

2021-2022 EDUCATOR EVALUATION REVIEW

REPORT TO THE IDAHO STATE BOARD OF EDUCATION

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Kathleen Shoup, Ed.S.

Educator Effectiveness Program
Manager

Office of the State Board of Education
(OSBE)

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:

- i. At least two (2) documented observations of the staff member's professional practice, the first of which must be completed before January 1st
- ii. At least one (1) additional measure of professional practice, which may be based on student input, parent/guardian input, or a portfolio
- iii. 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)
- iv. At least one (1) summative evaluation completed before June 1st (as defined by Idaho Code § 33-514), 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 staff 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 2021-2022 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 August 2022.

A randomized sample of administrators—representing approximately 10% 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 selection of evaluations from the 2021-2022 school year was reviewed. Where possible, this selection included two instructional staff evaluations and one pupil service staff evaluation each.

Three hundred four evaluations (304) staff evaluations by one hundred eighteen (118) administrators from ninety-eight (98) Local Education Agencies—including virtual and public charter schools—were confirmed for the review sample (see Appendix A). This sample represents ten percent (10%) of the total evaluators-of-record in Idaho public schools for the 2021-2022 school year.

ii. Administrator & Staff Surveys

Two 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 embedded into the initial email that all selected administrators were asked to complete along with their evaluation files; garnering a seventy-six percent (76%) response rate, which is ninety (90) out of one hundred eighteen (118) administrators. Administrators were asked to complete a confirmation form to supply work email addresses for all certificated instructional and pupil service staff members they had evaluated in the 2021-2022 school year. This was used to generate a distribution list for the certificated staff survey. The certificated staff survey was emailed to the email addresses provided in the confirmation form by the administrator. The staff survey was entirely voluntary and yielded four hundred thirty-nine (439) responses.

B. REVIEW PROCESS

i. Reviewer Selection & Reliability

A team of sixteen (16) experienced education professionals from across Idaho was selected to serve on the review team. This group was composed of current and former public education leaders, teachers, State Department of Education staff member, as well as faculty from Idaho educator and administrator preparation programs.

Prior to beginning review work, all reviewers were required to sign a confidentiality form and participate in training. The training session—scheduled for three (3) hours—was designed to calibrate the review team and

increase interrater reliability. Included in the training was a summary of state evaluation requirements, a review of specific compliance criteria used for the review of the submitted evaluations, and a group calibration activity. For the calibration activity, the group analyzed three purposefully selected sample evaluations (two instructional and one pupil service staff). The group reconvened for a whole group debriefing allowing for a clarifying conversation to increase alignment. Lastly, the review team of experts was shown a training program on the new software program used to collect evaluation submissions from administrators. The program is called “ReviewR.”

Interrater reliability was further supported during the evaluation review process. First, an embedded “Collector Form” was included with the submitted evaluation documents in “ReviewR.” The embedded “Collector Form” specifically asks for evaluation information along with evidence to confirm compliance with each required element for the evaluation. All reviewers used the same form to guide their judgements of each criterion, therefore agreement and clarity were increased. Additionally, ad hoc recalibration discussions were held throughout the review process. Finally, all judgements regarding evaluations that were conditionally compliant or non-compliant after the first review received a second review. In cases where the two reviews showed disagreement regarding compliance, a third reviewer was asked to evaluate the file.

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 using the “Collector Form.”

The 2021-2022 desk review was conducted in-person. The main desk review took place on September 22nd and 23rd, 2022, which followed the training that took place on September 21st, 2022. Reviewers worked independently to assess each file for compliance and record their findings. If a second or third read was required, then a different reviewer would be assigned the evaluation for review. Reviewers that work in a school building were assigned evaluations in a different region from their own. As-needed support was provided by experienced reviewers. In addition, recalibration discussions occurred as they arose.

Once all submissions were reviewed, the data was compiled and analyzed. Additionally, the review team discussed trends, strengths, and areas of improvement that were observed during the desk review.

Selected Administrators and Superintendents were notified of the results of the evaluation review. After being notified of the evaluation results, administrators were given the opportunity to submit missing documents that were identified as missing by the reviewers and/or correct any errors.

iii. On-Site Follow-Ups

The second major phase of the review process involved on-site visits to a subset of Local Education Agencies whose evaluations were assessed in the desk review. The purpose of these visits would be to establish a dialogue with Local Education Agencies that 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 practices and compliance around the state. The Local Education Agencies selected for onsite visits were notified via email.

III. FINDINGS

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 input, parent/guardian input, 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 (as defined by Idaho Code § 33-514), which must be aligned to the applicable professional standards and based on a combination of the items above

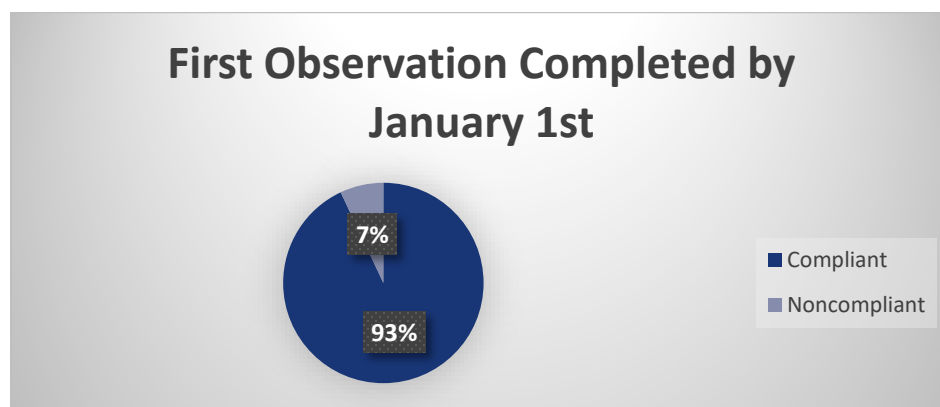
When examining these findings, it is important to note that the review team was not assessing the quality of each administrator's evaluative practice nor the validity of the scores they assigned. It would be impossible to do so without an in-depth knowledge of each LEA's unique implementation of the 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.

Overall Compliance Data

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 Rules and Idaho 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.

i. Compliance Element – Documented First Observations

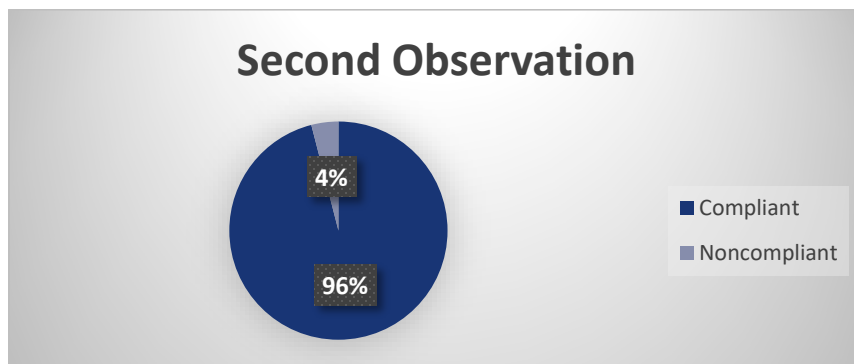
Figure 1. Evaluations Including a First Observation Completed by January 1st (N=304 Evaluations)



The results from the evaluation review show that ninety-three percent (93%) of the evaluations included an observation completed by January 1st for certified instructional and pupil service staff and were compliant, whereas seven percent (7%) of the evaluations submitted were noncompliant and did not include evidence of a completed observation by January 1st.

ii. Compliance Element – Documented Second Observations

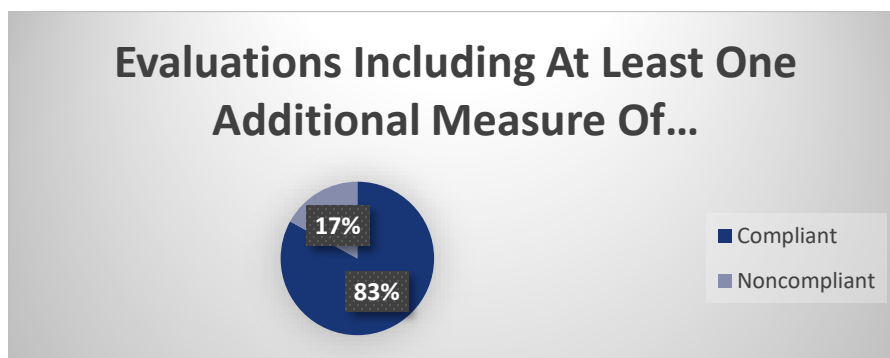
Figure 2. Evaluations Including a Second Observation (N=304 Evaluations)



