

# Intermediate School/ Educational Service District Superintendent Evaluation



**MASB**  
MICHIGAN ASSOCIATION  
OF SCHOOL BOARDS

Revised Fall 2018 Superintendent Evaluation Amended Fall 2019

## A. Governance & Board Relations

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
<b>A1</b>	<b>Policy involvement</b> Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	
<b>A2</b>	<b>Goal development</b> Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing short state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	
<b>A3</b>	<b>Information</b> Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	
<b>A4</b>	<b>Materials and background</b> Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	
<b>A5</b>	<b>Board questions</b> Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to members.	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	
<b>A6</b>	<b>Board development</b> Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides all members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Meeting agendas/minutes</li> <li>• Board packet</li> <li>• Board development materials</li> <li>• Memos/communications</li> <li>• Board policies/policy book</li> <li>• Retreat agendas/minutes</li> <li>• Board development plan</li> <li>• Communication protocols</li> <li>• Policy review calendar</li> </ul>						

## A. Governance & Board Relations – continued

**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## B. Stakeholder Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	<b>Constituent District Feedback</b> Professional Standards for Educational Leaders: 1, 8	Does not seek or accept input from or engage constituent district representatives in planning or goal setting.	Accepts suggestions and input from constituent district representatives but fails to seek it. Does not engage constituent district representatives in district-wide planning or goal setting.	Readily accepts constituent district representatives input and engages constituent district representatives in district-wide planning and goal setting.	Actively seeks input from constituent district representatives, creates methods for constituent district representatives to be actively involved in decision-making as well as setting and supporting district-wide goals.	
B2	<b>Parent feedback</b> Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage parents in goal setting.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting.	Actively seeks parental input, creates methods for parents to be actively involved in setting and supporting district-wide goals.	
B3	<b>Communication with community</b> Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental, regional agencies and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental, regional agencies and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Actively seeks two-way communication with community, business, regional agencies, and civic groups as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with community, business, regional agencies, and civic groups.	
B4	<b>Community feedback</b> Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage businesses, governmental, regional agencies, or civic groups in goal setting.	Accepts suggestions and input but does not seek it. Does not engage businesses, governmental, regional agencies, or civic groups in district-wide goal setting.	Readily accepts community input and engages businesses, governmental, regional agencies, or civic groups in district-wide goal setting.	Actively seeks input, creates methods to actively engage businesses, governmental, regional agencies, or civic groups in decision-making as well as setting and supporting district-wide goals.	
B5	<b>Media relations</b> Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Promotes positive relations and provides the media with district event information.	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	
B6	<b>District image</b> Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image of the district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.	

**B. Stakeholder Relations – continued**

**Weight: 15%**

<b>B7</b>	<b>Approachability</b> Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at events and approachable by members of the community.	Is consistently visible at a variety of events and has developed methods of being approachable to members of the community.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Third party survey data    • School accreditation survey data    • Meeting invitations, agendas    • Press releases    • Community meeting agendas</li> <li>• News clips/interviews    • Community engagement calendar    • Strategic planning agenda(s)    • Communications    • Service club membership(s)    • Special Ed</li> <li>Parent Advisory Committee minutes, materials    • Reproductive Health Advisory Committee minutes, materials</li> </ul>						

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## C. Employee Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C1	<b>Employee feedback</b> (Teacher feedback is a required component.) Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff employed by the ISD in decision-making or goal setting.	Accepts suggestions and input from staff employed by the ISD but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Readily accepts input and engages teachers and staff employed by the ISD in district-wide goal setting and/or decision-making.	Actively seeks input from teachers and staff employed by the ISD and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	
C2	<b>Employee communications</b> Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform ISD employees of matters that may be of concern.	Is inconsistent in keeping ISD employees informed of important matters.	Keeps ISD employees informed of important matters.	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	
C3	<b>Personnel matters</b> Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	
C4	<b>Delegation of duties</b> Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
C5	<b>Recruitment</b> Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for hiring opportunities.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
C6	<b>Labor relations (Bargaining)</b> Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Consistently strives to work with union leadership. Shares appropriate information and effectively manages the dynamics of the relationship.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	

**C. Employee Relations – continued**

**Weight: 15%**

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
<b>C7</b>	<b>Visibility</b> Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits ISD programs or participates in ISD activities.	Visits ISD programs and participates in ISD activities occasionally.	Is present at ISD programs and regularly participates in ISD activities.	Regular, purposeful visits to ISD programs and participation in ISD activities are a priority.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Third-party survey data    • School accreditation survey data    • Hiring process documentation    • Personnel policies and procedures    • Recruitment calendar</li> <li>• Staff leadership development plan    • Negotiations documentation    • School visit calendar    • Communications    • Staff meeting agendas/minutes</li> </ul>						

