

# **Kildeer Countryside School District 96**

## **Principal Evaluation Framework**

### **General Requirements:**

1. The evaluation shall consider the Principal's duties and responsibilities, effectiveness as a building manager and overall competence as an educational leader.
2. The summative evaluation shall include a list of the principal's strengths and weaknesses with supporting reasons for both.
3. Performance goals will be developed and considered in the final summative rating.
4. The Superintendent or designee shall evaluate all Building Principals and Assistant Principals.
5. The principal's professional practice will constitute 75% of the final summative rating. Measurements of student growth will constitute 25% of the final summative rating. (Student growth shall represent at least 25% of the performance evaluation in 2012-2013 and 2013-2014, and at least 30% thereafter.)
6. The evaluation process shall be completed each school year by March 1<sup>st</sup>.

### **Self Assessment**

The Principal /Assistant Principal will contribute to the evaluation process by engaging in reflective practice as part of completing a self-assessment that is aligned to the rubric that is to be used to evaluate professional practice no later than February 1 of each year. The self-assessment shall be used as one input in determining a principal's or assistant principal's practice rating.

### **Pre-Conference**

The preconference will take place on or before October 1<sup>st</sup> of each year. The principal and evaluator will meet to establish metrics and targets for student growth, professional practice, and establish professional growth goals based upon the results of the performance evaluation conducted in the previous year. The school district shall identify either Type I or Type II assessments which are to provide data that meets the definition of student growth.

### **Observations**

A minimum of two formal on-site observations will be take place as part of the assessment of professional standards. Each of these formal observations will include at least one objective as its purpose. These observations will be scheduled in advance with the principal. Feedback will be provided to the principal within ten (10) principal work-days following the observation. Any number of informal observations may also be included in the assessment of professional standards. Any information from an informal observation that will become part of the principal's evaluation will be shared by the evaluator with the principal within ten (10) principal work days of the observation.

### **Professional Practice**

The rating selected demonstrates an overall perception of the Principal's performance. A review meeting will be held prior to March 1 annually to review observations and ratings of Professional Practice Standards and to review achievement of student growth goals. The Professional Practice Standards will include indicators aligned to each standard and the rubric that measures each indicator and standard.

*The Professional Practice Standards are as follows:*

- *STANDARD I – Living a Mission and Vision Focused on Results*
- *STANDARD II – Leading and Managing Systems Change*
- *STANDARD III – Improving Teaching and Learning*
- *STANDARD IV – Building and Maintaining Collaborative Relationships*
- *STANDARD V – Leading with Integrity and Professionalism*
- *STANDARD VI – Creating and Sustaining a Culture of High Expectations*

The following ratings will apply to Professional Practice Standards and the final summative rating of the Principal's performance:

Unsatisfactory - Knowledge and performance are not acceptable. The principal needs to take immediate steps to improve his or her knowledge and/or performance.

Needs Improvement - Knowledge and performance are developing. However, performance is sporadic, intermittent, or otherwise not entirely successful. Performance at this level is characteristic of someone new to the position and in need of professional support to improve practice.

Proficient - Knowledge and performance are above average. This level of performance represents successful, accomplished, and effective practice where the Principal has mastered the work of the position while continually improving the craft and science of her/his work.

Excellent - Knowledge and performance are recognized by others as exemplary and the expertise of the Principal is sought out by others. Principals performing at this level make a contribution to the field, both in and out of the school district.

### **Student Growth**

The school district will consider student growth as a significant factor in rating the principal's (and assistant principal's as applicable) performance. Student growth is defined as a measurable change in a student's or group of students' knowledge or skills between two or more points in time. The results from the most recent administration of a selected assessment shall be used as the ending point at which the level of student growth is calculated. Results will be taken from two distinct points in time on a comparable assessment. Growth between two assessments, even within one year (example – between a baseline assessment at the start of a year and an interim assessment in January), may be used as a valid measure of student growth within the principal evaluation. For a principal in his or her first year at a school, student growth will need to be measured using assessments that have more than one data point within that school year.

