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ABSTRACT

In an effort to reward excellence and discourage mediocrity, an accountability-based salary system has been implemented for all administrators in the Kalamazoo school system. Administrator salaries are adjusted for performance and/or reclassification reasons. Judgments of performance are based on the extent to which an administrator achieves meaningful performance objectives and on comprehensive feedback from relevant reference groups. Reclassification is based on the scope and function of the position. Evaluation of administrators is coordinated and finally determined by the superintendent after careful analysis of extensive input from other appropriate administrators who, in turn, utilize information generated by relevant reference groups. For the 1974-75 school year, salary percentage changes for administrators vary from 0 to nine percent. These percentages, the basic salary ranges, and other specifics of the performance evaluation components for administrators are reviewed and updated periodically. (Appendixes may reproduce poorly.) (Author/MM)

NATIONAL SCHOOL BOARDS ASSOCIATION 34th ANNUAL CONVENTION

How to Evaluate Your Administrative Staff

Clinic B 16

Houston, Texas

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Kalamazoo Public Schools

Introduction

Evaluation of administrative staff is one component of the comprehensive accountability model now operating in the Kalamazoo Public Schools. To clarify the rationale for the administrator evaluation system it is necessary to digress momentarily to explain the primary thrust of the overall accountability model.

Accountability as practiced in the Kalamazoo Public Schools involves the implementation of sound management concepts in an educational environment. In that sense it is a type of "common sense" management which permeates and provides direction for the entire system. Under this model specific objectives for various programs and practices are determined, the extent to which objectives are met is measured, and this information is used as feedback for making appropriate changes and recording progress. There are minimum objectives for all students at all grade levels in all courses as well as objectives relating to academic excellence and career preparation. The commitment is made to meet these objectives at a minimum level regardless of mitigating circumstances. The accountability model enables us to maximize student learning, to provide school patrons with information regarding the educational return for their tax dollar, to determine student performance levels in all areas, to evaluate the performance of personnel throughout the system, and to weigh fiscal considerations against educational benefits as an important criterion in all decision making.

The appropriate management structure for implementing educational accountability is viewed as being analogous with that of a successful corporation. Under this analogy school taxpayers are to the school system as stockholders are to the corporation. In a like manner the Board of Education serves a function similar to that of a Board of Directors, the Superintendent has the management and leadership responsibilities held for the corporation president, and all other school administrators constitute the management team, thereby assuming leadership responsibilities in the various units, departments and buildings which are supportive of the system-wide management effort.

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It is important to emphasize the above statement "all other school administrators constitute the management team." Many school administrator groups throughout this country either have adopted or are considering adoption of a strong unionistic position. Although in most states any employee group has the right to organize, Boards of Education must not allow strong unionization of administrator groups to occur at the local level. Someone has to represent management and that "someone" has to be a management team consisting of administrative personnel in addition to the Superintendent. In that regard administrator evaluations must take into consideration an administrator's contributions to system-wide management efforts as well as contributions pertaining to unique needs of individual buildings or departments. The specific administrator accountability salary system used to evaluate administrative staff in the Kalamazoo Public Schools is presented in what follows.

Administrator Accountability Salary System

In an effort to reward excellence and discourage mediocrity an accountability-based salary system has been implemented for all administrators. With this system administrator salaries are adjusted for either or both of the following reasons: (1) performance and (2) reclassification. Judgments of performance are based on the extent to which an administrator achieves meaningful performance objectives and on comprehensive feedback from relevant reference groups. Reclassification is based on the scope and function of the position.

The administrator accountability system is similar to that for the Superintendent wherein his salary at the end of each year may be adjusted anywhere from 10 percent upward to 10 percent downward, depending on the extent to which he is able to meet specific performance objectives. One primary difference is that the evaluation of the Superintendent is based on the collective judgment of a seven-member Board of Education while the evaluation of other administrators is coordinated and finally determined by the Superintendent after careful analysis of extensive input from other appropriate administrators who in turn utilize information generated by relevant reference groups. Another difference is that for the 1974-75 school year percentage changes for administrators vary from 0 to 9 percent rather than from a negative 10 to a positive 10 percent. These percentages, basic salary ranges, and other specifics of the performance evaluation components for administrators are reviewed and updated periodically.

