

# School District of Pinellas County

## 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-2017, 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](mailto: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.*

Pinellas County Schools will transition from using the comprehensive Marzano School & District Leader Evaluation Model to the Marzano Focused School & District Leader Evaluation Model. The Focused School & District Leader Evaluation Model is not a new model; instead, it is a revised version of the research-validated Marzano School & District Leader Evaluation Model created by a partnership between Robert J. Marzano and Learning Sciences International in 2013. The Marzano Focused School & District Leader Evaluation Model has been updated to make the connections between instructional and operational leadership explicit and to balance these interconnected responsibilities. The model's protocols have been revised to include a specific desired effect for each element and an increased number of sample evidences. The Marzano Focused School Leader Evaluation Model consist six domains and 21 elements and the District Leader Evaluation Model consists of six domains and 20 elements.

The updated Marzano Focused School & District Leader Evaluation Model is designed to break down large categories of behavior into individual elements, in order for leaders to self-assess and guide professional practice and growth. As part of the process, the leader is evaluated on how effectively he or she is getting the desired results of implementing these elements. This conceptual framework supports improved performance and professional growth; thus, evaluation becomes the measurement of the leader's progress toward specific elements or standards within the framework. If a leader wants to grow his or her practice, the Focused School & District Leader Evaluation Model serves as a roadmap.

The Marzano Focused School & Leader Evaluation Model evaluates the leader on how effectively he or she is getting the desired results of implementing these elements. It maximizes the accuracy and effectiveness of school or district leaders by focusing on the six domains below:

- A Data-Driven Focus on School Improvement
- Instruction of a Viable and Guaranteed Curriculum
- Continuous Development of Teachers and Staff
- Community of Care and Collaboration
- Core Values
- Resource Management

## 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.

### Training

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

### 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.

### 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.

### 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.

### 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.

### 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.

## 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	Summer 2022	<ul style="list-style-type: none"> <li>• Evaluation Overview Training</li> <li>• Video: Evaluation Process Overview</li> <li>• Professional Development throughout the year (face-to-face, online)</li> <li>• Website that includes information and resources</li> <li>• Mentor Support</li> </ul>
District Leaders	Summer 2022	<ul style="list-style-type: none"> <li>• Evaluation Overview Training</li> <li>• Video: Evaluation Process Overview</li> <li>• Professional Development throughout the year (face-to-face, online)</li> <li>• Website that includes information and resources</li> </ul>

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	Ongoing throughout the school year	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Artifacts</li> <li>• Conferences</li> </ul>
District Leaders	Ongoing throughout the school year	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Artifacts</li> <li>• Conferences</li> </ul>

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.

## School Administrator Evaluation System

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
School Administrators	1	Spring 2023	Spring 2023
District Leaders	1	Spring 2023	Spring 2023

## 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.*

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Pinellas County, instructional leadership accounts for 56.7% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

#### **Calculating the Principal/Leadership Practice Score**

The Principal/Leadership Practice Score represents 56.7% of the final score for School and District Leaders. The Principal Practice calculation is completed using Competency-Based Scoring, which increases competency by requiring the scoring of all of the elements.

##### **School Leader Principal Practice Score Calculation**

1. Take the highest rating for each element.
2. In each Domain, add the ratings and divide by the number of rated elements. (Domain Score)
3. Weigh each Domain score. (Table 1.1)
4. Add all of the weighted Domain scores to receive a Principal Practice Score.
5. The Principal Practice score is applied to the scale. (Table 2)

##### **District Leader Leadership Practice Score Calculation**

1. Take the highest rating for each element.
2. In each Domain, add the ratings and divide by the number of rated elements. (Domain Score)
3. Weigh each Domain score. (Table 1.2)
4. Add all of the weighted Domain scores to receive a Leadership Practice Score.
5. The Leadership Practice score is applied to the scale. (Table 2)



