Jackie Zubrzycki
Staff writer, *Education Week*

Follow Jackie on Twitter: [@Jzubrzycki](https://twitter.com/Jzubrzycki)
Follow District Dossier: [@district_doss](https://twitter.com/district_doss)
Reinventing Principal Evaluation

Expert Presenters:

Ronn K. Nozoe, deputy superintendent, Hawaii State Department of Education

Paulette Poncelet, executive director of education effectiveness, Chicago Public Schools

Alicia Winckler, chief talent officer, Chicago Public Schools
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Chicago’s Principal Quality Initiative

Education Week Webinar
Wednesday, May 29, 2013
In SY12-13 CEO Barbara Byrd-Bennett launched the Principal Quality Initiative, a comprehensive leadership development system to support the achievement of the vision for the Next Generation: Chicago’s Children

Every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.
The Principal Quality Initiative will ensure an effective principal in every school by 2014-15

**Principal Quality Levers**

- **Chicago Leadership Collaborative**
  - Cultivate and attract highly talented applicants for school leadership positions at CPS

- **Principal Eligibility / Selection**
  - Implement more rigorous selection process maximizing probability of success on-the-job

- **Chicago Executive Leadership Academy**
  - Provide training and support for new principals and incumbents

- **Principal Evaluation**
  - Establish the performance standards for CPS school leadership

- **Principal Compensation and Bonuses**
  - Develop an incentive system aligned with performance
Chicago Leadership Collaborative

**Cohort 1**

- **Interns**
  - Fall CLC Conference (Chief/Candidate Networking)
  - Winter CLC Conference (Chief/Candidate Networking)
  - Present to LSC Advisory Board
  - Complete Principal Eligibility Selection Process
  - Network Sessions (Chief/Candidate 1:1)

- **Local School Councils (LSCs)**

- **Network Chief**

- **Talent Office**

- **Programs**

- **Cohort 2**

- **Interns**
  - Recruiting
  - Approve interns for admission
  - Complete contract changes

- **Complete REACH Certification**
  - Interns assigned to schools, mentors and coaches
“Day-in-the-Life” Selection Simulation

The New Eligibility Process will:

- Be comprehensive and feel like a real “day-in-the-life” of a Principal
- Consist of realistic assessments that mirror the complexity of the job
- Add a community engagement activity and school walkthrough
- Ensure that all who pass can be transformational instructional leaders for their schools

What the New Eligibility Process looks like:

**Step 1:** 60 minutes
- Initial Step
  - Application
  - Interview

**Step 2:**
- Full Day: “Day-in-the-Life” Simulation
  - School Walk-Through & Background
  - Coaching & Feedback Session
  - Community Meeting
  - Supervisor Briefing
  - Candidate Debrief

**Step 3:**
- Background Check

Activities to include simulated classroom observations, assessment of school performance, coaching conversation role play, mock “local school council meeting”, and end-of-day interview.

1st Gate

Final Gate
Chicago Executive Leadership Academy

- Comprehensive approach to leadership development of principals and chief/deputy chiefs of schools
- Addresses every stage of leadership development through a differentiated model of professional learning with extensive individual coaching, on-site action research and the creation of learning communities.
- Differentiation for principals is based on the level of effectiveness resulting from the principal evaluation system. Intensive support for first year principals.
Illinois Law 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 standards-based evaluation system that includes student growth indicators (a minimum of 25% in SY 12-13 and a minimum of 30% in SY 13-14) and professional practice ratings (a minimum of 50%)

• Chicago Public Schools adopted the Illinois Performance Evaluation Advisory Council’s principal practice rubric and aligned it to CPS Principal Competencies
Principal Evaluation Design utilizes a balanced combination of multiple measures

**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 that guarantees learning for students
- Builds a culture focused on college and career readiness
- Empowers and motivates families and the community to become engaged
- Relentlessly pursues self-disciplined thinking and action
- Leads school toward achieving the vision
Principal Leadership Practice is Measured by a Standards-based Rubric of Six Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Champions teacher and staff excellence through a focus on continuous improvement</td>
<td>10%</td>
</tr>
<tr>
<td>Creates powerful professional learning systems that guarantee learning for students</td>
<td>10%</td>
</tr>
<tr>
<td>Builds a culture focused on college and career readiness</td>
<td>10%</td>
</tr>
<tr>
<td>Empowers and motivates families and the community to become engaged</td>
<td>10%</td>
</tr>
<tr>
<td>Relentlessly pursues self-disciplined thinking and action</td>
<td>5%</td>
</tr>
<tr>
<td>Leads school toward achieving a vision of high expectations for all students</td>
<td>5%</td>
</tr>
</tbody>
</table>
Student Growth Measures are Set to National Benchmarks for Elementary Schools

