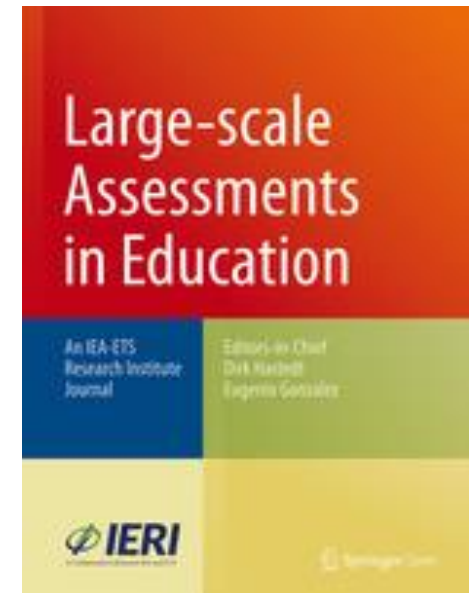
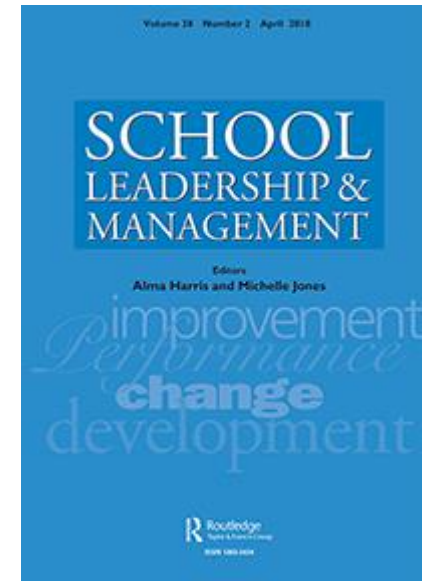
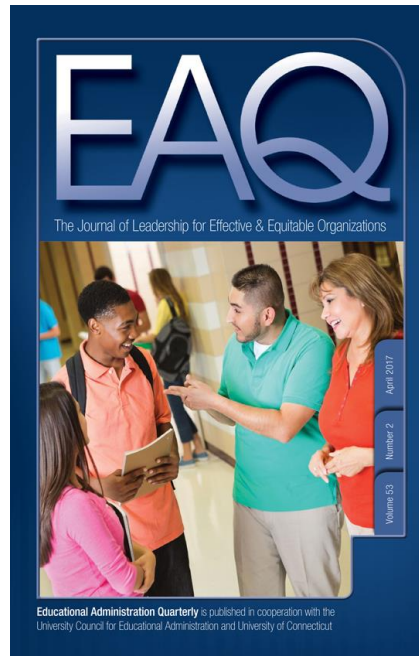


# 2020 Personnel Committee

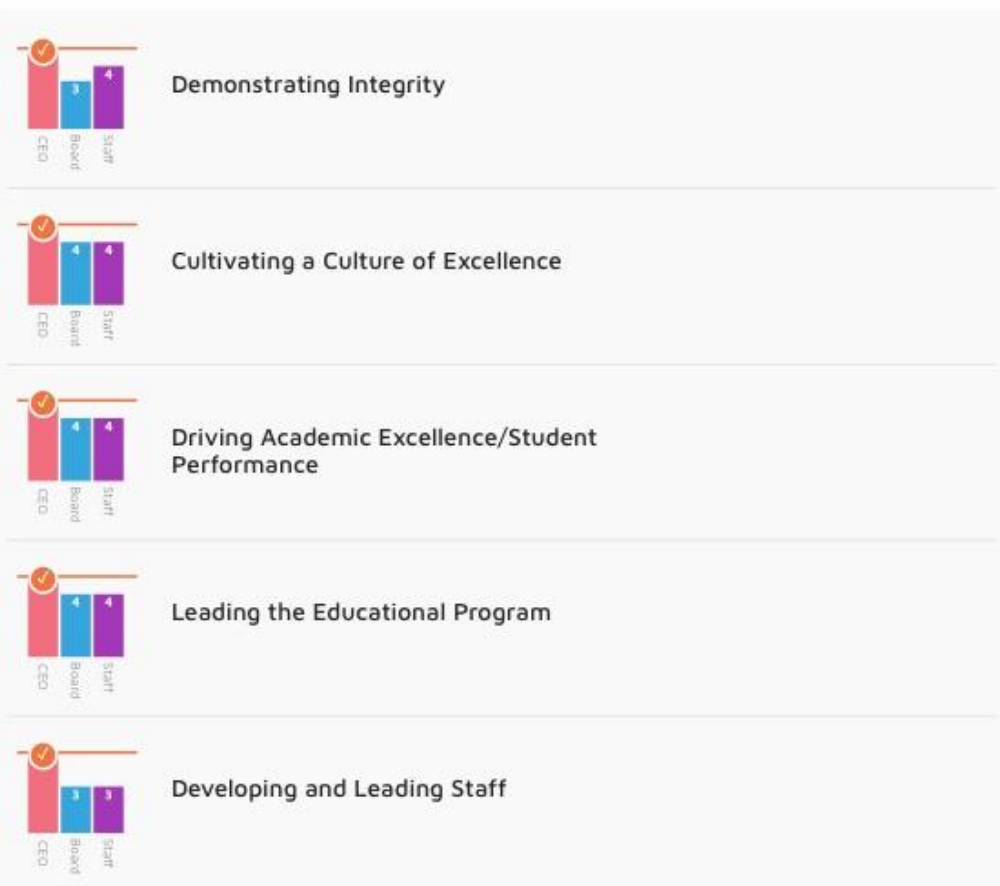
## Surveys

Board on Track (CEO Evaluation)  
Val-Ed (Leadership in Education)



