

Santa Rosa District Schools



District Leader (Administrator) Evaluation System

*Tim Wyrosdick
Superintendent of Schools
Pending School Board Adoption
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Santa Rosa County District Schools District Leader Evaluation System

DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5
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Administrative Evaluation System

Explanation of Terms

Assessment – measurement of student achievement.

Deliberate Practice – means the research-based cause and effect relationships between specific professional learning behaviors and highly effective performance, which are measured during an evaluation period.

Domain – There are four domain groupings of the ten Leadership Standards; domain 1 – standards 1 and 2; domain 2 – standards 3,4, and 5; domain 3 – standards 6,7,8, and 9; domain 4 – standard 10. The broad distinguishable areas of professional knowledge and responsibility that are priorities for a performance evaluation.

Effective – a final overall evaluation category just below “highly effective.” This rating would qualify for performance pay. The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of “satisfactory” and “unsatisfactory” does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

Evaluation – an assessment of an individual’s performance over a period of time based on evidence from multiple measures that reflect the performance level of the individual’s work on a student learning, practice, and job responsibilities.

Evidence – the employee’s observed practices, behaviors, and data and of those impacted by the employee’s work performance that represents an individual’s performance on the measures and indicators in the evaluation system.

Feedback – means the timely information, specific to the evaluation system’s rubrics and indicators, that is provided about evidence collected in the evaluation system, which serves to improve the quality of future actions or depth of understanding on performance expectations.

Florida Alternative Assessment (FAA) – 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 teachers.

Florida Comprehensive Assessment Test (FCAT) – 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.

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Florida Multidimensional Leadership Assessment System – provides the philosophical and research basis of the new administrative evaluation system.

Florida Principal Leadership Standards – developed by the Florida Department of Education. These standards identify the standards required of a highly effective school administrator. One of the goals of the Administrative Evaluation System is to measure each administrator's ability to demonstrate their mastery of these standards.

Florida School Leader Assessment (FSLA) – This is the name given to the administrative evaluation adopted by the Florida DOE.

High Effect Size Strategies – means the research-based instructional and school leadership strategies that have a significantly higher probability of impact on student learning growth than other practices. They are components within the core standards and expectations described in the FEAPs (Rule 6A-5.065, F.A.C) and FPLS (Rule 6A-5.080, F.A.C)

Highly Effective – the highest category on the overall teacher evaluation system. This rating would qualify the teacher for performance pay. The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

Indicators – the descriptions of the expectations for quality practice that are included in observation and evaluation instruments.

Needs Improvement – a final overall evaluation rating. It is above “unsatisfactory” but below “effective.” It does not qualify for performance pay. For teachers at Level III – V, this rating replaces “developing” as a rating. The “Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

Newly Hired – the first year in which instructional personnel are employed by the district in a full-time instructional position. Such personnel are “newly hired” for their first year of employment in a district regardless of their prior work experience elsewhere.

Observation – the monitoring actions in evaluation systems that contribute evidence on performance or the impact of performance on others. Evidence collected through observation is used for formative feedback and contribute to the summative evaluation rating. Observations may be formal or informal, and announced or unannounced. observations may be contributed by

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supervisors, mentors, or peers, and through walkthroughs, conferences, collegial professional learning processes, and artifacts or records relevant to evaluation elements.

Peer Assistant Program – The district provides a mentor (trained veteran administrator) to help the teacher work on their Professional Improvement Plan.

Performance Levels – The summative ratings of performance over the evaluation period based on accumulated evidence of proficiency in each of the criteria of the evaluation system. There are four performance levels: highly effective; effective; needs improvement, or, for teachers in the first three years of employment, developing; and unsatisfactory.

Potential School Leaders (PSL) – Class designed and taught by Santa Rosa District Schools that introduces teachers to the Florida Principal Leadership Standards and begins to prepare them for a career in School Administration.

Proficiency Levels – The formative judgments of performance on indicators or clusters of indicators in the instructional or leadership practice component of an evaluation process.

Professional Development Plan (PDP) – All administrators complete a PDP each year and completion of the plan will count ten percent of their overall evaluation. The plan should consider student learning goals, the school improvement plan, and focus on the teacher's professional development.

Professional Improvement Plan (PIP) – a document that guides the improvement of an administrator who has received an evaluation of “needs improvement” or “unsatisfactory.” It specifies the area to be improved and defines a time period for completion.

Proficiency Level – refers to student results on state wide assessments where learning gains are not measured (e.g., FCAT Writes).

Reeves, Douglas – A leading authority in the field of Administrative Evaluation System. His work with the Multidimensional Leadership Assessment System is endorsed by the Florida Department of Education.

Rubric – a set of criteria used to distinguish between performance of proficiency levels.

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

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 teacher evaluations.

Unsatisfactory – This is the lowest overall rating on the teacher evaluation system. It does not qualify for performance pay. Performance at the “Unsatisfactory” level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

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Santa Rosa District Schools Administrative Evaluation System

Overview of System

In school year 2010-2011, the State of Florida and Santa Rosa District Schools received the Race to the Top grant which required major revisions of the Instructional and Administrative Evaluation Systems.

The Race to the Top grant also required that a district administrative system be developed to be implemented for implementation in the 2014-15 school year. This document is the result of the Santa Rosa District Schools effort to comply with this requirement.

In preparation for this project, the Florida Department of Education sponsored regional training sessions, provided materials, and technical support from “The Leadership and Learning Center”. The District consulted with the Studer Group in the development of stakeholder surveys and leadership development throughout the development of the district evaluation systems.

To complete the writing and construction of this new District Administrator Evaluation System the Santa Rosa District Schools appointed a committee of administrators. This committee included:

Vickie Beagle, Director of Inservice and Instructional Technology
Conni Carnley, Director of Employee Evaluations & Accountability
David Gunter, Middle School Director
Charlin Knight, Director of Workforce Education
Patti Peacher, Coordinator of Virtual Education

In addition to attending training and reviewing the materials provided, this committee met numerous times to produce a document that met the requirements of the state as well as the needs of the district. This document will be presented to the Santa Rosa School Board for approval in May 2014 before being submitted to the Department of Education for approval in June 2014. Training for district administrators will take place August of 2014 with implementation to begin in the school year 2014-15. Training will become part of our regular training schedule. This committee will meet annually to make revisions to the system as needed.

School Principal Preparation Program

In order to properly describe the evaluation system used in Santa Rosa District Schools for District Administrators, it is necessary to briefly describe the process used to identify and select those candidates. Individuals who aspire to become district administrators in the Santa Rosa District Schools must meet the following requirements: Master’s degree or higher from an accredited institution, currently hold or be eligible for a Florida teaching certificate and certification in Educational Leadership, Administration and Supervision, or school principal. The individual must also have a minimum of eight years’ experience in public school education, three of which must have been in administration, the past

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two administrative performance evaluations must be have an overall rating of Effective or Highly Effective with the Leadership Domain rated Effective or Highly Effective for the past two years, as well as a recommendation from their immediate supervisor.

After a candidate is selected, he/she begins a succession mentoring/coaching program for a period of time to be determined upon appointment where he/she is supported by the current district administrator, the Assistant Superintendent who supervises the candidate. Operational documents that provide guidance for the newly appointed district administrators are reviewed.

Statement of Purpose

The focus of the new district administrator evaluation system is to increase student achievement growth by improving the proficiency of instructional, administrative, and supervisory staff. Santa Rosa District Schools have a long history of high student performance. We believe this is due in part to the high expectations set by our district administrators. Consistent leadership has played a factor in this success. Mr. Timothy Wyrosdick is only the fourth Superintendent to serve in our district in over fifty-six years. We have many district level administrators and school principals who have served in these positions over these years. Santa Rosa District Schools have an administrative staff dedicated to high expectations on the part of teachers and students. We also have tremendous support from parents and our communities in these efforts. As we redesigned our District Administrative Evaluation we included surveys from students, teachers, and parents.

The Santa Rosa District Schools District Administrator Evaluation System addresses in its core practices the Florida Educator Accomplished Practices, the Florida School Leaders Assessment, Florida Statutes, the Race to the Top MOU, and relevant research. A cross walk has been provided (Attachment “B”) that shows the relationship of these elements and the core practices. The District Administrator Evaluation Plan does include a Professional Development Plan which incorporates deliberate practice and reflection. A Professional Improvement Plan for administrators is also included as **Attachment S**. This evaluation system is based on contemporary research that reveals educational leadership behaviors that, when effectively implemented have a positive impact on student learning faculty development, and school/district administrator development. It is aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

Evaluation Process

All Administrators will be evaluated by their immediate supervisor annually: Assistant Superintendents are responsible for evaluating Directors and Coordinators and the Superintendent is responsible for evaluating Assistant Superintendents. Training will be provided to all supervisors in the fall of each year on an annual basis. This training will be followed up periodically at Administrator meetings held once a month during the school year. As part of this training Administrators will cover topics including the evaluation purpose, research-base, coaching and feedback, and use of forms and timelines. This Evaluation System will be reviewed annually and the District Administrator Evaluation Committee will make recommendations for adjustments as needed.

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The evaluation process for administrators begins each year with an annual orientation and update of the evaluation system. This update will be conducted each summer at the annual administrative conference attended by all district and school administrators. This update is followed by an initial meeting between the administrator and their supervisor where the district administrator will have completed a self-assessment. During this initial meeting the administrator and supervisor will decide on two or three indicators which the administrator will focus on during the upcoming school year. This initial meeting will take place during the first nine weeks of the school year. This meeting will be followed by three follow-up observations conducted by the supervisor where feedback will be given after each observation. One observation should take place during each of the remaining three quarters of the school year. This evaluation process will conclude with a final meeting which will take place during the summer session where the supervisor will review the administrator's final evaluation.

Evaluation Instrument Organization

The Administrative Evaluation instrument is organized into six sections. These sections are described below including the assigned percentages for each and a timeline for each section. Each section will be evaluated on a four point scale: (4) Highly effective; (3) Effective; (2) Needs improvement; and (1) Unsatisfactory.

In this section, the district administrator will complete a self-assessment and review their assessment with their supervisor indicating two or three areas (indicators) or need.

Section II—Surveys

District level administrators (Coordinators, Directors, and Assistant Superintendents) will use parent, teacher, and principal surveys only. This section will count 15% of the total evaluation for all administrators. The Santa Rosa District Schools have worked with the Studer Group in the construction, administration and reporting of the results of these surveys. The Studer Group also provides leadership training to our administration throughout the school year. More information on the Studer Group is provided in **Attachment K**.

The surveys will be given twice during the year: once in September and once in May. The September scores will be for informational purposes. The May scores will be used in the Administrator's Evaluation. This section should be completed by June 1 of each school year. Copies of the surveys are included as attachments: Parent survey—**Attachment N**; Teacher survey—**Attachment O**; Principal survey—**Attachment P**.

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 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 (parent, employee, and principal) we will use the following conversion scale:

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Studer Group Survey Results

4.00 – 5.00

2.75 – 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)

A crosswalk has been developed with the help of the Studer Group which aligns the survey questions used on the student, parent and faculty surveys with the Florida Principal Leadership Standards. This crosswalk is included as **Attachment L**.

Section III—Professional Development Plan

Santa Rosa District Schools have decided to include an administrator's Professional Development Plan as part of their evaluation which includes a Deliberate Practice/reflection section. Every district administrator in Santa Rosa District Schools is required to complete a Professional Development Plan. The Professional development goal will reflect disaggregated student data for the current school year, Improvement Plan needs for the area the district administrator supervises as well as District Strategic Plan needs. Each Professional Development Plan will provide an outcome statement at the end of each year that will identify areas of improvement and needs not met. Data from the outcome statements will be used in a continuous cycle to formulate new goals and identify areas of needed improvement for each following year's Improvement Plan, District Strategic Plan, and individual goal statement. These plans are initiated by the end of the first quarter of the school year. A space on the PDP is provided at the top of the second page for supervisors to document ongoing support and monitoring of progress relative to the goal. This section should be completed by June 1 of each school year. The Professional Development Plan will count 10% of the total evaluation for district level administrators. A rubric has been developed and included as part of the Professional Development Plan that will help the supervisor and administrator in determining the final evaluation of the plan. In order to receive a rating of "highly effective" or "effective" the administrator must complete the required minimum hours of professional development and include appropriate artifacts and demonstrate evidence of professional growth. See Section II of the evaluation instrument for a copy of the Professional Development Plan.

Section IV—Supervisor's Evaluation of the Florida Principal Leadership Standards

This section of the evaluation is where the supervisor measures the District Administrator Core Practices.—**Attachment B** is a detailed rubric for rating the District Administrator Core Practices. Supervisors will evaluate administrators by rating each core practice Supervisors will mark each indicator as supporting documentation of the core practice rating. Supervisors will conduct a minimum of four informal observations of the district administrator during the course of a school year. Supervisors will provide the administrator feedback after each of these observations. Observations may include scheduled and unscheduled events, walk throughs, meetings, and examination of materials that reflect the administrator's work or the impact of the administrator's work on others. This section should be completed by June 1 of each school year. It will count 25% of the total evaluation for all administrators.

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Section V—Student Performance

This section will count 50% of the total administrator evaluation. This section will be completed within two weeks of the date the district receives the information from the State. If there is a delay in meeting this date, information will be provided as to the reason and new projected completion date. To help understand which assessments will be used at each grade level (and consequently for each school and district level administrator) and what percentages would be used, Santa Rosa District School System brought all school principals together by grade levels to make suggestions as to how we would propose implementing this section for school year 2011-2012. The documents listed under **Attachment Q** show how each grade level would be evaluated. Much time was spent in discussion between “proficiency level” and “performance level”. Some assessments only provide one or the other. At the bottom of each grade level sheet is the scale that would be used in the evaluation process of translating student performance into administrator evaluation. These assessments are review annually to ensure agreed upon measures are being used for student performance.

VAM scores will be used where available using the scale listed in **Attachment Q**.

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 instructional employee would have no scores for a particular assessment.

Assessment	Default
Brigance-Yellow	DEA Reading
Brigance- Green	DEA Reading
VB-Mapp Pre-K	DEA Reading
FAA Science	FAA Reading
FAA Writing	FAA Reading
FCAT Science	FCAT Math VAM
Algebra 1 EOC VAM (9 th)	Geometry EOC
Geometry EOC	FCAT Math VAM
Biology EOC	FCAT Reading VAM
Algebra 1A EOC	FCAT Math VAM

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US History EOC	FCAT Reading VAM College Readiness Score (PERT, ACT,SAT,CPT) (11/12 grades) (if FCAT Reading VAM not available)
Industry Certification	FCAT Reading VAM
GED	TABE
TABE	GED
*ALL Remaining Tests	FCAT Reading VAM Score (3-10), College Readiness Score (PERT,ACT,SAT,CPT) (11-12 grades)

*For any assessment not listed where a teacher receives a “zero” score, the school wide FCAT Reading VAM score will be used to replace that zero score.

Section VI—Overall Annual Evaluation Rating

This section totals the previous four sections and identifies an overall annual evaluation rating. This section will be completed within two weeks of the date the district receives student performance data from the state. If there is a delay in meeting this date, information will be provided for the reason and new projected completion date. The supervisor must send a copy of the evaluation to the administrator within 10 days of the completion of the evaluation. The supervisor must discuss the overall evaluation with the administrator. The administrator shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file. The supervisor may amend an evaluation based upon assessment data from the current school year if the data becomes available 90 days after the close of the school year.

To determine the overall evaluation, each section will be totaled and weighted using the assigned percentages. The total evaluation will use the following ratings to determine the overall evaluation:

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

Newly Hired District Level Administrators

Most newly hired district level administrators are hired during the months of May and June with a starting date of July 1. They then receive support as described on page ? under School Principal Preparation Program. For these administrators, the selection of their support team, initial meeting with that support team, and orientation and training for the evaluation process take place in July and August following their starting date.

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For those few administrators who start at other times of the year, we provide the same orientation and training on an individual basis. This training is enhanced by monthly administrative meetings where new administrators in their first year meet one hour prior to the district-wide meeting to review issues such as the evaluation process.

Training

SRDS administrators conduct an administrative conference once each year in late July or early August. This conference lasts two or three full days and attendance is mandatory for all district level and school administrators. Topics include new policies/procedures, or changes to existing policies/procedures. The evaluation process for administrators, instructional personnel, and educational support personnel is reviewed at this time. We also have monthly meetings after the conference during the school year. Principals and district level administrators meet on the first Thursday of each month and Assistant Principals meet on the third Wednesday of each month. Policies and issues are reviewed and updated during these meetings. These meetings provide a major delivery for training administrators and create a systematic and continuous reinforcement of the evaluation indicators. In addition to these meetings, administrative training takes place throughout the year online and through face to face sessions held at our Professional Development Center. A major objective of the training is to achieve inter-rater reliability – similar ratings and feedback consistent across the district.

Professional Improvement Plan

Any returning district level administrator who receives an overall rating of needs improvement or unsatisfactory the previous year will be placed on a Professional Improvement Plan and receive assistance through our Peer Assistance Program. This improvement plan will spell out the deficiency in performance and outline a plan for improvement. The administrator needing assistance will be assigned a mentor by the Assistant Superintendent for Human Resources. The peer mentor will not be involved in the evaluation process and will help the administrator meet the goals of the Professional Improvement Plan. District level administrators who are identified by the Supervisor as in need of a Professional Improvement Plan may be placed on one at any time during the school year. These plans should be specific in the nature of the area of improvement and should be limited to less than the length of a school year. See **Attachment S** for a copy of the Professional Improvement Plan.

Annual Review

The District Level Administrative Evaluation Committee will meet each summer prior to the Administrative Conference to review and revise the District Level Administrative Evaluation System. They will review recent legislation on the subject, review data collected from the previous year's evaluations, and prepare the annual report on the status of the evaluation implementation. The results of this review will be used in the writing of the district improvement plans, professional development planning (district master in-service plan), and the continuous improvement process.