Performance Evaluation Components

In using the Administrator Accountability Salary System to judge performance the Superintendent bases his evaluations on two components:

(1) subgroup ratings and (2) the meeting of performance objectives. Scores on these two factors are merged to determine an administrator's overall performance. The merging is such that the total evaluation based on ratings and performance objectives yields a maximum of 100 points with 50 points for ratings and 50 points for performance objectives as shown in Table 1.

TABLE 1

WEIGHTING FACTORS FOR ADMINISTRATOR ACCOUNTABILITY SYSTEM

<u>COMPONENTS</u>	<u>RECOMMENDED WEIGHTS</u>
Ratings	50
Performance Objectives	<u>50</u>
Total Points	100

A sample of the form used for the position of Senior High School Principal is shown on the following page in Table 2. The exact procedures followed for this position are discussed in the example on page 5. The procedure is the same for all other administrative positions with the exception that the reference groups providing ratings and the weights assigned to those ratings vary. Relevant reference groups for each administrative position are listed in Appendix A. The instrument used for Sources of Ratings is the Administrator Image Questionnaire (AIQ) shown in Appendix B. All scoring of rating forms and arithmetic computations are performed by a computer based operation resulting in the type of summary information presented in Table 2. Appropriate administrative personnel, through computer terminals, have nearly instantaneous access to this summary information as well as to the more specific information on which the summary data are based. Examples of information representing specific components of the overall administrator performance profile are shown in Appendix C.

TABLE 2

ADMINISTRATOR PERFORMANCE PROFILE

POSITION -- Senior High School Principal

RATINGS

Column 1	Column 2	Column 3	Column 4	Column 5
<u>Sources of Ratings</u>	<u>Assigned Weights</u>	<u>Multiple Factor (Col.2x5)</u>	<u>Overall Average Rating AIQ</u>	<u>Achieved Points (Col.4xCol.3)</u>
1. Assistant Superintendent for Building Administration	15	3.0	4.0	12.0
2. Director of Secondary Instruction	15	3.0	4.5	13.5
3. Teachers	4	.8	3.5	2.8
4. Other Directors, Supervisors and/or Coordinators	5	1.0	4.0	4.0
5. Building Administrative Staff--Assistant Principals and Dean of Students	4	.8	4.0	3.2
6. Resource people (i.e., Instructional Specialist, Academic Specialist, Leader of Student Services, etc.)	4	.8	4.0	3.2
7. Self	<u>3</u> 50	.6	3.5	<u>2.1</u> 40.8

PERFORMANCE OBJECTIVES

Performance Objectives 50
Points Achieved

42.0

TOTAL POINTS 100

82.8

PERCENT INCREASE OR DECREASE OF SALARY _____

Example

1. Ratings

- a. The Assigned Weights column reflects the maximum number of points allowed for the various rating groups. As much as possible these weights are mutually acceptable to both the evaluator and the evaluatee, but in all cases 50% of the overall evaluation is based on Ratings.
- b. The Achieved Points column is a direct computation based on reactions of the various reference groups as reported on the Administrator Image Questionnaire (AIQ). Since the AIQ is based on a 5 point scale each Assigned Weight in the Assigned Weights column is divided by 5 to determine the Multiple Factor to be used to calculate the Achieved Points column. This Multiple Factor provides for the proper weighting in the Achieved Points column. Note therefore that the first two values in the Achieved Points column are based on a Multiple Factor of 3 times the Overall Average Rating from two Sources of Ratings. The remaining Achieved Points are derived by the same procedure being applied to other Sources of Ratings. The increase or decrease of the Overall Average Rating value could be determined by any multiple greater than 0 depending upon the weight assigned. The degree to which the Achieved Points are maximized for any Source of Rating is dependent on the Assigned Weights and Overall Average Rating. For instance, in the example the Overall Average Rating by the Assistant Superintendent for Building Administration was 4.0 yielding an Achieved Points value of 12.0 or 3.0 times 4.0. The Achieved Points generated by the Resource People is 3.2 or .8 times 4. The total Achieved Points (40.8) derived from the ratings component is a summation of Achieved Points for each Source of Rating.

