

**Delaware Performance Appraisal System Second Edition
(DPAS II)**

**Year 7 Report
June 2014**

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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 website, 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. The concept of "walk-throughs," though not an official part of DPAS II, is common terminology for short duration, targeted and frequent observations. The term was used frequently in the interview and focus group sessions.

Summary of Results

Teachers

- The majority of teachers gave the DPAS II process a grade of “C”.
- The survey shows teachers are split (52% to 48%) on whether the system is fair and equitable.
- Interviews and focus groups indicated that DCAS testing and component V carries too much weight in the process causing almost half the teachers to consider the process not fair when responding to the survey..
- A large majority of teachers hold a positive view of Components I-IV.
- A large majority of the teachers believe planning and preparation, classroom environment, and instruction are the key components.
- Teachers responded (70%) on the survey that DPAS II should not be continued in its current form. Interviews and focus group discussions indicated a continued need for streamlining the process.
- The majority believes the evaluation process should be differentiated based on an educator’s years of experience and role.
- Walk-throughs are beneficial to the practice of teaching according to 66% of teachers. 76% believe the feedback is beneficial.
- Teachers spoke positively of the attempt at providing flexibility to the “Student Performance” aspect of DPAS II by allowing multiple measures as an example.
- Quantitative and qualitative results both supported that teachers like the feedback they received from various aspects of the process.

Specialists

- The majority of specialists do not like the DPAS process because they believe student improvement is not relevant to their work. This is evidenced by 78% disagreeing that the process should be continued in its current form.
- Specialists believe good indicators of performance are “Planning and Preparation,” “Professional Practice and Delivery of Service,” “Professional Collaboration and Consultation,” “Professional Responsibilities.”
- The website was informative according to the majority of specialists and resources were adequate.
- An overwhelming majority of specialists believe that the evaluation process should be based on their role.

Administrators

- Administrators made positive statements during interviews and focus groups concerning regulatory changes to DPAS II process.

- During interviews and focus groups, administrators voiced concerns with the weighting of component V.
- The five components, which they believe are good indicators of performance are, “Vision and Goals,” “Culture of Learning,” and “Management.”
- Administrators (over 70%) believe that conferencing is excellent and has contributed to improving practice.
- The majority (63%) of administrators responded that DPAS II does positively impact their practice. The qualitative results indicated that the walk-throughs, conferencing, and unannounced observations were the main reasons.
- Administrators believe that the evaluation process should be differentiated based on an educator’s years of experience (72%) and role (91%).
- Administrators are positive about Bloomboard and the potential to save time and provide timely feedback.
- During interviews and focus groups, administrators reported teachers under an improvement plan take 5-10 times the number of hours to manage than other staff.

General Findings

- A grade of “C” was given by a majority of the respondents.
- Indicators of performance also are similar to previous years. Environment, instruction, planning, culture, delivery of service, and management rank high on the survey by respondents.
- Unannounced observations were reported to have more value for all groups this year. This is a shift from last year where administrators saw more value in these types of observation. Teachers and specialists now see increased value in the unannounced and walk-through (51%) observations.
- Walk-through observations provide valuable feedback for 66% of teachers and 76% believe the written feedback is useful.
- The scope of unannounced observations is too broad. The majority of teachers (72%) and administrators (73%) believe the unannounced observations should focus on limited criteria.
- There is general agreement (surveys and interviews) Components I-IV add value to the practice of educating students.
- Professional Responsibilities component, favorable rating jumped 11% in the current survey
- Most respondents (focus groups and interviews) believe component V is weighted improperly and impacts the overall rating inappropriately. 26.9% of teachers responded on the survey that Component V can be judged fairly.

- The demands of improvement plans on administrators are costly in time and effort as it is currently implemented. Students may be exposed to poor practice for too long, risking student progress.
- Technology exists but is not being fully utilized to improve feedback, and streamline the process.
- During a teacher's summative year evaluation, use data from previous as well as current year.
- During interviews and focus groups, many participants expressed their belief that the rating system and weight of component 5 on an individual's rating, has negatively impacted the expressed desire for reflective practice.
- Over half of the administrators indicated on the survey that additional credentialed observers would improve the process.

INTRODUCTION

The purpose of the DPAS II annual process evaluation was to collect and compile data in order to make recommendations relating to the effectiveness and usability of the DPAS II process. The 2013-2014 school year was the sixth year of statewide implementation for DPAS II.

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 2013-2014 evaluation specifically to gain insight on the implementation of changes with Component V – Student Improvement.

EDUCATOR RECOMMENDATIONS

The recommendations for the 2014 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. Educators’ comments during the interviews and focus groups tended to focus predominantly on Component V. As consistent in the last two years, teachers and specialists on the survey, interviews and focus groups, believe test data may be used to unfairly judge their productivity. Again, this year teachers are particularly concerned that DCAS is weighted unfairly. Many teachers, specialists, and administrators are concerned that variables such as student transiency unfairly impact their outcomes. It is also clear that, as stated previously in the report, 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. Time remains a significant issue. Many educators do not realize the improvements that have been made in DPAS II during the past couple of years. All groups fully support recommendations from last year’s 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. A new concern surfaced with teachers and administrators. Teachers on improvement plans take an extraordinary amount of time and effort for staff and may also be placing students in their classes at risk of making required growth.

Focus Groups

The six focus groups consisted of 26 participants. The conversations were lively and wide-ranging though Component V was a major focus. The implementation of Component V has produced a major impact on DPAS II and most agree, for a variety of reasons, the impact is negative. One theme was the almost total disregard for the work accomplished in Components I-IV when rating an individual. That domination is believed to be counter-productive to the expressed purposes of DPAS II. There remains concern about the workload of administrators. This is especially true when working with improvement plans. Why are ineffective professionals allowed to continue to be directly responsible for educating students? The workload these individuals create drags the DPAS II process down. It is also a moral dilemma for the placement of students. The focus groups were very creative in their approach to this issue. The following recommendations are derived directly from the results of the survey, interviews, and focus groups. They are not in rank order.

Recommendations

- Components I-IV are the heart of reflective practice and DPAS II. Component V should not override the value gained from the observations and conversations about a professional's practice in the classroom or building. Consider adjusting the weighting of the five components.
- Component V should validate expectations discovered during the process of Components I-IV. If the measures are not consistent with what was expected through reflective practice, a thorough review of the practices and conditions of testing should be initiated. Component V should not stand alone in determining a professional's rating.
- Component V should be used to establish school wide Professional Development goals.
- Review and publicize the setting of growth targets. Encourage local input and flexibility.
- Consider how component V is applied when a person is in "novice status."
- Novice status should not be tied to an arbitrary length of time. Not all new teachers are created equally.
- "Improvement plan" status should not be part of DPAS II. Individuals considered ineffective should not be responsible for students.
- Place the individual, administrator, teacher, or specialist, under a qualified professional until such time the qualified professional and the evaluator determine the deficit will no longer place students in educational jeopardy.
- The individual should receive normal salary.
- Improvement plan decisions should only be based on Components I-IV.
- Expand the use of technology.
- Expand the use of walkthroughs in DPAS II.
- Narrow the criteria reviewed in unannounced observations.
- Create a "short form" for use in these observations.
- The summative year should use both off year and current year data.
- Refocus through staff development and information the benefits of DPAS II, reflective practice and improvement in practice.
- Clarify why teachers are rated. What is the purpose? The influence of Component V on ratings influences morale negatively and may be at cross-purposes with reflective practice.
- Publicize the reforms made to DPAS II over the past couple of years. Emphasize the time saving strategies available and the potential for improved feedback.

METHODS

Methodology

During the Spring of 2014, surveys, focus groups, and interviews were conducted with teachers, administrators, and specialists.

Surveys

The survey for 2014 was adjusted to remove items that have shown stability over the past 4 years and replace them with new items of interest. Survey items were written to solicit feedback on the system, the components of the system, overall grade of the process, resources, communication, Bloomboard, potential improvements, observations and walk-throughs for teachers, and measures in the evaluations. There were open and closed items throughout the survey.

A principal components analysis was conducted on the survey items to create factors of related themes. Thirteen factors were extracted from the survey items. A regression factor score was created and used in statistical analyses. For the most part, the factors followed the logic of the sections in the survey. One factor included items that came from different survey sections and included themes related to student improvement component, fairness of the system, organization, continuance of the DPAS II process, training, and improvement involvement. The last factor that emerged only contained one item: "There are too many criteria."

| Factor 1 |
|--|
| My evaluator handles the workload effectively. |
| The DPAS II evaluation system is being implemented appropriately in my work location. |
| My administrator has worked with me to mutually set ambitious goals for student performance. |
| My district ensures that the evaluation system is implemented consistently. |
| My district ensures that the evaluation system is implemented as intended. |
| Overall, the evaluation process is implemented consistently at my school. |
| Overall, the evaluation process is implemented appropriately at the district level. |
| Implementation is organized at my school. |
| Implementation is organized in my district. |
| Implementation is organized at the state level. |
| Conferences are on schedule. |
| Observations are on schedule. |

| Factor 2 |
|---|
| Measure A is an appropriate measure. |
| Measure B is an appropriate measure. |
| Measure C is an appropriate measure. |
| Measure A is a good indicator of my teaching effectiveness. |
| Measure B is a good indicator of my teaching effectiveness. |

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| Measure C is a good indicator of my teaching effectiveness. |
| The process for selecting Measure B assessments was fair. |
| Measure C growth goals are appropriate. |
| The process for selecting Measure C growth goals were fair. |

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| Factor 3 |
| 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 does the Student Improvement 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? |

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| Factor 4 |
| The Delaware Roster Verification System (RVS) is easy to utilize for the DPAS II process. |
| 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 process are adequate. |
| The DDOE website provides me with all the information I need on DPAS II. |
| DPAS II related communications from the DDOE have been clear. |
| DPAS II related communications from the DDOE have been timely. |
| Professional development opportunities are aligned to the DPAS II appraisal components. |

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| Factor 5 |
| Bloomboard has saved time during the process. |
| Bloomboard has had a positive impact on the process. |
| Bloomboard has improved the process. |
| Bloomboard training has been adequate. |
| Bloomboard is easy to use. |
| Using Bloomboard helped with organization of the process. |

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| Factor 6 |
| I believe my district should credential additional observers for the DPAS II process. |
| I believe that additional credentialed observers would improve the DPAS II process. |
| I believe that criterion-level ratings improved the DPAS II process. |
| I believe that criterion-level ratings allowed for meaningful conversation about my |

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| growth with my evaluator(s). |
| The addition of credentialed observers has been valuable to the process. |

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| Factor 7 |
| The Planning and Preparation component can be judged fairly and equitably. |
| The Classroom Environment component can be judged fairly and equitably. |
| The Instruction component can be judged fairly and equitably. |
| The Professional Responsibilities component can be judged fairly and equitably. |