The results from the evaluation review show that ninety-six percent (96%) of the evaluations included a second observation for certified instructional and pupil service staff and were compliant, whereas four percent (4%) of the evaluations submitted were noncompliant and did not include evidence of a completed second observation.

iii. Compliance Element – At Least One Additional Measure of Professional Practice

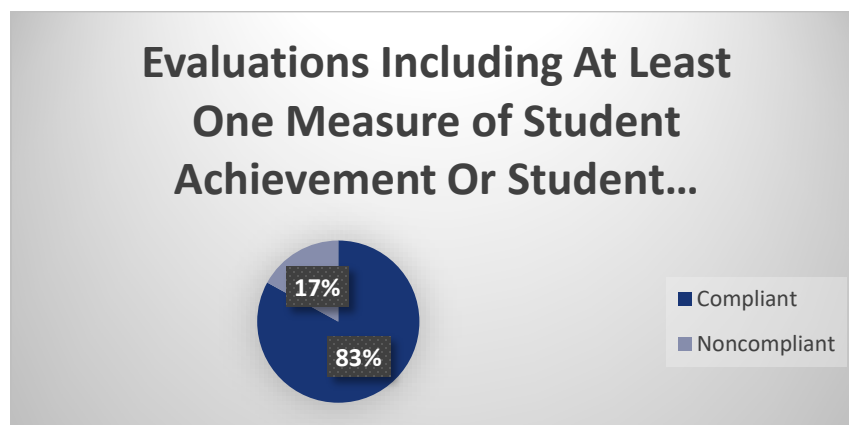
Figure 3. Evaluations Including At Least One Additional Measure of Professional Practice (N=304 Evaluations)



The results from the evaluation review show that eighty-three percent (83%) of the evaluations included at least one additional measure of professional practice for certified instructional and pupil service staff and were compliant, whereas seventeen percent (17%) of the evaluations submitted were noncompliant and did not include evidence of at least one additional measure of professional practice.

iv. Compliance Element – At Least One Measure of Student Achievement or Student Success Indicators

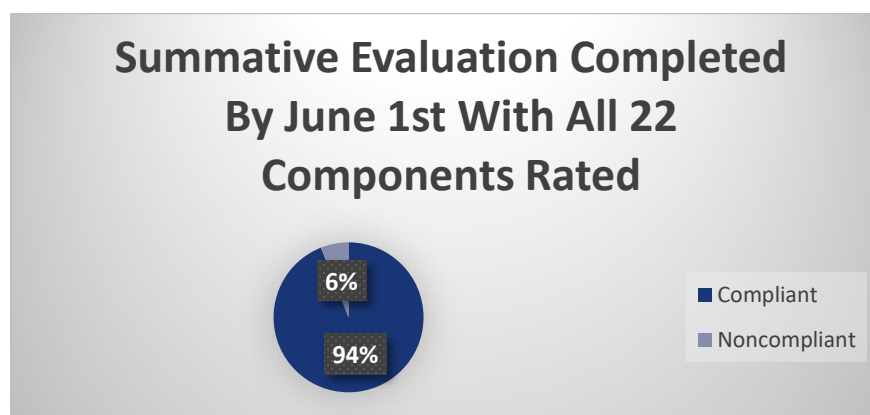
Figure 4. Evaluations Including At Least One Measure of Student Achievement or Student Success Indicator (N=304 Evaluations)



The results from the evaluation review show that eighty-three percent (83%) of the evaluations included at least one measure of student achievement or student success indicator for certified instructional and pupil service staff and were compliant, whereas seventeen percent (17%) of the evaluations submitted were noncompliant and did not include evidence of at least one measure of student achievement/student success indicator.

v. Compliance Element – Summative Evaluation

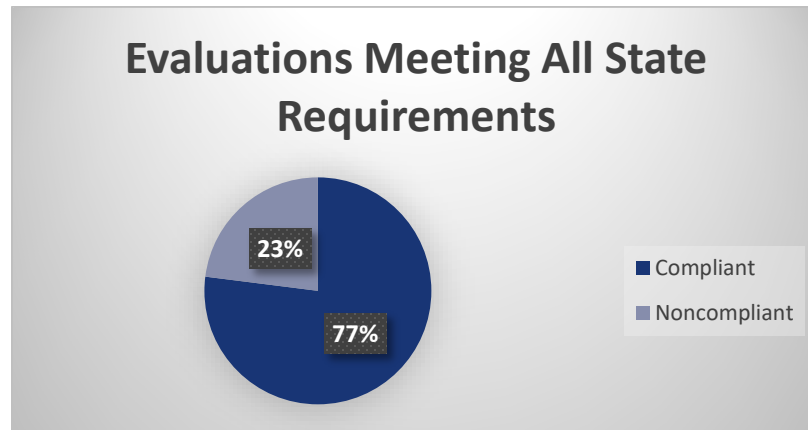
Figure 5. Summative Evaluation Completed by June 1st With All 22 Components Rated (N=304 Evaluations)



The results from the evaluation review show that ninety-four (94%) of the evaluations included a summative evaluation completed by June 1st with all twenty-two (22) components rated for certified instructional and pupil service staff and were compliant, whereas six percent (6%) of the evaluations submitted were noncompliant and did not include evidence of a summative evaluation completed by June 1st with all twenty -two (22) components rated.

vi. Compliance Element – Overall Evaluation Compliance

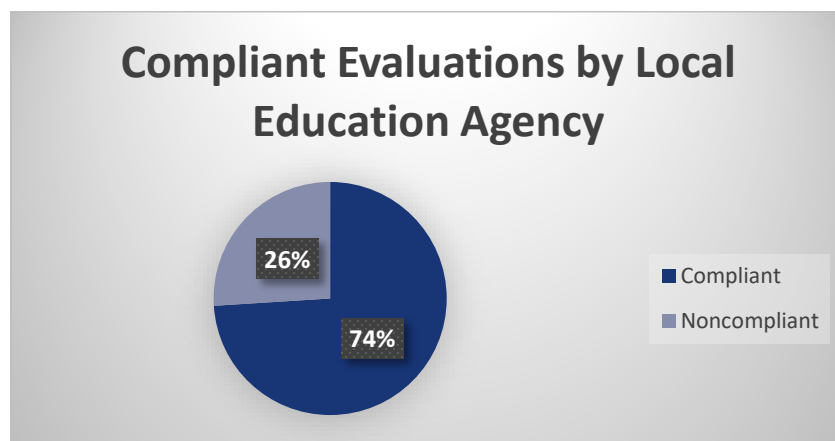
Figure 6. Evaluations Meeting All State Requirements (N=304 Evaluations)



The results from the evaluation review show that seventy-seven percent (77%) of the evaluations met all state requirements for certified instructional and pupil service staff, whereas twenty-three percent (23%) of the evaluations submitted were noncompliant and were missing evidence of one or more elements required.

vii. Compliance Element – Local Education Agency Compliance

Figure 7. Compliant Evaluations by Local Education Agency (N=98 Local Education Agencies)

