A Public Examination of the Outcomes of the Dallas ISD Teacher Excellence Initiative, TEI

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Executive Summary:

The TEI fails to adjust for emphasis of education in the home and properly control for prior student achievement in most of its metrics leading to bias in TEI teacher classification between neighborhood campuses and campuses where students apply or choose to enroll. As a consequence pay for performance is severely biased against neighborhood campuses.

A performance pay structure that inherently pays more to teachers who have been assigned students whose parents have a strong emphasis of education in the home or whose students have a past history of high academic achievement and the metrics used do not properly adjust for these differences is unconscionable. The results below do not mean many teachers in schools of student choice are not effective, nor does it mean many neighborhood campus teachers are ineffective. It just means the current TEI system metrics and algorithms are insensitive to the differences in these campuses and comparisons across these different campuses are biased and lead to false conclusions and dubious fixed pay distributions. In the discussion section a possible solution is articulated.

Data from the district and the analysis below show an extreme bias in the TEI classification process. Specifically, there is a substantial bias towards schools of "choice" where "choice" is defined as campuses where parents can select the school their child will attend. These campuses include magnets, academies, single sex campuses, district choice campuses and collegiate academies. This bias implies that emphasis of education in the home is not controlled with current TEI metrics and teachers of students with higher parental involvement are more likely to be rewarded. The current fixed performance pay distribution fed by these biased performance indicators favoring teachers of students with educationally active parents automatically means many teachers of students with educationally inactive parents could be falsely labeled as ineffective. Traditionally, less educationally active parents come from low economic neighborhood schools. This bias has been reported by the district since the inception of TEI but ignored. For the past three years the evaluation reports of the district have warned of this trend with statements similar to below.

> Generally, the highest performing groups were teachers at majority white schools, teachers at magnet schools, and teachers who stayed in the district but moved out of TEI-coded positions.[1]
>
> 2016-17 Evaluation of Teacher Excellence Initiative (TEI)
> Mitch Barton, Ph.D. & Dianne Palladio, Ph.D. EA18-539-4

Furthermore, the data presented in the full TEI reports[2,3,4] verifies the concerns. Table 11 of the most recent TEI program report shows that majority white campuses, choice campuses, collegiate

academies, and magnet campuses have the highest Summative Performance Scores, the highest student achievement scores and the highest percent teachers rated Proficient I or higher. Improvement Required (IR) campuses, ISN campuses, first year teachers, Compass teachers and Teach for America teachers had among the lowest TEI Summative Performance scores.

The highest student experience points, or student survey results, went to magnets, and ACE campuses but not majority white campuses, ISN campuses, IR campuses or collegiate academies. More research is needed but there seems to be interplay of cultural and academic influences. Culturally, Hispanic children usually have greater deference to adult authority while white students are more likely to speak their minds. Also, it is well known that higher achieving students experience more positive learning environments and subsequently rate their learning environment more positively. Low achieving students are often constrained to repetitive test preparation activities. All these confounding issues make the relationship of student experience to teacher effectiveness difficult to interpret. Instead, the district should look at individual cases. One positive anomaly in the data that the district should examine in more detail is the high student experience ratings of the ACE (Accelerating Campus Excellence) campuses compared to the Instructional Support Network (ISN) and Improvement Required (IR) campuses. ACE, ISN and IR campuses are some of the districts poorer neighborhoods.

Table 1.

2016-17 TEI Results by Teacher Demographic Group from District TEI evaluation report. [4]

Table 11: 2016-17 TEI Results by Teacher Demographic Group

	Summative Performance Evaluation Score		Total Student Achievement Score		Student Experience Points		Evaluation Rating (% ≥Proficient I)	
Teacher Demographic Group	***n***	**Mean**	***n***	**Mean**	***n***	**Mean**	***n***	**%**
Retention Status								
Left District	1,349	67.8	899	18.4	869	7.2	1,349	40.7
Moved out of TEI-Coded Position	149	82.0	99	22.3	99	8.9	149	74.5
Still TEI-Coded Teacher	8,329	77.3	5,293	21.2	5,094	8.2	8,329	63.6
Magnet Campuses	402	86.8	200	29.4	373	9.8	402	91.8
IR Campuses	899	70.0	623	17.6	632	7.6	899	38.9
ACE Campuses	252	79.8	183	20.3	157	9.3	252	73.4
ISN Campuses	645	68.6	446	17.3	354	7.3	645	37.2
Post-Baccalaureate Degree	2,603	77.8	1,547	21.0	1,577	7.8	2,603	64.3
Teach for America	242	68.5	230	18.9	213	8.1	242	38.8
First-Year Teachers	846	62.8	580	17.9	573	7.4	846	29.9
Compass Teachers	94	62.5	68	18.7	54	6.7	94	27.7
Choice Campuses	541	76.6	349	21.1	345	8.3	541	65.2
Collegiate Academy Teachers	35	76.7	29	18.2	35	7.2	35	57.1
Majority African American Campuses	1,363	72.3	795	17.1	753	7.4	1,363	45.9
Majority Hispanic Campuses	8,084	76.1	5,316	21.1	5,111	8.2	8,084	61.6
Majority White Campuses	148	90.7	96	32.6	80	7.6	148	100.0
District Total	9,827	76.1	6,291	20.8	6,062	8.1	5,956	60.6

