

July 22, 2015

**APPROVE A NEW PRINCIPAL PERFORMANCE EVALUATION FORM  
FOR USE BY LOCAL SCHOOL COUNCILS**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board adopt a new Principal Performance Evaluation Form for use by Local School Councils (attached) beginning with 2015-2016 school year. Use of the previous evaluation form adopted by the Board under Board Report 02-0925-EX04 shall end with the annual evaluations completed by Local School Councils for the 2014-2015 school year and the cumulative evaluations completed by Local School Councils during the 2015-2016 school year.

**DESCRIPTION:** The criteria and measures contained in the attached new principal performance evaluation form are in alignment with the criteria and measures currently in use by the Chief Executive Officer and designees' to evaluate principals as specified in Board Report 13-0123-EX5. The attached form identifies five key competencies and twenty-eight key behaviors in the Principal Professional Practice portion of the form and the use of school quality rating metrics in the Student Growth and Other Measures portion of the form.

The Chief Executive Officer or designee is authorized to annually make non-substantive updates to the attached form to ensure the form's accuracy and completeness. Such non-substantive updates may include, but are not limited to, revisions to specify new or modified examples of any of the key behaviors enumerated in the Principal Professional Practice portion of the form and also to update any acronym or name referenced on the form to reflect name changes and ensure the form specifies current terminology.

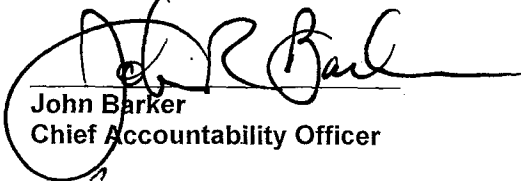
The attached form is in alignment with the factors specified in Section 5/34-2.3 of the Illinois School Code for a Local School Council's evaluation of their principal, namely:

- I. Student academic improvement, as defined by the school improvement plan;
- II. Student absenteeism rates at the school;
- III. Instructional leadership;
- IV. The effective implementation of programs, policies, or strategies to improve student academic achievement;
- V. School management; and
- VI. Any other factors deemed relevant by the local school council, including, without limitation, the principal's communication skills and ability to create and maintain a student-centered learning environment, to develop opportunities for professional development, and to encourage parental involvement and community partnerships to achieve school improvement.

Section 5/34-2.3 of the Illinois School Code requires the Board to adopt the principal performance evaluation form to be used by a Local School Council in the annual evaluation of their principal.

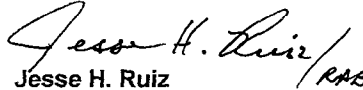
A Local School Council will not issue an annual evaluation to a new principal using the attached form based on less than five school months of performance.

Approved for Consideration:

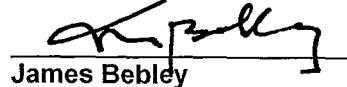
  
John Barker  
Chief Accountability Officer

  
Phillip Hampton  
Chief of Family and Community Engagement

Approved:

  
Jesse H. Ruiz / RAB  
Interim Chief Executive Officer

Approved as to Legal Form: <sup>pe</sup>

  
James Bebley  
General Counsel

## LSC Evaluation of the Principal 2015-16

Principal Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Rating Period: \_\_\_\_\_

### Principal Professional Practice

Enter a number for each of the Key Behaviors below using the following scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.

#### **Competency A: Champions Teacher and Staff Excellence Through a Focus on Continuous Improvement to Develop and Achieve the Vision of High Expectations for All Students**

Key Behavior	Score (1-4)
<i>Standard A1 : Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan (CIWP) and school-wide student achievement data results to improve student achievement</i>	
1	Identifies a diverse CIWP team (6-15 members including parents, teachers, school staff, and community leaders including LSC or PAC members) and involves them in the CIWP planning process
2	Provides timely updates on progress toward CIWP benchmarks to LSC
<i>Standard A2 : Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement, and celebrate success</i>	
3	Delegates responsibility and empowers teams in the work of the school; and clearly communicates expectations and timelines (examples of teams can include ILT, Grade-Level Teams, Professional Problems Committee, etc.)
<i>Standard A3 : Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the CIWP targets</i>	
4	Maximizes existing school and district resources in order to support the achievement of CIWP priorities
5	Provides LSC with budget and internal accounts reports on a regular basis
<i>Standard A4 : Creates a safe and orderly environment</i>	
6	Creates a safe and orderly environment (e.g., train staff on School Safety Plan, ensure orderly and timely start to school day, ensure orderly transitions between classes or during dismissal)

After you have assessed each Key Behavior, add the points and divide the total by 6 to get the Competency Score.

