Summative Ratings

- In 2014-15, 97 percent of administrators scored “Effective” or higher.
- Compared to 2012-13 and 2013-14, a higher share of administrators scored “Highly Effective” and a lower share scored “Effective” and “Needs Improvement” in 2014-15.

District Level Results

- The distribution of summative ratings varied by district; in some districts, administrators only earned “Effective” or “Highly Effective” ratings, while in other districts administrators earned a “Needs Improvement” rating in addition to “Effective” and “Highly Effective” ratings.
- Only one district had administrators who earned an “Ineffective” rating.

Figure 2: Summative Rating Distributions by District

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

The Delaware Performance Appraisal System II (DPAS-II) for administrators is a version of Delaware’s statewide educator evaluation system that supports professional growth for administrators. This data brief provides an analysis of the 2014-15 results of the DPAS-II evaluation for administrators. For the purposes of DPAS-II, administrators are defined as all licensed and certified administrators who oversee instruction. It does not include those who supervise non-instructional aspects of school and district operations such as but not limited to, transportation, maintenance, finance, nutrition, discipline and personnel.
In 2014-15 administrators were not required to use student growth data based on the statewide assessment as part of their evaluation. Instead they chose two other measures, one focused on ELA and/or mathematics, and one focused on local priorities.

With this new process in place, nearly every administrator earned a rating of “Effective” or higher in each of the first four components.

The percentage of administrators earning an “Exceeds” rating on the Student Improvement Component increased significantly from 25% in 2013-14 to 54% in 2014-15.

Starting in 2014-15, principals were evaluated using a new rubric that provided for detailed criterion-level ratings.

The 160 administrators who were evaluated using the principal rubric received criterion-level ratings.

While administrators overwhelmingly scored in the “Proficient” and “Distinguished” categories of each criterion-level measure, there was more variation in Component II criterion-level scores, which relate to teaching and learning.

There were more administrators scoring “Highly Effective” at the Component IV criterion level than in the other components.

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>8%</td>
<td>45%</td>
<td>25%</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>9%</td>
<td>66%</td>
<td>25%</td>
</tr>
<tr>
<td>Exceeds</td>
<td>93%</td>
<td>29%</td>
<td>54%</td>
</tr>
</tbody>
</table>

### Figure 4: 2014-15 Distribution of Administrator Ratings on DPAS-II Criteria (% of Administrators)

- **Builds Professional Relationships**: 6% Unsatisfactory, 50% Basic, 44% Proficient, 4% Distinguished
- **Engages in Self-Reflection**: 4% Unsatisfactory, 53% Basic, 33% Proficient, 33% Distinguished
- **Focus on Proactive Problem Solving**: 3% Unsatisfactory, 49% Basic, 48% Proficient, 4% Distinguished
- **Engages Families and the Community**: 2% Unsatisfactory, 64% Basic, 34% Proficient, 4% Distinguished
- **Manages Resources**: 4% Unsatisfactory, 64% Basic, 33% Proficient, 33% Distinguished
- **Organizes School Time**: 6% Unsatisfactory, 55% Basic, 39% Proficient, 39% Distinguished
- **School Operations**: 5% Unsatisfactory, 58% Basic, 37% Proficient, 37% Distinguished
- **Hires and Retains High-Performing Staff**: 1% Unsatisfactory, 77% Basic, 22% Proficient, 22% Distinguished
- **High-Performing Leadership Team**: 4% Unsatisfactory, 63% Basic, 33% Proficient, 33% Distinguished
- **Implements Rigorous Curriculum**: 6% Unsatisfactory, 73% Basic, 21% Proficient, 21% Distinguished
- **High-Quality Instructional Practices**: 4% Unsatisfactory, 69% Basic, 26% Proficient, 26% Distinguished
- **Increase Teacher Effectiveness**: 9% Unsatisfactory, 56% Basic, 35% Proficient, 35% Distinguished
- **Monitors Student Data**: 10% Unsatisfactory, 61% Basic, 29% Proficient, 29% Distinguished
- **Vision for High Student Achievement**: 5% Unsatisfactory, 63% Basic, 32% Proficient, 32% Distinguished
- **Establishes School Goals**: 5% Unsatisfactory, 68% Basic, 28% Proficient, 28% Distinguished
- **Establishes School Values**: 5% Unsatisfactory, 59% Basic, 36% Proficient, 36% Distinguished
- **Develops Cultural Competency**: 4% Unsatisfactory, 73% Basic, 23% Proficient, 23% Distinguished


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