



Delaware Performance Appraisal System Second Edition (DPAS II)

**Year 6 Report
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EXECUTIVE SUMMARY

Background

The Delaware State Department of Education presented a very clear expectation for the evaluation of DPAS II. The stated goals of DPAS II are equally specific as stated on the Department of Education's web site,

The purpose of DPAS II is two-fold:

- *Quality assurance*
- *Professional growth*

Quality assurance focuses on the collection of credible evidence about the performance of educators. Evaluators use this evidence to make important decisions: recognizing effective practice, recommending continued employment, recommending an improvement plan, or beginning dismissal proceedings.

Professional growth focuses on enhancing the skills and knowledge of educators. Through self-assessment and goal-setting, working with colleagues, taking courses, attending workshops, designing new programs, piloting new programs or approaches, developing proficiency in test data analysis, and many other learning opportunities, educators improve their professional practice in ways that will contribute to improved student learning.

Both purposes serve accountability: to assure that educators are performing at an acceptable level and to provide professional growth opportunities that improve skills and knowledge.

The goal of this evaluation was to determine the reality of the current condition in meeting the stated goals.

The majority of the findings center on the practices and processes of DPAS II. The practices provide an understanding of the quality of training, manuals, forms, and general deployment. The processes stem from fundamental policies and underlying theory about performance appraisal.

This report is divided into four major sections: Executive Summary, Recommendations, Methods, and Results. Contained in these sections are the specific data collected and the methodologies used for analysis. The recommendations are very specific and tied to the major findings of the data collection process described under Results.

Summary of Survey Results - Key Findings 2012-2013

To show trends over time, the rankings of most desirable and least desirable responses without new items are provided. Then following those rankings, information on rankings of new items is presented.

Teachers

1) Among teachers, the items with the most desirable scores **2008-2009** were:

- a) That they are able to provide evidence of practice through discussion.
- b) The five components used to evaluate performance are understandable.
- c) The written feedback is aligned with the five components.
- d) The feedback received is adequate.

In **2009-2010**, the items with the most desirable scores were:

- a) The five components used to evaluate performance are understandable.
- b) That they are able to provide evidence of practice through discussion.
- c) The oral feedback they receive is useful.
- d) The written feedback is aligned with the five components.
- e) The feedback received is adequate.

In **2010-2011**, the items with the most desirable scores were:

- a) That they are to provide evidence of my practice through discussion.
- b) The five components used to evaluate my performance are understandable.
- c) The criteria used to evaluate the instruction component can be accurately judged by the evaluator.
- d) The written feedback received is aligned with the five components.
- e) The feedback received is adequate.

In **2011-2012**, the items with the most desirable scores were:

- a) I am able to provide evidence of my practice through discussion.
- b) The four components used to evaluate my performance are understandable.
- c) The written feedback I receive is aligned with the four components.
- d) I am able to provide the evidence for him/her to accurately determine my effectiveness.
- e) The oral feedback I receive is useful and applicable.

- f) Announced observations are valuable in the DPAS II process.
- g) Building level administrators are valuable in the DPAS II process.

In **2012-2013**, the items with the highest weighted score were:

- a) Announced observations are valuable in the DPAS II process.
- b) Building Level Administrators are valuable in the DPAS II process.
- c) I am able to provide evidence of my practice through discussion.
- d) Peer observations are valuable in the DPAS II process.
- e) Understanding of DPAS II expectations.
- f) Understanding of the DPAS II process.
- g) I am able to provide evidence of my practice through artifacts.
- h) My conferences are on schedule.
- i) The criteria used to evaluate me for the Instruction component are effective indicators of my effectiveness.
- j) I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.
- k) Unannounced observations are valuable in the DPAS II process.

2) Among teachers, the items with the least desirable scores in **2008-2009** were:

- a) That classroom level DSTP provides an accurate picture of students' progress.
- b) That DSTP data helps adjust instruction for students.
- c) Additional training would make them more competent in the process.
- d) That there was congruence with the results of school level data and classroom level data.

In **2009-2010**, the items with the least desirable scores were:

- a) Applying all five components in my work is easy.
- b) The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.
- c) The current DPAS evaluation system should be continued in its current form.
- d) Additional training would make me feel more competent in the process.
- e) The DPAS evaluation system needs improving.

In **2010-2011**, the items with the least desirable scores were:

- a) Additional training would make me feel more competent in the process.
- b) The DPAS evaluation system needs improving.
- c) The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.
- d) The current DPAS evaluation system should be continued in its current form.
- e) Applying all five components in my work is easy.

In **2011-2012**, the items with the least desirable scores were:

- a) The forms make the process easy to implement.
- b) The time it takes to complete the DPAS II paperwork requirements is reasonable.
- c) The current DPAS II evaluation system should be continued in its current form.
- d) The forms are easy to complete.
- e) Additional training would make me feel more competent in the process.
- f) Administrator walk-throughs improve teaching more than announced observations.
- g) Unannounced observations by an administrator improve teaching more than walk-throughs.
- h) Walk-throughs should be part of a formative evaluation.
- i) Prior to DPAS II, walk-throughs were conducted more frequently during the year.
- j) Walk-throughs should be part of a summative evaluation.
- k) District-level administrators are valuable in the DPAS II process.
- l) Data coaches are valuable in the DPAS II process.

In **2012-2013**, the items with the least desirable scores were:

- a) The DPAS II evaluation system needs improving.
- b) I believe the current DPAS II evaluation system should be continued in its current form.
- c) Prior to DPAS II, walk-throughs were conducted more frequently during the year.
- d) The state monitors the evaluation systems process adequately.
- e) The state ensures that the evaluation system is implemented consistently.

- f) The state ensures that the evaluation system is implemented as intended.
- g) The state ensures that the evaluation system is implemented fairly.

Specialists

To show trends over time, the rankings of most desirable and least desirable responses without new items are provided. Then following those rankings, information on rankings of new items where applicable is shown.

- 1) Among specialists, the items with the most desirable responses in **2008-2009** were:
 - a) They are able to provide evidence of practice through discussion.
 - b) The evaluator completes paperwork in a reasonable time period.
 - c) The five components used to evaluate performance are understandable.
 - d) The evaluator handles the workload effectively.
 - e) The feedback received is adequate.

In **2009-2010**, the items with the most desirable responses were:

- a) They are able to provide evidence of practice through discussion.
- b) The evaluator completes paperwork in a reasonable time period.
- c) The oral feedback I receive is useful and applicable.
- d) The feedback received is adequate.
- e) The evaluator handles the workload effectively.

In **2010-2011**, the items with the most desirable responses from specialists were:

- a) I am able to provide evidence of my practice through discussion.
- b) The evaluator completes paperwork in a reasonable time period.
- c) The oral feedback I receive is useful and applicable.
- d) Overall, the feedback I receive is adequate.
- e) My evaluator(s) handle the workload effectively.

In **2011-2012**, the items with the most desirable responses from specialists were:

- a) I am able to provide evidence of my practice through discussion.
- b) The oral feedback I receive is useful and applicable.
- c) The written feedback I receive is aligned with the four components.
- d) The oral feedback I receive is aligned with the four components.
- e) The feedback I receive is adequate.

- f) Announced observations are valuable.
- g) Understanding of the DPAS II process.

In **2012-2013**, the items with the most desirable responses from specialists were:

- a) The evaluation process should be differentiated based on an educator's role.
- b) I am able to provide evidence of my practice through discussion.
- c) Announced observations are valuable in the DPAS II process.
- d) Building level administrators are valuable in the DPAS II process.
- e) Understanding of DPAS II expectations.
- f) Understanding of the DPAS II process.
- g) The evaluator completes paperwork in a reasonable time period.
- h) Overall, the feedback I receive is adequate.
- i) My evaluator(s) handle the workload effectively.

Among specialists, the items with the least desirable responses in **2008-2009** were:

- f) That DSTP data gives an accurate picture of their school's progress.
- g) DSTP data helps them adjust goals for students and the school.
- h) Additional training would make them feel more competent in the process.
- i) The evaluation system should continue in its current form.

In **2009-2010**, the items with the least desirable responses were:

- a) Applying all five components in my work is easy.
- b) I believe the current DPAS evaluation system should be continued in its current form.
- c) Additional training would make me feel more competent in the process.
- d) The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.
- e) The DPAS evaluation system needs improving.

In **2010-2011**, the items with the least desirable responses were:

- a) I was able to complete the data documentation requirements without difficulty.
- b) There was enough training and/or support for me to accurately complete the forms related to student improvement.

- c) Additional training would make me feel more competent in the process.
- d) I believe the current DPAS evaluation system should be continued in its current form.
- e) The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.

In **2011-2012**, the items with the least desirable responses were:

- a) The DPAS II evaluation system needs improving.
- b) Student data gives me an accurate picture of my school's progress.
- c) I was able to complete the data documentation requirements without difficulty.
- d) The time it takes to complete the DPAS II paperwork requirements is reasonable.
- e) I believe the DPAS II evaluation system should be continued in its current form.
- f) District level administrators are valuable in the DPAS II process.

In **2012-2013**, the items with the least desirable responses were:

- a) The state ensures that the evaluation system is implemented consistently.
- b) The state ensures that the evaluation system is implemented consistently.
- c) The state ensures that the evaluation system is implemented fairly.
- d) The state ensures that the evaluation system is implemented fairly.
- e) The DPAS II evaluation system needs improving.

Administrators

To show trends over time, the rankings of most desirable and least desirable responses without new items are provided. Following those rankings, we provide information on rankings of new items where applicable are shown.

- 1) Among administrators, the items with the most desirable responses in **2008-2009** were:
 - a) The five components used to evaluate my performance are understandable.
 - b) The guide is easy to understand.
 - c) The guide is helpful.
 - d) The training materials were helpful.

- e) The five components used to evaluate performance are reasonable.

In **2009-2010**, the items with the most desirable responses were:

- a) Student data helps me adjust goals for my school.
- b) The five components used to evaluate my performance are understandable.
- c) The oral feedback I receive is useful and applicable.
- d) I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.
- e) I have access to the information I need to complete the forms.

In **2010-2011**, the items with the most desirable responses among administrators were:

- a) The oral feedback I receive is useful and applicable.
- b) The five components used to evaluate my performance are understandable.
- c) The written feedback I receive is aligned with the five components.
- d) The oral feedback I receive is aligned with the five components.
- e) Student data helps me adjust goals for my schools.

In **2011-2012**, the items with the most desirable responses among administrators were:

- a) The five components used to evaluate my performance are understandable.
- b) The criteria used to evaluate me for the Management component are effective indicators of my performance.
- c) The criteria used to evaluate me for the Professional Responsibilities component are effective indicators of my performance.
- d) The oral feedback I receive is useful and applicable.
- e) The written feedback I receive is aligned with the five components.
- f) I was able to complete the data documentation requirements without difficulty.
- g) The level of impact unannounced walk-throughs has on improving performance.
- h) The level of impact unannounced observations have on improving performance.
- i) The level of impact peer observations has on increasing effective conversations about performance.

- j) The level of impact the Management component has on improving performance.
- k) The level of impact the Culture of Learning component has on improving performance.
- l) The level of impact DPAS II has on improving performance.
- m) Understanding of the DPAS II process.
- n) Understanding of the DPAS II rubrics.
- o) Understanding of the DPAS II expectations.
- p) Understanding of the commendations.
- q) Announced observations are valuable in the DPAS II process..
- r) Unannounced observations are valuable in the DPAS II process..

In **2012-2013**, the items with the most desirable responses were:

- a) Unannounced walk-throughs are valuable in the DPAS II process.
- b) Unannounced observations are valuable in the DPAS II process.
- c) Understanding of the DPAS II process.
- d) Professional Learning Communities (PLCs) are valuable in the DPAS II process.
- e) Understanding of DPAS II rubrics.
- f) Understanding of DPAS II expectations.
- g) The DPAS II evaluation system needs improving.
- h) Mentoring is valuable in the DPAS II process.
- i) Understanding of commendations.
- j) Peer observations are valuable in the DPAS II process.
- k) Use of rubrics is valuable in the DPAS II process.

2) Among administrators, the items with the least desirable responses in **2008-2009** were:

- a) DSTP gives an accurate picture of my school's progress.
- b) That the time it takes to complete the DPAS II paperwork is reasonable.
- c) Additional training would make them feel more competent in the process.
- d) The current DPAS evaluation system should continue in its current form.

In **2009-2010**, the items with the least desirable responses were:

- a) Applying all five components in my work is easy.

- b) That the time it takes to complete the DPAS II paperwork is reasonable.
- c) The current DPAS evaluation system should continue in its current form.
- d) Additional training would make them feel more competent in the process.
- e) The DPAS evaluation system needs improving.

In **2010-2011**, the items with the least desirable responses among administrators were:

- a) I am able to complete paperwork in a reasonable time period.
- b) The time it takes to complete the DPAS II paperwork requirements is reasonable.
- c) The workload is manageable.
- d) I believe the current DPAS evaluation system should be continued in its current form.
- e) The time it takes to complete the DPAS II paperwork requirements is reasonable.

In **2011-2012**, the items with the least desirable responses among administrators were:

- a) The DPAS II evaluation system needs improving.
- b) The forms make the process easy to implement.
- c) The forms are easy to complete.
- d) I believe the current DPAS evaluation system should be continued in its current form.
- e) The time it takes to complete the DPAS II paperwork requirements is reasonable.

In **2012-2013**, the items with the least desirable responses among administrators were:

- a) I believe the current DPAS II evaluation system should be continued in its current form.
- b) The DPAS II evaluation system needs improving.
- c) The time it takes to complete the DPAS II paperwork requirements is reasonable.
- d) DPAS II communications from the DDOE have been clear.
- e) Performance Plus is easy to use.
- f) DPAS II communications from the DDOE have been timely.
- g) I believe I was able to contribute to the changes in the DPAS II system.

General Findings

- 1) The majority of teachers, specialists, and administrators gave the DPAS II system a grade of "C." The second highest grade among specialists and administrators was a "D." Among teachers, the second highest grade was a "B."
- 2) Among teachers, the best indicator of performance was Instruction; the second highest was Classroom Environment. Among administrators it was Culture of Learning followed by Management. Professional Practice and Delivery of Service was seen as the best indicator of performance among specialists.
- 3) Among all three groups, the results were split between agreement and disagreement on the quality, clarity, accuracy, timeliness, and value of communication on DPAS II.
- 4) Building level administrators, announced observations and peer observations were the highest value among teachers. Building level administrators and announced observations were the highest among specialists. Among administrators, unannounced observations and walk-throughs were the highest value.
- 5) There was a split between agreement and disagreement among all three groups that the forms are easy to complete and make the process easy. Approximately 71% of administrators responded on the disagree end of the scale when asked if the time it takes to complete the paperwork was reasonable. For teachers, this result was 58%; for specialists the result was 64%. The amount of time spent on DPAS II paperwork by 84% of administrators was over 20 hours. The amount of time spent on paperwork by the majority of teachers was 6-10 hours, followed by 0-5 hours. Among specialists, the majority responded 6-10 hours, followed by 11-15.
- 6) The majority of teachers responded that the process was implemented consistently, appropriately, and is organized.
- 7) In the survey and qualitative results, performance plus was viewed as important to the process but not easy to utilize.
- 8) When asked about the appraisal cycle, summative evaluation ratings, and process for determining the summative evaluation rating, the majority of teachers and specialists responded each was "Somewhat Important," "Somewhat Fair, and "Somewhat Easy to Implement." Among administrators, the majority indicated that the appraisal component for culture of learning, management, and vision and goals were "Very Important." The remainder of the items received responses of "Somewhat Important," "Somewhat Fair," and "Somewhat Easy to Implement."

INTRODUCTION

The purpose of the evaluation of the DPAS II was to collect and compile data in order to make recommendations relating to the effectiveness and usability of the DPAS II process. The 2012-2013 school year was the fifth year of statewide implementation for DPAS II. However, this year marked new standards in Component V, which involved new sets of items to measure the effectiveness of the changes.

Progress Education Corporation was contracted by the Delaware Department of Education as a third-party evaluator to conduct all aspects of the evaluation. Upon receiving notification of being selected as the evaluator, the staff at Progress Education Corporation immediately began gathering contextual information, studying current manuals, and researching historical and new documents. Progress Education staff held conference calls and visited the Delaware Department of Education to gain further insight into any new expectations for the evaluation. Due to changes with DPAS II, new survey items were created and vetted by key staff members of the evaluation team and Delaware Department of Education.

Building upon the work that had already been done by the 1998 DPAS Revision Task Force and the DPAS II Advisory Committee, and following the evaluation questions as written in the original DPAS II evaluation RFP, Progress Education Corporation developed and administered surveys, conducted interviews, and facilitated focus groups for teachers, specialists, administrators, and evaluators. All data collection forms (i.e. surveys, interview guides, and focus group questions) were created to provide ample information related to the DPAS II system. This included gathering qualitative and quantitative data on the criteria used in the DPAS II system; the forms for evaluating teachers, specialists and administrators; the manageability of the total system; the accuracy and reliability of the data being used in the system; usefulness of the training sessions and manuals; needed modifications; and the efficacy of the DPAS II program in achieving quality assurance and professional growth. New items were added in the 2012-2013 evaluation specifically to gain insight on the implementation of changes with Component V – Student Improvement.

RECOMMENDATIONS

The recommendations for the 2013 report are captured in three categories, teachers, specialists, and administrators. The recommendations are based on the information derived from the surveys and interviews. The focus groups, as in past years, contributed significantly to the final recommendations outlined in this report. The surveys provide a statistical basis for the invaluable clarity provided by the interviews and focus groups. The Student Achievement Component dominated the interviews and focus groups. As last year, teachers and specialists believe test data may be used to unfairly judge their productivity. Teachers are particularly concerned that DCAS is weighted unfairly. Teachers, specialists, and administrators are concerned that variables such as student transiency, unfairly impact their outcomes. It is also clear that, as stated last year, teachers describe DPAS II as an evaluation, rather than reflective practice and growth. It is apparent that a combination of actions has contributed to the lack of authenticity and a return to a checklist approach. Data availability and usefulness is a major concern of all groups. As one administrator stated, “the databases do not shake hands”. Databases may be too “open” requiring too much manipulation to assemble information. Time remains a significant issue. All groups fully support recommendations from the 2012 report including, expanded use of announced and unannounced walk-throughs, elimination of the yearly announced formal observations for well functioning staff, and including peers and specialists in the observation cycle.

Teachers

Teachers overwhelmingly believe that the instruction component of DPAS II is a good indicator of performance. The majority did not select professional responsibilities and student improvement components as good indicators. When the student component was broken down into the measures and calculations, the majority of teachers agreed that measure A was an appropriate measure; however, the majority disagreed that that measure A was fair or a valid measure. The majority of teachers indicated that their selected measure B assessments were appropriate, fair and valid yet many state approved tests needed revision. Concerns included lack of fidelity to the curriculum incorrect answers, and limited scope. The majority responded that the highly effective ratings were fair, appropriate, understandable, and aligned; however, there was an almost even split that highly effective ratings were realistic. Data availability and use remains a major concern. Databases contain conflicting information and are difficult to manipulate. Teachers are frustrated they need to visit various databases to retrieve information.

In interviews and focus groups, teachers communicated several suggestions.

1. Databases must communicate with each other.
2. Create a single login for all databases used for student achievement.
3. Use an adaptive test with guidance on how to adjust goals based on results throughout the year.

4. Clean up the errors in the pre post measures and bubble sheets.
5. Quickly approve teacher made assessments.
6. Take into account external factors such as transiency attendance, tardiness, student motivation, and home situations.
7. Provide additional authority to administrators to adjust goals or ratings based on changing conditions.
8. Ensure that the tests are aligned with the curriculum.
9. Provide practice time for student online testing.
10. Verify rosters prior to starting the process.
11. Decrease the amount of paperwork in Component V.
12. Decrease the amount of time it takes for special teachers (such as music teachers) to test students.
13. Explain and document how growth is calculated.

There was a significant amount discussion in interviews and focus groups around communication and training. The comments were consistently negative around rollout and implementation. Below are suggestions that emerged:

1. Increase communication and training around how everything fits together and on writing goals.
2. Be ready at the beginning of the school year.
3. Separate the training groups or have an overview for the large group and break outs for the different grades/departments/roles.
4. Be consistent in messaging, this includes in presentations, on the state website, and in documentation.
5. Consider staffing a help desk.
6. Ensure that technology is working.
7. Provide more relevant and real life examples.
8. Set aside statewide days to focus on DPAS II.
9. Create videos and presentations that can be accessed online.
10. Communication and training needs to come from state staff only so that everyone is hearing the same thing.

This year's focus groups all agreed with last year's recommendations concerning saving significant time and returning authenticity to the evaluation process. The following are teacher comments from the 2012 report. These recommendations are as important to consider in 2013 as they were in 2012.

1. Increase the amount of unannounced observations as long as the discussion and oral feedback are coupled with the increase.
2. Increase walk-through observations for some as long as the discussion and oral feedback are coupled with the increase.
3. Have a select group of individuals that are agreed upon by the administrator and teacher to provide feedback. Teachers want to be viewed through more than one lens.
4. May include peer visitation and observation.
5. Walk-through observations (multiple) should be the basis of the experienced teacher's yearly reflection.
6. Make evidence authentic, part of the normal routine, not a collection of artifacts.
7. Make use of technology to provide feedback after walk-through observations.
8. Provide brief conferencing after walk-through observations.
9. Eliminate formal announced observations for prepared (as agreed upon by the teacher and principal) teachers and replace with walk-through observations.
10. Expand some form of mentoring for experienced teachers.
11. Continue training focusing on observation and feedback techniques for evaluators and peer observers.
12. Remove the word "Evaluator" from DPAS II. Choose another term such as "Reflective Practitioner" to refer to the person supporting and facilitating a teacher's reflective practice.

Specialists

The professional practice and delivery of service component is viewed by the majority of specialists as a good indicator of performance. Conversely, student improvement is not. In almost all instances, there were splits between positive and negative results. However, specialists consistently responded that the evaluations need to be differentiated and aligned. Some specialists indicated that the current process for selecting goals may "focus your attention inappropriately". The following suggestions were communicated in the interviews and focus groups:

1. Make Performance Plus user friendly. Like teachers and administrators comments, databases need to communicate with each other. Information not complete. Databases require too much manipulation to retrieve information.
2. Provide more training on analysis.
3. Do not make late changes. Start at the beginning of the school year.