2. Performance Objectives

The other component of the administrator accountability model is the extent to which an administrator meets previously stated performance objectives mutually acceptable to both the administrator and immediate superordinate. While there is significant commonality of objectives for a number of administrators such as those regarding academic achievement, elimination of discrimination, alternatives to suspensions and staff evaluation which differentiates, in all cases administrators have certain objectives unique to their building or department. Each administrator's evaluator conducts appropriate conferences and assesses relevant data in determining the weighted importance of objectives and in examining the extent to which an administrator meets stated performance objectives for each school year. At the building level the Directors of Elementary and Secondary Instruction evaluate those performance objectives relating directly to instruction and the Assistant Superintendent for Building Administration evaluates those performance objectives related to the noninstructional areas. The technique used in making this determination is basically the same as presented above for

Ratings. The following narrative in conjunction with Table 3 on page 7 describes the procedure for determining the extent to which performance objectives are met by the High School Principal.

- a. The Performance Objective Number column is used to list each performance objective that is to be evaluated. For some administrators there are as few as five and for other administrative positions as many as fifteen. Labels for objectives represented by the various numbers are listed.
- b. The Weighted Importance column allows the evaluator to indicate the relative importance of each objective. As in other cases the amount of importance for an objective reflects mutual agreement between the evaluator and evaluatee if at all possible. Examples of different values for Weighted Importance are shown in Table 3 where academic achievement receives a Weighted Importance rating of 10 while objectives regarding extra curricular activities receive a Weighted Importance rating of 4.
- c. In the Degree of Accomplishment column a 5 point scale is used to reflect the evaluator's judgment of the extent to which an objective has been met. As indicated above, conferences are held with the administrator and evaluator to mutually examine data and assign appropriate weights and values. However, the evaluator makes the final decision regarding the degree of accomplishment for a particular objective.
- d. The value in the Achieved Points column is calculated by multiplying the judged actual Degree of Accomplishment for the objective times the Multiple Factor. Since the Degree of Accomplishment is based on a 5 point scale each Weighted Importance is divided by 5 to determine the Multiple Factor. This Multiple Factor provides for the proper weighting in the Achieved Points column. As an example, Objective #9 has a Multiple Factor of .8 and the Degree of Accomplishment is judged to be 3, so the Achieved Points equals 2.4.
- e. The total Achieved Points (42.0) derived for performance objectives is a summation of the Achieved Points for each objective.

3. Total Points

Finally, for the example in question by adding the two achieved scores for the two components 40.8 (ratings) and 42 (performance objectives) the administrator receives a total score of 82.8 points out of a total possible of 100. For purposes of salary adjustment these achieved points for all administrators are rank-ordered (the highest to lowest), and the Superintendent uses these values and relative rank-orders as the primary determinants in making decisions about salary changes. A salary change for an administrator not commensurate with these rank-orders must be accompanied by strong rationale.

TABLE 3

PERFORMANCE OBJECTIVES
EVALUATION FORM

POSITION -- Senior High School Principal

Column 1	Column 2	Column 3	Column 4	Column 5
Performance Objectives Number	Weighted Importance	Multiple Factor (Col. 2x5)	Degree of Accomplishment	Achieved Points (Col.4x Col.3)
1	4	.8	4	3.2
2	10	2.0	5	10.0
3	10	2.0	4	8.0
4	3	.6	2	1.2
5	2	.4	5	2.0
6	5	1.0	4	4.0
7	4	.8	5	4.0
8	4	.8	4	3.2
9	4	.8	3	2.4
10	<u>4</u>	.8	5	<u>4.0</u>
	*50			42.0

(More Objectives May Be Listed As Needed)

NOTE: Labels for objectives represented by the various numbers are listed below.

1. Parent Involvement
2. Norm Referenced Achievement
3. Criterion Referenced Achievement
4. Elimination of Racial and Sex Discrimination
5. Alternatives to Suspensions
6. Differentiation of Staff
7. Staff Morale
8. Student Morale
9. Extra Curricular Activities
10. Staff Inservice

* An Administrator has from 10 to 15 Performance Objectives. Regardless of number of Performance Objectives the total of Column 2 equals 50.

4. Further Example

To further clarify the procedure an example of an overall evaluation for an Elementary Principal is shown below in Table 4. Note that the Sources of Ratings (Column 1) are different as are the Assigned Weights (Column 2), which in turn generate new multiples in Column 3.

