

Santa Rosa District Schools



Educational Support Evaluation System

*Tim Wyrosdick
Superintendent of Schools
Adopted 2013*

DISTRICT 1
Diane Scott

DISTRICT 2
E. Hugh Winkles

DISTRICT 3
Diane Coleman

DISTRICT 4
Jennifer Granse

DISTRICT 5
Scott Peden



Timothy S. Wyrosdick
Superintendent of Schools

5086 Canal Street Milton, Florida 32570-6706

Phone: 850/988-5012

Suncom: 689-5012

Cellular: 850/777-7762

Facsimile: 850/988-5013

E-mail: WvrosdickT@mail.santarosa.k12.fl.us

MEMO OF UNDERSTANDING

April 25, 2013

Santa Rosa District Schools and Santa Rosa Professional Educators have been involved in the development of this Educational Support Evaluation System. It was approved by the Santa Rosa School Board in public session on April 25, 2013 and also endorsed by Santa Rosa Professional Educators.

The Santa Rosa School Board and the Santa Rosa Professional Educators will continue to negotiate in good faith to design and improve this Educational Support Evaluation System.

This document incorporates student surveys and parent surveys along with student assessment scores as part of Educational Support Evaluation. This will make our Educational Support Evaluations consistent with the components of our Administration and Instructional Evaluations.

Rhonda Chavers, SRPE President

Date

Tim Wyrosdick, Superintendent of Schools

Date

Diane Coleman, School Board Chairperson

Date

**Santa Rosa District Schools
Educational Support Evaluation System
Table of Contents**

	<u>Page</u>
Santa Rosa Professional Educators and School Board Approval	2
Explanation of Terms	4
Overview of System	5
Attachments	
A) Educational Support Evaluation Rubric	14
B) Parent and Student Surveys	20
C) Studer Group Information	25
D) Departmental Organization of Educational Support Employees	28
E) Assessments/Percentages for Student Performance	30
F) Truenorthlogic	56
G) References	58
H) Education Support Evaluation	60
I) Sample Evaluation	67

Santa Rosa District Schools Educational Support Evaluation System

Explanation of Terms

Assessment – Measurement of student achievement.

CELLA – Comprehensive English Language Learners Assessment

Educational Support Personnel – Any Educational Support Personnel (ESP) in the school district. This includes not only school based educational support employees, but also bus drivers, maintenance employees, etc.

Effective – This is a final overall evaluation category just below “highly effective.” This rating would qualify for level increase.

Florida Alternative Assessment (FAA) – This is the test used to measure learning gains with our most challenged ESE students. The results from this test will be used to measure our ESE Educational Support employees.

Florida Comprehensive Assessment Test (FCAT) – This is the major test used to measure student performance in the State of Florida core area classes. It is scheduled to be replaced by End of Course Exams by school year 2014-2015.

Highly Effective – This is the highest category on the overall teacher evaluation system. This rating would qualify the Education Support employee for level increase.

Needs Improvement – This is a final overall evaluation rating. It is above “unsatisfactory” but below “effective.” It does not qualify for performance pay.

Performance Level – Refers to how a student does on the state assessment such as FCAT.

Proficiency Level (1) Student – This refers to student results on state wide assessments where learning gains are not measured. Example: FCAT Writes

Studer Group – Research group that supports the Santa Rosa School District in various ways including conducting and interpreting surveys and providing leadership training.

Tally – Refers to each recording by the administrator during evaluations with Education Support employees. The total of these tally marks is used along with the proficiency scale to determine an ESP’s effectiveness.

TrueNorthLogic – This is a company the Santa Rosa School District works with to provide our evaluation system in an electronic format. This company will work with us to incorporate the student assessment data to complete Education Support evaluations.

Unsatisfactory – This is the lowest overall rating on the Education Support employee evaluation system. It does not qualify for a level increase. Any mark of Unsatisfactory on the evaluation instrument must have supporting comments to indicate ways for the employee to improve.



Santa Rosa District Schools

Educational Support Evaluation System

Adopted 2012 - 2013

Overview of System

Introduction

During school year 2012-2013, a District committee was established with the intent to construct a new Evaluation System for Educational Support employees in the Santa Rosa District School system. This revision of the evaluation system follows significant changes mandated by the Florida legislature and the Race To The Top grant in the Instructional and Administrative Evaluation systems.

We have decided to incorporate many of these changes into the new Educational Support Evaluation System.

The members of the committee are:

Kelly Allen, Assistant Principal, S.S. Dixon Primary School
Rhonda Chavers, SRPE President
Susan Crawford, Teacher on Special Assignment, Race to the Top Facilitator
Emily Donalson, Assistant Principal, Avalon Middle School
Diane Evans, Paraprofessional I, Pace High School
Diane Hardy, Internal Funds Bookkeeper, Berryhill Elementary School
Joey Harrell, Assistant Superintendent, Administrative Services
Lewis Lynn, Assistant Superintendent, Human Resources
Jeannette Miller, Teacher Assistant, Locklin Technical Center
Sandra Perdue, Paraprofessional IW (ESE), S.S. Dixon Primary
Terri Powell, Personal Assistant, Human Resources
Marianne Robey, Teacher on Special Assignment, Professional Development Specialist
Debra Sims, Curriculum Specialist (ESE), Berryhill Administrative Center
Floyd Smith, Assistant Principal, Milton High School
Pam Smith, Principal, Bennett C. Russell Elementary

The new evaluation system was developed during school year 2012-2013 to be implemented during school year 2013-2014. This new system will be housed in our Professional Growth System. All Educational Support employees will receive an orientation to the new evaluation system during preplanning of school year 2013-2014.

Evaluation Overview

The Educational Support Evaluation instrument will consist of six sections: Section I - Verify Assignments, Section II – Self-Assessment, Section III - Supervisor Evaluation, Section IV –Surveys (Student and Parent), Section V - Student Performance, and Section VI - Overall Evaluation.

Section I – Verify Assignments

In this section, the employee will verify demographic data and review the assessments assigned and confirm work location. The student performance scores for Educational Support Employees will count 10% of their total evaluation score.

PERCENT: This percentage is how much each test is worth according to the formula for your job code.
 EXAM: This details the exam that will be used to determine your student performance score.
 SUBJECT: This line tells what subject will be used from the exam listed.
 LO: This line refers to the grade level of the exam to be used. If multiple grade levels are found in the formula of the job code, then this number will be the lowest grade level.
 HI: This line refers to the grade level of the exam to be used. If multiple grade levels are found in the formula of the job code, then this number will be the highest grade level.

JOB: This code is assigned by HR. It reflects the student population of the school or work site served.
 LOCATION: Numbers of work sites. It defines an employee's location in PGS.
 % OF DAY: Time spent per day in each job code.

Job, Location, and Grade Level Assignments:	Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 7	Job 8	Job 9	Job 10	Job 11	Job 12	Job 13	Job 14	Job 15	Job 16
Employee:	JOB	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030
	LOCATION	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312
	% OF DAY	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	PERCENT	2%	3%	3%	2%	3%	3%	1%	2%	2%	2%	3%	6%	5%	8%	3%	3%
	EXAM	DEA	DEA	DEA	DEA	DEA	DEA	FL Alternate Assess	FL Alternate Assess	FL Alternate Assess	FL Alternate Assess	FCAT	FCAT	FCAT	FCAT	FCAT	FCAT
	SUBJECT	Math	Math	Math	Reading	Reading	Reading	Math	Math	Reading	Reading	Math	Math	Reading	Reading	Science	Writing
	LO	KG	01	02	KG	01	02	03	04	03	04	03	04	03	04	05	04
	HI								05			05			05		
	SCALE	013	013	013	014	014	014	016	006	016	006	004	004	003	004	003	005
	SCORE	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	4
	WScore																
Total Score:	Total Score																
Verify Assignments:	<input type="checkbox"/> The Above Information is Correct <input type="checkbox"/> The Above Information is Incorrect																
Acknowledgement:																	

SCALE: The scale DP uses to figure out student performance to send to TNL.
 SCORE: This is the score received on the identified exam.
 WSCORE: This line will hold the final score for each exam listed.

The Educational Support employees at each work site will use the same formula of student assessments as the supervisor of that work site. These formulas will vary from one work site to another. Greater explanation of these formulas can be found in Section IV of the evaluation.

Section II – Self-Assessment

During the first nine weeks of the school year, the Educational Support employee will complete a Self-Assessment of these 21 indicators. The Educational Support Employee's supervisor will also complete the Self-Assessment of the employee. When this Self-Assessment is complete, the employee will meet with their supervisor and review and discuss the Self-Assessment.

As part of the Self-Assessment discussion, an appraisal (face to face meeting) of this rubric should be reviewed by the supervisor and the employee.

INDICATORS: These 21 indicators, divided into the 5 major areas below, make up the Self-Assessment portion of the Educational Support employees evaluation. These indicators address the major points of each area.

Evaluation Rubric Summary Section

Dependability	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments
Punctuality					
Attendance					
Schedule/Work Hours					
Rules and Regulations					
Competence and Judgment					
Quality/Quantity of Work	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments
Safe Work Habits					
Accuracy					
Responsibility					
Time Management					
Initiative	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments
Professional Growth and Knowledge					
Resourcefulness					
Suggestions for Improvement					
Interpersonal/Attitude	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments
Considerate					
Communication with Supervisor					
Handles Conflict					
Self-Control					
Respect					
Personal	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments
Dress					
Personal Habits					
Personal Business					
Accountability					

SCALE: These 4 ratings are used by the Educational Support employee to rate themselves on each of the indicators.

Evaluation Summary	HE (4.0)	E (3.0)	NI (2.0)	U (1.0)
Number of Indicators Marked				

NUMBER OF INDICATORS MARKED: This section will show the number of tallies per rating.

