

Administrative Evaluation & Growth System

Reference Handbook for Principals and Assistant Principals

Adopted by the Kyrene Governing Board

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Administrative Evaluation & Growth System

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Section 1: Purpose and Belief Statement

Purpose Statement

The Kyrene School District Administrator Evaluation and Growth System is designed to contribute to the District's pursuit of excellence in education. The primary purpose of evaluation is to promote ongoing professional growth and effective administrator performance, which improves student learning.

The evaluation system also assures the Governing Board and the community that quality education is a responsibility shared by all staff. It provides for specific and reasonable plans for improvement of administrator performance, if the performance of the administrator requires improvement.

Belief Statement

We believe the Administrator Evaluation and Growth System should:

- Enhance and improve student learning;
- Use the evaluation process and data to improve teacher and principal performance;
- Incorporate multiple measurements of achievement;
- Communicate clearly defined expectations;
- Reflect fairness, flexibility, and a research-based approach;
- Create a culture where data drives instructional decisions;
- Use the evaluation process and achievement data to drive professional development to enhance student performance; and,
- Increase data-informed decision making for student, teacher, and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

Section 2: Evaluation Timeline

Principal evaluations typically cover the period from July 1 through June 30 of each school year. An evaluation may be conducted at any time prior to the end of the school year, but if the non-renewal of a certified administrator's contract occurs, it must take place prior to April 15 in the final year of the contract.

Section 3: Evaluation Rubric (see following pages)



Principal and Assistant Principal Evaluation Rubric

The table shows the school leadership areas and a description for each area. Rather than compiling evidence for and scoring each desired effect individually, ratings will be applied to each area holistically.

Area	Description	Principal Weighting	Assistant Principal Weighting
Area 1: Data-Driven Decisions	Effective educational leaders ensure that the school and individual teachers have a clear focus on student achievement that is guided by relevant and timely data.	20%	10%
Area 2: Curriculum and Instruction	Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum and instruction to promote each student's academic success and well-being.	50%	25%
Area 3: Collaboration and Feedback	Effective educational leaders develop the capacity and practice of a professional community of school personnel to promote each student's academic success and well-being.	20%	20%
Area 4: School Climate	Effective educational leaders engage constituents to cultivate an inclusive, caring, and supportive school community that promotes each student's academic success and positive school climate.	10%	45%

Individual Performance Ratings Key

Rating	Description
Highly Effective (3)	Administrator demonstrates expertise in use of standard
Effective (2)	Administrator is proficient in use of standard
Developing (1)	Administrator is developing in use of standard
Ineffective (0)	Elements from the standard should have been present, but were not or have minimal impact

Area		Desired Effects	
<h1>Data-Driven Decisions</h1>		<ul style="list-style-type: none"> ● 90-day action plan is in place and all teachers understand the critical school achievement and gap goals. ● Data show that progress is made toward meeting school achievement and gap goals. (If you aren't getting results, you are not at the Effective level.) ● Intervention programs exist to bridge achievement gaps and there are clear criteria for placement and evaluation of program effectiveness (If you aren't getting results, you are not at the Effective level.) <p>NOTE: 90-day action plans were not required for all schools for 2020-21. The modified evaluation for 2020-21 will include COVID response planning along with or in place of 90-day action planning.</p>	
Highly Effective (3)	Effective (2)	Developing (1)	Ineffective (0)
<p>90-day action planning process</p> <ul style="list-style-type: none"> ● Strategies address and are well-aligned to all identified root causes. ● There is clear evidence of progress. ● There are systems in place to collect and review data and monitor plans regularly using multiple measures. ● Adjustments are made during the course of the year based upon evidence. The second 90-day action plan demonstrates monitoring and adjustments based upon accomplishments in the first 90 days. ● Intervention programs exist and there are clear criteria for placement/exit and methods for flexible and fluid groupings. Intervention programs are evaluated to determine the extent to which they are closing achievement gaps. PLC and teacher action plans address grade level and individual student data. 	<p>90-day action planning process</p> <ul style="list-style-type: none"> ● Strategies address most identified root causes. ● There is clear evidence of progress. ● There are systems in place to collect and review data and monitor plans at least quarterly. ● Adjustments are made during the course of the year and the second 90-day plan based upon evidence. ● Intervention programs exist and there are clear criteria for placement/exit and monitoring of program progress toward meeting individual student needs. 	<p>90-day action planning process</p> <ul style="list-style-type: none"> ● Strategies address some identified root causes. ● There is some evidence of progress. ● Systems to collect and review data are under development. ● Limited adjustments are made to the second 90-day action plan. ● Intervention programs exist and there are clear criteria for placement/exit. 	<p>90-day action planning process</p> <ul style="list-style-type: none"> ● Strategies address a limited number of identified root causes because analysis is incomplete. ● There is limited evidence of progress. ● Systems to collect and review data are not established. ● The second 90-day action plan is an extension of time for the first 90-day action plan. ● Intervention programs exist in some areas; programs may not address needs or there may not be not clear criteria for placement/exit.

