



Performance Evaluations & Performance-Based Contracts

The **Illinois Principals Association** has prepared this document to assist you in understanding the connection between the new performance evaluation system and performance-based goals, which are a required part of a principal's multi-year contract.

Understanding the Connection Between Performance Evaluations and Performance-Based Contracts

Each school district is required to implement a performance evaluation system for principals and assistant principals by September 1, 2012. The performance evaluation must be tied to both professional practice and student growth. Additionally, all multi-year principal and assistant principal contracts must contain performance-based goals and indicators of successful completion of these goals.

For principals and assistant principals on multi-year contracts, it is important to assure consistency between the components of the evaluation and the performance-based goals in the contract.

How are Performance-Based Goals defined?

The law requires that a multi-year contract contain at least one student performance goal and one academic improvement goal.

Student performance goals are tied to aspects of student behavior, sociability, fulfillment or achievement as they relate to the learning setting. Examples of student performance goals include: development of a plan to reduce student disciplinary problems, organizing a committee to discuss student graduation rates, preparing a report regarding ways to increase the number of students attending after school programs or participating in student athletics, and development of student achievement goals for each grade level.

Academic improvement goals, on the other hand, are tied directly to overall scholastic improvement in the school. Examples of these goals include: development of a plan to improve certain academic areas, conducting a student/parent survey on academic programs, preparing an analysis of student test scores and evaluating and revising a list of class offerings. (105 ILCS 5/10-23.8a.)

How are Professional Practice & Student Growth Defined?

Professional practice is defined as an instructional framework that is based on research regarding effective instruction, addresses at least planning, instructional delivery, and classroom management, and aligns to the Illinois Professional Teaching Standards. (23 Il. Admin. Code 50.320).

Student growth is defined as a “change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time” (23 Ill. Admin. Code 50.30). In accordance with this definition, a school is required to identify two (2) cohort groups of students to measure student growth.

Assuring Consistency Between Components of the Evaluation and Performance-Based Goals in the Contract

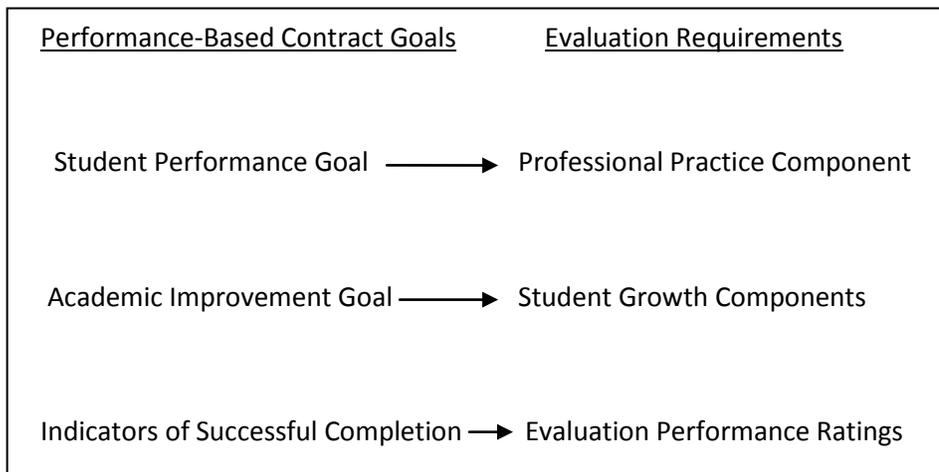
The law requires at least two performance-based goals in a multi-year contract. It is critical to assure that these goals are the same as the professional practice component and student growth components of the evaluation.

Note that the statutory requirements for performance-based goals in the contract and the statutory requirements for professional practice / student growth goals in the evaluation do not directly correlate. Therefore, not all performance-based goals can also be used as professional practice / student growth goals. We therefore recommend working with your superintendent to select performance-based goals, evaluation-based goals and measurements of successful completion that work hand-in-hand with each other and meet the requirements of both the contract law and the evaluation law.

The student performance goal in the contract (aspects of the learning environment) most directly translates into the professional practice component on the evaluation. For assistant principals, the student performance goal can also become a student growth measurement, if it relates directly to the assistant principal’s duties. (For more information relative to assistant principals, see the IPA publication “Student Growth and Assistant Principals.”)

The academic improvement goal (scholastic improvement) translates directly into the student growth components on the evaluation.

Additionally, the indicators of successful completion of the performance-based goals should be correlated to the principal’s ratings on the evaluation.



What are some examples of goals that meet the requirements of both the contract law and the evaluation law?

Example #1



Student Performance Goal: The principal shall create a committee consisting of parents, staff and students to address diversity issues in the school. Creation of this committee by December 1st shall constitute satisfactory completion of this goal.

Professional Practice Goal: The principal shall work with the Diversity Committee to assure that students of all backgrounds can be successful. IPSSL Standard V (leading with Integrity and professionalism), Indicator c (creates and supports a climate that values, accepts and understand diversity in culture and point of view).

Example #2



Academic Improvement Goal: The principal will analyze MAP testing data and make recommendations to the Superintendent. Preparation of an analytical report to the Superintendent by March 1st of each year shall constitute satisfactory completion of this goal.

Student Growth Goal: Eighty-five percent of students in second grade shall improve reading and math scores throughout the year as measured by the MAP test....

For further information on this topic other aspects of the new education reform laws, please contact the **Illinois Principals Association** at 217-525-1383.