

Professional Pathways for Teachers

Summary of Evaluation Findings From 2017–2018

INTRODUCTION

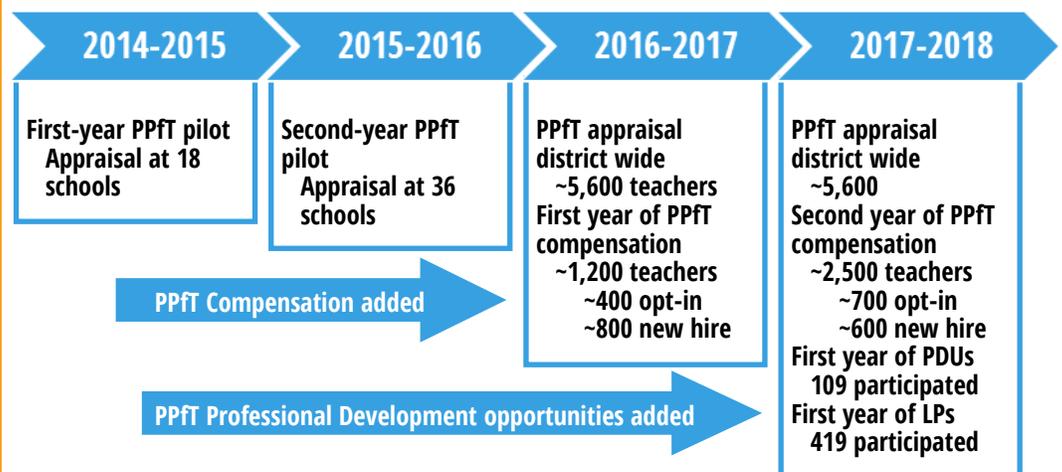
Professional Pathways for Teachers (PPfT) is a human capital system that blends three primary components: appraisal, compensation, and professional development (PD) opportunities. The purpose of PPfT is to build the capacity of Austin Independent School District (AISD) teachers through a comprehensive system of supports and compensation with the ultimate goal of having a positive impact on teacher retention and student achievement. The current evaluation document presents descriptive analyses of the 2017–2018 PPfT appraisal and compensation data.

PPfT Implementation History

PPfT began district-wide implementation in AISD in the 2016–2017 school year, a product of collaboration between AISD, Education Austin, and the American Federation of Teachers. Prior to district-wide implementation, the district ran a 2-year pilot in the district from 2014–2015 through 2015–2016, first with 18 schools and the next year with 36 schools. Although drawing from numerous resources, much of the pilot of PPfT appraisal was built upon learning from the district’s 8-year implementation of its strategic compensation program, AISD REACH, funded by the Institute of Education Sciences (IES), from 2007–2008 through 2014–2015. Unique to the 2016–2017 PPfT implementation was the addition of the second of three PPfT components: PPfT compensation. In 2017–2018, the third PPfT component, PPfT PD opportunities, was added to the implementation (Figure 1).

Figure 1

In 2017–2018, a total of 2,527 teachers participated in PPfT compensation and two LPs were offered to teachers in PPfT compensation.



PPfT Program Components

PPfT blends three primary components: appraisal, compensation, and PD opportunities.

PPfT Appraisal

PPfT appraisal covers three types of appraisal plans: the standard PPfT plan, the late-contract plan, and the new-teacher plan. The standard PPfT plan is the core plan, covering most teachers appraised under PPfT. It comprises instructional practice (IP) ratings (weighted at 50%), professional growth and responsibilities (PG&R) ratings (weighted at 25%), a student learning objective (SLO) score (weighted at 15%), and a school-wide value-added (SWVA) score (weighted at 10%). The new-teacher plan does not include SWVA scores due to prior year constraints, and consequently upweights SLO scores to 25%. The late-contract plan includes neither SWVA scores nor SLO scores due missing the SLO window, and consequently upweights IP ratings to 75%.

PPfT Compensation

PPfT compensation is base building, which means it adds permanent pay increases to a teacher’s regular salary instead of operating within a traditional step-and-lane salary schedule. The compensation framework builds base increases through a cumulative point system in which teachers earn PPfT compensation points each year from a year of service, their PPfT appraisal rating, and optional participation in PPfT PD opportunities (Table 1). PPfT compensation points earned during a school year are tallied at the end of the school year, and any associated base salary increase is applied to the teacher’s salary the following year. Base salary increases are permanently applied to the teacher’s salary independent of any future performance.

Table 1
Teachers at enhanced-compensation campuses earn more PPfT Compensation points for their appraisal ratings than teachers at standard-compensation campuses.

PPfT components	PPfT compensation points per year	
	Standard compensation	Enhanced compensation
Current year of service	1	
Appraisal rating		
Effective	4	6
Highly effective	7	12
Distinguished	10	20
PDU (earned once after 1 year)	2	
LP (earned once after 2 years)	15	

Source. 2017–2018 PPfT Compensation Opt-in Guide.

Enhanced compensation is provided to teachers working at campuses with high instructional need. Enhanced-compensation campuses are defined as the top 25% of campuses with the highest instructional services index (ISI), which takes into account the percentage of economically disadvantaged students, percentage of students served

PPfT Appraisal Versus PPfT Compensation

The implementation of PPfT was originally planned as a 5-year +/- process of scaling up and building out program components. Eventually, PPfT appraisal and PPfT compensation will exist as one universal human capital system for all teachers. However, during the multi-year process towards a 100% implementation, teachers’ experiences with their compensation and PD opportunities will differ.

The first non-pilot year of PPfT appraisal was a district-wide implementation; therefore, all teachers had shared experiences with appraisal. The first year of PPfT compensation rolled out as an optional opt-in process. Only teachers who chose to participate in PPfT compensation had access to the PPfT-specific PD opportunities.

