit cost totaled \$49,307,774 and the TEI Expert Stipend cost totaled \$350,000. Teacher compensation costs for 2021-22 and 2022-23 and estimated costs for 2023-24 are shown in Table 2.⁸

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

Category	Cost
2021-22	
Teacher Salary Cost	N/A*
Teacher Benefit Cost	\$45,022,434
TEI Expert Stipend Cost	\$350,000
2022-23	
Teacher Salary Cost	\$638,062,007
Teacher Benefit Cost	\$49,307,774
TEI Expert Stipend Cost	\$350,000
2023-24	
Projected Teacher Salary Cost	\$665,761,615
Estimated Teacher Benefit Cost	\$53,260,929
Projected TEI Expert Stipend Cost	\$350,000

Source: TEI program staff members on October 20, 2023.

Note: * = The TEI compensation structure was modified in 2021-2022 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 2022-23, 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).

Table 3: 2022-23 Digital Learning Mentoring and Support Budget

Category	2022-23 \$
Contracted Services	\$26,000
General supplies, technology, and materials	\$34,000
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.

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

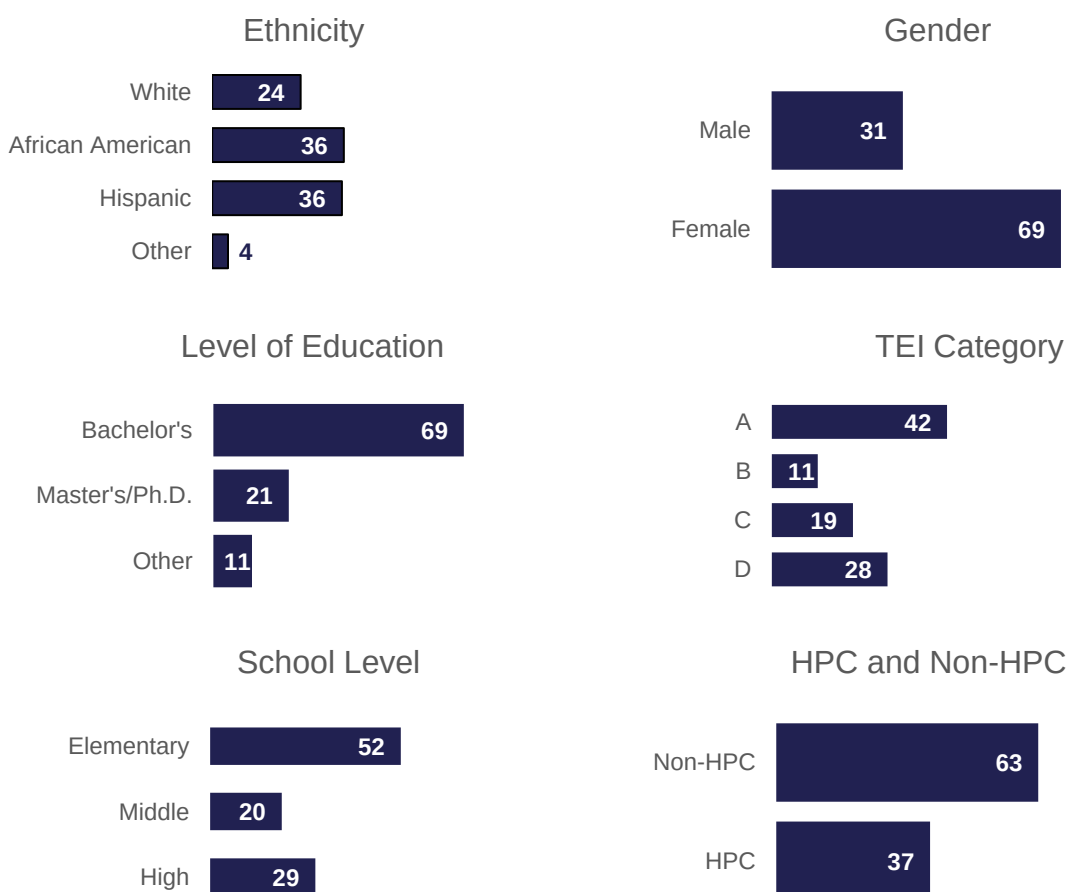
⁸ Teacher evaluation results from the 2022-23 school year will determine costs associated with teacher compensation in 2022-23.

EVALUATION QUESTIONS AND RESULTS

EQ1: How was the TEI program implemented?

Figure 1 shows a summary of characteristics for teachers who received a 2022-23 TEI Scorecard ($N = 9,500$). Most teachers were either Hispanic or African American (72%) and female (69%). Twenty-one 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 37 percent of teachers who received a 2022-23 Scorecard.

Figure 1: 2022-23 TEI Teacher Characteristics

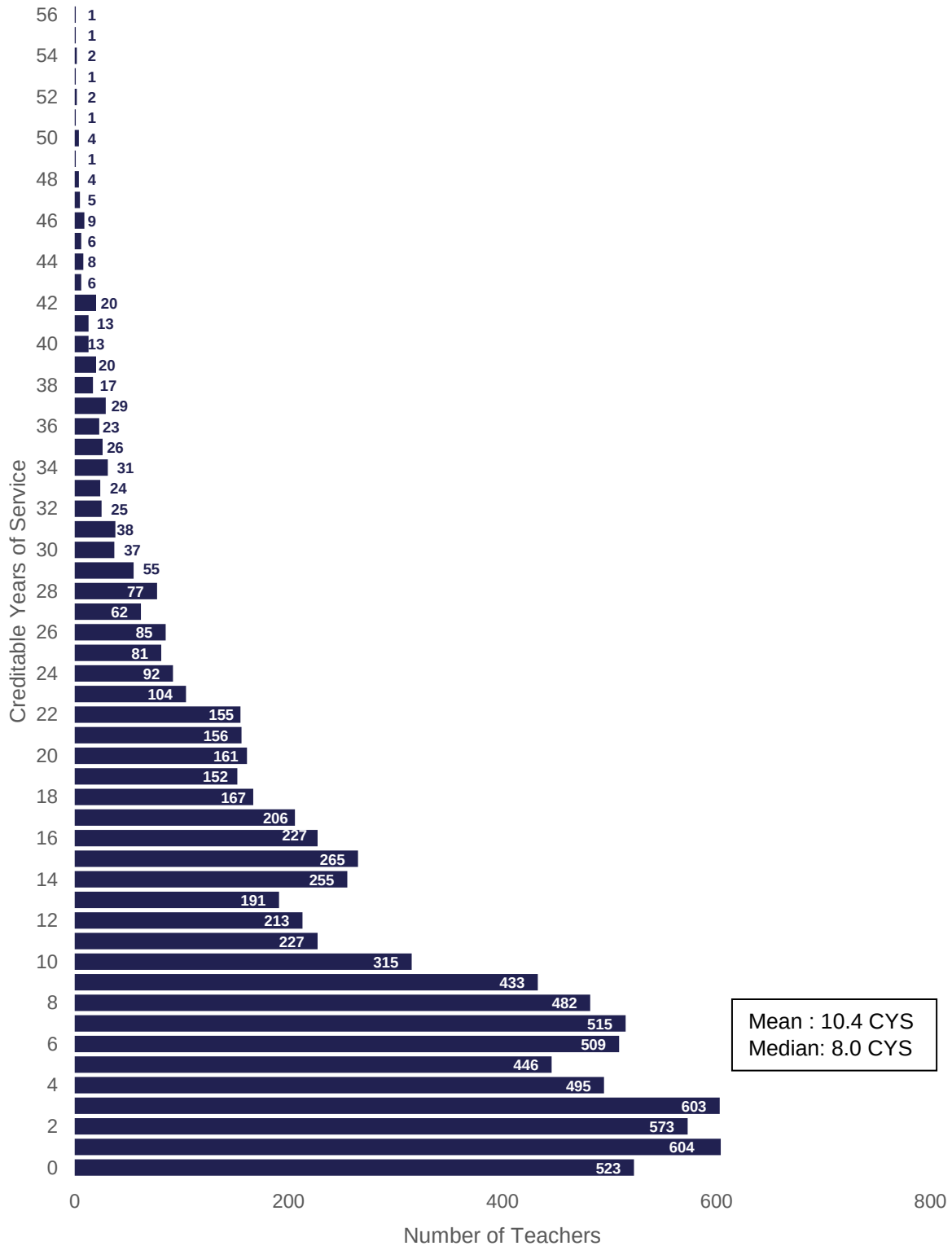


Source: Scorecard data file from Human Capital Management dated 10/05/23 and distric personnel file dated 06/26/23.

Note: $N = 9,500$ Dallas ISD teachers. TEI = Teacher Excellence Initiative. HPC = High Priority Campus. Some percentages may not sum to 100 because of rounding.

In 2022-23, teacher creditable years of service in the Dallas ISD ranged from zero (first-year teachers) to 56 years (see Figure 2; mean = 10.4; median = 8.0). Thirteen percent of teachers had either zero (first-year teachers) or one (second-year teachers) creditable years of service.

Figure 2: 2022-23 Frequency Distribution of TEI Teachers by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated 10/05/23

Note: N = 8,796 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?

Summative Appraisal

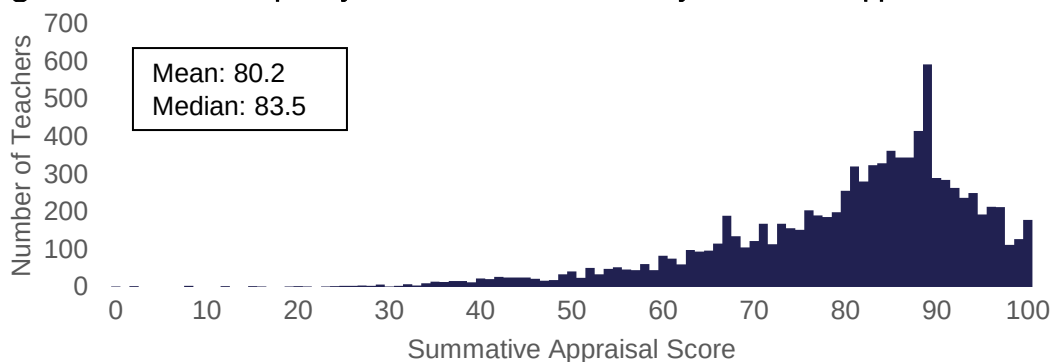
Key Findings from this section:



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

Figure 3 shows the distribution of 9,453 teachers with summative appraisal scores, which had a mean of 80.2 and a median (50th percentile) of 83.5. The 25th percentile was 72.7 and the 75th percentile was 89.3. 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: 2022-23 Frequency Distribution of Teachers by Summative Appraisal Scores



Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: N = 9,453 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 by 10 percentage points (see Table 4). 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%)

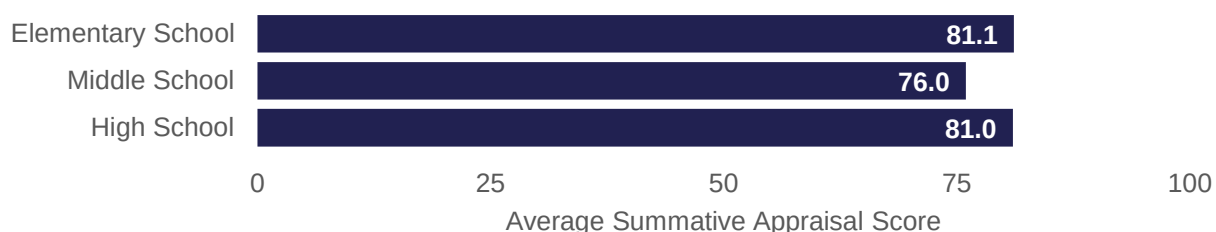
Table 4: 2022-23 Percentage of Teachers Receiving a Proficient (2.0) or Exemplary (3.0) Rating by Summative Appraisal Indicator

Summative Appraisal Indicators	%
1.1 Demonstrates knowledge of content, concepts, and skills	93.6
1.2 Utilizes formal and informal knowledge of students in lesson design	92.3
1.3 Plans and selects aligned formative and summative assessments	92.3
1.4 Analyzes and integrates student performance data to inform instructional decisions	95.3
1.5 Develops appropriately challenging standards-based units and lessons that accommodate prerequisite relationships among concepts and skills	93.8
2.1 Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade, and level	95.4
2.2 Ensures mastery of learning objective appropriate to standards for subject and grade	89.7
2.3 Explains instructional content clearly and cohesively	93.1
2.4 Engages students in appropriately challenging content	86.6
2.5 Embeds collaborative and independent tasks that allow for focused practice	93.3
3.1 Organizes classrooms to allow for optimal on task instruction	95.0
3.2 Establishes, communicates, and maintains clear expectations for student behavior	94.7
3.3 Maintains a respectful academically accountable classroom	95.9
4.1 Models good attendance for students	89.2
4.2 Follows policies, procedures, and maintains accurate student records	95.3
4.3 Exhibits a commitment to continual professional growth	94.1
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	94.2

Source: Cornerstone data files from Human Capital Management dated 10/25/23.

Note: $N = 9,499$ 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, $F(2, 8,698) = 93.48, p < .001$. Bonferroni post hoc tests revealed that the overall summative appraisal score for middle school teachers ($M = 76.0$; $SD = 14.9$) was significantly lower than for elementary school teachers ($M = 81.1$; $SD = 13.5$; Cohen's $d = 0.4$)⁹ and high school teachers ($M = 81.0$; $SD = 13.6$; Cohen's $d = 0.4$). Average overall summative appraisal scores did not significantly differ between high school teachers and elementary school teachers.

Figure 4: 2022-23 Average Summative Appraisal Scores by Campus Level

Source: Scorecard data file from Human Capital Management dated 10/05/23.

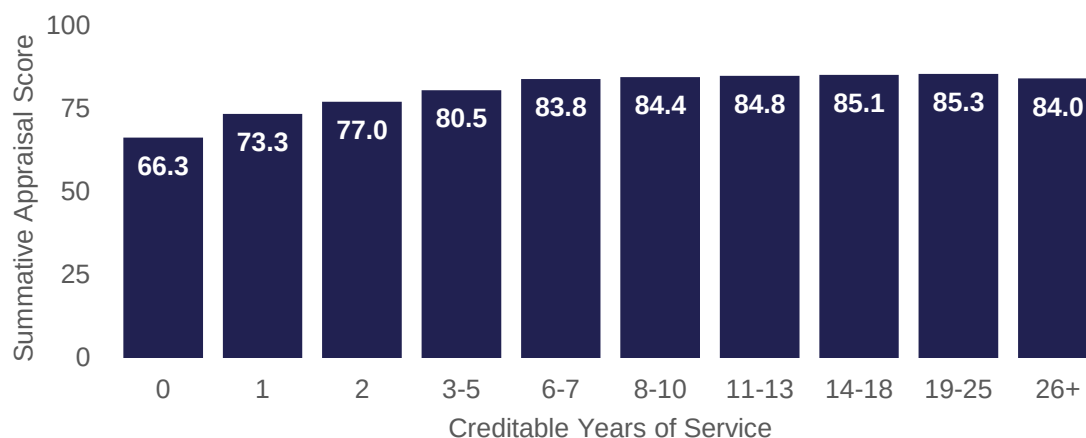
Note: $n = 8,701$ Dallas ISD teachers. Maximum possible summative appraisal score was 100.

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 was statistically significant. For example, the average summative appraisal score for teachers with zero

⁹ Cohen's d values of 0.2, 0.5, and 0.8 are considered small, medium, and large, respectively (Cohen, 1992).

creditable years of service (i.e., first-year teachers; $M = 66.3$; $p < .001$ Cohen's $d = 0.51-1.6$) was significantly lower than teachers with more creditable years of service.¹⁰ Likewise, teachers with one ($M = 73.3$; Cohen's $d = 0.28-0.99$) and two ($M = 77.0$; Cohen's $d = 0.28-0.71$) creditable year of service received average appraisal scores that were significantly lower than teachers with more creditable years of service. Overall, the average score gradually trended upward as years of service trended upward and started to plateau between six and seven creditable years of service (83.8).

Figure 5: 2022-23 Average Summative Appraisal Scores by Creditable Years of Service

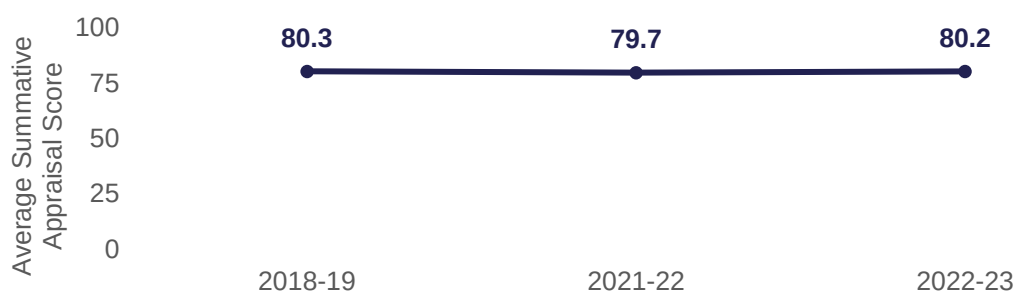


Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: $n = 8,749$ Dallas ISD teachers. Maximum possible summative appraisal score was 100.

In addition, the average summative appraisal score in 2022-23 (80.2) remained relatively consistent compared to previous years (Figure 6).¹¹

Figure 6: 2018-19 to 2022-23 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).

¹⁰ Cohen's d values of 0.2, 0.5, and 0.8 are considered small, medium, and large, respectively (Cohen, 1992).

¹¹ Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

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

Key Findings from this Section:



The majority of responses on the student experience survey for elementary core, elementary non-core, middle school, and high school teachers were positive.



First-year teachers and teachers with at least 26 creditable years of service had the lowest percentage of positive responses on the student experience survey. The average percentage of positive responses trended slightly upward until two years of service and remained steady until between 19 and 25 years of service.

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 (85%) and non-core (79%) teachers and lowest for middle school teachers (69%). A one-way ANOVA analysis indicated there were a statistically significant mean differences among elementary school non-core, elementary school core, middle school, and high school teachers $F(3, 5,806) = 365.51, p < .001$. Bonferroni post hoc tests revealed that the percentage of items with positive responses on the student survey for elementary school core teachers ($M = 84.5$; $SD = 11.4$) was significantly higher than:

- elementary non-core ($M = 78.6$; $SD = 10.7$; Cohen's $d = 0.5$),
- middle school ($M = 69.4$; $SD = 14.1$; Cohen's $d = 0.1.3$), and
- high school teachers ($M = 74.2$; $SD = 14.4$; Cohen's $d = 0.8$).¹²

Additionally, the percentage of positive responses among elementary school core, elementary non-core, middle school, and high school teachers were all significantly different from each other ($p < .001$) and had effect sizes that ranged from medium to large (.5 to 1.3).

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

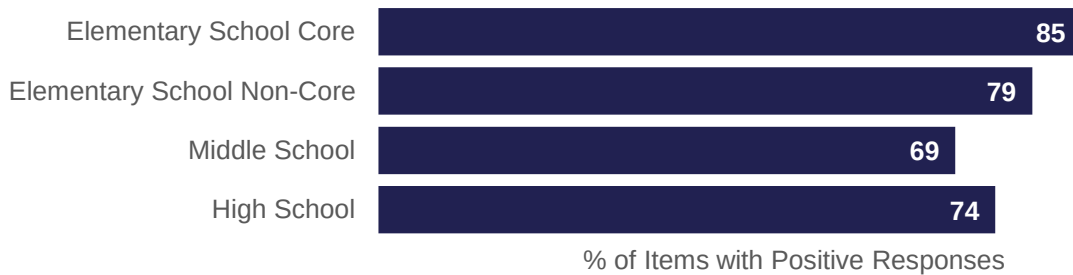
Table 5: 2022-23 Student Experience Points Assigned Based on Percentage of Items with Positive Responses by Campus Level

Percentage of Items with Positive Responses			Percentage of Items with Positive Responses		
Low Value	High Value	Points Assigned	Low Value	High Value	Points Assigned
Elementary School Core			Middle School		
0	50	1	0	28	1
51	59	2	29	37	2
60	64	3	38	42	3
65	69	4	43	49	4
70	72	5	50	54	5
73	75	6	55	58	6
76	79	7	59	63	7
80	82	8	64	67	8
83	85	9	68	70	9
86	88	10	71	74	10
89	91	11	75	77	11
92	94	12	78	80	12
95	96	13	81	83	13
97	98	14	84	87	14
99	100	15	88	100	15
Elementary School Non-Core			High School		
0	49	1	0	31	1
50	53	2	32	40	2
54	57	3	41	46	3
58	64	4	47	53	4
65	67	5	54	59	5
68	70	6	60	62	6
71	74	7	63	68	7
75	77	8	69	72	8
78	79	9	73	76	9
80	82	10	77	79	10
83	85	11	80	83	11
86	88	12	84	86	12
89	90	13	87	88	13
91	92	14	89	91	14
93	100	15	92	100	15

Source: Table from 2022-23 Point Assignments for Student Experience document.

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

Figure 7: 2022-23 Percentage of Positive Student Survey Responses by Campus Level

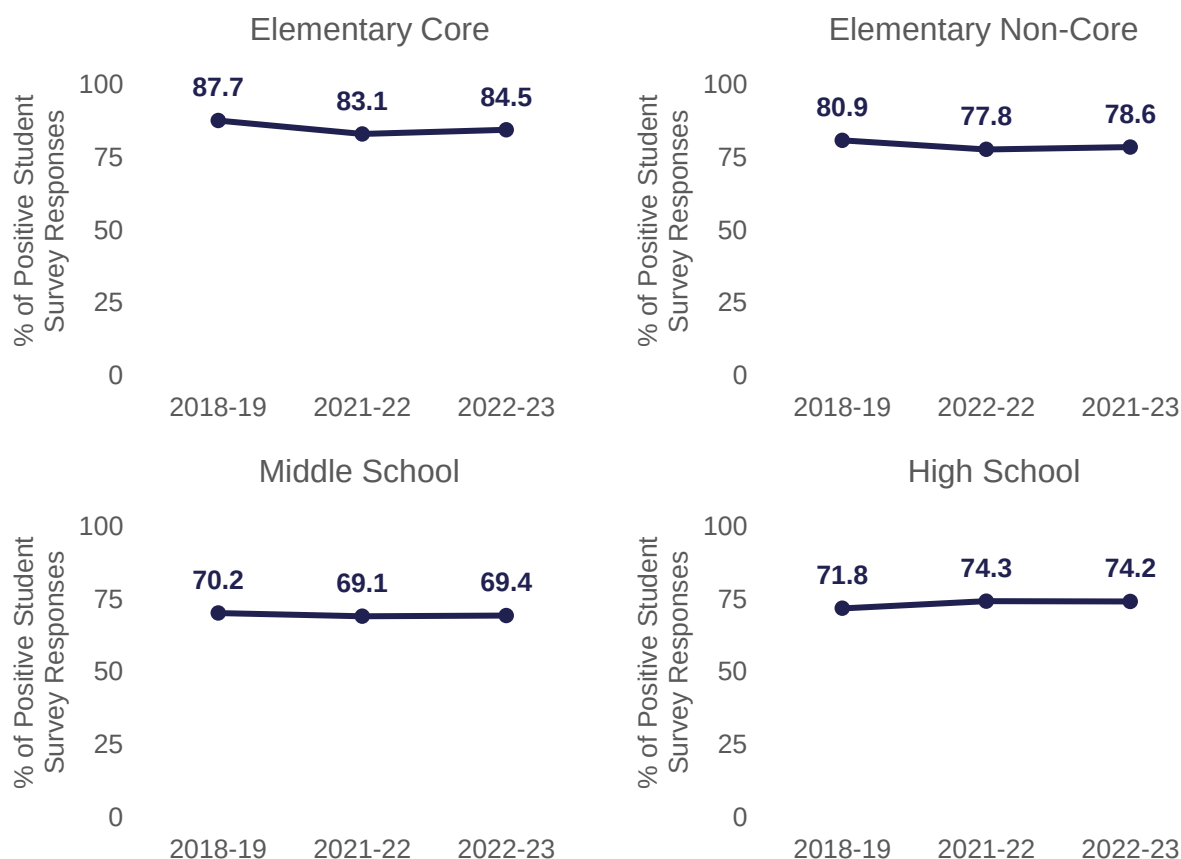


Source: Student Experience survey file from Office of Institutional Research dated 07/12/23.

