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# Certified Evaluation Plan Committee

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<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Chapman</td>
<td>Fordsville Elementary</td>
<td>Teacher</td>
</tr>
<tr>
<td>Crystal Geary</td>
<td>Ohio County Middle School</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jon Johnson</td>
<td>Ohio County Middle School</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jaime McKown</td>
<td>Wayland Alexander Elementary</td>
<td>Teacher</td>
</tr>
<tr>
<td>Brenda Sims</td>
<td>Render Education Center</td>
<td>Teacher</td>
</tr>
<tr>
<td>Janice Snodgrass</td>
<td>Southern/Western Elementary</td>
<td>Teacher</td>
</tr>
<tr>
<td>Ginger Tichenor</td>
<td>Beaver Dam Elementary</td>
<td>Teacher</td>
</tr>
<tr>
<td>Angela Alexander</td>
<td>Ohio County High School</td>
<td>Administrator</td>
</tr>
<tr>
<td>Kara Bullock</td>
<td>Central Office</td>
<td>Administrator</td>
</tr>
<tr>
<td>Summer Hines</td>
<td>Southern Elementary</td>
<td>Administrator</td>
</tr>
<tr>
<td>Cheston Hoover</td>
<td>Ohio County Middle School</td>
<td>Administrator</td>
</tr>
<tr>
<td>Jeff Martin</td>
<td>Wayland Preschool</td>
<td>Administrator</td>
</tr>
<tr>
<td>Tony Minton</td>
<td>Central Office</td>
<td>Administrator</td>
</tr>
<tr>
<td>Seth Southard</td>
<td>Central Office</td>
<td>Administrator</td>
</tr>
</tbody>
</table>

Contact Person: Tony Minton  (270) 298-3249  tony.minton@ohio.kyschools.us
District Professional Growth and Effectiveness Plan

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW – Certified Teacher

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, has designed, developed, field tested and piloted a new statewide Professional Growth and Effectiveness System (PGES).

Kentucky embarked on a comprehensive system of education reform integrating:

• relevant and rigorous standards
• aligned and meaningful assessments
• highly effective teaching and school leadership
• data to inform instruction and policy decisions
• innovation
• school improvement

All are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready.

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement, and is a key requirement of Kentucky’s Elementary and Secondary Education Act (ESEA) flexibility waiver and the state’s Race to the Top grant.
The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

**Roles and Definitions**

1. **Administrator:** means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Assistant Principal:** An administrator who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
3. **Conference:** A meeting that includes a conversation between the evaluator and the evaluatee for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee’s accomplishments and areas for growth, and that leads to the establishment or revision of a professional growth plan.
4. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
5. **Evaluatee:** District/School personnel being evaluated
6. **Formative Evaluation:** A continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee’s professional growth and performance.
7. **Job Category:** A group or class of positions with closely related functions (e.g., principal, coordinator, director).
8. **Observation:** A process of gathering information by observing the performance of duty in comparison with predetermined criteria.
9. **Observer Certification:** The process of certifying observers who have demonstrated proficiency in rating teachers for the purposes of feedback and evaluation.
10. **Observer Recalibration:** The process of ensuring that an observer has maintained proficiency and accuracy in observing teachers for the purpose of evaluation and feedback.
11. **Other Professionals:** Certified personnel other than teachers or administrators.
12. **Peer Assistance and Review Panel:** A panel created for the purpose of providing peer assistance and review by proven, expert teachers who share their knowledge with, and assess the performance of, beginning teachers, low-performing teachers, and teachers who voluntarily seek assistance to improve their skills, created for the purpose of supporting and improving instructional practice and for the purpose of making recommendations for personnel decisions.
13. **Peer Observation:** Observation and documentation by a trained colleague, selected as described in the district’s Professional Growth and Effectiveness System plan who observes and documents another teacher’s professional practice and provides supportive and constructive feedback that can be used to improve professional practice.
14. **Peer Observer:** Observation and documentation by a trained certified school personnel.
15. **Performance Criteria:** The areas, skills, or outcomes on which certified personnel shall be evaluated, based on position and the district plan.

16. **Performance Rating:** The summative description of an evaluatee’s performance and includes the following for teachers, principals, and assistant principals:
   (a) **ExEMPLARY PERFORMANCE RATING:** The Rating for performance that consistently exceeds expectations for effective performance within professional practice and overall.
   (b) **Accomplished Performance Rating:** The rating for performance that consistently meets expectations for effective performance within professional practice and overall.
   (c) **Developing Performance Rating:** The rating for performance that inconsistently meets expectations for effective performance within professional practice and overall.
   (d) **Ineffective Performance Rating:** The rating for performance that consistently fails to meet expectations for effective performance within professional practice and overall.

17. **Principal:** An administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

18. **Professional Growth and Effectiveness System:** A system to support and improve the performance of certified personnel that:
   (a) promotes continuous professional growth;
   (b) Uses data from multiple measures as sources of evidence to determine the effectiveness of certified personnel, and includes student growth, as defined in KRS 156.557 (1) (c), as a significant factor;
   (c) Includes both formative and summative components:
   (d) Uses clear and timely feedback to guide opportunities for professional development;
   (e) Provides meaningful differentiation of teacher and principal performance using at least three (3) performance levels;
   (f) Is used to inform personnel decisions; and
   (g) Rates certified personnel using multiple sources of evidence as opposed to a single source of evidence.

19. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator and that includes:
   (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator;
   (b) Objectives or targets aligned to the goals, an action plan for achieving the objectives or targets, a plan for monitoring progress, and a method for evaluating success:
   (c) Alignment to the specific goals and objectives of the school improvement plan or the district improvement plan; and
   (d) Identification, prioritization, and coordination of school and district resources using available funds to accomplish the goals.

20. **Professional Practice:** The demonstration, in the school environment, of professional knowledge and skill.
21. **Professional Practice Rating:** The holistic rating representing performance in professional practice, combining data from multiple sources of evidence across each domain or standard listed in Section 6 of 704 KAR 3:370.

22. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of self-improvement and identifying areas for professional learning and growth.

23. **Sources of Evidence:** Evidence from multiple measures, as listed in Section 9 (2) and Section 10 (2) of 704 KAR 3:370, along with other district-determined evidence.

24. **Student Growth:** The change in student achievement for an individual student between two (2) or more points in time including achievement on state assessments required per KRS 158.6453.

25. **Student Growth Goal:** The measure of student growth, in the form of a goal focused on learning, that is specific, measurable, appropriate, realistic, and time-bound, developed collaboratively and agreed upon by the certified employee and their evaluator and that is comparable across grades or subjects and across schools in the local district.

26. **Student Growth Percentile:** Each student’s rate of change compared to other students with a similar test score history.

27. **Student Growth Trend Rating:** The result of a combination of professional judgment and district-developed student growth ratings, and includes data from student growth goals and student growth percentiles; student growth trend ratings will illustrate three year trends.

28. **Student Voice:** the state-approved student perception survey, administered each year, that provides data on specific aspects of the classroom experience and of teaching practice.

29. **Student Voice Survey:** The state-approved student perception survey, administered each year, that provides data on specific aspects of the classroom experience and of teaching practice.

30. **Summative Evaluation:** The summary of, and conclusions from, the evaluation data, including formative evaluation data that:
   (a) Occur at the end of an evaluation cycle; and
   (b) Include a conference between the evaluator and the evaluated certified employee and a written evaluation report.