Consequently, the simultaneous district-wide implementation of PPfT appraisal and multi-year scale-up implementation of PPfT compensation resulted in (a) teachers who received a PPfT appraisal and unrelated compensation under the traditional step-and-lane compensation system, and (b) teachers who received a PPfT appraisal, had access to PPfT-specific PD opportunities, and earned compensation tied to both their appraisal and their participation in PD opportunities (Figure 2).

in bilingual/English as a Second Language (ESL) programs, and the percentage of students served with special education programs. Improvement required (IR) campuses are also included. Enhanced Compensation is designed to provide recruitment and retention support to campuses.

PPfT PD Opportunities

Under PPfT, two types of PPfT-specific PD opportunities are offered to teachers: professional development units (PDUs) and leadership pathways (LPs). PDUs are an optional 1-year cycle of collaborative action inquiry by small teams of teacher researchers. Teachers meeting the PDU requirements earn two PPfT compensation points. LPs are a 2-year cycle of online, face-to-face, and blended learning, application in the classroom, and reflection on the impact on teaching. Teachers meeting the LP requirements receive 15 PPfT compensation points. In 2017–2018, three topically different LPs were offered in literacy, transformative technology, and social and emotional learning (SEL).

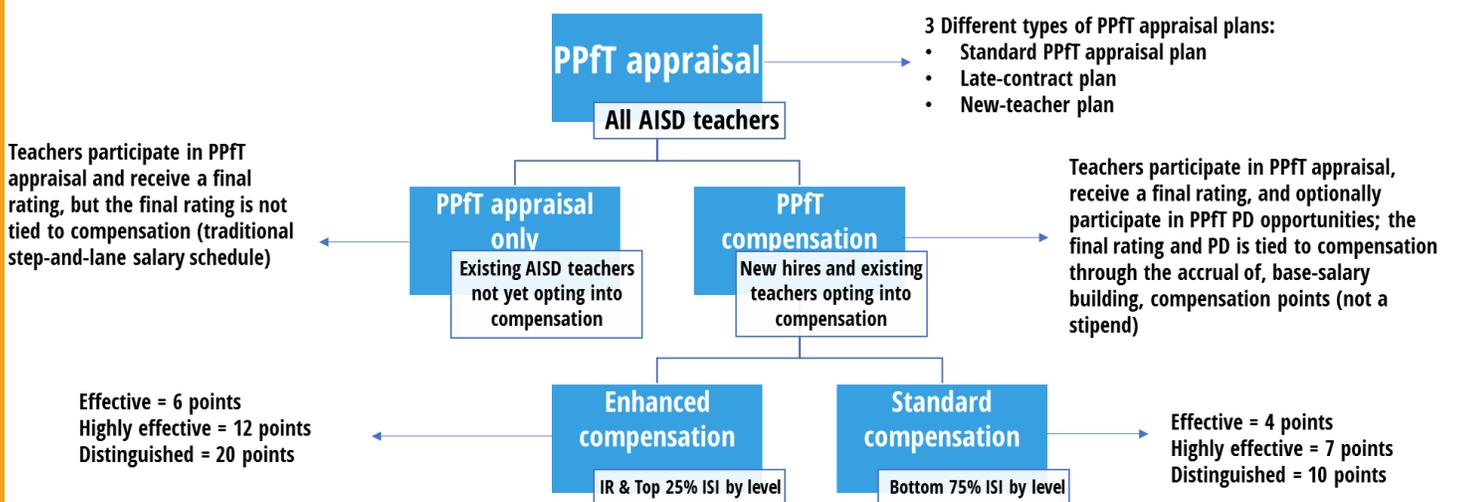
PPfT Program Structure

During the multi-year scale-up of the PPfT compensation component, even though all teachers were participating in PPfT appraisal, existing teachers were provided the option to join PPfT compensation or remain on the traditional step-and-lane salary schedule. New hires were automatically placed in PPfT compensation. In 2016–2017, approximately 5,600 teachers were in PPfT appraisal, of which, approximately 1,200 were also participating in PPfT compensation (approximately 400 opt-ins and approximately 800 new hires). In 2017–2018, again, approximately 5,600 teachers participated in PPfT appraisal, of which, approximately 2,500 also participated in PPfT compensation (approximately 700 additional opt-ins and approximately 600 additional new hires).

The multi-year scaleup of PPfT Compensation through the opt-in and new-hire participation process resulted in two systems of teacher compensation under PPfT appraisal (Figure 2). While teachers under both compensation systems participate in PPfT appraisal and receive an appraisal rating, only teachers participating in PPfT compensation have access to the PPfT-specific PD opportunities (i.e., PDUs and LPs) and base-salary building increases. The two systems of compensation will exist under the PPfT implementation until the step-and-lane option is 100% phased out and all existing teachers and new hires are participating in PPfT compensation.

Figure 2

In 2017–2018, some teachers participated in PPfT appraisal only, while others participated in both PPfT appraisal and PPfT compensation.



