



FACT SHEET

Colorado State Model Evaluation System for Principals

2014-2015 Pilot Findings

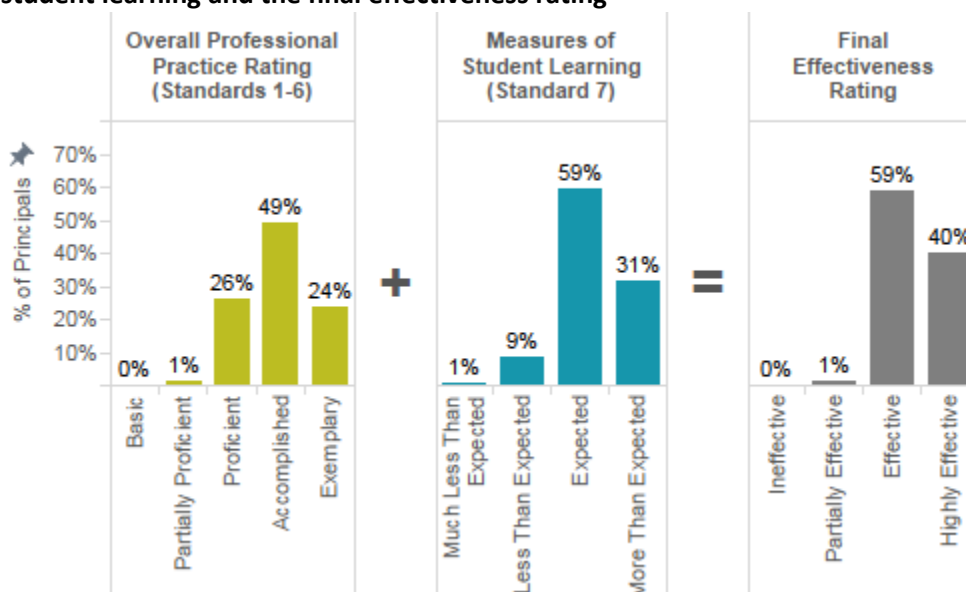
Senate Bill 10-191, passed in 2010, restructured the way principals are supported and evaluated in order to promote students' college and career readiness. To support this effort, the Colorado Department of Education (CDE) developed the Colorado State Model Evaluation System for Principals as an option for districts to use in implementing the new support and evaluation requirements. The model system for principals has a five-year pilot cycle which concludes at the end of the 2015-2016 school year.

Ratings Distributions

Overall Effectiveness Ratings

There are two high-level components of a principal's evaluation: professional practice and measures of student learning (MSLs, formerly "student growth"). Professional practice ratings and MSL ratings are combined to produce final effectiveness ratings (though districts were given the option during 2014-2015 to weigh MSLs below 50%). The distributions for each of these rating levels are shown in Figure 1. The correlation between the Overall Professional Practice rating and the MSL rating is not statistically significant.

Figure 1. Ratings distributions for overall professional practice, measures of student learning and the final effectiveness rating



Principal Quality Standards

The [Colorado Principal Quality Standards](#) are the foundation of the Colorado State Model Evaluation System for Principals. The professional practice rubric measures Principal Quality Standards 1 through 6 (the summative rating for the professional practice standards is displayed in Figure 1). Standard 7, which pertains to principal responsibility for student academic growth, is measured separately and is also shown in Figure 1. The distributions for Standards 1-6 are shown in Figure 2. The ratings categories are abbreviated as follows: B=Basic, PP=Partially Proficient, P=Proficient, A=Accomplished, and E=Exemplary.

Pilot Background

2011-2012 Pilot year 1

- The Colorado State Model Evaluation System for Principals was first piloted in 27 school districts of varying size and location during the 2011-2012 school year.

2012-2013 Pilot year 2

- The [2012-2013 pilot report](#) focused on findings pertaining to the professional practice components of the system. The report presented data from 410 principals in 21 districts.

2013-2014 Pilot year 3 and statewide rollout of the evaluation system, though final ratings below Effective did not count toward the loss of non-probationary status

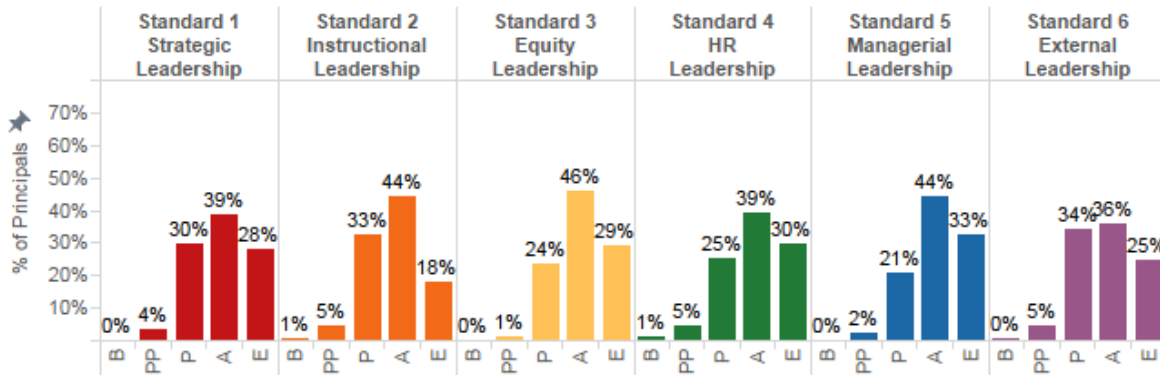
- The [2013-2014 report](#) presented data from the 406 principals in 17 districts that submitted professional practice ratings.

