

2024-25

Evaluation of Teacher Excellence Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



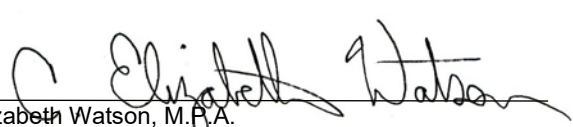
2024-25

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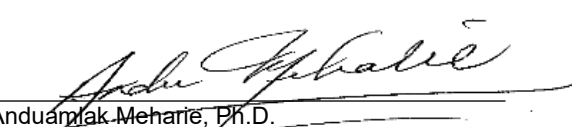
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2024-25

Evaluation of Teacher Excellence Initiative

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The purpose of this evaluation was to examine (a) program implementation, (b) stakeholder perceptions, and (c) program outcomes.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The Teacher Excellence Initiative (TEI) is 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 8,974 teachers received TEI scorecards for the 2024-25 school year. In 2024-25, TEI was supported by Dallas ISD General Operating funds, which included an administrative budget of \$600,000; a teacher benefits budget of \$48,546,534; and a TEI Expert Stipend cost of \$350,000. Key findings are included below.

Key Findings:



Most teachers (76%) and nearly all administrators (98%) reported intermediate to advanced knowledge of TEI in 2024-25 (page 11).



Although the majority of administrators reported high levels of satisfaction with TEI, this view was expressed by less than half of teachers. However, teacher satisfaction showed a positive upward trend, increasing by six percentage points from 2022-23 to 2024-25 (pages 12, 13).



Teacher perception of TEI fairness showed substantial improvement, increasing from 39 percent in 2022-23 to 51 percent in 2024-25 (page 14).



The shifts in evaluation rating cut points was the top-ranked reason for perceived unfairness by administrators and higher-effectiveness teachers. Persistent concerns about challenges facing lower-performing schools and inequity of the size of the raise were consistently high across most groups (pages 15, 16).



Perceptions of the three formal evaluation activities (spot, extended, and summative observations) remained consistent from 2022-23 to 2024-25. Administrators consistently rated the helpfulness of these activities as extremely high, significantly exceeding the rating of all teachers combined (pages 18, 19).



Campus-level professional development was consistently rated by both teachers and administrators as the most helpful type of training compared to district-sponsored sessions, with its helpfulness rating showing a notable upward trend for both groups over a three-year period (pages 23, 24).



Administrators prioritized the need for additional training in pedagogy and classroom management, while teachers primarily sought training in technology/digital integration and classroom management. Teachers with highest effectiveness levels were the only group to show a strong preference for selecting PD related to the Distinguished Teacher Review (page 28).



Across all compensation statements, teachers with a Proficient II or higher effectiveness level consistently expressed greater agreement than teachers with lower effectiveness level, suggesting the compensation model is better valued by the highest-rated teachers (page 33).



Favorable perceptions of the TEI compensation system's benefits, including support for recruitment, retention, and salary differentiation, showed a strong upward trend for both teachers and administrators from 2023-24 to 2024-25 (page 33).



Summative appraisal scores were statistically lower for middle school teachers than for elementary and high school teachers (page 36).



The percentage of positive responses on the student experience survey was highest for elementary school core teachers and lowest for middle school teachers (page 38).



The rate at which teachers achieve Distinguished Teacher Review is closely linked to experience, with the highest percentage of DTR teachers found in the mid-career group with 14 to 18 years of service. This achievement rate has remained consistent across the district over the last three years (page 42).



Evaluation scores were lowest for first-year teachers, demonstrating a clear improvement with experience until scores plateaued after approximately eight to 10 years of service (page 45).



Proficient I effectiveness level accounted for the largest percentage of teachers, followed by Progressing II (page 46).



The majority of teachers leaving the district cited career-based reasons such as, "Career Change," "Employment in Another District," or "Relocation," which together accounted for over half of all separations (page 47).



Teachers with an Unsatisfactory rating left the district at a substantially higher rate than those in any other category. The percentage of teachers who left the district consistently decreased as evaluation rating and effectiveness level increased. (page 47).



There was a wide difference in performance across the district's regions, with Region V consistently achieving the highest average scores in all core TEI metrics (page 49).



Teachers representing alternative and entry-level pathways, specifically First-Year, Strategic Pipeline, District of Innovation, and Dallas Alternative Certification teachers, generally scored below the district average across all TEI performance measures (page 53).

Recommendations

Enhance support and resources for early-career and alternative pathways. Develop and resource a structured, intensive support program specifically for first-year teachers and those in alternative pathways. Focus on foundational skills most frequently identified by lower-effectiveness teachers to help accelerate their growth toward district-level performance and sustain effectiveness over time. Across all TEI measures, these teacher groups demonstrated outcomes below district averages, particularly in summative appraisal results and the percentage earning a Proficient I or higher rating. Providing targeted, early support will help these educators build a stronger foundation for success and progress more quickly toward consistent, high-quality instruction.

Provide targeted support for middle school instruction. Develop specialized professional development for middle school educators, with an emphasis on pedagogy and classroom management as identified by both teachers and administrators as top priorities. Training should be designed to reflect specific instructional challenges and developmental needs of middle school students. Middle school teachers' summative appraisal scores were statistically lower than both elementary and high school teachers, and they also recorded the lowest percentage of positive student survey responses. Strengthening professional support at this level will help improve instructional quality and the overall student experience in middle school classrooms.

Improve alignment of professional development with teacher needs. Differentiate professional development opportunities to reflect priorities identified by teachers and administrators, such as technology and digital integration as indicated by teachers, and pedagogy and classroom management as suggested by administrators. Tailor offerings by effectiveness levels, emphasizing classroom management, lesson planning, and social-emotional learning for early-career teachers, and advanced technology and Distinguished Teacher Review (DTR)-aligned growth for higher-effectiveness teachers. Aligning PD content with these needs will increase its relevance, strengthen engagement, and better support teacher advancement through the DTR process.

2024-25

Evaluation of Teacher Excellence Initiative

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PROGRAM BACKGROUND

TEI in Dallas ISD is an integrated system designed to measure teacher effectiveness with the ultimate goal of maximizing student growth. The initiative is built on three pillars – defining, supporting, and rewarding excellence – which provide the district with a framework for ensuring high-quality instruction. Annually, teachers are evaluated through three key lenses to define their impact. First, teacher performance is assessed using a detailed rubric with 17 indicators of effective practice. Second, student achievement is measured by focusing on relative academic growth compared to peers, which rewards significant student improvement even if proficiency is not yet met. Third, student experience surveys gather direct feedback from students, valuing the importance of positive classroom relationships. To ensure equity, adjustments are made for different teaching assignments, making the evaluation fair, accurate, and rigorous for all educators.

A core component of TEI is its strategic compensation system, which directly links evaluation outcomes to salary. This mode replaces the traditional salary schedule based on seniority and degrees, allowing effective teachers to significantly increase their salaries in a shorter period. Research supports this approach, with studies indicating that performance-based pay systems can improve student outcomes and increase the retention rate of highly effective teachers (Burgess et al., 2022; Jackson, 2023). Such systems incentivize teachers to be more proactive in their professional growth by adopting more effective teaching methods, improving instructional practices, and fostering meaningful student- teacher relationships (Howard & Miller, 2022). This focus encourages teachers to continuously evaluate their own practices (Gheith & Aljaberi, 2018) and seek out collaborative professional development (PD), which has been shown to improve teaching skills, student achievement, and the overall school culture (Ronfeldt et al., 2015).

PROGRAM DESCRIPTION

This section describes the three components of TEI: defining excellence, supporting excellence, and rewarding excellence.¹ It also includes information on program staff, budget, and program goals.

¹ More information about the components of TEI can be found in the 2024-25 TEI Guidebook and 2024-25 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: 2024-25 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 <i>i-Ready Assessment</i> , <i>ACP</i> , and/or <i>STAAR</i>	50%	35%	15%
Category B - Most grade 1-2 teachers whose students take an <i>i-Ready Assessment</i>	65%	35%	0%
Category C - Most grade 3-12 teachers whose students do not take an <i>ACP</i> , <i>i-Ready Assessment</i> , or <i>STAAR</i> but who are able to complete a student survey (e.g., CTE teachers, elementary specials)	65%	20%	15%
Category D - Any teacher whose students do not take an <i>ACP</i> , <i>i-Ready</i> , or <i>STAAR</i> nor are eligible to complete a student survey (e.g., pre-K/K teachers, teachers not-of-record such as SPED inclusion teachers, TAG teachers)	80%	20%	0%

Source: Table from 2024-25 TEI Teacher Guidebook.

Teacher Performance

To measure teacher performance, certified TEI evaluators used a rubric comprised of 17 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

² More information about the defining excellence component of TEI can be found in the 2024-25 TEI Teacher Guidebook at <https://tei.dallasisd.org/home/resources/>.

³ The four domains included (a) planning research-based, rigorous lessons for diverse student populations, (b) providing and delivering purposeful, highly effective, and rigorous instruction, (c) building safe, supportive, and rigorous learning environments (d) embracing professionalism with a mindset of continuous improvement and accountability.

⁴ Teachers received a minimum of six spot observations in 2024-25. Additional information about spot observations can be found in the 2024-25 TEI Teacher Guidebook at <https://tei.dallasisd.org/home/resources/>.

templates included school STAAR and SLO as part of total student achievement. Templates for Category A/B teachers also included teacher-level student achievement measures.⁵

Student Experience

The Dallas ISD contracted with Panorama Education to administer an age-appropriate survey to students in grades three to 12. The survey was available online and offered in 22 languages other than English. Questions focused on students' perceptions of (a) rigorous expectations, (b) engagement, (c) classroom climate, (d) teacher-student relationships, and (e) pedagogical effectiveness.

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 2024-25 could earn up to 30 additional points toward their evaluation score.

Supporting Excellence

In 2024-25, Dallas ISD's Supporting Excellence initiative strengthened teacher growth through a comprehensive and multilayered approach. Professional learning was emphasized across four key contexts: self-reflection, coaching, team collaboration, and whole group development, supported by technology and tailored resources. Teachers developed individualized PD Plans aligned with rubric indicators and campus goals, while also accessing exemplar videos, calibration modules, PLC (Professional Learning Community) opportunities, and districtwide workshops to deepen expertise.

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.

Budget

During the 2024-25 school year, TEI was funded by General Operating funds, which supported seven positions⁷ in Human Capital Management for a total 2024-25 TEI administrative budget of \$600,000 excluding benefits. In addition, the teacher benefit cost totaled \$48,546,534 and the TEI Expert Stipend

⁵ For Category A and B teachers, achievement templates include measures tied to specific standardized assessments like STAAR, *i-Ready*, and ACPs. For Category C and D teachers, the achievement score is composed of only the Student Learning Objective (SLO) and school STAAR measures. The 2024-25 Student Achievement templates can be found at <https://tei.dallasisd.org/home/resources/>.

⁶ More information about the DTR process can be found in the 2024-25 TEI Guidebook, which is available at <https://tei.dallasisd.org/home/resources/>.

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.

cost totaled \$350,000. Teacher compensation costs for 2023-24 and 2024-25 and estimated costs for 2025-26 are shown in Table 2.⁸

Table 2: 2023-24 to 2025-26 Teacher Compensation Costs for TEI		
Category		Cost
2023-24		
Teacher Salary Cost		\$665,761,615
Teacher Benefit Cost		\$53,260,929
TEI Expert Stipend Cost		\$350,000
2024-25		
Teacher Salary Cost		\$630,474,477
Teacher Benefit Cost		\$48,546,534
TEI Expert Stipend Cost		\$350,000
2025-26		
Projected Teacher Salary Cost		\$632,255,654
Estimated Teacher Benefit Cost		\$84,659,032.07
Projected TEI Expert Stipend Cost		\$208,000

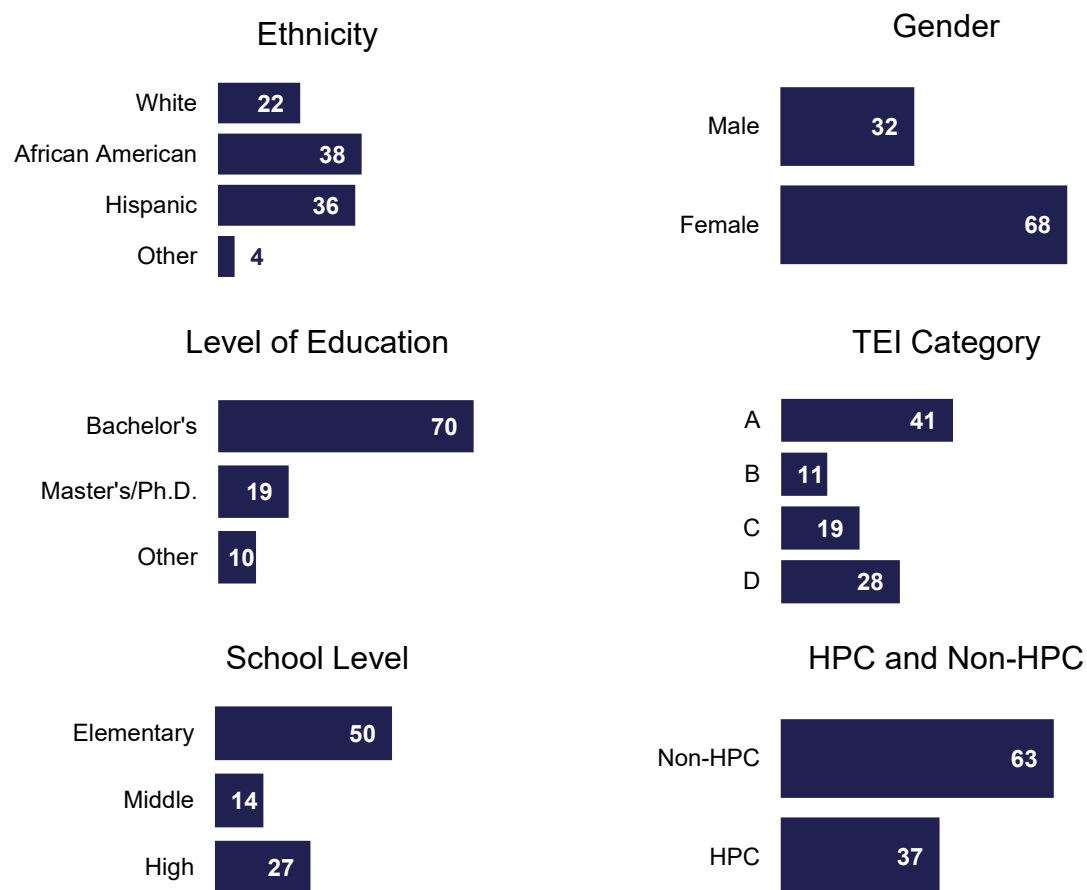
Source: TEI program staff members on November 12, 2025.

EVALUATION QUESTIONS AND RESULTS

What were the characteristics of teachers evaluated under TEI?

Figure 1 shows a summary of characteristics for teachers who received a 2024-25 TEI Scorecard ($N = 8,974$). Most teachers were either Hispanic or African American (74%) and female (68%). Nineteen percent had earned at least a master’s degree when they were hired. In addition, most teachers were Category A teachers (41%), and more teachers worked at the elementary level (50%) than at the other school levels combined. Teachers in High Priority Campuses (HPCs) also accounted for 37 percent of teachers who received a 2024-25 Scorecard.

⁸ Teacher evaluation results from the 2024-25 school year will determine costs associated with teacher compensation in 2025-26.

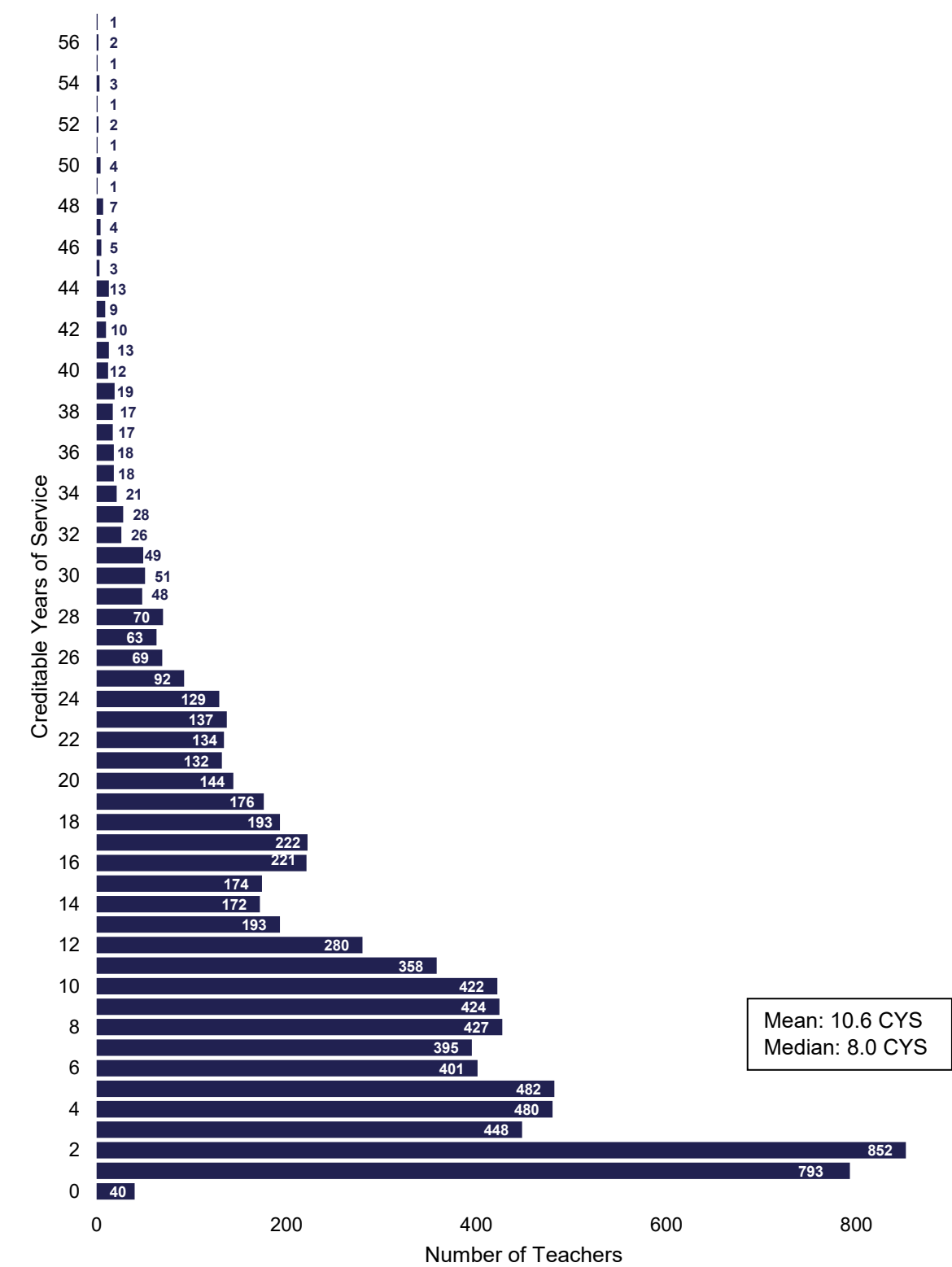
Figure 1: 2024-25 TEI Teacher Characteristics

Source: Scorecard data file from Human Capital Management dated 10/29/25 and distric personnel file dated 05/05/25.

Note: $N = 8,974$ Dallas ISD teachers. TEI = Teacher Excellence Initiative. HPC = High Priority Campus. Some percentages may not sum to 100 because of rounding.

In 2024-25, teacher creditable years of service in the Dallas ISD ranged from zero (first-year teachers) to 57 years (see Figure 2; mean = 10.6; median = 8.0). Ten percent of teachers had either zero (first-year teachers) or one (second-year teachers) creditable years of service.

Figure 2: 2024-25 Frequency Distribution of TEI Teachers by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated 10/28/25.
Note: N = 8,527 Dallas ISD teachers. Teachers with zero creditable years of service were first-year teachers.

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 2024-25 academic year. The purpose of the surveys was to provide stakeholders with information about how the TEI system functioned during the 2024-25 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 PD, 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).

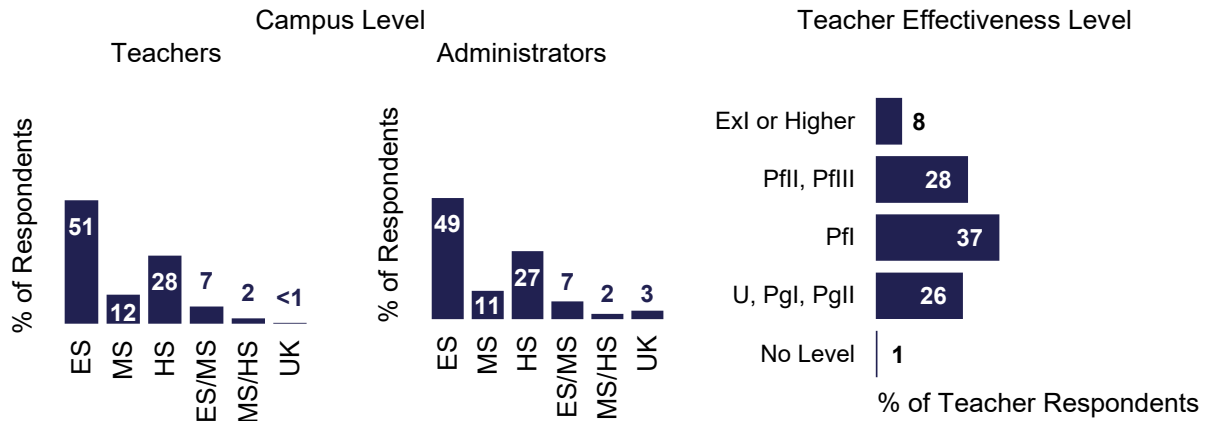
Respondent Characteristics

Surveys were sent to 7,911 teachers and 553 administrators, and 2,410 teachers (30%) and 238 administrators (43%) at least partially completed the survey. For the administrator survey, most participants were assistant principals (57%), followed by principals (42%) and other (1%).

As shown in Figure 3, response rates were similar across school levels for the teacher and administrator surveys. Teachers (51%) and administrators (49%) at elementary schools comprised most respondents.⁹ In addition, the distribution of effectiveness levels among survey respondents was somewhat different from that of all TEI-eligible teachers, with Pfil and Pfill teachers slightly overrepresented and U, Pgl, and Pgl teachers slightly underrepresented (see Figure 3).

The median years of creditable service among teacher survey respondents was 10 years (mean = 12.4), which is higher than the median for all teachers in 2024-25 TEI positions (median = 8.0; mean = 10.6). This suggests that survey respondents generally had more years of creditable service compared to the district average.

⁹ This pattern was expected because it mirrors the total teacher population in the Dallas ISD who were in TEI-eligible positions.

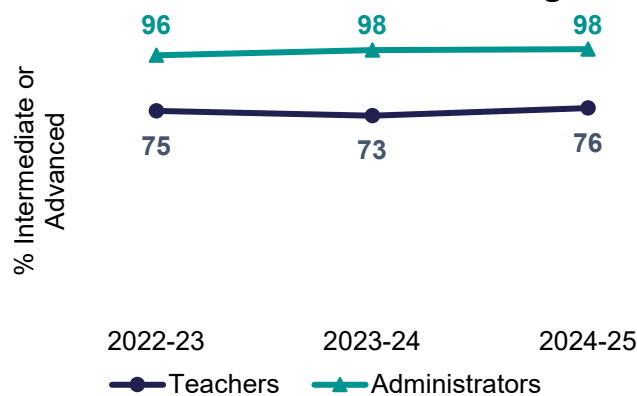
Figure 3: 2024-25 TEI Perception Survey Respondents by Campus Level and Teacher Effectiveness Level

Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: ES = Elementary School. MS = Middle School. HS = High School. ES/MS; MS/HS = Multilevel Campus. UK = Unknown. n = 238 administrators; 2,410 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 (76%) and almost all administrators (98%) reported an intermediate to advanced knowledge of TEI in 2024-25 (Figure 4). Twenty-three percent of teachers continue to report a basic or lower knowledge of the TEI system, indicating an opportunity for further training. The percentage of teachers and administrators reporting intermediate or advanced knowledge of TEI remained relatively stable from 2022-23 to 2024-25.

