

2022-2023 EDUCATOR EVALUATION REVIEW
REPORT TO THE IDAHO STATE BOARD OF EDUCATION

NOVEMBER 2023

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 by 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 no later than 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 2022-2023 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 2022-2023 review was generated by the randomizer built into the Career Ladder Data System (CLDS). The CLDS was built out for the State Mandated Annual Evaluation Review.

A randomized sample of administrators—representing approximately 10% of the evaluating administrators in each region in the state—was provided 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 2022-2023 school year was reviewed. Where possible, this selection included two instructional staff evaluations and one pupil service staff evaluation each.

Two hundred ninety-three (293) staff evaluations by one hundred twenty-four (124) administrators were confirmed for the review sample. This sample represents ten percent (10%) of the total administrators-of-record in Idaho public schools for the 2022-2023 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 administrators (see Appendix A). The other was intended to gather information on the perceptions of the staff members whom they had evaluated (see Appendix B).

B. REVIEW PROCESS

i. Reviewer Selection & Reliability

A team of sixteen (16) experienced education professionals from across Idaho were selected to serve on the review team. This group was composed of current and former public education leaders, teachers, State Department of Education staff, 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. The group reconvened for a whole group debriefing allowing for a clarifying conversation to increase alignment.

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.

The 2022-2023 desk review was conducted in-person. The main desk review took place on September 21st and 22nd, 2023, which followed the training that took place on September 20th, 2023. Reviewers

worked independently to assess each file for compliance. A minimum of two reviews were conducted by two different reviewers for each submitted evaluation. If a third read was required, then a third reviewer would be assigned the evaluation for review. Reviewers that work in a school building/school district 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 calculated in the Career Ladder Data System (CLDS). Additionally, the review team discussed trends, strengths, and areas of improvement that were observed during the desk review.

Selected administrators 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, provide clarification for the evidence submitted, 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

This section begins with the review team’s findings regarding the overall compliance of the evaluation files.

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.

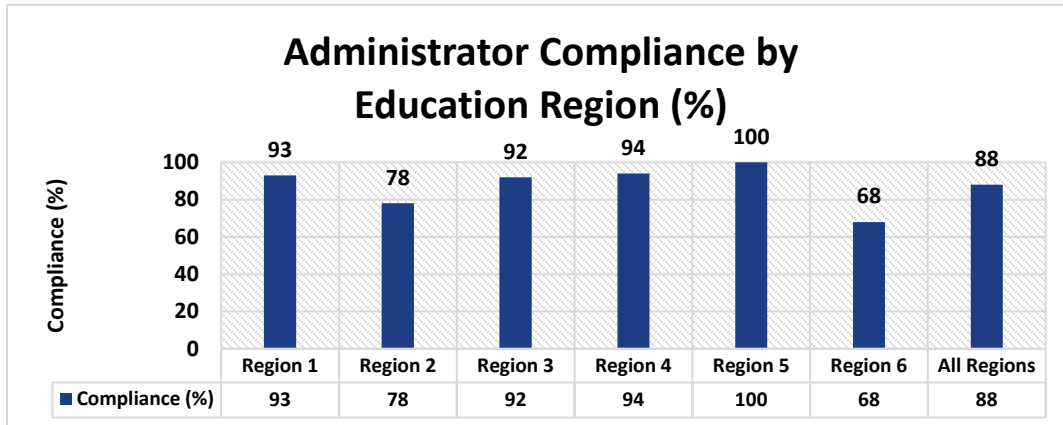
Overall Compliance Data

To be found compliant overall, an evaluation submission 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 Rule and Idaho Code. If any of the individual elements were found to be noncompliant, the evaluation was judged as noncompliant overall.

