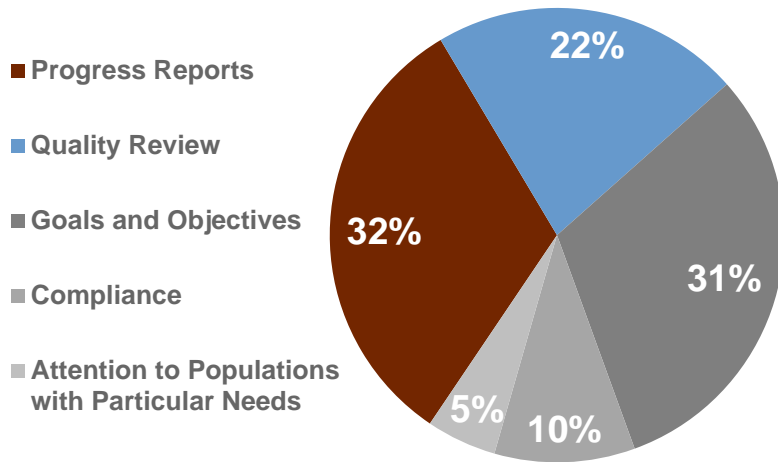


Introduction to NYCDOE's New Principal Evaluation and Development System

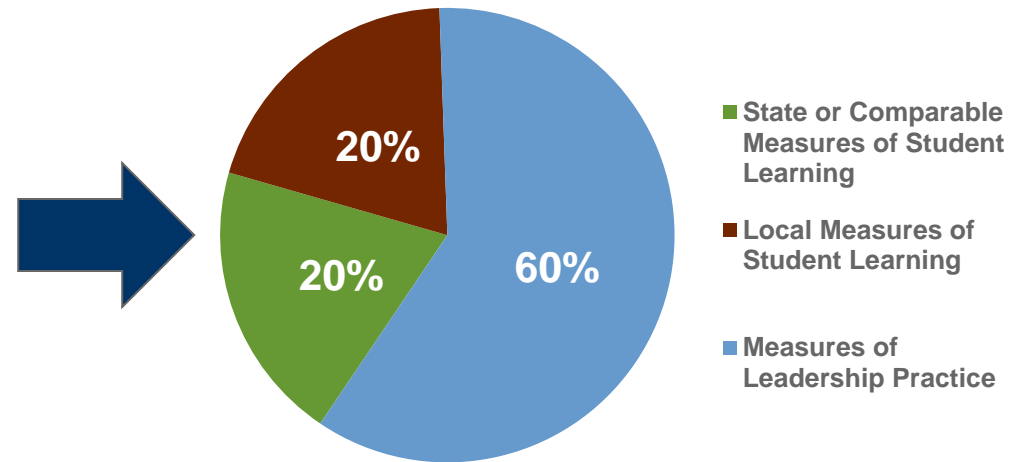
History of the DOE's Principal Evaluation System

The new system uses core components of the multiple measures principal evaluation system that has been in place in NYC for the last six years (the PPR)

Current PPR



New System



Goals of NYCDOE's New Principal Evaluation and Development System

1. **Instructionally valuable:** Supports educators in making instructional decisions.
2. **Supports educator development:** Helps educators improve their practice.
3. **School-level autonomy:** Creates options to support school-level autonomy where possible.
4. **Reliable and valid:** Measures educator effectiveness consistently and accurately.
5. **Fair:** Does not disadvantage educators based on population of students served.
6. **Transparent:** Clear/understandable to educators.
7. **Feasible:** Can be implemented without undue burden.



These goals are designed to support a common vision:
An effective principal in every school for every student.