OVERVIEW OF THE 2017–2018 PPfT EVALUATION

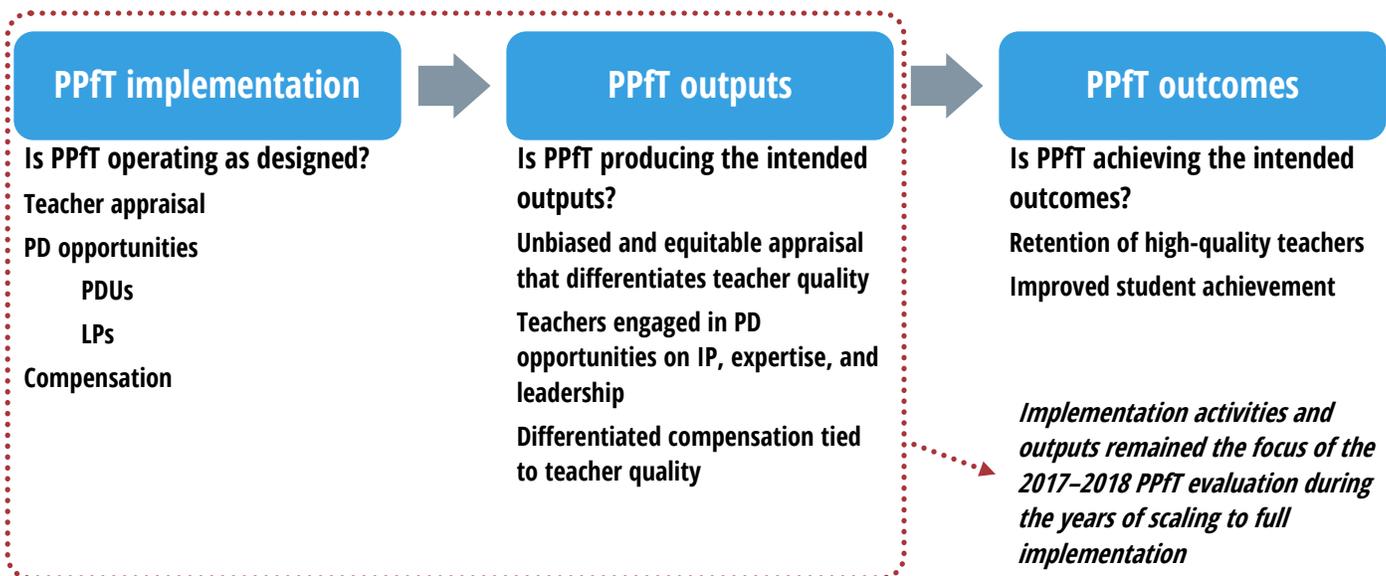
Three principled questions concerning implementation, outputs, and outcomes framed the evaluation of PPfT: (a) Is PPfT operating as designed? This is a question about implementation. (b) Is PPfT producing what was intended? This is a question of output. (c) Is PPfT achieving the long-term change? This is a question of outcome or impact.

Each of these three evaluation questions examines a different type of evidence and is more or less appropriate to address at different points over time. While a program is still being brought to scale or full implementation, evaluations focus most intensively on the implementation. As more and more of the program is implemented, evaluations begin to focus on the relationships between the implementation and the outputs of the implementation. Once the program has been fully implemented, evaluations continue to monitor the implementation but more intensively focus on the relationships between the outputs and the outcomes.

After 2 years of scaling up the components of PPfT, the 2017–2018 evaluation was focused on the implementation and preliminary evidence for relationships between the implementation and the outputs of the implementation. However, as a matter of establishing a baseline sense of where the program was in 2017–2018, preliminary data on outcomes were also examined (Figure 3).

Figure 3

The 2017–2018 evaluation explored implementation, outputs, and outcomes, but focused on the PPfT implementation activities and outputs of those implementation activities.



Evaluation of 2017–2018 PPfT Implementation

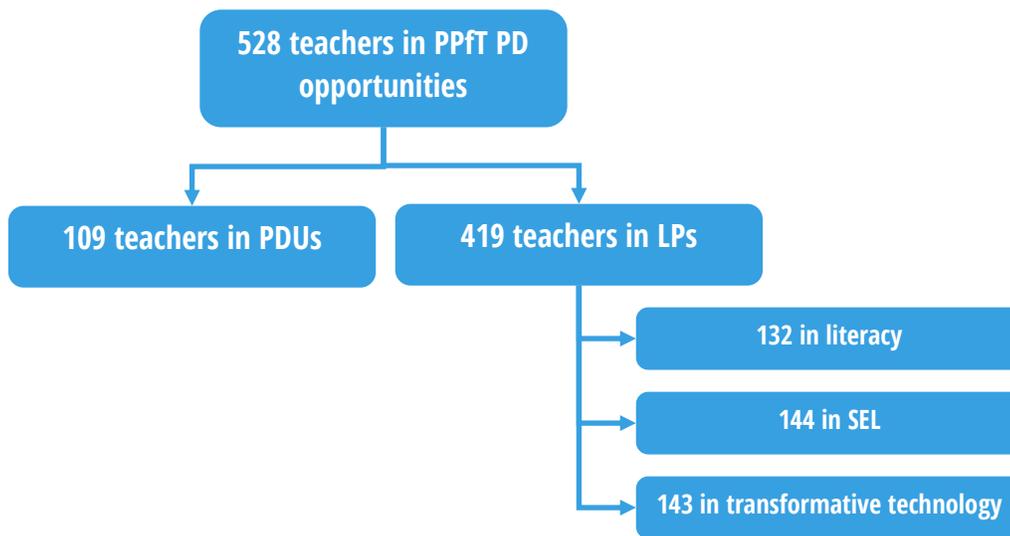
Operation is a question of implementation; that is, what evidence indicated that all the pieces of PPfT were in place and operating effectively in 2017–2018? To address the question of implementation, evidence was examined for participation in PPfT appraisal, participation in PPfT PD opportunities, and participation in PPfT compensation.

In 2017–2018, the implementation of PPfT continued to scale up successfully. All AISD teachers with at least a half time teaching FTE participated in PPfT in 2017–2018 (n = 5,577). Approximately 81% of teachers were on the standard PPfT plan, 16% on the New Teacher plan, and 3% on the Late Contract plan. Teachers and campus administrators

surveyed in the spring of 2018 were asked to rate how challenging each of the components of PPfT appraisal system features were. In general, neither teachers nor campus administrators felt that PPfT appraisal was too challenging to engage.

