

2016 School Advance Principal Summative Rubric

1. Results Number of Indicators: 4

Dimension Description:

1.1. Indicator Student Achievement: Based on student growth on academic measures	Highly Effective	Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or
	Effective	Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or
	Minimally Effective	Shows improvement in the percentage of building students who meet established student achievement targets* on specified measures**; and/or
	Ineffective	-

1. Indicator Notes:

*This approach allows the district to establish student achievement targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement.

Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

1.2. Indicator Teacher Performance: Based on student growth targets	Highly Effective	Exceeds the established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or
	Effective	Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or
	Minimally Effective	Shows improvement in the percentage of building teachers whose students meet established student achievement targets* on specified measures**; and/or
	Ineffective	-

1. Results

Number of Indicators: 4

Dimension Description:

2. Indicator Notes:

*This approach allows the district to establish student achievements targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

1.3. Indicator Achievement Gap Reduction/Elimination: Based on meeting targets for achievement gap reduction

Highly Effective	Exceeds established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or
Effective	Meets established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or
Minimally Effective	Shows improvement in reducing the size of identified achievement gaps for sub-groups of students on specified measures**; and/or
Ineffective	-

3. Indicator Notes:

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

1.4. Indicator Overall Progress on Building School Improvement Plan: Based on school Improvement targets

Highly Effective	Exceeds established annual school process and program improvement targets based on the school's improvement plan***
Effective	Meets established annual school process and program improvement targets based on the school's improvement plan***
Minimally Effective	Shows improvement on identified school process and program improvement targets based on the school's improvement plan***
Ineffective	-

4. Indicator Notes:

***This approach allows the district to establish both student and school process/program improvement targets based on the principal's school improvement plan based on a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the school's improvement plan.

2. Leadership

Number of Indicators: 6

Dimension Description:

2.A1. Indicator Factor A: Vision for Learning and Achievement: Characteristic 1: Personal	Highly Effective	And sets both an example and an expectation for treating all persons with civility, respect, and dignity
	Effective	And advances his/her personal vision in ways that honors and celebrates diversity and the worth of every individual
	Minimally Effective	Maintains and communicates an informed vision of success for all students
	Ineffective	-
2.A2. Indicator Factor A: Vision for Learning and Achievement: Characteristic 2: Shared	Highly Effective	And monitors progress, aligns resources, and fosters innovation to achieve the shared vision based on valid measures of success
	Effective	And enlists staff, students, and parents in working on and regularly updating the shared vision based on current information
	Minimally Effective	Works with staff, students, parents, and community to build a shared vision of learning for all students
	Ineffective	-
2.B1. Indicator Factor B: Leadership Behavior: Characteristic 1: Informed	Highly Effective	And works with staff to use data, information, and research to set priorities, evaluate school programs, and collaborate for improved results
	Effective	And guides staff to use multiple sources of data, information and research to inform goals, strategies, and practices
	Minimally Effective	Uses valid data, information, and research to inform goals, strategies, and practices
	Ineffective	-
2.B2. Indicator Factor B: Leadership Behavior Characteristic 2: Strategic and Systemic	Highly Effective	And works with staff, students and parents to link school priorities and strategies into a systemic plan to achieve school and district goals
	Effective	And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals
	Minimally Effective	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school
	Ineffective	-
2.B3. Indicator Factor B: Leadership Behavior: Characteristic 3: Fair, Legal, Honest, and Ethical and Professional	Highly Effective	And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
	Effective	And, holds school personnel accountable for fair, legal, and ethical conduct
	Minimally Effective	Conducts his/her work in a fair, legal, and ethical manner
	Ineffective	-

2. Leadership

Number of Indicators: 6

Dimension Description:

2.B4. Indicator Factor B: Leadership Behavior Characteristic 4: Resilient	Highly Effective	And establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal
	Effective	And models and sets expectations for staff to use habits of reflective practice, personal growth and renewal, reliability, and consistency
	Minimally Effective	Maintains effective personal work habits, is reliable and consistent in fulfilling responsibilities, and renews personal commitment
	Ineffective	-

