

# **Delaware Department of Education**

## **DPAS-II for Administrators** **An Addendum to “Commendations & Recommendations: A Report on Educator Evaluation in Delaware”**

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## Executive Summary

This report includes a summary of the 2014-15 results of the DPAS-II evaluation for administrators. The results herein reflect some of the improvements that have been made to DPAS-II for administrators over the past few years. In 2014, a stakeholder group was formed to re-envision how the evaluation system for administrators could be leveraged more effectively for continuous improvement. This stakeholder group identified as important the need to differentiate the evaluation system by administrator roles – assistant principal, principal, district leader, and superintendent. As a result of this feedback and with continued stakeholder engagement, a rubric specific to the work of principals was developed and was used for the first time in the 2014-15 school year. A rubric for assistant principals and a rubric for district leaders will become a part of DPAS-II for administrators in the 2015-16 school year. A rubric for superintendents will follow in 2016-17.

The principal rubric – new in the 2014-15 school year – was used to evaluate all principals and some assistant principals across the state. The revised rubric includes 17 specific criteria, allowing an evaluator to capture more detailed information and provide more focused feedback for administrator improvement (for more information about the rubric, see Appendix A).

This research brief—an addendum to the November 2015 *Commendations and Expectations: A Report on Educator Evaluation in Delaware* on the DPAS-II results for teachers/specialists—provides an analysis of the third year of statewide implementation of the revised DPAS-II system for administrators using evaluation rating data entered in the state’s Evaluation Reporting System (ERS). This brief presents state and district-level evaluation results and analyzes the relationship between the qualitative and quantitative components of DPAS-II. Similar to the results in years past as well as the results from the teacher/specialist evaluation, an overwhelming majority of administrators score in the top two rating categories of every metric. Ultimately, 97 percent of school and district administrators who received a summative evaluation in 2014-15 earned “Effective” or “Highly Effective” ratings.

The key findings of the administrator evaluation system discussed in the brief include:

***Administrators earned consistently high scores across the board:***

- In the 2014-15 school year, 51 percent of administrators earned “Highly Effective” ratings with 46 percent earning “Effective” ratings, three percent earning “Needs Improvement,” and less than one percent earning an “Ineffective” rating.
- On Components I-IV, in which the ratings are based on observational data, 98% of administrators earned ratings of “Effective” or “Highly Effective.”
- On the Student Improvement Component (Component V), which this year did not include any measures based on standardized state-wide student test scores, 99 percent of administrators earned a rating of “Satisfactory” or above.

***There was more variation in scores when disaggregated at the district level:***

- When the summative ratings were disaggregated by district, the distributions varied substantially.
- In most districts, administrators only earned “Effective” or “Highly Effective” ratings, while in others, some administrators earned ratings below “Effective.” Capital District was the only district with some administrators receiving each of the four possible ratings.
- In three of the smaller districts (Delmar, Indian River, and POLYTECH), all administrators earned the same ratings.

***Criterion-level differences drive the variation in ratings:***

- Though at least 98 percent of administrators earned a rating of “Effective” or higher in each of the first four components, there were differences in the share earning “Highly Effective” ratings across components.
- Administrators who were evaluated using the principal rubric were less likely to earn “Highly Effective” ratings on each of the components than those who were not evaluated using the principal rubric.
- While administrators overwhelmingly scored in the “Proficient” and “Distinguished” categories at the criterion levels, there did appear to be some variation in Component II criterion-level scores.
- There were more administrators scoring “Highly Effective” in Component IV than in any of the other components.

## Overview of DPAS-II for Administrators

DPAS-II for Administrators supports professional growth by helping evaluators and administrators identify areas for growth and opportunities to enhance administrators' skills and knowledge through:

- Reflecting on practice and self-assessment;
- Working collaboratively with colleagues to improve curriculum, assessment, instruction, and other classroom practices;
- Conducting action research;
- Designing and piloting new instructional programs or techniques;
- Analyzing student and school data to shape programming and classroom instruction, and
- Other learning opportunities.

