Overview of Principal Evaluation System

Hillsborough County Public Schools

Principal Evaluation: Key Themes

- **Multiple sources of input and data**
  - Supervisor and Staff review multiple sources of information to assess performance

- **Student Learning Gains**
  - At least 40% of evaluation rating based on student learning gains

- **Professional Practice**
  - Management of key school operations and reporting functions

- **Instructional Leadership**
  - Build capacity for instructional leadership in the principal position.
Principal Evaluation System: Overview

Student Learning Gains
Value Added Measure (40%)

School-wide (30%)
- Evaluates success with fostering student learning growth at school site
- Based on all pre-measures and post tests for all students at site

Level 1 & 2 Students (10%)
- Evaluates success with helping struggling students to grow
- Based on Level 1 & Level 2 performance on FCAT Reading and FCAT Math assessments

Hillsborough County Public Schools partnered with Univ. of Wisconsin Value Added Research Center to develop Value Added Measure models for instructional personnel and administrator evaluations.
Teacher Evaluation (5%)

Correlation with Peer/Mentor Evaluators (2.5%)
- Strong inter-rater reliability among peers & mentors
- Peers & mentors have more opportunities to observe and evaluate more teachers and to cross-reference with each other

Correlation with Value Added Measure (2.5%)
- To evaluate how well principals observe and evaluate characteristics of classroom performance that result in student learning growth

While only 5% of the total by itself, Teacher Evaluation is one of the primary drivers of the 40% student achievement piece. Effective observation and feedback sessions are designed to improve student performance.

Principal Evaluation: Val-Ed Survey (30%)
Area Leadership Directors (15%) and Instructional Staff (15%)

Core Components
- High Standards for Student Learning
- Rigorous Curriculum
- Quality Instruction
- Culture of Learning & Professional Behavior
- Connections to External Communities
- Performance Accountability

Key Processes
- Planning
- Implementing
- Supporting
- Communicating
- Monitoring

* Summarizes effectiveness of principal’s learning-centered behaviors during the current school year
* Results interpreted against both norm- and standards-referenced criteria that highlight areas of strength, and possible areas for improvement
Teacher Retention (5%)

- Evaluation of how well the principal retains effective teachers at school site
- Accounts for “positive” turn-over, such as
  - Retirement
  - Promotions
  - Transfers to reduce commute
- Accounts for dismissal of teachers rated ineffective

Student Attendance (5%)

- Student Attendance compared across school by school level and school type
- Top ratings for best (1% above mean) performance in category
- Top ratings for best (95th percentile) year-over-year improvement in category
- Final rating considers input from Area Leadership Director, after review of attendance data

<table>
<thead>
<tr>
<th>School Level</th>
<th>Renaissance Schools</th>
<th>Title 1 (NonRen)</th>
<th>Non-Title 1 Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>93.72%</td>
<td>94.55%</td>
<td>95.78%</td>
</tr>
<tr>
<td>Middle</td>
<td>91.73%</td>
<td>93.02%</td>
<td>94.93%</td>
</tr>
<tr>
<td>High</td>
<td>91.58%</td>
<td>92.20%</td>
<td>92.96%</td>
</tr>
</tbody>
</table>
Student Behavior / Discipline Management (5%)

- Rating based on Area Leadership Director Assessment, after review of school data

- Rating is not based on number of incidents

- Rating is based on effective management of incidents and effective management of overall discipline program

School Operations (10%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Administration / Compliance (4%)</td>
<td>Compliance with HR procedures for evaluation, dismissal, and reporting</td>
</tr>
<tr>
<td>FTE Reporting (2%)</td>
<td>Accurate reporting of student headcount required for state funding requirements</td>
</tr>
<tr>
<td>School Accounts Audits (2%)</td>
<td>Proper accountability of funds in school accounts</td>
</tr>
<tr>
<td>Property Control (2%)</td>
<td>Proper accountability of school property and academic resources</td>
</tr>
</tbody>
</table>

** The internal accounts audit data trails is based on previous school year data. Therefore principals new to their school may not receive a school audit score, and the remaining portions of the school operations component will be scaled to 10%.
Principal Evaluation System

EVALUATION SCORING PROCESS

<table>
<thead>
<tr>
<th>Category</th>
<th>Scoring Process</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Growth – School-wide</td>
<td>Value Added Measure, based on all pre-measures/post test combinations at school site, scaled from 1 – 30</td>
<td>30</td>
</tr>
<tr>
<td>Student Learning Growth – Students with poor performance</td>
<td>Value Added Measure, based on FCAT Reading and FCAT Math assessment scores at school/site, Scaled from 1 -10</td>
<td>10</td>
</tr>
</tbody>
</table>
### Principal Evaluation: Scoring (2 of 7)

