

POLICY TITLE: COSSA ADMINISTRATOR EVALUATION

Purpose

The Agency has a firm commitment to performance evaluation of Agency personnel, whatever their category and level, through the medium of a formalized evaluation system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving Agency goals. This policy applies to certificated administrative personnel.

The formal performance evaluation system is designed to:

- Maintain or improve each employee's job satisfaction and morale by letting him/her know that the supervisor is interested in his/her job progress and personal development.
- Serve as a systematic guide for supervisors in planning each employee's further training.
- Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties.
- Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized.
- Assist in planning personnel moves and placements that will best utilize each employee's capabilities.
- Provide an opportunity for each employee to discuss job problems and interests with his/her supervisor.
- Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The CEO/Superintendent, or the CEO/Superintendent's designee, shall have the overall responsibility for the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

- Distributing proper forms in a timely manner.

- Ensuring completed forms are returned for filing by a specified date.
- Reviewing forms for completeness.
- Identifying discrepancies.
- Ensuring proper safeguard and filing of completed forms.
- Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the Agency's evaluation standards, forms, and process and a plan for collecting and using data gathered from evaluation form. The plan will include identification of the actions, if any, available to the Agency as a result of the evaluation as well as the procedure(s) for implementing each action.
- Creating a plan for ongoing review of the Agency's Performance Evaluation Program that includes stakeholder input from teachers, Board members, administrators, parents and/or guardians, and other interested parties.
- Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action.
- Creating an individualized evaluation rating system plan for how evaluations will be used to identify proficiency and record growth over time with a minimum of four (4) rankings used to differentiate performance of administrators, including: 'U' = unsatisfactory; 'B' = basic; 'P' = proficient; and 'D' = distinguished.

Evaluation Criteria – Certified Administrative Staff

An evaluation form will be completed for each certificated administrative employee. A copy will be given to the employee. The original will be retained in the employee's personnel file. The evaluation form is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the immediate supervisor (evaluator) and the employee as to the job description and major performance objectives.

The evaluation form will identify the sources of data used in conducting the evaluation. Aggregate data shall be considered as part of the Agency and individual school needs assessment in determining professional development offerings.

Each administrator shall be evaluated annually in order to provide guidance and direction to the administrator in the performance of his/her assignment. Such evaluation shall be based on the job description, accomplishment of annual goals and performance objectives, and established evaluative criteria. For building based school administrators such evaluation may include a section for input received from parents or guardians. Parental or guardian input forms may be made available on the main

Agency webpage. The Board shall determine the manner and weight of parental input on the evaluation if it is included.

Sources of Data

The CEO/Superintendent shall establish procedures for the conduct of administrative evaluations. Near the beginning of the school year, the immediate supervisor shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the Agency. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens and programs; and staff evaluation.

1. Professional Practice shall be the source of data for 67% of the evaluation. COSSA administrative professional practice shall be aligned to Idaho Standards for Effective Principals as detailed below:

Domain 1 – School Climate: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

1a – School Culture: Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.

1b – Communication: Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

1c – Advocacy: Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Domain 2 – Collaborative Leadership: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

2a – Shared Leadership: Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

2b – Priority Management: Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

2c – Transparency: Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.

2d – Leadership Renewal: Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

2e – Accountability: Principal establishes high standards for professional, legal, ethical, and fiscal accountability self and others.

Domain 3 – Instructional Leadership: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

3a – Innovation: Principal seeks and implements innovative and effective solutions that comply with general and special education law.

3b – Instructional Vision: Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

3c – High Expectations: Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

3d – Continuous Improvement of Instruction: Principal has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

3e – Evaluation: Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.

3f – Recruitment and Retention: Principal recruits and maintains a high quality staff.

The evaluation form will include input received from parents or guardians as a measure to inform the Professional Practice portion. The COSSA Board of Trustees has determined that parent input shall constitute thirty-three percent (33%) of the Professional Practice portion. For COSSA Administrators parent input shall be obtained by surveys administered during parent-teacher conferences.