Posting of This Document

Within thirty days of approval of this document by the Florida Department of Education it will be posted on the Santa Rosa District Schools website at www.santarosa.k12.fl.us.

Attachment A

Santa Rosa County District Leader Core Practices

Santa Rosa County Schools District Leadership Core Practices	
Core Practice #1: Addressing the Proficiency of District Administrators in Monitoring, Supporting, and Evaluating the Effectiveness of School Principals and their Impact on Faculty Development and Student Achievement	
Core Practice #2: Continuous Improvement of Teaching and Learning Through Use of Data	
Core Practice #3: Providing Quality Support Services which Build School Leaders' Efficacy for School Improvement and Ensure Productive Leadership Succession	
Core Practice #4: Harnessing Family and Community Energies for School Improvement	
Core Practice #5: Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes	

Attachment B

Data Collection Form and Feedback Protocol

DISTRICT LEADERSHIP CORE PRACTICES RUBRICS

Core Practice #1: Addressing the Proficiency of District Administrators in Monitoring, Supporting, and Evaluating the Effectiveness of School Principals and their Impact on Faculty Development and Student Achievement

Narrative: Core Practice #1 focuses on the district office administrator's leadership behaviors and monitoring practices that influence the effectiveness of school principals in improving faculty development and student learning growth and achievement. Using data analysis, corrective feedback, and recognition/praise to improve the performance of school principals, the district administrator should ensure that monitoring processes include the school principal's use of strategies supported by contemporary research as well as proficiency on issues contained in the district's evaluation system and the Florida Principal Leadership Standards. Additionally, feedback processes should serve to deepen the school principal's understanding of his or her impact on faculty development, school operations, and high-effect size leadership practices that impact the quality of the learning environment and student results.

Rating Rubric

Highly Effective: Evaluation Focus: The district administrator uses school leader evaluation indicators and monitoring processes to measure the effectiveness of school principals in promoting faculty development and improving the learning environment, resulting in student achievement results that consistently exceed expectations.	Effective: Evaluation Focus: The district administrator uses school leader evaluation indicators and monitoring processes to measure the effectiveness of school principals in promoting faculty development and improving the learning environment, resulting in student achievement results that consistently meet expectations.	Needs Improvement: Evaluation Focus: The district administrator is inconsistent in using school leader evaluation indicators and monitoring processes to measure the effectiveness of school principals in promoting faculty development and improving the learning environment, resulting in student achievement results that are inconsistent in meeting expectations.	Unsatisfactory: Evaluation Focus: The district administrator never uses school leader evaluation indicators and monitoring processes to measure the effectiveness of school principals in promoting faculty development and improving the learning environment, resulting in student achievement results that do not meet expectations.
Attributes of the highly effective district administrator include: <input type="checkbox"/> 1.1 The district administrator consistently ensures that principal meetings and staff development forums are focused on student achievement on Florida's academic standards, including periodic reviews of educator and student work.	Attributes of the effective district administrator include: <input type="checkbox"/> The district administrator ensures that principal meetings and staff development forums are focused on student achievement on Florida's academic standards, including periodic reviews of educator and student work.	Attributes of the district administrator needing improvement include: <input type="checkbox"/> The district administrator seldom ensures that principal meetings and staff development forums are focused on student achievement on Florida's academic standards, including periodic reviews of educator and student work.	Attributes of the district administrator unsatisfactory include: <input type="checkbox"/> The district administrator never ensures that principal meetings and staff development forums are focused on student achievement on Florida's academic standards, including periodic reviews of educator and student work.

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<input type="checkbox"/> 1.2. The district administrator consistently documents specific examples of decisions impacting teaching, curriculum and assessment alignment with state standards, professional development aligned to evaluation results, and interventions that have been made on the basis of problem solving using data analysis to inform decision making.	<input type="checkbox"/> The district administrator documents specific examples of decisions impacting teaching, curriculum and assessment alignment with state standards, professional development aligned to evaluation results, and interventions that have been made on the basis of problem solving using data analysis to inform decision making.	<input type="checkbox"/> The district administrator seldom documents specific examples of decisions impacting teaching, curriculum and assessment alignment with state standards, professional development aligned to evaluation results, and interventions that have been made on the basis of problem solving using data analysis to inform decision making.	<input type="checkbox"/> The district administrator never documents specific examples of decisions impacting teaching, curriculum and assessment alignment with state standards, professional development aligned to evaluation results, and interventions that have been made on the basis of problem solving using data analysis to inform decision making.
<input type="checkbox"/> 1. 3. The district administrator consistently provides evidence that reveals a consistent record of improved student achievement in all sub groups, using multiple indicators of student success.	<input type="checkbox"/> The district administrator provides evidence that reveals a consistent record of improved student achievement in all sub groups, using multiple indicators of student success.	<input type="checkbox"/> The district administrator seldom provides evidence that reveals a consistent record of improved student achievement in all sub groups, using multiple indicators of student success.	<input type="checkbox"/> The district administrator never provides evidence that reveals a consistent record of improved student achievement in all sub groups, using multiple indicators of student success.
<input type="checkbox"/> 1.4. Where students are not successful on core instruction, the district administrator consistently identifies and implements targets supplemental supports for school leaders, including data based interventions and progress monitoring.	<input type="checkbox"/> Where students are not successful on core instruction, the district administrator identifies and implements targets supplemental supports for school leaders, including data based interventions and progress monitoring.	<input type="checkbox"/> Where students are not successful on core instruction, the district administrator seldom identifies and implements targets supplemental supports for school leaders, including data based interventions and progress monitoring.	<input type="checkbox"/> Where students are not successful on core instruction, the district administrator never identifies and implements targets supplemental supports for school leaders, including data based interventions and progress monitoring.

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<input type="checkbox"/> 1.5. The district administrator consistently monitors the school's implementation of student achievement initiatives and shares effective practices and impacts with other district and school leaders.	<input type="checkbox"/> The district administrator monitors the school's implementation of student achievement initiatives and shares effective practices and impacts with other district and school leaders.	<input type="checkbox"/> The district administrator seldom monitors the school's implementation of student achievement initiatives and shares effective practices and impacts with other district and school leaders.	<input type="checkbox"/> The district administrator never monitors the school's implementation of student achievement initiatives and shares effective practices and impacts with other district and school leaders.
<input type="checkbox"/> 1.6. The district administrator consistently provides positive and corrective feedback, creating a clear vision of the priority instructional goals for the school.	<input type="checkbox"/> The district administrator provides positive and corrective feedback, creating a clear vision of the priority instructional goals for the school.	<input type="checkbox"/> The district administrator seldom provides positive and corrective feedback, creating a clear vision of the priority instructional goals for the school.	<input type="checkbox"/> The district administrator never provides positive and corrective feedback, creating a clear vision of the priority instructional goals for the school.
<input type="checkbox"/> 1.7. The district administrator consistently balances individual recognition with organization-wide and team recognition.	<input type="checkbox"/> The district administrator balances individual recognition with organization-wide and team recognition.	<input type="checkbox"/> The district administrator seldom balances individual recognition with organization-wide and team recognition.	<input type="checkbox"/> The district administrator never balances individual recognition with organization-wide and team recognition.
Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to, the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to, the following:	
The district administrator has provided support and feedback to ensure the following: <ul style="list-style-type: none"> Agendas, memoranda, and notes reflect leader's communications to principals of the role of state standards in curriculum, lesson planning, and tracking student progress. Presentations to principals provide recurring updates on the status of plan implementation and progress toward goals. Statistical analyses on a wide range of student performance assessments are in routine use by the leader, including the identification of academic needs of sub-group members. Schedules for school visits document monitoring of principals on school effectiveness and instructional 		The district administrator has provided support and feedback to ensure the following: <ul style="list-style-type: none"> Principals document that the district administrator initiated professional development focused on issues arising from leadership effectiveness monitoring. Principals' meeting records verify recurring review of progress on state standard. Principals use performance data to make instructional decisions. Principals and teachers make presentations to colleagues on uses of performance data to modify instructional practices. Principal meeting agendas or memoranda reflect follow-up actions based on feedback from the 	

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<p>issues.</p> <ul style="list-style-type: none"> Rubrics that distinguish among proficiency levels on evaluation are used by the district administrator to focus feedback on needed improvements in instructional practice and growth in proficiency on the FPLS. Notes from follow-up conferences regarding feedback on formal or informal observations reflect attention to research-based practices and leadership actions. Feedback describes ways to enhance performance and reach the next level of proficiency. 	<p>district administrator's monitoring on FEAPS.</p> <ul style="list-style-type: none"> Feedback to principals is based on multiple sources of information (e.g. observations, walkthroughs, and assessment data). The percentage of effective and highly effective teachers and principals increases. Principals' records reveal data-based interventions and progress monitoring. Principals, faculty teams, departments, grade levels who have worked together on student success are recognized.
<p><i>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </div> <p>Evidence Log (specifically, what has been observed that reflects current proficiency on this core practice) The examples above are illustrative and do not reflect an exclusive list of what is expected.):</p> 	
<h3>Reflection Questions for Core Practice #1</h3> <p>How do you verify that all principals/faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?</p> <p>What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?</p> <p>How do you disaggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?</p> <p>How do you improve your conferencing skills so that your feedback to principals is specific enough to be helpful, moving them to higher levels of proficiency?</p> <p>How do you restructure your use of time so that you spend enough time on monitoring the proficiency of leadership practices and on providing feedback to be an effective support for school principals?</p> <p>How do you improve your own grasp of what the FPLS, FEAPs and high-effect size practices require so that your monitoring has a useful focus?</p>	

DISTRICT LEADERSHIP CORE PRACTICES RUBRICS

Core Practice #2: Continuous Improvement of Teaching and Learning Through Use of Data

Narrative: Core Practice #2 focuses on helping principals and teachers systematically collect high quality data and use their data to understand the implications of evidence for their improvement efforts along with applying the evidence to focus on continuous improvement of teaching and learning or what the district office leader does to engage school administrators and faculty in meaningful professional learning which includes being involved in what the school level educators are learning. Professional learning on-the-job is an essential aspect of effective schools. District administrators who manage the school system in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This core practice addresses the district administrator's role in using data to promote continuous improvement as well as using high quality professional development to be a leader of learners.

Rating Rubric

<p>Highly Effective: Evaluation Focus: Florida's problem solving methods are employed with data collection and analysis used to guide quality decision making. The district administrator's actions that result in professional learning cultures in the school supervised where 90%+ of all faculties are routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS. The district administrator and the leaders in schools supervised all employ data based problem solving to generate continuous improvement. Attributes of the highly effective district administrator on this core practice include:</p>	<p>Effective: Evaluation Focus: Florida's problem solving methods are employed with data collection and analysis used to guide quality decision making. The district administrator's actions that result in professional learning cultures in the school supervised where 75% of all faculties are routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS. The district administrator and the leaders in schools supervised all employ data based problem solving to generate continuous improvement. Attributes of the highly effective district administrator on this core practice include:</p>	<p>Needs Improvement: Evaluation Focus: There is inconsistent use of Florida's problem solving methods employing data collection and analysis used to guide quality decision making on district priorities. The district administrator's quality and frequency of engagement where professional learning cultures in the schools supervised have under 75% of all faculties routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS. The district administrator and/or the leaders in schools supervised are inconsistent or not yet effective at employing data based problem solving on major improvement priorities to generate continuous improvement. Attributes of the district administrator needing improvement on this core practice include:</p>	<p>Unsatisfactory: Evaluation Focus: There is not priority attention to use of Florida's problem solving methods employing data collection and analysis used to guide quality decision making on district priorities. The district administrator's quality and frequency of engagement where professional learning cultures in the schools supervised have under 50% of all faculties routinely engaged in collegial team learning processes and deliberate focused on the FEAPs or FPLS. The leaders in schools supervised are seldom being engaged by the district administrator in employing data based problem solving on major improvement priorities to generate continuous improvement. Attributes of the district administrator needing improvement on this core practice include:</p>
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Attributes of the highly effective district administrator include:	Attributes of the effective district administrator include:	Attributes of the district administrator needing improvement include:	Attributes of the district administrator unsatisfactory include:
<input type="checkbox"/> 2.1 Conflicts over competing priorities for use of school personnel time and resources are consistently resolved in favor of priorities that impact capacity to support student learning.	<input type="checkbox"/> Conflicts over competing priorities for use of school personnel time and resources are generally resolved in favor of priorities that impact capacity to support student learning.	<input type="checkbox"/> Conflicts over competing priorities for use of school personnel time and resources are often unresolved or often not resolved in favor of priorities that impact capacity to support student learning.	<input type="checkbox"/> Conflicts over competing priorities for use of school personnel time and resources are frequently resolved in ways that negatively impact capacity to support student learning.
<input type="checkbox"/> 2.2 The district administrator continually contributes time and attention to focusing district provided professional development capacities on high quality professional development practices.	<input type="checkbox"/> The district administrator contributes time and attention to focusing district provided professional development capacities on high quality professional development practices.	<input type="checkbox"/> The district administrator seldom contributes time and attention to focusing district provided professional development capacities on high quality professional development practices.	<input type="checkbox"/> The district administrator does not contribute time and attention to focusing district provided professional development capacities on high quality professional development practices.
<input type="checkbox"/> 2.3 The district administrator always participates either as a learner or provider in professional growth processes for school leaders and/or teachers focused on district priorities.	<input type="checkbox"/> The district administrator often participates either as a learner or provider in professional growth processes for school leaders and/or teachers focused on district priorities.	<input type="checkbox"/> The district administrator rarely participates either as a learner or provider in professional growth processes for school leaders and/or teachers focused on district priorities.	<input type="checkbox"/> The district administrator does not participate either as a learner or provider in professional growth processes for school leaders and/or teachers focused on district priorities.
<input type="checkbox"/> 2.4 The district administrator consistently uses problem solving strategies using data and monitors the problem solving/data practices at all schools supervised.	<input type="checkbox"/> The district administrator uses problem solving strategies using data and monitors the problem solving/data practices at all schools supervised.	<input type="checkbox"/> The district administrator seldom uses problem solving strategies using data and monitors the problem solving/data practices at all schools supervised.	<input type="checkbox"/> The district administrator consistently does not use problem solving strategies using data and monitors the problem solving/data practices at all schools supervised.

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<input type="checkbox"/> <p>2.5 The district administrator frequently coaches administrators in schools to improve their data analysis skills and to inform instructional decision making. A consistent record of improved student achievement exists on multiple indicators of student success. Formative assessments are an integral part of the district culture and interim assessment data is routinely used to review and adapt plans and priorities.</p>	<input type="checkbox"/> <p>The district administrator coaches administrators in schools to improve their data analysis skills and to inform instructional decision making. A consistent record of improved student achievement exists on multiple indicators of student success. Formative assessments are part of the district culture and interim assessment data is used to review and adapt plans and priorities.</p>	<input type="checkbox"/> <p>The district administrator has coached administrators in schools to improve their data analysis skills and to inform instructional decision making. A consistent record of improved student achievement exists on multiple indicators of student success. Formative assessments are part of the district culture but interim assessment data is seldom used to review and adapt plans and priorities.</p>	<input type="checkbox"/> <p>The district administrator has not coached administrators in schools to improve their data analysis skills and to inform instructional decision making. A consistent record of improved student achievement exists on multiple indicators of student success. Formative assessments are part of the district culture but interim assessment data is not used to review and adapt plans and priorities.</p>
<p>Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<p>The district administrator has provided support and feedback to ensure the following:</p> <ul style="list-style-type: none"> • The district administrator is able to produce samples of multiple forms of communication (i.e., meeting agendas, e-mails, professional development documents, etc.) sent out to school principals communicating the district's agenda for student learning • The district administrator can produce several forms of documentation (i.e., teacher and school/leader self-assessment data, observational data, etc.) depicting the degree to which teachers and school-level leaders are implementing the professional development provided to develop the capacities they need to accomplish the district's student-learning agenda • The district administrator is able to provide multiple forms of evidence of their data gathering efforts indicating how well district policies are working at the school level and how they used that data to inform district leadership practice • Data files and analyses on a wide range of student performance assessments are in routine use by the district administrator. 		<p>The district administrator has provided support and feedback to ensure the following:</p> <ul style="list-style-type: none"> • Survey data from school leaders reflect a majority agreeing with the statement that district administrators clearly communicate the district's agenda for student learning • Teachers and school leaders track their progress toward "Effective" and higher implementation of prioritized professional development offerings • Survey data from school leaders reflect a majority agreeing with the statement that district administrators have a detailed plan for improving instruction across the district • Survey data from school leaders reflect a majority agreeing with the statement that district administrators provide increased opportunities for administrators to collaborate on common work • Principals and teachers use performance data to make instructional decisions. • Principals identify changes in practice within their schools based on performance data analyses. • Students in all subgroups express a belief that the school responds to their needs and is a positive 	

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<ul style="list-style-type: none"> Analyses of trends and patterns in student performance over time are reflected in presentations to principals and teachers on instructional improvement needs. Analyses of trends and patterns in evaluation feedback on school proficiencies and professional learning needs are reflected in presentations to principals on instructional improvement needs. Collaborative work systems' (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data. Principals meeting agendas and minutes reflect attention to formative and interim assessment processes. IP evaluation data reveals routine use of formative assessment practices in the classrooms. Assessment rubrics are being used in the district. Written goals are developed and provided to principals that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities. 	<ul style="list-style-type: none"> influence on their future well-being Methods of principals, teachers, and students tracking student progress toward learning goals are evident. Principals attest to the district administrator's efforts to apply knowledge and skills of effective assessment practices. Principals attest to the district administrator's frequent monitoring of assessment practices. Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community. Principals and teachers can explain how goals eliminate differences in achievement for students at different socioeconomic levels.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (specifically, what has been observed that reflects current proficiency on this core practice) The examples above are illustrative and do not reflect an exclusive list of what is expected.):</p>	
<p>Reflection Questions for Core Practice #2</p> <p>In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?</p> <p>What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?</p> <p>How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data?</p> <p>How have you shared professional learning success stories as well as missteps with other schools, departments, districts, and organizations to help them achieve similar levels of leadership impact results?</p>	

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What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?