4. Component V needs to be implemented to enhance reflective practice.
5. Revise rubric wording.
6. Ensure the measures and tools are aligned to each specialist groups' standards. Use the various state and national association standards.
7. Class size and frequency of working with students should be a factor when asking specialists to test and when setting goals.
8. Increase support throughout the process.

Additional progress on the previous year's (2012) recommendations should be considered for specialists.

1. Use walk-throughs on a regular basis.
2. Create opportunities for several individuals to participate at different times in walk-throughs. Do not invade the classroom with more than one observer at a time.
3. Gather observations from walk-throughs for the purpose of reflective feedback at the end of the year.
4. Use announced, formal observations and walk-throughs for new teachers.
5. Improve and customize rubrics and forms for specialists.
6. Continuation training for reflective practice conferences.
7. Find a way to increase unannounced observations, the best part of DPAS II.
8. Separate formal Improvement Process actions from the DPAS II program.
9. Summative conversations should be as much about the future as the past.

Administrators

Administrators believe that the culture of learning and the management components are good indicators of performance. They were split evenly on professional responsibilities and student improvement. As in the past, the time it takes to implement DPAS II was again a concern. However, many of the comments around implementation concerned DPAS II Component V rolling out when it wasn't ready. Administrators also expressed similar comments as teachers and specialists around training. In interviews and focus groups, the following themes were communicated:

1. Communication needs to be consistent.
2. Revise measures A, B, and C to be more equitable.
3. Ensure that measures align with standards and the curriculum.
4. Clean up errors in the tests, rosters, and goals.
5. Decrease the amount of paperwork involved in the entire process.

6. Answers from the state need to be clear and consistent.
7. Provide administrators more autonomy with measures and ability to adjust calculations based on student need or unforeseen changes.
8. Ensure that databases are ready by July 1.
9. Databases need to interface with each other.
10. Improve database usability.
11. Improve the pre-post measures
12. Use the “accountability score” rather than the “instructional score”.

Administrators remain committed to the recommendations from the 2012 report.

1. Use walk-throughs on a regular basis.
2. Create opportunities for several individuals to participate at different times in walk-throughs. Do not invade the classroom with more than one observer at a time.
3. Gather observations from walk-throughs for the purpose of reflective feedback at the end of the year.
4. Use announced, formal observations and walk-throughs for new teachers.
5. Improve and customize rubrics and forms for specialists.
6. Continuation training for reflective practice conferences.
7. Find a way to increase unannounced observations, the best part of DPAS II.
8. Separate formal Improvement Process actions from the DPAS II program.
9. Summative conversations should be as much about the future as the past.

METHODS

Methodology

Surveys, interview protocols, and focus group items were created for teachers, specialists, and administrators. Quantitative results were obtained via an on-line survey administered by K-12 Insight. The response rates for the teacher, specialist, and administrator surveys were 46% (43% in 2011-2012), 47.4% (42% in 2011-2012), and 44.4% (51% in 2011-2012) respectively. Out of 8770 delivered teacher email invitations, 4010 teachers responded; out of 1277 specialists, 605 responded; and out of 597 administrators, 265 responded.

Qualitative information was obtained through interviews and focus groups. Four hundred forty-four total interviews were conducted with teachers, specialists, and administrators.

The interview participants were asked the following questions:

1. What measures do you use in your evaluation (A, B, or C)? What was fair and unfair about the measures?
2. What were the greatest challenges related to the “Student Improvement” component of the DPAS II process?
3. What district and state supports (trainings, communication, technology, etc.) would be most useful in the process? Which previous supports have worked and which have not?
4. What changes to the process/system would you recommend to make it less time-consuming and more useful for helping educators improve in their practice?
5. What specifically is difficult with completing the “Student Improvement” component?

Focus groups were conducted with teachers, specialists, and administrators. Their purpose was to help expand the ideas generated by the surveys and interviews conducted by Progress Education. A total of 45 individuals in six focus groups (three groups were held in the southern part of the state and three in the northern part of the state) were asked:

1. Describe the training and implementation of Component V. Do you have any recommendations for improvements?
2. Describe any recommendations for changes in the processes for Component V that could improve your practice or save time in the application of data informing your instruction.

3. What recommendations do you have for access to and use of data with regard to Component V. Is there additional training required?
4. Are there any other areas of DPAS you wish to discuss?

For all groups (teachers, specialists, and administrators), the online survey items were similar and followed the same pattern; however, some items were reworded specifically for each type of respondent. The first item of all the surveys assessed perceptions of each component of the DPAS II system—5 components for teachers, specialists, and administrators. These items were intended to gauge the participant's perceptions of the criteria in each component. The 5 middle sections of the survey were made up of Likert items with a 4-point response scale ranging from Strongly Agree to Strongly Disagree. The Likert items were categorized into sections entitled: Evaluation Criteria, Documentation, Feedback, System Related Items, Data Related Items, and Department of Education website.

New items added in 2011-2012:

- In the first construct, that assesses whether the criteria can be accurately judged by an evaluator, additional items were added that ask whether the criteria for each component is an effective indicator. For example, for teachers, prior to asking whether the Planning and Preparation component can be accurately judged by their evaluator, they were asked to respond to whether the criteria used to evaluate them in the Planning and Preparation component were effective indicators of their performance. This occurred for teachers, specialists, and administrators on all components of their evaluations.
- The 2nd set of new items in 2011-2012 asked, "How valuable were the following in the DPAS II process?"
 1. Announced observations
 2. Unannounced observations
 3. Announced walk-throughs
 4. Unannounced walk-throughs
 5. Peer observations
 6. Use rubrics
 7. Mentoring
 8. Professional Learning Communities
 9. Data Coaches
 10. Building level administrators
 11. District level administrators
- The 3rd set of new items in 2011-2012 asked respondents to "Indicate your level of understanding of the following:"

1. DPAS II rubrics
 2. DPAS II process
 3. DPAS II expectations
 4. Commendations
- Lastly, the fourth set of new items in 2011-2012 asked respondents to “Indicate the level of impact for each of the following:”
 1. Use of the rubrics on positive reinforcement
 2. DPAS II overall on improving performance
 3. Component on improving performance (components were listed specific to each job role.
 4. Unannounced observations on improving performance
 5. Announced observations on improving performance
 6. Unannounced walk-throughs on improving performance
 7. Announced walk-throughs on improving performance
 8. Peer observations on increasing effective conversations about performance

New items added in 2012-2013

The following new items were on a Strongly Agree to Strongly Disagree scale.

1. Performance Plus is important to the process.
2. Performance Plus is easy to utilize for the DPAS II process
3. The FAQs addressed my questions.
4. The DDOE website provides me with all the information I need on DPAS II.
5. The support I receive at the district level related to the DPAS II evaluation process is adequate.
6. The training at the district level related to the DPAS II evaluation process is adequate.
7. The district resources available related to the DPAS II evaluation are adequate.
8. DPAS II related communications from the DDOE have been of quality.
9. DPAS II related communications from the DDOE have been clear.
10. DPAS II related communications from the DDOE have been accurate.
11. DPAS II related communications from the DDOE have been timely.
12. DPAS II related communications from the DDOE have been valuable.

13. My district monitors the evaluation system process adequately.
14. My district ensures that the evaluation system is implemented consistently.
15. My district ensures that the evaluation system is implemented fairly.
16. My district ensures that the evaluation system is implemented as intended.
17. The state monitors the evaluation systems process adequately.
18. The state ensures that the evaluation system is implemented consistently.
19. The state ensures that the evaluation system is implemented fairly.
20. The state ensures that the evaluation system is implemented as intended.
21. The requirements of the "highly effective" rating are fair.
22. The requirements of the "highly effective" rating are appropriate.
23. The requirements for being rated "highly effective" are understandable.
24. The requirements for being rated "highly effective" are aligned to my work.
25. The requirements for "highly effective" ratings are realistic.
26. The evaluation process should be differentiated based on an educator's years of experience.
27. The evaluation process should be differentiated based on an educator's role.
28. Overall, the evaluation process is implemented consistently at my school.
29. Overall, the evaluation process is implemented appropriately at my school.
30. Implementation is organized.
31. My conferences are on schedule.
32. The Student Improvement component is implemented appropriately for my group.
33. The Student Improvement component is implemented consistently for my group.
34. Measure A is an appropriate measure.
35. Measure A is fair.
36. Measure A is a valid measure of my students' performance.
37. Measure A is a valid measure of my effectiveness.
38. My selected Measure B assessments are appropriate.
39. My selected Measure B assessments are fair.
40. My selected Measure B assessments are valid measures of my students' performance.

41. My selected Measure B assessments are valid measure of my effectiveness.
42. The selections I had in Measure B were fair.
43. The selections available in Measure B were adequate.
44. The selections available in Measure B were relevant.
45. The process for selecting Measure B assessments was fair.
46. The 50% weighting given to Measures A and B is a fair representation of my effectiveness.
47. The combinations of ratings (e.g. exceeds, satisfactory, unsatisfactory), which determine the summative rating, are fair.
48. The aggregating of the measures that populate Measure B is fair.
49. The growth targets that are set for Measure A are fair.
50. In general, my evaluator understands the nuts and bolts of the student improvement component.
51. My evaluator understands weighting of Measures A and B.
52. My evaluator understands how to aggregate my two Measure B assessments.
53. My selected Measure B assessments are appropriate measures.
54. My selected Measure B assessments are fair.
55. My selected Measure B assessments are valid measures of my students' performance.
56. My selected Measure B assessments are valid measures of my effectiveness.
57. The selections I had in Measure B were fair.
58. The selections available in Measure B were adequate.
59. The selections available in Measure B were relevant.
60. The process for selecting Measure B assessments was fair.
61. My selected Measure C growth goals are appropriate measures.
62. My selected Measure C growth goals are fair.
63. My selected Measure C growth goals are valid measures of my students' performance.
64. My selected Measure C growth goals are valid measures of my effectiveness.
65. The process for selecting Measure C growth goals was fair.
66. The 50% weighting given to Measures B and C is a fair representation of my performance.

67. The 50% weighting given to Measures B and C is appropriate.
68. The combinations of ratings (e.g. exceeds, satisfactory, unsatisfactory) which determine the summative rating are fair.
69. The aggregating of the measures that populate B or C is fair.
70. In general, my evaluator understands the nuts and bolts of the student improvement component.
71. My evaluator understands weighting of Measures B and C.
72. My evaluator understands how to aggregate my four Measures of B and C.
73. My selected measure C growth goals are appropriate measures.
74. My selected Measure C growth goals are fair.
75. My selected Measure C growth goals are valid measures of my students' performance.
76. My selected Measure C growth goals are valid measures of my effectiveness.
77. The process for selecting Measure C growth goals was fair.
78. The 100% weighting given to Measure C is a fair representation of my effectiveness.
79. The 100% weighting given to Measure C is appropriate.
80. The combinations of ratings (e.g. exceeds, satisfactory, unsatisfactory) which determine the summative rating are fair.
81. The aggregating of the measures that populate C is fair.
82. In general, my evaluator understands the nuts and bolts of the student improvement component.
83. My evaluator understands how to aggregate my four C Measures.
84. I believe I was able to contribute to the changes in the DPAS II system.
85. I believe educators have been adequately involved in improving the DPAS II system.
86. Professional development opportunities are aligned to the DPAS II appraisal components.
87. Professional development opportunities are consistent with the measures used in the Student Improvement component.

An item was created to determine what sources of information were valuable to the respondent around the DPAS II process and changes to the process. The possible responses were:

1. Other teachers

2. My Supervisor
3. Other district or school administrators
4. DDOE materials
5. District materials
6. District training
7. Delaware Academy of School Leadership
8. Other

An item was created to determine what resources and supports were utilized for DPAS II. The possible responses were:

1. DDOE trainings
2. DPAS II Component V hotline
3. DASL trainings
4. Professional development
5. Other

Use of Danielson rubrics was added to determine how valuable the following were (Very Valuable to Not at all Valuable):

Respondents were asked to rate the level of quality ("High Quality," "Medium Quality," or "Low Quality") on the following items:

1. Overall, the evaluation process
2. Implementation of the appraisal criteria for Planning and Preparation
3. Implementation of the appraisal criteria for Classroom Environment
4. Implementation of the appraisal criteria for Instruction
5. Implementation of the appraisal criteria for Professional Responsibilities
6. Implementation of the appraisal criteria for Student Improvement
7. Setting goals or selecting assessments
8. Fall Conference
9. Spring Conference
10. Observations

On scales of "Very Important," "Somewhat Important," "Not Important," and "Very Easy to Implement," "Somewhat Easy to Implement," "Difficult to Implement," and "Very Fair," "Somewhat Fair," "Not Fair at All," respondents were asked to rate the following items:

1. The Appraisal Cycle

2. The Summative Evaluation Ratings
3. The process for determining the summative evaluation rating
4. Appraisal component Planning and Preparation
5. Appraisal component Classroom Environment
6. Appraisal component Instruction
7. Appraisal component Professional Responsibilities
8. Appraisal component Student Improvement

An item was added that asked the respondents to select how the DPAS II process compares to other initiatives going on in their school. The possible responses were:

1. Significant driver of student achievement
2. DPAS II is one of the top three efforts
3. DPAS II is one of the top five efforts
4. Drivers of student achievement gains

The end of the survey consisted of a series of demographic questions.

Statistical Analysis

Psychometric testing was conducted on the survey in 2006-2007, 2007-2008, and 2008-2009. After the first year of testing, the estimates remained stable and consistent. Construct validity and factor reliability is presented below. Constructs were established based on the highest factor loading for each item. Constructs were created if items loaded at a .4 factor level or higher; no item had a factor loading less than .5. There were 2 constructs that had items that formed separate constructs; however, the factor loadings were in the appropriate range to justify reporting them as one (for ease of interpretation).

Reliability estimates were determined for each construct. With the exception of one construct, all reliability estimates were outstanding, at $\alpha = .8$ or higher. The one exception was a construct with the following items: "The training was timely," "Training in the process was adequate," and "Additional training would make me feel more competent in the process."

The constructs and corresponding estimates are presented below:

Construct Components $\alpha = .90$
The five components used to evaluate my performance are understandable.
The five components used to evaluate my performance are reasonable indicators of my effectiveness.
The criteria used to evaluate me for the planning and preparation component can be accurately judged by my evaluator.
The criteria used to evaluate me for the classroom environment component can be accurately judged by my evaluator.
The criteria used to evaluate me for the instruction component can be accurately judged by my evaluator.
The criteria used to evaluate me for the professional responsibilities component can be accurately judged by my evaluator.
The criteria used to evaluate me for the student improvement component can be accurately judged by my evaluator.
Applying all five components in my work is easy.
The written feedback I receive is aligned with the five components.
The oral feedback I receive is aligned with the five components.

Construct Forms $\alpha = .90$
The forms play an important role in the overall evaluation.
I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.
I am able to provide evidence of my practice through artifact.
The time it takes to complete the DPAS II paperwork requirements is reasonable.
The forms are easy to complete.
I have access to the information I need to complete the forms.
The forms make the process easy to implement.
The information on the forms is consistent with determining the outcome of the evaluation.
The required paperwork is relevant to the evaluation.

Construct Feedback $\alpha = .94$
My evaluator completes paperwork in a reasonable time period.
My evaluator handles the workload effectively.
Overall, the feedback I receive is adequate.
The oral feedback I receive is useful and applicable.
The written feedback I receive is useful and applicable.
In general, the conferences are valuable.
The forms completed after conferences are valuable.
I am able to provide evidence of my practice through discussion.
The timing of the conferences is good.
The number of conferences/conversations with my evaluator is adequate.

Construct System Overall $\alpha = .85$
The system overall is easy to follow.
The evaluation process (observations, documentation, and conferences) provides adequate evidence of my teaching.
The evaluation process (observations, documentation, and conferences) provides an accurate picture of my teaching.
The DPAS II system provides a better picture of my teaching versus the DPAS I system.
The Guide is helpful.
The Guide is easy to understand.
The evaluation did NOT interfere with my duties.
I perceive the system to be fair and equitable.
The DPAS evaluation system needs improving.
I believe the DPAS evaluation system works as intended.
I believe the current DPAS evaluation system should be continued in its current form.

Construct Data Requirements $\alpha = .83$
I was able to complete the data documentation requirements without difficulty.
There was enough training and/or support for me to accurately complete the forms related to student improvement.
There was congruence with the results of school level data and my classroom data.

Construct Observations $\alpha = .75$
Administrator walk-throughs improve teaching more than announced observations.
Unannounced observations by an administrator improve teaching more than walk-throughs.
Prior to DPAS II, walk-throughs were conducted more frequently during the year.
Walk-throughs should be part of a formative evaluation.
Walk-throughs should be part of a summative evaluation.

Construct Level of Value $\alpha = .83$
Announced observations
Unannounced observations
Announced walk-throughs
Unannounced walk-throughs
Peer observations
Use of rubrics
Mentoring
Professional Learning Communities
Data Coaches
Building Level Administrators
District Level Administrators

Construct Understanding $\alpha = .90$
Understanding of rubrics
Understanding of the DPAS II process
Understanding of expectations
Understanding of commendations

Construct Level of Impact $\alpha = .93$
What level of impact does the use of rubrics have on positive reinforcement?
What level of impact does DPAS II overall have on improving my teaching?
What level of impact does the Planning and Preparation component have on improving my teaching?
What level of impact does the Classroom Environment component have on improving my teaching?
What level of impact does the Instruction component have on improving my teaching?
What level of impact does the Professional Responsibilities component have on improving my teaching?
What level of impact do unannounced observations have on improving my teaching?
What level of impact do announced observations have on improving my teaching?
What level of impact do unannounced walk-throughs have on improving my teaching?
What level of impact does announced walk-throughs have on improving my teaching?
What level of impact does peer observations have on increasing effective conversations about teaching?

New Item Analyses

All new items were tested for reliability and validity. All reliability estimates were excellent. Out of 18 tested constructs, 14 alphas were .9 or higher. Three were mid to high .8 estimates. Additionally, all principal components analyses indicated high levels of loadings for all items with all but four loading at .6 or higher.

Construct Performance Plus $\alpha = .83$
Performance Plus is important to the process.
Performance Plus is easy to utilize for the DPAS II process

Construct District Support $\alpha = .95$
The support I receive at the district level related to the DPAS II evaluation process is adequate.
The training at the district level related to the DPAS II evaluation process is adequate.
The district resources available related to the DPAS II evaluation are adequate.

Construct Communications $\alpha = .96$
DPAS II related communications from the DDOE have been of quality.
DPAS II related communications from the DDOE have been clear.
DPAS II related communications from the DDOE have been accurate.
DPAS II related communications from the DDOE have been timely.
DPAS II related communications from the DDOE have been valuable.

Construct Monitoring $\alpha = .95$
My district monitors the evaluation system process adequately.
My district ensures that the evaluation system is implemented consistently.
My district ensures that the evaluation system is implemented fairly.
My district ensures that the evaluation system is implemented as intended.

The state monitors the evaluation systems process adequately.
The state ensures that the evaluation system is implemented consistently.
The state ensures that the evaluation system is implemented fairly.
The state ensures that the evaluation system is implemented as intended.

Construct Implementation $\alpha = .92$
Overall, the evaluation process is implemented consistently at my school.
Overall, the evaluation process is implemented appropriately at my school.
Implementation is organized.
My conferences are on schedule.
The Student Improvement component is implemented appropriately for my group.
The Student Improvement component is implemented consistently for my group.

Construct Quality $\alpha = .95$
Overall, the evaluation process
Implementation of the appraisal criteria for Planning and Preparation
Implementation of the appraisal criteria for Classroom Environment
Implementation of the appraisal criteria for Instruction
Implementation of the appraisal criteria for Professional Responsibilities
Implementation of the appraisal criteria for Student Improvement
Setting goals or selecting assessments
Fall Conference
Spring Conference
Observations

Constructs Importance $\alpha = .92$, Ease of Implementation $\alpha = .90$, Fairness of the Process $\alpha = .91$
The Appraisal Cycle
The Summative Evaluation Ratings
The process for determining the summative evaluation rating
Appraisal component Planning and Preparation
Appraisal component Classroom Environment
Appraisal component Instruction
Appraisal component Professional Responsibilities

Construct Measures A & B $\alpha = .97$
Measure A is an appropriate measure.
Measure A is fair.
Measure A is a valid measure of my students' performance.
Measure A is a valid measure of my effectiveness.
My selected Measure B assessments are appropriate.
My selected Measure B assessments are fair.
My selected Measure B assessments are valid measures of my students' performance.
My selected Measure B assessments are valid measure of my effectiveness.
The selections I had in Measure B were fair.
The selections available in Measure B were adequate.
The selections available in Measure B were relevant.
The process for selecting Measure B assessments was fair.
The 50% weighting given to Measures A and B is a fair representation of my effectiveness.
The combinations of ratings (e.g. exceeds, satisfactory, unsatisfactory), which determine the summative rating, are fair.
The aggregating of the measures that populate Measure B is fair.
The growth targets that are set for Measure A are fair.
In general, my evaluator understands the nuts and bolts of the student improvement

component.
My evaluator understands weighting of Measures A and B.
My evaluator understands how to aggregate my two Measure B assessments.

Construct Measures B & C $\alpha = .97$
My selected Measure B assessments are appropriate measures.
My selected Measure B assessments are fair.
My selected Measure B assessments are valid measures of my students' performance.
My selected Measure B assessments are valid measures of my effectiveness.
The selections I had in Measure B were fair.
The selections available in Measure B were adequate.
The selections available in Measure B were relevant.
The process for selecting Measure B assessments was fair.
My selected Measure C growth goals are appropriate measures.
My selected Measure C growth goals are fair.
My selected Measure C growth goals are valid measures of my students' performance.
My selected Measure C growth goals are valid measures of my effectiveness.
The process for selecting Measure C growth goals was fair.
The 50% weighting given to Measures B and C is a fair representation of my performance.
The 50% weighting given to Measures B and C is appropriate.
The combinations of ratings (e.g. exceeds, satisfactory, unsatisfactory), which determine the summative rating, are fair.
The aggregating of the measures that populate B or C is fair.
In general, my evaluator understands the nuts and bolts of the student improvement component.
My evaluator understands weighting of Measures B and C.

