MEMORANDUM April 24, 2019

TO: Board Members

FROM: Grenita F. Lathan, Ph.D.
Interim Superintendent of Schools

SUBJECT: **TEACHER APPRAISAL AND DEVELOPMENT SYSTEM: END OF YEAR REPORT, 2017–2018**

CONTACT: Carla Stevens, 713-556-6700

The Teacher Appraisal and Development System (TADS) was designed with the goal of promoting effective teaching by providing systematic, rigorous feedback on teachers' effectiveness in the classroom. The purpose of this report is to provide aggregate data of the TADS in 2017–2018. This report describes the distribution of summative ratings and instructional practice and professional expectations components of the TADS. Data are disaggregated by teacher-level and campus-level characteristics to examine how teachers with these ratings were distributed throughout the district.

Key findings include:

- In 2017–2018, 11,470 teachers were identified as eligible for appraisal through the TADS, and 11,062 teachers (96.4 percent) received a rating. Of the 11,062 teachers appraised through the TADS, 89.2 percent received a summative rating of Effective or Highly Effective.
- Of the 2,945 teachers with a Highly Effective summative rating, 74.9 percent (n=2,205) earned a summative score of 4.00, the highest score possible through the TADS, while the remaining 25.1 percent (n=740) earned a summative score of 3.70.
- Eighty-seven percent of teachers with TADS ratings in 2017–2018 returned to the district the following school year. Among teachers rated as Highly Effective, 90.7 percent were retained.
- Campuses in the lowest poverty quintile had a higher proportion of teachers rated as Effective or Highly Effective (95.6 percent) than did campuses in the quintiles that had higher proportions of students considered as economically disadvantaged (85.7–87.9 percent), a difference of seven to ten percentage points.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.


GL

Attachment

cc: Superintendent's Direct Reports
Noelia Longoria
Julia Dimmitt
Dawn Randle
Abby Taylor

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

TEACHER APPRAISAL AND DEVELOPMENT SYSTEM: END OF YEAR REPORT, 2017–2018

HISD | Research and Accountability

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Teacher Appraisal and Development System: End of Year Report, 2017–2018

Executive Summary

Evaluation Description

Houston Independent School District (HISD) strives to provide an equitable education to all its students. To uphold the district's mission, the Teacher Appraisal and Development System (TADS) was designed with the goal of promoting effective teaching by providing systematic, rigorous feedback on teacher effectiveness in the classroom. Through the use of comprehensive rubrics and student growth measures, the TADS is intended to give teachers and school leaders the information they need to improve teacher performance in the classroom, supporting efforts to ensure that every student in the district receives the opportunity to learn from an effective teacher.

The purpose of this report is to provide aggregate data of the TADS in 2017–2018. The criteria used for the instructional practice (IP) and professional expectations (PR) components have remained the same since the inception of the TADS in the 2011–2012 school year. Student performance (SP) was added for the 2012–2013 school year, was waived for most teachers for the 2016–2017 school year, and was waived for all teachers in 2017–2018. As such, the SP component is not described in this report. Instead, the focus is on the distribution of summative ratings and the instructional practice and professional expectations components of the TADS. Data are disaggregated by teacher-level and campus-level characteristics to examine how teachers with these ratings were distributed throughout the district.

Highlights

- In 2017–2018, 11,470 teachers were identified as eligible for appraisal through the TADS, and 11,062 teachers (96.4 percent) received a rating. Of the 11,062 teachers appraised through the TADS, 62.6 percent received a summative rating of Effective (n=6,923) and 26.6 percent received a summative rating of Highly Effective (n=2,945). Over the past four years, regardless of whether student performance was included or not, the percentage of teachers rated as Ineffective has remained below one percent, and the percentage of teachers rated as Needs Improvement has been steadily declining, to a low of ten percent for the 2017–2018 school year.

- Of the 2,945 teachers with a Highly Effective summative rating, 74.9 percent (n=2,205) earned a summative score of 4.00, the highest score possible through the TADS, while the remaining 25.1 percent (n=740) earned a summative score of 3.70.

- Most teachers with five or less years of teaching experience received an Effective or Highly Effective rating in 2017–2018 (85.0 percent). However, teachers with five or less years of experience were almost twice as likely to receive an Ineffective rating compared to more experienced teachers (1.0 percent as compared to 0.6 percent).

- Of the 11,062 teachers that received a summative rating for 2017–2018, 54.6 percent (n=6,042) also received a rating in 2014–2015, 2015–2016, and 2016–2017. Of those teachers appraised through the TADS for four consecutive years, 26.5 percent showed an increase of at least one performance level from the 2014–2015 school year to the 2017–2018 school year. Most teachers earned the same summative rating (62.5 percent) in 2017–2018 as in 2014–2015.

- Eighty-seven percent of teachers with TADS ratings in 2017–2018 returned to the district the following school year. Among teachers rated as Highly Effective, 90.7 percent were retained. The percentage of teachers rated as Ineffective who were exited from the district has been steadily decreasing, from a high of 69.2 percent in 2015 to a low of 51.2 percent in 2018.

- Differences in appraisal ratings can be seen among teachers when examined by school office and by campus accountability rating. Some area offices had a much higher proportion of teachers rated as Highly Effective than others. Likewise, some area offices had a much higher proportion of teachers rated as Ineffective than others. Campuses that Met Standard had a higher proportion of teachers rated as Effective or Highly Effective (89.9 percent) than campuses that were rated as Improvement Required (80.5 percent), a difference of nearly ten percentage points.

- When 2017–2018 campuses were placed into quintiles based on the percentage of economically disadvantaged students, those in the lowest poverty quintile (most affluent) had a higher proportion of teachers with a summative rating of Effective or Highly Effective (95.6 percent) than campuses with higher a proportion of students considered as economically disadvantaged (85.7 to 87.9 percent).

Recommendations

- This report examined teacher appraisal outcomes for the 2017–2018 school year, as well as prior years. Trends observed in appraisal outcomes may offer guidance to decision-makers in their work toward increasing the accuracy of rating effective teaching, strengthening professional development and support, growing teachers' capacity for effective teaching, and placing an effective teacher in every classroom.

- Findings suggest that the existing rating performance levels may not precisely differentiate performance in the classroom. When summative ratings were grouped by score, distinct groups emerged within the various performance levels. The percentage of teachers with a TADS summative rating of 4.00 for the 2017–2018 school year (19.9 percent) may be of some concern. A ceiling effect can be observed for teachers in the district due to the lack of variability in the IP and PR ratings. This lack of variability in the summative rating may be due in part to the business rules surrounding its calculation. The district should explore the possibility of using IP and PR raw scores, rather than ratings on a scale of 1 to 4, in calculating the summative rating, which would produce more variability and allow for the nuances in the component ratings to be revealed in the overall summative rating.

- The student performance component is not only a critical piece in assessing effective teaching, it is also a state requirement for teacher appraisal systems. The student performance measure, and in particular the value-added measure, is important in helping to distinguish the differences between a rating of Effective and either Highly Effective or Needs Improvement. As such, it is recommended that the summative rating include the student performance component in the district's appraisal system.

- This report finds a disproportionate percentage of Effective and Highly Effective teachers across the district when disaggregated by certain groups. As the district continues efforts to place an effective teacher in every classroom, district and campus leaders should implement or maintain strategies designed to help teachers improve such as by observing and learning from successful campuses, and to attract and retain effective teachers in struggling schools.

- Findings in this report provide evidence to uphold some current strategies in the development of effective teachers as outlined in the TADS system. The district's retention of all teachers, even those

rated as Needs Improvement or Ineffective, allows these valuable human resources to be developed and grown over time. The district should continue to critically explore ways to improve not just teacher ratings, but professional development and training and how to target the needs of all teachers, whether they are rated as Needs Improvement or Highly Effective.

Administrative Response

The Houston Independent School District prioritizes the growth and development of its employees so that in turn, employees are well-poised to support our diverse population of learners. The district's teacher appraisal system, The Teacher Appraisal and Development System (TADS), supports teacher development in the areas of planning, instructional delivery, professional responsibilities, and student growth. Informal coaching visits, walkthroughs, and observations are conducted by administrators certified in TADS and are followed with informal coaching conversations and formal conferences.

The results of the 2017-2018 TADS End of Year Report provide the Talent Development & Performance team with a wealth of information related to TADS implementation. Key findings include:

- During the 2017-2018 school year, 89.2% of teachers received an end-of-year Instructional Practice rating of Highly Effective (26.6%) or Effective (62.6%). Approximately 11% of teachers were rated by appraisers as Needs Improvement (10%) or Ineffective (<1%). Overall, summative ratings indicate that appraisers are observing effective classroom instruction.

- Over 90% of teachers who earned a Summative Rating of Highly Effective were retained in the district for the 2018-2019 school year. Likewise, 88% of teachers earning a Summative Rating of Effective were retained. It is encouraging that teachers are choosing to stay and share their talents in HISD.

Recommendations outlined in this report have alignment with changes to the TADS that will launch during the 2018-2019 school year. A modified version of TADS, M-TADS, will be available to teachers who earn a rating of Highly Effective or Effective in each criteria of all TADS components applicable to their Summative Rating. Additionally, teachers must have a Summative Rating of Highly Effective or Effective, not be on an active Prescriptive Plan for Assistance (PPA), as well as meet experience threshold and contract-related criteria. This will allow School Leaders to spend more time supporting new and developing teachers while leveraging the expertise of Highly Effective and Effective teachers for teacher-to-teacher mentoring and coaching.

The report also highlights that campuses meeting accountability standards have a higher proportion of teachers rated Highly Effective or Effective as compared with campuses rated as Improvement Required. The Talent Development & Performance Team is committed to continuing to develop systems of support for Improvement Required campuses with the goal of improving instructional delivery, as measured by the TADS Instructional Practice rubric, ultimately resulting in improved student outcomes.

During the summer of 2019, all appraisers will attend recertification training. The Talent Development & Performance Team will utilize this learning as an opportunity to build a clear link between teacher effectiveness, professional development, and student outcomes. As we work to strengthen alignment between campus-level teacher development needs and professional learning provided by the campus and district, we predict that appraisers and teachers alike will develop an increased depth of understanding of expectations outlined in the Instructional Practices rubric.

Introduction

Houston Independent School District (HISD) strives to provide an equitable education to all its students. To uphold the district's mission, the Teacher Appraisal and Development System (TADS) was designed with the goal of promoting effective teaching by providing systematic, rigorous feedback on teacher effectiveness in the classroom. Through the use of comprehensive rubrics and student growth measures, the TADS is intended to give teachers and school leaders the information they need to improve teacher performance in the classroom, supporting efforts to ensure that every student in the district receives the opportunity to learn from an effective teacher.

The TADS incorporates multiple weighted measures of teacher performance and student growth to evaluate classroom effectiveness. Effective teaching is conveyed through three appraisal components — instructional practice (IP), professional expectations (PR), and student performance (SP). For the 2017–2018 school year, all HISD teachers appraised through the TADS were evaluated on the instructional practice and professional expectations appraisal components; the student performance component was waived for all teachers. Detailed rubrics for the IP and PR criteria can be found in **Appendix A** (p. 32).

The two primary roles in the TADS are of the appraiser and the teacher. The role of the appraiser is to coach the teacher toward effective teaching practices through observation over the course of the school year, providing feedback to improve teaching practices and support with curriculum planning and professional development. The three appraisal components are the tools available to assist appraisers in their role. The IP rubric is a tool used to assess a teacher's skills and ability to promote learning in the classroom. The PR rubric is a tool used to assess a teacher's efforts to meet objective, measurable standards of professionalism. The SP rubric is used to help teachers set clear goals in the classroom and accurately measure a teacher's impact on students at all learning levels; as such, most measures are based on growth or progress rather than attainment. Although the student performance component was not included in the calculation of the summative rating for the 2017–2018 school year, all teachers in the district were encouraged to participate in the SP process so that the component could be used for teacher development and improving student learning.

At the end of the school year, appraisers assigned ratings for the IP and PR components using the standardized rubrics for those teachers to whom they were assigned. The 2017–2018 district TADS calendar can be found in **Appendix B** (p. 33). Teachers then received a summative rating calculated as the weighted mean of the IP and PR components. Teachers were rated as Highly Effective (3.50–4.00), Effective (2.50–3.49), Needs Improvement (1.50–2.49), or Ineffective (1.00–1.49).

The purpose of this report is to provide aggregate data of the TADS in 2017–2018. The criteria used for the IP and PR components have remained the same since the inception of the TADS in the 2011–2012 school year. Student performance was added for the 2012–2013 school year, was waived for most teachers for the 2016–2017 school year, and was waived for all teachers in the 2017–2018 school year. In addition, the measures used to calculate SP have changed over time to adapt to and accommodate the needs of the teachers and students in the district. As such, the SP component is not described in this report. Instead, the focus is on the distribution of summative ratings and the instructional practice and professional expectations components of the TADS. Data are disaggregated by teacher-level and campus-level characteristics to examine how teachers with these ratings were distributed throughout the district.

Methods

Instructional practice (IP), professional expectations (PR), and summative rating data were collected through the TADS Feedback and Development (F&D) Tool. Human Resources Information System (HRIS) data is also housed within the F&D Tool, providing access to information such as job title and function, salary plan, years of experience, and campus assignment.

Campus assignments for teachers were determined by identifying the teachers' campus assignment as of the end of the 2017–2018 school year. Trustee districts and school offices were identified using the 2017–2018 Campus Information List. The proportion of economically disadvantaged students at a campus was obtained through the 2017–2018 HISD District and School Profiles.

Eligibility for TADS Appraisal

For the 2017–2018 school year, employee roster files contained a field identifying the appraisal system used for each employee in the district. This field was used to determine the total number of employees eligible for the TADS appraisal for the 2017–2018 school year. This data was not collected in prior years, and is therefore not available prior to the 2017–2018 school year.

Teachers may have been excluded from the TADS appraisal for a variety of reasons, including but not limited to late hiring, job title changes, incorrect job titles in the HRIS, split roles that required teachers to teach students less than 50 percent of the instructional day, or campus-level decisions made by the principal. Some teachers in leadership roles were appraised in Success Factors in the non-teacher appraisal system rather than in the TADS, and teachers employed in HISD charter schools were not appraised through the TADS.

Some teachers were included in the TADS who did not meet eligibility requirements. No safeguards currently exist to prevent a teacher from being appraised through the TADS if they do not meet eligibility requirements. Teachers may have been included in TADS appraisals for the same reasons they may have been excluded. For example, if a teacher began the school year coded as a teacher in HRIS, but then transferred to another position prior to the end of the school year, that teacher may have been included in the TADS appraisal.

For the purposes of this report, "teachers" refers to the total number of employees who received a TADS rating for any given year.

Teacher Retention and Mobility

Teacher retention was defined as those teachers who received a TADS rating for a given school year who also returned to the district, in any capacity, at the beginning of the following school year. Teacher mobility was defined as those teachers who were retained who changed from one work location at the end of the school year to a different work location at the beginning of the following school year, regardless of whether the change included a job change. "Work location" includes any work location within the district, including but not limited to campuses.

Texas Education Agency (TEA) Accountability Ratings

Accountability ratings were obtained from the Texas Education Agency (TEA) using the Texas Academic Performance Reports (TAPR) for 2017–2018. Districts and campuses throughout Texas were significantly impacted by Hurricane Harvey during the Fall of 2017. In response, the Texas Education Agency (TEA) constructed a hurricane provision for campuses that met certain requirements. For those campuses that

met the requirements for a hurricane provision, a Not Rated: Harvey Provision (NR) label was applied if the campus would have received an Improvement Required (IR) rating. Of the 275 campuses in HISD for the 2017–2018 school year, 252 (92 percent) were rated as Met Standard (Met), six (2 percent) were rated as Improvement Required (IR), and seventeen were not rated due to the hurricane provision. Of the seventeen that were not rated, fifteen would have received an IR rating were it not for the provision. For the purposes of this report, the fifteen campuses that were not rated due to the provision that would have been rated as IR were considered as IR. Of the two campuses that were not rated due to the provision but would not have been rated as IR, one was a charter school (TSU Charter Lab School), for which the TADS does not apply. The one remaining campus (Arabic Immersion Magnet School) was excluded from reporting on accountability ratings.

Data Limitations

Due to changes in the methodology used to calculate summative ratings, caution should be exercised when comparing the TADS summative ratings over time. These changes to the methodology refer specifically to the inclusion or exclusion of the student performance component, as follows:

- 2011–2012 School Year: No student performance was included in summative ratings.
- 2012–2013 through 2014–2015 School Years: Student performance, including Value-Added Analysis, was included in summative ratings for 35 percent, 39 percent, and 43 percent of teachers appraised, respectively.
- 2015–2016 School Year: Student performance was included in summative ratings for 30 percent of teachers appraised, but Value-Added Analysis was not used.
- 2016–2017 School Year: Except for teachers at TIF-4 campuses (two percent of teachers appraised districtwide), no student performance was included in summative ratings.
- 2017–2018 School Year: No student performance was included in summative ratings.

In addition to the limitations surrounding the inclusion or exclusion of SP, changes to the calculation methodology also impact comparison of ratings across years. For Value-Added analysis, the change in the state exam (from the Texas Assessment of Knowledge and Skills (TAKS) to the State of Texas Assessments of Academic Readiness (STAAR) exams) and the norm-referenced exams (from the Stanford/Aprenda to the IOWA/Logramos) complicate those analyses. For Comparative Growth analyses, the change in norm-referenced exams followed by their elimination, necessitated the use of state exams in growth analyses. Student progress and student attainment measures have also changed over time to ensure that multiple measures of student learning factor into a teacher's final student performance rating.

As the TADS system has evolved over time, various improvements have been made to the systems and tools, leading to an improvement in data collection techniques. Data from the first three years of implementation are not as readily available, and do not contain the same level of detail as data from the most recent four years. In addition, HRIS data quality has improved over time as the system has accommodated the needs of various departments with respect to the TADS functionality and reporting. As such, while some reporting of longitudinal data is included in this report, the majority focuses on the most recent four years.

