



CLASSIFIED
PERFORMANCE
EVALUATION

Dysart Unified School District

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CLASSIFIED PERFORMANCE EVALUATION

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Classified Evaluation Committee

Agnelli, Tracy	K-8 Plant Manager (2016 - Present)
Bell, Carol	District Office Administrative Secretary II (2016 - Present)
Capuano, Anthony	High School Principal (2016 - Present)
Groh, Miriam	Administrator Secretary Transportation (2016 - Present)
Lawrence, Stephanie	K-8 Assistant Principal (2016 - Present)
Mattingly, Steve	Human Resources Administrator (2016 - Present)
Rusnac, Viorel	Preventative Maintenance Supervisor (2016 - Present)
Smolinski, Michelle	High School Administrative Secretary III (2016 - Present)
Standaert, Shannon	Human Resources Manager (2016 - 2016)
Stinebaugh, Emily	Accounting Technician (2016 - Present)

Classified Performance Evaluation Purpose

The purposes of the classified employee performance evaluation are to:

- Summarize past and/or current fiscal year performance, provide opportunities for successful future performance, and to clarify job duties, expectations, and goals.

The evaluation of a classified employee in the Dysart Unified School District (DUSD) is an interactive process between the evaluator and the employee. Throughout the fiscal school year, the evaluator and the employee work together to ensure that the employee's job requirements and expectations are met.

The Classified employee performance evaluation offers the checklist evaluation method. A supervisor or designee evaluates the employee's performance and behavior as it relates to the identified performance factors using the rating scale to determine the level of performance and behavior.

The expectation of the DUSD is that the performance evaluation process will assist in promoting and strengthening performance excellence of the employee and improve the overall effectiveness and efficiency of the District. The following outcomes are the expectations of the system:

1. Ensure the highest possible levels of achievement and productivity
2. Strengthen a working relationship between supervisor and employee
3. Communicate performance expectations and the District's mission, vision, and/or goals to employees
4. Provide recognition and feedback to employees about their performance and behaviors
5. Provide a basis for professional growth
6. Assist in the annual recommendation retention or dismissal of an employee

Steps in the Process

Self-Analysis

All classified employees are required to perform a self-analysis. The purpose of the self-analysis is to obtain the employee's perspective of his or her performance and behaviors, accomplishments, development opportunities, etc.

No later than eight weeks from the beginning of each school year or classified employee's date of hire each classified staff member will complete and submit Self-Analysis form to their supervisor focusing on the appropriate performance factors, performance factors components, and job descriptions essential function.

During the evaluation conference, the employee and supervisor will review and discuss the self-analysis.

The following are the determined questions for the self-analysis (see Self-Analysis Form):

1. What are your strengths (the things you do well) and how do you put them to use in your position?
2. What contributions did you make to your team, school and/or department? Please provide examples.
3. In what area(s) would you like to gain more experience, training or knowledge?
4. What changes do you think could be made to help you do your current job more efficient and/or effective?
5. Based on your responses in the above questions, what are your target goal(s)?

Performance Evaluation

The original evaluation will be archive in the on-line Classified Performance Evaluation system for the employee's personnel file. The direct supervisor or designee shall sign the classified employee performance evaluation. The employee must sign the classified employee performance evaluation. The employee's signature acknowledges receipt of the evaluation, but does not necessarily signify agreement with its content. A site or department administrator's signature is required if he or she is not the evaluator of the employee being evaluated. The site or department administrator's signature on the evaluation form only indicates that he or she has reviewed the evaluation. The Classified employee performance evaluation must be completed for the following purposes:

90-day Performance Evaluation

- A performance evaluation for each classified member shall be completed no later than ninety (90) days after the first day of work or when a current employee changes essential job functions and job responsibilities (typically resulting in an employee job title, pay change, and/or resigning of a job description).
- A 90-day performance evaluation for each classified member is a one-time evaluation after being hired for that fiscal year or when a current employee changes essential job functions and job responsibilities.
- A Classified member may be placed on Performance Improvement Plan (PIP) based on the 90-day performance evaluation. The timeline of the reevaluation is indicated on each PIP.
- All original signature 90-day Classified Employee Performance Evaluations are to be submitted to the Human Resources Department within five instructional days once completed.

