

Summative Evaluation (Board President)

Evaluation Information

Evaluatee: Andrea Tuttle

Completed: 12/06/2016

Overall Performance Rating

* = Required Row

**A. Governance & Board Relations
(Completed: 12/06/2016)**

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
* A1. Policy involvement Professional Standards for Educational Leaders: 2,9	Makes decisions without regard to adopted policy. <div style="text-align: right; border: 1px solid #ccc; padding: 2px; background-color: #e6f2ff;"> Evaluator <input type="radio"/> </div>	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written <div style="text-align: right; border: 1px solid #ccc; padding: 2px; background-color: #e6f2ff;"> Evaluator <input type="radio"/> </div>	Is actively involved in the development, recommendation and administration of district policies. <div style="text-align: right; border: 1px solid #ccc; padding: 2px; background-color: #e6f2ff;"> Evaluator <input type="radio"/> </div>	Is proactive in the determination of district needs and policy priorities. <div style="text-align: right; border: 1px solid #ccc; padding: 2px; background-color: #e6f2ff;"> Evaluator <input checked="" type="radio"/> </div>

Evaluator Comments

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
* A2. Goal development Professional Standards for Educational Leaders: 1,9,10	Goals are not developed. <div style="text-align: right; border: 1px solid #ccc; padding: 2px; background-color: #e6f2ff;"> Evaluator <input type="radio"/> </div>	Goals are defined by implementing state curriculum and seeking to maximize student scores. <div style="text-align: right; border: 1px solid #ccc; padding: 2px; background-color: #e6f2ff;"> Evaluator <input type="radio"/> </div>	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals. <div style="text-align: right; border: 1px solid #ccc; padding: 2px; background-color: #e6f2ff;"> Evaluator <input type="radio"/> </div>	Believes in and facilitates the development of short/long term goals for the district. Aligns the available resources within the budget to accomplish these goals. <div style="text-align: right; border: 1px solid #ccc; padding: 2px; background-color: #e6f2ff;"> Evaluator <input checked="" type="radio"/> </div>

Evaluator Comments

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
A3. Information 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.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

Superintendent Tuttle is great about updating the Board throughout the week. The Friday letter is very thorough and appreciated.

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
A4. Materials and background 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.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
A5. Board questions Professional Standards for Educational Leaders: 2,7, 9	Board questions aren't fully answered and some information may be incorrect. Some questions may be avoided.	Most board questions are answered. All members aren't apprised of all relevant questions/ answers.	Board questions are addressed with follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
A6. Board development Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development. Evaluator <input type="radio"/>	When prompted, provides members with information about board development. Evaluator <input type="radio"/>	Provides members with information regarding board development opportunities when they arise and budgets for board development. Evaluator <input type="radio"/>	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan. Evaluator <input checked="" type="radio"/>

Evaluator Comments

End A. Governance & Board Relations

Evaluator Overall Comments

Superintendent Tuttle has a very good relationship with the Board. The Board is well informed and appreciates the Friday letter information.

Superintendent Tuttle consistently provides Board communication and has a strong relationship with the Board.

Superintendent Tuttle does a great job keeping the Board updated at all times in the Friday letter and emails as needed.

* = Required Row

**B. Community Relations
(Completed: 12/06/2016)**

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
B1. Parent feedback Professional Standards for Educational Leaders: 1,8	Doesn't accept input or engage parents in goal setting. Evaluator <input type="radio"/>	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in district-wide goal setting. Evaluator <input type="radio"/>	Readily accepts parent input and engages parents in district-wide goal setting. Evaluator <input checked="" type="radio"/>	Actively seeks parental input, creates methods for parents to be actively involved in setting and supporting district-wide goals. Evaluator <input type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
B2. Communication with community Professional Standards for Educational Leaders: 1,8	Isn't readily available for parents, business, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, business, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Actively seeks two-way communication with the community as appropriate	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
B3. Community feedback Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community in goal setting.	Accepts suggestions and input but does not seek it. Does not engage community in district-wide goal setting.	Readily accepts community input and engages community in goal setting.	Actively seeks input, creates methods for community to be actively involved in setting and supporting district-wide goals.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
B4. Media relations 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 actively engages the media.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
B5. District image 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. Evaluator <input type="radio"/>	Doesn't actively promote the district. Speaks adequately in public. Evaluator <input type="radio"/>	Projects a positive image of the district as expected. Well spoken. Evaluator <input type="radio"/>	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well spoken. Evaluator <input checked="" type="radio"/>

Evaluator Comments

Superintendent Tuttle always has an upbeat, positive, welcoming attitude.