Area		Desired Effect	
<h1>Curriculum and Instruction</h1>		<ul style="list-style-type: none"> ● School leader conveys instructional expectations in the school. School leader provides feedback to teachers and organizes differentiated professional development and/or support to elevate teacher practice. ● School leader monitors progress toward achievement goals and teacher evaluation data is consistent with student achievement data. ● State standards are taught and assessed using district curriculum and all students have access to grade level or above grade level curriculum. 	
Highly Effective (3)	Effective (2)	Developing (1)	Ineffective (0)
<ul style="list-style-type: none"> ● Teachers receive monthly targeted feedback on high-leverage strategies. The frequency of high-leverage strategies is increasing, and data is leveraged to change instructional practice. ● School leader identifies teacher needs, organizes differentiated or targeted support, and monitors implementation. ● School leader determines professional development needs from multiple sources of data and develops aligned PD plans that shift instructional practice as identified in 90-day action plan. ● School leader monitors alignment of instruction to standards and pacing guides, ensures access for all students to learn critical content, and implements an assessment and data review strategy to monitor progress toward grade level expectations. 	<ul style="list-style-type: none"> ● Teachers receive monthly targeted feedback on high-leverage strategies. ● School leader identifies site needs, organizes targeted support, and monitors implementation. ● School leader determines professional development needs from data and develops PD plans that shift instructional practice as identified in 90-day action plan. ● School leader monitors alignment of instruction to standards and pacing guides, ensures access for all students to learn critical content, and implements an assessment strategy to monitor progress toward grade level expectations. 	<ul style="list-style-type: none"> ● Teachers receive monthly walkthrough /coaching feedback. Some of the feedback is related to high-leverage strategies. ● School leader identifies some site needs and organizes general support. Systems to monitor implementation are limited. ● School leader determines professional development needs and develops PD plans. There are limited shifts in instructional practice as identified in 90-day action plan. ● School leader is developing a system to monitor alignment of instruction to standards and pacing guides, ensure access for all students to learn critical content, and implement an assessment strategy to monitor progress toward grade level expectations. 	<ul style="list-style-type: none"> ● Teachers with identified areas of growth receive walkthrough/coaching feedback less frequently than once per month. Feedback is not targeted to high-leverage strategies. ● School leader identifies few site needs and organizes limited support. Systems to monitor implementation are limited or absent. ● School leader does not utilize or identify data to determine professional development needs to inform the development of the PD plan. Desired shifts in instructional practice as identified in 90-day action plan are not realized. ● School leader is missing systems to monitor alignment of instruction to standards and pacing guides, ensure access for all students to learn critical content, and implement an assessment strategy to monitor progress toward grade level expectations.

