

MEMORANDUM

September 30, 2022

TO: Board Members

FROM: Millard L. House II
Superintendent of Schools

SUBJECT: **TEACHER APPRAISAL AND DEVELOPMENT SYSTEM: END OF YEAR
REPORT, 2020–2021**

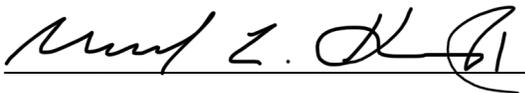
CONTACT: Allison Matney, Ed.D., 713-556-6700

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 2020–2021. This report focuses on the distribution of summative ratings and the Instructional Practice and Professional Expectations components of the TADS; the Student Performance component was waived for the 2020–2021 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 2020–2021, 10,800 teachers were identified as eligible for appraisal through the TADS, and 10,382 teachers (96.1 percent) received a summative rating. Of the 10,382 teachers appraised through the TADS, 93.6 percent received a summative rating of Highly Effective or Effective.
- Retention rates remained high among teachers whose summative ratings were Highly Effective and Effective (88.3 and 85.2 percent, respectively). Among those retained from 2020–2021, more than 90 percent remained in the same work location as of the fall snapshot date of the 2021–2022 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: Richard Cruz, Ed.D.
Shawn Bird, Ed.D.
Denise Watts, Ed.D.
Jeremy Grant-Skinner

William Solomon
James Harrell
Lisa Reagins



RESEARCH

Educational Program Report

**TEACHER APPRAISAL AND DEVELOPMENT SYSTEM:
END OF YEAR REPORT 2020-2021**

HISD

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ANALYZING DATA, MEASURING PERFORMANCE.



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Allison Matney, Ed.D.
Executive Officer
Department of Research and Accountability

Anna Olajay-Abarquez
Research Specialist

Yu-Ting Chang, Ph.D.
Research Manager

Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th Street Houston, Texas 77092-8501

www.HoustonISD.org

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Teacher Appraisal and Development System End of Year Report, 2020–2021

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Teacher Appraisal and Development System End of Year Report, 2020–2021

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 2020–2021 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 2020–2021 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 2020–2021, 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 a look into the second year performance of first year teachers from 2019–2020.

Highlights

- In 2020–2021, 10,800 teachers were identified as eligible for appraisal through the TADS, and 10,382 teachers (96.1 percent) received a summative rating. Of the 10,382 teachers appraised through the TADS, 64.7 percent (n=6,712) received a summative rating of Effective and 28.9 percent (n=3,002) received a summative rating of Highly Effective. 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 6.1 percent for the 2020–2021 school year.
- Of the 10,382 teachers appraised, 2,301 (22.3 percent) received a summative rating score of 4.00, a perfect score. Of those, 604 (26.2 percent) were teachers with five or less years of teaching experience. This is a slight increase from the results reported for the 2019–2020 school year, where 25.3 percent of teachers with a summative rating of 4.00 had five or less years of experience in the classroom.
- Retention rates remained high among teachers whose summative ratings were Highly Effective and Effective (88.3 and 85.2 percent), respectively. Among those retained from 2020–2021, more than 90 percent remained in the same work location as of the fall snapshot date of the 2021–2022 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.
- Out of the 10,382 teachers who had a TADS rating in 2020–2021, 3,796 (36.6 percent) carried over ratings from previous years: 3,237 teachers (31.2 percent) carried over their 2019–2020 ratings while 559 (5.4 percent) carried over ratings from the 2018–2019 school year. A vast majority of the teachers who carried over ratings from previous years (98.9 percent) were M-TADS qualified. The West School Office had the largest proportion of TADS-rated teachers who carried over their previous year's ratings at 47.2 percent, followed by the Northwest School Office which had 45.4 percent of their TADS-rated teachers carry over ratings.
- Among teachers who did not carry over ratings from previous years and had ratings for both school years, approximately half (n= 2,497, 54.5%) changed appraisers between the two school years. Of these, 1,736 teachers (69.5 percent) maintained the same summative performance levels.

Recommendations

This report shares teacher appraisal outcomes for the 2020–2021 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.

The trend wherein the proportion of teachers rated Effective or Highly Effective make up more than 90% of all TADS-rated teachers continue this year. Results suggest that although appraisers were less likely to assign Highly Effective ratings, they still considered majority of the teachers as high performers by assigning Effective ratings. Optimistically, these results may indicate the district's success in recruiting and retaining high performing teachers. On the other hand, this trend could be an indication of appraisers' hesitation to assign low ratings to avoid the negative consequences for the principal or appraiser in dealing with the aftermath of assigning professional development strategies or terminating an employee. District administration may want to consider providing specialized supports for principals and appraisers so that the burden of providing professional development or finding replacement teachers does not get in the way of completing an accurate and fair appraisal process. There may also be a need to finetune appraisal rubrics to allow appraisers more room to differentiate teacher performance. Research suggests well-calibrated and well-implemented appraisal systems lead to an improvement in the teacher workforce (Putman, Ross, & Walsh, 2018).

With a large proportion of freshman teachers improving performance or maintaining high performance levels into their sophomore year of teaching, it may be of value to find out what types of support were provided to these improved teachers and whether these supports have sustained effects over time.

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. However, the disparity in the proportion of high performing teachers

assigned to low vs. high poverty campuses continue. Future research should look into factors that may be contributing to this disparity beyond recruitment or retention incentives.

Administrative Response

In response to the analysis of the 2020 – 2021 appraisal data and the thorough evaluation of the Teacher Appraisal and Development System (TADS), the district made the decision to transition to the state's teacher evaluation system, Texas Teacher Evaluation and Support System (T-TESS). This transition will allow the district to define performance expectations clearly and effectively for teachers and accurately distinguish between performance levels with the goal of identifying, rewarding and retaining effective teacher in Houston ISD.

The Performance Management Department will take the following actions to support the effective implementation of T-TESS across campuses and the district to accurately and consistently identify effective teachers and provide targeted professional development that will positively impact student growth and achievement.

1. Create a rigorous calibration program for district and campus appraisers to ensure that all appraisers have a common understanding of the performance expectations for teachers. Appraisers will be required to participate in a minimum of four video calibration trainings and demonstrate the ability to accurately complete the observation and feedback process including accurately determining performance levels based on objective evidence and data.
2. Collaborate with the Schools Office to conduct two campus calibration walks at each campus once during the fall and spring semesters. The Performance and Continuous Improvement Managers (PCIMs) and other central office support team members will identify additional support needed to ensure appraisers are able to consistently use the T-TESS rubric with fidelity and support the growth and development of teachers at all performance levels.
3. Coordinate quarterly Data Analysis sessions for district and campus leaders to identify trends in the data and address potential areas where the data may be skewed. SSOs and principals will work together to create action plans to address any concerns.
4. Collaborate with other departments including Academics and Research and Accountability to identify appropriate measures that will allow the district to accurately determine the alignment between student and teacher performance data.
5. Increases the number of PCIMs from six to eleven decreasing the number of campuses they are required to support. As a result, their work will be more targeted and consistent throughout the school year.
6. Partner with the Teacher Assistance and Review Advisors to provide targeted support to individual appraisers and/or appraisal teams with calibration and data analysis.
7. Teachers will participate in T-TESS deep-dives through out the school year. Campus leaders will focus on one of the four domains each month, September thorough January.

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. 41). 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. 42).

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. In December 2020, the Texas Education Agency announced a pause in A-F ratings for the 2020–2021 school year “due to the ongoing disruptions associated with COVID-19” (TEA, December 2020) and in March 2021, the HISD Board of Education approved the omission of the SP component from TADS. Thus, for the 2020–2021 school year, the SP component was waived for all

teachers again. However, 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 four 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.

In the TADS, teachers are assigned a combination of any of the four types of SP measures, depending on the subjects or courses they teach. Teachers are assigned at least two 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. For the 2019–2020 appraisal process, 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 2018–2019 ratings would carry over as the 2019–2020 ratings. For the 2020–2021 school year appraisal process, the Board approved a motion in March 2021 that allowed high performing teachers to use Progress Conference ratings as their final ratings. In addition, some teachers were also allowed to carry over ratings from the previous year; some teachers carried over 2019–2020 ratings while some carried over 2018–2019 ratings. The 2020–2021 district TADS calendar can be found in **Appendix C** (p. 43). 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 2020–2021, 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. New to this report is an analysis of how certain groups of teachers performed across the two most recent school years.

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 total years of experience and campus assignment were derived from the Human Resources Information System (HRIS) through a data extract. School office assignment was extracted from the Campus Information List (CIL) and the proportion of economically disadvantaged students at a campus were calculated based on data from the 2020–2021 PEIMS fall snapshot data file (October 30, 2020).

Eligibility for TADS Appraisal

For the 2020–2021 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 2020–2021 school year. This data was not collected prior to the 2017–2018 school year. The roster file from February 24, 2021 was used for this report; this date is closest to the latest hiring date of a teacher to be considered eligible to receive a summative rating (L. Reagins, 2022).

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 February 19, 2021 were 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 continued to make an impact on the appraisal process. As a result, out of the 10,382 teachers who received ratings during the 2020–2021 school year, 3,796 teachers carried over the ratings they received from the previous school years; 3,237 teachers carried over ratings from the 2019–2020 school year while 559 teachers carried over ratings from the 2018-2019 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 years. 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 2020–2021 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, by the fall snapshot date 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 by the fall snapshot date 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:

- 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.
- 2020–2021 School Year: Student Performance was not available for summative ratings based on 2020–2021 teacher performance metrics. Among teachers who carried over ratings from the 2018–2019 school year (n=559), 57.8 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, 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.

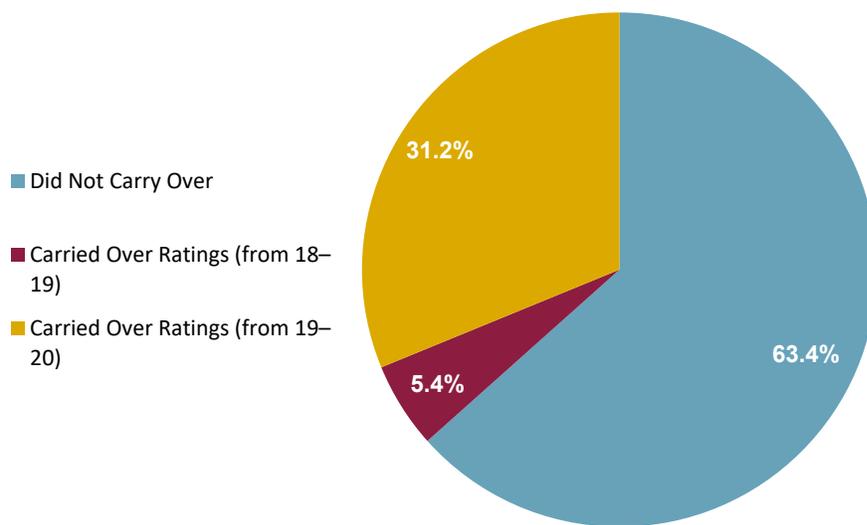
When reviewing teacher performance results from the 2020–2021 school year, it is important to consider the continuing impact of the pandemic on the appraisal process. More than a third of the teachers who were appraised under TADS had to carry over ratings from previous years. For some teachers, the appraisal process was shortened after the HISD Board of Education approved the use of Progress Conference ratings as summative ratings if teachers currently showed high performance (scores of 3 or 4) in IP and PR criterion, thus receiving ratings based on earlier, and possibly fewer, walkthroughs and observations. As such, caution must be exercised in comparing results from the 2020–2021 school year against previous years.

Research Questions and Results

1. *Who are the teachers who carried over ratings from the previous years? How many teachers (if any) carried over ratings for 2 years? Describe teachers' characteristics, including years of experience, school office assignment, and M-TADS status.*

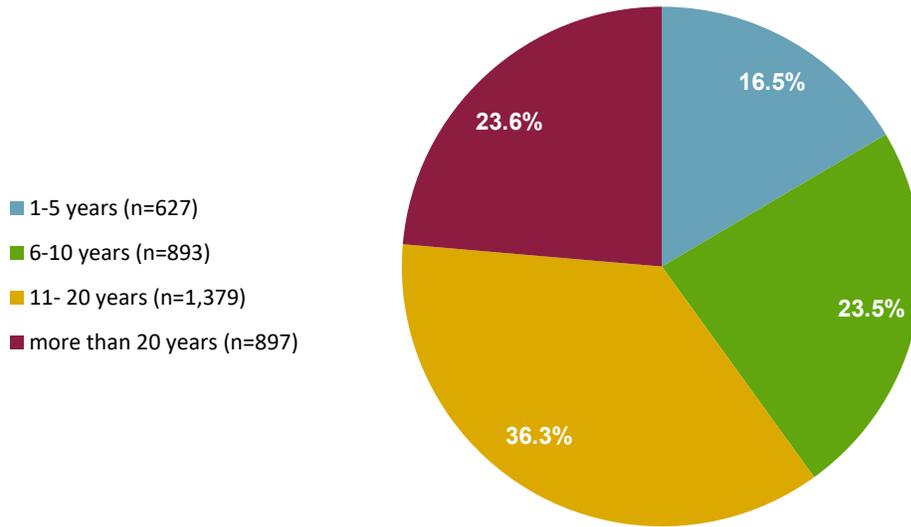
- In 2020–2021, out of the 10,382 teachers with TADS ratings, 3,796 teachers (36.6 percent) carried over their TADS ratings from previous years; 3,237 (31.2 percent) carried over ratings from the 2019–2020 school year, while 559 (5.4 percent) carried over ratings from the 2018–2019 school year (see **Figure 1A**).

Figure 1A. Distribution of Ratings Source, 2020–2021 (n=10,382)



Source: Teacher Appraisal and Development F&D Tool, 2020–2021

Figure 1B. Years of Experience Category Distribution of Teachers with Carry-Over Ratings, 2020–2021 (n=3,796)

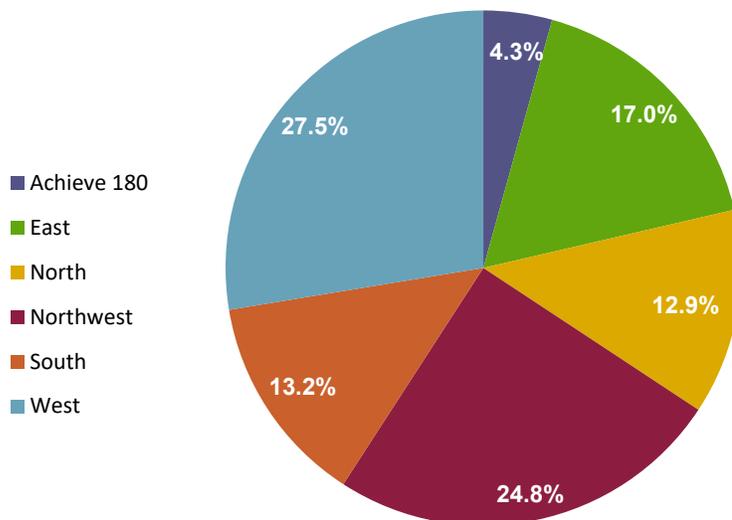


Source: Teacher Appraisal and Development F&D Tool, 2020–2021

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 more than one-third of teachers with carry-over ratings (36.3 percent, n=1,379) have 11–20 years of experience, while 23.6 percent (n=897) had more than 20 years of experience, 23.5 percent (n=893) had 6–10 years of experience, and 16.5 percent (n=627) had one to five years of experience.

