Santa Rosa District Schools

Educational Support Evaluation System
<mark>2020-2021</mark>

Tim Wyrosdick
Superintendent of Schools
~~Board Approved July 2015~~
Updated July 2020

DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5
~~Diane Scott~~ <mark>Linda Sanborn</mark>	~~E. Hugh Winkles~~ <mark>Buddy Hinote</mark> Carol Boston		Jennifer Granse	~~Scott Peden~~
<mark>Wei Ueberschaer</mark>				

SANTA ROSA
C O U N T Y
DISTRICT
SCHOOLS

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Superintendent of Schools

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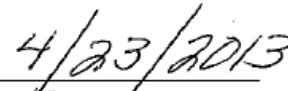
MEMO OF UNDERSTANDING
April 25, 2013

Santa Rosa District Schools and Santa Rosa Professional Educators have been involved in the development of this Educational Support Evaluation System. It was approved by the Santa Rosa School Board in public session on April 25, 2013 and also endorsed by Santa Rosa Professional Educators.
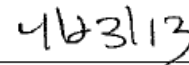
The Santa Rosa School Board and the Santa Rosa Professional Educators will continue to negotiate in good faith to design and improve this Educational Support Evaluation System.

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

Rhonda Chavers   4/23/2013
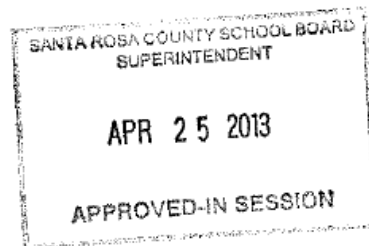Rhonda Chavers, SRPE President   Date

[signature]   4/23/13
Tim Wyrosdick, Superintendent of Schools   Date

M. Diane Coleman   4/25/13
Diane Coleman, School Board Chairperson   Date

SANTA ROSA COUNTY SCHOOL BOARD
SUPERINTENDENT

APR 2 5 2013

APPROVED-IN SESSION

2

Santa Rosa District Schools
Educational Support Evaluation System
Table of Contents

Santa Rosa District Schools
Educational Support Evaluation System

Explanation of Terms

Assessment – Measurement of student achievement.

~~**CELLA** – Comprehensive English Language Learners Assessment~~

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

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

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

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

Florida Standards Assessment – This is the major test used to measure student performance in the State of Florida core area classes.

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

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

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

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

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

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

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

~~**UWF** – Santa Rosa School District works with UWF to provide our evaluation system in an electronic format. They work with us to incorporate the student assessment data to complete Education Support evaluations.~~

Santa Rosa District Schools
Educational Support Evaluation System
Adopted 2012 - 2013

Overview of System

Introduction

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

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

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

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

Evaluation Overview

The Educational Support Evaluation instrument will consist of ~~six~~ sections: ~~Section I - Verify Assignments,~~ Section ~~II~~ I– Self-Assessment, Section ~~III~~ II- Supervisor Evaluation, ~~Section IV - Surveys (Student and Parent), Section V I- Student Performance,~~ and Section ~~VI~~ III- Overall Evaluation.
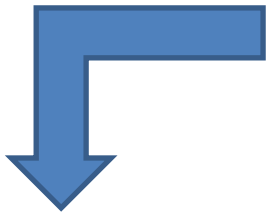
INDICATORS: These 21 indicators, divided into 5 major area below, make up the Self-Assessment portion of the Educational Support employees' evaluation. These indicators address the major points of each area.

	#	By	Info	Date Observed	Type	Rating	Status
			No observation(s) exist for the selected school year.				

4 = Highly Effective | 3 = Effective | 2 = Needs Improvement | 1 = Unsatisfactory

Requires Comment   Contains Comment(s)   Active Comment

Dependability	4	3	2	1
Punctuality				
Attendance				
Schedule/Work Hours				
Rules and Regulations				
Competence and Judgment				

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

	4	3	2	1
Safe Work Habits				
Accuracy				
Responsibility				
Time Management				

	4	3	2	1
Professional Growth and Knowledge				
Resourcefulness				
Suggestions for Improvement				

Interpersonal/Attitude	4	3	2	1
Considerate				
Communication with Supervisor				
Handles Conflict				
Self-Control				
Respect				

Personal	4	3	2	1
Dress				
Personal Habits				
Personal Business				

Accountability

Observed

No observation(s) exist for the selected school year.

4 = Highly Effective | 3 = Effective | 2 = Needs Improvement | 1 = Unsatisfactory

Requires Comment   Contains Comment(s)   Active Comment

Dependability	4	3	2	1
Punctuality				
Attendance				
Schedule/Work Hours				
Rules and Regulations				
Competence and Judgment				

Quality/Quantity of Work	4	3	2	1
Safe Work Habits				
Accuracy				
Responsibility				
Time Management				

	4	3	2	1
Professional Growth and				
Resourcefulness				
Suggestions for Improvement				

Interpersonal/Attitude	4	3	2	1
Considerate				
Communication with Supervisor				
Handles Conflict				
Self-Control				
Respect				

Personal	4	3	2	1
Dress				
Personal Habits				
Personal Business				

INDICATORS: These 21 indicators, divided into the 5 major areas below, make up ~~80%~~ 100% of the Educational Support employee's evaluation. These indicators address the major points of each area.