3. Programs Number of Indicators: 6

Dimension Description:

3.A1. Indicator Factor A: High Quality/Fidelity/Reliability Instructional Program: Characteristic 1: Curriculum	Highly Effective	And assists staff in interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by all parents
	Effective	And ensures that staff communicates curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students
	Minimally Effective	Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction
	Ineffective	-
3.A2. Indicator Factor A: High Quality/Fidelity/Reliability Instructional Program: Characteristic 2: Instruction	Highly Effective	And establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students
	Effective	And assists staff in developing a repertoire of research based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs
	Minimally Effective	Has a working knowledge of effective instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs
	Ineffective	-
3.A3. Indicator Factor A: High Quality/Fidelity/Reliability Instructional Program: Characteristic 3: Assessment	Highly Effective	And works with staff to establish building and district systems, processes, policies, training, and shared leadership for effective assessment and feedback practices
	Effective	And provides training and support for staff to become assessment literate and competent in analyzing and interpreting assessment results to communicate student progress, set learning goals, and make decisions that affect students
	Minimally Effective	Has a working knowledge of assessment practices and instruments and works with staff to follow ethical, legal, and valid practices in using data to communicate about student progress
	Ineffective	-

3. Programs Number of Indicators: 6

Dimension Description:

<p>3.B1. Indicator Factor B: Safe, Effective, Efficient School Operations: Characteristic 1: Policies, Laws, and Procedures</p>	<p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p>	<p>And monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and to develop positive employee relations</p> <p>And informs and holds staff accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies</p> <p>Maintains current knowledge and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies</p> <p>-</p>
<p>3.B2. Indicator Factor B: Safe, Effective, Efficient School Operations: Characteristic 2: Systems, Processes, and Procedures</p>	<p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p>	<p>And works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures</p> <p>And ensures that staff and students understand, follow, and evaluate the systems, processes, and procedures of the school and district</p> <p>Follows district and establishes school systems, processes, and procedures that guide the operation of the school</p> <p>-</p>
<p>3.B3. Indicator Factor B: Safe, Effective, Efficient School Operations: Characteristic 3: Resource Allocation and Management</p>	<p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p>	<p>And communicates and collaborates with staff, central office, and stakeholders about the school's financial status and securing resources to achieve school goals</p> <p>And communicates with staff about the school's financial status and develops processes for aligning and realigning resources to support school goals</p> <p>Establishes procedures for and regularly monitors the school's fiscal management and financial status</p> <p>-</p>

4. Processes

Number of Indicators: 6

Dimension Description:

4.A1. Indicator Factor A: Community Building: Characteristic 1: Relationships	Highly Effective	And, works with the community to form partnerships, coordinate services, seek out resources and support, and advocate for the school
	Effective	And, is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community
	Minimally Effective Ineffective	Forms relationships with staff, students, families and the broader school community -
4.A2. Indicator Factor A: Community Building: Characteristic 2: Inclusion	Highly Effective	And ensures all segments of the community are included, involved, respected, and valued
	Effective	And responds to concerns of students, parents, and the community—involving them in ways that are meaningful and relevant
	Minimally Effective Ineffective	Welcomes and invites parents and members of the diverse community to be involved with the school -
4.A3. Indicator Factor A: Community Building: Characteristic 3: Communications	Highly Effective	And establishes a regular system of two-way communication with parents, community, and media, while involving parents in their child's education
	Effective	And uses a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school
	Minimally Effective Ineffective	Communicates regularly with internal and external stakeholders about student achievement -
4.B1. Indicator Factor B: Evidenced Based and Data Informed Decision Making: Characteristic 1: Collaborative Inquiry	Highly Effective	And trains teachers to lead collaborative inquiry, assist colleagues in developing evidence based goals and strategies, and disseminate successful improvement work
	Effective	And establishes and works with staff teams to challenge assumptions, raise questions, and interpret multiple sources of student results to create evidence based instructional plans
	Minimally Effective Ineffective	Creates school routines to examine and question student and school results -