DPAS-II for Administrators supports continuous improvement of instructional practice and student outcomes by helping evaluators and administrators monitor professional growth and student improvement. Educational administration is a complex and ever-changing profession requiring an administrator's commitment to continuously improve his or her practice and, in turn, student performance. Administrators need opportunities to try new tools, methods, and approaches for instructional leadership. At the same time, these opportunities must be monitored to ensure that students are reaping the intended benefits.

### Who is an administrator?<sup>1</sup>

For the purposes of DPAS-II, administrators are defined as:

- All licensed and certified administrators who oversee instruction.
- It **does not** include those who supervise non-instructional aspects of school and district operations such as but not limited to, transportation, maintenance, finance, nutrition, discipline, and personnel.

Currently there are three groups of administrators that are evaluated: Principals, Assistant Principals, and District Administrators. Evaluation for a fourth group of administrators—superintendents—is planned for the 2016-17 school year. During the 2015-16 school year, key stakeholders from across the state will meet to finalize what this system will look like.

### Leader Evaluation and Community of Practice for Principal Supervisors

In 2013, Delaware began exploring the possibility of redesigning the administrator evaluation system. The Delaware Department of Education (DDOE) created a partnership with New Leaders and Delaware Academy for School Leadership to assist in the policy development and structure of the new system as well as to create a *Community of Practice (CoP)* specifically focused on the role of the principal supervisor. The purpose of the CoP is to build a shared and rigorous definition of effective principal practice among those responsible for assessing it and to support the implementation of the new administrator evaluation system.

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<sup>1</sup> As defined in the DPAS-II Guide, which can be found [here](#).

When complete, the new administrator evaluation system will encompass four systems—one for assistant principals, principals, district leaders, and superintendents. In the 2014-15 school year, the principal evaluation system was the only one in full implementation. The assistant principal and district leader system will be in full implementation during the 2015-16 school year.

## **Principal Evaluation**

The new principal evaluation system includes the following five components:

- 1) Vision and Goals
- 2) Teaching and Learning
- 3) People, Systems, and Operations
- 4) Professional Responsibilities
- 5) Student Improvement Component

Within each of the first 4 components, there are 4 or 5 criteria on which principals are evaluated. A principal can earn ratings of “Highly-Effective”, “Effective”, “Needs Improvement”, or “Ineffective” on each of these criteria (see Appendix A for details on the components and criteria). The criterion-level ratings are then aggregated at the evaluator’s discretion to a component rating using the same scale.

The Student Improvement Component (Component V) includes two equally weighted parts—Part A, which is based on student scores from the state assessment in ELA and mathematics, and Part B, which is based on locally-selected measures. For school year 2014-15, due to the time needed to reincorporate the state assessments as a Part A measure, Part A did not count toward principal evaluation, but instead Part B had two sections, one focused on ELA and/or mathematics, and one focused on local priorities.

## **Assistant Principal Evaluation**

In school year 2014-15, there was not a rubric which provided information at the criterion-level for assistant principals. Therefore, only component level ratings were required for assistant principals. There were, however, some assistant principals who were evaluated using the principal rubric. This decision was made at the school level depending on whether the principal rubric aligned with the work being done by the assistant principal, and thus would prove a good evaluative tool. Therefore, when investigating the criterion-level results included in this report, it is important to note that this also includes those assistant principals who were evaluated using the principal rubric. The evaluation system for assistant principals will be in full implementation in school year 2015-16, including a rubric that provides for criterion-level ratings. For assistant principals who were not evaluated using the principal rubric, ratings are only provided at the component-level.

