Illinois State Board of Education

Performance Evaluation Advisory Council

State Model for Principal Evaluation

Recommendations for Principal Performance Evaluation by: Principal Evaluation Sub-Committee of the Illinois Performance Evaluation Advisory Council (PEAC)

These recommendations reflect the consensus of the principal evaluation sub-committee, based on work over the last year. In each situation, we are guided by the goal of drafting rules and frameworks that will create a new approach to principal evaluation that leads to quality feedback and development for principals across the state, and that can be implemented by the wide variety of districts within the state.
Introduction

The Performance Evaluation Reform Act (P.A. 96-861) requires the State Board of Education to develop and implement, among other things, a “principal model evaluation template [that] must incorporate the requirements of [Article 24A of the Illinois School Code, 105 ILCS 5/24A] and any other requirements established by the State Board by administrative rule, but [that also] allow[s] customization by districts in a manner that does not conflict with such requirements.” 105 ILCS 5/24A-20(a)(2).

This State Model for Principal Evaluation (which is also applicable to the evaluation of Assistant Principals) is designed to satisfy the State Board of Education’s statutory requirement but, more importantly, serve as a resource to Illinois school districts as they work to incorporate student growth as a significant factor in the evaluation of principals and assistant principals (which all school districts are required to do by September 1, 2012).

Please note that no school district is required to use the State Model for Principal Evaluation; however, all school districts must comply with any and all requirements of the School Code as well as any relevant administrative rules. The State Board has authorized administrative rules on principal evaluations. The Proposed PERA Administrative Rules can be found at http://www.isbe.net/rules/proposed/pdfs/50wf.pdf. Because the Proposed PERA Administrative Rules are not yet final, legal requirements that are contained in this State Model for Principal Evaluation are subject to change.

Requirements

The State Model for Principal Evaluation is built upon the foundation of the Statute—105 ILCS 5/24A-15 (found below) and the proposed PERA Administrative Rules (found in Appendices C & D). All statute requirements and proposed administrative rules are imbedded within the State Model. The State Model consists of two major sections: Section I is Evaluation of Principal Practice and Section II is Student Growth.

Statute—105 ILCS 5/24A-15

- The evaluation shall include a description of the principal’s or assistant principal’s duties and responsibilities and the standards to which the principal or assistant principal is expected to conform.
- The evaluation for a principal must be performed by the district superintendent, the superintendent’s designee, or, in the absence of the superintendent or his designee, an individual appointed by the school board who holds a registered Type 75 State administrative certificate.
- The evaluation for an assistant principal must be performed by the principal, the district superintendent, the superintendent’s designee, or, in the absence of the superintendent or his or her designee, an individual appointed by the school board who holds a registered Type 75 State administrative certificate.
- One copy of the evaluation must be included in the principal’s or assistant principal’s personnel file and one copy of the evaluation must be provided to the principal or assistant principal.
• Failure by a district to evaluate a principal or assistant principal and to provide the principal or assistant principal with a copy of the evaluation is evidence that the principal or assistant principal is performing duties and responsibilities in at least a satisfactory manner and shall serve to automatically extend the principal’s or assistant principal’s contract for a period of one year after the contract would otherwise expire, under the same terms and conditions as the prior year’s contract.

• Prior to September 1, 2012, school districts must:
  o Consider the principal’s or assistant principal’s specific duties, responsibilities, management, and competence as a principal or assistant principal;
  o Consider the principal’s or assistant principal’s strengths and weaknesses with supporting reasons; and,
  o Align evaluations for principals and assistant principals with the Illinois Professional Standards for School Leaders or research-based district standards.

• On and after September 1, 2012, school districts must (in addition to the requirements above):
  o Rate principals and assistant principals as “Excellent”, “Proficient”, “Needs Improvement” or “Unsatisfactory”;  
  o Evaluate principals or assistant principals once every school year by March 1 (or July 1 for Chicago Public Schools); and,
  o Provide for the use of data and indicators on student growth as a significant factor in rating performance.

Section I: Evaluation of Principal Practice

Principal Practice Instruments:
The framework for the State Model for Principal Evaluation’s evaluation of principal practice utilizes the Illinois Standards for Principal Evaluation (Appendix A). Appendix B provides a rubric of the standards.

Determining the Ratings for Each Standard

- If a principal provides evidence of performance for at least 75% of the descriptors at a specific level of performance (e.g., Proficient), the principal should be rated at that level of performance (i.e., Proficient) for that standard.
- If a principal demonstrates performance for a standard that is split between 2 levels (excluding Distinguished), the principal’s evaluator will use her/his discretion to determine the level most appropriate for that standard
- In order to receive a Distinguished rating on a standard, a principal must demonstrate at least 75% of the Distinguished descriptors for the standard (and any descriptors not Distinguished must be Proficient).