Competency A Score: Rounded to the nearest tenth (Between 1.0 and 4.0) \_\_\_\_\_

#### **Competency B: Creates Powerful Professional Learning Systems to Guarantee Learning for All Students**

Key Behavior	Score (1-4)
<i>Standard B1 : Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards-based curriculum relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom</i>	
1	Ensures curricular plans are driven by Common Core State Standards (CCSS) and implemented consistently
2	Coordinates curriculum planning between educators within and across grade levels, including educators serving English language learners and students with disabilities to ensure alignment and consistency
3	Ensures that English language learners and students with disabilities have access to quality instruction delivered by qualified teachers and are having learning needs met
4	Provides professional development, instructional coaching, and other resources to support teachers implementing curriculum aligned to Common Core State Standards
<i>Standard B2 : Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely written feedback on instruction, preparation, and classroom environment as a part of REACH Students</i>	
5	Regularly observes teaching practice and provides timely and constructive feedback about instruction, preparation, and classroom environment grounded in CPS Framework for Teaching

After you have assessed each Key Behavior, add the points and divide the total by 5 to get the Competency Score.

Competency B Score: Rounded to the nearest tenth (Between 1.0 and 4.0) \_\_\_\_\_

## LSC Evaluation of the Principal 2015-16

### Competency C: Builds a Culture Focused on College and Career Readiness

Key Behavior		Score (1-4)
<i>Standard C1: Leads a school culture and environment that successfully develops the full range of students' learning capacities, creative, social-emotional, behavioral, and physical</i>		
1	Exposes all students to college and career experiences that are linked to students' aspirations (e.g., college visits, job shadowing, internships, Career Day, etc.)	
2	Works with staff to define and implement a process requiring students to create both short and long term academic and social-emotional goals (e.g., student portfolios, progress tracking, goal sheets, surveys, etc.)	
3	Reviews and monitors Student Code of Conduct to ensure a supportive discipline model, emphasizing corrective and restorative responses before moving to out-of-school suspensions (as appropriate)	
4	Ensures all students have equitable access to rigorous and enriching curriculum beyond basic literacy and numeracy (e.g., science, arts, etc)	
5	<b>For High School Principals Only:</b> Enables students to earn Early College and Career Credentials (e.g., Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment, and/or Career and Technical Certification)	
6	<b>For High School Principals Only:</b> Provides support for college enrollment and attendance (e.g., FAFSA completion, college match counseling, college applications, and counseling in the summer following graduation)	

After you have assessed each Key Behavior, add the points and divide the total by 4 (ES) or 6 (HS or K-12) to get the Competency Score.

Competency C Score: Rounded to the nearest tenth (Between 1.0 and 4.0) \_\_\_\_\_

### Competency D: Empowers and Motivates Families and the Community to Become Engaged

Key Behavior		Score (1-4)
<i>Standard D1: Proactively engages families and communities in supporting their child's learning and the school's learning goals</i>		
1	Engages families in supporting their child's learning and the CIWP priorities (e.g., State of the School Address, PTA, PTO, PAC, BAC, parent-teacher conferences, etc.)	
2	Fosters home-school connections, with communications and events focused on student progress toward academic and social-emotional expectations (e.g., principal newsletter, open house, report card pick-up, literacy night, Career Day, teacher-parent phone calls, etc.)	
3	Responds to concerns of families in a professional and timely manner, providing resources to address concerns	
4	Engages LSC, parents, and community members in school governance, problem-solving, and decision-making to ensure student success (e.g., dealing with issues of academic performance, discipline, attendance, etc.)	
5	<b>For Elementary School Principals Only:</b> Develops and implements a comprehensive plan for families and children to successfully transition to kindergarten	

After you have assessed each Key Behavior, add the points and divide the total by 4 (HS or ES with no Kindergarten) or 5 (ES)

to get the Competency Score.

Competency D Score: Rounded to the nearest tenth (Between 1.0 and 4.0) \_\_\_\_\_

### Competency E: Relentlessly Pursues Self-Disciplined Thinking and Action

Key Behavior		Score (1-4)
<i>Standard E1: Creates and supports a climate that values, accepts and understands diversity in culture and point of view</i>		
1	Builds collaboration, understanding, and respect between different stakeholder groups (students, staff, parents, LSC, community)(e.g., partnerships to access community resources)	
2	Effectively responds and resolves concerns and issues of students, staff, parents, LSC, and community members	
3	Uses ongoing written and oral communication to effectively communicate with different stakeholders about school curriculum, activities, student achievement, and safety	
4	Motivates and inspires staff to contribute to success of school	
5	Maintains honesty, integrity, and professionalism in carrying out leadership responsibilities	
6	Fosters a school environment that embraces diversity and cultural differences (e.g., Diversity Professional Development, Community Service, Unity Month, Black History Month, National Hispanic Heritage Month, Women's History Month, etc.)	

After you have assessed each Key Behavior, add the points and divide the total by 6 to get the Competency Score.

