



Principal Evaluation Fact Sheet

LSC's will evaluate the principal in three key categories:

1. Professional Practice (weighted at 50% of the overall score)
2. Student Growth and Other Measures (weighted at 50% of the overall rating score).
3. Optional Additional Criteria (weight determined by LSC)

The LSC will then combine their Professional Practice score, the Student Growth and other Measures provided by the district, and additional criteria to arrive at a final rating. The LSC will determine a final rating of either Unsatisfactory, Developing, Proficient, or Excellent. The final rating may be revised by the LSC on the basis of an optional feedback session with the principal.

The New Principal Performance Evaluation Form and Process

Professional Practice

- Determined based on the LSC's interactions with the principal throughout the school year including evidence of the principal's work with students, staff, families and community
- The LSC will rate the principal's professional practice on the following five competencies instead of the seven core competencies:
 - Continuous Improvement and School Vision
 - Professional Learning Systems
 - College & Career Readiness
 - Family & Community Engagement
 - Self-Disciplined Thinking & Overview of the New Principal Performance Evaluation Form and Process
- Student Growth and Other Measures
 - It also Determined based on the school's student performance data provided to the LSC by the CPS Office of Accountability through the Board's School Quality Rating Policy (SQRP) which includes:
 - Student Growth on District Assessments
 - Attendance
 - Progress Toward Graduation
 - Early College and Career Credentials



Overview of Optional Additional Indicators

LSC's can add additional criteria that would like to have included in the Principal Evaluation, however these goals must be agreed by the principal and LSC, and must be in writing and measurable to ensure that they are realistic and fair. If the principal does not agree and it is not in writing it does not count in the evaluation process.

Overview of the LSC Principal Evaluation

Step 1: During the Fall of 2015, LSCs should:

- Identify an LSC member who will be responsible for entering information into the new Principal Evaluation Online Tool (PEOT). This should be the chairperson or her/his designee.
- Review the 5 Competencies and 28 Key Behaviors so all LSC members understand the criteria for evaluating the principal's professional practice.
- Discuss evaluation process with principal.
- Decide if additional indicators will be included in the principal's evaluation. Additional indicators should be and recorded by November 1st .

Step 2: Throughout the school year, the LSC collects evidence of the principal's professional practice based on reports delivered by the principal at LSC meetings and observations at school. This is why monthly reports regarding the CIWP and other school updates are important at the LSC meeting.

Step 3: Prior to May 1st , the LSC rates the principal on the applicable Key Behaviors to establish a Professional Practice Rating. An optional feedback session may occur during the month of May in a closed session. The Final Professional Practice Ratings is recorded in the Principal Evaluation Online Tool (PEOT) by May 30th . The LSC must vote in an open session on the Professional Practices evaluation scores and rating to be entered into PEOT.

Step 4: Over the summer, the CPS Office of Accountability will calculate the Student Growth and other measures such as attendance rate and testing results and notify the LSC of those results. The Principal Evaluation Online Tool (PEOT) will automatically score the school's data for each measurement based on the school's performance as well as calculate the combined score of all student growth and other measures. Additional criteria will have to be scored and valued by the LSC where the LSC has already pre-arranged the weight of the new score.

Step 5: After the Student Growth and Other Measures data and reports are released:



- The LSC will review this data and the automated scoring in order to complete their annual evaluation of the principal
- The LSC should consider both the Student Growth data and results together with their already completed Professional Practice, which is the core competency rating plus any additional indicators.
- The LSC must vote in an open session to approve the evaluation before entering the content (specific ratings, scores, etc.) of the evaluation into the Principal Evaluation Online Tool (PEOT).
- The LSC will then provide a written and signed evaluation to the principal and CEO by November 1st (2016).
- If there is an optional feedback session, the LSC may revise its Final Rating. A revision requires an LSC meeting and an open vote to accept revisions. A revised evaluation must be completed by November 30th .

Step 6: Agree on Expectations for Next Year

- Determine if additional performance goals will be evaluated next year
- Agree with Principal on additional evaluation criteria (Principal Performance Goals) for next year – Recommendation: Principal and LSC may each select one (or more) Standard to develop during the next year -- Select standards that will most positively impact the school

What is the professional practice component also known as the seven core competencies?

The value of the Professional Practice component is 50% of the final evaluation rating.

Below is a list of the five professional practice competencies you will evaluate along with the corresponding weight they are given in the professional practice score. Competency Weighted Percentage of Principal Practice Score Competency

A: Continuous Improvement and School Vision 25% of the final practice score

Champions teachers and staff excellence through a focus on continuous improvement to develop and achieve the vision of high expectations for all students. Works well with the CIWP and timely updates to LSC, regular budget updates, and works well with all levels of school to implement the CIWP, creates a safe and orderly environment.

