Analysis of School Employees Evaluation Survey (SEES)

Final Report

Prepared for the Office of Superintendent of Public Instruction

Ana M. Elfers
Emma Achberger

University of Washington
College of Education
Center for the Study of Teaching and Policy

April 2017

Introduction

This report provides a summary of findings from the 2016 School Employee Evaluation Survey for the Office of Superintendent of Public Instruction (OSPI). As part of state and federal reporting requirements, the School Employee Evaluation Survey (SEES) is administered annually to Washington state school districts. Each of Washington's 295 school districts is required to provide information on the evaluation criteria and rubrics used in the evaluation of personnel, including the ratings and the number of staff receiving each rating.

This report provides a summary of results from the October 2016 survey, which is based on school employee evaluation results from the prior school year (2015-16). When available, results include findings from earlier administrations of the survey. In this report, we include information regarding the instructional and leadership frameworks used by districts, evaluation results for teachers and principals, the use of evaluation data for personnel decisions, and use of electronic management systems to support the evaluation process. First, we present information about the evaluation of teachers and their outcomes, followed by principals and their evaluation outcomes. A summary of the findings from the SEES survey is provided at the conclusion of this report.

Methodology

The SEES data was provided to the University of Washington (UW) in February 2017 following OSPI's fall 2016 survey administration and subsequent data consolidation, in which OSPI created a final dataset. The dataset contained survey items submitted by each district, including aggregated and de-identified evaluation scores. The UW research team linked the SEES dataset to other state databases, including school and district demographic information. After creating descriptive statistics for each item, the focal question for analysis was "What patterns are observed in the descriptive elements of the SEES data?"

Instructional Frameworks for Teacher Evaluation

One of the most substantial changes in transitioning to the Teacher and Principal Evaluation Program (TPEP) has been the adoption of instructional frameworks as models for effective teaching. Teaching involves a complex set of tasks which the instructional frameworks have attempted to conceptualize and organize. Statewide in 2015-16, districts were roughly split in thirds when it came to their selected framework, with approximately 35 percent of districts using Danielson's Framework for Teaching, 34 percent the CEL 5D+ Teacher Evaluation Rubric, and 31 percent the Marzano Teacher Evaluation Model. This trend has remained relatively constant over the past three years (see Table 1).

Table 1. Changes in Districts' Chosen Instructional Framework, from 2013-2014 to 2015-2016

Instructional Framework	2013-14		2014-15		2015-16	
	Freq	Percent	Freq	Percent	Freq	Percent
CEL 5D+ Teacher Evaluation Rubric 2.0	100	33.9%	101	34.2%	100	33.9%
Danielson's Framework for Teaching	105	35.6%	104	35.3%	104	35.3%
Marzano's Teacher Evaluation Model	90	30.5%	90	30.5%	91	30.8%
Total	**295**	**100%**	**295**	**100%**	**295**	**100%**

Many of the state's larger districts selected the Danielson framework, while a sizeable portion of smaller districts opted for the Marzano model. Because of this variation by district size, a majority of the state's students are in districts using the Danielson framework and proportionately fewer are in districts using the Marzano model. Figure 1 shows the proportion of districts opting for each of the three instructional frameworks by district size (Appendix Table A.1 provides additional information on district size and instructional framework).

Figure 1. Percentage of District Instructional Frameworks, by District Size
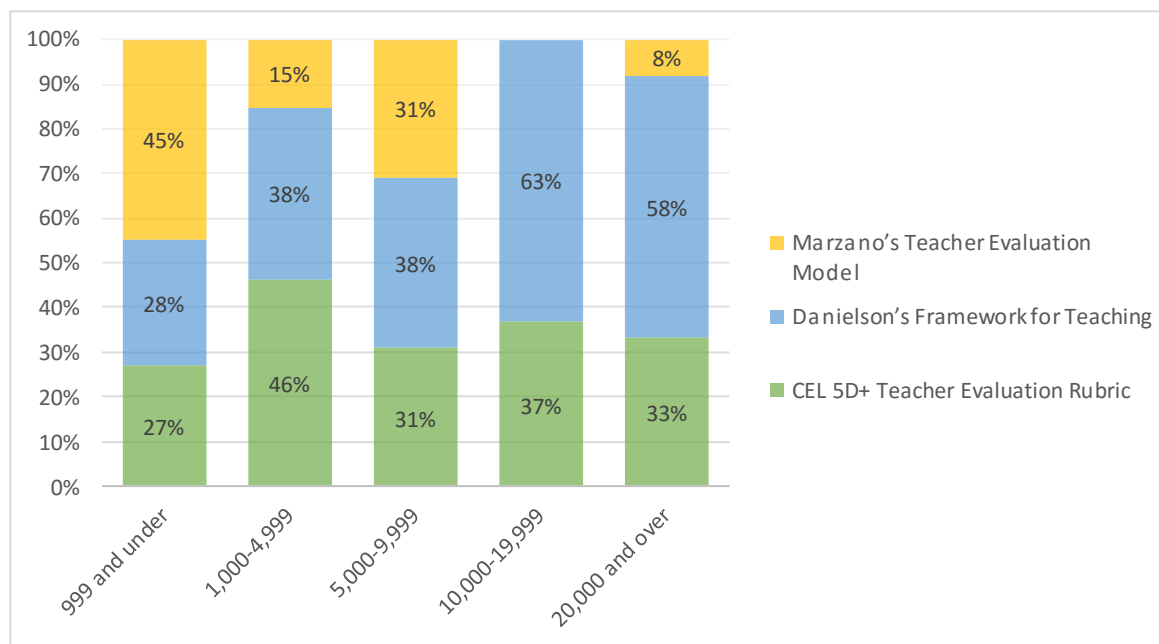
District use of the instructional frameworks also reveals regional patterns. Regional use of the instructional frameworks can be seen in Table 2. Over half of the 35 districts in the Central Puget Sound (ESD 121) use the Danielson Framework for Teaching, while nearly half (48%) of the 124 districts in Western Washington outside the Central Puget Sound region use the CEL 5D+ Teacher Evaluation Rubric. Of the 136 districts in Eastern Washington, 44 percent of the districts use Marzano's Teacher Evaluation Model. However, there is considerable variation in Eastern Washington regarding framework use. The majority of districts in ESD 101 and ESD 171 use the Marzano framework, while only one district in ESD 123 and no districts in ESD 105 have selected the Marzano framework.

Table 2. Districts' Chosen Instructional Framework, by Educational Service District and Region of State

	CEL 5D+ Teacher Evaluation Rubric 2.0		Danielson's Framework for Teaching		Marzano's Teacher Evaluation Model		
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	**Total**
Central Puget Sound (121)							
Puget Sound ESD 121	11	31.4%	20	57.1%	4	11.4%	**35**
Western WA (outside 121)							
ESD 112	17	56.7%	10	33.3%	3	10.0%	**30**
ESD 113	14	31.8%	15	34.1%	15	34.1%	**44**
Olympic ESD 114	9	60.0%	3	20.0%	3	20.0%	**15**
Northwest ESD 189	20	57.1%	9	25.7%	6	17.1%	**35**
Eastern Washington							
ESD 101	4	6.8%	13	22.0%	42	71.2%	**59**
ESD 105	12	48.0%	13	52.0%	0	0	**25**
ESD 123	6	26.1%	16	69.6%	1	4.3%	**23**
North Central ESD 171	7	24.1%	5	17.2%	17	58.6%	**29**

Region as defined by Washington's 9 Educational Service Districts: Central Puget Sound (ESD 121), Western WA outside Central Puget Sound (ESDs 112, 113, 114, and 189) and Eastern WA (ESDs 101, 105, 123 and 171).

The instructional frameworks are intended to be the mechanism for the analysis of instruction, and the scoring rubrics serve to organize and quantify the evidence gathered under the state's two new types of teacher evaluation: comprehensive and focused. Teachers on provisional or probationary status must be evaluated on the comprehensive evaluation, meaning that the evaluation must assess all of the state's eight criteria in developing the evaluation rating. A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus student growth activities specifically linked to the selected criteria. In the next section, we discuss evaluation results for teachers on the new four-tiered evaluation (both focused and comprehensive), as well as those teachers evaluated under the old two-tier system.

Evaluation Results for Teachers

The SEES survey asked school districts to provide summative data about teachers on comprehensive and focused evaluation plans using TPEP's new four-tier rating system (*unsatisfactory, basic, proficient, distinguished*), as well as summative data about teachers remaining on the old two-tier rating system (*unsatisfactory, satisfactory*). In the 2015-16 school year, the majority of teachers (94%) were evaluated on TPEP using either a focused (50%) or a comprehensive (44%) evaluation plan. The remaining six percent of teachers were evaluated using the old two-tier system. Results for the 57,335 teachers evaluated on TPEP's four-tier system in 2015-16 are described below. Results for the 3,559 teachers evaluated on the two-tier system are located in Appendix Table A.2.