Construct Measure C $\alpha = .95$
My selected measure C growth goals are appropriate measures.
My selected Measure C growth goals are fair.
My selected Measure C growth goals are valid measures of my students' performance.
My selected Measure C growth goals are valid measures of my effectiveness.
The process for selecting Measure C growth goals was fair.
The 100% weighting given to Measure C is a fair representation of my effectiveness.
The 100% weighting given to Measure C is appropriate.
The combinations of ratings (e.g. exceeds, satisfactory, unsatisfactory), which determine the summative rating, are fair.
The aggregating of the measures that populate C is fair.
In general, my evaluator understands the nuts and bolts of the student improvement component.
My evaluator understands how to aggregate my four C Measures.

Construct Contribution $\alpha = .89$
I believe I was able to contribute to the changes in the DPAS II system.
I believe educators have been adequately involved in improving the DPAS II system.
Professional development opportunities are aligned to the DPAS II appraisal components.
Professional development opportunities are consistent with the measures used in the Student Improvement component.

Construct Highly Effective $\alpha = .89$
The requirements of the "highly effective" rating are fair.
The requirements of the "highly effective" rating are appropriate.
The requirements for being rated "highly effective" are understandable.
The requirements for being rated "highly effective" are aligned to my work.
The requirements for "highly effective" ratings are realistic.
The evaluation process should be differentiated based on an educator's years of experience.
The evaluation process should be differentiated based on an educator's role.

RESULTS

Indicators of Performance (Q1)

Q1) Are the proposed criteria the best indicators of Effective Performance? Needs Improvement Performance? Ineffective Performance?

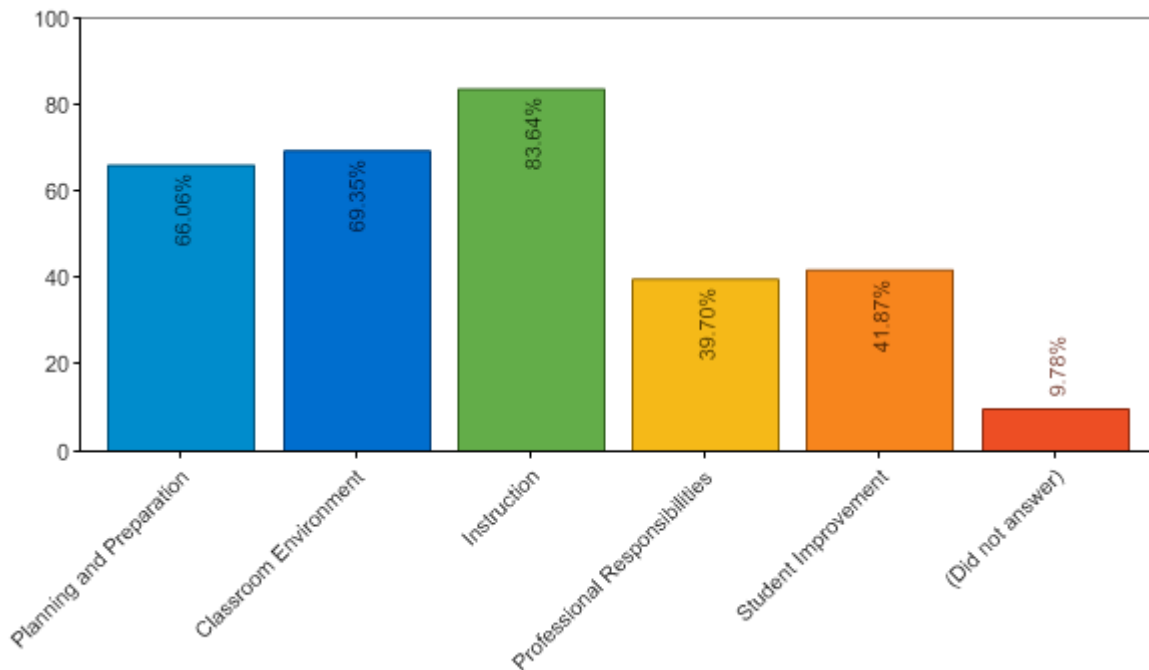
Teachers

To answer this research question, teachers were asked, “Of the 5 major components (as defined in the DPAS II Guide) used in teacher evaluations, which do you believe are good indicators of performance? “Instruction” has consistently received the highest level of support for being a good indicator of performance. “Professional Responsibilities” has consistently been selected as the least indicative. There was relatively little change in the results from 2009-2010 to 2011-2012. However, the percent who indicated each component was a good indicator of performance decreased in all areas.

Q1. Of the 5 major components (as defined in the DPAS II Guide) used in teacher evaluations, which do you believe are good indicators of performance? (check all that apply)

Responses	Count	%
Planning and Preparation	2649	66.06%
Classroom Environment	2781	69.35%
Instruction	3354	83.64%
Professional Responsibilities	1592	39.70%
Student Improvement	1679	41.87%
(Did not answer)	392	9.78%
Total Responses	12447	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.



Good Indicators of Performance – Teachers

Teachers Of the 5 major components (as defined in the DPAS II Guide) used in teacher evaluations, which do you believe are good indicators of performance (check all that apply)?							
	Planning and Preparation	Classroom Environment	Instruction	Professional Responsibilities	Student Improvement	Did not answer	Total
2007/2008	77.24%	80.06%	91.60%	44.03%	53.30%	1.18%	1274
2008/2009	73.90%	77.09%	90.28%	44.22%	59.31%	1%	3268
2009/2010	73.46%	77.11%	88.87%	44.14%	60.07%	1.59%	4614
2010/2011	73.68%	78.77%	90.87%	44.25%	58.80%	1.96%	3670
2011/2012	73.05%	76.45%	88.5%	43.35%	n/a	6.37%	3610
2012/2013	66.06%	69.35%	83.64%	39.70%	41.87%	9.78%	4010
Note: Multiple answers per participant possible. Percentages added will not sum to 100 since a participant may select more than one answer for this question.							

Based on comments during interviews, the general consensus is that the Student Improvement component is high stakes and because of that, it needs to be more fair to teachers, specialists, and special education students.

Specialists

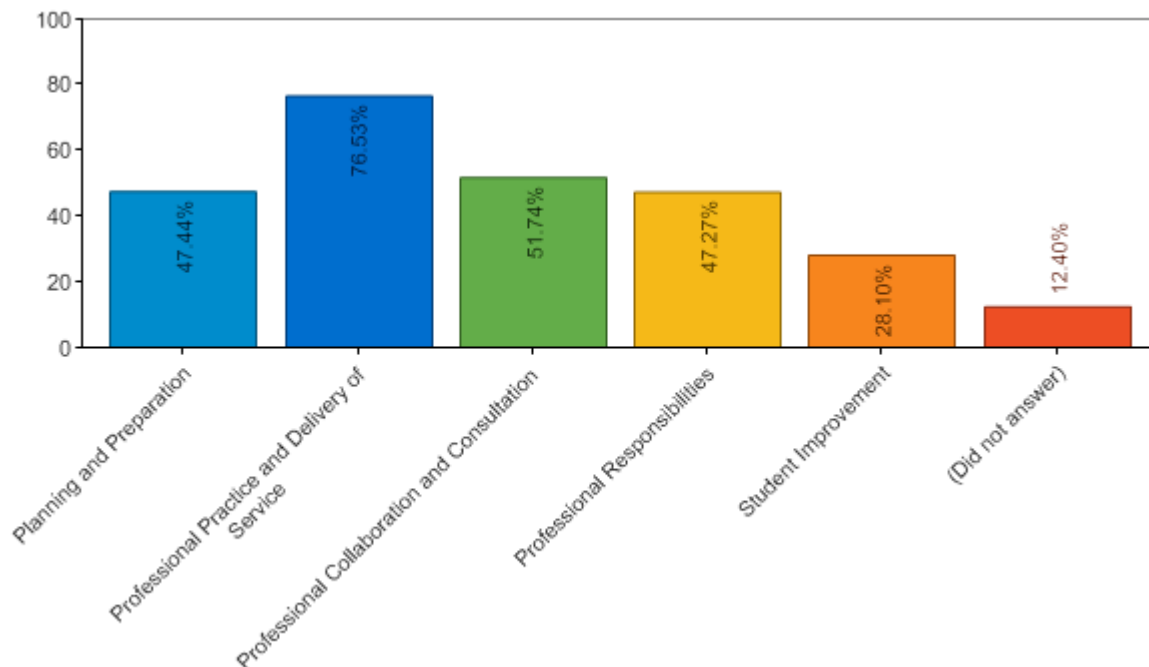
Among specialists, “Professional Practice and Delivery of Service” was the only indicator with strong support of being a good indicator of performance. “Planning and Preparation” was selected the least. However, the remaining two categories did not receive strong support.

Good Indicators of Performance – Specialists

Q1. Of the 5 major components (as defined in the DPAS II Guide) used in specialist evaluations, which do you believe are good indicators of performance?

Responses	Count	%
Planning and Preparation	287	47.44%
Professional Practice and Delivery of Service	463	76.53%
Professional Collaboration and Consultation	313	51.74%
Professional Responsibilities	286	47.27%
Student Improvement	170	28.10%
(Did not answer)	75	12.40%
Total Responses	1594	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.



Specialists Of the 5 major components (as defined in the DPAS II Guide) used in specialist evaluations, which do you believe are good indicators of performance?							
	Planning and Preparation	Professional Practice and Delivery of Service	Professional Collaboration and Consultation	Professional Responsibilities	Student Improvement	Did not answer	Total
2007/2008	70.73%	90.73%	76.10%	73.66%	42.93%	1.95%	205
2008/2009	68.05%	87.86%	69.01%	68.69%	47.92%	1%	313
2009/2010	61.65%	87.71%	65.25%	67.37%	37.71%	2.54%	472
2010/2011	60.29%	88.98%	68.40%	67.15%	41.37	2.29%	481
2011/2012	46.71%	82.04%	56.09%	53.89%	n/a	8.78%	501
2012/2013	47.44%	76.53%	51.74%	47.27%	28.10%	12.40%	605
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.							

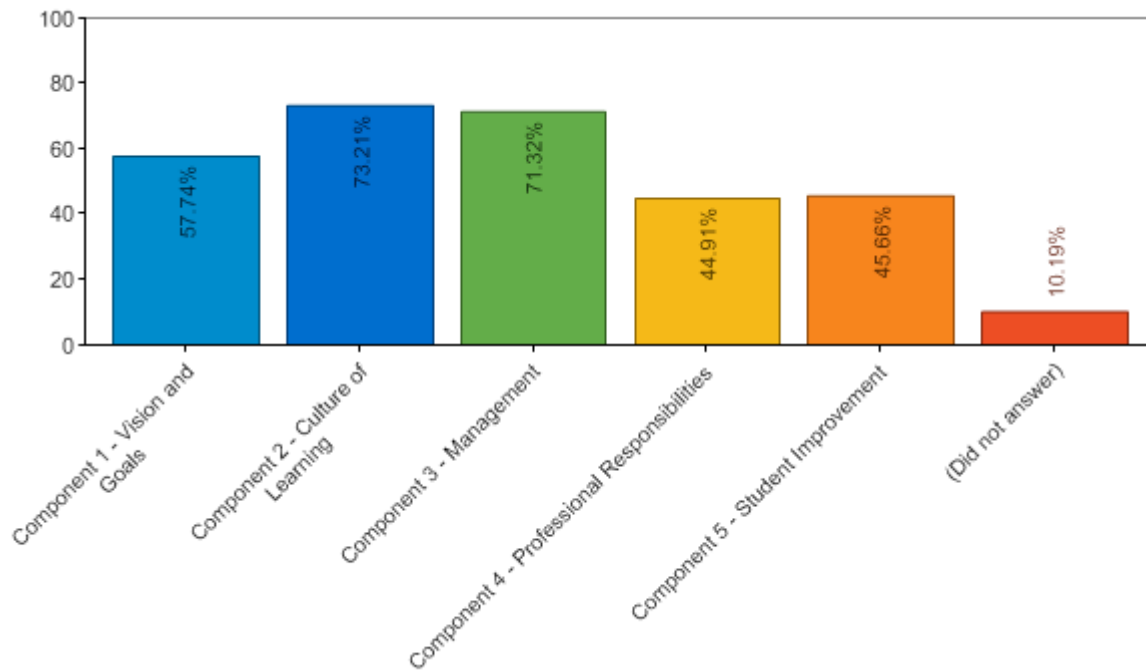
Administrators

Among administrators, the components selected the most for being a good indicator of performance was “Culture of Learning” and “Management.” The component with least support from administrators was the “Professional Responsibilities” component. These results reflect the same trend from past years.

Q1. Of the 5 major components (as defined in the DPAS II Guide) used in administrator evaluations, which do you believe are good indicators of performance?

Responses	Count	%
Component 1 - Vision and Goals	153	57.74%
Component 2 - Culture of Learning	194	73.21%
Component 3 - Management	189	71.32%
Component 4 - Professional Responsibilities	119	44.91%
Component 5 - Student Improvement	121	45.66%
(Did not answer)	27	10.19%
Total Responses	803	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.



Good Indicators of Performance – Administrators

Administrator Of the 5 major components (as defined in the DPAS II Guide) used in administrator evaluations, which do you believe are good indicators of performance?							Total
	Vision and Goals	Culture of Learning	Management	Professional Responsibilities	Student Improvement	Did not answer	
2007/2008	70.59%	78.43%	74.51%	60.78%	58.82%	5.88%	51
2008/2009	68.04%	81.96%	81.44%	62.37%	71.65%	2%	194
2009/2010	62.07%	78.37%	74.61%	58.31%	69.59%	4.7%	319
2010/2011	57.09%	71.27%	71.27%	52.24%	61.94%	5.22%	268
2011/2012	66.53%	79.44%	78.63%	56.05%	n/a	6.05%	248
2012/2013	57.74%	73.21%	71.32%	44.91%	45.66%	10.19%	

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Evaluation Criteria Items (Q3)

Q3) Overall, is the system realistic?

Teachers

The highest scoring item among teachers was “The criteria used to evaluate me for the Instruction component are effective indicators of my effectiveness.” In previous years, among teachers, the highest rated item was, “The four components used to evaluate my performance are understandable.” That result remained in the 90% range since 2007-2008 (92%), 95% in 2008-2009, 96% in 2009-2010, and 94% in 2010-2011. However, in 2012-2013, that result dropped to 76%. Sixty-one percent of teachers selected “Disagree” or “Strongly Disagree” to the item “The criteria used to evaluate me for the Student Improvement component are effective indicators of my effectiveness.”

Teachers

Evaluation Criteria Items

Please indicate your level of agreement with each statement based on your belief of being a good indicator of performance

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The five components used to evaluate my performance are understandable.	11.50%	64.85%	18.74%	4.91%	3991	2.83
(b) The five components used to evaluate my performance are reasonable indicators of my effectiveness.	6.47%	52.68%	32.30%	8.55%	3975	2.57
(c) The criteria used to evaluate me for the Planning and Preparation component are effective indicators of my effectiveness.	14.82%	68.96%	13.38%	2.85%	3962	2.96
(d) The criteria used to evaluate me for the Planning and Preparation component can be accurately judged by my evaluator.	13.94%	66.01%	16.75%	3.29%	3981	2.91
(e) The criteria used to evaluate me for the Classroom Environment component are effective indicators of my effectiveness.	15.60%	68.72%	12.63%	3.05%	3968	2.97
(f) The criteria used to evaluate me for the Classroom Environment component can be accurately judged by my evaluator.	15.20%	68.02%	13.66%	3.13%	3968	2.95

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(g) The criteria used to evaluate me for the Instruction component are effective indicators of my effectiveness.	16.54%	71.14%	9.83%	2.48%	3947	3.02
(h) The criteria used to evaluate me for the Instruction component can be accurately judged by my evaluator.	15.50%	68.93%	12.74%	2.83%	3955	2.97
(i) The criteria used to evaluate me for the Professional Responsibilities component are effective indicators of my effectiveness.	11.65%	60.90%	22.91%	4.54%	3941	2.8
(j) The criteria used to evaluate me for the Professional Responsibilities component can be accurately judged by my evaluator.	11.61%	63.43%	21.00%	3.96%	3962	2.83
(k) The criteria used to evaluate me for the Student Improvement component are effective indicators of my effectiveness.	4.68%	33.97%	37.89%	23.46%	3956	2.2
(l) The criteria used to evaluate me for the Student Improvement component can be accurately judged by my evaluator.	4.85%	36.14%	36.90%	22.11%	3962	2.24
(m) Applying all five components in my work is easy.	5.02%	38.45%	42.30%	14.23%	3922	2.34
(n) The written feedback I receive is aligned with the five components.	15.00%	71.41%	10.45%	3.14%	3953	2.98
(o) The oral feedback I receive is aligned with the five components.	15.53%	69.75%	11.49%	3.23%	3934	2.98

Weighted score results (average of responses) are also presented where Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. In 2008-2009, 6 out of the 10 items in this survey section were in the positive side of the response scale (60%); in 2009-2010 and 2010-2011, results from 8 out of the 10 items were on the positive end of the scale (80%). Of the 13 items in 2011-2012, 8 were on the positive end of the scale (62%). In 2012-2013, of the 15 items, only 1 was on the positive end of the scale (7%).

Specialists

Among specialists, the highest rated item was “The written feedback I receive is aligned with the five components.” The item with the lowest construct score was “The criteria used to evaluate me for the Student Improvement component are effective indicators of my effectiveness.” Of the 15 items, none were in the desirable end of the scale.

Specialists Evaluation Criteria Items

Please indicate your level of agreement with each statement based on your belief of being a good indicator of performance

Evaluation Criteria Items: Please indicate your level of agreement with each statement based on your belief of being a good indicator of performance.						
Q2. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The five components used to evaluate my performance are understandable.	8.70%	63.04%	23.91%	4.35%	598	2.76
(b) The five components used to evaluate my performance are reasonable indicators of my effectiveness.	3.85%	53.68%	32.78%	9.70%	598	2.52
(c) The criteria used to evaluate me for the Planning and Preparation component are effective indicators of my effectiveness.	10.91%	63.76%	20.97%	4.36%	596	2.81
(d) The criteria used to evaluate me for the Planning and Preparation component can be accurately judged by my evaluator.	8.75%	58.42%	26.94%	5.89%	594	2.7
(e) The criteria used to evaluate me for the Professional Practice and Delivery of Service component are effective indicators of my effectiveness.	12.31%	66.27%	16.86%	4.55%	593	2.86
(f) The criteria used to evaluate me for the Professional Practice and Delivery of Service component can be accurately judged by my evaluator.	9.92%	57.48%	26.39%	6.22%	595	2.71
(g) The criteria used to evaluate me for the Professional Collaboration and Consultation component are effective indicators of my effectiveness.	9.95%	64.08%	21.42%	4.55%	593	2.79

Evaluation Criteria Items: Please indicate your level of agreement with each statement based on your belief of being a good indicator of performance.						
Q2. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(h) The criteria used to evaluate me for the Professional Collaboration and Consultation component can be accurately judged by my evaluator.	7.07%	61.11%	26.43%	5.39%	594	2.7
(i) The criteria used to evaluate me for the Professional Responsibilities component are effective indicators of my effectiveness.	10.66%	65.82%	19.29%	4.23%	591	2.83
(j) The criteria used to evaluate me for the Professional Responsibilities component can be accurately judged by my evaluator.	9.56%	60.57%	24.50%	5.37%	596	2.74
(k) The criteria used to evaluate me for the Student Improvement component are effective indicators of my effectiveness.	2.55%	33.45%	39.39%	24.62%	589	2.14
(l) The criteria used to evaluate me for the Student Improvement component can be accurately judged by my evaluator.	2.38%	36.84%	36.50%	24.28%	589	2.17
(m) Applying all five components in my work is easy.	3.90%	36.10%	40.85%	19.15%	590	2.25
(n) The written feedback I receive is aligned with the five components.	11.84%	69.13%	14.24%	4.80%	583	2.88
(o) The oral feedback I receive is aligned with the five components.	12.20%	69.07%	13.40%	5.33%	582	2.88

Administrators

Administrators rated the item, “The criteria used to evaluate me for the Management component are effective indicators of my effectiveness,” as the highest. When the weighted score is compared among the items, 1 of the 15 items has a score on the positive end of the response scale. The item that received the least positive responses was the item, “The criteria used to evaluate me for the Student Improvement component are effective indicators of my effectiveness.”

Administrators Evaluation Criteria Items

Please indicate your level of agreement with each statement based on your belief of being a good indicator of performance

Q2. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The five components used to evaluate my performance are understandable.	14.83%	70.34%	13.69%	1.14%	263	2.99
(b) The five components used to evaluate my performance are reasonable indicators of my effectiveness.	8.37%	68.06%	20.91%	2.66%	263	2.82
(c) The criteria used to evaluate me for the Vision and Goals component are effective indicators of my effectiveness.	11.15%	73.85%	12.69%	2.31%	260	2.94
(d) The criteria used to evaluate me for the Vision and Goals component can be accurately judged by my evaluator.	8.46%	75.38%	13.46%	2.69%	260	2.9
(e) The criteria used to evaluate me for the Culture of Learning component are effective indicators of my effectiveness.	10.00%	78.08%	9.62%	2.31%	260	2.96
(f) The criteria used to evaluate me for the Culture of Learning component can be accurately judged by my evaluator.	9.23%	75.77%	12.69%	2.31%	260	2.92
(g) The criteria used to evaluate me for the Management component are effective indicators of my effectiveness.	13.13%	76.83%	8.49%	1.54%	259	3.02
(h) The criteria used to evaluate me for the Management component can be accurately judged	11.58%	75.29%	11.58%	1.54%	259	2.97

Q2. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
by my evaluator.						
(i) The criteria used to evaluate me for the Professional Responsibilities component are effective indicators of my effectiveness.	11.20%	75.29%	11.58%	1.93%	259	2.96
(j) The criteria used to evaluate me for the Professional Responsibilities component can be accurately judged by my evaluator.	10.38%	76.92%	10.77%	1.92%	260	2.96
(k) The criteria used to evaluate me for the Student Improvement component are effective indicators of my effectiveness.	5.75%	50.19%	31.80%	12.26%	261	2.49
(l) The criteria used to evaluate me for the Student Improvement component can be accurately judged by my evaluator.	6.95%	49.42%	31.27%	12.36%	259	2.51
(m) The oral feedback I receive is aligned with the five components.	18.39%	63.98%	13.03%	4.60%	261	2.96
(n) Applying all five components in my work is easy.	8.11%	50.19%	30.89%	10.81%	259	2.56
(o) The written feedback I receive is aligned with the five components.	16.22%	69.50%	11.20%	3.09%	259	2.99

Documentation (Q4, Q5, Q7, Q8, Q9)

- Q4) How much time does it take for the person being evaluated to complete the required paperwork?**
- Q5) How much time does it take for the evaluator to complete the required paperwork?**
- Q7) Can the evaluators handle the workload of the evaluations?**
- Q8) Are the forms understandable and useable?**
- Q9) Do the forms provide the appropriate data for the evaluator to fairly and accurately assess an individual's performance?**

Teachers

The highest level of positive responses from teachers was on the items relating to their evaluator and the evidence needed as documentation for the components. The item with the least desirable responses was, "The time it takes to complete the DPAS II paperwork requirements is reasonable," which is the same as the results from 2009-2010, 2010-2011, and 2011-2012. Two of the 12 items were on the positive end of the scale. In previous years, the majority of teachers spent 0-5 hours on DPAS II. In 2012-2013, the majority responded 6-10 hours.