Figure 4: 2024-25 Perceived Level of TEI Knowledge

Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024), and 2024-25 TEI Perception Surveys.

Note: N = 330 administrators; N = 2,567 teachers in 2022-23. N = 333 administrators; N = 2,913 teachers in 2023-24. N = 237 administrators; N = 2,376 teachers in 2024-25.

Overall Satisfaction

Key Findings From this Section:



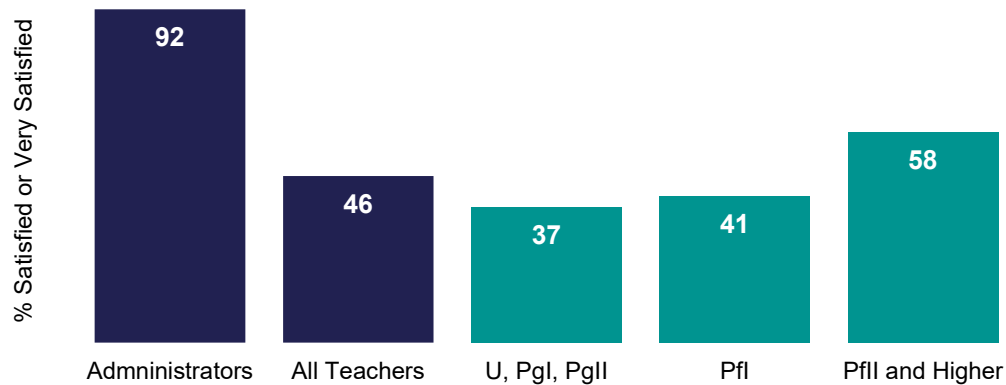
The majority of administrators reported high levels of satisfaction with TEI, while less than half of teachers expressed a similar view.



Teacher satisfaction with TEI increased by eight percentage points, rising from 38 percent in 2022-23 to 46 percent in 2024-25, while administrator satisfaction remained stable.

As shown in Figure 5, a higher percentage of administrators (92%) than teachers (46%) expressed high satisfaction (satisfied or very satisfied) with TEI. In addition, greater proportion of teachers with higher effectiveness levels (58%) expressed satisfaction with TEI than those with lower effectiveness levels (37%).

Figure 5: 2024-25 Teacher and Administrator Overall Satisfaction with TEI

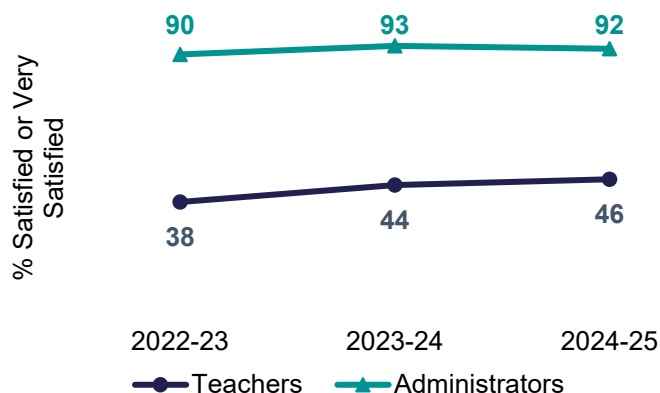


Source: 2024-25 TEI Perception Survey.

Note: $n = 236$ administrators. $n = 2,260$ teachers. $n(\text{U, Pgl to Pgll}) = 590$. $n(\text{Pfl}) = 851$. $n(\text{Pfl and Higher}) = 809$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All Teachers" category.

The percentage of administrators reporting satisfaction (satisfied or very satisfied) with TEI remained stable from 2022-23 to 2024-25, while the percentage of teachers reporting satisfaction increased by 21% over the same period, from 38 percent to 46 percent (Figure 6).

Figure 6: 2022-23 to 2024-25 Teacher and Administrator Overall Satisfaction with TEI



Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024) and 2024-25 TEI Perception Surveys.

Note: $N = 330$ administrators and $N = 2,450$ teachers in 2022-23. $N = 324$ administrators; $N = 2,744$ teachers in 2023-24. $N = 236$ administrators; $N = 2,260$ teachers in 2024-25.

Perception of Fairness

Key Findings From this Section:

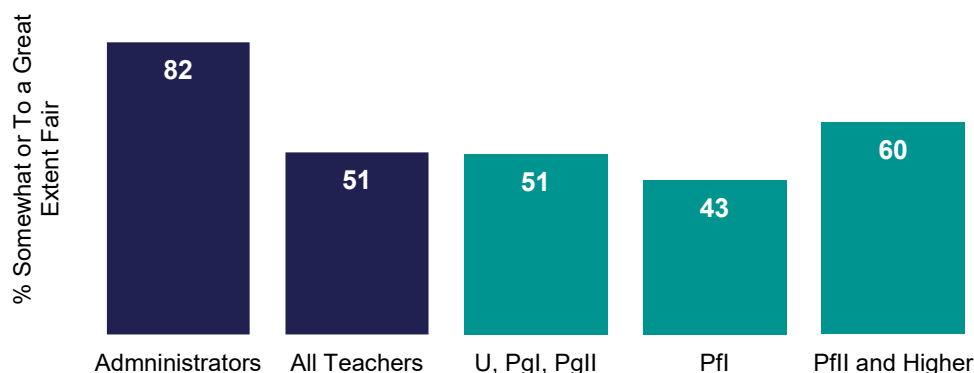


Teacher perception of TEI fairness showed a substantial improvement over three years, increasing from 39 percent in 2022-23 to 51 percent in 2024-25.



The shifts in evaluation rating cut points was the top-ranked reason for perceived unfairness by administrators and higher-effectiveness teachers, while concerns about the challenges facing lower-performing schools and the inequity of the size of the raise were consistently high ranked across most groups.

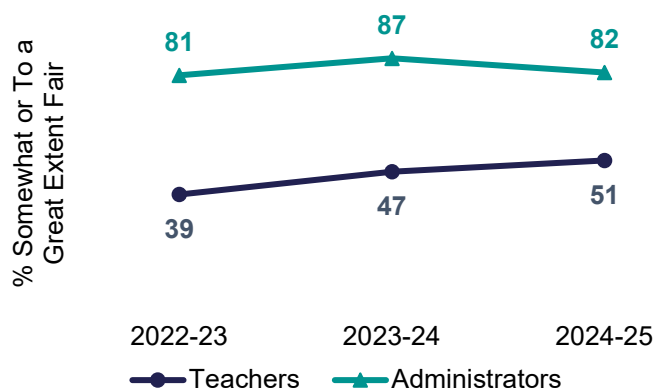
As shown in Figure 7, a higher percentage of administrators (82%) than teachers (51%) rated TEI as at least somewhat fair. Furthermore, a higher percentage of teachers at the highest effectiveness levels (60%) perceived TEI as at least somewhat fair at a higher rate than teachers at the lower effectiveness levels.

Figure 7: 2024-25 Teacher and Administrator Perceptions of TEI Fairness

Source: 2024-25 TEI Perception Survey.

Note: $n = 237$ administrators. $n = 2,376$ teachers. $n(\text{U, Pgl to Pgll}) = 622$. $n(\text{Pfl}) = 888$. $n(\text{Pfl and Higher}) = 853$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All Teachers" category.

From 2022-23 to 2024-25, the percentage of teachers who rated TEI as at least somewhat fair increased by 30.8%, from 39 percent to 51 percent. Meanwhile, the percentage of administrators who rated TEI as at least somewhat fair rose from 81 percent in 2022-23 to 87 percent in 2023-24, before declining slightly to 82 percent in 2024-25 (Figure 8).

Figure 8: 2022-23 to 2024-25 Teacher and Administrator Perceptions of TEI Fairness

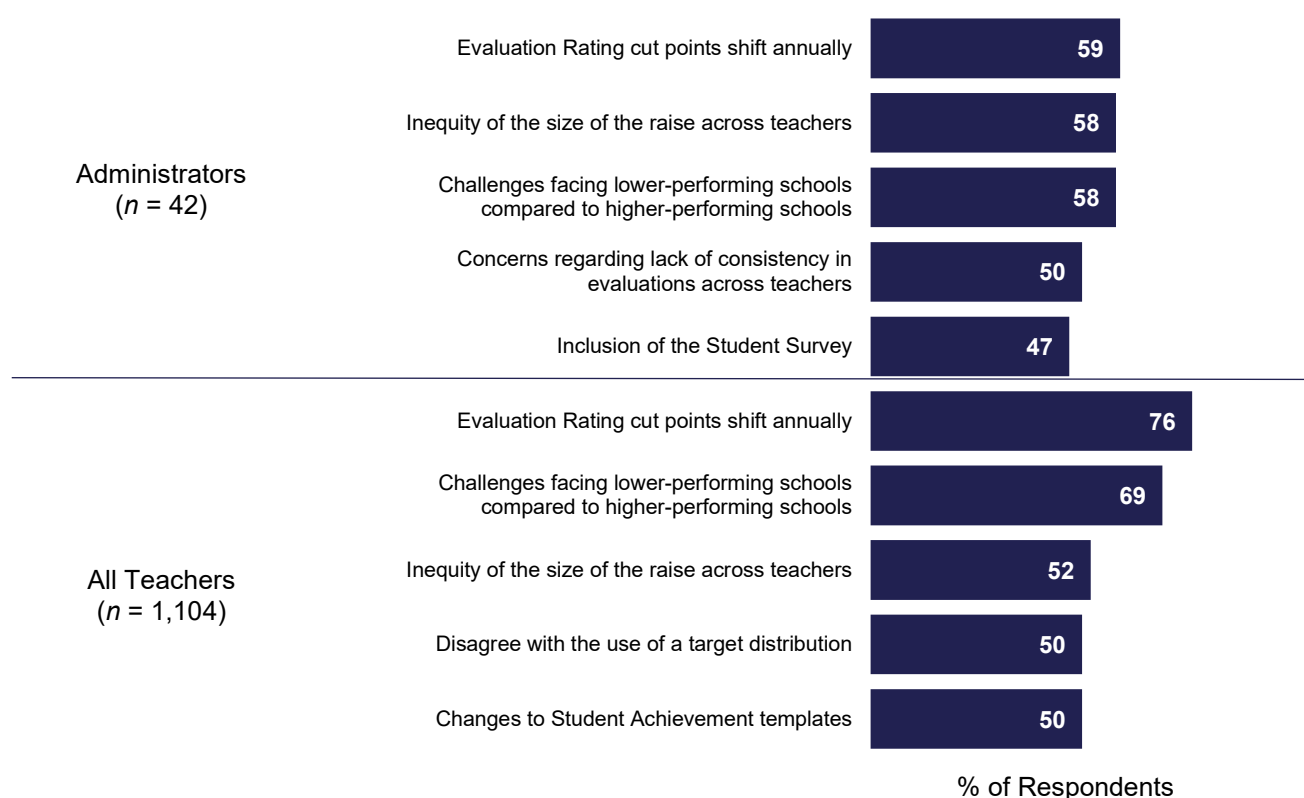
Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024) and 2024-25 TEI Perception Surveys.

Note: $N = 318$ administrators and $N = 2,567$ teachers in 2022-23. $N = 333$ administrators and $N = 2,913$ teachers in 2023-24. $N = 237$ administrators and $N = 2,376$ teachers in 2024-25.

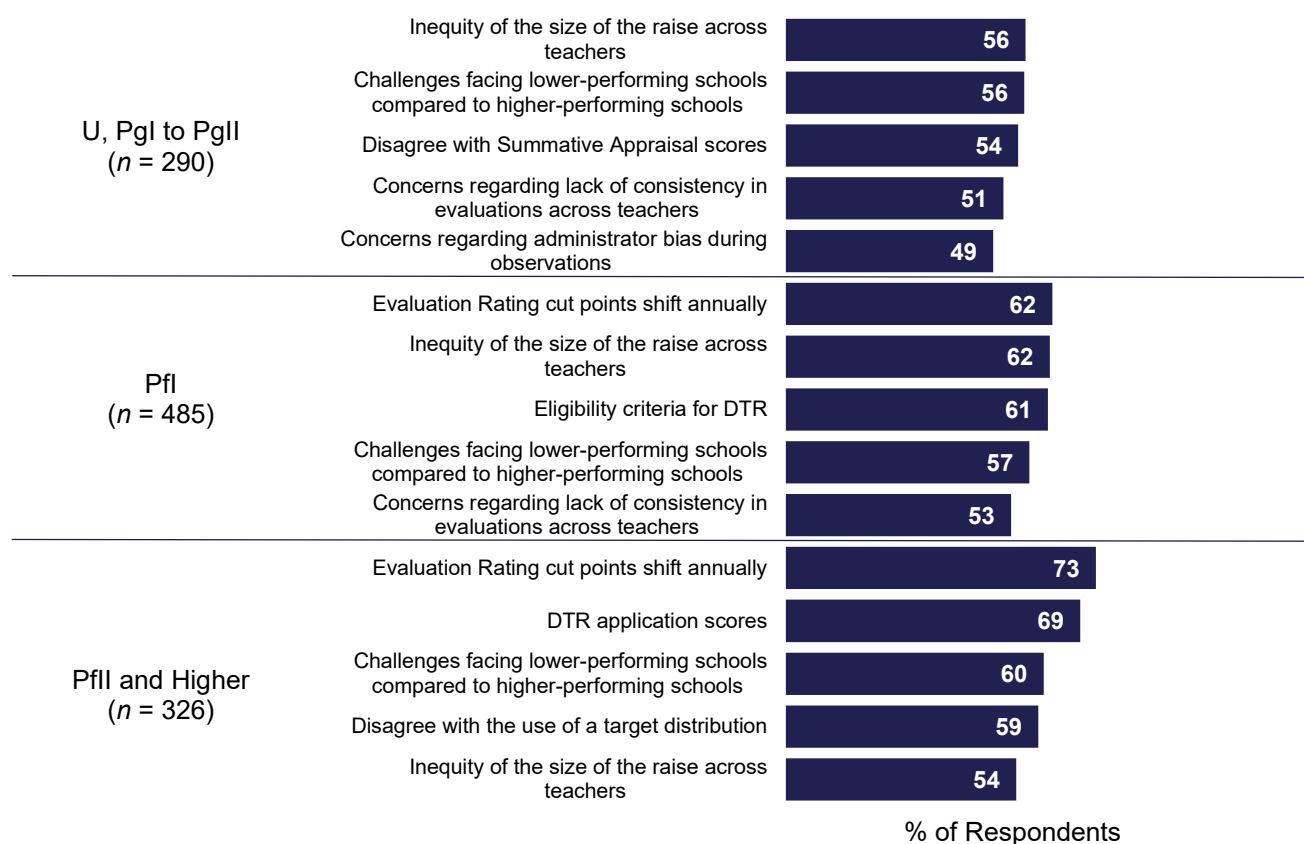
Respondents who perceived low TEI fairness (very little or not at all) were asked to select reasons they considered the system to be unfair. The top five most frequently selected reasons teachers and administrators considered TEI to be unfair are shown in Figure 9. Results by teacher effectiveness level groupings are shown in Figure 10.

Two reasons consistently ranked in the top five for all groups were *Challenges facing lower-performing schools compared to higher-performing schools* and *Inequity of the size of the raise across teachers*. Another concern, *Evaluation Rating cut points shift annually*, was ranked as the highest-rated reason by administrators, teachers overall, and the two higher-effectiveness teacher groups (Pfl and PflI and Higher). Notably, this reason did not appear in the top five for the lowest effectiveness teacher group (U, Pgl, Pg II). The complete ranking of each perceived reason for TEI unfairness for administrators and teachers (overall and by teacher effectiveness level) can be found in Appendix D, Table 2 and Appendix C, Table 3, respectively.

Figure 9: 2024-25 Teacher and Administrator Top Five Reasons TEI Perceived to be Unfair



Source: 2024-25 TEI Perception Survey.

Figure 10: 2024-25 Teacher Top Five Reasons TEI Perceived to be Unfair by Effectiveness Level

Source: 2024-25 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:



Perceptions of all three evaluation activities (spot, extended, and summative) remained consistent from 2022-23 to 2024-25, with administrators consistently rating their helpfulness as extremely high, significantly exceeding the rating of all teachers combined.



Teacher perception of the alignment between summative appraisal feedback and spot observation feedback showed a positive upward trend from 2022-23 to 2024-25, and this alignment perception was notably higher among teachers at the highest effectiveness levels than the overall teacher rate.



The perceived helpfulness and accuracy of the Student Experience Survey feedback showed an upward trend for both teachers and administrators from 2022-23 to 2024-25. Furthermore, administrators consistently rated the feedback as more helpful and more accurate than all teachers overall.

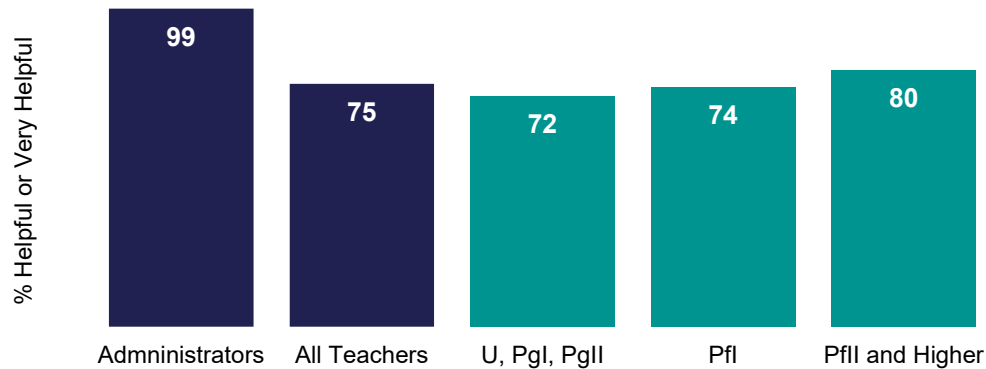
Spot Observations, Extended Observations, and Summative Appraisals

Of administrator respondents, 99 percent ($n = 237$) conducted spot observations, 99 percent ($n = 235$) conducted extended observations, and 98 percent ($n = 232$) conducted summative appraisals during the 2024-25 school year. However, 29 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, 24 percent of administrators indicated they at least sometimes felt pressure to inflate teacher observation scores, compared to 22 percent in 2023-24 (Kim, 2024). Lastly, during the 2024-25 school year, 89 percent of administrators indicated TEI certification was helpful or very helpful for preparing them to implement TEI effectively on their campuses.

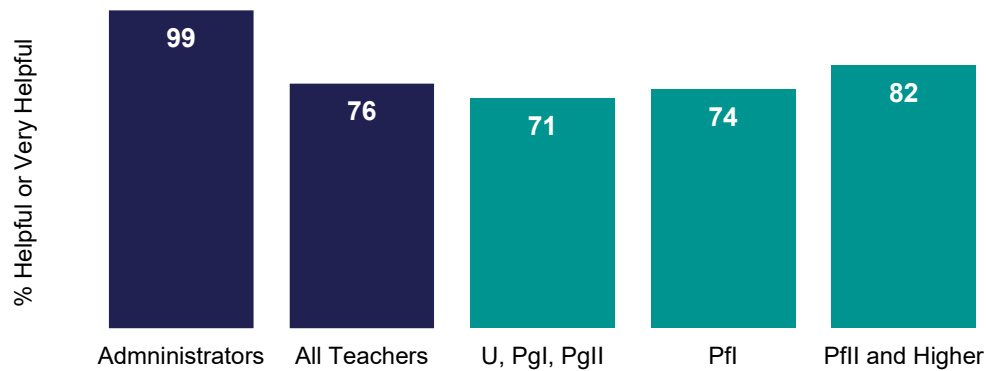
Figure 11 includes administrator and teacher perceptions regarding the helpfulness of spot observations, extended observations, and summative appraisals. While the percentage of administrators who rated all three evaluation activities as helpful or very helpful (96% to 99%) was higher than all teachers combined (75% to 76%), teachers with the highest effectiveness levels (80% to 83%) rated helpfulness of these activities more favorably compared to other teacher groups.

Figure 11: 2024-25 Teacher and Administrator Perceptions of Feedback Helpfulness

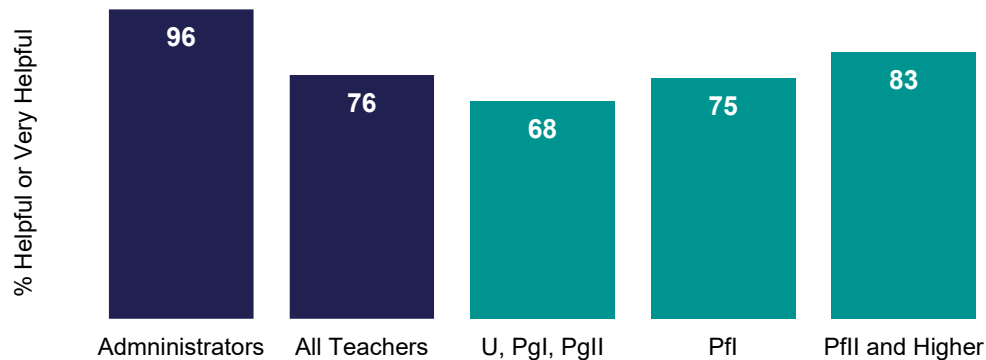
Overall, how helpful was the spot observation feedback [you provided to your teachers/you received from your evaluator] during the 2024-25 school year?



Overall, how helpful was the extended observation feedback [you provided to your teachers/you received from your evaluator] during the 2024-25 school year?



Overall, how helpful was the summative appraisal feedback [you provided to your teachers/you received from your evaluator] during the 2024-25 school year?



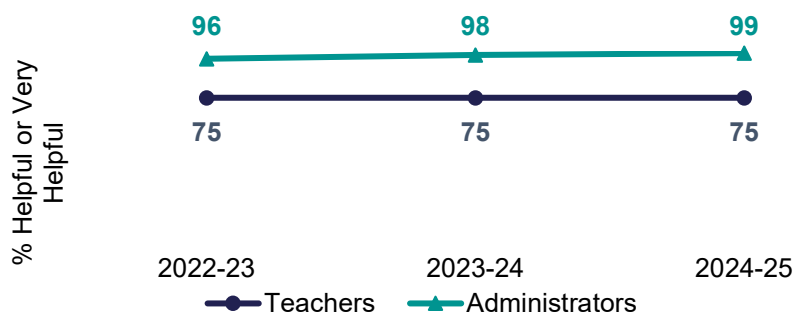
Source: 2024-25 TEI Perception Survey.

Note: $N = 237$ administrators – spot observations. $N = 235$ administrators – extended observations. $N = 231$ – summative appraisal. $N = 2,284$ teachers. $n(\text{U, Pgl to Pgll}) = 597$. $n(\text{Pfl}) = 859$. $n(\text{Pfl and Higher}) = 818$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All Teachers" category.

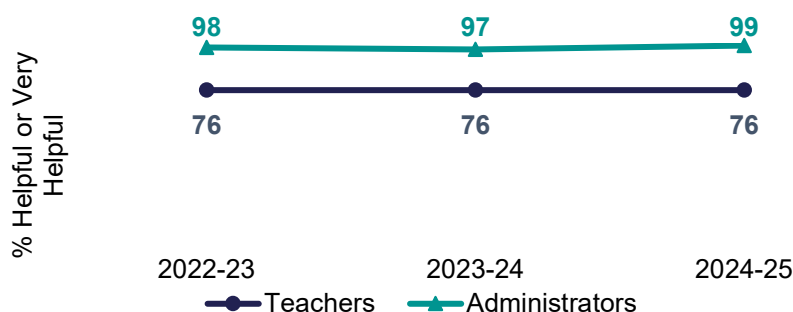
As shown in Figure 12, the percentages of administrator and teacher respondents who found spot observations, extended observations, and summative appraisals helpful remained consistent from 2022-23 to 2024-25.

