

MEMORANDUM

October 2, 2020

TO: Board Members

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

SUBJECT: **TEACHER APPRAISAL AND DEVELOPMENT SYSTEM: END OF YEAR REPORT, 2018–2019**

CONTACT: Allison Matney, 713-556-6700

The Teacher Appraisal and Development System (TADS) was designed with the goal of promoting effective teaching by providing systematic, rigorous feedback on teacher effectiveness in the classroom. The purpose of this report is to provide aggregate data of the TADS in 2018–2019. This report focuses on the distribution of summative ratings and the Instructional Practice, Professional Expectations, and Student Performance components of the TADS. Data are disaggregated by teacher-level and campus-level characteristics to examine how teachers with these ratings were distributed throughout the district.

Key findings include:

- In 2018–2019, 11,052 teachers were identified as eligible for appraisal through the TADS, and 10,507 teachers (95.1 percent) received a summative rating. Of the 10,507 teachers appraised through the TADS, 89.7 percent received a summative rating of Highly Effective or Effective.
- This year, the Student Performance (SP) component factored into the summative rating of teachers with at least two measures of student growth or achievement. Of the 10,507 teachers who received a summative rating, 53.8 percent (n=5,653) received an SP rating. Teachers with an SP rating had a higher mean summative score (3.2) than their peers who did not have an SP rating (3.1).
- Retention rates remained high among teachers whose summative ratings were Highly Effective and Effective (89.5 and 87.1 percent, respectively). Among those retained from 2018–2019, more than 90 percent remained in the same work location at the beginning of the 2019–2020 school year.
- Campuses in the lowest poverty (most affluent) quintile had more than double the proportion of teachers rated as Highly Effective compared to the poorest quintile group.

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



GL

Attachment

cc: Superintendent's Direct Reports
Abigail Taylor

Yolanda Rodriguez
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RESEARCH

Educational Program Report

**TEACHER APPRAISAL AND DEVELOPMENT SYSTEM:
END OF YEAR REPORT, 2018-2019**



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Teacher Appraisal and Development System: End of Year Report, 2018–2019

Executive Summary

Evaluation Description

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

The purpose of this report is to provide aggregate data of the TADS in 2018–2019. The criteria used for the Instructional Practice (IP) and Professional Expectations (PR) components have remained the same since the inception of the TADS in the 2011–2012 school year. Student Performance (SP) was added for the 2012–2013 school year, waived for most teachers for the 2016–2017 school year, and waived for all teachers in 2017–2018. In 2018–2019, ratings for IP, PR, and SP (if available) components were included in teachers’ summative ratings. This report focuses on the distribution of summative ratings and the IP, PE, and SP components of the TADS. Data are disaggregated by teacher-level and campus-level characteristics to examine how teachers with these ratings were distributed throughout the district.

Highlights

- In 2018–2019, 11,052 teachers were identified as eligible for appraisal through the TADS, and 10,507 teachers (95.1 percent) received a summative rating. Of the 10,507 teachers appraised through the TADS, 62.1 percent received a summative rating of Effective (n=6,520) and 27.6 percent received a summative rating of Highly Effective (n=2,898). Over the past four years, regardless of whether Student Performance was included or not, the percentage of teachers rated as Ineffective has remained below one percent, and the percentage of teachers rated as Needs Improvement has been steadily declining, to a low of 9.7 percent for the 2018–2019 school year.
- Of the 10,507 teachers who received a summative rating, 53.8 percent (n=5,653) received an SP rating. Teachers with an SP rating had a higher mean summative score (3.2) than their peers who did not have an SP rating (3.1).
- Of the teachers with an SP rating, 91.6 percent (n=5,180) had student progress measures included in their SP score and 34.3 percent (n=1,941) had Comparative Growth (CG) measures included in their SP score. Teachers whose SP rating included student progress measures had a higher mean SP score (3.1) than teachers whose SP rating included CG measures (2.7). They also had a higher mean summative score (3.2) than their colleagues whose rating included CG measures (3.1).
- IP ratings and SP ratings were weakly aligned for the 2018–2019 school year. Of the 5,653 teachers with both IP and SP ratings, only 40.2 percent of teachers had the same performance level in both components.

- Of the 10,507 teachers appraised, 1,470 (14.0 percent) received a summative rating score of 4.00, a perfect score. Of those, 391 (26.6 percent) were teachers with five or less years of teaching experience. Although this is a slight decrease from the results reported for the 2017–2018 school year, where 29 percent of those teachers with a summative rating of 4.00 had five or less years of experience in the classroom, it is still more than a quarter of all teachers rated.
- Retention rates remained high among teachers whose summative ratings were Highly Effective and Effective (89.5 and 87.1 percent), respectively. Among those retained from 2018–2019, more than 90 percent remained in the same work location at the beginning of the 2019–2020 school year.
- Differences in appraisal ratings can be seen among teachers when examined by School Office and by campus accountability rating. Some area offices had a much higher proportion of teachers rated as Highly Effective while some area offices had a much higher proportion of teachers rated as Ineffective compared to other area offices. Campuses that received a rating of “A” had more than six times the proportion of teachers with a summative rating of Highly Effective at campuses that received a rating of “F”. Campuses in the lowest poverty (most affluent) quintile had more than double the proportion of teachers rated as Highly Effective as compared to the poorest quintile group.

Recommendations

- This report examined teacher appraisal outcomes for the 2018–2019 school year, as well as prior years. Trends observed in appraisal outcomes may offer guidance to decision-makers in their work toward increasing the accuracy of rating teaching performance, strengthening professional development and support, growing teachers’ capacity for effective teaching, and placing an effective teacher in every classroom.
- A trend wherein the proportion of teachers rated Highly Effective have been increasing every year may be an indication of an increase in districtwide teacher effectiveness. Conversely, this trend could be an indication of appraisers’ hesitation to assign low ratings to avoid the negative consequences this brings not only to the teacher but to the appraiser or principal as well. The district may consider surveying appraisers if they also have these considerations when rating teachers and, if so, provide supports so that the burden of giving low ratings do not outweigh the benefits of providing an accurate representation of teacher performance. To ensure proper differentiation of teacher performance, it is important to have a consistent process of refining an appraisal system. Research suggests well-calibrated and well-implemented appraisal systems lead to an improvement in the teacher workforce (Putman, Ross, & Walsh, 2018).
- The Student Performance component is not only a critical piece in assessing effective teaching, it is also a state requirement for teacher appraisal systems. Furthermore, the inclusion of the SP component appears to give an advantage to teachers in increasing their summative ratings. As such, it is recommended that the summative rating include the Student Performance component in the district’s appraisal system. However, with the suspension of state-mandated tests previously used for CG ratings for the 2019–2020 school year, it is unlikely that CG measures are going to factor into SP ratings in the near future, leaving the district to rely solely on student progress measures should the district continue to use the SP component. It is thus more important than ever to finetune the process of administering student progress measures for all teachers.
- Current findings suggest IP ratings are weakly aligned to SP ratings. This weak alignment may indicate issues with the appraisal methods and/or measures for either component. A closer look at how IP rubrics

relate to SP measures, in particular school progress measures which make up the bulk of SP measures, could shed some light on why the theorized association between Instructional Practice and Student Performance is not reflected on the aggregated outcomes from this past school year.

- As the district continues efforts to place an effective teacher in every classroom, district leaders should support principals as they implement strategic retention strategies designed to attract and retain effective teachers in struggling schools while exiting ineffective teachers from an instructional role in the classroom.
- There have been various efforts to offer recruitment and retention incentives to attract teachers to particular campuses for the past few years. Future research might analyze if any significant changes in the proportion of teachers rated Effective or Highly Effective occurred in those campuses.

Administrative Response

Houston ISD's Teacher Appraisal and Development Systems (TADS) has been implemented since the 2011–2012 school year. Structurally, the TADS process provides standards for planning, instructional delivery, professional responsibilities, and student growth. TADS processes prioritize the continued growth and development of teachers based on rigorous feedback aligned to the standards found in the Instructional Practice and Professional Expectations Rubrics.

The findings of the 2018–2019 TADS End of Year Report provide information that will guide the work of the Talent Development Performance Team and inform other areas of work within the District. Specifically, multiple findings are available to inform the District's Teacher Incentive Allotment application, an optional state-wide teacher designation system that is a component of House Bill 3. The Talent Development and Performance Team will work to increase opportunities to align professional development to needs highlighted by formative and summative scores within TADS and will continue to implement findings to enhance the effectiveness of the system as a whole. For example, before the 2019–2020 school year, employees were automatically populated in the TADS online tools, even if this was not the correct appraisal tool for the employee. This impacted eligibility requirements, as noted on page six of this report. Employees are now populated in the appraisal tool based on eligibility for various systems based on their job codes and principal appraisal assignment in SAP.

2018–2019 saw the return of the SP component for all eligible teachers. 2015–2016 was the last academic year when SP was included for all teachers, and 30% of teachers participated. In 2018–2019, 54% of teachers participated in SP, and teachers with the SP component had higher Summative Rating scores on average than teachers without this component. The Talent Development & Performance Team credits this increased participation to enhanced collaboration between Performance & Continuous Improvement Managers (PCIMs) and the Schools Office, including communication, professional development, and direct supports to campuses.

This annual report also highlights the needs present within the TADS. Forty percent of teachers had the same IP and SP scores, which may suggest that appraisers' observations of practice are misaligned with measures of SP. Within the SP component, there is a need to better understand and apply the Student Progress process, especially given the absence of STAAR Comparative Growth for the 2020–2021 school year. In 2018–2019, Student Progress was used by 92% of teachers with an SP score, and 60% of these teachers received a Highly Effective SP rating; in contrast, Comparative Growth was only used by 34% of teachers with an SP score. The limited availability of Comparative Growth is a known constraint; however, for future growth within the system, it would be useful to know what percentage of District teachers are eligible for one or more Comparative Growth reports.

Introduction

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

The TADS incorporates multiple weighted measures of teacher performance and student growth to evaluate classroom effectiveness. Effective teaching is conveyed through three appraisal components — Instructional Practice (IP), Professional Expectations (PR), and Student Performance (SP). Each appraisal component is based on specific criteria. Further information on the TADS component distribution can be found in **Appendix A** (p. 48). Teachers are rated on a scale of one to four for each of the appraisal components. The weighted sum of those appraisal components is then used to calculate a teacher’s TADS summative appraisal rating. The components used to calculate a teacher’s summative rating vary depending on the measures available to a teacher. Teachers must have at least two measures of student growth or achievement to have SP count in their summative ratings. If a teacher has only one SP measure or no SP measure, the overall TADS summative rating is calculated using 70 percent IP and 30 percent PR ratings. Teachers that receive all three appraisal components (i.e., IP, PR, and SP) receive a summative rating based on 50 percent IP, 20 percent PR, and 30 percent SP. A detailed guide of the summative rating components can be found in **Appendix B** (p. 49).

The two primary roles in the TADS are of the appraiser and the teacher. The role of the appraiser is to coach the teacher toward effective teaching practices through observation over the course of the school year, providing feedback to improve teaching practices and support with curriculum planning and professional development. The three appraisal components are the tools available to assist appraisers in their role. The IP rubric is a tool used to assess a teacher’s skills and ability to promote learning in the classroom. The PR rubric is a tool used to assess a teacher’s efforts to meet measurable standards of professionalism. The criteria used for the IP and PR components have remained the same since the inception of the TADS in the 2011–2012 school year. The SP rubric is used to help teachers set clear goals in the classroom while tracking progress throughout the year to make sure every student masters rigorous standards; as such, most measures are based on growth or progress rather than attainment. Student Performance was added for the 2012–2013 school year, was waived for most teachers for the 2016–2017 school year, and was waived for all teachers in the 2017–2018 school year. In 2018–2019, ratings for IP, PR, and SP (if available) components were included in teachers’ summative ratings. In addition, the measures used to calculate SP have changed over time to adapt to and accommodate the needs of the teachers and students in the district. The five SP measures approved for use in the TADS are listed below from the most to least rigorous:

- Value-Added (VA): measures of the extent to which a student’s average growth meets, exceeds, or falls short of the average growth of students in the district. This measure was used from the 2012–2013 through the 2014–2015 school years but has not been available since.
- Comparative Growth (CG): measures the progress of a teacher’s students on a given assessment compared to the progress of all other students within the school district who start at the same test-

score level. CG is a district measure based on TELPAS Reading assessments in grades 3–8 or STAAR-tested subjects and grade levels in grades 4 and higher.

- Student Progress on districtwide or pre-approved assessments or performance tasks: uses commercially-produced or district-created summative assessments or performance tasks to determine content and skill mastery over the duration of a course using Levels of Preparedness at the start of the course.
- Student Progress on appraiser-approved assessments or performance tasks: uses summative assessments or performance tasks created, developed, or compiled by the teacher to determine content and skill mastery over the duration of a course, using Levels of Preparedness at the start of the course.
- Student Attainment: uses districtwide or appraiser-approved assessments to measure how many Pre-K students performed at a target level, regardless of their levels of preparedness.

In the TADS, teachers are assigned a combination of any of the five types of SP measures, depending on the subjects or courses they teach. Teachers are assigned at least two of the five measures, but no more than two student progress measures, and they must have a minimum of two SP measures to receive an SP rating.

At the end of the 2018–2019 school year, appraisers assigned ratings for the IP and PR components using the standardized rubrics for those teachers to whom they were assigned. In the fall of the next school year, final SP ratings were calculated after an appeals process. The 2018–2019 district TADS calendar can be found in **Appendix C** (p. 50). Teachers then received a summative rating and were rated as Highly Effective (3.50–4.00), Effective (2.50–3.49), Needs Improvement (1.50–2.49), or Ineffective (1.00–1.49).

The purpose of this report is to provide aggregate data of the TADS in 2018–2019, highlighting the distribution of summative and performance components ratings across key variables by campus level and teacher characteristics. In addition, this report discusses the Student Performance measure combinations that were used to calculate SP ratings and describes the impact of the Student Performance component on summative ratings.

Methods

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

Campus assignments for teachers were determined by identifying the teachers' campus assignment as of the end of the 2018–2019 school year. School office assignment, accountability ratings, and proportion of economically disadvantaged students at a campus was obtained through the 2018–2019 HISD District and School Profiles.

Eligibility for TADS Appraisal

For the 2018–2019 school year, employee roster files contained a field identifying the appraisal system used for each employee in the district. This field was used to determine the total number of employees eligible for the TADS appraisal for the 2018–2019 school year. This data was not collected prior to the 2017–2018 school year.

A teacher was eligible for appraisal if s/he was present for the beginning of the school year until the end of April of each academic year. However, teachers hired on or after the first Friday in February of the spring semester are not eligible for appraisal. Teachers may have been excluded from the TADS appraisal for a variety of reasons, including but not limited to late hiring, job title changes, incorrect job titles in the HRIS, split roles that required teachers to teach students less than 50 percent of the instructional day, or campus-level decisions made by the principal. Some teachers in leadership roles were appraised in Success Factors in the non-teacher appraisal system rather than in the TADS, and teachers employed in HISD charter schools were not appraised through the TADS.

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

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

Teacher Retention and Mobility

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

Texas Education Agency (TEA) Accountability Ratings

Accountability ratings were obtained from the Texas Education Agency (TEA) using the Texas Academic Performance Reports (TAPR) for 2018–2019. In 2019, campuses began receiving A-F ratings. Of the 274 campuses that received an accountability rating in HISD for the 2018–2019 school year, 271 received an accountability rating; 57 (21 percent) received an A rating, 78 (29 percent) received a B rating, 86 (32 percent) received a C rating, 29 (11 percent) received a D rating, and 21 (8 percent) received an F rating. Three campuses (Community Services, HCC Life Skills, and Las Americas Middle School) were labeled not rated (NR) and four other departments (DAEP EL, Harper DAEP, Jordan CTE HUB, and Secondary DAEP) did not have any accountability information; teachers from these seven campuses are excluded from the analysis involving TEA accountability ratings.

Data Limitations

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

- 2015–2016 School Year: Student Performance was included in summative ratings for 30 percent of teachers appraised.
- 2016–2017 School Year: Except for teachers at TIF-4 campuses (two percent of teachers appraised districtwide), no Student Performance was included in summative ratings.
- 2017–2018 School Year: No Student Performance was included in summative ratings.
- 2018–2019 School Year: Student Performance was included in summative ratings for 54 percent of teachers appraised.

In addition to the limitations surrounding the inclusion or exclusion of SP, changes to the calculation methodology also impact comparison of ratings across years. For Value-Added analysis, the change in the state exam (from the Texas Assessment of Knowledge and Skills (TAKS) to the State of Texas Assessments of Academic Readiness (STAAR) exams) and the norm-referenced exams (from the Stanford/Aprena to the IOWA/Logramos) complicate those analyses. For Comparative Growth analyses, the change in norm-referenced exams (from Stanford/Aprena to the IOWA/Logramos in 2014) followed by their elimination after the 2014–2015 school year, necessitated the use of state exams in growth analyses. Student progress and student attainment measures have also changed over time to ensure that multiple measures of student learning factor into a teacher’s final Student Performance rating.

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

The data used for analyses in this report was derived from the Summative Rating Report as of December 4, 2019. At that time, approximately a dozen teachers had pending inquiries on their appraisal outcomes. Inquiry results may have changed summative ratings for some of those teachers. Given the aggregate nature of results presented, changes to summative ratings of a handful of teachers are assumed to have no to very little impact on the information in this report.

Results

What Were the Rating Distributions for Teachers Districtwide in 2018–2019 Compared to Previous Years?

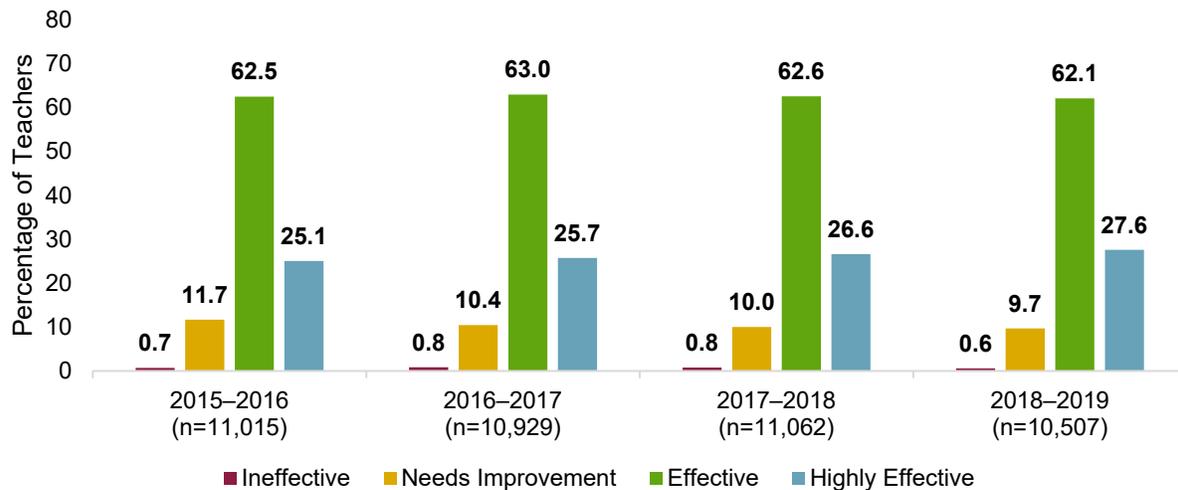
- In 2018–2019, 11,052 teachers were identified as eligible for appraisal through the TADS, and 10,507 teachers (95.1 percent) received a rating. The corresponding tables detailing the number and percentages of teachers at each rating level can be found in **Appendix D** (Tables D-1–D-4, p. 51).

Summative Ratings

- The summative rating distribution in **Figure 1A** (p. 8) shows the relative consistency of appraisal rating scores across time. Of the 10,507 teachers appraised through the TADS in the 2018–2019 school year,

27.6 percent received a summative rating of Highly Effective (n=2,898), 62.1 percent received a summative rating of Effective (n=6,520), 9.7 percent of teachers were rated as Needs Improvement (n=1,021), and less than one percent of teachers were rated as Ineffective (n=68). This distribution pattern is similar to the distribution patterns from the previous three school years observed.

Figure 1A. Summative Rating Distribution 2015–2016 through 2018–2019



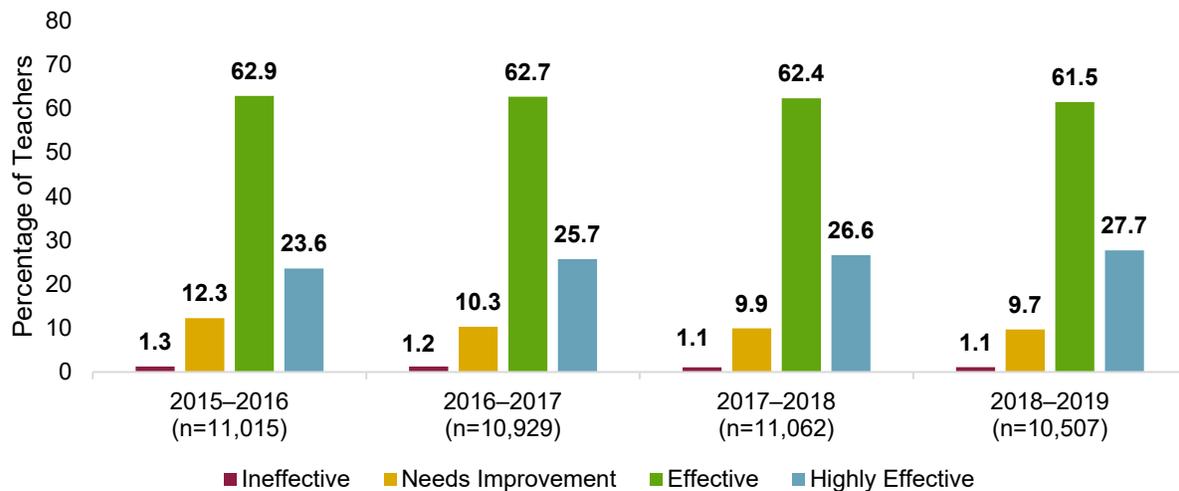
Sources: Teacher Appraisal and Development F&D Tool, 2015–2016 through 2018–2019

Notes: TADS scores are interpreted as: 1.00 to 1.49 – Ineffective, 1.50 to 2.49 – Needs Improvement, 2.50 to 3.49 – Effective, and 3.50 to 4.00 – Highly Effective. All HISD teachers appraised through TADS were evaluated on IP and PR for all years. Student Performance (SP) was included in the summative ratings for participating teachers in 2015–2016 and in 2018–2019, and for select teachers at TIF-4 grant-funded campuses for 2016–2017. SP was not included for any teachers for the 2017–2018 school year. Percentages may not total 100 due to rounding.

- For all observed years, regardless of whether Student Performance was included or not, the percentage of teachers rated as Ineffective has remained below one percent, and the percentage of teachers rated as Needs Improvement has declined to a low of 9.7 percent for the 2018–2019 school year from a high of 11.7 percent in the 2015–2016 school year.
- The percentage of teachers with a summative rating of Highly Effective has steadily increased (from 25.1 percent in 2015–2016 to 27.6 percent in 2018–2019), while the percentage of teachers rated as Effective has fluctuated between 62.1 and 63.0 percent.

Instructional Practice Ratings

- **Figure 1B** (p. 9) shows the Instructional Practice (IP) rating distribution over time. Of the 10,507 teachers appraised through the TADS in the 2018–2019 school year, 27.7 percent received an IP rating of Highly Effective (n=2,911) and 61.5 percent received an IP rating of Effective (n=6,463). Almost ten percent of teachers were rated as Needs Improvement (n=1,021), and 1.1 percent were rated as Ineffective (n=112) on the IP component.