## **District Administrators Evaluation**

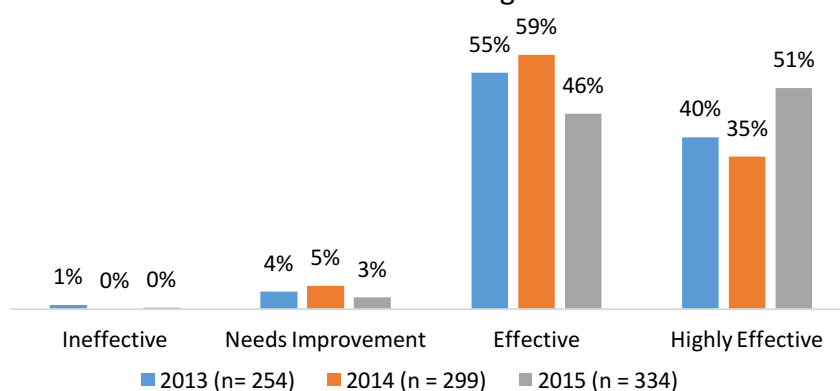
The evaluation system for district administrators will be in full implementation in school year 2015-16. For the school year 2014-15, there was not a rubric available with criterion-level data. Therefore, the data included in this report for district administrators are only reported at the summative level.

## DPAS-II Results for Administrators

### Summative Ratings

In 2015, 97 percent of administrators scored “Effective” or higher. Compared to 2013 and 2014, a higher share of administrators scored “Highly Effective” and a lower share scored “Effective” and “Needs Improvement” in 2015.

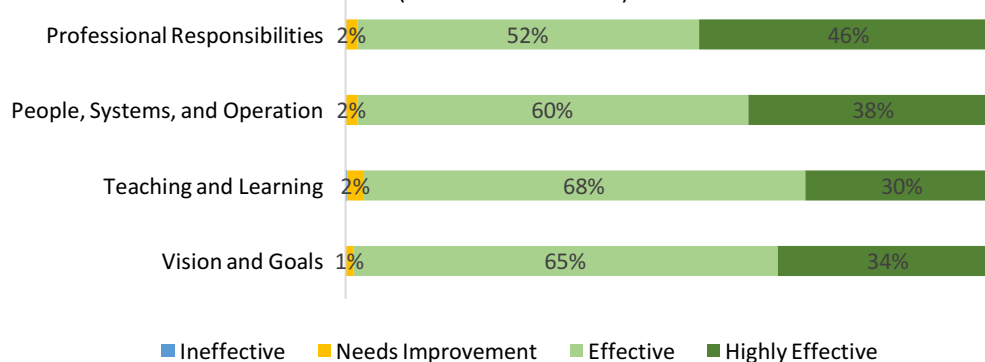
Figure 1: DPAS-II for Administrators Distribution of Summative Ratings



### Component-Level Ratings

The summative rating is made up of the four observational components (Components I – IV) and the Student Improvement Component (Component V). As in past years, there is little variation in ratings for Components I – IV. Figure 2 below shows that in each of the first four components, at least 98 percent of administrators earned “Effective” or “Highly Effective” ratings.

Figure 2: 2014-15 Distribution of Administrator Ratings on DPAS-II Components (% of Administrators)

