Madison County Schools
Certified Evaluation Plan

2015-2016

Madison County Schools Certified Evaluation Plan Committee

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ASSURANCES
CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Madison County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within 30 calendar days of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:370. The PGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually. All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on
_____.

_____   _____
Signature of District Superintendent   Date

_____   _____
Signature of Chairperson, Board of Education   Date

EVALUATEE	EVALUATOR
Superintendent	Board of Education
Principal	Superintendent or Designated Administrator
Chief/Assistant Superintendent	Superintendent
Supervisors	Superintendent or Designated Administrator
Federal Program Coordinator	Superintendent or Designated Administrator
Director of Pupil Personnel	Superintendent or Designated Administrator
Food Service Coordinator	Superintendent or Designated Administrator
Director of Special Education	Superintendent or Designated Administrator
Director of District-Wide Services	Superintendent or Designated Administrator
Gifted &Talented Coordinator	Superintendent or Designated Administrator
Director of Psychological Services	Superintendent or Designated Administrator
Psychologist	Director of Special Education or Designee
Assistant Principal (Annually)	Principal or Designated Administrator
Gifted Instructor	Gifted & Talented Coordinator
Reading Recovery Teacher Leader	Superintendent or Designated Administrator
Day Treatment/Alternative School	Principal(s)
Special Education Teacher Consultant	Director of Special Education or Designee
District Assessment Coordinator	Superintendent or Designated Administrator
Teacher of the Hearing Impaired	Director of Special Education or Designee
Itinerant Speech Language Pathologists	Director of Special Education or Designee
Teacher of the Visually Impaired	Director of Special Education or Designee
Technology Resource Teacher	Superintendent or Designated Administrator
Speech Language Pathologists	Building Principals
Homebound Teacher	Director of Pupil Personnel
Classroom Teacher *	Principal/Assistant Principal/Designee
Guidance Counselors	Principal(s)
Library Media Specialists	Principal/Assistant Principal

* Classroom teachers include all certified personnel assigned to the building including: Music Teachers, Physical Education Instructors, Title I, Migrant, Reading Recovery Teachers, Interventionist, Preschool, Art, Band, Special Education Teachers, Positive Approach to Student Success (PASS), and Math Intervention Teachers.

Superintendent
Superintendent will be evaluated every year as scheduled by the Board of Education.

Other District Certified Personnel
All district level certified personnel will have an annual summative evaluations based upon all data that was collected during the formative process. District certified personnel will complete a self-reflection and professional growth plan. All summative evaluations on administrators (except the Superintendent) are due in the Central Office by June 30 and shall be maintained in the employee's personnel file.

Kentucky Teacher Internship Program (KTIP)
New teachers with a valid Statement of Eligibility will follow all requirements as part of the internship program established by the Educational Professional Standards Board. All components of the Madison Co. Professional Growth and Effectiveness System shall be embedded as part of KTIP. The district summative evaluation form shall be completed and submitted by April 30th.

Madison County Professional Growth and Effectiveness Plan

Professional Growth and Effectiveness System
The vision for the Professional Growth and Effectiveness System is to have every student taught by effective teacher and/or other professional and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position in a district for which certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Corrective Action Plan:** A plan for improvement up to twelve months in duration for:
   a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
   b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
6. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and observation certification training as described in KRS 156.557(5)(c)2.
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
10. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
13. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
14. **Median Student Growth Percentile (MSGP):** Each student's rate of change compared to other students with a similar test score history.
15. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
16. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
17. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
18. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
19. **Other Professionals:** Library Media Specialists/school librarians, Therapeutic Specialists (SLP), Guidance Counselors/Social Workers, Instructional Coaches

20. **Overall Student Growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.

21. **Peer Observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.

22. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.

23. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.

24. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

25. **Professional Growth and Effectiveness System (PGES):** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.

26. **Professional Growth Plan (PGP):** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

27. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.

28. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.

29. **Self-Reflection:** The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

30. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.

31. **State Contribution:** The student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners goal for principals and assistant principals.

32. **Student Growth**: Is defined by KRS 156.557(1)(c).

33. **Student Growth Goal (SGG):** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.

34. **Student Voice Survey**: The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher

evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.

35. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).

36. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

37. **Working Condition's Survey Goal:** A school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System

The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional practice through the domains of:

Framework for Teaching	Specialist Frameworks for Other Professionals
Planning and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Instruction/Delivery of Service
Professional Responsibilities	Professional Responsibilities

The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall rating:

Required Sources of Evidence – recorded on the district designated forms and/or electronic system.

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Local Student Growth Goal and/or State Growth Percentiles (4-8 – Math & Reading)

Other Sources of Evidence
- Products of Practice
- Other Measures of Student Learning
- Other Sources of Evidence (refer to p. 15)

All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category. All Summative Ratings will be recorded in the department-approved technology platform.

Professional Practice

Implementation Timeline	Action
First 30 Calendar Days	Evaluation criteria and process used to evaluate shall be explained. Observations may begin after the evaluation training takes place.
First 60 Instructional Days	Develop PGP and SGG Certified staff completed self-reflection prior to development of PGP. Certified staff reflects on his/her current growth needs and collaborates with administrator to develop growth plan. If a course is selected that does not allow the SGG to be set within the first 60 days (such as 2nd 9 weeks courses or 2nd semester), then the SGG will be approved within the first 15 instructional days of the course.
Fall Semester	Full (non-tenured) and Mini observations with Pre/Post conferences Student Voice Survey window.
Mid-Year Review	Review PGES progress and modify plan as appropriate.
Spring Semester	Continued implementation and ongoing self-reflection. Mini and Full Observation with Pre/Post Conferences.
By April 30	Summative Evaluation and Conference- summative evaluation submitted for official personnel record, copy provided to employee who may include written response.

Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. The certified staff (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals that drive the focus of professional growth activities, support, and on-going reflection.

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- Self-reflection should be completed prior to the development of the PGP.
- The professional growth plan shall include 1-3 professional goals.
- All teachers and other professionals will document self-reflection and professional growth planning using the district designated forms and/or electronic system.
- All conferences concerning the PGP shall be held face-to-face.
- The initial self-reflection and PGP conference to discuss and approve shall be completed within the first 60 instructional days or within 20 instructional days if hired after November 1.
- The progress of professional growth planning will be reviewed between the teacher/other professional and evaluator during a mid-year conference.

- An end-of-year review on the PGP shall be held between the teacher/other professional and evaluator prior to or during the summative conference or prior to the end of the school year for a teacher/other professional not on the summative cycle.

Observation

The observation process is one source of evidence to determine effectiveness of professional practice that includes administrator and peer observation for each teacher/other professional. Both peer and administrator observations will use the same instruments. The administrator observation will provide *documentation and feedback* to measure the effectiveness of professional practice. Only the administrator observation will be used to inform the overall summative rating. Peer observation will only be used for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. The peer observer will give NO ratings. The rationale for each type of observation is to encourage continued professional growth in teaching and learning through critical reflection.

Observation Model

Tenured

Tenured Teachers (3-year cycle) & Other Professionals (4 observations minimum in the 3 year cycle)			
Observer	**Observation Type**	**Frequency**	**Timeline***
Peer	Mini Observation (20-30 minutes)	Minimum of 1 time in the Summative year	After the evaluation training and prior to the full observation.
Administrator	Full Observation	Minimum of 1 time in the Summative year	Minimum of 10 instructional days after the peer observation and prior to April 30th. Must be the final observation in the summative year.
Administrator	Mini Observation (20-30 minutes)	Minimum of 2 – may be completed anytime during the 3-year cycle.	After the evaluation training and prior to the full observation in the summative year.