<table>
<thead>
<tr>
<th>Grade</th>
<th># Students</th>
<th>This School Started at</th>
<th>NWEA National Percentile Range Targets</th>
<th>This School ended at</th>
<th>National Growth Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>85</td>
<td>181.1</td>
<td>Red is “Unsatisfactory”, Orange is “Needs Improvement”, Yellow is “Proficient”, Green and Blue “Excellent”</td>
<td>193.0</td>
<td>40&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>4th</td>
<td>71</td>
<td>194.0</td>
<td>NWEA 90&lt;sup&gt;th&lt;/sup&gt; Percentile is 205.6</td>
<td>201.5</td>
<td>26&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>5th</td>
<td>78</td>
<td>201.1</td>
<td>NWEA 90&lt;sup&gt;th&lt;/sup&gt; Percentile is 211.1</td>
<td>211.1</td>
<td>90&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>6th</td>
<td>115</td>
<td>208.4</td>
<td>NWEA 90&lt;sup&gt;th&lt;/sup&gt; Percentile is 216.7</td>
<td>216.2</td>
<td>85&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>7th</td>
<td>108</td>
<td>214.9</td>
<td>NWEA 90&lt;sup&gt;th&lt;/sup&gt; Percentile is 221.3</td>
<td>219.1</td>
<td>56&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>8th</td>
<td>87</td>
<td>216.9</td>
<td>NWEA 90&lt;sup&gt;th&lt;/sup&gt; Percentile is 223.0</td>
<td>224.6</td>
<td>98&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>All Grades Average</td>
<td>544</td>
<td>203.9</td>
<td>NWEA 90&lt;sup&gt;th&lt;/sup&gt; Percentile is 212.1</td>
<td>211.8</td>
<td>84&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>
# Achievement Awards will be based on Individual School Goals

## Elementary Schools

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Benchmark for Bonus</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA Reading Growth Percentile</td>
<td>National percentile of the school based on Fall-to-Spring growth on NWEA Reading (grades 3-8)</td>
<td>≥ 90th percentile</td>
</tr>
<tr>
<td>NWEA Math Growth Percentile</td>
<td>National percentile of the school based on Fall-to-Spring growth on NWEA Reading (grades 3-8)</td>
<td>≥ 90th percentile</td>
</tr>
<tr>
<td>NWEA Priority Group Growth Percentile</td>
<td>National percentile of priority groups (ELL, Students with IEP, African-American, Hispanic)</td>
<td>≥ 70th percentile</td>
</tr>
<tr>
<td>NWEA Individual Student Growth Achievement</td>
<td>Measure the percentage of students who achieve their individual growth targets</td>
<td>≥ 70%</td>
</tr>
</tbody>
</table>

## High Schools

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Benchmark for Bonus</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPAS Growth Percentile</td>
<td>CPS percentile of the school based on Fall-to-Spring growth on EPAS tests (grades 9-12)</td>
<td>≥ 90th percentile</td>
</tr>
<tr>
<td>EPAS Group Growth Percentile</td>
<td>CPS percentile of priority groups (ELL, Students with IEP, African-American, Hispanic)</td>
<td>≥ 80th percentile</td>
</tr>
<tr>
<td>On-Track Rate</td>
<td>Percent of freshmen on-track to graduate</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>Combination Index: Graduation Rate, Drop-Out Rate, Attendance</td>
<td>Graduation rate of 90% or above (or 6% increase over three-year average), Dropout rate of 2% or less (or 6% improvement over three-year average), Attendance of 92% or above (or 6% improvement over three-year average)</td>
<td>Meeting all three benchmarks</td>
</tr>
</tbody>
</table>

**Summary:** Percentage of students achieving nationally-recognized growth targets, including high-risk populations

**Summary:** Growth measures plus a combined index for Graduation Rate, Drop-out Rate, and Attendance data
Principal Compensation and Bonus

- Awards are based upon achieving at least two of the four Elementary and High School targets.
- Awards are $5000 for achieving at least two of the targets, $10,000 for achieving three of the targets, and $20,000 for achieving all four of the targets.
- In order to receive the bonus, at least one of the two targets met must be either Reading or Math Growth for Elementary or EPAS Growth for High Schools.
The Principal Quality Initiative: Where We are Today

- **Chicago Leadership Collaborative:** Over 70 candidates in Cohort 1 are actively progressing through the Principal Selection Process; and, recruiting for Cohort 2 is underway.

- **Principal Selection Process:** Over 70 candidates have participated in the “Day-in-the-Life” activity since its implementation in March of 2013. Candidate and assessor feedback is very positive.

