



# Magnolia Public Schools

Board Of Directors

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Board Agenda Item #	III G
Date:	November 12, 2015
To:	Board of Directors
From:	Terri Boatman, Director of Human Resources
Staff Lead:	Caprice Young, CEO & Superintendent
RE:	Approval of the Performance Cycle

## Proposed Board Recommendation

I move that the Board approves the Performance Cycle Guidelines

## Background

These guidelines outline Magnolia Public Schools Performance Evaluation process for individual performance in addition to the performance of the home office staff. The guidelines set expectations around goal setting dates, evaluation dates, and ratings criteria.

## Budget Implications

No budget implications

## Name of Staff Originator:

Caprice Young, CEO & Superintendent

## Attachments

Magnolia Public Schools Performance Evaluation Process

# **Magnolia Public Schools Performance Evaluation Timeline and Process**

## **Introduction**

The vision of Magnolia Public Schools (MPS) is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. It is MPS' mission to provide a college preparatory educational program emphasizing science, technology, engineering, art and math (STEAM) in a safe environment that cultivates respect for self and others. All MPS employees are expected to learn, grow, and commit to the vision and mission of MPS within their respective roles and responsibilities. The successful work of MPS employees can only be realized in a culture where there is learning, open and honest communication, teamwork, effective use of data, and accountability. The MPS evaluation process is designed to contribute to the organization's pursuit of excellence in education.

## **The Purposes of Evaluation**

The performance review process helps the employee and the supervisor build on the strengths of the employee and identify those areas the employee needs improvement to become more effective and efficient at her/his job. Performance evaluation allows the supervisor and employee to mutually establish goals, engage in two-way dialogue about performance, identify areas of improvement, and evaluate results which may provide a basis and documentation for compensation increases, transfers, promotion, reassignment, or disciplinary action.

In addition to individual performance evaluation, MPS also conducts an evaluation of the Home Office to help the Board assess the strengths and challenges of the Home Office in supporting high student achievement, providing service to the school sites, ensuring the sustainability of the organization, and stewarding resources. The first section of this document outlines the evaluation timeline for school site personnel, teachers and non-certificated employees. The second section outlines the timeline for the performance process for principals and Home Office staff. The last section describes the process for the individual and home office 360 review cycle.

## The Evaluation Process Timeline for School Site Personnel

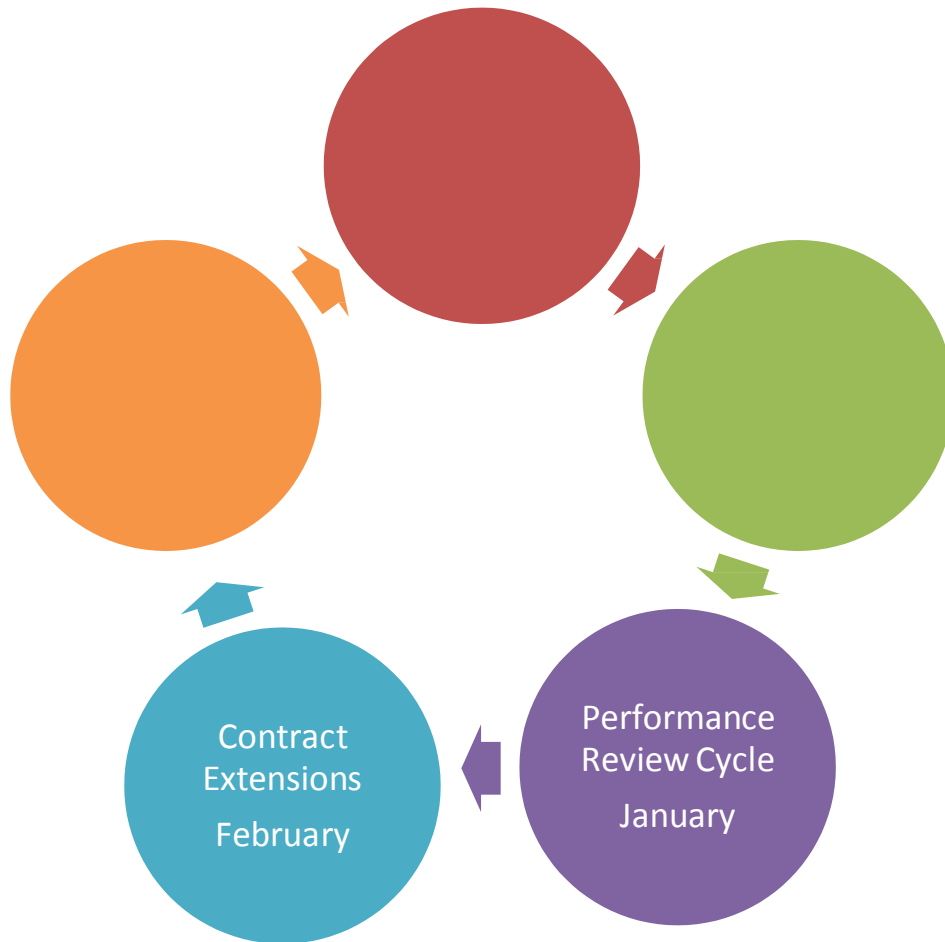
The timing of the process is intended to support team goal setting prior to the start of the school year, following the board adoption of the year's objectives and budget. The organization will use technology to support the performance management process. Employees will enter their goals in August during professional development following individual meetings with their Principal/Manager, who will review and approve them. Following the first report card and initial formative assessment of the students, the school site staff members will participate in their first evaluation. The second evaluation follows the end of the first semester as the school site teams reflect on their mid year progress. Because we want to provide new contracts for the following year to staff as early as possible, the contracts will be timed shortly thereafter and will be based on the previous year's end of year evaluation (for continuing employees) and the first two evaluations. Some personnel may be required to participate in development plans, delaying decision-making regarding continuing contracts. The process timeline for reviews is as follows based on employee types:

### Teachers:

Goal Setting	1 <sup>st</sup> weeks of August
1 <sup>st</sup> Evaluation	Last 2 weeks of October
2 <sup>nd</sup> Evaluation	Mid-January
Compensation/Contract	Late February/Early March
End of Year Evaluation	May/June

**All Non-Certificated Employees (Non-Teaching Personnel)**

Goal Setting	1 <sup>st</sup> weeks of August
1 <sup>st</sup> Goal Meeting	Last 2 weeks of October
Performance Review	Mid-January
Compensation/Contract	Late February/Early March
End of Year Evaluation	June



## The Evaluation Process Timeline for Home Office Employees and Principals

The goal setting and performance cycle for Home Office employees and principals follows a different cycle that aligns with the budget cycle and the approval of the budgets by the Board. Principals and Home Office employees will set goals at the end of the fiscal year so that implementation and measurement will begin at the start of the new fiscal year and to inform the site-based staff process prior to the August professional development goal setting.

Goal Setting	June 30th
1st Goal Meeting	Early November
Performance Review	February
Compensation/Contract	March
Budget prep and goal identification for new school	February-May
End of Year Performance/ Goal Setting for Upcoming	June



### ***Standards and Expectations***

Principal evaluations follow the process established by the Chief Academic Officer. Home Office employees are evaluated based on a combination of individual category ratings, goal attainment and 360 feedback on an individual basis and the home office results. The five categories are: professional competency, management and organization, professional development, collegiality and professionalism, and professional qualities and characteristics (these are further defined in a more detailed document and are tailored to each role).

### **Home Office Individual and Functional 360 Reviews**

In an effort to gauge the effectiveness of the Home Office staff, the Home Office utilizes an external survey agent to administer a customer satisfaction survey. This survey is routed to

school principals and other internal and external stakeholders to get 360 degree feedback on staff/departmental effectiveness. The 360 Review process is done once a year in November and will center on functional effectiveness, as well as the leadership for each function. This survey is separate from the annual student, parent and staff survey conducted in the spring according to timelines established by charter school authorizers. Questions include performance on goal attainment and customer service based on specific metrics.\* This 360 review is completed in November in order for data for improvement early in the school year and to inform the goal setting process during the budget development for the coming year. The CEO and the functional leaders create the action plans with stakeholder and board input.

The home office 360 review and data is shared with the Board as a part of the CEO report on the effectiveness of the home office. Survey data results and action plans for improvement are presented in the CEO report, as well as organizational goal attainment for the previous school year. Test score data, financial results and enrollment figures become available during the five months following the close of the school and fiscal year.

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\* During 2015, the 360s will focus on improvement from 2014 and will help establish metrics for future years.