TABLE 4

ADMINISTRATOR PERFORMANCE PROFILE

POSITION -- Elementary School Principal

RATINGS

Column 1	Column 2	Column 3	Column 4	Column 5
<u>Sources of Ratings</u>	<u>Assigned Weights</u>	<u>Multiple Factor (Col.2÷5)</u>	<u>Overall Average Rating AIQ</u>	<u>Achieved Points (Col.4xCol.3)</u>
1. Assistant Superintendent for Building Administration	15	3.0	4.5	13.5
2. Director of Elementary Instruction	15	3.0	4.0	12.0
3. Teachers	5	1.0	4.0	4.0
4. Other Directors, Supervisors and/or Coordinators	6	1.2	4.5	5.4
5. Resource people (i.e., Instructional Specialist, Academic Specialist, Leader of Student Services, etc.)	5	1.0	3.5	3.5
6. Self	<u>4</u> 50	.8	3.0	<u>2.4</u> 40.8

PERFORMANCE OBJECTIVES

Performance Objectives	50	
Points Achieved		41.0
TOTAL POINTS	100	81.8

PERCENT INCREASE OR DECREASE OF SALARY _____

Reclassification

As stated above the only other reason for adjusting salaries is occasional reclassification based on periodic studies of the scope and function of various administrative positions. These studies are conducted by a committee consisting of a representative group of administrators and personnel in the Superintendent's office. Also, the Board of Education gives ultimate approval to salary ranges reflecting job scope and function.

Evaluation Summary - Superintendent

A summary of each administrator's performance accompanied by any salary change is shared with the administrator in written form by the Superintendent. This written summary follows a conference including the administrator, Superintendent and other appropriate personnel. At the secondary level the conference participants include the Principal, Superintendent, Director of Secondary Instruction (responsible for evaluating the instructional areas of the administrator's performance) and Assistant Superintendent for Building Administration (responsible for evaluating non-instructional areas of the administrator's performance). At the elementary level, the conference participants include the Principal, Superintendent, Director of Elementary Instruction (responsible for evaluating the instructional areas of the administrator's performance) and Assistant Superintendent for Building Administration (responsible for evaluating noninstructional areas of the administrator's performance). Each Assistant Principal is scheduled in a conference with the Principal and Superintendent. Other administrative personnel are involved in a conference with their superordinate, Superintendent and other appropriate personnel. Primary factors for determining performance and salary changes are as outlined above in the Administrator Accountability Salary System. In all cases the final determination regarding performance and salary adjustments is made by the Superintendent.

APPENDICES

APPENDIX A

Reference Groups and/or Individuals
Rating Occupants of Administrative Positions

Reference Groups and/or Individuals Rating Occupants of Administrative Positions

SUPERINTENDENT

1. Principals
2. Directors
3. Supervisor, Coordinator
4. Assistant Superintendents
5. Self
6. Board Members
7. Administrators within departments

ASSISTANT SUPERINTENDENT

1. Principals
2. Directors, Supervisors, Coordinators within division
3. Peers
4. Superintendent
5. Self
6. Personnel within departments of division

DIRECTOR, SUPERVISOR AND COORDINATOR

1. Principals (when applicable)
2. Peers (Other Director, Supervisor, Coordinators)
3. Superintendent's Office (Appropriate Administrator)
4. Self
5. Personnel within department

ADMINISTRATORS WITHIN A DEPARTMENT

1. Principals (when applicable)
2. Peers (Other personnel within department)
3. Superordinate (Immediate Supervisor)
4. Self
5. Superintendent's Office (Appropriate Administrator)

PRINCIPALS

1. Teachers
2. Directors
3. Supervisors and/or Coordinators
4. Assistant Superintendent for Building Administration
5. Building Administrative Staff-- High School, Junior High and Elementary (i.e., Assistant Principals, Deans of Students, etc.)
6. Resource People (i.e., Instructional Specialists, Academic Specialists, Leaders of Student Services, etc.)
7. Self

ASSISTANT PRINCIPALS

1. Teachers
2. Principals
3. Superintendent's Office (Appropriate Administrator)
4. Self
5. Resource People (i.e., Instructional Specialists, Academic Specialists, Leaders of Student Services, etc.)

OTHER ADMINISTRATIVE POSITIONS

For those administrative positions not addressed in the previous pages, the reference group and/or individuals with whom the administrator comes in contact will be identified and serve as the rating sources for the administrator.