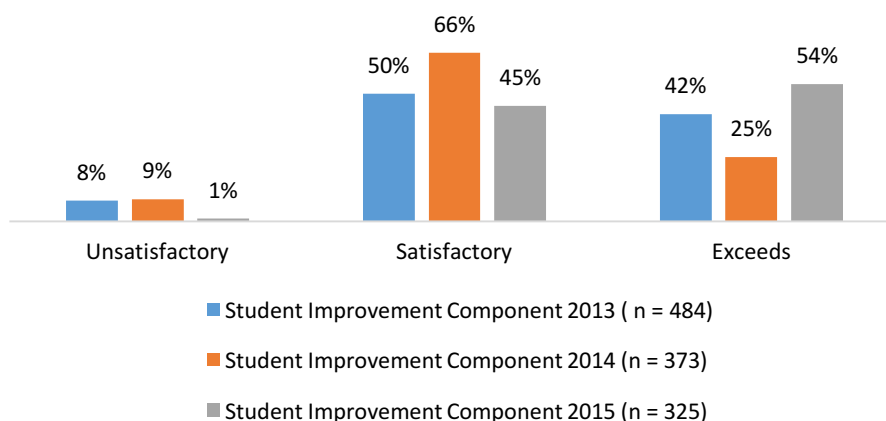


## Student Improvement Component (Component V)

The final component included in the summative rating is the Student Improvement Component (Component V). The Student Improvement Component is made up of two parts, each worth 50 points for a total of 100 points. In past years, administrators could choose to use both a Part A and a Part B measure (each worth 50 points) or only a Part A measure (worth 100 points). Part A is based upon student growth targets set for the state assessment. With the transition to the new state assessment in the 2014-2015 school year, growth-based data on this assessment was not included in the evaluation system; thus, there was no Part A for the 2014-2015 school year. As a result, administrators had to instead select 2 Part B measures (each worth 50 points), one focused on ELA and/or mathematics, and one focused on local priorities.

Figure 3 below shows the distribution of DPAS-II ratings on the Student Improvement Component for administrators in 2013, 2014, and 2015. Though similar in 2013 and 2014, the share of administrators earning “Unsatisfactory” on the Student Improvement Component decreased from nine percent to one percent from 2014 to 2015. In addition, the share of administrators scoring “Exceeds” on the Student Improvement Component increased while the share scoring “Satisfactory” decreased from 2014 to 2015. Thus, the changes from 2014 to 2015 might be related to the exclusion of the Part A measures in the Student Improvement Component.

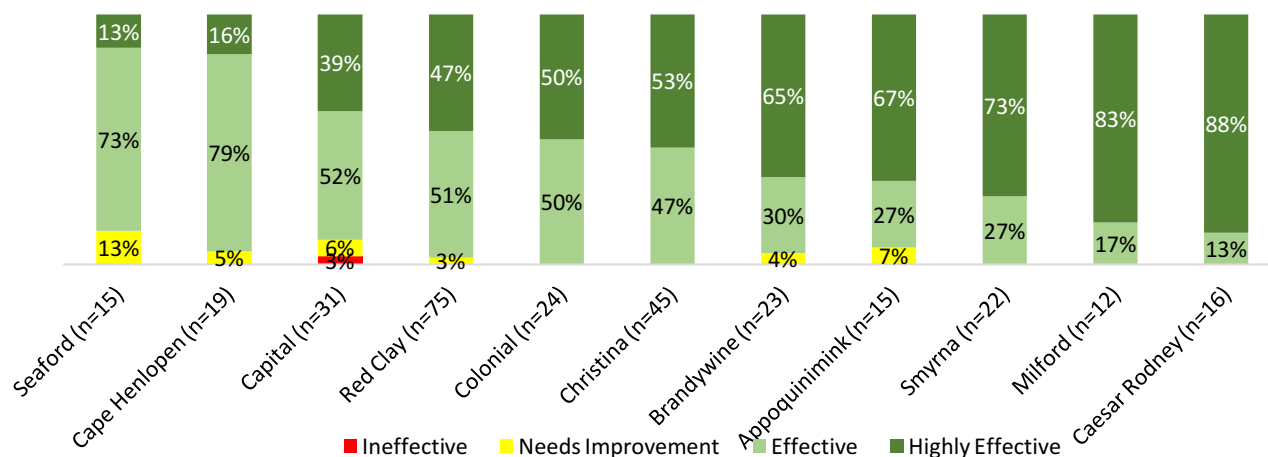
Figure 3: DPAS-II Distribution of Ratings on the Student Improvement Component



## District-Level Results

Although there is little variation in summative ratings across the state as a whole, when disaggregated by district, the ratings had more variation. Figure 4 below demonstrates that in many districts, administrators only earned “Effective” or “Highly Effective” ratings, while in others, there were some administrators who scored below “Effective.” Capital District was the only district with administrators earning each of the four possible ratings. In addition, districts varied in the proportion of administrators receiving “Highly Effective” and “Effective” ratings.

