

PRINCIPAL EVALUATION POLICY

Effective administrators are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff. Mountain Home School District No. 193 adopts this policy for principal performance evaluations. Multiple measures are utilized in which the evaluation criteria and procedures are research based and aligned to the minimum applicable state adopted standards.

A Principal's primary responsibility is to supervise the operation and management of their assigned school(s) and shall be under the direct supervision of the Superintendent. Principals are responsible for management of their staff, maintenance of the facility and equipment, administration of the educational program, control of the students attending the school, management of the school's budget, and communication between the school and the community. Effective administrators are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff, and establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents, students, and teachers. Mountain Home School District No. 193 adopts this policy for principal performance evaluations. Multiple measures are utilized in which the evaluation criteria and procedures are research based and aligned to the minimum applicable state adopted standards.

DEFINITIONS

"Principal" is an employee assigned to administrative duties as a principal or vice principal, has met all of the school principal endorsement requirements for Pre-K-12, and has been issued an administrator certificate with a principal endorsement.

PURPOSE OF EVALUATIONS

The purpose for conducting administrative evaluations is to assist in identifying employee strengths and weaknesses while providing direction and support for continued learning and professional development. Evaluations may also be used to document areas of improvement and to make decisions regarding personnel actions.

EVALUATION MODEL (IDAPA 121.01 Standards)

This district's principal evaluation model is aligned to state minimum standards and is based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition.

EVALUATOR

The superintendent or designee will be responsible for evaluating principal performance. All individuals responsible for appraising, observing, or evaluating principal performance will be trained as required by the Idaho State Department of Education (SDE).

EVALUATION CRITERIA (IDAPA 121.02 Professional Practice)

Principal evaluations will be based upon the following domains and components:

1. 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.

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

2. 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.

- a. Shared Leadership: Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.
- b. Priority Management: Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.
- c. Transparency: Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.

- d. Leadership Renewal: Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.
- e. Accountability: Principal establishes high standards for professional, legal, ethical, and fiscal accountability self and others.

3. 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.

- a. Innovation: Principal seeks and implements innovative and effective solutions that comply with general and special education law.
- b. 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.
- c. High Expectations: Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.
- d. 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.
- e. Evaluation: Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.
- f. Recruitment and Retention: Principal recruits and maintains a high quality staff.

4. IDAPA 121.02 Professional Practice

All principals must receive an evaluation in which sixty-seven (67%) of the evaluation results is based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a through 121.01.c. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all principal evaluations: Parent/guardian input, teacher input, student input, and/or portfolios.

- a. Parent/guardian Input
 - b. Teacher Input
 - c. Student Input
 - d. Portfolios
5. IDAPA 121.03 Student Achievement

All principals must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results is based on multiple objective measures of growth in student achievement (I.C. 33-1001) as determined by the board of trustees and based upon research. Growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation maybe calculated using current and/or past year's data and may use one (1) or multiple years of data.

- a. Idaho Statewide Assessment
- b. Principal Annual (SMART) Goal

SOURCES OF DATA

Each principal will be required to demonstrate proficiency in conducting observations and evaluating effective teacher performance as part of his or her evaluation in addition to the following components:

Professional Practice – 67% of Evaluation Results

At least sixty-seven percent (67%) of the evaluation results will be based on Professional Practice standards. At least one (1) of the following will be included as a measure to inform the Professional Practice portion of all principal evaluations:

1. Parent/guardian input;
2. Teacher input;
3. Student input; and/or
4. Portfolios.

Student Achievement – 33% of Evaluation Results

At least thirty-three percent (33%) of the evaluation results in the evaluation for all administrators will consist of evaluation results based on multiple objective measures of growth in student achievement, as determined by the board of trustees and based upon research. Growth in student achievement as measured by Idaho's statewide student achievement test will be included.

In the event student data relating to Idaho's standards achievement test has not been received by the district within thirty (30) days of the deadline to complete the formal written evaluation for district employees, the district shall use one (1) of the other objective measures of growth in student achievement as determined by the board of trustees, not including Idaho's standards achievement test, in order to complete the required student achievement component of performance evaluations.

EVALUATION PROCEDURES

To ensure that all principals are evaluated on a fair and consistent basis, each principal will be evaluated at least once annually no later than June 1 of each year. The evaluation will include a minimum of two (2) documented observations, one (1) of which will be completed prior to January 1 of each year.