Source: Scorecard and Schoolnet data files from Human Capital Management dated October 9, 2017; Student survey data file from Office of Institutional Research dated November 2, 2017; District personnel file dated April 30, 2017.
Note: ISN = Intensive Support Network. IR = Improvement Required. ACE = Accelerating Campus Excellence. Data for teachers who received a "No Rating" effectiveness level are not included. Total student achievement scores only included Category A/B teachers. Magnet schools only included teachers who taught at stand-alone magnet schools. Majority African American schools had a greater number of African American students than Hispanic and White students combined. Majority Hispanic schools had a greater number of Hispanic students than African American and White students combined. Majority White schools had a greater number of White students than African American and Hispanic students combined. Teachers could belong to more than one demographic group.

With a targeted distribution and a disproportionate number of Proficient II or higher teachers coming from "choice" campuses, there will be a leveling of salary range by years of experience.

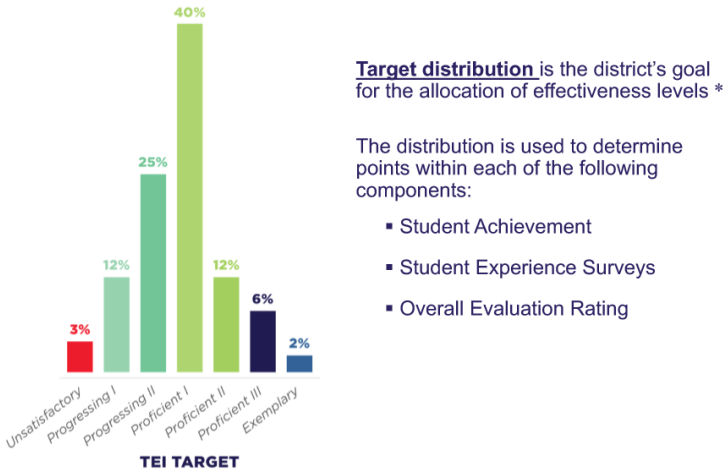

Figure 1. TEI Target distribution

The bubble chart of Figure 2 shows average full time teacher salaries by years in DISD, not total experience, where children choose to attend a choice: versus neighborhood campuses. The leveling effect on salaries from years 5 to 16 at neighborhood schools is obvious. The higher "choice" campus salaries are probably due in part to a grandfathering of salaries but also the TEI process is more likely to assign choice teachers to higher TEI performance categories as shown in Figure 3.