What are one or two key strategies you have effectively utilized to support principals, particularly those new to the district or school, in providing aligned forms of leadership distribution that build on existing strengths?

To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?

How are you providing a range of professional development opportunities for teachers and school-level leaders to develop their capacity to accomplish the district's student-learning agenda?

What have you done to deepen your understanding of the connection between the instructional strategies of learning goals and tracking student progress?

Why do sub-groups students like those in your district not perform as well as similar groups in other districts?

**DISTRICT LEADERSHIP CORE PRACTICES
RUBRICS**

Core Practice #3: Providing Quality Support Services which Build School Leaders' Efficacy for School Improvement and Ensure Productive Leadership Succession

Narrative:

Research shows that for schools to meet their learning goals on rigorous state standards, they must have consistent, quality, coordinated and differentiated support from all departments at the district office. District administrators must understand the unique characteristics and challenges of each school and act in ways that contribute to the effective operations, organization and school-wide improvement of teaching and learning. Principal efficacy provides a crucial link between district initiatives, school conditions and student learning. School leaders who possess strong efficacy beliefs will be more likely to undertake and persist in school-improvement projects. Through succession planning, district leaders recruit superior employees, develop their knowledge, skills and abilities to prepare them for advancement into more challenging roles as they become available.

Rating Rubric

<p>Highly Effective: Evaluation Focus: The district administrator's influence maximizes time and capacities on school improvement priorities, demands high energy positive attention by all school leaders and prepares viable leadership successors.</p>	<p>Effective: Evaluation Focus: The district administrator's influence enables school leaders to prioritize time and capacities on school improvement priorities, demands high energy positive attention by most school leaders and prepares viable leadership successors.</p>	<p>Needs Improvement: Evaluation Focus: The district administrator's influence distracts school leaders from consistent attention to school improvement priorities, generates inconsistent results in achieving high energy positive attention by a majority of those leaders to school improvement priorities and inadequately prepares viable leadership successors.</p>	<p>Unsatisfactory: Evaluation Focus: The district administrator's influence interferes with school leaders' consistent attention to school improvement priorities, generates inconsistent results with the absence of plans to change those conditions resulting in few viable leadership successors.</p>
<p>Attributes of the highly effective district administrator on this core practice include:</p> <p><input type="checkbox"/></p> <p>3.1 The district administrator effectively communicates their expectations for school sites, establishes practical priorities, coordinates due dates, and adjusts district expectations to accommodate teacher and principal learning priorities at the school site.</p>	<p>Attributes of the effective district administrator on this core practice include:</p> <p><input type="checkbox"/></p> <p>The district administrator communicates their expectations for school sites, establishes practical priorities, coordinates due dates, and adjusts district expectations to accommodate teacher and principal learning priorities at the school site.</p>	<p>Attributes of the district administrator needing improvement on this core practice include:</p> <p><input type="checkbox"/></p> <p>The district administrator ineffectively communicates their expectations for school sites, establishes practical priorities, coordinates due dates, and adjusts district expectations to accommodate teacher and principal learning priorities at the school site.</p>	<p>Attributes of the district administrator unsatisfactory on this core practice include:</p> <p><input type="checkbox"/></p> <p>The district administrator does not communicate their expectations for school sites, establishes practical priorities, coordinates due dates, and adjusts district expectations to accommodate teacher and principal learning priorities at the school site.</p>

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<input type="checkbox"/> <p>3.2 The district administrator consistently shares ideas, coaches and provides technical assistance to implement successful new initiatives supported by quality planning and goal setting to support school leaders' efforts in teaching and learning.</p>	<input type="checkbox"/> <p>The district administrator shares ideas, coaches and provides technical assistance to implement successful new initiatives supported by quality planning and goal setting to support school leaders' efforts in teaching and learning.</p>	<input type="checkbox"/> <p>The district administrator inconsistently shares ideas, coaches and provides technical assistance to implement successful new initiatives supported by quality planning and goal setting to support school leaders' efforts in teaching and learning.</p>	<input type="checkbox"/> <p>The district administrator does not share ideas, coach or provide technical assistance to implement successful new initiatives supported by quality planning and goal setting to support school leaders' efforts in teaching and learning.</p>
<input type="checkbox"/> <p>3.3 The district administrator consistently utilizes an effective system of monitoring, which holds principals accountable for implementing and following up on what is learned during district sponsored professional development.</p>	<input type="checkbox"/> <p>The district administrator utilizes an effective system of monitoring, which holds principals accountable for implementing and following up on what is learned during district sponsored professional development.</p>	<input type="checkbox"/> <p>The district administrator ineffectively utilizes a system of monitoring, which holds principals accountable for implementing and following up on what is learned during district sponsored professional development.</p>	<input type="checkbox"/> <p>The district administrator fails to monitor and hold principals accountable for implementing and following up on what is learned during district sponsored professional development.</p>
<input type="checkbox"/> <p>3.4 The district administrator always provides individualized support for principals, depending upon the challenges they face in their school.</p>	<input type="checkbox"/> <p>The district administrator provides individualized support for principals, depending upon the challenges they face in their school.</p>	<input type="checkbox"/> <p>The district administrator seldom provides individualized support for principals, depending upon the challenges they face in their school.</p>	<input type="checkbox"/> <p>The district administrator does not provide individualized support for principals, depending upon the challenges they face in their school.</p>
<input type="checkbox"/> <p>3.5 The district administrator systematically evaluates the effectiveness of the succession program, making adjustments as needed and engaging other leaders in succession management processes in their own areas of responsibility.</p>	<input type="checkbox"/> <p>The district administrator evaluates the effectiveness of the succession program, makes adjustments as needed and engages other leaders in succession management processes in their own areas of responsibility.</p>	<input type="checkbox"/> <p>The district administrator seldom evaluates the effectiveness of the succession program, makes adjustments or engages other leaders in succession management processes in their own areas of responsibility.</p>	<input type="checkbox"/> <p>The district administrator fails to evaluate the effectiveness of the succession program, make needed adjustments or engage other leaders in succession management processes in their own areas of responsibility.</p>

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<input type="checkbox"/> 3.6 The district administrator consistently provides support to school leader preparation programs and takes initiative in sharing effective succession planning practices with other district leaders throughout the system.	<input type="checkbox"/> The district administrator provides support to school leader preparation programs and share effective succession planning practices with other district leaders throughout the system.	<input type="checkbox"/> The district administrator seldom provides support to school leader preparation programs and rarely takes initiative in sharing effective succession planning practices with other district leaders throughout the system.	<input type="checkbox"/> The district administrator does not provide support to school leader preparation programs and never shares effective succession planning practices with other district leaders throughout the system.
Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
The district administrator has provided support and feedback to ensure the following: <ul style="list-style-type: none"> • Hiring processes reflect a focus on efforts to improve the expertise, knowledge and qualifications to improve support to schools • Meeting agendas, presentations, and written messages reflect ways in which the district administrator builds the capacity of school leaders and staff • School walkthrough's, conference notes, written feedback and presentations reflect that the district administrator anticipates and responds to school needs • Meeting minutes, data reports and presentations reflect that the district administrator communicates, cooperates, and collaborates with other departments in analyzing data to monitor and improve support services to schools • Principal self-assessment and/or observational data demonstrating the degree to which principals are implementing district-sponsored professional development • Budget and staffing documents provide evidence they are adequately supporting schools in achieving district-established directions • The district administrator can document that school improvement plans are submitted by all schools and that school goals are clear and aligned with state and district standards • Professional development records demonstrate building instructional leadership capacity • Documents generated at the direction of the district administrator give attention to individual professional development that addresses succession management 		The district administrator has provided support and feedback to ensure the following: <ul style="list-style-type: none"> • Principals can identify specific ways the new district office hiring practices have enabled them to improve school operations, and they have increased their requests of the administrator for support at their schools. • Various operations in the school have shown improved efficiency and effectiveness due to the support from district office which may include; cafeteria routines, financial management, and bus arrival and departures. • Principal and teacher practices have changed as a result of the feedback from district office visits and feedback for growth • Principals and faculty work in partnership with district office to achieve their goals. • Survey data from school leaders reflect a majority agreeing with the statement that district administrators provide a clear sense of direction through establishment of achievement standards and provision of district-wide curriculum and/or programs • Survey data reflects that district administrators provide human and financial resources to assist schools in achieving district-established directions • Teachers and school leaders track their progress toward "Effective" and higher implementation of prioritized professional development offerings • Survey data reflecting that district administrators involve principals and teachers in district-wide decisions that have a direct impact on their work • Survey data from school leaders reflect that district administrators help build the instructional leadership capacity of school principals 	

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<ul style="list-style-type: none"> The district administrator utilizes processes to monitor potential school leader departures. The district administrator accesses district applicant pools to review options as soon as district processes permit Informal dialogues with school leaders routinely explore their interests in expanded involvement and future leadership roles. The district administrator has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership The district administrator accesses the district succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified and key contacts within the school community Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> District/school leaders report that the district administrator has identified various competency levels needed for key or hard-to-fill leadership positions. District/school leaders describe providing the district administrator feedback as to gaps in their personal competency for which the administrator has developed professional learning experiences. District/school leaders understand the district's succession plan and can describe transparent processes for being considered for leadership positions within the district Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </div>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):</p> <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>	
<p>Reflection Questions for Core Practice #3</p> <p>How would you routinely share professional learning success stories as well as missteps to avoid with other schools, departments, districts, and organizations to help them achieve similar levels of leadership impact?</p> <p>What strategies could you pursue to provide guidance to other leaders outside your system so that they too can deliver a wide range of professional development opportunities to help build the instructional leadership capacities of principals?</p> <p>In what strategies might you engage that would encourage principals to develop improvement plans in all schools that are aligned with state and district standards, but with little discretion left to the school to determine the paths to goal achievement?</p> <p>What strategies might you consider that would help you encourage teamwork and professional community by including both principals and teachers in district-wide decisions that directly impact their work?</p> <p>In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions in the district? What have you prepared to assist your successor when the time comes?</p>	

DISTRICT LEADERSHIP CORE PRACTICES RUBRICS

Core Practice #4: Harnessing Family and Community Energies for School Improvement

Narrative: This core practice focuses on the actions of district level administrators which lead to greater engagement and participation of the community in the schools. District leaders need to focus more sharply and energetically on collective leadership by engaging teachers, administrators, parents, and community members in ongoing, reflective discussions of what each party can and should contribute to students' learning. District administrators support quality decisions of school leaders engaged in implementing district and state mandates and assist in communicating to stakeholders the rationale for such decisions. District administrators balance support for school leaders with consistent monitoring of the effectiveness of processes that allow school site leaders to understand and respond in a timely manner to community interests and concerns.

Rating Rubric

<p>Highly Effective: Evaluation Focus: Communications to stakeholders provide frequent opportunities in multiple forms for active engagement in deepening understanding of school needs and improvement initiatives and engagement in support for their success. Attributes of the highly effective district administrator on this core practice include:</p>	<p>Effective: Evaluation Focus: Communications to stakeholders provide recurring opportunities for deepening understanding of priority school needs and engagement in priority improvement initiatives and engagement in support for their success. Attributes of the effective district administrator on this core practice include:</p>	<p>Needs Improvement: Evaluation Focus: Communications to stakeholders provide occasional opportunities for passive information focused on understanding of priority school needs and priority improvement initiatives and limited opportunities for engagement in support for their success. Attributes of the district administrator needing improvement on this core practice include:</p>	<p>Unsatisfactory: Evaluation Focus: Communications to stakeholders provide infrequent or ineffective opportunities for sharing information focused on understanding of priority school needs and priority improvement initiatives and few or no opportunities for engagement in support for their success. Attributes of the district administrator unsatisfactory on this core practice include:</p>
<p>Attributes of the highly effective district administrator include:</p> <p><input type="checkbox"/></p> <p>4.1 The district administrator consistently utilizes a system of open communication and access to his/her office through multiple methods. The district administrator consistently responds and provides timely, responsible sharing of information with the schools and the community and uses a variety of formats in</p>	<p>Attributes of the effective district administrator include:</p> <p><input type="checkbox"/></p> <p>The district administrator commonly utilizes a system of open communication and access to his/her office through multiple methods. The district administrator responds and provides timely, responsible sharing of information with the schools and the community and uses a variety of formats in</p>	<p>Attributes of the district administrator needing improvement include:</p> <p><input type="checkbox"/></p> <p>The district administrator sometimes utilizes a system of open communication and access to his/her office through via more than two methods. The district administrator inconsistently responds and provides timely, responsible sharing of information with the schools and the community and/or uses</p>	<p>Attributes of the district administrator unsatisfactory include:</p> <p><input type="checkbox"/></p> <p>The district administrator does not or rarely utilizes a system of open communication and access to his/her office through one or two methods. The district administrator does not respond and provide timely, responsible sharing of information with the schools and the community and/or uses only one or two formats</p>

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<p>multiple ways through different media/technology in order to maximize engagement of the school community.</p> <p><input type="checkbox"/></p> <p>4.2 The district administrator is consistently visible in the schools and community focusing attention on improving student achievement and the importance of family and community engagement with the schools.</p> <p><input type="checkbox"/></p> <p>4.3 The district administrator consistently shares examples of specific leadership practices and differentiated support services that have been effective in helping school leaders and teachers engage their communities in improving student learning.</p>	<p>multiple ways through different media/technology in order to maximize engagement of the school community.</p> <p><input type="checkbox"/></p> <p>The district administrator is commonly visible in the schools and community focusing attention on improving student achievement and the importance of family and community engagement with the schools.</p> <p><input type="checkbox"/></p> <p>The district administrator commonly shares examples of specific leadership practices and differentiated support services that have been effective in helping school leaders and teachers engage their communities in improving student learning.</p>	<p>only one or two formats to engage the school community.</p> <p><input type="checkbox"/></p> <p>The district administrator is sometimes visible in the schools and community focusing attention on improving student achievement and the importance of family and community engagement with the schools.</p> <p><input type="checkbox"/></p> <p>The district administrator sometimes shares examples of specific leadership practices and differentiated support services that have been effective in helping school leaders and teachers engage their communities in improving student learning.</p>	<p>to engage the school community.</p> <p><input type="checkbox"/></p> <p>The district administrator is rarely/never visible in the schools and community focusing attention on improving student achievement and the importance of family and community engagement with the schools.</p> <p><input type="checkbox"/></p> <p>The district administrator rarely/never shares examples of specific leadership practices and differentiated support services that have been effective in helping school leaders and teachers engage their communities in improving student learning.</p>
<p>Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<p>The district administrator has provided support and feedback to ensure the following:</p> <ul style="list-style-type: none"> • Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided. • Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to improve family and community engagement in the work of schools and the district. • The district administrator's work schedule reflects two or more work days a week in schools and classrooms interacting with principals, teachers, 		<p>The district administrator has provided support and feedback to ensure the following:</p> <ul style="list-style-type: none"> • Parent survey results reflect understanding of the priority goals of their school and the district. • Parents' communications to the schools reflect understanding of the goals and expectations that apply to their children. • PTSA/Booster club operations and participation addresses support for school academic goals. • School principals have enacted effective procedures for routing parents and stakeholders to appropriate parties for assistance. • School leaders' involvement in community events where they actively enlist families and community 	

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<p>and parents on various initiatives to improve student achievement.</p> <ul style="list-style-type: none"> E-mail exchanges with principals, teachers, parents and other stakeholders. Participation in community events. Established routines and procedures that inform principals, faculty, and parents on how to get access to their office. Monitors office staff implementation of access routines and procedures to insure timely and responsive accessibility. Other leadership evidence of proficiency on this indicator. 	<p>members to the work of their school.</p> <ul style="list-style-type: none"> "User friendly" processes for greeting and determining needs of visitors. Principals, teachers, and parents anecdotal evidence of ease of access to their principals and the district office Other impact evidence of proficiency on this indicator.
<p>Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.):</p> 	
<p>Reflection Questions for Core Practice #4</p>	
<p>What additional strategies have you established to diffuse your practices on improving family and community engagement among your colleagues across the school system?</p> <p>How does feedback from key stakeholder groups inform the work of your office?</p> <p>What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?</p> <p>How might you articulate to school principals and teachers the benefits that could be gained by the school if parents and community members were meaningfully engaged in the work of the school to raise student achievement?</p> <p>How might you improve your consistency of interactions with stakeholders regarding the work of the district?</p> <p>Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you – as the leader – would initiate communication on priority goals and expectations?</p> <p>What work habits would you need to change to be more visible in the schools and community?</p> <p>What are your priority goals for family and community engagement in schools and the district?</p>	

DISTRICT LEADERSHIP CORE PRACTICES RUBRICS

Core Practice #5: Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes

Narrative: The district administrator engages in professional learning that improves professional practice in alignment with the needs of the district and schools, and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. The focus of this Core Practice is on the impact of the administrator's professional learning – does the administrator's learning result in continuous improvement in their performance? The district administrator practices and models deliberate practice by concentrating on a very few professional growth goals or targets in a set time period where the administrator strives for deep learning and personal mastery of a few "thin slices."