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

8

Accountability

<u>Section III – Verify Assignments</u>
In this section, the employee will verify demographic data and review the assessments assigned and confirm work location. The student performance scores for Educational Support Employees will count 10% of their total evaluation score.

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

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

Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 07	Job 08	Job 09	Job 10	Job 11	Job 12	Job 13	Job 14	Job 15	Job 16
JOB	16030	16030	16030	16030	16030	16030	16030	16030		16030	16030	16030	16030	16030	16030	16030
LOCATION	0312	0312	0312	0312	0312			0312		0312	0312	0312	0312	0312	0312	0312
% OF DAY	100%	100%	100%	100%	100%					100%	100%	100%	100%	100%	100%	100%
PERCENT	2%	3%	3%	2%	3%	3%			1%	2%	3%	6%	5%	8%	3%	3%
EXAM	DEA	DEA	DEA	DEA	DEA	DEA		Alternate Assess	FL Alternate Assess	FL Alternate Assess	FCAT	FCAT	FCAT	FCAT	FCAT	FCAT
SUBJECT	Math	Math	Math	Reading	Reading	Reading			Reading	Reading	Math	Math	Reading	Reading	Science	Writing
LO	KG	01	02	KG	01				03	04	03	04	03	04	05	04
HI										05		05		05		
SCALE	013	013	013	014	014			006	016	006	004	004	003	004	003	005
SCORE	4	4	4	4	4	4		3	4	3	4	4	4	3	4	4
WSCORE																

Total Score

Verify Assignments-
☐ The Above ... is Correct
☐ The Above ... is Incorrect
Acknowledgement:

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

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

<u>Section IV – Surveys (Student and Parent)</u>

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

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

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

<u>Studer Group School Wide Survey</u>	<u>Results Evaluation Score</u>
4.00 – 5.00	Highly Effective (4.0)
2.75 -3.99	Effective (3.0)
2.00 – 2.74	Needs Improvement (2.0)
Below 2.00	Unsatisfactory (1.0)

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

IA Parent Satisfaction Survey 6/2014

	Location ID
Location Name	Bennett Russell Elementary
Studer Score	4.51
Evaluation Score	Highly Eff...
Score	

IB Student Satisfaction Survey 6/2014

	Location ID
Location Name	...nett Russell
Studer Score	
Evaluation Score	...hly Effective
Score	4

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

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

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

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

Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 07	Job 08	Job 09	Job 10	Job 11	Job 12	Job 13	Job 14	Job 15	Job 16
Employee JOB	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030
LOCATION	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312
% OF DAY	100%	100%	100%	100%	100%	100%	100%	100%		100%	100%	100%	100%	100%	100%	100%
PERCENT	2%	3%	3%	2%		3%	1%			2%	3%	6%	5%	8%	3%	3%
EXAM	DEA	DEA	DEA	DEA		DEA	FL Alt	Alternate Assess	FL Alternate Assess		FCAT	FCAT	FCAT	FCAT	FCAT	FCAT
SUBJECT	Math	Math	Math	Reading	Reading	Reading	Math		Reading	Reading	Math	Math	Reading	Reading	Science	Writing
LO	KG	01	02	KG	01	02	03			04	03	04	03	04	05	04
HI										05		05		05		
SCALE	013	013	013	014	014	014	01	006		006	004	004	003	004	003	005
SCORE	4	4	4	4	4	4	4	3		3	4	4	4	3	4	4
WSCORE	0.08	0.12	0.12	0.08	0.12	0.12	0.04	0.06	0.04	0.06	0.12	0.24	0.2	0.24	0.12	0.12

Job, Location, and Grade Level Assessments:

Total Score:

Total Score   1.88

Verify Assignments-
☐ The Above Information is Correct
☐ The Above Information is Incorrect

Acknowledgement:

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

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

Section VI **III** – Overall Evaluation

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

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

~~EVALUATION RATINGS: This details each of the sections that make up the evaluation. Each sections score is shown, multiplied by the weight of each section, and a weighted score is given.~~
~~TOTAL SCORE: This details the total score of the whole evaluation. This score correlates with the rating scale to give the OVERALL EFFECTIVENESS CATEGORY.~~

Evaluation Ratings:

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

Overall Rating:

	Score
Total Score	2.99
Overall Effectiveness Category	Effective
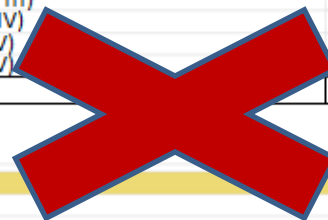
~~TOTAL SCORE: This details the total score of the whole evaluation. This score correlates with the rating scale to give the OVERALL EFFECTIVENESS CATEGORY.~~
~~OVERALL EFFECTIVENESS CATEGORY: This section details the effectiveness category in correlation to the total score based on the rating scale.~~