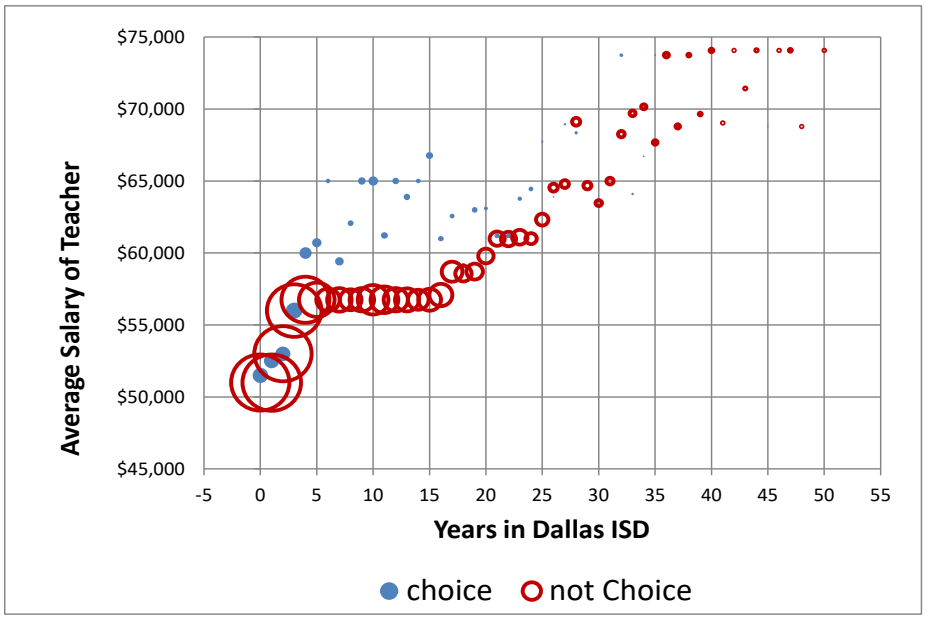

Figure 2. Average salary of full-time, non ROTC teachers by years in DISD and type of campus[a]

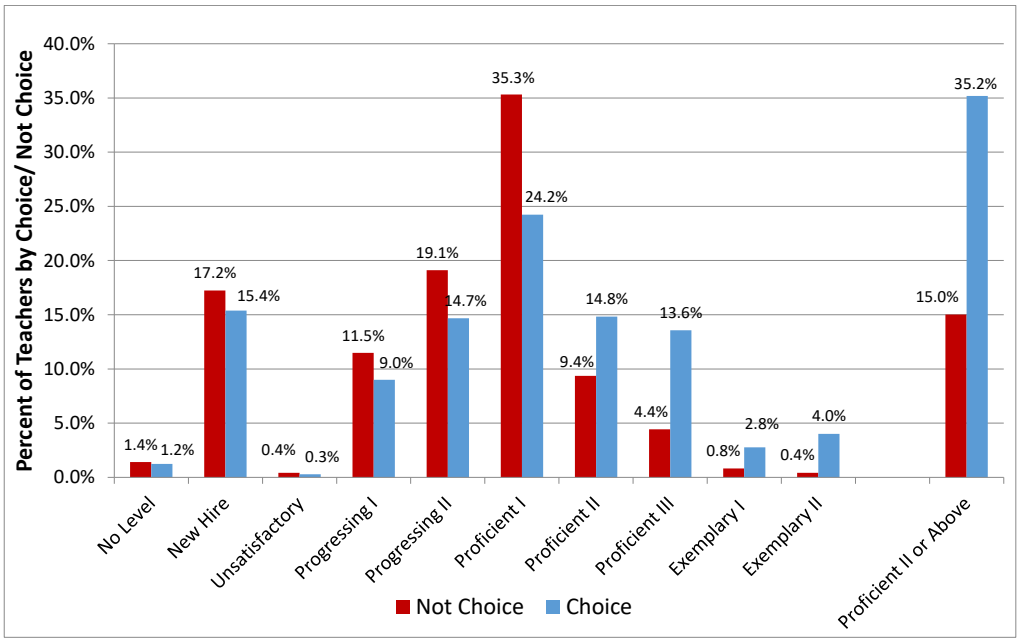

Figure 3 Percent of teachers within each TEI category by choice and non-choice or neighborhood campus. [b]

Currently, Table 2 shows that a teacher with 8 years of experience makes about the same as a teacher with 18 years of experience. The rationale of many performance pay advocates is that time teaching is no guarantee of effectiveness yet the campuses with the greatest achievement gains, ACE elementary and "choice" campuses as defined above have more teachers with 11+ years of experience than teachers with 5 or less years of experience. Only the ACE campus Blanton Elementary has more inexperienced than experienced teachers among the four ACE campuses. While experience is not a guarantee of effectiveness it may be a necessary component.

Table 2

Average salary of teachers by years in DISD, not years of experience. [b]

Years in DISD	Avg. Salary	Number of Teachers
0	$52,288	1293
1	$52,873	1301
2	$54,028	1246
3	$55,955	1159
4	$57,149	867
5	$58,241	480
6	$58,837	198
7	$59,242	233
8	$59,617	176
9	$59,365	233
10	$59,786	360

Years in DISD	Avg. Salary	Number of Teachers
11	$59,704	296
12	$59,355	228
13	$60,306	219
14	$59,742	160
15	$60,522	208
16	$60,105	200
17	$60,574	163
18	$59,322	99
19	$61,254	110
20	$60,762	89

Table 3.

