Commendations & Recommendations:
A Report on Educator Evaluation in Delaware

November 2015

Delaware
Department of Education

Table of Contents

Executive Summary

Amidst the ongoing conversation about the role of student growth within an educator's performance appraisal and the longstanding [concerns about the credibility of an evaluation system in which every educator receives the same final rating](), there is ample evidence to suggest that educator evaluation is working in Delaware. There is evidence that it works—**but only when implemented well**. While the importance of implementation is no secret amongst those who have worked in our schools, this year's report on educator evaluation provides a window into the vast differences in implementation across the state. The shift to meaningful educator evaluation is a sea change for the profession—one that takes time to fully develop. Delaware has asked evaluators to consider multiple indicators of performance—from instructional observations to multiple measures of student growth. What this report finds is that the differences in implementation are sizeable, but that ultimately the implementation of the system with fidelity can be a positive force for students.

This report—**Commendations & Recommendations**—surfaces commendation-worthy examples of district and school practices and provides evidence of what is possible in Delaware's educator evaluation context. It is a rallying cry to learn from and to scale best practice. Through an analysis of statewide educator evaluation ratings, student growth data, and survey data from the 2014-15 school year, this report identifies commendation-worthy practice in a few key areas: **Fidelity of system implementation; Focus on instructional improvement; Quality of goal-setting for student improvement; and Recognizing areas of educator strength and growth**. The report outlines instances where the system appears to be being implemented as intended in each of those areas.

Profiled in this report are schools in which the vast majority of educators report receiving "specific and actionable feedback to improve their practice." And there are schools in which educators work with their evaluators to set ambitious goals for student improvement and perceive those goals to be aligned to wider school goals—exactly as the system intended. And while statewide, half of educators again received the highest possible rating ("Highly-Effective"), there appear to be many schools where this distinction is reserved for exemplary practice and exceptional impact on student learning. Further, there have been subsets of schools that have found a way to not only leverage the educator evaluation system to improve instructional practice, but also as a way to recognize, reward, and retain educators in their buildings.

Executive Summary (cont'd)

Perhaps lost in the political discourse about philosophical differences and technical nuances of evaluation system design are the many examples of quality implementation and strong leadership quietly happening in Delaware's schools. Without fanfare, they are doing the hard work of improving educator practice and student achievement. And **this leadership (from educators, teacher-leaders, school and district leaders) results in higher educator and building-wide satisfaction with the evaluation process and instructional improvement**. Further, it often results in meaningful student growth. While these leaders understand educator evaluation in Delaware is certainly not without imperfections and the need for continuous improvement, they implement with fidelity and tailor the system to the needs of the educators within their local context. And in cases where "DPAS-II" does not appear to meet those local needs, there are now noteworthy examples of instructional leaders in Delaware (such as Colonial School District and the Teaching Excellence Framework collaborative of charter schools) who are seizing the opportunity provided by the state to design alternative educator evaluation systems.

This year's report ultimately provides recommendations for policymakers, school leaders, and educators. Those recommendations draw upon best practice in the field—from learning directly from those who are closest to strong implementation.

Executive Summary –Key Findings

The key findings outlined in this report are as follows:

Educator evaluation system refinements	• System refinements over the last three years have provided unprecedented opportunity for local control and flexibility to adapt Delaware's educator evaluation system to the needs of Delaware's schools and districts. • Teachers are largely unaware of such opportunities but many are interested in having their districts propose a customized evaluation system. • Educators consider many of the changes made over the last few years to DPAS-II to be enhancements.
Fidelity of implementation	• There is high fidelity of implementation (FOI) of educator evaluation across the state and districts (e.g. Indian River, Colonial, Capital, Appoquinimink, etc.) demonstrate very high FOI. State supports (such as Development Coaches to support principals with DPAS-II) and accountability (increased state monitoring and revised credentialing process) over the past three years have sought to increase fidelity.
Focus on instructional improvement	• Educators in some schools (e.g. Kathleen H. Wilbur Elementary School in Colonial School District and Booker T Washington Elementary in Capital School District) were more likely to see DPAS-II as an exercise in instructional improvement and view the feedback they receive as high-quality. • Some evaluators are more likely to provide educators with feedback that provides concrete recommendations for improvement, refers to specific events in the classroom, and connects the actual and desired outcome.
Quality of goal-setting for student improvement	• Educators in some schools (e.g. Thurgood Marshall Elementary in Christina School District) are more likely to feel that the measures they choose for student growth are aligned with school goals and to set goals mutually with their evaluator. • Some districts (e.g. Christina School District and Indian River) are more aligned in their ratings across educator types. In other districts, Math and English educators are much less likely to be rated "Highly-Effective" than teachers of other content areas and specialists.
Recognizing areas of educator strength and growth	• Some observers (e.g. those at Kathleen Wilbur Elementary and in schools using the Teaching Excellence Framework rubric) are much more skilled in recognizing differences in teaching quality. • In schools such as the those in the Delaware Talent Cooperative, 92% of Highly-Effective Math and English teachers remained in their schools over the last two years compared to 85% in all other high-need schools.

Methodology

- This report identifies school and districts with "commendation-worthy" implementation of educator evaluation in a few key areas:
  - **Fidelity of implementation** – *is the system being implemented as intended?*
  - **Focus on instructional improvement-** *is professional growth and instructional improvement at the heart of the school or district's implementation of educator evaluation?*
  - **Quality of goal-setting for student improvement** – *is the Student Improvement Component implemented in a manner that prioritizes student growth and learning?*
  - **Recognizing areas of educator strength and growth-** *is the educator evaluation system used to identify educator strengths and areas of growth? Does educator evaluation inform professional learning, reward, promotion and retention decisions?*

- The schools highlighted in this report were considered "commendation-worthy" if they were among the top 25% in the state for student growth (based on the state Math/English assessment) and in the top 25% of the state in at least 3 of the following areas: *perceived fidelity of implementation, quality of feedback, goal-setting, and teaching conditions* (based on DPAS-II survey data).

- Districts highlighted in this report were among the top in the state in any of the implementation areas.

Top 3 DPAS-II "Commendation" Schools

	Thurgood Marshall Elementary (Christina)	Booker T. Washington Elementary (Capital)	Kathleen H. Wilbur Elementary (Colonial)
Number of Students	681	353	1114
Number of Educators	50	45	78
Percentile- % Student Growth "Targets" Met (2014-15)	92	75	97
In top quartile for Quality of Feedback Index	**Yes**	No	**Yes**
In top quartile for Fidelity of Implementation Index	**Yes**	**Yes**	**Yes**
In top quartile for Quality of Goal-Setting Index	**Yes**	**Yes**	No
In top quartile for "Overall, my school is a good place to work"	No	**Yes**	**Yes**

Background- Educator Evaluation in Delaware

Delaware has had an annual statewide educator evaluation system in place over the past three decades. The refinements to the system over the years have been designed to make it a powerful tool for professional growth and for making critical system decisions. A recent report from the National Council on Teacher Quality identified Delaware as a leading state for its use of educator evaluations in "policies of consequence for teacher training, professional development, improvement planning, compensation, and accountability." While Delaware's system has been in place for decades, in 2012 the system underwent major revisions as multiple measures of student growth were incorporated into educators' evaluations (within the Student Improvement Component).

Overall, DPAS-II evaluations are comprised of five components grounded in Charlotte Danielson's "Framework for Effective Teaching," with Components I-IV ratings determined by observations conducted by an educator's evaluator (usually a Principal or Assistant Principal). The Student Improvement Component ("Component V") is based upon multiple measures of student growth during the year. Over the past few years, the state has invested in the continuous improvement of the DPAS-II system in combination with other efforts underway to improve practice and the profession as a whole (professional development, educator preparation program reform, teacher recruitment, compensation reform, etc.). The evaluation system does not exist in isolation.

