

MEMORANDUM

December 10, 2021

TO: Board Members

FROM: Millard L. House II
Superintendent of Schools

SUBJECT: **TEACHER APPRAISAL AND DEVELOPMENT SYSTEM: END OF YEAR REPORT, 2019–2020**

CONTACT: Allison Matney, Ed.D., 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 2019–2020. This report focuses on the distribution of summative ratings and the Instructional Practice and Professional Expectations of the TADS; the Student Performance component was waived for the 2019–2020 school year. 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 2019–2020, 10,896 teachers were identified as eligible for appraisal through the TADS, and 10,229 teachers (93.8 percent) received a summative rating. Of the 10,229 teachers appraised through the TADS, 90.7 percent received a summative rating of Highly Effective or Effective.
- Retention rates remained high among teachers whose summative ratings were Highly Effective and Effective (88.9 and 87.1 percent, respectively). Among those retained from 2019–2020, more than 90 percent remained in the same work location at the beginning of the 2020–2021 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.


_____ MLH

Attachment

cc: Superintendent's Direct Reports
Jharrett Bryant
Lisa Reagins



RESEARCH

Educational Program Report

**TEACHER APPRAISAL AND DEVELOPMENT SYSTEM
END OF YEAR REPORT, 2019-2020**



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Teacher Appraisal and Development System: End of Year Report, 2019–2020

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 TADS has three appraisal components, with the criteria used for the Instructional Practice (IP) and Professional Expectations (PR) components remaining the same since the inception of the TADS in the 2011–2012 school year. The Student Performance (SP) component was added in the 2012–2013 school year but was waived for certain teachers at different points in time. Most recently, the SP component was waived in the 2019–2020 school year as a result of the disruption brought on by the COVID-19 pandemic. However, for teachers who were eligible to carry over their 2018–2019 ratings as their 2019–2020 ratings, there were some whose summative ratings included the SP component. The purpose of this report is to provide aggregate data of the TADS in 2019–2020, focusing on the distribution of summative ratings and the IP and PR 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. This report also provides insight into the characteristics of teachers who carried over ratings from the previous school year as well as the utility of Instructional Practice criteria that correspond to Domains 2 and 3 of the Texas Teacher Evaluation and Support System (T-TESS) as factors in determining Teacher Designation Levels for the Teacher Incentive Allotment (TIA) initiative.

Highlights

- In 2019–2020, 10,896 teachers were identified as eligible for appraisal through the TADS, and 10,229 teachers (93.8 percent) received a summative rating. Of the 10,229 teachers appraised through the TADS, 60.6 percent received a summative rating of Effective (n=6,199) and 30.1 percent received a summative rating of Highly Effective (n=3,076). 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 8.8 percent for the 2019–2020 school year.
- Of the 10,229 teachers appraised, 2,310 (22.6 percent) received a summative rating score of 4.00, a perfect score. Of those, 585 (25.3 percent) were teachers with five or less years of teaching experience. Although this is a slight decrease from the results reported for the 2018–2019 school year, where 26.6 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 (88.9 and 87.1 percent), respectively. Among those retained from 2019–2020, more

than 90 percent remained in the same work location at the beginning of the 2020–2021 school year.

- Differences in appraisal ratings can be seen among teachers when examined by campuses' percentage of economically-disadvantaged students. 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.
- A vast majority of the 1,046 teachers who carried over their 2018–2019 ratings (97.0 percent) were rated Effective or Highly Effective with roughly two-thirds (63.1 percent) of the group M-TADS qualified. Close to 20 percent of the teachers from the West Office carried over their previous year's ratings, double the rate of carry-overs from other school offices.
- Approximately 70 percent of all teachers with a summative rating are projected to earn a Teacher Incentive Allotment (TIA) Teacher Designation Level, if current Instructional Practice scores were used to determine designation levels.

Recommendations

This report shares teacher appraisal outcomes for the 2019–2020 school year. 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 results of the analysis of Instructional Practice: Instruction criteria scores accentuate the need for a review and calibration of the TADS process and measures. Findings suggest that if current IP scores were used to determine TIA Teacher Designation Levels, almost 70 percent of HISD teachers with ratings would qualify for a designation and the monetary incentive that comes with it.

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

The Houston Independent School District's (HISD) 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 2019–2020 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 calibrate with appraisers on the performance expectations established by the appraisal rubrics. Summative ratings have been consistent over time with a skew towards rating teachers as Highly Effective. The focus on appraisal calibration sessions supports the priorities of HISD's application for the Teacher Incentive Allotment program in ensuring the observation data is valid and reliable.

During the 2019–2020 school year, 74.1 percent of teachers earned the same Instructional Practice performance level rating as in 2018–2019. Since ratings are typically more evenly distributed among the performance levels, this finding suggests the need to identify additional components to measure teacher performance. The lack of distribution in Summative Ratings across performance levels will continue to be present without multiple measures in place to evaluate the performance of teachers. Adding additional components (such as Student Perception Surveys and additional student growth measures) to measure teacher effectiveness will allow for a more robust appraisal system and accurate ratings.

This annual report also highlights the distribution of highly effective teachers across the district. There is a disproportionate number of highly effective teachers at campuses in the lowest poverty quintile. The campuses with the highest poverty rate had only 27 percent of teachers rated highly effective while 47 percent of teachers were rated highly effective at campuses with the lowest poverty rate. Additional focus has been added on providing appraisal data to appraisers to support identification of professional development needs. Campuses with higher poverty rates have historically struggled to recruit and retain highly effective teachers. Offering data-driven professional development in conjunction with ongoing coaching and prescriptive feedback to teachers will address the gap in the percentage of highly effective teachers at these campuses.

From the 2015–2016 school year to the 2019–2020 school year, regardless of whether Student Performance was included or not, the percentage of teachers rated as Ineffective has remained below one percent. Over the same period of time, the percentage of teachers with a summative rating of Highly Effective has steadily increased (from 25.1 percent in 2015–2016 to 30.1 percent in 2019–2020). Including Student Performance for the 2021–2022 school year with the increased focus on calibrating ratings and providing data-driven professional development will better equip HISD to measure teacher effectiveness more accurately.

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 IP and PR components can be found in **Appendix A** (p. 39). 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. During school years when the SP component is included in summative rating calculations, 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. 40).

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 with some modifications to some indicators during the 2015–2016 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. The Student Performance (SP) component was added for the 2012–2013 school year. The SP component was waived for teachers who were not assigned to campuses included in the TIF grant in the 2016–2017 school year and was waived for all teachers in the 2017–2018 school year after Board approval. In 2018–2019, ratings for IP, PR, and SP (if available) components were included in teachers' summative ratings. For the 2019–2020 school year, many student growth measures, including the STAAR, could not be administered due to the disruption caused by the pandemic. As a result, the SP component was not included in the calculation of teachers' summative ratings for most of the teachers. For some teachers who carried over their TADS ratings from the 2018–2019 school year, their summative ratings included the SP component.

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 that have been approved for use in the TADS are listed below:

- 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.
- Value-Added (VA): measures 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.

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.

Typically, appraisers assigned ratings for the IP and PR components at the end of the school year, using the standardized rubrics for those teachers to whom they were assigned. With the disruption of classroom instruction, it was determined by the end of April 2020 that the appraisal system will have to use current existing available IP and PR ratings for teachers who had them and waive the requirement for an annual appraisal if there is insufficient existing data to rate the teacher; in these cases, the prior year’s summative rating would carry over to the current year. The 2019–2020 district TADS calendar can be found in **Appendix C** (pp. 41–42). 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 2019–2020, highlighting the distribution of summative and performance components ratings across key variables by campus level and teacher characteristics. This report also provides insight into the characteristics of teachers who carried over ratings from the previous school year. In addition, this report examines the utility of Instructional Practice criteria that correspond to Domains 2 and 3 of the Texas Teacher Evaluation and Support System (T-TESS) as factors in determining Teacher Designation Levels for the Teacher Incentive Allotment (TIA) initiative.

Methods

Instructional Practice (IP), Professional Expectations (PR), Student Performance (SP) and summative rating data, as well as eligibility and opt-in status for the Modified-TADS (M-TADS), were collected through the TADS Feedback and Development (F&D) Tool. Teacher characteristics such as job title and function, salary plan, total years of experience, and campus assignment were derived from the Human Resources Information System (HRIS) provided through a data extract. School office assignment and proportion of economically disadvantaged students at a campus were obtained through the 2019–2020 HISD District and School Profiles.

Eligibility for TADS Appraisal

For the 2019–2020 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 2019–2020 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. 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.

The COVID-19 pandemic caused a disruption to the 2019–2020 appraisal process. When campuses ceased in-person instruction mid-March, some teachers had insufficient data to complete the appraisal process. As a result, 1,046 teachers carried over the ratings they received from the 2018-2019 school year, while 9,183 teachers received ratings using performance indicators collected during the 2019–2020 school year. In this report, sections discussing summative rating results will include all ratings in the analysis, including those that were carried over from the previous school year. Sections discussing IP and PR results and sections making a direct comparison between the two most recent school years will include only those ratings earned during the 2019–2020 school 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.

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: Thirty percent of teachers appraised were able to have Student Performance included in their summative ratings.
- 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: Fifty-four percent of teachers appraised were able to have Student Performance included in their summative ratings.
- 2019–2020 School Year: Student Performance was not available for summative ratings based on 2019–2020 teacher performance metrics. Among teachers who carried over ratings from the 2018–2019 school year (n=1,046), 56.4 percent had the Student Performance component included in the calculation of their summative ratings.

In addition to the limitations surrounding the inclusion or exclusion of SP, changes to the calculation methodology also impact comparison of ratings across years. For Value-Added analysis, the change in the state exam (from the Texas Assessment of Knowledge and Skills (TAKS) to the State of Texas Assessments of Academic Readiness (STAAR) exams) and the norm-referenced exams (from the Stanford/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.

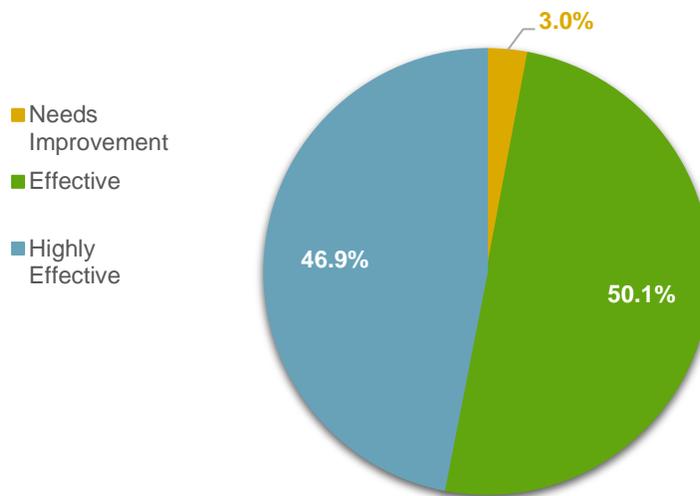
When reviewing teacher performance results from the 2019–2020 school year, it is important to consider the impact of the pandemic on the appraisal process. When campuses were shut down in mid-March, opportunities to evaluate teacher performance in the spring semester essentially disappeared. Ratings recorded for the 2019–2020 school year for most teachers were based on earlier, and possibly fewer, walkthroughs and observations. As such, caution must be exercised in comparing results from the 2019–2020 school year against previous years.

Results

Who are the teachers who carried over ratings from the previous year? Describe teachers' characteristics, including years of experience, school office assignment, and M-TADS status.

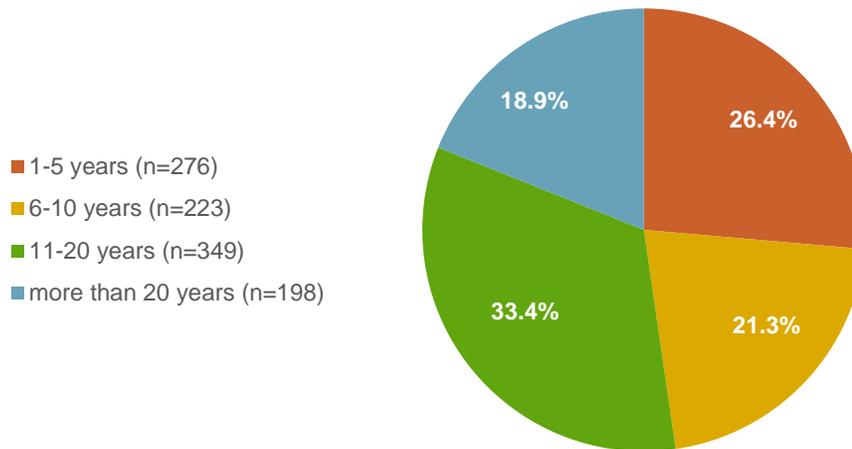
- In 2019–2020, out of the 10,229 teachers with TADS ratings, 1,046 teachers (10.2 percent) carried over their TADS ratings from the 2018–2019 school year.
- The summative rating distribution in **Figure 1A** shows that the vast majority of teachers with carry-over TADS ratings earned ratings of Effective or Highly Effective. Of the 1,046 teachers with carry-over ratings, 491 teachers (46.9 percent) carried over a Highly Effective summative rating, among whom 262 teachers (53.4 percent) had a 4.0 summative rating, the highest summative rating possible. Approximately half of the teachers (n=524, 50.1 percent) were rated as Effective teachers, and 31 teachers (3 percent) were rated as Needs Improvement. Of the 1,046 teachers for whom prior year ratings were utilized, none had a summative rating of Ineffective.

Figure 1A. Summative Rating Distribution of Teachers with Carry-Over Ratings, 2019–2020 (n=1,046)



Source: Teacher Appraisal and Development F&D Tool, 2019–2020

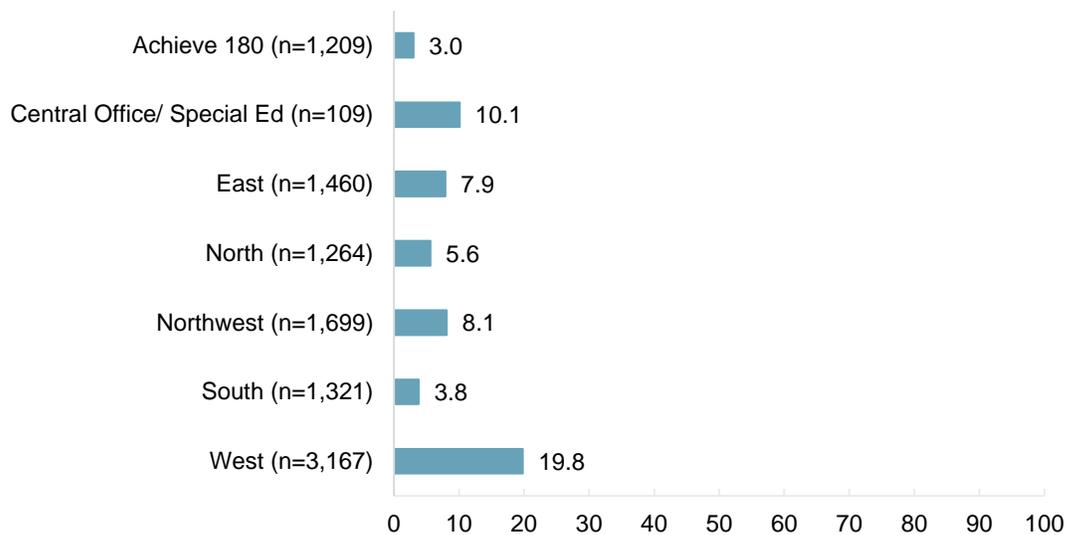
Figure 1B. Years of Experience Category Distribution of Teachers with Carry-Over Ratings, 2019–2020 (n=1,046)



Source: Teacher Appraisal and Development F&D Tool, 2019–2020

Note: Because first-year teachers do not have a rating from the prior year, there is no category for First Year teachers in this section of the analysis.