Annual Review

- The direct supervisor and/or the site or department administrator and/or designee will meet with each employee to discuss the employee's self-analysis, evaluation, and future expectations. When necessary, the conference will be used to generate the optional or required growth plans (PIP).
- Any time prior to April 8 of each fiscal year (if April 8 is a Saturday or Sunday, the due date shall revert back to the last instruction day prior to April 8), supervisors shall annually evaluate all classified employees they are responsible for, using the classified employee performance evaluation.
- Supervisors may evaluate an employee at any time throughout the year and are encouraged to do so, specifically if an employee is not meeting performance expectations. Supervisors are encouraged to implement the classified evaluation system to promote individual development any time throughout the year.
- An annual performance review/evaluation will not be required if a classified employee is hired on or after March 1 of that particular fiscal year.
- All original signature Classified Employee Performance Evaluation and/or PIP are to be submitted to the Human Resources Department within five instructional days once completed.

Reevaluate Performance Evaluation (Performance Improvement Plan Review)

- The supervisor must reevaluate an employee who is on a PIP. The timeline of the reevaluation is indicated on each PIP. A supervisor shall not perform a PIP review no earlier than 30 calendar working days of the PIP.
- All original signature classified employee performance improvement plan reviews are to be submitted to the Human Resources Department within five instructional days once completed.

Rating Scale Performance Evaluation	
The Classified employee performance evaluation applies a four-tier rating scale to determine the level of performance and behavior of an employee as it relates to the identified performance factors (see below chart). The following is the four-tier rating scale and definitions.	
Distinguished	Employee successfully demonstrates characteristics that exceed the performance factors' defined components.
Proficient	Employee successfully demonstrates consistent level of performance that meets the performance factors' defined components or is consistently developing in performance, but demonstrating characteristics that meet the performance factors' defined components.
Basic	Employee demonstrates inconsistent level of performance or needs improvement to meet the performance factors' defined components.
Unsatisfactory	Employee does not meet the performance factors' defined components.

Performance Factors

Performance factors have been identified and a variety of components defined to provide employees performance and behavior expectations to be efficient and effective in their job. The following are the identified performance factors with defined components:

1) Accepting Direction/Feedback

- Employee successfully accepts direction by:
 - Responding appropriately to supervision
 - Responding appropriately in a timely manner with supervision's directive(s)/recommendation(s)
 - Accepting responsibility
 - Accepting constructive feedback
 - Supporting decisions of others
 - Being open to new ideas
 - Utilizing feedback to learn and change behavior

2) Appropriate Dress (Only Proficient and Unsatisfactory ratings apply to this Performance Factor)

- Employee demonstrates appropriately dress by:
 - Abides by District policy dress code

3) Attendance/Punctuality (Only Proficient and Unsatisfactory ratings apply to this Performance Factor)

- Employee demonstrates attendance/punctuality by:
 - Schedules and uses leave according to District Policy and in an appropriate manner
 - Adheres to work schedule and reports to work on time
 - Takes into account projects and deadlines, as well as work flow when scheduling leave
 - Meets deadlines and commitments
 - Trustworthy and accountable
 - Following through on duties and responsibilities
 - Handling assigned workload
 - Scheduling time off appropriately to minimize impact of productivity
 - Appropriately manages, collaborates, and communicates absences depending on department and workload priorities

4) Communication

- Employee successfully demonstrates the ability to communicate with others by:
 - Demonstrating effective verbal and nonverbal communication skills
 - Conducting and/or contributing to effective meetings
 - Organizing and expressing ideas and information clearly
 - Using appropriate and efficient methods of conveying the information
 - Showing respect and sensitivity to others and their viewpoints
 - Seeking and accepting constructive feedback
 - Maintaining visibility and accessibility
 - Maintaining confidentiality
 - Focusing on customer service
 - Demonstrating effective writing techniques
 - Demonstrating effective listening techniques
 - Reading and interpreting materials accurately
 - Asking questions for better understanding
 - Establish and maintain good rapport with students, employees, community members and vendors.