Figure 1B. Instructional Practice Rating Distribution 2015–2016 through 2018–2019

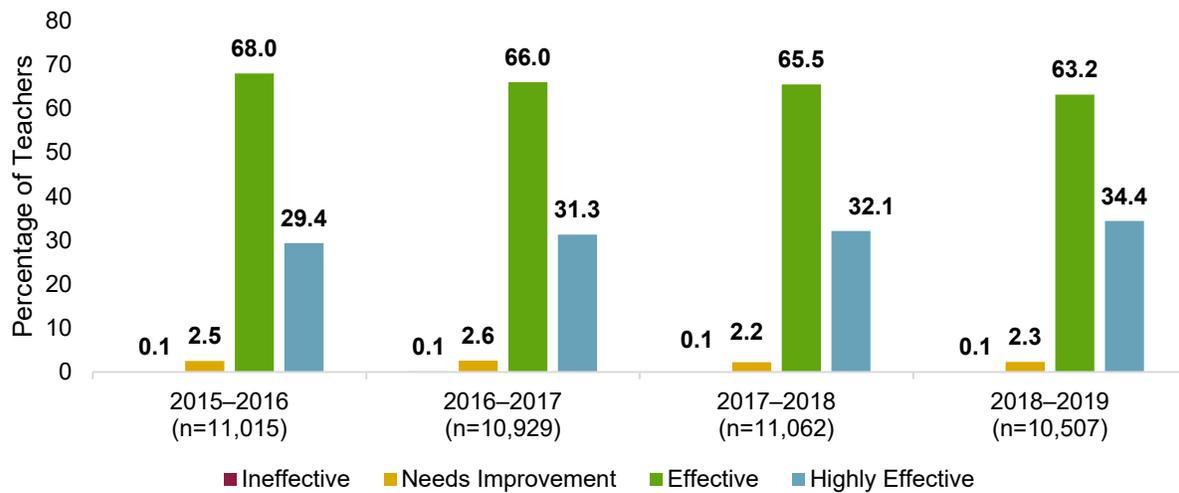
Sources: Teacher Appraisal and Development F&D Tool, 2015–2016 through 2018–2019

Notes: Instructional Practice (IP) ratings are interpreted as: 1.00 – Ineffective, 2 – Needs Improvement, 3 – Effective, and 4.00 – Highly Effective. The IP component is the most heavily weighted component of the appraisal system. In ratings with SP included, IP was weighted at 50 percent of the summative rating. In ratings without SP, IP was weighted at 70 percent of the summative rating. Percentages may not total 100 due to rounding.

- The percentage of teachers with an IP rating of Ineffective has steadily declined from 1.3 percent in 2015–2016 to 1.1 percent in 2018–2019.
- The percentage of teachers with an IP rating of Needs Improvement has also steadily declined from 12.3 percent in 2015–2016 to 9.7 percent in 2018–2019.
- The percentage teachers rated as Highly Effective on the IP component has increased from 23.6 percent in 2015–2016 to 27.7 percent in 2018–2019.

Professional Expectations Ratings

- **Figure 1C** (p. 10) displays Professional Expectations (PR) ratings over time. Of the 10,507 teachers appraised through the TADS in the 2018–2019 school year, 34.4 percent received a PR rating of Highly Effective (n=3,616) and 63.2 percent received a PR rating of Effective (n=6,643). Just 242 teachers (2.3 percent) were rated as Needs Improvement, and 6 teachers (0.1 percent) were rated as Ineffective on the PR component.

Figure 1C. Professional Expectations Rating Distribution 2015–2016 through 2018–2019

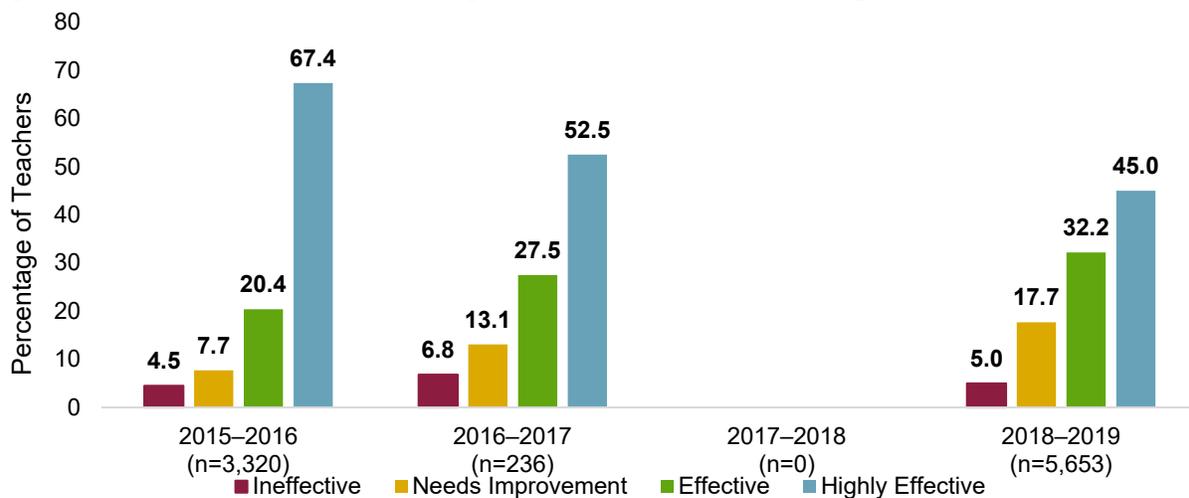
Sources: Teacher Appraisal and Development F&D Tool, 2015–2016 through 2018–2019

Notes: PR ratings are interpreted as: 1 – Ineffective, 2 – Needs Improvement, 3 – Effective, and 4.00 – Highly Effective. The PR component carries the least weight of all components of the appraisal system. In ratings with SP included, PR was weighted at 20 percent of the summative rating. In ratings without SP, PR was weighted at 30 percent of the summative rating. Percentages may not total 100 due to rounding.

- Over the past four years, the percentage of teachers rated as Ineffective for PR has remained stable, at one tenth of a percent, or between six and twelve total teachers districtwide. The percentage of teachers rated as Needs Improvement has also remained stable, ranging between 2.6 and 2.2 percent of all teachers.
- The percentage of teachers rated as Effective for PR has declined while the percentage of teachers rated as Highly Effective has increased.

Student Performance Ratings

- **Figure 1D** (p. 11) displays Student Performance (SP) ratings for the 2015–2016 through 2018–2019 school years. The figure displays only SP ratings included in the calculation of summative ratings; in years when no SP ratings were included in summative ratings, no data are displayed. Likewise, in years when SP ratings were included only for some teachers, the data for only those teachers are included in the figure. Of the 10,507 teachers appraised through TADS in the 2018–2019 school year, 5,653 teachers (54 percent) had SP ratings. Of these, 45 percent (n=2,546) received an SP rating of Highly Effective, 32.2 percent (n=1,820) received an SP rating of Effective, 17.7 percent (n=1,003) received a rating of Needs Improvement, and 5 percent (n=284) received a rating of Ineffective.

Figure 1D. Student Performance Rating Distribution 2015–2016 through 2018–2019

Sources: Teacher Appraisal and Development F&D Tool, 2015–2016, 2016–2017, and 2018–2019

Note: SP ratings were included for all teachers with at least two Student Performance measures in 2015–2016 and in 2018–2019. SP ratings were included only for teachers serving TIF campuses in 2016–2017. SP ratings were not calculated nor included in any summative ratings in 2017–2018 for any teacher.

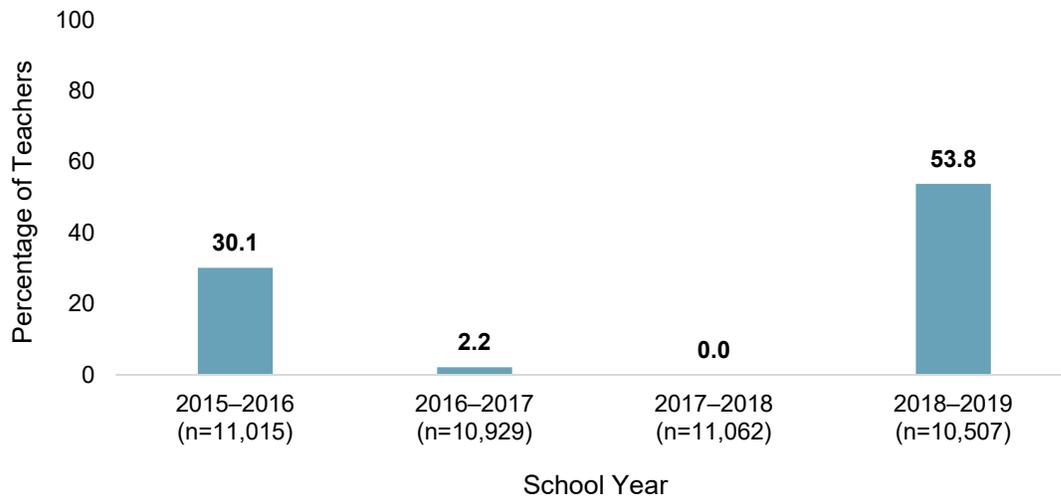
- Over the past four years, the percentage of teachers with an SP rating of Highly Effective has steadily declined, from 67.4 percent in 2015–2016 to 45.0 percent in 2018–2019, while the percentage of teachers with an Effective and Needs Improvement rating has steadily increased.
- The percentage of teachers that received a rating of Ineffective fluctuated between 4.5 and 6.8 percent of all teachers.
- It is important to note that comparisons on SP ratings across years should be done with extreme caution, as the number and percentage of teachers receiving SP ratings fluctuated widely across years. In addition, data used for calculation of Comparative Growth, a major component of SP ratings, changed during this time.

What Percentage of Teachers Had a Student Performance Rating Included in Their Summative Rating?

- Student Performance ratings were included in the summative rating calculations for all teachers with at least two Student Performance measures in three out of the most recent four school years. **Figure 1D.a** (p. 12) displays the percentage of teachers whose summative rating included their SP rating. In 2015–2016, 30.1 percent of all rated teachers had the SP rating factored into their summative rating. In 2016–2017, the SP rating was included in the summative rating only for teachers who served TIF campuses; thus, only 2.2 percent of all rated teachers had their SP rating impact their summative rating. SP ratings were waived for all teachers in 2017–2018, while it was included for all teachers who had at least two Student Performance measures in 2018–2019.
- A comparison between the two school years for which all teachers with at least two Student Performance measures were required to have their SP rating included in their summative rating calculation shows a 23.7 percent increase in teachers receiving an SP rating between 2015–2016 to 2018–2019. In 2018–2019, 53.8 percent (n=5,653) of the 10,507 rated teachers received an SP rating

compared to 30.1 percent (n=3,320) out of the 11,015 teachers rated who received an SP rating in 2015–2016.

Figure 1D.a. Student Performance Rating Distribution 2015–2016 through 2018–2019



Sources: Teacher Appraisal and Development F&D Tool, 2015–2016, 2016–2017, 2018–2019

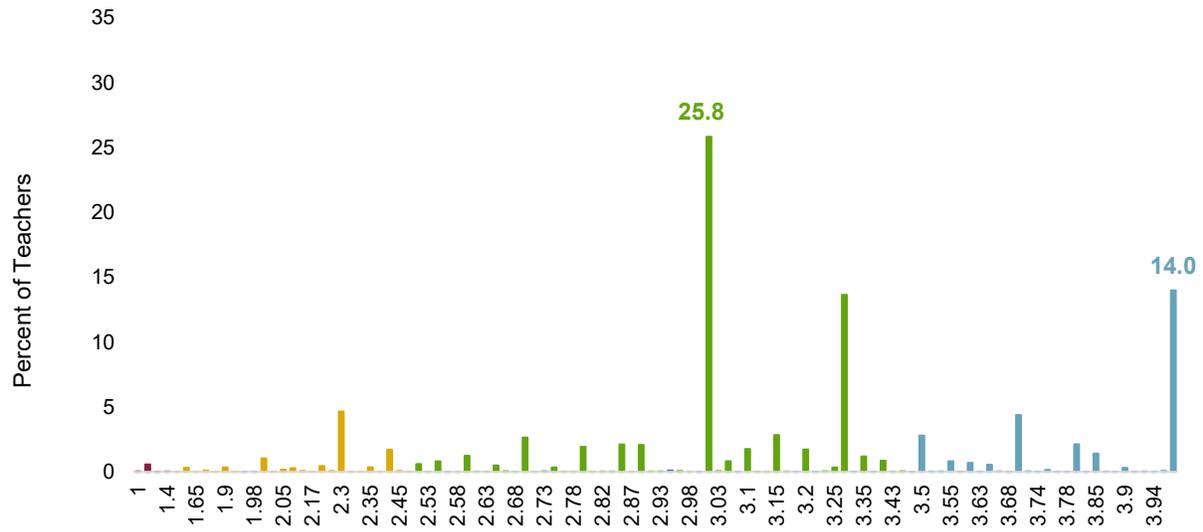
Note: SP ratings were included for all teachers with at least two Student Performance measures in 2015–2016 and in 2018–2019. SP ratings were included only for teachers serving TIF campuses in 2016–2017. SP ratings were not calculated nor included in any summative ratings in 2017–2018 for any teacher

What Were the Distributions of Ratings by Score for Teachers Districtwide in 2018–2019?

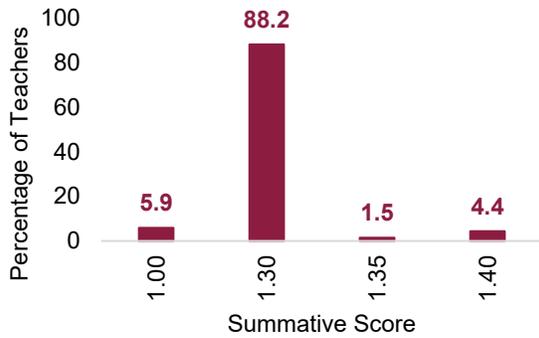
Summative Scores

- **Figure 2A** (p. 13) displays the distribution of summative ratings by the corresponding score in 2018–2019. Of the 10,507 teachers appraised through the TADS, 25.8 percent received a summative score of 3.00 (n=2,714), the median score for an Effective summative rating, and 14 percent received a summative score of 4.00 (n=1,470), the highest score possible. The corresponding tables detailing the number and percentage of teachers with each score within a performance level can be found in **Appendix E** (Tables E-1–E-4, pp. 52–57).
- Of the 2,898 (27.6 percent) teachers who received a Highly Effective summative rating in 2018–2019, 50.7 percent (n=1,470) earned a summative score of 4.00, the highest score possible through the TADS.
- Of the 6,520 (62.1 percent) teachers who received an Effective summative rating in 2018–2019, 41.6 percent (n=2,714) earned a summative score of 3.00 and 22.0 percent (n=1,434) earned a summative score of 3.30.
- Of the 1,021 (9.7 percent) teachers who received a Needs Improvement summative rating in 2018–2019, 47.8 percent (n=488) earned a summative score of 2.30 and 17.5 percent (n=179) earned a summative score of 2.40.

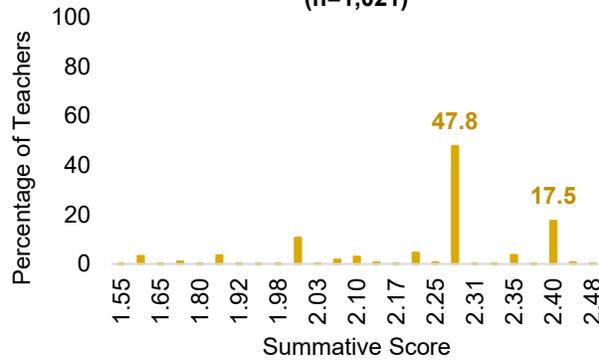
Figure 2A. Summative Rating Distribution by Summative Score, 2018–2019



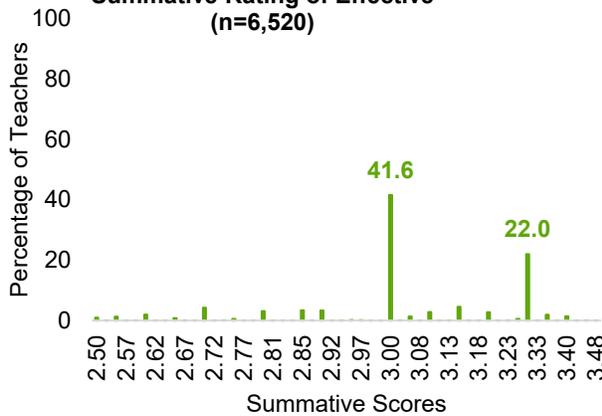
Summative Rating of Ineffective (n=68)



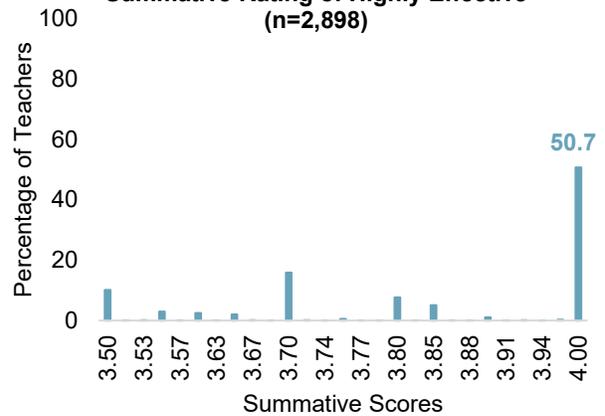
Summative Rating of Needs Improvement (n=1,021)



Summative Rating of Effective (n=6,520)



Summative Rating of Highly Effective (n=2,898)

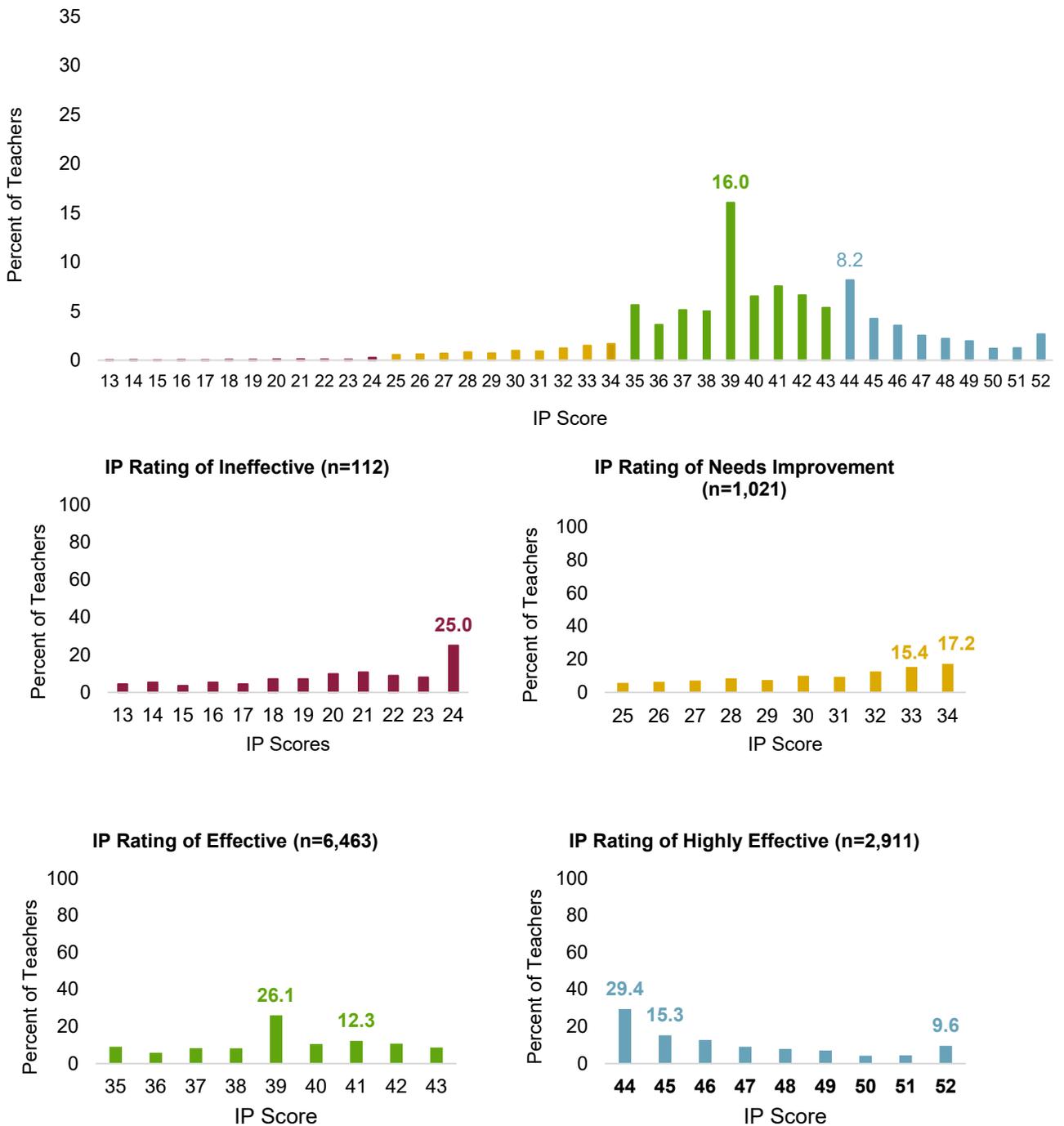


Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Note: TADS summative scores are interpreted as: 1.00 to 1.49 – Ineffective, 1.50 to 2.49 – Needs Improvement, 2.50 to 3.49 – Effective, and 3.50 to 4.00 – Highly Effective. Percentages may not total 100 due to rounding.