Inexperienced and Experienced K-8 teachers by year and school type [c]

Program	Year	Teachers: Inexperienced 0-5 years	Teachers: Experienced 11+ years
ACE elementary schools	2013	32%	51%
	2014	43%	44%
	2015	63%	27%
	2016	38%	37%
	2017	34%	41%
ACE middle schools	2013	39%	47%
	2014	50%	32%
	2015	51%	33%
	2016	58%	25%
	2017	58%	24%
ISN elementary schools	2013	37%	42%
	2014	43%	43%
	2015	47%	38%
	2016	53%	33%
	2017	53%	33%
ISN middle schools	2013	44%	39%
	2014	39%	40%
	2015	45%	36%
	2016	52%	32%
	2017	53%	35%
other IR elementary schools	2013	33%	39%
	2014	39%	38%
	2015	41%	37%
	2016	46%	37%
	2017	46%	36%
otherr IR middle schools	2013	45%	35%
	2014	45%	36%
	2015	48%	34%
	2016	49%	33%
	2017	50%	34%
Special. i.e. vanguards, magnets, single sex schools	2013	30%	48%
	2014	32%	47%
	2015	25%	53%
	2016	29%	52%
	2017	33%	51%
other elementary Schools	2013	34%	41%
	2014	38%	38%
	2015	39%	40%
	2016	43%	38%
	2017	44%	38%
other middle schools	2013	44%	35%
	2014	46%	34%
	2015	47%	33%
	2016	52%	32%
	2017	54%	31%

While only about 700 of the nearly 10,000 teachers are from campuses where students choose to attend, the difference in median pay is heavily biased towards campuses of choice and against neighborhood campuses especially middle schools.

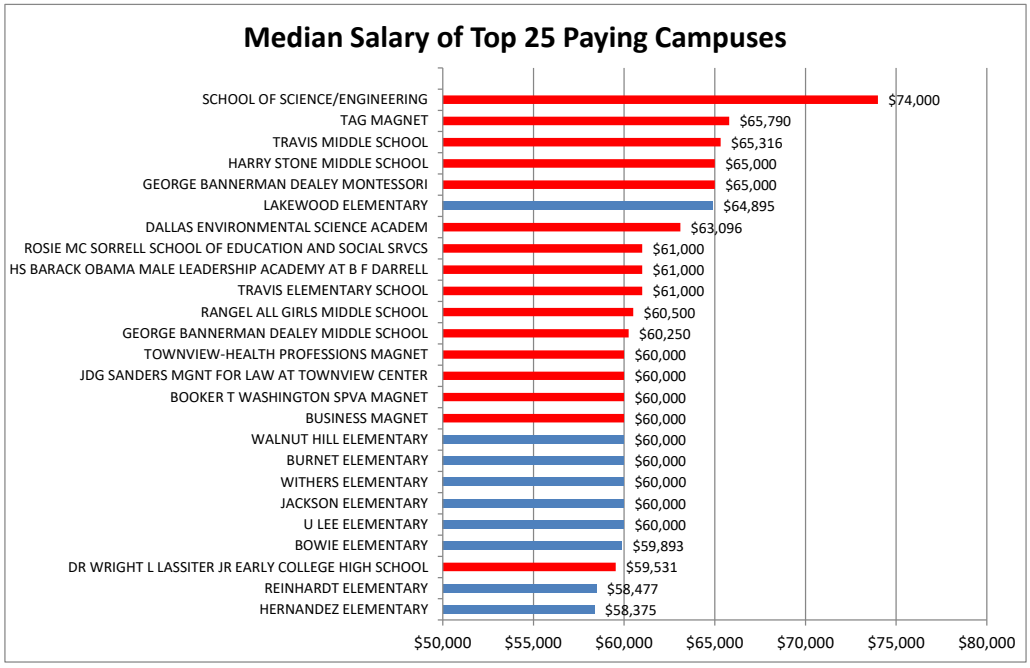

Figure 4. MedianSalary of the top 25 paying campuses in Dallas ISD, 2017-18. Student choice campuses are in red [a]