For teachers evaluated on TPEP, there was considerable variation in the ratings depending on whether the teacher was on a comprehensive or focused plan. In total, 1,773 teachers were rated *basic* in the 2015-16 school year with 1,451 of those teachers on a comprehensive plan and 322 on a focused evaluation plan.
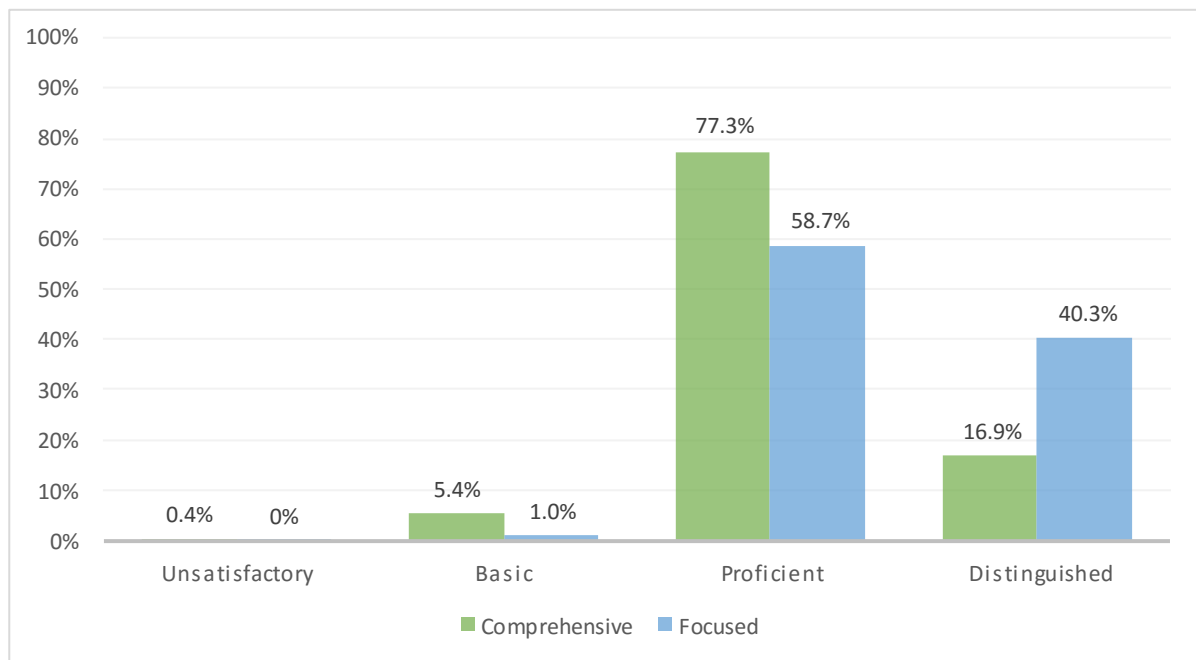
A higher proportion of teachers on a comprehensive evaluation were rated as *basic* (5%), and a lower proportion were rated as *distinguished* (17%) than those on a focused evaluation (1% and 40%, respectively). Among teachers rated *basic* on a comprehensive evaluation, 66% had five or fewer years of experience. Table 3 provides details on the numbers and ratings of teachers on comprehensive and focused evaluation plans.

Table 3. Teachers Rated on TPEP Using Four-Tier System

Rating	Comprehensive		Focused	
	Frequency	Percentage	Frequency	Percentage
Unsatisfactory	95	0.4%	12	0.0%
Basic	1451	5.4%	322	1.0%
Proficient	20610	77.3%	18000	58.7%
Distinguished	4492	16.9%	12353	40.3%
Total	**26648**	**100%**	**30687**	**100%**

Figure 2 provides a visual display of the differences between the percentage of teachers statewide rated on comprehensive and focused evaluation plans.
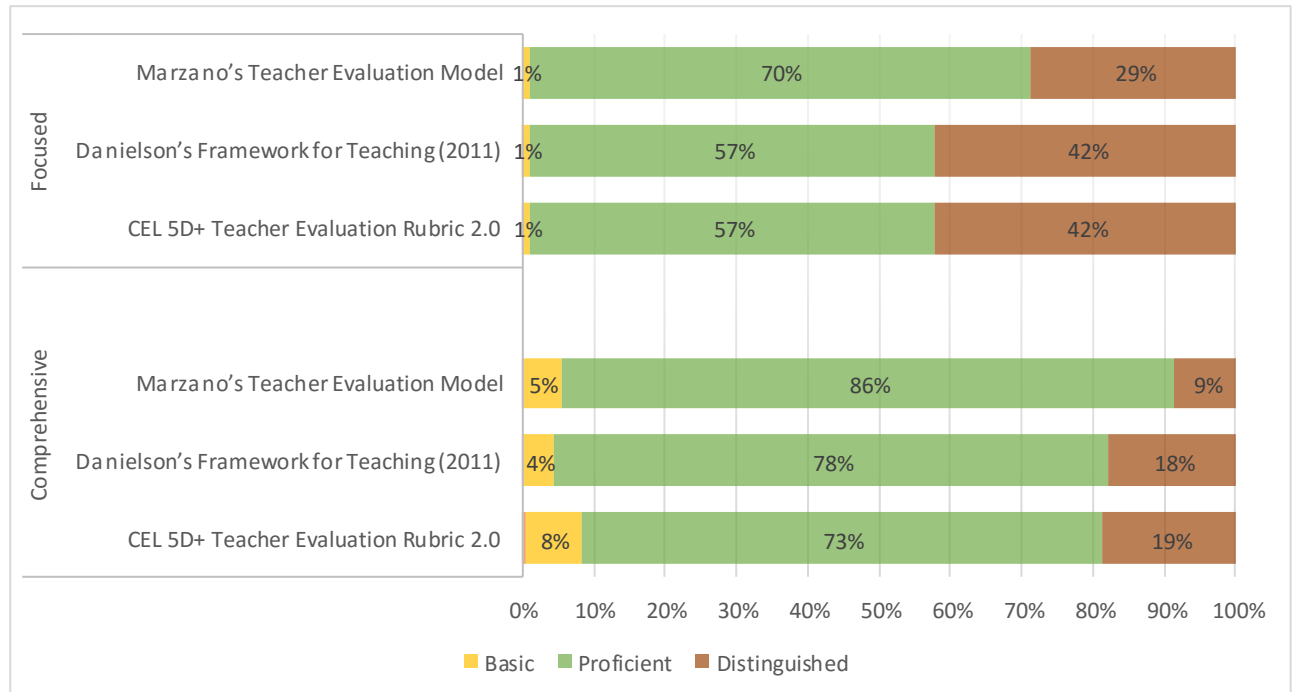
Figure 2. Percentage of Teachers Rated on TPEP, by Comprehensive and Focused

Teacher Evaluation Results by Instructional Framework

The analyses of teacher evaluation ratings by instructional framework reveal some interesting differences. For both comprehensive and focused evaluations, in districts that used Marzano's Teacher Evaluation Model, a smaller proportion of teachers were rated as *distinguished*. For teachers on a focused evaluation in districts that used Danielson's Framework for Teaching and CEL 5D+ Teacher Evaluation Rubric, the proportion of teachers receiving each of the ratings were similar. However, for teachers on a comprehensive evaluation in CEL 5D+ districts, a higher percentage were rated as *basic* compared to teachers in districts using the Marzano or Danielson frameworks. Figure 3 provides a visual representation of these differences.

Figure 3. Teachers Rated Using Focused and Comprehensive Evaluations, by Instructional Framework

A total of 107 teachers were rated as *unsatisfactory* during the 2015-16 school year. *Unsatisfactory* ratings occurred across all three instructional frameworks. Table 4 shows the distribution of unsatisfactory ratings by instructional framework. A slightly higher proportion of teachers in districts using the CEL 5D+ Teacher Evaluation Rubric were identified as unsatisfactory on both the comprehensive and focused evaluations.

Table 4. Teachers Rated Unsatisfactory by Instructional Framework

Instructional Framework	Focused - Unsatisfactory	Comprehensive - Unsatisfactory
CEL 5D+ Teacher Evaluation Rubric 2.0	9	49
Danielson's Framework for Teaching	3	39
Marzano's Teacher Evaluation Model	0	7
Total	**12**	**95**

Teacher Evaluation Results by District Size

Variation in teacher ratings also was observed by district size. Variation in teacher ratings by district size is greater for teachers on a focused evaluation compared to those on a comprehensive evaluation plan. A higher proportion of teachers in districts with more than 20,000 students were rated *distinguished* on both evaluation types, while a smaller proportion of teachers in districts with less than 1,000 students were rated as *distinguished*. However, as shown in Figure 1, we know that a higher percentage of smaller districts use the Marzano framework, and the Marzano framework has a lower proportion of teachers rated as *distinguished*. Figure 4 displays these differences by district size and evaluation type. For a comparison of the differences by district size for teachers on the two-tier evaluation, see Appendix Table A.3.

Figure 4. Teachers Rated Using Focused and Comprehensive Evaluations, by District Size
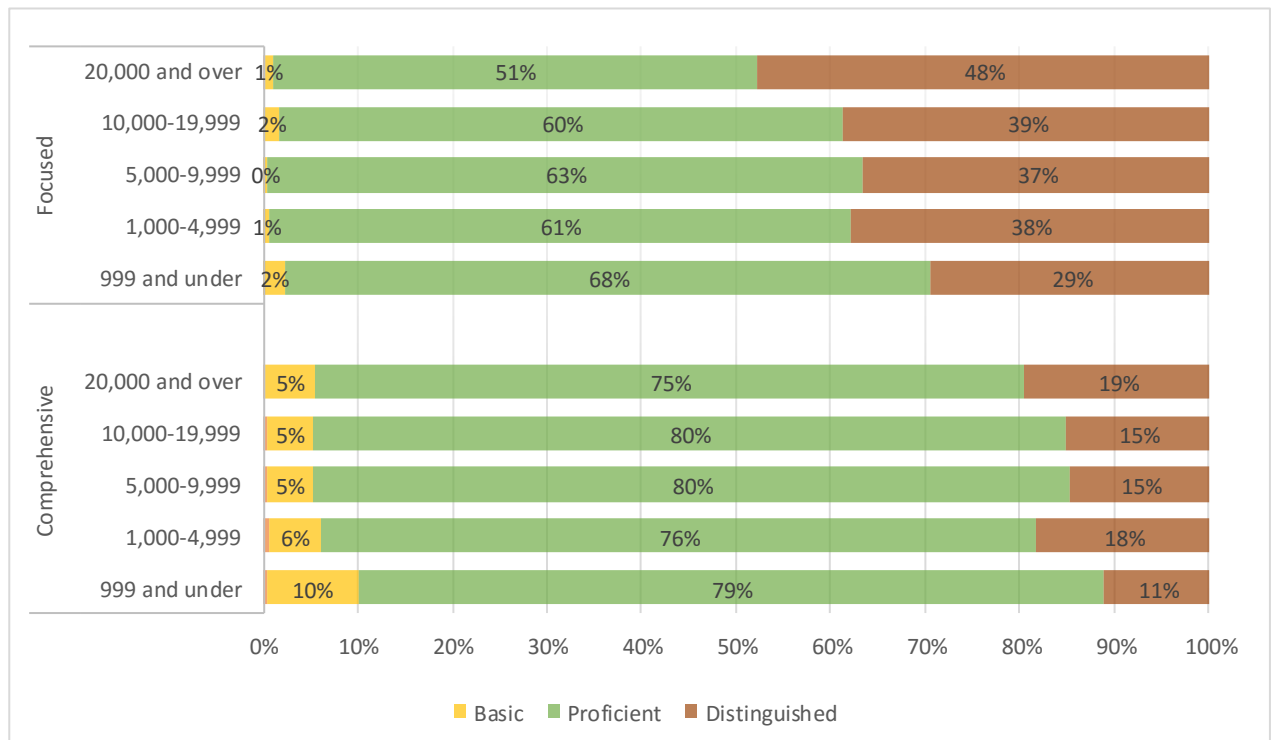
## Teacher Evaluation Results by School Demographics

In the next section, we linked teacher evaluation results to school demographic characteristics, including the percentage of students served by the free or reduced priced lunch (FRPL) program and students of color. We found that schools with the highest percentage of students receiving free or reduced priced meals had the highest proportion of teachers rated *basic* and the lowest rated *distinguished*. This pattern occurs for both focused and comprehensive evaluations (see Figure 5).

