

Santa Rosa District Schools



Educational Support Evaluation System

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Superintendent of Schools
Updated August 2021

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MEMO OF UNDERSTANDING

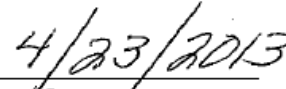
April 25, 2013

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

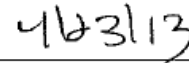
The Santa Rosa School Board and the Santa Rosa Professional Educators will continue to negotiate in good faith to design and improve this Educational Support Evaluation System.

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


Rhonda Chavers, SRPE President

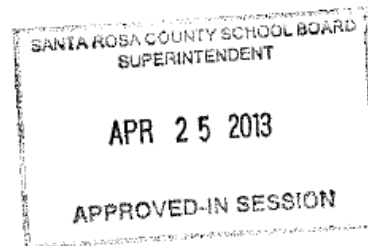

Date


Tim Wyrosdick, Superintendent of Schools


Date


Diane Coleman, School Board Chairperson


Date



**Santa Rosa District Schools
Educational Support Evaluation System
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Santa Rosa District Schools Educational Support Evaluation System

Explanation of Terms

Assessment – Measurement of student achievement.

CELLA – Comprehensive English Language Learners Assessment

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

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

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

Florida 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 assessments where learning gains are not measured.

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

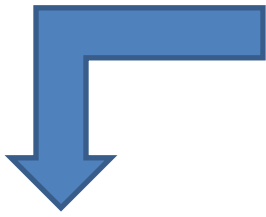
Floyd Smith, Assistant Principal, Milton High School

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 five sections: Section I – Self-Assessment, Section II - Supervisor Evaluation, Section III –Surveys (Student and Parent), Section IV - Student Performance, and Section V - Overall Evaluation.



THIS IS A PICTURE OF THE NEW UWF Self-Assessment EVALUATION SYSTEM that will be used starting 2016 school year.

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
<input type="radio"/>	<input type="radio"/>	Punctuality				
<input type="radio"/>	<input type="radio"/>	Attendance				
<input type="radio"/>	<input type="radio"/>	Schedule/Work Hours				
<input type="radio"/>	<input type="radio"/>	Rules and Regulations				
<input type="radio"/>	<input type="radio"/>	Competence and Judgment				
Professionalism						
<input type="radio"/>	<input type="radio"/>	Safe Work Habits				
<input type="radio"/>	<input type="radio"/>	Accuracy				
<input type="radio"/>	<input type="radio"/>	Responsibility				
<input type="radio"/>	<input type="radio"/>	Time Management				
			4	3	2	1
<input type="radio"/>	<input type="radio"/>	Professional Growth and Knowledge				
<input type="radio"/>	<input type="radio"/>	Resourcefulness				
<input type="radio"/>	<input type="radio"/>	Suggestions for Improvement				
Interpersonal/Attitude						
			4	3	2	1
<input type="radio"/>	<input type="radio"/>	Considerate				
<input type="radio"/>	<input type="radio"/>	Communication with Supervisor				
<input type="radio"/>	<input type="radio"/>	Handles Conflict				
<input type="radio"/>	<input type="radio"/>	Self-Control				
<input type="radio"/>	<input type="radio"/>	Respect				
Personal						
			4	3	2	1
<input type="radio"/>	<input type="radio"/>	Dress				
<input type="radio"/>	<input type="radio"/>	Personal Habits				
<input type="radio"/>	<input type="radio"/>	Personal Business				

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

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
<input type="radio"/>	Punctuality				
<input type="radio"/>	Attendance				
<input type="radio"/>	Schedule/Work Hours				
<input type="radio"/>	Rules and Regulations				
<input type="radio"/>	Competence and Judgment				

Quality/Quantity of Work		4	3	2	1
<input type="radio"/>	Safe Work Habits				
<input type="radio"/>	Accuracy				
<input type="radio"/>	Responsibility				
<input type="radio"/>	Time Management				

<input type="radio"/>	Professional Growth and Development				
<input type="radio"/>	Resourcefulness				
<input type="radio"/>	Suggestions for Improvement				

Interpersonal/Attitude		4	3	2	1
<input type="radio"/>	Considerate				
<input type="radio"/>	Communication with Supervisor				
<input type="radio"/>	Handles Conflict				
<input type="radio"/>	Self-Control				
<input type="radio"/>	Respect				

Personal		4	3	2	1
<input type="radio"/>	Dress				
<input type="radio"/>	Personal Habits				
<input type="radio"/>	Personal Business				

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

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.