2014-2015 Pilot year 4 and full rollout of evaluation system, though MSLs could be weighted at 0%

- High-level findings pertaining to professional practices and MSLs are reported here. The data represent 442 principals from 18 districts.

The highest rated professional practice standard (based on an average across all ratings categories) is Standard 5, which encompasses practices related to managerial leadership in the building. Principals received the lowest ratings on Standard 2, which pertains to leadership around curriculum and instruction.

Figure 2. Ratings distributions for Standards 1-6



Elements

This section reports on the distributions of ratings for the elements within each standard (see Figures 3-8). Note that each standard is comprised of at least three elements. Pilot principals received the highest ratings on Elements 5d (School-wide Expectations), 5f (Supportive Environment), 3c (Equity Pedagogy), and 3b (Commitment to the Whole Child). Conversely, they received the lowest ratings on Elements 2d (High Expectations), 2e (Instructional Practices), and 3d (Continuous Improvement). All of these elements have been among the highest and lowest rated elements, respectively, for at least one of the last two pilot years.

Figure 3. Ratings distributions for Standard 1 (Strategic Leadership) and associated elements

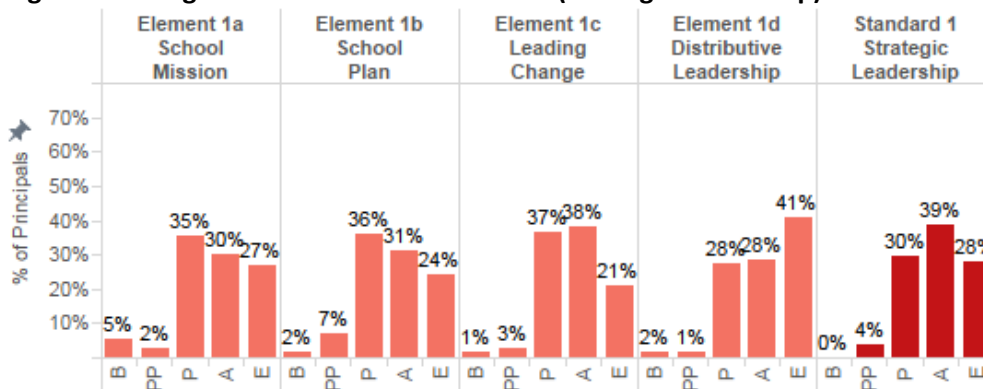


Figure 4. Ratings distributions for Standard 2 (Instructional Leadership) and associated elements

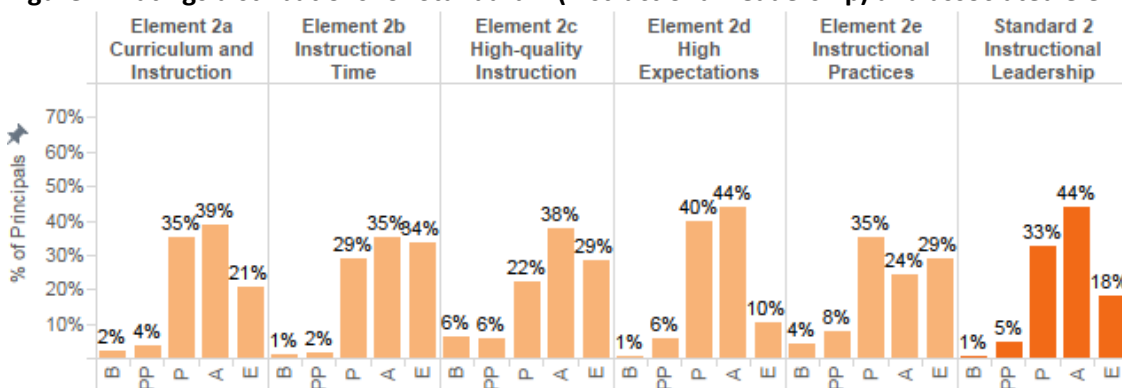




Figure 5. Ratings distributions for Standard 3 (Equity Leadership) and associated elements

