### CRITERION 1: Effective leadership

<table>
<thead>
<tr>
<th></th>
<th>1.1 Focus on student learning</th>
<th>1.2 Dynamic and distributive leadership</th>
<th>1.3 Sustaining improvement efforts</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Criterion 1 Rating: 1 – Unsatisfactory 2 – Basic 3 – Proficient 4 – Distinguished

### CRITERION 2: Quality teaching and learning support

<table>
<thead>
<tr>
<th></th>
<th>2.1 Quality classroom instruction</th>
<th>2.2 Coordinated and aligned curriculum and assessment</th>
<th>2.3 Coordinated and job-embedded professional development</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Criterion 2 Rating: 1 – Unsatisfactory 2 – Basic 3 – Proficient 4 – Distinguished

### CRITERION 3: System-wide improvement

<table>
<thead>
<tr>
<th></th>
<th>3.1 Effective use of data</th>
<th>3.2 Strategic allocation of resources</th>
<th>3.3 Policy and program coherence</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Criterion 3 Rating: 1 – Unsatisfactory 2 – Basic 3 – Proficient 4 – Distinguished

### CRITERION 4: Clear and collaborative relationships

<table>
<thead>
<tr>
<th></th>
<th>4.1 Professional culture and collaborative relationships</th>
<th>4.2 Clear understanding of school and district roles and responsibilities</th>
<th>4.3 Engaging the community and managing the external environment</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Criterion 4 Rating: 1 – Unsatisfactory 2 – Basic 3 – Proficient 4 – Distinguished

### Preliminary Summative Rating:

1 – Unsatisfactory 2 – Basic 3 – Proficient 4 – Distinguished

Total:

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**Step 1:** The administrator is given a **summative rating** using the following **summative rating** bands.

**Summative Rating (Individual):**

<table>
<thead>
<tr>
<th>4-6 Unsatisfactory</th>
<th>7-10 Basic</th>
<th>11-14 Proficient</th>
<th>15-16 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator summative rating:</td>
<td>Administrator summative rating:</td>
<td>Administrator summative rating:</td>
<td>Administrator summative rating:</td>
</tr>
</tbody>
</table>

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| E-1.1 Orting students will graduate college ready.                      | Student Growth Rating:  
|                                                                     | 1 – Unsatisfactory  
|                                                                     | 2 – Basic           
|                                                                     | 3 – Proficient      
|                                                                     | 4 – Distinguished   |
| E-1.2 Orting students will earn passing or at standard grades.      | Student Growth Rating:  
|                                                                     | 1 – Unsatisfactory  
|                                                                     | 2 – Basic           
|                                                                     | 3 – Proficient      
|                                                                     | 4 – Distinguished   |
| E-1.3 Orting students will meet established benchmarks leading to college readiness. | Student Growth Rating:  
|                                                                     | 1 – Unsatisfactory  
|                                                                     | 2 – Basic           
|                                                                     | 3 – Proficient      
|                                                                     | 4 – Distinguished   |
| E-2.1 Orting students will graduate career ready.                   | Student Growth Rating:  
|                                                                     | 1 – Unsatisfactory  
|                                                                     | 2 – Basic           
|                                                                     | 3 – Proficient      
|                                                                     | 4 – Distinguished   |
| E- 2.2 Orting students will consistently attend school.             | Student Growth Rating:  
|                                                                     | 1 – Unsatisfactory  
|                                                                     | 2 – Basic           
|                                                                     | 3 – Proficient      
|                                                                     | 4 – Distinguished   |
| E-2.3 Orting students will develop a high school and beyond plan which demonstrates each student's ability to identify key transition knowledge and skills. | Student Growth Rating:  
|                                                                     | 1 – Unsatisfactory  
|                                                                     | 2 – Basic           
|                                                                     | 3 – Proficient      
|                                                                     | 4 – Distinguished   |
| E- 3.1 Orting students’ high school graduation rates will exceed the state average and will be equitable for identified targeted groups of students. | Student Growth Rating:  
|                                                                     | 1 – Unsatisfactory  
|                                                                     | 2 – Basic           
|                                                                     | 3 – Proficient      
|                                                                     | 4 – Distinguished   |
| E-3.2 Orting students will explore, develop and monitor growth goals in six prioritized domains that contribute to effective learning in school and that help ensure successful life-long learning. | Student Growth Rating:  
|                                                                     | 1 – Unsatisfactory  
|                                                                     | 2 – Basic           
|                                                                     | 3 – Proficient      
|                                                                     | 4 – Distinguished   |
E-3.3 Orting students will exhibit the behavioral skills needed to be successful learners and citizens.

E-3.4 Orting students will demonstrate competency in digital citizenship and technology literacy.

Directions for Step 2:
- Each of the three student growth indicators are rated separately
- The three student growth ratings are added together (not a holistic Score)
- Evaluator places administrator in a student growth category based on student growth bands (below)

Step 3: Using the student growth ratings, the administrative team is placed in a student growth category using the following rating bands.

Student growth categories (collective):

<table>
<thead>
<tr>
<th>10-19 LOW</th>
<th>20-30 AVERAGE</th>
<th>31-40 HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator student growth rating:</td>
<td>Administrator student growth rating:</td>
<td>Administrator student growth rating:</td>
</tr>
</tbody>
</table>

*Note: A student growth rating of “1” for ANY of the student growth indicators results in a LOW overall student growth rating.

Check one to determine subsequent actions:
- The administrator falls into a summative category of Distinguished and has a collective AVERAGE or HIGH student growth rating, the administrator receives an overall summative rating of Distinguished and should be recognized or rewarded.
- The administrator falls into a summative category of Basic, Proficient, or Distinguished and has a collective LOW student growth rating, so the administrators must participate in a student growth inquiry.
- The administrator falls into a summative category of unsatisfactory, so performance issues must be addressed. Minimally, the administrator must be placed on a probationary plan of improvement.

It is my judgment, based upon the adopted criteria that this staff member’s performance has been □ Satisfactory □ Unsatisfactory during this evaluation period.
(Note: A central office administrator’s work will not be judged satisfactory if the overall summative rating is level 1 or level 2 when the administrator has more than 2 years of experience and level 2 has been received 2 consecutive years or 2 out of 3 consecutive years.)

Date of Evaluation Conference ___________  Signature of Evaluator ___________  Date ___________  Administrator’s Signature ___________

My signature above indicates that I have seen this evaluation, including the criteria rating sheets. It does not necessarily indicate agreement with the findings. I understand that I may submit a written response to this evaluation.