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## D. Operations & Finance

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
<b>D1</b>	<b>Budget development and management</b> Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
<b>D2</b>	<b>Budget reports</b> Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	
<b>D3</b>	<b>Financial controls</b> Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	
<b>D4</b>	<b>Fixed asset management</b> Professional Standards for Educational Leaders: 5, 9	Management plans for fixed assets are not created. Maintenance and replacement is only performed when absolutely needed.	Fixed asset needs are discussed internally, but no plan(s) is created. Replacement and maintenance needs are addressed on an as-needed basis.	Maintenance and replacement plans are in place that includes the current status of buildings, vehicles, technology, and other fixed assets.	Plans for fixed asset management, replacement and routine maintenance are in place. These plans include future growth, upgrades, and secure funding.	
<b>D5</b>	<b>Resource allocation</b> Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	

D6	<b>Operations &amp; management, and shared services</b> Professional Standards for Educational Leaders: 1, 9	Does not seek to explore, provide or expand operation or management support services to constituent districts.	Accepts requests from constituent districts to examine but fails to seek out or explore opportunities for consolidation of operation or management services to support constituent districts.	Readily accepts constituent district requests and engages constituent district representatives in the exploration of and planning for opportunities for consolidation of operation or management services to support constituent districts.	Actively seeks opportunities and creates options for consolidation of operation or management services to support constituent districts while involving constituent district representatives in planning and design.	
<b>Category rating:</b>						<b>#DIV/0!</b>

## D. Operations & Finance – continued

**Weight: 20%**

<p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Election results that impact funding or facilities</li> <li>• Policies/procedures related to fund management</li> <li>• Auditor’s report</li> <li>• District budget</li> <li>• Evidence of budgetary alignment to district-wide goals</li> <li>• Long-term financial forecast data</li> <li>• Budget-related communications</li> <li>• Grants received/applied for</li> <li>• Facilities maintenance plan</li> <li>• Facilities management plan</li> </ul>	
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If a performance goal has been established related to one of the performance indicators above, write it below:

<p><b>Performance Indicator:</b></p>	<p><b>Goal:</b></p>
<p><b>Evidence:</b></p>	

Category rating should be reflected within the performance indicator.

<p><b>Comments by Board of Education:</b></p>	<p><b>Comments by the Superintendent:</b></p>

## E. Educational Leadership

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	<b>Performance evaluation system</b> Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	
E2	<b>ISD Staff development</b> Professional Standards for Educational Leaders: 6, 10	Staff development is rarely provided for ISD staff and is not aligned to developmental goals.	Staff development programs are offered based upon available opportunities without alignment to developmental goals.	Staff development is offered for ISD staff based upon available opportunities and is aligned toward developmental goals.	Staff development is provided for ISD staff and aligned to developmental goals.	
E3	<b>Constituent District Staff development</b> Professional Standards for Educational Leaders: 6, 10	Staff development is rarely provided for constituent district employees and is not aligned to developmental goals.	Staff development is offered for constituent district employees based upon available opportunities without alignment to developmental goals.	Staff development is offered for constituent district employees as needed and is aligned toward developmental goals.	The ISD plays a leadership role in providing staff development for constituent district employees and ensuring alignment to developmental goals.	
E4	<b>School Improvement</b> Professional Standards for Educational Leaders: 6, 9, 10	School improvement efforts specific to the ISD are limited. There is no plan for continuous improvement in place.	Goals related to the ISD's continuous improvement are in place but are not comprehensive and lack district-wide coordination.	A comprehensive district improvement plan specific to the ISD and approved by the Board of Education is in place and aligned to the district-wide goals.	A comprehensive plan for improvement is adopted and aligned to the district-wide goals. Data collection and analysis systems are in place to monitor progress. Review and adjustment of strategies related to improvement are conducted routinely.	
E5	<b>Curriculum</b> Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the programs operated by the district.	Teachers of ISD programs are allowed to define their own curriculum.	The Michigan Merit or a Modified Curriculum is in place in ISD programs that seeks to meet applicable state standards and essential elements.	The Michigan Merit or a Modified Curriculum is in place in compliance with applicable state standards. A process of routine curriculum review, development and alignment is practiced within ISD operated programs.	

