AMEND BOARD REPORT 00-0927-EX2 AND APPROVE
REVISED PRINCIPAL PERFORMANCE EVALUATION

THE CHIEF EXECUTIVE OFICER RECOMMENDS THE FOLLOWING DECISION:
Amend Board Report 00-0927-EX2 approving Procedural Guidelines for Principal Performance Evaluation and rescind use of the form attached to Board Report 00-0927-EX2 and adopt revised Principal Performance Evaluation (attached).

DESCRIPTION: Section 5/34-2.3 of the Illinois School Code requires Board approval of the principal evaluation form to be used by Local School Councils in the annual evaluation of the principals of their attendance centers. The School Code further requires that the form include an evaluation of the following factors:

i   student academic improvement, as defined by the school improvement plan;
ii   student absenteeism rates at the school;
iii   instructional leadership;
iv   the effective implementation of programs, policies, or strategies to improve student academic achievement;
v   school management; and
vi   any other factors deemed relevant by the local school council, including, without limitation, the principal's communication skills and ability to create and maintain a student-centered learning environment, to develop opportunities for professional development, and to encourage parental involvement and community partnerships to achieve school improvement.

Additionally, the Uniform Principal's Performance Contract also requires that principals be annually evaluated based upon the above factors as well as upon the principal's fulfillment of the duties outlined in the contract and such other performance factors as are mutually agreed upon by the Principal, the Board and the attendance center's local school council, in accordance with the contract.

The Office of the Chief Education Officer, in consultation with the Law Department, and based upon a pilot project conducted with EXCEL, has drafted the attached Principal Performance Evaluation form in compliance with the above requirements.

LSC REVIEW: LSC approval is not applicable to this report.
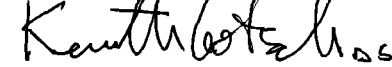
AFFIRMATIVE ACTION STATUS: None.

FINANCIAL: At no cost to the Board.

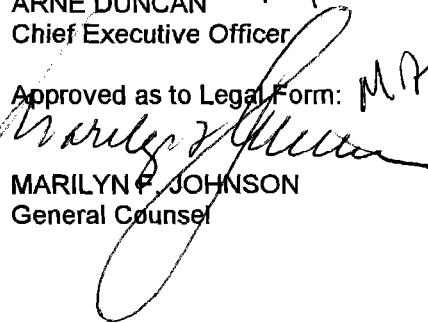Approved for Consideration:

BARBARA EASON-WATKINS
Chief Education Officer

Noted:

KENNETH C. GOTSCH
Chief Fiscal Officer

Approved:

ARNE DUNCAN
Chief Executive Officer

Approved as to Legal Form:

MARILYN F. JOHNSON
General Counsel

CHICAGO PUBLIC SCHOOLS

Principal Performance Evaluation

PRINCIPAL EVALUATION FORM

School _____ Area _____

Principal _____

Signature _____ Date _____

LSC Chair _____

Signature _____ Date _____

Date of LSC/Principal Feedback Session _____

Area Instructional Officer _____

Signature _____ Date _____

Principal Contract Period _____ Number of Years as Principal _____

A Look at Principal Leadership: The 7 Standards

Each of the Chicago Standards for Developing School Leaders represents one aspect of a principal's job that is important to school success. They were developed from the Interstate School Leaders Licensure Consortium (ISLLC) standards, the "Five Essential Supports" and the state Standards for School Leaders. The Standards link to all CLASS (Chicago Leadership Academies for Supporting Success) programs, which are sponsored by the Chicago Public Schools and the Chicago Principals and Administrators Association.

1. School Leadership
2. Instructional Leadership: Improving Teaching and Learning
3. Student-Centered Learning Climate
4. Professional Development and Human Resource Management
5. Parent Involvement and Community Partnerships
6. School Management and Daily Operations
7. Interpersonal Effectiveness

Instructions: Rating Standards

Both the Local School Councils and Area Instructional Officers evaluate the principal on each of the 7 Standards. The Key Behavioral ratings under each Standard will help determine the appropriate rating for each Standard overall. To determine an appropriate rating for each Standard, complete pages 2 – 8. Each page includes:

■ a definition of the Standard;
■ two or three categories under the Standard;
■ a set of 10 Key Behaviors that describe actions that demonstrate skill in the Standard; and
■ a numbered rating scale with behavior descriptions for each rating.

Rate each of the Key Behaviors using the scale below, based on how frequently the Key Behavior is demonstrated. As you complete each rating, please consider the principal's work on behalf of special populations, including children with disabilities, children who are bilingual and those who are homeless.

On each page, circle the rating number (1 to 4) that is most accurate. If you are unable to rate a Key Behavior, please refer to Appendix 2, the list of principal performance evaluation support materials, on pages 16 and 17 to help determine the materials you need to gather to complete the rating.

