

# Analysis of School Employees Evaluation Survey (SEES)

*Final Report*

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**Sue Anderson**

**Director of Educator Effectiveness at OSPI**

Prepared by:

- **Sue Anderson**, Director of Educator Effectiveness  
[sue.anderson@k12.wa.us](mailto:sue.anderson@k12.wa.us) | 360-725-6116
- **Taylor Kidder-Morrill**, Administrative Assistant  
[taylor.kidder-morrill@k12.wa.us](mailto:taylor.kidder-morrill@k12.wa.us) | 360-725-6422



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## Executive Summary

This report summarizes the results of the School Employee Evaluation Survey (SEES) for the 2016-17 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 2017, requesting 2016-17 data. Survey results show:

- Few districts have switched instructional frameworks from 2015-16.
- 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 Distinguished 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 2016-17 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 2016-17 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 2017. 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) and one of two leadership frameworks (AWSP and Marzano). This decision must be approved by the district's board of directors.

Between 2015-16 and 2016-17, a handful of districts moved from the Danielson and Marzano frameworks to the CEL 5D+ 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 2014-15 to 2016-17

Instructional Framework	2014 15		2015 16		2016 17	
	Freq	Percent	Freq	Percent	Freq	Percent
CEL 5D+ Teacher Evaluation Rubric 2.0	101	34.2%	100	33.9%	108	36.6%
Danielson's Framework for Teaching	104	35.3%	104	35.3%	99	33.6%
Marzano's Teacher Evaluation Model	91	30.5%	91	30.8%	88	29.8%
Total	295	100%	295	100%	295	100%

During the 2016-17 school year, the AWSP Leadership Framework was used by the great majority of Washington school districts (Table 2). After 2017-18, the Marzano Leadership Framework will no longer be available. All districts using this framework are currently being supported in making the transition to the AWSP framework.

Table 2. Change in District's Chosen Leadership Framework, from 2014-15 to 2016-17

Leadership Framework	2014 15		2015 16		2016 17	
	Freq	Percent	Freq	Percent	Freq	Percent
AWSP Leadership Framework 2.0	281	95.3%	278	94.2%	260	93.3%
Marzano's School Leadership Evaluation Model	14	4.7%	17	5.8%	23	6.7%
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 (61,348 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	3,345	99.6%
Total	3,358	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	85	<1%	6	<1%
Basic <5 years	1,009	3.9%	99	5.4%
Basic >5 years	564	2.2%	46	2.5%
Proficient	18,928	74.8%	1,465	79.7%
Distinguished	4,717	18.6%	222	12.1%
Total	25,303	100%	1,838	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 five years is small.

Table 5. Teachers and Principals – Focused Evaluation

Rating	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
Unsatisfactory	37	<1%	0	0%
Basic <5 years	66	<1%	4	<1%
Basic >5 years	384	1.2%	20	1.8%
Proficient	18,555	56.8%	749	65.9%
Distinguished	13,645	41.7%	363	31.9%
Total	32,687	100%	1,136	100%