Competency E Score: Rounded to the nearest tenth (Between 1.0 and 4.0) \_\_\_\_\_

# LSC Evaluation of the Principal 2015-16

## **Principal Professional Practice Summary**

Complete the table below by entering the Competency Scores from pages 1 and 2 into the Competency Score column. These Competency Scores are then multiplied by the Weights listed below to calculate a Weighted Score. The Weighted Scores are then added together to determine the Principal's Professional Practice Score. This section of the Principal Performance Evaluation must be completed and voted on by the LSC by June 30th.

Competency	Description	Competency Score	Weight (%)	Weighted Score
Competency A	Continuous Improvement and School Vision		0.25	
Competency B	Professional Learning Systems		0.25	
Competency C	College & Career Readiness		0.20	
Competency D	Family & Community Engagement		0.20	
Competency E	<i>Self-Disciplined Thinking</i>		0.10	
Preliminary Principal Professional Practice Score				
Preliminary Principal Professional Practice Rating Level (See Rating Key)				
Final Principal Professional Practice Score				
Final Principal Professional Practice Rating Level (See Rating Key)				

Date the LSC voted to approve the Principal Professional Practice Score & Rating Level: \_\_\_\_\_

\_\_\_\_\_  
LSC Chair Signature Date

	Number of Votes
Yes Votes	
No Votes	
Abstained from Vote	

## **Comments**

If the Final Principal Professional Practice Evaluation Rating is different from the Preliminary Principal Professional Practice Rating above, please provide an explanation below.

Principal Responses:

# LSC Evaluation of the Principal 2015-16

## Student Growth and Other Measures

The Student Growth and Other Measures score is calculated by the CPS Office of Accountability based on the scoring found in the Board's School Quality Rating Policy (SQRP) for those SQRP metrics specified by the CEO. The same SQRP metrics and scoring used for the CEO's Principal Evaluation will be used for the LSC's Principal Evaluation. The SQRP metrics specified by the CEO and related scoring are itemized on the Student Growth and Other Measures report provided to LSCs by the CPS Office of Accountability in the Fall. Please enter the Score and Rating Level from the CPS Student Growth and Other Measures report below.

Indicator	Description	Score (1-4)
Student Growth and Other Measures	Score from SQRP metrics specified by the CEO and itemized in the Student Growth and Other Measures Report for LSCs	
<b>Student Growth and Other Measures Rating Level (See Rating Key)</b>		

## Preliminary Summative Rating

Complete the table below by entering the Principal Professional Practice Score and the Student Growth and Other Measures Score into the column labeled Score. Then multiply each Score by .50 to determine a Weighted Score. These Weighted Scores are then added together to determine the Preliminary Summative Rating. If for any reason a SQRP report is not issued to a school for a particular school year, the final rating shall be determined based on the Principal Professional Practice Score only, which shall include any Additional Indicators. This Preliminary Summative rating is subject to final review and determination by the LSC. In the event the LSC awards a Final Summative Rating that is different from the Preliminary Summative Rating, the LSC shall include an explanation on page 5.

Component	Score	Weight	Weighted Score
Principal Practice		0.50	
Student Growth and Other Measures		0.50	
<b>Preliminary Summative Rating Score</b>			
<b>Preliminary Summative Rating Level</b>			

## Additional Indicators (Optional)

The Additional Indicators section is optional. The LSC and principal may decide to include Additional Evaluation Indicators to the principal's annual performance evaluation. All Additional Indicators must be agreed upon by the LSC and principal and recorded by November 1st or such later date as specified by the CEO. If more than two Additional Indicators are specified, please attach additional pages. For each indicator included below, write a description of the indicator. Please use these indicators to inform the Final Summative Principal Evaluation Rating.

Indicator	Description
Indicator 1 (optional)	
Indicator 2 (optional)	

## Rating Key

Rating	Min. Score	Max. Score
Excellent	3.5	4
Proficient	2.5	3.4
Developing	1.5	2.4
Unsatisfactory	1	1.4

# LSC Evaluation of the Principal 2015-16

## Final Summative Principal Evaluation Rating

The LSC shall determine the Principal's Final Summative Evaluation Rating after considering all scores in the Preliminary Summative Rating section of this form along with the additional indicators and other factors deemed relevant. Please check the box below to record the Final Summative Rating issued to the Principal. If the Final Summative Rating is different from the Preliminary Summative Rating, the LSC shall indicate the reasons and rationale for the differences in the Comments section provided below.

	Rating	
Final Summative Principal Evaluation Rating	Excellent	
	Proficient	
	Developing	
	Unsatisfactory	

Date the LSC voted to approve the Final Summative Principal Evaluation Rating Level: \_\_\_\_\_

Number of Votes	
Yes Votes	
No Votes	
Abstained from Vote	

## Comments

LSC additional Principal Evaluation comments below. If the Final Summative Principal Evaluation Rating is different from the Preliminary Summative Rating on page 3, please provide an explanation below as well.

Principal Responses:

## Signatures

---

LSC Chair Name (print) Date Signature

---

Principal Name (print) Date Signature