Key Behavior Rating Scale:

1 = Rarely (Almost never)	3 = Often (Usually)
2 = Occasionally (Every now and then)	4 = Most of the time (Almost always)

Once you have rated each Key Behavior, add the points and divide the total by 10 to get the Average Rating for that Standard. The Average Rating should be between 1.0 and 4.0.

The Average Rating corresponds to the rating scale on the bottom of each Standard worksheet. Circle the rating number that equals your Average Rating. If the rating is a number like 2.6 that falls between two ratings, read the description of the rating above 2.6 (the rating for a 3) and the description of the rating below 2.6 (the rating for a 2) and circle the rating whose description best fits. (For example, a 2.6 can be changed to either a 2 or a 3.) That number will be your principal's rating in that Standard.

After completing pages 2-8, and after holding the Feedback Session with your principal, please transfer the final ratings for each Standard to the Evaluation Summary on page 11. Additional Evaluation criteria may also be added. For details about adding criteria, see page 9.

1. SCHOOL LEADERSHIP

Definition: Leads the school by building high performing teams, responsibly managing work and people, and enlisting others in the school vision.

Key Behavior Rating Scale:

1 = Rarely (Almost never)   3 = Often (Usually)
2 = Occasionally (Every now and then)   4 = Most of the time (Almost always)

Builds High Performing Teams

1	2	3	4	Encourages and responds to input from team members
1	2	3	4	Works with staff and students to establish and build teams within the school
1	2	3	4	Helps the team set inspiring goals
1	2	3	4	Focuses the team on achieving specific, measurable results

Coordinates the Work of Others

1	2	3	4	Works in close partnership with the LSC and others on items such as SIPAAA development and school budget
1	2	3	4	Involves teachers, staff, parents, and community appropriately in decision making
1	2	3	4	Delegates responsibility and tasks well by setting and communicating expectations and timelines

Implements the Vision

1	2	3	4	Develops the school vision with stakeholders (for example: LSC, parents, staff, and community members)
1	2	3	4	Directs the development of the SIPAAA, and ensures that the SIPAAA furthers the school vision
1	2	3	4	Communicates and demonstrates a clear personal vision for improving the school

_____ + _____ + _____ + _____ = _____   ÷ 10 = _____

Total of Key Behavior Ratings (add the four column totals)   Average Rating (Between 1.0 and 4.0)

Rating Scale for School Leadership:
Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: Has a track record of successful school leadership by consistently building high-performing teams, delegating responsibility, and implementing the school vision.

3 = Meets: Often demonstrates school leadership, but is sometimes not strong at building high-performing teams, delegating responsibility, and implementing the school vision.

2 = Needs Improvement: Sometimes shows basic school leadership skills but is often ineffective at building high-performing teams, delegating responsibility, and implementing the school vision.

1 = Unsatisfactory (does not meet): Rarely leads the school, and is not effective at building high-performing teams, delegating responsibility, and implementing the school vision.

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2. INSTRUCTIONAL LEADERSHIP—IMPROVING TEACHING AND LEARNING

Definition: Promotes the success of all students by creating an instructional program that continually strives to improve teaching and learning.

Key Behavior Rating Scale:

1 = Rarely (Almost never)
2 = Occasionally (Every now and then)

3 = Often (Usually)
4 = Most of the time (Almost always)

Assessment

1	2	3	4	Evaluates student learning using a variety of techniques and sources of information
1	2	3	4	Analyzes and communicates data about students, staff, and community
1	2	3	4	Uses school and student data to create programs and activities that serve student needs and support the curriculum
1	2	3	4	Monitors the implementation of the SIPAAA using school data and other resources and provides monthly reports to the LSC

Curriculum

1	2	3	4	Supports the Professional Personnel Advisory Committee (PPAC) and/or other staff committees to develop curriculum
1	2	3	4	Uses research, teacher expertise, and recommendations from professional associations to make curriculum decisions
1	2	3	4	Works with staff to align curriculum with city and state standards

Instruction

1	2	3	4	Makes improvement of instruction his/her primary responsibility by monitoring instruction across classrooms and the school
1	2	3	4	Supports and promotes innovative teaching methods (including the use of technology) and encourages teachers to pilot appropriate innovative programs to engage students
1	2	3	4	Provides programs to meet the needs of special education and limited English proficient students

___ + ___ + ___ + ___ = _____   ÷ 10 = _____

Total of Key Behavior Ratings (add the four column totals)   Average Rating (Between 1.0 and 4.0)

Rating Scale for Instructional Leadership:
Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: Has a track record of improving teaching and learning by getting input on curriculum, supporting a variety of teaching methods, and creating learning programs that are appropriate to the students.

3 = Meets: Often successfully improves teaching and learning, but is sometimes not strong at getting input on curriculum, supporting a variety of teaching methods, and/or creating learning programs that are appropriate to the students.

2 = Needs Improvement: Sometimes improves teaching and learning, but is often ineffective at getting input on curriculum, supporting a variety of teaching methods, and/or creating learning programs that are appropriate to the students.