Area		Desired Effect	
<h1>Collaboration and Feedback</h1>		<ul style="list-style-type: none"> ● Collaboration improves instructional practices and student achievement. School leader facilitates opportunities for teacher to actively improve their practice. ● School leader regularly collects and uses feedback from stakeholders. Stakeholders feel their input is valued and play a role in decision-making. 	
Highly Effective (3)	Effective (2)	Developing (1)	Ineffective (0)
<ul style="list-style-type: none"> ● School leader develops schedules, sets expectations, and monitors implementation of professional learning communities. PLCs meet regularly to analyze data, review student work, plan instruction, build common formative assessments, and determine Tier 2 supports. ● School leader provides feedback and uses strategies to strengthen the effectiveness of grade level and content teams. ● School leader utilizes distributed teacher leadership to provide target support to development of effective PLCs. ● School leader creates and utilizes systems to collect input and feedback from stakeholders and uses the data to inform 90-day action planning and decision-making processes. Distributed leadership is evident in school structures. Improvements and adjustments impact positive change. Surveys indicate that stakeholders feel their input is valued. 	<ul style="list-style-type: none"> ● School leader develops schedules, sets expectations, and monitors implementation of professional learning communities. PLCs meet regularly to analyze data, review student work, plan instruction, build common formative assessments, and determine Tier 2 supports. ● School leader provides feedback and uses strategies to strengthen the effectiveness of grade level and content teams. ● School leader creates and utilizes systems to collect input and feedback from stakeholders and uses the data to inform 90-day action planning and decision-making processes. Surveys indicate that stakeholders feel their input is valued. 	<ul style="list-style-type: none"> ● School leader develops schedules, sets expectations, and is developing systems to monitor implementation of professional learning communities. PLCs meet regularly to plan instruction and develop common formative assessments but spend limited time in analysis of student work and determination of Tier 2 supports. ● School leader provides limited feedback or strategies to strengthen the effectiveness of grade level and content teams. ● School leader is developing systems to collect input and feedback from stakeholders. Limited data is available to inform 90-day action planning and decision-making processes. Surveys indicate that stakeholders have mixed feelings about input being valued. 	<ul style="list-style-type: none"> ● School leader is developing schedules and expectations for professional learning communities. There are not systems in place to monitor implementation of PLCs. PLCs meet less regularly than expected and focus mainly on planning instruction and developing common formative assessments. ● School leader is developing a system to provide feedback or strategies to strengthen the effectiveness of grade level and content teams. ● School leader is missing systems to collect input and feedback from stakeholders. Data is not available to inform 90-day action planning and decision-making processes. Surveys indicate that stakeholders do not feel their input is valued.

Area		Desired Effect	
<h1>School Climate</h1>		<ul style="list-style-type: none"> • The school leader continues to grow as a leader and others follow his/her leadership. The school leader recognizes contributions and people feel valued and honored at the school. • The school leader does whatever it takes to see that all kids learn. Teachers and students have the resources they need to teach and learn. • The environment is safe so that students can learn, and stakeholders feel the school is safe and can focus on learning. 	
Highly Effective (3)	Effective (2)	Developing (1)	Ineffective (0)
<ul style="list-style-type: none"> • School leader actively participates and contributes during leadership meetings and school leader PLCs. School leader engages in personal growth opportunities related to their needs and interests. School leader seeks out mentors or other opportunities to accelerate their growth. • School leader ensures a positive school environment with high expectations for learning for all students. School leader allocates resources to meet identified needs, evaluates impact, and makes adjustments that lead to improvements. • School leader reviews PBIS data regularly to determine strengths, needs, and next steps. Emergency plans are reviewed, updated, and shared annually. Surveys indicate that stakeholders believe the school is a very safe and excellent environment for learning. • School leader utilizes multiple methods to provide frequent and clear communication to stakeholders. School leader celebrates and builds upon success to elevate progress to the next level. School leader seeks out opportunities such as partnerships, grants, or fundraisers to bring innovative programs to the school. 	<ul style="list-style-type: none"> • School leader actively participates and contributes during leadership meetings and school leader PLCs. School leader engages in personal growth opportunities related to their needs and interests. • School leader ensures a positive school environment with high expectations for learning for all students. School leader allocates resources to meet identified needs, evaluates impact, and makes adjustments. • School leader reviews PBIS data regularly to determine strengths, needs, and next steps. Emergency plans are reviewed, updated, and shared annually. Surveys indicate that stakeholders believe the school is a safe and positive learning environment. • School leader utilizes multiple methods to provide frequent and clear communication to stakeholders. School leader celebrates and builds upon success to elevate progress to the next level. 	<ul style="list-style-type: none"> • School leader participates in leadership meetings and school leader PLCs. School leader engages in limited personal growth opportunities related to their interests. • School leader is developing a positive school environment with high expectations for learning for all students. School leader is in the process of aligning allocation of resources to meet identified needs. Systems for evaluating impact and making adjustments are under development. • School leader reviews PBIS data regularly to determine strengths, needs, and limited next steps. Emergency plans are reviewed, updated, and shared annually. Surveys indicate mixed results from stakeholders in regards to the school being a safe and positive learning environment. • School leader is developing a communication plan to provide frequent and clear communication to stakeholders. School leader celebrates team and individual accomplishments at the school. 	<ul style="list-style-type: none"> • School leader participates in some leadership meetings and school leader PLCs. School leader engages in limited or no personal growth opportunities related to their interests or needs. • School leader lacks the ability to develop a positive school environment with high expectations for learning for all students. School leader has not determined alignment of allocation of resources to meet identified needs and some needs are not addressed. Systems for evaluating impact or adjustments are not in place. • School leader reviews PBIS data infrequently and is able to determine strengths and needs in a limited way. There is no evidence to show emergency plans have been reviewed, updated, and shared annually. Surveys indicate mixed results from stakeholders in regards to the school being a safe and positive learning environment; one or more stakeholder groups have demonstrated concerns in these areas. • School leader does not have a communication plan to provide frequent and clear communication to stakeholders. School leader celebrates some team and individual accomplishments at the school.

