

Introduction

Senate Bill 10-191 passed in 2010, changing the way Colorado educators are supported and evaluated with the ultimate goal of improving college and career outcomes for students. To support school districts in implementing the new evaluation requirements, the Colorado Department of Education (CDE) developed model systems as options for districts to use for the evaluation of teachers, principals (which includes assistant principals), and specialized service professionals. The current report presents findings from the second year of the pilot of the principal system.

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 (when CDE received ratings for 241 principals in 23 districts) and again during the 2012-2013 school year (when CDE received ratings for 410 principals in 21 districts). Data from 410 principals that participated in the 2012-2013 pilot of the principal model evaluation system are presented in this report.

All findings should be considered preliminary because: 2012-2013 was only the second year educators experienced the Colorado State Model Evaluation System for principals so they are still learning and becoming familiar with the system, there continues to be variability in the way districts are training and implementing the system, and CDE is continuing to learn from and make improvements to the system.

Summary of Key Findings

- There is a moderate amount of variability in the distributions of principal ratings, indicating that the professional practice rubric captures multiple aspects of school leadership as well as differences in principal practice.
- Colorado principals receive the highest ratings on Standard 5 (Managerial Leadership) and the lowest ratings on Standards 2 (Instructional Leadership) and 6 (External Leadership).
- A large majority of principals maintained or improved their ratings from 2011-2012 to 2012-2013.
- Principal ratings vary based on the district, school level, job category, years of experience, and gender.
- CDE continues to find evidence for reliability and validity in the state model evaluation system for principals.

Review of the Colorado Principal Quality Standards

Before reviewing findings from the Colorado State Model Evaluation System for Principals, it is important to consider what comprises the Colorado Principal Quality Standards because they are the foundation of the professional practice rubric. Note that the rubric measures Standards 1 through 6 (summarized in Figure 1). Standard 7, which captures principal responsibility for student academic growth, is not assessed by the professional practice rubric and is not addressed specifically in this report except when examining the correlations between principals' ratings on the rubric and student growth measures.

Figure 1. Colorado Principal Quality Standards and corresponding elements**Quality Standard I: Principals Demonstrate Strategic Leadership**

Element a: School Vision, Mission and Strategic Goals: Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations, and facilitate their integration into the life of the school community.

Element b: School Plan: Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students, and provides for data-based progress monitoring.

Element c: Leading Change: Principals solicit input and collaborate with staff and their school community to implement strategies for change and improvements that result in improved achievement and developmental outcomes.

Element d: Distributive Leadership: Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among Teachers and Administrators.

Quality Standard II: Principals Demonstrate Instructional Leadership

Element a: Curriculum, Instruction, Learning and Assessment: Principals promote school-wide efforts to establish, implement and refine appropriate expectations for curriculum, instructional practices, assessment and use of data on student learning based on scientific research and evidence-based practices that result in student academic achievement.

Element b: Instructional Time: Principals create processes and schedules which maximize instructional, collaborative and preparation time.

Element c: Implementing High-quality Instruction: Principals support Teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students and are aligned across P-20.

Element d: High Expectations for all Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these goals across content areas.

Element e: Instructional Practices: Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide Teachers in data-based decision making regarding effective practices to maximize student success.

Quality Standard III: Principals Demonstrate School Culture and Equity Leadership

Element a: Intentional and Collaborative School Culture: Principals articulate, model and positively reinforce a clear vision and values of the school's culture, and involve students, families and staff in creating an inclusive and welcoming climate that supports it.

Element b: Commitment to the Whole Child: Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.

Element c: Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and positive school culture, and provide instruction in meeting the needs of diverse students, talents, experiences and challenges in support of student achievement.

Element d: Efficacy, Empowerment and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and Teachers, and a valid assessment of outcomes.

Quality Standard IV: Principals Demonstrate Human Resource Leadership

Element a: Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters Teacher learning and develops Teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.

Element b: Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a knowledgeable, high-quality, high-performing staff.

Element c: Teacher and Staff Evaluation: Principals evaluate staff performance using the District's Educator evaluation system in order to ensure that Teachers and staff are evaluated in a fair and equitable manner with a focus on improving Teacher and staff performance and, thus, student achievement.

Figure 1 cont. Colorado Principal Quality Standards and corresponding elements**Quality Standard V: Principals Demonstrate Managerial Leadership**

Element a: School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, academic achievement and overall healthy development for all students.

Element b: Conflict Management and Resolution: Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.

Element c: Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.

Element d: School-wide Expectations for Students and Staff: Principals ensure that clear expectations, structures, rules and procedures are established for students and staff.

Element e: Supporting Policies and Agreements: Principals regularly update their knowledge of federal and state laws, and School District and board policies, including negotiated agreements, if applicable, and establish processes to ensure that these policies, laws and agreements are consistently met and implemented.

Element f: Ensuring an Orderly and Supportive Environment: Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.

Quality Standard VI: Principals Demonstrate External Development Leadership

Element a: Family and Community Involvement and Outreach: Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.

Element b: Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, School District leadership and other stakeholders to drive the development and successful implementation of initiatives that better serve students, Teachers and schools at all levels of the education system. They ensure that these initiatives are consistent with federal and state laws, School District and board policies, and negotiated agreements where applicable.

Element c: Advocacy for the School: Principals develop systems and relationships to leverage the School District and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.

Section 1. Distributions of Standard and Overall Ratings

This section will review findings pertaining to the distributions of Standards 1 through 6, as well as the overall rating (the subsequent section delves into each individual standard). Figure 2 presents the distributions of ratings across the six standards and the final overall rating. In general, there is not as much variation in the distributions as was seen with teachers' final ratings. Nonetheless, there is enough variation to indicate that the rubric and evaluators differentiate between principals and multiple aspects of school leadership.