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| Factor 8 |
| The system is fair and equitable overall. |
| The Student Improvement component can be judged fairly and equitably. |
| Implementation is organized at the state level. |
| The DPAS II evaluation system should be continued in its current form. |
| Additional training would make me feel more competent in the process. |
| Educators have been adequately involved in improving the DPAS II system. |

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| Factor 9 |
| Overall, the feedback I receive is adequate. |
| The feedback I receive in the formal DPAS II process is useful. |
| The feedback I receive from walk-throughs is useful. |
| The written feedback I receive is useful and applicable. |
| The number of conferences/conversations with my evaluator is adequate. |

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| Factor 10 |
| I was able to contribute to the changes in DPAS II system. |
| Educators have been adequately involved in improving the DPAS II system. |
| Increased flexibility with unannounced observations has saved time. |
| Increased flexibility with unannounced observations has improved feedback opportunities. |

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| Factor 11 |
| Walk-throughs should be part of a formative evaluation. |
| Walk-throughs should be part of a summative evaluation. |

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| Factor 12 |
| The evaluation process should be differentiated based on an educator's experience. |
| The evaluation process should be differentiated based on an educator's role. |

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|------------------------------|
| Factor 13 |
| There are too many criteria. |

Interviews

The interview sample was radically changed in 2014. In previous studies, a 5% sample size from throughout the state was selected for a one on one interview. In the current study the interview sample was randomly selected from 5 districts (Caesar Rodney, Milford, Sussex Technical, Cape Henlopen, and Colonial). Replacement interviewees were also selected in case those in the original sample could not participate in the interview. There were a total of 40 interviews conducted by 2 external evaluators. The length of the interviews was adjusted from 15 minutes to 30 minutes to allow for a deeper and broader conversation.

Focus Groups

The focus group questions were derived from the survey and interviews. They were meant to begin a conversation with the participants leading to recommendations for DPAS II improvements. The issues discussed were around Component V, unannounced observations, walk-throughs, individuals on improvement plans, alignment of testing to the curriculum, the process, potential improvement and the use of technology.

RESULTS

Teachers

Teacher survey started April 7, 2014, and closed on May 5, 2014. Overall there were 9,043 surveys sent via email to teachers. Of those, 8,943 were delivered (100 bounced back) and 4,007 completed responses. This resulted in a 44.8% response rate. Two-hundred twenty six responses were incomplete. If you include those, the response rate was 47.3%. Incomplete responses were included in these analyses.

The response rates for teachers for 2012-2013 and 2011-2012 were 46% and 43% respectively.

The majority of teachers who responded to the survey were female. Six percent were being mentored and 6% were mentors.

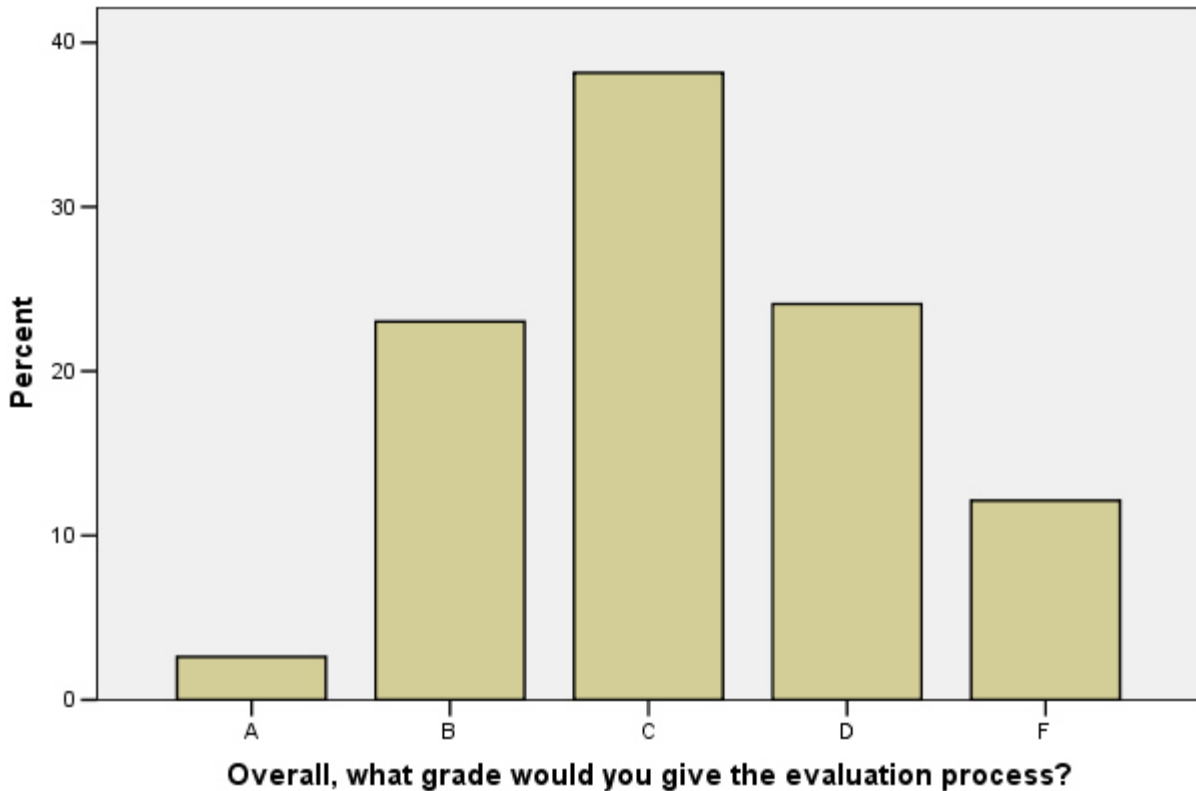
| Teacher Gender | Frequency | Percent |
|-----------------------|------------------|----------------|
| | 10 | 0.2 |
| Female | 3,274 | 77.2 |
| Male | 957 | 22.6 |
| Total | 4,241 | 100.0 |

A table indicating the teacher positions is presented below:

| School Level | Frequency | Percent |
|---------------------|------------------|----------------|
| Elementary | 2117 | 49.9 |
| Middle | 822 | 19.4 |
| High | 1292 | 30.5 |
| Total | 4231 | 99.8 |

A variety of univariate and multivariate statistical analyses were performed on 13 factors by grade category, years of experience (0-5 years, 6-10, 11-15, 16 or greater), and gender. While there was statistical significance in instances within each of the independent variables, the effect sizes were all small. The largest effect size obtained was .2 and the majority ranged between .00 and .01. There were also no strong correlations between years of experience and individual items.

Overall, what grade would you give the evaluation process?



The majority of teachers rated the DPAS II process a “C.” There was an almost even split among teachers on whether the system was fair and equitable. Interviews and focus group results revealed that the reasons for teachers believing the system is unfair include: 1) too much weight on DCAS; 2) heavy burden on teachers; 3) no student stake in testing; and 4) the process is subjective. A large majority of teachers responded favorably to four of the five components when asked whether they could be judged fairly and equitably. The components they stated could be judged fairly and equitably were “Planning and Preparation,” Classroom Environment,” “Instruction,” and “Professional Responsibilities.” As has been in past years, the “Student Improvement” component received the most unfavorable responses to this item. When asked of the five components, which do you believe are good indicators of performance, 68% of teachers responded “Planning and Preparation,” 71% responded “Classroom Environment,” 84% responded “Instruction,” 41% responded “Professional Responsibilities,” and 39% responded “Student Improvement.” Other aspects that emerged in qualitative results as being fair were pre-post data, ability to pick competencies, and clear expectations.

Crosstabs analyses indicate there was a weak to moderate inverse relationship with years of experience and the grade given to DPAS II.

| Years Experience in Categories * Overall, what grade would you give the evaluation | | | | | | | | |
|--|------------------|----------|--|-------|-------|-------|-------|--------|
| | | | Overall, what grade would you give the evaluation process? | | | | | Total |
| | | | A | B | C | D | F | |
| Years Experience in Categories | 0 - 3 Years | Count | 35 | 208 | 241 | 116 | 32 | 632 |
| | | % within | 5.5% | 32.9% | 38.1% | 18.4% | 5.1% | 100.0% |
| | 4 - 10 Years | Count | 29 | 256 | 449 | 273 | 126 | 1,133 |
| | | % within | 2.6% | 22.6% | 39.6% | 24.1% | 11.1% | 100.0% |
| | 11 - 15 Years | Count | 17 | 149 | 281 | 194 | 113 | 754 |
| | | % within | 2.3% | 19.8% | 37.3% | 25.7% | 15.0% | 100.0% |
| | 16 or more Years | Count | 16 | 241 | 445 | 311 | 178 | 1,191 |
| | | % within | 1.3% | 20.2% | 37.4% | 26.1% | 14.9% | 100.0% |

More elementary teachers than high school and middle school teachers graded the system an “A.” The majority of respondents across all levels gave it a grade of “C.”

| School Level * Overall, what grade would you give the evaluation process? | | | | | | | | |
|---|------------|----------|--|-------|-------|-------|-------|--------|
| | | | Overall, what grade would you give the evaluation process? | | | | | Total |
| | | | A | B | C | D | F | |
| School Level | Elementary | Count | 55 | 489 | 731 | 407 | 182 | 1,864 |
| | | % within | 3.0% | 26.2% | 39.2% | 21.8% | 9.8% | 100.0% |
| | Middle | Count | 15 | 151 | 272 | 186 | 99 | 723 |
| | | % within | 2.1% | 20.9% | 37.6% | 25.7% | 13.7% | 100.0% |
| | High | Count | 27 | 214 | 413 | 301 | 168 | 1,123 |
| | | % within | 2.4% | 19.1% | 36.8% | 26.8% | 15.0% | 100.0% |

Qualitative results - In the focus groups, the “Student Improvement” component dominated the conversations among all groups. Responses among elective teachers focused on the system not being workable for them. The issues that were raised with the “Professional Responsibilities” in the interviews were that it is not taken seriously and it is unfair to those whose schedule do not permit them to participate in activities outside of the work day.

