

## State Council for Educator Effectiveness – Draft Recommendations

### Measuring Student Growth for Use in Principal Evaluations

**Draft February 10, 2011**

These draft recommendations reflect the Council’s efforts to balance numerous and sometimes competing values:

- Ensuring that local districts can make decisions that best fit the specific context of their schools and communities;
- Ensuring enough consistency in approach statewide that ensures students in different districts are not subjected to widely disparate degrees of expectations in their educational experiences;
- Recognition that available student growth measures do not provide valid and reliable assessments for all areas of instruction, and as such appropriate measures for evaluations must be chosen thoughtfully and comprehensively;
- Concerns that districts/principals not be given incentives to narrow the curriculum for students by having disproportionate weight placed only upon student growth in content areas and grades tested by state summative assessments;
- A desire to provide incentives for the state, districts, and principals to work toward the development of valid measures of student growth across subject areas not currently covered by state summative assessments; and develop additional valid measures of student growth even for subjects currently covered by state summative assessments;
- Recognition that principals serving students in different grades will have different types of student growth measures available, and that the measures chosen for the purpose of principal evaluations should reflect thoughtful consideration of these differences.

#### Quality Standard VII – Accountability for Student Growth

1. All districts shall develop principal evaluation systems which measure principal performance against Quality Standard VII (Student Growth) using multiple measures.
2. Districts, in collaboration with principals including members of the representative association, if one exists, shall choose or develop appropriate measures of student growth (as defined in Sections 12-14 below) to be used in the evaluation of each principal.
3. Districts shall ensure that the measures of student growth chosen for principal evaluations are coherent with the measures of student growth used for the evaluation of teachers in each principal’s school.

4. The student growth measures shall be chosen in a manner that ensures that student growth is characterized as broadly as possible such that the principal's evaluation is not based solely on the results of growth determinations from subjects and grades with state developed tests. This may involve using student growth measures that have been adopted or developed for use in teacher evaluations.
5. Districts shall also consider the following issues in selecting student growth measures:
  - a. Involving principals in the district in a discussion of which of the available measures will best match their responsibilities;
  - b. Ensuring that student growth measures chosen reflect the growth of all students, not only those in tested subjects and grades;
  - c. Ensuring that the student growth measures chosen support the school's unified improvement plan goals;
  - d. The technical quality of the analytic methods available.
6. Districts shall develop processes for identifying and addressing the appropriate collection of student growth measures for principals serving school populations that fall into more than one of the categories delineated in Sections 12-14 below.
7. Districts shall clearly articulate to principals the category or categories of personnel into which they fall, and how the growth of the students for whom they are responsible will be measured for the purpose of informing their performance evaluation.
8. Districts shall clearly articulate to teachers how student growth for principals will be measured, and delineate the manner in which these measures are aligned with the growth measures for teachers.
9. Districts shall develop a process for identifying and further evaluating principals whose measures of performance against Principal Quality Standard VII are internally inconsistent; or whose performance on Principal Quality Standard VII are inconsistent with a principal's performance on Principal Quality Standards I – VI.

**NB:** The Colorado School Performance Framework is designed to provide a comprehensive picture of school quality including student growth and achievement, and also incorporates indicators of achievement gaps, graduation rates and other factors pointing to the overall quality of a school. As such the SCEE agreed that results of the SPF should be a required component of each principal's evaluation. Moreover, since the SPF incorporates CGM outcomes based on state summative assessments, as well as data on other measures of student achievement and outcomes, the SCEE determined that the SPF was most appropriately required as a measure of a principal's performance against Principal Quality Standard VI (student growth), although districts may choose to incorporate SPF measures as measures of Principal Quality Standards I-V. There is legitimate concern that the SPF is somewhat narrow in incorporating CGM outcomes only for currently tested subjects and grades, which is why the Council recommended requiring a more comprehensive approach to measuring student growth as part of Quality Standard VII.

10. The Colorado School Performance Framework shall be used as one of the multiple measures of student growth and achievement for each principal.
  - a. Districts may decide to weight specific components of the SPF more heavily than others depending on the principal's responsibilities and the performance needs of

the school. Any reweighting of the SPF should be accompanied by a clear rationale based on trying to maximize the validity of the SPF for the evaluation of the particular principal.

11. Districts shall incorporate at least one other measure of student growth and achievement to evaluate each principal's performance of Quality Standard VII.
12. For the evaluations of principals responsible for students in early childhood education (ECE) through grade 3 districts may choose from among other measures of student growth outcomes used as the basis for evaluations for teachers teaching in ECE-grade 3, as delineated in CDE guidelines. These may include, but are not limited to, assessments of early literacy and/or mathematics shared among members of the school community that may be used to measure student longitudinal growth.
13. For the evaluation of principals responsible for students in grades 4-8:
  - a. A portion of a principal's growth determination may be based on the results of the Colorado Growth Model for subjects tested by state summative assessments (currently, mathematics, reading and writing). The weight of this measure may be increased to reflect the increased proportion of subjects covered by state summative assessments over time;
  - b. A portion of a principal's growth determination may be based upon appropriate measures of student growth for students in grades 4-8, as delineated in CDE guidelines. These may include, but are not limited to, student growth measures shared among members of the school community.
14. For the evaluation of high school principals:
  - a. Where direct or indirect results from the Colorado Growth Model are available, a portion of a principal's growth determination may be based on the results of the CGM;
  - b. To account for the portion of teachers without direct or indirect results from the Colorado Growth Model, a portion of a principal's growth determination may be based upon appropriate measures of student growth for personnel teaching in non-tested subjects and grades, as delineated in CDE guidelines. These may include, but are not limited to, student growth measures shared among members of the school community.
  - c. Districts may also choose to include status-based measures of student achievement addressing the increase in percentage of students ready for postsecondary workforce readiness, measured in a manner consistent with CDE guidelines.

**The following recommendations charge CDE with developing guidelines related to the above recommendations**

15. The SCEE recommends that CDE develop guidelines that at a minimum address and require that:

- a. districts consider the match of available assessments to the grades and subjects taught in the principal's school;
  - b. district leaders collaborate with principals in the district, including representatives of the local association, if one exists, to choose or develop appropriate measures of student growth that match the curricular and instructional responsibilities of the school;
  - c. the School Performance Framework be used in the evaluation of principals;
  - d. state-wide assessments, where available and appropriate, be used in the evaluation of student growth using a more normative approach than done in the SPF;
  - e. districts include at least one additional measure of student growth or achievement;
  - f. the student growth measures used in the evaluation of a specific principal be coherent with the student growth measures used to evaluate the her/his teachers.
16. CDE shall also develop technical guidelines regarding the development and use of various student growth approaches, which shall be updated as research and best practices evolve. Approaches to be addressed within these guidelines include but are not limited to:
- a. The development and use of teacher-, school- or district-developed assessments;
  - b. The use of off-the shelf commercial interim and summative assessments;
  - c. The development and use of student growth objectives;
  - d. The development and use of other goal-setting approaches;
  - e. Piloting of new and innovative practices.
17. CDE shall develop and/or provide examples of the following:
- a. Approaches to categorizing personnel for the purposes of measuring individual student growth;
  - b. Approaches to categorizing personnel for the purposes of joint attribution of student growth;
  - c. Exemplar student growth measures for all categories of personnel.