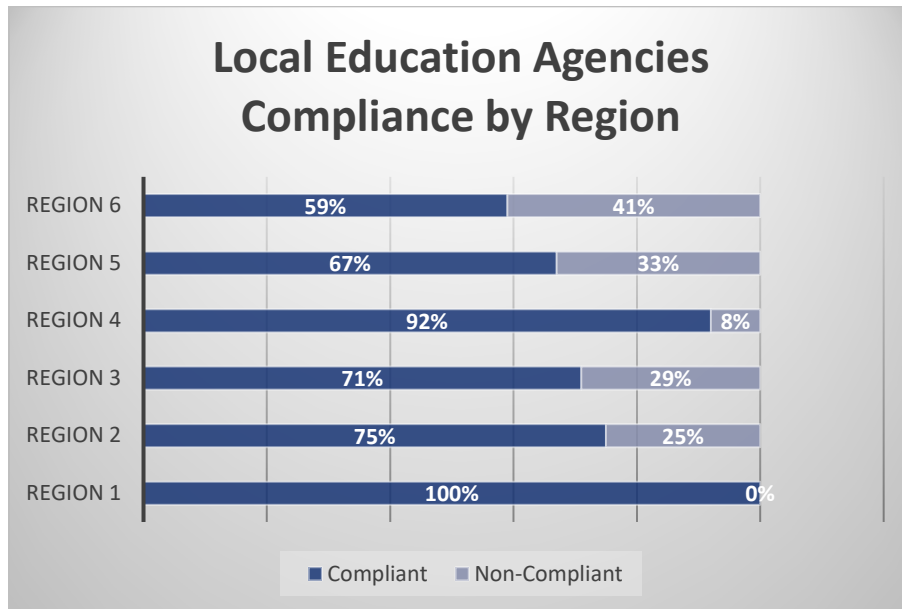


The results from the evaluation review show that seventy-three percent (74%) of the Local Education Agencies conducted compliant evaluations. Local Education Agencies had one (1) or more administrators selected for the evaluation review. Local Education Agencies were identified as compliant when fifty-one percent (51%) or more of the evaluations submitted by one administrator were fully compliant meeting all state requirements. As an example; when two (2) out of three (3) submitted evaluations by an Administrator were fully compliant and met all state requirements, then the administrator would be noted as compliant in this figure (Figure 7). Two (2) out of three (3) fully compliant evaluations would equate to sixty-seven percent (67%), which is above the fifty-one percent (51%) threshold for compliance. Additionally, when fifty-one percent (51%) of the submitted evaluations by two or more administrators for a Local Education Agency were compliant, then the Local Education Agency would be noted as compliant in this figure (Figure 7).

Twenty-six percent (26%) of the Local Education Agencies were noncompliant. Local Education Agencies were noted as noncompliant when fifty-one percent (51%) or more of the evaluations submitted by one or more administrators were NOT fully compliant in meeting all state requirements.

viii. Compliance Element – Regional Compliance

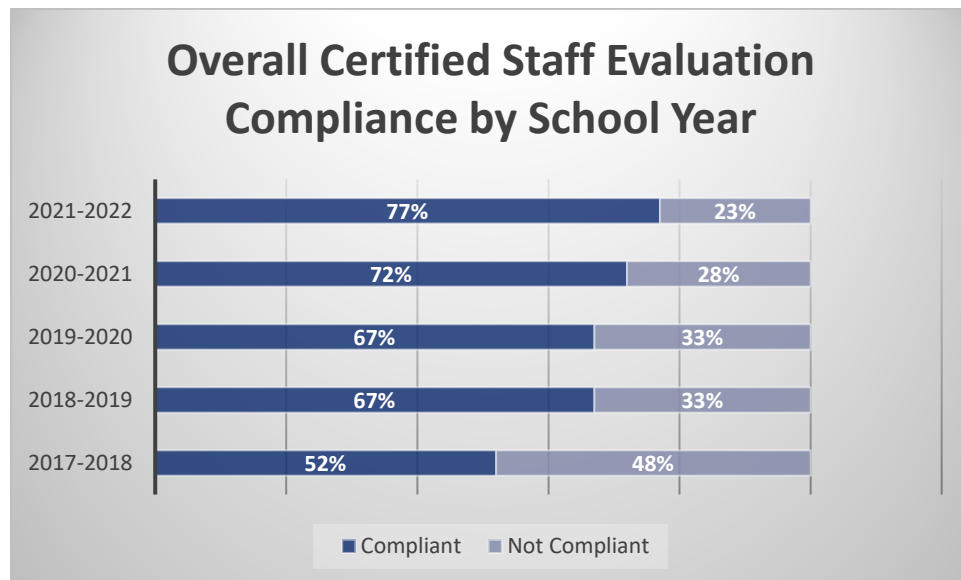
Figure 8. Compliant Local Education Agencies by Region (N=98 Local Education Agencies)



The data from Figure 7 (as defined above) was disaggregated by education region to show compliance trends by region. The results show that one hundred percent (100%) of Local Education Agencies in Region 1 were compliant with conducting certified instructional staff and pupil service staff evaluations. Seventy-five percent (75%) of Local Education Agencies in Region 2 were compliant with conducting certified instructional staff and pupil service staff evaluations. Seventy-one percent (71%) of Local Education Agencies in Region 3 were compliant with conducting certified instructional staff and pupil service staff evaluations. Ninety-two percent (92%) of Local Education Agencies in Region 4 were compliant with conducting certified instructional staff and pupil service staff evaluations. Sixty-seven percent (67%) of Local Education Agencies in Region 5 were compliant with conducting certified instructional staff and pupil service staff evaluations. Fifty-nine percent (59%) of Local Education Agencies in Region 6 were compliant with conducting certified instructional staff and pupil service staff evaluations.

ix. Compliance Element – Overall Evaluation Compliance by Historical School Year

Figure 9. Certified Staff Evaluations Meeting All State Requirements by School Year



The overall certified staff evaluation compliance is trending upward. Certified staff evaluations jumped from fifty-two percent (52%) compliant during the 2017-2018 school year to seventy-seven percent (77%) compliant for the 2021-2022 School year.

SURVEY DATA

Both the administrator survey (see Appendix B) and certified 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 show 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.

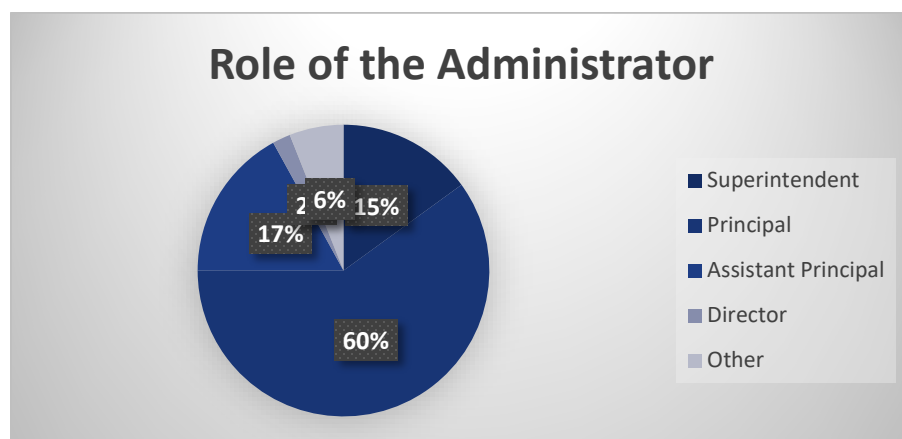
Ninety-one (91) administrators responded to the administrator survey and four hundred forty-three (443) certified staff members responded to the certified staff survey.

It should be noted that there is 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 Specific Survey Questions

Survey Question: Administrator's Role

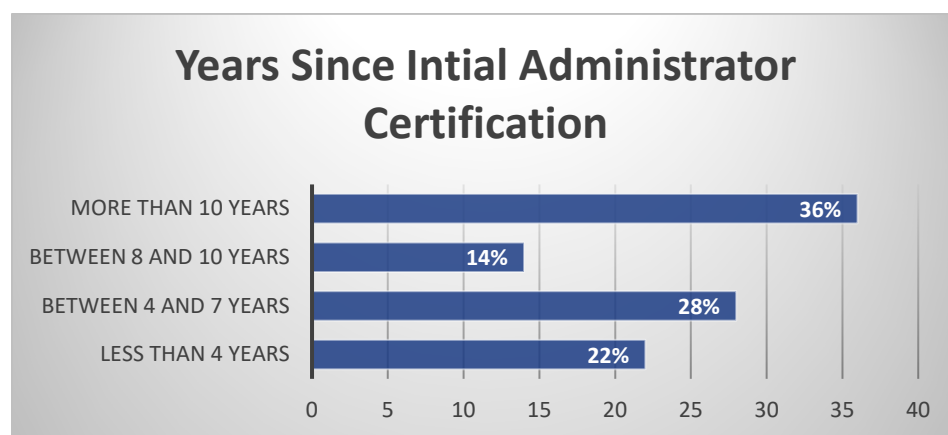
Figure 1. Role of the Selected Administrator for the Annual Evaluation Review



Fifteen percent (15%) of administrators reviewed were Superintendents, sixty percent (60%) of administrators reviewed were Principals, seventeen percent (17%) of the administrators reviewed were Assistant Principals, two percent (2%) of the administrators reviewed were Directors, and six percent (6%) of administrators reviewed indicated other. The "Other" category includes the following roles: Athletic Director, Combination of Superintendent/Principal, and Transition from Assistant Principal to Principal.

