



**Idaho State
Board of Education**

**ANNUAL EDUCATOR EVALUATION
REVIEW PER SECTION 33-1004B,
IDAHO CODE – CAREER LADDER**

REVIEW OF THE 2023-2024 SCHOOL YEAR

NOVEMBER 1, 2024

OFFICE OF THE IDAHO STATE BOARD OF EDUCATION

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INTRODUCTION

Pursuant to [Section 33-1004B, Idaho Code](#), 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 [IDAPA 08.02.02.120](#).

First, a group of administrators are selected at random, then evidence is gathered from the evaluations conducted by the selected administrator. That evidence is then examined by a review team of experienced reviewers to determine if each selected administrator has conducted their evaluations in compliance with the requirements found in [IDAPA 08.02.02.120](#), [Section 33-1001, Idaho Code](#), and [Section 33-514, Idaho Code](#). 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 [Section 33-1001, Idaho Code](#) and appropriate to the staff member's position); and
- iv. At least one (1) summative evaluation completed no later than June 1st (as defined by [Section 33-514, Idaho Code](#)), which must be aligned to the applicable professional standards and based on a combination of the items above.

BACKGROUND

- In 2008, a Teacher Evaluation Task Force (Task Force) was formed by [HB669-2008](#) to provide recommendations to the State Board of Education and other state policy makers on minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance across school districts and charter schools in Idaho.
- In 2009, the Task Force recommended the state adopt the Charlotte Danielson's Framework for Teaching 2nd Edition (Idaho Framework for Teaching Evaluation) as the statewide teacher evaluation model.
- In 2010, through [IDAPA 08.02.02.120](#), each school district and charter school were required to adopt policies and procedures for teacher evaluations aligned to the Idaho Framework for Teaching Evaluation.
- In 2012, a different Task Force made up of educators was formed to provide recommendations to the Idaho State Board of Education regarding the Idaho Framework for Teaching Evaluation. The Task Force reaffirmed the use of the Idaho Framework for Teaching Evaluation as the statewide model for teacher evaluations. The Task Force provided recommendations for additional administrative rule changes to increase the rigor and utility of teacher evaluations.
- In 2013, training on the Idaho Framework for Teaching Evaluation was incorporated into Idaho State Board of Education approved administrator preparation programs.
- In 2015, the Idaho Framework for Teaching Evaluation was incorporated into the statutory framework for teacher compensation, per [Section 33-1004B, Idaho Code](#), and became a required component of the Institutional Recommendations required for standard teacher certification. In response to concerns that the evaluations may not be conducted consistently and with fidelity to the Idaho Framework for Teaching Evaluation, language was included in [Section 33-1004B, Idaho Code](#), requiring random reviews of the evaluations conducted at the school district and charter school level.
- In 2023, the Career Ladder Data System (CLDS) was built out for the State Mandated Annual Evaluation Review process.

METHODOLOGY

A randomized sample of administrators generated by the Career Ladder Data System randomizer—representing approximately **10% of the evaluating administrators in each region in the state**—was provided for this review. For every administrator in the sample, a **selection of evaluations from the 2023-2024 school year were reviewed**. Where possible, this selection included two instructional staff evaluations and one pupil service staff evaluation each. **Three hundred ten (310) staff evaluations by one hundred twenty-six (126) administrators** were confirmed for the review sample.

A team of twenty-one (21) experienced education professionals from across Idaho were selected to serve on the review team. This group was composed of current and former public education administrators, educators, and 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 is 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, and two (2) calibration activities.

The **first phase** of the review process is the **desk review**, in which reviewers work independently to assess the compliance of each evaluation. A minimum of two reviews were conducted by two different reviewers for each submitted evaluation. Reviewers that work in a school district or charter school were assigned evaluations in a different region from their employment region. Selected administrators were notified of the results of the review. After being notified of the review results, administrators were given the opportunity to submit missing documents, provide clarification for the evidence submitted, and/or correct any errors. Evaluations that were resubmitted went through the review process described early in this paragraph and the results were communicated. Upon conclusion of the desk review, the review team discussed trends, strengths, and areas of improvement that were observed during this desk review.