Rating Rubric

<p>Highly Effective: Evaluation Focus: The district administrator's engagement in multi-dimensional deliberate practice growth targets directly related to capacity to support improvements in the schools supervised consistently exceeds expectations.</p>	<p>Effective: Evaluation Focus: The district administrator engagement in deliberate practice growth targets directly related to capacity to support improvements in the schools supervised consistently meets expectations.</p>	<p>Needs Improvement: Evaluation Focus: The district administrator engagement in deliberate practice growth targets directly related to job responsibilities but has limited focus on improvements in the schools supervised inconsistently meets expectations.</p>	<p>Unsatisfactory: Evaluation Focus: The district administrator engagement in deliberate practice growth targets directly related to job responsibilities is consistently below expectations.</p>
<p>Attributes of the highly effective district administrator include:</p> <p><input type="checkbox"/> 5.1 The district administrator consistently models deliberate practice consistently engaging in deliberate practice to develop personal mastery of job related competencies.</p> <p><input type="checkbox"/> 5.2 As a result of attending professional learning, knowledge and skills are shared throughout the organization and with other departments in the district.</p>	<p>Attributes of the effective district administrator include:</p> <p><input type="checkbox"/> The district administrator models deliberate practice consistently engaging in deliberate practice to develop personal mastery of job related competencies.</p> <p><input type="checkbox"/> The district administrator personally attends and actively participates in the professional learning required of principals.</p>	<p>Attributes of the district administrator needing improvement include:</p> <p><input type="checkbox"/> The district administrator rarely models deliberate practice consistently engaging in deliberate practice to develop personal mastery of job related competencies.</p> <p><input type="checkbox"/> The district administrator attends professional learning for principals but fails to actively engage becoming distracted with other responsibilities.</p>	<p>Attributes of the district administrator unsatisfactory include:</p> <p><input type="checkbox"/> The district administrator does not model deliberate practice consistently engaging in deliberate practice to develop personal mastery of job related competencies.</p> <p><input type="checkbox"/> The district administrator does not attend professional learning required of principals.</p>

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<input type="checkbox"/> 5.3 The district administrator implements prioritized research-based high effect size practices and seeks feedback from school leaders to differentiate and prioritize levels of support needed.	<input type="checkbox"/> The district administrator implements prioritized research-based high effect size practices to improve personal leadership effectiveness.	<input type="checkbox"/> The district administrator is aware of the research on high effect size practices, but has yet to apply them to improve their personal leadership effectiveness.	<input type="checkbox"/> The district administrator is not aware of research based high effect size practices.
<input type="checkbox"/> 5.4 The district administrator consistently seeks out and utilizes feedback and data obtained from school leaders to differentiate and prioritize levels of support needed using district supported research-based high effect size practices.	<input type="checkbox"/> The district administrator seeks out and utilizes feedback and data obtained from school leaders to differentiate and prioritize levels of support needed using district supported research-based high effect size practices.	<input type="checkbox"/> The district administrator seeks out feedback from principals, but may or may not regularly use the data to differentiate their leadership for individual schools.	<input type="checkbox"/> The district administrator does not seek out feedback from principals to improve their own practices.
Leadership Evidence of proficiency on this core practice may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
The district administrator has provided support and feedback to ensure the following: <ul style="list-style-type: none"> PDP Deliberate Practice Professional learning targets linked to district needs Professional development records Evidence of applied lessons learned from research Learning tools created to help district application of concepts learned Membership and participation in professional learning provided by professional organizations Evidence that professional learning is shared with other district and school leaders Other 		The district administrator has provided support and feedback to ensure the following: <ul style="list-style-type: none"> Principals' anecdotal evidence of the district administrator's support for and participation in professional learning Evidence principal leaders are engaged in professional learning with district leaders Changes in student growth data, discipline data, etc., after the district administrator's professional development Principals can articulate professional learning shared by the district administrator after the professional learning was implemented Evidence of successful development and implementation of the deliberate practice on the PDP Principals share feedback data from district administrator that impacts their leadership practices Other 	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this core practice, assign a proficiency level by checking one of the four proficiency levels below. () Highly Effective () Effective () Needs Improvement () Unsatisfactory			

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Evidence Log (Specifically, what has been observed that reflects current proficiency on this core practice? The examples above are illustrative and do not reflect an exclusive list of what is expected.

Reflection Questions for Core Practice #5

What has been most effective in creating a focus on professional learning?

How might you lead your PD effort across the district?

How have you used this information to encourage the growth of others?

How do you identify PD focus areas and whether or not they are impacting student achievement and the district as a whole?

How do you make adjustments if needed?

How are you investing your PD and applying your learning to your daily work with school leaders?

How do you apply this learning in multiple leadership venues?

What steps can you take to participate in PD focused on district goals with your principals?

What steps can you take to begin to apply PD to your daily work?

Attachment C

Framework Crosswalk

- District Administrator Core Practice (The Leadership and Learning Center)
- Research
- RTTT MOU
- Florida Statutes
- Florida School Leader Assessment
- Florida Educator Accomplished practices
- Santa Rosa District Leader Core Practice

District Office Core Practice #1: Getting Results

How does your district office evaluation system communicate, monitor, and evaluate expectations for the following:

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Improving student achievement by focusing on leadership behaviors that influence the desired student results.	<p>SREB p. 2, Strategy 3 – Provide instructional coherence and support.</p> <p>DM pp. 7, 17, 18, 25</p> <p>LET p. 4 #1 – District leaders have a shared agreement on instructional leadership.</p> <p>LET p. 4 #3 – A shared understanding of instructional leadership drives day-to-day work.</p> <p>LET p. 5 #5 – A shared understanding of instructional leadership drives</p>	<p>MOU (D) (2) Improving teacher and principal effectiveness based on performance (ii) bullet #4 pp. 13-14</p>	<p>Statute 1012.98 School community professional development act</p> <p>Statue 1012.985 Regional professional development academies</p> <p>Statute 1012.986 William Cecil Golden Professional Development Program for School Leaders</p>	<p>FSLA Domain 1 – Indicator 1.4 Academic Standards</p> <p>FSLA Domain 2 – Indicator 3.6 Faculty Effectiveness</p>	FEAPs 1-6	Core Practice # 1

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLIS HED	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Improving the percentage of effective and highly effective principals and teachers in the district focusing on whether the accumulated impact of the district leader's actions result in positive trend lines on principal and teacher effectiveness.	DM pp. 5, 7, 18 HON, pp. 33 & 121 ZAV, p. 284	MOU (D) (2) Improving teacher and principal effectiveness based on performance (ii) bullet #2 p. 13	Statute 1012.34 Personnel evaluation procedures and criteria	FSLA Domain 2 – Indicator 4.7 Actual Improvement FSLA Domain 2 – Indicator 3.6 Faculty Effectiveness	FEAPs 1-6	Core Practices 1 & 3

<i>District Office Core Practice #2: Continuous Improvement of Teaching and Learning</i>						
How does your district office evaluation system communicate, monitor, and evaluate expectations for the following						
DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Communicating a capacity of teachers improve the quality of learning, and in the to develop the conditions needed for (high collective efficacy).	SREB pp. 11, 23 LET pp. 3, 4 ZAV, p. 286 SEA, p. 197		Statute 1012.34 Personnel procedures and Statute 1012.98 community development act Statue 1012.985 professional academies Statute Cecil Golden Development School Leaders Statute 1003.02 school board and control of education within school district Statute 1003.03 Maximum class size Statute 1003.31 subject to	FSLA Domain 1 – under Proficiency Learning as a 2.4) FSLA Domain 2 – Feedback Effect Size Instructional Facilitating and Professional Development Actual Centered, 5.2 5.3 Diversity FSLA Domain 4 – Commitment, 9.4 10.1 Resiliency		Core Practice 2

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
			school Statute 1003.32 Authority of teacher; responsibility for control of students; district school board and principal duties			
Building consensus about core expectations for professional practice (Florida College and Career Ready Standards, NGSSS, teaching, leadership).	SREB p. iv #3 – Develop tools and processes that principals and teachers can use to ensure that instruction for all groups of students is aligned with college-and career readiness standards. SREB p. 1, Strategy 1 – Establish a clear		Statute 1008.31 Florida's K-20 Education Performance Accountability System; legislative Intent; mission, goals, and system-wide measures; data quality improvements Statute 1003.41 Next Generation	FSLA Domain 2 – All Indicators under Proficiency Area 4 Faculty Development 4.1 through 4.7 FSLA Domain 3 – Indicators 6.1 Prioritization Practices, 6.2 Problem Solving, 6.3 Quality Control FSLA Domain 4 – Indicator 10.4 Professional Conduct	FEAPs 1-6	Core Practice 2

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
	HON, p. ix ZAV,					
Directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula to achieve the district's learning goals.	SREB p. v #6 – Give school principals real authority in the areas of staff selection, school scheduling, instructional programs, and use of and redirection of new and existing resources. SREB p. 2, Strategy 5 – Provide high-quality data that link student achievement to school and classroom practices, and assist schools to use data	MOU (C) (3) (ii) Professional development on use of data pp. 8-9	Statute 1012.34 Personnel evaluation procedures and criteria Statute 1012.98 School community professional development act Statue 1012.985 Regional professional development academies Statute 1012.986 William Cecil	FSLA Domain 1 – All Indicators under Proficiency Area 1 Student Learning Results 1.1 through 1.4 FSLA Domain 3 – Indicator 6.1 Prioritization Practices	FEAPs Quality Instruction # 4 and Continuous Improvement 1	Core Practice 2

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
	<p>ZAV, pp. 284-285</p> <p>ROB p. 661 – Establishing goals and expectations</p> <p>ROB p. 661 – Resourcing strategically</p>					
Differentiating support to principals in relation to evidence of compliance and skill in implementing the expectations, with flexibility for school-based innovation.	<p>SREB p. 2, Strategy 2 – Organize and engage the school board and district office in support of each school.</p> <p>SREB p. 2, Strategy 6 – Optimize the use of resources to improve student learning.</p>	<p>MOU (D) (2) Improving teacher and principal effectiveness based on performance p. 10</p> <p>MOU (D) (2) Improving teacher and principal effectiveness based on performance (iii) Bullet #4 (iv) (a) p. 14</p>	<p>Statute 1012.98 School community professional development act</p> <p>Statue 1012.985 Regional professional development academies</p> <p>Statute 1012.986 William Cecil</p>	FSLA Domain 2 – Indicators 4.4 Instructional Initiatives, 4.5 Facilitating and Leading Professional Learning, 4.6 Faculty Development		Core Practice 2

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
	<p>LET p. 7 #6 – Central office provides support for Instructional Leadership Director to meet the differentiated needs of principals.</p> <p>LET p. 10 #4 – Central office provides customized support to</p>					
Setting clear expectations for school leadership practices and establish leadership development systems to select, train, and assist principals and teacher leaders consistent with district expectations.	<p>SREB pp. 1-2, Strategy 1 – Establish a clear focus and a strategic framework of core beliefs, effective practices and goals for improving student achievement.</p> <p>SREB p. 2,</p>	MOU (D) (2) Improving teacher and principal effectiveness based on performance (ii) Bullet #2, #2 p. 13	<p>Statute 1012.28 Public school personnel; duties of school principal</p> <p>Statute 1012.34 Personnel evaluation procedures and criteria</p> <p>Statute 1012.55</p>	<p>FSLA Domain 2 Indicators 4.1 Recruitment and Retention, 4.4 Instructional Initiatives, 4.5 Facilitating and Leading Professional Learning, 4.6 Faculty Development Alignments</p>		Core Practice 3

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
	<p>LET p. 4 #1 – District leaders have a shared agreement of instructional leadership.</p> <p>HON, p. 121</p> <p>ROB p. 659-661 – Establishing goals and expectations</p> <p>SEA, p. 197</p>		<p>of teacher; responsibility for control of students; district school board and principal duties</p> <p>Statute 1012.98 School community professional development act</p> <p>Statue 1012.985</p>			
<p>Providing organized opportunities for teachers and principals to engage in school-to-school communication, focusing on the challenges of improving student learning and program implementation.</p>	<p>SREB p. 28</p> <p>DM p. 22</p> <p>LET p. 7 #4 – Central office leaders' lead principal networks.</p> <p>HON – Principal Networks,</p>		<p>Statute 1008.345 Implementation of state system of school improvement and education accountability</p>	<p>FSLA Domain 2 – Indicators 2.1 Learning Organization, 2.2 School Climate, 2.3 High Expectations</p>	<p>FEAPs Continuous Improvement # 1 Continuous Professional Improvement</p>	<p>Core Practice 2</p>

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
	and participating in teacher learning and development ZAV p. 287					
Developing and model strategies and norms for local inquiry into challenges related to student learning and program implementation.	SREB p. 2, Strategy 3 – Provide instructional coherence and support. DM p. 22 HON p. vi		Statute 1008.345 Implementation of state system of school improvement and education accountability	FSLA Domain 2 – Indicators 2.1 Learning Organization, 2.2 School Climate, 2.3 High Expectations	FEAPs Continuous Improvement #1 Continuous Professional Improvement	Core Practice 2
Coordinating district support for school improvement across organizational units (e.g., supervision, curriculum and instruction, staff development, human resources) in relation to district priorities, expectations for professional practice,	SREB p. 2, Strategy 6 – Optimize the use of resources to improve student learning. SREB pp. 17, 19, 37, 40 LET p. 3	MOU (D) (2) Improving teacher and principal effectiveness based on performance (iii) Bullet #4 (iv) (a) Use evaluations to inform professional	Statute 1008.345 Implementation of state system of school improvement and education accountability	FSLA Domain 2 – All indicators under Proficiency Area 3 Instructional Plan Implementation 3.1 – through 3.6	FEAPs Continuous Improvement # 1 Continuous Professional Improvement	Core Practice 2

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
	<p>LET p. 7 #5 – Instructional Leadership Directors collaborate with other central office departments on principal professional development.</p> <p>LET p. 9 #3 – Central office functions as a service center for schools.</p> <p>HON, p. vi ZAV, p. 287 SEA, p. 197</p>					

<i>District Office Core Practice #3: Building School Leaders' Sense of Efficacy for School Improvement</i>						
How does your district office evaluation system communicate, monitor, and evaluate expectations for the following						
DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Establishing and maintaining a district-wide focus on student achievement and instruction.	<p>SREB p. iv #4 – Invest in high-quality professional development for the district staff, school principals and teachers.</p> <p>SREB p. 2, Strategy 4 – Invest heavily in instruction-related professional learning for principals, teacher-leaders and district staff.</p> <p>SREB pp. 27, 28</p> <p>DM p. 5</p> <p>LET p. 1</p> <p>HON p.</p>	MOU (D) (5) Providing effective support to teachers and principals p. 19	<p>Statute 1012.98 School community professional development act</p> <p>Statue 1012.985 Regional professional development academies</p> <p>Statute 1012.986 William Cecil Golden Professional Development Program for School Leaders</p>	FSLA Domain 2 – Indicators 3.1 FEAPs, 3.2 Standards-Based Instruction, 3.5 Quality Assessments, 4.3 High-Effect Size Strategies, 4.5 Facilitating and Leading Professional Learning	FEAPs Continuous Improvement # 1 Continuous Professional Improvement	Core Practice 3

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Encouraging teamwork and professional community by including both principals and teachers in district- wide decisions that directly impact their work.	HON p. vi ZAV p. 287		Statute 1008.345 Implementation of state system of school improvement and education accountability	FSLA Domain 2 – Indicator 4.6 Faculty Development Alignments		Core Practice 3
Aiming to provide stable district leadership as a contribution to principal efficacy.	SREB p. iv #4 – Invest in high- quality professional development for the district staff, school principals and teachers. SREB p. 2, Strategy 4 – Invest heavily in instruction-related professional learning for principals, teacher-leaders and district staff. SREB p. 27		Statute 1012.98 School community professional development act Statue 1012.985 Regional professional development academies Statute 1012.986 William Cecil Golden Professional Development	FSLA Domain 2 – All Indicators in Proficiency Area 4 Faculty Development, 4.1 through 4.7	FEAPs Continuous Improvement #1 Continuous Professional Improvement	Core Practice 3

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Hiring policies that allow principals to select teachers they believe to be outstanding choices for their own school contexts.	DM p. 5 LET p. 5 #4 – A shared understanding of instructional leadership drives the hiring process. HON p. 118 ZAV p. 284		Statute 1012.05 Teacher recruitment and retention Statute 1012.34 Personnel evaluation procedures and criteria	FSLA Domain 2 – Indicator 4.1, Recruitment and Retention	FEAPs Continuous Improvement # 2 Professional Responsibility and Ethical Conduct	Core Practice 3
Requiring the development of improvement plans in all schools, with improvement goals expected to be clear and aligned with state and district standards, but with considerable discretion left to the school to determine the paths to goal achievement.	SREB pp. 11 & 28 DM p. 34 HON p. vi, 118 & Principal Networks SEA, p. 148	MOU (D) (2) (iii) Bullet #4 (iv) (a) Use evaluations to inform professional development Bullet #3 p. 15	Statute 1012.98 School community professional development act Statue 1012.985 Regional professional development academies Statute 1012.986	FSLA Domain 1 – Indicator 2.1, Learning Organizations FSLA Domain 2 – Indicators 4.2 Feedback Practices, 4.3 High Effect Size Practices, 4.5 Facilitating and Leading Professional Development FSLA Domain 4 – Indicator 10.2	FEAPs Continuous Improvement # 1 Continuous Professional Improvement, Continuous Improvement # 2 Professional Responsibility and Ethical Conduct	Core Practices 2 & 3

<i>District Office Core Practice #4: Using Data as a Problem Solving Strategy at the District and School Level</i>						
DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Helping principals and teachers use their data and transform the data not only into actionable evidence, but also to help principals understand the implications of such evidence for their improvement efforts.	<p>SREB p. v #5 – Lead schools to analyze a variety of data – beyond test scores – and discover the root causes behind student failure of dropping out.</p> <p>SREB p. 2, Strategy 5 – Provide high-quality data that link student achievement to school and classroom practices, and assist schools to use data effectively.</p> <p>SREB p. 32</p> <p>DM pp. 5, 22,</p>		<p>Statute 1008.345 Implementation of state system of school improvement and education accountability</p>	<p>FSLA Domain 1 – Indicators 1.1 Academic Standards, 1.2 Performance Data,</p> <p>FSLA Domain 3 – Indicator 6.3 Quality Control</p>	FEAPs Quality of Instruction #4 Assessment	Core Practice 2