Survey Question: Years Since Completion of Initial Administrator Certification

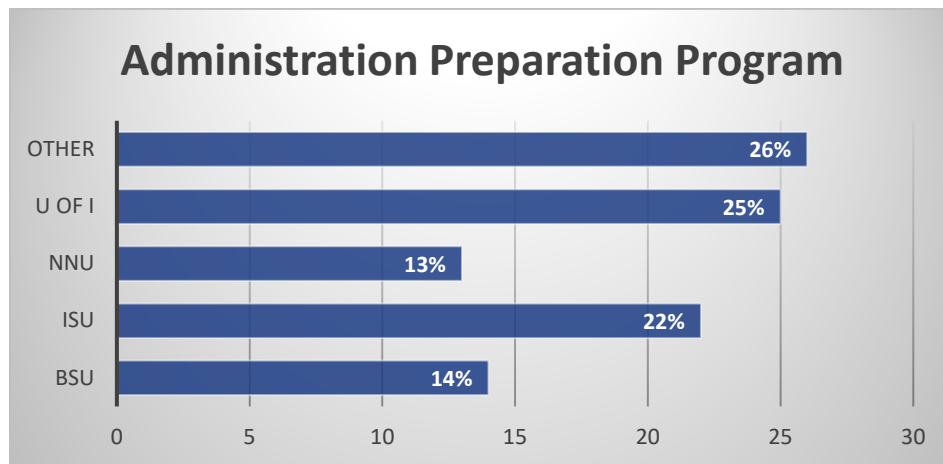
Figure 2. Administrator Indicated How Many Years Since Completion of Initial Administrator Certification



Twenty-two (22%) of administrators noted their initial Administrator Certification was less than four (4) years ago. Twenty-eight percent (28%) of administrators noted their initial certification was between four (4) and seven (7) years ago. Fourteen percent (14%) of administrators noted their initial Administrator Certification was between eight (8) and ten (10) years ago. Thirty-six percent (36%) of administrators noted their initial Administrator Certification was more than ten (10) years ago.

Survey Question: Administrator Preparation Program Attended

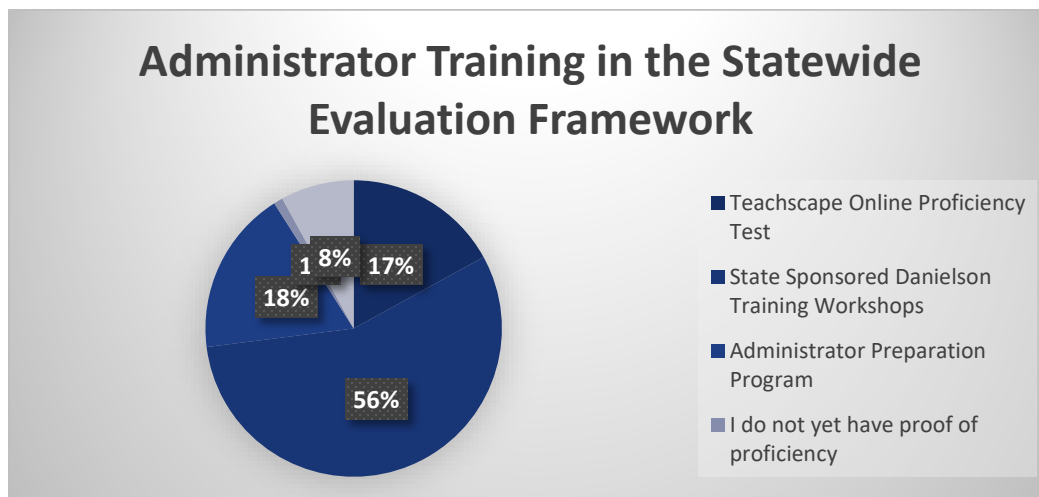
Figure 3. Administrators Indicated the Administration Preparation Program Attended



Fourteen percent (14%) of administrators indicated that they completed the Administration Preparation Program at Boise State University. Twenty-two percent (22%) of administrators indicated that they completed the Administration Preparation Program at Idaho State University. Thirteen percent (13%) of administrators indicated that they completed the Administration Preparation Program at Northwest Nazarene University. Twenty-five percent (25%) of administrators indicated that they completed their Administration Preparation Program at University of Idaho. Twenty-six percent (26%) of administrators indicated “other” regarding the completion of their Administration Preparation Program. The “Other” category includes out of state Administration Preparation Programs.

Survey Question: Administrator Training in the Statewide Evaluation Framework:

Figure 4. Administrator Training in the Statewide Evaluation Framework

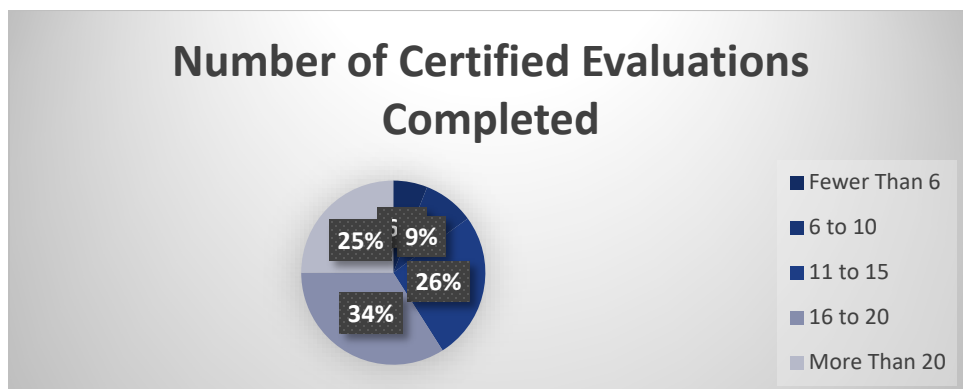


One question specific to the administrator survey is a question about the administrators training regarding the state evaluation framework. This question is primarily meant to address the requirement in IDAPA 08.02.02.120.05.b. As

seen in Figure 4, the majority of administrators selected for the 2021-2022 evaluation review indicated that they are compliant with this requirement. Ninety-nine percent (99%) of administrators reported having received training.

Survey Question: Quantity of Certified Staff Evaluations Being Conducted by Administrators:

Figure 5. Number of Certified Evaluations Completed by Administrators during the 2021-2022 School Year



Another question specific to administrators is the number of certified staff evaluations they conducted during the 2021-2022 school year. The purpose of this question is to identify trends in the number of certified staff evaluations conducted by administrators across the state.

Six percent (6%) of administrators completed fewer than 6 evaluations last school year. Nine percent (9%) of administrators completed between six (6) to ten (10) evaluations last school year. Twenty-six percent (26%) of administrators completed between eleven (11) to fifteen (15) evaluations last school year. Thirty-four percent (34%) of administrators completed sixteen (16) to twenty (20) evaluations last school year. Twenty-five percent (25%) of administrators completed more than twenty (20) evaluations last school year.