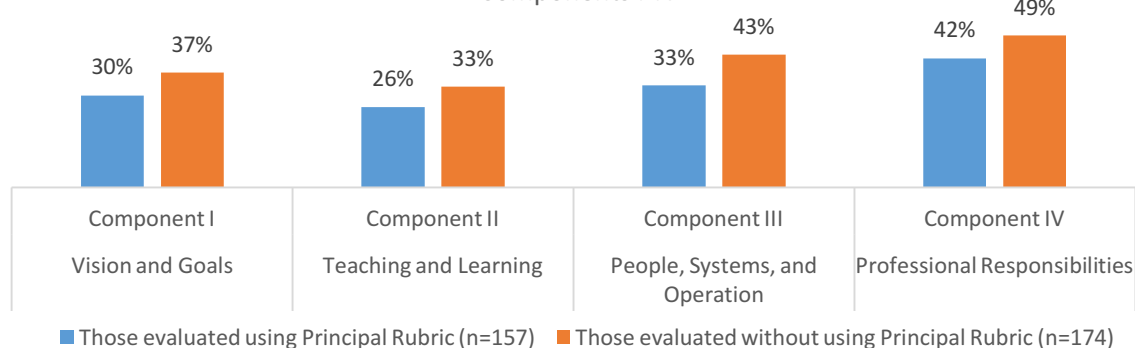
Figure 4: Summative Rating Distributions by District



## Criterion-Level Ratings

In 2014-15, only principals were required to be rated using the revised principal rubric (some assistant principals were evaluated using the principal rubric in 2014-15). Though nearly every administrator earned a rating of “Effective” or higher in each of the first four components, the chart below shows the share of administrators who scored “Highly Effective” on each component, comparing those who used the principal rubric with those who did not. Those administrators who were evaluated using the principal rubric were less likely to earn “Highly Effective” ratings on each of the components than those who were not evaluated using the principal rubric.