31. **Teacher:** An individual who has been assigned responsibility for student learning in a subject of course.

32. **Working Condition Goal:** A goal, set by administrators every two years, using data from the state-approved working conditions survey, for the purpose of school improvement.
The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting a teacher’s professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

**Required Sources of Evidence**
- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Growth Percentiles (Grades 4-8, Math & ELA)-after 2014-2015

**Optional Sources of Evidence**
- Other Measures of Student Learning
- Products of Practice
- Other Sources

All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and recorded in the Educator Development Suite (EDS) housed within the Continuous Instructional Improvement Technology System (CIITS).
KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF TEACHERS

PROFESSIONAL PRACTICE

- Observation
- Student Voice
- Professional Growth Plans and Self Reflection
- Other: District-Determined (optional)

PROFESSIONAL JUDGMENT

DOMAINS

- DOMAIN 1: Planning and Preparation
- DOMAIN 2: Classroom Environment
- DOMAIN 3: Instruction
- DOMAIN 4: Professional Responsibilities

PROFESSIONAL JUDGMENT & DECISION RULES

GROWTH PLAN AND CYCLE

GROWTH PLANNING MATRIX

OVERALL PERFORMANCE CATEGORY

See MINIMUM CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

OVERALL STUDENT GROWTH RATING (H/E/L)

See MINIMUM CRITERIA FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE CATEGORY

STUDENT GROWTH

- State Contribution – Student Growth Percentiles (SGPs)
  - State-Defined High/Expected/Low
  - 3 Years of Data (when available)
- Local Contribution – Student Growth Goals (SGGs)
  - District-Defined High/Expected/Low
  - 3 Years of Data (when available)
## FRAMEWORK FOR TEACHING (FFT)

<table>
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<tr>
<th>Component</th>
<th>Domain</th>
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<th>Instruction</th>
<th>Professional Responsibilities</th>
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### SOURCES OF EVIDENCE

<table>
<thead>
<tr>
<th>Supervisor Observation</th>
<th>Evidence (pre and post conferences)</th>
<th>Observation</th>
<th>Evidence (pre and post conferences)</th>
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<tr>
<td>Student Voice</td>
<td>Kentucky Student Voice Survey</td>
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<td>Professional Growth</td>
<td>Professional Growth Planning and Self Reflection</td>
<td>Observation</td>
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<td>Self-Reflection</td>
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<tr>
<td>Peer Observation</td>
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</table>
Professional Practice

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Required for all Ohio County Teachers

- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in CIITS.

TIMELINE FOR SELF REFLECTION/PGP

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August/September</td>
<td>Teacher reflects on his/her current growth needs based on data and identifies an area of focus.</td>
</tr>
<tr>
<td>October</td>
<td>Collaborates with his/her administrator, develops growth plan and action steps.</td>
</tr>
<tr>
<td>November-January</td>
<td>Implementation/Reflection on progress and impact of the plan on his/her professional practice/</td>
</tr>
<tr>
<td>January</td>
<td>Modifies plan as appropriate</td>
</tr>
<tr>
<td>January-April</td>
<td>Continued implementation and ongoing reflection</td>
</tr>
<tr>
<td>April/May</td>
<td>Summative reflection on the degree of goal attainment and implications for next steps</td>
</tr>
</tbody>
</table>

*Timeline will be tentative based on any adjustment of the calendar year.
Observation

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher. Both peer and supervisor observations will use the same instruments. The supervisor observation will provide documentation and feedback to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform calculate a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. NO summative ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

Required for all Ohio County Teachers

The observation model must fulfill the following minimum criteria:

- Four observations in the summative cycle. A minimum of three observations conducted by the supervisor and one observation conducted by the peer.
- The required peer observation must occur in the final year of the cycle.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in CIITS.

Ohio County Schools Progressive Model (3 & 1 Model)

Observers will conduct three mini observations of approximately 20-30 minutes each. Because these are short sessions, the observer will make note of the components observed in order to identify “look fors” in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson observation.
Observation Conferencing

Required for all Ohio County Teachers

Observers will adhere to the following observation conferencing requirements

- Conduct observation conference within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Local District Decision

Pre-observation Conferencing

- A pre-conference may be conducted. Pre-conferences may be completed electronically or in person for Full and Mini observations.

Post-observation Conference:

- The post observation conference for Full and Mini observations will be conducted in person within five (5) working days of the observation.
- The observed staff member must sign the Post-Observation Document form acknowledging understanding of the contents of the report.

Observation Schedule

Required for all Ohio County Teachers

- Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- Timeline for when observations must be completed:
  Certified evaluations will be completed by May 1.

Local District Decision

Non-Tenured Observation Window:

- 1st Observation Window: Two mini observations will be conducted after start of school through the first semester.
- 2nd Observation Window: One Mini observation followed by at Full observation will be conducted from January through May 1.
- One Mini observation must be completed by the Peer Observer.

Tenured Observation Window:

- Year 1 – One Mini observation will be conducted by May 1.
- Year 2 – One Mini observation will be conducted by May 1.
- Year 3 – One Mini will be conducted by the Peer Observer after the start of school through the first semester. The Principal will conduct one Full anytime following the Peer Observer Mini but no later than May 1.
Observer Certification

To ensure consistency of observations, evaluators must complete the Teachscape Proficiency Observation Training, the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are three sections of the proficiency system:

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment

Required for all Ohio County Evaluators

The cycle for observation certification established is as follows [NOTE: This evaluation certification cycle mirrors the existing 704 KAR 3:370 related to initial and update training for certified evaluators]:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 3</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 4</td>
<td>Recertification</td>
</tr>
</tbody>
</table>

- Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
  - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.

- All uncertified supervisors who are evaluating certified personnel will be assigned a mentor supervisor who has passed the initial certification process. Mentors will be assigned by the superintendent or superintendent’s designee. The mentor(s) will meet periodically with uncertified supervisor(s) to review training modules and give advice regarding the certification process. When there are more than two supervisors who have not completed the training, they (along with their mentors) will form a cohort to review certification requirements and the training modules. Supervisors will take the state-approved certification assessment after completing the training modules.

- All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to successfully complete the certification process by the October 1 date, certified supervisors of another school in the district will substitute in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions of the PGP. The only duty the uncertified supervisor will not perform is to assign evidence to domains in the state platform (CIITS). Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor's role.
Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district will complete a calibration process each year where certification is not required (see chart under Observer Certification). This calibration process will be completed in years two (2) and three (3) after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice.

Required for Ohio County Administrators

- Observer calibration during years two and three of the Observer Certification process based on the state approved certification platform and the current state approved technology.
- Re-certification after year three.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>DOCUMENTATION</th>
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<tbody>
<tr>
<td>Initial Certification Process</td>
<td>A district checklist will include the names of all certified evaluators who have successfully passed the proficiency exam. Completion dates will reflect the date of initial certification.</td>
</tr>
<tr>
<td>Calibration Process Year 2</td>
<td>One year from the initial date of certification, certified evaluators will complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request.</td>
</tr>
<tr>
<td>Calibration Process Year 3</td>
<td>Following year 2 of the process, certified evaluators will once again complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request.</td>
</tr>
<tr>
<td>Re-Certification Year 4</td>
<td>Certified evaluators will complete the required Recertification process during the fourth year of their cycle. Continued certification will depend upon successful completion of the state approved certification vendor.</td>
</tr>
<tr>
<td>Recalibration Process</td>
<td>In the case where administrators do not meet calibration requirements, administrators will receive additional calibration practice/scoring to support the reliability of the calibration process.</td>
</tr>
</tbody>
</table>
Peer Observation

A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher's practice, nor will peer observation data be shared with anyone other than the observee unless permission is granted. A peer observer is trained certified school personnel.

