

has passed the initial certification process, will meet periodically with the non-certified supervisor to review training modules and give advice regarding the certification process. This observer will ensure teachers have access to observations and feedback. For observation data provided by a substitute observer to be considered a valid source of evaluative evidence, the non-certified supervisor must participate (passively) in all observations, post-conferences, and pre-conferences. Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor's role.

- Observational Model:** All certified staff shall be on the 3&1 observations model of a one (1) or three (3) year cycle. In this model, observers will conduct three (3) mini observations; two (2) from the administrator and one (1) from a peer observer of approximately 20-30 minutes each that must occur in the final year of the summative cycle. Because the mini observations are shorter 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 in the 3&1 model will be (1) full observation by the administrator, consisting of a full class or lesson. This model represents the minimum observations needed for summative evaluations.
- Observational Cycles:** Non-tenured will follow the 3&1 model on a one (1) year cycle. Tenured teachers may follow a three (3) year cycle with the 3&1 model, or may be placed on a one (1) year cycle as determined by the administrator.
- Observation Documentation:** All formal observations shall be documented in CIITS EDS.
- Observation Process:** All formal full or mini observations shall include a pre-conference either electronically or in person and be followed with an in person post-observation conference. The post-conference shall occur within five (5) school days and must be held in person. All preconferences shall occur no earlier than five (5) school days before an observation. The results of informal observations or walkthroughs are not required to be documented in CIITS EDS, but may be noted on the summative evaluation.
- Observational Timeline**

ACTION	DATE
ORIENTATION: The evaluation criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel no later than the end of the first month of reporting for employment for the school year.	Within the first 30 calendar days of reporting for work.

**Commented [DT-DoPS1]:** Need to add language for clarity

- The required peer observation must occur in the final year of the cycle.

**Commented [BT2R1]:** Added this language: "that must occur in the final year of the summative cycle."

**Commented [DT-DoPS3]:** What are the timelines for observations for both tenured and non-tenured teachers? This is somewhat addressed in the table above but is not clear.

**Commented [BT4R3]:** Moved table to below and clarified timeline per 4.0 model.

- ✓ Observations may begin after certified staff member has been trained on the Nelson County Certified Evaluation Plan within the first thirty (30) days of reporting to work.
- ✓ The principal will make the determination of the certified staff member's summative **observational** cycle. This will be a one (1) or three (3) year cycle.
- ✓ Non-Tenured and other staff on a one (1) year summative cycle must receive four (4) observations. A minimum of three (3) observations conducted by the supervisor and one (1) observation conducted by the peer observer.
- ✓ A peer observation shall occur in the summative year.
- ✓ The final observation shall be conducted by the supervisor and is a full observation.
- ✓ All observations must be documented in CIITS EDS.
- ✓ A summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
- ✓ All non-tenured summative evaluations must be completed by April 15<sup>th</sup>.
- ✓ Evaluators recommend to Superintendent any non-renewals in writing by April 15<sup>th</sup>.
- ✓ All summative evaluations must be submitted to central office by April 30<sup>th</sup>.

Commented [DT-DoPS5]: Is this the summative cycle?

Commented [BT6R5]: Yes. Added "summative".

IV. **Peer Observers** 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 (see Appendix B).

- **Participants** for peer observers will include all certified staff and school **assigned Instructional Coaches**.
- **Training and certification** will occur through the state approved peer observer training modules. Training certification will last for 3 years and then observers must be retrained using a state approved module. Certification for peer observer must be kept on file at each school.

**Actions**

- ✓ All certified staff and administrators will be trained in the state approved peer observer modules by October 1<sup>st</sup>.
- ✓ All Teacher swill have access to a certified peer observer.
- ✓ Principals, in consultation with the Superintendent or designee, will assign trained peer observers from the pool of districtwide certified staff, including **Instructional Coaches** assigned to specific schools by the district.

Commented [DT-DoPS7]: For clarification, are these school level?

Commented [BT8R7]: District employees assigned to specific schools. Added this language.

Commented [DT-DoPS9]: For clarification, are these school level?

Commented [BT10R9]: District employees assigned to specific schools. Added this language.

- ✓ Peer observations shall occur for all certified staff during their summative year.
- ✓ Peer observations may occur for all certified staff in their formative year in addition to the peer observation that must occur in the summative year.
- ✓ All peer observations will be documented in CIITS EDS.

**Commented [DT-DoPS11]:** Are these additional?

**Commented [BT12R11]:** Yes, these would be addition than the one required in the summative year. Added clarifying language.

