

2020-2021 EDUCATOR EVALUATION REVIEW

FY2022 REPORT TO THE IDAHO STATE BOARD OF EDUCATION

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I. INTRODUCTION

Pursuant to **Idaho Code § 33-1004B(10)**, a review of educator evaluations must be conducted annually to:

verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, including each domain and identification of which domain or domains the administrator is focusing on for the instructional staff or pupil service staff member being evaluated, as outlined in administrative rule.

To satisfy statute, evidence is gathered from a statewide randomized sample of public-school administrators. That evidence is then examined by a team of experienced independent reviewers to determine if each selected administrator has conducted their evaluations in compliance with the requirements found in **IDAPA 08.02.02.120**. A fully compliant evaluation includes a minimum of the following elements:

- At least two (2) documented observations of the staff member's professional practice, the first of which must be completed before January 1st
- At least one (1) additional measure of professional practice, which may be based on student feedback, parent/guardian feedback, or a portfolio
- At least one (1) measure of student achievement and/or indicator of student success (as defined by Idaho Code § 33-1001 and appropriate to the staff member's position)
- At least one (1) summative evaluation completed before June 1st, which must be aligned to the applicable professional standards and based on a combination of the items above

The following sections of this report detail the methodology and findings of the 2021-2022 review of certified educator evaluations.

II. METHODOLOGY

A. DATA COLLECTION

i. Review Sampling

The basic requirements for the review sample are established in [Idaho Code § 33-1004B\(10\)](#), which states that:

The state board of education shall randomly select a sample of administrators throughout the state. A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The sample for the 2020-2021 review was generated by the Principal Research Analyst at the Office of the State Board of Education (OSBE), drawing from evaluation data that had been submitted to the state Career Ladder Data System (CLDS) as of July 2021.

A randomized sample of 181 administrators—representing approximately 15% of the evaluating administrators in the state—was taken from this data. Given the size disparity between Local Education Agencies (LEAs) in Idaho, the randomization was purposefully weighted to avoid oversampling the largest districts and ensure adequate representation from each of the six regions. For every administrator in the sample, a random selection of the evaluations that they conducted during the 2020-2021 schoolyear was chosen for review. Where possible, this selection included two instructional staff evaluations and one pupil service staff evaluation each.

LEAs were provided with a list of their selected administrators (and associated staff evaluations) in early August of 2021 and asked to identify any potential errors or eligibility concerns. Following this clean-up, 409 staff evaluations by 165 administrators from 60 LEAs—including virtual and charter schools—were confirmed for the review sample ([see Appendix A](#)). This sample represents just over 14% of the total evaluators-of-record in Idaho public schools for the 2020-2021 schoolyear.

The selected administrators (or, in some cases, designated LEA staff) were asked to submit the requested materials via the OSBE secure ShareFile service. This ensured the protection of Personally Identifiable Information (PII) contained within the evaluation files and supporting documents. Ultimately, a submission was received for every requested evaluation. However, an upload error was identified in one submission during the review process, resulting in 408 evaluation files being fully reviewed.

ii. Administrator & Staff Surveys

As in previous years' reviews, two short survey instruments were also developed and distributed to gain additional insight into how evaluation policies are implemented. One was designed to capture the selected administrators' perceptions of their own practice as evaluators (see [Appendix B](#)). The other was intended to gather information on the perceptions of the staff members whom they had evaluated (see [Appendix C](#)).

The administrator survey was imbedded into a confirmation form that all selected administrators were asked to submit prior to uploading their evaluation files; thus garnering a 100% response rate. The confirmation form also requested that each administrator supply the work email addresses for all certificated staff members whom they had evaluated in the 2020-2021 school year. This was used to generate a distribution list for the staff survey.

Initially 2093 unique staff emails were supplied. However, the survey email failed to deliver to 237 of them. Although a portion of these delivery failures may be attributable to entry errors by the administrators who typed the addresses, previous OSBE educator pipeline reports indicate that many of the failures are likely due to staff attrition since the end of the 2020-2021 school year. In the end, 1856 staff survey invitations were successfully delivered and 1071 of those staff members submitted responses (a response rate of 57.7%).

Since the staff survey was entirely voluntary—and many instructional/pupil service staff are unfamiliar with the annual state evaluation review—a lower response rate was expected. However, each region was well represented and the responses were roughly representative of the distribution of staff members evaluated by the selected administrators.

B. REVIEW PROCESS

i. Reviewer Selection & Reliability

Early in planning the 2020-2021 review, it was recognized that the ongoing COVID-19 pandemic could prevent in-person work for a second year in a row. As such, comfort-level with remote work and participation in past reviews were prioritized when identifying potential reviewers. Ultimately, a team of 12 experienced education professionals from across Idaho were selected to serve on the review team (see [Appendix D](#)). This group was composed of current and former public education leaders, as well as faculty from Idaho educator preparation programs. All members of the review team had received strong professional recommendations and were well-trained in the state evaluation framework. All but one had worked on a previous review.

Prior to beginning review work, all reviewers were required to sign a confidentiality form and participate in training. The training session—scheduled for 3 hours over Zoom—was designed to calibrate the review team and increase interrater reliability. Included in the training was a summary of state requirements, a review of specific compliance criteria, and a group calibration activity. For the calibration activity, participants were divided up into small groups and issued two purposefully selected sample evaluations (one instructional and one pupil service). The small groups evaluated the samples together and then reconvened for a whole group debriefing. There were few areas of disagreement between the small groups; those that existed formed the basis for a clarifying conversation to increase alignment.

Interrater reliability was further supported during the review process. First, a descriptive “collector” form was used to gather compliance data. For each criterion considered during the review, the form included descriptions of traits that could affect a file’s compliance. Since all reviewers were referencing the same descriptors as they made their judgements of each criterion, agreement and clarity were increased. Additionally, ad hoc recalibration discussions were held throughout the review process as anomalies were identified. Finally, all judgements regarding compliance required agreement between at least two reviewers working independently. In cases where the two initial reviews showed disagreement regarding compliance, a third reviewer was asked to evaluate the file without knowing the prior results.

With regards to judgments of overall *compliance* versus *noncompliance*, the team had 80% agreement among the initial file reviews. This means only 20% of evaluation files required a third review, demonstrating the effectiveness of measures taken to ensure interrater reliability.

ii. Desk Review

The first major phase of the review process is the *desk review*, in which reviewers work independently to assess the compliance of each evaluation file and provide written feedback on a case-by-case basis.

Although the 2020-2021 desk review was originally meant to be conducted in-person, its scheduled dates ended up coinciding with a statewide surge of COVID-19 cases and the move to crisis standards of care by Idaho hospitals. Despite no official travel or business restrictions being in place at the time, OSBE staff determined that it was most prudent to conduct the review remotely. This not only prioritized the safety of the review team, but also avoided incurring high travel costs (which had spiked substantially due to pandemic related uncertainty). Although the move away from in-person work presented some additional

challenges and compromises, the 2019-2020 review had already demonstrated the ability to complete this work remotely with an acceptable level of fidelity.

The main desk review took place on September 23rd and 24th, 2021. Following an initial check-in meeting over Zoom, each reviewer was granted access to a folder containing their assigned evaluation files via the OSBE secure ShareFile service. Reviewers worked independently to assess each file for compliance, recording their findings and applicable feedback in the collector form. Each evaluation file was assigned twice, ensuring that it received two initial reviews from different members of the team. Reviewers were encouraged provide written feedback in their collector submissions that would assist LEAs and administrators in identifying areas of strength (as well as areas that needed improvement). Throughout the desk review, a whole-group Zoom meeting was kept active to facilitate as-needed support and allow for recalibration discussions as they arose.

Following the initial desk review, submissions to the collector form were reconciled to identify which evaluation files required a third review to resolve disagreement. Additionally, any files that had been mistakenly overlooked were flagged as still needing review. A subset of the review team was charged with completing these additional reviews independently between September 30th and October 7th. Care was taken to ensure that the reviewers assigned to these files had not assessed them in the initial desk review.

Once all submissions were received, the data was compiled and analyzed. Additionally, OSBE staff solicited recommendations from the review team for improving the state evaluation framework and the annual review process. These recommendations informed the final section of this report.

iii. On-Site Follow-Ups

In a typical year, the second major phase of the review process would involve on-site visits to a subset of LEAs whose evaluations were assessed in the desk review. The purpose of these visits would be to establish a dialogue between the review team and LEAs who were identified as having exceptional strengths or challenges in their evaluation practice. Through targeted feedback and interviews, the on-site visits would seek to inform improvements to the implementation of evaluation policies around the state.

The same circumstances that led to this year's desk review being conducted remotely also resulted in the cancellation of on-site visits. However, OSBE recognizes the value of these visits and anticipates that they will resume with the 2021-2022 evaluation review.