Section III – Supervisor Evaluation

The supervisor's evaluation consists of 21 indicators of employee performance. The supervisor rates the employee on each of these indicators using a 4.0 scale. 4.0 is Highly Effective, 3.0 is Effective, 2.0 is Needs Improvement, and 1.0 is Unsatisfactory. The supervisor will complete this section of the evaluation prior to the annual transfer period for Educational Support employees each school year. Any mark of Needs Improvement or Unsatisfactory on the evaluation instrument must have supporting comments to indicate ways for the employee to improve.

In order to provide consistency of evaluations across the district, a rubric has been developed for these 21 indicators. This rubric is included in this document as **Attachment A**.

INDICATORS: These 21 indicators, divided into the 5 major areas below, make up 80% of the Educational Support employee's evaluation. These indicators address the major points of each area.

Evaluation Rubric Summary Section

Dependability	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments
Punctuality					
Attendance					
Schedule/Work Hours					
Rules and Regulations					
Competence and Judgment					
Quality/Quantity of Work	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments
Safe Work Habits					
Accuracy					
Responsibility					
Time Management					
Initiative					
Professional Growth and Knowledge					
Resourcefulness					
Suggestions for Improvement					
Interpersonal/Attitude	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments
Considerate					
Communication with Supervisor					
Handles Conflict					
Self-Control					
Respect					
Personal	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments
Dress					
Personal Habits					
Personal Business					
Accountability					

SCALE: These 4 ratings are used to rate the employee on each of the indicators. Each rating has a numeric rating also. Highly Effective is a 4.0, Effective is a 3.0, Needs Improvement is a 2.0, and Unsatisfactory is 1.0.

Evaluation Summary	HE (4.0)	E (3.0)	NI (2.0)	U (1.0)
Number of Indicators Marked	x4	x3	x2	x1
Overall Evaluation Score	Overall Evaluation Rating			

NUMBER OF INDICATORS MARKED: This section will show the number of tallies per rating.

OVERALL EVALUATION SCORE: This section will total that ratings columns and divide by the total number of indicators (21) to come up with an average score. This average score will correspond with the given scale.

OVERALL EVALUATION RATING: The following scale will be used to fill in this portion.

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

Section IV – Surveys (Student and Parent)

This section will include two school wide surveys – student and parent. These surveys will be conducted near the end of each school year. The school wide results from these surveys will be used on the employee’s evaluation. In these surveys, the parents and the students answer questions concerning their school. In order to address the reading comprehension level of the students, the student surveys will be divided into two levels: elementary and middle – high. A copy of each survey is included in **Attachment B**. Each survey will count 5% of the employee’s total evaluation making a total of 10% of their overall evaluation. These surveys were constructed with the help of the Studer Group. The Studer Group is also responsible for conducting the surveys and providing results. Information about the Studer Group can be found in **Attachment C**.

Head Start and PreK students will not complete a student survey. Employees at T.R. Jackson will count parent surveys as 10% of their evaluation. The parents of students at Santa Rosa Adult School and Locklin Technical Center will not complete surveys. Employees of these schools will count student surveys as 10% of their evaluation.

The Studer Group’s research with surveys is based on a 5.0 scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. The Studer Group believes changing the scale would not support the research conducted on surveys. The state of Florida’s evaluation system is based on a 4.0 scale: 1=Unsatisfactory, 2=Needs Improvement, 3=Effective, 4=Highly Effective. In order to use the results of the Studer surveys (student, parent, employee and principal) we will use the following conversion scale.

Studer Group School Wide Survey

4.00 – 5.00
2.75 -3.99
2.00 – 2.74
Below 2.00

Results Evaluation Score

Highly Effective (4.0)
Effective (3.0)
Needs Improvement (2.0)
Unsatisfactory (1.0)



STUDENT SATISFACTION SURVEY and PARENT SATISFACTION SURVEY: These two boxes detail the current year’s survey results for the school wide student and parent survey. These results are scored on the provided scale.

IA Parent Satisfaction Survey

Location ID	
Location Name	Bennett Russell Elementary
Studer Score	4.51
Evaluation Score	Highly Effective
Score	4

IB Student Satisfaction Survey

Location ID	
Location Name	Bennett Russell
Studer Score	4.57
Evaluation Score	Highly Effective
Score	4

Section V – Student Performance

This section will count 10% of the total employee evaluation. The Educational Support employees at each work site will use the same formula of student assessments as the supervisor of that work site. These formulas will vary from one work site to another. Please see **Attachment D** for Departmental Organization of Educational Support Employees. In order to view the formulas used for any one Educational Support employee, please see **Attachment E** for a listing of assessments and percentages that are tied to each administrator.

Example: The bookkeeper at Holley Navarre Primary would use the same formula as the principal of Holley Navarre Primary. The difference would be this score will only count 10% of the Educational Support employee's evaluation.

A district maintenance worker or bus driver would use the same formula as the Assistant Superintendent for Administrative Services.

PERCENT: This percentage is how much each test is worth according to the formula for your job code.
 EXAM: This details the exam that will be used to determine your student performance score.
 SUBJECT: This line tells what subject will be used from the exam listed.
 LO: This line refers to the grade level of the exam to be used. If multiple grade levels are found in the formula of the job code, then this number will be the lowest grade level.
 HI: This line refers to the grade level of the exam to be used. If multiple grade levels are found in the formula of the job code, then this number will be the highest grade level.

Job, Location, and Grade Level Assessments:	Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 7	Job 8	Job 9	Job 10	Job 11	Job 12	Job 13	Job 14	Job 15	Job 16
Employee:	JOB	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030
	LOCATION	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312
	% OF DAY	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	PERCENT	2%	3%	3%	2%	3%	3%	1%	2%	1%	2%	3%	6%	5%	8%	3%	3%
	EXAM	DEA	DEA	DEA	DEA	DEA	DEA	FL Alternate Assess	FL Alternate Assess	FL Alternate Assess	FL Alternate Assess	FCAT	FCAT	FCAT	FCAT	FCAT	FCAT
	SUBJECT	Math	Math	Math	Reading	Reading	Reading	Math	Math	Reading	Reading	Math	Math	Reading	Reading	Science	Writing
	LO	KG	01	02	KG	01	02	03	04	03	04	03	04	03	04	05	04
	HI								05		05		05		05		
	SCALE	013	013	013	014	014	014	016	006	016	006	004	004	003	004	003	005
	SCORE	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	4
	WSCORE	0.08	0.12	0.12	0.08	0.12	0.12	0.04	0.06	0.04	0.06	0.12	0.24	0.2	0.24	0.12	0.12
Total Score:	Total Score	1.88															
Verify Assignments:	<input type="checkbox"/> The Above Information is Correct <input type="checkbox"/> The Above Information is Incorrect																
Acknowledgement:																	

TOTAL SCORE: The total score is compiled of all the WSCORE totals added together. This score is worth 10% of the employee's evaluation.

SCALE: The scale DP uses to figure out student performance to send to TNL.
 SCORE: This is the score received on the identified exam.
 WSCORE: This line holds the final score for each exam listed. This score is the number from the SCORE line multiplied by the PERCENT for each test listed.

Section VI – Overall Evaluation

This section totals the previous four sections and identifies an overall evaluation rating. To determine the overall evaluation, each section will be totaled and weighted using the assigned percentages. The total evaluation will use the following ratings to determine the overall evaluation:

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

EVALUATION RATINGS: This details each of the sections that make up the evaluation. Each sections score is shown, multiplied by the weight of each section, and a weighted score is given.

TOTAL SCORE: This details the total score of the whole evaluation. This score correlates with the rating scale to give the **OVERALL EFFECTIVENESS CATEGORY**.

Evaluation Ratings:				
	Type	Score	Weight	Weighted Score
	Employee Evaluation (Section III)	3.00	0.80	2.40
	Student Satisfaction (Section IV)	4	0.05	0.20
	Parent Satisfaction (Section IV)	4	0.05	0.20
	Student Assessment (Section V)	1.88	0.10	0.19
	Total Score		1.00	2.99
Overall Rating:				Score
	Total Score			2.99
	Overall Effectiveness Category			Effective

TOTAL SCORE: This details the total score of the whole evaluation. This score correlates with the rating scale to give the **OVERALL EFFECTIVENESS CATEGORY**.
OVERALL EFFECTIVENESS CATEGORY: This section details the effectiveness category in correlation to the total score based on the rating scale.

Defaults

Many of our job titles have multiple assessments. There is a possibility some job titles could include an assessment with no students being assessed. The following is a list of defaults (school wide scores) to be used in case there are any scenarios when an educational support employee would have no scores for a particular assessment.

Assessment	Default
Brigance-Yellow	School DEA Reading
VB-Mapp Pre-K	School DEA Reading
FAA Science	FAA Reading
FAA Writing	FAA Reading
Industry Certification	School FCAT Reading VAM Scores
GED	TABE
TABE	GED
*ALL Remaining Tests	School FCAT Reading VAM Score

The Santa Rosa District Schools will worked with TrueNorthLogic during the 2011-2012 school year to create an electronic version of this Education Support evaluation. More information concerning TrueNorthLogic is included as **Attachment F**.

Notification of Unsatisfactory Performance

If for some reason, an employee has Unsatisfactory job performance, notice must be given prior to the transfer period.

Employment

Florida Statute 10.12.40 Educational support employees.

