

School District of Orange County

School Administrator Evaluation System



School Administrator Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

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Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the school administrator evaluation system.

Orange County Public Schools has established the OCPS School Leader Framework to serve as the clear description and criteria of effective school leadership. This leadership framework serves as the district's common language of leadership practices and strategies. The OCPS School Leader Framework is also utilized as the district's school administrator evaluation system. The tool is aligned with the Florida Principal Leadership Standards (see Appendix A) and developed from contemporary research (see Part II, System Framework) in order to meet the needs and demands of the students served by OCPS.

The OCPS School Leader Framework is a growth focused evaluation tool. A developmental scale that demonstrates a clear progression of mastery for each leadership practice is included. Though each element contains its own unique developmental scale, they are structured in a similar manner to reflect a progression of mastery with a targeted leadership practice. The levels of the developmental scale are used to help school leaders identify the necessary next steps required to enhance their leadership practices.

- At the “Not Using” level, the leadership practice is not attempted.
- At the “Emerging” level, the leadership practice is attempted, but is not used correctly, not completed, or only implemented partially.
- At the “Satisfactory” level, the leadership practice is implemented correctly.
- At the “Above Expectations” level, the leadership practice is implemented correctly, and the strategies implemented are monitored.
- At the “Exemplary” level, the leadership practice is implemented correctly, strategies are monitored, and adaptations or modifications are implemented and a continuous focus on refining and improving the leadership practice is evident.

The OCPS School Leader Framework is evidence-based. School leaders provide specific evidences that are then used to help identify leadership strategies they have mastered and those strategies in which they can grow. These evidences are used by their supervisors to provide ongoing feedback and coaching throughout the year.

The OCPS School Leadership Framework is organized into three Domains with six elements of school leadership practices that links contemporary research-based leadership strategies to student achievement. The elements account for the responsibilities that research has demonstrated have the highest impact on the effectiveness of schools. The OCPS School Leader Framework identifies three core competencies, identified as domains in the evaluation model, which will support OCPS and its vision to ensure that every student has a promising and successful future. These domains are:

- A Data-Informed Focus on Student Achievement
- Utilizing Data for the Continuous Improvement of Instruction
- Managing People and Processes for Effective School Leadership

In the *A Data-Informed Focus on Student Achievement* domain, administrators are focused on developing goals to improve student achievement, monitoring progress towards meeting the goals, and analyzing and using data collected to drive instruction.

The next domain, *Utilizing Data for the Continuous Improvement of Instruction*, focuses on strategically planning for the use of resources that support the district instructional model and strive for sustained improvement of instruction. These leadership practices must be tightly aligned with the student data in order to have the greatest impact on student achievement.

The final domain, *Managing People and Processes for Effective School Leadership*, focuses on critical leadership practices related to the trust of staff and collaborative decision-making with school and community stakeholders. With the support of families and the community, OCPS is committed to creating

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enriching and diverse pathways that lead our students to success; this domain outlines the necessary leadership practices and strategies for school administrators to create a culture and climate of inclusivity, support and collaboration with all stakeholders.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its school administrator evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for school administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSs) adopted by the State Board of Education.

OCPS utilizes a school leadership framework adapted from the national Marzano School Leadership Evaluation Model. The research base that supports the Marzano School Leadership Evaluation is contemporary research, based on large scale professional research studies and meta-analyses on the impact of leadership practices on student learning growth and school administrator proficiency. Four primary documents were used in the review of literature for the creation of the Marzano School Leadership Evaluation Model:

- The Wallace Foundation study titled *Investigating the Links to Improved Student Learning* (Louis, Leithwood, Wahlstrom, & Anderson, 2010)
- The study of *What Works in Oklahoma Schools* (Marzano Research Laboratory, 2011)
- The Marzano, Waters, and McNulty (2005) meta-analysis of school leadership titled *School Leadership that Works*
- The Marzano (2003) study of effective schooling, *What Works in Schools*

The district chose to adapt and streamline the Marzano School Leadership Evaluation Model so that the OCPS School Leader Framework was clear, focused, and reflective of additional and innovative contemporary research. The following literature was reviewed and utilized in the development of the OCPS School Leader Framework:

- *The Schoolwide SEL Process – CASEL Guide to Schoolwide SEL* (CASEL, 2020)
- *Leading for Instructional Improvement – How Successful Leaders Develop Teaching and Learning Expertise* (Fink & Markholt, 2011)
- *Distributed Leadership Matters – Perspectives, Practicalities, and Potential* (Harris, 2014)
- *Culture Code – The Secrets of Highly Successful Groups* (Coyle, 2018)
- *Leading Change* (Kotter, 2012)
- *Collective Efficacy* (Donohoo, 2017)
- *Grit – The Power of Passion and Perseverance* (Duckworth, 2016)
- Wallace Foundation’s *Professional Standards for Educational Leaders 2015* (National Policy Board for Educational Administration, 2015)

The core expectations for effective school administrators found in the Florida Principal Leadership Standards were also considered when developing the OCPS School Leader Framework. Each domain and element from the OCPS School Leadership Framework is aligned with the Florida Principal Leadership Standards (see Appendix A).

Training

- The district provides training programs and has processes that ensure:

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- Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
- Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

[Rule 6A-5.030(2)(f)3., F.A.C.] requires that all school leaders are fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. OCPS leverages a variety of resources and platforms to ensure school administrators are advised of and trained on the OCPS School Leader Framework. The Professional Learning Department provides an annual overview to guide school leaders through the model, including the evaluation criteria, data sources, methodologies, and procedures associated with evaluation. The overview is supported by Area Superintendents, Associate Superintendents, and/or Executive Area Directors for the designated geographic areas or work locations. This training and supporting resources are housed in the district's online learning management system to ensure equitable access to the resources. Throughout the school year, additional follow up training sessions are provided through the online learning management systems, via web conferences, and at district principals' meetings to support the implementation of the evaluation system and enhanced leadership expertise.

Professional development is planned and implemented to address the intentional use of the leadership practices captured in the OCPS School Leader Framework and offered throughout the year to support the development of professional expertise. The administrators evaluated by this model have the opportunity to participate in ongoing professional development throughout the year that is offered in various formats (traditional, online, and blended) as well as delivered in a variety of settings and mixed groupings. The district requires participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.]. A series of district-wide professional learning is offered for school leaders and instructional staff that aligns the work of high performing teams, distributive leadership, and research-based instructional strategies to the continuous improvement of instruction in order to lead students to success. Throughout this professional learning series, explicit connections are made between the professional learning to the OCPS School Leader Framework as well as the district's instructional evaluation model, the Streamlined Instructional Framework, which serves as the district's vision of instruction. These additional professional learning opportunities deepened school leaders' expertise in the leadership practices and strategies utilized as OCPS's evaluation criteria.