Notification of Unsatisfactory Performance

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

Employment

Florida Statute 10.12.40 Educational support employees.
    (1) As used in this section:
        (a) "Educational support employee" means any person employed by a district school system who is employed as a teacher assistant, an education paraprofessional, a member of the transportation department, a member of the operations department, a member of the maintenance department, a member of food service, a secretary, or a clerical employee, or any other person who by virtue of his or her position of employment is not required to be certified by the Department of Education or district school board pursuant to s. 1012.39. This section does not apply to persons employed in confidential or management positions. This section applies to all employees who are not temporary or casual and whose duties require 20 or more hours in each normal working week.
        (b) "Employee means any person employed as an educational support employee.
    (2) (a) Each educational support employee shall be employed on probationary status for a period to be determined through the appropriate collective bargaining agreement or by district school board rule in cases where a collective bargaining agreement does not exist.
        (b) Upon successful completion of the probationary period by the employee, the employee's status shall continue from year to year unless the district school superintendent terminates the employee for reasons stated in the collective bargaining agreement, or in district school board rule in cases where a collective bargaining agreement does not exist, or reduces the number of employees on a districtwide basis for financial reasons.
        (c) In the event a district school superintendent seeks termination of an employee, the district school board may suspend the employee with or without pay. The employee shall receive written notice and shall have the opportunity to formally appeal the termination. The appeals process shall be determined by the appropriate collective bargaining process or by district school board rule in the event there is no collective bargaining agreement.

Training Requirement for Administrators and Employees

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

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

ATTACHMENTS

A. Educational Support Evaluation Rubric

B. Parent and Student Surveys

C. Studer Group Information

D. Departmental Organization of Educational Support Employees

E. Assessments/Percentages for Student Performance

F. B. References

G. C. Education Support Evaluation

H. D. Sample Evaluation

Attachment A

Educational Support Evaluation Rubric

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

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

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

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

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

Attachment –B

Parent and Student Surveys

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

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

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

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

Santa Rosa District Schools
Student Surveys – Middle and High School

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

Respond to each of the following statements using the following scale:
Strongly Agree (5)
Agree (4)
Neutral (3)
Disagree
Strongly

1. My learning is

2. School rules/discipline   my school.

3. I regularly receive feed   my academic progress.

4. My family is treated

5. I have opportun

6. Special are   experience.

7. I would   others.

8. I feel safe at s

9. I am recognized for good work and behavior at my school.

10. My school is clean and well maintained.

11. The teachers, staff, and administrators at my school demonstrate genuine concern for students.

12. The principal at my school is an effective leader.

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

Respond to each of the following statements using the following scale:
   Strongly Agree (5)
   Agree (4)
   Neutral (3)
   Disagree (2)
   Strongly Dis...

1. My child's lea... ...y at this scho...

2. School... ...forc...

3. I regularly... ...ild is learning.

4. My family is trea...

5. My child has every o... ...school.

6. My child has the ne... ...ipment for effective learning.

7. I would recomm...

8. This schoo...

9. My ch... ...k and...

10. The schoo... ...aintained.

11. The teachers, sta... ...administration at this sch... ...nstrate a genuine concern for my child.

12. I receive positive phone calls or notes about my child from the school.

13. I am proud to say I have a student at this school.

14. The principal at this school is an effective leader.

15. The principal at this school is approachable and reachable.

16. The Superintendent of the Santa Rosa District Schools is an effective leader.

17. The Superintendent of Santa Rosa District Schools makes decisions that are in the best interest of children of the School District.

18. The school provides materials and training to help parents and guardians work with their children to improve their children's achievement.

19. I receive information ____ ut the quality of my child's tea___ rs.

20. I receive infor_____ ___ ny child's academic pr_____ __l (report cards, FCAT results, pro____

21. I feel _____ and P.E.\ _____ ___ help make my child's e_____ ____ ell-r___

22. I receive inf_____ _____ _arly progress review including grad_____

23. I receive informati___ _____ vement policy.

24. Information in the _San___ _____ _de helps me understand my child's school work.

25. I have opportunities ____

Elementary Sc____

26. Signing a____ _____g _____ _d the responsibility that I a____ _____ _elp

Open En____

1. What is wo____ ___ ur child's school?

2. Is there anything that could be improved at your child's school?

3. Is there anyone at your child's school that you want to recognize for good work?

Attachment C

Studer Group Information

Studer Group/EducatorReady

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

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

educatorready.com affiliated with Studer Group	
Leader Evaluation	Superintendents have implemented a measurable and aligned leader evaluation system for themselves, their senior team, district leaders, principals/assistant principals, and managers focusing on four major pillars of excellence: • Quality – student achievement • People – employee engagement • Service – parent satisfaction with schools and leader satisfaction with district services provided • Finance – financial efficiency ratio (cost reduction & savings)
Teacher Evaluation	We have worked with school districts by using a report from a focus group study we implemented with high performing teachers to work with their teacher groups on creating teacher evaluations. The report is free to districts. The teacher evaluations include: • Quality – student achievement • People – student engagement • Service – parent satisfaction • Growth – competency demonstration aligned to Danielson's Framework
Leader Development	We offer districts online and face to face training in the following areas as a way to assist them with achieving goals and measures for student achievement, employee engagement and parent satisfaction: • Professional Conversations: Making Rounds on Employees • Professional Conversations: Recognizing the Five ALWAYS Teaching Actions • Professional Conversations: Having High, Developing and Low Conversations with Employees • Professional Conversations: Gaining Employee Input From Survey Results • Professional Conversations: Answering Tough Questions • Recognizing and Rewarding Employees • Running Effective Meetings • Keeping Employees Informed • Keeping Parents Informed
Teacher Development	We offer districts online and face to face training in the following areas as a way to assist Teachers to engage students in the learning environment to achieve. • PLC 1: Foundations of Five ALWAYS Teaching Actions • PLC 2: Classroom Rules and Procedures • PLC 3: Learning Targets (Targets and Tasks) • PLC 4: Practice and Feedback (Formative Assessment) • PLC 5: Summative Assessments (Grades) • PLC 6: Planning for Students to Achieve

Measurement	We offer three tools to measure progress and outcomes that include an important roll out process for leaders to use to share the information with employees, parents and students and to gain their input to build excellence in the school district.
	- Employee Engagement – the extent to which employees believe leaders do a good job creating an engaging work environment
	- Parent Satisfaction – the extent to which parents are satisfied with their child's learning environment and school
	- Student Engagement – the extent to which students believe teachers care about their learning and create environments that provide them with opportunities to succeed.