Note: n = 5,810 teachers.

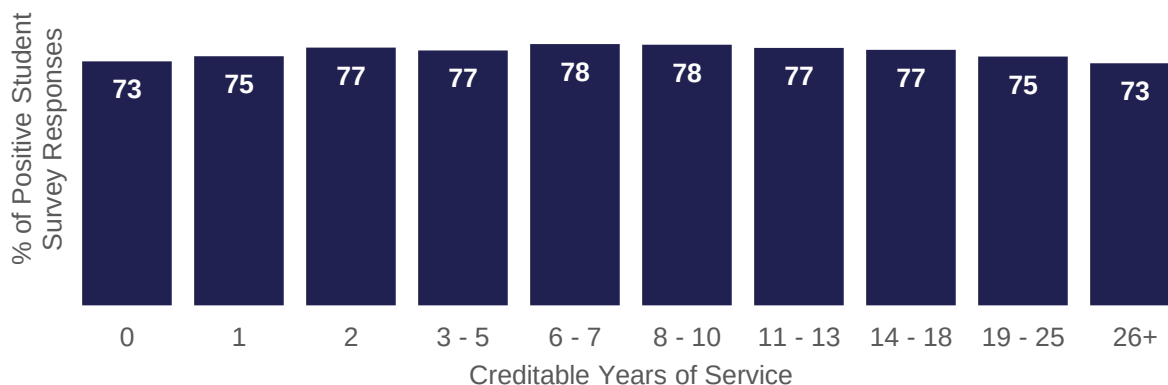
Since 2018-19, the percentage of positive responses has trended slightly downward for elementary school core (88% to 85%), elementary school non-core (81% to 79%), and middle school teachers (70% to 69%); Figure 15). For high school teachers, the percentage of positive responses trended slightly upward from 72 percent to 74 percent.

Figure 8: 2018-19 to 2022-23 Percentage of Positive Student Survey Responses by Campus Level



Source: Student Experience survey file from Office of Institutional Research dated 07/12/23. 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 9. 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 (73%). The average percentage of positive responses trended slightly upward until two years of service and remained steady until between 19 and 25 years of service.

Figure 9: 2022-23 Percentage of Positive Student Survey Responses by Creditable Years of Service

Source: Student Experience data file from Office of Institutional Research dated 07/12/23.

Note: $n = 5,372$ teachers.

EQ4: What were the results of the Distinguished Teacher Review Process?

Key Findings from this Section:



In 2022-23, 2,652 teachers (28%) achieved DTR status.

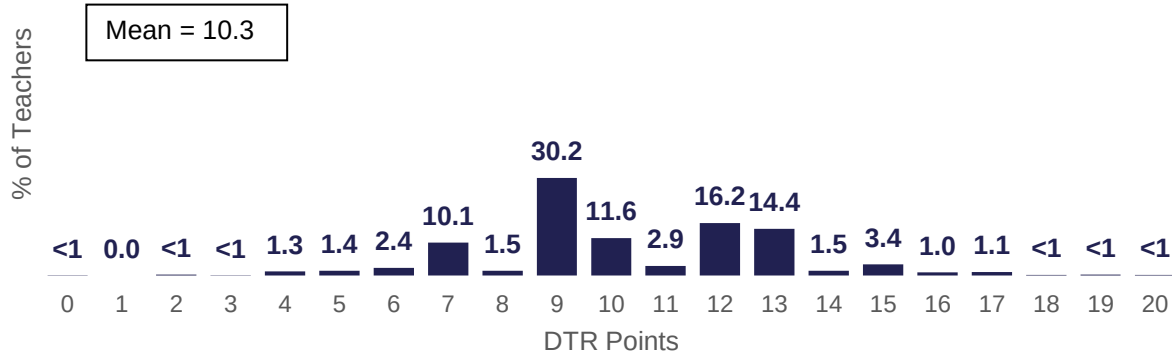


The highest rate of DTR teachers was for teachers with (a) between 14 and 18 years of service and (b) between 19 and 25 years of services. The rate trended upward and peaked at between 14 and 25 years of service before trending downward at 26 years of service or more.

In 2022-23, 2,652 teachers successfully met the requirements and achieved a distinguished effectiveness level (i.e., effectiveness level of Proficient II or above).¹³ These teachers represented 28 percent of all teachers across the district. Figure 10 shows the distribution of DTR points among teachers. The average number of points awarded across the district was 10.3 and ranged between zero and 20 points. Teachers most often received either nine, 12, or 13 DTR points. In addition, 23 percent of teachers who received points for DTR received between three and 10 additional points for teaching at an HPC school.¹⁴

¹³ To be eligible for DTR in 2022-23, 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 2022-23 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 2022-23 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

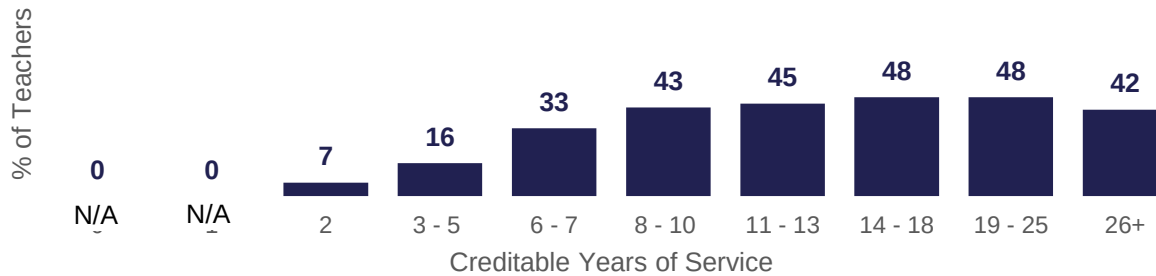
¹⁴ The maximum possible DTR points was 20 for teachers at non-HPC campuses and 30 for teachers at HPC campuses.

Figure 10: 2022-23 Percentage of Teachers Receiving DTR Points

Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: $n = 9,500$ 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 11. The highest rate of DTR teachers was for teachers with (a) between 14 and 18 years of service and (b) between 19 and 25 years of services. Forty-eight percent of teachers in each group achieved DTR status. The lowest rate was for teachers with two years¹⁵ of service (7%). The rate trended upward and peaked at between 14 and 25 years of service (48%) before trending downward at 26 years of service or more (42%).

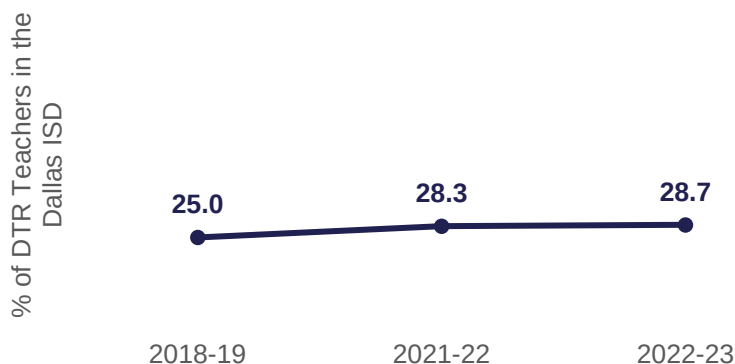
Figure 11: 2022-23 Percentage of DTR Teachers by Creditable Years of Service

Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: $n = 9,383$ teachers. To be eligible for DTR in 2022-23, 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 2022-23 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 2021-22 school year, and (d) receive a 2021-22 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 29 percent in 2022-23 (Figure 12).

¹⁵ COVID-19 emergency provisions allowed DTR eligibility for teachers in at least their third year of service.

Figure 12: 2018-19 to 2022-23 Percentage of DTR Teachers in the Dallas ISD

Source: 2018-19 TEI results (Barton, 2020). 2021-22 TEI results (Avila, 2023). Scorecard data file from Human Capital Management dated 10/05/23.

Note: DTR = Distinguished Teacher Review. The number of eligible teachers who achieved DTR was 2,146 in 2018-19, 2,583 in 2021-22, and 2,652 in 2022-23. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

EQ5: What were the results of the rewarding excellence (compensation) system of TEI?

Key Findings From this Section:

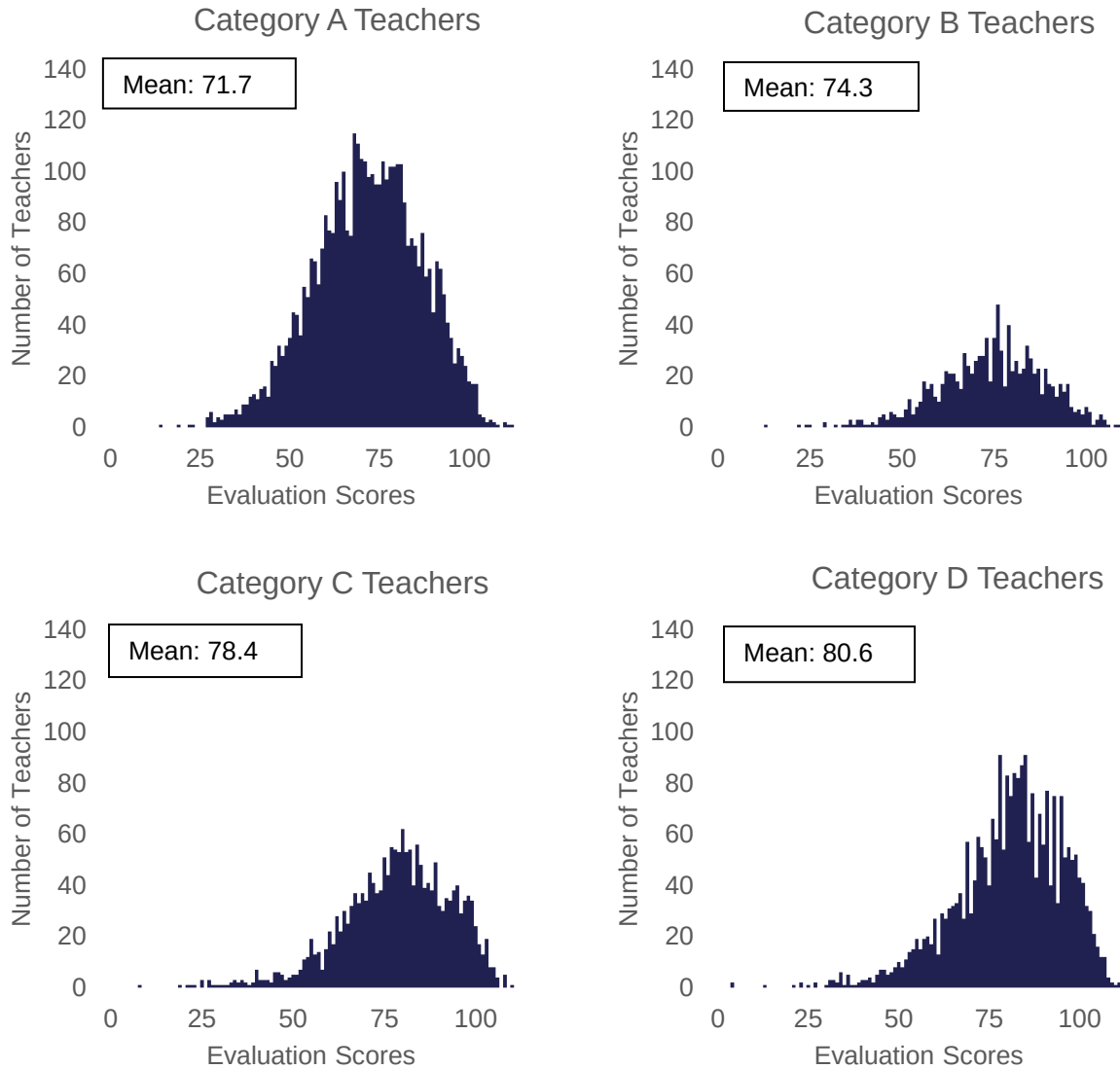


Teachers who received higher effectiveness levels in 2022-23 received higher salary increases for 2023-24 as compared to those with lower effectiveness levels.

Evaluation Scores

The distribution of evaluation scores by TEI category is shown on Figure 13. The average evaluation scores were 71.7 for Category A teachers, 74.3 for Category B teachers, 78.4 for Category C teachers, and 80.6 for Category D teachers.

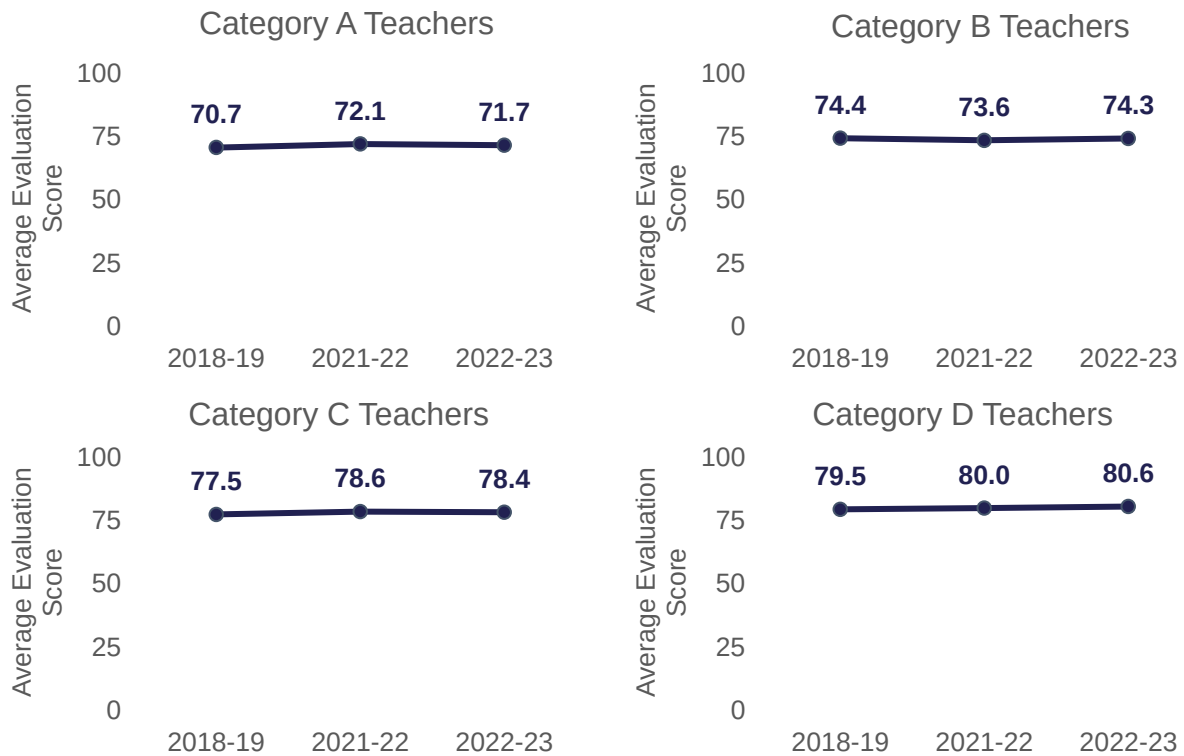
Figure 13: 2022-23 Frequency Distribution of Evaluation Scores by TEI Category



Source: Scorecard data file from Human Capital Management dated 10/05/23.

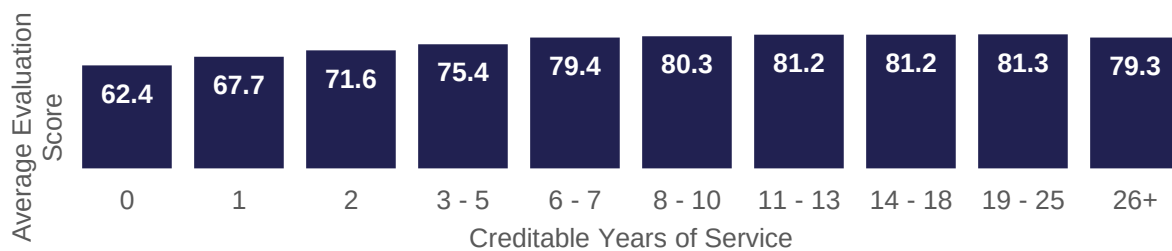
Note: $n = 3,963$ Category A Teachers. $n = 1,039$ Category B Teachers. $n = 1,835$ Category C Teachers. $n = 2,616$ Category D Teachers. TEI = Teacher Excellence Initiative. Maximum possible evaluation score was 100 for non-DTR teachers and 120 for DTR teachers.

As shown in Figure 14, the average evaluation score for teachers in all categories remained relatively consistent from 2018-19 to 2022-23 (difference of 1.1 percentage points or less).

Figure 14: 2018-19 to 2022-23 Average Evaluation Score by TEI Category

Source: 2018-19 TEI results (Barton, 2020). 2021-22 TEI results (Avila, 2023). Scorecard data file from Human Capital Management dated 10/05/23. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Average evaluation scores by creditable years of service are shown in Figure 15. Teachers with zero creditable years of service (i.e., first-year teachers) earned the lowest average evaluation score (62.4). The average evaluation score gradually increased and began to remain consistent between six and seven creditable years of service (79.4).

Figure 15: 2022-23 Average Evaluation Scores by Creditable Years of Service

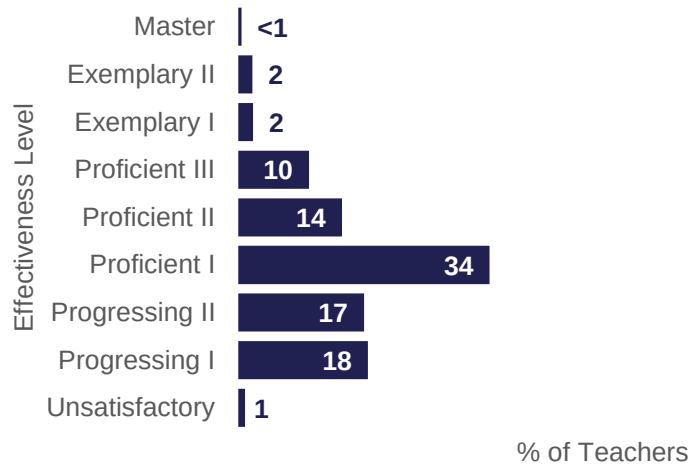
Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: $n = 8,749$ teachers. Maximum possible evaluation score was 100 for non-DTR teachers and 120 for DTR teachers.

Effectiveness Levels

The percentage of teachers who achieved each effectiveness level is shown in Figure 16. The largest percentage of teachers received an effectiveness level of Proficient I (34%), followed by Progressing I (18%) and Progressing II (17%). The remaining effectiveness levels accounted for 31 percent of teachers.

Figure 16: 2022-23 Percentage of Teachers Achieving Each Effectiveness Level

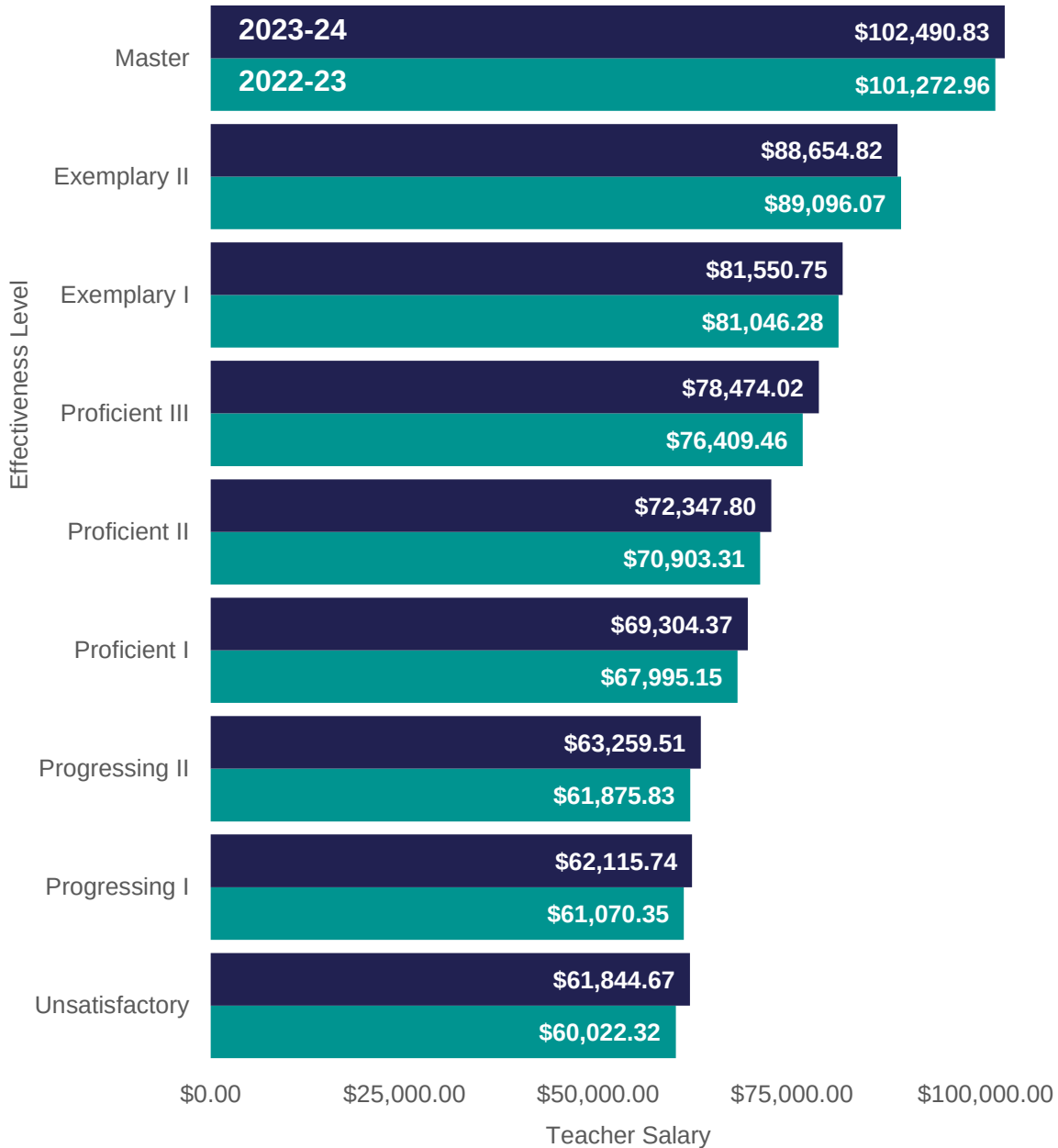


Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: $n = 9,500$ teachers.

