

Florida Scholars Academy

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-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective May 2023.

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.

In October 2023, the Florida Department of Juvenile Justice (DJJ) announced the selection of the Florida Virtual School as the operating education service provider for the Florida Scholars Academy (FSA), a new and unified education system providing in-person instruction for students committed to a DJJ residential program. Full operations will begin July 1, 2024.

The FSA will serve as a national model to improve youth educational opportunities and career pathways within DJJ's residential commitment programs. Florida Virtual School will emphasize and prioritize full-time direct instruction in the classroom for students. The FSA will primarily focus on the improvement of positive student outcomes through individualized educational pathways with an emphasis on the attainment of a high school or high school equivalency diploma, the attainment of industry-recognized credentials of value to start their career, and enrollment in a postsecondary program of study at a Florida college, university, or technical college.

FLVS, the district and its schools, are accredited by Cognia. Core courses are NCAA approved and courses are aligned with Florida and national standards.

In designing an administrative evaluation system based on the FSA model of instructional supervision and leadership, district leaders from FLVS and from FSA collaborated to create a tool that accurately and efficiently assesses the role of FSA administrator's role, as well as their influence on student performance.

The procedure of evaluating FSA administrative staff is multi-step and continuous throughout the year. Each administrator engages in a range of introspective exercises and opportunities for professional learning that result in genuine personal development. Each administrator begins the year by creating professional learning objectives during the planning phase. This is followed by regular meetings with their supervisor to discuss their progress throughout the year. Supervisors will then evaluate the school leader's progress during a mid-year performance review and conclude with the year-end summative evaluation. Administrators receive support all year long through professional development, coaching for success, and professional learning communities. The FSA evaluation mechanism is shown in the diagram below.



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 principals and assistant principals include indicators based on each of the role-specific descriptors of the Florida Educational Leadership Standards (FELS) 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 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.

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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
Assistant Principals <i>*Note: FSA utilizes Principals as regional Instructional Leaders. There are no Assistant Principals.</i>	N/A	N/A
Principals	Annually, in the Fall	Online webinar, hosted by Performance Management. All criteria, methodologies, and procedures are posted on our internal SharePoint site for access any time during the school year.

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals <i>*Note: FSA utilizes Principals as regional Instructional Leaders. There are no Assistant Principals.</i>	N/A	N/A
Principals	Ongoing throughout the school year	Observations: Throughout the course of the school year: <ul style="list-style-type: none"> ○ One-on-one observation of school leader’s reflective practices and effective use of data related to student success (calls with supervisor) ○ Observation of school leader interactions with colleagues (IL Team

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		<p>Meetings)</p> <ul style="list-style-type: none"> ○ Direct observation of school leaders' interactions with teachers (schoolhouse meeting). ● Artifacts ● Data Collection ● One-on-one conferences with direct supervisor
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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
Assistant Principals <i>*Note: FSA utilizes Principals as regional Instructional Leaders. There are no Assistant Principals.</i>	N/A	N/A	N/A
Principals	1	July	Once student performance results have been loaded, within 10 days.

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. At Florida Scholars Academy, instructional leadership accounts for 65% 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.

For administrative staff the Instructional leadership scores are calculated based on an average of the eight Florida Educational Leadership Standards. The FELS 1-8 are scored using a four-point rubric for each standard. The average score will determine a rating for the instructional leadership section of the summative evaluation. (*See Chart A below.*)

*Note: FSA utilizes Principals as regional Instructional Leaders. There are no Assistant Principals.

Each FELS is scored using a 1-4 rating shown below based on level of mastery observed.

Rating	Score
Highly Effective	4
Effective	3
Developing/Needs Improvement	2
Unsatisfactory	1

The score earned on each of the 8 FELS will be averaged for a final overall score for the instructional leadership section. The overall score will fall within an established range, aligning to an overall rating for the instructional leadership section (Rounding rules apply i.e. 3.45 = HE).