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
	ROB pp. 661-663 – Planning, coordinating, and evaluating teaching and the curriculum					
Collecting and using <i>family educational</i> beliefs, values, and families’ dispositions and their role in it.	SEA, p. 195		Statute Implementation system of improvement education accountability	FSLA Domain 1 – Learning Climate, 2.3 High FSLA Domain 2 – Achievement Gaps FSLA Domain 3 – Diversity FSLA Domain 3 – Constructive	FEAPS Quality Assessment and Improvement #1 Professional Improvement	Core Practice 2
Working with school principals to systematically collect high quality data (evidence about the school and classroom conditions that would need to change) for their students (individual students and student	SREB p. v #5 – Lead schools to analyze a variety of data – beyond test scores – and discover the root causes behind student failure of		Statute 1008.345 Implementation of state system of school improvement and education accountability	FSLA Domain 1 – Indicator 1.2 Performance Data FSLA Domain 3 – Indicator 9.1 Constructive Conversations FSLA Domain 2 –	FEAPs Quality of Instruction #4 Assessment	Core Practice 2

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
	that link student achievement to school and classroom practices, and assist schools to use data effectively. SREB p. 32					
Assisting all schools to increase the sophistication of their data use processes, to include processing their data in collaboration with their staff and calling on district staff members and others with special expertise to help them with data analysis and use.	SREB p. v #5 – Lead schools to analyze a variety of data – beyond test scores – and discover the root causes behind student failure of dropping out. SREB p. 2, Strategy 5 – Provide high-quality data that link student achievement to school and classroom		Statute 1008.345 Implementation of state system of school improvement and education accountability	FSLA Domain 1 – Indicator 2.1 Learning Organization	FEAPS Quality of Instruction #4 Assessment and Continuous Improvement #1 Continuous Professional Improvement	Core Practice 2

<i>District Office Core Practice #5: Ensuring Productive Leadership Succession</i>						
How does your district office evaluation system communicate, monitor, and evaluate expectations for the following						
DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Recognizing the importance of stable leadership in the schools to minimize the effects of frequent principal turnover.	DM pp. 5, 10, 28-29 HON p. 118 SEA, p. 178		Statute 1012.27 Public school personnel; powers and duties of district school superintendent	FSLA Domain 2 – Indicator 4.1 Recruitment and Retention		Core Practice 3
Ensuring that principals effectively distribute leadership to mitigate at least some of the negative consequences	DM pp. 29, 30 ZAV p. 287 SEA, p. 178		Statute 1012.27 Public school personnel; powers and duties of district	FSLA Domain 3 – Indicators 6.4 Distributive Leadership, 7.1 Leadership Team,		Core Practice 3
Ensuring principals' newly assigned to schools initially work within the existing culture of their schools, rather than attempting to quickly and substantially change it, to avoid negative	SREB p. 2, Strategy 4 – Invest heavily in instruction-related professional learning for principals, teacher-leaders			FSLA Domain 3 – Indicator 7.4 Relationships FSLA Domain 3 – Indicators 9.1 Constructive Conversations, 9.2 Clear Goals and		Core Practice 3
Ensuring a smooth transition from one principal to the next by clarifying the district's expectations for the job to be done by the	SREB p. 2, Strategy 4 – Invest heavily in instruction-related professional		Statute 1012.27 Public school personnel; powers and duties of district school	FSLA Domain 2 – Indicator 4.1 Recruitment and Retention FSLA Domain 3 –		Core Practice 3

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER
about expectations for the new principal's work.	SREB p. 27 DM pp. 5, 10, 17, 28 HON p. 118					
Implementing the district's succession plan for school and district leaders by identifying (early in their careers) talented teachers and leaders who have the potential to become school principals and district administrators.	SREB p. v #8 – Develop a succession plan for school principals. DM pp. 5, 13, 20, 29 LET p. 10 #5 – Teacher leaders serve as partners with principals. ZAV p. 287		Statute 1012.27 Public school personnel; powers and duties of district school superintendent	FSLA Domain 2 – Indicator 4.1 Recruitment and Retention FSLA Domain 3 – Indicator 7.3 Succession Planning		Core Practice 3

<i>District Office Core Practice #6: Harnessing Family and Community Energies for School Improvement</i>						
DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Engaging in dialogues with principals about the importance of being open to community and parental involvement by partnering with parents and community members in school improvement efforts, parents as vital partners in the learning process, the importance of shared leadership, and the critical role that the community plays in every child's life.	<p>SREB p. v #9 – Engage parents and the larger community in ongoing dialogue about the changes needed to prepare more students for success in high school, college, careers and citizenship.</p> <p>SREB p. iv #1 – Work with a cross-section of community and school leaders to create a strategic vision for graduating students who are prepared for a range of postsecondary</p>		Statute 1008.345 Implementation of state system of school improvement and education accountability	FSLA Domain 3 – Indicators 9.1 Constructive Conversations, 9.2 Clear Goals and Expectations, 9.3 Accessibility	FEAPs Continuous Improvement #1 Continuous Professional Improvement	Core Practice 4

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Taking an active role in teaching parents and other community members how to be involved in education. These efforts should include providing informational and instructional sessions about shared governance.	<p>SREB p. v #9 – Engage parents and the larger community in ongoing dialogue about the changes needed to prepare more students for success in high school, college, careers and citizenship.</p> <p>SREB p. 2, Strategy 7 – Use open, credible processes to involve key school and community leaders in shaping a vision for improving schools.</p> <p>SREB p. 43</p>		Statute 1008.345 Implementation of state system of school improvement and education accountability	FSLA Domain 3 – Indicators 9.1 Constructive Conversations, 9.2 Clear Goals and Expectations, 9.3 Accessibility		Core Practice 4

<i>District Office Core Practice #7: Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes</i>						
DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Participating in active professional learning communities in which key district and school leaders have common learning experiences aligned to district priorities	SREB p. 27 SREB p. 2, Strategy 4 – Invest heavily in instruction-related professional learning for principals, teacher-leaders and district staff. HON pp.			FSLA Domain 2 – Indicator 4.5 Facilitating and Leading Professional Development FSLA Domain 4 – Indicator 10 .2 Professional Learning		Core Practice 5
Implementing an individual deliberate practice plan aligned to priority student learning goals and results from ongoing feedback and prior evaluations	SREB p. 46 DM pp. 15, 18 LET p. 5 #6 – A shared understanding of instructional leadership drives professional development. HON p. viii	MOU (D) (2) Improving teacher and principal effectiveness based on performance (ii) Design and implement evaluation systems Bullet #2, #2	Statute 1012.98 School Community Professional Development Act	FSLA Deliberate Practice Plan FSLA Domain 4 – Indicator 10.2 Professional Learning		Core Practice 5

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE P
Utilizing feedback from principals to direct differentiated leadership	SREB p. 46 HON p. vi		Statute 1012.98 School Community	FSLA Domain 2 – Indicator 4.2 Feedback Practices		Core Practices 2 & 5
Implementing research-based high- effect size practices to improve personal leadership effectiveness.	SREB p. iv #4 – Invest in high-quality professional development for the district staff, school principals and teachers. SREB p. 2, Strategy 3 – Provide		Statute 1012.98 School community professional development act Statue 1012.985 Regional professional	FSLA Domain 2 – Indicator 4.3 High-Effect Size Practices	FEAPs Quality of Instruction #3 Instructional Delivery and Facilitation	Core Practice 5
Participating in the professional development required of principals.	ROB pp. 663-64 – Promoting and participating in teacher learning and development.			FSLA Domain 2 – Indicator 4.5 Facilitating and Leading Professional Development		Core Practice 5

District Office Core Practice #8: Using the District's School Administrator Evaluation System Effectively, to Support, Monitor and Evaluate the Effectiveness of School Leaders

How does your district office evaluation system communicate, monitor, and evaluate expectations for the

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Monitoring the effectiveness of principals and using contemporary research and the district's principal evaluation system criteria and procedures to improve student achievement and leadership proficiency on the FPLS and FEAPs.	DM pp. 5, 15, 17 LET p. 3 LET p. 5 #7 – District/Charter management organization and school leaders' focus on continuous improvement in their practice.		Statute 1012.34 Personnel evaluation procedures and criteria	FSLA Domain 2 – Indicators 3.1 FEAPs, 3.6 Faculty Effectiveness	FEAPs Items 1-6	Core Practice 1
Providing and receiving timely and actionable feedback to and from leaders on the effectiveness of leadership on priority goals and the cause and effect relationships between professional practice and student achievement on those goals.	DM pp. 10, 33 LET p. 5 # 7 – District/Charter management organization and school leaders' focus on continuous improvement in their practice. LET p. 8 #7 – Central office evaluates			FSLA Domain 1 – Indicator 1.2 Performance Data FSLA Domain 2 – Indicators 3.3 Learning Goals Alignments, 4.2 Feedback Practices	FEAPs Quality of Instruction #4 Assessment	Core Practice 1

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Providing and receiving timely and actionable feedback on principal's proficiency on high-effect size leadership strategies related to effective instructional leadership.	DM pp. 18, 33 LET p. 1 LET p. 5 #7 – District/Charter management organization and school leaders' focus on continuous improvement in their practice. LET p. 8 #7 – Central office evaluates Instructional Leadership Directors on principals' growth and performance.		Statute 1012.34 Personnel evaluation procedures and criteria	FSLA Domain 2 – Indicators 4.2 Feedback Practices, 4.3 High Effect Size Practices		Core Practices 1,2 & 5

<i>District Office Core Practice #9: Providing Quality Support Services to Principals and Teachers and Contributing to the Success of All Schools</i> <i>(Universal to all Central Office including non-instructional central office leaders)</i>						
DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
Demonstrating the expertise, knowledge, and qualifications needed to provide high-quality support to the schools.	HON p. 69-86. Reorganizing & Re- culturing All Other Central Office Units to Support Teaching and Learning BUR p. entire report SEA p.	MOU (D) (5) Providing effective support to teachers and principals p. 19		FSLA Domain 1 – Indicators 1.1 Academic Standards, 1.2 Performance Data, 1.3 Goal Setting FSLA Domain 2- Indicators 4.1 Recruitment and Retention, 4.3 High Effect Size Strategies		Core Practice 3
Providing feedback, information, and support in a timely and courteous manner in ways that help build capacity at the school level and support school needs.	HON p. 69-86. Reorganizing & Re- culturing All Other Central Office Units to Support Teaching and Learning BUR p. entire report SEA	MOU (D) (5) Providing effective support to teachers and principals p. 19		FSLA Domain 2 – Indicators 4.2 Feedback Practices, 4.4 Instructional Initiatives, 4.5 facilitating and Leading Professional Learning, 4.6 Faculty Development Alignments Domain 3-6.3 Quality		Core Practice 3
Responding to school needs with	HON p. 69-86. Reorganizing &	MOU (D) (5) Providing		FSLA Domain 2 – Indicators 4.2		Core Practice 3

DISTRICT ADMINISTRATOR CORE PRACTICE	RESEARCH	RTTT MOU	FLORIDA STATUTES	FLORIDA SCHOOL LEADER ASSESSMENT	FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	SANTA ROSA DISTRICT LEADER CORE PRACTICE
direct services and support, serving as a broker of services and support, and/or building the capacity at the school level to provide themselves with the needed support.	culturing All Other Central Office Units to Support Teaching and Learning BUR p. entire report SEA p. 151-153. District	teachers and principals (i) Quality professional development Bullet #8, p. 21 MOU (D) (2) (iii) Bullet #4 (iv) (a) Use evaluations to inform professional		Instructional Initiatives, 4.5 Facilitating and Leading Professional Learning, 4.6 Faculty Development Alignments FSLA Domain 3 – Indicators 6.1 Prioritization Practices, 6.2 Problem Solving, 6.3 Quality Control, 6.5 Technology		
Engaging in cross-functional support of schools by communicating, cooperating, and collaborating in an effort to provide coordinated and planned support systems to schools.	HON p. 69-86. Reorganizing & Re- culturing All Other Central Office Units to Support Teaching and Learning BUR p. entire report SEA	MOU (D) (5) Providing effective support to teachers and principals p. 19 MOU (D) (2) (iii) Bullet #4 (iv) (a) Use evaluations to inform		FSLA Domain 2 – Indicator 5.2 Success Oriented FSLA Domain 3 – Indicators 8.2 Strategic Instructional Resourcing, 9.3 Accessibility		Core Practice 3

Santa Rosa County District Schools District Leader Evaluation System

Research Reference Key

SREB – Bottoms, G. & Schmidt-Davis, J. (2010). *The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership* Southern Regional Education Board.

DM – *Districts Matter: Cultivating the Principals Urban Schools Need* (2013). The Wallace Foundation.

LET – *Leading for Effective Teaching: A Toolkit for Supporting Principal Success*. (2013). Bill and Melinda Gates Foundation.

HON – Honig, M., Copland, M., Rainey, L., Lorton, J. & Newton, M. (2010). *Central Office Transformation for District-wide Teaching and Learning Improvement*. Center for the Study of Teaching and Policy, University of Washington.

ROB - Robinson, V., Lloyd, C., Rowe, K. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Educational Administration Quarterly*.

ZAV – Zavadsky, H. (2009). *Bringing School Reform to Scale: Five Award Winning Urban Districts*. Cambridge MA. Harvard Education Press.

SEA – Seashore-Louis, K. Leithwood, K., Wahlstrom, K. Anderson, S. et al. (2010) *Learning From Leadership: Investigating the Links to Improved Student Learning*

BUR – Burch, P. & Spillane, J. (2004) *Leading from the Middle: Mid-Level District Staff and Instructional Improvement*. Cross City Campaign for Urban

Attachment D

Proficiency Ratings: Tables 1-4

Rating of Proficiency Areas.

Ratings on the indicators in a Proficiency Area are combined to assign a proficiency level (HE, E, NI, or U) to a Proficiency Area: The distribution of indicator ratings within a Proficiency Area result in a Proficiency Area Rating. Since the number of indicators in a Proficiency Area varies, the following formulas are applied to assign Proficiency Area ratings. For each Proficiency Area, the appropriate table will be used. The administrative evaluation system that our administrators and supervisors will complete will be an electronic version of this written document. This electronic version will be managed by True North Logic and will be set up so that these calculations of ratings of proficiency area will be electronic using the tables below. These tables are provided for supervisors and administrators to understand how this calculation is made.

Table 1

For Core Practice 1 with seven Indicators , each Core Practice is rated:		
Highly Effective (HE) if: five or more indicators are HE and none are less than E.		
Examples:	HE+HE+HE+HE+HE+E+E=HE	
Effective (E) if: at least five are E or higher and no more than two are NI. None are U.		
Examples:	HE+HE+E+E+E+NI+NI=E	E+E+E+E+E+NI+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.		
Examples:	E+E+E+E+NI+NI+NI=NI	HE+HE+E+E+E+U+U=NI HE+HE+HE+HE+HE+HE+U=NI
Unsatisfactory (U) if: two or more are U.		
Examples:	HE+HE+HE+HE+HE+U+U=U	NI+NI+NI+NI+NI+U+U=U

Table 2

For Core Practices 2 & 3 with six Indicators , each Core Practice is rated:			
Highly Effective (HE) if: four or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE+HE+HE+HE=HE	HE+HE+HE+HE+E+E=HE	
Effective (E) if: at least four are E or higher and no more than two are NI. None are U.			
Examples:	HE+HE+E+E+E+E=E	E+E+E+E+NI+NI=E	
Needs Improvement (NI) if: Criteria for E not met and no more than two are U.			
Examples:	HE+HE+NI+NI+NI+NI=NI	NI+NI+NI+NI+U+U=NI	E+E+E+NI+NI+NI=NI HE+HE+E+E+E+U=NI
Unsatisfactory (U) if: two or more are U.			
Examples:	HE+HE+HE+HE+U+U=U	NI+NI+NI+NI+U+U=U	

Table 3

For Core Practice 5 with four Indicators , each Core Practice is rated:			
Highly Effective (HE) if: three or more indicators are HE and none are less than E.			
Examples:	HE+HE+HE+HE= HE	HE+HE+HE+E=HE	
Effective (E) if: at least three are E or higher and no more than one are NI. None are U.			
Examples:	E+E+E+HE=E	E+E+E+NI=E	E+E+E+E=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.			
Examples:	E+E+NI+NI=NI	HE+HE+NI+NI =NI	HE+E+U+NI=NI
Unsatisfactory (U) if: two or more are U.			
Examples:	HE+U+U+HE=U	E+NI+U+U=U	E+E+U+U=U

Table 4

For Core Practice 4 with three Indicators , each Core Practice is rated:				
Highly Effective (HE) if: two or more indicators are HE and none are less than E.				
Examples:	HE+HE+HE=HE		HE+HE+E=HE	
Effective (E) if: two or more are E or higher and no more than one is NI. None are U.				
Examples:	E+E+E=E	E+E+HE=E	E+HE+NI=E	HE+HE+NI=E
Needs Improvement (NI) if: Criteria for E not met and no more than one is U.				
Examples:	NI+NI+NI=NI	NI+NI+U=NI	HE+E+U=NI	HE+NI+NI=NI
Unsatisfactory (U) if: two or more are U.				
Examples:	HE+U+U=U		NI+U+U=U	