# Board on Track Survey

## Summary



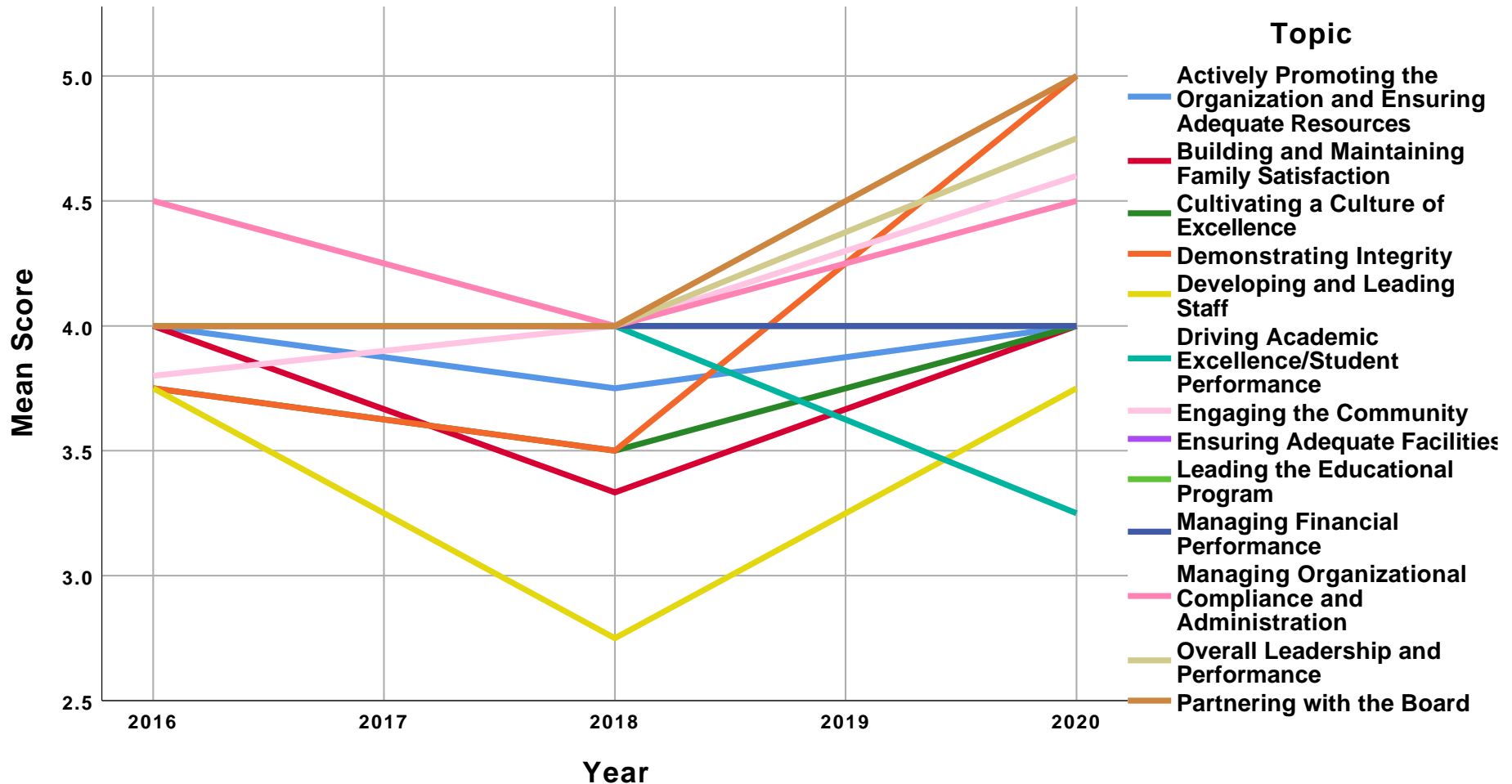
# BOT survey

Year	Board		Staff	
	<u>%</u>	<u>Score</u>	<u>%</u>	<u>Score</u>
2016		3.96		3.36
2018		3.76		3.73
2020	75	4.25	75	3.68