| System and Component Items | | | | | | | | |
|--|-------------------|-----|----------|-----|-------|-----|----------------|-----|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| The system is fair and equitable overall. | 605 | 14% | 1,600 | 38% | 1,873 | 45% | 101 | 2% |
| The Planning and Preparation component can be judged fairly and equitably. | 205 | 5% | 799 | 19% | 2,734 | 66% | 435 | 10% |
| The Classroom Environment component can be judged fairly and equitably. | 148 | 4% | 682 | 16% | 2,844 | 68% | 480 | 12% |
| The Instruction component can be judged fairly and equitably. | 137 | 3% | 592 | 14% | 2,971 | 71% | 458 | 11% |
| The Professional Responsibilities | 182 | 4% | 870 | 21% | 2,707 | 65% | 393 | 9% |

| System and Component Items | | | | | | | | |
|--|-------------------|-----|----------|-----|-------|-----|----------------|-----|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| component can be judged fairly and equitably. | | | | | | | | |
| The Student Improvement component can be judged fairly and equitably. | 1,390 | 33% | 1,641 | 39% | 1,042 | 25% | 100 | 2% |
| The time it takes to complete the DPAS II paperwork requirements is reasonable. | 622 | 15% | 1,617 | 39% | 1,851 | 44% | 109 | 3% |
| My evaluator handles the workload effectively. | 229 | 5% | 666 | 16% | 2,670 | 64% | 628 | 15% |
| The DPAS II evaluation system is being implemented appropriately in my work location. | 201 | 5% | 679 | 16% | 2,789 | 67% | 492 | 12% |
| My administrator has worked with me to mutually set ambitious goals for student performance. | 205 | 5% | 709 | 17% | 2,650 | 63% | 625 | 15% |
| My district ensures that the evaluation system is implemented consistently. | 303 | 7% | 1,044 | 25% | 2,440 | 59% | 349 | 8% |
| My district ensures that the evaluation system is implemented as intended. | 223 | 5% | 917 | 22% | 2,639 | 64% | 350 | 8% |
| Overall, the evaluation process is implemented consistently at my school. | 242 | 6% | 806 | 19% | 2,624 | 63% | 473 | 11% |
| Overall, the evaluation process is implemented appropriately at the district level. | 230 | 6% | 951 | 23% | 2,571 | 63% | 325 | 8% |
| Implementation is organized at my school. | 208 | 5% | 772 | 19% | 2,695 | 65% | 472 | 11% |
| Implementation is organized in my district. | 209 | 5% | 953 | 24% | 2,578 | 64% | 307 | 8% |
| Implementation is organized at the state level. | 524 | 13% | 1,206 | 30% | 2,098 | 52% | 188 | 5% |
| Conferences are on schedule. | 221 | 5% | 654 | 16% | 2,699 | 65% | 577 | 14% |
| Observations are on schedule. | 201 | 5% | 562 | 14% | 2,769 | 67% | 614 | 15% |
| The DPAS II evaluation system should be continued in its current form. | 1,300 | 31% | 1,726 | 41% | 1,108 | 26% | 79 | 2% |
| Training in the evaluation system is adequate. | 367 | 9% | 1,250 | 31% | 2,205 | 55% | 177 | 4% |
| Additional training would make me feel more competent in the process. | 309 | 8% | 1,532 | 38% | 1,820 | 45% | 400 | 10% |

Organization of implementation and consistency of implementation received positive responses among teachers.

To determine if there were any differences in whether teachers believe the system is fair and equitable by categories of years of experience or school level, crosstabs analyses was performed. The results indicate that the percent of teachers with fewer years of experience are more likely to agree that the system is fair and equitable. A one-way ANOVA was conducted to determine if there were any differences by categories that were statistically significant. With the exception of “11-15 Years” compared to “16 or more Years,” all comparisons were statistically significant ($p < .05$). The biggest

difference was between the “0-3 Years” versus “11-15 Years.” However, even the biggest difference translates into a small effect size with a difference mean score of .27.

| Years Experience in Categories * The system is fair and equitable overall. | | | | | | | |
|--|------------------|---|---|----------|-------|----------------|--------|
| | | | The system is fair and equitable overall. | | | | Total |
| | | | Strongly Disagree | Disagree | Agree | Strongly Agree | |
| Years Experience in Categories | 0 - 3 Years | Count | 65 | 245 | 386 | 33 | 729 |
| | | % within Years Experience in Categories | 8.9% | 33.6% | 52.9% | 4.5% | 100.0% |
| | 4 - 10 Years | Count | 169 | 460 | 575 | 31 | 1,235 |
| | | % within Years Experience in Categories | 13.7% | 37.2% | 46.6% | 2.5% | 100.0% |
| | 11 - 15 Years | Count | 155 | 346 | 339 | 18 | 858 |
| | | % within Years Experience in Categories | 18.1% | 40.3% | 39.5% | 2.1% | 100.0% |
| | 16 or more Years | Count | 215 | 548 | 573 | 19 | 1,355 |
| | | % within Years Experience in Categories | 15.9% | 40.4% | 42.3% | 1.4% | 100.0% |

A one-way ANOVA was also performed on the fair and equitable item by school level. There was a significant difference ($p < .05$) between the elementary and both middle and high. However, the mean differences were small (.1 between elementary and middle, .07 between elementary and high).

| School Level * The system is fair and equitable overall. | | | | | | | |
|--|------------|-----------------------|---|----------|-------|----------------|--------|
| | | | The system is fair and equitable overall. | | | | Total |
| | | | Strongly Disagree | Disagree | Agree | Strongly Agree | |
| School Level | Elementary | Count | 285 | 758 | 992 | 58 | 2,093 |
| | | % within School Level | 13.6% | 36.2% | 47.4% | 2.8% | 100.0% |
| | Middle | Count | 133 | 321 | 340 | 14 | 808 |
| | | % within School Level | 16.5% | 39.7% | 42.1% | 1.7% | 100.0% |
| | High | Count | 186 | 520 | 541 | 29 | 1,276 |
| | | % within School Level | 14.6% | 40.8% | 42.4% | 2.3% | 100.0% |

Qualitative Results – Statements made in interviews and focus groups indicated that the paperwork is still daunting for teachers. There was a belief that the time spent on DPAS II paperwork could be better spent in instructional time. The general thought was that DPAS II is more complicated than it needs to be and that it could be streamlined.

| Observations | | | | | | | | |
|--|-------------------|----|----------|-----|-------|-----|----------------|-----|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| Increased flexibility with unannounced observations has saved time. | 280 | 7% | 984 | 26% | 2,245 | 59% | 272 | 7% |
| Increased flexibility with unannounced observations has improved feedback opportunities. | 325 | 9% | 1,163 | 31% | 2,065 | 55% | 215 | 6% |
| I believe my district should credential additional observers for the DPAS II process. | 7 | 5% | 31 | 22% | 87 | 63% | 13 | 9% |
| I believe that additional credentialed observers would improve the DPAS II process. | 6 | 4% | 32 | 23% | 84 | 61% | 16 | 12% |
| I believe that criterion-level ratings improved the DPAS II process. | 10 | 7% | 27 | 20% | 88 | 65% | 11 | 8% |
| I believe that criterion-level ratings allowed for meaningful conversation about my growth with my evaluator(s). | 8 | 6% | 24 | 18% | 94 | 69% | 11 | 8% |
| There are too many criteria. | 3 | 2% | 35 | 26% | 75 | 56% | 22 | 16% |
| The addition of credentialed observers has been valuable to the process. | 8 | 6% | 32 | 24% | 85 | 63% | 11 | 8% |

The majority believe the evaluation process should be differentiated based on an educator's years of experience and role. This was also supported in the interviews whereby it was stated that an educator with more years of experience should receive fewer observations and less monitoring than novice teachers.

| Differentiation | | | | | | | | |
|---|-------------------|----|----------|-----|-------|-----|----------------|-----|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| The evaluation process should be differentiated based on an educator's years of experience. | 173 | 4% | 1,107 | 28% | 1,919 | 49% | 706 | 18% |
| The evaluation process should be differentiated based on an educator's role. | 84 | 2% | 471 | 12% | 2,409 | 62% | 946 | 24% |

Results of interviews and focus groups indicated that walk-throughs are beneficial to the practice of teaching. Teachers did acknowledge that walk-throughs did not provide a complete picture but that the feedback was useful. However, the majority of teachers did not believe they should be part of the summative evaluation.

Teachers spoke positively of the attempt at providing flexibility to the "Student Performance" aspect of DPAS II. Overwhelmingly, teachers believed there is too much emphasis on DCAS based on the interview results. There was also indication that the teachers did not receive their data in a timely manner and that non-core assessments are not aligned to the curriculum. Suggestion from non-core teachers were to include

portfolios and rubrics to the process and allow non-core teachers to create their own assessments.

There were slightly more teachers responding on the favorable end of the spectrum to whether the measures were appropriate. Quantitative and qualitative results indicated that teachers do not believe the requirements of the highly effective rating are fair.

| | Measures | | | | | | | |
|---|-------------------|-----|----------|-----|-------|-----|----------------|----|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| Walk-throughs should be part of a formative evaluation. | 805 | 21% | 1,110 | 28% | 1,701 | 43% | 308 | 8% |
| Walk-throughs should be part of a summative evaluation. | 915 | 23% | 1,500 | 38% | 1,265 | 32% | 230 | 6% |
| The requirements of the "highly effective" rating are fair. | 897 | 23% | 1,425 | 37% | 1,418 | 37% | 129 | 3% |
| Measure A is an appropriate measure. | 641 | 21% | 977 | 32% | 1,392 | 45% | 89 | 3% |
| Measure B is an appropriate measure. | 644 | 18% | 1,085 | 31% | 1,676 | 48% | 93 | 3% |
| Measure C is an appropriate measure. | 490 | 16% | 897 | 29% | 1,578 | 52% | 97 | 3% |
| Measure A is a good indicator of my teaching effectiveness. | 741 | 24% | 1,115 | 36% | 1,149 | 37% | 73 | 2% |
| Measure B is a good indicator of my teaching effectiveness. | 756 | 22% | 1,267 | 36% | 1,378 | 40% | 87 | 2% |
| Measure C is a good indicator of my teaching effectiveness. | 572 | 19% | 1,054 | 35% | 1,332 | 44% | 82 | 3% |
| The selections available in Measure B were adequate. | 702 | 20% | 1,099 | 32% | 1,571 | 45% | 81 | 2% |
| The process for selecting Measure B assessments was fair. | 667 | 19% | 1,034 | 30% | 1,659 | 48% | 78 | 2% |
| Measure C growth goals are appropriate. | 555 | 18% | 915 | 30% | 1,474 | 49% | 77 | 3% |
| The process for selecting Measure C growth goals were fair. | 541 | 18% | 892 | 30% | 1,489 | 50% | 78 | 3% |

Additional analyses were conducted on the two items related to Measure A. When reviewed by categories of "Years Experience," the highest percent of teachers who agreed it was an appropriate measure was in the "0-3 Years" category. A one-way ANOVA was conducted. The differences were statistically significant ($p < .05$) for all comparisons to the "0-3 Years" category with the highest mean difference at .3 (11-15 years versus 0-3 years).