V. **Student Voice Survey** is a confidential online survey that collects student feedback on specific aspects of the classroom experience and teaching practice from the student's point of view. All teachers will participate in the state-approved student voice survey annually with a minimum of one identified group of students. The results from formative years' data will be used to inform professional practices in the summative year. The Student Voice Point of Contact for the district shall be the Director of Elementary Schools.

- **Student selection for participation** must be consistent across the district. Elementary certified staff will use their identified homeroom sections for the student voice survey. Secondary certified staff sections for survey will be determined by principal. Teachers must have a minimum of ten (10) students to participate. Students must have been enrolled a minimum of thirty (30) calendar days to participate. In the case that a teacher does not have a sufficient roster size to participate in the survey (minimum of 10), student voice data will not be used as a source of evidence to inform the teacher's professional practice rating.
- **Administration** of the student voice survey shall take place between 7:30am-4pm and be administered in the school of the student's enrollment. A certified staff member may not administer the survey to a class in which the student voice data pertains to them.
- **Accommodations** and assurances of equal access to students, such as readers or the use of technological devices will be made for all students as stated in their Individualized Education Plans. An assigned proctor will read and record the student's responses on the Student Voice Survey. Accommodations for special requirements such as blind, non-verbal, or hearing impaired students will be made in accordance with student voice and special education guidelines.

**Commented [DT-DoPS13]: Required Statements**

- 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.

**Local District Decision**

- ➔ Identify a District Student Voice Survey Point-of-Contact. (by position)
- ➔ Identify the process for determining the student group(s) who will participate in the survey.
- ➔ Describe the process for ensuring equal access to all students.

**Commented [BT14R13]:** Added above information to initial paragraph on Student Voice and/or follow up bullet points.

**Actions**

- ✓ All certified staff and appropriate administrative staff shall read, understand, and sign the student voice ethics statement (Appendix A).

- ✓ Each certified staff, with his/her administrator, will identify his/her student voice group and develop a plan to administer the survey to students.
- ✓ The student voice survey will be completed during the district-identified Student Voice within window(s) set by KDE.

**Commented [DT-DoPS15]:** "Window(s) set by KDE"  
This language will accommodate any possible changes.

**Commented [BT16R15]:** Changed language to "window set by KDE"

VI. **Student Growth Goals:** The student growth measure is comprised of two possible contributions: a state contribution and a local contribution.

- **The state contribution** is reported using Student Growth Percentiles (SGP). The state contribution only pertains to teachers in the following content areas and grade levels participating in state assessments: 4th – 8th Grade, Reading and Math. 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.
- **The local contribution** uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive SGP. 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 (e.g. semester) as indicated in the teacher's Student Growth Goal (SGG). All teachers, regardless of grade level and content area, will develop a SGG for inclusion in the student growth measure. All SGG 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).

State Contribution	Local Contribution
Math and/or Reading teacher in grades 4 <sup>th</sup> -8 <sup>th</sup>	All Teachers

- **Student Growth Goal Criteria:** The Student Growth Goal must...

- be congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.
  - include both a growth and proficiency component.
  - represent or encompasses an *enduring skill*, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
  - allow high- and low-achieving students to adequately demonstrate their knowledge.
  - provide access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.
- **Rigor and Comparability of Student Growth Goals:** Student Growth Goals must be evaluated and deemed rigorous and comparable through the use of the Student Growth Goal Rigor and Comparability Protocol (Appendix D) and the Goals that do not meet this criteria must be revised and resubmitted to the principal before being approved in CIITS EDS.

#### Actions

- ✓ All teachers will write a student growth goal to be submitted within CIITS EDS by October 1<sup>st</sup>.
- ✓ All student growth goals will be evaluated for rigor and comparability using the defined district protocol (Appendix D) within a school-level defined process.

**VII. Determination of Student Growth:** The state approved ranking for the level of student growth during the school year is High, Expected, & Low. Growth will be evaluated in terms of proficiency and overall growth. There are a number of ways to evaluate the academic growth of students from the beginning of the school year to the end. It is imperative that student academic growth is monitored throughout the school year enabling sound instructional decisions to be made that enhance student learning. The agreed upon level of growth for each student growth goal should be a collaborative process between the certified teacher and principal. The following methods may be used for rating SGGs High, Expected, or Low growth. This is not an exhaustive list and the principal and certified teacher with assistance from the central office staff, may develop a more appropriate method when needed.

- **Pre-Test/Post-Test with Cut Scores:** Teachers could use pre- and post-tests to determine the growth identified in their goal. These assessments can be identical or comparable versions and should include a mid-year data point and reflection of instruction as well. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section.