Teachers Documentation

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The forms play an important role in the overall evaluation.	6.69%	59.13%	28.85%	5.33%	3903	2.67
(b) I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.	14.80%	73.25%	10.38%	1.57%	3959	3.01
(c) I am able to provide evidence of my practice through artifacts.	14.98%	74.82%	8.89%	1.31%	3959	3.03
(d) The time it takes to complete the DPAS II paperwork requirements is reasonable.	2.92%	38.84%	37.75%	20.49%	3973	2.24
(e) The forms are easy to complete.	3.32%	47.66%	37.21%	11.81%	3945	2.42
(f) I have access to the information I need to complete the forms.	7.47%	74.63%	13.98%	3.91%	3962	2.86
(g) The forms make the process easy to implement.	3.81%	44.88%	40.19%	11.12%	3939	2.41
(h) The information on the forms is consistent with determining the outcome of the evaluation.	5.09%	65.41%	24.16%	5.34%	3952	2.7

(i) The required paperwork is relevant to the evaluation.	4.94%	57.63%	29.41%	8.02%	3927	2.59
(j) My evaluator completes paperwork in a reasonable time period.	22.32%	60.13%	10.94%	6.60%	3938	2.98
(k) My evaluator handles the workload effectively.	21.09%	59.97%	13.02%	5.92%	3917	2.96
(l) I was able to complete the data documentation requirements without difficulty.	6.79%	52.48%	30.51%	10.21%	3946	2.56

Teachers

Documentations

On an annual basis, how much time do you spend on paperwork relating to the DPAS II system?

Q25. On an annual basis, how much time do you spend on paperwork relating to the DPAS II system?						
	0-5 hours	6-10 hours	11-15 hours	16-20 hours	more than 20 hours	Total
Responses Received in %	24.88%	34.87%	17.49%	10.06%	12.70%	3906

Specialists

The item with the highest construct score among specialists was “The evaluator completes paperwork in a reasonable time period.” The item with the lowest score was “The time it takes to complete the DPAS II paperwork requirements is reasonable.” Similar to the teachers, the majority of specialists responded that they spent 6-10 hours on the paperwork relating to the DPAS II system.

Specialists Documentation

Please indicate your level of agreement with each of the following statements.

Documentation: Please indicate your level of agreement with each of the following statements.						
Q3. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The forms play an important role in the overall evaluation.	5.89%	56.23%	31.99%	5.89%	594	2.62
(b) I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.	10.71%	68.20%	16.84%	4.25%	588	2.85
(c) I am able to provide evidence of my practice through artifacts.	9.63%	66.89%	19.76%	3.72%	592	2.82
(d) The time it takes to complete the DPAS II paperwork requirements is reasonable.	2.68%	33.33%	38.69%	25.29%	597	2.13
(e) The forms are easy to complete.	3.05%	40.95%	38.75%	17.26%	591	2.3
(f) I have access to the information I need to complete the forms.	5.84%	70.95%	17.03%	6.18%	599	2.76
(g) The forms make the process easy to implement.	2.69%	39.73%	42.59%	14.98%	594	2.3
(h) The information on the forms is consistent with determining the outcome of the evaluation.	4.58%	60.44%	26.49%	8.49%	589	2.61
(i) The required paperwork is relevant to the evaluation.	3.89%	55.57%	29.73%	10.81%	592	2.53
(j) The evaluator completes paperwork in a reasonable time period.	21.27%	61.23%	11.84%	5.66%	583	2.98
(k) My evaluator(s) handle the workload effectively.	19.90%	59.35%	15.48%	5.27%	588	2.94

Specialists Documentation

On an annual basis, how much time do you spend on paperwork relating to the DPAS II system?

Q20. On an annual basis, how many hours do you spend on paperwork relating to the DPAS II system?						
	0-5 hours	6-10 hours	11-15 hours	16-20 hours	more than 20 hours	Total
Responses Received in %	19.96%	31.80%	21.55%	9.36%	17.31%	566

Administrators

The highest level of positive responses from administrators was on the item “I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.” The weighted score drops into the undesirable end of the scale for every other item. The item with the lowest score was “The time it takes to complete the DPAS II paperwork requirements is reasonable.” There has been a steady increase in the number of respondents who disagree with this item. In 2009-2010, the undesirable responses were at 34%. In 2010-2011, that number increased to 41%. In 2011-2012, that number jumped to 66%. In 2012-2013, that percent was 71. The percent that responded they spend more than 20 hours on paperwork was 84.

Administrators Documentation

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The forms play an important role in the overall evaluation.	8.85%	53.46%	32.31%	5.38%	260	2.66
(b) I am able to provide the evidence and documentation needed by my evaluator for him/her to accurately determine my effectiveness.	14.29%	74.90%	9.27%	1.54%	259	3.02
(c) The time it takes to complete the DPAS II paperwork requirements is reasonable.	2.67%	25.95%	42.37%	29.01%	262	2.02
(d) The forms are easy to complete.	3.47%	45.17%	40.15%	11.20%	259	2.41
(e) I have access to the information I need to complete the forms.	7.66%	78.16%	12.26%	1.92%	261	2.92
(f) The forms make the process easy to implement.	1.95%	40.63%	44.92%	12.50%	256	2.32
(g) The information on the forms is consistent with determining the outcome of the evaluation.	2.31%	68.46%	24.62%	4.62%	260	2.68
(h) The required paperwork is relevant to the evaluation.	2.30%	60.54%	29.12%	8.05%	261	2.57

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(i) The evaluator completes paperwork in a reasonable time period.	17.44%	63.18%	10.85%	8.53%	258	2.9
(j) My evaluator(s) handle the workload effectively.	18.92%	63.32%	12.36%	5.41%	259	2.96

Administrators

Documentation

On an annual basis, how many hours do you spend on paperwork relating to the DPAS II system?

Q27. On an annual basis, how many hours do you spend on paperwork relating to the DPAS II system?						
	0-5 hours	6-10 hours	11-15 hours	16-20 hours	more than 20 hours	Total
Responses Received in %	2.31%	5.38%	4.62%	3.46%	84.23%	260

Feedback (Q2, Q6, Q12)

- Q2) Do the number of observations and other collections of evidence provide enough information for an evaluator to make an accurate assessment of performance?**
- Q6) Is there an appropriate balance between conversation or conferencing and documentation?**
- Q12) Are the conferences meaningful and timely?**

Teachers

The highest scoring item was “I am able to provide evidence of my practice through discussion.” The majority of teachers responded positively to the feedback items.

Teachers Feedback

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Overall, the feedback I receive is adequate.	11.75%	72.40%	12.54%	3.31%	3898	2.93
(b) The oral feedback I receive is useful and applicable.	14.14%	70.98%	11.52%	3.36%	3897	2.96
(c) The written feedback I receive is useful and applicable.	12.13%	68.65%	15.61%	3.61%	3875	2.89
(d) In general, the conferences are valuable.	14.30%	69.22%	13.19%	3.29%	3896	2.95
(e) The forms completed after conferences are valuable.	8.95%	59.96%	25.87%	5.23%	3866	2.73
(f) I am able to provide evidence of my practice through discussion.	15.01%	77.09%	5.90%	2.00%	3898	3.05
(g) The timing of the conferences is good.	12.95%	70.18%	12.77%	4.10%	3877	2.92
(h) The number of conferences/conversations with my evaluator is adequate.	13.54%	71.48%	11.54%	3.44%	3899	2.95

Specialists

Similar to teachers, specialists responded least favorably to the item, “The forms completed after conferences are valuable.” The highest mean score occurred on the item, “I am able to provide evidence of my practice through discussion.”

Specialists Feedback

Please indicate your level of agreement with each of the following statements.

Feedback: Please indicate your level of agreement with each of the following statements.						
Q4. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Overall, the feedback I receive is adequate.	15.78%	68.44%	11.32%	4.46%	583	2.96
(b) The oral feedback I receive is useful and applicable.	17.24%	63.97%	14.48%	4.31%	580	2.94
(c) The written feedback I receive is useful and applicable.	14.51%	61.66%	18.48%	5.35%	579	2.85
(d) In general, the conferences are valuable.	15.75%	63.01%	15.75%	5.48%	584	2.89
(e) The forms completed after conferences are valuable.	7.30%	56.87%	28.52%	7.30%	575	2.64
(f) I am able to provide evidence of my practice through discussion.	20.41%	72.73%	4.63%	2.23%	583	3.11
(g) The timing of the conferences is good.	13.70%	65.92%	15.75%	4.62%	584	2.89
(h) The number of conferences/conversations with my evaluator is adequate.	13.70%	71.06%	10.27%	4.97%	584	2.93

Administrators

The highest scoring item among administrators was “The oral feedback I receive is useful and applicable.” Overall, the feedback items were positive.

Administrators Feedback

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Overall, the feedback I receive is adequate.	19.08%	66.79%	10.69%	3.44%	262	3.02
(b) The oral feedback I receive is useful and applicable.	25.67%	63.98%	7.66%	2.68%	261	3.13
(c) The written feedback I receive is useful and applicable.	16.22%	66.80%	12.74%	4.25%	259	2.95
(d) The timing of conferences is good.	19.69%	65.25%	12.36%	2.70%	259	3.02
(e) The number of conferences/conversations with my evaluator is adequate.	19.23%	63.85%	13.46%	3.46%	260	2.99

System / Training Related Items (Q13, Q14, Q17, Q18, Q20)

- Q13) Does the proposed system demonstrate equity among Teachers? Specialists? Administrators?**
- Q14) Are educators' ratings, under the DPAS II, reasonably aligned with prior evaluations under DPAS I?**
- Q17) Is the training adequate?**
- Q18) Is the Guide useful?**
- Q20) Are the content, materials, timelines, and delivery methods appropriate and effective?**

Teachers

The majority of teachers stated they attended DDOE trainings. The majority of teachers use the Guide 2-3 times per year. The highest scoring items were around the Guide and the evaluation process (observations, documentation, and conferences).

Q8. Did you attend any DDOE trainings for DPAS II?			
	Yes	No	Total
Responses Received in %	59.43%	40.57%	3680

Teachers

System Related Items

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The system overall is easy to follow.	3.62%	50.47%	35.34%	10.56%	3919	2.47
(b) The evaluation process (observations, documentation, and conferences) provides adequate evidence of my teaching.	5.29%	61.64%	26.06%	7.01%	3952	2.65
(c) The evaluation process (observations, documentation, and conferences) provides an accurate picture of my teaching.	4.88%	57.84%	29.98%	7.29%	3952	2.6
(d) The Guide is helpful.	3.72%	62.97%	27.90%	5.41%	3900	2.65

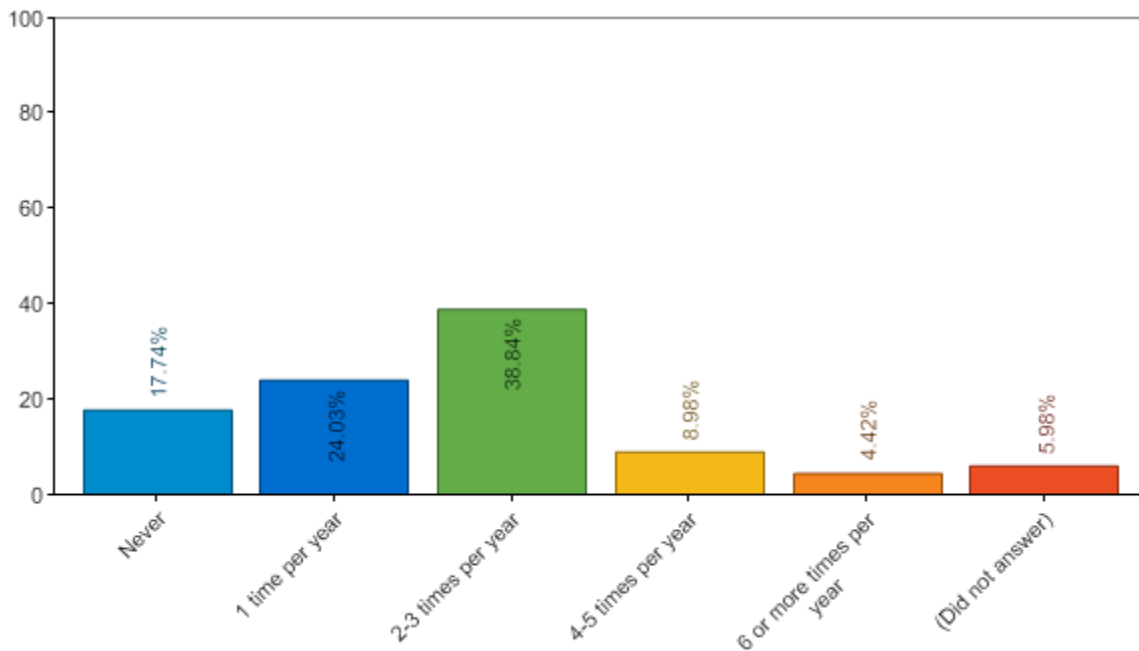
(e) The Guide is easy to understand.	3.30%	58.61%	32.34%	5.75%	3875	2.59
(f) The evaluation did NOT interfere with my duties.	6.46%	57.32%	25.91%	10.31%	3948	2.6
(g) I perceive the system to be fair and equitable.	3.12%	46.14%	36.53%	14.21%	3947	2.38

Teachers

How often do you use or refer to the Guide for DPAS II?

Q15. How often do you use or refer to the Guide for DPAS II?

Responses	Count	%
Never	810	17.74%
1 time per year	1097	24.03%
2-3 times per year	1773	38.84%
4-5 times per year	410	8.98%
6 or more times per year	202	4.42%
(Did not answer)	273	5.98%
Total Responses	4565	



The highest scoring item was “Additional training would make me feel more competent in the process.” The lowest scoring item was “There was enough training and/or support for me to accurately complete the forms related to student improvement.” The majority of teachers received their information from other teachers and their supervisors.

Teachers Training Related Items

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The training was timely.	3.20%	61.36%	28.21%	7.23%	3222	2.61
(b) Training in the process is adequate.	2.53%	51.42%	37.01%	9.04%	3164	2.47
(c) Additional training would make me feel more competent in the process.	12.53%	55.53%	27.61%	4.33%	3256	2.76
(d) There was enough training and/or support for me to accurately complete the forms related to student improvement.	2.89%	50.46%	36.79%	9.86%	3254	2.46

Teachers

Training Related Items

From the following list, select the components of the DPAS process where you need additional training.

	None	Component 1 Planning and Preparation	Component 2 – Classroom Environment	Component 3 - Instruction	Component 4 - Professional Responsibilities	Component 5 – Student Improvement	Did not answer	Total
2007/2008	48.43%	5.18%	7.38%	13.42%	8.48%	25.51%	12.72%	1274
2008/2009	53.17%	11.41%	14.38%	21.34%	13.71%	26.43%	5.00%	3261
2009/2010	55.23%	8.73%	10.85%	16.71%	9.93%	24.56%	6.49%	4914
2010/2011	54.77%	8.91%	10.25%	16.40%	9.89%	26.02%	5.80%	3670
2011/2012	60.58%	14.43%	12.35%	14.88%	15.98%	n/a	9.56%	3610
2012/2013	40.02%	11.75%	8.55%	10.65%	11.57%	44.16%	6.46%	4010

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Teachers

Training Related Items

From the following list, select specific aspects of the DPAS process where you need additional training.

	Providing evidence of work	Completing paperwork	Interpreting data	Presenting data	Managing the requirements of the evaluation with my regular duties	Understanding the Guide	Preparing for conferences	DPAS II cycle	Understanding the rubrics	Total
2007/2008	15.38%	16.72%	28.18%	21.90%	21.04%	16.41%	10.05%	n/a	n/a	1274
2008/2009	18.89%	18.34%	28.15%	21.22%	25.76%	14.41%	12.60%	n/a	n/a	3261
2009/2010	13.47%	12.23%	25.17%	18.40%	19.35%	12.15%	8.95%	n/a	n/a	4914
2010/2011	12.34%	10.22%	27.17%	19.56%	18.15%	12.18%	8.2%	n/a	n/a	3670
2011/2012	15.87%	15.79%	23.13%	19.42%	25.18%	13.43%	9.92%	21.16%	21.69%	3610
2012/2013	15.49%	25.26%	26.63%	22.12%	30.10%	18.45%	11.77%	23.59%	23.52%	4010

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

District Level Support: Please indicate your level of agreement with the following statements.

Q10. Agreeability Scale

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The support I receive at the district level related to the DPAS II evaluation process is adequate.	5.82%	54.71%	29.48%	9.99%	3813	2.56
(b) The training at the district level related to the DPAS II evaluation process is adequate.	4.89%	52.13%	33.02%	9.97%	3783	2.52
(c) The district resources available related to the DPAS II evaluation are adequate.	4.68%	54.97%	30.56%	9.79%	3780	2.55

Communications: Please indicate your level of agreement with the following statements.

Q13. Agreeability Scale:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) DPAS II related communications from the DDOE have been of quality.	1.82%	47.65%	38.49%	12.05%	3801	2.39

(b) DPAS II related communications from the DDOE have been clear.	1.52%	40.52%	43.41%	14.55%	3815	2.29
(c) DPAS II related communications from the DDOE have been accurate.	1.67%	49.23%	36.87%	12.23%	3762	2.4
(d) DPAS II related communications from the DDOE have been timely.	1.72%	44.62%	39.14%	14.51%	3776	2.34
(e) DPAS II related communications from the DDOE have been valuable.	1.80%	46.36%	38.83%	13.01%	3775	2.37

Q14. What sources of information were valuable to you around the DPAS II process and changes to the process? (Select all that apply)									
	Other teachers	My supervisor	Other district or school administrators other than my supervisor	DDOE materials	District materials	District trainings	Delaware Academy of School Leadership	Other (please specify)	Total
Responses Received in %	78.85%	67.85%	17.58%	13.32%	8.96%	16.69%	0.94%	4.94%	3829
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.									

Specialists

The majority of specialists attended DDOE trainings. Similar to teachers, the highest scoring item was “The Guide is helpful.” The lowest scoring item was “The system overall is easy to follow.” The majority use the Guide 2-3 times per year.

Q28. Did you attend any DDOE trainings for DPAS II ?			
	Yes	No	Total
Responses Received in %	62.86%	37.14%	525

Specialists System Related Items

Please indicate your level of agreement with each of the following statements.

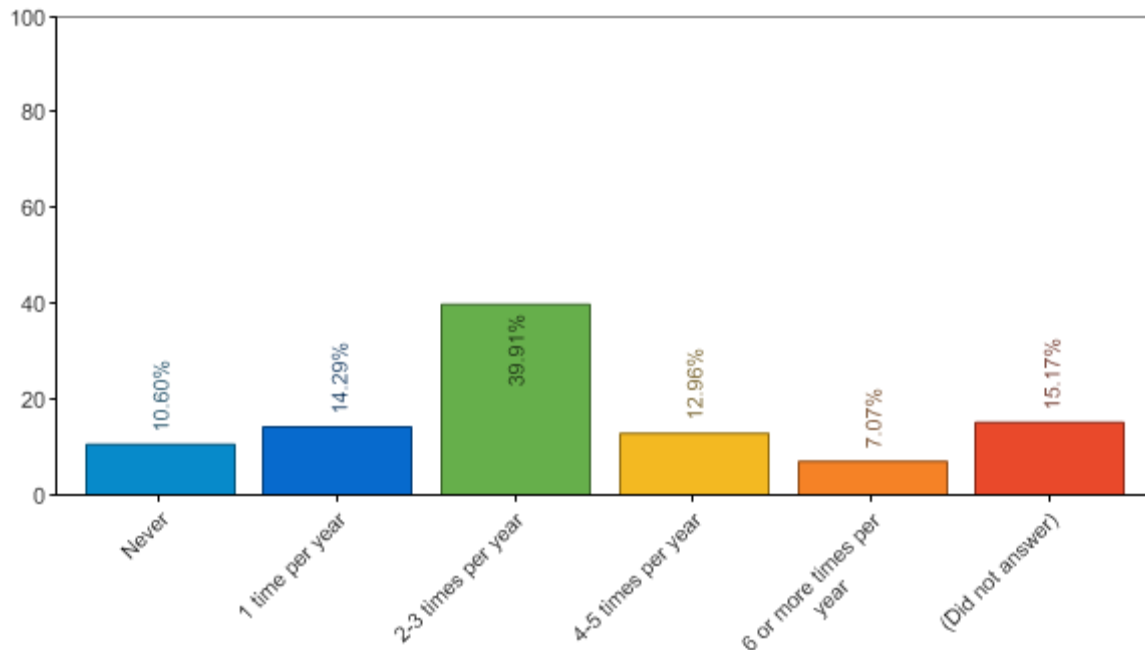
System Related Items: Please indicate your level of agreement with each of the following statements.						
Q8. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The system overall is easy to follow.	1.37%	40.65%	40.82%	17.15%	583	2.26
(b) The evaluation process (observations, documentation, and conferences) provides adequate evidence of my effectiveness.	2.72%	50.17%	34.86%	12.24%	588	2.43
(c) The evaluation process (observations, documentation, and conferences) provides an accurate picture of my effectiveness.	2.92%	46.22%	37.11%	13.75%	582	2.38
(d) The Guide is helpful.	2.75%	57.49%	31.50%	8.26%	581	2.55
(e) The Guide is easy to understand.	2.44%	49.13%	39.20%	9.23%	574	2.45
(f) The evaluation did NOT interfere with my duties.	4.62%	52.91%	26.20%	16.27%	584	2.46
(g) I perceive the system to be fair and equitable.	1.90%	43.35%	38.86%	15.89%	579	2.31

Specialists

How often do you use or refer to the Guide for DPAS II?

