

# **Delaware Department of Education**

## **DPAS-II for Administrators (“Year Two” Results)**

*An Addendum to “Performance Matters”: A Report on “Year Two” of  
the revised DPAS-II Educator Evaluation System*

**January 2015**

Prepared By:  
*Teacher and Leader Effectiveness Unit (TLEU)*  
Delaware Department of Education

### Executive Summary

Delaware through its revised educator evaluation system—the Delaware Performance Appraisal System (DPAS-II)—continues the state’s efforts to offer all of its students a quality education. A key revision that was implemented in the 2012-13 school year and continued into the 2013-14 school year was the inclusion of consistent and sophisticated measures of each educator’s and administrator’s impact on student growth. The increased focus on student growth was particularly crucial given the persistent socio-economic and racial achievement gaps among Delaware students as well as growing evidence that many students are not “college and career-ready” upon graduation.

The reforms set in place over the last four years, and implemented statewide in the 2012-13 school year, were designed to raise standards for teaching and learning and to provide the supports needed for professional growth. The most important and significant change to the DPAS-II system—the revised measure of an educator or administrator’s impact on student growth (“Component V”)—was designed to give more detailed and objective information about the performance of Delaware students, educators, and administrators. A revised DPAS-II system would identify strengths and weaknesses in practice, triangulate this information with student growth data to tailor professional development initiatives, and to make decisions regarding promotion, advancement, retention and removal.

This research brief—an addendum to the October 2014 *Performance Matters* report on the DPAS-II results for teachers/specialists—provides an analysis of the second year of statewide implementation of the revised DPAS-II system for administrators using evaluation rating data entered in the state’s Evaluation Reporting System (ERS). This brief presents state and district-level evaluation results and analyzes the relationship between the qualitative and quantitative components of DPAS-II. Similar to the results from 2012-13 as well as the results from the teacher/specialist evaluation, there are very few differences in administrator ratings on the qualitative evaluation components while student growth ratings show variation in administrator performance. Administrators earned higher ratings on the student growth measures where they set goals for student growth than on the state-defined metric for student growth using the state assessment. Ultimately, 94 percent of school and district administrators who received a summative evaluation in 2013-14 earned “Effective” or “Highly Effective” ratings.

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

***There was more variation among administrators in the student improvement component of DPAS-II (Component V) than in the qualitative components (Components I-IV), which assess Vision and Goals, Culture of Learning, Management and Professional Responsibilities:***

- 100 percent of administrators earned “Satisfactory” ratings on all four of the qualitative components of the DPAS-II system.
- On Component V, 13 percent of administrators earned “Unsatisfactory” ratings, 61 percent earned “Satisfactory” ratings, and 26 percent earned “Exceeds” ratings. For comparison, in 2012-13 8 percent of administrators earned “Unsatisfactory” ratings on

## DPAS-II for Administrators 2013-14 Evaluation Results

Component V, while 50 percent earned “Satisfactory” ratings, and 42 percent earned “Exceeds” ratings.

- Overall, 94 percent of administrators earned “Effective” or “Highly Effective” ratings, while 6 percent of administrators earned “Needs Improvement” ratings and no administrators earned a rating of “Ineffective.”

***Administrators earned consistently higher scores on the measure of student growth where the targets were set by the administrators and their evaluators than on the state-defined metric for student growth:***

- The average score administrators earned on Part A (the state-defined measure of student growth) was 29 out of 50, which was 15 points lower than the average score administrators earned on Part B (the measure of student growth set by administrators and evaluators).
- There was essentially no correlation between an administrator’s Part A and Part B scores of student growth. For example, administrators who earned “Unsatisfactory” ratings in Part A and those who earned “Satisfactory” ratings in Part A had the same likelihood of earning “Unsatisfactory” ratings in Part B.
- There was wide variation across Delaware districts for both Part A and Part B scores, with district scores averaging between 25 and 35 points (out of 50) for Part A and between 35 and 50 points (out of 50) for Part B.

***Most trends remained fairly consistent from year one to year two:***

- A similar proportion of administrators were deemed “Effective” or “Highly Effective” in year two (94 percent) and year one (95 percent).
- Roughly a quarter (24 percent) of administrators used only Part A scores in Component V in year two, down from a third (33 percent) in year one.
- Administrators were less likely to earn “Highly Effective” ratings in year two (32 percent) than they were in year one (40 percent).