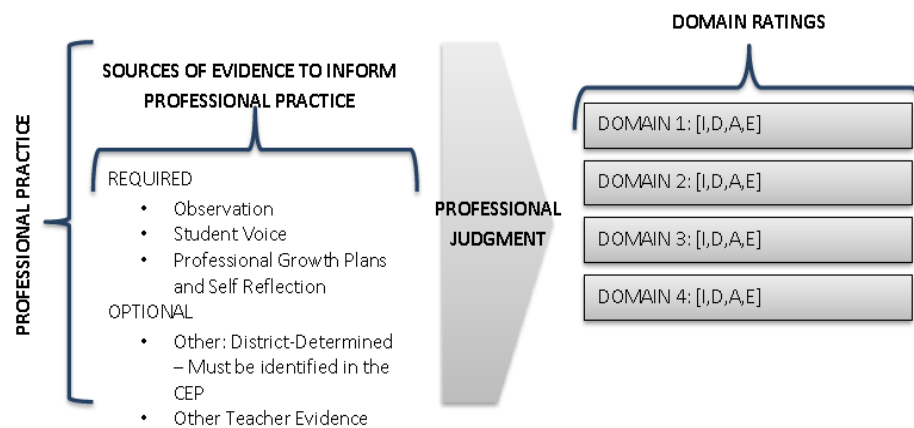
**Commented [DT-DoPS17]:** Are assessments for student growth determined comparable through this protocol?

**Commented [BT18R17]:** District common assessments will be determined to be comparable through this protocol.

assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

- Professional Practice Rating
- Each evaluatee will be provided a summative rating for each domain based on evidence.
- All ratings must be recorded in CIITS.

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



#### • Criteria for Determining Professional Practice Rating

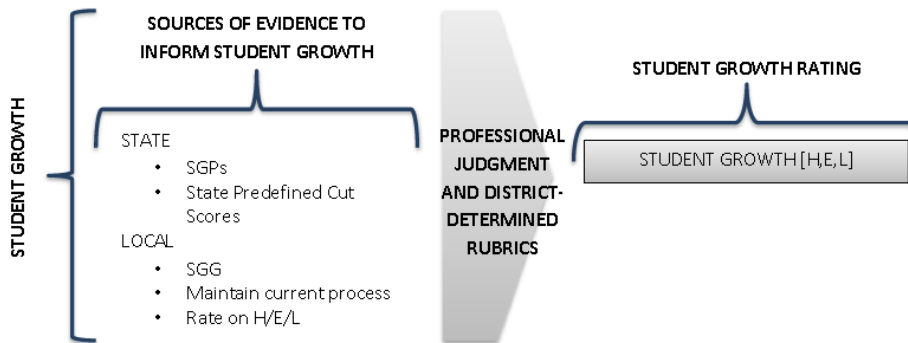
If...	Then...
Domains 2 and 3 are rated INEFFECTIVE	Profession Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Profession Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Profession Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Profession Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Profession Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Profession Practice Rating shall be EXEMPLARY

**Commented [DT-DoPS19]:**  
**Required Statements**

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

**Commented [BT20R19]:** Added required statements above Doman Ratings graphic.

### • Student Growth Rating



### • Overall Decision Matrix for State and Local Growth Combined

STATE GROWTH	High	Expected	High	High
	Expected	Expected	Expected	High
	Low	Low	Expected	Expected
		Low	Expected	High
LOCAL GROWTH				

**Commented [HR-G21]:** Clarify are State and Local equally waited?

**Commented [BT22R21]:** Equal weight in 14-15, revised based on data the following year.

### STATE CRITERIA FOR DETERMINING OVERALL PERFORMANCE CATEGORY

Professional Practice Rating	Student Growth Rating	Overall Performance Category
Exemplary	High OR Expected	EXEMPLARY
	Low	ACCOMPLISHED
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected OR Low	INEFFECTIVE

#### Actions

- ✓ Based on the overall Professional Practice rating and Student Growth rating, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.
- ✓ The evaluator will determine the individual domain ratings for professional practice through the use of multiple sources of evidence, professional judgment, and the application of the state criteria for determining professional practice.
- ✓ The evaluator will determine the student growth rating using sources of evidence, professional judgment, and the Overall Decision Matrix for State and Local Growth Combined. Staff members that do not have state and local goals will use only the Overall Local Growth Rating
- ✓ Evaluators will implement the State Criteria for Determining Overall Performance Category process for determining effectiveness.
- ✓ Evaluators will apply State Overall Decision Rules for determining educator's Overall Performance Category.
- ✓ All ratings must be recorded in CIITS EDS.