Survey Question: Welcomed Additional Support or Training on Evaluation Topics

Figure 6. Welcomed Additional Support or Training on Evaluation Topics as Indicated by Administrators

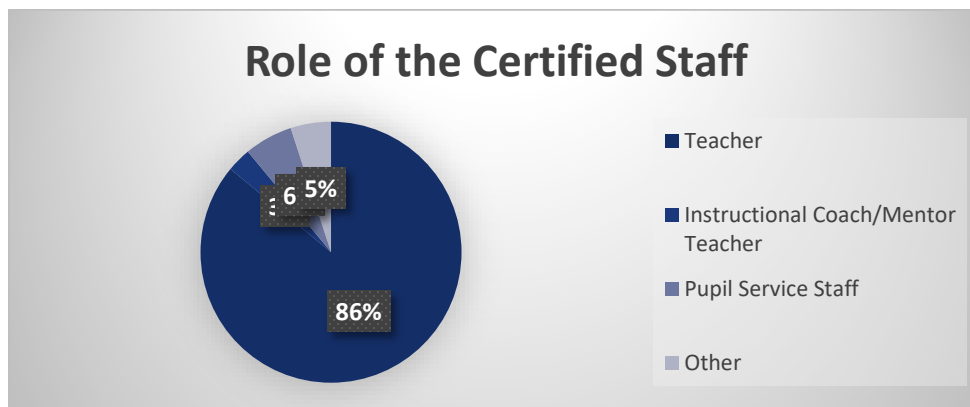


Administrators were asked to select evaluation multiple training topics that they would welcome to support them in conducting certified staff evaluations. The top three evaluation topics welcomed were “Crucial Conversations and Productive Feedback Related to Evaluations,” “Assessment Literacy,” and “Collecting, Evaluating and Aligning Evidence/Artifacts to the Framework Rubric.” The “Other” category includes the following training topics: Educating Teachers on the Danielson Framework and conducting pupil service staff evaluations.

ii. Certified Staff Specific Survey Questions

Survey Question: Certified Staff’s Role

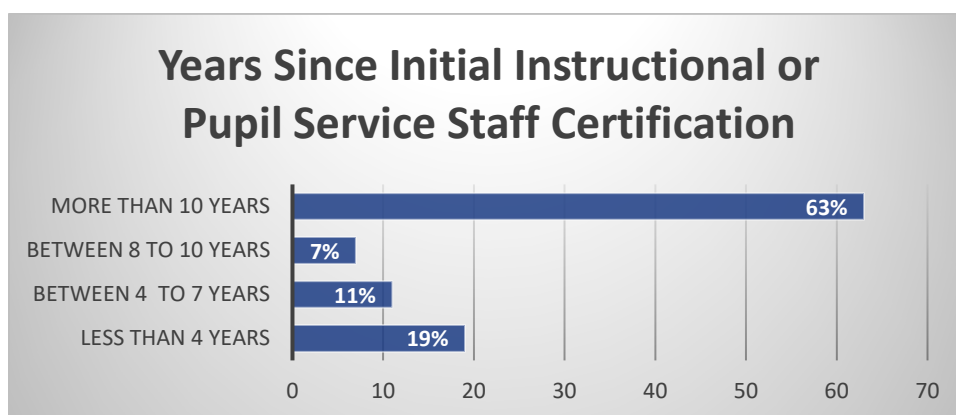
Figure 7. Certified Staff’s Role



Eighty-six percent (86%) of staff who completed the Certified Staff Survey were teachers. Three percent (3%) were instructional coaches/mentor teachers. Six percent (6%) of staff were pupil Service Staff. Five percent (5%) indicated “other.” The “other” category includes Federal Programs, Reading Interventionist, Department Chair, Academic Coordinator, and Title I Interventionist.

Survey Question: Year Since Initial Instructional Staff or Pupil Service Staff Certification

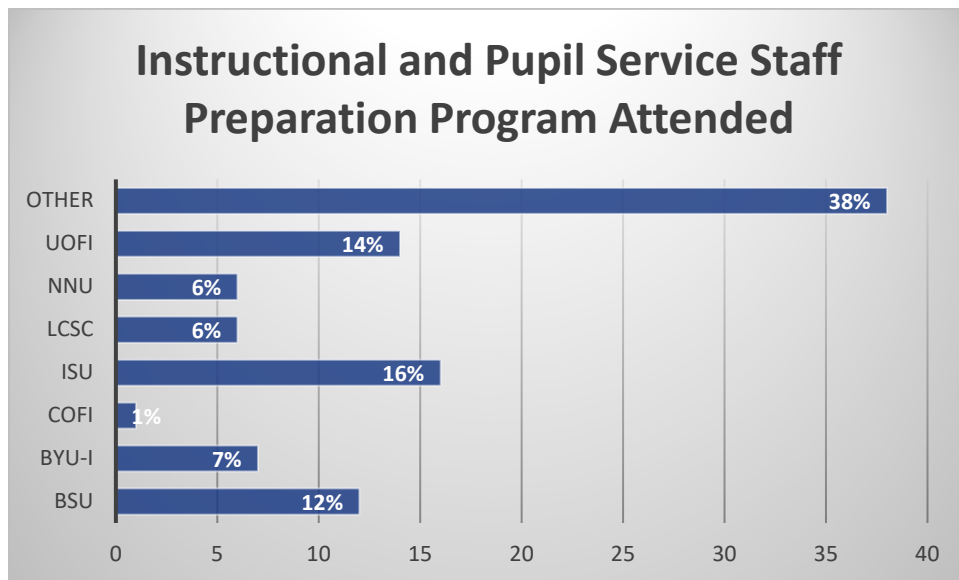
Figure 8. Certificated Staff Indicated How Many Years Since Completion of Instructional or Pupil Service Staff Certification



Nineteen percent (19%) of certified staff indicated that they received their initial certification less than four (4) years ago. Eleven percent (11%) indicated that they received their initial certification between four (4) to seven (7) years ago. Seven percent (7%) indicated that they received their initial certification between eight (8) to ten (10) years ago. Sixty-three percent (63%) of certified staff indicated that they received their initial certification more than ten (10) years ago.

Survey Question: Instructional and Pupil Service Staff Preparation Program Attended

Figure 9. Instructional and Pupil Service Staff Indicated the Preparation Program Attended



Twelve percent (12%) of certified staff indicated that they attended Boise State University for their certified preparation program. Seven percent (7%) of certified staff indicated that they attended Brigham Young University – Idaho for their certified preparation program. One percent (1%) of certified staff indicated that they attended College of Idaho for their certified preparation program. Sixteen percent (16%) of certified staff indicated that they attended Idaho State University for their certified preparation program. Six percent (6%) of certified staff indicated that they attended Lewis and Clark State College for their certified preparation program. Six percent (6%) of certified staff indicated that they attended Northwest Nazarene University for their certified preparation program. Fourteen percent (14%) of certified staff indicated that they attended University of Idaho for their certified preparation program. Thirty-eight percent (38%) of certified staff indicated that they attended “other” for their certified preparation program. The “other” category includes out of state programs, College of Southern Idaho, ABCTE, and CTE (Industry Professional to CTE Teacher).

Survey Question: Certified Staff Training in the Statewide Evaluation Framework

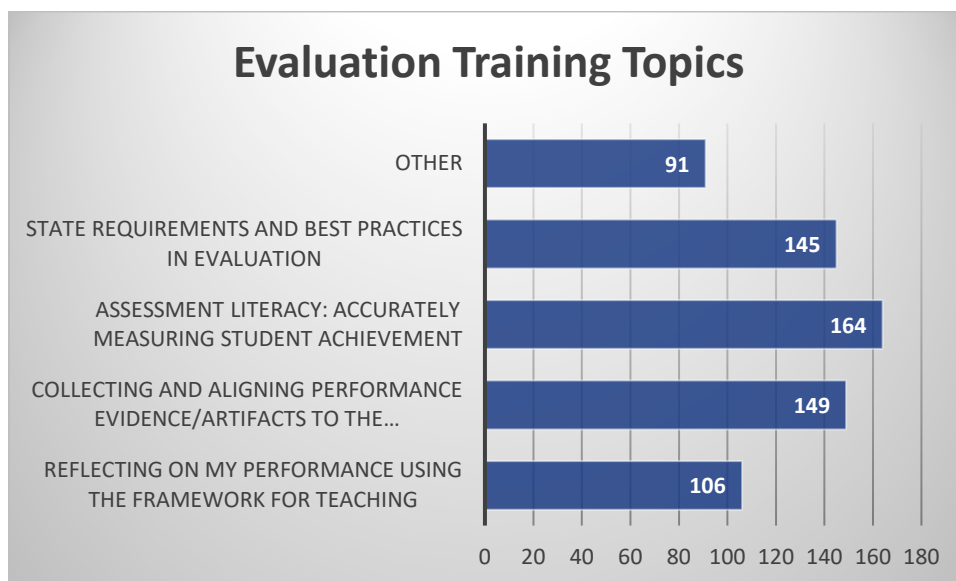
Figure 10. Certified Staff Training in the Statewide Evaluation Framework



Ninety-six percent (96%) of certified staff indicated that they have received training on the Statewide Evaluation Framework, while four percent (4%) of certified staff indicated that they have not received training on the Statewide Evaluation Framework.