Findings

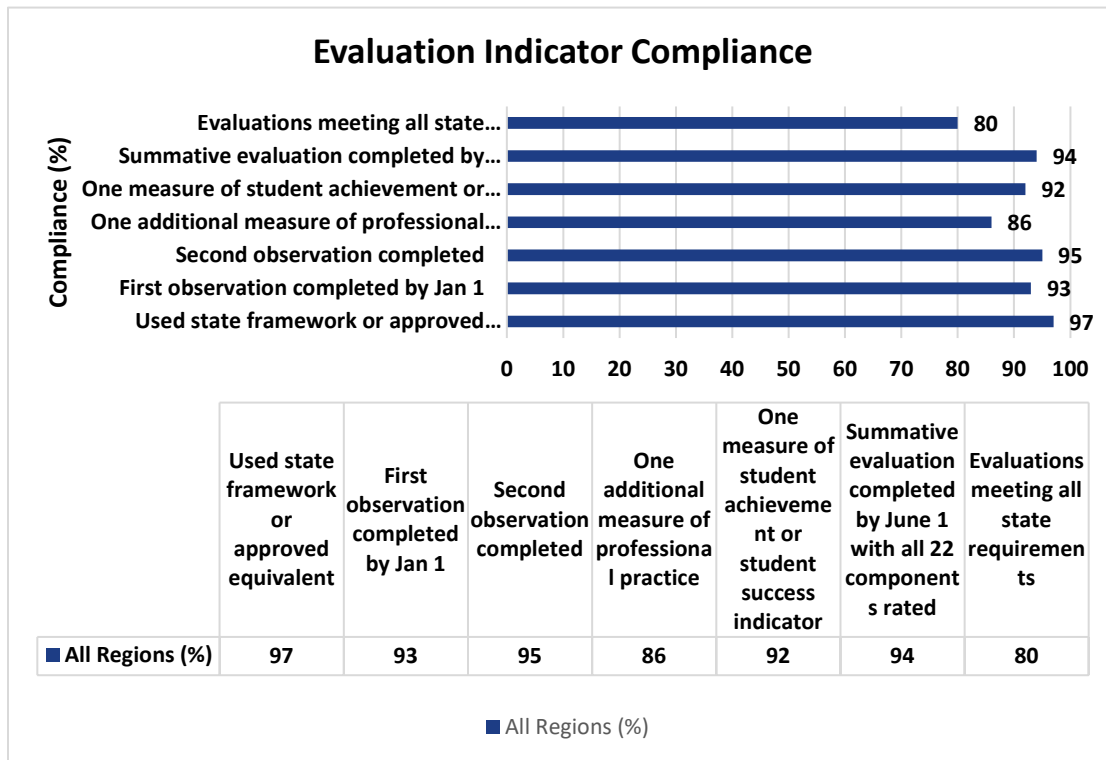
Administrator Findings

One hundred twenty-four (124) administrators were included in the review this year. An administrator was identified as compliant when fifty-one percent (51%) or more of the evaluations submitted were fully compliant meeting all state requirements.



Evaluation Findings

Two hundred ninety-three (293) evaluations were included in this review this year. Each evaluation was reviewed against the legal requirements indicated in the introduction.



