LEAP: Leading Effective Academic Practice

- LEAP is the DPS evaluation system being developed in alignment with Colorado SB 191 and Colorado Department of Education rules.
- When fully implemented will include Teacher, Principal, and Special Service Provider (SSPs) systems.
- New system is supposed to be implemented in 2013-2014 with “consequences” in 2014-2015.
Colorado Evaluation Requirements

- Annual Evaluation for all licensed/certified staff
- Multiple measure system
- Minimum 50% based upon student outcomes
- Student outcome component is also composed of multiple measures (not “just one test”)
  - Weight given to most valid and reliable test available (state test)
  - Must include a school-wide measure, as well as individual teacher measures
  - Based on student growth
Multiple Measures

**Professional Practice**
- Principal Observation
- Peer Observation
- Professionalism
- Student Perceptions

**Student Outcomes**
- Standardized State Assessments (When Applicable)
- District Assessments
- State English Language Acquisition Assessment (When Applicable)
- Teacher- and Team-Created Assessments
- School-Wide Measure
What is LEAP?

- New evaluation system in district-wide year 2 pilot
- In scope this year:
  - Principal Observation (classroom)
  - Peer Observation (classroom)
    - All probationary teachers
    - Half non-probationary teachers
  - Student Perception Survey
  - Student Outcomes for teachers with State assessments or District interims
  - Professionalism (non-classroom teacher responsibilities)
- Out of scope:
  - Student Outcomes for most teachers
Evaluation Issues
Observation
Observation

- Use Framework of Effective Teaching, created by DPS, as rubric
  - Not tested for content validity
  - No standard for written documentation of scores

- Accuracy of observers / certification
  - Inter-rater reliability standards not set
  - No capacity to do field tests of IRR

- Capacity to complete required observations
Student Perceptions Survey & Professionalism
Student Perception Survey

- DPS created survey
  - Very little validation yet
- Different number of questions per grade level of student. (as few as 9; as many as 21)
  - Anecdotal evidence that students misinterpret questions
- Last year administer twice; this year once
  - Issues with standard administration
  - Is administration frequent enough to be used in evaluation
- Most mistrusted by both teachers and principals
Professionalism

- DPS created rubric
  - Not validated
  - No training for principals or teachers on use

- Administration
  - Mid year and end of year
  - Teacher and principal share scoring on indicators. Principal enters final score
  - No determination of appropriate “evidence” to support a given score
Student Outcomes

Tested and Non-tested subjects
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>EXAMPLE</th>
<th>NOTES</th>
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</table>
| Standardized State Assessments | • Accountability to state  
• Capture longitudinal growth | TCAP          | Will be used when applicable  
Will be used for most; Need extensive development of measures |
| District Assessments | • Capture incremental growth  
• Inform instruction | Interim Assessments | Will be used for  
Will depend on students assigned to the teacher |
| State English Language Acquisition | • Account for high number of ELLs | CELA / ACCESS | Will depend on students assigned to the teacher  
Will be used for ALL teachers |
| Teacher- and Team-Created Assessments | • Allow for flexibility in the demonstration of student achievement | Performance / Product Assessments | Will be used for ALL teachers  
Will be used for ALL teachers |
| School-Wide Measure | • Account for collective responsibility  
• Capture multiple areas of growth | SPF           |                                                                     |

**These categories were recommended by the Student Outcomes Design Team**
Sample Student Outcomes Multiple Measures

Sample Student Outcomes Measures: Colorado History Teacher (No ELL students)

- Teacher- and team-created assessments
- School-Wide Measure

* Actual weights for each measure have not yet been determined and will depend on individual teacher type.
Issues

- ~ 30% of teachers have state assessment
- ~ 30-40% of teachers have district created assessment
- But overlap of these two categories means that only about 35% of district teachers have one or both of these categories of assessment
- Expense to “create” assessments for other grade/content areas
- Questions on how to best to measure “growth” as required by state assessment
Most significant issues

- **Capacity to build and implement components of the evaluation system**
  - Creating assessments in non-tested subject areas
  - Conducting observations, completing documentation, holding feedback conferences

- **Trust in the fairness and accuracy of the system**
  - Are their student outcomes as rigorous as mine (I have the state test)?
  - Do the observers know what the rubric means and do they apply it consistently?
  - What role does “professional judgment” play in determining the overall evaluation score?