Instructional Practice Scores

Figure 2B. Instructional Practice Rating Distribution by IP Score, 2018–2019



Source: Teacher Appraisal and Development F&D Tool, 2018–2019

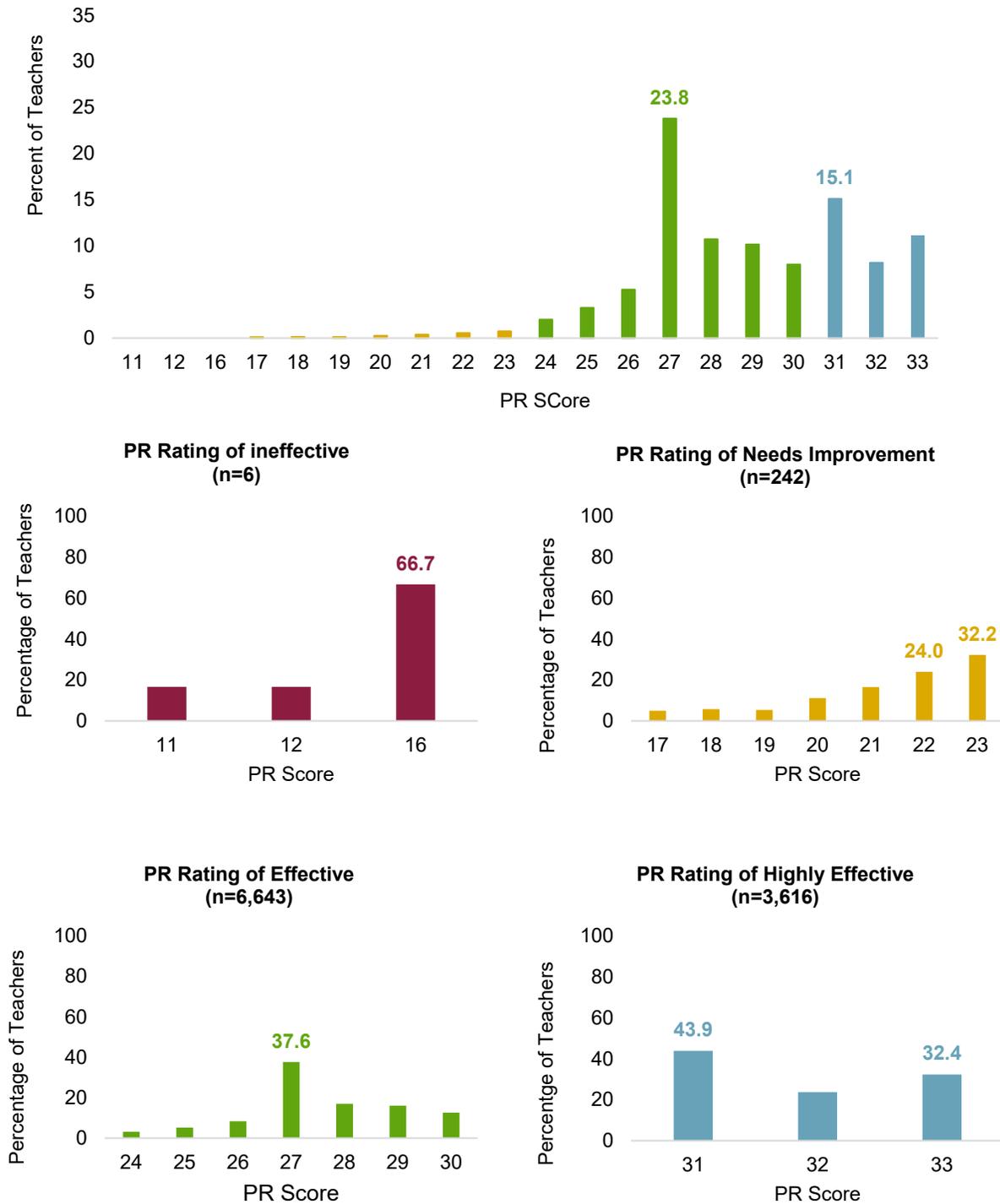
Notes: Instructional Practice scores ranged from 13 to 52 total possible points. Score ranges for an overall IP rating of Highly Effective were 44 to 52, Effective were 35 to 43, Needs Improvement were 25 to 34, and Ineffective were 13 to 24. Percentages may not total 100 due to rounding.

- **Figure 2B** (p. 14) displays the distribution of Instructional Practice ratings by the corresponding IP score in 2018–2019. Of the 10,507 teachers appraised through the TADS, 16 percent earned an IP score of 39 (n=1,685), the median score for an Effective IP rating, and 8.2 percent earned an IP score of 44 (n=857), the lowest possible score for a Highly Effective IP rating.
- Of the 2,911 (25.7 percent) teachers with a Highly Effective IP rating, 29.4 percent (n=857) earned an IP score of 44 and 15.3 percent (n=445) earned an IP score of 45, the two lowest scores possible within that rating, and 9.6 percent (n=279) earned an IP score of 52, the highest possible score.
- Of the 6,463 (45.3 percent) teachers who received an IP rating of Effective in 2018–2019, 26.1 percent (n=1,685) earned an IP score of 39, and 12.3 percent earned an IP score of 41 (n=792).
- Of the 1,021 (8.7 percent) teachers with a Needs Improvement IP rating, 17.2 percent (n=176) earned an IP score of 34, and 15.4 percent (n=157) earned an IP score of 33, the two highest scores possible within that rating.
- Of the 112 (1.1 percent) teachers with an Ineffective IP rating, 25 percent (n=28) earned an IP score of 24, the highest score possible for that rating.

Professional Expectations Scores:

- **Figure 2C** (p. 16) displays the distribution of Professional Expectations ratings by the corresponding PR score in 2018–2019. Of the 10,507 teachers appraised through TADS, 23.8 percent earned a PR score of 27 (n=2,501), the median score for an Effective summative rating, and 15.1 percent earned a PR score of 31 (n=1,587), the lowest possible score for a Highly Effective PR rating.
- Of the 3,616 (34.4 percent) teachers who received a PR rating of Highly Effective, 43.9 percent (n=1,587) earned a PR score of 31, the lowest score for the rating, and 32.4 percent (n=1,170) earned a PR score of 33, the highest score for the rating.
- Of the 6,643 (53.3 percent) teachers who received a PR rating of Effective, 37.6 percent (n=2,501) earned a PR score of 27.
- Of the 242 (2.3 percent) teachers who received a PR rating of Needs Improvement, 32.2 percent (n=78) earned a PR score of 23 and 24.0 percent (n=58) earned a PR score of 22, the two highest scores possible for that rating.

Figure 2C. Professional Expectations Rating Distribution by PR Score, 2018–2019



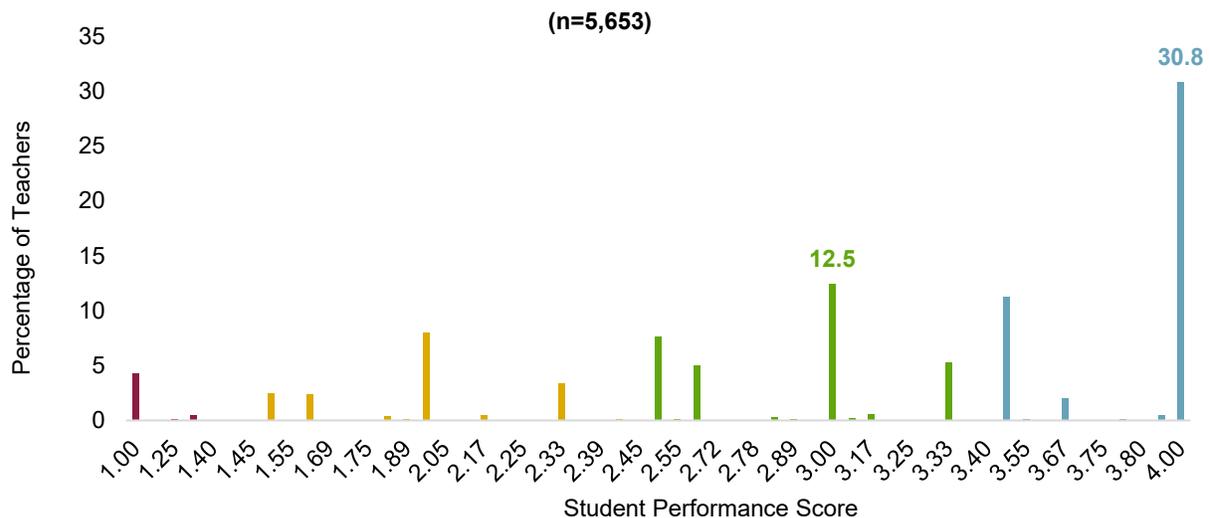
Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Notes: Professional Expectations scores ranged from 11 to 33 total possible points. Score ranges for an overall PR rating of Highly Effective were 31 to 33, Effective were 24 to 30, Needs Improvement were 17 to 23, and Ineffective were 11 to 16. Percentages may not total 100 due to rounding.

Student Performance Scores

- **Figure 2D** displays the distribution of Student Performance ratings by the corresponding SP score in 2018–2019. The figure includes all teachers with an SP score, regardless of the measures included in the calculation of the score (Comparative Growth and/or Student Progress measures.) Of the 10,507 teachers appraised through TADS, 5,653 (53.8 percent) teachers had Student Performance ratings included in the calculation of their summative ratings. Of these, 30.8 percent earned an SP score of 4.00 (n=1,742), the highest possible score, and 12.5 percent earned an SP score of 3.00 (n=706).
- More than three quarters (77.2 percent, n=4,366) of teachers with an SP score earned ratings in the range of Effective to Highly Effective.

Figure 2D. Student Performance Rating Distribution by SP Score, 2018–2019

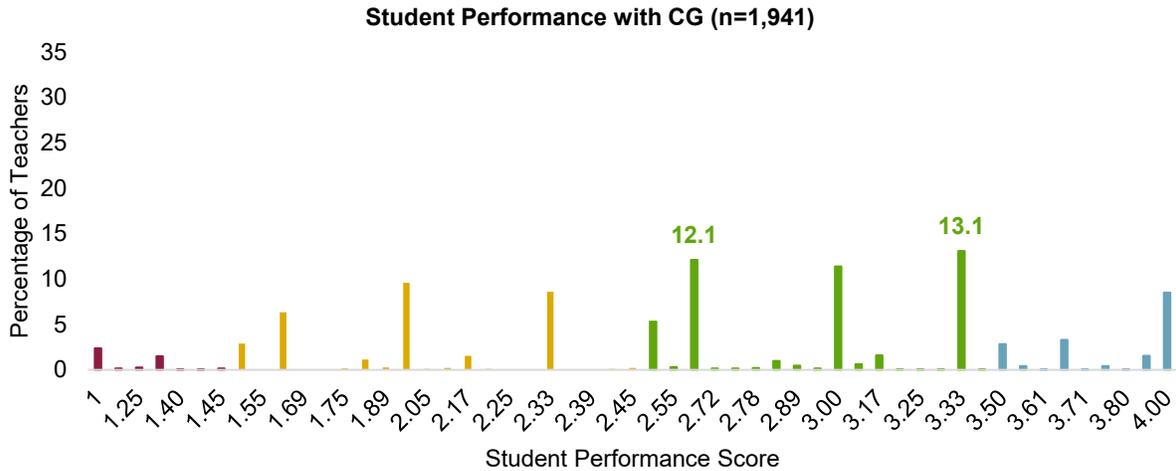


Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Notes: Student Performance scores ranged from 1 to 4 total possible points. Score ranges for an overall SP rating of Highly Effective were 3.50 to 4.00, Effective were 2.50 to 3.49, Needs Improvement were 1.50 to 2.49, and Ineffective were 1.00 to 1.49. Percentages may not total 100 due to rounding.

- **Figure 2E** (p. 18) displays the distribution of Student Performance ratings by the corresponding SP scores among teachers whose SP score included at least one Comparative Growth measure. Of the 5,653 teachers with an SP rating, 34.3 percent (n=1,941) had at least one Comparative Growth measure factored into their SP score. Of these, 13.1 percent (n=254) earned an SP score of 3.33 and 12.1 percent (n=235) earned an SP score of 2.67.
- Of the teachers whose Student Performance score included at least one Comparative Growth measure, 63.9 percent (n=1,240) earned an SP rating in the range of Highly Effective and Effective.

Figure 2E. Student Performance Rating Distribution by SP Score with at Least One Comparative Growth Measure, 2018–2019

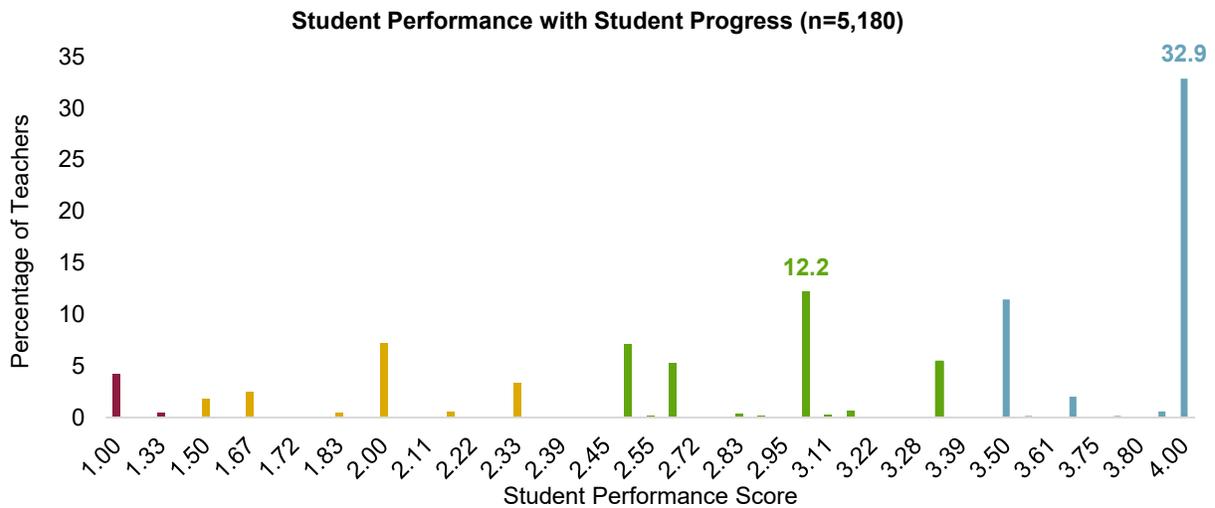


Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Notes: Student Performance scores ranged from 1 to 4 total possible points. Score ranges for an overall SP rating of Highly Effective were 3.50 to 4.00, Effective were 2.50 to 3.49, Needs Improvement were 1.50 to 2.49, and Ineffective were 1.00 to 1.49. Percentages may not total 100 due to rounding.

- **Figure 2F** displays the distribution of Student Performance ratings by the corresponding SP scores among teachers whose SP score included at least one Student Progress measure. Of all teachers with an SP rating, 91.6 percent (n=5,180) had at least one Student Progress measure factored into their SP score. Of these, 32.9 percent (n=1,703) earned an SP score of 4, and 12.2 percent (n=631) earned a score of 3.

Figure 2F. Student Performance Rating Distribution by SP Score with at Least One Student Progress Measure, 2018–2019

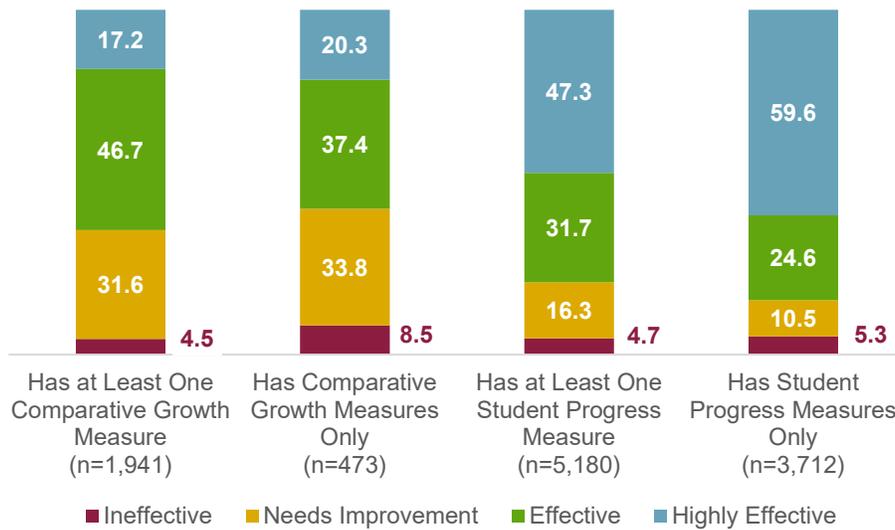


Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Notes: Student Performance scores ranged from 1 to 4 total possible points. Score ranges for an overall SP rating of Highly Effective were 3.50 to 4.00, Effective were 2.50 to 3.49, Needs Improvement were 1.50 to 2.49, and Ineffective were 1.00 to 1.49. Percentages may not total 100 due to rounding.

- **Figure 2G** shows a comparison of the proportion of SP rating levels for different Student Performance measure combinations. Among teachers with Student Progress measures only, more than half (59.6 percent) achieved a Highly Effective SP rating. In comparison, among teachers with Comparative Growth measures only, 20.3 percent earned the same rating.
- The highest percentage of teachers with an Ineffective rating can be found among those whose SP ratings were based on Comparative Growth measures only, with 8.5 percent of the teachers receiving this rating.

Figure 2G. Student Performance Ratings by Student Performance Measure Combinations, 2018–2019



Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Notes: Student Performance scores ranged from 1 to 4 total possible points. Score ranges for an overall SP rating of Highly Effective were 3.50 to 4.00, Effective were 2.50 to 3.49, Needs Improvement were 1.50 to 2.49, and Ineffective were 1.00 to 1.49. Percentages may not total 100 due to rounding.

Describe the Alignment of Instructional Practices (IP) Ratings with Student Performance (SP) Ratings for 2018-2019.

- **Table 1** (p. 20) shows teachers’ IP ratings compared with their SP ratings. Of the 10,507 rated teachers, 5,653 (53.8 percent) had both an IP and SP rating. Of these, 40.2 percent (n=2,271) showed alignment between IP rating and SP rating (scores on the IP component were on the same performance level as scores on the SP component). Around a third of these teachers (30.1 percent, n=1,701) were misaligned favoring the IP scores, (IP rating was a higher performance level than SP rating), while 29.7 percent (n=1,681) was misaligned favoring their SP score (SP rating was a higher performance level than IP rating).

2018–2019 IP Rating	2018–2019 SP Rating				Total IP Ratings
	Ineffective	Needs Improvement	Effective	Highly Effective	
Ineffective	1	7	3	3	14
Needs Improvement	53	118	127	139	437
Effective	205	709	1,150	1,402	3,466
Highly Effective	25	169	540	1,002	1,736
Total SP Ratings	284	1,003	1,820	2,546	5,653

Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Notes: Cells shaded light blue represent decreases or increases of at least one rating level. Cells shaded white represent no change in rating levels.

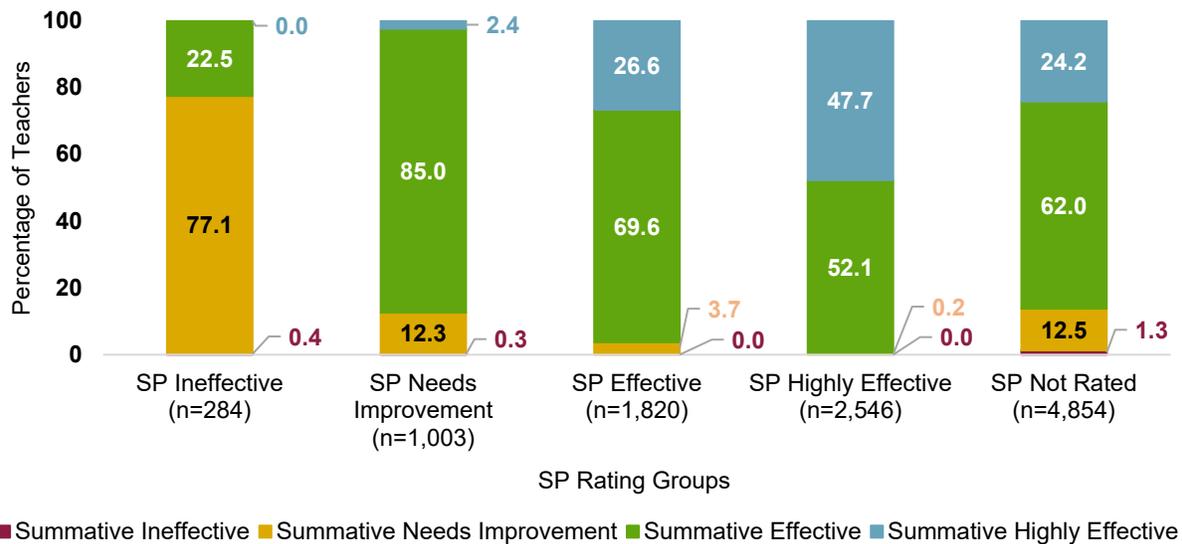
What Was the Impact of Student Performance (SP) on Summative Ratings in 2018-2019?

- **Table 2** shows a comparison of mean summative ratings of teachers who had an SP rating against teachers who did not have an SP rating. Teachers with an SP rating had a higher mean summative score (3.2) than those who did not have an SP rating included in their summative scores (3.1). The difference between these two groups were significant ($t=5.993$, $p<.001$).

	N	Mean Summative Score
Teacher with SP	5,653	3.20
Teachers without SP	4,854	3.10

- **Figure 3** (p. 21) shows the 2018–2019 distribution of all summative ratings along each SP performance level and among teachers who did not receive an SP rating. Overall, the data show that Student Performance levels made a positive impact on summative ratings. Among teachers with an SP rating of Highly Effective, 99.8 percent ($n=2,540$) received a summative rating of Highly Effective or Effective, with only 0.2 percent ($n=6$) receiving a summative rating of Needs Improvement. None of the teachers with an SP rating of Highly Effective had a summative rating of Ineffective.

Figure 3. Summative Ratings by Student Performance (SP) Levels for All Rated Teachers and Measures, 2018–2019



Source: Teacher Appraisal and Development F&D Tool, 2018–2019

- Among teachers with an Effective rating for Student Performance, 96.3 percent (n=1,752) received a Highly Effective or Effective summative rating, while 3.7 percent (n=68) received a summative rating of Needs Improvement. No teachers who had an SP rating of Effective received a summative rating of Ineffective.
- Of the teachers whose Student Performance rating was Ineffective, 77.1 percent (n=219) had a summative rating of Needs Improvement, while 22.5 percent (n=64) had a summative rating of Effective. There were no teachers in this group who received a summative rating of Highly Effective.
- There were 4,854 teachers (46.2 percent) who did not receive a Student Performance rating. Among these teachers, 86.2 percent (n=4,185) received an Effective or Highly Effective summative rating. 12.5 percent (n=605) received a rating of Needs Improvement and 1.3 percent (n=64) received a rating of Ineffective.

What Percentage of Teachers with a Student Performance Rating had a Comparative Growth Measure Included in their SP Rating? What Percentage had a Student Progress Measure Included in their SP Rating?

- **Table 3** (p. 22) shows the breakdown of Student Performance measure combinations among teachers with a Student Performance rating, including the mean SP scores and mean summative scores in 2015–2016 and in 2018–2019. There was an increase in the number of teachers with an SP rating between the two observed school years, with 5,653 teachers in 2018–2019 compared to 3,320 in 2015–2016.
- Among teachers with an SP rating, there was a 26 percent increase in the proportion of teachers whose ratings included Comparative Growth measures, from 8 percent (n=276) in 2015–2016 to 34 percent

(n=1,941) in 2018–2019. Meanwhile, there was a decrease in the proportion of teachers whose SP rating included Student Progress measures from 99 percent (n=3,293) in 2015–2016 to 92 percent (n=5,180) in 2018–2019.

- Between the two school years observed, there was a decrease in mean SP scores across all Student Performance measure combination groupings; among all teachers with an SP rating, the mean SP score decreased from 3.39 in 2015–2016 to 3.06 in 2018–2019, among teachers with CG measures included in their SP score, the mean SP score decreased from 2.85 to 2.71, and among teachers with Student Progress measures included in their SP score, the mean SP score decreased from 3.4 to 3.1.
- Comparing mean summative scores across Student Performance measure combination groupings, the mean summative score also decreased among all teachers with an SP rating and among teachers whose SP rating included Student Progress measures. However, among teachers whose SP rating included CG measures, there was a slight increase in the mean summative score from 3.07 in 2015–2016 to 3.10 in 2018–2019.

Table 3. Mean Scores by Student Performance Measure Combination, 2015–2016 and 2018–2019						
Student Performance (SP) Combination	2015–2016			2018–2019		
	Number of Teachers	Mean SP Score	Mean Summative Score	Number of Teachers	Mean SP Score	Mean Summative Score
Overall SP	3,320	3.39	3.28	5,653	3.06	3.20
SP including Comparative Growth	276 (8%)	2.85	3.07	1,941 (34%)	2.71	3.10
SP including Student Progress	3,293 (99%)	3.40	3.29	5,180 (92%)	3.10	3.21

Source: Teacher Appraisal and Development F&D Tool, 2015–2016, 2018–2019

Notes: Student Performance (SP) was included in the summative ratings for participating teachers in 2015–2016 and in 2018–2019, and for select teachers at TIF-4 grant-funded campuses for 2016–2017. SP was not included for any teachers for the 2017–2018 school year. In 2015–2016, CG for TADS was based on TELPAS only.

