



FLORIDA VIRTUAL
SCHOOL

Florida Virtual School Support Staff Evaluation System



FLORIDA VIRTUAL SCHOOL SUPPORT STAFF EVALUATION SYSTEM

Overview

Florida Virtual School (FLVS) is committed to providing the tools, support, and processes needed to help support staff reach their highest potential. The support staff evaluation has been developed to allow for a continuous cycle of reflection and growth, culminating in the year-end evaluation. This evaluation cycle is one of the driving factors of success for the FLVS Strategic Goals and our support staff personnel.

Our current performance evaluation system is built upon the following actions:

- Training on performance evaluation instruments for staff and supervisors (including the FLVS Strategic Goals and appropriate evaluation metrics)
- Ongoing training and coaching in employee performance and goal monitoring
- Engaging monthly performance discussions between support staff and supervisors
- Creating professional development plans based on identified areas of growth
- Aligning functional goals with the FLVS Strategic Goals
- Assessing each employee's ability to demonstrate achievement in each of the four core competencies

The above performance management activities culminate in a year-end evaluation for eligible support staff. Eligible employees are evaluated annually following the close of the school year, which runs July 1- June 30.

Support Staff Evaluation Components and Processes

The FLVS support staff evaluation is an ongoing and multi-step process. Each support staff employee participates in a variety of reflective activities and professional learning opportunities that lead to growth for each individual, ultimately supporting organizational attainment of the FLVS Strategic Goals. Each support staff member starts with the pre-planning process where he/she develops functional and professional learning goals measured through Key Performance Indicators (KPIs), which are directly aligned to the FLVS Strategic Goals. Once goals are set for the year, employees engage in frequent dialogue with their manager to review their progress, culminating in the year-end evaluation. Throughout the year, employees are supported through professional development and coaching for success.

Functional Goals

Each support staff employee will set functional goals aligned to the FLVS Strategic Goals and his/her department/team goals. Functional goals are outcome-driven objectives that are specific to the employee's position. They help guide the employee's actions to reach defined KPIs. Functional goals directly connect to the employee's role and organizational objectives, ensuring that FLVS reaches its strategic goals. As with all goals, functional goals should be SMART - specific, measurable, achievable, realistic, and timely. The employee will collaborate with his/her manager regarding the expectations for functional goals and how to create them. Support staff will set a minimum of three and a maximum of five functional goals, which must be approved by the employee's supervisor.

Professional Learning Goals

Each support staff member, with feedback from his/her supervisor, will develop a professional learning goal(s) that focuses on targeted areas of improvement and growth that will have an impact on the employee's professional development, as well as support the achievement of the employee's functional goals. Support staff set at least one, but no more than three, professional learning goals.

Cascading Goals

As noted above, all support staff set functional and professional learning goals that align with the FLVS Strategic Goals. As a result of cascading goals, FLVS leadership is able to maintain focus on the FLVS Strategic Goals, monitor and manage progress toward goals on a continuous basis, and evaluate overall strategy at the individual performance level. This benefits employees by helping them understand exactly how their day-to-day work contributes to the achievement of FLVS, and how teams and individuals impact the success the FLVS Strategic Goals. The below graphic illustrates the concept of how goals cascade for support staff employees.



Mid-Year Performance Reviews

The Mid-Year Performance Review aids support staff by providing feedback and coaching opportunities at the mid-point of the school year. This allows FLVS supervisors to provide relevant feedback on goal progress and achievement. Support staff are rated on the mid-year review using two performance levels: effective and needs improvement. This will indicate if the employee is on track or not on track to meet or exceed their goals for the year.

Also evaluated during the mid-year performance review are the four core competencies. This allows managers to provide feedback and engage in meaningful discussions with each employee regarding how they demonstrate (or have areas of opportunity) within the four core competency areas.

Functional Goals (Mid-Year):

Not Rated	Needs Improvement	Effective
<ul style="list-style-type: none"> Not applicable for rating at this time. 	<ul style="list-style-type: none"> Not currently on track to meet functional goal KPI. Demonstrates lack of understanding of job requirements and/or expectations. 	<ul style="list-style-type: none"> On track to achieve functional goal KPI or stretch metric(s).

