MEMORANDUM   October 5, 2017

TO: Board Members

FROM: Richard A. Carranza
                Superintendent of Schools

SUBJECT: **TEACHER APPRAISAL AND DEVELOPMENT SURVEY EVALUATION
                REPORT, 2016–2017**

CONTACT: Carla Stevens, 713-556-6700

The Houston Independent School District (HISD) Teacher Appraisal and Development System (TADS) is intended to improve teacher performance and increase student achievement. This report analyzes results from the TADS Evaluation Survey, which assessed teacher and appraiser perceptions about TADS in 2016–2017. Perceptions about TADS are presented by domain: legitimacy, impartiality, fidelity, value of feedback, quality of feedback, and value of formal supports.

Key findings include:
- Of the 10,875 teachers and 1,055 appraisers eligible to complete the 2016–2017 survey, 33 percent of teachers and 41 percent of appraisers completed all or some of the survey.
- In nearly all domains presented in the survey, more than half of teachers and appraisers had a positive perception of TADS. However, compared to teachers, appraisers consistently had a higher proportion of respondents that viewed TADS positively across all domains.
- More than half of appraisers (54%) disagreed or were indifferent to the statement that TADS requires an appropriate amount of time.
- For the domain of impartiality for teachers who responded to both the 2014–2015 and 2016–2017 surveys, the proportion of teachers that had a positive perception of the TADS system to objectively measure teacher effectiveness increased by 11 percentage points (29% to 40%).
- Twenty-one percent of teachers reported that they wanted to dispute their rating and/or Student Performance measure at some point in time.

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

_____RAC

Attachment

cc: Superintendent's Direct Reports
Gloria Cavazos   Dawn Randle
Grenita Lanthan   Abby Taylor

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH
Educational Program Report

TEACHER APPRAISAL AND DEVELOPMENT SYSTEM SURVEY EVALUATION REPORT 2016-2017

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

2017 BOARD OF EDUCATION

Houston Independent School District
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Teacher Appraisal and Development System: Survey Analysis, 2016–2017

Executive Summary

Evaluation Description

Houston Independent School District's Teacher Appraisal and Development System (TADS) is intended to promote effective teaching in every classroom, which ultimately translates into improved student achievement. TADS Leadership views TADS as a collaborative process that evaluates teacher performance, and individualizes support and feedback to positively impact student learning outcomes (Leadership Development, 2013). This report analyzes results from the TADS Evaluation Survey for 2016–2017. Perceptions about TADS are presented by domain: legitimacy, impartiality, fidelity, value of feedback, quality of feedback, and value of formal supports.

Highlights

- Of the 10,875 Houston Independent School District (HISD) teachers and 1,055 appraisers enrolled in the TADS Feedback & Development (F&D) or Student Performance (SP) Tool and eligible to receive or give a summative appraisal rating, 33 percent of teachers and 41 percent of appraisers responded to the 2016–2017 survey.

- For the domain of legitimacy, most teachers and appraisers agreed or strongly agreed that the TADS system provides clear and specific expectations to teachers. However, appraisers appeared to have a slightly higher level of agreement, eight percentage points higher, compared to teachers asked the same question (75% compared to 67%).

- For the domain of impartiality for teachers who responded to both the 2014–2015 and 2016–2017 surveys, the proportion of teachers that had a positive perception of the TADS system to objectively measure teacher effectiveness increased by 11 percentage points (29% to 40%).

- For the domain of fidelity, teachers' and appraisers' opinion of the time required for the TADS system varied. The proportion of appraisers that agreed or strongly agreed that the TADS requires an appropriate amount of time (46%) was 11 percentage points lower than the proportion of teachers that responded to the same question (57%).

- Additionally, for the domain of fidelity, from 2014–2015 to 2016–2017, there was a seven percentage point increase (57% to 64%) in proportion of teachers who took the survey both years that had a positive perception of the consistency of communication about steps needed to complete Student Performance measures.

- For the domain of the value of feedback, new teachers had a more positive perception of value of feedback given and received through TADS compared to teachers with more years of experience. In their first year, 83 percent of new teachers had a positive perception of the utility of the value of feedback through TADS leading to a change in instructional practice. Concurrently, the proportion of teachers with a positive perception was 12 percentage points lower for teachers with one to five years of experience (71%).

- For the domain of the quality of feedback, the majority of appraisers (96%) viewed the feedback they delivered as useful for teachers' instructional practice. In contrast, the proportion of teachers that perceived the feedback they received from their appraiser as useful for their instructional practice (69%) was 27 percentage points lower.

- For the domain of the value of formal supports, the distribution of teachers' perception of the value of formal supports through TADS by accountability rating was nearly identical for Met Standard schools compared to Improvement Required (IR) schools. The proportion of teachers that viewed formal supports as positive was three percentage points higher for teachers at Met Standard schools (73%) compared to teachers at IR schools (70%).

- Twenty-one percent of teacher respondents reported that they wanted to dispute their rating and/or Student Performance measure at some point in time (n=735). Of the 204 teachers that elected to respond to an open-ended question requesting additional information about their experience with the appeals process, 16 percent feared retaliation from their administrator or appraiser (n=33) and five percent reported that they were bullied by their administrator or appraiser for expressing an intention to dispute their rating (n=10).

Recommendations

- In nearly all domains presented in the survey, more than half of teachers and appraisers had a positive perception of TADS. However, compared to teachers, the proportion of appraisers that viewed TADS positively was higher across all domains. TADS Leadership may want to consider ways to improve teachers' perception of TADS to be more consistent with the perception of appraisers, possibly through an increase to directed, formal training for teachers.

- While a large proportion of appraisers had a positive perception of TADS across all domains, more than half of appraisers (54%) disagreed or were indifferent to the statement that TADS requires an appropriate amount of time. When asked about the TADS Timeline, 38 percent of appraisers that elected to respond to the open-ended question felt that TADS required too much time (n=38). Future research could explore the amount of time that appraisers spend on appraising and supporting teachers through TADS in relation to other job duties.

- While there appears to be concerns among teachers and appraisers regarding the impartiality of measuring teacher effectiveness through TADS, data shows that the proportion of teachers with a positive view of impartiality has improved from 2014–2015 to 2016–2017 for teachers who took the survey both years. TADS Leadership should continue efforts to strengthen the implementation and transparency of TADS throughout the district.

- Open-ended responses from teachers suggest that a teacher's experience with TADS varies by the appraiser to which they are assigned. When asked about the TADS Timeline, 17 percent of teachers that elected to respond expressed varying experiences with TADS, either positive or negative, that were connected to their appraiser (n=63). TADS Leadership may want to consider ways to ensure the uniformity of TADS implementation for all teachers in the district.

- Appraisers and administrators are responsible for communicating a large portion of TADS procedures, requirements, deadlines, and feedback. A consistent theme in the teachers' survey was a request for improvements to communication about the TADS Timeline, Student Progress process, and appeals

process. TADS Leadership should continue efforts to improve the timeliness and quality of communication throughout the school year.

Administrative Response

- The results of the 2016–2017 TADS Survey provided the Talent Development & Performance team with a wealth of information related to TADS implementation.

- During the 2016–2017 school year, 88.4 percent of teachers received an end-of-year Instructional Practice rating of Highly Effective (25.7%, n=2,813) or Effective (62.7%, n=6,856). Only 11.5 percent of teachers were rated by appraisers as Needs Improvement (10.3%, n=1,128) or Ineffective (1.2%, n=136) (TADS F&D Tool, October 2017). Overall, Instructional Practice ratings indicate that appraisers are observing effective classroom instruction.

- Results of HISD's survey align with current nation-wide findings related to teacher evaluations; there is room for growth in the observation and feedback process.

- Throughout the survey, results indicate that first year teachers primarily find the feedback and development process favorable, while teachers with one to five years of experience possess a less favorable viewpoint; however, teachers with six or more years of experience are more likely to indicate that they agree or highly agree with statements indicative of positive perceptions of TADS.

- From the 2014–2015 survey to the 2016–2017 survey, responses show an increase in the impartiality of TADS and find increased transparency in the Student Performance process regarding the steps required. The Talent Development & Performance team, Research & Accountability, and the TADS IT Team are continuously brainstorming ways to enhance the Student Performance process for the end-user. Planned improvements to the Student Performance tool include a feature to support the goal setting process to assist the user with setting goals consistent with the scale of the measure (assessment) and an auto-advance feature. Furthermore, as a result of discussions with Curriculum, a scoring guide, listing the potential score points for every Pre-Approved District Assessment, will be available to all campus administrators and teachers at the start of the goal setting process during the 2017–2018 school year. Also planned for 2018–2019 is a common scale for all Pre-Approved Performance Tasks district-wide.

- There is still a gap in the perceived usefulness of feedback between appraisers (96%) and teachers (69%). To overcome this, it is important to further unite campus appraisers and teacher leaders on the campus in order to develop mutual understandings about the feedback and development process. Achieving this will occur as a result of strategic planning between the Teacher Career Development and Talent Development & Performance teams, resulting in work with campuses to bridge gaps.

- Overall, while appraisers and teachers alike expressed increased satisfaction with the system, growth is needed in the areas of consistency of implementation and communication. The Performance Continuous Improvement Managers (PCIMs) will continue to partner with the leadership of the Area School Offices to provide targeted supports to campus leaders. In turn, PCIMs will work closely with Teacher Career Development to uncover ways to enhance the TADS process for teachers.

Introduction

Houston Independent School District's (HISD) Teacher Appraisal and Development System (TADS), as part of the Effective Teachers Initiative (ETI), is intended to promote effective teaching in every classroom, which ultimately translates into improved student achievement. The TADS system is designed to evaluate the teaching practices of a diverse group of teachers (Research and Accountability, 2016). A summary of the demographic and school-level characteristics of HISD's teachers and appraiser populations can be found in **Appendix A** (**Table A-1** & **A-2**, pp. 31–32).

TADS Leadership views TADS as a collaborative process that evaluates teacher performance, and individualizes support and feedback to positively impact student learning outcomes (Leadership Development, 2013). TADS, similar to other well-designed evaluation systems, incorporates multiple, differently-weighted measures of classroom observations and student performance to evaluate teacher effectiveness. In the TADS system, effective teaching is determined by three performance criteria areas, or appraisal components – Instructional Practice (IP), Professional Expectations (PE), and Student Performance (SP).[1] The weighted sum of the appraisal components is then used to calculate a teacher's TADS summative appraisal rating. Further information on the TADS component distribution and weights for 2016–2017 can be found in **Appendix B** (p. 33).

At the beginning of the school year, the TADS system paired one appraiser with multiple participating teachers. The role of the appraiser was to coach each teacher towards effective teaching practices. Appraisers were tasked with observing teachers in order to provide useful feedback, which was intended to improve teaching practices and support the teacher in curriculum planning and professional development (Leadership Development, 2013). The stages of the appraisal system in a school year are outlined in the Appraisal and Development Timeline. Further information on the Appraisal and Development Timeline for 2016–2017 can be found **in Appendix C** (p. 34). Throughout the school year, appraisers were expected to conduct at least two 10-minute walkthroughs and two 30-minute formal observations for each teacher assigned to them. The appraiser used the IP rubric to assess a teacher's skills and ability to promote learning through classroom observations and walkthroughs. The appraiser used the PE rubric to assess a teacher's efforts to meet objective, measurable standards of professionalism. The appraiser then assigned IP and PE scores to the teacher using standardized rubrics and supported the teacher in determining outcome measures for SP at the beginning and end of the year. At the End-of-Year Conference, the teacher received his/her final IP and PE ratings from the appraiser. Additional information on the rubrics and measures used for each TADS component can be found in **Appendix D** (p. 35).

The TADS Evaluation Survey was administered to assess teachers' and appraisers' perceptions about TADS in 2016–2017. This confidential survey was distributed at the end of the 2016–2017 school year via email to both teachers and appraisers.[2] The goal of this report is to describe the survey results of the TADS Evaluation Survey for 2016–2017. Perceptions about the TADS are presented by domain: legitimacy, impartiality, fidelity, value of feedback, quality of feedback, and value of formal supports. Details on the six domains and the method used to calculate the composite score can be found in **Appendix E** (p. 36). This report presents teacher results as compared to appraiser results, reports on teacher perceptions by

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[1] In 2016–2017, teachers at campuses with Teacher Incentive Fund (TIF4) grants were eligible to incorporate SP into their final summative rating. Teachers at non-TIF4 schools were encouraged, but not required, to complete the Goals and Results Worksheets for Student Progress (one of the four SP metrics). SP was not incorporated into the final summative rating for teachers at non-TIF4 campuses.

[2] In 2016–2017, most teachers received their final IP rating from their appraiser by April 21, 2017, prior to receiving an invitation to complete the TADS survey in May.

subgroups, and compares responses to several questions for teachers who took the TADS survey in 2014–2015 and again in 2016–2017. Then, it explores the potential impact of teachers' experiences with aspects of TADS on teachers' perception of TADS as a fair appraisal system. Finally, this report presents recommendations and experiences of teachers and appraisers that elected to respond to open-ended questions about specific areas of TADS.

Methods

This report analyzes survey responses collected from the 2016–2017 TADS Evaluation Survey for teachers and appraisers. The report also uses Human Resources roster data to identify teacher-level demographic characteristics and school location, and the TADS Feedback and Development (F&D) Tool to identify teachers' IP and PE ratings for the 2016–2017 school year. Data from the 2014–2015 TADS Evaluation Survey for Teachers is used for some comparisons. All data used in this report are confidential.

Teachers and appraisers received an email at the end of the 2016–2017 school year requesting their participation in the survey. Teachers and appraisers invited to complete the survey were identified through the TADS Feedback and Development Tool. The online survey was open between May 9, 2017 and June 1, 2017. Appraiser and teacher survey questions and descriptive statistics of each response are presented in **Appendix F** (**Table F-1–Table F-30**, pp. 37–64).

- Teachers were identified using the following criteria:
  - To identify job descriptions specific to teachers, the variable *Job Function Code* was reported as TCH, TEA ELEM, TEA PREK, or TEA SEC.
  - To identify salary plans specific to teachers, the variable *Salary Plan* was reported as RT, VT, RO1 or RO5.

- A teacher was eligible for appraisal if s/he taught at least 50 percent of the instructional day and was actively employed from the beginning of the school year through the end of April of the same year. Teachers invited to complete the TADS Evaluation Survey were HISD teachers that were eligible for appraisal under TADS and had logged into the TADS F&D or SP Tool a minimum of one time during the 2016–2017 school year.

- Appraisers invited to complete the TADS Evaluation Survey were HISD certified appraisers that had logged into the TADS F&D or SP Tool a minimum of one time during the 2016–2017 school year.

- A teacher's school level was determined by identifying campus-level assignments specific to each teacher as indicated in the 2015–2016 HISD District and School Profiles. Teachers located at Community Services, HCC Life Skills, EL DAEP, and Beechnut Academy were excluded in this report.

- Campus accountability ratings were obtained from the Texas Education Agency (TEA) using the Texas Academic Performance Reports (TAPR) for 2014–2015 and 2016–2017.

- Teachers' years of experience was determined using total teaching experience as verified by the Human Resources Information System (HRIS). Teachers were categorized as new teachers (i.e., in their first year of teaching), 1–5 years, 6–10 years, 11–20 years, or more than 20 years of experience.

- Teacher and appraiser responses, when possible, included information such as email addresses assigned by HISD, and ratings information was pulled from the TADS F&D Tool and matched to teacher

responses. Teacher and appraiser demographic and school-level data were pulled from the HISD Human Resources Information System (HRIS) and attached to responses as well.

Limitations

Most teachers and appraisers were invited to complete the survey through an email invitation sent directly through the survey vendor website. However, the survey vendor software allows respondents to opt out of receiving surveys at any time, restricting the survey administrator's ability to send an email invitation to complete future surveys. Consequently, a group of teachers (n=96) and appraisers (n=208) from the TADS survey population did not receive an email invitation to complete the survey sent directly through the survey vendor website. This group of teachers and appraisers was instead invited to complete the survey through an embedded weblink sent from Research and Accountability. Their information, while incorporated in aggregate frequency tables, could not be linked to demographic and school-level data, and therefore were excluded from some data analyses.

Results

- The survey response rate for teachers and appraisers increased from 2014–2015 to 2016–2017. Of the 10,875 teachers eligible to participate, 33 percent of teachers elected to complete some or all of the 2016–2017 TADS Evaluation Survey (N=3,538). The response rate for teachers in 2016–2017 was four percentage points higher than the response rate for the 2014–2015 survey (29%).

- Of the 1,055 appraisers eligible to participate, 41 percent of appraisers elected to complete some or all of the 2016–2017 TADS Evaluation Survey (N=435). The response rate for appraisers in 2016–2017 was 17 percentage points higher than the response rate for the 2014–2015 survey (24%).

Legitimacy

What were teachers' and appraisers' perception regarding the legitimacy of TADS in 2016–2017?

- **Figure 1** (p. 7) presents questions that measured opinions regarding the perceived legitimacy of TADS. For this report, legitimacy is defined as the ability of the TADS system to accurately measure teacher effectiveness. Across all questions, the majority of teachers and appraisers had a mostly positive perception regarding TADS's ability to assess teacher effectiveness in the classroom.

- Most teachers and appraisers agreed or strongly agreed that the TADS system provides clear and specific expectations to teachers. However, appraisers appear to have a slightly higher proportional level of agreement, eight percentage points higher, compared to teachers asked the same question (75% compared to 67%) (Figure 1, Section I).

- Teachers and appraisers differed in their opinions that the TADS components reflect effectiveness in the classroom. The proportion of appraisers that agreed or strongly agreed with the statement that the TADS components reflect effectiveness in the classroom was 13 percentage points higher compared to teachers responding to the same question (70% compared to 57%) (Figure 1, Section II).

- Most appraisers agreed or strongly agreed (79%) that appraisals were generally accurate reflections of teachers' instructional practices. The proportion of teachers that agreed or strongly agreed (51%) to the same statement was 28 percentage points lower compared to appraisers (Figure 1, Section III).

- More than half of teachers (58%) and appraisers (58%) agreed or strongly agreed that teachers viewed effective teaching as aligned to the 13 instructional practices in the IP rubric (Figure 1, Section IV).

Figure 1. Teachers' and Appraisers' Perception Regarding the Legitimacy of TADS, 2016–2017

I. The TADS system provides clear and specific expectations to teachers.

Teachers (n=2,475) — Appraisers (n=291)

II. The TADS components (i.e., Instructional Practice, Professional Expectations, Student Performance) reflect [my]/[teacher's] effectiveness in the classroom.

Teachers (n=2,473) — Appraisers (n=293)

III. At my school, teachers' appraisals are generally accurate reflections of their instructional practice.

Teachers (n=2,415) — Appraisers (n=291)

IV. Teachers at my school agree that effective teaching aligns to the 13 instructional practices in the IP rubric.

Teachers (n=2,406) — Appraisers (n=288)

Source: TADS Evaluation Data, 2016–2017
Notes: Percentages may not total 100 due to rounding.

What was teachers' overall perception of the legitimacy of TADS by subgroups in 2016–2017?

- **Figure 2** (p. 8) presents the distribution of a composite score that measured teachers' overall perception about the legitimacy of TADS by teacher-level subgroups. Based on their composite score, teachers were identified as having a negative, neutral, or positive perception of the legitimacy of TADS. Details on the composite score can be found in Appendix E (p. 36). In most subgroups, with the exception of Instructional Practice (IP) rating, the majority of teachers had a positive perception of the TADS system as being able to accurately measure teacher effectiveness.

- The distribution of teachers' perceived legitimacy of TADS by teachers' IP ratings varied across appraisal rating groups. Of the 2,322 teachers that responded to all the questions included in the composite measure, 73 percent of teachers with an IP rating of Highly Effective had a positive view of the legitimacy of TADS. Conversely, less than half of teachers with a rating of Ineffective or Needs

Improvement (39% and 49%, respectively) had a positive perception of the legitimacy of TADS (Figure 2, Section I).

Figure 2. Distribution of Teachers' Overall Perception of the Legitimacy of TADS by Subgroups, 2016–2017 (N=2,322)
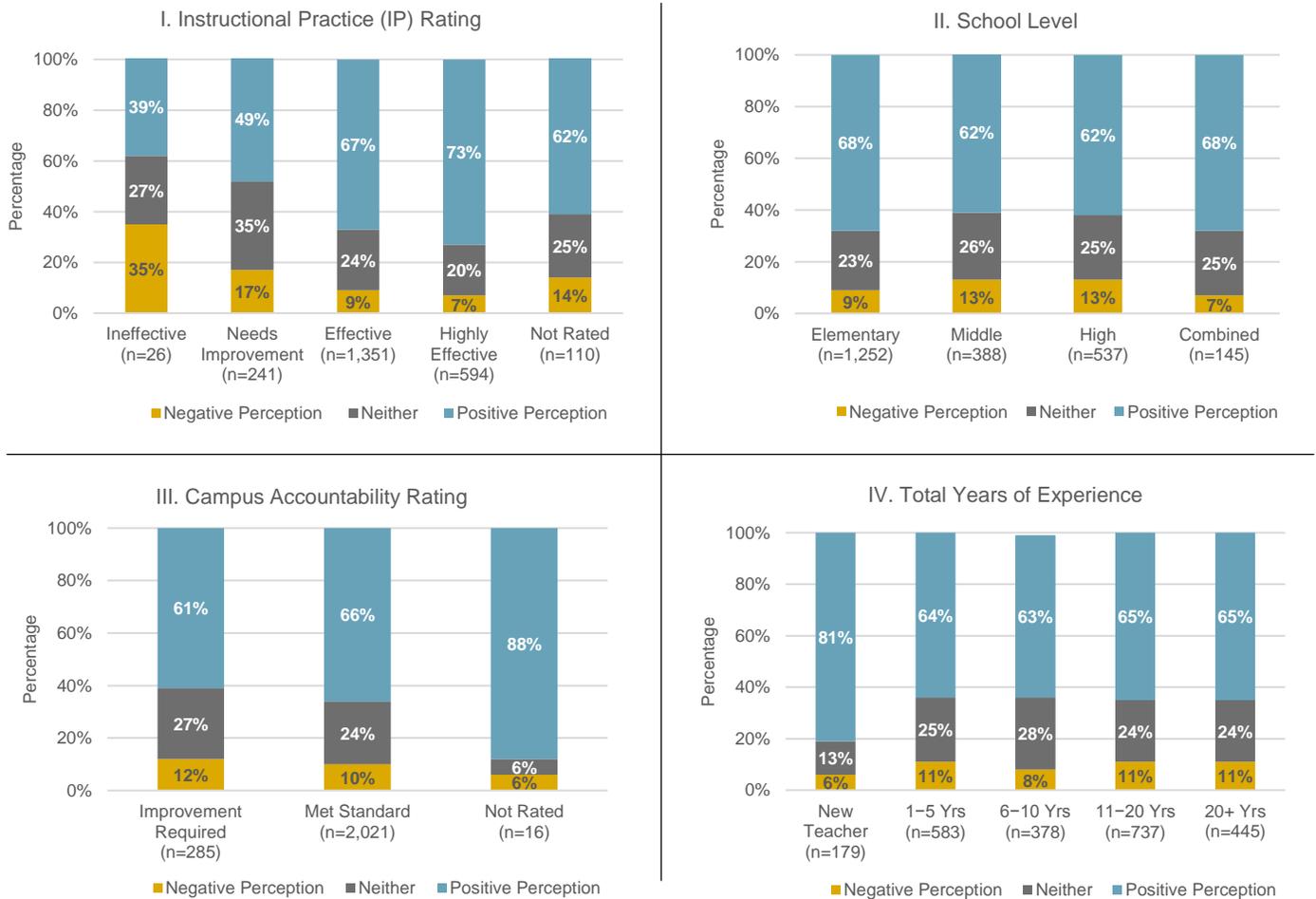
Source: TADS Evaluation Data, 2016–2017; HR Roster File, 2016–2017
Notes: Percentages may not total 100 due to rounding.