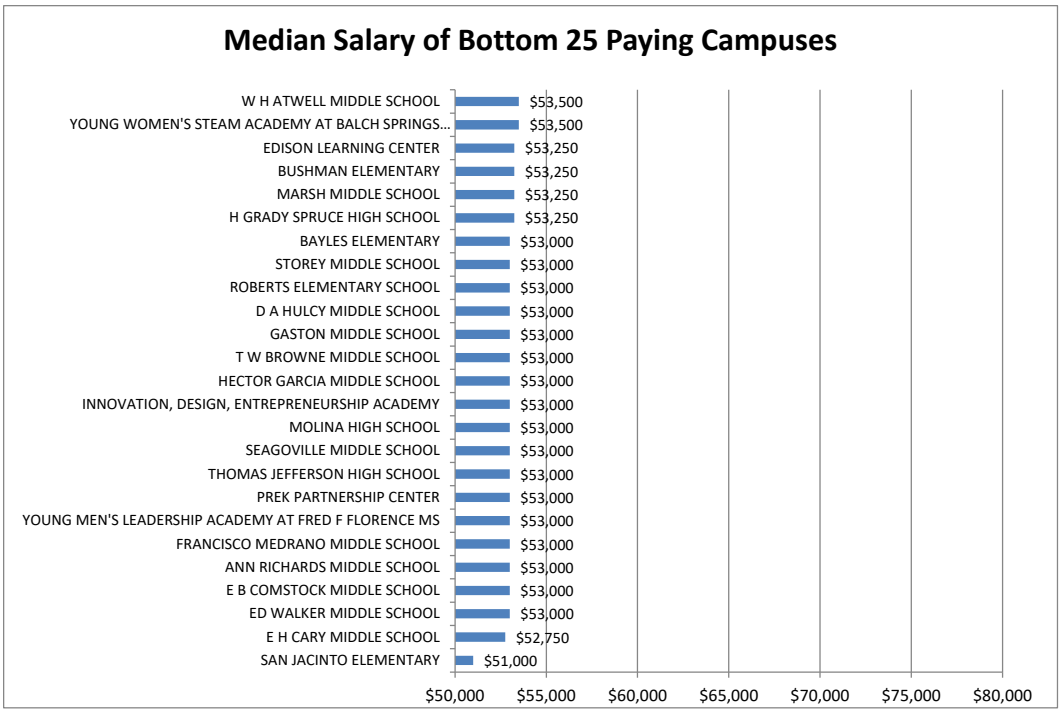

Figure 5. Median salary of the bottom 25 campuses in Dallas ISD, 2017-2018. [a]

Even the much touted Classroom Effectiveness Indices, CEI, show bias. The CEIs are a value-added model (VAM) where the residual or "effectiveness rating" at the student level is aggregated by teacher to produce the Classroom Effectiveness Index and aggregated at the school level to produce a School Effectiveness Index, SEI. In the past it was shown that the CEIs had little predictive validity from one year to the next for classifying teachers into more than three categories but in 2015 the formula was changed. A PIR request for CEI values over two recent years by masked teacher ID was recently denied but since the CEIs are mirrored in the SEI, a bias in SEI automatically implies a bias in CEI. The SEI values by campus are publically available and presented in Table 3. After sorting by SEI value for 2017, it is clear the SEIs, and by default the CEIs, are, and have been, biased towards campuses where children can select to attend and therefore biased against neighborhood campuses. Without getting into details, SEI/CEI metrics do not measure emphasis of education in the home and rely on surrogate measures of prior achievement and census block income.

Table 4.

Longitudinal SEI values sorted by 2017 SEI value. [d]