Professional Learning Goals (Mid-Year):

Not Rated	Needs Improvement	Effective
<ul style="list-style-type: none"> Not applicable for rating at this time. 	<ul style="list-style-type: none"> Limited/no proficiency in the development areas. Limited/no evidence of application of the development area. 	<ul style="list-style-type: none"> Demonstrates proficiency in the development area. Evidence of application of the development area.

Core Competencies (Mid-Year):

Core Competencies Mid-Year			
Component	Not Rated	Needs Improvement	Effective
COMMUNICATION SKILLS	<ul style="list-style-type: none"> Not applicable for rating at this time. 	<ul style="list-style-type: none"> Inadequately conveys and/or presents information. Writing shows limited proficiency for conveying a message. 	<ul style="list-style-type: none"> Proficiently conveys and/or presents information. Effectively uses multiple channels to communicate important messages. Writes in a clear, concise, organized, and convincing way for a variety of target audiences.
CUSTOMER FOCUS	<ul style="list-style-type: none"> Not applicable for rating at this time. 	<ul style="list-style-type: none"> Inconsistently meets customer needs. Provides limited service to customers. 	<ul style="list-style-type: none"> Prioritizes customers (internal and external) and their needs. Provides effective solutions to customer problems.

INTERPERSONAL SKILLS	<ul style="list-style-type: none"> Not applicable for rating at this time. 	<ul style="list-style-type: none"> Inconsistently responds to the needs of others. Inconsistently provides a conducive work environment. 	<ul style="list-style-type: none"> Responds positively to the needs of others. Provides an open and trustworthy work environment.
FUNCTIONAL /TECHNICAL EXPERTISE	<ul style="list-style-type: none"> Not applicable for rating at this time. 	<ul style="list-style-type: none"> Displays limited skills, knowledge, and abilities related to position. Inconsistent growth and development in the field that relates to their position. 	<ul style="list-style-type: none"> Displays the proper skills, knowledge, and abilities related to position. Demonstrates growth and development in the field that relates to their position.

Summative Evaluations

The year-end summative evaluation allows supervisors to provide detailed feedback to employees on their achievement of functional and professional learning goals, as well as their level of proficiency on the core competencies. All areas are evaluated on a four-level rating system: Highly Effective, Effective, Needs Improvement, and Unsatisfactory.

Employees begin the summative evaluation process by completing a self-assessment to share how their KPIs were achieved during the fiscal year. Supervisors then enter ratings and comments into Pathways, the FLVS performance management system. Ratings are assigned a point value based on the rating level where Highly Effective = 4 points, Effective = 3 points, Needs Improvement = 2 points, and Unsatisfactory = 1 point. Points earned for each section of the evaluation (e.g., Functional Goals, Professional Learning Goals, and Core Competencies) are calculated based on a weighted scale, which then determine the final evaluation score. Functional goals are weighted at 70% of the total evaluation score, Professional Learning Goals are 10%, and Core Competencies are 20%.

Evaluation Section	Evaluation Weight
Functional Goals	70%
Professional Learning Goals	10%
Core Competencies	20%

The weighted score for each section is determined by the following formula: (ratings total/ratings count)* section weight. Below is an example for the functional goal section:

Ratings: HE, E, E (4+3+3 = 10)

Ratings Total		Ratings Count		Section Weight		Weighted Score
10	/	3	*	.70	=	2.3

Once the final point value has been calculated based on the individual section ratings and weights, the final evaluation rating is determined based on the below performance ranges:

Evaluation Rating	Performance Range
Highly Effective	3.5 – 4.0
Effective	2.5 – 3.49
Needs Improvement	1.5 – 2.49
Unsatisfactory	1 – 1.49

In the example below, the employee earned a weighted score of 2.3 in the functional goals section, a weighted score of .4 in the professional learning goals section, and .65 on the core competencies. When added together, the total score equals 3.35, resulting in an Effective overall summative evaluation score.