Required for all Ohio County Teachers

- All teachers will receive a peer observation in their summative year.
- All Peer Observers participating during the summative year observations will complete the state developed training once every three years.
- All required peer observations must be documented in CIITS (time, date, evidence).
- All documentation from peer observations will be accessed only by the evaluatee.

Peer Observation Selection

- Peer observers will be selected by the School Principal and assigned to teachers at the school level.
- Identified certified staff will complete Peer Observer training by October 1.
- Identified Peer Observers will provide principal with verification/certification that they have completed required training.
**Student Voice**

The Student Voice Survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

**Required for all Ohio County Teachers**

- All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Student selection for participation must be consistent across the district.
- Results will be used as a source of evidence for Professional Practice.
- Formative years’ data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff will read, understand, and sign the district’s Student Voice Ethics Statement.
- The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.
- The survey will be administered in the school.
- Survey data will be considered only when ten or more students are respondents.

**Student Voice Surveys**

<table>
<thead>
<tr>
<th>Point of Contact</th>
<th>Superintendent-appointed District Student Voice Survey Point of Contact (DSVSPOC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of Student Groups</td>
<td>District will determine the number of sections/classes required per teacher to participate (minimum of one section). Building principals will determine what section(s)/class(es) that will respond to the survey at their school. Ex: May choose all second period classes. Only teachers who have a minimum of 10 students respond to items on the student voice survey. Students must be enrolled for fifteen (15) days in order to be assigned to that teacher.</td>
</tr>
<tr>
<td>Process for Equal Access for All Students</td>
<td>Accommodations will be made for all students such as readers or the use of technological devices as stated in their Individualized Education Plans.</td>
</tr>
<tr>
<td>Student Voice Survey Timeline</td>
<td>A two week period during the spring semester will be determined by the district leadership team and all student voice surveys will be completed during this two week window.</td>
</tr>
</tbody>
</table>
Student Growth

THIS COMPONENT WILL NOT BE USED FOR PERSONNEL DECISIONS FOR THE 2014-2015 SCHOOL YEAR

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution only pertains to about 20% of teachers in the following content areas and grade levels participating in state assessments:

- 4th – 8th Grade
- Reading
- Math

The state contribution is reported using Student Growth Percentiles (SGP). The local contribution uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive SGP. The following graphic provides a roadmap for determining which teachers receive which contributions:

State Contribution – Student Growth Percentiles (SGP) – Applies to 20% of teachers (Math/ELA, Grades 4-8)

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The median SGP for a teacher’s class is compared to that of the state. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.
Local Contribution – Student Growth Goals (SGG) – Applies to all teachers

The local contribution for the student growth measure is a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the teacher’s Student Growth Goal (SGG). All teachers will develop an SGG for inclusion in the student growth measure. All Student Growth Goals will be determined by the teacher in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement).

**Rigor**- congruency to the Kentucky Core Academic Standards

**Comparability**- Data collected for the student growth goal must use comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 6th grade science classrooms, 3rd grade classrooms, English 1 classrooms, band or art classes. For similar classrooms, teachers would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed. Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

**Student Growth Goal Criteria**

- The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

**Rigor and Comparability of Student Growth Goals**

To fulfill the criteria of measuring student growth at the local level, a protocol must be established to ensure rigorous and comparable growth measures used for all teachers.

Required for all Ohio County Teachers

- All teachers will write a student growth goal based on the criteria
- Use the protocol for ensuring rigor
- Use the protocol for ensuring comparability
In order to ensure both rigor and comparability in our district’s Student Growth Goal developmental process, a combined process of using a rigor rubric and school or district peer reviews will be implemented. A Student Growth Goal will be considered rigorous and comparable when there is a uniform expectation for student achievement and the goal is consistently aligned with the standards. This does not mean that schools use the same pre/post measures or that the expectations for growth percentage are the same across the district. The following protocol will ensure rigor and comparability across our schools and district.

<table>
<thead>
<tr>
<th>Number of Growth Goals</th>
<th>All teachers will develop one (1) Student Growth Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process/Protocol</td>
<td>Step 1: Determine Needs</td>
</tr>
<tr>
<td></td>
<td>• Context of identified class, student population</td>
</tr>
<tr>
<td></td>
<td>• Interval of instruction</td>
</tr>
<tr>
<td></td>
<td>• Identify content area enduring skills</td>
</tr>
<tr>
<td></td>
<td>• Sources of evidence to establish baseline data and measure of student growth</td>
</tr>
<tr>
<td></td>
<td>Step 2: Create a specific learning goal</td>
</tr>
<tr>
<td></td>
<td>• Specify expected growth and proficiency targets</td>
</tr>
<tr>
<td></td>
<td>• Apply SMART Goal Criteria</td>
</tr>
<tr>
<td></td>
<td>• Explain rationale for goal/how targets meet expected rigor</td>
</tr>
<tr>
<td></td>
<td>Step 3: Create and Implement Teaching and Learning Strategies</td>
</tr>
<tr>
<td></td>
<td>• Describe personal learning needed to support students attainment of growth goal</td>
</tr>
<tr>
<td></td>
<td>• Instructional strategies to obtain goal</td>
</tr>
<tr>
<td></td>
<td>Step 4: Monitor Student Progress through ongoing Formative Assessment</td>
</tr>
<tr>
<td></td>
<td>• Plan for progress monitoring</td>
</tr>
<tr>
<td></td>
<td>Step 5: Determine whether students achieve goal</td>
</tr>
<tr>
<td></td>
<td>• Analyze results (summative/post assessments)</td>
</tr>
<tr>
<td></td>
<td>• Reflection/Next Steps</td>
</tr>
</tbody>
</table>

| Instruments            | In order to determine if the teacher created Student Growth Goal ensures rigor, the district/school will utilize the Student Growth Goal rubric criteria from Appendix (___) Teachers can use other planning tools such as the Enduring Skills Checklist, Think Plan Guidance format for developing Student Growth Goals, and the CASL work on Target/Method match to ensure rigor. |

Refer to Student Growth Goal (SGG) Rubric in Appendix.
## Comparability

<table>
<thead>
<tr>
<th>Administration Protocol</th>
<th>Administrative protocol procedures will ensure rigor and comparability by ensuring that Student Growth Goals meet the following criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Aligns with standards identified in the student growth goal?</td>
</tr>
<tr>
<td></td>
<td>- Meets the expected rigor of the standards?</td>
</tr>
<tr>
<td></td>
<td>- Elicits evidence of the degree to which a student can independently demonstrate the targeted enduring skill or concept?</td>
</tr>
<tr>
<td></td>
<td>- Measures accurately the growth of individual students?</td>
</tr>
<tr>
<td></td>
<td>- Measures what it says it measures and provides consistent results?</td>
</tr>
<tr>
<td></td>
<td>- Allows high- and low-achieving students to adequately demonstrate their knowledge?</td>
</tr>
<tr>
<td></td>
<td>- Provides access and opportunity for all students, including students with disabilities, ELLS, and gifted/talented students?</td>
</tr>
<tr>
<td></td>
<td>- Provides sufficient data to inform future instruction?</td>
</tr>
</tbody>
</table>

| Scoring Process | Step 1: Principal and teacher will meet to review relevant data sources and determines Area of Focus.  |
|                | Step 2: Teacher will use the SGG template (Appendix ___) to develop the Student Growth Goal. The student growth goal shall contain both growth and proficiency measures.  |
|                | Step 3: The teacher will meet with his/her PLC to review the student growth goal using the rigor rubric.  |
|                | Step 4: The PLC will determine if pre/post measure will yield true student growth data and would be comparable growth measures.  |
|                | Step 5: Once the goal has been vetted by the peer group the teacher will meet with the principal to approve goal and plan/review strategies to meet the goal.  |
Determining Growth for a Single Student Growth Goal

The process for determining the result of student growth (high, expected, low) requires districts to explain how they will use rigorous and comparable (see above) goals and assessments for that rating. Districts have several options to consider – none of which are mutually exclusive – for determining student growth.