Figure 12: 2022-23 to 2024-25 Teacher and Administrator Perceptions of Feedback Helpfulness

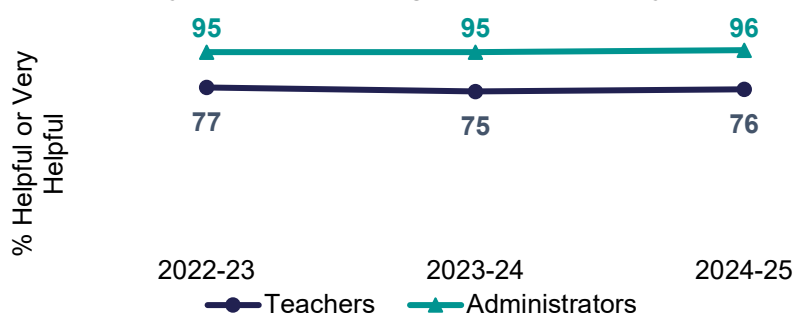
Overall, how helpful was the spot observation feedback [you provided to your teachers/you received from your evaluator] during the 2024-25 school year?



Overall, how helpful was the extended observation feedback [you provided to your teachers/you received from your evaluator] during the 2024-25 school year?



Overall, how helpful was the summative appraisal feedback [you provided to your teachers/you received from your evaluator] during the 2024-25 school year?



Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024) and 2024-25 TEI Perception Surveys.

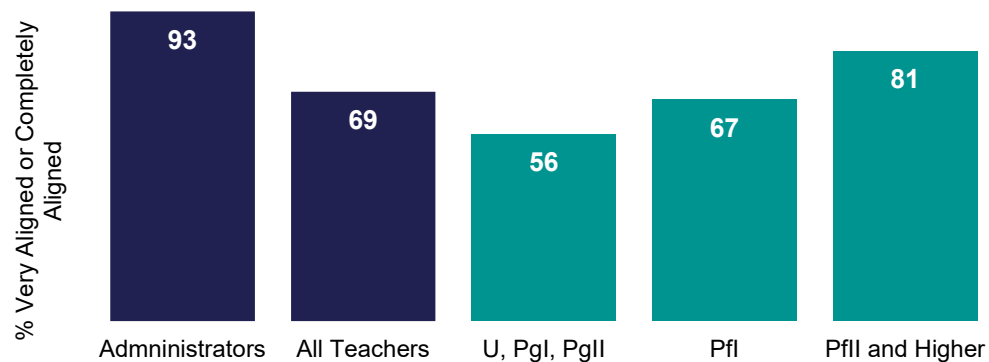
Note: Spot observation: $N = 319$ in 2022-23; $N = 325$ in 2023-24; $N = 237$ administrators in 2024-25. Extended observation: $N = 317$ in 2022-23; $N = 319$ in 2023-24; $N = 235$ administrators in 2024-25. Summative appraisal: $N = 317$ in 2022-23; $N = 316$ in 2023-24; $N = 231$ administrators in 2024-25. $N = 2,473$ in 2022-23; $N = 2,772$ in 2023-24; $N = 2,284$ teachers in 2024-25. Responses from teachers designated as having "No Level" effectiveness are included.

As shown in Figure 13, when administrators and teachers were asked to rate the alignment of their 2024-25 summative appraisal feedback with spot observation feedback, the rate followed the same pattern as the helpfulness ratings. For example, while the percentage of administrators who rated summative

appraisal feedback and spot observation feedback as very aligned or completely aligned (93%) was higher than all teachers overall (69%), teachers with the highest effectiveness levels (81%) exceeded the overall teacher rate.

Figure 13: 2024-25 Teacher and Administrator Perceptions of Feedback Alignment

How aligned was summative appraisal feedback with the spot observation feedback provided through the 2024-25 school year?



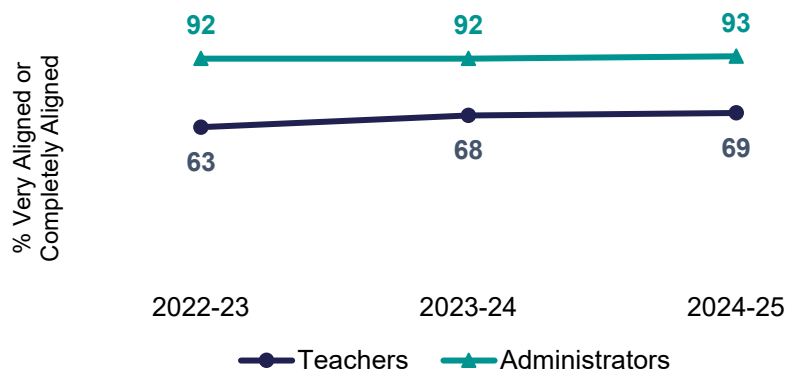
Source: 2024-25 TEI Perception Survey.

Note: *N* = 231 administrators. *N* = 2,284 teachers. U = Unsatisfactory. Pg = Progressing. Pf = Proficient.

From 2022-23 to 2024-25, administrator perceptions of alignment between summative appraisal and spot observation feedback remained relatively stable. Teacher perceptions also showed a slight upward trend over the same period, increasing from 63 percent to 69 percent (Figure 14).

Figure 14: 2022-23 to 2024-25 Teacher and Administrator Perceptions of Feedback Alignment

How aligned was summative appraisal feedback with the spot observation feedback provided through the 2024-25 school year?



Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024), and 2024-25 TEI Perception Survey.

Note: *N* = 314 administrators; *N* = 2,473 teachers in 2022-23. *N* = 316 administrators; *N* = 2,772 teachers in 2023-24. *N* = 231 administrators; *N* = 2,284 teachers in 2024-25.

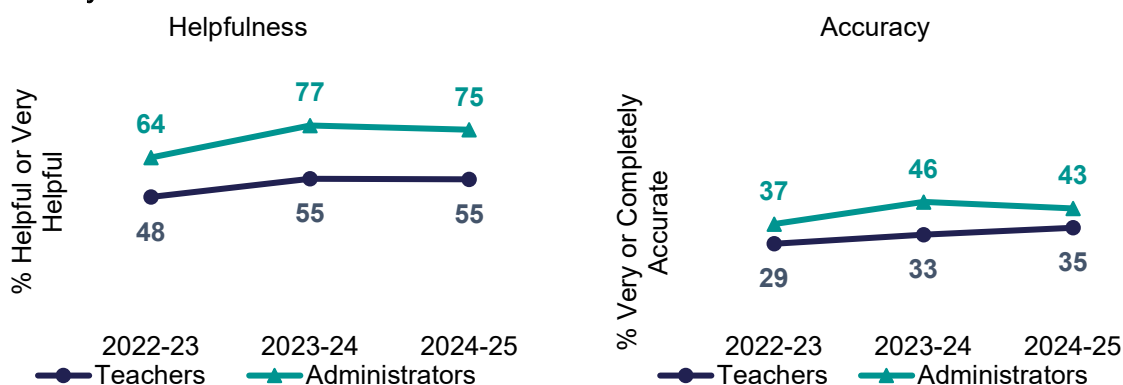
Student Experience Survey

During the 2024-25 school year, 1,462 (64%) of the teacher respondents indicated they received Student Experience Survey data. As indicated in Figure 15, more than half (55%) of these teachers reported that the feedback they received from the 2024-25 student experience survey was helpful or very helpful, which was relatively consistent across effectiveness levels (51% to 65%). Administrators (75%) were more likely than teachers to report the Student Experience Survey feedback as helpful to teachers.

Thirty-five 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: 41%) were more likely to report that the feedback was very or completely accurate than teachers at the lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 37%; Proficient I: 29%). In addition, administrators (43%) were more likely than all teachers in 2024-25 to rate Student Experience Survey feedback as accurate.

From 2022-23 to 2024-25, perceptions of the helpfulness of the Student Experience Survey feedback showed upward trend for both teachers (from 48% to 55%) and administrators (from 64% to 75%). Similarly, administrator perceptions of the feedback's accuracy increased from 37 percent to 43 percent, while teacher perceptions showed a slight upward trend, rising from 29 percent to 35 percent (Figure 15).

Figure 15: 2022-23 to 2024-25 Student Experience Survey Feedback – Perceptions of Helpfulness and Accuracy



Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024) and 2024-25 TEI Perception Survey.

Note: $N = 311$ administrators and $N = 1,590$ teachers in 2022-23; $N = 301$ (Helpfulness); 300 (Accuracy) administrators and $N = 1,750$ teachers in 2023-24; $N = 226$ administrators and $N = 1,448$ teachers in 2024-25. Teacher responses include those who received student experience survey feedback.

In response to the Student Experience Survey feedback, teachers most frequently reported that they relied on their colleagues (e.g., other teachers; 45%), PD (41%), and other external sources (e.g., books and the internet; 35%) to modify student engagement (Table 3). These rates were highest for teachers at the lowest effectiveness levels (37% to 47%).

Panorama Playbook was the least frequently used resource among all teachers overall (18%), though teachers at the highest effectiveness levels (Proficient II and higher) reported a greater reliance on

it (25%) than other teachers. Slightly less than a quarter of all teachers (22%) indicated they did not use any of the listed resources to modify student engagement.

Table 3: 2024-25 Resources Used by Teachers to Modify Student Engagement as a Result of Student Experience Survey Results

	All (N = 1,448)		U, Pgl, PglI (n = 365)		Pfl (n = 535)		PflI and Higher (n = 548)	
	n	%	n	%	n	%	n	%
Colleagues (e.g., other teachers)	647	44.7	170	46.6	252	47.1	225	41.1
Professional development	586	40.5	180	49.3	232	43.4	174	31.8
Other external resources (e.g., books, internet)	504	34.8	136	37.3	178	33.3	190	34.7
I did not use any of these resources.	312	21.5	50	13.7	118	22.1	144	26.3
Campus administrators	303	20.9	84	23.0	121	22.6	98	17.9
Panorama Playbook	259	17.9	47	12.9	77	14.4	135	24.6

Source: 2024-25 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Results are for teachers indicating they received student experience survey data for the 2024-25 school year. Respondents could select more than one answer. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All" category.

Supporting Excellence

Key Findings From this Section:



Teachers and administrators consistently rated campus-level PD as the most helpful or effective type of training compared to district-sponsored sessions. Furthermore, helpfulness rating for campus sessions has shown a notable upward trend over the three-year period for both groups.



Administrators reported significantly higher PD alignment with TEI measures than teachers across all categories. However, both groups agreed that PD was most frequently aligned with student achievement data, and they were least likely to report alignment with the distinguished teacher review.



Administrators prioritized the need for additional training in pedagogy and classroom management, while teachers primarily sought training in technology/digital integration and classroom management. Teachers with the highest-effectiveness levels were the only group to show a strong preference for selecting PD related to the distinguished teacher review.

During the 2024-25 school year, most (69%) administrator respondents reported that they created an Individualized PDL Planning Form for teachers based on available student achievement and teacher performance data. In addition, over half of teacher respondents agreed or strongly agreed that the 2024-25 district-sponsored PD opportunities (a) offered applicable strategies that they were using in the classroom (53%) and (b) were aligned with their PD plans (51%). These rates were consistent across effectiveness levels.

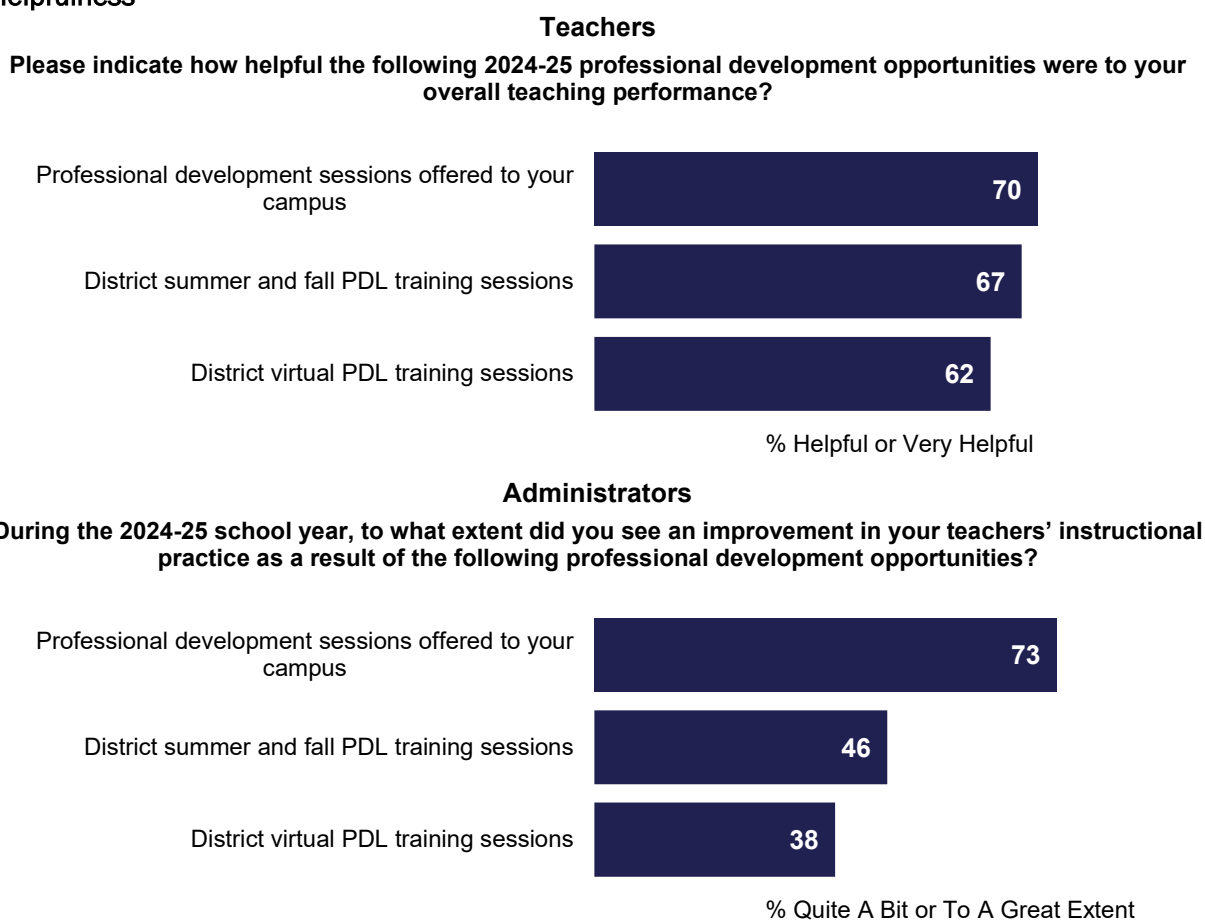
Agreement was slightly higher for teachers overall regarding the applicability (57%) and alignment (56%) of PD opportunities offered at the campus level. However, there were differences by effectiveness level regarding campus-level opportunities. For example, teachers with higher effectiveness levels were more likely to agree that campus-level PD opportunities were applicable (Unsatisfactory, Progressing I,

Progressing II: 54%; Proficient I: 55%; Proficient II and higher: 62%) and aligned (Unsatisfactory, Progressing I, Progressing II: 52%; Proficient I: 54%; Proficient II and higher: 60%) than teachers with lower effectiveness levels.

Figure 16 includes teacher and administrator helpfulness ratings of PD opportunities in 2024-25. Teachers rated campus PD sessions as helpful or very helpful at a higher rate (70%) than district summer and fall PDL sessions (67%) and district virtual PDL training sessions (62%).

In addition, 73 percent of administrators indicated that campus PD opportunities resulted in improved teacher instructional practice. Nearly half of administrator respondents indicated that the district summer and fall PDL training sessions (46%) and virtual PDL training sessions (38%) contributed to improved teacher instructional practices.

Figure 16: 2024-25 Teacher and Administrator Perceptions of Professional Development Helpfulness



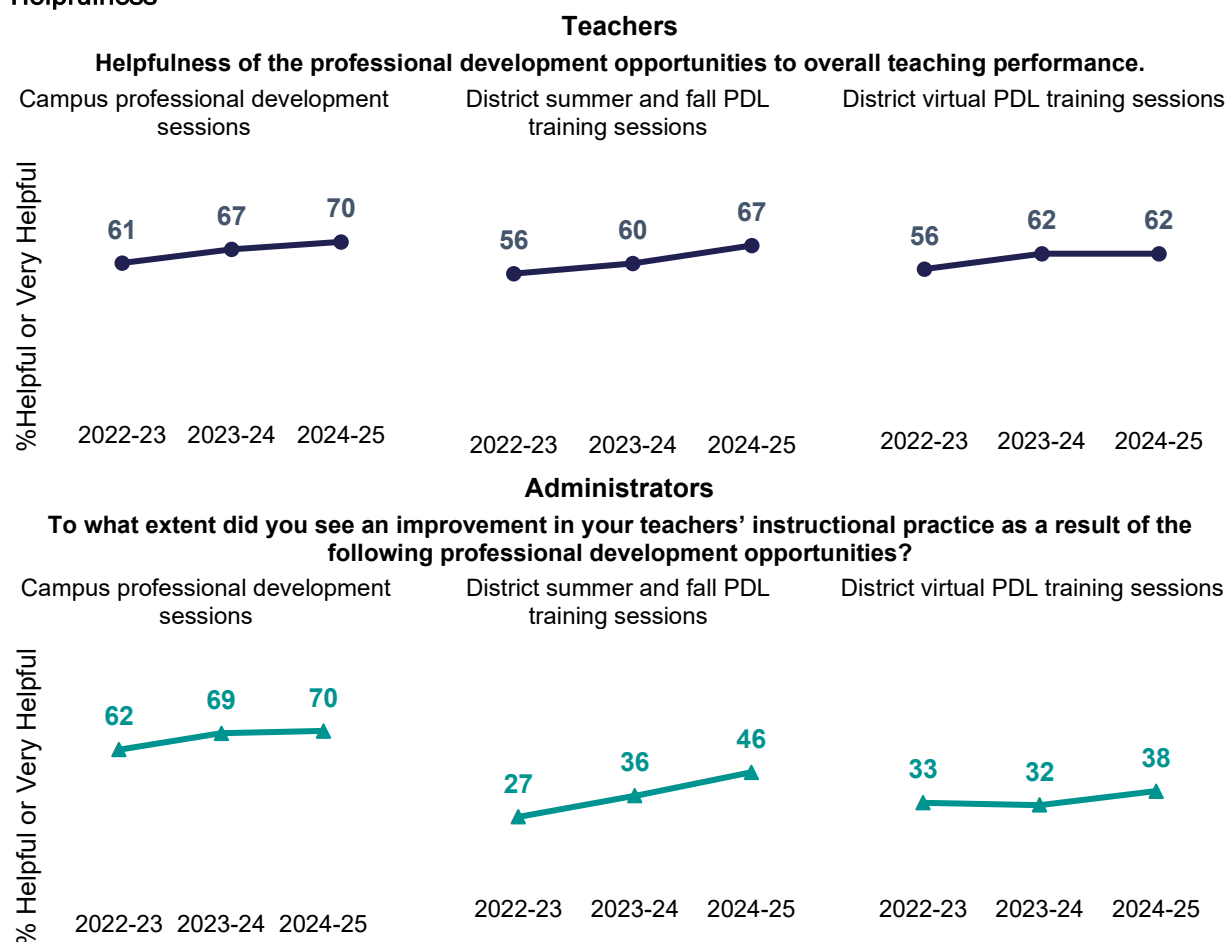
Source: 2024-25 TEI Teacher Perception Survey.

Note: N = 233 administrators. N = 2,158 teachers. PDL = Professional & Digital Learning

Perceptions of PD helpfulness increased over the last three years for both teachers and administrators. For campus sessions, teachers' ratings increased by 14.7 percent from 2022-23 to 2024-

25, while administrators' ratings increased by 12.9 percent during the same period. For district summer and fall PDL sessions, teachers' ratings improved by 19.6 percent from 2022-23 to 2024-25, and administrators' ratings rose by 70.4 percent. In contrast, ratings for district virtual PDL training sessions showed smaller changes, with teachers' ratings holding relatively steady (56% in 2022-23 to 62% in 2024-25) and administrators' ratings increasing slightly from 33 percent to 38 percent (Figure 17).

Figure 17: 2024-25 Teacher and Administrator Perceptions of Professional Development Helpfulness



Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024), and 2024-25 TEI Perception Surveys.

Note: *N* = 303 administrators; *N* = 2,231 teachers in 2022-23. *N* = 312 administrators; *N* = 2,941 teachers in 2023-24. *N* = 233 administrators; *N* = 2,158 teachers in 2024-25. PDL = Professional & Digital Learning.

Administrators and teachers also were asked to rate how PD aligned with TEI-related measures in 2024-25 (i.e., student achievement data, TEI spot observation data, Student Experience Survey results, and distinguished teacher review). Overall, administrators (58% to 97%) reported higher rates of PD alignment with TEI-related measures than teachers (46% to 76%; Table 4). Both administrators (97%) and teachers (76%) most often reported that their campus aligned PD with student achievement data. In contrast, administrators (58%) and teachers (46%) were least likely to report alignment of PD with distinguished teacher review.

Table 4: 2024-25 Teacher and Administrator Perceptions of Professional Development Alignment

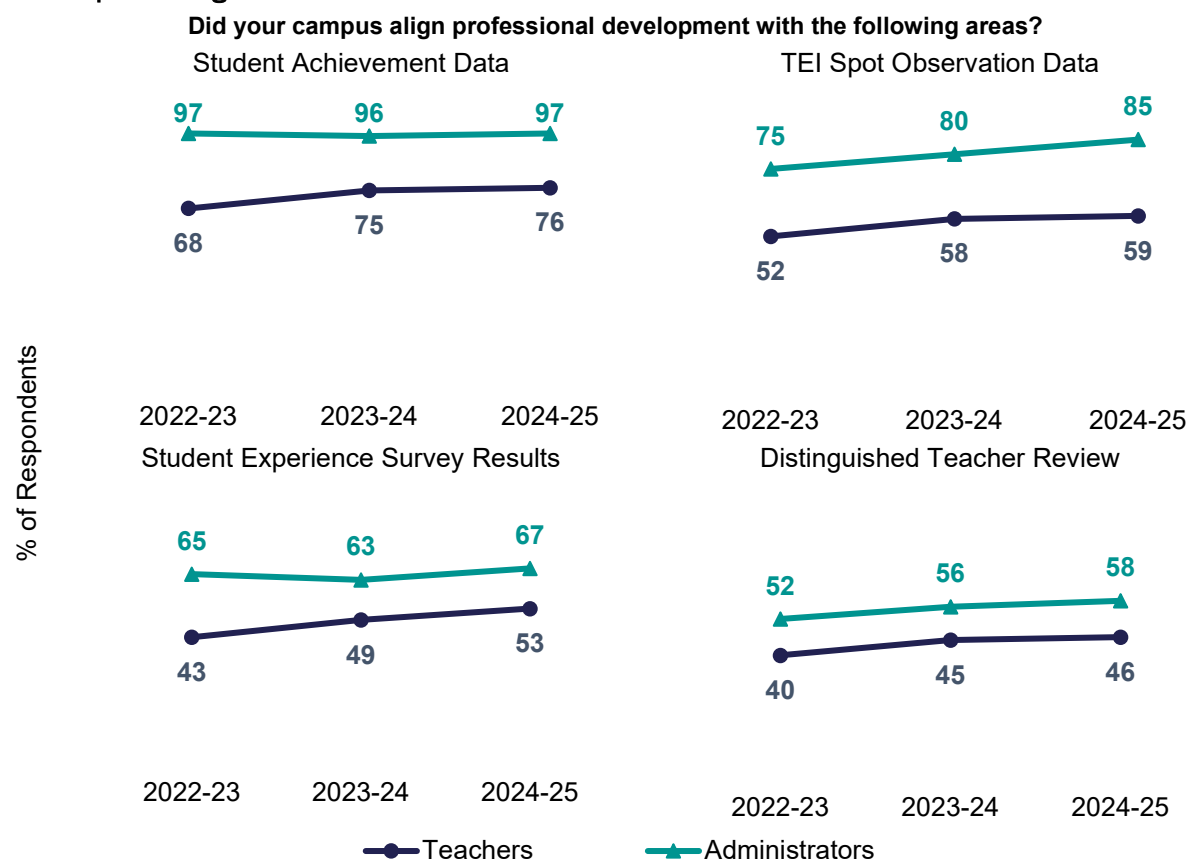
	All		U, Pgl, Pgll (n = 550)		Pfl (n = 805)		Pfl and Higher (n = 762)	
	Yes		Yes		Yes		Yes	
	n	%	n	%	n	%	n	%
During the 2024-25 school year, did your campus align professional development with the following areas?								
Teachers								
Student achievement data	1,622	76.4	390	70.9	617	76.6	612	80.3
TEI spot observation data	1,252	58.9	312	56.7	476	59.1	462	60.6
Student Experience Survey results	1,125	53.0	285	51.8	434	53.9	403	52.9
Distinguished teacher review	982	46.2	229	41.6	347	43.1	404	53.0
Administrators								
Student achievement data	225	96.6	-	-	-	-	-	-
TEI spot observation data	197	84.5	-	-	-	-	-	-
Student Experience Survey results	157	67.4	-	-	-	-	-	-
Distinguished teacher review	134	57.5	-	-	-	-	-	-

Source: 2024-25 TEI Perception Survey.

