Lakeview Public Schools

Administrative Evaluation
LAKEVIEW PUBLIC SCHOOLS
ADMINISTRATOR PERFORMANCE EVALUATION SYSTEM

Instructions

1. Before October, the Administrator and Board/Designee should meet to discuss and agree upon student growth and assessment goals and to determine which, if any, additional factors will be considered by the Board/Designee in evaluating the Administrator on his or her year-end evaluation.

2. When the Board/Designee is prepared to evaluate the Administrator, a copy of the Administrator Evaluation packet should be provided to each Evaluator. Each Evaluator should follow these instructions:

   a. For each Component in the Performance Evaluation Tool, read the introduction and performance indicators. These indicators are intended to provide objective examples of the characteristics and/or actions an effective Administrator would exhibit with respect to this Component.

   b. Determine a rating for your Administrator with respect to each Component. Circle the rating you have chosen (highly effective, effective, minimally effective or ineffective).

   c. Provide comments in support of your rating. These comments will be helpful during the Board discussion when the Administrator’s overall evaluation rating is determined. The comments may include specific examples of actions or behavior, general thoughts or impressions, or feedback from parents, students, or staff.

   d. To the extent you have the information necessary to do so, rate the Administrator on the Student Growth and Assessment portion of the evaluation. Provide comments in support of your ratings.

3. There will be a meeting at which the Administrator evaluation is scheduled to be discussed and reviewed. The Evaluator will adopt a final overall evaluation rating.

PERFORMANCE EVALUATION TOOL

Introduction

The Michigan Revised School Code requires the Boards of School Districts and Intermediate School Districts to annually evaluate their Administrators. This Administrator Performance Evaluation Tool evaluates an Administrator’s performance across six Components: (1) Visionary Leadership; (2) Policy and Governance; (3) Instructional Leadership; (4) Communication and Community Relations; (5) Organizational Management; and (6) Professionalism and Ethics. There is an optional seventh component discussed further below that Lakeview Public Schools will include with their Administrator Evaluation System.

These Components reflect the expectation that an effective Administrator is a competent manager and instructional leader who continuously develops in those roles by constantly seeking to acquire new knowledge and skills. In addition, effective Administrators are expected to exercise good professional judgment and to use these Components to inform and improve their own practice.
COMPONENT 1: VISIONARY LEADERSHIP

As a District educational leader, the Administrator must articulate a strong vision for continuous improvement throughout the School District. This standard evaluates the Administrator’s focus on shaping the District’s/School’s culture of teaching and learning and setting high expectations for students and staff.

Performance Indicators:
Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Administrator:
1.1 Collaboratively develops and implements a shared vision and mission.
1.2 Creates and implements plans to achieve the District’s/School’s vision and goals.
1.3 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.
1.4 Promotes continuous and sustainable improvement.
1.5 Monitors and evaluates progress and revises plans as needed.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Articulates a clear and coherent vision for the District/School through words and actions.</td>
<td>• Clearly communicates the District’s/School’s vision to others in both writing and speech.</td>
<td>• References the District/School vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</td>
<td>• Little or no evidence exists of a District/School vision implemented in the work of the District/School.</td>
</tr>
<tr>
<td>• Exhibits the disposition of a learner, practices and applies new learning to further the mission of the District/School and the vision of the District/School.</td>
<td>• Works to create alignment within actions, staffing and resources designed to engage stakeholders in the vision.</td>
<td>• Is occasionally engaged in learning and sometimes incorporates new ideas to support the vision.</td>
<td>• Actions, staffing and resources have little connection to a vision.</td>
</tr>
<tr>
<td>• Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</td>
<td>• Exhibits the disposition of a learner, practices and applies new learning to further the mission of the District/School and the vision of the District/School.</td>
<td></td>
<td>• It is difficult to know what the District/School stands for.</td>
</tr>
<tr>
<td>• The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the District/School.</td>
<td>• The District/School vision is focused on student learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Component 1 Rating (Circle One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
COMPONENT 2: POLICY AND GOVERNANCE

The Administrator has a critical role in promoting effective shared governance. This standard evaluates the Administrator’s ability to foster a strong partnership with the District’s stakeholders (Board, administration, parents/groups, teachers, staff, etc.) by engaging in effective two-way communication around a set of mutually agreed-upon expectations. It also evaluates the Administrator’s ability to act in accordance with Board Policies, regulations, and the law, and to understand the system of public school governance.