Q32. How often do you use or refer to the Guide for DPAS II?		
Responses	Count	%
Never	72	10.60%
1 time per year	97	14.29%

2-3 times per year	271	39.91%
4-5 times per year	88	12.96%
6 or more times per year	48	7.07%
(Did not answer)	103	15.17%
Total Responses	679	



Among specialists, the highest scoring item around training was “Additional training would make me feel more competent in the process. The lowest scoring item was “There was enough training and/or support for me to accurately complete the forms related to student improvement.” The majority received information from other colleagues and their supervisor.

Specialists Training Related Items

Please indicate your level of agreement with each of the following statements.

Training Related Items: Please indicate your level of agreement with each of the following statements.

Q29. Agreeability Scale:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The training was timely.	5.32%	60.98%	24.61%	9.09%	451	2.63
(b) Training in the process is adequate.	3.33%	46.34%	39.91%	10.42%	451	2.43
(c) Additional training would make me feel more competent in the process.	20.84%	53.88%	20.84%	4.43%	451	2.91
(i) There was enough and/or support for me to accurately complete the forms related to student improvement.	2.67%	44.44%	38.22%	14.67%	450	2.35

Specialists Training Related Items

From the following list, select the components of the DPAS process where you need additional training.

	None	Component 1 - Planning and Preparation	Component 2 - Professional Practice and Delivery of Service	Component 3 - Professional Collaboration and Consultation	Component 4 - Professional Responsibilities	Component 5 - Student Improvement	Did not answer	Total
2007/2008	46.34%	6.34%	6.34%	5.37%	3.90%	28.29%	19.02%	205
2008/2009	53.35%	14.06%	11.82%	18.85%	12.78%	30.67%	8.63%	313
2009/2010	58.05%	8.90%	9.32%	11.23%	8.47%	26.27%	8.90%	472
2010/2011	50.31%	11.23%	12.06%	13.10%	11.85%	33.06%	11.85%	481
2011/2012	53.49%	19.96%	19.76%	22.55%	15.17%	n/a	11.58%	501
2012/2013	30.04%	13.55%	13.11%	15.17%	12.22%	41.97%	21.35%	679

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Specialists Training Related Items

From the following list, select specific aspects of the DPAS process where you need additional training.

	Providing evidence of work	Completing paperwork	Interpreting data	Presenting data	Managing the requirements of the evaluation with my regular duties	Understanding the Guide	Preparing for conferences	DPAS II cycle	Understanding the Rubrics	Total
2007/2008	17.56%	20.00%	29.27%	24.88%	22.44%	15.61%	9.27%	n/a	n/a	205
2008/2009	20.45%	16.93%	25.24%	20.13%	22.36%	15.65%	12.46%	n/a	n/a	313
2009/2010	16.95%	10.81%	26.27%	23.52%	15.04%	12.08%	6.57%	n/a	n/a	472
2010/2011	18.30%	8.32%	23.49%	21.41%	17.05%	14.14%	8.32%	n/a	n/a	481
2011/2012	22.95%	19.36%	20.96%	24.35%	15.37%	11.58%	26.15%	27.94%	32.73%	501
2012/2013	32.64%	30.32%	32.87%	29.17%	44.21%	22.69%	13.19%	27.78%	39.35%	13.19%

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Please indicate your level of agreement with the following statements.

Q19. Agreeability Scale

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The support I receive at the district level related to the DPAS II evaluation process is adequate.	7.83%	47.69%	32.03%	12.46%	562	2.51
(b) The training at the district level related to the DPAS II evaluation process is adequate.	6.75%	46.54%	32.68%	14.03%	563	2.46
(c) The district resources available related to the DPAS II evaluation are adequate.	7.72%	48.11%	30.34%	13.82%	557	2.5

Communications: Please indicate your level of agreement with the following statements.

Q6. Agreeability Scale

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) DPAS II related communications from the DDOE have been of quality.	1.71%	44.35%	37.33%	16.61%	584	2.31
(b) DPAS II related communications from the DDOE have been clear.	1.71%	35.67%	42.32%	20.31%	586	2.19
(c) DPAS II related communications from the DDOE have been accurate.	1.74%	47.21%	34.32%	16.72%	574	2.34
(d) DPAS II related communications from the DDOE have been timely.	1.56%	43.15%	36.05%	19.24%	577	2.27
(e) DPAS II related communications from the DDOE have been valuable.	1.90%	44.29%	35.64%	18.17%	578	2.3

Q7. What sources of information were valuable to you around the process and changes to the process?

	Other colleagues	My supervisor	Other district or school administrators other than my supervisor	DDOE materials	District materials	District trainings	Delaware Academy of School Leadership	Other (please specify)	Total
Responses Received in %	44.70%	64.45%	21.18%	24.78%	10.95%	19.03%	0.54%	21.54%	557

Administrators

Among administrators, the majority responded that the Guide was helpful. As in previous years, when asked “How often do you refer to the guide for DPAS II,” the category with the most responses from administrators was, “6 or more times per year.” The main sources of information selected were other district or school administrators other than my evaluator and their evaluator. The majority of administrators, according to focus groups, interviews, and the survey results, believe that communication needs to be improved.

Q7. Did you attend any DDOE trainings for DPAS II?			
	Yes	No	Total
Responses Received in %	93.75%	6.25%	256

Administrators System Related Items

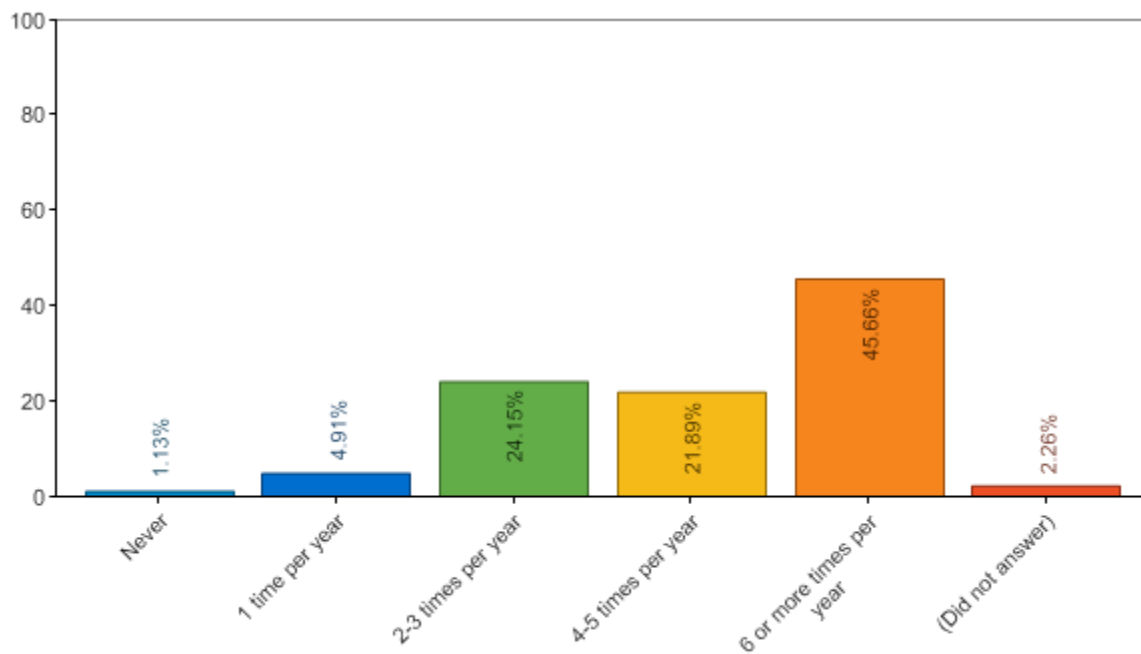
Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The system overall is easy to follow.	3.50%	52.14%	36.96%	7.39%	257	2.52
(b) The evaluation process (observations, documentation, and conferences) provides adequate evidence of my performance.	1.92%	60.54%	31.42%	6.13%	261	2.58
(c) The evaluation process (observations, documentation, and conferences) provides an accurate picture of my performance.	1.92%	57.31%	35.00%	5.77%	260	2.55
(d) The Guide is helpful.	5.06%	80.93%	11.67%	2.33%	257	2.89
(e) The Guide is easy to understand.	4.71%	74.51%	18.43%	2.35%	255	2.82
(f) The evaluation did NOT interfere with my duties.	2.32%	47.10%	35.14%	15.44%	259	2.36
(g) I perceive the system to be fair and equitable.	2.71%	51.94%	36.82%	8.53%	258	2.49

Administrators
How often do you refer to the guide for DPAS II?

Q11. How often do you refer to the guide for DPAS II?

Responses	Count	%
Never	3	1.13%
1 time per year	13	4.91%
2-3 times per year	64	24.15%
4-5 times per year	58	21.89%
6 or more times per year	121	45.66%
(Did not answer)	6	2.26%
Total Responses	265	



Administrators Training Related Items

Please indicate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The training was timely.	5.12%	52.36%	32.68%	9.84%	254	2.53
(b) Training in the process is adequate.	4.13%	42.98%	40.91%	11.98%	242	2.39
(c) Additional training would make me feel more competent in the process.	14.68%	53.97%	23.81%	7.54%	252	2.76
(i) There was enough training and/or support for me to accurately complete the forms related to student improvement.	3.56%	41.11%	42.29%	13.04%	253	2.35

Administrators Training Related Items

From the following list, select the components of the DPAS process where you need additional training.

	Component 1 - Vision and Goals	Component 2 - Culture of Learning	Component 3 - Management	Component 4 - Professional Responsibilities	Component 5 - Student Improvement	Did not answer	Total
2007/2008	17.65%	19.61%	9.80%	7.84%	39.22%	39.22%	51
2008/2009	14.95%	16.49%	11.86%	9.79%	29.38%	53.09%	194
2009/2010	14.73%	13.79%	10.03%	6.90%	34.80%	49.84%	319
2010/2011	23.51%	20.90%	17.16%	16.42%	48.13%	36.19%	268
2011/2012	25.40%	25.00%	14.52%	13.31%	n/a	11.69%	248
2012/2013	13.58%	11.32%	9.06%	7.17%	49.43%	5.66%	

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

In 2012-2013, 39% stated "None."

Administrators Training Related Items

From the following list, select specific aspects of the DPAS process where you need additional training.

	Providing evidence of work	Completing paperwork	Interpreting data	Presenting data	Managing the requirements of the evaluation with my regular duties	Understanding the Guide	Preparing for conferences	DPAS II cycle	Understanding the rubrics	Total
2007/2008	13.73%	7.84%	33.33%	21.57%	19.61%	1.96%	15.69%	n/a	n/a	51
2008/2009	18.56%	12.37%	18.04%	17.53%	24.23%	5.67%	19.59%	n/a	n/a	194
2009/2010	14.42%	11.91%	21.94%	15.67%	27.27%	4.39%	13.48%	n/a	n/a	319
2010/2011	22.39%	14.93%	28.36%	24.25%	38.81%	8.58%	20.52%	n/a	n/a	268
2011/2012	26.61%	22.98%	19.35%	14.11%	44.35%	5.65%	17.34%	13.31%	16.94%	248
2012/2013	23.22%	23.70%	21.80%	20.38%	57.35%	7.58%	14.22%	18.01%	20.38%	211

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

	Strongly	Agree	Disagree	Strongly	N/A	Total	Weighted
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	Agree			Disagree			Score
(a) The support I receive at the district level related to the DPAS II evaluation process is adequate.	20.38%	61.15%	12.69%	4.23%	1.54%	260	2.95
(b) The training at the district level related to the DPAS II evaluation process is adequate.	19.31%	61.00%	14.67%	3.09%	1.93%	259	2.93
(c) The district resources available related to the DPAS II evaluation are adequate.	18.29%	64.98%	10.89%	3.50%	2.33%	257	2.93
(d) The development coaches have been useful to the process.	27.63%	35.80%	9.34%	5.45%	21.79%	257	2.42

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) DPAS II communications from the DDOE have been of quality.	1.54%	42.86%	35.52%	20.08%	259	2.26
(b) DPAS II communications from the DDOE have been clear.	1.54%	29.73%	45.17%	23.55%	259	2.09
(c) DPAS II communications from the DDOE have been accurate.	1.55%	39.92%	40.70%	17.83%	258	2.25
(d) DPAS II communications from the DDOE have been timely.	1.16%	31.78%	44.19%	22.87%	258	2.11
(e) DPAS II communications from the DDOE have been valuable.	1.56%	51.17%	28.91%	18.36%	256	2.36

Q6. What sources of information were valuable to you around the process and changes to the process?								
	My evaluator	Other district or school administrators other than my evaluator.	DDOE materials	District materials	District trainings	Delaware Development Coaches	Other (please specify)	Total
Responses Received in %	64.98%	48.25%	29.18%	33.46%	52.53%	38.13%	7.78%	257
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.								

Data Related Issues (Q10)

Q10) What specific issues were encountered with Component V of the teacher and specialist processes?

Teachers

The majority of teachers believe that student data helps them adjust instruction. The lowest scoring item, however, was “I was able to complete the data documentation requirements without difficulty.” When asked about Measures A & B, the highest scoring item was “My evaluator understands weighting of Measures A and B.” The lowest scoring item was “Measure A is a valid measure of my effectiveness. For Measures B & C, the highest scoring item was “My evaluator understands weighting of Measures B and C.” The lowest scoring item was “My selected Measure B assessments are valid measures of my effectiveness.” For Measure C, the highest scoring item was “In general, my evaluator understands the nuts and bolts of the student improvement component.” The lowest scoring item for Measure C was “The 100% weighting given to Measure C is a fair representation of my effectiveness.”

Data Related Items

Please indicate your level of agreement with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Student data gives me an accurate picture of my students' progress.	10.89%	56.50%	26.92%	5.70%	3949	2.73
(b) I was able to complete the data documentation requirements without difficulty.	5.14%	48.55%	36.59%	9.72%	3930	2.49
(c) Student data helps me adjust instruction for my students.	14.65%	67.44%	14.27%	3.64%	3925	2.93
(d) There was congruence with the results of school level data and my classroom data.	4.74%	59.61%	30.12%	5.53%	3815	2.64

Group 1: Please indicate your level of agreement with the following statements.						
Q44. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Measure A is an appropriate measure.	5.43%	48.52%	30.67%	15.37%	1288	2.44
(b) Measure A is fair.	4.44%	44.20%	33.15%	18.21%	1285	2.35
(c) Measure A is a valid measure of my students' performance.	3.83%	40.28%	37.63%	18.27%	1281	2.30
(d) Measure A is a valid measure of my effectiveness.	3.61%	35.58%	38.87%	21.94%	1276	2.21
(e) My selected Measure B assessments are appropriate.	5.08%	54.26%	27.05%	13.60%	1279	2.51
(f) My selected Measure B assessments are fair.	4.98%	52.49%	28.23%	14.31%	1286	2.48

(g) My selected Measure B assessments are valid measures of my students' performance.	4.44%	47.62%	32.27%	15.67%	1283	2.41
(h) My selected Measure B assessments are valid measure of my effectiveness..	4.14%	42.08%	35.28%	18.50%	1281	2.32
(i) The selections I had in Measure B were fair.	4.63%	53.57%	27.61%	14.20%	1275	2.49
(j) The selections available in Measure B were adequate.	4.48%	50.71%	29.40%	15.41%	1272	2.44
(k) The selecti0ns available in Measure B were relevant.	4.50%	55.56%	26.68%	13.26%	1267	2.51
(l) The process for selecting Measure B assessments was fair.	4.79%	53.61%	26.06%	15.54%	1274	2.48
(m) The 50% weighting given to Measures A and B is a fair representation of my effectiveness.	3.21%	37.30%	36.76%	22.73%	1276	2.21
(n) The combinations of ratings (e.g. exceeds, satisfactory, unsatisfactory) which determine the summative rating are fair.	3.37%	45.65%	32.03%	18.95%	1277	2.33
(o) The aggregating of the measures that populate Measure B is fair.	3.77%	47.55%	33.44%	15.24%	1247	2.40
(p) The growth targets that are set for Measure A are fair.	3.78%	40.39%	32.13%	23.70%	1270	2.24
(q) In general, my evaluator understands the nuts and bolts of the student improvement component.	16.17%	61.62%	13.74%	8.48%	1274	2.86
(r) My evaluator understands weighting of Measures A and B.	16.39%	63.14%	13.49%	6.98%	1275	2.89
(s) My evaluator understands how to aggregate my two Measure B assessments.	16.00%	61.23%	15.05%	7.72%	1269	2.86

Group 2: Please select your level of agreement with the following statements.						
Q45. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) My selected Measure B assessments are appropriate measures.	6.45%	50.69%	28.72%	14.14%	1379	2.49
(b) My selected Measure B assessment are fair.	5.94%	48.91%	30.07%	15.07%	1380	2.46
(c) My selected Measure B assessments are valid measures of my students' performance.	5.52%	42.45%	34.40%	17.63%	1378	2.36
(d) My selected Measure B assessments are valid measures of my effectiveness.	4.89%	38.44%	37.27%	19.40%	1371	2.29
(e) The selections I had in Measure B were fair.	5.69%	50.91%	28.96%	14.44%	1371	2.48
(f) The selections available in Measure B were adequate.	5.54%	46.36%	32.22%	15.89%	1372	2.42
(g) The selections available in Measure B were relevant.	5.70%	51.86%	27.47%	14.97%	1369	2.48
(h) The process for selecting Measure B assessments was fair.	5.77%	51.53%	28.61%	14.09%	1370	2.49
(i) My selected Measure C growth goals are appropriate measures.	7.24%	59.11%	23.99%	9.66%	1367	2.64
(j) My selected Measure C growth goals are fair.	7.40%	58.80%	23.83%	9.97%	1364	2.64

(k) My selected Measure C growth goals are valid measures of my students' performance.	6.47%	52.87%	28.16%	12.50%	1360	2.53
(l) My selected Measure C growth goals are valid measures of my effectiveness.	6.63%	47.94%	31.89%	13.55%	1358	2.48
(m) The process for selecting Measure C growth goals was fair.	7.36%	57.66%	24.23%	10.75%	1358	2.62
(n) The 50% weighting given to Measures B and C is a fair representation of my performance.	4.70%	38.94%	38.35%	18.00%	1361	2.30
(o) The 50% weighting given to Measures B and C is appropriate.	4.87%	41.74%	36.73%	16.67%	1356	2.35
(p) The combinations of ratings (e.g. exceeds, satisfactory, unsatisfactory) which determine the summative rating are fair.	4.67%	46.03%	33.88%	15.42%	1349	2.40
(q) The aggregating of the measures that populate B or C is fair.	4.52%	44.65%	35.44%	15.38%	1326	2.38
(r) In general, my evaluator understands the nuts and bolts of the student improvement component.	12.10%	59.90%	17.77%	10.23%	1339	2.74
(s) My evaluator understands weighting of Measures B and C.	11.93%	63.24%	16.28%	8.55%	1333	2.79
(t) My evaluator understands how to aggregate my four Measures of B and C.	12.27%	60.69%	17.85%	9.19%	1328	2.76

Group 3- Please indicate your level of agreement with the following statements.						
Q46. Agreeability Scale:						
	Strong Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) My selected measure C growth goals are appropriate measures.	10.41%	56.73%	22.44%	10.41%	557	2.67
(b) My selected Measure C growth goals are fair.	9.69%	56.73%	23.88%	9.69%	557	2.66
(c) My selected Measure C growth goals are valid measures of my students' performance.	7.88%	48.35%	29.85%	13.92%	546	2.5
(d) My selected Measure C growth goals are valid measures of my effectiveness.	6.88%	40.58%	35.14%	17.39%	552	2.37
(e) The process for selecting Measure C growth goals was fair.	8.88%	53.44%	24.46%	13.22%	552	2.58
(f) The 100% weighting given to Measure C is a fair representation of my effectiveness.	6.00%	33.82%	40.73%	19.45%	550	2.26
(g) The 100% weighting given to Measure C is appropriate.	6.39%	35.58%	39.05%	18.98%	548	2.29
(h) The combinations of ratings (e.g. exceeds, satisfactory, unsatisfactory) which determine the summative rating are fair.	6.18%	52.73%	28.00%	13.09%	550	2.52
(i) The aggregating of the measures that populate C is fair.	5.63%	46.28%	34.30%	13.79%	551	2.44
(j) In general, my evaluator understands the nuts and bolts of the student improvement component.	16.36%	55.64%	17.09%	10.91%	550	2.77
(k) My evaluator understands how to aggregate my four C Measures.	15.36%	55.76%	17.55%	11.33%	547	2.75

Specialists

Among specialists, the highest scoring item for Measure C was "In general, my evaluator understands the nuts and bolts of the student improvement component." The lowest scoring item was "The 100% weighting given to Measure C is a fair representation of my effectiveness." The majority responded that student data helps

them make adjustments. However, the responses were about even on agreement and disagreement with congruence with results and classroom data.

Data Related Items

Please indicate your level of agreement with each of the following statements:

Data Related Items: Please indicate your level of agreement with the following statements.						
Q33. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Student data gives me an accurate picture of my school's progress.	8.76%	47.81%	29.07%	14.36%	571	2.51
(b) I was able to complete the data documentation requirements without difficulty.	3.75%	42.32%	40.36%	13.57%	560	2.36
(c) Student data helps me adjust instruction for my students.	10.91%	51.82%	23.09%	14.18%	550	2.59
(d) There was congruence with the results of school level data and my classroom data.	4.17%	44.44%	33.53%	17.86%	504	2.35

Group 3 - Please indicate your level of agreement with the following statements.						
Q5. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) My selected measure C growth goals are appropriate.	4.62%	63.76%	24.10%	7.52%	585	2.65
(b) My selected Measure C growth goals are fair.	4.43%	64.57%	23.34%	7.67%	587	2.66
(c) My selected Measure C goals are valid measures of my students' performance.	2.58%	45.88%	37.63%	13.92%	582	2.37
(d) My selected Measure C growth goals are valid measures of my effectiveness.	2.56%	42.08%	39.69%	15.67%	587	2.32
(e) The process for selecting Measure C growth goals was fair.	3.76%	60.00%	25.98%	10.26%	585	2.57
(f) The 100% weighting given to Measure C is a fair representation of my effectiveness.	1.88%	31.68%	42.81%	23.63%	584	2.12
(g) The 100% weighting given to Measure C is appropriate.	2.08%	32.12%	42.36%	23.44%	576	2.13
(h) The combinations of ratings (e.g. exceeds, satisfactory, unsatisfactory) which determine the summative	2.59%	56.13%	28.67%	12.61%	579	2.49

rating are fair.						
(i) The aggregating of the measures that populate C is fair.	2.31%	47.15%	35.94%	14.59%	562	2.37
(j) In general, my evaluator understands the nuts and bolts of the student improvement component.	10.92%	63.08%	20.10%	5.89%	577	2.79
(k) My evaluator understands how to aggregate my four C measures.	11.01%	61.99%	20.96%	6.04%	563	2.78

Administrators

Administrators agreed that student data gives them an accurate picture of progress.