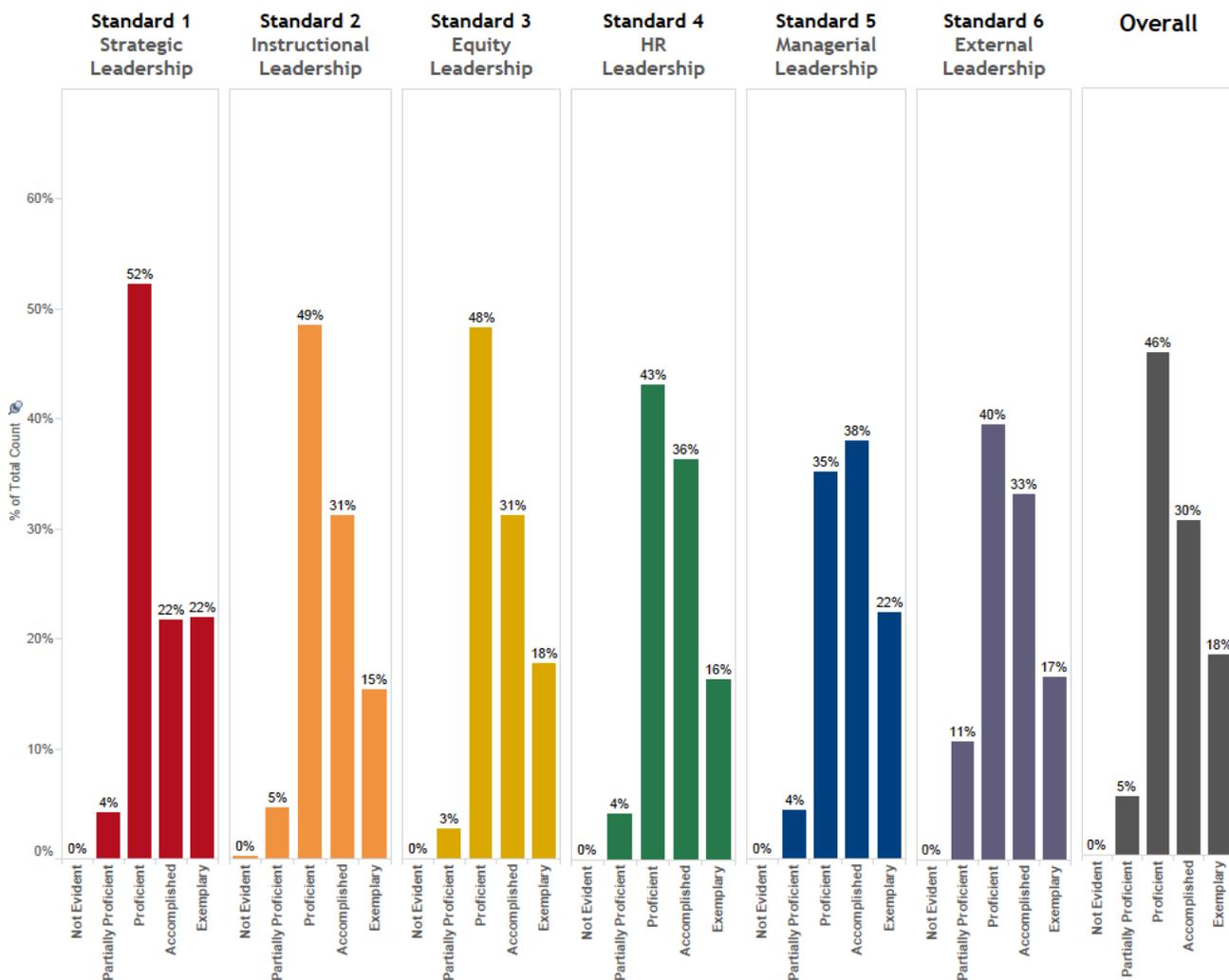
Pilot principals received the highest ratings on Standard 5, which encompasses practices related to managerial leadership in the building. In contrast, principals received the lowest ratings on Standards 2 and 6. Standard 2 pertains to leadership around curriculum and instruction and Standard 6 pertains to external leadership including family and community involvement and advocacy for the school. These findings are somewhat consistent with findings from the teacher pilot in which teachers received the lowest ratings on the standard related to effective classroom instruction.

With regard to the overall ratings, 94 percent of principals received a summative rating of proficient or higher with the largest number of educators receiving a rating of proficient. Thirty percent of principals received a summative rating of accomplished and 18 percent earned the highest rating of exemplary. On the other end of

the spectrum, 5 percent of principals received a summative rating of partially proficient while no school leaders received the lowest rating of not evident.

Ratings on the standards are positively correlated with each other, indicating that the professional practice rubric captures interrelated aspects of leadership. The finding that the ratings are positively correlated means that principals who receive high ratings on one standard are more likely to receive high ratings on the other standards. Correlations between the standard ratings are strong¹ ($0.58 < \rho < 0.77$; calculated using Spearman's rho, although Pearson correlation coefficients are nearly identical). As expected, each standard rating is also strongly correlated to the overall rating ($0.77 < \rho < 0.83$). Reliability analyses also suggest that the ratings demonstrate high internal consistency, at a level congruent with typical ranges reported in large-scale standardized assessments (Cronbach's $\alpha = 0.92$). The finding that standard ratings are highly correlated and internally cohesive provides evidence for reliability and consistency in the rubric.

Figure 2. Standards and overall ratings distributions



Notes. Percentages may not add to 100 percent because of rounding.

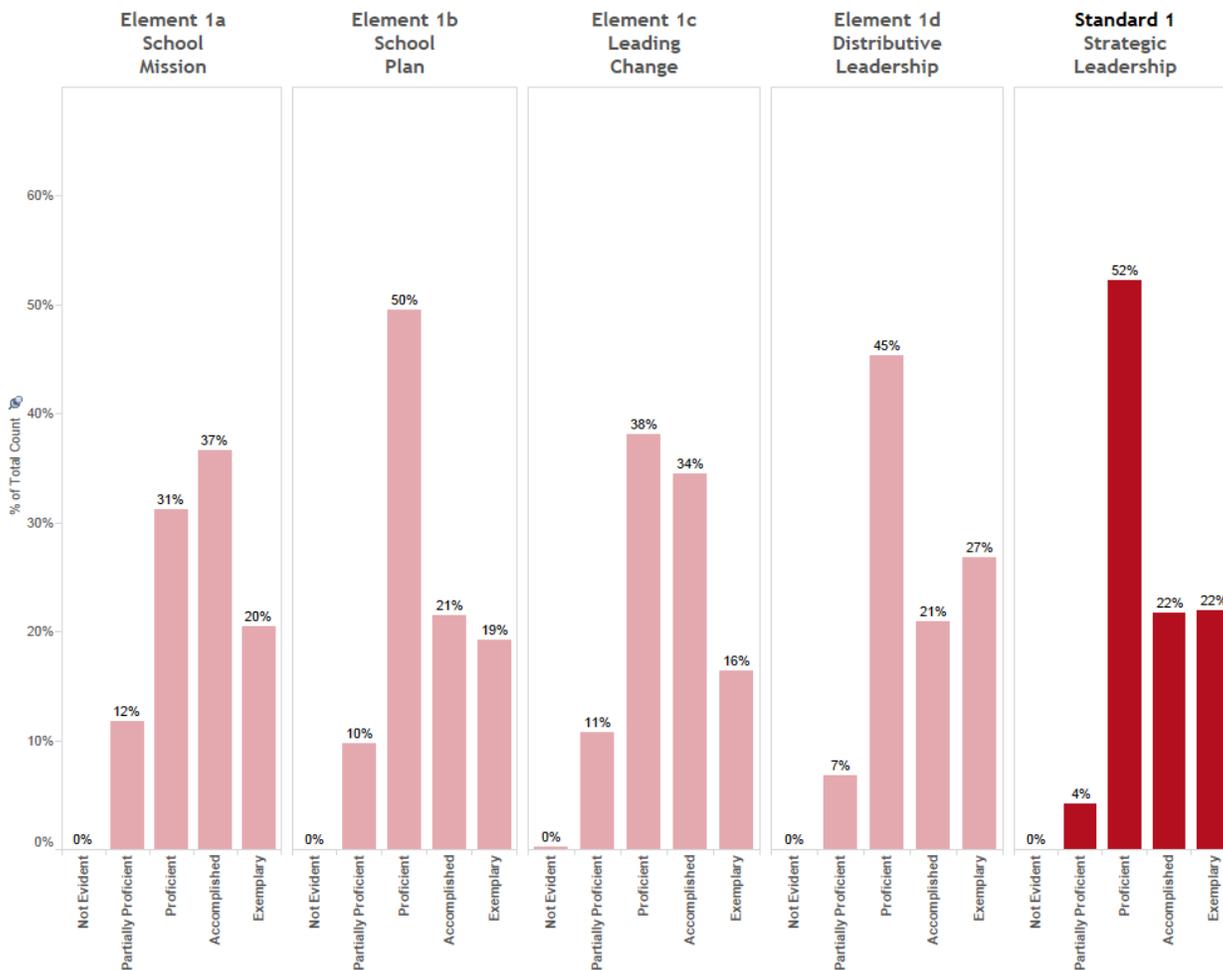
¹ Correlation coefficients indicate the strength of the relationship between two measures; a value of 0 indicates no relationship and a value of 1 indicates a perfect positive relationship. General guidelines for interpreting the value of the coefficient are: a correlation coefficient under .3 indicates a weak relationship, .3-.49 indicates a moderate relationship, and .5 and above indicates a strong relationship.