Salary Increases

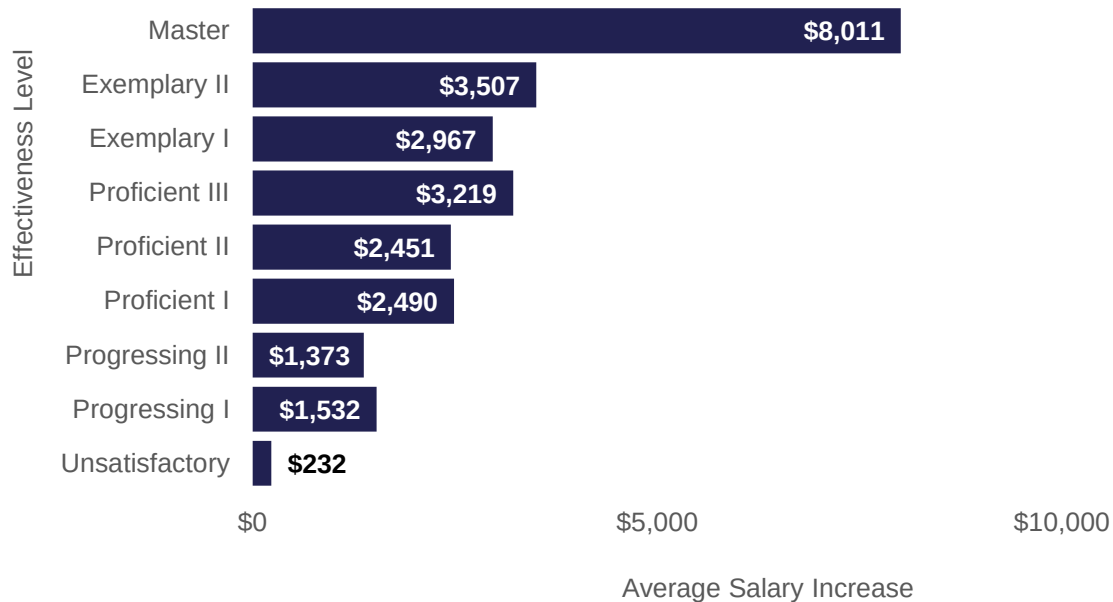
In 2022-23, the average salary for teachers ranged from \$60,022 to \$101,273, and the average salary increase from 2022-23 to 2023-24 ranged from \$232 to \$8,011 (Figure 17). All teachers received a salary increase.

Figure 17: 2022-23 to 2023-24 Average Teacher Salary by Effectiveness Level

Source: Scorecard data file from Human Capital Management dated 10/05/23. Teacher salary data file from Human Capital Management dated 10/20/23.

Note: $n = 8,055$ 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 2022-23 and 2023-24. Effectiveness levels were assigned in fall 2023.

Teachers who received higher effectiveness levels in 2022-23 received higher salary increases for 2023-24 as compared to those with lower effectiveness levels (Figure 18). Average salary increases were highest for teachers who earned a Master (\$8,031), Exemplary II (\$3,507), or Proficient III (\$3,219) effectiveness level.

Figure 18: 2022-23 Average Salary Increase by Effectiveness Level

Source: Scorecard data file from Human Capital Management dated 10/05/23. Teacher salary data file from Human Capital Management dated 10/20/23.

Note: $n = 8,055$ 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 2022-23 and 2023-24. Effectiveness levels were assigned in fall 2023.

EQ6: What were retention rates for teachers?

Key Findings From this Section:



Overall, the rate of teachers who left the district remained steady from 2018-19 to 2022-23.



In 2022-23, the rate of teachers who left the district generally decreased as effectiveness level increased, indicating that the district retained effective teachers at higher rates than less effective teachers

Thirteen percent ($n = 1,209$) of the 9,500 teachers who received a scorecard left the district by June 26th, 2023, and 51 percent ($n = 612$) of these teachers provided the reason they left the district (Table 6).

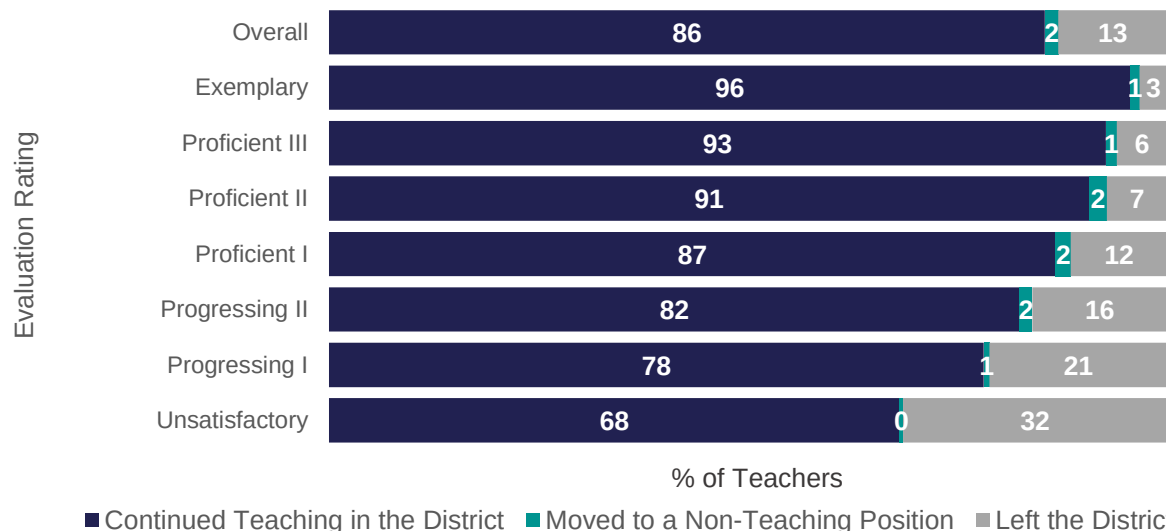
Table 6: 2022-23 Reasons Teachers Left the Dallas ISD

Reasons for Leaving	<i>n</i>	%
Quit	448	73.2
Retired	82	13.4
Other	81	13.2
Deceased	1	0.2

Source: $N = 662$. District personnel file dated 06/26/23 and Scorecard data file from Human Capital Management dated 10/05/23.

Figure 19 includes the percentage of 2022-23 teachers in each evaluation rating¹⁶ who returned to a teaching position in the district, moved to a non-teaching position, or left the district for the 2023-24 school year. Overall, 32 percent of teachers with an unsatisfactory evaluation rating left the district, and the percentage of teachers who left the district within each evaluation rating level decreased (32% to 3%) as evaluation rating increased.

Figure 19: 2022-23 Retention Rates by Evaluation Rating

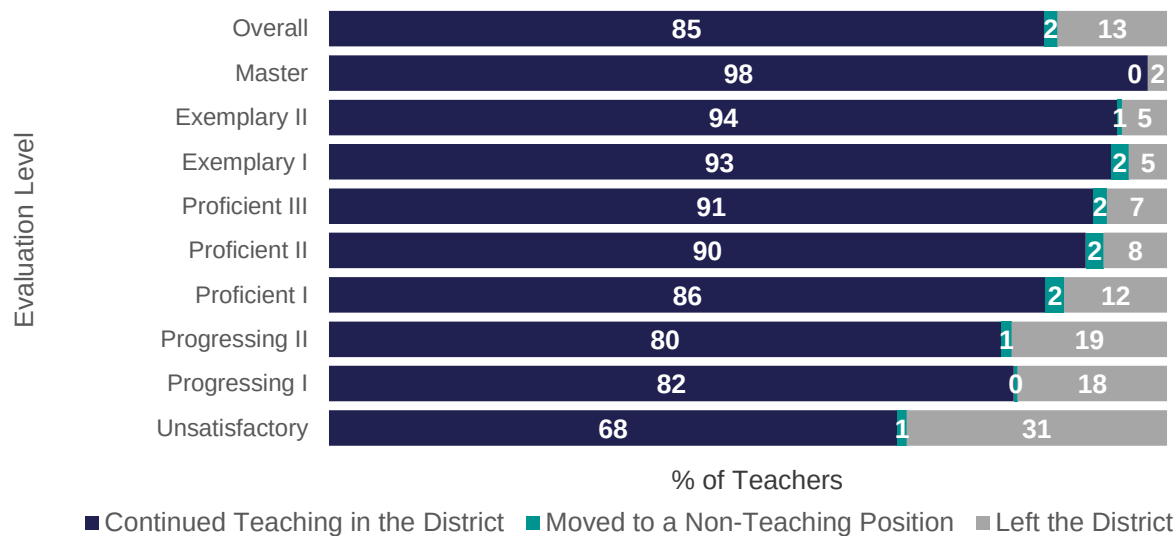


Source: Scorecard data file from Human Capital Management dated 10/20/23.

Note: $n = 9,324$ teachers. $n = 273$ Exemplary. $n = 713$ Proficient III. $n = 1,483$ Proficient II. $n = 3,316$ Proficient I. $n = 2,174$ Progressing II. $n = 1,086$ Progressing I. $n = 279$ Unsatisfactory.

Figure 20 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 2022-23 school year. Overall, 31 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 (31% to 2%) as effectiveness level increased. Thus, the Dallas ISD retained effective teachers at higher rates than less effective teachers.

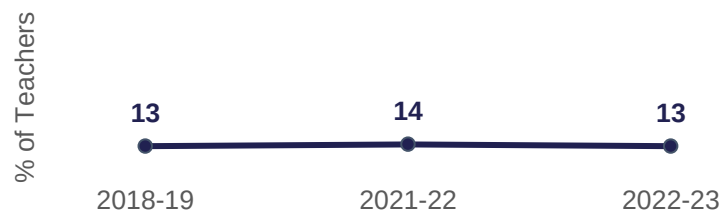
¹⁶ Prior to 2022-23, cut point ranges for Evaluation Ratings were determined by raw scores and thus were different by teacher group (category or school type). Beginning in 2022-23, score ranges for Evaluation Ratings are determined from standardized scores.

Figure 20: 2022-23 Retention Rates by Effectiveness Level

Source: Scorecard data file from Human Capital Management dated 10/20/23.

Note: $n = 9,383$ teachers. $n = 43$ Master. $n = 185$ Exemplary II. $n = 194$ Exemplary I. $n = 923$ Proficient III. $n = 1,350$ Proficient II. $n = 3,272$ Proficient I. $n = 1,637$ Progressing II. $n = 1,689$ Progressing I. $n = 90$ Unsatisfactory.

As shown in Figure 21, the rate of teachers who left the district remained steady from 2018-19 (13%) to 2022-23 (13%).

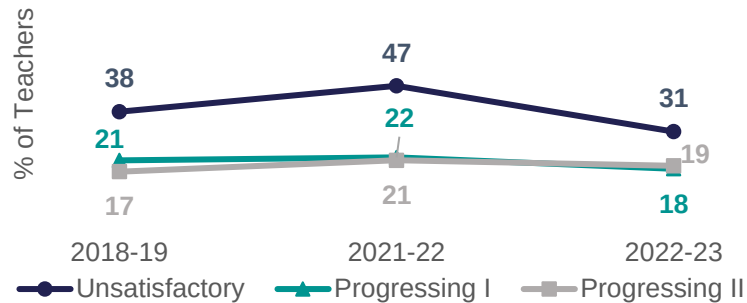
Figure 21 2018-19 to 2022-23 Percentage of Teachers Who Left Dallas ISD

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. $n = 9,383$ teachers in 2022-23. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

From 2018-19 to 2022-23, the percentage of Progressing II (17% to 19%) teachers who left the district trended upward, whereas the percentage of Progressing I (21% to 18%) teachers and Unsatisfactory (38% to 31%) teachers who left the district decreased over time. This indicated that low performing teachers left the Dallas ISD at lower rates than previous years (Figure 22).

Figure 22: 2018-19 to 2022-23 Percentage of Unsatisfactory, Progressing I, and Progressing II Teachers Who Left the Dallas ISD



Source: 2018-19 TEI results (Barton, 2020). 2021-22 TEI results (Avila, 2023). Scorecard data file from Human Capital Management dated 10/20/23.

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. 2022-23: $n = 90$ Unsatisfactory, $n = 1,689$ Progressing I, and $n = 1,637$ Progressing II. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

EQ7: What were the results of TEI by region?

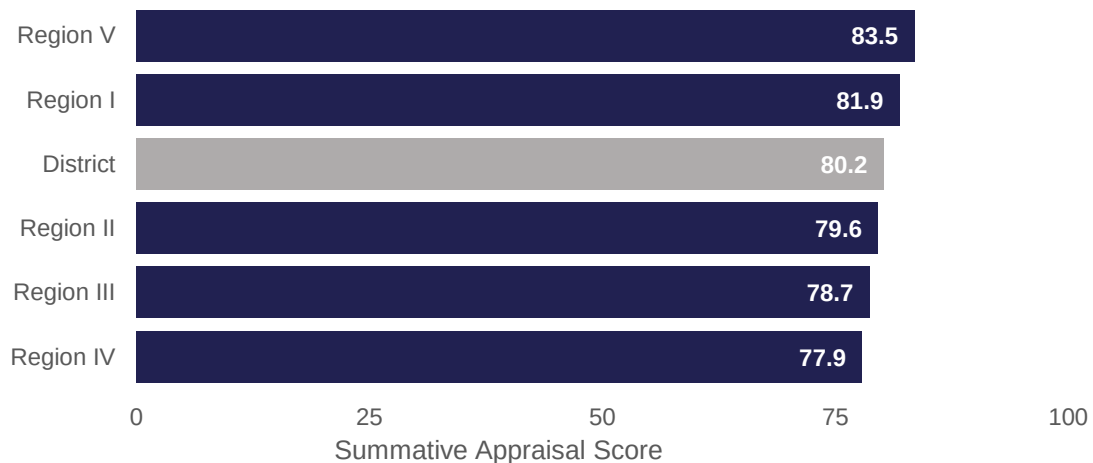
Key Findings From this Section:



Teachers in Region V had the highest average scores for summative appraisal, total student achievement, base school STAAR, and student experience points. They also had the highest percentage of DTR teachers, whereas Region IV had the lowest for all categories.

While the average summative appraisal score for the district was 80.2 (Figure 23), the average summative appraisal score ranged from 77.9 (Region IV) to 83.5 (Region V).

Figure 23: 2022-23 Average Summative Appraisal Scores by Region

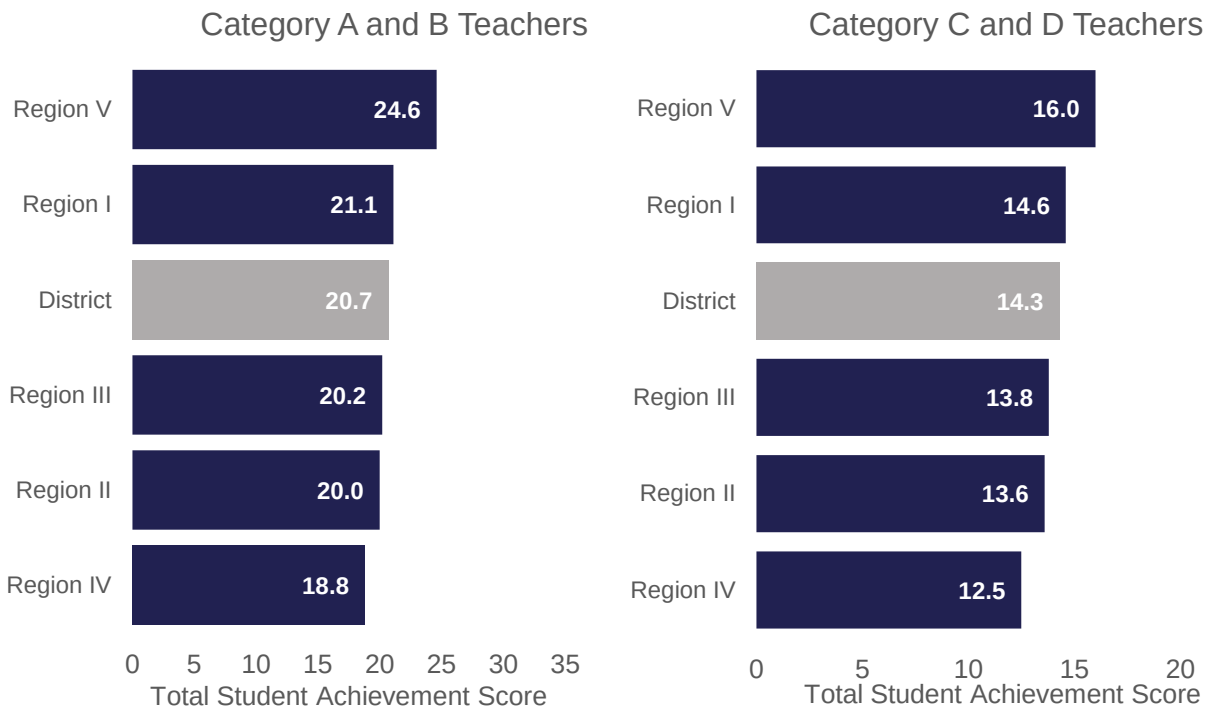


Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: $n = 9,453$ teachers. Maximum possible summative appraisal score was 100.

Average total student achievement scores by region are shown in Figure 24. For Category A and B teachers, the average total student achievement score ranged from 18.8 (Region IV) to 24.6 (Region V), 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 12.5 (Region IV) to 16.0 (Region V), with a district average of 14.3 (out of 20 possible points).

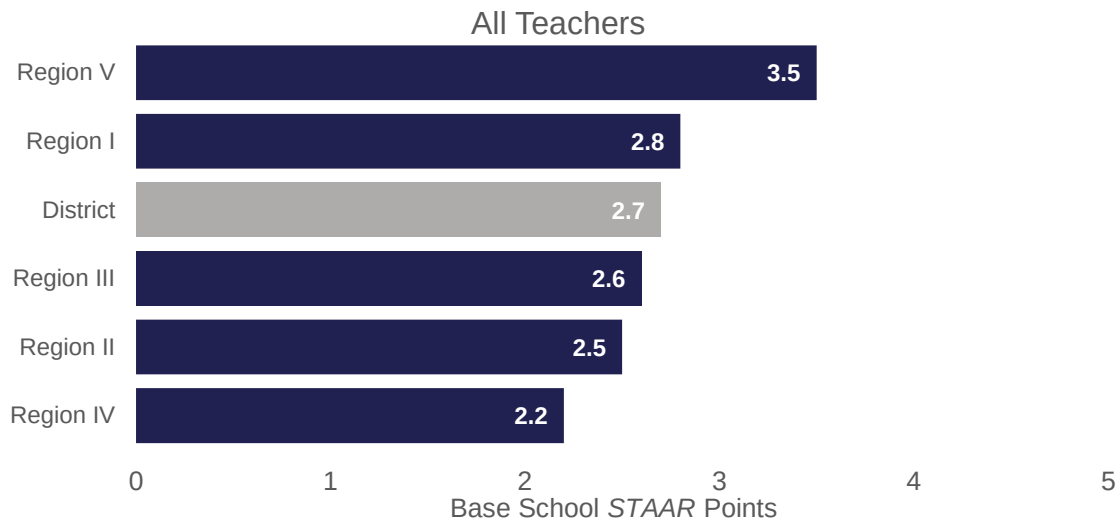
Figure 24: 2022-23 Average Total Student Achievement Scores by TEI Category and Region



Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: $n = 5,002$ Category A/B teachers and $n = 4,451$ Category C/D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

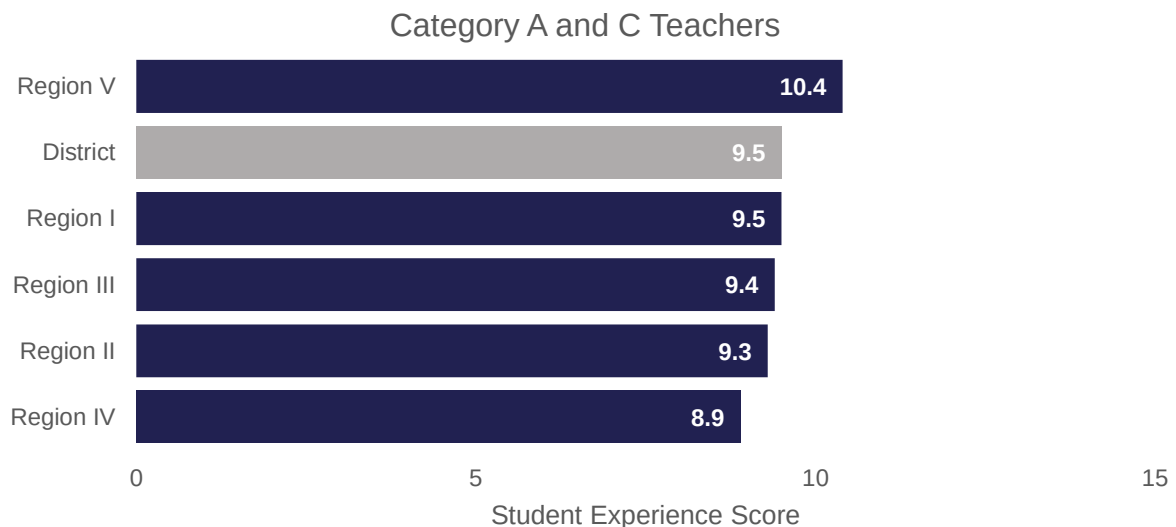
The average base school STAAR points ranged from 2.2 (Region IV) to 3.5 (Region V), with a district average of 2.7 (Figure 25).

Figure 25: 2022-23 Average Base School STAAR Points by Region

Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: $n = 9,129$ teachers. All teachers at a campus received the same number of base points (i.e., zero to five) for the *School STAAR* measure.