B: Powerful Learning Systems 25% of the final practice score

Creates powerful professional learning systems to guarantee learning for all students. Common core curriculum implementation. Support for diverse learners and observes and evaluates teaching.

C: College and Career Readiness 20% Competency



Builds a culture focused on college and career readiness exposure to college and career goals supports staff to evaluate and implement the academic goals, monitors and reviews student code of conduct and restorative responses before suspension when necessary.

D: Family & Community Engagement 20% Competency

Empowers and motivates families and the community to become engaged. Engages families around learning and CIWP communication and events around academic and social emotional expectations. Engagement with community/LSC around learning problem solving and decision making. Kindergarten transition support.

F: Self-Disciplined Thinking 10% Process for Evaluating Professional Practice

Relentlessly pursues self-disciplined thinking and action. Builds collaboration around all stakeholders responds collaboration around all stakeholders responds and resolves concerns, uses ongoing communication with stakeholders, inspire motivates staff, embraces various outcomes.

The LSC will complete the following steps to evaluate the principal's professional practice: 1. Communicate - Meet with the principal at least once as the LSC gathers information (required by contract) 2. Collect Evidence - Based on interactions at meetings and observations of the principal's work in the school and in the community. 3. Rate – Rate the principal on each competency based on the principal's performance from among the 28 applicable Key Behaviors identified in the evaluation form. 17 Building an Effective Principal Evaluation Team Following is a list of suggested methods to complete the evaluation process (decide which of these methods your LSC will use): • Each individual LSC member rates each key behavior/competency and brings to the group for discussion, or ratings are generated collectively as a body • A subcommittee of the LSC gathers information, rates the key behaviors/competencies and then brings the ratings back to the entire LSC for discussion. • Subgroups of the LSC are assigned to key behaviors/competencies with which particular members are most

familiar. These subgroups gather information about their assigned key behaviors/competencies, rate them, and bring them back to the entire LSC for discussion. 18 Building an Effective Principal Evaluation Team • In a closed session, the LSC reviews the individual/committee ratings and evidence and reaches a consensus on ratings. • Once consensus is reached in a closed session, the LSC moves to an open session and a motion is made and vote taken to approve the evaluation. Once the evaluation is approved, the LSC chairperson or designee enters ratings in the Principal Evaluation Online Tool (PEOT). 19 How to Plan the Evaluation Process } LSC meets to decide on evaluation method (e.g., gathering information and completing the evaluation form as a council, as a subcommittee, as individuals), decides whether to include non-LSC members on the Principal Evaluation Team (non-LSC members are limited to gathering the information and data the LSC will use in the evaluation process), and set ground rules for conducting the evaluation process (including a calendar). } Principal provides monthly updates on activities related to the five competencies as part of the regular principal's report. The principal and LSC discuss the principal's progress. } LSC monitors the principal's progress



in the five competencies and gathers information to clarify the evaluation ratings.] A member of the LSC Principal Evaluation Team prints copies of the LSC Principal Evaluation form to refer to regularly at meetings.] Contact your LSC Relations Facilitator to address questions.

20 Gathering Information to Rate the Competencies

1. Decide what information is needed.
2. Determine who the best people to gather the information are. Members of the LSC will know different people who will be able to help in the process.
3. Meet with the Principal during the collection of information
4. Determine the sources for the information. Evidence of principal achievement in the standards can also be found through: – Regular interactions with the principal, teachers and other staff, administrators, students, parents, and community members. – Documents available at the school or Network Office. Principals are obligated to make documents available to the LSC. If the LSC has difficulty getting documents, contact the Network or the Office of Local School Council Relations at 773-553-1400. – Data available about your school on the Chicago Public Schools Accountability website <http://cps.edu/performance/Pages/Performance.aspx> – Interview(s) with the principal. – School and classroom visits arranged in cooperation with the principal.

21 Gathering Information to Rate the Competencies

4. Optional satisfaction surveys developed by the LSC and approved by the CPS Law Department (call 773-553-1700) may be used. Set a deadline for gathering the information. This will help ensure that the LSC stays on task and on time.
5. Organize and review the information.
6. Arrange a meeting with the principal to discuss any additional questions that the LSC was unable to answer and give the principal a chance to provide feedback on the information (sometimes the principal is the best source of information, but it is always good to get other perspectives).