

Effective principals are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff. Idaho Arts Charter School (IACS or school) 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

“Measurable student achievement” means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. Measures and targets shall be chosen at the district level or school level in collaboration with the staff member impacted by the measures and applicable district staff. Assessment tools that may be used for measuring student achievement and growth include:

- (a) Idaho standards achievement test;
- (b) Student learning objectives;
- (c) Formative assessments;
- (d) Teacher-constructed assessments of student growth;
- (e) Pre- and post-tests;
- (f) Performance-based assessments;
- (g) Idaho reading indicator;
- (h) College entrance exams or preliminary college entrance exams such as PSAT, SAT and ACT;
- (i) District-adopted assessment;
- (j) End-of-course exams;
- (k) Advanced placement exams; and
- (l) Career technical exams.

“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

The school’s principal evaluation model is aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of

proficiency in conducting teacher evaluations using the state’s framework for evaluations, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for observing or evaluating certificated personnel performance.

EVALUATOR

The Administrator or designee will be responsible for evaluating principal performance. All individuals responsible for appraising, observing, or evaluating principal performance will be trained in administrator evaluations based on the statewide framework for evaluations *or as required by the Idaho State Department of Education (SDE)*.

EVALUATION CRITERIA

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, the plans for the future, and the successes and challenges to all stakeholders.
- c. Advocacy: Principal advocates for education, the 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.

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 – Majority of the Summative Evaluation Results

A majority of the summative 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 – Part of the Summative Evaluation Results

At least part of the summative evaluation results for all administrators will be based on multiple objective measures of growth in student achievement (“measurable student achievement”), as defined in this policy [Section 33-1001, Idaho Code, Subsection 12]. This portion of the evaluation may be calculated using current and/or the immediate past year’s data and may use one (1) or both years’ data. Growth in student achievement may be considered as an optional measure for all other school based and district based administrators, as determined by the board of trustees.

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, the principal will fill out a self-assessment and create a professional growth plan. The self-assessment and professional growth plan will be submitted to the evaluator prior to beginning of the year conference. At the beginning of the year conference, the evaluator will review and discuss the principal’s self-assessment and professional growth plan, previous student growth measures and expected student growth measures for the upcoming year, previous student achievement data, and parent/guardian input. The evaluator will notify the principal of the 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 professional growth plan 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 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.

Principal personnel evaluations will be considered permanent records and will be maintained in each principal'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 if determined to be appropriate:

- 1. A letter of reprimand;*
- 2. Renewal of employment contract;*
- 3. A period of probation;*
- 4. Reassignment;*
- 5. Immediate discharge (where a period of probation is not required as determined below);*
- 6. Renewal of the employment contract under a continued probationary status; and/or*
- 7. Non-renewal of employment contract.*

A letter of reprimand may be issued at any time, with or without a formal evaluation. 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 impact 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.

PROBATION

Notwithstanding the open meeting law, the board will make decisions regarding placing a certificated employee 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 employee, stating the reasons for the probation, including areas of deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the employee's performance during the probationary period.

After the probationary period, action will be taken by the board as to whether the employee 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

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 principal's performance.

APPEAL

When disagreement exists regarding the results of the evaluation, the affected employee is entitled to attach a rebuttal to his or her evaluation. The employee may also request an informal review of the evaluation and rebuttal statement by the administrator.

An employee who is placed on probation, immediately discharged, or not reemployed is entitled to full due process rights as provided by Idaho Code Sections 33-513 through 33-515.

MONITORING AND EVALUATION

The administrator or designee is responsible for ensuring that the evaluation process is in compliance with state requirements and implemented consistently. The administrator or designee will create a plan for including all stakeholders, including but not limited to teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan. 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 and teachers 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

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 schools and its individual school’s 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 three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including:

- a. Unsatisfactory = 1
- b. Basic = 2
- c. Proficient = 3
- d. *Distinguished* = 4



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)

ADOPTED: March 13, 2017

AMENDED: February 12, 2018