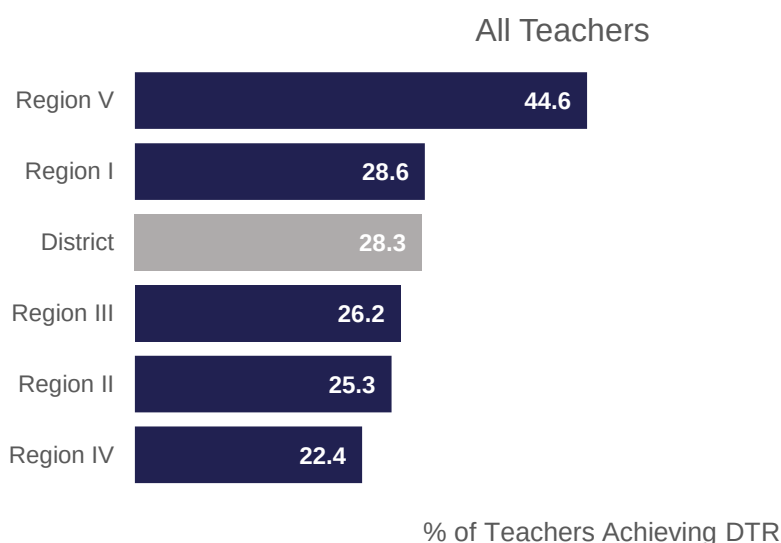
Average student experience points by region is shown in Figure 26. The average for student experience points ranged from 8.9 (Region IV) to 10.4 (Region V), with a district average of 9.5.

Figure 26: 2022-23 Average Student Experience Scores by Region

Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: $n = 5,798$ teachers. Only Category A/C teachers received student experience points. 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 22.4 (Region IV) and the highest was 44.6 (Region V).

Figure 27: 2022-23 Percentage of Teachers Achieving DTR by Region

Source: Scorecard data file from Human Capital Management dated 10/05/23.

Note: $n = 9,383$ teachers. DTR = Distinguished Teacher Review.

EQ8: What were the results of TEI by teacher groups?

Key Findings From this Section:



In general, teachers at campuses with majority White students, teachers at choice and magnet campuses, teachers at elementary and high school levels, and teachers who stayed or moved to a non-teaching position in the district had higher TEI scores than the district average.



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

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 7.

Campus Characteristics

Teachers at majority White ($N = 165$) campuses had higher TEI scores than teachers at majority Hispanic ($N = 7,708$) and majority African American ($N = 1,018$) campuses and the district across all categories. The averages for teachers at majority Hispanic campuses were nearly identical to district averages because 87 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.

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.

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.

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 teachers¹⁷, District of Innovation teachers, Dallas alternative certification teachers, and teachers with effectiveness levels below Proficient I had TEI scores below the district averages. This indicated these teacher groups may benefit from additional support. In addition, teachers with a master's degree or above generally scored higher than teachers with a bachelor's degree.

¹⁷ In 2022-23 strategic pipeline teachers included teachers from Teach for America and City Teacher Alliance. In future years, Dallas College Residency, TNTP, and Relay teachers will be included in the strategic pipeline group.

Table 7: 2022-23 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	%
Campus Characteristics								
Majority AA Campuses	1,018	78.7	495	18.6	538	9.1	562	55.2
Majority Hispanic Campuses	7,708	80.2	4,252	20.7	4,896	9.5	4,759	61.7
Majority White Campuses	165	91.2	106	30.0	95	11.9	162	98.2
Degree								
Bachelor's Degree	6,401	80.1	1,798	27.9	3,956	9.6	3,914	61.1
Master's Degree and Above	1,929	82.5	943	20.1	1,180	9.0	1,295	67.2
Effectiveness Level								
Below Proficient I	3,387	68.7	1,931	17.3	2,189	8.2	462	13.6
Proficient I, II, or III	5,515	86.5	2,816	22.4	3,337	10.1	4,904	88.9
Exemplary I or higher	422	94.3	227	27.9	272	12.6	419	99.3
School Level								
Elementary	4,512	81.1	2,258	20.8	1,801	9.5	2,849	64.0
Middle	1,699	76.0	1,187	19.6	1,433	9.2	845	50.4
High	2,490	81.0	1,157	20.4	2,119	9.5	1,561	63.6
Specialty Campuses								
High Priority Campuses	3,454	78.5	1,923	19.0	2,265	9.2	1,863	53.9
Choice/Magnet Campuses	957	84.0	478	25.3	738	10.5	716	74.8
Teacher Retention Status								
Continued Teaching in the District	7,970	81.3	4,231	21.0	4,970	9.6	5,141	64.5
Left the District	1,209	74.0	667	18.8	759	8.6	540	44.7
Moved to Non-Teaching Position	145	85.0	76	20.6	69	8.6	104	71.7
Teacher Type								
First-Year	516	66.4	305	17.8	325	9.0	134	26.0
Strategic Pipeline	60	64.2	54	16.7	45	8.2	13	21.7
District of Innovation	533	63.0	343	16.4	382	8.2	116	20.8
Dallas Alternative Certification	168	65.2	87	19.1	77	8.3	47	30.5
District	8,701	80.2	4,974	20.7	5,798	9.5	5,785	62.0

Source: Scorecard data files from Human Capital Management dated 10/05/23. Student Experience survey file from Office of Institutional Research dated 07/12/23. District personnel file dated 06/26/23.

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 2022-23, campuses received an accountability rating of A, B, C, D, or F. Letter grades between A and D were considered passing. In 2022-23, Strategic pipelines included teachers from Teach for America and City Teacher Alliance. Some DOI teachers received an evaluation rating, but not a summative score. Majority African American campuses had a greater number of African American students than Hispanic and White students combined. Majority Hispanic campuses had a greater number of Hispanic students than African American and White students combined. Majority White campuses had a greater number of White students than African American and Hispanic students combined. Teachers could belong to more than one group. Scores that met or exceeded the district are highlighted in blue bold.

EQ9: 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 2022-23 academic year. The purpose of the surveys was to provide stakeholders with information about how the TEI system functioned during the 2022-23 school year and to identify any potential adjustments identified by participants.

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

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

Respondent Characteristics

Surveys were sent to 8,257 teachers and 619 administrators¹⁸, and 2,712 teachers (33%) and 330 administrators (53%) at least partially completed the survey. For the administrator survey, most participants were assistant principals (69%), followed by principals (30%) and other (1%).¹⁹

As shown in Figure 28, response rates were similar across school levels for the teacher and administrator surveys. Teachers (45%) and administrators (49%) at elementary schools comprised most respondents.²⁰ 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 16).

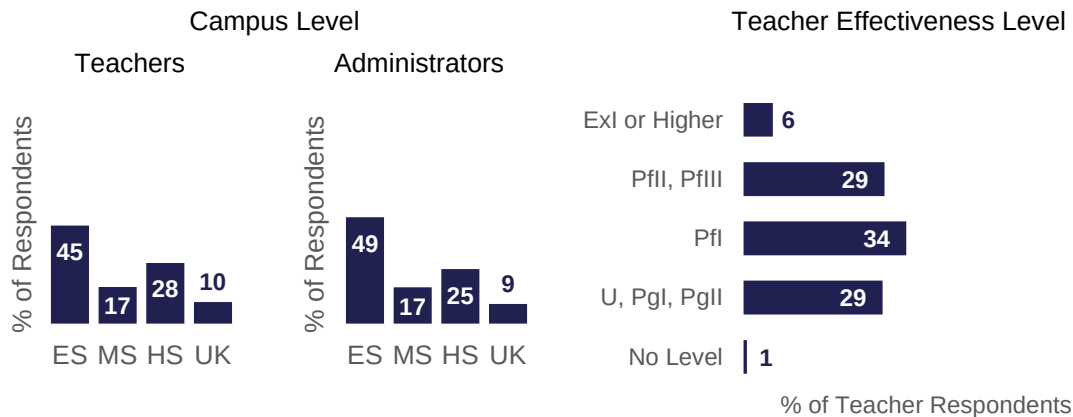
The median years of creditable service for teacher survey respondents was five years (mean = 7.3), which was lower than all teachers in 2022-23 TEI positions (median = 8; mean = 10.4). This indicated that teacher survey respondents tended to have fewer creditable years of service than the district overall.

¹⁸ Of teacher surveys sent, 173 emails were undeliverable, leaving 8,024 emails received. Of administrator surveys sent, 22 emails were undeliverable, leaving 597 emails received.

¹⁹ Most administrators who reported roles other than principal or assistant principal indicated holding principal resident roles.

²⁰ This pattern was expected because it mirrors the total teacher population in the Dallas ISD who were in TEI-eligible positions.

Figure 28: 2022-23 TEI Perception Survey Respondents by Campus Level and Teacher Effectiveness Level



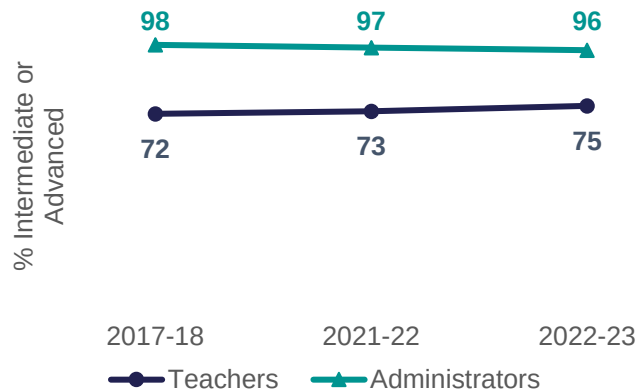
Source: Scorecard data file from Human Capital Management dated 9/28/22. Personnel data file from Human Capital Management dated 05/03/22.

Note: ES = Elementary School. MS = Middle School. HS = High School. UK = Unknown. $n = 330$ administrators. 2,712 = Dallas ISD teachers. U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. PfI = Proficient I. PfII = Proficient II. PfIII = Proficient III. ExI = Exemplary I. Teachers indicated as unknown campus level were not assigned specific campuses in the data file.

TEI Knowledge

Most teachers (75%) and almost all administrators (96%) reported an intermediate to advanced knowledge of TEI in 2022-23 (Figure 29). Twenty six 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 2022-23, the rate of teachers (72% to 75%) and administrators (98% to 96%) indicating an intermediate or advanced knowledge of TEI remained relatively consistent.

Figure 29: 2022-23 Perceived Level of TEI Knowledge



Source: 2017-18 (Barton & Featherston, 2019) and 2022-23 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. $N = 330$ administrators and $N = 2,567$ teachers in 2022-23. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Overall Satisfaction

Key Findings From this Section:



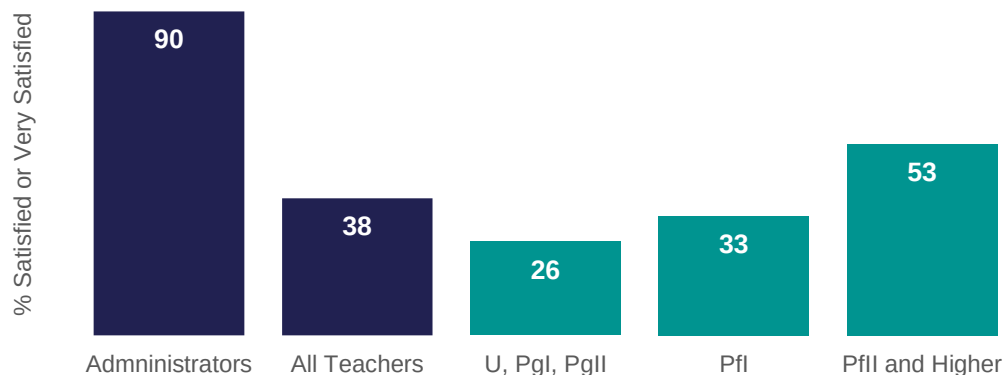
Most administrators expressed high levels of satisfaction with TEI and perceived TEI as at least somewhat fair as compared to less than half of teachers overall.



Teachers with effectiveness levels of Proficient II or higher were more likely to report that they (a) were satisfied with TEI and (b) rated TEI as at least somewhat fair compared to other teachers.

As shown in Figure 30, a higher rate of administrators (90%) than teachers (38%) 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 (26%).

Figure 30: 2022-23 Teacher and Administrator Overall Satisfaction with TEI

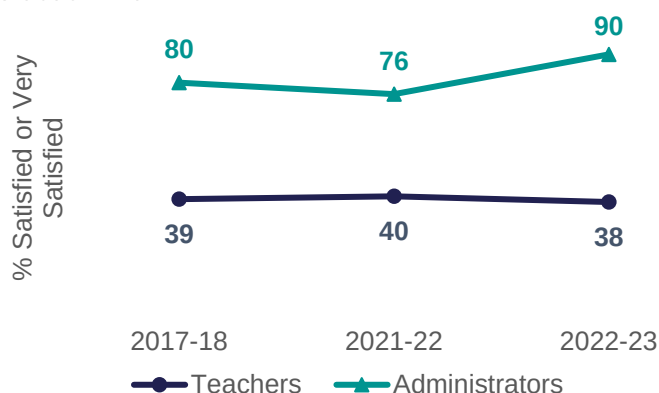


Source: 2022-23 TEI Perception Survey.

Note: $n = 330$ administrators. $n = 2,450$ teachers. $n(\text{U, Pgl to PgII}) = 699$. $n(\text{Pfl}) = 838$. $n(\text{PflI and Higher}) = 913$. U = Unsatisfactory. Pg = Progressing. Pfl = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

From 2017-18 to 2022-23, the rate of administrators who reported satisfaction (satisfied or very satisfied) with TEI trended downward from 80 percent to 76 percent before rebounding to 90 percent. The rate of teachers remained relatively consistent from 2017-18 (39%) to 2022-23 (38%; Figure 31).

Figure 31: 2017-18 to 2022-23 Teacher and Administrator Overall Satisfaction with TEI



Source: 2017-18 (Barton & Featherston, 2019) 2021-22 (Avila, 2023), and 2022-23 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. $N = 330$ administrators and $N = 2,450$ teachers in 2022-23. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Perception of Fairness

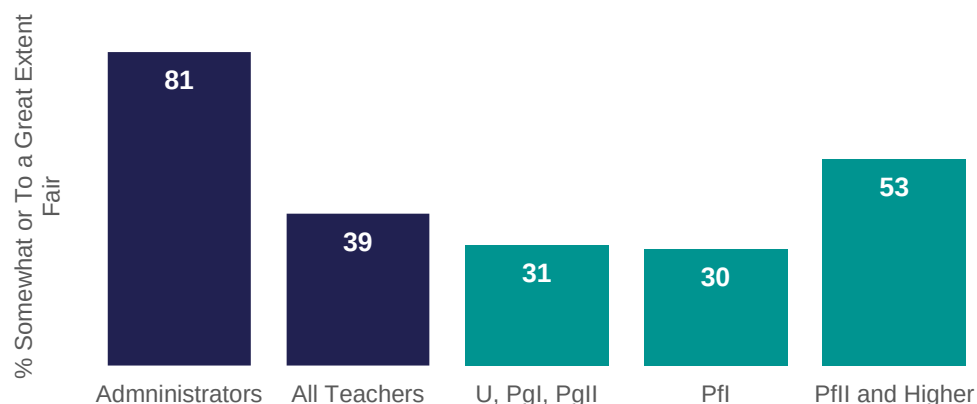
Key Findings From this Section:



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

As shown in Figure 32, a higher rate of administrators (81%) than teachers (39%) rated TEI as at least somewhat fair. Furthermore, teachers at the highest effectiveness levels (53%) perceived TEI as at least somewhat fair at a higher rate than teachers at the lowest effectiveness levels (31%).

Figure 32: 2022-23 Teacher and Administrator Perceptions of TEI Fairness

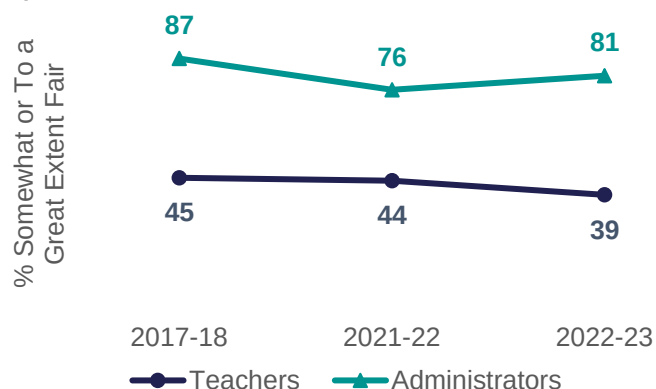


Source: 2022-23 TEI Perception Survey.

Note: $n = 318$ administrators. $n = 2,567$ teachers. $n(\text{U, Pgl to PgII}) = 740$. $n(\text{Pfl}) = 879$. $n(\text{PfII and Higher}) = 948$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

From 2017-18 to 2022-23, the percentage of administrators who rated TEI as at least somewhat fair trended downward from 87% to 81% (Figure 49). Similarly, the percentage of teachers who rated TEI as at least somewhat fair trended downward over time (45% to 39%; Figure 33).

Figure 33: 2017-18 to 2022-23 Teacher and Administrator Perceptions of TEI Fairness

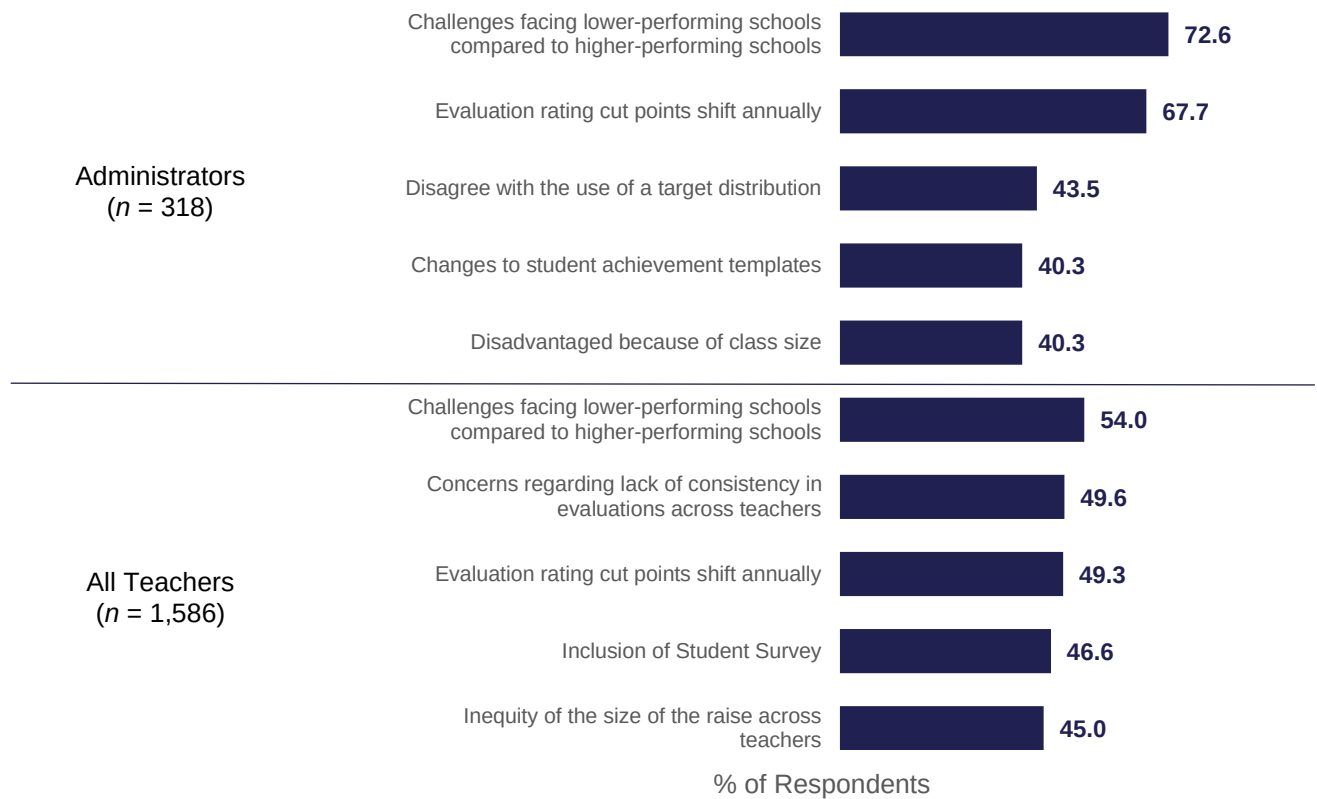


Source: 2017-18 (Barton & Featherston, 2019) 2021-22 (Avila, 2023) and 2022-23 TEI Perception Surveys.

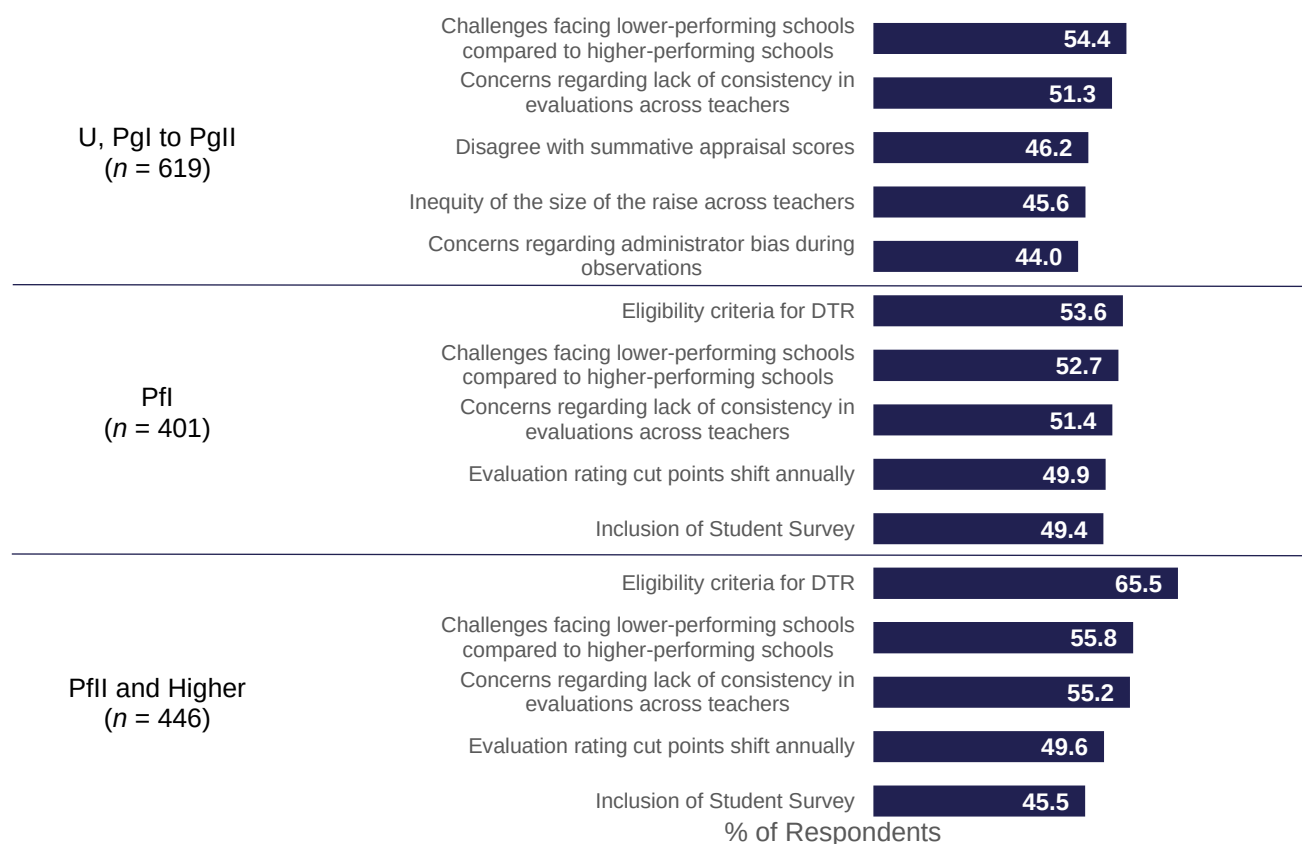
Note: $N = 372$ administrators and $N = 4,639$ teachers in 2017-18. $N = 349$ administrators and $N = 3,526$ teachers in 2021-22. $N = 318$ administrators and $N = 2,567$ teachers in 2022-23. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

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 34. Results by teacher effectiveness level groupings are shown in Figure 35.