Instructional Practice Rating	
Highly Effective	3.5 - 4
Effective	2.5 - 3.4
Needs Improvement	1.5 - 2.4
Unsatisfactory	1 - 1.4

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The overall rating for the instructional leadership section will then align to an established point amount that will be used as the “Professional Practice” score for the overall summative evaluation.

Professional Practice	
Performance Rating	Points Allocation
Highly Effective	65
Effective	54
Needs Improvement	42
Unsatisfactory	34

The professional practice section of the summative evaluation contributes a maximum of 65 points which will then be added to the points earned for the performance of students measure to determine the overall summative evaluation score which is based in a 100-point scale.

Chart A - FSA Administrative Personnel Evaluation Instrument

FSA Administrative Personnel Evaluation Model				
FELS Standards	HE	E	NI	U
FELS Standard 1 – Professional and Ethical Norms	4	3	2	1
FELS Standard 2 – Vision and Mission	4	3	2	1
FELS Standard 3 – School Operations, Management, and Safety	4	3	2	1
FELS Standard 4 – Student Learning and Continuous School Improvement	4	3	2	1
FELS Standard 5 – Learning Environment	4	3	2	1
FELS Standard 6 – Recruitment and Professional Learning	4	3	2	1
FELS Standard 7 – Building Leadership Expertise	4	3	2	1
FELS Standard 8 – Meaningful Parent, Family, and Community Engagement	4	3	2	1

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. At Florida Scholars Academy, 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.

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. At Florida Scholars Academy County, performance of students accounts for 35% 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.

FSA Student Achievement Measure Based on Student Learning Gains

To assess administrator effectiveness based on student academic progress within FSA, a comprehensive evaluation methodology is implemented, which emphasizes both individual and aggregate data. This process begins by identifying students who demonstrate academic progress, defined as any improvement in test scores from pre-test to post-test. Additionally, students who earn a GED are considered to have made a learning gain for their administrator. This approach results in the calculation of the percentage of students showing improvement for each school house, reflecting the proportion of students in each school house who have made academic gains. It is important to note that students who do not meet the minimum inclusion criteria of 40 days are excluded from all calculations.

An FSA-wide average percentage of students making gains is then calculated, including all participating students who meet the minimum inclusion criteria. This average serves as a benchmark for comparative analysis. To accommodate variability in class sizes and the distribution of student performance, the standard deviation of each schoolhouse's percentage of students showing improvement is calculated. This leads to the determination of the standard error (SE) for each administrator percentage gain. This standard error is critical as it provides a measure of the statistical reliability of the administrator's percentage gain, reflecting the precision with which this average represents potential results under varying sample conditions. Administrators are then categorized into distinct performance bands based on their percentage

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gain relative to the FSA-wide average, adjusted by their standard error. The performance ratings are defined as follows:

- **Highly Effective (HE):** An administrator is rated as 'Highly Effective' if their percentage of student gains equals or exceeds the FSA-wide average minus one standard error.
- **Effective (E):** Administrators are rated as 'Effective' if their percentage of student gains falls within one to two standard errors below the FSA-wide average.
- **Needs Improvement (NI):** This rating is assigned to administrators whose percentage of student gains is between two and three standard errors below the FSA-wide average.
- **Unsatisfactory (U):** Administrators are deemed 'Unsatisfactory' if their percentage of student gains is more than three standard errors below the FSA-wide average.

Once a student performance score has been determined for each administrator, a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be given. Each rating will then be assigned a point value that is added to the overall point total for the year-end summative evaluation. The summative evaluation uses a 100-point scale, with 35 total points possible allocated for the student performance measure.