Performance Indicators:
Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Administrator:

2.1 Builds trusting, collaborative, and respectful relationships with stakeholders.
2.2 Assists the stakeholders in developing policies and establishes regulations to implement the policies.
2.3 Understands the system of public school governance and differentiates between policy-making and administrative roles.
2.4 Understands and complies with state and federal laws and mandates, District Policies, collective bargaining agreements, and ethical guidelines.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develops an exemplary system of policy, procedures, consideration and revision.</td>
<td>- Fully engaged in policy and procedure work.</td>
<td>- Engages minimally in policy and procedure work.</td>
<td>- Not engaged in work related to policies and procedures and does not enforce District/School policies.</td>
</tr>
<tr>
<td>- The District/School takes pride in the equitable enforcement of District Policies, particularly Board Policies and Administrative Regulations.</td>
<td>- Appropriately and equitably enforces policies.</td>
<td>- Unevenly or inequitably applies District/School Policies.</td>
<td>- Behavior indicates a lack of value in a healthy working relationship with the stakeholders.</td>
</tr>
<tr>
<td>- Proactively and effectively engages the stakeholders in the work of advancing organizational goals.</td>
<td>- Demonstrates reasonable value of a healthy working relationship with the stakeholders.</td>
<td>- Occasionally demonstrates behavior indicating a value of a healthy working relationship with the stakeholders.</td>
<td>- Does not engage the stakeholders in the work of advancing organizational goals.</td>
</tr>
</tbody>
</table>

Component 2 Rating (Circle One):

Highly Effective  Effective  Minimally Effective  Ineffective

Comments:
COMPONENT 3: INSTRUCTIONAL LEADERSHIP

The Administrator must articulate a vision of what highly effective instruction looks like and must ensure that the system is aligned to engage every student in great instruction every day. This standard evaluates the Administrator’s skills as an education leader of the District/School responsible for using best practices to continuously improve and drive the instructional program and to constantly focus the organization on teaching and learning.

**Performance Indicators:**
Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Administrator:

3.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations.
3.2 Creates a comprehensive, rigorous and coherent curricular program.
3.3 Creates a personalized and motivating learning environment for students.
3.4 Develops assessment and accountability systems to monitor student progress and the impact of instruction.
3.5 Develops the instructional and leadership capacity of staff.
3.6 Establishes an effective professional development system for staff that is aligned with their responsibilities for teaching and learning.
3.7 Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in the Administrator’s own practice.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.</td>
<td>▪ Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching.</td>
<td>▪ Participates in professional development based on feedback and student performance data.</td>
<td>▪ A shared understanding of instruction is not evident in the District/School.</td>
</tr>
<tr>
<td>▪ Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement.</td>
<td>▪ Actively developing the expertise to influence and mobilize action among teachers within the complex culture of the District/School and wider professional community.</td>
<td>▪ Participation in District/School-led professional development is inconsistent.</td>
<td>▪ Professional development is infrequent and is not connected to student or staff performance data.</td>
</tr>
<tr>
<td>▪ Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the District/School.</td>
<td>▪ Teachers are observed and given face-to-face feedback by an administrator based on the observation.</td>
<td>▪ Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.</td>
<td>▪ A year-long plan for professional development of the District/School does not exist or is inadequate.</td>
</tr>
<tr>
<td>▪ Uses data about teaching practice to guide specific improvement efforts.</td>
<td></td>
<td></td>
<td>▪ There are no or few effective teacher planning teams.</td>
</tr>
</tbody>
</table>

**Component 3 Rating (Circle One):**

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
</table>

**Comments:**

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COMPONENT 4: COMMUNICATION AND COMMUNITY RELATIONS

The Administrator is a key voice for the District/School and sets the stage for open communication by requesting and responding to community feedback. This standard evaluates the Administrator’s ability to communicate effectively with the broader community, including staff, students, and parents/guardians, and to actively engage the community in productive partnerships. It also focuses on the Administrator’s advocacy on behalf of the District/School with other government and community officials.