Attachment E

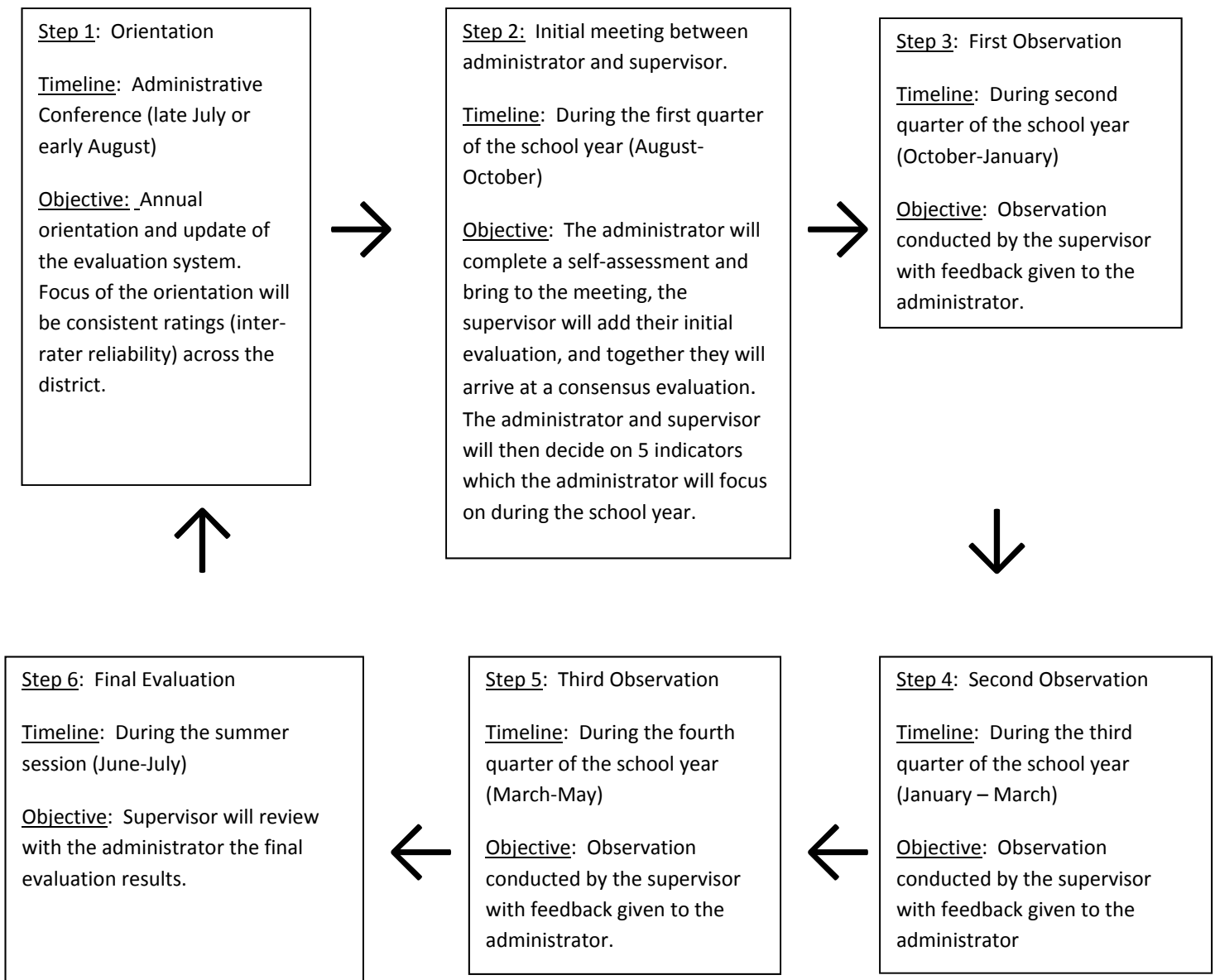
District Leader Evaluation Process

Santa Rosa District Schools

Administrative Evaluation System

The Evaluation Process

The Evaluation Process is a continuous activity conducted throughout the year which repeats itself on an annual basis. It involves multiple observations by the supervisor followed by feedback and dialogue with the administrator. All administrators will be evaluated by their immediate supervisor each year: principals evaluate Assistant principals, Directors evaluate principals, Assistant Superintendents evaluate Directors and Coordinators and the Superintendent evaluates Assistant Superintendents.



Attachment F

Studer Group Information

Organizational Assessment of School Districts

Studer Education is an assessment, evaluation, and performance solutions group that works with school districts to improve by first diagnosing areas of strength and areas needing improvements, creating measurable goals and measures to drive performance, aligning leader and employee evaluation systems to these key performance drivers, and creating and applying a human performance plan to improve school district results. As part of the initial diagnosis, Studer Education works with school boards and superintendents to complete an organizational assessment that includes an online Triple A Assessment of Leadership and focus group sessions with internal and external stakeholders of the district.

The Studer Education organizational assessment of school districts includes several components:

1. Online external assessment called the Triple A Assessment of Leadership: Alignment, Accountability, Action.
2. Onsite focus groups with internal employees and external stakeholders.
3. Onsite debriefing with superintendent, designated leaders, and school board members.
4. Written report of the Triple A Assessment and focus group findings.



Triple A Assessment of Leadership: Alignment, Accountability, Action

An online survey will be administered by Studer Education and will be completed by school board members, superintendent, and all district leaders and managers and school leaders. Studer Education will work with the district leadership to gain appropriate leadership groups. The

survey results are analyzed by groups of leaders. The questions are:

1. What is your role? [Select from a group presented]
2. From a list provided, please choose the top three things your district does well?
3. From a list provided, what are the top 3 barriers/challenges you face that keep you from achieving your results in your area of responsibility?
4. From a list provided, please choose the top three opportunities for improvement in your district?
5. Over the past five years the external environment in ____ school district has been [very difficult, difficult, normal, easy, very easy]
6. Over the next five years the external environment in ____ school district will be [very difficult, difficult, normal, easy, very easy]
7. If the district continues to perform exactly as it does today, your results over the next 5 years will be [very easy, easy, normal, difficult, very difficult]
8. How well does your current leader evaluation system hold leaders accountable? [very poor, poor, fair, good, excellent]
9. How well does your current leadership training prepare you for your leadership role? [very poor, poor, fair, good, excellent]
10. How well does your school district address low performing leaders? [very poor, poor, fair, well, very well]
11. How well does your school district address low performing employees [very poor, poor, fair, well, very well]

Studer Education: Focus Group Sessions

Several 1½ hour focus group sessions are held with various groups, including 1) superintendent and cabinet; 2) district leaders; 3) school leaders; 4) teachers; 5) staff; and 6) parents & community members. All questions are analyzed at the conclusion of the focus groups, reported to district leadership and school board in a de-briefing session. A follow-up report is sent to the district within 14 days after the visit. The focus group questions include:

1. What is working well for the _____ school district?
2. What areas could be improved in the _____ school district?
3. What one or two things serve as barriers to employees for achieving at their highest potential?
4. What one or two things serve as barriers to the district resulting in declines in student achievement?
5. Respond to the question below by selecting a number 1 to 10.

SCALE: 1 = Worst in Class.....10 = Best in Class

How well does the _____ School District rate on the items below using the above scale?										
Rewarding and recognizing people in the school district	1	2	3	4	5	6	7	8	9	10
Developing people in the school district to become high performing professionals	1	2	3	4	5	6	7	8	9	10
Providing needed resources for employees to do their jobs well	1	2	3	4	5	6	7	8	9	10
Leaders effectively communicating to employees why actions are occurring and what they are	1	2	3	4	5	6	7	8	9	10
Leaders effectively communicating to parents why actions are occurring and what they are	1	2	3	4	5	6	7	8	9	10
Leaders effectively communicating to external stakeholders and community members why actions are occurring and what they are	1	2	3	4	5	6	7	8	9	10
District systems working to hold leaders accountable for measurable outcomes	1	2	3	4	5	6	7	8	9	10
Leaders holding employees accountable for applying good skills and attitudes on the job	1	2	3	4	5	6	7	8	9	10

Attachment G

Principal Leadership Standards Crosswalk with Survey Questions

Elementary Student Survey Crosswalk to Florida Principal Leadership Standards

***Note-The Elementary Student Survey is aligned to the standards highlighted in this matrix. Standard 1 is assessed in the student achievement portion of the evaluation; standard 10 is intended to be assessed by the supervisor.

	Learning is fun at my school.	I like going to my school each day.	I enjoy art, music and PE.	My teacher cares about me.	I feel safe at my school.	School rules are fair.	My school is clean.	My principal is a good leader.
Standard 1: Student Learning Results								
Standard 2: Student Learning as a Priority								
Standard 3: Instructional Plan Implementation								
Standard 4: Faculty Development								
Standard 5: Learning Environment								
Standard 6: Decision Making								
Standard 7: Leadership Development								
Standard 8: School Management								
Standard 9: Communication								
Standard 10: Professional and Ethical Behaviors								

Secondary Student Survey Crosswalk to Florida Principal Leadership Standards

****Note-The Secondary Student Survey is aligned to the standards highlighted in this matrix. Standard 1 is assessed in the student achievement portion of the evaluation; standard 10 is intended to be assessed by the supervisor.

	My learning is important at my school	School rules/ discipline plans are enforced consistently at my school.	I regularly receive feedback from school staff about my academic progress	My family is treated with respect at my school.	I have opportunities to be successful at my school.	Special area classes add to my school experience	I would recommend my school to others.	I feel safe at school.	I am recognized for good work and behavior at my school.	My school is clean and well maintained	The teachers, staff, and administration at my school demonstrate genuine concern.	The principal at my school is an effective leader
Standard 1: Student Learning Results												
Standard 2: Student Learning as a Priority												
Standard 3: Instructional Plan Implementation												
Standard 4: Faculty Development												
Standard 5: Learning Environment												
Standard 6: Decision Making												
Standard 7: Leadership Development												
Standard 8: School Management												
Standard 9: Communication												
Standard 10: Professional and Ethical Behaviors												

Parent Satisfaction Survey Crosswalk Florida Educational Leadership Standards

****Note-**The Employee Engagement Survey is aligned to the standards highlighted in this matrix.

	Standard 1: Student Learning Results	Standard 2: Student Learning as a Priority	Standard 3: Instructional Plan Implementation	Standard 4: Faculty Development	Standard 5: Learning Environment	Standard 6: Decision Making	Standard 7: Leadership Development	Standard 8: School Management	Standard 9: Communication	Standard 10: Professional and Ethical Behaviors
My child's learning is a high priority at this school.										
School rules/ discipline plans are enforced consistently at this school.										
I regularly receive feedback from school staff on how well my child is learning.										
My family is treated with respect at this school.										
My child has the opportunity to be successful at this school.										
My child has the necessary supplies and equipment to learn.										
I would recommend this school to other parents.										
The school provides a safe environment for my child to learn.										
My child is recognized for good work and behavior at this school.										
The school is clean and well maintained.										
The teachers, staff, and administration at this school demonstrate a genuine concern for my child.										
I am proud to say I have a child at this school.										
The principal at this school is approachable and reachable.										
The principal is an effective leader.										
I receive information about my child's academic progress in school.										
I feel the special areas available at my child's school help make my child's educational experience well rounded.										
I receive information about the progress of my child's school.										
I receive information about the school's parent/guardian involvement policy.										
I receive information about the quality of my child's teacher.										
I have opportunities for involvement at my child's school										
Information in the Santa Rosa District Schools' Family Guide helps me understand my child's school work.										

Employee Engagement Crosswalk to Florida Principal Leadership Standards

****Note-**The Employee Engagement Survey is aligned to the standards highlighted in this matrix. Standard 1 is assessed in the student achievement portion of the evaluation; standard 10 is intended to be assessed by the supervisor.

	My principal/ supervisor provides me good processes and resources to do my job.	My principal/ supervisor provides feedback on my strengths as an employee.	Principal/ supervisor led meetings make efficient use of time and are productive.	My principal/ supervisor recognizes good performance.	My principal/ supervisor demonstrates a genuine concern for my welfare.	My principal/ supervisor makes the best use of available funds.	My principal/ supervisor consults me on decisions that affect my job.	The expectations for judging my performance are clear.	My principal/ supervisor provides the support needed to accomplish my work objectives.	My principal/ supervisor provides feedback concerning areas for improving my performance.
Standard 1: Student Learning Results										
Standard 2: Student Learning as a Priority										
Standard 3: Instructional Plan Implementa- tion										
Standard 4: Faculty Development										
Standard 5: Learning Environment										
Standard 6: Decision Making										
Standard 7: Leadership Development										
Standard 8: School Management										
Standard 9: Communica-tion										
Standard 10: Professional and Ethical Behaviors										

Support Card Survey Crosswalk Florida Educational Leadership Standards** Note-Support Card items aligned to the standards are highlighted in this matrix.

	Standard 1: Student Learning Results	Standard 2: Student Learning as a Priority	Standard 3: Instructional Plan Implementation	Standard 4: Faculty Development	Standard 5: Learning Environment	Standard 6: Decision Making	Standard 7: Leadership Development	Standard 8: School Management	Standard 9: Communication	Standard 10: Professional and Ethical Behaviors
Accessibility: Can we reach a live person or use an electronic tool to reach someone?										
Accuracy: Did we receive the right product/service or was a variation communicated?										
Attitude: Was it a nice experience? Did you receive service with a smile?										
Operations: Do day to day operations run efficiently and effectively?										
Timeliness: Was the response or solution delivered when promised?										

Attachment H

Parent Survey



Santa Rosa County School District Parent Satisfaction Survey

Thank you for taking your time to complete this survey concerning your child's school to help us provide continued service excellence to our parents and community. The School District is committed to providing a great place for students to learn and for parents to send their children for a quality education. Your responses to this survey are analyzed to determine what is working well in your child's school and any areas that may need improvement. Your input is important to us. This survey is anonymous and IP addresses are not tracked.

If you have more than one child in a school, please complete only one survey. If you have children in more than one school, please complete a survey for each school.

Name of the school which your child attends: _____

Please choose the best response.	Strongly Agree	Agree	Mixed Feelings	Disagree	Strongly Disagree
1. My child's learning is a high priority at this school.	⑤	④	③	②	①
2. School rules/discipline plans are enforced consistently at this school.	⑤	④	③	②	①
3. I regularly receive feedback from school staff on how well my child is learning.	⑤	④	③	②	①
4. My family is treated with respect at this school.	⑤	④	③	②	①
5. My child has every opportunity to be successful at this school.	⑤	④	③	②	①
6. My child has the necessary classroom supplies and equipment for effective learning.	⑤	④	③	②	①
7. I would recommend this school to other parents.	⑤	④	③	②	①
8. This school provides a safe environment for my child to learn.	⑤	④	③	②	①
9. My child is recognized for good work and behavior at this school.	⑤	④	③	②	①
10. The school is clean and well maintained.	⑤	④	③	②	①
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.	⑤	④	③	②	①
12. I am proud to say I have a child at this school.	⑤	④	③	②	①
13. I receive positive phone calls or notes about my child from the school.	⑤	④	③	②	①
14. The principal at this school is approachable and reachable.	⑤	④	③	②	①
15. The principal at this school is an effective leader.	⑤	④	③	②	①
16. The Superintendent of the School District is an effective leader.	⑤	④	③	②	①
17. The Superintendent of the School District makes decisions that are in the best interest of children and parents of the district.	⑤	④	③	②	①
18. I receive information about my child's academic progress in school (report cards, FCAT results, progress reports, etc.).	⑤	④	③	②	①
19. I feel the special areas (art, music, and P.E.) available at my child's school help make my child's educational experience well rounded.	⑤	④	③	②	①
20. I receive information about the progress of my child's school (the yearly progress review including grade and Adequate Yearly Progress report, etc.).	⑤	④	③	②	①
21. I receive information about the school's parent/guardian involvement policy.	⑤	④	③	②	①
22. I receive information about the quality of my child's teacher.	⑤	④	③	②	①
23. I have opportunities for involvement at my child's school.	⑤	④	③	②	①
24. Information in the Santa Rosa District Schools' Family Guide helps me understand my child's school work.	⑤	④	③	②	①
25. (Question 25 is only for parents with children in elementary school or at King Middle School) Signing a parent/guardian "compact" (agreement) helps me understand the responsibility that I accept as a parent/guardian to help educate my child.	⑤	④	③	②	①

Please continue to the next page.

Please answer the following questions.

What is working well at your child's school?

What areas at your child's school could be improved?

Is there anyone at your child's school that you would like to recognize for good work?

Attachment I

Teacher Survey

Employee Engagement Survey

The purpose of this survey is to evaluate your level of satisfaction with your work environment at your school or in your department. You will first check your home school or department, which is the department or school in which your immediate supervisor or principal works. Please answer each question using the scale provided to evaluate your experience in that respective school or department. This survey is anonymous.

Name of school or department where your immediate supervisor is located: _____

Choose the response that best describes your experience.	Strongly Agree	Agree	Mixed Feelings	Disagree	Strongly Disagree
1. My principal/supervisor provides me good processes and resources to do my job.	⑤	④	③	②	①
2. My principal/supervisor provides feedback on my strengths as an employee.	⑤	④	③	②	①
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	⑤	④	③	②	①
4. My principal/supervisor recognizes good performance.	⑤	④	③	②	①
5. My principal/supervisor demonstrates a genuine concern for my welfare.	⑤	④	③	②	①
6. My principal/supervisor makes the best use of available funds.	⑤	④	③	②	①
7. My principal/supervisor consults me on the decisions that affect my job.	⑤	④	③	②	①
8. The expectations for judging my performance are clear.	⑤	④	③	②	①
9. My principal/supervisor provides the support needed to accomplish my work objectives.	⑤	④	③	②	①
10. My principal/supervisor provides feedback concerning areas for improving my performance.	⑤	④	③	②	①
11. The superintendent manages district finances effectively.	⑤	④	③	②	①
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	⑤	④	③	②	①
13. The superintendent makes decisions that are in the best interest of the school district.	⑤	④	③	②	①
14. If given a choice, I would recommend that a parent select this district for his or her child.	⑤	④	③	②	①

What is working well in the school district?

What areas in the school district could be improved?

Is there anyone in the school district that you would like to recognize for good work?

Attachment J

Principal Survey

Santa Rosa County School District Support Card Survey

Please complete the survey that follows. The Support Card Survey measures your satisfaction as a school leader with the services that you receive from district departments based on systems and processes used by each department. The data from the survey will assist district departments in identifying opportunities for improvement to ensure excellent service from all departments to all schools.