- The distribution of teachers' perception of the legitimacy of TADS by accountability rating was slightly higher for Met Standard schools compared to IR schools. The proportion of teachers with a positive perception was five percentage points higher for teachers at Met Standard schools (66%) compared to teachers at IR schools (61%) (Figure 2, Section III).

- New teachers had a more positive perception of the legitimacy of TADS compared to teachers with more years of experience. In their first year, 81 percent of new teachers had a positive perception of TADS's ability to accurately measure teacher effectiveness. The proportion of teachers with a positive perception was 17 percentage points lower for teachers with one to five years of experience (64%) (Figure 2, Section IV).

Was there a change in teachers' perception of the legitimacy of TADS from 2014–2015 to 2016–2017 for those who took the survey both years?

- **Figure 3** presents one question regarding the perceived legitimacy of TADS for teachers that took the TADS survey both years. From 2014–2015 to 2016–2017, the proportion of teachers that agreed or strongly agreed with the statement that effective teaching was aligned to the 13 instructional practices in the IP rubric decreased by seven percentage points (62% to 55%). In other words, from 2014–2015 to 2016–2017, there was a slight decrease in the proportion of teachers who took the TADS survey both years that had a positive perception of the TADS system to assess teacher effectiveness through the Instructional Practice (IP) rubric.

Figure 3. Aggregate Change in Teachers' Perception of the Legitimacy of TADS, 2014–2015 through 2016–2017
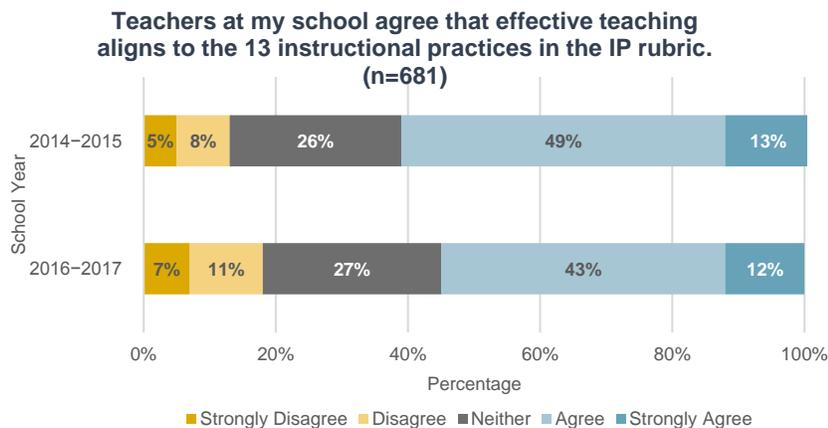
Teachers at my school agree that effective teaching aligns to the 13 instructional practices in the IP rubric. (n=681)

Sources: TADS Evaluation Data, 2014–2015, 2016–2017; HR Roster File, 2016–2017
Notes: Percentages may not total 100 due to rounding.

Impartiality

What were teachers' and appraisers' perception regarding the impartiality of TADS in 2016–2017?

- **Figure 4** (p. 10) presents questions that measured opinions regarding the perceived impartiality of TADS. For this report, impartiality is defined as the ability for the TADS system to objectively measure teacher effectiveness. Impartiality includes both the perceived objectivity of the appraiser's rating and the perceived neutrality of appraisal ratings across campuses and classrooms. Overall, there was a high variation in teachers' and appraisers' perception of TADS as an objective evaluation system of teachers' instructional practice.

- Teachers and appraisers differed in their opinion that the TADS ratings were independent of an appraiser's personal opinion. The proportion of appraisers that perceived TADS ratings to be an objective evaluation of teachers' instructional practice was 23 percentage points higher compared to teachers responding to the same question (76% compared to 53%) (Figure 4, Section I).

Figure 4. Teachers' and Appraisers' Perception Regarding the Impartiality of TADS, 2016–2017

I. The TADS ratings are independent of [my appraiser's]/[my] personal opinion.

II. Student achievement and test scores are appropriately tied to TADS ratings.

III. The TADS system effectively accounts for differences in subject areas, schools, and student populations.

IV. HISD's teacher appraisal system is fair.
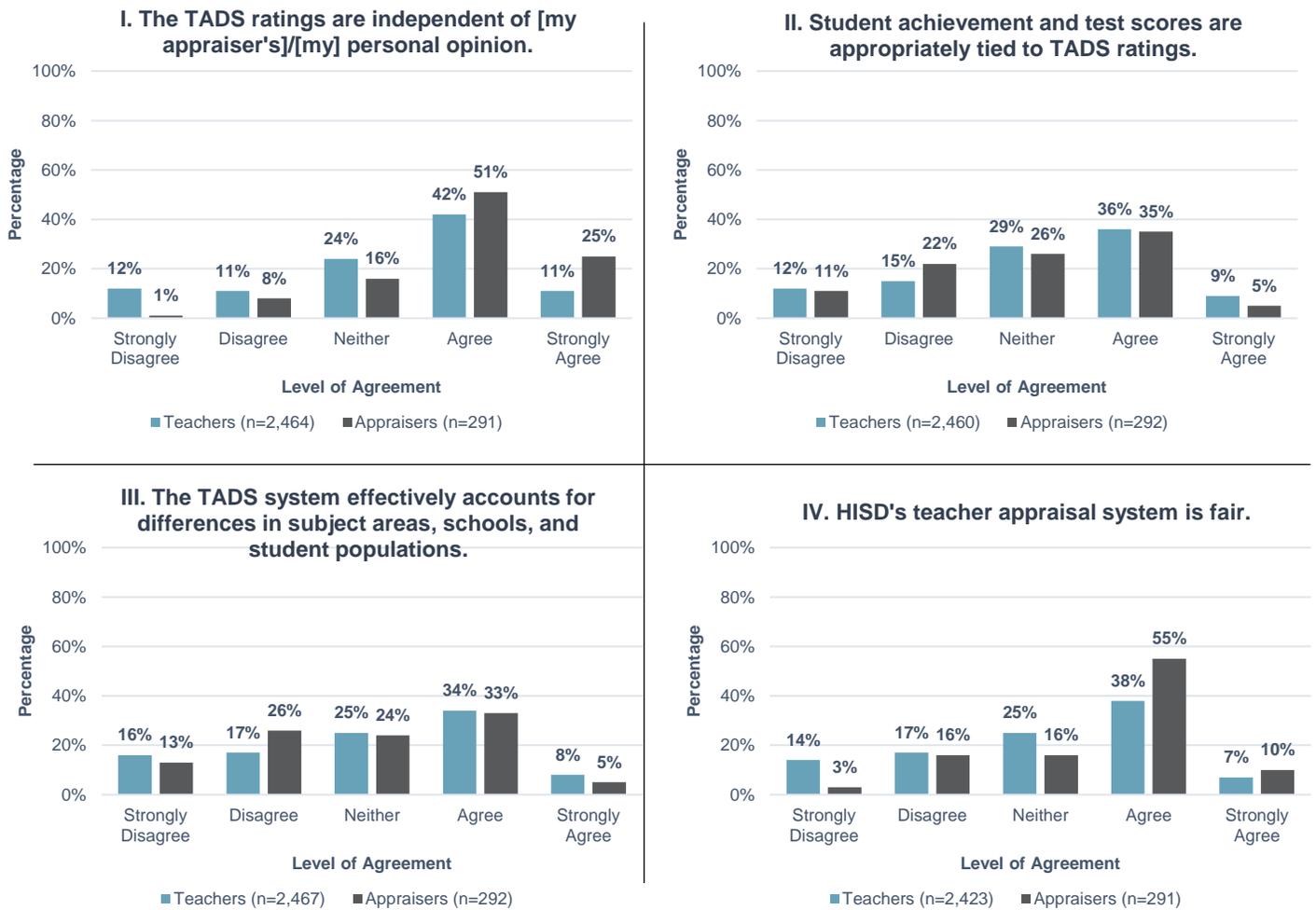
Source: TADS Evaluation Data, 2016–2017
Notes: Percentages may not total 100 due to rounding.

- Less than half of teachers and appraisers agreed that student achievement and test scores were appropriately tied to TADS ratings. Appraisers had a slightly lower proportion of respondents that agreed or strongly agreed compared to teachers asked the same question (40% compared to 45%) (Figure 4, Section II). It should be noted that Student Performance was not included in the 2016–2017 appraisal ratings for most teachers (see Appendix B, p. 33).

- Less than half of teachers and appraisers agreed that the TADS system effectively accounts for differences in student populations. Only 42 percent of teachers and 38 percent of appraisers agreed or strongly agreed that the TADS system was neutral across subject areas, schools, and student populations (Figure 4, Section III).

- Appraisers had a substantially stronger perception of TADS as a fair evaluation system compared to teachers. Most appraisers agreed or strongly agreed (65%) that TADS is a fair teacher evaluation system. In contrast, 45 percent of teachers agreed or strongly agreed that TADS is fair (Figure 4, Section IV).

What was teachers' overall perception of the impartiality of TADS by subgroups in 2016–2017?

- **Figure 5** presents the distribution of a composite score that measured teachers' overall perception about the impartiality TADS by teacher-level subgroups. Details on the composite measure can be found in Appendix E (p. 36). The greatest variation in the distribution of teachers' opinion about the impartiality of TADS was found when analyzed by teachers' IP ratings.

- More than half of teachers with an IP rating of Highly Effective (55%) and Effective (54%) had a positive view of the TADS system's ability to be impartial. Conversely, the proportion of teachers with an Ineffective (38%) or Needs Improvement (39%) IP rating was at least 15 percentage points lower than teachers with an Effective IP rating (54%) (Figure 5, Section I).

Figure 5. Distribution of Teachers' Overall Perception of the Impartiality of TADS by Subgroups, 2016–2017 (N=2,311)
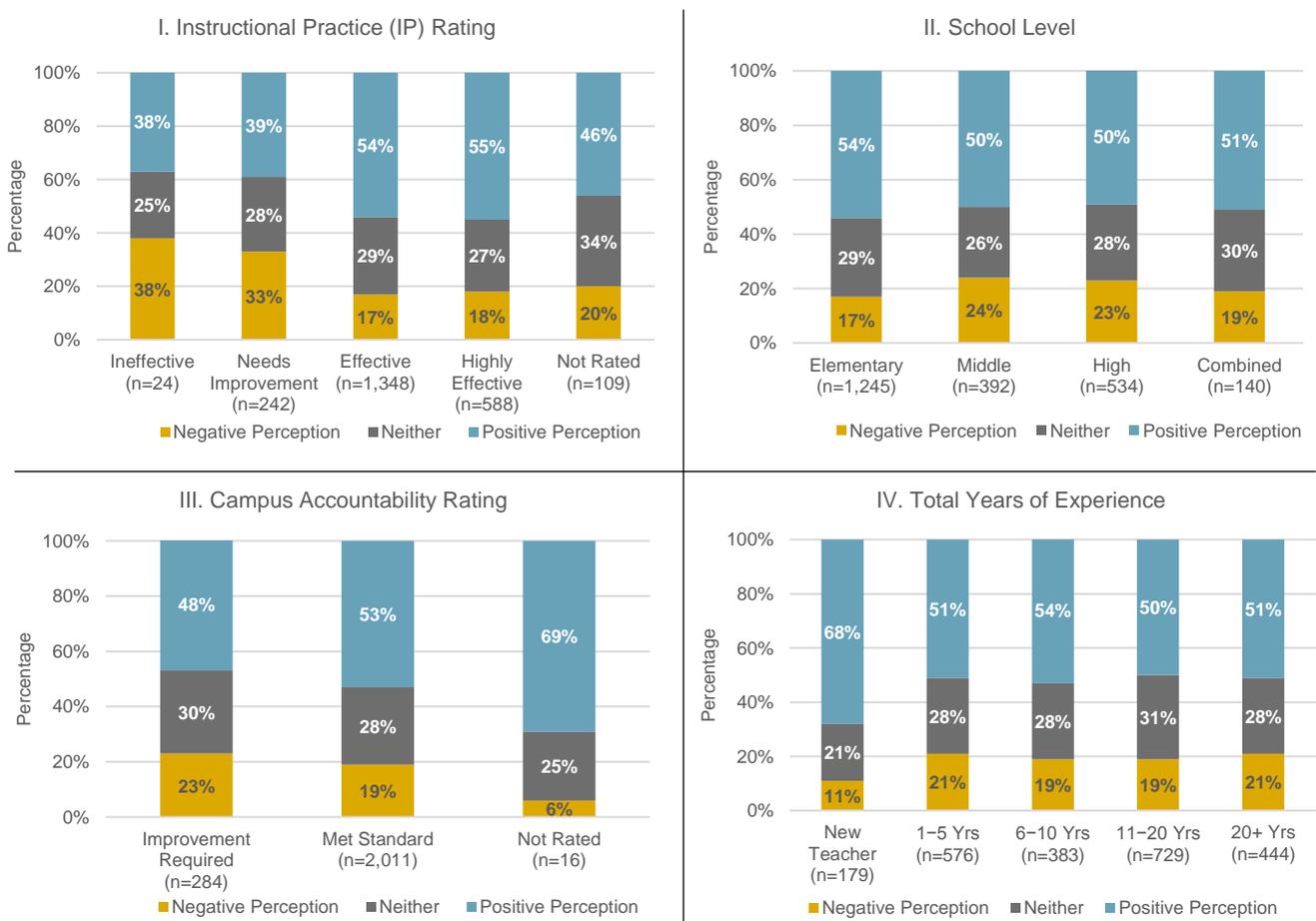
Source: TADS Evaluation Data, 2016–2017; HR Roster File, 2016–2017
Notes: Percentages may not total 100 due to rounding.

- The distribution of teachers' perception of the impartiality of TADS by accountability rating was slightly higher for Met Standard schools compared to IR schools. The proportion of teachers with a positive perception was five percentage points higher for teachers at Met Standard schools (53%) compared to teachers at IR schools (48%) (Figure 5, Section III).

Was there a change in teachers' perception of the impartiality of TADS from 2014–2015 to 2016–2017 for those who took the survey both years?

- **Figure 6** presents one question regarding the perceived impartiality of TADS for teachers that took the TADS survey both years. From 2014–2015 to 2016–2017, the proportion of teachers that agreed or strongly agreed with the statement that the TADS system was fair increased by 11 percentage points (29% to 40%). In other words, while less than half of teachers who took the TADS survey both years viewed the TADS system as impartial, the proportion of teachers who took the survey both years that had a positive perception of the TADS system to objectively measure teacher effectiveness increased from 2014–2015 to 2016–2017.

Figure 6. Aggregate Change in Teachers' Perception of the Impartiality of TADS, 2014–2015 through 2016–2017
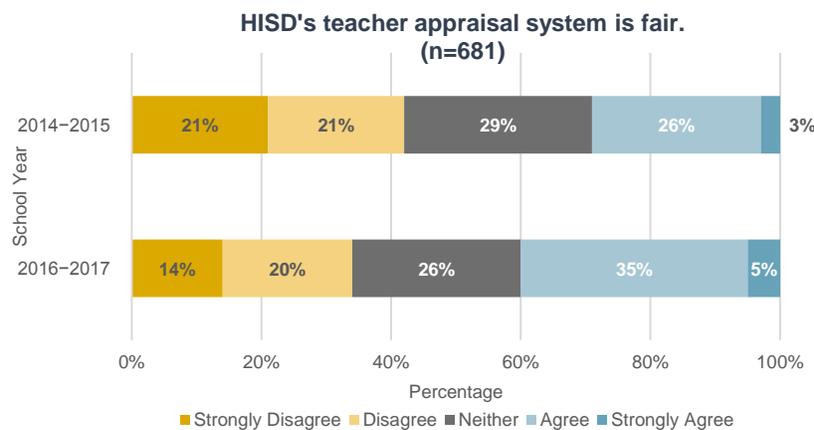
HISD's teacher appraisal system is fair. (n=681)

School Year	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
2014–2015	21%	21%	29%	26%	3%
2016–2017	14%	20%	26%	35%	5%

Sources: TADS Evaluation Data, 2014–2015, 2016–2017; HR Roster File, 2016–2017
Notes: Percentages may not total 100 due to rounding.

Fidelity

What were teachers' and appraisers' perception regarding the fidelity of TADS in 2016–2017?

- **Figure 7** (p. 13) presents questions that measured opinions regarding the perceived fidelity of TADS. For this report, fidelity is defined as the reliability and consistency of HISD's implementation of the TADS system. Overall, there was variation in teachers' and appraisers' perception of the perceived quality of HISD's implementation of the TADS system.

- Most teachers and appraisers agreed or strongly agreed that the instructional rubric is clear and easy to understand. However, appraisers had a stronger level of agreement compared to teachers asked the same question (73% compared to 65%) (Figure 7, Section I).

- Teachers' and appraisers' opinion of the time required for the TADS system varied greatly. The proportion of appraisers that agreed or strongly agreed that the TADS requires an appropriate amount of time (46%) was 11 percentage points lower than the proportion of teachers that responded to the same question (57%). Conversely, more than half of appraisers (54%) disagreed, strongly agreed, or were indifferent to the statement that TADS requires an appropriate amount of time (Figure 7, Section II).

- Most appraisers agreed or strongly agreed (89%) that administrators at their school are committed to improving instructional practice. The proportion of teachers that agreed or strongly agreed (68%) to the same statement was 21 percentage points lower compared to appraisers (Figure 7, Section IV).

Figure 7. Teachers' and Appraisers' Perception Regarding the Fidelity of TADS, 2016–2017
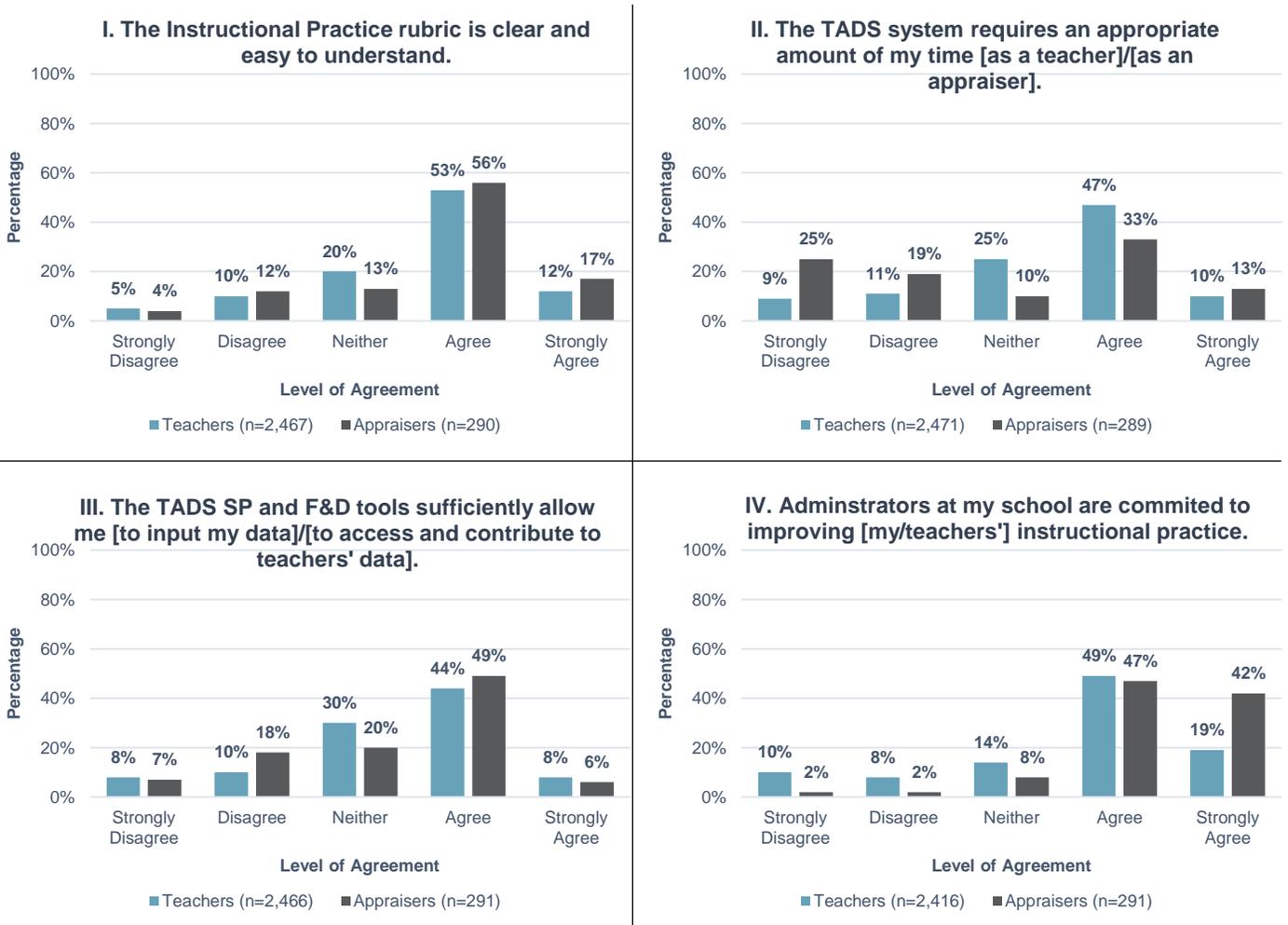
I. The Instructional Practice rubric is clear and easy to understand.

Teachers (n=2,467)   Appraisers (n=290)

II. The TADS system requires an appropriate amount of my time [as a teacher]/[as an appraiser].

Teachers (n=2,471)   Appraisers (n=289)

III. The TADS SP and F&D tools sufficiently allow me [to input my data]/[to access and contribute to teachers' data].

Teachers (n=2,466)   Appraisers (n=291)

IV. Administrators at my school are commited to improving [my/teachers'] instructional practice.

Teachers (n=2,416)   Appraisers (n=291)

Source: TADS Evaluation Data, 2016–2017
Notes: Percentages may not total 100 due to rounding.

What was teachers' overall perception of the fidelity of TADS by subgroups in 2016–2017?

- **Figure 8** (p. 14) shows the distribution of a composite score that measured teachers' overall perception about the fidelity of TADS by teacher-level subgroups. Details on the composite measure can be found in Appendix E (p. 36). Consistent with previous analysis of domains in this report by teacher subgroups, the greatest variation in the distribution of teachers' opinion about the fidelity of TADS was found when presented by teachers' IP ratings.