## Overview of DPAS-II and Component V for Administrators

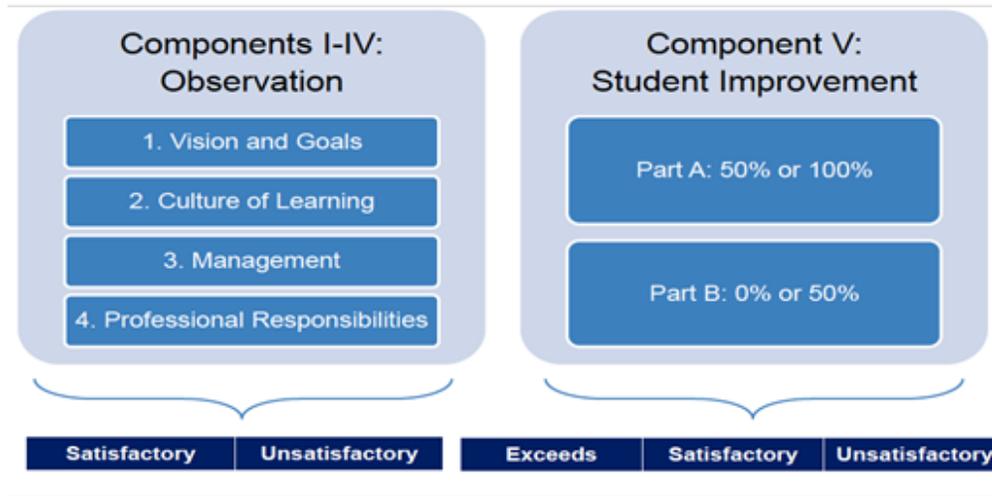
There are five components that comprise the DPAS-II for administrators evaluation system. Components I-IV are grounded in the Interstate School Leaders Licensure Consortium (ISLLC) standards and are based on qualitative assessments of an administrator’s success with the following areas: Vision and Goals, Culture of Learning, Management and Professional Responsibilities. All administrators who are “on-cycle” in a given year earn either a “Satisfactory” or “Unsatisfactory” rating on each of these components. Component V is evaluated yearly (rated as “Exceeds,” “Satisfactory,” or “Unsatisfactory”) based on multiple measures of an administrator’s impact on student improvement. These measures are discussed in further detail below.

Administrators earn a summative rating based on Components I-V every other year with some administrators “on cycle” each year. The summative rating options are: “Highly Effective,” “Effective,” “Needs Improvement,” or “Ineffective.”

### Student Improvement Component (Component V)

The Student Improvement Component for administrators is based on two parts: Part A and Part B as shown in Figure 1 below:

Figure 1: DPAS-II Components for Administrators



**Part A** is based upon DCAS instructional scale scores for reading and/or mathematics in grades 3 through 10. Administrators select a roster of at least 20 students on which to be evaluated. For each administrator, students from a school, subset of schools, subset of classrooms or the district’s schools in their entirety will constitute a “roster” for each “administrator-of-record.”<sup>1</sup>

**Part B** is based upon other state-recommended measures, current school success plan measures pertaining to student achievement, or other district priority student achievement

<sup>1</sup> For more information on how growth targets for Part A are calculated, please see Appendix.