APPENDIX B

Administrator Image Questionnaire

	Never	Seldom	Sometimes	Usually	Always
14. Does he treat staff members in an unbiased and impartial manner?	1	2	3	4	5
15. Does he create a feeling of unity and enthusiasm among those in contact with him?	1	2	3	4	5
16. Does he demonstrate a sense of humor at appropriate times?	1	2	3	4	5
17. Does he make effective decisions?	1	2	3	4	5
18. Does he effectively evaluate programs, practices, and personnel?	1	2	3	4	5
19. Does he coordinate the efforts of those responsible to him so that the organization operates at peak efficiency?	1	2	3	4	5
20. Is he conscious of the problems that exist on your level?	1	2	3	4	5
21. Does he maintain control of his emotions when things are not going right?	1	2	3	4	5
22. Does he demonstrate leadership which results in meeting important goals and objectives?	1	2	3	4	5
23. Are his grooming and attire appropriate?	1	2	3	4	5
24. Are his communications properly written and do they accurately express his thoughts and ideas?	1	2	3	4	5
25. Does he support the policies, procedures, and philosophy of the superintendent's office?	1	2	3	4	5
26. Does he create an atmosphere in his building (or department) which is conducive to effectively meeting goals and objectives?	1	2	3	4	5
27. Does he create a sense of trustworthiness when interacting with him?	1	2	3	4	5

If you wish, please list below one or more weaknesses of this administrator.

If you wish, please list below one or more strengths of this administrator.

ADMINISTRATOR IMAGE QUESTIONNAIRE

Please respond to the following questions honestly and frankly in reference to the administrator being rated. Do not give your name; all responses are anonymous. Neither the administrator about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with the responses of others from your group, will be analyzed. Image profiles representing how your administrator is perceived along several dimensions by your group will then be given to him.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items on the answer sheet are listed across the sheet. Follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only your administrator's name on the answer sheet; no other information is required except your responses.

PLEASE USE LEAD PENCIL

USE ANSWER SHEET

1 = Never 3 = Sometimes 5 = Always
2 = Seldom 4 = Usually

Never Seldom Sometimes Usually Always

WHAT IS YOUR OPINION CONCERNING THIS ADMINISTRATOR'S BEHAVIOR:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Does he express his ideas smoothly and articulately? | 1 | 2 | 3 | 4 | 5 |
| 2. Is he patient, understanding, considerate, and courteous? | 1 | 2 | 3 | 4 | 5 |
| 3. Does he show interest and enthusiasm toward his work? | 1 | 2 | 3 | 4 | 5 |
| 4. Does he demonstrate a thorough knowledge and understanding of school administration? | 1 | 2 | 3 | 4 | 5 |
| 5. Does he demonstrate the initiative and persistence needed to accomplish goals and objectives? | 1 | 2 | 3 | 4 | 5 |
| 6. Does he support those responsible to him? | 1 | 2 | 3 | 4 | 5 |
| 7. Does he adjust rapidly to changes in plans or procedures? | 1 | 2 | 3 | 4 | 5 |
| 8. Does he function effectively under pressure? | 1 | 2 | 3 | 4 | 5 |
| 9. Does he consider divergent views? | 1 | 2 | 3 | 4 | 5 |
| 10. Does he encourage staff members to raise questions and express opinions? | 1 | 2 | 3 | 4 | 5 |
| 11. Does he assign tasks to personnel capable of carrying them out? | 1 | 2 | 3 | 4 | 5 |
| 12. Does he show a willingness to try new approaches or methods? | 1 | 2 | 3 | 4 | 5 |
| 13. Does he clearly define and explain what is expected of staff members? | 1 | 2 | 3 | 4 | 5 |

(OVER)

APPENDIX C

Profile for Assistant Superintendent for Building
Administration Ratings of High School Principals

Profile for Teacher Ratings
of High School Principal

Profile for Performance
Objectives Achievement

PROFILE FOR ASSISTANT SUPERINTENDENT FOR BUILDING ADMINISTRATION

RATINGS OF HIGH SCHOOL PRINCIPAL

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	Ave
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3 TO ITEMS

- 8. Verbal Fluency
- 9. Consideration of Others
- 10. Attitude Toward Job
- 11. Technical Competence
- 12. Ambitious Drive
- 13. Self-Confidence
- 14. Flexibility
- 15. Performance under Stress
- 16. Openness
- 17. Staff Participation
- 18. Delegate Responsibility
- 19. Innovativeness
- 20. Communicating
- 21. Teamwork
- 22. Staff Morale
- 23. Sense of Humor
- 24. Decision-Making
- 25. Evaluating Ability
- 26. Administrative Skill
- 27. Awareness
- 28. Self-Control
- 22. Leadership Skill
- 23. Appearance
- 24. Written Communication
- 25. Supports Superintendent
- 26. Productive Atmosphere
- 27. Trustworthiness
- 28. Average 1-27