Results

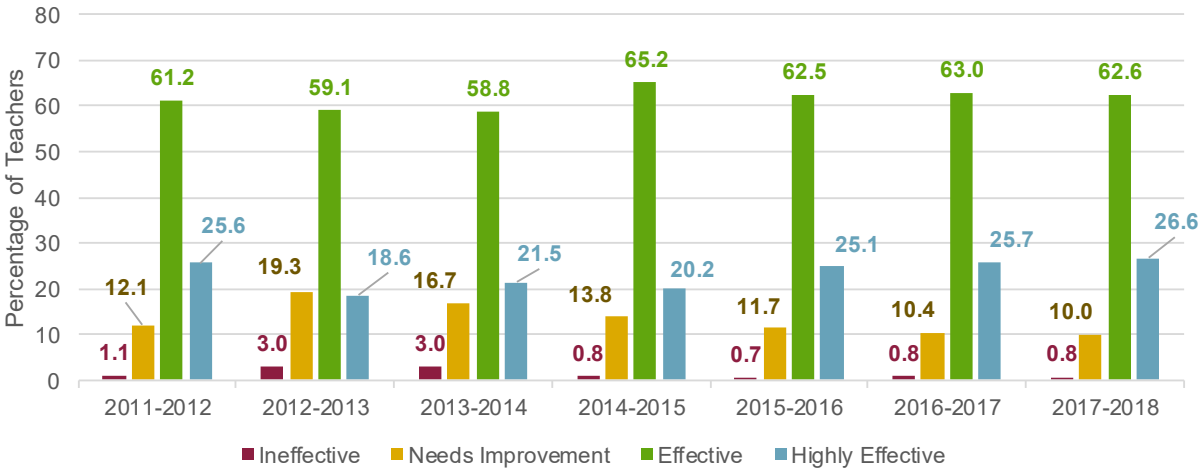
What were the rating distributions for teachers districtwide in 2017–2018 compared to previous years?

- In 2017–2018, 11,470 teachers were identified as eligible for appraisal through the TADS, and 11,062 teachers (96.4 percent) received a rating. The corresponding tables detailing the number and percentages of teachers at each rating level can be found in **Appendix C** (Tables C-1–C-3, p. 34).

Summative Ratings

- The summative rating distribution in **Figure 1A** shows the relative consistency of appraisal rating scores across time. Of the 11,062 teachers appraised through the TADS in the 2017–2018 school year, 62.6 percent received a summative rating of Effective (n=6,923) and 26.6 percent received a summative rating of Highly Effective (n=2,945). Ten percent of teachers were rated as Needs Improvement (n=1,108), and less than one percent of teachers were rated as Ineffective (n=86).

Figure 1A. Summative Rating Distribution 2014–2015 through 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2014–2015 through 2017–2018

Notes: TADS scores are interpreted as: 1.00 to 1.49 – Ineffective, 1.50 to 2.49 – Needs Improvement, 2.50 to 3.49 – Effective, and 3.50 to 4.00 – Highly Effective. All HISD teachers appraised through TADS were evaluated on IP and PR for all years. Student performance (SP) was included in the summative ratings for participating teachers in 2012–2013 through 2015–2016, and for select teachers at TIF-4 grant-funded campuses for 2016–2017. SP was not included for any teachers for the 2017–2018 school year. Percentages may not total 100 due to rounding.

- In 2012–2013, when the SP component was first introduced, an increase can be seen in the percentage of teachers rated as Ineffective (from 1.1 percent to 3.0 percent) and the percentage of teachers rated as Needs Improvement (from 12.1 percent to 19.3 percent). In the following year (2013–2014), a decrease can be seen in the percentage of teachers rated as Needs Improvement (from 19.3 percent to 16.7 percent).

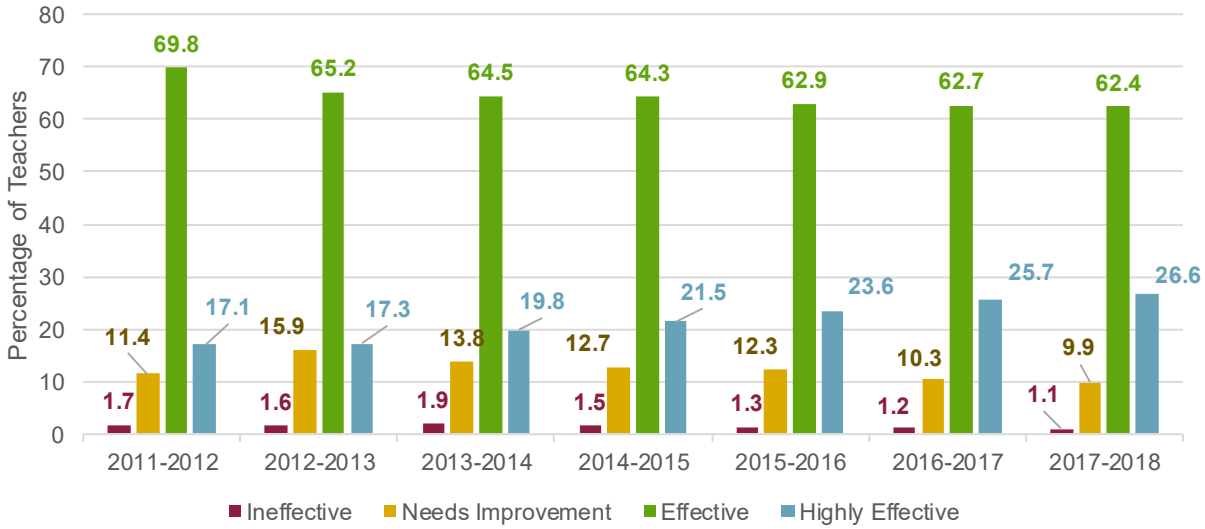
- For all subsequent years, regardless of whether Student Performance was included or not, the percentage of teachers rated as Ineffective has remained below one percent, and the percentage of teachers rated as Needs Improvement has declined to a low of 10.0 percent for the 2017–2018 school year, when student performance was waived for all teachers.

- The percentage of teachers with a summative rating of Highly Effective has been steadily increasing (from 18.6 percent in 2012–2013 to 26.6 percent in 2017–2018), while the percentage of teachers rated as Effective has fluctuated between 58.8 and 65.2 percent.

Instructional Practice Ratings

- **Figure 1B** shows the IP rating distribution over time. Of the 11,062 teachers appraised through the TADS in the 2017–2018 school year, 62.4 percent received an IP rating of Effective (n=6,899) and 26.6 percent received an IP rating of Highly Effective (n=2,945). Almost ten percent of teachers were rated as Needs Improvement (n=1,099), and 1.1 percent were rated as Ineffective (n=119) on the IP component.

Figure 1B. Instructional Practice Rating Distribution 2014–2015 through 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2014–2015 through 2017–2018
Notes: TADS scores are interpreted as: 1.00 to 1.49 – Ineffective, 1.50 to 2.49 – Needs Improvement, 2.50 to 3.49 – Effective, and 3.50 to 4.00 – Highly Effective. The IP component is the most heavily weighted component of the appraisal system. In ratings with SP included, IP was weighted at 50 percent of the summative rating. In ratings without SP, IP was weighted at 70 percent of the summative rating. Percentages may not total 100 due to rounding.

- Since the inception of the TADS, the percentage of teachers with an IP rating of Ineffective has been steadily declining from 1.9 percent in 2013–2014 to 1.1 percent in 2017–2018.

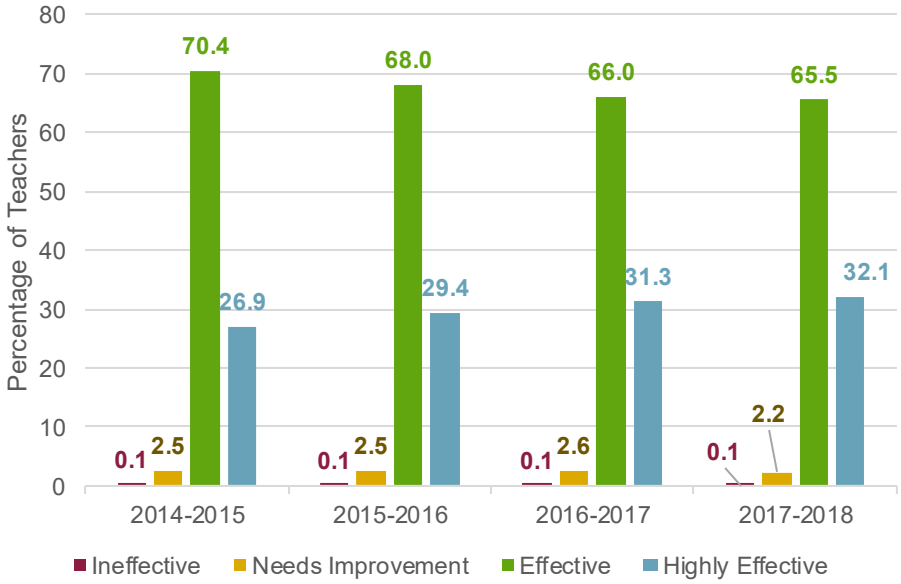
- The percentage of teachers with an IP rating of Needs Improvement has been steadily declining from 15.9 percent in 2012–2013 to 9.9 percent in 2017–2018.

- The percentage of teachers with an IP rating of Effective has been declining while the percentage of teachers rated as Highly Effective has been increasing.

Professional Expectations Ratings

- **Figure 1C** displays PR ratings over time. Of the 11,062 teachers appraised through the TADS in the 2017–2018 school year, 65.5 percent received a PR rating of Effective (n=7,247) and 32.1 percent received a PR rating of Highly Effective (n=3,556). Just 248 teachers (2.2 percent) were rated as Needs Improvement, and 11 teachers (0.1 percent) were rated as Ineffective on the PR component.

Figure 1C. Professional Expectations Rating Distribution 2014–2015 through 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2014–2015 through 2017–2018
Notes: TADS scores are interpreted as: 1.00 to 1.49 – Ineffective, 1.50 to 2.49 – Needs Improvement, 2.50 to 3.49 – Effective, and 3.50 to 4.00 – Highly Effective. Due to changes in data collection techniques over time, PR ratings data were available for the most recent four years only. See Data Limitations (p. 6) for further details. The PR component carries the least weight of all components of the appraisal system. In ratings with SP included, PR was weighted at 20 percent of the summative rating. In ratings without SP, PR was weighted at 30 percent of the summative rating. Percentages may not total 100 due to rounding.

- Over the past four years, the percentage of teachers with a PR rating of Ineffective has remained stable, at one tenth of a percent, or between nine and fourteen total teachers. The percentage of teachers rated as Needs Improvement has also remained stable, ranging between 2.6 and 2.2 percent of all teachers.

- The percentage of teachers with a PR rating of Effective has been declining while the percentage of teachers rated as Highly Effective has been increasing.

What were the rating distributions by score for teachers districtwide in 2017–2018?

Summative Scores

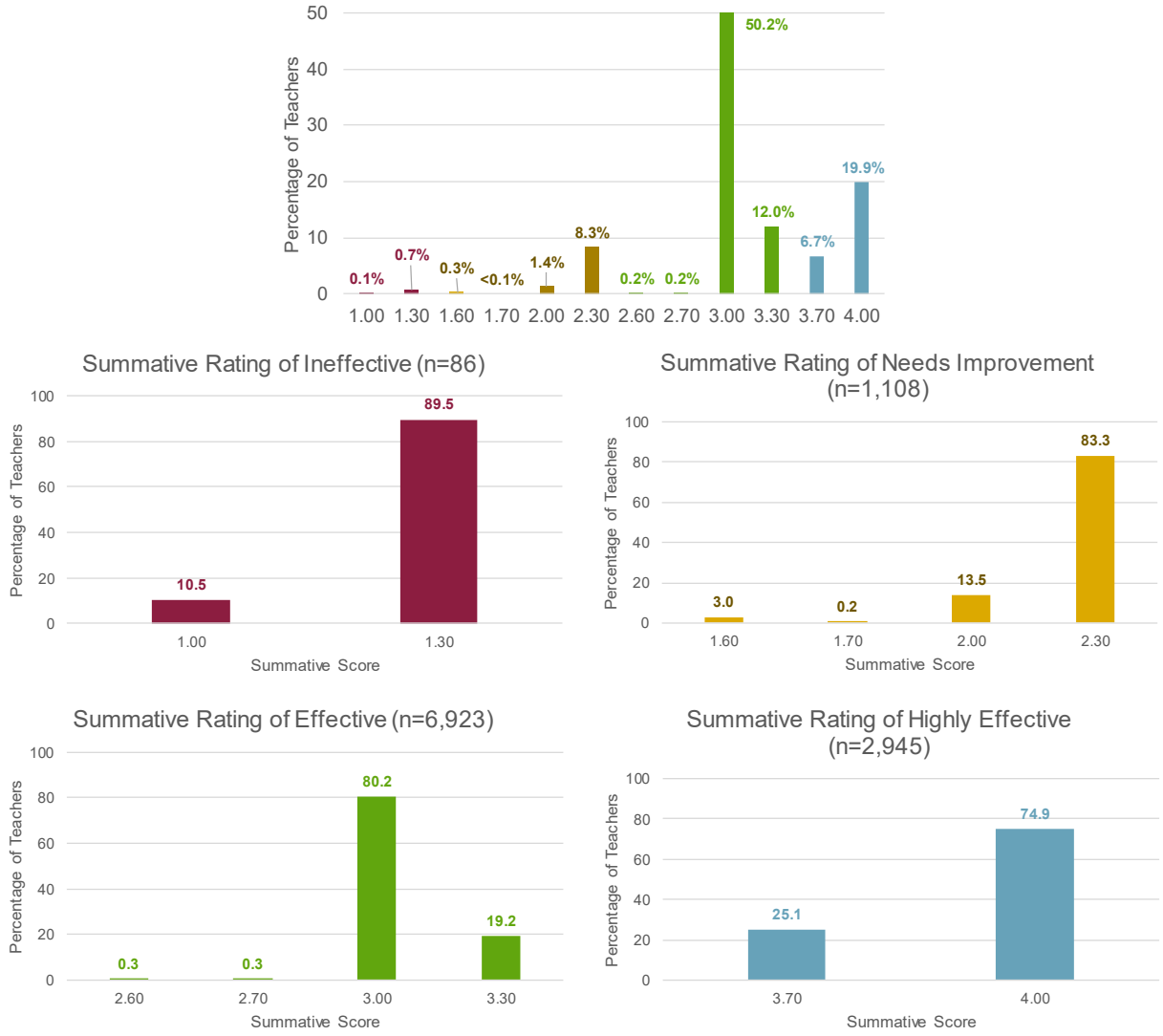
- **Figure 2A** (p. 10) displays the distribution of summative ratings by the corresponding score in 2017–2018. Of the 11,062 teachers appraised through the TADS, 50.2 percent received a summative score of 3.00 (n=5,551), the median score for an Effective summative rating, and 19.9 percent received a summative score of 4.00 (n=2,205), the highest score possible. The corresponding tables detailing the number and percentage of teachers with each score within a performance level can be found in **Appendix D** (Tables D-1–D-3, p. 35).

- Of the 6,923 (62.6 percent) teachers who received an Effective summative rating in 2017–2018, 80.2 percent (n=5,551) earned a summative score of 3.00 and 19.2 percent (n=1,327) earned a summative score of 3.30.

- Of the 2,945 (26.6 percent) teachers who received a Highly Effective summative rating in 2017–2018, 74.9 percent (n=2,205) earned a summative score of 4.00, the highest score possible through the TADS, while the remaining 25.1 percent (n=740) earned a summative score of 3.70.

- Of the 1,108 (10 percent) teachers who received a Needs Improvement summative rating in 2017–2018, 83.3 percent (n=923) earned a summative score of 2.30 and 13.5 percent (n=150) earned a summative score of 2.00.

Figure 2A. Summative Rating Distribution by Summative Score, 2017–2018

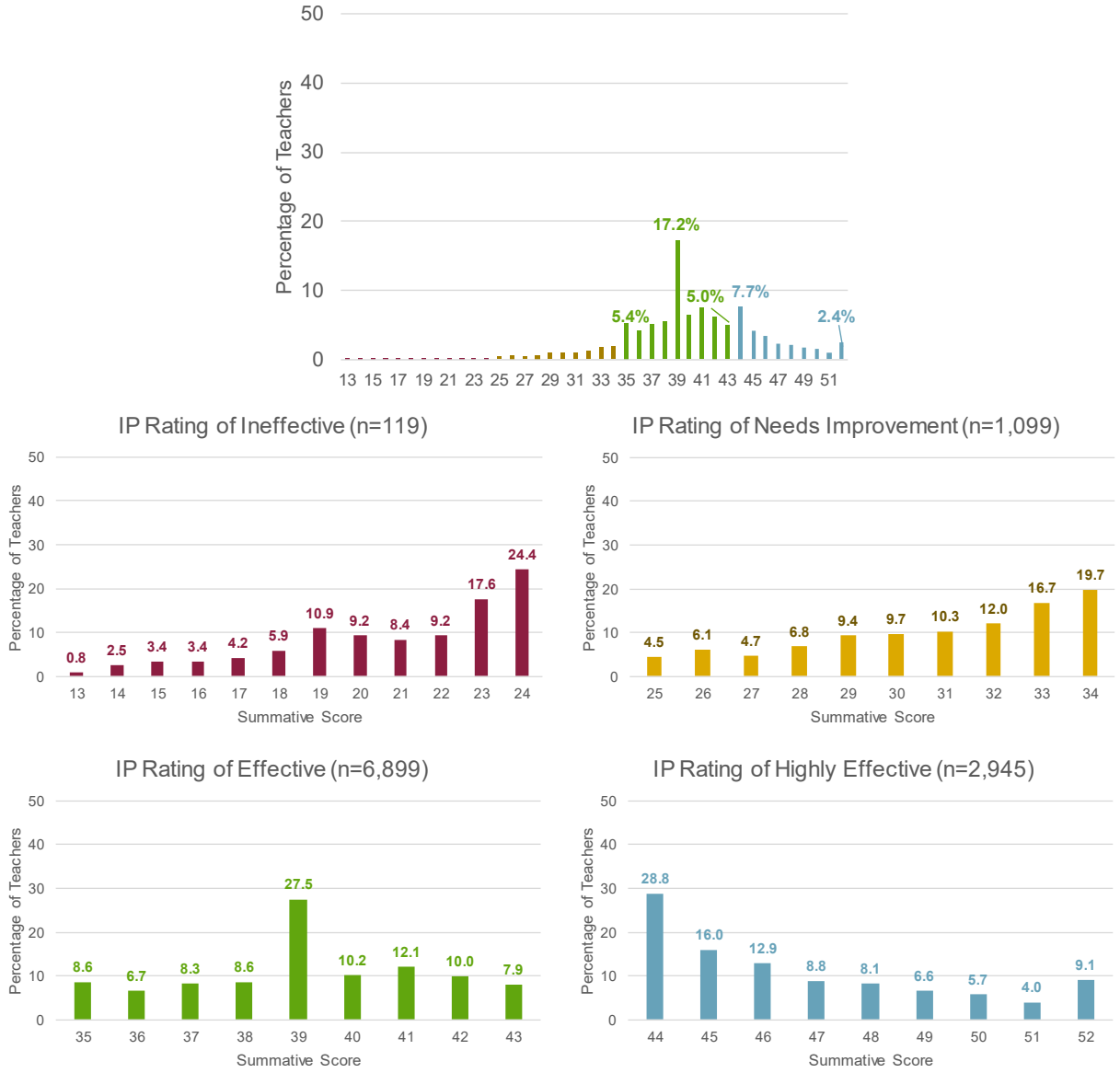


Source: Teacher Appraisal and Development F&D Tool, 2017–2018
Note: TADS summative scores are interpreted as: 1.00 to 1.49 – Ineffective, 1.50 to 2.49 – Needs Improvement, 2.50 to 3.49 – Effective, and 3.50 to 4.00 – Highly Effective. Percentages may not total 100 due to rounding.