Data Related Items

Please indicate your level of agreement with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Student data gives me an accurate picture of my school's progress.	36.54%	49.23%	11.54%	2.69%	260	3.2
(b) I was able to complete the data documentation requirements without difficulty.	14.84%	41.41%	36.33%	7.42%	256	2.64
(c) Student data helps me adjust goals for my school evaluation system should be continued in its current form.	22.83%	47.64%	23.23%	6.30%	254	2.87

Improvement Plans (Q16)

Q16) Is the “Improvement Plan” process helpful?

Only 1.3% of the teacher respondents were placed on improvement plans in 2012-2013. There were less than 1% of specialists and administrators were placed on an improvement plan. Therefore, those results will not be reported. Among teachers on improvement plans, 63% responded “Strongly Agree” or “Agree,” when asked if the improvement plan outlined measurable goals to work toward achieving.

Teachers

Improvement Plans

Please indicate your level of agreement with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The Improvement Plan process helped direct my professional growth goals.	15.38%	44.23%	23.08%	17.31%	52	2.58
(b) The Improvement Plan recommendations were useful.	15.38%	44.23%	21.15%	19.23%	52	2.56
(c) There are adequate resources to implement improvement plans.	13.46%	36.54%	26.92%	23.08%	52	2.4
(d) The Improvement Plan outlined measurable goals for me to work toward achieving.	15.69%	47.06%	17.65%	19.61%	51	2.59

Teachers

Improvement Plans

Were you placed on an improvement plan this year?

	Yes	No	Total
2008/2009	1.32%	98.68%	3261
2009-2010	1.14%	98.86%	4819
2010-2011	1.60%	98.4%	3569
2011-2012	1.27%	98.73%	3610
2012-2013	1.30%	98.70%	4009

Website Evaluation (Q24)

Q24) Does the system provide the necessary support and resources to allow educators to reflect on and identify ways to improve their practice?

The majority of teachers were aware of the website. The majority responded positively to items around the website and online manual.

Teachers Website Evaluation

Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(e) There was congruence with the results of school level data and my classroom data.	2.21%	61.75%	30.06%	5.99%	3174	2.6
(f) The online manual was useful.	2.14%	55.63%	34.68%	7.55%	3178	2.52
(g) The online manual was easy to use.	2.06%	51.93%	38.09%	7.92%	3156	2.48
(h) The training materials were helpful.	2.04%	59.86%	31.20%	6.91%	3186	2.57
(i) The FAQs addressed my questions.	1.73%	55.27%	35.98%	7.02%	3121	2.52
(j) The DDOE website provides me with all the information I need on DPAS II.	2.28%	53.49%	35.53%	8.70%	3206	2.49

Q17. Which of the following resources and supports did you utilize for DPAS II? (select all that apply)						
	DDOE trainings	DPAS II Component V hotline	Delaware Academy for School Leadership (DASL) trainings	Educationally Speaking DPAS II related professional development	Other (please specify)	Total
Responses Received in %	60.92%	6.30%	2.74%	23.29%	23.74%	2666

Specialists

The majority of specialists responded positively to items on the online manual and website. The main resources used were DDOE trainings.

Website Evaluation

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(d) The online manual was useful.	5.88%	60.63%	28.51%	4.98%	442	2.67

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(e) The online manual was easy to use.	4.57%	55.02%	35.62%	4.79%	438	2.59
(f) The training materials were helpful.	3.80%	65.77%	25.95%	4.47%	447	2.69
(g) The FAQs addressed my questions.	2.75%	51.38%	39.22%	6.65%	436	2.5
(h) The DDOE website provides me with all the information I need on DPAS II.	2.26%	46.83%	42.99%	7.92%	442	2.43

Q18. Which of the following resources and supports did you utilize for DPAS II? (Select all that apply)						
	DDOE trainings	DPAS II Component V hotline	Delaware Academy for School Leadership (DASL) trainings	Educationally Speaking DPAS II related to professional development	Other (please specify)	Total
Responses Received in %	64.18%	5.05%	2.20%	24.62%	36.04%	455
Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.						

Administrators

As with teachers and specialists, administrators responded positively to items on the online manual and website. DDOE trainings and Administrator PLCs were selected as the most used resources.

Website Evaluation

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(d) The online manual was useful.	5.16%	76.19%	14.29%	4.37%	252	2.82
(e) The online manual was easy to use.	5.56%	71.43%	18.65%	4.37%	252	2.78
(f) The training materials were helpful.	4.78%	70.52%	19.52%	5.18%	251	2.75
(g) The FAQs addressed my questions.	3.67%	62.04%	27.35%	6.94%	245	2.62
(h) The website provides me with all the information I need on DPAS II.	3.56%	58.89%	30.04%	7.51%	253	2.58

Q12. Which of the following resources and supports did you utilize for DPAS II? (Select all that apply)								
	Development Coaches	DDOE trainings	DPAS II Component V hotline	Delaware Academy for School Leadership (DASL) trainings	Educationally Speaking DPAS II related professional development	Administrator PLCs	Other	Total
Responses Received in %	50.00%	63.95%	6.59%	46.12%	39.53%	56.98%	13.95%	258

Website Evaluation

Are you familiar with the Department of Education website that supports DPAS II?

2012-2013	Yes	No
Teachers	72.54%	27.46%
Specialists	82.27%	17.73%
Administrators	96.50%	3.5%

There were a few positive comments about the online materials among interviewees.

Handling Unique Circumstances (Q25)

25) What unique circumstances were encountered? How were they handled?

No specific unique circumstances were brought to the attention of the interviewers or during the focus groups.

General System (Q26)

26) As a whole, how did the system work?

Teachers

The majority of teachers believed the system needs improving and should not be continued in its current form. They do believe it is being implemented appropriately. There is not a clear consensus on responses to walk-throughs. The majority responded “Some Understanding” of rubrics, process, and expectations. Thirty-seven percent responded that DPAS II was one of the top three efforts.

General System Items

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The DPAS II evaluation system needs improving.	38.72%	47.56%	12.84%	0.88%	3957	3.24
(b) I believe the DPAS II evaluation system is being implemented appropriately in my work location.	8.50%	66.19%	18.84%	6.47%	3955	2.77
(c) I believe the current DPAS II evaluation system should be continued in its current form.	1.62%	23.27%	48.48%	26.62%	3940	2

Q26. How often has an evaluator conducted a walk-through in your classroom?

	Never	1 time	2-3 times	4-5 times	6 or more times per year	Total
Responses Received in %	4.23%	8.05%	28.39%	21.42%	37.91%	3899

Q27. Prior to DPAS II, how often did an evaluator conduct a walk-through in your classroom?							
	Never	1 time	2-3 times	4-5 times	6 or more times per year	Don't know	Total
Responses Received in %	7.67%	9.23%	30.78%	17.26%	19.31%	15.75%	3899

Walk-throughs: Please indicate your level of agreement with the following statements.							
Q19. Agreeability Scale:							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Weighted Score
(a) Administrator walk-throughs improve teaching more than announced observations.	9.57%	34.61%	32.74%	14.15%	8.93%	3909	2.22
(b) Unannounced observations by an administrator improve teaching more than walk-throughs.	6.78%	30.75%	40.14%	12.37%	9.96%	3896	2.12
(c) Prior to DPAS II, walk-throughs were conducted more frequently during the year.	6.47%	25.52%	38.76%	14.25%	15.00%	3880	1.94
(d) Walk-throughs should be part of a formative evaluation.	6.18%	36.50%	29.24%	20.62%	7.46%	3899	2.13
(e) Walk-throughs should be part of a summative evaluation.	4.89%	29.76%	34.45%	22.89%	8.01%	3884	2.01

How valuable are the following in the DPAS II process?						
Q20. Valuable Scale:						
	Very Valuable	Some Value	Limited Value	Not at all Valuable	Total	Weighted Score
(a) Announced observations	40.07%	46.73%	10.57%	2.63%	3916	3.24
(b) Unannounced observations	26.82%	52.49%	15.79%	4.90%	3900	3.01
(c) Announced walk-throughs	17.81%	50.95%	23.57%	7.66%	3890	2.79
(d) Unannounced walk-throughs	22.13%	47.66%	21.19%	9.02%	3913	2.83
(e) Peer observations	33.53%	44.21%	15.55%	6.71%	3859	3.05
(f) Use of Danielson rubrics	7.08%	42.17%	30.61%	20.14%	3590	2.36
(g) Mentoring	27.31%	43.91%	18.69%	10.10%	3783	2.88
(h) Professional Learning Communities (PLCs)	23.70%	40.09%	23.90%	12.31%	3891	2.75
(i) Data Coaches	9.62%	30.25%	29.60%	30.53%	3835	2.19
(j) Building Level Administrators	39.78%	43.81%	11.29%	5.11%	3896	3.18
(k) District Level Administrators	13.24%	38.49%	30.46%	17.82%	3845	2.47

Indicate your level of understanding of the following:						
Q21. Level of Understanding Scale:						
	Complete Understanding	Some Understanding	Limited Understanding	No Understanding	Total	Weighted Score
(a) DPAS II rubrics	22.41%	56.62%	18.17%	2.79%	3868	2.99
(b) DPAS II process	23.13%	59.40%	15.78%	1.68%	3865	3.04
(c) DPAS II expectations	24.50%	57.47%	16.11%	1.92%	3861	3.05
(d) Commendations	18.87%	52.57%	20.59%	7.97%	3827	2.82

Indicate the level of impact for each of the following statements.						
Q22. Level of Impact Scale:						
	Major Impact	Some Impact	Limited Impact	No Impact	Total	Weighted Score
(a) What level of impact does the use of rubrics have on positive reinforcement?	10.47%	60.02%	22.05%	7.47%	3869	2.73
(b) What level of impact does DPAS II overall have on improving my teaching?	11.54%	52.27%	26.83%	9.35%	3891	2.66
(c) What level of impact does the Planning and Preparation component have on improving my teaching?	22.88%	50.84%	19.27%	7.01%	3881	2.9
(d) What level of impact does the Classroom Environment component have on improving my teaching?	21.94%	51.29%	19.29%	7.48%	3888	2.88
(e) What level of impact does the Instruction component have on improving my teaching?	26.90%	50.98%	16.01%	6.11%	3878	2.99
(f) What level of impact does the Professional Responsibilities component have on improving my teaching?	11.49%	50.28%	26.89%	11.33%	3882	2.62
(g) What level of impact does the Student Improvement component have on improving my teaching?	18.16%	45.82%	24.72%	11.31%	3872	2.71
(h) What level of impact do unannounced observations have on improving my teaching?	12.55%	50.53%	25.99%	10.93%	3879	2.65
(i) What level of impact do announced observations have on improving my teaching?	16.83%	54.36%	21.09%	7.72%	3874	2.8
(j) What level of impact do unannounced walk-throughs have on improving my teaching?	11.98%	47.06%	27.35%	13.61%	3865	2.57
(k) What level of impact do announced walk-throughs have on improving my teaching?	10.25%	49.14%	27.53%	13.08%	3854	2.57
(l) What level of impact do peer observations have on increasing effective conversations about teaching?	21.72%	50.12%	18.94%	9.22%	3849	2.84

Please indicate your level of agreement with the following statements.						
Q6. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Performance Plus is important to the process.	4.03%	50.73%	35.21%	10.04%	3846	2.49
(b) Performance Plus is easy to utilize for the DPAS II process.	2.80%	42.37%	40.37%	14.46%	3887	2.34

Q37. Please select an option that best describes how the DPAS II process compares to other initiatives ongoing in your school.					
	The DPAS II evaluation process is the most significant driver of student achievement gains.	DPAS II is one of the top three efforts.	DPAS II is one of the top five efforts.	The DPAS II process is not one of the important drivers of student achievement gains.	Total
Responses Received in %	9.85%	37.47%	24.22%	28.46%	3827

Please indicate your level of agreement with the following statements.						
Q51. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) I believe I was able to contribute to the changes in the DPAS II system.	3.01%	26.71%	47.90%	22.38%	3785	2.1

Please indicate your level of agreement with the following statements.						
Q51. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(b) I believe educators have been adequately involved in improving the DPAS II system.	3.20%	35.46%	41.42%	19.92%	3776	2.22
(c) Professional development opportunities are aligned to the DPAS II appraisal components.	3.61%	50.21%	32.93%	13.25%	3744	2.44
(d) Professional development opportunities are consistent with the measures used in the Student Improvement component.	3.48%	45.01%	35.80%	15.72%	3735	2.36

General System (Q26) – System Monitoring, Quality, and Fairness

Teachers

The majority believes there is district and state monitoring, although slightly less for the state. There is not a consensus of opinion on the highly effective rating. Implementation is on schedule and organized. The majority selected “Medium Quality” for the list of items.

District and State Monitoring: Please indicate your level of agreement with the following statements.							
Q23. Agreeability Scale							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Weighted Score
(a) My district monitors the evaluation system process adequately.	9.71%	51.32%	11.18%	5.06%	22.73%	3872	2.2
(b) My district ensures that the evaluation system is implemented consistently.	9.50%	48.59%	13.56%	6.61%	21.74%	3873	2.18
(c) My district ensures that the evaluation system is implemented fairly.	8.98%	49.56%	11.96%	6.60%	22.89%	3862	2.15
(d) My district ensures that the evaluation system is implemented as intended.	9.22%	51.29%	11.96%	5.41%	22.11%	3862	2.2
(e) The state monitors the evaluation systems process adequately.	5.71%	39.03%	13.78%	7.37%	34.11%	3838	1.75
(f) The state ensures that the evaluation system is implemented consistently.	5.30%	38.39%	14.23%	8.68%	33.40%	3850	1.74
(g) The state ensures that the evaluation system is implemented fairly.	5.02%	37.07%	14.70%	9.65%	33.54%	3822	1.7
(h) The state ensures that the evaluation system is implemented as intended.	5.27%	38.40%	13.86%	8.46%	34.01%	3831	1.72

Recommendations: Please indicate your level of agreement with the following statements.						
Q30. Agreeability Scale						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The requirements of the "highly effective" rating are fair.	6.56%	43.40%	34.25%	15.79%	3813	2.41
(b) The requirements of the "highly effective" rating are appropriate.	6.40%	45.09%	33.60%	14.91%	3810	2.43
(c) The requirements for being rated "highly effective" are understandable.	7.26%	56.57%	25.60%	10.57%	3804	2.61
(d) The requirements for being rated	6.54%	49.04%	31.11%	13.31%	3809	2.49

"highly effective" are aligned to my work.						
(e) The requirements for "highly effective" ratings are realistic.	5.95%	42.47%	35.43%	16.14%	3779	2.38
(f) The evaluation process should be differentiated based on an educator's years of experience.	11.91%	44.44%	34.73%	8.92%	3812	2.59
(g) The evaluation process should be differentiated based on an educator's role.	22.47%	57.61%	15.50%	4.42%	3800	2.98

Implementation: Please indicate your level of agreement with the following statements.						
Q31. Agreeability Scale						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Overall, the evaluation process is implemented consistently at my school.	16.06%	64.25%	14.91%	4.78%	3804	2.92
(b) Overall, the evaluation process is implemented appropriately at my school.	15.53%	66.71%	13.16%	4.61%	3800	2.93
(c) Implementation is organized.	16.08%	65.01%	13.76%	5.14%	3793	2.92
(d) My conferences are on schedule.	20.61%	65.53%	9.74%	4.13%	3800	3.03
(e) The Student Improvement component is implemented appropriately for my group.	10.57%	54.87%	22.95%	11.61%	3756	2.64
(f) The Student Improvement component is implemented consistently for my group.	11.19%	60.16%	18.96%	9.69%	3745	2.73

Quality: Please indicate the level of quality for the following items.				
Q32. Level of Quality Scale:				
	High Quality	Medium Quality	Low Quality	Total
(a) Overall, the evaluation process	19.09%	61.55%	19.36%	3792
(b) Implementation of the appraisal criteria for Planning and Preparation	28.84%	60.48%	10.68%	3765
(c) Implementation of the appraisal criteria for Classroom Environment	29.48%	59.45%	11.07%	3758
(d) Implementation of the appraisal criteria for Instruction	30.01%	59.64%	10.35%	3776
(e) Implementation of the appraisal criteria for Professional Responsibilities	25.85%	59.96%	14.19%	3764
(f) Implementation of the appraisal criteria for Student Improvement	16.68%	49.85%	33.47%	3777
(g) Setting goals or selecting assessments	19.98%	54.94%	25.09%	3779
(h) Fall Conference	28.07%	57.86%	14.08%	3730
(i) Spring Conference	27.54%	58.88%	13.58%	3660
(j) Observations	35.39%	55.03%	9.58%	3769

General System (Q26) – Appraisals

Teachers

Teachers were asked to rate various items around appraisals according to importance, ease of implementation, and fairness. The majority selected the “Somewhat” response to importance, ease of implementation, and fairness.

Q33. Importance- How important are each of the items listed to the evaluation process?					
	Very Important	Somewhat Important	Not Important	Total	Weighted Score
(a) The Appraisal Cycle	32.14%	61.08%	6.77%	3338	2.25
(b) The Summative Evaluation Ratings	39.13%	55.38%	5.49%	3315	2.34
(c) The process for determining the summative evaluation rating	36.21%	57.71%	6.08%	3289	2.3
(d) Appraisal component Planning and Preparation	41.40%	54.31%	4.29%	3333	2.37
(e) Appraisal component Classroom Environment	41.22%	54.00%	4.78%	3326	2.36
(f) Appraisal component Instruction	47.96%	48.74%	3.30%	3330	2.45
(g) Appraisal component Professional Responsibilities	28.98%	58.84%	12.18%	3316	2.17
(h) Appraisal component Student Improvement	31.84%	56.79%	11.37%	3282	2.2

Q34. Ease of Implementation- How easy is the item listed to implement?					
	Very Easy to Implement	Somewhat Easy to Implement	Difficult to Implement	Total	Weighted Score
(a) The Appraisal Cycle	13.43%	69.28%	17.29%	2793	1.96
(b) The Summative Evaluation Ratings	16.50%	69.46%	14.04%	2728	2.02
(c) The process for determining the summative evaluation rating	12.68%	69.57%	17.74%	2728	1.95
(d) Appraisal component Planning and Preparation	24.77%	65.94%	9.29%	2766	2.15
(e) Appraisal component Classroom Environment	27.25%	63.88%	8.87%	2752	2.18
(f) Appraisal component Instruction	25.46%	66.28%	8.27%	2734	2.17
(g) Appraisal component Professional Responsibilities	23.75%	65.20%	11.05%	2750	2.13
(h) Appraisal component Student Improvement	8.04%	50.41%	41.54%	2785	1.66

Q35. Fairness of the Process- how fair is the listed item?					
	Very Fair	Somewhat Fair	Not Fair at All	Total	Weighted Score
(a) The Appraisal Cycle	17.95%	70.15%	11.90%	2707	2.06
(b) The Summative Evaluation Ratings	18.44%	65.59%	15.97%	2674	2.02
(c) The process for determining the summative evaluation rating	15.55%	64.81%	19.64%	2668	1.96
(d) Appraisal component Planning and Preparation	31.14%	60.94%	7.92%	2678	2.23
(e) Appraisal component Classroom Environment	30.91%	59.66%	9.43%	2672	2.21

Q35. Fairness of the Process- how fair is the listed item?					
	Very Fair	Somewhat Fair	Not Fair at All	Total	Weighted Score
(f) Appraisal component Instruction	30.92%	60.98%	8.10%	2668	2.23
(g) Appraisal component Professional Responsibilities	25.10%	61.81%	13.09%	2681	2.12
(h) Appraisal component Student Improvement	8.22%	45.49%	46.29%	2726	1.62

Specialists

The majority of specialists disagree that the DPAS II system should continue in its current form. As with teachers, the majority also believes that it is being implemented appropriately. The majority selected “Some Understanding” of rubrics, process, and expectations. The majority also selected “Some Impact” on the impact of various components and types of observations. There is not a consensus on Performance Plus.

General System Items

Please indicate your level of agreement with the following statements.