Figure 5. Teachers Rated Using Focused and Comprehensive Evaluations, by Percent of Students Served by Free or Reduced Price Lunch
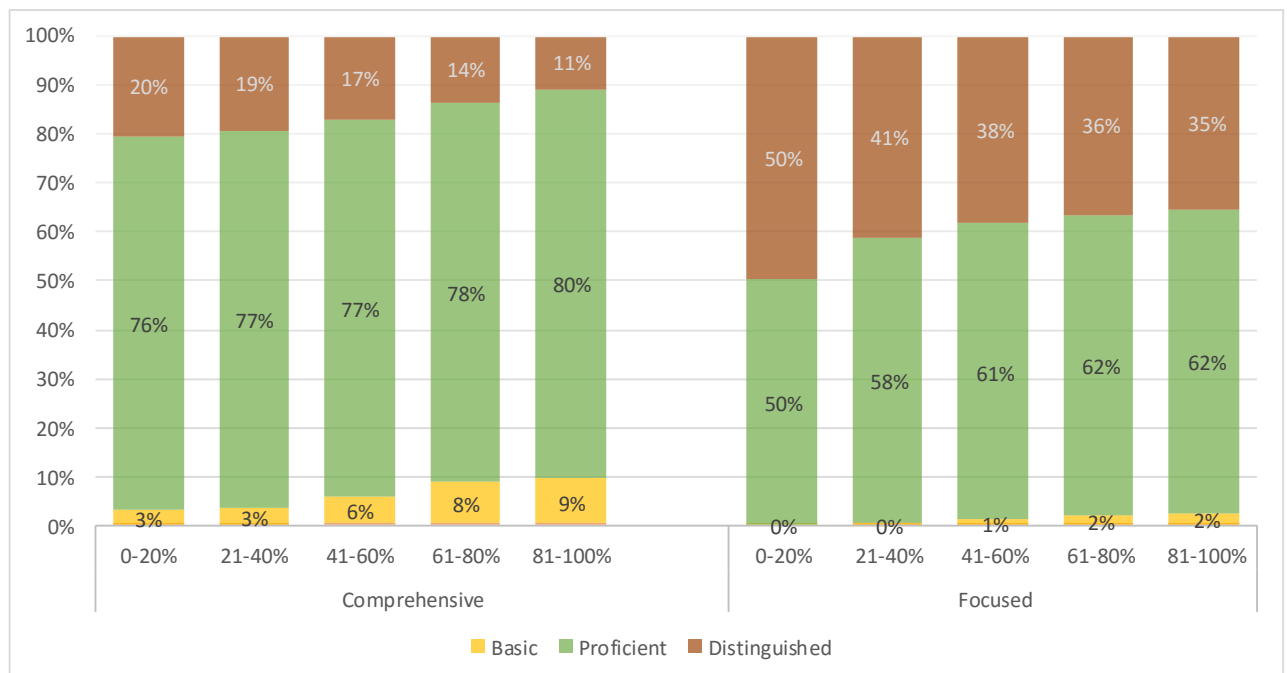
When we examined the percentage of students of color at the school-level for teachers on the comprehensive or focused evaluation plan, the pattern is not as clear or pronounced as it was for the percentage of students participating in the FRPL program at the school level. We note that for teachers on the comprehensive evaluation, a higher percentage of teachers in schools with more than 75 percent students of color were rated as *basic* (10%) compared to teachers in schools where the percent of students of color was 25 percent or less (4%). No evident pattern was present for teachers on a focused evaluation (see Figure 6 for details).

Figure 6. Teachers Rated Using Focused and Comprehensive Evaluations, by Percent of Students of Color
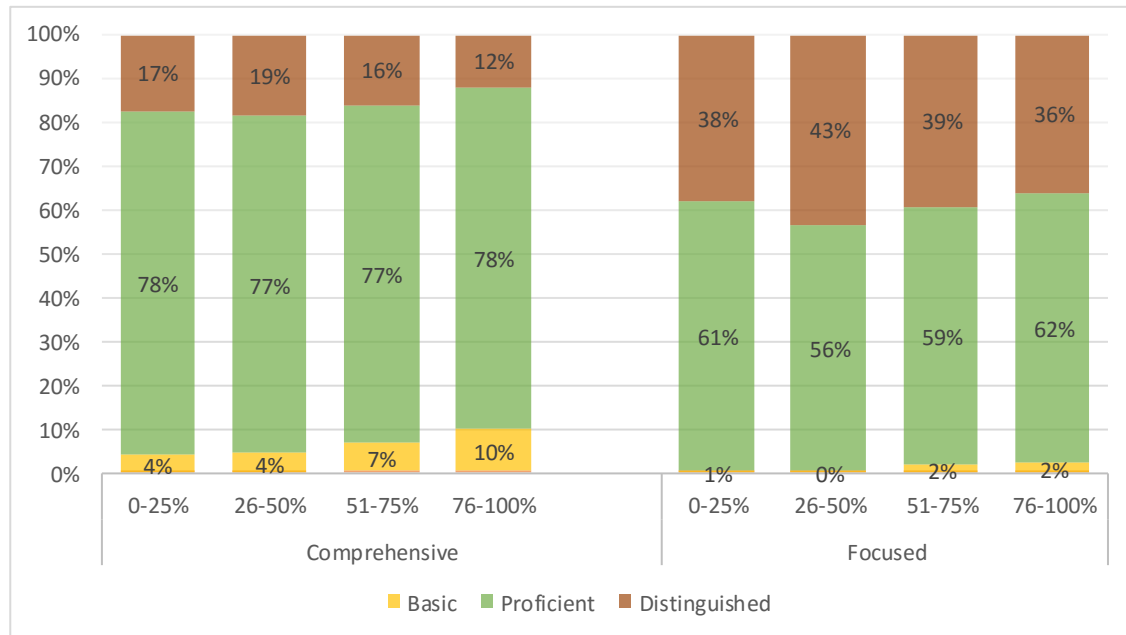
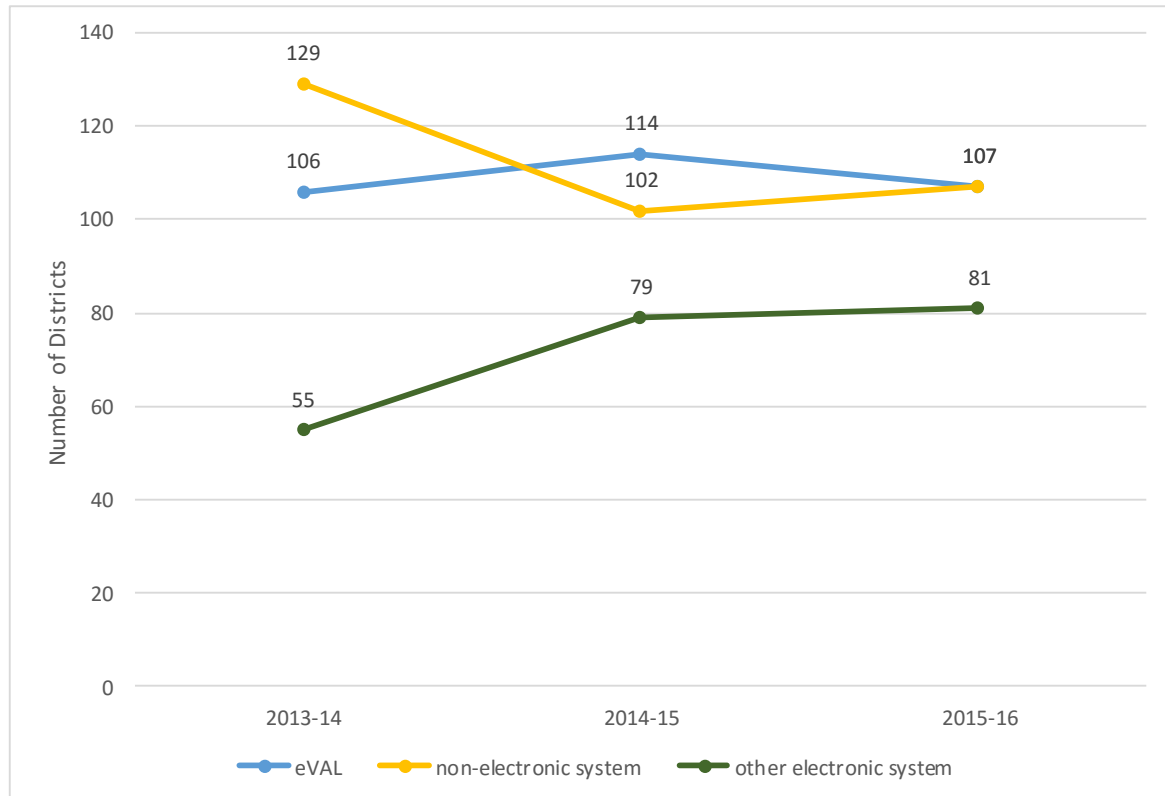## Data Management Systems for Teacher Evaluation

Technological tools have played a role in the initial implementation of TPEP. In particular, eVAL, a state-developed web-based tool has been offered free of charge to support TPEP implementation. In addition, other technological tools have been adopted to support the management of data. In the 2015-16 school year, slightly more than a third of districts (107 districts) were using eVAL, while the same number indicated that they were not using an electronic system to manage teacher evaluation data (36%). Since 2013-14, slightly more districts have chosen other electronic management systems, including iObservation (from 17 to 23), while fewer have chosen GoObserve (from 14 to 8), and two districts have used Teachscape (see Table 5).