- **Figure 1B** shows approximately one-third of teachers with carry-over ratings (33.4 percent, n=349) have 11–20 years of experience, while 26.4 percent (n=276) had 1–5 years of experience, 21.3 percent (n=223) had 6–10 years of experience, and 18.9 percent (n=198) had more than 20 years of experience.
- Of the 3,167 teachers assigned to the West school office, 626 teachers (19.8 percent) had prior year ratings applied; of the 1,699 teachers assigned to the Northwest school office, 137 (8.1 percent) had prior year ratings applied; and of the 1,460 teachers assigned to the East school office, 115 (7.9 percent) had prior year ratings applied (**Figure 1C**, p. 11).

Figure 1C. Percentage of Teachers with Carry-Over Ratings in Each School Office, 2019–2020

Source: Teacher Appraisal and Development F&D Tool, 2019–2020

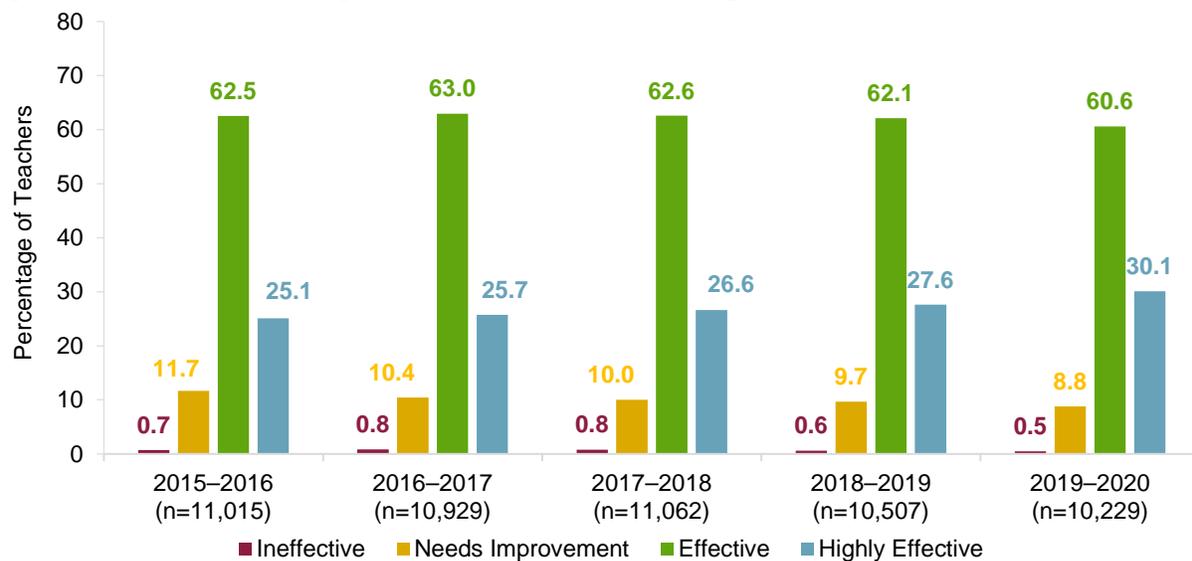
- Out of the 1,046 teachers with carry-over ratings, 660 teachers (63.1 percent) were M-TADS-qualified teachers. Of all M-TADS-qualified teachers (n=4,707), 14.0 percent (n=660) carried over their ratings from the previous school year.

What were the rating distributions for teachers districtwide in 2019–2020 compared to previous years?

- In 2019–2020, 10,896 teachers were identified as eligible for appraisal through the TADS, out of which 10,229 teachers (93.8 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-3, p. 43).

Summative Ratings

- The summative rating distribution in **Figure 2A** (p. 12) shows the relative consistency of appraisal rating scores across time. Of the 10,229 teachers appraised through the TADS in the 2019–2020 school year, 30.1 percent received a summative rating of Highly Effective (n=3,076), 60.6 percent received a summative rating of Effective (n=6,199), 8.8 percent of teachers were rated as Needs Improvement (n=900), and less than one percent of teachers were rated as Ineffective (n=54). Although this distribution pattern is similar to the distribution patterns from the previous four school years observed, it may be of interest to note that there has been a consistent increase over time in the proportion of teachers earning Highly Effective summative ratings and a consistent decrease over time in the proportion of teachers earning all other ratings.

Figure 2A. Summative Rating Distribution 2015–2019 through 2019–2020

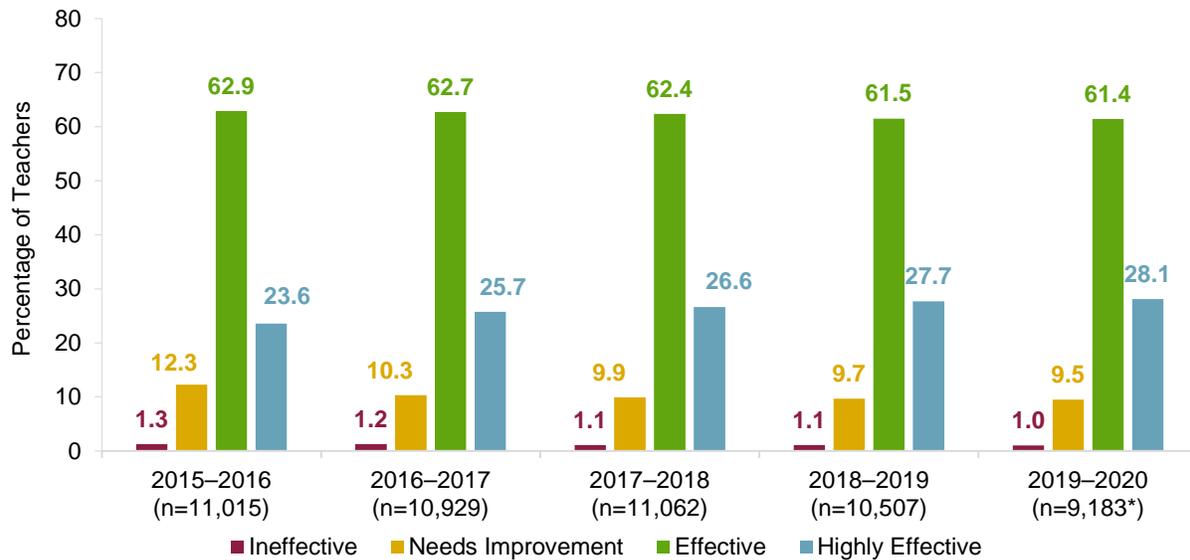
Sources: Teacher Appraisal and Development F&D Tool, 2015–2016 through 2019–2020

Notes: Includes the 1,046 teachers for whom prior year ratings were applied. 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 and the 2019–2020 school years. 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 8.8 percent for the 2019–2020 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 30.1 percent in 2019–2020), while the percentage of teachers rated as Effective has decreased from a high of 63.0 percent in 2016–2017 to 60.6 percent in 2019–2020.

Instructional Practice Ratings

- **Figure 2B** (p. 13) shows the Instructional Practice (IP) rating distribution over time. Of the 9,183 teachers whose ratings were based on their performance during the 2019–2020 school year, 28.1 percent received an IP rating of Highly Effective (n=2,585) and 61.4 percent received an IP rating of Effective (n=5,637). Almost ten percent of teachers were rated as Needs Improvement (n=868), and 1.0 percent were rated as Ineffective (n=93) on the IP component.
- The percentage of teachers with an IP rating of Ineffective has steadily declined from 1.3 percent in 2015–2016 to 1.0 percent in 2019–2020, while the percentage of teachers with a rating of Highly Effective has steadily increased from 23.6 percent to 28.1 percent during the same time period.

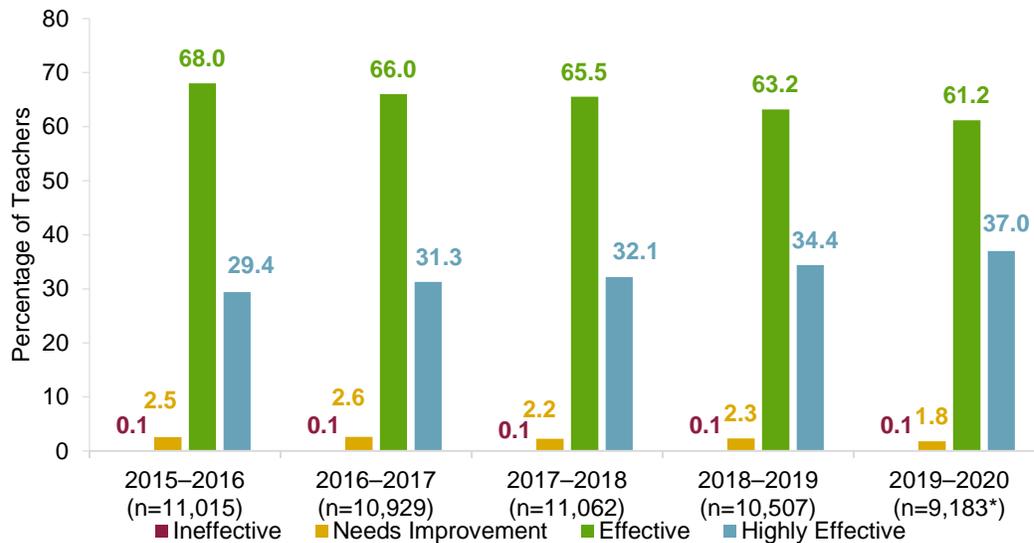
Figure 2B. Instructional Practice Rating Distribution 2015–2019 through 2019–2020

Sources: Teacher Appraisal and Development F&D Tool, 2015–2016 through 2019–2020

Notes: *Out of the 10,229 teachers who received TADS ratings in the 2019–2020 school year, 9,183 (89.8 percent) received ratings based on performance during the school year. 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.

Professional Expectations Ratings

- **Figure 2C** (p. 14) displays Professional Expectations (PR) ratings over time. Of the 9,183 teachers appraised through the TADS in the 2019–2020 school year, 37.0 percent received a PR rating of Highly Effective (n=3,394) and 63.2 percent received a PR rating of Effective (n=5,618). Just 162 teachers (1.8 percent) were rated as Needs Improvement, and 9 teachers (0.1 percent) were rated as Ineffective on the PR component.

Figure 2C. Professional Expectations Rating Distributions, 2015–2016 through 2019–2020

Sources: Teacher Appraisal and Development F&D Tool, 2015–2016 through 2019–2020

Notes: *Out of the 10,229 teachers who received TADS ratings in the 2019–2020 school year, 9,183 (89.8 percent) received ratings based on performance during the school year. 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.

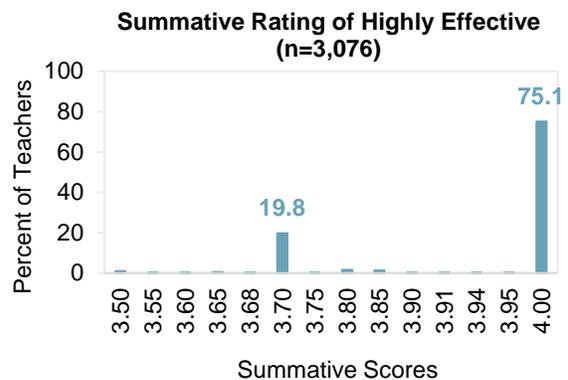
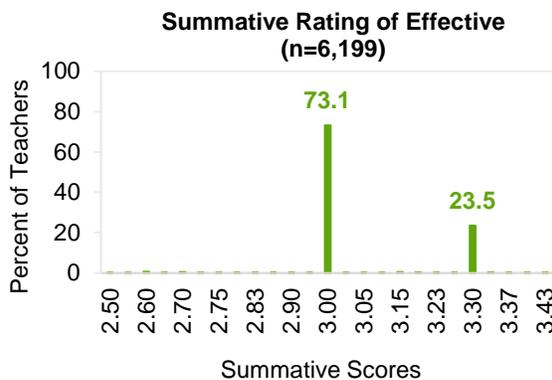
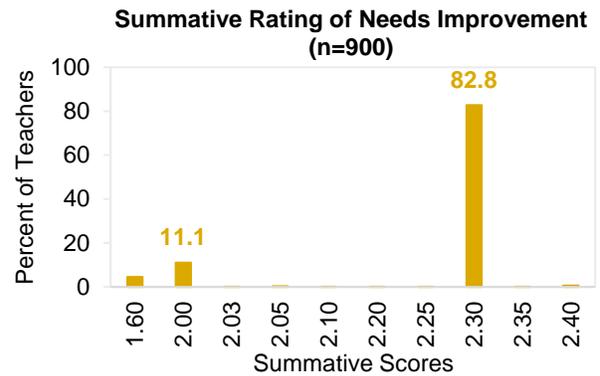
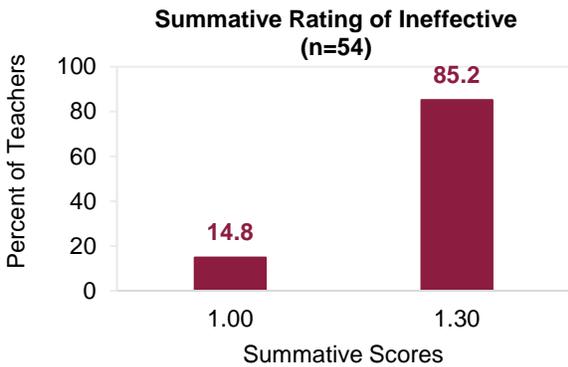
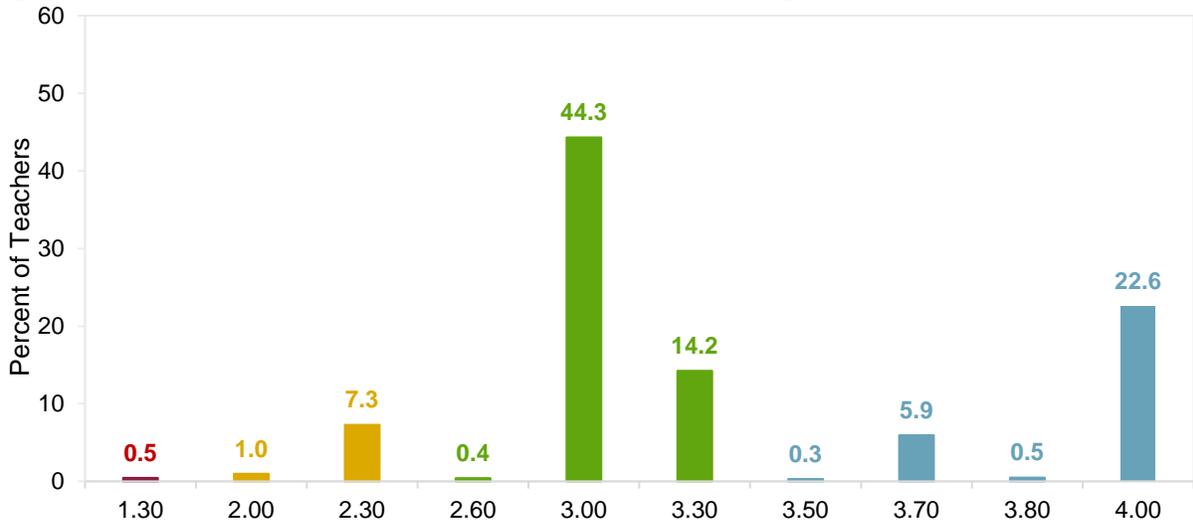
- The percentage of teachers rated as Effective for PR has steadily declined from a high of 68.0 percent in 2015–2016 to a low of 61.2 percent in 2019–2020, while the percentage of teachers rated as Highly Effective has steadily increased from 29.4 percent to 37.0 percent within the same time periods.

What were the distributions of scores by ratings for teachers districtwide in 2019–2020?

Summative Scores

- **Figure 3A** (p. 15) displays the distribution of summative scores by the corresponding summative ratings in 2019–2020. 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-3, pp. 44–46).
- Of the 3,076 (30.1 percent) teachers who received a Highly Effective summative rating in 2019–2020, 75.1 percent (n=2,310) earned a summative score of 4.00, the highest score possible through the TADS. Of the 6,199 (60.6 percent) teachers who received an Effective summative rating, 73.1 percent (n=4,532) earned a summative score of 3.00 and 23.5 percent (n=1,457) earned a summative score of 3.30.
- On the other end of the range, of the 900 (8.8 percent) teachers who received a Needs Improvement summative rating in 2019–2020, 82.8 percent (n=745) earned a summative score of 2.30 and 11.1 percent (n=100) earned a summative score of 2.00. Meanwhile, of the 54 (0.5 percent) teachers who received an Ineffective rating, 85.2 percent (n=46) had a summative score of 1.30 and 14.8 percent (n=8) received a summative score of 1.00.

