

## **Evaluation of Principals**

### **Purpose**

This procedure outlines the process and criteria for the performance evaluation of certificated principals and assistant principals.

### **Scope**

This procedure applies to the Superintendent, administrators, principals, and certificated staff.

### **Procedure**

#### **1. EVALUATION OF CERTIFICATED PRINCIPALS AND ASSISTANT PRINCIPALS**

The Superintendent and/or designee, acting as “the evaluator,” will evaluate certificated principals and assistant principals using the leadership framework and the evaluative criteria adopted by the Board of Directors during their regularly scheduled meeting in May 2013, pursuant to state law implementing the Professional Growth and Evaluation of School Personnel system. A summary of the leadership framework will be posted on the district website.

##### **1.1. Comprehensive Summative Evaluations**

- 1.1.1. All principals will receive a comprehensive summative evaluation at least once every four (4) years. A comprehensive summative evaluation assesses all eight evaluation criteria (described in section 1.2 of this procedure) applicable to that principal, and all criteria contribute to the comprehensive summative evaluation performance rating.
- 1.1.2. Principals are required to receive a comprehensive summative evaluation annually if:
  - (a) They are in their first three consecutive school years of employment as a principal.
  - (b) They were previously employed as a principal by another school district in the state of Washington for three or more consecutive school years and are in the first full year as a principal in the school district.
  - (c) They received a comprehensive summative evaluation performance rating of Level 1 or 2 in the previous school year.
- 1.1.3. Principals who received a comprehensive summative evaluation performance rating of Level 3 or above in the previous school year will receive a focused evaluation. A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus professional growth activities specifically linked to the selected criteria as prescribed in section 1.8.

## 1.2. Minimum Criteria for Evaluation

Evaluation of principals and assistant principals will be based on the following minimum criteria:

- 1.2.1. *Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.* An effective leader advocates, nurtures and sustains a school culture and instructional program that promotes student learning and staff professional growth.
- 1.2.2. *Demonstrating commitment to closing the achievement gap.* An effective leader has a commitment to closing identified gaps in achievement between groups of students, monitoring subgroup data and developing and encouraging strategies to eliminate those gaps. Student growth data must be a substantial factor utilizing the [OSPI-approved student growth rubrics](#).
- 1.2.3. *Providing for school safety.* An effective leader teams with the school's community to develop routines and expectations that create a physically and emotionally safe learning environment.
- 1.2.4. *Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.* An effective leader relies on data to promote improvement through school improvement plans in all aspects of the school and across all of the eight principal evaluation criteria. Student growth data must be a substantial factor utilizing the OSPI-approved student growth rubrics.
- 1.2.5. *Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local school district learning goals.* An effective leader assumes responsibility to assist staff with the alignment of their teaching and classroom assessments with the state's learning goals and the school district's curriculum.
- 1.2.6. *Monitoring, assisting and evaluating effective instruction and assessment practices.* An effective leader monitors teaching and uses the evaluation process and other strategies to support teachers' efforts to strengthen their teaching and learning in classrooms. Student growth data must be a substantial factor utilizing the OSPI-approved student growth rubrics.
- 1.2.7. *Managing both staff and fiscal resources to support student achievement and legal responsibilities.* An effective leader manages human and fiscal resources in ways that enhance the likelihood that students will thrive and succeed in achieving the school's goals for them.
- 1.2.8. *Partnering with the school community to promote student learning.* An effective leader engages families and the community in ways that increase the success of students.

### 1.3. **Analysis of Evidence**

- 1.3.1. The Superintendent and/or designee will analyze the evidence observed according to all eight criteria, the leadership framework rubric and the OSPI-approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics. Input from building staff may be included in the analysis.
- 1.3.2. The evaluator will calculate all criterion scores to derive an overall summative score and then determine the final four-level rating (summative performance rating) based on the OSPI-determined [summative evaluation scoring band](#).
- 1.3.3. Upon completing the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the principal's student growth impact rating. The student growth impact rating will be determined by OSPI's [student impact rating scoring band](#).
- 1.3.4. A student growth score of "1" in any of the rubric rows will result in an overall low student growth impact rating.

### 1.4. **4-Tier Summative Performance Ratings**

- 1.4.1. *Level 1: Unsatisfactory*  
Professional practice shows evidence of not understanding the concepts underlying individual components of the criteria. This level of practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, professional learning environment, or individual leading practice. This level requires immediate intervention.
- 1.4.2. *Level 2: Basic*  
Professional practice shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for principals early in their careers but insufficient for more experienced principals. This level requires specific support.
- 1.4.3. *Level 3: Proficient*  
Professional practice shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional and effective practice. Leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, leading a school is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.