Table 5. Teacher Evaluation Management Systems from 2013–2014 to 2015–16

	2013-14		2014-15		2015-16	
Teacher Evaluation System	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
eVAL	106	36.6%	114	38.6%	107	36.3%
non-electronic system	129	44.5%	102	34.6%	107	36.3%
other electronic system	22	7.6%	43	14.6%	48	16.3%
iObservation	17	5.9%	20	6.8%	23	7.8%
Go Observe	14	4.8%	14	4.7%	8	2.7%
Teachscape	2	0.7%	2	0.7%	2	0.7%
Total	**290**	**100%**	**295**	**100%**	**295**	**100%**

By grouping the districts into three categories, eVAL, other electronic systems, and non-electronic management systems, we can observe the trends over time with regard to the use of data management systems (see Figure 7). The use of electronic systems other than eVAL has grown over the last three years (from 55 to 81 districts).

Figure 7. District Use of Data Management Systems for Teacher Evaluation from 2013-14 to 2015-16

Note: In Figure 7, other electronic systems include iObservation, Go Observe, Teachscape, and any other electronic system used by districts.

District use of evaluation management systems varied by district size. A higher proportion of districts with less than 1,000 students opted for non-electronic systems (41%), and a higher proportion of districts with more than 20,000 students opted for eVAL (42%). Figure 8 provides details.

Figure 8. District Use of Data Management Systems for Teacher Evaluation by District Size
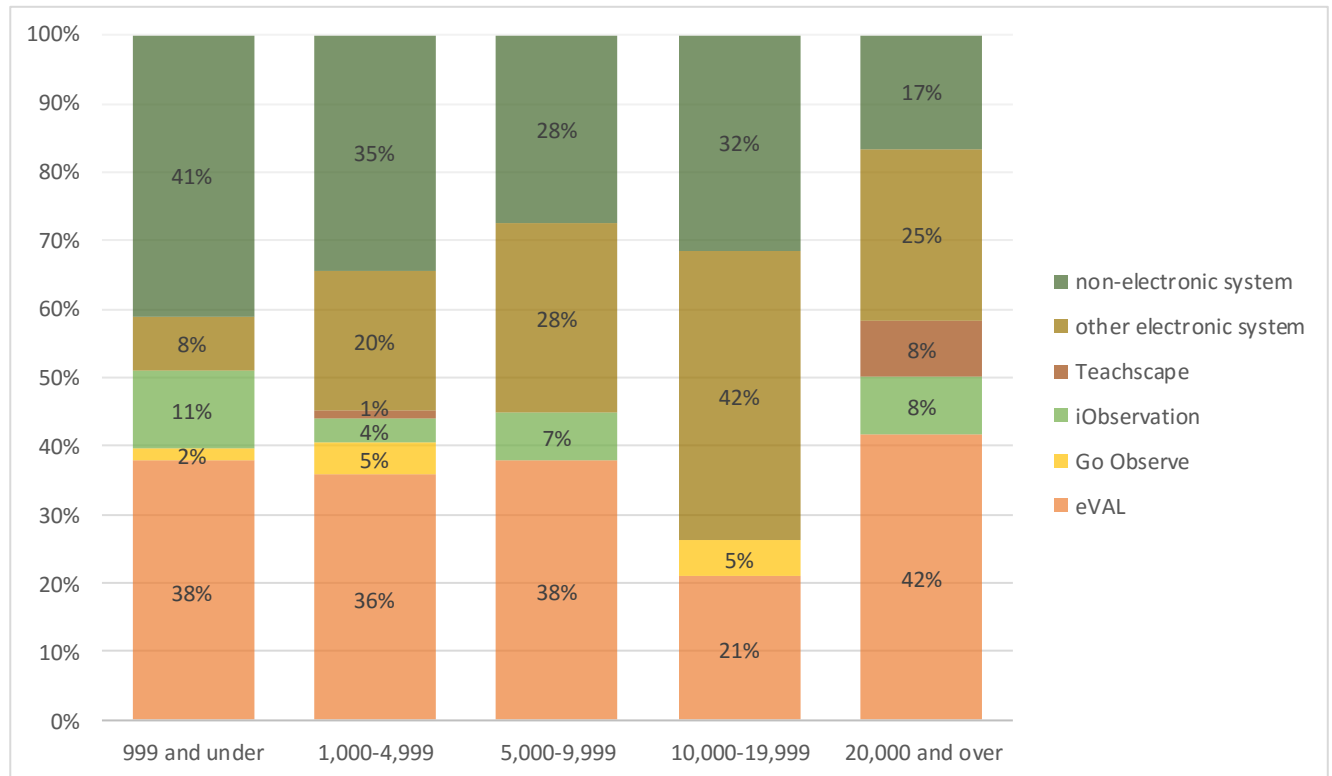
Finally, we examined districts' use of data management systems to support teacher evaluation by instructional framework. A substantial proportion of districts across all three frameworks were using non-electronic data management systems (38% for both Marzano and Danielson districts, and 32% for CEL 5D+ districts). Thirty-six percent of the CEL 5D+ districts and 43% of the Danielson districts used eVAL to support teacher evaluation (see Figure 9).

Figure 9. District Use of Data Management Systems for Teacher Evaluation by Instructional Framework
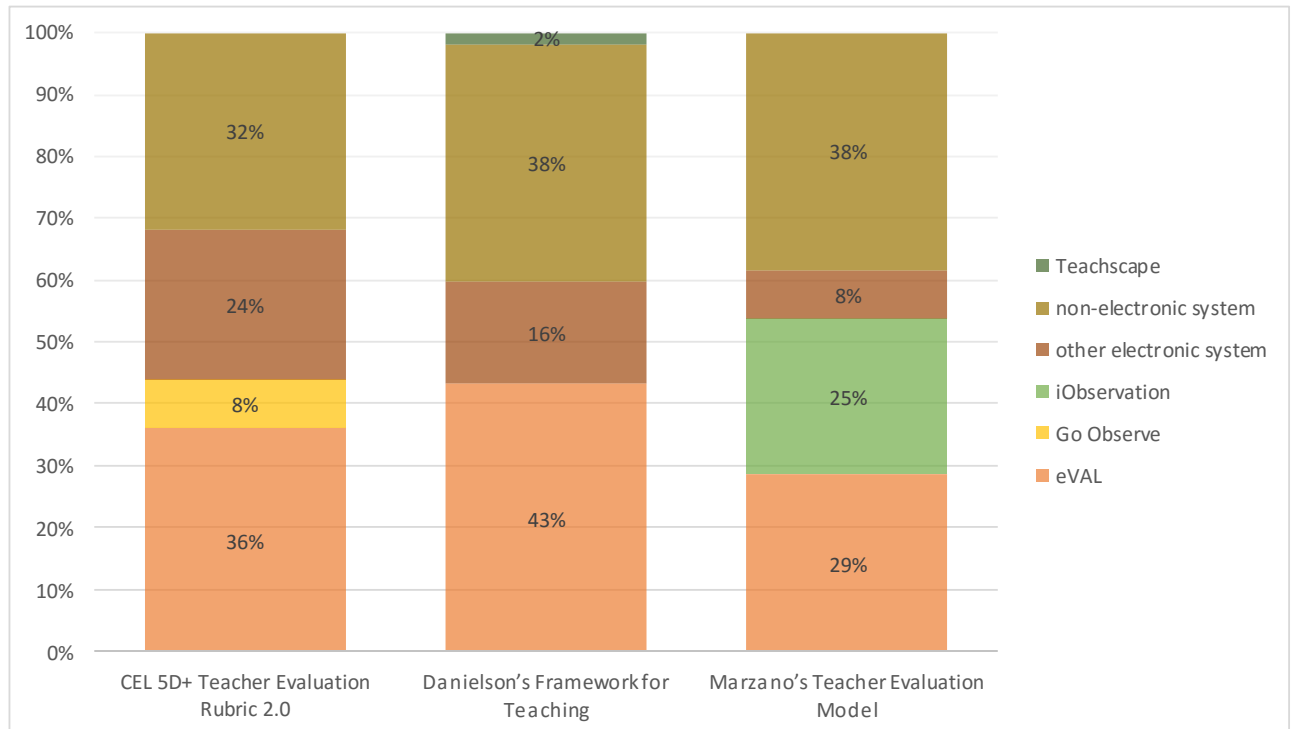
Use of Teacher Evaluation Data for Personnel Decisions

The SEES survey posed a question about the use of evaluation data to inform personnel decisions for teachers. The survey findings show that for 90 percent of districts, results from the evaluation were used in decision making regarding professional development and 82 percent used the results to inform instructional improvement. Sixty-one percent of districts used the results of the evaluation to inform changes from provisional to continuing teaching status. Over 50 percent of districts indicated use of evaluation results in decisions about the development of teacher leadership, probable cause for non-renewal of contract, or for beginning or ending probation for experienced employees. Nearly one third of districts (32%) use data from teacher evaluations to inform staffing decisions (see Figure 10).