Individuals with evaluation responsibilities and those who provide input towards evaluations are also required to participate in the annual overview of the criteria, data sources, methodologies, and procedures associated with the school leader evaluation process. Additionally, how to guides and interactive digital resources that address evaluation procedures are available for us throughout the evaluation process. Finally, the district has adopted an evaluation compliance monitoring process that is implemented in collaboration with Human Resources. This evaluation compliance monitoring system includes proactive communication and reminders of evaluation processes and the resources available as well as interventions prior to the completion of each evaluation process. This evaluation compliance system helps to ensure that evaluators receive strategic communication, guidance, and resources related to evaluation processes, procedures, and criteria.

Data Inclusion and Reporting

- The district may provide opportunities for parents and instructional personnel to provide input into performance evaluations, when the district determines such input is appropriate.

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Domain 3 of the OCPS School Leader Framework focuses on *Managing People and Processes for Effective School Leadership* and describes the critical leadership practices related to the trust of staff and collaborative decision-making with school and community stakeholders. The protocols for the elements in this domain (see Appendix B) describe collaborative input and decision-making with staff, students, parents, and the community. In OCPS, parents and instructional personnel do not provide direct input into the performance evaluation of school leaders; however, input from staff, parents, students, and the community are considered when evaluating the performance of school leaders. Please see the OCPS School Leader Framework protocols in Appendix B for more specific information on the criteria established for input data collection and use.

Evaluation Procedures

- The district's system ensures all school administrators are evaluated at least once a year.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

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OCPS utilizes a digital evaluation platform that allows school leaders to receive electronic notice immediately upon feedback being entered into the system. The system allows for all feedback to be archived in one location and the report features allow school leaders to see their progress and the progress of those they evaluate.

The OCPS School Leader Framework is utilized through an ongoing process that occurs throughout the school year. The evaluation process begins with a pre-evaluation and planning meeting. In this meeting, the administrator and supervisor will discuss initial evidences related to the six leadership practices in our model and identify areas for growth and how to sustain areas of success. Initial ratings for each element will be determined at this meeting, and a formal observation is entered in the district's digital evaluation platform. This formal observation serves as the written report of the completed evaluative observation for the school leader. Evaluators submit this observation within ten duty days of this conference. Between the initial meeting and the mid-year review, administrators are collecting evidences and data, uploading them to a collaborative observation, and engaging in discussions related to these practices with their supervisor. At the mid-year point, a meeting with the administrator and supervisor will be held to review evidences and determine the current rating of each element. A formal observation is conducted at this meeting and is entered in the district's digital evaluation platform. This formal observation serves as the written report of the completed evaluative observation for the school leader. Evaluators submit this observation within ten duty days of this conference. Between the mid-year meeting and end of year meeting, the administrator will continue to reflect on their leadership practices, upload evidences, and engage in discussions with their supervisor related to the leadership practices in our evaluation model. Finally, administrators will end the year by reviewing the final evidences and discussing the growth made with each element. During this meeting, the final ratings for each element will be determined. The final ratings assigned to each element are used in the calculation of the final evaluation score. The final formal observation of the year is conducted at this meeting and is entered in the district's digital evaluation platform. This formal observation serves as the written report of the completed evaluative observation for the school leader. Evaluators submit this observation within ten duty days of this conference.

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Once this final evaluative observation is complete, the evaluator will complete all remaining evaluation processes, culminating in the completion of a final evaluation in the district's digital evaluation platform. The school leader being evaluated has access to provide comments and input through the digital evaluation platform for each observation and the final evaluation. All comments on the final evaluation become a part of the employee's permanent record.

Area Superintendents, Associate Superintendents, and Executive Area Directors are responsible for the evaluation of all K-12 principals assigned to them. Associate Superintendents and Senior Directors are responsible for evaluating the principals in all exceptional student education centers and alternative centers, as well as for the Orlando Technical Colleges that fall under their areas of responsibility. K-12 principals are responsible for the evaluation of the assistant principals assigned to their schools. Orlando Technical College senior directors are responsible for the evaluation of assistant directors assigned to their location. As previously described in the Training section above, these individuals receive an annual overview training of the scoring processes used for school leader evaluation.

The Director of Evaluation Systems will review the results of the evaluations for consistency in the two statutorily required measures school by school. All evaluation records in the digital evaluation platform are available for executive leadership and the district Superintendent's review for the purpose of reviewing employees' contracts. With approval from the assigned executive leadership staff member and the Director of Evaluation Systems, an evaluation may be amended based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- The district has procedures for how evaluation results will be used to inform the
 - Planning of professional development; and
 - Development of school and district improvement plans.
- The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

The district reviews school leader observation and final evaluation data in connection with student data to develop a professional development plan for administrators, including strategic, district-wide professional learning. Based on this analysis, varied professional development opportunities are offered in traditional, blended and virtual formats as well as job-embedded professional development opportunities. The OCPS School Leader Framework also supports the use of observation data in planning professional development to reinforce the vision for effective instruction.

Florida Statute 1012.34 (2)(a) requires evaluation systems for school administrators to be designed to support effective instruction and student growth, and that performance evaluation results must be used to develop district and school improvement plans. The School Board of Orange County Public Schools has developed a dynamic strategic plan focused on leading students to success. School leader evaluation data is analyzed and measured in connection with the OCPS 2025 Strategic Plan. Additionally, OCPS requires that schoolwide improvement plans will be consistent with the eight-step process identified by the Florida Department of Education and that the developed plans will be aligned to the OCPS 2025 Strategic Plan.

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To assure this, school leaders participate in a professional development focused on writing a strong schoolwide improvement plan that reflects the needs of their individual school based on student data, instructional practices, leadership practices, and culture and climate indicators. Resources and guides are provided to support a focus on leveraging social and emotional learning to lead students to academic success. The plans are submitted and reviewed by district administrators. Plans are monitored regularly and connected to the OCPS School Leader Framework evaluation observation process (see OCPS School Leader Framework protocols in Appendix B). Additionally, school administrators are required to develop individualized plans for professional growth through the Deliberate Practice process focused on the first element in the OCPS School Leader Framework, which addresses the development, implementation, and monitoring of a schoolwide improvement plan. These individual professional growth plans are reviewed by evaluators to ensure consistency with established district procedures and expectations.

As previously described in the Training section above, the district requires participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].

Notifications

- The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- The district school superintendent shall annually notify the Department of Education of any school administrators who
 - Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

In collaboration with the OCPS Professional Standards department, the district implements an administrative performance improvement plan process that meets all requirements outlined in Section 1012.34(4), F.S.

The district complies with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in F.S. 1012.34(5) and maintains documentation of this.

District Self-Monitoring

- The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
 - Evaluators provide necessary and timely feedback to employees being evaluated;
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
 - Use of evaluation data to identify individual professional development; and,
 - Use of evaluation data to inform school and district improvement plans.

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The annual overview described in the Training section above contains the policies and procedures for the proper use of OCPS School Leader Framework A component of this annual overview includes calibration of evidence and ratings in connection to the protocols and developmental scales for each element in the OCPS School Leader Framework. As previously described in the Evaluation Procedures section, district procedures have been established to ensure compliance with the requirements of 1012.34, F.S., and Rule 6A-5.030, F.A.C.