FSA Student Performance Rating		
District Performance Category	Performance Rating	Point Allocation
4	Highly Effective	35
3	Effective	26.6
2	Needs Improvement	21.35
1	Unsatisfactory	9.1

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.
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 assistant principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

To calculate the overall summative evaluation score, points earned in all sections of the evaluation are added together to determine a final, overall point total. As described above, each section within the instructional summative evaluation weighs a specific percentage:

- 35% for Performance of Students for all instructional administrators;
- 65% for Instructional Leadership Practice for administrators;

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A point value is assigned to each section, and administrative personnel earn a share of the points possible for each section based on the ratings they earn. Once all sections have been completed, our evaluation management system calculates the points earned to determine an overall summative evaluation score. The overall score maps to a performance rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory. This calculation is used for all administrative personnel.

Professional Practice 65% (Instructional Leadership Practice)	
Performance Rating	Points Earned
Highly Effective	3.5 - 4
Effective	2.5 - 3.4
Needs Improvement	1.5 - 2.4
Unsatisfactory	1 - 1.4

Professional Practice Points	
Performance Rating	Points Allocation
Highly Effective	65
Effective	54
Needs Improvement	42
Unsatisfactory	34

Performance of Students 35%	
Performance Rating	Point Allocation
Highly Effective	35
Effective	26.6
Needs Improvement	21.35
Unsatisfactory	9.1

Final Summative Evaluation Score	
Performance Rating	Points Earned
Highly Effective	85-100
Effective	70-84
Needs Improvement	55-69
Unsatisfactory	0-54

To illustrate the summative rating calculation, two examples are presented below. The first example is of a Principal who received an overall evaluation rating of Highly Effective. The administrator earned 3.6 for the FELS instructional leadership practice average which aligns with 65 points total for the Professional Practice Score, which aligns to a Highly Effective rating for

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that section. The Principal was Effective overall in Student Performance, so earned 26.6 points. After adding the Professional Practice Score and Student Performance score together, the Principal earned 91.6 points total, which maps too Highly Effective overall.

In the second example, a Principal received an overall evaluation rating of Unsatisfactory. The administrator earned 1.4 for the FELS instructional leadership practice average which aligns to 34 points total for the Professional Practice Score. This maps to an Unsatisfactory rating for the Professional Practice section. The Principal’s student performance score was rated as Unsatisfactory, earning the Principal 9.1 points for that section, which results in an overall score (Professional Practice total + Student Performance score) of 43.1 points, which is an Unsatisfactory rating on the summative evaluation.

*Notes:

1. FSA utilizes Principals as regional Instructional Leaders. There are no Assistant Principals.
2. We have adjusted the examples to align with the grade levels represented within Florida Scholars Academy.

Employee Type	Instructional Practice Score	Total Professional Practice Score	Student Performance Score	Summative Evaluation Score and Rating
Example 1: Principal	3.6/HE	65//HE	26.6/E	91.6/HE
Example 2: Principal	1.4/U	34/U	9.1/U	43.1/U

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Appendix A – Evaluation Framework Crosswalks

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each set of descriptors (i.e., assistant principal and school principal) of the Florida Educational Leadership Standards.

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
1. Professional and Ethical Norms	
<i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i>	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	FELS Standard 1
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	FELS Standard 1
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	FELS Standard 1
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	FELS Standard 1
2. Vision and Mission	
<i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:</i>	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	FELS Standard 2
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	FELS Standard 2
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	FELS Standard 2
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	FELS Standard 2
e. Recognize individuals for contributions toward the school vision and mission.	FELS Standard 2
3. School Operations, Management, and Safety	
<i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</i>	
a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	FELS Standard 3
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	FELS Standard 3

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Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
c. Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning;	FELS Standard 3
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	FELS Standard 3
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	FELS Standard 3
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	FELS Standard 3
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	FELS Standard 3
h. Develop and maintain effective relationships with the district office and governing board;	FELS Standard 3
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	FELS Standard 3
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	FELS Standard 3
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	FELS Standard 3
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	FELS Standard 3
4. Student Learning and Continuous School Improvement	
<i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:</i>	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	FELS Standard 4
b. Ensure alignment of the school’s learning goals and classroom instruction to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan;	FELS Standard 4
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	FELS Standard 4
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	FELS Standard 4
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	FELS Standard 4
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	FELS Standard 4
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	FELS Standard 4
5. Learning Environment	