Survey Question: Welcomed Additional Support or Training on Evaluation Topics by Certified Staff

Figure 11. Welcomed Additional Support or Training on Evaluation Topics as Indicated by Certified Staff



Certified staff were asked to select evaluation multiple training topics that they would welcome to support them with understanding certified staff evaluations. The top three evaluation topics welcomed were “Assessment Literacy: Accurately Measuring Student Achievement,” “Collecting and Aligning Performance Evidence/Artifacts to the Framework for Teaching,” and “State Requirements and Best Practices in Evaluation.” The “Other” category includes supporting pupil service staff with the evaluation process (goal setting and artifact/evidence collection),

supporting special education instructional staff with the evaluation framework (goal setting and artifact/evidence collection), and reaching distinguished ratings.

iii. Administrator and Certified Staff Comparative Survey Questions

The following survey questions refer to the understanding of the Local Education Agency Evaluation Policy and Criteria based upon Idaho Code and Administrative Rule. Administrative rule requires a Local Education Agency to communicate the local evaluation policy to the certificated personnel for whom it is written. To gain insight into how successful Local Education Agencies have been at meeting this requirement, both in the selected administrators and certificated staff whom they'd evaluated in the 2021-2022 school year were asked mirrored questions.

Survey Question: Familiarity with Legal Requirements for Evaluation

Administrators and certified staff were asked to rate their level of familiarity with evaluation based on Idaho Code and Administrative Rule. Both surveys used a 1-10 Likert-type scale, which one (1) meaning “No Knowledge” and ten (10) meaning “Expert Knowledge.” The results are seen in Table 1. It is noteworthy to mention that administrators and certified staff have knowledge of the evaluation system based on Idaho Code and Administrative Rules. The results show that Idaho Local Education Agencies are likely meeting their obligation to communicate local evaluation policies based upon Idaho Code and Administrative Rules to certified staff.

Table 1	
On a scale of 1-10, please rate your level of familiarity with evaluation based upon Idaho Code and Administrative Rule.	
Survey	Average
Administrator Survey	8
Certified Staff Survey	7.56

Accuracy of Measuring Professional Practice

The surveys asked both groups to rate how accurate evaluations were in measuring professional practice (see Table 2). The rating scale used four options: Strongly Agree, Agree, Disagree, and Strongly Disagree.

Ninety-four percent (94%) of certified staff agree or strongly agree that their administrator collects performance evidence by conducting evaluations, while six percent (6%) disagree or strongly disagree. Ninety-seven percent (97%) of administrators report collecting performance evidence when conducting evaluations, while three percent (3%) of administrators report that they disagree or strongly disagree.

Ninety-five percent (95%) of certified staff agree or strongly agree that they are confident in their ability to provide performance evidence according to the rubric for the Framework for Teaching (or other approved district aligned instrument), while five percent (5%) disagree or strongly disagree. Ninety-eight percent (98%) of administrators are confident in their ability to rate performance evidence using the rubric from the Framework for Teaching (or other approved district aligned instrument), while two percent (2%) disagree or strongly disagree.

Eighty-five percent (85%) of certified staff agree or strongly agree that their administrator works with them to set student success goals and select relevant measures to use as evidence in their performance evaluation, while fifteen

percent (15%) disagree or strongly disagree. Ninety-seven percent (97%) of administrators agree or strongly agree that they work with staff to set student success goals and select relevant measures to use as evidence in performance evaluations, while three percent (3%) disagree or strongly disagree.

Ninety-seven (97%) of certified staff agree or strongly agree their own ability to set student success goals and select relevant measures to use as evidence in their performance evaluation, while three percent (3%) disagree or strongly disagree. Ninety-five percent (95%) of administrators agree or strongly agree that they are confident in their ability to work with staff to set student success goals and select relevant measures to use as evidence in performance evaluation, while five percent (5%) disagree or strongly disagree.

Ninety-one percent (91%) of certified staff agree or strongly agree that their administrator uses performance evidence from observations and formal evaluations to offer productive feedback on their performance, while nine percent (9%) disagree or strongly disagree. Ninety-five percent (95%) of administrators agree or strongly agree that they use performance evidence from observations and formal observations to offer productive feedback on the certified staff's performance, while four percent (4%) disagree or strongly disagree.

Ninety-seven (97%) of certified staff agree or strongly agree in their own ability to set student success goals and select relevant measures to use as evidence in their performance evaluation, while three percent (3%) disagree or strongly disagree. Ninety-five percent (95%) of administrators agree or strongly agree that they are confident in their ability to work with staff to set student success goals and select relevant measures to use as evidence in performance evaluation, while five percent (5%) disagree or strongly disagree.

Eighty-seven percent (87%) of certified staff agree or strongly agree that their administrator ensures that they have access to professional development opportunities directly related to evaluations and/or their Individualized Professional Learning Plan, while thirteen percent (13%) disagree or strongly disagree. Ninety-one percent (91%) of administrators agree or strongly agree that they ensure their certified staff have access to professional development opportunities directly related to evaluations and/or their Individualized Professional Learning Plan, while eight percent (8%) disagree or strongly disagree.

Table 2 Please provide your level of agreement with the following statements:				
Survey Questions	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
My administrator collects performance evidence with conducting evaluations.	Certified Staff Responses: 59.6%	Certified Staff Responses: 34.5%	Certified Staff Responses: 3.4%	Certified Staff Responses: 2.5%
I collected performance evidence when conducting evaluations.	Administrator Responses: 53.8%	Administrator Responses: 42.9%	Administrator Responses: 1.1%	Administrator Responses: 2.2%

I am confident in my ability to provide performance evidence according to the rubric for the Framework for Teaching (or other approved district aligned instrument)	Certified Staff Responses: 55.5%	Certified Staff Responses: 39.5%	Certified Staff Responses: 3.2%	Certified Staff Responses: 1.8%
I am confident in my ability to rate performance evidence using the rubric from the Framework for Teaching (or other approved district-aligned instrument)	Administrator Responses: 40.7%	Administrator Responses: 57.1%	Administrator Responses: 0%	Administrator Responses: 2.2%
My administrator works with me to set student success goals and select relevant measures to use as evidence in my performance evaluation	Certified Staff Responses: 50.6%	Certified Staff Responses: 34.3%	Certified Staff Responses: 10.6%	Certified Staff Responses: 4.5%
I work with staff to set student success goals and select relevant measures to use as evidence in performance evaluations	Administrator Responses: 34.1%	Administrator Responses: 62.6%	Administrator Responses: 1.1%	Administrator Responses: 2.2%
My administrator uses performance evidence from observations and formal evaluations to offer productive feedback on my performance	Certified Staff Responses: 62.5%	Certified Staff Responses: 28.4%	Certified Staff Responses: 5%	Certified Staff Responses: 4.1%
I use performance evidence from observations and formal evaluations to offer productive feedback to staff about their performance	Administrator Responses: 53.8%	Administrator Responses: 41.8%	Administrator Responses: 1.1%	Administrator Responses: 3.3%
I am confident in my ability to set student success goals and select relevant measures to use as evidence in my performance evaluation	Certified Staff Responses: 60.9%	Certified Staff Responses: 35.9%	Certified Staff Responses: 1.6%	Certified Staff Responses: 1.6%
I am confident in my ability to work with staff to set student success goals and select relevant measures to use as evidence in performance evaluation	Administrator Responses: 41.8%	Administrator Responses: 52.7%	Administrator Responses: 3.4%	Administrator Responses: 2.2%
My administrator ensures that I have access to professional development opportunities directly related to evaluations and/or my Individualized Professional Learning Plan	Certified Staff Responses: 52.8%	Certified Staff Responses: 34.5%	Certified Staff Responses: 8.4%	Certified Staff Responses: 4.3%

I am able to ensure that staff have access to professional development opportunities directly related to evaluations and/or their Individual Professional Learning Plan	Administrator Responses: 42.9%	Administrator Responses: 48.4%	Administrator Responses: 5.5%	Administrator Responses: 3.3%
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Frequency of Feedback

A question on both surveys sought to gather data on the frequency with which administrators have professional conversations with certified staff members about their performance. The responses are shown in Table 3. In general, the administrators reported having professional conversations with certified staff members about their performance at least twice during the academic year. Ninety-four percent (94%) of certified staff report that administrators have professional conversations with them regarding their performance, while six percent (6%) of certified staff reported that their administrator rarely has professional conversations with them about their performance (as seen in Table 3).