As previously described in the Training section above, a district evaluation compliance monitoring system is implemented in collaboration with the district's Human Resources division. This compliance monitoring system ensures that evaluators follow district policies and procedures in the implementation of the school administrator evaluation process.

Finally, as described in the Use of Results section above, the district implements processes for the use of evaluation data for planning the administrative professional development program, to inform school and district improvement plans, and to support the development of individualized professional growth plans. Additionally, key district programs (such as the district's Level II Principal Certification program) require participants to analyze their personal evaluation data to identify individual professional development needs.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of school administrators. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how school administrators are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.

Personnel Group	When Personnel are Informed	Method(s) of Informing
School Administrators	August - September	<ul style="list-style-type: none"> • District provided video overview • District communication <ul style="list-style-type: none"> ○ District memorandums ○ District email • Geographic learning community and division meetings

2. Pursuant to section 1012.34(3)(a)3., F.S., evaluation criteria for instructional leadership must include indicators based upon each of the FPLSs adopted by the State Board of Education. In the table below, describe when and how evidence of demonstration of the FPLSs is collected.

Personnel Group	When Evidence is Collected	Method(s) of Collection
School Administrators	August - October	Deliberate Practice Plan submission <ul style="list-style-type: none"> • Personalized professional growth plan on a specified element from the OCPS School Leader Framework that aligns with FPLSs
School Administrators	November - December	Initial Observation Conference <ul style="list-style-type: none"> • Evaluator and evaluatee discuss initial evidences related to the elements in the OCPS School Leader Framework (aligned to the FPLSs) and identify areas for growth and how to sustain areas of success
School Administrators	January - March	Midpoint Observation Conference <ul style="list-style-type: none"> • Evaluator and evaluatee review evidences, determine the current rating of each element in the OCPS School Leader Framework (aligned to the FPLSs), and identify next steps to support continued professional growth
School Administrators	June - July	Final Observation Conference <ul style="list-style-type: none"> • Evaluator and evaluatee review evidences, determine the final rating of each element in the OCPS School Leader Framework (aligned to the FPLSs), and identify next steps to support continued professional growth

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3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year. In the table below, describe when and how many summative evaluations are conducted for school administrators.

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
School Administrators	1	August 1 - July 31	Final Evaluation results are communicated within 10 duty days of a submitted final evaluation report. <ul style="list-style-type: none"> Student Learning Growth scores are added to final evaluation results in the Fall after the release of state testing data

Part IV: Evaluation Criteria

A. Instructional Leadership

In this section, the district shall provide the following information regarding the instructional leadership data that will be included for school administrator evaluations.

- Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Orange County, instructional leadership accounts for 67% of the school administrator performance evaluation.
- Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

The information that follows describes the components of the Leadership Practice score, the rating criteria, the calculation process, and the effectiveness categories pursuant to sections 1012.34(3)(a)3., F.S and 1012.34(2)(e), F.S.

Each element in the OCPS School Leadership Framework contains a unique developmental scale. Each level of the scale is assigned a numerical value, as explained on the following chart.

Level	Criteria	Value
<i>Not Using</i>	Leadership practice not attempted	0
<i>Emerging</i>	Leadership practice is attempted, but not used correctly, not completed, or only partially implemented	1
<i>Satisfactory</i>	Leadership practice is implemented correctly	2

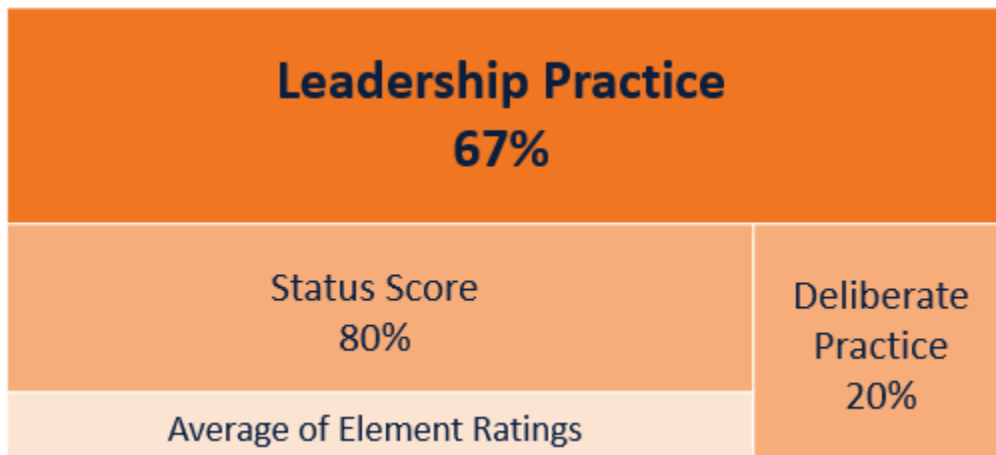
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<i>Above Expectations</i>	Leadership practice is implemented correctly and implemented strategies are monitored	3
<i>Exemplary</i>	Leadership practice is implemented correctly, strategies are monitored, and adaptations or modifications are implemented and a continuous focus on refining and improving the leadership practice is evident	4

In order to support a focused area for growth through specific improvements in leadership expertise, OCPS uses the Deliberate Practice process as a component of the Leadership Practice score. School leaders in OCPS are required to focus on an element specified by district leadership which is identified through analysis of school administrator evaluation results and connected with district-wide professional learning. OCPS will focus on the first element in the school leader framework. The inclusion of the Deliberate Practice score in the Leadership Practice score is described below.

The Leadership Practice score is calculated by combining the Status Score and Deliberate Practice score. The Status Score is weighted at 80% of the Leadership Practice Score, and the Deliberate Practice score is weighted at 20% of the Leadership Practice score. The Status Score is calculated by averaging the element ratings received, excluding the rating received for the element targeted for Deliberate Practice. The Deliberate Practice score is determined by the final element rating received for the element selected for Deliberate Practice.

Below are two graphics illustrating the calculation process. The first image provides a visual representation of the calculation process described above. The second image provides a visual representation of a sample school administrator score.



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Leadership Practice 67%					2.68
Status Score 80%					2.60
Above Expectations	Above Expectations	Satisfactory	Satisfactory	Above Expectations	Deliberate Practice 20% Above Expectations 3.0
3.0	3.0	2.0	2.0	3.0	

OCPS defines effectiveness categories for each school leader evaluation component necessary to calculate a final evaluation score. The category ranges for the Leadership Practice score are shared below.

Leadership Practice Scores	
Highly Effective	3.30 – 4.00
Effective	2.40 – 3.29
Developing/Needs Improvement	1.50 – 2.39
Unsatisfactory	0.00 – 1.49

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Orange County, other indicators of performance account for 0% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance.