Functional Goals	Rating	Point Value	Avg	Weight	Weighted Score
Functional Goal 1	HE	4			
Functional Goal 2	E	3			
Functional Goal 3	E	3			
Functional Goal 4	N/A	N/A			
Functional Goal 5	N/A	N/A			
Functional Total		10	10/3	*.70	2.3
PL Goals	Rating	Point Value			
PL Goal 1	HE	4			
PL Goal 2	N/A	N/A			
PL Goal 3	N/A	N/A			
PL Total		4	4/1	*.10	0.4
Core Competencies	Rating	Point Value			
Communication	NI	2			
Customer Focus	HE	4			
Interpersonal Skills	E	3			
Functional/Technical Expertise	HE	4			
Core Competencies Total		13	13/4	*.20	0.65
Final Evaluation Score	Effective				3.35

The supervisor will meet with his/her direct report(s) to review the evaluation and answer any questions the employee may have. This summative evaluation meeting not only provides employees with timely feedback, but it gives employees the opportunity to begin planning how they will address any areas of growth for the upcoming school year.

Functional Goals (summative):

Not Rated	Unsatisfactory	Needs Improvement	Effective	Highly Effective
Not applicable for rating at this time.	Failed to meet KPI metrics associated with functional goal. Does not demonstrate understanding of or focus on FLVS strategic goals.	Met or nearly met KPI metric(s) associated with functional goal but with limited planning or intentional effort. Demonstrates limited understanding of or skill set needed to achieve FLVS strategic goals.	Achieved KPI metric(s) associated with functional goal. Demonstrates understanding of FLVS strategic goals.	Achieved/exceeded stretch KPI metric(s) associated with functional goal. Demonstrates high level understanding of and maintains continuous focus on meeting FLVS strategic goals.

Professional Learning Goals (summative):

Not Rated	Unsatisfactory	Needs Improvement	Effective	Highly Effective
Not applicable for rating at this time.	Does not demonstrate proficiency in the development areas. No evidence to support appropriate application of the development area.	Limited proficiency in the development areas. Limited evidence or inconsistent application of the development area.	Demonstrates proficiency in the development area. Evidence of application of the development area.	Demonstrates mastery in the development area. Evidence of consistent application of the development area.

Core Competencies (summative):

Core Competencies Summative				
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
COMMUNICATION SKILLS	<ul style="list-style-type: none"> ▪ Fails to convey and/or presents information causing miscommunication often. ▪ Fails to use different channels of communication. ▪ Writing lacks organization and clarity. 	<ul style="list-style-type: none"> ▪ Inadequately conveys and/or presents information. ▪ Uses limited channels of communication. ▪ Writing shows limited proficiency for conveying a message. 	<ul style="list-style-type: none"> ▪ Proficiently conveys and/or presents information. ▪ Consistently mitigates miscommunications with projects/tasks. ▪ Effectively uses multiple channels to communicate important messages. ▪ Writes in a clear, concise, organized way for a variety of target audiences. 	<ul style="list-style-type: none"> ▪ Clearly and effectively conveys and/or presents information verbally. ▪ Excels in mitigating miscommunications with all tasks/projects. ▪ Consistently and effectively uses multiple channels to communicate important messages. ▪ Keeps supervisor well informed about progress and/or

				<p>problems in a timely manner.</p> <ul style="list-style-type: none"> Consistently writes in a clear, concise, organized way for a variety of target audiences.
CUSTOMER FOCUS	<ul style="list-style-type: none"> Fails to meet customer needs. Fails to promptly provide service to customers. 	<ul style="list-style-type: none"> Inconsistently meets customer needs. Provides limited service to customers. 	<ul style="list-style-type: none"> Prioritizes customers (internal and external) and their needs. Provides effective solutions to customer problems. 	<ul style="list-style-type: none"> Consistently prioritizes customers (internal and external) and their needs. Provides quick and effective solutions to customer problems. Incorporates customer feedback into delivery of service.
INTERPERSONAL SKILLS	<ul style="list-style-type: none"> Fails to respond positively to the needs of others. Consistently fails to provide a conducive work environment. 	<ul style="list-style-type: none"> Inconsistently responds to the needs of others. Inconsistently provides a conducive work environment. 	<ul style="list-style-type: none"> Treats others with respect. Responds positively to the needs of others. Provides an open and trustworthy work environment. 	<ul style="list-style-type: none"> Consistently treats others with respect Considers and responds appropriately to the needs of others. Fosters an environment conducive to open, transparent communication among all levels and positions. Takes the initiative to get to know internal and external customers.
FUNCTIONAL /TECHNICAL EXPERTISE	<ul style="list-style-type: none"> Displays lack of skills, knowledge, and abilities related to position. Does not demonstrate growth and development in the field that relates to their position. 	<ul style="list-style-type: none"> Displays limited skills, knowledge, and abilities related to position. Inconsistent growth and development in the field that relates to their position. 	<ul style="list-style-type: none"> Displays the proper skills, knowledge, and abilities related to position. Demonstrates growth and development in the field that relates to their position. 	<ul style="list-style-type: none"> Has shown mastery of the skills, abilities, knowledge, and experience needed to be successful in their functional area of expertise. Dedicates a significant amount of time and energy to keeping abreast of the latest information related to area of expertise. Consistently produces high quality work in organized and timely fashion.



