

'The Set': How do Delaware's Educators feel about their Evaluation System?

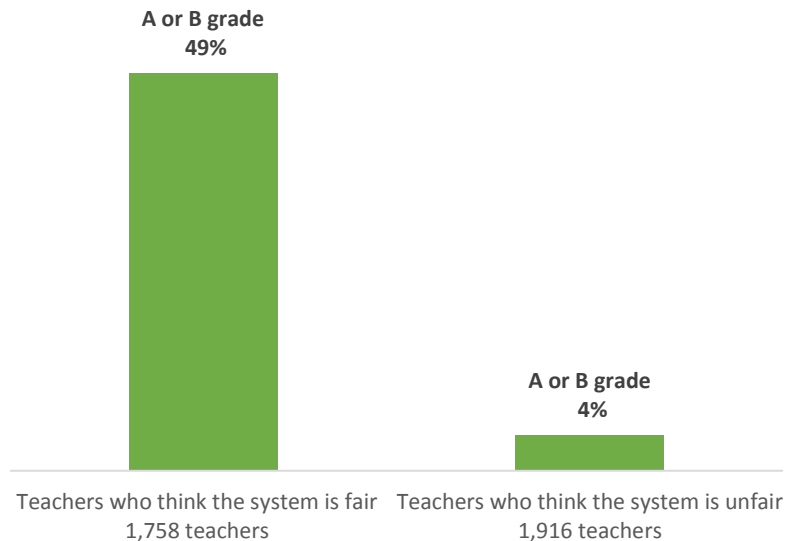
September 2014

Monthly Data Briefs from the Delaware Dept. of Education's Teacher and Leader Effectiveness Unit (TLEU)

For the second consecutive year, 99% of Delaware educators were rated "effective" or "highly-effective" via the Delaware Performance Appraisal system (DPAS-II). Despite these high ratings, the most common grade given to the system by around 5,000 teachers, specialists, and administrators who responded to the state's annual DPAS-II survey was a C. This brief examines educator perceptions of the DPAS-II system as revealed through the DPAS-II survey.

Figure 1: Teachers who believe the DPAS-II evaluation system is fair are more likely to give it an A or B grade

Overall grade of Delaware educator evaluation system



- *Different roles, similar grades:* 38% of teachers, 37% of specialists, and 41% of administrators gave the DPAS-II system a C grade.
- *Teacher perceptions vary by district:* In Brandywine School District 10% of teachers rated the system an A or B. In Smyrna and Sussex Tech, 35% of teachers gave the system an A or B.
- *Novice teachers are more positive:* 38% of novice teachers gave the system an A or B as compared with 23% of more experienced teachers.
- *More involved, more positive:* 31% of teacher respondents agreed that educators were "adequately involved in improving the system." Of these teachers, 53% gave the system an A or B compared with only 14% of teachers who thought that educators were not adequately involved.
- *Fair grade?* 4% of respondents who think the system is unfair gave it an A or B rating compared with 49% of respondents who think the system is "fair and equitable" as shown in Figure 1.

Do Delaware educators think the DPAS-II system is fair and equitable?

- *Teachers split on issue of fairness:* 48% of teacher respondents agreed that the evaluation system is "fair and equitable."
- *Districts vary on issue of fairness:* Brandywine had the lowest percentage of teachers (29%) who agreed that the system is fair and equitable while Woodbridge had the highest (62%).
- *Implementation of DPAS-II varies by district:* 52% of teacher respondents in Brandywine school district felt that DPAS-II was implemented appropriately at the district level as compared to 93% in Smyrna.
- *Implementation impacts perceptions of fairness:* Teachers who felt that "the evaluation process was implemented appropriately at the district level" were more likely to think the system was fair and equitable.