What Were the Rating Distributions of Teachers by Years of Experience?

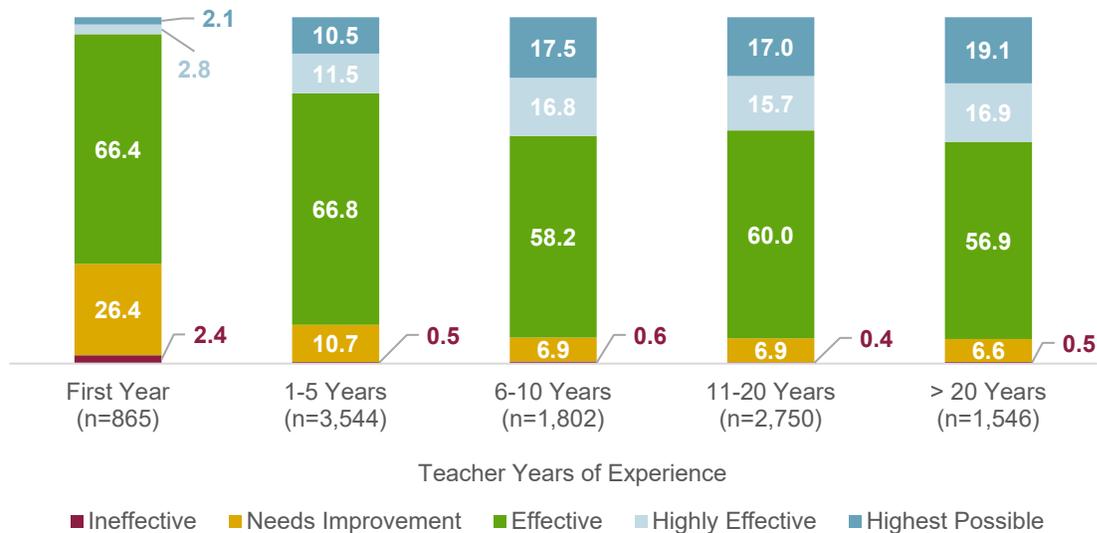
- First-year teachers (n=865, 8.2 percent) and teachers with one to five years of experience (n=3,544, 33.7 percent) made up 41.9 percent of all teachers (n=10,507), and teachers with six to ten years of experience (n=1,802, 17.2 percent), 11 to 20 years of experience (n=2,750, 26.2 percent) and more than 20 years of experience (n=1,546, 14.7 percent) made up the remaining groups of teachers. This is comparable to the 2017–2018 school year, where first year teachers (8.3 percent) and teachers with one to five years of experience (33.7 percent) made up 42.1 percent of teachers (n=11,062). The corresponding tables detailing the number and percentage of 2018–2019 teachers at each performance level by categorical years of experience can be found in **Appendix F** (Tables F-1–F-4, p. 58).

Summative Ratings

- **Figure 4A** (p. 23) displays the distribution of years of teaching experience by summative ratings in 2018–2019. Of the 865 first-year teachers, the majority (66.4 percent, n=574) received a summative rating of Effective. Another 26.4 percent were rated as Needs Improvement (n=228). A total of 42 first-year teachers (4.9 percent) were rated as Highly Effective, with 18 (2.1 percent) of those teachers receiving an overall summative rating of 4.00, the highest score possible.

- Teachers with one to five years of experience were predominantly rated as either Effective (66.8 percent, n=2,367) or Highly Effective (22.0 percent, n=781). Of the 3,544 teachers with one to five years of experience, 10.5 percent (n=373) received an overall summative rating of 4.00.
- Teachers with six to ten years of experience, 11 to 20 years of experience, and more than 20 years of experience were rated similarly, with approximately 57 to 60 percent of each group receiving a summative rating of Effective, and 33 to 36 percent receiving a summative rating of Highly Effective.

Figure 4A. Teachers' Years of Experience by Summative Rating, 2018–2019



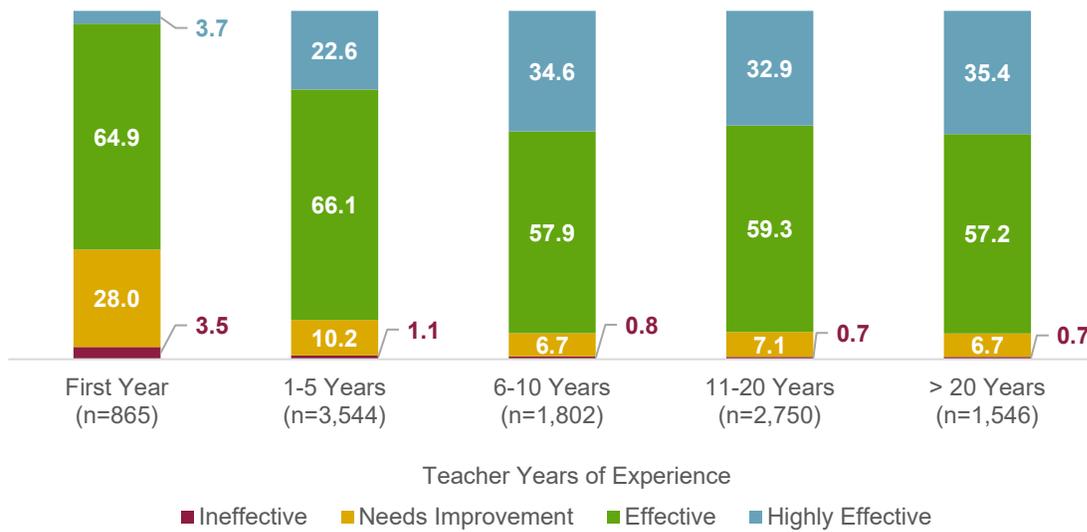
Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Note: Percentages may not total 100 due to rounding.

Instructional Practice Ratings

- Figure 4B** (p.24) shows that among first-year teachers, the majority (64.9 percent, n=561) received an IP rating of Effective. Another 28 percent were rated as Needs Improvement (n=242). A total of 32 first year teachers (3.7 percent) were rated as Highly Effective.
- Teachers with one to five years of experience were predominantly rated as either Effective (66.1 percent) or Highly Effective (22.6 percent) for the IP component.
- Teachers with six to ten years of experience, 11 to 20 years of experience, and more than 20 years of experience were rated similarly on the IP component, with nearly 60 percent of each group rated as Effective, and 32.9 to 35.4 percent rated as Highly Effective.

Figure 4B. Teachers’ Years of Experience by Instructional Practice Rating, 2018–2019

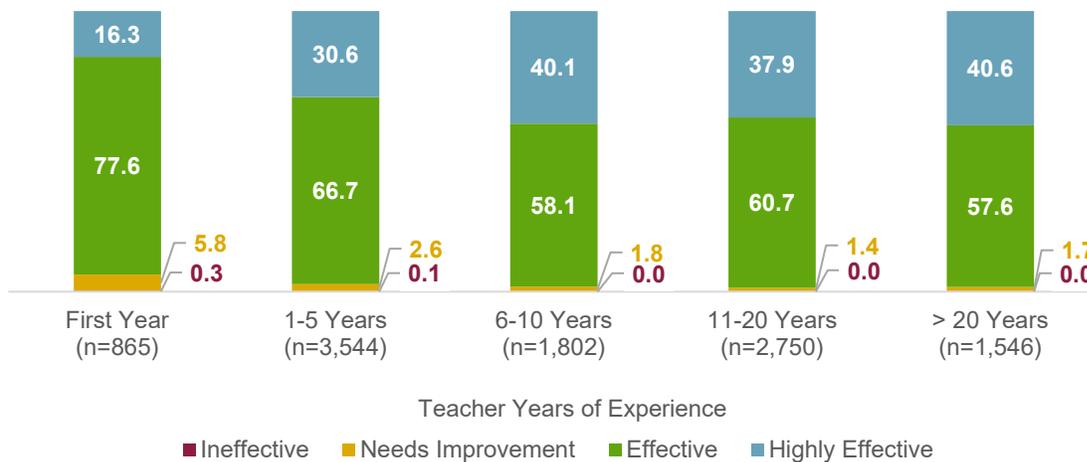


Source: Teacher Appraisal and Development F&D Tool, 2018–2019
 Note: Percentages may not total 100 due to rounding.

Professional Expectations Ratings

- **Figure 4C** displays the distribution of PR ratings by years of experience. The percentage of teachers with a PR rating of Highly Effective increased as teachers gained more years of experience; the percentage of teachers with more than 20 years of experience who earned a Highly Effective PR rating (40.6 percent) was more than two times higher than the percentage of first-year teachers (16.3 percent).
- No teachers received an Ineffective PR rating among those who had 6 or more years of experience.

Figure 4C. Teachers’ Years of Experience by Professional Expectations Rating, 2018–2019



Source: Teacher Appraisal and Development F&D Tool, 2018–2019
 Note: Percentages may not total 100 due to rounding.

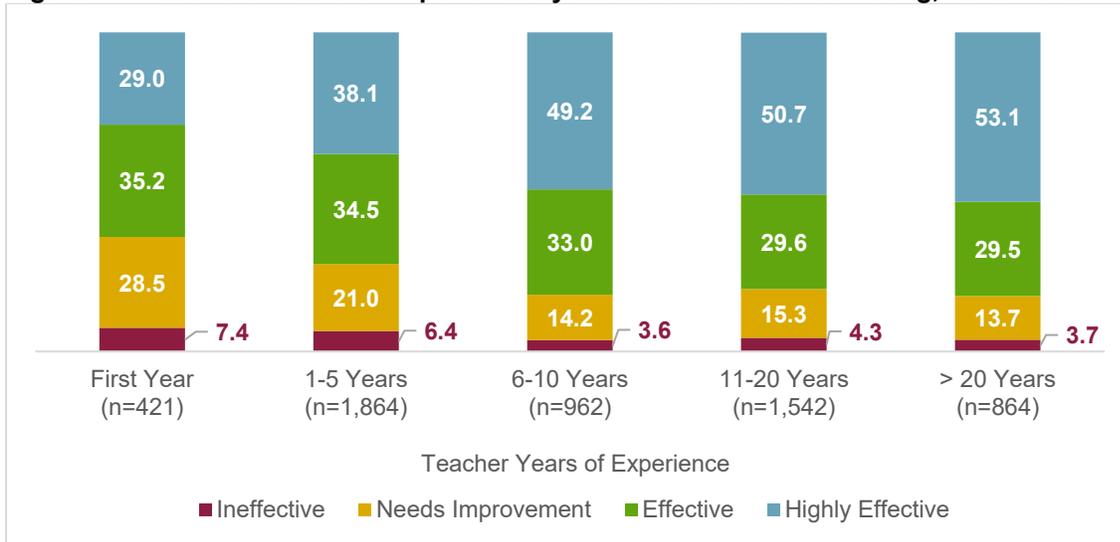
Student Performance Ratings

- **Figure 4D** (p. 25) displays the distribution of SP ratings by years of experience. The percentage of teachers with an SP rating of Highly Effective increased as teachers gained more years of experience.

More than half (53.1 percent) of teachers with 20 plus years of experience earned a Highly Effective SP rating, compared to less than a third (29.0 percent) of first year teachers.

- Fewer teachers earned an Ineffective SP rating as they gained more years of experience; while 7.4 percent of first year teachers were rated Ineffective, as compared to 3.7 percent among those with more than 20 years of experience.

Figure 4D. Teachers' Years of Experience by Student Performance Rating, 2018–2019



Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Note: Percentages may not total 100 due to rounding.

What Were the Changes in the Distribution of Ratings for Teachers in 2018–2019 Compared to 2017–2018 (for Teachers Who Received a Rating in Both Years)?

- Of the 10,507 teachers that received a summative rating for 2018–2019, 84 percent (n=8,804) also received a rating in 2017–2018.

Summative Ratings

- **Figure 5A** (p. 26) shows performance level changes for teachers who received a summative rating for two consecutive years. Due to changes in the methodology used to calculate summative ratings, caution should be exercised when comparing the TADS summative ratings over time. The figure displays 2017–2018 ratings as compared to 2018–2019 ratings. A decrease of at least one performance level can be seen for 12.1 percent (n=1,069) of teachers.
- An increase of at least one performance level can be seen for 16.4 percent (n=1,444) of teachers.
- A total of 6,291 teachers (71.5 percent) earned the same summative performance rating in 2018–2019 as in 2017–2018.

Figure 5A. Summative Rating Changes for Teachers Receiving Summative Ratings for Two Consecutive Years, 2017–2018 and 2018–2019

2017–2018 Summative Rating	2018–2019 Summative Ratings				Total in 2018–2019
	Ineffective	Needs Improvement	Effective	Highly Effective	
Ineffective	5	12	14	0	31
Needs Improvement	17	243	442	20	722
Effective	9	369	4,281	956	5,615
Highly Effective	0	21	653	1,762	2,436
Total in 2017-2018	31	645	5,390	2,738	8,804

Sources: Teacher Appraisal and Development F&D Tool, 2017–2018 and 2018–2019

Notes: Cells shaded pink represent undesirable ratings: Ineffective ratings for the current year and/or decreases of two rating levels. Cells shaded yellow represent no change in rating among those with Needs Improvement ratings in the previous year, a one level improvement from Ineffective to Needs Improvement, and a one level decrease from Effective to Needs Improvement and from Highly Effective to Effective. Cells shaded green represent no change among those with Effective and Highly Effective ratings from the previous year and an increase of at least one rating level to reach Effective or Highly Effective ratings. Due to changes in the methodology used to calculate summative ratings, caution should be exercised when comparing the TADS summative ratings over time.

Instructional Practice Ratings

- **Figure 5B** shows performance level changes for teachers who received an IP rating for two consecutive years. The figure displays 2017–2018 ratings as compared to 2018–2019 ratings. A decrease of at least one performance level can be seen for 10.6 percent (n=937) of teachers.
- An increase of at least one IP performance level can be seen for 15.4 percent (n=1,354) of teachers.
- A total of 6,513 teachers (74.0 percent) earned the same IP performance level in 2018–2019 as in 2017–2018.

Figure 5B. Instructional Practice Rating Changes for Teachers Receiving IP Ratings for Two Consecutive Years, 2017–2018 and 2018–2019

2017–2018 IP Rating	2018–2019 IP Ratings				Total in 2018–2019
	Ineffective	Needs Improvement	Effective	Highly Effective	
Ineffective	9	23	17	0	49
Needs Improvement	25	273	409	10	717
Effective	21	313	4,373	895	5,602
Highly Effective	0	16	562	1,858	2,436
Total in 2017-2018	55	625	5,361	2,763	8,804

Sources: Teacher Appraisal and Development F&D Tool, 2017–2018 and 2018–2019

Notes: Cells shaded pink represent undesirable ratings: Ineffective ratings for the current year and/or decreases of two rating levels. Cells shaded yellow represent no change in rating among those with Needs Improvement ratings in the previous year, a one level improvement from Ineffective to Needs Improvement, and a one level decrease from Effective to Needs Improvement and from Highly Effective to Effective. Cells shaded green represent no change among those with Effective and Highly Effective ratings from the previous year and an increase of at least one rating level to reach Effective or Highly Effective ratings. The criteria used for IP and PR components have remained the same since the inception of the TADS in the 2011–2012 school year.

Professional Expectations Ratings

- **Figure 5C** shows performance level changes for teachers who received a PR rating for two consecutive years. The figure displays 2017–2018 ratings as compared to 2018–2019 ratings. A decrease of at least one performance level can be seen for 11.4 percent (n=1,008) of teachers.
- An increase of at least one PR performance level can be seen for 14.8 percent (n=1,301) of teachers.
- A total of 6,495 teachers (73.8 percent) earned the same PR performance level in 2018–2019 as in 2017–2018.

Figure 5C. Professional Expectations Rating Changes for Teachers Receiving PR Ratings for Two Consecutive Years, 2017–2018 and 2018–2019

2017–2018 PR Rating	2018–2019 PR Ratings				Total in 2018–2019
	Ineffective	Needs Improvement	Effective	Highly Effective	
Ineffective	0	0	1	0	1
Needs Improvement	0	30	82	0	112
Effective	2	106	4,397	1,218	5,723
Highly Effective	1	7	892	2,068	2,968
Total in 2017-2018	3	143	5,372	3,286	8,804

Source: Teacher Appraisal and Development F&D Tool, 2017–2018 and 2018–2019

Note: Cells shaded pink represent undesirable ratings: Ineffective ratings for the current year and/or decreases of two rating levels. Cells shaded yellow represent no change in rating among those with Needs Improvement ratings in the previous year, a one level improvement from Ineffective to Needs Improvement, and a one level decrease from Effective to Needs Improvement and from Highly Effective to Effective. Cells shaded green represent no change among those with Effective and Highly Effective ratings from the previous year and an increase of at least one rating level to reach Effective or Highly Effective ratings. The criteria used for IP and PR components have remained the same since the inception of the TADS in the 2011–2012 school year.

What Were the Ratings of Teachers Who Were Retained/Exited from 2018–2019 to 2019–2020, and How Do These Compare to Ratings from 2017–2018?

- Of the 10,507 teachers who received a summative rating in the 2018–2019 school year, 9,014 (85.8 percent) returned to the district at the beginning of the 2019–2020 school year. This is a slight decrease from the previous year's retention rate where, of the 11,062 teachers at the end of the 2017–2018 school year, 9,622 (87.0 percent) remained in the district at the beginning of the 2018–2019 school year. The corresponding tables detailing the number and percentage of teachers retained by the next school year each performance level can be found in **Appendix G** (Tables G-1–G-3, p. 58).

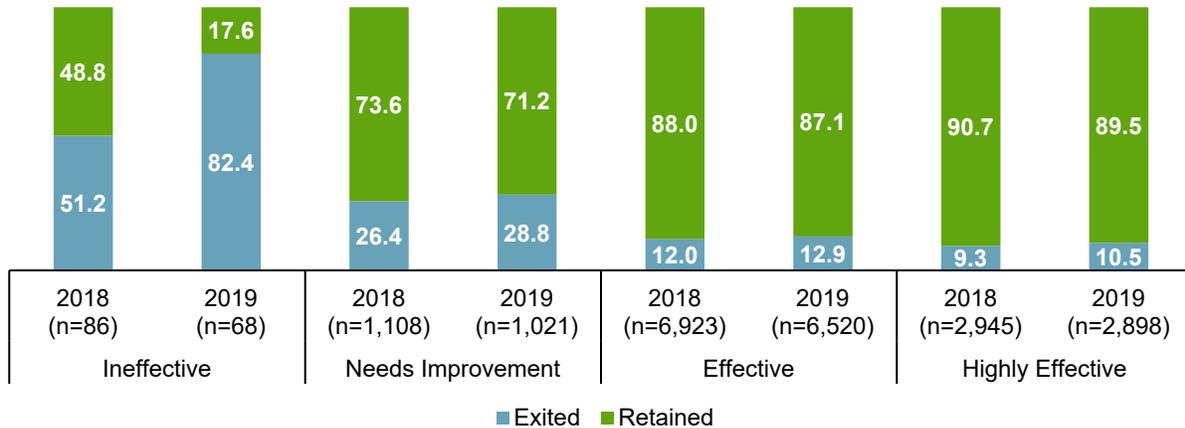
Summative Ratings

- Retention rates for teachers across all summative rating levels decreased between the two school years observed, with the largest decrease among those who received an Ineffective rating. At the beginning of the 2018–2019 school year, 48.8 percent of teachers rated Ineffective from the previous year had been retained; however, at the beginning of the 2019–2020, only 17.6 percent teachers with an Ineffective rating had been retained from the previous year. (**Figure 6A**, p. 28). It is important to note, although the percentage of retained teachers rated Ineffective appeared to decrease dramatically

between the two school years, the actual number of teachers rated Ineffective who were exited was similar between the two school years; in 2018 there were a total of 86 teachers rated as Ineffective, of which 44 were exited, as compared to 68 teachers rated as Ineffective in 2019, of which 56 were exited.

- Despite the decreasing trend, retention rates for teachers with summative ratings of Highly Effective and of Effective, remained relatively high, with 89.5 to 90.7 percent of teachers rated as Highly Effective, and 87.1 to 88.0 percent of teachers rated as Effective.

Figure 6A. Teacher Retention by Summative Rating, 2017–2018 to 2018–2019



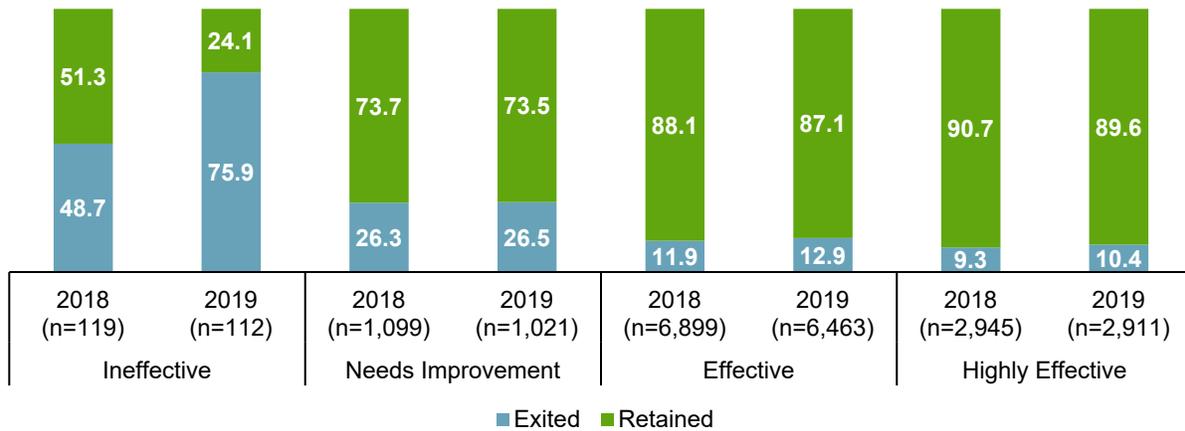
Sources: Teacher Appraisal and Development F&D Tool, 2017–2018 and 2018–2019; HR BOY and EOY Roster Files, 2017–2018, 2018–2019, and 2019–2020

Note: Retention was calculated as the percentage of teachers with a TADS rating who returned to the district in any capacity the following school year.

Instructional Practice Ratings

- Retention rates for teachers across all IP ratings decreased between 2018–2019 and 2019–2020, with the largest decrease among those who received an Ineffective rating. At the beginning of the 2018–2019 school year, 51.3 percent of teachers rated Ineffective from the previous year had been retained; however, at the beginning of the 2019–2020 school year, only 24.1 percent of teachers rated Ineffective had been retained from the previous year. (Figure 6B, p. 29).
- Retention rates for teachers with IP ratings of Highly Effective and Effective remained relatively consistent, with 89.6 to 90.7 percent of teachers rated as Highly Effective, 87.1 to 88.1 percent of teachers rated as Effective.

