Principal Quality and Effectiveness

Board Briefing

CHICAGO PUBLIC SCHOOLS | CPS

January 23, 2013

Principal Effectiveness Initiatives Will…

Goal: Ensure there is an effective, high-quality Principal in 100 percent of CPS schools by SY 2014-2015

Principal Quality Levers

Chicago Leadership Collaborative	Principal Eligibility / Selection	Leadership Development and Training	Principal Evaluations	Principal Compensation and Bonuses
• Cultivate and attract highly talented applicants for school leadership positions at CPS	• Implement more rigorous selection process maximizing probability of success on-the-job	• Provide training and support for new principals and incumbents	• Establish the performance standards for CPS school leadership	• Develop an incentive system aligned with performance

Successful Principals exhibit the following competencies:

1. **Champions Teacher and Staff Excellence** Through a Focus on Continuous Improvement
2. **Creates Powerful Professional Learning Systems** that Guarantee Learning for Students
3. **Builds a Culture Focused on College and Career** Readiness
4. **Empowers and Motivates Families** and the Community to Become Engaged
5. **Relentlessly Pursues Self-Disciplined Thinking** and Action
6. **Leads School Toward Achieving a Vision of High Expectations** for All Students

PERA Requires a New Principal Evaluation Process

- **The Performance Evaluation Reform Act (PERA) requires all school districts to design and implement a performance evaluation system for SY 12/13**

- **The new Principal Evaluation system must be a standard based evaluation systems that includes student growth indicators (a minimum of 25% in SY 12-13 and a minimum of 30% in SY 13-14) and professional practices ratings (a minimum of 50%) for all principals**

- **Chicago Public Schools is adopting the Illinois Performance Evaluation Advisory Council's model for principal evaluations aligned to CPS's needs, with six competency areas based on standards for effective practices:**
    A. Champions teacher and staff excellence through a focus on continuing improvement
    B. Creates powerful professional learning systems that guarantee learning for students
    C. Builds culture focused on college and career readiness
    D. Empowers and motivates families and the community to become engaged
    E. Relentlessly pursues self-disciplined thinking and action
    F. Leads school toward achieving the vision

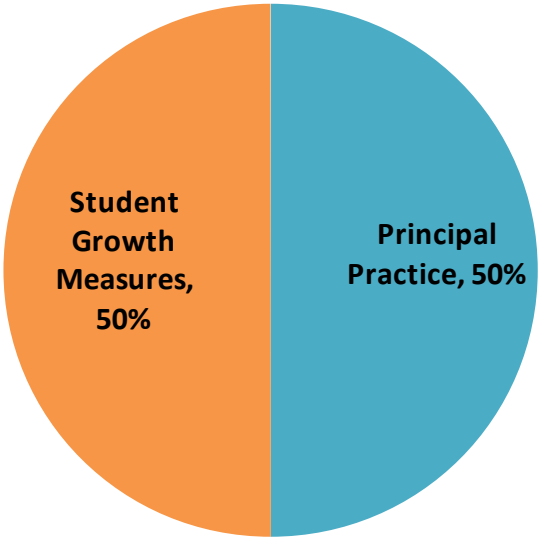
- **In order to Implement PERA, CPS has drafted a new principal evaluation process and evaluation rubric that is aligned with REACH for teachers. Over 100 school leaders helped inform CPS in the development of this evaluation system.**

Focused Principal Evaluation Design

Principal Evaluation Measurement

Student Growth Measures:

- ✓ Leading indicator for **student preparedness for graduation** in grades 3-12 (On Track)
- ✓ Measurement of **student growth in math and reading** (NWEA Growth Percentile)
- ✓ **Propensity to succeed in high school** (8th Grade EXPLORE)
- ✓ **High school achievement growth** (EPAS Growth Percentile)
- ✓ High-risk student growth and **closing the achievement gap** (ELL & SPED)
- ✓ Combination index balancing **Graduation Rate, Drop-Out Rate, and Attendance**



Principal Practice (Competencies):

- ✓ Champions teacher and staff excellence through continuous improvement
- ✓ Creates powerful professional learning systems
- ✓ Builds a culture focused on college and career readiness
- ✓ Empowers and motivates families and the community to become engaged
- ✓ Pursues self-disciplined thinking and action
- ✓ Leads school toward achieving the vision

Implementing in February 2013

Principal Evaluation Process (SY 2012-2013)

Principal info sessions	1st formal observation	2nd formal observation	Principal self-assessment	School growth data	Chief debrief & goal setting
Jan 20th - Feb 7th	**Feb 15th - Mar 15th**	**May 1th - June 1th**	**May 1st - June 1st**	**June 1st - July 1st**	**July 1st - Aug 15th**
▪ Chief Network Meetings ▪ CPAA Conference Break-out Session ▪ Principal Evaluation information distributed	▪ Chief or Deputy Chief: — Completes rubric — Collects evidence — Attends LSC, parent, and other meetings ▪ Chief or Deputy Chief shares information and evidence with principal w/in 10 days of observation	▪ Chief or Deputy Chief: — Completes rubric — Collects evidence — Attends LSC, parent, and other meetings ▪ Chief or Deputy Chief shares information and evidence with principal w/in 10 days of observation	▪ Principal completes mandatory self-assessment to the rubric by June 1st ▪ Chief uses the self-assessment as one input to the overall evaluation of principal practice	▪ Student assessment data received and calculated ▪ Student data added to the evaluation ▪ Final summative rating calculated	▪ Principal and Chief or Deputy Chief: — Discuss the results — Sign off on the results — Complete Professional Development Plan — Goal set for next year ▪ Prepare for SY 13-14

Sample Elementary School

Elementary Schools Will Receive Individual Targets Aligned with National Benchmarks

Grade	# Students	This School Started at:	National Percentile Range Targets	This School ended at:	National Growth Percentile
3rd	85	181.1	**90th Percentile is 196.8**	193.0	40th
4th	71	194.0	**90th Percentile is 205.6**	201.5	26th
5th	78	201.1	**90th Percentile is 211.1**	211.1	90th
6th	115	208.4	**90th Percentile is 216.7**	216.2	85th
7th	108	214.9	**90th Percentile is 221.3**	219.1	56th
8th	87	216.9	**90th Percentile is 223.0**	224.6	98th
All Grades Average	544	203.9	**90th Percentile is 212.1**	211.8	**84th**