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 and for teachers in all effectiveness level groupings. The complete ranking of each perceived reason for TEI unfairness for administrators and teachers (overall and by teacher effectiveness level) can be found in Appendix D, Table 2 and Appendix C, Table 3, respectively.

Figure 34: 2022-23 Teacher and Administrator Top Five Reasons TEI Perceived to be Unfair

Source: 2022-23 TEI Perception Surveys.

Figure 35: 2022-23 Teacher Top Five Reasons TEI Perceived to be Unfair by Effectiveness Level

Source: 2022-23 TEI Perception Surveys.

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

Defining Excellence

Key Findings From this Section:



The rate of administrators who reported that they (a) had conducted summative evaluations for staff members with whom they had worked for an insufficient amount of time and (b) at least sometimes felt pressure to inflate teacher observation scores remained consistent from 2021-22 to 2022-23.



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



Administrators and Proficient II and higher teachers were more likely to rate Student Experience Survey feedback as very or completely accurate than teachers with lower effectiveness levels. Additionally, the rate of administrators who perceived Student Experience Survey feedback as helpful or very helpful exceeded the overall teacher rate.

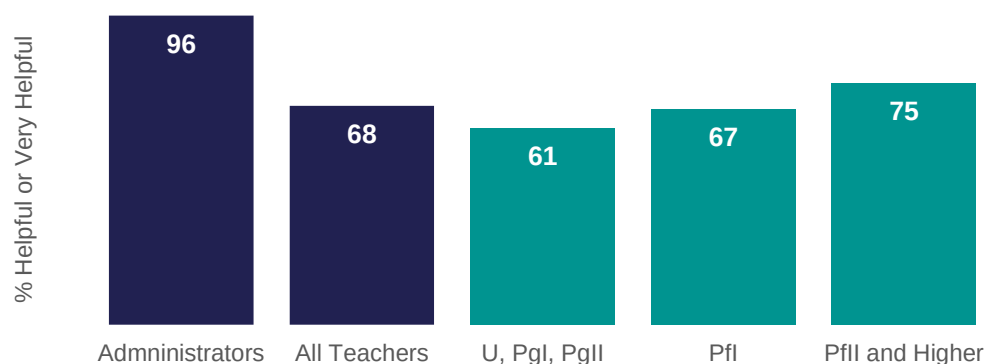
Spot Observations, Extended Observations, and Summative Appraisals

Of administrator respondents, 99 percent ($n = 318$) conducted spot observations, 95 percent ($n = 302$) conducted extended observations, and 94 percent ($n = 299$) conducted summative appraisals during the 2022-23 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, 25 percent of administrators indicated they at least sometimes felt pressure to inflate teacher observation scores, compared to 26% in 2021-22 (Avila, 2023). Lastly, during the 2022-23 school year, 80 percent of administrators indicated TEI certification was helpful or very helpful for preparing them to implement TEI effectively on their campuses.

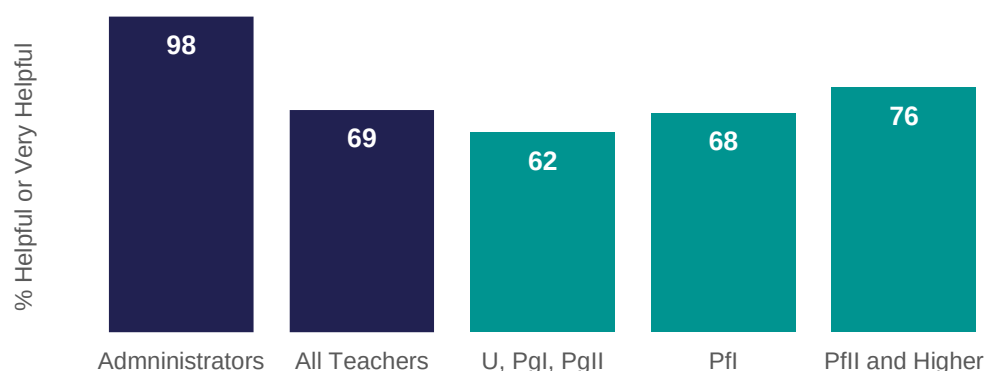
Figure 36 includes administrator and teacher perceptions regarding the helpfulness of spot observations, extended observations, and summative appraisals. While the percentage of administrators who rated all three evaluation activities as helpful or very helpful (95% to 98%) was higher than all teachers combined (68% to 69%), teachers with the highest effectiveness levels (75% to 77%) rated helpfulness of these activities higher than all other teachers.

Figure 36: 2022-23 Teacher and Administrator Perceptions of Feedback Helpfulness

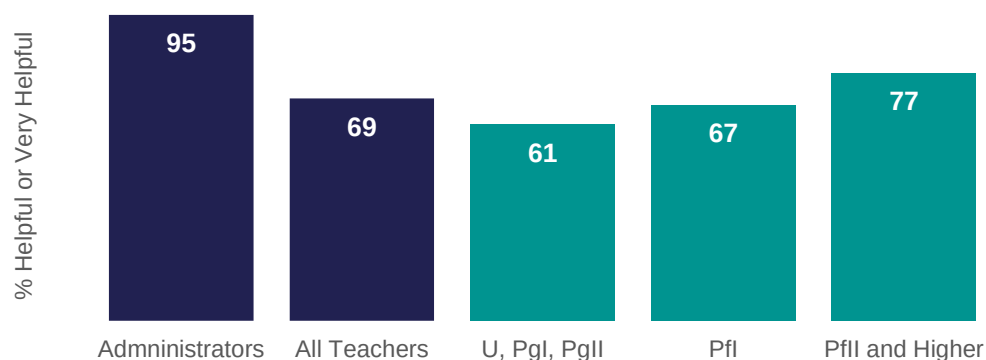
Overall, how helpful was the spot observation feedback [you provided to your teachers/you received from your evaluator] during the 2022-23 school year?



Overall, how helpful was the extended observation feedback [you provided to your teachers/you received from your evaluator] during the 2022-23 school year?



Overall, how helpful was the summative appraisal feedback [you provided to your teachers/you received from your evaluator] during the 2022-23 school year?



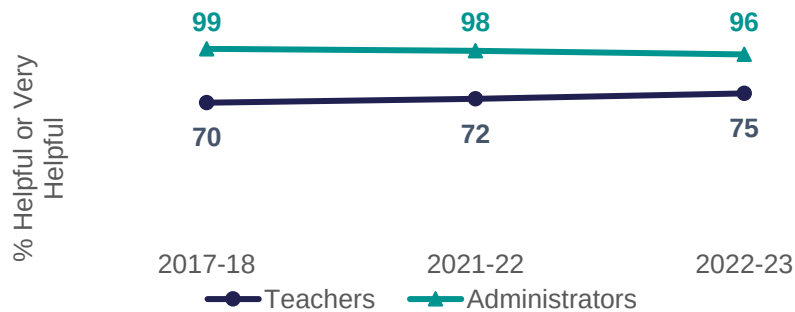
Source: 2022-23 TEI Perception Survey.

Note: $N = 319$ administrators – spot observations. $N = 317$ administrators – extended observations. $N = 317$ – summative appraisal. $N = 2,473$ teachers. $n(\text{U, Pgl to Pgll}) = 710$. $n(\text{Pfl}) = 842$. $n(\text{Pfl and Higher}) = 921$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

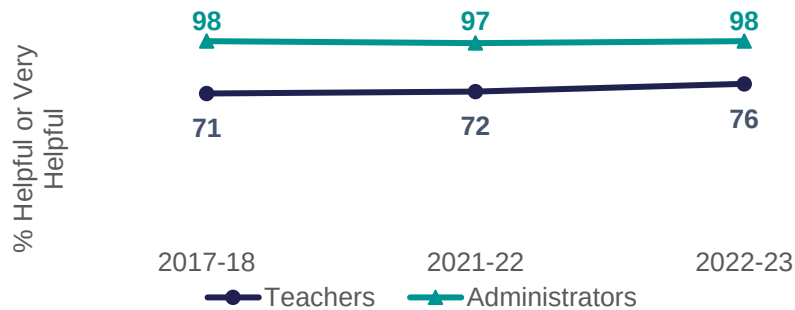
As shown in Figure 37, the percentage of administrator respondents who considered spot observations to be helpful trended slightly downward from 2017-18 to 2022-23. However, the percentage of administrators who considered extended observations and summative appraisals to be helpful remained relatively consistent over time. The percentage of teacher respondents who considered spot observations, extended observations, and summative appraisals to be helpful trended slightly upward from 2017-18 to 2022-23.

Figure 37: 2022-23 Teacher and Administrator Perceptions of Feedback Helpfulness

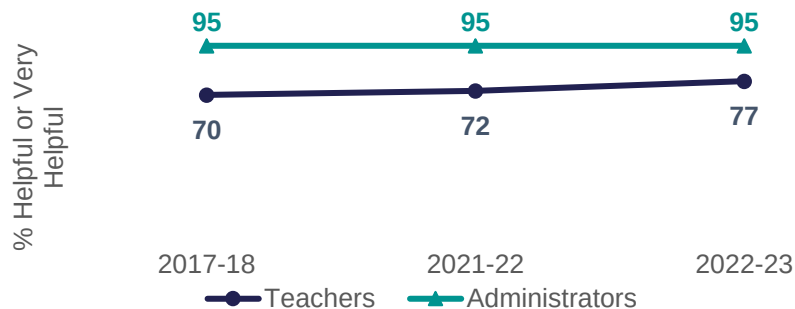
Overall, how helpful was the spot observation feedback [you provided to your teachers/you received from your evaluator] during the 2022-23 school year?



Overall, how helpful was the extended observation feedback [you provided to your teachers/you received from your evaluator] during the 2022-23 school year?



Overall, how helpful was the summative appraisal feedback [you provided to your teachers/you received from your evaluator] during the 2022-23 school year?



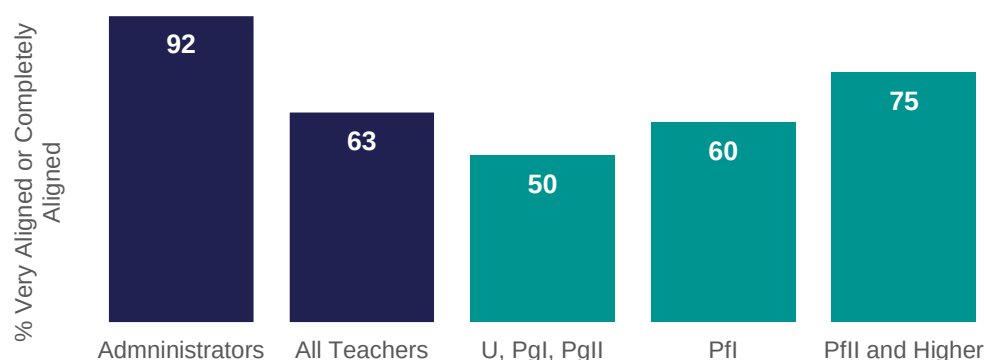
Source: 2017-18 (Barton & Featherston, 2019) 2021-22 (Avila, 2023) and 2022-23 TEI Perception Surveys.

Note: Spot observation: $N = 372$ in 2017-18; $N = 337$ in 2021-22; $N = 319$ administrators in 2022-23. Extended observation: $N = 366$ in 2017-18; $N = 330$ in 2021-22; $N = 317$ administrators in 2022-23. Summative appraisal: $N = 365$ in 2017-18; $N = 325$ in 2021-22; $N = 317$ in 2022-23. $N = 2,473$ teachers in 2022-23. Teacher respondents with 'No Level' effectiveness designation are not shown.

As shown in Figure 38, when administrators and teachers were asked to rate the alignment of their 2022-23 summative appraisal feedback with spot observation feedback, the rate followed the same pattern as the helpfulness ratings (see Figure 36). For example, while the percentage of administrators who rated summative appraisal feedback and spot observation feedback as aligned or very aligned (92%) was higher than all teachers overall (63%), teachers with the highest effectiveness levels (75%) exceeded the overall teacher rate.

Figure 38: 2022-23 Teacher and Administrator Perceptions of Feedback Alignment

How aligned was summative appraisal feedback with the spot observation feedback provided through the 2022-23 school year?



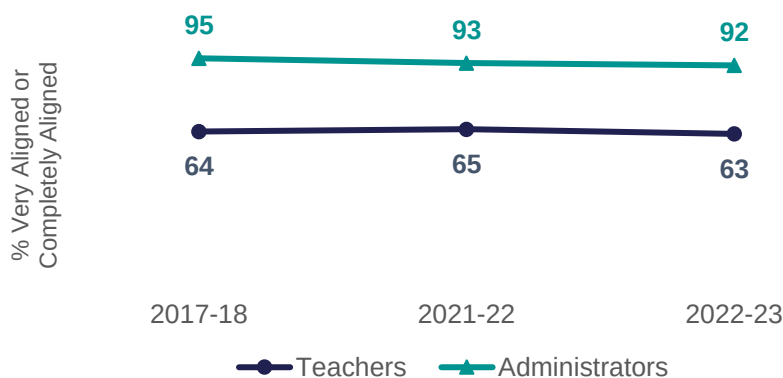
Source: 2022-23 TEI Perception Survey.

Note: N = 296 administrators. N = 2,473 teachers. U = Unsatisfactory. Pg = Progressing. Pf = Proficient.

From 2017-18 to 2022-23, administrator perceptions of the alignment of summative appraisal and spot observation feedback trended slightly downward from 95 percent to 92 percent, but teacher perceptions remained relatively consistent over time (64% to 63%; Figure 39).

Figure 39: 2017-18 to 2022-23 Teacher and Administrator Perceptions of Feedback Alignment

How aligned was summative appraisal feedback with the spot observation feedback provided through the 2022-23 school year?



Source: 2017-18 (Barton & Featherston, 2019) 2021-22 (Avila, 2023) and 2022-23 TEI Perception Surveys.

Note: N = 372 administrators. N = 4,599 teachers in 2017-18. N = 325 administrators. N = 3,417 teachers in 2021-22. N = 314 administrators. N = 2,473 teachers in 2022-23. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

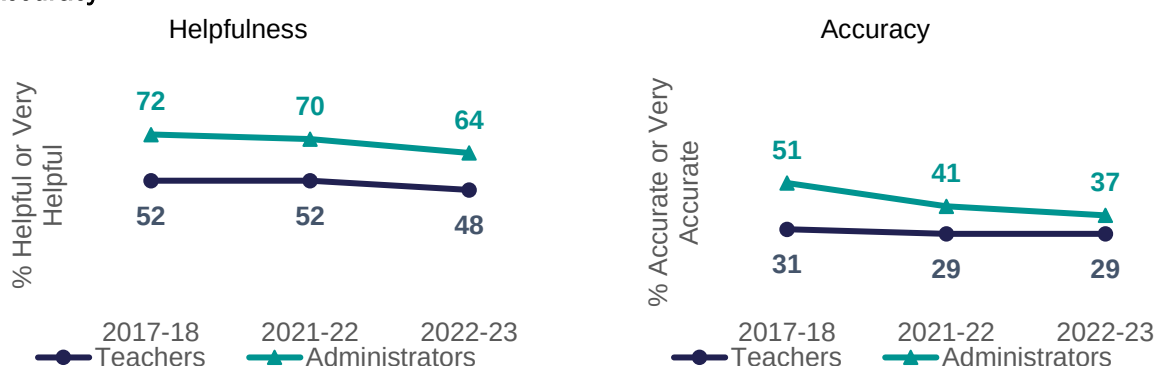
Student Experience Survey

During the 2022-23 school year, 1,604 (64%) of the teacher respondents indicated they received Student Experience Survey data. As indicated in Figure 40, slightly less than half (48%) of these teachers reported that the feedback they received from the 2022-23 student experience survey was helpful or very helpful, which was relatively consistent across effectiveness levels (46% to 52%). Administrators (64%) were more likely than teachers to report the Student Experience Survey feedback as helpful to teachers.

In 2022-23, only 29 percent of all teachers reported that the student experience survey feedback was very or completely accurate, which differed by effectiveness level. For example, teachers at the highest effectiveness levels (Proficient II and above: 35%) 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: 24%). In addition, administrators (37%) were more likely than all teachers in 2022-23 to rate Student Experience Survey feedback as accurate.

From 2017-18 to 2022-23, teacher (52% to 48%) and administrator (72% to 64%) perceptions regarding the helpfulness of the Student Experience Survey feedback trended downward. Similarly, administrator perceptions regarding the accuracy of the feedback trended downward (51% to 37%) while teacher perceptions trended slightly downward (31% to 29%; Figure 40).

Figure 40: 2017-18 to 2022-23 Student Experience Survey Feedback – Perceptions of Helpfulness and Accuracy



Source: 2017-18 (Barton & Featherston, 2019) 2021-22 (Avila, 2023) and 2022-23 TEI Perception Surveys.

Note: $N = 372$ administrators and $N = 2,843$ teachers in 2017-18; $N = 333$ administrators and $N = 2,121$ teachers in 2021-22 ; $N = 311$ administrators and $N = 1,590$ teachers in 2022-23. 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 their colleagues (e.g., other teachers; 40%), professional development (37%), and other external sources (e.g., books and the internet; 32%) to modify student engagement (Table 8). These rates were highest for teachers at the lowest effectiveness levels (32% to 47%).

While campus administrators were the resource least frequently utilized by all teachers overall (17%), teachers at the lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 20%) were slightly more likely to report that they relied on campus administrators than other teachers. Almost a quarter of all teachers (26%) reported they did not use any of the listed resources to modify student engagement.

Table 8: 2022-23 Resources Used by Teachers to Modify Student Engagement as a Result of Student Experience Survey Results

	All N = 1,604		U, Pgl, PglI n = 452		Pfl n = 536		PflI and Higher n = 616	
	n	%	n	%	n	%	n	%
Colleagues (e.g., other teachers)	638	39.8	213	47.1	210	39.2	215	34.9
Professional development	587	36.6	207	45.8	196	36.6	184	29.9
Other external resources (e.g., books, internet)	508	31.7	145	32.1	173	32.3	190	30.8
I did not use any of these resources.	409	25.5	85	18.8	147	27.4	177	28.7
Panorama Playbook	305	19.0	61	13.5	102	19.0	142	23.1
Campus administrators	275	17.1	90	19.9	85	15.9	100	16.2

Source: TEI Teacher Perception Survey, October 2023.

Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Results are for teachers indicating they received student experience survey data for the 2022-23 school year. Respondents could select more than one answer. Teacher respondents with 'No Level' effectiveness designation are not shown.

Supporting Excellence

Key Findings From this Section:



Administrators and Proficient II and higher teachers were more likely to report that campus professional development was aligned with student achievement data, TEI spot observation data, Student Experience Survey data, and DTR than teachers at the lowest effectiveness levels.



Both administrators and teachers agreed that content-related instruction for special education was the most needed topic for additional professional development opportunities.

During the 2022-23 school year, most (66%) administrator respondents reported that they created an Individualized PDL Planning Form for teachers based on available student achievement and teacher performance data. In addition, 42 percent of teacher respondents agreed or strongly agreed that the 2022-23 district-sponsored professional development opportunities (a) offered applicable strategies that they were using in the classroom and (b) were aligned with their professional development plans. These rates were similar across effectiveness levels.

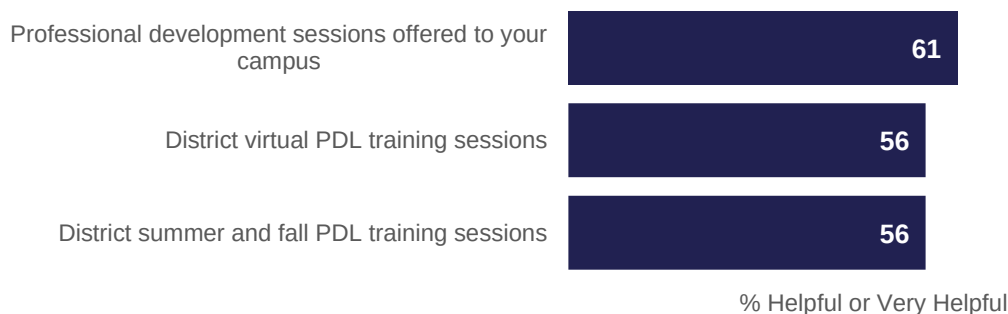
Agreement was slightly higher for teachers overall regarding the applicability (47%) and alignment (45%) of professional development opportunities offered at the campus level. However, there were differences by effectiveness level regarding campus-level opportunities. For example, teachers with higher effectiveness levels were more likely to agree that campus-level professional development opportunities were applicable (Unsatisfactory, Progressing I, Progressing II: 41%; Proficient I: 46%; Proficient II and higher: 53%) and aligned (Unsatisfactory, Progressing I, Progressing II: 39%; Proficient I: 43%; Proficient II and higher: 51%) than teachers with lower effectiveness levels.

Figure 41 includes teacher and administrator helpfulness ratings of professional development opportunities in 2022-23. Teachers rated campus professional development sessions (61%) as helpful or very helpful at a higher rate than district virtual PDL training sessions (56%) and district summer and fall PDL sessions (56%), which was slightly higher for Proficient II and higher teachers (55% to 65%).

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 that district summer and fall PDL training sessions (33%) and district virtual PDL training sessions (27%) resulted in improved teacher instructional practice.

Figure 41: 2022-23 Teacher and Administrator Perceptions of Professional Development Helpfulness

Teachers
Please indicate how helpful the following 2022-23 professional development opportunities were to your overall teaching performance?