Instructional Practice Scores

- **Figure 2B** displays the distribution of instructional practice ratings by the corresponding IP score in 2017–2018. Of the 11,062 teachers appraised through the TADS, 17.2 percent earned an IP score of 39 (n=1,898), the median score for an Effective summative rating, and 7.7 percent earned an IP score of 44 (n=849), the lowest possible score for a Highly Effective IP rating.

Figure 2B. Instructional Practice Rating Distribution by IP Score, 2017–2018



Source: Teacher Appraisal and Development F&D Tool, 2017–2018
Notes: Instructional practice scores ranged from 13 to 52 total possible points. Score ranges for an overall IP rating of Highly Effective were 44 to 52, Effective were 35 to 43, Needs Improvement were 25 to 34, and Ineffective were 13 to 24. Percentages may not total 100 due to rounding.

- Of the 6,899 (62.4 percent) teachers who received an IP rating of Effective in 2017–2018, 27.5 percent (n=1,898) earned an IP score of 39, and 16.6 percent earned an IP score of 35 (n=594) or of 43 (n=548), the bottom and top of the range of scores needed to earn an IP rating of Effective.

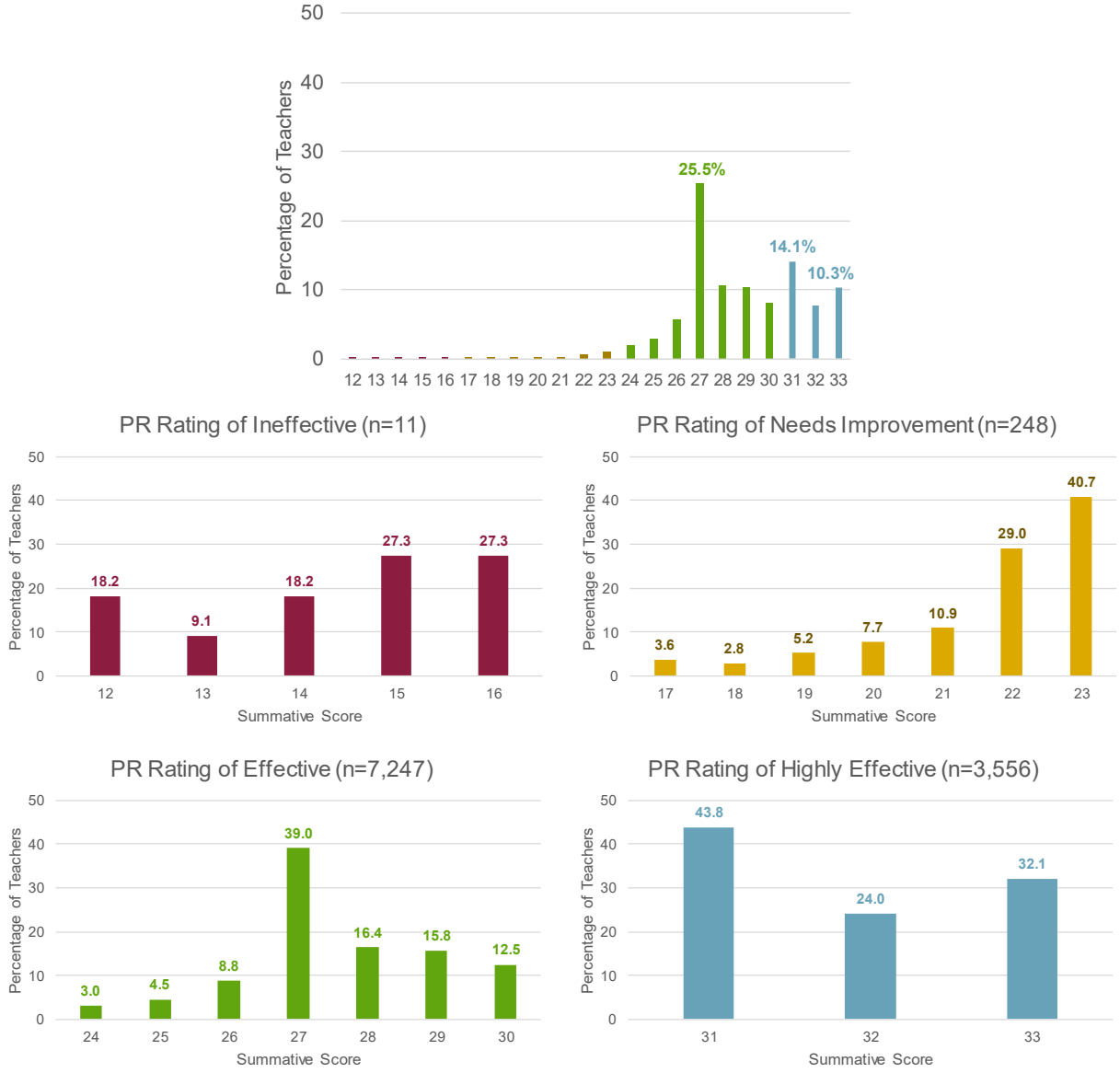
- Of the 2,945 (26.6 percent) teachers with a Highly Effective IP rating, 28.8 percent (n=849) earned an IP score of 44, the lowest score possible within that rating, and 9.1 percent (n=267) earned an IP score of 52, the highest possible score.

- Of the 1,099 (9.9 percent) teachers with a Needs Improvement IP rating, 19.7 percent (n=217) earned an IP score of 34, and 16.7 percent (n=184) earned an IP score of 33.

- Of the 119 (1.1 percent) teachers with an Ineffective IP rating, 24.4 percent (n=29) earned an IP score of 24, and 17.6 percent (n=21) earned an IP score of 23.

Professional Expectations Scores:

Figure 2C. Professional Expectations Rating Distribution by PR Score, 2017–2018



Source: Teacher Appraisal and Development F&D Tool, 2017–2018
Notes: Professional expectations scores ranged from 12 to 33 total possible points. Score ranges for an overall PR rating of Highly Effective were 31 to 33, Effective were 24 to 30, Needs Improvement were 17 to 23, and Ineffective were 12 to 16. Percentages may not total 100 due to rounding.

- **Figure 2C** (p. 12) displays the distribution of professional expectations ratings by the corresponding PR score in 2017–2018. Of the 11,062 teachers appraised through TADS, 25.5 percent earned a PR

score of 27 (n=2,826), the median score for an Effective summative rating, and 14.1 percent earned a PR score of 31 (n=1,558), the lowest possible score for a Highly Effective PR rating.

- Of the 7,247 (65.5 percent) teachers who received a PR rating of Effective, 39.0 percent (n=2,826) earned a PR score of 27.

- Of the 3,556 (32.1 percent) teachers who received a PR rating of Highly Effective, 43.8 percent (n=1,558) earned a PR score of 31, the lowest score for the rating, and 32.1 percent (n=1,143) earned a PR score of 33, the highest score for the rating (Figure 2C, p. 12).

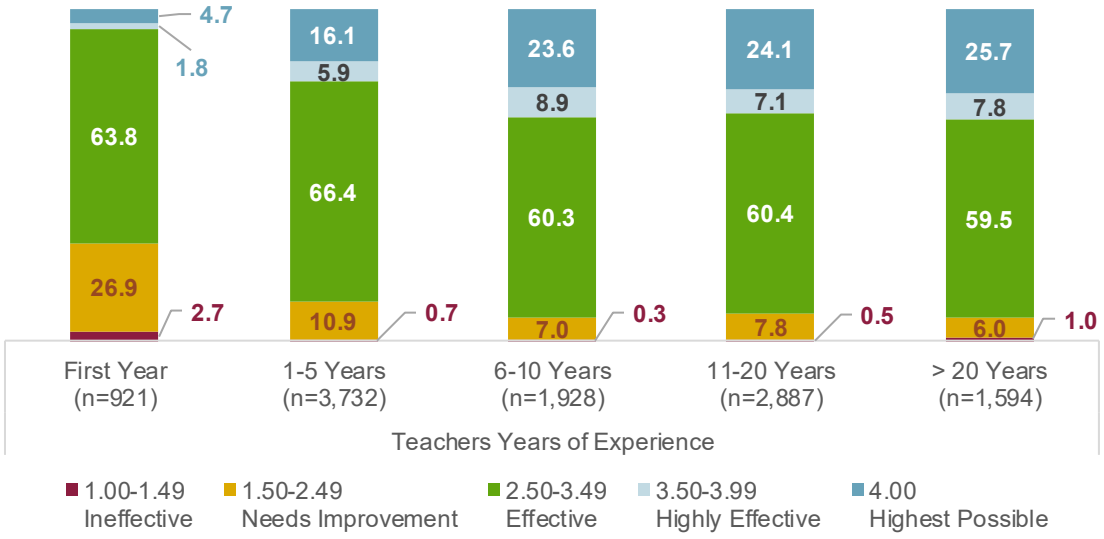
- Of the 248 (2.2 percent) teachers who received a PR rating of Needs Improvement, 40.7 percent (n=101) earned a PR score of 23, and 29.0 percent (n=72) earned a PR score of 22.

What were the rating distributions of teachers by years of experience?

- First-year teachers (n=921, 8.3 percent) and teachers with one to five years of experience (n=3,732, 33.7 percent) made up 42.1 percent of all teachers (n=11,062), and teachers with six to ten years of experience (n=1,928, 17.4 percent), 11 to 20 years of experience (n=2,887, 26.1 percent) and more than 20 years of experience (n=1,594, 14.4 percent) made up the remaining groups of teachers. This is comparable to the 2016–2017 school year, where first year teachers (8.5 percent) and teachers with one to five years of experience (33.2 percent) made up 41.7 percent of teachers (n=10,929). The corresponding tables detailing the number and percentage of 2017–2018 teachers at each performance level by categorical years of experience can be found in **Appendix E** (Tables E-1–E-3, p. 36).

Summative Ratings

Figure 3A. Teachers' Years of Experience by Summative Rating, 2017–2018



Source: Teacher Appraisal and Development F&D Tool, 2017–2018.
Note: Percentages may not total 100 due to rounding.

- **Figure 3A** (p. 13) displays the distribution of years of teaching experience by summative ratings in 2017–2018. Of the 921 first-year teachers, the majority (63.8 percent, n=588) received a summative rating of Effective. Another 26.9 percent were rated as Needs Improvement (n=248). A total of 60 first-

year teachers (6.5 percent) were rated as Highly Effective, with 43 of those teachers receiving an overall summative rating of 4.00, the highest score possible.

- Teachers with one to five years of experience were predominantly rated as either Effective (66.4 percent, n=2,479) or Highly Effective (22.0 percent, n=823). Of the 3,732 teachers with one to five years of experience, 16.1 percent (n=601) received an overall summative rating of 4.00.

- Teachers with six to ten years of experience, 11 to 20 years of experience, and more than 20 years of experience were rated similarly, with approximately 60 percent of each group receiving a summative rating of Effective, and 31.2 to 33.5 percent receiving a summative rating of Highly Effective.

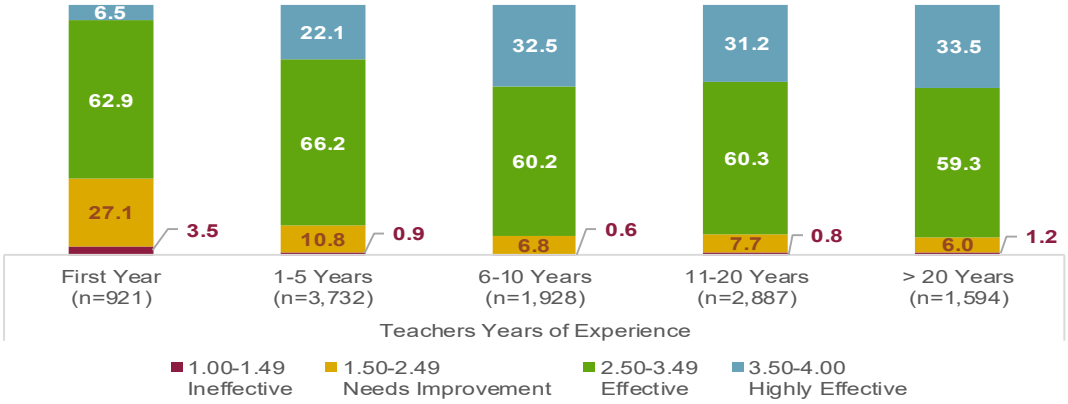
Instructional Practice Ratings

- Among first-year teachers, the majority (62.9 percent, n=579) received an IP rating of Effective. Another 27.1 percent were rated as Needs Improvement (n=250). A total of 60 first year teachers (6.5 percent) were rated as Highly Effective (**Figure 3B**).

- Teachers with one to five years of experience were predominantly rated as either Effective (66.2 percent) or Highly Effective (22.1 percent) for the IP component.

- Teachers with six to ten years of experience, 11 to 20 years of experience, and more than 20 years of experience were rated similarly on the IP component, with approximately 60 percent of each group rated as Effective, and 31.2 to 33.5 percent rated as Highly Effective.

Figure 3B. Teachers' Years of Experience by Instructional Practice Rating, 2017–2018

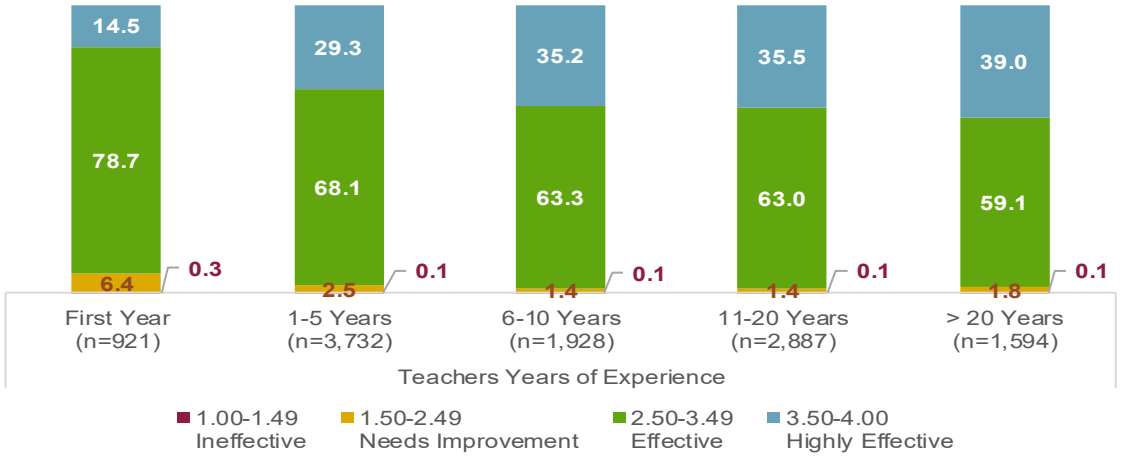


Source: Teacher Appraisal and Development F&D Tool, 2017–2018
Note: Percentages may not total 100 due to rounding.

Professional Expectations Ratings

- **Figure 3C** (p. 15) displays the distribution of PR ratings by years of experience. The percentage of teachers with a PR rating of Highly Effective increased as teachers gained more years of experience; the percentage of teachers with more than 20 years of experience who earned a Highly Effective PR rating (39.0 percent) was nearly three times higher than the percentage of first-year teachers (14.5 percent) with the same rating.

Figure 3C. Teachers' Years of Experience by Professional Expectations Rating, 2017–2018



Source: Teacher Appraisal and Development F&D Tool, 2017–2018
Note: Percentages may not total 100 due to rounding.

What were the changes in the distribution of ratings for teachers who had four consecutive years of TADS ratings?

- Of the 11,062 teachers that received a summative rating for 2017–2018, 55 percent (n=6,042) also received a rating in 2014–2015, 2015–2016, and 2016–2017.

Summative Ratings

- **Figure 4A** shows performance level changes for teachers who received a summative rating for four consecutive years. The figure displays 2014–2015 ratings as compared to 2017–2018 ratings. A decrease of at least one performance level can be seen for 11.0 percent (n=665) of teachers.