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
B6. Approachability Professional Standards for Educational Leaders: 1,8	Is neither visible nor approachable by members of the community. Evaluator <input type="radio"/>	Is visible but not necessarily approachable in the community. Evaluator <input type="radio"/>	Is visible and approachable by members of the community. Evaluator <input type="radio"/>	Is visible and approachable by members of the community. Attends a variety of events. Evaluator <input checked="" type="radio"/>

Evaluator Comments

Board Member Keyes always observes Superintendent Tuttle at school functions with a smile on her face and always very approachable to the public.

End B. Community Relations

Evaluator Overall Comments

Superintendent Tuttle attends as many District wide events as possible and interacts with families, community members and staff at events.

Superintendent Tuttle is highly visible in the community and at school events. She is respected by the community and represents herself and the District well.

Superintendent Tuttle is very visible and approachable in the public and media.

* = Required Row

C. Staff Relations
(Completed: 12/06/2016)

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
C1. Staff feedback (Teacher feedback is a required component.) Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision- making or goal setting. Evaluator <input type="radio"/>	Accepts suggestions and input from staff but does not seek it. Does not engage staff in districtwide goal setting or decision-making. Evaluator <input type="radio"/>	Readily accepts staff input and engages staff in district-wide goal setting and or decision-making. Evaluator <input type="radio"/>	Actively seeks staff input in decisions, creates methods for staff to be actively involved in setting and supporting districtwide goals. Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
C2. Staff communications Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern. Evaluator <input type="radio"/>	Is inconsistent in keeping staff informed of important matters. Evaluator <input type="radio"/>	Keeps staff informed of important matters. Evaluator <input type="radio"/>	Establishes a system of keeping staff continually informed of important matters. Evaluator <input checked="" type="radio"/>

Evaluator Comments

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
C3. Personnel matters Professional Standards for Educational Leaders: 9	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
* C4. Delegation of duties 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.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
* C5. Recruitment Professional Standards for Educational Leaders: 6	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
C6. Labor relations (Bargaining) Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing appropriate information and manages dynamics of the relationship.	Actively seeks to improve the bargaining experience through relationship-building, trust and sharing of information.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
C7. Visibility in district Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom occasionally.	Regular, purposeful visits to buildings and classrooms are a priority.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

End C. Staff Relations

Evaluator Overall Comments

Superintendent Tuttle promotes leadership skills in staff, works to recruit highly qualified staff who are a good match for the District and actively communicates with staff through writings, administrative supports, and her presence in the buildings and classrooms.

Board President Jenc has on multiple occasions been told by staff, which includes union officers, how well think Superintendent Tuttle is doing and it is a pleasure to be working with her.

* = Required Row

D. Business and Finance
(Completed: 12/06/2016)

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
D1. Budget development and management 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. Evaluator <input type="radio"/>	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district. Evaluator <input type="radio"/>	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. Evaluator <input type="radio"/>	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. Evaluator <input checked="" type="radio"/>

Evaluator Comments

Superintendent Tuttle and the administrative team have planned for the worse case financial scenarios to minimize the affect of fiscal issues on student programming.

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
D2. Budget reports Professional Standards for Educational Leaders:1,2,9	Doesn't report financial information to the board except with the annual audit. Evaluator <input type="radio"/>	Reports the status of financial accounts as requested by the board. Evaluator <input type="radio"/>	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc. - as agreed upon by governance team). Evaluator <input type="radio"/>	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes. Evaluator <input checked="" type="radio"/>

Evaluator Comments

The Board is well informed about budgetary/financial information and the ramifications of plans.

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
D3. Financial controls Professional Standards for Educational Leaders:2,9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order. Evaluator <input type="radio"/>	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent. Evaluator <input type="radio"/>	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls. Evaluator <input type="radio"/>	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive. Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
D4. Facility management Professional Standards for Educational Leaders: 5,9	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
D5. Resource allocation Professional Standards for Educational Leaders:1,9	Resources are allocated without consideration of district needs	Resources are allocated to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

End D. Business and Finance

Evaluator Overall Comments

* = Required Row

E. Instructional Leadership
(Completed: 12/06/2016)

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
E1. Performance evaluation system 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. Evaluator <input type="radio"/>	Evaluations are complete but not entirely in compliance or are inconsistent with state law. Evaluator <input type="radio"/>	Evaluations are complete in a timely manner. Some less than "effective" staff lack individualized development plans. Evaluator <input type="radio"/>	Performance evaluation system in place that is in compliance with state law. Required evaluations completed. Necessary development plans in place. Evaluations are consistent across district Evaluator <input checked="" type="radio"/>

Evaluator Comments

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
* E2. Staff development Professional Standards for Educational Leaders: 6, 10	Staff development isn't consistently provided. Staff members are responsible for their own improvement. Evaluator <input type="radio"/>	Staff development programs are offered based upon available opportunities. Evaluator <input type="radio"/>	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement. Evaluator <input type="radio"/>	Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement. Evaluator <input checked="" type="radio"/>