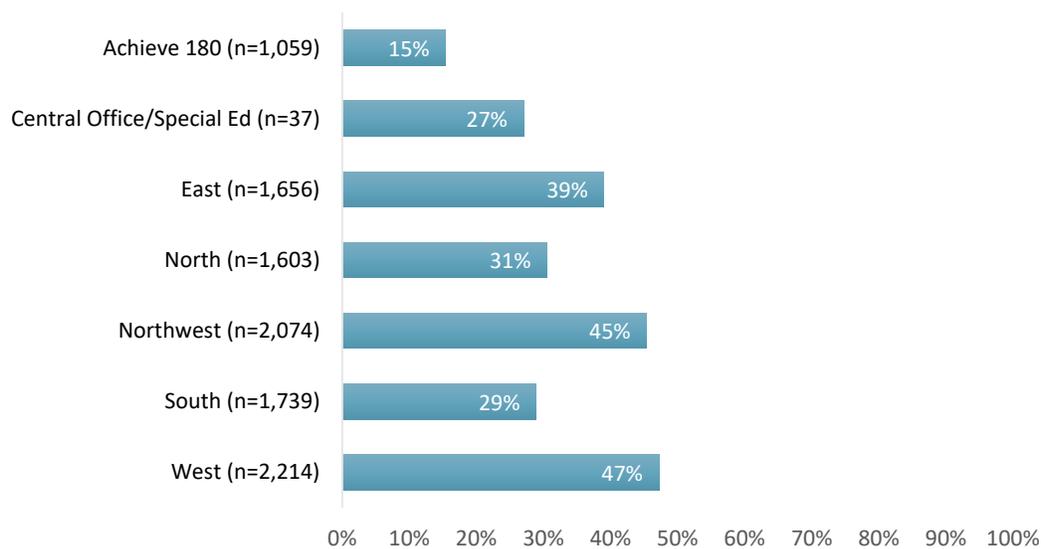
Figure 1C. School Office Distribution of Teachers with Carry-Over Ratings, 2020–2021 (n=3,796)



Source: Teacher Appraisal and Development F&D Tool, 2020–2021

- **Figure 1C** (p. 9) shows the distribution of teachers who carried over ratings by school office. Teachers from the West School Office made up the largest group (27.5 percent) followed by teachers from the Northwest School Office (24.8 percent). The Achieve 180 School Office had the smallest group making up 4.3 percent of teachers with carry-over ratings.
- Of the 2,214 teachers assigned to the West school office, 1,045 teachers (47.2% percent) had prior year ratings applied; of the 2,074 teachers assigned to the Northwest school office, 941 (45.4 percent) had prior year ratings applied; and of the 1,739 teachers assigned to the South school office, 502 (28.9 percent) had prior year ratings applied (**Figure 1D**).

Figure 1D. Percentage of Teachers with Carry-Over Ratings in Each School Office, 2020–2021



Source: Teacher Appraisal and Development F&D Tool, 2020–2021

- Out of the 3,796 teachers with carry-over ratings, 3,755 teachers (98.9 percent) were M-TADS-qualified teachers. Forty teachers (1.1 percent) carried over ratings from previous years but were missing any designation of M-TADS status in the system. One teacher carried over their previous year's ratings despite being identified as not eligible for M-TADS.

1.1. Of those who did not carry over ratings from the previous year, how many changed appraisers? Among those who changed appraisers, did their performance level change between school years?

- Out of the 10,382 TADS-eligible teachers with 2020–2021 ratings, 4,583 teachers (44.1 percent) did not carry over previous year ratings and had ratings from the two most recent school years. Out of these, 2,497 teachers (54.5 percent) changed appraisers between school years.
- **Table 1** (p. 11) shows that among the 2,497 teachers who had different appraisers between school years, 1,736 teachers (69.5 percent) maintained the same summative performance levels. Over a fifth of teachers (20.4 percent, n=508) improved ratings by 2020–2021, while around 10 percent (n=253) earned worse ratings in 2020–2021.

Table 1. Performance Level Changes among Teachers who Did Not Carry Over Ratings and had Different Appraisers between School Years, 2020–2021

2019–2020 Summative Rating Performance Level	2020–2021 Summative Rating Performance Level				
	Ineffective	Needs Improvement	Effective	Highly Effective	Total
Ineffective	1	4	2	0	7
Needs Improvement	7	90	266	1	364
Effective	3	103	1,507	235	1,848
Highly Effective	0	5	135	138	278
Total	11	202	1,910	374	2,497

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021

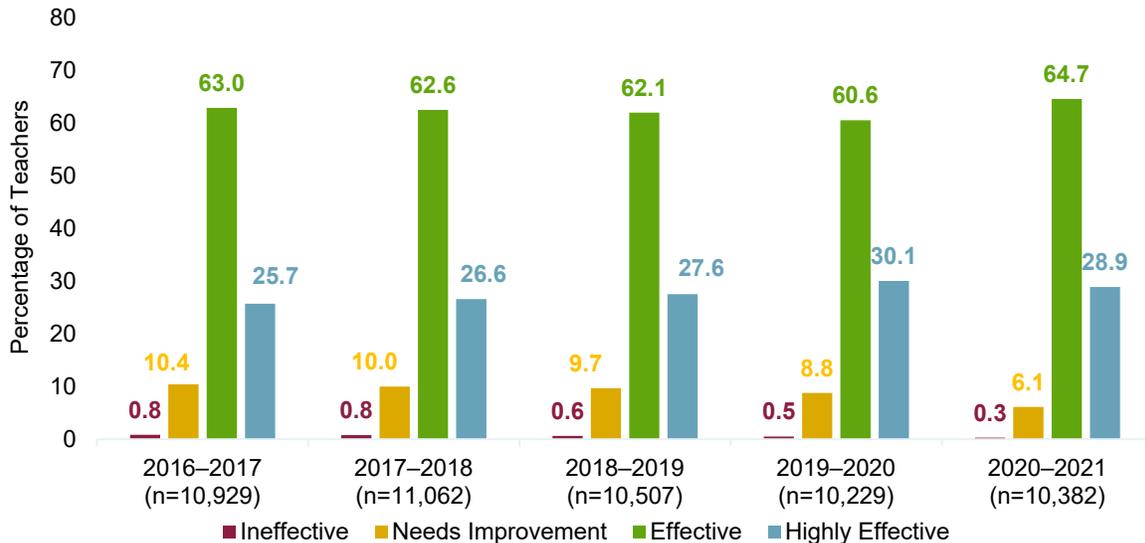
Notes: Cells shaded dark grey represent a decrease of at least one performance level, unshaded cells represent no changes in performance levels, and cells shaded in light grey represent an increase of at least one performance level between the two school years. Due to changes in the methodology used 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.

2. What were the rating distributions for teachers districtwide in 2020–2021 compared to previous years?

- In 2020–2021, 10,800 teachers were identified as eligible for appraisal through the TADS, out of which 10,382 teachers (96.1 percent) received a rating. The corresponding tables detailing the number and percentages of teachers at each rating level can be found in **Appendix D** (p. 45).

Summative Ratings

- The summative rating distribution in **Figure 2A** (p. 12) shows the relative consistency of appraisal rating scores across time. Of the 10,382 teachers appraised through the TADS in the 2020–2021 school year, 28.9 percent received a summative rating of Highly Effective (n=3,002), 64.7 percent received a summative rating of Effective (n=6,712), 6.1 percent of teachers were rated as Needs Improvement (n=637), and less than one percent of teachers were rated as Ineffective (n=31). 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 after a consistent increase over time in the proportion of teachers earning Highly Effective summative ratings there was a slight decrease in percentage of teachers earning the highest performance level in the most recent school year while the percentage of teachers earning an Effective summative rating rose to its highest proportion after steadily declining in the previous four years.

Figure 2A. Summative Rating Distribution 2016–2017 through 2020–2021

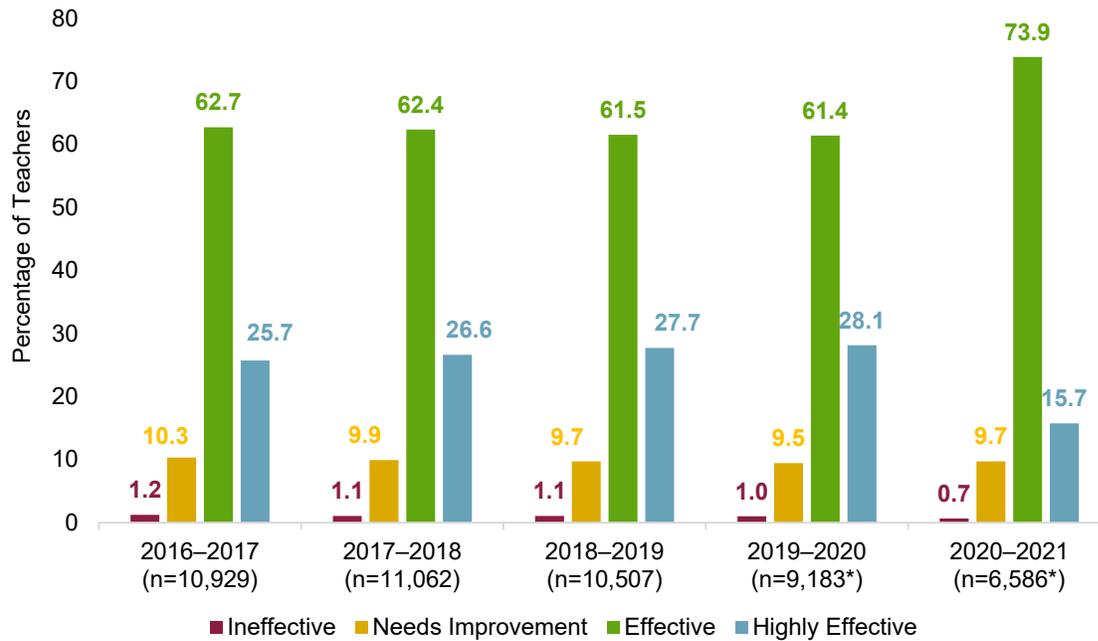
Sources: Teacher Appraisal and Development F&D Tool, 2016–2017 through 2020–2021

Notes: Includes the 3,796 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, 2019–2020, and 2020–2021 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 6.1 percent for the 2020–2021 school year from a high of 10.4 percent in the 2016–2017 school year.
- The percentage of teachers with a summative rating of Highly Effective steadily increased (from 25.7 percent in 2016–2017 to 30.1 percent in 2019–2020), until a 1.2 drop in percentage points in 2020–2021 to 28.9 percent. Meanwhile, the percentage of teachers rated as Effective decreased steadily from a high of 63.0 percent in 2016–2017 to 60.6 percent in 2019–2020, before increasing to a series-high of 64.7 percent in 2020–2021.

Instructional Practice Ratings

- **Figure 2B** (p. 13) shows the Instructional Practice (IP) rating distribution over time. Of the 6,586 teachers whose ratings were based on their performance during the 2020–2021 school year, 15.7 percent received an IP rating of Highly Effective (n=1,037) and 73.9 percent received an IP rating of Effective (n=4,864). Almost ten percent of teachers were rated as Needs Improvement (n=641), and less than one percent were rated as Ineffective (n=44) on the IP component.
- The percentage of teachers with an IP rating of Ineffective has steadily declined from 1.2 percent in 2016–2017 to 0.7 percent in 2020–2021, while the percentage of teachers with a rating of Highly Effective has steadily increased from 25.7 percent to 28.1 percent in the previous three years before dropping sharply to 15.7 percent in 2020–2021.

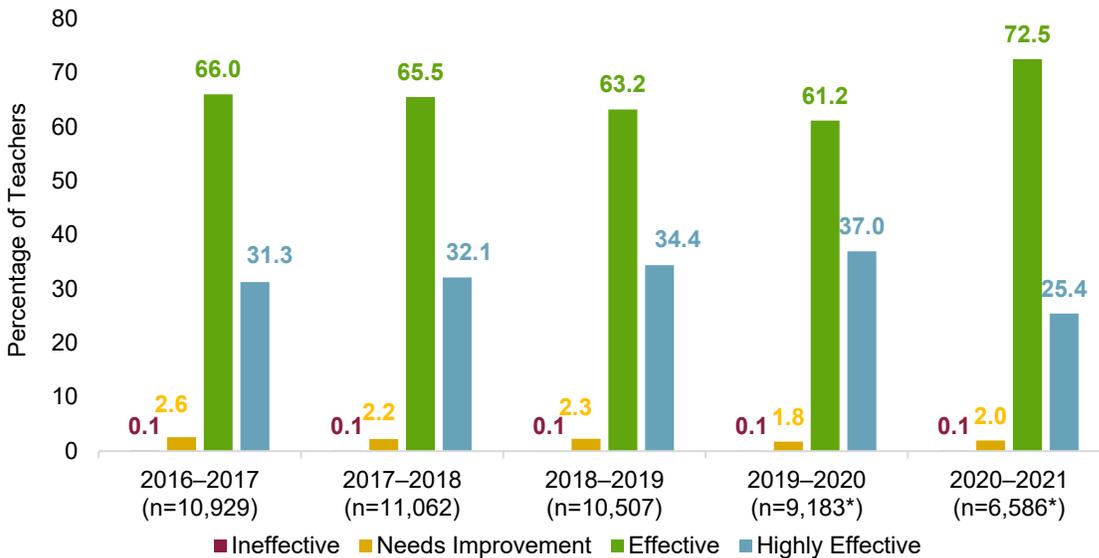
Figure 2B. Instructional Practice Rating Distribution 2016–2017 through 2020–2021

Sources: Teacher Appraisal and Development F&D Tool, 2016–2017 through 2020–2021

Notes: *Teacher data represented in this graph for these specific school years include only those who earned ratings based on the current school year and exclude teachers who carried over ratings from previous school years. 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 6,586 teachers appraised through the TADS in the 2020–2021 school year, 25.4 percent received a PR rating of Highly Effective (n=1,676) and 72.5 percent received a PR rating of Effective (n=4,776). Just 129 teachers (2.0 percent) were rated as Needs Improvement, and 5 teachers (0.1 percent) were rated as Ineffective on the PR component.

Figure 2C. Professional Expectations Rating Distributions, 2016–2017 through 2020–2021

Sources: Teacher Appraisal and Development F&D Tool, 2016–2017 through 2020–2021

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

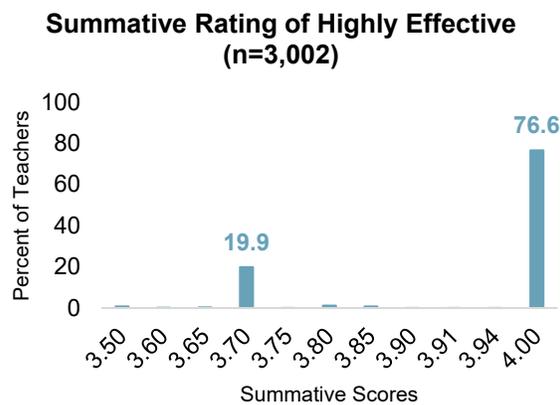
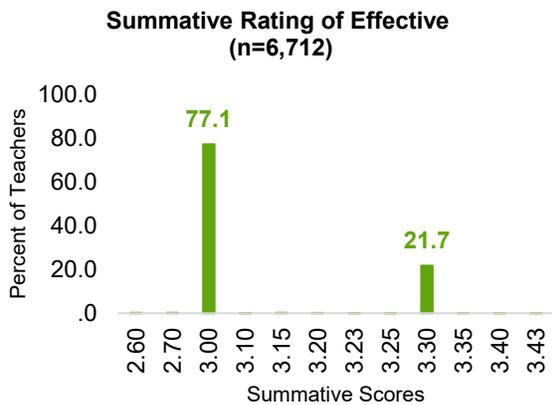
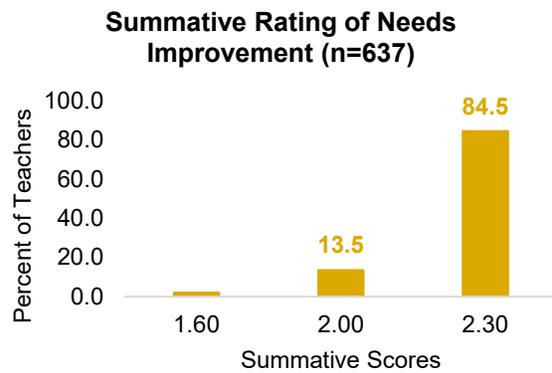
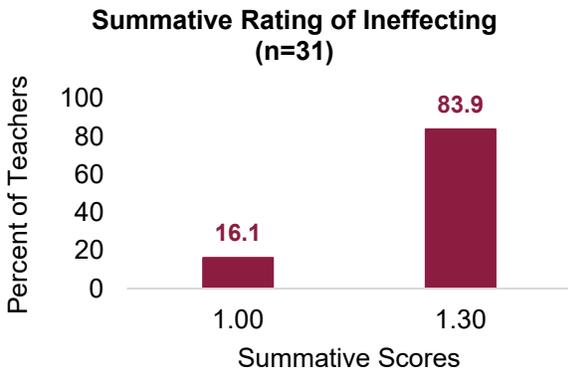
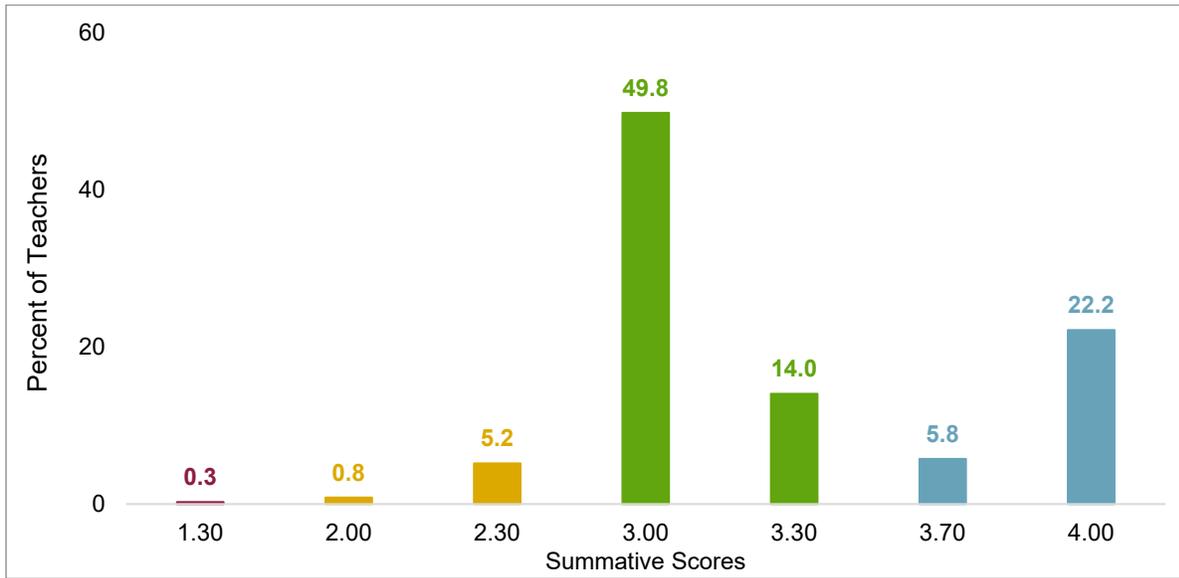
- The percentage of teachers rated as Effective for PR has steadily declined from a high of 66.0 percent in 2016–2017 to a low of 61.2 percent in 2019–2020, before sharply increasing to 72.5 percent in 2020–2021. Meanwhile, the percentage of teachers rated as Highly Effective has steadily increased from 31.3 percent to 37.0 percent in the previous four years, before decreasing by 11.6 percentage points to 25.4 percent in the most recent school year.