III. FINDINGS

A. COMPLIANCE DATA

The results of the desk review are presented below. This section begins with the review team's findings regarding the overall compliance of the evaluation files. Following that, it examines compliance grouped by the four primary elements found in **IDAPA 08.02.02.120**:

- At least two (2) **documented observations** of the staff member's professional practice, the first of which must be completed before January 1st
- At least one (1) additional **measure of professional practice**, which may be based on student feedback, parent/guardian feedback, or a portfolio
- At least one (1) **measure of student achievement** and/or indicator of student success (as defined by Idaho Code § 33-1001 and appropriate to the staff member's position)
- At least one (1) **summative evaluation** completed before June 1st, which must be aligned to the applicable professional standards and based on a combination of the items above

When examining these findings, it is important to note that that the review team was not assessing the quality of each administrator's evaluative practice nor the validity of the scores they assigned. It would be impossible to do so without an in-depth knowledge of each LEA's unique implementation of the state framework and additional evidence that is beyond the scope of this review to collect (such as the ability to observe staff practice). *Compliance* in this context is only meant to indicate that an evaluation was conducted in accordance with the minimum requirements that comprise the state evaluation framework.

i. Overall Compliance

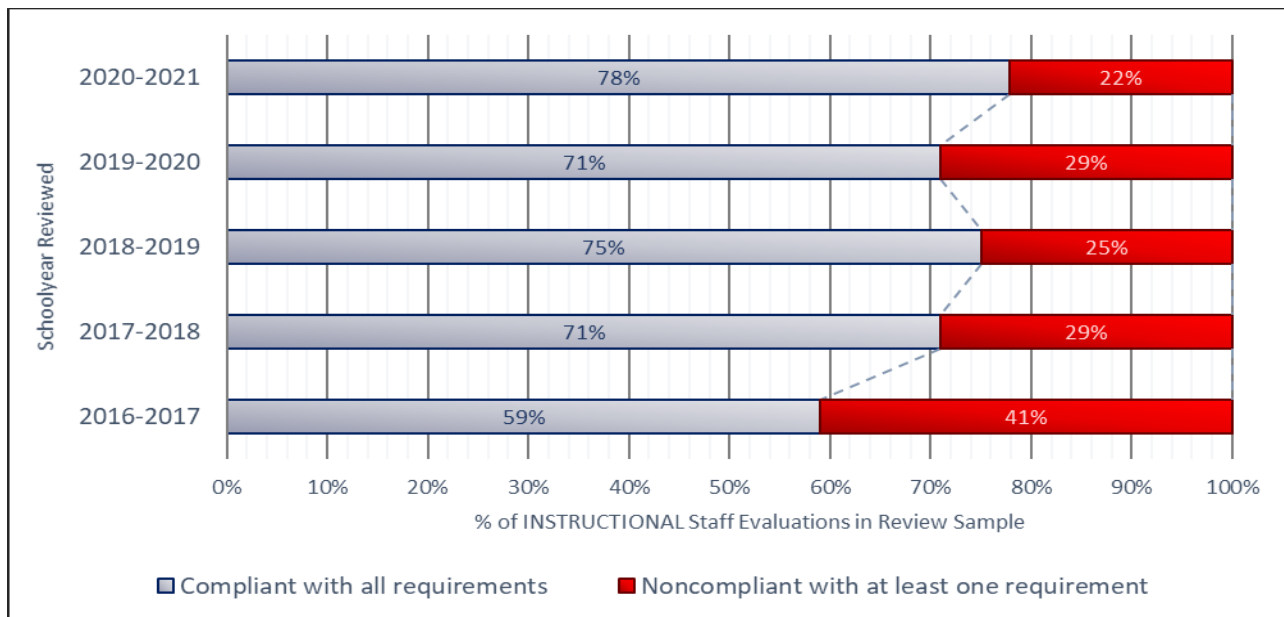
To be found *compliant* overall, an evaluation file needed to contain evidence of each of the required elements listed above. Additionally, the evidence needed to demonstrate that those elements had been implemented with fidelity to the state evaluation framework as laid out in administrative code.

If any of the individual elements were found to be noncompliant in the same area by at least two reviewers, the file was judged as *noncompliant* overall. Altogether, one third of the files which received a noncompliant rating were problematic across multiple elements.

For the 2020-2021 schoolyear, 78% of the instructional staff evaluations reviewed were found *compliant* overall. This is a higher rate of than in previous years evaluations and continues a general trend of year-over-year improvement in compliance (see Figure 1).

The only exception to this trend has been the 2019-2020 schoolyear, in which there was a small (4%) drop in the compliance of instructional staff evaluations from the year prior. Considering the rebound seen in this year’s review, last year’s decrease can likely be dismissed as a symptom of the many pandemic-related disruptions that LEAs experienced.

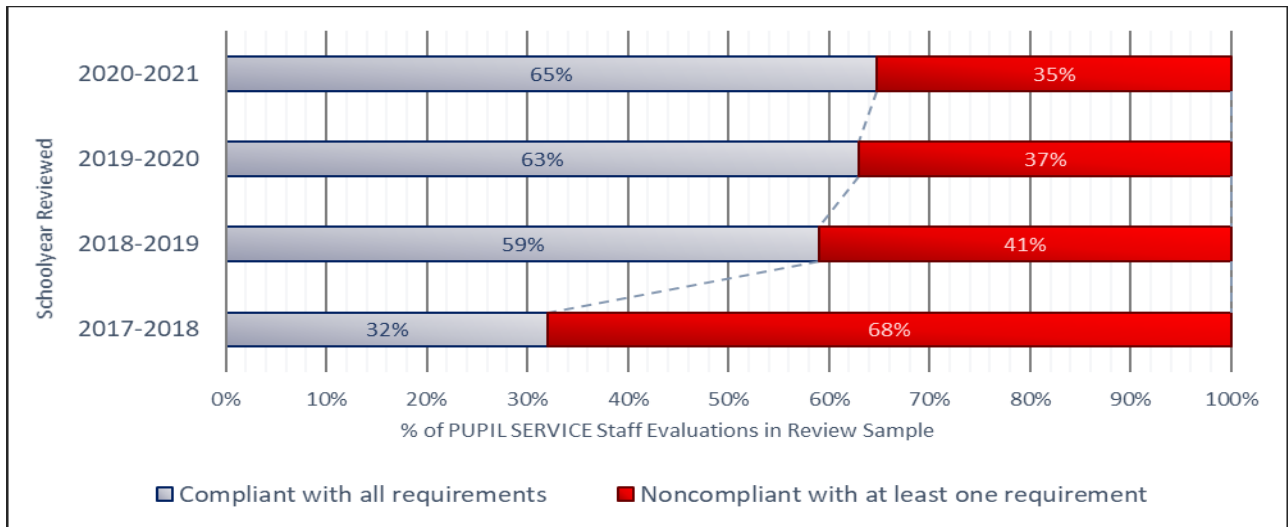
Figure 1. Overall compliance of INSTRUCTIONAL staff evaluations regarding ALL REQUIREMENTS.



Although pupil service staff evaluations continue to lag behind instructional evaluations, the same trend of continued improvement in overall compliance can be observed (see Figure 2). In the 2020-2021 review sample, 65% of pupil service staff evaluations were found to be *compliant* with all minimum state requirements. This is a modest 2% increase over the 2019-2020 schoolyear and cannot be assumed to represent a significant change in practice. However, the compliance rate has more than doubled since the 2017-2018 schoolyear—likely due to initial confusion among LEAs (and subsequent clarifications) on how the differences between instructional and pupil service staff are addressed in the state framework.

It should be noted that the 2016-2017 Evaluation Review only presented compliance data for instructional staff evaluations. As such, all pupil service data presented in this report starts with the 2017-2018 schoolyear.

Figure 2. Overall compliance of PUPIL SERVICE staff evaluations regarding ALL REQUIREMENTS.

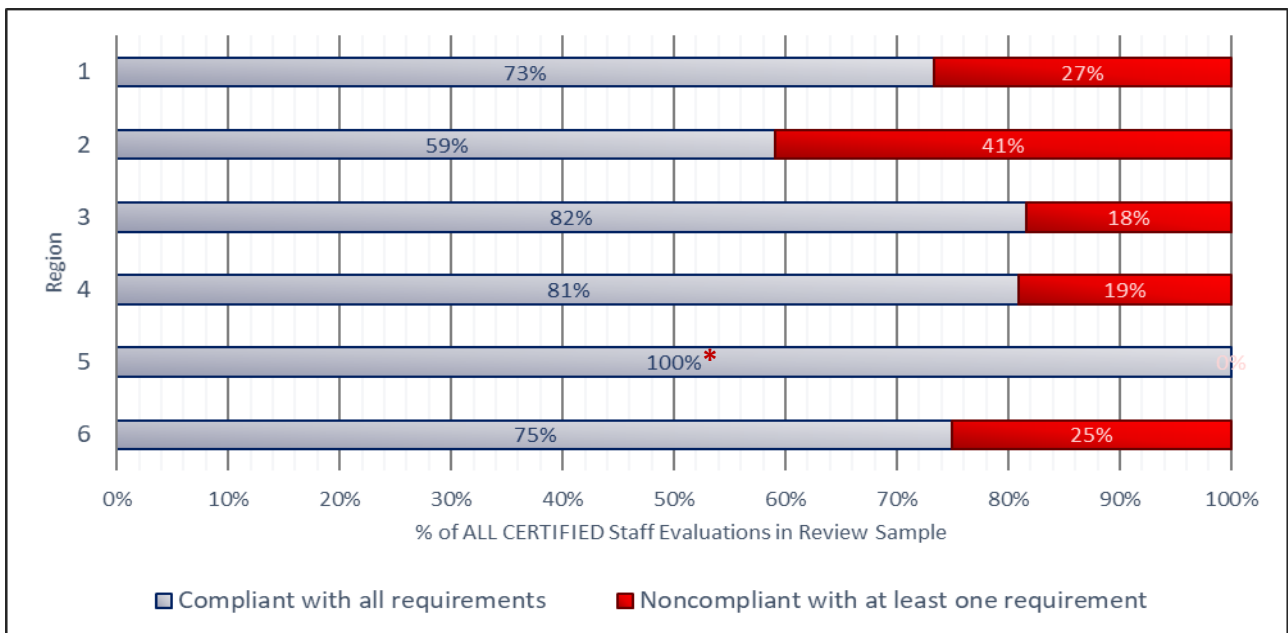


When looking at all certified staff evaluations in the review sample, overall compliance varies widely by education region (see Figure 3). The most significant concern is the 59% compliance rate in Region 2, which has been noted for lower-than-average compliance in past reviews.

Meanwhile, although the 100% compliance rate for Region 5 is a positive sign, the volatility inherent to random sampling led to only three administrators being selected from this region.