This section is not applicable to the Final Evaluation process for OCPS.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator’s school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Orange County, performance of students accounts for 33% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

The information that follows describes the components of the Student Learning Growth score, the calculation process, and the effectiveness categories pursuant to section 1012.34(2)(e), F.S.

School administrators receive an evaluation that is based on the students attending the school over the course of at least three years. If less than three years of data are available, the years for which data available are used. This process starts with the construction of individual year student learning growth scores based on the student learning growth data available for that year. All weighting for yearly calculations will be done based on the number of students instructed by a particular assessment if weighting is required. All student learning growth scores will be calculated through models constructed by the school district. State value-added models and scores will only be used outside of the evaluation system as directed by other areas of Florida Statute.

School administrators receive school student learning growth ratings based on the average of the teacher value-added scores at the school in English/Language Arts and Mathematics. Student learning gain calculations use descriptive statistics to establish cut scores on whether or not students improve achievement from one year to the next on FSA English/Language Arts and FSA Mathematics. Students are included in the calculation based on accountability criteria. Student learning growth calculations use inferential statistics estimating a teacher’s contribution to his or her students’ academic growth in scores on a majority of the tested subjects within a certain period of the time with student, classroom, and school characteristics taken into consideration.

OCPS defines effectiveness categories for each school leader evaluation component necessary to calculate a final evaluation score. The category ranges for the Student Learning Growth score are shared below.

Student Learning Growth Scores		
Effectiveness Category	Description	Value
Highly Effective	Demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 99-percent confidence interval also lie above zero (0).	4.00

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Effective	Demonstrated by a value-score of zero (0); or a value-added score of greater than zero (0), where some portion of the range of scores associated with a 99-percent confidence interval lies at or below zero (0); or a value-added score of less than zero (0), where some portion of the range of scores associated with both the 95-percent and the 99-percent confidence interval lies at or above zero (0).	3.29
Developing/Needs Improvement	Demonstrated by a value-added score that is less than zero (0), where the entire 95-percent confidence interval falls below zero (0), but where a portion of the 99-percent confidence interval lies above zero (0).	2.39
Unsatisfactory	demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 99-percent confidence interval also lie below zero (0).	1.49

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for school administrators.

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how an elementary principal and a high school principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

Pursuant to s. 1012.34(2)(e), F.S., OCPS defines effectiveness categories for each of school leader evaluation components necessary to calculate a final evaluation score. These category ranges are described below.

Final Scores	
Highly Effective	3.3 – 4.0
Effective	2.4 – 3.2
Developing/Needs Improvement	1.5 – 2.3
Unsatisfactory	0.0 – 1.4

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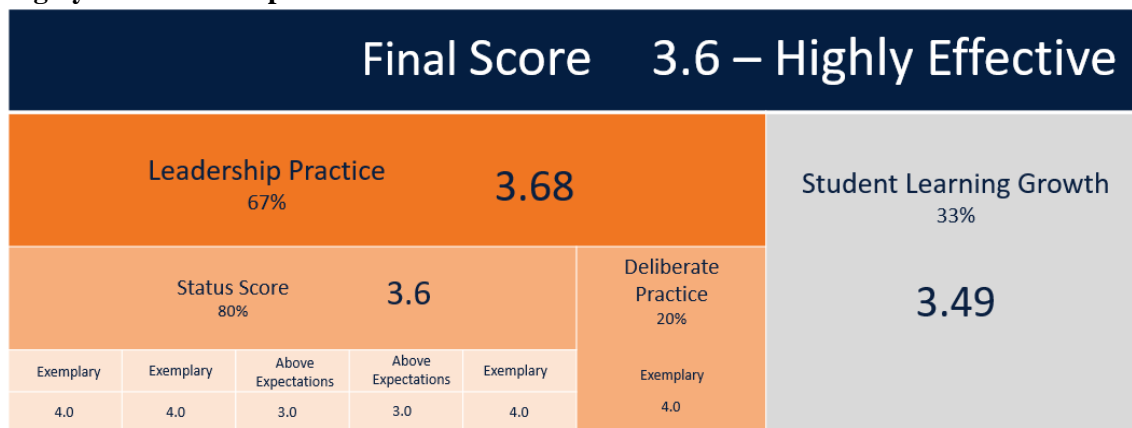
School leaders that fall into the Developing/Needs Improvement category ranges are assigned their designation, dependent upon their years of administrative experience. School leaders with fewer than three years of completed administrative experience will be assigned to the effectiveness category of Developing. School leaders who have four or more years of administrative experience as assigned to the effectiveness category of Needs Improvement.

The school leader final evaluation score is calculated by combining an administrator’s leadership practice score and student learning growth score. The Leadership Practice score is weighted at 67% or 2/3 of the final score, and the student learning growth score is weighted at 33% or 1/3 of the final score. The Leadership Practice score is created by combining the Status Score and Deliberate Practice score. The Status Score is 80% of the Leadership Practice Score, and the Deliberate Practice score is 20% of the Leadership Practice score. The Status Score is calculated by averaging the element ratings received, excluding the rating received for the element targeted for Deliberate Practice. Below are graphics that illustrate the calculation process and provide a sample score calculation.



This same calculation process is utilized for all school leaders, regardless of their assigned school level (e.g. elementary, high school, etc.). Below are sample score calculations for school leaders that would fall in the highly effective and unsatisfactory effectiveness categories.

Highly Effective Sample Score



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Unsatisfactory Sample Score

Final Score 1.3 - Unsatisfactory					
Leadership Practice 67% 1.16					Student Learning Growth 33% 1.49
Status Score 80% 1.2				Deliberate Practice 20%	
Emerging 1.0	Emerging 1.0	Emerging 1.0	Emerging 1.0	Satisfactory 2.0	

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Principal Leadership Standards (FPLSs).

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
Domain 1: Student Achievement	
1. Student Learning Results	
<i>Effective school leaders achieve results on the school's student learning goals.</i>	
The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	<ul style="list-style-type: none"> ● Clear, Measurable Goals for Individual Student Achievement
Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	<ul style="list-style-type: none"> ● Clear, Measurable Goals for Individual Student Achievement
2. Student Learning as a Priority	
<i>Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</i>	
Enables faculty and staff to work as a system focused on student learning;	<ul style="list-style-type: none"> ● Clear, Measurable Goals for Individual Student Achievement ● Focus on Effective Instruction and Student Achievement ● Continuous Improvement of Instruction ● Trust of Faculty and Staff ● Staff Can Provide Input on School Functions
Maintains a school climate that supports student engagement in learning;	<ul style="list-style-type: none"> ● Focus on Effective Instruction and Student Achievement ● Continuous Improvement of Instruction ● Trust of Faculty and Staff ● Staff Can Provide Input on School Functions ● Students, Parents, and Community Can Provide Input on School Functions and Environment
Generates high expectations for learning growth by all students; and,	<ul style="list-style-type: none"> ● Clear, Measurable Goals for Individual Student Achievement ● Focus on Effective Instruction and Student Achievement ● Continuous Improvement of Instruction ● Trust of Faculty and Staff ● Staff Can Provide Input on School Functions