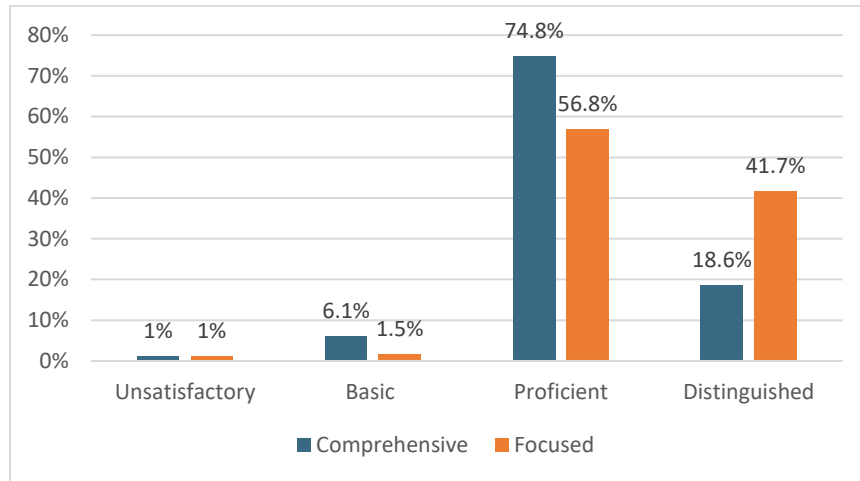
The comparison between Comprehensive and Focused scores can be seen for teachers in Table 6 and Figure 1. Teachers are far more likely to receive a Distinguished rating on a Focused evaluation than on a Comprehensive evaluation. Because teachers are only working on one of the state’s eight teacher criteria 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%	6.1%	74.8%	18.6%	25,303
Focused	<1%	1.5%	56.8%	41.7%	32,687



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

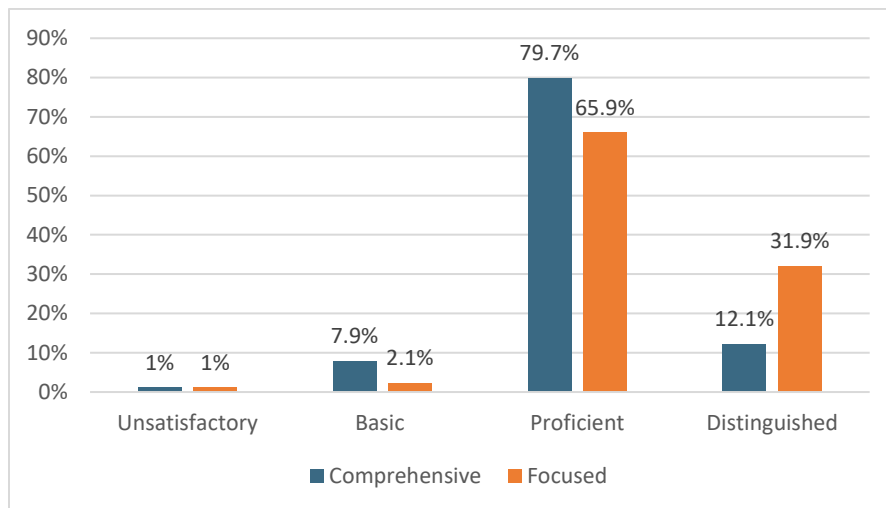


Like teachers, principals are more likely to demonstrate Distinguished performance when concentrating on just one of the state’s eight criteria for principal evaluation, likely for the same reason. See Table 7 and Figure 2 below:

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

Evaluation Type	Unsatisfactory	Basic	Proficient	Distinguished	Total
Comprehensive	<1%	7.9%	79.7%	12.1%	1,838
Focused	<1%	2.1%	65.9%	31.9%	1,136

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). Both had similar percentages scoring at the Distinguished level of performance on the Comprehensive evaluation.