3. What were the distributions of scores by ratings for teachers districtwide in 2020–2021?

Summative Scores

- **Figure 3A** (p. 15) displays the distribution of summative scores by the corresponding summative ratings in 2020–2021. The corresponding tables detailing the number and percentage of teachers with each score within a performance level can be found in **Appendix E** (p. 46).
- Of the 3,002 (28.9 percent) teachers who received a Highly Effective summative rating in 2020–2021, 76.6 percent (n=2,301) earned a summative score of 4.00, the highest score possible through the TADS. Of the 6,712 teachers (64.6 percent) who received an Effective summative rating, 77.1 percent (n=5,174) earned a summative score of 3.00 and 21.7 percent (n=1,458) earned a summative score of 3.30.
- On the other end of the range, of the 637 teachers (6.1 percent) who received a Needs Improvement summative rating in 2020–2021, 84.5 percent (n=538) earned a summative score of 2.30 and 13.5 percent (n=86) earned a summative score of 2.00. Meanwhile, of the 31 teachers (0.3 percent) who received an Ineffective rating, 83.9 percent (n=26) had a summative score of 1.30 and 16.1 percent (n=5) received a summative score of 1.00.

Figure 3A. Summative Scores Distribution by Summative Ratings, 2020–2021 (n=10,382)



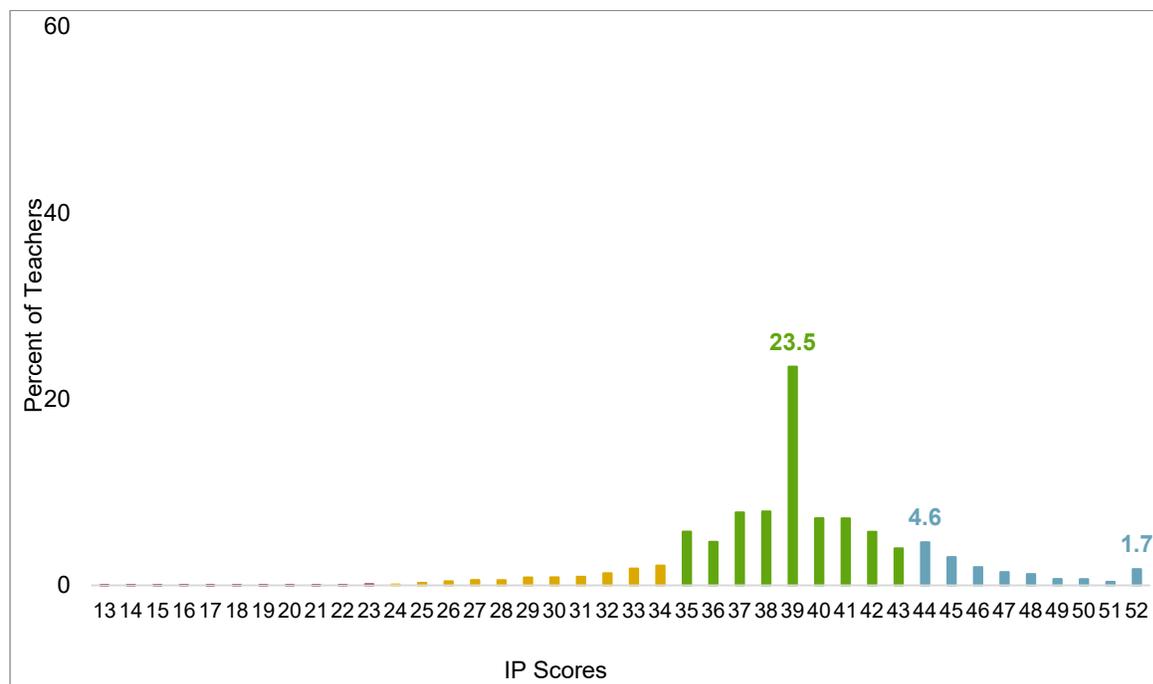
Sources: Teacher Appraisal and Development F&D Tool, 2020–2021

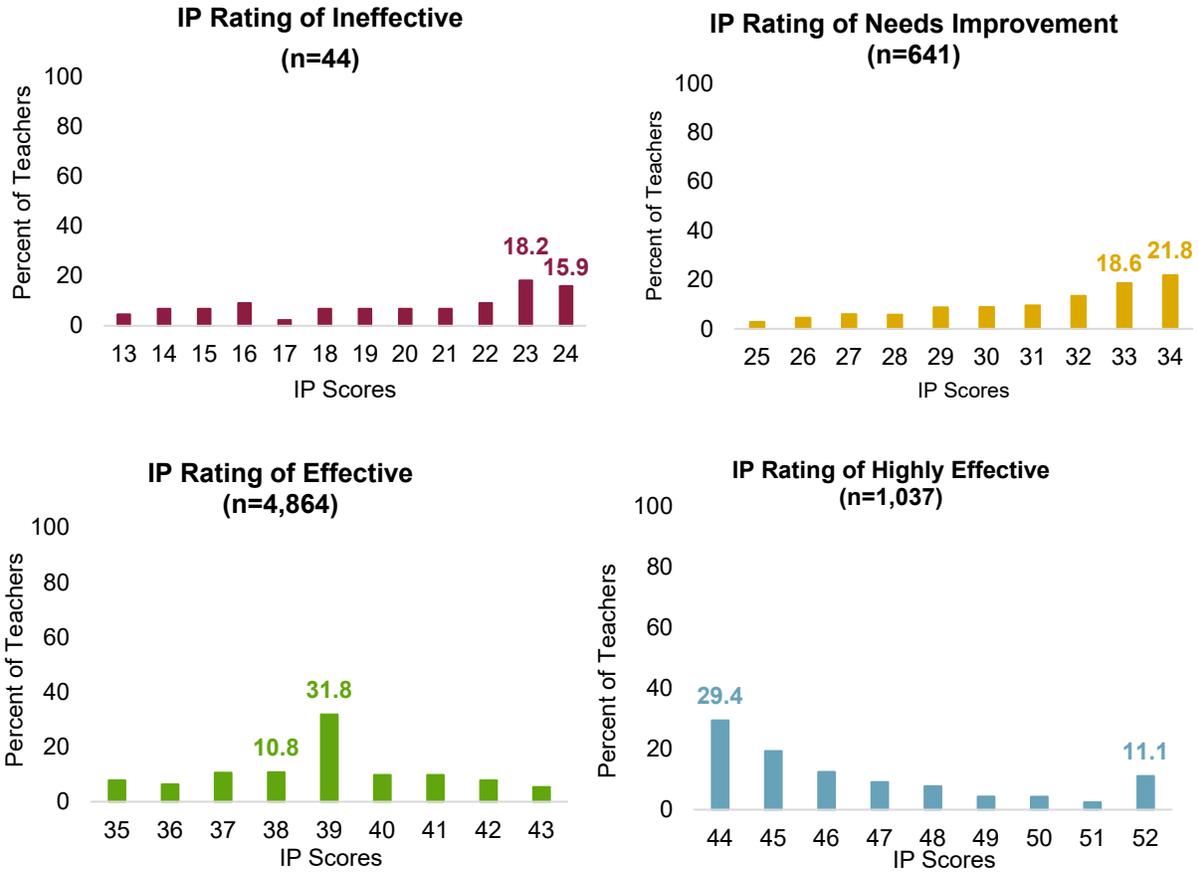
Notes: Includes the 3,796 teachers for whom prior year ratings were applied. TADS summative scores are interpreted as: 1.00 to 1.49 – Ineffective, 1.50 to 2.49 – Needs Improvement, 2.50 to 3.49 – Effective, and 3.50 to 4.00 – Highly Effective. Percentages may not total 100 due to rounding.

Instructional Practice Scores

- **Figure 3B** displays the distribution of Instructional Practice ratings by the corresponding IP score. Of the 6,586 teachers appraised through the TADS in 2020–2021, 23.5 percent earned an IP score of 39 (n=1,547).
- Of the 1,037 teachers with a Highly Effective IP rating, 29.4 percent (n=305) earned an IP score of 44, the lowest score possible within that rating, and 11.1 percent (n=115) earned an IP score of 52, the highest possible score. Among the 4,864 teachers who received an IP rating of Effective, 31.8 percent (n=1,547) earned an IP score of 39, and 10.8 percent earned an IP score of 38 (n=523).
- On the other end of the range, of the 641 teachers with a Needs Improvement IP rating, 21.8 percent (n=140) earned an IP score of 34, and 18.6 percent (n=119) earned an IP score of 33, the two highest scores possible within that rating, while among the 44 teachers with an Ineffective IP rating, 15.9 percent (n=7) earned an IP score of 24, the highest score possible for that rating while 18.2 percent (n=8) earned an IP score of 23.

Figure 3B. Instructional Practice Scores Distribution by IP Ratings, 2019–2020 (n=6,586)





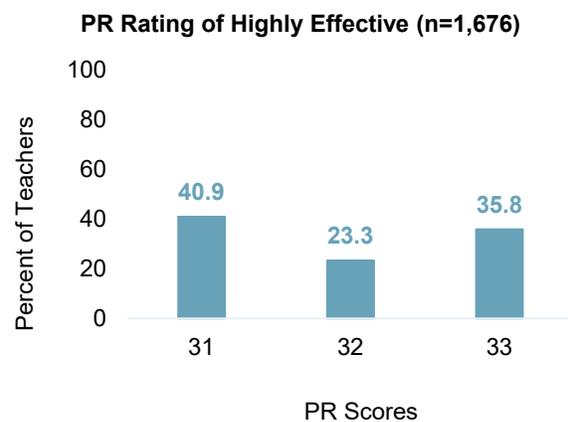
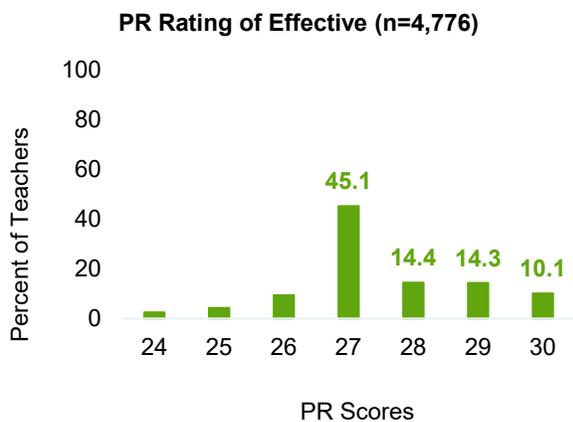
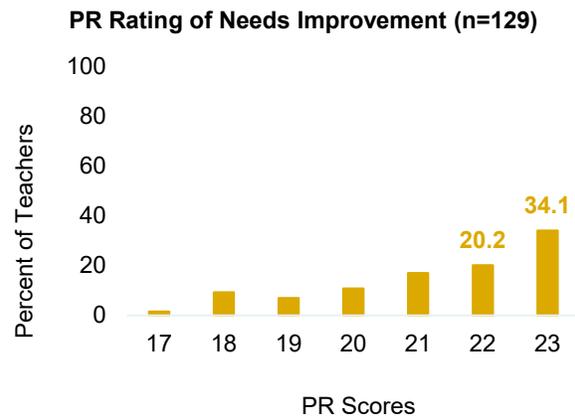
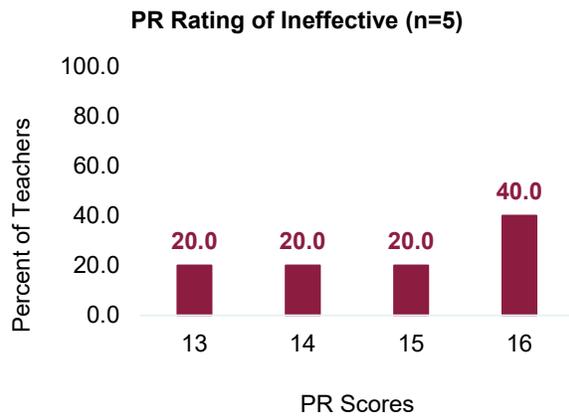
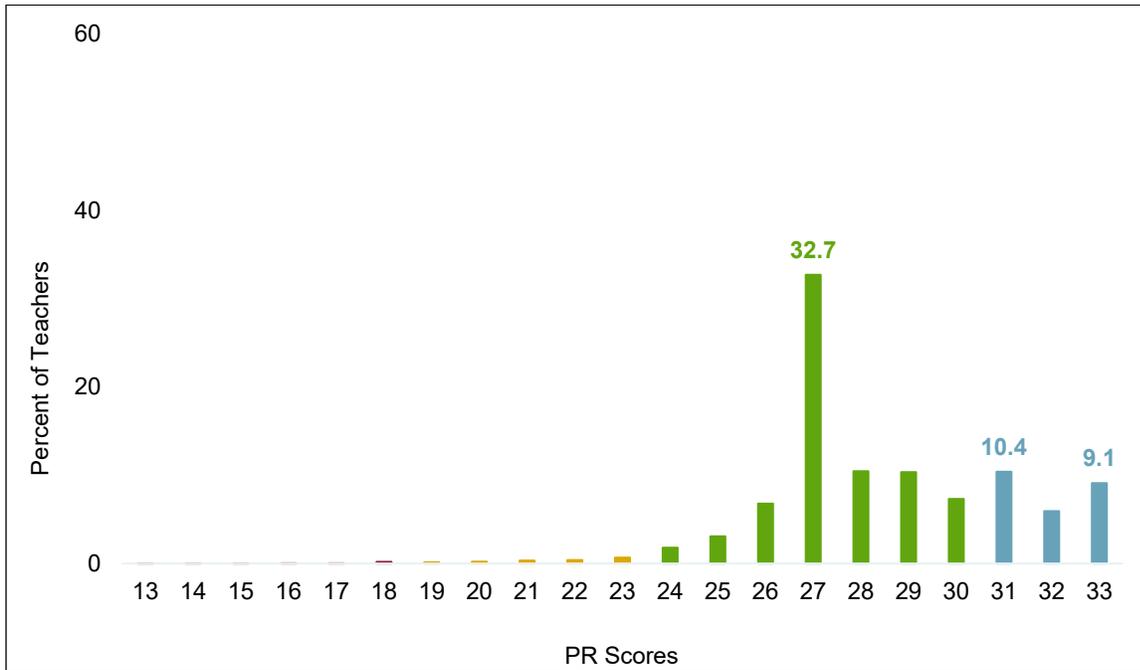
Source: Teacher Appraisal and Development F&D Tool, 2020–2021

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.

