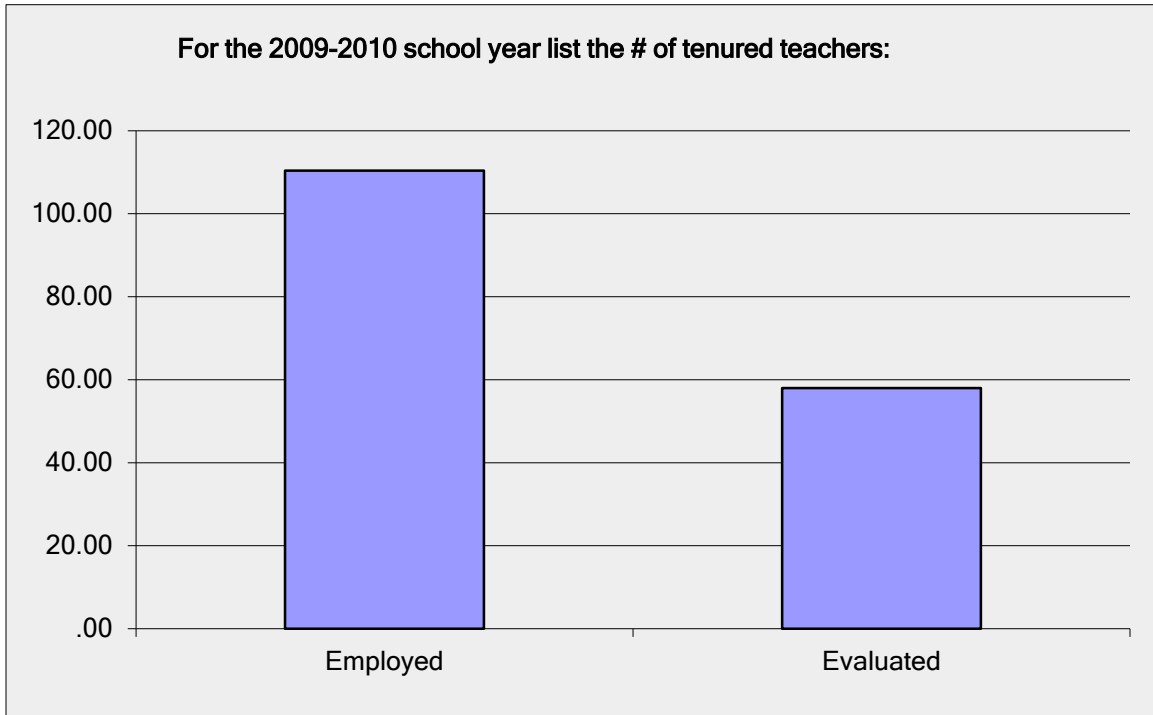| Answer Options	Response Count
District Name	*
District RCDT Code	*
Contact Name	*
Contact Title	*
Contact Phone	*
Contact Email	*
answered question	*177*
skipped question	*0*

*The reported information is blocked for the purpose of confidentiality.

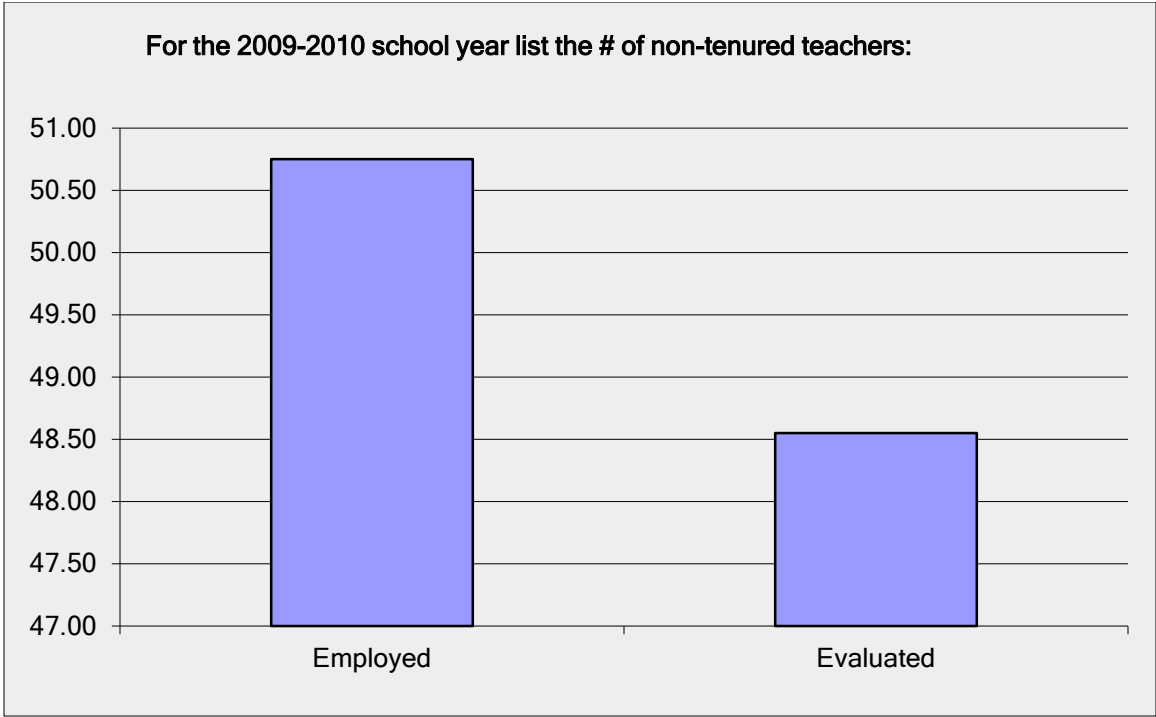177 out of the remaining 343 District left to respond – 51%

Section 2. Teacher Evaluation System Section

#1 - For the 2009-2010 school year list the # of tenured teachers:

Answer Options	Response Average	Response Total	Response Count
Employed	110.40	19,540	177
Evaluated	57.99	10,264	177
		answered question	177
		skipped question	0

For the 2009-2010 school year list the # of tenured teachers:

#2 - For the 2009-2010 school year list the # of non-tenured teachers:			
Answer Options	Response Average	Response Total	Response Count
Employed	50.75	8,983	177
Evaluated	48.55	8,593	177
		answered question	177
		skipped question	0

For the 2009-2010 school year list the # of non-tenured teachers:

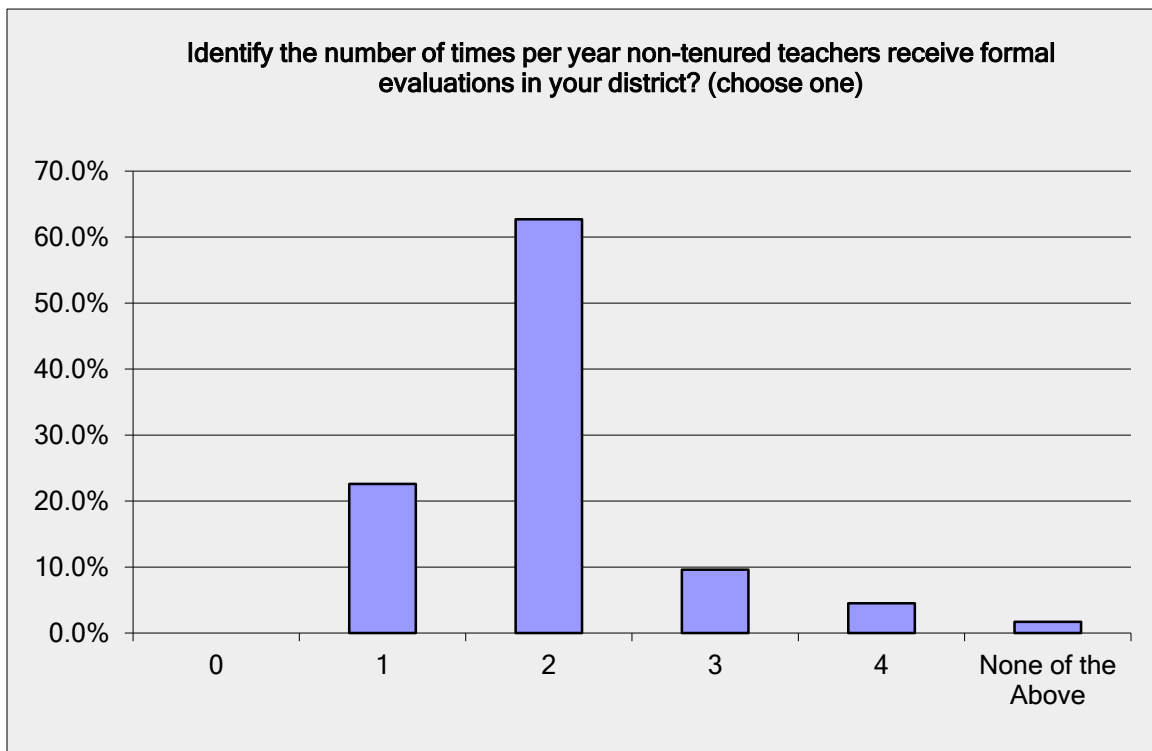|	
51.00	
50.50	
50.00	
49.50	
49.00	
48.50	
48.00	
47.50	
47.00	
	Employed Evaluated

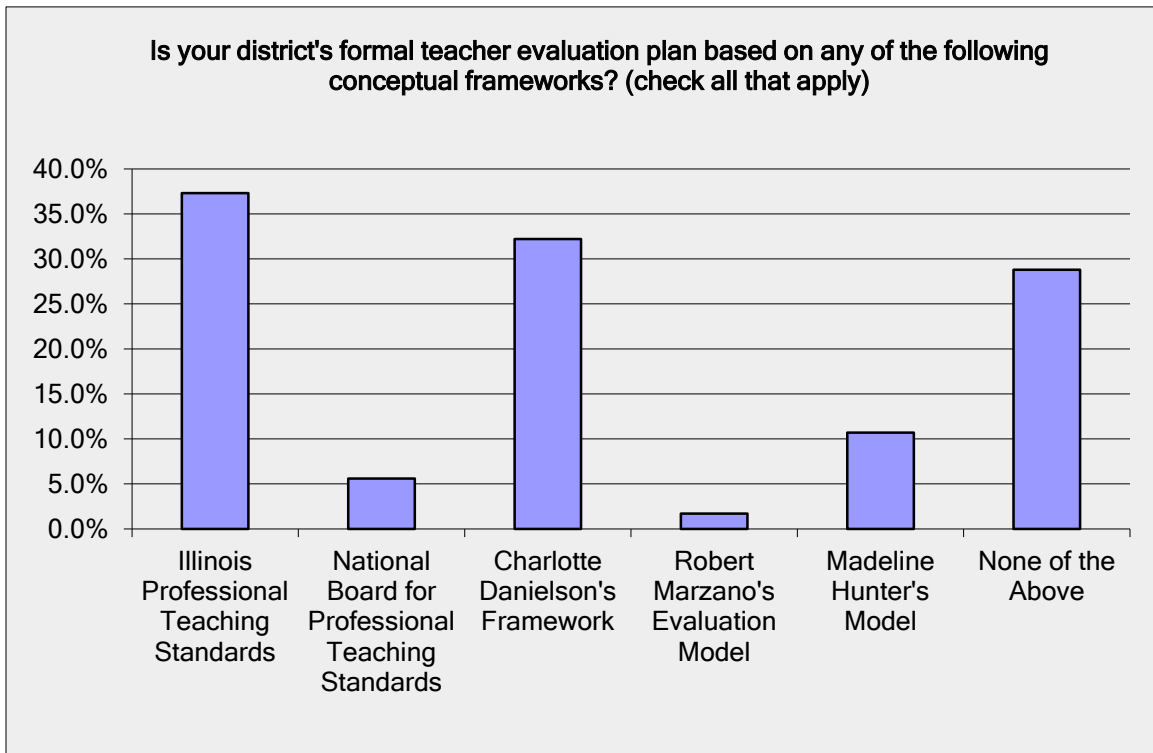| #3 - Identify the number of times per year tenured teachers receive formal evaluations in your district? (choose one)		
Answer Options	Response Percent	Response Count
0	0.0%	0
1	18.6%	33
2	7.3%	13
3	0.0%	0
4	0.6%	1
once every 2 years	74.0%	131
None of the Above	1.7%	3
Other (please specify)		11
answered question		177
skipped question		0
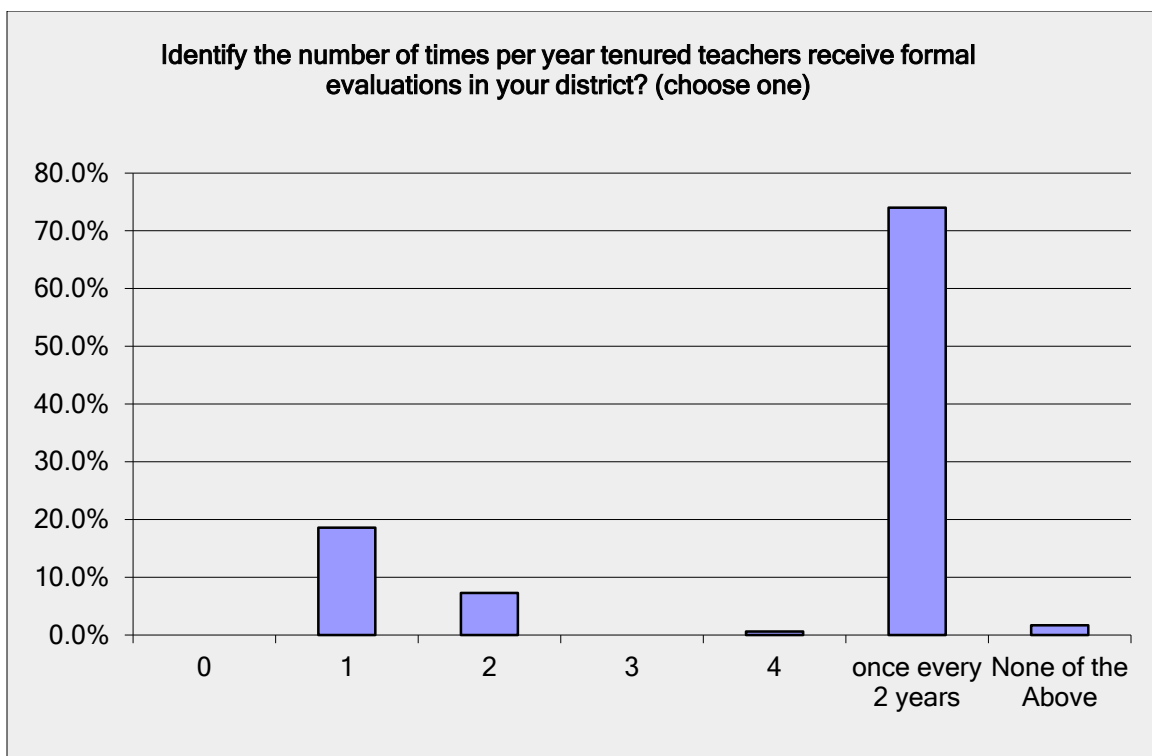
Other (please specify)
above includes 1 formative and 1 summative
More if administration wants
They receive 2 formal evaluations twice every other year.
It depends on if they are on a one or two-year plan
Informal "drop-ins" are conducted at least twice per year.
Annual evaluations if teacher receives unsatisfactory in an any area.
We don't have any tenured teachers
Tenured Teachers - One evaluation by the building principal every two years unless previous evaluation was not excellent. If a teacher does not receive an excellent, he/she will be evaluated the following year.
Once at least every 2 years
Formal assessment 1-2 times plus a formative evaluation