Section 2. Distributions of Element Ratings

This section explores the distributions of element ratings within each standard. The elements within Standard 1 (Strategic Leadership) are presented in Figure 3. Ninety-six percent of principals received a rating of proficient or higher on Standard 1 (with 44 percent receiving an accomplished or exemplary rating). Element 1b (School Plan) was one of the lowest rated elements on the professional practice rubric.

Ratings on the elements within Standard 1 are strongly correlated ($0.54 < \rho < 0.84$) and each element rating is strongly correlated to the overall standard rating ($0.68 < \rho < 0.75$). Reliability analyses also suggest that the ratings demonstrate high internal consistency (Cronbach's $\alpha = 0.87$). All of the standards have reliability statistics that are at a level consistent with typical ranges reported in large-scale standardized assessments. These statistics provide evidence that the professional practice rubric is demonstrating certain types of reliability.

Figure 3. Standard 1: Strategic Leadership - elements and summative rating

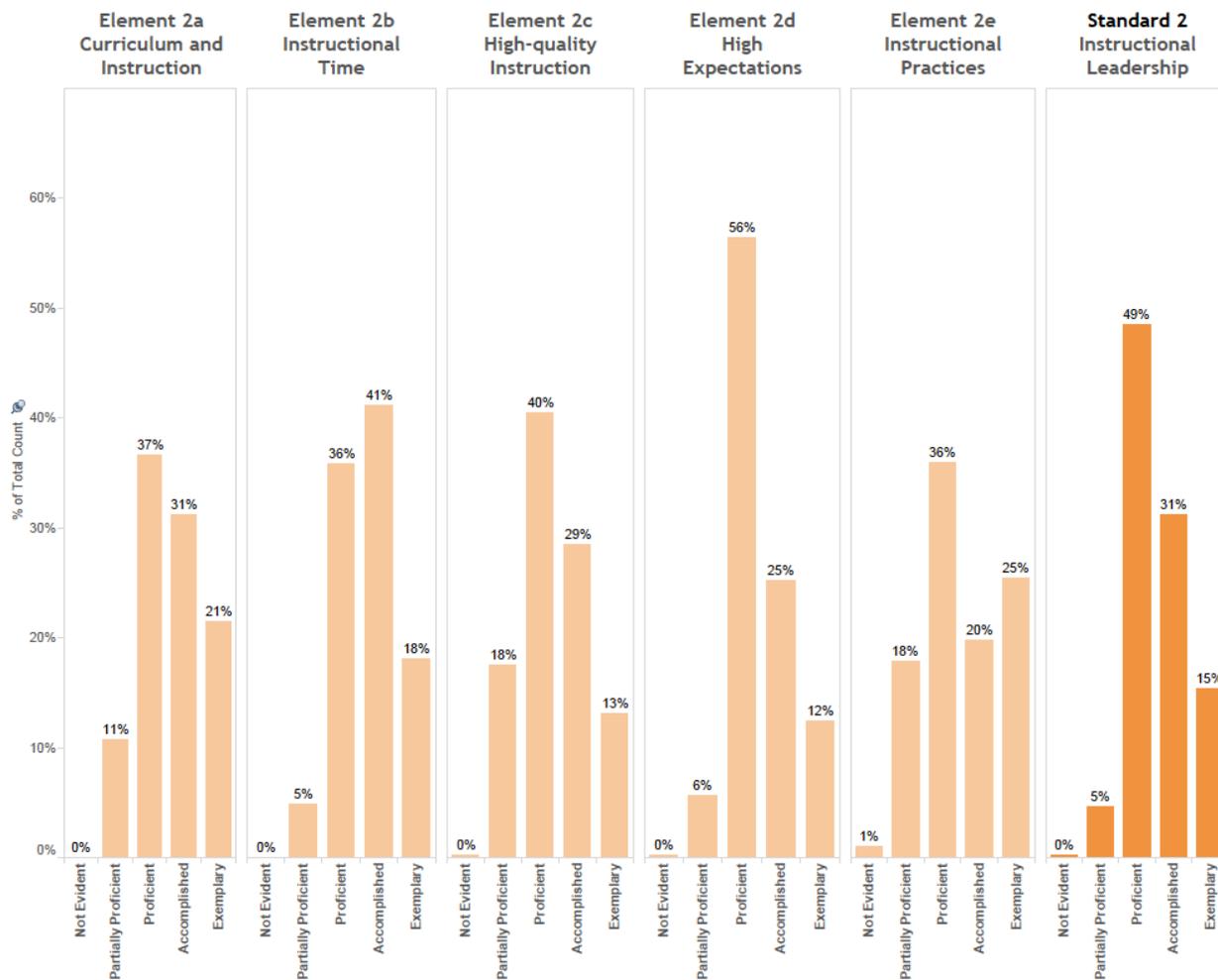


Notes. Percentages may not add to 100 percent because of rounding.

