

PRINCIPAL PERFORMANCE DETERMINATION RUBRICS

Performance Determination Rubrics: Standard 1 - Shared Vision

Standard 1: Shared Vision: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

	<i>Non-Proficient / 1</i>	<i>Developing Proficiency / 2</i>	<i>Proficient / 3</i>	<i>Exemplary / 4</i>
<i>A. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.</i>	Expectations for self, students, and staff are not high. Resources are not aligned and organized to support student growth.	"High expectations for self, students, and staff are part of the culture in the school. Organizational support systems align some resources for student growth and development."	High expectations for self, students and staff are part of the culture in the school. Organizational support systems align resources for student growth and development.	"High expectations for self, students and staff dominate the culture in the school. Organizational support systems effectively align resources for maximum student growth and development."
<i>B. Creates a comprehensive, rigorous, and coherent curricular program.</i>	Follows existing district curricular program	Allows individual teachers to enhance and improve existing curriculum.	Provides professional development and other school improvement activities designed to help teachers ensure rigor and to enhance and improve existing curriculum	Leads a collaborative process to enhance and improve existing curriculum, ensuring a comprehensive, rigorous and coherent program
<i>C. Creates a personalized and motivating learning environment for students.</i>	Inconsistently monitors the learning environment for students. Inconsistent efforts to create a personalized and motivating environment	Supports individual teacher efforts to develop- and sustain personalized learning. Provides professional development to support the development of personalized and motivating learning environments	"Creates an environment in the building that allows for personalized learning, including aligning resources, building capacity, developing processes and structures. Develops a building wide focus on personalized learning"	"Templates a genuine interest in the personal success of every student. Creates a school culture that is motivating for staff and student Ensures that school resources, processes, structures and capacity are aligned to meet individual student needs."
<i>D. Supervises instruction.</i>	Does not establish a formal assessment or accountability system. Uses a single source of data to monitor student progress. Focuses accountability on compliance rather than improvement.	Develops assessment and accountability systems that include several sources of data to monitor student progress. Data from one system does not inform the other. Data from the systems are not used to make changes that will lead to improved student learning	Uses assessment and accountability systems to monitor student progress and identify patterns and trends in student performance. The systems include multiple sources of data that provide information about progress toward improvement goals. Data from the systems are used to improve teaching and learning.	Facilitates use of the assessment and accountability systems by teachers, students and parents to monitor student progress and improve teaching and learning. Assists others in establishing effective assessment and accountability systems.

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<p><i>F. Develops the instructional and leadership capacity of staff.</i></p>	<p>Professional development does not address the student learning needs. Lifelong learning is not modeled or encouraged.</p>	<p>Professional development is rarely planned to consider student learning needs. Lifelong learning is rarely encouraged.</p>	<p>"Professional development is planned to consider student learning needs. Lifelong learning is encouraged."</p>	<p>"Professional development is focused on the school's specific student learning needs. Lifelong learning is encouraged and modeled."</p>
<p><i>G. Maximizes time spent on quality learning."</i></p>	<p>Demonstrates little understanding of quality teaching. Actions do not support quality teaching throughout the building</p>	<p>Demonstrates an inconsistent understanding of quality teaching. Actions partially support quality teaching throughout the building</p>	<p>Demonstrates a complete understanding of quality teaching. Reinforces quality teaching in the building through frequent observation, feedback, modeling, professional development and support of teachers</p>	<p>Demonstrates an advanced understanding of quality teaching. Provides individualized support for teachers. High quality teaching is evident throughout the building</p>
<p><i>H. Promotes the use of the most effective and appropriate technologies to support teaching and learning.</i></p>	<p>Best practices, the use of data and technologies are not used to support learning. Barriers to student learning are not identified.</p>	<p>Student learning may occasionally be supported by best practices, the use of data and technologies in teaching and learning. Barriers to student learning are rarely identified and addressed.</p>	<p>Student learning is often supported by best practices, the use of data and technologies in teaching and learning. Barriers to student learning are often identified and addressed.</p>	<p>Student learning throughout the school is consistently supported by best practices, the use of data and appropriate technologies in teaching and learning. Barriers to student learning are systematically identified, clarified, and address.</p>
<p><i>I. Monitors and evaluates the impact of the instructional program.</i></p>	<p>Does not promote use of data for monitoring purposes. Uses own opinion or the opinions of others, rather than data, to evaluate the impact of the instructional program.</p>	<p>Monitors the instructional program and promotes the use of disaggregation of data on an irregular basis. Uses only standardized assessments to evaluate the impact of the instructional program.</p>	<p>"Uses multiple sources of data, including perception data from staff, students, and parents, to monitor and evaluate the impact of the instructional program. Ensures that monitoring is systematic and occurs frequently. Provides guidance to staff and time for them to work together to use data for monitoring, evaluating, and improving the instructional program."</p>	<p>Engages staff and students in the continuous improvement of the instructional program through the monitoring process. Works with staff to identify additional sources of data that will provide information about the effectiveness of the instructional program.</p>