#4 - Identify the number of times per year non-tenured teachers receive formal evaluations in your district? (choose one)		
Answer Options	Response Percent	Response Count
0	0.0%	0
1	22.6%	40
2	62.7%	111
3	9.6%	17
4	4.5%	8
None of the Above	1.7%	3
Other (please specify)		11
answered question		177
skipped question		0

Identify the number of times per year non-tenured teachers receive formal evaluations in your district? (choose one)

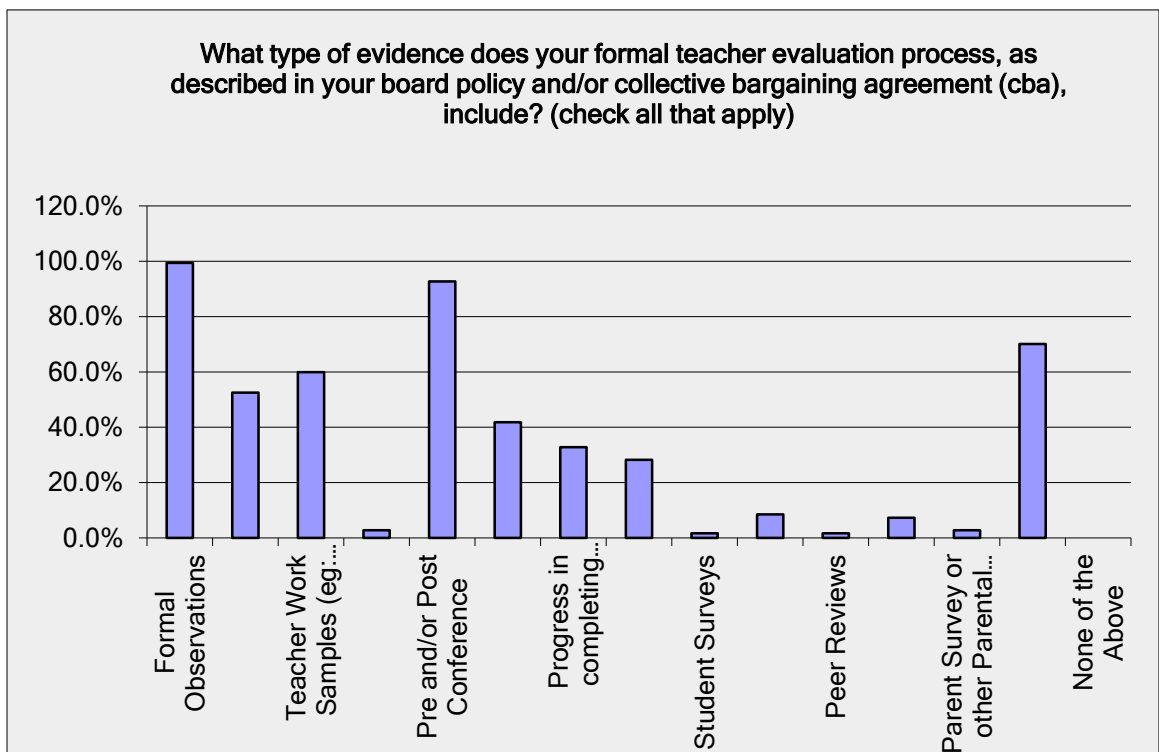| Other (please specify) |
| --- |
| 1st Year = 4 Evaluations, 2nd Year = 3 Evaluations, 3rd Year = 2 Evaluations, 4th Year = 1 Evaluation |
| Unannounced walk ins were also a part of the evaluation process |
| above includes 2 formative and 1 summative |
| 2 times first two years then if satisfactory 1 time for next two years |
| Unless they are part-time staff employed less than 50%. |
| In years one and two, non-tenured teachers receive formal evaluations three times per year. In years three and four, non-tenured teachers received two formal evaluations. |
| Minimum of twice--three is necessary |
| Teachers receive formative feedback throughout the year but only one summative evaluation. |
| Because there has been a series of interim administrators, this has not been done as often as policy requires. |
| First Year Non-Tenured Teachers - Two evaluations by the building principal. If not excellent on either evaluation, another evaluation will be conducted. If excellent, only two evaluations are necessary. Second Year Non-Tenured Teachers - One evaluation by the building principal. If not excellent, evaluations will be done as necessary. |
| required formative evaluations using videotaping |

#5 - Is your district's formal teacher evaluation plan based on any of the following conceptual frameworks? (check all that apply)		
Answer Options	Response Percent	Response Count
Illinois Professional Teaching Standards	37.3%	66
National Board for Professional Teaching Standards	5.6%	10
Charlotte Danielson's Framework	32.2%	57
Robert Marzano's Evaluation Model	1.7%	3
Madeline Hunter's Model	10.7%	19
None of the Above	28.8%	51
Other (please specify)		14
answered question		177
skipped question		0

Is your district's formal teacher evaluation plan based on any of the following conceptual frameworks? (check all that apply)

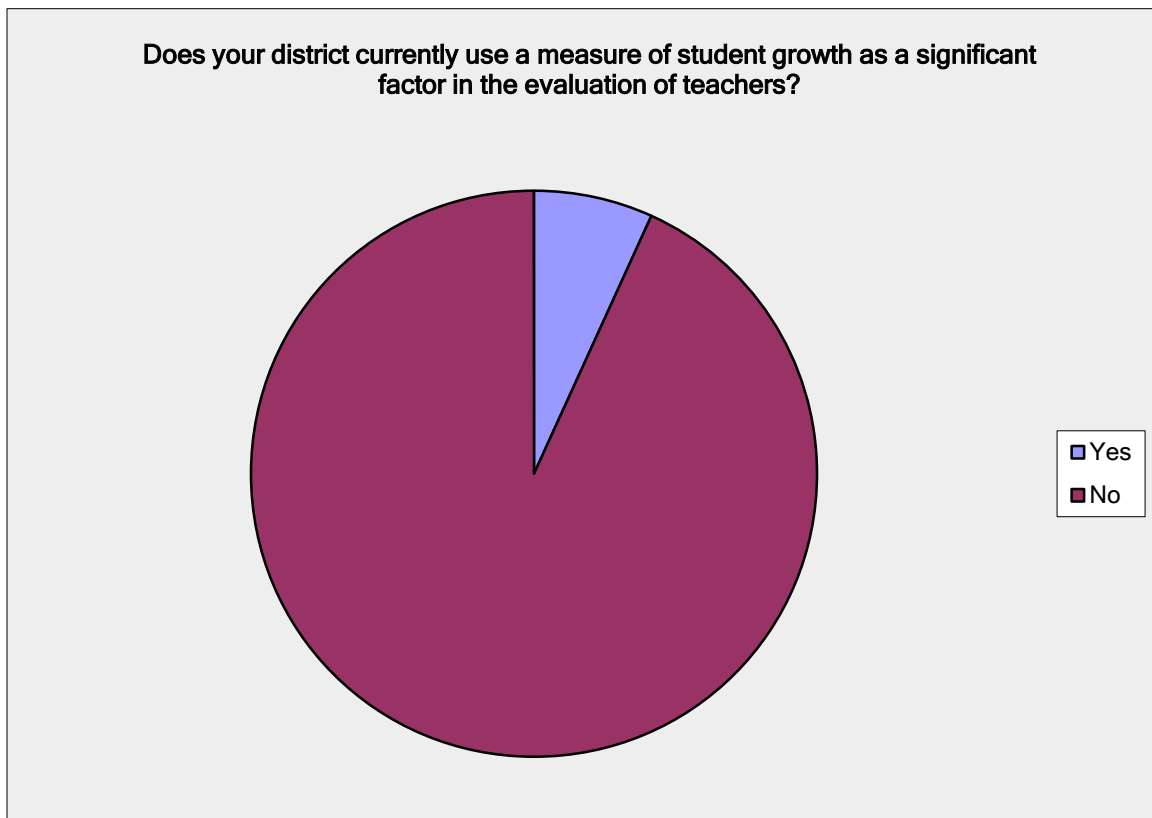| Other (please specify) |
| --- |
| long-ago negotiated instrument |
| the district has a hybrid system that reflects the IL professional teaching standards, Danielson, Marzano, etc. |
| Standard clinical model |
| School Quality Assurance Model |
| In the school year in question, we used a plan created in 1981, based on no recognizable model |
| Locally developed |
| 2010-2011-new system Danielson's FfTeaching |
| Use IL Professional Teacher Standards as a giude to create a tool specific for District |
| Thomas L. McGreal |
| somewhat based on the model- district created plan |
| It is a mixture that has evolved over time |
| Teacher/Union Developed |

Local expectations for teaching staff.
The evaluation instrument was bargained with the Hardin County Education Association.

#6 - What type of evidence does your formal teacher evaluation process, as described in your board policy and/or collective bargaining agreement (cba), include? (check all that apply)		
Answer Options	Response Percent	Response Count
Formal Observations	99.4%	176
Walk-Through Observations	52.5%	93
Teacher Work Samples (eg: Lesson Plans, Assignments)	59.9%	106
Videotaping of teaching	2.8%	5
Pre and/or Post Conference	92.7%	164
Teacher Professional Development Plan	41.8%	74
Progress in completing Professional Development	32.8%	58
Teacher Self Evaluation	28.2%	50
Student Surveys	1.7%	3
Student Scores on State/District Assessments	8.5%	15
Peer Reviews	1.7%	3
Student Growth	7.3%	13
Parent Survey or other Parental Input	2.8%	5
Evaluator Narrative	70.1%	124
None of the Above	0.0%	0
Other (please specify)		6
answered question		177
skipped question		0

What type of evidence does your formal teacher evaluation process, as described in your board policy and/or collective bargaining agreement (cba), include? (check all that apply)
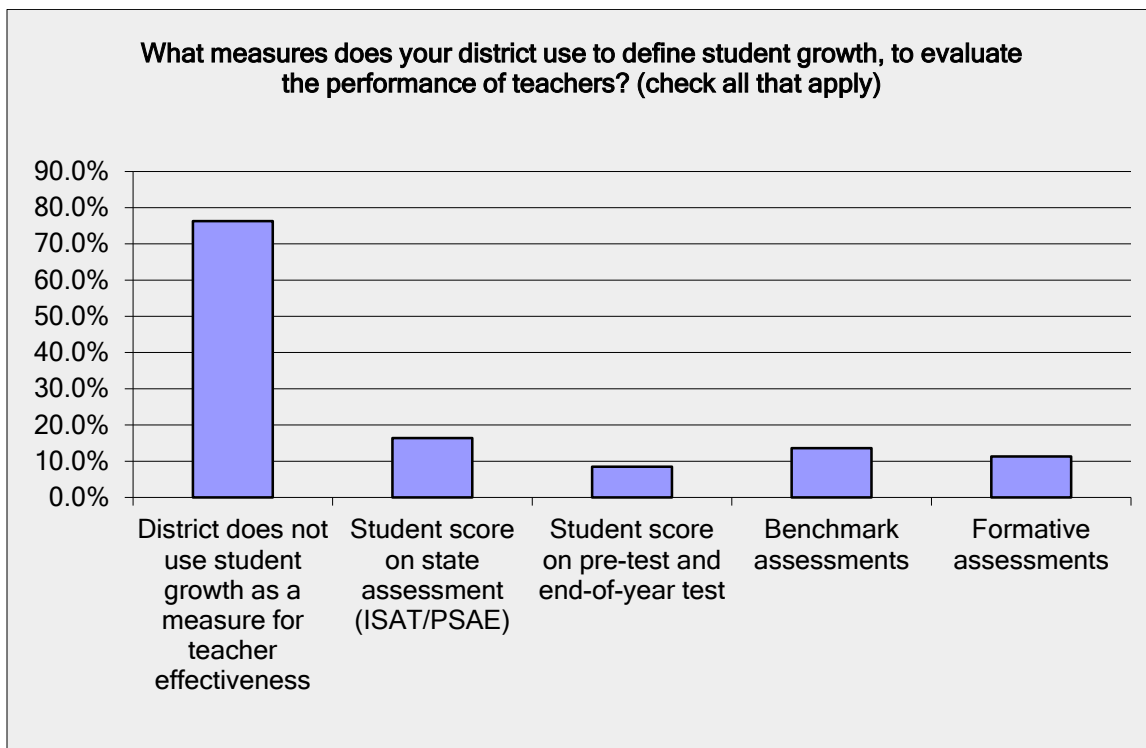
Other (please specify)
Administrators may use data collected from informal observations/ classroom visits to evaluate teachers
Post conference meetings and notes
Professional Goal Setting
Student surveys are used but not referenced formally in the collective bargaining agreement.
We do not currently have a CBA. Different measures work for different teachers depending on subject, age taught etc.
2 or more informal observations, 1 summative evaluation, establish observable teacher behavior targets