1 = Unsatisfactory (does not meet): Rarely improves teaching and learning, and does little to promote student success.

3. STUDENT-CENTERED LEARNING CLIMATE

Definition: Creates and maintains a school environment that focuses on students and emphasizes high academic expectations, personalism, caring, discipline, and order.

Key Behavior Rating Scale:

1 = Rarely (Almost never)	3 = Often (Usually)
2 = Occasionally (Every now and then)	4 = Most of the time (Almost always)

High Academic Expectations

1	2	3	4	Works with groups (such as the Professional Personnel Advisory Committee [PPAC], the Professional Problems Committee [PPC], staff, parents/community, and other committees) to set and communicate high academic expectations
1	2	3	4	Creatively develops and implements programs and policies to encourage, recognize and reward students' effort, success, and achievement
1	2	3	4	Helps teachers set and meet high expectations for themselves and their students

Personalism and Caring

1	2	3	4	Creates an atmosphere of respect among and towards students
1	2	3	4	Helps students and staff form productive and respectful relationships, which will, in turn, help improve academic achievement
1	2	3	4	Ensures that staff feel respected, valued, and important

Discipline and Order

1	2	3	4	Develops and implements a plan to maintain and/or increase student attendance
1	2	3	4	Implements and enforces policies and procedures, such as the school safety plan and staff handbook, consistently and responsibly to help ensure an environment that is safe, stable, and conducive to learning
1	2	3	4	Follows uniform discipline code and security plan, which are on file
1	2	3	4	Creates a school environment that supports students through crisis and other challenges

+ ___ + ___ + ___ = ___   ÷ 10 = ___

Total of Key Behavior Ratings (add the four column totals)   Average Rating (Between 1.0 and 4.0)

Rating Scale for Student-Centered Learning Climate:
Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: Has a track record of creating a student-centered climate by setting and communicating high academic expectations, creating an atmosphere of respect and caring, and maintaining discipline and order.

3 = Meets: Often successfully creates a student-centered climate, but is sometimes not strong at setting and communicating high academic expectations, creating an atmosphere of respect and caring, and/or maintaining discipline and order.

2 = Needs Improvement: Sometimes creates a student-centered climate, but is often ineffective due to an inability to set and communicate high academic expectations, create an atmosphere of respect and caring, and/or maintain discipline and order.

1 = Unsatisfactory (does not meet): Rarely creates a student centered learning climate, and is not effective at setting and communicating high academic expectations, creating an atmosphere of respect and caring, and/or maintaining discipline and order.

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CHICAGO PUBLIC SCHOOLS PRINCIPAL PERFORMANCE EVALUATION

4. PROFESSIONAL DEVELOPMENT AND HUMAN RESOURCES MANAGEMENT

Definition: Encourages professional development, recruits and selects outstanding staff, and effectively supervises teachers and staff in order to improve student learning and academic achievement.

Key Behavior Rating Scale:

1 = Rarely (Almost never)	3 = Often (Usually)
2 = Occasionally (Every now and then)	4 = Most of the time (Almost always)

Professional Development

1	2	3	4	Encourages teachers to participate in staff development and provides them with the means to do so
1	2	3	4	Demonstrates a commitment to continually improve his/her knowledge, skills, and capabilities (e.g. attends in-service sessions, belongs to professional organizations or mentors other principals)
1	2	3	4	Develops and utilizes the human resource skills needed to manage teachers and staff
1	2	3	4	Links professional development with the SIPAAA goals

Recruitment and Hiring

1	2	3	4	Keeps track of personnel needs, moves quickly to fill vacancies with excellent teachers and staff (recognizing system-wide teacher shortage in some subject areas) and provides recommendations to the CEO about promotions and assignment of personnel
1	2	3	4	Involves staff and any LSC personnel committee in recruiting, hiring, and supporting new teachers and staff

Staff Observation/Evaluation and Instructional Supervision

1	2	3	4	Engages teachers in goal setting to improve classroom practice
1	2	3	4	Regularly reviews, revises and communicates expectations of teacher performance
1	2	3	4	Supports teachers, particularly new hires, by providing constructive feedback on a regular basis
1	2	3	4	Supervises and evaluates teachers, staff and assistant principals on their competence and productivity in accordance with Board rules, policies and procedures, and collective bargaining agreements

___ + ___ + ___ + ___ = ___   ÷ 10 = ___

Total of Key Behavior Ratings (add the four column totals)   Average Rating (Between 1.0 and 4.0)

Rating Scale for Professional Development and Human Resources Management:
Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: Has a track record of promoting professional development and managing teachers and staff by consistently demonstrating a commitment to self-improvement, encouraging others to develop, providing feedback, and reviewing expectations with staff.

3 = Meets: Often succeeds at promoting professional development and managing teachers and staff, but is sometimes not strong at self-improvement, encouraging others to develop, providing feedback, and/or reviewing expectations with staff.