Additional Information

Evaluators: Every employee at FLVS is evaluated by their direct supervisor. No other individuals at FLVS have input into the employee evaluation.

Evaluation System Training: The FLVS Performance Management Team ensures that employees at FLVS are fully informed of the evaluation system, performance activity cycle, and processes for implementing the evaluation system each year. The Performance Management Team hosts training each year that explains the evaluation criteria and procedures associated with the evaluation. This training is held for support staff and their supervisors so that all parties understand the evaluation system, as well as the proper use of the evaluation criteria and procedures. Additionally, a recording of all training sessions, along with all documents and resources detailing the evaluation criteria, goal setting guidelines, and procedures associated with the evaluation, are posted on FLVS Connect for employees to access at any time during the school year.

Evaluation Frequency: All FLVS support staff are evaluated twice per year. Each employee is evaluated in January using a mid-year performance review, and again at the end of the fiscal year using the summative evaluation. As FLVS hires year-round, the employee's hire date will impact the performance management activity cycle. Internal transitions and departures from the organization will also impact the eligibility to participate in the various performance management activities.

- All support staff receive a mid-year performance evaluation if hired prior to December 1 and will receive a summative evaluation if hired or transitioned prior to April 1 of the given fiscal year.
- Departures: In order to receive a mid-year performance review or summative evaluation, support staff employees must be an active employee at the time of the evaluation. Support staff evaluations are not completed for exited employees.

Peer Assistance and Coaching at FLVS: Peer assistance and coaching are strategies embraced by FLVS to support continuous improvement and to provide feedback and developmental opportunities to address identified performance deficiencies. It is not an isolated moment or conversation, but rather an ongoing effort between a supervisor and an employee to ensure that maximum performance potential is reached by setting clear expectations, establishing goals, overcoming obstacles, and providing assistance and support along the way. It involves creating an environment where employees feel supported and committed to success, leading to a more stable work environment and improved performance. Although performance coaching is ongoing throughout the year, it becomes increasingly important following evaluations for administrators to establish action plans to assist employees to increase their level of performance, if warranted. By utilizing effective coaching strategies to promote a culture focused on continuous improvement, FLVS is not only supporting its employees, but also the students and customers it serves.

District Evaluation Procedures

As mentioned previously, FLVS uses Pathways, a cloud-based performance management system, to conduct all goal setting and evaluations for FLVS support staff.

Once an employee's supervisor has completed all steps of the mid-year or summative evaluation, the employee is immediately invited, via email notification, to review and acknowledge the written evaluation. Supervisors also schedule a formal meeting with each of their direct reports in order to review the summative written evaluation with their employees. If the employee so chooses, comments can be added to the mid-year or summative evaluation acknowledgement form, which then becomes part of the employee's permanent evaluation record. All evaluation records are stored digitally in the Pathways system, as well as the FLVS Electronic Records Management System, and once released to the employee, can be downloaded or printed for the employee's personal records.

Additionally, Pathways is configured so that not only can the immediate supervisor and employee review the written evaluation, but the immediate supervisor's manager and President/CEO (FLVS superintendent), can view every employee's written evaluation for the purposes of reviewing the employee's contract.

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