Background – Educator evaluation system refinements

Over the past three years stakeholder feedback has been incorporated into the DPAS-II system resulting in the following revisions and opportunities:
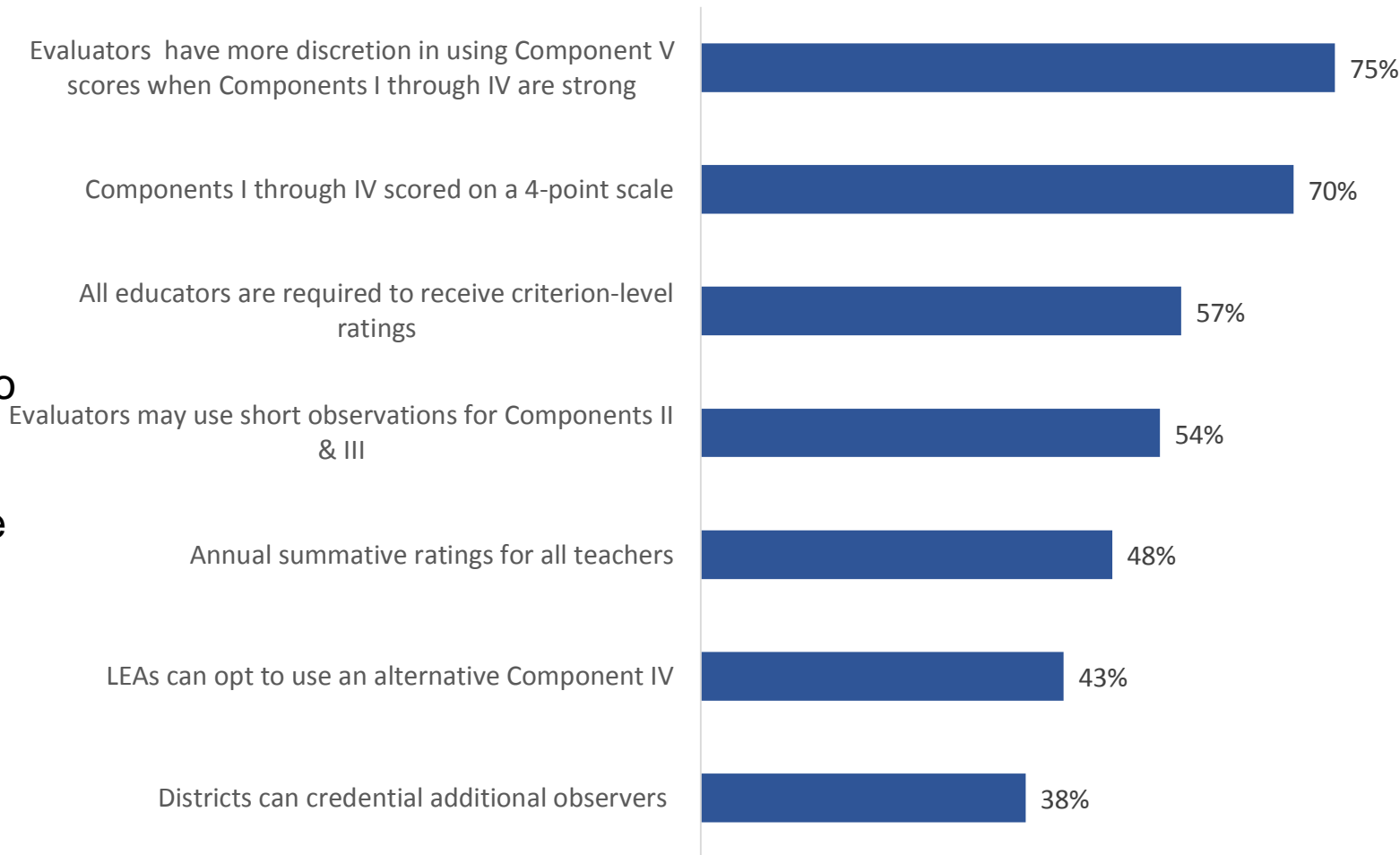
	DPAS-II revisions and opportunities
Flexibility and local control of system design	• Clarified process for LEAs to create alternative evaluation system • Allowed LEAs to waive certain criteria from the DPAS-II rubric • Increased flexibility in using announced or unannounced observations for experienced educators • Allowed LEAs to submit alternative Component IV • Allowed more flexibility in terms of creating improvement plans • Provided competitive grants for the creation of alternative assessments
Providing quality feedback	• Allowed LEAs to credential educators' peers to serve as classroom observers • Required criterion-level ratings using the DPAS-II rubric • Adjusted policy such that "Needs Improvement" was no longer considered a Satisfactory rating • Increased the weight of Components 1-4
Student Improvement Component and student growth	• Delayed reincorporation of Smarter assessment results in educator's formal evaluation for additional year (two years total) • Decreased assessment burden by requiring only two "data points" for all educators (previously four) • Made "one pagers" with data on Student Improvement Component educator-created assessments available to help with goal-setting • Launched a four-year assessment revision cycle to improve the quality of educator-created assessments
Streamlining the system	• Allowed for shorter observations --"Shorts" • Required fewer observations for Novice specialists • Required all LEAs to use a state-approved online platform for the evaluation process beginning in 2014-15 • Funded "Bloomboard" over the last two years --an online platform to manage the educator evaluation process

The changes instituted over the past three years are generally perceived to be positive enhancements to the system. For example, 54% of teachers and 71% of administrators feel short observations have enhanced the system.

The majority of the revisions to the DPAS-II system have created flexibility such that school and district leaders have opportunity to innovate and customize to their local context. As implementation of DPAS-II is adapted to the needs of educators in a given district, one district might opt to use short observations to provide actionable feedback to educators while another might not use them at all. One district might engage other credentialed observers to provide a "second set of eyes" while another might utilize an alternative assessment created within the district as part of the Student Improvement Component.

Share of Teachers reporting that the following changes enhance DPAS-II

Change	Percentage
Evaluators have more discretion in using Component V scores when Components I through IV are strong	75%
Components I through IV scored on a 4-point scale	70%
All educators are required to receive criterion-level ratings	57%
Evaluators may use short observations for Components II & III	54%
Annual summative ratings for all teachers	48%
LEAs can opt to use an alternative Component IV	43%
Districts can credential additional observers	38%

Note: Percentages above represent educators reporting that the change "Very Much", "Somewhat", or "Slightly" enhances DPAS-II. The other options were "Not At All" and "Don't Know."
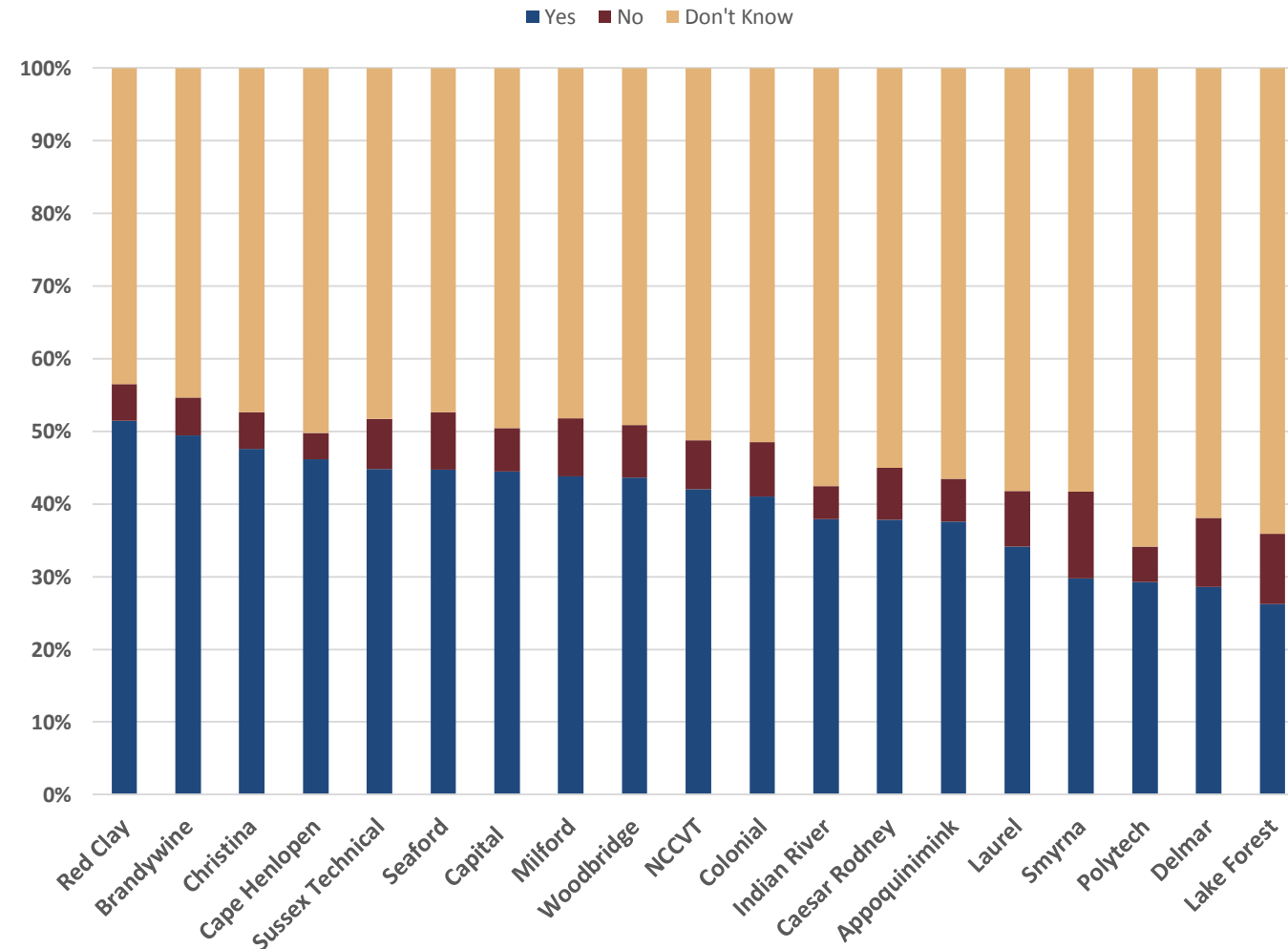**Source**: 2014-15 DPAS-II Annual Survey conducted by Research For Action

While DPAS-II provides opportunity for discretion and local control of the system, the Department has worked over the last few years to create a process where LEAs can utilize an alternative system if deeper customization is desired.

Although few educators were aware of this possibility (16% of teachers, 12% of specialists, and 56% of administrators were aware), in a number of districts close to half (51% in Red Clay, for example) of teachers responding to the DPAS-II survey expressed interested in their district pursuing an alternative evaluation system.

During the 2014-15 school year there was only one alternative educator evaluation system (the Teaching Excellence Framework) being implemented in a collaborative of four Delaware charter schools. Colonial School District became the first traditional school district to move to an alternative evaluation system in August 2015.