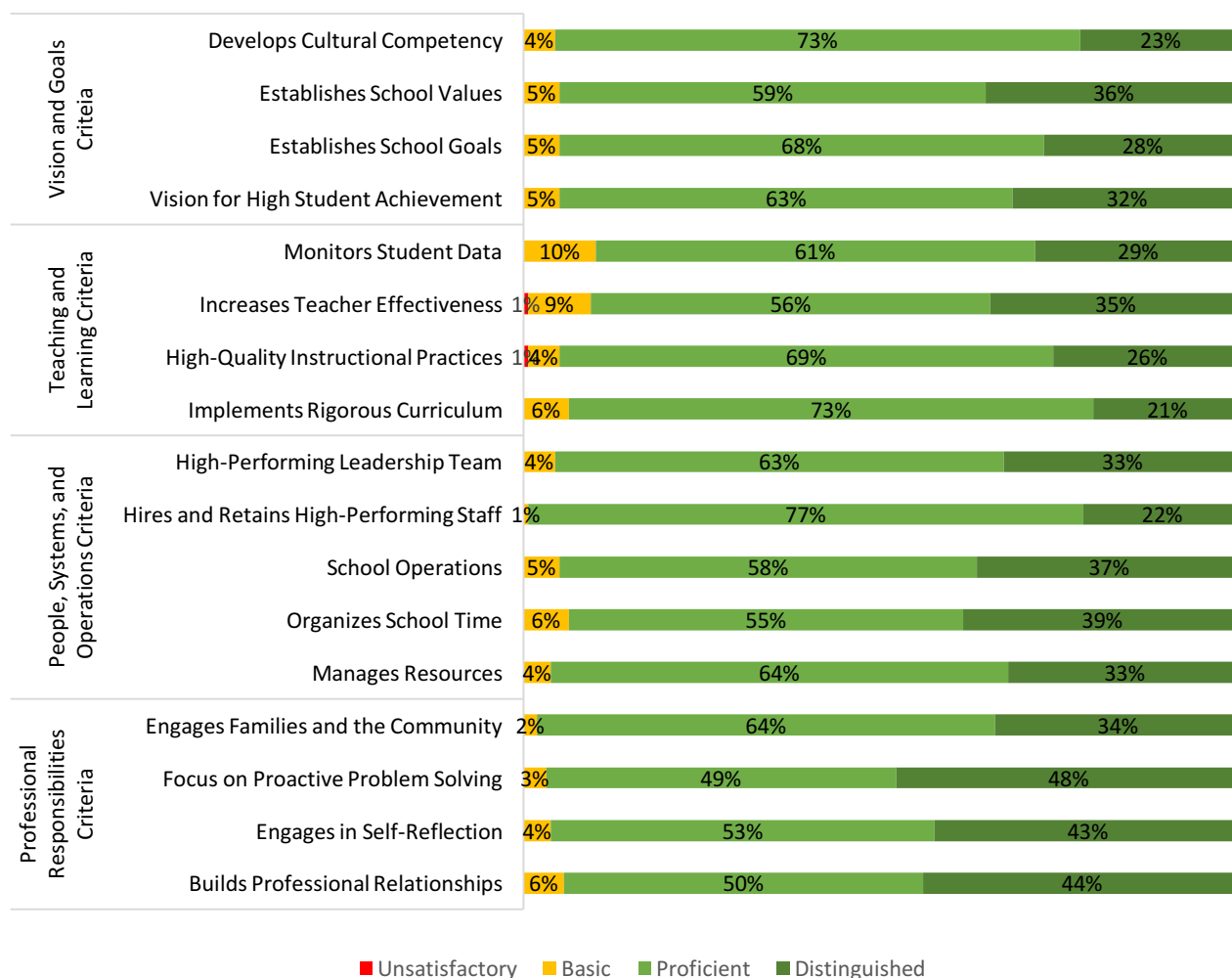
Figure 5: Share of Administrators Earning "Highly Effective" Ratings in Components I-IV





Administrators who were evaluated using the principal rubric also received criterion-level ratings. The chart below shows the ratings of the 160 administrators who received criterion-level ratings. Note that while administrators overwhelmingly scored in the “Proficient” and “Distinguished” categories of each criterion-level measure, there was more variation in Component II criterion-level scores, which relate to teaching and learning. This may suggest that either (1) evaluators are better able to distinguish differences in teaching and learning quality among administrators compared to other components, or (2) that the quality of teaching and learning characteristics varies more among administrators than qualities that the other components measure. In addition, there were more administrators scoring “Highly Effective” at the Component IV criterion level than in the other components.

Figure 6: 2014-15 Distribution of Administrator on DPAS-II Criteria  
(% of Administrators)



## Administrators' Views of DPAS-II

Each year, in addition to receiving DPAS-II ratings, administrators complete a survey addressing their perspectives on the DPAS-II evaluation system. Through this survey, the DDOE seeks to answer the following questions around how administrators view, use, and implement the DPAS-II evaluation system. Most importantly, the DDOE seeks to ascertain the extent to which the evaluation system positively influences leadership practices. Below are a few highlights from the survey.<sup>2</sup>

**What are administrator perspectives on the evaluation system?** Overall, 96 percent of administrators reported having a good understanding of DPAS-II for Administrators, with over half indicating that they “very much” understood how they were evaluated. At least seventy percent of administrators reported that Components II and III were accurate indicators of performance, while about half agreed for Components IV and V.

Of all groups surveyed, principals had the highest perception of “fairness” of the DPAS-II evaluation system with 47 percent responding “Agree” or “Strongly Agree” to the question of whether the system is fair. Thirty-seven percent of other administrators agreed or strongly agreed that the evaluation system is fair, while only eighteen percent of teachers and fourteen percent of specialists did.