Table 3				
Frequency of professional conversations with certified staff members about their performance				
Frequency	Administrator Responses #	Administrator Responses %	Certified Staff Responses #	Certified Staff Responses %
Daily	5	6%	10	2%
Weekly	26	29%	66	15%
Monthly	24	26%	113	26%
Quarterly	16	17%	93	21%
Twice during the academic year	20	22%	133	30%
Rarely	0	0%	25	6%
Never	0	0%	3	0%

Quality of Feedback:

The survey asked both the administrator and the certified staff to rate the quality of feedback. Both surveys used a 1-5 Likert-type scale, which one (1) meaning “Poor” and five (five) meaning “Exceptional.” It is noteworthy that certified staff rated the quality of their administrator’s feedback higher than the administrator rated the quality of their feedback (as seen in Table 4).

Table 4		
Quality of Feedback		
Survey	Survey Question	Average
Administrator Survey	On a scale from 1-5, how would you rate the quality of feedback provided to staff on their performance?	3.77
Certified Staff Survey	On a scale from 1-5, how would you rate the quality of feedback you receive on your performance from your administrator.	4.11

Accuracy of Measuring Professional Practice

The surveys asked both groups to rate how accurate evaluations were in measuring professional practice. The rating scale included five options: Completely, Mostly, Moderately, Marginally, and Not at All. Ninety-three percent (93%) of administrators and eighty-nine (89%) of certified staff report that their summative evaluation completely or mostly measured the certified staffs' professional practice accurately, while four percent (4%) of certified staff reported that their summative evaluation marginally or did not accurately measure their professional practice (as seen in Table 5).

Table 5				
Accuracy of summative evaluations in measuring certified staff's professional practice				
	Administrator Responses	Administrator Responses	Certified Staff Responses	Certified Staff Responses
	#	%	#	%
Completely	31	34%	226	51%
Mostly	54	59%	167	38%
Moderately	6	7%	31	7%
Marginally	0	0%	14	3%
Not at All	0	0%	5	1%

Accuracy of Measuring Impact on Student Success

The surveys asked both groups to rate how accurate evaluations were in the certified staffs' impact on student success. The rating scale included five options: Completely, Mostly, Moderately, Marginally, and Not at All. Eighty-six percent (86%) of administrators and eighty-four percent (84%) of certified staff report that summative evaluations evaluation completely or mostly measured the certified staffs' impact on student success accurately, while two percent (2%) of administrators and seven percent (7%) of certified staff reported that their summative evaluation marginally or did not accurately measure their impact on student success (as seen in Table 6).

Table 6**Accuracy of summative evaluations in measuring certified staff's impact on student success?**

	Administrator Responses	Administrator Responses	Certified Staff Responses	Certified Staff Responses
	#	%	#	%
Completely	18	20%	181	41%
Mostly	60	66%	191	43%
Moderately	11	12%	38	9%
Marginally	2	2%	25	5%
Not At All	0	0%	8	2%

IV. CONCLUSION

The rates of compliance observed, both overall and in each required element, has increased from last year. The compliance results are trending upward. Seventy-seven percent (77%) of the evaluations submitted for the 2021-2022 Evaluation Review were found fully compliant, which is an increase of five percent (5%) from last school year and an increase of twenty-five percent (25%) from the 2017-2018 school year.

The areas of non-compliance appeared to be related to misunderstandings of the framework requirements, missing evidence of required elements, extenuating circumstances, and isolated instances where the full evaluation files were unfound due to change in leadership. It does not appear that any widespread, pervasive issues with willful non-compliance currently exist. 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 remains unclear.

To support administrators who had one or more elements of noncompliance with conducting future evaluations, a recorded training was provided to administrators who had components of non-compliance in their submitted evaluations. The recorded training reviewed state requirements for certified instructional and pupil service staff evaluations. A collection of evaluation tools was collected from Local Education Agencies from across the state and will be accessible on the Office of the State Board of Education's website.

Survey data also indicates that most administrators and certified staff perceive their evaluations to measure their performance fairly and accurately.

The on-site follow-ups included visits to selected Local Education Agencies that were assessed in the Desk Review. The purpose of the onsite visits is to exchange dialogue with Local Education Agencies that were identified as having exceptional strengths or challenges in their evaluation practice. The visits included a review of the state requirements for certified staff evaluation, explaining the purpose of the Annual Evaluation Review, discussing the evaluation practices, reviewing evaluation tools, a review of Local Education Agency Evaluation Policy, and providing targeted feedback. The onsite visit is intended to inform improvements to the implementation of evaluation practices and compliance around the state.

i. Review Team Input

Upon completion of the review process, the expert review team debriefed their findings. The team shared trends, strengths, and areas of improvement. The areas of improvement suggested by the expert review team is presented below:

1. Record and share a training that reviews legal requirements of annual evaluations based on Idaho Code and Administrative Rule
 - Define acceptable measures of professional practice in IDAPA 08.02.02.120.02 (Parent/Guardian Input, or Student Input, or Portfolio)
 - Emphasize the requirements for pupil service staff evaluations
2. Create guidance that details the requirements in the statewide evaluation framework and how the expert review team assesses evaluations
3. Create a collection of certified instructional and pupil service staff evaluation resources for administrators
4. Share findings with instructors of Administrator Recertification Evaluation Courses

APPENDIX A

Local Education Agencies and Number of Submissions

Region #	Local Education Agency #	Local Education Agency Name	# of Submissions
1	101	Boundary County School District	3
1	491	Coeur D Alene Charter Academy	2
1	391	Kellogg School District	3
1	084	Lake Pend Oreille School District	6
1	480	North Idaho STEM Charter Academy	2
1	044	Plummer-Worley Joint School District	6
1	487	Sandpoint Charter School	2
1	041	St. Maries School District	3
1	083	West Bonner County School District	3
2	242	Cottonwood School District	3
2	282	Genesee Joint School District	2
2	305	Highland School District	3
2	777	Idaho Digital Learning Alliance	2
2	283	Kendrick Joint School District	3
2	341	Lapwai School District	2
2	340	Lewiston Independent School District	4
2	281	Moscow School District	6
2	244	Mountain View School District	5
2	302	Nezperce School District	2
2	171	Orofino School District	2
2	494	Pocatello Community Charter School	3
2	285	Potlatch School District	3
2	243	Salmon River Joint School District	3
2	287	Troy School District	3
2	288	Whitepine School District	3
3	492	Anser Charter School	3
3	072	Basin School District	2
3	365	Bruneau Grandview School District	3
3	432	Cambridge School District	2
3	566	Cardinal Academy	3
3	422	Cascade School District	2

3	523	Elevate Academy	3
3	221	Emmett School District	5
3	456	Falcon Ridge Public Charter School	3
3	528	Forge International School	3
3	373	Fruitland School District	2
3	499	Future Public School	3
3	481	Heritage Community Charter School	3
3	073	Horseshoe Bend School District	2
3	452	Idaho Virtual Academy	1
3	466	iSucceed Virtual High School	2
3	003	Kuna School District	4
3	458	Liberty Charter School	3
3	363	Marsing School District	3
3	421	McCall-Donnelly School District	6
3	011	Meadows Valley School District	3
3	136	Melba School District	3
3	134	Middleton School District	8
3	544	MOSAICS Public School	3
3	193	Mountain Home School District	4
3	372	New Plymouth School District	3
3	493	North Star Charter School	2
3	513	Project Impact STEM Academy	3
3	475	Sage International School of Boise	2
3	559	Thomas Jefferson Charter School	3
3	431	Weiser School District	3
4	412	Buhl School District	2
4	121	Camas County School District	1
4	151	Cassia County School District	5
4	417	Castleford School District	2
4	314	Dietrich School District	2
4	413	Filer School District	3
4	231	Gooding School District	3
4	415	Hansen School District	3
4	331	Minidoka School District	2
4	553	Pinecrest Academy of Idaho	2
4	316	Richfield School District	3