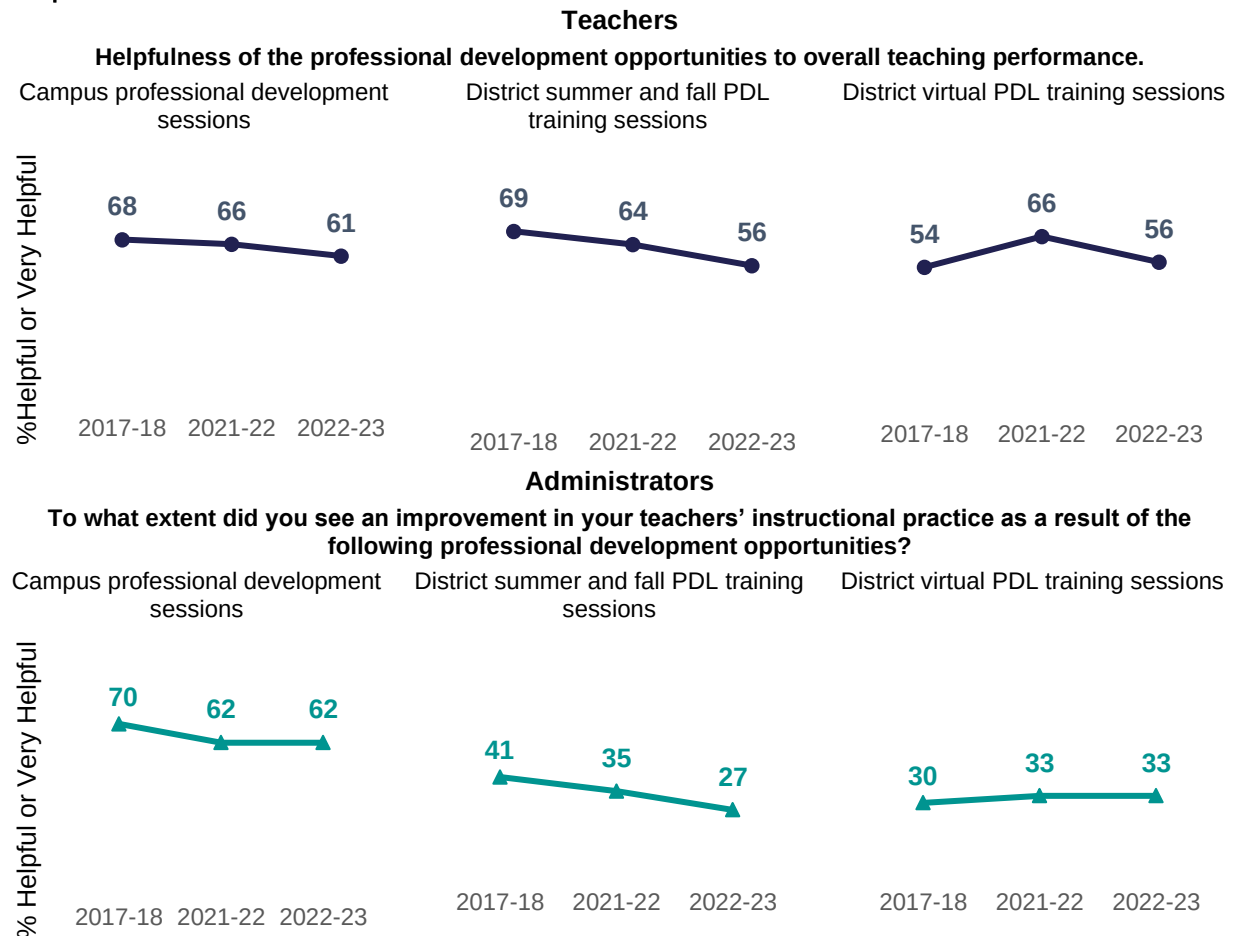
Administrators
During the 2022-23 school year, to what extent did you see an improvement in your teachers' instructional practice as a result of the following professional development opportunities?



Source: TEI Teacher Perception Survey, October 2023.

Note: *N* = 303 administrators. *N* = 2,321 teachers. PDL = Professional & Digital Learning

Regarding professional development helpfulness, ratings for (a) campus professional development (teachers: 68% to 61%; administrators: 70% to 62%) and (b) district summer and fall PDL training sessions (teachers: 69% to 56%; administrators: 41% to 27%) trended downward from 2017-18 to 2022-23. While the helpfulness ratings for district virtual PDL training sessions trended upward from 2017-18 to 2022-21 for teachers (54% to 66%) and slightly upward for administrators (30% to 33%), the 2022-23 rates trended downward for teachers (56%) and remained the same for administrators.

Figure 42: 2022-23 Teacher and Administrator Perceptions of Professional Development Helpfulness

Source: 2017-18 (Barton & Featherston, 2019) 2021-22 (Avila, 2023) and 2022-23 TEI Perception Surveys.

Note: $N = 350$ administrators. $N = 4,544$ teachers in 2017-18. $N = 319$ administrators. $N = 2,953$ teachers in 2021-22. $N = 303$ administrators. $N = 2,231$ teachers in 2022-23. 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 2022-23 (i.e., student achievement data, TEI spot observation data, Student Experience Survey results, and distinguished teacher review). Overall, administrators (52% to 97%) reported higher rates of professional development alignment with TEI-related measures than teachers (40% to 68%; Table 9). For example, both administrators (97%) and teachers (68%) most often reported that their campus aligned professional development with student achievement data, whereas administrators (52%) and teachers (40%) were least likely to report professional development alignment with distinguished teacher review.

Table 9: 2022-23 Teacher and Administrator Perceptions of Professional Development Alignment

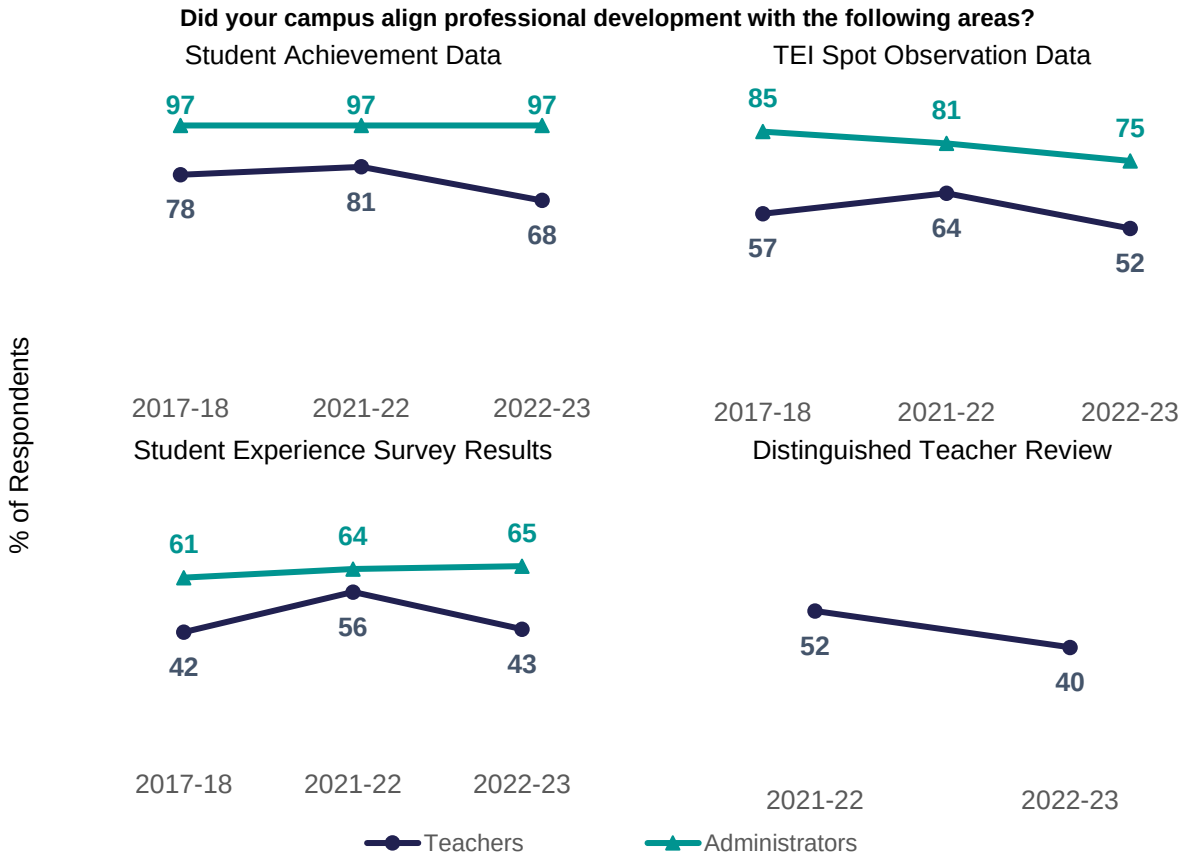
	All		U, Pgl, Pgll n = 660		Pfl n = 801		Pfl and Higher n = 860	
	n	Yes %	n	Yes %	n	Yes %	n	Yes %
During the 2022-23 school year, did your campus align professional development with the following areas?								
Teachers								
Student achievement data	1,541	67.9	379	58.8	538	68.4	624	74.4
TEI spot observation data	1,179	51.9	307	47.6	409	52.0	463	55.2
Student Experience Survey results	975	43.0	266	41.2	325	41.3	384	45.8
Distinguished teacher review	903	39.8	209	32.4	287	36.5	410	48.9
Administrators								
Student achievement data	294	97.0	-	-	-	-	-	-
TEI spot observation data	227	74.9	-	-	-	-	-	-
Student Experience Survey results	196	64.7	-	-	-	-	-	-
Distinguished teacher review	157	51.8	-	-	-	-	-	-

Source: 2022-23 TEI Perception Survey.

Note: N = 303 administrators. N = 2,220 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 2022-23, administrator and teacher perceptions regarding the alignment of campus professional development with (a) student achievement data, (b) TEI spot observation data, (c) Student Experience Survey results, and (d) Distinguished Teacher Review varied by TEI measure. For example, while most administrators reported that professional development was aligned with student achievement data from 2017-18 to 2022-23 (97%), teacher perceptions trended downward (78% to 68%; Figure 43). In addition, the rate of administrators (85% to 75%) and teachers (57% to 52%) who reported that professional development was aligned with TEI spot observation data trended downward. While the alignment between professional development and the Student Experience Survey trended upward for administrators (61% to 65%), the 2022-23 rate for teachers (43%) declined to nearly the same level as 2017-18 (42%). Lastly, perceived alignment between professional development and Distinguished Teacher Review trended downward from 2021-22 to 2022-23 for teachers (52% to 40%).

Figure 43: 2017-18 to 2022-23 Teacher and Administrator Perceptions of Professional Development Alignment with TEI Measures



Source: 2017-18 (Barton & Featherston, 2019) 2021-22 (Avila, 2023) and 2022-23 TEI Perception Surveys.

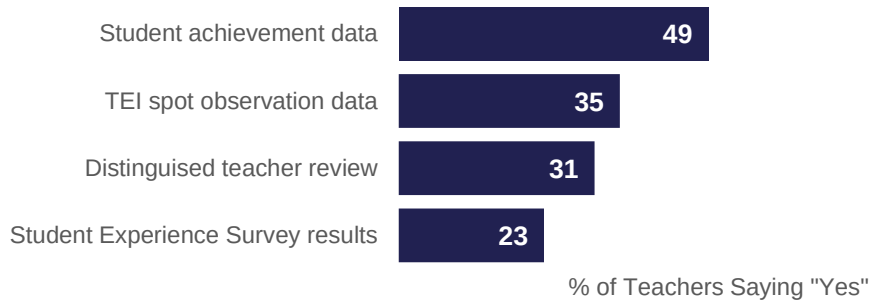
Note: $N = 350$ administrators. $N = 4,544$ teachers in 2017-18. $N = 325$ administrators. $N = 2,670$ teachers in 2021-22. $N = 303$ administrators. $N = 2,321$ teachers in 2022-23. TEI = Teacher Excellence Initiative. Distinguished Teacher Review was not a survey category in 2017-18 for teachers and administrators nor in 2021-22 for administrators. 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 (49%), followed by spot observation (35%), DTR (31%), and Student Experience Survey Results (23%; Figure 44).

Teachers across all effectiveness levels tended to choose professional development sessions related to student achievement data at similar rates (48% to 49%). Teachers with the lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 28%-49%) tended to choose professional development sessions related to TEI spot observation data and Student Experience Survey results at higher rates than teachers at higher effectiveness levels (Proficient I: 23%-49%; Proficient II and higher: 20%-48%). However, teachers with an effectiveness level of Proficient II or higher (48%) selected professional development sessions related to distinguished teacher review at higher rates than other teachers (Unsatisfactory, Progressing I, Progressing II: 20%; Proficient I: 23%).

Figure 44: 2022-23 Teacher Professional Development Choices

When selecting professional development sessions in 2022-23, did you choose sessions related to the following areas?



Source: TEI Teacher Perception Survey, October 2023.

Note: N = 2,231 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 10). For administrators, classroom management was the most requested topic (65%), followed by pedagogy (60%) and curriculum and content training (54%). For teachers, curriculum and content training was the most requested topic (37%), followed by classroom management (37%) and technology and digital integration (37%).

In addition, teachers at the lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II) selected classroom management (44%), effective lesson planning and development (32%), social emotional learning (26%), and bias, equity, and cultural understanding (25%) at higher rates than other effectiveness levels. Proficient II and higher teachers were more likely to select technology digital integration (40%) and curriculum and content training (40%) at higher rates than other teachers (Unsatisfactory, Progressing I, Progressing II: 33% to 37%; Proficient I; 36%).

Table 10: 2022-23 Additional Professional Development Options Needed

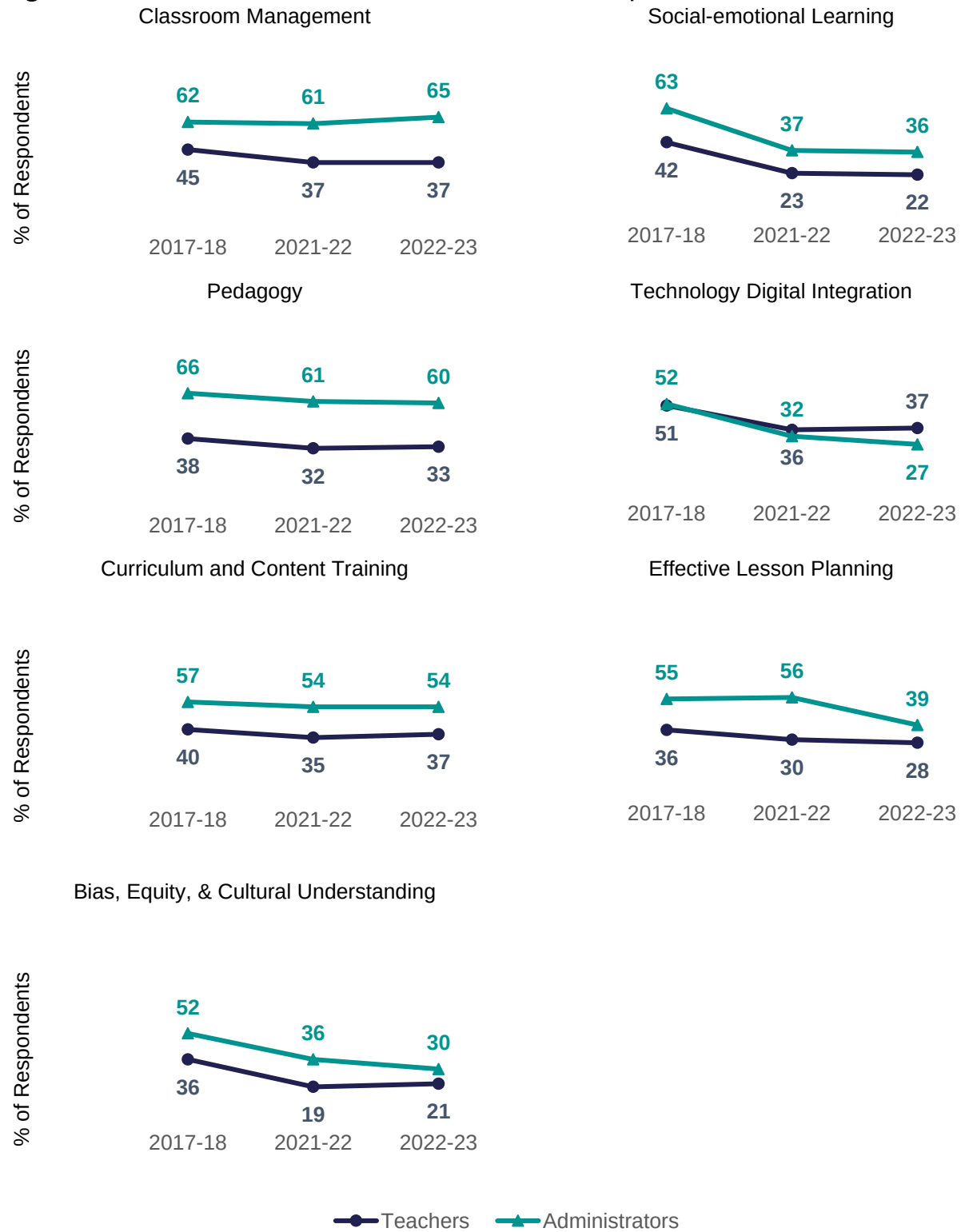
	All		U, Pgl, Pgll n = 781		Pfl n = 935		Pfl and Higher n = 977	
	N	%	n	%	n	%	n	%
Teachers								
Curriculum and Content Training	1006	37.4	286	36.6	333	35.6	387	39.6
Classroom Management	993	36.9	343	43.9	335	35.8	315	32.2
Technology Digital Integration	984	36.5	258	33.0	335	35.8	391	40.0
Pedagogy- Effective Instructional Practices Training	876	32.5	264	33.8	308	32.9	304	31.1
Effective Lesson Planning and Development	746	27.7	248	31.8	256	27.4	242	24.8
Social Emotional Learning	596	22.1	203	26.0	185	19.8	208	21.3
Bias, Equity, and Cultural Understanding	552	20.5	197	25.2	184	19.7	171	17.5
Other	271	10.1	68	8.7	94	10.1	109	11.2
Administrators								
Classroom Management	214	64.5	-	-	-	-	-	-
Pedagogy- Effective Instructional Practices Training	200	60.2	-	-	-	-	-	-
Curriculum and Content Training	179	53.9	-	-	-	-	-	-
Effective Lesson Planning and Development	130	39.2	-	-	-	-	-	-
Social Emotional Learning	119	35.8	-	-	-	-	-	-
Bias, Equity, and Cultural Understanding	101	30.4	-	-	-	-	-	-
Technology Digital Integration	89	26.8	-	-	-	-	-	-
Other	13	3.9	-	-	-	-	-	-

Source: 2022-23 TEI Perception Survey.

Note: N = 303 administrators. N = 2,231 teachers. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown. TEI = Teacher Excellence Initiative.

Both teachers and administrators also had the opportunity to share other training topics that were not listed in the survey. The top four other training topics suggested by teachers included content-related instruction for special education (17%), implementation of new curriculum (11%), strategies for handling student behavior and discipline (8%), and additional training on the TEI compensation system (8%). The top three training topics for teachers suggested by administrators included content-related instruction for special education (36%), creating classroom structure (18%), and managing time for lesson planning (18%).

From 2017-18 to 2022-23, administrators were more likely than teachers to report a need for additional professional development for topics listed in the survey, except for technology digital integration (Figure 45). However, the overall rate of administrators and teachers who reported a need for additional professional development regarding the topics listed in the survey generally trended downward. The only exception was the rate of administrators who reported a need for additional training in classroom management, which trended upward from 2021-22 (62%) to 2022-23 (65%).

Figure 45: 2017-18 to 2022-23 Additional Professional Development Needed

Source: 2017-18 (Barton & Featherston, 2019) 2021-22 (Avila, 2023) and 2022-23 TEI Perception Surveys.

Note: N = 350 administrators. N = 4,544 teachers in 2017-18. N = 325 administrators. N = 3,417 teachers in 2021-22. N = 303 administrators. N = 2,231 teachers in 2022-23. Data for 2019-20 and 2020-21 were not available because of the COVID-19 pandemic (Barton, 2021).

Rewarding Excellence

Key Findings From this Section:



Administrators and Proficient II or higher teachers were more likely than teachers to agree or strongly agree that the district should differentiate teacher salary by effectiveness level.

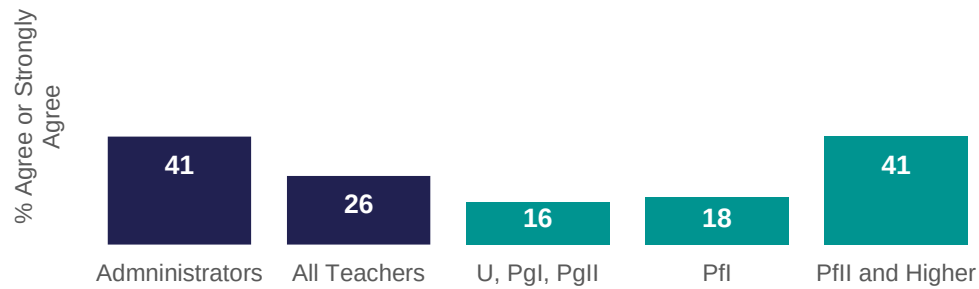


Administrators and Proficient II or higher teachers were more likely than teachers to agree that the TEI compensation system (a) supports the recruitment and retention of teachers, (b) differentiates salaries to reward teachers who perform well, (c) will positively affect the future of Dallas ISD teachers,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

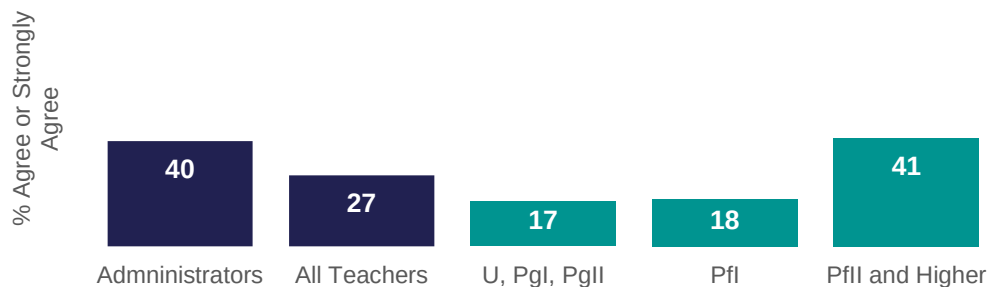
While most administrators (66%) agreed or strongly agreed that the district should differentiate teacher salary by effectiveness level, less than half of teachers (40%) agreed or strongly agreed with differentiating salary by effectiveness level. However, a higher percentage of teachers with a Proficient II or higher effectiveness level (52%) expressed agreement than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 31%; Proficient I: 33%). When asked whether salary should be based on how effective teachers are as instructors, 60 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: 51%; Proficient I: 56%).

As shown in Figure 46, administrators (40% to 41%) were more likely than teachers (26% to 27%) 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: 41%) were more likely to agree with both statements than those with lower effectiveness levels (16% to 18%).