Prior to the start of the school year, and no later than September 15, principals will identify and create three (3) SMART Goals for themselves, and will fill out a self-assessment and create a professional growth plan, and submit them to the Superintendent or designee assigned to evaluations prior to beginning of the year conference.

These SMART Goals will be evaluated as part of the Principal Evaluations. Along with the SMART Goals, and prior to January 1 of each school year, principals will also complete the Self-Assessment Form given to them by the Superintendent or designee. Principal self-assessments should be centered around their SMART Goals, professional growth plan, previous student growth measures and expected student growth measures for the upcoming year, previous student achievement data, and including but not limited to parent/guardian input. The evaluator will notify the principal of factors that will be utilized in measuring effectiveness.

Prior to January 1, the evaluator will conduct a documented observation and provide feedback on the principal's performance for the year thus far. The evaluator will also review and discuss progress toward the principal's SMART Goals, professional growth plan, expected student growth measures for the upcoming year, current student achievement data, and including, but not limited to parent/guardian input, and work with the principal to make adjustments accordingly.

At the end of the year, the evaluator and principal will review and discuss the principal's SMART Goals, professional growth plan, and the achievement of set goals, student achievement data, and parent/guardian input. The evaluator will provide feedback on the principal's performance for the year and assign a final effectiveness rating.

No contract shall be issued for the next ensuing year until such time as the principal's formal written performance evaluation has been completed.

COMMUNICATION OF RESULTS

A copy of each written evaluation will be submitted to the principal within five (5) school days following the formal evaluation. The principal will have the opportunity to attach a response to his or her evaluation within twenty-one (21) calendar days.

Administrator personnel evaluations will be considered permanent records and will be maintained in each administrator's personnel file. All evaluation records will be kept confidential as required by state and federal law. The rankings of individual certificated personnel evaluations will be reported annually to the SDE as required for state and federal reporting purposes.

PERSONNEL ACTIONS

The following actions may result from the evaluation process:

1. Renewal of employment contract;
2. Improvement Plan;
3. Renewal of the employment contract under a continued probationary status;
4. A period of probation;
5. Reassignment;
6. Immediate discharge;
7. Non-renewal of employment contract; and/or
8. A letter of reprimand

A letter of reprimand may be issued at any time, with or without a formal evaluation, if an employee is found to be in violation of applicable legal, ethical, or professional standards. Any recommendation to place an employee on a period of probation, discharge the employee immediately, discharge the employee upon termination of the current contract, or reemploy the employee at the end of the contract term under a continued probationary status contract must be approved by the Board of Trustees.

Nothing in this policy shall be read to affect the district's right to immediately, without an evaluation or period of probation, discipline an employee up to and including immediate discharge for reasons other than unsatisfactory service.

When any principal's work is found to be unsatisfactory, a defined period of probation may be imposed for not less than eight (8) weeks as determined by the Board.

The Board will establish a reasonable period of probation before determining that it will not renew a contract due to a report of unsatisfactory performance. The period of probation will not affect the principal's renewable contract status.

Notwithstanding the open meeting law, the Board will make decisions regarding placing a principal on probation in executive session. The individual on probation will not be named in the minutes of the meeting, but a record of the Board's decision will be placed in the employee's personnel file.

Prior to the commencement of the probationary period, the Board will provide written notice to the principal, stating the reasons for the probation, including areas of deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the principal's performance during the probationary period.

After the probationary period, action will be taken by the Board as to whether the principal is to be retained, immediately discharged, discharged upon termination of the current contract, or reemployed at the end of the contract term under a continued probationary status.

REMEDICATION (IDAPA 08.02.02.121.04)

Principals placed on probation will receive remediation designed to provide direction and support for improved employee performance. Additionally, principals who are placed on probation may request and/or be assigned a peer mentor.

The evaluator will work with the principal to identify and address the areas of concern, the remediation objectives, the criterion that will be used to measure the progress sought, support resources, provisions for adequate supervision and evaluation of performance during the probationary period, and timelines. Removal from probation will depend on the successful achievement of the articulated goals.

During the probationary period, the evaluator will conduct additional observations as needed to ensure the effectiveness of the remediation measures on the employee's performance.