2 = Needs Improvement: Sometimes succeeds at promoting professional development and managing teachers and staff by demonstrating a commitment to self-improvement, encouraging others to develop, providing feedback, and/or reviewing expectations with staff.

1 = Unsatisfactory (does not meet): Rarely succeeds at promoting professional development and managing teachers and staff, and is not effective at developing self or staff.

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5. Parent Involvement and Community Partnerships

Definition: Collaborates with families and community members, responds to diverse community interests and needs, and uses community resources.

Key Behavior Rating Scale:

1 = Rarely (Almost never)   3 = Often (Usually)
2 = Occasionally (Every now and then)   4 = Most of the time (Almost always)

Parent Involvement

1	2	3	4	Creates programs that address parent needs
1	2	3	4	Encourages teachers to regularly communicate and meet with parents about classroom expectations/activities, student progress and suggestions for improvement
1	2	3	4	Removes obstacles for parents to get involved at school
1	2	3	4	Works with parents and community members as a member of the LSC and performs related duties
1	2	3	4	Communicates regularly to parents what is happening at the school

Community Partnerships

1	2	3	4	Creates effective partnerships with businesses, community organizations, and agencies
1	2	3	4	Enlists help from the business community for the school
1	2	3	4	Makes the community feel welcome and encourages community participation
1	2	3	4	Establishes relationships and works cooperatively with community leaders, LSC members, and area schools
1	2	3	4	Invites feedback from the community

___ + ___ + ___ = ___   ÷ 10 = ___

Total of Key Behavior Ratings (add the four column totals)   Average Rating (Between 1.0 and 4.0)

Rating Scale for Parent Involvement and Community Partnerships:
Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: Has a track record of successfully involving parents and creating community partnerships by consistently providing helpful parent programs, making parents and community feel welcome, and establishing relationships with the community.

3 = Meets: Often involves parents and creates community partnerships, but is sometimes not strong at providing helpful parent programs, making parents and community feel welcome, and/or establishing relationships with the community.

2 = Needs Improvement: Sometimes involves parents and creates community partnerships, but is often ineffective due to weakness in providing helpful parent programs, making parents and community feel welcome, and/or establishing relationships with the community.

1 = Unsatisfactory (does not meet): Rarely involves parents and creates community partnerships, and is not effective at providing helpful parent programs and making parents and community feel welcome.

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6. SCHOOL MANAGEMENT & DAILY OPERATIONS

Definition: Manages school resources and facilities effectively, uses knowledge of policies and procedures to make sound decisions, and ensures the efficient operation of the school.

Key Behavior Rating Scale:

1 = Rarely (Almost never)   3 = Often (Usually)
2 = Occasionally (Every now and then)   4 = Most of the time (Almost always)

Daily Operations

1	2	3	4	Supervises personnel and resources to ensure facilities management
1	2	3	4	Organizes school resources to address instructional needs
1	2	3	4	Consistently prepares and files reports according to the instructions, guidelines and timelines of Board rules, policies and procedures, existing laws, and labor agreements to ensure smooth daily operations
1	2	3	4	Uses available technology to improve school administration and operations (such as attendance and budgets)
1	2	3	4	Maintains high standards and acts to ensure a clean school

Fiscal Management

1	2	3	4	Develops a budget that is tied to instruction and then manages the budget so that funds are spent responsibly and in a timely manner
1	2	3	4	Secures supplemental funding (such as grants, discretionary funds) from outside sources to enhance school programs and ensures these resources are used for their designated purposes
1	2	3	4	Coordinates the budget and resources with the SIPAAA
1	2	3	4	Ensures fiscal policies are followed
1	2	3	4	Provides the LSC with budget and internal accounts reports on a monthly basis

_____ + _____ + _____ + _____ = _____   ÷ 10 = _____

Total of Key Behavior Ratings (add the four column totals)   Average Rating (Between 1.0 and 4.0)

Rating Scale for School Management & Daily Operations:
Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: Has a track record of ensuring successful school operation by consistently managing the budget and ensuring the safe and efficient operation of the school.

3 = Meets: Often succeeds at managing school resources and daily operations, but is sometimes not strong at managing the budget and/or ensuring the safe and efficient operation of the school.

2 = Needs Improvement: Sometimes succeeds at managing school resources and daily operations effectively but is often ineffective at managing the budget and/or ensuring the safe and efficient operation of the school.

1 = Unsatisfactory (does not meet): Rarely manages school resources or daily operations effectively, and is not effective at managing the budget and/or ensuring the safe and efficient operation of the school.

CHICAGO PUBLIC SCHOOLS PRINCIPAL PERFORMANCE EVALUATION

7. INTERPERSONAL EFFECTIVENESS

Definition: Communicates well with diverse groups by understanding and responding to their values, goals, needs, concerns, feelings, and agendas, resolves conflicts productively, and engages others, as appropriate, in decision making.