Figure 46: 2022-23 Teacher and Administrator Perceptions of Compensation by Effectiveness Level
The salary I/teachers received based on my/their 2022-23 teaching effectiveness adequately recognizes their/my efforts to maximize student growth.



The salary I/teachers received based on my/their 2022-23 teaching effectiveness encourages them/me to remain in campus-based positions.



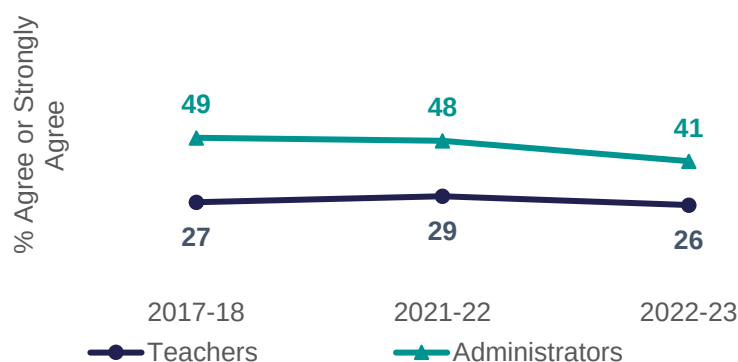
Source: TEI Teacher Perception Survey, October 2022.

Note: $N = 308$ administrators $N = 2,321$ teachers. $n(\text{U, Pgl to Pgll}) = 660$. $n(\text{Pfl}) = 801$. $n(\text{Pfl and Higher}) = 860$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown.

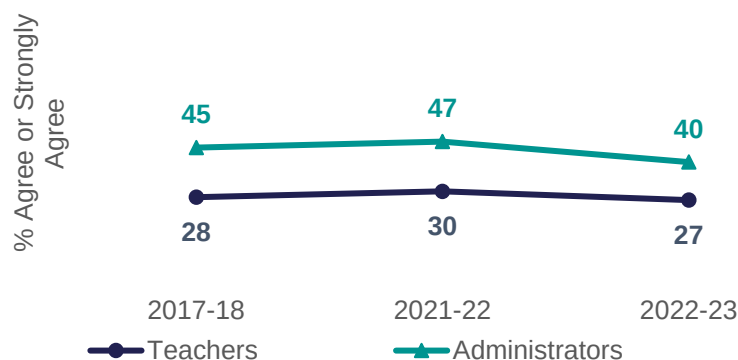
From 2017-18 to 2022-23, the rate of administrators who reported that teacher salaries based on effectiveness level adequately recognize efforts to maximize student growth trended downward (49% to 41%), whereas the rate for teachers fluctuated slightly (27% to 26%; Figure 47). Similarly, the rate of administrators who reported that teacher salaries encourage teachers to remain in campus-based positions trended downward (45% to 40%), whereas the rate for teachers fluctuated slightly (28% to 27%).

Figure 47: 2022-23 Teacher and Administrator Perceptions of Compensation

The salary I/teachers received based on my/their 2022-23 teaching effectiveness adequately recognizes their/my efforts to maximize student growth.



The salary I/teachers received based on my/their 2022-23 teaching effectiveness encourages them/me to remain in campus-based positions.



Source: 2017-18 (Barton & Featherston, 2019) 2021-22 (Avila, 2023) and 2022-23 TEI Perception Surveys.

Note: $N = 350$ administrators $N = 4,544$ teachers in 2017-18. $N = 328$ administrators $N = 3,112$ teachers in 2021-22. $N = 308$ administrators $N = 2,321$ teachers in 2022-23. 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 11). Administrators (44% to 52%) were more likely than teachers (23% to 32%) to agree that the TEI compensation system supports (a) the recruitment and retention of teachers, (b) differentiates salaries to reward teachers who perform well, (c) will positively affect the future of the Dallas ISD teachers, and (d) will result in teachers making more money over time than with the old system.

In addition, teachers with the highest effectiveness levels (Proficient II and higher: 36% to 42%) agreed to all statements at a higher rate than other teachers (Unsatisfactory, Progressing I, Progressing II: 14% to 24%; Proficient I: 15% to 32%).

Table 11: 2022-23 Teacher and Administrator Favorable Perceptions of Compensation System by Effectiveness Level

Reason	Admin (N = 308)	All Teachers (N = 2,321)	U, Pgl, Pgl (n = 660)	Pfl (n = 801)	Pfl and Higher (n = 860)
	%	%	%	%	%
The TEI compensation system...					
supports the recruitment of highly effective teachers.	51.3	25.4	17.4	31.6	37.6
supports the retention of highly effective teachers.	49.7	22.7	16.9	17.4	36.4
differentiates salaries to reward teachers who perform well.	51.7	28.4	21.0	21.6	40.3
will positively affect [teachers'] futures with the Dallas ISD.	44.4	32.0	23.8	27.6	42.3
makes me feel that I am better rewarded financially for what I do as a teacher (teachers only).	-	23.6	13.8	14.9	39.1
allows teachers to earn substantially more money over time compared to the old system.	50.0	26.8	18.1	18.6	41.3

Source: 2022-23 TEI Perception Survey.

Note: U = Unsatisfactory. Pg = Progressing. Pfl = 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 12 includes the rate of teachers with favorable perceptions regarding the TEI compensation system. From 2017-18 to 2022-23, favorable responses trended slightly downward by two to six percentage points (Table 15).

Table 12: 2021-22 to 2022-23 Teacher Favorable Perceptions of Compensation System

Reason	2022-23 (N = 2,321)	2021-22 (N = 3,112)	Change
	%	%	% Pts
The TEI compensation system...			
supports the recruitment of highly effective teachers.	25.4	31.1	-5.7
supports the retention of highly effective teachers.	22.7	27.0	-4.3
differentiates salaries to reward teachers who perform well.	28.4	30.9	-2.5
will positively affect [teachers'] futures with the Dallas ISD.	32.0	33.6	-1.6
makes me feel that I am better rewarded financially for what I do as a teacher (teachers only).	23.6	26.6	-3.0
allows teachers to earn substantially more money over time compared to the old system.	26.8	33.0	-6.2

Source: 2021-22 and 2022-23 TEI Perception Surveys.

Note: 1 Yr Change = Difference in percentage points from 2021-22 to 2022-23. % 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.

Table 13 includes the rate of administrators with favorable perceptions regarding the TEI compensation system. From 2021-22 to 2022-23, the rate of administrators with favorable perceptions regarding the TEI compensation system trended downward for all items (one to eight percentage points), except for "supports the recruitment of highly effective teachers."

Table 13: 2021-22 to 2022-23 Administrator Favorable Perceptions of Compensation System

Reason	2022-23 (N = 303)	2021-22 (N = 328)	Change
	%	%	% pts
The TEI compensation system...			
supports the recruitment of highly effective teachers.	51.3	50.2	1.1
supports the retention of highly effective teachers.	49.7	50.6	-0.9
differentiates salaries to reward teachers who perform well.	51.7	55.8	-4.1
will positively affect [teachers'] futures with the Dallas ISD.	44.4	50.5	-6.1
allows teachers to earn substantially more money over time compared to the old system.	50.0	57.7	-7.7

Source: 2021-22 and 2022-23 TEI Perception Surveys.

Note: 1 Yr Change = Difference in percentage points from 2021-22 to 2022-23. % pts = percentage points. Response rates shown for those who indicated they agree or strongly agree with the statement.

EQ10: What were the outcomes related to the ESSER funded Digital Learning Mentoring and Support activity?

Key Findings From this Section:



Forty-three percent of new teachers (i.e., 0-2 creditable years of service) attended at least one Professional & Digital Learning (PDL) training, which did not meet the program goal of 50 percent.

Ninety-three percent of attendees provided feedback, which met the goal of 90 percent, and 68



percent of participants responded favorably that they “gained knowledge and skills I can implement into my job,” which was two percentage points short of the program goal of 70 percent.

In 2022-23, ESSER funds were used for the Digital Learning and Support Activity that was part of TEI. Three performance goals were used to evaluate the implementation of this activity and were defined as follows:

- 50 percent of new teachers (0-2 CYS) 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.

Forty-three percent of new teachers (i.e., 0-2 creditable years of service) attended at least one Professional & Digital Learning (PDL) training, which did not meet the program goal of 50 percent. In addition, 93 percent of attendees across the eight PDL training sessions provided feedback, which met the goal of 90 percent,²¹ and 68 percent of participants responded favorably that they “gained knowledge and skills I can implement into my job,” which almost met the goal of 70 percent.

²¹ Starting in 2022-23, the feedback and attendance forms will be combined into one form to increase responses.

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APPENDICES



LIST OF APPENDICES

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Appendix A: ACRONYMS AND ABBREVIATIONS

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

Appendix B: 2022-23 Methodology for Evaluation Questions

Table 1: 2022-23 Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
Prog. Desc.	Program Components	TEI Guidebook, Rulebook, and TEI website	None	None	None
-	Budget	Budget Services Department, Special Revenues Department	Fall 2023	None	Department
1	Teacher Demographics	Dallas ISD HCM Department	September 2023	Rate of teachers in the following categories: ethnicity, gender, level of education, TEI category, school level, TEA status, and CYS	Program
2	Summative Appraisal Scores	Dallas ISD HCM Department	September 2023	Distribution of overall summative appraisal scores. Rate of teachers receiving a proficient (2.0) or exemplary (3.0) Rating. Mean summative appraisal	Summative Appraisal Indicator, Campus Level, CYS, district
3	Student Experience Survey	Dallas ISD OIR Department	July 2023	Rate of positive responses; Group mean differences	Campus level, CYS
4	Distinguished Teacher Review Results	Dallas ISD HCM Department	September 2023	Frequency of number of DTR points awarded; rate of DTR teachers	Teacher category, CYS
5	Evaluation Scores	Dallas ISD HCM Department	September 2023	Frequency distribution; mean evaluation score	Campus, program, district
	Effectiveness Levels	Dallas ISD HCM Department	September 2023	Rate of teachers in each effectiveness level	district
	Salary Increases	Dallas ISD HCM Department	October 2023	Mean salary; mean salary increase	Effectiveness level
6	Teacher Retention	Dallas ISD HCM Department	September 2023	Reasons for leaving; retention rate	Evaluation rating, Evaluation level; district
7	Summative Appraisal Scores	Dallas ISD HCM Department	September 2023	Mean summative appraisal scores	Region
	Student Achievement Scores	Dallas ISD HCM Department	September 2023	Mean total student achievement scores	Teacher Category and Region
	Base School STAAR Points	Dallas ISD HCM Department	September 2023	Mean base school STAAR points	Region

table continues

Table 1: 2022-23 Data Sources (continued)

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
	Student Experience Survey	Dallas ISD OIR Department	July 2023	Mean student experience points for category A and C teachers	Region
	Distinguished Teacher Review	Dallas ISD HCM Department	September 2023	Rate of teachers achieving DTR.	Region
8	Summative Appraisal Score	Dallas ISD HCM Department	September 2023	Mean summative appraisal	Teacher group
	Total Student Achievement Score	Dallas ISD HCM Department	September 2023	Mean total student achievement score	Teacher group
	Student Experience Survey	Dallas ISD OIR Department	July 2023	Mean student experience points	Teacher group
	Evaluation Rating	Dallas ISD HCM Department	September 2023	Rate of teachers achieving evaluation rating of Proficient I and above.	Teacher group
9	TEI Teacher Perception Survey	E & A Department	October 2023	Rate of teachers responding favorably to survey questions.	Effectiveness level, program
	TEI Administrator Perception Survey	E & A Department	October 2023	Rate of administrators responding favorably to survey questions.	District
10	PDL Training Attendance	Professional and Digital Learning	Fall 2023	Rate of new teachers who attended at least one PDL training	District
	PDL Training Attendance	Professional and Digital Learning	Fall 2023	Rate of PDL training attendees who provided feedback	District
	PDL Training Attendance	Professional and Digital Learning	Fall 2023	Rate of PDL training participants who responded favorably to survey question item	District

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

Appendix C

Appendix C, Table 1: 2022-23 TEI Teacher Perception Survey - Teacher Characteristics and General Perceptions

	Respondents	
	<i>n</i>	%
What was your position during the 2022-23 school year?		
Teacher of record	2,508	93.5
Non-teacher of record	116	4.2
Other	57	2.1
At the end of the 2022-23 school year, how many years had you been a teacher at that campus?		
One or Fewer	465	17.4
Two to Four Years	832	31.0
Five to Seven Years	461	17.2
Eight to 10 Years	349	13.0
More than 10 years	573	21.4
What effectiveness level did you receive on your scorecard for the 2022-23 school year?		
No level	19	0.8
Unsatisfactory, Progressing I, or Progressing II	781	27.5
Proficient I	935	36.5
Proficient II or Proficient III	809	30.0
Exemplary I or higher	168	5.3

Source: TEI Teacher Perception Survey, October 2023 (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, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How would you rate your knowledge about TEI, in general?												
Advanced	668		1	5.9	62	8.4	201	22.9	301	38.5	103	62.0
Intermediate	1,254	48.5	8	47.1	312	42.2	480	54.6	399	51.0	55	33.1
Basic	635	24.6	8	47.1	347	46.9	193	22.0	79	10.1	8	4.8
None	27	1.0	0	0.0	19	2.6	5	0.6	3	0.4	0	0.0
To what extent do you perceive TEI to be fair?												
To a great extent	134	5.2	2	11.8	31	4.2	22	2.5	41	5.2	38	22.9
Somewhat	864	33.4	5	29.4	198	26.8	238	27.1	340	43.5	83	50.0
Very Little	888	34.4	6	35.3	276	37.3	336	38.2	242	30.9	28	16.9
Not at all	698	27.0	4	23.5	235	31.8	283	32.2	159	20.3	17	10.2

Source: TEI Teacher Perception Survey, October 2023.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = Proficient III. ExI = Exemplary I. Percentages by effectiveness level grouping may not sum to 100 percent because of rounding. Percentages 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, Pgl, PgII		Pfl		PflI, PflII		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	416	26.2	4	40.0	186	36.4	127	20.5	91	22.7	8	17.8
Size of the compensation increase received	526	33.2	3	30.0	177	34.6	212	34.2	128	31.9	6	13.3
Inequity of the size of the raise across teachers	713	45.0	4	40.0	233	45.6	288	46.5	172	42.9	16	35.6
Disagree with summative appraisal scores	552	34.8	6	60.0	236	46.2	211	34.1	93	23.2	6	13.3
Inclusion of Student Survey	739	46.6	1	10.0	211	41.3	306	49.4	201	50.1	20	44.4
Questions on the Student Survey	678	42.7	1	10.0	192	37.6	282	45.6	179	44.6	24	53.3
Disagree with scoring of the SLO	331	20.9	7	70.0	139	27.2	109	17.6	70	17.5	6	13.3
Inclusion of the student achievement data	441	27.8	2	20.0	142	27.8	175	28.3	115	28.7	7	15.6
Inclusion of school STAAR	653	41.2	4	40.0	218	42.7	252	40.7	166	41.4	13	28.9
Eligibility criteria for DTR	629	39.7	1	10.0	163	31.9	332	53.6	125	31.2	8	17.8
DTR application scores	560	35.3	1	10.0	88	17.2	222	35.9	222	55.4	27	60.0
Change made to campus/staffing assignment	257	16.2	3	30.0	108	21.1	87	14.1	56	14.0	3	6.7
Increased competition among teachers on campus	313	19.7	3	30.0	88	17.2	124	20.0	85	21.2	13	28.9
Concerns regarding student scheduling	303	19.1	3	30.0	99	19.4	115	18.6	73	18.2	13	28.9
Disadvantaged because of class size	560	35.3	5	50.0	186	36.4	211	34.1	144	35.9	14	31.1
Disagree with attendance requirement for an effectiveness level	339	21.4	0	0.0	121	23.7	126	20.4	82	20.4	10	22.2
Evaluation rating cut points shift annually	782	49.3	4	40.0	177	34.6	309	49.9	261	65.1	31	68.9
Disagree with the use of a target distribution	476	30.0	3	30.0	118	23.1	185	29.9	152	37.9	18	40.0
Unexpected teacher category changes	461	29.1	4	40.0	129	25.2	157	25.4	111	27.7	12	26.7
Changes to student achievement templates	326	20.6	0	0.0	91	17.8	128	20.7	95	23.7	12	26.7
Concerns regarding administrator bias during observations	666	42.0	6	60.0	225	44.0	270	43.6	151	37.7	14	31.1
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observations	630	39.7	3	30.0	213	41.7	256	41.4	146	36.4	12	26.7
Concerns regarding lack of administrator experience as an observer	445	28.1	4	40.0	160	31.3	169	27.3	101	25.2	11	24.4
Concerns regarding lack of consistency in evaluations across teachers	787	49.6	6	60.0	262	51.3	318	51.4	185	46.1	16	35.6
Challenges facing lower-performing schools compared to higher-performing schools	857	54.0	7	70.0	278	54.4	326	52.7	227	56.6	19	42.2
Other	380	24.0	3	30.0	116	22.7	138	22.3	113	28.2	10	22.2

Source: TEI Teacher Perception Survey, October 2023.

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

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

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

Source: TEI Teacher Perception Survey, October 2023.

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

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

	All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
	n	%	n	%	n	%	n	%	n	%	n	%
Did you receive <u>student experience survey</u> data for the 2022-23 school year?												
Yes	1,604	64.4	0	0.0	452	63.8	536	63.7	499	65.7	117	72.7
No	882	35.4	16	100.0	256	36.2	306	36.3	260	34.3	44	27.3
Overall, how helpful was the feedback you received from the 2022-23 student experience survey? [For those who indicated they received student experience survey data only]												
Very Helpful	231	14.5	0	0.0	65	14.6	68	12.7	71	14.4	27	23.1
Helpful	531	33.4	0	0.0	165	37.1	175	32.8	152	30.8	39	33.3
Unhelpful	505	31.8	0	0.0	135	30.3	177	33.1	166	33.6	27	23.1
Very Unhelpful	323	20.3	0	0.0	80	18.0	114	21.3	105	21.3	24	20.5
How accurately do you think your 2022-23 student experience survey results reflected your strengths and weaknesses as a teacher?												
Completely Accurately	123	7.7	0	0.0	35	4.5	24	2.6	45	5.6	19	11.3
Very Accurately	336	21.1	0	0.0	70	9.0	115	12.3	114	14.1	37	22.0
Slightly Accurately	559	35.2	0	0.0	173	22.2	183	19.6	167	20.6	36	21.4
Not at All Accurately	572	36.0	0	0.0	167	21.4	212	22.7	168	20.8	25	14.9
After you received your student experience survey results for 2022-23, 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	275	17.1	0	0.0	90	19.9	85	15.9	76	15.2	24	20.5
Panorama Playbook	305	19.0	0	0.0	61	13.5	102	19.0	106	21.2	36	30.8
Colleagues (e.g., other teachers)	638	39.8	0	0.0	213	47.1	210	39.2	174	34.9	41	35.0
Professional development	587	36.6	0	0.0	207	45.8	196	36.6	150	30.1	34	29.1
Other external resources (e.g., books, internet)	508	31.7	0	0.0	145	32.1	173	32.3	155	31.1	35	29.9
I did not use any of these resources.	409	25.5	0	0.0	85	18.8	147	27.4	145	29.1	32	27.4
Overall, how satisfied were you with the teacher evaluation process at your school during the 2022-23 school year?												
Very Satisfied	305	12.4	4	25.0	59	8.4	73	8.7	123	16.4	46	28.6
Satisfied	647	26.2	2	12.5	126	18.0	203	24.2	250	33.2	66	41.0
Neutral	645	26.2	5	31.3	188	26.9	234	27.9	189	25.1	29	18.0
Dissatisfied	494	20.0	3	18.8	162	23.2	204	24.3	110	14.6	15	9.3
Very Dissatisfied	375	15.2	2	12.5	164	23.5	124	14.8	80	10.6	5	3.1

Source: TEI Teacher Perception Survey, October 2023.

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

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

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you agree with the following statements?													
The salary I received this year based on my 2022-23 teaching effectiveness adequately recognizes my efforts to increase student achievement.	Strongly Agree	171	7.3	1	7.1	19	2.9	23	2.9	68	9.7	60	38.0
	Agree	438	18.8	2	14.3	88	13.3	123	15.4	168	23.9	57	36.1
	Neutral	337	14.4	3	21.4	108	16.4	112	14.0	100	14.2	14	8.9
	Disagree	558	23.9	6	42.9	144	21.8	230	28.7	162	23.1	16	10.1
	Strongly Disagree	818	35.0	2	14.3	292	44.2	313	39.1	200	28.5	11	7.0
	Do Not Know	13	0.6	0	0.0	9	1.4	0	0.0	4	0.6	0	0.0
The salary I received this year based on my 2022-23 teaching effectiveness encourages me to remain in a campus-based position.	Strongly Agree	199	8.5	1	7.1	28	4.2	23	2.9	77	11.0	70	44.3
	Agree	421	18.0	4	28.6	87	13.2	123	15.4	160	22.8	47	29.7
	Neutral	477	20.4	3	21.4	156	23.6	167	20.8	138	19.7	13	8.2
	Disagree	452	19.4	2	14.3	103	15.6	200	25.0	129	18.4	18	11.4
	Strongly Disagree	768	32.9	4	28.6	277	42.0	285	35.6	193	27.5	9	5.7
	Do Not Know	18	0.8	0	0.0	9	1.4	3	0.4	5	0.7	1	0.6
The district should differentiate salary by effectiveness level.	Strongly Agree	298	12.8	3	21.4	57	8.6	61	7.6	119	17.0	58	36.7
	Agree	629	26.9	4	28.6	147	22.3	205	25.6	219	31.2	54	34.2
	Neutral	580	24.8	4	28.6	197	29.8	213	26.6	144	20.5	22	13.9
	Disagree	326	14.0	1	7.1	95	14.4	124	15.5	94	13.4	12	7.6
	Strongly Disagree	415	17.8	2	14.3	138	20.9	165	20.6	102	14.5	8	5.1
	Do Not Know	87	3.7	0	0.0	26	3.9	33	4.1	24	3.4	4	2.5
My salary should be based on how effective I am as an instructor.	Strongly Agree	577	24.7	4	28.6	123	18.6	159	19.9	213	30.3	78	49.4
	Agree	815	34.9	5	35.7	216	32.7	292	36.5	246	35.0	56	35.4
	Neutral	486	20.8	2	14.3	169	25.6	174	21.7	127	18.1	14	8.9
	Disagree	212	9.1	2	14.3	73	11.1	74	9.2	58	8.3	5	3.2
	Strongly Disagree	220	9.4	1	7.1	71	10.8	92	11.5	53	7.5	3	1.9
	Do Not Know	25	1.1	0	0.0	8	1.2	10	1.2	5	0.7	2	1.3

Source: TEI Teacher Perception Survey, October 2023.