School Administrator Evaluation System

	<ul style="list-style-type: none"> • Students, Parents, and Community Can Provide Input on School Functions and Environment
Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	<ul style="list-style-type: none"> • Clear, Measurable Goals for Individual Student Achievement • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction • Trust of Faculty and Staff • Staff Can Provide Input on School Functions
Domain 2: Instructional Leadership	
3. Instructional Plan Implementation	
<i>Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.</i>	
Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction
Engages in data analysis for instructional planning and improvement;	<ul style="list-style-type: none"> • Clear, Measurable Goals for Individual Student Achievement • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction
Communicates the relationships among academic standards, effective instruction, and student performance;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction
Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction
Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	<ul style="list-style-type: none"> • Clear, Measurable Goals for Individual Student Achievement • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction
4. Faculty Development	
<i>Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</i>	
Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction • Trust of Faculty and Staff • Staff Can Provide Input on School Functions
Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement

School Administrator Evaluation System

	<ul style="list-style-type: none"> • Continuous Improvement of Instruction
Employs a faculty with the instructional proficiencies needed for the school population served;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction
Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction
Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction
Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction • Trust of Faculty and Staff • Staff Can Provide Input on School Functions
5. Learning Environment	
<i>Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</i>	
Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	<ul style="list-style-type: none"> • Continuous Improvement of Instruction • Trust of Faculty and Staff • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	<ul style="list-style-type: none"> • Continuous Improvement of Instruction • Trust of Faculty and Staff • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Promotes school and classroom practices that validate and value similarities and differences among students;	<ul style="list-style-type: none"> • Clear, Measurable Goals for Individual Student Achievement • Continuous Improvement of Instruction • Trust of Faculty and Staff
Provides recurring monitoring and feedback on the quality of the learning environment;	<ul style="list-style-type: none"> • Clear, Measurable Goals for Individual Student Achievement • Continuous Improvement of Instruction
Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	<ul style="list-style-type: none"> • Clear, Measurable Goals for Individual Student Achievement • Continuous Improvement of Instruction

School Administrator Evaluation System

Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	<ul style="list-style-type: none"> • Clear, Measurable Goals for Individual Student Achievement • Continuous Improvement of Instruction • Trust of Faculty and Staff • Staff Can Provide Input on School Functions
Domain 3: Organizational Leadership	
6. Decision Making	
<i>Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</i>	
Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	<ul style="list-style-type: none"> • Clear, Measurable Goals for Individual Student Achievement • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction
Uses critical thinking and problem solving techniques to define problems and identify solutions;	<ul style="list-style-type: none"> • Clear, Measurable Goals for Individual Student Achievement • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction
Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	<ul style="list-style-type: none"> • Clear, Measurable Goals for Individual Student Achievement • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Empowers others and distributes leadership when appropriate; and,	<ul style="list-style-type: none"> • Continuous Improvement of Instruction • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Uses effective technology integration to enhance decision making and efficiency throughout the school.	<ul style="list-style-type: none"> • Clear, Measurable Goals for Individual Student Achievement • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
7. Leadership Development	
<i>Effective school leaders actively cultivate, support, and develop other leaders within the organization.</i>	
Identifies and cultivates potential and emerging leaders;	<ul style="list-style-type: none"> • Trust of Faculty and Staff

School Administrator Evaluation System

	<ul style="list-style-type: none"> • Staff Can Provide Input on School Functions
Provides evidence of delegation and trust in subordinate leaders;	<ul style="list-style-type: none"> • Trust of Faculty and Staff • Staff Can Provide Input on School Functions
Plans for succession management in key positions;	<ul style="list-style-type: none"> • Trust of Faculty and Staff • Staff Can Provide Input on School Functions
Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	<ul style="list-style-type: none"> • Continuous Improvement of Instruction • Trust of Faculty and Staff • Staff Can Provide Input on School Functions
Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	<ul style="list-style-type: none"> • Continuous Improvement of Instruction • Trust of Faculty and Staff • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
8. School Management	
<i>Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</i>	
Organizes time, tasks and projects effectively with clear objectives and coherent plans;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Trust of Faculty and Staff
Establishes appropriate deadlines for him/herself and the entire organization;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement
Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Trust of Faculty and Staff • Staff Can Provide Input on School Functions
Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Trust of Faculty and Staff • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
9. Communication	
<i>Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</i>	
Actively listens to and learns from students, staff, parents, and community stakeholders;	<ul style="list-style-type: none"> • Trust of Faculty and Staff • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Recognizes individuals for effective performance;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction

School Administrator Evaluation System

	<ul style="list-style-type: none"> • Trust of Faculty and Staff
Communicates student expectations and performance information to students, parents, and community;	<ul style="list-style-type: none"> • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction • Trust of Faculty and Staff • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Trust of Faculty and Staff • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Utilizes appropriate technologies for communication and collaboration; and,	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Continuous Improvement of Instruction • Trust of Faculty and Staff • Staff Can Provide Input on School Functions
Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behavior	
<i>Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</i>	
Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Trust of Faculty and Staff
Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Trust of Faculty and Staff • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Trust of Faculty and Staff

School Administrator Evaluation System

	<ul style="list-style-type: none"> • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Engages in professional learning that improves professional practice in alignment with the needs of the school system;	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Trust of Faculty and Staff
Demonstrates willingness to admit error and learn from it; and,	<ul style="list-style-type: none"> • Trust of Faculty and Staff • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment
Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	<ul style="list-style-type: none"> • Focus on Effective Instruction and Student Achievement • Trust of Faculty and Staff • Staff Can Provide Input on School Functions • Students, Parents, and Community Can Provide Input on School Functions and Environment

Appendix B – Observation Instruments for School Administrators

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional leadership data for school administrators.

School Leader Evaluation Model
Leadership Learning Map



Learning Sciences
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LearningSciencesInternational
LEARNING AND PERFORMANCE MANAGEMENT

A Data-Informed Focus on Student Achievement

- The school leader establishes clear and measurable goals focused on the critical work of improving achievement. The school leader ensures data are analyzed, interpreted, and used to drive instruction. Progress toward achievement goals for individual students is regularly monitored.

Utilizing Data for the Continuous Improvement of Instruction

- The school leader manages the fiscal, operational, technological, and personnel resources of the school in a way that focuses on effective instruction and the achievement of all students.
- The school leader provides a clear vision regarding the district instructional model and is aware of predominant instructional practices. The school leader ensures that teacher teams and collaborative groups regularly interact to address curriculum, assessment, instruction, and the achievement of all students.

Managing People and Processes for Effective School Leadership

- The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.
- The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and formal roles in the decision-making process regarding school initiatives. The school leader delegates responsibilities appropriately.
- The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school and perceive the school as safe and orderly.