<table>
<thead>
<tr>
<th>Category</th>
<th>Scoring Process</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Evaluation</td>
<td>A correlation is a statistical measure of agreement, ranging from +1 to -1. A score of +1 would be perfect agreement, 0 indicates a random pattern, and a negative score means the higher one measure is, the lower the other. Correlation calculated between principal evaluation scores and value added measure. Correlation calculated between principal evaluation scores and corresponding peer and mentor evaluations on domains 1-3. The two correlation scores are summed. • If Sum of Correlations &gt;= 1.1, 5 points • If 1.1 &gt; Sum of Correlations &gt;= 0.8, 2.5 points. • If 0.8 &gt; Sum of Correlations, then 0 points The average score was .74 with peers and .36 with VAM, so 5 points were awarded if the principal achieved the average in each category, or a high score in one category that balanced the other.</td>
<td>5</td>
</tr>
</tbody>
</table>

### Principal Evaluation: Scoring (3 of 7)

<table>
<thead>
<tr>
<th>Category</th>
<th>Scoring Process</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning-Centered Leadership Behaviors (evaluated by Area Leadership Director)</td>
<td>Val-Ed Survey Results, based on responses by Area Leadership Director. Reported on scale from 1 – 5, then multiplied by 3</td>
<td>15</td>
</tr>
<tr>
<td>Learning-Centered Leadership Behaviors (evaluated by instructional staff)</td>
<td>Val-Ed Survey Results, based on responses by school/site instructional staff. Reported on scale from 1-5, then multiplied by 3.</td>
<td>15</td>
</tr>
</tbody>
</table>
**Principal Evaluation: Scoring (4 of 7)**

<table>
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</table>
| Teacher Retention  | Teacher retention percentages are provided to Area Leadership Directors, by school and by area. “Positive” turn-over is extracted from the report:  
• Retirements  
• Dismissal of teachers rated ineffective  
Area Learning Directors review departures by school, account for promotions and/or extenuating circumstances, and then rate a 5, 2.5, or 0 points. | 5  
5 = 198  
2.5 = 27  
0 = 0 |

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**Principal Evaluation: Scoring (5 of 7)**

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</table>
| Student Attendance  | Schools compared by  
• School Level (Elementary, Middle, High)  
• School Type (Renaissance, Title I, Non-Title I)  
Principal rating based on one of the following:  
• 5 points: Attendance Rate >= 1% of group mean, or  
• 5 points: 95th percentile annual improvement, or  
• 2.5 points: Attendance Rate = +/- 1% of group mean, or  
• 2.5 points: Annual improvement > 0, or  
• 0 Points: Attendance Rate < 1% of group mean and annual improvement <= 0 | 5          |
### Principal Evaluation: Scoring (6 of 7)

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<tr>
<th>Category</th>
<th>Scoring Process</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Behavior/Discipline</td>
<td>Area Leadership Director reviews annual school discipline report(s), assigns 5, 2.5, or 0 points, based on own professional assessment.</td>
<td>5</td>
</tr>
</tbody>
</table>
| School Operations – HR Administration | HR Assesses according to the following criteria:  
  - Up to 1 Point: Effective Management of Contract - No founded contract violations  
  - Up to 2 points: Effective Personnel Management -- Appropriate documentation of personnel actions; effective management of marginal performance/non-renewals/non-re-nominations.  
  - Up to 1 point: Timely submission of required HR reports/documents such as non-re-nominations & pool sends. | 4          |

### Principal Evaluation: Scoring (7 of 7)

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| School Operations – FTE Reporting  | Based on annual FTE audits, Survey 2 & 3 (1st and 2nd Semester), number of errors, by semester. The annual score is comprised of summing the two semester scores.  
  - 0-2 Errors, 1 point  
  - 3-5 Errors, 0.5 points  
  - 6-10 Errors, 0.25 points  
  - >10 Errors, 0 points | 2          |
| School Operations – Internal Accounts Audits | Points allocated based on internal audit performance.  
  - 2 points for Exemplary  
  - 1 point for Satisfactory  
  - 0 points for Needs Improvement  
  - -2 points for Unsatisfactory | 2          |
| School Operations – Property Control | Points allocated based on performance on annual property control audit.  
  - Exemplary(E): 2 points  
  - Satisfactory (S): 1 Point  
  - Unsatisfactory (U): -2 points | 2          |
Principal Evaluation System –
Final Thoughts

• Evaluations scores tally to \( \frac{x}{100} \)
• Evaluation occurs annually, due in Fall following evaluation year
• 360\(^\circ\) input into principal evaluation
• Emphases on instructional leadership behaviors & results, and professional responsibilities
• Area Leadership Directors add qualitative assessment of strengths, opportunities for improvement, and next development steps