60%

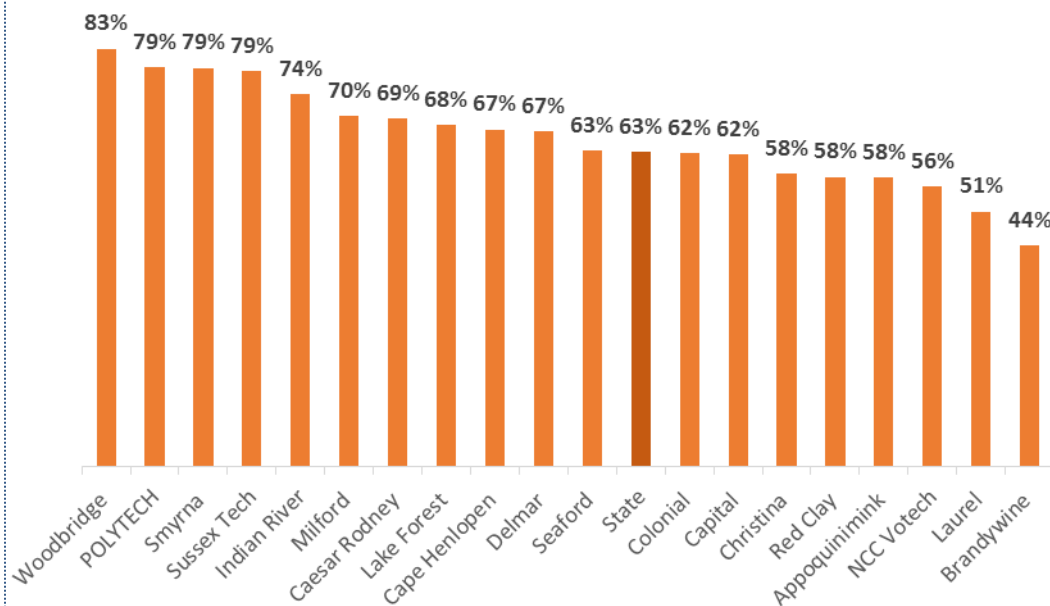
of teachers who felt the evaluation system was implemented appropriately at the district level believe the system is "fair and equitable."

81%

of teachers who felt the evaluation system was **not** implemented appropriately at the district level believe the system is **not** "fair and equitable."

Notes: District response rates were as follows: Appoquinimink 42%, Brandywine 57%, Caesar Rodney 36%, Cape Henlopen 44%, Capital 42%, Christina 44%, Colonial 36%, Delmar 38%, Indian 55%, Lake Forest 49%, Laurel 57%, Milford 48%, NCC VoTech 43%, POLYTECH 47%, Red Clay 44%, Seaford 43%, Smyrna 31%, Sussex Tech 34%, Woodbridge 65%.

Figure 2: Share of teachers in each district who think district-level training related to the DPAS-II evaluation process is adequate



Ratings of training and support for the DPAS-II evaluation system

- *Varying levels of training across districts:* 63% of teacher respondents reported that the training they received at the district-level related to the DPAS-II system was adequate. These rates varied across districts as shown in Figure 2.
- *Administrators felt better about training:* While 60% of teachers and 50% of specialists felt training in the evaluation system is adequate, 79% of administrators felt DPAS-II training is adequate.
- *District trainings are most utilized support for teachers:* 62% of teachers used district-provided training as a DPAS-II support. The state trainings were the next most utilized system of support with 20% of teachers taking advantage of these.
- *More training needed in goal-setting:* 49% of teacher respondents needed additional training in measure selection and goal setting for the student improvement component, and 45% of administrators reported the same thing. 53% of administrators reported needing more training in improvement plans.

Evaluation system as a driver of student achievement gains

- *Mutual goal-setting matters:* The 78% of respondents who indicated they met with their administrators to mutually set goals for student performance (a DPAS-II requirement) were more likely to regard the student improvement component as a good indicator of their performance (41%) than teachers who had not met with their administrators to set goals (30%).
- *DPAS-II seen as driver of student achievement:* 61% of teachers and 67% of administrators agreed that the DPAS-II evaluation system was one of the top five drivers of student achievement in their school. This rate was higher among novice teachers with 69% of novice teachers rating the evaluation system as one of the top five drivers.
- *Half see system as impactful:* Across Delaware, 53% of teachers reported that the evaluation system had “some” or a “major” impact on improving their teaching.
- *Perceived impact varies by district:* Figure 3 shows that the highest proportion of respondents indicating the system had “some” or “major” impact on improving their teaching was found in Seaford and Laurel (65%). The lowest was found in Brandywine (41%) and POLYTECH (38%).

Figure 3: Share of teachers in each district who think the DPAS-II evaluation system overall has “some” or “a major” impact on improving their teaching