Required for all Ohio County Teachers

- Districts will create a process for determining student growth ratings as low, expected, and high.
- Measures will be identified as indicators of determining growth.

Local District Decision

Process for Determining Student Growth as High, Expected, or Low:

Pre-Test/Post Test

- Teachers will use pre-and post-tests to determine the growth identified in their goal. These assessments can be identical or comparable versions. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section.

AND/OR

Repeated Measures Design

- Teachers will maintain a record of results on short measures that allow students to act on the information obtained from each measure, repeated throughout the length of the SGG. These measures will accompany descriptive feedback rather than evaluative feedback, student involvement in the assessment process, and opportunities for students to communicate their evolving learning while the teaching is in progress. The teacher and principal will then look at the pattern across the repeated administrations to determine the growth rating for the SGG.

Measures Used for Determining Student Growth Rating:

- Pre and Post test would be given and scored. The student’s proficiency rate would be determined by the following growth scale:
  - 85% - 100% achieving growth would be high (3)
  - 70% - 84% achieving growth would be expected (2)
  - 69% or below achieving growth would be low (1)
**Products of Practice/Other Sources of Evidence**

Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains.

**Required for all Ohio County Teachers**

- Observations conducted by certified supervisor observer(s)
- Student voice survey(s)
- Self-Reflection and professional growth plans

Additional sources of evidence that can be used to support educator practice include:

- Program review evidence
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini or informal observations
- Student data records
- Student work
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Professional Development documentation
- Engagement in professional organizations
Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator’s ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator’s performance against the Domains, district-developed rubrics (see local contribution for student growth), and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator’s cycle.

I=Ineffective, D=Developing, A=Accomplished, E=Exemplary

Required for all Ohio County Teachers

- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in CIITS.
Rating Overall Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and SGP (where available), and will be considered in a three year cycle (when available).

Required
- SGG and SGP (when available) will be used to determine overall Student Growth Rating
- Three years of student growth data (when available) will be used to determine overall Student Growth Rating for teachers.

Local District Decision

Weighted Overall Growth Rating

- In compiling the ranking of the teachers, our district will weigh the most recent data more heavily than prior years. Please see below to outline the processes for each teacher to follow. Final averages will be applied to the following scale to determine their overall ranking.

Teacher with local and/or state growth goals
- The local and state goals will be calculated together
- Three years of data will be weighted as follows:
  - Year 1 - Most recent data – 50%
  - Year 2 data – 30%
  - Year 3 data – 20%
Each rating will be given a numerical weighting

<table>
<thead>
<tr>
<th>RANKING</th>
<th>AVERAGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>1.0 – 1.49</td>
</tr>
<tr>
<td>Expected</td>
<td>1.50 – 2.49</td>
</tr>
<tr>
<td>High</td>
<td>2.50 – 3.0</td>
</tr>
</tbody>
</table>

Average the data from each year.
If only one year of data is available, you will not need to average;
If two years of data are available, divide by two; and
If three years of data are available, divide by three.

To find the weighted average for the local goal, you will use the following formula:

\[0.50(Y1A) + 0.30(Y2A) + 0.20(Y3A) = GT\]

\[Y1A = \text{Year 1 Average} \quad Y2A = \text{Year 2 Average} \quad Y3A = \text{Year 3 Average} \quad GT = \text{Growth Total}\]

Examples of Overall Student Growth Rating

<table>
<thead>
<tr>
<th>Year 1 (Most Recent) – 3</th>
<th>Year 1 (Most Recent) – 1</th>
<th>Year 1 (Most Recent) – 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2 – 3</td>
<td>Year 2 – 1</td>
<td>Year 2 – 2</td>
</tr>
<tr>
<td>Year 3 – 1</td>
<td>Year 3 – 3</td>
<td>Year 3 – 1</td>
</tr>
</tbody>
</table>

\[0.50(3) + 0.30(3) + 0.20(1) = GT\]

\[0.50(1) + 0.30(1) + 0.20(3) = GT\]

\[0.50(3) + 0.30(2) + 0.20(1) = GT\]

1.5 + .9 + .2 = 2.6

1.5 + .3 + .6 = 1.4

1.5 + .6 + .2 = 2.3

2.6 would be rated “High”

1.4 would be rated “Low”

2.3 would be rated “Expected”

In addition to a local contribution, teachers in grades 4-8 in Reading and Math will have a state contribution for student growth expressed as a percentile. The scale for determining growth will be provided by the Kentucky Board of Education. The following decision rules will be used to rate Overall growth as low, expected, or high for teachers who have a state and local growth goal.
Determining the Overall Performance Category

An educator’s Overall Performance Category is determined using the following steps:

- Determine the individual domain ratings through the use of sources of evidence and professional judgment.
- Apply State Decisions Rules for determining an educator’s Professional Practice rating.

<table>
<thead>
<tr>
<th>IF...</th>
<th>THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domains 2 AND 3 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall be INEFFECTIVE</td>
</tr>
<tr>
<td>Domains 2 OR 3 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE</td>
</tr>
<tr>
<td>Domains 1 OR 4 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall NOT be EXEMPLARY</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED</td>
<td>Professional Practice Rating shall be ACCOMPLISHED</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY</td>
<td>Professional Practice Rating shall be EXEMPLARY</td>
</tr>
</tbody>
</table>

Student Growth will not be used in 2014-15 for evaluation purposes. To determine the teacher’s overall performance category in 2014-15, the professional practice rating will become the overall performance category.

Use Local Student Growth Goal instrument to determine overall Student Growth Rating: *(Student Growth Rating will not be used for Personnel Decisions for 2014-2015 School Year.)*

| DISTRICT MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR’S OVERALL STUDENT GROWTH RATING |
|----------------------------------------|---------------------------------|
| STUDENT GROWTH RATING | SCORE CRITERIA |
| High | 2.50 – 3.0 |
| Expected | 1.50 – 2.49 |
| Low | 1.0 – 1.49 |

- Apply State Overall Decision Rules for determining educator’s Overall Performance Category.
  *(Student Growth Rating will not be used for Personnel Decisions for 2014-2015 School Year. Therefore, this chart does not apply for the Overall Performance Category for the 2014-2015 School Year.)*
Student Growth will not be used in 2014-15 for evaluation purposes. To determine a tenured teacher’s summative cycle, the above matrix will be used in 2014-15.

**Required**

- Implement the Overall Performance Category process for determining effectiveness.