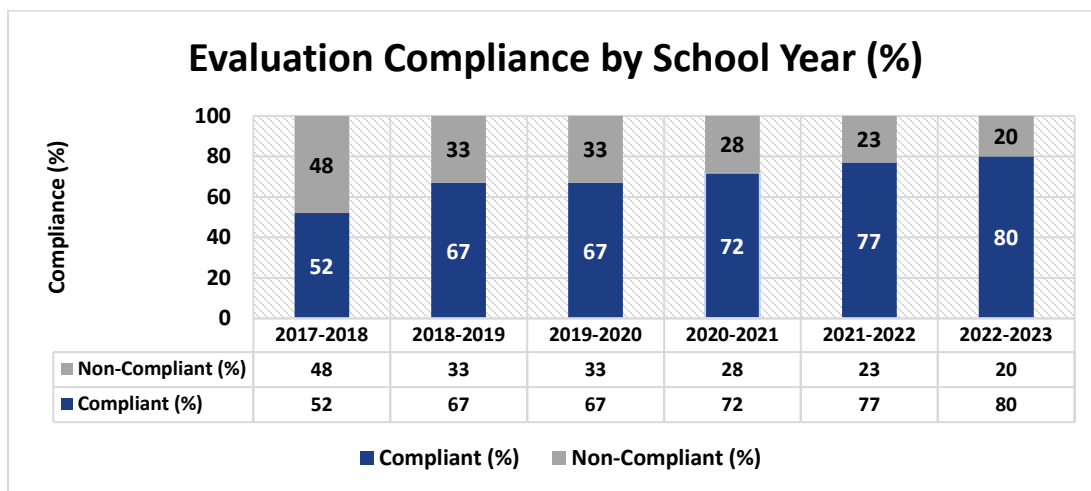
SURVEY DATA

Both the administrator survey (see Appendix A) and certified staff survey (see Appendix B) 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-three (93) administrators responded to the administrator survey and three hundred ninety-four (394) certified staff members responded to the certified staff survey. The results of the surveys can be found in Appendix A and Appendix B. 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.

IV. CONCLUSION

The rate of evaluation compliance has increased from last year’s review and is the highest rate of compliance since 2017-2018. Administrator compliance has increased by 3% from last year and has increased 28% from 2017-2018.



The elements of non-compliance appeared to be related to misunderstandings of the framework requirements, missing evidence, extenuating circumstances, and isolated instances where the full evaluation files were unfound due to a change in leadership. It does not appear that any widespread, pervasive issues with the 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 remain unclear. Specifically, providing guidance for the additional measure of professional practice and student success indicators.

To support administrators who had one or more elements of non-compliance with conducting future evaluations, a checklist was created by the review team. This checklist along with the PowerPoint indicates the evaluation requirements and will be accessible on the [OSBE](#) website. The on-site follow-ups included visits to selected LEAs that were assessed in the desk review. The purpose of the on-site visits is to exchange dialogue about strengths, challenges, and needs in their evaluation practices. The visits included a review of the state requirements for certified staff evaluation, explaining the purpose of the state-mandated annual evaluation review, review evaluation practices and tools, review LEA evaluation policies, and provide targeted feedback. The on-site visit is intended to inform improvements to the implementation of the evaluation practices and compliance around the state.

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

i. Review Team Recommendations

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

1. Provide regional evaluation training.
2. Share updated guidance checklist with regional superintendents and those who teach the administrator recertification course.
3. The State Mandated Annual Evaluation Reviews should stay in person because of the importance of interrater reliability and calibration.
4. Calibration activities used for reviewer training should include two examples that have debatable evidence and one exemplary example.
5. Move the State Mandated Annual Evaluation review to the fourth week of September so Superintendents can attend their regional meetings.
6. Create legislation that could place an emphasis on the evaluation cycle in addition to the compliance requirement.
7. Create drop down options in the CLDS review software so reviewers can specify input. Also, include a notes option for administrators to clarify evidence.

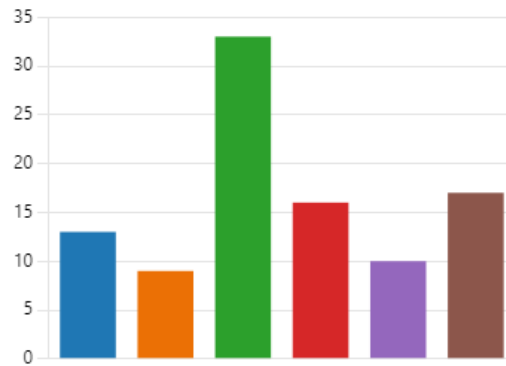
APPENDIX A ADMINISTRATOR SURVEY

State-Mandated Annual Evaluation Review-Administrator Survey (2022-2023 School Year Review)

1. In what Education Region is your school district or charter school located?

[More Details](#)

<ul style="list-style-type: none"> ● 1 ● 2 ● 3 ● 4 ● 5 ● 6 	<p>13</p> <p>9</p> <p>33</p> <p>16</p> <p>10</p> <p>17</p>
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2. What was your role during the 2022-2023 school year?