Key Behavior Rating Scale:

1 = Rarely (Almost never)   3 = Often (Usually)
2 = Occasionally (Every now and then)   4 = Most of the time (Almost always)

Communication

1	2	3	4	Confronts and resolves problems in a timely manner
1	2	3	4	Builds collaboration, understanding, and respect between different groups (LSC, staff, parents, teachers, students, and community)
1	2	3	4	Effectively responds to concerns and issues of the LSC, parents, teachers, staff, students, and community when appropriate
1	2	3	4	Promotes active communication among teachers, parents and students
1	2	3	4	Uses ongoing written and oral communication to effectively communicate with different groups about school learning activities and student achievement, among other topics

Interpersonal Sensitivity

1	2	3	4	Communicates an understanding of others' points of view, including the LSC, students, staff, parents, and community members
1	2	3	4	Maintains honesty and integrity in dealing with people
1	2	3	4	Honors confidences and confidential information, within the limits of the law
1	2	3	4	Follows through on promises and commitments
1	2	3	4	Motivates and inspires staff to contribute to the success of the school

+ ___ + ___ + ___ = _____   ÷ 10 = _____

Total of Key Behavior Ratings (add the four column totals)   Average Rating (Between 1.0 and 4.0)

Rating Scale for Interpersonal Effectiveness:
Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: Has a track record of successfully understanding and interacting with diverse groups by consistently communicating an understanding of other points of view, responding to parent and community concerns, and facilitating collaboration, understanding and respect.

3 = Meets: Often understands and interacts effectively with diverse groups, but is sometimes not strong at communicating an understanding of other points of view, responding to parent and community concerns, and/or facilitating collaboration, understanding and respect.

2 = Needs Improvement: Sometimes interacts effectively with groups, but is often ineffective at communicating an understanding of other points of view, responding to parent and community concerns, and facilitating collaboration, understanding and respect.

1 = Unsatisfactory (does not meet): Rarely interacts with diverse groups, and is seldom able to understand other points of view or respond to parent and community concerns.

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ADDITIONAL EVALUATION CRITERIA: PRINCIPAL PERFORMANCE GOALS (OPTIONAL)

The Local School Council and principal may decide to add additional evaluation criteria to the principal's annual performance evaluation. If the LSC and principal add evaluation criteria, the principal and LSC should develop and <u>agree upon those criteria by November 4</u>. These criteria should be recorded here and written as Principal Performance Goals for the year with meets and exceeds criteria clearly defined. The meets and exceeds criteria answer the questions: What does it mean to meet the goal? What does it mean to exceed the goal? For examples of goals and meets and exceed criteria, please refer to the LSC training materials. If more than two goals are selected, please attach additional pages.

Evaluate achievement of the goals using the meets and exceeds definitions 1-4 and the rating scale. Circle the Goal Rating for each goal. The ratings for the principal performance goals should be averaged to reach a final 1-4 rating. (To calculate the average rating, add the goal ratings together and divide by the number of goals rated.) This final rating should be circled at the bottom of this page and then transferred to page 11.

Rating Scale

1 = Made little progress	3 = Met goal
2 = Made progress	4 = Exceeded goal

Principal Performance Goal #1   Circle the Rating for Goal #1   1   2   3   4

Goal

Corresponding Standard (1-7)

Meets Criteria

Exceeds Criteria

Principal Performance Goal #2   Circle the Rating for Goal #2   1   2   3   4

Goal

Corresponding Standard (1-7)

Meets Criteria

Exceeds Criteria

AVERAGE RATING FOR ADDITIONAL CRITERIA   1   2   3   4

INSTRUCTIONS: RATING PERFORMANCE MEASURES

Evaluators will use the performance measures data sheet provided by the CPS Department of Research and Evaluation to complete the evaluation summary on page 11. This data sheet will be distributed to schools in April. Detailed look-up tables that explain how your school's ratings were determined appear in Appendix 3 (pages 18 and 19).

Test Scores
The performance measure rating ("Exceeds", "Meets" and "Does Not Meet") for test scores will be determined by comparing the percentage in the most recent year to an average of percentages of scores for the previous three years. For tests administered in consecutive years, gains in test scores will also be evaluated by comparing the percentage in the most recent year to an average of percentages for the previous three years. This rating approach emphasizes improvement in each area and rewards principals accordingly.

Elementary School Test Scores
- ITBS Reading and Math*
- ISAT Composite

High School Test Scores
- TAP Reading*

Prairie State Achievement Exam composite results will also be provided to high schools for evaluators' reference. When enough years of data are available, PSAE results will be evaluated for the purpose of principal evaluation.

Other Performance Measures
As with test scores, attendance rate (elementary and high schools), dropout rate (high schools) and four-year graduation rate (high schools) are evaluated based on the current rate compared to the amount of improvement from an average of the three previous years. Again, this rating approach rewards for improvement in each area.