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Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
<i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:</i>	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	FELS Standard 5
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	FELS Standard 5
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills; and	FELS Standard 5
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	FELS Standard 5
6. Recruitment and Professional Learning	
<i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:</i>	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	FELS Standard 6
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	FELS Standard 6
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	FELS Standard 6
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	FELS Standard 6
e. Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	FELS Standard 6
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	FELS Standard 6
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	FELS Standard 6
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	FELS Standard 6
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	FELS Standard 6
7. Building Leadership Expertise	
<i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:</i>	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	FELS Standard 7

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Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	Evaluation Indicators
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	FELS Standard 7
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	FELS Standard 7
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	FELS Standard 7
8. Meaningful Parent, Family, and Community Engagement	
<i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i>	
a. Understand, value, and employ the community’s cultural, social, and intellectual context and resources;	FELS Standard 8
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	FELS Standard 8
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	FELS Standard 8
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	FELS Standard 8
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	FELS Standard 8

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.

<p align="center">1. Professional and Ethical Norms</p> <p align="center"><i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:</i></p>			
<p>Critical Skills:</p> <ul style="list-style-type: none"> • Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies. • Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S. • Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and • Selects appropriate formative assessments to monitor learning. • Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.. 			
<p>Highly Effective</p> <p>The School Leader exhibits outstanding performance by effectively implanting the leadership standard. The leader continually monitors effectiveness and adjusts strategies to cater to the evolving needs of learners.</p>	<p>Effective</p> <p>The School Leader exhibits commendable performance by implementing the leadership standard effectively while actively monitoring effectiveness.</p>	<p>Developing/NI</p> <p>The School Leader makes efforts to apply the leadership standard but may misuse it and/or neglect to monitor its effectiveness.</p>	<p>Unsatisfactory</p> <p>The School Leader shows limited understanding and minimal implementation of the leadership standard.</p>
<p align="center">2. Vision and Mission</p> <p align="center"><i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:</i></p>			
<p>Critical Skills:</p>			

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<ul style="list-style-type: none"> • Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies. • Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students. • Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students. • Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and • Recognize individuals for contributions toward the school vision and mission. 			
<p>Highly Effective</p> <p>The School Leader exhibits outstanding performance by effectively implanting the leadership standard. The leader continually monitors effectiveness and adjusts strategies to cater to the evolving needs of learners.</p>	<p>Effective</p> <p>The School Leader exhibits commendable performance by implementing the leadership standard effectively while actively monitoring effectiveness.</p>	<p>Developing/NI</p> <p>The School Leader makes efforts to apply the leadership standard but may misuse it and/or neglect to monitor its effectiveness.</p>	<p>Unsatisfactory</p> <p>The School Leader shows limited understanding and minimal implementation of the leadership standard.</p>
<p>3. School Operations, Management, and Safety</p> <p><i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:</i></p>			
<p>Critical Skills:</p> <ul style="list-style-type: none"> • Manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices; • Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs; • Organize time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning; • Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;. • Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders; • Inform the school community of current local, state, and federal laws, regulations, and 			

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- best practices to promote the safety, success, and well-being of all students and adults;
- Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;
 - Develop and maintain effective relationships with the district office and governing board;
 - Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;
 - Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;
 - Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and
 - Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

Highly Effective	Effective	Developing/NI	Unsatisfactory
<p>The School Leader exhibits outstanding performance by effectively implanting the leadership standard. The leader continually monitors effectiveness and adjusts strategies to cater to the evolving needs of learners.</p>	<p>The School Leader exhibits commendable performance by implementing the leadership standard effectively while actively monitoring effectiveness.</p>	<p>The School Leader makes efforts to apply the leadership standard but may misuse it and/or neglect to monitor its effectiveness.</p>	<p>The School Leader shows limited understanding and minimal implementation of the leadership standard.</p>

4. Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:

Critical Skills:

- Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;
- Ensure alignment of the school’s learning goals and classroom instruction to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan.
- Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;.
- Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;
- Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local,

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statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;

- Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and.
- Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.