5) Initiative

- Employee successfully demonstrates the ability to improve and promote quality by:
 - Being a self-starter and self-motivator
 - Seeking to improve processes
 - Upgrading and developing knowledge, skills and abilities
 - Being open to and implementing new ideas
 - Offers constructive solutions to improve working condition based district vision, mission, and values.

6) Job Knowledge and Skill

- Employee possesses the knowledge, skills, abilities and other characteristics to successfully perform the job competently by:
 - Based on job description, successfully applying knowledge, skills, abilities and other characteristics to fulfill job duties and responsibilities successfully
 - Ability to work successfully independently based on job knowledge or rarely requires additional direction

7) Leadership/Human Relations

- Employee successfully demonstrates the ability to be a leader with constituents by:
 - Demonstrating honest and ethical behavior
 - Accepting responsibility for actions
 - Motivating others and inspiring a shared vision
 - Demonstrating ownership to promote the success of the team
 - Demonstrating collaborative planning by engaging with others
 - Cooperating to accomplish team goals
 - Being willing to confront inappropriate behaviors
 - Demonstrating supportive, positive and professional attitudes
 - Sharing team, school and district values
 - Valuing the complementary skills of teammates
 - Celebrating the success of others
 - Demonstrating shared leadership by a willingness to accept a variety of team roles (leader, finisher, shaper, harmonizer, scribe, etc.)
 - Being willing to compromise in order to support the needs of the team
 - Being willing to identify and resolve conflict at the team level first

- Respecting opinions of others
- Participating in and attending collaboratively scheduled team meetings, professional learning opportunities and functions
- Building and maintaining trust with teammates as evidenced by listening and by respectful, responsible and dependable behaviors

8) **Planning and Organizing**

- Employee successfully demonstrates the ability to plan and organize duties and responsibilities by:
 - Determining the processes necessary to maximize effectiveness and efficiency
 - Separating and/or combining tasks into effective and efficient work flows
 - Anticipating problems and adjusting when problems occur
 - Achieving goals within timelines and with applicable resources
 - Planning and scheduling duties and responsibilities, Setting priorities and goals
 - Managing workloads
 - Ability to successfully multi-task assigned work responsibilities

9) **Quality of Work**

- Employee successfully demonstrates quality of work by:
 - Being efficient and effective
 - Paying attention to detail
 - Delivering timely and accurate results
 - Performing under pressure
 - Following standards and procedures
 - Contributing to the accomplishment of district vision, mission and values
 - Ability to make adjust based on feedback

Overall Analysis

The overall analysis box requires a supervisor to write an analysis about the employee's performance. Comments should be specific and include detailed examples if possible. This analysis may include, not limited to, the following:

- Strengths
- Areas of growth and development
- Examples of work performance and behaviors
- Summary regarding the performance factors
- Performance contributions
- Direction for future performance and expectations
- Accomplishments
- Challenges and opportunities
- Future Expectations
 - Provide directive(s) for employees to enhance or develop a skill, knowledge, ability or other characteristic as it relates to his or her job performance.

Rebuttal Opportunities

An employee who disagrees with the contents of his or her performance evaluation and/or the PIP may submit a written statement of concerns (rebuttal) to the evaluation within 10 calendar days after receiving the evaluation and/or the PIP. The written statement of concerns (rebuttal) will be reviewed by the evaluator and the human resources administrator and will be placed in the employee's personnel file.

Performance Growth

The outcome of the performance evaluation determines whether an employee is to be provided future expectations or is required to be placed on a PIP.

Purpose of PIP

The purpose of a PIP is to identify performance deficiencies and to provide a clear concise mechanism for improving performance to a minimum standard rating of Proficient and/or Basic (if less than four marked BASIC). After the evaluation conference in which the employee is informed of the performance factors that are Unsatisfactory and/or Basic, the supervisor and the employee will collaboratively develop a PIP, which may include the assistance of other applicable employees. If the PIP cannot be jointly determined, it is the responsibility of the supervisor to see that the PIP is created and implemented. Every effort will be made to provide training and support necessary for the successful completion of a PIP. Employee's failure to improve performance rating of Proficient and/or Basic may result in further action up to and including recommendation for termination.