Professional Expectation Scores

- **Figure 3C** (p. 18) displays the distribution of Professional Expectations scores by the corresponding PR ratings in 2020–2021. Of the 6,586 teachers appraised through TADS, 32.7 percent earned a PR score of 27 (n=2,155), for an Effective PR rating, and 10.4 percent earned a PR score of 31 (n=685), the lowest possible score for a Highly Effective PR rating while 9.1 percent (n=600) had a PR score of 33, the highest score among those with a Highly Effective PR rating.
- Of the 1,676 teachers who received a PR rating of Highly Effective, 40.9 percent (n=685) earned a PR score of 31, the lowest score for the rating, and 35.8 percent (n=600) earned a PR score of 33, the highest score for the rating. Meanwhile, of the 4,776 teachers who received a PR rating of Effective, 45.1 percent (n=2,155) earned a PR score of 27 while 10.1 percent (n=482) earned the highest score of 30.
- Of the 129 teachers who received a PR rating of Needs Improvement, 34.1 percent (n=44) earned a PR score of 23 and 20.2 percent (n=26) earned a PR score of 22, the two highest scores possible for that rating. Only 5 teachers received a PR rating of Ineffective.

Figure 3C. Professional Expectation Scores Distribution by PR Ratings, 2020–2021 (n=6,586)



Source: Teacher Appraisal and Development F&D Tool, 2020–2021

Notes: Professional Expectations scores ranged from 13 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 13 to 16. Percentages may not total 100 due to rounding.

4. *What was the distribution of ratings by years of experience?*

- First-year teachers (n=1,013, 9.8 percent) and teachers with one to five years of experience (n=3,293, 31.7 percent) made up 41.5 percent of all teachers (n=10,382), and teachers with six to ten years of experience (n=1,894, 18.2 percent), 11 to 20 years of experience (n=2,623, 25.3 percent) and more than 20 years of experience (n=1,559, 15.0 percent) made up the remaining groups of teachers. The corresponding tables detailing the number and percentage of 2020–2021 teachers at each performance level by categorical years of experience can be found in **Appendix F** (p. 49).

Summative Ratings

- **Figure 4A** (p. 20) displays the distribution of years of teaching experience by summative ratings in 2020–2021. Of the 1,013 first-year teachers, the majority (74.8 percent, n=758) received a summative rating of Effective. Almost one fifth (19.2 percent) were rated as Needs Improvement (n=194). A total of 54 first-year teachers (5.4 percent) were rated as Highly Effective, with 34 (3.4 percent) teachers receiving an overall summative rating of 4.00, the highest score possible.
- Teachers with one to five years of experience were mostly rated as either Effective (70.5 percent, n=2,321) or Highly Effective (22.6 percent, n=745). Of the 3,293 teachers with one to five years of experience, 17.3 percent (n=570) received the highest possible 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 a majority of teachers rated either Effective or Highly Effective; approximately 57.3 to 61 percent of each group received a summative rating of Effective, and 35.4 to 38.6 percent received a summative rating of Highly Effective.

Figure 4A. Teachers' Summative Ratings by Years of Experience, 2020–2021 (n=10,382)

Source: Teacher Appraisal and Development F&D Tool, 2020–2021

Note: Includes the 3,796 teachers for whom prior year ratings were applied. Percentages may not total 100 due to rounding.

4.1. How did the 1st year teachers from the 2019–2020 school year whose Summative Ratings were Ineffective or Needs Improvement perform in 2020–2021?

- There were 253 first year teachers from 2019–2020 whose summative ratings were Ineffective or Needs Improvement who received 2020–2021 summative ratings. **Table 2** shows majority of these teachers improved their summative ratings in their second year of teaching. Out of the six first year teachers who received an Ineffective summative rating 83.3 percent (n=5) improved by at least one performance level. Among those who were rated Needs Improvement during their first year of teaching, 69.6 percent (n=172) improved by at least one performance level. Only three first year teachers (1 percent) were rated weaker during their second year of teaching.

Table 2. 2020–2021 Summative Ratings of Second-Year Teachers Rated Ineffective or Needs Improvement after their First Year of Service

2019–2020 Summative Rating	2020–2021 Summative Rating				Total
	Ineffective	Needs Improvement	Effective	Highly Effective	
Ineffective	1	4	1	0	6
Needs Improvement	3	72	170	2	247
Total	4	76	171	2	253

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021

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.

4.2. How did the 1st year teachers from the 2019–2020 school year whose Summative Ratings were Effective or Highly Effective perform in 2020–2021?

- There were 742 first year teachers from 2019–2020 whose summative ratings were Effective or Highly Effective who received 2020–2021 summative ratings. **Table 3** shows 94.3 percent of these teachers (n=700) maintained or improved their performance during their second year of teaching. Out of the 659 teachers previously rated as Effective, 3.6 percent (n=24) received weaker ratings in 2020–2021. Out of the 83 teachers previously rated as Highly Effective, 21.7 percent (n=18) received an Effective rating in their second year of teaching.

Table 3. 2020–2021 Summative Ratings of Second-Year Teachers Rated Effective or Highly Effective after their First Year of Service

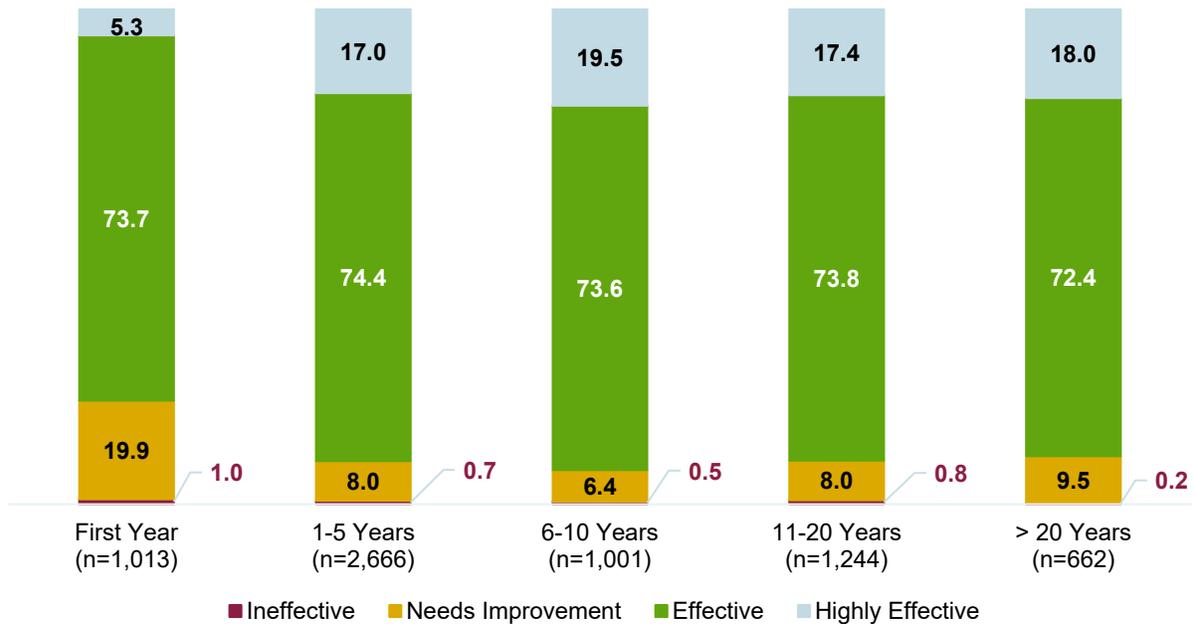
2019–2020 Summative Rating	2020–2021 Summative Rating				Total
	Ineffective	Needs Improvement	Effective	Highly Effective	
Effective	1	23	539	96	659
Highly Effective	0	0	18	65	83
Total	1	23	557	161	742

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021

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.

Instructional Practice Ratings

- **Figure 4B** (p. 22) shows that among first-year teachers, the majority (73.7 percent, n=747) received an IP rating of Effective while 19.9 percent were rated as Needs Improvement (n=202). A total of 54 first year teachers (5.3 percent) were rated as Highly Effective.
- Teachers with one to five years of experience were mostly rated as either Effective (74.4 percent) or Highly Effective (17.0 percent) for the IP component. Teachers with six to ten years of experience, 11 to 20 years of experience, and more than 20 years of experience were rated similarly on the IP component, with approximately 73 percent of each group rated as Effective, and 17.4 to 19.5 percent rated as Highly Effective.

Figure 4B. Teachers’ Instructional Practice Ratings by Years of Experience, 2020–2021 (n=6,586)

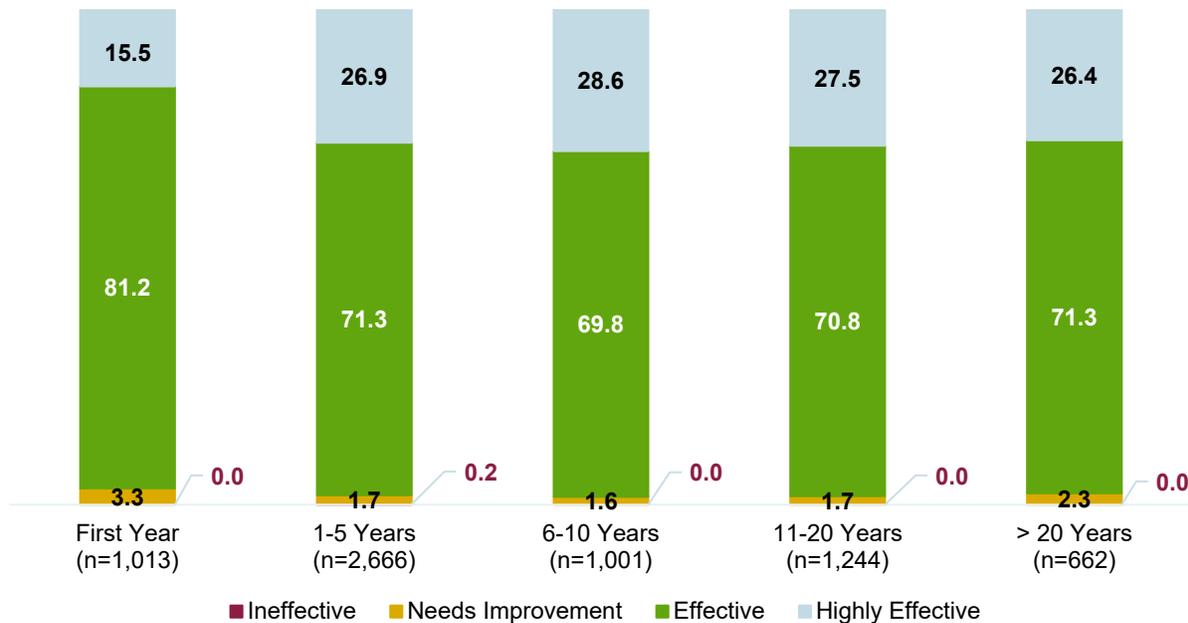
Source: Teacher Appraisal and Development F&D Tool, 2020–2021

Note: Percentages may not total 100 due to rounding.

Professional Expectations Ratings

- **Figure 4C** (p. 23) displays the distribution of PR ratings by years of experience. More than a quarter of teachers with at least one year of experience received a PR rating of Highly Effective; first year teachers had the lowest proportion of teachers who received a Highly Effective PR rating at only 15.5 percent (n=157).
- Approximately 70 percent of all teachers with at least one year experience received an Effective rating while among first year teachers, 81.2 percent (n=823) received a similar rating.
- No teachers received an Ineffective PR rating except 5 of those who had 1–5 years of experience.

Figure 4C. Teachers' Professional Expectations Ratings by Years of Experience, 2020–2021 (n=6,586)



Source: Teacher Appraisal and Development F&D Tool, 2020–2021

Note: Percentages may not total 100 due to rounding

5. What were the changes in the distribution of ratings for teachers in 2020–2021 compared to 2019–2020 (for teachers who received a rating in both years)?

- Of the 10,229 teachers that received a summative rating for 2019–2020, 81.9 percent (n=8,379) also received a rating in 2020–2021. However, of these teachers, 3,796 (45.3 percent) had carry-over ratings from previous years. 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 4A** (p. 24) 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 2019–2020 ratings as compared to 2020–2021 ratings. Teachers with carry-over ratings from the previous school year are excluded from this analysis.
- A decrease of at least one performance level can be seen for 8.3 percent (n=381) of teachers.
- An increase of at least one performance level can be seen for 18.6 percent (n=853) of teachers.
- A total of 3,349 teachers (73.1 percent) earned the same summative rating performance level in 2020–2021 as in 2019–2020, with 400 (8.7 percent) of those teachers earning the highest possible score in both school years.

Table 4A. Summative Rating Changes for Teachers Receiving Summative Ratings for Two Consecutive Years, 2019–2020 and 2020–2021

2019–2020 Summative Ratings	2020–2021 Summative Ratings				
	Ineffective	Needs Improvement	Effective	Highly Effective	Total in 2019–2020
Ineffective	2	9	3	0	14
Needs Improvement	12	182	444	5	643
Effective	4	143	2,765	392	3,304
Highly Effective	0	5	217	400	622
Total in 2020–2021	18	339	3,429	797	4,583

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021

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.

5.1. Of those who were rated Ineffective or Needs Improvement from 2019–2020, did they improve in 2020–2021?

- Out of the 657 teachers who were rated Ineffective or Needs Improvement in 2019–2020, 461 teachers (70.2 percent) improved by at least one summative rating performance level in 2020–2021.

Instructional Practice Ratings

- **Table 4B** shows performance level changes for teachers who received an IP rating for two consecutive years. The figure displays 2019–2020 ratings as compared to 2020–2021 ratings.
- A decrease of at least one performance level can be seen for 8.4 percent (n=385) of teachers.
- An increase of at least one IP performance level can be seen for 19.3 percent (n=885) of teachers.
- A total of 3,313 teachers (72.3 percent) earned the same IP performance level in 2020–2021 as in 2019–2020.

Table 4B. Instructional Practice Rating Changes for Teachers Receiving IP Ratings for Two Consecutive Years, 2019–2020 and 2020–2021

2019–2020 IP Ratings	2020–2021 IP Ratings				
	Ineffective	Needs Improvement	Effective	Highly Effective	Total in 2019–2020
Ineffective	6	17	17	0	40
Needs Improvement	15	176	457	5	653
Effective	6	137	2,727	389	3,259
Highly Effective	0	5	222	404	631
Total in 2020–2021	27	335	3,423	798	4,583

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021

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 4C** shows performance level changes for teachers who received a PR rating for two consecutive years. The figure displays 2019–2020 ratings compared to 2020–2021 ratings.
- A decrease of at least one performance level can be seen for 11.3 percent (n=520) of teachers.
- An increase of at least one PR performance level can be seen for 14.1 percent (n=648) of teachers.
- A total of 3,415 teachers (74.5 percent) earned the same PR performance level in 2020–2021 as they did in 2019–2020.

Table 4C. Professional Expectations Rating Changes for Teachers Receiving PR Ratings for Two Consecutive Years, 2019–2020 and 2020–2021

2019–2020 PR Ratings	2020–2021 PR Ratings				Total in 2018–2019
	Ineffective	Needs Improvement	Effective	Highly Effective	
Ineffective	0	1	0	0	1
Needs Improvement	1	21	67	5	94
Effective	2	45	2,727	575	3,349
Highly Effective	0	6	466	667	1,139
Total in 2019-2020	3	73	3,260	1,247	4,583

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021

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.

6. What were the ratings of teachers who were retained/exited from 2020–2021 to 2021–2022, and how do these compare to ratings from 2019–2020?

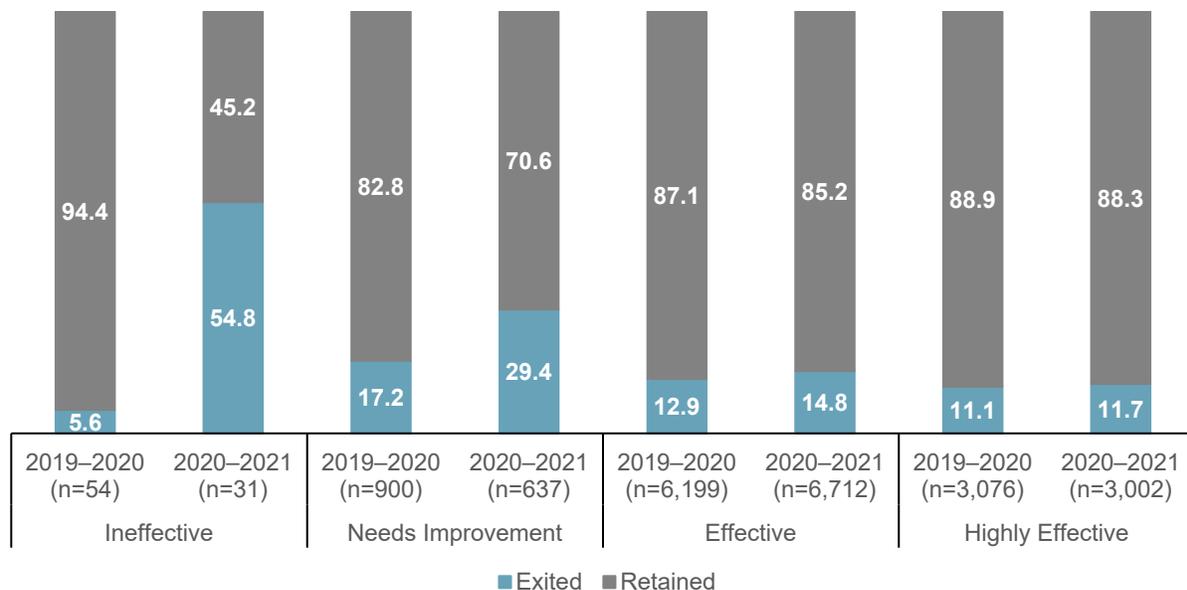
- Of the 10,382 teachers who received a summative rating in the 2020–2021 school year, 8,834 (85.1 percent) returned to the district at the as of the fall snapshot date of the 2021–2022 school year, which is typically the last Friday of October. This is a slight decrease from the previous year's retention rate where, of the 10,229 teachers at the end of the 2019–2020 school year, 8,929 (87.3 percent) remained in the district as of the fall snapshot date of the 2020–2021 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** (p. 50).