Non-Tenured Teachers (1-year cycle) & Other Professionals (4 observations minimum EACH year)			
Observer	**Observation Type**	**Frequency**	**Timeline * **
Peer	Mini Observation (20-30 minutes)	Minimum of 1 per year	Between the 1st and 2nd full observation.
Administrator	Mini Observation (20-30 minutes)	Minimum of 1 per year	A minimum of 10 instructional days after the 1st full observation and prior to the 2nd full observation.
Administrator	Full Observation	Minimum of 2 per year	#1 – After the evaluation training and prior to the mini and peer observation. #2 - Conducted after all other observations and prior to April 30th.

Non-Tenured

- All observations must be documented using the district designated forms and/or electronic system.
- Additional observations may be conducted at the request of either the evaluatee or the evaluator.

*Leaves of Absence – Evaluation requirements remain the same for certified employees on leave of absence; however, if the leave of absence is for 60 or more consecutive instructional days then the requirements may be reduced to a minimum of 2 mini observations (one peer and one administrator) and a full observation. Timelines may be adjusted as needed. If the leave of absence does not allow for the summative cycle to be completed then the cycle may be delayed until the following school year. Evaluators should make arrangements to adjust the observation timeline and summative conference for pre-planned leaves of absence. Adjusted timeline should be documented in writing and signed/dated by evaluatee and evaluator.

**Late Hires – Certified Staff hired on or after the 60th instructional day must have a minimum of 2 mini observations (one peer and one administrator) and a full observation. All other requirements remain the same. Timelines should be adjusted accordingly, documented in writing and signed/dated by evaluatee and evaluator.

Informal Observation

Any informal observations may be made at the discretion of the evaluator. Informal visits may last for as little as five minutes. All monitoring or observations of performance of a certified school employee shall be conducted openly with full knowledge of the employee. Informal observations shall be documented if included as part of the Summative Rating.

Peer Observation

A Peer Observer is a trained certified staff member who will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher's practice, nor will peer observation data be shared with anyone other than the Observee unless permission is granted.

- All teachers and other professionals will receive a peer observation in their summative year.
- Building principal may select certified staff members to receive the peer observer training, however all certified staff members would have the opportunity to receive the peer observer training.
- Anyone who serves as a peer observer will complete the state approved training once every three (3) years.
- Peer Observers will be identified and assigned by the evaluator.
- In the event that the teacher/other professional would prefer an alternate peer observer, the teacher/other professional may select a peer observer from a list provided by the evaluator or his/her designee.
- All required peer observations must be documented using the district designated forms and/or electronic system.

Observation Conferencing

Observation Conferencing Protocols (Tenured and Non-Tenured Teachers/Other Professionals)

Pre-Conference (Mini and Full) Administrative and Peer Observer	Post-Conference (Mini and Full) Administrative and Peer Observer
• Pre-Conference required for each observation within 3 instructional days before observation • In person conference OR electronic • Certified staff and observer should discuss the focus of the mini observation • Certified staff submits lesson plans and/or pre observation questions for the full observations	• Post Conference required within 5 instructional days after observation • In person ONLY • Conference must be documented in writing and signed by evaluatee and evaluator

Observer Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training (12 hours) prior to conducting observations for the purpose of evaluation. KRS. 156.557 requires all school district administrators having the responsibility of evaluating certified personnel to be trained, tested, and approved in the proper techniques for effectively evaluating certified school employees.

To ensure consistency of observations, evaluators must complete the current approved state platform for certifying observers. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching are applied in observation. There are 3 sections of the proficiency system:

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment

The district will provide support to all administrators with the initial administration of the assessment. This will include, but is not limited to, an overview of TPGES and resources on the Kentucky Framework for Teaching.

For those unable to pass the assessment after the second attempt and are subsequently locked out for 90 days, the district will provide collaborative study sessions, mentors, and other professional learning opportunities.

The cycle for observation certification established is below. This evaluation certification cycle mirrors the existing 704 KAR 3:370 related to initial and update training for certified evaluators.

Year 1	Certification
Year 2	Calibration
Year 3	Calibration
Year 4	Recertification

Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

- A substitute observer will be assigned from a pool of current and retired district administrators who are certified to evaluate, ensuring teachers have access to observations. The supervisor must participate passively in the observation and conferences.
- As needed, district personnel will provide additional training until successful completion of certification program.

Observer Calibration

As certified observers may tend to experience "drift" in rating accuracy, there will be a calibration process to be completed each year where certification is not required (see chart under *Observer Certification*). This calibration process will be completed in years two (2) and three (3) after certification. Calibration ensures ongoing accuracy in scoring teaching practice, an awareness of the potential risk for rater bias, and that observers refresh their knowledge of the training and scoring practice.

Observer calibration during years 2 and 3 of the Observer Certification process will be based on the current state approved platform. The school district will provide the opportunity for all evaluators to complete the calibration process. All district administrators will watch common videos, gather evidence, rate, and discuss. Administrators must demonstrate a +/- 1 level in each component of domains 2, 3. If the observer's calibration results indicate remediation is needed, additional training and recalibration to show rating accuracy will be required.

All administrators will complete the recertification during year 4 of the calibration cycle using the process established by the state approved platform.

Student Voice

The Student Voice Survey is a confidential survey that collects student feedback on specific aspects of the classroom experience and teaching practice. The Director of Human Resources and/or Instructional Supervisor will serve as the Student Voice Survey Point-of-Contact.

- All teachers and other professionals will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- The building principal will identify the time of day that the Student Voice Survey will be completed. For example, the building principal decides that the Student Voice Survey will be administered during the 3rd period class for all teachers. If a teacher does not have students during that period then the next consecutive class period will complete the Student Voice Survey for that teacher.
- The building principal will identify a group of students to participate in the Student Voice Survey for the other professionals who do not have an assigned class roster.
- Results will be used as a source of evidence to inform Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- All certified staff and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement.

- The Student Voice Survey will be administered during the fall window set by KDE between the hours of 7 AM and 5 PM local time. Any teacher unable to participate in the fall survey window will participate in the spring window.
- Students with ELL, IEPs, and 504 Plans will receive necessary support to ensure equal access.
- The survey will be administered in the school.
- Survey data will only be considered when 10 or more students are respondents. Efforts will be made to combine classes to ensure that 10 or more students participate in the survey. In this case where there are not 10 or more students, student voice data will not be used as a source of evidence to inform the certified staff's professional practice rating.

Products of Practice/Other Sources of Evidence

Teachers/Other Professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains. The evidence may be specific to Domains 1 and 4. The following list is a suggested list of possible sources:

- Program Review evidence
- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- other

Student Growth

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution only pertains to teachers in the following content areas and grade levels participating in state assessments:

- 4th – 8th Grade
- Reading
- Math

The state contribution is reported using as Median Student Growth Percentiles (MSGP). The local contribution uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive MSGP. The following graphic provides a roadmap for determining which teachers receive which contributions:
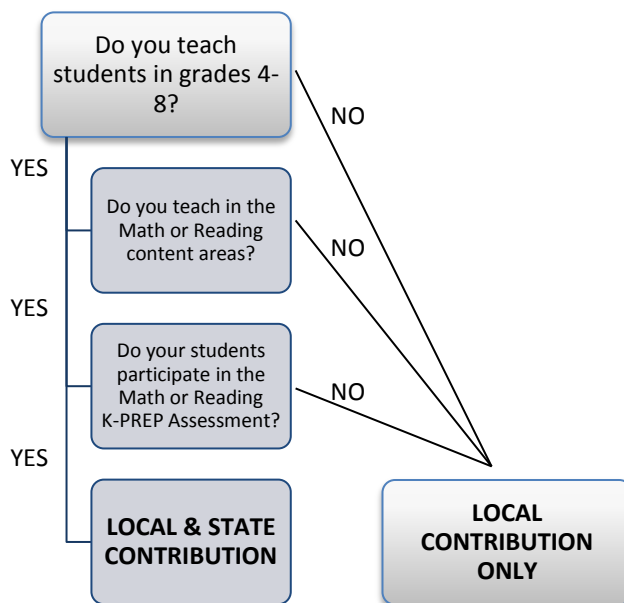
State Contribution – Median Student Growth Percentiles (MSGP) – Applies to teachers of Math/Reading, Grades 4-8