Evaluator Comments

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
* E3. School Improvement Professional Standards for Educational Leaders: 6, 9, 10	School improvement efforts are limited. There is no comprehensive plan in place. Evaluator <input type="radio"/>	School improvement plans are in place at the building level but lack district-wide coordination. Evaluator <input type="radio"/>	School improvement plans are in place at all buildings and align to the district-wide goals. Evaluator <input type="radio"/>	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress. Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
E4. Curriculum Professional Standards for Educational Leaders: 4,7	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	A curriculum is in place that seeks to meet the state standards.	Curriculum is in place, aligned across grade levels and in compliance with state standards.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
E5. Instruction Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning styles, needs, and levels of readiness. Some effort is made to incorporate technology into learning.	Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
E6. Student feedback Professional Standards for Educational Leaders: 3,5	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Readily accepts student input and engages students in district-wide goal setting.	Actively seeks student input, creates methods for students to be actively involved in setting district-wide goals.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>	Evaluator <input type="radio"/>

Evaluator Comments

*	Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
	E7. Student attendance Professional Standards for Educational Leaders: 5	Attendance isn't addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving.	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.
		Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>	Evaluator <input type="radio"/>

Evaluator Comments

It is believed Superintendent Tuttle works aggressively in this area and that there are some outside factors that play a roll in student attendance.

*	Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
	E8. Support for Students Professional Standards for Educational Leaders: 3,5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Coordination and alignment can be improved.	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment.
		Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
E9. Professional knowledge Professional Standards for Educational Leaders: 1,4,6	Is uninvolved in current instructional programs. Is unaware of current instructional issues.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities.	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.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>

Evaluator Comments

End E. Instructional Leadership

Evaluator Overall Comments

A great leader uses the talents of the entire team and Superintendent Tuttle is a master in that area.

* = Required Row

**F. Student Growth
(Completed: 12/06/2016)**

Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
* Student Growth	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 of students met growth targets.
	Evaluator <input type="radio"/>	Evaluator <input type="radio"/>	Evaluator <input checked="" type="radio"/>	Evaluator <input type="radio"/>

Evaluator Comments

End F. Student Growth

Evaluator Overall Comments

The Board continues to see great things, although there is always room for improvement.

Evaluation of student growth is an ongoing, evolving process in the District.

* = Required Row

**G. Progress Toward District-Wide Goals
(Completed: 12/06/2016)**

* Indicator	Ineffective	Minimally Effective	Effective	Highly Effective
Progress toward District-Wide Goals	Progress was made on fewer than 60% of goals. Evaluator <input type="radio"/>	Progress was made on 60 - 74% of goals. Evaluator <input type="radio"/>	Progress was made on 75 - 89% of goals. Evaluator <input type="radio"/>	Progress was made on 90% or more of goals. Evaluator <input type="radio"/>

Evaluator Comments

Superintendent Tuttle works consistently towards goals and continues to come up with new ideas to work towards district goals.

End G. Progress Toward District-Wide Goals

Evaluator Overall Comments

Superintendent Final Rating

Completed Date: 12/06/2016

Evaluation Information

Evaluatee: Andrea Tuttle
Evaluation Year: 2016

Template: 4695 - Superintendent Final Rating
Template Rubric: 8828

Professional Practice					
Domain	Rating	Score	Weight %	Possible	Earned
A. Governance & Board Relations	Highly Effective	4.00	20%	0.80	0.80
B. Community Relations	Highly Effective	3.83	15%	0.60	0.57
C. Staff Relations	Highly Effective	4.00	15%	0.60	0.60
D. Business and Finance	Highly Effective	4.00	20%	0.80	0.80
E. Instructional Leadership	Highly Effective	3.78	30%	1.20	1.13
TOTAL			100%	4.00	3.90

Student Growth					
Domain	Rating	Score	Weight %	Possible	Earned
F. Student Growth	Effective	3.00	100%	4.00	3.00
TOTAL			100%	4.00	3.00

District-Wide Goals					
Domain	Rating	Score	Weight %	Possible	Earned
G. Progress Toward District-Wide Goals	Highly Effective	4.00	100%	4.00	4.00
TOTAL			100%	4.00	4.00

Summative Evaluation Score				
Rubric Section Title	Score	Weight %	Possible	Earned
Professional Practice	3.90	65%	2.60	2.54
Student Growth	3.00	25%	1.00	0.75
District-Wide Goals	4.00	10%	0.40	0.40
TOTAL		100%	4.00	3.69

Based on: Summative Evaluation (Board President)

Overall Rating						
Title	Score	Weight %	Possible	Earned	Percent	
Summative Evaluation Score	3.69	100%	4.00	3.69		
TOTAL/SCORE		100%	4.00	3.69	92.25%	Highly Effective

Chart based on percentage earned.




 92.25%