Top 61 SEI campuses 2017

School	2010	2011	2012	2013	2014	2015	2016	2017
26 SCHOOL OF SCIENCE & ENGINEERING AT TOWNVIEW	58.9	62.8	63.8	69.3	62.3	63.5	65.7	67.3
90 W.L. LASSITER, JR. EARLY COLLEGE HIGH SCHOOL	48.9	53.6	49.4	58.8	55.7	58.7	58.7	66.3
43 T.W. BROWNE MIDDLE SCHOOL	47.6	42.7	45.5	33.2	39.6	47.8	47.5	61.7
286 LEE A. MCSHAN, JR. ELEMENTARY SCHOOL	47.0	51.4	53.6	53.9	50.6	53.7	57.6	61.1
39 SCHOOL FOR THE TALENTED & GIFTED AT TOWNVIEW	60.6	60.6	57.5	59.0	60.2	57.1	61.4	61.0
352 YOUNG WOMEN'S STEAM ACADEMY AT BALCH SPRINGS MIDDLE				38.6	54.3	52.8	58.5	60.6
35 IRMA L. RANGEL YOUNG WOMENS LEADERSHIP SCHOOL (H)	54.1	59.2	58.8	60.1	59.8	61.6	53.9	59.3
137 JULIUS DORSEY ELEMENTARY SCHOOL	39.1	52.1	53.9	54.7	50.1	54.6	55.5	58.7
71 DALLAS ENVIRONMENTAL SCIENCE ACADEMY	58.1	54.6	54.4	54.2	55.1	58.2	58.0	58.7
88 TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL	45.7	56.2	52.5	60.3	58.8	56.4	57.8	58.6
224 WALNUT HILL ELEMENTARY SCHOOL	53.6	50.1	48.7	52.5	59.0	54.1	53.7	58.6
263 J.P. STARKS ELEMENTARY SCHOOL	62.2	47.4	55.2	51.7	50.0	56.7	51.9	57.7
172 JIMMIE TYLER BRASHEAR ELEMENTARY SCHOOL	53.8	54.4	56.7	59.5	53.8	51.5	54.4	57.2
212 HARRY STONE MONTESSORI VANGUARD	48.3	52.8	48.9	47.1	49.7	48.3	44.1	57.1
110 ANNIE WEBB BLANTON ELEMENTARY SCHOOL	46.0	45.5	41.5	42.6	41.7	47.1	66.8	57.0
126 CENTRAL ELEMENTARY SCHOOL	50.0	47.4	43.4	47.9	51.6	52.3	48.8	57.0
134 GEORGE B. DEALEY MONTESSORI VANGUARD	48.8	52.6	51.1	51.5	53.7	57.9	52.1	57.0
360 STEAM MIDDLE SCHOOL AT D.A. HULCY							59.1	56.9
287 CELESTINO MAURICIO SOTO, JR. ELEMENTARY SCHOOL	46.2	50.3	50.9	53.0	43.4	51.6	51.0	56.9
381 BARACK OBAMA MALE LEADERSHIP ACADEMY (HIGH)				58.3	59.0	55.1	49.9	56.7
229 WINNETKA ELEMENTARY SCHOOL	50.9	52.4	53.4	50.2	53.9	53.8	52.4	56.6
289 FELIX G. BOTELLO ELEMENTARY SCHOOL	46.4	51.6	49.5	45.8	51.2	53.3	56.5	56.4
75 GEORGE B. DEALEY MONTESSORI ACADEMY	58.1	53.5	60.4	57.5	57.2	57.7	55.7	56.3
34 BOOKER T. WASHINGTON HIGH SCHOOL FOR THE ARTS	52.9	53.8	54.9	51.4	54.5	50.0	54.8	56.2
239 ARTURO SALAZAR ELEMENTARY SCHOOL	46.9	41.4	48.2	47.1	56.7	56.1	55.0	56.1
171 LAKEWOOD ELEMENTARY SCHOOL	48.4	45.8	48.4	55.9	57.3	60.0	53.3	56.1
356 IRMA L. RANGEL YOUNG WOMENS LEADERSHIP SCHOOL (M)	63.1	62.4	63.6	58.4	56.0	54.9	54.4	56.1
359 ROSEMONT INTERNATIONAL LANGUAGE PREP						46.9	52.9	56.0
73 H.W. LONGFELLOW CAREER EXPLORATION ACADEMY	60.7	58.1	58.1	50.9	53.5	55.2	52.8	55.9
210 LESLIE A. STEMMONS ELEMENTARY SCHOOL	54.7	49.2	47.1	50.2	56.2	52.6	54.6	55.8
131 IGNACIO ZARAGOZA ELEMENTARY SCHOOL	49.8	47.9	44.7	52.3	54.8	54.4	52.9	55.7
162 STONEWALL JACKSON ELEMENTARY SCHOOL	47.5	51.3	51.8	51.7	55.4	55.7	53.5	55.6
193 JOHN J. PERSHING ELEMENTARY SCHOOL	50.5	50.7	49.0	56.1	59.4	57.3	52.7	55.6
180 B.H. MACON ELEMENTARY SCHOOL	55.2	47.6	47.3	53.1	47.8	53.6	47.3	55.5
129 S.S. CONNER ELEMENTARY SCHOOL	44.0	43.3	53.4	51.9	48.0	48.0	45.7	55.3
49 W.E. GREINER MIDDLE SCHOOL	56.8	55.0	54.7	60.0	61.3	55.5	56.7	55.1
68 RAUL QUINTANILLA, SR. MIDDLE SCHOOL	46.9	45.4	48.7	46.2	53.1	59.3	54.8	54.7
33 SCHOOL OF BUSINESS & MANAGEMENT AT TOWNVIEW	52.3	56.6	50.9	49.0	48.6	50.1	52.2	54.7
271 JULIAN T. SALDIVAR ELEMENTARY SCHOOL	46.9	47.3	50.3	52.8	52.1	52.6	52.5	54.6
230 HARRY C. WITHERS ELEMENTARY SCHOOL	49.1	51.8	47.7	55.9	53.0	56.2	52.3	54.6
168 OBADIAH KNIGHT ELEMENTARY SCHOOL	52.4	51.8	51.3	50.4	55.8	49.8	54.2	54.5
66 HARRY STONE MONTESSORI ACADEMY	53.6	50.9	53.7	50.3	49.6	54.6	52.7	54.3
136 L.O. DONALD ELEMENTARY SCHOOL	44.9	43.1	49.6	42.5	50.8	52.0	57.6	54.1
186 ROGER Q. MILLS ELEMENTARY SCHOOL	44.3	48.5	55.1	45.1	41.0	44.5	53.0	54.1
38 JUDGE BAREFOOT SANDERS MAGNET CENTER FOR PUBLIC SER	55.6	57.8	56.7	50.7	49.3	53.5	52.2	54.0
76 HAROLD W. LANG, SR. MIDDLE SCHOOL	49.8	55.1	48.9	46.5	48.9	45.4	48.9	54.0
144 TOM W. FIELD ELEMENTARY SCHOOL	53.3	54.3	50.3	48.9	52.6	50.7	45.1	53.9
284 HIGHLAND MEADOWS ELEMENTARY SCHOOL	48.7	45.4	50.3	44.8	53.5	51.1	49.3	53.6
36 SCHOOL OF HEALTH PROFESSIONS AT TOWNVIEW	56.8	57.1	54.8	53.4	52.7	53.1	53.7	53.6
149 LENORE KIRK HALL ELEMENTARY SCHOOL	51.4	41.3	47.5	49.1	52.6	46.6	52.0	53.3
124 GEORGE W. CARVER LEARNING CENTER1	42.6	51.3	39.9	39.4	42.9	34.6	35.5	53.3
118 W.W. BUSHMAN ELEMENTARY SCHOOL	47.5	45.2	55.4	49.4	47.9	57.2	66.6	53.2
353 ANN RICHARDS MIDDLE SCHOOL				48.3	52.8	45.8	49.8	53.2
232 EDNA ROWE ELEMENTARY SCHOOL	51.6	55.3	53.5	53.4	46.0	47.3	50.3	53.2
120 F.P. CAILLET ELEMENTARY SCHOOL	50.9	54.3	57.8	48.5	56.5	54.2	51.3	53.1
85 KATHLYN J. GILLIAM COLLEGIATE ACADEMY	59.6	48.2	46.6	58.0	53.0	53.2	51.3	53.0
195 PRESTON HOLLOW ELEMENTARY SCHOOL	51.9	45.9	48.3	55.4	49.2	51.3	47.5	53.0
275 LOUISE WOLFF KAHN ELEMENTARY SCHOOL	48.9	47.8	49.7	48.0	51.7	49.2	53.1	52.9
37 ROSIE M. COLLINS SORRELLS SCHOOL OF EDUCATION	51.9	53.8	54.1	51.9	50.8	50.1	53.5	52.9
153 VICTOR H. HEXTER ELEMENTARY SCHOOL	52.1	52.3	59.4	54.3	56.4	57.7	51.9	52.9
57 WILLIAM B. TRAVIS ACADEMY FOR TALENTED AND GIFTED	60.4	59.8	66.3	56.1	58.9	58.9	53.8	52.9