- (1) As used in this section:
 - (a) "Educational support employee" means any person employed by a district school system who is employed as a teacher assistant, an education paraprofessional, a member of the transportation department, a member of the operations department, a member of the maintenance department, a member of food service, a secretary, or a clerical employee, or any other person who by virtue of his or her position of employment is not required to be certified by the Department of Education or district school board pursuant to s. 1012.39. This section does not apply to persons employed in confidential or management positions. This section applies to all employees who are not temporary or casual and whose duties require 20 or more hours in each normal working week.
 - (b) "Employee means any person employed as an educational support employee.
- (2)
 - (a) Each educational support employee shall be employed on probationary status for a period to be determined through the appropriate collective bargaining agreement or by district school board rule in cases where a collective bargaining agreement does not exist.
 - (b) Upon successful completion of the probationary period by the employee, the employee's status shall continue from year to year unless the district school superintendent terminates the employee for reasons stated in the collective bargaining agreement, or in district school board rule in cases where a collective bargaining agreement does not exist, or reduces the number of employees on a districtwide basis for financial reasons.
 - (c) In the event a district school superintendent seeks termination of an employee, the district school board may suspend the employee with or without pay. The employee shall receive written notice and shall have the opportunity to formally appeal the termination. The appeals process shall be determined by the appropriate collective bargaining process or by district school board rule in the event there is no collective bargaining agreement.

Training Requirement for Administrators and Employees

Each summer prior to preplanning, all administrators will be trained on all evaluation systems. This will include training on the evaluation process including practicing marking the evaluation instruments. Educational Support employees will be trained on the evaluation system during preplanning by the school site administrator.

References used in creating this Santa Rosa District Schools Evaluation System are included as **Attachment G**.

ATTACHMENTS

- A. Educational Support Evaluation Rubric
- B. Parent and Student Surveys
- C. Studer Group Information
- D. Departmental Organization of Educational Support Employees
- E. Assessments/Percentages for Student Performance
- F. Truenorthlogic
- G. References
- H. Education Support Evaluation
- I. Sample Evaluation

Attachment A

Educational Support Evaluation Rubric

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

Dependability					
	Highly Effective (4.0)	Effective (3.0)	Needs Improvement (2.0) (Comments Required)	Unsatisfactory (1.0) (Comments Required)	Comments
Punctuality	Always arrives to work location, meeting and other assigned duties in timely manner.	Consistently arrives to work location, meetings, and other assigned duties in a timely manner.	Consistently arrives late to work location, meetings, and other assigned duties.	Consistently arrives late to work location, meetings, and other assigned duties or does not arrive as assigned.	
Attendance	Attendance surpasses the effective indicator; rarely uses leave (less than 3 days used).	Exhibits pattern of reasonable attendance without using unpaid leave.	Inconsistent pattern of attendance requiring the use of unpaid leave days.	Inconsistent pattern of attendance requiring unpaid and unapproved leave.	
Schedule/Work Hours	Willingly works extended hours when necessary.	Works extended hours when necessary.	Reluctantly works extended hours when necessary.	Not available to work extended hours when necessary.	
Rules and Regulations	Serves as a source of reference for district, state, and federal rules and regulations, and School Board policies.	Adheres to district, state, and federal rules and regulations, and School Board policies.	Is not familiar with district, state, and federal rules and regulations, and School Board policies.	Does not adhere to district, state, and federal rules and regulations, and School Board policies.	
Competence and Judgment	Has outstanding analytical ability and judgment. Can be depended upon in all situations.	Displays sound judgment and does not require direction.	Normally uses good judgment but not on a consistent basis; requires some direction.	Lacks good judgment; requires considerable direction.	

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

Quality/Quantity of Work					
	Highly Effective (4.0)	Effective (3.0)	Needs Improvement (2.0) (Comments Required)	Unsatisfactory (1.0) (Comments Required)	Comments
Safe Work Habits	Exercises safe working habits and sets the example for others.	Exercises safe working habits.	Inconsistent in exercising safe working habits.	Does not adhere to safe working habits.	
Accuracy	Performs tasks with accuracy, neatness, and thoroughness serving as a resource for peers.	Performs tasks with accuracy, neatness and thoroughness.	Inconsistently performs tasks with accuracy, neatness, and thoroughness.	Work product lacks accuracy, neatness, or thoroughness.	
Responsibility	Consistently handles designated level of responsibility in an appropriate and effective manner.	Usually handles designated level of responsibility in an appropriate and effective manner.	Inconsistently handles designated level of responsibility.	Does not handle designated level of responsibility in an appropriate and effective manner.	
Time Management	Always achieves established priorities and meets objectives and deadlines.	Maintains efficient use of time and materials.	Inconsistent in use of time and occasionally misses deadlines.	Unable to coordinate or organize workflow resulting in consistently missing deadlines.	

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

Initiative					
	Highly Effective (4.0)	Effective (3.0)	Needs Improvement (2.0) (Comments Required)	Unsatisfactory (1.0) (Comments Required)	Comments
Professional Growth and Knowledge	Continuously searches out opportunities to expand knowledge, skills, and abilities related to job responsibilities. Completes all required district in-service	Maintains mastery of new techniques and knowledge related to job responsibilities. Completes all required district in-service.	Fails to complete required district in-service in a timely manner and shows little interest in maintaining mastery of new techniques and knowledge related to job responsibilities.	Does not complete district in-service and is not aware of new techniques and knowledge related to job responsibilities.	
Resourcefulness	Can always be relied on to take action on own judgment. Never needs to be prompted to act.	Takes action; is self-motivated.	Occasionally acts on own judgment but frequently needs to be told to do so; needs reassurance.	Consistently waits for things to happen. Needs to be told what action is necessary.	
Suggestions for Improvement	Pursues new ideas and resources and takes the lead in implementation.	Is open to new ideas and willing to implement new programs or strategies.	Is resistant to new ideas and slow to implement new programs or strategies.	Unwilling to implement new programs or strategies.	

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

Interpersonal/Attitude					
	Highly Effective (4.0)	Effective (3.0)	Needs Improvement (2.0) <i>(Comments Required)</i>	Unsatisfactory (1.0) <i>(Comments Required)</i>	Comments
Considerate	Consistently maintains a positive work relationship with staff members.	Is pleasant, courteous, and respects the rights of others.	Inconsistently maintains a positive working relationship with staff members.	Does not have a positive working relationship with staff members.	
Communication with Supervisor	Consistently provides supervisor with accurate information in a timely and objective manner.	Provides supervisor with accurate information in a timely and objective manner.	Inconsistently provides supervisor with accurate information in a timely and objective manner.	Does not provide supervisor with accurate information in a timely and objective manner.	
Handles Conflict	Group motivating; is a leader in establishing a positive attitude and resolving conflict	Maintains a positive attitude and works to resolve conflict	Inconsistently maintains a positive attitude and sometimes works to resolve conflict	Does not have a positive attitude and does not work to resolve conflict.	
Self-Control	Is a role model for peers in personal conduct within the work environment	Maintains self-control within the work environment	Occasionally demonstrates a lack of self-control in the work environment	Does not demonstrate self-control in the work environment	
Respect	Consistently interacts with supervisors in a respectful manner.	Interacts with supervisors in a respectful manner.	Inconsistently interacts with supervisors in a respectful manner.	Does not interact with supervisors in a respectful manner.	

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

Personal					
	Highly Effective (4.0)	Effective (3.0)	Needs Improvement (2.0) (Comments Required)	Unsatisfactory (1.0) (Comments Required)	Comments
Dress	Consistently dresses appropriately for assigned responsibilities.	Dresses appropriately for assigned responsibilities.	Inconsistently dresses appropriately for assigned responsibilities.	Does not dress appropriately for assigned responsibilities.	
Personal Habits	Consistently exhibits good personal habits.	Exhibits good personal habits.	Inconsistently exhibits good personal habits.	Does not exhibit good personal habits.	
Personal Business	Personal business and affairs never interfere with job responsibilities	Personal business and affairs rarely interfere with job responsibilities.	Personal business and affairs interfere with job responsibilities.	Personal business and affairs consistently interfere with job responsibilities.	
Accountability	Always accepts accountability for own actions.	Accepts accountability for own actions.	Generally accepts accountability for own actions.	Seldom accepts accountability for own actions.	

Attachment B

Parent and Student Surveys



Santa Rosa District Schools
Student Surveys – Elementary School

This survey will count as 5% of the annual evaluation of educational support employees in this school.

Respond to each of the following statements using the following scale:

Strongly Agree (5)

Agree (4)

Neutral (3)

Disagree (2)

Strongly Disagree (1)



		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Learning is fun at this school.	5	4	3	2	1
2.	I like going to this school each day.	5	4	3	2	1
3.	I enjoy art, music and P.E.	5	4	3	2	1
4.	The adults in the room care about me.	5	4	3	2	1
5.	I feel safe at this school.	5	4	3	2	1
6.	The school rules are fair.	5	4	3	2	1
7.	My school is clean.	5	4	3	2	1
8.	My principal is a good leader.	5	4	3	2	1



Santa Rosa District Schools
Student Surveys – Middle and High School

This survey will count as 5% of the annual evaluation of educational support employees in this school.

Respond to each of the following statements using the following scale:

Strongly Agree (5)

Agree (4)

Neutral (3)

Disagree (2)

Strongly Disagree (1)

1. My learning is important at my school.
2. School rules/disciplines plans are enforced consistently at my school.
3. I regularly receive feedback from school staff about my academic progress.
4. My family is treated with respect at my school.
5. I have opportunities to be successful at my school.
6. Special area classes such as art, music and P.E. add to my school experience.
7. I would recommend my school to others.
8. I feel safe at school.
9. I am recognized for good work and behavior at my school.
10. My school is clean and well maintained.
11. The teachers, staff, and administrators at my school demonstrate genuine concern for students.
12. The principal at my school is an effective leader.



Santa Rosa District Schools
Parent Surveys

This survey will count as 5% of the annual evaluation of educational support employees in this school.

Respond to each of the following statements using the following scale:

- Strongly Agree (5)
- Agree (4)
- Neutral (3)
- Disagree (2)
- Strongly Disagree (1)

1. My child's learning is a high priority at this school.
2. School rules/discipline plans are enforced consistently at this school.
3. I regularly receive feedback from school staff on how well my child is learning.
4. My family is treated with respect at this school.
5. My child has every opportunity to be successful at this school.
6. My child has the necessary classroom supplies and equipment for effective learning.
7. I would recommend this school to other parents.
8. This school provides a safe environment for my child to learn.
9. My child is recognized for good work and behavior at this school.
10. The school is clean and well maintained.
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.
12. I receive positive phone calls or notes about my child from the school.
13. I am proud to say I have a student at this school.
14. The principal at this school is an effective leader.
15. The principal at this school is approachable and reachable.
16. The Superintendent of the Santa Rosa District Schools is an effective leader.