Principal Provided Evidence:

Conscious Discipline training was developed by the behavior team. Guided reading training was framed up by coach, assistant principal and building principal. AdvancED teams will help determine next steps and PD for SIP days that are available.

We are monitoring all curriculum areas especially with reading and math due to tiering data. Also, working on kindy push-in and first grade framework.

Administrator Provided Evidence:

Performance Determination Rubrics: Standard 2 – Culture of Learning

Standard 2: Culture of Learning: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	<i>Non-Proficient / 1</i>	<i>Developing Proficiency / 2</i>	<i>Proficient / 3</i>	<i>Exemplary / 4</i>
<i>A. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.</i>	Expectations for self, students, and staff are not high. Resources are not aligned and organized to support student growth.	High expectations for self, students, and staff are part of the culture in the school. Organizational support systems align some resources for student growth and development."	High expectations for self, students and staff are part of the culture in the school. Organizational support systems align resources for student growth and development.	High expectations for self, students and staff dominate the culture in the school. Organizational support systems effectively align resources for maximum student growth and development."
<i>B. Creates a comprehensive, rigorous, and coherent curricular program.</i>	Follows existing district curricular program	Allows individual teachers to enhance and improve existing curriculum.	Provides professional development and other school improvement activities designed to help teachers ensure rigor and to enhance and improve existing curriculum	Leads a collaborative process to enhance and improve existing curriculum, ensuring a comprehensive, rigorous and coherent program
<i>C. Creates a personalized and motivating learning environment for students.</i>	Inconsistently monitors the learning environment for students. Inconsistent efforts to create a personalized and motivating environment	Supports individual teacher efforts to develop- and sustain personalized learning. Provides professional development to support the development of personalized and motivating learning environments	Creates an environment in the building that allows for personalized learning, including aligning resources, building capacity, developing processes and structures. Develops a building wide focus on personalized learning"	Templates a genuine interest in the personal success of every student. Creates a school culture that is motivating for staff and student Ensures that school resources, processes, structures and capacity are aligned to meet individual student needs."
<i>D. Supervises instruction.</i>	Infrequent or inconsistent observations of classroom instruction. Inconsistent feedback to teachers. Feedback is not useful or meaningful	Inconsistent observations of classroom instruction. Observations result in meaningful feedback to teachers"	Consistently monitors classroom instruction and provides consistent and frequent constructive feedback	Organizes building to allow for multiple observers of classroom instruction, and multiple opportunities for frequent constructive and meaningful feedback
<i>E. Develops assessment and accountability systems to monitor student progress.</i>	Does not establish a formal assessment or accountability system. Uses a single source of data to monitor student progress. Focuses on accountability on compliance rather than improvement.	Develops assessment and accountability systems that include several sources of data to monitor student progress. Data from one system does not inform the other. Data from the systems are	Uses assessment and accountability systems to monitor student progress and identify patterns and trends in student performance. The systems include multiple sources of data that provide	Facilitates use of the assessment and accountability systems by teachers, students and parents to monitor student progress and improve teaching and learning. Assists others in establishing effective