Represented in Figure 4, Standard 2 (Instructional Leadership) is one of the lowest rated standards, with 95 percent of principals receiving a rating of proficient or higher and 46 percent meeting the higher bar of accomplished or exemplary. Three of the lowest rated elements on the rubric are in this standard: Elements 2c (High-quality Instruction), 2d (High Expectations), and 2e (Instructional Practices). Element 2c is the lowest rated element on the rubric. In contrast, Element 2b (Instructional Time) is one of the highest rated elements on the rubric.

Ratings on the elements within Standard 2 are moderately to strongly correlated ($0.40 < \rho < 0.77$) and each element rating is strongly correlated to the overall standard rating ($0.56 < \rho < 0.69$). Reliability analyses also suggest that the ratings demonstrate high internal consistency (Cronbach's $\alpha = 0.83$).

Figure 4. Standard 2: Instructional Leadership - elements and summative rating

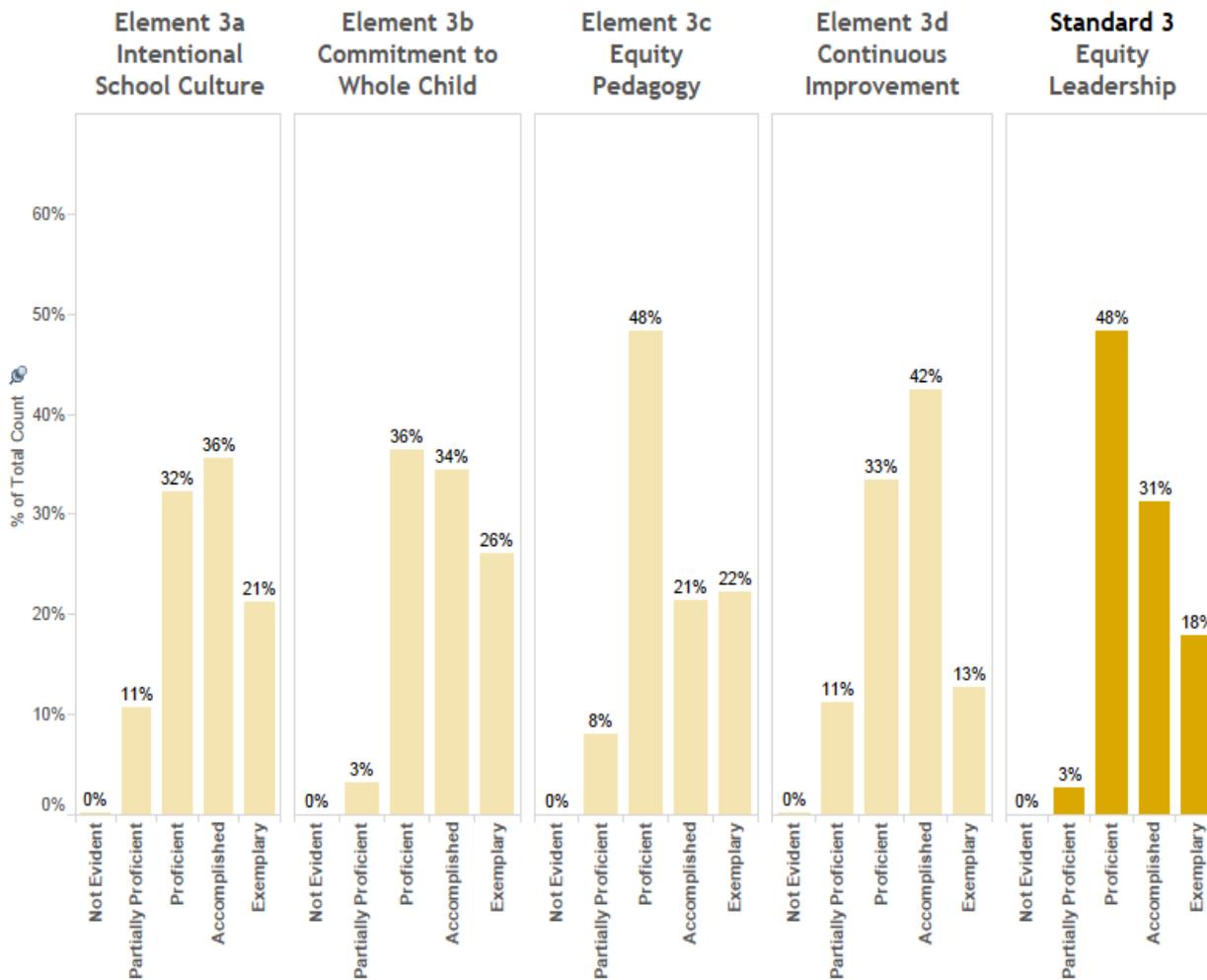


Notes. Percentages may not add to 100 percent because of rounding.

The elements and standard ratings for Standard 3 (Equity Leadership) are shown in Figure 5. Ninety-seven percent of principals received a rating of proficient or higher and 49 percent were rated accomplished or exemplary. Element 3b (Commitment to the Whole Child) is the highest rated element on the rubric.

Ratings on the elements within Standard 3 have moderate to strong correlations ($0.44 < \rho < 0.75$). Each element rating is strongly correlated to the overall standard rating ($0.59 < \rho < 0.65$). Reliability analyses also suggest that the ratings demonstrate high internal consistency (Cronbach's $\alpha = 0.79$).