Performance Indicators:
Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Administrator:

4.1 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments).

4.2 Collaborates with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.

4.3 Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the Mission of the District/School.

4.4 Understands the role of media in shaping and forming opinions and engages the media to promote the District’s/School’s interests.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates key information to stakeholders in an appropriate and timely manner.</td>
<td>Keeps staff, students and parents informed on a regular basis.</td>
<td>Advocates for some students and families.</td>
<td>Ineffective in communication with staff, parents and students.</td>
</tr>
<tr>
<td>Alert to potential issues; predicts and shares possibilities with supervisors in advance.</td>
<td>Communication with individuals and groups is seen as clear and effective.</td>
<td>Stakeholders frequently feel out-of-the-loop.</td>
<td>Staff and students feel undermined by the lack of leadership in the school.</td>
</tr>
<tr>
<td>Constituent groups report a positive relationship with District/School leadership.</td>
<td>The majority of staff and students identify positively with District/School leadership.</td>
<td>Many staff members do not feel positive about District/School leadership.</td>
<td>Not aware of the undercurrents with staff or the District/School environment.</td>
</tr>
<tr>
<td>Has influence in the District/School and beyond in supporting student learning.</td>
<td>Works as a member of a District/School team to positively influence education decisions.</td>
<td>Staff and students do not feel stimulated to do their best work.</td>
<td></td>
</tr>
</tbody>
</table>

Component 4 Rating (Circle One):

Highly Effective Effective Minimally Effective Ineffective

Comments:

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COMPONENT 5: ORGANIZATIONAL MANAGEMENT

As a school leader, the Administrator is responsible for the management of the District’s/School’s resources while providing a successful learning environment for students and a productive workplace for staff. This standard evaluates the Administrator’s success in managing the District’s/School’s resources in an efficient, effective, and transparent manner that demonstrates prudent fiscal stewardship and an ability to adapt to emerging challenges.

Performance Indicators:
Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Administrator:

6.1 Obtains, allocates, aligns, and efficiently uses human, fiscal and technological resources.
6.2 Monitors and evaluates the management of operational systems.
6.3 Makes sound fiscal decisions, in line with the District’s/School’s strategic goals, and establishes clear and transparent systems of fiscal control and accountability.
6.4 Promotes and protects the welfare and safety of students and staff.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes a clear set of standard operating procedures and routines that exemplify the District/School vision and values and maximize the opportunity for each student’s learning.</td>
<td>Establishes a clear set of operating procedures for effective operation of the District/School.</td>
<td>Expectations for staff and students are inconsistent and not well known.</td>
<td>Management of the operations of the District/School is poor or non-existent.</td>
</tr>
<tr>
<td>Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance.</td>
<td>Discipline of students is handled fairly and consequences are used to maximize student learning.</td>
<td>The daily operating procedures are occasionally followed but are frequently changed.</td>
<td>The District/School is disorderly, disorganized and there is a feeling that the District/School is “out-of-control.”</td>
</tr>
<tr>
<td>Students and staff hold each other accountable for high quality performance.</td>
<td>Students and staff are held accountable for their performance and conduct.</td>
<td>The budget does not support the District’s/School’s priorities and budget category limits are not always followed (when applicable).</td>
<td>Budget guidelines are not adhered to and/or the budget is not related to a vision for the District/School (when applicable).</td>
</tr>
<tr>
<td>Develops and manages a budget that maximizes the learning goals of the District/School (when applicable).</td>
<td>The annual budget is adhered to with approved variances (when applicable).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive partnerships are developed and managed to enhance learning experiences.</td>
<td></td>
<td></td>
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</tbody>
</table>

Component 5 Rating (Circle One):

Highly Effective | Effective | Minimally Effective | Ineffective

Comments:____________________________________________________________________________________________
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COMPONENT 6: PROFESSIONALISM AND ETHICS

The Administrator is held to the highest ethical standards of conduct and is expected to require the same of District/School staff. This standard evaluates the Administrator’s conduct to ensure that the Administrator acts professionally and consistently with the core values, tenets, mission and vision of the District/School and models this conduct for District/School employees.