- The majority of teachers with an IP rating of Effective (73%) and Highly Effective (75%) had a positive view of the reliability and consistency of HISD's implementation of the TADS system. In contrast, compared to the proportion of teachers with an Effective IP rating (73%) with a positive perception of the fidelity of TADS, the proportion of teachers with a Needs Improvement IP rating (53%) was 20

percentage points lower and the proportion of teachers with an Ineffective IP rating (35%) was 38 percentage points lower (Figure 8, Section I).

Figure 8. Distribution of Teachers' Perception of the Fidelity of TADS by Subgroups, 2016–2017 (N=2,316)
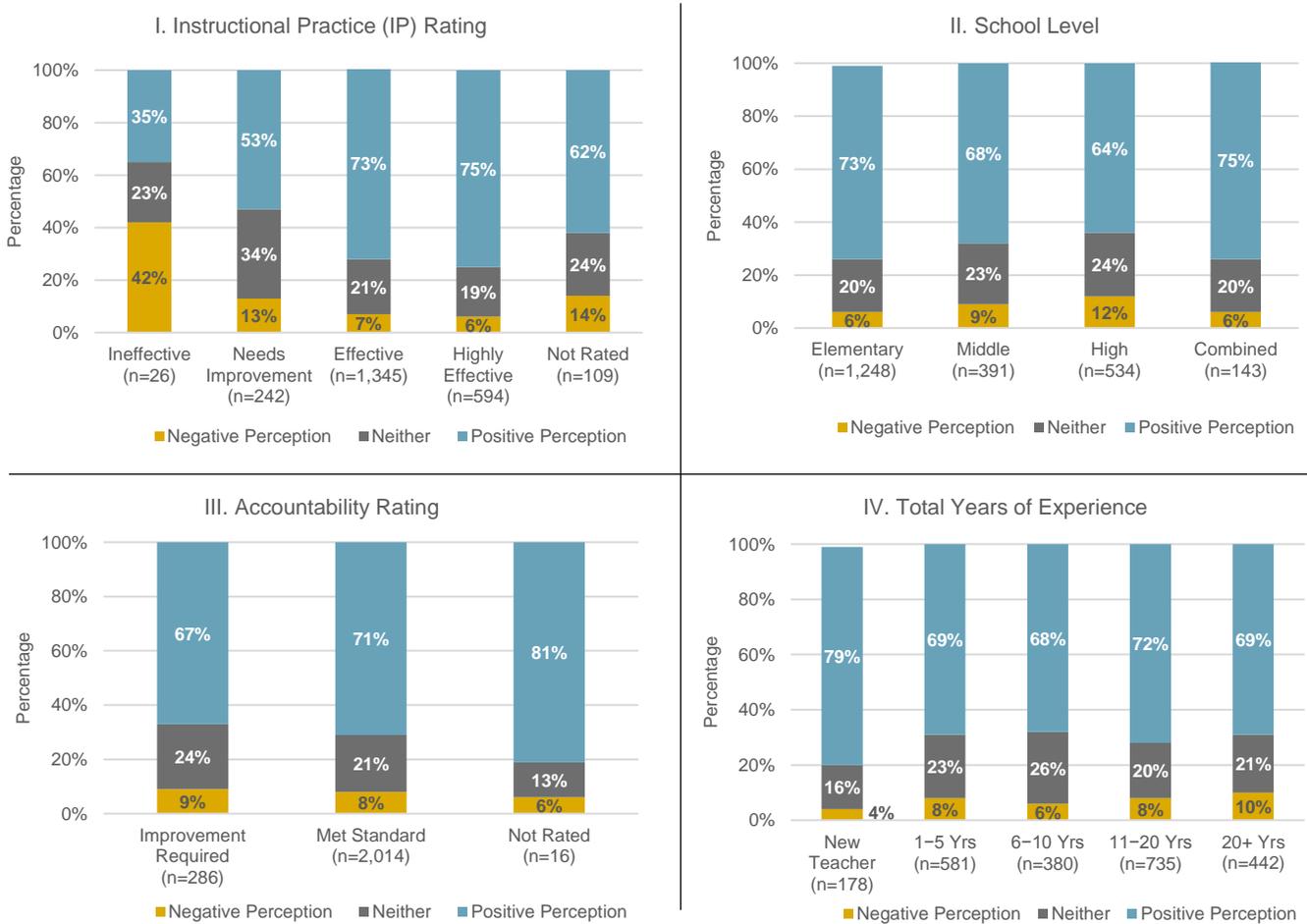
Source: TADS Evaluation Data, 2016–2017; HR Roster File, 2016–2017
Notes: Percentages may not total 100 due to rounding.

- New teachers had a more positive perception of the fidelity of TADS compared to teachers with more years of experience. In their first year, 79 percent of new teachers had a positive perception of the reliability and consistency of the implementation of the TADS system. The proportion of teachers with a positive perception was 10 percentage points lower for teachers with one to five years of experience (Figure 8, Section IV).

Was there a change in teachers' perception of the fidelity of TADS from 2014–2015 to 2016–2017 for those who took the survey both years?

- **Figure 9** presents one question regarding reliability and consistency of HISD's implementation of the TADS system for teachers that took the TADS survey both years.[3] From 2014–2015 to 2016–2017, the proportion of teachers that agreed or strongly agreed with the statement that that they received consistent information about the steps needed to complete Student Performance measures increased by seven percentage points (57% to 64%). In other words, from 2014–2015 to 2016–2017, there was an increase in proportion of teachers who took the survey both years that had a positive perception of the consistency of HISD's communication to complete the necessary steps for Student Performance measures.

Figure 9. Aggregate Change in Teachers' Perception of the Fidelity of TADS, 2014–2015 through 2016–2017
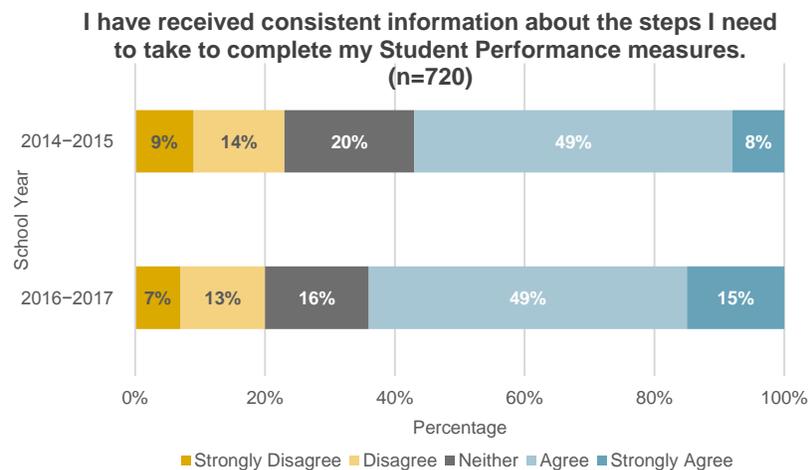
I have received consistent information about the steps I need to take to complete my Student Performance measures. (n=720)

Sources: TADS Evaluation Data, 2014–2015, 2016–2017; HR Roster File, 2016–2017
Notes: Percentages may not total 100 due to rounding.

Value of Feedback

What were teachers' and appraisers' perception regarding the value of feedback received and given through TADS in 2016–2017?

- **Figure 10** (p. 16) presents questions that measured opinions regarding the perceived value of feedback given and received through TADS. For this report, the value of feedback is defined as the overall utility of the feedback though TADS that would lead to teachers' ability to implement change in their instructional practice. In other words, the value of feedback is how well that feedback delivered through TADS guides improvement of a teacher's instructional practice. While over half of teachers and appraisers agreed or strongly agreed with the questions, there was a notable variation in the distribution of teachers and appraisers regarding the value of the feedback they received or gave through TADS.

- While the majority of teachers and appraisers had a positive perception about the value of feedback, appraisers had a substantially stronger view that teachers knew what to do to implement changes after receiving feedback. The proportion of appraisers that agreed or strongly agreed that teachers knew

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[3] The questions used for the domain of fidelity were not used in the 2014–2015 TADS survey. A question about the fidelity of Student Performance, a component of TADS, is used to show changes in the perception of fidelity.

what to do to implement changes after they received feedback from their appraiser (93%) was 20 percentage points higher than for teachers responding to the same question (73%) (Figure 10, Section II).

Figure 10. Teachers' and Appraisers' Perception Regarding the Value of Feedback, 2016–2017

I. The TADS provides feedback to teachers that is specific, actionable, and includes resources.

Teachers (n=2,417) ■ Appraisers (n=291)

II. When I [received]/[delivered] feedback after an observation, [I]/[teachers] knew what to do to implement those changes.

Teachers (n=2,698) ■ Appraisers (n=319)

III. When I [received]/[delivered] feedback after an observation, I [had]/[provided] sufficient support to implement those changes.

Teachers (n=2,698) ■ Appraisers (n=319)

IV. [I have changed my instructional practice]/[The instructional practice of teachers I appraise has changed] since August based on the feedback [I have received from my appraiser]/[I have given].

Teachers (n=2,698) ■ Appraisers (n=319)

Source: TADS Evaluation Data, 2016–2017
Notes: Percentages may not total 100 due to rounding.

- Teachers' and appraisers' responses to a perceived change in instructional practice since August based on feedback varied. The proportion of teachers that agreed or strongly agreed that they had changed their instructional practice based on feedback from their appraiser (68%) was 20 percentage points lower than the proportion of appraisers that responded to the same question (88%) (Figure 10, Section IV).

What was teachers' overall perception of the value of feedback received and given through TADS by subgroups in 2016–2017?

- **Figure 11** (p. 17) presents the distribution of a composite score that measured teachers' overall perception about the value of feedback given and received through TADS by teacher-level subgroups. Details on the composite measure can be found in Appendix E (p. 36). The greatest variation in the distribution of teachers' opinion about quality of feedback was found when analyzed by teachers' IP ratings.

**Figure 11. Composite Mean Score of Teachers' Perception of the Value of Feedback by Subgroups, 2016–2017 (N=2,381)**
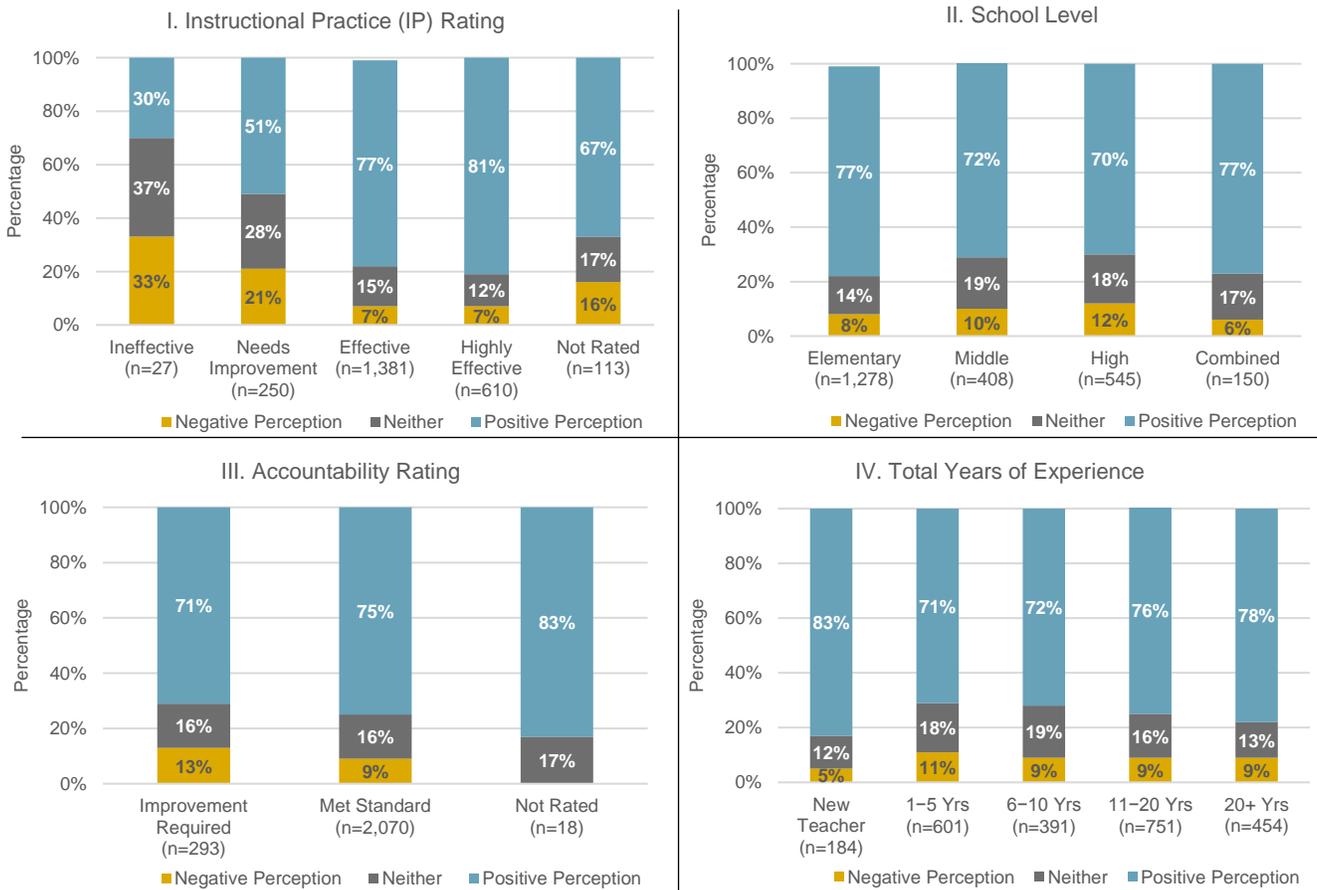
Source: TADS Evaluation Data, 2016–2017; HR Roster File, 2016–2017
Notes: Percentages may not total 100 due to rounding.

- The majority of teachers with an IP rating of Effective and Highly Effective had a positive view of the quality of feedback through TADS (77% and 81%, respectively). In contrast, when compared to teachers with an Effective IP rating, the proportion of teachers with an Ineffective IP rating that had a positive view (30%) was 47 percentage points lower and teachers with a Needs Improvement IP rating with a positive view (51%) was 26 percentage points lower (Figure 11, Section I).

- New teachers had a more positive perception of the value of feedback given and received through TADS compared to teachers with more years of experience. In their first year, 83 percent of new teachers had a positive perception of the utility of the feedback though TADS leading to a change in instructional practice. The proportion of teachers with a positive perception was 12 percentage points lower for teachers with one to five years of experience (Figure 11, Section IV).

Was there a change in teachers' perception of the value of feedback received and given through TADS from 2014–2015 to 2016–2017 for those who took the survey both years?

- **Figure 12** presents one question regarding the perceived value of feedback through TADS for teachers that took the TADS survey both years.[4] From 2014–2015 to 2016–2017, the proportion of teachers that agreed or strongly agreed with the statement that the feedback they received from their appraiser was useful for their instructional practice decreased by four percentage points (73% to 69%). In other words, from 2014–2015 to 2016–2017, there was a slight decrease in proportion of teachers who took the survey both years that had a positive perception of value of feedback through TADS.

**Figure 12. Aggregate Change in Teachers' Perception of the
Value of Feedback, 2014–2015 through 2016–2017**
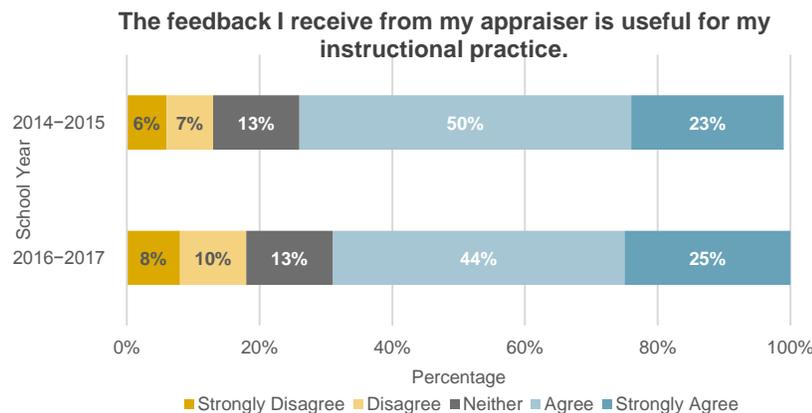
Sources: TADS Evaluation Data, 2014–2015, 2016–2017; HR Roster File, 2016–2017
Notes: Percentages may not total 100 due to rounding.

Quality of Feedback[5]

What were teachers' and appraisers' perception regarding the quality of feedback received and given through TADS in 2016–2017?

- **Figure 13** (p. 19) presents questions that measured opinions regarding the perceived quality of feedback received and given through TADS. For this report, the quality of feedback is defined as the utility of the feedback as it relates to teachers' instructional practice. In other words, the quality of feedback is how well that feedback delivered through TADS reflects a teacher's instructional practice. Across all questions, there was not alignment between teachers' and appraisers' perception of the quality of utility of feedback as it relates to instructional practice.

- Most appraisers (96%) viewed the feedback they delivered as useful for teachers' instructional practice. In contrast, the proportion of teachers that perceived the feedback they received from their appraisers as useful for their instructional practice (69%) was 27 percentage points lower than appraisers' views on the feedback they gave teachers (Figure 13, Section II).

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[4] The questions used for the domain of the value of feedback were not used in the 2014–2015 TADS survey. A question about the overall utility of feedback received from an appraiser is used to show changes in the perception of the value of feedback.
[5] The questions for the domain of quality of feedback were not used in the in the 2014–2015 TADS survey. Teachers' perception of the quality of feedback given and received through TADS cannot be compared from 2014–2015 to 2016–2017.

Figure 13. Teachers' and Appraisers' Perception Regarding the Quality of Feedback, 2016–2017
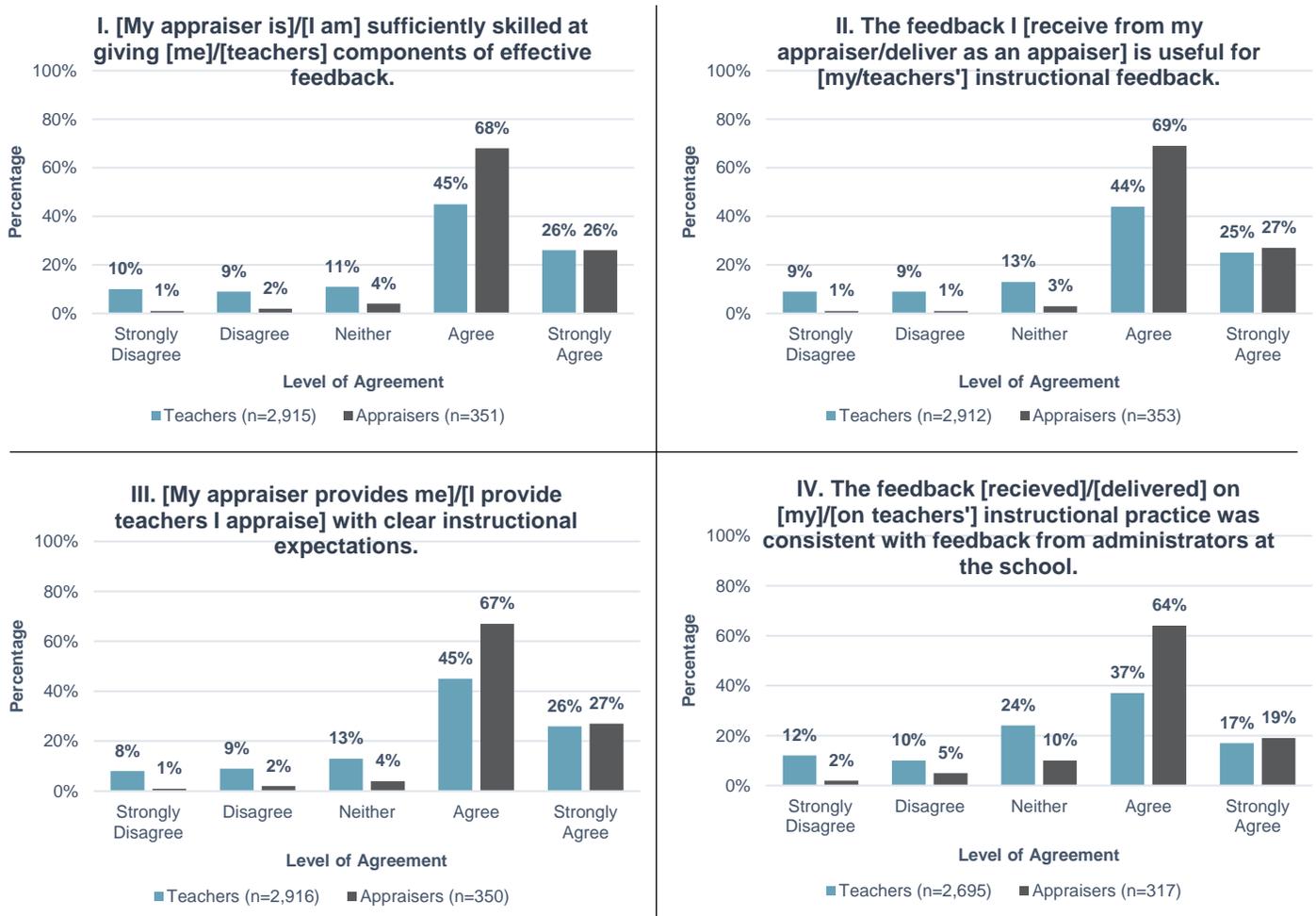
Source: TADS Evaluation Data, 2016–2017
Notes: Percentages may not total 100 due to rounding.

- Similar to the appraisers' view of feedback, the majority of appraisers (94%) felt that they provided teachers with clear instructional expectations. The proportion of teachers that agreed or strongly agreed (71%) to the same statement was 23 percentage points lower compared to appraisers (Figure 13, Section III).

- Teachers' and appraisers' opinion of the consistency of feedback between appraisers and administrators varied. The proportion of teachers that agreed or strongly agreed that the feedback they received from their appraiser was consistent with feedback from administrators (54%) was 29 percentage points lower than the proportion of appraisers agreeing with the same question (83%) (Figure 13, Section IV).

What was teachers' overall perception of the quality of feedback received and given through TADS by subgroups in 2016–2017?

- **Figure 14** presents the distribution of a composite score that measured teachers' overall perception about quality of feedback given and received through TADS by teacher-level subgroups. Details on the composite measure can be found in Appendix E (p. 36). Consistent with previous analysis of domains in this report by teacher subgroups, the greatest variation in the distribution of teachers' opinions about quality of feedback was found when presented by teachers' IP ratings.