17. The Superintendent of Santa Rosa District Schools makes decisions that are in the best interest of children of the School District.
18. The school provides materials and training to help parents and guardians work with their children to improve their children's achievement.
19. I receive information about the quality of my child's teachers.
20. I receive information about my child's academic progress in school (report cards, FCAT results, progress reports, etc.)
21. I feel the special areas (art, music, and P.E.) available at my child's school help make my child's educational experience more well-rounded.
22. I receive information about the progress of my child's school (the yearly progress review including grade and Adequate Yearly Progress report, etc.).
23. I receive information about the school's parent/guardian involvement policy.
24. Information in the *Santa Rosa District Schools Family Guide* helps me understand my child's school work.
25. I have opportunities for involvement at my child's school.

Elementary Schools and King Middle School only.

26. Signing a parent/guardian "compact" (agreement) helps me understand the responsibility that I accept as a parent/guardian to help educate my child.

Open Ended Questions

1. What is working well at your child's school?
2. Is there anything that could be improved at your child's school?
3. Is there anyone at your child's school that you want to recognize for good work?

Attachment C

Studer Group

Information

Studer Group/EducatorReady

The Studer Group Education Division called EducatorReady is focused on assisting school district to achieve leadership and teaching excellence. The leaders, Dr. Robin Lague and Dr. Janet Pilcher, have spent their lifetimes researching, leading and developing leaders and teachers. In the past several years they have been piloting Evidence-Based Leadership in several school districts in the United States. Their work is affiliated with the Studer Group, a 2010 Malcolm Baldrige Award recipient. From the research they have gathered with teachers and leaders they have created proven practices with districts that align to Race to the Top Guidelines on developing effective leaders and teachers. A summary of their actions is provided below which has led to increased student engagement and achievement, improved employee engagement, and higher parent satisfaction. Because their work has made improvements in school districts, leaders and teachers have become more energized and results-driven. Their work focuses on schools becoming great places for students to learn, employees to work and parents to send their children to school.

The following summary provides the areas of work by Studer Group/EducatorReady.

educatorready.com affiliated with Studer Group	
Leader Evaluation	<p>Superintendents have implemented a measurable and aligned leader evaluation system for themselves, their senior team, district leaders, principals/assistant principals, and managers focusing on four major pillars of excellence:</p> <ul style="list-style-type: none"> • Quality – student achievement • People – employee engagement • Service – parent satisfaction with schools and leader satisfaction with district services provided • Finance – financial efficiency ratio (cost reduction & savings)
Teacher Evaluation	<p>We have worked with school districts by using a report from a focus group study we implemented with high performing teachers to work with their teacher groups on creating teacher evaluations. The report is free to districts. The teacher evaluations include:</p> <ul style="list-style-type: none"> • Quality – student achievement • People – student engagement • Service – parent satisfaction • Growth – competency demonstration aligned to Danielson's Framework
Leader Development	<p>We offer districts online and face to face training in the following areas as a way to assist them with achieving goals and measures for student achievement, employee engagement and parent satisfaction:</p> <ul style="list-style-type: none"> • Professional Conversations: Making Rounds on Employees • Professional Conversations: Recognizing the Five ALWAYS Teaching Actions • Professional Conversations: Having High, Developing and Low Conversations with Employees • Professional Conversations: Gaining Employee Input From Survey Results • Professional Conversations: Answering Tough Questions • Recognizing and Rewarding Employees • Running Effective Meetings • Keeping Employees Informed • Keeping Parents Informed
Teacher Development	<p>We offer districts online and face to face training in the following areas as a way to assist Teachers to engage students in the learning environment to achieve.</p> <ul style="list-style-type: none"> • PLC 1: Foundations of Five ALWAYS Teaching Actions • PLC 2: Classroom Rules and Procedures • PLC 3: Learning Targets (Targets and Tasks) • PLC 4: Practice and Feedback (Formative Assessment) • PLC 5: Summative Assessments (Grades) • PLC 6: Planning for Students to Achieve

Measurement	<p>We offer three tools to measure progress and outcomes that include an important roll out process for leaders to use to share the information with employees, parents and students and to gain their input to build excellence in the school district.</p> <ul style="list-style-type: none"> • Employee Engagement – the extent to which employees believe leaders do a good job creating an engaging work environment • Parent Satisfaction – the extent to which parents are satisfied with their child’s learning environment and school • Student Engagement – the extent to which students believe teachers care about their learning and create environments that provide them with opportunities to succeed.
--------------------	---

Attachment D
Departmental
Organization
of
Educational Support
Employees

DEPARTMENTAL ORGANIZATION OF EDUCATIONAL SUPPORT EMPLOYEES

School Based Educational Support Employees

All School Board Educational Support Employees will be evaluated using the same student assessment formula as the Principal of their school. This formula totals 50% of the Administrative Evaluation and 10% of the Educational Support Employee Evaluation. The final total (4.0, 3.0, 2.0 or 1.0) is what will be used on the Educational Support Employee Evaluation for this section. Job titles that will be included in this area are: Secretaries, Bookkeepers, Clerical Data, Paraprofessionals, Teacher Assistants, and School Helpers.

District Level Educational Support Employees

Administrative Services/Finance/Human Resources

All employees in these three departments will be evaluated using the same student assessment formulas as the Assistant Superintendent for that department. This formula totals 50% of the Assistant Superintendent Evaluation and 10% of the Educational Support Employee Evaluation. The final total (4.0, 3.0, 2.0 or 1.0) is what will be used on the Educational Support Employee Evaluation for this section. Examples of job titles that will be included, but not limited to: Secretaries, Bookkeepers, Clerical Data, Paraprofessionals, Certification Specialist, Personnel Assistant, Accountants, and Management Information Analyst, etc.

Curriculum and Instruction

All employees for this department will be evaluated using the same formulas as their immediate supervisor. Example: Secretary for the Director of Elementary Schools will use the same formula as the Director of Elementary Schools. Bookkeepers or Paraprofessionals assigned to the Exceptional Student Education Department will use the same formula as the Director of Exceptional Student Education.

Attachment E

Assessments-Percentages for Student Performance Based on Administrator Job Codes

This section refers to the job codes assigned to all administrators. Educational Support Personnel should find their administrator's job code and reference it for the Student Assessments applicable to their job.

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Principal (K – 5 th)	15030			Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
	Asst. Principal (K – 5 th)	16030 Eval Formula ID 106	DEA Reading (K)	2%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR
			DEA Math (K)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
					2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
					Reading Lvl 1–84 pt gain Lvl 2–44 pt gain Lvl 3–20 pt gain Lvl 4–7 pt gain	Math Lvl 1–106 pt gain Lvl 2–74 pt gain Lvl 3–73 pt gain Lvl 4–75 pt gain
			DEA Reading (1 st)	3%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
			DEA Math (1 st)	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
					Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain
			DEA Reading (2 nd)	3%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
			DEA Math (2 nd)	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5), OR
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points
					Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FCAT Reading (3rd) FCAT Math (3rd)	5% 3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.
			FCAT Reading (4 th & 5 th) FCAT Math (4 th & 5 th)	8% 6%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Writing (4 th)	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FCAT Science (5 th)	3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (3 rd) FAA Math (3 rd)	1% 1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Reading (4,5) FAA Math (4,5)	2% 2%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
	Principal (K-6)	15031 Eval Formula ID 107	DEA Reading (K)	2%	Teacher Scale <u>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</u> 4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Student Learning Gains on DEA scores will be calculated as follows: 1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
				2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1-84 pt gain Lvl 2-44 pt gain Lvl 3-20 pt gain Lvl 4-7 pt gain
			DEA Math (K)			Math Lvl 1-106 pt gain Lvl 2-74 pt gain Lvl 3-73 pt gain Lvl 4-75 pt gain

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
continued from previous page		DEA Reading (1 st)	3%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>
		DEA Math (1 st)	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain
				4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain
				Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain
		DEA Reading (2 nd)	3%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>
		DEA Math (2 nd)	3%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain
				4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain
				Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain
		FCAT Reading (3) FCAT Math (3)	6% 3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
		FCAT Reading (4-6) FCAT Math (4-6)	8% 6%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
FCAT Writing (4)	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency		

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Continued from previous page		FCAT Science (5)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (3 rd)	1%	Student Scale	Teacher Scale
			FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Reading (4,5)	2%	Student Scale	Teacher Scale
			FAA Math (4,5)	2%	4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
	Principal (3rd-5th)	15032	FCAT Reading (3)	8%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
	Asst. Principal (Pre-K, 3rd-5th)	16032 Eval Formula ID 108	FCAT Math (3)	4%		
			FCAT Reading (4&5)	12%		
			FCAT Math (4&5)	12%		
			FCAT Writing (4)	4%		
			FCAT Science (5)	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (3 rd)	1%		
			FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
			FAA Reading (4,5) FAA Math (4,5)	2% 2%	Student Scale	Teacher Scale
					4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
	Principal (K-2 nd)	15033			Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
	Asst. Principal (K-2 nd)	16033 Eval Formula ID 109	DEA Reading (K)	8%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i> 4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Math (K)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
					Reading Lvl 1-84 pt gain Lvl 2-44 pt gain Lvl 3-20 pt gain Lvl 4-7 pt gain	Math Lvl 1-106 pt gain Lvl 2-74 pt gain Lvl 3-73 pt gain Lvl 4-75 pt gain
			DEA Reading (1 st)	8%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i> 4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			DEA Math (1 st)	8%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
					Reading Lvl 1 - 117 pt gain Lvl 2 - 91 pt gain Lvl 3 - 81 pt gain Lvl 4 - 77 pt gain	Math Lvl 1 - 95 pt gain Lvl 2 - 68 pt gain Lvl 3 - 68 pt gain Lvl 4 - 46 pt gain