**Would you be interested in your district implementing an alternative evaluation system?**

■ Yes   ■ No   ■ Don't Know

Source: 2014-15 DPAS-II Annual Survey conducted by Research For Action

COMMENDATIONS:
FIDELITY OF IMPLEMENTATION

Delaware
Department of Education

There is high fidelity of implementation of the DPAS-II process across the state.

Map Key:
- High (.75+)
- Medium (.70 - .74)
- Low (.65 - .69)
- ★ Regional Technical Districts
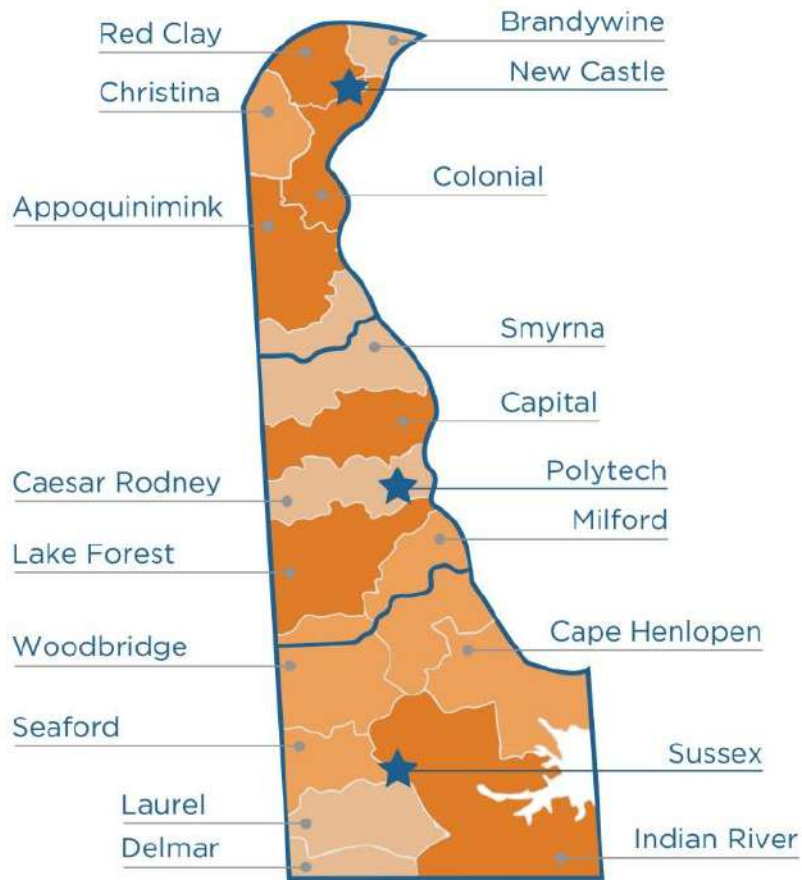
- Teachers in the following districts reported experiencing an average of over 75% of the measures of high quality implementation:
  - **Appoquinimink**
  - **Capital**
  - **Colonial**
  - **Indian River**
  - **Lake Forest**
  - **Red Clay**
  - **New Castle County Vo-tech**
  - **POLYTECH**
  - **Sussex Technical**

- On average across the state, teachers reported experiencing 74% of the measures of high quality implementation.*

- The state has invested over $5 million over the past four years to have Delaware Academy for School Leadership (at the University of Delaware) "Development Coaches" support school and district administrators with DPAS-II implementation.

The educator evaluation *system* is common across the state. Yet, there are schools where educators believe that they are receiving the feedback necessary to improve and other schools where educators note that such feedback is rare.

- The majority of educators (74%) across the state receive "specific and actionable" feedback about ways to improve their instructional practice.

- In a quarter of Delaware schools, less than 60% of educators believe they are receiving specific and actionable feedback.

- Meanwhile, in Booker T. Washington Elementary School in the Capital School District, teacher respondents to the DPAS-II survey unanimously reported receiving specific and actionable feedback.

	Booker T. Washington Elementary School	State	25th pctl	75th pctl
Fidelity of Implementation Index	86%	74%	66%	80%
My evaluator provides specific and actionable feedback about ways to improve my instructional practice (% agree or strongly agree)	100%	73%	59%	84%
My evaluator provided expectations designed to improve specific aspects of my instructional practice (% yes)	67%	54%	42%	68%
% Exceeds on Student Improvement Component	36%	49%	36%	62%
% of students Proficient, ELA	65%	52%	39%	63%
% of students Proficient, Math	51%	39%	22%	51%

COMMENDATIONS:
FOCUS ON INSTRUCTIONAL IMPROVEMENT

Delaware
Department of Education

Educators receive higher quality feedback in some Delaware schools and are more likely to view DPAS-II as an exercise in instructional improvement.
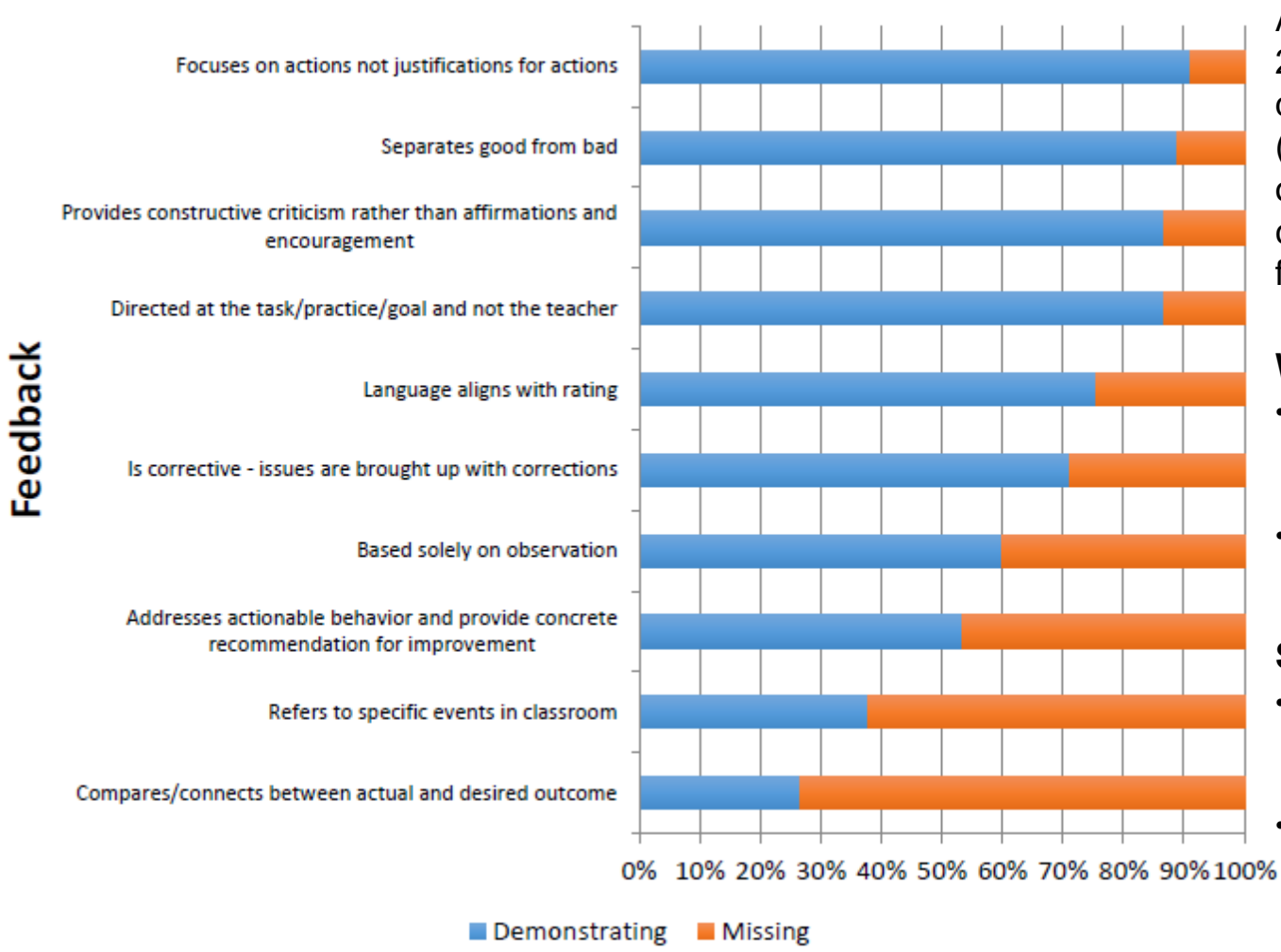
Educators in Kathleen H. Wilbur Elementary School (Colonial School District) were more likely to see DPAS-II as an exercise in instructional improvement and view the feedback they receive as high-quality. It should be noted that less than a quarter of educators earned the "highly-effective" rating in that particular school.

In schools where DPAS-II was perceived to be a tool for instructional improvement, educators were more likely to view DPAS-II in a favorable light.

Given that educators across the state rated DPAS-II as a 5 out of 10 as a tool for instructional improvement, a key question is how to foster the type of experiences evident in Wilbur Elementary, at scale.

	Wilbur Elem.	State	25th pctl.	75th pctl.
DPAS-II is an exercise in instructional improvement (out of 10)	5.64	4.96	4.22	5.59
My evaluator provides specific and actionable feedback about ways to improve my instructional practice (% agree or strongly agree)	100%	73%	59%	84%
Frequency of receiving actionable and specific feedback following full observations (% often or always)	92%	80%	70%	89%
Percent of Educators Rated Highly-Effective (2014-15)	23%	50%	34%	63%
Percent of Educators Rated Effective (2014-15)	77%	48%	35%	63%

Some evaluators are more likely to provide educators with feedback that provides concrete recommendations for improvement, refers to specific events in the classroom, and connects the actual and desired outcome.

