Santa Rosa Dístríct Schools



Educational Support Evaluation System

Tím Wyrosdíck Superíntendent of Schools Adopted 2013

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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

Tim Wyrosdick, Superintendent of Schools

Diane Coleman, School Board Chairperson

Date

Date

Date

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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

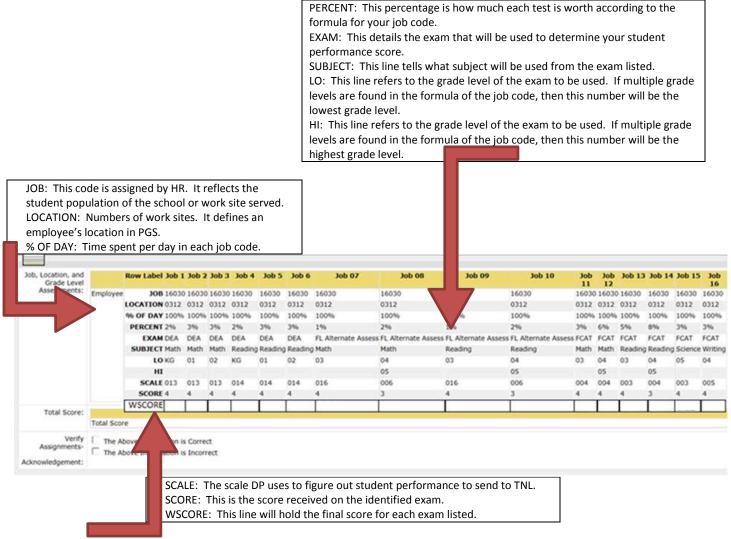
The new evaluation system was developed during school year 2012-2013 to be implemented during school year 2013-2014. This new system will be housed in our Professional Growth System. All Educational Support employees will receive an orientation to the new evaluation system during preplanning of school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



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.

		E	ducational Su	ake up the Self- pport employee for points of ea	sevaluation.	oortion of the These indicators
			udress the ma	ijor points of ea	charea.	
valuation bric Summ	Highly	UL	Needs	1		
Dependability	Effective	Effective	Improvement	Unsatisfactory	Comments	
Punctuality				i		
Attendance	1		5			
Schedule/Work Hours			7	1		
Rules and Regulations						
Competence and Judgment						
Quality/Quantity of Work	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments	
Safe Work Habits						
Accuracy	4 6	4	4	4		
Responsibility						
Time Management	SCALE	Those /	ratings are us	ed by the Educ	ational Sunn	ort employee to
Initiative			s on each of th		acionar Supp	ortemployeeto
Professional Growth and Knowledge	-	-	-	-	ľ	
	-	-	-	-		
Knowledge	-					
Knowledge Resourcefulness Suggestions for	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments	
Knowledge Resourcefulness Suggestions for Improvement Interpersonal/Attitude		Effective		Unsatisfactory	Comments	
Knowledge Resourcefulness Suggestions for Improvement Interpersonal/Attitude Considerate Communication with		Effective		Unsatisfactory	Comments	
Knowledge Resourcefulness Suggestions for Improvement Interpersonal/Attitude Considerate Communication with Supervisor		Effective		Unsatisfactory	Comments	
Knowledge Resourcefulness Suggestions for Improvement Interpersonal/Attitude Considerate Communication with Supervisor Handles Conflict		Effective		Unsatisfactory	Comments	
Knowledge Resourcefulness Suggestions for Improvement Interpersonal/Attitude Considerate Communication with Supervisor Handles Conflict Self-Control		Effective		Unsatisfactory	Comments	
Knowledge Resourcefulness Suggestions for Improvement Interpersonal/Attitude Considerate Communication with Supervisor Handles Conflict Self-Control		Effective		Unsatisfactory Unsatisfactory	Comments	
Knowledge Resourcefulness Suggestions for Improvement Interpersonal/Attitude Considerate Communication with Supervisor Handles Conflict Self-Control Respect Personal	Effective		Improvement Needs			
Knowledge Resourcefulness Suggestions for Improvement Interpersonal/Attitude Considerate Communication with Supervisor Handles Conflict Self-Control Respect Personal Dress	Effective		Improvement Needs			
Knowledge Resourcefulness Suggestions for Improvement Interpersonal/Attitude Considerate Communication with Supervisor Handles Conflict Self-Control Respect	Effective		Improvement Needs			

Evaluation Summary	HE (4.0)	E (3.0)	NI (2.0)	U (1.0)
Number of Indicators Marked		1		
	- d		33	
1				
	KED: This section			

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**.

				ucational Suppo Idress the majo	
	L			53	43
aluati abric Summ	Highly	1	Needs	and the state of the	-
Dependability	Effective	Effective	Improvement	Unsatisfactory	Comments
Punctuality					
tendance					
Schedule/Work Hours			1		8
Rules and Regulations					1
Competence and Judgment					
Quality/Quantity of Work	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Comments
Safe Work Habits					
Accuracy	4, A	4	4 1	4	Ý
Responsibility					5
Time Management	SCALE.	These 4 r	tings are used	d to rate the em	n loves on
and a second second	SCALL.			a to rate the en	11100.00
Initiative	indicato	rs. Each ri	ating has a nur	meric rating als	o. Highly E
rofessional Growth and	A CONTRACT OF			meric rating als ement is a 2.0,	
rofessional Growth and nowledge	A CONTRACT OF			and the second se	
Professional Growth and Growledge Resourcefulness Suggestions for	A CONTRACT OF			and the second se	
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Interpersonal Growth and in owledge esourcefulness uggestions for mprovement Interpersonal/Attitude ion siderate ion munication with upervisor landles Conflict	Effective Highly	e isa 3.0,	Needs Improv	ement is a 2.0,	and Unsati
tofessional Growth and in owledge esourcefulness uggestions for mprovement Interpersonal/Attitude binsiderate binmunication with upervisor landles Conflict elf-Control	Effective Highly	e isa 3.0,	Needs Improv	ement is a 2.0,	and Unsati
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ofessional Growth and inowledge esourcefulness ingrovement interpersonal/Attitude on siderate inmunication with uppervisor andles Conflict alf-Control espect Personal	Effective Highly Effective Highly	e isa 3.0, Effective	Needs improv Needs Improvement	ement is a 2.0, Unsatisfactory	Comments
ofessional Growth and nowledge assourcafulness uggestions for nprovement nterpersonal/Attitude ommunication with upervisor andles Conflict alf-Control aspect Personal ress	Effective Highly Effective Highly	e isa 3.0, Effective	Needs improv Needs Improvement	ement is a 2.0, Unsatisfactory	Comments
Professional Growth and Knowledge Resourcefulness Suggestions for Improvement Interpersonal/Attitude Considerate Communication with Supervisor Handles Conflict Self-Control Respect	Effective Highly Effective Highly	e isa 3.0, Effective	Needs improv Needs Improvement	ement is a 2.0, Unsatisfactory	Comment

Evaluation Summary	HE (4.0)	E	(3.0) NI (2	.0)	U (1.0)
Number of Indicators Marked	x4		x3 x2		×i
Overall Evaluation Score		Overall	Evaluation Rating	-	
NUMBER OF INDICATORS MARKED: This s tallies per rating. OVERALL EVALUATION SCORE: This sectio			OVERALL EVALUATIOn following scale will be		
and divide by the total number of indicato average score. This average score willcor	rs (21) to come up wi	than	Highly Effective Effective Needs Improvement Unsatisfactory	4.00 - 3.49 -	- 3.50 - 2.25 - 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.