# BOT: Board by topic

Multiple Line Mean of Score by Year by Topic

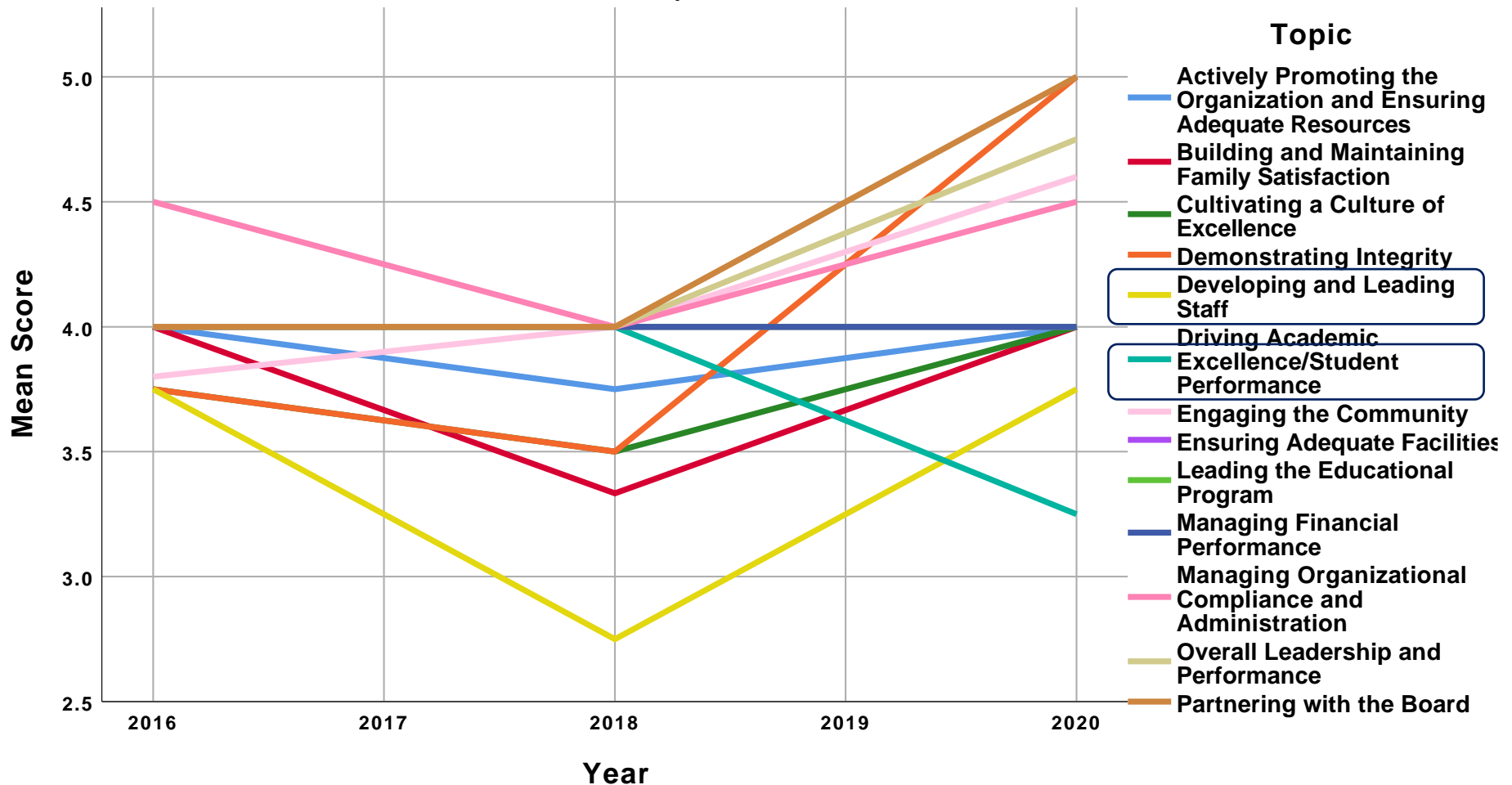
Respondent: Board



# BOT: Board by topic

Multiple Line Mean of Score by Year by Topic

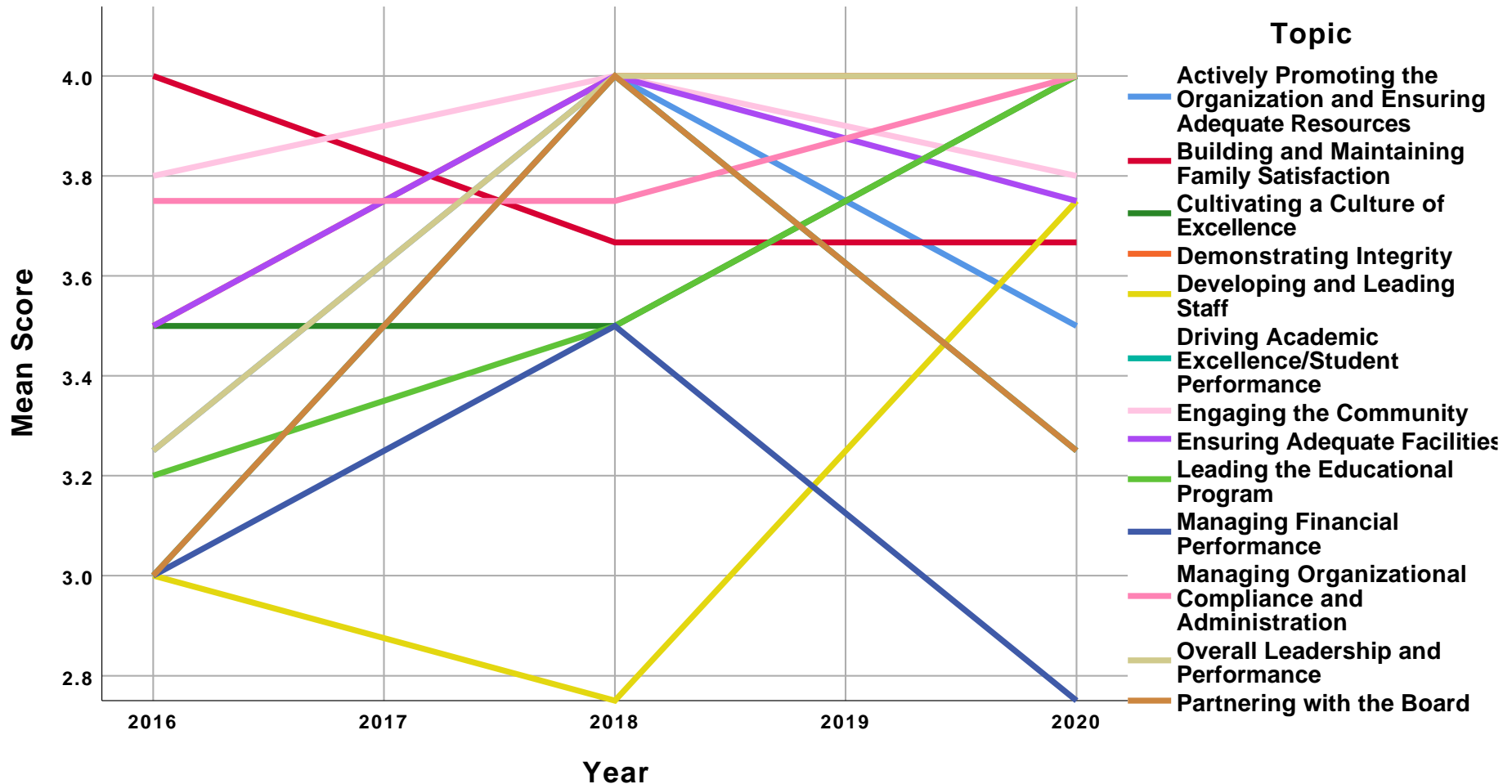
Respondent: Board



# BOT: Staff by topic

Multiple Line Mean of Score by Year by Topic

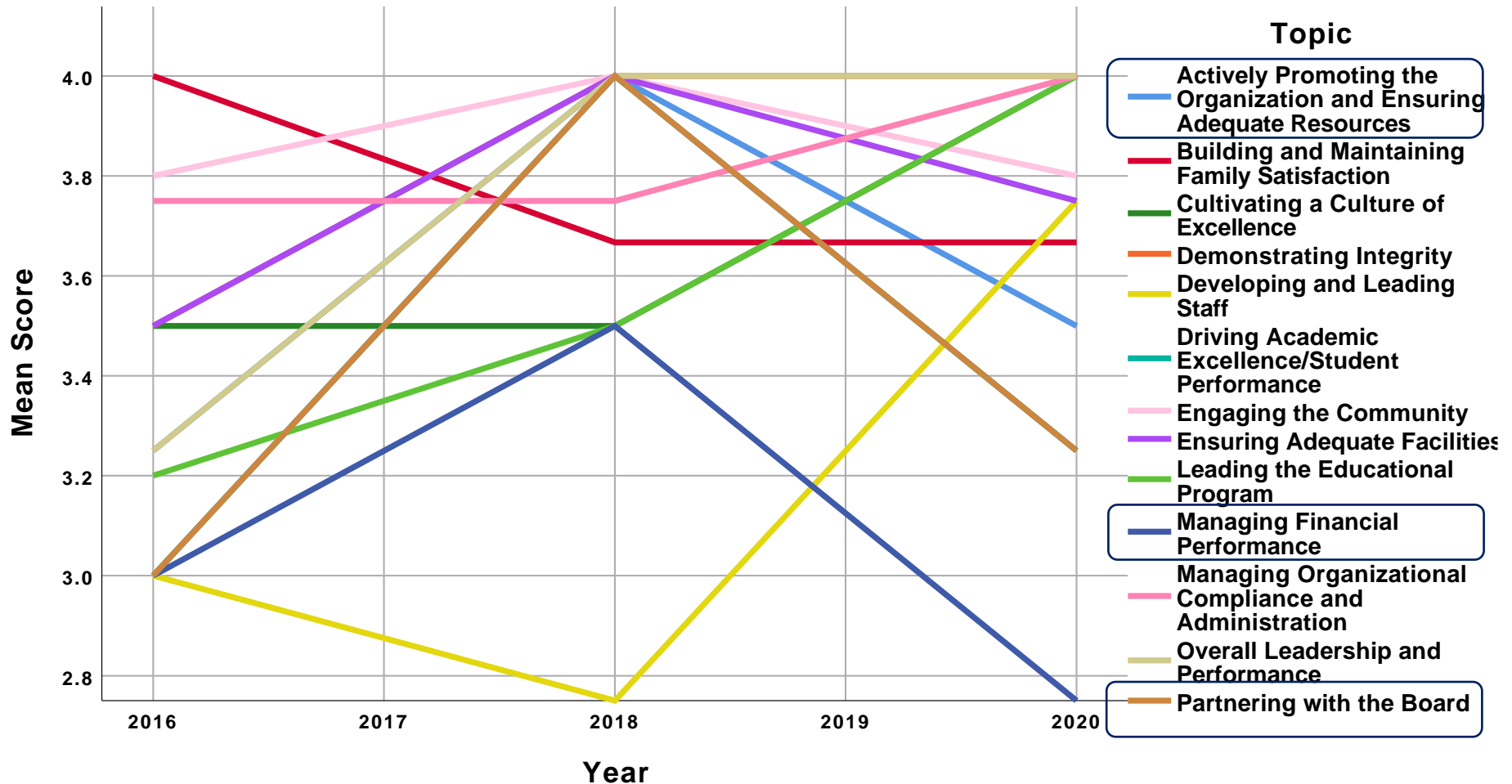
Respondent: Staff



# BOT: Staff by topic

Multiple Line Mean of Score by Year by Topic

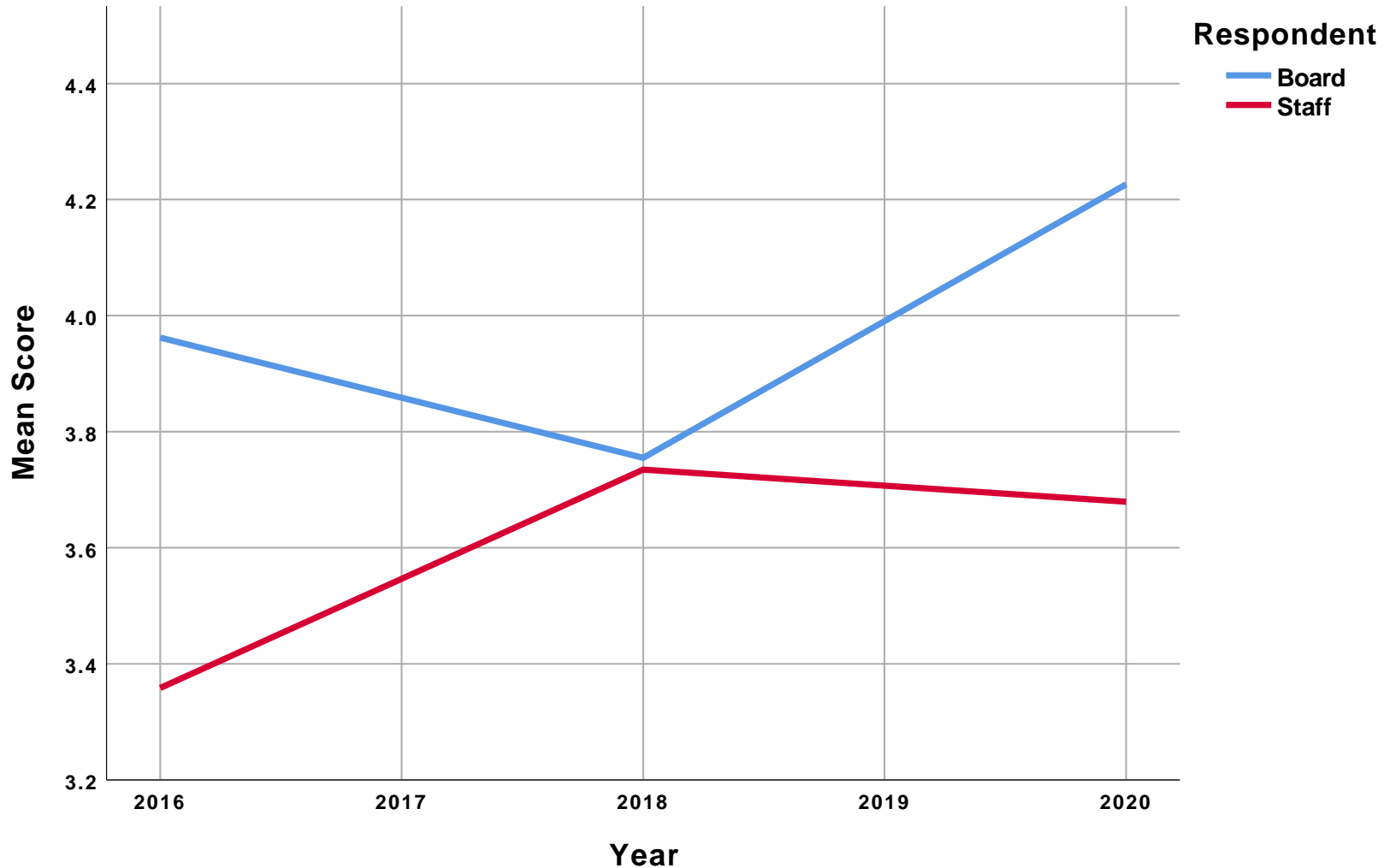
Respondent: Staff





# BOT: Staff & Board

Multiple Line Mean of Score by Year by Respondent





1 of 7

## High Standards for Student Learning (0/6)

36 Questions Remaining

### High Standards for Student Learning

Completed: 0 of 6

*How effective is the principal at ensuring the school...*

Sources of Evidence Check Key Sources of Evidence						Effectiveness Rating Choose one to indicate level of effectiveness or check 'Don't Know'					
Reports From Others	Personal Observation	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	

Planning

plans targets of faculty performance that emphasize improvement in student learning.

Implementing

creates expectations that faculty maintain high standards for student learning.