Schools will receive results for students traditionally Included In reporting and results for all students, Including those tested with minor or major accommodations. Evaluators should consider both sets of results when completing the principal's evaluation. However, only the results from traditional reporting will be used to determine the performance measure rating this year. When legal requirements for testing change, principal evaluation will be based on results of all students.

EVALUATION SUMMARY

Standards Overall Rating

Please transfer the rating for each of the 7 Standards, multiple by either 1 or 2 as defined in the chart and then add the numbers in the Result column. Check the Standards overall rating, using the range below the chart.

Standards	Rating (1-4)	Multiply	Result
Standard 1: School Leadership		X 1	
Standard 2: Instructional Leadership - Improving Teaching and Learning		X 2	
Standard 3: Student-Centered Learning Environment		X 1	
Standard 4: Professional Development and Human Resource Management		X 1	
Standard 5: Parent Involvement and Community Partnerships		X 1	
Standard 6: School Management and Daily Operations		X 1	
Standard 7: Interpersonal Effectiveness		X 1	
Additional Evaluation Criteria* (OPTIONAL)			
■ ■ ■ Grand Total			

Rating Ranges for Standards (check one)

☐ Exceeds 28-32   ☐ Meets 21-27   ☐ Does Not Meet 8-20

*If the LSC and the principal choose to rate additional evaluation criteria, please contact the Area Instructional Office for the rating ranges that incorporate the 7 Standards plus the additional evaluation criteria.

Performance Measures Overall Rating

Please use the lookup tables to determine the "Exceeds", "Meets" or "Does Not Meet" rating for each performance measure. Write the corresponding value in the columns below. Add the values in all three columns. Use this final value to determine the overall rating for performance measures by reading the ranges below the chart. Check the final rating.

Elementary Schools' Performance Measures	Exceeds (2)	Meets (1)	Does Not Meet (0)
ITBS			
ISAT			
Attendance Rate			
■ ■ ■ Grand Total			

Elementary School Rating Ranges for Performance Measures (check one)

☐ Exceeds 5-6   ☐ Meets 2-4   ☐ Does Not Meet 0-1

High Schools' Performance Measures	Exceeds (2)	Meets (1)	Does Not Meet (0)
TAP Reading			
Attendance Rate			
Graduation Rate			
Dropout Rate			
■ ■ ■ Grand Total			

High School Rating Ranges for Performance Measures (check one)

☐ Exceeds 6-8   ☐ Meets 3-5   ☐ Does Not Meet 0-2

PRINCIPAL EVALUATION COMMENTS

Local School Council Comments

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Signature   Date

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Name   Title

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Principal's Response

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Signature	Date

Name	Title

CHICAGO PUBLIC SCHOOLS PRINCIPAL PERFORMANCE EVALUATION

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Area Instructional Officer's Comments

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Signature	Date

Name	Title

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Appendix 1

1. SCHOOL LEADERSHIP

Definition: Leads the school by building high performing teams, responsibly managing work and people, and enlisting others in the school vision.

Key Behavior Rating Scale:

1 = Rarely (Almost never)   3 = Often (Usually)

2 = Occasionally (Every now and then)   4 = Most of the time (Almost always)

Builds High Performing Teams

1 (2) 3 4 Encourages and responds to input from team members

1 2 (3) 4 Works with staff and students to establish and build teams within the school

1 2 (3) 4 Helps the team set inspiring goals

(1) 2 3 4 Focuses the team on achieving specific, measurable results

Coordinates the Work of Others

1 2 3 (4) Works in close partnership with the LSC and others on items such as SIPAAA development and school budget

1 (2) 3 4 Involves teachers, staff, parents, and community appropriately in decision making

1 2 (3) 4 Delegates responsibility and tasks well by setting and communicating expectations and timelines

Implements the Vision

1 2 (3) 4 Develops the school vision with stakeholders (for example: LSC, parents, staff, and community members)

1 (2) 3 4 Directs the implementation of SIPAAA, monitors progress and provides monthly reports to LSC

1 2 (3) 4 Communicates and demonstrates a clear personal vision for improving the school

$$1 + 6 + 15 + 4 = 26 \qquad \div 10 = (2.6)$$

Total of Key Behavior Ratings (add the four column totals)   Average Rating (Between 1.0 and 4.0)

Rating Scale for School Leadership:

Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: Has a track record of successful school leadership by consistently building high-performing teams, delegating responsibility, and implementing the school vision.

3 = Meets: Often demonstrates school leadership, but is sometimes not strong at building high-performing teams, delegating responsibility, and implementing the school vision.

2.6

2 = Needs Improvement: Sometimes shows basic school leadership skills but is often ineffective at building high-performing teams, delegating responsibility, and implementing the school vision.

1 = Unsatisfactory (does not meet): Rarely leads the school, and is not effective at building high-performing teams, delegating responsibility, and implementing the school vision.