The state contribution for student growth is a rating based on each student's rate of change compared to other students with a similar test score history ("academic peers") expressed as a percentile. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

Local Contribution – Student Growth Goals (SGG) – Applies to all Teachers and Other Professionals

The local contribution for the student growth measure is a rating based on the degree to which a certified staff meets the growth goal for a class/section(s) of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the certified staff's Student Growth Goal (SGG). All certified staff will develop a SGG for inclusion in the student growth measure. All Student Growth Goals will be determined by the certified staff in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement)*.*

Rigor - congruency to the Kentucky Core Academic Standards and/or National Standards

Comparability - Data collected for the SGG must use comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 6th grade science classrooms, 3rd grade classrooms, English 1 classrooms, band or art classes. For similar classrooms, teachers would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed. Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

Student Growth Goal Criteria

- The SGG is congruent with Kentucky Core Academic Standards and/or National Standards and appropriate for the grade level, content, and/or documented student need for which it was developed.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high and low achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities and/or 504 Plans, ELLs, and gifted and talented students.

Rigor and Comparability of Student Growth Goals

To fulfill the criteria of measuring student growth at the local level, a protocol must be established to ensure rigorous and comparable growth measures used for all certified staff. The district adopted a rubric for assessing the rigor of all SGGs. Certified staff in collaboration will use the Madison County Rigor Rubric for Student Growth Goals, included below, with their administrators as they develop and write their SGG. Grade level/department teams, PLC's, or other collaborative groups may be utilized as support when developing the SGGs for submission to the principal for approval. All SGGs must meet the *acceptable* level for structure, rigor, and comparability.

The district adopted rigor rubric addresses comparability for the district. Teachers/Other Professionals and administrators will apply the rubric to create SGGs to assess the structure and rigor so they meet comparable criteria. This process ensures comparability across teachers and schools in the district in such that student growth goals are consistently:
- Congruent to Kentucky Core Academic Standards and/or National Standards
- Appropriate for grade level, content and/or documented student need.
- Encompassing an enduring skill, process, understanding or concept that the students are expected to master by taking a particular course (or courses) in school
- Allowing for high and low achieving students to demonstrate knowledge
- Providing access and opportunity for all students, including students with disabilities and/or 504 Plans, ELLs and gifted/talented students

Madison County Rigor Rubric for Student Growth Goals

Structure of the Goal		
Requirements:	**The structure of the goal is *acceptable* if it . . .**	**The structure of the goal *needs revision* if it. . .**
Follows the S.M.A.R.T. goal format (Specific, Measurable, Appropriate, Realistic, Time-Bound)	☐ Includes all elements of the S.M.A.R.T. goal format	☐ Does not include all elements of or fails to follow S.M.A.R.T. goal format
Focuses on a standards-based enduring skill which students are expected to master	☐ Focuses on a standards-based enduring skill	☐ Contains a skill that is not standards-based or does not match enduring skill criteria
Identifies an area of need pertaining to current students' abilities	☐ Identifies a specific area of need related to the enduring skill	☐ Does not identify a specific area of need or the area of need is not related to the enduring skill
Includes growth and proficiency targets that establish and differentiate expected performance for ALL students	☐ Includes a growth target for ALL students **and** a proficiency target that establishes the mastery expectation for students	☐ Is missing one of the targets or fails to differentiate expected performance for one or both targets
Identifies appropriate measure(s) allowing for consistent and comparable base-line, mid-course, and end-of-year/course data collection	☐ Identifies measure(s) for collecting baseline, mid-course, and end-of-year/course data that matches the skill being assessed	☐ Fails to identify a measure for data collection, or the measure is not well-matched to the skill being assessed
Explicitly states year-long/course-long interval of instruction	☐ Specifies a year-long/course-long interval of instruction	☐ Fails to specify an interval of instruction, or the interval is less than year-long/course-long

Rigor of the Goal and Measurement Instruments		
Requirements:	**The rigor of the goal is *acceptable* if . . .**	**The rigor of the goal *needs revision* if . . .**
It is congruent to KCAS grade level standards for which it was developed	☐ It is congruent and appropriate for grade level/content area standards	☐ It is congruent to content but not to grade level standards, or it is not congruent
Baseline/pre-assessment and other data justify the selection of the enduring skill and specific area of need	☐ Selection of the enduring skill and specific area of need is supported by multiple data sources for current students	☐ Selection of the enduring skill and specific area of need is supported by only one data source for current students, or no data were used
Baseline/pre-assessment and other data justify the selection of the growth and proficiency targets	☐ Selection of the growth and proficiency targets is supported by multiple data sources for current students	☐ Selection of the growth and proficiency targets is supported by one data source for current students, or no data were used
The growth and proficiency targets are challenging for students, but attainable with support	☐ The growth and proficiency targets are doable, but stretch the outer bounds of what is attainable	☐ The growth and proficiency targets are not achievable, or the targets are achievable but fail to stretch attainability expectations
The identified measurement instrument(s) allows for students to demonstrate where they are in meeting or exceeding the intent of the standard(s) being assessed	☐ The identified measures allow students to demonstrate their competency in performing at the level intended in the standards being assessed	☐ The identified measures only allow students to demonstrate competency of a portion or none of the aspects of the standards being assessed

Comparability of Data		
Requirements:	**The comparability of the goal is *acceptable* if . . .**	**The comparability of the goal *needs revision* if . . .**
Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills	☐ It reflects collaboration on the development of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed	☐ It does not reflect common criteria used to determine progress

Measures for Determining Student Growth:

Certified staff will utilize multiple sources of evidence to measure student growth by implementing one or more choices as collaboratively decided by the teacher/other professional and administrator. Sources of evidence will be a combination of pre- and post-assessments and/or running records/repeated measures and/or holistic "growth rubrics." Measures that reach the rigor and comparability criterion can be used as a measure to determine student growth. The three categories of measures are described below:

Pre-Assessment/Post-Assessment

Certified staff may use pre- and post-assessments to determine the growth identified in their goal. These assessments can be identical or comparable versions. Assessments used in this option must meet the district assurance of rigor and comparability as defined in the previous section. Assessments will be vetted against the Madison Co. Rigor Rubric for Student Growth Goals.

Existing assessments developed by school-based PLCs will be vetted by teachers using the Madison County. Rigor Rubric for Student Growth Goals. Such assessments that meet the criterion can be used as a measure to determine student growth.

Repeated Measures Design

Certified staff may maintain a record of results on short measures that allow students to act on the information obtained from each measure, repeated throughout the length of the SGG. These measures will accompany descriptive feedback rather than evaluative feedback, student involvement in the assessment process, and opportunities for students to communicate their evolving learning while the teaching is in progress. The teacher and principal will then look at the pattern across the repeated administrations to determine the growth rating for the SGG.

For example, early reading teachers may complete weekly running records to track the number of errors that a student makes when reading a text. These repeated measures serve a similar function to a pre- and post-test by illustrating change over time in student learning or performance. Teachers will not utilize repeated measures on which students may demonstrate improvement over time simply due to familiarity with the assessment.