#7 - Does your district currently use a measure of student growth as a significant factor in the evaluation of teachers?		
Answer Options	Response Percent	Response Count
Yes	6.8%	12
No	93.2%	165
If Yes, please explain how "significant" is used		13
answered question		177
skipped question		0

Does your district currently use a measure of student growth as a significant factor in the evaluation of teachers?
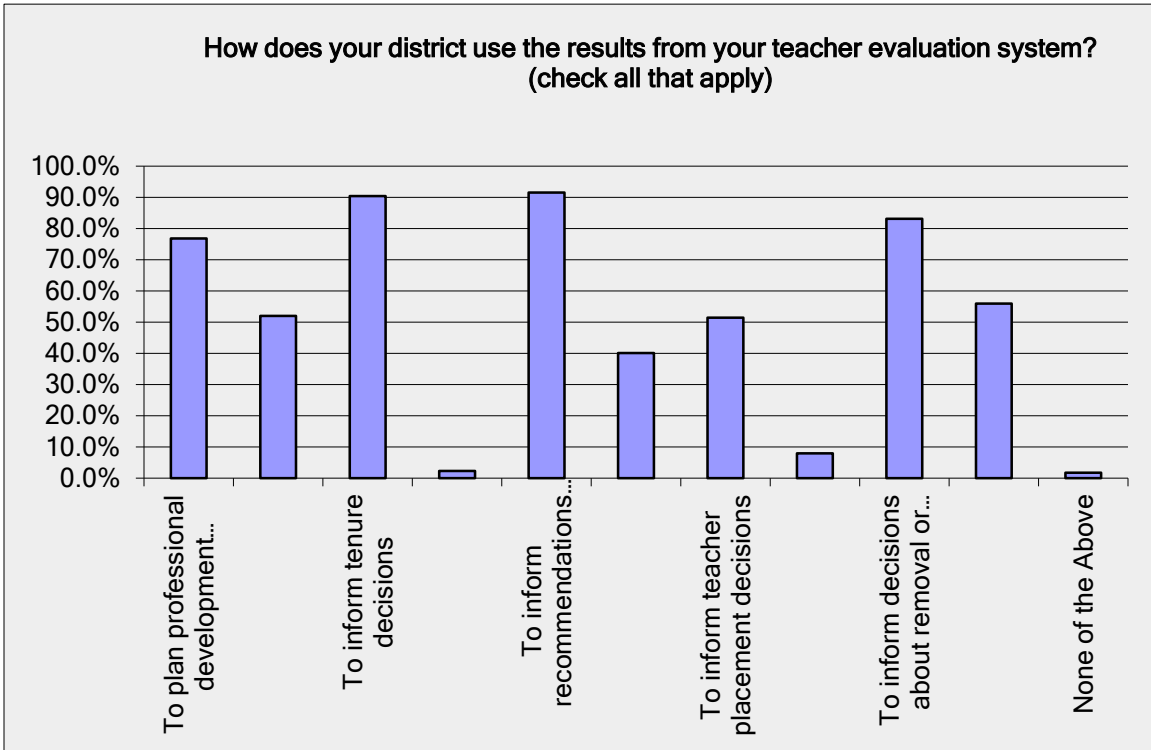
If Yes, please explain how "significant" is used
definitely used and considered; but not a major component of the evaluation document
Assessment constitutes one of the five domains addressed in the evaluation tool.
Student test scores are reviewed and discussed, with tenured teachers could be used to determine movement to the professional support phase of the evaluation plan and staff developement plan criteria used in evaluating non tenured teachers for renual
The district plan has five domains. One of the domains is Improvement of Academic Performance of All Students. Within that domain, 2 of the 7 descriptors relate to student growth.
ISAT/Other scores to be implemented as portion of teacher pay, beginning with the 2012-13 school year, per just-negotiated teacher contract (2011-12 thru 2015-16)
ISAT - AutoSkills - Aimesweb
Quarterly
Data is the foundation for determination of student learning. The data is used to inform instruction, determine strengths and weaknesses in the teaching and learning process from a curriclulum and instruction perspective.
Student growth is assessed via MAP scores
Test scores are reviewed but to assess student growth.
It is one of the factors considered in the overall evaluation of a teacher. In future years, student growth for the entire district as measuered by MAP (Mesures of Academic Progress) will determine if the entire district receives a bonus.
Test scores are reviewed by supervisor
It is considered as a part of the evaluation instrument areas labelled Instructional Methods and Competency in Subject Area. Does the teacher keep adequate records of student achievement? Is the teacher able to present materials at the level of pupil understanding?

#8 - What measures does your district use to define student growth, to evaluate the performance of teachers? (check all that apply)		
Answer Options	Response Percent	Response Count
District does not use student growth as a measure for teacher effectiveness	76.3%	135
Student score on state assessment (ISAT/PSAE)	16.4%	29
Student score on pre-test and end-of-year test	8.5%	15
Benchmark assessments	13.6%	24
Formative assessments	11.3%	20
Other (please specify)		10
	answered question	177
	skipped question	0

What measures does your district use to define student growth, to evaluate the performance of teachers? (check all that apply)

Other (please specify)
Predicted ITBS scores and other standardized measures not including ISAT
Copies of tests, quizzes, writing assignments, handouts, sample student work, letters and/or notes of commendation.
None
Progress monitoring tools and data from Measures of Academic Progress (MAP) which is the districts local assessment of record.
ISAT and Common Assessments in 2012-13 and beyond
The Measure of Academic Progress as well as local assessments are used to evaluate progress and achievement.
We do use NWEA's but again to check on student growth.
Measures of Acadmic Progress from NWEA.
The evaluation instrument is due to be revamped because of the new requirements.
There is nothing within the "formal evaluation document" tying student growth, but we do monitor formative assessments (math/reading) when considering effectiveness.

#9 - How does your district use the results from your teacher evaluation system? (check all that apply)		
Answer Options	Response Percent	Response Count
To plan professional development opportunities	76.8%	136
To inform a teacher's professional development plan	52.0%	92
To inform tenure decisions	90.4%	160
To inform compensation decisions	2.3%	4
To inform recommendations for continued employment	91.5%	162
To inform selection of teachers for specific roles and duties	40.1%	71
To inform teacher placement decisions	51.4%	91
To inform decisions on teacher awards or recognitions	7.9%	14
To inform decisions about removal or tenure and non-tenure teachers	83.1%	147
To identify priorities for school improvement	55.9%	99
None of the Above	1.7%	3
Other (please specify)		1
answered question		177
skipped question		0

How does your district use the results from your teacher evaluation system? (check all that apply)

Other (please specify)
To assist teachers in their professional development growth and development.

#10 - As described in your board policy or collective bargaining agreement (cba), list the rubric rating scale category names such as Excellent, Satisfactory, or Unsatisfactory using 1 as the highest/most accomplished in the table below. If your scale has fewer than 5 categories list only those categories used by your school district.		
Answer Options	Response Percent	Response Count
1	100.0%	177
2	99.4%	176
3	94.4%	167
4	19.8%	35
5	5.6%	10
answered question		177
skipped question		0

As described in your board policy or collective bargaining agreement (cba),

Responses	1	Responses	2	Responses	3	Responses	4	Responses	5
Excellent	146	Satisfactory	133	Unsatisfactory	132	Unsatisfactory	21	Unsatisfactory	7
Meets	7	Proficient	12	Satisfactory	14	Needs Improvement	8		
Distinguished	7	Does Not Meet	5	Needs Improvement	10				
Exceeds	5	Excellent	5	Basic	4				
Superior	4	Good	4	Does Not Meet	3				
Satisfactory	3	Unsatisfactory	4						
		Very Good	2						

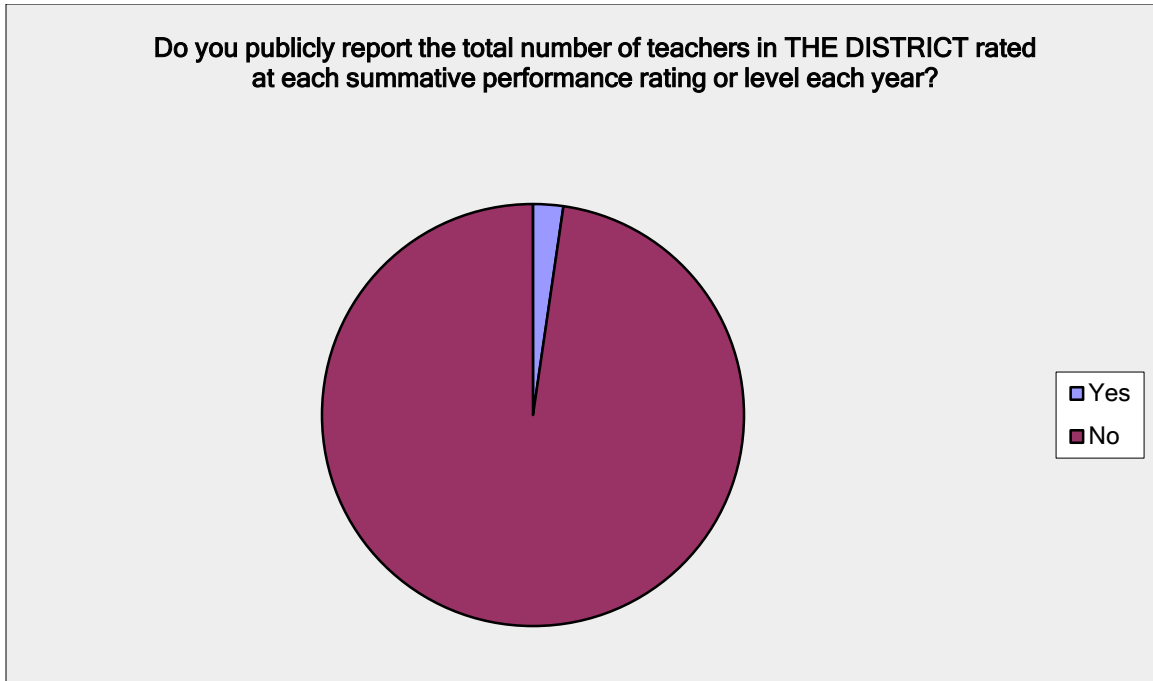Only responses reported more than once are listed

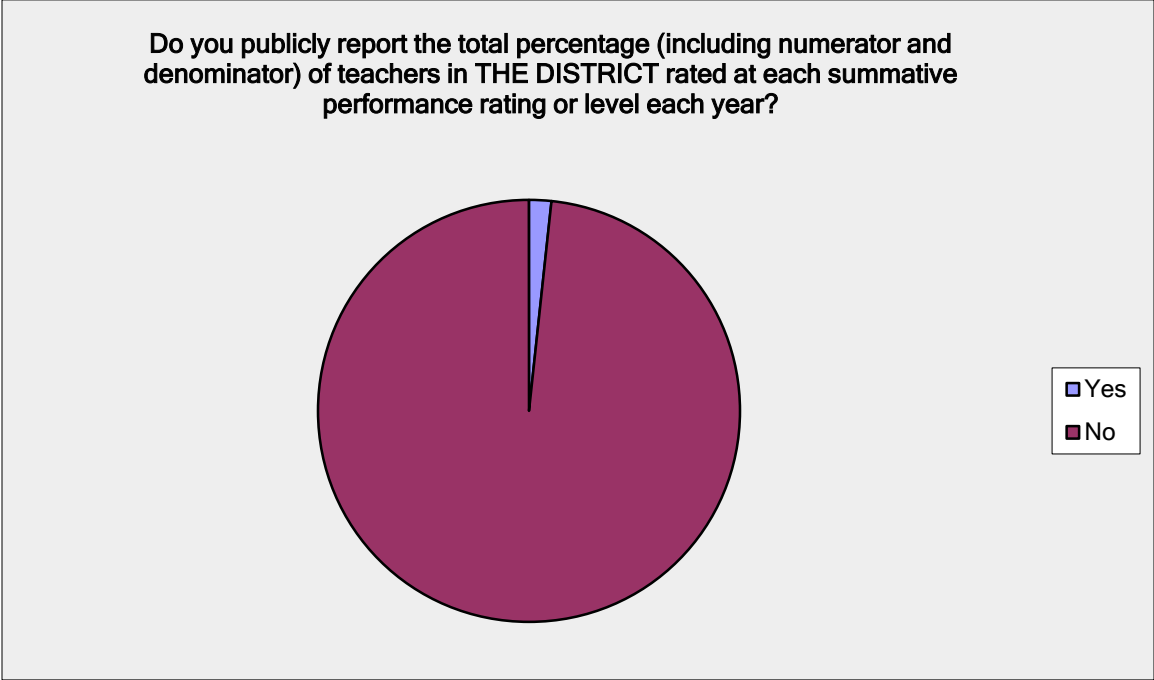| #11 – Using the rating scale listed in the question above, and the corresponding lines below, enter the number of teachers rated in each of the categories during the 2009-2010 school year.		
Answer Options	Response Percent	Response Count
1	98.3%	174
2	96.6%	171
3	76.8%	136
4	15.3%	27
5	5.6%	10
answered question		177
skipped question		0