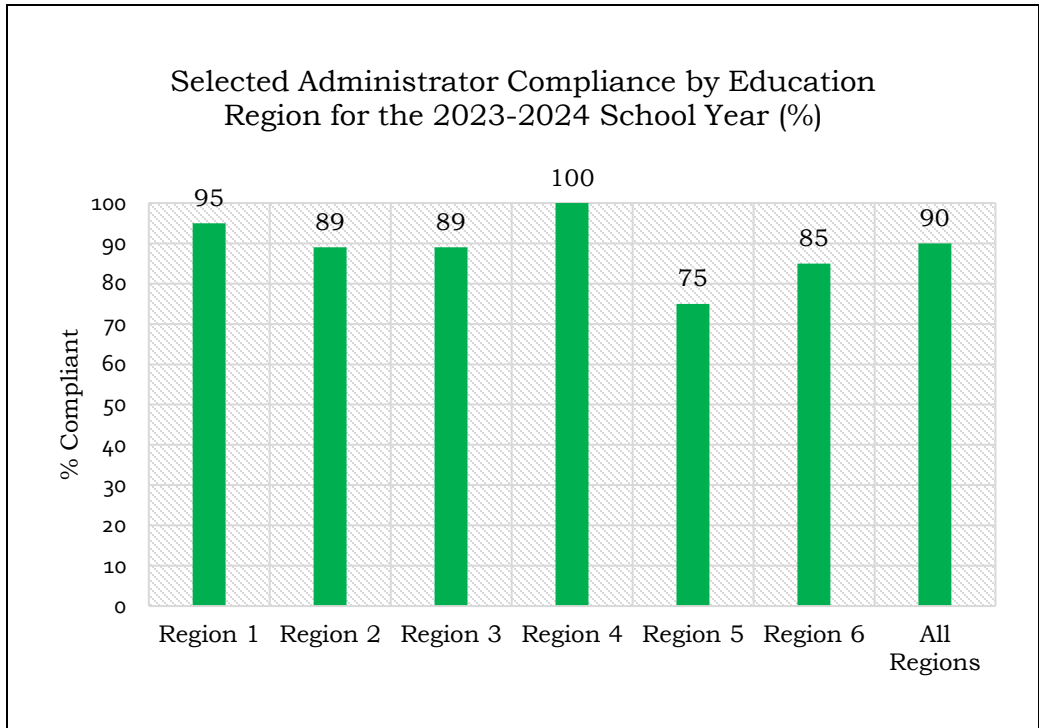
The **second phase** of the review process involved **on-site or virtual visits** with a subset of selected administrators whose evaluations were assessed in the desk review. The purpose of these visits was to establish a dialogue with evaluators to inform improvements to the implementation of evaluation practices and compliance with evaluation requirements.

SELECTED ADMINISTRATOR COMPLIANCE

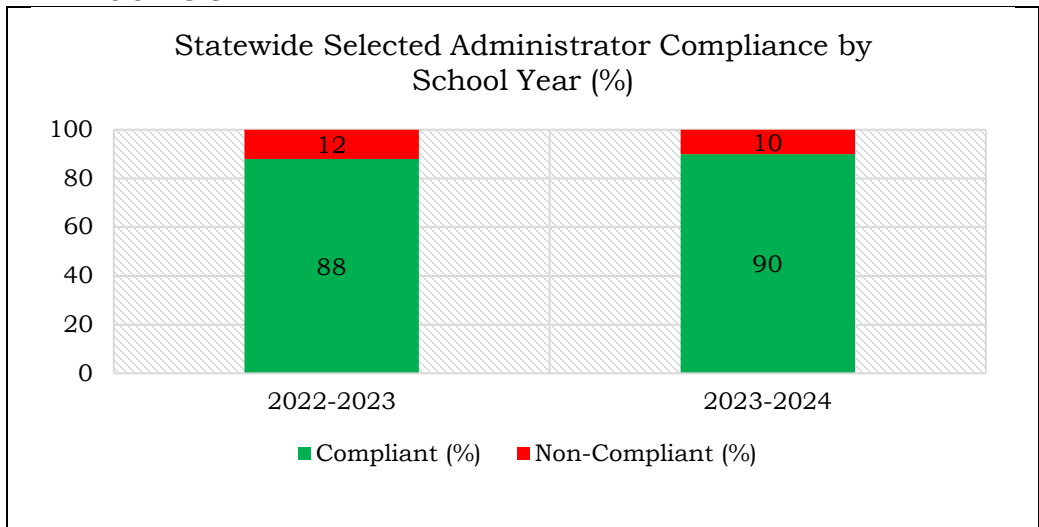
SELECTED ADMINISTRATOR COMPLIANCE BY EDUCATION REGION FOR THE 2023-2024 SCHOOL YEAR