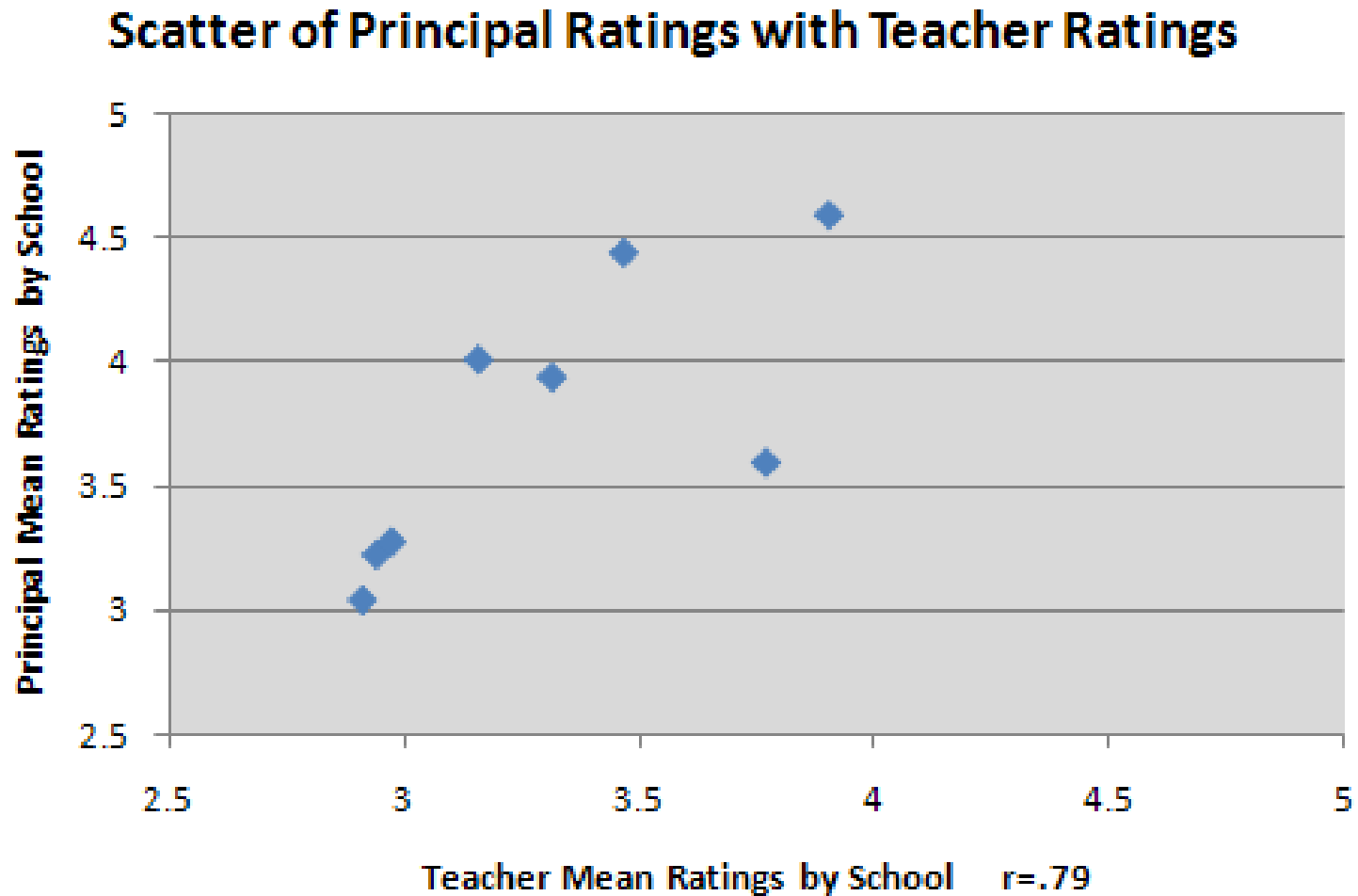
Supporting

encourages students to successfully achieve rigorous goals for student learning.

Evaluating

challenges low expectations for special needs students.

# For Val-Ed HOS and teachers - mean effectiveness score


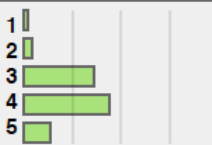


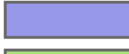




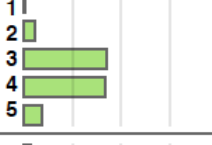



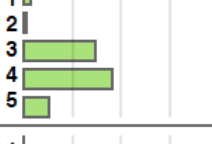



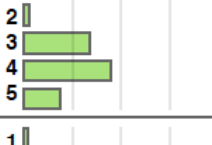
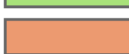
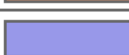
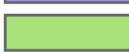
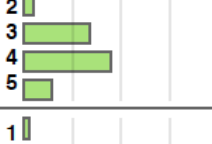



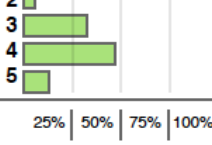

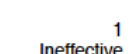


- From the Val-Ed handbook

# Response Rate

	Possible Respondents	Actual Respondents	Percent (%) Responding
Principal	1	1	100%
Teachers	47	31	66%
Supervisor	13	7	54%

### Principal (P), Teacher (T), and Supervisor (S) Mean Effectiveness Ratings Across Core Components

			Mean Effectiveness	Teacher Rating Distribution
Total Effectiveness	P		3.07	
	T		3.57 (0.66)	
	S		3.51 (0.51)	
High Standards for Student Learning	P		3.08	
	T		3.60 (0.73)	
	S		3.75 (0.35)	
Rigorous Curriculum	P		3.00	
	T		3.52 (0.70)	
	S		3.51 (0.45)	
Quality Instruction	P		3.27	
	T		3.63 (0.68)	
	S		3.29 (0.83)	
Culture of Learning & Professional Behavior	P		3.33	
	T		3.80 (0.54)	
	S		3.84 (0.37)	
Connections to External Communities	P		2.83	
	T		3.58 (0.72)	
	S		3.43 (0.53)	
Performance Accountability	P		2.92	
	T		3.57 (0.72)	
	S		3.50 (0.39)	

1 Ineffective | 2 Minimal | 3 Satisfactory | 4 High | 5 Outstanding

Effectiveness Rating

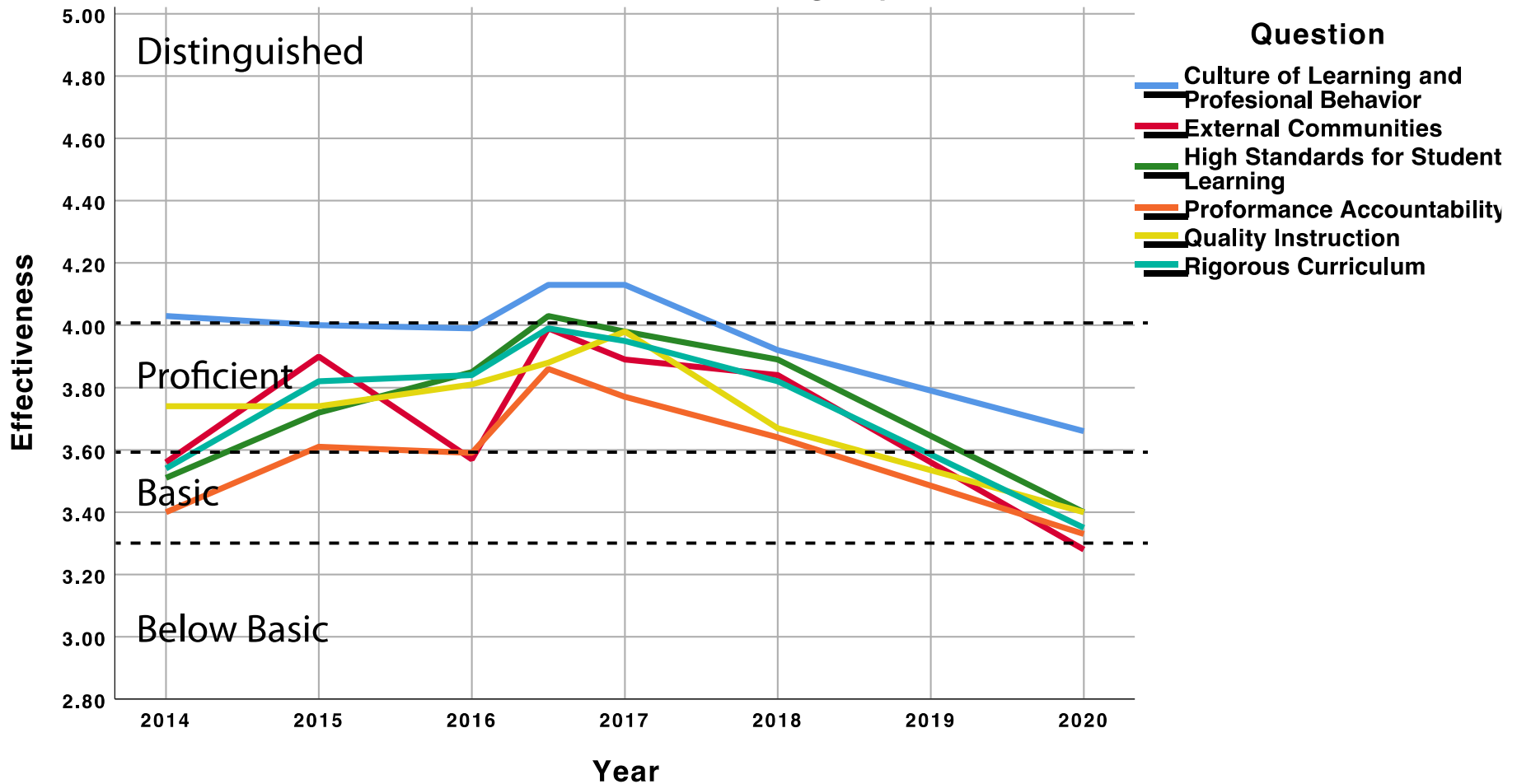
Numbers in ( ) are standard deviations for teacher's ratings. (The larger the standard deviation, the greater the dispersion of teacher ratings.)