Note: N = 233 administrators. N = 2,124 teachers. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Teacher respondents with 'No Level' effectiveness designation are not shown. TEI = Teacher Excellence Initiative.

From 2022-23 to 2024-25, administrator and teacher perceptions regarding the alignment of campus PD with (a) student achievement data, (b) TEI spot observation data, (c) Student Experience Survey results, and (d) Distinguished Teacher Review varied by TEI measure. Across all areas, administrators consistently reported higher and more stable alignment than teachers over the three years (Figure 18). For student achievement data, administrators' ratings remained high and consistent (96%-97%), while teachers' ratings increased by 11.8 percent, from 68 percent in 2022-23 to 76 percent in 2024-25. From 2022-23 to 2024-25, perception of PD alignment with TEI spot observation data increased by 10 percentage points for administrators and seven percent points for teachers. For Student Experience Survey results, administrators' ratings remained relatively stable over the last three years, whereas teachers' ratings increased by 23% during the same timeframe. Regarding Distinguished Teacher Review, administrators and teachers reported increasing alignment, each with a six percentage points increase from 2022-23 to 2024-25. These patterns indicate that administrators consistently perceive stronger alignment of PD with TEI measures compared to teachers.

Figure 18: 2022-23 to 2024-25 Teacher and Administrator Perceptions of Professional Development Alignment with TEI Measures



Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024), and 2024-25 TEI Perception Surveys.

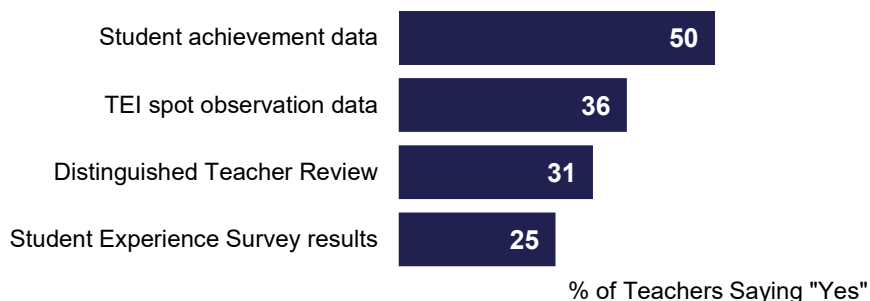
Note: $N = 303$ administrators; $N = 2,321$ teachers in 2022-23. $N = 312$ administrators; $N = 2,557$ teachers in 2023-24. $N = 233$ administrators; $N = 2,124$ teachers in 2024-25. TEI = Teacher Excellence Initiative.

When choosing PD sessions, teachers were more likely to choose sessions related to student achievement data (50%), followed by spot observation (36%), DTR (31%), and Student Experience Survey results (25%; Figure 19).

Teachers with the lowest effectiveness levels (Unsatisfactory, Progressing I, Progressing II) were more likely to select PD sessions related to student achievement data (56%), TEI spot observation data (41%) and Student Experience Survey results (31%) compared to teachers at higher effectiveness levels (Proficient I: 50%, 36%, 24%, respectively; Proficient II and higher: 46%, 32%, 21%, respectively). In contrast, teachers with an effectiveness level of Proficient II or higher (43%) were more likely to choose PD sessions focused on the distinguished teacher review compared to teachers with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 24%; Proficient I: 24%).

Figure 19: 2024-25 Teacher Professional Development Choices

When selecting professional development sessions in 2024-25, did you choose sessions related to the following areas?



Source: 2024-25 TEI Perception Survey.

Note: *N* = 2,158 teachers. PDL = Professional & Digital Learning

Administrators and teachers were asked to indicate the PD opportunities they felt should be expanded in the future (Table 5). For administrators, pedagogy was the most requested topic (68%), followed by classroom management (61%) and effective lesson planning and development (55%). For teachers, technology and digital integration was the most requested topic (46%), followed by classroom management (42%) and curriculum and content training (38%).

Teachers at the lowest effectiveness levels selected classroom management (49%), effective lesson planning (33%), social emotional learning (33%), and bias, equity, and cultural understanding (29%) at higher rates than teachers at other effectiveness levels. For teachers with Proficient I and Proficient II and higher effectiveness levels, technology and digital integration was the most requested PD topic (46% and 49%, respectively).

Table 5: 2024-25 Additional Professional Development Options Needed

	All		U, Pgl, Pgll (n = 550)		Pfl (n = 805)		Pfl and Higher (n = 762)	
	N	%	n	%	n	%	n	%
Teachers								
Technology Digital Integration	982	46.2	239	43.5	367	45.6	373	49.0
Classroom Management	901	42.4	269	48.9	329	40.9	299	39.2
Curriculum and Content Training	807	38.0	210	38.2	294	36.5	299	39.2
Pedagogy- Effective Instructional Practices Training	788	37.1	211	38.4	310	38.5	266	34.9
Effective Lesson Planning and Development	629	29.6	183	33.3	238	29.6	203	26.6
Social Emotional Learning	620	29.2	182	33.1	228	28.3	208	27.3
Bias, Equity, and Cultural Understanding	513	24.2	160	29.1	206	25.6	145	19.0
Other	235	11.1	57	10.4	87	10.8	91	11.9
Administrators								
Pedagogy- Effective Instructional Practices Training	159	68.2	-	-	-	-	-	-
Classroom Management	141	60.5	-	-	-	-	-	-
Effective Lesson Planning and Development	129	55.4	-	-	-	-	-	-
Curriculum and Content Training	115	49.4	-	-	-	-	-	-
Social Emotional Learning	79	33.9	-	-	-	-	-	-
Technology Digital Integration	73	31.3	-	-	-	-	-	-
Bias, Equity, and Cultural Understanding	58	24.9	-	-	-	-	-	-
Other (please specify in 50 characters or fewer.)	19	8.2	-	-	-	-	-	-

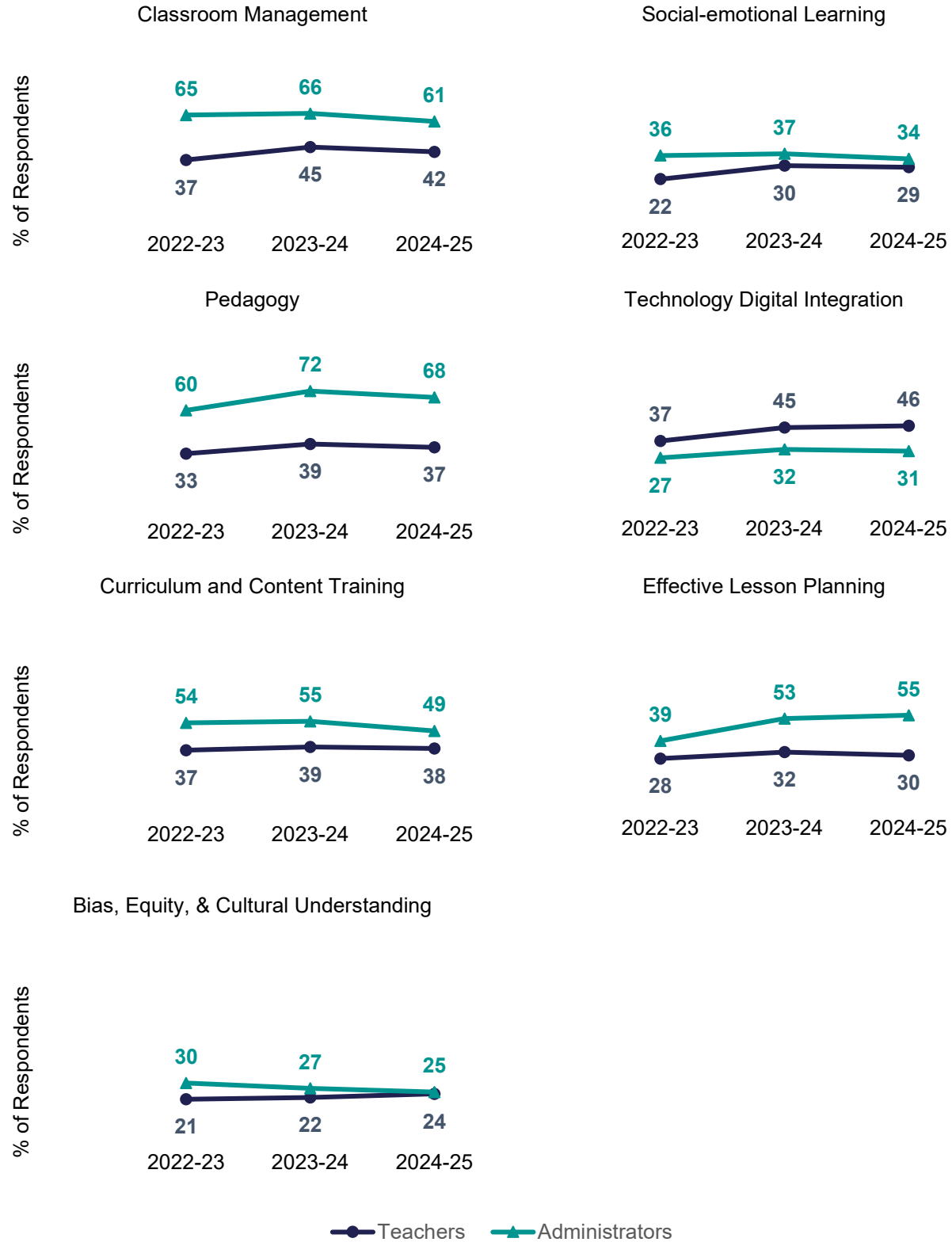
Source: 2024-25 TEI Perception Survey.

Note: N = 233 administrators. N = 2,124 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 had the opportunity to suggest additional training topics not listed in the survey. Teachers identified several key areas for additional training. The most frequently mentioned was special education and inclusion (18%), with an emphasis on supporting students with IEPs and 504 plans, inclusive classrooms, and strategies for addressing diverse learning needs. Curriculum, lesson planning, and content-specific training (13%) was another priority, focusing on aligning instruction with standards, scaffolding, and modifying curriculum to meet the needs of all learners. Student engagement, cognitive demand, and motivation (12%) were also highlighted, emphasizing strategies to increase participation, critical thinking, and student motivation. Teachers further noted the need for PD improvement and leadership/administrator training (1% and 8%, respectively), including fairness, bias awareness, communication, and responsiveness to teacher feedback. Administrators identified three main areas of focus for teacher training: special education and inclusion (26%), student engagement and higher-order thinking (21%), and data, assessment, and progress monitoring (21%).

From 2022-23 to 2024-25, administrators were more likely than teachers to report a need for additional PD for topics listed in the survey, except for technology digital integration (Figure 20). The overall rate of administrators and teachers who reported a need for additional PD generally peaked in the 2023-24 school year and then declined in 2024-25 across most topics.

Figure 20: 2022-23 to 2024-25 Additional Professional Development Needed



Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024), and 2024-25 TEI Perception Surveys.

Note: N = 303 administrators; N = 2,231 teachers in 2022-23. N = 312 administrators; N = 2,557 teachers in 2023-24. N = 233 administrators; N = 2,124 teachers in 2024-25.

Rewarding Excellence

Key Findings From this Section:

- 

Perceptions that salaries based on effectiveness adequately recognize efforts to maximize student growth and encourage remaining in campus-based positions showed a clear, positive upward trend for both administrators and teachers from 2022-23 to 2024-25. However, a gap remains, as a significantly higher proportion of administrators held this belief compared to teachers.
- 

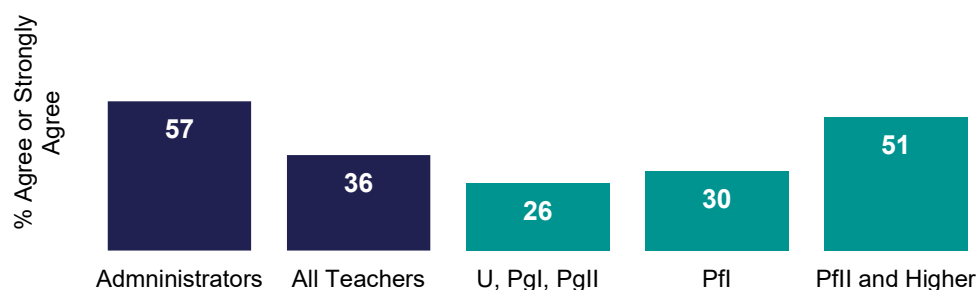
Teachers with a Proficient II or higher effectiveness level were more likely than teachers with lower effectiveness levels to indicate that TEI compensation system supports the recruitment and retention of teachers and rewards teachers who perform well compared to the old system.
- 

Favorable perceptions of the TEI compensation system's benefits, such as supporting recruitment, retention, and salary differentiation, showed a strong upward trend for both teachers and administrators from 2023-24 to 2024-25. The only exception was a slight administrative decline in the belief that the system allows teachers to earn substantially more money over time.

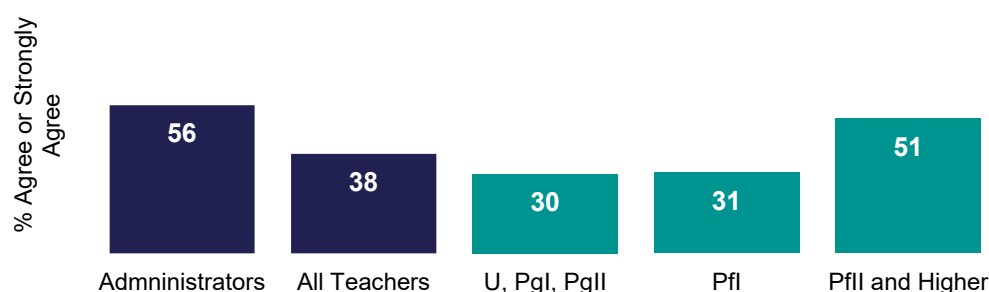
While most administrators (67%) agreed or strongly agreed that the district should differentiate teacher salary by effectiveness level, less than half of teachers (46%) agreed or strongly agreed with differentiating salary by effectiveness level. However, a higher percentage of teachers with a Proficient II or higher effectiveness level (56%) expressed agreement than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 39%; Proficient I: 40%). When asked whether salary should be based on how effective teachers are as instructors, 63 percent of all teacher respondents agreed. Teachers with the highest effectiveness levels (Proficient II or higher: 70%) were more likely to agree than those with lower effectiveness levels (Unsatisfactory, Progressing I, Progressing II: 57%; Proficient I: 59%).

As shown in Figure 21, administrators were more likely than teachers to agree that teacher salaries based on effectiveness levels adequately recognizes efforts to (a) increase student achievement (57% vs 36%) and (b) encourage teachers to remain in campus-based positions (56% vs 38%). Teachers with higher effectiveness levels were more likely to agree with both statements than those with lower effectiveness levels.

Figure 21: 2024-25 Teacher and Administrator Perceptions of Compensation by Effectiveness Level
The salary I/teachers received based on my/their 2024-25 teaching effectiveness adequately recognizes their/my efforts to maximize student growth.



The salary I/teachers received based on my/their 2024-25 teaching effectiveness encourages them/me to remain in campus-based positions.



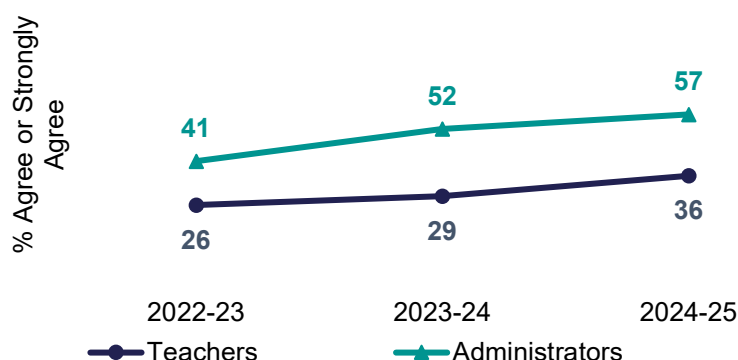
Source: 2024-25 TEI Perception Survey.

Note: $N = 233$ administrators. $N = 2,158$ teachers. $n(\text{U, Pgl to Pgll}) = 563$. $n(\text{Pfl}) = 812$. $n(\text{Pfl and Higher}) = 776$. U = Unsatisfactory. Pg = Progressing. Pf = Proficient. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All Teachers" category.

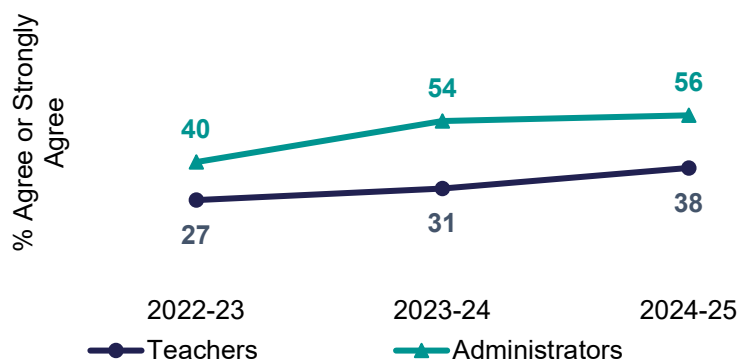
From 2022-23 to 2024-25, the percentage of both administrators and teachers who reported that teacher salaries, based on effectiveness levels, adequately recognize efforts to maximize student growth steadily increased (administrators: 39% increase; teachers: 38.5% increase; Figure 22). Similarly, the percentage of administrators and teachers who reported that teacher salaries encourage teachers to stay in campus-based positions also increased (administrators: 40% increase; teachers: 40.7% increase).

Figure 22: 2022-23 to 2024-25 Teacher and Administrator Perceptions of Compensation

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



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



Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024), and 2024-25 TEI Perception Surveys.

Note: *N* = 308 administrators; *N* = 2,321 teachers in 2022-23. *N* = 320 administrators; *N* = 2,622 teachers in 2023-24. *N* = 233 administrators; *N* = 2,158 teachers in 2024-25.

Administrators and teachers were asked to rate their agreement with general perceptions of the TEI compensation system (Table 6). Administrators (60% to 62%) were more likely than teachers (34% to 40%) 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: 44% to 48%) agreed to all statements at a higher rate than other teachers (Unsatisfactory, Progressing I, Progressing II: 29% to 39%; Proficient I: 27% to 35%).

Table 6: 2024-25 Teacher and Administrator Favorable Perceptions of Compensation System by Effectiveness Level

Reason	Admin (N = 233)	All Teachers (N = 2,158)	U, Pgl, Pgll (n = 563)	Pfl (n = 812)	Pfl and Higher (n = 776)
	%	%	%	%	%
The TEI compensation system...					
supports the recruitment of highly effective teachers.	62.2	37.4	33.2	33.4	44.7
supports the retention of highly effective teachers.	61.4	36.6	34.3	30.3	44.8
differentiates salaries to reward teachers who perform well.	61.8	38.7	36.1	32.0	47.7
will positively affect [teachers'] futures with the Dallas ISD.	60.1	40.2	39.3	35.3	46.0
makes me feel that I am better rewarded financially for what I do as a teacher (teachers only).	-	33.7	29.1	27.0	44.2
allows teachers to earn substantially more money over time compared to the old system.	59.7	35.6	29.8	28.6	47.3

Source: 2024-25 TEI Perception Survey.

Note: U = Unsatisfactory. Pg = Progressing. Pf = Proficient. TEI = Teacher Excellence Initiative. Response rates shown for those who indicated they agree or strongly agree with the statement. Responses from teachers designated as having "No Level" effectiveness are included in the overall "All Teachers" category.

Table 7 includes the rate of teachers with favorable perceptions regarding the TEI compensation system. From 2023-24 to 2024-25, favorable responses trended upward by four to six percentage points.

Table 7: 2023-24 to 2024-25 Teacher Favorable Perceptions of Compensation System

Reason	2024-25 (N =2,158)	2023-24 (N =2,622)	1 Yr Change
	%	%	% Pts
The TEI compensation system...			
supports the recruitment of highly effective teachers.	37.4	31.0	6.4
supports the retention of highly effective teachers.	36.6	30.4	6.2
differentiates salaries to reward teachers who perform well.	38.7	32.6	6.1
will positively affect [teachers'] futures with the Dallas ISD.	40.2	36.4	3.8
makes me feel that I am better rewarded financially for what I do as a teacher (teachers only).	33.7	28.7	5.0
allows teachers to earn substantially more money over time compared to the old system.	35.6	30.1	5.5

Source: 2023-24 (Kim, 2024) and 2024-25 TEI Perception Surveys.

Note: 1 Yr Change = Difference in percentage points from 2023-24 to 2024-25. % pts = percentage points. Response rates shown for those who indicated they agree or strongly agree with the statement. Responses from teachers designated as having "No Level" effectiveness are included.

Table 8 includes the rate of administrators with favorable perceptions regarding the TEI compensation system. From 2023-24 to 2024-25, the rate of administrators with favorable perceptions regarding the TEI compensation system trended upward for most items, with increases ranging from 0.2 to 6.3 percentage points. The only exception was for the item "allows teachers to earn substantially more money over time compared to the old system," which declined by three percentage points.

Table 8: 2023-24 to 2024-25 Administrator Favorable Perceptions of Compensation System

Reason	2024-25 (N = 233)	2023-24 (N = 320)	1 Yr Change
	%	%	% pts
The TEI compensation system...			
supports the recruitment of highly effective teachers.	62.2	55.9	6.3
supports the retention of highly effective teachers.	61.4	56.9	4.5
differentiates salaries to reward teachers who perform well.	61.8	61.6	0.2
will positively affect [teachers'] futures with the Dallas ISD.	60.1	55.6	4.5
allows teachers to earn substantially more money over time compared to the old system.	59.7	62.8	-3.1

Source: 2023-24 (Kim, 2024) and 2024-25 TEI Perception Surveys.