[More Details](#)

<ul style="list-style-type: none"> ● Superintendent ● Principal ● Assistant Principal ● Director ● Other 	<p>13</p> <p>59</p> <p>12</p> <p>10</p> <p>4</p>
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3. How many years has it been since completion of your initial administrator certification?

[More Details](#)

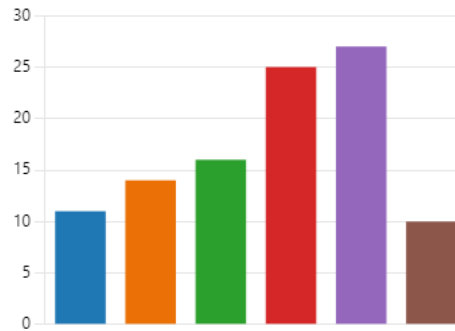
<ul style="list-style-type: none"> ● Less than 4 years ● Between 4 and 7 years ● Between 8 and 10 years ● More than 10 years 	<p>26</p> <p>23</p> <p>7</p> <p>37</p>
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4. Which administrator preparation program did you attend? (Select all that apply)

[More Details](#)

● BSU	11
● ISU	14
● NNU	16
● U of I	25
● Out of State Program	27
● Other	10



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

[More Details](#)

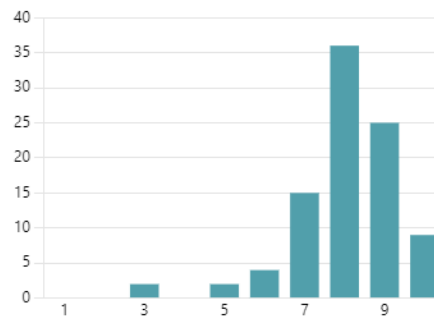
● Teachscape Online Proficiency T...	20
● Idaho State-Sponsored Danielso...	45
● Idaho Administrator Preparation...	19
● I do not yet have proof of profic...	2
● Other	34



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 (IDAPA 08.02.02.120).

[More Details](#)

8.04
Average Rating



7. How many certified staff evaluations did you complete during the 2022-2023 school year?

[More Details](#)

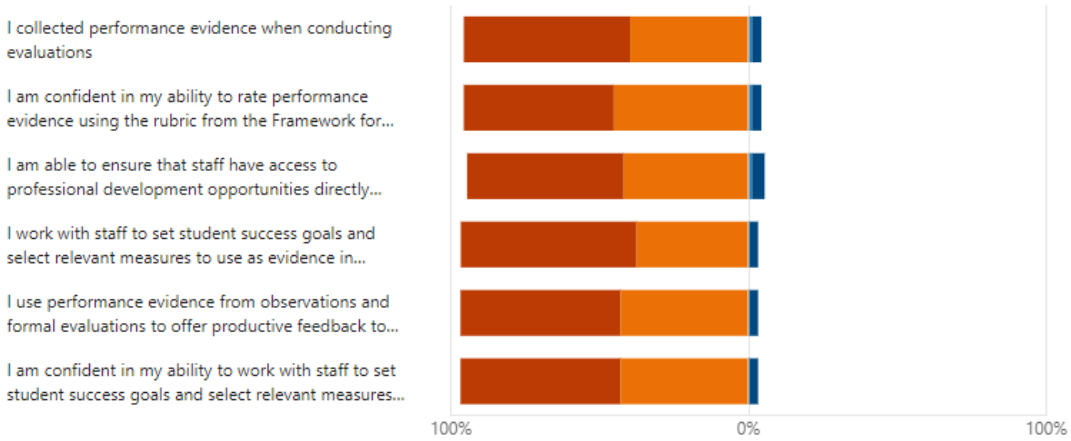
● Fewer than 6	15
● 6-10	14
● 11-15	19
● 16-20	21
● More than 20	24