Section 4: Performance Development Plan

Purpose

The purpose of the Performance Development Plan (PDP) is to assist administrators with an overall rating of Effective, or Highly Effective, in addressing the one or two areas identified in the evaluation as needing improvement as defined by Developing or Ineffective.

Duration

The Performance Development Plan is designed to be implemented over a period of time not less than 60 calendar days to provide ample opportunity to improve performance.

Components of the Plan

The Performance Development Plan shall include the following components:

- The areas marked *Developing or Ineffective*
- A plan to correct deficiencies (i.e. action steps)
- Identification of specific recommended resources or learning activities
- Dates for subsequent observations, conferences, and/or meetings to monitor the progress on the Performance Development Plan
- Measurable criteria for success.

It is the responsibility of the administrator to 1) access resources, and 2) carry out these and/or other strategies to improve performance and demonstrate developing or better performance in all areas.

Please note: you have the right to include an advocate such as a lead principal or Kyrene Administrative Council (KAC) member in PDP meetings.

Outcomes Demonstrating Success:

- The post-PDP evaluation must result in, at minimum, a *Developing* rating in the area identified in the performance development plan.
- The post-PDP evaluation must result in an overall evaluation rating that is at the *Effective* rating or higher on the scale.
- At the conclusion of the PDP, the administrator must demonstrate adequate performance as set forth in the PDP and the administrator is maintaining adequate performance in all other aspects of the administrator's duties as defined by the Governing Board. If the post-PDP evaluation reveals the administrator continues to demonstrate inadequate performance in the identified areas, or the administrator is not maintaining adequate performance in all other aspects of the administrator's duties, a Performance Improvement Plan (PIP) will be implemented, in accordance to the provisions as set forth in this Handbook.

Section 5: Performance Improvement Plan

Purpose

The purpose of the Performance Improvement Plan (PIP) is to assist administrators in addressing the areas identified in the evaluation as needing improvement. An overall evaluation rating of *Developing* or *Ineffective* will initiate a PIP. Additionally, two or more areas(s) identified in an evaluation as *Developing* or *Ineffective*, shall initiate a PIP.

Duration

The Performance Improvement Plan is designed to be implemented over a period of time not less than 60 calendar days to provide ample opportunity to improve performance.

Components of the Plan

The Performance Improvement Plan shall include the following components:

- The areas marked *Developing* or *Ineffective*.
- A plan to correct deficiencies (i.e. action steps)
- Identification of specific recommended resources or learning activities
- Dates for subsequent observations, conferences, and/or meetings to monitor the progress on the Performance Improvement Plan
- Measurable criteria for success.

It is the responsibility of the administrator to 1) access resources, and 2) carry out these and/or other strategies to improve performance and demonstrate developing or better performance in all areas.

Please note that administrators have the right to include an advocate such as a Lead Principal or Kyrene Administrative Council (KAC) member in PIP meetings.

Outcomes Demonstrating Success:

- The post-PIP evaluation must result in, at minimum, a *Developing* rating in the area identified in the performance improvement plan.
- The post-PIP evaluation must result in an overall evaluation rating that is at the *Effective* rating or higher on the scale.
- At the conclusion of the PIP, the administrator must demonstrate adequate performance as set forth in the PIP and the administrator is maintaining adequate performance in all other aspects of the administrator's duties as defined by the Governing Board. If the post-PIP evaluation reveals the administrator continues to demonstrate inadequate performance in the identified areas, or the administrator is not maintaining adequate performance in all other aspects of the administrator's duties, a recommendation for non-renewal will be made to the Governing Board, as provided for in policy.