Figure 6B. Teacher Retention by Instructional Practice Rating, 2017–2018 to 2018–2019



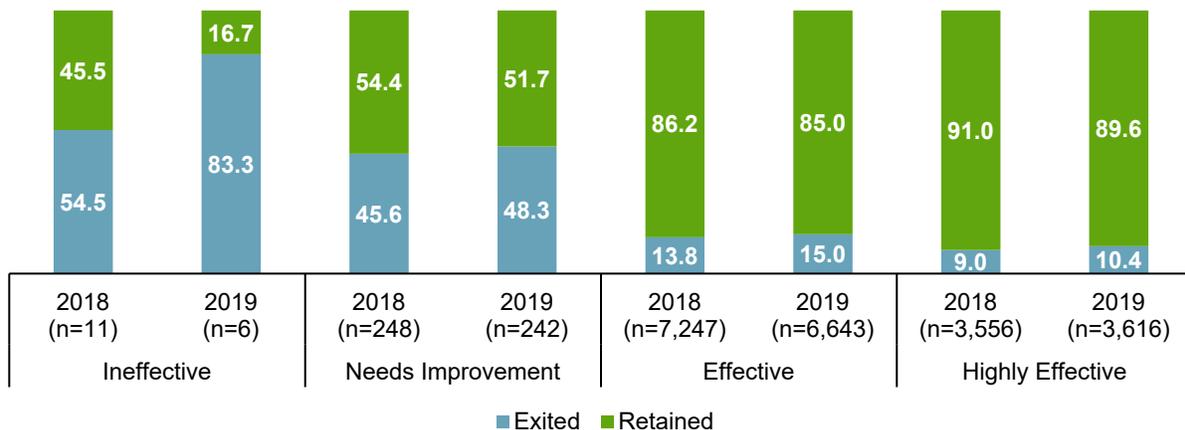
Sources: Teacher Appraisal and Development F&D Tool, 2017–2018 and 2018–2019; HR BOY and EOY Roster Files, 2017–2018, 2018–2019, and 2019–2020

Note: Retention was calculated as the percentage of teachers with TADS rating who returned to the district in any capacity the following school year.

Professional Expectations Ratings

- Retention rates for teachers across all PR ratings decreased between 2018–2019 and 2019–2020, with the largest decrease among those who received an Ineffective rating. At the beginning of the 2018–2019 school year, 45.5 percent of teachers rated Ineffective from the previous year had been retained; however, at the beginning of the 2019–2020, only 16.7 teachers with an Ineffective rating had been retained from the previous year. (Figure 6C). It is important to note, however, that in 2018 there were a total of 11 teachers rated as Ineffective, of which 5 were exited, as compared to 6 teachers rated as Ineffective in 2019, of which also 5 were exited. Although the percentages of exited teachers rated as Ineffective were very different, the actual number was exactly the same across the two years.

Figure 6C. Teacher Retention by Professional Expectations Rating, 2017–2018 to 2018–2019



Sources: Teacher Appraisal and Development F&D Tool, 2017–2018 and 2018–2019; HR BOY and EOY Roster Files, 2017–2018, 2018–2019, and 2019–2020

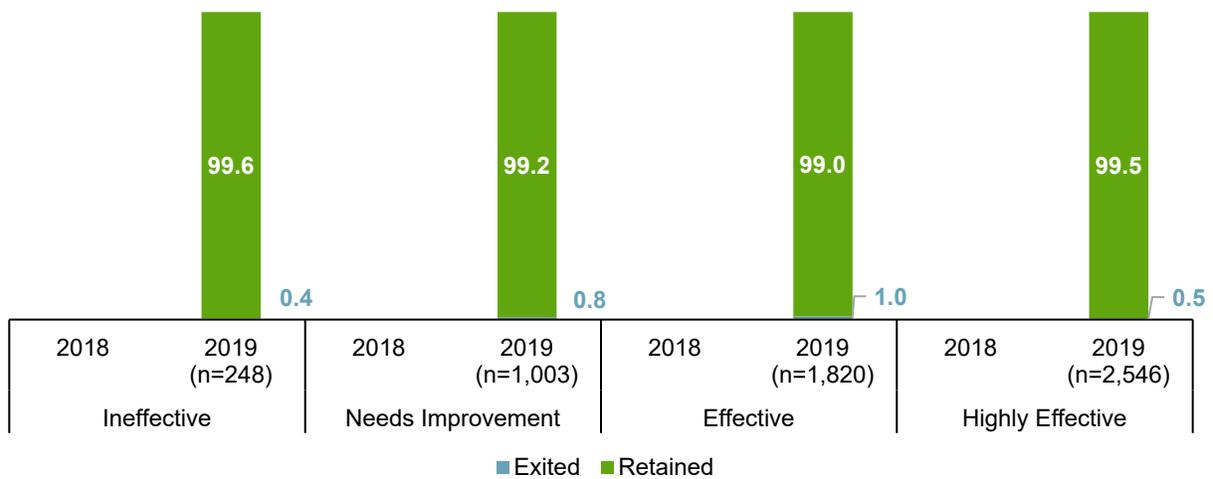
Note: Retention was calculated as the percentage of teachers with TADS rating who returned to the district in any capacity the following school year.

- Retention rates for teachers with PR ratings of Highly Effective and Effective remained relatively consistent, with 89.6 to 91.0 percent of teachers rated as Highly Effective, 85.0 to 86.2 percent of teachers rated as Effective.
- Teachers rated as Ineffective were exited at a much higher rates in 2019 (83.3 percent) than in 2018, when the percentage of teachers was at 54.5 percent, but the actual numbers of teachers were similar, 6 in 2018 and 5 in 2019.

Student Performance Ratings

- Since SP ratings were not calculated for teachers in the 2017–2018 school year, teacher retention rate comparisons cannot be made with the 2018–2019 school year. **Figure 6D** displays the teacher retention rates for the 2018–2019 school year only. Retention rates appear to be consistent at 99 percent or higher across SP ratings.

Figure 6D. Teacher Retention by Student Performance Rating, 2018–2019



Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; HR BOY and EOY Roster Files, 2018–2019, and 2019–2020

Note: Retention was calculated as the percentage of teachers with TADS rating who returned to the district in any capacity the following school year. Since SP ratings were not calculated for teachers in the 2017–2018 school year, teacher retention rate comparisons cannot be made with the 2018–2019 school year.

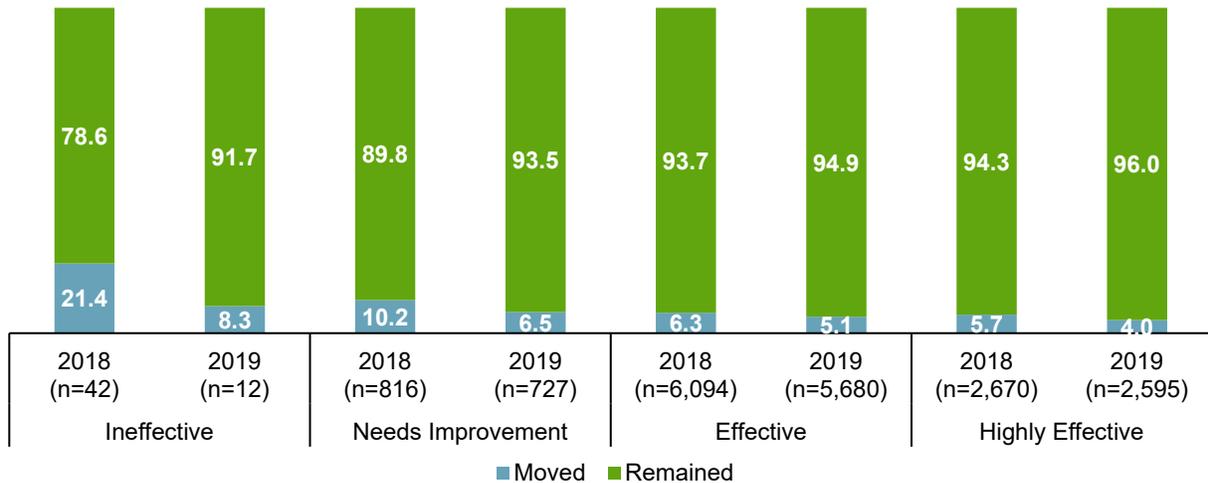
What is the Rating Distribution of Teachers Who Remained at the Same School (Compared to Those Who Moved to a New Location), and How Does it Compare to Ratings from 2017–2018?

- Of the 10,507 teachers who received summative ratings at the end of the 2018–2019 school year, 81.6 percent (n=8,575) remained at the same work location at the beginning of the 2019–2020 school year. This is a decrease from the previous year’s ratings where 93.5 percent (n=8,992) were at the same work location they were at the beginning of the 2018–2019 school year as at the end of the 2017–2018 school year. The corresponding tables detailing the distribution of ratings at each performance level by teacher mobility can be found in **Appendix H** (Table H-1–H-3, p. 60). Teacher mobility is defined as movement between campus assignments by retained teachers.

Summative Ratings

- **Figure 7A** shows teachers with Highly Effective and Effective summative rating levels remained at the same work locations at slightly higher rates than teachers with Needs Improvement and Ineffective summative rating levels. In 2018–2019, 96 percent (n=2,491) of the teachers with a Highly Effective summative rating and 94.9 percent (n=5,393) of those with an Effective summative rating remained at the same work location as the previous school year. In comparison, 93.5 percent (n=680) of teachers with a Needs Improvement summative rating and 91.7 (n=11) percent of teachers with an Ineffective summative rating remained at the same campus as the previous year.
- From 2017–2018 to 2018–2019, there was a decrease in teacher mobility across all performance levels. The largest decrease was found among teachers with a summative rating of Ineffective, from a 21.4 percent (n=33) mobility rate in 2018 to an 8.3 percent (n=12) mobility rate in 2019, a decrease of 13.1 percent. The least decrease in mobility was found among teachers with a summative rating of Effective with a 1.2 percent decrease (5.7 percent (n=152) in 2018 to 4.0 percent (n=104) in 2019).

Figure 7A. Teacher Mobility by Summative Rating, 2017–2018 to 2018–2019



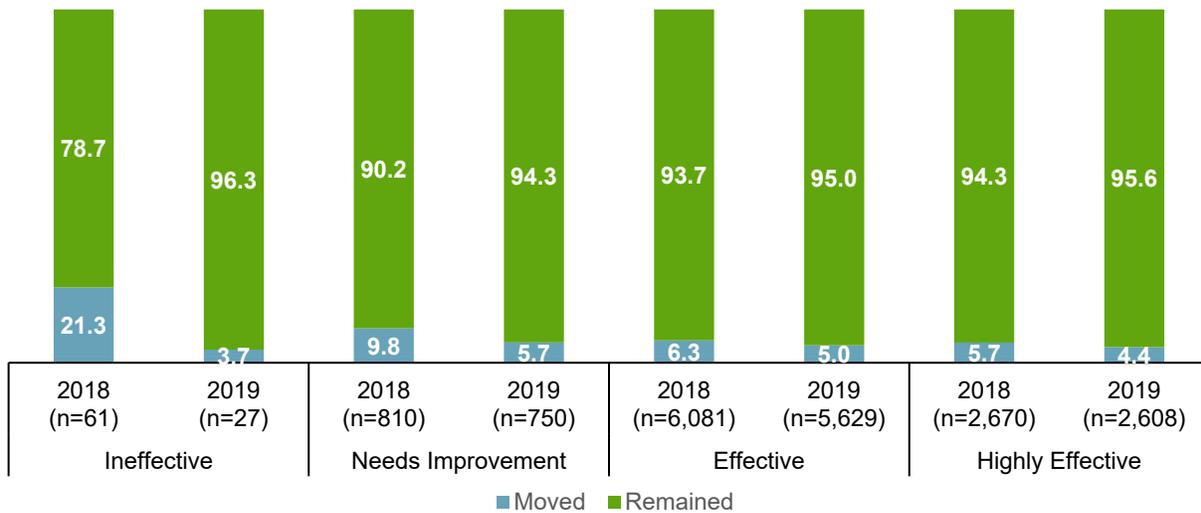
Sources: Teacher Appraisal and Development F&D Tool, 2017–2018 and 2018–2019; HR BOY and EOY Roster Files, 2017–2018, 2018–2019, and 2019–2020

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

Instructional Practice Ratings

- **Figure 7B** displays rates of teacher mobility by IP ratings. Similar to summative rating trends, there was also a decrease in teacher mobility between the two school years across all performance levels. The largest decrease in teacher mobility can be observed among teachers rated Ineffective; while 21.3 percent of teachers with an IP rating of Ineffective changed work locations in 2018, that figure decreased to 3.7 percent in 2019, a difference of 17.6 percentage points.

Figure 7B. Teacher Mobility by Instructional Practice Rating, 2017–2018 to 2018–2019



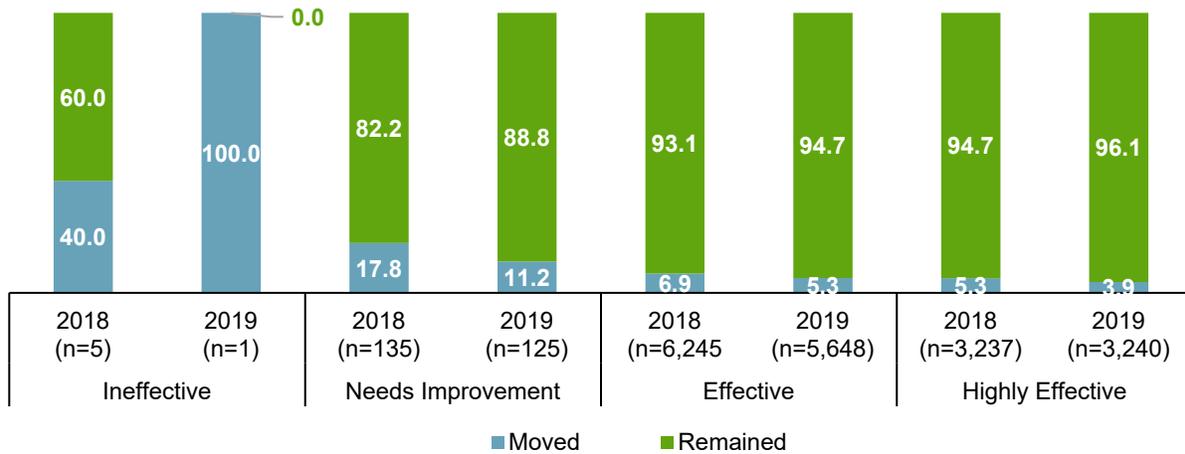
Sources: Teacher Appraisal and Development F&D Tool, 2017–2018 and 2018–2019; HR BOY and EOY Roster Files, 2017–2018, 2018–2019, and 2019–2020

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

Professional Expectations Ratings

- **Figure 7C** shows higher rates of teacher mobility among teachers with lower PR performance level ratings. All (100 percent) of the teachers with a PR rating of Ineffective in 2018–2019 changed work location by the beginning of the 2019–2020 school year. Among teachers with a Needs Improvement PR rating, 11.2 percent changed work locations during the same time period. In comparison, 5.6 percent of teachers rated Effective and 3.9 percent rated Highly Effective on PR changed work locations between 2018–2019 and 2019–2020.
- There was a decrease in teacher mobility between the two observed school years across all performance levels. At a glance, the highest increase in teacher mobility appears to be among teachers rated Ineffective. However, when looking at actual numbers instead of percentages, there is hardly any difference at all; 40 percent of teachers with an IP rating of Ineffective translates to 2 teachers transferred between district work locations in 2018, while 100 percent teacher mobility in 2019, translates to 1 teacher in 2019.

Figure 7C. Teacher Mobility by Professional Expectations Rating, 2017–2018 to 2018–2019



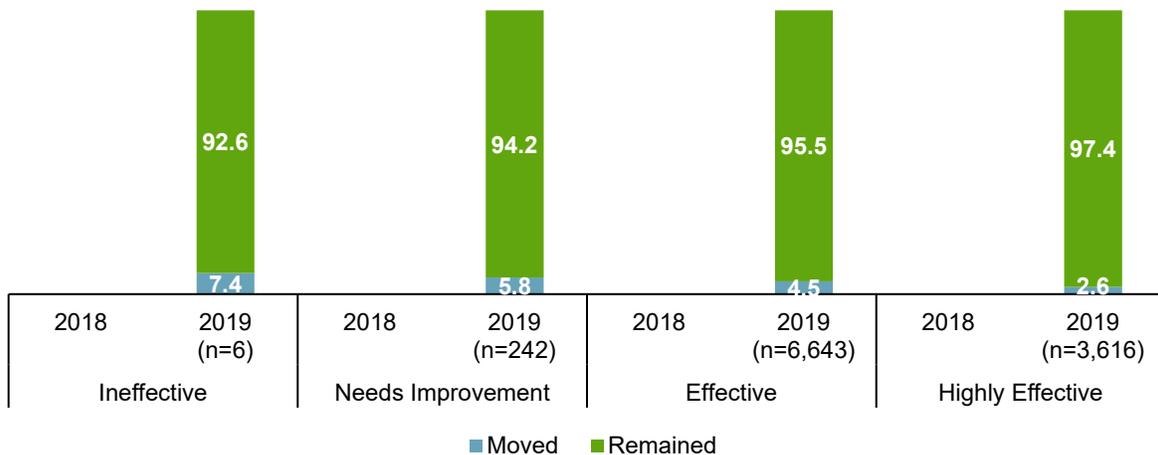
Sources: Teacher Appraisal and Development F&D Tool, 2017–2018 and 2018–2019; HR BOY and EOY Roster Files, 2017–2018, 2018–2019, and 2019–2020

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

Student Performance Ratings

- Since SP ratings were not calculated for teachers in the 2017–2018 school year, teacher mobility rate comparisons cannot be made with the 2018–2019 school year. **Figure 7D** displays the teacher mobility rates for the 2018–2019 school year only. Mobility rates appear to decrease as SP ratings improve, from 7.4 percent (n=21) among teachers rated Ineffective on SP, to 2.6 percent (n=65) among teachers rated as Highly Effective on SP.

Figure 7D. Teacher Mobility by Student Performance Rating, 2017–2018 to 2018–2019



Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; HR BOY and EOY Roster Files, 2018–2019 and 2019–2020

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

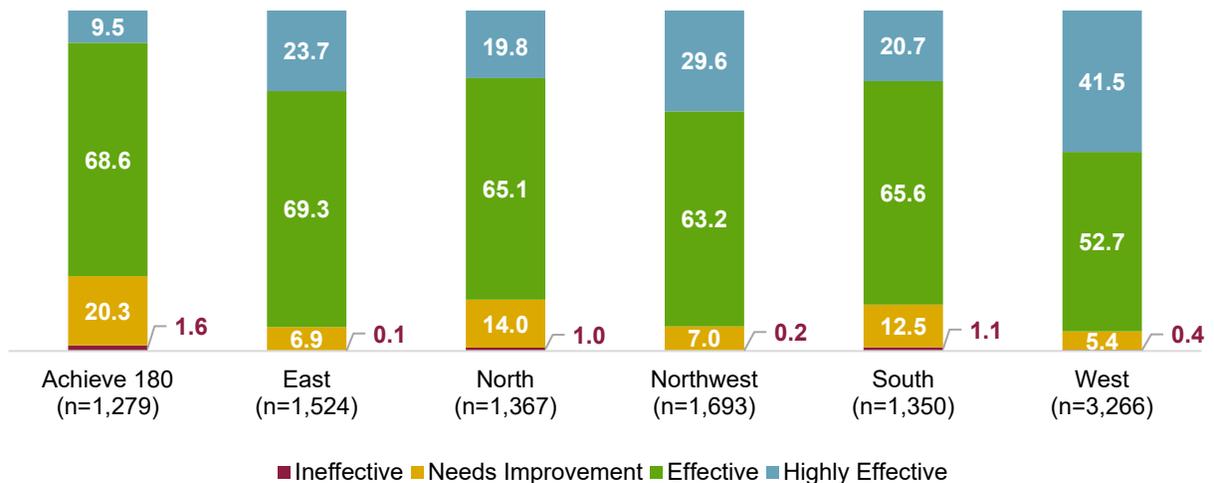
What Were the Rating Distributions of Teachers by School Office?

- A total of 10,479 teachers received a summative rating and were associated with a School Office area in 2018–2019. The corresponding tables detailing the number and percentage of teachers at each performance level by School Office area can be found in **Appendix I** (Tables I-1–I-4, pp. 61–62).

Summative Ratings

- **Figure 8A** displays the distribution of summative ratings by School Office area for the 2018–2019 school year. The West and Northwest areas had the highest proportions of teachers with a summative rating of Highly Effective (41.5 and 29.6 percent, respectively), while Achieve 180 and North areas had the lowest proportions of teachers with a summative rating of Highly Effective (9.5 and 19.8 percent, respectively).
- Achieve 180 and South area had the highest proportions of teachers with a summative rating of Ineffective (1.6, and 1.1 percent, respectively), while East and Northwest areas had the lowest proportions of teachers with a summative rating of Ineffective (0.1 and 0.2 percent, respectively).
- Of the 10,497 teachers assigned to campuses within School Offices, 87.6 percent had a summative rating of Effective or Highly Effective. Three school offices exceeded the overall percentage (89.6 percent) – West (94.2 percent), East (93 percent), and Northwest (92.8 percent). The remaining School Offices were below the overall percentage of Effective and Highly Effective teachers, with Achieve 180 having 78 percent Effective or Highly Effective teachers.

Figure 8A. Summative Rating Distribution by School Office, 2018–2019



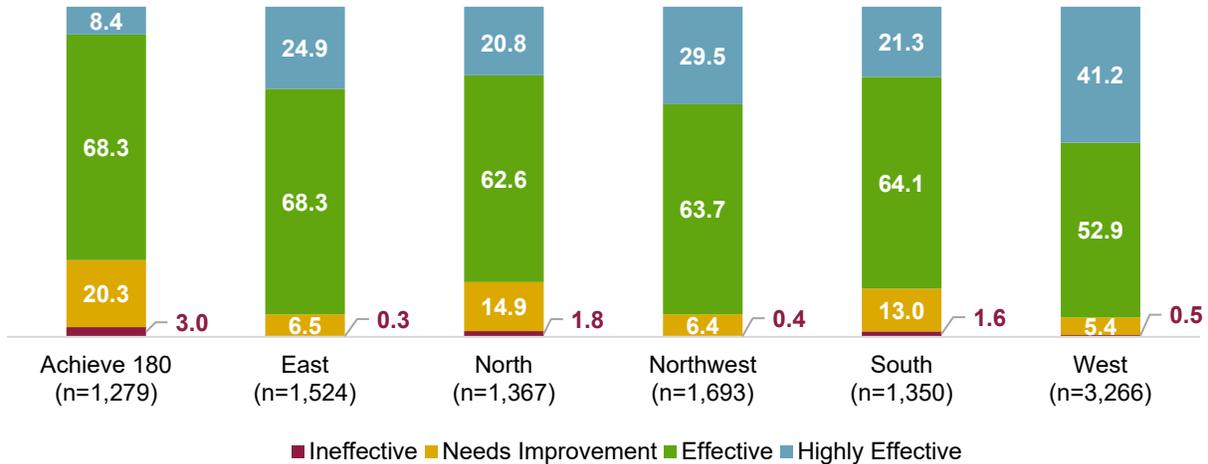
Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; 2018–2019 HISD District and School Profiles
 Notes: Of the 10,507 teachers who received a TADS rating for the 2018–2019 school year, 10,479 were assigned to campuses at the end of the school year that were tied to a School Office. The remaining 28 teachers were assigned to campuses with no School Office or to a district program (i.e., Jordan CTE HUB and Momentum Academy). Percentages may not total 100 due to rounding.

Instructional Practice Ratings

- **Figure 8B** displays the distribution of IP ratings across School Office areas. More than three quarters of teachers had an IP rating of Highly Effective or Effective across all School Offices, with the lowest

proportion assigned to Achieve 180 School Office (76.7 percent) and highest assigned to the West School Office (94.1 percent).