System Related Items: Please indicate your level of agreement with each of the following statements.						
Q9. Agreeability Scale:						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The DPAS II evaluation system needs improving.	44.58%	42.03%	12.03%	1.36%	590	3.3
(b) I believe the DPAS II evaluation system is being implemented appropriately in my work location.	6.56%	62.18%	23.49%	7.77%	579	2.68
(c) I believe the DPAS II evaluation system should be continued in its current form.	0.86%	20.14%	44.58%	34.42%	581	1.87

How valuable are the following in the DPAS II process?						
Q10. Valuable Scale:						
	Very Valuable	Some Value	Limited Value	Not at all Valuable	Total	Weighted Score
(a) Announced observations	29.79%	50.86%	15.07%	4.28%	584	3.06
(b) Unannounced observations	23.02%	52.41%	19.07%	5.50%	582	2.93
(c) Peer observations	28.04%	46.68%	14.21%	11.07%	542	2.92
(d) Use of Danielson rubrics	6.67%	40.20%	27.25%	25.88%	510	2.28
(e) Mentoring	29.32%	42.67%	14.47%	13.53%	532	2.88
(f) Professional Learning Communities (PLCs)	19.41%	41.04%	20.89%	18.67%	541	2.61
(g) Data Coaches	9.21%	31.86%	28.60%	30.33%	521	2.2
(h) Building Level Administrators	34.28%	43.64%	15.19%	6.89%	566	3.05
(i) District level Administrators	13.90%	37.55%	30.51%	18.05%	554	2.47

Indicate your level of understanding of the following:						
Q11. Level of Understanding Scale:						
	Complete Understanding	Some Understanding	Limited Understanding	No Understanding	Total	Weighted Score
(a) DPAS II rubrics	16.11%	56.57%	20.84%	6.48%	571	2.82
(b) DPAS II process	21.25%	59.58%	16.90%	2.26%	574	3

Indicate your level of understanding of the following:						
Q11. Level of Understanding Scale:						
	Complete Understanding	Some Understanding	Limited Understanding	No Understanding	Total	Weighted Score
(c) DPAS II expectations	21.50%	60.66%	15.91%	1.92%	572	3.02
(d) Commendations	13.93%	57.86%	21.79%	6.43%	560	2.79

Indicate the level of impact for each of the following statements.						
Q12. Level of Impact Scale:						
	Major Impact	Some Impact	Limited Impact	No Impact	Total	Weighted Score
(a) What level of impact does the use of rubrics have on positive reinforcement?	6.28%	48.11%	31.24%	14.36%	557	2.46
(b) What level of impact does DPAS II overall have on improving my effectiveness?	5.16%	42.00%	35.80%	17.04%	581	2.35
(c) What level of impact does the Planning and Preparation component have on improving my effectiveness?	10.73%	43.94%	30.45%	14.88%	578	2.51
(d) What level of impact does the Professional Practice and Delivery of Service component have on improving my effectiveness?	12.24%	46.03%	27.24%	14.48%	580	2.56
(e) What level of impact does the Professional Collaboration and Consultation component have on improving my effectiveness?	11.98%	46.88%	27.78%	13.37%	576	2.57
(f) What level of impact does the Professional Responsibilities component have on improving my effectiveness?	10.17%	44.66%	31.03%	14.14%	580	2.51
(g) What level of impact does the Student Improvement component have on improving my effectiveness?	11.13%	35.13%	32.00%	21.74%	575	2.36
(h) What level of impact do unannounced observations have on improving my effectiveness?	6.93%	40.21%	35.36%	17.50%	577	2.37
(i) What level of impact do announced observations have on improving my effectiveness?	9.76%	41.46%	34.49%	14.29%	574	2.47
(j) What level of impact do peer observations have on increasing effective conversations about effectiveness?	13.55%	44.21%	25.67%	16.58%	561	2.55

Please indicate your level of agreement with the following statements.						
Q34. Agreeability Scale						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Performance Plus is important to the process.	4.08%	43.88%	38.25%	13.79%	515	2.38
(b) Performance Plus is easy to utilize.	3.27%	37.69%	43.46%	15.58%	520	2.29

Q26. Please select an option that best describes how the DPAS II process compares to other initiatives ongoing in your school.					
	The DPAS II evaluation process is the most significant driver of student achievement gains.	DPAS II is one of the top three efforts.	DPAS II is one of the top five efforts.	The DPAS II process is not one of the important drivers of student achievement gains.	Total
Responses Received in %	7.19%	31.65%	24.64%	36.51%	556

Please indicate your level of agreement with the following statements.						
Q44. Agreeability Scale						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) I believe I was able to contribute to the changes in the DPAS II system.	3.05%	30.52%	45.96%	20.47%	557	2.16
(b) I believe educators have been adequately involved in improving the DPAS II system.	3.46%	45.72%	36.07%	14.75%	549	2.38
(c) Professional development opportunities are aligned to the DPAS II appraisal components.	3.11%	45.79%	36.26%	14.84%	546	2.37
(d) Professional development opportunities are consistent with the measures used in the Student Improvement component.	2.80%	41.98%	39.18%	16.04%	536	2.32

General System (Q26) – System Monitoring, Quality, and Fairness

Specialists

District and State Monitoring - Please indicate your level of agreement with the following statements.							
Q23. Agreeability Scale							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total	Weighted Score
(a) My district monitors the evaluation system process adequately.	9.79%	43.06%	8.01%	4.27%	34.88%	562	1.89
(b) My district ensures that the evaluation system is implemented consistently.	10.14%	39.86%	11.57%	6.23%	32.21%	562	1.9
(c) My district ensures that the evaluation system is implemented fairly.	9.11%	42.50%	9.29%	4.46%	34.64%	560	1.87
(d) My district ensures that the evaluation system is implemented as intended.	9.45%	45.99%	8.56%	4.10%	31.91%	561	1.97
(e) The state monitors the evaluation system process adequately.	5.53%	34.40%	9.63%	6.06%	44.39%	561	1.51
(f) The state ensures that the evaluation system is implemented consistently.	5.19%	32.92%	11.81%	6.98%	43.11%	559	1.5
(g) The state ensures that the evaluation system is implemented fairly.	5.03%	33.21%	10.77%	7.18%	43.81%	557	1.48
(h) The state ensures that the evaluation system is implemented as intended.	5.05%	35.20%	9.21%	6.32%	44.22%	554	1.51

Please indicate your level of agreement with the following statements.						
Q16. Agreeability Scale						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The requirements of the "highly effective" rating are fair.	5.25%	46.38%	34.06%	14.31%	552	2.43
(b) The requirements of the "highly effective" rating are appropriate.	5.08%	46.46%	33.94%	14.52%	551	2.42
(c) The requirements of the "highly effective" rating are understandable.	5.28%	52.28%	31.69%	10.75%	549	2.52
(d) The requirements for being rated "highly	4.17%	43.56%	34.66%	17.60%	551	2.34

effective" are aligned to my work.						
(e) The requirements for "highly effective" ratings are realistic.	4.24%	42.91%	36.28%	16.57%	543	2.35
(f) The evaluation process should be differentiated based on an educator's years of experience.	11.89%	49.01%	30.63%	8.47%	555	2.64
(g) The evaluation process should be differentiated based on an educator's role.	39.53%	47.29%	9.39%	3.79%	554	3.23

Implementation - Please indicate level of quality for the following statements.					
Q17. Quality Scale:					
	High Quality	Medium Quality	Low Quality	Total	Weighted Score
(a) Overall, the evaluation process	8.63%	60.79%	30.58%	556	1.78
(b) Implementation of the appraisal criteria for Planning and Preparation	13.48%	65.76%	20.77%	549	1.93
(c) Implementation of the appraisal criteria for Professional Practice and Delivery of Service	14.55%	64.36%	21.09%	550	1.93
(d) Implementation of the appraisal criteria for Professional Collaboration and Consultation	13.43%	64.97%	21.60%	551	1.92
(e) Implementation of the appraisal criteria Professional Responsibilities	13.27%	66.36%	20.36%	550	1.93
(f) Implementation of the appraisal criteria for Student Improvement	7.52%	51.74%	40.73%	545	1.67
(g) Setting goals or selecting assessments.	11.39%	56.78%	31.83%	553	1.8
(h) Fall Conference	19.25%	60.93%	19.81%	535	1.99
(i) Spring Conference	18.94%	61.74%	19.32%	528	2
(j) Observations	23.93%	60.85%	15.21%	539	2.09

General System (Q26) – Appraisals

Specialists

Please rate the following items in terms of importance, ease of implementation, and fairness of the process using the table below.					
Q13. Importance: How important are each of the items listed to the evaluation process?					
	Very Important	Somewhat Important	Not Important	Total	Weighted Score
(a) The Appraisal Cycle	18.00%	68.51%	13.50%	489	2.04
(b) The Summative Evaluation Ratings	26.82%	62.79%	10.40%	481	2.16
(c) The process for determining the summative evaluation rating	25.10%	63.49%	11.41%	482	2.14
(d) Appraisal component Planning and Preparation	24.84%	65.42%	9.73%	483	2.15
(e) Appraisal component Professional Practice and Delivery of Service	31.83%	60.37%	7.80%	487	2.24
(f) Appraisal component Professional Collaboration and Consultation	29.07%	61.99%	8.94%	492	2.2
(g) Appraisal component Professional Responsibilities	28.72%	61.36%	9.92%	484	2.19
(h) Appraisal component Student Improvement	23.21%	58.23%	18.57%	474	2.05

Please rate the following items in terms of importance, ease of implementation, and fairness of the process using the table below.					
Q14. Ease of Implementation- How easy is the item listed to implement?					
	Very Easy to Implement	Somewhat Easy to Implement	Difficult to Implement	Total	Weighted Score
(a) The Appraisal Cycle	7.66%	67.46%	24.88%	418	1.83
(b) The Summative Evaluation Ratings	9.80%	68.34%	21.86%	398	1.88
(c) The process for determining the summative evaluation rating	7.07%	67.80%	25.12%	410	1.82
(d) Appraisal component Planning and Preparation	15.33%	66.91%	17.76%	411	1.98
(e) Appraisal component Professional Practice and Delivery of Service	15.29%	66.50%	18.20%	412	1.97
(f) Appraisal component Professional Collaboration and Consultation	12.65%	68.13%	19.22%	411	1.93
(g) Appraisal component Professional Responsibilities	17.00%	64.78%	18.23%	406	1.99
(h) Appraisal component Student Improvement	6.45%	47.39%	46.15%	403	1.6

Please rate the following items in terms of importance, ease of implementation, and fairness of the process using the table below.					
Q15. Fairness of the Process- How fair is the listed item?					
	Very Fair	Somewhat Fair	Not Fair at All	Total	Weighted Score
(a) The Appraisal Cycle	15.35%	72.77%	11.88%	404	2.03

(b) The Summative Evaluation Ratings	14.07%	69.60%	16.33%	398	1.98
(c) The process for determining the summative evaluation rating	11.72%	68.58%	19.70%	401	1.92
(d) Appraisal component Planning and Preparation	19.50%	68.25%	12.25%	400	2.07
(e) Appraisal component Professional Practice and Delivery of Service	19.15%	68.66%	12.19%	402	2.07
(f) Appraisal component Professional Collaboration and Consultation	17.37%	68.73%	13.90%	403	2.03
(g) Appraisal component Professional Responsibilities	19.65%	67.76%	12.59%	397	2.07
(h) Appraisal component Student Improvement	6.08%	47.93%	45.99%	411	1.6

Administrators

The majority of administrators believe that the evaluation system is being implemented appropriately in their work location. However, as with the teachers and specialists, the majority disagree that DPAS II should be continued in its current form and that it needs improving. Administrators responded positively to walk-through items and believe that unannounced observations provide the most value. Very few administrators selected “Limited Understanding” to rubrics, process, and commendations. The majority selected “Some Impact” to the various items around the components and walk-throughs. Lastly, there is not a consensus on Performance Plus; the majority responded that ERS was easy to use and important to the process.

General System Items

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) The DPAS II evaluation system needs improving.	55.78%	39.84%	3.19%	1.20%	251	3.5
(b) I believe the DPAS II evaluation system is being implemented appropriately in my work location.	20.72%	65.34%	11.55%	2.39%	251	3.04
(c) I believe the current DPAS II evaluation system should be continued in its current form.	0.80%	17.13%	50.60%	31.47%	251	1.87

Q28. How often do you conduct school wide walk-throughs?

	Never	1 time	2-3 times	4-5 times	6 or more times per year	Total
Responses Received in %	3.47%	1.93%	13.90%	8.88%	71.81%	259

Q29. Prior to DPAS II, how often did you conduct school wide walk-throughs?

	Never	1 time	2-3 times	4-5 times	6 or more times per year	Total
Responses Received in %	7.87%	1.97%	9.06%	7.87%	73.23%	254

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Administrator walk-throughs improve teaching more than announced observations.	48.44%	38.67%	9.77%	3.13%	256	3.32

(b) Unannounced observations by an administrator improve teaching more than walk-throughs.	28.13%	37.50%	32.42%	1.95%	256	2.92
(c) Prior to DPAS II, walk-throughs were conducted more frequently during the year.	25.88%	31.76%	36.08%	6.27%	255	2.77
(d) Walk-throughs should be part of a formative evaluation.	39.84%	34.38%	20.70%	5.08%	256	3.09
(e) Walk-throughs should be part of a summative evaluation.	35.29%	36.08%	21.96%	6.67%	255	3

How valuable are the following in the DPAS II process?						
Q23. Valuable Scale:						
	Very Valuable	Some Value	Limited Value	Not at all Valuable	Total	Weighted Score
(a) Announced observations	20.69%	43.30%	30.65%	5.36%	261	2.79
(b) Unannounced observations	71.81%	27.03%	0.77%	0.39%	259	3.7
(c) Announced walk-throughs	10.55%	50.00%	30.86%	8.59%	256	2.63
(d) Unannounced walk-throughs	79.23%	16.54%	3.46%	0.77%	260	3.74
(e) Peer observations	57.03%	30.08%	11.33%	1.56%	256	3.43
(f) Use of rubrics	53.08%	37.69%	8.85%	0.38%	260	3.43
(g) Mentoring	56.86%	35.29%	6.67%	1.18%	255	3.48
(h) Professional Learning Communities (PLCs)	67.18%	28.19%	3.86%	0.77%	259	3.62
(i) Data Coaches	24.22%	38.28%	23.83%	13.67%	256	2.73

Please indicate your level of understanding of the following:						
Q24. Level of Understanding Scale:						
	Complete Understanding	Some Understanding	Limited Understanding	No Understanding	Total	Weighted Score
(a) DPAS II rubrics	54.86%	43.19%	1.95%	0%	257	3.53
(b) DPAS II process	64.34%	34.88%	0.78%	0%	258	3.64
(c) DPAS II expectations	55.81%	41.86%	2.33%	0%	258	3.53
(d) Commendations	53.10%	40.70%	5.81%	0.39%	258	3.47

Please indicate the level of impact for each of the following statements.						
Q25. Level of Impact Scale:						
	Major Impact	Some Impact	Limited Impact	No Impact	Total	Weighted Score
(a) What level of impact does use of the rubrics have on positive reinforcement?	19.76%	63.24%	15.02%	1.98%	253	3.01
(b) What level of impact does DPAS II overall have on improving performance?	16.14%	64.57%	18.50%	0.79%	254	2.96
(c) What level of impact does the Vision and Goals component have on improving performance?	17.39%	64.43%	15.02%	3.16%	253	2.96

(d) What level of impact does the Culture of Learning component have on improving performance?	26.77%	61.81%	9.84%	1.57%	254	3.14
(e) What level of impact does the Management component have on improving performance?	27.67%	62.06%	9.09%	1.19%	253	3.16
(f) What level of impact does the Professional Responsibilities component have on improving performance?	14.62%	59.68%	22.53%	3.16%	253	2.86
(g) What level of impact does the Student Improvement component have on improving performance?	19.61%	50.20%	22.75%	7.45%	255	2.82
(h) What level of impact do unannounced observations have on improving performance?	44.49%	48.82%	5.51%	1.18%	254	3.37
(i) What level of impact do announced observations have on improving performance?	11.86%	61.26%	22.53%	4.35%	253	2.81
(j) What level of impact do unannounced walk-throughs have on improving performance?	43.92%	49.41%	5.10%	1.57%	255	3.36
(k) What level of impact do announced walk-throughs have on improving performance?	11.81%	57.09%	25.20%	5.91%	254	2.75
(l) What level of impact do peer observations have on increasing effective conversations about performance?	35.71%	48.81%	13.89%	1.59%	252	3.19

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Performance Plus is important to the process.	3.64%	43.72%	33.60%	19.03%	247	2.32
(b) Performance Plus is easy to use.	2.44%	28.86%	43.90%	24.80%	246	2.09
(c) ERS is important to the process.	8.40%	49.60%	28.80%	13.20%	250	2.53
(d) The ERS work is easy to use.	12.05%	51.81%	22.49%	13.65%	249	2.62

Q33. Please select an option that best describes how the DPAS II process compares to other initiatives ongoing in your school.					
	The DPAS II evaluation process is the most significant driver of student achievement gains.	DPAS II is one of the top three efforts.	DPAS II is one of the top five efforts.	DPAS II process is not one of the important drivers of student achievement gains.	Total
Responses Received in %	4.26%	40.70%	26.36%	28.68%	258

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) I believe I was able to contribute to the changes in the DPAS II system.	2.73%	30.47%	47.27%	19.53%	256	2.16
(b) I believe educators have been adequately involved in improving the DPAS II system.	2.75%	37.65%	42.75%	16.86%	255	2.26
(c) Professional development opportunities	4.28%	58.75%	30.35%	6.61%	257	2.61

are aligned to the DPAS II appraisal components.						
(d) Professional development opportunities are consistent with the measures used in the Student Improvement component.	3.95%	48.22%	36.36%	11.46%	253	2.45

General System (Q26) – System Monitoring, Quality, and Fairness

Administrators

While the majority of administrators responded positively about the highly effective rating, it is worth noting that there are some who do not believe it is fair or appropriate. The majority selected “Medium Quality” on the implementation of the DPAS II components.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
(a) The requirements of the "highly effective" rating are fair.	3.91%	46.48%	36.72%	12.89%	256
(b) The requirements of the "highly effective" rating are appropriate.	3.89%	47.47%	37.74%	10.89%	257
(c) The requirements of the "highly effective" rating are understandable.	6.27%	58.43%	27.84%	7.45%	255
(d) The requirements for being rated "highly effective" are aligned to my work.	4.69%	55.86%	30.47%	8.98%	256
(e) The requirements for "highly effective" ratings are realistic.	4.30%	45.31%	39.06%	11.33%	256
(f) The evaluation process should be differentiated based on an educator's years of experience.	16.41%	47.27%	30.86%	5.47%	256
(g) The evaluation process should be differentiated based on an educator's role.	25.19%	62.02%	11.24%	1.55%	258
(h) Districts should be able to consider an alternative educator evaluation system.	40.63%	46.09%	11.33%	1.95%	256

Please rate the following items in the table below.					
Q26. Quality Scale:					
	High Quality	Medium Quality	Low Quality	Total	Weighted Score
(a) Overall, the evaluation process	11.46%	73.52%	15.02%	253	1.96
(b) Implementation of the appraisal criteria Vision and Goals	17.20%	70.00%	12.80%	250	2.04
(c) Implementation of the appraisal criteria for Culture of Learning	22.49%	68.67%	8.84%	249	2.14

(d) Implementation of the appraisal criteria Management	21.43%	69.05%	9.52%	252	2.12
(e) Implementation of the appraisal criteria Professional Responsibilities	16.73%	68.53%	14.74%	251	2.02
(f) Implementation of the appraisal criteria for Student Improvement	12.30%	57.54%	30.16%	252	1.82
(g) Setting goals or selecting assessments	17.72%	67.32%	14.96%	254	2.03
(h) Fall Conference	23.41%	64.29%	12.30%	252	2.11
(i) Spring Conference	21.69%	68.27%	10.04%	249	2.12
(j) Observations	32.53%	61.04%	6.43%	249	2.26

General System (Q26) – Appraisals

Administrators

The majority of administrators believe the appraisal components culture of learning, vision and goals, and management are “Very Important. The majority selected “Somewhat Easy to Implement” and “Somewhat Fair” for the items (appraisals by components and ratings).

	Very Important	Somewhat Important	Not Important	Total	Weighted Score
(a) The Appraisal Cycle	43.72%	48.92%	7.36%	231	2.36
(b) The Summative Evaluation Ratings	41.52%	49.55%	8.93%	224	2.33
(c) The process for determining the summative evaluation rating	43.04%	48.26%	8.70%	230	2.34
(d) Appraisal component Vision and Goals	47.21%	45.92%	6.87%	233	2.4
(e) Appraisal component Culture of Learning	53.88%	43.53%	2.59%	232	2.51
(f) Appraisal component Management	56.17%	41.70%	2.13%	235	2.54
(g) Appraisal component Professional Responsibilities	37.34%	57.94%	4.72%	233	2.33
(h) Appraisal component Student Improvement	43.72%	49.78%	6.49%	231	2.37

	Very Easy to Implement	Somewhat Easy to Implement	Difficult to Implement	Total	Weighted Score
(a) The Appraisal Cycle	14.62%	63.21%	22.17%	212	1.92
(b) The Summative Evaluation Ratings	23.08%	58.65%	18.27%	208	2.05
(c) The process for determining the summative evaluation rating	13.15%	61.50%	25.35%	213	1.88
(d) Appraisal component Vision and Goals	25.00%	59.91%	15.09%	212	2.1
(e) Appraisal component Culture of Learning	28.10%	61.43%	10.48%	210	2.18
(f) Appraisal component Management	31.71%	58.54%	9.76%	205	2.22
(g) Appraisal component Professional Responsibilities	32.84%	55.88%	11.27%	204	2.22
(h) Appraisal component Student Improvement	6.76%	46.38%	46.86%	207	1.6

	Very Fair	Somewhat Fair	Not Fair at All	Total	Weighted Score
(a) The Appraisal Cycle	28.43%	64.22%	7.35%	204	2.21
(b) The Summative Evaluation Ratings	22.84%	62.94%	14.21%	197	2.09

(c) The process for determining the summative evaluation rating	16.34%	63.86%	19.80%	202	1.97
(d) Appraisal component Vision and Goals	32.67%	61.39%	5.94%	202	2.27
(e) Appraisal component Culture of Learning	34.33%	61.69%	3.98%	201	2.3
(f) Appraisal component Management	36.50%	60.00%	3.50%	200	2.33
(g) Appraisal component Professional Responsibilities	33.67%	61.31%	5.03%	199	2.29
(h) Appraisal component Student Improvement	10.78%	50.98%	38.24%	204	1.73

Overall Grade

Teachers, specialists, and administrators were asked to give the evaluation process a grade (A – F). The majority of teachers gave the process a grade of “C.” The next highest grade was a “B.” The majority of specialists and administrators gave the process a grade of “C” with the next highest grade being a “D.”

Teachers

Q36. Overall, what grade would you give the evaluation process?						
	A	B	C	D	F	Total
Responses Received in %	4.16%	30.34%	37.60%	19.61%	8.29%	3896

Specialists

Q27. Overall, what grade would you give the evaluation process?						
	A	B	C	D	F	Total
Responses Received in %	0.51%	23.09%	35.14%	27.84%	13.41%	589

Administrators

Q34. Overall, what grade would you give the evaluation process?						
	A	B	C	D	F	Total
Responses Received in %	0.76%	23.28%	45.04%	24.05%	6.87%	262

Focus Group Findings

Teacher Focus Groups

Databases must communicate with each other.

Create a single login for all databases used for student achievement.

Use an adaptive test with guidance on how to adjust goals based on results throughout the year.