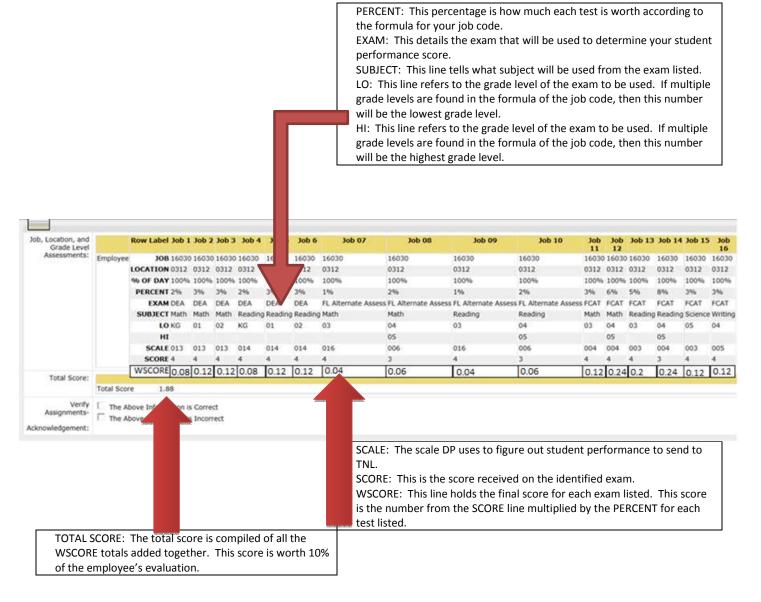
IA Parent Satisfaction Survey			Location ID
	Location Name	Bennett Russell Element	tary
	Studer Score	4.51	
	Evaluation Score	Highly Effective	
	Score	4	
IB Student Satisfaction Survey			Location ID
	Location Name		Bennett Russell
	Studer Score		4.57
	Evaluation Score		Highly Effective
	Score		4

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 <u>only</u> 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.



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:

0 0	
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:	Туре	Score	Weight	Weighted Scor
	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 Effectiveness Category			Effective
				Litective
	TOTAL SCORE: Th	is details the total score of th	e whole evaluatio	on. This score
	correlates with th	e rating scale to give the OVE	RALL FEFECTIVEN	ESS CATEGORY
	OVERALL EFFECTI	VENESS CATEGORY: This sect	ion details the eff	ectiveness
	category in correl	ation to the total score based	on the rating sca	

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	ТАВЕ
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

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

			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.	

			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.	

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

			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

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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)

			\sim		\sim	
		Strongly	Agree	Neutral	Disagree	Strongly
		Agree				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

0 0



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 Largue 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.

	educatorready.com affiliated with Studer Group
Leader Evaluation	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:
	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	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:
	Quality – student achievement
	People – student engagement
	Service – parent satisfaction
	 Growth – competency demonstration aligned to Danielson's Framework
Leader Development	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:
	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	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.
	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
	20

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

Measurement	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.
	 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.

	Job Title	Job Code	Assessment To	Percentage	Assessments-Percentages and Scales							
		300 0000	Be Used	(Must Total 50%)								
	Principal (K – 5 th)	15030			Teacher Scale	Student Learning	g Gains on DEA Iculated as follows:					
	(K-5)				Level is student's baseline level. Points are gained by comparing baseline scale score							
inistrators	Asst. Principal (K – 5 th)	16030 Eval Formula ID 106	DEA Reading (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 	1. Improve one baseline assess the year assess to 4), <u>OR</u>	level from the fall nent to the end of nent (1 to 2, 2 to 3, 3					
Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)		100	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 h without declining a level, <u>OR</u> 3. Demonstrate a year's growt increasing in scale score points the following scale: Reading Math Lvl 1–84 pt gain Lvl 1–106 pt Lvl 2–44 pt gain Lvl 2–74 pt g Lvl 3–20 pt gain Lvl 3–73 pt g Lvl 4–7 pt gain Lvl 4–75 pt g						
Sco					Level is student's baseline level. Points are gained by comparing baseline scale score	1 0						
and Assista Calculate								DEA Reading (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 baseline assessment year assessment (1 t <u>OR</u>	from the fall to the end of the
Elementary Principals and Assistant Principals ool Site Will Be Used to Calculate Scores of Sch			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	 Maintain a level 3 declining a level, <u>OR</u> Demonstrate a yea increasing in scale sc following scale: Reading 	ar's growth by					
Elementa chool Site V						Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain					
Sc			nd.		Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.							
s at Each				DEA Reading (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	baseline assessment year assessment (1 t	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),				
(All Students			DEA Math (2 nd)	3%	 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 	OR 2. Maintain a level 3 declining a level, OR 3. Demonstrate a yea increasing in scale so Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain	ar's growth by ore points Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain					
						Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain					

					Assessments-Percentages and Scales				
	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale				
Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	continued from previous		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 Assessm	4=88 Pts. 3=115 Pts. 2=127 Pts. 1=150 Pts.			
	page		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 negative (-,-) 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) (-,-) 				
s s of Schoo			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				
t Principal llate Score			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 				
and Assistan sed to Calcu			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 th 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0)	ne average of the students' scores		
Elementary Principals and Assistant Principals A School Site Will Be Used to Calculate Scores			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 r 2- Decrease of 1 level in non-proficient level OR decrease of 2 o proficient range OR drops 1 level that moves a student from proficient non-proficient range a decrease of 2 levels OR in proficient 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)			
E (All Students at Each	Principal (K-6)	15031 Eval Formula ID 107	DEA Reading (K) DEA Math (K)	2%	Teacher Scale Level is student's baseline level. Points are gained by comparing 4-60% or Above 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 Ga 4-60% or Above of Students Taking Assessment Make Learning Gain 2-40-49% 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	calculated as folk baseline scale score to end Gain 1. Improve one levent to the end of the 4), <u>OR</u> 2. Maintain a levent Gain Ievel, <u>OR</u> 3. Demonstrate a score points using			

Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale					
continued				Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.					
from previous page		DEA Reading (1 st) 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 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), <u>OR</u> 2. Maintain a level 3 or higher without declining a level, <u>OR</u> 3. Demonstrate a year's growth by increasing in sca 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			
				Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.					
		DEA Reading (2 nd) 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 3-50-59% of Students Taking Assessment Make Learning Gain 	 Improve one level from the fall baseline assessment to the end of the year assessment (1 2, 2 to 3, 3 to 4/5), <u>OR</u> Maintain a level 3 or higher without declining a level, <u>OR</u> Demonstrate a year's growth by increasing in s 	the year assessment (1 to gher without declining a			
				2-40-49% of Students Taking Assessment Make Learning Gain	score points				
	FCAT Reading (3) FCAT Math (3) FCAT Reading (4-6 FCAT Math (4-6)			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			
			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 on 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					