Figure 14. Composite Mean Score of Teachers' Perception of the Quality of Feedback by Subgroups, 2016–2017 (N=2,598)
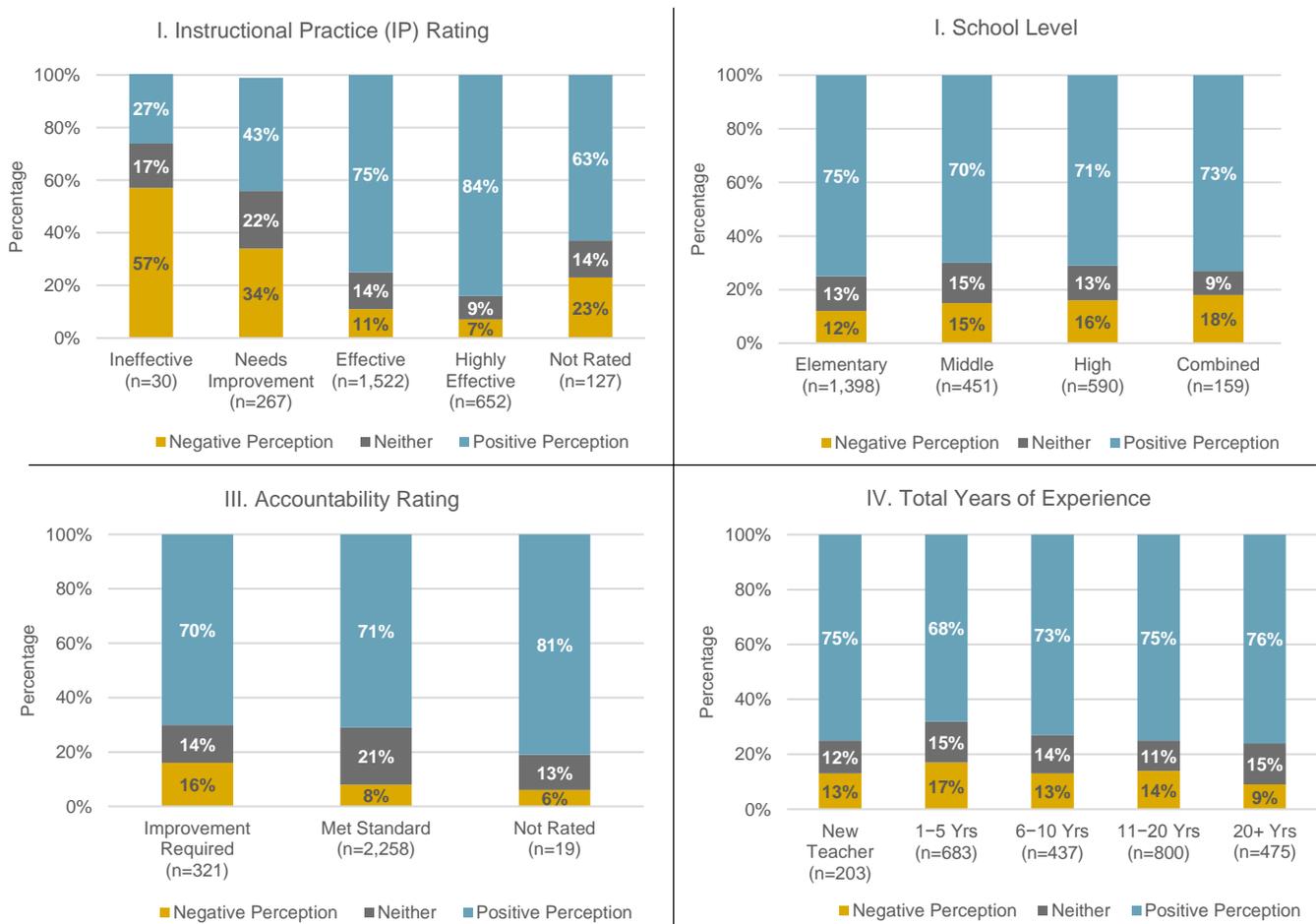
Source: TADS Evaluation Data, 2016–2017; HR Roster File, 2016–2017
Notes: Percentages may not total 100 due to rounding.

- The majority of teachers with an IP rating of Effective (75%) and Highly Effective (84%) had a positive view of the quality of feedback through TADS. Conversely, when compared with teachers with an Effective IP rating, the proportion of teachers with an Ineffective IP rating (27%) was 48 percentage points lower and teachers with a Needs Improvement IP rating (43%) was 32 percentage points lower (Figure 14, Section I).

- Teachers with one to five years of experience had a slightly more negative perception of the quality of feedback compared to new teachers and teachers with more years of experience. Of teachers with one to five years of experience, 17 percent of teachers had a negative perception of the quality of feedback. When compared to teachers with one to five years of experience, the proportion of teachers with a negative perception was four percentage points lower for new teachers (13%) and teachers with six to ten years of experience (13%) (Figure 14, Section IV, p. 20).

Value of Formal Supports

What were teachers' and appraisers' perception regarding the value of formal supports?

- **Figure 15** presents questions that measured opinions regarding the perceived value of formal supports for improving teacher effectiveness. For this report, the value of formal support is defined as the perceived overall utility of formal supports offered through TADS that would lead to teachers' ability to implement change in their instructional practice While over half of teachers and appraisers agreed or strongly agreed with the questions, there was variation in the distribution of teachers and appraisers regarding the value of formal supports.

Figure 15. Teachers' and Appraisers' Perception Regarding the Value of Formal Supports, 2016–2017
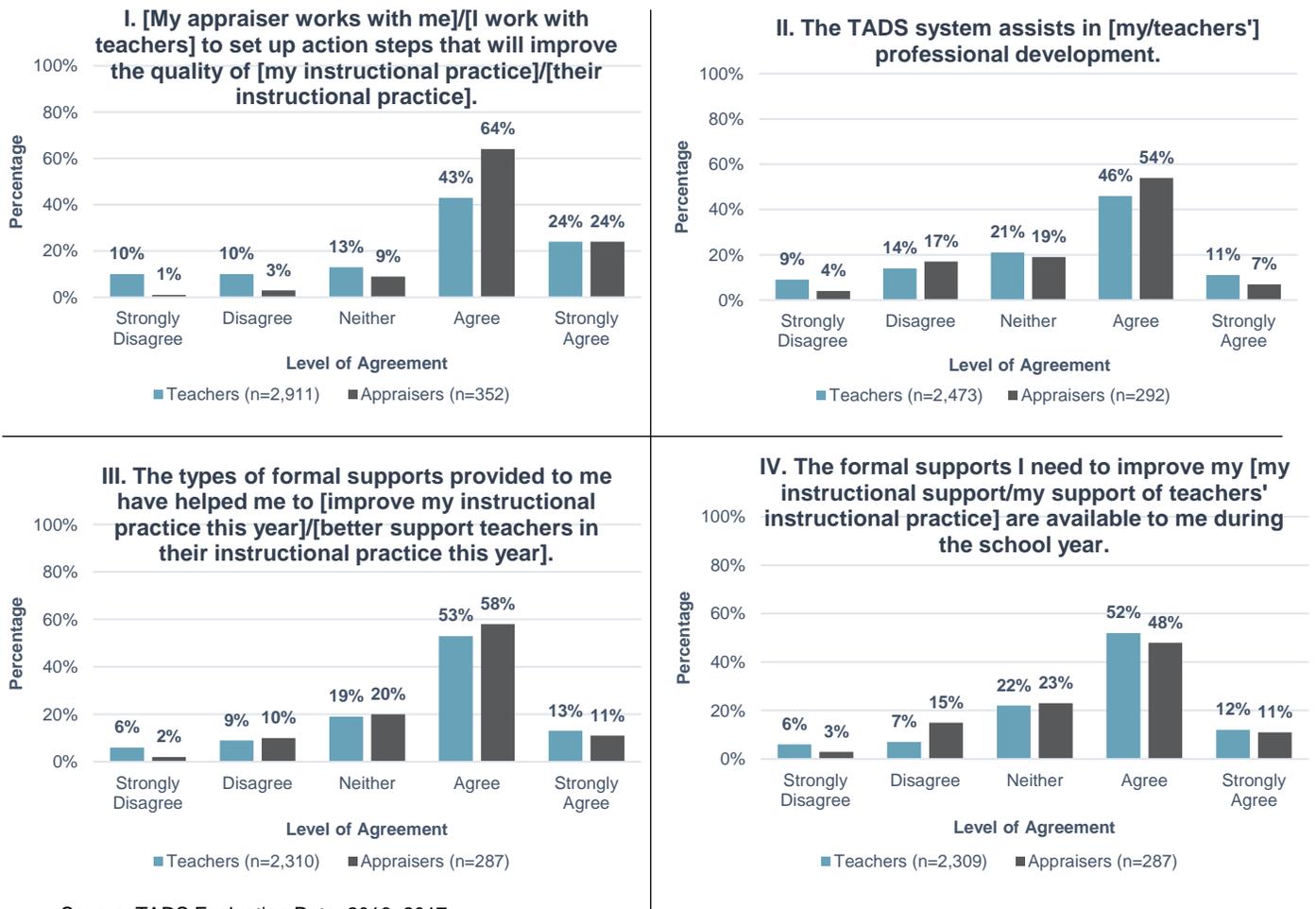
Source: TADS Evaluation Data, 2016–2017
Notes: Percentages may not total 100 due to rounding.

- Teachers and appraisers differed in their opinions that the appraiser works with the teacher to set up action steps to improve instructional practice. The proportion of appraisers that agreed with the statement that they worked with teachers to set up action steps was 21 percentage points higher compared to teachers responding to the same question (88% compared to 67%) (Figure 15, Section I, p. 21).

- Most teachers and appraisers agreed or strongly agreed that the provided formal supports either helped to improve instructional practice or support teachers to improve their instructional practice. However, appraisers had a slightly stronger level of agreement compared to teachers asked the same question (69% compared to 66%) (Figure 15, Section III).

What was teachers' overall perception of the value of formal supports through TADS by subgroups in 2016–2017?

- **Figure 16** presents the distribution of a composite score that aims to measure teachers' overall perception of the utility of formal supports offered through TADS. Details on the composite score can be found in Appendix E (p. 36).

Figure 16. Composite Mean Score of Teachers' Perception of the Value of Formal Supports by Subgroups, 2016–2017 (N=2,222)
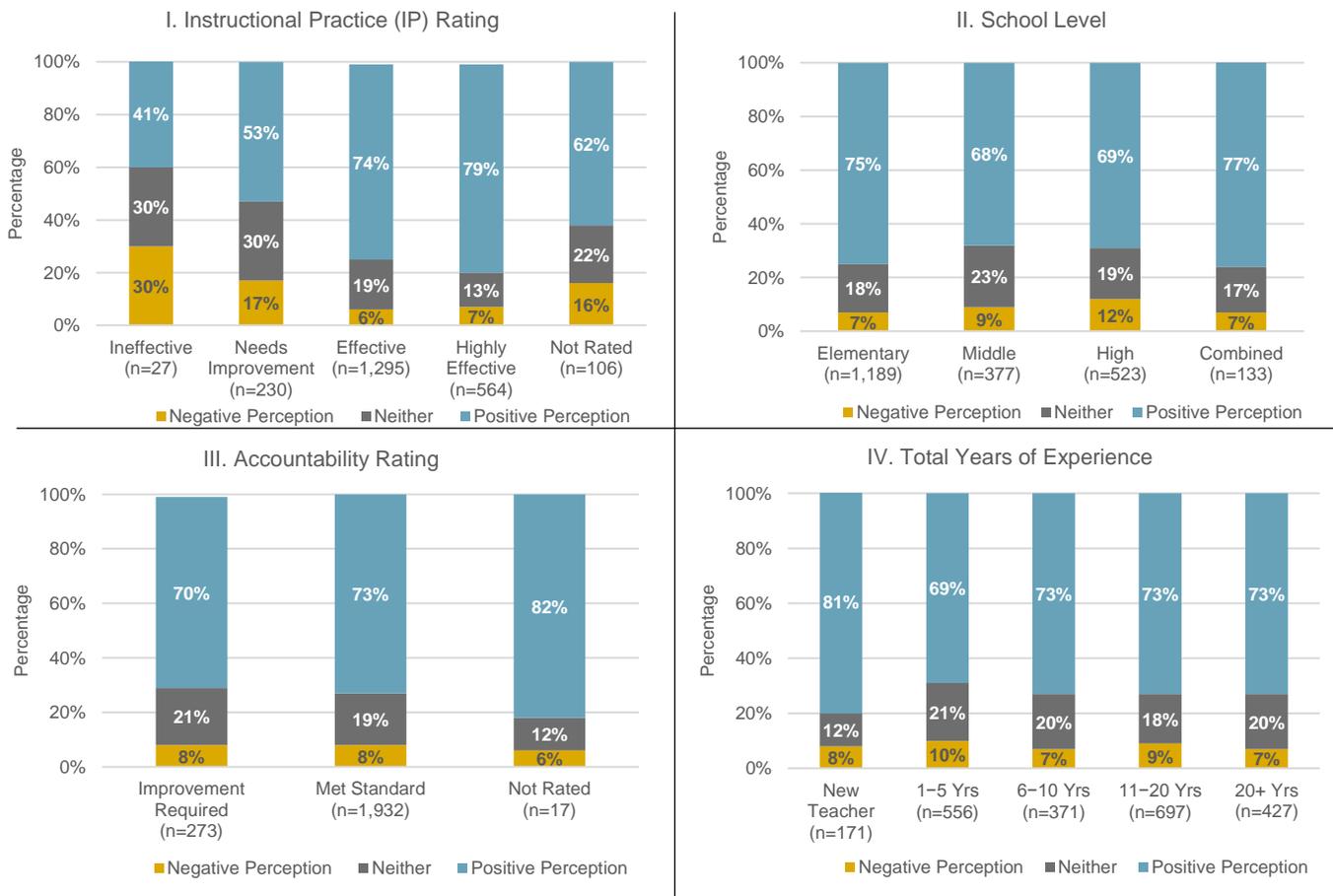
Source: TADS Evaluation Data, 2016–2017; HR Roster File, 2016–2017
Notes: Percentages may not total 100 due to rounding.

- Consistent with previous analysis of domains in this report by teacher subgroups, the greatest variation in the distribution of teachers' opinion about value of formal supports was found when presented by teachers' IP ratings. Teachers with an Effective or Highly Effective IP rating (71% and 79%, respectively) had more positive perceptions of the value of the formal supports compared to teachers with an Ineffective or Needs Improvement rating (41% and 53%, respectively) (Figure 16, Section I, p. 22).

- The distribution of teachers' perception of the value of formal supports through TADS by accountability rating was nearly identical for Met Standard schools compared to IR schools. The proportion of teachers that viewed formal supports as positive was three percentage points higher for teachers at Met Standard schools (73%) compared to teachers at IR schools (70%). For both Met Standard and IR schools, eight percent of teachers had a negative perception of formal supports (Figure 16, Section III).

- New teachers had a more positive perception of the value of formal supports compared to teachers with more years of experience. In their first year, 81 percent of new teachers viewed formal supports as positive. The proportion of teachers with a positive perception was 12 percentage points lower for teachers with one to five years of experience (69%). For teachers with at six or more years of experience (73%), the proportion of teachers with a positive perception was eight percentage points lower than that of new teachers and four percentage points higher compared to teachers with one to five years of experience (Figure 16, Section IV).

Was there a change in teachers' perception regarding the value of formal supports from 2014–2015 to 2016–2017 for those who took the survey both years?

- **Figure 17** presents one question regarding the perceived value of formal supports through TADS for teachers that took the TADS survey both years. From 2014–2015 to 2016–2017, the proportion of teachers that agreed or strongly agreed with the statement that they had sufficient support to implement changes after receiving feedback from an observation remained unchanged at 67 percent.

Figure 17. Aggregate Change in Teachers' Perception of the Value of Feedback, 2014–2015 through 2016–2017

When I received feedback after an observation, I had sufficient support to implement those changes. (n=755)

School Year	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
2014−2015	7%	10%	14%	42%	25% *
2016−2017	9%	8%	16%	45%	22%
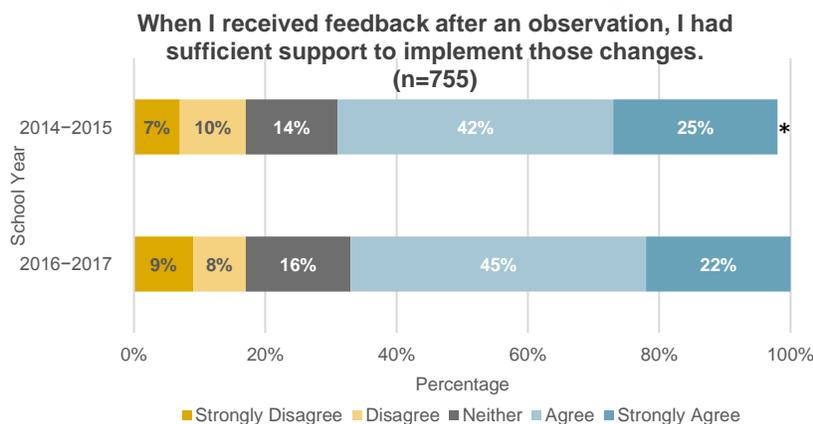
Sources: TADS Evaluation Data, 2014–2015, 2016–2017; HR Roster File, 2016–2017
Notes: Percentages may not total 100 due to rounding.
* In 2014–2015, 2 percent of teachers (n=14) responded with "N/A" to the question.

TADS Alignment

How did teachers' experience with aspects of TADS align with their perception of TADS as fair?

- **Figure 18** shows the relationship between teachers' experience with aspects of the TADS system and their perception of TADS as a fair appraisal system. The data suggest directional alignment between the teachers' experience with aspects of TADS and the perception of TADS as fair.

Figure 18. Alignment of Teachers' Experience with TADS and the Perceived Fairness of TADS, 2016–2017
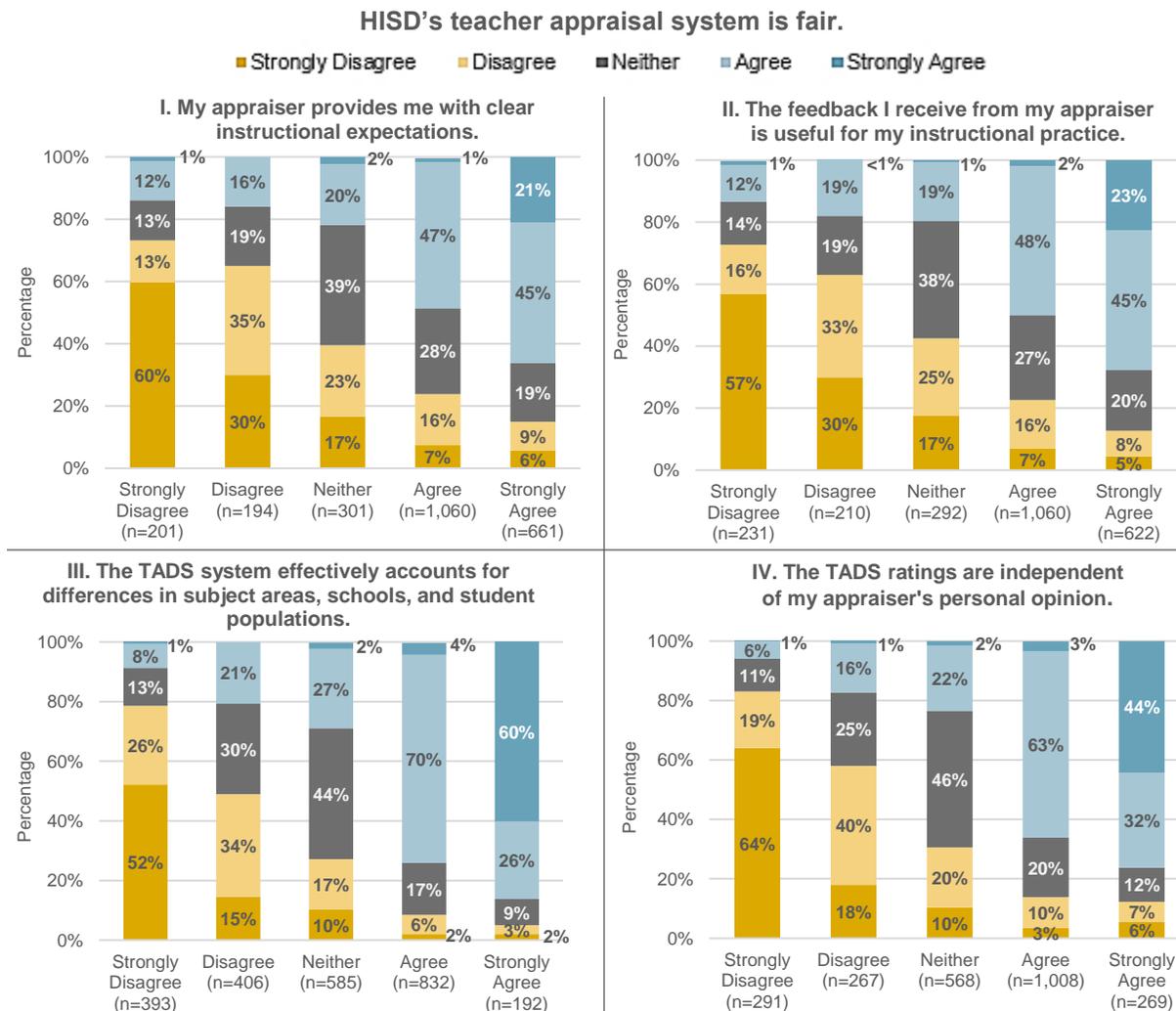
HISD's teacher appraisal system is fair.

Legend: ■ Strongly Disagree ▫ Disagree ■ Neither ▫ Agree ■ Strongly Agree

Source: TADS Evaluation Data, 2016–2017
Notes: Percentages may not total 100 due to rounding.

- Teachers that strongly agreed that their appraiser provided clear expectations also had higher levels of agreement that TADS is fair. A total of 661 teachers strongly agreed that their appraiser provided clear expectations, and of those teachers, 66 percent of them agreed or strongly agreed that TADS is fair. Conversely, 201 teachers strongly disagreed that their appraiser provided clear expectations, and of those teachers, 73 percent disagreed or strongly disagreed that TADS was fair (Figure 18, Section I).

- Teachers that strongly agreed that their appraiser provides useful feedback also had higher levels of agreement that TADS is fair. A total of 622 teachers strongly agreed that their appraiser provided useful feedback, and of those teachers, 68 percent agreed or strongly agreed that TADS is fair. Conversely, 231 teachers strongly disagreed that their appraiser provides useful feedback, and of those teachers, 73 percent disagreed or strongly disagreed that TADS was fair (Figure 18, Section II, p. 24).

- The greatest alignment of teachers that strongly agreed that TADS was a fair appraisal system was found with teachers' level of agreement with the statement that the TADS system effectively accounts for differences in subject areas, schools, and student populations. Of the 192 teachers that strongly agreed that TADS effectively accounts for differences in students, 86 percent agreed or strongly agreed that TADS is fair (Figure 18, Section III).

- The greatest alignment of teachers that strongly disagreed that TADS was a fair appraisal system was found with teachers' level of agreement with the statement that TADS ratings were independent of his/her appraiser's personal opinion. Of the 291 teachers that strongly disagreed that TADS ratings were objective, 83 percent disagreed or strongly disagreed that TADS is fair (Figure 18, Section IV).

Respondents' Recommendations

What were teachers' and appraisers' recommendations to improve the TADS Timeline?

- Of survey respondents, 11 percent of teachers (n=375) and 23 percent of appraisers (n=99) elected to respond to a question eliciting recommendations to improve the sequence about the TADS Timeline. Open-ended topics and samples can be found in Appendix F (**Table F-7–Table F-10,** pp. 42–45).