Clean up the errors in the pre post measures and bubble sheets.

Quickly approve teacher made assessments.

Take into account external factors such as transiency attendance, tardiness, student motivation, and home situations.

Provide additional authority to administrators to adjust goals or ratings based on changing conditions.

Ensure that the tests are aligned with the curriculum.

Provide practice time for student online testing.

Verify rosters prior to starting the process.

Decrease the amount of paperwork in Component V.

Decrease the amount of time it takes for special teachers (such as music teachers) to test students.

Explain and document how growth is calculated.

Increase communication and training around how everything fits together and on writing goals.

Be ready at the beginning of the school year.

Separate the training groups or have an overview for the large group and break outs for the different grades/departments/roles.

Be consistent in messaging, this includes in presentations, on the state website, and in documentation.

Consider staffing a help desk.

Ensure that technology is working.

Provide more relevant and real life examples.

Set aside state-wide days to focus on DPAS II.

Create videos and presentations that can be accessed online.

Communication and training needs to come from state staff only so that everyone is hearing the same thing.

Specialists Focus Group Findings

Make Performance Plus user friendly. Like teachers and administrators comments, databases need to communicate with each other. Information not complete. Databases require too much manipulation to retrieve information.

Provide more training on analysis.

Do not make late changes. To that end, start at the beginning of the school year.

Component V needs to be implemented to enhance reflective practice.

Revise rubric wording.

Ensure the measures and tools are aligned to each specialist groups' standards. Use the various state and national association standards.

Class size and frequency of working with students should be a factor when asking specialists to test and when setting goals.

Increase support throughout the process.

Administrator Focus Group Findings

Communication needs to be consistent.

Revise measures A, B, and C to be more equitable.

Ensure that measures align with standards and the curriculum.

Clean up errors in the tests, rosters, and goals.

Decrease the amount of paperwork involved in the entire process.

Answers from the state need to be clear and consistent.

Provide administrators more autonomy with measures and ability to adjust calculations based on student need or unforeseen changes.

Ensure that databases are ready by July 1.

Databases need to interface with each other.

Improve database usability.

Improve the pre-post measures

Use the "accountability score" rather than the "instructional score".

Actual Time Intervals

For teachers and specialists, the majority of actual days and recommended days selected was 1-5. The second highest was 6-10 actual and recommended.

Teachers Actual Time Intervals

Select the interval of workdays that represents the actual time between each pair of activities.						
Q28. Interval of Work Days						
	1-5 days	6-10 days	11-20 days	21-30 days	more than 30 days	Total
(a) Scheduling the observation and the pre-observation conference	64.59%	23.60%	6.55%	1.94%	3.32%	3860
(b) Pre-observation conference and the observation	87.23%	10.57%	1.22%	0.28%	0.70%	3861
(c) Observation and the post-observation conference	69.24%	20.65%	4.97%	1.63%	3.50%	3801
(d) Post-observation conference and receipt of the formative feedback form	56.03%	25.55%	8.75%	2.74%	6.92%	3828
(e) Summative conference and receipt of the summative feedback form	50.75%	24.95%	9.38%	3.43%	11.49%	3647

Teachers Staff Recommendation for Intervals

Select the interval of workdays that represents your recommended time between each pair of activities.							
Q29. Staff Recommendation							
	1-5 days	6-10 days	11-20 days	21-30 days	more than 30 days	Don't Know/Don't Care	Total
(a) Scheduling the observation and the pre-observation conference	59.85%	25.18%	6.95%	2.60%	2.26%	3.17%	3813
(b) Pre-observation conference and the observation	83.19%	12.89%	1.24%	0.16%	0.11%	2.42%	3802
(c) Observation and the post-observation conference	78.01%	16.88%	1.91%	0.29%	0.29%	2.62%	3774
(d) Post-observation conference and receipt of the formative feedback form	65.07%	25.98%	4.34%	0.66%	0.53%	3.42%	3799
(e) Summative conference and receipt of the summative feedback form	56.40%	26.95%	5.67%	2.05%	2.47%	6.46%	3759

Specialists Actual Time Intervals

Select the interval of workdays that represents the actual time between each pair of activities.						
Q21. Interval of Work						
	1-5 days	6-10 days	11-20 days	21-30 days	more than 30 days	Total
(a) Scheduling the observation and the pre-observation conference	56.66%	25.14%	8.82%	1.88%	7.50%	533
(b) Pre-observation conference and the observation	67.86%	20.49%	4.14%	1.69%	5.83%	532
(c) Observation and the post-observation conference	58.75%	24.14%	7.79%	2.66%	6.65%	526

(d) Post-observation conference and receipt of the formative feedback form	51.69%	25.38%	10.53%	3.01%	9.40%	532
(e) Summative conference and receipt of the summative feedback form	48.72%	24.95%	11.00%	4.32%	11.00%	509

Specialists Staff Recommendation for Intervals

Select the interval of workdays that represents your recommended time between each pair of activities							
Q22. Staff Recommendation							
	1-5 days	6-10 days	11-20 days	21-30 days	more than 30 days	Don't Know/Don't Care	Total
(a) Scheduling the observation and the pre-observation conference	50.74%	27.21%	7.90%	1.84%	2.76%	9.56%	544
(b) Pre-observation conference and the observation	63.10%	21.77%	4.43%	0.37%	1.48%	8.86%	542
(c) Observation and the post-observation conference	60.37%	24.81%	3.70%	0.74%	1.67%	8.70%	540
(d) Post-observation conference and receipt of the formative feedback form	50.74%	28.15%	8.70%	0.93%	2.04%	9.44%	540
(e) Summative conference and receipt of the summative feedback form	47.01%	29.29%	9.33%	1.68%	2.61%	10.07%	536

The majority of administrators selected 1-5 days as the interval that represents the actual time between pairs of activities with the exception of “Post-observation conference and receipt of the formative feedback form.” The majority of the actual selected interval was 6-10 days. The recommended was 1-5 days.

Administrators Actual Time Intervals

Select the interval of workdays that represents the time that actually occurs between each pair of activities.						
Q30. Interval of Work Days Scale:						
	1-5 days	6-10 days	11-20 days	21-30 days	More than 30 days	Total
(a) Scheduling the observation and the pre-observation conference	70.75%	18.97%	4.74%	2.77%	2.77%	253
(b) Pre-observation conference and the observation	87.80%	9.45%	1.18%	0.39%	1.18%	254
(c) Observation and the post-observation conference	68.15%	27.02%	2.82%	0.81%	1.21%	248
(d) Post-observation conference and receipt of the formative feedback form	30.71%	45.28%	16.93%	3.94%	3.15%	254
(e) Summative conference and receipt of the summative feedback form	48.03%	40.16%	9.45%	1.57%	0.79%	254

Administrators Staff Recommendation for Intervals

Select the interval of workdays that represents your recommended time between each pair of activities.						
Q31. Interval of Work Days Scale:						
	1-5 days	6-10 days	11-20 days	21-30 days	More than 30 days	Total
(a) Scheduling the observation and the pre-observation conference	70.59%	18.43%	6.27%	3.53%	1.18%	255
(b) Pre-observation conference and the	88.98%	9.45%	1.18%	0.39%	0%	254

observation						
(c) Observation and the post-observation conference	74.00%	22.00%	2.80%	0.80%	0.40%	250
(d) Post-observation conference and receipt of the formative feedback form	41.90%	38.34%	17.00%	2.37%	0.40%	253
(e) Summative conference and receipt of the summative feedback form	51.98%	34.92%	10.71%	1.59%	0.79%	252

Evaluation Process (Q22, Q23)

22)	Does the system enable evaluators to make valid judgments about the performance of educators?
23)	Does the system help evaluators improve the skills and knowledge of those they evaluate?

At the end of the administrator survey, respondents were asked if they were responsible for evaluating other administrators, teachers, and/or specialists. If they answered “Yes,” they were branched to a series of items. If they answered “No,” that section of the survey ended. Overall, the evaluator responses were overwhelmingly positive.

Evaluating Administrators

In 2012 - 2013, 30% of respondents evaluated administrators. The categories selected the most by administrator evaluators as good indicators of performance were “Management,” “Culture of Learning,” and “Vision and Goals.” The item that had the lowest weighted score was, “I can accurately evaluate administrators using the criteria for the “Professional Responsibilities” component.” Additionally, the majority of the evaluators responded on the “Agree/Strongly Agree” end of the scale for alignment of written and oral feedback with the five components.

Evaluators

Of the 5 major components (as defined in the DPAS II Guide) used in administrator evaluations, which do you believe are good indicators of performance?

Q47. EVALUATOR - Of the 5 major components (as defined in the DPAS II Guide) used in administrator evaluations, which do you believe are good indicators of performance? (check all that apply)						
	Vision and Goals	Culture of Learning	Management	Professional Responsibilities	Student Improvement	Total
Responses Received in %	80.60%	88.06%	88.06%	61.19%	64.18%	67

Evaluators

Criteria for Evaluating Administrators

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) I can accurately evaluate administrators using the criteria for the Vision and Goals component.	12.68%	73.24%	11.27%	2.82%	71	2.96
(b) I can accurately evaluate administrators using the criteria for the Culture of Learning component.	14.29%	74.29%	8.57%	2.86%	70	3
(c) I can accurately evaluate administrators using the criteria for the Management	15.94%	75.36%	7.25%	1.45%	69	3.06

component.						
(d) I can accurately evaluate administrators using the criteria for the Professional Responsibilities component.	11.27%	71.83%	15.49%	1.41%	71	2.93
(e) I can accurately evaluate administrators using the criteria for the Student Improvement component.	7.04%	61.97%	21.13%	9.86%	71	2.66
(f) The written feedback I provide to administrators is aligned with the five components.	19.72%	76.06%	4.23%	0%	71	3.15
(g) The oral feedback I provide to administrators is aligned with the five components.	23.94%	71.83%	2.82%	1.41%	71	3.18

Evaluators

Administrator Evaluations (System, Documentation, Data, Feedback)

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Administrators are able to provide the evidence and documentation I need to evaluate them accurately.	11.27%	84.51%	4.23%	0%	71	3.07
(b) The administrator forms are easy to complete.	7.04%	56.34%	35.21%	1.41%	71	2.69
(c) Administrators are accepting of their evaluation feedback.	18.31%	76.06%	5.63%	0%	71	3.13
(d) The timing of administrator conferences is good.	11.27%	78.87%	7.04%	2.82%	71	2.99
(e) The evaluation process provides adequate evidence of administrators' performance.	7.14%	67.14%	22.86%	2.86%	70	2.79
(f) The evaluation process provides an accurate picture of administrators' performance.	5.71%	64.29%	27.14%	2.86%	70	2.73
(g) There are adequate resources for administrators to implement improvement plans.	5.80%	71.01%	23.19%	0%	69	2.83

	Major Impact	Some Impact	Limited Impact	No Impact	Total	Weighted Score
(a) What level of impact does use of the rubrics have on positive reinforcement?	18.31%	52.11%	28.17%	1.41%	71	2.87
(b) What level of impact does DPAS II overall have on improving teaching?	14.08%	61.97%	19.72%	4.23%	71	2.86
(c) What level of impact does the Vision and Goals component have on improving performance?	9.86%	66.20%	21.13%	2.82%	71	2.83
(d) What level of impact does the Culture of Learning component have on improving teaching?	15.49%	66.20%	15.49%	2.82%	71	2.94
(e) What level of impact does the Management component have on improving teaching?	18.84%	60.87%	18.84%	1.45%	69	2.97
(f) What level of impact does the Professional Responsibilities component have on improving teaching?	10.00%	55.71%	30.00%	4.29%	70	2.71
(g) What level of impact does the Student Improvement component have on improving teaching?	14.08%	53.52%	26.76%	5.63%	71	2.76
(h) What level of impact do unannounced observations have on improving	31.43%	55.71%	11.43%	1.43%	70	3.17

performance?						
(i) What level of impact do announced observations have on improving teaching?	8.45%	59.15%	26.76%	5.63%	71	2.7
(j) What level of impact do peer observations have on increasing effective conversations about performance?	28.99%	57.97%	11.59%	1.45%	69	3.14

Evaluating Teachers

Ninety-one percent of respondents evaluated teachers. The majority of teacher evaluators believe the “Planning Preparation,” “Classroom Environment,” and “Instruction” components are good indicators of performance. Fewer than half of teacher evaluators indicated that the “Professional Responsibilities” component was a good indicator. The items with the highest mean scores were about written and oral feedback being aligned with the five components.

Evaluators

Of the 5 major components (as defined in the DPAS II Guide) used in teacher evaluations, which do you believe are good indicators of performance?

Q52. EVALUATOR - Of the 5 major components (as defined in the DPAS II Guide) used in teacher evaluations, which do you believe are good indicators of performance?						
	Planning and Preparation	Classroom Environment	Instruction	Professional Responsibilities	Student Improvement	Total
Responses Received in %	85.51%	83.18%	96.73%	42.99%	51.87%	214

Evaluators

Criteria for Evaluating Teachers

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) I can accurately evaluate teachers using the criteria for the Planning and Preparation component.	33.03%	59.73%	6.79%	0.45%	221	3.25
(b) I can accurately evaluate teachers using the criteria for the Classroom Environment component.	34.09%	60.91%	4.09%	0.91%	220	3.28
(c) I can accurately evaluate teachers using the criteria for the Instruction component.	37.10%	58.37%	4.07%	0.45%	221	3.32
(d) I can accurately evaluate teachers using the criteria for the Professional Responsibilities component.	21.82%	59.09%	16.82%	2.27%	220	3
(e) I can accurately evaluate teachers using the criteria for the Student Improvement component.	15.60%	46.33%	28.44%	9.63%	218	2.68
(f) The written feedback I provide to teachers is aligned with the five components.	43.44%	55.20%	1.36%	0%	221	3.42

Among the teacher evaluators, there were positive responses relating to providing evidence, forms, and feedback. The item with the highest mean score was “Teachers are accepting of their evaluation feedback.” The majority believes that walk-throughs and unannounced observations improve performance. Unannounced observations appear to be very valuable, while announced observations are of some value. When asked about the impact on performance, unannounced walk-throughs and unannounced observations had the highest mean scores.

Evaluators

Teacher Evaluations (System, Documentation, Data, Feedback)

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Teachers are able to provide the evidence and documentation I need to evaluate them accurately.	24.55%	66.82%	7.27%	1.36%	220	3.15
(b) The teacher forms are easy to complete.	15.38%	58.82%	22.17%	3.62%	221	2.86
(c) Teachers are accepting of their evaluation feedback.	22.58%	73.73%	3.23%	0.46%	217	3.18
(d) The timing of teacher conferences is good.	21.00%	70.32%	7.31%	1.37%	219	3.11
(e) The evaluation process provides adequate evidence of teachers' performance.	11.87%	63.47%	22.37%	2.28%	219	2.85
(f) The evaluation process provides an accurate picture of teachers' performance.	10.96%	57.99%	28.31%	2.74%	219	2.77
(g) There are adequate resources for teachers to implement improvement plans.	12.67%	63.80%	20.81%	2.71%	221	2.86

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) I believe that administrator walk-throughs improve teaching more than announced observations.	43.38%	41.10%	15.53%	0%	219	3.28
(b) Unannounced observations by an administrator improve teaching more than walk-throughs.	31.65%	44.04%	24.31%	0%	218	3.07
(c) Prior to DPAS II, walk-throughs were conducted more frequently during the year.	25.46%	33.33%	36.57%	4.63%	216	2.8
(d) Walk-throughs should be part of a formative evaluation.	32.11%	44.50%	19.27%	4.13%	218	3.05
(e) Walk-throughs should be part of a summative evaluation.	30.59%	46.12%	18.72%	4.57%	219	3.03

	Very Valuable	Some Value	Limited Value	Not at all Valuable	Total	Weighted Score
(a) Announced observations	17.27%	53.18%	25.00%	4.55%	220	2.83
(b) Unannounced observations	66.06%	31.22%	2.26%	0.45%	221	3.63
(c) Announced walk-throughs	14.29%	50.23%	30.41%	5.07%	217	2.74
(d) Unannounced walk-throughs	65.00%	29.55%	4.55%	0.91%	220	3.59
(e) Peer observations	48.15%	40.28%	9.72%	1.85%	216	3.35
(f) Use of rubrics	38.99%	51.83%	8.72%	0.46%	218	3.29
(g) Mentoring	41.47%	47.93%	8.29%	2.30%	217	3.29
(h) Professional Learning Communities (PLCs)	61.82%	30.45%	5.91%	1.82%	220	3.52

(i) Data Coaches	23.39%	38.99%	23.39%	14.22%	218	2.72
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	Major Impact	Some Impact	Limited Impact	No Impact	Total	Weighted Score
(a) What level of impact does the use of rubrics have on positive reinforcement?	19.55%	63.18%	15.45%	1.82%	220	3
(b) What level of impact does DPAS II overall have on improving teaching?	15.91%	60.45%	20.91%	2.73%	220	2.9
(c) What level of impact does the Planning and Preparation component have on improving teaching?	32.73%	56.36%	10.00%	0.91%	220	3.21
(d) What level of impact does the Classroom Environment component have on improving teaching?	33.03%	57.01%	9.50%	0.45%	221	3.23
(e) What level of impact does the Instruction component have on improving teaching?	43.64%	48.64%	7.27%	0.45%	220	3.35
(f) What level of impact does the Professional Responsibilities component have on improving teaching?	10.36%	59.91%	25.68%	4.05%	222	2.77
(g) What level of impact does the Student Improvement component have on improving teaching?	18.10%	52.04%	24.89%	4.98%	221	2.83
(h) What level of impact do unannounced observations have on improving teaching?	42.79%	50.90%	5.41%	0.90%	222	3.36
(i) What level of impact do announced observations have on improving teaching?	11.31%	63.80%	21.27%	3.62%	221	2.83
(j) What level of impact do unannounced walk-throughs have on improving teaching?	43.58%	50.46%	5.50%	0.46%	218	3.37
(k) What level of impact do announced walk-throughs have on improving teaching?	11.87%	54.79%	29.22%	4.11%	219	2.74
(l) What level of impact do peer observations have on increasing effective conversations about teaching?	34.70%	53.88%	10.05%	1.37%	219	3.22

Evaluating Specialists

Of the respondents, 70% evaluated specialists. Among specialist evaluators, the “Student Improvement” component was the least selected component for being a good indicator of performance. Evaluators of specialists responded positively to the items relating to the evaluation criteria with the exception of the “Student Improvement” items. The items with the most desirable responses were regarding written and oral feedback being aligned with the five components.”

Evaluating Specialists

Of the 5 major components (as defined in the DPAS II Guide) used in specialist evaluations, which do you believe are good indicators of performance?

Q59. EVALUATOR - Of the 5 major components (as defined in the DPAS II Guide) used in specialist evaluation, which do you believe are good indicators of performance?						
	Planning and Preparation	Professional Practice and Delivery of Service	Professional Collaboration and Consultation	Professional Responsibilities	Student Improvement	Total
Responses Received in %	74.38%	92.50%	81.25%	50.00%	40.63%	160

Evaluators

Criteria for Evaluating Specialists

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) I can accurately evaluate specialists using the criteria for the Planning and Preparation component.	20.71%	60.36%	14.79%	4.14%	169	2.98
(b) I can accurately evaluate specialists using the Professional Practice and Delivery of Service component.	21.76%	64.12%	10.59%	3.53%	170	3.04
(c) I can accurately evaluate specialists using the criteria for the Professional Collaboration and Consultation component.	22.35%	62.35%	10.59%	4.71%	170	3.02
(d) I can accurately evaluate specialists using the criteria for the Professional Responsibilities component.	16.96%	64.91%	14.62%	3.51%	171	2.95
(e) I can accurately evaluate specialists using the criteria for the Student Improvement component.	13.61%	42.60%	30.77%	13.02%	169	2.57
(f) The written feedback I provide to specialists is aligned with the five components.	27.06%	66.47%	4.12%	2.35%	170	3.18
(g) The oral feedback I provide to specialists is aligned with the five components.	26.79%	68.45%	2.98%	1.79%	168	3.2

Specialists were accepting of their feedback and the timing of the conferences is believed to be good.

Evaluators

Specialists Evaluations (System, Documentation, Data, Feedback)

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) Specialists are able to provide the evidence of documentation I need to evaluate them accurately.	16.07%	65.48%	17.26%	1.19%	168	2.96
(b) The specialist forms are easy to complete.	9.41%	46.47%	36.47%	7.65%	170	2.58
(c) Specialists are accepting of their evaluation feedback.	19.64%	75.60%	3.57%	1.19%	168	3.14
(d) The timing of specialists conferences is good.	16.47%	75.29%	7.06%	1.18%	170	3.07
(e) The evaluation process provides adequate evidence of specialists' performance.	11.24%	57.99%	26.63%	4.14%	169	2.76
(f) The evaluation process provides an accurate picture of specialists' performance.	9.41%	54.71%	32.35%	3.53%	170	2.7
(g) There are adequate resources for specialists to implement improvement plans.	9.52%	63.10%	22.02%	5.36%	168	2.77

All Evaluators

The majority of evaluators believe that the district and state monitors the system adequately, consistently, and fairly. When asked how often you have used your expert evaluator, 36% responded "Never."

Q62. How often have you used your expert evaluator?						
	Never	1 time	2-3 times	4-5 times	6 or more times per year	Total
Responses Received in %	35.89%	9.27%	26.21%	10.48%	18.15%	248

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Weighted Score
(a) My district monitors the evaluation system process adequately.	39.11%	53.63%	5.24%	2.02%	248	3.3
(b) My district ensures that the evaluation system is implemented consistently.	36.69%	54.44%	7.26%	1.61%	248	3.26
(c) My district ensures that the evaluation system is implemented fairly.	36.03%	53.85%	7.69%	2.43%	247	3.23
(d) My district ensures that the evaluation system is implemented as intended.	37.65%	54.66%	6.07%	1.62%	247	3.28
(e) The state monitors the evaluation system process adequately.	22.08%	61.25%	13.75%	2.92%	240	3.03
(f) The state ensures that the evaluation system is implemented consistently.	19.50%	59.75%	16.60%	4.15%	241	2.95
(g) The state ensures that the evaluation systems are implemented fairly.	16.60%	57.68%	19.09%	6.64%	241	2.84
(h) The state ensures that the evaluation system is implemented as intended.	17.57%	62.34%	15.48%	4.60%	239	2.93