Domain 1: A Data-Informed Focus on Student Achievement

Clear, measurable goals for individual student achievement

The school leader establishes clear and measurable goals focused on the critical work of improving achievement. The school leader ensures data are analyzed, interpreted, and used to drive instruction. Progress toward achievement goals for individual students is regularly monitored.

CASEL Competencies:

Self-Awareness

Self-Management

Responsible Decision-Making

School Administrator Evaluation System

Example Evidences for Establishing Goals

- Uses responsible decision-making to develop a school improvement plan that aligns to the district strategic plan
 - Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
 - Written goals are established for each student in terms of his/her performance on state/district assessments, benchmark assessments, or common assessments
 - Written goals are established for eliminating the achievement gap for all students
 - Written goals address the most critical and severe achievement deficiencies
 - Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal
- Uses responsible decision-making and self-management to ensure data systems are clearly aligned to support improving student achievement
 - School-wide and individual student achievement goals are posted and discussed regularly at faculty and staff gatherings
 - Student-led conferences focus on the individual student's goals
 - Parent teacher conferences focus on the individual student's goals
 - When asked, teachers can explain the overall school and individual student goals

Example Evidences for Analyzing and Using Data to Drive Instruction

- Uses responsible decision-making to develop and implement responsive data analysis systems
 - Reports, graphs, and charts are available for overall student achievement (district data dashboard)
 - Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments)
 - Reports, graphs, and charts are regularly reviewed to track growth in student achievement (district data dashboard)
 - Achievement data for student subgroups within the school are routinely analyzed
 - School leadership teams regularly analyze school growth data
 - Reports, charts, and graphs are available for individual students depicting their status and growth
 - Individual student results from multiple types of assessments are regularly reported and used (e.g., iReady assessment, benchmark, culminating tasks, progress monitoring activities)
 - Individual student reports, graphs, and charts are regularly updated to track growth in student achievement
 - Teachers regularly analyze school growth data for individual students
 - School leadership teams regularly analyze individual student performance
 - When asked, faculty and staff can analyze data of their individual students, including all subgroups
 - MTSS measures are in place
 - MTSS data is analyzed and used to adjust MTSS measures as needed
 - Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs

Example Evidences for Monitoring Progress

- Uses responsible decision-making and self-management to monitor progress towards established school improvement goals
 - Students keep data notebooks regarding their individual goals
 - Data briefings are regularly conducted at faculty meetings
 - When asked, students are aware of their status on the achievement goals specific to them
 - When asked, parents are aware of their child's achievement goals
 - When asked, faculty and staff can explain how data are used to track growth in student achievement
 - When asked, individual students and their parents can describe the student's achievement status and growth
 - Individual student completion of programs designed to enhance their academic achievement is monitored (e.g., gifted and talented, advanced placement, STEM, etc.)
 - When asked, teachers can explain how interventions in place help individual students meet their goals
 - When asked, student and/or parents can identify interventions in place to meet the student's goals
 - When asked, students report their school has programs in place to help them meet their achievement goals

Not Using	Emerging	Satisfactory	Above Expectations	Exemplary
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School Administrator Evaluation System

The school leader does not attempt to ensure that clear and measurable goals focused on the critical work of improving achievement are established.	The school leader attempts to ensure that clear and measurable goals focused on the critical work of improving achievement are established, but does not complete the tasks or does so partially.	The school leader establishes clear and measurable goals focused on the critical work of improving achievement. Systems for data analysis and interpretation are established.	The school leader establishes clear and measurable goals focused on the critical work of improving achievement. The school leader ensures data are analyzed, interpreted, and used to drive instruction. Progress toward achievement goals for individual students is regularly monitored.	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information. The school leader refines individual achievement goals or the tracking process as achievement data accrues. The school leader continually examines and expands the options for individual students to make adequate progress.
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Domain 2: Utilizing Data for the Continuous Improvement of Instruction

Focus on effective instruction and student achievement

The school leader manages the fiscal, operational, technological, and personnel resources of the school in a way that focuses on effective instruction and the achievement of all students.

CASEL Competencies:

Self-Awareness **Relationship Skills** **Responsible Decision-Making**

Example Evidences for Fiscal Resources

- Uses responsible decision-making to ensure detailed budgets are developed, submitted, and implemented
 - Implemented budgets show that current budgetary allocations are used on the current students
 - The school leader successfully accesses and leverages a variety of resources (e.g., grants and local, state, and federal funds)
 - Data are available to show that resources and expenditures produce a return on investment (i.e., curriculum programs improve student learning)

Example Evidences for Operational Resources

- Uses responsible decision-making to ensure operational resources are successfully leveraged to support effective instruction
 - Ensures materials and resources for specific classes and courses meet the state or district specifications for those classes and courses
 - Ensures time available for specific classes and courses meets the state or district specifications for those classes and courses
 - Curriculum documents are in place that correlate the written curriculum to state and district standards
 - All inventory items are accounted for or within the district standard of 1%
 - Effectively manages facility and operations resources to provide support for instruction
 - Effectively manages materials, time and resources to meet district, state or federal specifications
 - Data reveals how management of resources supports instruction and student achievement
 - When asked, faculty and staff report they have adequate materials and time to teach effectively

Example Evidences for Technological Resources

- Uses responsible decision-making to appropriately plan for, budget for, and direct the use of technology to improve teaching and learning
 - Supports and provides adequate training for the technology teachers and other personnel are expected to use
 - When asked, personnel report technology facilitates the school operating at optimal efficiency
 - Data shows the extent that technical resources support instruction and student achievement
 - When asked, personnel report technological resources support instruction

Example Evidences for Personnel Resources

- Uses responsible decision-making and relationship skills to effectively manage human resources in order to provide support for instruction and achievement

School Administrator Evaluation System

- Hires and retains effective personnel
- Hires and employs personnel who continue to grow and enhance their skills
- Meets regularly with personnel regarding their performance
- Supports and assists personnel who do not continue to develop expertise
- Uses appropriate procedures to release personnel who do not continue to develop expertise
- When asked, personnel report the district leader supports development of expertise
- Uses a system to effectively evaluate and revise the school's new teacher induction program

Not Using	Emerging	Satisfactory	Above Expectations	Exemplary
The school leader does not attempt to manage the fiscal, operational, technological, and personnel resources necessary to support effective teaching.	The school leader attempts to manage the fiscal, operational, technological, and personnel resources necessary to support effective teaching but does not complete the tasks or does so partially.	The school leader manages the fiscal, operational, technological, and personnel resources necessary to support effective teaching.	The school leader manages the fiscal, operational, technological, and personnel resources necessary to support effective teaching. The school leader monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students.	The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students.