Note: 1 Yr Change = Difference in percentage points from 2023-24 to 2024-25. % pts = percentage points. Response rates shown for those who indicated they agree or strongly agree with the statement.

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

Summative Appraisal

Key Findings from this section:

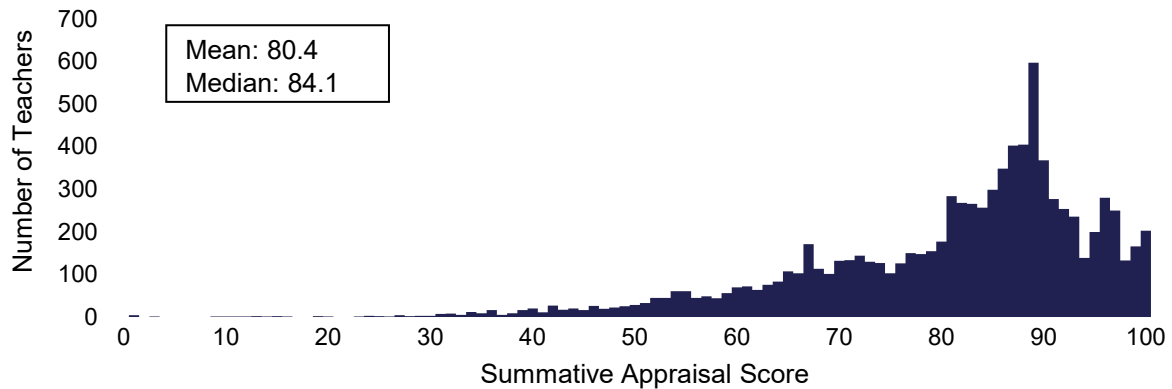


Summative appraisal scores exhibited significant variability based on campus level and years of service. Scores for middle school teachers are statistically lower than for elementary and high school teachers, and scores show a clear upward trend with increasing years of service, plateauing at eight to 10 years of service and remaining relatively stable thereafter.



Overall, the average teacher performance exceeded the score required for a Proficient rating, and nearly all teachers (90% or more) achieved a Proficient or Exemplary rating on all appraisal indicators except the indicator related to engaging students in rigorous content that elicits a productive struggle (87%).

Figure 23 shows the distribution of 8,915 teachers with summative appraisal scores, which had a mean of 80.8 and a median (50th percentile) of 85.1. The 25th percentile was 73.2 and the 75th percentile was 90.4. Because a score of 66.9 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 23: 2024-25 Frequency Distribution of Teachers by Summative Appraisal Scores

Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $N = 8,915$ Dallas ISD teachers.

Consistent with the previous year's findings, the summative appraisal showed that the percentage of teachers who received two (Proficient) or three (Exemplary) points varied across the 17 indicators by 10 percentage points (see Table 9). The indicator with the lowest percentage of teachers with a proficient or exemplary rating was *Engages students in rigorous content that elicits a productive struggle* (2.4; 86.9%). Conversely, indicator 4.4, *Engages in collaborative, productive relationships with colleagues to improve individual and team practice*, had the highest percentage of teachers with a proficient or exemplary rating (97.3%).

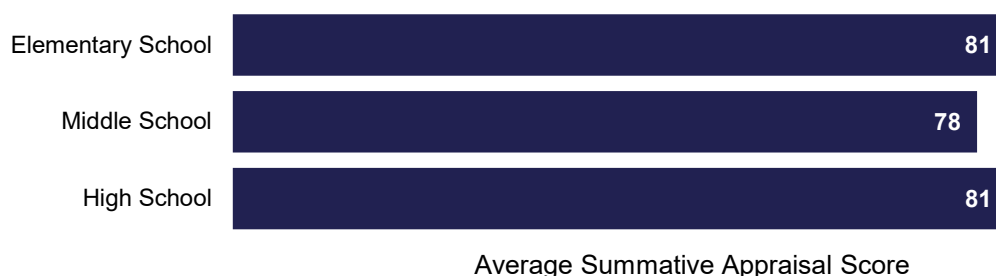
Table 9: 2024-25 Percentage of Teachers Receiving a Proficient (2.0) or Exemplary (3.0) Rating by Summative Appraisal Indicator

Summative Appraisal Indicators	%
1.1 Demonstrates knowledge of content, concepts, and skills	94.1
1.2 Uses formal and informal student data to align instructional practices	93.3
1.3 Plans and selects varied, aligned formative and summative assessments	93.1
1.4 Selects and plans for use of appropriate resources and activities to support instructional outcomes	95.3
1.5 Plans appropriate standards-based lessons that address prerequisites and advance relationships among concepts and skills	94.2
2.1 Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade, and level	95.9
2.2 Ensures student mastery of learning objective appropriate to standards for subject and grade	89.6
2.3 Facilitates clear, cohesive, and purposeful learning experiences	93.5
2.4 Engages students in rigorous content that elicits a productive struggle	86.9
3.1 Organizes classroom procedures, physical space, and resource to allow for optimal instruction	95.6
3.2 Establishes, communicates, and reinforces clear expectations for student behavior	94.9
3.3 Establishes a culture of academic accountability steeped in mutual respect and rapport	96.7
4.1 Models a commitment to attendance that ensures fidelity of continuous rigorous instruction	90.6
4.2 Follows policies and procedures and maintains accurate student records	95.7
4.3 Exhibits a commitment to professional growth by pursuing, implementing, and sharing new learnings	96.0
4.4 Engages in collaborative, productive relationships with colleagues to improve individual and team practices	97.3
4.5 Establishes culturally appropriate relationships with families and communities through meaningful, ongoing communication	95.7

Source: Cornerstone data files from Human Capital Management dated 10/28/25.

Note: $N = 8,786$ Dallas ISD teachers.

Summative appraisal scores also varied by school level (elementary school, middle school, high school; see Figure 24). An ANOVA indicated differences among elementary, middle, and high school teachers were statistically significant, $F(2, 8,129) = 26.622$, $p < .001$. Bonferroni post hoc tests revealed that the overall summative appraisal score for middle school teachers ($M = 77.7$; $SD = 14.6$) was significantly lower than for elementary school teachers ($M = 81.0$; $SD = 14.2$; Cohen's $d = 0.2$)¹⁰ and high school teachers ($M = 81.0$; $SD = 14.0$; Cohen's $d = 0.2$). Average overall summative appraisal scores did not significantly differ between high school teachers and elementary school teachers.

Figure 24: 2024-25 Average Summative Appraisal Scores by Campus Level

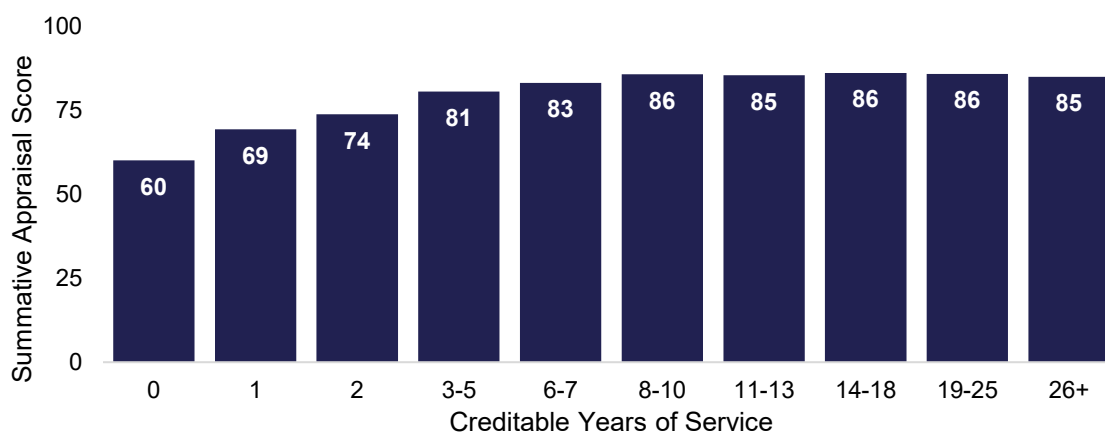
Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 8,132$ Dallas ISD teachers. Maximum possible summative appraisal score was 100.

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

The average summative appraisal scores by creditable years of service are shown in Figure 25. 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 creditable years of service (i.e., first-year teachers; $M = 60.1$; $p < .001$ Cohen's $d = 0.14$ -2.16) was significantly lower than teachers with more creditable years of service.¹¹ Likewise, teachers with one ($M = 69.4$; Cohen's $d = 0.05$ -2.25) and two ($M = 73.8$; Cohen's $d = 0.01$ -0.97) 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 eight to 10 creditable years of service (86).

Figure 25: 2024-25 Average Summative Appraisal Scores by Creditable Years of Service

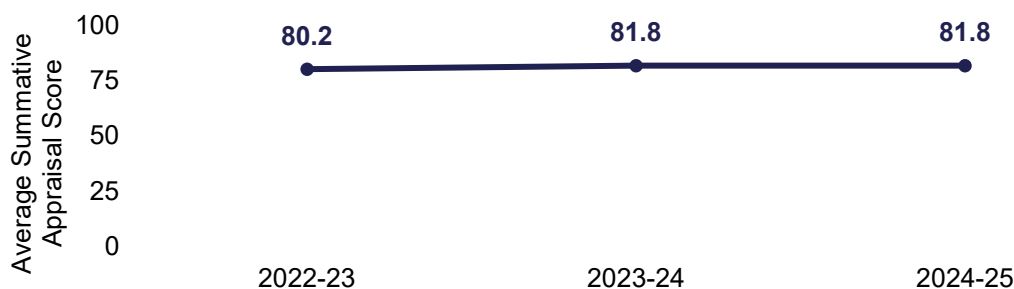


Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 8,468$ Dallas ISD teachers. Maximum possible summative appraisal score was 100.

In addition, the average summative appraisal score in 2024-25 (81.8) remained consistent compared to previous years (Figure 26).

Figure 26: 2022-23 to 2024-25 Average Summative Appraisal Scores



Source: 2022-23 (Avila, 2023); 2023-24 (Kim, 2024). Scorecard data file from Human Capital Management dated 10/28/25.

Note: Maximum possible summative appraisal score was 100.

¹¹ Cohen's d values of 0.2, 0.5, and 0.8 are considered small, medium, and large, respectively (Cohen, 1992).

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

Key Findings from this Section:



Student perception of the classroom experience was highest for elementary core teachers and lowest for middle school teachers, with statistically significant differences among campus levels.



Over the three-year period from 2022-23 to 2024-25, the percentage of positive student survey responses has shown a slight upward trend across all four teacher groups suggesting small but consistent improvement in the student experience over time.

Figure 27 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 (87%) and non-core (82%) teachers and lowest for middle school teachers (72%). A one-way ANOVA analysis indicated there were statistically significant mean differences among elementary school non-core, elementary school core, middle school, and high school teachers $F(3, 5,590) = 364.9, p < .001$. Bonferroni post hoc tests revealed that the percentage of items with positive responses on the student survey for elementary school core teachers ($M = 87.04; SD = 10.7$) was significantly higher than:

- elementary non-core ($M = 82.4; SD = 10.1$; Cohen's $d = 0.4$),
- middle school ($M = 72.5; SD = 14.6$; Cohen's $d = 1.1$), and
- high school teachers ($M = 76.1; SD = 13.9$; 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 small to large (0.3 to 1.1).

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

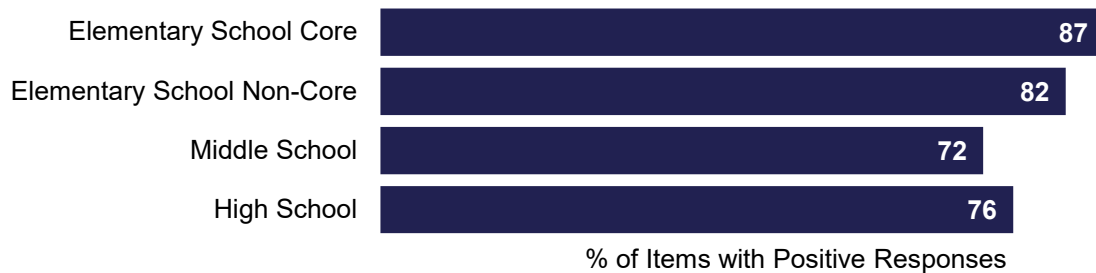
Table 10: 2024-25 Student Experience Points Assigned Based on Percentage of Items with Positive Responses by Campus Level

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	53	1	0	31	1
54	61	2	32	39	2
62	65	3	40	43	3
66	71	4	44	51	4
72	75	5	52	55	5
76	77	6	56	58	6
78	82	7	59	64	7
83	85	8	65	68	8
86	88	9	69	72	9
89	91	10	73	76	10
92	93	11	77	80	11
94	96	12	81	84	12
97	97	13	85	87	13
98	98	14	88	90	14
99	100	15	91	100	15
Elementary School Non-Core			High School		
0	49	1	0	33	1
50	58	2	34	44	2
59	62	3	45	49	3
63	67	4	50	56	4
68	71	5	57	60	5
72	74	6	61	64	6
75	78	7	65	69	7
79	80	8	70	73	8
81	82	9	74	77	9
83	84	10	78	80	10
85	87	11	81	83	11
88	90	12	84	87	12
91	92	13	88	89	13
93	94	14	90	91	14
95	100	15	92	100	15

Source: Table from 2024-25 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 27: 2024-25 Percentage of Positive Student Survey Responses by Campus Level

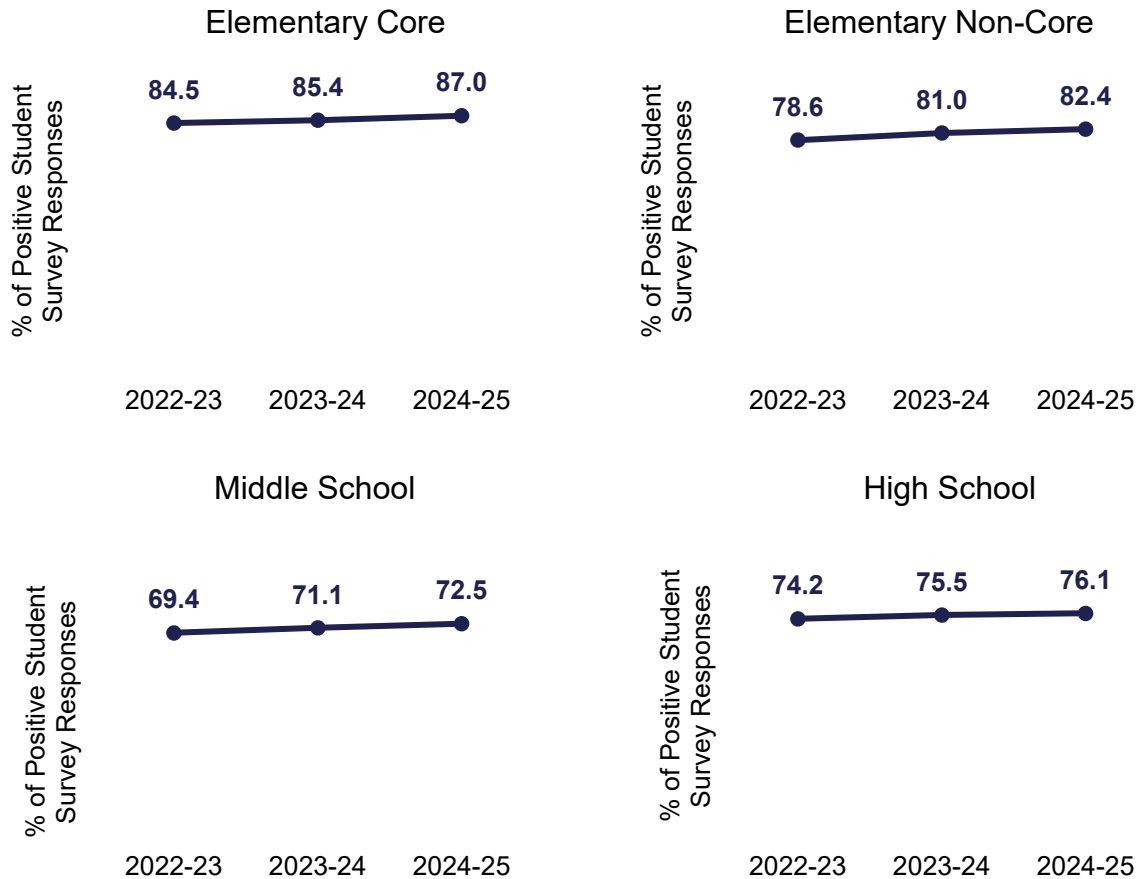


Source: Student Experience survey file from Office of Institutional Research dated 09/22/25.

Note: N = 5,449 teachers.

Since the 2022-23 school year, the percentage of positive responses has shown a slight upward trend across all campus levels: elementary school core teachers (from 85% to 87%), elementary school non-core teachers (from 79% to 82%), middle school teachers (from 69% to 72%), and high school teachers (from 74% to 76%; Figure 28).

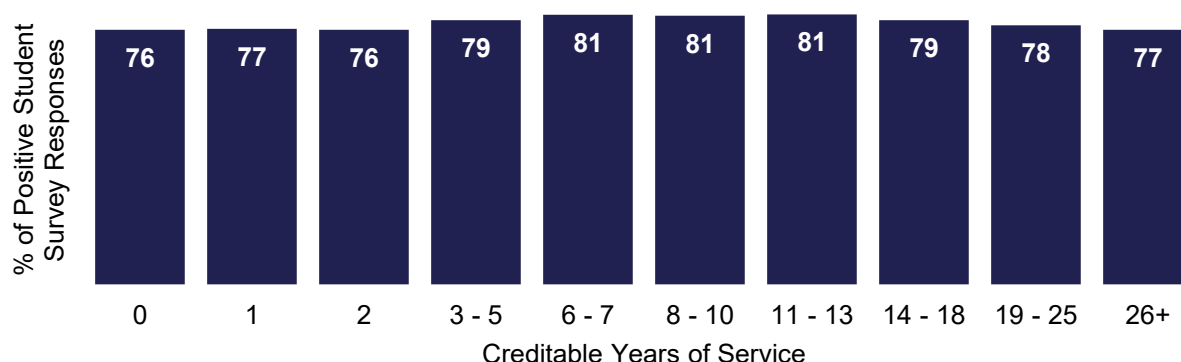
Figure 28: 2022-23 to 2024-25 Percentage of Positive Student Survey Responses by Campus Level



Source: Student Experience survey file from Office of Institutional Research dated 09/22/25.

The average percentage of items with positive student survey responses by creditable years of service is shown in Figure 29. Teachers with zero or two creditable years of service had the lowest average percentage of positive responses (76%). This average showed a slight upward trend through three to five years of service, then remained steady up to 11 to 13 years of service.

Figure 29: 2024-25 Percentage of Positive Student Survey Responses by Creditable Years of Service



Source: Student Experience data file from Office of Institutional Research dated 09/22/25.

Note: $n = 5,185$ teachers.

What were the results of the Distinguished Teacher Review Process?

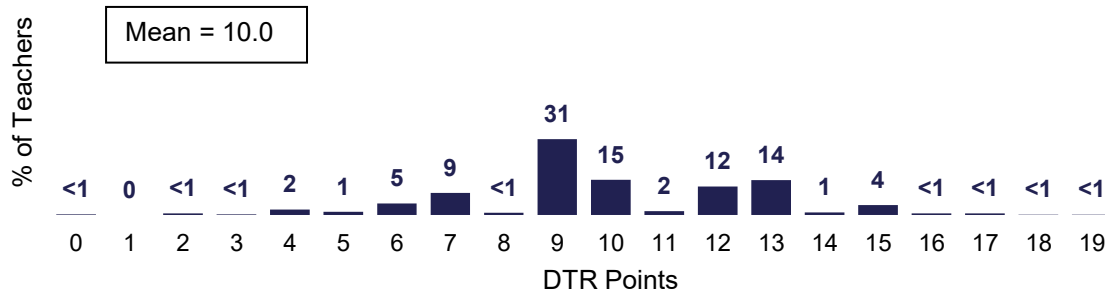
Key Findings from this Section:

-  The rate at which teachers achieve DTR was closely linked to experience, with the highest percentage of DTR teachers found in the mid-career group with 14 to 18 years of service.
-  The percentage of teachers across the district who successfully achieved DTR has remained consistent over the three-year period from 2022-23 to 2024-25.

In 2024-25, 2,712 teachers successfully met the requirements and achieved a distinguished effectiveness level (i.e., effectiveness level of Proficient II or above).¹³ These teachers represented 30 percent of all teachers across the district. Figure 30 shows the distribution of DTR points among teachers. The average number of points awarded across the district was 10.0 and ranged between zero and 19 points. Teachers most often received either nine, 10, 12, or 13 DTR points. In addition, 34 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 2024-25, 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 2024-25 school year, (b) earned at least 80 points on their summative appraisal during the 2023-24 school year, (c) received at least half of available points on their student achievement and student experience components, and (d) receive a 2023-24 TEI evaluation score within the top 30% of scores in their teacher category. 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 2024-25 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

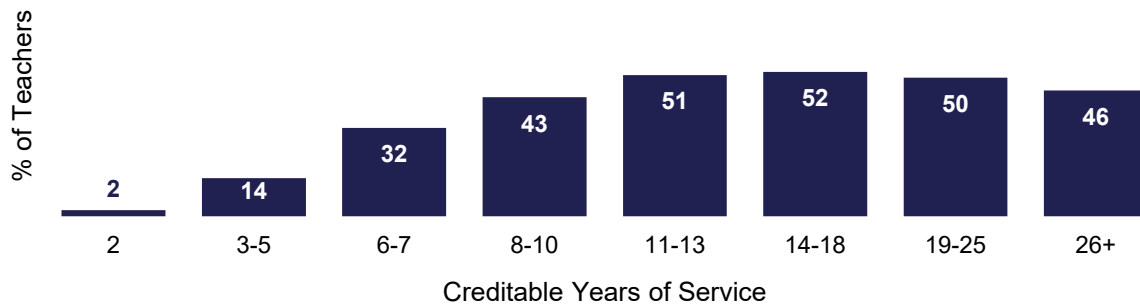
¹⁴ The maximum possible DTR points was 20 for teachers at non-HPC campuses and 30 for teachers at HPC campuses.

Figure 30: 2024-25 Percentage of Teachers Receiving DTR Points

Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 2,295$ teachers.

The percentage of DTR teachers by creditable years of service is shown in Figure 31. The highest rate of DTR teachers was for teachers with between 14 and 18 years of service (52%). The lowest rate was for teachers with two years of service (2%). The rate trended upward and peaked at between 14 and 18 years of service (52%) before trending downward at 19 years of service or more (50%).

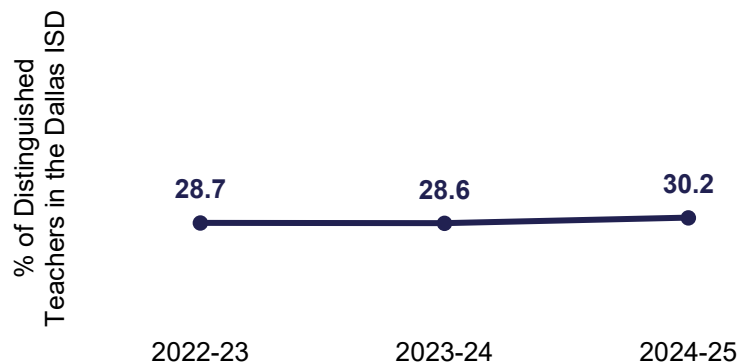
Figure 31: 2024-25 Percentage of DTR Teachers by Creditable Years of Service

Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 2,712$ teachers.

Overall, the percentage of Distinguished teachers in the Dallas ISD has remained steady over the past three years, with a slight increase in 2024-25 (Figure 32).