**Weights of Each Area of Expertise**

<b>Table 1.1: School Leader Framework</b>	
A Data-Driven Focus on School Improvement	20%
Instruction of a Viable and Guaranteed Curriculum Instruction	20%
Continuous Development of Teachers and Staff	15%
Community of Care and Collaboration	15%
Core Values	15%
Resource Management	15%

<b>Table 1.2: District Leader Framework</b>	
A Data-Driven Focus to Support Student Achievement	20%
Continuous Support for Improvement of Instruction	20%
Continuous Support for a Guaranteed and Viable Curriculum	15%
Community of Care and Collaboration	15%
District Core Values	15%
Resource Allocation Management	15%

<b>Table 2: Proficiency Scale</b>	
Highly Effective	3.45-4.0
Effective	2.45-3.44
Developing/Needs Improvement:	1.45-2.44
Unsatisfactory	1.0-1.44

## **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 Pinellas County, other indicators of performance account for 10% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable.

Deliberate Practice is intentional work by a School or District Leader on specific improvements in mastery of educational practice. Utilizing data collected in the climate survey, school and district goals, and collaboration with the evaluator, the School or District Leader identifies 1-2 specific elements on the School or District Leader Marzano Framework. The School or District Leader identifies action steps to make discernible progress, monitors progress, and uses the monitoring data to make adjustments to practice. The School or District Leader provides evidence of growth in the targeted element(s). The evaluator monitors progress and provides feedback.

The Deliberate Practice Plan contains the following sections:

- Self-Assessment
  - Select Target Element
  - Identify Action Steps
  - Submit Plan for Evaluator Approval
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.

Deliberate Practice Plans will be discussed at the beginning, middle and end of each school year. School or District Leaders may document amendments and comments in the reflection log and/or comment section. Both the School/District Leader and Evaluator may contribute input and notes to the DPP. The rating will be based on the score of the target element based on the formal observation. Below is how the School or District Leaders are rated on their Deliberate Practice.

### **Scoring of the Deliberate Practice**

<b>Deliberate Practice Points</b>	<b>Target Element Rating</b>
10	Innovating level
7	Applying level
3	Developing level
0	Beginning or Not Using level

## **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 Pinellas County, performance of students accounts for 33.3% 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.

Value-Added school data: The Value-Added score reflects the portion of student growth attributed to the individual leader's school. The student performance data represents one third of the school leader's final score. The student growth measure is the school-wide Reading Value-Added score and will include three years of school data. For all personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. In the future, as additional assessments are developed, the student growth measures will be revised.

<b>Score Received from FLDOE</b>	<b>Score used in PCS</b>
4	4
3	3
2	2
1	1

### 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.

The final summative calculation for School and District Leaders:

- The Principal/Leadership Practice Score weighted at 56.7%
- Student Performance Data weighted at 33.3%
- Deliberate Practice Score weighted at 10%.

A 4.0 scale is implemented for all instructional final evaluations. This scale is aligned to the four evaluation categories: Highly Effective, Effective, Developing/Needs Improvement, and Unsatisfactory.

Each category will be defined as follows:

- Highly Effective: 3.45-4.0
- Effective: 2.45-3.44
- Developing/Needs Improvement: 1.45-2.44
- Unsatisfactory: 1.0-1.44

1. 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.

## School Administrator Evaluation System

### Leader Senario 1 - Highly Effective Elementary Principal

Final Score: 3.57 - Highly Effective		
Principal Practice Score 3.52 Highly Effective	Student Growth Score 3.50 Highly Effective	Deliberate Practice Score 4.0 Highly Effective

Principal Practice Score: 3.52 Highly Effective				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	3	3.33	0.67
	2	3		
	3	4		
2	1	3	3.40	0.68
	2	3		
	3	4		
	4	4		
	5	3		
3	1	4	4.00	0.60
	2	4		
	3	4		
4	1	3	3.50	0.53
	2	3		
	3	4		
	4	4		
5	1	3	3.33	0.50
	2	3		
	3	4		
6	1	4	3.67	0.55
	2	4		
	3	3		
			IP Score	3.52
			IP Score Text	Highly Effective

#### Student Growth Score: 3.5 Highly Effective

Student Performance for student growth score calculation.