		not used to make changes that will lead to improved student learning	information about progress toward improvement goals. Data from the systems are used to improve teaching and learning.	assessment and accountability systems.
<i>F. Develops the instructional and leadership capacity of staff.</i>	Professional development does not address the student learning needs. Lifelong learning is not modeled or encouraged.	Professional development is rarely planned to consider student learning needs. Lifelong learning is rarely encouraged.	Professional development is planned to consider student learning needs. Lifelong learning is encouraged."	"Professional development is focused on the school's specific student learning needs. Lifelong learning is encouraged and modeled."
<i>G. Maximizes time spent on quality learning.</i>	Demonstrates little understanding of quality teaching. Actions do not support quality teaching throughout the building	Demonstrates an inconsistent understanding of quality teaching. Actions partially support quality teaching throughout the building	Demonstrates a complete understanding of quality teaching. Reinforces quality teaching in the building through frequent observation, feedback, modeling, professional development and support of teachers	Demonstrates an advanced understanding of quality teaching. Provides individualized support for teachers. High quality teaching is evident throughout the building
<i>H. Promotes the use of the most effective and appropriate technologies to support teaching and learning.</i>	Best practices, the use of data and technologies are not used to support learning. Barriers to student learning are not identified.	Student learning may occasionally be supported by best practices, the use of data and technologies in teaching and learning. Barriers to student learning are rarely identified and addressed.	Student learning is often supported by best practices, the use of data and technologies in teaching and learning. Barriers to student learning are often identified and addressed.	Student learning throughout the school is consistently supported by best practices, the use of data and appropriate technologies in teaching and learning. Barriers to student learning are systematically identified, clarified, and address.
<i>I. Monitors and evaluates the impact of the instructional program.</i>	Does not promote use of data for monitoring purposes. Uses own opinion or the opinions of others, rather than data, to evaluate the impact of the instructional program.	Monitors the instructional program and promotes the use of disaggregation of data on an irregular basis. Uses only standardized assessments to evaluate the impact of the instructional program.	Uses multiple sources of data, including perception data from staff, students, and parents, to monitor and evaluate the impact of the instructional program. Ensures that monitoring is systematic and occurs frequently. Provides guidance to staff and time for them to work together to use data for monitoring, evaluating, and improving the instructional program."	Engages staff and students in the continuous improvement of the instructional program through the monitoring process. Works with staff to identify additional sources of data that will provide information about the effectiveness of the instructional program.

Principal Provided Evidence:

Discussions at PLC's on instruction and how we can support students and teachers in this area. Also, support with student behaviors occur at PLC's and a plan is put in place for support as well.

*Administrator Provided Evidence:***Performance Determination Rubrics: Standard 3 - Management**

Standard 3: Management: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

	<i>Non-Proficient / 1</i>	<i>Developing Proficiency / 2</i>	<i>Proficient / 3</i>	<i>Exemplary / 4</i>
<i>A. Monitors and evaluates the management and operational systems.</i>	Does not monitor and evaluate management and operational systems.	Utilizes existing systems for management and operational functions. Inconsistently monitors, evaluates and revises the functioning of these systems.	Consistently monitors and revises to ensure that management and operational systems are meeting their goal. Identifies and prioritizes needs and challenges to ensure success. Develops new systems as needed.	Uses school strategic planning process to align all school management and operational functions to ensure student achievement goals. Consistently monitors and revises to ensure that systems are meeting their goal. Develops new systems to meet needs."
<i>B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.</i>	School operational and organizational systems do not support an instructional environment. The school's physical environment is unsafe, unhealthy, and/or unattractive. The school's human, material, physical and time resources are not managed to support organizational goals.	The school's instructional environment is frequently ineffective due to poorly managed operational and organizational systems. The physical environment may be unsafe, unhealthy, and /or unattractive. Fiscal resources are not systematically managed. The school's human, material, physical and time resources are often not used to support school goals.	School operational and organizational systems provide an instructional environment that is generally safe, healthy and supportive of learning. Fiscal resources are managed responsibly. School human, material, physical and time resources are often focused on school goals.	School operational and organizational systems are managed efficiently and effectively, and monitored regularly to provide a safe, healthy, aesthetically pleasing and effective instructional environment. Fiscal resources are managed responsibly, efficiently and effectively. All school human, material, physical and time resources are managed to maximize organizational goals.
<i>C. Promotes and protects the welfare and safety of students and staff.</i>	Inconsistently communicates and upholds safety and behavioral expectations.	Clearly communicate and safety and behavioral expectations to expectations.	Consistently upholds and communicates safety and behavioral expectations with students and staff. Creates systems to reinforce expectations.	Collaborates with students and staff to develop, follow and consistently maintain safety and behavioral expectations. Behavioral and safety expectations promote student achievement.
<i>D. Develops the capacity for distributed leadership.</i>	Trends and potential problems are rarely identified.	Trends and potential problems are sometimes identified.	Some emerging trends and potential problems are identified and	Emerging trends and potential problems are identified, studied and