8. Please provide your level of agreement with the following statements:

[More Details](#)

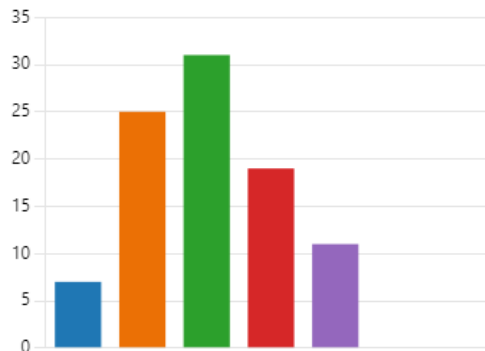
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



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

[More Details](#)

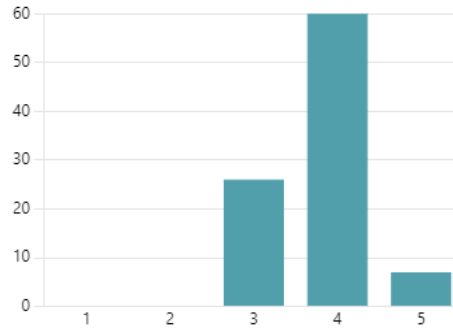
● Daily	7
● Weekly	25
● Monthly	31
● Quarterly	19
● Twice during the academic year	11
● Rarely	0
● Never	0



10. On a scale from 1-5, how would you rate the quality of feedback you provide to staff on their performance?

[More Details](#)

3.80
Average Rating



11. How accurate do you believe your 2022-2023 summative evaluations were in measuring your staff's professional practice?

[More Details](#)

● Completely	33
● Mostly	56
● Moderately	4
● Marginally	0
● Not at all	0



12. How accurate do you believe your 2022-2023 summative evaluations were in measuring your staff's impact on student success?

[More Details](#)

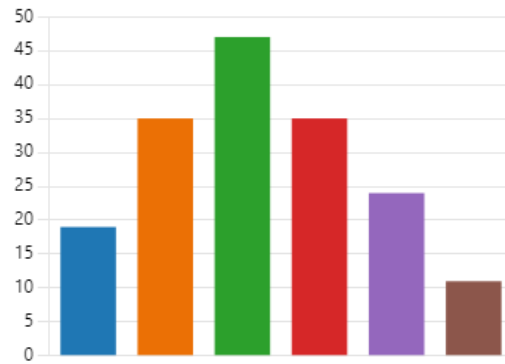
● Completely	20
● Mostly	62
● Moderately	11
● Marginally	0
● Not at all	0



13. I would welcome additional support or training in my staff evaluation role on the following topics: (Select all that apply)

[More Details](#)

● Conducting reliable observation...	19
● Collecting, evaluating, and align...	35
● Crucial conversations and produ...	47
● Assessment literacy: Accurately ...	35
● State requirements and best pra...	24
● Other	11

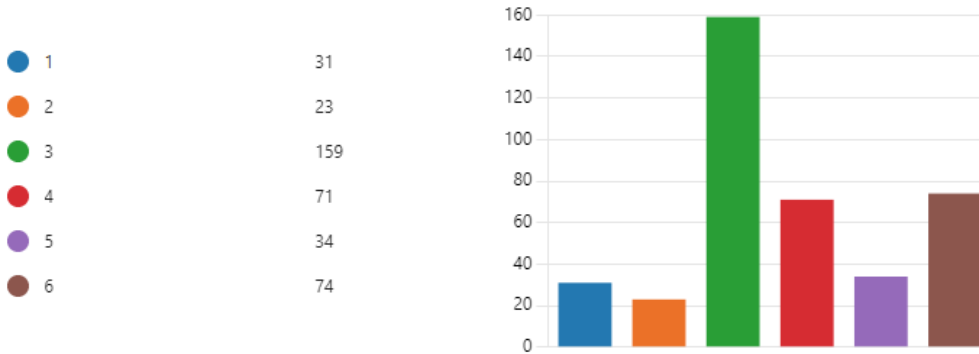


APPENDIX B CERTIFIED STAFF SURVEY

OSBE Annual Evaluation Review-Optional Staff Survey (2022-2023 School Year Review)