| Years Experience in Categories * Measure A is an appropriate measure. | | | | | | | |
|---|---------------|----------|--------------------------------------|----------|-------|----------------|--------|
| | | | Measure A is an appropriate measure. | | | | Total |
| | | | Strongly Disagree | Disagree | Agree | Strongly Agree | |
| Years Experience in Categories | 0 - 3 Years | Count | 70 | 147 | 308 | 24 | 549 |
| | | % within | 12.8% | 26.8% | 56.1% | 4.4% | 100.0% |
| | 4 - 10 Years | Count | 196 | 283 | 419 | 25 | 923 |
| | | % within | 21.2% | 30.7% | 45.4% | 2.7% | 100.0% |
| | 11 - 15 Years | Count | 164 | 198 | 257 | 17 | 636 |
| | | % within | 25.8% | 31.1% | 40.4% | 2.7% | 100.0% |
| 16 or more Years | Count | 210 | 349 | 408 | 23 | 990 | |
| | % within | 21.2% | 35.3% | 41.2% | 2.3% | 100.0% | |

The highest percent of teachers by level who agreed Measure A was an appropriate measure were elementary teachers. The difference between elementary versus middle and high were statistically significant ($p < .05$) with the biggest mean difference at .17.

| School Level * Measure A is an appropriate measure. | | | | | | | |
|---|------------|----------|--------------------------------------|----------|-------|----------------|--------|
| | | | Measure A is an appropriate measure. | | | | Total |
| | | | Strongly Disagree | Disagree | Agree | Strongly Agree | |
| School Level | Elementary | Count | 266 | 473 | 770 | 47 | 1,556 |
| | | % within | 17.1% | 30.4% | 49.5% | 3.0% | 100.0% |
| | Middle | Count | 153 | 192 | 245 | 18 | 608 |
| | | % within | 25.2% | 31.6% | 40.3% | 3.0% | 100.0% |
| | High | Count | 221 | 312 | 377 | 24 | 934 |
| | | % within | 23.7% | 33.4% | 40.4% | 2.6% | 100.0% |

The percent of teachers who responded agree to Measure A being a good indicator of teaching was highest in the “0-3 Years” of experience category. After conducting a one-way ANOVA, the results indicate that all comparisons with the “0-3 Years” category were statistically significant with the largest mean difference at .35 (“0-3 Years” versus “11-15 Years”).

| Years Experience in Categories * Measure A is a good indicator of my teaching effectiveness. | | | | | | | |
|--|---------------|----------|---|----------|-------|----------------|--------|
| | | | Measure A is a good indicator of my teaching effectiveness. | | | | Total |
| | | | Strongly Disagree | Disagree | Agree | Strongly Agree | |
| Years Experience in Categories | 0 - 3 Years | Count | 78 | 167 | 275 | 20 | 540 |
| | | % within | 14.4% | 30.9% | 50.9% | 3.7% | 100.0% |
| | 4 - 10 Years | Count | 235 | 326 | 341 | 18 | 920 |
| | | % within | 25.5% | 35.4% | 37.1% | 2.0% | 100.0% |
| | 11 - 15 Years | Count | 185 | 223 | 205 | 15 | 628 |
| | | % within | 29.5% | 35.5% | 32.6% | 2.4% | 100.0% |

| Years Experience in Categories * Measure A is a good indicator of my teaching effectiveness. | | | | | | | |
|--|------------------|---|----------|-------|----------------|------|--------|
| | | Measure A is a good indicator of my teaching effectiveness. | | | | | Total |
| | | Strongly Disagree | Disagree | Agree | Strongly Agree | | |
| | 16 or more Years | Count | 242 | 399 | 328 | 20 | 989 |
| | | % within | 24.5% | 40.3% | 33.2% | 2.0% | 100.0% |

The percent of teachers who responded agree to Measure A being a good indicator of teaching effectiveness was highest at the elementary levels. There were also statistically significant differences ($p < .05$) between elementary versus middle and high. The largest mean difference was .18 (elementary versus middle).

| School Level * Measure A is a good indicator of my teaching effectiveness. | | | | | | | |
|--|------------|---|----------|-------|----------------|------|--------|
| | | Measure A is a good indicator of my teaching effectiveness. | | | | | Total |
| | | Strongly Disagree | Disagree | Agree | Strongly Agree | | |
| School Level | Elementary | Count | 320 | 545 | 652 | 36 | 1,553 |
| | | % within | 20.6% | 35.1% | 42.0% | 2.3% | 100.0% |
| | Middle | Count | 173 | 223 | 188 | 15 | 599 |
| | | % within | 28.9% | 37.2% | 31.4% | 2.5% | 100.0% |
| | High | Count | 247 | 347 | 309 | 22 | 925 |
| | | % within | 26.7% | 37.5% | 33.4% | 2.4% | 100.0% |

The majority of teachers in the interviews stated the walk-throughs were impactful and a positive aspect of the process. There was indication that more would be welcomed and that possibly have different people conducting them. A few teachers, however, stated that the walk-throughs were not helpful because it is only a quick snapshot. Teachers also stated that unannounced observations were more realistic than the announced observations.

The average number of walk-throughs was 4.9 with a minimum of one walk-through and a maximum of 10. The mean number of hours spent on the process is 2.3 with a minimum of 1 hour and a maximum of 10 or more.

| Descriptive Statistics | | | | | |
|---|------|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| How often has an evaluator conducted a walk-through in your classroom? | 3767 | 1.00 | 10.00 | 4.9482 | 3.10461 |
| On a weekly basis, how many hours do you spend on paperwork related to DPAS II? | 3677 | 1.00 | 10.00 | 2.3353 | 2.20000 |
| Valid N (listwise) | 3611 | | | | |

With respect to setting targets/goals in the fall and spring, 81% of teachers said their administrator met with them in the Fall, but only 55% responded “yes “ for the Spring. The majority were not credentialed observers (91%) nor wanted to be (70%).

| | Impact | | | | | | | |
|--|--------|-----|---------|-----|-------|-----|-------|-----|
| | None | | Limited | | Some | | Major | |
| | Count | % | Count | % | Count | % | Count | % |
| What level of impact does DPAS II overall have on improving my teaching? | 540 | 14% | 1,319 | 33% | 1,696 | 43% | 435 | 11% |
| What level of impact does the Planning and Preparation component have on improving my teaching? | 473 | 12% | 975 | 24% | 1,712 | 43% | 828 | 21% |
| What level of impact does the Classroom Environment component have on improving my teaching? | 519 | 13% | 1,030 | 26% | 1,682 | 42% | 747 | 19% |
| What level of impact does the Instruction component have on improving my teaching? | 429 | 11% | 862 | 22% | 1,703 | 43% | 990 | 25% |
| What level of impact does the Professional Responsibilities component have on improving my teaching? | 695 | 18% | 1,253 | 32% | 1,601 | 40% | 413 | 10% |
| What level of impact does the Student Improvement component have on improving my teaching? | 655 | 17% | 1,104 | 28% | 1,474 | 37% | 735 | 19% |
| What level of impact do unannounced observations have on improving my teaching? | 744 | 19% | 1,137 | 29% | 1,586 | 40% | 496 | 13% |
| What level of impact do announced observations have on improving my teaching? | 583 | 15% | 1,067 | 27% | 1,768 | 45% | 549 | 14% |

Quantitative results indicated that Bloomboard provided some efficiency to the process. Qualitative results were mixed. Bloomboard came up in many interviews and focus groups but most were not familiar enough to make a judgment. Those that were familiar with Bloomboard provided positive feedback as to its potential value.

| | Bloomboard | | | | | | | |
|---|-------------------|-----|----------|-----|-------|-----|----------------|----|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| Bloomboard has saved time during the process. | 185 | 17% | 321 | 30% | 501 | 47% | 68 | 6% |
| Bloomboard has had a positive impact on the process. | 181 | 17% | 326 | 31% | 496 | 47% | 60 | 6% |
| Bloomboard has improved the process. | 169 | 16% | 334 | 32% | 472 | 45% | 71 | 7% |
| Bloomboard training has been adequate. | 207 | 19% | 370 | 35% | 435 | 41% | 55 | 5% |
| Bloomboard is easy to use. | 162 | 15% | 333 | 31% | 505 | 48% | 58 | 5% |
| Using Bloomboard helped with organization of the process. | 173 | 16% | 280 | 26% | 548 | 51% | 64 | 6% |

There were little differences in the perception of whether the time it takes to complete the paperwork is reasonable and use of Bloomboard.

| Has/Have your administrator(s) used Bloomboard in the evaluation process? * The time it takes to complete the DPAS II paperwork requirements is reasonable. | | | | | | | |
|--|-----|--|-----------------|--------------|-----------------------|------|--------------|
| | | The time it takes to complete the DPAS II paperwork requirements is reasonable. | | | | | Total |
| | | Strongly Disagree | Disagree | Agree | Strongly Agree | | |
| Has/Have your administrator(s) used Bloomboard in the evaluation process? | No | Count | 424 | 1,115 | 1,280 | 75 | 2,894 |
| | | % within | 14.7% | 38.5% | 44.2% | 2.6% | 100.0% |
| | Yes | Count | 181 | 458 | 530 | 32 | 1,201 |
| | | % within | 15.1% | 38.1% | 44.1% | 2.7% | 100.0% |

Quantitative results were positive on the items around roster verification, training, communication, and the website. However, in the interviews and focus groups, the results were mixed. It was stated by many interviewees that the professional development was not aligned and too focused on the deadlines. One suggestion provided was that there should be a resource person at each school.

| State and District | | | | | | | | |
|--|--------------------------|----------|-----------------|----------|--------------|----------|-----------------------|----------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| The Delaware Roster Verification System (RVS) is easy to utilize for the DPAS II process. | 303 | 9% | 830 | 25% | 1,924 | 58% | 252 | 8% |
| The support I receive at the district level related to the DPAS II evaluation process is adequate. | 354 | 9% | 989 | 26% | 2,320 | 61% | 168 | 4% |
| The training at the district level related to the DPAS II evaluation process is adequate. | 346 | 9% | 1,100 | 29% | 2,242 | 58% | 154 | 4% |
| The district resources available related to the DPAS II evaluation process are adequate. | 328 | 9% | 1,055 | 28% | 2,271 | 60% | 153 | 4% |
| The DDOE website provides me with all the information I need on DPAS II. | 261 | 7% | 997 | 27% | 2,293 | 62% | 144 | 4% |
| DPAS II related communications from the DDOE have been clear. | 506 | 13% | 1,345 | 36% | 1,817 | 48% | 113 | 3% |
| DPAS II related communications from the DDOE have been timely. | 483 | 13% | 1,122 | 30% | 1,975 | 53% | 117 | 3% |
| Professional development opportunities are aligned to the DPAS II appraisal components. | 414 | 11% | 1,180 | 31% | 2,059 | 54% | 136 | 4% |

| What areas do you feel you need more training? | Percent of respondents selecting the area |
|--|---|
| Planning and Preparation | 11% |
| Classroom Environment | 8% |
| Instruction | 11% |
| Professional Responsibilities | 9% |
| Student Improvement | 30% |
| Measure selection and goal setting for the Student Improvement component | 48% |

When asked what supports they used, the majority said “District provided training.”