				Assessm	ents-Percentages and Scales			
	Job Title	Job Code	Assessment To Be	Percentage	Scale			
			Used	(Must Total 50%)				
	Continued from		FCAT Science (5)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment			
	previous page				3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment			
(in					2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment			
Sio					1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment			
at			FAA Reading	1%	Student Scale	Teacher Scale		
str			(3 rd)		4- 6.00-9.00 student proficiency	Teacher's score will be the average of		
ini				1%	3- 2.00-5.99 student proficiency	the students' scores		
ц			FAA Math (3 rd)		2-1.00-1.99 student proficiency			
Ac			.,		1- 0.00-0.99 student proficiency	4.0-3.50=HE (4.0)		
e						3.49-2.25=E (3.0)		
Sit						2.24-1.75=NI (2.0) Below 1.75=U (1.0)		
						Below 1.75=0 (1.0)		
ls chc			FAA Reading	2%	Student Scale	Teacher Scale		
pal f S((4,5)	2%	4-Growth of 1 or more levels	Teacher's score will be the average of		
i of			FAA Math (4,5)		3- Maintain at current level or maintain proficiency level (with no more	the students' scores		
'rir 'es					than 1 drop)	4.0-3.50=HE (4.0)		
t P col					2- Decrease of 1 level in non-proficient level OR decrease of 2 or more	3.49-2.25=E (3.0)		
an S S					levels in the proficient range OR drops 1 level that moves a student from	2.24-1.75=NI (2.0)		
iist ate					proficient to non-proficient	Below 1.75=U (1.0)		
Ass Sul					1-In non-proficient range a decrease of 2 levels OR in proficient a			
d /					decrease of 3 or more levels			
an o C	Principal (3rd-5th)	15032	FCAT Reading (3) 8%		4-60% Or Above (3, 4, or 5) of Students Taking Assessment			
als d to			FCAT Math (3)		3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment			
ipa	Asst. Principal			4%	2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment			
inc U	(Pre-K, 3rd-5th)				1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment			
Pr Be		16032	FCAT Reading	12%	4-Positive Value Added score minus one half of standard error equals po	sitive number (+.+)		
vill v		Eval	(4&5)		3-Positive Value Added minus one half of standard error equals negative			
e v		Formula	FCAT Math (4&5)	12%	score plus one half of standard error equals positive (-,+)			
ne Sité		ID 108			2-Negative Value Added score plus one half of standard error equals neg	ative (top 2/3 of scores) (-,-)		
Elementary Principals and Assistant Principals ool Site Will Be Used to Calculate Scores of Sch		10 100			1- Negative Value Added score plus one half of standard error equals ne	gative (lower 1/3 of scores) (-,-)		
Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)			FCAT Writing (4)	4%	4-80% or Above (4.0) of Students Taking Assessment			
Sc			. c/		3-70-79% Proficiency (4.0) of Students Taking Assessment			
ch					2-60-69% Proficiency of Students Taking Assessment			
Еа					1-Below 60% Proficiency			
at			FCAT Science (5)	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment			
Its					3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment			
e					2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment			
on					1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment			
St			FAA Reading (3 rd)	1%		ner's score will be the average of the		
All						nts' scores		
			FAA Math (3 rd)	1%	2-1.00-1.99 student proficiency			
			. ,		1- 0.00-0.99 student proficiency 4.0-3	50=HE (4.0)		
						2.25=E (3.0)		
						1.75=NI (2.0)		
					Below	v 1.75=U (1.0)		

	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale											
			FAA Reading (4,5)	2%	Student Scale	Teacher Scale										
cores of School Site			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)										
s ate S	Principal (K-2 nd)	15033			Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:										
pal	Asst Principal (K-				Level is student's baseline level. Points are gained by comparing baseline s											
Elementary Principals and Assistant Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	Asst. Principal (K- 2 nd)	rincipal (K- 16033 Eval Formula ID 109	al rmula	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 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-Below 40% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain 	 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 Maintain a level 3 or higher without declining a level, OR Demonstrate a year's growth by increasing in scale score points using the following scale: 										
ntary Principal ach School Sit						ReadingMathLvl 1-84 pt gainLvl 1-106 pt gainLvl 2-44 pt gainLvl 2-74 pt gainLvl 3-20 pt gainLvl 3-73 pt gainLvl 4-7 pt gainLvl 4-75 pt gain										
Elemei (All Students at E														DEA Reading (1 st) DEA Math (1 st)	8%	3-50-59% of Students Taking Assessment Make Learning Gaina2-40-49% of Students Taking Assessment Make Learning Gaina1-Below 40% of Students Taking Assessment Make Learning Gain24-60% or Above of Students Taking Assessment Make Learning Gain33-50-59% of Students Taking Assessment Make Learning Gain3
					1-Below 40% of Students Taking Assessment Make Learning Gain	n scale score points using the following cale: Reading Math vl 1 – 117 pt gain Lvl 1 – 95 pt gain vl 2 – 91 pt gain Lvl 2 – 68 pt gain vl 3 – 81 pt gain Lvl 3 – 68 pt gain vl 4 – 77 pt gain Lvl 4 – 46 pt gain										

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

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%	3-Positive Value Added minus one half of stan negative Value Added score plus one half of st 2-Negative Value Added score plus one half of scores) (-,-)	tandard error equals positive (-,+)	
M.S. Asst. Principal	16020 Eval Formula ID 110	Eval Formula	Algebra EOC	3%	4-Above 60% proficiency (Levels 3,4,5) of stud 3-41-59% proficiency (Levels 3,4,5) of student 2-31-40% proficiency (Levels 3,4,5) of student 1-Below 30% proficiency (Levels 3,4,5) of student	s taking the assessment s taking the assessment
		FCAT Science (8)	3%	4-60% Or Above (3, 4, or 5) of Students Taking 3-50-59% Proficiency (3, 4 or 5) of Students Ta 2-40-49% Proficiency (3, 4 or 5) of Students Ta 1- Below 40% Proficiency (3, 4 or 5) of Students	Assessment king Assessment iking 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 Scale4-Growth of 1 or more levels3- Maintain at current level or maintain proficiency level (with no more than 1 drop)2- Decrease of 1 level in non-proficient levelOR 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 (8) FAA Science (8)		Student 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 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)	

Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale				
Principal (9-12) Asst. Principal (9-12)	16010	FCAT Reading (9, 10) FCAT Math	16% 2%	 4-Positive Value Added score minus one half of standard error equals positive Value Added minus one half of standard error equals negative negative Value Added score plus one half of standard error equals positiv 2-Negative Value Added score plus one half of standard error equals negative scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative value Added score plus one half of standard error equals negative scores) (-,-) 				
		Algebra EOC Geometry EOC	7% 6%	4-Above 60% proficiency (Levels 3,4,5) of 3-41-59% proficiency (Levels 3,4,5) of stud 2-31-40% proficiency (Levels 3,4,5) of stud	lents taking the assessment			
(9-12=GBHS, MHS, NHS,		Biology EOC	6%	1-Below 30% proficiency (Levels 3,4,5) of s	students taking the assessment			
PHS)		FCAT Writing (10)	7%	4-80% or Above (4.0) of Students Taking A 3-70-79% Proficiency (4.0) of Students Tak 2-60-69% Proficiency of Students Taking A 1-Below 60% Proficiency	ing Assessment			
					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	Teacher ScaleTeacher's score will be the average of the students' scores4.0-3.50=HE (4.0)3.49-2.25=E (3.0)
				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	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)			

Job Title	Job Code	Assessment To Be Used	Percentage	-Percentages and Scales Scale	
			(Must Total 50%)		
Principal (7-12) Asst. Principal (7-12)	15011 16011 Eval Formula ID 112	(7-10) 3-Positive Value Added minus one half of standard err FCAT Math 2% 16011 2% Eval 2%	rror equals negative number (+,-) OR d error equals positive (-,+) ard error equals negative (top 2/3 of		
(JHS)		Algebra EOC Geometry EOC	6% 4%	4-Above 60% proficiency (Levels 3,4,5) of students ta 3-41-59% proficiency (Levels 3,4,5) of students taking 2-31-40% proficiency (Levels 3,4,5) of students taking 1-Below 30% proficiency (Levels 3,4,5) of students ta	g the assessment g the assessment
		Biology EOC	4%		
		FCAT Writing (8,10)	8%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assess 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
		FCAT Science (8)	3%	4-60% Or Above (3, 4, or 5) of Students Taking Assess 3-50-59% Proficiency (3, 4 or 5) of Students Taking As 2-40-49% Proficiency (3, 4 or 5) of Students Taking As 1- Below 40% Proficiency (3, 4 or 5) of Students Taking	ssessment ssessment
		FAA Reading (7-10)	3%	Student Scale	Teacher Scale
Principal (7-12) Asst. Principal (7-12) (JHS)		FAA Math (7-10)	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)
		FAA Writing (10)	1%	Student Scale	Teacher Scale
		FAA Science (11)	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 th 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)