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

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

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you agree with the following statements? The TEI Compensation system...													
supports the recruitment of highly effective teachers.	Strongly Agree	164	7.0	1	7.1	22	3.3	31	3.9	61	8.7	49	31.0
	Agree	429	18.4	2	14.3	93	14.1	121	15.1	161	22.9	52	32.9
	Neutral	430	18.4	3	21.4	143	21.7	137	17.1	130	18.5	17	10.8
	Disagree	602	25.8	5	35.7	148	22.4	233	29.1	189	26.9	27	17.1
	Strongly Disagree	667	28.6	3	21.4	237	35.9	266	33.2	150	21.4	11	7.0
	Do Not Know	43	1.8	0	0.0	17	2.6	13	1.6	11	1.6	2	1.3
supports the retention of highly effective teachers	Strongly Agree	192	8.4	2	14.3	30	4.5	32	4.0	75	10.7	52	32.9
	Agree	339	14.8	1	7.1	82	12.4	107	13.4	133	18.9	53	33.5
	Neutral	359	15.7	2	14.3	120	18.2	110	13.7	107	15.2	16	10.1
	Disagree	581	25.4	4	28.6	152	23.0	224	28.0	185	26.4	20	12.7
	Strongly Disagree	795	34.8	5	35.7	268	40.6	321	40.1	200	28.5	16	10.1
	Do Not Know	18	0.8	0	0.0	8	1.2	7	0.9	2	0.3	1	0.6
differentiates salaries to reward teachers who perform well.	Strongly Agree	178	7.6	2	14.3	30	4.5	20	2.5	73	10.4	53	33.5
	Agree	488	20.9	5	35.7	109	16.5	153	19.1	165	23.5	56	35.4
	Neutral	447	19.1	1	7.1	147	22.3	150	18.7	133	18.9	16	10.1
	Disagree	588	25.2	3	21.4	150	22.7	237	29.6	175	24.9	23	14.6
	Strongly Disagree	614	26.3	3	21.4	215	32.6	234	29.2	152	21.7	10	6.3
	Do Not Know	20	0.9	0	0.0	9	1.4	7	0.9	4	0.6	0	0.0
will positively affect my future with the Dallas ISD.	Strongly Agree	290	12.4	3	21.4	50	7.6	74	9.2	109	15.5	54	34.2
	Agree	456	19.5	1	7.1	107	16.2	147	18.4	150	21.4	51	32.3
	Neutral	518	22.2	6	42.9	158	23.9	172	21.5	159	22.6	23	14.6
	Disagree	405	17.3	2	14.3	107	16.2	161	20.1	115	16.4	20	12.7
	Strongly Disagree	638	27.3	2	14.3	230	34.8	235	29.3	161	22.9	10	6.3
	Do Not Know	28	1.2	0	0.0	8	1.2	12	1.5	8	1.1	0	0.0

Source: TEI Teacher Perception Survey, October 2023.

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

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

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you agree with the following statements? The TEI Compensation system...													
makes me feel that I am better rewarded financially for what I do as a teacher.	Strongly Agree	197	8.4	3	21.4	29	4.4	26	3.2	79	11.3	60	38.0
	Agree	354	15.2	1	7.1	62	9.4	94	11.7	149	21.2	48	30.4
	Neutral	395	16.9	1	7.1	132	20.0	122	15.2	120	17.1	20	12.7
	Disagree	563	24.1	4	28.6	143	21.7	227	28.3	172	24.5	17	10.8
	Strongly Disagree	817	35.0	5	35.7	289	43.8	329	41.1	181	25.8	13	8.2
	Do Not Know	9	0.4	0	0.0	5	0.8	3	0.4	1	0.1	0	0.0
allows teachers to earn substantially more money over time compared to the old system.	Strongly Agree	225	9.6	1	7.1	40	6.1	31	3.9	87	12.4	66	41.8
	Agree	401	17.2	2	14.3	79	12.0	118	14.7	155	22.1	47	29.7
	Neutral	486	20.8	4	28.6	165	25.0	145	18.1	155	22.1	17	10.8
	Disagree	376	16.1	2	14.3	85	12.9	163	20.3	111	15.8	15	9.5
	Strongly Disagree	682	29.2	2	14.3	231	35.0	283	35.3	155	22.1	11	7.0
	Do Not Know	165	7.1	3	21.4	60	9.1	61	7.6	39	5.6	2	1.3

Source: TEI Teacher Perception Survey, October 2023.

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

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

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
The 2022-23 professional development opportunities offered by the district...													
offered applicable strategies that I am using in the classroom.	Strongly Agree	203	8.7	3	21.4	60	9.1	47	5.9	68	9.7	25	15.8
	Agree	784	33.6	2	14.3	206	31.2	286	35.7	246	35.0	44	27.8
	Neutral	527	22.6	4	28.6	174	26.4	178	22.2	140	19.9	31	19.6
	Disagree	398	17.0	4	28.6	92	13.9	139	17.4	128	18.2	35	22.2
	Strongly Disagree	409	17.5	1	7.1	125	18.9	148	18.5	114	16.2	21	13.3
	Not Applicable	14	0.6	0	0.0	3	0.5	3	0.4	6	0.9	2	1.3
were aligned with my Professional Development Plan.	Strongly Agree	207	8.9	3	21.4	56	8.5	47	5.9	73	10.4	28	17.7
	Agree	776	33.2	2	14.3	200	30.3	276	34.5	254	36.2	44	27.8
	Neutral	567	24.3	6	42.9	179	27.1	195	24.3	151	21.5	36	22.8
	Disagree	389	16.7	2	14.3	98	14.8	150	18.7	108	15.4	31	19.6
	Strongly Disagree	375	16.1	1	7.1	120	18.2	129	16.1	108	15.4	17	10.8
	Not Applicable	21	0.9	0	0.0	7	1.1	4	0.5	8	1.1	2	1.3
The 2022-23 professional development opportunities offered by my campus...													
offered applicable strategies that I am using in the classroom.	Strongly Agree	260	11.1	5	35.7	69	10.5	59	7.4	95	13.5	32	20.3
	Agree	842	36.1	4	28.6	204	30.9	305	38.1	270	38.5	59	37.3
	Neutral	533	22.8	1	7.1	175	26.5	189	23.6	140	19.9	28	17.7
	Disagree	338	14.5	3	21.4	92	13.9	114	14.2	102	14.5	27	17.1
	Strongly Disagree	344	14.7	1	7.1	118	17.9	127	15.9	87	12.4	11	7.0
	Not Applicable	18	0.8	0	0.0	2	0.3	7	0.9	8	1.1	1	0.6
were aligned with my Professional Development Plan.	Strongly Agree	245	10.4	4	28.6	64	9.7	54	6.7	94	13.4	29	18.4
	Agree	804	34.2	4	28.6	190	28.8	293	36.6	255	36.3	62	39.2
	Neutral	572	24.4	3	21.4	193	29.2	195	24.3	151	21.5	30	19.0
	Disagree	350	14.9	3	21.4	90	13.6	124	15.5	108	15.4	25	15.8
	Strongly Disagree	357	15.2	4	28.6	119	18.0	129	16.1	85	12.1	10	6.3
	Not Applicable	21	0.9	0	0.0	4	0.6	6	0.7	9	1.3	2	1.3

Source: TEI Teacher Perception Survey, October 2023.

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

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

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
Please indicate how helpful the following 2022-23 professional development opportunities were to your overall teaching performance.													
Professional development sessions offered to your campus	Very Helpful	255	10.9	5	35.7	68	10.3	61	7.6	93	13.2	28	17.7
	Helpful	1,160	49.7	5	35.7	320	48.5	399	49.8	358	51.0	78	49.4
	Unhelpful	505	21.6	3	21.4	138	20.9	194	24.2	139	19.8	31	19.6
	Very Unhelpful	343	14.7	1	7.1	116	17.6	120	15.0	89	12.7	17	10.8
	Not Applicable	72	3.1	0	0.0	18	2.7	27	3.4	23	3.3	4	2.5
District summer and fall PDL training sessions	Very Helpful	253	10.8	5	35.7	78	11.8	69	8.6	76	10.8	25	15.8
	Helpful	1,050	45.0	4	28.6	285	43.2	388	48.4	310	44.2	63	39.9
	Unhelpful	546	23.4	5	35.7	150	22.7	178	22.2	171	24.4	42	26.6
	Very Unhelpful	367	15.7	0	0.0	107	16.2	124	15.5	115	16.4	21	13.3
	Not Applicable	119	5.1	0	0.0	40	6.1	42	5.2	30	4.3	7	4.4
District virtual PDL training sessions	Very Helpful	273	11.7	3	21.4	84	12.7	68	8.5	90	12.8	28	17.7
	Helpful	1,027	44.0	7	50.0	286	43.3	369	46.1	303	43.2	62	39.2
	Unhelpful	505	21.6	2	14.3	145	22.0	176	22.0	151	21.5	31	19.6
	Very Unhelpful	375	16.1	0	0.0	110	16.7	127	15.9	115	16.4	23	14.6
	Not Applicable	153	6.6	2	14.3	35	5.3	61	7.6	43	6.1	14	8.9

Source: TEI Teacher Perception Survey, October 2023.

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

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

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
When selecting professional development sessions in 2022-23, did you choose sessions related to the following areas?													
Student achievement data	Yes	1,132	48.5	4	28.6	321	48.6	391	48.8	333	47.4	83	52.5
	No	844	36.1	4	28.6	225	34.1	276	34.5	284	40.5	55	34.8
	None Were Available	359	15.4	6	42.9	114	17.3	134	16.7	85	12.1	20	12.7
TEI spot observation data	Yes	826	35.4	4	28.6	251	38.0	272	34.0	240	34.2	59	37.3
	No	1,164	49.9	6	42.9	289	43.8	393	49.1	392	55.8	84	53.2
	None Were Available	345	14.8	4	28.6	120	18.2	136	17.0	70	10.0	15	9.5
Student Experience Survey results	Yes	542	23.2	1	7.1	187	28.3	183	22.8	142	20.2	29	18.4
	No	1,351	57.9	7	50.0	329	49.8	448	55.9	466	66.4	101	63.9
	None Were Available	442	18.9	6	42.9	144	21.8	170	21.2	94	13.4	28	17.7
Distinguished Teacher Review	Yes	729	31.2	0	0.0	133	20.2	182	22.7	330	47.0	84	53.2
	No	1,287	55.1	8	57.1	389	58.9	494	61.7	331	47.2	65	41.1
	None Were Available	319	13.7	6	42.9	138	20.9	125	15.6	41	5.8	9	5.7

Source: TEI Teacher Perception Survey, October 2023.

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

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

Survey Item		All		No Level		U, Pgl, PgII		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
During the 2022-23 school year, did your campus align professional development with the following areas?													
Student achievement data	Yes	1,553	68.0	12	85.7	379	58.8	538	68.4	505	73.8	119	76.8
	No	436	19.1	0	0.0	134	20.8	167	21.2	114	16.7	21	13.5
	Do Not Know	295	12.9	2	14.3	132	20.5	81	10.3	65	9.5	15	9.7
TEI spot observation data	Yes	1,188	52.0	9	64.3	307	47.6	409	52.0	371	54.2	92	59.4
	No	731	32.0	1	7.1	192	29.8	265	33.7	223	32.6	50	32.3
	Do Not Know	365	16.0	4	28.6	146	22.6	112	14.2	90	13.2	13	8.4
Student Experience Survey results	Yes	982	43.0	7	50.0	266	41.2	325	41.3	313	45.8	71	45.8
	No	890	39.0	4	28.6	220	34.1	335	42.6	267	39.0	64	41.3
	Do Not Know	412	18.0	3	21.4	159	24.7	126	16.0	104	15.2	20	12.9
Distinguished Teacher Review	Yes	906	39.9	3	21.4	209	32.4	287	36.5	327	47.8	83	53.5
	No	912	40.2	5	35.7	240	37.2	348	44.3	265	38.7	59	38.1
	Do Not Know	452	19.9	6	42.9	196	30.4	151	19.2	92	13.5	13	8.4

Source: TEI Teacher Perception Survey, October 2023.

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

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

	All		No Level		U, Pgl, PgII		Pfl		PfII, PfIII		ExI and Higher	
	n	%	n	%	n	%	n	%	n	%	n	%
In which of the following areas do you feel additional professional development options are needed for Dallas ISD teachers?												
Bias, Equity, and Cultural Understanding	558	20.6	6	31.6	197	25.2	184	19.7	135	16.7	36	21.4
Classroom Management	999	36.8	6	31.6	343	43.9	335	35.8	262	32.4	53	31.5
Social Emotional Learning	601	22.2	5	26.3	203	26.0	185	19.8	166	20.5	42	25.0
Curriculum and Content Training	1,013	37.4	7	36.8	286	36.6	333	35.6	320	39.6	67	39.9
Pedagogy- Effective Instructional Practices Training	882	32.5	6	31.6	264	33.8	308	32.9	246	30.4	58	34.5
Effective Lesson Planning and Development	753	27.8	7	36.8	248	31.8	256	27.4	191	23.6	51	30.4
Technology Digital Integration	989	36.5	5	26.3	258	33.0	335	35.8	320	39.6	71	42.3
Other	273	10.1	2	10.5	68	8.7	94	10.1	87	10.8	22	13.1

Source: TEI Teacher Perception Survey, October 2023.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = 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: 2022-23 TEI Administrator Perception Survey
- Administrator Characteristics and General Perceptions**

	Respondents	
	<i>n</i>	%
What was your position during the 2022-23 school year?		
Principal	97	30.1
Assistant Principal	223	69.3
Other	2	0.6
At the end of the 2022-23 school year, how many years had you been an administrator at that campus?		
One or Fewer	100	31.4
Two to Four Years	139	43.7
Five to Seven Years	48	15.1
Eight to 10 Years	22	6.9
More than 10 years	8	2.7
At the end of the 2022-23 school year, how many years had you been an administrator in Dallas ISD?		
One or Fewer	41	12.9
Two to Four Years	117	36.8
Five to Seven Years	74	23.2
Eight to 10 Years	43	13.5
More than 10 years	43	13.5
At the end of the 2022-23 school year, how many years had you been an administrator, overall?		
One or Fewer	32	10.1
Two to Four Years	100	31.4
Five to Seven Years	72	22.6
Eight to 10 Years	52	16.4
More than 10 years	62	19.4
How would you rate your knowledge about TEI, in general?		
Advanced	157	49.4
Intermediate	147	46.2
Basic	14	4.4
None	0	0.0
To what extent do you perceive TEI to be fair?		
To a great extent	55	17.3
Somewhat	201	63.2
Very little	54	17.0
Not at all	8	2.5

Source: TEI Administrator Perception Survey, October 2023 (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	%
Challenges facing lower-performing schools compared to higher-performing schools	45	72.6
Evaluation rating cut points shift annually	42	67.7
Disagree with the use of a target distribution	27	43.5
Disadvantaged because of class size	25	40.3
Changes to student achievement templates	25	40.3
Inequity of the size of the raise across teachers	23	37.1
Unexpected teacher category changes	22	35.5
Concerns regarding administrator bias during observations	22	35.5
Concerns regarding lack of consistency in evaluations across teachers	22	35.5
Eligibility criteria for DTR	21	33.9
No compensation increase received	20	32.3
Questions on the Student Survey	18	29.0
Inclusion of Student Survey	17	27.4
Inclusion of school STAAR	17	27.4
DTR application scores	17	27.4
Other	17	27.4
Disagree with attendance requirement for an effectiveness level	16	25.8
Size of the compensation increase received	14	22.6
Inclusion of the student achievement data	14	22.6
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observations	13	21.0
Concerns regarding lack of administrator experience as an observer	11	17.7
Increased competition among teachers on campus	10	16.1
Concerns regarding student scheduling	9	14.5
Disagree with scoring of the SLO	8	12.9
Change made to campus/staffing assignment	8	12.9
Disagree with summative appraisal scores	7	11.3

Source: TEI Teacher Perception Survey, October 2023.

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: 2022-23 TEI Administrator Perception Survey – Defining Excellence

	Respondents	
	<i>n</i>	%
Did you conduct any <u>spot observations</u> during the 2022-23 school year?		
Yes	318	99.7
No	1	0.3
Overall, how helpful do you think your <u>spot observation</u> feedback was for your teachers' growth during the 2022-23 school year? [For those who indicated they conducted spot observations]		
Very Helpful	102	32.3
Helpful	200	63.3
Unhelpful	14	4.4
Very Unhelpful	0	0.0
Did you conduct any <u>extended observations</u> during the 2022-23 school year?		
Yes	302	95.3
No	15	4.7
Overall, how helpful do you think your <u>extended observation</u> feedback was for your teachers' growth during the 2022-23 school year? [For those who indicated they conducted extended observations]		
Very Helpful	103	34.1
Helpful	192	63.6
Unhelpful	7	2.3
Very Unhelpful	0	0.0
Did you conduct any <u>summative evaluations</u> during the 2022-23 school year?		
Yes	299	94.3
No	18	5.7
During the 2022-23 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	68	23.0
No	228	77.0
Overall, how helpful do you think your 2022-23 <u>summative appraisal</u> feedback was for your teachers' growth? [For those who indicated that they conducted summative appraisals]		
Very Helpful	85	28.7
Helpful	195	65.9
Unhelpful	14	4.7
Very Unhelpful	2	0.7
How aligned were the <u>summative appraisals</u> you conducted with the spot observation feedback you provided through the 2022-23 school year? [For those who indicated that they conducted summative appraisals]		
Completely Aligned	77	26.0
Very Aligned	195	65.9
Slightly Aligned	23	7.8
Not at all Aligned	1	0.3

Source: TEI Administrator Perception Survey, October 2023 (position and years on campus) and Human Capital Management TEI scorecard data (effectiveness level).

Appendix D, Table 4: 2022-23 TEI Administrator Perception Survey – Defining Excellence

	Respondents	
	<i>n</i>	%
Overall, how satisfied were you with the teacher evaluation process at your school during the 2022-23 school year?		
Very Satisfied	56	17.8
Satisfied	226	72.0
Dissatisfied	31	9.9
Very Dissatisfied	1	0.3
Overall, how helpful do you think the feedback teachers received from the 2022-23 <u>Student Experience Survey</u> was for improving their instructional practice?		
Very Helpful	44	14.1
Helpful	154	49.5
Unhelpful	89	28.6
Very Unhelpful	11	3.5
I don't know. I did not have any experience with student survey results.	13	4.2
How accurately do you think 2022-23 Student Experience Survey results reflected teachers' strengths and weaknesses?		
Completely Accurately	13	4.2
Very Accurately	101	32.5
Slightly Accurately	138	44.4
Not at all Accurately	45	14.5
I don't know. I did not have any experience with student survey results.	14	4.5

Source: TEI Administrator Perception Survey, October 2023 (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

Appendix B Table of TEI Administrator Perception Survey: Rewarding Excellence													
	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Do Not Know	
		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 2022-23 teaching effectiveness adequately recognized their efforts to maximize student growth.	308	20	6.5	106	34.4	69	22.4	82	26.6	28	9.1	3	1.0
The salary that teachers received this year based on their 2022-23 teaching effectiveness encouraged them to remain in a campus-based position.	308	27	8.8	96	31.2	70	22.7	77	25.0	32	10.4	6	1.9
The district should differentiate teacher salary by effectiveness level.	308	56	18.2	147	47.7	52	16.9	27	8.8	20	6.5	6	1.9
	To what extent do you agree with the following statements?												
	The TEI compensation system...												
supports the recruitment of highly effective teachers.	308	25	8.1	133	43.2	59	19.2	60	19.5	28	9.1	3	1.0
supports the retention of highly effective teachers.	308	33	10.7	120	39.0	58	18.8	69	22.4	26	8.4	2	0.6
differentiates salaries to reward teachers who perform well.	308	31	10.1	128	41.6	64	20.8	71	23.1	14	4.5	0	0.0
will positively affect my teachers' future in the Dallas ISD.	308	30	9.7	107	34.7	89	28.9	58	18.8	17	5.5	7	2.3
allows teachers to earn substantially more money over time compared to the old system.	308	45	14.6	109	35.4	66	21.4	54	17.5	26	8.4	8	2.6

Source: TEI Administrator Perception Survey, October 2023.

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

Appendix D, Table 6: 2022-23 TEI Administrator Perception Survey – Supporting Excellence

	<i>N</i>	Yes		No		Do Not Know	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During the 2022-23 school year, did your campus align professional development around the following areas?							
Student achievement data	303	294	97.0	9	3.0	0	0.0
TEI spot observation data	303	227	74.9	68	22.4	8	2.6
Student Experience Survey results	303	196	64.7	97	32.0	10	3.3
Distinguished Teacher Review	303	157	51.8	130	42.9	16	5.3

Source: TEI Administrator Perception Survey, October 2023 (position and years on campus) and Human Capital Management TEI scorecard data (effectiveness level).

Appendix D, Table 7: 2022-23 TEI Administrator Perception Survey – Supporting Excellence

	Respondents (<i>N</i> = 303)	
	<i>n</i>	%
During the 2022-23 school year, did you create Individualized PDL Planning Forms for teachers based on available student achievement and teacher performance data?		
Yes	200	66.0
No	103	34.0

Source: TEI Administrator Perception Survey, October 2023 (position and years on campus) and Human Capital Management TEI scorecard data (effectiveness level).

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

Appendix B Table B.1: Administrator Perception Survey – Supporting Excellence													
		A Great Deal		Quite a Bit		Somewhat		Very Little		Not at All		Do Not Know	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During the 2022-23 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	303	60	19.8	127	41.9	104	34.3	10	3.3	0	0.0	2	0.7
District summer and fall PDL training sessions	303	28	9.2	71	23.4	129	42.6	55	18.2	11	3.6	9	3.0
District virtual PDL training sessions	303	27	8.9	55	18.2	134	44.2	55	18.2	17	5.6	15	5.0

Source: TEI Administrator Perception Survey, October 2023.

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

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

	<i>n</i>	%
In which of the following areas do you feel additional professional development options are needed for Dallas ISD teachers?		
Bias, Equity, and Cultural Understanding	101	30.4
Classroom Management	214	64.5
Social Emotional Learning	119	35.8
Curriculum and Content Training	179	53.9
Pedagogy- Effective Instructional Practices Training	200	60.2
Effective Lesson Planning and Development	130	39.2
Technology Digital Integration	89	26.8
Other	13	3.9

Source: TEI Administrators Perception Survey, October 2023.

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

Appendix D Table 10: TEI Administrator Perception Survey – General

	<i>n</i>	%
Did you feel pressure to inflate teacher observation scores during the 2022-23 school year?		
Yes	23	7.6
Sometimes	60	19.9
No	217	71.9
Not Applicable. I did not conduct observations.	2	0.7
How helpful was the TEI certification training in preparing you to implement TEI effectively on your campus during the 2022-23 school year?		
Very Helpful	71	23.5
Helpful	194	64.2
Unhelpful	25	8.3
Not at all Helpful.	11	3.6
Not Applicable. I did not attend this training.	1	0.3

Source: TEI Administrators Perception Survey, October 2023.