Feedback (y-axis)

- Focuses on actions not justifications for actions
- Separates good from bad
- Provides constructive criticism rather than affirmations and encouragement
- Directed at the task/practice/goal and not the teacher
- Language aligns with rating
- Is corrective - issues are brought up with corrections
- Based solely on observation
- Addresses actionable behavior and provide concrete recommendation for improvement
- Refers to specific events in classroom
- Compares/connects between actual and desired outcome

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Demonstrating ■ Missing

An analysis of a small sample of DPAS-II feedback forms as part of the 2015 DPAS-II Implementation Study found clear differences in the quality of feedback educators receive. For example, in the majority (90%) of the feedback forms analyzed, evaluators were able to focus on actions not justifications for actions. However, only around 25% compared/connected between actual and desired outcomes. The following are examples the researchers highlighted:

Weak examples:

- "It is recommended that you continue this program with fidelity." *(Provides no constructive criticism and focuses on affirmation)*

- "T has shown the capacity to meet each challenge with grace, poise, and the ability to continually perfect her teaching practice. Well done!" *(Teacher rated Proficient across the rubric)*

Stronger examples:

- "In order to move to a distinguished level have students plan to ask 1-2 questions after they compared their markings."

- "As we discussed in the post-conference, you not only gave students recall questions to answer as they read, but you told them exactly where to find the answers. When giving students an important text to read, determine your purpose first and then provide an appropriate graphic organizer and/or require the use of an effective reading strategy that promotes deeper understanding of the text."

The feedback educators receive through the DPAS-II process improves practice and allows educators to better serve students.

Please give an example of the most recent time you used the feedback. (2015 DPAS-II Survey)

- "During a short observation I was told to use the relationships that I have built with most of my students over the last few years in my lessons. That specific lesson was a little dull. I received this feedback several days later and I agreed that I could definitely show more personality when teaching certain topics. So since that time I have really loosened up and developed lessons where the students and I can use the relationship that we have with one another to share ideas and to learn. Since this time my classroom has become an area where students are completely comfortable with one another and they have a lot of confidence in themselves and it shows in the amount of effort they give and the chances they take."

- "I modified a lesson that looked good on paper, but provided too much room for distraction in the past. My evaluator and I discussed strategies that would take away the interruptions in the lesson. I implemented that strategy to about five lessons."

- "My evaluator did a short observation and gave me great advice on how to change the classroom organization of the classroom. I took her advice and implemented it into my classroom. It totally worked."

- "I used my feedback to change the way I do guided reading and shared reading. I put more heavy lifting on the students and made them become more responsible for asking the questions and guiding the conversations."

- "I used my students' progress on their Component 5 measures to adjust some of the focus of our independent practice time."

COMMENDATIONS:
QUALITY OF GOAL-SETTING FOR STUDENT IMPROVEMENT

Delaware
Department of Education

In schools where student improvement goal-setting is implemented effectively, student growth goals are established between educator and evaluator. Measures are aligned throughout the school.

Goal-setting is a critical part of the Student Improvement Component of the evaluation process for educators. When conducted as intended, educators are able to gauge their students' knowledge of the content at the beginning of the year and then have meaningful conversations with their evaluators about the level of growth they will achieve by the end of the year. When conducted as intended, these conversations result in ambitious but attainable growth targets that are ultimately incorporated into educators' evaluation processes.

The DPAS-II survey data provided here demonstrate the ways educators' experience with goal-setting varies across Delaware schools.

In some schools across the state (e.g. Thurgood Marshall Elementary) teachers feel that the measures they choose for student growth are aligned with school goals. In these schools, teachers were also more likely to have set goals mutually with their evaluator and to understand how goals are established.

	Thurgood Marshall Elementary	State	25th pctl.	75th pctl.
Measures align with school goals (% agree or strongly agree)	100%	90%	82%	100%
Goals were mutually established with evaluator (% yes)	100%	88%	80%	100%
I understand conceptually how Measure A targets are established (% agree or strongly agree)	62%	55%	44%	65%
I understand conceptually how Measure B goals are established (% agree or strongly agree)	67%	60%	50%	69%
% of students Proficient, ELA	71%	51%	39%	63%
% of students Proficient, Math	67%	38%	22%	51%

Across the state Group 3 educators more often earned a "Highly-Effective" summative rating than Group 1 and 2 educators. 40% of Group 1 educators were "Highly-Effective" compared to 53% of Group 2 educators and 60% of Group 3 educators.

In the two districts displayed (Indian River and Christina School Districts), however, such gaps were much less pronounced.

In the district with the largest gap between the groups, 70% of Group 3 educators earned the "Highly-Effective" distinction compared to 49% of Group 2 educators and 25% of Group 1 educators.

Percentage of educators rated "Highly-Effective"
*by Educator Group*
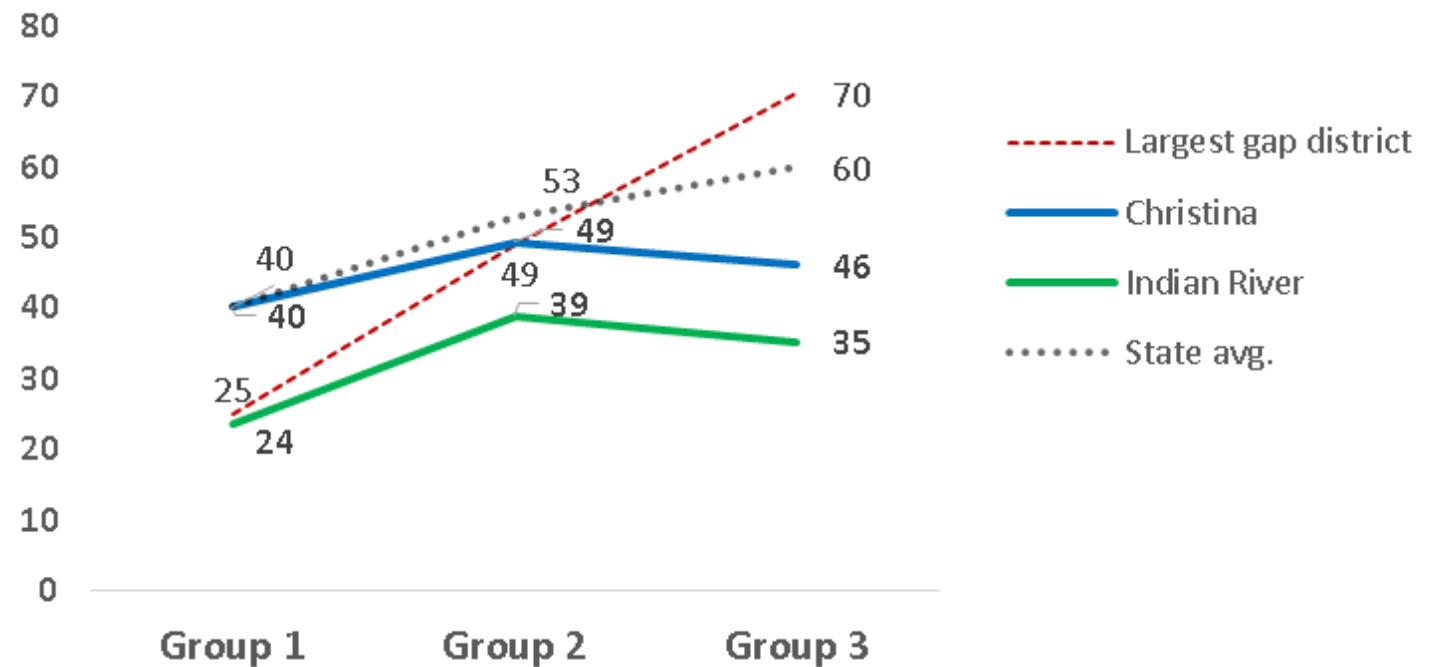
Legend:
- ------ Largest gap district
- —— Christina
- —— Indian River
- ········ State avg.

Data labels shown: 80, 70, 60, 50, 40, 30, 20, 10, 0 (y-axis)
40, 53, 49, 70, 60, 46, 49, 39, 35, 25, 24 (plotted values)

X-axis: Group 1, Group 2, Group 3

Although the same DPAS-II rubric is used throughout the state to define what exemplary teaching looks like, some evaluators are much more skilled in recognizing differences in teaching quality.