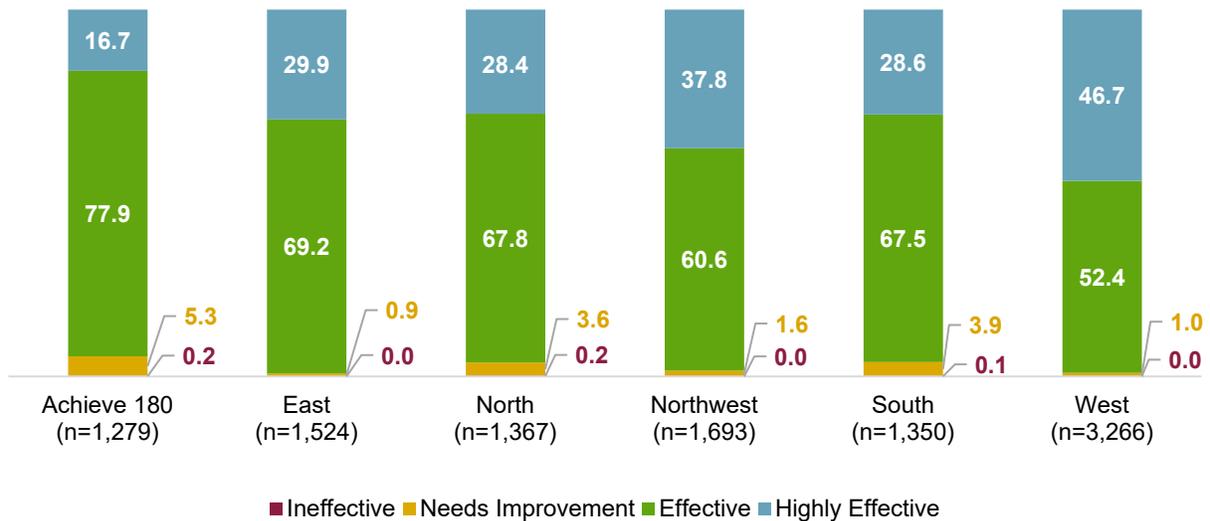
Figure 8B. Instructional Practice Rating Distribution by School Office, 2018–2019



Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; 2018–2019 HISD District and School Profiles
 Notes: Of the 10,507 teachers who received a TADS rating for the 2018–2019 school year, 10,479 were assigned to campuses at the end of the school year that were tied to a School Office. The remaining 28 teachers were assigned to campuses with no School Office or to a district program (i.e., Jordan CTE HUB and Momentum Academy). Percentages may not total 100 due to rounding.

Professional Expectations Ratings

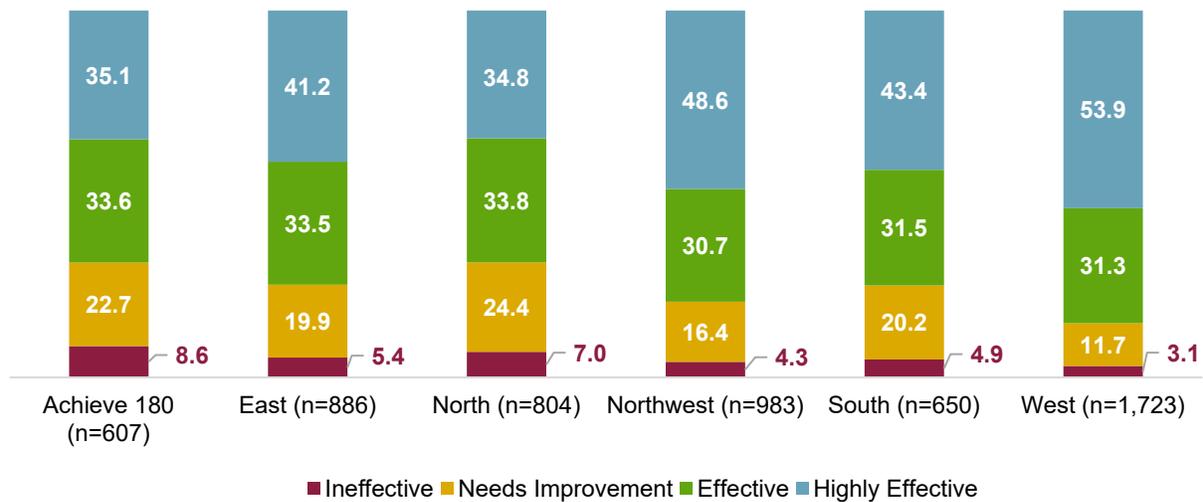
- **Figure 8C** (p. 36) displays the PR rating distribution by School Office areas for the 2018–2019 school year. The West and Northwest School Offices had the highest proportions of teachers with a PR rating of Highly Effective (46.7 and 37.8 percent, respectively), while Achieve 180 had the lowest proportion of teachers with a PR rating of Highly Effective (16.7 percent).
- There were only six teachers with a PR rating of Ineffective in the entire district. Three School Offices, East, Northwest, and West did not have any teachers with a PR rating of Ineffective.

Figure 8C. Professional Expectations Rating Distribution by School Office, 2018–2019

Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; 2018–2019 HISD District and School Profiles
 Notes: Of the 10,507 teachers who received a TADS rating for the 2018–2019 school year, 10,479 were assigned to campuses at the end of the school year that were tied to a School Office. The remaining 28 teachers were assigned to campuses with no School Office or to a district program (i.e., Jordan CTE HUB and Momentum Academy). Percentages may not total 100 due to rounding.

Student Performance Ratings

- **Figure 8D** (p.37) shows SP rating distribution by School Office areas. The West School Office had the largest proportion of teachers with a Highly Effective SP rating (53.9 percent) while the North School Office had the lowest proportion of teachers with a Highly Effective SP rating (34.8 percent).
- The Achieve 180 School Office had the highest proportion of teachers with an Ineffective SP rating (8.6 percent), while the West School Office had the lowest proportion of teachers with an Ineffective SP rating (3.1 percent).

Figure 8D. Student Performance Rating Distribution by School Office, 2018–2019

Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; 2018–2019 HISD District and School Profiles
 Notes: Of the 10,507 teachers who received a TADS rating for the 2018–2019 school year, 10,479 were assigned to campuses at the end of the school year that were tied to a School Office. The remaining 28 teachers were assigned to campuses with no School Office or to a district program (i.e., Jordan CTE HUB and Momentum Academy). Percentages may not total 100 due to rounding.

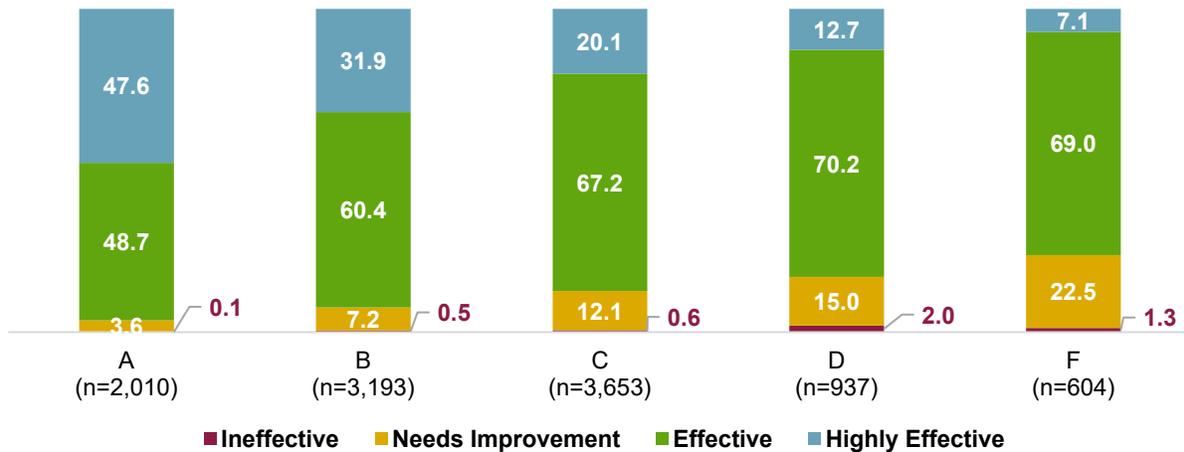
What Were the Rating Distributions of Teachers by School Accountability Rating?

- In 2018–2019, campuses earned school accountability ratings ranging from A to F (see **Methods**, p. 6). Of the 10,507 teachers with a summative rating, 10,446 (99.4 percent) were associated with a campus that had an accountability rating or a Not Rated (NR) label. The corresponding tables detailing the number and percentage of teachers at each performance level by school accountability rating can be found in **Appendix J** Table J-1–J-4, (pp. 63–64).

Summative Ratings

- Figure 9A** (p. 38) displays the summative rating distribution by accountability rating for the 2018–2019 school year. Campuses that received a rating of “A” had 96.3 percent (n= 1,936) of their teachers rated as Highly Effective or Effective and 0.1 percent (n=2) of their teachers rated as Ineffective. Campuses that received a “B” rating had 92.3 percent (n= 2,948) of their teachers rated as Highly Effective or Effective and 0.5 percent (n=16) rated as Ineffective.
- Campuses that received a rating of “D” had 82.9 percent (n=777) of their teachers rated as Highly Effective or Effective and 2.0 percent (n=19) of their teachers rated as Ineffective. Campuses that received a rating of “F” had 76.1 (n=460) percent of their teachers rated Highly Effective or Effective, 22.5 percent (n=136) of their teachers rated as Needs Improvement, more than six times the rate of campuses that had a rating of “A”.

Figure 9A. Summative Rating Distribution by Campus Accountability Rating, 2018–2019

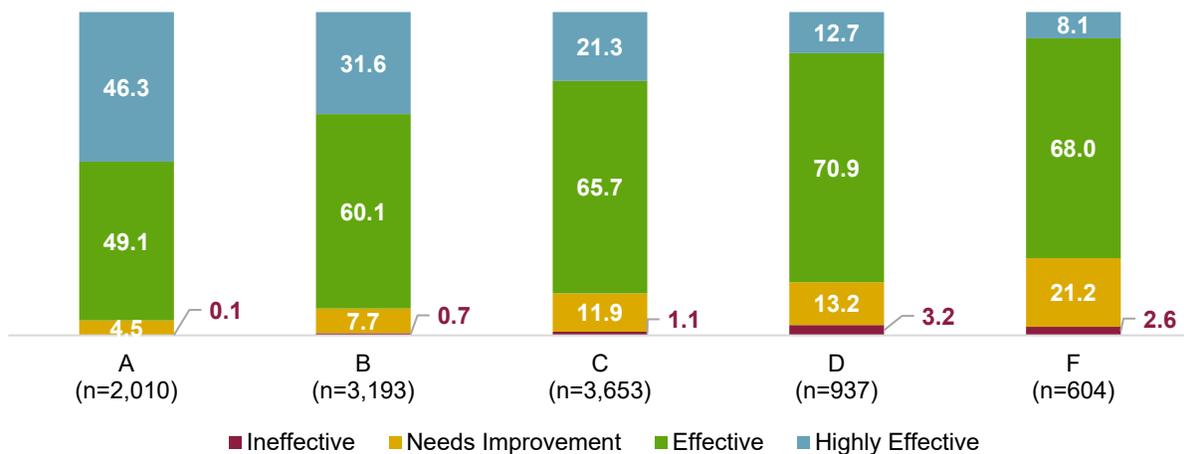


Sources: Teacher Appraisal and Development F&D Tool, 2018–2019, 2018–2019 TEA Accountability Ratings
 Notes: Of the 10,507 teachers who received a TADS rating for the 2018–2019 school year, 10,446 were assigned to campuses that received an accountability rating or Not Rated (NR) label. The remaining 61 teachers were assigned to campuses that were not rated (e.g., DAEP EL, Harper DAEP, Jordan CTE HUB, Secondary DAEP). Percentages may not total 100 due to rounding.

Instructional Practice Ratings

- **Figure 9B** shows campuses that received a rating of “A” had the highest percentage of teachers who received a rating of Highly Effective for IP with 46.3 percent (n=930), followed by campuses that received a rating of “B” with 31.6 percent (n=1,008). In comparison, campuses that received a rating of “F” only had 8.1 percent (n=49) of their teachers rated as Highly Effective for IP.
- Campuses that received a rating of “F” had the highest percentage of teachers rated as Needs Improvement for IP, with 21.2 percent (n=128). Campuses that received a rating of “D” had the highest percentage of teachers rated as Ineffective for IP at 3.2 percent (n=30).

Figure 9B. Instructional Practice Rating Distribution by Campus Accountability Rating, 2018–2019

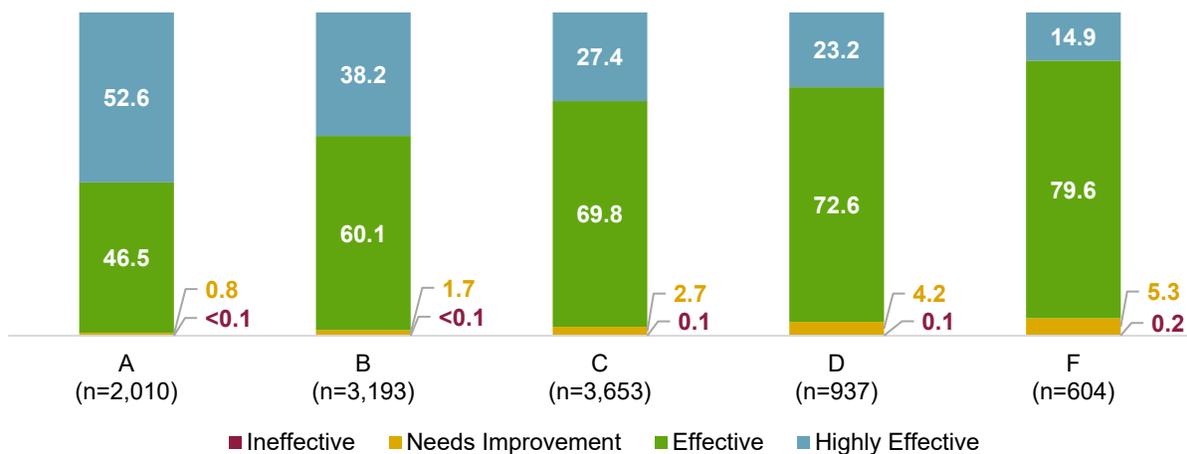


Sources: Teacher Appraisal and Development F&D Tool, 2018–2019, 2018–2019 TEA Accountability Ratings
 Notes: Of the 10,507 teachers who received a TADS rating for the 2018–2019 school year, 10,446 were assigned to campuses that received an accountability rating or Not Rated (NR) label. The remaining 61 teachers were assigned to campuses that were not rated (e.g., DAEP EL, Harper DAEP, Jordan CTE HUB, Secondary DAEP). Percentages may not total 100 due to rounding.

Professional Expectations Ratings

- **Figure 9C** displays the PR rating distribution by accountability rating for the 2018–2019 school year. Similar to summative rating and IP rating distributions, campuses with higher accountability ratings had higher proportions of teachers rated as Highly Effective and Effective for PR. Almost all (99.1 percent, n=1,992) of teachers at campuses that received a rating of “A” were rated as Highly Effective or Effective for PR, while campuses that received a rating of “B” had 98.3 percent rated as Highly Effective or Effective for PR (n=3,138).
- It is important to note that more than 90 percent of teachers were rated as Highly Effective or Effective in Professional Expectations across all school accountability rating groups. Although campuses that received a rating of “F” had the lowest proportion of their teachers rated as Highly Effective or Effective for PR, they still had 94.5 percent of their teachers with a Highly Effective or Effective rating.

Figure 9C. Professional Expectations Rating Distribution by Campus Accountability Rating, 2018–2019

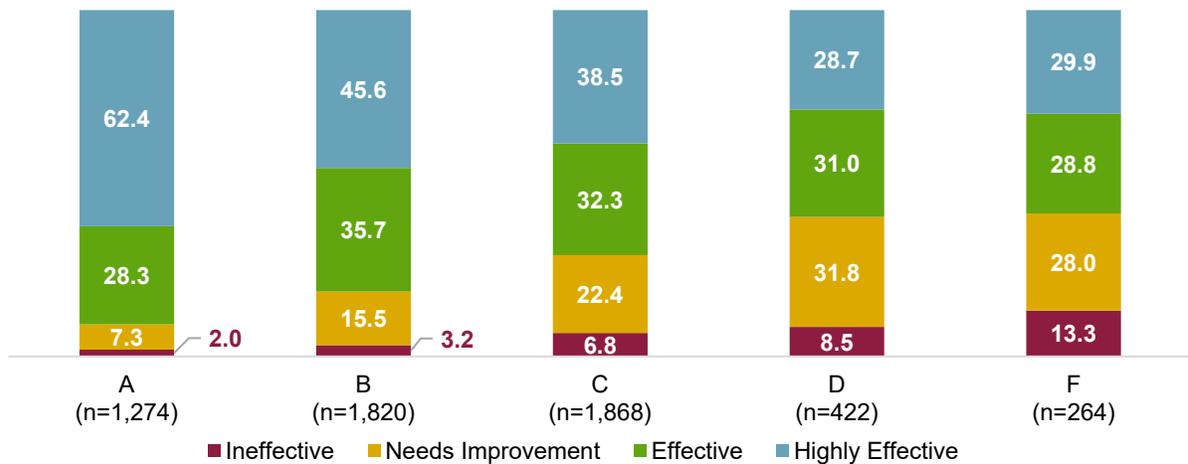


Sources: Teacher Appraisal and Development F&D Tool, 2018–2019, 2018–2019 TEA Accountability Ratings

Notes: Of the 10,507 teachers who received a TADS rating for the 2018–2019 school year, 10,446 were assigned to campuses that received an accountability rating or Not Rated (NR) label. The remaining 61 teachers were assigned to campuses that were not rated (e.g., DAEP EL, Harper DAEP, Jordan CTE HUB, Secondary DAEP). Percentages may not total 100 due to rounding.

Student Performance Ratings

- **Figure 9D** (p. 40) displays the SP rating distribution by accountability rating for the 2018–2019 school year. Trends observed with the IP and PR ratings distribution are mirrored with the SP ratings distribution with respect to the teachers rated as Highly Effective and Effective. However, the proportion of teachers rated as Highly Effective and Effective for SP are not as high as the IP and PR performance components. Among campuses that received a rating of “A”, 90.7 percent (n=1,156) of teachers received the top two rating levels, while campuses that received a rating of “B” had 81.3 percent (n=1,479). In comparison, campuses that received a rating of “F” had 58.7 percent (n=155) of teachers rated as Highly Effective or Effective under the Student Performance component.
- Campuses that received a rating of “F” had the highest proportion of teachers rated as Ineffective for SP (13.3 percent, n=35), followed by campuses that received a rating of “D” (8.5 percent, n=36).

Figure 9D. Student Performance Rating Distribution by Campus Accountability Rating, 2018–2019

Sources: Teacher Appraisal and Development F&D Tool, 2018–2019, 2018–2019 TEA Accountability Ratings
 Notes: Of the 10,507 teachers who received a TADS rating for the 2018–2019 school year, 10,446 were assigned to campuses that received an accountability rating or Not Rated (NR) label. The remaining 61 teachers were assigned to campuses that were not rated (e.g., DAEP EL, Harper DAEP, Jordan CTE HUB, Secondary DAEP). Percentages may not total 100 due to rounding.

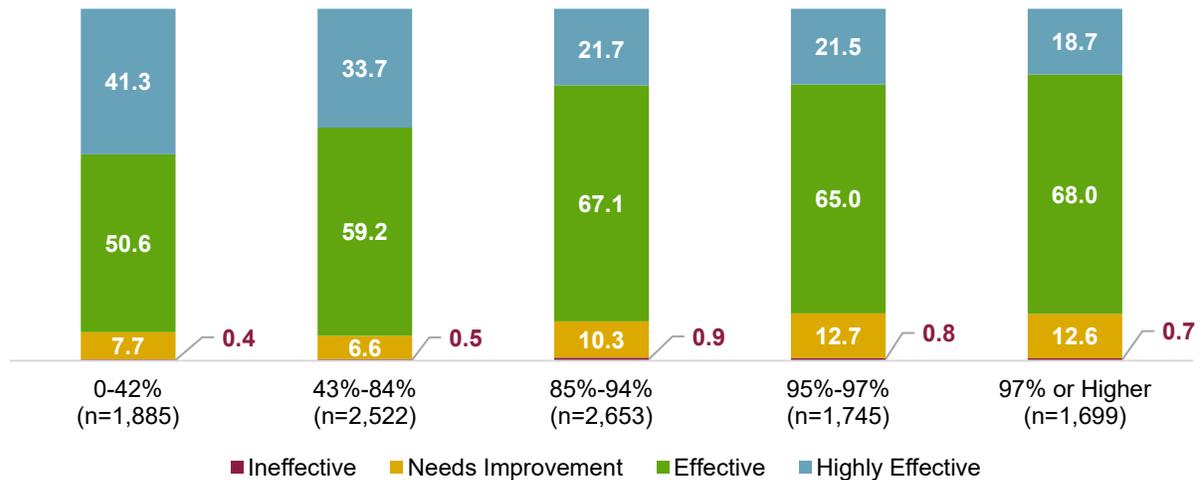
What Were the Rating Distributions of Teachers by the Proportion of Economically Disadvantaged Students at a Campus?

- Campuses were placed into quintiles based on percentage of economically disadvantaged students assigned to the campus. In 2018–2019, of the 10,507 teachers with a summative rating, 10,504 teachers were assigned to campuses that had been placed into quintiles; the other 3 were assigned to DAEP Elementary School which did not have data on economically disadvantaged students. Of these teachers, 1,885 (17.9 percent) were assigned to campuses on the lowest poverty quintile (campus had less than 43 percent of their students labeled economically disadvantaged). The highest poverty quintile campuses (campus had more than 97 percent of their students labeled economically disadvantaged) had 1,699 teachers (16.2 percent.) The corresponding tables detailing the number and percentage of teachers at each performance level by poverty quintile can be found in **Appendix K** (Tables K-1–K-4, pp. 65–66).

Summative Ratings

- **Figure 10A** (p. 41) displays the distribution of summative ratings in 2018–2019 by the poverty quintile for the 2018–2019 school year. Campuses in the lowest poverty quintile (most affluent) had more than double the proportion of teachers rated as Highly Effective for the summative component compared to the campuses in the highest poverty quintile. Campuses at the lowest poverty quintile had 41.3 percent of teachers rated as Highly Effective, while campuses in the highest poverty quintile had 18.7 percent of teachers rated as Highly Effective.

Figure 10A. Summative Rating Distribution by Percent Economically Disadvantaged at a Campus, 2018–2019



Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; 2018–2019 HISD District and School Profiles

Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students.