#### Deliberate Practice Score: 4.0 Highly Effective

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

## School Administrator Evaluation System

### Leader Senario 2 - Unsatisfactory Elementary Principal

Final Score: 1.08 Unsatisfactory		
Principal Practice Score 1.17 Unsatisfactory	Student Growth Score 1.25 Unsatisfactory	Deliberate Practice Score 0.0 Unsatisfactory

Principal Practice Score: 1.17 Unsatisfactory				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	1	1.33	0.27
	2	1		
	3	2		
2	1	1	1.00	0.20
	2	2		
	3	1		
	4	1		
	5	0		
3	1	2	1.33	0.20
	2	1		
	3	1		
4	1	2	1.00	0.15
	2	1		
	3	1		
	4	0		
5	1	1	1.33	0.20
	2	1		
	3	2		
6	1	1	1.00	0.15
	2	1		
	3	1		
IP Score				1.17
IP Score Text				Unsatisfactory

#### Student Growth Score: 1.25 Unsatisfactory

Student Performance for student growth score calculation.

#### Deliberate Practice Score: 0.0 Unsatisfactory

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

# School Administrator Evaluation System

## Leader Senario 3 - Highly Effective High School Principal

Final Score: 3.57 - Highly Effective		
Principal Practice Score 3.52 Highly Effective	Student Growth Score 3.50 Highly Effective	Deliberate Practice Score 4.0 Highly Effective

Principal Practice Score: 3.52 Highly Effective				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	3	3.33	0.67
	2	3		
	3	4		
2	1	3	3.40	0.68
	2	3		
	3	4		
	4	4		
	5	3		
3	1	4	4.00	0.60
	2	4		
	3	4		
4	1	3	3.50	0.53
	2	3		
	3	4		
	4	4		
5	1	3	3.33	0.50
	2	3		
	3	4		
6	1	4	3.67	0.55
	2	4		
	3	3		
			IP Score	3.52
			IP Score Text	Highly Effective

### Student Growth Score: 3.5 Highly Effective

Student Performance for student growth score calculation.

### Deliberate Practice Score: 4.0 Highly Effective

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

# School Administrator Evaluation System

## Leader Senario 4 - Unsatisfactory High School Principal

Final Score: 1.08 Unsatisfactory		
Principal Practice Score 1.17 Unsatisfactory	Student Growth Score 1.25 Unsatisfactory	Deliberate Practice Score 0.0 Unsatisfactory

Principal Practice Score: 1.17 Unsatisfactory				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	1	1.33	0.27
	2	1		
	3	2		
2	1	1	1.00	0.20
	2	2		
	3	1		
	4	1		
	5	0		
3	1	2	1.33	0.20
	2	1		
	3	1		
4	1	2	1.00	0.15
	2	1		
	3	1		
	4	0		
5	1	1	1.33	0.20
	2	1		
	3	2		
6	1	1	1.00	0.15
	2	1		
	3	1		
			IP Score	1.17
			IP Score Text	Unsatisfactory

### Student Growth Score: 1.25 Unsatisfactory

Student Performance for student growth score calculation.

### Deliberate Practice Score: 0.0 Unsatisfactory

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.



# School Administrator Evaluation System

## District Leader Senario 1 - Highly Effective District Leader

Final Score: 3.54 - Highly Effective		
Leadership Practice Score 3.47 Highly Effective	Student Growth Score 3.50 Highly Effective	Deliberate Practice Score 4.0 Highly Effective

Leadership Practice Score: 3.47 Highly Effective				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	4	3.67	0.73
	2	3		
	3	4		
2	1	3	2.80	0.56
	2	3		
	3	4		
	4	4		
3	1	4	4.00	0.60
	2	4		
	3	4		
4	1	3	3.50	0.53
	2	3		
	3	4		
	4	4		
5	1	3	3.33	0.50
	2	3		
	3	4		
6	1	4	3.67	0.55
	2	4		
	3	3		
			IP Score	3.47
			IP Score Text	Highly Effective

### Student Growth Score: 3.5 Highly Effective

Student Performance for student growth score calculation.