Performance Indicators:
Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Administrator:

6.1 Ensures a system of accountability for every student’s academic and social success.
6.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior.
6.3 Safeguards the values of democracy, equity and diversity.
6.4 Promotes social justice and ensures that individual student needs inform schooling.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operates with an ethic of excellence and is grounded in shared District/School values for how to do the work of leadership and learning. Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage. Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps. Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.</td>
<td>Treats students and staff fairly and shows respect at all times. Is grounded in shared District/School values for how to do the work of leadership and learning. Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps. Demonstrates self-awareness and uses reflection to improve practice.</td>
<td>Actions and intentions are not always clear and transparent. Fairness to staff and students is frequently raised as an issue. Reflects on practice but does not always implement changes from that learning.</td>
<td>Actions and intention are not always grounded in shared District/School values. Has demonstrated inconsistent or unethical behavior and does not always stand by their word. Is not self-aware and does not reflect on their practice.</td>
</tr>
</tbody>
</table>

Component 6 Rating (Circle One):

Highly Effective  Effective  Minimally Effective  Ineffective

Comments:
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
COMPONENT 7: STATUTORY FACTORS

It is the intent of the evaluation tool to cover all major components of an Administrator’s job duties, including the below-listed statutory components. However, each School District varies and it is impossible to anticipate the unique characteristics in each District. This Component gives the Administrator and supervisor the opportunity to jointly agree upon other factors to be considered in the Administrator’s evaluation. In Lakeview, these factors include:

(i) If the school administrator conducts teacher performance evaluations, the school administrator's proficiency in using the evaluation tool for teachers used by the school district, intermediate school district, or public school academy under section 1249. The administrator utilizes the adopted teacher evaluation tool effectively.

   YES          NO

(ii) Progress is made by the school or school district in meeting the goals set forth in the school/District’s improvement plan.

   YES          NO

(iii) Pupil attendance in the school/school district. The administrator implements adopted policy and procedures appropriately to achieve the District Policy goal of 90% student attendance.

   YES          NO

(iv) Student, parent, and teacher feedback, as available, and other information has been considered as appropriate and pertinent by the Evaluator.

   YES          NO

(v) Goal Status: Goals should be specific, measurable, attainable, realistic, and timely (when applicable). The administrator demonstrated progress toward established goals.

   YES          NO

Overall Rating for Component 7 (Circle One):

(5 “Yes” = Highly Effective; 4 “Yes” = Effective; 3 “Yes” = Minimally Effective; 0, 1, or 2 “Yes” = Ineffective)

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
</table>

Comments:

__________________________________________________________________________________________________________________________________________________________
1. Transfer your ratings from the Components to this page.

**Component 1: Visionary Leadership**

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

**Component 2: Policy and Governance**

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

**Component 3: Instructional Leadership**

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

**Component 4: Communication and Community Relations**

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

**Component 5: Organizational Management**

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

**Component 6: Professionalism and Ethics**

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

**Component 7: Statutory Factors**

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

2. The following chart will be used to develop an overall rating on the evaluation tool section of the evaluation:

<table>
<thead>
<tr>
<th>Criteria to Establish the Performance Evaluation Tool Rating</th>
<th>Utilizing ratings from the Seven (7) Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective (HE)</td>
<td>At least four (4) “HE” and three (3) “E”; no “ME” or “I”</td>
</tr>
<tr>
<td>Effective (E)</td>
<td>A combination of at least six (6) “HE” and/or “E” and no “I”</td>
</tr>
<tr>
<td>Minimally Effective (ME)</td>
<td>Two (2) or more “ME” and no “I”</td>
</tr>
<tr>
<td>Ineffective (I)</td>
<td>One (1) or more “I” in any Component</td>
</tr>
</tbody>
</table>

**Overall Rating on the Performance Evaluation Tool (Circle One):**

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

**Comments:**

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Pursuant to Michigan’s Revised School Code, during the 2018-19 school year and beyond, 25% of an Administrator’s annual evaluation must be based on student growth and assessment data. The Revised School Code provides that the “student growth and assessment data to be used for the school administrator annual evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations for the entire school or district. (NOTE: A school principal will earn the status of all his/her teachers; a central administrator could earn a rating based on all teachers in the district, or on a portion of teachers for which they are responsible as determined by the superintendent and the administrator).