Two types of PPfT-specific PD opportunities were created and offered to teachers in 2017–2018 (i.e., PDUs and 3 LPs). One hundred and nine teachers engaged in collaborative inquiry (i.e., PDUs) and 419 teachers engaged in leadership development across the three PPfT LPs (Figure 4).

Figure 4
Twenty-one percent (n = 528) of teachers participating in PPfT compensation engaged in PPfT PD opportunities.



Source. 2017–2018 PPfT LPs roster records.

Of the 109 teachers engaging in PDUs, approximately 71% ($n = 77$) met the requirements for PDUs. Of the 419 teachers engaged in LPs, approximately 56% ($n = 235$) met the LP requirements for the 1st year of the 2-year cycle. Persistence rates through to the requirements for the 1st year varied by pathway. Of the 132 in the literacy pathway, approximately 48% ($n = 64$) met the 1st-year requirements. Of the 144 in the SEL pathway, approximately 62% ($n = 89$) met the 1st-year requirements. Of the 143 in the literacy pathway, approximately 57% ($n = 82$) met the 1st-year requirements.

The lower completion rates of LPs (56% for LPs compared with 71% for PDUs) are important for issues of sustainability, given the difference in compensation points awarded for completion (e.g., 15 points for completing LPs, versus 2 points for completing PDUs). Furthermore, LPs have a much greater time commitment than do PDUs (i.e., 2 years of individual effort for LPs, versus 1 year of collaborative effort for PDUs). The difference in persistence rates was evidence that the PPfT optional PD components are designed to be rigorous and to focus on best practices for professional learning, leading to sustainable impacts in classroom practice.

PPfT Participant Feedback Survey

Starting with the pilot year of PPfT in 2014–2015, feedback about PPfT was gathered annually from campus administrators and teachers through a district-wide employee coordinated survey (ECS). The survey was administered by the AISD Department of Research and Evaluation (DRE) each spring. The ECS coordinated the survey needs across numerous programs and departments throughout the district. Due to funding changes, the ECS will not be continued into 2018–2019.

Consequently, the 2018–2019 school year provides PPfT staff with an opportunity to readdress the survey methods for collecting stakeholder feedback. Three barriers to higher-quality data should be addressed in the new survey methods.

1. Survey items should be revised to reflect current program elements (e.g., PD opportunities), scale-up challenges (e.g., joining PPfT compensation), and goals.

2. A new administration window should be considered (e.g., fall of the following year) that allows for teachers to experience the compensation benefits of their prior year's efforts before answering questions concerning their feelings toward the compensation system.

3. The sampling method should provide opportunities for all stakeholders to have a voice. The ECS was administered to a sample of teachers, of which only a percentage responded. The consequence was a lack of opportunity for a voice about PPfT and too small a sample size to attempt generalizations about stakeholders' perceptions.

After 2 years, about half of AISD teachers (45%, $n = 2,527$) were participating in PPfT compensation in 2017–2018. PPfT compensation participation included an additional approximately 1,300 teachers in 2017–2018. Approximately half (56%) of teachers on enhanced-compensation campuses were in compensation, compared to 42% of teachers in compensation on standard-compensation campuses.

Evaluation of 2017–2018 PPfT Output

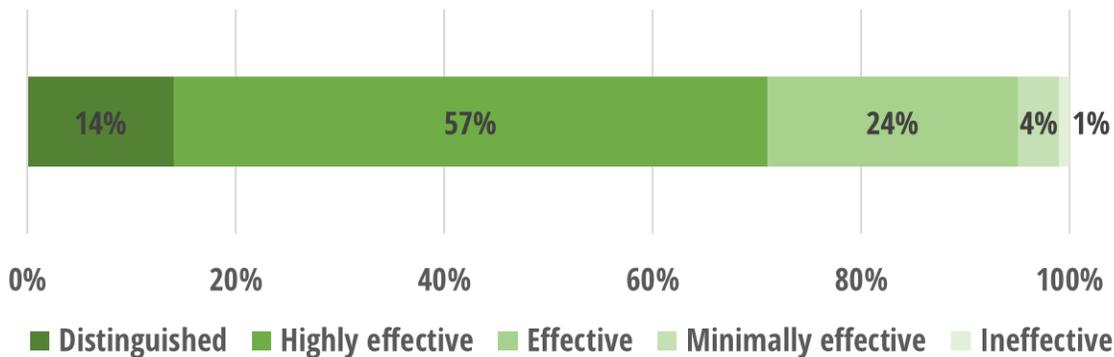
Output is a question of production, not of impact; that is, what evidence indicated that PPfT produced what it was supposed to (e.g., differentiated and unbiased appraisals and teacher compensation)? To address the question of production (i.e., output), we looked at evidence for differentiated and unbiased appraisals and teacher compensation aligned with the design of PPfT.

Appraisal Differentiation

Approximately 57% of teachers appraised under PPfT in 2017–2018 ($n = 3,155$) earned a highly effective final rating (Figure 5). The overall median summative final PPfT score was 336.9—a score equivalent to a highly effective final rating. In the distribution of summative final PPfT scores, the middle 50% of teachers (i.e., the interquartile range) scored between 307.7 (i.e., the 25th percentile) and 358.9 (i.e., the 75th percentile), which means the middle group of teachers in the district comprised AISD’s effective ($257 \leq$ summative final PPfT score < 314) and highly effective teachers ($314 \leq$ summative final PPfT score < 370). This left the bottom 25% (teachers with ineffective, minimally effective, and effective 2017–2018 final ratings) and the top 25% (teachers with highly effective and distinguished 2017–2018 final ratings).

Figure 5

More than half of all teachers appraised in 2017–2018 (57%) earned a highly effective final rating.