Legend: ■ Unsatisfactory ■ Basic ■ Proficient ■ Distinguished
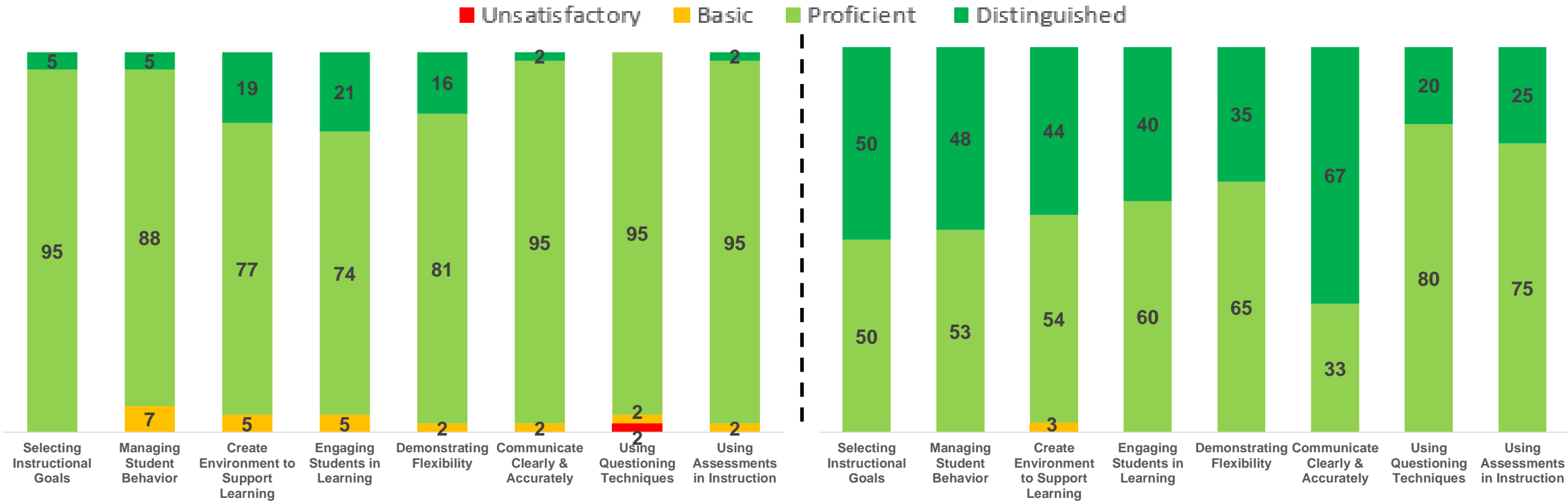
Wilbur Elementary School
(~50 teachers receiving summative evaluations)
- 83% of Math/ELA teachers earned "Exceeds" on 2014-15 information only student growth ratings
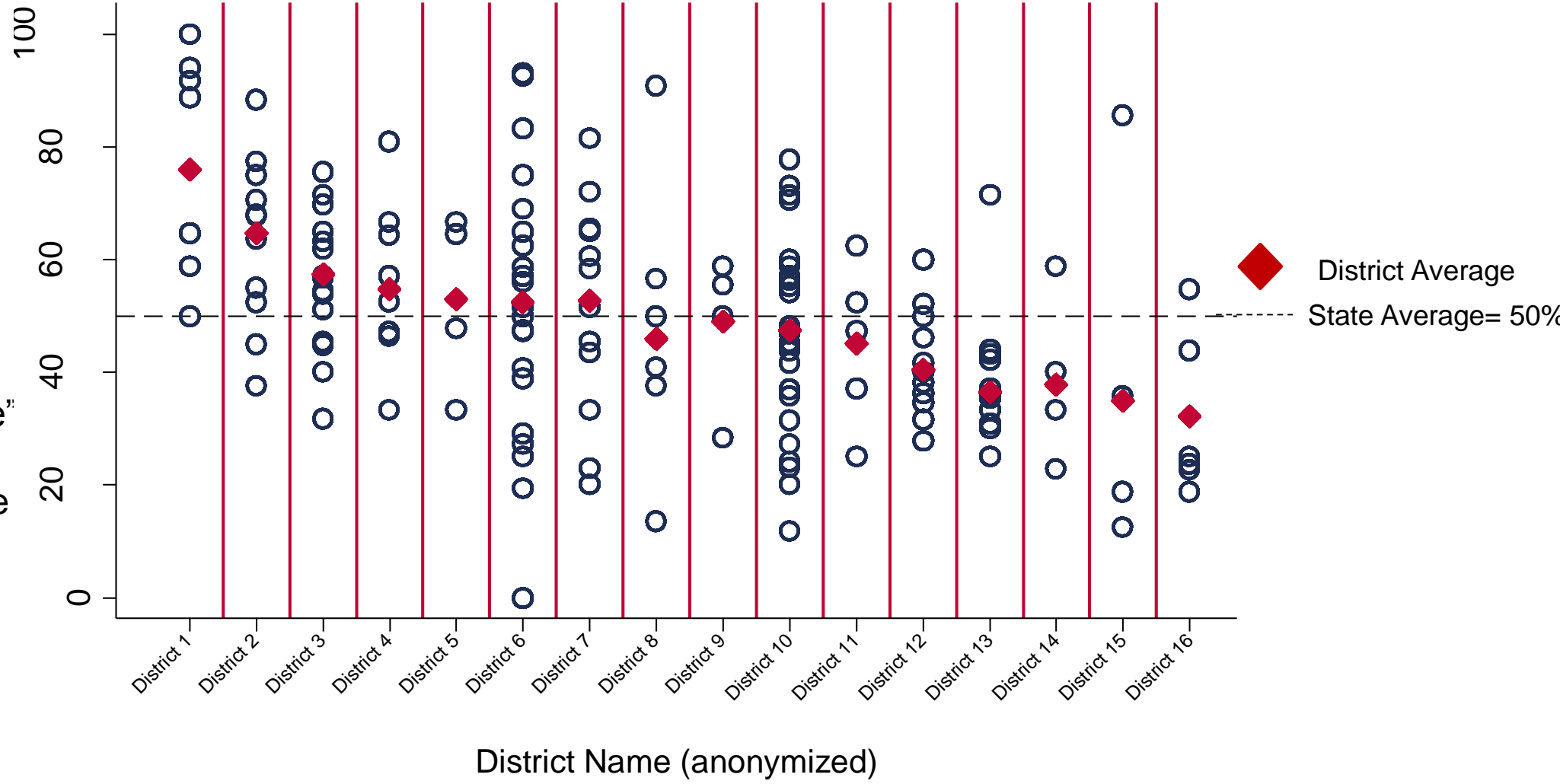- 62% of students proficient on ELA and 50% of students proficient on Math in 2014-15

Comparison School - Middle School
(~40 teachers receiving summative evaluations)
- 11% of Math/ELA teachers earned "Exceeds" on 2014-15 "information only" student growth ratings
- 47% of students proficient on ELA and 36% of students proficient on Math in 2014-15

Some districts have much less variation in the percentages of educators rated "Highly-Effective" across their schools.

In Districts 12 and 13 there was much less variation in the share of educators rated "Highly-Effective" across the schools in these districts than in other districts.

Educators were also rated "Highly-Effective" at rates slightly lower than the state average (50%) in District 12 and 13 schools.

Percent of Educators Rated 'Highly-Effective,' By School (2014-15)

District Average

State Average= 50%

District Name (anonymized)

Note: Districts with fewer than 4 schools and schools with 10 or fewer educators receiving a summative rating are excluded.

Retention Rates of Group 1 "Highly-Effective" Educators in 2012-13 and 2013-14 by School Type
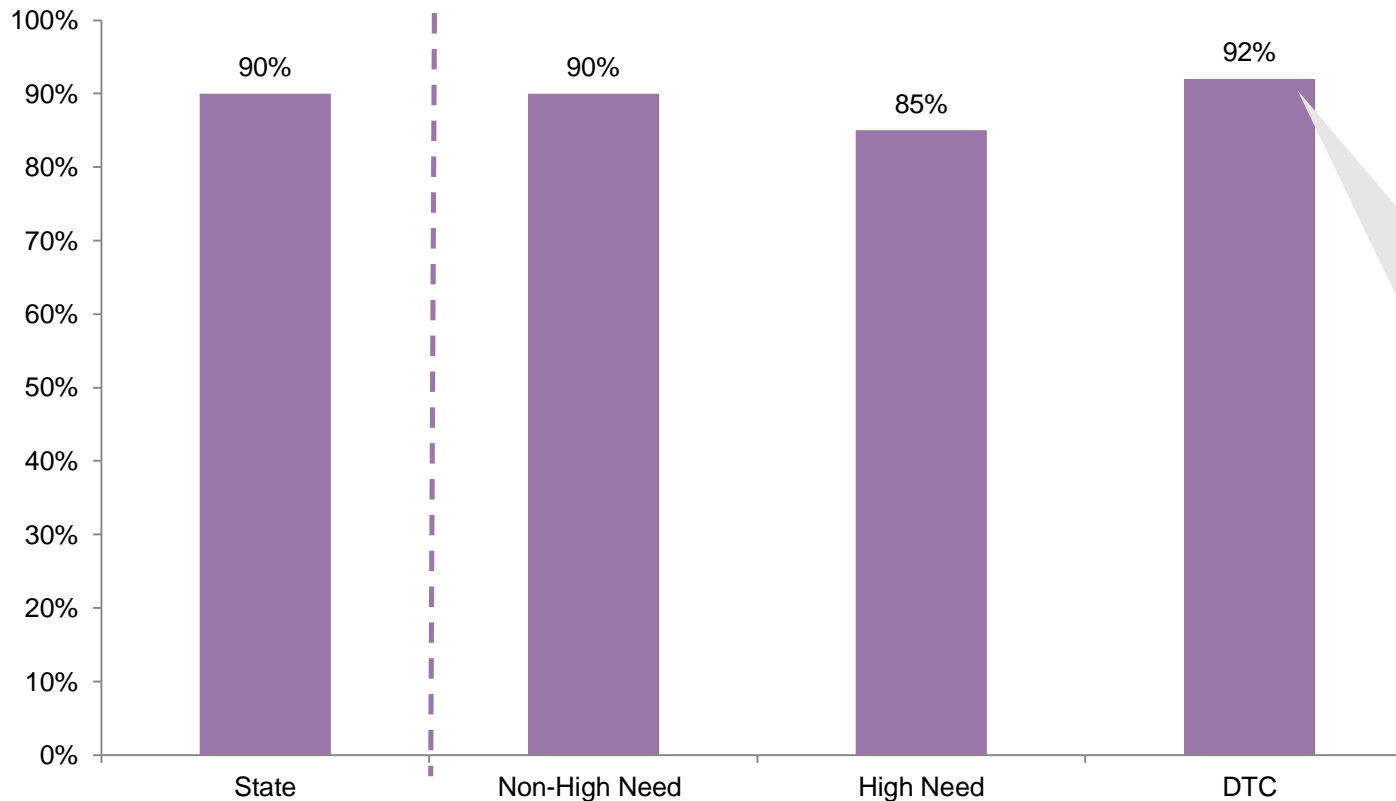
Sample: 2012-13 and 2013-14 "highly-effective" educators of tested grades (Group 1). This chart shows results for1,832 educators state-wide, including 1566 educators in non-high need schools, 170in high need schools that are not part of the Co-op, and 96 educators in Delaware Talent Cooperative schools.

