

Analysis of School Employees Evaluation Survey (SEES)

Final Report

April 2019

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TABLE OF CONTENTS

Executive Summary..... 4

Introduction 5

Process 5

Findings 6

Conclusion..... 18

List of Tables

Table 1. Change in District’s Chosen Instructional Framework, from 2015-16 to 2017-18..... 6

Table 2. Change in District’s Chosen Leadership Framework, from 2015-16 to 2017-18..... 6

Table 3. Teachers Rated Using the Two-Tiered System 7

Table 4. Teachers and Principals Rated Using the Four-Tiered System for Comprehensive 7

Table 5. Teachers and Principals Rated Using the Four-Tiered System for Focused 8

Table 6. Teachers Rated Using the Four-Tiered System by Evaluation Type 8

Table 7. Principals Rated Using the Four-Tiered System by Evaluation Type 9

Table 8. Teachers Rated Using the Four-Tiered System for Focused evaluation, by Instructional Framework 10

Table 9. Teachers Rated Using the Four-Tiered System for Comprehensive evaluation, by Instructional Framework..... 10

Table 10. District Use of Data Management Systems for Principal Evaluation..... 11

Table 11. District Use of Data Management Systems for Teacher Evaluation..... 12

Table 12. District Use of Teacher Evaluation Data in Personnel Decisions..... 13

Table 13. District Use of Principal Evaluation Data in Personnel Decisions 13

Table 14. District Support by Percentage 15

Table 15. Total Number of Evaluators of Principals Employed by Districts 15

Table 16. Total Number of Evaluators of Principals that were Previously Principals 16

List of Figures

- Figure 1.** Percentage of Teachers Rated, by Comprehensive and Focused Evaluations 9
- Figure 2.** Percentage of Principals Rated, by Comprehensive and Focused Evaluations 9
- Figure 3.** Percentage of Teachers Rated, by Instructional Framework 11
- Figure 4.** Percentage of District Management Systems, by Teacher and Principal Evaluation ... 12
- Figure 5.** Percentage of Personnel Decisions with Teacher and Principal Evaluation Data 14

Executive Summary

This report summarizes the results of the School Employee Evaluation Survey (SEES) for the 2017-18 school year. The state and federal government require this survey to be administered annually to all 295 school districts in Washington. It asks for the instructional and leadership framework choices for each district. Districts also provide the aggregate scores for teachers (by school) and principals and assistant principals (by district). In addition, they report information on their evaluation management systems, and how they use evaluation data for personnel decisions.

This survey that provides the basis for this report was administered in the late fall of 2018, requesting 2017-18 data. Survey results show:

- Few districts have switched instructional frameworks from 2016-17.
- Summative evaluation scores for both teacher and administrator practice fall primarily in the Proficient and Distinguished categories.
- Both teacher and principal scores are more likely to be in the Distinguished range for a Focused evaluation.
- Both teacher and principal scores are more likely to be Basic on the Comprehensive evaluation in their first five years in the position.
- The majority of districts are using some type of electronic system for evaluation management; districts are more likely to use a manual system for principal evaluation than they are for teacher evaluation.
- Evaluation results drive professional development decisions with greater frequency than other types of district decisions.
- Districts most often rely on their evaluators or other internal resources to assist struggling teachers, but will also look to outside evaluators or coaches.
- Most, but not all, principal evaluators have served as principals themselves.

Introduction

This report summarizes the results of the School Employee Evaluation Survey (SEES) for the 2017-18 school year. The state and federal government require this survey to be administered annually to all 295 school districts in Washington. It asks for the instructional and leadership framework choices for each district. Districts also provide the aggregate scores for teachers (by school) and principals and assistant principals (by district). In addition, they report information on how they use evaluation data for personnel decisions, and on their electronic management systems if applicable.

Survey results are analyzed to observe any trends in framework selection, data use, and data management. They also provide school and district leaders opportunities to examine and compare evaluation scores, potentially indicating levels of rater agreement.

Process

For the 2017-18 school year, School Employee Evaluation Survey (SEES) results were collected by an electronic survey of districts available in the Education Data System (EDS) in the fall of 2018. The survey contained items specific to schools as well as to the district. The dataset was then consolidated and summarized for the purposes of this report.

Findings

What is the distribution of districts by selected instructional and leadership frameworks?