	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale			
ors)	Principal (K-12)	15012			Teacher Scale	Student Learning Gains on DEA calculated as follows:	A scores will be	
Administrat	Asst. Principal (K-12)	16012 Eval Formula	DEA Reading (K)	1%	Level is student's baseline level. Points are gained by comparing baseline 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	. Improve one level from the fa to the end of the year assessme 4), <u>OR</u>	Il baseline assessment ent (1 to 2, 2 to 3, 3 to	
chool Site		ID 113	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 3. Demonstrate a year's growth by in scale score points using the following 			
High School Principals and Asst. Principals (All Students at Each School Site Will Be Used to Calculate Scores of School Site Administrators)	(Central)				1-Below 40% of Students Taking Assessment Make Learning Gain	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 1–106 pt gain Lvl 2–74 pt gain	
s and Asst. o Calculate			DEA Reading (1 st)	1%	Level is student's baseline level. Points are gained by comparing basel 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. Improve one level from the assessment to the end of the 2, 2 to 3, 3 to 4), <u>OR</u>	fall baseline Jear assessment (1 to	
l Principal 3e Used to			DEA Math (1 st)	1%	 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 	 Maintain a level 3 or higher level, <u>OR</u> Demonstrate a year's growt scale score points using the for 	h by increasing in	
High School Principals and Asst. ol Site Will Be Used to Calculate (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
Each Schoo				DEA Reading (2 nd)	2%	Level is student's baseline level. Points are gained by comparing basel. 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. Improve one level from the assessment to the end of the y 2, 2 to 3, 3 to 4/5), <u>OR</u>	<i>le score.</i> fall baseline year assessment (1 to
udents at			DEA Math (2 nd)	2%	 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 	 Maintain a level 3 or higher level, <u>OR</u> Demonstrate a year's growt scale score points 	h by increasing in	
(All Sti					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	

1				1	essments-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%	3-50-59% Proficiency (3, 4 or 5) of Students Taking AssessmentLev2-40-49% Proficiency (3, 4 or 5) of Students Taking AssessmentLev	vel 4=88 Pts. vel 3=115 Pts. vel 2=127 Pts. vel 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 negative (top 2/3 of scores) (-,-) 2-Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-) 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 Writing (4,8,10)	3%					
			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 Geometry EOC Biology EOC	2% 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) FAA Math (3 rd)	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 (4-10) 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 tha 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more level proficient range OR drops 1 level that moves a student from proficient to m 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease levels	Teacher Scale Teacher's score will be the average of the students' els in the non-proficient 4.0-3.50=HE (4.0)		
			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)			

				Assessments	-Percentages and Scales
to	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
al Will Be Used ol Site	Principal Adult/Drop Out Prevention	15040 Eval Formula ID 114	FCAT Reading FCAT Math	9% 4%	 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 at Each School Site Wi ulate Scores of School			Algebra EOC Geometry 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
t School ich Scho Scores (Biology EOC	4%	1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment
Adult School Principal (All Students at Each School Site Will Be Used to Calculate Scores of School Site			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
(All Stud			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
ministrator) ide Results	Director of Workforce Education	e Eval	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
force Education ed to Calculate Scores of Adi Vill Be Used from District W			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) (-,-)
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			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

Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
Continued from previous		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
<u>۲</u>		Geometry EOC	2%	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
rict V		Biology EOC	2%	1-below 50% proficiency (Levels 5,4,5) of students taking the assessment
sed from Dist		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
Assigned Industry Certification Scores Will Be Used from District Wide		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

	1	1	1		Percentages and Scales
rs)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale
Principal of Technical Center Students at School Site Will Be Used to ate Scores of School Site Administrators)	Principal, Tech. Center Asst. Principal, Tech. Center	15050 16050 Eval Formula ID 116	Assigned Industry certification FCAT Reading FCAT Writing	30% 10% 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 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 negative (top 2/3 of scores) (-,-) 2-Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-) 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
el Wide in (All Stuc s) Calculate 1	Coord. Of Virtual Education	13040 Eval Formula ID 117	FCAT Reading (6-10) FCAT Math (6-8)	25% 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) (-,-)
Coordinator of Virtual Education (Students Enrolled in Virtual Education Courses School Wide in Grades 6-12 Will Be Used to Calculate Scores)			Algebra EOC Geometry EOC Biology EOC	5% 4% 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

Job Title	Job Code	Assessment To Be Used	Percentage	ents-Percentages and Scales Scale	
	100 COUE	Assessment to be used	(Must Total 50%)		
Coord. Of Social Studies Coord. of	20144 Eval Formula ID 140	FCAT Reading (6-10) VPK Assessment	2%	 4-Positive Value Added score minus one half of standard error equals need as the second provide the second provided the second prov	egative number (+,-) OR negative Value Added als negative (top 2/3 of scores) (-,-)
Literacy and Lang. Arts	Eval Formula ID 118	Early Literacy	2/0	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 V 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%
				Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
			DEA Reading (K)	3%	3-50-59% of Students Taking Assessment Make Learning Gain 2, 2-40-49% of Students Taking Assessment Make Learning 2. 1-Below 40% of Students Taking Assessment Make Learning le Gain 3.
		DEA Reading (1 st)	3%	4-60% or Above of Students Taking Assessment Make Learning Gai 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	

District Administrator

0	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
ed 1					Level is student's baseline level. Points are gained by comparing bas	seline scale score to end of year scale score.
District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)			DEA Reading (2 nd)	4%	4-60% or Above of Students Taking Assessment Make Learning Gair 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 Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain
n Specific As ite Scores of			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	
s District Wide ii Calcula			FCAT Reading (4-10)	26%	 4-Positive Value Added score minus one half of standard error equidation and the score minus one half of standard error equals new score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equalation 1- Negative Value Added score plus one half of standard error equalation (-,+) 	gative number (+,-) OR negative Value Added
(All Students			CELLA	7%	18% or above proficient=4 Between 13.0% and 17.9% proficient = 3.0 Between 10.0% and 12.9% proficient=2	For 6-12 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

		1			ssments-Percentages and Scales	
te	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
nla	Coord. of	13023	VPK Early Math	2%	Teacher Scale	Student Scale
strator and Grade Levels Will Be Used to Calculate ministratore)	Math and Science	Eval Formula ID 119			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
rels Will Be						Learning Gain = Average Student Increase of 4.00%
e Lev	2				Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
ade					Level is student's baseline level. Points are gained by comparing baseli	ne scale score to end of year scale score.
District Administrator Specific Assessments and Grade L Scores of District Administrators)			DEA Math (K)	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	 Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), <u>OR</u> Maintain a level 3 or higher without declining a level, <u>OR</u> Demonstrate a year's growth by increasing in scale score points using the following scale: Math Lvl 1–106 pt gain Lvl 3–73 pt gain Lvl 4–75 pt gain
<u> </u>					Level is student's baseline level. Points are gained by comparing base	
(All Students District Wide in			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	 Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), <u>OR</u> Maintain a level 3 or higher without declining a level, <u>OR</u> 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