| | |
|--|-----|
| DDOE Training | 20% |
| DPAS II Component V Hotline | 2% |
| Delaware Academy for School Leadership | 3% |
| Educationally Speaking | 11% |
| Development Coaches | 14% |
| District provided training | 62% |
| DASA/DSEA provided training | 5% |
| DDOE Online modules | 19% |
| Other | 9% |

Quantitative and qualitative results both supported that teachers like the feedback they received from various aspects of the process.

| | Feedback | | | | | | | |
|--|-------------------|----|----------|-----|-------|-----|----------------|-----|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| Overall, the feedback I receive is adequate. | 157 | 4% | 592 | 15% | 2,684 | 67% | 566 | 14% |
| The feedback I receive in the formal DPAS II process is useful. | 212 | 5% | 896 | 22% | 2,456 | 61% | 433 | 11% |
| The feedback I receive from walk-throughs is useful. | 349 | 9% | 1,002 | 25% | 2,140 | 54% | 470 | 12% |
| The written feedback I receive is useful and applicable. | 216 | 5% | 728 | 18% | 2,537 | 64% | 496 | 12% |
| The number of conferences/conversations with my evaluator is adequate. | 184 | 5% | 534 | 13% | 2,671 | 67% | 605 | 15% |

Both quantitative and qualitative results indicated that many teachers do not believe they have contributed to the process. In one interview, the respondent stated that a committee was able to provide input into the process, but that it wasn’t used. The specific mention was around the “Student Improvement” component.

| Contribution to the Process | | | | | | | | |
|--|-------------------|-----|----------|-----|-------|-----|----------------|----|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| I was able to contribute to the changes in DPAS II system. | 960 | 25% | 2,128 | 56% | 679 | 18% | 56 | 1% |
| Educators have been adequately involved in improving the DPAS II system. | 781 | 20% | 1,879 | 49% | 1,098 | 29% | 72 | 2% |

The majority of respondents did not believe they were able to contribute to the changes in the process or that educators have been adequately involved. There was little difference in this finding when reviewed by years of experience or school level.

| School Level * I was able to contribute to the changes in DPAS II system. | | | | | | | |
|---|------------|----------|--|----------|-------|----------------|--------|
| | | | I was able to contribute to the changes in DPAS II system. | | | | Total |
| | | | Strongly Disagree | Disagree | Agree | Strongly Agree | |
| School Level | Elementary | Count | 446 | 1,083 | 345 | 32 | 1,906 |
| | | % within | 23.4% | 56.8% | 18.1% | 1.7% | 100.0% |
| | Middle | Count | 209 | 401 | 121 | 8 | 739 |
| | | % within | 28.3% | 54.3% | 16.4% | 1.1% | 100.0% |
| | High | Count | 304 | 644 | 213 | 16 | 1,177 |
| | | % within | 25.8% | 54.7% | 18.1% | 1.4% | 100.0% |

| Years Experience in Categories * I was able to contribute to the changes in DPAS II system. | | | | | | | |
|---|-------------------|----------|--|----------|-------|----------------|--------|
| | | | I was able to contribute to the changes in DPAS II system. | | | | Total |
| | | | Strongly Disagree | Disagree | Agree | Strongly Agree | |
| Years Experience in Categories | 0 - 3 Years | Count | 151 | 355 | 147 | 15 | 668 |
| | | % within | 22.6% | 53.1% | 22.0% | 2.2% | 100.0% |
| | 4 - 10 Years | Count | 282 | 665 | 197 | 17 | 1,161 |
| | | % within | 24.3% | 57.3% | 17.0% | 1.5% | 100.0% |
| | 11 - 15 Years | Count | 216 | 416 | 124 | 7 | 763 |
| | | % within | 28.3% | 54.5% | 16.3% | 0.9% | 100.0% |
| | 16 or more Years' | Count | 310 | 692 | 211 | 17 | 1,230 |
| | | % within | 25.2% | 56.3% | 17.2% | 1.4% | 100.0% |

| Please select an option that best describes how the DPAS II process compares to other initiatives in your school or work location. | | | | | | | | | |
|--|---|-------|--|--------|---|--------|--|--------|-------|
| | 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 evaluation process is not one of the important drivers of student achievement gains. | | Total |
| Responses Received | 307 | 7.95% | 1065 | 27.57% | 986 | 25.52% | 1505 | 38.96% | 3863 |

Specialists Results

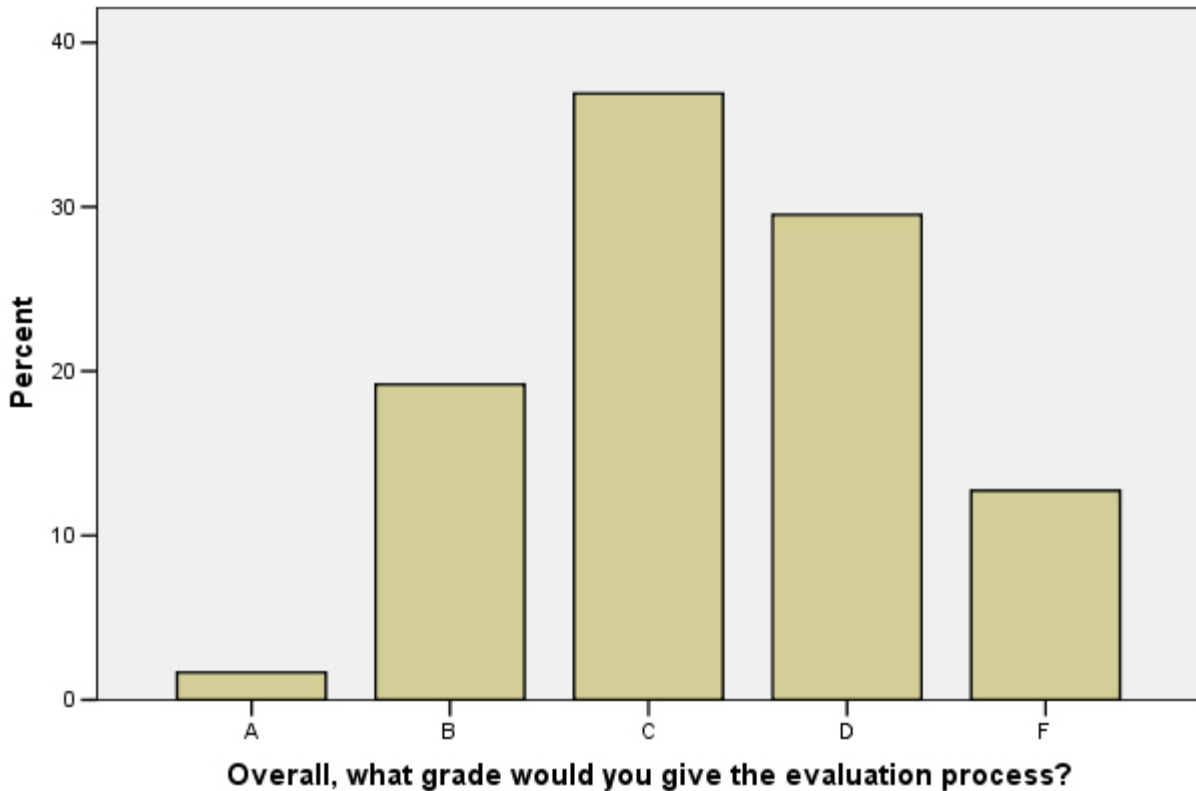
Survey invitations were sent to 1,324 specialists. Of those, 1,306 were successfully delivered. The response rate was 44.8%.

The response rates for specialists in 2012-2013 and 2011-2012 were 47.4% and 42% respectively.

The average number of years' experience among specialists was 17.6. A large majority of specialists are not being mentored and are not serving as mentors. The tables below indicate the positions that made up the specialist sample and the gender distribution.

| Specialists Gender | Frequency | Percent |
|--------------------|-----------|---------|
| | 8 | 1.3 |
| Female | 558 | 89.3 |
| Male | 59 | 9.4 |
| Total | 625 | 100.0 |

Overall, what grade would you give the evaluation process?



The majority of specialists do not like the DPAS process. Quantitative and qualitative results reveal that the main reason is the “Student Improvement” component. They do not believe it is relevant to their work. Statements such as “It was written for teachers and the word teacher was replaced with specialists” were not uncommon in the interviews and focus groups. The process appears to be difficult for specialists because in their words, it is “trying to fit a square peg in a round hole.”

The quantitative and qualitative results revealed that the system is organized and implemented as intended. When specialists were asked what suggestions they would have for the system, consistently it was stated that it needed to be relevant to their jobs. When asked of the five components, which do you believe are good indicators of performance, 64% of specialists responded “Planning and Preparation,” 92% responded “Professional Practice and Delivery of Service,” 65% responded “Professional Collaboration and Consultation,” 63% responded “Professional Responsibilities,” and 31% responded “Student Improvement.”

| DPAS II - Specialist Evaluation | | | | | | | | |
|---|-------------------|-------|----------|-------|-------|-------|----------------|-------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| The system is fair and equitable overall. | 76 | 12.5% | 260 | 42.9% | 262 | 43.2% | 8 | 1.3% |
| The Planning and Preparation component can be judged fairly and equitably. | 30 | 5.0% | 148 | 24.4% | 389 | 64.2% | 39 | 6.4% |
| The Professional Practice and Delivery of Service component can be judged fairly and equitably. | 33 | 5.4% | 133 | 21.9% | 395 | 65.2% | 45 | 7.4% |
| The Professional Collaboration and Consultation component can be judged fairly and equitably. | 30 | 4.9% | 163 | 26.7% | 381 | 62.5% | 36 | 5.9% |
| The Professional Responsibilities component can be judged fairly and equitably. | 30 | 4.9% | 117 | 19.3% | 412 | 67.9% | 48 | 7.9% |
| The Student Improvement component can be judged fairly and equitably. | 195 | 32.0% | 281 | 46.1% | 126 | 20.7% | 7 | 1.1% |
| The time it takes to complete the DPAS II paperwork requirements is reasonable. | 129 | 21.3% | 241 | 39.7% | 234 | 38.6% | 3 | 0.5% |
| My evaluator handles the workload effectively. | 33 | 5.5% | 99 | 16.5% | 395 | 65.7% | 74 | 12.3% |
| The DPAS II evaluation system is being implemented appropriately in my work location. | 32 | 5.3% | 100 | 16.7% | 394 | 65.8% | 73 | 12.2% |
| My administrator has helped me set ambitious goals for student performance. | 28 | 4.6% | 127 | 20.9% | 381 | 62.6% | 73 | 12.0% |
| My district ensures that the evaluation system is implemented as intended. | 36 | 6.0% | 127 | 21.2% | 396 | 66.0% | 41 | 6.8% |
| My district ensures that the system is implemented fairly. | 43 | 7.2% | 149 | 25.1% | 368 | 62.0% | 34 | 5.7% |
| Overall, the evaluation process is implemented appropriately at the district level. | 35 | 6.0% | 140 | 23.8% | 378 | 64.3% | 35 | 6.0% |
| Implementation is organized at my school. | 27 | 4.5% | 100 | 16.6% | 413 | 68.5% | 63 | 10.4% |
| Implementation is organized in my district. | 28 | 4.8% | 150 | 25.7% | 374 | 64.0% | 32 | 5.5% |
| Implementation is organized at the state level. | 80 | 13.7% | 185 | 31.7% | 306 | 52.4% | 13 | 2.2% |
| Conferences are on schedule. | 26 | 4.3% | 133 | 22.2% | 375 | 62.6% | 65 | 10.9% |
| The DPAS II evaluation system should be continued in its current form. | 212 | 34.6% | 261 | 42.6% | 131 | 21.4% | 9 | 1.5% |
| Training in the evaluation system is adequate. | 70 | 11.8% | 227 | 38.4% | 279 | 47.2% | 15 | 2.5% |
| Additional training would make me feel more competent in the process. | 40 | 6.8% | 201 | 34.0% | 294 | 49.7% | 56 | 9.5% |