Summative Ratings

- Retention rates for teachers decreased between the two school years among teachers across all performance levels.

- The largest decrease 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, followed by more than a 50 percent drop in 2020–2021 with a 45.2 retention rate among teachers rated Ineffective (**Figure 6A**).
- Teachers who received Highly Effective summative ratings had the highest retention rates across both school years, 88.9 percent from 2019–2020 and 88.3 percent from 2020–2021.

Figure 6A. Teacher Retention by Summative Ratings, 2019–2020 (n=10,229) to 2020–2021 (n=10,382)



Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021; HR BOY and EOY Roster Files, 2019–2020, 2020–2021, and 2021–2022

Note: Retention for the 2020–2021 school year was calculated as the percentage of teachers with a TADS rating from 2020–2021 who were employed at the district in any capacity as of the PEIMS fall snapshot date the following school year. 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 fall snapshot date the following school year. BOY roster file is the roster pulled closest to PEIMS fall snapshot date. EOY roster file is the roster pulled closest to the last day of school for students.

6.1. Of those who were rated Ineffective or Needs Improvement in 2020–2021 and exited by 2021–2022, did they exit on their own, exit after a file review, or exit with an open PPA?

- There were 204 teachers who were rated Ineffective or Needs Improvement in 2020–2021 and had left the district by the 2021–2022 snapshot date. Out of these teachers, 184 (90.2 percent) left the district voluntarily, with 35 (19.0 percent) having an open PPA as of May 3, 2021. Of the 20 teachers who involuntarily left the district, 80 percent (n=16) were terminated by the board with one teacher having an open PPA as of May 3, 2021.

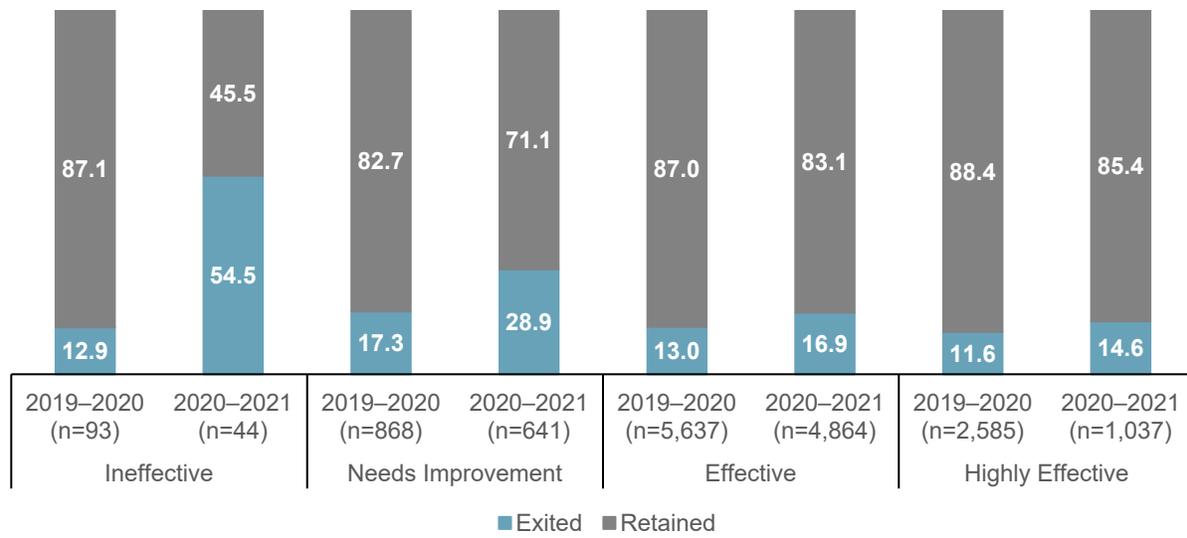
Instructional Practice Ratings

- Retention rates decreased among teachers across all IP performance levels, with the largest decrease among those who received an Ineffective rating. Of the teachers from the 2019–2020 school year, 87.1 percent of teachers rated Ineffective from the previous year had been retained;

however, from the 2020–2021 school year, retention rates decreased to 45.5 percent. (**Figure 6B**, p.27).

- Retention rates were highest among teachers with IP ratings of Highly Effective, with 88.4 percent retention from 2019–2020 and 85.4 percent retention from 2020–2021.

Figure 6B. Teacher Retention by Instructional Practice Ratings, 2019–2020 (n=9,183) to 2020–2021 (n=6,586)



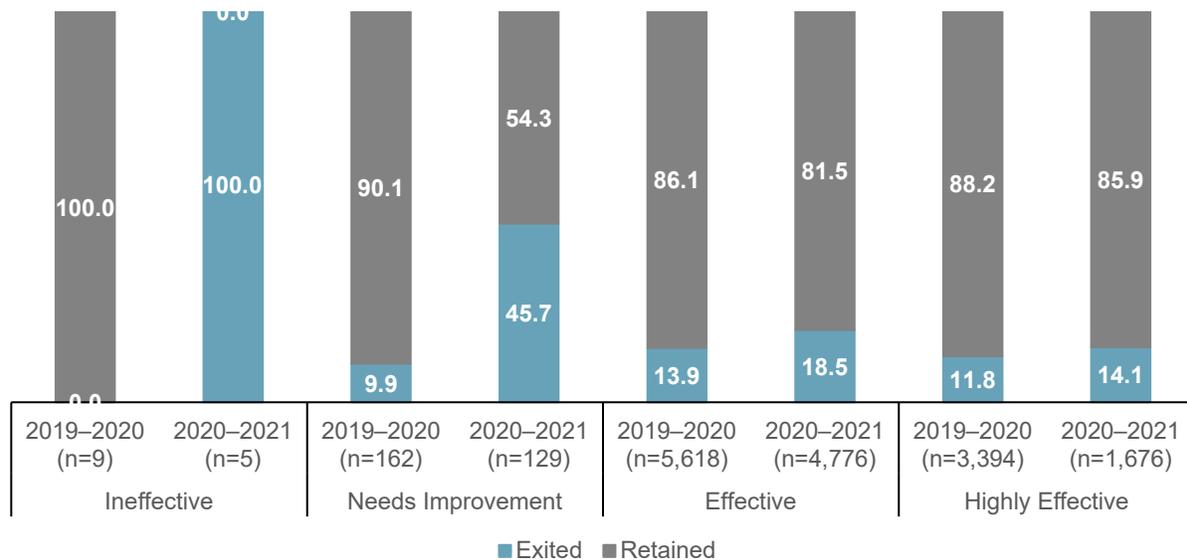
Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021; HR BOY and EOY Roster Files, 2019–2020, 2020–2021, and 2021–2022

Note: Retention for the 2020–2021 school year was calculated as the percentage of teachers with a TADS rating from 2020–2021 who were employed at the district in any capacity as of the PEIMS snapshot date the following school year. 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. BOY roster file is the roster pulled closest to PEIMS fall snapshot date. EOY roster file is the roster pulled closest to the last day of school for students.

Professional Expectations Ratings

- Retention rates for teachers across all PR ratings also decreased between 2019–2020 and 2020–2021, with the largest decrease among those who received an Ineffective rating. It is important to note that although the percentage difference appears to be dramatic, the number of teachers in this group is less than 10; 9 from 2019–2020 and 5 from 2020–2021 (**Figure 6C**, p. 28).
- The smallest decrease in retention rates is among teachers who received a Highly Effective PR rating, with 88.2 percent of teachers retained from 2019–2020 compared to 85.9 percent of teachers retained from 2020–2021.

Figure 6C. Teacher Retention by Professional Expectations Ratings, 2019–2020 (n=9,183) to 2020–2021 (n=6,586)



Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021; HR BOY and EOY Roster Files, 2019–2020, 2020–2021, and 2021–2022

Note: Retention for the 2020–2021 school year was calculated as the percentage of teachers with a TADS rating from 2020–2021 who were employed at the district in any capacity as of the PEIMS snapshot date the following school year. 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.

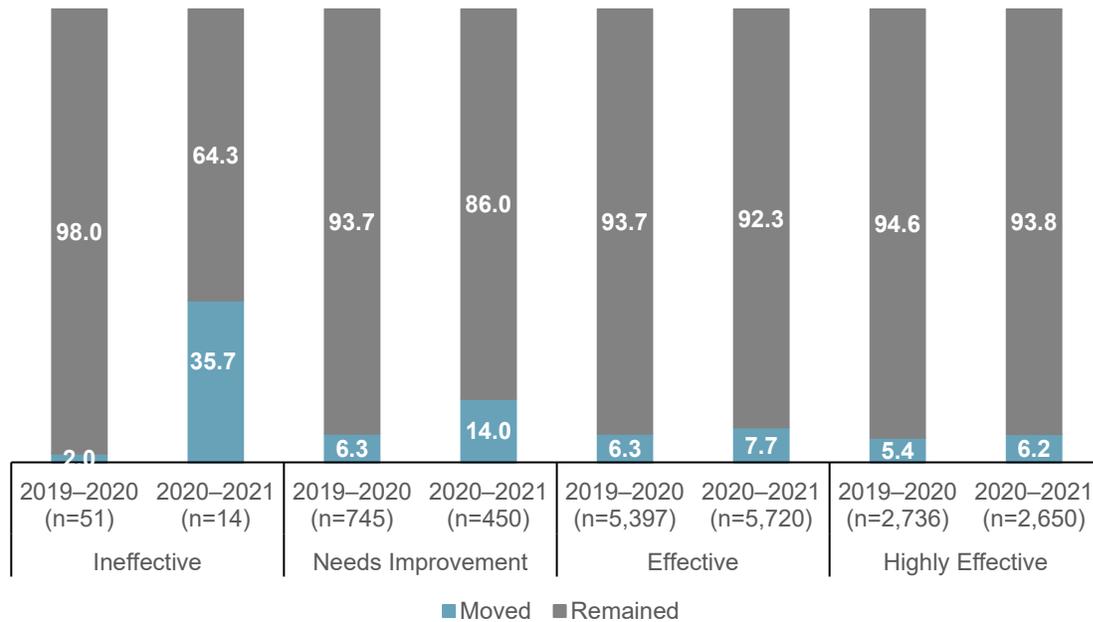
7. What is the rating distribution of teachers who remain at the same schools (as compared to those who moved to a new location), and how does it compare to ratings from 2019–2020?

- Teacher mobility is defined as movement between campuses or departments. Of the 10,382 teachers who received summative ratings at the end of the 2020–2021 school year, 85.1 percent (n=8,834) remained in the district and of those 8,159 (92.4 percent) remained at the same work location as of the fall snapshot date of the 2021–2022 school year. This is a slight decrease from the previous year's ratings where 94.0 percent (n=8,391) of retained teachers were at the same work location they were at the beginning of the 2020–2021 school year as at the end of the 2019–2020 school year. The corresponding tables detailing the distribution of ratings at each performance level by teacher mobility can be found in **Appendix H** (p. 51).

Summative Ratings

- Figure 7A** (p. 29) shows mobility rates increased across all summative rating categories, with the highest increase among those who received an Ineffective summative rating; from 2.0 (n=1) percent in 2019–2020 to 35.7 percent (n=5) in 2020–2021.
- Mobility rates remained relatively low among teachers who had higher summative ratings from 2020–2021, with rates ranging from 6.2 percent among those rated Highly Effective to 7.7 percent among those whose summative ratings were Effective.

Figure 7A. Teacher Mobility by Summative Ratings, 2019–2020 (n=8,929) to 2020–2021 (n=8,834)



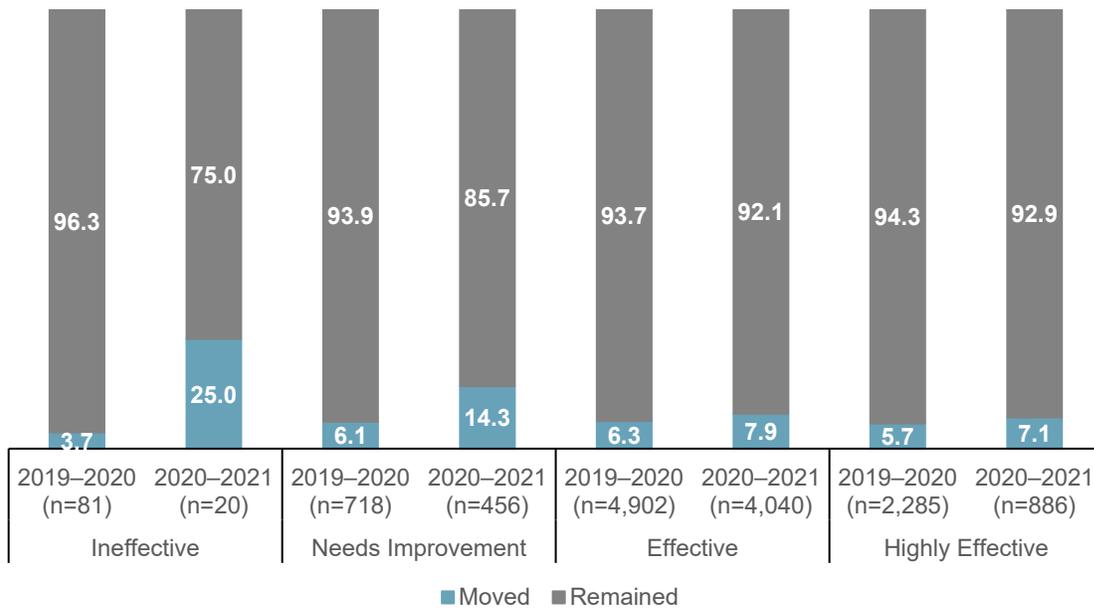
Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021; HR BOY and EOY Roster Files, 2019–2020, 2020–2021, and 2021–2022

Note: Teacher mobility is defined as those teachers who were retained and who changed their work location as of the PEIMS fall snapshot date. BOY roster file is the roster pulled closest to PEIMS fall snapshot date. EOY roster file is the roster pulled closest to the last day of school for students. “Work location” includes any work location within the district, including but not limited to campuses.

Instructional Practice Ratings

- Figure 7B** (p. 30) displays rates of teacher mobility by IP ratings. There was an increase in teacher mobility rates between the two school years across all performance levels with the highest increase among teachers whose IP ratings were Ineffective, where the mobility rate increased from 3.7 percent (n=3) to 25.0 percent (n=5). Although the percentage difference appears dramatic, the number of transfers between campuses or departments was in the single digits for both school years.