Figure 3A. Summative Scores Distribution by Summative Ratings, 2019–2020 (n=10,229)



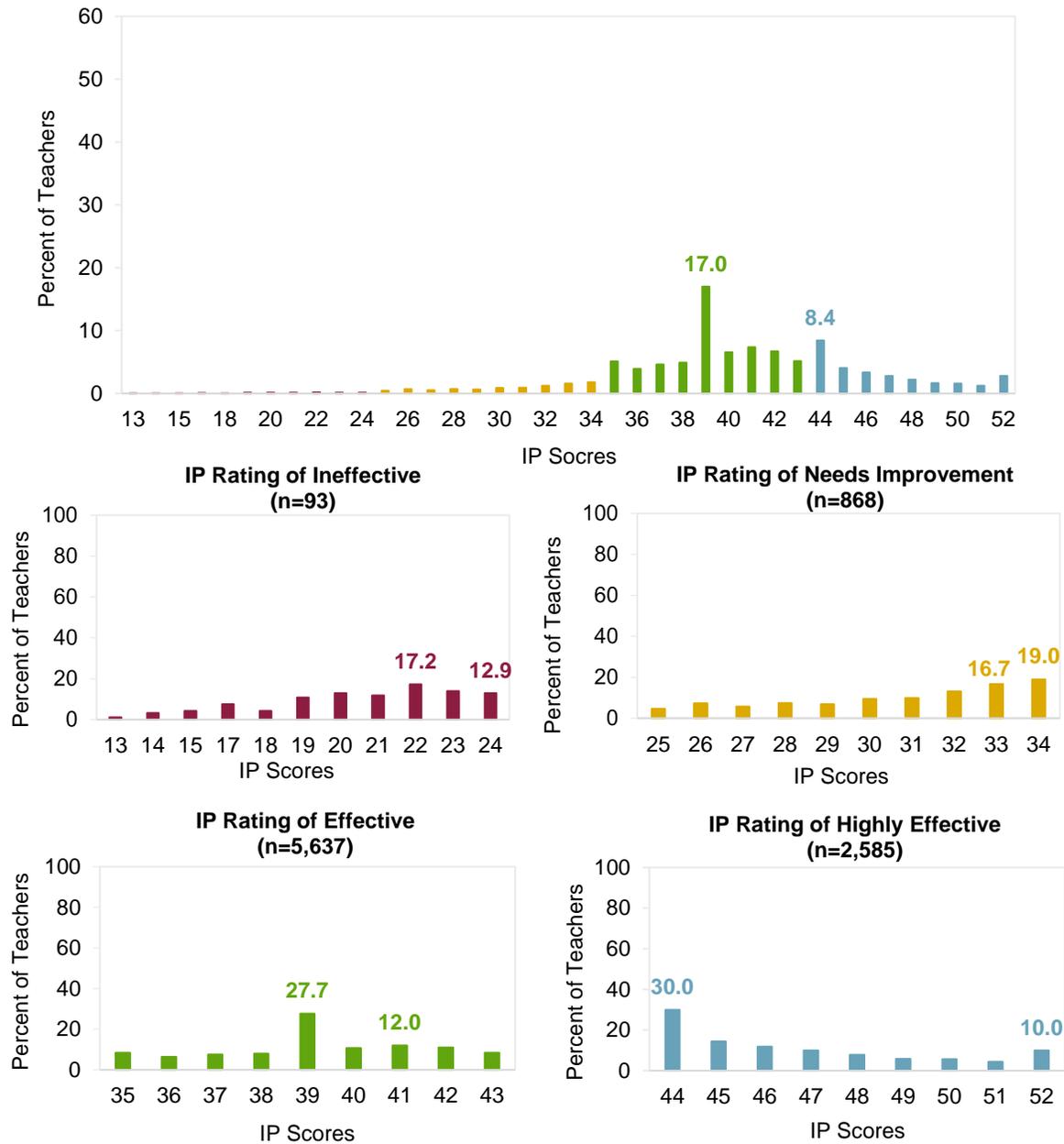
Source: Teacher Appraisal and Development F&D Tool, 2019–2020

Notes: Includes the 1,046 teachers for whom prior year ratings were applied. 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 3B** displays the distribution of Instructional Practice ratings by the corresponding IP score. Of the 9,183 teachers appraised through the TADS in 2019–2020, 17.0 percent earned an IP score of 39 (n=1,562), and 8.4 percent earned an IP score of 44 (n=775).

Figure 3B. Instructional Practice Scores Distribution by IP Ratings, 2019–2020 (n=9,183)



Source: Teacher Appraisal and Development F&D Tool, 2019–2020

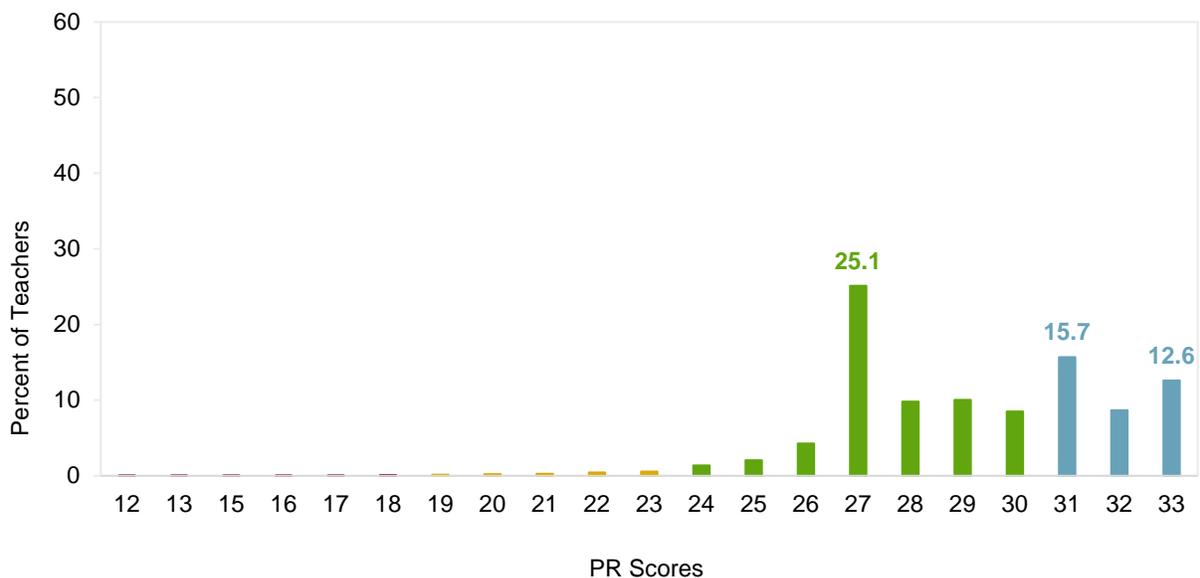
Notes: Instructional Practice scores ranged from 13 to 52 total possible points. Score ranges for an overall IP rating of Highly Effective were 44 to 52, Effective were 35 to 43, Needs Improvement were 25 to 34, and Ineffective were 13 to 24. Percentages may not total 100 due to rounding.

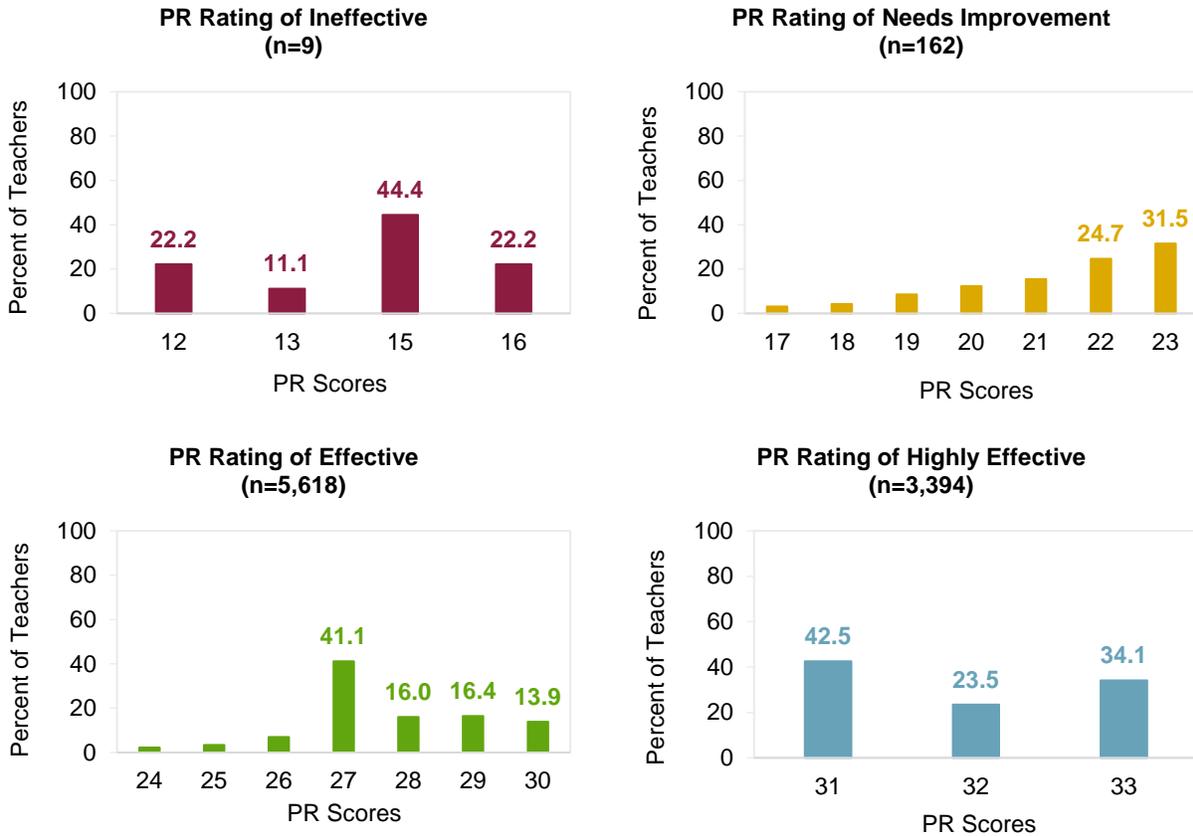
- Of the 2,585 (28.1 percent) teachers with a Highly Effective IP rating, 30.0 percent (n=775) earned an IP score of 44, the lowest score possible within that rating, and 10.0 percent (n=258) earned an IP score of 52, the highest possible score. Among the 5,637 (61.4 percent) teachers who received an IP rating of Effective, 27.7 percent (n=1,562) earned an IP score of 39, and 12.0 percent earned an IP score of 41 (n=677).
- On the other end of the range, of the 868 (9.5 percent) teachers with a Needs Improvement IP rating, 19.0 percent (n=165) earned an IP score of 34, and 16.7 percent (n=145) earned an IP score of 33, the two highest scores possible within that rating, while among the 93 (1.0 percent) teachers with an Ineffective IP rating, 12.9 percent (n=12) earned an IP score of 24, the highest score possible for that rating while 17.2 percent (n=16) earned an IP score of 22.

Professional Expectation Scores

- **Figure 3C** (pp. 17–18) displays the distribution of Professional Expectations scores by the corresponding PR ratings in 2019–2020. Of the 9,183 teachers appraised through TADS, 25.1 percent earned a PR score of 27 (n=2,307), for an Effective PR rating, and 15.7 percent earned a PR score of 31 (n=1,441), the lowest possible score for a Highly Effective PR rating while 12.6 percent (n=1,157) had a PR score of 33, the highest score among those with a Highly Effective PR rating.
- Of the 3,394 teachers (37.0 percent) who received a PR rating of Highly Effective, 42.5 percent (n=1,441) earned a PR score of 31, the lowest score for the rating, and 34.1 percent (n=1,157) earned a PR score of 33, the highest score for the rating. Meanwhile, of the 5,618 teachers (61.2 percent) who received a PR rating of Effective, 41.1 percent (n=2,307) earned a PR score of 27 while 13.9 percent (n=781) earned the highest score of 30.
- Of the 162 teachers (1.8 percent) who received a PR rating of Needs Improvement, 31.5 percent (n=51) earned a PR score of 23 and 24.7 percent (n=40) earned a PR score of 22, the two highest scores possible for that rating. Only 9 teachers (0.1 percent) received a PR rating of Ineffective.

Figure 3C. Professional Expectation Scores Distribution by PR Ratings, 2019–2020 (n=9,183)





Source: Teacher Appraisal and Development F&D Tool, 2019–2020

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 12 to 16. Percentages may not total 100 due to rounding.

What is the distribution of Instructional Criteria scores in 2019–2020? Can this be used to project teacher designations using minimum average scores across criteria that reflect T-TESS Domains 2 and 3?

- Using the Teacher Observation Performance Standards (Texas Education Agency, 2020) as a guide, Instructional Criteria scores from 2019–2020 were examined for its potential utility in calculating Teacher Designation Levels for the Teacher Incentive Allotment (TIA).
- Out of the 10,229 teachers who received TADS ratings in the 2019–2020 school year, 9,183 (89.8 percent) received ratings based on performance during the school year and 7,293 teachers (71.3 percent) received a 3 on all Instructional Practice: Instruction criteria identified as matching T-TESS Dimensions 2 and 3.
- In an analysis limited to only those teachers who received ratings from the 2019–2020 school year (n=9,183), 6,379 teachers (69.5 percent) received a 3 on all Instructional Practice (Instruction) criteria identified as matching T-TESS Dimensions 2 and 3.
- An analysis that included all teachers, regardless of when ratings were earned, out of the 10,229 with ratings, 7,293 teachers (71.3 percent) earned a score of 3 across all Instructional Practice: Instruction criteria.

Table 1A. Teacher Observation Standards Guide for Designation Level Minimum Average Scores		
Designation Level	Minimum Average Score Across Domain 2 and 3 (out of highest possible score of 5)	Minimum Rating Required for each Dimension in Domain 2 and 3
Recognized	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

- The Minimum Average Scores assigned to designation levels provided on the Teacher Observation Performance Standards document were based on a 5-point scale (**Table 1A**). Percentage of possible points were applied to TADS scores, which are on a 4-point scale, to get the minimum average scores needed for each designation:
 - Recognized: 74% out of 4 = 2.96
 - Exemplary: 78% out of 4 = 3.12
 - Master: 90% out of 4 = 3.6

Table 1B. Projected Number and Percentage of Teachers Receiving Designations				
	Teachers with 2019-2020 Ratings Only (n=9,183)		All Teachers (n=10,229)	
	Number of Teachers Receiving a Designation	Percent of Teachers Receiving Designation	Number of Teachers Receiving a Designation	Percent of Teachers Receiving Designation
Recognized	2,310	25.2%	2,555	25.0%
Exemplary	2,723	29.7%	3,142	30.7%
Master	1,346	14.7%	1,596	15.6%
Total	6,379	69.5%	7,293	71.3%

- Table 1B** shows that approximately 70 percent of teachers with ratings would receive a designation level based on Instructional Practice: Instruction criteria alone.

What was the distribution of ratings by years of experience?

- First-year teachers (n=769, 7.5 percent) and teachers with one to five years of experience (n=3,415, 33.4 percent) made up 40.9 percent of all teachers (n=10,229), and teachers with six to ten years of experience (n=1,776, 17.4 percent), 11 to 20 years of experience (n=2,687, 26.3 percent) and more than 20 years of experience (n=1,582, 15.5 percent) made up the remaining groups of teachers. This is comparable to the 2018–2019 school year, where first year teachers (8.2 percent) and teachers with one to five years of experience (33.7 percent) made up 41.9 percent of teachers (n=10,507). The corresponding tables detailing the number and percentage of 2019–2020 teachers at each performance level by categorical years of experience can be found in **Appendix F** (Tables F-1–F-3, p. 47).