Other Choice or ACE Schools

175 UMPHREY LEE ELEMENTARY SCHOOL	58.3	55.3	47.0		34.0	45.2	59.4	52.3
191 ELISHA M. PEASE ELEMENTARY SCHOOL	48.7	71.0	47.1	45.7	50.8	30.6	48.9	49.5
357 BARACK OBAMA MALE LEADERSHIP ACADEMY (MIDDLE)			54.0	56.9	52.6	51.5	51.2	47.5
382 INNOVATION, DESIGN, ENTREPRENEURSHIP ACADEMY AT Fannin							48.3	47.3
217 WILLIAM B. TRAVIS VANGUARD FOR TALENTED AND GIFTED	54.5	56.8	55.4	47.0	54.0	56.6	49.4	46.6
3 A. MACEO SMITH NEW TECH HIGH SCHOOL	43.6	39.3	56.0	55.6	48.6	48.3	42.0	46.2
46 YOUNG MEN'S LEADERSHIP ACADEMY AT FRED F. FLORENCE MID	51.4	55.2	56.1	48.9	43.7	51.2	46.5	46.1

There are still a number of unmeasured and probably biased indictors as part of TEI. For example, student performance measured as passing a district designed test like ACP without consideration of prior achievement is obviously biased and favoring higher academic achieving students. The Academic Peer calculation is based on a concept called Median Student Growth Percentile, SGP. It is a fixed model that assumes the pretest and posttest are similar and measured without error. Nationwide SGP is losing favor as it has been shown that up to 50% of the SGP could be error[5,6]. In Dallas it is worse. The pretest bands in SGP are usually narrow so that a pretest band might be the 70th to 72nd percentile of students for comparison in the posttest. In Dallas there are only 4 pretest bands so it is theoretically possible that a student in the 76th percentile is in the same post-test pool of students as the 99th percentile student yet they both have the same expectation to beat the median within their group.