*The Delaware Talent Cooperative encourages some of the state's most accomplished educators (teachers, specialists, and school leaders) to continue to work in the highest-need schools. It includes awards and recognition for educators, professional development, leadership opportunities, and grant opportunities for participating schools. For a list of participating schools visit: https://sites.google.com/site/detalentcoop/schools

- **In a 2015 survey of ~100 Delaware Talent Cooperative* (DTC) participants** the majority of teachers **(58%)** agreed that the financial incentive was a factor in their decision to remain in/transfer to a high needs school.

- **66%** of respondents to the Delaware Talent Co-operative survey agreed that "As a result of being recognized by the Delaware Talent Cooperative, I feel more appreciated within my school."

- **56%** of respondents to the Delaware Talent Co-operative survey agreed that "As a result of my school's participation in the Delaware Talent Cooperative, educators have taken the process of setting student achievement goals more seriously."
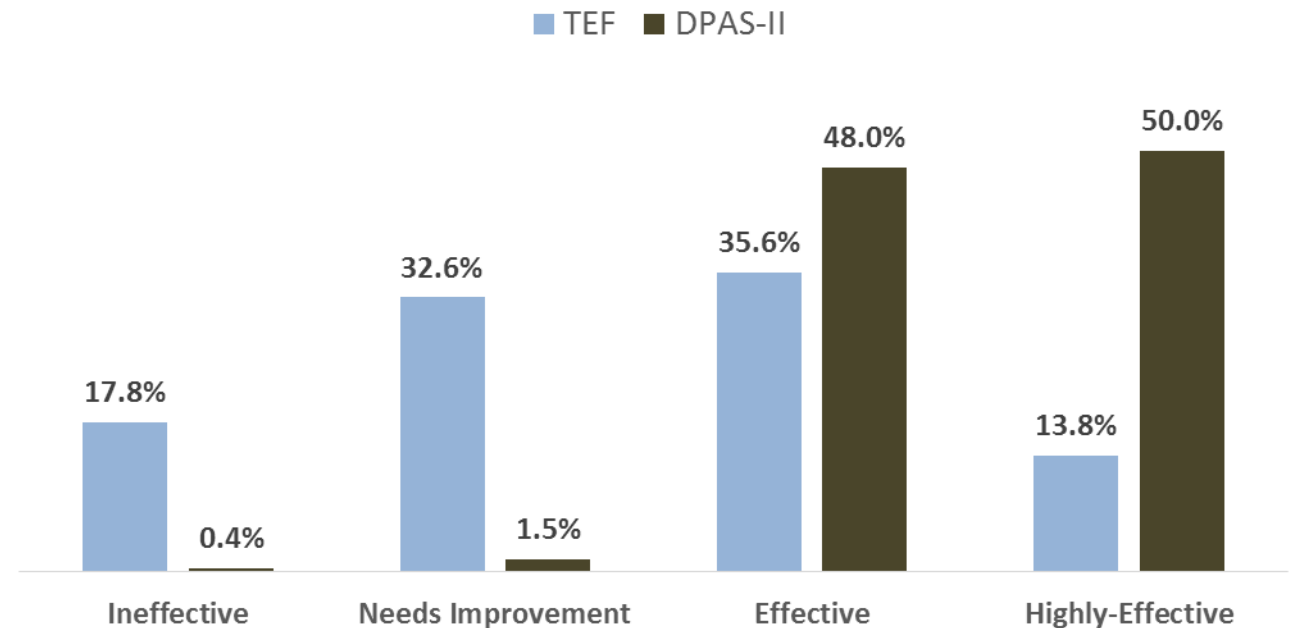
92% of Math & English teachers were retained in Delaware Talent Cooperative schools over the last two years as compared to **85%** in all other high-need schools.

- Four independent charter schools participate in an alternative evaluation model, Teaching Excellence Framework (TEF):
  - EastSide
  - Kuumba Academy
  - Prestige Academy
  - Thomas Edison
- TEF includes a minimum of 8 observations per year, includes 10 appraisal criteria, and has a student-centered focus to the rubric language.
- Component IV includes a student survey, parent survey, peer survey, attendance, and manager observation.

Distribution of 2014-15 Educator Summative Ratings Teaching Excellence Framework vs. All other schools

■ TEF   ■ DPAS-II

Rating	TEF	DPAS-II
Ineffective	17.8%	0.4%
Needs Improvement	32.6%	1.5%
Effective	35.6%	48.0%
Highly-Effective	13.8%	50.0%

From a March 2015 TEF Observation Survey:
- 91% of teachers gave observations an overall rating of A+, A or B (compared to 88% last year).
- 90% of teachers evaluated and developed through the Teaching Excellence Framework say their observations have a "major" or "somewhat major" impact on their teaching.
- 68% of teachers say observations are "extremely" or "very" valuable for their learning and development.

RECOMMENDATIONS

Delaware
Department of Education

Recommendations

The following recommendations emerge as a result of this report's key findings:

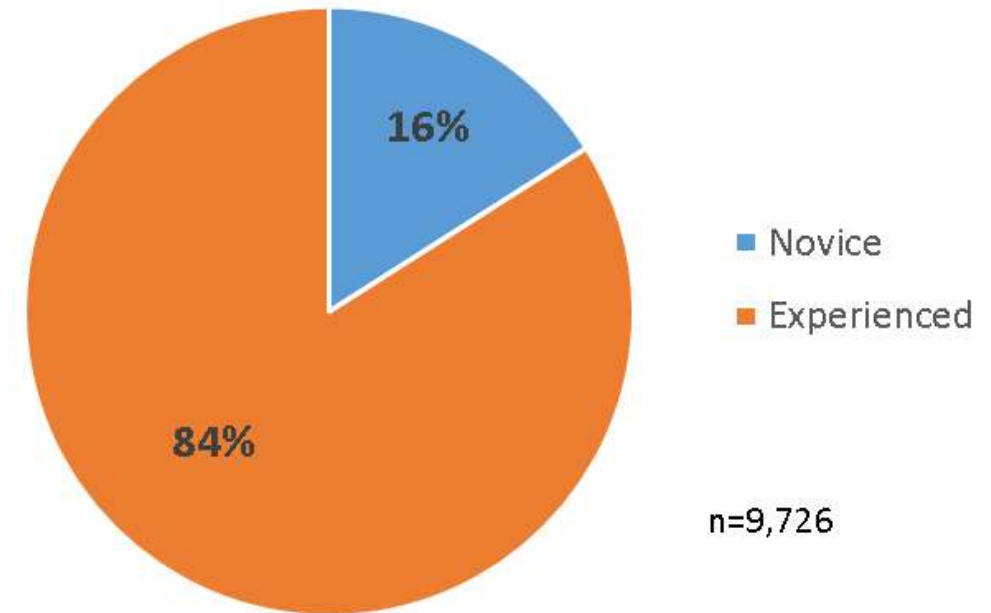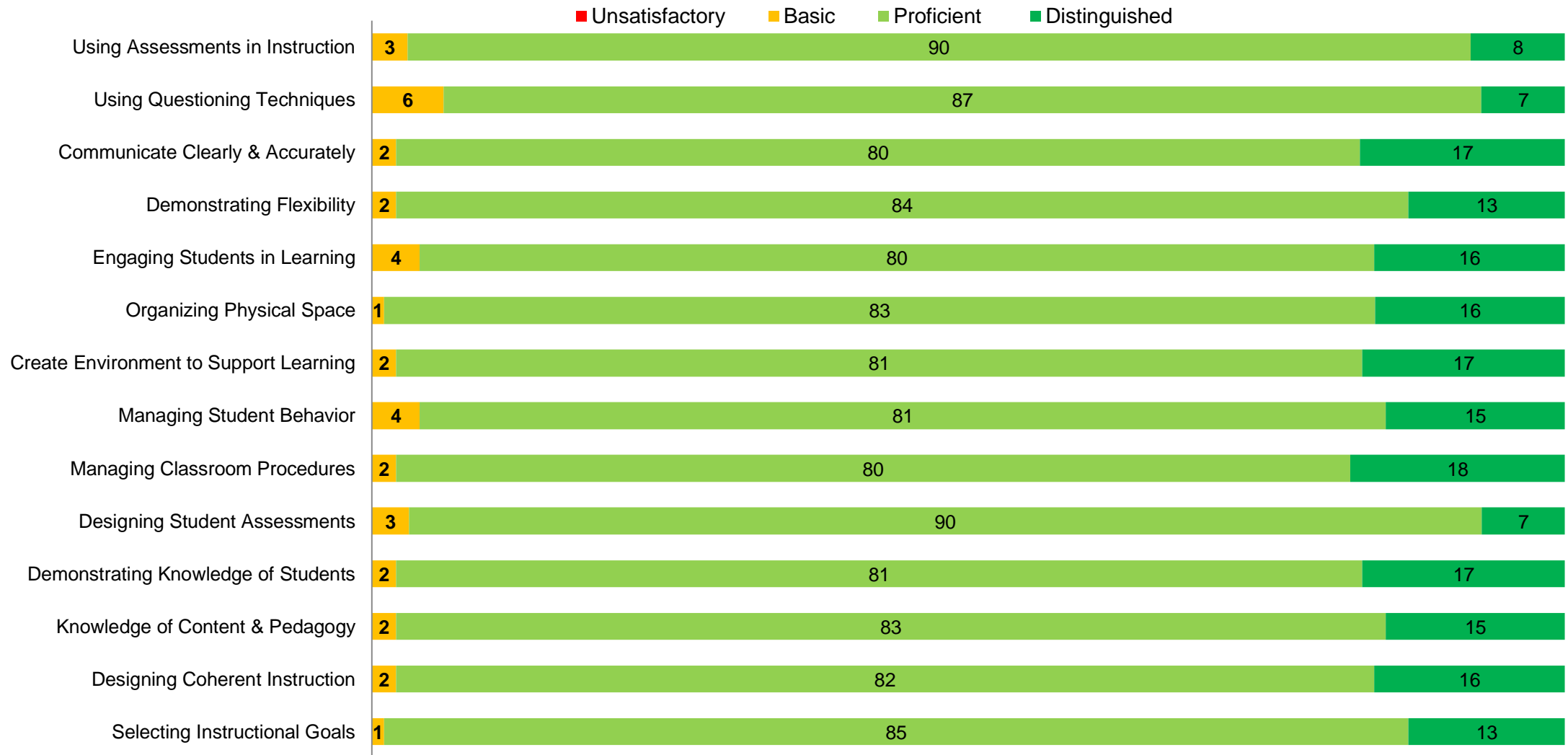|	
Study and disseminate educator evaluation best practice and exemplars	• DDOE should spotlight schools with successful implementation of DPAS-II and understand factors leading to their success. • DDOE should facilitate the sharing of educator evaluation best practices and exemplars across districts and schools. • All stakeholders should study implementation of alternative educator evaluation systems in Delaware (TEF, Colonial School District, etc.) and use lessons to strengthen the DPAS-II system.