Again, quantitative and qualitative results both indicated that the system has positive aspects. The website was informative according to the majority of specialists and resources were adequate. However, it was stated that the PD and the majority of resources were seemingly geared towards teachers.

| DPAS II - Evaluation Specialists | | | | | | | | |
|--|-------------------|--------|----------|--------|-------|--------|----------------|-------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| The Delaware Roster Verification System (RVS) is easy to utilize for the DPAS II process. | 29 | 12.61% | 86 | 37.39% | 112 | 48.70% | 3 | 1.30% |
| The support I receive at the district level related to the DPAS II evaluation process is adequate. | 75 | 14.15% | 153 | 28.87% | 283 | 53.40% | 19 | 3.58% |
| The training at the district level related to the DPAS II evaluation process is adequate. | 68 | 12.55% | 168 | 31.00% | 293 | 54.06% | 13 | 2.40% |
| The district resources available related to the DPAS II evaluation process are adequate. | 58 | 10.88% | 158 | 29.64% | 298 | 55.91% | 19 | 3.56% |
| The DDOE website provides me with all the information I need on DPAS II. | 51 | 9.86% | 173 | 33.46% | 281 | 54.35% | 12 | 2.32% |
| DPAS II related communications from the DDOE have been timely. | 64 | 12.57% | 181 | 35.56% | 253 | 49.71% | 11 | 2.16% |
| Professional development opportunities are aligned to the DPAS II appraisal components. | 97 | 18.55% | 176 | 33.65% | 236 | 45.12% | 14 | 2.68% |

The results for areas specialists need more training are provided in the table below.

| | |
|---|-----|
| Planning and Preparation | 29% |
| Professional Practice and Delivery of Service | 27% |
| Professional Collaboration and Consultation | 30% |
| Professional Responsibilities | 24% |
| Student Improvement | 74% |

When asked what supports they used, the majority said “District provided training.”

| | |
|--|-----|
| DDOE Training | 28% |
| DPAS II Component V Hotline | 2% |
| Delaware Academy for School Leadership | 2% |
| Educationally Speaking | 9% |
| Development Coaches | 10% |
| District provided training | 67% |
| DASA/DSEA provided training | 4% |
| DDOE Online modules | 19% |
| Other | 17% |

The average time an evaluator conducted a walk-through with a specialist was 3.6. The average number of hours spent on paperwork was 2.

| Descriptive Statistics | | | | | |
|---|-----|---------|---------|------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| How often has an evaluator conducted a walk-through in your classroom or work area? | 426 | 1 | 10 | 3.56 | 3.171 |
| On a weekly basis, how many hours do you spend on paperwork related to DPAS II? | 423 | 1 | 10 | 2.02 | 1.923 |
| Valid N (listwise) | 399 | | | | |

Eighty-eight percent met with their administrator to set fall goals; however, only 63% met with their administrator in the spring. The majority were not credentialed observers (97%) and did not want to be (83%).

Quantitative results revealed that Bloomboard was useful for some but not all. Again, according to specialists, Bloomboard training was geared more to teachers. Those who commented on Bloomboard stated they would like to see some method of simplifying the process and the computer software.

| DPAS II - Evaluation Specialists | | | | | | | | |
|---|-------------------|--------|----------|--------|-------|--------|----------------|-------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| Bloomboard: Bloomboard has saved time during the process. | 28 | 18.67% | 62 | 41.33% | 55 | 36.67% | 5 | 3.33% |
| Bloomboard has had a positive impact on the process. | 27 | 18.49% | 62 | 42.47% | 51 | 34.93% | 6 | 4.11% |
| Bloomboard has improved the process. | 27 | 18.37% | 59 | 40.14% | 54 | 36.73% | 7 | 4.76% |
| Bloomboard training and support have been adequate. | 40 | 26.67% | 45 | 30.00% | 64 | 42.67% | 1 | 0.67% |

If you eliminate the “Student Improvement” component of DPAS II for specialists, they appear to think the feedback is useful and helpful to their work. They do not believe the “Student Improvement” component is a true indicator of their job performance. To that end, they do not believe it has an impact on how they conduct their work.

| DPAS II - Evaluation Specialists | | | | | | | | |
|--|-------------------|------|----------|-------|-------|-------|----------------|-------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| Agreeability Scale: Overall, the feedback I receive is adequate. | 23 | 4.0% | 93 | 16.3% | 395 | 69.1% | 61 | 10.7% |
| The feedback I receive in the formal DPAS II process is useful. | 38 | 6.6% | 170 | 29.5% | 320 | 55.5% | 49 | 8.5% |
| The written feedback I receive is useful and applicable. | 35 | 6.2% | 142 | 25.0% | 342 | 60.1% | 50 | 8.8% |
| The number of conferences/conversations with my evaluator is adequate. | 25 | 4.4% | 91 | 16.0% | 385 | 67.7% | 68 | 12.0% |

| DPAS II - Evaluation Specialists | | | | | | | | |
|--|-------|-------|---------|-------|-------|-------|-------|------|
| | None | | Limited | | Some | | Major | |
| | Count | % | Count | % | Count | % | Count | % |
| What level of impact does DPAS II overall have on improving my practice? | 109 | 18.9% | 226 | 39.2% | 213 | 37.0% | 28 | 4.9% |
| What level of impact does the Planning and Preparation component have on improving my practice? | 102 | 17.8% | 186 | 32.4% | 235 | 40.9% | 51 | 8.9% |
| What level of impact does the Professional Responsibilities component have on improving my practice? | 106 | 18.5% | 184 | 32.1% | 227 | 39.5% | 57 | 9.9% |
| What level of impact does the Student Improvement component have on improving my practice? | 146 | 25.4% | 192 | 33.4% | 193 | 33.6% | 43 | 7.5% |

An overwhelming majority of specialists believe that the evaluation process should be based on their role. During the interviews, it was stated that they have been able to provide input on the process. However, the quantitative results do not reveal similar findings.

| DPAS II - Evaluation Specialists | | | | | | | | |
|---|-------------------|------|----------|-------|-------|-------|----------------|-------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| The evaluation process should be differentiated based on an educator's years of experience. | 20 | 3.5% | 135 | 23.6% | 296 | 51.7% | 122 | 21.3% |
| The evaluation process should be differentiated based on an educator based on an | 6 | 1.0% | 19 | 3.3% | 254 | 44.1% | 297 | 51.6% |

| | | | | | | | | |
|--|-----|-------|-----|-------|-----|-------|----|-------|
| educator's role. | | | | | | | | |
| I was able to contribute to the changes in DPAS II system. | 128 | 22.8% | 292 | 52.0% | 124 | 22.1% | 18 | 3.2% |
| Educators have been adequately involved in improving the DPAS II system. | 92 | 16.7% | 249 | 45.2% | 193 | 35.0% | 17 | 3.1% |
| I believe that criterion-level ratings allowed for meaningful conversation about my growth with my evaluator(s). | | | 4 | 25.0% | 12 | 75.0% | | |
| There are too many criteria. | | | 1 | 6.3% | 12 | 75.0% | 3 | 18.8% |

| Please select an option that best describes how the DPAS II process compares to other initiatives in your school or work location. | | | | | | | | | |
|--|---|-------|--|--------|---|--------|--|--------|-------|
| | 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 evaluation process is not one of the important drivers of student achievement gains. | | Total |
| Responses Received | 24 | 4.41% | 131 | 24.08% | 125 | 22.98% | 264 | 48.53% | 544 |

Administrators and Evaluators

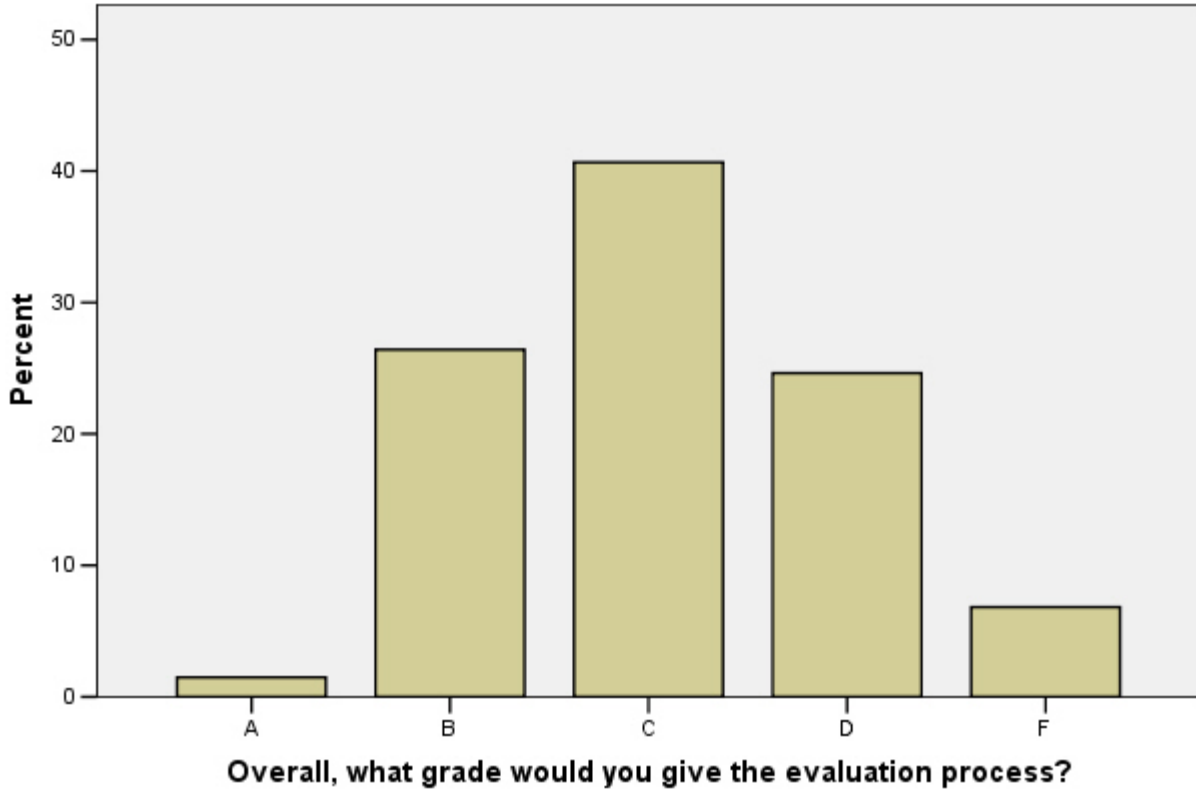
The number of surveys sent to administrators was 651. Of those, 646 were successfully delivered. The response rate was 53.4%.