Highly Effective	Effective	Developing/NI	Unsatisfactory
<p>The School Leader exhibits outstanding performance by effectively implanting the leadership standard. The leader continually monitors effectiveness and adjusts strategies to cater to the evolving needs of learners.</p>	<p>The School Leader exhibits commendable performance by implementing the leadership standard effectively while actively monitoring effectiveness.</p>	<p>The School Leader makes efforts to apply the leadership standard but may misuse it and/or neglect to monitor its effectiveness.</p>	<p>The School Leader shows limited understanding and minimal implementation of the leadership standard.</p>

5. Learning Environment
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:

Critical Skills:

- Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment.
- Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.
- Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel’s knowledge and skills, and.
- Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

Highly Effective	Effective	Developing/NI	Unsatisfactory
<p>The School Leader exhibits outstanding performance by effectively implanting the leadership standard. The leader continually monitors</p>	<p>The School Leader exhibits commendable performance by implementing the leadership standard effectively while</p>	<p>The School Leader makes efforts to apply the leadership standard but may misuse it and/or neglect to monitor its effectiveness.</p>	<p>The School Leader shows limited understanding and minimal implementation of the leadership standard.</p>

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effectiveness and adjusts strategies to cater to the evolving needs of learners.	actively monitoring effectiveness.		
<p>6. Recruitment and Professional Learning</p> <p><i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals</i></p>			
<p>Critical Skills:</p> <ul style="list-style-type: none"> • Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students. • Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. • Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement. • Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed. • Develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies. • Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement. • Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement. • Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and • Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes. 			
Highly Effective	Effective	Developing/NI	Unsatisfactory
The School Leader exhibits outstanding performance by effectively implanting the leadership standard. The leader continually monitors	The School Leader exhibits commendable performance by implementing the leadership standard effectively while	The School Leader makes efforts to apply the leadership standard but may misuse it and/or neglect to monitor its effectiveness.	The School Leader shows limited understanding and minimal implementation of the leadership standard.

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effectiveness and adjusts strategies to cater to the evolving needs of learners.	actively monitoring effectiveness.		
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<p>7. Building Leadership Expertise</p> <p><i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals</i></p>
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Critical Skills:

- Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.
- Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders.
- Develop capacity by delegating tasks to other school leaders and holding them accountable; and
- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.

Highly Effective	Effective	Developing/NI	Unsatisfactory
The School Leader exhibits outstanding performance by effectively implanting the leadership standard. The leader continually monitors effectiveness and adjusts strategies to cater to the evolving needs of learners.	The School Leader exhibits commendable performance by implementing the leadership standard effectively while actively monitoring effectiveness.	The School Leader makes efforts to apply the leadership standard but may misuse it and/or neglect to monitor its effectiveness.	The School Leader shows limited understanding and minimal implementation of the leadership standard.

<p>8. Meaningful Parent, Family, and Community Engagement</p> <p><i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:</i></p>
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Critical Skills:

- Understand, value, and employ the community’s cultural, social, and intellectual context and resources.
- Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders.
- Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.

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- Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and
- Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.

Highly Effective	Effective	Developing/NI	Unsatisfactory
<p>The School Leader exhibits outstanding performance by effectively implanting the leadership standard. The leader continually monitors effectiveness and adjusts strategies to cater to the evolving needs of learners.</p>	<p>The School Leader exhibits commendable performance by implementing the leadership standard effectively while actively monitoring effectiveness.</p>	<p>The School Leader makes efforts to apply the leadership standard but may misuse it and/or neglect to monitor its effectiveness.</p>	<p>The School Leader shows limited understanding and minimal implementation of the leadership standard.</p>