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale		
			DEA Reading (2 nd)	9%	<i>Level is student’s baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>		
			DEA Math (2 nd)	9%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year’s growth by increasing in scale score points	
		4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain					
					Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain	

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

Middle School Principals and Asst. Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	M.S. Principal	15020	FCAT Reading (6-8) FCAT Math (6-8)	18% 12%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
	M.S. Asst. Principal	16020 Eval Formula ID 110	Algebra EOC	3%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment	
			FCAT Science (8)	3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FCAT Writes (8)	8%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FAA Reading (6-8) FAA Math (6-8)	2% 2% 1% 1%	Student Scale	Teacher Scale
					4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (8) FAA Science (8)		Student Scale	Teacher Scale
					4-Student proficiency between 6.00-9.00 3-Student proficiency between 2.00-5.99 2-Student proficiency between 1.00-1.99 1-Student proficiency between 0.00-0.99	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

High School Principals and Asst. Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Principal (9-12)	15010	FCAT Reading (9, 10)	16%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
	Asst. Principal (9-12)	16010	FCAT Math	2%		
	(9-12=GBHS, MHS, NHS, PHS)	Eval Formula ID 111	Algebra EOC	7%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment	
			Geometry EOC	6%		
			Biology EOC	6%		
			FCAT Writing (10)	7%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FAA Reading (9,10) FAA Math (9,10)	2% 2%	Student Scale	Teacher Scale
					4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (10) FAA Science (11)	1% 1%	Student Scale	Teacher Scale
					4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

High School Principals and Asst. Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Principal (7-12)	15011	FCAT Reading (7-10)	16%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
	Asst. Principal (7-12)	16011	FCAT Math	2%		
	(JHS)	Eval Formula ID 112	Algebra EOC	6%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment	
			Geometry EOC	4%		
			Biology EOC	4%		
			FCAT Writing (8,10)	8%		
			FCAT Science (8)	3%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FAA Reading (7-10) FAA Math (7-10)	3% 2%		
					Student Scale	Teacher Scale
					4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (10) FAA Science (11)	1% 1%	Student Scale	Teacher Scale
					4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

High School Principals and Asst. Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Principal (K-12) Asst. Principal (K-12) (Central)	15012 				

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	Job Title
continued from previous page		FCAT Reading (3) FCAT Math (3)	3% 2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.
		FCAT Reading (4-10) FCAT Math (4-8)	12% 8%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
		FCAT Writing (4,8,10)	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
		FCAT Science (5,8)	2%	4-60% Or Above of Students Taking Assessment Make a Learning Gain 3-50-59% of Students Taking Assessment Make a Learning Gain 2-40-49% of Students Taking Assessment Make a Learning Gain 1- Below 40% of Students Taking Assessment Make a Learning Gain	
		Algebra EOC	2%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment	
		Geometry EOC	1%	3-41-59% proficiency (Levels 3,4,5) of students taking the assessment	
		Biology EOC	1%	2-31-40% proficiency (Levels 3,4,5) of students taking the assessment	
		FAA Reading (3 rd)	1%	Student Scale	Teacher Scale
		FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
		FAA Reading (4-10) FAA Math (4-10)	2% 2%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
		FAA Writing (10) FAA Science (11)	1% 1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	Principal Adult/Drop Out Prevention (SRA)	15040 Eval Formula ID 114	FCAT Reading	9%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
Adult School Principal (All Students at Each School Site Will Be Used to Calculate Scores of School Site)			Algebra EOC	4%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment
			Geometry EOC	4%	
			Biology EOC	4%	
			TABE	20%	4-50% or more enrolled students earn an LCP 3-40-49% of enrolled students earn an LCP 2-30-39% of enrolled students earn an LCP 1-29% or less of enrolled students earn an LCP
			Earn a GED	5%	4-50% or more enrolled students earn a GED 3-40-49% of enrolled students earn a GED 2-30-39% of enrolled students earn a GED 1-29% or less of enrolled students earn a GED
Director of Workforce Education (All Student Scores from SRA Will Be Used to Calculate Scores of Administrator) Assigned Industry Certification Scores Will Be Used from District Wide Results	Director of Workforce Education	12080 Eval Formula ID 115	Assigned Industry certification	10%	4-86-100% passing rate of students attempting industry certification 3-67-85% passing rate of students attempting industry certification 2-51-66% passing rate of students attempting industry certification 1-50% or less passing rate of students attempting industry certification
			FCAT Reading	15%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writing	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

<p style="text-align: center;">Director of Workforce Education (All Student Scores from SRA Will Be Used to Calculate Scores of Administrator) Assigned Industry Certification Scores Will Be Used from District Wide Results</p>	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	Continued from previous page		Algebra EOC	3%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment
			Geometry EOC	2%	
			Biology EOC	2%	
			TABE	10%	4-50% or more enrolled students earn an LCP 3-40-49% of enrolled students earn an LCP 2-30-39% of enrolled students earn an LCP 1-29% or less of enrolled students earn an LCP
			Earn a GED	5%	4-50% or more enrolled students earn a GED 3-40-49% of enrolled students earn a GED 2-30-39% of enrolled students earn a GED 1-29% or less of enrolled students earn a GED

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

Principal of Technical Center (All Students at School Site Will Be Used to Calculate Scores of School Site Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
	Principal, Tech. Center	15050	Assigned Industry certification	30%	4-86-100% passing rate of students attempting industry certification 3-67-85% passing rate of students attempting industry certification 2-51-66% passing rate of students attempting industry certification 1-50% or less passing rate of students attempting industry certification
	Asst. Principal, Tech. Center	16050 Eval Formula ID 116	FCAT Reading	10%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writing	10%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
Coordinator of Virtual Education (Students Enrolled in Virtual Education Courses School Wide in Grades 6-12 Will Be Used to Calculate Scores)	Coord. Of Virtual Education	13040 Eval Formula ID 117	FCAT Reading (6-10)	25%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math (6-8)	12%	
			Algebra EOC	5%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment
			Geometry EOC	4%	
			Biology EOC	4%	

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Coord. Of Social Studies	20144 Eval Formula ID 140	FCAT Reading (6-10)	50%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
	Coord. of Literacy and Lang. Arts	13030 Eval Formula ID 118	VPK Assessment Early Literacy	2%	Teacher Scale	Student Scale
					4= 60% or above of students tested demonstrated a learning gain 3=41-60% of students tested demonstrated a learning gain 2=25-40% of students tested demonstrated a learning gain 1=Less than 25% of students tested demonstrated a learning gain	Learning Gain=Any Increase in Performance Will Constitute a Gain
			VB-Mapp	1%	Teacher Scale	Student Scale
					4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Student Increase of 4.00%
			DEA Reading (K)	3%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
						Reading Lvl 1-84 pt gain Lvl 2-44 pt gain Lvl 3-20 pt gain Lvl 4-7 pt gain
			DEA Reading (1 st)	3%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
						Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
			DEA Reading (2 nd)	4%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i> 4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	
			FCAT Reading (3 rd)	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FCAT Reading (4-10)	26%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			CELLA	7%	<u>For K-5</u> 18% or above proficient=4 Between 13.0% and 17.9% proficient = 3.0 Between 10.0% and 12.9% proficient=2 Below 10% proficient=1	<u>For 6-12</u> 9% or above proficient=4 Between 7.0% and 8.9% proficient=3 Between 5.0% and 6.9% proficient=2 Below 5% proficient=1

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

<p style="text-align: center;">District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)</p>	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Coord. of Math and Science	13023 Eval Formula ID 119	VPK Early Math	2%	Teacher Scale	Student Scale
					4=More Than 60% of Students Demonstrated Learning Gains 3=Between 41-60% of Students Demonstrated Learning Gains 2=Between 25-40% of Students Demonstrated Learning Gains 1=Less Than 25% of Students Demonstrated Learning Gains	Learning Gain=Any Increase in Performance Will Constitute a Gain
			VB-Mapp	1%	Teacher Scale	Student Scale
					4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Student Increase of 4.00%
			DEA Math (K)	3%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
					Math Lvl 1-106 pt gain Lvl 2-74 pt gain Lvl 3-73 pt gain Lvl 4-75 pt gain	
			DEA Math (1 st)	3%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
					Math Lvl 1 - 95 pt gain Lvl 2 - 68 pt gain Lvl 3 - 68 pt gain Lvl 4 - 46 pt gain	

