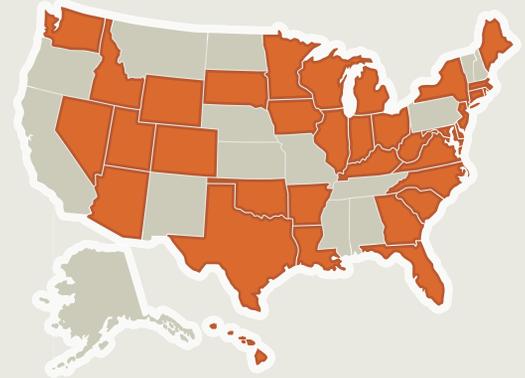


A Comparison of Principal Evaluation Systems

BACKGROUND

Since 2009, 33 states and the District of Columbia have passed legislation requiring district adoption of new principal evaluation systems. Many evaluation systems now include student growth data as a significant component of each principal's evaluation, typically alongside multiple other measures, such as observations, teacher evaluation data, school graduation rates, principal goals, and school climate surveys.



98,800 public school principals



lead more than **3 million** teachers who teach nearly **50 million** students

Sources: NCCTE, 2012b; NCES, n.d.



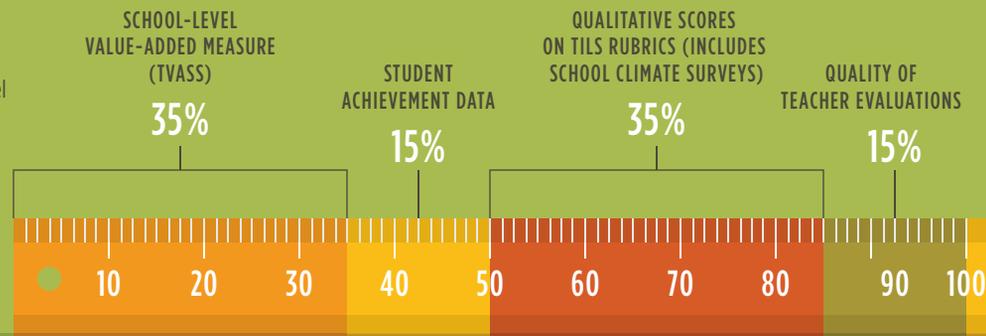
TENNESSEE

All Tennessee principals must be evaluated using the state's model based on the Tennessee Instructional Leadership Standards (TILS).



Tennessee also requires two annual, on-site observations (announced and unannounced) and provides a list of approved measures for student achievement, school climate, and working conditions surveys.

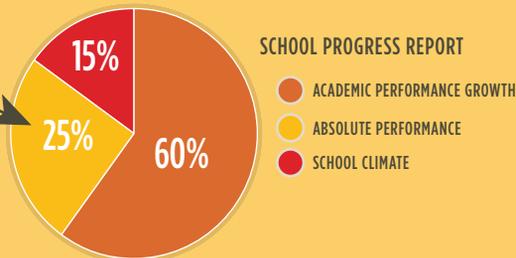
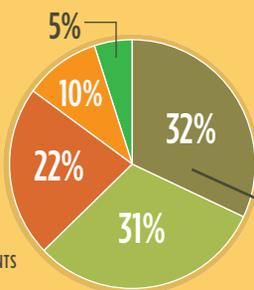
Sources: NCCTE, 2012a; Tennessee Department of Education, 2012



NEW YORK CITY

Principal evaluations in New York City are based on a number of factors, including the principal's stated goals and objectives regarding student achievement. The school's progress report is an important contributor. A quality review score for the school is based on school practices that stem from the principal's actions.

- SCHOOL PROGRESS REPORT
- PRINCIPAL GOALS AND OBJECTIVES
- SCHOOL QUALITY REVIEW SCORE
- DISTRICT POLICIES AND MANDATES
- ATTENTION TO SPECIAL EDUCATION AND ELL STUDENTS



Sources: Sanders, Kearney, & Vincent, 2012; New York Department of Education, 2011

CHICAGO PUBLIC SCHOOLS



The Chicago Public Schools announced a new set of evaluation criteria in January 2013, based equally on student growth measures and principal practice criteria.

Student growth measures will include

- graduation rates
- attendance
- student assessments

The six principal practice criteria are

- family and community engagement
- continuous improvement for teachers and staff
- professional learning systems
- a culture of college and career readiness
- self-disciplined thinking
- establishing and leading a school toward its vision

Source: Chicago Public Schools, 2013

LOS ANGELES UNIFIED SCHOOL DISTRICT

Student test scores were a factor in principal evaluations for the first time this year in the Los Angeles Unified School District (LAUSD), although there is no set percentage of evaluations based on student achievement. Under a one-year agreement between LAUSD and the Associated Administrators of Los Angeles, student test data are to be

considered "a limited part of the whole evaluation picture. There will be no specific predetermined way to be given them nor are they to be treated by the district or evaluators as the sole or as the primary or controlling factor in determining the final overall evaluation of administrators' performance" (Zubrzycki, 2012).

A full list of references for this infographic is available online at www.ascd.org/publications/newsletters/policy-priorities/vol19/num02/References.aspx.