Figure 32: 2022-23 to 2024-25 Percentage of Distinguished Teachers in the Dallas ISD



Source: 2022-23 TEI result (Avila, 2023). Scorecard data file from Human Capital Management dated 10/28/25.

Note: DTR = Distinguished Teacher Review. The number of Distinguished teachers was 2,652 in 2022-23, 2,744 in 2023-24, and 2,712 in 2024-25.

What were the results of the evaluation scores?

Key Findings From this Section:



Teachers in Category D achieved the highest average evaluation score, closely followed by Category C. Average evaluation scores across all four categories remained relatively stable from 2022-23 to 2024-25.

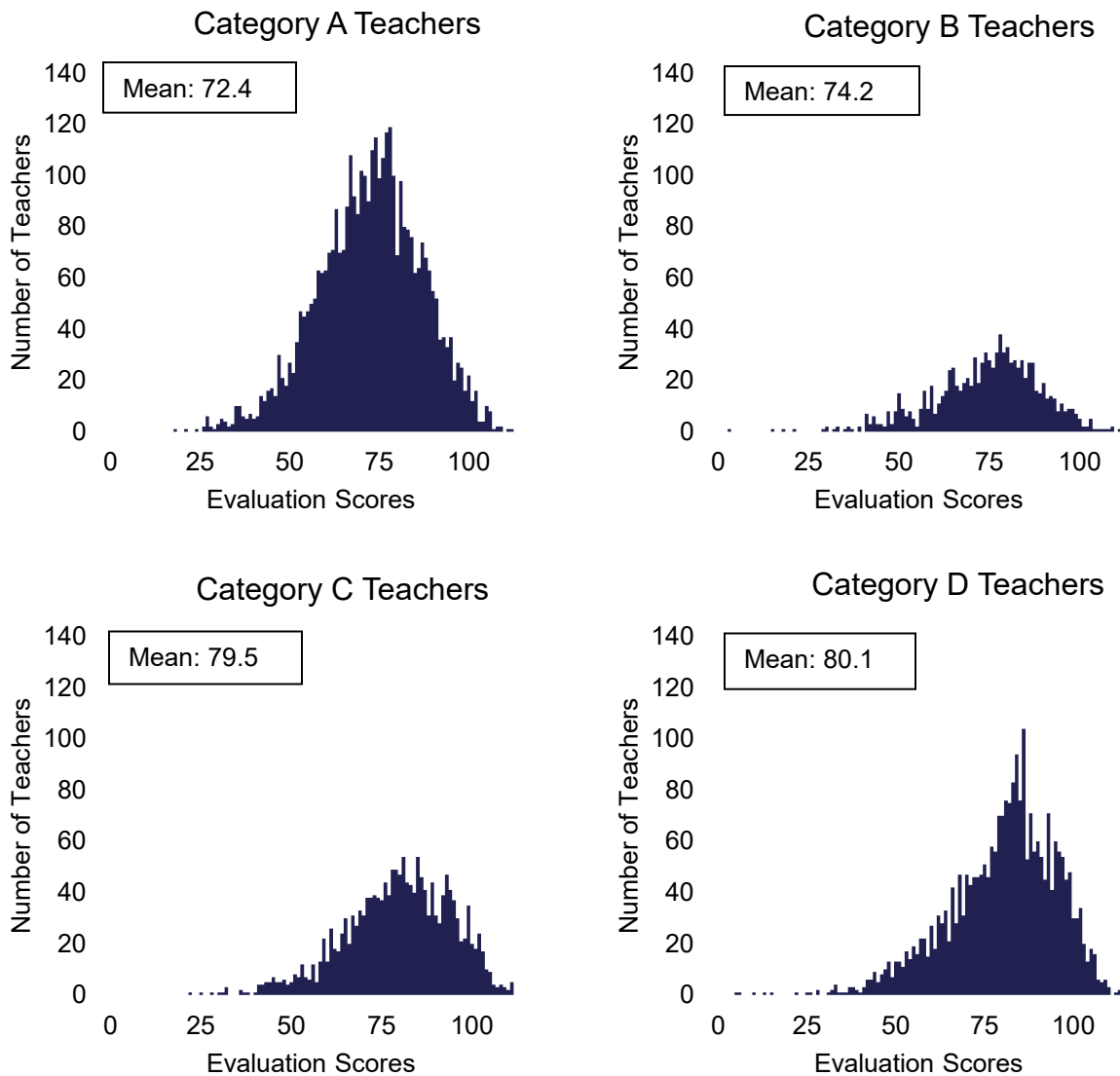


The effectiveness level of Proficient I accounted for the largest percentage of teachers, followed by Progressing II. Evaluation scores were lowest for first-year teachers, demonstrating a clear increase with experience until the scores became stable once teachers reached approximately eight to 10 years of service.

Evaluation Scores

The distribution of evaluation scores by TEI category is shown in Figure 33. The average evaluation scores were 72.4 for Category A teachers, 74.2 for Category B teachers, 79.5 for Category C teachers, and 80.1 for Category D teachers.

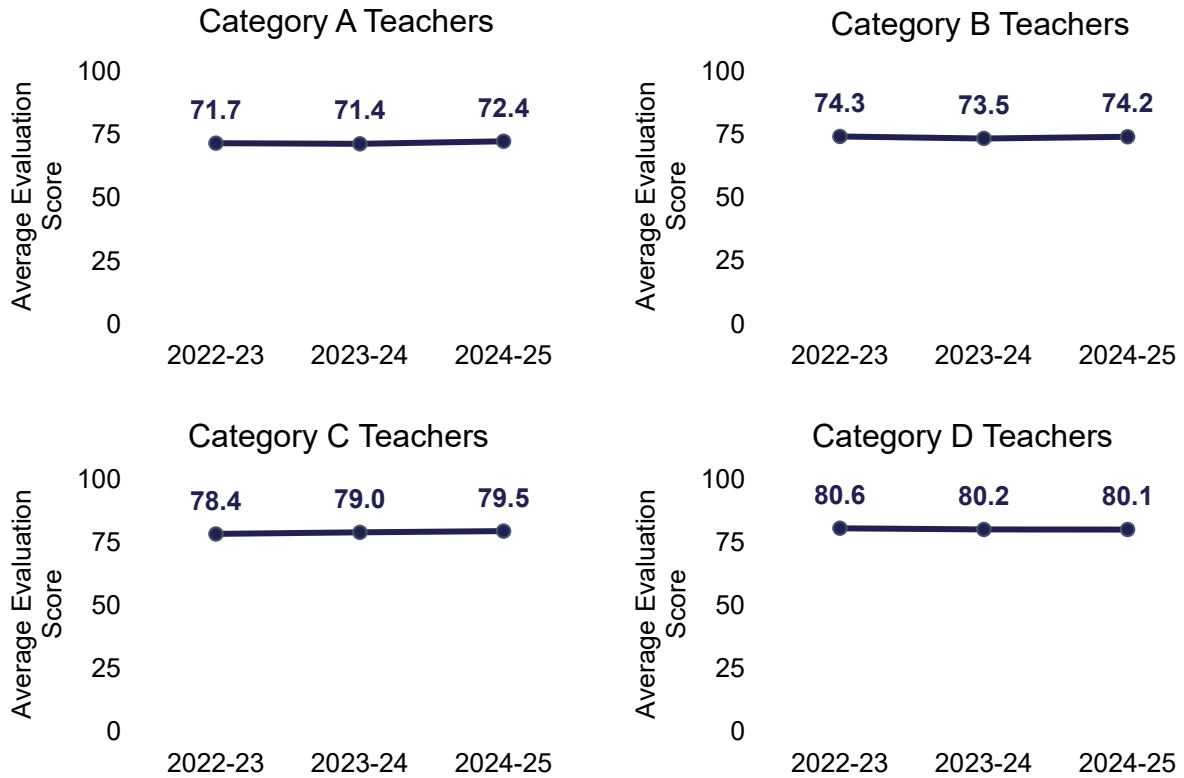
Figure 33: 2024-25 Frequency Distribution of Evaluation Scores by TEI Category



Source: Scorecard data file from Human Capital Management dated 10/28/25.

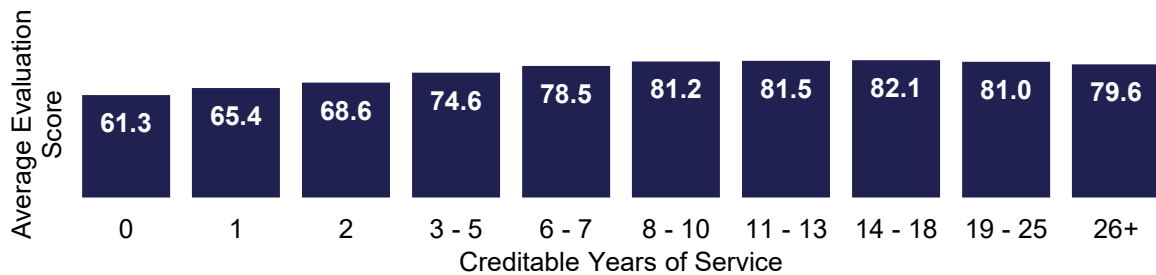
Note: $n = 3,691$ Category A Teachers. $n = 984$ Category B Teachers. $n = 1,690$ Category C Teachers. $n = 2,550$ Category D Teachers. TEI = Teacher Excellence Initiative. Maximum possible evaluation score was 100 for non-DTR teachers and 120 for DTR teachers.

As shown in Figure 34, the average evaluation score for teachers in all categories remained relatively consistent from 2022-23 to 2024-25 (difference of 1.0 percentage point or less).

Figure 34: 2022-23 to 2024-25 Average Evaluation Score by TEI Category

Source: 2022-23 TEI results (Avila, 2023); 2023-24 TEI results (Kim, 2024). Scorecard data file from Human Capital Management dated 10/28/25.

Average evaluation scores by creditable years of service are shown in Figure 35. Teachers with zero creditable years of service (i.e., first-year teachers) earned the lowest average evaluation score (61.3). The average evaluation score gradually increased and began to remain consistent between eight and ten creditable years of service (81.2).

Figure 35: 2024-25 Average Evaluation Scores by Creditable Years of Service

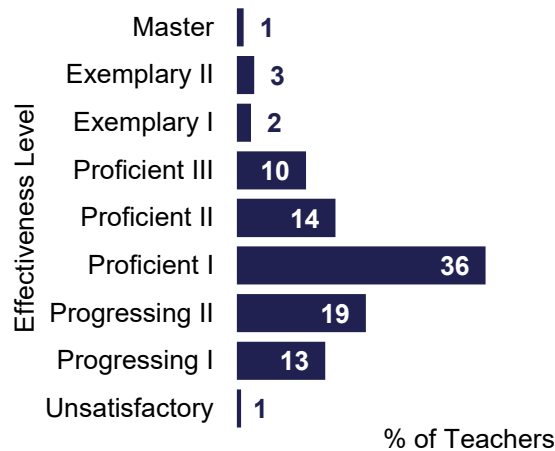
Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 8,468$ 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 36. The largest percentage of teachers received an effectiveness level of Proficient I (36%), followed by Progressing II (19%) and Proficient II (14%). The remaining effectiveness levels accounted for 30 percent of teachers.

Figure 36: 2024-25 Percentage of Teachers Achieving Each Effectiveness Level



Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 8,907$ teachers.

What were retention rates for teachers?

Key Findings From this Section:



The majority of teachers leaving the district cited career-based reasons such as, "Career Change," "Employment in Another District," or "Relocation," which together accounted for over half of all separations. Job Dissatisfaction was reported by a small percentage of those who left.



The percentage of teachers who left the district consistently decreased as the evaluation rating and effectiveness level increased. Specifically, teachers with an Unsatisfactory rating left the district at a substantially higher rate than those in any other category.

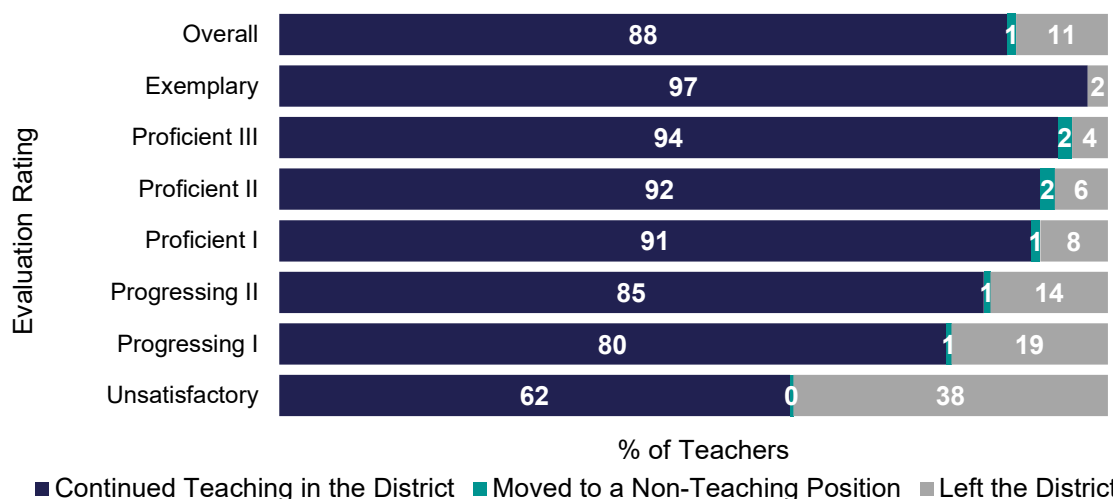
Eleven percent ($n = 1,017$) of the 8,974 teachers who received a scorecard left the district by November 2025, and 99 percent ($n = 1,007$) of these teachers provided reasons they left the district (Table 11).

Table 11: 2024-25 Reasons Teachers Left the Dallas ISD

Reasons for Leaving	<i>n</i>	%
Career Change, Employment in Another District, and Relocation	518	51.4
Personal and Family Reasons	199	19.8
Temporary or Completed Assignments	133	13.2
Administrative and Disciplinary Actions	111	11.0
Job Dissatisfaction	26	2.6
Legal and Immigration Issues	14	1.4
Unplanned Absence or Deceased	6	0.6

Source: *N* = 1,007. District personnel file dated 11/04/25 and Retention data file from Human Capital Management dated 11/12/25.

Figure 37 includes the percentage of 2024-25 teachers in each evaluation rating who returned to a teaching position in the district, moved to a non-teaching position, or left the district for the 2024-25 school year. Overall, 38 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 (38% to 2%) as evaluation rating increased.

Figure 37: 2024-25 Retention Rates by Evaluation Rating

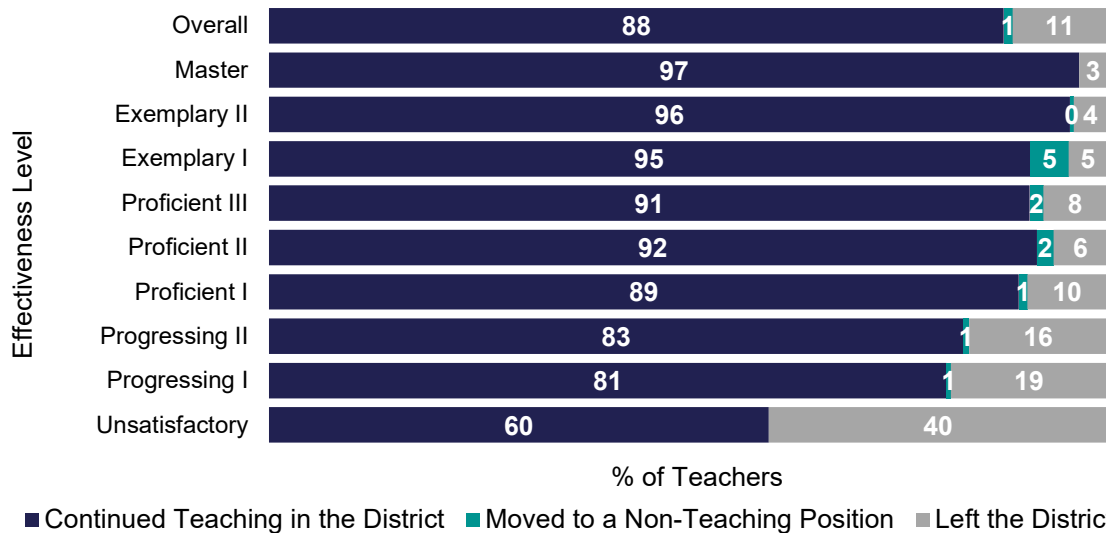
Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: *n* = 8,840 teachers. *n* = 289 Exemplary. *n* = 598 Proficient III. *n* = 1,386 Proficient II. *n* = 3,131 Proficient I. *n* = 2,068 Progressing II. *n* = 1,102 Progressing I. *n* = 266 Unsatisfactory.

Figure 38 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 2024-25 school year. Overall, 40 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 (40% to 3%) as

effectiveness level increased. This indicates that the Dallas ISD retained more effective teachers at higher rates compared to less effective teachers.

Figure 38: 2024-25 Retention Rates by Effectiveness Level

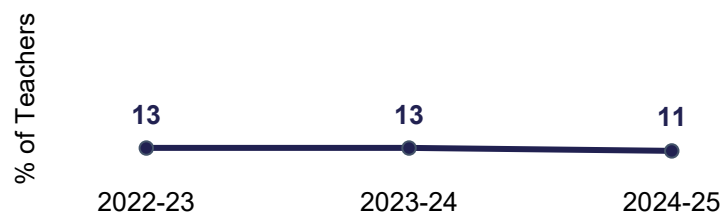


Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 8,907$ teachers. $n = 90$ Master. $n = 226$ Exemplary II. $n = 187$ Exemplary I. $n = 909$ Proficient III. $n = 1,300$ Proficient II. $n = 3,274$ Proficient I. $n = 1,700$ Progressing II. $n = 1,164$ Progressing I. $n = 57$ Unsatisfactory.

As shown in Figure 39, the rate of teachers who left the district slightly decreased from 2022-23 (13%) to 2024-25 (11%).

Figure 39: 2022-23 to 2024-25 Percentage of Teachers Who Left Dallas ISD

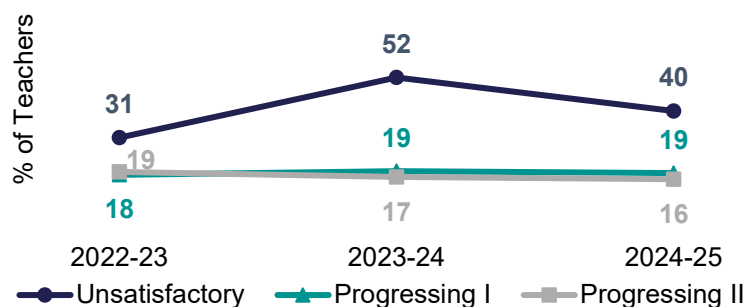


Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024) TEI results. Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 9,383$ teachers in 2022-23. $n = 9,695$ teachers in 2023-24. $n = 8,907$ teachers in 2024-25.

From 2022-23 to 2024-25, the percentage of Progressing II teachers who left the district showed a consistent downward trend, while the percentage of Progressing I teachers who left the district remained relatively stable. In contrast, the percentage of Unsatisfactory teachers who left the district increased sharply by 21 percentage points in 2023-24 and then decreased by 12 percentage points in 2024-25. In summary, while attrition for higher-performing teachers remains relatively low and stable, the rate for lower-performing teachers is consistently and substantially higher (Figure 40).

Figure 40: 2022-23 to 2024-25 Percentage of Unsatisfactory, Progressing I, and Progressing II Teachers Who Left the Dallas ISD



Source: 2022-23 (Avila, 2023), 2023-24 (Kim, 2024) TEI results. Scorecard data file from Human Capital Management dated 10/28/25.

Note: 2022-23: $n = 90$ Unsatisfactory, $n = 1,689$ Progressing I, and $n = 1,637$ Progressing II. 2023-24: $n = 75$ Unsatisfactory, $n = 1,582$ Progressing I, and $n = 1,840$ Progressing II. 2024-25: $n = 57$ Unsatisfactory, $n = 1,164$ Progressing I, and $n = 1,700$ Progressing II.

What were the results of TEI by region?

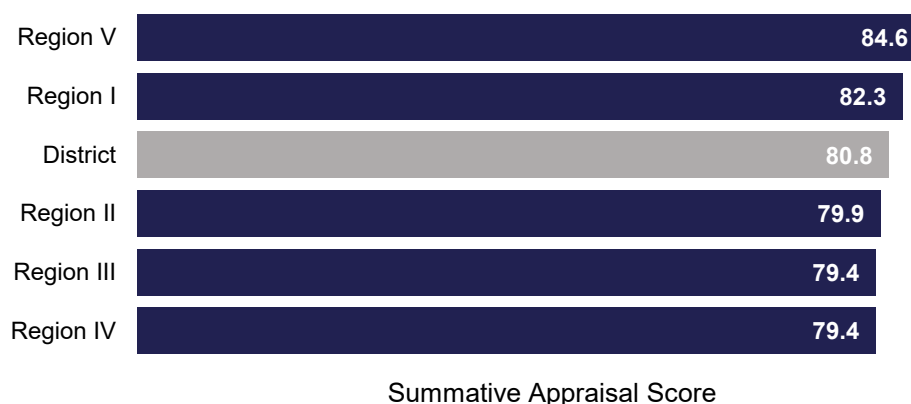
Key Findings From this Section:



Across all core TEI performance measures, Region V consistently recorded the highest average scores or rates in the district.

While the average summative appraisal score for the district was 80.8 (Figure 41), the average summative appraisal score ranged from 79.4 (Regions III, IV) to 84.6 (Region V).

Figure 41: 2024-25 Average Summative Appraisal Scores by Region



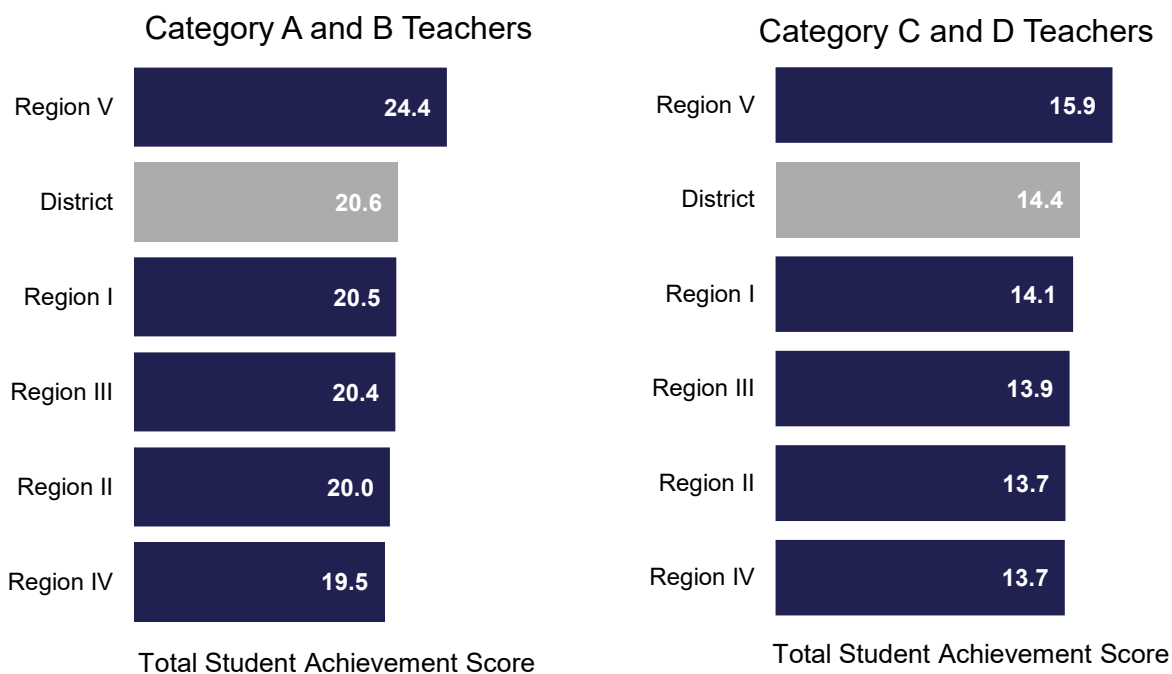
Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 8,915$ teachers. Maximum possible summative appraisal score was 100.