2. Student Achievement shall be the source of data for 33% of the evaluation and will include multiple measures of growth in student achievement. One of the measures will be ISAT by Smarter Balanced, which will account for 10% of the Administrator's total score. The Board has selected the following as the Agency's additional measures of growth in student achievement for evaluating certificated administrative staff, which will account for 23% of the Administrator's total score:

CEO/Superintendent – COSSA Academy and CRTEC CTE program positive placement rate

Director of Special Education/Gifted-Talented Programs – COSSA Special Education students' graduation rates and Special Education students drop-out rates. Gifted-Talented students' statewide assessment proficiency rates.

COSSA Academy Administrators – Positive placement data from Academy and CTE student graduates

CTE Coordinator – Percentage "pass" on CTE program Technical Skill Assessments (TSAs)

Evaluator

The Immediate Supervisor is the employee's "evaluator" and has the responsibility for:

- Continuously observing and evaluating an employee's job performance
- Holding periodic counseling sessions with each employee to discuss job performance.
- Completing Performance Evaluation Forms as required.
- Completing training on the Agency's Performance Evaluation Program.

The Immediate Supervisor (Evaluator) for groups of certified COSSA Administrators will be:

<u>Employee Group</u>	<u>Evaluator</u>
CRTEC Campus Director	CEO/Superintendent
Director of Special Ed/G-T Programs	CEO/Superintendent
CRTEC Administrators	CRTEC Campus Director

The individuals assigned as evaluators shall have received training in evaluation, and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement.

Frequency of Evaluation

Each certified Administrator shall receive at least one (1) written evaluation to be completed by no later than June 1st for each annual contract year of employment. The evaluation shall use multiple measures that are research based, fair, and consistent. Each employee shall be given an opportunity to provide their evaluator "evidence" of the employee's performance in each area on which they are evaluated.

Evaluation Procedure

Near the beginning of the school year, the immediate supervisor shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the Agency. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens and programs; and staff evaluation.

Before June 1st, the immediate supervisor will create the evaluation, with input from the administrator being evaluated.

Communication of Results

Each evaluation shall include a meeting with the evaluated employee. At the scheduled meeting with the employee, the immediate supervisor (evaluator) will:

- Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
- Allow the employee to make any written comments he/she desires. Inform the employee that he/she may turn in a written rebuttal of any portion of the evaluation within seven (7) days and outline the process for rebuttal. Have the employee sign the evaluation form indicating that he/she has been given a copy.

No earlier than seven (7) days following the meeting, if the supervisor has not received any written rebuttal, the supervisor will forward the original evaluation to the CEO/Superintendent, or the designee, for review before filing in the employee's

personnel file. The immediate supervisor may also retain an electronic copy of the draft evaluation to aid in preparing the next evaluation's performance goals, but this is NOT the official record of the employee's performance.

Appeal

Within seven (7) days from the date of the evaluation meeting with their immediate supervisor the employee may file a written rebuttal of any portion of the Evaluation Form. The written rebuttal shall state the specific content of the Evaluation Form with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the Evaluation Form requested.

If a written rebuttal is received by the supervisor within seven (7) days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal. Subsequent to these activities, and within a period of ten (10) working days, the supervisor may provide the employee with a written response either amending the Evaluation Form as requested by the employee or stating the reason(s) why the supervisor will not be amending the Evaluation Form as requested.

If the supervisor chooses to amend the Evaluation Form as requested by the employee then the amended copy of the Evaluation Form will be provided to, and signed by, the employee. The original amended Evaluation Form will then be forwarded to the CEO/Superintendent, or the designee, for review before being filed in the employee's personnel file.

If the supervisor chooses not to amend the Evaluation Form as requested by the employee then the Evaluation Form along with the written rebuttal, and the supervisor's response, if any, will be forwarded to the CEO/Superintendent, or the designee, for review before being filed in the employee's personnel file.