Figure 10. District Use of Teacher Evaluations for Personnel Decisions
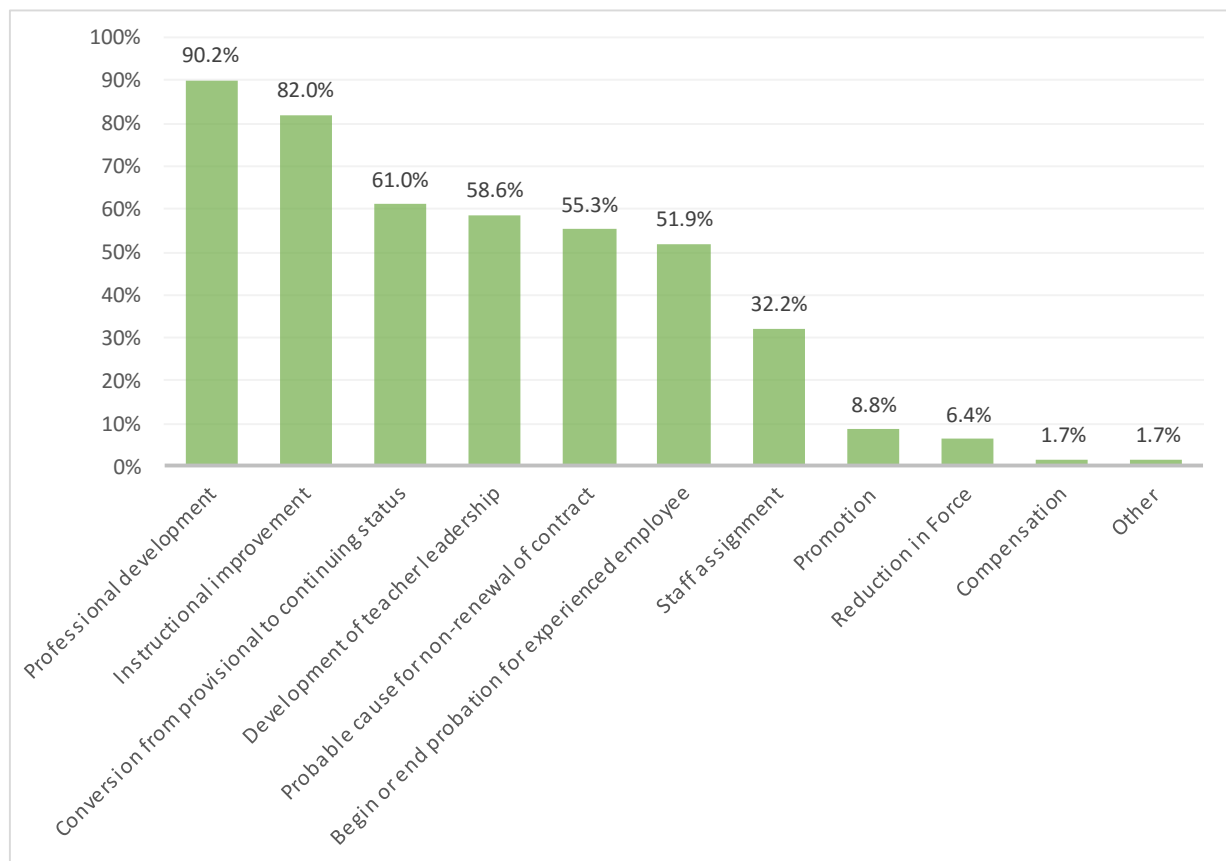
Use of Teacher Evaluation by District Size

Districts' use of evaluation data varies somewhat by district size. Seventy-five percent of the largest districts (20,000 students or more) used evaluation results for staff assignment, while less than half of all other districts used it for this purpose (see Table 6). All districts with enrollments over 20,000 students reported using evaluation results for professional development, instructional improvement, and probable cause for non-renewal of contracts. Greater variation in the uses of evaluation data is found for smaller districts (999 students and under). However, it should be noted that more than half of all districts (51%) fall into this size category, thereby increasing the chance that greater variation will occur.

Most districts (58%) indicated that they used evaluations in three to five ways. The smallest districts (less than 1,000 students) reflect this overall trend, but the largest districts (more than 20,000 students) identified six to eight ways that they use the teacher evaluation data.

Table 6. Percentage of Districts Using Evaluations for Personnel Decisions for Teachers, by District Size

	District Size				
	999 and under	1,000-4,999	5,000-9,999	10,000-19,999	20,000 and over
Personnel Decisions	*n=151*	*n=84*	*n=29*	*n=19*	*n=12*
Professional development	91%	93%	83%	79%	100%
Instructional improvement	80%	82%	86%	79%	100%
Conversion from provisional to continuing status	47%	69%	97%	68%	83%
Development of teacher leadership	55%	61%	69%	42%	92%
Probable cause for non-renewal of contract	43%	57%	79%	79%	100%
Begin or end probation for experienced employee	39%	60%	76%	63%	83%
Staff assignment	28%	27%	45%	37%	75%
Promotion	5%	10%	14%	5%	42%
Reduction in force	7%	6%	10%	0%	0%
Compensation	2%	2%	0%	0%	0%
Other	1%	2%	3%	5%	0%

Use of Teacher Evaluation by Instructional Framework

Finally, we examined the uses of the teacher evaluation for personnel decisions by the district's instructional framework. Overall, the ways in which districts used teacher evaluation data was relatively similar across the three frameworks, with only slight variations (see Table 7)

Table 7. Percentage of Districts Using Evaluations for Personnel Decisions for Teachers, by Instructional Framework

	Instructional Framework		
	CEL 5D+ Teacher Evaluation Rubric 2.0 *n=100*	Danielson's Framework for Teaching *n=104*	Marzano's Teacher Evaluation Model *n=91*
Personnel Decisions			
Professional development	91%	88%	91%
Instructional improvement	81%	81%	85%
Conversion from provisional to continuing status	65%	59%	59%
Development of teacher leadership	53%	60%	64%
Probable cause for non-renewal of contract	59%	57%	49%
Begin or end probation for experienced employee	57%	46%	53%
Staff assignment	34%	32%	31%
Promotion	6%	12%	9%
Reduction in force	3%	5%	12%
Compensation	3%	0%	2%
Other	1%	4%	0%

In the next section, we examine the SEES data with regard to the evaluation of principals and their outcomes.

Leadership Frameworks for Principal Evaluation

The vast majority of districts (94%) reported using the Association of Washington School Principals (AWSP) Leadership Framework 2.0 during the 2015-16 school year. The remaining seventeen districts (6%) reported using Marzano's School Leadership Evaluation Model. For the most part, this trend has remained constant over time. Since the 2014-15 school year, three additional districts report using Marzano's School Leadership Evaluation Model (see Table 8 for details).

Table 8. District Leadership Frameworks, Changes from 2013-2014 to 2015-2016

Instructional Framework	2013-14		2014-15		2015-16	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
AWSP Leadership Framework 2.0	280	94.9%	281	95.3%	278	94.2%
Marzano's School Leadership Evaluation Model	14	4.7%	14	4.7%	17	5.8%
Unspecified	1	0.3%	0	0	0	0
Total	295	100%	295	100%	295	100%

Among the 17 districts that reported using Marzano's School Leadership Evaluation Model in 2015-16, all had less than 10,000 students, and 10 of the 17 districts have less than 1,000 students (see Appendix Table A.4 for additional information).

District use of the leadership frameworks reveals a few regional patterns, as seen in Table 9. All but one district in the Central Puget Sound region adopted the AWSP Leadership Framework. In the rest of the state, seven districts in Western Washington outside the Central Puget Sound and nine districts in Eastern Washington use Marzano's School Leadership Evaluation Model. In Eastern Washington, the use of Marzano's School Leadership Evaluation Framework was limited to two ESDs: 101 and 171.

Table 9. District Leadership Framework, by Educational Service District and Region of State

Educational Service District	AWSP Leadership Framework 2.0		Marzano's School Leadership Evaluation Model		
	Frequency	Percentage	Frequency	Percentage	Total
Central Puget Sound (121)					
Puget Sound Educational Service District 121	34	97.1%	1	2.9%	**35**
Western Washington (outside 121)					
Educational Service District 112	30	100.0%	0	0	**30**
Educational Service District 113	41	93.2%	3	6.8%	**44**
Olympic Educational Service District 114	13	86.7%	2	13.3%	**15**
Northwest Educational Service District 189	33	94.3%	2	5.7%	**35**
Eastern Washington					
Educational Service District 101	54	91.5%	5	8.5%	**59**
Educational Service District 105	25	100.0%	0	0	**25**
Educational Service District 123	23	100.0%	0	0	**23**
North Central Educational Service District 171	25	86.2%	4	13.8%	**29**

Region as defined by Washington's 9 Educational Service Districts: Central Puget Sound (ESD 121), Western WA outside Central Puget Sound (ESDs 112, 113, 114,and 189) and Eastern WA (ESDs 101, 105, 123 and 171).
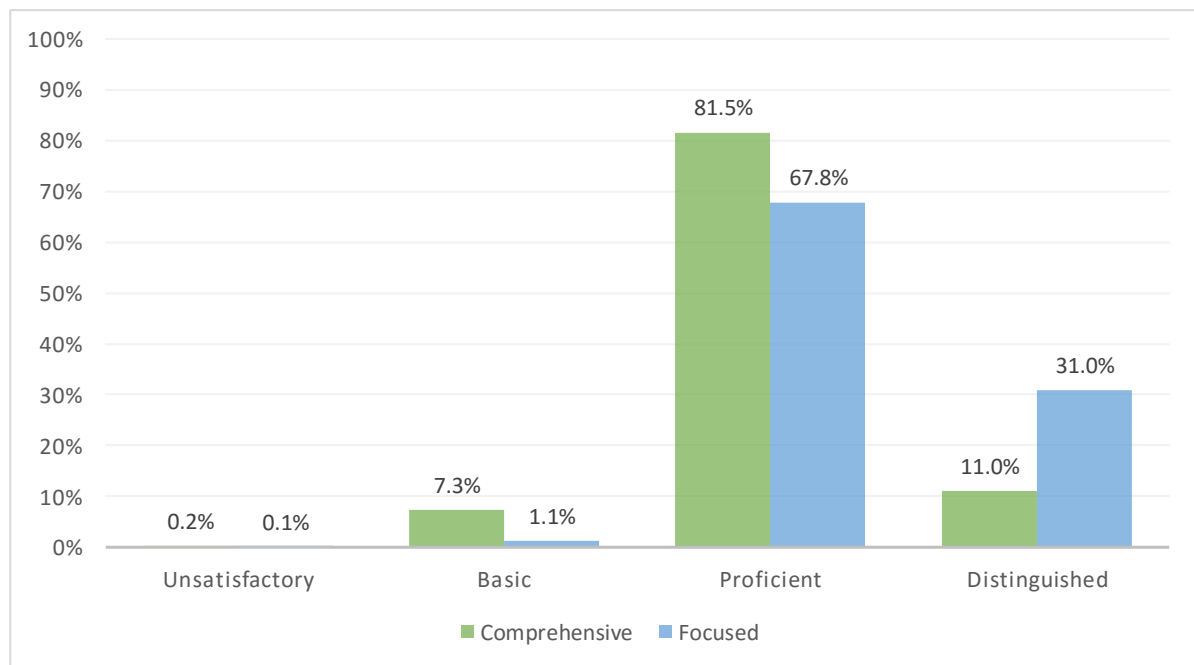
Evaluation Results for Principals