Figure 4A. Summative Rating Changes for Teachers Receiving Summative Ratings for Four Consecutive Years, 2014–2015, 2015–2016, 2016–2017, and 2017–2018

2014-2015 Summative Rating	2017-2018 Sumative Ratings: Ineffective	Needs Improvement	Effective	Highly Effective	Total in 2014-2015
Ineffective	1	0	6	0	7
Needs Improvement	5	88	442	78	613
Effective	9	239	2,723	1,073	4,044
Highly Effective	0	17	395	966	1,378
Total in 2017-2018	15	344	3,566	2,117	6,042

Sources: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, 2016–2017, and 2017–2018
Notes: Cells shaded red represent decreases of at least one rating. Cells shaded yellow represent no change in rating. Cells shaded green represent an increase of at least one rating.

- An increase of at least one performance level can be seen for 26.5 percent (n=1,599) of teachers.

- A total of 3,778 teachers (62.5 percent) earned the same summative performance rating in 2017–2018 as in 2014–2015.

Instructional Practice Ratings

- **Figure 4B** shows performance level changes for teachers who received an IP rating for four consecutive years. The figure displays 2014–2015 ratings as compared to 2017–2018 ratings. A decrease of at least one performance level can be seen for 11.3 percent (n=684) of teachers.

- An increase of at least one IP performance level can be seen for 25.6 percent (n=1,549) of teachers.

- A total of 3,809 teachers (63.0 percent) earned the same IP performance level in 2017–2018 as in 2014–2015.

Figure 4B. Instructional Practice Rating Changes for Teachers Receiving IP Ratings for Four Consecutive Years, 2014–2015, 2015–2016, 2016–2017, and 2017–2018

	2017-2018 IP Ratings				
2014-2015 IP Rating	Ineffective	Needs Improvement	Effective	Highly Effective	Total in 2014-2015
Ineffective	1	1	14	2	18
Needs Improvement	9	94	421	71	595
Effective	15	223	2,710	1,040	3,988
Highly Effective	0	22	415	1,004	1,441
Total in 2017-2018	25	340	3,560	2,117	6,042

Sources: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, 2016–2017, and 2017–2018
Notes: Cells shaded red represent decreases of at least one rating. Cells shaded yellow represent no change in rating. Cells shaded green represent an increase of at least one rating.

Professional Expectations Ratings

- **Figure 4C** (p. 17) shows performance level changes for teachers who received a PR rating for four consecutive years. The figure displays 2014–2015 ratings as compared to 2017–2018 ratings. A decrease of at least one performance level can be seen for 11.7 percent (n=705) of teachers.

- An increase of at least one PR performance level can be seen for 22.1 percent (n=1,336) of teachers.

- A total of 4,001 teachers (66.2 percent) earned the same PR performance level in 2017–2018 as in 2014–2015.

- No teachers who were rated as Ineffective on the PR component in 2014–2015 remained in a TADS-appraised position in 2017–2018.

Figure 4C. Professional Expectations Rating Changes for Teachers Receiving PR Ratings for Four Consecutive Years, 2014–2015, 2015–2016, 2016–2017, and 2017–2018

2014-2015 PR Rating	2017-2018 PR Ratings: Ineffective	Needs Improvement	Effective	Highly Effective	Total in 2014-2015
Ineffective	0	0	0	0	0
Needs Improvement	0	2	49	9	60
Effective	2	53	2,897	1,278	4,230
Highly Effective	0	3	647	1,102	1,752
Total in 2017-2018	2	58	3,593	2,389	6,042

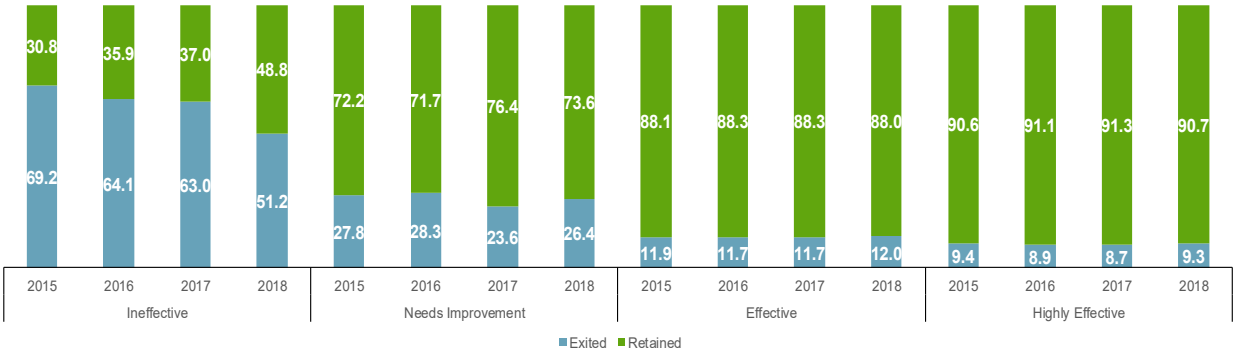
Source: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, 2016–2017, and 2017–2018
Note: Cells shaded red represent decreases of at least one rating. Cells shaded yellow represent no change in rating. Cells shaded green represent an increase of at least one rating.

What were the ratings of teachers who were retained/exited from 2017–2018 to 2018–2019, and how did those compare to prior years?

- Of the 11,062 teachers who received a summative rating in the 2017–2018 school year, 9,622 (87.0 percent) returned to the district at the beginning of the 2018–2019 school year. This is comparable to previous years, where teacher retention ranged from 86.0 percent to 87.4 percent (**Appendix F**, Table F-1–F-3, p. 37).

Summative Ratings

Figure 5A. Teacher Retention by Summative Rating, 2014–2015 to 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, 2016–2017, and 2017–2018; HR BOY and EOY Roster Files, 2014–2015, 2015–2016, 2016–2017, 2017–2018, and 2018–2019
Note: Retention was calculated as the percentage of teachers with a TADS rating who returned to the district in any capacity the following school year.

- Retention rates for teachers with summative ratings of Highly Effective, Effective, and Needs Improvement have remained relatively consistent, with 90.6 to 91.3 percent of teachers rated as Highly Effective, 88.0 to 88.3 percent of teachers rated as Effective, and 71.7 to 76.4 percent of teachers rated as Needs Improvement retained across the four years examined (**Figure 5A**).

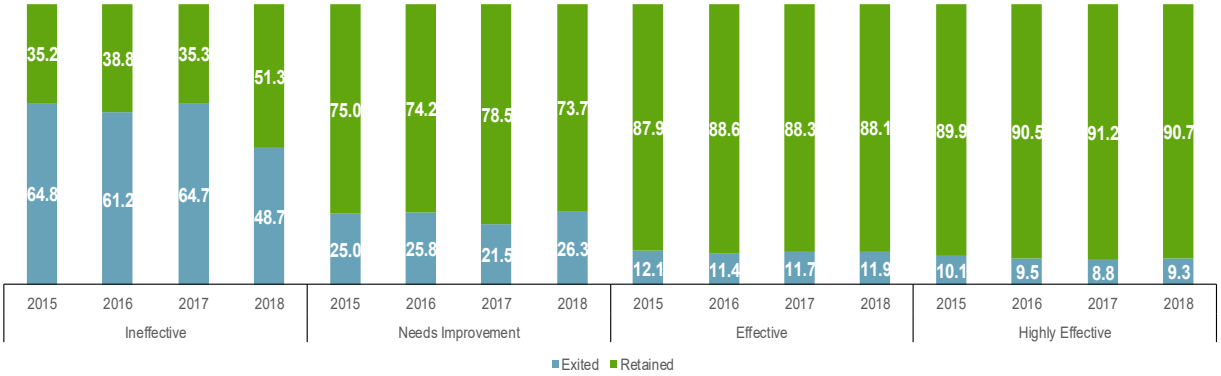
- The percentage of teachers rated as Ineffective who were exited from the district has been steadily decreasing, from a high of 69.2 percent in 2015 to a low of 51.2 percent in 2018.

Instructional Practice Ratings

- Retention rates for teachers with IP ratings of Highly Effective, Effective, and Needs Improvement have remained relatively consistent, with 89.9 to 91.2 percent of teachers rated as Highly Effective, 87.9 to 88.6 percent of teachers rated as Effective, and 73.7 to 78.5 percent of teachers rated as Needs Improvement retained across the four years examined (**Figure 5B**).

- The percentage of teachers with a rating of Ineffective for instructional practice who were exited from the district has decreased from a high of 64.8 percent in 2015 to a low of 48.7 percent in 2018.

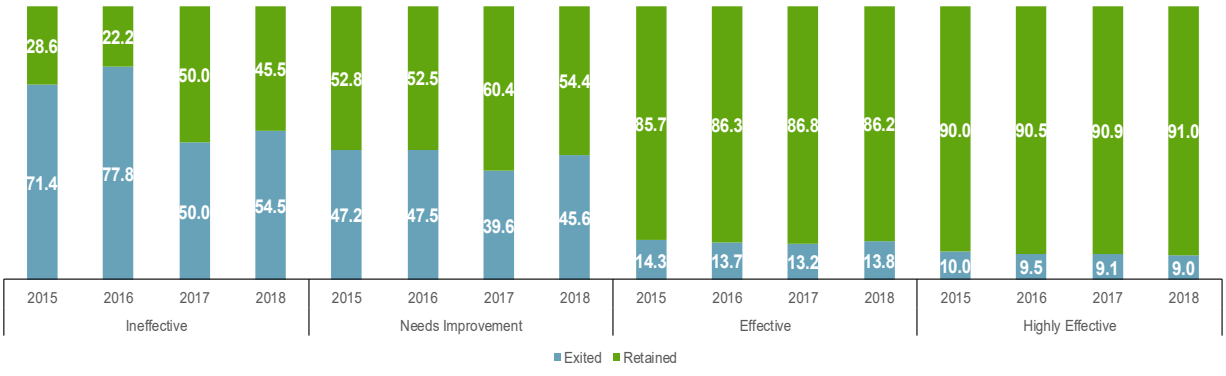
Figure 5B. Teacher Retention by Instructional Practice Rating, 2014–2015 to 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, 2016–2017, and 2017–2018; HR BOY and EOY Roster Files, 2014–2015, 2015–2016, 2016–2017, 2017–2018, and 2018–2019
Note: Retention was calculated as the percentage of teachers with TADS rating who returned to the district in any capacity the following school year.

Professional Expectations Ratings

Figure 5C. Teacher Retention by Professional Expectations Rating, 2014–2015 to 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, 2016–2017, and 2017–2018; HR BOY and EOY Roster Files, 2014–2015, 2015–2016, 2016–2017, 2017–2018, and 2018–2019
Note: Retention was calculated as the percentage of teachers with a TADS rating who returned to the district in any capacity the following school year.

- Teachers with PR ratings of Highly Effective or Effective were retained at a similar rate to teachers with Effective or Highly Effective summative and IP ratings; 90.0 to 91.0 percent of Highly Effective and 85.7 to 86.8 percent of Effective teachers were retained across the four years (**Figure 5C**).

- Only 52.5 to 60.4 percent of teachers rated as Needs Improvement on the PR component were retained.

- Teachers rated as Ineffective were exited at much higher rates in 2015 (71.4 percent) and 2016 (77.8 percent) than in 2017 and 2018, when the percentage of teachers exited decreased to 50.0 and 54.5 percent, respectively.

What were the rating distributions of teachers who remained at the same/moved to a different school from 2017–2018 to 2018–2019, and how did those compare to prior years?

- Of the 9,622 teachers in 2017–2018 who were retained into the 2018–2019 school year, 628 (6.5 percent) changed from one work location at the end of the 2017–2018 school year to a different work location at the beginning of the 2018–2019 school year. The 2017–2018 school year saw the lowest percentage of teacher mobility, with prior years' rates anywhere from a high of 10.6 percent to a low of 7.7 percent (see **Appendix G**, Table G-1–G-3, p. 38).

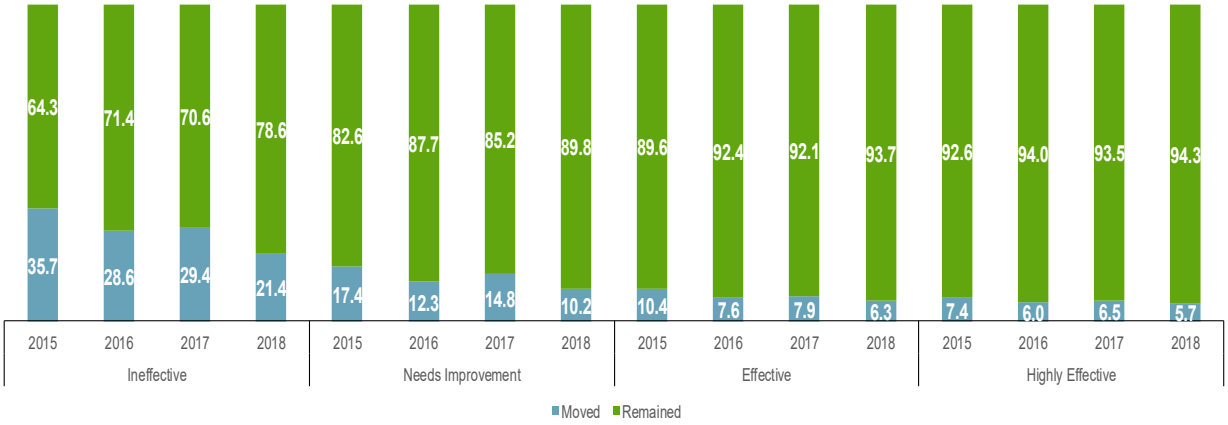
Summative Ratings

- Teachers with a summative rating of Effective or Highly Effective changed work locations within the district at much lower rates that teachers rated as Needs Improvement or Ineffective. Across all four years, only 5.7 to 7.4 percent of teachers rated as Highly Effective, and only 6.3 to 10.4 percent of teachers rated as Effective, changed work locations from one year to the next (**Figure 6A**).

- Teachers with a summative rating of Needs Improvement transferred to different work locations at a lower rate in 2018, with only 10.2 percent of teachers transferring than in prior years, when rates were as high as 17.4 percent, and as low as 12.3 percent.

- Across the four years, teachers with a summative rating of Ineffective transferred at much higher rates than did teachers with higher ratings, with a high of 35.7 percent and a low of 21.4 percent of teachers who changed work locations from one year to the next.

Figure 6A. Teacher Mobility by Summative Rating, 2014–2015 to 2017–2018

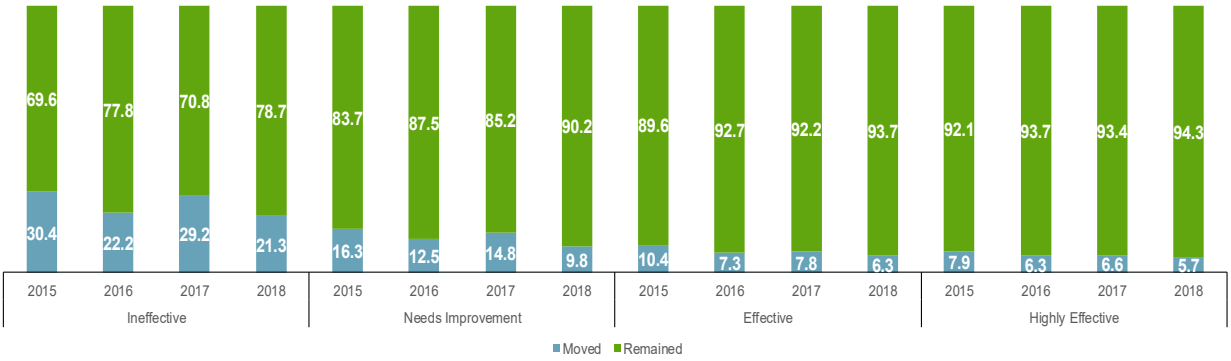


Sources: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, 2016–2017, and 2017–2018; HR BOY and EOY Roster Files, 2014–2015, 2015–2016, 2016–2017, 2017–2018, and 2018–2019

Note: Teacher mobility was defined as those teachers who were retained who changed from one work location at the end of the school year to a different work location at the beginning of the following school year, regardless of whether the change included a job change, where "work location" includes any work location within the district, including but not limited to campuses.

Instructional Practice Ratings

Figure 6B. Teacher Mobility by Instructional Practice Rating, 2014–2015 to 2017–2018



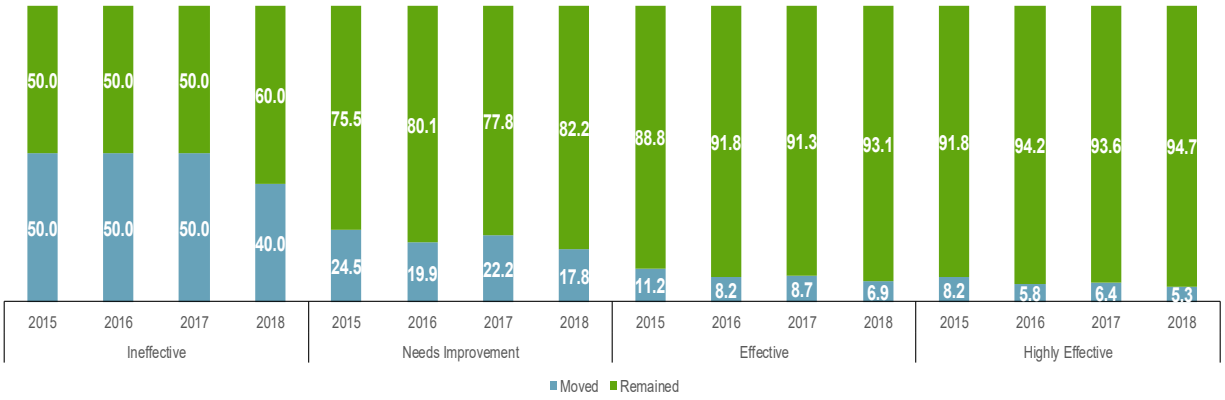
Sources: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, 2016–2017, and 2017–2018; HR BOY and EOY Roster Files, 2014–2015, 2015–2016, 2016–2017, 2017–2018, and 2018–2019

Note: Teacher mobility was defined as those teachers who were retained who changed from one work location at the end of the school year to a different work location at the beginning of the following school year, regardless of whether the change included a job change, where "work location" includes any work location within the district, including but not limited to campuses.