Using the rating scale listed in the question above, and the corresponding lines below, enter the number of teachers rated in each of the categories during the 2009-2010 school year.
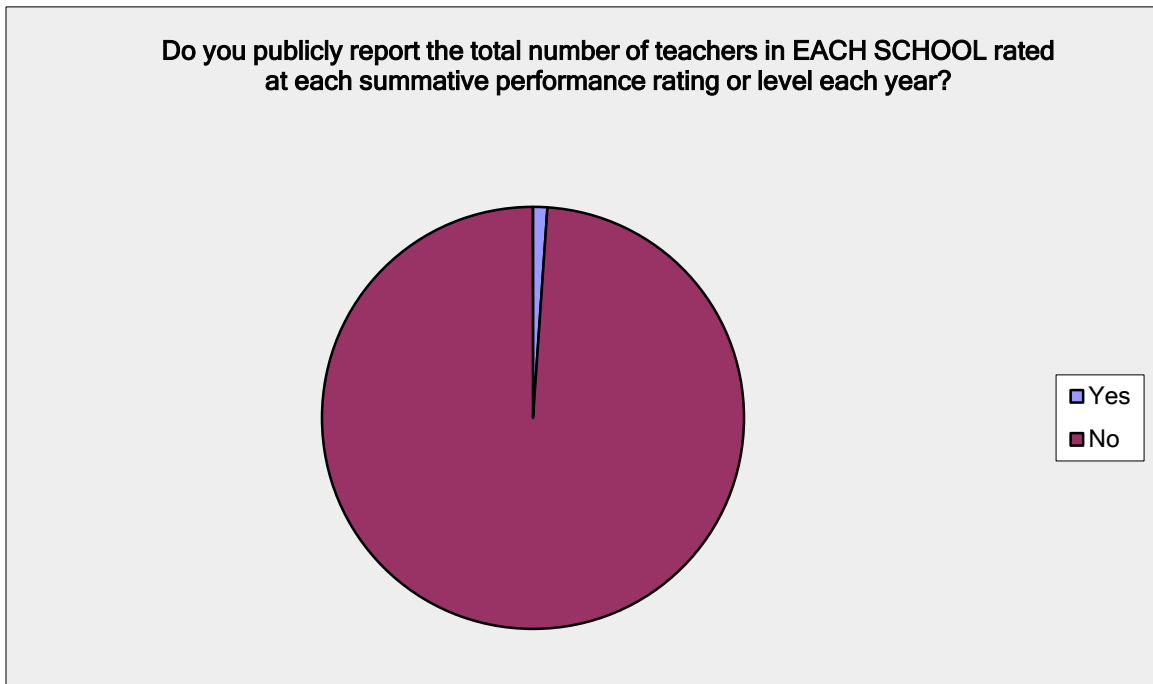
#12 – Do you publicly report the total number of teachers in THE DISTRICT rated at each summative performance rating or level each year?		
Answer Options	Response Percent	Response Count
Yes	2.3%	4
No	97.7%	173
answered question		177
skipped question		0

Do you publicly report the total number of teachers in THE DISTRICT rated at each summative performance rating or level each year?

#13 – Do you publicly report the total percentage (including numerator and denominator) of teachers in THE DISTRICT rated at each summative performance rating or level each year?		
Answer Options	Response Percent	Response Count
Yes	1.7%	3
No	98.3%	174
answered question		177
skipped question		0

Do you publicly report the total percentage (including numerator and denominator) of teachers in THE DISTRICT rated at each summative performance rating or level each year?

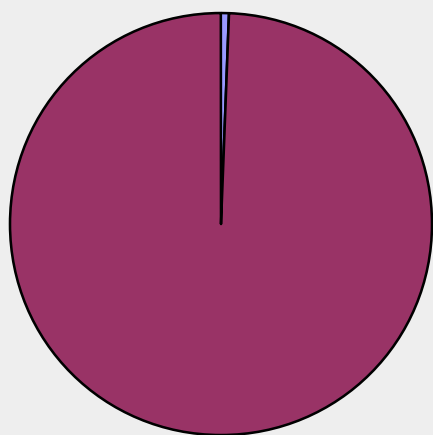| #14 – Do you publicly report the total number of teachers in EACH SCHOOL rated at each summative performance rating or level each year?		
Answer Options	Response Percent	Response Count
Yes	1.1%	2
No	98.9%	175
answered question		177
skipped question		0

Do you publicly report the total number of teachers in EACH SCHOOL rated at each summative performance rating or level each year?
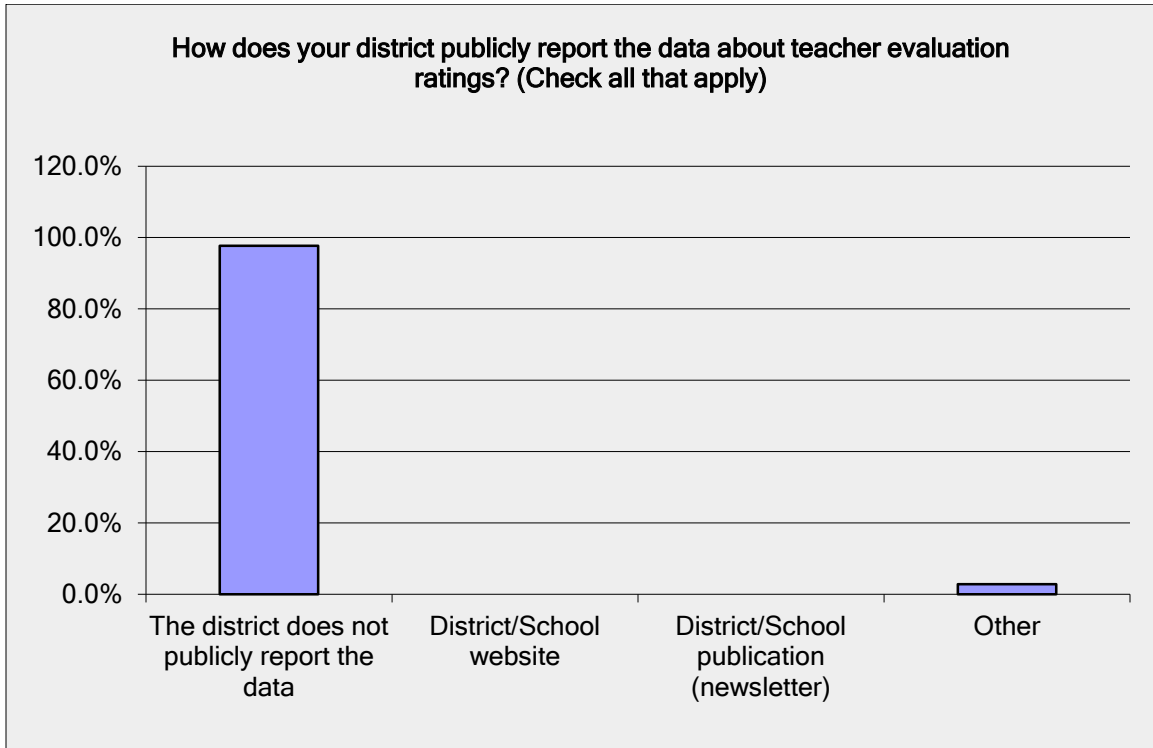
15 – Do you publicly report the total percentage (including numerator and denominator) of teachers in EACH SCHOOL rated at each summative performance rating or level each year?		
Answer Options	Response Percent	Response Count
Yes	0.6%	1
No	99.4%	176
answered question		177
skipped question		0

Do you publicly report the total percentage (including numerator and denominator) of teachers in EACH SCHOOL rated at each summative performance rating or level each year?

#16 – How does your district publicly report the data about teacher evaluation ratings? (Check all that apply)		
Answer Options	Response Percent	Response Count
The district does not publicly report the data	97.7%	173
District/School website	0.0%	0
District/School publication (newsletter)	0.0%	0
Other	2.8%	5
Other (please specify)		4
answered question		177
skipped question		0

How does your district publicly report the data about teacher evaluation ratings? (Check all that apply)

Other (please specify)
School Board Meeting
Respond to FOIA requests
The district does not report any evaluation data to the public.
Board of Education Meeting

#17 – If you use a website to post the evaluation data, please list the URL below.		
Answer Options	Response Percent	Response Count
URL	100.0%	7
answered question		7
skipped question		170

If you use a website to post the evaluation data, please list the URL below.
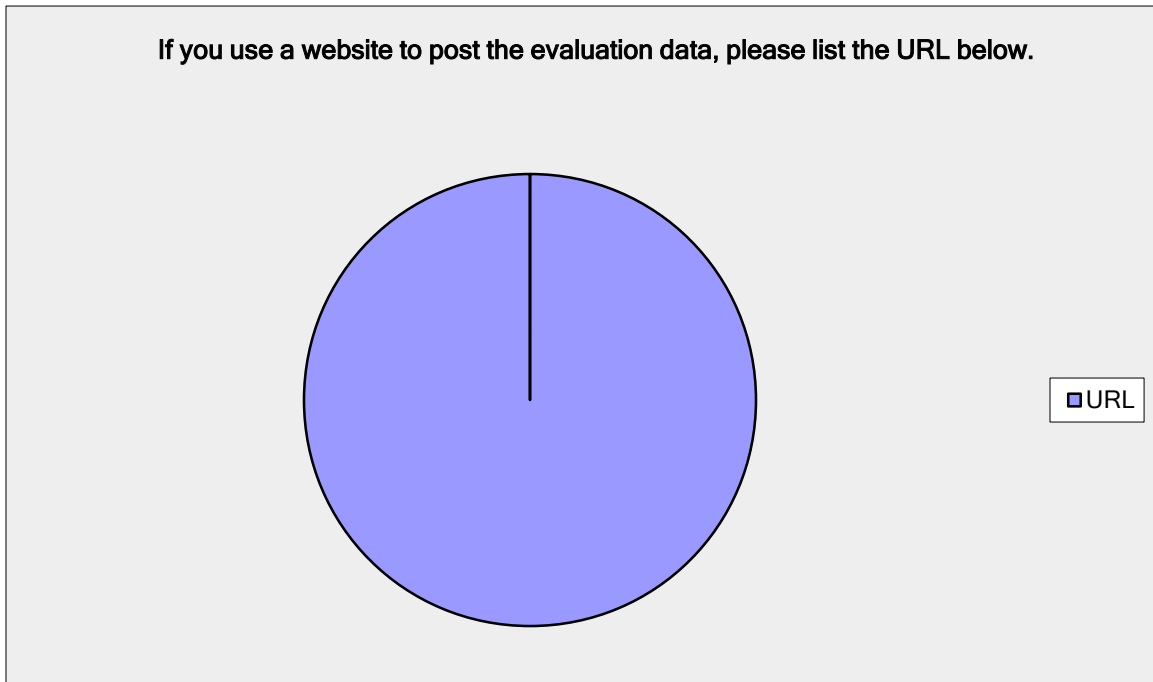
URL
NA
n/a
lindop92.net
www.d56.org
http://uths.net/hs/
n/a
NA

#18 – Please add any other comments or clarifications you would like to provide about your district's teacher evaluation system.	
Answer Options	Response Count
	31
answered question	31
skipped question	146

| Response Text |
| --- |
| We begin, upon the return of teachers this fall, our development of a new evaluation instrument, including the use of student growth as a measure of teacher performance. |
| Tenured teachers are required to set a goal for themselves for the year they are not being evaluated. These goals must be approved by the principal and the goals are monitored during the school year. They must submit a report summarizing the progress they made toward their goal at the end of the year. |
| Our tenured teachers are not rated on the Excellent-Satisfactory-Unsatisfactory scale. They do goal setting each year and nearly all of them make satisfactory progress. One tenured teacher in 2010-11, did not and is being readied for formal evaluation which will result in an Exc-Sat-Unsat rating. Our tenured teacher evaluation scheme follows a plan for which we received a waiver from the Legislature in 2007. |
| It's an old summative evaluation process that is in drastic need of revision. It's also tied to the Collective Bargianing Agreement. |
| Response to question 10 is for non-tenured staff. Tenured staff receive ratings of Excellent, Satisfactory, or Unsatisfactory. |
| Previous collective bargaining limits how the evaluation process is done and what it is used for. |
| As of July 2011, The Paris Cooperative Board of Education has adopted a new evaluation plan based on the Danielson model. |
| An excellent rating is not assigned to staff members as a rule though respective categories within the evaluation may actually indicate exemplary work. All staff members are aware that everyone needs improvement or may have areas of concern. We utilize those specific concepts as our goals for improvement throughout the school year through professional development or mentoring. |
| This is an excellent survey, which points out the weaknesses of the inadequate evaluation instrument used in the district. During the 2009-09 school year an attempt to collaboratively do a book study on the Charlotte Danielson Model was met with refusalby the teachers' union. The archaic evaluation instrument is of limited value for promoting professional growth, therefore, the evaluator's narrative is critical to obtaining a sound picture of performance strengths, weaknesses and in order to provide suggestion / expectation for improvement.

We are looking forward to a more productive system being in place as a result of the new law in Illinois that resulted from SB7. |
| As of 2009-2010, the district formed a committee to review the current teacher/evaluation instrument. This review prompted an intensive, researched-based study on best practice teacher appraisal systems. As of 2010-2011 the district has been utilizing the Danielson Frameworks for Teaching, revamping all of documents and providing ongoing professional development for all of our teachers. |
| We are currently working with the teachers' union to make changes. |
| Question 11 asks for a distribution of ratings in FY10 for the ratings described in question 10.   The system was changed in FY11 so these categories did not apply in FY10. I provided information for the three categories (Satisfactory, Needs Improvement, and Unsatisfactory) that we had in place in FY10. |
| I am very disappointed that this is the way we are going with accountability and transparency. Publishing confidential employee evaluations or the results of those evaluations in the name of "accountability" is very, very disappointing. |
| We do not provide a rating to our non-tenured teachers, so the total number of ratings from question 11 will not sum to the total number of teachers from questions 1 and 2.