APPEAL

When disagreement exists regarding the results of the evaluation, the affected principal is entitled to attach a rebuttal to his or her evaluation within twenty-one (21) calendar days. The employee may also request an informal review of the evaluation and rebuttal statement by the superintendent.

A principal who is placed on probation, immediately discharged, or not reemployed is entitled to full due process rights, as outlined in Idaho Code Sections 33-513 through 33-515.

MONITORING AND EVALUATION

The superintendent or designee is responsible for ensuring that the evaluation process is in compliance with state requirements and implemented consistently. The superintendent or designee will continually review and develop the district's personnel evaluation system taking into account input from trustees, administrators, teachers, and parents where appropriate. Any changes to the district's evaluation model will be approved by the Board of Trustees and submitted to the SDE for approval.

PROFESSIONAL DEVELOPMENT AND TRAINING

The district will provide ongoing training for evaluators/administrators regarding the evaluation standards, tools, and processes. All individuals responsible for evaluating certificated instructional staff and pupil personnel performance will receive training in conducting observations and evaluating effective teacher performance.

Additional staff training and professional development opportunities will be provided throughout the year on an as needed basis to provide principals with the tools necessary to be effective administrators.

FUNDING

Dependent on the State of Idaho providing funding for principal professional development, ongoing professional development will be provided to MHS D principals. Funding will be allotted in the annual budget for the ongoing training and professional development.

COLLECTING AND USING DATA

Aggregate data will be considered part of this district and its individual schools’ needs assessment in determining professional development offerings. The district will report the rankings of individual certificated personnel evaluations to the SDE annually for state and federal reporting purposes.

INDIVIDUALIZED PRINCIPAL EVALUATION RATING SYSTEM

Evaluations will be used to identify employee proficiency and record professional growth over time. The individualized teacher rating system will have a minimum of four (4) rankings used to differentiate performance of teachers and pupil personnel certificate holders including:

1. Unsatisfactory = U (3.50-4.00)
2. Basic = B (2.50-3.49)
3. Proficient = P (2.00-2.49)
4. Distinguished = D (1.00-1.99)

RATING MATRIX

Professional Practice – 67%					
		Unsatisfactory = U (1.00)	Basic = B (1.67)	Proficient = P (2.34)	Distinguished = D (3.01)
Student Achievement – 33%	Unsatisfactory = U (1.00)	Unsatisfactory = 1.00	Unsatisfactory = 1.67	Basic = 2.34	Proficient = 3.01
	Basic = B (1.67)	Unsatisfactory = 1.33	Basic = 2.00	Proficient = 2.67	Proficient = 3.34
	Proficient = P (2.34)	Unsatisfactory = 1.66	Basic = 2.33	Proficient = 3.00	Distinguished = 3.67
	Distinguished = D (3.01)	Unsatisfactory = 1.99	Proficient = 2.66	Proficient = 3.33	Distinguished = 4.00

Overall Summative Rating
3.50-4.00 = Distinguished
2.50-3.49 = Proficient
2.00-2.49 = Basic
1.00-1.99 = Unsatisfactory

STAKEHOLDERS INPUT:

The public may provide principal evaluation input using the MHSD Public Input Form for Principal Evaluations. All input forms must be signed; all unsigned forms will be disposed of. A copy of the input form will be given to the principal. All input forms must be submitted to the District Office no later than March 1.

PERSONNEL RECORDS:

Permanent records of each principal 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). MHSD shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for the State and Federal reporting purposes. 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 in accordance with the approved policies of the Idaho State Board of Education Data Management Council. (I.C. 33-518)

**LEGAL REFERENCE:**

Idaho Code Sections

- 9-340, *et seq.* – Records Exempt from Disclosure
- 33-513 – Professional Personnel
- 33-518 – Employee Personnel Files
- 33-1001(16) – Definitions

IDAPA – Rules Governing Uniformity

- 08.02.02.007 – Definitions
- 08.02.02.026 – Administrator Certificate
- 08.02.02.027 – Pupil Personnel Services Certificate
- 08.02.02.120 – Local District Evaluation Policy – Teacher and Pupil Personnel Certificate
- 08.02.02.121 – Local District Evaluation Policy – School Principal

Idaho Department of Education Guidelines found at:

<http://www.sde.idaho.gov/site/teacherEval/principals.htm>

Baker v. Independent School Dist. of Emmett, No. 221, 691 P.2d 1223 (Idaho 1984)

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