

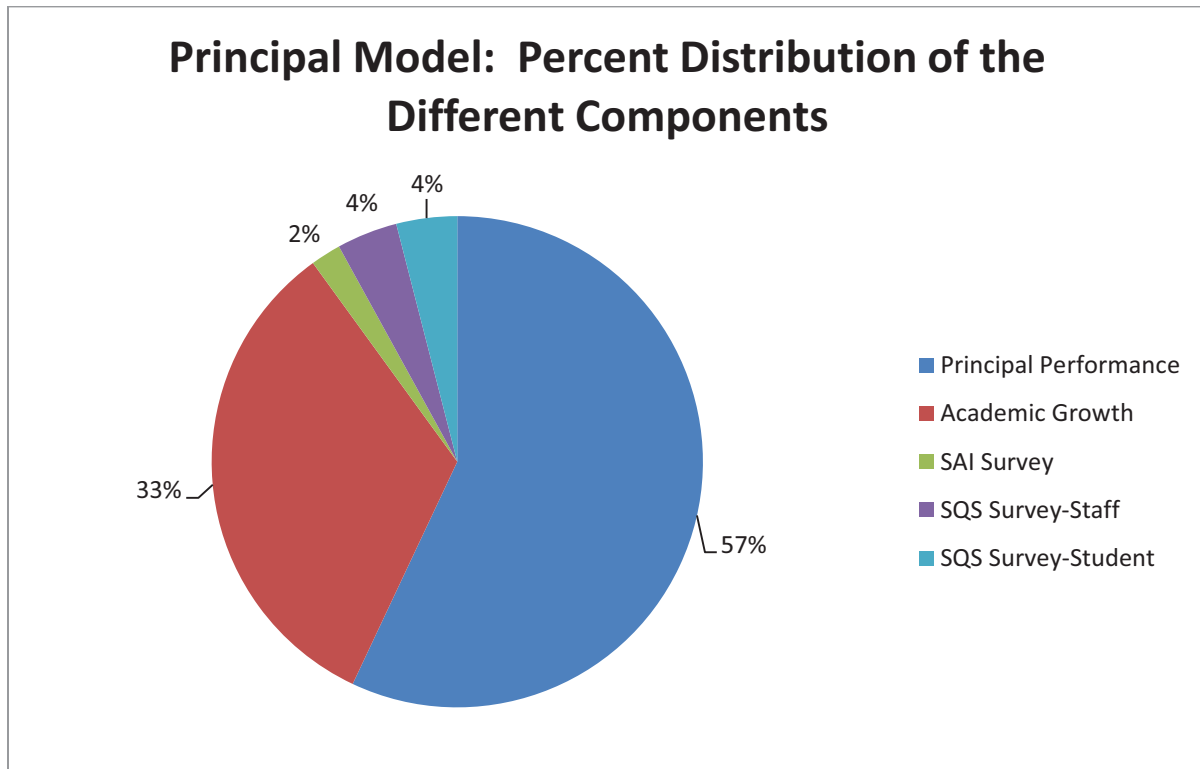
APPENDIX IV – 38

## Principal Evaluation Model 2015-16

Tucson Unified School District Model for Measuring Educator Effectiveness aligns with State Board of Education’s adopted Arizona Framework for Measuring Educator Effectiveness with these components:

A. Principal Performance Component	57%
B. Student Academic Progress Component	33%
C. SAI Survey (ADE) on Leadership	2%
D. Teacher Survey – School Quality Survey (Staff)	4%
E. Student Survey – School Quality Survey (Student)	4%

Each component of this model carries a different weight. For example, the results of the observations are weighted the most heavily because they represent 57% of the total model. The results from the observations, therefore, will have the greatest impact on a principal’s overall score. Secondly, the academic growth represents 33% of the total model so that it can impact the overall score, but not necessarily determine the outcome. The amount of impact from the academic growth is dependent upon how the cut scores are determined. Finally, the results of the three surveys (10%) will have a small impact on a principal’s overall score.



To get the ration of the current maximum raw points to desired maximum points, we must divide the desired maximum points by the current raw maximum points. Calculating the ration using scaling factors will produce properly weighted components. Please see the conversion table below:

Conversion Table Grades K-12: Weighted Scale for Principal Evaluation from			
Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	57	0.679
Growth	3	33	11
SAI Survey	5	2	0.400
SQS Survey-Staff	4	4	1.000
SQS Survey-Student	4	4	1.000
<i>Total</i>	<i>100</i>	<i>100</i>	

#### A. Principal Performance Component

The principal performance component aligns to the Interstate School Leaders Licensure Consortium (ISLLC) Standards and accounts for a minimum of 57% of the evaluation outcome. Appendix A provides the description of each ISLLC standard and its associated functions.

The TUSD Model for Measuring Principal Effectiveness utilizes six areas of leadership derived from the eleven ISSLC Standards:

- Culture and Equity Leadership
- Instructional Leadership
- Human Resources Leadership
- Strategic Leadership
- Organizational Leadership
- Community Leadership

The areas of leadership (Appendix B) to meet the requirements of the Unitary Status Plan IV. (H), (1):

*By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to: (i) an assessment of (I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and (II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students; (ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and (iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents. These elements shall be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.*

## **B. Student Academic Progress Component**

In the past, academic growth has been determined by calculating the growth of state standardized scores in English Language Arts (ELA) and Math for grades 3-10 from one year to the next. The Arizona Department of Education determines labels for each school, ranging from A-F, that is based on student academic performance and growth. This approach, however, has limitations in that the state standardized tests in ELA and Math can measure the academic impact of only about a quarter of our teachers (called 'A' teachers). The non-ELA and non-Math teachers (called 'B' teachers) make up the other three-quarters of the teaching core. The 'B' teachers have been assigned growth points in the past based on the school or the district label.