Average total student achievement scores by region are shown in Figure 42. For Category A and B teachers, the average total student achievement score ranged from 19.5 (Region IV) to 24.4 (Region V),

with a district average of 20.6 (out of 35 possible points). For Category C and D teachers, the average total student achievement score ranged from 13.7 (Regions II, IV) to 15.9 (Region V), with a district average of 14.4 (out of 20 possible points).

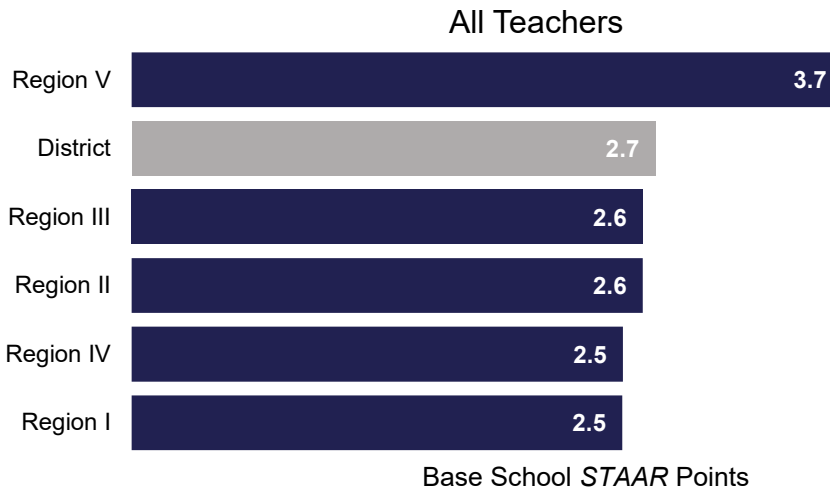
Figure 42: 2024-25 Average Total Student Achievement Scores by TEI Category and Region



Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 4,675$ Category A/B teachers and $n = 4,239$ Category C/D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

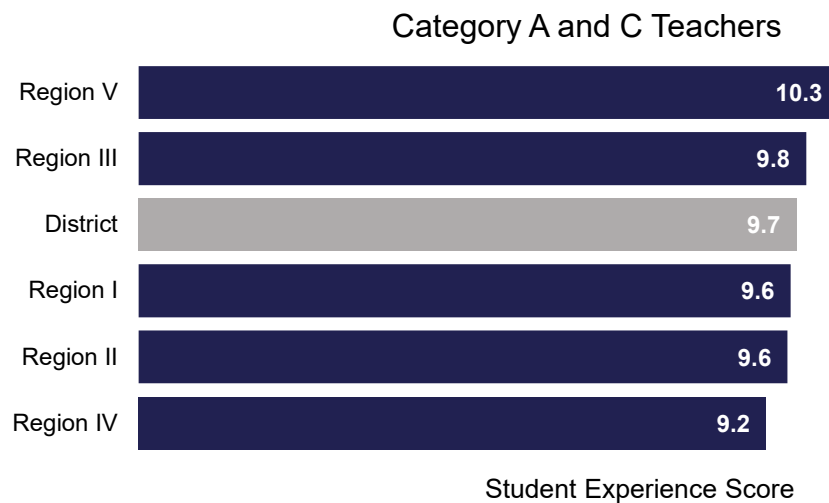
The average base school STAAR points ranged from 2.5 (Regions I, IV) to 3.7 (Region V), with a district average of 2.7 (Figure 43).

Figure 43: 2024-25 Average Base School *STAAR* Points by Region

Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 8,558$ teachers. All teachers at a campus received the same number of base points (i.e., zero to five) for the *School STAAR* measure.

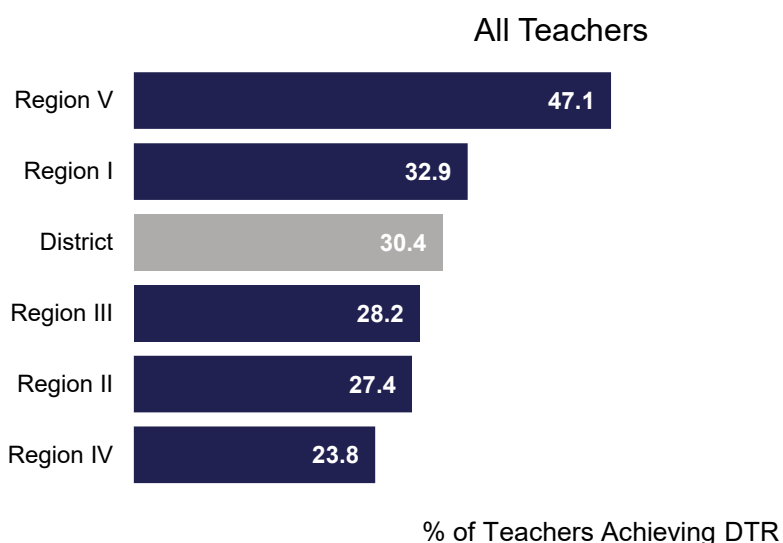
Average student experience points by region is shown in Figure 44. The average for student experience points ranged from 9.2 (Region IV) to 10.3 (Region V), with a district average of 9.7.

Figure 44: 2024-25 Average Student Experience Scores by Region

Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 5,381$ teachers. Only Category A/C teachers received student experience points. Maximum possible student experience score was 15.

Overall, 30.4 percent of teachers in the district achieved DTR. The lowest percentage of teachers achieving DTR 23.8 (Region IV) and the highest was 47.1 (Region V; Figure 45).

Figure 45: 2024-25 Percentage of Teachers Achieving DTR by Region

Source: Scorecard data file from Human Capital Management dated 10/28/25.

Note: $n = 8,907$ teachers. DTR = Distinguished Teacher Review.

What were the results of TEI by teacher groups?

Key Findings From this Section:



Teachers at majority White campuses achieved significantly higher average scores across all TEI metrics compared to teachers at majority African American and majority Hispanic campuses.



Teachers who continued teaching in the district had higher average scores across all TEI metrics than teachers who left the district. Teachers representing alternative and entry-level pathways, specifically First-Year, Strategic Pipeline, District of Innovation, and Dallas Alternative Certification teachers, generally scored below the district average across all TEI performance measures, including summative appraisal and the percentage of teachers achieving a Proficient I or higher evaluation rating.

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 12.

Campus Characteristics

Teachers at majority White ($N = 150$) campuses had higher TEI scores than teachers at majority Hispanic ($N = 7,441$) and majority African American ($N = 941$) campuses and the district across all categories. The averages for teachers at majority Hispanic campuses were nearly identical to district

averages because 84 percent of all teachers taught at majority Hispanic campuses. While teachers at majority African American campuses scored slightly below the district averages, the differences were minimal and less than one percentage point across 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.

Specialty Campuses

Teachers at choice and magnet campuses had higher TEI scores than the district for all categories. Teachers at HPC campuses scored slightly below the district averages across all categories.

Teacher Retention Status

Teachers who continued in the district had higher TEI scores than teachers who left the district. Additionally, teachers who transitioned to non-teaching positions (e.g., campus instructional coach or campus administrator), representing one percent of all teachers, had higher summative scores and evaluation ratings compared to other teacher retention groups.

Teacher Type

First-year teachers scored at or slightly above district averages on student achievement and student experience, but overall, along with strategic pipeline teachers, District of Innovation teachers, Dallas alternative certification teachers, and teachers with effectiveness levels below Proficient I, their TEI scores remained below 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 except in student experience scores.

Table 12: 2024-25 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	941	80.4	439	20.3	461	9.3	557	59.2
Majority Hispanic Campuses	7,441	80.6	4,057	20.4	4,625	9.7	4,463	60.0
Majority White Campuses	150	91.1	95	28.5	83	10.8	140	93.3
Degree								
Bachelor's Degree	6,196	80.4	3,330	20.5	3,749	9.7	3,699	59.7
Master's Degree and Above	1,673	83.4	815	20.9	982	9.5	1,120	66.9
Effectiveness Level								
Below Proficient I	2,893	67.6	1,549	17.5	1,728	8.2	225	7.8
Proficient I, II, or III	5,447	86.8	2,802	21.6	3,290	10.2	4,679	85.9
Exemplary I or higher	500	94.3	304	27.1	358	12.6	500	100.0
School Level								
Elementary	4,439	81.1	2,306	20.6	1,806	9.8	2,758	62.1
Middle	1,212	77.9	805	18.7	994	9.1	589	48.6
High	2,364	81.2	1,073	20.8	2,041	9.7	1,450	61.3
Specialty Campuses								
High Priority Campuses	3,274	80.1	1,790	19.7	2,066	9.5	1,837	56.1
Choice/Magnet Campuses	1,213	84.5	497	24.6	846	10.6	927	76.4
Teacher Retention Status								
Continued Teaching in the District	7,767	82.0	4,098	21.0	4,745	9.8	4,958	63.8
Left the District	980	72.2	511	17.4	575	8.8	378	38.6
Moved to Non-Teaching Position	93	86.7	46	21.2	56	9.7	68	73.1
Teacher Type								
First-Year	32	60.9	10	20.7	11	9.5	3	9.4
Strategic Pipeline	271	65.7	118	17.8	97	8.6	54	19.9
District of Innovation	1,037	70.5	578	18.7	746	9.2	275	25.3
Dallas Alternative Certification	144	65.5	75	18.7	63	8.6	19	13.1
District	8,840	81.0	4,655	20.6	5,376	9.7	5,404	61.1

Source: Scorecard data files from Human Capital Management dated 10/28/25. Student Experience survey file from Office of Institutional Research dated 09/22/25. District personnel file dated 05/05/25.

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. 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**.

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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: 2024-25 Methodology for Evaluation Questions

Table 1: 2024-25 Data Sources

Data Component	Source	Data File Date(s)	Key Metric	Aggregation
Program Description				
Program Components	TEI Guidebook, Rulebook, and TEI website	None	None	None
Budget	Dallas ISD HCM Department	Fall 2025	None	Department
Implementation				
Teacher Demographics	Dallas ISD HCM Department	October 2025	Rate of teachers in the following categories: ethnicity, gender, level of education, TEI category, school level, TEA status, and CYS	Program
Stakeholder Feedback				
TEI Teacher Perception Survey	E & A Department	October 2025	Rate of teachers responding favorably to survey questions.	Effectiveness level, program
TEI Administrator Perception Survey	E & A Department	October 2025	Rate of administrators responding favorably to survey questions.	District
Outcomes				
Summative Appraisal Scores	Dallas ISD HCM Department	October 2025	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
Student Experience Survey	Dallas ISD OIR Department	July 2025	Rate of positive responses; Group mean differences	Campus level, CYS
Distinguished Teacher Review Results	Dallas ISD HCM Department	October 2025	Frequency of number of DTR points awarded; rate of DTR teachers	Teacher category, CYS
Evaluation Scores	Dallas ISD HCM Department	October 2025	Frequency distribution; mean evaluation score	Campus, program, district
Effectiveness Levels	Dallas ISD HCM Department	October 2025	Rate of teachers in each effectiveness level	District

table continues

Table 1: 2024-25 Data Sources (continued)

Data Component	Source	Data File Date(s)	Key Metric	Aggregation
Teacher Retention	Dallas ISD HCM Department	October 2025	Reasons for leaving; retention rate	Evaluation rating, Evaluation level; district
Summative Appraisal Scores	Dallas ISD HCM Department	October 2025	Mean summative appraisal scores	Region
Student Achievement Scores	Dallas ISD HCM Department	October 2025	Mean total student achievement scores	Teacher Category and Region
Base School STAAR Points	Dallas ISD HCM Department	October 2025	Mean base school STAAR points	Region
Student Experience Survey	Dallas ISD OIR Department	July 2025	Mean student experience points for category A and C teachers	Region
Distinguished Teacher Review	Dallas ISD HCM Department	October 2025	Rate of teachers achieving DTR.	Region
Summative Appraisal Score	Dallas ISD HCM Department	October 2025	Mean summative appraisal	Teacher group
Total Student Achievement Score	Dallas ISD HCM Department	October 2025	Mean total student achievement score	Teacher group
Student Experience Survey	Dallas ISD OIR Department	July 2025	Mean student experience points	Teacher group
Evaluation Rating	Dallas ISD HCM Department	October 2025	Rate of teachers achieving evaluation rating of Proficient I and above.	Teacher group

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: 2024-25 TEI Teacher Perception Survey - Teacher Characteristics and General Perceptions

	Respondents	
	<i>n</i>	%
What was your position during the 2024-25 school year?		
Teacher of record	2,236	92.8
Non-teacher of record	109	4.5
Other	65	2.7
At the end of the 2024-25 school year, how many years had you been a teacher at that campus?		
One or Fewer	354	14.7
Two to Four Years	795	33.0
Five to Seven Years	407	16.9
Eight to 10 Years	276	11.5
More than 10 years	578	24.0
What effectiveness level did you receive on your scorecard for the 2024-25 school year?		
No level	16	0.7
Unsatisfactory, Progressing I, or Progressing II	471	19.5
Proficient I	781	32.4
Proficient II or Proficient III	729	30.2
Exemplary I or higher	127	5.3

Source: 2024-25 TEI Teacher Perception Survey.

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	652	27.4	0	0.0	69	11.1	202	22.7	270	40.7	111	58.4
Intermediate	1156	48.7	4	30.8	282	45.3	476	53.6	324	48.9	70	36.8
Basic	549	23.1	8	61.5	260	41.8	204	23.0	68	10.3	9	4.7
None	19	0.8	1	7.7	11	1.8	6	0.7	1	0.2	0	0.0
To what extent do you perceive TEI to be fair?												
To a great extent	219	9.2	2	15.4	62	10.0	55	6.2	59	8.9	41	21.6
Somewhat	999	42.0	5	38.5	254	40.8	331	37.3	314	47.4	95	50.0
Very Little	712	30.0	4	30.8	183	29.4	283	31.9	202	30.5	40	21.1
Not at all	446	18.8	2	15.4	123	19.8	219	24.7	88	13.3	14	7.4

Source: 2024-25 TEI Teacher Perception Survey.

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 (N = 1,306)		No Level (n = 10)		U, Pgl, PgII (n = 345)		Pfl (n = 414)		PflI, PflII (n = 397)		ExI and Higher (n = 140)	
	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	279	21.4	2	20.0	115	33.3	106	25.6	49	12.3	7	5.0
Size of the compensation increase received	289	22.1	0	0.0	81	23.5	121	29.2	79	19.9	8	5.7
Inequity of the size of the raise across teachers	639	48.9	0	0.0	163	47.2	300	72.5	151	38.0	25	17.9
Disagree with Summative Appraisal scores	382	29.2	2	20.0	158	45.8	158	38.2	53	13.4	11	7.9
Disagree with scoring of the SLO	161	12.3	1	10.0	66	19.1	73	17.6	19	4.8	2	1.4
Disagree with attendance requirement for an effectiveness level	206	15.8	1	10.0	40	11.6	103	24.9	52	13.1	10	7.1
Evaluation Rating cut points shift annually	647	49.5	3	30.0	104	30.1	303	73.2	200	50.4	37	26.4
Disagree with the use of a target distribution	500	38.3	2	20.0	84	24.3	221	53.4	162	40.8	31	22.1
Unexpected teacher category changes	289	22.1	2	20.0	64	18.6	128	30.9	79	19.9	16	11.4
Concerns regarding administrator bias during observations	482	36.9	2	20.0	141	40.9	211	51.0	110	27.7	18	12.9
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observation	432	33.1	1	10.0	127	36.8	192	46.4	94	23.7	18	12.9
Concerns regarding lack of administrator experience as an observer	242	18.5	1	10.0	70	20.3	107	25.8	50	12.6	14	10.0
Concerns regarding lack of consistency in evaluations across teachers	555	42.5	2	20.0	148	42.9	256	61.8	125	31.5	24	17.1
Inclusion of the Student Survey	517	39.6	1	10.0	108	31.3	235	56.8	151	38.0	22	15.7
Questions on the Student Survey	502	38.4	0	0.0	103	29.9	233	56.3	140	35.3	26	18.6
Inclusion of the Student Achievement data	292	22.4	0	0.0	64	18.6	135	32.6	83	20.9	10	7.1
Inclusion of school STAAR	436	33.4	0	0.0	113	32.8	186	44.9	119	30.0	18	12.9
Changes to Student Achievement templates	264	20.2	0	0.0	55	15.9	116	28.0	80	20.2	13	9.3
Eligibility criteria for DTR	501	38.4	0	0.0	97	28.1	298	72.0	95	23.9	11	7.9
DTR application scores	463	35.5	1	10.0	47	13.6	190	45.9	185	46.6	40	28.6
Change made to campus/staffing assignment	237	18.1	0	0.0	77	22.3	102	24.6	50	12.6	8	5.7
Increased competition among teachers on campus	201	15.4	1	10.0	43	12.5	95	22.9	52	13.1	10	7.1
Concerns regarding student scheduling	274	21.0	1	10.0	69	20.0	121	29.2	69	17.4	14	10.0
Disadvantaged because of class size	498	38.1	1	10.0	123	35.7	227	54.8	128	32.2	19	13.6
Challenges facing lower-performing schools compared to higher-performing schools	637	48.8	1	10.0	162	47.0	277	66.9	168	42.3	29	20.7
Other (please specify in 50 characters or fewer)	378	28.9	1	10.0	95	27.5	158	38.2	102	25.7	22	15.7

Source: 2024-25 TEI Teacher Perception Survey.

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		PfII, PfIII		ExI and Higher	
	n	%	n	%	n	%	n	%	n	%	n	%
Overall, how helpful was the spot observation feedback you received from your evaluator during the 2024-25 school year?												
Very Helpful	670	29.3	2	20.0	150	25.1	225	26.2	210	33.2	83	44.6
Helpful	1052	46.1	3	30.0	277	46.4	414	48.2	290	45.9	68	36.6
Unhelpful	398	17.4	2	20.0	111	18.6	164	19.1	97	15.3	24	12.9
Very Unhelpful	164	7.2	3	30.0	59	9.9	56	6.5	35	5.5	11	5.9
Overall, how helpful was the extended observation feedback you received from your evaluator during the 2024-25 school year?												
Very Helpful	720	31.5	2	20.0	154	25.8	247	28.8	231	36.6	86	46.2
Helpful	1016	44.5	3	30.0	272	45.6	390	45.4	280	44.3	71	38.2
Unhelpful	395	17.3	2	20.0	110	18.4	168	19.6	93	14.7	22	11.8
Very Unhelpful	153	6.7	3	30.0	61	10.2	54	6.3	28	4.4	7	3.8
How aligned was your summative appraisal with the spot observation feedback you received throughout the 2024-25 school year?												
Completely Aligned	636	27.8	0	0.0	95	15.9	201	23.4	243	38.4	97	52.2
Very Aligned	939	41.1	4	40.0	240	40.2	371	43.2	262	41.5	62	33.3
Slightly Aligned	548	24.0	1	10.0	195	32.7	232	27.0	98	15.5	22	11.8
Not at All Aligned	161	7.0	5	50.0	67	11.2	55	6.4	29	4.6	5	2.7
Overall, how helpful was the summative appraisal feedback you received from your evaluator in 2024-25?												
Very Helpful	740	32.4	1	10.0	140	23.5	242	28.2	266	42.1	91	48.9
Helpful	988	43.3	4	40.0	264	44.2	400	46.6	256	40.5	64	34.4
Unhelpful	394	17.3	2	20.0	127	21.3	158	18.4	81	12.8	26	14.0
Very Unhelpful	162	7.1	3	30.0	66	11.1	59	6.9	29	4.6	5	2.7

Source: 2024-25 TEI Teacher Perception Survey.

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

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

	All		No Level		U, Pgl, PgII		Pfl		PfII, PfIII		ExI and Higher	
	n	%	n	%	n	%	n	%	n	%	n	%
Did you receive <u>student experience survey</u> data for the 2024-25 school year?												
Yes	1,462	64.1	0	0.0	368	61.8	541	63.0	413	65.5	140	75.3
No	819	35.9	10	100.0	227	38.2	318	37.0	218	34.5	46	24.7
Overall, how helpful was the feedback you received from the 2024-25 student experience survey? [For those who indicated they received student experience survey data only]												
Very Helpful	275	19.0	0	0.0	77	21.1	82	15.3	83	20.3	33	23.7
Helpful	523	36.1	0	0.0	159	43.6	190	35.5	128	31.3	46	33.1
Unhelpful	422	29.1	0	0.0	86	23.6	179	33.5	118	28.9	39	28.1
Very Unhelpful	228	15.7	0	0.0	43	11.8	84	15.7	80	19.6	21	15.1
How accurately do you think your 2024-25 student experience survey results reflected your strengths and weaknesses as a teacher?												
Completely Accurately	150	10.4	0	0.0	36	9.9	42	7.9	39	9.5	33	23.7
Very Accurately	364	25.1	0	0.0	99	27.1	112	20.9	117	28.6	36	25.9
Slightly Accurately	525	36.3	0	0.0	142	38.9	199	37.2	147	35.9	37	26.6
Not at All Accurately	409	28.2	0	0.0	88	24.1	182	34.0	106	25.9	33	23.7
After you received your student experience survey results for 2024-25, 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	303	20.9	0	0.0	84	23.0	121	22.6	79	19.3	19	13.7
Panorama Playbook	259	17.9	0	0.0	47	12.9	77	14.4	103	25.2	32	23.0
Colleagues (e.g., other teachers)	647	44.7	0	0.0	170	46.6	252	47.1	164	40.1	61	43.9
Professional development	586	40.5	0	0.0	180	49.3	232	43.4	135	33.0	39	28.1
Other external resources (e.g., books, internet)	504	34.8	0	0.0	136	37.3	178	33.3	140	34.2	50	36.0
I did not use any of these resources.	312	21.5	0	0.0	50	13.7	118	22.1	106	25.9	38	27.3
Overall, how satisfied were you with the teacher evaluation process at your school during the 2024-25 school year?												
Very Satisfied	385	17.0	1	10.0	72	12.2	116	13.6	133	21.3	63	34.2
Satisfied	658	29.1	3	30.0	149	25.3	230	27.0	213	34.1	63	34.2
Neutral	584	25.8	3	30.0	169	28.6	230	27.0	149	23.8	33	17.9
Dissatisfied	363	16.1	1	10.0	104	17.6	161	18.9	79	12.6	18	9.8
Very Dissatisfied	270	11.9	2	20.0	96	16.3	114	13.4	51	8.2	7	3.8

Source: 2024-25 TEI Teacher Perception Survey.