Holistic Evaluation

Certified staff may use district-developed, adopted and/or adapted "growth rubrics" for a holistic evaluation designed to compare two or more examples of student work. Growth rubrics that meet the criterion can be used as a measure to determine student growth.

Determining Growth for a Single Student Growth Goal

PROCESS TO IDENTIFY PROFICIENCY AND GROWTH TARGET RATINGS

The proficiency target rating and the growth target rating will be combined for one overall local student growth goal rating. The charts below provide information on the criteria for the ratings and combined overall local growth goal.

PROFICIENCY TARGET RATING		
LOW	EXPECTED	HIGH
Does not meet proficiency target within 10%	Meets proficiency target ≤ 10% (of the established target)	Exceeds proficiency target

GROWTH TARGET RATING		
LOW	EXPECTED	HIGH
All students do not demonstrate measureable growth and ≤ 74% of students meet growth target	All students will demonstrate measureable growth and 75%-89% of students meet growth target	All students will demonstrate measureable growth and ≥ 90% of students meet growth target

LOCAL STUDENT GROWTH GOAL RATING		
Growth TARGET	Proficiency TARGET	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Individual Corrective Action Plans

Corrective Action Plans for improving any deficiencies shall be developed by the evaluatee and evaluator at any time during the school year.

Any domain on the Framework for Teaching that is rated as "Ineffective" requires the development of an Individual Corrective Action Plan.

Specific timelines and follow-up observations shall be determined on the Corrective Action Plan form.

Certified Assistance Program (CAP)

In the event an Individual Corrective Action Plan proves unsuccessful in regard to an employee's performance, an evaluator may choose to initiate a (CAP) for that employee.

Purpose

The CAP is a systematic approach to provide additional support and feedback to certified employees whose performance evaluation in any domain is rated "Ineffective" and whose individual corrective action plan has proven unsuccessful. The goal of the program is to improve the evaluatee's skills to an "Accomplished" rating on the district evaluation plan.

Composition of CAP Team

The CAP is a team effort with a focus on the teaching/coaching process. It is comprised of the following individuals:

- The building level evaluator (principal)
- The superintendent or superintendent designee
- One peer teacher who is appointed by the principal, after consultation with the evaluatee, during which the evaluatee gives written permission for the peer teacher's participation.

Overview

The CAP outlines the following:

- General Guidelines for CAP Process (Instructional Emphasis)
- Due Process for Evaluatee and CAP Team
- Outcomes of CAP
- Guidelines for CAP Team Related to "Ineffective" Rating

General Guidelines for CAP Process (Instructional Emphasis)

1. Formal evaluation contacts increase to nine visits during the school year by the CAP team. Each committee member will conduct three visits.
2. The CAP Team will meet with the employee and collaboratively identify areas of strength, as well as target areas for improvement. The Individual Corrective Action Plan will be reviewed/revised. The CAP Team may determine that developing a new PGP would be preferable to adding to or revising the Corrective Action Plan. The area(s) targeted will relate to instruction and obstacles that are impeding student learning and achievement.
3. First collaborative meeting will occur prior to June 1.
4. The CAP Team will provide resources and ideas in the areas identified for professional growth.

5. The evaluatee will conference with the CAP Team member after each observation. After each round of observations (to be scheduled by Oct.1, Dec. 1, and Feb. 15 respectively), the team will jointly confer with the evaluatee concerning progress in targeted area(s).
6. The CAP team will require a teacher/administrator portfolio that addresses instructional needs and reflects application of ideas in the classroom setting. Samples of quality student work should be included in the teacher portfolio, which portfolio should be available for review at all collaborative meetings.
7. A written summary will be provided to the employee at each of the joint conferences.

Rating Professional Practice

The Kentucky Framework for Teaching stands as the rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each domain at the culmination of an educator's cycle.

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

REQUIRED
- Observation
- Student Voice
- Professional Growth Plans and Self Reflection

OPTIONAL
- Products of Practice
- Other Sources of Evidence

PROFESSIONAL JUDGMENT

DOMAIN RATINGS

DOMAIN 1: [I,D,A,E]

DOMAIN 2: [I,D,A,E]

DOMAIN 3: [I,D,A,E]

DOMAIN 4: [I,D,A,E]
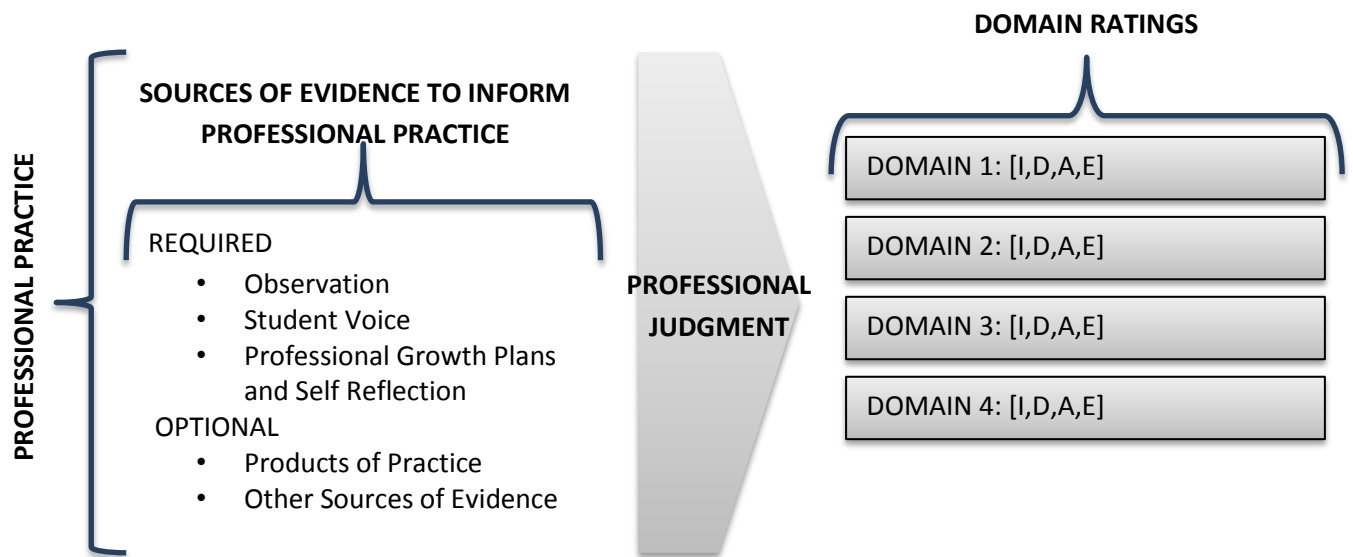
The supervisor will determine a summative rating for each domain based on evidence collected during the observation cycle. All ratings must be recorded in the state approved platform and using the district approved Summative Evaluation Form.

Rating Overall Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and MSGP (where available) and will be considered in a three-year cycle (when available).