**Local District Decision**

- Principal will use the Framework for Teaching and the Professional Growth and Effectiveness System Evaluation for Teachers to determine the Professional Practice Rating. The professional Practice Rating and Student Growth Trend Rating will be used to calculate the Overall Performance Category. See above chart.
Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the length of the summative cycle will be determined using the chart below.

Student Growth will not be used in 2014-15 for evaluation purposes. To determine a tenured teacher's summative cycle, the above matrix will be used in 2014-15.
Appeals
According to 156.557 Section 9,

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:
   (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel’s review shall be limited to the record of proceedings at the local district level.
   (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
   (c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
   (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
   (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

FROM Board Policy 03.18

APPEAL PANEL
The District shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557.¹

ELECTION
Each school shall nominate one (1) certified employee by May 1 to place on a ballot so that two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS
All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON
The chairperson of the panel shall be the certified employee appointed by the Board.

APPEAL TO PANEL
Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt
of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

FROM ADMINISTRATIVE PROCEDURE 03.18 AP.11

Appeals/Hearings

Evaluation

Procedural Guidelines of Appeals Panel Hearing

PURPOSE

The purposes of this hearing are to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

The following key components of due process will be examined in the review of the certified employee evaluation: impartiality, consistency, fairness, follow-through, careful documentation, contractual compliance and use of progressive discipline steps.

APPEALS

1. Upon receipt of a request for an appeal, the Chairperson of the Appeals Panel shall notify the Appeals Panel member of the appeal. If possible, the preliminary hearing should be held within five (5) working days of the receipt of the request for an appeal. The Chairperson of the panel shall notify the evaluator and the evaluatee in writing of the time, date and place of this hearing.

2. The purpose of the preliminary hearing is to exchange pertinent documentation and to explain the appeals hearing process. A copy of all documentation will be provided to both parties involved. Both the evaluatee and the evaluator shall submit four (4) copies of all pertinent documentation to the Appeals Panel in the presence of all three (3) members at the preliminary hearing. All documentation is to be clearly
numbered. The members of the Appeals Panel will be the only personnel to review the documentation. All copies of pertinent documentation will be locked in a secure place in the District office except during appeals panel meetings and shall be destroyed by the panel at the end of the appeals process.

3. The panel will meet, review all documents, discuss, prepare questions to be asked of each party by the chair, and set the time and place for the appeals hearing. Additional questions may be posed by panel members during the appeals hearing.

4. The appeals hearing will be held not less than five (5) and not more than ten (10) working days of the preliminary hearing and at a time and place set by the panel. The evaluatee and evaluator will be notified in writing of said time and shall be invited to appear before the panel, respond to the appeal and to answer questions from the panel.

5. For official records, the hearing will be audio taped and a copy provided to both parties, if requested in writing.

6. Only panel members, the evaluatee and evaluator, legal counsel, and or the chosen representative will be present at the hearing.

7. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

8. A list of witnesses (which is limited to a maximum of five (5) names) (except for good cause shown) for the evaluatee and evaluator shall be presented twenty-four (24) regular office hours prior to the appeals hearing. Board of Education regular office hours are 8:00 AM to 4:00 PM, Monday through Friday.

9. The following procedures will be followed for the appeals process:
   a. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel's responsibilities.
   b. Each party has the right to the presence of chosen representative.
   c. Each party will be allowed to call witnesses, if desired.
   d. During the hearing, each party shall be allowed to make a statement of claim. The evaluatee will begin first.
   e. The panel may question either party or witnesses during the hearing.
   f. Each party will have an opportunity to question the other party and also witnesses.
   g. Each party will be asked to make closing remarks.
   h. The panel may make closing remarks.

10. Following the hearing, the panel will deliberate and issue its written findings within five (5) working days. The panel may make one of the following recommendations to the Superintendent:
   a. Recommend a new evaluation by a second certified trained evaluator;
b. Up hold all parts of the original evaluation; or
c. Void all or part of the summative evaluation found to be in error.

11. The finds of the panel shall be placed in the personnel file replacing or attached to the original summative. If there are no changes to the original summative form, then the original summative form will be sent to the District Office for permanent filing. In the case of a new evaluation, both evaluations shall be included in the employee’s personnel file and will be sent to the District Office for permanent filing. The written findings and decision will be presented to the evaluatee, evaluator and the Superintendent.

12. The evaluatee may withdraw his/her appeal at any time during the appeals process. At anytime during the appeals process, the evaluator may make adjustments to the evaluatee’s summative form if they are acceptable to the evaluatee.

13. The Panel’s decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Hearing
The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

Panel Decision
The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel’s written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent.

Superintendent
The Superintendent shall receive the panel’s decision and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee’s personnel file.

FROM ADMINISTRATIVE PROCEDURE 03.18 AP.12 Confidentiality of Records

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee’s personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

Accessibility
Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.
2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee’s building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.

3. Representatives for the parties.

4. Records may be subpoenaed in cases where litigation occurs.

FROM ADMINISTRATIVE PROCEDURE 03.18 AP.21

**Appeals Panel Hearing Request Form**

I ____________________________, have been evaluated by ____________________________ during the current evaluative cycle. My disagreement with the finds of the summative has been thoroughly discussed with my evaluator. I respectfully request the Ohio County School District Evaluation Appeals Panel to hear my appeal. This appeal challenges the summative findings on:

- ________________ substance
- ________________ procedure
- ________________ both substance and procedure

__________________________  ____________  
Signature  Date

Date of Summative Conference ________________

Date evaluator notified of intent to appeal ________________
This form shall be presented in person or by certified mail to the Superintendent or the chairperson of the appeals panel within five (5) working days of completion of the summative conference.

FROM ADMINISTRATIVE PROCEDURE 03.18 AP.22

**Evaluation Committee**

**EVALUATION COMMITTEE TASKS**

The following tasks have been completed by the Evaluation Committee, which shall consist of equal numbers of teachers and administrators:

- Developing the processes to be used in formative and summative evaluations for certified positions below the level of District Superintendent.
- Developing all forms associated with the evaluation process.
- Establishing a procedure for certified employees to review their summative evaluation.
- Developing plan for providing assistance to certified employees in formulating their professional growth plans.

**TRAINING OF EVALUATORS**

In meeting the evaluation requirements of KRS 156.557, primary evaluators shall demonstrate competency in the following:

- Effective teaching practices,
- Techniques of classroom observation,
- Conducting conferences,
- Techniques for assisting in the development of professional growth plans,
- Conducting summative evaluations, and
- Using the District’s evaluation forms.