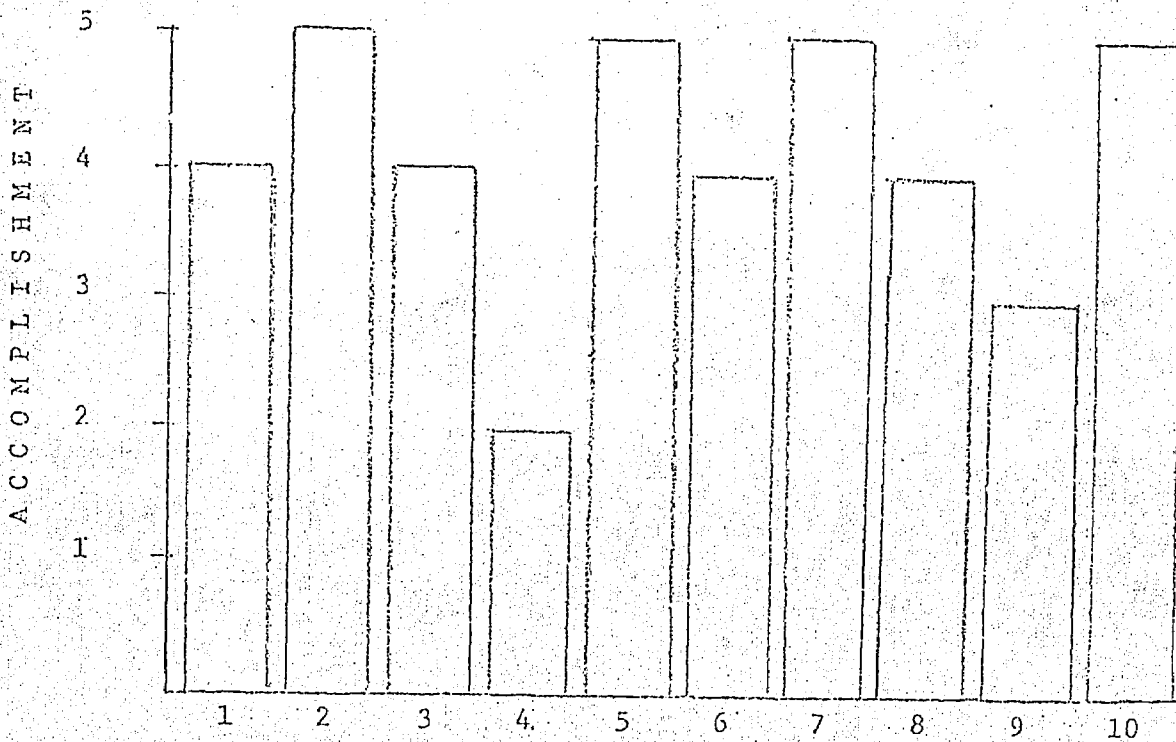
PROFILE FOR TEACHER RATINGS

OF HIGH SCHOOL PRINCIPAL

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	
107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	
133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	
159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	
185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	
211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	
237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	
263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	
289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	
315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	
341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	
367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	
393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	
419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	
445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	
471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	
497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	
523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	
549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	
575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	
601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	
627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	
653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	
679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	
705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	
731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	
757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	
783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	
809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	
835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	
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939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	
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1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	
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1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	
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1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	
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1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	
1407	1408	1409	1410	1411	1412	1413	1414	1415	1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429	1430	1431	1432	
1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443	1444	1445	1446	1447	1448	1449	145									

PROFILE FOR
PERFORMANCE OBJECTIVES
ACCOMPLISHMENT

Position--Senior High School Principal.



PERFORMANCE OBJECTIVES

1. Parent Involvement
2. Norm Referenced Achievement
3. Criterion Referenced Achievement
4. Elimination of Racial and Sex Discrimination
5. Alternatives to Suspensions
6. Differentiation of Staff
7. Staff Morale
8. Student Morale
9. Extra Curricular Activities
10. Staff-In-Service