*This extremely limited sample size prevents any relevant conclusions from being drawn.

Figure 3. Overall compliance of ALL CERTIFIED staff evaluations by education REGION.



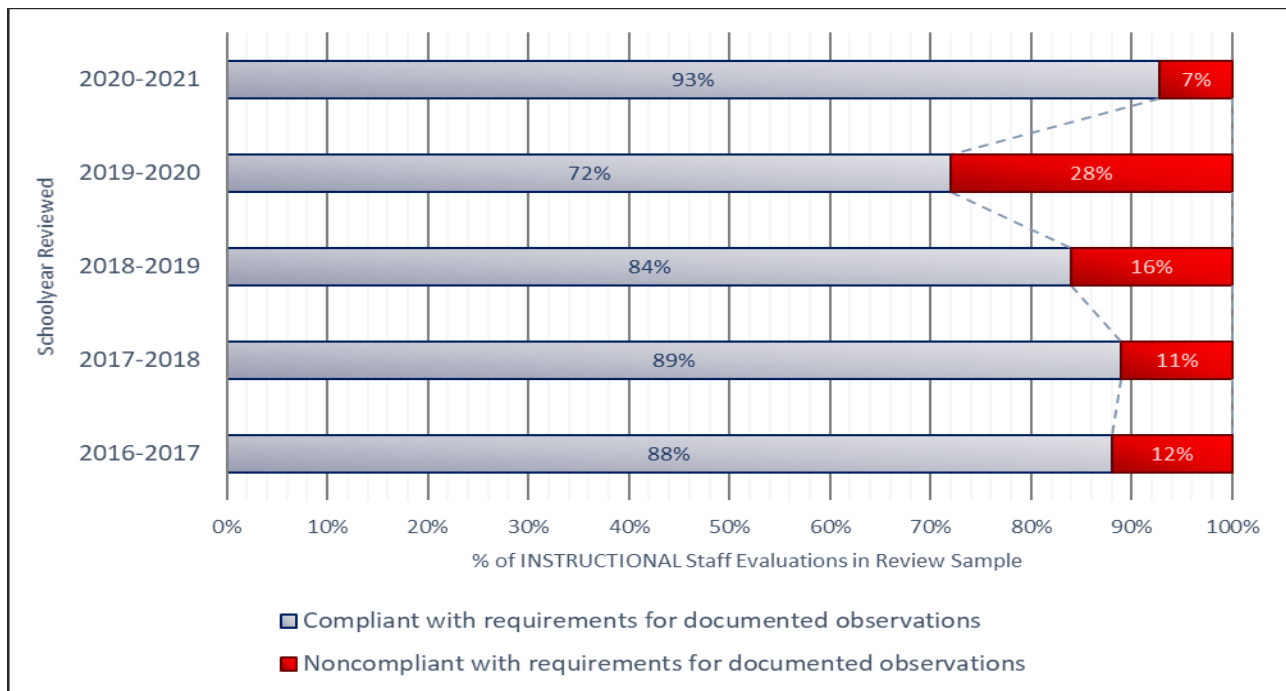
ii. Compliance Element – Documented Observations

All certified evaluations must be based on at least two documented observations of a staff member’s professional practice. At least one of those observations must be completed prior to January 1st of the academic year in question.

For this element of compliance, the review team examined the evaluation files for documented evidence that the observations had occurred within the prescribed timeframes. As allowed under administrative rule, a single observation after January 1st was deemed acceptable so long as it was accompanied by an explanation of medical absence or late hiring that prevented a timely first observation.

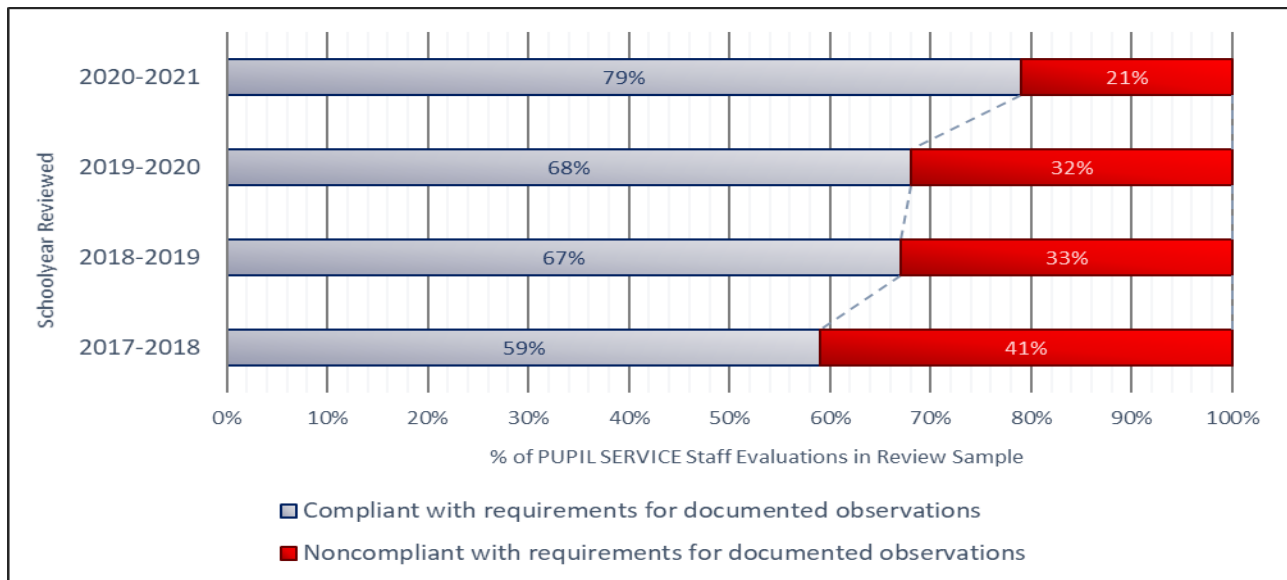
Instructional staff evaluations saw a 93% rate of compliance regarding this element, the highest rate observed to date (see Figure 4). This represents a substantial 21% rebound from the 2019-2020 academic year, where school closures and shifts to remote learning likely interfered with normal staff observation schedules. Despite ongoing pandemic-related complications throughout the 2020-2021 schoolyear, it appears as though nearly all LEAs have successfully adapted their evaluation models to ensure that the required observations are carried out regardless of shifts in modality or schedule.

Figure 4. Compliance of INSTRUCTIONAL staff evaluations regarding the two required DOCUMENTED OBSERVATIONS (with the at least one completed prior to January 1st)



Although only 79% of pupil service staff evaluations reviewed contained documentation of two compliant observations, this is still a marked increase from previous years and continues the year-over-year positive trend (see Figure 5).

Figure 5. Compliance of PUPIL SERVICE staff evaluations regarding the two required DOCUMENTED OBSERVATIONS (with the at least one completed prior to January 1st)



The reason for noncompliance most cited by reviewers on this element was a complete lack of documentation for at least one of the required observations (7.4% of all evaluation files). This does not necessarily mean that the observations were not carried out at all in these cases, since it is possible that they could have been handled informally. However, it does indicate that at least some administrators are failing to properly document the observations that they consider when assigning a summative evaluation rating.

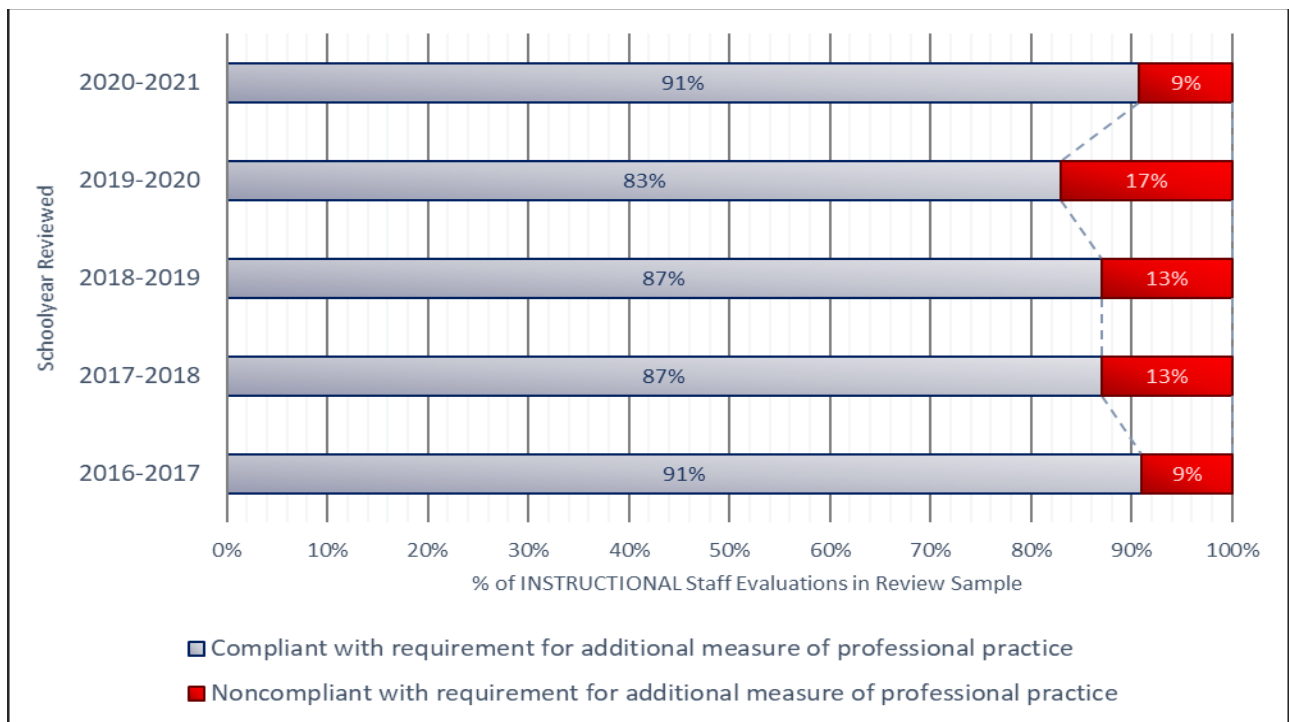
iii. Compliance Element – Professional Practice

Beyond the two documented observations, a certified staff evaluation must consider an additional measure of professional practice to be compliant. Per administrative code, this additional measure may be based on parent/guardian feedback, student feedback, or a portfolio. Exactly how this element is implemented varies widely by LEA.