Key Requirements of the DOE's New Principal Evaluation and Development System

Measures of Leadership Practice (60%)

Minimum of 2 school visits using Quality Review rubric*

Superintendents and trained administrators conduct school visits

State or Comparable Measures(20%**)

State or DOE will provide scores based on growth on state/DOE assessments

Local Measures (20%**)

Principals will receive scores based on NYC Progress Report metrics

Other System Requirements

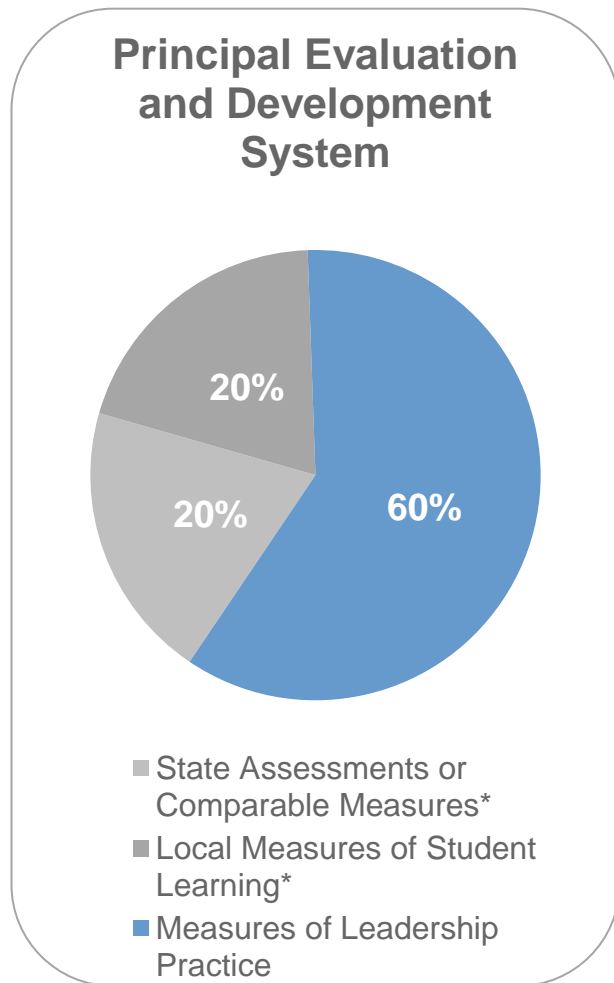
All superintendents will be certified annually on the new system

Principals rated “developing” or “ineffective” will implement a Principal Improvement Plan in the subsequent year

* More information on the school visit process will be shared this month.

** If the state approves a value-added measure, the State Assessments or Comparable Measures subcomponent will be worth 25% (and Local Measures worth 15%) for principals of schools with Grades 4-8 ELA and Math.

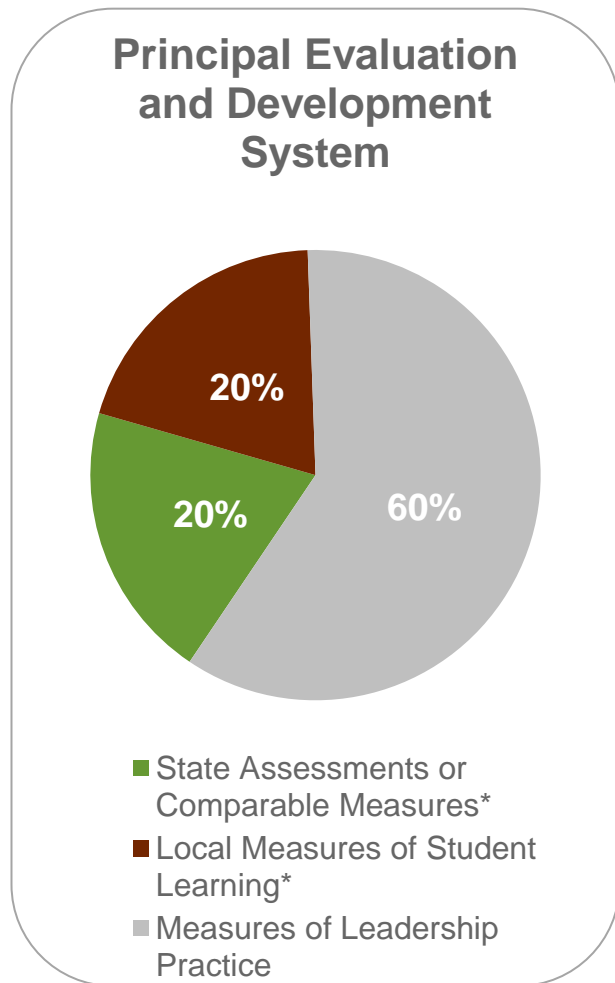
Quality Review Rubric (60%): Superintendents will rate principals annually on the QR rubric