Domain 2: Utilizing Data for the Continuous Improvement of Instruction

Continuous improvement of instruction
<p>The school leader provides a clear vision regarding the district instructional model and is aware of predominant instructional practices. The school leader ensures that teacher teams and collaborative groups regularly interact to address curriculum, assessment, instruction, and the achievement of all students through job-embedded professional learning. The school leader is recognized for their support and use of collective school efficacy.</p>
<p>CASEL Competencies:</p> <p>Self-Awareness Social Awareness Relationship Skills Responsible Decision-Making</p>
<p>Example Evidences for Clear Vision of Instruction</p> <ul style="list-style-type: none"> • Uses relationship skills and responsible decision-making to communicate a clear vision of the district instructional model <ul style="list-style-type: none"> • The district-wide model of instruction is shared with school faculty and staff (i.e., written documents, presentations) <ul style="list-style-type: none"> • Streamlined Instructional Framework • Literacy across content areas • Social and emotional learning • Digital learning • Demonstrates how the district-wide model of instruction is operationalized at the school (i.e., PLC meeting notes focused on the district-wide model of instruction, classroom observation data and comments, examples of professional learning related to the district-wide model of instruction and evidences of implementation of the learning) • The district-wide language of instruction is used regularly by faculty in their professional learning communities and faculty and/or department meetings • When asked, teachers can describe the major components of the district-wide model of instruction • When asked, teachers can explain how strategies in the district-wide model of instruction promote learning for the school's diverse population
<p>Example Evidences for Awareness of Predominant Instructional Practices</p>

School Administrator Evaluation System

- Uses social awareness, relationship skills, and responsible decision-making to identify, address, and/or sustain predominant instructional practices
 - Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
 - Actionable feedback is provided to teachers regarding their instructional practices and monitored for its implementation and impact
 - Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school
 - Data are available to document the predominant instructional practices in the school
 - The school leader can describe effective practices and problems of practice
 - When asked, teachers can describe the predominant instructional practices used in the school

Example Evidences for Job-Embedded Professional Learning

- Uses responsible decision-making to develop, implement, and monitor the impact of job-embedded professional learning related to the district instructional model
 - Professional learning communities (PLCs) are in place and meet regularly
 - PLCs have written goals that align to district and/or school improvement plan goals
 - The school leader regularly examines the PLC's progress toward goals
 - Common assessments are created and/or analyzed by PLCs
 - Student achievement and growth are analyzed by PLCs
 - When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy and implementation of the district-wide model of instruction
 - When asked, teachers can explain how PLCs analyze data to identify appropriate instructional practices
- Uses responsible decision-making to develop, implement, and monitor the impact of cycles of professional learning related to the district instructional model
 - Professional development is available to personnel that supports the district instructional model
 - Student achievement data and relevant school data are used to develop professional learning opportunities
 - Tracks personnel participation in professional development activities
 - Online professional learning courses are available as appropriate
 - Data are collected linking the effectiveness of professional development to the improvement of appropriate practices
 - When asked, personnel can describe how professional development supports the district instructional model

Example Evidences for Collective School Efficacy

- Uses social awareness, relationship skills, and responsible decision-making in order to be recognized as a leader who supports and uses collective district efficacy
 - Demonstrates leadership effort and persistence towards collective school ownership of district mission, vision, and objectives
 - Demonstrates the ability to rally school staff around common opportunities
 - Enables action towards collective ownership of district mission, vision, and objectives by removing barriers and eliminating silos
 - Demonstrates behaviors that value collaborative decision-making across school teams
 - Demonstrates that shared collective action is necessary in order to have the greatest impact on student outcomes
 - Demonstrates the belief that personal and collective leadership actions impact student achievement
 - Provides opportunities for distributive leadership within and across school teams, departments
 - Provides opportunities for staff to connect their work with the work of their peers

Not Using	Emerging	Satisfactory	Above Expectations	Exemplary
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School Administrator Evaluation System

<p>The school leader does not attempt to ensure that a district-wide model of instruction or the use of collective school efficacy are in place at their school site.</p>	<p>The school leader attempts to ensure that a district-wide model of instruction is in place at their school site, information about predominant instructional strategies in the school is collected, job-embedded professional learning is implemented, and collective school efficacy is used, but does not complete the tasks or does so partially.</p>	<p>The school leader provides a clear vision regarding the district instructional model and is aware of predominant instructional practices. The school leader ensures that teacher teams and collaborative groups regularly interact to address curriculum, assessment, instruction, and the achievement of all students through job-embedded professional learning. The school leader is recognized for their support of collective school efficacy.</p>	<p>The school leader provides a clear vision regarding the district instructional model and is aware of predominant instructional practices. The school leader ensures that teacher teams and collaborative groups regularly interact to address curriculum, assessment, instruction, and the achievement of all students through job-embedded professional learning. The school leader is recognized for their support of collective school efficacy.. The school leader monitors the extent to which this information is used to identify effective and ineffective practices to positively impact student achievement.</p>	<p>The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are increasing. The school leader ensures teacher group goals relative to curriculum, assessment, and instruction, as well as job-embedded professional learning are regularly revised to reflect the changes in student achievement data. The school leader ensures adjustments are made and new strategies are created for the improvement of instruction through collective school efficacy.</p>
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Domain 3: Managing People and Processes for Effective School Leadership

Trust of faculty and staff

The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

CASEL Competencies:

Self-Awareness **Self-Management** **Social Awareness** **Relationship Skills** **Responsible Decision-Making**

Example Evidences for Trust of Faculty and Staff

- Uses self-management, social awareness, relationship skills and responsible decision-making to build and sustain trusting relationships with faculty and staff
 - The school leader is recognized by the school community as one who speaks with candor and is willing to "take on tough issues"
 - Successfully regulates emotions and behaviors throughout different situations
 - Negotiates conflict constructively
 - Utilizes perspective taking and empathy when interacting with faculty and staff
 - Makes constructive choices about personal behavior and social interactions that demonstrate that their actions are guided by what is best for all student populations
 - Demonstrates behaviors that value collaboration with faculty and staff
 - When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
 - When asked, faculty and staff describe the school leader as an individual who will follow through with his/her initiatives
 - When asked, faculty and staff describe the school leader as one whose actions support his/her talk and expectations

School Administrator Evaluation System

- When asked, personnel describe the school leader as objective

Not Using	Emerging	Satisfactory	Above Expectations	Exemplary
The school leader does not attempt to perform with integrity and in the best interest of all students.	The school leader attempts to perform with integrity and in the best interest of all students but does so sporadically or inconsistently.	The school leader performs with integrity and in the best interest of all students.	The school leader performs with integrity and in the best interest of all students. The school leader monitors the extent to which faculty and staff perceive him/her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn.	The school leader actively seeks input, and expertise for validation and feedback to confirm or improve how he/she performs or is perceived. The school leader demonstrates how this input or expertise changes their leadership practices.

Domain 3: Managing People and Processes for Effective School Leadership

Staff can provide input on school functions

The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and formal roles in the decision-making process regarding school initiatives. The school leader delegates responsibilities appropriately.