Summative Rating on Principal Practice

- The principal evaluator identifies a performance rating along with written evidence to support the assigned rating for each standard. The final principal practice identifies the strengths and growth areas of the principal.
• The final “principal practice” rating assigned is either:
  
  • **Distinguished** – At least 4 standards rated as “Distinguished” including Improving Teaching and Learning; no “Basic” ratings
  • **Proficient** – At least 4 standards rated as “Proficient” including Improving Teaching and Learning
  • **Basic** – At least 3 standards rated as “Basic” including Improving Teaching and Learning
  • **Unsatisfactory** – Any standard is rated as “Unsatisfactory”

**Section II: Student Growth for Principal Evaluation**

**Definition of Student Growth** - A measurable change in student outcomes at the school level.

• By statute, 50% of the State Model Principal Evaluation is comprised of data and indicators of student growth.
• The Proposed PERA Administrative Rules require that at least 25% of principal and assistant principal evaluations are comprised of student growth based on academic assessments in 2012-2013 and 2013-2014, and at least 30% of principal and assistant principal evaluations are comprised of student growth based on academic assessments in 2014-2015 and beyond:
  • “Academic” is defined as any instructional area for which Illinois state standards exist
  • Require the use of multiple academic assessments
  • The state model uses assessments that meet the definition of Type I and Type II for principal evaluation, including state assessments and Type III assessments may be used for schools serving a majority of students who are not administered a Type I or Type II assessment. In these situations, the qualified evaluator and principal may identify at least two Type III assessments to be used to determine student growth.
• For purposes of the State Model Principal Evaluation, the remaining 25% (and then 20%) of the student growth portion can focus on similar academic assessments of growth, or on a broader set of student outcome measures (see Appendix D.10 for sample list)

**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.)
**State Model for Principal Evaluation**

**Recommended Student Growth Composition for Elementary/Middle Schools:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Assessment/Outcome</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% Academic Assessments</td>
<td>20% based on growth on ISAT from previous year*</td>
<td>Increase in % meets standards AND increase in % exceeds standards – looking at same students from grade to grade</td>
</tr>
<tr>
<td></td>
<td>10% based on interim assessment with a normed prediction of performance for each student based on baseline</td>
<td>% of students meeting or exceeding predicted growth OR average growth over predicted</td>
</tr>
<tr>
<td>20% Other Outcomes</td>
<td>10% based on attainment measures on ISAT*</td>
<td>% of students exceeding expectations OR % of students meeting expectations (if a school has a low % of students meeting expectations)</td>
</tr>
<tr>
<td></td>
<td>10% based on: • Increasing attendance and reducing unexcused absences • AND/OR other non-test measures aligned to the school improvement plan</td>
<td>• Increase in average daily attendance/decrease in total unexcused absences • AND/OR another non-test measure selected by the district</td>
</tr>
</tbody>
</table>

*Given timing of state test data and the March 1 evaluation completion requirement, these measures will not be available for first year principals and districts will need to use an additional interim assessment in place of the ISAT data.

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**State Model for Principal Evaluation**

**Recommended Student Growth Composition for High Schools:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Assessment/Outcome</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% Academic Assessments</td>
<td>20% based on growth in EPAS sequence (from previous year)*</td>
<td>% of students meeting or exceeding predicted growth OR average growth over predicted</td>
</tr>
<tr>
<td></td>
<td>10% based on interim assessment with a normed prediction of performance for each student based on baseline</td>
<td>% of students meeting or exceeding predicted growth OR average growth over predicted</td>
</tr>
<tr>
<td>20% Other Outcomes</td>
<td>20% based on: • Cohort graduation rates, grade-to-grade progression, or “on track” rates • AND/OR other student outcomes aligned to the school improvement plan</td>
<td>• % increase in graduation rate or increase in % of students that progress from grade to grade, OR • AND/OR another student outcome measure selected by the district</td>
</tr>
</tbody>
</table>

*Given timing of state test data and the March 1 evaluation requirement, these measures will not be available for first year principals and districts will need to use an additional interim assessment in place of the EPAS data.

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**Defining Student Growth Performance Levels:**

- **Exceeds Goal** - Exceeds the target for a majority of the student growth measures; meets all targets
- **Meets Goal** - Meets or exceeds the target for a majority of the student growth measures; does not have negative growth on any measures
• **Minimal Growth** - Meets only 1 or 2 student growth targets; has no more than one measure with negative growth results

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

**Summative Rating Matrix**

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

<table>
<thead>
<tr>
<th>Rating of Principal Practice</th>
<th>Exceeds Goal</th>
<th>Meets Goal</th>
<th>Minimal Growth</th>
<th>No Growth/ Negative Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
<td>EXCELLENT</td>
<td>EXCELLENT</td>
<td>NEEDS IMPROVEMENT</td>
<td>Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING</td>
</tr>
<tr>
<td>Proficient</td>
<td>EXCELLENT</td>
<td>PROFICIENT</td>
<td>NEEDS IMPROVEMENT</td>
<td>Experienced Principals: UNSATISFACTORY</td>
</tr>
<tr>
<td>Basic</td>
<td>PROFICIENT</td>
<td>PROFICIENT</td>
<td>NEEDS IMPROVEMENT</td>
<td>First Year Principals: NEEDS IMPROVEMENT</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
<td></td>
<td></td>
<td>Experienced Principals: UNSATISFACTORY</td>
</tr>
<tr>
<td>Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING</td>
<td></td>
<td></td>
<td></td>
<td>First Year Principals: NEEDS IMPROVEMENT</td>
</tr>
</tbody>
</table>
Appendix A

Illinois Standards for Principal Evaluation