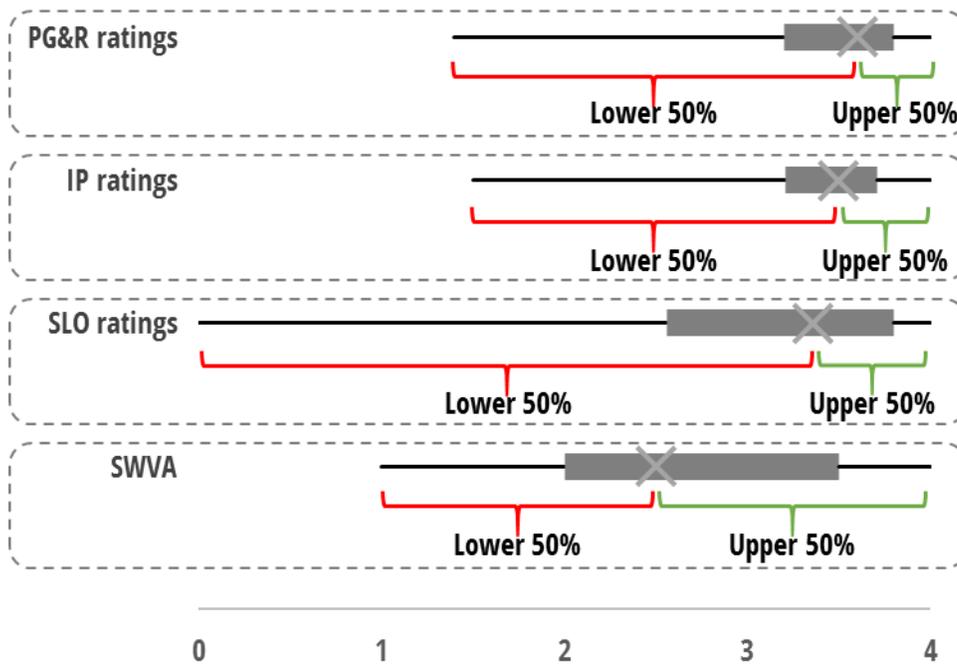


Source. 2017–2018 PPfT appraisal records.

Note. Distinguished = 14% ($n = 794$), highly effective = 57% ($n = 3,155$), effective = 24% ($n = 1,363$), minimally effective = 4% ($n = 242$), and ineffective = 1% ($n = 23$); total teachers appraised in 2017–2018: $n = 5,577$.

Of the four components of PPfT appraisal (i.e., IP ratings, PG&R ratings, SLO scores, and SWVA scores), IP and PG&R ratings showed the least variance, and therefore the least differentiation between teachers (Figure 6). Furthermore, the median SLO score was 3.4, the median IP rating was 3.5, and the median PG&R rating was 3.6. Consequently, the upper 50% of teachers were discriminated by only 0.6 on the SLO scale (i.e., maximum scale value of 4 less the median of 3.4 is .6), by only 0.5 on instructional IP scale (i.e., maximum scale value of 4 less the median of 3.5 is .5), and by only 0.4 on the PG&R scale (i.e., maximum scale value of 4 less the median of 3.6 is .4). All three were negatively skewed, with much larger ranges discriminating the lower 50% of teachers.

Figure 6
The four components of PPfT appraisal yielded varying degrees of teacher differentiation.



Note. All components of PPfT Appraisal had a maximum possible scale value of 4. Only SLO ratings had a true 0 minimum possible scale value. SWVA, IP, and PG&R had minimum possible scale values of 1.

Appraisal Biases

Evidence suggests PPfT appraisal primarily produced unbiased and equitable teacher appraisals. Final ratings were equitable by Title I status, race/ethnicity, participation in compensation, and enhanced compensation. Two exceptions need to be studied further in 2018–2019: middle schools and late-contract appraisal plans. Middle school teachers may be disadvantaged due to overall low SWVA and SLO growth measures (Table 2) and teachers on late-contract plans may be advantaged due to the unique makeup of the special appraisal plan (25% PG&R and 75% IP).

Table 2
Across levels, middle school teachers had the lowest SLO and SWVA student growth scores.

	Median SLO score	Median SWVA score
Elementary	3.4	2.5
Middle	3.0	1
High	3.3	3.5

Source. 2017–2018 AISD PPfT appraisal records.

In 2017–2018, most teachers (i.e., > 70% agreed) felt positive about the fairness of PPfT appraisal, their IP observations, the feedback received from observers, the qualifications of those conducting observations, changing their teaching based on feedback, and the training provided on the PPfT appraisal system. However, somewhat

The Distribution of Final Ratings: Past, Present, and Future

When contrasted with the first year of PPfT appraisal (i.e., 2016–2017), the distribution of final ratings from 2017–2018 showed an upward shift in the percentages of highly effective and distinguished ratings, with a smaller percentage of effective ratings.

2016–2017 (63% distinguished or highly effective):

- 9% distinguished
- 54% highly effective
- 31% effective
- 5% minimally effective
- 1% ineffective

2017–2018 (71% or highly effective):

- 14% distinguished
- 57% highly effective
- 24% effective
- 4% minimally effective
- 1% ineffective

Future appraisal data (i.e., final ratings and individual appraisal components) should be closely monitored for evidence of an upward trend. However, with only 2 years of data to compare in 2017–2018, caution should be taken against interpreting 2 points in time as a trend.

The district should also consider proactive steps to prevent future ceiling effects with appraisal data. The goal of such steps should be to ensure (a) all teachers can grow and (b) rigorous application of the four components of PPfT.

in contrast with the positive teacher perceptions about the fairness of PPfT appraisal and the observation cycle for IP, teachers were less positive (i.e., < 50% agreed) about whether the appraisals accurately measured teacher quality.