1.4.4. *Level 4: Distinguished*

Professional practice is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a principal would need to have received a majority of distinguished ratings on the criterion scores. A principal at this level must show evidence of average to high impact on student growth. Ongoing, reflective leading is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth and collaborative practice.

1.5. **Student Growth Rating Outcomes**

1.5.1. Principals with a preliminary rating of Distinguished with low student growth rating will receive an overall Proficient rating.

1.5.2. Principals with a low student growth rating will engage with their evaluator in a Student Growth Inquiry focused on specific areas of weak student impact.

1.5.3. Principals with a preliminary rating of Distinguished with average or high student growth rating will receive an overall Distinguished rating and will be formally recognized and/or rewarded.

1.5.4. Evaluations of principals with a preliminary rating of Unsatisfactory and high student growth rating will be reviewed by the Board of Directors.

1.6. **Comprehensive Summative Performance Ratings**

The following comprehensive summative evaluation performance ratings mean a principal's work is not judged satisfactory:

(a) Level 1

(b) Level 2, if the principal has more than five years of experience in the principal role and if the Level 2 comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year period.

1.7. **Student Growth Inquiry**

Within two months of a principal receiving a low student growth score or at the beginning of the following school year, the Superintendent and/or designee will initiate one or more of the following:

1.7.1. Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on appropriate classroom, school, district and state-based tools and practices.

1.7.2. Examine extenuating circumstances which may include one or more of the following:

- (a) Goal setting process.
  - (b) Content and expectations.
  - (c) Student attendance.
  - (d) Extent to which standards, curriculum and assessment are aligned.
- 1.7.3. Schedule monthly conferences focused on improving student growth to include one or more of the following topics:
- (a) Student growth goal revisions, refinement, and progress.
  - (b) Best practices related to instruction areas in need of attention.
  - (c) Best practices related to student growth data collection and interpretation.
- 1.7.4. Create and implement a professional development plan to address student growth areas.

**1.8. Focused Evaluation**

A focused evaluation of a principal will include the following:

- 1.8.1. Assessment of one of the eight criteria for principals in every year that a comprehensive evaluation is not required.
- 1.8.2. The selected criterion must be approved by the principal's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention.
- 1.8.3. The evaluation must include an assessment of the criterion using the leadership framework rubrics and the OSPI approved student growth rubrics. More than one measure of student growth data must be used in scoring student growth rubrics.
- 1.8.4. The student growth rubrics selected by the principal and approved by the principal's evaluator.
  - 1.8.4.1. If criterion 3, 5, or 8 is selected, the evaluator will use the corresponding student growth rubrics.
  - 1.8.4.2. If criterion 1, 2, 4, 6, or 7 is selected, the evaluator will use student growth rubrics corresponding to criterion 3, 5, or 8.
- 1.8.5. A summative score will be assigned using the summative score from the most recent comprehensive evaluation. The score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the principal or assistant principal is placed on a focused evaluation.
- 1.8.6. A principal may be transferred from a focused evaluation to a comprehensive summative evaluation at his/her request or at the direction

of the Superintendent. Should the evaluator determine that a comprehensive evaluation will be conducted for the school year, the principal must be informed of this decision in writing at any time on or before December 15<sup>th</sup>.

1.8.7. Principals may apply the focused evaluation professional growth activities toward the professional growth plan for professional certificate renewal as required by the Professional Educator Standards Board.

1.9. **Notice of Deficiency and Reasonable Program for Improvement**

Per RCW 28A.405.100, at any time after October 15<sup>th</sup>, a principal whose work is not judged satisfactory based on district evaluation criteria will be given a written notice of deficiency that lists specific areas of deficiencies and provides a reasonable program for improvement.

**Supporting Documentation**

[\*AWSP Leadership Framework to Support Principal Development\*](#), AWSP 2013 or current version

[\*Teacher/Principal Evaluation Program\*](#), OSPI website (<http://www.k12.wa.us>)

[\*Teacher and Principal Evaluation Decision Matrix: State Decisions, Local Decisions, and District Tasks\*](#), OSPI 2015

**Document History**

<b>Action:</b>	<b>Date:</b>
New	August 16, 2017
Revised	
Revised	
Revised	