- **PIP** - A supervisor shall place an employee on an PIP if the employee has one of the following:
 - Receives one or more performance factors rated (marked) Unsatisfactory
 - Receives four or more performance factors rated (marked) Basic
 - The PIP is effective immediately upon delivery to the employee. The employee, supervisor and, if applicable, the supervisor designee must sign the PIP. The plan will accompany the employee's evaluation and will be placed in the employee's personnel file and/or online evaluation system. Failure to sign the PIP does not delay the effective date of the improvement plan and/or evaluation.
 - When an employee's evaluation results in the employee being placed on a PIP that employee must remain in his or her current position until the employee's improvement justifies the removal of the PIP. Any deviation from this procedure requires approval from the Human Resources supervisor, immediate supervisor of employee, and immediate supervisor recommending the hire of the employee.

The PIP is comprised of three main parts. The three parts include:

- Expected Performance / Action Plan / Timetable
 - Describes specifically (essential functions, tasks, performance factors, performance factors components, and responsibilities of the job) what is expected from the employee. Evaluator should focus, not limited to using the employee's job description, as well as the performance factors and the components marked Unsatisfactory and/or Basic to identify expected outcomes from the employee.
 - Describes the action(s) and step(s) that will be taken by the employee and/or the evaluator. The Action Plan will provide the employee specific direction and strategies to improve the deficiency.
 - Describe the supports that will be in place to assist the employee to improve the deficiency.
 - Describes due dates, meeting times, etc.
 - Describes specifics as to what and how the supervisor is going to monitor the expectations detailed in the action plan of the PIP.

Reevaluation (PIP Review)

An employee on a PIP must be reevaluated using the Classified Employee Performance Evaluation and PIP Review form. During the reevaluation, the supervisor must evaluate the overall performance of the employee including the outcome of the PIP.

PIP Review

The supervisor determines the necessary time an employee needs to improve his or her performance. The reevaluation shall take place no sooner than 30 working calendar days effective date of the PIP. A site administrator's signature is required if he or she is not the evaluator of the employee being evaluated. The site administrator's signature on the PIP Review indicates that he or she has reviewed the PIP Review.

The supervisor shall arrange a reevaluation (PIP Review) conference to discuss the evidence collected no sooner than 30 working calendar days effective date of the PIP. The PIP Review is comprised of five main parts. The five parts include:

- Area(s) from Performance Review identified as Basic and/or Unsatisfactory:
 - Describes specifically (essential functions, tasks, performance factors, performance factors components, and responsibilities of the job) what is expected from the employee's PIP. Only the essential functions, tasks, performance factors, performance factors components, and responsibilities of the job listed on the employee's PIP (marked Unsatisfactory and/or Basic) are to be reviewed and assessed.
- Actions taken by the employee:
 - Describes the action(s) and step(s) of the employee. Specific evidence will be provided describing the action(s) of the employee.
 - Training(s) attended, observing other employees' performance, reading and summarizing articles, meetings with supervisor, etc.
 - Describes dates, times, locations, etc.
- Assistance/support provided:
 - Describes the action(s) and step(s) of the supervisor. Specific evidence will be provided describing the action(s) of the supervisor.
 - Describe the supports that were be in place to assist the employee to improve the rating to a minimum of Proficient.
 - Describes dates, times, locations, staff title(s) that assisted, etc.
- Assessment of current performance on areas rated as Basic and/or Unsatisfactory:
 - Supervisors overall objective assessment of the employees performance and action(s) throughout the 30 calendar days provided
 - Only the essential functions, tasks, performance factors, performance factors components, and responsibilities of the job listed on the employee's PIP are to be reviewed and assessed that were marked Unsatisfactory and/or Basic.
- Recommendations/resolution:
 - Supervisor is to select the appropriate recommendation for the employee based on the employee's action(s) and evidence collected.