Attachment D

Departmental Organization of Educational Support Employees

DEPARTMENTAL ORGANIZATION OF EDUCATIONAL SUPPORT EMPLOYEES

School Based Educational Support Employees

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

District Level Educational Support Employees

Administrative Services/Finance/Human Resources

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

Curriculum and Instruction

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

Attachment E

Assessments- Percentages for Student Performance Based on Administrator Job Codes

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

Santa Rosa District Schools
Educational Support Evaluation 2015
Assessments-Percentages and Scales

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment
Director of Workforce Education (All Student Scores from SRA Will Be Used to Calculate Scores of Administrator) Assigned Industry Certification Scores Will Be Used from District Wide Results	Director of Workforce Education	12080 Evaluation 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
			FSA ELA	10%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			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	5%	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	3%	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

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment
Coordinator of Virtual Education (Students Enrolled in virtual Education Courses School-wide in Grades 6-12 will be used to Calculate Scores)	Coordinator of Virtual Education	13040 Evaluation Formula ID 117	FSA ELA	18%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FSA Math (6-8)	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) (-,-) 1- Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			Algebra EOC	4%	4-Above 60% proficiency (Levels 3,4,5) of students taking the assessment 3-41-59% proficiency (Levels 3,4,5) of students taking the assessment 2-31-40% proficiency (Levels 3,4,5) of students taking the assessment 1-Below 30% proficiency (Levels 3,4,5) of students taking the assessment
			Geometry EOC	3%	
			Biology EOC	3%	

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment
District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate	Coordinator of Social Studies	20144 Evaluation Formula ID 140	FSA ELA (6-10)	35%	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) (-,-)

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment
District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrator	Coordinator of Math and Science	13023 Evaluation Formula ID 119	DEA Math (K) DEA Math (1st) DEA Math (2nd)	3% 3% 3%	Student Learning Gains on DEA will be calculated as follows: Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.
					4 — Growth of 1 or more levels or maintain a level 4 3 — Maintain at current level or maintain proficient range with a decrease of no more than 1 level 2 — Decrease of scale score within the non-proficient range or decrease of level which moves a student from proficient to non-proficient 1 — Decrease of level with the non-proficient range
			FSA Math (3rd)	3%	4 — Students who score a 4 or 5 3 — Students who score a 3 2 — Students who score a 2 1 — Students who score a 1

District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrator	Coordinator of Math and Science Continued	13023	FSA Math (4-8)	13%	4 Positive Value Added score minus one half of standard error equals positive number (+,+) 3 Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2 Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1 Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Science (5, 8)	4%	4 - Students who score a 4 or 5 3 - Students who score a 3 2 - Students who score a 2 1 - Students who score a 1
			Algebra EOC Geometry EOC Biology EOC	2% 2% 2%	4 - Students who score a 4 or 5 3 - Students who score a 3 2 - Students who score a 2 1 - Students who score a 1

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment	
District Administrator (All Students District Wide in Specific Assessments and Grade Levels Will Be Used to Calculate Scores of District Administrator	Coordinator of Literacy and Language Arts	13030 Evaluation Formula ID 118	DEA Rdg. (K) DEA Rdg. (1st) DEA Rdg. (2nd)	3% 3% 3%	Student Learning Gains on DEA will be calculated as follows: Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score. 4—Growth of 1 or more levels or maintain a level 4 3—Maintain at current level or maintain proficient range with a decrease of no more than 1 level 2—Decrease of scale score within the non-proficient range or decrease of level which moves a student from proficient to non-proficient 1—Decrease of level with the non-proficient range	
			FSA ELA (3rd)	3%	4—Students who score a 4 or 5 3—Students who score a 3 2—Students who score a 2 1—Students who score a 1	
			FSA ELA (4-10)	21%	4 Positive Value Added score minus one half of standard error equals positive number (+,+) 3 Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2 Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1 Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
			CELLA	2%	For K-5 4—18% or above proficient 3—13% - 17.9% proficient 2—10% - 12.9% proficient 1—10% or Below	For 6-12 4—9% or above proficient 3—7% - 8.9% proficient 2—5% - 6.9% proficient 1—10% or Below