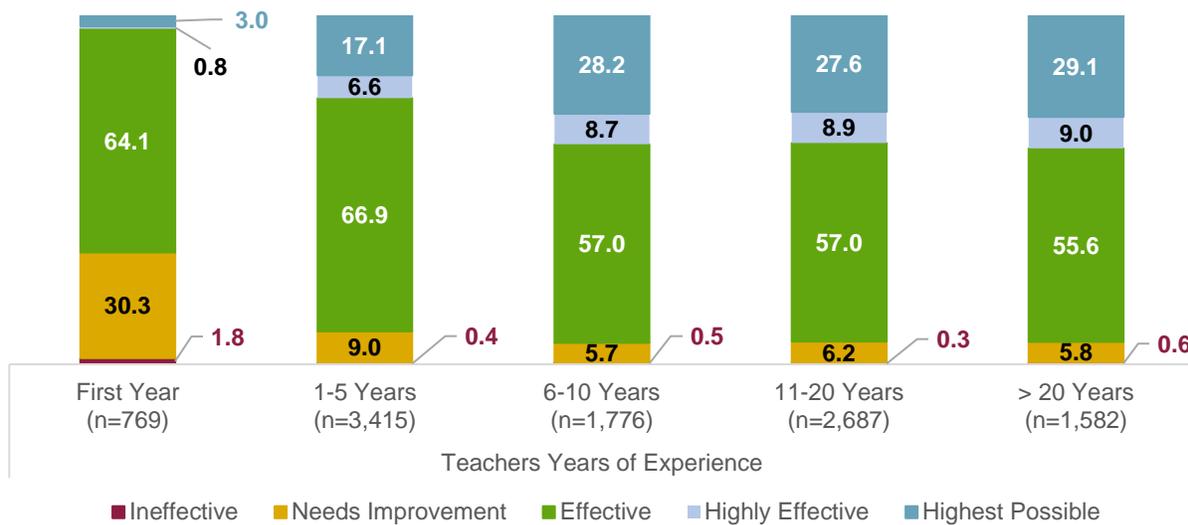
Summative Ratings

- Figure 4A** (p. 20) displays the distribution of years of teaching experience by summative ratings in 2019–2020. Of the 769 first-year teachers, the majority (64.1 percent, n=493) received a summative rating of Effective. Another 30.3 percent were rated as Needs Improvement (n=233). A total of 29 first-

year teachers (3.8 percent) were rated as Highly Effective, with 23 (3.0 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 (66.9 percent, n=2,284) or Highly Effective (23.7 percent, n=809). Of the 3,544 teachers with one to five years of experience, 17.1 percent (n=585) 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 55.6 to 57 percent of each group receiving a summative rating of Effective, and 36.5 to 38.1 percent receiving a summative rating of Highly Effective.

Figure 4A. Teachers' Summative Ratings by Years of Experience, 2019–2020 (n=10,229)



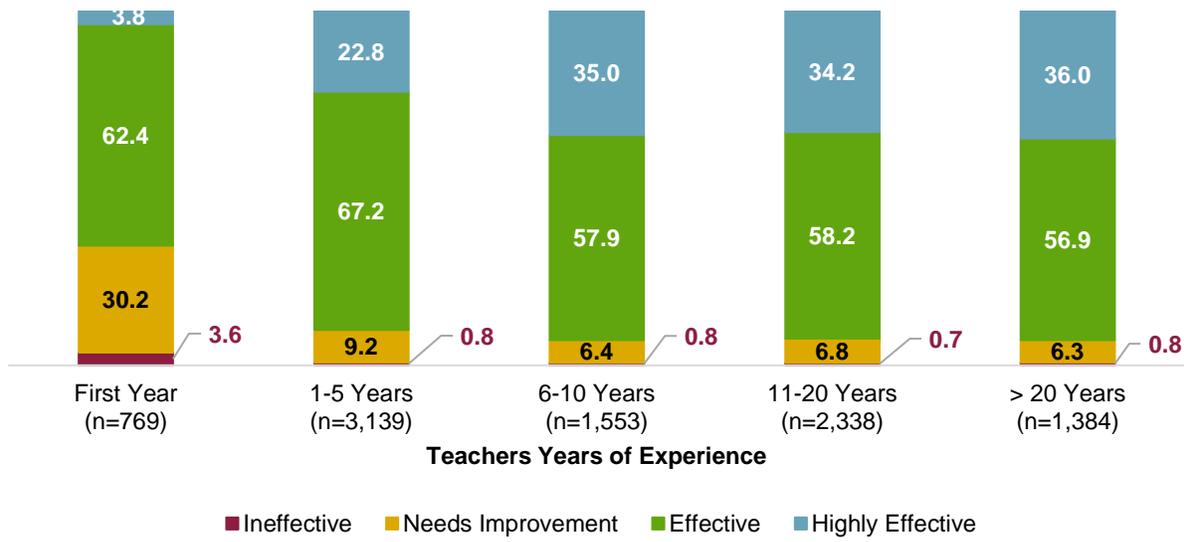
Source: Teacher Appraisal and Development F&D Tool, 2019–2020

Note: Includes the 1,046 teachers for whom prior year ratings were applied. Percentages may not total 100 due to rounding.

Instructional Practice Ratings

- **Figure 4B** (p. 21) shows that among first-year teachers, the majority (62.4 percent, n=480) received an IP rating of Effective. Another 30.2 percent were rated as Needs Improvement (n=232). A total of 29 first year teachers (3.8 percent) were rated as Highly Effective.
- Teachers with one to five years of experience were predominantly rated as either Effective (67.2 percent) or Highly Effective (22.8 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 34.2 to 36.0 percent rated as Highly Effective.

Figure 4B. Teachers’ Instructional Practice Ratings by Years of Experience, 2019–2020 (n=9,183)

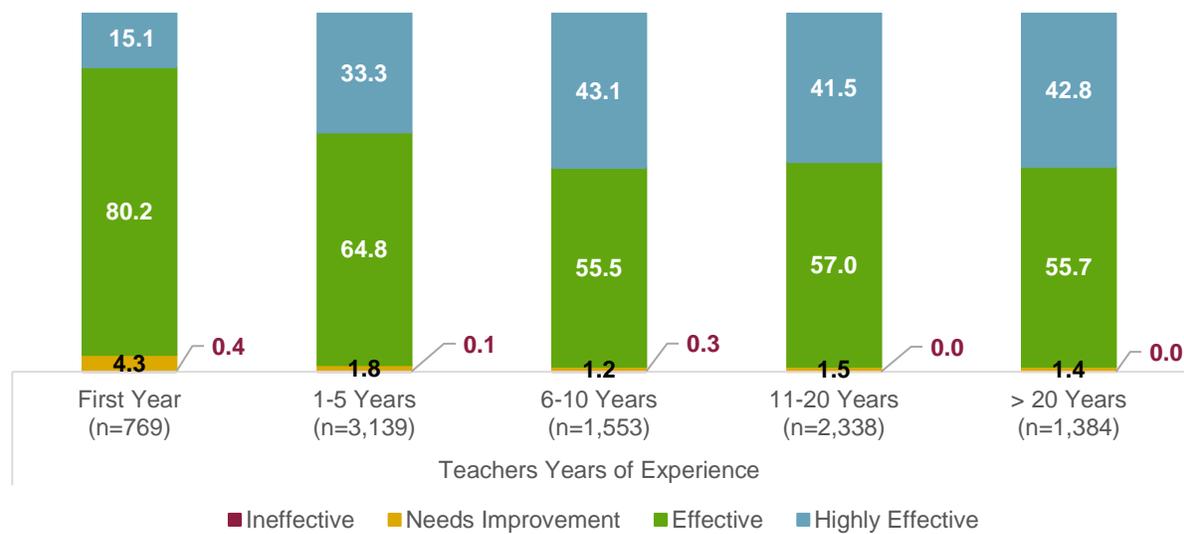


Source: Teacher Appraisal and Development F&D Tool, 2019–2020
 Note: Percentages may not total 100 due to rounding.

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 (42.8 percent) was more than two times higher than the percentage of first-year teachers (15.1 percent).
- No teachers received an Ineffective PR rating among those who had 11 or more years of experience.

Figure 4C. Teachers’ Professional Expectations Ratings by Years of Experience, 2019–2020 (n=9,183)



Source: Teacher Appraisal and Development F&D Tool, 2019–2020
 Note: Percentages may not total 100 due to rounding

What were the changes in the distribution of ratings for teachers in 2019–2020 compared to 2018–2019 (for teachers who received a rating in both years)?

- Of the 10,507 teachers that received a summative rating for 2018–2019, 80.1 percent (n=8,412) also received a rating in 2019–2020. However, of these teachers, 1,039 (12.4) had carry-over ratings from the 2018–2019. For this specific portion of the report, teachers with carry-over ratings are excluded to show an accurate representation of changes between the two school years.

Summative Ratings

- **Table 2A** 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 table displays 2018–2019 ratings as compared to 2019–2020 ratings. Teachers with carry-over ratings from the 2018–2019 school year are excluded from this analysis.
- A decrease of at least one performance level can be seen for 9.7 percent (n=713) of teachers.
- An increase of at least one performance level can be seen for 18.1 percent (n=1,338) of teachers.
- A total of 5,322 teachers (71.4 percent) earned the same summative performance rating in 2019–2020 as in 2018–2019, with 692 (13.1 percent) of those teachers earning the highest possible score in both school years.
- A total of 18 teachers earned a Needs Improvement rating in the 2018–2019 school year and a Highly Effective rating in the 2019–2020 school year. Furthermore, of those 18 teachers, 14 earned the highest possible score of 4.0 in 2019–2020.

2018–2019 Summative Ratings	2019–2020 Summative Ratings				
	Ineffective	Needs Improvement	Effective	Highly Effective	Total in 2018–2019
Ineffective	2	3	1	0	6
Needs Improvement	7	185	416	18	626
Effective	10	255	3,653	900	4,818
Highly Effective	0	7	434	1,482	1,923
Total in 2019–2020	19	450	4,504	2,400	7,373

Sources: Teacher Appraisal and Development F&D Tool, 2018–2019 and 2019–2020

Notes: Cells shaded dark grey represent a decrease of at least one performance level, unshaded cells represent no changes in performance levels, and cells shaded in light grey represent an increase of at least one performance level between the two school years. Due to changes in the methodology used to calculate summative ratings, caution should be exercised when comparing the TADS summative ratings over time. Teachers with carry-over ratings are excluded to show an accurate representation of changes between the two school years.

Instructional Practice Ratings

- **Table 2B** (p. 23) shows performance level changes for teachers who received an IP rating for two consecutive years. The figure displays 2018–2019 ratings as compared to 2019–2020 ratings.

- A decrease of at least one performance level can be seen for 8.8 percent (n=647) of teachers.
- An increase of at least one IP performance level can be seen for 17.1 percent (n=1,263) of teachers.
- A total of 5,463 teachers (74.1 percent) earned the same IP performance level in 2019–2020 as in 2018–2019.

Table 2B. Instructional Practice Rating Changes for Teachers Receiving IP Ratings for Two Consecutive Years, 2018–2019 and 2019–2020					
2018–2019 IP Ratings	2019–2020 IP Ratings				
	Ineffective	Needs Improvement	Effective	Highly Effective	Total in 2018–2019
Ineffective	3	11	2	0	16
Needs Improvement	16	221	388	13	638
Effective	13	220	3,701	849	4,783
Highly Effective	0	8	390	1,538	1,936
Total in 2019-2020	32	460	4,481	2,400	7,373

Sources: Teacher Appraisal and Development F&D Tool, 2018–2019 and 2019–2020

Notes: Cells shaded dark grey represent a decrease of at least one performance level, unshaded cells represent no changes in performance levels, and cells shaded in light grey represent an increase of at least one performance level between the two school years. Teachers with carry-over ratings are excluded to show an accurate representation of changes between the two school years.

Professional Expectations Ratings

- **Table 2C** shows performance level changes for teachers who received a PR rating for two consecutive years. The figure displays 2018–2019 ratings compared to 2019–2020 ratings.
- A decrease of at least one performance level can be seen for 9.1 percent (n=669) of teachers.
- An increase of at least one PR performance level can be seen for 16.3 percent (n=1,203) of teachers.
- A total of 5,501 teachers (74.6 percent) earned the same PR performance level in 2019–2020 as they did in 2018–2019.

Table 2C. Professional Expectations Rating Changes for Teachers Receiving PR Ratings for Two Consecutive Years, 2018–2019 and 2019–2020					
2018–2019 PR Ratings	2019–2020 PR Ratings				
	Ineffective	Needs Improvement	Effective	Highly Effective	Total in 2018–2019
Ineffective	0	0	0	0	0
Needs Improvement	0	24	69	4	97
Effective	1	55	3,581	1,130	4,767
Highly Effective	0	8	605	1,896	2,509
Total in 2019-2020	1	87	4,255	3,030	7,373

Sources: Teacher Appraisal and Development F&D Tool, 2018–2019 and 2019–2020

Notes: Cells shaded dark grey represent a decrease of at least one performance level, unshaded cells represent no changes in performance levels, and cells shaded in light grey represent an increase of at least one performance level between the two school years. Teachers with carry-over ratings are excluded to show an accurate representation of changes between the two school years.

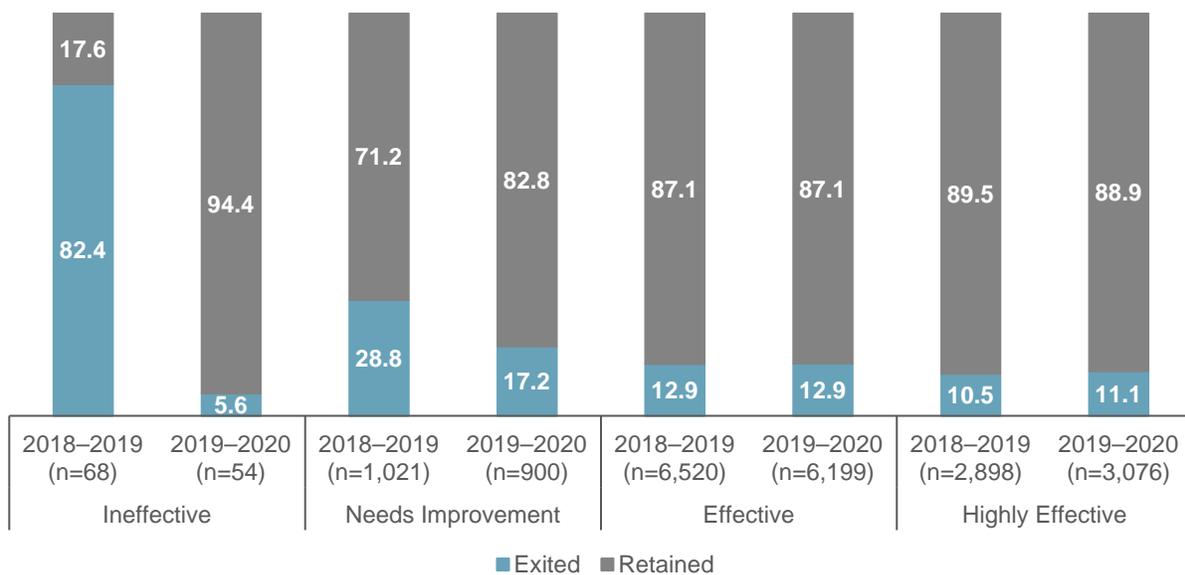
What were the ratings of teachers who were retained/exited from 2019–2020 to 2020–2021, and how do these compare to ratings from 2018–2019?

- Of the 10,229 teachers who received a summative rating in the 2019–2020 school year, 8,929 (87.3 percent) returned to the district at the beginning of the 2020–2021 school year. This is a slight increase from the previous year’s retention rate where, of the 10,507 teachers at the end of the 2018–2019 school year, 9,014 (85.8 percent) remained in the district at the beginning of the 2019–2020 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. 48).

Summative Ratings

- Retention rates for teachers increased between the two school years among teachers who earned a summative rating of Ineffective or Needs Improvement, while remaining relatively stable among teachers who earned a summative rating of Effective or Highly Effective.
- The largest increase in retention rates can be observed among those who received an Ineffective rating. Of the teachers from the 2019–2020 school year, 94.4 percent of teachers rated Ineffective from the previous year had been retained, a 500 percent increase from the previous year’s retention rate of 17.6 percent among teachers rated Ineffective (**Figure 5A**).
- Retention rates for teachers with summative ratings of Effective were the same between the two school years (87.1 percent) and remained relatively high (88.9 to 89.5 percent) among teachers rated as Highly Effective.