Job Title	Job Code	Assessment To Be	Percentage	Scale	
е Ф		Used	(Must Total 50%)		
				Level is student's baseline level. Points are gained by comparing base	eline scale score to end of year scale score.
Assessments and Grade Levels Will of District Administrators)		DEA Math (2 nd)	4%	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	 Improve one level from the fall baselin assessment to the end of the year assessment (to 2, 2 to 3, 3 to 4/5), <u>OR</u> Maintain a level 3 or higher without declinin a level, <u>OR</u> Demonstrate a year's growth by increasing in scale score points using the following scale: Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain
istri					Lvl 4 – 83 pt gain
specific Assessments e Scores of District Ad		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	
ate		FCAT Math (4-8)	18%	 4-Positive Value Added score minus one half of standard error equals 3-Positive Value Added minus one half of standard error equals nega plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals 1- Negative Value Added score plus one half of standard error equals 	tive number (+,-) OR negative Value Added score negative (top 2/3 of scores) (-,-)
(All students District Wide Used to Calcul		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	
laen		Algebra EOC	3%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessm 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment	
		Geometry 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	t
		Biology EOC	3%		

			1		ssessments-Percentages and Scales					
ict	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale					
str	Director of	12070	Brigance-Yellow	1%	Teacher Scale	Student Scale				
ores of D	Exceptional Student Education		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 = Avera Months Across All Do				
Sci	Coordinator		ND Maria	1%		Charles Carls				
ulate	of SEDNET	13070	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	Student Scale Learning Gain = Avera of 4.00%	age Student Increase			
) Calc	Coordinator of ESE				 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain 	01 4.00%				
sed to	Programs and Compliance	13065 Eval			Teacher Scale	Student Learning Gai be calculated as follo				
ñ		Formula ID 120			core to end of year scale score.					
els Will Be		120	DEA Reading (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 baseline assessment year assessment (1 to 2. Maintain a level 3 of	to the end of the o 2, 2 to 3, 3 to 4) <u>OR</u>			
District Administrator sments and Grade Leve Administrators)			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	declining a level, <u>OR</u> 3. Demonstrate a year's growth by increasing in scale score points using the following scale:				
Adr anc nis						Reading	Math			
District / essments a Admi						Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain			
SS6					Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.					
א Specific A			DEA Reading (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 	1. Improve one level baseline assessment year assessment (1 to 2. Maintain a level 3 d	from the fall to the end of the o 2, 2 to 3, 3 to 4) <u>OR</u>			
ict Wide ir			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 	declining a level, <u>OR</u> 3. Demonstrate a year's growth by increasing in scale score points using th following scale:	pre points using the			
District Administrator (All ESE Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)						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			

to	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale	Job Title	Job Code
District Administrator udents District Wide in Specific and Grade Levels Will Be Used			DEA Reading (2 nd) DEA Math (2 nd)	1%	Level is student's baseline level. Points are gained by comparing baseline sci 4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% 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-Below 40% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level baseline assessmen year assessment (1 <u>OR</u> 2. Maintain a level declining a level, <u>O</u> 3. Demonstrate a y	el from the fall at to the end of the to 2, 2 to 3, 3 to 4/5) 3 or higher without <u>R</u>
All ESE St Assessments			FCAT Math (3 rd) ESE FCAT Reading (3 rd) ESE	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		

Santa Rosa District Schools Educational Support Evaluation 2013-2014

of	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale		
o Calculate Scores	continued from previous page		FCAT Math (4-8) ESE FCAT Reading (4-10) ESE	6% 9%	 4-Positive Value Added score minus one half of standard error 3-Positive Value Added minus one half of standard error equal Value Added score plus one half of standard error equals positive Value Added score plus one half of standard error 1- Negative Value Added score plus one half of standard error (-,-) 	als negative number (+,-) OR negative tive (-,+) equals negative (top 2/3 of scores) (-,-	
e Used to			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		
vels Will B			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 Assessmen 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessmen 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assess	t	
strator I Grade Le trators)			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 3-41-59% proficiency (Levels 3,4,5) of students taking the asse 2-31-40% proficiency (Levels 3,4,5) of students taking the asse 1-Below 30% proficiency (Levels 3,4,5) of students taking the	essment essment	
inis anc nist			FAA Reading (3 rd)	1%	Student Scale	Teacher Scale	
District Administrator Assessments and Grade District Administrators)			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)	
cific			FAA Reading (4-10)	6%	Student Scale	Teacher Scale	
District Administrator (All ESE Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores District Administrators)		FAA Ma	FAA Math (4-10)	6%	 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)	
ints			FAA Writing (10)	1%	Student Scale	Teacher Scale	
(All ESE Studer				FAA Science (11)	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)

			1		sessments-Percentages and Scales			
, t	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale			
iric	Asst. Supt.	11010	VPK Assessment	1%	Teacher Scale		Student Scale	
Dist	Admin.		Early Literacy	1%	4= 60% or above of students tested demonstrated a learning gain		Learning Gain=Any Increasein	
μ	Services		Early Math		3=41-60% of students tested demonstrated a learning gain		Performance Will Constitute a	
so	Scivices				2=25-40% of students tested demonstrated a learning gain	Gain		
re	Asst. Supt.	11020			1=Less than 25% of students tested demonstrated a learning gain			
Sco		11020	Brigance-Yellow	1%	Teacher Scale		Student Scale	
e U	Curr. &				4–60% or above of students tested demonstrated a learning gain		Learning Gain = Average	
llat	Instr.		HELP	1%	3–50-59% of students tested demonstrated a learning gain		Increase of 12 Months Across	
lcu					2- 40-49% of students tested demonstrated a learning gain	All Domains		
Ca	Asst. Supt.	11030			1- Less than 40% of students tested demonstrated a learning gain			
to	Human		VB-Mapp	1%	Teacher Scale	Student Scale		
D D	Resources				4–60% or above of students tested demonstrated a learning gain		Learning Gain = Average	
Jse					3–50-59% of students tested demonstrated a learning gain		Student Increase of 4.00%	
e [Asst. Supt.	11040			2- 40-49% of students tested demonstrated a learning gain			
	Finance				1- Less than 40% of students tested demonstrated a learning gain			
Ň					Teacher Scale		ng Gains on DEA scores will be	
ls /	Coord. of Assessment	13066				calculated as fo		
s e			DEA Reading (K)	1%	Level is student's baseline level. Points are gained by comparing baseline s	1		
rat Le			DEA Reduilig (K)	170	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain		level from the fall baseline	
ist de tor	Dir of Cont.	13022			2-40-49% of Students Taking Assessment Make Learning Gain	(1 to 2, 2 to 3, 3	the end of the year assessment	
nin Bra	Imp. & Alt.				1-Below 40% of Students Taking Assessment Make Learning Gain		evel 3 or higher without	
trict Administra its and Grade L Administrators)	Academic		DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain	declining a leve	_	
t A an nir	Programs				3-50-59% of Students Taking Assessment Make Learning Gain	•	a year's growth by increasing	
ric Vdr	Trograms				2-40-49% of Students Taking Assessment Make Learning Gain		oints using the following scale:	
District Administrator nents and Grade Leve Administrators)	Dir of	12060			1-Below 40% of Students Taking Assessment Make Learning Gain	Reading	Math	
ΞĔ	Inservice	12060				Lvl 1 – 84 pt ga	in Lvl 1 – 106 pt gain	
ess						Lvl 2 – 44 pt ga		
SSG	and					Lvl 3 – 20 pt ga	in Lvl 3 – 73 pt gain	
C Þ	Instruct.					Lvl 4 – 7 pt gair		
Cifi	Technology				Level is student's baseline level. Points are gained by comparing baseline	scale score to end	d of year scale score.	
bec			DEA Reading (1 st)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain	1. Improve one	level from the fall baseline	
l SI	Dir of	12040			3-50-59% of Students Taking Assessment Make Learning Gain	assessment to	the end of the year assessment	
<u>−</u> .	Student				2-40-49% of Students Taking Assessment Make Learning Gain	(1 to 2, 2 to 3, 3		
ide	Services			10/	1-Below 40% of Students Taking Assessment Make Learning Gain		evel 3 or higher without	
3			DEA Math (1 st)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain	declining a leve		
ict	Admin.	13024			3-50-59% of Students Taking Assessment Make Learning Gain		e a year's growth by increasing	
str	Spec.				2-40-49% of Students Taking Assessment Make Learning Gain		oints using the following scale:	
ā	Assignment				1-Below 40% of Students Taking Assessment Make Learning Gain	Reading	Math	
nts						Lvl 1 – 117 pt g		
qei						Lvl 2 – 91 pt ga		
District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)						Lvl 3 – 81 pt ga Lvl 4 77 pt gain		
II S						LVI 4 7 7 pt gain	LVI 4 – 40 pt gain	
₹								
				1	1			