**Commented [DT-DoPS23]:** Need to add Professional Growth Plan and Summative Cycle As well as additional required language for model plan 4.0.

**Commented [BT24R23]:** Added language



The results of the survey will be included as a source of data to inform each principal's professional practice rating.

- Leadership Survey will be administered in the year that TELL Kentucky is not administered.
  - Results will be used in administrator's self-reflection and determined areas of growth based on principal performance standards and evidence of professional growth.
  - In addition to the school administrator, the District POC (Director of Elementary Schools) and administrator's supervisor will have access to Leadership Survey.
- **Working Conditions Goal:** (Inherited by Other Building Level Administrators) Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey.
    - A minimum of one Working Conditions Goal will be developed in collaboration with the supervisor of the principal.
    - The Working Condition Goal template, adapted from the form provided by the state, will be used to guide mid-point review.
    - Additional surveys and evidence may be used to inform the Working Conditions Goal.
    - The rubric is established when setting the WC Growth Goal in collaboration with the Supervisor. An "Accomplished" result is the expected outcome from the goal.
      - Professional Growth Plan/Self-Reflection Timeline

**Commented [ks25]:** How will the results be connected to the Principal Performance standards?

**Commented [BT26R25]:** Added language

**Commented [ks27]:** Identify by job title

**Commented [BT28R27]:** Added Director of Elementary Schools

WORKING CONDITIONS GROWTH GOAL RUBRIC			
Ineffective	Developing	Accomplished	Exemplary
Below established baseline	Below 10% of WC Growth Goal without going below the established baseline	Meets WC Growth Goal within 10% or 80%-89% staff agreement on identified goal	Above WC Growth Goal or 90% or above staff agreement on identified goal
First Thirty (30) working days	Evaluation criteria and process used to evaluate shall be explained		
Within first Ninety (90) school days after hire	Principal/Assistant Principal collaboratively develop Student Growth Goal, Working Conditions Goal and Professional Growth Goal/Plan		
Fall Semester	Superintendent Conducts a Site Visit with on-going principal/asst. principal self-reflections and a follow up conference within 10 days.		
Mid-Year	Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.		
March	Completion of TELL or VAL-ED Survey		
Spring Semester	Superintendent conducts a Site Visit with on-going principal/asst. principal self-reflections and a follow up within 10 days as the End of Year review conference.		

**Commented [HR-G29]:** Have you considered late hires? Are these 90 days, administrative days, student days, school days, calendar days. It could make a very big difference. Please clarify.

**Commented [BT30R29]:** Clarified to school days and added language for late hires.

**Commented [ks31]:** When does the follow-up conference occur? Is it part of the Mid-Year? Please identify how soon after the site visit the conference will occur. Do the same for the spring site visit.

**Commented [BT32R31]:** Added conference language for three per year.

**Actions**

- ✓ All administrators will be evaluated annually.
- ✓ An individual growth plan will be developed within the first 90 days of the school year or employment. This plan may be an enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data.
- ✓ The superintendent will appoint a Val-Ed point of contact (Director of Elementary Schools) within the district.
- ✓ The summative evaluation for administrators will be completed by June 15<sup>th</sup> and a copy will be given to the administrator.
- ✓ The summative evaluation report will be placed in the administrator's file in the Central Office. Information will also be housed in the Educator Development Suite of CIITS.

Commented [HR-G33]: Does this still apply?

Commented [BT34R33]: Deleted language that does not apply.

Commented [ks35]: Please identify by job title

Commented [BT36R35]: Added Director of Elementary Schools

#### IV. **PPGES Products of 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 domains. Other sources of evidence may include 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
  - Other

#### V. **PPGES Student Growth:** The principal will set two Student Growth Goals, one state contribution and one local contribution. At least one (1) 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:** Next Generation Learners (NGL) Goal Based on Trajectory (Goal Inherited by Other Building Level Administrators). Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan. The superintendent and the principal

NON-GAP GOAL RUBRIC (Cannot be used for both State and Local Goal)		
Low	Expected	High
Forward progress of 9% or less toward the goal; No forward progress or progress declines.	<ul style="list-style-type: none"> <li>Forward Progress of 10% or greater toward the Goal; and/or</li> <li>Classification as a Proficient or Distinguished School</li> </ul>	<ul style="list-style-type: none"> <li>Meets or Exceeds Achievement Goal; and/or</li> <li>Categorized as a School of Distinction</li> </ul>

**Commented [ks37]:** This rubric suggests that any movement toward the goal is Expected growth. If the goal is 10 points away and only 1 point of growth occurs, is that sufficient for expected growth?