Of note, OSBE considers an aligned Individualized Professional Learning Plan (IPLP) to be a suitable portfolio so long as it is accompanied by supporting artifacts or reflections that provide insight into a staff member’s performance and/or growth.

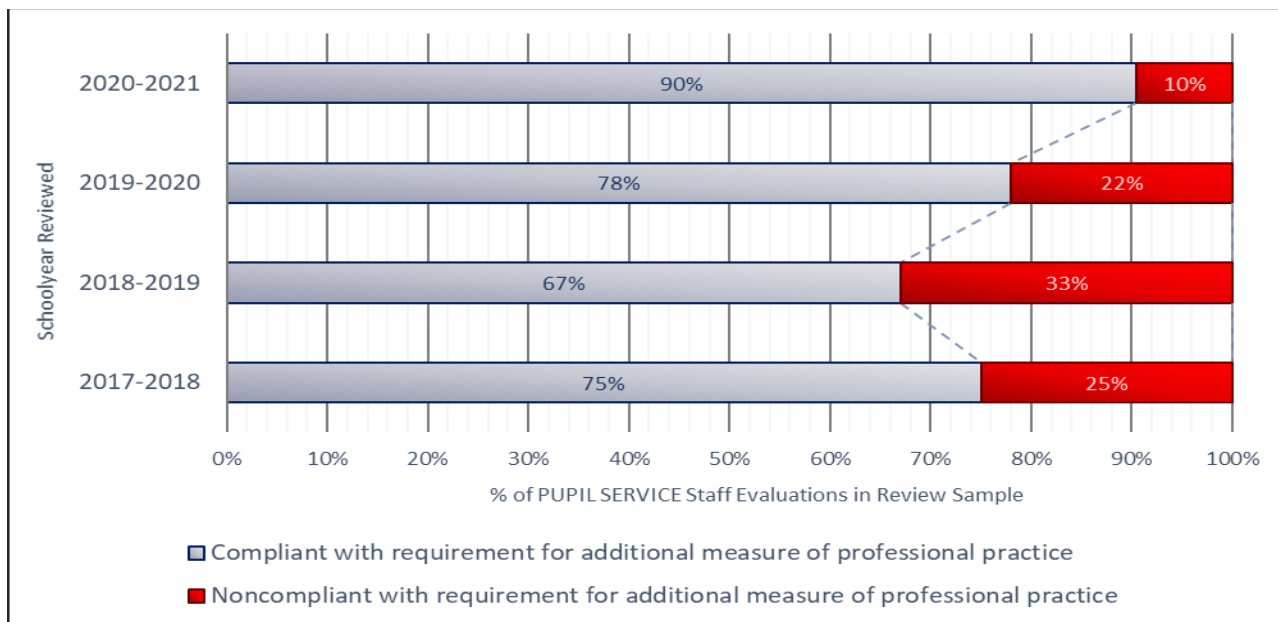
The 2020-2021 sample of instructional staff evaluations showed a 91% rate of compliance with this element (see Figure 6). While high, this is relatively in-line with what has been seen over the last 5 years—apart from the heavily disrupted 2019-2020 schoolyear. Among instructional staff evaluations, there is no indication of a substantial shift in practice regarding this element.

Figure 6. Compliance of INSTRUCTIONAL staff evaluations regarding the required additional measure of PROFESSIONAL PRACTICE (student feedback, parent/guardian feedback, or portfolio)



However, the 2020-2021 review found a significant shift in this element among pupil service staff evaluations. As can be seen in [Figure 7](#), compliance regarding the additional measure of professional practice has reached an all-time high of 90% for this group. This brings pupil service staff evaluations roughly in-line with instructional evaluations for this element and is likely the result of ongoing clarification that this requirement applies to both categories of certificated staff.

Figure 7. Compliance of PUPIL SERVICE staff evaluations regarding the required additional measure of PROFESSIONAL PRACTICE (student feedback, parent/guardian feedback, or portfolio)

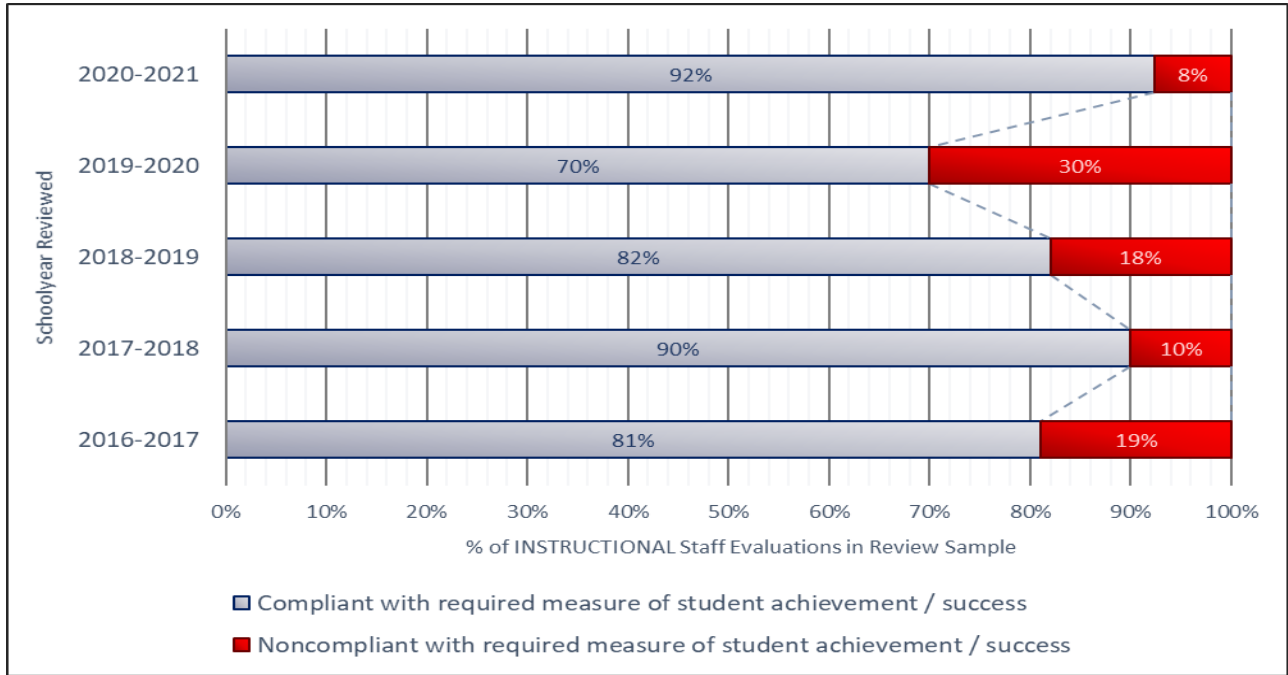


iv. Compliance Element – Student Achievement / Success

In addition to a consideration of professional practice, all certified staff evaluations must also be based in part on *measurable student achievement* and/or *student success indicators*. Both are defined and detailed in [Section 33-1001, Idaho Code](#).

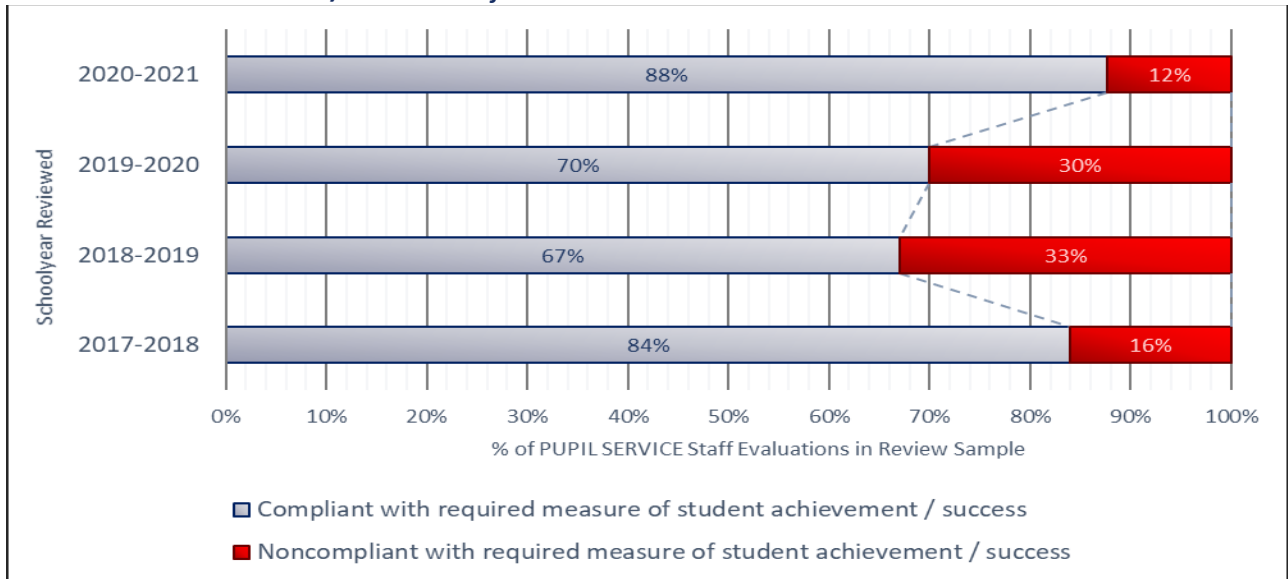
Instructional staff evaluations are required to utilize a measure of student achievement that is applicable to the subject(s) and grade range taught by the staff member being evaluated. There was a 92% compliance rate for this element in the 2020-2021 schoolyear. Continuing the pattern seen with other elements, this is both the highest compliance rate observed and a substantial rebound from the 2019-2020 schoolyear when school closures prevented the collection of end-of-year student achievement data (see [Figure 8](#)).