- Nearly 26 percent of teachers recommended an improvement to the quality of communication about the TADS Timeline (n=96). Additionally, 12 percent of appraisers recommended that the End-of-Year Conference (EOY) be conducted later in the school year (n=12).

- Many responses to the question about the TADS Timeline from both teachers and appraisers offered general recommendations or opinions about TADS. For teachers, six percent of teachers that responded to the open-ended question recommended an increased focus on instructional practice rather than accountability (n=21), and 17 percent of respondents expressed that their experience with TADS, either positive or negative, was affected by their appraiser (n=63). For appraisers that responded to the open-ended question, 10 percent of respondents recommended fewer observations for Highly Effective or master teachers (n=10), and 38 percent of respondents felt that the TADS process required too much time (n=38).

What were teachers' and appraisers' recommendations to improve the Student Progress process?

- Of survey respondents, 13 percent of teachers (n=454) and 30 percent of appraisers (n=129) elected to respond to a question eliciting recommendations for additional training or supports to assist teachers in carrying out the Student Progress[6] process. Open-ended topics and samples can be found in Appendix F (**Table F-12–Table F-15**, pp. 47–50).

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[6] Student Progress is a student learning measure used in the Student Performance component of TADS that uses summative assessments or performance tasks to measure how much content and skill students learned over the duration of a course or year, based on where they started the subject or course.

- The open-ended responses from both teachers and appraisers were similar. Nearly 27 percent of teacher respondents requested an increase to the amount of training and support offered about Student Progress (n=122). The most commonly requested type of training and support was on how to set goals and determine results (7%, n=31)). For appraisers, 43 percent of respondents requested an increase to the amount of training and support offered about Student Progress (n=55), and 14 percent requested additional training and support on how to set goals and determine results (n=18).

- Many responses to the question about Student Progress from both teachers and appraisers offered general opinions about Student Progress. For teachers, 10 percent of respondents felt that the Student Progress measures were not clear or transparent (n=44), and six percent of respondents viewed the Student Progress measures as unreliable (n=27). For appraisers, six percent of respondents felt that the Student Progress process required too much time (n=8), and five percent of respondents thought that the Student Performance tool did not work well (n=6).

What were teachers' recommendations and experiences in regards to the appeals process?

- A question about the appeals process for TADS was presented to teachers. Of survey respondents, 8 percent of teachers (n=280) elected to respond to a question eliciting general recommendations to improve the appeals process. Open-ended topics and samples can be found in Appendix F (**Table F-19–Table F-20**, pp. 53–54).

- Of the 280 teachers that responded to the question eliciting general recommendations to improve the appeals process, 23 percent of respondents recommended that the appeals process be straightforward and understandable (n=65) and six percent of teacher respondents recommended that a second appraiser should not be informed of the first appraisal rating during the appeals process (n=18). Additionally, 18 percent of teachers reported they feared retaliation from their administrator or appraiser for disputing a rating (n=51) and more than one percent reported that they were bullied by their administrator or appraiser for expressing the intention to dispute a rating (n=4). Another six percent of teacher respondents reported they were unaware that disputing a rating was possible (n=16).

- Of the 3,538 teacher respondents that elected to complete some or all of the TADS Survey, twenty-one percent reported they wanted to dispute their rating and/or Student Performance (SP) measure at some point in time (n=735). Open-ended topics and samples can be found in Appendix F (**Table F-21–Table F-22**, pp. 55–56).

- Of the 735 teacher respondents who wanted to appeal their rating or SP measure, 28 percent of teachers (n=204) elected to respond to a question requesting additional information about their experience with the appeals process. More than 16 percent of teachers that wanted to appeal feared retaliation from their administrator or appraiser for disputing their rating (n=33) and more than five percent reported they were bullied by their administrator or appraiser for expressing the intention to dispute their rating (n=10). Additionally, 12 percent of teachers reported they wanted to appeal but ultimately chose not to do so (n=24).

Discussion

The 2016–2017 TADS Survey was offered as a means for teachers and appraisers to share their perspectives regarding HISD's teacher appraisal system. The data gathered in the survey was intended to evaluate the TADS system. This report offers information on the perceived strengths and challenges of TADS through the analysis of the appraisal system by domain (i.e., legitimacy, impartiality, fidelity, value of feedback, quality of feedback, and value of formal supports).

In nearly all domains presented in the survey, more than half of teachers and appraisers had a positive perception of TADS. However, compared to teachers, appraisers consistently had a higher proportion of respondents that viewed TADS positively across all domains. One explanation for a higher proportion of appraisers with a positive view of TADS is the relationship dynamic of receiving or administering an evaluation. While appraisers were held to a high level of expectations to meet TADS deadlines and requirements, final appraisal ratings did not directly impact an appraiser's personal evaluation at the end of the year. Teachers, on the other hand, may have experienced higher stakes throughout the year, as they were being evaluated and receiving a final appraisal rating. Another possible reason for the variance in the perception between teachers and appraisers could be related to the difference in training that teachers and appraisers received from the district. Teachers new to the district received several hours of training in the summer from TADS Leadership. For teachers already teaching in the district, campus administrators were responsible for training teachers, usually prior to the first day of school. Teachers may then have received subsequent training and support directly from their appraiser throughout the school year. In contrast, TADS Leadership certified school leaders to become appraisers in the TADS system. New appraisers were required to attend multiple days of training for certification in TADS[7] (Leadership Development, personal conversation, May 23, 2017). TADS Leadership may want to consider ways to improve the inconsistency between teachers' and appraisers' perceptions of TADS, possibly through an increase to directed, formal training for teachers.

Appraisers were responsible for reminding teachers to adhere to TADS deadlines, disseminating information/directives from the district in a timely manner, and providing quality, actionable support to teachers that are being appraised. While a large proportion of appraisers had a positive perception of TADS across all domains, more than half of appraisers (54%) disagreed or were indifferent to the question about the amount of time required for TADS. Additionally, 38 percent of appraisers' open-ended responses about the TADS Timeline were related to the amount of time required to evaluate teachers under the TADS system. As one appraiser explained, "It takes an inordinate amount of time as an appraiser to complete the forms. If you want to leave good comments that can help the teachers grow, you need to spend one to two hours for a half an hour observation." Future research could explore the amount of time that appraisers spend on appraising teachers in relation to their other job duties.

For both teachers and appraisers, survey data showed variation in the perception of impartiality of TADS. Impartiality included both the perceived objectivity of the appraiser's rating and the perceived neutrality of appraisal ratings across campuses and classrooms. In their open-ended responses, many teachers requested appraiser accountability through confidential feedback about their appraiser or through periodic reviews from the district. As one teacher explained, "[I recommend] providing an opportunity for teachers to offer feedback on their appraiser's performance in providing a teacher support to facilitate teaching effectiveness. This will reduce the need for appeals." In the area of neutrality of appraisal ratings across campuses and classrooms, less than half of teachers and appraisers agreed that student achievement and test scores were appropriately tied to TADS ratings, and less than half of teachers and appraisers agreed

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[7] In 2016, existing TADS appraisers were required to be re-certified through the district.

that the TADS system effectively accounts for differences in student populations. Moreover, in both questions tied to neutrality across classrooms and campuses, the proportion of appraisers that agreed that TADS was objective was lower compared to teachers asked the same question. TADS Leadership may consider further engaging teachers and appraisers in identifying ways to decrease the perceived subjectivity of the TADS system.

One area of notable improvement is teachers' perception of impartiality over time. Of teachers that took the survey in both 2014–2015 and 2016–2017, there was an 11 percentage point increase in the positive perception of the fairness of TADS. However, when asked about the TADS Timeline in 2016–2017, 17 percent of teachers that elected to respond to the open-ended question expressed varying experiences with TADS, either positive or negative, that were connected to their appraiser. Moreover, 21 percent of teacher respondents in 2016–2017 reported that they wanted to dispute their rating and/or Student Performance measure at some point in time, with some reporting that they feared retaliation and a small number reporting that they were bullied for expressing a desire to dispute their rating. While concerns among teachers and appraisers regarding objectivity of measuring teacher effectiveness through TADS exists, it appears that these perceptions may be improving over time. TADS Leadership should continue efforts to strengthen the implementation and transparency of TADS throughout the district. Additionally, TADS Leadership may want to consider ways to ensure the uniformity of TADS implementation for all teachers in the district.

Across the six domains, the greatest variation in the distribution of teachers' perceptions by subgroup was found by Instructional Practice (IP) rating. The proportion of teachers with Ineffective and Needs Improvement IP ratings that had a negative perception of TADS across all domains was higher compared to the proportion of teachers with Effective and Highly Effective IP ratings. The higher negative perception for these teachers could be associated with several things. First, teachers with lower IP ratings may not have received the same quality of supports as other higher-rated teachers, and their negative perception may be a reflection of a different experience. Second, teachers with lower IP ratings may have needed more support compared to other teachers and they may have felt that they did not receive sufficient support throughout the year. Finally, teachers with Ineffective and Needs Improvement IP ratings may have had an acutely negative experience that does not reflect the overall implementation process of the TADS system or may have been resistant to the feedback and support offered by the appraiser.

A consistent theme in the teachers' and appraisers' responses was a request for improvements to general communication. Specific to the TADS Timeline, many teachers requested timely communication about deadlines. One teacher wrote, "The appraiser emailed the timeline task a day or two prior to when the task needed to be completed, not as a sequenced calendar throughout the year." Teachers and appraisers also requested more communication about the Student Progress[8] process for teachers. Multiple appraisers recommended district-level training on the student performance component for teachers to supplement the training that teachers receive directly from their appraiser. As one appraiser suggested, "It would be beneficial for teachers to receive a student performance training similar to the session provided to appraisers and for teachers to attend student performance training by campus-level and content." However, despite feedback in open-ended responses that there was confusion about the SP measures, the perception of HISD's ability to communicate consistent information on how to complete SP measures has improved since 2014–2015. TADS Leadership should continue efforts to improve the timeliness and quality of communication throughout the school year.

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[8] Student Progress is a student learning measure used in the Student Performance component of TADS that uses summative assessments or performance tasks to measure how much content and skill students learned over the duration of a course or year, based on where they started the subject or course.

This report was intended to evaluate teacher and appraiser perceptions of TADS and to inform HISD stakeholders of the strengths and challenges of the TADS system as it was implemented during the 2016–2017 school year. Many teachers and appraisers offered constructive and thoughtful suggests to strengthen TADS. Despite the existing challenges with the current appraisal system, TADS Leadership should be encouraged by the gains made in the proportion of teachers with a positive perception of TADS from 2014–2015 to 2016–2017. These findings suggest that efforts to improve the TADS system have been moderately successful over time.

References

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Appendix A: Demographic Characteristics

Table A-1. Demographic Characteristics of Teachers: Population and Sample, TADS Evaluation Survey, 2016–2017				
Characteristics	Population N= 10,875		Sample* N= 3,405	
	Frequency	Percent (%)	Frequency	Percent (%)
2016-17 Instructional Practice (IP) Rating				
Not Rated	616	5.7%	172	5.1%
Ineffective	116	1.1%	38	1.1%
Needs Improvement	1,034	9.5%	327	9.6%
Effective	6,487	59.7%	2,000	58.7%
Highly Effective	2,622	24.1%	868	25.5%
School Level				
Elementary School	6,000	55.2%	1,853	54.4%
Middle School	1,792	16.5%	577	17.0%
High School	2,382	21.9%	774	22.7%
Combined School	701	6.4%	201	5.9%
2015-16 Campus Accountability Rating				
Improvement Required	1,392	12.8%	432	12.7%
Met Standard	9,396	86.4%	2,948	86.6%
Not Rated	87	0.8%	25	0.7%
Total Years of Experience				
New Teacher	920	8.5%	248	7.3%
One to Five Years	3,615	33.2%	951	27.9%
Six to Ten Years	1,996	18.4%	586	17.2%
Eleven to Twenty Years	2,737	25.2%	1,022	30.0%
Over Twenty Years	1,608	14.8%	598	17.6%

Sources: TADS Evaluation Survey, 2016–2017; HR Roster file, 5/22/17; IP file, 5/31/17
Note: Percentages may not equal 100 due to rounding.
*Only for teachers with demographic information (a total of 3,538 teachers submitted surveys)

Table A-2. Demographic Characteristics of Appraisers: Population and Sample, TADS Evaluation Survey, 2016–2017				
Characteristics	Population N= 1,055		Sample* N= 373	
	Frequency	Percent (%)	Frequency	Percent (%)
2016-17 Average IP Rating Assigned				
No Rating	11	1.0%	2	0.5%
1.00→1.49	0	0.0%	0	0.0%
1.50→2.49	39	3.7%	10	2.7%
2.50→3.49	817	77.4%	281	75.3%
3.50→4.00	188	17.8%	80	21.4%
School Level				
Elementary School	550	52.1%	214	57.4%
Middle School	177	16.8%	58	15.5%
High School	254	24.1%	78	20.9%
Combined School	66	6.3%	23	6.2%
Not Available	8	0.8%	0	0.0%
2015-16 Campus Accountability Rating				
Improvement Required	158	15.0%	49	13.1%
Met Standard	883	83.7%	321	86.1%
Not Rated	14	1.3%	3	0.8%
Total Years of Experience				
New Appraiser	6	0.6%	1	0.3%
One to Five Years	66	6.3%	22	5.9%
More than Five Years	983	93.2%	350	93.8%

Sources: TADS Evaluation Survey, 2016–2017; HR Roster file, 5/22/17; IP file, 5/31/17

Note: Percentages may not equal 100 due to rounding.

*Only for appraisers with demographic information (a total of 435 appraisers submitted surveys)

Appendix B: TADS Component Distribution, 2016–2017

The component weights are applied to derive the Summative Appraisal Rating (IP, PE, and SP combined).[1]

Ineffective 1.00 – 1.49	Needs Improvement 1.50 – 2.49	Effective 2.50 – 3.49	Highly Effective 3.50 – 4.00

Teachers with two TADS components (i.e. no Student Performance rating) have the following weights within teachers' Summative Appraisal Ratings.

Instructional Practice (IP)	Professional Expectations (PE)
70%	30%

Teacher Incentive Fund Cohort 4 Teachers ONLY

TIF4 Teachers *with three TADS components* have the following weights within teachers' Summative Appraisal Ratings.

Instructional Practice (IP)	Professional Expectations (PE)	Student Performance (SP)
50%	20%	30%

The various types of *Student Performance*[2][3] measures have different weights within the Student Performance final rating.

SP Measure Combinations \ SP Measure	Comparative Growth (CG)[4]	Student Progress[5]	Value-Added	Student Performance (SP) Total
CG Only	30%			30%
CG + Student Progress	20%	10%		30%
Student Progress Only		30%		30%
CG + Value-Added	N/A		N/A	N/A
Student Progress + Value-Added		N/A	N/A	N/A
CG + Student Progress + Value-Added	N/A	N/A	N/A	N/A

TIF4 CAMPUSES

1) Blackshear Elementary School
2) Braeburn Elementary School
3) Burrus Elementary School
4) Codwell Elementary School
5) Durkee Elementary School
6) Eliot Elementary School
7) Fleming Middle School
8) Fondren Middle School
9) Foster Elementary School
10) Garden Oaks Montessori School
11) Grissom Elementary School
12) Herrera Elementary School
13) Law Elementary School
14) Looscan Elementary School
15) Mading Elementary School
16) McGowen Elementary School
17) Milne Elementary School
18) Montgomery Elementary School
19) Pugh Elementary School
20) Ross Elementary School
21) Southmayd Elementary School
22) Sugar Grove Academy Middle School
23) Wilson Montessori School

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[1] All TADS components, including Student Performance (SP) measures of Comparative Growth and Student Progress, use a 4-point scale.
[2] Teachers must have a minimum of two Student Performance measures to receive a Student Performance rating included in the summative rating.
[3] Value-Added is not available for 2016 – 2017, 2017- 2018.
[4] CG is a district measure based on TELPAS and/or STAAR assessments in certain grade levels and subjects.
[5] Student Progress is a student learning measure that uses *two measures of* a) district-wide/pre-approved/appraiser-approved assessments, b) district-wide/pre-approved/appraiser-approved performance tasks/work products, or c) student attainment (Pre-K teachers only).

Last updated 04/18/2017

Source: TADS Student Performance Guidebook, 2016–2017

Appendix C: TADS Timeline for 2016–2017

2016-2017 District TADS Calendar

| Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |

Feedback and Development Timeline

REQUIRED Conferences

| Goal-Setting Conference 08/18/16 – 10/31/16 | Progress Conference Completed by:01/27/17 | End of Year Conference Completed by 04/21/17 |

Informal Coaching & Development Walkthroughs
Begin 08/22/16 & continue throughout the school year

TADS Training
New Appraiser Certification & Update Training
New Teacher Training & Update Training

Formal Walkthroughs and Observations
09/19/16 Formal appraisal period begins (or 15 days after teacher is trained)
Teachers must receive a minimum of 2 formal walkthroughs and 2 formal observations prior to End-of-Year Conferences
(Late hires receive 4 informal walkthroughs with written feedback)

Development Plans
IPDPs submitted by 10/31/16; Prescriptive Plans of Assistance developed as needed

Student Performance Timeline

Measures Worksheets
Submitted to teachers by 09/19/16
Teachers acknowledge by 10/03/16

Goals Worksheets
Completed by teachers and approved by appraisers by 10/31/16

Results Worksheets
Completed by teachers and approved by appraisers by 05/31/17

Yearlong Courses

One Semester Courses

Semester A Courses
Goals Worksheets completed by 10/17/16;
Results Worksheets completed by 01/6/17

Semester B Courses
Goals Worksheets completed by 02/3/17;
Results Worksheets completed by 05/31/17

Source: TADS Leadership, personal communication, July 26, 2017

Appendix D: Guide to the TADS Summative Component Distribution

HISD Teacher Appraisal and Development System, 2016–2017			
Measure		**Summative Rating Weight**	**Criteria for Measurement**
Instructional Practice Criteria	Planning (PL)	50% OR 70%	PL-1 Develops student learning goals
			PL-2 Collects, tracks, and uses student data to drive instruction;
			PL-3 Designs effective lesson plans, units, and assessments
	Instruction (I)		I -1 Facilitates organized, student-centered, objective-driven lessons
			I-2 Checks for student understanding and responds to student misunderstanding
			I-3 Differentiates instruction for student needs by employing a variety of instructional strategies
			I-4 Engages students in work that develops higher-level thinking skills
			1-5 Maximizes instructional time
			1-6 Communicates content and concepts to students
			1-7 Promotes high expectations for students
			1-8 Students actively participating in lesson activities
			1-9 Sets and implements discipline management procedures
			1-10 Builds a positive and respectful classroom environment
Professional Expectations Criteria	Professionalism (PR)	20% OR 30%	PR-1 Complies with policies and procedures at school
			PR-2 Treats colleagues with respect throughout all aspects of work
			PR-3 Complies with teacher attendance policies
			PR-4 Dresses professionally according to school policy
			PR-5 Collaborates with colleagues
			PR-6 Implements school rules
			PR-7 Communicates with parents throughout the year
			PR-8 Seeks feedback in order to improve performance
			PR-9 Participates in professional development and applies learning
Student Performance Criteria ***For teachers at TIF4 campuses only.***	Student Performance (PR)	30% OR N/A	*Value-Added not included in 2016 – 2017 summative rating*
			Comparative Growth (CG) on TELPAS grades 3–8 or STAAR
			Student Progress • On districtwide, pre-approved, or appraiser-approved assessments • On districtwide, pre-approved, or appraiser-approved tasks • Student attainment (Pre-K only)

Source: TADS Manual, 2013–2014; TADS Student Performance Guidebook, 2015–2016

Appendix E: TADS Survey Domains and Composite Score

Teacher Appraisal and Development Survey Analysis by Domain		
Total Possible Points in a Domain: 4 questions x 1–5 level of agreement = 20 points		**Range** 1–8 →Negative Perception 9–12 → Neutral Perception 13–20 → Positive Perception
Domain	**Description**	**Questions**
Legitimacy	the perceived overall ability of the TADS system to assess teacher effectiveness	• The TADS system provides clear and specific expectations to teachers. • The TADS components (i.e., Instructional Practice, Professional Expectations, Student Performance) reflect my effectiveness in the classroom. • At my school, teachers' appraisals are generally accurate reflections of their instructional practice. • Teachers at my school agree that effective teaching aligns to the 13 instructional practices in the IP rubric.
Impartiality	the perceived overall ability for the TADS system to objectively measure effectiveness	• The TADS ratings are independent of my appraiser's personal opinion. • Student achievement and test scores are appropriately tied to TADS ratings. • The TADS system effectively accounts for differences in subject areas, schools, and student populations. • HISD's teacher appraisal system is fair.
Fidelity	the perceived overall reliability and consistency of HISD's implementation of the TADS system	• The Instructional Practice rubric is clear and easy to understand. • The TADS system requires an appropriate amount of my time. • The TADS SP and F&D tools sufficiently allow me to input my data. • Administrators at my school are committed to improving my instructional practice.
Value of Feedback	the perceived overall utility of the feedback as it relates to teachers' instructional practice	• My appraiser is sufficiently skilled at giving me components of effective feedback. • The feedback I receive from my appraiser is useful for my instructional practice. • My appraiser provides me with clear instructional expectations. • When I received feedback on my instructional practice from different administrators at my school, that feedback was consistent between administrators.
Quality of Feedback	the perceived overall utility of the feedback though TADS that would lead to teachers' ability to implement change in their instructional practice	• When I received feedback after an observation, I knew what I needed to do to implement those changes. • When I received feedback after an observation, I had sufficient support to implement those changes. • I have changed my instructional practice since August based on feedback I received from my appraiser(s). • The TADS system provides feedback to teachers that is specific, actionable, and includes resources.
Value of Formal Supports	the perceived overall utility of formal supports offered through though TADS that would lead to teachers' ability to implement change in their instructional practice	• My appraiser works with me to set action steps that will improve the quality of my instructional practice. • The TADS system assists in my professional development. • The formal supports that I need to improve my instructional practice are available to me. • The types of formal supports provided to me have helped me to improve my instructional practice this year.