#### Process for Student Growth:

- **Selecting Assessments and Setting Targets** - No later than October 1 of every calendar year, the principal or assistant principal's evaluator must inform the principal or assistant principal which assessments, data, and targets will be used to judge student growth for the year, and specify the weights of each outcome and target
- **Including Students in Growth Calculation** - A student will be included in the student growth metric as long as the student has been assigned to the school long enough to have at least two data points on a comparable assessment (e.g. 2012 ISAT and 2013 ISAT, or a beginning of year assessment and mid-year assessment within an aligned interim assessment system.)
- **Adjusting for Student Characteristics** - The district or principal evaluator shall determine how certain student characteristics (e.g., special education placement, English language learners, low-

income populations) shall be considered for each assessment and target chosen to ensure that they best measure the impact that the school has on students' academic achievement.

- Use of multiple academic assessments - Assessments that meet the definition of Type I and Type II may be used for principal evaluation, including state assessments. Type I assessments are those assessments that measure a certain group of students in the same manner with the potential assessment items, is scored by a non-district entity and is widely administered beyond Illinois, (ie. NWEA Map). Type II assessments are those assessments developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area, (ie. Short cycle benchmark assessments, curriculum tests, assessments designed by textbook publishers).
- Other Student Outcomes Measures – Non-test measures such as attendance, truancy, excused/unexcused absences, discipline referrals may be used if determined to be appropriate.

The following ratings will apply to the student growth component:

No Growth or Negative Impact - Does not meet any student growth targets; or demonstrates negative growth on one or more measures.

Minimal Growth - Meets only 1 student growth target

Meets Goals - Meets or exceeds the target for a majority of the student growth measures;

Exceeds Goals - Reaches or exceeds the target for a majority of the student growth measures; meets all baseline targets.

### **Summative Rating**

- The final summative Rating will be determined based an overall rating of the Professional Practice Standards(Excellent, Proficient, Needs Improvement, Unsatisfactory), and a rating for student growth (Exceeds Goals, Meets Goals, Minimal Growth, No Growth or Negative Growth,). In addition, input from the self-assessment, informal observations and the obtainment of professional growth goals will be considered. Refer to Summative Rating Matrix.
- The final summative rating of the Principal (Assistant Principal) will be calculated at 75% on the Principal Practice Standards rating (2012-2013 and 2013-2014 only, thereafter 70%) and 25% on the Student Growth rating (2012-2013 and 2013-2014 only, thereafter 30%).

### **Post-Conference**

- The plan shall provide for the completion of the evaluation no later than March 1. When the performance evaluation is completed, the qualified evaluator shall meet with the principal or assistant principal to inform the principal or assistant principal of the rating given for the student growth and professional practice components of the evaluation and of the final performance evaluation rating received, and discuss the evidence used in making these determinations. The qualified evaluator shall discuss the strengths demonstrated by the principal or assistant principal and identify areas of growth.

Sources: Performance Evaluation Reform Act of 2010 (096-0861)

Part 50 EVALUATION OF CERTIFIED EMPLOYEES UNDER ARTICLE 24A OF THE SCHOOL CODE

## Summative Rating Matrix

To be used to combine Principal Practice Evaluation Ratings and the Student Growth for Principal Evaluation

		<b>Rating of Principal Practice</b>			
		<b>Excellent</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>Student Growth</b>	<b>Exceeds Goal</b>	<b>EXCELLENT</b>	<b>EXCELLENT</b>	<b>PROFICIENT</b>	<b>Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING</b>
	<b>Meets Goal</b>	<b>EXCELLENT</b>	<b>PROFICIENT</b>	<b>PROFICIENT</b>	<b>Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING</b>
	<b>Minimal Growth</b>	<b>NEEDS IMPROVEMENT</b>	<b>NEEDS IMPROVEMENT</b>	<b>NEEDS IMPROVEMENT</b>	<b>Experienced Principals: UNSATISFACTORY</b>
	<b>No Growth/ Negative Growth</b>	<b>Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING</b>	<b>Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING</b>	<b>Experienced Principals: UNSATISFACTORY</b>  <b>First Year Principals: NEEDS IMPROVEMENT</b>	<b>Experienced Principals: UNSATISFACTORY</b>  <b>First Year Principals: NEEDS IMPROVEMENT</b>