Conclusion:

A performance pay structure that inherently pays more to teachers who have been assigned students whose parents have a strong emphasis of education in the home or whose students have a past history of high academic achievement and the metrics used do not properly adjust for these differences is unconscionable. The results above do not mean many teachers in schools of student choice are not effective, nor does it mean many neighborhood campus teachers are ineffective. It just means the current TEI system metrics and algorithms are insensitive to the differences in these campuses and comparisons across these different campuses are biased and lead to false conclusions.

Discussion and Possible Solution:

Measuring teacher effectiveness is very difficult. In Dallas ISD the current TEI thinking seems to be based on the philosophies that one size fits all, the triangulation of imprecise measures improves precision, and teacher effectiveness is best extracted by parsing limited information from multiple choice tests. None of these assertions are compelling as a basis for teacher effective measures but without solutions, or ideas for discussion, pointing out the flaws of TEI will have little impact on the primary goal of preparing children for the future.

At the heart of TEI is the belief that only measurable data is accurate and objective and that the same data needs to be used across campuses to make valid rankings of effectiveness for the purpose of a pay for performance scheme. Yet, it is the comparison of teachers across campuses that are causing the biases in TEI. Comparisons should either be within campuses or within clusters of very similar campuses.

The insistence on a hard data driven algorithm based on very flawed metrics is not the solution. Often softer approaches are better. Measuring teacher effectiveness will be imprecise so instead of pretending the hard data measures are without error, minimize the error by eliminating artificial constraints. The best example of “soft yet powerful imprecision” is high school GPA. In NYC, Chicago, and Dallas, multiple choice tests such as STAAR in Texas, SAT and ACT tests are not as strong of a predictor of success in college as the high school GPA. The point is, the soft estimate of student performance by the teacher who grades based on performance, effort, punctuality, nearly correct

responses, and shifts in knowledge acquisition based on observations is much more accurate than the hard estimate of a few test scores when predicting college success.

Let a group of evaluators at the campus level, such as administrators and master teachers make soft judgments about teacher effectiveness. The traits of an exemplary teacher at a high performing magnet campus are different than the traits of an exemplary teacher at a low performing neighborhood campus. Comparing student and thus teacher performance across campuses with vastly different demographics is not productive.

Give the campuses the tools to make valid judgments. One option is adaptive testing where low performing students are given items more in line with their ability level and conceptual, cognitive or communications growth is relative to the individual measured and not compared to other higher performing students. Another option is to do learning communities. In a learning community the "benchmark" assessment items are published and the response of individual students to each option is known. Under a team approach the teachers examine common errors as well as correctness and attempt to determine learning issues for individual students.

A campus-based effectiveness rating system eliminates much of the bias and puts the solution on a team of educators at each campus. The district would have to limit the distribution of effectiveness rankings at each campus based on school level attributes unique to the type of campus under review and consider factors dependent of outside influences at the campus like emphasis of education in the home. The district based management team would set goals for the central campus administrators who set goals for their campuses and the principal and the site-based management team sets goals for each teacher. The onus would be on the campus as a whole to improve and increase the number of teachers with higher effectiveness ratings.

It will be difficult to convince the business and school communities that common state-wide assessments (STAAR) do not have the power they think these assessments possess and they will demand some measure of accountability. Realize, however, very high performing campuses are insensitive to changes in student STAAR scores as the small differences in nearly perfect scores are due mostly to student characteristics like impulsiveness and not teacher effect. At the bottom end of the achievement spectrum much of the information is in the selection of incorrect responses. Often near correct strategies are employed but lost during the recoding process to correct and incorrect.

Sources of data

a Public release of Dallas ISD teacher salary by teacher and campus as of 11/7/2017.

b Public release of Dallas ISD aggregate TEI ratings by campus 2017-18.

c Teacher experience extracted from TEA TAPR downloads.
https://tea.texas.gov/perfreport/tapr/index.html

d Publically available longitudinal SEI data from My DataPortal.
https://mydata.dallasisd.org/docs/SEI/SEI1617/201617_SEI_LONGITUDINAL.pdf

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