**FREQUENCY OF SUMMATIVE EVALUATIONS**

At a minimum, summative evaluations shall occur on a schedule as specified below:

<table>
<thead>
<tr>
<th>Position</th>
<th>Annually</th>
<th>Every two (2) years</th>
<th>Every three (3) years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-tenured</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM
### SOURCES OF EVIDENCE/FRAMWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

<table>
<thead>
<tr>
<th>Standards</th>
<th>Instructional Leadership</th>
<th>School Climate</th>
<th>Human Resources Management</th>
<th>Organizational Management</th>
<th>Communication and Community Relations</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Visits</td>
<td>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</td>
<td>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
<td>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
<td>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</td>
<td>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Growth Planning and Self-Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Reflection</td>
</tr>
<tr>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>Time; Professional Development; Instructional Practices &amp; Support; School Leadership</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources of Evidence To Infer Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent &amp; Teacher Feedback</td>
</tr>
<tr>
<td>Val-Ed360 Survey</td>
</tr>
<tr>
<td>High Standards for Student Learning; Rigorous Curriculum; Quality Instruction</td>
</tr>
<tr>
<td>Observation; District Identified Evidence (conferences)</td>
</tr>
</tbody>
</table>
Professional Growth and Effectiveness System – Principal and Assistant Principal

The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator**: means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **ASSIST** – Adaptive System of School Improvement Support Tools
3. **Documentation**: Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
4. **Evaluator**: the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
5. **Evaluatee**: District/School personnel is being evaluated
6. **NGL** – Next Generation Learners
7. **Observation/School Site Visits**: Provides information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
8. **Professional Growth Plan**: An individualized plan that is focused on improving professional practice, using a variety of evidences that reflect student, educator, and school/district data, produced in consultation with the evaluator.
9. **Performance Levels**: General descriptors that indicate the principal’s performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
10. **Performance Rubrics**: A behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
11. **Performance Standards**: Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
12. **PPGES** – Principal Professional Growth and Effectiveness System
13. **Self-Reflection**: means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
14. **SMART Criteria**: Acronym used to develop a goal(s): Specific, Measurable, Appropriate, Realistic, Time-Bound.
15. **Site Visits**: Methods by which superintendents may gain insight into whether principals are meeting the performance standards.
16. **Surveys**: Tools used to provide information to principals about perception of job performance.
17. **Val-Ed 360°**: An assessment that provides feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what), as well as key processes (the how).
18. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school’s work environment. Results may be used to assist in goal setting for improving the learning environment and principal practice.

19. **Working Conditions Goal:** Goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.

20. **For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**
Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Principal Performance Standards.
Principal Performance Standards
The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal’s professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing,Accomplished, and Exemplary. It is important to note that the expected performance level is “Accomplished”, but a good rule of thumb is that it is expected that a principal will “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Val-Ed 360°
- Working Conditions Goal
- State and Local Student Growth Goal data

Evaluators may use the following categories of evidence in determining overall ratings:

- Other Measures of Student Learning
- Products of Practice
- Other Sources
Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

Professional Growth Planning and Self-Reflection

To be completed by principals & assistant principals:

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

Required for all Ohio County Administrators:

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.

PRINCIPAL/ASSISTANT PRINCIPAL PGP TIMELINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1</td>
<td>Superintendent reviews expectations of PPGES</td>
</tr>
<tr>
<td>September 30</td>
<td>Principal/Assistant Principal collaboratively develop Student Growth Goal, Working Conditions Goal and Professional Growth Goal/Plan</td>
</tr>
<tr>
<td>October</td>
<td>Superintendent Conducts a Site Visit</td>
</tr>
<tr>
<td>Mid-Year</td>
<td>Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed</td>
</tr>
<tr>
<td>March</td>
<td>Completion of TELL or VAL-ED Survey</td>
</tr>
<tr>
<td>April/May</td>
<td>Superintendent conducts a Site Visit</td>
</tr>
<tr>
<td>June 30</td>
<td>Conference with principal/assistant principal to review their Student Growth Goal, Working Condition Goal, and Professional Growth Goal as well as modify any strategies.</td>
</tr>
</tbody>
</table>

* Additional Conferences may be held as deemed necessary to monitor PGP progress.
* All dates are tentative based on the adjustment of the school calendar.
Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals

Site visits are a method by which the superintendent may gain insight into the principal’s practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

Required for all Ohio County Principals

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)

Site Visits

Site visits will be conducted twice annually after the completion of the PGP. The first will take place prior to January 1. The second will take place prior to March 15.

During the follow-up conference with the principal, the superintendent will review all Principal Performance Standards and give feedback about each standard.

Optional: The Principal may ask the Superintendent to give specific feedback about a particular standard.

Conferencing:

At least 3 conferences will take place between Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Conference
   - Purpose of the Meeting
   - Discuss reflections of data
   - Discuss and come to agreement on the Student Growth Goal and Action Plan
   - Discuss reflections of the Principal Performance Standards
   - Discuss and come to agreement on the Professional Growth Goal and Action Plan
   - Questions/Concerns/Comments
   - Set tentative date for Mid-Year Review

2. Mid-Year (Conference)
   - Purpose of Meeting
   - Discuss first observation/site visit and provide feedback
   - Share progress toward Student Growth Goal
   - Discuss documentation of each standard-determine if any other documentation is needed
• Questions/Concerns/Comments
• Set tentative date for End of Year Review

3. End of Year Review (Conference)
• Purpose of Meeting
• Discuss second observation/site visit and provide feedback
• Share progress toward Student Growth Goal
• Share progress toward Professional Growth Goal
• Discuss progress of each standard—determine if any other documentation is needed
• Discuss overall rating based on Professional Practice and Student Growth
• Questions/Concerns/Comments
**Val-Ed 360° - completed for principals – not completed for assistant principals**

The VAL-ED 360° is an assessment that provides feedback on a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal’s professional practice rating.

**Required for all Ohio County Principals**

- Conducted at least once every two years in the school year that TELL Kentucky is not administered.

<table>
<thead>
<tr>
<th><strong>VAL-ED 360°</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Val-Ed 360° Point of Contact</td>
<td>Val Ed Point of Contact will be assigned by the superintendent. Each school will also select a Val Ed Point of Contact to assist with the Val Ed process.</td>
</tr>
<tr>
<td>Val-Ed 360° Role Groups</td>
<td>District Administrator – oversee and monitor the implementation of the Val-Ed 360° process. School Val-ED 360° Coordinator – Serves as a liaison between district and school to train and identify how the school will organize for the teacher survey and to distribute teacher codes. Each school process will be submitted and approved at the district level. Superintendent – Receives access code to be able to monitor the survey process and reports. Supervisors – District may elect up to three district staff to complete survey for an individual principal This will include the primary supervisor, who makes final decisions regarding employment and recommendations for growth. Principals – Complete a survey specifically designed for principals and has access to information contained within the final report. Certified Teachers: Teachers assigned to a specific school that complete the online survey designed specifically for teacher input.</td>
</tr>
<tr>
<td>Frequency of Val-ED 360°</td>
<td>Once every other year alternating with TELL Kentucky Survey</td>
</tr>
<tr>
<td>Timeline</td>
<td>Two week period during the spring semester</td>
</tr>
<tr>
<td>Use of Val-ED 360° Results</td>
<td>The Val-ED 360° survey results will be used by the building level principal to develop their individual student growth/professional growth plan</td>
</tr>
<tr>
<td>Val-ED 360° Access</td>
<td>Val-ED 360° survey results will be treated as confidential and only the principal and the immediate supervisor will receive the survey results.</td>
</tr>
</tbody>
</table>
Working Conditions Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting a two-year Working Conditions Growth Goal based on information in the most recent TELL Kentucky Survey. The principal’s effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

Required for all Ohio County Principals:

- Developed following the completion of the TELL Kentucky Survey.
- Minimum of one two-year goal.

Local District Decision
- Principals will set a minimum of one Working Condition Goal for each two year period that will be part of their School Improvement Plan which is found in ASSIST.
- The Working Conditions Goal Rubric will be developed collaboratively by the superintendent and the principal.
- A mid-point review survey will be conducted by schools focusing on areas of concerns related to the Working Conditions Goals. Data from the surveys will be shared during staff and SBDM Council meetings.

Products of Practice/Other Sources of Evidence

Principals/Assistant principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal’s/assistant principal’s practice within the standards.