4. Processes

Number of Indicators: 6

Dimension Description:

4.B2. Indicator Factor B: Evidenced Based and Data Informed Decision Making: Characteristic 2: Systematic Use of Multiple Data Sources	Highly Effective	And works with staff to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies
	Effective	And works with staff to analyze multiple year student data (including sub-groups) and school data trends and select evidence-based strategies to achieve the school improvement goals
	Minimally Effective	Works with staff to use multiple forms of student data (including sub-groups) and school data to identify school improvement goals
	Ineffective	-
4.B3. Indicator Factor B: Evidenced Based and Data Informed Decision Making: Characteristic 3: Data Systems	Highly Effective	And provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring
	Effective	And ensures that staff are knowledgeable and monitored in their use of the school's data systems for classroom assessment and progress monitoring
	Minimally Effective	Is knowledgeable about, and sets clear expectations for, staff use of the school's data systems
	Ineffective	-

5. Systems

Number of Indicators: 7

Dimension Description:

5.A1. Indicator Factor A: Technology Integration and Competence: Characteristic 1: Personal Use of Technology	Highly Effective	And learns and uses emerging technologies to increase productivity, develop leadership, and expand staff use of technology
	Effective	And models personal use of technology, participates in electronic learning communities, and makes creative use of technology to enhance communications and accomplishment of job responsibilities
	Minimally Effective	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications
	Ineffective	-
5.A2. Indicator Factor A: Technology Integration and Competence: Characteristic 2: Learning and Teaching with Technology	Highly Effective	And provides leadership, advocacy, and creative solutions for school and district level use of technology to improve parent and community involvement, expand student learning opportunities, improve the monitoring and communication of student progress and adapt the teaching and learning environment for better student results
	Effective	And assists staff in exploring new uses for instructional technology, ensuring that technology is integrated into school plans for improving curriculum management, instruction, and assessment
	Minimally Effective	Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities
	Ineffective	-
5.A3. Indicator Factor A: Technology Integration and Competence: Characteristic 3: Leadership for Technology	Highly Effective	And provides leadership for district policies and practices that encourage and recognize staff initiative and innovative use of technology to improve student results
	Effective	And works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in the learning process
	Minimally Effective	Builds a shared vision with staff and parents for using technology to enhance classroom instruction and improve student results
	Ineffective	-
5.B1. Indicator Factor B: Human Capacity: Characteristic 1: Professional Development	Highly Effective	And works with staff to evaluate the school's professional learning culture and the impact of internal and external professional learning on student results
	Effective	And establishes processes for self and staff to refine personal growth plans with data and research, while engaging in professional learning and performance evaluation
	Minimally Effective	Develops a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or staff induction, mentoring, and coaching systems
	Ineffective	-

5. Systems

Number of Indicators: 7

Dimension Description:

5.B2. Indicator Factor B: Human Capacity: Characteristic 2: Leadership Development	Highly Effective	And identifies, develops, and supports staff, student, and parent leaders with the training, mentoring, and coaching needed to carry out meaningful leadership roles in the school
	Effective	And helps staff build a culture where they share responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school
	Minimally Effective	Involves staff in school decision making processes and recognizes staff leadership
	Ineffective	-
5.B3. Indicator Factor B: Human Capacity: Characteristic 3: Performance Evaluation	Highly Effective	And involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process
	Effective	And works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results
	Minimally Effective	Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth or individual
	Ineffective	-
5.B4. Indicator Factor B: Human Capacity: Characteristic 4: Productivity	Highly Effective	And differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity
	Effective	And makes evidence based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes
	Minimally Effective	Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work
	Ineffective	-