Also, we do not provide a rating for our part-time staff members who are employed less than 50% FTE. |

In questions 1 and 2 you do not clearly indicate if the question requests the number of FTE's or a simple head count. With a plethora of job-sharing and other part-time staff it would seem important for your survey results to distinguish between total head count and the number of full-time equivalent staff.
A committee of teachers and administrators is currently developing a revised evaluation system using Charlotte Danielson's Framework.
We evaluate all teachers on a yearly basis, however if they receive an Excellent evaluation they do not have to be evaluated the following year, so in some cases they are evaluated every two years. Prior to this school year, we did not record the evaluations in any kind of system. Paper evaluations were put into individual employee files, so we don't have a way to report on how many people were evaluated and what the evaluations entailed.
We are in the process of changing our evaluation process to reflect the new state and national requirements as well as to reflect the new Illinois legislation that will take effect in the 2013 school year.
We are in the process of updating the evaluation plan based upon the Danielson model.
Forest Ridge Elementary School District #142 utilizes the Charlotte Danielson Framework for Teaching as its teacher evaluation tool. The district has been utilizing the Charlotte Danielson framework for teacher evaluation for the past three years. During this time, a group of teachers and administrators have collaborated about the framework and expectations. We have also designed core standards aligned to the framework for non-tenured teachers. Additionally, tenured teachers are expected to complete Professional Growth Plans in addition to being formally evaluated. Currently, the district has a "meets" and "does not meet" category for teacher evaluation. As the committee moves forward for the 2011-12 school year, District #142 will be implementing four ratings into our teacher evaluation system including: Excellent, Proficient, Needs Improvement, and Unsatisfactory.
I would like to see a unified evaluation system in place state-wide.
We have started the process of building the "needs Improvement" designation of evaluation based on the Charlotte Danileson model. We have also started discussions on how we are going to incorporate student growth in our evaluations.
Bound in CBA and simply ineffective for teacher growth.
We do not provide an overall rating for our teachers (that is why all 41 are listed as progressing). They are classified according to criteria, and with each of those areas are rated at either exceeds, progressing, or does not meet. Our instrument has a required 21enegotiat component for each of our evaluated staff. We have reached a memorandum of understanding that will potentially allow us to 21eneg a 21enegotiat professional development plan for each staff member to their evaluation as well as incorporating a growth component for student achievement to that plan as well. If fully deployed, it will tie directly to their salary increases.
There are plans to update the teacher evaluation system in the near future when the teacher contract is 21enegotiate.
I do feel that our school's evaluation tool is a bit archaic. I would be interested in an evaluation tool that ties in student growth to the teachers' contract language.
The teachers are rated across 32 different measures. We discuss areas that are Basic or Unsatisfactory and make plans to see how we can improve the measure to performing at a Proficient level. Our aim is for teacher growth in areas that will benefit the students the most.
The Hardin County District has been in flux for a number of years because of the use of interim administrators whose priorities did not include teacher evaluation. This mindset, procedures and practices will be more accountability oriented now that a full time person has been employed who will be evaluating principals on their supervision of staff members, including informal and formal evaluation cycles.
If you ask for "Other" set up the survery so plans can be attached, or copied and pasted into the space.
Our District has used the Danielson model since 1996. It is cited in McGreal's work [1999] as an exemplar. We are in the process of reviewing our system with possible updates to correspond with current research by Danielson. We are implementing her rubric for evaluation purposes this coming school year
It's time for a change.
I believe public review of formal performance ratings, which should be tailored to the individual employee, is improper and sublimates the idea that professionals should continuously work on improving their craft. In larger districts, cumulative data may appear to be more anonymous than in smaller districts. However, the point remains that professionals should continuously seek to improve their instructional delivery. Student performance on summative, state assessments , as well as local performance on assessement instruments, is available to parents.

Formally working with remediation and termination of professionals who perform poorly or who choose to not respond to recommendations are tools open the administration.

Public review of summative data fails to get at the real issue of dealing with specific performance issues that specific employees may need to address. Administrators and Boards are charged with the duty to review performance, set policy, and terminate poor performing employees.

Section 3. Principal Evaluation System Section

#1- For the 2009-2010 school year list the # of principals:			
Answer Options	Response Average	Response Total	Response Count
Employed	4.18	706	169
Evaluated	3.66	618	169
		answered question	169
		skipped question	8

For the 2009-2010 school year list the # of principals:
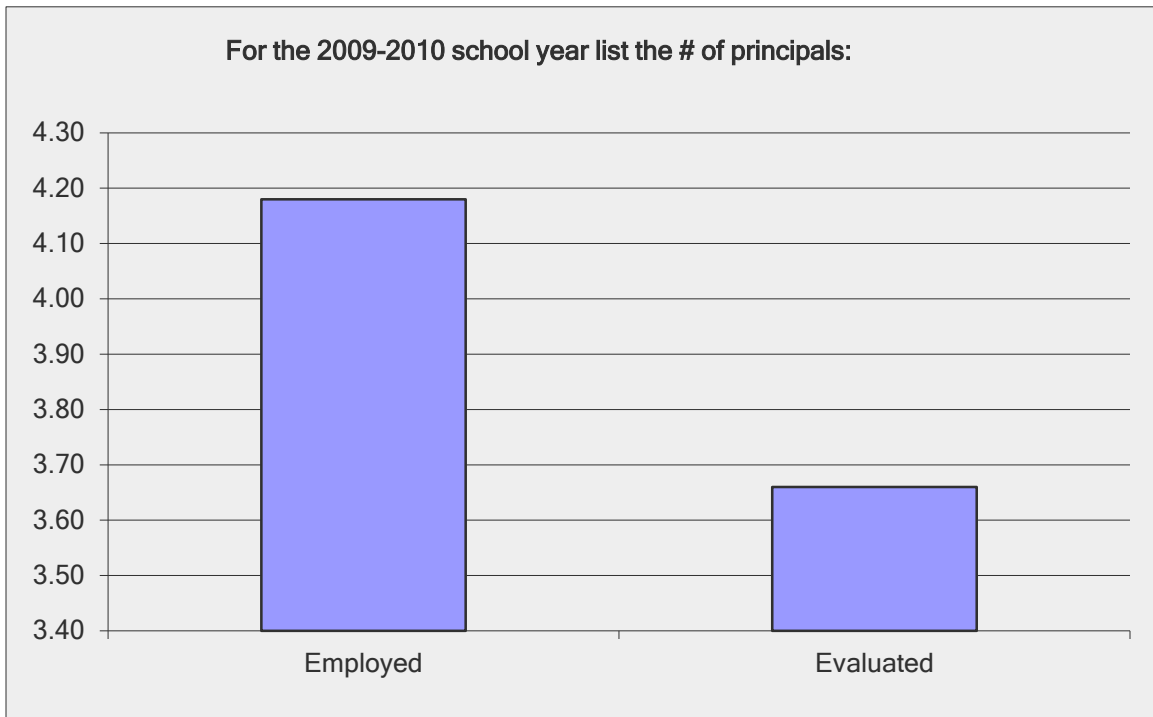
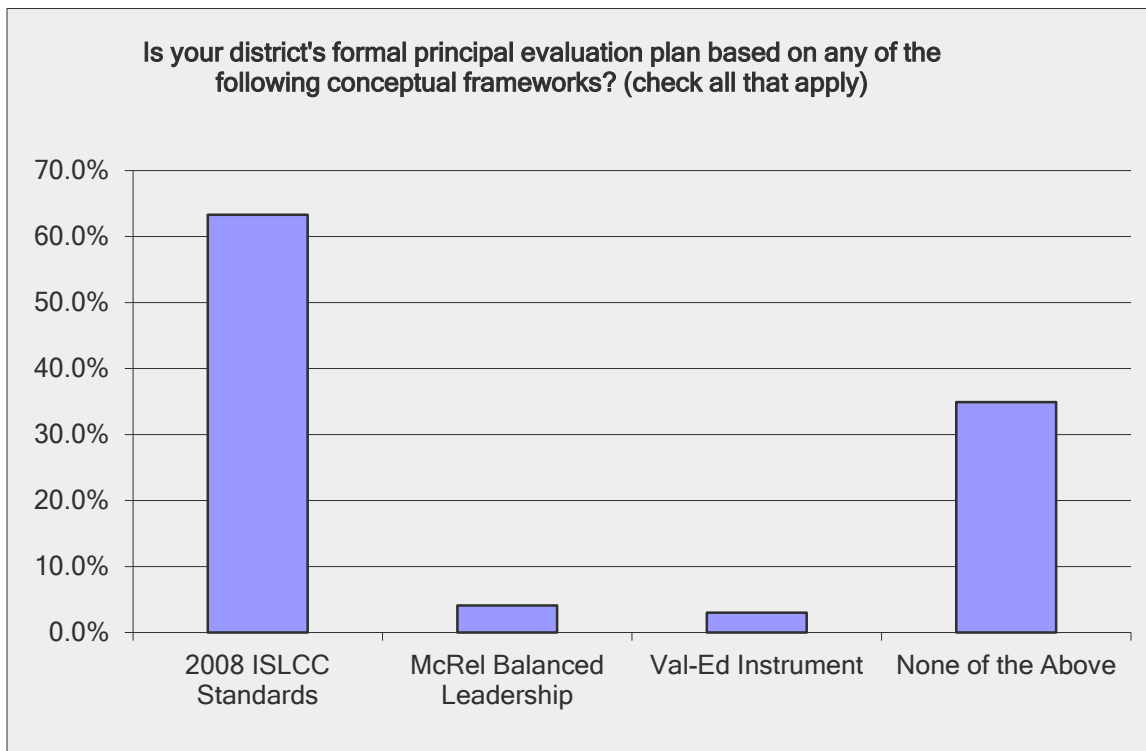| #2 – How many times per year are principals in your district required to receive a formal evaluation? (choose one)		
Answer Options	Response Percent	Response Count
0	3.0%	5
1	91.7%	155
2	0.6%	1
3	1.2%	2
4	1.2%	2
None of the Above	3.0%	5
Other (please specify)		5
answered question		169
skipped question		8
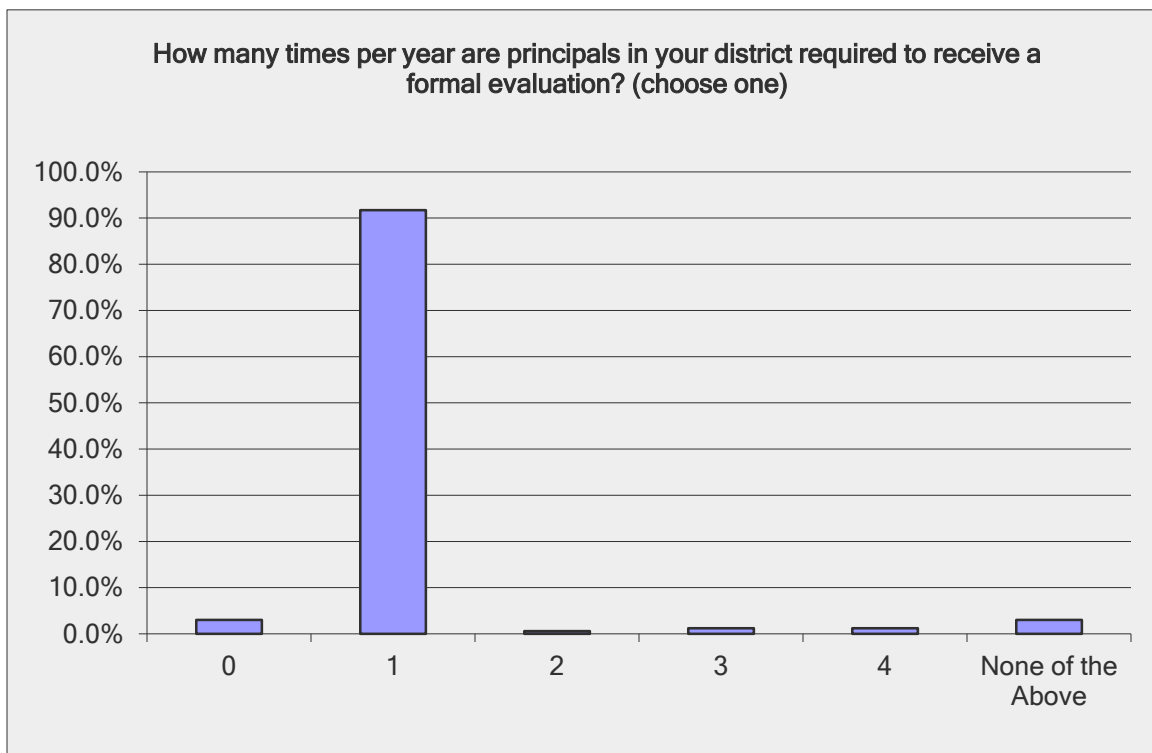
Other (please specify)
Last year of their multi-year contract
Superintendent/principal dual position of 8 years
Superintendent is responsible for principal duties
After initial service of 2-3 years, every other year
All Formative, based upon goals