Figure 7B. Teacher Mobility by Instructional Practice Ratings, 2019–2020 (n=7,986) to 2020–2021 (n=5,402)



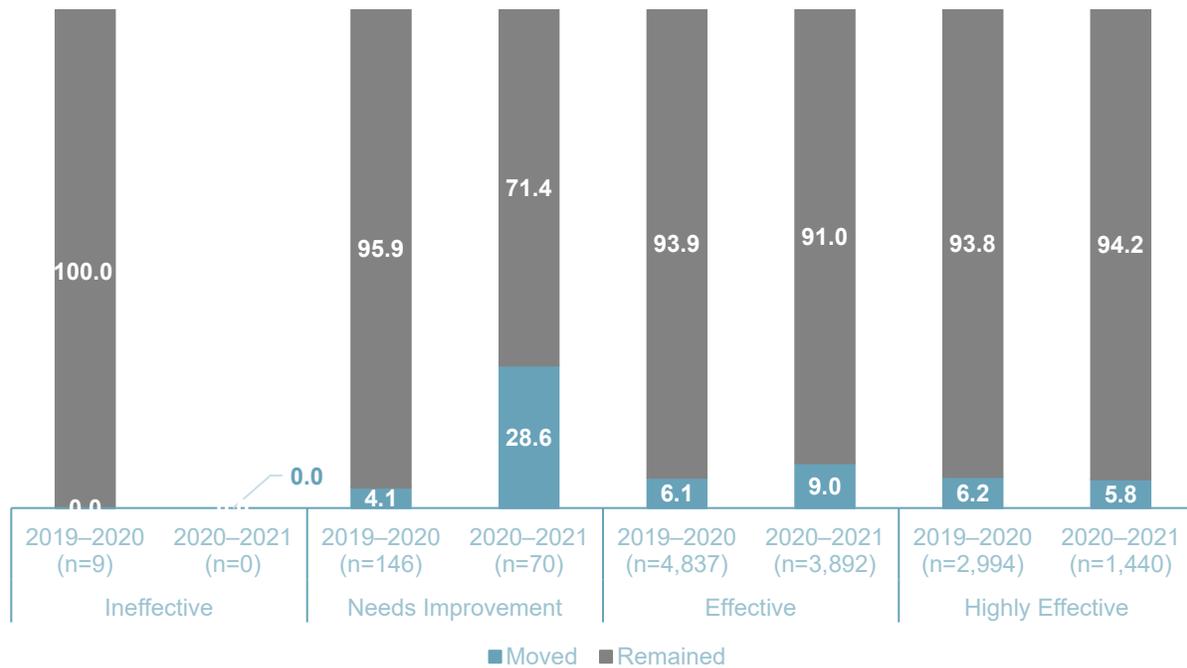
Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021; HR BOY and EOY Roster Files, 2019–2020, 2020–2021, and 2021–2022

Note: Teacher mobility is 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 7C** (p. 31) shows the highest increase in mobility rates among teachers rated Needs Improvement on the PR component with a 24.5 increase from 2019–2020 (4.1 percent, n=6) to 2020–2021 (28.6 percent, n=20).
- Although there appears to be a slight decrease in mobility rates among teachers rated Highly Effective from 6.2 percent in 2019–2020 to 5.8 percent in 2020–2021, the number of transfers in 2019–2020 was higher (n=187) than in 2020–2021 (n=83).
- There were no teachers rated Ineffective on the PR component for the 2020–2021 school year.

Figure 7C. Teacher Mobility by Professional Expectations Ratings, 2019–2020 (n=7,986) to 2020–2021 (n=5,402)



Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021; HR BOY and EOY Roster Files, 2019–2020, 2020–2021, and 2021–2022

Note: Teacher mobility is defined as those teachers who were retained and who changed their work location as of the PEIMS snapshot date. BOY roster file is the roster pulled closest to PEIMS fall snapshot date. EOY roster file is the roster pulled closest to the last day of school for students. “Work location” includes any work location within the district, including but not limited to campuses.

8. What is the rating distribution of teachers by school office?

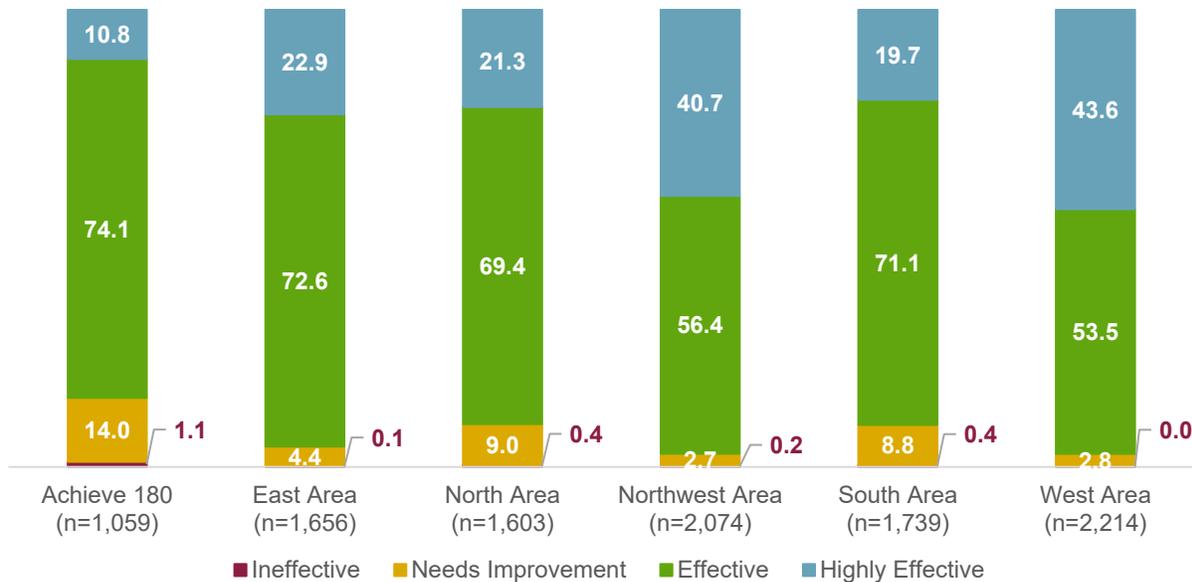
- Of the 10,382 teachers who received a summative rating for the 2020–2021 school year, 10,345 were assigned to campuses at the end of the school year and were associated with a School Office area in 2020–2021. The remaining 37 teachers were assigned to either central office (Hattie Mae White) or to 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 2020–2021 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** (p. 52).

Summative Ratings

- Figure 8A** (p. 32) displays the distribution of summative ratings by school office for the 2020–2021 school year. The West and Northwest School Offices had the highest proportions of teachers with a summative rating of Highly Effective (43.6 and 40.7 percent, respectively), while Achieve 180 and South School Offices had the lowest proportions of teachers with a summative rating of Highly Effective (10.8 and 19.7) percent, respectively).

- The Achieve 180 School Office had the highest proportion of teachers with a summative rating of Ineffective (1.1 percent, n=12), while the West School Office did not have any teacher with a summative rating of Ineffective.
- Of the 10,345 teachers assigned to campuses within school offices, 93.6 percent (n=9,678) had a summative rating of Effective or Highly Effective. Three school offices exceeded this overall percentage – West (97.1 percent), Northwest (97.1 percent), and East (95.5 percent).

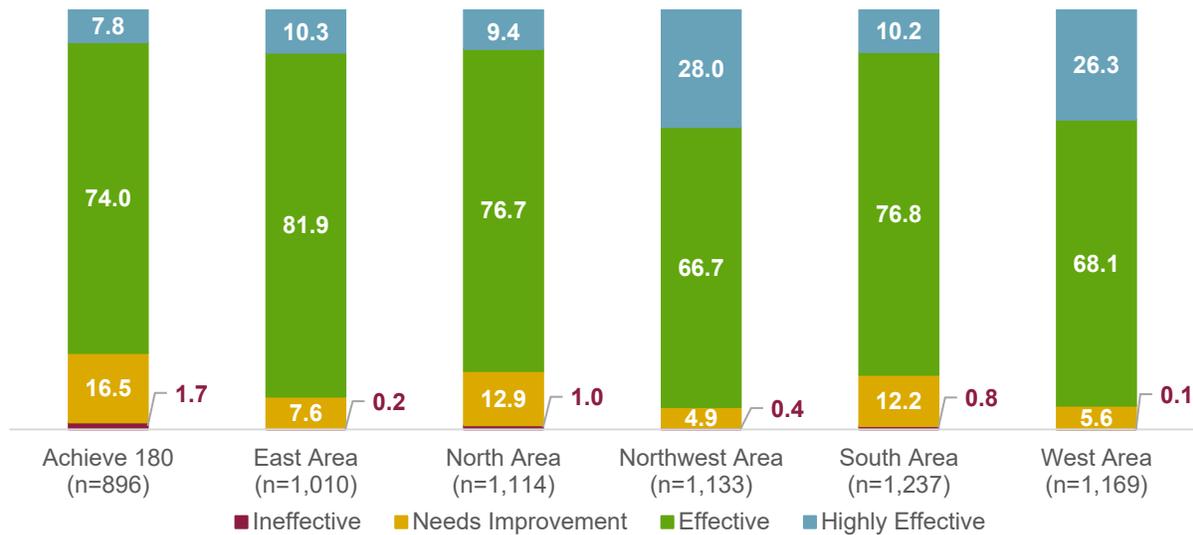
Figure 8A. Summative Rating Distribution by School Office, 2020–2021 (n=10,345)



Sources: Teacher Appraisal and Development F&D Tool, 2020–2021; CIL, 06-14-21
 Notes: Percentages may not total 100 due to rounding.

Instructional Practice Ratings

- Of the 6,586 teachers who received a TADS IP rating for the 2020–2021 school year, 6,559 were assigned to campuses at the end of the school year that were tied to a school office. The remaining 27 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 8B** (p. 33) 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 found in Achieve 180 School Office (81.8 percent) and the highest in the Northwest School Office (94.7 percent).

Figure 8B. Instructional Practice Rating Distribution by School Office, 2020–2021 (n=6,559)

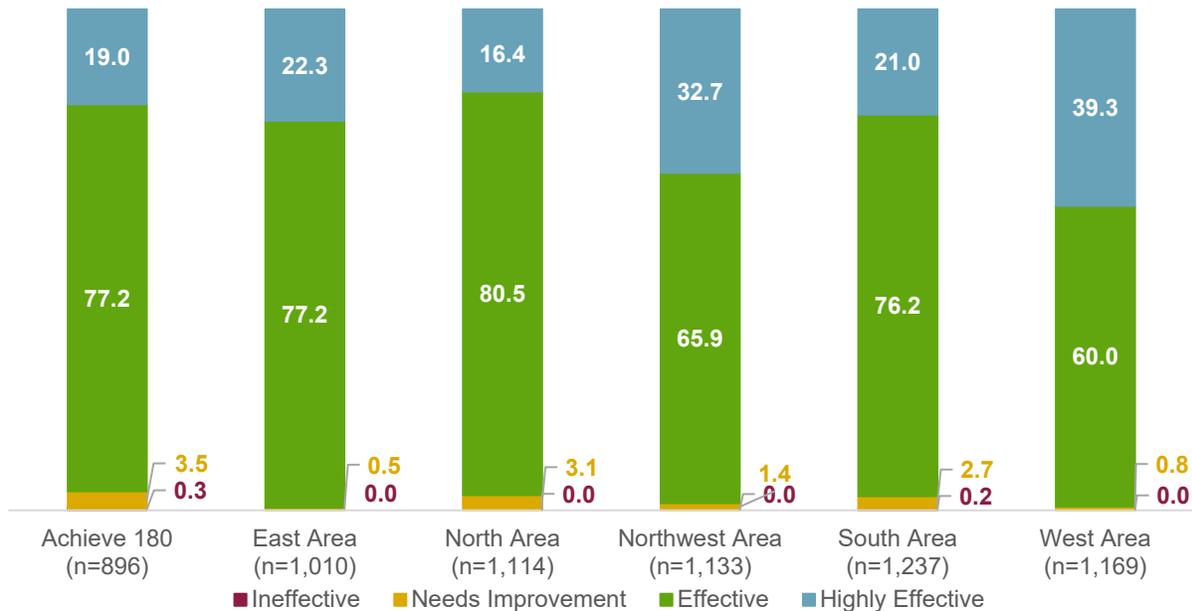
Sources: Teacher Appraisal and Development F&D Tool, 2020–2021; CIL, 06-14-21

Notes: Percentages may not total 100 due to rounding.

- The Achieve 180 and North School Offices had the highest proportions of teachers with an IP rating of Ineffective (1.7 and 1.0 percent, respectively), while West and East School Offices had the lowest proportions of teachers with an IP rating of Ineffective (0.1 and 0.2 percent, respectively).

Professional Expectations Ratings

- Of the 6,586 teachers who received a TADS PR rating for the 2020–2021 school year, 6,559 were assigned to campuses at the end of the school year that were tied to a school office. The remaining 27 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 8C** (p. 34) displays the PR rating distribution by school office for the 2020–2021 school year. The West and Northwest School Offices had the highest proportions of teachers with a PR rating of Highly Effective (39.3 and 32.7 percent, respectively), while the North School Office had the lowest proportion of teachers with a PR rating of Highly Effective (16.4 percent).
- Only two school offices had teachers with a PR rating of Ineffective: Achieve 180 (n=3) and South (n=2).

Figure 8C. Professional Expectations Rating Distribution by School Office, 2020–2021 (n=6,559)

Sources: Teacher Appraisal and Development F&D Tool, 2020–2021; CIL, 06-14-21

Notes: Percentages may not total 100 due to rounding.

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

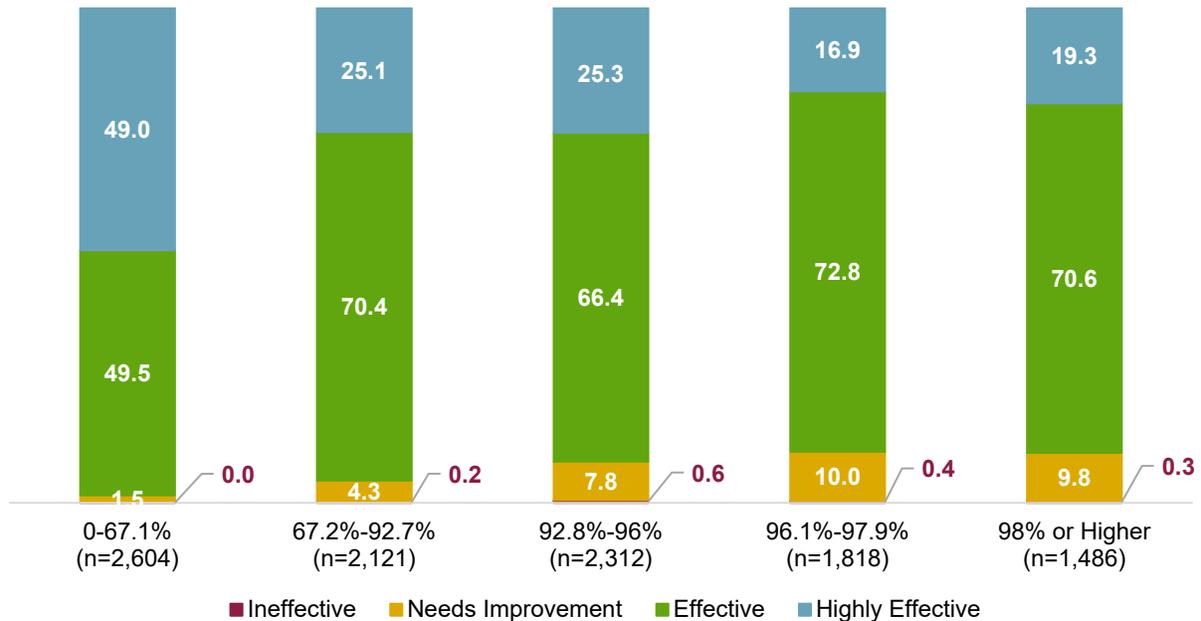
- Campuses were placed into quintiles based on percentage of economically disadvantaged students assigned to the campus. In 2020–2021, the lowest poverty quintile of campuses had less than 67.1 percent of their students labeled economically disadvantaged, the second quintile of campuses had 67.2–92.7 percent of their students labeled as economically disadvantaged, the third quintile of campuses had 92.8–96.0 percent of their students labeled as economically disadvantaged, the fourth quintile of campuses had 96.1–97.9 percent of their students labeled as economically disadvantaged, and the highest poverty quintile had 98–100 percent of their students labeled as economically disadvantaged.
- Of the 10,382 teachers with a summative rating, 10,341 teachers were assigned to campuses that had been placed into quintiles; the other 41 were either assigned to DAEP Elementary School, which did not have data on economically disadvantaged students, or to On Time Grad Academy or Jordan HS, which did not have students assigned to them in PEIMS. Of these teachers, 2,604 (25.2 percent) were assigned to campuses on the lowest poverty quintile. The highest poverty quintile campuses had 1,486 teachers (14.4 percent.) The corresponding tables detailing the number and percentage of teachers at each performance level by poverty quintile can be found in **Appendix J** (p. 53).

Summative Ratings

- **Figure 9A** (p. 35) displays the distribution of summative ratings by economically disadvantaged quintile for the 2020–2021 school year. Campuses in the lowest poverty quintile (most affluent) had more than twice 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 49.0 percent of teachers rated as Highly Effective, while campuses in the highest poverty quintile had 19.3 percent of teachers rated as Highly Effective.