Figure 8. Compliance of INSTRUCTIONAL staff evaluations regarding the required measure of STUDENT ACHIEVEMENT and/or indicator of STUDENT SUCCESS



Pupil service staff evaluations may satisfy this requirement with either *measurable student achievement* or *student success indicators*, so long as the measure selected is applicable to the position. The rate of compliance among pupil service evaluations was 88% (see Figure 9).

Figure 9. Compliance of PUPIL SERVICE staff evaluations regarding the required measure of STUDENT ACHIEVEMENT and/or indicator of STUDENT SUCCESS



v. Compliance Element – Summative Evaluation

The final element required by administrative rule is the summative evaluation itself. Although nothing precludes certificated staff from receiving multiple summative evaluations in an academic year, all need to receive at least one annually (completed by June 1st).

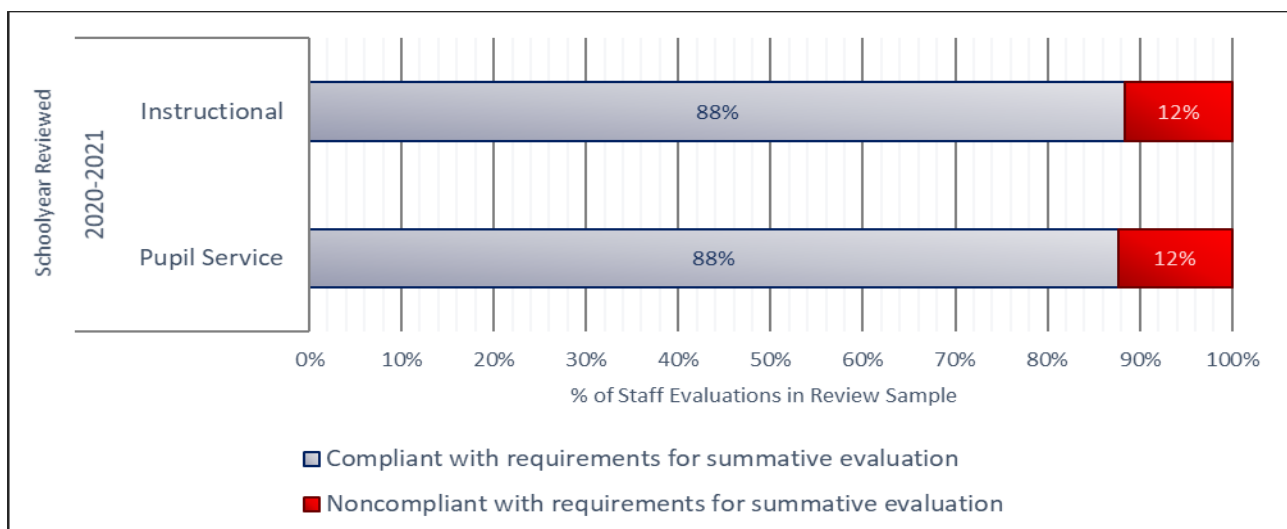
To be compliant, a summative evaluation must be aligned to the professional standards applicable to the staff member’s assignment and must include a rating for all components of those standards. For instructional staff, these standards are the Charlotte Danielson Framework for Teaching, Second Edition. Pupil Service Staff evaluations make use of the profession’s national standards.

Additionally, the evaluation must be assigned an overall summative rating of either 1 (Unsatisfactory), 2 (Basic), 3 (Proficient), or—optionally— 4 (Distinguished). This summative rating must be based on a combination of professional practice and student achievement as detailed in the previous compliance elements.

Should an LEA choose to do so, the individual components and/or domains that inform a staff member’s summative rating may be weighted based on their IPLP. In such cases, submission of an aligned IPLP was considered a requirement for compliance.

As can be seen in [Figure 10](#), the rate of compliance regarding the summative evaluation is 88% for both instructional and pupil service staff in the 2020-2021 review. Since this is the first year in which this compliance element has been reported in this manner, there is no

Figure 10. Compliance of evaluations regarding the required *SUMMATIVE EVALUATION* (prior to June 1st, aligned to professional standards, combining professional practice and student achievement)



historical data to examine for trends. The intention is that this more comprehensive look at summative evaluation compliance will be carried forward in future reports.

The reason for noncompliance on this element most cited by reviewers was a lack of any rating for at least one required component of the summative evaluation (4.4% of all files). This was followed closely by files in which the evaluation instrument itself did not include all the required components (4.1% of all files).

The 2018-2019 review was the most recent to report separately on the requirement that all domains and components must receive a rating, finding 13% of instructional and 33% pupil service staff files to be *noncompliant*. Although changes in reporting methodology make direct comparisons difficult, this is a large enough shift that it could indicate improvement.

B. SURVEY DATA

Both the administrator survey (see [Appendix B](#)) and staff survey (see [Appendix C](#)) were intended to provide additional insight into the real-world implementation of LEA evaluation policies. The overall responses on each survey can illuminate the implementation of evaluation policies in a way that the desk review alone could not. Additionally, comparing the responses of the administrators to the certificated staff whom they evaluated allows for an examination of the perceived validity of the evaluation process among those involved. A significant disparity between the responses of the two groups could indicate a disconnect in evaluation practice worth exploring further.

It should be noted that while the response rates for both surveys are good—100% for the administrator survey and 57.7% for the staff survey—the results are still based on self-reported data. This inherently raises the potential for response biases, especially those based on social expectations of what the respondent believes would be the “preferred answer”. As such, these results should only be viewed as providing enhanced context and should not form the basis of significant conclusions on their own.

i. Administrator Training in Statewide Framework

One question unique to the administrator survey asked administrators about their training regarding the state evaluation framework. This question is primarily meant to address the requirement in [IDAPA 08.02.02.120.05.b](#), which states:

The individuals assigned this responsibility [evaluating certificated instructional and pupil service staff] shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations.

As can be seen in [Table 1](#), the vast majority of administrators selected for the 2020-2021 review indicated that they are compliant with this requirement. However, it is noteworthy that 2.3% of the administrators stated that they had not received any formal training on the statewide evaluation framework.

Although this could signify that some evaluations are being conducted by unqualified individuals, the small number of responses also makes it possible for this to be result of accidental selection on the survey instrument. OSBE staff will follow up on these responses using the contact information provided by the evaluators in question.

TABLE 1. Did you complete any formal training on the Idaho evaluation Framework as part of your most recent administrative certificate renewal?	
<i>Response</i>	<i>Percent of Total</i>
Yes... I completed an approved 3-credit course on the Framework (either through my district or an Idaho university)	53.4%
Yes... I completed the Danielson Framework workshops offered by the State Department of Education (SDE)	39.7%
No... I am a newer administrator and haven't had to renew yet. However, I did receive training on the Framework in my preparation program.	4.6%
No... I have never received formal training on the Framework (even in my preparation program).	2.3%

ii. Understanding of LEA Evaluation Policy & Criteria

Administrative rule requires an LEA to communicate the local evaluation policy to the certificated personnel for whom it is written. To gain insight into how successful LEAs have

been at meeting this requirement, both the selected administrators and the certificated staff whom they'd evaluated in the 2020-2021 schoolyear were asked mirrored questions.

Administrators were asked to rate how well they believed their staff understood the evaluation policy, whereas the staff members were asked to rate how well they personally understood it. Both surveys used a 1 to 6 Likert-type scale, with 1 meaning *Very Poorly* and 6 meaning *Very Well*. A two-sample t-test (assuming unequal variances) was performed to determine if the responses from the two groups were significantly different. The results can be seen in [Table 2](#) below.

TABLE 2. Understanding of LEA Evaluation Policy & Criteria	
<i>Survey Question</i>	<i>Average Rating (Scale of 1 to 6)</i>
Administrator Survey: On average, how well do you believe your staff understood the evaluation policy of your district/LEA and the specific criteria used to assess their performance in the 2020-2021 school year?	5.05
Staff Survey: In the 2020-2021 school year, how well did you understand the evaluation policy of your district/LEA and the specific criteria that were used to assess your performance?	5.14
No significant difference between administrator and staff ratings (At the $\alpha = 0.05$ level)	

Responses from both administrators and staff indicate a high level of understanding regarding the local evaluation policy (an average response of over 5 on a 1-6 scale). Additionally, there is no statistically significant difference between the responses of administrators or their staff. This provides an indication that Idaho LEAs are likely meeting their obligation to communicate local evaluation policies to the relevant staff.

iii. Connectedness of IPLPs & Evaluation

Although an evaluation file may be fully compliant without an included IPLP (unless said evaluation has been weighted based on IPLP goals), the creation and thoughtful

implementation of an IPLP by all certificated staff is in-line with the stated priorities of the State Board of Education. Additionally, IPLPs are required for advancement on the career ladder and all local evaluation policies must include a plan for using evaluation data to inform IPLP development to receive approval.

For these reasons, both survey instruments sought to gain some insight into how thoroughly LEAs connected their evaluation processes to IPLP development. These questions were constructed and analyzed in the same manner as described in the previous section—only with 1 meaning *Totally Disconnected* and 6 meaning *Totally Connected* in this case. The results are presented in [Table 3](#).