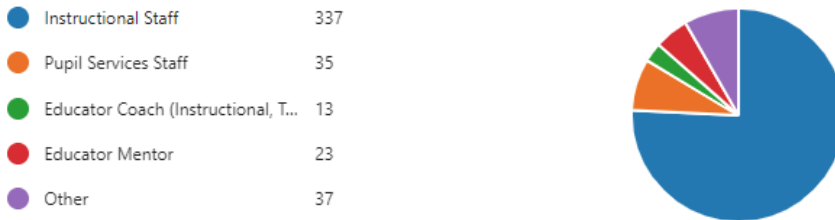
1. In what Education Region is your local education agency (school district or charter school) located?

[More Details](#)



2. What was your role during the 2022-2023 school year? (Select all that apply)

[More Details](#)



3. How many years has it been since the completion of your initial instructional or pupil service staff certification?

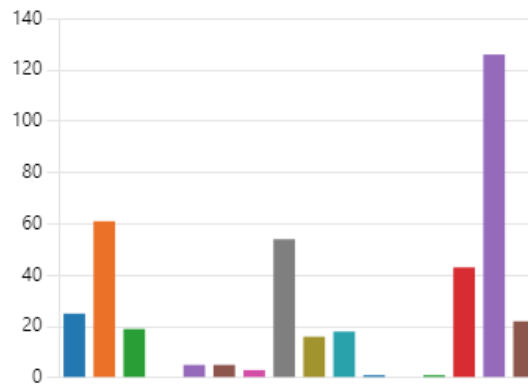
[More Details](#)



4. Select the initial instructional or pupil service staff preparation program that you attended.

[More Details](#)

● ABCTE	25
● Boise State University	61
● Brigham Young University - Idaho	19
● Charter Teacher Pathway	0
● College of Idaho	5
● College of Southern Idaho	5
● CTE Teacher Pathway	3
● Idaho State University	54
● Lewis Clark State College	16
● Northwest Nazarene University	18
● Teach for America - Idaho	1
● Registered Teacher Apprentices...	0
● Registered Teacher Apprentices...	1
● University of Idaho	43
● Out of State Program	126
● Other	22



5. Select the educator evaluation training that you have received. (Select all that apply)

[More Details](#)

● Training in my preparation prog...	179
● Training in one or more districts...	236
● Training at a state-sponsored w...	80
● I have not yet received training	48
● Other	26



6. What evaluation framework are your observations and performance evaluations based on? (Select all that apply)

[More Details](#)

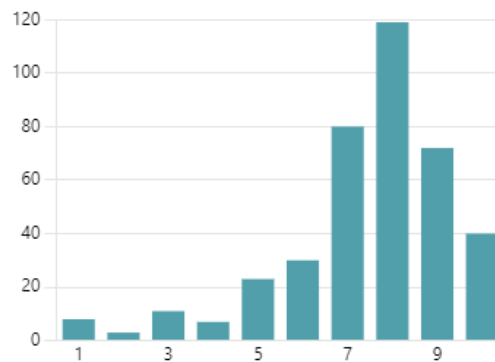
● Idaho Framework for Teaching E...	373
● My profession's national standa...	24
● Other Idaho state-board approv...	17
● Other	10



7. On a scale of 1-10, please rate your level of familiarity with the educator evaluation requirements based on Idaho Code and Administrative Rule (IDAPA 08.02.02.120):

[More Details](#)