Source: TADS Survey Evaluation Data, 2016–2017

Appendix F: TADS Evaluation Data Tables, 2016–2017

Table F-1. Teachers' Perception of Professional Growth in the 13 Areas of Instructional Practice, 2016–2017	Strongly Disagree				Disagree				Neutral				Agree				Strongly Agree				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%	N	%
I have room for growth in [my ability]/[supporting teachers' ability] to develop student learning goals [PL1].	163	5.4	28	7.6	324	10.7	65	17.7	302	10.0	31	8.4	1,881	62.1	221	60.1	361	11.9	23	6.3	3,031	100.1	368	100.1
I have room for growth in [my ability]/[supporting teachers' ability] to collect, track, and use student data to drive instruction [PL2].	182	6.0	41	11.1	355	11.7	71	19.3	299	9.7	32	8.7	1,814	59.9	200	54.4	381	12.6	24	6.5	3,031	99.9	368	100.0
I have room for growth in [my ability]/[supporting teachers' ability] to design effective lesson plans, units, and assessments [PL3].	225	7.4	38	10.4	378	12.5	71	19.4	345	11.4	50	13.6	1,734	57.3	190	51.8	343	11.3	18	4.9	3,025	99.9	367	100.1
I have room for growth in [my ability]/[supporting teachers' ability] to facilitate organized, student-centered, objectivedriven lessons [I1].	187	6.2	35	9.6	399	13.2	84	23.0	337	11.1	47	12.8	1,767	58.4	186	50.8	336	11.1	14	3.8	3,026	100.0	366	100.0
I have room for growth in [my ability]/[supporting teachers' ability] to check for student understanding and respond to student misunderstanding [I2].	222	7.4	36	9.8	400	13.2	79	21.6	335	11.1	46	12.6	1,714	56.7	189	51.6	351	11.6	16	4.4	3,022	100.0	366	100.0
I have room for growth in [my ability]/[supporting teachers' ability] to differentiate instruction for student needs by employing a variety of instructional strategies [I3].	181	6.0	27	7.4	347	11.5	61	16.7	322	10.7	37	10.1	1,775	58.8	210	57.4	396	13.1	31	8.5	3,021	100.1	366	100.1
I have room for growth in [my ability]/[supporting teachers' ability] to engage students in work that develops higher level thinking skills [I4].	214	7.1	21	5.7	384	12.7	60	16.3	319	10.6	43	11.7	1,744	57.8	217	59.0	358	11.9	27	7.3	3,019	100.1	368	100.0
I have room for growth in [my ability]/[supporting teachers' ability] to maximize instructional time [I5].	287	9.5	48	13.2	410	13.6	97	26.6	372	12.3	47	12.9	1,612	53.3	159	43.6	343	11.3	14	3.8	3,024	100.0	365	100.1
I have room for growth in [my ability]/[supporting teachers' ability] to communicate content and concepts to students [I6].	283	9.4	40	10.9	448	14.9	84	22.9	349	11.6	51	13.9	1,608	53.4	177	48.2	326	10.8	15	4.1	3,014	100.1	367	100.0
I have room for growth in [my ability]/[supporting teachers' ability] to promote high academic expectations for students [I7].	356	11.8	41	11.1	465	15.4	74	20.1	351	11.6	37	10.1	1,524	50.5	196	53.3	323	10.7	20	5.4	3,019	100.0	368	100.0
I have room for growth in[my ability]/[supporting teachers' ability] to encourage students to actively participate in lesson activities [I8].	293	9.7	41	11.2	460	15.3	98	26.7	351	11.7	44	12.0	1,575	52.3	169	46.1	334	11.1	15	4.1	3,013	100.1	367	100.1
I have room for growth in [my ability]/[supporting teachers' ability] to set and implement discipline management procedures [I9].	369	12.2	50	13.6	411	13.6	93	25.3	354	11.7	47	12.8	1,530	50.7	162	44.1	352	11.7	15	4.1	3,016	99.9	367	99.9
I have room for growth in [my ability]/[supporting teachers' ability] to build a positive and respectful classroom environment [I10].	461	15.3	60	16.3	470	15.6	89	24.2	353	11.7	42	11.4	1,403	46.6	160	43.5	327	10.9	17	4.6	3,014	100.1	368	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.

Table F-2. TADS Evaluation Survey Reponse on the Quality of Feedback Received and Given in the TADS System, 2016–2017

	Strongly Disagree				Disagree				Neutral				Agree				Strongly Agree				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%	N	%
My appraiser knows what I need to do to improve my/ instructional practice./I know what teachers need to do to improve their instructional practice.	233	8.0	2	0.6	302	10.4	2	0.6	383	13.1	10	2.8	1,396	47.9	242	68.8	601	20.6	96	27.3	2,915	100.0	352	100.1
My appraiser is sufficiently skilled at giving me components of effective feedback./I am sufficiently skilled in giving teachers components of effective feedback.*	289	9.9	2	0.6	262	9.0	7	2.0	305	10.5	15	4.3	1,299	44.6	237	67.5	760	26.1	90	25.6	2,915	100.1	351	100.0
The feedback I receive from my appraiser accurately identifies strengths in my instructional practice./The feedback I deliver as an appraiser accurately identifies strengths in teachers' instructional practice.	260	8.9	2	0.6	278	9.5	1	0.3	303	10.4	20	5.7	1,314	45.1	243	68.8	761	26.1	87	24.7	2,916	100.0	353	100.1
The feedback I receive from my appraiser accurately identifies weaknesses in my instructional practice./The feedback I deliver as an appraiser accurately identifies weaknesses in teachers' instructional practice.	268	9.2	2	0.6	333	11.4	4	1.1	444	15.2	19	5.4	1,255	43.1	248	70.5	615	21.1	79	22.4	2,915	100.0	352	100.0
The feedback I receive from my appraiser is useful for my instructional practice./The feedback I deliver as an appraiser is useful for teachers' instructional practice.*	268	9.2	2	0.6	270	9.3	2	0.6	369	12.7	12	3.4	1,285	44.1	243	68.8	720	24.7	94	26.6	2,912	100.0	353	100.0
The feedback I receive from my appraiser is framed in the language of the 13 instructional practices./The feedback I deliver as an appraiser is in the language of the 13 instructional practices.	171	5.9	2	0.6	155	5.3	11	3.1	356	12.3	28	8.0	1,473	50.7	230	65.7	752	25.9	79	22.6	2,907	100.1	350	100.0
My appraiser provides me with clear instructional expectations./I provide teachers with clear instructional expectations.*	233	8.0	2	0.6	249	8.5	6	1.7	370	12.7	15	4.3	1,308	44.9	233	66.6	756	25.9	94	26.9	2,916	100.0	350	100.1
My appraiser works with me to set action steps that will improve the quality of my instructional practice./I work with teachers to set action steps that will improve the quality of their instructional practice.*	295	10.1	2	0.6	286	9.8	10	2.8	382	13.1	31	8.8	1,260	43.3	224	63.6	688	23.6	85	24.2	2,911	99.9	352	100.0
The TADS system provides feedback to teachers that is specific, actionable, and includes resources.(both)	154	6.2	9	3.1	325	13.2	39	13.4	503	20.4	42	14.4	1,234	49.9	165	56.7	255	10.3	36	12.4	2,471	100.0	291	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.
*Indicates a proxy question used for a domain.

Table F-3. Teachers' Perception of Appraiser Feedback in the 13 Areas of Instructional Practice, 2016–2017												
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
My appraiser's feedback strengthened my ability to develop student learning goals [PL1].	277	10.1	300	11.0	432	15.8	1,219	44.5	512	18.7	2,740	100.1
My appraiser's feedback strengthened my ability to collect, track, and use student data to drive instruction [PL2].	274	10.0	288	10.5	489	17.8	1,177	42.9	513	18.7	2,741	99.9
My appraiser's feedback strengthened my ability to design effective lesson plans, units, and assessments [PL3].	290	10.6	277	10.1	506	18.5	1,155	42.2	511	18.7	2,739	100.1
My appraiser's feedback strengthened my ability to facilitate organized, studentcentered, objective-driven lessons [I1].	278	10.1	273	10.0	501	18.3	1,170	42.7	520	19.0	2,742	100.1
My appraiser's feedback strengthened my ability to check for student understanding and respond to student misunderstanding [I2].	271	9.9	248	9.1	459	16.8	1,232	45.0	530	19.3	2,740	100.1
My appraiser's feedback strengthened my ability to differentiate instruction for student needs by employing a variety of instructional strategies [I3].	288	10.5	283	10.3	479	17.5	1,176	43.0	512	18.7	2,738	100.0
My appraiser's feedback strengthened my ability to engage students in work that develops higher level thinking skills [I4].	286	10.4	289	10.5	480	17.5	1,164	42.5	522	19.0	2,741	99.9
My appraiser's feedback strengthened my ability to maximize instructional time [I5].	279	10.2	266	9.7	510	18.6	1,157	42.3	526	19.2	2,738	100.0
My appraiser's feedback strengthened my ability to communicate content and concepts to students [I6].	284	10.4	282	10.3	528	19.3	1,124	41.1	519	19.0	2,737	100.1
My appraiser's feedback strengthened my ability to promote high academic expectations for students [I7].	281	10.3	268	9.8	491	17.9	1,172	42.8	525	19.2	2,737	100.0
My appraiser's feedback strengthened my ability to encourage students to actively participate in lesson activities [I8].	282	10.3	269	9.8	481	17.6	1,184	43.3	520	19.0	2,736	100.0
My appraiser's feedback strengthened my ability to set and implement discipline management procedures [I9].	315	11.5	264	9.6	535	19.5	1,110	40.5	515	18.8	2,739	99.9
My appraiser's feedback strengthened my ability to build a positive and respectful classroom environment [I10].	308	11.3	264	9.7	531	19.4	1,096	40.1	533	19.5	2,732	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.

Table F-4. Appraisers' Perception of Training and Support to Assist Teachers in the 13 Areas of Instructional Practice, 2016–2017	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
I received sufficient training and support to assist teachers in developing student learning goals [PL1].	14	4.4	75	23.4	60	18.7	152	47.4	20	6.2	321	100.1
I received sufficient training and support to assist teachers in collecting, tracking, and using student data to drive instruction [PL2].	13	4.1	76	23.7	66	20.6	139	43.3	27	8.4	321	100.1
I received sufficient training and support to assist teachers in designing effective lesson plans, units, and assessments [PL3].	13	4.1	63	19.7	63	19.7	154	48.1	27	8.4	320	100.0
I received sufficient training and support to assist teachers in facilitating organized, student-centered, objective-driven lessons [I1].	9	2.8	56	17.6	63	19.8	161	50.5	30	9.4	319	100.1
I received sufficient training and support to assist teachers in checking for student understanding and responding to student misunderstanding [I2].	8	2.5	51	15.9	62	19.4	165	51.6	34	10.6	320	100.0
I received sufficient training and support to assist teachers in differentiating instruction for student needs by employing a variety of instructional strategies [I3].	13	4.1	71	22.1	59	18.4	150	46.7	28	8.7	321	100.0
I received sufficient training and support to assist teachers in engaging students in work that develops higher level thinking skills [I4].	13	4.1	77	24.0	66	20.6	141	43.9	24	7.5	321	100.1
I received sufficient training and support to assist teachers in maximizing instructional time [I5].	8	2.5	53	16.6	58	18.1	167	52.2	34	10.6	320	100.0
I received sufficient training and support to assist teachers in communicating content and concepts to students [I6].	9	2.8	54	16.9	55	17.2	171	53.4	31	9.7	320	100.0
I received sufficient training and support to assist teachers in promoting high academic expectations for students [I7].	10	3.1	69	21.6	67	21.0	149	46.6	25	7.8	320	100.1
I received sufficient training and support to assist teachers in encouraging students to actively participate in lesson activities [I8].	8	2.5	49	15.3	57	17.8	177	55.3	29	9.1	320	100.0
I received sufficient training and support to assist teachers in setting and implementing discipline management procedures [I9].	7	2.2	49	15.3	62	19.4	167	52.2	35	10.9	320	100.0
I received sufficient training and support to assist teachers in building a positive and respectful classroom environment [I10].	10	3.1	53	16.6	61	19.1	159	49.7	37	11.6	320	100.1

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.

Table F-5. TADS Evaluation Survey Reponse on the Quality of Implementation of the TADS System, 2016–2017

	Strongly Disagree				Disagree				Neutral				Agree				Strongly Agree				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%	N	%
When I received feedback after an observation, I knew what I needed to do to implement those changes./When I delivered feedback after an observation, teachers knew what to do to implement those changes.*	171	6.3	1	0.3	220	8.2	4	1.3	336	12.5	16	5.0	1,322	49.0	231	72.4	649	24.1	67	21.0	2,698	100.0	319	100.0
When I received feedback after an observation, I had sufficient support to implement those changes./When I delivered feedback after an observation, I provided sufficient support for teachers to implement those changes.*	276	10.2	1	0.3	251	9.3	8	2.5	405	15.0	26	8.2	1,171	43.4	217	68.0	595	22.1	67	21.0	2,698	100.0	319	100.0
I have changed my instructional practice since August based on feedback I received from my appraiser(s)./The instructional practice of teachers I appraise has changed since August based on feedback I have given.*	189	7.0	2	0.6	219	8.1	7	2.2	445	16.5	31	9.7	1,334	49.4	225	70.5	511	18.9	54	16.9	2,698	100.0	319	100.0
When I received feedback on my instructional practice from different administrators at my school, that feedback was consistent between administrators./The feedback I delivered on teachers' instructional practice was consistent with feedback from administrators at the school.*	326	12.1	5	1.6	262	9.7	17	5.4	646	24.0	33	10.4	996	37.0	203	64.0	465	17.3	59	18.6	2,695	100.0	317	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.
*Indicates a proxy question used for a domain.

Table F-6. TADS Evaluation Survey Responses on the Appraisal and Development Timeline, 2016–2017								
	Yes		No		I don't remember/NA		Total	
	Teachers		Teachers		Teachers		Teachers	
	n	%	n	%	n	%	N	%
During the 2016–2017 school year, did your appraiser or campus administrative team share the Appraisal and Development Timeline/Calendar with you?	1,961	73.0	341	12.7	383	14.3	2,685	100.0
Were you able to locate the Appraisal and Development Timeline/Calendar online?	1,717	64.2	538	20.1	421	15.7	2,676	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.

Table F-7. Teacher Responses to the Open-Ended Item, "What recommendations, if any, do you have to improve the sequence of the Appraisal and Development Timeline/Calendar throughout the year?"		
Response	**Number of Responses**	**Percent %**
Recommendations to improve the TADS Timeline:		
Increase the number of walkthroughs and observations	7	1.9
Decrease the number of walkthroughs and observations	14	3.7
Improve the timing of walkthroughs and observations	16	4.3
Increase the amount of time for walkthroughs and observations	4	1.1
Improve the quality of communication about the TADS Timeline	96	25.6
Communication about the TADS Timeline is sufficient	2	0.5
Simplify the TADS Timeline	3	0.8
Not aware of the TADS Timeline	8	2.1
The TADS Timeline is appropriate	31	8.3
Recommendations for TADS:		
Allow for appraiser accountability	13	3.5
Improve the fidelity of TADS throughout the school year	10	2.7
Improve the quality of TADS training	6	1.6
Increase focus on instructional practice	21	5.6
Permit an appraisal from external and/or additional appraiser	3	0.8
Eliminate current appraisal system	18	4.8
Opinion about TADS:		
TADS is not designed to measure effectiveness of ancillary or non-core subject teachers	3	0.8
TADS is subjective	8	2.1
TADS requires too much time	5	1.3
The quality of TADS is highly dependent on appraiser	63	16.8
• *My appraiser changed in the middle of the year*	*2*	*0.5*
• *My appraiser did not communicate with me in a timely manner*	*4*	*1.1*
• *My appraiser was not knowledgeable about TADS*	*4*	*1.1*
• *My appraiser was not knowledgeable in my content area*	*19*	*5.1*
• *My appraiser did not adhere to the TADS timeline*	*19*	*5.1*
• *My appraiser did not provide constructive feedback*	*10*	*2.7*
• *My appraiser was supportive and knowledgeable*	*5*	*1.3*
Other suggestions	19	5.1
Unable to evaluate response	25	6.7
Total Teacher Reponses	**375**	**100.0**

Source: TADS Evaluation Survey, 2016–2017
Notes: "Not applicable" response variations were removed from the total teacher responses for this item (n=228). This question was presented to both teachers and appraisers.

Table F-8. Sample Teacher Responses to the Open-Ended Item, "What recommendations, if any, do you have to improve the sequence of the Appraisal and Development Timeline/Calendar throughout the year?"
Sample Recommendations to Improve the TADS Timeline
"[I recommend] less walk-throughs. The calendar or timeline should be set to maximize the teacher's ability to exhibit their teaching skills along with their ability to engage their students. Sometimes walk-throughs or observations happen without any consideration of upcoming testing or performances."
"I believe that after a certain number of years, veteran teachers who perform at a level 4 do not need as many observations. It takes up a lot of time for all parties. This is especially true for the appraiser who could be spending more time with newer teachers who need more guidance and help. I'm not saying that veteran teachers don't need observations, but that we don't need as many."
"I feel it would go smoother so the classroom flows during observation if we knew when our appraiser was coming. When they come if you have already begun your lessons it sometimes seems redundant to the scholars when we are having them stop their lesson and repeat and go over objectives and the lesson when we have discussed it, finished our "Do Now" "I Do" "We Do" "You Do" and they are in the middle of completing the work on the lesson."
"Provide more communication. There were a number of instances where my appraiser failed to meet with me on time which resulted in rescheduling the meeting."
"Anytime there are problems or changes on dates for entering information or data the follow up sometimes is not communicated in a timely manner."
"Department Chairs and Instructional coaches failed to set time aside to discuss [the TADS Timeline] or set aside time to speak on this in PLCs. This should be sent as a district wide email at the beginning of the school year so all teachers are aware of what is going on."
"The appraiser emailed the timeline task a day or two prior to when the task needed to be completed, not as a sequenced calendar throughout the year."
"At beginning of the school year, we are usually informed of specific dates and I pencil those dates in my calendar. I'd like for that to continue happening. Oftentimes, the district websites directory is confusing to navigate to find information."
"Being relatively new to the district but a veteran teacher, it just seems like there are multiple websites or portals we are supposed to go to throughout the year. It's overwhelming and confusing. I think a digital document with clickable links to locations, document, etc. would be helpful. Also, it would be helpful to have the due dates of things in that digital document that you could directly add to your Outlook calendar-even your personal digital calendar."
"It should be on the school faculty calendar share via office365 with all testing dates, all appraisal and development dates, as well as, any other important professional development dates."
"It would help if timeline updates and reminders were sent throughout the year within a two-week window of the action being due."
"I think the timeline is sufficient. It allowed for me to adjust my teaching techniques and maximize instruction to support my students' academic success!
Sample General Recommendations and Opinions
"The appraisers should be held to the same standards of those they appraise. If two walkthroughs and observations are required, it would stand to reason there should be one of each per semester. Once done, they must submit the paperwork in the TADS tool in order for the teacher to make adjustments in areas of deficiency."
"[I recommend] mandatory and non-scored "pre-screening" from appraisers to the teacher [on their instructional] practices before their observations. Appraisers must visit teacher's classrooms and provide them informal feedback in paper. It will decrease stress levels and increase teacher's confidence."
"I believe that if we are trying to show growth in one particular or many areas, then maybe there should be PDs available for us to attend that are given or lead by others with the rating of a 4 so that we can see and hear the work and language of what our appraisers are looking for out of us in the classroom."
"It was a blessing and refreshing to receive constructive feedback that was professional and supportive. My appraiser was very knowledgeable about Special Education."
"This process seems terribly time intensive on the appraiser and requiring the same things for teachers the administrator knows well and are consistently excellent teachers with beginning teacher or teachers needing more support seems unproductive."
"New teachers need to be properly educated about appraisals. Also, some of the comments made by my appraiser were completely untrue. In other cases, when I explained some misunderstandings, I was told, "Well, it's already there and I cannot do anything!" There are many unfair inconsistencies in my appraisal document, and I am not happy about it."
"[I recommend having an] appraisal person well trained in the content they are observing. For example, do not have an appraisal person review a science class(chemistry/physics) if their previous certification is in reading."
"My appraiser provided clear and concise feedback on a weekly basis through my lessons plans. That aided me how to meet and exceed expectations. I am happy with the guidance and help I received."
"There needs to be a feedback form [from the appraiser] given to the teacher immediately after all observations pinpointing positive and negative. All negatives should have a suggestion and resource to correct. Getting feedback months later does nothing for my instructional practice nor help me strengthen my traits as a teacher. Being given a 3 just so the appraiser has the power to limit 4s until the end of the year is not fair."

Total Teacher Respondents	**375**

Source: TADS Evaluation Survey, 2016–2017

Table F-9. Appraiser Responses to the Open-Ended Item, "What recommendations, if any, do you have to improve the sequence of the Appraisal and Development Timeline/Calendar throughout the year?"		
Response	**Number of Responses**	**Percent %**
Recommendations to improve the TADS Timeline:		
The BOY conference should be held earlier in the school year	3	3.0
The EOY conference should be held later in the school year	12	12.1
Improve the quality of communication about the TADS Timeline	3	3.0
Recommendations for TADS:		
Fewer observations for highly effective or master teachers	10	10.1
Increase focus on instructional practice	5	5.1
Increase support from TADS leadership in order to improve support for teachers	6	6.1
Opinion about TADS:		
The Student Performance measure is unreliable (i.e., subjective, measurement error)	4	4.0
TADS requires too much time	38	38.4
The TADS tools are unreliable or too complicated	8	8.1
Other suggestions	8	8.1
Unable to evaluate response	2	2.0
Total Appraiser Responses	**99**	**100.0**

Source: TADS Evaluation Survey, 2016–2017
Notes: "Not applicable" response variations were removed from the total appraiser responses for this item (n=10). This question was presented to both teachers and appraisers.