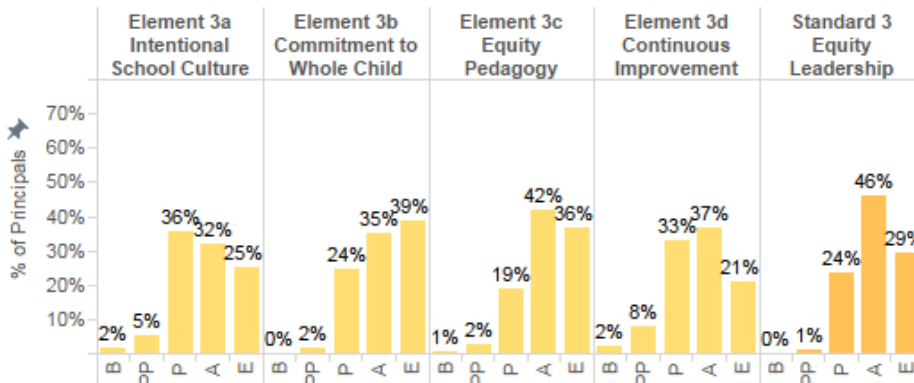


Figure 6. Ratings distributions for Standard 4 (HR Leadership) and associated elements

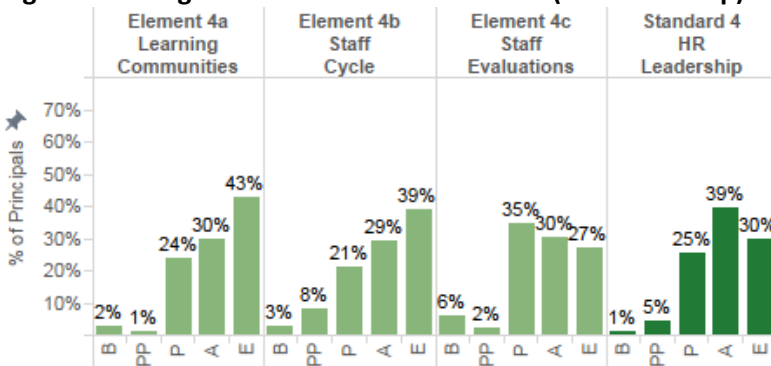


Figure 7. Ratings distributions for Standard 5 (Managerial Leadership) and associated elements

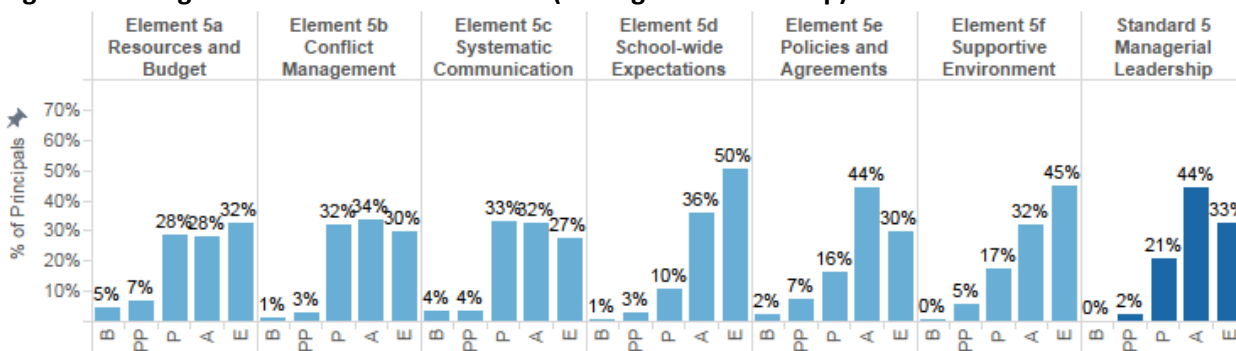
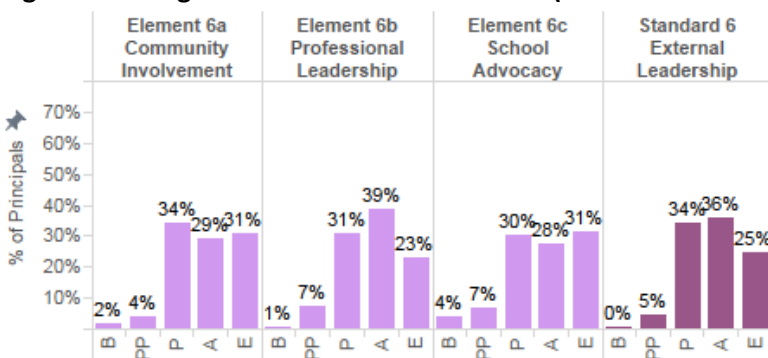


Figure 8. Ratings distributions for Standard 6 (External Leadership) and associated elements





Next Steps

There is a moderate amount of variability in the distributions of principal performance evaluation ratings, particularly at the element level. Otherwise stated, there is more nuance at the element level that is not apparent from only viewing the final effectiveness ratings.

At the conclusion of the 2015-2016 school year, CDE will have five years of data (including two years of MSL ratings) from the Colorado State Model Evaluation System for Principals pilot. CDE plans to conduct detailed analyses on all five years of data to inform changes to the system.