

Example Principal Scorecard^a

Scorecard Domain	<i>Performance Dimensions</i>	<i>Methods of Measurement</i>	<i>Score Range</i>	<i>Weight</i>
Development	Participation in District & School PD Activities Successful Completion of Personal PD Plan Mentoring/coaching other school leaders	Records of PD participation, including district school leader meetings; records of school PD sessions, Milestones & indicators agreed upon by principal & evaluator at the beginning of the evaluation period Records of mentoring/coaching activities & ratings by mentees	1-4	20%
Leadership Behaviors	Instructional Leadership Human Capital Leadership Community Leadership Building Management	Evaluator judgments based on evidence collected & rubrics describing 4 levels of leader behaviors for each dimension	1-4	20%
Intermediate Outcomes	School Climate Retention of effective teachers Implement District Instructional Strategies	Teacher/Student climate survey results Retention rate of high value-added teachers Monthly walk-throughs by district program specialists	1-4	20%
Student Outcomes	School Productivity Improvement in Attainment Improvement in Graduation Rate Achievement Gap Reduction	School value-added in reading & math Increase in the percentage of students scoring at proficient/advanced levels on state assessments Increase in graduation rate Increase in the percentage of students in groups with lower proficiency scoring at proficient/ advanced levels	1-4	40%
Total Score Range:			1-4	

Notes

- a) This scorecard is based on the premise that skill development is necessary for improving leader behaviors, which in turn drive intermediate outcomes and student outcomes. Intermediate outcomes also are assumed to drive student outcomes. Each link in the chain is measured by the scorecard.
- b) Instructional leadership includes developing & communicating the school vision, developing a professional learning community, and ensuring quality instruction. Human capital leadership includes school staffing, induction & mentoring, professional development, & performance evaluation. Community leadership includes communication with families, engaging families in the work of the school, & engaging the community. Building management includes financial management, facility management, & compliance with district policies & state/Federal laws and regulations.

Version 2

<i>Scorecard Domain</i>	<i>Performance Dimensions</i>	<i>Methods of Measurement</i>	<i>Rating</i>	<i>Weight</i>	<i>Score</i>
Student Outcomes	School Productivity Improvement in Attainment Achievement Gap Reduction	-School value-added in reading & math -Increase in the percentage of students scoring at proficient/advanced levels on state assessments -Increase in the percentage of students in groups with lower proficiency scoring at proficient/advanced levels	3	40%	1.2
Implementation of the School Improvement Plan	Evaluator & principal agree on 2-3 key strategies from school improvement plan as the focus each year.	Quantitative and qualitative implementation milestones & indicators agreed upon by principal & evaluator at the beginning of the evaluation period	3	20%	0,6
Leadership Behaviors ^a	Instructional Leadership Human Capital Leadership Community Leadership	Evaluator judgments based on evidence collected & rubrics describing 4 levels of leader behaviors for each dimension	4	20%	0.8
Administration & Compliance	Financial Management Facilities Management Compliance with Federal, State, & District Policies/Laws	Reports and other input from central office units responsible for programs; inspection visits by evaluators using checklists	4	20%	0.8
Total Score:			3.4		

Notes

- c) Instructional leadership includes developing & communicating the school vision, developing a professional learning community, and ensuring quality instruction. Human capital leadership includes school staffing, induction & mentoring,

professional development, & performance evaluation. Community leadership includes communication with families, engaging families in the work of the school, & engaging the community.