Figure 5. Standard 3: Equity Leadership - elements and summative rating

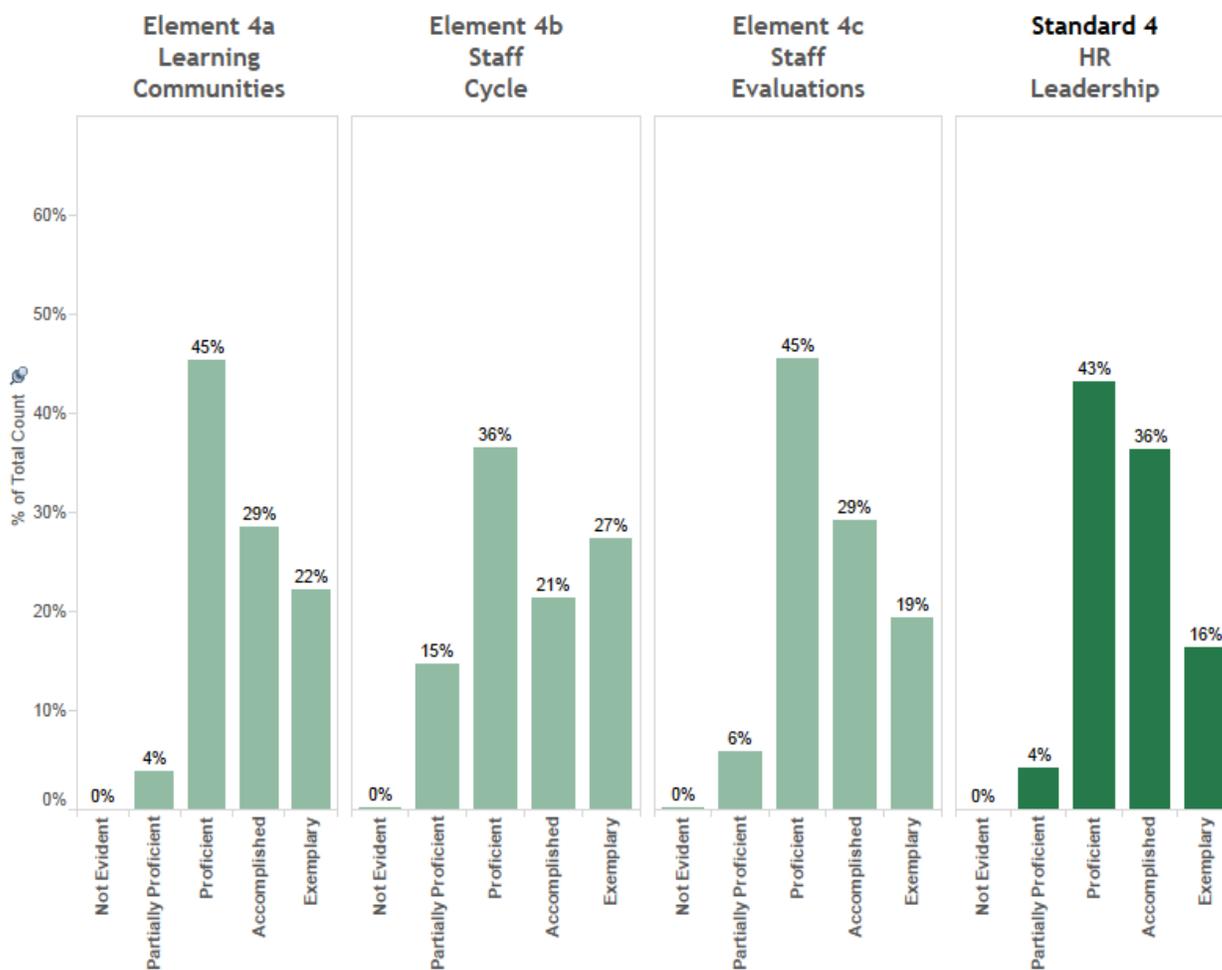


Notes. Percentages may not add to 100 percent because of rounding.

The distributions for the elements within Standard 4 (HR Leadership) are depicted in Figure 6. Ninety-five percent of principals received a rating of proficient or higher and 52 percent were rated accomplished or exemplary on the standard. Element 4a (Learning Communities) is one of the highest rated elements on the professional practice rubric.

Ratings on the elements within Standard 4 are moderately to strongly correlated ($0.44 < \rho < 0.79$) and each element rating is strongly correlated to the overall standard rating ($0.61 < \rho < 0.70$). Reliability analyses also suggest that the ratings demonstrate high internal consistency (Cronbach's $\alpha = 0.73$).

Figure 6. Standard 4: HR Leadership - elements and summative rating

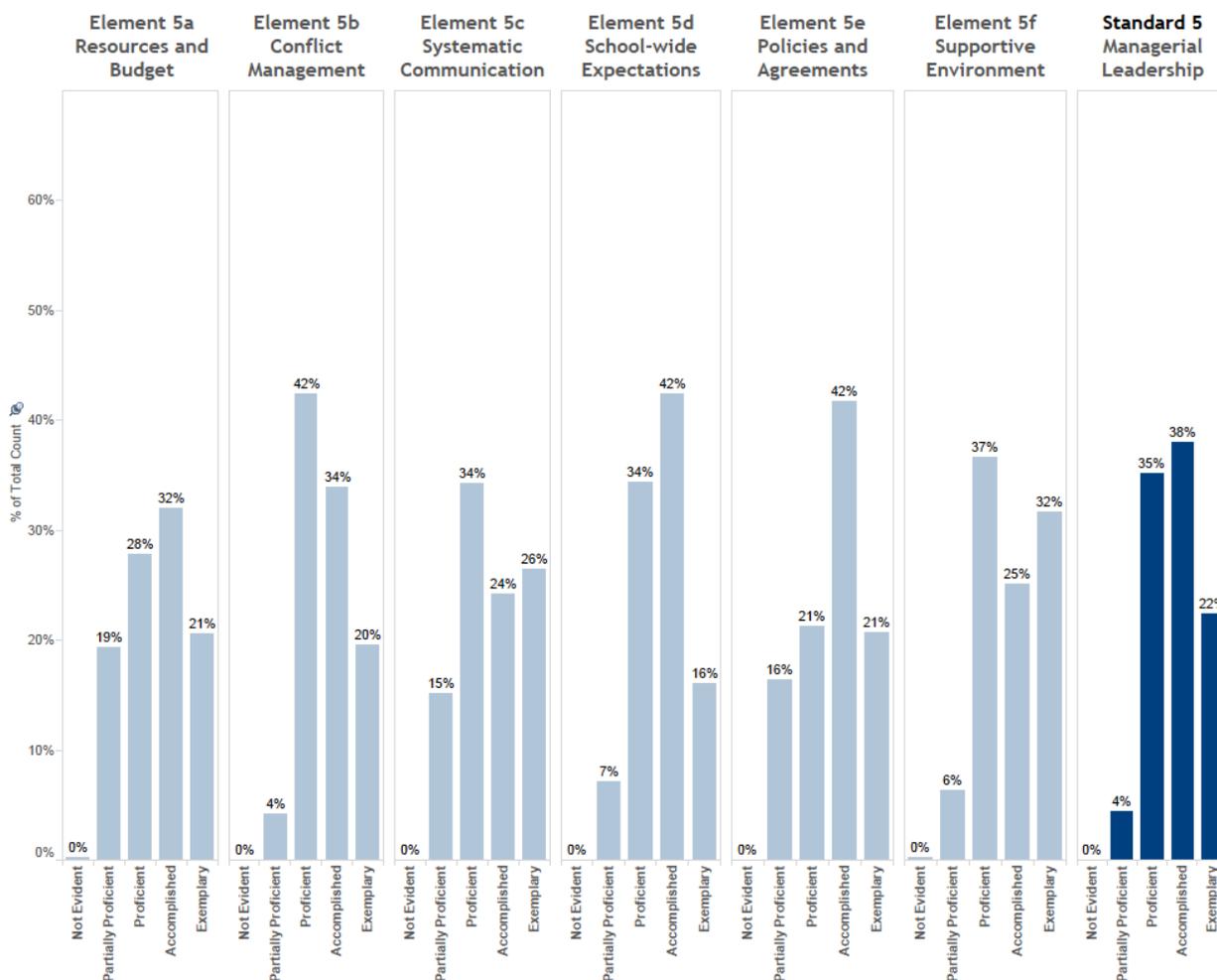


Notes. Percentages may not add to 100 percent because of rounding.