This year, TUSD will make all teachers an 'A' teacher. Math and ELA teachers (formally known as 'A' teachers) will use the District's quarterly assessments in math and ELA to show academic growth. These quarterly assessments will be designed to measure growth over time. All other teachers (formally known as 'B' teachers) will administer pre-post assessments to their students that are relevant to the course material. The pre-post assessment strategy will be made up of a multiple choice assessment with a relevant content-specific reading passage that can measure academic growth for all course categories with the exception of math and ELA. The components are listed below:

- A. Courses: TUSD offers a variety of courses at the middle and high school levels including core academic courses, enrichment courses, and technical courses. These courses have

been grouped into 41 umbrella categories. Each category encompasses multiple courses. For example, Physical Education is a category that includes body conditioning, yoga, tennis, etc.

- B. Pre-Post Assessment: The pre-assessment will contain one or two short reading passages and up to 10 multiple choice questions that relate to the passage. Each category will have its own passage that is relevant to the content and the standards of the category. These themes of these passages may be similar across grades but will increase in complexity with each subsequent grade. An example of a theme in history/American government, etc might be a passage reflecting on the concept of what constitutes a human 'right' in modern society. The post-assessment will use the same assessment as the pre or the questions may be replaced with parallel questions. Parallel questions are questions of the same difficulty that measure the same concept but do not ask the same question. Parallel questions can be used to measure growth.
- C. Development of the pre-post category assessments: Grades K-2 will use the DIBELS assessment and compare the fall results to the spring results. Grades 3 – 5 and math and ELA teachers in grades 6 – 10 will use the quarterly assessments as their pre-post assessment. The remaining courses in grades 6 – 12 will use category assessments developed by Curriculum and Instruction Department in conjunction with District teachers in the summer 2015. Teams of teachers from all grades and content areas will be asked to participate in the development of these pre-post assessments. All assessments will be standard's based and aligned to the content of the category. Additionally, our psychometric specialist will work with the district's contracted assessment company to ensure that the pre-test and the post-test are parallel in difficulty. Items will be taken from the assessment company's item bank and/or teachers will develop their own questions. All assessments will be completed prior to the start of the 2015-16 school year.
- D. Who will take the assessment: All students in grades K – 2 will take the DIBELS assessment and in grades 3 – 5 will take the quarterly benchmarks. In grades, 6 – 12, pre-post category assessments will be administered by a sampling strategy so that each teacher of record will have a minimum of 30 students participating in the pre-post category assessment. Grades 6 – 10 math and ELA courses will use the quarterly benchmarks.
- E. When will the assessment be administered: The pre-tests will be administered in the early fall and the post-tests will be administered in mid-spring. The quarterly benchmarks are administered at the end of each quarter. For the teacher evaluation, quarters 1 and 3 will be used. DIBELS is administered three times a year. The first test in the fall and the last test in the spring will be used.
- F. Who will score the assessment: The category assessments will be made available on-line through the district's assessment vendor's webpage and will be scored

electronically. For schools lacking the technology infrastructure to test on-line, paper tests will be made available that can be scanned into the assessment company's data base. For grades K-2, teachers will score the DIBELs assessments. For grades 3 – 5, the quarterly math and ELA assessments will be available both on-line and with paper tests that can be scanned for electronic scoring.

- G. Scoring and point allocation: Students growth will be assessed by determining the difference between the pre-test and the post-test. Teachers will receive a 1 (below average growth or a total of 11 points), a 2 (average growth or an average of 22 points), or a 3 (above average growth or an average of 33 points) that will be added to the Teacher Evaluation points total. Cut scores will be determined once all teachers have administered pre and post tests and the scores can be evaluated. Principals will receive the aggregate school total for all the teachers in the school.

In summary, in order for formally 'B' teachers now to be considered 'A' teachers, each subject needs a valid and reliable pre-post assessment that is specific to that subject for grades 6 - 12. Currently TUSD does not have consistent district-developed pre-post assessments for each subject. These assessments will be developed in the summer of 2015 to roll out for the 2015-16 school year. However, if the academic growth model is to be continued in future years, TUSD will be prepared to refine these assessments and the process in collaboration with teachers who specialize in each subject.

### **C. Surveys**

Survey data elements account for 10% of the evaluation outcome. They will be comprised of the results of three surveys conducted with both teachers and students.

1. SAI: Teacher surveys provide an opportunity for teachers to rate principals on various aspects of principal practice as well as culture and climate of the school. The ADE Standards Assessment Inventory will measure aspects of principal practice with an emphasis on leadership.
2. School Quality Survey-Staff: Teachers will also rate principal leadership on the SQS. Additionally, the SQS will measure aspects of the school's culture and climate.

Teacher Survey Administration Logistics: Both the SAI and the SQS teacher surveys will be administered electronically during the spring semester. The results of the surveys will be used at the site administration level for principal evaluation.

3. School Quality Survey-Students: Student surveys provide an opportunity for students to rate teachers on various aspects of teacher practice, school culture and climate and overall feelings of social inclusion and safety. The surveys may be found in Appendix C

Student Survey Administration Logistics: The SQS-Students will be administered to all students with a paper survey that they fill out at their school. These surveys are anonymous and cannot be linked to specific teachers. The purpose of this survey is to assess the overall culture and social climate of the school from a student perspective.