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment
District Administrator (All ESE Students District Wide in Specific Assessments and Grade Levels will be used to Calculate Scores of District Administrators	Director of Exceptional Education	12070	Brigance Yellow Brigance Green	1% 1%	4 – Average increase of 6 months across all domains 3 – Average increase of 4 – 5.11 months across all domains 2 – Average increase of 2 – 3.9 months across all domains 1 – Average increase of 0 – 1.9 months across all domains
	Deputy Director of Exceptional Student Education	12071	HELP VB Mapp	1% 1%	4 – 3% or greater overall gain 3 – 2% - 2.9% overall gain 2 – 1% - 1.9% overall gain 1 – 0% - .9% overall gain
	Coordinator of ESE Programs and Compliance	13065 Evaluation Formula ID 120	DEA Rdg. (K) DEA Rdg. (1st) DEA Rdg. (2nd) DEA Math (K) DEA Math (1st) DEA Math (2nd)	1% 1% 1% 1% 1% 1%	Student Learning Gains on DEA will be calculated as follows: Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score. 4 – Growth of 1 or more levels or maintain a level 4 3 – Maintain at current level or maintain proficient range with a decrease of no more than 1 level 2 – Decrease of scale score within the non-proficient range or decrease of level which moves a student from proficient to non-proficient 1 – Decrease of level with the non-proficient range
			FSA Math (3rd) ESE FSA ELA (3rd) ESE	1% 1%	4 – Students who score a 4 or 5 3 – Students who score a 3 2 – Students who score a 2 1 – Students who score a 1
			FSA Math (4-8) ESE FSA ELA (4-10) ESE Algebra 1 EOC VAM (9th) ESE	2% 4% 1%	4-Positive Value Added score minus one half of standard error equals positive number (+,+) 3-Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2-Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1-Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)

	Director of Exceptional Education	12070	FCAT Science (5,8) ESE	1%	4 – Students who score a 4 or 5 3 – Students who score a 3 2 – Students who score a 2 1 – Students who score a 1
			U.S. History (ESE)	1%	
	Deputy Director of Exceptional Student Education	12071	Algebra 1A EOC (8th) ESE	1%	
			Alg. 1 EOC ESE	1%	
			Biology EOC ESE	1%	
		13065	Geom. EOC ESE	1%	
	Coordinator of ESE Programs and Compliance		FAA Rdg. (3rd) FAA Math (3rd	1% 1%	4 – 6.0 – 9.0 student proficiency 3 – 2.0 – 5.99 student proficiency 2 – 1.0 – 1.99 student proficiency 1 – 0.0 – .99 student proficiency
	continue		FAA Rdg. (4-10) FAA Math (4-10)	3% 3%	4 – Growth of 1 or more levels 3 – Maintain at current level OR Maintain proficient range (with a decrease of no more than 1 Level) 2 – Decrease of 1 level in non-proficient range OR Decrease of 2 or more levels in proficient range OR Decrease of 1 level which moves student from proficient to non-proficient 1 – Decrease of 2 levels in non-proficient range OR Decrease of 3 or more levels in proficient range
			FAA Writing (10) FAA Science (11)	1% 1%	4 – 6.0 – 9.0 student proficiency 3 – 2.0 – 5.99 student proficiency 2 – 1.0 – 1.99 student proficiency 1 – 0.0 – .99 student proficiency

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment	
District Administrator (All Students District Wide in Specific Assessments and Grade Levels will be Used to Calculate Scores of District Administrators)	Asst. Supt. Admin. Serv.	11010	DEA Rdg. (K) DEA Rdg. (1st) DEA Rdg. (2nd)	1% 1% 1%	Student Learning Gains on DEA will be calculated as follows: Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.	
	Asst. Supt. Curr. & Inst.	11020	DEA Math (K) DEA Math (1st) DEA Math (2nd)	1% 1% 1%	4 — Growth of 1 or more levels or maintain a level 4 3 — Maintain at current level or maintain proficient range with a decrease of no more than 1 level 2 — Decrease of scale score within the non-proficient range or decrease of level which moves a student from proficient to non-proficient 1 — Decrease of level with the non-proficient range	
	Asst. Supt. Human Resources	11030				
	Asst. Supt. Finance	11040	FSA Math (3rd) FSA ELA (3rd)	1% 1%	4 — Students who score a 4 or 5 3 — Students who score a 3 2 — Students who score a 2 1 — Students who score a 1	
	Coordinator of Assessment	13066	FSA Math (4-8) FSA ELA (4-10) Algebra 1 EOC (9th)	6% 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) (-,-) 1 Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)	
	Director of Continuous Imp.& Alt. Academic Programs	13022				
	Director of In-service and Tech.	12060	FCAT Science (5, 8) Alg. 1 EOC (8th) Biology EOC Geometry EOC Algebra 1A EOC U.S History EOC	2% 1% 1% 1% 1% 1%	4 — Students who score a 4 or 5 3 — Students who score a 3 2 — Students who score a 2 1 — Students who score a 1	
	Director of Student Services	12040				
	Director of Human Resources	12061	CELLA	1%	For K-5 4 — 18% or above proficient 3 — 13% - 17.9% proficient 2 — 10% - 12.9% proficient 1 — 10% or Below	For 6-12 4 — 9% or above proficient 3 — 7% - 8.9% proficient 2 — 5% - 6.9% proficient 1 — 10% or Below
	Admin. Spec. Assignment	13024	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	

		Evaluation Formula ID 121	Earn a GED	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
			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 Rdg. (4-10)
			FAA Math (4-10)
				1%
				1%
					4 — Growth of 1 or more levels
					3 — Maintain at current level OR Maintain proficient range (with a decrease of no more than 1 Level)
					2 — Decrease of 1 level in non-proficient range OR
					      Decrease of 2 or more levels in proficient range OR
					      Decrease of 1 level which moves student from proficient to non-proficient
					1 — Decrease of 2 levels in non-proficient range OR
					      Decrease of 3 or more levels in proficient range