- Superintendents will use multiple sources of information to rate principals on the QR rubric including the results of two school visits:
 - One of which must be conducted by the superintendent
 - One of which may be conducted by a trained administrator (not a network team member)
 - One of which must be unannounced
- The Quality Review will count for an announced supervisory visit if a school is scheduled for a QR. Other school visits for principal evaluation will be based on the Quality Review rubric, but will not follow the structure of a formal Quality Review.
- Superintendents will conduct both school visits for principals rated Ineffective or Developing (begins in 2014-15).

** If the state approves a value-added measure, the State Assessments or Comparable Measures subcomponent will be worth 25% (and Local Measures worth 15%) for principals of schools with Grades 4-8 ELA and Math.*

Forty percent of a principal's overall rating will be based on Measures of Student Learning (MOSL).



Measures of Student Learning (40%)

Every principal will have 2 different measures of student learning

- Locally-selected measure
- State or comparable measure

Multiple measures provide a more valid and robust picture of principal performance, providing principals with multiple sources of feedback

** If the state approves a value-added measure, the State Assessments or Comparable Measures subcomponent will be worth 25% (and Local Measures worth 15%) for principals of schools with Grades 4-8 ELA and Math.*

State growth or comparable measures (20%*) are selected by the state or DOE based on grade level

- **Principals of 4-8 Math and ELA and high schools** will be evaluated using SED-provided growth or value-added scores*
- **Principals of schools with other state tests** will be evaluated using DOE-provided growth scores on state assessments (e.g., 3rd grade Math and ELA, NYSAA)
- **Principals of schools without state tests (e.g., K-2 schools)** will be evaluated using DOE-approved assessments**

* If the state approves a value-added measure, the State Assessments or Comparable Measures subcomponent will be worth 25% (and Local Measures worth 15%) for principals of schools with Grades 4-8 ELA and Math.

** More information will be provided this summer

Local measures (20%*) are based on key Progress Report metrics

Elementary, Middle, K-8 Schools

- ELA/math average proficiency
- ELA/math median growth percentile - all students
- ELA/math median growth percentile - students in school's lowest third

High Schools & Transfer Schools

- 4- and 6-year graduation rate (as of June)**
- % students earning 10+ credits***

K-2 Schools*

- DOE-approved assessments

District 75

- NYSAA % proficient
- ELA/math average proficiency (EMS) or Regents performance (HS, as of June)
- ELA/math median growth percentile (EMS)