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

STATE
- MSGPs
- State Predefined Cut Scores

LOCAL
- SGG
- Maintain Current Process
- Rate on L/E/H

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

STUDENT GROWTH RATING
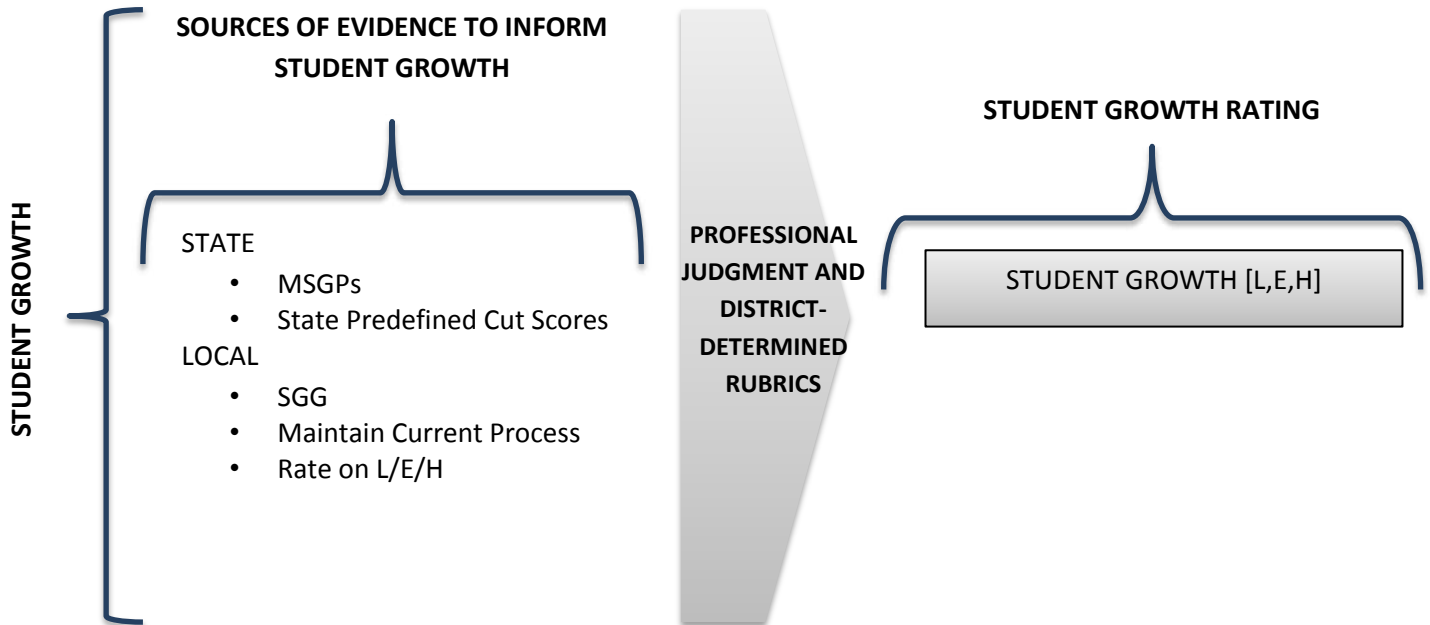
STUDENT GROWTH [L,E,H]

- SGG and MSGP (when available) will be used to determine overall Student Growth Rating
- Three years of student growth data (when available) will be used to determine overall Student Growth Rating for teachers and other professionals.

COMBINED STUDENT GROWTH RATING (Applies to teachers of Math/ELA grades 4-8)		
LOCAL SGG RATING	STATE MSGP RATING (provided by the state and applies to teachers of Math/Reading grades 4-8)	OVERALL SG RATING
High	High	High
High	Expected	High
High	Low	Expected
Expected	High	High
Expected	Expected	Expected
Expected	Low	Expected
Low	High	Expected
Low	Expected	Expected
Low	Low	Low

For teachers in their summative year, Madison County Schools will use a weighted average to determine the Overall Student Growth Rating. When multiple years of data are available, the data from the current year will comprise 50% of the overall rating as follows. When multiple years of data are not available, the Student Growth Rating for the summative year will be used for the Overall Student Growth Rating.

3 years of data	Weight
Current Year	33.3%
Prior year	33.3%
Prior year	33.3%

2 years of data	Weight
Current Year	50%
Prior year	50%

To determine the weighted average, a numerical point value will be assigned to each year's Student Growth Rating and then multiplied by the weighted percentage.

Student Growth Rating	Numerical Point Value
High	3 points
Expected	2 points
Low	1 point

The resulting weighted points are then added together to determine the total numerical score. This score will determine the Overall Student Growth Rating for the summative cycle as follows.

Summative Cycle Overall Student Growth Rating	Numerical Score
High	2.5 – 3.0
Expected	1.50 - 2.49
Low	1.0 – 1.49

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the domains, district-developed rubrics (see local contribution for student growth), and decision rules that establish a common understanding of performance thresholds to which all educators are held.

An educator's Overall Performance Category is determined using the following steps:

1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.
2. Apply State Decisions Rules for determining an educator's overall Professional Practice rating.

CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

IF…	THEN…
Two Domains are rated ACCOMPLISHED and two Domains are rated EXEMPLARY	**Professional Practice Rating shall be Exemplary**
Two Domains are rated DEVELOPING and two Domains are rated EXEMPLARY	**Professional Practice Rating shall be Accomplished**
Two Domains are rated DEVELOPING and two Domains are rated ACCOMPLISHED	**Professional Practice Rating shall be Accomplished**
Domains 1 OR 4 are rated INEFFECTIVE	**Professional Practice Rating shall NOT be Exemplary**
Domains 2 OR 3 are rated INEFFECTIVE	**Professional Practice Rating shall be Developing or Ineffective**
Domains 2 and 3 are rated INEFFECTIVE	**Professional Practice Rating shall be Ineffective**

3. Use the Madison County rules to determine overall Student Growth Rating.

LOCAL STUDENT GROWTH GOAL RATING		
Growth Target	Proficiency Target	Overall SG Rating
High	High	High
High	Expected	High
High	Low	Expected
Expected	High	High
Expected	Expected	Expected
Expected	Low	Expected
Low	High	Expected
Low	Expected	Expected
Low	Low	Low

COMBINED STUDENT GROWTH RATING (Applies to teachers of Math/Reading grades 4-8)		
Local SGG Rating	State MSGP Rating	Overall SG Rating
High	High	High
High	Expected	High
High	Low	Expected
Expected	High	High
Expected	Expected	Expected
Expected	Low	Expected
Low	High	Expected
Low	Expected	Expected
Low	Low	Low

4. Combine the Professional Practice Rating and Student Growth Rating to determine an educator's Overall Performance Rating.

TEACHER OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE RATING
EXEMPLARY	High	Exemplary
	Expected	Exemplary
	Low	Developing
ACCOMPLISHED	High	Exemplary
	Expected	Accomplished
	Low	Developing
DEVELOPING	High	Accomplished
	Expected	Developing
	Low	Developing
INEFFECTIVE	High	Developing
	Expected	Ineffective
	Low	Ineffective