			College Ready (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

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment
District Administrator (All Students District Wide in Specific Assessments and Grade Levels will be Used to Calculate Scores of District Administrators)	Director, Community School	12110 Evaluation Formula ID 122	DEA Rdg. (K) DEA Math (K) DEA Rdg. (1st) DEA Math (1st) DEA Rdg. (2nd) DEA Math (2nd)	1% 1% 1% 1% 1% 1%	Student Learning Gains on DEA will be calculated as follows: Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.
					4 — Growth of 1 or more levels or maintain a level 4 3 — Maintain at current level or maintain proficient range with a decrease of no more than 1 level 2 — Decrease of scale score within the non-proficient range or decrease of level which moves a student from proficient to non-proficient 1 — Decrease of level with the non-proficient range
			Geometry EOC	1%	4 — Students who score a 4 or 5 3 — Students who score a 3 2 — Students who score a 2 1 — Students who score a 1
			FSA Math (4-8) FSA ELA (4-10) Algebra 1 EOC	11% 14% 1%	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) (-,-)
			FSA Math (3rd) FSA ELA (3rd)	1% 1%	4 — Students who score a 4 or 5 3 — Students who score a 3 2 — Students who score a 2 1 — Students who score a 1

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment
~~District Administrator (All Students District Wide in Specific Assessments and Grade Levels will be Used to Calculate Scores of District Administrators)~~	~~Director of Pre-K~~	~~12135~~ ~~Evaluation Formula ID 124~~	~~VPK Assessment Early Literacy Early Math~~	~~14%~~ ~~14%~~	~~4 — 3% or greater overall gain~~ ~~3 — 2% - 2.9% overall gain~~ ~~2 — 1% - 1.9% overall gain~~ ~~1 — 0% - .9% overall gain~~
			~~Brigance Yellow~~	~~7%~~	~~4 — Average increase of 6 months across all domains~~ ~~3 — Average increase of 4 - 5.11 months across all domains~~ ~~2 — Average increase of 2 - 3.9 months across all domains~~ ~~1 — Average increase of 0 - 1.9 months across all domains~~

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment
District Administrator (All Students District Wide in Specific Assessments and Grade Levels will be Used to Calculate Scores of District Administrators)	Director of Elementary Education Director of Federal Programs	12020 12137 Evaluation Formula ID 124	DEA Rdg. (K) DEA Math (K) DEA Rdg. (1st) DEA Math (1st) DEA Rdg. (2nd) DEA Math (2nd)	1% 1% 2% 2% 2% 2%	Student Learning Gains on DEA will be calculated as follows: Level is student's baseline level. Points are gained by comparing baseline scale score to end of year scale score.
					4 – Growth of 1 or more levels or maintain a level 4 3 – Maintain at current level or maintain proficient range with a decrease of no more than 1 level 2 – Decrease of scale score within the non-proficient range or decrease of level which moves a student from proficient to non-proficient 1 – Decrease of level with the non-proficient range
			FSA Rdg. (3rd) FSA Math (3rd)	3% 3%	4 – Students who score a 4 or 5 3 – Students who score a 3 2 – Students who score a 2 1 – Students who score a 1
			FSA ELA (4th) FSA Math (4th) FSA ELA (5th) FSA Math (5th) FSA ELA (6th) FSA Math (6th)	3% 3% 3% 3% 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 Science	1%	4 – Students who score a 4 or 5 3 – Students who score a 3 2 – Students who score a 2 1 – Students who score a 1

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment
District Administrator (All Students District Wide in Specific Assessments and Used to Calculate Scores of District Administrators)	Director of Middle School Education	12025 Evaluation Formula ID 125	FSA ELA (6-8) FSA Math (6-8)	16% 11%	4 Positive Value Added score minus one half of standard error equals positive number (+,+) 3 Positive Value Added minus one half of standard error equals negative number (+,-) OR negative Value Added score plus one half of standard error equals positive (-,+) 2 Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,-) 1 Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,-)
			FCAT Science	4%	4 — Students who score a 4 or 5 3 — Students who score a 3 2 — Students who score a 2 1 — Students who score a 1
			Algebra 1 EOC	4%	4 — Student scoring proficiency level 4 or 5 3 — Student scoring proficiency level 3 2 — Student scoring proficiency level 2 1 — Student scoring proficiency level 1

	Job Title	Job Code	Assessment	Must Total 35%	Scales Used for Each Assessment
District Administrator (All Students District Wide in Specific Assessments and Grade Levels will be Used to Calculate Scores of District Administrators)	Director of High School Education	12030 Evaluation Formula ID 126	FSA ELA (9,10) Algebra 1 EOC	8% 6%	4 Positive Value Added score minus one half of standard error equals positive number (+,+) 3 Positive Value Added minus one half of standard error equals negative number (+,) OR negative Value Added score plus one half of standard error equals positive (-,+) 2 Negative Value Added score plus one half of standard error equals negative (top 2/3 of scores) (-,) 1 Negative Value Added score plus one half of standard error equals negative (lower 1/3 of scores) (-,)
			Alg. 1 A EOC Biology EOC Geometry EOC U.S. History EOC	3% 3% 3% 3%	4 Students who score a 4 or 5 3 Students who score a 3 2 Students who score a 2 1 Students who score a 1
			College Ready (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
			FAA Rdg. (9-10) FAA Math (9-10)	1% 1%	4 Growth of 1 or more levels 3 Maintain at current level OR Maintain proficient range (with a decrease of no more than 1 Level) 2 Decrease of 1 level in non-proficient range OR Decrease of 2 or more levels in proficient range OR Decrease of 1 level which moves student from proficient to non-proficient 1 Decrease of 2 levels in non-proficient range OR Decrease of 3 or more levels in proficient range
			FAA Writing (10) FAA Science (11)	1% 1%	4 6.0 9.0 student proficiency 3 2.0 5.99 student proficiency 2 1.0 1.99 student proficiency 1 0.0 .99 student proficiency