Each district is required to select one of three instructional frameworks (CEL 5D+, Danielson, or Marzano), while all districts have selected their leadership framework to be the same (AWSP). This decision must be approved by the district’s board of directors.

Between 2016-17 and 2017-18, a handful of districts moved from the Marzano framework to the Danielson instructional framework (Table 1). By number of districts, the proportions continue to still be roughly one-third for each framework.

Table 1. Change in District’s Chosen Instructional Framework, from 2015-16 to 2017-18

Instructional Framework	2015-16		2016-17		2017-18	
	Freq	Percent	Freq	Percent	Freq	Percent
CEL 5D+ Teacher Evaluation Rubric 2.0	100	33.9%	108	36.6%	108	36.6%
Danielson’s Framework for Teaching	104	35.3%	99	33.6%	106	35.9%
Marzano’s Teacher Evaluation Model	91	30.8%	88	29.8%	81	27.4%
Total	295	100%	295	100%	295	100%

During the 2017-18 school year, the AWSP Leadership Framework was used by all 295 of the Washington school districts (Table 2). The Marzano Leadership Framework is no longer available to districts as an option for Leadership Frameworks.

Table 2. Change in District’s Chosen Leadership Framework, from 2015-16 to 2017-18

Leadership Framework	2015-16		2016-17		2017-18	
	Freq	Percent	Freq	Percent	Freq	Percent
AWSP Leadership Framework 2.0	278	94.2%	260	93.3%	295	100%
Marzano’s School Leadership Evaluation Model	17	5.8%	23	6.7%	0	0%
Total	295	100%	295	100%	295	100%

What is the distribution of educator ratings in each of the two evaluation systems?

Some teacher roles are not appropriately described by the state’s identified instructional frameworks. Teachers in these roles may be evaluated on a two-tiered system, developed at the local level. Only 5.5% of all teachers (60,952 teachers statewide) were evaluated on a two-tiered system. Less than 1% were rated as unsatisfactory on this system (Table 3).

Table 3. Teachers Rated Using the Two-Tiered System

Rating	Teachers	
	Frequency	Percentage
Unsatisfactory	13	0.4%
Satisfactory	3,371	99.6%
Total	3,384	100%

The majority of teachers (and all principals) are evaluated on a four-tiered system. The scoring schema was established by the TPEP Steering Committee, and provides for scoring on eight evaluation criteria in the Comprehensive evaluation process. The schema also includes a provision for scoring both the setting and the accomplishment of student growth goals.

On the four-tiered system, most teachers’ and principals’ practice received a Proficient rating. Principals were slightly more likely to receive a Basic score than were teachers. Less experienced teachers and principals were more likely to receive a Basic rating than those with more than five years of experience (Table 4).

Table 4. Teachers and Principals - Comprehensive Evaluation

Rating	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
Unsatisfactory	76	<1%	6	<1%
Basic <3 years	995	4%	96	5.2%
Basic >3 years	402	1.6%	53	2.8%
Proficient	18,488	74.9%	1,452	78.7%
Distinguished	4,715	19.1%	240	12.9%
Total	24,676	100%	1,847	100%

Teachers who have attained continuing contract status (typically after three years) and received a Proficient overall score may move from a Comprehensive evaluation to a Focused evaluation. In this evaluation, the teacher and evaluator agree to a focus on one of the state’s eight evaluation criteria. Student growth goal-setting and attainment are also part of this score. Teachers must be evaluated on the Comprehensive evaluation once every four years.

Both teachers and principals were more likely to receive a Distinguished rating on the Focused evaluation than on the Comprehensive. A greater percentage of teachers than principals received a Distinguished rating on the Focused evaluation; this was reversed for Proficient ratings.

The pattern for Basic ratings on the Focused evaluation was reversed from that of Comprehensive evaluations; more experienced teachers and principals had a higher percentage of Basic ratings. This may be because teachers and principals must have at least three years of experience and a Proficient or Distinguished rating on the Comprehensive evaluation to move to a Focused evaluation (Table 5), so the number of educators on a Focused evaluation with fewer than three years is small.