- As can be seen in **Figure 6B**, rates of teacher mobility by IP ratings mirrored those of the summative ratings with respect to both the rating level and the percentages of teachers who changed work locations, except for some differences with mobility among teachers with an IP rating of Ineffective. The percentages of teachers rated as Ineffective on the IP component of the TADS who transferred to a different work location from one year to the next were slightly lower than the percentages of teachers rated as Ineffective on summative ratings, and ranged from a high of 30.4 percent to a low of 21.3 percent.

Professional Expectations Ratings

Figure 6C. Teacher Mobility by Professional Expectations Rating, 2014–2015 to 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, 2016–2017, and 2017–2018; HR BOY and EOY Roster Files, 2014–2015, 2015–2016, 2016–2017, 2017–2018, and 2018–2019

Note: Teacher mobility was defined as those teachers who were retained who changed from one work location at the end of the school year to a different work location at the beginning of the following school year, regardless of whether the change included a job change, where "work location" includes any work location within the district, including but not limited to campuses.

- As can be seen in **Figure 6C** (p. 20), only 5.3 percent of teachers with a PR rating of Highly Effective in 2018 transferred to a different work location. Across all four years, only 5.3 to 8.2 percent of teachers rated as Highly Effective changed work locations from one year to the next.

- The percentage of teachers with a PR rating of Effective who change work locations has been declining over the past four years, with a high of 11.2 percent in 2015 to a low of 6.9 percent in 2018.

- Teachers rated as Needs Improvement on the PR component transferred to different work locations at a lower rate in 2018 than in previous years, with only 17.8 percent of teachers transferring. In prior years, rates were as high as 24.5 and as low as 19.9 percent.

- Teachers rated as Ineffective transferred at much higher rates than did teachers with higher PR ratings, with approximately half of all teachers rated as Ineffective changing work locations the following year. It is important to note that the total number of retained teachers rated as Ineffective on the PR component totaled four or five teachers per year; therefore, half of those teachers transferring to a different work location is only two to three teachers per year.

What were the rating distributions of teachers by trustee district?

- A total of 10,995 teachers received a summative rating and were affiliated with a trustee district in 2017–2018. Trustee District I had the highest proportion of teachers (1,744, or 15.9 percent). Trustee Districts IV and VII had the lowest proportions of teachers, with 839 (7.6 percent) assigned to District IV and 819 (7.4 percent) assigned to District VII campuses. The corresponding tables detailing the number and percentage of teachers at each performance level by trustee district can be found in **Appendices H, I,** and **J** (pp. 39–41).

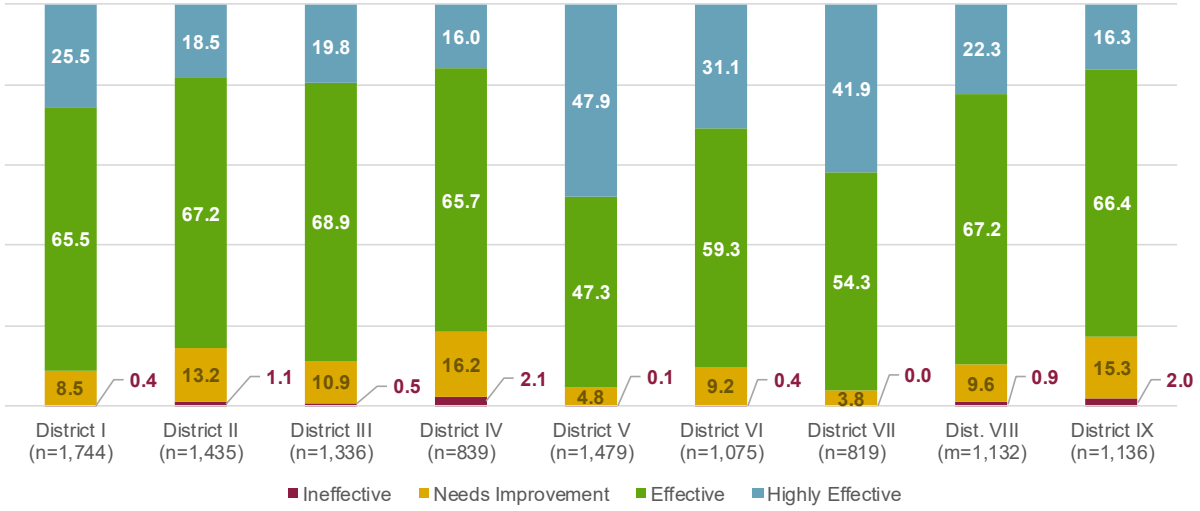
Summative Ratings

- As can be seen in **Figure 7A** (p. 22), District V and District VII had the highest proportions of teachers with a summative rating of Highly Effective (47.9 and 41.9 percent, respectively), while District IV and District IX had the lowest proportions (16.0 and 16.3 percent, respectively).

- District IV and District IX had the highest proportions of teachers with a summative rating of Ineffective (2.1 and 2.0 percent, respectively), while District V and VII had the lowest proportions (0.1 percent and 0 teachers, respectively).

- Of the 10,955 teachers assigned to campuses within trustee districts, 89.2 percent had a summative rating of Effective or Highly Effective. Just over half of the Trustee Districts exceeded the average. Trustee District II (85.7 percent), III (88.6 percent), IV (81.6 percent), and IX (82.7 percent) had below average percentages of Effective and Highly Effective teachers.

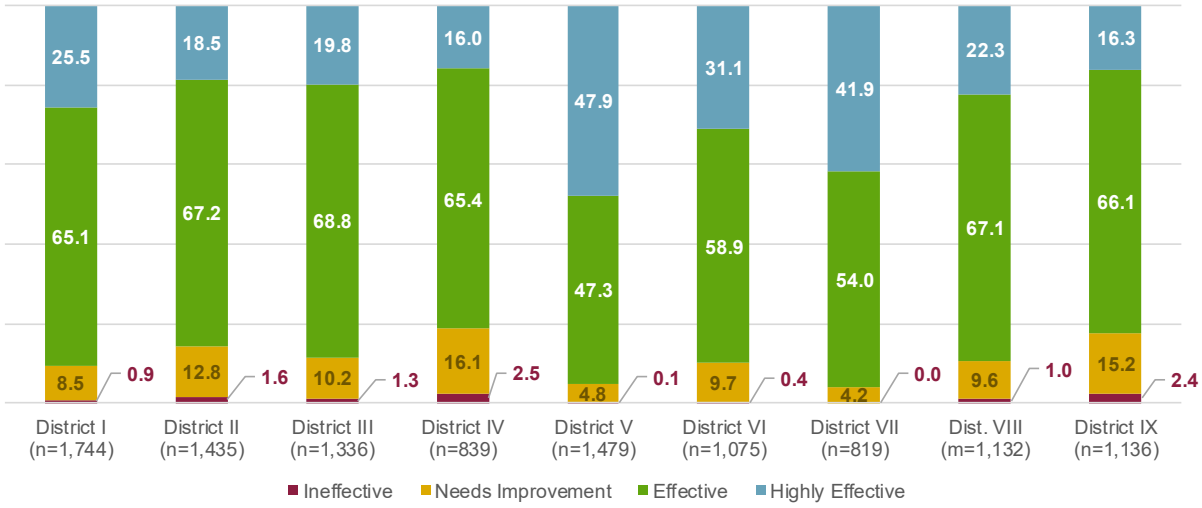
Figure 7A. Summative Rating Distribution by Trustee District, 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 Profiles Campus List

Notes: 0.0 percent displayed in this figure indicates a "true zero," meaning zero teachers had that rating. Of the 11,062 teachers who received a TADS rating for the 2017–2018 school year, 10,995 were assigned to campuses at the end of the school year that were tied to a trustee district. The remaining 67 teachers were assigned to campuses with no trustee (i.e., Community Services), to a regional office, or to Camp Olympia or Camp Forest Glen. Percentages may not total 100 due to rounding.

Figure 7B. Instructional Practice Rating Distribution by Trustee District, 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 Profiles Campus List

Notes: 0.0 percent displayed in this figure indicates a "true zero," meaning zero teachers had that rating. Of the 11,062 teachers who received a TADS rating for the 2017–2018 school year, 10,995 were assigned to campuses at the end of the school year that were tied to a trustee district. The remaining 67 teachers were assigned to campuses with no trustee (i.e., Community Services), to a regional office, or to Camp Olympia or Camp Forest Glen. Percentages may not total 100 due to rounding.

Instructional Practice Ratings

- Within most trustee districts, a higher percentage of teachers were rated as Ineffective for the IP criteria than for the summative rating. For example, within Trustee District III, 0.5 percent of teachers had a

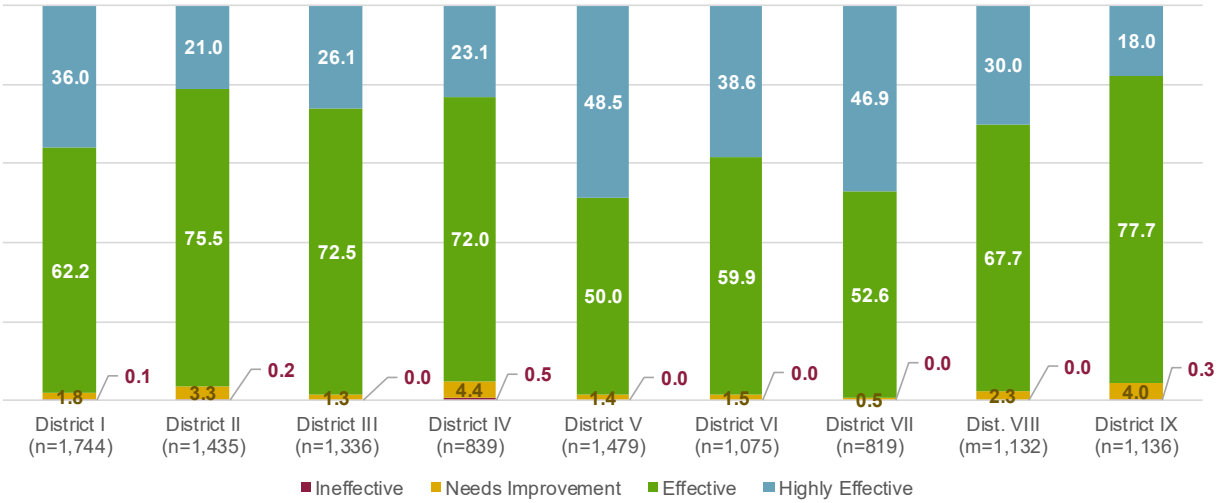
summative rating of Ineffective, but 1.3 percent of teachers had an IP rating of Ineffective, a difference of 0.8 percentage points (Figure 7A and **Figure 7B**, p. 22).

Professional Expectations Ratings

- **Figure 7C** displays the distribution of professional expectations ratings by trustee district for the 2017–2018 school year. Districts V and VII had the highest proportions of teachers with a PR rating of Highly Effective (48.5 and 46.9 percent, respectively), while Districts II and IX had the lowest proportions (21.0 and 18.0 percent, respectively).

- In five of the nine trustee districts, there were no teachers rated as Ineffective on the PR component. With only eleven teachers rated as Ineffective, it is impractical to attempt to determine which of the nine trustee districts had the highest number or percentage of teachers in this rating category.

Figure 7C. Professional Expectations Rating Distribution by Trustee District, 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 Profiles Campus List

Notes: 0.0 percent displayed in this figure indicates a "true zero," meaning zero teachers had that rating. Of the 11,062 teachers who received a TADS rating for the 2017–2018 school year, 10,995 were assigned to campuses at the end of the school year that were tied to a trustee district. The remaining 67 teachers were assigned to campuses with no trustee (i.e., Community Services), to a regional office, or to Camp Olympia or Camp Forest Glen. Percentages may not total 100 due to rounding.

What were the rating distributions of teachers by school office?

- A total of 10,994 teachers received a summative rating and were associated with a school office in 2017–2018. The West Area school office had the highest proportion of teachers (2,870, or 26.1 percent). Superintendent's Schools, with only 377 teachers, had only 3.4 percent of teachers. Achieve 180 and the South Area school office also had low proportions of teachers, with 1,337 (12.2 percent) assigned to Achieve 180 campuses and 1,307 (11.9 percent) assigned to the South Area school office. The corresponding tables detailing the number and percentage of teachers at each performance level by school office can be found in **Appendices H, I,** and **J** (pp. 39–41).

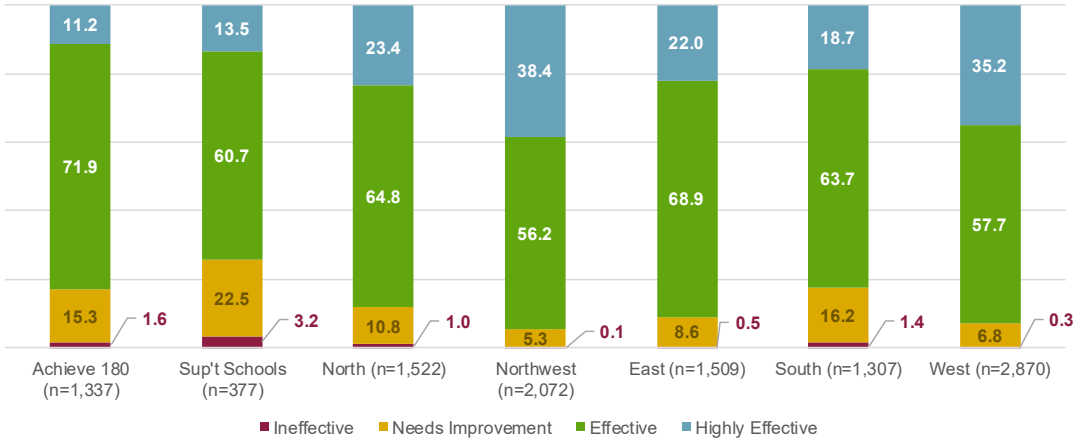
Summative Ratings

- **Figure 8A** displays the distribution of summative ratings by school office for the 2017–2018 school year. The Northwest and West areas had the highest proportions of teachers with a summative rating of Highly Effective (38.4 and 35.2 percent, respectively), while Achieve 180 and Superintendent's Schools had the lowest proportions (11.2 and 13.5 percent, respectively).

- Superintendent's Schools, Achieve 180, and South area had the highest proportions of teachers with a summative rating of Ineffective (3.2, 1.6, and 1.4 percent, respectively), while Northwest and West areas had the lowest proportions (0.1 and 0.3 percent, respectively).

- Of the 10,994 teachers assigned to campuses within school offices, 89.2 percent had a summative rating of Effective or Highly Effective. Three school office areas exceeded the average – Northwest Area (94.6 percent), East Area (90.9 percent), and West Area (92.8 percent). The remaining school office areas had below average percentages of Effective and Highly Effective teachers, with Superintendent's Schools having just 74.3 percent Effective or Highly Effective teachers.

Figure 8A. Summative Rating Distribution by School Office, 2017–2018



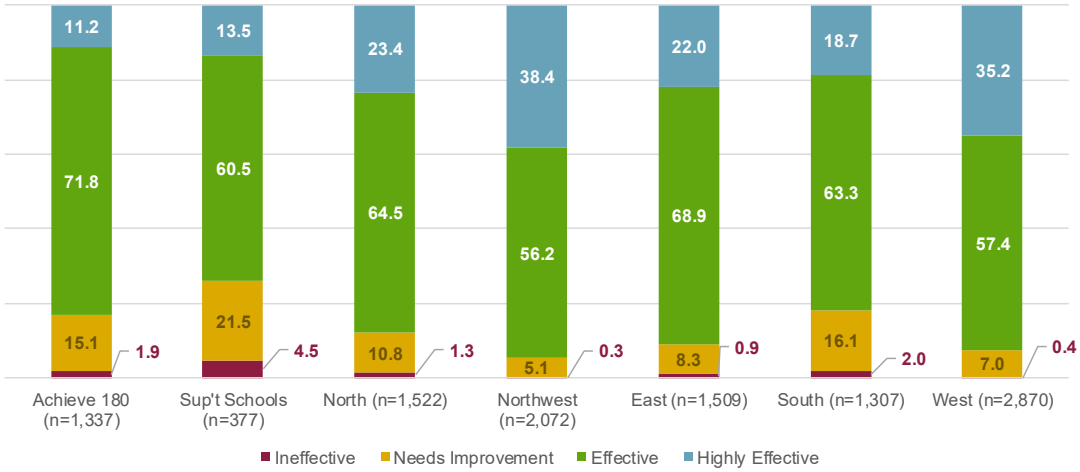
Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 Profiles Campus List

Notes: 0.0 percent displayed in these figures indicates a "true zero," meaning zero teachers had that rating. Of the 11,062 teachers who received a TADS rating for the 2017–2018 school year, 10,994 were assigned to campuses at the end of the school year that were tied to a school office. The remaining 68 teachers were assigned to campuses with no school office (i.e., DAEP Elementary and DAEP Secondary), to a regional office, or to Camp Olympia or Camp Forest Glen. Percentages may not total 100 due to rounding.

Instructional Practice Ratings

- At all school offices, a higher percentage of teachers were rated as Ineffective for the IP criteria than for the summative rating. For example, within Superintendent's Schools, 3.2 percent of teachers had a summative rating of Ineffective, but 4.5 percent had an IP rating of Ineffective, a difference of 1.3 percentage points (Figure 8A and **Figure 8B**, p. 25).