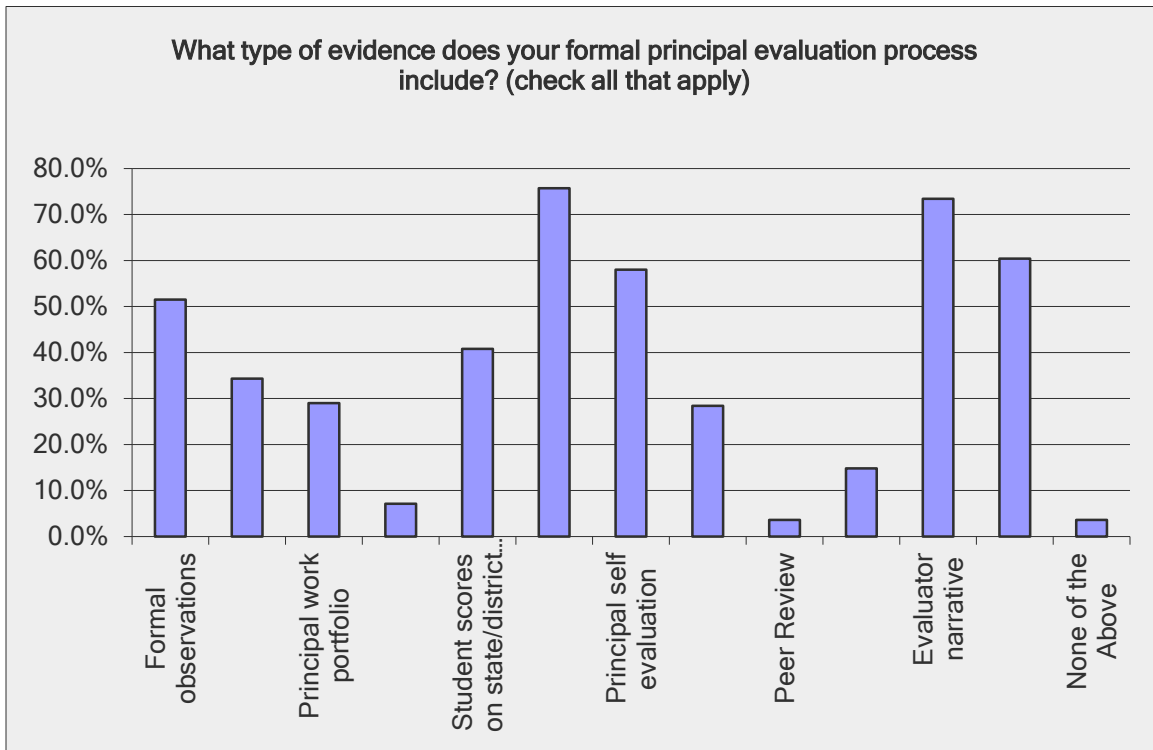| #3 – Is your district's formal principal evaluation plan based on any of the following conceptual frameworks? (check all that apply)		
Answer Options	Response Percent	Response Count
2008 ISLCC Standards	63.3%	107
McRel Balanced Leadership	4.1%	7
Val-Ed Instrument	3.0%	5
None of the Above	34.9%	59
Other (please specify)		17
answered question		169
skipped question		8

Is your district's formal principal evaluation plan based on any of the following conceptual frameworks? (check all that apply)

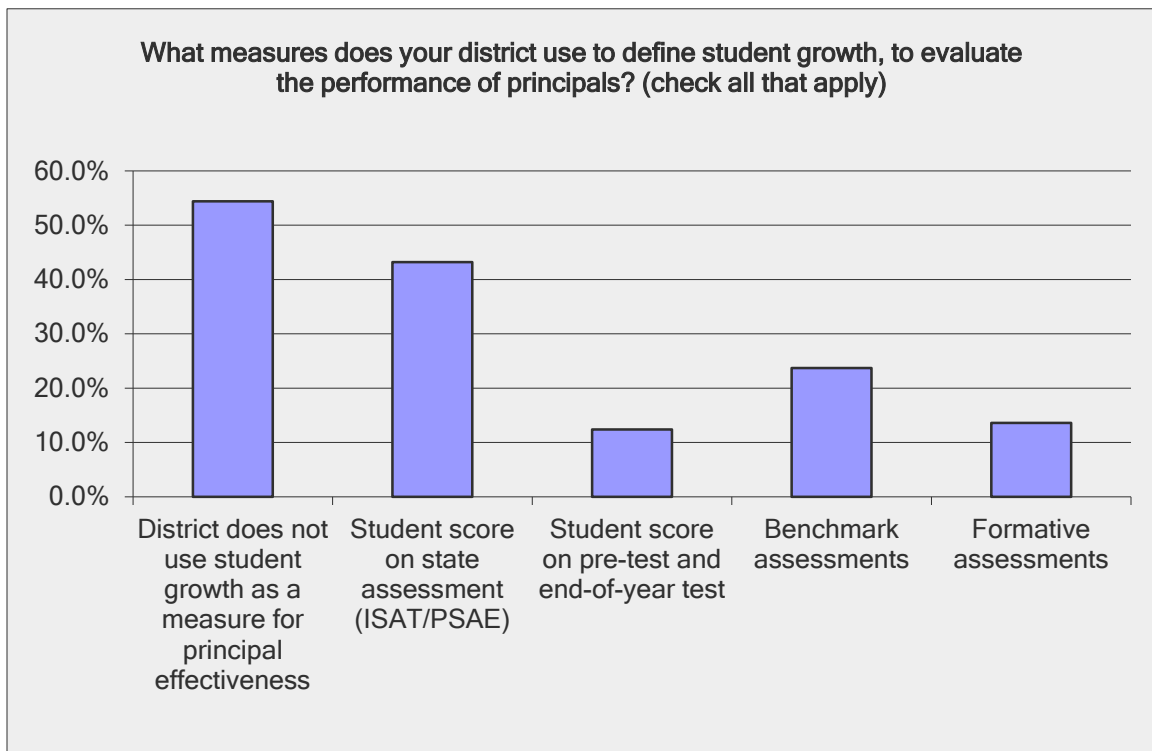| Other (please specify) |
|---|
| We have used an instrument that was long ago implemented and does not correlate to any formal standards. |
| PEAC |
| Principal evaluation based on progress shown toward district goals |
| Motorola University Goal Setting Model |
| It is based on the Murphy and Marzano model. |
| Goal model based on test scores, integration of technology as a teaching tool, staff development implementation and impact on student achievement and community involvement |
| District driven |
| The standards for the administrative evaluation document is also based upon Doug Reeves model ... |
| The Bellon Evaluation Process |
| District Score Card |
| We use a goal based system wherein principals provide SMART goals. The principal's performance is based on those goals |
| SIP/DIP plans aligned with the strategic plan
Personal growth areas |
| Superintendent/Principal Conference |
| My position is superintendent / principal and I am evaluated by the board of education using a narrative |

| evaluation form, along with a rating scale. |
| Based on district expectations for principal performance and district goals. |
| Narrative observation |
| Robert Marzano Leadership Traits |

#4 – What type of evidence does your formal principal evaluation process include? (check all that apply)		
Answer Options	Response Percent	Response Count
Formal observations	51.5%	87
School climate surveys	34.3%	58
Principal work portfolio	29.0%	49
Student surveys	7.1%	12
Student scores on state/district assessments	40.8%	69
Evaluation conferences	75.7%	128
Principal self evaluation	58.0%	98
Student growth	28.4%	48
Peer Review	3.6%	6
Parent surveys or other parental input	14.8%	25
Evaluator narrative	73.4%	124
Performance aligned to district goals	60.4%	102
None of the Above	3.6%	6
Other (please specify)		10
answered question		169
skipped question		8

What type of evidence does your formal principal evaluation process include? (check all that apply)
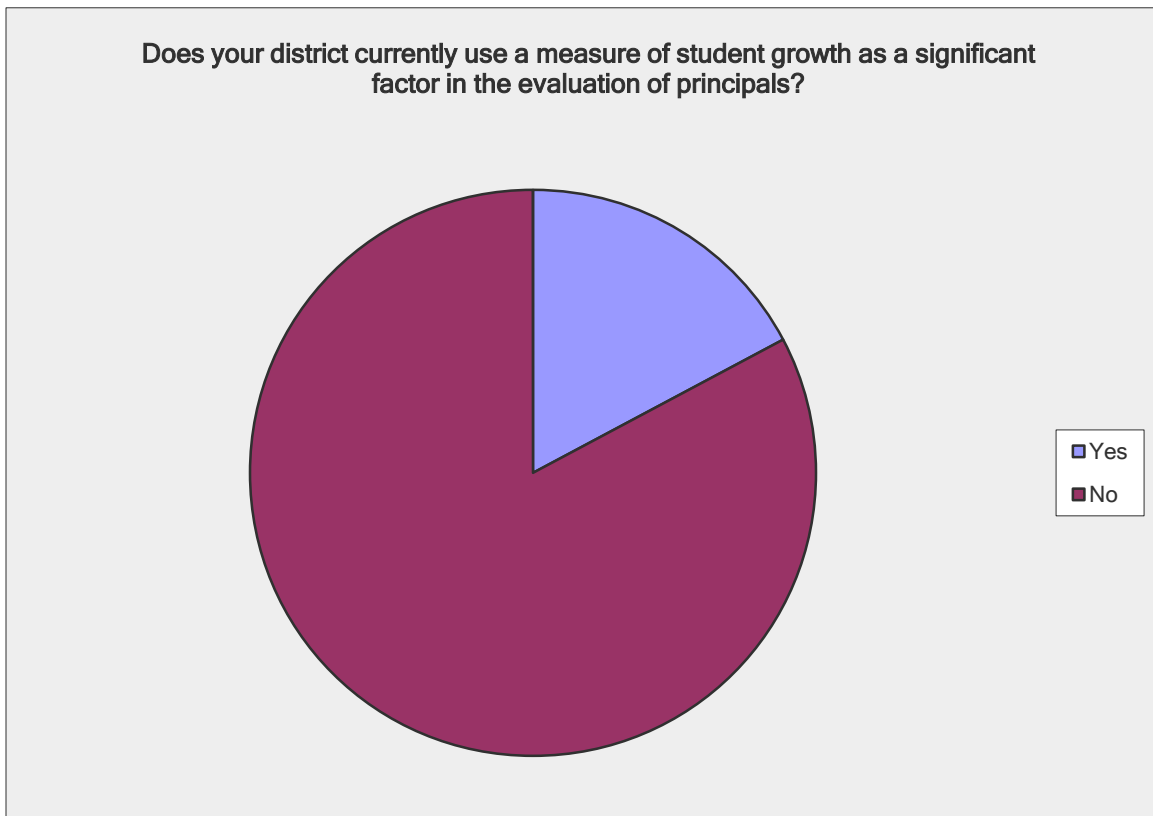
Other (please specify)
Satisfaction survey every other year includes includes questions on curriculum, safety, and climate. The survey is taken by staff, students, and parents.
We are a one school district with 160 students so the superintendent is also the principal; therefore, the board of education completes the evaluation.
Feedback survey
Superintendent is responsible for principal duties. This district is one building, K – 8.
Teacher Surveys
District Score
Informal Observations
Board of Education Formal Evaluation
Teacher surveys
Performance Based Job Goals

#5 – What measures does your district use to define student growth, to evaluate the performance of principals? (check all that apply)		
Answer Options	Response Percent	Response Count
District does not use student growth as a measure for principal effectiveness	54.4%	92
Student score on state assessment (ISAT/PSAE)	43.2%	73
Student score on pre-test and end-of-year test	12.4%	21
Benchmark assessments	23.7%	40
Formative assessments	13.6%	23
Other (please specify)		9
	answered question	169
	skipped question	8

What measures does your district use to define student growth, to evaluate the performance of principals? (check all that apply)
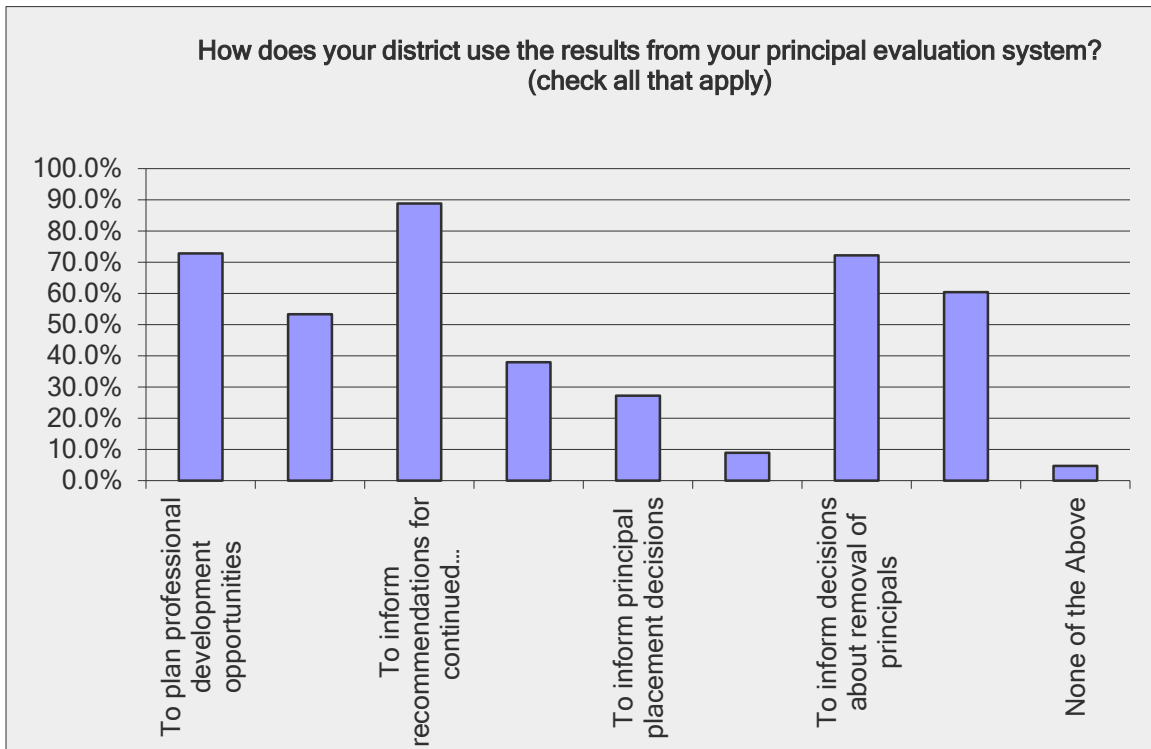
Other (please specify)
Specific to individual principal goals
We use Explore to Plan to ACT value-added test score data to evaluate principals and other administrators.
Grade level and percent of individual student growth as defined by Measures of Academic Progress (MAP)
MAP Assessments
The Measure of Academic Progress as well as local assessments provide student progress and achievement results.
For tehe first time this year, student performance was discussed in the evaluation.
MAP, AIMSweb
MAP data and district and building SMART goals
NWEA's MAP Assessment

#6 – Does your district currently use a measure of student growth as a significant factor in the evaluation of principals?		
Answer Options	Response Percent	Response Count
Yes	17.2%	29
No	82.8%	140
If Yes, please explain how "significant" is used		18
answered question		169
skipped question		8

Does your district currently use a measure of student growth as a significant factor in the evaluation of principals?