Table 5. Teachers and Principals – Focused Evaluation

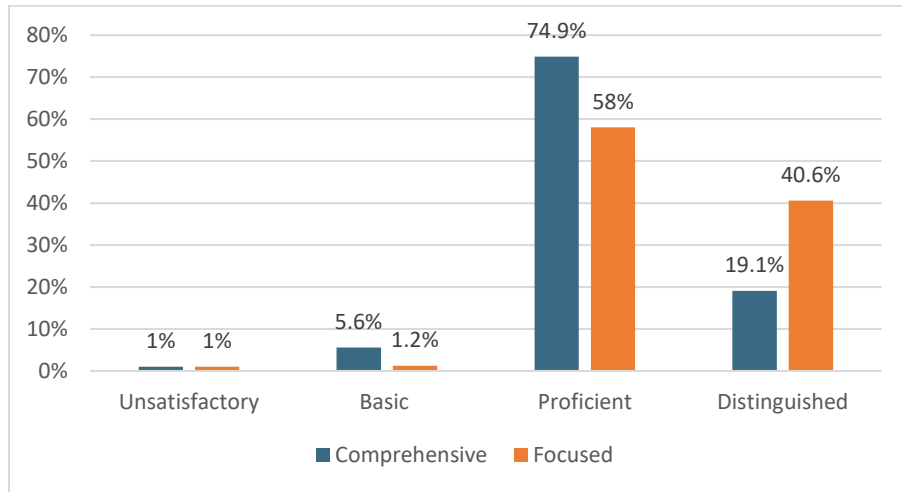
Rating	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
Unsatisfactory	7	<1%	0	0%
Basic <3 years	19	<1%	3	<1%
Basic >3 years	396	1.2%	4	<1%
Proficient	19,097	58%	781	68.4%
Distinguished	13,373	40.6%	354	30.9%
Total	32,892	100%	1,142	100%

The comparison between Comprehensive and Focused scores can be seen for teachers in Table 6 and Figure 1. Teachers are far more likely to receive a Distinguished rating on a Focused evaluation than on a Comprehensive evaluation. Because teachers are only working on one of the state’s eight teacher criteria on the Focused evaluation, it makes sense that more would demonstrate a Distinguished level of performance.

Table 6. Teachers Rated Using the Four-Tiered System by Evaluation Type

Evaluation Type	Unsatisfactory	Basic	Proficient	Distinguished	Total
Comprehensive	<1%	5.6%	74.9%	19.1%	24,676
Focused	<1%	1.2%	58%	40.6%	32,892

Figure 1. Percentage of Teachers Rated, by Comprehensive and Focused Evaluations

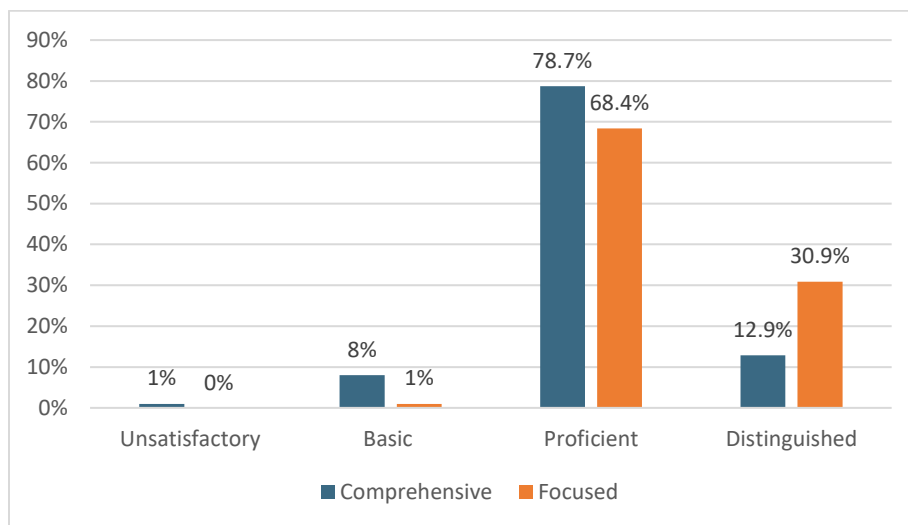


Like teachers, principals are more likely to demonstrate Distinguished performance when concentrating on just one of the state’s eight criteria for principal evaluation, likely for the same reason. See Table 7 and Figure 2 below:

Table 7. Principals Rated Using the Four-Tiered System by Evaluation Type

Evaluation Type	Unsatisfactory	Basic	Proficient	Distinguished	Total
Comprehensive	<1%	8%	78.7%	12.9%	1,847
Focused	0%	<1%	68.4%	30.9%	1,142

Figure 2. Percentage of Principals Rated, by Comprehensive and Focused Evaluations



Does the distribution of teachers and principals evaluated using the four-tiered system differ with respect to framework?