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Section III – Surveys (Student and Parent)

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

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

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

Studer Group School Wide Survey

4.00 – 5.00
2.75 -3.99
2.00 – 2.74
Below 2.00

Results Evaluation Score

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

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

IA Parent Satisfaction Survey 6/2014	Location ID	
	Location Name	Bennett Russell Elementary
	Studer Score	4.51
	Evaluation Score	Highly Effective
	Score	4
IB Student Satisfaction Survey 6/2014	Location ID	
	Location Name	Bennett Russell
	Studer Score	4.57
	Evaluation Score	Highly Effective
	Score	4

Section IV—Student Performance

This section will count 10% of the total educational support evaluation. This section will be completed as soon as the data has been received and appropriately processed according to the negotiated method. It is to all employee's benefit that this process is completed in a timely manner. The assessments and assignment of assessment scores reflect the current legislative requirements based upon the students that teachers serve with regard to their instructional assignment. Each staff member's assignment is identified by a job code. Each job code is classified as receiving an "S" for School Wide Score, or "D" for District Wide Score for calculating the employee's student performance score. Each job code is further identified by type regarding the site or grade level associated (ex: middle schools, high schools, district)

Each course assigned to an instructor will have an associated assessment. For all courses, a local End of Course assessment will be developed/determined. All students scheduled for a course will take the assessment associated with the course. Each student will receive an assessment "Raw Score" which will utilize a conversion scale that has been developed based upon specific content that will return a "Scaled Score" of a 1, 2, 3 or 4.

Students who are identified due to special considerations such as SWD (Students with Disabilities), ELL (English Language Learners), or students at alternative schools that take local end of course exams will use an alternate conversion scale to return a scale score of 1, 2, 3 or 4.

Once students receive a converted scale score, all students associated with an educational support staff member via the staff member's job code will have all of their final converted assessments scores tallied for an "Overall Assessment Score". The total number of assessment scores will be tallied for an "Overall Number of Assessment Scores." The "Overall Assessment Score" will be divided by the "Overall Number of Assessments Scores" to equal an educational support staff member's Overall Student Performance Score.

Section V – Overall Evaluation

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

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

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

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

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

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

OVERALL EFFECTIVENESS CATEGORY: This section details the effectiveness category in correlation to the total score based on the rating scale.

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.

ATTACHMENTS

A. Educational Support Evaluation Rubric

B. Parent and Student Surveys

C. Studer Group Information

D. References

E. Education Support Evaluation

F. Sample Evaluation

Attachment A

Educational Support Evaluation Rubric

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

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

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

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

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

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

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

Interpersonal/Attitude					
	Highly Effective (4.0)	Effective (3.0)	Needs Improvement (2.0) (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.	

Santa Rosa District Schools Educational Support Personnel Evaluation Rubric

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

Attachment B

Parent and Student Surveys



Santa Rosa District Schools

Student Surveys – Elementary School

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

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

Strongly Agree (5)

Agree (4)

Neutral (3)

Disagree (2)

Strongly Disagree (1)



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



Santa Rosa District Schools
Student Surveys – Middle and High School

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

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

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

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

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



Santa Rosa District Schools

Parent Surveys

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

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

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

1. My child's learning is a high priority at this school.
2. School rules/discipline plans are enforced consistently at this school.
3. I regularly receive feedback from school staff on how well my child is learning.
4. My family is treated with respect at this school.
5. My child has every opportunity to be successful at this school.
6. My child has the necessary classroom supplies and equipment for effective learning.
7. I would recommend this school to other parents.
8. This school provides a safe environment for my child to learn.

9. My child is recognized for good work and behavior at this school.
10. The school is clean and well maintained.
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.
12. I receive positive phone calls or notes about my child from the school.
13. I am proud to say I have a student at this school.
14. The principal at this school is an effective leader.
15. The principal at this school is approachable and reachable.
16. The Superintendent of the Santa Rosa District Schools is an effective leader.
17. The Superintendent of Santa Rosa District Schools makes decisions that are in the best interest of children of the School District.
18. The school provides materials and training to help parents and guardians work with their children to improve their children's achievement.
19. I receive information about the quality of my child's teachers.
20. I receive information about my child's academic progress in school (report cards, FCAT results, progress reports, etc.)
21. I feel the special areas (art, music, and P.E.) available at my child's school help make my child's educational experience more well-rounded.
22. I receive information about the progress of my child's school (the yearly progress review including grade and Adequate Yearly Progress report, etc.).
23. I receive information about the school's parent/guardian involvement policy.

24. Information in the *Santa Rosa District Schools Family Guide* helps me understand my child's school work.
25. I have opportunities for involvement at my child's school.

Elementary Schools and King Middle School only.

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

Open Ended Questions

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

Attachment C

Studer Group Information

Studer Group/EducatorReady

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

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

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

	<ul style="list-style-type: none"> • Running Effective Meetings • Keeping Employees Informed • Keeping Parents Informed
Teacher Development	<p>We offer districts online and face to face training in the following areas as a way to assist Teachers to engage students in the learning environment to achieve.</p> <ul style="list-style-type: none"> • PLC 1: Foundations of Five ALWAYS Teaching Actions • PLC 2: Classroom Rules and Procedures • PLC 3: Learning Targets (Targets and Tasks) • PLC 4: Practice and Feedback (Formative Assessment) • PLC 5: Summative Assessments (Grades) • PLC 6: Planning for Students to Achieve
Measurement	<p>We offer three tools to measure progress and outcomes that include an important roll out process for leaders to use to share the information with employees, parents and students and to gain their input to build excellence in the school district.</p> <ul style="list-style-type: none"> • Employee Engagement – the extent to which employees believe leaders do a good job creating an engaging work environment • Parent Satisfaction – the extent to which parents are satisfied with their child’s learning environment and school • Student Engagement – the extent to which students believe teachers care about their learning and create environments that provide them with opportunities to succeed.