### Deliberate Practice Score: 4.0 Highly Effective

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

# School Administrator Evaluation System

## District Leader Senario 2 - Unsatisfactory District Leader

Final Score: 1.23 - Unsatisfactory		
Leadership Practice Score 1.42 Unsatisfactory	Student Growth Score 1.25 Unsatisfactory	Deliberate Practice Score 0.0 Unsatisfactory

Leadership Practice Score: 1.42 Unsatisfactory				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	2	1.67	0.33
	2	2		
	3	1		
2	1	1	1.00	0.20
	2	1		
	3	1		
	4	2		
3	1	1	1.67	0.25
	2	2		
	3	2		
4	1	1	1.25	0.19
	2	1		
	3	1		
	4	2		
5	1	2	1.67	0.25
	2	1		
	3	2		
6	1	1	1.33	0.20
	2	1		
	3	2		
			IP Score	1.42
			IP Score Text	Highly Effective

### Student Growth Score: 1.25 Unsatisfactory

Student Performance for student growth score calculation.

### Deliberate Practice Score: 0.0 Unsatisfactory

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

## 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: Marzano Focused School Leader Evaluation Model and the 2015 Professional Educator Leadership Standards

Professional Standards for Educational Leaders October 2015 2015 National Policy Board for Educational Administration	Marzano D=Domain E=Element
<b>Standard 1. Mission, Vision, and Core Values</b> Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of <i>each</i> student.	D1- E1,2,3 D2- E1
<b>Standard 2. Ethics and Professional Norms</b> Effective educational leaders act ethically and according to professional norms to promote <i>each</i> student's academic success and well-being.	D5- E1
<b>Standard 3. Equity and Cultural Responsiveness</b> Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote <i>each</i> student's academic success and well-being.	D1- E3 D4- E3 D5- E2
<b>Standard 4. Curriculum, Instruction, and Assessment</b> Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote <i>each</i> student's academic success and well-being.	D2- E3,4,5
<b>Standard 5. Community of Care and Support for Students</b> Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of <i>each</i> student.	D4- E3,4 D5- E3
<b>Standard 6. Professional Capacity of School Personnel</b> Effective educational leaders develop the professional capacity and practice of school personnel to promote <i>each</i> student's academic success and well-being.	D3- E1,2,3
<b>Standard 7. Professional Community for Teachers and Staff</b> Effective educational leaders foster a professional community of teachers and other professional staff to promote <i>each</i> student's academic success and well-being.	D4- E1,2
<b>Standard 8. Meaningful Engagement of Families and Community</b> Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote <i>each</i> student's academic success and well-being.	D4- E3,4
<b>Standard 9. Operations and Management</b> Effective educational leaders manage school operations and resources to promote <i>each</i> student's academic success and well-being.	D6- E1,2,3
<b>Standard 10. School Improvement</b> Effective educational leaders act as agents of continuous improvement to promote <i>each</i> student's academic success and well-being.	D1- E1,2 D2- E2

## **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.*

## **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.*

Value-Added school data: The Value-Added score reflects the portion of student growth attributed to the individual leader's school. The student performance data represents one third of the school leader's final score. The student growth measure is the school-wide Reading Value-Added score and will include three years of school data. For all personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. In the future, as additional assessments are developed, the student growth measures will be revised.

<b>Score Received from FLDOE</b>	<b>Score used in PCS</b>
4	4
3	3
2	2
1	1

## Appendix D – Summative Evaluation Forms

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

### Final Evaluation for

Finished

Delete

Edit

Print

Learner:	Evaluator:	Evaluation Category: Leadership Category 1	Observation Period: America/New_York	Date Submitted:
Learner UUID:	Buildings:			

**Final Score: 3.26 - Effective**

Principal Practice 56.7%

**3.13**

Effective

Deliberate Practice 10.0%

**4.0**

Student Growth 33.3%

**3.25**

Effective