Figure 5A. Teacher Retention by Summative Ratings, 2018–2019 (n=10,507) to 2019–2020 (n=10,229)



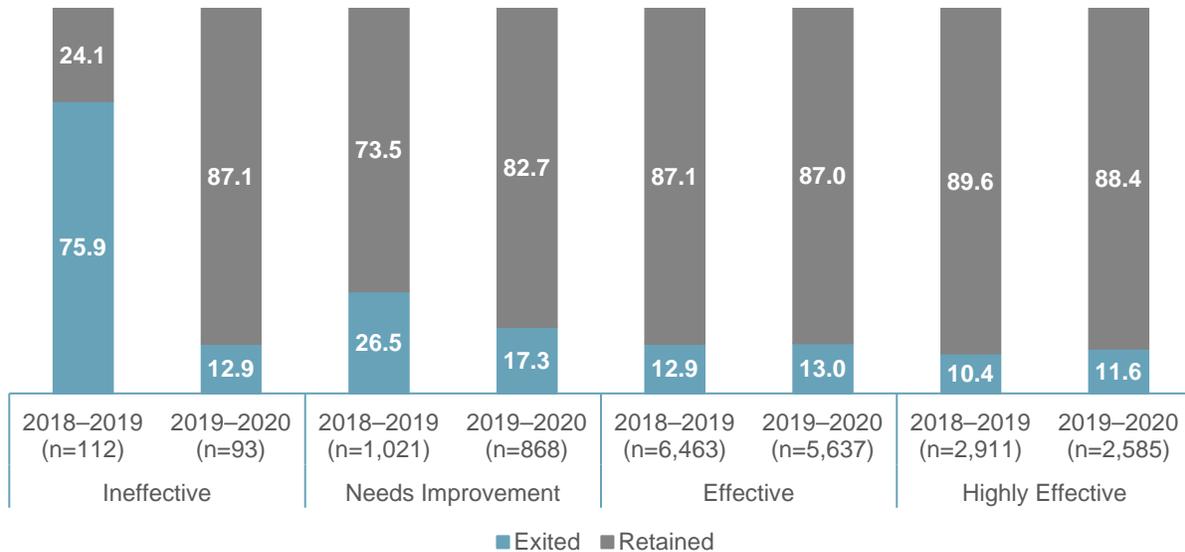
Sources: Teacher Appraisal and Development F&D Tool, 2018–2019 and 2019–2020; HR BOY and EOY Roster Files, 2018–2019, 2019–2020, and 2020–2021

Note: Retention for the 2019–2020 school year was calculated as the percentage of teachers with a TADS rating from 2019–2020 who were employed at the district in any capacity as of the PEIMS snapshot date the following school year. Retention for the 2018–2019 school year was calculated as the percentage of teachers with a TADS rating from 2018–2019 who were employed as of the first day of school for the following school year.

Instructional Practice Ratings

- Retention rates increased among teachers whose Instructional Practice ratings were either Ineffective or Needs Improvement, with the largest increase among those who received an Ineffective rating. Of the teachers from the 2018–2019 school year, only 24.1 percent of teachers rated Ineffective from the previous year had been retained; however, from the 2019–2020 school year, retention rates increased to 87.1 percent. (Figure 5B).
- Retention rates for teachers with IP ratings of Highly Effective and Effective remained relatively consistent, with 88.4 to 89.6 percent of teachers rated as Highly Effective, 87.0 to 87.1 percent of teachers rated as Effective.

Figure 5B. Teacher Retention by Instructional Practice Ratings, 2018–2019 (n=10,507) to 2019–2020 (n=9,183)



Sources: Teacher Appraisal and Development F&D Tool, 2018–2019 and 2019–2020; HR BOY and EOY Roster Files, 2018–2019, 2019–2020, and 2020–2021

Note: Retention for the 2019–2020 school year was calculated as the percentage of teachers with a TADS rating from 2019–2020 who were employed at the district in any capacity as of the PEIMS snapshot date the following school year. Retention for the 2018–2019 school year was calculated as the percentage of teachers with a TADS rating from 2018–2019 who were employed as of the first day of school for the following school year.

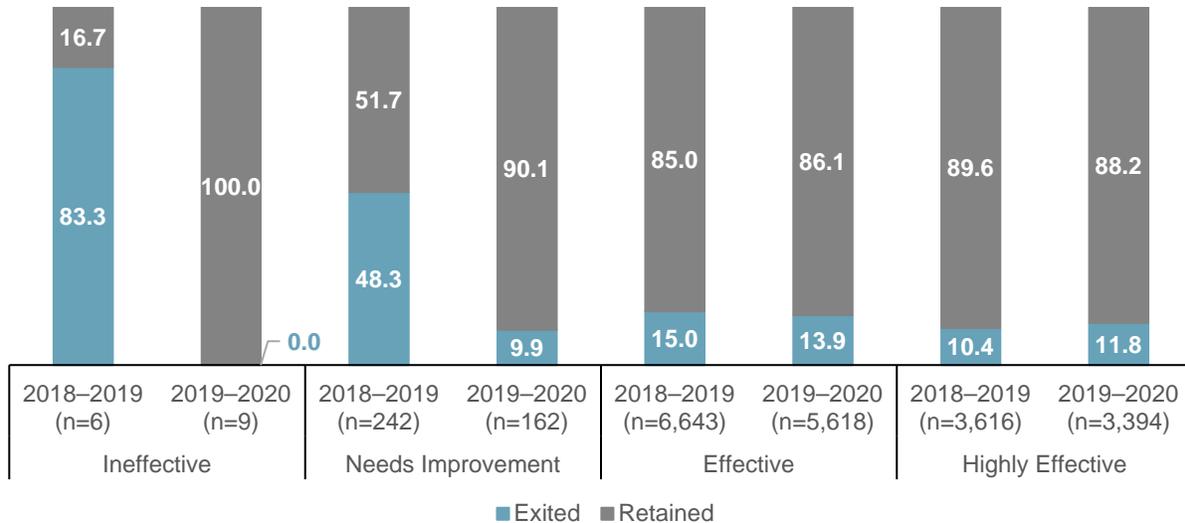
Professional Expectations Ratings

- Retention rates for teachers across most PR ratings increased between 2018–2019 and 2019–2020, with the largest increase among those who received an Ineffective rating. Of the teachers from the 2018–2019 school year, 16.7 percent of teachers rated Ineffective had been retained; meanwhile, of

the teachers from the 2019–2020 school year with an Ineffective PR rating, 100 percent of teachers had been retained (**Figure 5C**).

- There was a slight decrease in retention among teachers who received a Highly Effective rating, with 89.6 percent of teachers (n=3,240) retained from 2018–2019 compared to 88.2 percent of teachers (n=2,994) retained from 2019–2020.

Figure 5C. Teacher Retention by Professional Expectations Ratings, 2018–2019 (n=10,507) to 2019–2020 (n=9,183)



Sources: Teacher Appraisal and Development F&D Tool, 2018–2019 and 2019–2020; HR BOY and EOY Roster Files, 2018–2019, 2019–2020, and 2020–2021

Note: Retention for the 2019–2020 school year was calculated as the percentage of teachers with a TADS rating from 2019–2020 who were employed at the district in any capacity as of the PEIMS snapshot date the following school year. Retention for the 2018–2019 school year was calculated as the percentage of teachers with a TADS rating from 2018–2019 who were employed as of the first day of school for the following school year.

What is the rating distribution of teachers who remain at the same schools (as compared to those who moved to a new location), and how does it compare to ratings from 2018–2019?

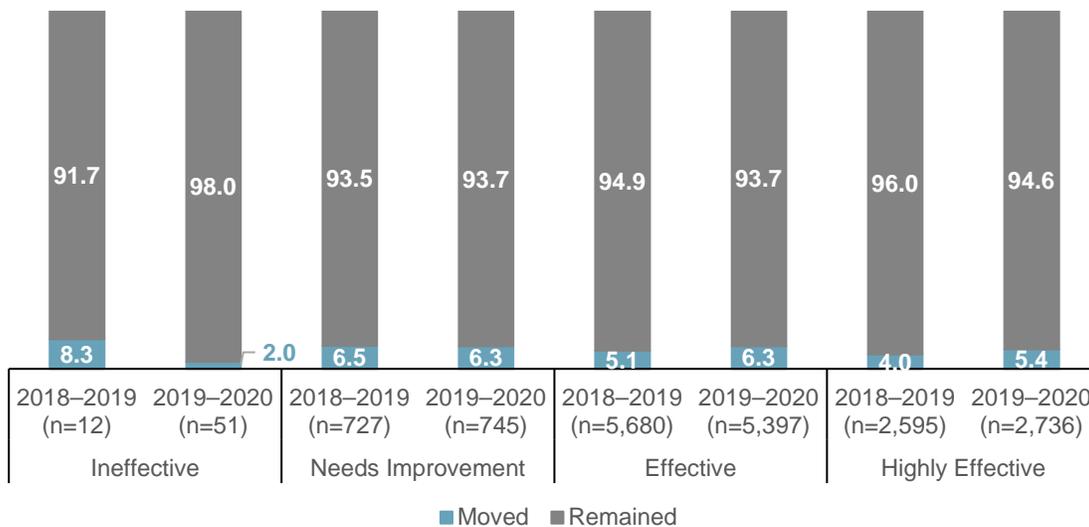
- Teacher mobility is defined as movement between campuses or departments. Of the 10,229 teachers who received summative ratings at the end of the 2019–2020 school year, 87.3 percent (n=8,929) remained in the district and of those 8,391 (94.0 percent) remained at the same work location at the beginning of the 2020–2021 school year. This is a slight decrease from the previous year’s ratings where 95.1 percent (n=8,575) of retained teachers were at the same work location they were at the beginning of the 2019–2020 school year as at the end of the 2018–2019 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. 49).

Summative Ratings

- **Figure 6A** (p. 27) shows mobility rates remain low across all summative rating categories, with rates ranging from 2.0 to 6.3 percent from 2019–2020. This is a slightly lower range compared to the previous year’s mobility rates which ranged from 4.0 to 8.3 percent.

- From 2018–2019 to 2019–2020, there was an increase in teacher mobility across the higher performance levels. Among teachers who had summative ratings of Effective, mobility rates increased from 5.1 percent to 6.3 percent while among those whose summative ratings were Highly Effective, mobility rates increased from 4.0 percent to 5.4 percent. Despite an appearance of decreases in the mobility rates among teachers rated Ineffective the actual number of teachers who moved campuses remained the same between the two school years (n=1). Among teachers with a summative rating of Needs Improvement, mobility rates remained similar between the two school years (6.5 percent and 6.3 percent, respectively).

Figure 6A. Teacher Mobility by Summative Ratings, 2018–2019 (n=9,014) to 2019–2020 (n=8,929)



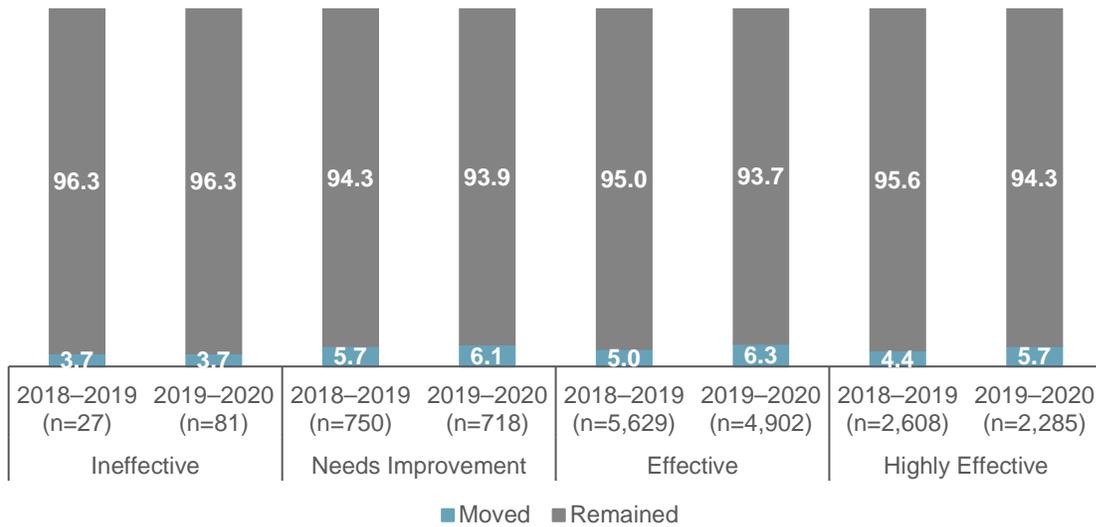
Sources: Teacher Appraisal and Development F&D Tool, 2018–2019 and 2019–2020; HR BOY and EOY Roster Files, 2018–2019, 2019–2020, and 2020–2021

Note: In 2018, teacher mobility was defined as those teachers who were retained and 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; in 2019, teacher mobility was defined as those teachers who were retained and who changed their work location as of the PEIMS snapshot date. “Work location” includes any work location within the district, including but not limited to campuses.

Instructional Practice Ratings

- Figure 6B** (p. 28) displays rates of teacher mobility by IP ratings. There was a slight increase in teacher mobility rates between the two school years across all performance levels except among teachers whose IP ratings were Ineffective, where the mobility rate remained stable.

Figure 6B. Teacher Mobility by Instructional Practice Ratings, 2018–2019 (n=9,014) to 2019–2020 (n=7,986)



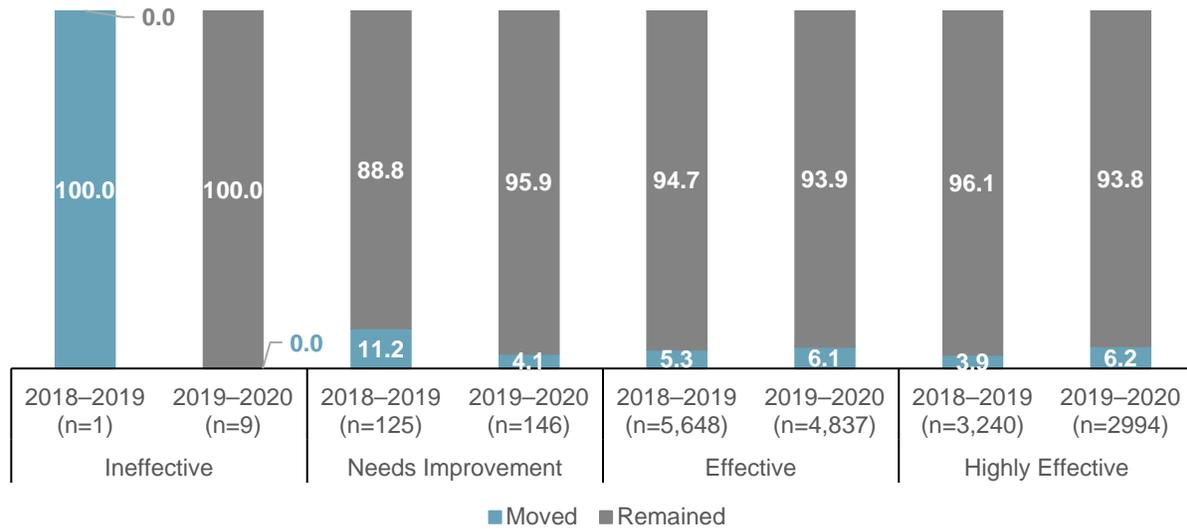
Sources: Teacher Appraisal and Development F&D Tool, 2018–2019 and 2019–2020; HR BOY and EOY Roster Files, 2018–2019, 2019–2020, and 2020–2021

Note: In 2018, teacher mobility was defined as those teachers who were retained and 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; in 2019, teacher mobility was defined as those teachers who were retained and who changed their work location as of the PEIMS snapshot date. “Work location” includes any work location within the district, including but not limited to campuses.