Ohio County Principals can choose from the following:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- School Assessment Data
- Other
Student Growth
The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one of the Student Growth Goals set by the principal must address gap populations. Assistant principals will inherit the SGG (both state and local contributions) of the Principal.

State Contribution – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Assistant Principal)

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST. The superintendent and the principal will meet to discuss the trajectory for the goal and to establish the year’s goal that will help reach the long-term trajectory target. New goals are identified each year based on the ASSIST goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.

Required for all Ohio County Principals:

- Selection based on ASSIST/NGL trajectory.
- Based on Gap population unless Local goal is based on Gap population.

Local District Decision:

- The superintendent and the principal will meet to discuss the mid-year trajectory goal and determine if the principal is on track to reach the long-term trajectory target. Additional strategies will be developed if needed.
- Two points above or below the goal equated to “expected” growth. Anything higher will be considered “high” growth. Anything lower will be classified as “low” growth.

Local Contribution – Based on School Need (Goal inherited by Assistant Principal)

The local goal for student growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus.

Required for all Ohio County Principals:

- Based on Gap population unless State goal is based on Gap population.

Local District Decision:

- One local goal will be identified by principal. The superintendent and the principal will meet to discuss the development of the local goal. Two points above or below the goal equates to “expected” growth. Anything higher will be considered “high” growth. Anything lower will be classified as “low” growth.
Determining the Overall Performance Category
Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal’s ratings on professional practice and student growth.

Rating Overall Professional Practice

Required for Ohio County Superintendent:

- Use decision rules to determine an overall rating.
- Record ratings in CIITS

Local District Decision:

- The rating of overall Principal Professional Practice is to be complete by June 1.
Rating Overall Student Growth

Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.

**Required:**

- Determine the rating using both state and local growth.
- Determine the rating using up to 3 years of data (when available).
- Record ratings in CIITS.

Both the state and local goal will be given a numerical weighting.
- LOW = 1
- EXPECTED = 2
- HIGH = 3

Determination of a single yearly combined goal rating will be a simple average of the two goals. When a principal has established three years of trend data for SGG, the principal will have a ranking based on an average of the three year score. The total rankings will be averaged from the previous three years (if available) and applied to the following scale and recorded in CIITS as required by the state.

<table>
<thead>
<tr>
<th>RANKING</th>
<th>AVERAGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>1.0 – 1.49</td>
</tr>
<tr>
<td>Expected</td>
<td>1.50 – 2.49</td>
</tr>
<tr>
<td>High</td>
<td>2.50 – 3.0</td>
</tr>
</tbody>
</table>

**Sources of Evidence to Inform Student Growth**

- **State**
  - ASSIST/NGL Goal

- **Local**
  - Based on school need

**Student Growth Rating**

**Professional Judgment and District-Determined Rubrics**

**Student Growth [H,E,L]**
Determining the Overall Performance Category

A principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on Professional Practice and Student Growth. Next, the evaluator will use the following decision rules for determining the Overall Performance Category.

<table>
<thead>
<tr>
<th>Professional Practice Rating</th>
<th>Student Growth Rating</th>
<th>Overall Performance Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>High or Expected</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Exemplary</td>
<td>Low</td>
<td>Developing</td>
</tr>
<tr>
<td>Accomplished</td>
<td>High</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Accomplished</td>
<td>Low</td>
<td>Developing</td>
</tr>
<tr>
<td>Developing</td>
<td>Low or Expected</td>
<td>Developing</td>
</tr>
<tr>
<td>Ineffective</td>
<td>Low, Expected or High</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>

Student Growth will not be used in 2014-15 for evaluation purposes. To determine the principal’s overall performance category in 2014-15, the professional practice rating will become the overall performance category.
Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the principal.

<table>
<thead>
<tr>
<th>Professional Practice Rating</th>
<th>Exemplary</th>
<th>“Shall” have a minimum of a self-directed growth plan</th>
<th>“Shall” have a minimum of a self-directed growth plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplished</td>
<td></td>
<td>“Shall” have a minimum of a directed growth plan</td>
<td>“Shall” have a minimum of a self-directed growth plan</td>
</tr>
<tr>
<td>Developing</td>
<td>“Shall” have a minimum of a directed growth plan</td>
<td>“Shall” have a minimum of a self-directed growth plan</td>
<td>“Shall” have a minimum of a self-directed growth plan</td>
</tr>
<tr>
<td>Ineffective</td>
<td>“Shall” have a minimum of a Corrective Action Plan (Evaluator Directed)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Growth Rating

Low Growth | Expected Growth | High Growth

Student Growth will not be used in 2014-15 for evaluation purposes. To determine a principal's growth plan, the above matrix will be used in 2014-15.
Principal PGES Cycle
The following chart shows the required components for principals and assistant principals over the two year process. All principals and assistant principals will be evaluated every year.

Two Year Cycle of the PPGES

- Administer Formative Val-Ed
- Site-Visit by Superintendent
- Mid-Year Review with Superintendent
- 2013-14
- Review Accountability and ASSIST Goal Results & Set SGG/PGP/Working Conditions 2-year Goal
- Administer Summative Val-Ed
- Site-Visit by Superintendent
- End-of-Year Review with Superintendent
- July 2014
- Review Accountability and ASSIST Goal Results & Set SGG/PGP & Update Working
- Administer TELL Kentucky
- Site-Visit by Superintendent
- End-of-Year Review with Superintendent
- 2014-15
- Site-Visit by Superintendent
- Mid-Year Review with Superintendent
APPENDIX
### Student Growth Goal (SGG Rubric)

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>ACCEPTABLE</th>
<th>NEEDS REVISION</th>
<th>INSUFFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPECIFIC</strong>&lt;br&gt;- Does the SGG focus on a specific area of need based on an enduring skill or understanding/overarching goal?</td>
<td>- Identifies an area of need pertaining to current students’ abilities.&lt;br&gt;- Includes growth and proficiency targets that establish and differentiate expected performance for ALL students (e.g. Spec. Ed., GT, ELL, etc.).</td>
<td>- Identifies a specific area of need, but lacks supporting data for current students.&lt;br&gt;- Includes both a growth target and a proficiency target, but fails to differentiate expected performance for one or both targets.</td>
<td>- Is not focused on a specific area of need.&lt;br&gt;- Includes only a growth or a proficiency target.</td>
</tr>
<tr>
<td><strong>MEASURABLE</strong>&lt;br&gt;- Is an appropriate measure selected to assess the goal?</td>
<td>- Uses appropriate measures for base-line, mid-course, and end of year/course data collection.&lt;br&gt;- Is anchored in baseline data and identifies multiple measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed.</td>
<td>- Uses measures that fail to clearly demonstrate performance for the identified skill.&lt;br&gt;- Only allows students to demonstrate competency of part, but not all aspects of the standards being assessed.</td>
<td>- Uses no baseline data or uses irrelevant data.&lt;br&gt;- Does not assess the level of competency intended in the standards.</td>
</tr>
<tr>
<td><strong>APPROPRIATE</strong>&lt;br&gt;- Appropriately Arrival/Attainable&lt;br&gt;- Is the SGG rigorous, realistic, and standards based?</td>
<td>- Aligned to KCAS grade level standards (or international, national, state, local or industry recognized standards) appropriate for the grade level and content area for which it was developed.&lt;br&gt;- Addresses critical content, enduring skill(s) which students are expected to master necessary for advancement to future coursework.</td>
<td>- Congruent to content, but not aligned to grade level standards.&lt;br&gt;- Focuses on a standards-based skill that does not match enduring skill criteria&lt;br&gt;-- Goal too narrow; focus on narrow skill/topic.&lt;br&gt;-- Goal is written in a general context and encompasses too much content.&lt;br&gt;-- Goal lists multiple enduring skills/overarching goals of adopted state standards.</td>
<td>- Is not congruent or appropriate for grade level/content area standards.</td>
</tr>
<tr>
<td><strong>RELIABLE</strong>&lt;br&gt;- Is the SGG results-oriented and relevant? &lt;br&gt;- Is the data collected comparable across similar classrooms, across the district?</td>
<td>- Includes growth and proficiency targets that are rigorous for students, but attainable with support. Rigor is determined by past performance of students, year’s growth, percentage of students who attain the target or other measures.&lt;br&gt;- Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills.</td>
<td>- Includes targets that are achievable, but fail to stretch attainability expectations.</td>
<td>- Includes targets that do not articulate expectations AND/OR targets are not achievable&lt;br&gt;- For similar classrooms, data collected for the student growth goal: -- does not reflect common criteria used to determine progress.</td>
</tr>
<tr>
<td><strong>TIME-BOUND</strong>&lt;br&gt;- Does the SGG specify an appropriate instructional interval?</td>
<td>- Is appropriate for the instructional interval defined and explicitly states year-long/course-long interval of instruction.</td>
<td>- Specifies less than/more than a year-long/course-long interval of instruction.</td>
<td>- Fails to specify an interval of instruction.</td>
</tr>
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### ASSESSMENTS