The response rates for administrators in 2012-2013 and 2011-2012 were 44.4% and 51% respectively.

There were slightly more females who responded to the survey than males. The average years' experience among administrators was 16.9; the average years' of administrative experience was 5. Very few administrators responded that they were mentors or being mentored. A table of positions that made up the administrator sample is listed below.

| Administrators Gender | Frequency | Percent |
|-----------------------|-----------|---------|
| | 10 | 2.8 |
| Female | 196 | 54.1 |
| Male | 156 | 43.1 |
| Total | 362 | 100.0 |

Overall, what grade would you give the evaluation process?



A crosstabs was performed on position by grade. Any category outside of a principalship was omitted because of small sample sizes to protect confidentiality. There were not great differences among the positions by grade.

| Position Description * Overall, what grade would you give the evaluation process? | | | | | | | | |
|---|--|----------|--|-------|-------|-------|-------|--------|
| | | | Overall, what grade would you give the evaluation process? | | | | | Total |
| | | | A | B | C | D | F | |
| Position Description | Assistant Principal, Elementary (Assoc.) | Count | 2 | 20 | 21 | 19 | 1 | 63 |
| | | % within | 3.2% | 31.7% | 33.3% | 30.2% | 1.6% | 100.0% |
| | Assistant Principal, Middle (Assoc.) | Count | 1 | 10 | 12 | 9 | 0 | 32 |
| | | % within | 3.1% | 31.3% | 37.5% | 28.1% | 0.0% | 100.0% |
| | Assistant Principal, Secondary (Assoc.) | Count | 0 | 9 | 30 | 9 | 6 | 54 |
| | | % within | 0.0% | 16.7% | 55.6% | 16.7% | 11.1% | 100.0% |
| | Principal, | Count | 0 | 21 | 34 | 24 | 8 | 87 |

| | | | | | | | | |
|--|-------------------------|----------|------|-------|-------|-------|-------|--------|
| | Elementary | % within | 0.0% | 24.1% | 39.1% | 27.6% | 9.2% | 100.0% |
| | Principal, Middle | Count | 0 | 4 | 6 | 5 | 0 | 15 |
| | | % within | 0.0% | 26.7% | 40.0% | 33.3% | 0.0% | 100.0% |
| | Principal, Secondary | Count | 0 | 8 | 8 | 5 | 3 | 24 |
| | | % within | 0.0% | 33.3% | 33.3% | 20.8% | 12.5% | 100.0% |

Administrators had many positive statements about some of the changes to DPAS II. As with teachers and specialists, four of the five criteria can be judged fairly and equitably. This item did not have a majority agree on the “Student Improvement” component. The process appears to be organized and implemented as intended. When asked of the five components, which do you believe are good indicators of performance, 61% of administrators responded “Vision and Goals,” 86% responded “Culture of Learning,” 81% responded “Management,” 44% responded “Professional Responsibilities,” and 49% responded “Student Improvement.”

| DPAS II - Administrators | | | | | | | | |
|---|-------------------|-------|----------|-------|-------|-------|----------------|-------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| The system is fair and equitable overall. | 28 | 8.0% | 105 | 30.0% | 203 | 58.0% | 14 | 4.0% |
| The Vision and Goals component can be judged fairly and equitably. | 10 | 2.8% | 62 | 17.7% | 254 | 72.4% | 25 | 7.1% |
| The Culture of Learning component can be judged fairly and equitably. | 8 | 2.3% | 53 | 15.1% | 252 | 72.0% | 37 | 10.6% |
| The Management component can be judged fairly and equitably. | 6 | 1.7% | 32 | 9.1% | 262 | 74.4% | 52 | 14.8% |
| The Professional Responsibilities component can be judged fairly and equitably. | 13 | 3.7% | 60 | 17.1% | 238 | 68.0% | 39 | 11.1% |
| The Student Improvement component can be judged fairly and equitably. | 81 | 23.3% | 134 | 38.6% | 113 | 32.6% | 19 | 5.5% |
| The time it takes to complete the DPAS II paperwork requirements is reasonable. | 87 | 24.9% | 147 | 42.0% | 110 | 31.4% | 6 | 1.7% |
| My evaluator handles the workload effectively. | 15 | 4.3% | 54 | 15.5% | 227 | 65.2% | 52 | 14.9% |
| The DPAS II evaluation system is being implemented appropriately in my work location. | 8 | 2.3% | 33 | 9.4% | 228 | 65.0% | 82 | 23.4% |
| My district ensures that the evaluation system is implemented as intended. | 10 | 2.8% | 26 | 7.4% | 241 | 68.7% | 74 | 21.1% |
| My district ensures that the system is implemented fairly. | 9 | 2.6% | 31 | 8.9% | 230 | 66.1% | 78 | 22.4% |

| DPAS II - Administrators | | | | | | | | |
|---|-------------------|-------|----------|-------|-------|-------|----------------|-------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| Overall, the evaluation process is implemented appropriately at the district level. | 9 | 2.6% | 33 | 9.5% | 228 | 65.5% | 78 | 22.4% |
| Implementation is organized at my school. | 6 | 1.7% | 14 | 4.0% | 221 | 63.9% | 105 | 30.3% |
| Implementation is organized in my district. | 8 | 2.3% | 34 | 9.9% | 224 | 65.5% | 76 | 22.2% |
| Implementation is organized at the state level. | 30 | 8.7% | 111 | 32.3% | 175 | 50.9% | 28 | 8.1% |
| Conferences are on schedule. | 8 | 2.3% | 51 | 14.7% | 224 | 64.4% | 65 | 18.7% |
| The DPAS II evaluation system should be continued in its current form. | 97 | 27.5% | 179 | 50.7% | 72 | 20.4% | 5 | 1.4% |
| Training in the evaluation system is adequate. | 18 | 5.4% | 59 | 17.7% | 223 | 66.8% | 34 | 10.2% |
| Additional training would make me feel more competent in the process. | 21 | 6.1% | 124 | 36.2% | 153 | 44.6% | 45 | 13.1% |

Administrators did not agree on the Roster Verification System or timely communication. In both the focus groups and interviews, it was stated that roster verification took a lot of time to complete. The support and training received positive results. Also, the website appears to be informational.

| DPAS II - Administrators | | | | | | | | |
|--|-------------------|--------|----------|--------|-------|--------|----------------|--------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| The Delaware Roster Verification System (RVS) is easy to utilize for the DPAS II process. | 49 | 15.17% | 106 | 32.82% | 153 | 47.37% | 15 | 4.64% |
| The support I receive at the district level related to the DPAS II evaluation process is adequate. | 11 | 3.26% | 30 | 8.90% | 232 | 68.84% | 64 | 18.99% |
| The training at the district level related to the DPAS II evaluation process is adequate. | 9 | 2.70% | 44 | 13.21% | 224 | 67.27% | 56 | 16.82% |
| The district resources available related to the DPAS II evaluation process are adequate. | 7 | 2.10% | 40 | 11.98% | 222 | 66.47% | 65 | 19.46% |
| The DDOE website provides me with all the information I need on DPAS II. | 15 | 4.50% | 85 | 25.53% | 207 | 62.16% | 26 | 7.81% |

| | | | | | | | | |
|---|----|--------|-----|--------|-----|--------|----|-------|
| DPAS II related communications from the DDOE have been timely. | 39 | 11.82% | 116 | 35.15% | 160 | 48.48% | 15 | 4.55% |
| Professional development opportunities are aligned to the DPAS II appraisal components. | 16 | 4.88% | 57 | 17.38% | 231 | 70.43% | 24 | 7.32% |

The areas where administrators believe they need more training are presented below.

| | |
|--|-----|
| Vision and Goals | 14% |
| The Culture of Learning | 15% |
| Management | 8% |
| Professional Responsibilities | 7% |
| Student Improvement | 34% |
| Measure selection and goal setting for the Student Improvement component | 45% |
| Professional practice rubrics | 26% |
| Conferencing | 19% |
| Expectations/Recommendations/Commendations | 42% |
| Improvement Plans | 53% |

The supports used by administrators are presented in the table below.

| | |
|--|-----|
| DDOE Training | 75% |
| DPAS II Component V Hotline | 7% |
| Delaware Academy for School Leadership | 59% |
| Educationally Speaking | 34% |
| Development Coaches | 45% |
| District provided training | 63% |
| DASA/DSEA provided training | 5% |
| DDOE Online modules | 30% |
| Other | 3% |

Administrators responded positively to all feedback aspects of DPAS II (adequacy, usefulness, and applicable). In the interviews, administrators stated that conferencing is excellent and has contributed to improving practice.

| DPAS II - Administrators | | | | | | | | |
|---|-------------------|------|----------|-------|-------|-------|----------------|-------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| Overall, the feedback I receive is adequate. | 12 | 3.5% | 49 | 14.3% | 239 | 69.9% | 42 | 12.3% |
| The feedback I receive in the formal DPAS II process is useful. | 14 | 4.1% | 65 | 19.1% | 226 | 66.3% | 36 | 10.6% |
| The written feedback I receive is useful and applicable. | 14 | 4.1% | 66 | 19.4% | 224 | 65.9% | 36 | 10.6% |

| DPAS II - Administrators | | | | | | | | |
|--|-------------------|------|----------|-------|-------|-------|----------------|-------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| The number of conferences/conversations with my evaluator is adequate. | 15 | 4.4% | 56 | 16.4% | 218 | 63.7% | 53 | 15.5% |

The majority of administrators responded that DPAS II does positively impact their practice. The qualitative results indicated that the walk-throughs, conferencing, and unannounced observations were the main reasons.