**E. Educational Leadership – continued**

**Weight: 30%**

		<b>Ineffective (1 pt)</b>	<b>Minimally Effective (2 pt)</b>	<b>Effective (3 pt)</b>	<b>Highly Effective (4 pt)</b>	<b>Rating</b>
<b>E6</b>	<b>Instruction</b> Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Educational accommodations, modifications, and supports that ensure student access to education are not in place. Technology is not utilized in classroom instruction.	Teachers are expected to provide educational accommodations, modifications, and supports that ensure student access education. Teachers are allowed to enhance their instructional skills and embrace technology.	Effort is made to accommodate diverse learning styles, provide accommodations, and supports for students needs and levels of readiness. Some effort is made to incorporate technology into learning.	Instructional practices including any appropriate accommodations and modifications are in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.	
<b>E7</b>	<b>Student voice</b> Professional Standards for Educational Leaders: 3, 5	Doesn't accept or seek student input relative to programs or support services.	Accepts input from students but does not seek it.	Readily accepts student input and enables student perspective to influence learning, programs, or support services.	Actively seeks student input, creates methods for students to influence learning, programs, or support services.	
<b>E8</b>	<b>Student attendance</b> Professional Standards for Educational Leaders: 5	Attendance of students enrolled in ISD programs isn't addressed as a policy issue.	Attendance of students enrolled in ISD programs isn't an area of focus; and therefore, student attendance is a matter left to itself.	Attendance of students enrolled in ISD programs is an area of focus. There are plans and interventions in place to address chronic attendance problems.	Attendance of students enrolled in ISD programs is an area of focus. Individual student attendance problems are addressed early and supports are put into place.	
<b>E9</b>	<b>Support for students enrolled in ISD programs</b> Professional Standards for Educational Leaders: 3, 5	Few and inconsistent supports are in place for students enrolled in ISD programs.	Limited supports are in place for students enrolled in ISD programs and those supports lack coherence.	Modest supports are in place for students enrolled in ISD programs. Coordination and can be improved.	Comprehensive systems of support are in place to meet the needs of all students enrolled in ISD programs. Maintains a safe, caring and healthy learning environment.	
<b>E10</b>	<b>Assistance to constituent districts related to systems of support for students</b> Professional Standards for Educational Leaders: 3, 5	No effort is made to support member districts in the development of coherent systems of support.	Some effort is made to support member districts in the development of coherent systems of support.	Reasonable effort is made to support member districts in the development of coherent systems of support.	Considerable effort is made to support member districts in the development of coherent systems of support.	

**E. Educational Leadership – continued**

**Weight: 30%**

<b>E11</b>	<b>Professional knowledge</b> Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <ul style="list-style-type: none"> <li>• Staff evaluation calendar    • District performance evaluation system    • Superintendent professional growth plan    • Curriculum    • RtI/MTSS</li> <li>• Superintendent professional development    • Teacher analysis of student achievement data    • Curriculum audit    • Strategic plan/district-wide goals</li> <li>• Staff development plan    • Professional development calendar    • Instructional model(s)    • Curriculum team agendas    • Instructional audit</li> <li>• Coaching documentation    • Observational data from staff    • Documentation of instructional rounds    • Positive behavior supports/character programs</li> </ul>						

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## F. Determining the Professional Practice Rating

Superintendent name: \_\_\_\_\_

School year: \_\_\_\_\_

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	#DIV/0! x 20%	= #DIV/0!
B. Stakeholder Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
C. Employee Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
D. Operations & Finance	20% (.2)	#DIV/0! x 20%	= #DIV/0!
E. Educational Leadership	30% (.3)	#DIV/0! x 30%	= #DIV/0!
Total Possible	100%	<b>Score:</b>	#DIV/0!
		<b>Adjusted (Score / 4) =</b>	#DIV/0!

## G. Other Required Components of Evaluation

Superintendent name:

School year:

### Student Growth

**Weight: 40%**

Student growth and assessment data used for **evaluating ISD superintendent who are regularly involved in instruction** must be **the aggregate student growth and assessment data that are used in teacher annual year-end evaluations for teachers employed by the intermediate school district**. Districts should establish a student growth model to be used for teacher and administrator evaluations. NOTE: Student growth and student achievement are not the same. Student achievement is a single measure of student performance while student growth measures the amount of students' academic progress between *two points* in time.

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	
<b>Growth:</b>						
<b>Evidence:</b>	District Growth Model					
<b>Component score:</b>						

\* For superintendents who are *regularly involved in instruction*, 25% of the annual evaluation must be based on student growth and assessment data for years 2015-2016, 2016-2017, 2017-2018 and 2018-19; 40% of the annual evaluation must be based on student growth and assessment data beginning in 2019-2020.

<sup>1</sup> Measuring student growth: A guide to informed decision making, Center for Public Education.

### Progress Toward District-Wide Goals

**Weight: 10%**

Progress made by the school district in **meeting district-wide goals set forth in the school district's plan for improvement** is a required component for superintendent evaluation.

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Progress was made on fewer than 60% of goals	Progress was made on 60-74% of goals	Progress was made on 75-89% of goals	Progress was made on 90% or more of goals	
<b>Progress:</b>						
<b>Evidence:</b>	As indicated in District-Wide Improvement Plan					
<b>Component score:</b>						



## H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
<b>Professional Practice</b> (Adjusted score, p. 14)	50% (.50)	#DIV/0! x 50%	= #DIV/0!
<b>Student Growth</b> (Component score, p. 15)	40% (.40)	0 x 40%	= 0
<b>Progress Toward District-Wide Goals</b> (Component score, p. 15)	10% (.10)	0 x 10%	= 0
<b>Total Possible</b>	100%	<b>Total Score:</b>	#DIV/0!
		<b>Total Score / 4 =</b>	#DIV/0!

**Evaluation rating as follows:** 90% - 100% = Highly Effective; 75% - 89% = Effective; 60% - 74% = Minimally Effective; Less than 60% = Ineffective

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_ Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