CHICAGO PUBLIC SCHOOLS PRINCIPAL PERFORMANCE EVALUATION

Appendix 2

PRINCIPAL PERFORMANCE EVALUATION SUPPORT MATERIALS

This list of support materials is provided to assist LSCs as they look for evidence of work in the 7 Standard areas. This list contains examples and suggestions; <u>it is not all inclusive</u>. The exact types of supporting materials will vary from school to school. LSCs should consider both the quantity and quality of these materials and the activities and programs they reflect.

Standard 1: School Leadership
Builds High Performing Teams
- Lists of all teams and their members
- Team meeting sign-in sheets and/or minutes from meetings
- Minutes from grade-level team meetings

Coordinates the Work of Others
- List of SIPAAA meetings and attendance rosters
- List of budget meeting and attendance rosters

Implements the Vision
- Current SIPAAA
- Written vision and/or mission statement
- Principal's monthly reports to the LSC

Standard 2: Instructional Leadership – Improving Teaching and Learning
Assessment
- Sample of student data analysis with goals identified
- Schedule of teacher observations by principal

Curriculum
- Agendas and minutes of curriculum development meetings
- PPAC reports

Instruction
- Technology plan
- List of innovative supplemental programs

Standard 3: Student-Centered Learning Climate
High Academic Expectations
- Lists of student clubs/after school activities and samples of minutes from meetings, as appropriate
- Lists and descriptions of student recognition or award programs
- PPAC reports
- Sample student learning contracts

Discipline and Order
- Safety and security plan is on file
- Copy of staff handbook
- Discipline reports

Standard 4: Professional Development and Human Resource Management
Professional Development
- Staff development agendas, attendance rosters and workshop evaluations
- List of completed staff development activities (conferences, workshops, CASL, Administrator's Academy, etc.)
- List of state-required and other in-services/conferences attended by principal
- List of principal's professional memberships
- List of principal's mentoring activities

Recruitment and Hiring
- Summary of staff hired and fired, with sample exit survey
- List of referral contacts

Teacher Observation and Instructional Supervision
- Record of teacher goals
- Calendar of pre-conference, visitation and post-conference meetings
- Copies of teacher lesson plans

Standard 5: Parent Involvement and Community Partnerships
Parent Involvement
- Lists of parent activities/volunteer opportunities/meetings and names of participants
- Parent surveys and corresponding summaries of responses
- Newsletters, bulletins or flyers sent to parents
- Numbers of parents who attended report card pick-up days

Community Partnerships
- Lists and descriptions of community partnerships
- List of community use of school
- Community surveys and corresponding summaries of responses
- Visitor sign-in book

Standard 6: School Management & Daily Operations
Daily Operations
- Facilities, safety and security reports

Fiscal Management
- Monthly budget reports to LSC
- Monthly Internal Accounts statements to AIO and LSC (in LSC minutes)
- Inventory of school materials

Standard 7: Interpersonal Effectiveness
Communication
- Copies of letters and flyers sent home with students
- Bulletins and e-mails to staff

CHICAGO PUBLIC SCHOOLS PRINCIPAL PERFORMANCE EVALUATION

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Appendix 3

PERFORMANCE MEASURES LOOK-UP TABLES: ELEMENTARY SCHOOLS

■ ■ ■ ITBS — Iowa Test of Basic Skills

ITBS results are reported as a percentage at or above national norms for grades 3 through 8 combined. Results reflect scores for all students traditionally included in reporting. For the purpose of principal evaluation, the absolute scores for math and reading and the gains for math and reading are each rated individually, and are then combined to return an overall rating.

ITBS ABSOLUTE SCORES FOR READING & MATH

Amount of Change	Percent At or Above National Norms					
	Below 25%	25% to 37.4%	37.5% to 49.9%	50% to 62.4%	62.5% to 75%	Greater than 75%
Improved more than 6%	Meets	Meets	Exceeds	Exceeds	Exceeds	Exceeds
3.0% to 5.9%	Meets	Meets	Meets	Exceeds	Exceeds	Exceeds
0.0% to 2.9%	Does Not Meet	Meets	Meets	Meets	Exceeds	Exceeds
-3.0% to -0.01%	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Exceeds
-6.0% to -3.01%	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Meets
Decreased more than -6%	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets

ITBS READING & MATH GAINS

Gains are currently being calculated using developmental standard scores instead of the grade-equivalent scale historically used by CPS. A chart for ITBS reading and math gains will be distributed to schools by April.

■ ■ ■ ISAT - Illinois Standards Achievement Test

The ISAT score is the percent of students who meet or exceed state standards. It is a composite of all five subjects on the exam.