4	312	Shoshone School District	3
4	462	Xavier Charter School	3
5	058	Aberdeen School District	3
5	033	Bear Lake School District	6
5	181	Challis Joint School District	3
5	483	Chief Tahgee Elementary Academy	3
5	496	Gem Prep Charter School - Pocatello	3
5	021	Marsh Valley School District	2
5	351	Oneida School District	3
5	201	Preston School District	2
5	382	Rockland School District	2
5	052	Snake River School District	2
5	150	Soda Springs Jt. School District	2
5	202	West Side School District	2
6	560	Alturas Preparatory Academy	3
6	055	Blackfoot School District	5
6	093	Bonneville School District	9
6	111	Butte County School District	2
6	161	Clark County School District	2
6	059	Firth School District	2
6	215	Fremont County School District	2
6	182	Mackay School District	2
6	321	Madison School District	5
6	474	Monticello Montessori Public Charter School	3
6	291	Salmon School District	2
6	060	Shelley School District	6
6	292	South Lemhi School District	2
6	322	Sugar-Salem School District	6
6	401	Teton School District	2
6	486	Upper Carmen Public Charter School	2
6	253	West Jefferson School District	2

**APPENDIX B
ADMINISTRATOR SURVEY**



Annual State-Mandated Evaluation Review Administrator 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 State Board of Education requests your feedback on the efficiency of the State Evaluation system. The purpose of gathering this information is to better serve our administrators across the state. Your candid feedback is greatly appreciated.

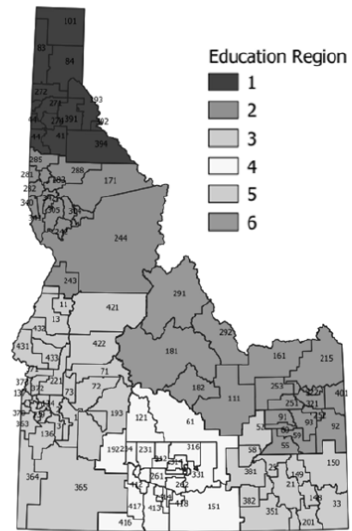
Note: This survey will not collect your name or email address. The Office of the State Board of Education will make no attempts to link individual responses to the specific administrators who provided them. Survey results will be reported out by region to identify trends that differ across the state.

Thank you for your time and partnership.

* Required

1

In what Education Region is your school district or local education agency located? *



☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

2

What was your role during the 2021-2022 school year? *

- ☐ Superintendent
- ☐ Principal
- ☐ Assistant Principal
- ☐ Director
- ☐ Other

3

How many years has it been since completion of your initial administrator certification? *

- ☐ Less than 4 years
- ☐ Between 4 and 7 years
- ☐ Between 8 and 10 years
- ☐ More than 10 years

4

Which administrator preparation program did you attend? (Select all that apply) *

- ☐ BSU
- ☐ ISU
- ☐ NNU
- ☐ U of I
- ☐ Other

5

I received training on the Framework for Teaching and earned proof of proficiency in evaluation from? (Select all that apply) *

- ☐ Teachscape Online Proficiency Test
- ☐ State Sponsored Danielson Training Workshops
- ☐ Administrator Preparation Program
- ☐ I do not yet have proof of proficiency
- ☐ Other

6

On a scale of 1-10, please rate your level of familiarity with requirements for conducting evaluations based upon Idaho Code and Administrative Rule. *

No Knowledge	1	2	3	4	5	6	7	8	9	10	Expert Knowledge
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7

How many certified staff evaluations did you complete during the 2021-2022 school year? *

- ☐ Fewer than 6
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ More than 20

Please provide your level of agreement with the following statements: *

	Strongly Agree	Agree	Disagree	Strongly Disagree
I collected performance evidence when conducting evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am	Strongly Agree	Agree	Disagree	Strongly Disagree

confident in my ability to rate performance evidence using the rubric from the Framework for Teaching (or other approved district-aligned instrument)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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I work with staff to set student success goals and select relevant measures to use as evidence in performance evaluations

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

I use performance evidence from observations and formal evaluations to offer productive feedback to staff about their performance

☐☐☐☐

I am confident in my ability to work with staff to set student success goals and select relevant measures to

☐

Strongly Agree

☐

Agree

☐

Disagree

☐

Strongly Disagree

evidence in my performance evaluation

I am able to ensure that staff have access to professional development opportunities directly related to evaluations and/or their individualized professional learning plan

☐☐☐☐

9

Please estimate the frequency with which you hold professional conversations with certified staff members about their performance: *

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Quarterly
- ☐ Twice during the academic year
- ☐ Rarely
- ☐ Never

APPENDIX C
OPTIONAL CERTIFIED STAFF SURVEY



Annual State-Mandated Evaluation Review - Optional Certificated Staff Survey

Pursuant to Idaho Code 33-1004B(10), the Office of the State Board of Education reviews a sample of certified staff evaluation 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 2021-2022 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, we get a much better picture of how evaluation policies are being implemented.

No identifying information is required in this survey. The survey does ask for your region and district, but that is collected only to identify trends that differ across the state.

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

Please take this 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.

Thank you for your partnership in this process.

* Required

1

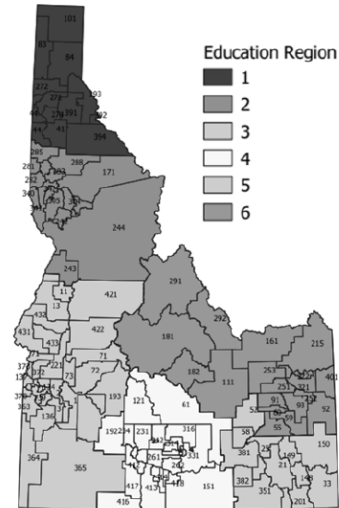
Please enter the date *

Please input date (M/d/yyyy)



2

In what Education Region is your school district or local education agency located? *



- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6

3

What was your role during the 2021-2022 school year? *

- ☐ Teacher
- ☐ Instructional Coach/Mentor Teacher
- ☐ Pupil Services Provider
- ☐ Other

4

How many years has it been since completion of initial teacher/pupil service certification: *

- ☐ Less than four years
- ☐ Between four and seven years
- ☐ Between eight and ten years
- ☐ More than ten years

5

What teacher/pupil service preparation program did you attend? (Select all that apply) *

- ☐ BSU
- ☐ BYU-I
- ☐ C of I
- ☐ ISU
- ☐ LCSC
- ☐ NNU
- ☐ U of I
- ☐ Other

6

I received training on the Framework for Teaching including all four domains of responsibility and the 22 components through: (Select all that apply) *

- ☐ Training in my preparation program
- ☐ Training in one or more districts
- ☐ Training at a state-sponsored workshop
- ☐ I have not yet received training
- ☐ The Framework for Teaching does not apply to my work
- ☐ Other

7

My observations and my performance evaluations are based on: *

- ☐ Danielson Framework for Teaching (2nd Edition)
- ☐ My profession's national standards
- ☐ Other state-approved evaluation model
- ☐ Unsure
- ☐ Other

8

On a scale of 1-10, please rate your level of familiarity with evaluation requirements based upon Idaho Code and and Administrative Rule: *

No	1	2	3	4	5	6	7	8	9	10	Expert
Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Knowledge

9

Please provide your level of agreement with the following statements: *

	Strongly Agree	Agree	Disagree	Strongly Disagree
My administrator collects performance evidence with conducting evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Disagree	Strongly Disagree

I am
confident in
my ability to
provide
performance
evidence
according to
the rubric for
the
Framework
for Teaching
(or other
approved
district
aligned
instrument)

☐☐☐☐

My
administrator
works with
me to set
student
success goals
and select
relevant
measures to
use as
evidence in
my
performance
evaluation

☐☐☐☐

I am
confident in
my ability to
set student
success goals
and select
relevant
measures to
use as
evidence in
my
performance
evaluation

☐☐☐☐

My administrator uses performance evidence from observations

Strongly Agree

Agree

Disagree

Strongly Disagree



observations and formal evaluations to offer productive feedback on my performance



My administrator ensures that I have access to professional development opportunities directly related to evaluations and/or my individualized professional learning plan