The differences in teacher perceptions about PPfT appraisal could be an issue of understanding rather than disagreement. When the majority of responding teachers provided positive ratings, only about 3% to 10% provided a neutral (*don't know*) rating instead of indicating their agreement or disagreement. Yet, when less than the majority of responding teachers provided positive ratings, the percentages of *don't know* ratings increased markedly (16% to 25%).

Compensation Differentiation and Biases

Comparisons of PPfT compensation points earned, levels moved, and base-salary increases suggest that PPfT compensation rewards were earned equitably across all teacher and school characteristics examined. The only exceptions to equitable compensation were between the components of PPfT appraisal and compensation designed to differentiate compensation. Compensation rewards were greater, on average, for teachers participating in PPfT PD opportunities (i.e., PDUs and LPs) and for teachers on enhanced-compensation campuses; thus, suggesting that the differentiated compensation for participating in PPfT PD opportunities or working on an enhanced -compensation campus was successful (Table 3).

Table 3

Enhanced-compensation campuses and participation successfully differentiated the compensation rewards earned by teachers under PPfT compensation.

	Median 1-year increase in number of PPfT compensation points	Median 1-year increase in number of PPfT compensation levels	Median 1-year increase in base salary
Enhanced compensation	13	2	\$1,250
Standard compensation	8	1	\$500
Participation in PDUs	10	2	\$1,250
Participation in LPs	12	2	\$1,250
No participation in PD opportunities	8	1	\$750

Source. 2017–2018 PPfT compensation records.

Note. All components of PPfT appraisal had a maximum scale value of 4. Only SLO ratings had a true 0 minimum scale value. SWVA, IP, and PG&R had minimum scale values of 1.

The majority of teachers surveyed in the spring of 2018 (i.e., > 50%) felt they understood the difference between PPfT appraisal and PPfT compensation, how compensation points were accrued, and how compensation was earned. However, some still struggled to develop trust for the new compensation system, more so among those teachers not yet participating in PPfT compensation.

Evaluation of 2017–2018 PPfT Outcomes

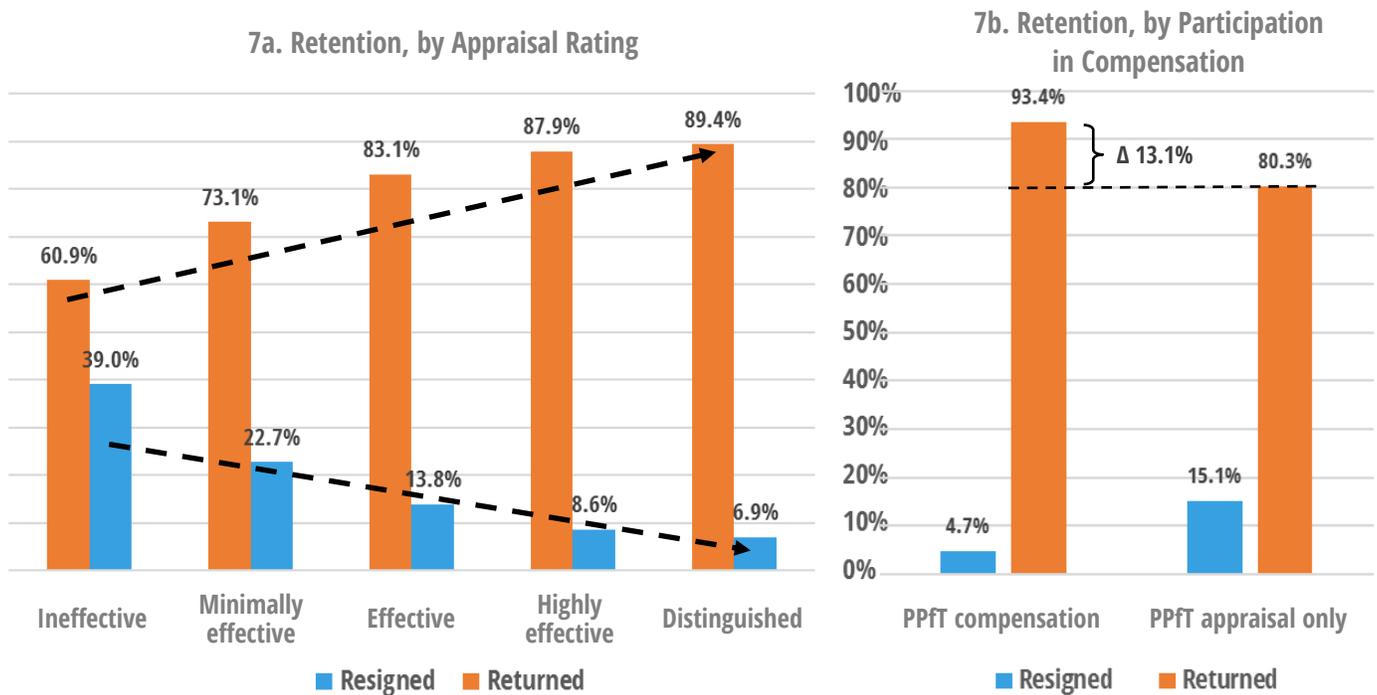
Outcome is a question of impact; that is, what evidence do we have that PPfT is associated with the desired results (e.g., pay for performance and pay for retention)? Large-scale, multi-year implementations such as PPfT appraisal and compensation take several years to realize long-term outcomes. After only 2 years, it was too soon to attempt causal associations from empowering and professionalizing teaching. However, as a matter of establishing a baseline sense of where the district was starting from, we examined preliminary data on outcomes.

Teacher Retention

Early evidence suggests the retention of high-quality teachers improved and participation in PPfT compensation increased their likelihood of returning the following year. Higher performing teachers returned fall of 2018–2019 at higher rates than lower performing teachers (Figure 7a). Teachers participating in PPfT compensation returned fall of 2018–2019 at higher rates than teachers not participating in compensation (Figure 7b).