Figure 8B. Instructional Practice Rating Distribution by School Office, 2017–2018



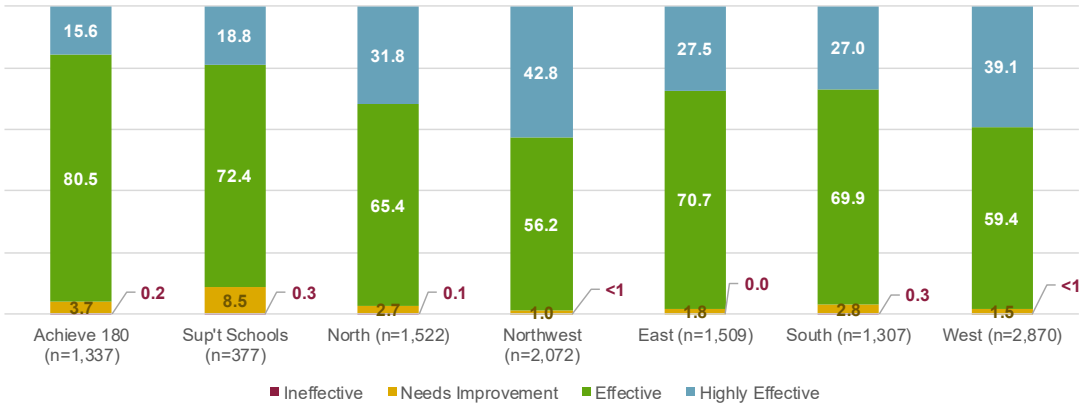
Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 Profiles Campus List

Notes: 0.0 percent displayed in these figures indicates a "true zero," meaning zero teachers had that rating. Of the 11,062 teachers who received a TADS rating for the 2017–2018 school year, 10,994 were assigned to campuses at the end of the school year that were tied to a school office. The remaining 68 teachers were assigned to campuses with no school office (i.e., DAEP Elementary and DAEP Secondary), to a regional office, or to Camp Olympia or Camp Forest Glen. Percentages may not total 100 due to rounding.

Professional Expectations Ratings

- **Figure 8C** displays the PR rating distribution by school office for the 2017–2018 school year. The North, Northwest, and West areas had the highest proportions of teachers with a PR rating of Highly Effective (31.8, 42.8, and 39.1 percent, respectively), while Achieve 180 and Superintendent's Schools had the lowest proportions (15.6 and 18.8 percent, respectively).

Figure 8C. Professional Expectations Rating Distribution by School Office, 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 Profiles Campus List

Notes: 0.0 percent displayed in these figures indicates a "true zero," meaning zero teachers had that rating. Of the 11,062 teachers who received a TADS rating for the 2017–2018 school year, 10,994 were assigned to campuses at the end of the school year that were tied to a school office. The remaining 68 teachers were assigned to campuses with no school office (i.e., DAEP Elementary and DAEP Secondary), to a regional office, or to Camp Olympia or Camp Forest Glen. Percentages may not total 100 due to rounding.

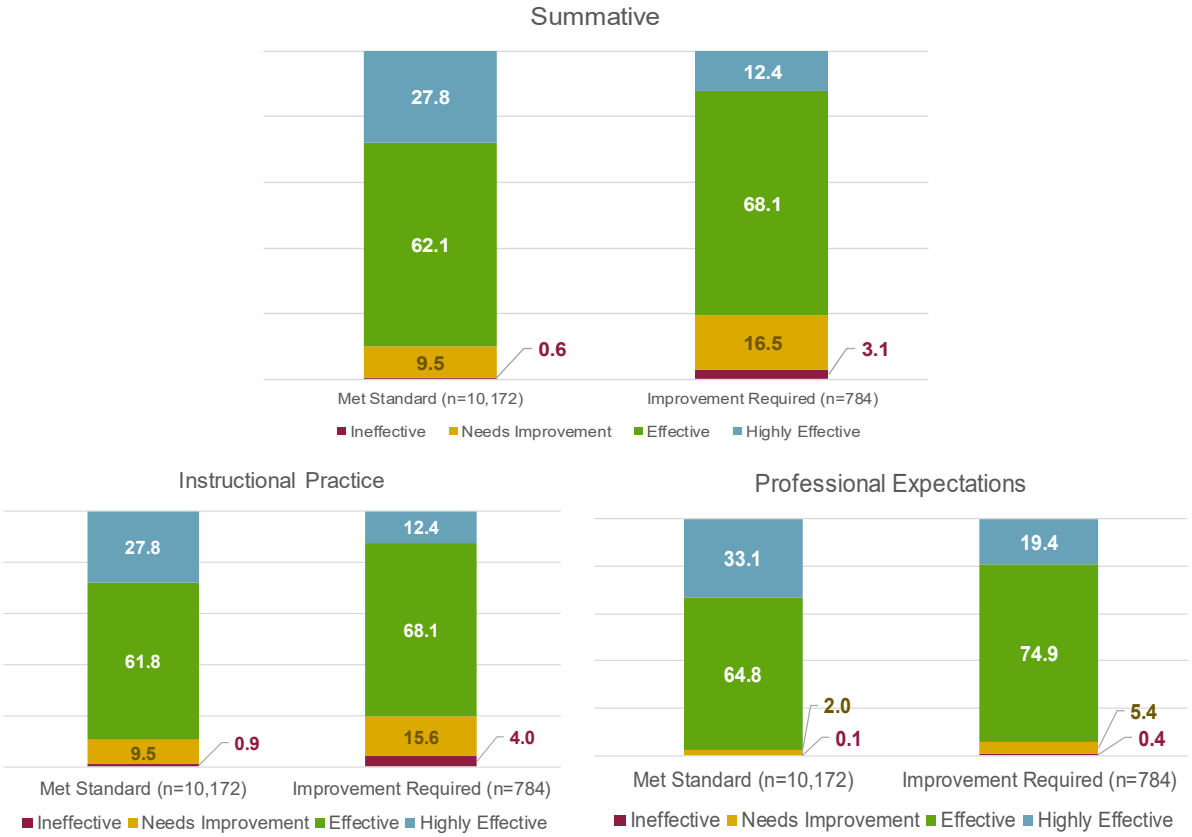
- With only eleven teachers rated as Ineffective on the PR component, it is impractical to attempt to determine which of the seven school offices had the highest number or percentage of teachers in this rating category.

What were the rating distributions of teachers by school accountability rating?

- In 2017–2018, 10,956 teachers received a summative rating and were at a campus that received an accountability rating. Most teachers (92.8 percent) were at campuses rated as Met Standard (Met) for the 2017–2018 school year. The remaining teachers were at campuses rated as Improvement Required (IR) or that would have received an IR rating were it not for the hurricane provision (7.2 percent). The corresponding tables detailing the number and percentage of teachers at each performance level by school office can be found in **Appendices H, I,** and **J** (pp. 39–41).

Summative Ratings

Figure 9. Rating Distribution by Campus Accountability Rating, 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 TEA Accountability Ratings

Notes: Of the 11,062 teachers who received a TADS rating for the 2017–2018 school year, 10,956 were assigned to campuses at the end of the school year that received an accountability rating. The remaining 106 teachers were assigned to campuses that were not rated (Las Americas, DAEP Elementary, DAEP Secondary, and Harper DAEP), campuses that were paired to the district for TEA ratings (Arabic Immersion Magnet School), a regional office, or Camp Olympia or Camp Forest Glen. Percentages may not total 100 due to rounding.

- **Figure 9** (p. 26) displays the summative rating distribution by accountability rating for the 2017–2018 school year. Met campuses had more than double the proportion of teachers with a summative rating of Highly Effective as compared to IR campuses (27.8 percent as compared to 12.4 percent).

- IR campuses had more than five times as many teachers rated as Ineffective than Met campuses, with 3.1 percent at IR campuses and 0.6 percent at Met campuses.

- IR campuses had almost double the percentage of teachers rated as Needs Improvement as Met campuses, with 16.5 percent at IR campuses and 9.5 percent at Met campuses.

- Campuses that met standards had a higher proportion of teachers rated as Effective or Highly Effective (89.9 percent) than did campuses that were rated as Improvement Required (80.5), a difference of nearly ten percentage points.

Instructional Practice Ratings

- A higher percentage of teachers were rated as Ineffective for the IP criteria than for the summative rating; at IR campuses, 3.1 percent of teachers had a summative rating of Ineffective, but 4.0 percent had an IP rating of Ineffective, a difference of 0.9 percentage points (Figure 9).

Professional Expectations Ratings

- Figure 9 displays the PR rating distribution by accountability rating for the 2017–2018 school year. Campuses that met standards had a higher proportion of teachers rated as Effective or Highly Effective on the PR component (97.9 percent) than did campuses that were rated as Improvement Required (94.3 percent).

What were the rating distributions of teachers by the proportion of economically disadvantaged students at a campus?

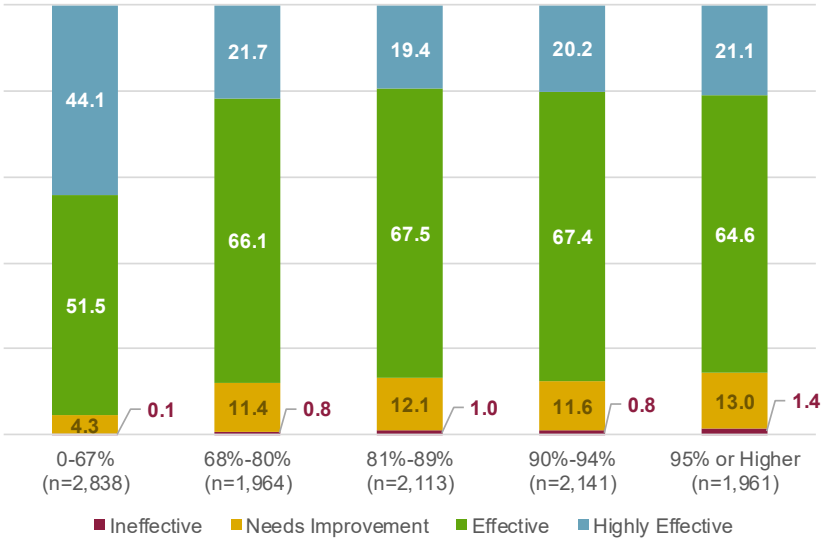
- Campuses were placed into quintiles based on percentage of economically disadvantaged students assigned to the campus. In 2017–2018, 11,017 teachers received a summative rating and were assigned to campuses that had been placed into quintiles. Of these teachers, 2,838 (25.8 percent) were assigned to low-poverty campuses. The remaining quintile poverty groups had approximately equivalent groups, with between 17.8 and 19.4 percent of teachers assigned to campuses in those groups. The corresponding tables detailing the number and percentage of teachers at each performance level by poverty quintile can be found in **Appendices H, I,** and **J** (pp. 39–41).

Summative Ratings

- **Figure 10A** (p. 28) displays the distribution of summative ratings in 2017–2018 by the poverty quintile for the 2017–2018 school year. Campuses in the lowest poverty quintile (most affluent) had more than double the proportion of teachers with a summative rating of Highly Effective as compared to any other group. All other quintile groups had between 19.4 and 21.7 percent of teachers rated as Highly Effective, while campuses in the low-poverty quintile had 44.1 percent of teachers with that same rating.

- All quintile groups other than the lowest (most affluent) group had between 0.8 and 1.4 percent of teachers with a summative rating of Ineffective, while the lowest poverty quintile group had just one-tenth of a percent of teachers rated as Ineffective.

Figure 10A. Summative Rating Distribution by Percent Economically Disadvantaged at a Campus, 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 Student Profile

Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students. High-poverty campuses were considered as campuses with more than 94 percent of students identified as economically disadvantaged. Low-poverty campuses were considered as campuses with 67 percent or less of students identified as economically disadvantaged. Teachers and TADS ratings were then matched back to campuses. Of the 11,062 teachers who received a TADS rating for the 2017–2018 school year, 11,017 were assigned to campuses at the end of the school year that had an economically disadvantaged percentage calculated for their campus. The remaining 45 teachers were assigned to a campus without a percentage calculated (DAEP Elementary, Harper DAEP), a regional office, or to Camp Olympia or Camp Forest Glen. Percentages may not total 100 due to rounding.

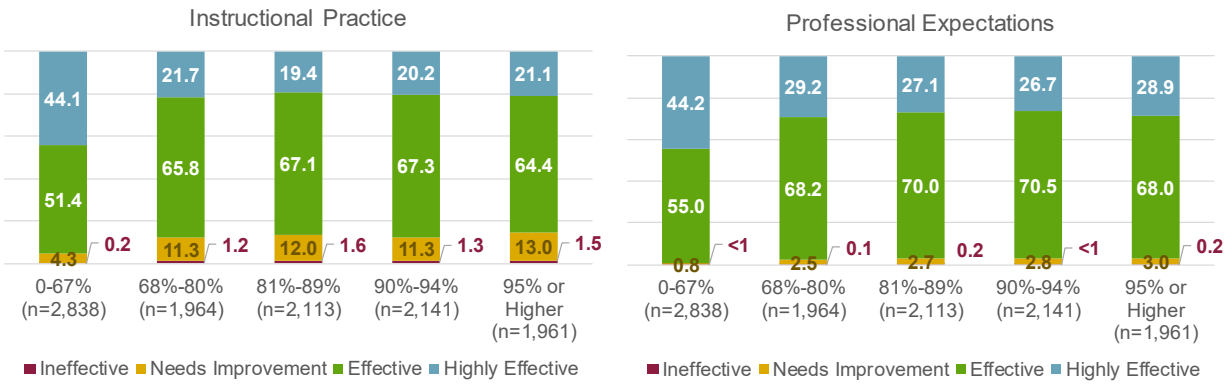
- The lowest-poverty (most affluent) group had 4.3 percent of teachers with a summative rating of Needs Improvement, while all other quintile groups had between 11.4 and 13.0 percent of teachers with the same rating.

- Campuses in the lowest poverty (most affluent) quintile had a higher proportion of teachers rated as Effective or Highly Effective (95.6 percent) than did campuses in the quintiles that had higher proportions of students considered as economically disadvantaged (85.7–87.9 percent), a difference of seven to ten percentage points.

Instructional Practice Ratings

- Campuses in the lowest poverty (most affluent) quintile had a lower proportion of teachers with an IP rating of Ineffective or Needs Improvement (4.5 percent) than did campuses with a higher proportion of students considered as economically disadvantaged (**Figure 10B**, p. 29). Higher poverty campuses had between 12.5 and 14.5 percent of teachers that were rated as Ineffective or Needs Improvement – a difference of eight to ten percentage points.

Figure 10B. Instructional Practice and Professional Expectations Rating Distributions by Percent Economically Disadvantaged at a Campus, 2017–2018



Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 Student Profile

Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students. High-poverty campuses were considered as campuses with more than 94 percent of students identified as economically disadvantaged. Low-poverty campuses were considered as campuses with 67 percent or less of students identified as economically disadvantaged. Teachers and TADS ratings were then matched back to campuses. Of the 11,062 teachers who received a TADS rating for the 2017–2018 school year, 11,017 were assigned to campuses at the end of the school year that had an economically disadvantaged percentage calculated for their campus. The remaining 45 teachers were assigned to a campus without a percentage calculated (DAEP Elementary, Harper DAEP), a regional office, or to Camp Olympia or Camp Forest Glen. Percentages may not total 100 due to rounding.

Professional Expectations Ratings

- Figure 10B also displays the distribution of PR ratings in 2017–2018 by the poverty quintile for the 2017–2018 school year. Campuses in the lowest poverty (most affluent) quintile had a higher proportion of teachers rated as Highly Effective on the PR component (44.2 percent), and a higher proportion of teachers rated as Effective or Highly Effective (99.2 percent) than any other group. The proportions of teachers rated as Highly Effective for the other four quintile groups ranged from 26.7 percent to 29.2 percent, and the proportions of teachers rated as Effective or Highly Effective ranged from 96.8 percent to 97.4 percent.

Discussion

This report has examined teacher appraisal outcomes for the 2017–2018 school year, as well as prior years. Trends observed in appraisal outcomes may offer guidance to decision-makers in their work towards increasing the accuracy of rating effective teaching, strengthening professional development and support, growing teachers' capacity for effective teaching, and placing an effective teacher in every classroom.

Findings suggest that the existing performance level ratings may not precisely differentiate performance in the classroom. When summative ratings were grouped by score, distinct groups emerged within the various performance levels. For example, of the 2,945 teachers rated as Highly Effective, 75 percent earned a summative rating of 4.00, a perfect rating score, while the remaining 25 percent earned a 3.70. Even more telling are the results of the score distributions for the 6,923 teachers rated as Effective. With a range of scores from 2.50 to 3.49, 80 percent earned a summative score of 3.00, and 19 percent earned a summative

score of 3.70, while the remaining 45 teachers (less than one percent) had scores of 2.60 or 2.70. This lack of variability in the summative rating may be due in part to the business rules surrounding the calculation of the summative rating. Instructional practice scores had a much wider range, with a minimum score of 13 and a maximum score of 52. Most IP scores were 35 or greater; however, there was at least one teacher with every IP score possible. While the IP component was weighted at 70 percent of the summative score, the IP rating was used, rather than the IP score, in calculating the summative rating. The same can be said of the PR score and rating. Although the range in PR scores is not as wide (12 to 33), at least one teacher received every PR score possible. Had the scores, rather than the ratings, been used, more variability in summative ratings could have been observed.

Of some concern may be the percentage of teachers with a TADS summative rating of 4.00 for the 2017–2018 school year. Of the 11,062 teachers appraised, 2,205 (20 percent) received a summative rating score of 4.00, a perfect score. Of those 2,205 teachers, 644 (29 percent) were teachers with five or less years of teaching experience. This is comparable to the results reported for the 2016–2017 school year, where 28 percent of those teachers with a summative rating of 4.00 had five or less years of experience in the classroom. With so many relatively inexperienced teachers receiving ratings at the very top of the scale, proper targeting of professional development to provide teachers with growth and development opportunities may not be occurring. A ceiling effect can be observed for teachers in the district due to the lack of variability in the IP and PR ratings. Using IP and PR scores rather than performance levels would produce more variability and allow for nuances in the component ratings to be revealed in the overall summative rating.

