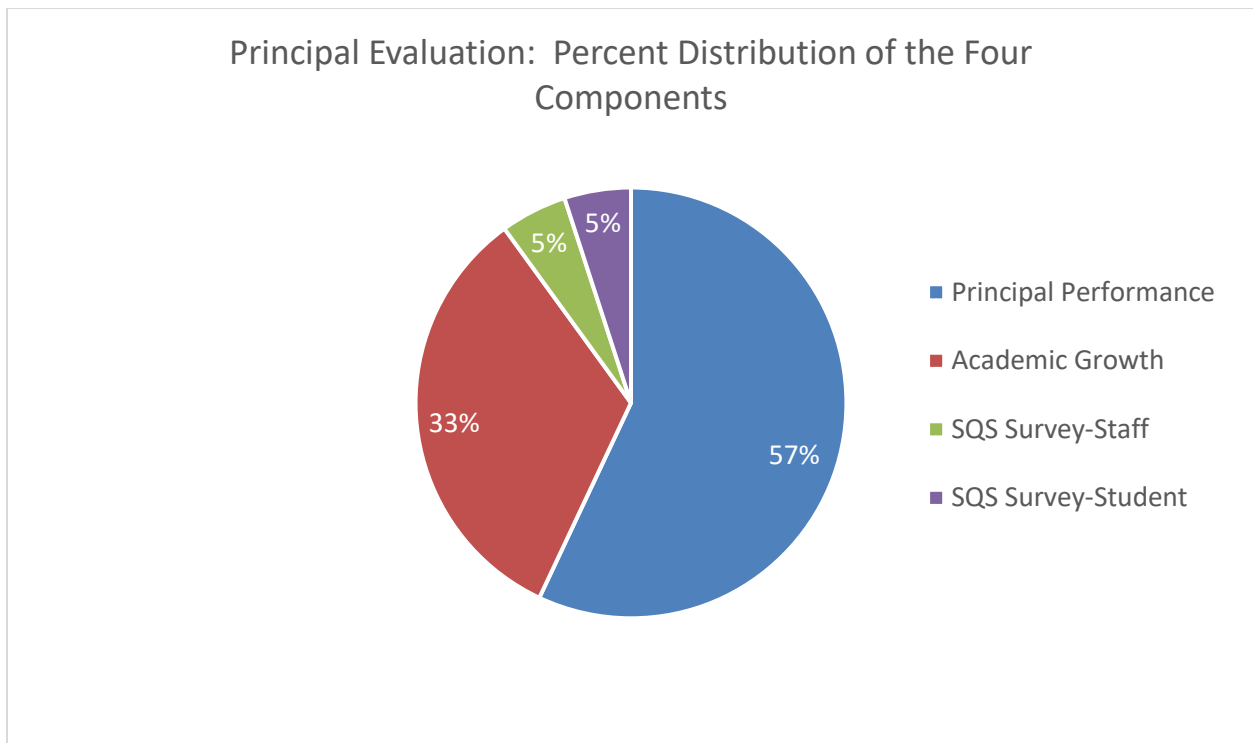# Principal Evaluation Model 2022-23

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.	Teacher Survey – School Quality Survey (Staff)	5%
D.	Student Survey – School Quality Survey (Student)	5%

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.

Principal Evaluation: Percent Distribution of the Four Components

- Principal Performance
- Academic Growth
- SQS Survey-Staff
- SQS Survey-Student

To get the ratio of the current maximum raw points to desired maximum points, the desired maximum points must be divided by the current raw maximum points. Please see the conversion table below:

Conversion Table Grades K-12: Weighted Scale for Principal Evaluation			
Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	57	0.679
Growth	3	33	11
SQS Survey-Staff	4	5	1.25
SQS Survey-Student	4	5	1.25
Total	*95*	*100*	

A. Principal Performance Component

The principal performance component aligns to the Professional Standards for Educational Leaders or PSEL standards and accounts for a maximum of 57% of the evaluation outcome. This component was updated from the ISLLC standards (2008) to the PSEL standards (2015) and measures 10 areas of leadership:

ISLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 7. Professional Community for Teachers and Staff
3. Operations, Management, and Resources	5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*

* Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

The areas of leadership 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

Academic growth will be determined by calculating the growth of DIBELS in literacy for grades K-3, AASA in English Language Arts (ELA) and Math for grades 4 – 8, and TUSD growth pre-post scores in ELA and Math for grades 9-10 from the fall results to the spring results. This approach, however, has some limitations in that these assessments 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.

Principals in elementary and K-8 schools will receive a weighted score that factors in both assessments from K-3 DIBELS/EDL and 3-8 AASA.

   A. <u>Who will take the assessment:</u> All students in grades K – 3 will take the DIBELs or EDL assessment. In grades, 4 – 8, students will take the AASA; and in grades, 9-10 students will take the TUSD growth pre-post test in ELA and Math.

   B. <u>When will the assessment be administered:</u> DIBELS is typically administered three times a year. The first test in the fall and the last test in the spring will be used. EDL is administered twice a year, once in the fall and once in the spring. AASA is administered in the spring each year. TUSD growth pre-post tests are administered early in the fall and again in mid-spring.

   C. <u>Scoring:</u> AASA scores are used from last year (2021-22). Those scores are compared to AzM2 scores from 2020-21 with a matched cohort so that students are compared against

their own scores to measure growth. If a teacher in grades 4 – 8 changes schools in 2022-23, his/her academic growth score is still attached to where s/he taught the year before. For example, if a social studies teacher taught at Gridley in 2021-22 and then changed to teach social studies at Valencia for 2022-23, that teacher would receive still the school average for Gridley as his/her academic growth score in 2021-22. DIBELS/EDL and TUSD Growth pre-post scores used are from the current year so that students are compared against their own scores to measure growth. Teachers who teach at multiple schools will be assigned the district academic growth average. Student growth will be assessed on matched students by determining the difference between:

- Grades K – 3: the DIBELS or EDL scores are compared from the beginning of the year 2022-23 to the end of the year 2022-23. If these scores cannot be collected, K-3 teachers will receive the school average.
- Grades 4 – 8: AASA 2021-22 scores are compared to the AzM2 2020-21 scores.
- Grades 9 - 10: the TUSD growth pre-post scores are compared from the fall results to the mid-spring results in 2022-23. If these scores cannot be collected, grades 9 - 10 teachers will receive the school average.

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. School Quality Survey-Staff: Teachers will rate principal leadership on the SQS. Additionally, the SQS will measure aspects of the school's culture and climate. Principals receive the school mean score for the SQS-Staff score using all the questions on the survey.

Teacher Survey Administration Logistics: 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.

2. 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. Principals receive the school mean score for the SQS-Student score using all the questions on the survey.

Student School Quality Survey Administration Logistics: The SQS-Students will be administered to all students electronically in the spring. The purpose of this survey is to assess the overall culture and social climate of the school from a student perspective.

D. Cut Scores for Principals in 2022-23

In SY2021-22, Principal Evaluation cut scores went through a transition and two sets of cut scores were used. The older cut scores were used for the last time in SY 2021-22 for the official proficiency determination. The new cut scores will serve as the official proficiency determination beginning in SY 2022-23 and moving forward.

New Cut Scores – to begin use in SY 2022-23

Ineffective	00 – 70
Developing	71 – 76
Effective	77 – 80
Distinguished	81 – 100