The highest rated standard on the rubric is Standard 5 (Managerial Leadership) with 95 percent of principals receiving a rating of proficient or higher and 60 percent meeting the higher bar of accomplished or exemplary (illustrated in Figure 7). Standard 5 is the only standard where the largest number of educators received a rating of accomplished, rather than proficient. Two of the highest rated elements on the rubric are in this standard: Elements 5b (Conflict Management) and 5f (Supportive Environment). However, 5a (Resources and Budget) is one of the lowest rated elements on the rubric.

Ratings on the elements within Standard 5 have weak, moderate, and strong correlations ($0.29 < \rho < 0.75$). Each element rating is strongly correlated to the overall standard rating ($0.54 < \rho < 0.71$). Reliability analyses also suggest that the ratings demonstrate high internal consistency (Cronbach's $\alpha = 0.82$).

Figure 7. Standard 5: Managerial Leadership - elements and summative rating

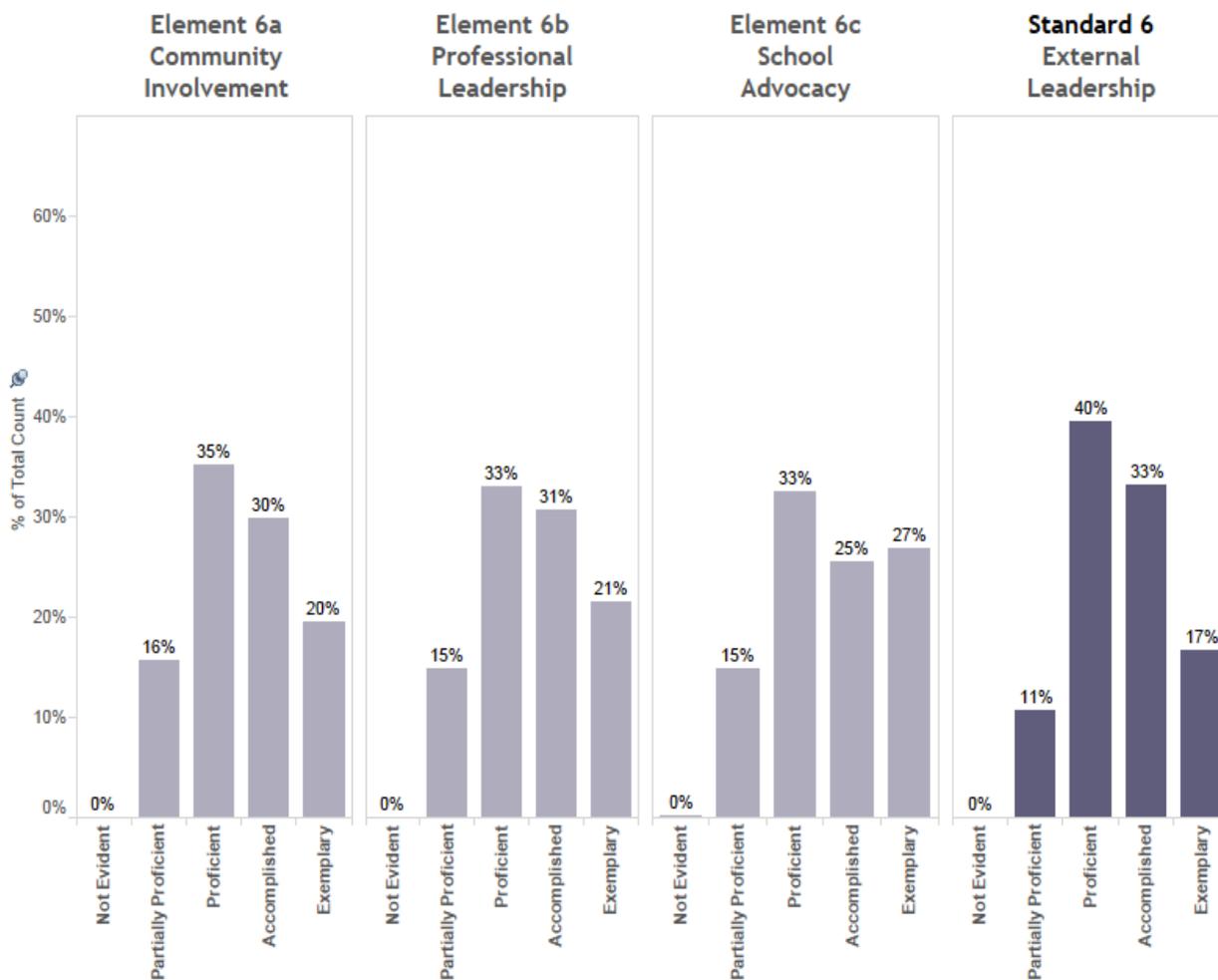


Notes. Percentages may not add to 100 percent because of rounding.

Represented in Figure 8, Standard 6 (External Leadership) is one of the lowest rated standards, with 90 percent of principals receiving a rating of proficient or higher and 50 percent meeting the higher bar of accomplished or exemplary. Element 6a (Community Involvement) is one of the lowest rated elements on the rubric.

Ratings on the elements within Standard 5 have moderate to strong correlations ($0.57 < \rho < 0.82$) and each element rating is strongly correlated to the overall standard rating ($0.68 < \rho < 0.71$). Reliability analyses also suggest that the ratings demonstrate high internal consistency (Cronbach's $\alpha = 0.81$).

Figure 8. Standard 6: External Leadership - elements and summative rating



Notes. Percentages may not add to 100 percent because of rounding.

In summary, the highest rated standard on the professional practice rubric is Standard 5 (Managerial Leadership) and the highest rated elements are:

- Element 3b - Commitment to the Whole Child: *Principals promote the cognitive, physical, social and emotional health, growth and skill development of every student.*
- Element 5f - Ensuring an Orderly and Supportive Environment: *Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being.*
- Element 2b - Instructional Time: *Principals create processes and schedules which maximize instructional, collaborative and preparation time.*
- Element 4a - Professional Development/Learning Communities: *Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders.*
- Element 5b - Conflict Management and Resolution: *Principals proactively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students and staff.*

The lowest rated standards are Standards 6 (External Leadership) and 2 (Instructional Leadership). The lowest rated elements are:

- Element 2c - Implementing High-quality Instruction: *Principals support teachers through ongoing, actionable feedback and needs-based professional development.*
- Element 2d - High Expectations for all Students: *Principals hold all staff accountable for setting and achieving rigorous performance goals for all students.*
- Element 1b - School Plan: *Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students.*
- Element 2e - Instructional Practices: *Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices.*
- Element 6a - Family and Community Involvement and Outreach: (tie) *Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.*
- Element 5a - School Resources and Budget: (tie) *Principals establish systems for marshaling all available school resources.*