In the 2015-16 school year, all principals in Washington state were evaluated under TPEP's four-tier system (no principals were evaluated using the two-tier system). The majority of principals (64%) were evaluated on a comprehensive plan while the remaining 36% were evaluated on a focused plan. Similar to teachers evaluated under TPEP, principal ratings differed by evaluation type, with a higher proportion of principals on a comprehensive evaluation rated as *basic* or *proficient* (89%), and a lower proportion rated as *distinguished* (11%) compared to those on a focused evaluations (69% and 31%, respectively). See Table 10 for additional details.

Table 10. Principals Rated Using Four-Tier System

Rating	Comprehensive		Focused	
	Frequency	Percentage	Frequency	Percentage
Unsatisfactory	4	0.2%	1	0.1%
Basic	137	7.3%	12	1.1%
Proficient	1536	81.5%	727	67.8%
Distinguished	208	11.0%	332	31.0%
Total	**1885**	**100%**	**1072**	**100%**

Figure 11 provides a visual display of the difference between the percentage of principals statewide rated on comprehensive and focused evaluation plans.

Figure 11. Percentage of Principals Rated, by Comprehensive and Focused

Principal Evaluation Results by Leadership Framework

The analyses of principal evaluation ratings by leadership framework reveal some differences. For both comprehensive and focused evaluations, a smaller proportion of principals in districts that used Marzano's School Leadership Evaluation Model were rated as *distinguished* than those in districts that used the AWSP Leadership Framework. See Figure 12 for these comparisons. When examining Figure 12, it is important to keep in mind that only 17 districts used Marzano's School Leadership Model.

Figure 12. Principal Ratings by Leadership Framework

|		Basic	Proficient	Distinguished
Focused	Marzano's School Leadership Evaluation Model	0%	83%	17%
	AWSP Leadership Framework 2.0	1%	67%	32%
Comprehensive	Marzano's School Leadership Evaluation Model	8%	87%	5%
	AWSP Leadership Framework 2.0	7%	81%	11%
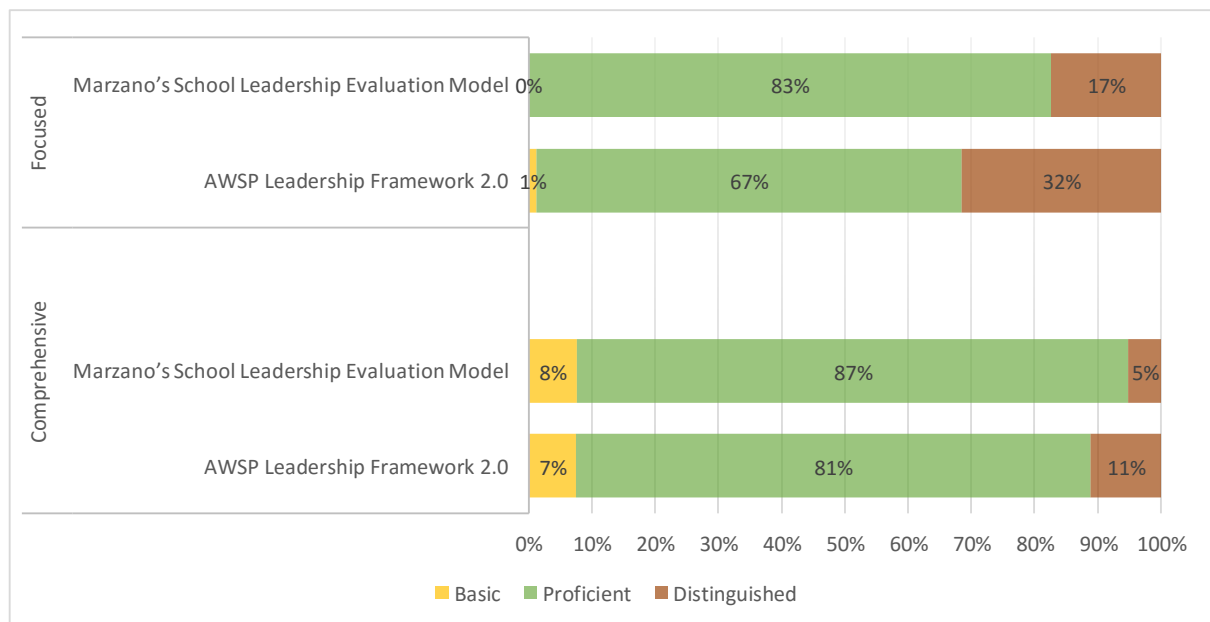
Principal Evaluation Results by District Size

Variations in principal ratings also can be observed by district size. When examining principal evaluations by district size, there was wider variation for principals on the focused evaluation than for those on the comprehensive evaluation. For the focused evaluation, 43 percent of principals in districts with over 20,000 students were rated as *distinguished*; in contrast, only 16 percent in districts with fewer than 1,000 students received a *distinguished* rating (see Figure 13).

Figure 13. Principal Rating by District Size
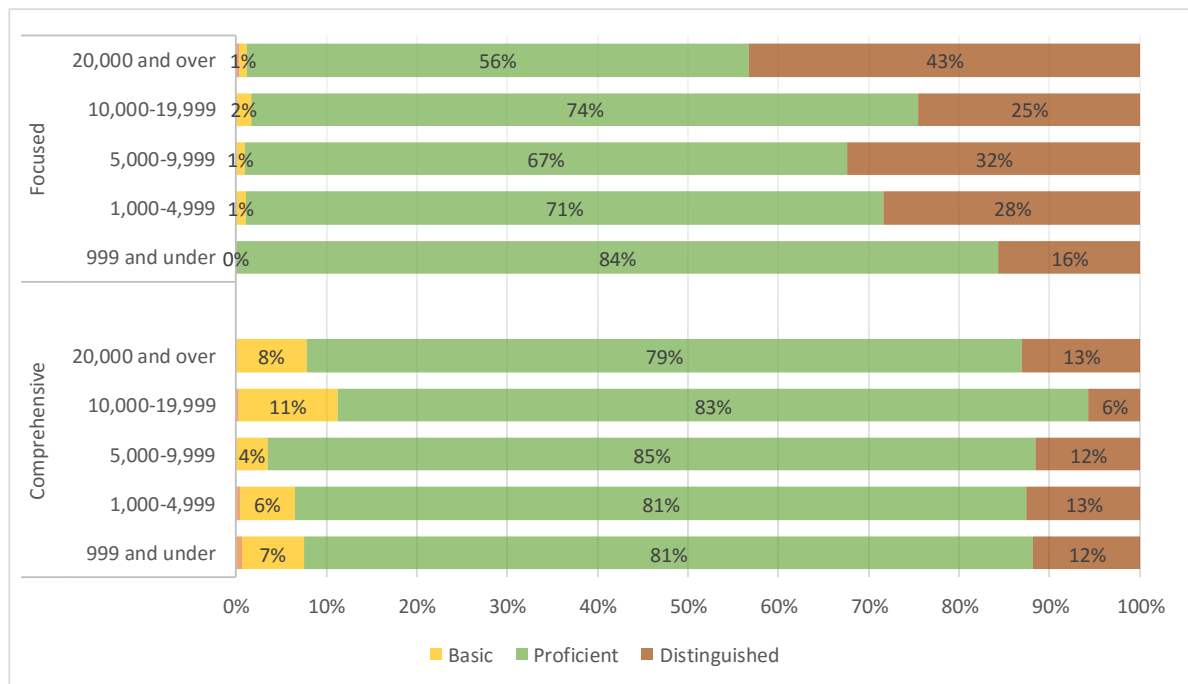
Data Management Systems for Principal Evaluation

In the 2015-16 school year, a majority of districts (58%) did not use electronic data management systems for principal evaluation. Among the remaining districts, 27 percent reported using eVAL and 15 percent used other electronic management systems. Since 2013-14, there has been a slight drop in the number of districts using non-electronic systems from 180 districts in 2013-14 to 172 districts in 2015-16, with the use of eVAL remaining steady. Figure 14 shows these trends over time.