Figure 7

For teachers appraised under PPfT in 2017–2018, final appraisal ratings and participation in PPfT compensation were positively associated with increased likelihood of returning to AISD in the fall of 2018.



Note. Percentages will not add to 100% across the resigned and returned groups. Staff retiring or on leave were excluded for more direct comparisons of turnover with retention.

Student Outcomes

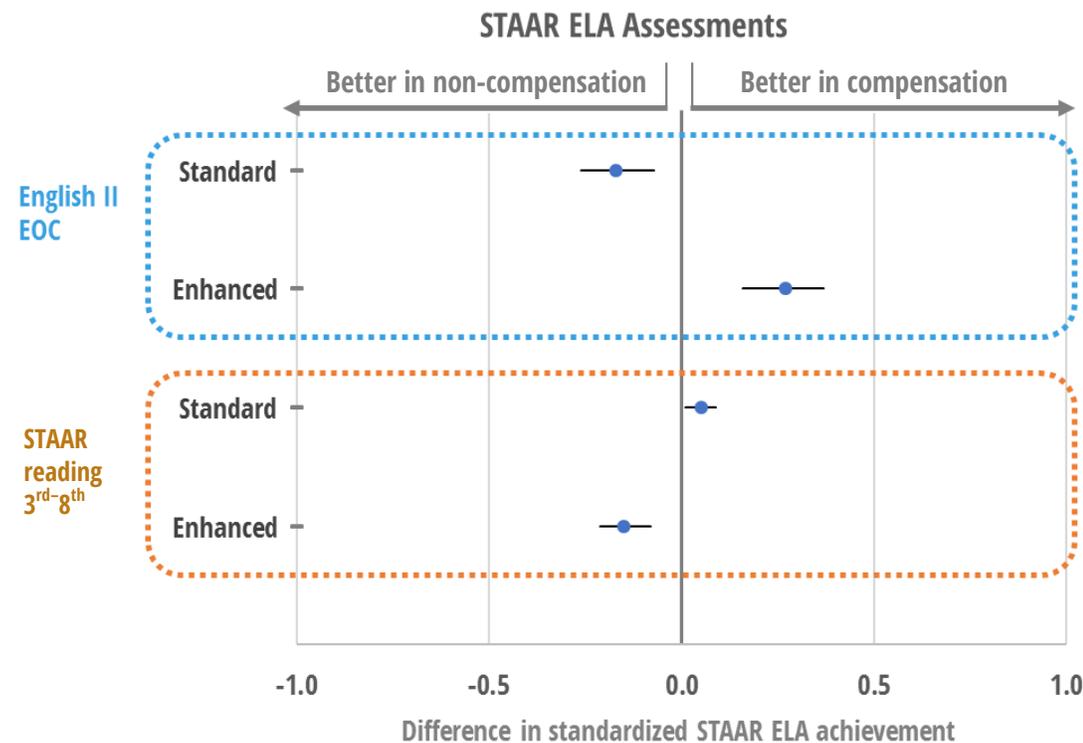
Description of differences between State of Texas Academic Readiness (STAAR) performance for students whose teachers were in PPfT compensation and students whose teachers were not in PPfT compensation required additional consideration of whether the teachers were on an enhanced-compensation campus or not. Therefore, presentation of results includes comparisons between PPfT compensation groups separately for each type of campus (i.e., enhanced compensation or standard compensation).

English Language Arts

An opposite pattern of results between standard- and enhanced-compensation campuses was observed on the STAAR E2 end-of-course (EOC) and STAAR 3 through 8 reading assessments. On enhanced-compensation campuses, secondary students of teachers in compensation scored significantly higher on their STAAR E2 EOC assessments than did students of teachers not in compensation (Figure 8). On standard-compensation campuses, secondary students of teachers in compensation scored significantly lower on their STAAR E2 EOC assessments than did students of teachers not in compensation. However, for the STAAR 3 through 8 reading assessments, on enhanced-compensation campuses, students in grades 3 through 8 who had teachers in compensation scored significantly lower on their STAAR reading assessments than did 3 through 8 students of teachers not in compensation. On standard-compensation campuses, students in grades 3 through 8 who had teachers in compensation scored significantly higher on their STAAR reading assessments than did 3 through 8 students of teachers not in compensation.

Figure 8

STAAR English II EOC assessment results differed by student level, participation in compensation, and campus type.



Source. 2017–2018 STAAR E2 EOC and STAAR 3 through 8 reading assessments.