## DPAS-II for Administrators 2013-14 Evaluation Results

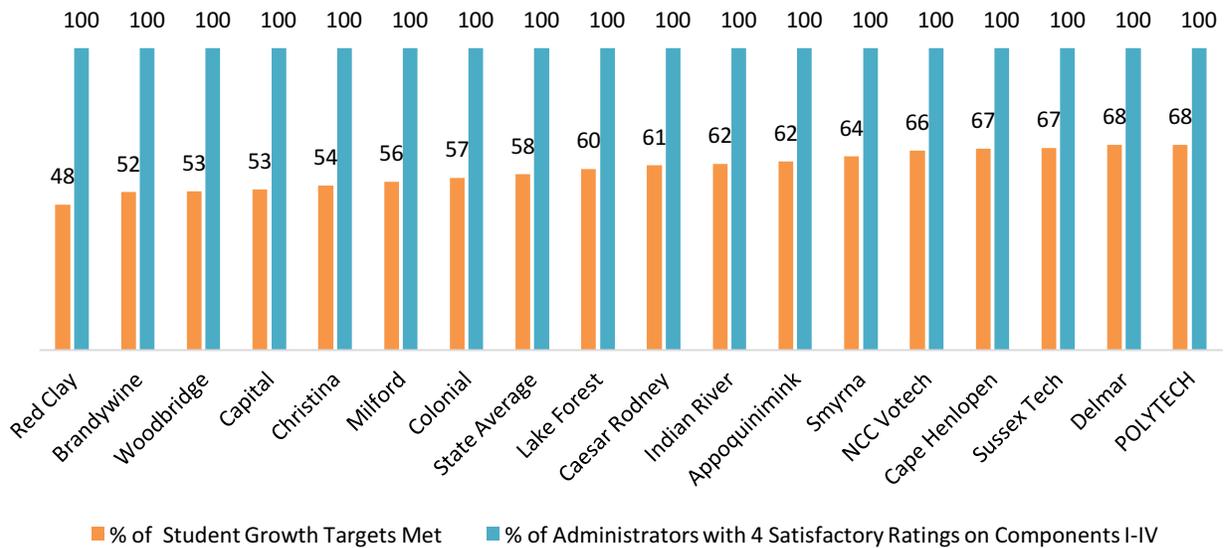
measures. These goals for student improvement are decided upon by an administrator and their evaluator.

An administrator, with the approval of his or her evaluator, may choose to have the Student Improvement Component (Component V) rating be determined entirely by Part A or to use an equally-weighted combination of Part A and Part B. If a combination of Part A and Part B is chosen then each part is worth 50 points and the scores from both Part A and Part B are summed to determine the administrator's Student Improvement Component score. The Part A score when a combination of Parts A and B are used is equal to half of the percentage of students on the administrator's roster meeting their growth targets. If Part A score only is used then it is equal to the percentage of students on the administrator's roster meeting their growth targets. A Student Improvement Component score of 80 or above is considered "Exceeds", between 60 and 79 points is considered "Satisfactory", and below 60 points is "Unsatisfactory."

## Distribution of Components I-IV Ratings

During the 2013-14 school year, all administrators who received a summative evaluation earned “Satisfactory” ratings on Components I-IV. However, in spite of the consistently high scores, there was significant variation in percentage of student growth targets met. For instance, the percent of students who met growth targets in each district varied from 48 percent to 68 percent (see Figure 2). Thus, while student performance varies across schools and districts, the qualitative components of administrator and teacher appraisals do not currently reveal any difference in performance. These results mirror the teacher evaluation results for the qualitative components (I-IV) of DPAS-II where roughly 99 percent of teachers evaluated in each district earned “Satisfactory” ratings on each component.

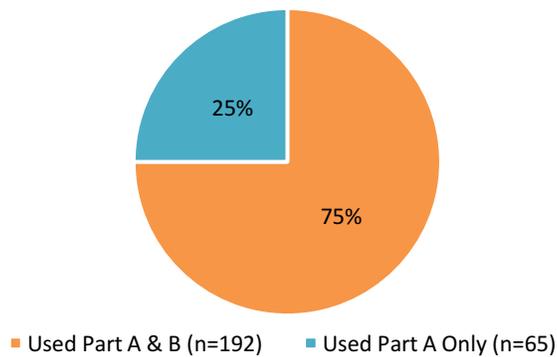
Figure 2: Administrator Components I-IV Ratings, Share of Students Meeting Growth Targets, 2013-2014 by District