25% | 50% | 75% | 100%

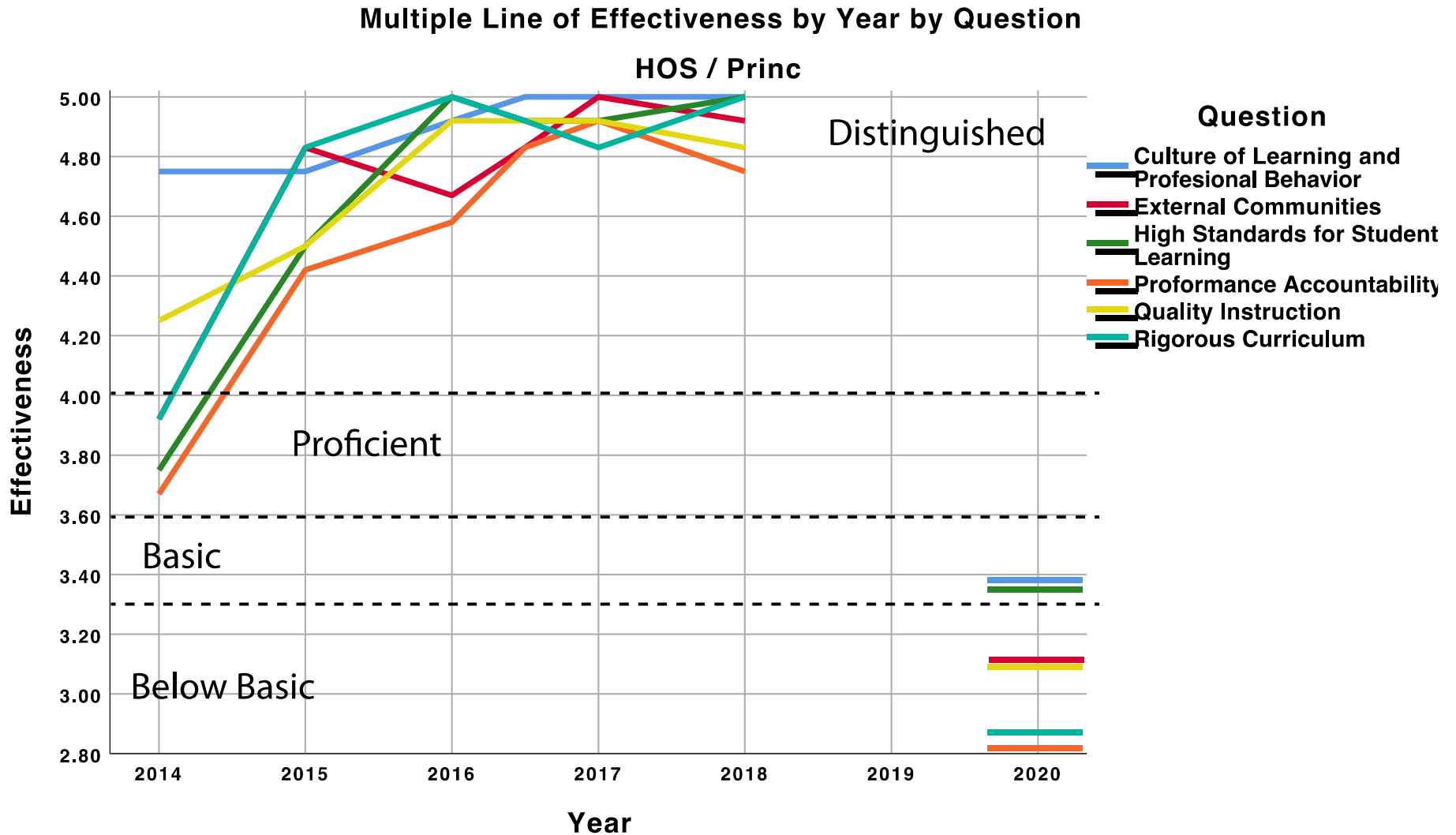
Teacher Rating Distribution

# Total by Question

Multiple Line of Effectiveness by Year by Question  
Total (all three groups)