Figure 14. District Use of Data Management Systems for Principal Evaluation from 2013-14 to 2015-16
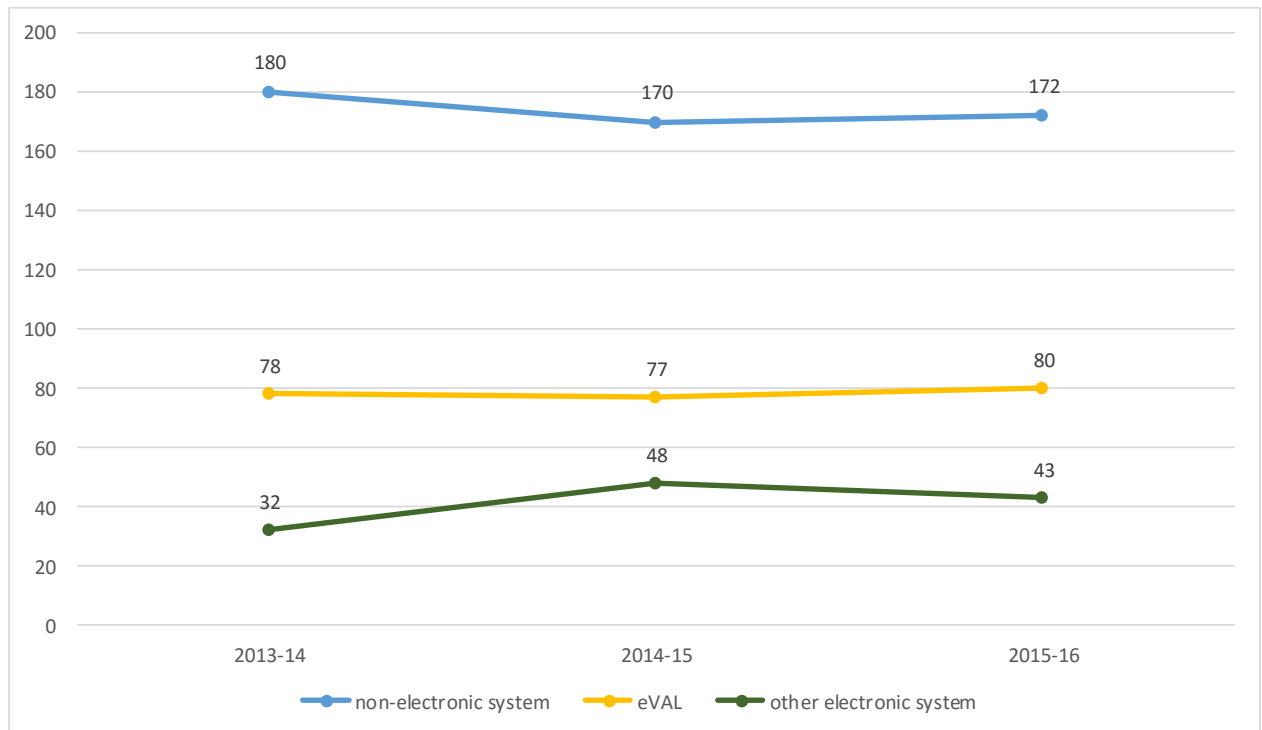
We examined districts' use of data management systems for principal evaluation by instructional framework. Non-electronic management systems were used by 58 percent of districts using the AWSP Leadership Framework and 59 percent of districts using Marzano's School Leadership Evaluation Model. eVAL was used by 27 percent of districts using the AWSP framework and 24 percent of those that used Marzano's model, and other electronic management systems were used by 14 percent of districts using the AWSP framework and 18 percent of districts using the Marzano model.

Finally, slight variations exist in district use of evaluation management systems for principals by district size. As might be expected, a larger proportion of the smallest districts (less than 1,000 students) opted for non-electronic systems (68%). Figure 15 provides additional details regarding differences in the use of data management systems by district size.

Figure 15. District Use of Data Management Systems for Principal Evaluation by District Size
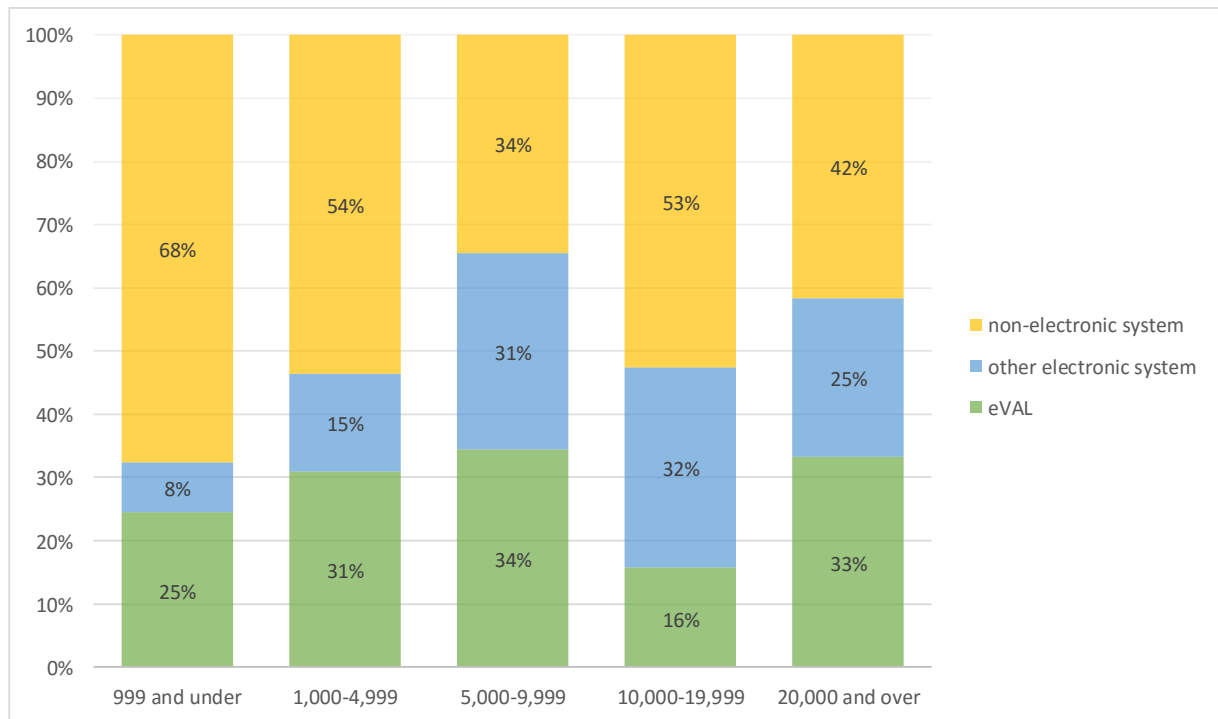
Principal Evaluators

The majority of districts (55%) reported having only one principal evaluator; of these 70% were districts with less than 1,000 students. Twenty-eight districts reported no principal evaluators (these were among the smallest districts). Table 11 provides additional information on the number and percentage of principal evaluators employed by districts.

Table 11. Number of Evaluators of Principals Employed by Districts
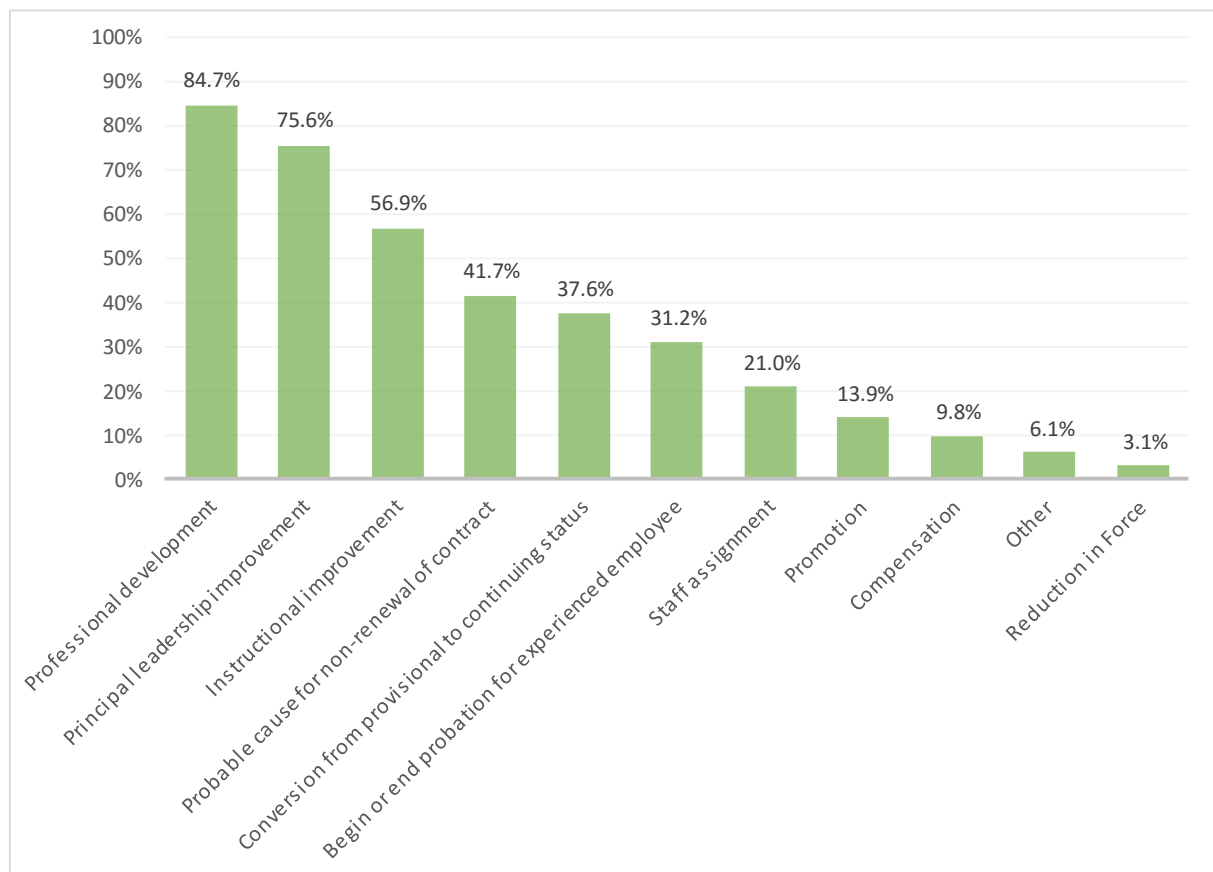
Evaluators	Frequency	Percentage
0	28	9.5%
1	163	55.3%
2	35	11.9%
3	26	8.8%
4	15	5.1%
5-9	22	7.5%
10 or more	6	2.0%
Total	**295**	**100%**

Nearly all evaluators had previously served as principals. In 86 percent of the 267 districts that had at least one evaluator of principals, all had previously served as principals. Twenty districts employed no evaluators who had previously served as principals, and the remaining 16 districts fell somewhere in between. When we examined the data by district size, the smallest districts had the lowest percentage of principal evaluators who previously served as principals. Appendix Table A.5 provides additional detail on the distribution of principal evaluators who previously served as principals by district size.