	Communication skills are ineffective throughout the school population.	Communication skills are inconsistent throughout the school population.	confronted. Communication skills are effective in some segments of the school population.	confronted in a timely manner. Effective communication skills are evident throughout the school population.
<i>E.Ensures teacher and organizational time are focused to support quality instruction and student learning.</i>	Provides professional development not based on the needs of staff. Professional development is random, without a focus on improving specific classroom instructional practices	Provides professional development focused on specific classroom instructional practices	Provides meaningful, focused, quality professional development focused on classroom instructional improvement and based on staff needs.	Creates and provides focused and quality individualized professional development based on staff, small group and individual needs

Principal Provided Evidence:

Holding all staff accountable with memo's, meetings and check-ins. All staff know we are here to service students first and foremost.

Administrator Provided Evidence:

Performance Determination Rubrics: Standard 4 – Family and Community

Standard 4: Family and Community: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

	<i>Non-Proficient / 1</i>	<i>Developing Proficiency / 2</i>	<i>Proficient / 3</i>	<i>Exemplary / 4</i>
<i>A. Collects and analyzes data and information pertinent to the educational environment.</i>	Uses own opinions and beliefs, rather than data, as the sources of information about the educational environment.	Collects and analyzes a data and information that is pertinent to the educational environment, but limited to a few sources.	Collects and analyzes data and information pertinent to the educational environment from several sources, including school families, and uses it to make related improvements.	Collects and analyzes data pertinent to the educational environment on an ongoing basis and from diverse stakeholders, including school families and the broader community. Involves students, staff, and parents in using data about the educational environment for continuous improvement.
<i>B.Promotes understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources.</i>	Diversity is not acknowledged. The school and community do not communicate or collaborate.	Diversity is rarely acknowledged or valued. The school and community collaboration is minimal.	Diversity is recognized and tolerated. The school and community participate in collaborative ventures.	Diversity is recognized and valued. The school and community serve one another as resources.
<i>C.Builds and sustains positive relationships with families and caregivers.</i>	Inconsistently visible to public, staff, and students. Inconsistently responsive to parental concerns.	Visible to public, students, and staff. Informs parents of decisions involving their student.	Highly visible to the public, staff and students. Responsive to parents needs and concerns. Involves	Highly visible to the public, staff and students. Involves parents in all levels of appropriate decision

	Inconsistently updates parents on decisions involving their students.	Inconsistently responsive to parental concerns	parents with decision making about their student.	making, including decisions pertaining to their student as well as school decision making process. Works to maintain and build positive relationships with all parents.
<i>D. Builds and sustains productive relationships with community and partners.</i>	The school does not communicate with the larger community. The school has few or no partnerships with community groups. The school does not pursue positive media relations.	Visibility, involvement and communication with the larger community are minimal. Limited relationships with community groups. The school rarely pursues positive media relations.	The school is committed to involvement and communication with the larger community. One or more partnerships are established with area businesses, institutions of higher education and community groups. The school seeks positive media relations.	High visibility, active involvement and communications with the larger community are a school priority. Multiple partnerships are established with area businesses, institutions of higher education, and community groups. Effective media relations are developed and maintained.

Principal Provided Evidence:

Work hard at making connections with families. Home visits, phone calls, check-ins when they are in the building.

Administrator Provided Evidence:

Performance Determination Rubrics: Standard 5 - Ethics

Standard 5: Ethics: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	<i>Non-Proficient / 1</i>	<i>Developing Proficiency / 2</i>	<i>Proficient / 3</i>	<i>Exemplary / 4</i>
<i>A. Ensures a system of accountability for every student's academic and social success.</i>	Does not foster a shared responsibility for academic growth. Staff do not consider themselves responsible for the academic growth of all students	Fosters an inconsistent sense of responsibility of all staff members to be accountable for student academic growth	Fosters a shared responsibility of all staff members to be accountable for student academic growth	Fosters a shared responsibility of all staff members to be accountable for student academic growth, including growth in subgroups and narrowing achievement gaps
<i>B. Templates principles of self-awareness, reflective practices, transparency, and ethical behavior.</i>	People are not treated fairly. Attitude discourages high levels of performance. Ignores the impact of administrative practices on others.	People are usually treated fairly. Inconsistently considers the impact of administrative practices on others.	Demonstrates values and attitudes that are acceptable to the school community. Occasionally considers the impact of administration practices on others.	Demonstrates values and attitudes that inspire others to higher levels of performance. Considers the impact of administrative practices on others.
<i>C. Safeguards the values of democracy, equity, and diversity.</i>	Actions inconsistently support the values of democracy, equity, and diversity.	Supports the values of democracy, equity, and diversity.	Ensures that school processes, structures and practices maintain the values of	Actively promotes the values of democracy, equity and diversity by developing programs, structures, processes