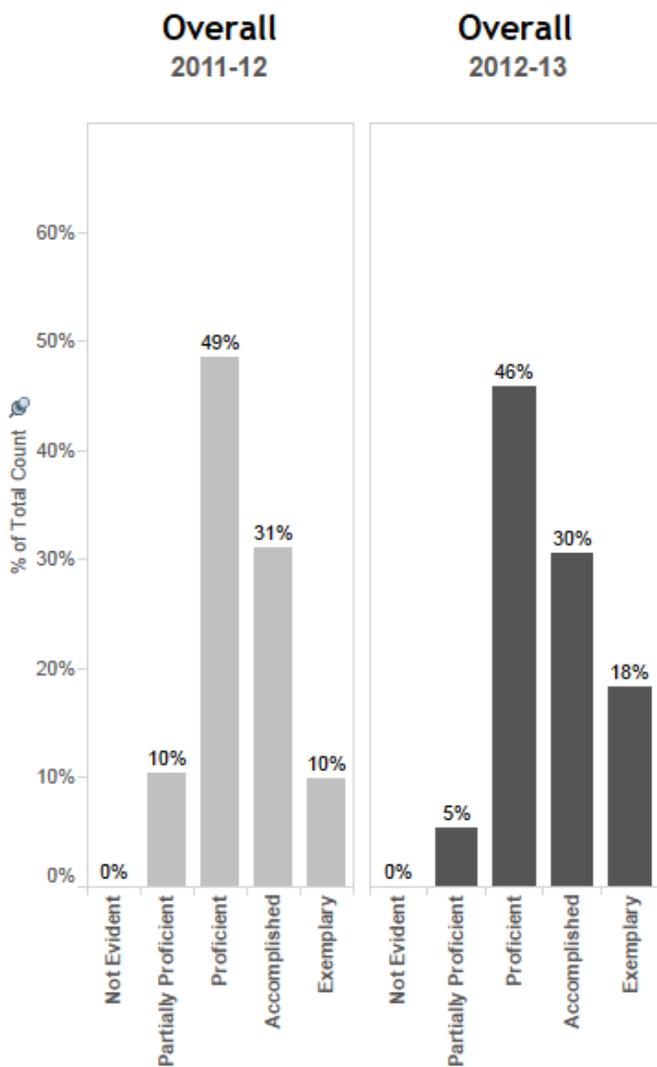
Section 3. Ratings Distributions from Year to Year

The state model evaluation system for principals is designed around the belief that meaningful and credible feedback throughout the school year can improve practice in the current year and subsequent years. A system that is aligned and supportive should provide the context for professional growth to occur every year.

To examine professional growth from year to year, CDE looked at the percentage of principals who maintained or improved their overall rating from 2011-2012 to 2012-2013 as well as the correlations between ratings from the two school years. Considering the 196 principals for whom CDE received ratings in both years, 57% of principals received the same final rating and 36% improved their performance in 2012-2013. Seven percent of principals received a lower rating in the second year. The two years' ratings are strongly correlated ($\rho = .673$).

Looking at the aggregate, there is a slight shift in the distributions from 2011-2012 to 2012-2013 with fewer principals receiving a final rating of partially proficient and more principals receiving a final rating of exemplary (shown in Figure 9).

Figure 9. Ratings distributions in 2011-2012 and 2012-2013

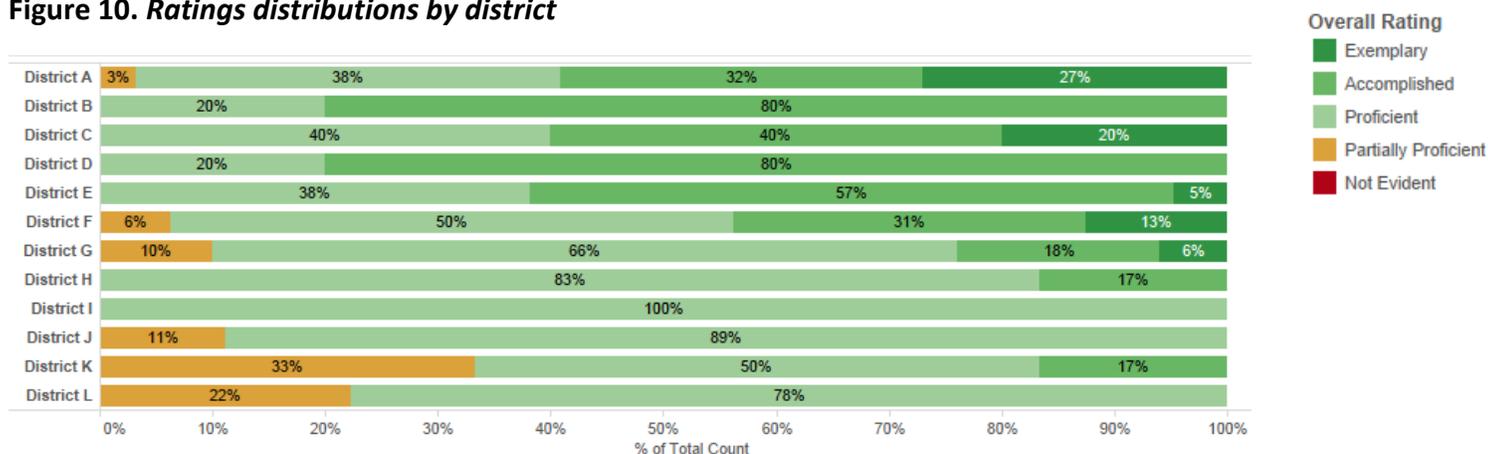


Section 4. Ratings Distributions by District

As stated previously, 27 districts piloted the principal model evaluation system and 21 of those districts submitted final evaluation ratings for the districts’ principals. Only 12 of the districts meet the threshold of 5 principals for reporting purposes so the distributions in these 12 districts are illustrated in Figure 10. District names and sample sizes have been removed to protect district confidentiality.

There are substantial differences between districts in the percent of principals in each performance category, though the differences are not as large as CDE found with teachers’ performance ratings. Comparing at the extremes, 97 percent of principals in District A received a rating of proficient or higher and 27 percent received a rating of exemplary. In District L, 78 percent of principals received a rating of proficient or higher and no principals received an overall rating of exemplary.