Table F-10. Sample Appraiser Responses to the Open-Ended Item, "What recommendations, if any, do you have to improve the sequence of the Appraisal and Development Timeline/Calendar throughout the year?"
Sample Recommendations to Improve the TADS Timeline
"The EOY deadline is frustratingly early - there's just about 2 months between the Progress Conference and the EOY, which requires a great deal of planning around a very difficult and busy time of the school year. Moving the Progress Conferences to December, the EOY to the end of April and making Summative Ratings available sooner than November will help us appraisers provide more meaningful, thoughtful feedback for our teachers."
"October is too late for the first round of stuff that is due. I also feel like there is no time that the teacher is held accountable for what is on the IPDP. It would also be really nice if the conference deadline was at the end of STAAR testing week because that is a time that teachers are able to meet when they are not administering testing."
"I believe the calendar works fine for our schedule – the only thing that conflicts is state testing and final conferences. If a Dean/Appraiser is also the testing coordinator, it causes conflicts. Again, if the system for Goals and Results [worksheets] was reliable. it would be better."
"[I recommend] more reminder emails and communication regarding upcoming deadlines and action items."
Sample General Recommendations and Opinions
"I do feel that because the same expectation is required for all teachers, regardless of their performance levels, I miss out on providing as much differentiated support to my teachers in need of more attention."
"I believe frequent walkthroughs are more effective than formal observations. The steps can be small and actionable for teachers to truly implement. Formal observations are more of a check-in, the amount of feedback when you rate several indicators can be overwhelming for teachers and may not seem actionable by teachers."
"I would like to be able to more clearly see which teachers still have acknowledgments and actions to complete."
"I strongly disagree that the TADS system provides effective resources. That, I feel is sorely missing. Also, the TADS system if applied with fidelity, can land teachers in the same rating category. I have several teachers who will wind up on a 3, but they range and vary widely in their teaching abilities. One could be a very strong 3, almost a 4, and the other a very weak 3, practically a 2 in reality."
"In order to do a sufficient job, you must write a very long and descriptive narrative in both the observation and feedback portion of the tool. This takes too much time. We have a million and one things to do and should not be slowed down by the tool. The tool should be the vehicle for delivery of teacher observation scores, but the dialogue between a teacher and the appraiser should hold the most weight. Drop down boxes for the feedback area would be greatly beneficial. Since the descriptors are listed in the rubric, why not use these in a drop down box. The number of items mastered or selected from the drop down box would then equate to the score for that area."
"It is a massive amount of time that should be spent supporting teachers in the classroom and not completing paperwork. Reduce the number of observations and walkthroughs so appraisers can be better coaches."
"It takes an inordinate amount of time as an appraiser to complete the forms. If you want to leave good comments that can help the teachers grow you need to spend 1 and a half to 2 hours for a half hour observation. This is fine for a new teacher, or teachers who need to grow and develop. For master teachers, it is a waste of time. I was an appraiser for ancillary teachers for a couple of years and struggled using the TADS system to appraise them because it wasn't reflective of what was going on in the classrooms."
"This system is incredibly time consuming and because of that, both teachers and administrators are stretched too thin. There should be a tiered approach - highly effective teachers should not be required to have two walkthroughs and two observations. Appraisers should be able to make judgment calls in regards to these teachers. A minimum of one walkthrough and one observation, with the option for more instructional feedback if an administrator deems appropriate. There should be more flexibility within the system. The Student Progress component should be revamped or completely removed. It has never worked, there is no consistency and it is very time consuming. It is demoralizing to be asked to do things that take away from student time/instruction when the system does not work."
"I was an Instructional Specialist/coach in a previous district that invested time and effort in my knowledge of growing teachers. The TADS is as good as the appraiser. Some appraisers do not keep up with current best practices, etc."
Total Appraiser Respondents	**99**

Source: TADS Evaluation Survey, 2016–2017

Table F-11. TADS Evaluation Survey Reponse on the Understanding of Student Performance (SP) Component and Measures, 2016–2017

| | Strongly Disagree | | | | Disagree | | | | Neutral | | | | Agree | | | | Strongly Agree | | | | Total | | | |
| | Teachers | | Appraisers | | Teachers | | Appraisers | | Teachers | | Appraisers | | Teachers | | Appraisers | | Teachers | | Appraisers | | Teachers | | Appraisers | |
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%	N	%
I understand why I do or do not have student performance included in my final appraisal rating./I understand why specific teachers do or do not have student performance included in their final appraisal ratings.	149	5.7	9	2.9	247	9.5	43	14.0	474	18.2	40	13.0	1,341	51.5	166	54.1	392	15.1	49	16.0	2,603	100.0	307	100.0
I understand how my Student Performance measures are assigned to me./I understand how my Student Performance measures are assigned to teachers.	188	7.2	14	4.5	326	12.5	48	15.6	427	16.4	36	11.7	1,315	50.5	167	54.2	346	13.3	43	14.0	2,602	100.0	308	100.0
I understand why my Student Performance measures are assigned to me./I understand why my Student Performance measures are assigned to teachers.	177	6.8	10	3.3	291	11.2	37	12.1	417	16.1	33	10.8	1,347	51.9	179	58.5	363	14.0	47	15.4	2,595	100.0	306	100.0
I understand the specific Student Performance measures that are assigned to me./I understand the specific Student Performance measures that are assigned to teachers that I appraise.	160	6.2	12	3.9	299	11.5	30	9.7	417	16.1	36	11.7	1,348	52.0	178	57.8	369	14.2	52	16.9	2,593	100.0	308	100.0
I have received consistent information about the steps I need to take to complete my/teachers' Student Performance measures (e.g., how to use the TADS tool to select measures, set goals, input results, etc.)	217	8.3	32	10.4	332	12.8	67	21.8	452	17.4	41	13.3	1,257	48.3	125	40.6	344	13.2	43	14.0	2,602	100.0	308	100.0
I have successfully recorded my/teachers' Student Performance measures and uploaded proper documentation in the SP Tool.	144	5.5	15	4.9	229	8.8	53	17.2	545	21.0	68	22.1	1,305	50.2	132	42.9	377	14.5	40	13.0	2,600	100.0	308	100.0
I understand where to find available resources, such as the SP Guidebook, that provide guidance on student performance. (both)	231	8.9	10	3.3	435	16.8	36	11.7	502	19.3	36	11.7	1,114	42.9	175	57.0	313	12.1	50	16.3	2,595	100.0	307	100.0
As a teacher/as an appraiser, I have a comprehensive understanding of the Student Progress process (i.e., completing a Goals Worksheet, determining student starting points and goals, completing a Results Worksheet, providing student assessment outcomes or rating progress on a rubric).	245	9.5	18	6.0	202	7.9	49	16.2	441	17.2	46	15.2	1,173	45.6	149	49.3	510	19.8	40	13.2	2,571	100.0	302	100.0
My appraiser/the teachers I appraise has/have a comprehensive understanding of the Student Progress process (i.e., completing a Goals Worksheet, determining student starting points and goals, completing a Results Worksheet, providing student assessment outcomes or rating progress on a rubric).	229	8.9	32	10.6	284	11.0	73	24.1	405	15.7	51	16.8	1,338	52.0	128	42.2	319	12.4	19	6.3	2,575	100.0	303	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.

Table F-12. Teacher Responses to the Open-Ended Item, "What type of additional training or support(s), if any, do you think teachers need to carry out the Student Progress process?"		
Response	**Number of Responses**	**Percent %**
Recommendations for additional training and supports on Student Progress:		
Create a one page reference guide to complete the Student Progress process	6	1.3
Increase the amount of general training and support regarding Student Progress	122	26.9
Provide training and support regarding Student Progress at the beginning and/or middle of the year	26	5.7
Facilitate collaboration on Student Progress process with teachers in similar groups/grades	7	1.5
Provide training and support on how to differentiate by group/grade level	11	2.4
Increase the amount of training and support on how to set goals and determining results	31	6.8
Increase the amount of training and support for new teachers	27	5.9
Provide training to navigate the Student Performance Tool	9	2.0
Increase the amount of training and support to use Student Progress data to improve instructional practice	9	2.0
Opinion about Student Progress:		
The quality of TADS is highly dependent on appraiser	12	2.6
Increase the focus of Student Progress on supporting instructional practice	12	2.6
The training and support for the Student Progress process is sufficient	7	1.5
The Student Performance Tool does not work well	5	1.1
There is a lack of consistency or communication about Student Progress process	19	4.2
Student Progress is not clear or transparent	44	9.7
Teachers are not able to differentiate by group/grade level	18	4.0
The Student Progress process requires a lot of time	10	2.2
The Student Progress measure is unreliable (i.e., subjective, measurement error)	27	5.9
Student Progress should be removed from TADS	11	2.4
Other types of training and support	12	2.6
Unable to evaluate response	29	6.4
Total Teacher Reponses	**454**	**100.0**

Source: TADS Evaluation Survey, 2016–2017
Notes: "Not applicable" response variations were removed from the total teacher responses for this item (n=122). This question was presented to both teachers and appraisers.

Table F-13. Sample Teacher Responses to the Open-Ended Item, "What type of additional training or support(s), if any, do you think teachers need to carry out the Student Progress process?"

Sample Recommendations for Additional Training and Supports on Student Progress
"[I recommend] proper training or information as to what measures will be measured. This is information that teachers should track throughout the year, and by doing, so provide the teacher with true data. Trying to set the goals then input the measures at the same time is probably not the best steps to take."
"Be consistent. It changes every year and throughout the year. A determination on student measures should be made before the start of our duty time as teachers so that we can be properly trained and implement it. Do not change it mid-year. I am still unsure if student progress measures are even a part of my appraisal this year."
"[I recommend] appraisers consistently checking and supporting teachers will be helpful with carrying out the Student Progress process since it is usually teachers approaching others for assistance."
"I want a training that explains mathematically how this will impact my evaluation and how each student's score is weighed in my evaluation."
"Training should be provided about what district tasks are and when/why they are assigned. Additionally, what does a teacher do if the progress measure for students reflect something that does not happen? One example from my student progress measure is a district assessment for IB Diploma level students when one does not exist. Also, training so teachers know how to save the material in another place for when the system inadvertently erases their submissions (which happens occasionally)."
"A team member from the district office should provide training to teacher leaders and those teacher leaders should have small group training for the aforementioned processes. I am still confused about the process and I am entering my three year in the district."
"New teachers at my campus were lost. I have done this many years, and I was still confused as how to appoint the measures. [There] needs a clear and consistent way to communicate the steps to take when creating these goals and the steps to take after. Some teachers hadn't created goals since the beginning of the year. Also, accountability needs to happen at administrative levels also. We depend on them to disseminate that information to us teachers."
"I would like to be trained on the specifications of the Student Performance tool. I would like to learn how to use this system to track student progress."

Sample General Opinions about Student Progress
"My appraiser gave me inaccurate information and stated the student performance would bring my instructional rating up from a 2 to a 3, however, student performance is not even included in the instructional piece this year."
"The process and expectations are not set ahead of time to allow for proper planning--it all seems to simply happen when the time comes, which causes a sense of urgency and disallows for the opportunity to process it all effectively and efficiently."
"The idea of using a system is OK. We need something to measure performance. What I think is: there is no time to digest the information, appraisers are in a hurry to turn in evaluations at a due day, observations are not done with taking the time to know and understand the type of students you have and what all that involves when it comes to performance. Yes, expectations need to be in place and high expectations, but the realistic part of what type of students you have and what kind of knowledge students have or not have brings is a huge deal too."
"This entire process is statistically meaningless. Teacher-assigned starting points lack precision or rigor, and none of our assessments (with the possible exception of the AP exams) are designed for measuring the kinds of student progress this measure is supposed to track. If the district is going to continue to use this measure (which I'm not sure is a good idea at all), it needs to put in the time and money to develop consistent, rigorous beginning-of-course and end-of course assessments to track student growth that are designed specifically for that purpose, for every course in the curriculum."
"TADS does not reflect the specific objectives that the ancillary groups needs to have in order to fulfill this requirement. Nobody knew how to do students measures as a district for specific ancillary classes like they do for regular classes. For regular teachers, the test is already provided for them, ancillary teachers needed to make their own. Why is it important to show growth in ancillary when ancillary is a mean to broaden students' knowledge. It shouldn't be based on a student written test."

Total Teacher Respondents	454

Source: TADS Evaluation Survey, 2016–2017

Table F-14. Appraiser Responses to the Open-Ended Item, "What type of additional training or support(s), if any, do you think teachers need to carry out the Student Progress process?"		
Answer	**Number of Responses**	**Percent %**
Recommendations for additional training and supports on Student Progress:		
Increase the amount of general training and support	55	42.6
Increase the amount of training and support on how to set goals and determine results	18	14.0
Opinion about Student Progress:		
Increase the focus of Student Progress on supporting instructional practice	5	3.9
There is a lack of consistency or communication about Student Progress process	6	4.7
Student Progress is not clear or transparent	6	4.7
The teachers that I appraise had a positive experience with the Student Progress process	3	2.3
The Student Performance Tool is too complicated	6	4.7
The Student Performance Tool does not work well	7	5.4
Teachers are not able to differentiate by group/grade level	6	4.7
The Student Progress process requires a lot of time	8	6.2
The Student Progress measure is unreliable (i.e., subjective, measurement error)	6	4.7
Student Progress should be removed from TADS	3	2.3
Total Appraiser Responses	**129**	**100.0**

Source: TADS Evaluation Survey, 2016–2017

Notes: "Not applicable" response variations were removed from the total appraiser responses for this item (n=12). This question was presented to both teachers and appraisers.

Table F-15. Sample Appraiser Responses to the Open-Ended Item, "What type of additional training or support(s), if any, do you think teachers need to carry out the Student Progress process?"
Sample Recommendations for Additional Training and Supports on Student Progress
"It would be beneficial for teachers to receive a student performance training similar to the session provided to appraisers and for teachers to attend student performance training by campus level and content."
"[I recommend] additional training and/or support in determining student starting points and goals. Overall, this is the one area that teachers on our campus don't fully understand. As an appraiser, I would like additional training in this area as well."
"Teachers would like to know the formula used to determine student progress. Teachers should receive district-level face to face training on student performance and be provided clear student performance expectations from the district."
"New teachers need additional training throughout the year to understand the Student Progress System. The initial training the new teacher orientation is not enough. They need follow up training. The process seems to change from year to year and communications from PCIMs seems to vary, some are great at communicating and others you only hear from 3 times a year."
"Teachers need a more hands-on training about the Student Progress process. It needs to be tailored by grade level or teaching assignment because this can vary widely. I think what is most confusing for many teachers is not knowing the different options, and how they were selected. Also, it is sometimes very confounding to pigeon hole someone into the measures made available for them. We had several teachers for whom we had to assign measures that don't accurately reflect what they teach. …Also, the whole appraiser approved assessment thing can be a daunting process, and it seems a little unfair the way I see it because other teachers have no say in what measures get applied to them. With the appraiser approved assessments, and a campus that can be a little lax with those, the level of challenge from BOY to EOY assessments, can vary greatly, and that's not fair for those other teachers who have arduous measures to meet."
"[Teachers] need hands on practice. They also need a webinar available as a follow up when completing the Student Progress process. Although a training is given to them, appraisers end up meeting with the teachers individually to complete the Student Progress measures process. This is extremely time consuming, considering that this is done at the beginning of the year and at the end of the year. By the end of the year, the teachers have forgotten about most aspects of the Student Progress process."
"Ancillary teachers (music, art, physical education, sports, technology, drama, etc.) need training on Student Performance tasks, rubrics, tracking systems, etc."
"Teachers in Self Contained Special Education classes need additional guidance to carry out the Student Progress process. Given the fact that each student has specific goals outlined within their IEPs and differentiated curriculum, teachers really need to be able to create a goals worksheet per student."
Sample General Opinions about Student Progress
"The administrators need the messaging to be consistent. When we asked repeated questions during the training last summer we received different answers during the course of the same session. Then, the assessment of the training was so out of alignment with the information given that the trainers had to give us the answers in order for us to pass. The training and presenters deserved 1s using the TADS tool. The most frustrating thing about HISD is TADS! Especially the student progress side."
"Some of these [survey] questions are misleading. There has not been a year in HISD when the SP tool worked! The failure of the tool caused frustration, confusion, ambiguity, and lack of credibility. The tool even calculated teacher's evaluation score incorrectly after a policy was changed, yet the tool could not be adjusted. It created a huge drain on human resources. My answers to the previous questions would have been very different had the tool worked properly."
"I think the teachers need more information about this system, and how their measures were chosen. I also don't think it is totally fair to have some teachers get to choose tasks and rubrics and others are just based on state testing, it seems very subjective."
"The student progress component is not an effective use of time as it is currently configured. It needs to be completely changed for all of the non-standardized test measures. The system has too many details, is too easy to manipulate, and is too cumbersome."

Total Appraiser Respondents	**129**

Source: TADS Evaluation Survey, 2016–2017

Table F-16. TADS Evaluation Survey Reponse on Personal Experience with the TADS System, 2016–2017	Strongly Disagree				Disagree				Neutral				Agree				Strongly Agree				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%	N	%
The TADS system provides clear and specific expectations to teachers.(both)*	127	5.1	7	2.4	259	10.5	29	10.0	433	17.5	36	12.4	1,374	55.5	176	60.5	282	11.4	43	14.8	2,475	100.0	291	100.1
The TADS system provides feedback to teachers that is specific, actionable, and includes resources.*	154	6.2	9	3.1	325	13.2	39	13.4	503	20.4	42	14.4	1,234	49.9	165	56.7	255	10.3	36	12.4	2,471	100.0	291	100.0
The Instructional Practice rubric is clear and easy to understand.(both)*	120	4.9	10	3.5	241	9.8	34	11.7	487	19.7	37	12.8	1,314	53.3	161	55.5	305	12.4	48	16.6	2,467	100.1	290	100.1
The TADS components (i.e., Instructional Practice, Professional Expectations, Student Performance) reflect my effectiveness in the classroom. (both)*	215	8.7	10	3.4	334	13.5	34	11.6	514	20.8	45	15.4	1,147	46.4	166	56.7	263	10.6	38	13.0	2,473	100.0	293	100.1
The TADS system assists in my professional development./The TADS system assists in teachers' professional development.	212	8.6	11	3.8	336	13.6	49	16.8	528	21.4	55	18.8	1,138	46.0	157	53.8	259	10.5	20	6.8	2,473	100.0	292	100.0
The TADS ratings are independent of my appraiser's personal opinion./The TADS ratings are independent of my personal opinion as an appraiser.*	297	12.1	3	1.0	278	11.3	22	7.6	583	23.7	47	16.2	1,032	41.9	147	50.5	274	11.1	72	24.7	2,464	100.1	291	100.0
Student achievement and test scores are appropriately tied to TADS ratings. (both)*	295	12.0	32	11.0	371	15.1	65	22.3	701	28.5	77	26.4	877	35.7	103	35.3	216	8.8	15	5.1	2,460	100.1	292	100.1
The TADS system effectively accounts for differences in subject areas, schools, and student populations.(both)*	397	16.1	38	13.0	420	17.0	75	25.7	607	24.6	69	23.6	848	34.4	96	32.9	195	7.9	14	4.8	2,467	100.0	292	100.0
The TADS system requires an appropriate amount of my time./The TADS system requires an appropriate amount of my time as an appraiser.*	216	8.7	71	24.6	261	10.6	55	19.0	605	24.5	30	10.4	1,153	46.7	95	32.9	236	9.6	38	13.1	2,471	100.0	289	100.0
The TADS SP and F&D tools sufficiently allow me to input my data./The TADS SP and F&D tools sufficiently allow me to access and contribute to teachers' data.*	190	7.7	21	7.2	245	9.9	52	17.9	732	29.7	58	19.9	1,093	44.3	142	48.8	206	8.4	18	6.2	2,466	100.0	291	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.
*Indicates a proxy question used for a domain.

Table F-17. TADS Evaluation Survey Reponse on TADS System in Context of School and District, 2016–2017	Strongly Disagree				Disagree				Neutral				Agree				Strongly Agree				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%	N	%
At my school, teachers' appraisals are generally accurate reflections of their instructional practice. (both)*	309	12.8	3	1.0	363	15.0	22	7.6	496	20.5	36	12.4	971	40.2	184	63.2	276	11.4	46	15.8	2,415	99.9	291	100.0
Administrators at my school are committed to improving my instructional practice. (both)*	235	9.7	5	1.7	190	7.9	5	1.7	347	14.4	22	7.6	1,182	48.9	138	47.4	462	19.1	121	41.6	2,416	100.0	291	100.0
Teachers at my school share a common vision of effective teaching. (both)	172	7.2	6	2.1	237	9.9	48	16.5	371	15.4	40	13.8	1,167	48.5	153	52.6	460	19.1	44	15.1	2,407	100.1	291	100.1
Teachers at my school agree that effective teaching aligns to the 13 instructional practices in the IP rubric. (both)*	162	6.7	5	1.7	222	9.2	39	13.5	621	25.8	78	27.1	1,058	44.0	135	46.9	343	14.3	31	10.8	2,406	100.0	288	100.0
HISD's teacher appraisal system is fair. (both)*	346	14.3	9	3.1	402	16.6	46	15.8	595	24.6	47	16.2	913	37.7	161	55.3	167	6.9	28	9.6	2,423	100.1	291	100.0
HISD's teacher appraisal system is rigorous. (both)	136	5.6	4	1.4	139	5.7	18	6.2	612	25.3	42	14.5	1,209	50.0	174	60.0	324	13.4	52	17.9	2,420	100.0	290	100.0
The expectations for effective teaching are clearly defined at my school through the Instructional Practice rubric. (both)	192	7.9	5	1.7	234	9.7	26	9.0	491	20.3	46	15.9	1,208	50.0	170	58.6	292	12.1	43	14.8	2,417	100.0	290	100.0
HISD's culture and climate allow educators to contribute to joint decision-making. (both)	400	16.6	25	8.7	377	15.7	39	13.5	546	22.7	64	22.2	884	36.7	139	48.1	202	8.4	22	7.6	2,409	100.1	289	100.1

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.
*Indicates a proxy question used for a domain

Table F-18. TADS Evaluation Survey Reponse on TADS System in Context of School and District, 2016–2017	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Teachers		Teachers		Teachers		Teachers		Teachers		Teachers	
	n	%	n	%	n	%	n	%	n	%	N	%
I understand the necessary steps I would need to take to request a second appraiser.	226	9.4	402	16.7	359	14.9	1,178	49.0	240	10.0	2,405	100.0

	Yes		No		Total	
	Teachers		Teachers		Teachers	
	n	%	n	%	n	%
At any point in time, have you wanted to dispute your ratings and/or Student Performance measures?	735	30.3	1,694	69.7	2,429	100.0
Did you feel that you were supported by administrative leaders throughout the appeals process?	232	33.6	458	66.4	690	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.

Table F-19. Teacher Responses to the Open-Ended Item, "What recommendations, if any, do you have to improve the appeals process (e.g. requesting a second appraiser)?"		
Answer	**Number of Responses**	**Percent %**
Suggestions to improve the appeals process:		
Appeals process should be straightforward and understandable	65	23.2
Instead of requesting a second appraiser, more professional development	4	1.4
Provide a second appraiser with no knowledge of first appraisal	18	6.4
Experience with the appeals process:		
Administration or appraiser was supportive and professional	7	2.5
Appeals process was stressful or cumbersome	7	2.5
Appeals process was too short (e.g., ran out of time)	5	1.8
Experienced bullying for expressing a desire to dispute rating	4	1.4
Feared retaliation from administration or appraiser for disputing rating	51	18.2
Request to appeal rating was ignored	7	2.5
Unaware that disputing a rating was possible	16	5.7
Experience with TADS:		
Appraisals are subjective: administration or appraiser	32	11.4
Appraisals are subjective: student population	6	2.1
Appraiser did not adhere to timeline	2	0.7
The quality of TADS is highly dependent on appraiser	13	4.6
Have not had need to appeal rating	6	2.1
If a second appraiser is granted, then scores are unfairly averaged together	3	1.1
TADS is not designed to measure effectiveness of ancillary or non-core subject teachers	6	2.1
TADS requires too much time of administrators or appraiser	1	0.4
Unable to evaluate response	27	9.6
Total Teacher Reponses	**280**	**100.0**

Source: TADS Evaluation Survey, 2016–2017
Notes: "Not applicable" response variations were removed from the total teacher responses for this item. (n=144). This question was presented to teachers only.