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

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

Survey Item		All		No Level		U, 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 2024-25 teaching effectiveness adequately recognizes my efforts to increase student achievement.	Strongly Agree	256	11.9	0	0.0	28	5.0	73	9.0	76	12.7	79	44.6
	Agree	526	24.4	1	14.3	116	20.6	171	21.1	184	30.7	54	30.5
	Neutral	388	18.0	1	14.3	126	22.4	154	19.0	93	15.5	14	7.9
	Disagree	450	20.9	0	0.0	113	20.1	181	22.3	141	23.5	15	8.5
	Strongly Disagree	517	24.0	4	57.1	171	30.4	227	28.0	101	16.9	14	7.9
	Do Not Know	21	1.0	1	14.3	9	1.6	6	0.7	4	0.7	1	0.6
The salary I received this year based on my 2024-25 teaching effectiveness encourages me to remain in a campus-based position.	Strongly Agree	298	13.8	1	14.3	40	7.1	83	10.2	94	15.7	80	45.2
	Agree	518	24.0	0	0.0	129	22.9	166	20.4	175	29.2	48	27.1
	Neutral	513	23.8	1	14.3	157	27.9	212	26.1	120	20.0	23	13.0
	Disagree	334	15.5	1	14.3	70	12.4	147	18.1	105	17.5	11	6.2
	Strongly Disagree	464	21.5	3	42.9	153	27.2	194	23.9	100	16.7	14	7.9
	Do Not Know	31	1.4	1	14.3	14	2.5	10	1.2	5	0.8	1	0.6
The district should differentiate salary by effectiveness level.	Strongly Agree	329	15.2	2	28.6	61	10.8	93	11.5	103	17.2	70	39.5
	Agree	660	30.6	2	28.6	159	28.2	235	28.9	211	35.2	53	29.9
	Neutral	618	28.6	1	14.3	177	31.4	249	30.7	162	27.0	29	16.4
	Disagree	249	11.5	1	14.3	74	13.1	103	12.7	58	9.7	13	7.3
	Strongly Disagree	243	11.3	0	0.0	74	13.1	106	13.1	57	9.5	6	3.4
	Do Not Know	59	2.7	1	14.3	18	3.2	26	3.2	8	1.3	6	3.4
My salary should be based on how effective I am as an instructor.	Strongly Agree	545	25.3	3	42.9	108	19.2	179	22.0	168	28.0	87	49.2
	Agree	804	37.3	2	28.6	212	37.7	302	37.2	237	39.6	51	28.8
	Neutral	472	21.9	1	14.3	142	25.2	194	23.9	114	19.0	21	11.9
	Disagree	168	7.8	0	0.0	46	8.2	73	9.0	41	6.8	8	4.5
	Strongly Disagree	142	6.6	0	0.0	45	8.0	54	6.7	36	6.0	7	4.0
	Do Not Know	27	1.3	1	14.3	10	1.8	10	1.2	3	0.5	3	1.7

Source: 2024-25 TEI Teacher Perception Survey.

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	245	11.4	0	0.0	52	9.2	69	8.5	70	11.7	54	30.5
	Agree	563	26.1	3	42.9	135	24.0	202	24.9	170	28.4	53	29.9
	Neutral	477	22.1	1	14.3	158	28.1	168	20.7	129	21.5	21	11.9
	Disagree	460	21.3	0	0.0	105	18.7	191	23.5	131	21.9	33	18.6
	Strongly Disagree	368	17.1	2	28.6	99	17.6	166	20.4	87	14.5	14	7.9
	Do Not Know	45	2.1	1	14.3	14	2.5	16	2.0	12	2.0	2	1.1
supports the retention of highly effective teachers	Strongly Agree	247	11.4	1	14.3	57	10.1	70	8.6	63	10.5	56	31.6
	Agree	542	25.1	1	14.3	136	24.2	176	21.7	181	30.2	48	27.1
	Neutral	394	18.3	1	14.3	127	22.6	143	17.6	100	16.7	23	13.0
	Disagree	470	21.8	1	14.3	107	19.0	200	24.6	133	22.2	29	16.4
	Strongly Disagree	475	22.0	2	28.6	122	21.7	213	26.2	117	19.5	21	11.9
	Do Not Know	30	1.4	1	14.3	14	2.5	10	1.2	5	0.8	0	0.0
differentiates salaries to reward teachers who perform well.	Strongly Agree	227	10.5	1	14.3	44	7.8	67	8.3	62	10.4	53	29.9
	Agree	609	28.2	2	28.6	159	28.2	193	23.8	198	33.1	57	32.2
	Neutral	465	21.5	0	0.0	155	27.5	173	21.3	114	19.0	23	13.0
	Disagree	453	21.0	1	14.3	104	18.5	192	23.6	130	21.7	26	14.7
	Strongly Disagree	377	17.5	2	28.6	90	16.0	179	22.0	90	15.0	16	9.0
	Do Not Know	27	1.3	1	14.3	11	2.0	8	1.0	5	0.8	2	1.1
will positively affect my future with the Dallas ISD.	Strongly Agree	319	14.8	1	14.3	69	12.3	90	11.1	85	14.2	74	41.8
	Agree	549	25.4	2	28.6	152	27.0	197	24.3	160	26.7	38	21.5
	Neutral	554	25.7	2	28.6	161	28.6	204	25.1	159	26.5	28	15.8
	Disagree	313	14.5	0	0.0	64	11.4	140	17.2	86	14.4	23	13.0
	Strongly Disagree	381	17.7	1	14.3	103	18.3	164	20.2	101	16.9	12	6.8
	Do Not Know	42	1.9	1	14.3	14	2.5	17	2.1	8	1.3	2	1.1

Source: 2024-25 TEI Teacher Perception Survey.

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	245	11.4	0	0.0	41	7.3	63	7.8	68	11.4	73	41.2
	Agree	483	22.4	2	28.6	123	21.8	156	19.2	159	26.5	43	24.3
	Neutral	431	20.0	0	0.0	130	23.1	153	18.8	128	21.4	20	11.3
	Disagree	469	21.7	1	14.3	111	19.7	207	25.5	125	20.9	25	14.1
	Strongly Disagree	509	23.6	3	42.9	154	27.4	222	27.3	115	19.2	15	8.5
	Do Not Know	21	1.0	1	14.3	4	0.7	11	1.4	4	0.7	1	0.6
allows teachers to earn substantially more money over time compared to the old system.	Strongly Agree	264	12.2	0	0.0	49	8.7	61	7.5	78	13.0	76	42.9
	Agree	505	23.4	2	28.6	119	21.1	171	21.1	171	28.5	42	23.7
	Neutral	497	23.0	2	28.6	170	30.2	177	21.8	127	21.2	21	11.9
	Disagree	327	15.2	0	0.0	68	12.1	146	18.0	97	16.2	16	9.0
	Strongly Disagree	402	18.6	1	14.3	102	18.1	191	23.5	92	15.4	16	9.0
	Do Not Know	163	7.6	2	28.6	55	9.8	66	8.1	34	5.7	6	3.4

Source: 2024-25 TEI Teacher Perception Survey.

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 2024-25 professional development opportunities offered by the district...													
offered applicable strategies that I am using in the classroom.	Strongly Agree	309	14.3	0	0.0	95	16.9	102	12.6	78	13.0	34	19.2
	Agree	832	38.6	2	28.6	233	41.4	306	37.7	233	38.9	58	32.8
	Neutral	471	21.8	2	28.6	123	21.8	189	23.3	128	21.4	29	16.4
	Disagree	257	11.9	0	0.0	45	8.0	108	13.3	77	12.9	27	15.3
	Strongly Disagree	270	12.5	2	28.6	63	11.2	99	12.2	78	13.0	28	15.8
	Not Applicable	19	0.9	1	14.3	4	0.7	8	1.0	5	0.8	1	0.6
were aligned with my Professional Development Plan.	Strongly Agree	306	14.2	0	0.0	91	16.2	99	12.2	78	13.0	38	21.5
	Agree	801	37.1	1	14.3	219	38.9	305	37.6	221	36.9	55	31.1
	Neutral	518	24.0	3	42.9	145	25.8	197	24.3	138	23.0	35	19.8
	Disagree	252	11.7	0	0.0	44	7.8	106	13.1	80	13.4	22	12.4
	Strongly Disagree	254	11.8	2	28.6	58	10.3	95	11.7	73	12.2	26	14.7
	Not Applicable	27	1.3	1	14.3	6	1.1	10	1.2	9	1.5	1	0.6
The 2024-25 professional development opportunities offered by my campus...													
offered applicable strategies that I am using in the classroom.	Strongly Agree	352	16.3	0	0.0	87	15.5	104	12.8	106	17.7	55	31.1
	Agree	880	40.8	2	28.6	216	38.4	341	42.0	261	43.6	60	33.9
	Neutral	454	21.0	2	28.6	135	24.0	182	22.4	106	17.7	29	16.4
	Disagree	240	11.1	0	0.0	59	10.5	93	11.5	70	11.7	18	10.2
	Strongly Disagree	215	10.0	2	28.6	61	10.8	84	10.3	53	8.8	15	8.5
	Not Applicable	17	0.8	1	14.3	5	0.9	8	1.0	3	0.5	0	0.0
were aligned with my Professional Development Plan.	Strongly Agree	342	15.8	0	0.0	90	16.0	103	12.7	102	17.0	47	26.6
	Agree	859	39.8	2	28.6	205	36.4	337	41.5	246	41.1	69	39.0
	Neutral	486	22.5	2	28.6	144	25.6	192	23.6	121	20.2	27	15.3
	Disagree	233	10.8	0	0.0	58	10.3	83	10.2	74	12.4	18	10.2
	Strongly Disagree	213	9.9	2	28.6	58	10.3	86	10.6	51	8.5	16	9.0
	Not Applicable	25	1.2	1	14.3	8	1.4	11	1.4	5	0.8	0	0.0

Source: 2024-25 TEI Teacher Perception Survey.

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, Pgll		Pfl		PflI, PflII		ExI and Higher	
		n	%	n	%	n	%	n	%	n	%	n	%
Please indicate how helpful the following 2024-25 professional development opportunities were to your overall teaching performance.													
Professional development sessions offered to your campus	Very Helpful	389	18.0	2	28.6	94	16.7	120	14.8	118	19.7	55	31.1
	Helpful	1113	51.6	2	28.6	310	55.1	434	53.4	296	49.4	71	40.1
	Unhelpful	370	17.1	0	0.0	88	15.6	146	18.0	108	18.0	28	15.8
	Very Unhelpful	228	10.6	1	14.3	57	10.1	87	10.7	64	10.7	19	10.7
	Not Applicable	58	2.7	2	28.6	14	2.5	25	3.1	13	2.2	4	2.3
District summer and fall PDL training sessions	Very Helpful	410	19.0	1	14.3	134	23.8	146	18.0	94	15.7	35	19.8
	Helpful	1036	48.0	2	28.6	288	51.2	393	48.4	287	47.9	66	37.3
	Unhelpful	344	15.9	1	14.3	66	11.7	140	17.2	105	17.5	32	18.1
	Very Unhelpful	286	13.3	1	14.3	55	9.8	104	12.8	90	15.0	36	20.3
	Not Applicable	82	3.8	2	28.6	20	3.6	29	3.6	23	3.8	8	4.5
District virtual PDL training sessions	Very Helpful	342	15.8	1	14.3	107	19.0	102	12.6	95	15.9	37	20.9
	Helpful	999	46.3	1	14.3	297	52.8	388	47.8	259	43.2	54	30.5
	Unhelpful	346	16.0	2	28.6	72	12.8	139	17.1	104	17.4	29	16.4
	Very Unhelpful	251	11.6	1	14.3	48	8.5	97	11.9	76	12.7	29	16.4
	Not Applicable	220	10.2	2	28.6	39	6.9	86	10.6	65	10.9	28	15.8

Source: 2024-25 TEI Teacher Perception Survey.

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 2024-25, did you choose sessions related to the following areas?													
Student achievement data	Yes	1079	50.0	2	28.6	314	55.8	409	50.4	285	47.6	69	39.0
	No	748	34.7	4	57.1	167	29.7	278	34.2	225	37.6	74	41.8
	None Were Available	331	15.3	1	14.3	82	14.6	125	15.4	89	14.9	34	19.2
TEI spot observation data	Yes	779	36.1	2	28.6	231	41.0	295	36.3	200	33.4	51	28.8
	No	1045	48.4	3	42.9	236	41.9	384	47.3	327	54.6	95	53.7
	None Were Available	334	15.5	2	28.6	96	17.1	133	16.4	72	12.0	31	17.5
Student Experience Survey results	Yes	535	24.8	0	0.0	176	31.3	196	24.1	131	21.9	32	18.1
	No	1206	55.9	5	71.4	261	46.4	456	56.2	378	63.1	106	59.9
	None Were Available	417	19.3	2	28.6	126	22.4	160	19.7	90	15.0	39	22.0
Distinguished Teacher Review	Yes	663	30.7	3	42.9	133	23.6	191	23.5	264	44.1	72	40.7
	No	1186	55.0	3	42.9	307	54.5	497	61.2	292	48.7	87	49.2
	None Were Available	309	14.3	1	14.3	123	21.8	124	15.3	43	7.2	18	10.2

Source: 2024-25 TEI Teacher Perception Survey.

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 2024-25 school year, did your campus align professional development with the following areas?													
Student achievement data	Yes	1622	76.4	3	42.9	390	70.9	617	76.6	460	78.4	152	86.9
	No	291	13.7	2	28.6	84	15.3	113	14.0	78	13.3	14	8.0
	Do Not Know	211	9.9	2	28.6	76	13.8	75	9.3	49	8.3	9	5.1
TEI spot observation data	Yes	1252	58.9	2	28.6	312	56.7	476	59.1	351	59.8	111	63.4
	No	552	26.0	2	28.6	133	24.2	210	26.1	162	27.6	45	25.7
	Do Not Know	320	15.1	3	42.9	105	19.1	119	14.8	74	12.6	19	10.9
Student Experience Survey results	Yes	1125	53.0	3	42.9	285	51.8	434	53.9	307	52.3	96	54.9
	No	659	31.0	2	28.6	146	26.5	250	31.1	199	33.9	62	35.4
	Do Not Know	340	16.0	2	28.6	119	21.6	121	15.0	81	13.8	17	9.7
Distinguished Teacher Review	Yes	982	46.2	2	28.6	229	41.6	347	43.1	303	51.6	101	57.7
	No	717	33.8	3	42.9	165	30.0	299	37.1	195	33.2	55	31.4
	Do Not Know	425	20.0	2	28.6	156	28.4	159	19.8	89	15.2	19	10.9

Source: 2024-25 TEI Teacher Perception Survey.

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		PflI, PflII		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	513	24.2	2	28.6	160	29.1	206	25.6	106	18.1	39	22.3
Classroom Management	901	42.4	4	57.1	269	48.9	329	40.9	241	41.1	58	33.1
Social Emotional Learning	620	29.2	2	28.6	182	33.1	228	28.3	165	28.1	43	24.6
Curriculum and Content Training	807	38.0	4	57.1	210	38.2	294	36.5	238	40.5	61	34.9
Pedagogy- Effective Instructional Practices Training	788	37.1	1	14.3	211	38.4	310	38.5	195	33.2	71	40.6
Effective Lesson Planning and Development	629	29.6	5	71.4	183	33.3	238	29.6	160	27.3	43	24.6
Technology Digital Integration	982	46.2	3	42.9	239	43.5	367	45.6	286	48.7	87	49.7
Other	235	11.1	0	0.0	57	10.4	87	10.8	72	12.3	19	10.9

Source: 2024-25 TEI Teacher Perception Survey.

Note: U = Unsatisfactory. Pgl = Progressing I. PgII = Progressing II. Pfl = Proficient I. PflI = Proficient II. PflII = 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: 2024-25 TEI Administrator Perception Survey
- Administrator Characteristics and General Perceptions**

	Respondents	
	<i>n</i>	%
What was your position during the 2024-25 school year?		
Principal	100	42.0
Assistant Principal	136	57.1
Other	2	0.8
At the end of the 2024-25 school year, how many years had you been an administrator at that campus?		
One or Fewer	58	24.4
Two to Four Years	101	42.4
Five to Seven Years	41	17.2
Eight to 10 Years	21	8.8
More than 10 years	17	7.1
At the end of the 2024-25 school year, how many years had you been an administrator in Dallas ISD?		
One or Fewer	11	4.6
Two to Four Years	72	30.3
Five to Seven Years	65	27.3
Eight to 10 Years	31	13.0
More than 10 years	59	24.8
At the end of the 2024-25 school year, how many years had you been an administrator, overall?		
One or Fewer	8	3.4
Two to Four Years	58	24.4
Five to Seven Years	57	23.9
Eight to 10 Years	42	17.6
More than 10 years	73	30.7
How would you rate your knowledge about TEI, in general?		
Advanced	124	52.3
Intermediate	109	46.0
Basic	4	1.7
None	0	0
To what extent do you perceive TEI to be fair?		
To a great extent	42	17.7
Somewhat	153	64.6
Very little	29	12.2
Not at all	13	5.5

Source: 2024-25 TEI Administrator Perception Survey.

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	
	<i>n</i>	%
Evaluation Rating cut points shift annually	32	76.2
Challenges facing lower-performing schools compared to higher-performing schools	29	69.0
Inequity of the size of the raise across teachers	22	52.4
Disagree with the use of a target distribution	21	50.0
Changes to Student Achievement templates	21	50.0
Questions on the Student Survey	19	45.2
DTR application scores	18	42.9
Change made to campus/staffing assignment	17	40.5
Disadvantaged because of class size	17	40.5
Inclusion of Student Survey	16	38.1
Unexpected teacher category changes	15	35.7
Other	14	33.3
No compensation increase received	13	31.0
Size of the compensation increase received	13	31.0
Concerns regarding lack of consistency in evaluations across teachers	13	31.0
Concerns regarding administrator bias during observations	12	28.6
Eligibility criteria for DTR	11	26.2
Concerns regarding student scheduling	11	26.2
Inclusion of school STAAR	10	23.8
Inclusion of the Student Achievement data	8	19.0
Disagree with Summative Appraisal Scores	6	14.3
Increased competition among teachers on campus	5	11.9
Disagree with scoring of the SLO	4	9.5
Disagree with attendance requirement for an effectiveness level	4	9.5
Concerns regarding the administrator's lack of content knowledge and/or experience with the course when conducting the observation	4	9.5
Concerns regarding lack of administrator experience as an observer	2	4.8

Source: 2024-25 TEI Administrator Perception Survey.

Note: *N* = 42. 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: 2024-25 TEI Administrator Perception Survey – Defining Excellence

	Respondents	
	<i>n</i>	%
Did you conduct any <u>spot observations</u> during the 2024-25 school year?		
Yes	237	100.0
No	0	0.0
Overall, how helpful do you think your spot observation feedback was for your teachers' growth during the 2024-25 school year? [For those who indicated they conducted spot observations]		
Very Helpful	99	41.8
Helpful	135	57.0
Unhelpful	2	0.8
Very Unhelpful	1	0.4
Did you conduct any extended observations during the 2024-25 school year?		
Yes	235	99.2
No	2	0.8
Overall, how helpful do you think your extended observation feedback was for your teachers' growth during the 2024-25 school year? [For those who indicated they conducted extended observations]		
Very Helpful	110	46.8
Helpful	122	51.9
Unhelpful	3	1.3
Very Unhelpful	0	0.0
Did you conduct any summative evaluations during the 2024-25 school year?		
Yes	232	97.9
No	5	2.1
During the 2024-25 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	66	28.6
No	165	71.4
Overall, how helpful do you think your 2024-25 summative appraisal feedback was for your teachers' growth? [For those who indicated that they conducted summative appraisals]		
Very Helpful	93	40.3
Helpful	129	55.8
Unhelpful	8	3.5
Very Unhelpful	1	0.4
How aligned were the summative appraisals you conducted with the spot observation feedback you provided through the 2024-25 school year? [For those who indicated that they conducted summative appraisals]		
Completely Aligned	56	24.2
Very Aligned	159	68.8
Slightly Aligned	16	6.9
Not at all Aligned	0	0.0

Source: 2024-25 TEI Administrator Perception Survey.

Appendix D, Table 4: 2024-25 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 2024-25 school year?		
Very Satisfied	58	24.6
Satisfied	160	67.8
Dissatisfied	16	6.8
Very Dissatisfied	2	0.8
Overall, how helpful do you think the feedback teachers received from the 2024-25 Student Experience Survey was for improving their instructional practice?		
Very Helpful	52	23.0
Helpful	118	52.2
Unhelpful	47	20.8
Very Unhelpful	9	4.0
I don't know. I did not have any experience with student survey results.	0	0.0
How accurately do you think 2024-25 Student Experience Survey results reflected teachers' strengths and weaknesses?		
Completely Accurately	19	8.4
Very Accurately	79	35.0
Slightly Accurately	102	45.1
Not at all Accurately	26	11.5
I don't know. I did not have any experience with student survey results.	0	0.0

Source: 2024-25 TEI Administrator Perception Survey.

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 2024-25 teaching effectiveness adequately recognized their efforts to maximize student growth.	233	28	12.0	104	44.6	46	19.7	31	13.3	19	8.2	5	2.1
The salary that teachers received this year based on their 2024-25 teaching effectiveness encouraged them to remain in a campus-based position.	233	28	12.0	103	44.2	48	20.6	36	15.5	16	6.9	2	0.9
The district should differentiate teacher salary by effectiveness level.	233	57	24.5	100	42.9	43	18.5	21	9.0	8	3.4	4	1.7
	To what extent do you agree with the following statements?												
	The TEI compensation system...												
supports the recruitment of highly effective teachers.	233	36	15.5	109	46.8	41	17.6	32	13.7	14	6.0	1	0.4
supports the retention of highly effective teachers.	233	39	16.7	104	44.6	43	18.5	32	13.7	14	6.0	1	0.4
differentiates salaries to reward teachers who perform well.	233	34	14.6	110	47.2	52	22.3	27	11.6	10	4.3	0	0.0
will positively affect my teachers' future in the Dallas ISD.	233	29	12.4	111	47.6	57	24.5	22	9.4	14	6.0	0	0.0
allows teachers to earn substantially more money over time compared to the old system.	233	42	18.0	97	41.6	48	20.6	25	10.7	16	6.9	5	2.1

Source: 2024-25 TEI Administrator Perception Survey.

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

Appendix D, Table 6: 2024-25 TEI Administrator Perception Survey – Supporting Excellence

		Yes		No		Do Not Know	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During the 2024-25 school year, did your campus align professional development around the following areas?							
Student achievement data	233	225	96.6	5	2.1	3	1.3
TEI spot observation data	233	197	84.5	32	13.7	4	1.7
Student Experience Survey results	233	157	67.4	67	28.8	9	3.9
Distinguished Teacher Review	233	134	57.5	88	37.8	11	4.7

Source: 2024-25 TEI Administrator Perception Survey.

Appendix D, Table 7: 2024-25 TEI Administrator Perception Survey – Supporting Excellence

	Respondents (<i>N</i> = 233)	
	<i>n</i>	%
During the 2024-25 school year, did you create Individualized PDL Planning Forms for teachers based on available student achievement and teacher performance data?		
Yes	160	68.7
No	73	31.3

Source: 2024-25 TEI Administrator Perception Survey.

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

Appendix B Table B.1: Administrator Perception Survey – Supporting Excellence													
	<i>N</i>	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>	%
During the 2024-25 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	233	48	20.6	121	51.9	57	24.5	4	1.7	0	0.0	3	1.3
District summer and fall PDL training sessions	233	28	12.0	79	33.9	72	30.9	32	13.7	9	3.9	13	5.6
District virtual PDL training sessions	233	27	11.6	61	26.2	71	30.5	41	17.6	13	5.6	20	8.6

Source: 2024-25 TEI Administrator Perception Survey.

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?		
Pedagogy- Effective Instructional Practices Training	159	68.2
Classroom Management	141	60.5
Effective Lesson Planning and Development	129	55.4
Curriculum and Content Training	115	49.4
Social Emotional Learning	79	33.9
Technology Digital Integration	73	31.3
Bias, Equity, and Cultural Understanding	58	24.9
Other (please specify in 50 characters or fewer.)	19	8.2

Source: 2024-25 TEI Administrator Perception Survey.

Note: *N* = 233. 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 2024-25 school year?		
Yes	12	5.2
Sometimes	43	18.5
No	178	76.4
Not Applicable. I did not conduct observations.	0	0.0
How helpful was the TEI certification training in preparing you to implement TEI effectively on your campus during the 2024-25 school year?		
Very Helpful	49	21.0
Helpful	158	67.8
Unhelpful	20	8.6
Not at all Helpful.	6	2.6
Not Applicable. I did not attend this training.	0	0.0

Source: 2024-25 TEI Administrator Perception Survey.