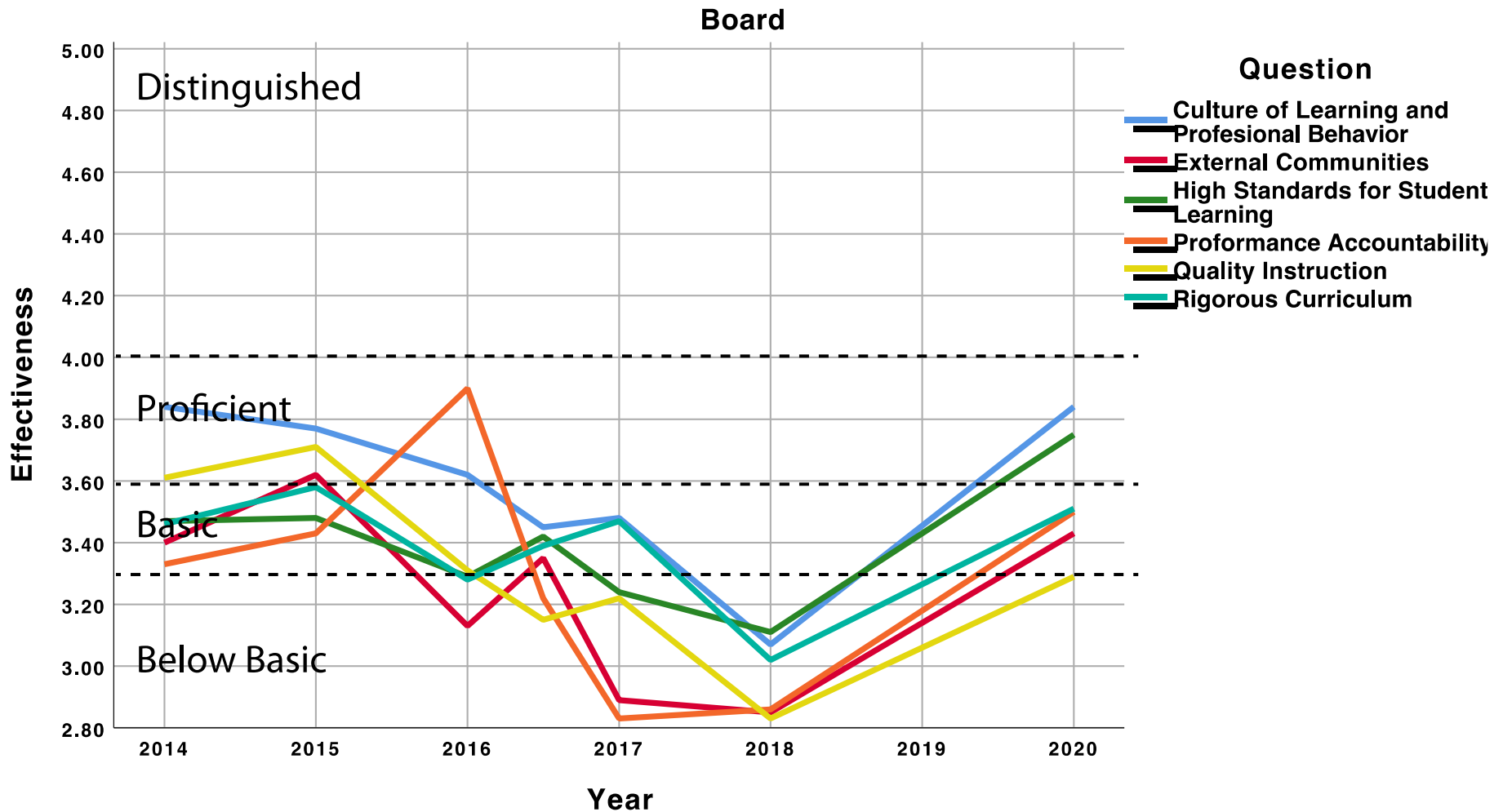


# HOS by Question



# Board by Question

Multiple Line of Effectiveness by Year by Question

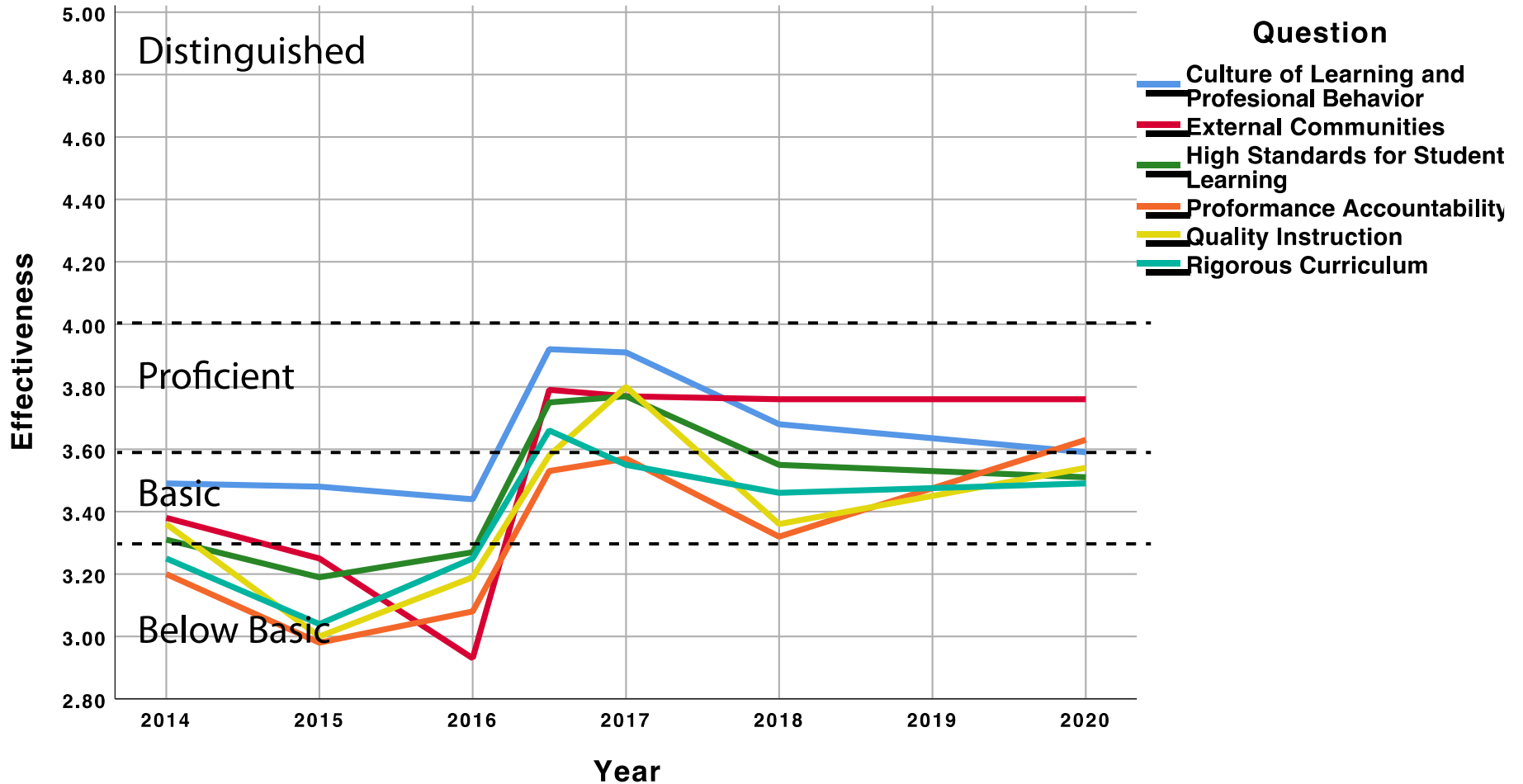




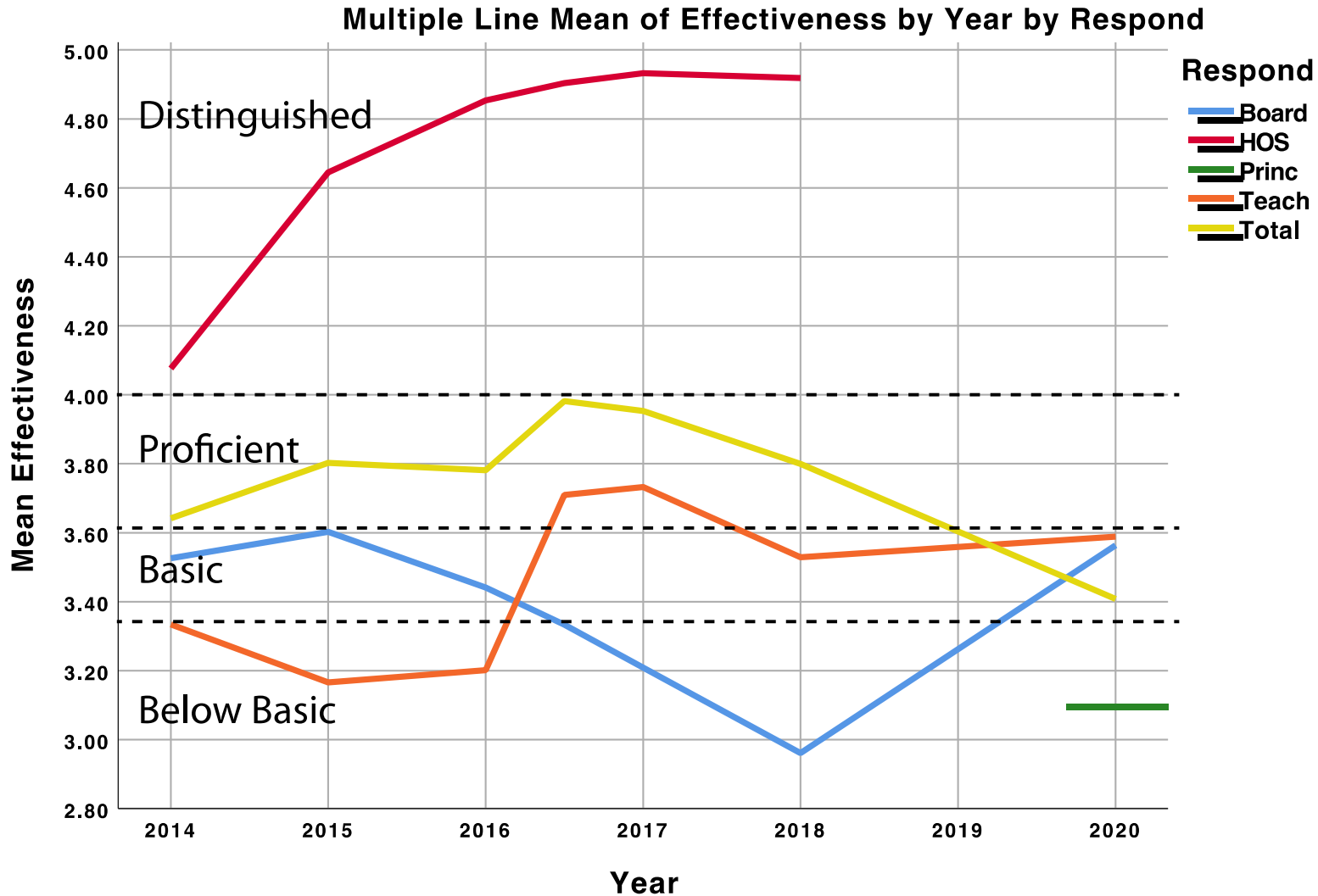
# Staff by Question

Multiple Line of Effectiveness by Year by Question

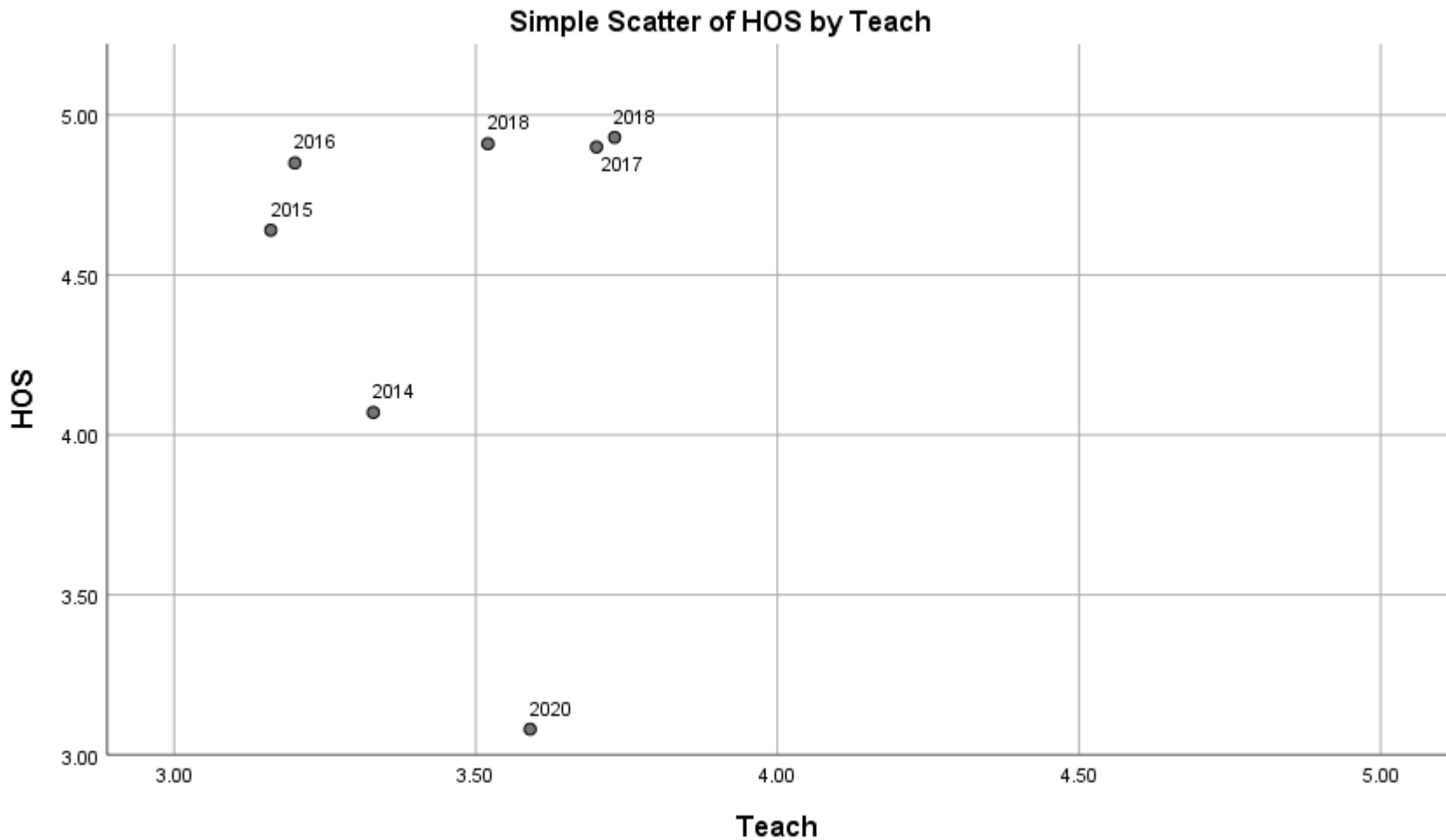
Staff



# Respondent over time



# HOS and Teachers – mean effectiveness score



- Cells that are green represent areas of behavior that are 'proficient' (3.60 - 3.99) or 'distinguished' (4.00 - 5.00).
- Cells that are yellow represent areas of behavior that are 'basic' (3.29 - 3.59).
- Cells that are red represent areas of behavior that are 'below basic' (1.00 - 3.28).

Core Components	Key Processes					
	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	3.42	3.55	3.50	3.54	3.58	3.19
Rigorous Curriculum	3.39	2.90	3.53	3.79	3.26	3.39
Quality Instruction	3.53	3.45	3.81	3.81	3.21	2.95
Culture of Learning & Professional Behavior	3.57	3.70	3.56	3.71	3.88	3.59
Connections to External Communities	3.84	3.04	2.93	3.08	3.58	3.40
Performance Accountability	3.27	3.18	3.14	3.48	3.67	3.24

- Cells that are green represent areas of behavior that are 'proficient' (3.60 - 3.99) or 'distinguished' (4.00 - 5.00).
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