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

Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	centages and Scales Scale Scale		
continued Continued	Formula OUS 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		
evels Will Be Use		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 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)	isment Assessment ssment			
Specific Assessments Scores of District Ad		FCAT Science (5,8)	2%	4-60% Or Above (3, 4, or 5) of Students Taking 3-50-59% Proficiency (3, 4 or 5) of Students Ta 2-40-49% Proficiency (3, 4 or 5) of Students Ta 1- Below 40% Proficiency (3, 4 or 5) of Student	aking Assessment aking Assessment	
S		Algebra I EOC Biology EOC Geometry EOC	1% 1% 1%	4-Above 60% proficiency (Levels 3,4,5) of 3-41-59% proficiency (Levels 3,4,5) of stu 2-31-40% proficiency (Levels 3,4,5) of stu 1-Below 30% proficiency (Levels 3,4,5) of	udents taking the assessment udents taking the assessment	
Students District Wide in		CELLA	1%	For K-5 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	For 6-12 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	
(All Studeni		ТАВЕ	1%	4-50% or more enrolled students earn an 3-40-49% of enrolled students earn an LC 2-30-39% of enrolled students earn an LC 1-29% or less of enrolled students earn a	P P	

	Job Title	Job Code	Assessment to be	Percentage	scale				
ict	100 1116	JOD COUE	Used	(Must Total 50%)	State				
str	continued		Earn a GED	1%	4-50% or more enrolled students earn a GED				
D	from				3-40-49% of enrolled students earn a GED				
of	previous				2-30-39% of enrolled students earn a GED				
es	page				1-29% or less of enrolled students earn a GED				
or			Assigned Industry	1%	4-86-100% passing rate of students attempting industry certif	fication			
Sc			certification		3-67-85% passing rate of students attempting industry certific	cation			
ate					2-51-66% passing rate of students attempting industry certific	cation			
nla					1-50% or less passing rate of students attempting industry cer	rtificatior	า		
alc			FAA Reading (3 rd)	1%	Student Scale	Teache	r Scale		
Ö					4- 6.00-9.00 student proficiency	Teache	r's score will be the averag	e of the students' scores	
tc			FAA Math (3 rd)	1%	3- 2.00-5.99 student proficiency	4.0-3.5	0=HE (4.0)		
ed					2- 1.00-1.99 student proficiency	3.49-2.	25=E (3.0)		
District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)					1- 0.00-0.99 student proficiency	2.24-1.	75=NI (2.0)		
						Below	1.75=U (1.0)		
			FAA Reading (4-	2%	Student Scale	Teache			
			10)	2%	4-Growth of 1 or more levels	Teache	r's score will be the averag	e of the students' scores	
			FAA Math (4-10)		3- Maintain at current level or maintain proficiency level		50=HE (4.0)		
					(with no more than 1 drop)		25=E (3.0)		
rat e Le rs)					2- Decrease of 1 level in non-proficient level OR decrease of		75=NI (2.0)		
ist ide tor					2 or more levels in the proficient range OR drops 1 level	Below	1.75=U (1.0)		
nin Bra					that moves a student from proficient to non-proficient				
d G list					1-In non-proficient range a decrease of 2 levels OR in				
trict Administra its and Grade L Administrators)					proficient a decrease of 3 or more levels				
District Administrator nents and Grade Leve Administrators)			FAA Writing (10)	1%	Student Scale	Teache	er Scale		
Dis			FAA Science (11)	1%	4- 6.00-9.00 student proficiency	Teache	r's score will be the averag	e of the students' scores	
ssn					3- 2.00-5.99 student proficiency	4.0-3.5	0=HE (4.0)		
ses					2- 1.00-1.99 student proficiency	3.49-2.	25=E (3.0)		
As					1- 0.00-0.99 student proficiency	2.24-1.	75=NI (2.0)		
ic							1.75=U (1.0)		
scif	Director,	12110			Teacher Scale	Studen	t Learning Gains on DEA sc	ores will be calculated as	
be	Community	Eval				follows			
L L	School	Formula			Level is student's baseline level. Points are gained by comparing	g baseline	e scale score to end of year	scale score.	
е.		ID 122	DEA Reading (K)	2%	4-60% or Above of Students Taking Assessment Make Learning	g Gain	1. Improve one level from	n the fall baseline	
/id					3-50-59% of Students Taking Assessment Make Learning Gain		assessment to the end of	the year assessment (1	
<pre>L</pre>					2-40-49% of Students Taking Assessment Make Learning Gain		to 2, 2 to 3, 3 to 4) <u>OR</u>		
rict					1-Below 40% of Students Taking Assessment Make Learning G		2. Maintain a level 3 or hi	gher without declining a	
istı			DEA Math (K)	2%	4-60% or Above of Students Taking Assessment Make Learning	-	level, <u>OR</u>		
Ō					3-50-59% of Students Taking Assessment Make Learning Gain		3. Demonstrate a year's g		
nts					2-40-49% of Students Taking Assessment Make Learning Gain		scale score points using the	he following scale:	
dei					1-Below 40% of Students Taking Assessment Make Learning G	iain	Reading	Math	
tri							Lvl 1 – 84 pt gain	Lvl 1 – 106 pt	
II S							Lvl 2 – 44 pt gain	Lvl 2 – 74 pt gain	
(AI							Lvl 3 – 20 pt gain	lvl 3 – 73 pt gain	
							Lvl 4 – 7 pt gain	Lvl 4 – 75pt gain	
L		I	1				-vi 4 – 7 pr gaili	Lvi 4 – 7 Spi gaili	