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
			DEA Math (2 nd)	4%	<p><i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i></p> <p>4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain</p> <p>1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:</p>
					Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			FCAT Math (3rd)	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			FCAT Math (4-8)	18%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Science (5,8)	6%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			Algebra EOC	3%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment
			Geometry EOC	3%	3-41-59% proficiency (Levels 3,4,5) of students taking the assessment
			Biology EOC	3%	2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All ESE Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale										
	Director of Exceptional Student Education	12070	Brigance-Yellow	1%	Teacher Scale		Student Scale								
			HELP	1%	4–60% or above of students tested demonstrated a learning gain 3–50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Increase of 12 Months Across All Domains									
	Coordinator of SEDNET	13070	VB-Mapp	1%	Teacher Scale		Student Scale								
	Coordinator of ESE Programs and Compliance		13065 Eval Formula ID 120	DEA Reading (K)	1%	Teacher Scale		Student Learning Gains on DEA scores will be calculated as follows:							
		<i>Level is student’s baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>													
		DEA Math (K)		1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4) OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year’s growth by increasing in scale score points using the following scale:								
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		<table><tr><td>Reading</td><td>Math</td></tr><tr><td>Lvl 1 – 84 pt gain</td><td>Lvl 1 – 106 pt gain</td></tr><tr><td>Lvl 2 – 44 pt gain</td><td>Lvl 2 – 74 pt gain</td></tr><tr><td>Lvl 3 – 20 pt gain</td><td>Lvl 3 – 73 pt gain</td></tr><tr><td>Lvl 4 – 7 pt gain</td><td>Lvl 4 – 75 pt gain</td></tr></table>	Reading	Math	Lvl 1 – 84 pt gain	Lvl 1 – 106 pt gain	Lvl 2 – 44 pt gain	Lvl 2 – 74 pt gain	Lvl 3 – 20 pt gain	Lvl 3 – 73 pt gain
	Reading	Math													
	Lvl 1 – 84 pt gain	Lvl 1 – 106 pt gain													
	Lvl 2 – 44 pt gain	Lvl 2 – 74 pt gain													
	Lvl 3 – 20 pt gain	Lvl 3 – 73 pt gain													
	Lvl 4 – 7 pt gain	Lvl 4 – 75 pt gain													
	DEA Reading (1 st)	1%	<i>Level is student’s baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>			1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4) OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year’s growth by increasing in scale score points using the following scale:									
			4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain												
DEA Math (1 st)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain			<table><tr><td>Reading</td><td>Math</td></tr><tr><td>Lvl 1 – 117 pt gain</td><td>Lvl 1 – 95 pt gain</td></tr><tr><td>Lvl 2 – 91 pt gain</td><td>Lvl 2 – 68 pt gain</td></tr><tr><td>Lvl 3 – 81 pt gain</td><td>Lvl 3 – 68 pt gain</td></tr><tr><td>Lvl 4 – 77 pt gain</td><td>Lvl 4 – 46 pt gain</td></tr></table>	Reading	Math	Lvl 1 – 117 pt gain	Lvl 1 – 95 pt gain	Lvl 2 – 91 pt gain	Lvl 2 – 68 pt gain	Lvl 3 – 81 pt gain	Lvl 3 – 68 pt gain	Lvl 4 – 77 pt gain	Lvl 4 – 46 pt gain
		Reading	Math												
Lvl 1 – 117 pt gain	Lvl 1 – 95 pt gain														
Lvl 2 – 91 pt gain	Lvl 2 – 68 pt gain														
Lvl 3 – 81 pt gain	Lvl 3 – 68 pt gain														
Lvl 4 – 77 pt gain	Lvl 4 – 46 pt gain														

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All ESE Students District Wide in Specific Assessments and Grade Levels Will Be Used to	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale	Job Title	Job Code
			DEA Reading (2 nd)	1%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>		
			DEA Math (2 nd)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5) OR	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
						Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			FCAT Math (3 rd) ESE	1%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment		
		FCAT Reading (3 rd) ESE	1%	1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment			

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All ESE Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		FCAT Math (4-8) ESE	6%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Reading (4-10) ESE	9%		
			FCAT Writing (4,8,10) ESE	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FCAT Science (5,8) ESE	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			Algebra I EOC ESE Biology EOC ESE Geometry EOC ESE	1% 1% 1%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment	
			FAA Reading (3 rd)	1%	Student Scale	Teacher Scale
			FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Reading (4-10) FAA Math (4-10)	6% 6%	Student Scale	Teacher Scale
					4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (10) FAA Science (11)	1% 1%	Student Scale	Teacher Scale
					4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale		
	Asst. Supt. Admin. Services	11010	VPK Assessment Early Literacy Early Math	1% 1%	Teacher Scale 4= 60% or above of students tested demonstrated a learning gain 3=41-60% of students tested demonstrated a learning gain 2=25-40% of students tested demonstrated a learning gain 1=Less than 25% of students tested demonstrated a learning gain	Student Scale Learning Gain=Any Increase in Performance Will Constitute a Gain	
	Asst. Supt. Curr. & Instr.	11020	Brigance-Yellow HELP	1% 1%	Teacher Scale 4=60% or above of students tested demonstrated a learning gain 3=50-59% of students tested demonstrated a learning gain 2= 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain = Average Increase of 12 Months Across All Domains	
	Asst. Supt. Human Resources	11030	VB-Mapp	1%	Teacher Scale 4=60% or above of students tested demonstrated a learning gain 3=50-59% of students tested demonstrated a learning gain 2= 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain = Average Student Increase of 4.00%	
	Asst. Supt. Finance	11040					
	Coord. of Assessment	13066	DEA Reading (K)	1%	Teacher Scale <i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i> 4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Student Learning Gains on DEA scores will be calculated as follows: 1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4) OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
	Dir of Cont. Imp. & Alt. Academic Programs	13022	DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain
	Dir of Inservice and Instruct. Technology	12060					
	Dir of Student Services	12040	DEA Reading (1 st) DEA Math (1 st)	1% 1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain 4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4) OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
	Admin. Spec. Assignment	13024				Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All Students District Wide in Specific Assessments and Grade	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale		
			DEA Reading (2 nd)	1%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>		
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5) OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
			DEA Math (2 nd)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale
	continued from previous page	Eval Formula ID 121	FCAT Math (3 rd) FCAT Reading (3 rd)	1% 1%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			FCAT Math (4-8) FCAT Reading (4-10)	5% 13%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writing (4,8,10)	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
			FCAT Science (5,8)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment
			Algebra I EOC Biology EOC Geometry EOC	1% 1% 1%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment
			CELLA	1%	<div>For K-5</div> 18% or above proficient=4 Between 13.0% and 17.9% proficient = 3.0 Between 10.0% and 12.9% proficient=2 Below 10% proficient=1 <div>For 6-12</div> 9% or above proficient=4 Between 7.0% and 8.9% proficient=3 Between 5.0% and 6.9% proficient=2 Below 5% proficient=1
			TABE	1%	4-50% or more enrolled students earn an LCP 3-40-49% of enrolled students earn an LCP 2-30-39% of enrolled students earn an LCP 1-29% or less of enrolled students earn an LCP

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale			
	continued from previous page		Earn a GED	1%	4-50% or more enrolled students earn a GED 3-40-49% of enrolled students earn a GED 2-30-39% of enrolled students earn a GED 1-29% or less of enrolled students earn a GED			
			Assigned Industry certification	1%	4-86-100% passing rate of students attempting industry certification 3-67-85% passing rate of students attempting industry certification 2-51-66% passing rate of students attempting industry certification 1-50% or less passing rate of students attempting industry certification			
			FAA Reading (3 rd)	1%	Student Scale		Teacher Scale	
			FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency		Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)	
			FAA Reading (4-10) FAA Math (4-10)	2% 2%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels		Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)	
			FAA Writing (10) FAA Science (11)	1% 1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency		Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)	
			Director, Community School	12110 Eval Formula ID 122	DEA Reading (K)	2%	Teacher Scale Student Learning Gains on DEA scores will be calculated as follows:	
					DEA Math (K)	2%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain			
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain			
					1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4) OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:			
					Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain			
					Math Lvl 1 – 106 pt Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75pt gain			

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale		
	continued from previous page		DEA Reading (1 st)	2%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>		
			DEA Math (1 st)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4) OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
					Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain	
			DEA Reading (2 nd)	2%	<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>		
			DEA Math (2 nd)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5) OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		
					Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain	
			Algebra EOC	1%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment		
			Geometry EOC	1%	3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment		
			FCAT Math (4-8)	14%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+)		
			FCAT Reading (4-10)	18%	2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)		
			FCAT Math (3)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment		
			FCAT Reading (3)	2%	3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale	
	Director of Pre-K	12135 Eval Formula ID 123	VPK Assessment Early Literacy Early Math	20% 20%	Teacher Scale	Student Scale
					4= 60% or above of students tested demonstrated a learning gain 3=41-60% of students tested demonstrated a learning gain 2=25-40% of students tested demonstrated a learning gain 1=Less than 25% of students tested demonstrated a learning gain	Learning Gain=Any Increase in Performance Will Constitute a Gain
			Brigance-Yellow	10%	Teacher Scale	Student Scale
					4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Increase of 12 Months Across All Domains

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale				
	Director of Elem Education	12020	DEA Reading (K)	1%	Teacher Scale		Student Learning Gains on DEA scores will be calculated as follows:		
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>				
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4) OR		
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:		
	Director of Federal Programs	12137 Eval Formula ID 124	DEA Math (K)	1%			Reading Lvl 1 – 84 pt gain Lvl 2 – 91 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain		Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>				
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4) OR		
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:		
			DEA Reading (1 st)	2%			Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain		Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain
					<i>Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.</i>				
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4) OR		
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain		2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:		

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale		
			DEA Reading (2 nd)	2%	Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.		
			DEA Math (2 nd)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5) OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			FCAT Reading (3 rd) FCAT Math (3 rd)	4% 4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.	
			FCAT Reading (4 th & 5 th) FCAT Math (4 th & 5 th) FCAT Reading (6 th) FCAT Math (6 th)	7% 7% 3% 3%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)		
			FCAT Writing (4 th)	4%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency		
			FCAT Science (5 th)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator District Administrators (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
			FAA Reading (3 rd)	1%	Student Scale	Teacher Scale
			FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Reading (4,5) FAA Math (4,5)	2% 2%	Student Scale	Teacher Scale
					4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
	Director of Middle School Education	12025	FCAT Reading (6-8) FCAT Math (6-8)	18% 12%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
	(6-8=AMS, GBM,HMS, HNM,KMS, SMS, WBMS; 7-8=JHS,CS)	Eval Formula ID 125	Algebra EOC	4%	4-60% or above proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment	
			FCAT Science	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			FCAT Writes (8) My Access (6,7)	4% 4%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FAA Reading (6-8) FAA Math (6-8)	2% 2%	Student Scale	Teacher Scale
					4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