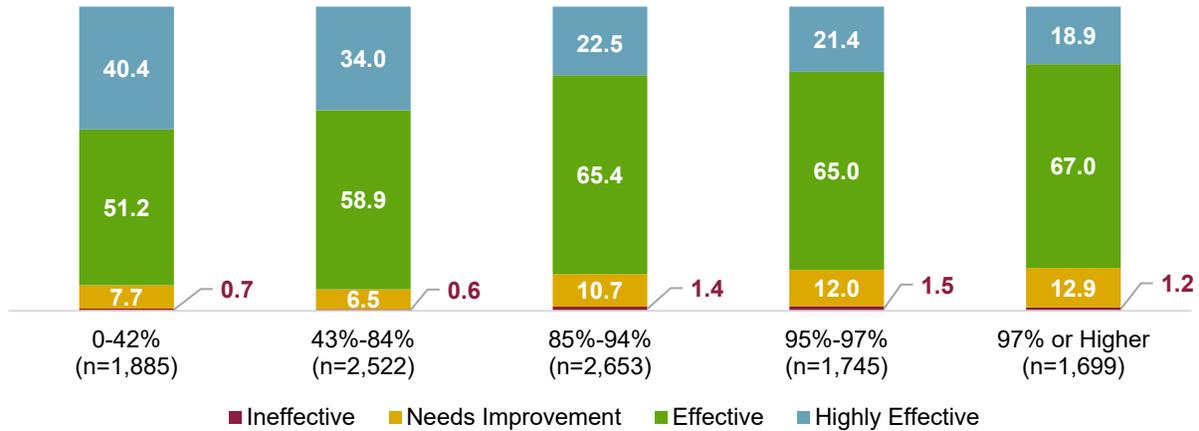
High-poverty campuses were considered as campuses with more than 97 percent of students identified as economically disadvantaged. Low-poverty campuses were considered as campuses with 42 percent or less of students identified as economically disadvantaged. Teachers and TADS ratings were then matched back to campuses. Percentages may not total 100 due to rounding.

- Campuses in the second lowest poverty quintile group had the highest proportion of teachers rated as Highly Effective or Effective (92.9 percent). The lowest poverty quintile group had the second highest proportion with 91.9 percent of teachers rated as Highly Effective or Effective.
- All quintile groups had less than one percent of teachers rated as Ineffective, ranging from 0.4 percent among campuses in the lowest poverty quintile group to 0.9 percent among the campuses in the third quintile group.

Instructional Practice Ratings

- **Figure 10B** (p. 42) shows campuses in the lowest poverty (most affluent) quintile had the highest proportion of teachers rated as Highly Effective for Instructional Practice (IP) (40.4 percent) compared to all other quintile groups. However, the second lowest poverty quintile had the highest proportion of teachers rated as either Highly Effective or Effective (92.9 percent); this is likely due to this group having a higher proportion of teachers rated as Effective for IP (58.9 percent) compared to the lowest poverty quintile group (51.2 percent).
- The highest poverty quintile group had the highest proportion of teachers rated as Needs Improvement or Ineffective (14.1 percent). By comparison, the lowest proportion of teachers rated as Needs Improvement or Ineffective were found among the second lowest poverty quintile group (7.1 percent).

Figure 10B. Instructional Practice and Professional Expectations Rating Distributions by Percent Economically Disadvantaged at a Campus, 2018–2019

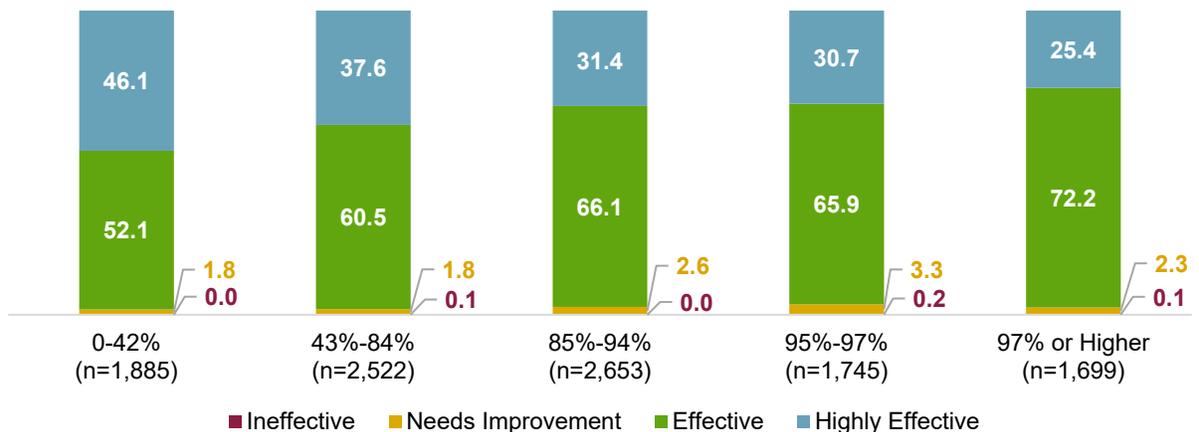


Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; 2018–2019 HISD District and School Profiles
 Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students. High-poverty campuses were considered as campuses with more than 97 percent of students identified as economically disadvantaged. Low-poverty campuses were considered as campuses with 42 percent or less of students identified as economically disadvantaged. Teachers and TADS ratings were then matched back to campuses. Percentages may not total 100 due to rounding.

Professional Expectations Ratings

- **Figure 10C** displays the distribution of Professional Expectations (PR) ratings in 2018–2019 by the poverty quintile for the 2018–2019 school year. Campuses in the lowest poverty (most affluent) quintile had the highest proportion of teachers rated as Highly Effective on the PR component (46.1 percent), and the highest proportion of teachers rated as Highly Effective or Effective (98.2 percent) than any other group. No teachers in these campuses were rated Ineffective on the PR component.

Figure 10C. Professional Expectations Rating Distributions by Percent Economically Disadvantaged at a Campus, 2018–2019



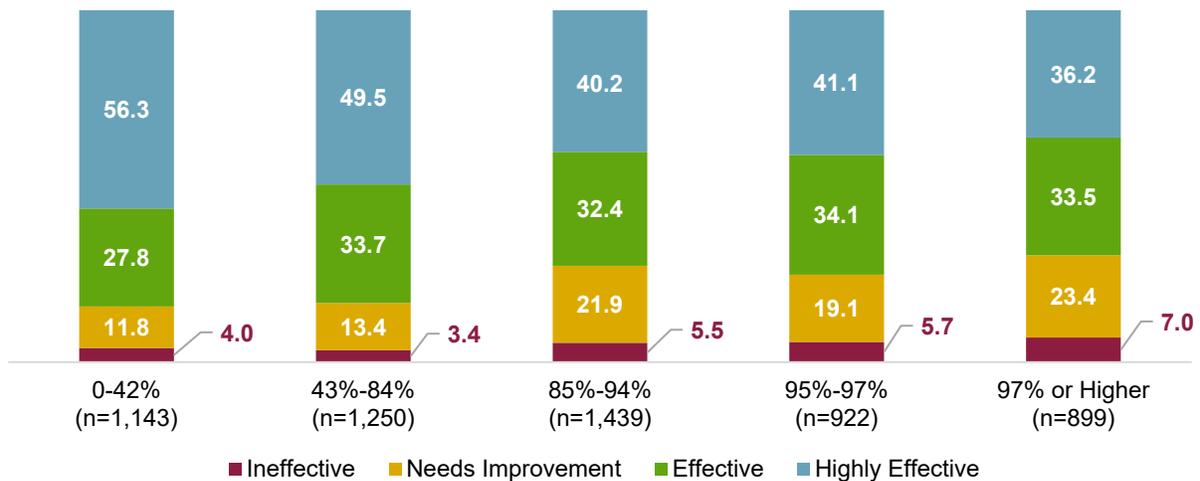
Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; 2018–2019 HISD District and School Profiles
 Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students. High-poverty campuses were considered as campuses with more than 97 percent of students identified as economically disadvantaged. Low-poverty campuses were considered as campuses with 42 percent or less of students identified as economically disadvantaged. Teachers and TADS ratings were then matched back to campuses. Percentages may not total 100 due to rounding.

- All poverty quintile groups had high proportions of teachers rated as Highly Effective or Effective, ranging from 96.6 percent among the second highest poverty quintile group to 98.2 percent among the lowest poverty quintile group.

Student Performance Ratings

- **Figure 10D** shows Student Performance (SP) rating distributions across poverty quintile groups for 2018–2019. Continuing the trend found in other performance components, the lowest poverty quintile group had the highest proportion of teachers rated as Highly Effective for SP (56.3 percent.) This group also had the highest proportion of teachers rated as Highly Effective or Effective for SP (84.2 percent.)
- Campuses in the highest poverty quintile appear to be divided into three almost equal proportions of teachers rated as Highly Effective for SP (36.2 percent), teachers rated as Effective (33.5 percent), and teachers rated as Needs Improvement or Ineffective (30.4 percent).

Figure 10D. Student Performance Rating Distributions by Percent Economically Disadvantaged at a Campus, 2018–2019



Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; 2018–2019 HISD District and School Profiles
 Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students. High-poverty campuses were considered as campuses with more than 97 percent of students identified as economically disadvantaged. Low-poverty campuses were considered as campuses with 42 percent or less of students identified as economically disadvantaged. Teachers and TADS ratings were then matched back to campuses. Percentages may not total 100 due to rounding.

Discussion

The 2018–2019 school year marked the eighth year of TADS as HISD’s teacher appraisal system. A comparison of summative rating distributions for the past four years shows a trend wherein the proportion of teachers rated Highly Effective have been increasing slightly every year since 2015–2016 (Figure 1A, p. 8). The same trend can be observed in the distribution of ratings for the Instructional Practice (IP) (Figure 1B, p. 9) and Professional Expectations (PR) (Figure 1C, p. 10) components. This phenomenon may be attributed to a continuous improvement of teachers as a result of an effective feedback and professional development loop that allowed teachers to get better over time. Previous reports hypothesized the increase could be due to the TADS’ proficiency in “identifying teachers’ areas of instructional growth and facilitating

targeted support” (Research and Accountability, 2017). Although the gradual increase in proportion of teachers rated Highly Effective may imply a positive outcome of the appraisal and development process, it could also indicate ineffectual appraisal measures that lead to a majority of teachers getting rated Effective to Highly Effective. With most teachers rated as Effective or better, there is a risk of the Widget Effect wherein the district assumes classroom effectiveness is the same among teachers (Weisberg, et al., 2009). Perhaps this skewed distribution is a result of appraisers’ hesitation to assign low ratings. A study found that even with new teacher evaluation systems that employ five rating categories, there is still a tendency where too many teachers score “too well” (Kraft & Gilmour, 2017). The study found that appraisers give teachers low ratings for reasons unrelated to teacher effectiveness (e.g., time and effort required to assist teachers with low ratings, principals’ challenges with replacing teachers, given current teacher shortages, etc.). The district may consider surveying appraisers if they also have these considerations when rating teachers and, if so, provide supports so that the burden of giving low ratings do not outweigh the benefits of providing an accurate representation of teacher performance. At a time when there is a movement to tie appraisal outcomes to compensation, it is important for the appraisal system to be able to differentiate among teacher effectiveness.

The 2018–2019 school year also marked the return of Student Performance (SP) ratings after it was suspended for most teachers in 2016–2017 and for all teachers in 2017–2018. The distribution of SP ratings (Figure 1D, p. 11) differs from IP and PR distributions in that the proportion of teachers rated Highly Effective decreased over time. Note that with changes in SP measures over the years, it is difficult to compare results between the school years when SP ratings were calculated. Regardless, the inclusion of SP ratings in summative rating calculation for the 2018–2019 school year yields interesting results. First of all, it was previously inferred that the exclusion of SP ratings in 2017–2018 yielded the highest percentage of teachers rated as Effective or Highly Effective and the lowest percentage of teachers rated as Ineffective or Needs Improvement (Research and Accountability, 2019). In 2018–2019, with more than half of teachers rated on SP (54 percent), the percentage of teachers with Effective or Highly Effective rose even higher and the percentage of teachers with Ineffective or Needs Improvement slipped even lower than last year’s outcomes. This suggests that the SP component, by itself, does not influence summative rating distributions greatly. However, at the teacher level, the inclusion of SP ratings appears to positively impact teacher summative ratings. With mean summative ratings of teachers with SP ratings significantly higher than those of teachers without SP (Table 2, p. 20), and with more teachers rated Highly Effective on SP also receiving an Effective or Highly Effective summative ratings than teachers who were not rated on SP (Figure 3, p. 21), having the SP component included in summative rating calculations appear to be advantageous for teachers in general. Considering the state requirement for the inclusion of Student Performance in teacher appraisal systems, the district should be encouraged in continuing with the practice of including the SP component in summative rating calculations.

Looking closer at the teachers who had SP ratings, it is interesting to observe the variations of score distributions by Student Performance measure combinations. Figure 2F (p. 18), which represents SP scores of teachers with Student Progress measures, is left-skewed thereby indicating more teachers are receiving higher scores, while Figure 2E (p. 18), which represents SP scores of teachers with Comparative Growth (CG) measures, is more of a plateau distribution with scores evenly distributed. Figure 2G (p. 19) displays how Student Performance measure combinations influence SP ratings distribution; teachers with Student Progress measures are more likely to receive higher SP ratings than teachers with CG measures. Furthermore, Table 3 (p. 22) indicates that for both 2015–2016 and 2018–2019, the mean SP and summative scores for teachers whose SP rating included Student Progress were higher than the mean SP and summative scores for teachers whose SP rating included CG measures. Clearly, teachers whose SP ratings include student progress measures have an advantage over teachers whose SP ratings include CG

measures. Student progress measures, which is HISD’s version of student learning objectives (SLOs), is a participatory student growth measure in which teachers and appraisers work together to set appropriate goals for students. When there is a lack of differentiation in SLO scores, it is likely that the SLO process has not been implemented successfully (Lachlan-Hache, Cushing, and Bivona, 2012). With the suspension of state-mandated tests previously used for CG ratings for the 2019–2020 school year, it is unlikely that CG measures are going to factor into SP ratings in the near future, leaving the district to rely solely on Student Progress measures should the district continue to use the SP component. It is thus more important than ever to finetune the process of administering student progress measures for all teachers.

The analysis of the alignment between IP and SP ratings yielded inconclusive results. Appraisal outcomes from 2018–2019 indicate that alignment of IP and SP ratings were found only among 40.2 percent of teachers; alignment defined as having IP ratings at the same performance level as SP ratings (Table 1, p. 20). Theoretically, effective Instructional Practice leads to better student outcomes (Grossman, Loeb, Cohen, et.al., 2010), so this weak alignment may indicate issues with the appraisal methods and/or measures for either component. A closer look at how IP rubrics relate to SP measures, in particular School Progress measures which make up the bulk of SP measures, could shed some light on why the theorized association between Instructional Practice and Student Performance is not reflected on the aggregated outcomes from this past school year.

Of some concern may be the percentage of teachers with a TADS summative rating of 4.00 for the 2018–2019 school year. Of the 10,507 teachers appraised, 1,470 (14.0 percent) received a summative rating score of 4.00, a perfect score. Of those, 391 (26.6 percent) were teachers with five or less years of teaching experience. Although this is a slight decrease from the results reported for the 2017–2018 school year, where 29 percent of those teachers with a summative rating of 4.00 had five or less years of experience in the classroom, it is still more than a quarter of all teachers rated. With so many relatively inexperienced teachers receiving ratings at the very top of the scale, it could be surmised that inexperienced teachers are receiving excellent professional development leading to the high ratings. In such case, care should be taken that highly rated, inexperienced teachers are not left behind in targeted professional development which could lead to them stalling professionally instead of getting more growth and development opportunities. On the other hand, the high percentage of inexperienced teachers getting a perfect score could be due to appraisers not interpreting IP or PR rubrics consistently, which could lead to inaccurate evaluation scores. In this case, the district may want to review the appraisal process and measures for strategies to improve the calibration or differentiation of TADS criterion.

Retention rates decreased across all performance levels between 2017–2018 and 2018–2019. However, retention rates remain high among teachers whose summative ratings were Effective and Highly Effective (87.1 and 89.5 percent), respectively. As previously noted, although the percentages of exited teachers rated as Ineffective appeared to increase substantially between the two school years, the actual number was similar across the two years. Still, this finding is encouraging suggesting that principals are successful with their strategic retention efforts as the district continues to strive to put an effective teacher in every classroom. Among those retained from 2018–2019, more than 90 percent remained in the same work location at the beginning of 2019–2020.

Like the TADS End-of-Year reports from previous years, this year’s report finds a disproportionate percentage of Effective and Highly Effective teachers across the district when disaggregated by certain groups. The Northwest and West areas had the highest proportion of teachers rated Highly Effective, while Achieve 180 had the highest proportion of teachers with a rating of Ineffective. This is especially true on the SP component. In terms of campus accountability ratings, the proportion of teachers with a summative

rating of Highly Effective at campuses that received a rating of “A” was more than six times the proportion of teachers with the same rating at campuses that received a rating of “F”. Lastly, campuses in the lowest poverty (most affluent) quintile had more than double the proportion of teachers rated as Highly Effective compared to the poorest quintile group. Given the fact that teacher hiring and assignment is decided at the campus level, there is little that the district in general can do about this seeming unequal distribution of quality teachers. On the other hand, there have been various efforts to offer recruitment and retention incentives to attract teachers to particular campuses. It might be helpful if future reports can analyze if any significant changes in the proportion of teachers rated Effective or Highly Effective occurred in those campuses.

This report has examined teacher appraisal outcomes for the 2018–2019 school year, as well as prior years. Trends observed in appraisal outcomes may offer guidance to decision-makers in their work towards increasing the accuracy of rating effective teaching, strengthening professional development and support, growing teachers’ capacity for effective teaching, and placing an effective teacher in every classroom.

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Appendix A

HISD TEACHER APPRAISAL AND DEVELOPMENT SYSTEM

Instructional Practice and Professional Expectations Rubrics

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

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

Source: HISD Teacher Appraisal and Development Instructional Practice and Professional Expectation Rubrics

Note: For select group of teachers from 2012–2013 through the 2016–2017 school year, and the 2018–2019 school year, the Student Performance component accounted for 30 percent, the Instructional Practice component accounted for 50 percent, and the Professional Expectations component accounted for 20 percent of a teacher’s overall summative rating. For the 2017–2018 school year, and for all other years when teachers did not have Student Performance included in their appraisal, the Instructional Practice component accounted for 70 percent and the Professional Expectations component accounted for 30 percent of the summative appraisal rating.

Appendix B

2018-2019 HISD Appraisal Calendars

Duty Schedule Group		Department Goals Deadline	Development Goals Deadline	Goal-Setting Conference Deadline	Progress Conference (Optional)	Self-Assessment Window (Optional)	End-of-Year Appraisal Window
Non-Teacher Appraisal System Calendar							
Group A	9 Month Employees	September 21, 2018	October 12, 2018	*November 2, 2018	*December 7, 2018 – February 15, 2019	February 18, 2019 – March 8, 2019	Submit: March 18-April 5, 2019 *Complete by: April 12, 2019
Group B	10 and 10.5 Month Employees plus 11 Month TDS, Alternative Police, and Custodians	September 21, 2018	October 12, 2018	*November 2, 2018	*December 7, 2018 – March 22, 2019	April 15, 2019 – May 3, 2019	Submit: May 6-17, 2019 *Complete by: May 24, 2019
Group C	11 and 11.5 Month Employees	September 21, 2018	October 12, 2018	*November 2, 2018	*December 7, 2018 – April 5, 2019	April 29, 2019 – May 17, 2019	Submit: May 20-June 14, 2019 *Complete by: June 21, 2019
Group D	12 Month Employees	September 7, 2018	September 28, 2018	*October 19, 2018	*December 7, 2018 – April 5, 2019	April 29, 2019 – May 17, 2019	Submit: May 20-June 14, 2019 *Complete: June 21, 2019
School Leader Appraisal System (SLAS) Calendar							
	SLAS Coaching and Development	September 7, 2018	September 28, 2018	*October 19, 2018	*February 1, 2019	April 29, 2019 – May 17, 2019	Submit: May 20-June 14, 2019 *Complete by: June 21, 2019
	SLAS Observations	*August 6, 2018 – May 24, 2019					

* [School Leader Board Policy](#) and [Non-Teacher Board Policy](#)

Teacher Appraisal and Development System (TADS) Calendar			
Fall Activities		Spring Activities	
Deadline	Activity	Deadline	Activity
September 17, 2018	Formal Appraisal Period Begins	January 18, 2019	Semester B courses Student Performance Goals Worksheets and Appraiser-Approved Assessments/Rubrics completed and approved through online tool
September 21, 2018	Teacher submits IPDP to appraiser	January 25, 2019	Final date for Progress Conferences
September 21, 2018	Student Performance Measures submitted to teacher	February 1, 2019	Late hire date
September 28, 2018	Student Performance Measures acknowledged by teacher	February 8, 2019	Final day to submit requests for Progress Conference Second Appraisal to School Support Officer (SSO)
TBA	2017-2018 Student Performance Closeout	February 22, 2019	Spring check-ins (as needed) completed
October 12, 2018	All* Student Performance Goals Worksheets and Appraiser Approved Assessments/Rubrics completed and approved through online tool (*except semester B)	April 12, 2019	All required Observations and Walkthroughs completed
October 19, 2018	Teacher IPDP acknowledged by appraiser	April 18, 2019	Final end-of-year ratings determined and submitted to teacher in online tool (Teachers have five days to review end-of-year ratings prior to their End-of-Year [EOY] Conference)
October 19, 2018	Goal-Setting Conferences completed	April 26, 2019	EOY Conferences completed in online tool
November 1-30, 2018	Fall Staff Review sessions	May 10, 2019	Final day to submit requests for EOY Conference Second Appraisal to SSO
December 21, 2018	Semester A courses Results Worksheets from pre-approved and appraiser approved assessments due to appraisers through online tool	May 24, 2019	Second Appraisals/additional EOY Conferences completed
		May 31, 2019	Formal appraisal and informal coaching development periods end
		June 3, 2019	All Appraiser-Approved Results Worksheets completed with appraisers' acknowledgement in online tool; all Walkthroughs, Observations, and IPDPs completed in online tool

All TADS Deadlines are per [Board Policy](#)

APPENDIX C

TADS Components Distribution

The component weights are applied to derive the Summative Appraisal Rating (IP, PR, 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
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Teachers with two TADS components (i.e. no Student Performance rating) have the following weights within teachers' Summative Appraisal Ratings.

Instructional Practice (IP) 70%	Professional Expectations (PR) 30%
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Teachers with three TADS components have the following weights within teachers' Summative Appraisal Ratings.

Instructional Practice (IP) 50%	Professional Expectations (PR) 20%	Student Performance (SP) 30%
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The various types of Student Performance^{2,3} measures have different weights within the Student Performance final rating.

SP Measure Combinations	Comparative Growth (CG) ⁴	Student Progress ⁵	Value-Added	Student Performance (SP)
CG Only	30%			30%
CG + Student Progress	20%	10%		30%
Student Progress Only		30%		30%
CG + Value-Added				
Student Progress + Value-Added				
CG + Student Progress + Value-Added				

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, and 2018–2019.