The analysis of teacher evaluation ratings by instructional framework exposed a few interesting patterns. For the Marzano Teacher Model, the smallest proportion of teachers' practices were rated as Distinguished for both the Focused and Comprehensive evaluations. The Marzano Teacher Model also has the highest proportion of teachers whose practice is scored Proficient across both evaluation types.

While teachers using the Danielson Framework and the CEL 5D+ Teacher Rubric had similar percentages of Proficient and Distinguished practice ratings for the Focused evaluation (Table 8), this did not hold for the Comprehensive evaluation. A higher percentage of teachers using the CEL framework had practice scored at the Basic level and a lower percentage at the Proficient level than teachers using the Danielson framework (Table 9).

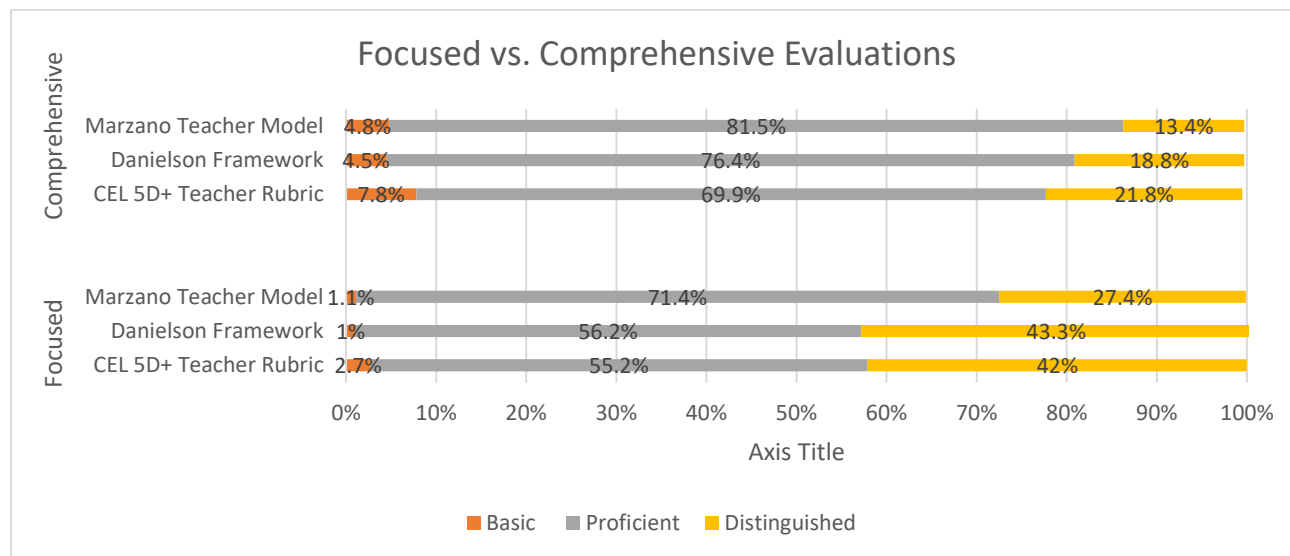
Table 8. Teachers Rated Using the Four-Tiered System for Focused evaluation, by Instructional Framework

Instructional Framework	Unsatisfactory	Basic	Proficient	Distinguished	Total
CEL 5D+ Teacher Rubric	<1%	2.7%	55.2%	42%	11,005
Danielson Framework	<1%	<1%	56.2%	43.3%	17,213
Marzano Teacher Model	0%	1.1%	71.4%	27.4%	4,674

Table 9. Teachers Rated Using the Four-Tiered System for Comprehensive evaluation, by Instructional Framework

Instructional Framework	Unsatisfactory	Basic	Proficient	Distinguished	Total
CEL 5D+ Teacher Rubric	<1%	7.8%	69.9%	21.8%	8,179
Danielson Framework	<1%	4.5%	76.4%	18.8%	13,252
Marzano Teacher Model	<1%	4.8%	81.5%	13.4%	3,245

Figure 3. Percentage of Teachers Rated, by Instructional Framework



What patterns emerge when examining evaluation management systems across districts?