Attachment ~~F~~ B
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Attachment ~~G~~ C

Educational Support Evaluation

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

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

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

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

Educational Support Employee's Signature _____ **Date** _____

Supervisor's Signature _____ **Date** _____

Santa Rosa District Schools
Educational Support Evaluation Instrument
Adopted 2013
Section II: Educational Support Evaluation - 80% of Overall Evaluation

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

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

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

Educational Support Employee's Signature _____ **Date** _____

Supervisor's Signature _____ **Date** _____

~~Section III Verify Assignments~~

Job, Location, and Grade Level Assessments:	Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 7
Employee	JOB							
	LOCATION							
	% OF DAY							
	PERCENT							
	EX							
	SUB							
	HI							
	SCAL							
	S							
	WSC							

Total Score:		
Total Score		

Verify Assignments- Acknowledgement:	☐ The Above Information is Correct
	☐ The Above Information is Incorrect

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

~~I verify the above information is correct.~~

_____   _____

Employee Signature   Date

~~**IV: Stakeholder Satisfaction Surveys – 5% for each survey (10% of Overall Evaluation)**~~

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

~~Studer Group Survey Results~~	~~Evaluation Score~~
~~4.00 – 5.00~~	~~Highly Effective (4.0)~~
~~2.75 – 3.99~~	~~Effective (3.0)~~
~~2.00 – 2.74~~	~~Needs Improvement (2.0)~~
~~Below 2.00~~	~~Unsatisfactory (1.0)~~

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

~~Educational Support Employee's Comments~~ _____

~~Educational Support Employee's Signature~~ _____ ~~Date~~ _____

~~Supervisor's Comments~~ _____

~~Supervisor's Signature~~ _____ ~~Date~~ _____

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

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

Job, Location, and Grade Level Assessments:	Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 7
Employee	JOB							
	LOCATION							
	% OF DAY							
	PERCENT							
	EX							
	SUBJ							
	LO							
	SC							
	SCORE							
	WSCORE							
Total Score:								
	Total Score							

Verify Assignments-
Acknowledgement:
☐ The Above Information is Correct
☐ The Above Information is Incorrect

~~Educational Support Employee's Comments:~~ _____

_____

_____

~~Employee's Signature:~~ _____ ~~Date:~~ _____

~~Supervisor's Comments:~~ _____

~~Supervisor's Signature:~~ _____

~~Administrator's Signature:~~ _____

Section ~~VI~~ III: Overall Evaluation

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

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

Overall Rating:		Score
	Total Score	
	Overall Effectiveness Category	

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

Educational Support Employee's Comments: _____

Educational Support Employee's Signature: _____Date: _____

Supervisor's Comments: _____

Supervisor's Signature: _____Date: _____

Administrator's Signature: _____ Date: _____

Attachment ~~H~~ D

Educational Support Sample Evaluation

Santa Rosa District Schools
Educational Support Evaluation Instrument
Adopted 2013

Section I: Self-Assessment

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

Dependability	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Punctuality		2	1		
Attendance		1	2		
Schedule/Work Hours		12			
Rules and Regulations		12			
Competence and Judgment		2	1		

Quality/Quantity of Work	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Safe Work Habits		12			
Accuracy		1	2		
Responsibility		12			
Time Management		12			

Initiative	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Professional Growth and Knowledge		2	1		
Resourcefulness		12			
Suggestions for Improvement		1	2		

Interpersonal/Attitude	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Considerate		12			
Communication with Supervisor		12			
Handles Conflict		2	1		
Self-Control		12			
Respect		12			

Personal	Highly Effective	Effective	Needs Improvement Comments Required	Unsatisfactory Comments Required	Comments
Dress		12			
Personal Habits		12			
Personal Business		2	1		
Accountability		2	1		

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

Employee's Signature: <u>Employee's Signature</u>   Date <u>July 15, 2015</u>

Administrator's Signature: <u>Administrator's Signature</u>   Date: <u>July 15, 2015</u>

Section II: Educational Support Evaluation - ~~80%~~ **100%** of Overall Evaluation

This section should be completed by April 15, 2015.