			democracy, equity and diversity	and practices to promote these values
<i>D. Considers and evaluates the potential moral and legal consequences of decision-making.</i>	Does not demonstrate a code of ethics. Is not accepted as a role template and uses the influence of the office for personal gain.	Inconsistently demonstrates awareness of professional ethics. Inconsistently viewed as a role template and occasionally uses the influence of the office for personal gain.	Demonstrates awareness of professional ethics. Examines professional values, serves as a role template and occasionally uses the influence of the office to enhance the educational program.	Demonstrates a personal and professional code of ethics. Examines personal and professional values, serves as a role template and uses the influence of the office to enhance the educational program.
<i>E. Promotes social justice and ensures that individual student needs inform all aspect of schooling.</i>	Actions inconsistently promote social justice and ensure the individual student needs are met.	Supports the value of social justice and individual student need	Use principles of social justice and individual student needs to guide decision making	Actively develops school programs, structures, processes and practice to promote social justice and ensure that individual student needs inform all aspect of schooling

Principal Provided Evidence:

My motto is Do what is right not what is easy!

Administrator Provided Evidence:

Performance Determination Rubrics: Standard 6 – Societal Context

Standard 6: Societal Context: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

	<i>Non-Proficient / 1</i>	<i>Developing Proficiency / 2</i>	<i>Proficient / 3</i>	<i>Exemplary / 4</i>
<i>A. Advocates for children, families, and caregivers.</i>	Limited advocacy for children and families. Little to no impact on student success.	Advocates for children and families resulting in student successes.	Templates advocacy for children and families resulting in student improvement and success.	Empowers and encourages staff, children and families to advocate for themselves resulting in high levels of student achievement
<i>B. Acts to influence local, district, state, and national decisions affecting student learning.</i>	The school violates the framework of policies, laws and regulations enacted by local, state, and federal authorities. The school does not participate in shaping policy. There are no lines of communication with decision makers outside the school community.	The school occasionally violates policies, laws and regulations enacted by local, state and federal authorities. The school rarely uses political means to support education. Minimal communication lines exist with decision makers outside the school community.	Parts of the school community works within the framework of policies, laws and regulations enacted by local state and federal authorities. May occasionally seek input to public policy on behalf of students. Some lines of communication exist with decision makers outside the school community.	The school community works within the framework of policies, laws and regulations enacted by local, state, and federal authorities. Public policy is shaped to provide quality education for students. Lines of communication are developed with decision makers outside the school community.

<p><i>C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.</i></p>	<p>The school has no involvement with the environment in which schools operate. There is no communication among the school community concerning changes in the environment.</p>	<p>The school has limited involvement with the environment in which schools operate. There may be some communication among the school community concerning changes in the environment.</p>	<p>The school studies ways in which the environment in which schools operate may be influenced on behalf of students and their families. Communication processes have been initiated among the school community concerning trends, issues, and potential changes in the environment in which schools operate.</p>	<p>The environment in which schools operate is influenced on behalf of students and their families. Regular communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.</p>
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Principal Provided Evidence:

Administrator Provided Evidence:

Performance Determination Rubrics: Standard 7 – Student Achievement Growth Indicator

Standard 7: Student Achievement Growth Indicator: An educational leader promotes the academic achievement and growth of every student and promotes an educational culture that understands and values the assessment of growth, the analysis of data, and the development of student learning objectives that match the expectations of the school high standards.