Personnel Actions

Performance evaluations may be used by the CEO/Superintendent to help inform decisions about personnel moves and placements that will best utilize each employee's capabilities. Any such decisions will be discussed with the employee during the meeting with the employee to discuss the evaluation.

Should any action be taken as a result of an evaluation to not renew an individual's contract, the Agency will comply with the requirements and procedures established by Idaho Code Sections 33-513 through 33-515.

Remediation

Counseling sessions between immediate supervisors and employees may be scheduled periodically, but are a requirement when the supervisor reviews the employee's annual evaluation. During these sessions, an open dialogue should occur

which allows the exchange of performance oriented information. The employee should be informed of how he/she has performed to date. If the employee is not meeting performance expectations, the employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to, the following: job responsibilities, performance of duties, and attendance.

Should the immediate supervisor recommend remedial training and/or intensive mentoring to improve the employee's performance, a written plan of remediation will be created and signed by both the immediate supervisor and the employee.

Monitoring and evaluation

The Agency's Performance Evaluation Program will be reviewed on an annual basis in conjunction with the annual policy review by the Board of Trustees and before the December 1st deadline to provide updated evaluation plans to the State Department of Education. The objective of this review is to monitor and evaluate the overall effectiveness of the Agency's personnel evaluation system.

Professional development and training

An ongoing professional development plan for training evaluators/administrators and teachers on the Agency's evaluation standards, tools, and processes will be created. This training will normally occur during the pre-service training before the start of every school year.

Funding

Funds required to conduct the ongoing professional development training of evaluators/administrators and teachers on the Agency's evaluation standards, tools, and process will normally come from the State Department of Education's annual professional development payment.

Collecting and analyzing data

Aggregate data gathered from the evaluation form will be collected and used to plan annual professional development training.

Individualized principal evaluation rating system

The CEO/Superintendent is responsible for creating an individualized evaluation rating system plan for how evaluations will be used to identify proficiency and record growth over time. The system will include four (4) rankings used to differentiate performance of administrators, including: 'U' = unsatisfactory; 'B' = basic; 'P' = proficient; and 'D' = distinguished.

The overall rating for an evaluation period consists of:

22% Parental Input – 0 to 22 points possible
45% Danielson – 0 to 45 points possible
10% ISAT – 0 to 10 points possible
23% Growth – 0 to 23 points possible

The overall rating for an evaluation period will be determined by adding the individual elements of the rating together to get a “total” score. The total score becomes the overall rating for the evaluation based on the following scale:

0-50 pts = Unsatisfactory
50-66 pts = Basic
67-91 pts = Proficient
92-100 pts = Distinguished

The above evaluation rating system will be clearly indicated on the evaluation tool.

Plan to include all stakeholders

Annually, the CEO/Superintendent will invite stakeholder review of the evaluation plan. Stakeholders include: teachers, Board members, administrators, parents and/or guardians, and other interested parties. Teachers, administrators, parents, and stakeholders will conduct their review of the existing policy before the Board of Trustees conducts their review and annual approval of the evaluation policy.

Personnel Records

Permanent records of each certificated personnel evaluation will be maintained in the employee’s personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).

Rankings of individual certified staff shall be reported to the State Department of Education annually for State and Federal reporting purposes (i.e. via ISEE). The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by the local school district.

Evaluation Plan Reporting

Annually, by December 1st, the Agency shall submit an evaluation plan to the State Department of Education for approval. Any subsequent changes to the Agency’s evaluation plan shall be resubmitted to the State Department of Education for approval.

LEGAL REFERENCE:

I.C. § 33-513	Professional Employees
I.C. § 33-514	Issuance of Annual Contracts – Support programs – Categories of Contracts – Optional Placement – Written Evaluation
I.C. § 33-515	Issuance of Renewable Contracts
I.C. § 33-518	Employee Personnel Files
IDAPA 08.02.02.120	Local Agency Evaluation Policy

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Appendix A
Administrative Evaluation