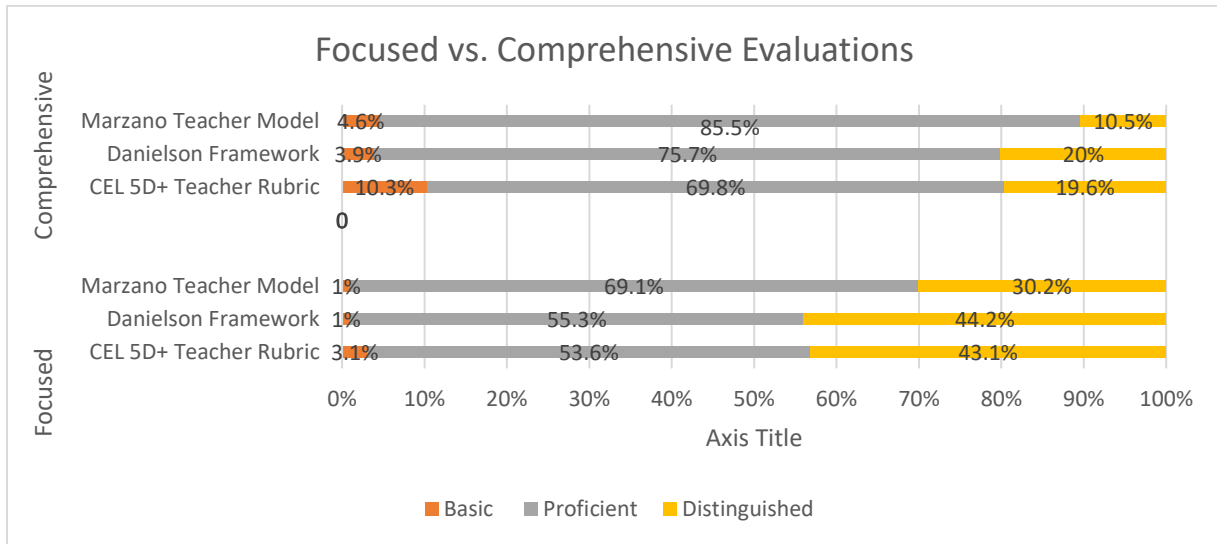
Table 8. Teachers Rated Using the Four-Tiered System for Focused evaluation, by Instructional Framework

Instructional Framework	Unsatisfactory	Basic	Proficient	Distinguished	Total
CEL 5D+ Teacher Rubric	<1%	3.1%	53.6%	43.1%	10,922
Danielson Framework	<1%	<1%	55.3%	44.2%	16,892
Marzano Teacher Model	<1%	<1%	69.1%	30.2%	4,866

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%	10.3%	69.8%	19.6%	8,527
Danielson Framework	<1%	3.9%	75.7%	20%	13,485
Marzano Teacher Model	<1%	4.6%	85.5%	10.5%	3,272

Figure 3. Percentage of Teachers Rated, by Instructional Framework



For principal evaluation, slightly more principals’ practice was rated Distinguished or Basic on the Focused evaluation using the AWSP Leadership Framework (Table 10). The differences are greater between the two frameworks on the Comprehensive evaluation, with a higher percentage of performances scoring in the Basic range and a lower percentage in the Distinguished range for the AWSP framework (Table 11). It’s important to note that few districts used the Marzano leadership framework and those districts are small.

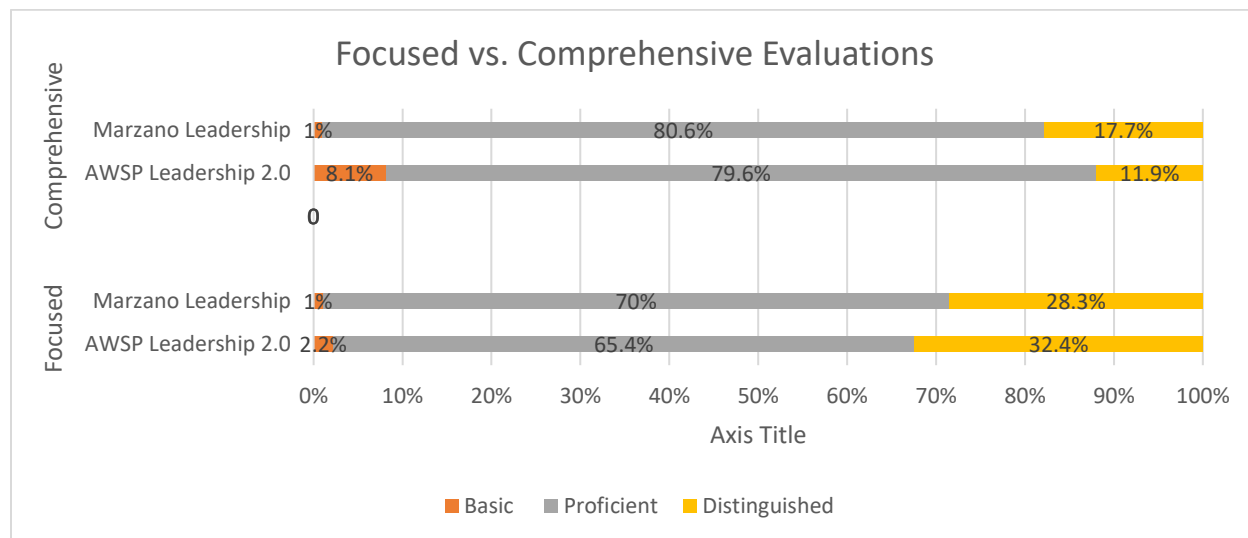
Table 10. Principals Rated Using the Four-Tiered System for Focused evaluation, by Leadership Framework