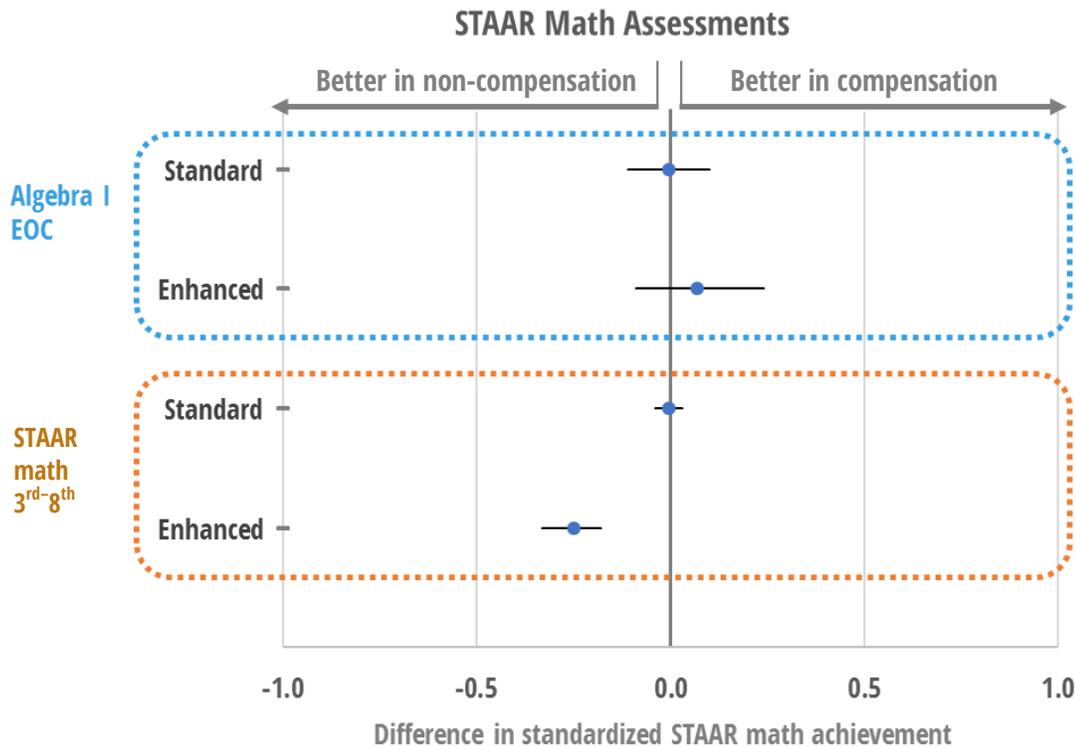
Note. Analyses used STAAR scale scores, standardized within grade and subject and then pooled by group of interest for each comparison. To represent average differences between groups the mean difference in z-scores were presented (such that a difference of 0 shows equivalence in scores between groups) with a 95% confidence interval. Confidence intervals not crossing the vertical line at 0.0 indicate a significant difference between compensation and non-compensation groups. Follow-up with independent sample t-tests were used to confirm group differences.

Math

On both enhanced-compensation and standard-compensation campuses, secondary students of teachers in compensation did not differ from students of teachers not in compensation on their STAAR A1 EOC assessments (Figure 9). On enhanced-compensation campuses, students in grades 3 through 8 who had teachers in compensation scored significantly lower on their STAAR math assessments than did grade 3 through 8 students of teachers not in compensation. At standard-compensation schools, students in grades 3 through 8 who had teachers in compensation did not differ from 3 through 8 students of teachers not in compensation on their STAAR math assessments.

Figure 9

Across STAAR math assessments, no consistent differences were observed between enhanced- and standard-compensation campuses on the STAAR 3 through 8 math and STAAR A1 EOC assessments.



Source. 2017–2018 STAAR A1 EOC and STAAR 3 through 8 math assessments.

Note. Analyses used STAAR scale scores, standardized within grade and subject and then pooled by group of interest for each comparison. To represent average differences between groups the mean difference in z-scores were presented (such that a difference of 0 shows equivalence in scores between groups) with a 95% confidence interval. Confidence intervals not crossing the vertical line at 0.0 indicate a significant difference between compensation and non-compensation groups. Follow-up with independent sample t-tests were used to confirm group differences.

SUMMARY OF THE 2017–2018 PPfT EVALUATION

The implementation of PPfT was designed to be at least a 4-year scale up to full implementation. Two years into the implementation of PPfT, evidence from the implementation of PPfT demonstrated all staff were participating in PPfT appraisal, 45% of staff were participating in PPfT compensation, and 21% of the staff in PPfT compensation were engaged in PPfT-specific PD opportunities. Implementation progress was inline with expectations.

Evidence on the outputs of PPfT suggests that the overall distribution of PPfT summative final scores and final ratings provided some meaningful differentiation of teachers. However, the distribution of summative final PPfT scores showed evidence of a negative skew and potential for ceiling effects. Calibration and alignment to evaluation rubrics should continue to be an area of focus. Evidence also suggests that PPfT appraisal primarily produced unbiased and equitable teacher appraisals, but work is needed to ensure equity across levels and appraisal plans (e.g., middle school growth and late-contract plan components). Comparisons of PPfT compensation points earned, levels moved, and base-salary increases suggested that PPfT compensation was earned equitably across all teacher and school characteristics examined and that the differentiated compensation designed into PPfT was working.

Evidence of the impact of PPfT was both incomplete and early, given that the implementation is not yet complete. However, early evidence suggests the retention of high-quality teachers improved and participation in PPfT

compensation increased the likelihood of returning the following year; that is, higher-performing teachers returned in the fall of 2018–2019 at higher rates than did lower-performing teachers, and teachers participating in PPfT compensation returned in the fall of 2018–2019 at higher rates than did teachers not participating in compensation. The relationships between PPfT compensation and student outcomes were inconsistent. Although longitudinal analyses of STAAR data are incomplete, initial analyses showed mixed results across tests, subjects, and enhancement campuses.

Future Directions for PPfT

In the upcoming years of PPfT appraisal and compensation implementation, programmatic goals were set to:

- Scale up communication and education around PPfT appraisal and compensation for deeper understanding by all stakeholders
- Develop and offer two additional LPs: problem-based learning and advanced academics
- Increase the calibration, rigor, and alignment of observations to the evaluation rubric
- Increase the relative percentage of AISD teachers participating in PPfT compensation and make progress toward 100% participation in both PPfT appraisal and PPfT compensation.

Future evaluation activities aligned with these goals and the broader goals of PPfT include:

- Revise and realign the survey instrument used to gather stakeholder feedback
- Explore the feasibility of moving the feedback survey administration window from the spring to the fall to better capture perceptions relative to the prior year's participation after all appraisals are final and the resulting compensation payouts are realized in teachers' paychecks in the fall of the subsequent year
- Expand data collection and evaluation efforts to include five LPs
- Explore and pilot methods of measuring the evaluation rubric reliability and validity
- Identify the methods and data systems to support longitudinal analyses of program outcomes

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