The student performance (SP) component was introduced and included in appraisal ratings beginning in the 2012–2013 school year. For three consecutive years (2012–2013 through 2014–2015), SP, including value-added analysis, was included for 35–43 percent of teachers. For the 2015–2016 school year, although SP was included in appraisal ratings for approximately 30 percent of teachers, value-added analysis was not used. For the three years when value-added was included in appraisal ratings, approximately one fifth of teachers received a summative rating of Highly Effective. This is as compared to years when value-added analysis was not included; in those years, approximately one quarter of teachers received a summative rating of Highly Effective. Similarly, a “spike” can be seen in the percentage of teachers with a Needs Improvement summative rating (from 12.1 percent in 2011–2012 to 19.3 percent in 2012–2013) when value-added analysis was used, and a “dip” can be seen (from 13.8 in 2014–2015 to 11.7 percent in 2015–2016) when value-added analysis was no longer used as part of the SP rating. For 2017–2018 when SP was not included in summative ratings at all, the district experienced the highest percentage of teachers rated as Effective or Highly Effective (89.2 percent) and the lowest percentage of teachers rated as Ineffective or Needs Improvement (10.8 percent). The student performance component is not only a critical piece in assessing effective teaching, it is also a state requirement for teacher appraisal systems. The findings in this report indicate that the SP measure, but in particular the value-added measure, is important in helping to distinguish the differences between a rating of Effective and either Highly Effective or Needs Improvement.

Analysis of the summative ratings of teachers who received a rating for four consecutive years indicated that 62.5 percent of teachers maintained the same rating in 2017–2018 as in 2014–2015. Furthermore, 26.5 percent of teachers showed an increase of at least one performance level over the four years. Results indicate all teacher ratings (summative, IP, and PR) increased over time.

Retention of teachers with a summative rating of Highly Effective has been and remains at approximately 91 percent of all teachers receiving a Highly Effective rating. Effective teachers are retained at a rate of

approximately 88 percent across the past four years. Teachers rated as Ineffective, however, are being retained at higher rates as time progresses, from a low of 30.8 percent retained in 2014–2015 to a high of 48.8 percent retained in 2017–2018. Furthermore, teachers rated as Highly Effective remain at the same campus from one year to the next at a much higher rate (93 to 94 percent) than teachers who were rated as Ineffective (64 to 79 percent). Results indicate that Ineffective teachers are not being exited, but instead being moved to a different work location.

Like the TADS End-of-Year reports from previous years, this report finds a disproportionate percentage of Effective and Highly Effective teachers across the district when disaggregated by certain groups. Trustee districts V and VII had high proportions of teachers rated as Highly Effective, while trustee districts IV and IX had high proportions of teachers with a rating of Ineffective. The Northwest and West areas had high proportions of teachers with a summative rating of Highly Effective, while Superintendent's Schools, Achieve 180, and South areas had high proportions of teachers with a rating of Ineffective. The proportion of teachers at campuses that had met state accountability requirements with a summative rating of Highly Effective was more than double the proportion of teachers with the same rating at campuses rated as Improvement Required. Lastly, campuses in the lowest poverty (most affluent) quintile had more than double the proportion of teachers rated as Highly Effective as compared to any other group, while all quintile groups other than the low-poverty group had approximately one percent of teachers rated as Ineffective compared to just one-tenth of a percent at low-poverty campuses. As the district continues efforts to place an effective teacher in every classroom, district and campus leaders should implement or maintain strategies designed to help teachers improve such as by observing and learning from successful campuses, and to attract and retain effective teachers in struggling schools.

Findings in this report provide evidence to uphold some current strategies in the development of effective teachers as outlined in the TADS system. Teacher retention is high, especially among teachers rated as Effective and Highly Effective, but also among those rated as Needs Improvement and Ineffective. This report finds that teacher ratings tend to improve over time, with more than a quarter of teachers gaining one or more summative rating performance levels over the course of four years. The district's retention of all teachers, even those rated as Needs Improvement or Ineffective, allows these valuable human resources to be developed and grown over time. The data also offer some possible areas for improvement. Using the instructional practice and professional expectations component scores instead of performance level ratings in the calculation of final summative ratings would allow for more variability and the nuances of both components to be revealed. Nuances in the final summative ratings could allow for more focused, better targeting of professional development to address the needs of the individual teachers. The district should continue to critically explore ways to improve not just teacher ratings, but professional development and training and how to target the needs of all our teachers, whether they are considered as Needs Improvement or Highly Effective.

Appendix A

HISD TEACHER APPRAISAL AND DEVELOPMENT SYSTEM

Instructional Practice and Professional Expectations Rubrics

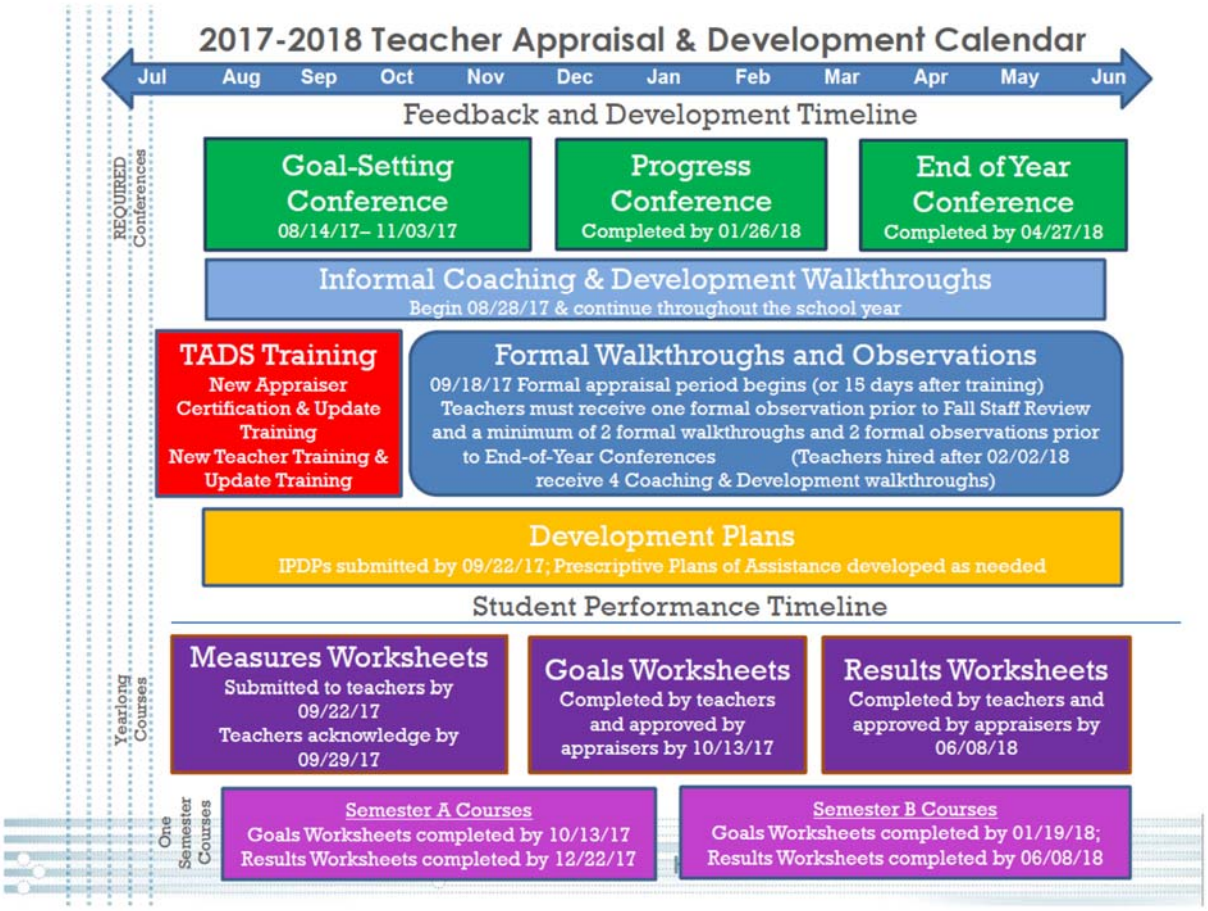
INSTRUCTIONAL PRACTICE CRITERIA			
PLANNING (PL)	PL-1	Develops student learning goals	pg. 1
	PL-2	Collects, tracks, and uses student data to drive instruction	pg. 3
	PL-3	Designs effective lesson plans, units, and assessments	pg. 5
INSTRUCTION (I)	I-1	Facilitates organized, student-centered, objective-driven lessons	pg. 7
	I-2	Checks for student understanding and responds to student misunderstanding	pg. 9
	I-3	Differentiates instruction for student needs by employing a variety of instructional strategies	pg. 11
	I-4	Engages students in work that develops higher-level thinking skills	pg. 13
	I-5	Maximizes instructional time	pg. 15
	I-6	Communicates content and concepts to students	pg. 17
	I-7	Promotes high academic expectations for students	pg. 19
	I-8	Students actively participating in lesson activities	pg. 21
	I-9	Sets and implements discipline management procedures	pg. 23
	I-10	Builds a positive and respectful classroom environment	pg. 25

PROFESSIONAL EXPECTATIONS CRITERIA			
PROFESSIONALISM (PR)	PR-1	Complies with policies and procedures at school	pg. 27
	PR-2	Treats colleagues with respect throughout all aspects of work	pg. 29
	PR-3	Complies with teacher attendance policies	pg. 31
	PR-4	Dresses professionally according to school policy	pg. 33
	PR-5	Collaborates with colleagues	pg. 35
	PR-6	Implements school rules	pg. 37
	PR-7	Communicates with parents throughout the year	pg. 39
	PR-8	Seeks feedback in order to improve performance	pg. 41
	PR-9	Participates in professional development and applies learning	pg. 43

Source: HISD Teacher Appraisal and Development Instructional Practice and Professional Expectation Rubrics, p. 3

Note: For select group of teachers from 2012–2013 through the 2016–2017 school year, the student performance component accounted for 30 percent, the instructional practice component accounted for 50 percent, and the professional expectations component accounted for 20 percent of a teacher's overall summative rating. For the 2017–2018 school year, and for all other years when teachers did not have student performance included in their appraisal, the instructional practice component accounted for 70 percent and the professional expectations component accounted for 30 percent of the summative appraisal rating.

Appendix B



Source: Academic Services Memo: 2018–2019 Appraisal Systems, August 6, 2018.

Appendix C: Rating Distribution Tables

Table C-1: Distribution of Summative Ratings Districtwide, 2011-2012 to 2017-2018

	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,609	25.6	1,923	18.6	2,319	21.5	2,189	20.2	2,762	25.1	2,814	25.7	2,945	26.6
Effective	6,235	61.2	6,125	59.1	6,334	58.8	7,067	65.2	6,886	62.5	6,882	63.0	6,923	62.6
Needs Improvement	1,227	12.1	2,001	19.3	1,799	16.7	1,500	13.8	1,289	11.7	1,141	10.4	1,108	10.0
Ineffective	109	1.1	313	3.0	326	3.0	91	0.8	78	0.7	92	0.8	86	0.8
Total	10,180	100.0	10,362	100.0	10,778	100.0	10,847	100.0	11,015	100.0	10,929	100.0	11,062	100.0

Table C-2: Distribution of Instructional Practice Ratings Districtwide, 2011-2012 to 2017-2018

	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	1,742	17.1	1,789	17.3	2,137	19.8	2,336	21.5	2,596	23.6	2,811	25.7	2,945	26.6
Effective	7,103	69.8	6,758	65.2	6,953	64.5	6,977	64.3	6,928	62.9	6,854	62.7	6,899	62.4
Needs Improvement	1,165	11.4	1,652	15.9	1,486	13.8	1,375	12.7	1,352	12.3	1,128	10.3	1,099	9.9
Ineffective	170	1.7	163	1.6	202	1.9	159	1.5	139	1.3	136	1.2	119	1.1
Total	10,180	100.0	10,362	100.0	10,778	100.0	10,847	100.0	11,015	100.0	10,929	100.0	11,062	100.0

Table C-3: Distribution of Professional Expectations Ratings Districtwide, 2014-2015 to 2017-2018

	2014–2015		2015–2016		2016–2017		2017–2018	
	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,921	26.9	3,235	29.4	3,419	31.3	3,556	32.1
Effective	7,641	70.4	7,493	68.0	7,215	66.0	7,247	65.5
Needs Improvement	271	2.5	278	2.5	283	2.6	248	2.2
Ineffective	14	0.1	9	0.1	12	0.1	11	0.1
Total	10,847	100.0	11,015	100.0	10,929	100.0	11,062	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2011–2012 through 2017–2018

Notes: Due to changes in data collection techniques over time, professional expectations ratings data were available for the most recent four years only. See Data Limitations (p. 6), for further details. Percentages may not total 100 due to rounding.

Appendix D: Score Distribution Tables

Table D-1: Summative Score Distribution, 2017–2018

Score	Number of Teachers	Percent of teachers
1.00	9	0.1
1.30	77	0.7
1.60	33	0.3
1.70	2	<0.1
2.00	150	1.4
2.30	923	8.3
2.60	24	0.2
2.70	21	0.2
3.00	5,551	50.2
3.30	1,327	12.0
3.70	740	6.7
4.00	2,205	19.9
Total	11,062	100

Table D-2: Instructional Practice Score Distribution, 2017–2018

Score	Number of Teachers	Percent of Teachers
13	1	<0.1
14	3	<0.1
15	4	<0.1
16	4	<0.1
17	5	<0.1
18	7	0.1
19	13	0.1
20	11	0.1
21	10	0.1
22	11	0.1
23	21	0.2
24	29	0.3
25	49	0.4
26	67	0.6
27	52	0.5
28	75	0.7
29	103	0.9
30	107	1.0
31	113	1.0
32	132	1.2
33	184	1.7
34	217	2.0
35	594	5.4
36	459	4.1
37	571	5.2
38	595	5.4
39	1,898	17.2
40	706	6.4
41	835	7.5
42	693	6.3
43	548	5.0
44	849	7.7
45	470	4.2
46	380	3.4
47	259	2.3
48	240	2.2
49	193	1.7
50	168	1.5
51	119	1.1
52	267	2.4
Total	11,062	100

Table D-3: Professional Expectations Score Distribution, 2017–2018

Score	Number of Teachers	Percent of Teachers
12	2	<0.1
13	1	<0.1
14	2	<0.1
15	3	<0.1
16	3	<0.1
17	9	0.1
18	7	0.1
19	13	0.1
20	19	0.2
21	27	0.2
22	72	0.7
23	101	0.9
24	218	2.0
25	325	2.9
26	637	5.8
27	2,826	25.5
28	1,191	10.8
29	1,144	10.3
30	906	8.2
31	1,558	14.1
32	855	7.7
33	1,143	10.3
Total	11,062	100

Source: Teacher Appraisal and Development F&D Tool, 2017–2018
Note: Percentages may not total 100 due to rounding.

Appendix E: Ratings by Years of Experience

Table E-1. Summative Ratings by Teacher Years of Experience, 2017-2018

	Teachers Years of Experience										
	First Year		1–5 Years		6–10 Years		11–20 Years		> 20 Years		
Summative Rating	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	Total
Ineffective	25	2.7	25	0.7	5	0.3	15	0.5	16	1	86
Needs Improvement	248	26.9	405	10.9	135	7	225	7.8	95	6	1,108
Effective	588	63.8	2,479	66.4	1,162	60.3	1,745	60.4	949	59.5	6,923
Highly Effective	17	1.8	222	5.9	171	8.9	205	7.1	125	7.8	740
Highly Effective (4.00)	43	4.7	601	16.1	455	23.6	697	24.1	409	25.7	2,205
Total	921	8.3	3,732	33.7	1,928	17.4	2,887	26.1	1,594	14.4	11,062

Table E-2. Instructional Practice Ratings by Teacher Years of Experience, 2017-2018

	Teachers Years of Experience										
	First Year		1–5 Years		6–10 Years		11–20 Years		> 20 Years		
IP Rating	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	Total
Ineffective	32	3.5	35	0.9	11	0.6	22	0.8	19	1.2	119
Needs Improvement	250	27.1	402	10.8	131	6.8	221	7.7	95	6	1,099
Effective	579	62.9	2,472	66.2	1,160	60.2	1,742	60.3	946	59.3	6,899
Highly Effective	60	6.5	823	22.1	626	32.5	902	31.2	534	33.5	2,945
Total	921	8.3	3,732	33.7	1,928	17.4	2,887	26.1	1,594	14.4	11,062

Table E-3. Professional Expectations Rating by Teacher Years of Experience, 2017-2018

	Teachers Years of Experience										
	First Year		1–5 Years		6–10 Years		11–20 Years		> 20 Years		
PR Rating	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	Total
Ineffective	3	0.3	3	0.1	1	0.1	3	0.1	1	0.1	11
Needs Improvement	59	6.4	93	2.5	27	1.4	40	1.4	29	1.8	248
Effective	725	78.7	2,541	68.1	1,221	63.3	1,818	63	942	59.1	7,247
Highly Effective	134	14.5	1,095	29.3	679	35.2	1,026	35.5	622	39	3,556
Total	921	8.3	3,732	33.7	1,928	17.4	2,887	26.1	1,594	14.4	11,062

Source: Teacher Appraisal and Development F&D Tool, 2017–2018
Note: Percentages may not total 100 due to rounding.