Professional Expectations Ratings

- **Figure 6C** (p. 29) shows higher rates of teacher mobility in 2019–2020 among teachers with Effective and Highly Effective PR ratings (6.1 and 6.2 percent, respectively) while none of the teachers with a PR rating of Ineffective moved work locations. Among teachers with a Needs Improvement PR rating, 4.1 percent changed work locations during the same time period.

Figure 6C. Teacher Mobility by Professional Expectations Ratings, 2018–2019 (n=9,014) to 2019–2020 (n=7,986)



Sources: Teacher Appraisal and Development F&D Tool, 2018–2019 and 2019–2020; HR BOY and EOY Roster Files, 2018–2019, 2019–2020, and 2020–2021

Note: In 2018, teacher mobility was defined as those teachers who were retained and 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; in 2019, teacher mobility was defined as those teachers who were retained and who changed their work location as of the PEIMS snapshot date. “Work location” includes any work location within the district, including but not limited to campuses.

What is the rating distribution of teachers by school office?

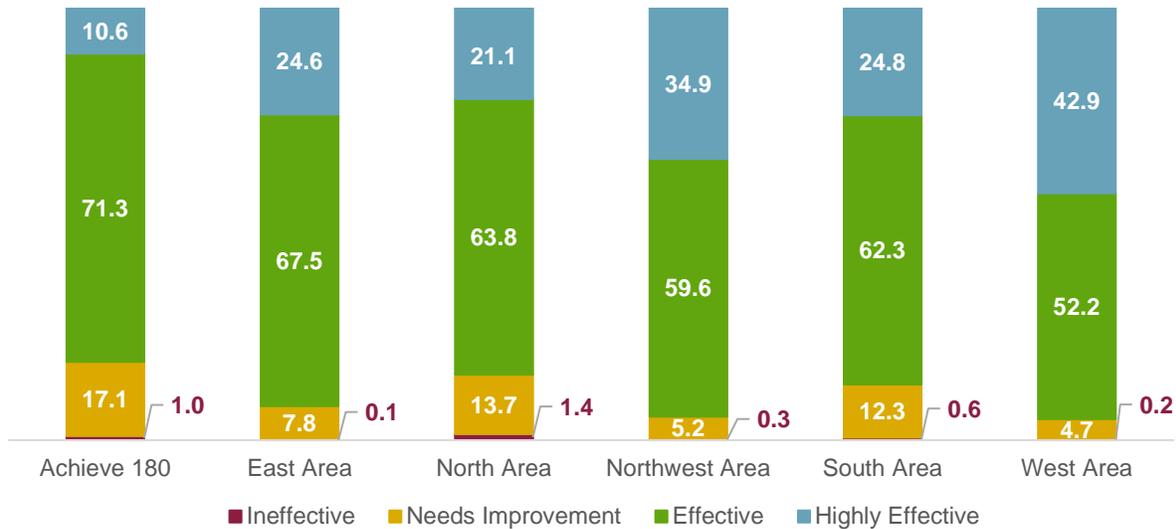
- Of the 10,229 teachers who received a summative rating for the 2019–2020 school year, 10,120 were assigned to campuses at the end of the school year and were associated with a School Office area in 2019–2020. The remaining 109 teachers were assigned to either central office (Hattie Mae White) or to the Special Education department; these teachers are excluded from the analysis for this section of the report. As with other sections of the report, the analysis for summative ratings includes all teachers, while the analyses for the IP and PR ratings include only those who earned their ratings during the 2019–2020 school year. 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-3, p. 50).

Summative Ratings

- **Figure 7A** (p. 30) displays the distribution of summative ratings by school office for the 2019–2020 school year. The West and Northwest School Offices had the highest proportions of teachers with a summative rating of Highly Effective (42.9 and 34.9 percent, respectively), while Achieve 180 and North School Offices had the lowest proportions of teachers with a summative rating of Highly Effective (10.6 and 21.1 percent, respectively).
- The North and Achieve 180 School Offices had the highest proportions of teachers with a summative rating of Ineffective (1.4, and 1.0 percent, respectively), while East and West School Offices had the lowest proportions of teachers with a summative rating of Ineffective (0.1 and 0.2 percent, respectively).

- Of the 10,120 teachers assigned to campuses within school offices, 91.7 percent (n=9,275) had a summative rating of Effective or Highly Effective. Three school offices exceeded this overall percentage – West (95.1 percent), Northwest (94.5 percent), and East (92.1 percent).

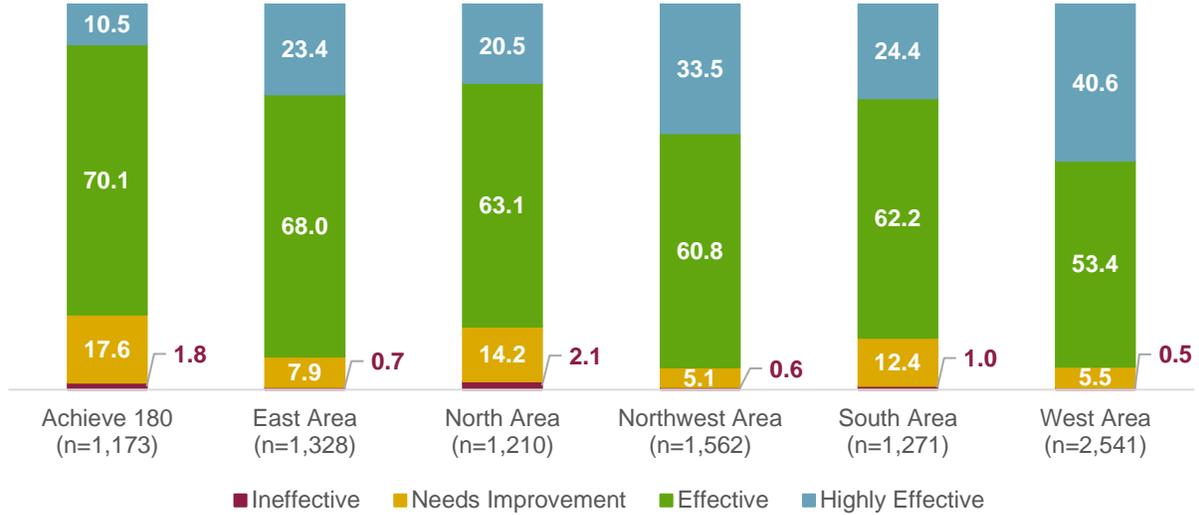
Figure 7A. Summative Rating Distribution by School Office, 2019–2020 (n=10,120)



Sources: Teacher Appraisal and Development F&D Tool, 2019–2020; 2019–2020 HISD District and School Profiles
Notes: Percentages may not total 100 due to rounding.

Instructional Practice Ratings

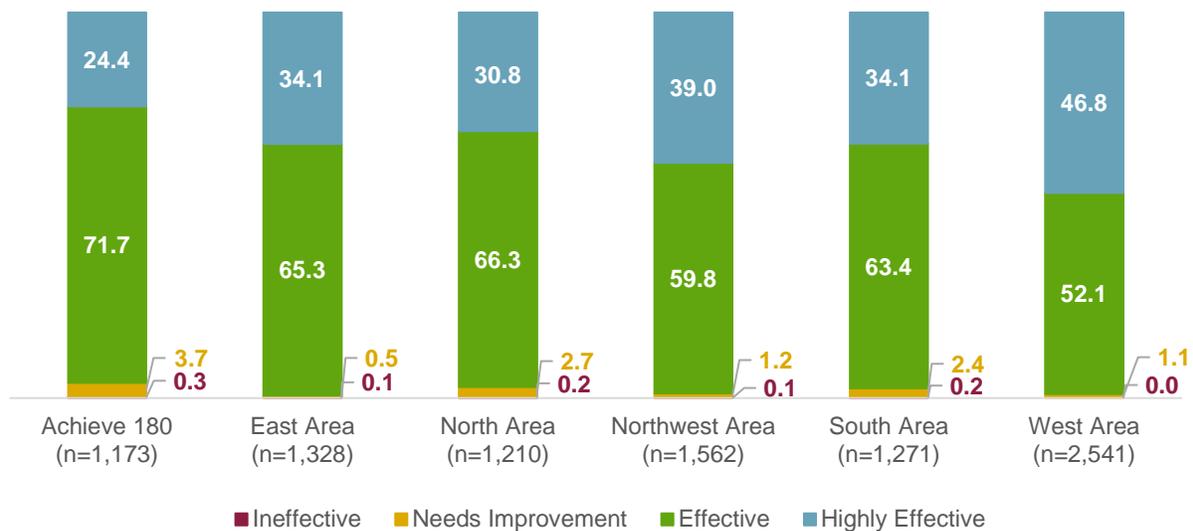
- Of the 9,183 teachers who received a TADS IP rating for the 2019–2020 school year, 9,085 were assigned to campuses at the end of the school year that were tied to a school office. The remaining 98 teachers were assigned to either central office (Hattie Mae White Educational Support Center) or to the Special Education department; these teachers are excluded from the analysis for this section of the report.
- Figure 7B** (p. 31) displays the distribution of IP ratings across school offices. 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 (80.6 percent) and the highest assigned to the West School Office (94.0 percent).
- The North and Achieve 180 School Offices had the highest proportions of teachers with an IP rating of Ineffective (2.1 and 1.8 percent, respectively), while West and Northwest School Offices had the lowest proportions of teachers with an IP rating of Ineffective (0.5 and 0.6 percent, respectively).

Figure 7B. Instructional Practice Rating Distribution by School Office, 2019–2020 (n=9,085)

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020; 2019–2020 HISD District and School Profiles
 Notes: Percentages may not total 100 due to rounding.

Professional Expectations Ratings

- Of the 9,183 teachers who received a TADS IP rating for the 2019–2020 school year, 9,085 were assigned to campuses at the end of the school year that were tied to a school office. The remaining 98 teachers were assigned to either central office (Hattie Mae White Educational Support Center) or to the Special Education department; these teachers are excluded from the analysis for this section of the report.
- **Figure 7C** (p. 32) displays the PR rating distribution by school office for the 2019–2020 school year. The West and Northwest School Offices had the highest proportions of teachers with a PR rating of Highly Effective (46.8 and 39.0 percent, respectively), while the Achieve 180 School Office had the lowest proportion of teachers with a PR rating of Highly Effective (24.4 percent).
- There were only nine teachers with a PR rating of Ineffective in the entire district. The West School Office did not have any teachers with a PR rating of Ineffective.

Figure 7C. Professional Expectations Rating Distribution by School Office, 2019–2020 (n=9,085)

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020; 2019–2020 HISD District and School Profiles
 Notes: Percentages may not total 100 due to rounding.

What is the rating distribution of teachers by the proportion of economically disadvantaged students at a campus?

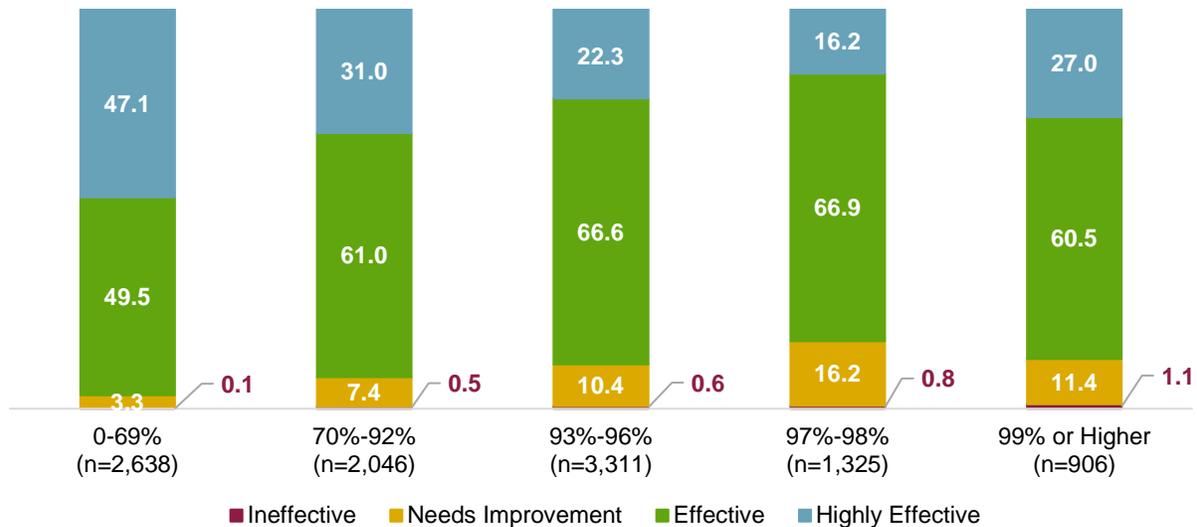
- Campuses were placed into quintiles based on percentage of economically disadvantaged students assigned to the campus. In 2019–2020, the lowest poverty quintile of campuses had less than 70 percent of their students labeled economically disadvantaged, the fourth quintile of campuses had 70–92 percent of their students labeled as economically disadvantaged, the third quintile of campuses had 93–96 percent of their students labeled as economically disadvantaged, the second quintile of campuses had 97–98 percent of their students labeled as economically disadvantaged, and the highest poverty quintile had 99–100 percent of their students labeled as economically disadvantaged.
- Of the 10,229 teachers with a summative rating, 10,226 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, 2,638 (25.8 percent) were assigned to campuses on the lowest poverty quintile. The highest poverty quintile campuses had 906 teachers (8.9 percent.) The corresponding tables detailing the number and percentage of teachers at each performance level by poverty quintile can be found in **Appendix J** (Tables J-1–J-3, p. 51).

Summative Ratings

- **Figure 8A** (p. 33) displays the distribution of summative ratings by economically disadvantaged quintile for the 2019–2020 school year. Campuses in the lowest poverty quintile (most affluent) had more than one and a half the proportion of teachers who received a summative rating of Highly Effective compared to the campuses in the highest poverty quintile. Campuses at the lowest poverty quintile had 47.1 percent of teachers rated as Highly Effective, while campuses in the highest poverty quintile had 27.0 percent of teachers rated as Highly Effective.
- Campuses in the highest poverty quintiles had the highest percentage of teachers who received Ineffective or Needs Improvement summative ratings (17.0 percent in the fourth quintile and 12.5

percent in the fifth quintile) while the campuses at the lowest poverty quintile had the lowest percentage of teachers (3.4 percent) with an Ineffective or Needs Improvement summative rating.

Figure 8A. Summative Rating Distribution by Percent Economically Disadvantaged at a Campus, 2019–2020 (n=10,226)

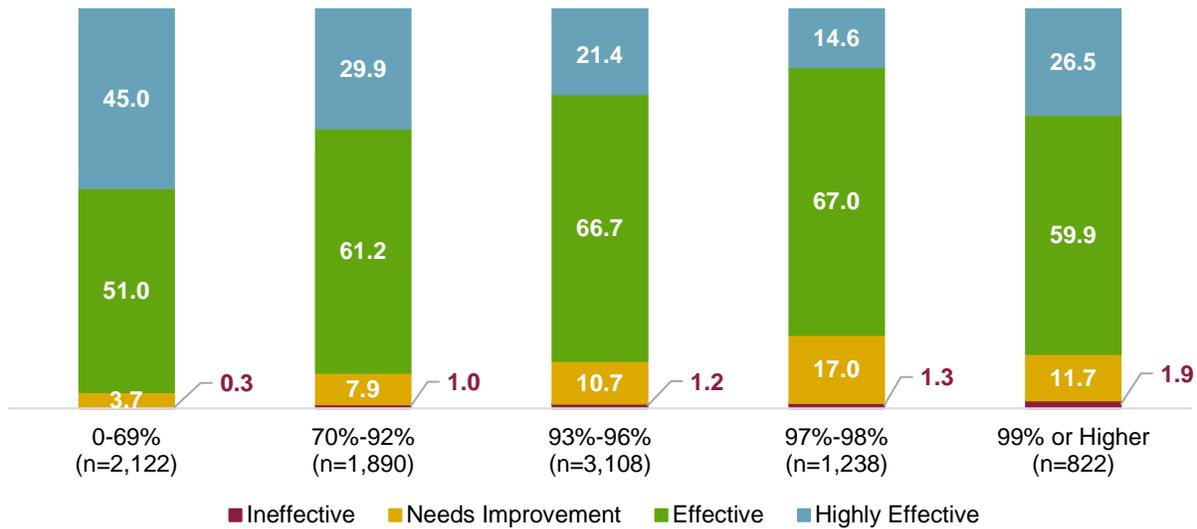


Sources: Teacher Appraisal and Development F&D Tool, 2019–2020; 2019–2020 HISD District and School Profiles
 Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students. Highest poverty campuses had more than 99 percent of their students identified as economically disadvantaged. Lowest-poverty campuses were campuses with less than 70 percent of students identified as economically disadvantaged. Teachers and TADS ratings were then matched back to campuses. Percentages may not total 100 due to rounding.