Encourage and support regular district review of educator evaluation data for continuous improvement and calibration	• DDOE should support and facilitate district review of educator evaluation implementation and ratings data.
	   • Some district's work to date in this area is noteworthy. In **Capital School District**, principal managers and school leaders receive regular data to show how their classroom observation ratings compare with other school leaders in the district.
	   • Districts can also take advantage of the new reporting capabilities in the online educator evaluation platforms (Bloomboard and Data Services Center).

Districts should align goals for educators with aspirations for students	• Districts and schools can take advantage of the DDOE's new Goal Setting Suite with resources to support goal-setting and student performance on various Measure B assessments. • Districts and schools should also align their DPAS-II goal-setting practices to their school and strategic plan goals for student learning and gap closing.
The Department and LEAs should continue to provide frequent training	• DDOE and districts should provide more frequent trainings focusing on the following: observation calibration; individual coaching; providing high-quality feedback; linking educators to DPAS-II resources; etc.
Increase targeted SEA and LEA monitoring of implementation	• DDOE should continue to randomly select schools for DPAS-II monitoring but add additional monitoring routines for the 9 schools in the bottom quartile of at least 4 of the 5 DPAS-II metrics used in this report.

APPENDIX

Demographic Breakdown

Share of Educators in each Educator Group

- Group 1
- Group 2
- Group 3

33%
42%
25%
n=8,632
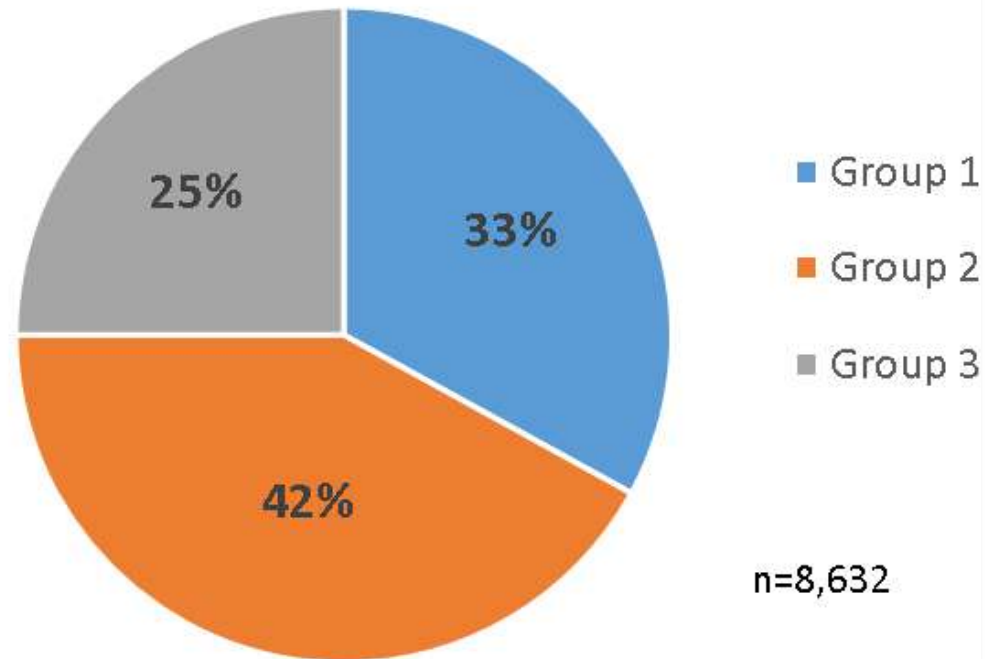
Share of Novice vs Exerienced Educators in 2014-15

- Novice
- Experienced

16%
84%
n=9,726

2014-15 Distribution of Educator Ratings on DPAS-II Criteria
(% of Educators)

Legend: ■ Unsatisfactory ■ Basic ■ Proficient ■ Distinguished

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Using Assessments in Instruction		3	90	8
Using Questioning Techniques		6	87	7
Communicate Clearly & Accurately		2	80	17
Demonstrating Flexibility		2	84	13
Engaging Students in Learning		4	80	16
Organizing Physical Space		1	83	16
Create Environment to Support Learning		2	81	17
Managing Student Behavior		4	81	15
Managing Classroom Procedures		2	80	18
Designing Student Assessments		3	90	7
Demonstrating Knowledge of Students		2	81	17
Knowledge of Content & Pedagogy		2	83	15
Designing Coherent Instruction		2	82	16
Selecting Instructional Goals		1	85	13