ict	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale Scale			
istr	continued	DEA Reading (1 st) DEA Math (1 st) DEA Reading (2 nd) DEA Math (2 nd)			Level is student's baseline level. Points are gained by comparing baseline	scale score to end of y	vear scale score.	
:t Administrator and Grade Levels Will Be Used to Calculate Scores of District ministrators)	from previous page				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 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-Below 40% of Students Taking Assessment Make Learning Gain 	assessment to the e assessment (1 to 2, 2. Maintain a level 3 declining a level, <u>OF</u> 3. Demonstrate a ye	2 to 3, 3 to 4) <u>OR</u> 3 or higher without <u>3</u>
ll Be Used to						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	
Ň					Level is student's baseline level. Points are gained by comparing baseline	scale score to end of y	vear scale score.	
inistrator rade Levels rators)				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 4-60% or Above of Students Taking Assessment Make Learning Gain 	assessment to the e	2 to 3, 3 to 4/5) <u>OR</u> 3 or higher without	
			2%	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	3. Demonstrate a year's growth by increasing in scale score points using the following scale:			
Distric (All Students District Wide in Specific Assessments Ad						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	
pecif			Algebra EOC	1%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessmer 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment	nt		
e in S			Geometry EOC	1%	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	it		
ct Wide			FCAT Math (4-8)	14%	4-Positive Value Added score minus one half of standard error equals po 3-Positive Value Added minus one half of standard error equals negative score plus one half of standard error equals positive (-,+)		ative Value Added	
ents Distr			FCAT Reading (4-10)	18%	2-Negative Value Added score plus one half of standard error equals ne 1- Negative Value Added score plus one half of standard error equals ne	• • • •	, , , ,	
(All Studer			FCAT Math (3) FCAT Reading (3)	2% 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			

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 20% Early Math 20%		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				
		Brigance-Yellow	10%	Teacher Scale4-60% or above of students tested demonstrated a learning gain3-50-59% of students tested demonstrated a learning gain2- 40-49% of students tested demonstrated a learning gain1- Less than 40% of students tested demonstrated a learning gain	Student Scale Learning Gain = Average Increase of 12 Months Across All Domains				

	I	1	1		nents-Percentages and Scales			
to	Job Title	Job Code	Assessment To Be	Percentage	Scale			
p			Used	(Must Total 50%)				
Used to	Director of	12020			Teacher Scale	Student Learn	ing Gains on DEA score	es will be calculated
e [Elem					as follows:		
8	-				Level is student's baseline level. Points are gained by compa	iring baseline		
Vil	Education				scale score to end of year scale score.			
or and Grade Levels Will Be ministrators)			DEA Reading (K)	1%	4-60% or Above of Students Taking Assessment Make Lear	ning Gain	1. Improve one level	from the fall
/el					3-50-59% of Students Taking Assessment Make Learning G	ain	baseline assessment	to the end of the
()					2-40-49% of Students Taking Assessment Make Learning G	ain	year assessment (1 t	to 2, 2 to 3, 3 to 4)
le l					1-Below 40% of Students Taking Assessment Make Learnin	ıg Gain	OR	
ac' ato			DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Lear	ning Gain	2. Maintain a level 3	or higher without
str G					3-50-59% of Students Taking Assessment Make Learning G	ain	declining a level, OR	
ni; ini					2-40-49% of Students Taking Assessment Make Learning G	ain	3. Demonstrate a ye	ar's growth by
ai					1-Below 40% of Students Taking Assessment Make Learnin	ıg Gain	increasing in scale so	core points using the
rat its Ad	Director of						following scale:	
:t Administrator Assessments and Grade L of District Administrators)							Reading	Math
sm	Federal	12137					Lvl 1 – 84 pt gain	Lvl 1 – 106 pt gain
es: Dis	Programs	Eval Formula					Lvl 2 – 91 pt gain	Lvl 2 – 74 pt gain
SS A		ID 124					Lvl 3 – 20 pt gain	Lvl 3 – 73 pt gain
ict c A s c							Lvl 4 – 7 pt gain	Lvl 4 – 75 pt gain
District Administrator Wide in Specific Assessments a Calculate Scores of District Adm					Level is student's baseline level. Points are gained by comp	aring baseline s	cale score to end of yea	ar scale score.
Di Di			DEA Reading (1 st)	2%	4-60% or Above of Students Taking Assessment Make Lear	ning Gain	1. Improve one level	from the fall
					3-50-59% of Students Taking Assessment Make Learning G		baseline assessment	to the end of the
i in lat					2-40-49% of Students Taking Assessment Make Learning G	ain	year assessment (1 t	to 2, 2 to 3, 3 to 4)
de lcu					1-Below 40% of Students Taking Assessment Make Learnin	ig Gain	OR	
Cal Vi			DEA Math (1 st)	2%	4-60% or Above of Students Taking Assessment Make Lear	ning Gain	2. Maintain a level 3	or higher without
t					3-50-59% of Students Taking Assessment Make Learning G		declining a level, OR	
tri					2-40-49% of Students Taking Assessment Make Learning G	ain	3. Demonstrate a ye	. .
Dis					1-Below 40% of Students Taking Assessment Make Learnin	ig Gain	increasing in scale so	core points using the
ts [following scale:	
(All Students District Wide in Calculat							Reading	Math
∍pr							Lvl 1 – 117 pt gain	Lvl 1 – 95 pt gain
Stu							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

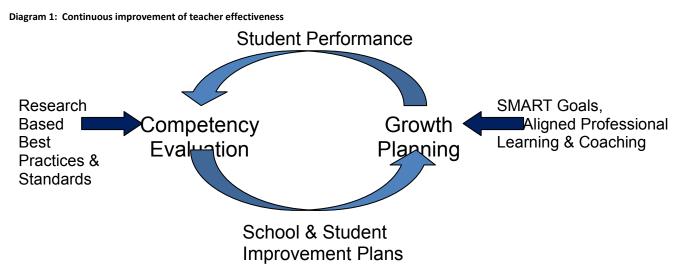
to	Job Title	Job Code	Assessment To Be	Percentage	Scale		
- p			Used	(Must Total 50%)			
Used					Level is student's baseline level. Points are gained by comparing baseline	scale score to end of ye	ar scale score.
Levels Will Be L			DEA Reading (2 nd)	2%	4-60% or Above of Students Taking Assessment Make 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 leve baseline assessmen year assessment (1 <u>OR</u>	
or and Grade Levels ministrators)		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	 Maintain a level 3 or higher without declining a level, <u>OR</u> Demonstrate a year's growth by increasing in scale score points using the following scale: 		
District Administrator Specific Assessments and Grade L e Scores of District Administrators)						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
Ad SS6 f D			FCAT Reading (3 rd)	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment	Level 4=88 Pts.	
District pecific A Scores o			FCAT Math (3 rd)	4%	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 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.	
d N			FCAT Reading (4 th &	7%	4-Positive Value Added score minus one half of standard error equals p		
			5 th) FCAT Math (4 th & 5 th) FCAT Reading (6 th)	7% 3% 3%	3-Positive Value Added minus one half of standard error equals negativ score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals ne	e number (+,-) OR nega	
ٽ ج			FCAT Math (6 th)	370	1- Negative Value Added score plus one half of standard error equals ne	• • • •	, ,
Students District Wide in Calculat			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		
(All Student			FCAT Science (5 th)	2%	1-Below 60% Proficiency4-60% Or Above (3, 4, or 5) of Students Taking Assessment3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		

f	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Percentages and Scales Scale Scale	
es c			FAA Reading (3 rd)	1%	Student Scale	Teacher Scale
Used to Calculate Scores of			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)
to (FAA Reading (4,5)	2%	Student Scale	Teacher Scale
evels Will Be			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)
District Administrator essments and Grade Levels Will District Administrators)	Director of 12025 Middle School Eval Formula Education ID 125	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) (-,-) 		
District ssessmen District /	(6-8=AMS, GBM,HMS,		Algebra EOC	4%	4-60% or above proficiency (Levels 3,4,5) of students taking the a 3-41-59% proficiency (Levels 3,4,5) of students taking the assess 2-31-40% proficiency (Levels 3,4,5) of students taking the assess 1-Below 30% proficiency (Levels 3,4,5) of students taking the ass	nent nent
Specific A	HNM,KMS, SMS, WBMS; 7-		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 Assessme	nt
ct Wide in	8=JHS,CS)		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	
stri			FAA Reading (6-8)	2%	Student Scale	Teacher Scale
District Ac (All Students District Wide in Specific Assessments District Ad			FAA Math (6-8)	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)

