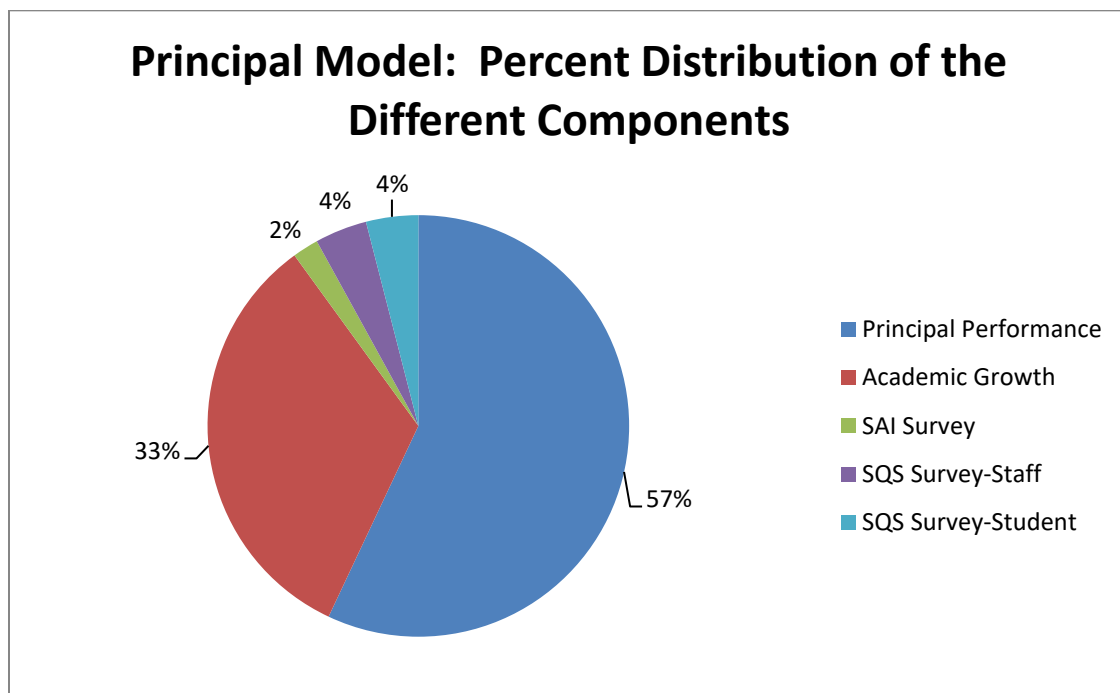


Principal Evaluation Model 2018-19

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>393</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 (l) 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 state standardized scores in English Language Arts (ELA), and Math for grades 3-12 from one year to the next. This approach, however, has some 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 will be assigned growth points based on the school or the district average. Grades K-2 will use the DIBELS assessment and compare the fall results to the spring results. Dual language schools will use the EDL assessment for grades K-2 and compare the fall results to the spring results. Grade 3 will use a composite score from the SchoolCity Benchmark from the year prior and compare it to AzMERIT 3rd grade results.

- A. Who will take the assessment: All students in grades K – 12 with two data points will be used in the academic growth determination. The measures are:
- Grades K – 2: the DIBELS and EDL scores are compared from the beginning of the year 2018-19 to the end of the year 2018-19.
 - Grade 3: the AzMERIT 2017-18 scores are compared to the 2016-17 composite SchoolCity BM (a combined score from fall and spring) from 2nd grade.
 - Grades 4 – 12: AzMERIT 2017-18 scores are compared to the AzMERIT 2016-17 scores.
- B. When will the assessment be administered: DIBELS is 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. SchoolCity is administered quarterly with the 4th quarter as optional. AzMERIT is administered in the spring each year.

Scoring and point allocation: Students growth will be assessed by determining the difference between the AzMERIT 2017-18 scores and AzMERIT 2016-17 scores. For grades K-2, student growth will be assessed by determining the difference between the DIBELS and EDL from

beginning of the year and the end of the year. For grade 3, student growth will be assessed by determining the difference between the SchoolCity composite 2016-17 scores and AzMERIT 2017-18 scores. Teachers will receive a 1 or 1.5 (below average growth or a total of 11 or 16.5 points), a 2 (average growth or an average of 22 points), or a 2.5 or a 3 (above average growth or an average of 27.5 or 33 points) that will be added to the Teacher Evaluation points total. Principals will receive the school average growth in ELA and math to calculate the growth points.

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. Eighty percent of teachers from the school must respond to this survey for the principal to receive points.
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. Principals receive the school mean score for the SQS-Staff score.

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. Principals receive the school mean score for the SQS-Student score.

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.