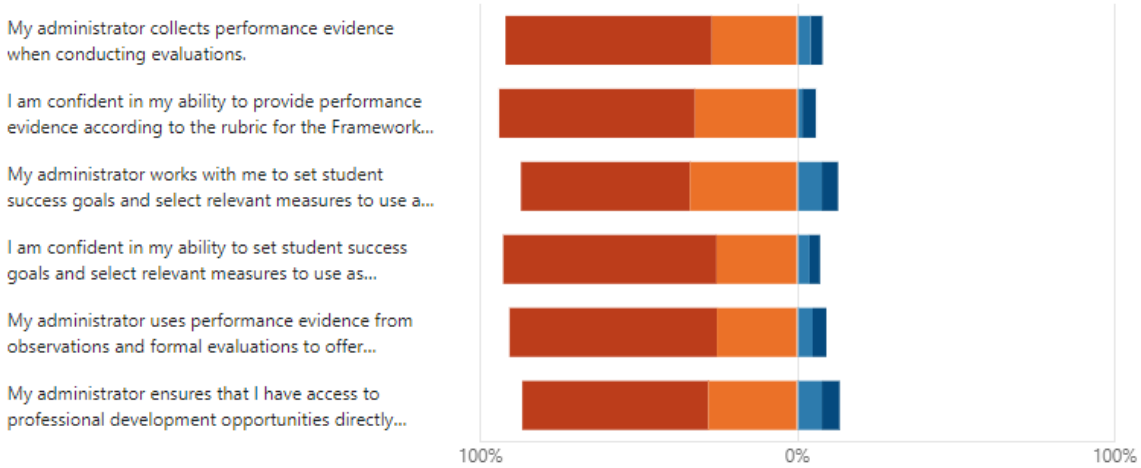
7.46
Average Rating



8. Please provide your level of agreement with the following statements:

[More Details](#)

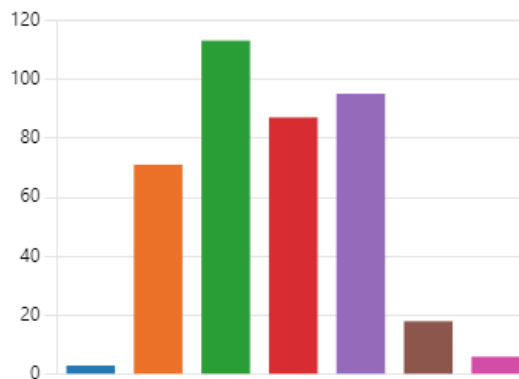
■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree



9. Please estimate the frequency with which your administrator holds professional conversations with you about your performance.

[More Details](#)

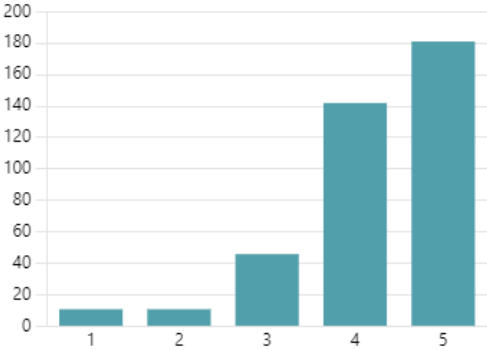
● Daily	3
● Weekly	71
● Monthly	113
● Quarterly	87
● Twice during the academic year	95
● Rarely	18
● Never	6



10. On a scale from 1 to 5, how would you rate the quality of feedback you receive on your performance from your administrator?

[More Details](#)

4.20
Average Rating



11. How accurate do you believe your 2022-2023 summative evaluation was in measuring your professional practice?

[More Details](#)

● Completely	206
● Mostly	146
● Modestly	27
● Marginally	8
● Not at all	6



12. How accurate do you believe your 2022-2023 summative evaluation was in measuring your impact on student success?

[More Details](#)

● Completely	162
● Mostly	177
● Modestly	27
● Marginally	20
● Not at all	7



13. Please select the topics that you would welcome additional support or training on. (Select all that apply)

[More Details](#)

● Reflecting on my performance u...	85
● Collecting and aligning perform...	118
● Assessment literacy: Accurately ...	115
● State requirements and best pra...	123
● Other	39