Instructional Framework	Unsatisfactory	Basic	Proficient	Distinguished	Total
AWSP Leadership 2.0	<1%	2.2%	65.7%	32.1%	1076
Marzano Leadership	<1%	<1%	70%	28.3%	60

Table 11. Principals Rated Using the Four-Tiered System for Comprehensive evaluation, by Leadership Framework

Instructional Framework	Unsatisfactory	Basic	Proficient	Distinguished	Total
AWSP Leadership 2.0	<1%	8.1%	79.7%	11.9%	1776
Marzano Leadership	<1%	<1%	80.6%	17.7%	62

Figure 4. Percentage of Principals 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 2016-17 school year, non-electronic systems were the most widely used (46.6%), followed by the state-supported, electronic eVAL system (34%) (Table 12).

Table 12. District Use of Data Management Systems for Principal Evaluation

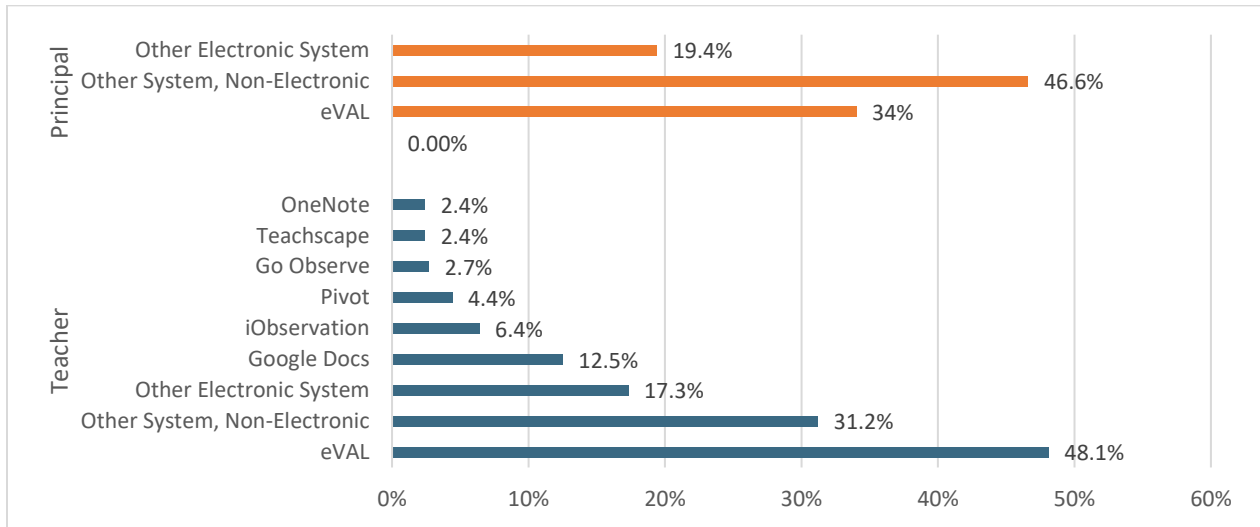
Principal Evaluation Systems	Frequency	Percentage
Non-Electronic System	115	46.6%
eVAL	84	34%
Other Electronic System	48	19.4%

Districts were more likely to have an electronic evaluation system for teacher evaluations (Table 13) 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 5).