If Yes, please explain how "significant" is used
statistically significant
Principal SIP Goals are based on measures of student learning - this is a part of the evaluation process.
Student growth is specifically targeted in the principal evaluation by the setting of "internal targets" that exceed AYP targets.
Specifically, student data drives principal professional development and goals.
Always monitored and used for improvement planning; but not a significant portion of the evaluation document.
The majority of principal performance goals are linked to formative and summative student achievement results.
We used the value-added test data as one of ten indicators of leadership performance.
Yes, it is one of the major considerations.
Student growth is a factor in 5 of the 7indicators.
See above - data is disaggregated by school, grade level, and classroom teachers. Data is input into formal principal evaluation. When MAP/ISAT does not apply benchmark and formative assessment data is used (e.g. Primary School)
ISAT and MAP data are utilized
PSAE scores
50% of evaluation is based on student growth
Data informs the educational process. Student growth is measured through multiple measures and this information is used to evaluate success in the learning environment.
MAP testing
Test scores are reviewed and established in goal setting
3-year rolling average for meets and exceeds in reading and math by grade level achieving 90%
It is a part of the evaluation tool but not any more significant than other indicators

#7 - How does your district use the results from your principal evaluation system? (check all that apply)		
Answer Options	Response Percent	Response Count
To plan professional development opportunities	72.8%	123
To inform compensation decisions	53.3%	90
To inform recommendations for continued employment	88.8%	150
To inform selection of principals for specific roles and duties	37.9%	64
To inform principal placement decisions	27.2%	46
To inform decisions on principal awards or recognitions	8.9%	15
To inform decisions about removal of principals	72.2%	122
To identify priorities for school improvement	60.4%	102
None of the Above	4.7%	8
Other (please specify)		2
answered question		169
skipped question		8

How does your district use the results from your principal evaluation system? (check all that apply)

Other (please specify)
Principal of district is also the Superintendent of the district
Also as a self-reflection tool for principal's individual growth

#8 – List the names of the categories used in your rubric rating scale (such as Excellent, Satisfactory, Unsatisfactory) using line 1 for the highest/most accomplished. If your scale has fewer than 5 categories please leave the extra lines blank		
Answer Options	Response Percent	Response Count
1	100.0%	169
2	98.8%	167
3	85.2%	144
4	25.4%	43
5	10.7%	18
answered question		169
skipped question		8

List the names of the categories used in your rubric rating scale (such as Excellent, Satisfactory, Unsatisfactory) using line 1 for the highest/most accomplished. If your scale has fewer than 5 categories please leave the extra lines blank
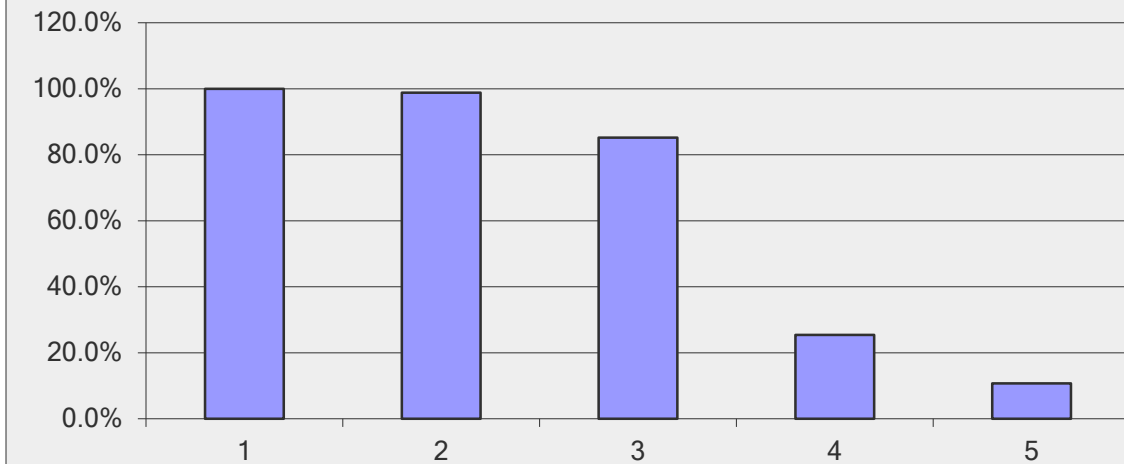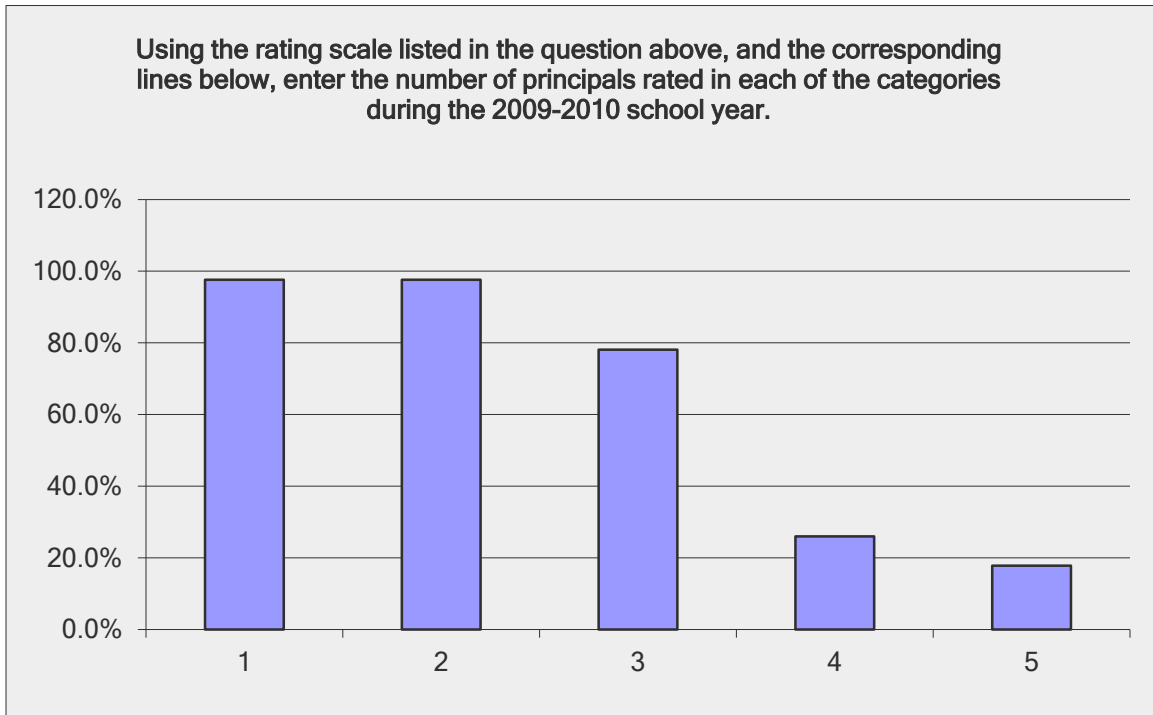
Responses	1	Responses	2	Responses	3	Responses	4	Responses	5
Excellent	111	Satisfactory	97	Unsatisfactory	89	Unsatisfactory	20	Unsatisfactory	6
Meets	16	Does Not Meet	11	Needs Improvement	20	Needs Improvement	4	Never	2
Exceeds	7	Unsatisfactory	10	Satisfactory	8	Does Not Meet	2		
Satisfactory	6	Meets Expectations	9	Does Not Meet	4	Rarely	2		
Outstanding	3	Proficient	8						
Superior	3	Excellent	4						
Distinguished	2	Good	3						
		Commendable	2						
		Needs Improvement	2						

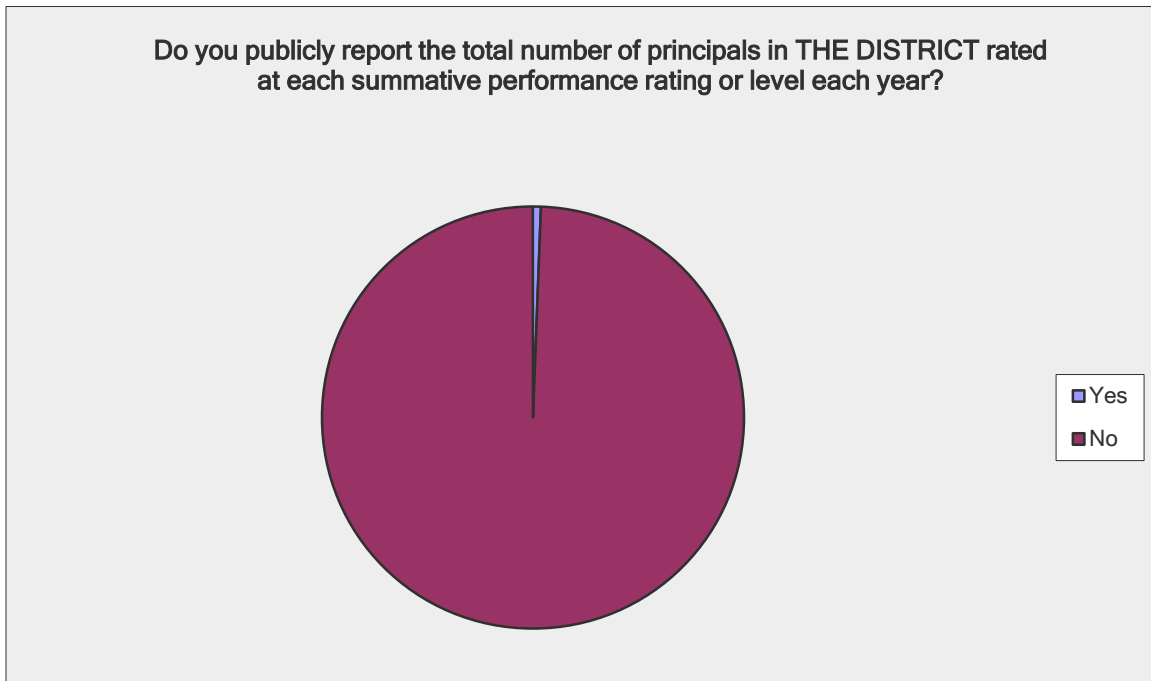Only responses reported more than once are listed

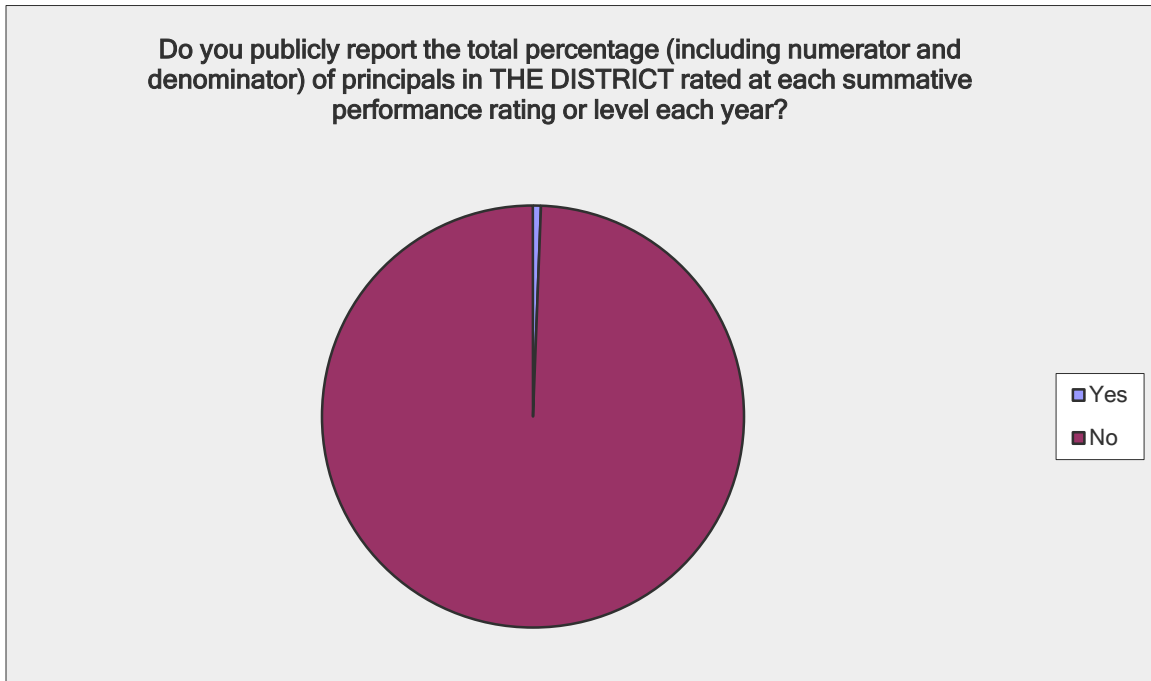| #9 - Using the rating scale listed in the question above, and the corresponding lines below, enter the number of principals rated in each of the categories during the 2009-2010 school year.		
Answer Options	Response Percent	Response Count
1	97.6%	165
2	97.6%	165
3	78.1%	132
4	26.0%	44
5	17.8%	30
answered question		169
skipped question		8