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 05/08/2019

Appendix D: Rating Distribution Tables

Table D-1: Distribution of Summative Ratings Districtwide, 2015–2016 to 2018–2019								
	2015–2016		2016–2017		2017–2018		2018–2019	
	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,762	25.1	2,814	25.7	2,945	26.6	2,898	27.6
Effective	6,886	62.5	6,882	63.0	6,923	62.6	6,520	62.1
Needs Improvement	1,289	11.7	1,141	10.4	1,108	10.0	1,021	9.7
Ineffective	78	0.7	92	0.8	86	0.8	68	0.6
Total	11,015	100.0	10,929	100.0	11,062	100.0	10,507	100.0

Table D-2: Distribution of Instructional Practice Ratings Districtwide, 2015–2016 to 2018–2019								
	2015–2016		2016–2017		2017–2018		2018–2019	
	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,596	23.6	2,811	25.7	2,945	26.6	2,911	27.7
Effective	6,928	62.9	6,854	62.7	6,899	62.4	6,463	61.5
Needs Improvement	1,352	12.3	1,128	10.3	1,099	9.9	1,021	9.7
Ineffective	139	1.3	136	1.2	119	1.1	112	1.1
Total	11,015	100.0	10,929	100.0	11,062	100.0	10,507	100.0

Table D-3: Distribution of Professional Expectations Ratings Districtwide, 2015–2016 to 2018–2019								
	2015–2016		2016–2017		2017–2018		2018–2019	
	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	3,235	29.4	3,419	31.3	3,556	32.1	3,616	34.4
Effective	7,493	68.0	7,215	66.0	7,247	65.5	6,643	63.2
Needs Improvement	278	2.5	283	2.6	248	2.2	242	2.3
Ineffective	9	0.1	12	0.1	11	0.1	6	0.1
Total	11,015	100.0	10,929	100.0	11,062	100.0	10,507	100.0

Table D-4: Distribution of Student Performance Ratings Districtwide, 2015–2016 to 2018–2019								
	2015–2016		2016–2017		2017–2018		2018–2019	
	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,238	67.4	1,533	57.4	1,993	50.4	2,546	45.0
Effective	678	20.4	759	28.4	1,240	31.3	1,820	32.2
Needs Improvement	256	7.7	290	10.9	600	15.2	1,003	17.7
Ineffective	148	4.5	88	3.3	124	3.1	284	5.0
Total	3,320	100.0	2,670	100.0	3,957	100.0	5,653	99.9

Sources: Teacher Appraisal and Development F&D Tool, 2015–2016 through 2018–2019

Note: Percentages may not total 100 due to rounding.

Appendix E: Score Distribution Tables

Table E-1: Summative Score Distribution, 2018–2019		
Summative Rating Score	Number of Teachers	Percent of teachers
1	4	<0.1
1.3	60	0.6
1.35	1	<0.1
1.4	3	<0.1
1.55	1	<0.1
1.6	33	0.3
1.65	1	<0.1
1.7	10	0.1
1.8	1	<0.1
1.9	36	0.3
1.92	1	<0.1
1.93	1	<0.1
1.98	1	<0.1
2	109	1
2.03	2	<0.1
2.05	18	0.2
2.1	30	0.3
2.15	7	0.1
2.17	1	<0.1
2.2	47	0.4
2.25	6	0.1
2.3	488	4.6
2.31	1	<0.1
2.32	1	<0.1
2.35	37	0.4
2.37	1	<0.1
2.4	179	1.7
2.45	7	0.1
2.48	2	<0.1
2.5	63	0.6
2.53	1	<0.1
2.55	85	0.8
2.57	1	<0.1
2.58	1	<0.1
2.6	130	1.2
2.62	2	<0.1
2.63	2	<0.1
2.65	52	0.5
2.67	5	<0.1
2.68	1	<0.1
2.7	278	2.6
2.72	1	<0.1
2.73	5	<0.1
2.75	35	0.3
2.77	2	<0.1
2.78	1	<0.1
2.8	203	1.9
2.81	1	<0.1
2.82	3	<0.1
2.83	3	<0.1
2.85	222	2.1

Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Appendix E (continued)

Table E-1. Summative Score Distribution, 2018–2019 (continued)		
Summative Rating Score	Number of Teachers	Percent of teachers
2.87	2	<0.1
2.9	218	2.1
2.92	3	<0.1
2.93	4	<0.1
2.95	11	0.1
2.97	7	0.1
2.98	1	<0.1
2.99	1	<0.1
3	2,714	25.8
3.03	6	0.1
3.05	86	0.8
3.08	1	<0.1
3.1	185	1.8
3.12	1	<0.1
3.13	1	<0.1
3.15	298	2.8
3.17	3	<0.1
3.18	1	<0.1
3.2	181	1.7
3.22	1	<0.1
3.23	5	<0.1
3.25	35	0.3
3.3	1,434	13.6
3.33	1	<0.1
3.35	125	1.2
3.37	1	<0.1
3.4	90	0.9
3.43	1	<0.1
3.45	5	<0.1
3.48	1	<0.1
3.5	294	2.8
3.52	2	<0.1
3.53	3	<0.1
3.55	86	0.8
3.57	2	<0.1
3.6	73	0.7
3.63	2	<0.1
3.65	58	0.6
3.67	4	<0.1
3.68	1	<0.1
3.7	460	4.4
3.73	4	<0.1
3.74	1	<0.1
3.75	16	0.2
3.77	1	<0.1
3.78	1	<0.1
3.8	223	2.1
3.82	1	<0.1
3.85	148	1.4
3.87	2	<0.1
3.88	1	<0.1

Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Appendix E (continued)

Table E-1. Summative Score Distribution, 2018–2019 (continued)		
Summative Rating Score	Number of Teachers	Percent of teachers
3.9	32	0.3
3.91	1	<0.1
3.93	3	<0.1
3.94	1	<0.1
3.95	8	0.1
4	1,470	14
Total	10,507	100

Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Appendix E (continued)

Table E-2: Instructional Practice Score Distribution, 2018–2019		
IP Rating Score	Number of Teachers	Percent of Teachers
13	5	<0.1
14	6	0.1
15	4	<0.1
16	6	0.1
17	5	<0.1
18	8	0.1
19	8	0.1
20	11	0.1
21	12	0.1
22	10	0.1
23	9	0.1
24	28	0.3
25	59	0.6
26	65	0.6
27	73	0.7
28	87	0.8
29	76	0.7
30	103	1.0
31	96	0.9
32	129	1.2
33	157	1.5
34	176	1.7
35	591	5.6
36	380	3.6
37	538	5.1
38	534	5.1
39	1,685	16.0
40	685	6.5
41	792	7.5
42	696	6.6
43	562	5.3
44	857	8.2
45	445	4.2
46	372	3.5
47	265	2.5
48	231	2.2
49	206	2.0
50	125	1.2
51	131	1.2
52	279	2.7
Total	10,507	100

Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Appendix E (continued)

Table E-3: Professional Expectations Score Distribution, 2018–2019		
PE Rating Score	Number of Teachers	Percent of Teachers
11	1	<0.1
12	1	<0.1
16	4	<0.1
17	12	0.1
18	14	0.1
19	13	0.1
20	27	0.3
21	40	0.4
22	58	0.6
23	78	0.7
24	211	2.0
25	345	3.3
26	553	5.3
27	2501	23.8
28	1127	10.7
29	1067	10.2
30	839	8.0
31	1587	15.1
32	859	8.2
33	1170	11.1
Total	10,507	100

Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Appendix E (continued)

Table E-4: Student Performance Score Distribution, 2018–2019		
PE Rating Score	Number of Teachers	Percent of Teachers
1.00	242	4.3
1.17	3	0.1
1.25	5	0.1
1.33	29	0.5
1.40	1	<0.1
1.43	1	<0.1
1.45	3	0.1
1.50	140	2.5
1.55	1	<0.1
1.67	134	2.4
1.69	1	<0.1
1.72	1	<0.1
1.75	4	0.1
1.83	22	0.4
1.89	5	0.1
2.00	454	8
2.05	2	<0.1
2.11	4	0.1
2.17	30	0.5
2.22	2	<0.1
2.25	1	<0.1
2.28	1	<0.1
2.33	190	3.4
2.38	1	<0.1
2.39	1	<0.1
2.40	5	0.1
2.45	4	0.1
2.50	435	7.7
2.55	6	0.1
2.67	283	5
2.72	3	0.1
2.75	3	0.1
2.78	4	0.1
2.83	19	0.3
2.89	9	0.2
2.95	3	0.1
3.00	706	12.5
3.11	12	0.2
3.17	31	0.5
3.22	1	<0.1
3.25	2	<0.1
3.28	1	<0.1
3.33	299	5.3
3.39	1	<0.1
3.40	2	<0.1
3.50	638	11.3
3.55	8	0.1
3.61	1	<0.1
3.67	115	2.0
3.71	1	<0.1
3.75	1	<0.1
3.78	8	0.1
3.80	2	<0.1
3.83	30	0.5
4.00	1,742	30.8
Total	5,653	100

Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Appendix F: Ratings by Years of Experience

Table F-1. Summative Ratings by Teacher Years of Experience, 2018–2019

Summative Rating	Teachers Years of Experience										Total
	First Year		1–5 Years		6–10 Years		11–20 Years		> 20 Years		
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	
Ineffective	21	2.4	18	0.5	11	0.6	10	0.4	8	0.5	68
Needs Improvement	228	26.4	378	10.7	124	6.9	189	6.9	102	6.6	1,021
Effective	574	66.4	2,367	66.8	1,049	58.2	1,650	60	880	56.9	6,520
Highly Effective	24	2.8	408	11.5	302	16.8	433	15.7	261	16.9	1,428
Highly Effective (4.00)	18	2.1	373	10.5	316	17.5	468	17	295	19.1	1,470
Total	865	8.2	3,544	33.7	1,802	17.2	2,750	26.2	1,546	14.7	10,507

Table F-2. Instructional Practice Ratings by Teacher Years of Experience, 2018–2019

IP Rating	Teachers Years of Experience										Total
	First Year		1–5 Years		6–10 Years		11–20 Years		> 20 Years		
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	
Ineffective	30	3.5	38	1.1	14	0.8	19	0.7	11	0.7	112
Needs Improvement	242	28	361	10.2	121	6.7	194	7.1	103	6.7	1,021
Effective	561	64.9	2,343	66.1	1,044	57.9	1,631	59.3	884	57.2	6,463
Highly Effective	32	3.7	802	22.6	623	34.6	906	32.9	548	35.4	2,911
Total	865	8.2	3,544	33.7	1,802	17.2	2,750	26.2	1,546	14.7	10,507

Table F-3. Professional Expectations Rating by Teacher Years of Experience, 2018–2019

PR Rating	Teachers Years of Experience										Total
	First Year		1–5 Years		6–10 Years		11–20 Years		> 20 Years		
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	
Ineffective	3	0.3	3	0.1	0	0	0	0	0	0	6
Needs Improvement	50	5.8	93	2.6	33	1.8	39	1.4	27	1.7	242
Effective	671	77.6	2,364	66.7	1,047	58.1	1,670	60.7	891	57.6	6,643
Highly Effective	141	16.3	1,084	30.6	722	40.1	1,041	37.9	628	40.6	3,616
Total	865	8.2	3,544	33.7	1,802	17.2	2,750	26.2	1,546	14.7	10,507

Table F-4. Student Performance Rating by Teacher Years of Experience, 2018–2019

PR Rating	Teachers Years of Experience										Total
	First Year		1–5 Years		6–10 Years		11–20 Years		> 20 Years		
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	
Ineffective	31	7.4	119	6.4	35	3.6	67	4.3	32	3.7	284
Needs Improvement	120	28.5	392	21	137	14.2	236	15.3	118	13.7	1,003
Effective	148	35.2	643	34.5	317	33	457	29.6	255	29.5	1,820
Highly Effective	122	29	710	38.1	473	49.2	782	50.7	459	53.1	2,546
Total	421	7.4	1,864	33	962	17	1,542	27.3	864	15.3	5,653

Source: Teacher Appraisal and Development F&D Tool, 2018–2019

Note: Percentages may not total 100 due to rounding.

Appendix G: Teacher Retention

	2017–2018 to Fall 2018						2018–2019 to Fall 2019					
	Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,670	90.7	275	9.3	2,945	26.6	2,595	89.5	303	10.5	2,898	27.6
Effective Needs Improvement	6,094	88.0	829	12.0	6,923	62.6	5,680	87.1	840	12.9	6,520	62.1
Ineffective	816	73.6	292	26.4	1,108	10.0	727	71.2	294	28.8	1,021	9.7
Total	42	48.8	44	51.2	86	0.8	12	17.6	56	82.4	68	0.6
Total	9,622	87.0	1,440	13.0	11,062	100.0	9,014	85.8	1,493	14.2	10,507	100.0

	2017–2018 to Fall 2018						2018–2019 to Fall 2019					
	Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,670	90.7	275	9.3	2,945	26.6	2,608	89.6	303	10.4	2,911	27.7
Effective Needs Improvement	6,081	88.1	818	11.9	6,899	62.4	5,629	87.1	834	12.9	6,463	61.5
Ineffective	810	73.7	289	26.3	1,099	9.9	750	73.5	271	26.5	1,021	9.7
Total	61	51.3	58	48.7	119	1.1	27	24.1	85	75.9	112	1.1
Total	9,622	87.0	1,440	13.0	11,062	100.0	9,014	85.8	1,493	14.2	10,507	100.0

	2017–2018 to Fall 2018						2018–2019 to Fall 2019					
	Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	3,237	91.0	319	9.0	3,556	32.1	3,240	89.6	376	10.4	3,616	34.4
Effective Needs Improvement	6,245	86.2	1,002	13.8	7,247	65.5	5,648	85.0	995	15.0	6,643	63.2
Ineffective	135	54.4	113	45.6	248	2.2	125	51.7	117	48.3	242	2.3
Total	5	45.5	6	54.5	11	0.1	1	16.7	5	83.3	6	0.1
Total	9,622	87.0	1,440	13.0	11,062	100.0	9,014	85.8	1,493	14.2	10,507	100.0

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

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

Appendix H: Teacher Mobility

Table H-1. Summative Rating by Teacher Mobility, 2017-2018 to 2018–2019												
	2017–2018 to Fall 2018						2018–2019 to Fall 2019					
	Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,518	94.3	152	5.7	2,670	27.7	2,491	86.0	407	14.0	2,898	27.6
Effective	5,710	93.7	384	6.3	6,094	63.3	5,393	82.7	1,127	17.3	6,520	62.1
Needs Improvement	733	89.8	83	10.2	816	8.5	680	66.6	341	33.4	1,021	9.7
Ineffective	33	78.6	9	21.4	42	0.4	11	16.2	57	83.8	68	0.6
Total	8,994	93.5	628	6.5	9,622	100.0	8,575	81.6	1,932	18.4	10,507	100.0

Table H-2. Instructional Practice Rating by Teacher Mobility, 2017-2018 to 2018–2019												
	2017–2018 to Fall 2018						2018–2019 to Fall 2019					
	Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,518	94.3	152	5.7	2,670	27.7	2,492	85.6	419	14.4	2,911	27.7
Effective	5,697	93.7	384	6.3	6,081	63.2	5,350	82.8	1,113	17.2	6,463	61.5
Needs Improvement	731	90.2	79	9.8	810	8.4	707	69.2	314	30.8	1,021	9.7
Ineffective	48	78.7	13	21.3	61	0.6	26	23.2	86	76.8	112	1.1
Total	8,994	93.5	628	6.5	9,622	100.0	8,575	81.6	1,932	18.4	10,507	100.0

Table H-3. Professional Expectations Rating by Teacher Mobility, 2017-2018 to 2018–2019												
	2017–2018 to Fall 2018						2018–2019 to Fall 2019					
	Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	3,067	94.7	170	5.3	3,237	33.6	3,114	86.1	502	13.9	3,616	34.4
Effective	5,813	93.1	432	6.9	6,245	64.9	5,350	80.5	1,293	19.5	6,643	63.2
Needs Improvement	111	82.2	24	17.8	135	1.4	111	45.9	131	54.1	242	2.3
Ineffective	3	60.0	2	40.0	5	0.1	0	0.0	6	100.0	6	0.1
Total	8,994	93.5	628	6.5	9,622	100.0	8,575	81.6	1,932	18.4	10,507	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2017–2018 and 2018–2019; HR BOY and EOY Roster Files, 2017–2018, 2018–2019, and 2019–2020

Note: Percentages may not total 100 due to rounding.

Appendix I: Ratings Distribution by School Office

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
	Achieve 180	121	9.5	877	68.6	260	20.3	21	1.6	1,279
East Area	361	23.7	1,056	69.3	105	6.9	2	0.1	1,524	14.5
North Area	271	19.8	890	65.1	192	14.0	14	1.0	1,367	13.0
Northwest Area	501	29.6	1,070	63.2	118	7.0	4	0.2	1,693	16.2
South Area	280	20.7	886	65.6	169	12.5	15	1.1	1,350	12.9
West Area	1,356	41.5	1,722	52.7	176	5.4	12	0.4	3,266	31.2
Total	2,890	27.6	6,501	62.0	1,020	9.7	68	0.6	10,479	100.0

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
	Achieve 180	108	8.4	874	68.3	259	20.3	38	3.0	1,279
East Area	379	24.9	1,041	68.3	99	6.5	5	0.3	1,524	14.5
North Area	284	20.8	856	62.6	203	14.9	24	1.8	1,367	13.0
Northwest Area	500	29.5	1,078	63.7	109	6.4	6	0.4	1,693	16.2
South Area	287	21.3	866	64.1	175	13.0	22	1.6	1,350	12.9
West Area	1,345	41.2	1,729	52.9	175	5.4	17	0.5	3,266	31.2
Total	2,903	27.7	6,444	61.5	1,020	9.7	112	1.1	10,479	100.0

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
	Achieve 180	213	16.7	996	77.9	68	5.3	2	0.2	1,279
East Area	456	29.9	1,055	69.2	13	0.9	0	0.0	1,524	14.5
North Area	388	28.4	927	67.8	49	3.6	3	0.2	1,367	13.0
Northwest Area	640	37.8	1,026	60.6	27	1.6	0	0.0	1,693	16.2
South Area	386	28.6	911	67.5	52	3.9	1	0.1	1,350	12.9
West Area	1,524	46.7	1,710	52.4	32	1.0	0	0.0	3,266	31.2
Total	3,607	34.4	6,625	63.2	241	2.3	6	0.1	10,479	100.0

Appendix I: Ratings Distribution by School Office (continued)

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Achieve 180	213	35.1	204	33.6	138	22.7	52	8.6	607	10.7
East Area	365	41.2	297	33.5	176	19.9	48	5.4	886	15.7
North Area	280	34.8	272	33.8	196	24.4	56	7.0	804	14.2
Northwest Area	478	48.6	302	30.7	161	16.4	42	4.3	983	17.4
South Area	282	43.4	205	31.5	131	20.2	32	4.9	650	11.5
West Area	928	53.9	540	31.3	201	11.7	54	3.1	1,723	30.5
Total	2,546	45.0	1,820	32.2	1,003	17.7	284	5.0	5,653	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; 2018–2019 Profiles

Note: Percentages may not total 100 due to rounding.

Appendix J: Ratings Distribution by Campus Accountability Ratings

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
A	957	47.6	979	48.7	72	3.6	2	0.1	2,010	19.2
B	1,020	31.9	1,928	60.4	229	7.2	16	0.5	3,193	30.6
C	733	20.1	2,456	67.2	442	12.1	22	0.6	3,653	35.0
D	119	12.7	658	70.2	141	15.0	19	2.0	937	9.0
F	43	7.1	417	69.0	136	22.5	8	1.3	604	5.8
NR	12	24.5	35	71.4	1	2.0	1	2.0	49	0.5
Total	2,884	27.6	6,473	62.0	1,021	9.8	68	0.7	10,446	100.0

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
A	930	46.3	987	49.1	90	4.5	3	0.1	2,010	19.2
B	1,008	31.6	1,919	60.1	245	7.7	21	0.7	3,193	30.6
C	778	21.3	2,401	65.7	433	11.9	41	1.1	3,653	35.0
D	119	12.7	664	70.9	124	13.2	30	3.2	937	9.0
F	49	8.1	411	68.0	128	21.2	16	2.6	604	5.8
NR	13	26.5	34	69.4	1	2.0	1	2.0	49	0.5
Total	2,897	27.7	6,416	61.4	1,021	9.8	112	1.1	10,446	100.0

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
A	1,057	52.6	935	46.5	17	0.8	1	0.0	2,010	19.2
B	1,220	38.2	1,918	60.1	54	1.7	1	0.0	3,193	30.6
C	1,001	27.4	2,551	69.8	99	2.7	2	0.1	3,653	35.0
D	217	23.2	680	72.6	39	4.2	1	0.1	937	9.0
F	90	14.9	481	79.6	32	5.3	1	0.2	604	5.8
NR	14	28.6	34	69.4	1	2.0	0	0.0	49	0.5
Total	3,599	34.5	6,599	63.2	242	2.3	6	0.1	10,446	100.0

Appendix J: Ratings Distribution by Campus Accountability Ratings (continued)

Table J-4. 2018–2019 SP Ratings by Campus Accountability Ratings

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
A	795	62.4	361	28.3	93	7.3	25	2.0	1,274	22.5
B	830	45.6	649	35.7	282	15.5	59	3.2	1,820	32.2
C	719	38.5	603	32.3	419	22.4	127	6.8	1,868	33.0
D	121	28.7	131	31.0	134	31.8	36	8.5	422	7.5
F	79	29.9	76	28.8	74	28.0	35	13.3	264	4.7
NR	2	40.0	0	0.0	1	20.0	2	40.0	5	0.1
Total	2,546	45.0	1,820	32.2	1,003	17.7	284	5.0	5,653	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; 2018–2019 Profiles
 Note: Percentages may not total 100 due to rounding.

Appendix K: Ratings Distribution by Percent Economically Disadvantaged

Percent Economically Disadvantaged	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
	0 - 42%	779	41.3	953	50.6	146	7.7	7	0.4	1,885
43% - 84%	851	33.7	1,493	59.2	166	6.6	12	0.5	2,522	24.0
85% - 94%	576	21.7	1,780	67.1	274	10.3	23	0.9	2,653	25.3
95% - 97%	375	21.5	1,135	65.0	221	12.7	14	0.8	1,745	16.6
97% or Higher	317	18.7	1,156	68.0	214	12.6	12	0.7	1,699	16.2
Total	2,898	27.6	6,517	62.0	1,021	9.7	68	0.6	10,504	100.0

Percent Economically Disadvantaged	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
	0 - 42%	761	40.4	965	51.2	145	7.7	14	0.7	1,885
43% - 84%	858	34.0	1,486	58.9	163	6.5	15	0.6	2,522	24.0
85% - 94%	597	22.5	1,735	65.4	285	10.7	36	1.4	2,653	25.3
95% - 97%	374	21.4	1,135	65.0	209	12.0	27	1.5	1,745	16.6
97% or Higher	321	18.9	1,139	67.0	219	12.9	20	1.2	1,699	16.2
Total	2,911	27.7	6,460	61.5	1,021	9.7	112	1.1	10,504	100.0

Percent Economically Disadvantaged	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
	0 - 42%	869	46.1	983	52.1	33	1.8	0	0.0	1,885
43% - 84%	948	37.6	1,527	60.5	45	1.8	2	0.1	2,522	24.0
85% - 94%	832	31.4	1,753	66.1	68	2.6	0	0.0	2,653	25.3
95% - 97%	535	30.7	1,150	65.9	57	3.3	3	0.2	1,745	16.6
97% or Higher	432	25.4	1,227	72.2	39	2.3	1	0.1	1,699	16.2
Total	3,616	34.4	6,640	63.2	242	2.3	6	0.1	10,504	100.0

Appendix K: Ratings Distribution by Percent Economically Disadvantaged (continued)

Table K-4. 2018–2019 Student Performance Ratings by Percent Economically Disadvantaged

Percent Economically Disadvantaged	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
0 - 42%	644	56.3	318	27.8	135	11.8	46	4.0	1,143	20.2
43% - 84%	619	49.5	421	33.7	167	13.4	43	3.4	1,250	22.1
85% - 94%	579	40.2	466	32.4	315	21.9	79	5.5	1,439	25.5
95% - 97%	379	41.1	314	34.1	176	19.1	53	5.7	922	16.3
97% or Higher	325	36.2	301	33.5	210	23.4	63	7.0	899	15.9
Total	2,546	45.0	1,820	32.2	1,003	17.7	284	5.0	5,653	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2018–2019; 2018–2019 Profiles

Note: Percentages may not total 100 due to rounding.