Table 13. District Use of Data Management Systems for Teacher Evaluation

Teacher Evaluation Systems	Frequency	Percentage of Districts
eVAL	142	48.1%
Non-Electronic System	92	31.2%
Other Electronic System	51	17.3%
Google Docs	37	12.5%
iObservation	19	6.4%
Pivot	13	4.4%
Go Observe	8	2.7%
Teachscape	7	2.4%
OneNote	7	2.4%

Figure 5. 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 in personnel decisions (RCW 28A.405.100(8)(a)). 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.

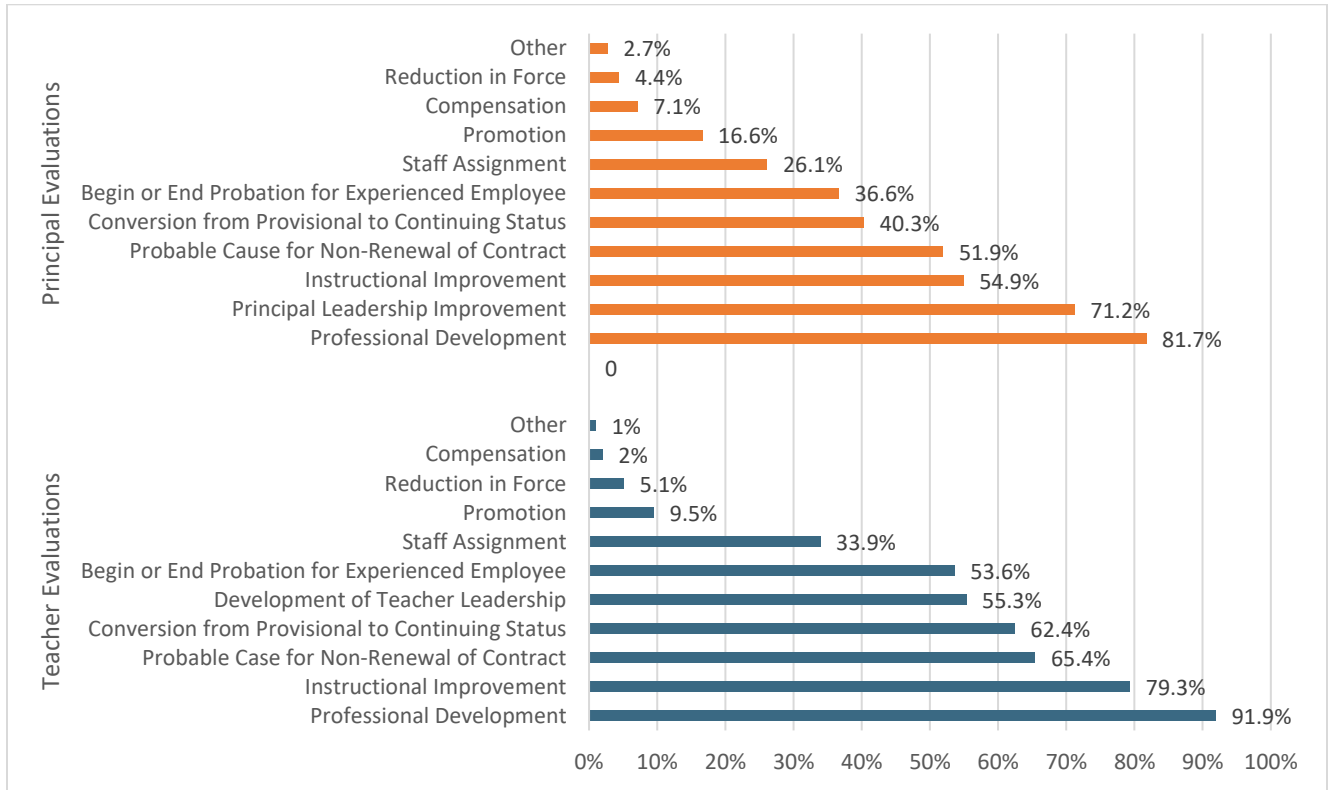
Table 14. District Use of Teacher Evaluation Data in Personnel Decisions

Personnel Decision	Frequency	Percentage of Districts
Professional Development	271	91.9%
Instructional Improvement	234	79.3%
Probable Cause for Non-Renewal of Contract	193	65.4%
Conversion from Provisional to Continuing Status	184	62.4%
Development of Teacher Leadership	163	55.3%
Begin or End Probation for Experienced Employee	158	53.6%
Staff Assignment	100	33.9%
Promotion	28	9.5%
Reduction in Force	15	5.1%
Compensation	6	2%
Other	3	1%

Table 15. District Use of Principal Evaluation Data in Personnel Decisions

Personnel Decision	Frequency	Percentage of Districts
Professional Development	241	81.7%
Principal Leadership Improvement	210	71.2%
Instructional Improvement	162	54.9%
Probable Cause for Non-Renewal of Contract	153	51.9%
Conversion from Provisional to Continuing Status	119	40.3%
Begin or End Probation for Experienced Employee	108	36.6%
Staff Assignment	77	26.1%
Promotion	49	16.6%
Compensation	21	7.1%
Reduction in Force	13	4.4%
Other	8	2.7%

Figure 6. 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 16). Slightly less common are non-evaluator coaches and mentors from within the district, and providing release time for the struggling teacher to observe skillful colleagues.

More rarely, the district will bring in outside help, or modify the teacher’s schedule. In about a quarter of districts, coaching support is provided daily.

Table 16. Support for Struggling Teacher by Percentage of Districts

District Support for Struggling Teachers	Frequency	Percentage of District
The evaluator coaches the teacher	268	90.8%
We provided targeted professional development for the teacher	260	88.1%
We bring a coach/mentor from inside the district	218	73.9%
We give the teacher additional release time to observe skillful colleagues	215	72.9%
We bring a coach/mentor from outside the district	124	42%
We give the teacher additional release time for planning	97	32.8%
We modify the teacher’s assignment	81	27.5%
We provide intensive daily mentoring/coaching until needed improvements are made	80	27.1%
Other	13	4.4%

## How many evaluators of principals did districts employ?

More than half of districts reported having only one principal evaluator. About 9.5% of districts reported having five or more evaluators of principals (Table 17).

Table 17. Total Number of Evaluators of Principals Employed by Districts

Evaluators	Frequency	Percentage
0	36	12.2%
1	157	53.2%
2	31	10.5%
3	31	10.5%
4	12	4.1%
5 or more	28	9.5%
Total	295	100%



### *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 244 districts, or 82.7%, reported at least one of their evaluators previously served as a principal. Fifty-one districts reported having no evaluators that previously served as principals (Table 18).

Table 18. Total Number of Evaluators of Principals that were Previously Principals

Evaluators	Frequency	Percentage
0	51	17.3%
1	149	50.5%
2	33	11.2%
3	26	8.8%
4	13	4.4%
5 or more	23	7.8%
Total	295	100%

# Conclusion

Survey results show:

- Few districts have switched instructional frameworks from 2015-16.
- 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 Distinguished 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 will have three years of data with full implementation of the revised evaluation system. It would be important at that point to do comparisons of all three years to see what trends might be present.



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**Chris Reykdal** • State Superintendent  
Office of Superintendent of Public Instruction  
Old Capitol Building • P.O. Box 47200  
Olympia, WA 98504-7200