<table>
<thead>
<tr>
<th>ACCEPTABLE</th>
<th>NEEDS REVISION</th>
<th>INSUFFICIENT</th>
</tr>
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<tbody>
<tr>
<td><strong>Do the assessment items align with content standards in the SGG?</strong></td>
<td>- Aligns all assessment items (performances, tasks, questions) to the content standards identified in the SGG.</td>
<td>- Aligns most assessment items (performances, tasks, questions) to content standards identified in the SGG. Other items “loosely aligned” or are not congruent to specified content standards.</td>
</tr>
<tr>
<td><strong>Are multiple items used to determine mastery of standards?</strong></td>
<td>- All SGG grade-level learning content is assessed using multiple items to determine if/when standards have been ‘met’.</td>
<td>- Most SGG grade-level learning content is assessed using multiple items to determine if/when standards have been ‘met’.</td>
</tr>
<tr>
<td><strong>Is the scoring criteria used to determine mastery of standards accurate and clear?</strong></td>
<td>- Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and/or answer keys for all items, all of which are accurate, clear, and thorough.</td>
<td>- Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and/or answer keys for all items, most of which are accurate and clear.</td>
</tr>
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</table>
# SGG Rigor Checklist form (Principal Use)

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Teacher ID Number</th>
<th>Is the goal Specific?</th>
<th>Is the goal Measurable?</th>
<th>Is the goal Appropriate?</th>
<th>Is the goal Realistic?</th>
<th>Is the goal Time-Bound?</th>
<th>Does the goal address an enduring skill, concept or understanding in the teacher’s content?</th>
<th>Does the goal have both a growth and proficiency component?</th>
<th>Does the goal use comparable data?</th>
<th>Does the goal relate to the needs of the current group of identified students?</th>
<th>Acceptable Goal?</th>
<th>Date Completed</th>
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Student Growth Goal Rigor Checklist

Teacher Name: _________________________________  Date: _______________________

Student Growth Goal:

Growth Goal Checklist Directions: Answer each question below with Yes/No and provide rationale as needed before submitting your growth goal to the principal in CIITS. The principal will then complete the same checklist about your goal before accepting the goal. Feedback will be provided by the principal if your goal is missing one or more components.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the goal Specific? (Draw a box around the specific content/skill addressed in your goal.)</td>
<td></td>
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<tr>
<td>Is the goal Measurable? (Underline how you will measure student progress in the goal above.)</td>
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<td>Is the goal Appropriate?</td>
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<tr>
<td>Is the goal Realistic? Is your goal doable, but rigorous enough to stretch the outer bounds of attainable?</td>
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<tr>
<td>Is the goal Time-Bound? (Circle the time in the goal above).</td>
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<tr>
<td>Does the goal address an enduring skill, concept or understanding in your content area?</td>
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<tr>
<td>Does the goal have both a growth component and a proficiency component? Did you include a goal for ALL students and also a goal with a percentage of students who will meet proficiency?</td>
<td></td>
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<tr>
<td>Does the goal relate to the needs of the current group of identified students? (If you mark yes here, you should also mark that your goal is appropriate.)</td>
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</table>
Development of System

The Superintendent shall recommend for Board approval an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with KRS 156.557 and 704 KAR 003:345.¹

Purpose

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

Notification

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

Areas

Areas to be evaluated shall include interpersonal relationships, classroom management, instructional process, professional responsibilities, collaborations and implementation of technology.

Review

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument. A copy shall be provided to the employee.

All evaluations shall be maintained in the employee's personnel file.²

Frequency of Formative Evaluation

Tenured teachers working on an enrichment individualized growth plan shall be observed formally at least one (1) time each year. Tenured teachers working on an assistance growth plan shall be observed a minimum of two (2) times annually. One (1) shall be a formal observation during the first semester, and the other shall be an informal observation completed by May 10. Any additional formal (scheduled) or informal (unscheduled) observations may be made as needed.

Non-tenured teachers shall be observed at least twice a year. One (1) shall be a formal (scheduled) observation during the first semester, and the other shall be an informal (unscheduled) observation completed by May 10. Any additional formal or informal observation may be made as needed.

Administrators shall be visited at least one (1) time a year. Any additional formal (scheduled) or informal (unscheduled) visits may be made as needed.

Central Office staff may serve as team members to assist with observations for first year teachers not serving an internship, second year teachers who have just served an internship, teachers in the last year before going on tenure, and any other teachers as requested by the Principal.
Evaluations

**Frequency of Summative Evaluations**

Administrators, including the Superintendent and non-tenured teachers shall be evaluated at least once annually. Tenured teachers shall be evaluated a minimum of one (1) time every three (3) years, if working on an enrichment growth plan. Tenured teachers working on an assistance growth plan shall be evaluated annually by May 10.

A record of evaluations shall be kept on file in the Principal's office.

**Appeal Panel**

The District shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557.

**Election**

Each school shall nominate one (1) certified employee by May 1 to place on a ballot so that two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

**Terms**

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

**Chairperson**

The chairperson of the panel shall be the certified employee appointed by the Board.

**Appeal to Panel**

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

**Conflicts of Interest**

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

**Burden of Proof**

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.
Evaluation

**HEARING**
The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

**PANEL DECISION**
The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel’s written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent.

**SUPERINTENDENT**
The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

**REVISIONS**
The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with [KRS 156.557](https://www.statutes.ky.gov/PublicLaw/Details/156557) and [704 KAR 003:345](https://www.kyschools.ky.gov/Regulations/Regulations/2015/704-KAR-003-345). Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

**REFERENCES:**


**RELATED POLICIES:**

2. [03.15; 02.14; 03.16](https://www.kyschools.ky.gov/Policies/Details/2013/03-15-02-14-03-16)

Adopted/Amended: 03/28/2013