- **Chicago Executive Leadership Academy:** Chiefs, Deputies, New Principals, and Rising Principals participated in SY 12-13; Design for Developing, Achieving, High-Performing and Assistant Principals is underway.
The Principal Quality Initiative: Where We are Today (continued)

- **Principal Evaluation:** Chiefs and Deputy Chiefs have collected evidence of principal practice, engaged in conferences with principals and will have rated each principal in all six competencies by June 15, 2013. Principals have completed self-assessments. Individual Principal Effectiveness report design and production are in the planning stage.

- **Principal Bonus:** Targets have been communicated and awards will be presented in the Fall of 2013.
Education Week Webinar

REINVENTING PRINCIPAL EVALUATION

May 29, 2013

Hawaii State Department of Education
Deputy Superintendent Ronn Nozoe
"Doing the right thing in the right way, at the right time, in the right place, to the right person, for the right reason, with the right feeling, the first time."
1. Hawaii’s CESSA
   1. The Framework
   2. The Process
   3. The Feedback Process
2. Hawaii’s Culture of Reflection
3. How We Got Here
4. Lessons Learned
5. What’s Ahead
Comprehensive Evaluation System for School Administrators (CESSA)

To support the professional growth and development of principals in their leadership practice
Hawaii's Line Structure

- **Superintendent**
- **Deputy Superintendent**
- **Complex Area Superintendents (15)**
- **Principals (254)**

Hawaii Government Employees Association (HGEA)
CESSA Framework

- **Domain 1: Student Outcomes**
  - Raises student achievement (median SGP ELA and Math)

- **Domain 2-6: Principal Leadership Practice**
  - Domain 2: Professional growth and learning
  - Domain 3: School planning and progress
  - Domain 4: School culture
  - Domain 5: Professional qualities and instructional leadership
  - Domain 6: Stakeholder support and engagement

- **Second Indicator of student achievement**

50% of the framework focuses on student outcomes, while 50% focuses on principal leadership practice.
**CESSA Annual Review Form**

**EMPLOYEE INFORMATION**
- **Name:** Last, First
- **School:**
- **Evaluation cycle:** (1st year) to (5th year)
- **Evaluated by:**

**OBJECTIVES**
1. Communicate Leadership Expectations
2. Improve Leadership Performance
3. Improve Teacher Performance
4. Raise Student Achievement

**PRE-EVALUATION CONFERENCE**
- **Date of Conference:**

**DOMAIN 1: Student Growth & Achievement Targets**
- **First Indicator:** Median SGF
- **KLA:**
  - (last year)
  - (target year goal)
- **MATH:**
  - (last year)
  - (target year goal)
- **Second Indicator:**
  - (describe here)
  - (last year)
  - (target year)
- **Additional indicator(s):**
  - (optional)
  - (describe here)
  - (last year)
  - (target year)
Domains of Leadership

Each Domain has a set of Performance Indicators (Descriptors) and Examples of Measurement (Evidence)

*See example for Domain 2*

<table>
<thead>
<tr>
<th>Domains</th>
<th>Descriptors</th>
<th>Examples of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 2: Professional</td>
<td>• Initiates professional development to improve leadership practice.</td>
<td>• Personal journal</td>
</tr>
<tr>
<td>Growth and</td>
<td>• Reflects on leadership practices.</td>
<td>• Professional Development Plan (mandatory, Appendix D)</td>
</tr>
<tr>
<td>Learning</td>
<td>• Identifies strengths and areas for improvement.</td>
<td>• Conducts and leads staff professional development</td>
</tr>
<tr>
<td></td>
<td>• Considers feedback from faculty, staff, parents, students and community/</td>
<td>• Seeks and incorporates new learning in current practices</td>
</tr>
<tr>
<td></td>
<td>university partners in identifying strengths and needs.</td>
<td>• Incorporates new learning in school programs</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates commitment to continuous learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Promotes partnerships and alliances to strengthen leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>skills and practices.</td>
<td></td>
</tr>
</tbody>
</table>

See page 10 of CESSA Manual.
Probationary and Tenured Transferring Principals

**Pre Evaluation Conference**
*July-Aug.*
- Set Targets for Domain 1
- Select at least one indicator and one or more measurement for each Domain (2-6)
- Discuss Professional development needs and targeted support
- Establish a due date for the Professional Development Plan

**Annual Summative Evaluation Conference**
*June - July*
- Discuss accomplishments
- Discuss school’s performance on student educational growth outcomes (Domain 1)
- Discuss the school’s current status in school improvement
- Review and discuss the evidence and measures for each Domain (2-6)