Please rate each of the categories (Accessibility, Accuracy, Attitude, Operations, Timeliness) using the following scale: 1 (very poor), 2 (poor), 3 (average), 4 (good), 5 (very good). {NA does not affect the score of the department.}

Accessibility: Can we reach a live person or use an electronic tool to reach someone?

Accuracy: Did we receive the right product/service or was a variation communicated?

Attitude: Was it a nice experience? Did you receive service with a smile?

Operations: Do day to day operations run efficiently and effectively?

Timeliness: Was the response or solution delivered when promised?

Please choose the best response for each item and each category.	Accessibility	Accuracy	Attitude	Operations	Timeliness
Administrative Services/Construction					
Alternative Programs					
Continuous Improvement					
Curriculum, Instruction, Assessment					
Custodial					
Data Processing					
Elementary Education					
Exceptional Student Education					
Federal Programs (Title 1)					
Food Service					
High School Education					
Human Resource					
Literacy					
Maintenance					
Middle School Education					
PreK Department					
Professional Development Center					
Purchasing					
Risk Management					
Student Services					
Transportation					
Virtual Education Program					
Workforce Education					

Why a very poor?

Attachment K

Grade Level

Assessment/

Percentage for Student

Performance

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<p style="text-align: center;">Director of Workforce Education (All Student Scores from SRA Will Be Used to Calculate Scores of Administrator) Assigned Industry Certification Scores Will Be Used from District Wide Results</p>	Director of Workforce Education	12080 Eval Formula ID 115	Assigned Industry certification	10%	4-86-100% passing rate of students attempting industry certification 3-67-85% passing rate of students attempting industry certification 2-51-66% passing rate of students attempting industry certification 1-50% or less passing rate of students attempting industry certification
			FCAT Reading	15%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Writing	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency
			Algebra EOC	3%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment
			Geometry EOC	2%	
			Biology EOC	2%	
			TABE	10%	4-50% or more enrolled students earn an LCP 3-40-49% of enrolled students earn an LCP 2-30-39% of enrolled students earn an LCP 1-29% or less of enrolled students earn an LCP
			Earn a GED	5%	4-50% or more enrolled students earn a GED 3-40-49% of enrolled students earn a GED 2-30-39% of enrolled students earn a GED 1-29% or less of enrolled students earn a GED

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Coordinator of Virtual Education (Students Enrolled in Virtual Education Courses School Wide in Grades 6-12 Will Be Used to Calculate Scores)	Coord. Of Virtual Education	13040 Eval Formula ID 117	FCAT Reading (6-10)	25%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Math (6-8)	12%	
			Algebra EOC	5%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment
			Geometry EOC	4%	
			Biology EOC	4%	

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

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					<i>Level is student's baseline level. Pts are gained by comparing baseline scale score to end of year scale score.</i>	
	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 from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale: Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	
	DEA Reading (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		1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale: Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	
	FCAT Reading (3 rd)	4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment			
	FCAT Reading (4-10)	26%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)			

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			CELLA	7%	<u>For K-5</u> 18% or above proficient=4 Between 13.0% and 17.9% proficient = 3.0 Between 10.0% and 12.9% proficient=2 Below 10% proficient=1	<u>For 6-12</u> 9% or above proficient=4 Between 7.0% and 8.9% proficient=3 Between 5.0% and 6.9% proficient=2 Below 5% proficient=1
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District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Coord. of Math and Science	13023 Eval Formula ID 119	VPK Early Math	2%	Teacher Scale	Student Scale
					4=More Than 60% of Students Demonstrated Learning Gains 3=Between 41-60% of Students Demonstrated Learning Gains 2=Between 25-40% of Students Demonstrated Learning Gains 1=Less Than 25% of Students Demonstrated Learning Gains	Learning Gain=Any Increase in Performance Will Constitute a Gain
			VB-Mapp	1%	Teacher Scale	Student Scale
					4-60% or above of students tested demonstrated a learning gain 3-50-59% of students tested demonstrated a learning gain 2- 40-49% of students tested demonstrated a learning gain 1- Less than 40% of students tested demonstrated a learning gain	Learning Gain = Average Student Increase of 4.00%
			DEA Math (K)	3%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows:
					<i>Level is student's baseline level. Pts are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
						Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain
			DEA Math (1 st)	3%	<i>Level is student's baseline level. Pts are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
						Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain

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			DEA (2 nd)	4%	<p><i>Level is student's baseline level. Pts are gained by comparing baseline scale score to end of year scale score.</i></p> <p>4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain</p>	<p>1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:</p>
						<p>Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain</p>
			FCAT Math (3rd)	4%	<p>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</p>	
			FCAT Math (4-8)	18%	<p>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) (-,-)</p>	
			FCAT Science (5,8)	6%	<p>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</p>	
			Algebra EOC	3%	<p>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</p>	
			Geometry EOC	3%		
			Biology EOC	3%		

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

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						Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain
			DEA Reading (2 nd)	1%	<i>Level is student's baseline level. Pts are gained by comparing baseline scale score to end of year scale score.</i>		
			DEA Math (2 nd)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			FCAT Math (3 rd) ESE	1%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment		
			FCAT Reading (3 rd) ESE	1%	1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		
			FCAT Math (4-8) ESE	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 (-,+)		
			FCAT Reading (4-10) ESE	7%	2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)		
			Algebra 1 EOC VAM (9 th) ESE	1%			
			FCAT Writing (4,8,10) ESE	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency		
			FCAT Science (5,8) ESE	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment		
			US History EOC	1%	1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		

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ESE Algebra 1A EOC 8 th ESE	1%		
Algebra I EOC ESE	1%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment	
Biology EOC ESE	1%	3-41-59% proficiency (Levels 3,4,5) of students taking the assessment	
Geometry EOC ESE	1%	2-31-40% proficiency (Levels 3,4,5) of students taking the assessment	
FAA Reading (3 rd)	1%	Student Scale	Teacher Scale
FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
FAA Reading (4-10) FAA Math (4-10)	6% 6%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
FAA Writing (10) FAA Science (11)	1% 1%	Student Scale	Teacher Scale
		4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

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

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Assessment, Percentages and Scale**

	Director of Student Services	12040				Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain
	Admin. Spec. Assignment	13024	DEA Reading (1 st)	1%	<i>Level is student's baseline level. Pts are gained by comparing baseline scale score to end of year scale score.</i> 4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
	Director of Employee Evaluations	????	DEA Math (1 st)	1%			
			DEA Reading (2 nd)	1%	<i>Level is student's baseline level. Pts are gained by comparing baseline scale score to end of year scale score.</i> 4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
			DEA Math (2 nd)	1%			
						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
District Administrator (All Students District Wide in Specific Assessments and Grade	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale		
	continued from previous page	Eval Formula ID 121	FCAT Math (3 rd) FCAT Reading (3 rd)	1% 1%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		
			FCAT Math (4-8) FCAT Reading (4-10)	5% 7%	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) (-,-)		

Santa Rosa District Schools
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Assessment, Percentages and Scale

			Algebra 1 EOC VAM (9 th)	1%	1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			FCAT Writing (4,8,10)	3%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FCAT Science (5,8)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	
			Algebra I EOC 8th	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	
			Biology EOC	1%		
			Geometry EOC	1%		
			Algebra 1A EOC	1%		
			US History EOC	1%		
			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
			TABE	1%	4-50% or more enrolled students earn an LCP 3-40-49% of enrolled students earn an LCP 2-30-39% of enrolled students earn an LCP 1-29% or less of enrolled students earn an LCP	

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Administrative Evaluation 2014-15
Assessment, Percentages and Scale

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment to be Used	Percentage (Must Total 50%)	Scale	
	continued from previous page		Earn a GED	1%	4-50% or more enrolled students earn a GED 3-40-49% of enrolled students earn a GED 2-30-39% of enrolled students earn a GED 1-29% or less of enrolled students earn a GED	
			Assigned Industry certification	1%	4-86-100% passing rate of students attempting industry certification 3-67-85% passing rate of students attempting industry certification 2-51-66% passing rate of students attempting industry certification 1-50% or less passing rate of students attempting industry certification	
			FAA Reading (3 rd)	1%	Student Scale	Teacher Scale
			FAA Math (3 rd)	1%	4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Reading (4-10) FAA Math (4-10)	2% 2%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)
			FAA Writing (10) FAA Science (11)	1% 1%	Student Scale 4- 6.00-9.00 student proficiency 3- 2.00-5.99 student proficiency 2- 1.00-1.99 student proficiency 1- 0.00-0.99 student proficiency	Teacher Scale Teacher's score will be the average of the students' scores 4.0-3.50=HE (4.0) 3.49-2.25=E (3.0) 2.24-1.75=NI (2.0) Below 1.75=U (1.0)

**Santa Rosa District Schools
Administrative Evaluation 2014-15
Assessment, Percentages and Scale**

			College Readiness (PERT, ACT,SAT, CPT)	1%	4- Above 50% score college ready in Reading and Math 3- 36-49% score college ready in Reading and Math 2- 25 – 35% score college ready in Reading and Math 1- Below 25% score college ready in Reading and Math		
Director, Community School	12110 Eval Formula ID 122	DEA Reading (K)	2%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows;		
				<i>Level is student's baseline level. Pts are gained by comparing baseline scale score to end of year scale score.</i>			
		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	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:		
		Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain	Math Lvl 1 – 106 pt gain Lvl 2 – 74 pt gain Lvl 3 – 73 pt gain Lvl 4 – 75 pt gain				

Santa Rosa District Schools Administrative Evaluation 2014-15 Assessment, Percentages and Scale

District Administrator

(All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)

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

Santa Rosa District Schools
Administrative Evaluation 2014-15
Assessment, Percentages and Scale

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

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Director of Elementary Education	12020	DEA Reading (K)	1%	Teacher Scale	Student Learning Gains on DEA scores will be calculated as follows
					<i>Level is student's baseline level. Pts are gained by comparing baseline scale score to end of year scale score.</i>	
			DEA Math (K)	1%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 84 pt gain Lvl 2 – 44 pt gain Lvl 3 – 20 pt gain Lvl 4 – 7 pt gain
	Director of Federal Programs	12137 Eval Formula ID 124	DEA Reading (1 st)	2%	<i>Level is student's baseline level. Pts are gained by comparing baseline scale score to end of year scale score.</i>	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:
			DEA Math (1 st)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain	

Santa Rosa District Schools
Administrative Evaluation 2014-15
Assessment, Percentages and Scale

					2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 117 pt gain Lvl 2 – 91 pt gain Lvl 3 – 81 pt gain Lvl 4 – 77 pt gain	Math Lvl 1 – 95 pt gain Lvl 2 – 68 pt gain Lvl 3 – 68 pt gain Lvl 4 – 46 pt gain
			DEA Reading (2 nd)	2%	<i>Level is student's baseline level. Pts are gained by comparing baseline scale score to end of year scale score.</i>		
			DEA Math (2 nd)	2%	4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	1. Improve one level from the fall baseline assessment to the end of the year assessment (1 to 2, 2 to 3, 3 to 4/5), OR 2. Maintain a level 3 or higher without declining a level, OR 3. Demonstrate a year's growth by increasing in scale score points using the following scale:	
					4-60% or Above of Students Taking Assessment Make Learning Gain 3-50-59% of Students Taking Assessment Make Learning Gain 2-40-49% of Students Taking Assessment Make Learning Gain 1-Below 40% of Students Taking Assessment Make Learning Gain	Reading Lvl 1 – 56 pt gain Lvl 2 – 29 pt gain Lvl 3 – 22 pt gain Lvl 4 – 4 pt gain	Math Lvl 1 – 126 pt gain Lvl 2 – 111 pt gain Lvl 3 – 99 pt gain Lvl 4 – 83 pt gain
			FCAT Reading (3 rd) FCAT Math (3 rd)	4% 4%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment	Level 4=88 Pts. Level 3=115 Pts. Level 2=127 Pts. Level 1=150 Pts.	
			FCAT Reading (4 th & 5 th) FCAT Math (4 th & 5 th) FCAT Reading (6 th) FCAT Math (6 th)	7% 7% 3% 3%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)		
			FCAT Writing (4 th)	4%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency		
			FCAT Science (5 th)	2%	4-60% Or Above (3, 4, or 5) of Students Taking Assessment 3-50-59% Proficiency (3, 4 or 5) of Students Taking Assessment 2-40-49% Proficiency (3, 4 or 5) of Students Taking Assessment 1- Below 40% Proficiency (3, 4 or 5) of Students Taking Assessment		

Santa Rosa District Schools
Administrative Evaluation 2014-15
Assessment, Percentages and Scale

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

Santa Rosa District Schools
Administrative Evaluation 2014-15
Assessment, Percentages and Scale

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrators)	Job Title	Job Code	Assessment To Be Used	Percentage (Must Total 50%)	Scale	
	Director of High School Education (9-12=Central, GBHS, JHS,MHS, NHS, PHS)	12030 Eval Formula ID 126	FCAT Reading (9, 10)	8%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			Algebra EOC	7%		
			US History EOC	5%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment	
			Geometry EOC	5%		
			Biology EOC	5%		
			Algebra 1A EOC	5%		
			College Readiness (PERT, ACT,SAT, CPT)	5%	4- Above 50% score college ready in Reading and Math 3- 36-49% score college ready in Reading and Math 2- 25 – 35% score college ready in Reading and Math 1- Below 25% score college ready in Reading and Math	
			FCAT Writing	4%	4-80% or Above (4.0) of Students Taking Assessment 3-70-79% Proficiency (4.0) of Students Taking Assessment 2-60-69% Proficiency of Students Taking Assessment 1-Below 60% Proficiency	
			FAA Reading (9,10)	2%	Student Scale 4-Growth of 1 or more levels 3- Maintain at current level or maintain proficiency level (with no more than 1 drop) 2- Decrease of 1 level in non-proficient level OR decrease of 2 or more levels in the proficient range OR drops 1 level that moves a student from proficient to non-proficient 1-In non-proficient range a decrease of 2 levels OR in proficient a decrease of 3 or more levels	Teacher Scale
			FAA Math (9,10)	2%		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 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
			FAA Science (11)	1%		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 L

Professional Improvement Plan



Santa Rosa District Schools Professional Improvement Plan

Name of Administrator _____
 Name of Supervisor _____
 Name of District Mentor _____

Purpose for PIP (list areas of needed improvement):
Core Practice
Core Practice
Core Practice
Core Practice

Consequences if change not made:

Professional Development Expectations			Strategies to Implement:		
Goal 1:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 1:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 2:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 2:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 3:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 3:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 4:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 4:	Expected date of completion: _____	Goal met by expected date? Yes No
Goal 5:	Expected date of completion: _____	Goal met by expected date? Yes No	Goal 5:	Expected date of completion: _____	Goal met by expected date? Yes No

Planning/Review Session(s)

Planning Date	Attendees:	Supervisor Comment Regarding Progress:	Administrator Comment Regarding Progress:

**Plan Completion Rating
(Assessed by Supervisor)**

Professional Improvement Plan Goals	Goal met by expected date? Yes No	Date:

Final Comments at Closing of Professional Improvement Plan

Supervisor
Administrator
District Mentor

Attachment M

References

References

- Florida Multidimensional Leadership Assessment System*. The Leadership and Learning Center. Florida Department of Education. 2011. Print.
- Florida Principal Leadership Standards*. Florida School Leaders. The William Cecil Golden School Leadership Development Program. Florida Department of Education. 2006. Web.
- Florida's Race to the Top*. Great Teachers and Leaders. The Leadership and Learning Center. Florida Department of Education. February 24, 2011. Conference.
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- Florida's Race to the Top*. Great Teachers and Leaders. The Leadership and Learning Center. Florida Department of Education. January 30, 2012. Conference.
- Learning Sciences International*
- The Studer Group*
- Santa Rosa School District Professional Growth System*. True North Logic. 2010-11. Web.
- <http://santarosa.truenorthlogic.com>

Administrative Evaluation



**Santa Rosa District School
Annual Administrative Evaluation Instrument**

School Year_____

Section I – Verify Assignments

Part A – Employee Information

Administrator Name _____ Employee ID No. _____

School Year _____ Job Title _____

Part B – Administrative Assignment

Site/Location	Employment Title/Job Code	Percent of the Day

Part C - Grade Level Assessment/Percentages - Taken from Attachment K

Grade Level/Subject Area	Assessment/Percentage

Employee will review and verify all information on this page is correct. The employee understands these formulas will be used to tally Section V (50% of their evaluation total).

I verify the above information is correct.

Employee Signature

Date



Santa Rosa District School
Annual Administrative Evaluation Instrument

School Year_____

Section II: Stakeholder Satisfaction Surveys - 15% of Overall Evaluation for All District Administrators.

This section should be completed by June 1 of each year.

Parent and teacher satisfaction scores are used as part of the evaluation for all district level administrators. District Level Administrators will be evaluated by district support cards results. Each of these surveys will count 5% of the total on their respective evaluations. The previous year's scores are reported for informational purposes only. The current year end of year score is used to calculate the evaluation.

Principals complete the support card survey and the results are used on the district level evaluation (5%).

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

Studer Group Survey Results

4.00 – 5.00

2.75 – 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)

District Level Administrators will use County averages for Parent Satisfaction Survey Results.

Section II: Stakeholder Satisfaction Surveys – 15% of Overall Evaluation for All District Administrators.

This section should be completed by June 1 of each year.