Given the large amount of data generated by the evaluation system, many districts employ some sort of electronic evaluation management system. Anticipating this need, OSPI sought and received funding from the Bill & Melinda Gates Foundation to work with an Educational Service District vendor and develop such a system, “eVAL,” available free of charge to school districts. This system can manage both teacher and principal evaluations; other management systems are also available.

For principal evaluation during the 2017-18 school year, non-electronic systems were the most widely used (41.7%), followed by the state-supported, electronic eVAL system (36%) (Table 10).

Table 10. District Use of Data Management Systems for Principal Evaluation

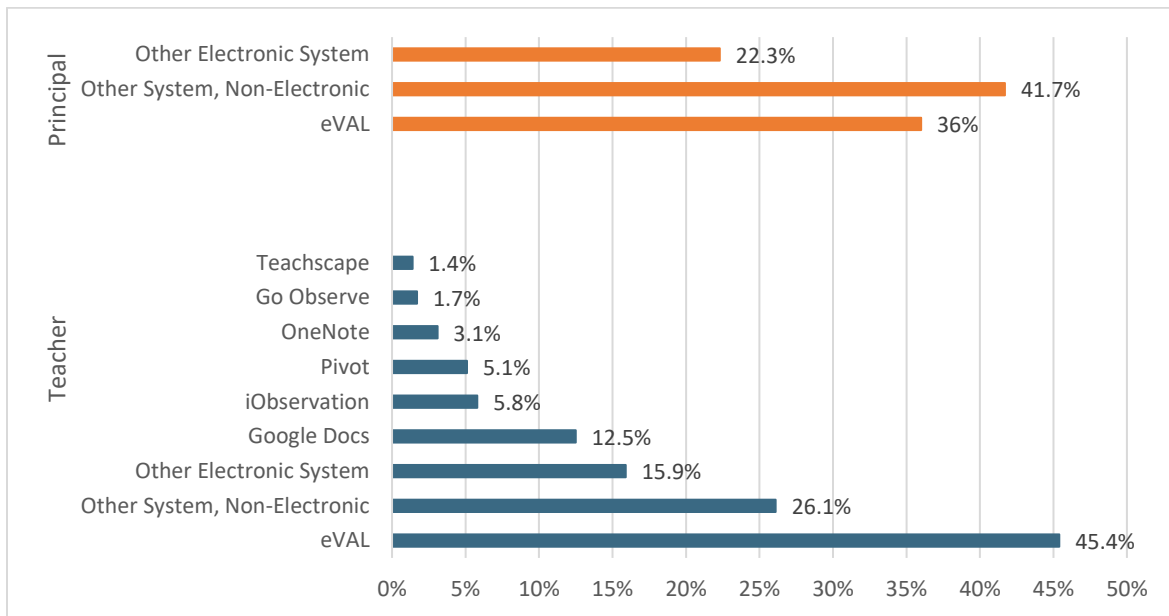
Principal Evaluation Systems	Frequency	Percentage
Non-Electronic System	103	41.7%
eVAL	89	36%
Other Electronic System	55	22.3%

Districts were more likely to have an electronic evaluation system for teacher evaluations (Table 11) than for principal evaluations. This may be because there are fewer principals to evaluate, providing less incentive for an efficient electronic system and evidence of principal performance is more difficult to gather electronically. For teachers, the eVAL system is still the most used, but there are several electronic competitors (Figure 4).

Table 11. District Use of Data Management Systems for Teacher Evaluation

Teacher Evaluation Systems	Frequency	Percentage of Districts
eVAL	134	45.4%
Non-Electronic System	77	26.1%
Other Electronic System	47	15.9%
Google Docs	37	12.5%
iObservation	17	5.8%
Pivot	15	5.1%
OneNote	9	3.1%
Go Observe	5	1.7%
Teachscape	4	1.4%

Figure 4. Percentage of District Management Systems, by Teacher and Principal Evaluation



How are teacher and principal evaluations results used in personnel decisions?

Districts are directed to use evaluation results as at least one factor in personnel decisions (RCW 28A.405.100(8)(a)), specifically staff assignment and reduction in force. With the exception of attending to RCW language governing evaluation scores that trigger probation and nonrenewal, how they do this is subject to local bargaining agreements.