Instructional Practice Ratings

- **Figure 8B** (p. 34) shows campuses in the lowest poverty (most affluent) quintile had the highest proportion of teachers rated as Highly Effective for Instructional Practice (45.0 percent) compared to all other quintile groups.
- The highest poverty quintile groups had the highest proportion of teachers rated as Ineffective or Needs Improvement (18.3 percent in the fourth quintile and 13.6 percent in the fifth quintile) while the campuses at the lowest poverty quintile had the lowest percentage of teachers (4.0 percent) rated as Ineffective or Needs Improvement.

Figure 8B. Instructional Practice Rating Distributions by Percent Economically Disadvantaged at a Campus, 2019–2020 (n=9,180)



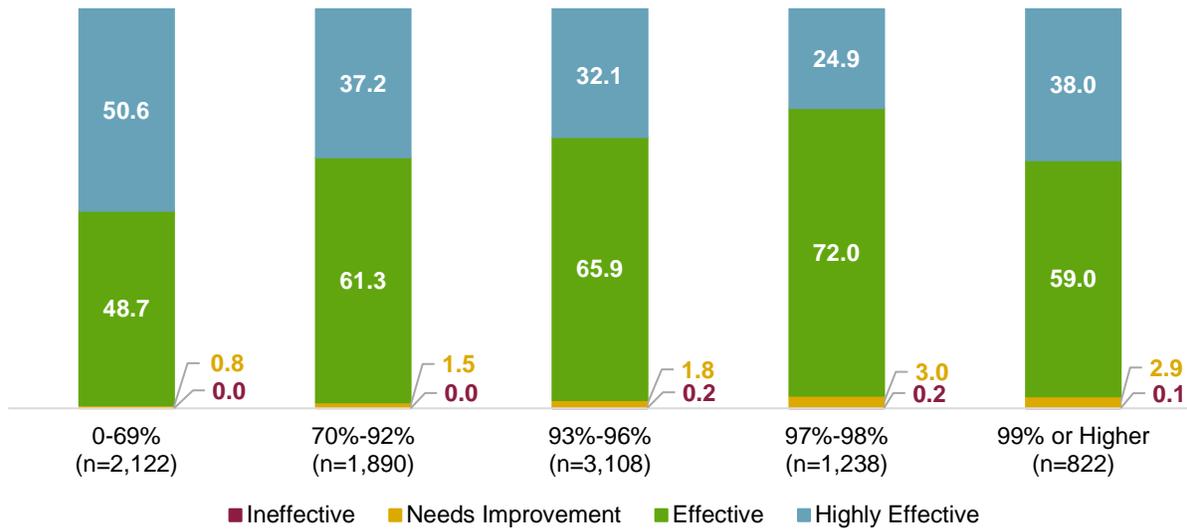
Sources: Teacher Appraisal and Development F&D Tool, 2019–2020; 2019–2020 HISD District and School Profiles

Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students. Highest poverty campuses had more than 99 percent of their students identified as economically disadvantaged. Lowest-poverty campuses were campuses with less than 70 percent 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 8C** (p. 35) displays the distribution of Professional Expectations (PR) ratings by poverty quintile for the 2019–2020 school year. Campuses in the lowest poverty (most affluent) quintile had the highest proportion of teachers rated as Highly Effective on the PR component (50.6 percent), and the highest proportion of teachers rated as Highly Effective or Effective (99.3, percent) than any other group.
- No campuses in the two lowest poverty quintiles had teachers who were rated Ineffective on the PR component.

Figure 8C. Professional Expectations Rating Distributions by Percent Economically Disadvantaged at a Campus, 2019–2020 (n=9,180)



Sources: Teacher Appraisal and Development F&D Tool, 2019–2020; 2019–2020 HISD District and School Profiles

Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students. Highest poverty campuses had more than 99 percent of their students identified as economically disadvantaged. Lowest-poverty campuses were campuses with less than 70 percent 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 2019–2020 school year marked the ninth year of TADS as HISD’s teacher appraisal system. On top of the typical challenges a school year brings, the COVID-19 pandemic presented additional challenges to the appraisal process. As a direct result of campus closures mid-March 2020, many opportunities to evaluate teacher performance via walkthroughs and observations were missed. In April 2020, the Board of Education approved appraisal waivers that allowed teachers to receive TADS ratings based on the available appraisal data. However, some teachers still did not have enough data to receive a TADS rating despite the waivers; these “included teachers who had not been rated in all criteria, teachers with only one appraisal visit, or teachers on protected leave” (A. Taylor, personal communication, May 27, 2021). Teachers who had insufficient appraisal data from the 2019–2020 school year but had a summative rating from the previous school year carried over their 2018–2019 summative rating as their 2019–2020 summative rating. There were 1,046 of these teachers and a vast majority of them (97.0 percent) were rated Effective or Highly Effective with roughly two-thirds (63.1 percent) of the group M-TADS qualified. Total years of experience did not appear to be a defining characteristic of teachers with carry-over ratings. However, from the context of the total population of teachers by school office, 19.8 percent of teachers from West School Office campuses carried over their 2018–2019 ratings, which is more than double the rate of carry-over ratings from other school offices (**Figure 1C**, p. 11). Although it may appear to be disproportionate to have so many teachers come from the West school office, it is important to note that the West School Office has the most number and largest percentage of teachers in the population teachers with ratings (n=3,167, 31.0 percent). As a whole, the population of teachers with carryover ratings appear to be effective and highly effective teachers from across all experience levels. There are no characteristics of the group that raise any concerns over the quality of teachers who had to carry over their ratings from the previous school year.

A comparison of summative rating distributions for the past five years shows a trend wherein the proportion of teachers rated Highly Effective has been increasing every year since 2015–2016 while the proportion of all other ratings continue to decrease (**Figure 2A**, p. 12). The same trend can be observed in the distribution of ratings for the Instructional Practice (IP) (**Figure 2B**, p. 13) and Professional Expectations (PR) (**Figure 2C**, p. 14) components. Additionally, it may be of some concern to note that the percentage of teachers with a TADS summative rating of 4.00, a perfect score, continues to rise. Out of the 10,229 teachers appraised, 2,310 (22.6 percent) received a summative rating score of 4.00. This is an increase from last year’s results where 1,470 (14.0 percent) received a perfect score. As discussed in last year’s report, it has been hypothesized that the increase could be due to the TADS’ proficiency in “identifying teachers’ areas of instructional growth and facilitating targeted support” (Research and Accountability, 2017), implying that the gradual increase in proportion of teachers rated Highly Effective is a positive outcome of the appraisal and development process. However, 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 hesitate to 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.). A recent study found that teachers believed extraneous factors affected the quality of their appraisal, including the appraiser’s familiarity with the teacher’s students and class core content (Taylor, 2021a). With these results and insights, the district may want to review the appraisal process and measures starting with the calibration of scoring IP and PR rubrics upon which the whole appraisal system is based.

The results of the analysis of Instructional Practice: Instruction criteria scores accentuate the need for a review and calibration of the TADS process and measures. Despite the rigorous requirement of earning at least 75 percent of the highest possible score and earning a score of 3 across all criteria (Texas Education Agency, 2020) it appears that approximately 70 percent of all teachers with a summative rating are projected to earn a Teacher Incentive Allotment (TIA) Teacher Designation Level. At this time when the district is actively preparing for TIA application, it is important for the appraisal system to be able to differentiate teacher effectiveness.

Out of those who received a perfect summative rating in 2019–2020, 608 (26.3 percent) were teachers with five or less years of teaching experience. 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, again, due to appraisers not interpreting IP or PR rubrics consistently, which could lead to inaccurate evaluation scores.

Retention rates increased among teachers at the lower performance rating levels between 2018–2019 and 2019–2020, while remaining relatively stable among those whose summative ratings were Effective and Highly Effective (87.1 and 88.9 percent), respectively. Although the increase in retention among lower performing teachers may spark some concern, it may help to consider that when the 2020–2021 school year started, the district was still dealing with the uncertainties brought on by the COVID-19 pandemic on how K-12 learning was going to unfold. It is certainly plausible that school leaders and teachers alike tried

to keep as many things the same as possible, including continuation of employment despite less than stellar performance ratings from the previous year. Similarly, the mobility rates decreased among retained teachers with an Ineffective or Needs Improvement summative rating (**Figure 6A**, p.27).

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 West and Northwest areas had the highest proportion of teachers rated Highly Effective, while Achieve 180 had the highest proportion of teachers with a rating of Ineffective. Campuses in the lowest poverty (most affluent) quintile had 20 percent more teachers rated as Highly Effective compared to the poorest quintile group. Given the district's decentralized model (Moon, 2018), teacher hiring and assignment is decided at the campus level, leaving little that the district as a whole 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 2019–2020 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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Appendices

Appendix A: TADS IP and PR components

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: TADS Components Distribution

TADS Components Distribution

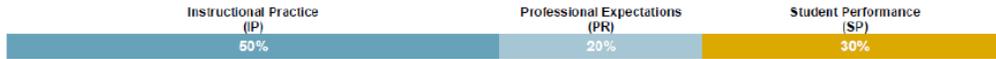
The component weights are applied to derive the Summative Appraisal Rating (IP, PR, and SP combined).¹



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



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



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).

Source: 2019–2020 HISD Teacher Appraisal and Development Student Performance Guidebook

Appendix C: Teacher Appraisal & Development Calendar

HOUSTON INDEPENDENT SCHOOL DISTRICT

Appraisal Activities by Month -- All Appraisal Systems, Campuses

2019-2020 School Year

Month	TADS	SLAS	NTAS
Aug.	12: IPDP window opens	5: Campus observations begin	30: Department Goals established
	12: Informal coaching development period begins	30: Department Goals established	
Sept.	16: Formal appraisal period begins	27: Department Goals submitted to employees	27: Department Goals submitted to employees
	20: IPDPs submitted to appraisers		
	20: Student Performance Measures submitted to teachers		
	27: Student Performance Measures acknowledged by teachers		
Late Sept.: Student Performance Closeout--minimum 5 working day window to complete closeout procedures			
Oct.	Early Oct.: Student Performance Closeout--minimum 5 working day window to complete closeout procedures	11: Appraisal training/updates for school leaders completed	18: IPDP submitted to appraisers
	Mid to Late Oct.: 2018-2019 Summative Ratings acknowledged by teachers NOTE: qualified teachers must opt-in to M-TADS within 10 working days of Summative Ratings release		
	18: IPDPs acknowledged by appraisers	18: IPDP submitted to appraisers 18: Goal Setting Conferences completed in online tool	
	18: All Student Performance Goals Worksheets completed and approved through online tool (*see exception below)		
	18: All Appraiser-Approved Assessments and Performance Task rubrics approved by appraisers and uploaded to Goals Worksheets in online tool by teachers		
18: Goal Setting Conference forms completed in online tool			
Nov.	Early Nov.: Fall Staff Review report available for principals	Early Nov.: 2018-2019 Scorecards available; summative ratings acknowledged by school leaders	1: Goal Setting Conferences completed in online tool
	11-30: Fall Staff Review sessions--each teacher must have at least one observation completed in online tool by scheduled session		
	22: Restricted day--no formal observations/walkthroughs		
Dec.	2: Restricted day--no formal observations/walkthroughs	2: Optional Progress Conference window opens	
	2-6: Fall Staff Review sessions--Each teacher must have at least one observation completed in online tool by scheduled session	2-20: Optional Progress Conference window	
	2-19: Pre-Approved Assessment/Performance Task window for Fall Semester only courses		
	19: Restricted day--no formal observations/walkthroughs		

*Spring semester only courses

Note: Additional TADS restricted days for no observations/walkthroughs include the instructional day prior to or during the administration of:

- »STAAR
- »TELPAS
- »EOC, IB, and AP exams

This only applies to teachers directly involved in the specific testing.

** Employees hired after this date will not receive an appraisal

Appendix C (continued)

Appraisal Activities by Month -- All Appraisal Systems, Campuses

2019-2020 School Year

Month	TADS	SLAS	NTAS
Jan.	6: Restricted day--no formal observations/walkthroughs	6-31: Optional Progress Conference window	21: Optional Progress Conference window opens
	10: Fall semester only courses: Pre-Approved Assessment scores scanned or entered in OnTrack and AAA/AAPT scores entered in Results Worksheets 10: Appraiser-Approved Assessments and Performance Task rubrics approved by appraisers and uploaded to Goals Worksheets in online tool by teachers*		
	17: Student Performance Goals Worksheets completed and approved through online tool*		21-31: Optional Progress Conference window
	24: Progress Conferences completed in online tool		
Feb.	7: Late Hire Date--teachers hired on or after this date create an IPDP, participate in a Goal Setting Conference, and receive four informal Coaching Development walkthroughs 7: Final day to submit requests for Progress Conference Second Appraisal Review to SSOs/Lead Principals	3-28: Optional Progress Conference window	3-28: Optional Progress Conference window 21: 10-12M Employee Late Hire Date**
	21: Second Appraisals uploaded and additional Progress Conferences completed in online tool 21: Spring Check-ins (as needed) completed--check w/your SSO/LP	28: Optional Progress Conference window closes	28: Optional Progress Conference window closes
	March		
	13: Restricted day--no formal observations/walkthroughs 23: Restricted day--no formal observations/walkthroughs		
April	9: All required formal observations/walkthroughs at completed status in online tool	1: School Leader Late Hire Date--leaders hired after this date will not receive an appraisal	6-24: Optional Employee Self-Assessment window
	17: Final End-Of-Year (EOY) ratings determined and submitted to teachers in online tool--teachers have five days to review ratings prior to their End-Of-Year (EOY) Conference		
	24: EOY Conferences completed in online tool		
May	1-29: District K-12 Pre-Approved Assessment window 8: Final day to submit requests for EOY Second Appraisal Review to SSO/Lead Principal	11-29: Optional Employee Self-Assessment window	15: Last day to submit EOY ratings to employees--employees have five days to review ratings prior to EOY Conference
	22: Second Appraisals uploaded & additional EOY Conferences completed in online tool	22: Campus observations completed	22: EOY Conferences completed in online tool
	29: Formal appraisal and informal coaching development periods end		
	June	1: All observations/walkthroughs & IPDPs completed in online tool 1: All Appraiser-Approved Results Worksheets submitted to appraisers for review in online tool (NOTE: Do NOT rate until Fall Student Performance Closeout) 1: All Pre-Approved Assessments and Performance Task scores scanned or entered in OnTrack by teacher (NOTE: Do NOT complete Results WS.)	19: Last day to submit EOY ratings to employees--they have five days to review ratings prior to EOY Conference 26: EOY Conferences completed in online tool

Source: Teacher Appraisal and Development System Manual, 2019–2020

Appendix D: Rating Distribution Tables

Table D-1: Distribution of Summative Ratings Districtwide, 2015–2016 to 2019–2020										
	2015–2016		2016–2017		2017–2018		2018–2019		2019–2020	
	N	Pct								
Highly Effective	2,762	25.1	2,814	25.7	2,945	26.6	2,898	27.6	3,076	30.1
Effective	6,886	62.5	6,882	63.0	6,923	62.6	6,520	62.1	6,199	60.6
Needs Improvement	1,289	11.7	1,141	10.4	1,108	10.0	1,021	9.7	900	8.8
Ineffective	78	0.7	92	0.8	86	0.8	68	0.6	54	0.5
Total	11,015	100.0	10,929	100.0	11,062	100.0	10,507	100.0	10,229	100.0