Use of Principal Evaluation Data for Personnel Decisions

The SEES survey asked districts to identify ways in which they use evaluation data to inform personnel decisions for principals. The survey findings show that for 85% of districts, results from the evaluation were used in decision making regarding professional development, 76% used the results to inform principal leadership improvement, and 57% used it for instructional improvement. Forty-two percent of districts used evaluation results in decisions about probable cause for non-renewal of contract, and 38% to begin or end probation for experienced employees. Approximately a fifth of the districts (21%) use data from principal evaluations to inform staffing decisions (see Figure 16).

Figure 16. District Use of Principal Evaluations for Personnel Decisions

Bar chart values:
- Professional development: 84.7%
- Principal leadership improvement: 75.6%
- Instructional improvement: 56.9%
- Probable cause for non-renewal of contract: 41.7%
- Conversion from provisional to continuing status: 37.6%
- Begin or end probation for experienced employee: 31.2%
- Staff assignment: 21.0%
- Promotion: 13.9%
- Compensation: 9.8%
- Other: 6.1%
- Reduction in Force: 3.1%

Use of Principal Evaluation by District Size

Two-thirds of all districts, regardless of size, use principal evaluation results for professional development and principal leadership improvement. These are the top two uses for districts of all size categories. Other uses of principal evaluation data vary to some extent by district size. Seventy-five percent of the largest districts (20,000 students or more) reported using evaluation results to begin or end probation for experienced employees, while less than half of all other districts used it for this purpose (see Table 12). Similar to the teacher evaluation, greater variation in the uses of evaluation data is found among the smaller districts (999 students and under). However, it should be noted that more than half of all districts (51%) fall into this size category, thereby increasing the chance that greater variation will occur.

Table 12. Percentage of Districts Using Evaluations for Personnel Decisions for Principals, by District Size

	District Size				
	999 and under	1,000-4,999	5,000-9,999	10,000-19,999	20,000 and over
Personnel Decisions	*n=151*	*n=84*	*n=29*	*n=19*	*n=12*
Professional development	81%	89%	90%	79%	100%
Principal leadership improvement	66%	86%	86%	79%	100%
Instructional improvement	48%	64%	66%	63%	92%
Probable cause for non-renewal of contract	32%	45%	55%	47%	100%
Conversion from provisional to continuing status	23%	52%	59%	47%	50%
Begin or end probation for experienced employee	23%	36%	45%	32%	75%
Staff assignment	13%	24%	41%	16%	58%
Promotion	6%	18%	24%	16%	58%
Compensation	13%	10%	0	0	17%
Other	10%	1%	3%	5%	0
Reduction in Force	3%	4%	7%	0	0

Most districts (67%) reported using principal evaluation data in one to four ways. Eighty-two percent of the smallest districts (less than 1,000 students) reported using evaluation data in one to four ways, while 84 percent of the largest districts (more than 20,000 students) identified six to eight ways they use the principal evaluation data.

Use of Principal Evaluation by Leadership Framework

Finally, we examined the uses of the principal evaluation for personnel decisions by the district's leadership framework. Overall, the ways in which districts used principal evaluation data was relatively similar for both frameworks, with only slight variations (see Table 13)

Table 13. Percentage of Districts Using Evaluations for Personnel Decisions for Principals by Leadership Framework

	Leadership Framework	
	AWSP Leadership Framework 2.0 *n=278*	Marzano's School Leadership Evaluation Model *n=17*
Personnel Decisions		
Professional development	86%	65%
Principal leadership improvement	76%	71%
Instructional improvement	57%	53%
Probable cause for non-renewal of contract	42%	41%
Conversion from provisional to continuing status	38%	29%
Begin or end probation for experienced employee	31%	41%
Staff assignment	22%	12%
Promotion	14%	6%
Compensation	10%	12%
Other	6%	6%
Reduction in Force	3%	6%

Summary of SEES Findings

Teacher Evaluation

- *Instructional Frameworks.* In 2015-16, districts were roughly split in thirds in terms of the instructional framework used, with 35 percent using Danielson's Framework for Teaching, 34 percent using the CEL 5D+ Teacher Evaluation Rubric, and 31 percent using the Marzano Teacher Evaluation Model. Many of the state's larger districts used the Danielson framework, while a sizable portion of smaller districts opted for the Marzano model. Regionally, over half of the districts in the Central Puget Sound region use the Danielson framework, while nearly half of the districts in Western Washington outside the Central Puget Sound use the CEL 5D+ evaluation, and 44 percent of districts in Eastern Washington use Marzano's model. The proportion of districts using the three frameworks has changed very little over the past three years.
- *Types of Evaluation.* In the 2015-16 school year, the majority of teachers (94%) were evaluated on TPEP using either a focused (50%) or comprehensive (44%) plan. The remaining 6 percent of teachers were evaluated using the old two-tier system.
- *Variation in Outcomes by Evaluation Type.* For teachers evaluated on TPEP, there was considerable variation in the ratings depending on whether the teacher was evaluated on a comprehensive or a focused plan. A higher

proportion of teachers on a comprehensive evaluation plan were rated as *basic* or *proficient* (83%), and a lower proportion were rated as *distinguished* (17%) than those on a focused evaluation (60% and 40%, respectively).

- *Variation in Outcomes by School Characteristics.* Schools with the highest percentage of students receiving free or reduced priced meals had the highest proportion of teachers rated *basic* and the lowest rated *distinguished*. This pattern occurs for both focused and comprehensive evaluations.
- *Use of Electronic Tools for Data Management.* Slightly more than a third of districts (107 districts) used eVAL, while the same number indicated they were not using an electronic system to manage teacher evaluations during the 2015-16 school year. The use of electronic systems other than eVAL has grown over the last three years.
- *Use of Teacher Evaluation for Personnel Decisions.* Ninety percent of districts use results from the teacher evaluation for professional development and 82 percent use them to inform instructional improvement.

Principal Evaluation

- *Leadership Frameworks.* Ninety-four percent of Washington districts reported using the Association of Washington School Principals (AWSP) Leadership Framework during the 2015-16 school year. The remaining seventeen districts (6%) used Marzano's School Leadership Instructional Model. Among districts using Marzano's model, all had less than 10,000 students.
- *Evaluation Results for Principals.* In 2015-16, all principals were evaluated under TPEP's four-tier system. The majority of principals (64%) were evaluated on a comprehensive plan, while the remaining 36% were evaluated on a focused plan.
- *Variation in Outcomes by Evaluation Type.* Similar to the teachers evaluated under TPEP, principal ratings differed by evaluation type, with a higher proportion of principals on a comprehensive evaluation rated *basic* or *proficient* (89%) and a lower proportion rated as *distinguished* (11%) compared to those on a focused evaluation (69% and 31%, respectively).
- *Use of Electronic Tools for Data Management.* A majority of districts (58%) did not use electronic data management systems for principal evaluation. Twenty-seven percent of districts reported using eVAL, and 15 percent used other electronic systems. Since 2013-14, a few more districts reported using electronic management systems for principal evaluation, with the use of eVAL remaining steady.
- *Principal Evaluators.* The majority of districts (55%) report having only one principal evaluator. Nearly all evaluators had previously served as principals.
- *Use of Principal Evaluation for Personnel Decisions.* For 85% of districts, results of the evaluation were used in decision making regarding professional development, 76% used it to inform principal leadership improvement, and 57% for instructional improvement.

Appendix Tables

Table A.1. Districts' Chosen Instructional Framework, by District Size

Instructional Framework	999 and under		1,000-4,999		5,000-9,999		10,000-19,999		20,000 and over	
	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
CEL 5D+ Teacher Evaluation Rubric 2.0	41	27%	39	46%	9	31%	7	37%	4	33%
Danielson's Framework for Teaching	42	28%	32	38%	11	38%	12	63%	7	58%
Marzano's Teacher Evaluation Model	68	45%	13	15%	9	31%	0	0%	1	8%
Total	**151**	**100%**	**84**	**100%**	**29**	**100%**	**19**	**100%**	**12**	**100%**

Table A.2. Teachers Rated Using Two-Tier System

Teacher Two-Tier Rating	Frequency	Percentage
Unsatisfactory	13	0.4%
Satisfactory	3,546	99.6%
Total	**3,559**	**100%**

Table A.3. Teachers Rated Using Two-Tier System, by District Size

District Size	Unsatisfactory	Satisfactory	Total
999 and under	0.9%	99.1%	**109**
1,000-4,999	0.2%	99.8%	**595**
5,000-9,999	0.2%	99.8%	**462**
10,000-19,999	0.2%	99.8%	**1073**
20,000 and over	0.6%	99.4%	**1320**

Table A.4. District Leadership Frameworks, by District Size

	999 and under		1,000-4,999		5,000-9,999		10,000-19,999		20,000 and over	
Leadership Framework	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct	Freq	Pct
AWSP Leadership Framework 2.0	141	93%	80	95%	26	90%	19	100%	12	100%
Marzano's School Leadership Evaluation Model	10	7%	4	5%	3	10%	0	0	0	0
Total	**151**	**100%**	**84**	**100%**	**29**	**100%**	**19**	**100%**	**12**	**100%**

Table A.5. Percentage of Evaluators of Principals Employed by Districts Who Served as Principals, by District Size

District Size	0% Previously Principals		1-99% Previously Principals		100% Previously Principals		Total
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
999 and under	15	12%	3	2%	105	85%	**123**
1,000-4,999	4	5%	6	7%	74	88%	**84**
5,000-9,999	1	3%	5	17%	23	79%	**29**
10,000-19,999	0	0%	1	5%	18	95%	**19**
20,000 and over	0	0%	1	8%	11	92%	**12**