TABLE 3. Connectedness of IPLPs & Evaluations	
<i>Survey Question</i>	<i>Average Rating (Scale of 1 to 6)</i>
Administrator Survey: Overall, how connected are your staff's 2020-2021 evaluations to their Individualized professional learning plans (IPLPs)?	4.82
Staff Survey: How connected do you feel your 2020-2021 evaluation was to your Individualized Professional Learning Plan (IPLP)?	4.70
No significant difference between administrator and staff ratings (At the $\alpha = 0.05$ level)	

Although the average rating by both groups indicated a fairly high level of connectedness between the staff members’ evaluations and their IPLPs, the variance among responses was relatively large (especially among the staff responses). This signifies that meaningful alignment between evaluation results and IPLP development may be inconsistent from building to building (or LEA to LEA) even if implementation looks positive at a state-wide level.

iv. Accuracy of Measuring Professional Practice

The surveys also asked both groups to rate how accurate evaluations were in measuring professional practice (see Table 4). For the 1-6 scale used in this question (and the next), a 1 indicated that the respondent felt the measure was *Very Inaccurate* while a 6 indicated that they found it to be *Very Accurate*.

TABLE 4. Accuracy of Measuring Professional Practice	
<i>Survey Question</i>	<i>Average Rating (Scale of 1 to 6)</i>
Administrator Survey: On average, how accurate do you believe your 2020-2021 evaluations were in measuring your staff's professional practice?	5.13
Staff Survey: How accurate do you feel your 2020-2021 evaluation was in measuring your professional practice?	5.00
Staff ratings significantly lower than administrator ratings (At the $\alpha = 0.05$ level)	

Overall, the responses showed that both groups perceived evaluations as being an accurate measure of professional practice. However, the analysis also found that the staff ratings of accuracy were lower than the administrator ratings at a statistically significant level.

To determine if this subtle disagreement was a statewide phenomenon or a more isolated occurrence, the data was analyzed again by education region. Only one of the six regions showed a significant difference between administrator and staff ratings: Region 1.

Digging into this data at a more granular level revealed that the disagreement was largely attributable to responses from a single LEA. Multiple staff members from this LEA rated the accuracy of the professional practice portion of their evaluation very low (1's and 2's), while their administrators uniformly rated the accuracy highly (4's, 5's, and 6's). When the responses from this LEA were removed, there was no significant difference between the remaining staff and administrator responses from Region 1.

The data from this survey is not nuanced or robust enough to determine the cause of these results. However, the LEA in question also had multiple evaluation files rated as *noncompliant* in the desk review. As such, OSBE staff will follow up with the appropriate LEA leadership to determine if additional support or training is needed.

v. Accuracy of Measuring Impact on Student Achievement

In much the same way, the surveys examined the perceived accuracy of evaluations in measuring staff members’ impact on student achievement. Those results are presented in Table 5 below:

TABLE 5. Accuracy of Measuring Impact on Student Achievement	
<i>Survey Question</i>	<i>Average Rating (Scale of 1 to 6)</i>
Administrator Survey: On average, how accurate do you believe your 2020-2021 evaluations were in measuring your staff’s impact on student achievement?	4.77
Staff Survey: How accurate do you feel your 2020-2021 evaluation was in measuring your impact on student achievement?	4.72
No significant difference between administrator and staff ratings (At the $\alpha = 0.05$ level)	

The responses from both groups indicated that evaluations were more accurate than not at measuring the staff members’ impact on student achievement, albeit less so than measuring their professional practice. This is consistent with results of the 2018-2019 review surveys, which showed that both administrators and staff felt that the measures of student achievement in their evaluations were less accurate than the measures of professional practice.

Although these are not strong findings, their consistency may highlight this as an area ripe for improvement.

vi. Frequency of Observation

The final question on both surveys sought to gather data on the frequency with which administrators observe the certificated staff whom they evaluated (either formally or informally). The responses from the administrator survey are shown in Figure 11, while the responses from the staff survey are shown in Figure 12.

Figure 11. Administrator Survey: Estimate how often you observed the professional practice of the staff members that you evaluated (including both formal and informal observation).

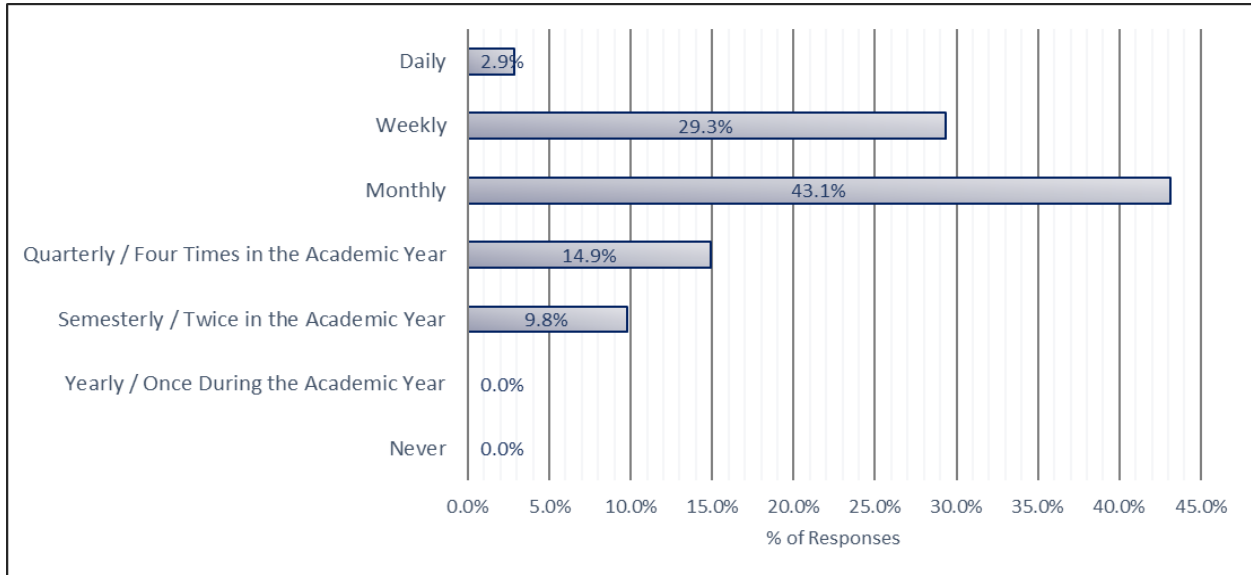
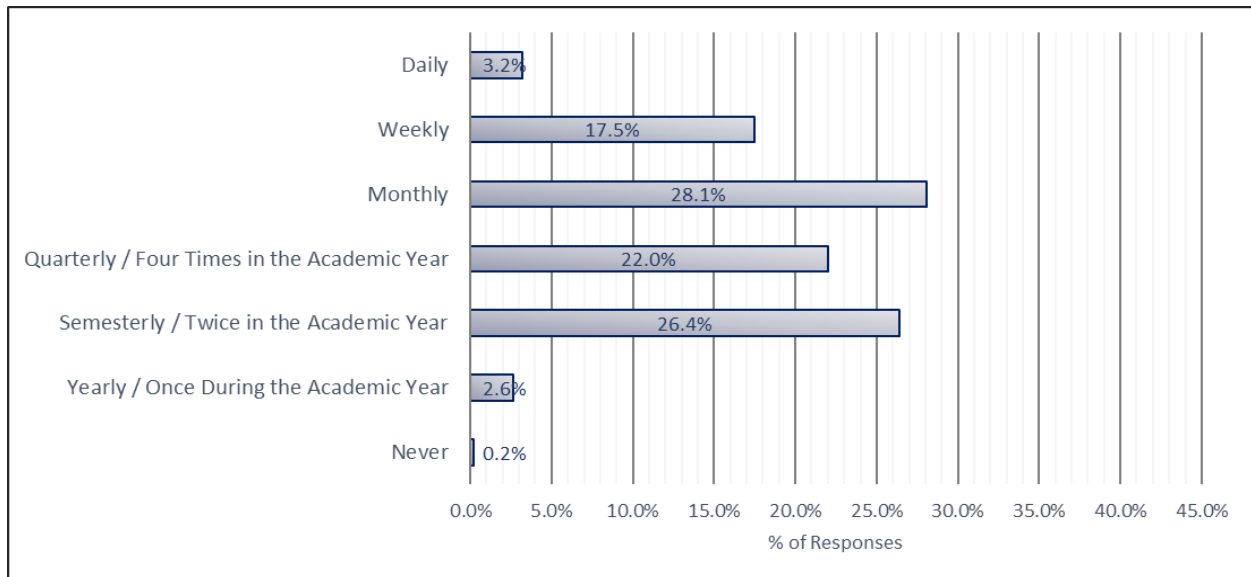


Figure 12. Staff Survey: Estimate how often your evaluating administrator directly observed your professional practice (including both formal and informal observation).



In general, the administrators reported observing their staff with greater frequency than the staff members themselves reported being observed. Although the questions were structured differently in previous reviews, this finding is consistent with what has been reported in the past.

Of note, none of the administrators selected for the 2020-2021 review estimated that they had performed fewer than two observations per staff member in an academic year, while multiple staff members reported being observed only once—or in some cases, never. This could be an indication that at least some administrators adjusted their responses based on their knowledge of what would be acceptable (since performing less than two observations in an academic year would put them out of compliance).

Digging further into the *Yearly* and *Never* staff responses did not reveal any consistent patterns by education region. However, the LEA with the largest number of staff indicating that they'd been observed fewer than two times (both proportionally and by raw count) is the same one previously identified in this report as having a large discrepancy regarding the accuracy of their professional practice measures (see [section III.B.iv](#)). This further highlights the need for OSBE staff to follow up with the leadership of that LEA.