During the 2018-19 school year and beyond, a teacher’s student growth and assessment data must be based on multiple measures, which may include student learning objectives, achievement of individualized education program (“IEP”) goals, national or local assessments, research-based growth measures, or alternative assessments. Often, teachers and administrators agree at the beginning of the school year to the student growth and/or achievement goals by which the teacher will be rated.

**Student Growth and Assessment Rating for Teachers:**

The aggregate student growth and assessment data that are used in teacher annual year-end evaluations for the entire school or district found the District’s/School’s teachers achieved the following average student growth and assessment rating (circle one), use the following table to determine based on teacher effectiveness ratings:

### Identifying the Administrator Student Growth Effectiveness Rating  
**Identifying the Administrator Student Growth Effectiveness Rating (based on Teacher’s Student Growth Effectiveness Ratings)**

<table>
<thead>
<tr>
<th>Teacher Data Effectiveness Rating Summary</th>
<th>Rating Outcome for Administrator</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater than 85% Effective and Highly Effective</td>
<td>Highly Effective</td>
<td>This percentage is 5% higher than the respective teacher range for the same rating outcome.</td>
</tr>
<tr>
<td>Between 65% and 84% Effective and Highly Effective</td>
<td>Effective</td>
<td></td>
</tr>
<tr>
<td>Between 45% and 64% Effective and Highly Effective</td>
<td>Minimally Effective</td>
<td></td>
</tr>
<tr>
<td>Below 45% Effective and Highly Effective</td>
<td>Ineffective</td>
<td></td>
</tr>
</tbody>
</table>

**Student Growth and Assessment Rating for Administrator:**

The Administrator’s student growth and assessment rating is consistent with the teachers’ rating and is therefore: (circle one):

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

**Comments:**

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
1. The Administrator’s overall evaluation rating is based on two categories:
   a. The Administrator’s rating by the Evaluator on the performance evaluation tool; and
   b. The Administrator’s rating on student growth and assessment.

2. Circle the rating determined by the Evaluator for each of these categories:
   
   **Performance Evaluation Tool:**
   
   Highly Effective  Effective  Minimally Effective  Ineffective

   **Student Growth and Assessment:**
   
   Highly Effective  Effective  Minimally Effective  Ineffective

3. The Administrator’s overall evaluation rating is calculated by first converting the performance evaluation tool and student growth and assessment ratings into numerical values. Each rating has the following numerical values:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Numerical Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>4</td>
</tr>
<tr>
<td>Effective</td>
<td>3</td>
</tr>
<tr>
<td>Minimally Effective</td>
<td>2</td>
</tr>
<tr>
<td>Ineffective</td>
<td>1</td>
</tr>
</tbody>
</table>

4. The Administrator’s overall evaluation rating is comprised of 75% of the performance evaluation tool rating and 25% of the student growth and assessment rating. Follow the steps to below to determine your Administrator’s final rating:

   Performance Evaluation Tool  x 7.5 = ________
   Student Growth and Assessment  x 2.5 = ________

   Sum of above two numbers: ________

   Find your sum in the range below to determine the Administrator’s overall evaluation rating.

<table>
<thead>
<tr>
<th>40-35</th>
<th>34-25</th>
<th>24-15</th>
<th>14-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>Effective</td>
<td>Minimally Effective</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>
**FINAL OVERALL EVALUATION RATING AND SUMMARY**

**Overall Evaluation Rating (Circle One):**

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

The Evaluator, having reached a consensus on an overall evaluation rating at an open or closed meeting (the Board may meet in closed session at the request of the Administrator), should adopt the overall evaluation rating at an open meeting.

**Evaluator’s Comments:**

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