**Post Evaluation Conference**
*July*
- Inform the Principal of his/her rating and the rationale
- Discuss next steps
Tenured Principals (Annual)

Pre Evaluation Conference
(Prior to School June – July)

- Discuss the school’s performance on student educational growth outcomes (Domain 1)
- Select one indicator and at least one or more measure for each of the six domains
- Discuss Principal’s performance and leadership practices for the five school years in the six domains
- Discuss the school’s progress on school improvement over the five year period
- Discuss progress on Professional Development plan for the five year period

Post Evaluation Conference
(After School Year Ends July)

- Inform the Principal of his/her rating and the rationale
- Review and discuss performance goals that will guide the Principal’s leadership of the school and will serve as a basis for the Principal’s Professional Development Plan for the next five years
- Identify the supports that will be provided to the Principal.
SY2012-2013 Implementation

- CESSA serves only as rating of record – holds no negative consequences
- PEP-SL form to be used for principal who are currently on a growth plan with less than satisfactory performance that may result in removal or replacement
- All principals complete Domains 1 and 2
- Set Goals, possible from the schools’ Academic and Financial Plan
CESSA Engagement & Feedback

• Participation in Complex Area Principals Meetings and Principal Forums

• Feedback systems built into the system
  – CESSA Implementation Teams (CIT): Collect data and provide feedback to HIDOE & HGEA to support improvements to the process.
    • HGEA identify 1Unit 6 member & 1 CESSA Committee member per Complex Area
    • HGEA representatives meet with CITs to define their role and task.
    • The list of CIT members provided to the CASs
    • CITs share feedback with the Deputy Superintendent and HGEA by July 31, 2013.

  – CAS and Principal Feedback: CASs and Principals will also provide recommendations for improvement to HIDOE and HGEA. HGEA is developing this process now.
Hawaii’s Culture of Reflection
How We Got Here
How We Got Here

1. **1996: State Law**
2. **2010: HI Wins RTT Grant**
3. **2012: Joint DOE / BOE Strategic Plan**
4. **April 2012: State Board of Education Policy 2055**
5. **April 2012: MOU with HGEA**
6. **SY12-13: Pilot with 81 Schools**
7. **January 2013: MOU – expand to all**
8. **SY12-13: Expanded to all schools**

[§302A-638] Evaluation of teachers and educational officers. The department shall establish an evaluation program for all teachers and educational officers. The evaluation shall be performed at least once in each school year. The program shall define the criteria for evaluation and assign responsibilities for the application of the criteria. The evaluation of a teacher or educational officer shall be on the basis of efficiency, ability, and such other criteria as the department shall determine. [L 1996, c 89, pt of §2]

**Strategy 2B2:** Provide all administrators with information and feedback based on student growth and school effectiveness that guide performance improvement opportunities designed to support student achievement and school improvement.
Lessons Learned
1. Importance of engagement & feedback

2. Establishing understanding of “practice”

3. Strengthening a united leadership team

4. Positioning CAS as the “frontline”

5. Remembering the human component

6. Demonstrating clarity and alignment

7. Remembering evaluation is only one component

8. Supporting the transition to scaling up
What’s Next

- Incorporating feedback
- Full implementation SY2013-14
- Complex Area Support Team (CAST) rollout
- Continued Coaching and Support for CAS and Principal
Resources

- CESSA Information page
  [http://doe.k12.hi.us/cessa/index.htm](http://doe.k12.hi.us/cessa/index.htm)

- CESSA Manual

- CESSA Fact Sheet
  [http://doe.k12.hi.us/cessa/CESSA_Fact_Sheet.pdf](http://doe.k12.hi.us/cessa/CESSA_Fact_Sheet.pdf)

- BOE Policy 2055

- State Strategic Plan
Questions? Concerns?

Contact: ronn_nozoe@notes.k12.hi.us
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Reinventing Principal Evaluation

Required Reading from *Education Week*:

**Districts Tying Principal Reviews to Test Scores**

A growing number of schools have become recent converts to new principal-evaluation systems that tie school leaders' appraisals to student test scores. The switch to the new-breed evaluation systems comes on the heels of efforts nationwide to incorporate student-achievement measures into teachers' evaluations.

- For more on districts striving to ensure fairness and accuracy in evaluations, read *New Evaluations for Principals, New Equity Issues*.

**Spotlight on School and District Leaders**

To create school and district leaders, school systems must provide opportunities for training, professional development, and meaningful feedback. In this Spotlight, see how some districts are remaking principal evaluations, find out what it takes to build a positive school culture, and look at schools using on-site training to prepare principals for their jobs. Free download for a limited time!