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 Leader Personnel			
Program	Position	Performance Measure for Evaluation	Performance Standard
All FSA Programs	School Leader/Principal	Measure of student performance based on student growth on a predetermined pre-test to post-test, as well as students who earn a GED.	Student Performance Rubric

Performance Rating	Performance Definition
Highly Effective	Percentage Schoolhouse Gain \geq Percentage DJJ/FSA gain - (1 x SE Schoolhouse)
Effective	Percentage DJJ/FSA gain - (2 x SE Schoolhouse) \leq Percentage Schoolhouse Gain < Percentage DJJ/FSA gain - (1 x SE Schoolhouse)
Needs Improvement	Percentage DJJ/FSA gain - (3 x SE Schoolhouse) \leq Percentage Schoolhouse Gain < Percentage DJJ/FSA gain - (2 x SE Schoolhouse)
Unsatisfactory	Percentage Schoolhouse Gain < Percentage DJJ/FSA gain - (3 x SE Schoolhouse)

Appendix D – Summative Evaluation Forms

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

FLVS Administrator Summative Evaluation Form		
Instructional Leadership Practice 65%		
FELS	Rating (drop down menu option: HE, E, NI, U)	Comments (text field for supervisor to enter comments regarding individual rating)
<p>1. Professional and Ethical Norms <i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.</i></p>		
<p>2. Vision and Mission <i>Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.</i></p>		
<p>3. School Operations, Management, and Safety <i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students</i></p>		
<p>4. Student Learning and Continuous School Improvement <i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students</i></p>		
<p>5. Learning Environment <i>Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students</i></p>		
<p>6. Recruitment and Professional Learning <i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating</i></p>		

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<i>support systems and offering professional learning to promote the academic success and well-being of all students</i>		
7. Building Leadership Expertise <i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students</i>		
8. Meaningful Parent, Family, and Community Engagement <i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students</i>		
Performance of Students Measure 35%		
Rating	Points Earned	
Manager Final Comments/Overall Score		
Instructional Leadership Practice	Points Earned/Rating Earned	
Performance of Students Measure	Points Earned/Rating Earned	
Overall Score	Total Points Earned/ Overall Rating Earned	
Text Box for Manager Summative Evaluation Comments		
Employee Acknowledgment		
Employee Comment Area		
Electronic Signature	Date of Acknowledgement	

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Screen Shot of Summative Evaluation used as the FSA Performance Management System for School Leaders:

Florida Scholars Academy Instructional Leader Evaluation 2024-2025				
Instructional Leader Name:				
Supervisor Name:				
Professional Practice Value: 65%				
Observation	Total Points	Points Possible	Calculation	Score
Professional Practice Score	0	32	Total Points/8	0.00
Observation Total				0.00
Rating				
Point Value				0.00
Formal Observation Calculated Score Chart				
Highly Effective	3.5 - 4			
Effective	2.5 - 3.4			
Needs Improvement	1.5 - 2.4			
Unsatisfactory	1 - 1.4			
Performance Rating		Points Allocation		
Highly Effective		65		
Effective		54		
Needs Improvement		42		
Unsatisfactory		34		
SAM Value: 35%				
Performance Rating	Point Value			
	0.00			
Performance Rating		Points Allocation		
Highly Effective		35		
Effective		26.6		
Needs Improvement		21.35		
Unsatisfactory		9.1		
End of Year Calculation				
	Points			
Professional Practice	0.00			
SAM	0.00			
Total Points	0.00			
EOY Rating				
Final Summative Evaluation Score				
Performance Rating		Points Earned		
Highly Effective		85-100		
Effective		70-84		
Needs Improvement		55-69		
Unsatisfactory		0-54		
End of Year Manager Comments		End of Year Employee Comments		
End of Year Employee Acknowledgement				
By completing this appraisal step, I acknowledge that I have access to a copy and have reviewed my final performance appraisal with my FLVS manager.				
Employee Digital Signature		Calendar Date (MM/DD/YYYY)		