A. Parent Satisfaction Survey – 5%

Previous Year Score	<input type="text"/>	Reference only
Current Year Score	<input type="text"/>	5.0 Scale
IA Score	<input type="text"/>	4.0 Scale

B. Teacher Satisfaction Survey – 5%

Previous Year Score	<input type="text" value="N/A"/>	Reference only
Current Year Score	<input type="text"/>	5.0 Scale
IB Score	<input type="text"/>	4.0 Scale

C. Support Card Survey – 5%

Previous Year Score	<input type="text"/>	Reference only
Current Year	<input type="text"/>	5.0 Scale
IC Score	<input type="text"/>	4.0 Scale

Administrator's Signature: _____ **Date:** _____

Supervisor's Signature: _____ **Date:** _____



Section III: Administrator Evaluation Instrument/Professional Development Plan

The Department of Education Professional Development Protocol requires that all administrators write a professional development goal annually that reflects the needs of current year student assessment data. The Goal should be tied to the School Improvement Plan and the district improvement plan (strategic plan). The PDP counts as 10% of each administrator's total evaluation.

Student Needs Goal Statement (Administrators must write a goal that addresses a need based on current state assessment, School Improvement Plan data, and district improvement plan needs.)	
Administrator Needs Goal Statement (The administrator goal statement should identify Administrator needs to ensure that the student performance goal is met.)	
Projected Professional Development (should align with student needs, could include Administrator certification professional improvement needs)	Deliberate Practice (include literacy practice related to school goal) (Deliberate Practice is the implementation of research-based strategies that are aligned with the projected professional development that has been identified.)



Santa Rosa District Schools
Section III: Administrator Evaluation Instrument/Professional Development Plan

School Year_____

Record of Ongoing Support and Monitoring of Progress:		
Date	Attendees	Topics Addressed
Outcome Statement: Briefly describe your goal, actions taken, and student performance data results.		
Administrative PDP Completion Rating (Assessed by Supervisor)	Scale	Check Rating
Highly Effective (PDP goal is data driven and aligns with administrator needs indicated on the leadership standards checklist, minimum of 15 hrs of documented professional development directly related to leadership needs and applicable to the goal statement, with appropriate artifacts of deliberate practice documenting need and actions as they relate to the outcome statement and demonstrate evidence as to whether professional growth has occurred.	4.0	
Effective (PDP goal is data driven and aligns with administrator needs indicated on the leadership standards checklist, minimum of 12 hrs of documented professional development mostly related to leadership needs and applicable to the goal statement, with artifacts of deliberate practice documenting need and actions as they relate to the outcome statement)	3.0	
Needs Improvement Minimal professional development related to the identified need, and/or minimal or inappropriate artifacts of deliberate practice documenting need and actions as they relate to the outcome statement	2.0	
Unsatisfactory Professional development and/or deliberate practice was not completed and inappropriate or limited artifacts were provided documenting need and actions as they relate to the outcome statement	1.0	

Professional development activities may include, but are not limited to:

Learning Communities, Lesson Study, Online Training, Face to Face Training, College Coursework,
 Conferences/Seminars, Action Research, Mentoring Hours (District Mentors Only)

Section III Score



**Santa Rosa District Schools
Annual Administrative/Manager Evaluation System**

Section IV: Supervisor's Evaluation of Effectiveness of Administrator in Demonstrating Florida's Principal Leadership Standards. This section will count 25% of the administrative evaluation.

Record of Observations

The supervisor will conduct a minimum of four informal observations of the administrator during the course of a school year. The dates and notes from each observation will be entered into P.G.S. and feedback provided to the administrator after each observation. Observations may include activities such as scheduled and unscheduled events, walk throughs, meetings, and examination of materials that reflect the administrator's work or the impact of the administrator's work on others. The supervisor will complete this section of the evaluation by June 1 of each school year.

Date of Observation	Notes/Comments	Administrator Initials

District Leadership Core Practices

Core Practice #1: Addressing the Proficiency of District Administrators in Monitoring, Supporting, and Evaluating the Effectiveness of School Principals and their Impact on Faculty Development and Student Achievement

5%

Select one of the following: ☐ Highly Effective-4.0 ☐ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 1.1 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 1.2 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 1.3 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 1.4 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 1.5 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 1.6 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 1.7 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Core Practice #2: Continuous Improvement of Teaching and Learning Through Use of Data

5%

Select one of the following: ☐ Highly Effective-4.0 ☐ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 2.1- ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 2.2 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 2.3 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 2.4 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 2.5 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Core Practice #3: Providing Quality Support Services which Build School Leaders' Efficacy for School Improvement and Ensure Productive Leadership Succession

5%

Select one of the following: ☐ Highly Effective-4.0 ☐ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 3.1 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 3.2- ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 3.3 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 3.4 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 3.5 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 3.6 ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Core Practice #4: Harnessing Family and Community Energies for School Improvement

5%

Select one of the following: ☐ Highly Effective-4.0 ☐ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 4.1 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 4.2- ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 4.3 - ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Core Practice #5: Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes

5%

Select one of the following: ☐ Highly Effective-4.0 ☐ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 5.1 - Student Centered ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 5.2 - Success Oriented ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 5.3- Diversity ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

Indicator 5.4 - Achievement Gaps ☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory



**Santa Rosa District School
Annual Administrative Evaluation Instrument**

Section V: Evaluation of Student Performance – 50% of Overall Evaluation

Student Assessment Data

This section should be complete within two weeks of the date the district receives the data from the state.

This section will be completed using the Santa Rosa District School agreed upon Assessment and percentages.

Student Assessment	Assessment Result - VAM	Score	Weight	Weighted Score

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

Administrator's Comments: _____

Administrator's Signature: _____ **Date:** _____

Supervisor's Comments: _____

Supervisor's Signature: _____ **Date:** _____



Santa Rosa District School
Annual Administrative Evaluation Instrument

Section VI: Overall Rating

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

Evaluation Ratings

			Score	Weight School District	Weighted Score
50%	IIA	Parent Satisfaction		.05	
	IIB	Teacher Satisfaction		.05	
	IIC	Support Card Survey		.05	
	III	Professional Development Plan		.10	
	IV	Core Practices	Core Practice 1	.05	
	IV		Core Practice 2	.05	
	IV		Core Practice 3	.05	
	IV		Core Practice 4	.05	
	IV		Core Practice 5	.05	
50%	VA	FCAT Reading (6-8)		.18	
	VB	FCAT Math (6-8)		.12	
	VC	FCAT Writing (8)		.08	
	VD	FCAT Science (8)		.04	
	VE	Algebra EOC		.04	
	VF	FAA Reading		.01	
	VG	FAA Math		.01	
	VH	FAA Writing		.01	

Total Score

Overall effectiveness category

Determine effectiveness level

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

Administrator's Signature: _____ **Date:** _____

Supervisor's Signature: _____ **Date:** _____

Sample Administrative Evaluation



**Santa Rosa District School
Annual Administrative Evaluation Instrument**

SAMPLE
School Year 14-15

Verify Assignments

Part A – Employee Information

Administrator Name Middle School Director Employee ID No. 1234567
School Year 14-15 Job Title Middle School Director

Part B – Administrative Assignment

Site/Location	Employment Title/Job Code	Percent of the Day
District Office	Middle School Director	100%

Part C – Grade Level Assessment/Percentages - Taken from Attachment M

Grade Level/Subject Area	Assessment/Percentage
Middle School	

Employee will review and verify all information on this page is correct. The employee understands these formulas will be used to tally Section V (50% of their evaluation total).

I verify the above information is correct.

Middle School Director
Employee Signature

07/01/2015
Date



Santa Rosa District School
Annual Administrative Evaluation Instrument

SAMPLE
School Year 14-15

Stakeholder Satisfaction Surveys - 15% of Overall Evaluation for All Administrators.

This section should be completed by June 1 of each year.

Parent and teacher satisfaction scores are used as part of the evaluation for all administrators (school based and district level). School Based Administrators will also use student satisfaction surveys as part of their evaluation. District Level Administrators will be evaluated by district support cards results. Each of these surveys will count 5% of the total on their respective evaluations. The previous year's scores are reported for informational purposes only. The May score is used to calculate the evaluation.

Principals complete the support card survey and the results are used on the district level evaluation (5%).

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

Studer Group Survey Results

4.00 – 5.00

2.75 – 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)

District Level Administrators will use County averages for Parent and Student Satisfaction Survey results.

Section II: Stakeholder Satisfaction Surveys – 15% of Overall Evaluation for All Administrators.

This section should be completed by June 1 of each year.

A. Parent Satisfaction Survey – 5%

School Based and District Evaluation

2011-2012 Score	3.8	Reference only
September 2012 Score	3.9	Reference only
May 2013 Score	3.95	5.0 Scale
IA Score	3.0	4.0 Scale

B. Teacher Satisfaction Survey – 5%

School Based and District Evaluation

Previous Year	4.20	Reference only
Current Year	4.40	5.0 Scale
IB Score	4.0	4.0 Scale

C. Support Card Survey – 5%

District Evaluation Only

Previous year	N/A	Reference only
Current Year	N/A	5.0 Scale
IC Score	N/A	4.0 Scale

Administrator's Signature: Middle School Director

Date: 07/01/2015

Supervisor's Signature: Supervisor

Date: 07/01/2015



Santa Rosa District Schools

Section III: Annual Administrative Evaluation Instrument/Professional Development Plan

SAMPLE
School Year 14-15

The Department of Education Professional Development Protocol requires that all administrators write a professional development goal annually that reflects the needs of current year students assessment data. The Goals should be tied to School Improvement Plans and the district improvement plan (strategic plan). The PDP counts as 10% of each administrator's total evaluation.

Student Needs Goal Statement (Administrators must write a goal that addresses a need based on current state assessment, School Improvement Plan data, and district improvement plan needs..)

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Administrator Needs Goal Statement (The administrator goal statement should identify Administrator needs to ensure that the student performance goal is met.)

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Projected Professional Development (should align with student needs, could include Administrator certification professional improvement needs)

XXXXXXXXXXXXXXXXXXXX

Deliberate Practice (include literacy practice related to school goal) (Deliberate Practice is the implementation of research-based strategies that are aligned with the projected professional development that has been identified.)

XXXXXXXXXXXXXXXXXXXX

Section III: Annual Administrator Evaluation Instrument/Professional Development Plan

Record of Ongoing Support and Monitoring of Progress:		
Date	Attendees	Topics Addressed
9/15/2014	M.S. Director/ Assistant Superintendent	Reviewed goals, PD
12/15/2014	M.S. Director/ Assistant Superintendent	Reviewed data and artifacts
5/15/2015	M.S. Director/ Assistant Superintendent	Reviewed outcome statement

Outcome Statement: Briefly describe your goal, actions taken, and student performance data results.

Administrative PDP Completion Rating (Assessed by Supervisor)	Scale	Check Rating
Highly Effective PDP goal is data driven and aligns with administrator needs indicated on the leadership standards checklist, minimum of 15 hrs of documented professional development directly related to leadership needs and applicable to the goal statement, with appropriate artifacts of deliberate practice documenting need and actions as they relate to the outcome statement and demonstrate evidence as to whether professional growth has occurred.	4.0	
Effective (PDP goal is data driven and aligns with administrator needs indicated on the leadership standards checklist, minimum of 12 hrs of documented professional development mostly related to leadership needs and applicable to the goal statement, with artifacts of deliberate practice documenting need and actions as they relate to the outcome statement)	3.0	X
Needs Improvement Minimal professional development related to the identified need, and/or minimal or inappropriate artifacts of deliberate practice documenting need and actions as they relate to the outcome statement	2.0	
Unsatisfactory Professional development and/or deliberate practice was not completed and inappropriate or limited artifacts were provided documenting need and actions as they relate to the outcome statement	1.0	

Professional development activities may include, but are not limited to:

Section III Score

Learning Communities, Lesson Study, Online Training, Face to Face Training, College Coursework, Conferences/Seminars, Action Research, Mentoring Hours (District Mentors Only)

3.0



Supervisor's Evaluation of Effectiveness of Administrator in Demonstrating Santa Rosa District Core Leadership Practices. This section will count 25% of the administrative evaluation.

Record of Observations

The supervisor will conduct a minimum of four informal observations of the administrator during the course of a school year. The dates and notes from each observation will be entered into P.G.S. and feedback provided to the administrator after each observation. Observations may include activities such as scheduled and unscheduled events, walk throughs, meetings, and examination of materials that reflect the administrator's work or the impact of the administrator's work on others. The supervisor will complete this section of the evaluation by June 1 of each school year.

Date of Observation	Notes/Comments	Administrator Initials
09/01/2012	Study Core Practice 2 and develop a plan to improve these skills; indicators 2.1,2.3, 2.5	MSP
12/01/2012	More work needs to be done in the areas of indicators 4.1, 4.2, your management of facilities and school operations is outstanding	MSP
02/01/2013	Much progress has been demonstrated in core practice 2 over the course of this year; continue to work on proficiency area 7	MSP
04/01/2013	More focus needs to take place in the areas of indicators 4.1 the efforts made to date have not made a significant difference in your overall effectiveness	MSP

District Leadership Core Practices

Core Practice #1: Addressing the Proficiency of District Administrators in Monitoring, Supporting, and Evaluating the Effectiveness of School Principals and their Impact on Faculty Development and Student Achievement

5%

Select one of the following: ☐ Highly Effective-4.0 ☒ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 1.1 - <input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 1.2 - <input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 1.3 - <input checked="" type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 1.4 - <input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 1.5 - <input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 1.6 - <input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 1.7 - <input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input checked="" type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory

Core Practice #2: Continuous Improvement of Teaching and Learning Through Use of Data

5%

Select one of the following: ☒ Highly Effective-4.0 ☐ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 2.1- <input checked="" type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 2.2 - <input checked="" type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 2.3 - <input checked="" type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 2.4 - <input checked="" type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 2.5 - <input checked="" type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory

Core Practice #3: Providing Quality Support Services which Build School Leaders' Efficacy for School Improvement and Ensure Productive Leadership Succession

5%

Select one of the following: ☒ Highly Effective-4.0 ☐ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 3.1 - <input checked="" type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 3.2- <input checked="" type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 3.3 - <input checked="" type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 3.4 - <input checked="" type="radio"/> Highly Effective	<input type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 3.5 - <input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 3.6 <input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory

Core Practice #4: Harnessing Family and Community Energies for School Improvement

5%

Select one of the following: ☐ Highly Effective-4.0 ☒ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 4.1 - <input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 4.2- <input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 4.3 - <input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory

Core Practice #5: Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes

5%

Select one of the following: ☐ Highly Effective-4.0 ☒ Effective-3.0 ☐ Needs Improvement-2.0 ☐ Unsatisfactory-1.0

Indicator 5.1 - Student Centered	<input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 5.2 - Success Oriented	<input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 5.3- Diversity	<input type="radio"/> Highly Effective	<input checked="" type="radio"/> Effective	<input type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory
Indicator 5.4 - Achievement Gaps	<input type="radio"/> Highly Effective	<input type="radio"/> Effective	<input checked="" type="radio"/> Needs Improvement	<input type="radio"/> Unsatisfactory

SAMPLE

School Year 14-15

Santa Rosa District School Annual Administrative Evaluation Instrument



Evaluation of Student Performance – 50% of Overall Evaluation

Student Assessment Data

This section should be complete within two weeks of the date the district receives the data from the state.

This section will be completed using the Santa Rosa District School agreed upon Assessment and percentages.

Student Assessment	Assessment Result - VAM	Score	Weight	Weighted Score
FCAT Reading (6-8)	School VAM score of +20, after deducting ½ standard error VAM score = +9.0 (+,+)	4.0	.18	.720
FCAT Math (6-8)	School VAM score of +5, after deducting ½ standard error VAM score = -1.5 (+,-)	3.0	.12	.360
FCAT Writing (8)	62% proficiency of students taking assessment	2.0	.08	.160
FCAT Science (8)	35% proficiency of students taking assessment	1.0	.04	.040
Algebra EOC	46% proficiency of students taking assessment	3.0	.04	.120
FAA Reading	Growth of more than one level	4.0	.01	.040
FAA Math	Maintained current level of proficiency	3.0	.01	.030
FAA Writing	Decrease of one level in non-proficient level	2.0	.01	.020
FAA Science	Decrease of three levels in proficient level	1.0	.01	.010

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

Administrator's Comments: We are pleased with Reading scores. Writing and Science will be addressed next year in a different way.

Administrator's Signature: Director Date: 07/01/15

Supervisor's Comments: We will count Science a higher weight next year.

Supervisor's Signature: Supervisor Date: 07/01/15



Santa Rosa District School
Annual Administrative Evaluation Instrument

Section VI: Overall Rating

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

Evaluation Ratings

			Score	Weight School District	Weighted Score
50%	IIA	Parent Satisfaction	3.0	.05	.150
	IIB	Teacher Satisfaction	4.0	.05	.200
	IID	Support Card Survey	3.0	.05	.150
	III	Professional Development Plan	3.0	.10	.300
	IV	Core Practice 1	3.0	.05	.150
	IV	Core Practice 2	4.0	.05	.200
	IV	Core Practice 3	4.0	.05	.200
	IV	Core Practice 4	3.0	.05	.150
	IV	Core Practice 5	3.0	.05	.150
50%	VA	FCAT Reading (6-8)	4.0	.18	.720
	VB	FCAT Math (6-8)	3.0	.12	.360
	VC	FCAT Writing (8)	2.0	.08	.160
	VE	FCAT Science (8)	1.0	.04	.040
	VF	Algebra EOC	3.0	.04	.120
	VG	FAA Reading	4.0	.01	.040
	VH	FAA Math	3.0	.01	.030
	VI	FAA Writing	2.0	.01	.020
	VJ	FAA Science	1.0	.01	.010

Total Score

3.15

Overall effectiveness category

Effective

Determine effectiveness level

- _____ 4.00 – 3.50 Highly Effective
 _____ X 3.49 – 2.25 Effective
 _____ 2.24 – 1.75 Needs Improvement
 _____ 1.75 Below

Administrator's Signature: Middle School Principal **Date:** 07/01/15

Supervisor's Signature: Supervisor **Date:** 07/01/15