	1.1. T. 1.	Lab Carla			Percentages and Scales	
	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
to	Dissectors of	12020			4 Decitive Value Added score minus one half of standay	d arror aquals positive number
or and Grade Levels Will Be Used to ministrators)	Director of High School Education	12030 Eval Formula ID 126	FCAT Reading (9, 10)	18%	 4-Positive Value Added score minus one half of standard (+,+) 3-Positive Value Added minus one half of standard error negative Value Added score plus one half of standard error scores) (-,-) 1- Negative Value Added score plus one half of standard scores) (-,-) 	or equals negative number (+,-) OR error equals positive (-,+) d error equals negative (top 2/3 of
Grade strator	(9- 12=Central,		Algebra EOC	8%	4-Above 60% proficiency (Levels 3,4,5) of student 3-41-59% proficiency (Levels 3,4,5) of students ta	-
	GBHS, JHS,MHS,		Geometry EOC	6%	2-31-40% proficiency (Levels 3,4,5) of students tal 1-Below 30% proficiency (Levels 3,4,5) of students	-
stra ents t A	NHS, PHS)		Biology EOC	6%		
District Administrator Specific Assessments and Grade L e Scores of District Administrators)			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	ent
str cifi					Student Scale	Teacher Scale
Wide in Sp Calculate S			FAA Reading (9,10) FAA Math (9,10)	2% 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)
nts					Student Scale	Teacher Scale
(All Students District			FAA Writing (10) FAA Science (11)	1% 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)

Attachment F TrueNorthLogic Information 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.



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 <u>http://essex.edu/services/hrd/forms/index.html</u>
- Hernando County School Board. (2012). Web. Professional/Technical Supervisory Annual Evaluation Form.

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http://santarosa.truenorthlogic.com

Attachment H Educational Support Evaluation



Section I – Verify Assignments

Job, Location, and Grade Level		Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 7	
Assessments:	Employee	JOB								
		LOCATION								
		% OF DAY								
		PERCENT								
		EXAM								
		SUBJECT								
		LO								
		HI								
		SCALE								
		SCORE								
		WSCORE	2							
Total Score:										
	Total Scor									
Verify Assignments- Acknowledgement:	-	The Above Information is Correct The Above Information is Incorrect								

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



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



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	n 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



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	Evaluation Score
4.00 - 5.00	Highly Effective (4.0)
2.75 - 3.99	Effective (3.0)
2.00 - 2.74	Needs Improvement (2.0)
Below 2.00	Unsatisfactory (1.0)

IA Parent Satisfaction Survey 6/2014			Location ID
	Location Name		
	Studer Score		
	Evaluation Score		
	Score		
IB Student Satisfaction Survey6/2014			Location ID
	Location Name		
	Studer Score		
	Evaluation Score		
	Score		

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



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		Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 7	
Assessments:	Employee	JOB								
		LOCATION								
		% OF DAY								
		PERCENT								
		EXAM								
		SUBJECT								
		LO								
		HI								
		SCALE								
		SCORE								
		WSCORE	8 - C		0					
Total Score:										
	Total Scor	e								
Verify Assignments- Acknowledgement:		bove Informa bove Informa								

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



Section VI: Overall Evaluation

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

Evaluation Ratings:		Туре	Score	Weight	Weighted Score
	Employee Evalua Student Satisfact	tion (Section III)		0.80	-
	Student Satisfact	tion (Section IV)		0.05	
	Parent Satisfacti Student Assessm	on (Section IV)		0.05	
	Total Score	lent (Section V)		1.00	
Overall Rating:	Total Score				Score
	Overall Effectivene	ss Category			
Highly Effectiv	e	4.00 - 3.50			
Effective		3.49 - 2.25			
Needs Improve	ment	2.24 - 1.75			
Unsatisfactory		Below 1.75			
, i i i i i i i i i i i i i i i i i i i					
	rt Employee's Com				
Educational Suppo	rt Employee's Sign	ature		D	ate
Supervisor's Comn	nents				
Supervisor's Signa	ture			D	ate
Principal's Signatu	re			D	ate

Attachment I Educational Support Sample Evaluation



Section I – Verify Assignments

ob, Location, and Grade Level		Row Label Job	1 Job 2	Job 3	Job 4	Job 5	Job 6	Job 07	Job 08	Job 09	Job 10	Job 11	Job 12	Job 13	Job 14	Job 15	Job 16
Assessments:	Employee	JOB 1603	0 16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	1603
		LOCATION 0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312
		96 OF DAY 1009	00%	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 I	FCAT	FCAT
		SUBJECT Math	Math	Math	Reading	Reading	Reading	Math	Math	Reading	Reading	Math	Math	Reading	Reading :	Science	Writin
		LOKG	01	02	KG	01	02	03	04	03	04	03	04	03	04	05	04
		н							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															
Total Score:					•			· · · · · · · · · · · · · · · · · · ·			141						
	Total Scor	e															
Verify Assignments-	anni -	bove Information		001													

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	07/10/2013
Employee's Signature	Date



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 <mark>1</mark> 18 <mark>2</mark>	6 <mark>1</mark> 3 <mark>2</mark>	

Educational Support Employee's Signature	Educational Support Employee's signature	Date	10/10/13
Supervisor's Signature	Supervisor's signature	Date	10/10/13



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			

Supervisor's Signature	Supervisor	's sígnature			Date	05/10/14
Educational Support Employee's Signat	ure <u>Education</u>	al Support Employe	e's signat	cure	Date	05/10/14
Unsatisfactory	Below 1	.75				
Needs Improvement	2.24 - 1	.75				
Effective	3.49 - 2	.25				
Highly Effective	4.00 - 3	.50				
Overall Evaluation Score	63/21=3.00	Overall Evaluation	n Rating		Effect	ive
Number of Indicators Marked	4x4=16	14x3=42	2	x2=4		$1 \times 1 = 1$
Evaluation Summary	HE (4.0)	E (3.0)	NI	(2.0)		U (1.0)



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	Evaluation Score
4.00 - 5.00	Highly Effective (4.0)
2.75 - 3.99	Effective (3.0)
2.00 - 2.74	Needs Improvement (2.0)
Below 2.00	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 Educational Support Employee's Signature Supervisor's Comments Supervisor's Signature

The survey results were very good for our school.

Educational Support Employee's signature	Date	06/10/14
Thank you for all the support you give our students and pa		
Supervisor's signature	Date	06/10/14



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 07	Job 08	Job 09	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
		96 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	Writin
		LO KG	01	02	KG	01	02	03	04	03	04	03	04	03	04	05	04
		н							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
room boore.	Total Scor	e 1.88															
Verify Assignments- knowledgement:	and the second second	bove Information is bove Information is															

Educational Support Employee's Comments	I agree with the above information.		
Educational Support Employee's Signature	Educational Support Employee's signature	Date	06/10/14
Supervisor's Comments	Thank you for all your help this school year.		
Supervisor's Signature	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:	Туре	Score	Weight	Weighted Score
	Employee Evaluation (Section III)	3.00	0.80	2.40
	Employee Evaluation (Section III) 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
Overall Rating:	Total Score			2.99
Overall Rating:	Total 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	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