Table F-20. Sample Teacher Responses to the Open-Ended Item, "What recommendations, if any, do you have to improve the appeals process (e.g. requesting a second appraiser)?"
Sample Suggestions to Improve the Appeals Process
"It should be an open and honest process; teachers should not have to search for how to file an appeal."
"I would say that this information needs to be disseminated at any training about the Teacher's Appraisal System, and also when the deadlines are being discussed."
"[I recommend] providing the opportunity for teachers to offer feedback on /appraise their appraiser's performance in providing teacher support to facilitate teaching effectiveness. This will reduce the need for appeals."
"I recommend that the second appraiser should neither be the principal or School Support officer, but a Specialist from the district from that content area that is not assigned to the school to have a fair appraisal to be able to compare."
"Need to find a way to make sure that 3rd party independent is used when requesting a second appraiser, not have a local campus administrator who would give a similar rating to the disputed administrator that share the same agenda is not the way to handle things."
"I believe that it would be beneficial to have the name and phone of the first person in command share with teachers so that they know how to request a second appraiser or initiate an appeal process."
"When many or most of the teachers disagree with their appraiser ratings, or the way he/she interacts with teachers, someone outside school should be monitoring these appraiser actions. Constructive feedback is way more effective than demeaning or derogatory criticism towards teachers."
"I recommend that the second appraiser should neither be the principal or School Support officer, but a Specialist from the district from that content area that is not assigned to the school to have a fair appraisal to be able to compare."
"Teachers should be explicitly need to be notified of the appeals process. From the first meeting with their appraisers. There should be a system in place when a teacher can request a second appraiser. This system gives too much power to appraiser."
Sample Experiences with the Appeals Process or TADS
"I understand the process. However, administrators at my school as of the second week of January 2017 are committed to improving our instructional practice, tremendously. There was nowhere I could express my appreciation for the new administration team. They need to be commended."
"The effectiveness of the appraisal system is entirely dependent on whether or not teachers have a good appraiser. My appraisers this year were excellent (rigorous, specific, critical) and so I don't really have objections to how the system has treated me. There isn't continuity across appraisers about how to evaluate teachers, however, and bad administrators screw up the ratings for everyone. Substantive point inflation in appraisals."
"Teachers should be allowed to request a second appraiser twice a year, per semester. Additionally, the final rating should not be an average of the initial appraisal and the second appraisal because the teacher is requesting a second appraisal do to the initial appraisal's bias or inaccurate rating of the teacher."
"The appeals process needs to be distributed earlier for principals that complete the end of year ratings early. I did not receive the email in enough time to appeal before the end of my 10 day process"
"We don't know how to appeal. There is not a training or pdf or video with step by step instructions. We tend to have to reach out to teacher unions who also are uneducated on the process"
"No one explained that there was an appeals progress at all. This is not discussed at any trainings. It needs to be discussed and must be included in all trainings."
"It would be helpful if there was enough time for a teacher to discuss the matter with the principal before making the decision to request a second appraiser. There is fear of retaliation for requesting a second appraiser."
"I disagreed with an observation and feedback but I saw four instances when my co-workers tried to appeal by submitting evidence, asking for another appraiser and asking for another observation their requests were ignored by our appraiser and when they did get reappraised it was by the same appraiser and even harsher. It made me feel like would not only be a waste of time to ask for another opinion but it would single me out for retribution. It created a very defeated atmosphere in our school and a lot of the teachers left this year."
"I work at X High School. The principal refused to let me have a second appraiser because in his words he "did not want to establish that precedent."
Total Teacher Respondents	**280**

Source: TADS Evaluation Survey, 2016–2017

Table F-21. Teacher Responses to the Open-Ended Item, "Please use the space below to add any additional information about <u>your</u> experience with the appeals process that you think would be helpful to improving the process."		
Response	**Number of Responses**	**Percent %**
Suggestions to improve the appeals process:		
Instead of requesting a second appraiser, more professional development	2	1.0
Provide a second appraiser from with no knowledge of first appraisal	10	4.9
Experience with the appeals process:		
The administration or appraiser was supportive and professional during the process	10	4.9
The appeals process was stressful or cumbersome	4	2.0
The appeals process was not transparent or clear	4	2.0
Appeals process was too short (e.g., ran out of time)	3	1.5
Experienced bullying for expressing a desire to dispute rating	10	4.9
Feared retaliation from administration or appraiser for disputing rating	33	16.2
Request to appeal rating was ignored	21	10.3
Not familiar with appeals process	11	5.4
Wanted to dispute rating, but chose not to	24	11.8
Experience with TADS:		
Appraisals are subjective: administration or appraiser	17	8.3
Appraisals are subjective: student population	3	1.5
Appraiser did not adhere to timeline	1	0.5
The quality of TADS is highly dependent on appraiser	8	3.9
The reason for the rating received was not transparent or unclear	7	3.4
TADS is not designed to measure effectiveness of ancillary or non-core subject teachers	5	2.5
Unable to evaluate response	31	15.2
Total Teacher Reponses	**204**	**100.0**

Source: TADS Evaluation Survey, 2016–2017
Notes: This question was presented to teachers that responded "Yes" to the question, "At any point in time, have you wanted to dispute your ratings and/or Student Performance measures?" (n=735). "Not applicable" response variations were removed from the total teacher responses for this item. (n=21). This question was presented to teachers only.

Table F-22. Sample Teacher Responses to the Open-Ended Item, "Please use the space below to add any additional information about your experience with the appeals process that you think would be helpful to improving the process?"
Sample Suggestions to Improve the Appeals Process
"Going through an appeals process is an anxious period of time. Everyone going through this should have a mentor or advocate to help them through it."
"[The] appeals process made my ratings go lower. I was said to have been combative and resistant every time I wanted to dispute my ratings or get a different appraiser for inaccurate scores and/or ratings. The appraisers need supervisors other than the principal to assure they are rating teachers accurately and fairly."
"The fact that there's only one appraiser seems pretty bogus. Also, teachers should be able to rate their appraiser at the end of the year the same way they rate us. Why should I be given a score by someone who was too busy to be in my classroom or even provide help/feedback? The people on the bottom should always be able to appraise their leaders. Not being able to do this creates a culture of absolute power where teachers feel they can't defend themselves or dispute anything."
"[I] am not familiar with the process. I feel like we should've been told our admin how to do this during TADS training and I know we were not. I feel like we should also get an appraisal tool to rate our appraisers/administrators. We are evaluated to make sure we are doing our job right but I have never been asked about how I feel about how my admin is doing."
Sample Experiences with the Appeals Process or TADS
"I had a productive discussion with my appraiser, and we amicably agreed on the topic of concern. There was no need to appeal."
"When I was called in to sign my final observation/end of the year paperwork I was not asked to review any of the ratings. I was to simply accept them. The more I thought about it, the more courage I got to ask for a review and his answer was 'that time has come and gone!'"
"TADS is a biased system that is subjective and unfair. It is all based on one person's opinion and not a fair accurate assessment. If a principal likes you, you get a good rating and if they do not like you, your scores drop. The rubric basically makes it impossible to receive a 4, which is frustrating and discouraging. Why put forth the effort if you know you won't succeed?"
"I responded to administrator's observations, but did not receive a response back from the administrator. I have not been thoroughly trained in the use of the TADS accountability system. I will spend time this summer reviewing all components and meet with my new administrator to determine his/her vision for my classroom performance and then document what I perceive is expected from me."
"In the 2014-2015 school year, I experienced administrative bullying. I was too afraid of retaliation by my appraiser to indicate any dissatisfaction with the process, and therefore I did not request a second appraiser or appeal. How can teachers feel safe to make realistic requests to protect their livelihoods?"
"I did not appeal my evaluation because I was afraid of my appraiser taking it personally and making things difficult for me in the future, I feel more confident now and will not let that happen again"
"I decided that it was not worth the effort. My overall scores were great, but there were a few categories in which I felt I deserved a higher score. My appraiser indicated that appraisers are not allowed to give too many fours."

Total Teacher Respondents	204

Source: TADS Evaluation Survey, 2016–2017
Note: This question was presented to teachers that responded "Yes" to the question, "At any point in time, have you wanted to dispute your ratings and/or Student Performance measures?" (n=735).

Table F-23. Experience with TADS Tools, 2016–2017	Teacher				Appraiser			
Total number of survey responses	3,538				435			
	SP Tool		FD Tool		SP Tool		FD Tool	
Number of users who experienced technical difficulties	636	**18%**	331	**9%**	211	**49%**	156	**36%**
Category of difficulty								
I lost access to the SP online tool.	194	31%	94	28%	103	49%	74	47%
The system timed out.	282	44%	132	40%	141	67%	117	75%
There is missing data (e.g., forms, ratings).	281	44%	114	34%	129	61%	63	40%
I was unable to locate data that I had previously saved.	289	45%	133	40%	127	60%	77	49%
Other (please specify)	140	22%	65	20%	35	17%	18	12%
The most recent technical difficulty I had was serious	121	19%	47	14%	62	29%	44	28%
Location and internet connection when experiencing a technical difficulty								
I was at my campus or another HISD location.	534	84%	272	82%	187	89%	135	87%
I was off-campus (e.g., at home).	103	16%	61	18%	62	29%	58	37%
I was connected to an Ethernet cord.	217	34%	114	34%	87	41%	62	40%
I was connected to wifi.	416	65%	208	63%	152	72%	117	75%
I was using Google Chrome.	413	65%	197	60%	137	65%	99	63%
I was using Internet Explorer.	313	49%	167	50%	137	65%	103	66%
Number of users who submitted a ServiceDesk ticket	89	14%	43	13%	68	32%	47	30%
The particular technical difficulty was never resolved	16	18%	5	12%	8	12%	8	17%
The issue was resolved in a timely manner	50	56%	26	60%	33	49%	20	43%

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.

Table F-24. TADS Evaluation Survey Reponse on Formal Supports: Online Resources, 2016–2017												
	Yes				**No**				**Total**			
	Teachers		**Appraisers**		**Teachers**		**Appraisers**		**Teachers**		**Appraisers**	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**N**	**%**	**N**	**%**
Did you receive any formal support through online resources (i.e., houstonisdpsd.org) or online training (i.e. the HUB) during the 2016-2017 school year?/Did you recommend or require that a teacher you appraise receive formal suport through online resources (i.e., houstonisdpsd.org) or online training (i.e. the HUB) during the 2016-2017 school year?	1,819	75.8	203	69.8	582	24.2	88	30.2	2,401	100.0	291	100.0
	Yes				**No**				**Total**			
	Teachers		**Appraisers**		**Teachers**		**Appraisers**		**Teachers**		**Appraisers**	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
General instructional needs (e.g., assessment, planning and pacing, differentiation).	1,411	82.6	181	90.5	298	17.4	19	9.5	1,709	100.0	200	100.0
Subject or content specific instructional needs (e.g., teaching fractions in a math class)	1,242	73.4	145	72.9	450	26.6	54	27.1	1,692	100.0	199	100.0
Classroom management needs (i.e., organizing a classroom to maximize learning).	1,091	64.6	157	77.7	598	35.4	45	22.3	1,689	100.0	202	100.0

Teacher Respondents Only

		n	%
Based on your experience with online resources or online trainings this year, how much of this type of support do you HISD should provide?	None of this type of support for me.	62	3.5
	Less of this type of support for me.	188	10.6
	The same amount of support for me.	923	52.2
	More of this type of support for teachers like me.	595	33.7

	Strongly Disagree		**Disagree**		**Neutral**		**Agree**		**Strongly Agree**		**Total**	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**N**	**%**
I accessed this type of support one time only.	238	13.5	640	36.2	323	18.3	481	27.2	87	4.9	1,769	100.1
This type of support was a good use of my time.	79	4.5	144	8.1	366	20.6	981	55.3	203	11.5	1,773	100.0
I implemented something from this type of support over the long term.	65	3.7	123	7.0	366	20.8	998	56.6	212	12.0	1,764	100.1
This type of support directly helps me to meet the academic needs of my students.	75	4.2	122	6.9	392	22.1	983	55.5	199	11.2	1,771	99.9
This type of support is tied to my needs as identified in my performance appraisal.	100	5.7	193	10.9	482	27.3	837	47.4	153	8.7	1,765	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.

Table F-25. TADS Evaluation Survey Reponse on Formal Supports: Professional Learning Communities (PCLs), 2016–2017												
	Yes				No				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	N	%	N	%
Did you receive any formal support through Professional Learning Communities (PLCs) during the 2016-2017 school year?/Did you recommend or require that a teacher you appraise receive formal suport through Professional Learning Communities (PLCs) during the 2016-2017 school year?	1,654	30.5	208	71.7	725	69.5	82	28.3	2,379	100.0	290	100.0
	Yes				No				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	n	%	n	%
General instructional needs (e.g., assessment, planning and pacing, differentiation).	1,450	91.5	200	96.6	135	8.5	7	3.4	1,585	100.0	207	100.0
Subject or content specific instructional needs (e.g., teaching fractions in a math class)	1,324	83.8	181	88.3	256	16.2	24	11.7	1,580	100.0	205	100.0
Classroom management needs (i.e., organizing a classroom to maximize learning).	1,239	78.8	175	84.5	334	21.2	32	15.5	1,573	100.0	207	100.0

Teacher Respondents Only

		n	%
Based on your experience with Professional Learning Communities (PLCs) this year, how much of this type of support do you HISD should provide?	None of this type of support for me.	58	3.6
	Less of this type of support for me.	171	10.6
	The same amount of support for me.	931	57.5
	More of this type of support for teachers like me.	459	28.4

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
I accessed this type of support one time only.	330	20.5	582	36.1	301	18.7	336	20.9	62	3.9	1,611	100.1
This type of support was a good use of my time.	57	3.5	113	7.0	277	17.2	936	58.1	228	14.2	1,611	100.0
I implemented something from this type of support over the long term.	35	2.2	74	4.6	245	15.2	1,001	62.3	253	15.7	1,608	100.0
This type of support directly helps me to meet the academic needs of my students.	41	2.5	82	5.1	274	16.9	961	59.4	259	16.0	1,617	99.9
This type of support is tied to my needs as identified in my performance appraisal.	64	4.0	120	7.5	354	22.0	846	52.6	225	14.0	1,609	100.1

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.

Table F-26. TADS Evaluation Survey Reponse on Formal Supports: Teacher Development Specialist (TDS), 2016–2017

	Yes				No				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	N	%	N	%
Did you receive any formal support through working with a Teacher Development Specialist (TDS) during the 2016-2017 school year?/Did you recommend or require that a teacher you appraise receive formal suport through working with a Teacher Development Specialist (TDS) during the 2016-2017 school year?*	879	46.3	119	64.0	1,021	53.7	67	36.0	1,900	100.0	186	100.0

	Yes				No				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	n	%	n	%
General instructional needs (e.g., assessment, planning and pacing, differentiation).	762	89.3	114	95.8	91	10.7	5	4.2	853	100.0	119	100.0
Subject or content specific instructional needs (e.g., teaching fractions in a math class)	722	84.8	112	94.1	129	15.2	7	5.9	851	100.0	119	100.0
Classroom management needs (i.e., organizing a classroom to maximize learning).	639	75.2	98	83.1	211	24.8	20	17.0	850	100.0	118	100.0

Teacher Respondents Only

		n	%
Based on your experience with this year with a Teacher Development Specialist (TDS), how much of this type of support do you HISD should provide?	None of this type of support for me.	30	3.6
	Less of this type of support for me.	70	8.3
	The same amount of support for me.	432	51.4
	More of this type of support for teachers like me.	309	36.7

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
I accessed this type of support one time only.	159	18.7	271	31.9	160	18.8	217	25.5	43	5.1	850	100.0
This type of support was a good use of my time.	22	2.6	39	4.6	125	14.7	471	55.5	191	22.5	848	99.9
I implemented something from this type of support over the long term.	15	1.8	29	3.4	120	14.2	484	57.1	200	23.6	848	100.1
This type of support directly helps me to meet the academic needs of my students.	20	2.4	26	3.1	124	14.6	479	56.3	202	23.7	851	100.1
This type of support is tied to my needs as identified in my performance appraisal.	26	3.1	38	4.5	163	19.2	447	52.7	175	20.6	849	100.1

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.
*A total of 465 teachers and 104 appraisers reported that a TDS was not available at their campus.

Table F-27. TADS Evaluation Survey Reponse on Formal Supports: Campus-based Mentor or Campus-based Teacher Leader, 2016–2017												
	Yes				No				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	N	%	N	%
Did you receive formal support through working with a campus-based mentor or campus-based Teacher Leader (e.g., a Career Pathways participant) during the 2016-2017 school year?/Did you recommend or require that a teacher you appraise receive formal suport through working with a campus-based mentor or campus-based Teacher Leader (e.g., a Career Pathways participant) during the 2016-2017 school year?	584	28.9	180	71.4	1,440	71.1	72	28.6	2,024	100.0	252	100.0
	Yes				No				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	n	%	n	%
General instructional needs (e.g., assessment, planning and pacing, differentiation).	571	91.3	166	93.8	49	8.7	11	6.2	620	100.0	177	100.0
Subject or content specific instructional needs (e.g., teaching fractions in a math class)	486	85.4	153	86.0	83	14.6	25	14.0	569	100.0	178	100.0
Classroom management needs (i.e., organizing a classroom to maximize learning).	499	88.6	167	92.8	64	11.4	13	7.2	563	100.0	180	100.0

Teacher Respondents Only

		n	%
Based on your experience working with a campus-based mentor or campus-based Teacher Leader this year, how much of this type of support do you think HISD should provide?	None of this type of support for me.	16	2.8
	Less of this type of support for me.	29	5.1
	The same amount of support for me.	308	54.3
	More of this type of support for teachers like me.	214	37.7

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
I accessed this type of support one time only.	95	16.8	161	28.4	98	17.3	171	30.2	42	7.4	567	100.1
This type of support was a good use of my time.	14	2.5	15	2.6	72	12.7	330	58.1	137	24.1	568	100.0
I implemented something from this type of support over the long term.	12	2.1	8	1.4	65	11.5	340	60.0	142	25.0	567	100.0
This type of support directly helps me to meet the academic needs of my students.	16	2.8	9	1.6	67	11.8	333	58.5	144	25.3	569	100.0
This type of support is tied to my needs as identified in my performance appraisal.	16	2.8	15	2.7	79	13.9	324	57.0	134	23.6	568	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.
*A total of 328 teachers and 37 appraisers reported that a Campus-based Mentor or Campus-based Teacher Leader was not available at their campus.

Table F-28. TADS Evaluation Survey Reponse on Formal Supports: School Administrator, 2016–2017												
	Yes				**No**				**Total**			
	Teachers		**Appraisers**		**Teachers**		**Appraisers**		**Teachers**		**Appraisers**	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**N**	**%**	**N**	**%**
Did you receive any formal support through working with an administrator at the school (including yourself) on instructional practice during the 2016-2017 school year?/Did you recommend or require that a teacher you appraise receive formal suport through working with an administrator at the school (including yourself) on instructional practice during the 2016-2017 school year?	1,214	51.7	234	81.0	1,134	48.3	55	19.0	2,348	100.0	289	100.0
	Yes				**No**				**Total**			
	Teachers		**Appraisers**		**Teachers**		**Appraisers**		**Teachers**		**Appraisers**	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**N**	**%**	**N**	**%**
General instructional needs (e.g., assessment, planning and pacing, differentiation).	1,086	91.3	227	97.8	104	8.7	5	2.2	1,190	100.0	232	100.0
Subject or content specific instructional needs (e.g., teaching fractions in a math class)	947	80.0	209	90.5	237	20.0	22	9.5	1,184	100.0	231	100.0
Classroom management needs (i.e., organizing a classroom to maximize learning).	1,009	85.2	217	93.5	176	14.9	15	6.5	1,185	100.1	232	100.0

Teacher Respondents Only												
			n	**%**								
Based on your experience working with an administrator at your school on your instructional practice this year, how much of this type of support do you think HISD should provide?	None of this type of support for me.		36	3.1								
	Less of this type of support for me.		85	7.2								
	The same amount of support for me.		727	61.6								
	More of this type of support for teachers like me.		332	28.1								

	Strongly Disagree		**Disagree**		**Neutral**		**Agree**		**Strongly Agree**		**Total**	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**N**	**%**
I accessed this type of support one time only.	167	14.2	430	36.4	222	18.8	307	26.0	54	4.6	1,180	100.1
This type of support was a good use of my time.	26	2.2	43	3.6	155	13.1	738	62.4	221	18.7	1,183	100.0
I implemented something from this type of support over the long term.	16	1.4	29	2.5	156	13.2	767	64.8	215	18.2	1,183	100.0
This type of support directly helps me to meet the academic needs of my students.	24	2.0	31	2.6	163	13.7	744	62.6	226	19.0	1,188	100.0
This type of support is tied to my needs as identified in my performance appraisal.	25	2.1	37	3.1	181	15.3	726	61.4	214	18.1	1,183	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.

Table F-29. TADS Evaluation Survey Reponse on the Quality of Formal Supports Offered Through TADS, 2016–2017																						
	Strongly Disagree				Disagree				Neutral				Agree				Strongly Agree				Total			
	Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers		Teachers		Appraisers	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%	N	%
The formal supports that I need to improve my instructional practice are available to me./The types of formal supports provided to me have helped me to better support teachers in their instructional practice this year.*	135	5.8	7	2.4	218	9.4	29	10.1	436	18.9	56	19.5	1,227	53.1	165	57.5	294	12.7	30	10.5	2,310	100.0	287	100.0
The types of formal supports provided to me have helped me to improve my instructional practice this year./The formal supports that I need to improve my support of teachers' instructional practice are available to me during the school year.*	135	5.8	9	3.1	170	7.4	43	15.0	514	22.3	65	22.6	1,208	52.3	139	48.4	282	12.2	31	10.8	2,309	100.0	287	100.0
I spend an appropriate amount of time on professional development outside the duty day.(both)	115	5.0	7	2.4	229	9.9	57	19.8	425	18.4	51	17.7	1,166	50.5	143	49.7	372	16.1	30	10.4	2,307	100.0	288	100.0
I spend an appropriate amount of time on professional development inside the duty day.(both)	144	6.2	12	4.2	247	10.7	52	18.1	444	19.3	49	17.0	1,194	51.8	154	53.5	277	12.0	21	7.3	2,306	100.0	288	100.0

Appraiser Respondents Only		
	n	%
	My SSO	110	38.2
	My PCIM	106	36.8
	My principal mentor	105	36.5
As an appraiser, what supports did you receive this year?	Other leaders at my school	154	53.5
	Other campus-based leaders not at my	82	28.5
	Instructional Rounds	88	30.6
	Face-to-face district-wide training	130	45.1
	A manager support group	3	1.0
	Online Training	76	26.4

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.
*Indicates a proxy question used for a domain.

Table F-30. TADS Evaluation Survey Reponse on Retention, 2016–2017												
	Prompt				n	%						
What is your best estimate for how long you plan to remain as a teacher in HISD?	Five years or more after 2016−2017				1,324	57.6						
	Between three and five years after 2016−2017				451	19.6						
	Fewer than three years after 2016−2017				372	16.2						
	I am leaving HISD before the 2017−2018 school year				151	6.6						
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
Students' progress and achievements make teachers feel valued.	200	8.7	230	10.0	340	14.7	1,054	45.7	485	21	2,309	100.0
Teachers are supported and fairly recognized by their school leaders.	354	15.3	367	15.9	439	19.0	860	37.3	288	12	2,308	100.0
Teachers have opportunities to progress professionally within the district.	217	9.4	286	12.4	497	21.6	998	43.3	306	13	2,304	100.0
HISD's appraisal system accurately documents teachers' strengths and strategies to develop professionally.	391	17.0	408	17.7	542	23.5	780	33.9	181	8	2,302	100.0
Teachers and teacher teams support each other in their work.	142	6.2	159	6.9	338	14.7	1,168	50.6	500	22	2,307	100.0

Source: TADS Evaluation Survey, 2016–2017
Note: Percentages may not equal 100 due to rounding.