IV. CONCLUSION

Although there are areas still in need of improvement, the results of the 2020-2021 statewide evaluation review are promising. The rates of compliance observed—both overall and in each required element—are as high as they have ever been and appear to be trending upwards. Even with the ongoing impact of the COVID-19 pandemic, LEAs appear to have found ways to adapt and recover beyond the compliance issues documented in the 2019-2020 report. Survey data also indicates that most administrators and certificated staff perceive their evaluations to be a fairly accurate measure of performance.

In general, the exceptions to these findings seem related to sincere misunderstandings of specific framework requirements and isolated instances of bad-faith performance. It does not appear that any widespread, pervasive issues with willful noncompliance currently exist. As such, efforts to improve the number of evaluations conducted with fidelity to the statewide framework should focus on clarifying guidance on parts of the framework that remain unclear and ensuring that corrective accountability measures are well-focused only on those whose lack of compliance is persistent in the face of feedback.

i. Review Team Recommendations

Throughout the review process and upon conclusion of their work, feedback was gathered from the expert review team. Items that had significant group support or which had been independently voiced by multiple members were synthesized into a list of recommendations. These recommendations are presented below (with explanatory rationale) for Board consideration:

1. Define acceptable measures of professional practice in IDAPA 08.02.02.120.02 (parent/guardian input, student input, portfolios).

RATIONALE: This year’s evaluation review revealed that there is still substantial ongoing confusion—even among highly experienced evaluators—regarding what constitutes an acceptable measure of professional practice under these three categories. Defining the terms “parent/guardian input”, “student input”, and “portfolio” will offer clarification on this matter without being overly prescriptive about how districts choose to implement these measures.

For example, if an LEA is willing to accept (but does nothing to solicit) parent/guardian feedback—and thus has none to consider for a given staff member’s evaluation—has this requirement been met? Or does a systematic attempt to collect feedback need to be made if it is being used as the selected measure for a staff member’s evaluation? Does said feedback need to be formal, or can references to an informal conversation between a parent and staff member qualify if it is noted on the evaluation form?

Members of the review team also recommend defining “portfolio” in a manner that explicitly allows aligned IPLPs to satisfy the requirement (so long as they are accompanied by supporting artifacts and/or reflections to demonstrate growth in professional practice). A similar recommendation was also put forth the 2018-2019 evaluation review.

2. Compile a selection of quality evaluation files to serve as exemplars for LEAs

RATIONALE: It is well known that providing quality examples often improves the results that one receives. As such, the review team recommends that OSBE staff assemble a collection of evaluation files that exemplify quality implementation of the state evaluation framework—ideally from a diverse set of sources to avoid being seen as prescribing a single approach. These files could then have their

personally identifiable information redacted and be shared with LEAs throughout the state to provide ideas and support for improving local evaluation systems.

3. Create and share a guidance document that details the requirements in the statewide evaluation framework (including differences between instructional and pupil service evaluations) and describes how the review team will assess those files.

RATIONALE: The review process revealed that while LEAs seem to have a better understanding of the statewide evaluation framework than they used to, misconceptions persist regarding implementation. In some cases, these misconceptions are resulting in compliance issues despite the LEAs appearing to make a good-faith effort to satisfy the requirements as they understand them. This is most apparent among pupil service staff evaluations and likely explains their lower rate of compliance compared to instructional evaluations.

If OSBE staff were to prepare and distribute a guidance document that outlines the requirements of the statewide evaluation framework in a more user-friendly manner than is found in IDAPA, it would almost certainly increase transparency and overall compliance.

4. Restructure the random sample of administrators to ensure that representative samples are being taken from LEAs that could be financially impacted by review results.

RATIONALE: Utilizing a true random sample of administrators from around the state leads to a large amount of volatility in how many administrators are selected from each LEA and region. Some reviewers saw this as a minor concern in the past due to its potential to create scenarios similar to what was seen in this year's review (where only three administrators were selected from all of Region 5, while a single LEA from another region had over twenty administrators selected). However, this concern has been elevated now that there is an LEA-level accountability component with serious financial consequences associated with the evaluation review.

Specifically, pursuant to **Idaho Code § 33-1004B(10)**, LEAs found to have not conducted the evaluations with fidelity to the state evaluation framework will lose their leadership premium funding. The review team has expressed concern about the potential for an LEA to be found noncompliant—and thus receive this consequence—without having a fair and representative sample of their administrators/evaluations included in the review.

This year's review sample illustrates the concern. Due to the nature of a true random sample, multiple LEAs were represented by only a single administrator. Should that one selected administrator be found noncompliant, it could risk leadership premium funding for the entire LEA (even if that administrator is an outlier, was new to the LEA that year, or was terminated at the end of the year being reviewed).

As such, the team recommends that the randomized sampling for the evaluation review should be adjusted to ensure a representative sample from LEAs if they are to face potential financial consequences. Or, alternatively, an LEA should only be reported as noncompliant if the true random selection happens to result in a sample large enough to be considered representative of that LEA's administrative population.

5. [Research and invest in software for OSBE that can better facilitate file collection and a collaborative review process.](#)

RATIONALE: This year's review team made use of software that was already purchased and available to OSBE (ShareFile and Microsoft Forms). Although the implementation of these options had been refined from previous years, reviewers still noted several complications that arose due to the limitations of these applications. By researching and purchasing software that is more explicitly suited to needs to the statewide evaluation review, OSBE can reduce the burden on LEAs and increase the accuracy/efficiency of the review team in future years.

Name of LEAs Where Selected Administrators Worked in 2020-2021	Number of Evaluations Sampled
AMERICAN FALLS JOINT DISTRICT	2
BLAINE COUNTY DISTRICT	5
BOISE INDEPENDENT DISTRICT	38
BONNEVILLE JOINT DISTRICT	26
BOUNDARY COUNTY DISTRICT	3
CALDWELL DISTRICT	1
CASSIA COUNTY JOINT DISTRICT	10
COEUR D'ALENE DISTRICT	26
COMPASS PUBLIC CHARTER SCHOOL, INC.	2
COTTONWOOD JOINT DISTRICT	1
COUNCIL DISTRICT	2
FILER DISTRICT	6
FIRTH DISTRICT	3
FORGE INTERNATIONAL, LLC	2
FORRESTER ACADEMY, INC.	2
FRUITLAND DISTRICT	5
FUTURE PUBLIC SCHOOL, INC.	2
GEM PREP: ONLINE LLC	3
HAGERMAN JOINT DISTRICT	2
HAYDEN CANYON CHARTER SCHOOL, INC.	2
IDAHO ARTS CHARTER SCHOOL, INC.	2
IDAHO COLLEGE AND CAREER READINESS ACADEMY, INC.	3
IDAHO DIGITAL LEARNING ACADEMY	4
IDAHO FALLS DISTRICT	15
INSPIRE ACADEMICS, INC.	2
JEFFERSON COUNTY JOINT DISTRICT	13
JEROME JOINT DISTRICT	5
JOINT SCHOOL DISTRICT NO. 2	65
KAMIAH JOINT DISTRICT	2
KELLOGG JOINT DISTRICT	1
KIMBERLY DISTRICT	5
LAKE PEND OREILLE SCHOOL DISTRICT	5
LAKELAND DISTRICT	9
LEWISTON INDEPENDENT DISTRICT	5
MADISON DISTRICT	2
MCCALL-DONNELLY JOINT SCHOOL DISTRICT	7
MERIDIAN MEDICAL ARTS CHARTER HIGH SCHOOL, INC.	3
MIDDLETON DISTRICT	8
MINIDOKA COUNTY JOINT DISTRICT	6

APPENDIX A

MOSCOW DISTRICT	8
MOUNTAIN HOME DISTRICT	5
MOUNTAIN VIEW SCHOOL DISTRICT	8
MURTAUGH JOINT DISTRICT	1
NAMPA SCHOOL DISTRICT	16
OROFINO JOINT DISTRICT	5
PAYETTE JOINT DISTRICT	2
PLUMMER-WORLEY JOINT DISTRICT	5
POCATELLO DISTRICT	5
POST FALLS DISTRICT	11
SHELLEY JOINT DISTRICT	6
SUGAR-SALEM JOINT DISTRICT	2
TETON COUNTY DISTRICT	3
THE SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBLIC CHARTER SCHOOL, INC.	2
TWIN FALLS DISTRICT	10
VALLEY DISTRICT	2
VALLIVUE SCHOOL DISTRICT	6
WALLACE DISTRICT	1
WEISER DISTRICT	3
WEST BONNER COUNTY DISTRICT	1
WILDER DISTRICT	2
Grand Total	409

Evaluation Review - Confirmation Form

Pursuant to Idaho Code § 33-1004B(10), a sample of staff evaluations conducted by administrators must be reviewed annually. The purpose of this review is to verify that certified evaluations are being carried out with fidelity to the state framework for teaching evaluation.

You have been selected for the 2020-2021 school year review.

You will receive an email between now and the end of August that contains detailed instructions for how to upload your evaluation materials. It is important that you read the instructions carefully—and complete them in a timely manner—once they arrive.

On the next page of this form, you will confirm the official email address that you will use as part of this review. It will also ask you to provide some basic information. That info will help us keep the review process as streamlined as possible for you going forward. For this reason, it is important that you ensure its accuracy.

NOTE: This form will require you to provide the email addresses of all instructional & pupil service staff that you evaluated in the 2020-2021 school year... It is recommended that you have that distribution list on hand to copy-paste into the form.

Filling out the next page and clicking "Submit" at the end will complete your confirmation.

Please reach out to Nathan Dean (nathan.dean@osbe.idaho.gov
(<mailto:nathan.dean@osbe.idaho.gov>)) if you have any questions or concerns.