**Commented [BT38R37]:** Clarified of 10% or greater toward goal to denote forward progress.

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 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. Principals will review goals and objectives in their School Report Card. Principals will select a goal from the report card to use as the State contribution of their Student Growth Goal. The goal statements are already set by KBE with a 2017 trajectory. The principal will then collaborate with the superintendent (or designee) to determine what percentage of the overall trajectory will be targeted for student growth during the current school year. The principal and superintendent (or designee) must then agree to the specific strategies the principal will implement to reach the objective percentage. These are strategies which the principal himself/herself will implement. These strategies are addressed in the original CSIP document. The principal will work in collaboration with his/her supervisor to determine interim trajectory goals.

- **Local Contribution:** This is based on School Need (Goal inherited by Other Building Level Administrators). 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. Each principal will create a minimum of one local growth goal, developed in collaboration with his/her supervisor. The process to develop the local goal includes:
  - Determining needs (based on data)
  - Creating specific growth goals based on baseline data
  - Creating and implementing leadership and management strategies
  - Monitoring progress through on-going data collection
  - Determining goal attainment

GAP GOAL RUBRIC (Can be used for State and/or Local Goal)		
Low	Expected	High
Forward progress of 9% or less toward the goal; No forward progress or progress declines.	<ul style="list-style-type: none"> <li>Forward Progress of 10% or greater toward the Goal; and/or Classification as a Proficient or Distinguished School</li> </ul>	<ul style="list-style-type: none"> <li>Meets or Exceeds Achievement Goal; and/or</li> <li>Categorized as a School of Distinction</li> </ul>

Commented [ks39]: Same as previous comment.

Commented [BT40R39]: Clarified of 10% or greater toward goal to denote forward progress.

**VI. PPGES 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:** A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard, as well as student growth. Using the sources of evidence for principals/Other Building Level Administrators, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice Category:

**CRITERIA FOR DETERMINING A PRINCIPAL OR OTHER BUILDING LEVEL ADMINISTRATOR'S PROFESSIONAL PRACTICE RATING**

IF...	THEN...
Principal or other building level administrator is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
Principal or other building level administrator is rated Accomplished in at least four of the standards and no standard is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or other building level administrator is rated Developing in at least five standards	Professional Practice Rating shall be Developing

NELSON COUNTY  
**DATA COLLECTION SUMMARY**  
**Guidance Counselor**

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Position \_\_\_\_\_

Observation Information:

Date \_\_\_\_\_ Activity Observed \_\_\_\_\_  
 Time \_\_\_\_\_

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

**STANDARDS/PERFORMANCE CRITERIA**

**Standard 1: Program Management, Research and Evaluation**

- 1.1 Defines needs and priorities.
- 1.2 Determines objectives.
- 1.3 Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.
- 1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
- 1.5 Evaluates the program to assure its contribution to the school's mission and goals.
- 1.6 Uses information systems and technology.

Comments:

Standard 1. (Considerations for professional growth plan.)

**Standard 2: Developmental Guidance Curriculum/Services**

- 2.1 Assesses the developmental needs of students.
- 2.2 Addresses academic expectations and school-to-work initiatives
- 2.3 Prepares students for successful transitions.
- 2.4 Evaluates the results of the curriculum's impact.
- 2.5 Modifies the curriculum as needed to continually meet the needs of students.
- 2.6 Guides individuals and groups of students through the development of educational and career plans.
- 2.7 Provides guidance for maximizing personal growth and development.
- 2.8 Teaches the school developmental guidance curriculum.
- 2.9 Assists teachers in the teaching of the guidance curriculum.

Comments:

Standard 2. (Consideration for professional growth plan.)

**Commented [HR-G41]:** How will you address all OPGES categories? Only Guidance and Library Media Addressed **OPGES – Other Professionals Growth and Effectiveness System:** The current evaluation standards and procedures for "Other" (Occupational Therapists, Speech Language Pathologists, Counselors, Psychologist, Administrators other than principals and asst. principals, Media Specialist, etc...) included in this evaluation plan will remain in effect until the OPGES is fully implemented in Kentucky. OPGES is scheduled to be piloted in Kentucky during the 2014/15 school year.

**Commented [BT42R41]:** OPGES other than Guidance and Media Specialist are evaluated under classified evaluation form in 14-15.