CASEL Competencies:

Self-Awareness **Social Awareness** **Relationship Skills** **Responsible Decision-Making**

Example Evidences for Input and Decision-Making

- Uses social awareness, relationship skills, and responsible decision-making to develop collaborative input and decision-making processes
 - Demonstrates value for the multiple perspectives gained through staff input
 - Establishes and maintains healthy and productive relationships through input from staff
 - Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school
 - The manner in which collected data is used is made transparent
 - Data is available to show input is used by the school leader
 - Notes and reports are in place that describe how teacher input was used when making specific decisions
 - The school leader can cite examples of where teacher input has resulted in effective change at the school
 - Groups of teachers are selected and utilized to provide input regarding specific decisions
 - The school improvement team provides input to the leader regarding the development of a school improvement plan that is aligned to the district strategic plan
 - When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school
 - When asked, teachers can identify examples of when their input has resulted in effective change at the school
 - When asked, teachers report they feel their input is valued and used by the school leader

Example Evidences for Delegating Responsibilities

- Uses social awareness, relationship skills, and responsible decision-making to delegate responsibilities
 - Considers multiple perspectives and the need for diverse experiences when delegating responsibilities
 - Uses interests of staff to delegate opportunities
 - Identifies and mentors potential leaders to develop a succession plan and provides appropriate growth opportunities
 - Models effective leadership practices and mentors emerging leaders
 - Faculty and staff are assisted with career planning and continuing educational opportunities

School Administrator Evaluation System

- Teacher leaders and other faculty are empowered to share in the leadership of the school
- Delegates responsibilities to emerging leaders in preparation for career advancement opportunities
- Teacher leaders are enabled to proactively initiate, plan, implement and monitor projects
- When asked, emerging leaders explain opportunities for leadership development
- When asked, emerging leaders share that their input and perspective was valued when responsibilities were delegated
- When asked, staff report responsibilities are effectively delegated

Not Using	Emerging	Satisfactory	Above Expectations	Exemplary
The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities.	The school leader attempts to ensure that input is regularly collected from teachers and staff and appropriately delegate responsibilities but does not complete the task or does so partially.	The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.	The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and formal roles in the decision- making process regarding school initiatives. The school leader delegates responsibilities appropriately. The school leader monitors the extent to which the inputs and delegations are contributing to the optimal functioning of the school.	The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school. The school leader demonstrates how this intervention positively impacts the optimal functioning of the school.

Domain 3: Managing People and Processes for Effective School Leadership

Students, parents, and community can provide input on school functions and environment

The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school and perceive the school as safe and orderly.

CASEL Competencies:

Self-Awareness **Social Awareness** **Relationship Skills** **Responsible Decision-Making**

School Administrator Evaluation System

Example Evidences for Input

- Uses social awareness, relationship skills, and responsible decision-making to develop collaborative input and decision-making processes
 - Demonstrates value for the multiple perspectives gained through students, parents, and community input
 - Establishes and maintains healthy and productive relationships through input from students, parents, and the community
 - Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school
 - The manner in which collected data is used is made transparent
 - An interactive website is provided for students, parents, and community to provide input
 - Appropriate social networking technologies (e.g., Twitter, Facebook) is utilized to involve students, parents, and community
 - Focus group meetings with students and parents are routinely scheduled
 - The leader can explain how the use of input from the school community has resulted in improved functioning of the school
 - The leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning
 - When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school

Example Evidences for School Environment

- Uses social awareness, relationship skills and responsible decision-making to ensure the school is and is perceived as safe and orderly
 - Clear and specific rules and procedures are in place for the running of the school
 - A system is in place for mass communicating to parents about issues regarding school safety (e.g., a call out system)
 - Parents and community are engaged to give input regarding issues of school safety
 - When asked, parents and students describe the school as a safe place
 - When asked, parents and students describe the school as an orderly place
 - When asked, community members perceive the school as safe and orderly
 - When asked, parents, students and community members describe the school leader as highly visible and accessible

Not Using	Emerging	Satisfactory	Above Expectations	Exemplary
The school leader does not attempt to ensure that input is regularly collected from students, parents, and community.	The school leader attempts to ensure that input is regularly collected from students, parents, and community but does not complete the task or does so partially.	The school leader ensures that input is regularly collected from students, parents, and community.	The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school and perceive the school as safe and orderly. The school leader monitors the extent to which the inputs and perceptions are contributing to the optimal functioning of the school.	The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school. The school leader demonstrates how this intervention positively impacts the optimal functioning of the school.

Appendix C – Student Performance Measures

In Appendix C, the district shall provide the student performance measures to be used for calculating the performance of students for school administrators.

School administrators receive school student learning growth ratings based on the average of the teacher value-added scores at the school in English/Language Arts and Mathematics. Student learning gain calculations use descriptive statistics to establish cut scores on whether or not students improve achievement from one year to the next on FSA English/Language Arts and FSA Mathematics.

School Administrator Evaluation System

Appendix D – Summative Evaluation Forms

In Appendix D, the district shall include the summative evaluation form(s) to be used for school administrators.

Final Score: N/A

Leadership Practice 87.0%

3.2

Effective

Student Growth 33.0%

N/A

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer	
No	Standard	Formal	Dec 22, 2017 12:25:33 PM	OCPS School Leader Evaluation Model		View in a new window
No	Standard	Formal	Feb 28, 2018 12:22:46 PM	OCPS School Leader Evaluation Model		View in a new window
No	Standard	Formal	Jul 19, 2018 3:58:50 PM	OCPS School Leader Evaluation Model		View in a new window

Frequency Requirements	
OCPS School Leader Evaluation Model	Formal, expected 3, actual 3

Final Score Scale Range: 0.0 - 4.0

Label	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Details	3.3 - 4.0	2.4 - 3.2	1.5 - 2.3	0.0 - 1.4

School Administrator Evaluation System

Leadership Practice: 3.2 - Effective

Leadership Practice Scale		Weight: 87.0% Range: 0.0 - 4.0		
Label	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Details	3.3 - 4.0	2.4 - 3.29	1.5 - 2.39	0.0 - 1.49

Status Score Weight: 80.0%

3.0

Effective

Deliberate Practice Weight: 20.0%

Score: 4.0 - Innovating

Target Elements	Growth Score
Continuous improvement of instruction	4.0 - Innovating

Status Score: 3.0 - Effective

Status Score Scale		Weight: 80.0% Range: 0.0 - 4.0		
Label	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Details	3.3 - 4.0	2.4 - 3.29	1.5 - 2.39	0.0 - 1.49

OCPS School Leader Evaluation Model Weight: 100.0%

Score: 3.0 - Effective

Scale	Count
Level 4.0 (Exemplary)	0 (0.0%)
Level 3.0 (Above Expectations)	5 (100.0%)
Level 2.0 (Satisfactory)	0 (0.0%)
Level 1.0 (Emerging)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	5

Student Growth: N/A

Student Growth Scale		Weight: 33.0% Range: 0.0 - 4.0		
Label	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Details	3.3 - 4.0	2.4 - 3.29	1.5 - 2.39	0.0 - 1.49

Student Growth Weight: 33.0%

N/A