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

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

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

Educational Support Employee's Signature   **Educational Support Employee's signature**   **Date**   **05/10/14**

Supervisor's Signature   **Supervisor's signature**   **Date**   **05/10/14**

Section III – Verify Assignments

Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 07	Job 08	Job 09	Job 10	Job 11	Job 12	Job 13	Job 14	Job 15	Job 16
JOB	16030	16030	16030	16030	16030	16030		16030	16030	16030	16030	16030	16030	16030	16030	16030
LOCATION	0312	0312	0312	0312	0312	0312		0312		312	0312	0312	0312	0312	0312	0312
% OF DAY	100%	100%	100%	100%	100%	100%				%	100%	100%	100%	100%	100%	100%
PERCENT	2%	3%	3%	2%	3%	3%				2%	3%	6%	5%	8%	3%	3%
EXAM	DEA	DEA	DEA	DEA	DEA	DEA	FL Alter		Assess	FL Alternate Assess	FCAT	FCAT	FCAT	FCAT	FCAT	FCAT
SUBJECT	Math	Math	Math	Reading	Reading	Reading	Math			Reading	Math	Math	Reading	Reading	Science	Writing
LO	KG	01	02	KG	01	02	03			04	03	04	03	04	05	04
HI												05		05		
SCALE	013	013	013	014	014	014					004	004	003	004	003	005
SCORE	4	4	4	4	4	4			3	4	4	4	4	3	4	4
WSCORE																

Job, Location, and Grade Level Assessments: Employee

Total Score: Total Score

Verify Assignments- Acknowledgement:
☐ The Above Information is Correct
☐ The Above Information is Incorrect

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

I verify the above information is correct.

Employee Comment: These are correct_____

Employee Signature: Signature of Employee _____   Date: 00/00/0000

Section IV: Stakeholder Satisfaction Surveys – 10% of Overall Evaluation ~~This section should be completed by June 2014.~~

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

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

~~Studer Group Survey Results~~	~~Evaluation Score~~
~~4.00 – 5.00~~	~~Highly Effective (4.0)~~
~~2.75 – 3.99~~	~~Effective (3.0)~~
~~2.00 – 2.74~~	~~Needs Improvement (2.0)~~
~~Below 2.00~~	~~Unsatisfactory (1.0)~~

IA Parent Satisfaction Survey 6/2014

	Location ID
Location Name	Bennett Russell Elementary
Studer Score	4.51
Evaluation Score	High...
Score	

IB Student Satisfaction Survey 6/2014

	Location ID
Location Name	Bennett Russell
Studer Score	4.57
Evaluation Score	Highly Effective
Score	4
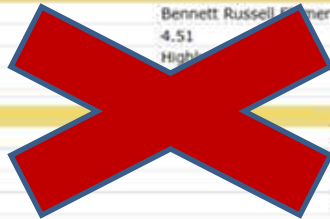
~~**Educational Support Employee's Comments**~~	~~**The survey results were very good for our school.**~~	
~~**Educational Support Employee's Signature**~~	~~**Educational Support Employee's signature**~~	~~**Date** **06/10/14**~~
~~**Supervisor's Comments**~~	~~**Thank you for all the support you give our students and parents.**~~	
~~**Supervisor's Signature**~~	~~**Supervisor's signature**~~	~~**Date** **06/10/14**~~

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

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

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

Job, Location, and Grade Level Assessments:		Row Label	Job 1	Job 2	Job 3	Job 4	Job 5	Job 6	Job 07	Job 08	Job 09	Job 10	Job 11	Job 12	Job 13	Job 14	Job 15	Job 16
	Employee	JOB	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030	16030
		LOCATION	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312	0312
		% OF DAY	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
		PERCENT	2%	3%	3%	2%	3%	3%	1%	2%	1%	2%	3%	6%	5%	8%	3%	3%
		EXAM	DEA	DEA	DEA	DEA	DEA	DEA	FL Alternate	nate Ass	e Assess	FL Alternate Assess	FCAT	FCAT	FCAT	FCAT	FCAT	FCAT
		SUBJECT	Math	Math	Math	Reading	Reading	Reading	Math			Reading	Math	Math	Reading	Reading	Science	Writing
		LO	KG	01	02	KG	01	02	03			04	03	04	03	04	05	04
		HI										05		05		05		
		SCALE	013	013	013	014	014	014	016			006	004	004	003	004	003	005
		SCORE	4	4	4	4	4	4	4			3	4	4	4	3	4	4
		WSCORE	0.08	0.12	0.12	0.08	0.12	0.12	0.04	0.06	0.04	0.06	0.12	0.24	0.2	0.24	0.12	0.12

Total Score:

Total Score   1.88

Verify Assignments-

☐ The Above Information is Correct
☐ The Above Information is Incorrect

Acknowledgement:

Educational Support Employee's Comments	I agree with the above information.		
Educational Support Employee's Signature	Educational Support Employee's signature	Date	06/10/14
Supervisor's Comments	Thank you for all your help this school year.		
Supervisor's Signature	Supervisor's signature	Date	06/10/14

Section ~~VI~~ III: Overall Evaluation

This section should be complete ~~within two weeks of the District receiving student performance scores.~~ <mark>by April 15th of each year</mark>

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

Overall Rating:		Score
	Total Score	2.99
	Overall Effectiveness Category	Effective

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

Educational Support Employee's Comments   Thank you for the great year.

Educational Support Employee's Signature   Educational Support Employee's signature   **Date**   08/10/14

Supervisor's Comments   Thank you for a great year.

Supervisor's Signature   Supervisor's signature   **Date**   08/10/14

Administrator's Signature   Administrator's signature   **Date**   08/10/14

Santa Rosa District Schools
Educational Support Evaluation Instrument
Adopted 2013