Administrators' overall perceptions of DPAS-II for Administrators varied significantly. The analysis suggests two underlying drivers for this variation: in general, administrators were more likely to view their evaluation system in a favorable light if they (1) believed that the purpose of DPAS-II for Administrators is to improve leadership practices and inform professional development (as opposed to administrators who believed that DPAS-II is an accountability lever); and (2) reported that DPAS-II for Administrators had a positive effect on school or district culture.

**Does the evaluation system positively influence leadership practices?** About half of principals reported changing their practices based on feedback from DPAS-II for Administrators while only about a third of other administrators reported similar changes in practice. In addition, about half of administrators who view DPAS-II as a tool to improve practice also reported changing their practice at least once a year based on feedback from DPAS-II, compared to only thirty-six percent of administrators who did not believe that DPAS-II was a tool to improve practice.

**In what areas do administrators want additional training?** Administrators requested additional training on:

- Using technology platforms for DPAS-II for Administrators;
- How to reduce the paperwork burden associated with evaluations;

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<sup>2</sup> A full report with findings from the DPAS-II Evaluation Survey can be found on the Delaware Department of Education website:  
<http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/375/RFA%20Evaluation%20of%20DPAS-II%2011.1.2015.pdf>

- How to apply for a waiver from DPAS-II for all educators and administrators;
- Writing improvement plans;
- How to write evaluations for assistant principals;
- Exemplars for what “highly effective” or “distinguished” ratings look like in practice;
- Training on collecting evidence for Components I-IV;
- Using the leadership priorities rubric; and
- Goal-setting at the school level.

As a result of this feedback, the DDOE has taken multiple steps to address these needs, including (1) simplifying the application process; (2) reducing paperwork requirements; (3) providing training sessions on aforementioned topics; and (4) addressing aforementioned topics at Community of Practice sessions.

## Appendix A – Components I – IV Criterion-Level Rubric

<u>Component I – Vision and Goals</u>		
	<b>Principals and Assistant Principals</b>	<b>District Leaders</b>
1A	Develops a vision for high student achievement	Communicates the district’s vision for high student achievement and college and career readiness
1B	Establishes school goals and an aligned school plan using data	Develops, monitors, and adjusts strategies to meet goals of the district strategic plan
1C	Establishes and reinforces school values and behaviors that align to the vision	Builds a culture focused on service to schools and student outcomes
1D	Develops cultural competence and a commitment to equity	Advocates for cultural competence and a commitment to equity
<u>Component II – Teaching and Learning</u>		
2A	Implements rigorous curriculum and assessments aligned to Delaware State Standards	Supports the development of rigorous curricula and assessments aligned to state standards
2B	Implements high-quality instructional practices	Supports quality instructional practices
2C	Increases teacher effectiveness through support and evaluation	Provides integrated data systems to allow schools and departments to accurately analyze student data and drive instructional practice
2D	Monitors student data to drive instructional practices	Utilizes professional learning to develop the capacity of all educators and school instructional leaders
<u>Component III – People, Systems and Operations</u>		
3A	Manages resources in alignment with the school plan	Increases school leader and/or district staff effectiveness through evaluation and support.
3B	Organizes school time to support all student learning and staff development priorities	Enables school leaders and district to attract, hire, and retain top-quality candidates at all levels, including teachers, school leaders, and central office staff
3C	Ensures school operations align with mandated policies	Obtains, allocates and aligns resources in alignment with district plan
3D	Hires and retains high-performing staff members	Establishes, monitors, and analyzes policies and systems from the district to the school level
3E	Develops a high-performing leadership team	
<u>Component IV – Professional Responsibilities</u>		
4A	Builds professional relationships and constructively manages change.	Builds professional relationships and constructively manages change
4B	Engages in self-reflection and on-going professional development	Engages in self-reflection and on-going professional development
4C	Demonstrates relentless focus, proactive problem solving and advocacy for students	Demonstrates a persistent focus on proactive problem solving
4D	Engages families and the community in student learning	Exhibits professionalism in service to all community stakeholder groups