## Distribution of Student Improvement Component (Component V) Ratings

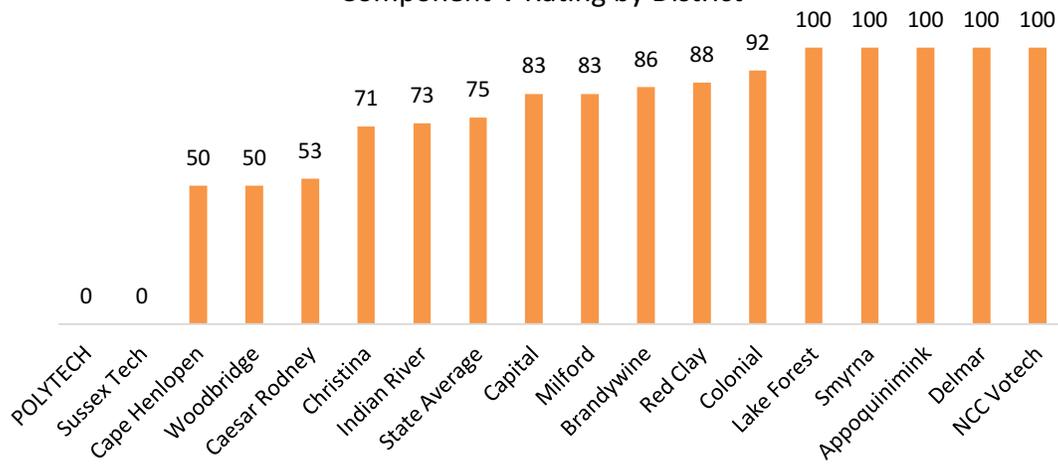
Figure 3 shows the distribution of administrators electing to be evaluated by both Part A and Part B, versus only Part A. Three-quarters of the state’s school and district administrators chose to be evaluated using a combination of Parts A and B, while one quarter elected to be evaluated using the state-defined growth targets for their roster of students (Part A) alone. There is a general trend towards more administrators being evaluated using both Part A and B measures, as only 67 percent of administrators used both Parts A and B in year 1.

Figure 3: DPAS II Student Growth Parts Selected by DE Administrators, 2014



While the majority of administrators opted to use both Part A and Part B measures, the approach to Component V varied by district, as seen in Figure 4 below. Districts range from having all administrators using both Parts A and B (NCC VoTech, Delmar, Appoquinimink, Smyrna, Lake Forest) to those with no administrators using both Parts A and Part B. In other words, those districts—POLYTECH and Sussex Tech—used only Part A to determine administrators’ student improvement component rating.

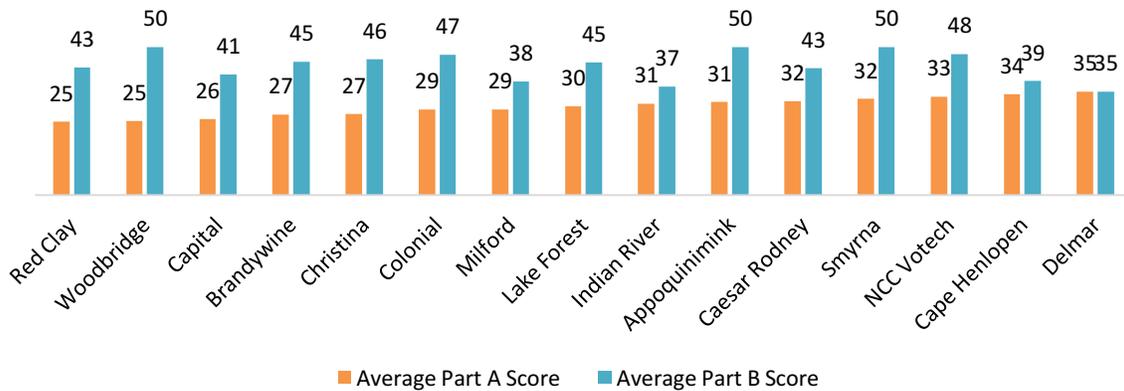
Figure 4: Share of Administrators Selecting Part A & B Option for Component V Rating by District



## DPAS-II for Administrators 2013-14 Evaluation Results

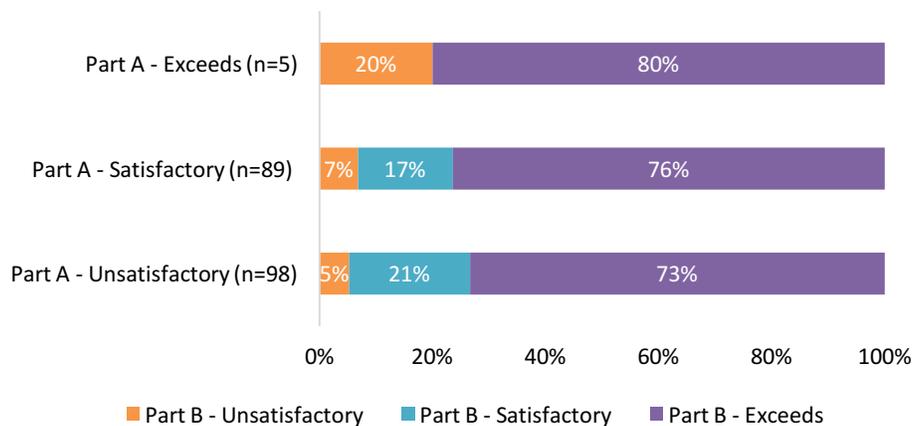
On average, administrators earned a considerably higher score on Part B than on Part A for Component V. The average Part A score for administrators was 29 out of 50 while the average Part B score was 44 out of 50. However, there was wide variation across Delaware districts in both Part A (with district averages ranging from 25 to 35) as well as in Part B (with district averages ranging from 35 to 50). Figure 5 shows average Part A and B scores across districts. As is evident by this figure, there is essentially no relationship between these two measures at the district level.