Education Region Map

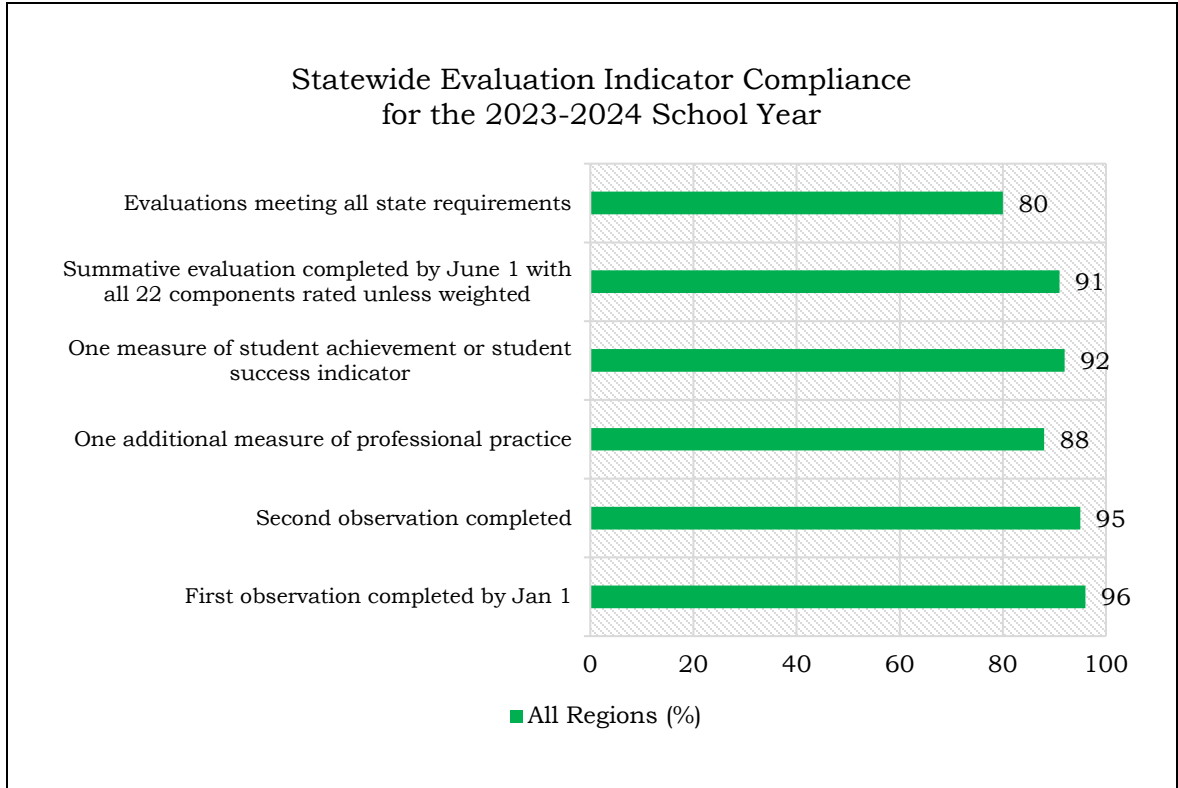


STATEWIDE SELECTED ADMINISTRATOR COMPLIANCE BY SCHOOL YEAR

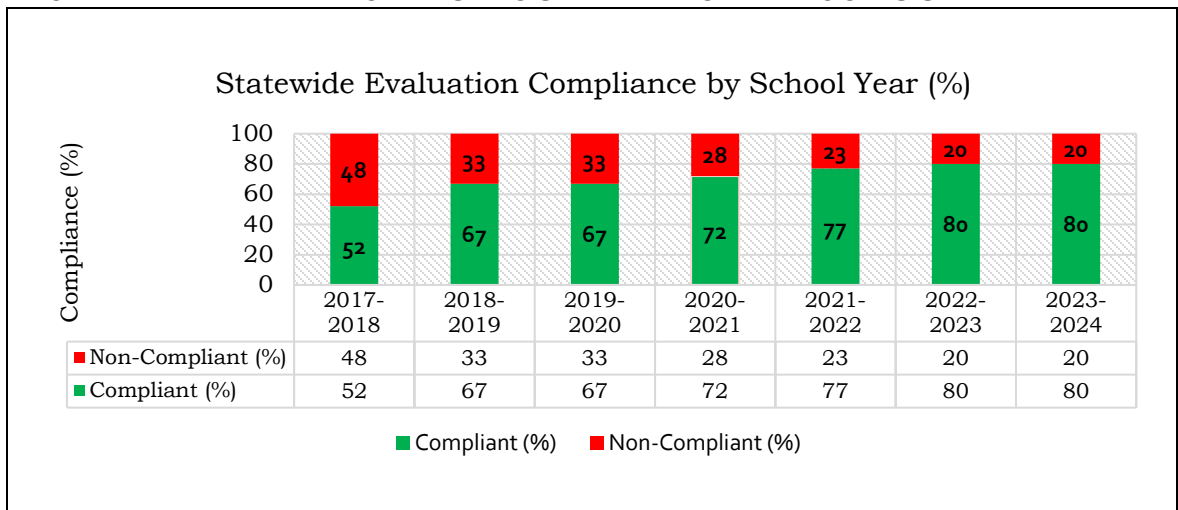


EVALUATION COMPLIANCE

STATEWIDE EVALUATION INDICATOR COMPLIANCE FOR THE 2023-2024 SCHOOL YEAR



STATEWIDE EVALUATION COMPLIANCE BY SCHOOL YEAR



CONCLUSION

The historical implementation of the state mandated annual evaluation review may have impacted each year's findings due to a variety of changes.

Those changes include:

- Annual learning and relearning of the state mandated annual evaluation review implementation process;
- Changes to the board office state mandated annual evaluation review facilitator;
- Changes to the state mandated annual evaluation review platform;
- Changes to the state mandated annual evaluation review sample of selected administrators; and
- Changes to the state sponsored certified staff evaluation platform.

Additional areas that may impact each year's findings are:

- Communication with school districts and charter schools;
- School administrator capacity;
- School administrators prepared outside of Idaho; and
- School administrator turnover.

The daily responsibilities of the multi-faceted position of a school administrator binds the time that may be allocated to the many requirements of the position, such as certified staff evaluations.

Conclusion

The review team found improvements in the rigor and selection of the measures of student achievement used across the state. The use of portfolios for the additional measure of professional practice was found to be a strength as the portfolios were specific to the growth of the educator. The elements of non-compliance appeared to be related to misunderstandings of the framework requirements, uncollected evidence, and extenuating circumstances. 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 Idaho Framework for Teaching Evaluation should focus on clarifying evaluation requirements. Specifically, providing guidance for weighted evaluations, clarifying the additional measure of professional practice, explaining student success indicators, and providing guidance on conducting evaluations for pupil service staff and special education teachers.

The rate of evaluation compliance remained consistent with last year's state mandated annual evaluation review results.

END OF REPORT

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