Using the rating scale listed in the question above, and the corresponding lines below, enter the number of principals rated in each of the categories during the 2009-2010 school year.
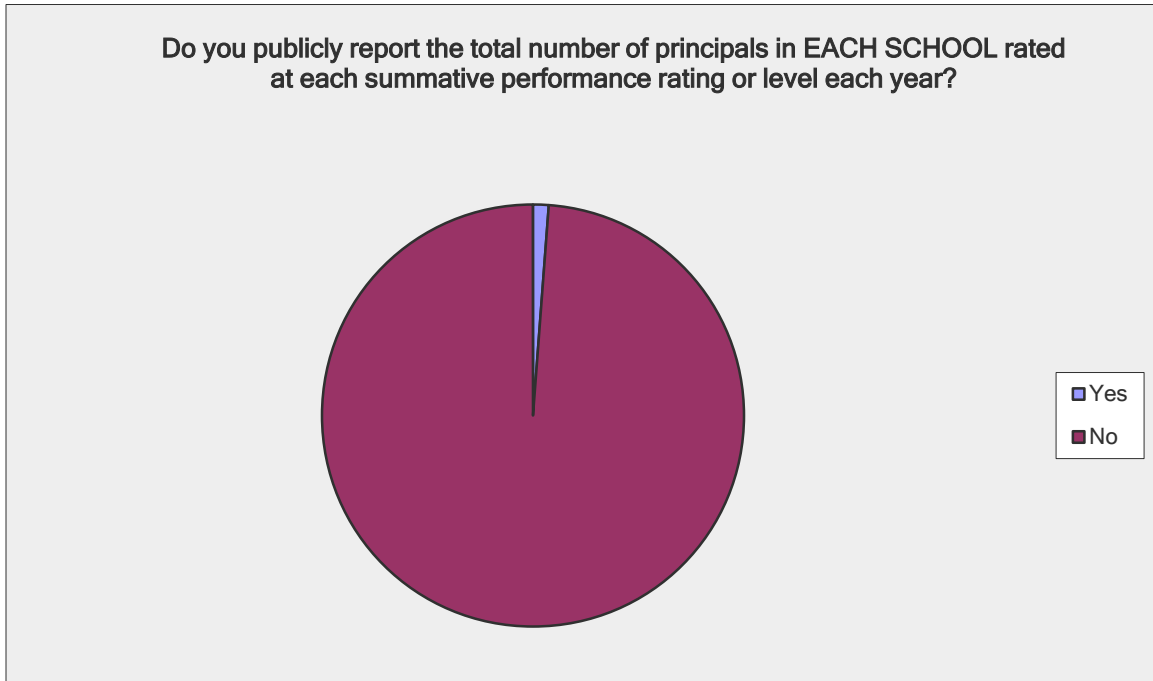
#10 - Do you publicly report the total number of principals in THE DISTRICT rated at each summative performance rating or level each year?		
Answer Options	Response Percent	Response Count
Yes	0.6%	1
No	99.4%	168
answered question		169
skipped question		8

Do you publicly report the total number of principals in THE DISTRICT rated at each summative performance rating or level each year?

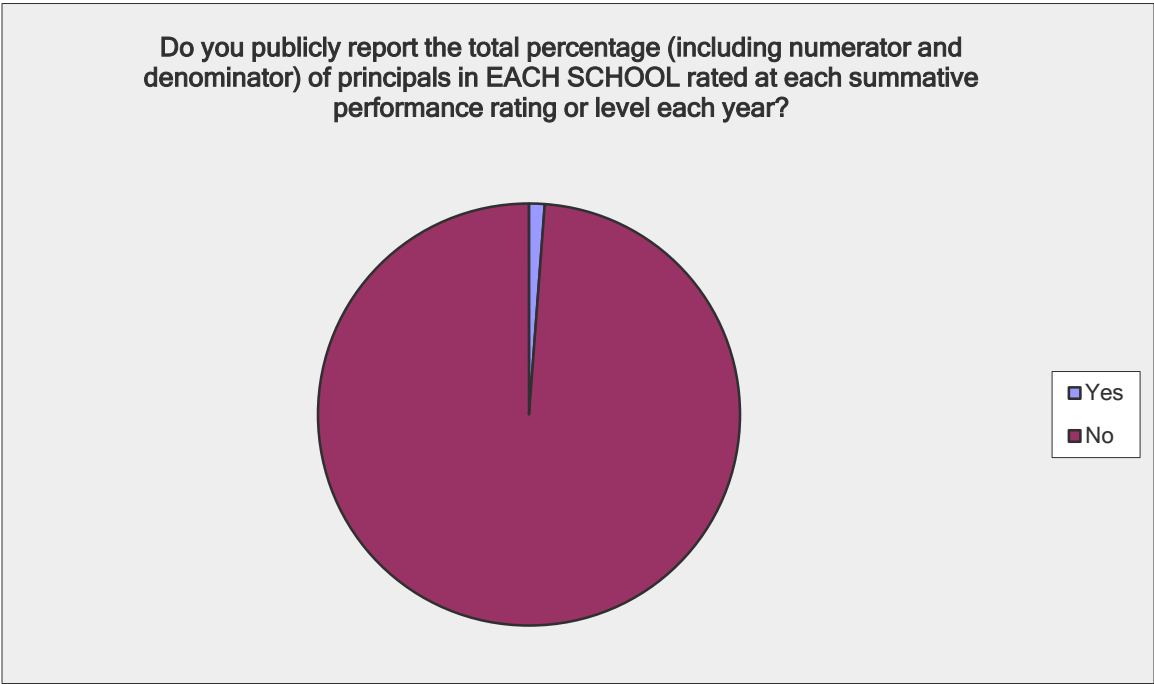| #11 - Do you publicly report the total percentage (including numerator and denominator) of principals in THE DISTRICT rated at each summative performance rating or level each year?		
Answer Options	Response Percent	Response Count
Yes	0.6%	1
No	99.4%	168
answered question		169
skipped question		8

Do you publicly report the total percentage (including numerator and denominator) of principals in THE DISTRICT rated at each summative performance rating or level each year?

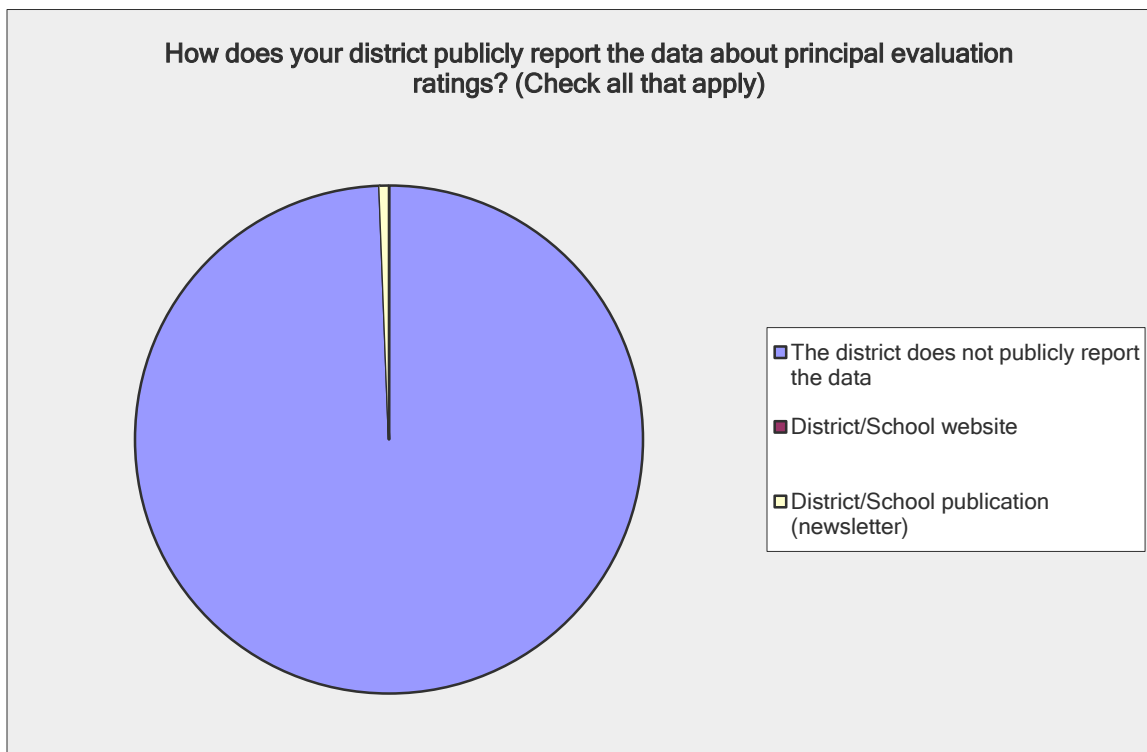| #12 - Do you publicly report the total number of principals in EACH SCHOOL rated at each summative performance rating or level each year?		
Answer Options	Response Percent	Response Count
Yes	1.2%	2
No	98.8%	167
answered question		169
skipped question		8

Do you publicly report the total number of principals in EACH SCHOOL rated at each summative performance rating or level each year?

#13 - Do you publicly report the total percentage (including numerator and denominator) of principals in EACH SCHOOL rated at each summative performance rating or level each year?		
Answer Options	Response Percent	Response Count
Yes	1.2%	2
No	98.8%	167
answered question		169
skipped question		8

Do you publicly report the total percentage (including numerator and denominator) of principals in EACH SCHOOL rated at each summative performance rating or level each year?

#14 - How does your district publicly report the data about principal evaluation ratings? (Check all that apply)		
Answer Options	Response Percent	Response Count
The district does not publicly report the data	99.4%	168
District/School website	0.0%	0
District/School publication (newsletter)	0.6%	1
Other (please specify)		1
answered question		169
skipped question		8

How does your district publicly report the data about principal evaluation ratings? (Check all that apply)

Other (please specify)
BOE Meeting

#15 - If you use a website to post the evaluation data, please list the URL below.		
Answer Options	Response Percent	Response Count
URL	100.0%	4
answered question		4
skipped question		173

If you use a website to post the evaluation data, please list the URL below.
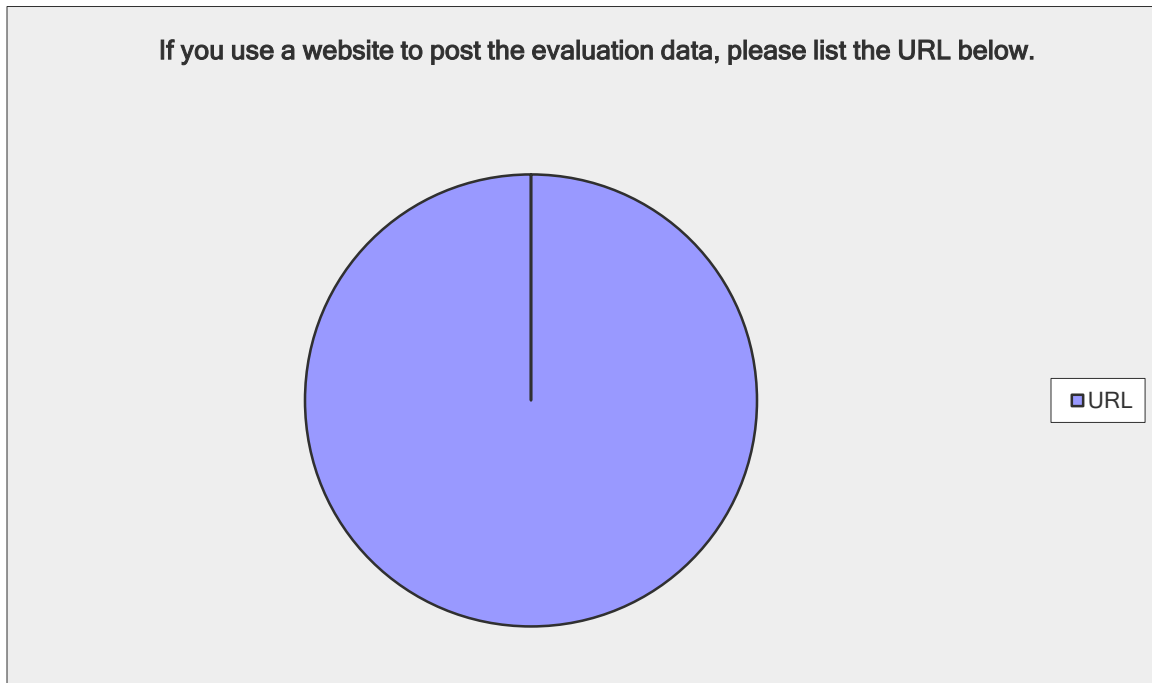
URL
N/A
http://uths.net/hs/
na
NA

#16 - Please add any other comments or clarifications you would like to provide about your district's principal evaluation system.	
Answer Options	Response Count
	17
answered question	17
skipped question	160

Response Text
The superintendent/principal completes a self-evaluation each year based on the required 51% of time allocated to the principal duties. Although in a small school, 90% of time is dedicated to duties of the principal. No data is reported to anyone regarding the evaluation of the building principal who also serves as the superintendent of the district. The Board of Education evaluates the superintendent.
Though we are using an old form that applies to the workplace 50 years ago, we are free to provide appropriate narratives to document strengths, weaknesses and to provide suggestions for improvement and or expectations and timelines. This system also needs revision and updating; however, best practices are expected and evaluations reflect that expectation. We have reworked the old instrument to reflect progress in meeting the ISLLC Standards.
Our Principal Evalustion Tool is based on setting yearly goals to address school improvement. It is a growth model: Artifacts and self-reflection is a part of the narrative.
This whole public reporting of employee evaluations push is very disappointing.
Principal evaluations are narratives based on 5 criteria (Human Relations,Instructional Leadership, Professional Growth,Organizational Management, and Conflict Management. No rating scale is used to evaluate.
We do not use a rating scale for principals.
The principal was not evaluated during 2009-2010 because the principal was retiring and it was his last year of service.
We post the district report card on the website.
We are in the process of updating the principal evaluation instrument.
There needs to be more work done in regard to developing a better tool for Principal evaluation.
The ILSCC Standards are used and a narrative is provided in each category under each standard. Strengths and weaknesses are listed and the Principal develops goals based on this assessment, district goals and priorities and directives.
The retiring superintendent did not turn in evaluations to principals or personnel upon her leaving.
We have one Principal and so any public reporting I believe would be a breach of privacy.
Primcipals are evaluated in a variety of ares using the scales listed above. Our district did not give an overall rating until a change in the evalation tool during the 2010-2011 school year. Performace evaluation was driven by job goals as determined by the principal and the superintendent.
No comment
We hire a superintendent/principal in our school district. The Board does the superintendent's evaluation and we use a self-evaluation for the principal's evaluation.
We had two principals retire in 2009-10, hence only 1 of our 3 principals being evaluated.