| DPAS II - Administrators | | | | | | | | |
|--|-------|-------|---------|-------|-------|-------|-------|-------|
| | None | | Limited | | Some | | Major | |
| | Count | % | Count | % | Count | % | Count | % |
| What level of impact does DPAS II overall have on improving my practice? | 25 | 7.3% | 99 | 28.9% | 168 | 49.1% | 50 | 14.6% |
| What level of impact does the Vision and Goals component have on improving my practice? | 26 | 7.6% | 81 | 23.6% | 181 | 52.8% | 55 | 16.0% |
| What level of impact does the Culture of Learning component have on improving my practice? | 24 | 7.0% | 75 | 21.9% | 175 | 51.0% | 69 | 20.1% |
| What level of impact does the Management component have on improving my practice? | 21 | 6.2% | 75 | 22.0% | 184 | 54.0% | 61 | 17.9% |
| What level of impact does the Professional Responsibilities component have on improving my practice? | 31 | 9.1% | 91 | 26.8% | 172 | 50.7% | 45 | 13.3% |
| What level of impact does the Student Improvement component have on improving my practice? | 36 | 10.6% | 89 | 26.2% | 149 | 43.8% | 66 | 19.4% |

Administrators responded that the evaluation process should be differentiated based on an educator's years of experience and role. As with the other groups, the majority of administrators believed they were not involved with improving the system. There was a split on whether the time spent on DPAS II was worthwhile. Quantitative results suggest that differentiating based on years of experience and demonstration of excellent teaching would be a benefit to the time aspect.

| DPAS II - Administrators | | | | | | | | |
|---|-------------------|------|----------|-------|-------|-------|----------------|-------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| The evaluation process should be differentiated based on an educator's years of experience. | 13 | 3.8% | 78 | 23.0% | 141 | 41.6% | 107 | 31.5% |

| DPAS II - Administrators | | | | | | | | |
|---|-------------------|-------|----------|-------|-------|-------|----------------|-------|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
| | Count | % | Count | % | Count | % | Count | % |
| The evaluation process should be differentiated based on an educator's role. | 5 | 1.5% | 26 | 7.6% | 193 | 56.3% | 119 | 34.7% |
| I was able to contribute to the changes in DPAS II system. | 61 | 18.2% | 166 | 49.6% | 95 | 28.4% | 13 | 3.9% |
| Administrators have been adequately involved in improving the DPAS II system. | 49 | 14.8% | 143 | 43.1% | 123 | 37.0% | 17 | 5.1% |
| I believe that criterion-level ratings allowed for meaningful conversations with those whom I evaluated about their growth. | 20 | 6.3% | 69 | 21.7% | 203 | 63.8% | 26 | 8.2% |
| There are too many criteria. | 5 | 2.4% | 52 | 24.5% | 93 | 43.9% | 62 | 29.2% |
| I am able to implement the DPAS II evaluation system effectively. | 7 | 2.2% | 54 | 16.8% | 196 | 60.9% | 65 | 20.2% |
| I understand how to use the DPAS II evaluation system with my staff. | 1 | 0.3% | 5 | 1.5% | 226 | 70.0% | 91 | 28.2% |
| The DPAS II evaluation system helps drive instructional improvement in my work location. | 16 | 5.0% | 86 | 27.0% | 182 | 57.2% | 34 | 10.7% |
| The DPAS II evaluation system is a worthwhile exercise for driving staff growth and development. | 18 | 5.6% | 108 | 33.6% | 168 | 52.3% | 27 | 8.4% |
| The time spent on the DPAS II evaluation system is worthwhile. | 54 | 17.1% | 127 | 40.3% | 116 | 36.8% | 18 | 5.7% |
| Those whom I evaluated knew how to set ambitious goals for student growth. | 18 | 5.6% | 91 | 28.4% | 185 | 57.8% | 26 | 8.1% |

Administrators stated they spend an average of 7 hours on DPAS II paperwork on a weekly basis.

| Descriptive Statistics | | | | | |
|---|-----|---------|---------|------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| On a weekly basis, how many hours do you spend on paperwork related to DPAS II? | 166 | 1 | 10 | 7.23 | 3.033 |
| Valid N (listwise) | 166 | | | | |

| Please select an option that best describes how the DPAS II process compares to other initiatives in your school or work location. | | | | | |
|--|---|--|---|--|-------|
| | The DPAS II evaluation process is the most significant driver | 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 | Total |
| | | | | | |

| | of student achievement gains. | | | | | | achievement gains. | | |
|--------------------|-------------------------------|-------|-----|--------|-----|--------|--------------------|--------|-----|
| Responses Received | 8 | 2.35% | 102 | 29.91% | 118 | 34.60% | 113 | 33.14% | 341 |

Administrators were more positive than the other groups about Bloomboard. They also revealed positive results for credentialing observers. Sixty-two percent replied that they were a credentialed observer. Of those who weren't, 81% stated they did not want to be a credentialed observer.

| DPAS II - Evaluators | | | | | | | | | |
|---|-------------------|--------|----------|--------|-------|--------|----------------|--------|--|
| | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | | |
| | Count | % | Count | % | Count | % | Count | % | |
| Observation - EVALUATORS: I believe my district should credential additional observers for the DPAS II process. | 29 | 9.60% | 61 | 20.20% | 146 | 48.34% | 66 | 21.85% | |
| Observation - EVALUATORS: I believe that additional credentialed observers would improve the DPAS II process. | 35 | 11.51% | 71 | 23.36% | 146 | 48.03% | 52 | 17.11% | |
| Observation - EVALUATORS: The addition of credentialed observers has been valuable to the process. | 16 | 10.32% | 41 | 26.45% | 76 | 49.03% | 22 | 14.19% | |
| Resources - EVALUATORS: Bloomboard has saved time during the process. | 10 | 13.33% | 14 | 18.67% | 34 | 45.33% | 17 | 22.67% | |
| Resources - EVALUATORS: Bloomboard has had a positive impact on the process. | 8 | 10.81% | 19 | 25.68% | 33 | 44.59% | 14 | 18.92% | |
| Resources - EVALUATORS: Bloomboard has improved the process. | 8 | 10.96% | 21 | 28.77% | 30 | 41.10% | 14 | 19.18% | |
| Resources - EVALUATORS: Bloomboard training has been adequate. | 13 | 17.33% | 19 | 25.33% | 37 | 49.33% | 6 | 8.00% | |
| Resources - EVALUATORS: Using Bloomboard helped with organization of the process. | 8 | 10.81% | 16 | 21.62% | 37 | 50.00% | 13 | 17.57% | |

APPENDIX

Teacher Interview Questions

- What do you believe is fair and equitable about the evaluation system? What do you believe is unfair?
- What have you experienced at the school, district, and state levels in regard to consistency, fairness, and organization? Where are there no gaps/disconnects and where are there gaps/disconnects?
- What impact does DPAS II have on improving your teaching?
- What aspects of DPAS II would you keep? What aspects would you change?

Components

- What is your opinion about the Professional Responsibilities component, both positive and negative?
 - If negative response, ask, “How do you explain the disconnect between 73% of respondents agreeing that the component can be judged fairly and equitably and the idea that it is a poor indicator?”
- What is your opinion about the Student Improvement component, both positive and negative?
- What are two suggestions for improving the Roster Verification System (RVS)?
- Were you evaluated through Bloomboard? If so, what one aspect did you like most and which aspect did you like least?
- Survey results indicated that announced observations have a more positive impact on improving teaching than unannounced observations. What is your opinion on this and why?
- Describe your opinion of walk-throughs for formative and summative evaluations?
- Describe your opinion of each Measure: A, B, and C.; what should remain and what should be revised?

Communication

- What was communicated well and what were communication concerns from DDOE?

Professional Development

- Which aspects of the process do you feel confident with implementing, and in which aspects do you lack confidence?
- How well does professional development align with the appraisals in DPAS II?

- If negative response, ask, “What are your suggestions for improvement?”
- (If you get to it). Why do you think survey response rates are low?

Specialist Interview Items

- What do you believe is fair and equitable about the evaluation system? What do you believe is unfair?
- What have you experienced at the school, district, and state levels in regard to consistency, fairness, and organization? Where are there no gaps/disconnects and where are there gaps/disconnects?
- What impact does DPAS II have on improving your work?
- Which aspects do you believe are relevant and which aspects are not relevant?
- Which aspects of DPAS II would you keep? Which aspects would you change?
- Do you feel there is sufficient differentiation within DPAS for years of experience? Specific roles? Why?
- Survey results indicated that the majority of specialists did not believe they were able to contribute to changes in DPAS. In which specific ways could you be engaged in process improvement?

Components

- What is your opinion about the Student Improvement component, both positive and negative?
- What is your opinion about the Student Improvement component, both positive and negative?
- What are two suggestions for improving the Roster Verification System (RVS)?
- How could the DPAS paperwork load be reduced so that it is not a burden?
- Were you evaluated through Bloomboard? If so, what one aspect did you like most and which aspect did you like least?

Communication

- What was communicated well and what were communication concerns from DDOE?

Professional Development

- Which aspects of the process do you feel confident with implementing, and in which aspects do you lack confidence?
- How well does professional development align with the appraisals in DPAS II?
 - If negative response, ask “What are your suggestions for improvement?”

- (If you get to it). Why do you think survey response rates are low?

Administrator Interview Items

- What do you believe is fair and equitable about the evaluation system? What do you believe is unfair?
- What have you experienced at the school, district, and state levels in regard to consistency, fairness, and organization? Where are there no gaps/disconnects and where are there gaps/disconnects?
- What impact does DPAS II have on improving your work?
- Which aspects of DPAS II would you keep? Which aspects would you change?
- Where does the DPAS system at the state level demonstrate good organization?
- What are the three biggest ways that DPAS improves your practice? Why do you think teachers might say DPAS doesn't improve their practice? Specialists?
- Do you feel there is sufficient differentiation within DPAS for years of experience? Specific roles? Why?
- Survey results indicated that the majority of administrators did not believe they were able to contribute to changes in DPAS. In which specific ways could you be engaged in process improvement?
- What are the disconnects between your understanding of how to implement the system with your staff and the actual implementation?
- What specific changes could make the time spent on DPAS more valuable?

Components

- What is your opinion about the Professional Responsibilities component, both positive and negative?
 - If the response is negative, ask "How do you explain the disconnect between 73% of respondents agreeing that the component can be judged fairly and equitably and the idea that it is a poor indicator?"
- What is your opinion about the Student Improvement component, both positive and negative?
- What are two suggestions for improving the Roster Verification System (RVS)?
- How could the DPAS paperwork load be reduced, so that it is not a burden?
- Did you use Bloomboard? If so, what one aspect did you like most and which aspect did you like least?
- Describe your opinion of each Measure: A, B, and C.; what should remain and what should be revised?

- What are your thoughts about the criterion-level ratings? Provide three positives and three negatives.

Communication

- What was communicated well and what were communication concerns from DDOE?

Professional Development

- Which aspects of the process do you feel confident with implementing and in which aspects do you lack confidence?
- How well does professional development align with the appraisals in DPAS II?
 - If negative response, ask “What are your suggestions for improvement?”
- Why do you think teachers would say that PD and DPAS aren’t aligned? Specialists?
- Why do you think survey response rates are low?