* Required

Click "Next" to confirm that you have read the overview above.

Evaluating Administrator Information

Please provide the following information and click "Submit" at the end of the form to finish your confirmation.

1

What is your FIRST NAME / GIVEN NAME? *

2

What is your LAST NAME / SURNAME? *

3

What is your EDUID number? *

This is your unique, state-issued education ID #... This should be listed in (parentheses) next to your name in the notification email that was forwarded from your superintendent or charter administrator.

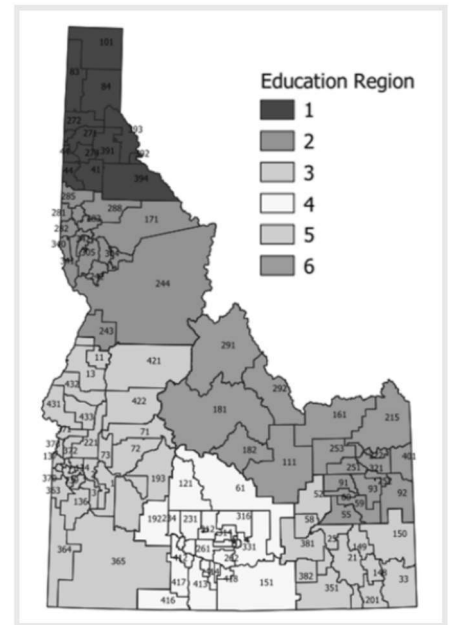
Please confirm with your Superintendent or a Human Resources specialist if you are unsure.

The value must be a number

Please confirm your official EMAIL ADDRESS: *

This should be a school/district/LEA email address that is appropriate for communication regarding staff evaluations. All instructions regarding the evaluation review process will be sent to the address you provide below.

5



In what Education Region is your school/district located? *

- 1
- 2
- 3
- 4
- 5
- 6

What is the name of your School District or LEA (Local Education Agency)? *

7

What is your District / LEA number? *

Please enter as a 3-digit number (District #91 would enter "091"... District #2 would enter "002").

If you are unsure of your District / LEA number, please verify it at this link:

<https://www.idaho.gov/education/school-districts/> (<https://www.idaho.gov/education/school-districts/>)

The value must be a number

8

How many years has it been since you were INITIALLY certified as an administrator IN IDAHO? *

- 0-2 years
- 3-5 years
- 6-10 years
- 11 or more years

What PREPARATION PROGRAM did you complete in order to earn your administrator certification? *

- Boise State University (BSU)
- Idaho State University (ISU)
- University of Idaho (U of I)
- Northwest Nazarene University (NNU)
- Out of State Program

10

Did you complete any formal training on the Idaho evaluation Framework as part of your MOST RECENT administrative certificate RENEWAL? *

- No... I have never received formal training on the Framework (even in my preparation program).
- No... I am a newer administrator and haven't had to renew yet. However, I did receive training on the Framework in my preparation program.
- Yes... I completed an approved 3-credit course on the Framework (either through my district or an Idaho university)
- Yes... I completed the Danielson Framework workshops offered by the State Department of Education (SDE)

11

On average, how well do you believe your staff UNDERSTOOD the EVALUATION POLICY of your district/LEA and the specific criteria used to assess their performance in the 2020-2021 school year? *

- Very Poorly 1 2 3 4 5 6 Very Well
-

Overall, how connected are your staff's 2020-2021 EVALUATIONS to their INDIVIDUALIZED PROFESSIONAL LEARNING PLANS (IPLPs)? *

Totally Disconnected 1 2 3 4 5 6 Totally Connected

○ ○ ○ ○ ○ ○

13

On average, how accurate do you believe your 2020-2021 evaluations were in measuring your staff's PROFESSIONAL PRACTICE? *

Based on the scores assigned in the components/domains of the Danielson Framework.

Very Inaccurate 1 2 3 4 5 6 Very Accurate

○ ○ ○ ○ ○ ○

14

On average, how accurate do you believe your 2020-2021 evaluations were in measuring your staff's impact on STUDENT ACHIEVEMENT? *

Based on the measurable student achievement and/or student success indicator(s) used as evidence in the evaluation process.

Very Inaccurate 1 2 3 4 5 6 Very Accurate

○ ○ ○ ○ ○ ○

Estimate how often you OBSERVED the professional practice of the staff members that you evaluated (including both formal and informal observation). *

Your estimate should represent the typical experience of the certificated staff that you evaluated. (e.g., "Weekly" indicates that you observed most individual staff members about once a week)

- Daily
- Weekly
- Monthly
- Quarterly / Four Times in the Academic Year
- Semesterly / Twice in the Academic Year
- Yearly / Once During the Academic Year
- Never

16

In the space below, please provide the work EMAIL ADDRESSES of ALL CERTIFICATED STAFF for whom you conducted an evaluation in 2020-2021 school year. *

Include all teachers and pupil service staff (do NOT include classified staff).

Evaluation Review - Certified Staff Survey

Pursuant to Idaho Code § 33-1004B(10), the Office of the State Board of Education reviews a sample of certified staff evaluations annually. The purpose of this review is to verify that administrators are carrying out certified evaluations with fidelity to the state framework.

The administrator who conducted your evaluation in the 2020-2021 school year was selected for this year's review.

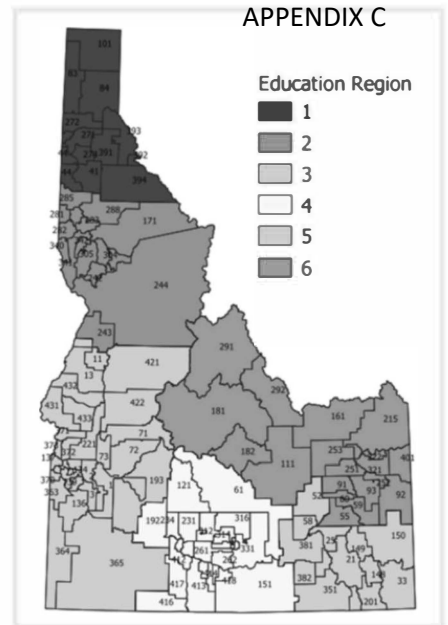
As part of the review, **we want to provide you with an opportunity to share your experience with being evaluated last year.** By hearing from staff members in the field—like yourself—we get a much better picture of how evaluation policies are being implemented.

Your response will help us identify current strengths as well as areas of potential improvement. It will also help us target resources for improving the quality of certified staff evaluations.

Please take 2-3 minutes to fill out this short survey. It is important that we hear as many staff voices as possible from all areas of the state—make sure yours is not left out!

NOTE: This survey **will NOT collect your name or email address.** The State Board of Education will make no attempts to link individual responses to the specific staff members who provided them. Region and district information is being collected only to identify trends that differ across the state.

* Required



In what **Education Region** is your school/district located? *

- 1
- 2
- 3
- 4
- 5
- 6

What is the **name** of your School District or LEA (Local Education Agency)? *

What is your District / LEA number? *

Please enter as a 3-digit number (District #91 would enter "091"... District #2 would enter "002").

If you are unsure of your District / LEA number, please verify it at this link:

<https://www.idaho.gov/education/school-districts/> (<https://www.idaho.gov/education/school-districts/>)

The value must be a number

4

In the 2020-2021 school year, how well did you **understand** the **evaluation policy** of your district/LEA and the specific criteria that were used to assess your performance?

*

Very Poorly 1 2 3 4 5 6 Very Well
○ ○ ○ ○ ○ ○

5

How connected do you feel your 2020-2021 **evaluation** was to your **Individualized Professional Learning Plan (IPLP)**? *

If you do not have an IPLP, please select "1" for Totally Disconnected

Totally Disconnected 1 2 3 4 5 6 Totally Connected
○ ○ ○ ○ ○ ○

How accurate do you feel your 2020-2021 evaluation was in measuring your **professional practice?** *

Based on the scores you received on the individual domains & components of your evaluation standards (the Danielson Framework for instructional staff, or national professional standards for pupil services staff).

Very Inaccurate 1 2 3 4 5 6 Very Accurate
○ ○ ○ ○ ○ ○

7

How accurate do you feel your 2020-2021 evaluation was in measuring your impact on **student achievement?** *

Based on the measurable student achievement and/or student success indicator(s) considered as evidence for your evaluation.

If evidence of student achievement was not considered in your evaluation, please select "1" for Very Inaccurate.

Very Inaccurate 1 2 3 4 5 6 Very Accurate
○ ○ ○ ○ ○ ○

Estimate how often your evaluating administrator directly **observed** your professional practice (including both formal and informal observation). *

- Daily
- Weekly
- Monthly
- Quarterly / Four Times in the Academic Year
- Semesterly / Twice in the Academic Year
- Yearly / Once During the Academic Year
- Never

2020-2021 EVALUATION REVIEW TEAM

FIRST	LAST	PROFESSIONAL POSITION
Kelly	Cross	Professor Emeritus, Education Leadership (BSU)
Brad	Patzer	District Services Manager / Region I & II Coordinator (IDLA)
Chris	Harper	Director, Teaching & Learning Center (CSI)
Cindy	Wilson	Education Contractor (Danielson Group) / Teacher Mentor (CSI)
Dave	Roberts	Chief Human Resources Officer (West Ada Joint SD #2)
Samra	Culum	Instructor, Education (CSI)
Lisa	Sexton	Assistant Superintendent (Lakeland SD #272)
Tracey	Meyerhoeffer	Department Chair / Distinguished Professor, Education (CSI)
Rich	Bauscher	Clinical Associate Professor, Leadership & Counseling (U of I)
Tyson	Carter	School Improvement & Support Coordinator (Idaho SDE)
Randy	Jensen	Superintendent (American Falls SD #381)
Teresa	Carter	Instructor, Nontraditional Teacher Education (CSI)