Figure 5: DPAS II for Administrators  
Average Part A and Part B Scores by District



At the administrator level, there was essentially no relationship between a person’s score on Part A and his or her score on Part B. For example, administrators who earned “Unsatisfactory” ratings in Part A and those who earned “Satisfactory” ratings in Part A had the same likelihood of earning “Unsatisfactory” ratings in Part B. Figure 6 shows the distribution of Part B scores across Part A scores. This figure also shows, for instance, that administrators are about equally likely to earn “Exceeds” ratings in Part B if they were earned “Satisfactory” in Part A (76 percent) or if they earned “Unsatisfactory” in Part A (73 percent).

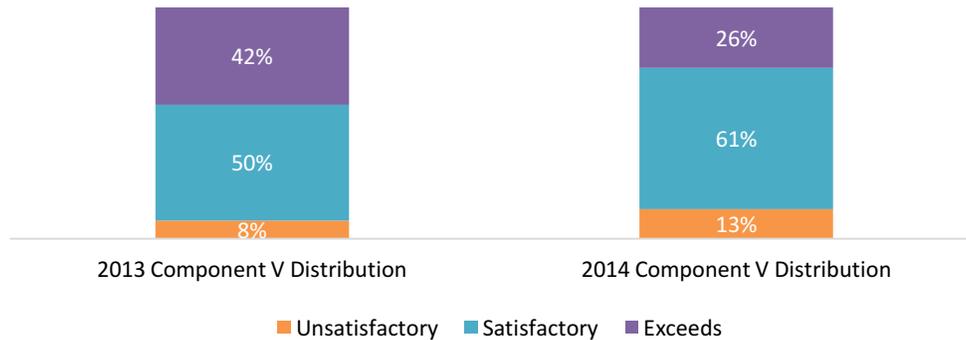
Figure 6: Distribution of Administrator  
Part B Scores by Part A Scores



## DPAS-II for Administrators 2013-14 Evaluation Results

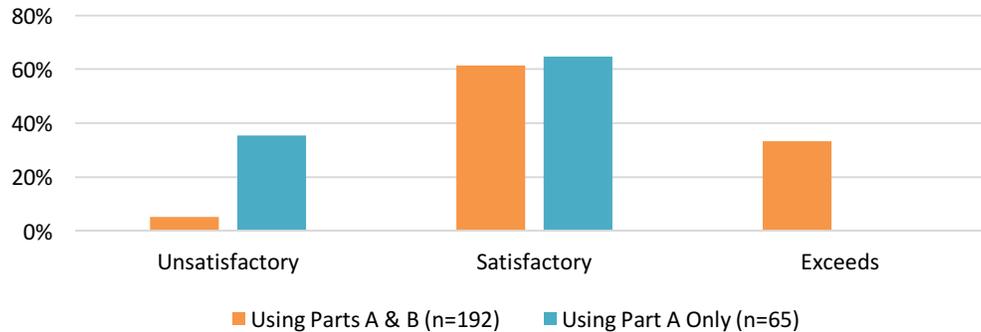
When examining the final scores for each component, the difference in variation between Components I-IV versus Component V is clear. As compared with Components I-IV, in which 100 percent of administrators earn “Satisfactory” ratings, Component V ratings show that 26 percent of administrators earned “Exceeds,” 61 percent were earned “Satisfactory,” and 13 percent earned “Unsatisfactory.” Figure 7 shows the distribution of Component V scores in 2013 and 2014. The distribution in Component V scores in year two differs from year one, with more people earning “Satisfactory” and “Unsatisfactory” ratings and fewer people earning “Exceeds” ratings in 2014 than in 2013.