Section 6: Appeal Process

A signature acknowledges receipt of one's evaluation, not necessarily agreement. Administrators may submit a letter of disagreement for ratings that apply. Evaluation ratings may be appealed for only procedural violations. In such cases, a request for review should be submitted to the evaluator's supervisor within 10 calendar days. The evaluator's supervisor will share a report of findings within 15 calendar days.

A Performance Improvement Plan will continue during the pendency of the appeal.

APPENDIX A

PERFORMANCE DEVELOPMENT PLAN FOR ADMINISTRATOR

Administrator: _____ Employee ID #: _____

Evaluator(s): _____ Date: _____

This Performance Development Plan (PDP) assists you in addressing the evaluation shared with you on _____ in which the evaluation rating of *Effective* or *Highly Effective* included a rating of *Developing* or *Ineffective* for 1 or 2 areas.

This plan is being implemented to provide you an opportunity to improve your performance.

Outcomes Demonstrating Success:

1. The post-PDP evaluation at least meets the *Developing* level rating on the scale for the areas identified in the improvement plan.
2. The post-PDP evaluation maintains an overall evaluation rating that at least meets the *Effective* level on the scale.
3. At the conclusion of the PDP, the administrator demonstrates that the deficiency set forth in the PDP is resolved and that the administrator is maintaining adequate performance in all other aspects of the administrator's duties as defined by the Governing Board.

The PDP will be developed by the evaluator and administrator and will:

- Identify areas marked *Developing* or *Ineffective*.
- Outline the plan to correct deficiencies (action steps).
- Include the criteria for demonstrating success on the Plan.
- Specify recommended resources or learning activities.
- Identify dates for subsequent observations; conferences; and/or meetings to monitor progress on the Plan.

It is your responsibility to 1) access resources and 2) carry out these and/or other strategies to improve your performance and demonstrate developing or better performance in all elements.

Area(s): _____

Action Steps:

Recommended Resources/Professional Development Activities:

Measurement of Success:

Dates for the evaluator and administrator to monitor and review the administrator's progress on the PDP:

Date by which improvement must be shown: _____

Signature of Administrator _____ Date _____

Signature of Evaluator _____ Date _____

APPENDIX B

PERFORMANCE IMPROVEMENT PLAN FOR ADMINISTRATOR

Administrator: _____ **Employee ID #:** _____

Evaluator(s): _____ **Date:** _____

This Performance Improvement Plan (PIP) assists you in addressing the evaluation shared with you on the date of _____ for the reason below:

- Evaluation rating of *Developing* or *Ineffective*
- *Developing* or *Ineffective* rating in two or more Areas

This plan is being implemented to provide you with an opportunity to improve your performance.

Outcomes Demonstrating Success:

2. The post-PIP evaluation at least meets the *Developing* level rating on the scale for the area identified in the improvement plan.
3. The post-PIP evaluation has an overall evaluation rating that at least meets the *Effective* level on the scale.
4. At the conclusion of the PIP, the administrator demonstrates that the inadequacy set forth in the PIP is resolved and that the administrator is maintaining adequate performance in all other aspects of the administrator's duties as defined by the Governing Board.

The PIP will be developed by the evaluator and will:

- Identify areas marked *Developing* or *Ineffective*.
- Outline the plan to correct deficiencies (action steps).
- Include the criteria for demonstrating success on the Plan.
- Specify recommended resources or learning activities.
- Identify dates for subsequent observations; conferences; and/or meetings to monitor progress on the Plan.

It is your responsibility to 1) access resources and 2) carry out these and/or other strategies to improve your performance and demonstrate developing or better performance in all elements.

Areas (s): _____

Action Steps:

Recommended Resources/Professional Development Activities:

Measurement of Success:

Dates for the evaluator and administrator to monitor and review the administrator's progress on the PIP:

Date by which improvement must be shown: _____

Signature of Administrator _____ Date _____

Signature of Evaluator _____ Date _____