Distribution of Component V Measure A Ratings by School Year

■ 2013-14 ■ 2014-15

	Unsatisfactory	Unsatisfactory with discretion	Satisfactory	Exceeds
2013-14	7%	22%	39%	32%
2014-15	14%	25%	35%	26%
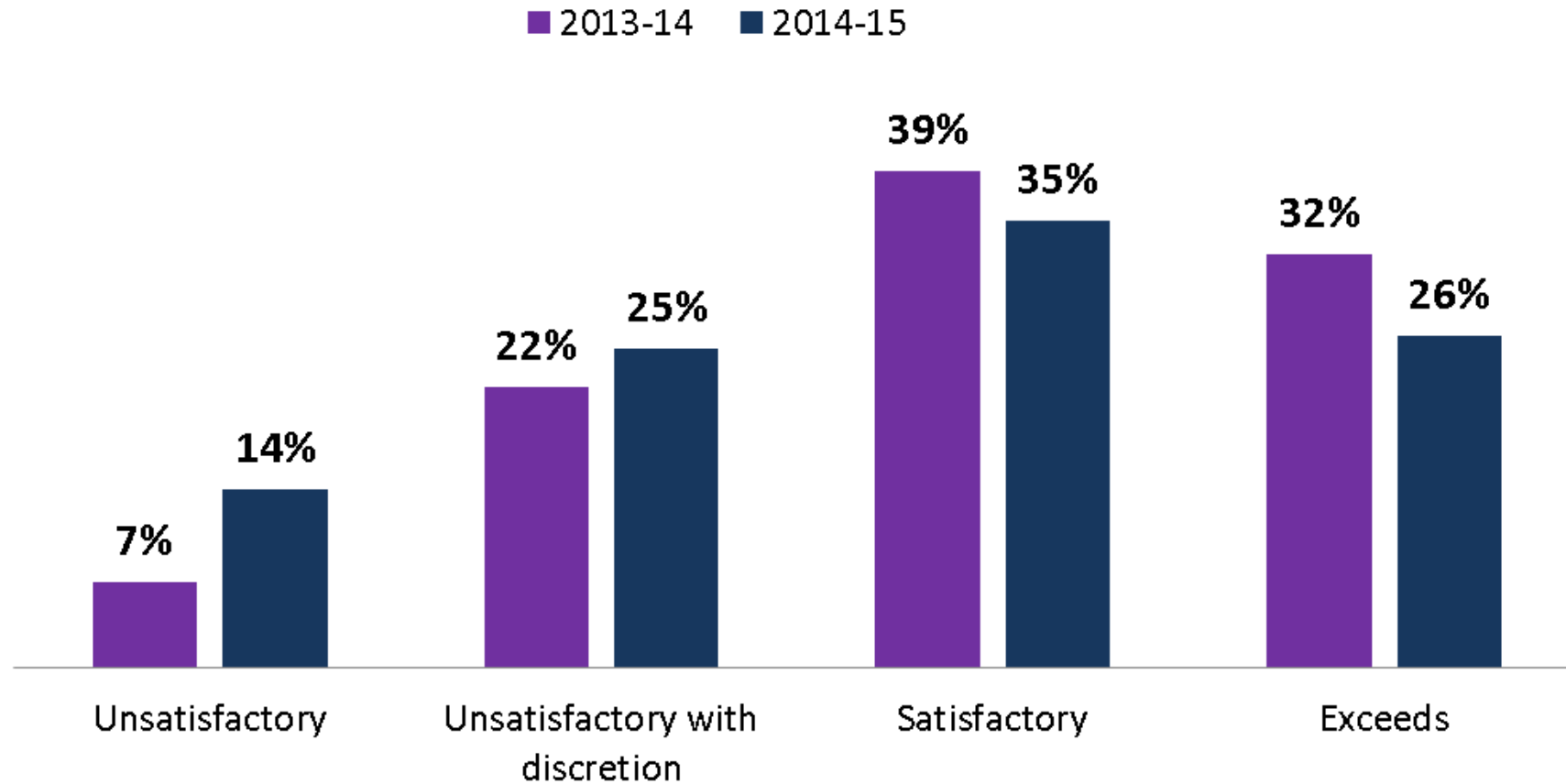
Note: Student growth ratings were provided to Math/ELA educators for information only in 2014-15 during the first year of the Smarter assessment.
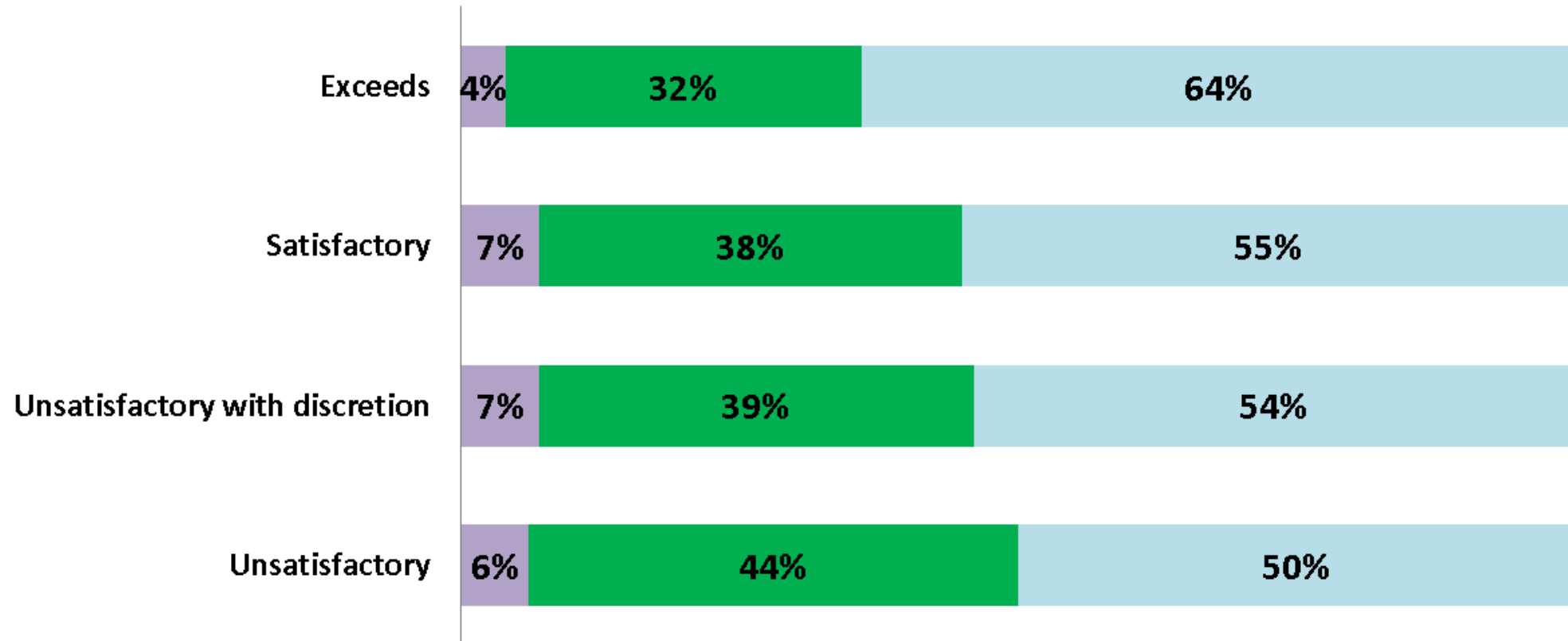
Distribution of 2014-15 Component V
Measure C Ratings
By Measure B Ratings
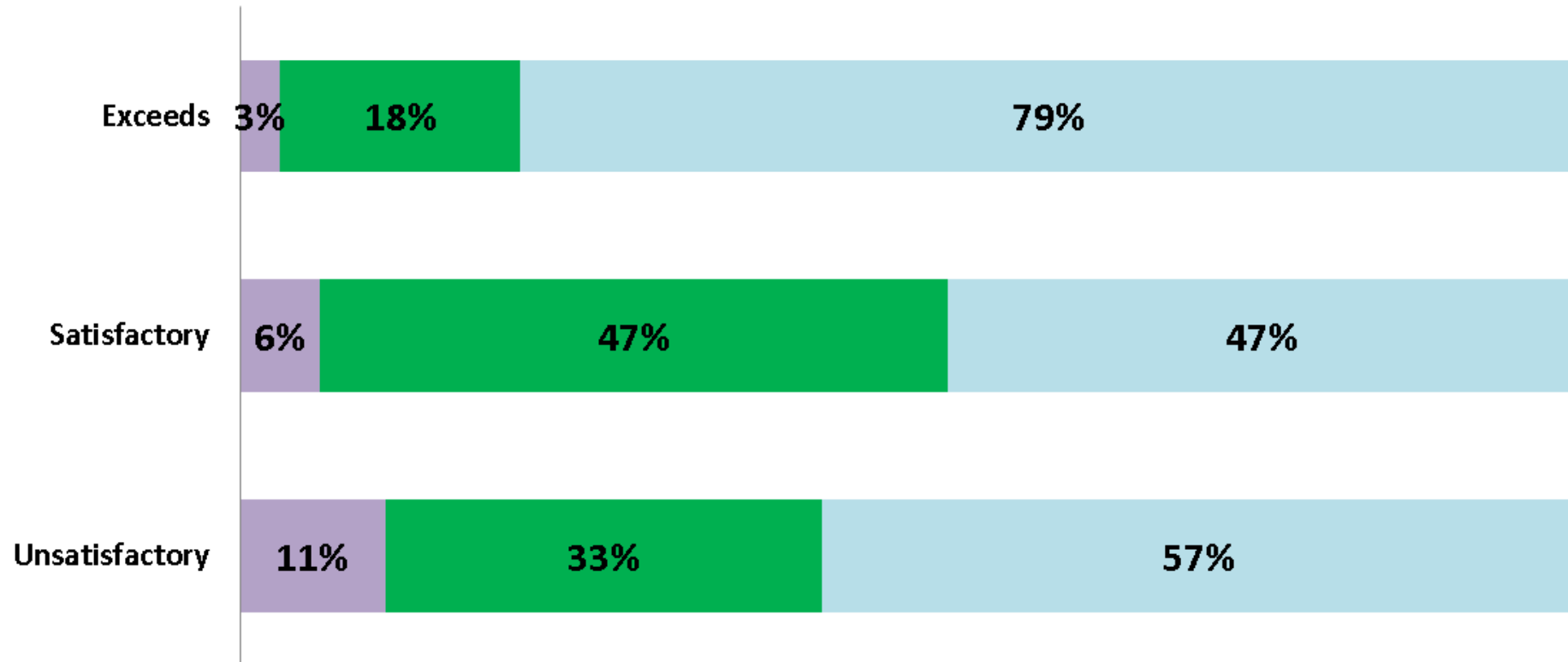
Distribution of 2013-14 Component V Measure B Ratings By Measure A Ratings

Some districts are more aligned in their ratings across the multiple measures of student growth

- In all districts educators were more likely to earn "Exceeds" ratings on the measures of student growth based on goal-setting vs. the "information only" measure of growth based on the state assessment.

- In some districts (such as districts B and C), however, the percentage of educators rated "Exceeds" on Measures B and C was slightly closer to the ratings on Measure A.

- Conversely, in District A more than 80 percent of educators received "Exceeds" ratings on Measure B and C compared to only 28% on Measure A.

Percentage of educators rated "Exceeds"
by Component V Measure

■ Measure A   ■ Measure B   ■ Measure C

	Measure A	Measure B	Measure C
District A	28	81	87
District B	50	55	70
District C	27	45	52
State avg.	26	59	66