**Figure 7: Component V Distribution  
2013 vs. 2014**



Since three quarters of all administrators state-wide chose to be evaluated using both Parts A and B, it is important to see how, if at all, Component V ratings differ among administrators who selected different approaches to Component V. Descriptive analyses suggest that there might be a relationship between the Part(s) an administrator uses and his or her Component V scores. Figure 8 shows a markedly different distribution of Component V ratings for those using both Parts A and B compared to those using only Parts A. Though not as extreme, 2013 data showed similar patterns.

**Figure 8: Distribution of 2013-2014 Administrator Component V Ratings by Student Growth Measure Option Used**



## 2013-14 Summative Ratings

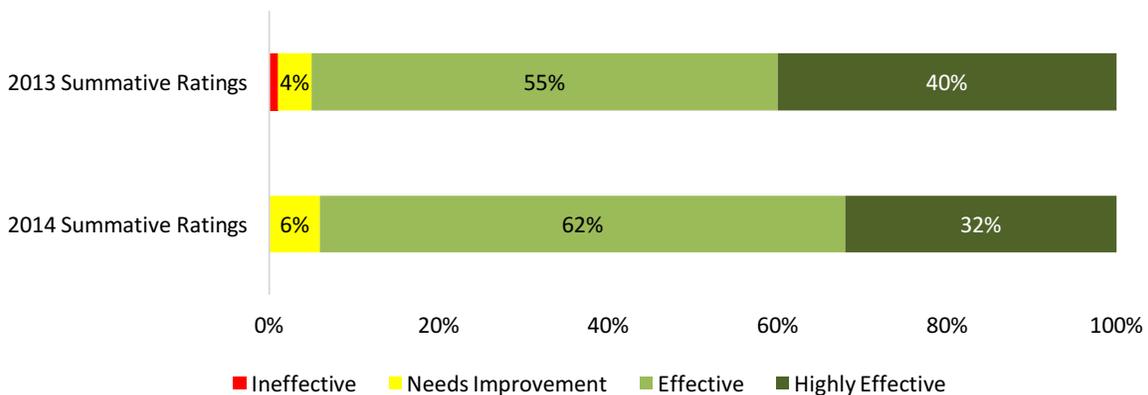
The five components of DPAS-II culminate in a summative rating for administrators every other year. Ratings from the first four components are evaluated alongside an administrator’s Component V score to give an overall rating of “Ineffective,” “Needs Improvement,” “Effective,” or “Highly Effective.” The table below shows how Components I-V are combined to determine the overall summative rating.

Figure 9: Matrix for Determining Overall Summative Rating

Total # of Satisfactory ratings in Components I-IV	Rating in Component V	Summative Rating
3/4 or 4/4	Exceeds	Highly Effective
3/4 or 4/4	Satisfactory	Effective
2/4	Exceeds or Satisfactory	Effective
3/4 or 4/4	Unsatisfactory	Needs Improvement
0/4 or 1/4	Exceeds or Satisfactory	Needs Improvement
0/4 or 1/4 or 2/4	Unsatisfactory	Ineffective

Figure 10 shows the distribution of overall DPAS-II summative ratings for all administrators in 2013 and 2014. In 2014, 32 percent of administrators earned “Highly Effective” rating, 62 percent earned “Effective” and 6 percent earned “Needs Improvement” ratings; no administrators earned the rating of “Ineffective.” There were more “Effective” and fewer “Highly Effective” administrators in 2014 than in 2013.

Figure 10: Distribution of Summative Ratings  
2013 vs. 2014



### Improving DPAS-II: Incorporating Feedback from Administrators

In order for the DPAS-II system to be one in which performance matters, there is a continued need for system and implementation refinements. Since the DPAS-II system's inception, educators, school leaders, and other key stakeholders have played a role in making it responsive to the current needs of the educator workforce. The 2013-14 school year was no different. There were a number of opportunities for educators, school leaders, district leaders, and other stakeholders to shape the design and implementation of the DPAS:

- **DPAS-II Review and Advisory Committees:** The Department of Education is required in state code to convene a DPAS-II Advisory Committee which meets quarterly to review DPAS-II data, review proposed regulations, and any proposed amendments concerning educator evaluation in the state's Elementary and Secondary Education Act (ESEA) flexibility waiver. State code requires the committee has representation from teachers, administrators, superintendents, parents, higher education administrators, school board members, the Governor's Office and chairs of the Delaware house and senate education committees. Delaware regulation also requires the state to organize a committee for the purpose of developing and revising the DPAS-II guides and considering additional changes to the system. This committee is comprised of Delaware State Education Association (DSEA), Delaware Association of School Administrators (DASA), superintendents, principals, district leaders, teachers, and representatives from higher education. The committee advises the DDOE on matters related to the DPAS-II evaluation system and over the past three years has made recommendations related to (but not limited to) regulatory changes, DPAS-II guide revisions, DPAS-II implementation, and training/professional development.
- **Delaware Principals Advisory Group (D-PAG):** All principals and assistant principals were invited to join the monthly meetings of the D-PAG to advise the department on the DPAS-II system and other matters pertaining to teacher and leader effectiveness.
- **Delaware Technical Advisory Group (DE-TAG):** The Delaware Technical Advisory Group (DE-TAG) is comprised of national experts with knowledge and skill in assessment development, accountability, and teacher evaluation systems. This group met periodically throughout the 2013-14 school year for the purposes of supporting the State with the ongoing development and refinement of DPAS-II.
- **Mid-Year Conversations with Secretary Murphy:** All educators were invited to participate in "mid-year conversations" with Secretary Murphy and leaders of the DDOE to reflect on the DPAS-II system during a meeting held in each county.
- **Ongoing meetings with DSEA and DASA:** Secretary Murphy's monthly meetings with Chief School Officers and their district leadership teams; quarterly meetings with district personnel directors were also regularly used to collect feedback about the DPAS-II system.

In addition to these opportunities, the annual DPAS-II process evaluation study provided one of the most wide-reaching efforts to collect feedback from Delaware educators and school leaders on the DPAS-II system. The annual process evaluation is conducted by an external vendor (Progress Education Corporation) and includes a survey, focus groups, and interviews. Fifty-

## DPAS-II for Administrators 2013-14 Evaluation Results

three percent of administrators responded to the survey, a response rate slightly higher than the past two survey years.

### ***Trainings, Support, and Resources Deemed Adequate by Most Administrators***

Most administrators (77 percent) believe that DPAS-II training overall is adequate, although 58 percent of administrators feel that they would become more competent with additional training. Areas of training which administrators identified for improvement include the use of improvement plans and in goal setting for the Student Improvement Component of DPAS-II. The most commonly cited forms of training included DDOE training, district training sessions, Delaware Academy for School Leadership (DASL), and development coaches. Overall, the role of districts in implementing DPAS-II for administrators is viewed quite favorably, as the support, resources, and training offered at the district-level are each deemed to be adequate by over 80 percent of administrators.

### ***Most Administrators Want Some Change to the System***

Although administrators generally view DPAS-II positively in a broad sense, most administrators are not completely satisfied with the system, either. Administrators most commonly gave the DPAS-II a grade of “C”, as they did in the previous year. More than three-fourths (78 percent) of administrators do not want the system to continue in its current form, roughly equivalent to the response from last year (81 percent). Two components were viewed much less favorably than others—Professional Responsibilities and Student Improvement—and concern was specifically voiced as to the weighting of the Student Improvement Component.

The time commitment required for DPAS-II continues to be seen as a major challenge, with only 43 percent of administrators believing that the time spent on the process is worthwhile. Administrators reported spending roughly 7 hours per week, on average, completing paperwork related to DPAS-II. Perhaps related to this, nearly three-fourths (73 percent) of administrators say that there are too many criteria in DPAS-II. Administrators also believe that DPAS-II should be differentiated across years of experience, which could be a partial solution to the time burden associated with completing DPAS-II-associated tasks.

### ***Most Administrators View the System Positively Overall***

Despite many administrators stating that they would like to see some change to the system, the majority (63 percent) of administrators feel that DPAS-II positively impacts their practice. Moreover, 62 percent of administrators feel that the system is fair and equitable. Two components were overwhelmingly favored in this regard: “Culture of Learning” (86 percent) and “Management” (81 percent). Qualitative results from focus groups and interviews indicate that administrators are positive about the regulatory changes to the system, and suggest that walk-throughs, conferencing, and unannounced observations are generally viewed favorably. Administrators responded positively in the survey to all feedback aspects of DPAS-II, including its adequacy, usefulness, and applicability.