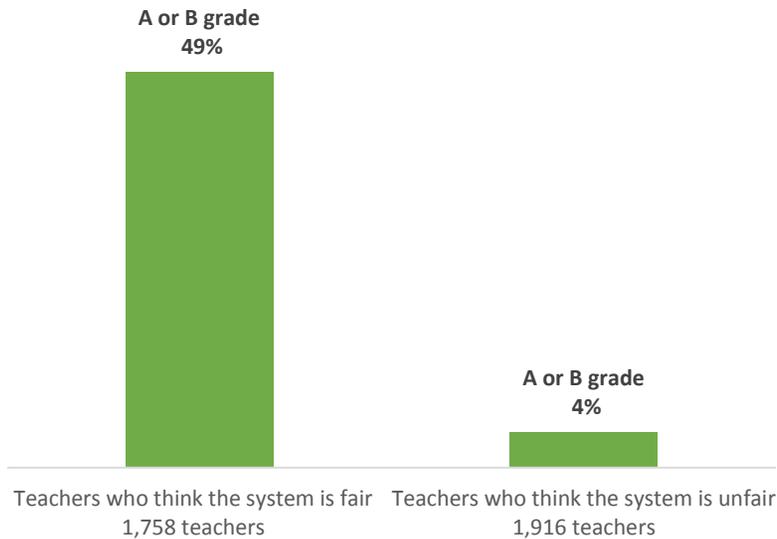


Monthly Data Briefs from the Delaware Dept. of Education's Teacher and Leader Effectiveness Unit (TLEU)

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

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



Overall grade of Delaware educator evaluation system

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

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

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

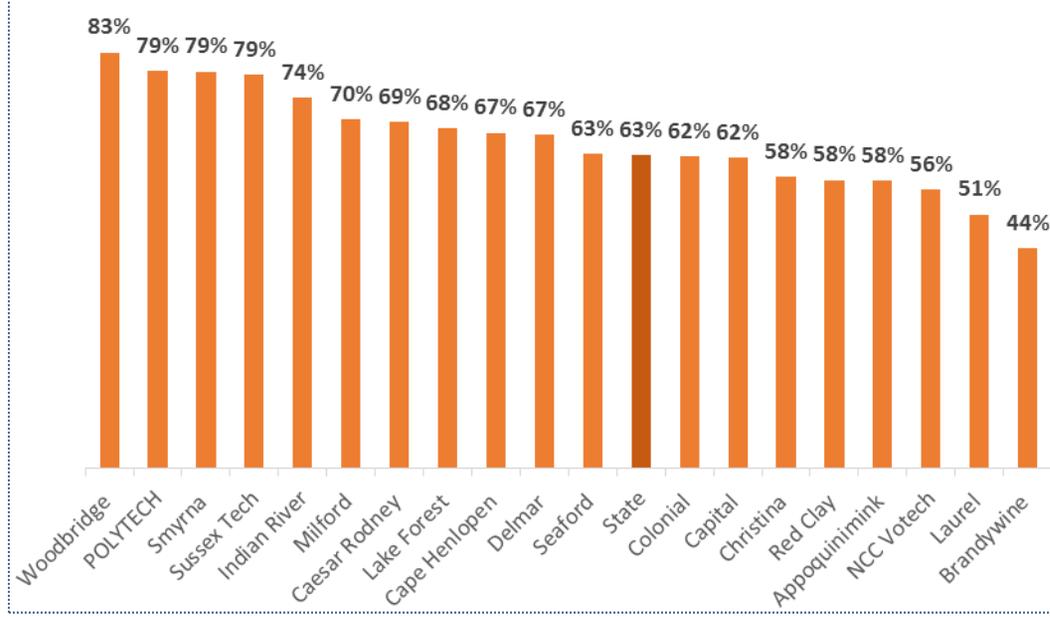
60%

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

81%

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

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



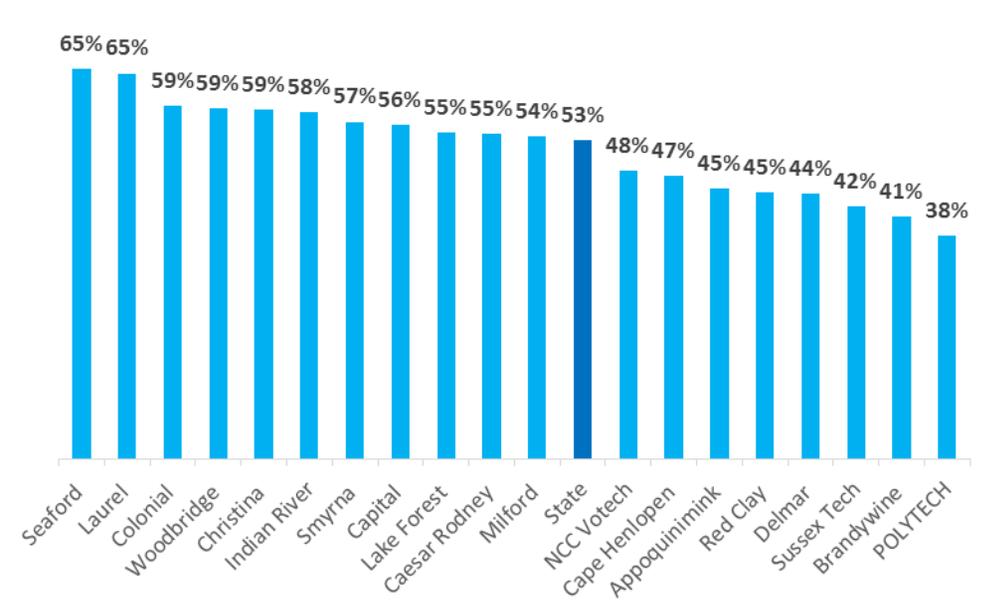
Ratings of training and support for the DPAS-II evaluation system

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

Evaluation system as a driver of student achievement gains

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

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



Source: All data are from the annual DPAS-II Teacher Evaluation Survey which was administered statewide online in April and May 2014 by Progress Education Corporation. The full report will be made available on the state's DPAS-II website in September 2014. For more information contact: atnre.alleyne@doe.k12.de.us.