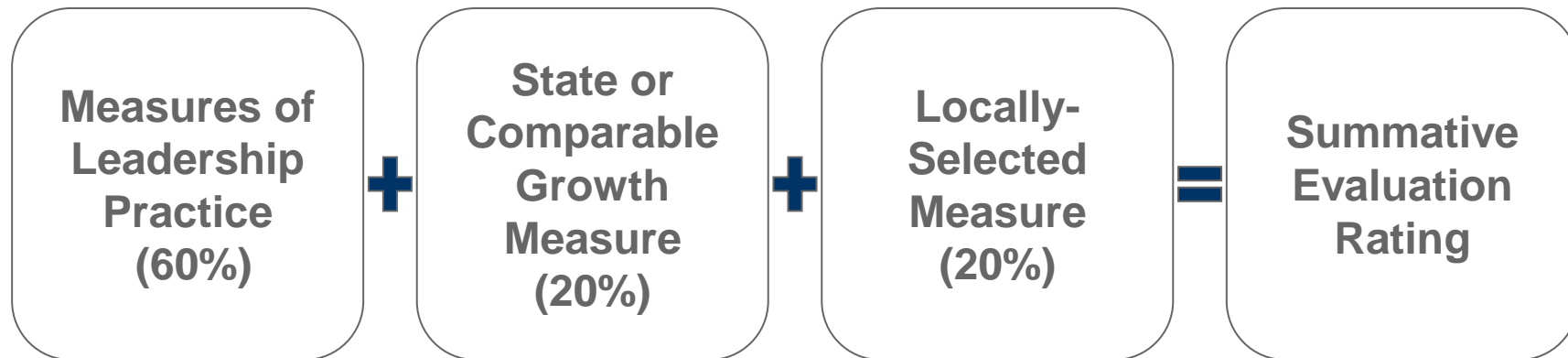
** If the state approves a value-added measure, the State Assessments or Comparable Measures subcomponent will be worth 25% (and Local Measures worth 15%) for principals of schools with Grades 4-8 ELA and Math.*

*** For transfer high schools, only 6-year graduation rates will be used*

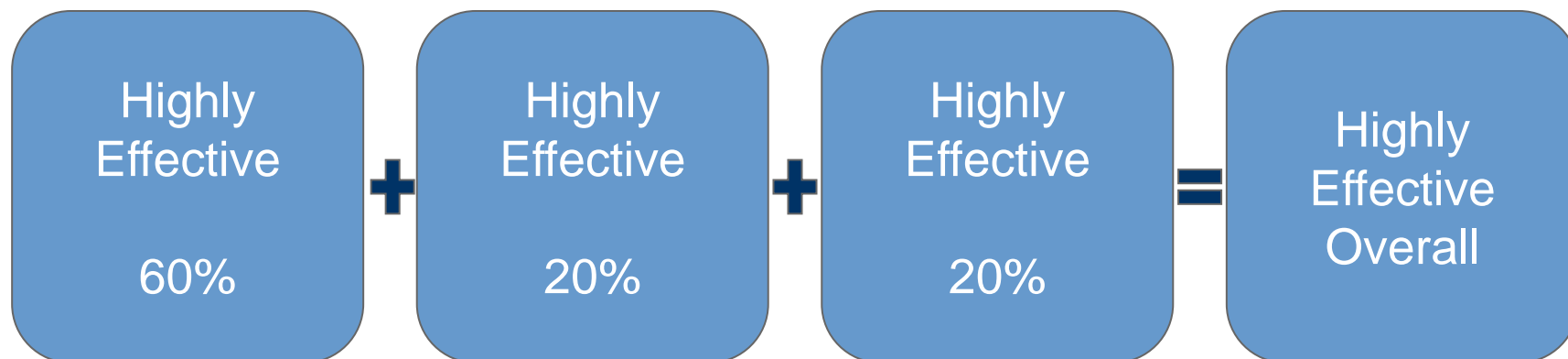
**** Similar to the Progress Report, six of the ten credits must be in three of the four core subjects*

***** More information will be provided this summer; for early childhood schools including Grade 3, ELA/math average proficiency will be used.*

Every principal will receive an overall summative rating based on multiple measures of principal effectiveness.



Example



How are principal improvement plans utilized in the teacher evaluation and development system?

Principal Improvement Plans

- A principal improvement plan (PIP) will be developed and implemented for principals rated “developing” or “ineffective” at the end of the year.
- The PIP is a 12-month plan and includes supervisory meetings and feedback.
- The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.
- Superintendents are responsible for outlining the areas in need of improvement for the principal.

Additional information on the PIP process is forthcoming. Principals who receive two consecutive years of Ineffective ratings can be exited from the system.