5. The district approved summative evaluation form must be completed and submitted by April 30th. All summative ratings must also be recorded in the department-approved technology platform.
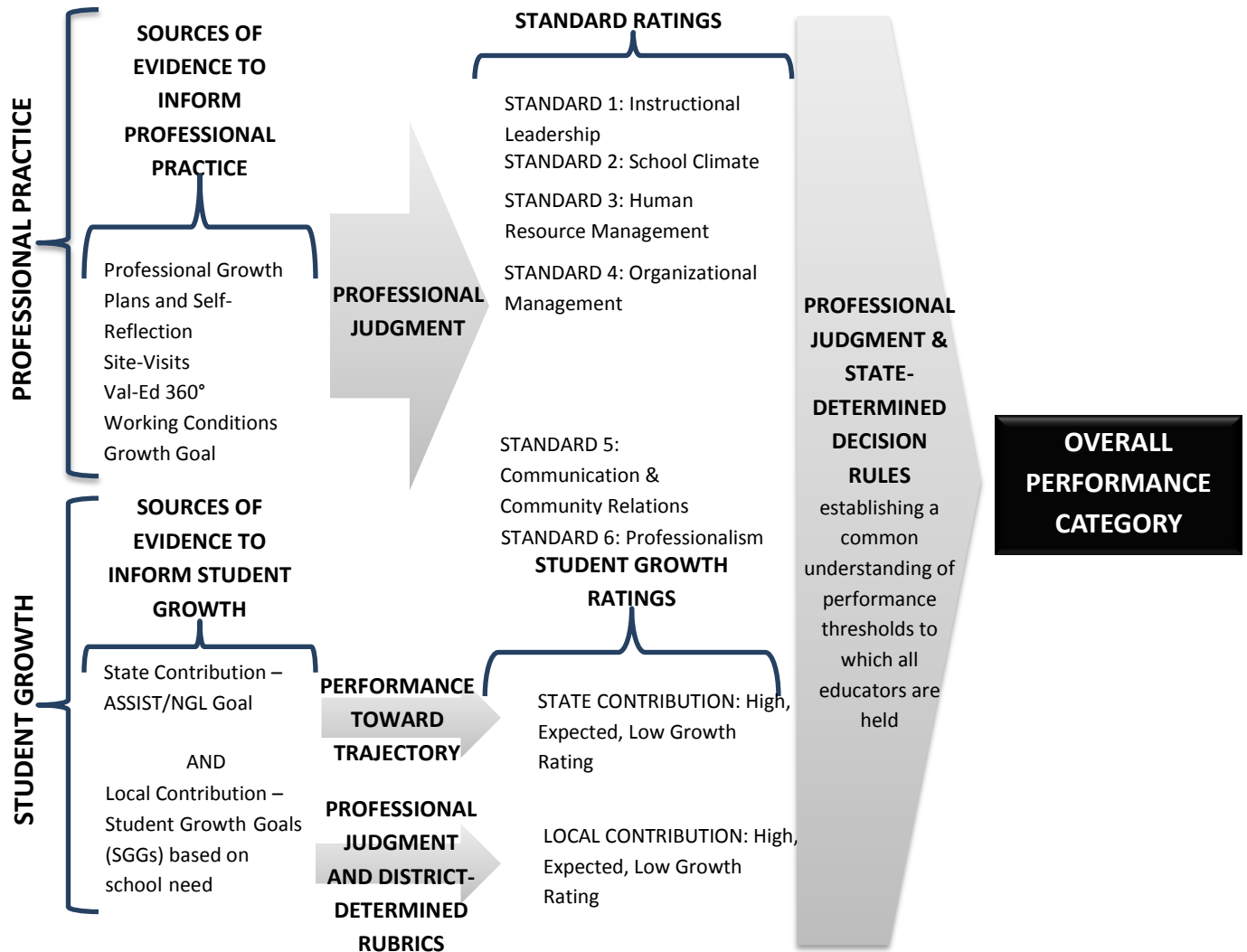
Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice Rating and Student Growth Rating, the type of PGP and length of the summative cycle will be determined using the chart below.

		PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS	
PROFESSIONAL PRACTICE RATING	**EXEMPLARY / ACCOMPLISHED**	**THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN** • Goal set by teacher with evaluator input • One goal must focus on low student growth outcome • Formative review annually	**THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN** • Goals set by teacher with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year 3.
	DEVELOPING	**ONE-YEAR CYCLE DIRECTED GROWTH PLAN** • Goal(s) Determined by Evaluator • Goals focus on professional practice and student growth • Plan activities designed by evaluator with teacher input • Summative review annually	**THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN** • Goal(s) set by teacher with evaluator input; one must address professional practice or student growth. • Formative review annually. **THREE-YEAR SELF-DIRECTED CYCLE** • Goal(s) set by educator with evaluator input • Formative review annually
	INEFFECTIVE	**UP TO 12-MONTH IMPROVEMENT PLAN** • Goal(s) determined by evaluator • Focus on low performance area • Summative at end of plan	**ONE-YEAR CYCLE DIRECTED GROWTH PLAN** • Goal(s) Determined by Evaluator • Goals focus on professional practice and student growth • Plan activities designed by evaluator with teacher input • Formative reviews at mid-point • Summative review annually
		LOW **EXPECTED** **HIGH**	
		STUDENT GROWTH RATING	

PRINCIPAL AND ASSISTANT PRINCIPAL
PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

Professional Growth Plans and Self-Reflection
Site-Visits
Val-Ed 360°
Working Conditions Growth Goal

PROFESSIONAL JUDGMENT

STANDARD RATINGS

STANDARD 1: Instructional Leadership
STANDARD 2: School Climate
STANDARD 3: Human Resource Management
STANDARD 4: Organizational Management

STANDARD 5: Communication & Community Relations
STANDARD 6: Professionalism

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

State Contribution – ASSIST/NGL Goal

AND

Local Contribution – Student Growth Goals (SGGs) based on school need

PERFORMANCE TOWARD TRAJECTORY

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

STUDENT GROWTH RATINGS

STATE CONTRIBUTION: High, Expected, Low Growth Rating

LOCAL CONTRIBUTION: High, Expected, Low Growth Rating

PROFESSIONAL JUDGMENT & STATE-DETERMINED DECISION RULES
establishing a common understanding of performance thresholds to which all educators are held

OVERALL PERFORMANCE CATEGORY

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings of the standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Principal Performance Standards.

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

- Required Sources of Evidence
  - Professional Growth Planning and Self-Reflection
  - Site-Visits
  - Leadership Survey – Val-Ed 360 or other state approved survey
  - Working Conditions Goal
  - State and Local Student Growth Goal data

Evaluators may use the following categories of evidence in determining overall ratings:

  - Other Measures of Student Learning
  - Products of Practice
  - Other Sources (e.g. surveys)

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

Professional Growth Planning and Self-Reflection – completed by principals & assistant principals

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.
- The initial self-reflection and professional growth plan conference to discuss and approve professional growth goals shall be completed by October 1 or within the first 90 days of employment.
- The progress of professional growth planning will be reviewed between the principal and evaluator during a mid-year review.
- An end-of-year review on the Professional Growth Plan shall be held between the principal and evaluator prior to or during the summative conference.
- The self-reflection and PGP using the district designated forms and/or electronic system.

Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals

Site visits are a method by which the superintendent or his/her designee may gain insight into the principal's practice in relation to the standards. During a site visit, the evaluator will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

- Conducted at least twice each year. One visit will be conducted prior to the end of the first semester and one visit prior to the end of the second semester. (Formal site-visits are not required for the assistant principal.)
- Evidence to support the Principal Performance Standards will be gathered during the site visit to assist the evaluator in assigning a rating.
- A conference between the principal and evaluator will be held within five working days of each site visit. Site-visits and Mid-Year Review must include a face-to-face conference with the principal and superintendent/designee.
- During the post visit conference progress on the PGP, evidence toward Principal Performance Standards, as well as monitoring SGG will be reviewed.
- The template, adapted from the form provided by the state, will be used during the conferences and mid-year review to guide and document the reflections and any modifications to the plan.

Principal and Superintendent/Designee will work together to implement the steps for self-reflection/PGP, SGG, Site-Visits, and Mid-Year Review as indicated on the timeline below.

Timeline for Self-Reflection/PGP	
Timeline	Action
First 30 calendar days	Evaluation criteria and process used to evaluate shall be explained
First 90 work days	Develop PGP and SGG Administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan
Fall semester	Site visits, ongoing self-reflection
Mid-Year Review	Review progress/reflections on growth and modify plan as appropriate
Spring Semester	Site Visits, ongoing self-reflections
By June 15	Summative Reflection and Evaluation – annual summative evaluation submitted for official personnel record, copy provided to employee who may include written response

Leadership Survey- completed for principals – not completed for assistant principals

The Leadership Survey, such as Val-Ed 360°, is an assessment that provides feedback on a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will be provided the opportunity to participate in the state approved Leadership Survey. When available, the results of the survey, will be included as a source of data to inform each principal's professional practice rating.