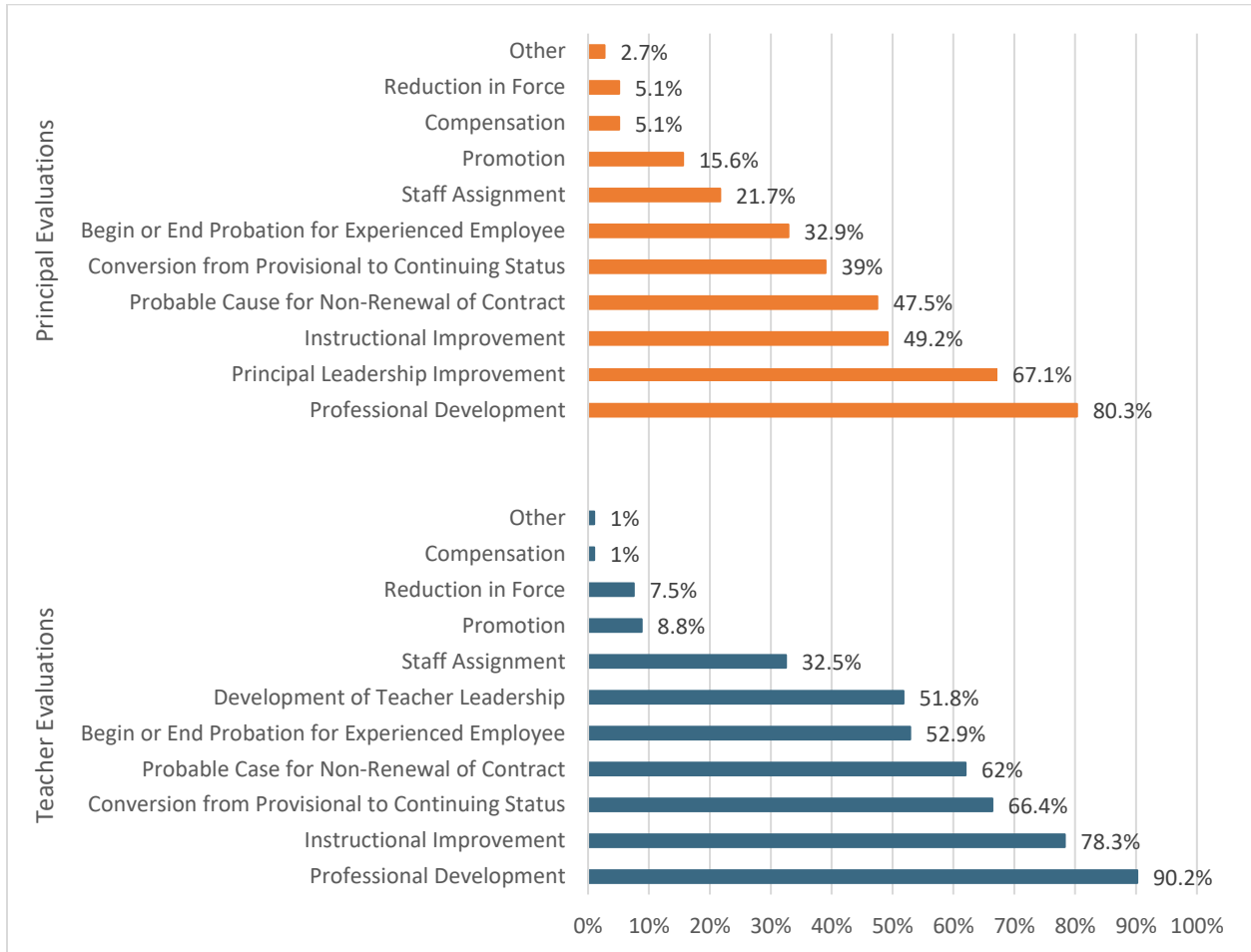
Table 12. District Use of Teacher Evaluation Data in Personnel Decisions

Personnel Decision	Frequency	Percentage of Districts
Professional Development	266	90.2%
Instructional Improvement	231	78.3%
Conversion from Provisional to Continuing Status	196	66.4%
Probable Cause for Non-Renewal of Contract	183	62%
Begin or End Probation for Experienced Employee	156	52.9%
Development of Teacher Leadership	153	51.8%
Staff Assignment	96	32.5%
Promotion	26	8.8%
Reduction in Force	22	7.5%
Compensation	3	1%
Other	1	<1%