Appendix F: Teacher Retention

Table F-1. Summative Ratings by Teacher Retention, 2014-2015 to 2017-2018

	2014–2015 to Fall 2015						2015–2016 to Fall 2016						2016–2017 to Fall 2017						2017–2018 to Fall 2018					
	Retained		Exited		Total		Retained		Exited		Total		Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	1,983	90.6	206	9.4	2,189	20.2	2,515	91.1	247	8.9	2,762	25.1	2,568	91.3	246	8.7	2,814	25.7	2,670	90.7	275	9.3	2,945	26.6
Effective	6,229	88.1	838	11.9	7,067	65.2	6,079	88.3	807	11.7	6,886	62.5	6,078	88.3	804	11.7	6,882	63.0	6,094	88.0	829	12.0	6,923	62.6
Needs Improvement	1,083	72.2	417	27.8	1,500	13.8	924	71.7	365	28.3	1,289	11.7	872	76.4	269	23.6	1,141	10.4	816	73.6	292	26.4	1,108	10.0
Ineffective	28	30.8	63	69.2	91	0.8	28	35.9	50	64.1	78	0.7	34	37.0	58	63.0	92	0.8	42	48.8	44	51.2	86	0.8
Total	9,323	86.0	1,524	14.0	10,847	100.0	9,546	86.7	1,469	13.3	11,015	100.0	9,552	87.4	1,377	12.6	10,929	100.0	9,622	87.0	1,440	13.0	11,062	100.0

Table F-2. Instructional Practice Ratings by Teacher Retention, 2014-2015 to 2017-2018

	2014–2015 to Fall 2015						2015–2016 to Fall 2016						2016–2017 to Fall 2017						2017–2018 to Fall 2018					
	Retained		Exited		Total		Retained		Exited		Total		Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,100	89.9	236	10.1	2,336	21.5	2,349	90.5	247	9.5	2,596	23.6	2,564	91.2	247	8.8	2,811	25.7	2,670	90.7	275	9.3	2,945	26.6
Effective	6,136	87.9	841	12.1	6,977	64.3	6,140	88.6	788	11.4	6,928	62.9	6,054	88.3	800	11.7	6,854	62.7	6,081	88.1	818	11.9	6,899	62.4
Needs Improvement	1,031	75.0	344	25.0	1,375	12.7	1,003	74.2	349	25.8	1,352	12.3	886	78.5	242	21.5	1,128	10.3	810	73.7	289	26.3	1,099	9.9
Ineffective	56	35.2	103	64.8	159	1.5	54	38.8	85	61.2	139	1.3	48	35.3	88	64.7	136	1.2	61	51.3	58	48.7	119	1.1
Total	9,323	86.0	1,524	14.0	10,847	100.0	9,546	86.7	1,469	13.3	11,015	100.0	9,552	87.4	1,377	12.6	10,929	100.0	9,622	87.0	1,440	13.0	11,062	100.0

Table F-3. Professional Expectations Ratings by Teacher Retention, 2014-2015 to 2017-2018

	2014–2015 to Fall 2015						2015–2016 to Fall 2016						2016–2017 to Fall 2017						2017–2018 to Fall 2018					
	Retained		Exited		Total		Retained		Exited		Total		Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,628	90.0	293	10.0	2,921	26.9	2,929	90.5	306	9.5	3,235	29.4	3,109	90.9	310	9.1	3,419	31.3	3,237	91.0	319	9.0	3,556	32.1
Effective	6,548	85.7	1,093	14.3	7,641	70.4	6,469	86.3	1,024	13.7	7,493	68.0	6,266	86.8	949	13.2	7,215	66.0	6,245	86.2	1,002	13.8	7,247	65.5
Needs Improvement	143	52.8	128	47.2	271	2.5	146	52.5	132	47.5	278	2.5	171	60.4	112	39.6	283	2.6	135	54.4	113	45.6	248	2.2
Ineffective	4	28.6	10	71.4	14	0.1	2	22.2	7	77.8	9	0.1	6	50.0	6	50.0	12	0.1	5	45.5	6	54.5	11	0.1
Total	9,323	86.0	1,524	14.0	10,847	100.0	9,546	86.7	1,469	13.3	11,015	100.0	9,552	87.4	1,377	12.6	10,929	100.0	9,622	87.0	1,440	13.0	11,062	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, 2016–2017, and 2017–2018; HR BOY and EOY Roster Files, 2014–2015, 2015–2016, 2016–2017, 2017–2018, and 2018–2019

Notes: Changes in the definition of retained and in the identification of teachers resulted in changes to the numbers and percentages previously reported. See Teacher Retention and Mobility, p. 5, for further details. Percentages may not total 100 due to rounding.

Appendix G: Teacher Mobility

Table G-1. Summative Rating by Teacher Mobility, 2014-2015 to 2017-2018

	2014–2015 to Fall 2015						2015–2016 to Fall 2016						2016–2017 to Fall 2017						2017–2018 to Fall 2018					
	Remained		Moved		Total		Remained		Moved		Total		Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	1,837	92.6	146	7.4	1,983	21.3	2,365	94.0	150	6.0	2,515	26.3	2,400	93.5	168	6.5	2,568	26.9	2,518	94.3	152	5.7	2,670	27.7
Effective	5,584	89.6	645	10.4	6,229	66.8	5,619	92.4	460	7.6	6,079	63.7	5,600	92.1	478	7.9	6,078	63.6	5,710	93.7	384	6.3	6,094	63.3
Needs Improvement	895	82.6	188	17.4	1,083	11.6	810	87.7	114	12.3	924	9.7	743	85.2	129	14.8	872	9.1	733	89.8	83	10.2	816	8.5
Ineffective	18	64.3	10	35.7	28	0.3	20	71.4	8	28.6	28	0.3	24	70.6	10	29.4	34	0.4	33	78.6	9	21.4	42	0.4
Total	8,334	89.4	989	10.6	9,323	100.0	8,814	92.3	732	7.7	9,546	100.0	8,767	91.8	785	8.2	9,552	100.0	8,994	93.5	628	6.5	9,622	100.0

Table G-2. Instructional Practice Rating by Teacher Mobility, 2014-2015 to 2017-2018

	2014–2015 to Fall 2015						2015–2016 to Fall 2016						2016–2017 to Fall 2017						2017–2018 to Fall 2018					
	Remained		Moved		Total		Remained		Moved		Total		Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	1,934	92.1	166	7.9	2,100	22.5	2,200	93.7	149	6.3	2,349	24.6	2,395	93.4	169	6.6	2,564	26.8	2,518	94.3	152	5.7	2,670	27.7
Effective	5,498	89.6	638	10.4	6,136	65.8	5,694	92.7	446	7.3	6,140	64.3	5,583	92.2	471	7.8	6,054	63.4	5,697	93.7	384	6.3	6,081	63.2
Needs Improvement	863	83.7	168	16.3	1,031	11.1	878	87.5	125	12.5	1,003	10.5	755	85.2	131	14.8	886	9.3	731	90.2	79	9.8	810	8.4
Ineffective	39	69.6	17	30.4	56	0.6	42	77.8	12	22.2	54	0.6	34	70.8	14	29.2	48	0.5	48	78.7	13	21.3	61	0.6
Total	8,334	89.4	989	10.6	9,323	100.0	8,814	92.3	732	7.7	9,546	100.0	8,767	91.8	785	8.2	9,552	100.0	8,994	93.5	628	6.5	9,622	100.0

Table G-3. Professional Expectations Rating by Teacher Mobility, 2014-2015 to 2017-2018

	2014–2015 to Fall 2015						2015–2016 to Fall 2016						2016–2017 to Fall 2017						2017–2018 to Fall 2018					
	Remained		Moved		Total		Remained		Moved		Total		Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,412	91.8	216	8.2	2,628	28.2	2,758	94.2	171	5.8	2,929	30.7	2,911	93.6	198	6.4	3,109	32.5	3,067	94.7	170	5.3	3,237	33.6
Effective	5,812	88.8	736	11.2	6,548	70.2	5,938	91.8	531	8.2	6,469	67.8	5,720	91.3	546	8.7	6,266	65.6	5,813	93.1	432	6.9	6,245	64.9
Needs Improvement	108	75.5	35	24.5	143	1.5	117	80.1	29	19.9	146	1.5	133	77.8	38	22.2	171	1.8	111	82.2	24	17.8	135	1.4
Ineffective	2	50.0	2	50.0	4	0.0	1	50.0	1	50.0	2	0.0	3	50.0	3	50.0	6	0.1	3	60.0	2	40.0	5	0.1
Total	8,334	89.4	989	10.6	9,323	100.0	8,814	92.3	732	7.7	9,546	100.0	8,767	91.8	785	8.2	9,552	100.0	8,994	93.5	628	6.5	9,622	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2014–2015, 2015–2016, 2016–2017, and 2017–2018; HR BOY and EOY Roster Files, 2014–2015, 2015–2016, 2016–2017, 2017–2018, and 2018–2019

Note: Percentages may not total 100 due to rounding.

Appendix H: Summative Ratings by Campus Characteristics

Table H. 2017–2018 Summative Ratings by Campus Characteristics

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
Trustee District	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
I Elizabeth Santos	445	25.5	1,143	65.5	149	8.5	7	0.4	1,744	15.9
II Rhonda Skillern-Jones	265	18.5	965	67.2	189	13.2	16	1.1	1,435	13.1
III Sergio Lira	264	19.8	920	68.9	145	10.9	7	0.5	1,336	12.2
IV Jolanda Jones	134	16.0	551	65.7	136	16.2	18	2.1	839	7.6
V Susan Deigaard	708	47.9	699	47.3	71	4.8	1	0.1	1,479	13.5
VI Holly Maria Flynn Vilaseca	334	31.1	638	59.3	99	9.2	4	0.4	1,075	9.8
VII Anne Sung	343	41.9	445	54.3	31	3.8	0	0.0	819	7.4
VIII Diana Davila	252	22.3	761	67.2	109	9.6	10	0.9	1,132	10.3
IX Wanda Adams	185	16.3	754	66.4	174	15.3	23	2.0	1,136	10.3
Trustee District Totals	2,930	26.6	6,876	62.5	1,103	10.0	86	0.8	10,995	100.0
School Offices										
Achieve 180	150	11.2	961	71.9	205	15.3	21	1.6	1,337	12.2
Superintendent's Schools	51	13.5	229	60.7	85	22.5	12	3.2	377	3.4
North Area	356	23.4	987	64.8	164	10.8	15	1.0	1,522	13.8
Northwest Area	795	38.4	1,165	56.2	109	5.3	3	0.1	2,072	18.8
East Area	332	22.0	1,040	68.9	130	8.6	7	0.5	1,509	13.7
South Area	244	18.7	833	63.7	212	16.2	18	1.4	1,307	11.9
West Area	1,009	35.2	1,655	57.7	196	6.8	10	0.3	2,870	26.1
School Office Totals	2,937	26.7	6,870	62.5	1,101	10.0	86	0.8	10,994	100.0
Campus Accountability Rating										
Met Standard	2,828	27.8	6,313	62.1	969	9.5	62	0.6	10,172	92.8
Improvement Required*	97	12.4	534	68.1	129	16.5	24	3.1	784	7.2
Campus Accountability Rating Totals	2,925	26.7	6,847	62.5	1,098	10.0	86	0.8	10,956	100.0
Percent Economically Disadvantaged										
0 - 67%	1,251	44.1	1,462	51.5	121	4.3	4	0.1	2,838	25.8
68% - 80%	427	21.7	1,299	66.1	223	11.4	15	0.8	1,964	17.8
81% - 89%	409	19.4	1,426	67.5	256	12.1	22	1.0	2,113	19.2
90% - 94%	432	20.2	1,442	67.4	249	11.6	18	0.8	2,141	19.4
95% or Higher	414	21.1	1,266	64.6	254	13.0	27	1.4	1,961	17.8
Percent Economically Disadvantaged Totals	2,933	26.6	6,895	62.6	1,103	10.0	86	0.8	11,017	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 Profiles Campus List, 2017–2018 TEA Accountability Ratings, 2017–2018 Student Profile

Note: Percentages may not total 100 due to rounding. *Improvement Required includes campuses that were rated Improvement Required or would have been rated Improvement Required had they not received a rating of Not Rated: Hurricane Harvey Provision.

Appendix I: Instructional Practice Ratings by Campus Characteristics

Table I. 2017–2018 Instructional Practice Ratings by Campus Characteristics

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
Trustee District	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
I Elizabeth Santos	445	25.5	1,136	65.1	148	8.5	15	0.9	1,744	15.9
II Rhonda Skillern-Jones	265	18.5	964	67.2	183	12.8	23	1.6	1,435	13.1
III Sergio Lira	264	19.8	919	68.8	136	10.2	17	1.3	1,336	12.2
IV Jolanda Jones	134	16.0	549	65.4	135	16.1	21	2.5	839	7.6
V Susan Deigaard	708	47.9	699	47.3	71	4.8	1	0.1	1,479	13.5
VI Holly Maria Flynn Vilaseca	334	31.1	633	58.9	104	9.7	4	0.4	1,075	9.8
VII Anne Sung	343	41.9	442	54.0	34	4.2	0	0.0	819	7.4
VIII Diana Davila	252	22.3	760	67.1	109	9.6	11	1.0	1,132	10.3
IX Wanda Adams	185	16.3	751	66.1	173	15.2	27	2.4	1,136	10.3
Trustee District Totals	2,930	26.6	6,853	62.3	1,093	9.9	119	1.1	10,995	100.0
School Offices										
Achieve 180	150	11.2	960	71.8	202	15.1	25	1.9	1,337	12.2
Superintendent's Schools	51	13.5	228	60.5	81	21.5	17	4.5	377	3.4
North Area	356	23.4	981	64.5	165	10.8	20	1.3	1,522	13.8
Northwest Area	795	38.4	1,164	56.2	106	5.1	7	0.3	2,072	18.8
East Area	332	22.0	1,039	68.9	125	8.3	13	0.9	1,509	13.7
South Area	244	18.7	827	63.3	210	16.1	26	2.0	1,307	11.9
West Area	1,009	35.2	1,648	57.4	202	7.0	11	0.4	2,870	26.1
School Office Totals	2,937	26.7	6,847	62.3	1,091	9.9	119	1.1	10,994	100.0
Campus Accountability Rating										
Met Standard	2,828	27.8	6,290	61.8	967	9.5	87	0.9	10,172	92.8
Improvement Required*	97	12.4	534	68.1	122	15.6	31	4.0	784	7.2
Campus Accountability Rating Totals	2,925	26.7	6,824	62.3	1,089	9.9	118	1.1	10,956	100.0
Percent Economically Disadvantaged										
0 - 67%	1,251	44.1	1,459	51.4	122	4.3	6	0.2	2,838	25.8
68% - 80%	427	21.7	1,292	65.8	222	11.3	23	1.2	1,964	17.8
81% - 89%	409	19.4	1,418	67.1	253	12.0	33	1.6	2,113	19.2
90% - 94%	432	20.2	1,440	67.3	242	11.3	27	1.3	2,141	19.4
95% or Higher	414	21.1	1,263	64.4	254	13.0	30	1.5	1,961	17.8
Percent Economically Disadvantaged Totals	2,933	26.6	6,872	62.4	1,093	9.9	119	1.1	11,017	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 Profiles Campus List, 2017–2018 TEA Accountability Ratings, 2017–2018 Student Profile

Note: Percentages may not total 100 due to rounding. *Improvement Required includes campuses that were rated Improvement Required or would have been rated Improvement Required had they not received a rating of Not Rated: Hurricane Harvey Provision.

Appendix J: Professional Expectations Ratings by Campus Characteristics

Table J. 2017–2018 Professional Expectations Ratings by Campus Characteristics

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
Trustee District	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
I Elizabeth Santos	628	36.0	1,084	62.2	31	1.8	1	0.1	1,744	15.9
II Rhonda Skillern-Jones	301	21.0	1,083	75.5	48	3.3	3	0.2	1,435	13.1
III Sergio Lira	349	26.1	969	72.5	18	1.3	0	0.0	1,336	12.2
IV Jolanda Jones	194	23.1	604	72.0	37	4.4	4	0.5	839	7.6
V Susan Deigaard	718	48.5	740	50.0	21	1.4	0	0.0	1,479	13.5
VI Holly Maria Flynn Vilaseca	415	38.6	644	59.9	16	1.5	0	0.0	1,075	9.8
VII Anne Sung	384	46.9	431	52.6	4	0.5	0	0.0	819	7.4
VIII Diana Davila	340	30.0	766	67.7	26	2.3	0	0.0	1,132	10.3
IX Wanda Adams	204	18.0	883	77.7	46	4.0	3	0.3	1,136	10.3
Trustee District Totals	3,533	32.1	7,204	65.5	247	2.2	11	0.1	10,995	100.0
School Offices										
Achieve 180	209	15.6	1,076	80.5	49	3.7	3	0.2	1,337	12.2
Superintendent's Schools	71	18.8	273	72.4	32	8.5	1	0.3	377	3.4
North Area	484	31.8	996	65.4	41	2.7	1	0.1	1,522	13.8
Northwest Area	886	42.8	1,165	56.2	20	1.0	1	<0.1	2,072	18.8
East Area	415	27.5	1,067	70.7	27	1.8	0	0.0	1,509	13.7
South Area	353	27.0	914	69.9	36	2.8	4	0.3	1,307	11.9
West Area	1,122	39.1	1,705	59.4	42	1.5	1	<0.1	2,870	26.1
School Office Totals	3,540	32.2	7,196	65.5	247	2.2	11	0.1	10,994	100.0
Campus Accountability Rating										
Met Standard	3,371	33.1	6,588	64.8	205	2.0	8	0.1	10,172	92.8
Improvement Required*	152	19.4	587	74.9	42	5.4	3	0.4	784	7.2
Campus Accountability Rating Totals	3,523	32.2	7,175	65.5	247	2.3	11	0.1	10,956	100.0
Percent Economically Disadvantaged										
0 - 67%	1,254	44.2	1,560	55.0	23	0.8	1	<0.1	2,838	25.8
68% - 80%	574	29.2	1,339	68.2	49	2.5	2	0.1	1,964	17.8
81% - 89%	573	27.1	1,480	70.0	56	2.7	4	0.2	2,113	19.2
90% - 94%	571	26.7	1,509	70.5	60	2.8	1	<0.1	2,141	19.4
95% or Higher	566	28.9	1,333	68.0	59	3.0	3	0.2	1,961	17.8
Percent Economically Disadvantaged Totals	3,538	32.1	7,221	65.5	247	2.2	11	0.1	11,017	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2017–2018; EOY 2017–2018 Roster File, 2017–2018 Profiles Campus List, 2017–2018 TEA Accountability Ratings, 2017–2018 Student Profile

Note: Percentages may not total 100 due to rounding. *Improvement Required includes campuses that were rated Improvement Required or would have been rated Improvement Required had they not received a rating of Not Rated: Hurricane Harvey Provision.