Figure 9A. Summative Rating Distribution by Percent Economically Disadvantaged at a Campus, 2020–2021 (n=10,341)



Sources: Teacher Appraisal and Development F&D Tool, 2020–2021; PEIMS 2020–2021

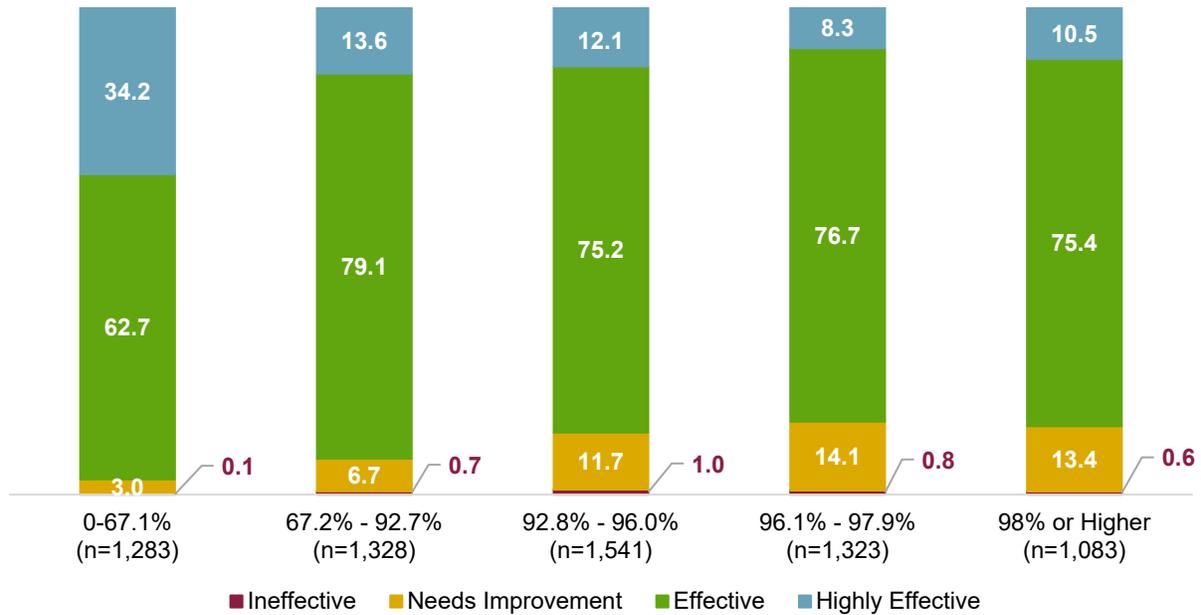
Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students. Highest poverty campuses had more than 98 percent of their students identified as economically disadvantaged. Lowest-poverty campuses were campuses with less than 67.1 percent of students identified as economically disadvantaged. Teachers and TADS ratings were then matched back to campuses. Percentages may not total 100 due to rounding.

- Campuses in the highest poverty quintiles had the highest percentage of teachers who received Ineffective or Needs Improvement summative ratings (10.0 percent in the fourth quintile and 9.8 percent in the fifth quintile) while the campuses at the lowest poverty quintile had the lowest percentage of teachers (1.5 percent) with a Needs Improvement summative rating, with only one of their teachers rated as Ineffective.

Instructional Practice Ratings

- **Figure 9B** (p. 36) shows campuses in the lowest poverty (most affluent) quintile had the highest proportion of teachers rated as Highly Effective for Instructional Practice (34.2 percent) compared to all other quintile groups.
- The highest poverty quintile groups had the highest proportion of teachers rated as Ineffective or Needs Improvement (14.9 percent in the fourth quintile and 14.0 percent in the fifth quintile) while the campuses at the lowest poverty quintile had the lowest percentage of teachers (3.1 percent) rated as Ineffective or Needs Improvement.

Figure 9B. Instructional Practice Rating Distributions by Percent Economically Disadvantaged at a Campus, 2020–2021 (n=6,558)



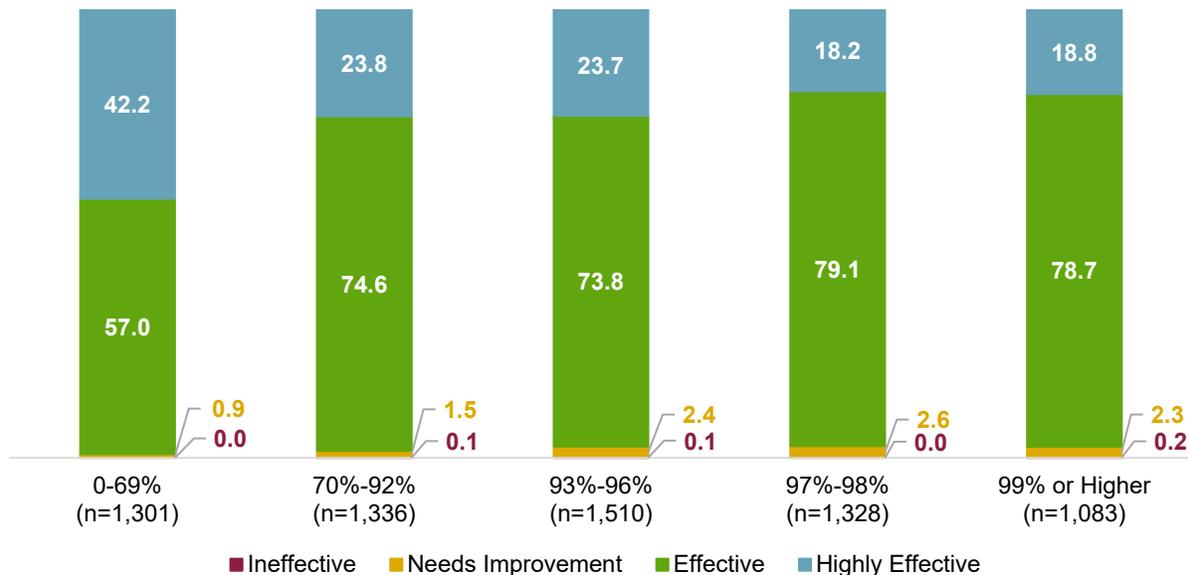
Sources: Teacher Appraisal and Development F&D Tool, 2020–2021; PEIMS 2020–2021

Notes: Campuses were placed into quintiles based on the percentage of economically disadvantaged students. Highest poverty campuses had more than 98 percent of their students identified as economically disadvantaged. Lowest-poverty campuses were campuses with less than 67.1 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 9C** (p. 37) displays the distribution of Professional Expectations (PR) ratings by poverty quintile for the 2020–2021 school year. Campuses in the lowest poverty (most affluent) quintile had the highest proportion of teachers rated as Highly Effective on the PR component (42.2 percent), and the highest proportion of teachers rated as Highly Effective or Effective (99.2, percent) than any other group.
- No campuses in the lowest and second highest poverty quintiles had teachers who were rated Ineffective on the PR component.

Figure 9C. Professional Expectations Rating Distributions by Percent Economically Disadvantaged at a Campus, 2020–2021 (n=6,558)



Sources: Teacher Appraisal and Development F&D Tool, 2020–2021; PEIMS 2020–2021

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 2020–2021 school year marked the tenth year of TADS as HISD's teacher appraisal system. As the district continued to cope with the ongoing COVID-19 pandemic, many adjustments had to be made to district systems and procedures, including the appraisal process. Similar to what happened in 2019–2020, some teachers in 2020–2021 carried over ratings from the previous school year. However, there were now three times more teachers with carry-over ratings than in 2019–2020. Of the 3,796 teachers (36.6 percent) with carry-over ratings, 3,237 (85.3 percent) carried over ratings from the 2019–2020 school year while 559 (14.7 percent) carried over ratings from the 2018–2019 school year. In April 2021, the Board of Education approved the use of Progress Conference scores as final summative ratings for teachers who, at that time, had earned a score of 3 or 4 in each of the criterion in the appraisal process so far; as a result, there were 1,314 teachers (12.7 percent) whose summative ratings were based off their Progress Conference scores. In the end, only 5,272 (50.8 percent) teachers rated on the TADS in 2020–2021 received summative ratings based on a full appraisal process. With this in mind, comparison across years should be made with caution. For the 2021–2022 school year, teachers will no longer be allowed to carry over ratings thus allowing for a fairer appraisal process.

The population of teachers with carry-over ratings appear to be effective and highly effective teachers from across all experience levels. All but one of the teachers who carried over ratings were rated Effective or Highly Effective with almost all of them (98.9 percent) M-TADS qualified. Total years of experience did not appear to be a defining characteristic of teachers with carry-over ratings. Similar to last year's report, it may be of interest to note the practice of allowing carry-over ratings by school office. When comparing

proportions of teachers with carry-over ratings across all school offices, **Figure 1C** (p. 9) shows that approximately half (52.3 percent) of all teachers with carry-over ratings come from the West and Northwest School Offices. From the perspective of examining the proportion of teachers who carried over ratings out of all teachers who received TADS ratings from each school office, 47.2 percent of teachers from West School Office campuses and 45.4 percent of teachers from the Northwest School Office carried over previous years' ratings. Program administrators may want to look into factors that led to a sizable segment of teachers from certain school offices having to carry over ratings and consider whether these factors play into the appraisal process in general.

In previous years' reports, a trend was observed about the summative rating distributions wherein the proportion of teachers rated Highly Effective had been increasing every year since 2015–2016 while the proportion of all other ratings decreased (Research and Accountability, 2021). This year's results deviated from that trend; the percentage of teachers receiving a summative rating of Highly Effective decreased by 1.2 percentage points from the previous year (**Figure 2A**, p. 12). The same decline, at sharper rates, is observed in the distribution of ratings for the Instructional Practice (IP) (**Figure 2B**, p. 13) and Professional Expectations (PR) (**Figure 2C**, p. 14) components. This decline appears to translate into an increase in the proportion of teachers who received an Effective rating so that it appears that appraisers were less likely to rate teachers as Highly Effective but still intended to rate them as high performers by rating them as Effective. Despite the decrease in the percentage of teachers rated Highly Effective, the proportion of teachers who received a summative rating of Effective or Highly Effective still exceeded 90 percent, continuing the 5-year trend of high performing teachers making up a vast majority of the teacher population. These results are not unique to HISD as previous studies have reported the same occurrence in other districts across different states (Kraft & Gilmour, 2017; Weisberg, et al., 2009). This trend may indicate ineffectual appraisal measures and procedures that lead to a majority of teachers getting rated Effective to Highly Effective. It may also be a result of appraisers' hesitation to give low scores to teachers for a variety of reasons, some unrelated to teacher effectiveness (Grissom & Loeb, 2017; Taylor, 2021). Some of the reasons noted as to why principals were less inclined to rate a teacher as less than Effective included the additional work needed to provide professional development for that teacher, straining relationships, or the challenges with replacing teachers (Kraft & Gilmour, 2017). The last situation described is especially relevant now with the teacher shortages exacerbated by the pandemic. District administration may want to consider providing specialized supports for principals and appraisers so that the burden of providing professional development or finding replacement teachers does not get in the way of completing an accurate and fair appraisal process.

New to the report this year is a closer look at the second year summative rating performances of first year teachers from the 2019-2020 school year. Results indicate that among those rated as Ineffective or Needs Improvement, 70 percent improved at least one performance level higher by the end of their sophomore year of teaching. This improvement may be an indicator of successful professional development or mentoring program for freshman teachers. It may be of value to find out what types of support were provided to these improved teachers and whether these effects are sustained over time. Among those who were rated Effective or Highly Effective during their first year of teaching, 94.3 percent maintained or improved their ratings to remain high performing teachers by the second year. These results contribute to the high proportion of teachers receiving Effective or Highly Effective ratings as discussed in the previous paragraph. It will be interesting to see if the appraisals for the 2021–2022 school year will show similar results.

Out of those who received a perfect summative rating in 2020–2021, 604 (26.2 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 due to an ineffective appraisal system.

Addressing consistency of ratings, this year's report also looks at teachers who did not carry over ratings and who changed appraisers between the two most recent school years. Among those teachers, approximately 70 percent received the same performance level rating across both school years despite the change of appraisers, perhaps suggesting a level of consistency across appraisers. A more rigorous examination of the appraisal system's process and rubrics will need to be made before inferences about the system's reliability across time and across appraisers can be made.

Retention rates decreased across all performance rating levels between 2019–2020 and 2020–2021 (**Figure 7A**, p. 29), which is not surprising when viewed within the context of the effects of the pandemic. However, retention rates remained relatively high among those whose summative ratings were Effective and Highly Effective (85.2 and 88.3 percent, respectively). Similarly, the mobility rates decreased across all performance levels while remaining relatively high among high performing teachers (**Figure 8A**, p. 32).

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 more than twice the proportion of teachers rated as Highly Effective compared to the poorest quintile group. These results have been consistent for at least the past three years. It may be valuable to look deeper into this disparity; specifically, why are there so much more highly effective teachers in the lowest poverty schools compared to the poorest schools? Is it a matter of recruitment or retention, wherein the economic status of the student body is a factor in attracting and retaining high performing teachers? Are there additional demands on teachers in the high poverty schools that make it more difficult for them to attain a Highly Effective rating? Are expectations in low poverty schools different from those in high poverty schools? Perhaps looking into these factors can help formulate solutions to decrease, if not remove, this disparity.

This report has examined teacher appraisal outcomes for the 2020–2021 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 Instructional Practice and Professional Expectation Rubrics

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 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 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 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: 2020–2021 HISD Teacher Appraisal and Development Student Performance Guidebook, p. 24

Appendix C: Teacher Appraisal & Development Calendar

HOUSTON INDEPENDENT SCHOOL DISTRICT			
Appraisal Activities by Month -- All Appraisal Systems, Campuses			2020-2021 School Year
Month	TADS	SLAS	NTAS
Aug.	24: Informal coaching development period begins 24: IPDP window opens		
Sept.	2019-2020 Summative Ratings acknowledged by teachers NOTE: qualified teachers must opt-in to M-TADS within 10 working days of Summative Ratings release	21: Campus observations begin	
Oct.	2: IPDPs submitted to appraisers	2: Department Goals submitted to employees	2: Department Goals submitted to employees
	2: Student Performance Measures submitted to teachers		
	5: Formal Appraisal Period Begins		
	9: Student Performance Measures acknowledged by teachers	16: IPDP submitted to appraisers	16: IPDP submitted to appraisers
	30: IPDPs acknowledged by appraisers	23: Appraisal training/updates for school leaders completed	
	30: All Student Performance Goals Worksheets completed and approved through online tool (*see exception below)	30: Goal Setting Conferences completed in online tool	30: Goal Setting Conferences completed in online tool
	30: All Appraiser-Approved Assessments and Performance Task rubrics approved by appraisers and uploaded to Goals Worksheets in online tool by teachers		
	30: Goal Setting Conference forms completed in online tool		
Nov.	Early Nov: Fall Staff Review report available for principals	Nov: 2019-2020 Scorecards available; summative ratings acknowledged by school leaders	
	16-30: Fall Staff Review sessions--each teacher must have at least one observation completed in online tool by scheduled session		
	20: Restricted day--no formal observations/walkthroughs		
	30: Restricted day--no formal observations/walkthroughs		
Dec.	1-11: Fall Staff Review sessions--Each teacher must have at least one observation completed in online tool by scheduled session		
	18: Restricted day--no formal observations/walkthroughs		
Jan.	4: Restricted day--no formal observations/walkthroughs	19: Optional Progress Conference window opens	19: Optional Progress Conference window opens
	4-28: Pre-Approved Assessment/Performance Task window for Fall Semester only courses	19-29: Optional Progress Conference window	19-29: Optional Progress Conference window
Feb.	5: Fall semester only courses: Pre-Approved Assessment scores scanned or entered in OnTrack and AAA/AAPT scores entered in Results Worksheets	3-26: Optional Progress Conference window	3-26: Optional Progress Conference window
	5: Appraiser-Approved Assessments and Performance Task rubrics approved by appraisers and uploaded to Goals Worksheets in online tool by teachers*		
	5: 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		
	12: Student Performance Goals Worksheets completed and approved through online tool*		19: Campus-based Late Hire Date**
	12: Progress Conferences completed in online tool	26: Optional Progress Conference window closes	26: Optional Progress Conference window closes
	26: Final day to submit requests for Progress Conference Second Appraisal Review to SSOs/Lead Principals		

Appendix C (continued)