Santa Rosa District Schools
Educational Support Evaluation 2013-2014
Assessments-Percentages and Scales

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Director of High School Education (9-12=Central, GBHS, JHS,MHS, NHS, PHS)	12030 Eval Formula ID 126	FCAT Reading (9, 10)	18%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			Algebra EOC	8%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment	
			Geometry EOC	6%		
			Biology EOC	6%		
			FCAT Writing	6%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FAA Reading (9,10) FAA Math (9,10)	2% 2%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (10) FAA Science (11)	1% 1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

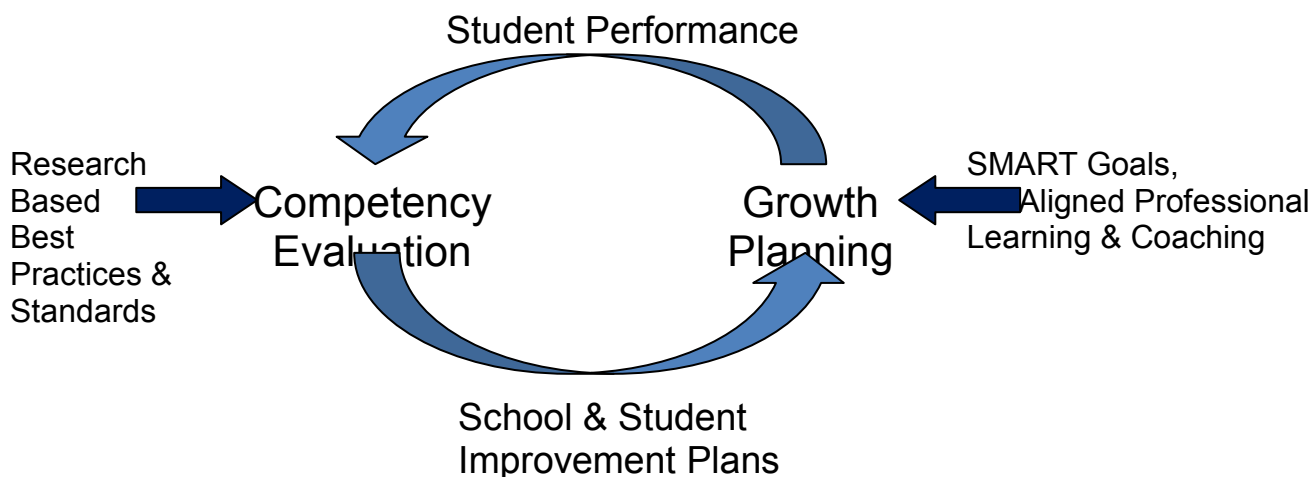
Attachment F TrueNorthLogic Information

Truenorthlogic Philosophy for K-12 Human Capital Management

Truenorthlogic is the leading provider of comprehensive human capital management systems to K-12 education agencies working to increase educator effectiveness in support of improved student achievement. Our mission is to ensure an effective educator for every student. We work with state and local education agencies to streamline organizational processes and provide a platform for continuous improvement in human capital practices.

Our experience in working with leading school districts on teacher and leader development has formed our product philosophy and approach to performance improvement for sustained teacher and leader effectiveness. As shown in Diagram 1 below, TNL has found that effective leader and educator development is based on an iterative development cycle designed to move teachers and leaders through a client-defined growth continuum. TNL's solutions are designed to support, service and track this growth continuum and the processes, workflows, and data that surround it.

Diagram 1: Continuous improvement of teacher effectiveness



We have found that educator performance improvement typically begins with an assessment of a teacher's strengths and weaknesses. Teachers gain an understanding of these by using multiple sources of information: assessments, observations, student assessment data, mentor/coach feedback, principal input, career goals and more. This information helps them to define a focused development plan with growth goals that include specific actions. Goal attainment is measured and monitored by standards the District sets, and often includes forward momentum based on a defined competency continuum, student performance growth or any set of measures. The information and results from this cycle of continuous improvement is available as part of an evaluation or appraisal process to assist the end user, his/her principals and the District overall in the next round of development planning. Moreover, the system supports and ensures compliance with the policies that underlay the educator effectiveness program.

Truenorthlogic's solution – the K-12 Human Capital Management Platform – is designed specifically for K-12 settings and is methodology-neutral, content-agnostic, and adaptable over time. The system provides the scaffolding for whatever methodology and process a district decides to implement. Diagram 2 provides a visual overview of how the Truenorthlogic system supports the Great Teachers and Leaders vision. Each item in the diagram is serviced through TNL's configurable product suite. Custom integrations feed certain parts of the process in order to leverage a District's current infrastructure investments to the fullest extent possible.

Santa Rosa's vision is for Truenorthlogic to provide the venue that allows the district to support, service and track the professional development needs of our administrators and teachers to truly provide a continuous growth cycle. The district portal has been named the Professional Growth System (PGS) to portray the intent of the system. As we are able to identify individual needs, based on multiple data forms, PGS allows us to recommend and document professional development and mentoring. We are excited about the potential growth for our administrators and teachers as we implement PGS in our district.

Attachment G

References

References

- Essex County College. (1996-2011). Web. *Performance Evaluation Rating Guide for Non-Instructional Personnel*. Retrieved February 11, 2013, from <http://essex.edu/services/hrd/forms/index.html>
- Hernando County School Board. (2012). Web. Professional/Technical Supervisory Annual Evaluation Form. Retrieved February 11, 2013, from <http://hernandoschools.org/index.php/forms/evaluation>
- Leading the Way-Strategies for Transforming Florida Schools*. Florida Association of District School Superintendents. Tampa. January 19-20, 2011. Conference.
- Pilcher, Janet and Largue, Robin. The Studer Group. 2010-11. Personal Interviews.
- Santa Rosa School District Schools. (2012-13). Web. *Santa Rosa District Schools Administrative Evaluation System*. Retrieved April 2, 2013, from <https://www.santarosa.k12.fl.us/>
- Santa Rosa School District Schools. (2012-13). Web. *Santa Rosa District Schools Instructional Evaluation System*. Retrieved April 2, 2013, from <https://www.santarosa.k12.fl.us/>
- Santa Rosa School District Professional Growth System*. True North Logic . 2010-11. Web. <http://santarosa.truenorthlogic.com>

Attachment H

Educational Support Evaluation



Santa Rosa District Schools
Educational Support Evaluation Instrument
Adopted 2013

Section I – Verify Assignments

Job, Location, and Grade Level Assessments:	Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 7
Employee	JOB							
	LOCATION							
	% OF DAY							
	PERCENT							
	EXAM							
	SUBJECT							
	LO							
	HI							
	SCALE							
	SCORE							
WScore								
Total Score:								
Total Score								
Verify Assignments:	<input type="checkbox"/> The Above Information is Correct <input type="checkbox"/> The Above Information is Incorrect							
Acknowledgement:								

These assessments and this formula accurately reflect how I am to be evaluated. I understand this data will be used to determine the student performance section of my evaluation which will count 10% of the total.

I verify the above information is correct.

Employee's Signature

Date



Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013

Section II: Self-Assessment – totals not to be included in the final evaluation

This Self-Assessment should be kept on file for the evaluation year for reference for supervisor or employee.

This section should be completed prior to the end of the first nine weeks.

Dependability	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Punctuality					
Attendance					
Schedule/Work Hours					
Rules and Regulations					
Competence and Judgment					
Quality/Quantity of Work	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Safe Work Habits					
Accuracy					
Responsibility					
Time Management					
Initiative	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Professional Growth and Knowledge					
Resourcefulness					
Suggestions for Improvement					
Interpersonal/Attitude	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Considerate					
Communication with Supervisor					
Handles Conflict					
Self-Control					
Respect					
Personal	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Dress					
Personal Habits					
Personal Business					
Accountability					

Evaluation Summary	HE (4.0)	E (3.0)	NI (2.0)	U (1.0)
Number of Indicators Marked				

Educational Support Employee's Signature _____

Date _____

Supervisor's Signature _____

Date _____



Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013

Section III: Educational Support Evaluation - 80% of Overall Evaluation
This section should be completed by June 2014

Dependability	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Punctuality					
Attendance					
Schedule/Work Hours					
Rules and Regulations					
Competence and Judgment					
Quality/Quantity of Work	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Safe Work Habits					
Accuracy					
Responsibility					
Time Management					
Initiative	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Professional Growth and Knowledge					
Resourcefulness					
Suggestions for Improvement					
Interpersonal/Attitude	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Considerate					
Communication with Supervisor					
Handles Conflict					
Self-Control					
Respect					
Personal	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Dress					
Personal Habits					
Personal Business					
Accountability					

Evaluation Summary	HE (4.0)	E (3.0)	NI (2.0)	U (1.0)
Number of Indicators Marked				
Overall Evaluation Score	/21	Overall Evaluation Rating		

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

Educational Support Employee's Signature _____

Date _____

Supervisor's Signature _____

Date _____



Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013

Section IV: Stakeholder Satisfaction Surveys – 5% for each survey (10% of Overall Evaluation) *This section should be completed by June 2014.*

Parent and student satisfaction scores are used as part of the evaluation for all educational support employees.

The Studer Group's research with surveys is based on a 5.0 scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The Studer group believes changing this scale would not support the research conducted on surveys. The State of Florida's Evaluation System is based on a 4.0 scale: 1=Unsatisfactory, 2=needs improvement, 3=effective and 4=highly effective. In order to use the results of the Studer surveys (students, parents, employees, and principals) will use the following conversion scale:

Studer Group Survey Results

4.00 – 5.00

2.75 – 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)

IA Parent Satisfaction Survey 6/2014	Location ID
Location Name	
Studer Score	
Evaluation Score	
Score	
IB Student Satisfaction Survey 6/2014	Location ID
Location Name	
Studer Score	
Evaluation Score	
Score	

Educational Support Employee's Comments

Educational Support Employee's Signature

Supervisor's Comments

Supervisor's Signature



Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013

Section V: Student Performance Scores – 10% of Overall Evaluation

Student Assessment Data

This section will be completed within two weeks of the date the District receives the data from the state. See **Attachment D** for assessment and percentages. This information is recorded in Section V where it is calculated as part of the total score.