Attachment D References

References

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

Attachment E

Educational Support Evaluation

Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013



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

Santa Rosa District Schools
Educational Support Evaluation Instrument
Adopted 2013

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

Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013



III: 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

4.00 – 5.00

2.75 – 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)

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

Educational Support Employee's Comments _____

Educational Support Employee's Signature _____ Date _____

Supervisor's Comments _____

Supervisor's Signature _____ Date _____

Santa Rosa District Schools
Educational Support Evaluation Instrument
Adopted 2013

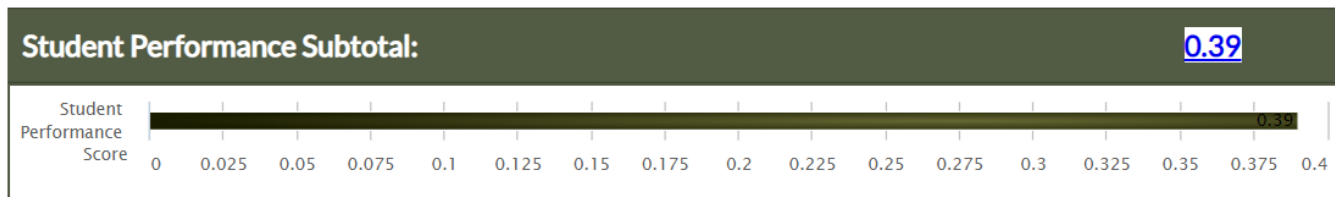


Section IV: Student Performance Scores – 10% of Overall Evaluation

Student Assessment Data

This section will be completed within two weeks of the date the District compiles the data. This information is recorded in Section V where it is calculated as part of the total score.

Student Performance



Educational Support Employee's Comments: _____

Employee's Signature: _____ Date: _____

Supervisor's Comments: _____

Supervisor's Signature: _____

Administrator's Signature: _____

Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013



Section VI: Overall Evaluation

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

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

Overall Rating:	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 F

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 18	6 3	

Employee's Signature: Employee's Signature Date July 15, 2015

Santa Rosa District Schools
Educational Support Evaluation Instrument

Adopted 2013

Administrator's Signature: Administrator's Signature Date: July 15, 2015

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

This section should be completed by April 15.

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

Accountability		1			
----------------	--	---	--	--	--

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

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

**Educational Support Employee's
Signature**

Educational Support Employee's signature

Date 05/10/14

Supervisor's Signature

Supervisor's signature

Date 05/10/14

Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013



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

This section

should be completed by June each year.

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

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

Studer Group Survey Results

4.00 – 5.00

2.75 – 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)

IA Parent Satisfaction Survey 6/2014

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

IB Student Satisfaction Survey 6/2014

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

Educational Support Employee's Comments

Educational Support Employee's Signature

Supervisor's Comments

Supervisor's Signature

The survey results were very good for our school.

Educational Support Employee's signature

Date 06/10/14

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

Supervisor's signature

Date 06/10/14

Santa Rosa District Schools
Educational Support Evaluation Instrument
Adopted 2013



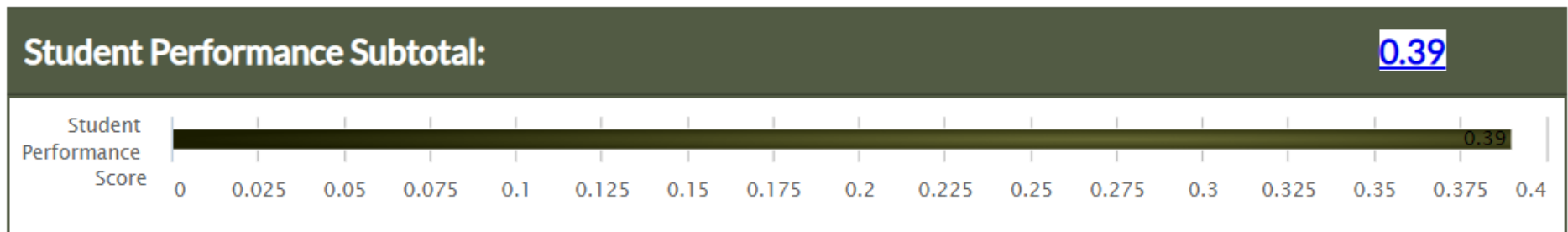
Section IV: Student Performance Scores – 10% of Overall Evaluation

Student Assessment Data

This section will be completed within two weeks of the date the District compiles the data.

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

Student Performance



Educational Support Employee's Comments

Educational Support Employee's Signature

Supervisor's Comments

Supervisor's Signature

I agree with the above information.

Educational Support Employee's signature

Date 06/10/14

Thank you for all your help this school year.

Supervisor's signature

Date 06/10/14

Santa Rosa District Schools
Educational Support Evaluation Instrument
 Adopted 2013



Section V: Overall Evaluation

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

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

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

Santa Rosa District Schools
Educational Support Evaluation Instrument
Adopted 2013

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