HOUSTON INDEPENDENT SCHOOL DISTRICT			
Appraisal Activities by Month – All Appraisal Systems, Campuses		2020-2021 School Year	
Month	TADS	SLAS	NTAS
March	5: Spring Check-ins (as needed) completed--check w/your SSO/LP		
	12: Second Appraisals uploaded and additional Progress Conferences completed in online tool		
	12: Restricted day--no formal observations/walkthroughs		
	22: Restricted day--no formal observations/walkthroughs		
April	23: 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 appraisal	5-23: Optional Employee Self-Assessment window
	30: 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		
May	7: EOY Conferences completed in online tool	10-28: Optional Employee Self-Assessment window	3-14: EOY Conference window
	17-28: District K-12 Pre-Approved Assessment window		14: Last day to submit EOY ratings to employees--employees have five days to review ratings prior to EOY Conference
	21: Final day to submit requests for EOY Second Appraisal Review to SSO/Lead Principal		21: EOY Conferences completed in online tool
June	1-11: District K-12 Pre-Approved Assessment window	8-18: EOY Conference window	
	4: Second Appraisals uploaded & additional EOY Conferences completed in online tool		
	11: Formal appraisal & informal coaching development periods end		
	14: All observations/walkthroughs & IPDPs completed in online tool		
	14: All Pre-Approved Assessments and Performance Task scores scanned or entered in OnTrack by teacher (NOTE: Do NOT complete Results WS.)		
	14: All Appraiser-Approved Results Worksheets submitted to appraisers for review in online tool (NOTE: Do NOT rate until Fall Student Performance Closeout)		
18: Last day to submit EOY ratings to employees--they have five days to review ratings prior to EOY Conference			
25: EOY Conferences completed in online tool			

*Spring semester only courses

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

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

Source: TADS Manual 2020–2021, pp. 3–4

Appendix D: Rating Distribution Tables

Table D-1: Distribution of Summative Ratings Districtwide, 2016–2017 to 2020–2021										
	2016–2017		2017–2018		2018–2019		2019–2020		2020–2021	
	N	Pct								
Highly Effective	2,814	25.7	2,945	26.6	2,898	27.6	3,076	30.1	3,002	28.9
Effective	6,882	63.0	6,923	62.6	6,520	62.1	6,199	60.6	6,712	64.7
Needs Improvement	1,141	10.4	1,108	10.0	1,021	9.7	900	8.8	637	6.1
Ineffective	92	0.8	86	0.8	68	0.6	54	0.5	31	0.3
Total	10,929	100.0	11,062	100.0	10,507	100.0	10,229	100.0	10,382	100.0

Table D-2: Distribution of Instructional Practice Ratings Districtwide, 2016–2017 to 2020–2021										
	2016–2017		2017–2018		2018–2019		2019–2020		2020–2021	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,811	25.7	2,945	26.6	2,911	27.7	2,585	28.1	1,037	15.7
Effective	6,854	62.7	6,899	62.4	6,463	61.5	5,637	61.4	4,864	73.9
Needs Improvement	1,128	10.3	1,099	9.9	1,021	9.7	868	9.5	641	9.7
Ineffective	136	1.2	119	1.1	112	1.1	93	1.0	44	0.7
Total	10,929	100.0	11,062	100.0	10,507	100.0	9,183	100.0	6,586	100.0

Table D-3: Distribution of Professional Expectations Ratings Districtwide, 2016–2017 to 2020–2021										
	2016–2017		2017–2018		2018–2019		2019–2020		2020–2021	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	3,419	31.3	3,556	32.1	3,616	34.4	3,394	37.0	1,676	25.4
Effective	7,215	66.0	7,247	65.5	6,643	63.2	5,618	61.2	4,776	72.5
Needs Improvement	283	2.6	248	2.2	242	2.3	162	1.8	129	2.0
Ineffective	12	0.1	11	0.1	6	0.1	9	0.1	5	0.1
Total	10,929	100.0	11,062	100.0	10,507	100.0	9,183	100.0	6,586	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2016–2017 through 2020–2021

Appendix E: Score Distribution Tables

Table E-1: Summative Score Distribution, 2020–2021		
Summative Rating Score	Number of Teachers	Percent of teachers
1.00	5	0.05
1.30	26	0.25
1.60	13	0.13
2.00	86	0.83
2.30	538	5.18
2.6	18	0.17
2.70	16	0.15
3.00	5,174	49.84
3.10	4	0.04
3.15	18	0.17
3.20	13	0.13
3.23	1	0.01
3.25	1	0.01
3.30	1,458	14.04
3.35	7	0.07
3.40	1	0.01
3.43	1	0.01
3.50	24	0.23
3.60	5	0.05
3.65	10	0.10
3.70	598	5.76
3.75	2	0.02
3.80	35	0.34
3.85	24	0.23
3.90	1	0.01
3.91	1	0.01
3.94	1	0.01
4.00	2,301	22.16
Total	10,382	100.00

Source: Teacher Appraisal and Development F&D Tool, 2020–2021

Appendix E (continued)

Table E2: Instructional Practice Score Distribution, 2020–2021		
IP Rating Score	Number of Teachers	Percent of Teachers
13	2	.03
14	3	.05
15	3	.05
16	4	.06
17	1	.02
18	3	.05
19	3	.05
20	3	.05
21	3	.05
22	4	.06
23	8	.12
24	7	.11
25	18	.27
26	29	.44
27	38	.58
28	37	.56
29	56	.85
30	57	.87
31	61	.93
32	86	1.31
33	119	1.81
34	140	2.13
35	380	5.77
36	308	4.68
37	516	7.83
38	523	7.94
39	1,547	23.49
40	475	7.21
41	474	7.20
42	379	5.75
43	262	3.98
44	305	4.63
45	200	3.04
46	129	1.96
47	94	1.43
48	80	1.21
49	45	.68
50	44	.67
51	25	.38
52	115	1.75
Total	6,586	100.00

Source: Teacher Appraisal and Development F&D Tool, 2020–2021

Appendix E (continued)

PR Rating Score	Number of Teachers	Percent of Teachers
13	1	.02
14	1	.02
15	1	.02
16	2	.03
17	2	.03
18	12	.18
19	9	.14
20	14	.21
21	22	.33
22	26	.39
23	44	.67
24	118	1.79
25	203	3.08
26	447	6.79
27	2,155	32.72
28	689	10.46
29	682	10.36
30	482	7.32
31	685	10.40
32	391	5.94
33	600	9.11
Total	6,586	100.00

Source: Teacher Appraisal and Development F&D Tool, 2020–2021

Appendix F: Ratings by Years of Experience

	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	7	0.7	13	0.4	5	0.3	5	0.2	1	0.1	31
Needs Improvement	194	19.2	214	6.5	62	3.3	105	4.0	62	4.0	637
Effective	758	74.8	2,321	70.5	1,155	61.0	1,584	60.4	894	57.3	6,712
Highly Effective	20	2.0	175	5.3	159	8.4	210	8.0	137	8.8	701
Highly Effective (4.00)	34	3.4	570	17.3	513	27.1	719	27.4	465	29.8	2,301
Total	1,013	9.8	3,293	31.7	1,894	18.2	2,623	25.3	1,559	15.0	10,382

	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	10	1.0	18	0.7	5	0.5	10	0.8	1	0.2	44
Needs Improvement	202	19.9	212	8.0	64	6.4	100	8.0	63	9.5	641
Effective	747	73.7	1,983	74.4	737	73.6	918	73.8	479	72.4	4,864
Highly Effective	54	5.3	453	17.0	195	19.5	216	17.4	119	18.0	1,037
Total	1,013	15.4	2,666	40.5	1,001	15.2	1,244	18.9	662	10.1	6,586

	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	0	0.0	5	0.2	0	0.0	0	0.0	0	0.0	5
Needs Improvement	33	3.3	44	1.7	16	1.6	21	1.7	15	2.3	129
Effective	823	81.2	1,901	71.3	699	69.8	881	70.8	472	71.3	4,776
Highly Effective	157	15.5	716	26.9	286	28.6	342	27.5	175	26.4	1,676
Total	1,013	15.4	2,666	40.5	1,001	15.2	1,244	18.9	662	10.1	6,586

Sources: Teacher Appraisal and Development F&D Tool, 2020–2021; Employee Roster File, 02-24-21

Appendix G: Teacher Retention

Table G-1. Summative Ratings by Teacher Retention, 2019–2020 to 2020–2021												
	2019–2020 to Fall 2020						2020–2021 to Fall 2021					
	Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,736	88.9	340	11.1	3,076	30.1	2,650	88.3	352	11.7	3,002	28.9
Effective	5,397	87.1	802	12.9	6,199	60.6	5,720	85.2	992	14.8	6,712	64.7
Needs Improvement	745	82.8	155	17.2	900	8.8	450	70.6	187	29.4	637	6.1
Ineffective	51	94.4	3	5.6	54	0.5	14	45.2	17	54.8	31	0.3
Total	8,929	87.3	1,300	12.7	10,229	100.0	8,834	85.1	1,548	14.9	10,382	100.0

Table G-2. Instructional Practice Ratings by Teacher Retention, 2019–2020 to 2020–2021												
	2019–2020 to Fall 2020						2020–2021 to Fall 2021					
	Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,285	88.4	300	11.6	2,585	28.1	886	85.4	151	14.6	1,037	15.7
Effective	4,902	87.0	735	13.0	5,637	61.4	4,040	83.1	824	16.9	4,864	73.9
Needs Improvement	718	82.7	150	17.3	868	9.5	456	71.1	185	28.9	641	9.7
Ineffective	81	87.1	12	12.9	93	1.0	20	45.5	24	54.5	44	0.7
Total	7,986	87.0	1,197	13.0	9,183	100.0	5,402	82.0	1,184	18.0	6,586	100.0

Table G-3. Professional Expectations Ratings by Teacher Retention, 2019–2020 to 2020–2021												
	2019–2020 to Fall 2020						2020–2021 to Fall 2021					
	Retained		Exited		Total		Retained		Exited		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,994	88.2	400	11.8	3,394	37.0	1,440	85.9	236	14.1	1,676	25.4
Effective	4,837	86.1	781	13.9	5,618	61.2	3,892	81.5	884	18.5	4,776	72.5
Needs Improvement	146	90.1	16	9.9	162	1.8	70	54.3	59	45.7	129	2.0
Ineffective	9	100.0	0	0.0	9	0.1	0	0.0	5	100.0	5	0.1
Total	7,986	87.0	1,197	13.0	9,183	100.0	5,402	82.0	1,184	18.0	6,586	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021; HR BOY and EOY Roster Files, 2020–2021 and 2021–2022

Appendix H: Teacher Mobility

	2019–2020 to Fall 2020						2020–2021 to Fall 2021					
	Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,587	94.6	149	5.4	2,736	30.6	2,485	93.8	165	6.2	2,650	30.0
Effective	5,056	93.7	341	6.3	5,397	60.4	5,278	92.3	442	7.7	5,720	64.7
Needs Improvement	698	93.7	47	6.3	745	8.3	387	86.0	63	14.0	450	5.1
Ineffective	50	98.0	1	2.0	51	0.6	9	64.3	5	35.7	14	0.2
Total	8,391	94.0	538	6.0	8,929	100.0	8,159	92.4	675	7.6	8,834	100.0

	2019–2020 to Fall 2020						2020–2021 to Fall 2021					
	Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,154	94.3	131	5.7	2,285	28.6	823	92.9	63	7.1	886	16.4
Effective	4,592	93.7	310	6.3	4,902	61.4	3,719	92.1	321	7.9	4,040	74.8
Needs Improvement	674	93.9	44	6.1	718	9.0	391	85.7	65	14.3	456	8.4
Ineffective	78	96.3	3	3.7	81	1.0	15	75.0	5	25.0	20	0.4
Total	7,498	93.9	488	6.1	7,986	100.0	4,948	91.6	454	8.4	5,402	100.0

	2019–2020 to Fall 2020						2020–2021 to Fall 2021					
	Remained		Moved		Total		Remained		Moved		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Highly Effective	2,807	93.8	187	6.2	2,994	37.5	1,357	94.2	83	5.8	1,440	26.7
Effective	4,542	93.9	295	6.1	4,837	60.6	3,541	91.0	351	9.0	3,892	72.0
Needs Improvement	140	95.9	6	4.1	146	1.8	50	71.4	20	28.6	70	1.3
Ineffective	9	100.0	0	0.0	9	0.1	0	0.0	0	0.0	0	0.0
Total	7,498	93.9	488	6.1	7,986	100.0	4,948	91.6	454	8.4	5,402	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2019–2020 and 2020–2021; HR BOY and EOY Roster Files, 2020–2021 and 2021–2022

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	114	10.8	785	74.1	148	14.0	12	1.1	1,059	10.2
East Area	379	22.9	1,203	72.6	73	4.4	1	0.1	1,656	16.0
North Area	341	21.3	1,112	69.4	144	9.0	6	0.4	1,603	15.4
Northwest Area	844	40.7	1,170	56.4	56	2.7	4	0.2	2,074	20.0
South Area	342	19.7	1,237	71.1	153	8.8	7	0.4	1,739	16.8
West Area	966	43.6	1,185	53.5	62	2.8	1	0.0	2,214	21.3
Central Office	16	43.2	20	54.1	1	2.7	0	0.0	37	0.4
Total	3,002	28.9	6,712	64.7	637	6.1	31	0.3	10,382	100.0

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Achieve 180	70	7.8	663	74.0	148	16.5	15	1.7	896	13.6
East Area	104	10.3	827	81.9	77	7.6	2	0.2	1,010	15.3
North Area	105	9.4	854	76.7	144	12.9	11	1.0	1,114	16.9
Northwest Area	317	28.0	756	66.7	55	4.9	5	0.4	1,133	17.2
South Area	126	10.2	950	76.8	151	12.2	10	0.8	1,237	18.8
West Area	307	26.3	796	68.1	65	5.6	1	0.1	1,169	17.7
Central Office	8	29.6	18	66.7	1	3.7	0	0.0	27	0.4
Total	1,037	15.7	4,864	73.9	641	9.7	44	0.7	6,586	100.0

	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Achieve 180	170	19.0	692	77.2	31	3.5	3	0.3	896	13.6
East Area	225	22.3	780	77.2	5	0.5	0	0.0	1,010	15.3
North Area	183	16.4	897	80.5	34	3.1	0	0.0	1,114	16.9
Northwest Area	370	32.7	747	65.9	16	1.4	0	0.0	1,133	17.2
South Area	260	21.0	942	76.2	33	2.7	2	0.2	1,237	18.8
West Area	459	39.3	701	60.0	9	0.8	0	0.0	1,169	17.7
Central Office	9	33.3	17	63.0	1	3.7	0	0.0	27	0.4
Total	1,676	25.4	4,776	72.5	129	2.0	5	0.1	6,586	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2020–2021; CIL, 06-14-21

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 - 67.1%	1,276	49.0	1,288	49.5	39	1.5	1	0.0	2,604	25.2
67.2% - 92.7%	532	25.1	1,493	70.4	91	4.3	5	0.2	2,121	20.5
92.8% - 96.0%	584	25.3	1,535	66.4	180	7.8	13	0.6	2,312	22.4
96.1% - 97.9%	307	16.9	1,323	72.8	181	10.0	7	0.4	1,818	17.6
98% or Higher	287	19.3	1,049	70.6	145	9.8	5	0.3	1,486	14.4
Total	2,986	28.9	6,688	64.7	636	6.2	31	0.3	10,341	100.0

Percent Economically Disadvantaged	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
0 - 67.1%	439	34.2	804	62.7	39	3.0	1	0.1	1,283	19.6
67.2% - 92.7%	180	13.6	1,050	79.1	89	6.7	9	0.7	1,328	20.3
92.8% - 96.0%	186	12.1	1,159	75.2	180	11.7	16	1.0	1,541	23.5
96.1% - 97.9%	110	8.3	1,015	76.7	187	14.1	11	0.8	1,323	20.2
98% or Higher	114	10.5	817	75.4	145	13.4	7	0.6	1,083	16.5
Total	1,029	15.7	4,845	73.9	640	9.8	44	0.7	6,558	100.0

Percent Economically Disadvantaged	Highly Effective		Effective		Needs Improvement		Ineffective		Total	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
0 - 67.1%	541	42.2	731	57.0	11	0.9	0	0.0	1,283	19.6
67.2% - 92.7%	316	23.8	991	74.6	20	1.5	1	0.1	1,328	20.3
92.8% - 96.0%	365	23.7	1,137	73.8	37	2.4	2	0.1	1,541	23.5
96.1% - 97.9%	241	18.2	1,047	79.1	35	2.6	0	0.0	1,323	20.2
98% or Higher	204	18.8	852	78.7	25	2.3	2	0.2	1,083	16.5
Total	1,667	25.4	4,758	72.6	128	2.0	5	0.1	6,558	100.0

Sources: Teacher Appraisal and Development F&D Tool, 2020–2021; PEIMS 2020–2021