Table 13. District Use of Principal Evaluation Data in Personnel Decisions

Personnel Decision	Frequency	Percentage of Districts
Professional Development	237	80.3%
Principal Leadership Improvement	198	67.1%
Instructional Improvement	145	49.2%
Probable Cause for Non-Renewal of Contract	140	47.5%
Conversion from Provisional to Continuing Status	115	39%
Begin or End Probation for Experienced Employee	97	32.9%
Staff Assignment	64	21.7%
Promotion	46	15.6%
Compensation	15	5.1%
Reduction in Force	15	5.1%
Other	8	2.7%

Figure 5. Percentage of Districts use of Personnel Decisions with Teacher and Principal Evaluation Data



How do districts support struggling teachers?

When a teacher is identified as struggling, the most common district supports are coaching by the evaluator and targeted professional development (Table 14). Slightly less common are opportunities to observe skillful colleagues, and the use of non-evaluator coaches and mentors from within and outside the district.

More rarely, the district will provide additional release time for planning, or modify the teacher’s schedule. In about a quarter of districts, coaching support is provided daily.

Table 14. Support for Struggling Teacher by Percentage of Districts

District Support for Struggling Teachers	Frequency	Percentage of District
The evaluator coaches the teacher	260	88.1%
We provided targeted professional development for the teacher	259	87.8%
We give the teacher additional release time to observe skillful colleagues	219	74.2%
We bring a coach/mentor from inside the district	207	70.2%
We bring a coach/mentor from outside the district	114	38.6%
We give the teacher additional release time for planning	97	32.9%
We provide intensive daily mentoring/coaching until needed improvements are made	73	24.7%
We modify the teacher’s assignment	65	22%
Other	10	3.4%

How many evaluators of principals did districts employ?

More than half of districts reported having only one principal evaluator. About 9.3% of districts reported having five or more evaluators of principals (Table 15).

Table 15. Total Number of Evaluators of Principals Employed by Districts

Evaluators	Frequency	Percentage
0	26	9%
1	159	55%
2	42	14.5%
3	22	7.6%
4	12	4.2%
5 or more	27	9.3%
Total	289	100%

*Missing Data from Seven (7) Districts.

How many evaluators of principals employed by districts previously served as principals?

While all principals must have served as teachers and, therefore, have some experience in the role they're evaluating, some principals are being evaluated by evaluators who have not held that position.

Results show 253 districts, or 89.4%, reported at least one of their evaluators previously served as a principal. Thirty-one (31) districts reported having no evaluators that previously served as principals (Table 16). In 233 districts (81.5% of those reporting), all principal evaluators had previously served as principals.

Table 16. Total Number of Evaluators of Principals that were Previously Principals

Evaluators	Frequency	Percentage
0	31	10.8%
1	160	55.9%
2	36	12.6%
3	25	8.7%
4	11	3.8%
5 or more	23	8%
Total	286	100%

*Missing Data from Nine (9) Districts.

Conclusion

Survey results show:

- Few districts have switched instructional frameworks from 2016-17.
- Summative evaluation scores for both teacher and administrator practice fall primarily in the Proficient and Distinguished categories.
- Both teacher and principal scores are more likely to be in the Distinguished range for a Focused evaluation.
- Both teacher and principal scores are more likely to be Basic on the Comprehensive evaluation in their first five years in the position.
- The majority of districts are using some type of electronic system for evaluation management; districts are more likely to use a manual system for principal evaluation than they are for teacher evaluation.
- Evaluation results drive professional development decisions with greater frequency than other types of district decisions.
- Districts most often rely on their evaluators or other internal resources to assist struggling teachers, but will also look to outside evaluators or coaches.
- Most, but not all, principal evaluators have served as principals themselves.

With the 2017-18 results, Washington has three years of data with full implementation of the revised evaluation system. However, the 2017-18 survey questions regarding teacher and principal performance scores for Focused and Comprehensive evaluations were changed to comply with the “effective educator” data requirements of the Every Student Succeeds Act (ESSA). It will be possible to more accurately determine evaluation score trends with the 2019-20 results.



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