Job, Location, and Grade Level Assessments:	Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 7
Employee	JOB							
	LOCATION							
	% OF DAY							
	PERCENT							
	EXAM							
	SUBJECT							
	LO							
	HI							
	SCALE							
	SCORE							
WScore								
Total Score:								
Total Score								
Verify Assignments-	<input type="checkbox"/> The Above Information is Correct <input type="checkbox"/> The Above Information is Incorrect							
Acknowledgement:								

Educational Support Employee's Comments		
Educational Support Employee's Signature		Date
Supervisor's Comments		
Supervisor's Signature		Date



Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013

Section VI: Overall Evaluation

This section should be complete within two weeks of the District receiving student performance scores.

Evaluation Ratings:	Type	Score	Weight	Weighted Score
	Employee Evaluation (Section III)		0.80	
	Student Satisfaction (Section IV)		0.05	
	Parent Satisfaction (Section IV)		0.05	
	Student Assessment (Section V)		0.10	
	Total Score		1.00	

Overall Rating:	Total Score	Score
	Overall Effectiveness Category	

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

Educational Support Employee's Comments	_____
Educational Support Employee's Signature	_____ Date _____
Supervisor's Comments	_____
Supervisor's Signature	_____ Date _____
Principal's Signature	_____ Date _____

Attachment I

Educational Support

Sample Evaluation



Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013

Section I – Verify Assignments

Job, Location, and Grade Level Assessments:	Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 7	Job 8	Job 9	Job 10	Job 11	Job 12	Job 13	Job 14	Job 15	Job 16
Employee:	JOB	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030
	LOCATION	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312
	% OF DAY	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	PERCENT	2%	3%	3%	2%	3%	3%	1%	2%	1%	2%	3%	6%	5%	8%	3%	3%
	EXAM	DEA	DEA	DEA	DEA	DEA	DEA	FL Alternate Assess	FL Alternate Assess	FL Alternate Assess	FL Alternate Assess	FCAT	FCAT	FCAT	FCAT	FCAT	FCAT
	SUBJECT	Math	Math	Math	Reading	Reading	Reading	Math	Math	Reading	Reading	Math	Math	Reading	Reading	Science	Writing
	LO	KG	01	02	KG	01	02	03	04	03	04	03	04	03	04	05	04
	HI								05		05			05			
	SCALE	013	013	013	014	014	014	016	006	016	006	004	004	003	004	003	005
	SCORE	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	4
	WScore																
Total Score:	Total Score																
Verify Assignments:	<input type="checkbox"/> The Above Information is Correct <input type="checkbox"/> The Above Information is Incorrect																
Acknowledgement:																	

These assessments and this formula accurately reflect how I am to be evaluated. I understand this data will be used to determine the student performance section of my evaluation.

I verify the above information is correct.

Educational Support Employee's signature

Employee's Signature

07/10/2013

Date



Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013

Section II: Self-Assessment

*This Self-Assessment should be kept on file for the evaluation year for reference for supervisor or employee.
 This section should be completed prior to the end of the first nine weeks.*

Dependability	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Punctuality		2	1		
Attendance		1	2		
Schedule/Work Hours		12			
Rules and Regulations		12			
Competence and Judgment		2	1		
Quality/Quantity of Work	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Safe Work Habits		12			
Accuracy		1	2		
Responsibility		12			
Time Management		12			
Initiative	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Professional Growth and Knowledge		2	1		
Resourcefulness		12			
Suggestions for Improvement		1	2		
Interpersonal/Attitude	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Considerate		12			
Communication with Supervisor		12			
Handles Conflict		2	1		
Self-Control		12			
Respect		12			
Personal	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Dress		12			
Personal Habits		12			
Personal Business		2	1		
Accountability		2	1		

Evaluation Summary	HE (4.0)	E (3.0)	NI (2.0)	U (1.0)
Number of Indicators Marked		15 ¹ 18 ²	6 ¹ 3 ²	

Educational Support Employee's Signature

Educational Support Employee's signature

Date 10/10/13

Supervisor's Signature

Supervisor's signature

Date 10/10/13



Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013

Section III: Educational Support Evaluation - 80% of Overall Evaluation

This section should be completed by June 2014

Dependability	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Punctuality		1			
Attendance		1			
Schedule/Work Hours		1			
Rules and Regulations	1				
Competence and Judgment			1		Requires direction
Quality/Quantity of Work	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Safe Work Habits	1				
Accuracy		1			
Responsibility		1			
Time Management			1		Misses deadlines
Initiative	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Professional Growth and Knowledge		1			
Resourcefulness		1			
Suggestions for Improvement		1			
Interpersonal/Attitude	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Considerate	1				
Communication with Supervisor	1				
Handles Conflict		1			
Self-Control		1			
Respect		1			
Personal	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Dress		1			
Personal Habits		1			
Personal Business				1	Personal business interferes with job
Accountability		1			

Evaluation Summary	HE (4.0)	E (3.0)	NI (2.0)	U (1.0)
Number of Indicators Marked	4x4=16	14x3=42	2x2=4	1x1=1
Overall Evaluation Score	63/21=3.00	Overall Evaluation Rating		Effective

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

Educational Support Employee's Signature

Educational Support Employee's signature

Date 05/10/14

Supervisor's Signature

Supervisor's signature

Date 05/10/14



Santa Rosa District Schools
Educational Support Evaluation Instrument
Adopted 2013

Section IV: Stakeholder Satisfaction Surveys – 10% of Overall Evaluation

This section should be completed by June 2014.

Parent and student satisfaction scores are used as part of the evaluation for all educational support employees. In completing parts A and B, the previous year's score and the current year's score are reported. This year's May score is used as part of the evaluation. (IA and IB score)

The Studer Group's research with surveys is based on a 5.0 scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The Studer group believes changing this scale would not support the research conducted on surveys. The State of Florida's Evaluation System is based on a 4.0 scale: 1=Unsatisfactory, 2=needs improvement, 3=effective and 4=highly effective. In order to use the results of the Studer surveys (students, parents, employees, and principals) will use the following conversion scale:

Studer Group Survey Results

4.00 – 5.00

2.75 – 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)

IA Parent Satisfaction Survey 6/2014

Location ID	
Location Name	Bennett Russell Elementary
Studer Score	4.51
Evaluation Score	Highly Effective
Score	4

IB Student Satisfaction Survey 6/2014

Location ID	
Location Name	Bennett Russell
Studer Score	4.57
Evaluation Score	Highly Effective
Score	4

Educational Support Employee's Comments

The survey results were very good for our school.

Educational Support Employee's Signature

Educational Support Employee's signature

Date *06/10/14*

Supervisor's Comments

Thank you for all the support you give our students and parents.

Supervisor's Signature

Supervisor's signature

Date *06/10/14*



Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013

Section V: Student Performance Scores – 10% of Overall Evaluation

Student Assessment Data

This section will be completed within two weeks of the date the District receives the data from the state. See **Attachment D** for assessment and percentages based on Administrative job codes.

This information is recorded in Section V where it is calculated as part of the total score.

Job, Location, and Grade Level Assessments:	Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 7	Job 8	Job 9	Job 10	Job 11	Job 12	Job 13	Job 14	Job 15	Job 16
Employee:	JOB	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030
	LOCATION	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312
	% OF DAY	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	PERCENT	2%	3%	3%	2%	3%	3%	1%	2%	1%	2%	3%	6%	5%	8%	3%	3%
	EXAM	DEA	DEA	DEA	DEA	DEA	DEA	FL Alternate Assess	FL Alternate Assess	FL Alternate Assess	FL Alternate Assess	FCAT	FCAT	FCAT	FCAT	FCAT	FCAT
	SUBJECT	Math	Math	Math	Reading	Reading	Reading	Math	Math	Reading	Reading	Math	Math	Reading	Reading	Science	Writing
	LO KG	01	02	KG	01	02	03	04	03	04	05	03	04	03	04	05	04
	HI							05			05	05		05			
	SCALE	013	013	013	014	014	014	016	006	016	006	004	004	003	004	003	005
	SCORE	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	4
Total Score:	WSCORE	0.08	0.12	0.12	0.08	0.12	0.12	0.04	0.06	0.04	0.06	0.12	0.24	0.2	0.24	0.12	0.12
	Total Score	1.88															
Verify Assignments:	<input type="checkbox"/> The Above Information is Correct <input type="checkbox"/> The Above Information is Incorrect																
Acknowledgement:																	

Educational Support Employee's Comments

Educational Support Employee's Signature

Supervisor's Comments

Supervisor's Signature

I agree with the above information.

Educational Support Employee's signature

Date 06/10/14

Thank you for all your help this school year.

Supervisor's signature

Date 06/10/14



Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013

Section VI: Overall Evaluation

This section should be complete within two weeks of the District receiving student performance scores.

Evaluation Ratings:	Type	Score	Weight	Weighted Score
	Employee Evaluation (Section III)	3.00	0.80	2.40
	Student Satisfaction (Section IV)	4	0.05	0.20
	Parent Satisfaction (Section IV)	4	0.05	0.20
	Student Assessment (Section V)	1.88	0.10	0.19
	Total Score		1.00	2.99

Overall Rating:	Score
	Total Score 2.99
	Overall Effectiveness Category Effective

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

Educational Support Employee's Comments

Thank you for the great year.

Educational Support Employee's Signature

Educational Support Employee's signature

Date *08/10/14*

Supervisor's Comments

Thank you for a great year.

Supervisor's Signature

Supervisor's signature

Date *08/10/14*

Administrator's Signature

Administrator's signature

Date *08/10/14*