- The Leadership Survey will be administered in the fall and conducted once every other year alternating with the TELL Kentucky Survey. The evaluator in collaboration with the principal may request that the Leadership Survey be conducted more frequently.
- The Superintendent or his/her designee will serve as the district point of contact for overseeing and administering Leadership Survey.
- The Leadership Survey results will be used for Professional Growth Planning and evidence to determine rating on the Principal Performance Standards.
- The Principal, Superintendent, Superintendent Designee, and any additional administrators who completed the survey will have access to the results of the Leadership Survey.

Working Conditions Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

- The Working Conditions Goal will be developed following the completion of the TELL Kentucky Survey.
- A minimum of one 2-year working conditions goal will be developed in collaboration with the superintendent/designee.
- The Working Conditions Goal template, using the form provided by the state, will be used to document and guide progress.
- Additional surveys and/or evidence may be used to inform the Working Conditions Goal.

The rubric established when setting the WC Growth Goal in collaboration with the Supervisor. An "Accomplished" result is the expected outcome from the goal.

WORKING CONDITIONS GROWTH GOAL			
Ineffective	**Developing**	**Accomplished**	**Exemplary**
Below established baseline	Below 10% of WC Growth Goal without going below the established baseline	Meets WC Growth Goal within 10% or 80%-89% staff agreement on identified goal	Above WC Growth Goal or 90% or above staff agreement on identified goal

Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional sources of evidence to support their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains.

The following list is a suggested list of possible sources:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Other

Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one (1) of the Student Growth Goals set by the Principal must address Gap populations. Assistant Principals will inherit the SGG (both state and local contributions) of the Principal.

State Contribution – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Assistant Principal)

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST. The superintendent/designee and the principal will meet to discuss the trajectory for the goal(s) and to establish the year's goal(s) that will help reach the long-term trajectory target. New goals are identified each year based on the CSIP goals. The goal(s) should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.

- Principals will review the data in their School Report Card. Principals will develop a goal(s) from the data in the report card to use as the State contribution of their Student Growth Goal. The principal will then collaborate with the superintendent (or designee) to determine what percentage of the overall trajectory will be targeted for student growth during the current school year. The principal and superintendent (or designee) must then agree to the specific strategies the principal will implement to reach the objective percentage. These are strategies that the principal himself/herself will implement. These strategies are addressed in the original CSIP document.
- The principal will work in collaboration with his/her supervisor to determine interim trajectory goals.
- If the school does not receive state level data, the principal will construct two local student growth goals.

Local Contribution – Based on School Need (Goal inherited by Assistant Principal)

The local goal(s) for Student Growth should be based on school need. They may be developed to parallel the State Contribution or it may be developed with a different focus.
- Based on Gap population unless state goal is based on Gap population.
- Principal will develop a minimum of one local student growth goal, developed in collaboration and approved by superintendent/designee.
- The process to develop the local goal includes:
  - Determining needs based on data
  - Creating specific growth goals based on baseline data
  - Creating and implementing leadership and management strategies
  - Monitoring progress through on-going data collection
  - Determining goal attainment

Determining Student Growth Rating

In collaboration with the principal's evaluator the following decision making rules will be used to determine low, expected, or high student growth. This decision should be determined either during a principal's summative conference or prior to the end of the school year. The evaluator should collaborate with the principal when the goal is set to determine "Forward Progress"

GAP GOAL RUBRIC (Can be used for State and/or Local Goal)		
Low	**Expected**	**High**
No forward progress or progress declines	Meets goal or Forward Progress toward Goal	Exceeds Goal

NON-GAP GOAL RUBRIC (Cannot be used for both State and Local Goal)		
Low	**Expected**	**High**
No forward progress or progress declines	• Meets goal or Forward Progress toward Goal; and/or • Classification as a Proficient or Distinguished School	• Exceeds Achievement Goal; and/or • Categorized as a School of Distinction

Determining the Professional Practice Category

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice and student growth.

Rating Professional Practice
- Record ratings in the state approved technology platform.
- Rating for professional practice shall be determined prior to or during the end-of-year conference.
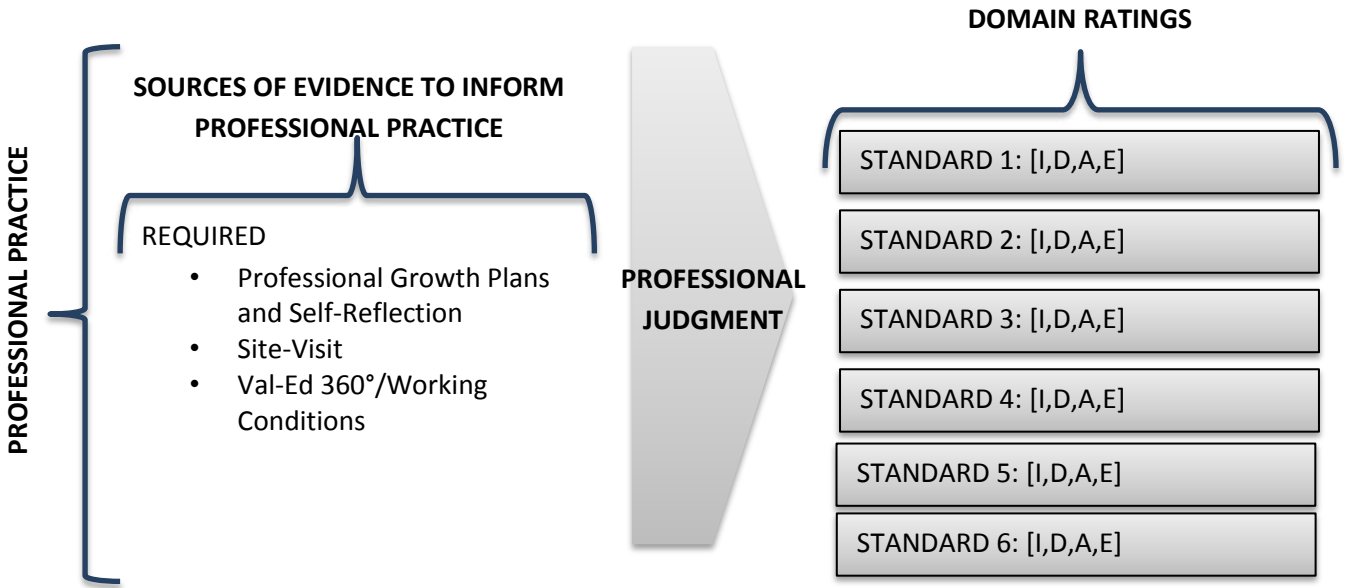
A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard, as well as student growth. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice Category:

CRITERIA FOR DETERMINING A PRINICPAL OR ASSISTANT PRINCIPAL'S PROFESSIONAL PRACTICE RATING
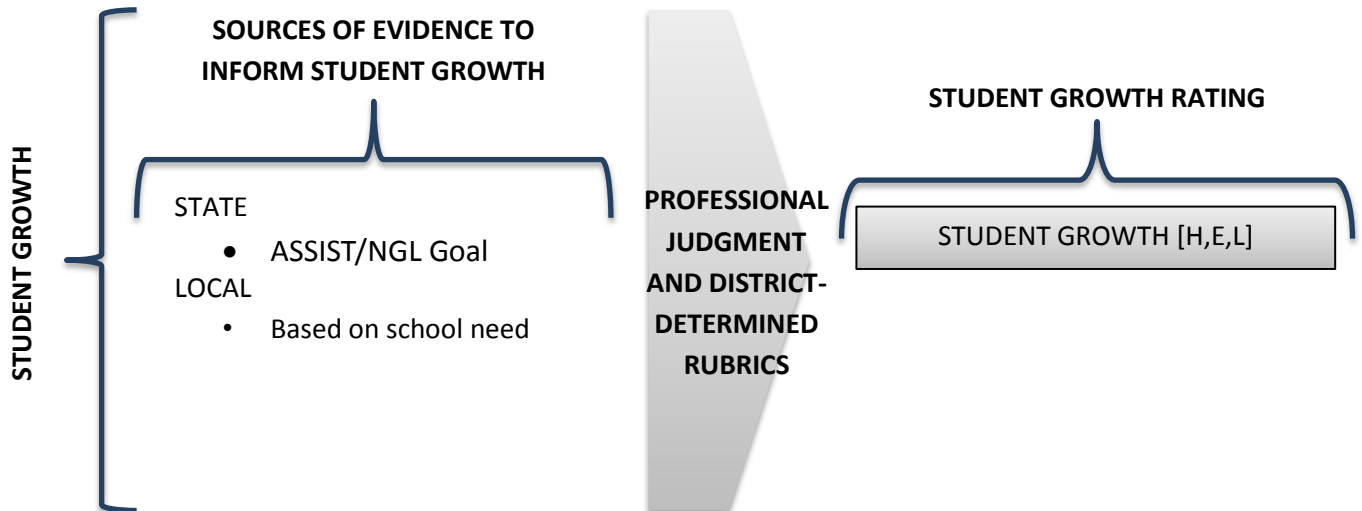
IF…	THEN…
Principal or other building level administrator is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
Principal or other building level administrator is rated Accomplished in at least four of the standards and no standard is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or other building level administrator is rated Developing in at least five standards	Professional Practice Rating shall be Developing
Principal or other building level administrator is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective

Rating Overall Student Growth

Overall Student Growth Ratings result from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.

- The state contribution and local contribution will be used to determine the overall Student Growth Rating.
- All ratings will be recorded using the state approved technology platform.
- Three years of student growth data (when available) will be used to determine overall Student Growth Rating.
- In collaboration with the principal's evaluator the following decision making rules will be used to determine low, expected, or high for the overall student growth rating. This decision should be determined either during a principal's summative conference or prior to the end of the school year.

	Local Contribution		
H	E	H	H
E	E	E	H
L	L	E	E
	L	E	H

State Contribution

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

STATE
- ASSIST/NGL Goal

LOCAL
- Based on school need

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

STUDENT GROWTH RATING

STUDENT GROWTH [H,E,L]

PRINCIPAL AND OTHER BULDING LEVEL ADMINISTRATOR COMBINED STUDENT GROWTH RATING		
LOCAL SGG RATING	STATE ASSIST/NGL GOAL RATING	OVERALL STUDENT GROWTH RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

2 years of data	Weight
Current Year	50%
Prior year	50%

3 years of data	Weight
Current Year	33.3%
Prior year	33.3%
Prior year	33.3%

To determine the weighted average, a numerical point value will be assigned to each year's student growth rating and then multiplied by the weighted percentage.

Student Growth Rating	Numerical Point Value
High	3 points
Expected	2 points
Low	1 point

The resulting weighted points are then added together to determine the total numerical score. This score will determine the overall student growth rating for the summative cycle as follows:

Summative Cycle Overall Student Growth Rating	Numerical Score
High	2.50 – 3.0
Expected	1.50 - 2.49
Low	1.0 – 1.49

Determining the Overall Performance Category

Based on the principal's ratings on each standard, as well as student growth, the evaluator determines a principal's Overall Performance Category. Evaluators will use the following decision rules for determining the Overall Performance Category:

PRINCIPAL AND ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE RATING
EXEMPLARY	High	Exemplary
	Expected	Exemplary
	Low	Developing
ACCOMPLISHED	High	Exemplary
	Expected	Accomplished
	Low	Developing
DEVELOPING	High	Accomplished
	Expected	Developing
	Low	Developing
INEFFECTIVE	High	Ineffective
	Expected	Ineffective
	Low	Ineffective

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the principal.

KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS

PROFESIONAL PRACTICE RATING		LOW	EXPECTED	HIGH
	EXEMPLARY	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluatee	
	ACCOMPLISHED			
	DEVELOPING	Shall have a minimum of a Professional Growth Plan developed by Evaluator		Shall have a minimum of a Professional Growth Plan developed by Evaluatee
	INEFFECTIVE	Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.		

GRIEVANCE PROCEDURE AND PERSONNEL

EVALUATION APPEALS PANEL

Evaluation Appeals Panel
2014-2015

As required by KRS 156.101 and 704 KAR 3:345, Madison County Schools shall elect annually two (2) certified members to serve on the Personnel Evaluation Appeals Panel. The terms of office shall be for one (1) year and run from October 1 to September 30. The following certified teachers were elected by a district-wide majority vote:

Sharon Graves	**Clark Moores Middle School**
Rhonda Orttenburger	**Kit Carson Elementary**

Alternates
Stephen Rupard	**Glenn Marshall Elementary**
Daniel Rogers	**Madison Central High School**

Board Appointed Certified Employees:
Dustin Brumbaugh

Alternate:
Randy Neeley

Any certified personnel who does not agree with a rating can appeal following a summative evaluation, within five (5) working days of the receipt of the evaluation. The employee has a right to a hearing, opportunity to review all documentation submitted by both parties reasonably in advance, right to presence of chosen representative and the opportunity to appeal to the KY Board of Education. **Please review the Board policies and procedures below for more information.**

PERSONNEL   03.18

Evaluation

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.[1]

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel file.[2]

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.[1]

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from October 1 to September 30. Members may be reappointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation.

The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

PERSONNEL 03.18 (Continued)

Evaluation

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

HEARING

The evaluation committee shall develop necessary procedures for conducting the hearing.

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES:

[1]KRS 156.557, 704 KAR 003:345
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

[2]03.15, 02.14, 03.16

Adopted/Amended: 09/14/2006

Order #:   6E.

-Certified Personnel-

Appeals/Hearings

Purpose

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

Appeals

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.

2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.

3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.

4. Legal counsel and/or chosen representative (unless representative has a pending appeal) may be present during the hearing to represent either or both parties.

5. The hearing will be audio taped and a copy provided to both parties if requested in writing. The original will be maintained by the District.

6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.

7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

8. The Chairperson must receive written notice forty-eight (48) hours in advance if legal counsel will be present.

Appeals/Hearings

HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.

2. Each party will be allowed to make a statement of claim. The evaluatee will begin.

3. The evaluatee may present relevant evidence in support of the appeal.

4. The evaluator may present evidence in support of the summative evaluation.

5. The Panel may question the evaluatee and evaluator.

6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.

7. Each party (evaluator and evaluatee) will be asked to make closing remarks.

8. The chairperson of the Panel will make closing remarks.

9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:

10. Upholding all parts of the original evaluation.

11. Voiding the original evaluation or parts of it.

12. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

13. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.

14. The Superintendent may take appropriate action consistent with the Panel's decision.

15. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file

16. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised:6/28/07

PERSONNEL   03.18 AP.21

- CERTIFIED PERSONNEL -

<u>Evaluation</u> <u>Appeal</u> <u>Form</u>

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee's Name _____		
Home Address _____		
Job Title _____	**Building** _____	**Grade or Department** _____

What specifically do you object to or why do you feel you were not fairly evaluated? _____

_____

_____

_____

_____

_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.

_____   _____
           Employee's Signature   *Date*

RELATED PROCEDURES:

    03.18 AP.11
    03.18 AP.12

<div align="right">Review/Revised:6/22/09</div>