Amount of Change	Percent of Students that Meet or Exceed State Standards					
	Below 25%	25% to 37.4%	37.5% to 49.9%	50% to 62.4%	62.5% to 75%	Greater than 75%
Improved more than 6%	Meets	Meets	Exceeds	Exceeds	Exceeds	Exceeds
3.0% to 5.9%	Meets	Meets	Meets	Exceeds	Exceeds	Exceeds
0.0% to 2.9%	Does Not Meet	Meets	Meets	Meets	Exceeds	Exceeds
-3.0% to -0.01%	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Exceeds
-6.0% to -3.01%	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Meets
Decreased more than -6%	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets

■ ■ ■ Attendance Rate

Attendance rate is the average percentage of students attending school each day.

Amount of Change	Attendance Rate					
	Below 91%	91% to 91.9%	92% to 92.9%	93% to 93.9%	94% to 94.9%	95% and Above
Improved more than 1%	Meets	Meets	Meets	Exceeds	Exceeds	Exceeds
.5% to .99%	Does Not Meet	Meets	Meets	Meets	Exceeds	Exceeds
0% to .49%	Does Not Meet	Does Not Meet	Meets	Meets	Meets	Exceeds
-.5% to -.01%	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Exceeds
-1% to -.49%	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Exceeds
Decreased more than -1%	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Meets

PERFORMANCE MEASURES LOOK-UP TABLES: HIGH SCHOOLS

■ ■ ■ TAP Reading

TAP results for Reading Comprehension are reported as a percentage at or above national norms. The results are for grades 9 and 10 combined. They reflect scores of only those students traditionally included in reporting.

Percent At or Above National Norms

Amount of Change	Below 25%	25% to 49.9%	50% to 74.9%	Greater than 75%
Improved more than 6%	Meets	Meets	Exceeds	Exceeds
3.0% to 5.9%	Meets	Meets	Exceeds	Exceeds
0.0% to 2.9%	Does Not Meet	Meets	Exceeds	Exceeds
-3.0% to -0.01%	Does Not Meet	Does Not Meet	Meets	Exceeds
-6.0% to -3.01%	Does Not Meet	Does Not Meet	Meets	Meets
Decreased more than -6%	Does Not Meet	Does Not Meet	Meets	Meets

■ ■ ■ Attendance Rate

Attendance rate is the average percentage of students attending school each day.

Attendance Rate

Amount of Change	Below 75%	75% to 79.9%	80% to 84.9%	85% to 89.9%	90% to 94.9%	95% and Above
Improved more than 4%	Meets	Meets	Exceeds	Exceeds	Exceeds	Exceeds
3% to 3.99%	Meets	Meets	Exceeds	Exceeds	Exceeds	Exceeds
2% to 2.99%	Meets	Meets	Meets	Exceeds	Exceeds	Exceeds
1% to 1.99%	Does Not Meet	Meets	Meets	Exceeds	Exceeds	Exceeds
0% to .99%	Does Not Meet	Meets	Meets	Meets	Exceeds	Exceeds
-1% to -.01%	Does Not Meet	Does Not Meet	Meets	Meets	Exceeds	Exceeds
-2% to -1.01%	Does Not Meet	Does Not Meet	Meets	Meets	Meets	Exceeds
Decreased more than -2%	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Exceeds

■ ■ ■ Graduation Rate

The graduation rate for a particular class is calculated by dividing the number of students who graduated from a school in June by the number of students who entered that school in the fall, four years earlier. Students transferring out of a school are excluded from the calculation.

Graduation Rate

Amount of Change	Below 55%	55% to 59.9%	60% to 64.9%	65% to 69.9%	70% to 74.9%	75% to 79.9%	80% and Above
Improved more than 10%	Meets	Meets	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
5% to 9.9%	Meets	Meets	Meets	Exceeds	Exceeds	Exceeds	Exceeds
0% to 4.9%	Meets	Meets	Meets	Meets	Exceeds	Exceeds	Exceeds
-5% to -.01%	Does Not Meet	Does Not Meet	Meets	Meets	Exceeds	Exceeds	Exceeds
-10% to -5.01%	Does Not Meet	Does Not Meet	Meets	Meets	Meets	Meets	Meets
Decreased more than -10%	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Meets

■ ■ ■ Dropout Rate

This one-year dropout rate is the percentage of students grades 9 through 12 (or equivalent) who dropout in a given school year. The formula includes students in all CPS schools except the Cook County jail and juvenile detention center schools that serve students from all of Cook County and not just CPS students. The rate also includes high school students in elementary units with high school grades. Finally, the population used in the calculation includes all students enrolled in a school during the school year except those who validly transferred out of the school.

Dropout Rate

Amount of Change	0% to 9.9%	10% to 19.9%	20% to 29.9%	30% and Above
Increased more than 10%		Meets	Does Not Meet	Does Not Meet
5% to 9.9%	Exceeds	Meets	Does Not Meet	Does Not Meet
0% to 4.99%	Exceeds	Meets	Does Not Meet	Does Not Meet
-5% to -.01%	Exceeds	Meets	Does Not Meet	Does Not Meet
-10% to -5.01%	Exceeds	Exceeds	Meets	Meets
Decreased more than -10%	Exceeds	Exceeds	Meets	Meets