Table D-2: Distribution of Instructional Practice Ratings Districtwide, 2015–2016 to 2019–2020										
	2015–2016		2016–2017		2017–2018		2018–2019		2019–2020	
	N	Pct	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	2,585	28.1
Effective	6,928	62.9	6,854	62.7	6,899	62.4	6,463	61.5	5,637	61.4
Needs Improvement	1,352	12.3	1,128	10.3	1,099	9.9	1,021	9.7	868	9.5
Ineffective	139	1.3	136	1.2	119	1.1	112	1.1	93	1.0
Total	11,015	100.0	10,929	100.0	11,062	100.0	10,507	100.0	9,183	100.0

Table D-3: Distribution of Professional Expectations Ratings Districtwide, 2015–2016 to 2019–2020										
	2015–2016		2016–2017		2017–2018		2018–2019		2019–2020	
	N	Pct								
Highly Effective	3,235	29.4	3,419	31.3	3,556	32.1	3,616	34.4	3,394	37.0
Effective	7,493	68.0	7,215	66.0	7,247	65.5	6,643	63.2	5,618	61.2
Needs Improvement	278	2.5	283	2.6	248	2.2	242	2.3	162	1.8
Ineffective	9	0.1	12	0.1	11	0.1	6	0.1	9	0.1
Total	11,015	100.0	10,929	100.0	11,062	100.0	10,507	100.0	9183.0	100.1

Sources: Teacher Appraisal and Development F&D Tool, 2015–2016 through 2019–2020

Note: Percentages may not total 100 due to rounding

Appendix E: Score Distribution Tables

Table E-1: Summative Score Distribution, 2019–2020		
Summative Rating Score	Number of Teachers	Percent of teachers
1.00	8	0.08
1.30	46	0.45
1.60	41	0.40
2.00	100	0.98
2.03	1	0.01
2.05	3	0.03
2.10	1	0.01
2.20	1	0.01
2.25	1	0.01
2.30	745	7.28
2.35	1	0.01
2.40	6	0.06
2.50	3	0.03
2.55	2	0.02
2.60	42	0.41
2.65	4	0.04
2.70	31	0.30
2.73	1	0.01
2.75	2	0.02
2.80	9	0.09
2.83	1	0.01
2.85	12	0.12
2.90	8	0.08
2.92	1	0.01
3.00	4,532	44.31
3.03	1	0.01
3.05	2	0.02
3.10	10	0.10
3.15	33	0.32
3.20	21	0.21
3.23	1	0.01
3.25	4	0.04
3.30	1,457	14.24
3.35	17	0.17
3.37	1	0.01
3.40	3	0.03
3.43	1	0.01
3.50	31	0.30
3.55	6	0.06
3.60	7	0.07
3.65	17	0.17
3.68	1	0.01
3.70	608	5.94
3.75	3	0.03
3.80	49	0.48
3.85	39	0.38
3.90	2	0.02
3.91	1	0.01
3.94	1	0.01
3.95	1	0.01
4.00	2310	22.58
Total	10,229	100.0

Appendix E (continued)

Table E-2: Instructional Practice Score Distribution, 2018–2019		
IP Rating Score	Number of Teachers	Percent of Teachers
13	1	0.01
14	3	0.03
15	4	0.04
17	7	0.08
18	4	0.04
19	10	0.11
20	12	0.13
21	11	0.12
22	16	0.17
23	13	0.14
24	12	0.13
25	40	0.44
26	63	0.69
27	49	0.53
28	65	0.71
29	60	0.65
30	82	0.89
31	85	0.93
32	114	1.24
33	145	1.58
34	165	1.8
35	470	5.12
36	359	3.91
37	424	4.62
38	451	4.91
39	1,562	17.01
40	603	6.57
41	677	7.37
42	617	6.72
43	474	5.16
44	775	8.44
45	372	4.05
46	308	3.35
47	257	2.80
48	204	2.22
49	152	1.66
50	145	1.58
51	114	1.24
52	258	2.81
Total	9,183	100.0

Source: Teacher Appraisal and Development F&D Tool, 2019–2020

Note: Percentages may not total 100 due to rounding

Appendix E (continued)

Table E-3: Professional Expectations Score Distribution, 2019–2020		
PE Rating Score	Number of Teachers	Percent of Teachers
12	2	0.02
13	1	0.01
15	4	0.04
16	2	0.02
17	5	0.05
18	7	0.08
19	14	0.15
20	20	0.22
21	25	0.27
22	40	0.44
23	51	0.56
24	126	1.37
25	189	2.06
26	392	4.27
27	2,307	25.12
28	901	9.81
29	922	10.04
30	781	8.5
31	1,441	15.69
32	796	8.67
33	1,157	12.6
Total	9183	99.99

Source: Teacher Appraisal and Development F&D Tool, 2019–2020

Note: Percentages may not total 100 due to rounding.

Appendix F: Ratings by Years of Experience

Table F-1. Summative Ratings by Teacher Years of Experience, 2019–2020											
	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	14	2	13	0	9	1	9	0	9	1	54
Needs Improvement	233	30	309	9	101	6	166	6	91	6	900
Effective	493	64	2,284	67	1,012	57	1,531	57	879	56	6,199
Highly Effective	6	1	224	7	154	9	239	9	143	9	766
Highly Effective (4.00)	23	3	585	17	500	28	742	28	460	29	2,310
Total	769	7.5	3,415	33.4	1,776	17.4	2,687	26.3	1,582	15.5	10,229

Table F-2. Instructional Practice Ratings by Teacher Years of Experience, 2019–2020											
	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	28	3.6	25	0.8	12	0.8	17	0.7	11	0.8	93
Needs Improvement	232	30.2	290	9.2	99	6.4	160	6.8	87	6.3	868
Effective	480	62.4	2,109	67.2	899	57.9	1,361	58.2	788	56.9	5,637
Highly Effective	29	3.8	715	22.8	543	35.0	800	34.2	498	36.0	2,585
Total	769	8.4	3,139	34.2	1,553	16.9	2,338	25.5	1,384	15.1	9,183

Table F-3. Professional Expectations Ratings by Teacher Years of Experience, 2019–2020											
	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	0.4	2	0.1	4	0.3	0	0.0	0	0.0	9
Needs Improvement	33	4.3	57	1.8	18	1.2	34	1.5	20	1.4	162
Effective	617	80.2	2,035	64.8	862	55.5	1,333	57.0	771	55.7	5,618
Highly Effective	116	15.1	1,045	33.3	669	43.1	971	41.5	593	42.8	3,394
Total	769	8.4	3,139	100.0	1,553	16.9	2,338	25.5	1,384	15.1	9,183

Source: Teacher Appraisal and Development F&D Tool, 2019–2020

Note: Percentages may not total 100 due to rounding.

Appendix G: Teacher Retention

Table G-1. Summative Ratings by Teacher Retention, 2018–2019 to 2019–2020

	2018–2019 to Fall 2019						2019–2020 to Fall 2020					
	Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,595	89.5	303	10.5	2,898	27.6	2,736	88.9	340	11.1	3,076	30.1
Effective	5,680	87.1	840	12.9	6,520	62.1	5,397	87.1	802	12.9	6,199	60.6
Needs Improvement	727	71.2	294	28.8	1,021	9.7	745	82.8	155	17.2	900	8.8
Ineffective	12	17.6	56	82.4	68	0.6	51	94.4	3	5.6	54	0.5
Total	9,014	85.8	1,493	14.2	10,507	100.0	8,929	87.3	1,300	12.7	10,229	100.0

Table G-2. Instructional Practice Ratings by Teacher Retention, 2018–2019 to 2019–2020

	2018–2019 to Fall 2019						2019–2020 to Fall 2020					
	Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,608	89.6	303	10.4	2,911	27.7	2,285	88.4	300	11.6	2,585	28.1
Effective	5,629	87.1	834	12.9	6,463	61.5	4,902	87.0	735	13.0	5,637	61.4
Needs Improvement	750	73.5	271	26.5	1,021	9.7	718	82.7	150	17.3	868	9.5
Ineffective	27	24.1	85	75.9	112	1.1	81	87.1	12	12.9	93	1.0
Total	9,014	85.8	1,493	14.2	10,507	100.0	7,986	87.0	1,197	13.0	9,183	100.0

Table G-3. Professional Expectations Ratings by Teacher Retention, 2018–2019 to 2019–2020

	2018–2019 to Fall 2019						2019–2020 to Fall 2020					
	Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	3,240	89.6	376	10.4	3,616	34.4	2,994	88.2	400	11.8	3,394	37.0
Effective	5,648	85.0	995	15.0	6,643	63.2	4,837	86.1	781	13.9	5,618	61.2
Needs Improvement	125	51.7	117	48.3	242	2.3	146	90.1	16	9.9	162	1.8
Ineffective	1	16.7	5	83.3	6	0.1	9	100.0	0	0.0	9	0.1
Total	9,014	85.8	1,493	14.2	10,507	100.0	7,986	87.0	1,197	13.0	9,183	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2018–2019 and 2019–2020; HR BOY and EOY Roster Files, 2018–2019, 2019–2020, and 2020–2021

Note: Retention for the 2019–2020 school year was calculated as the percentage of teachers with a TADS rating from 2019–2020 who were employed at the district in any capacity as of the PEIMS snapshot date the following school year. Retention for the 2018–2019 school year was calculated as the percentage of teachers with a TADS rating from 2018–2019 who were employed as of the first day of school for the following school year.

Appendix H: Teacher Mobility

Table H-1. Summative Rating by Teacher Mobility, 2018-2019 to 2019–2020												
	2018–2019 to Fall 2019						2019–2020 to Fall 2020					
	Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,491	96.0	104	4.0	2,595	28.8	2,587	94.6	149	5.4	2,736	30.6
Effective	5,393	94.9	287	5.1	5,680	63.0	5,056	93.7	341	6.3	5,397	60.4
Needs Improvement	680	93.5	47	6.5	727	8.1	698	93.7	47	6.3	745	8.3
Ineffective	11	91.7	1	8.3	12	0.1	50	98.0	1	2.0	51	0.6
Total	8,575	95.1	439	4.9	9,014	100.0	8,391	94.0	538	6.0	8,929	100.0

Table H-2. Instructional Practice Rating by Teacher Mobility, 2018-2019 to 2019–2020												
	2018–2019 to Fall 2019						2019–2020 to Fall 2020					
	Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,492	95.6	116	4.4	2,608	28.9	2,154	94.3	131	5.7	2,285	28.6
Effective	5,350	95.0	279	5.0	5,629	62.4	4,592	93.7	310	6.3	4,902	61.4
Needs Improvement	707	94.3	43	5.7	750	8.3	674	93.9	44	6.1	718	9.0
Ineffective	26	96.3	1	3.7	27	0.3	78	96.3	3	3.7	81	1.0
Total	8,575	95.1	439	4.9	9,014	100.0	7,498	93.9	488	6.1	7,986	100.0

Table H-3. Professional Expectations Rating by Teacher Mobility, 2018-2019 to 2019–2020												
	2018–2019 to Fall 2019						2019–2020 to Fall 2020					
	Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	3,114	96.1	126	3.9	3,240	35.9	2,807	93.8	187	6.2	2,994	37.5
Effective	5,350	94.7	298	5.3	5,648	62.7	4,542	93.9	295	6.1	4,837	60.6
Needs Improvement	111	88.8	14	11.2	125	1.4	140	95.9	6	4.1	146	1.8
Ineffective	0	0.0	1	100.0	1	0.0	9	100.0	0	0.0	9	0.1
Total	8,575	95.1	439	4.9	9,014	100.0	7,498	93.9	488	6.1	7,986	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2018–2019 and 2019–2020; HR BOY and EOY Roster Files, 2018–2019, 2019–2020, and 2020–2021

Note: In 2018, teacher mobility was defined as those teachers who were retained and 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; in 2019, teacher mobility was defined as those teachers who were retained and who changed their work location as of the PEIMS snapshot date. “Work location” includes any work location within the district, including but not limited to campuses.

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	128	10.6	862	71.3	207	17.1	12	1.0	1,209	11.8
East Area	355	24.6	974	67.5	112	7.8	2	0.1	1,443	14.1
North Area	270	21.1	817	63.8	176	13.7	18	1.4	1,281	12.5
Northwest Area	593	34.9	1,013	59.6	88	5.2	5	0.3	1,699	16.6
South Area	328	24.8	823	62.3	162	12.3	8	0.6	1,321	12.9
West Area	1,359	42.9	1,653	52.2	148	4.7	7	0.2	3,167	31.0
Central Office	43	39.4	57	52.3	7	6.4	2	1.8	109	1.1
Total	3,076	30.1	6,199	60.6	900	8.8	54	0.5	10,229	100.0

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Achieve 180	123	10.5	822	70.1	207	17.6	21	1.8	1,173	12.8
East Area	311	23.4	903	68.0	105	7.9	9	0.7	1,328	14.5
North Area	248	20.5	764	63.1	172	14.2	26	2.1	1,210	13.2
Northwest Area	523	33.5	949	60.8	80	5.1	10	0.6	1,562	17.0
South Area	310	24.4	790	62.2	158	12.4	13	1.0	1,271	13.8
West Area	1,031	40.6	1,358	53.4	140	5.5	12	0.5	2,541	27.7
Central Office	39	39.8	51	52.0	6	6.1	2	2.0	98	1.1
Total	2,585	28.1	5,637	61.4	868	9.5	93	1.0	9,183	100.0

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Achieve 180	286	24.4	841	71.7	43	3.7	3	0.3	1,173	12.8
East Area	453	34.1	867	65.3	7	0.5	1	0.1	1,328	14.5
North Area	373	30.8	802	66.3	33	2.7	2	0.2	1,210	13.2
Northwest Area	609	39.0	934	59.8	18	1.2	1	0.1	1,562	17.0
South Area	433	34.1	806	63.4	30	2.4	2	0.2	1,271	13.8
West Area	1,190	46.8	1,324	52.1	27	1.1	0	0.0	2,541	27.7
Central Office	50	51.0	44	44.9	4	4.1	0	0.0	98	1.1
Total	3,394	37.0	5,618	61.2	162	1.8	9	0.1	9,183	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020; 2019–2020 HISD District and School Profiles

Notes: Percentages may not total 100 due to rounding.

Appendix J: 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 - 69%	1,243	47.1	1,306	49.5	87	3.3	2	0.1	2,638	25.8
70% - 92%	635	31.0	1,249	61.0	151	7.4	11	0.5	2,046	20.0
93% - 96%	739	22.3	2,206	66.6	345	10.4	21	0.6	3,311	32.4
97% - 98%	214	16.2	887	66.9	214	16.2	10	0.8	1,325	13.0
99% or Higher	245	27.0	548	60.5	103	11.4	10	1.1	906	8.9
Total	3,076	30.1	6,196	60.6	900	8.8	54	0.5	10,226	100.0

Percent Economically Disadvantaged	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
0 - 69%	954	45.0	1,083	51.0	79	3.7	6	0.3	2,122	23.1
70% - 92%	566	29.9	1,156	61.2	149	7.9	19	1.0	1,890	20.6
93% - 96%	666	21.4	2,073	66.7	333	10.7	36	1.2	3,108	33.9
97% - 98%	181	14.6	830	67.0	211	17.0	16	1.3	1,238	13.5
99% or Higher	218	26.5	492	59.9	96	11.7	16	1.9	822	9.0
Total	2,585	28.2	5,634	61.4	868	9.5	93	1.0	9,180	100.0

Percent Economically Disadvantaged	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
0 - 69%	1,073	50.6	1,033	48.7	16	0.8	0	0.0	2,122	23.1
70% - 92%	703	37.2	1,159	61.3	28	1.5	0	0.0	1,890	20.6
93% - 96%	997	32.1	2,048	65.9	57	1.8	6	0.2	3,108	33.9
97% - 98%	308	24.9	891	72.0	37	3.0	2	0.2	1,238	13.5
99% or Higher	312	38.0	485	59.0	24	2.9	1	0.1	822	9.0
Total	3,393	37.0	5,616	61.2	162	1.8	9	0.1	9,180	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020; 2019–2020 HISD District and School Profiles

Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students. Highest poverty campuses had more than 99 percent of their students identified as economically disadvantaged. Lowest-poverty campuses were campuses with less than 70 percent of students identified as economically disadvantaged. Teachers and TADS ratings were then matched back to campuses. Percentages may not total 100 due to rounding.