	<i>Non-Proficient / 1</i>	<i>Developing Proficiency / 2</i>	<i>Proficient / 3</i>	<i>Exemplary / 4</i>
<p><i>A. Student achievement data literacy: evidences foundational knowledge and use of state-, district-, and school-level student achievement and growth data.</i></p>	<p>The principal demonstrates little to no knowledge of the interpretation or use of student achievement data. Data is not used to make decisions regarding school improvement, leadership and governance</p>	<p>The principal demonstrates a growing understanding of the interpretation and use of student achievement data. Limited or simple data is used to make decisions regarding school improvement, leadership and governance</p>	<p>"The principal demonstrates a solid knowledge of the interpretation and use of student achievement data. The principal uses a variety of student achievement data to make decisions regarding school improvement, leadership and governance"</p>	<p>"The principal demonstrates an advanced knowledge of the interpretation and use of student achievement data. A variety of student achievement data and advanced statistical techniques are used to interpret student data. Additional data collection methods are used beyond those provided. Data is used to make decisions regarding school improvement, leadership and governance"</p>
<p><i>B. Data-driven leadership: evidences meaningful school-wide professional learning that emphasizes all types and reporting levels of</i></p>	<p>The principal does not lead or provide professional learning that emphasizes the use of and types of student achievement data</p>	<p>The principal leads or provides school professional learning featuring limited use of or types of student achievement data. There is limited</p>	<p>The principal leads or provides meaningful professional learning that emphasizes all types and reporting levels of student achievement data</p>	<p>The principal develops and leads professional learning that demonstrates a significant impact on student learning.</p>

<i>student achievement data.</i>		evidence of impact on student learning.	resulting in impacts on student learning.	
<i>C. Instructional improvement: guides teachers to apply student achievement data to frame and measure standards-based curricular claims/student learning objectives.</i>	The principal does not guide school staff to apply student achievement data to frame and measure standards-based curricular claims/student learning objectives	Under the principal's guidance, school staff use data for limited purposes or use limited data to make instructional decisions. Most instructional decisions are made without the use of data. Staff data use results in little or no improvement to student achievement.	The principal guides school staff in the interpretation and use of student achievement data. Data is used by teachers to develop and measure curriculum and student learning goals. The use of data to measure student learning goals results in impacts on student learning.	School staff uses student achievement data as a normal and regular professional practice to measure standards-based curricular claims/student learning objectives. Principal guides school staff to use student performance data for a wide variety of purposes.
<i>D. Student Growth: students in the school demonstrate measureable growth and achievement on specified standardized and non-standardized measures</i>	Achievement data from multiple sources or data points show no evidence of student growth toward the district's learning goals; there are growing achievement gaps between student sub-groups.	Achievement data from multiple sources or data points show minimum evidence of student growth toward the district's learning goals for identified sub-groups of students.	Achievement data from multiple sources or data points show evidence of improving student growth toward the district's learning goals; the average achievement of the student population improved as does the achievement of each sub-group of students who are identified as needing improvement.	Achievement data from multiple sources or data points show evidence of consistent growth toward the district's learning goals; there is consistent record of improved student achievement, on multiple indicators, with identified sub-groups of students.

Note: The rubrics for Standard 7: Student Achievement Growth Indicator are consistent with those for AdvancED's Student Performance Evaluative Criteria, D.

Student Growth Indicator which includes components for quality of learning and equity of learning (see Figure A.1). Evidence gathered for AdvancED purposes may also be appropriate as evidence for meeting Standard 7 in the principal evaluation system.

Figure A.1: AdvancED Student Performance Evaluative Criteria: D. Student Growth Indicator

	<i>Non-Proficient / 1</i>	<i>Developing Proficiency / 2</i>	<i>Proficient / 3</i>	<i>Exemplary / 4</i>
<i>E. Student Growth: Quality of Learning (AdvancED)</i>	Evidence of student learning promoted by the institution is poorly analyzed and is presented unclearly. In comparison to institutions functioning in a similar educational context, students' statuses, improvement, and/or growth evidence indicates that the level of student learning is substantially below what would otherwise be expected.	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' statuses, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' statuses, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' statuses, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.

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<i>F. Student Growth: Equity of Learning (AdvancED)</i>	Evidence of student learning indicates achievement gaps exist among subpopulations of students and that minimal or no change has occurred in these achievement gaps.	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.
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Principal Provided Evidence:

We are monitoring all students who have not meet map growth last year and how they performed this past fall. Steps have been put in place to monitor and support these students.

Administrator Provided Evidence: