

# Denver Public Schools

## Educator Evaluation: LEAP



**September 2012**



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# 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.

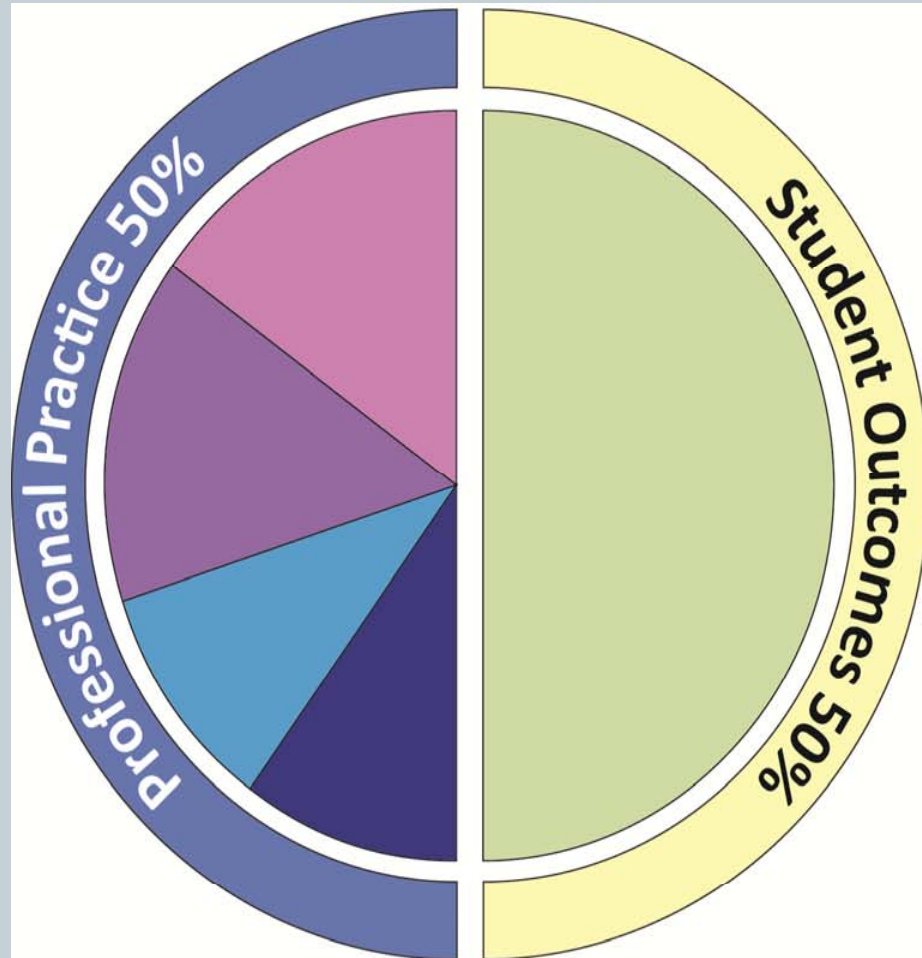
# Colorado Evaluation Requirements



- 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

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## 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

# Professional Practice Component

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# 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**



# Professional Practice Components

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## 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

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- **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

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**Tested and Non-  
tested subjects**

# Student Outcomes Multiple Measures

	1	2	3	4	5
CATEGORY	Standardized State Assessments	District Assessments	State English Language Acquisition	Teacher- and Team- Created Assessments	School-Wide Measure
PURPOSE	<ul style="list-style-type: none"> <li>• Accountability to state</li> <li>• Capture longitudinal growth</li> </ul>	<ul style="list-style-type: none"> <li>• Capture incremental growth</li> <li>• Inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Account for high number of ELLs</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for flexibility in the demonstration of student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Account for collective responsibility</li> <li>• Capture multiple areas of growth</li> </ul>
EXAMPLE	TCAP	Interim Assessments	CELA / ACCESS	Performance / Product Assessments	SPF
NOTES	Will be used when applicable	Will be used for most; Need extensive development of measures	Will depend on students assigned to the teacher	Will be used for ALL teachers	Will be used for ALL teachers

THESE CATEGORIES WERE RECOMMENDED BY THE STUDENT OUTCOMES DESIGN TEAM

# Sample Student Outcomes Multiple Measures

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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?