Figure 10. Ratings distributions by district



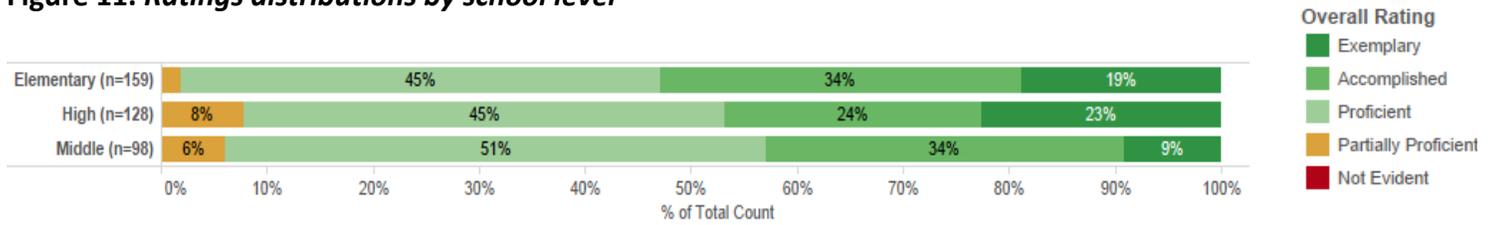
Notes. This stacked bar chart is ordered from highest average scores on the overall rating to lowest average scores on the overall rating. There are statistically significant group differences by district, meaning that the distribution of overall ratings varies as a function of the district.

Section 5. Ratings Distributions by Principal Employment and Demographic Characteristics

This section examines differences in principal performance category by employment and demographic characteristics. Note that the principal employment and demographic data are from the official Human Resources (HR) collection that districts submit to CDE every year. Because of the lag in reporting, the measures used in this section are from the 2011-2012 CDE HR collection. Figures 11-16 present ratings based on a range of characteristics (note that all graphs exclude groups with fewer than 5 educators).

Starting with principals’ employment characteristics, Figure 11 displays the differences between elementary, middle, and high school principals. There are statistically significant differences in principals’ overall ratings based on the school level with elementary principals receiving higher ratings than secondary principals.

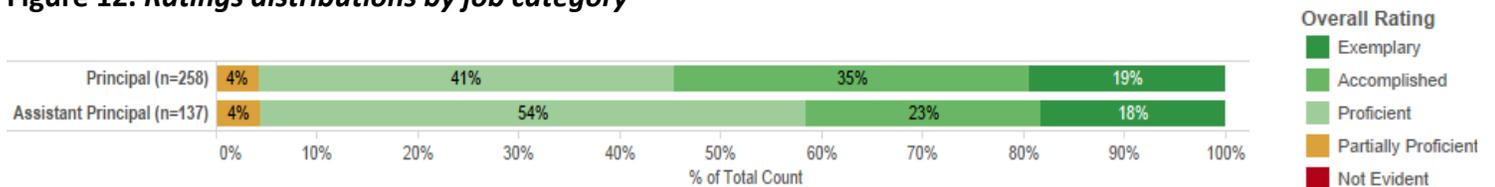
Figure 11. Ratings distributions by school level



Notes. This stacked bar chart is ordered from highest average scores on the overall rating to lowest average scores on the overall rating. There are statistically significant group differences by school level, meaning that the distribution of overall ratings varies as a function of the school level.

There are also statistically significant group differences by job category (presented in Figure 12), with principals receiving higher ratings than assistant principals.

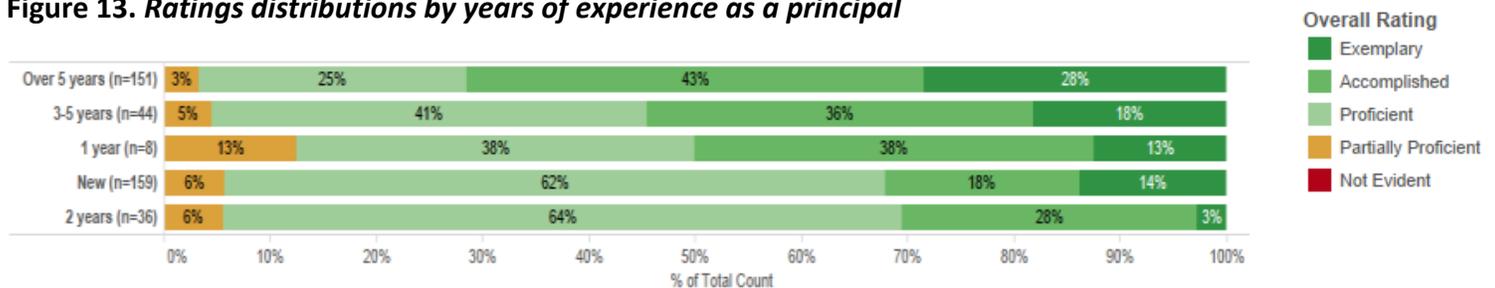
Figure 12. Ratings distributions by job category



Notes. This stacked bar chart is ordered from highest average scores on the overall rating to lowest average scores on the overall rating. There are statistically significant group differences by job category, meaning that the distribution of overall ratings varies as a function of the job category.

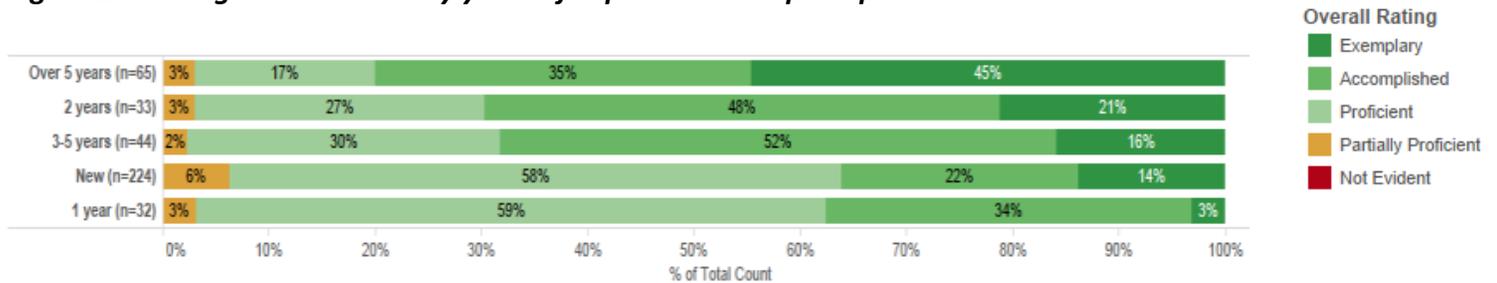
Considering ratings based on principals’ years of experience, principals with more experience (overall and in their current school) receive higher ratings. Principals with over five years of experience as a principal overall or in their current school receive the highest ratings (see Figures 13 and 14, respectively). Considering only experience in their current school, principals who are new or only have one year of experience in their current school receive the lowest ratings (illustrated in Figure 14).

Figure 13. Ratings distributions by years of experience as a principal



Notes. This stacked bar chart is ordered from highest average scores on the overall rating to lowest average scores on the overall rating. There are statistically significant group differences by years of experience, meaning that the distribution of overall ratings varies as a function of years of experience.

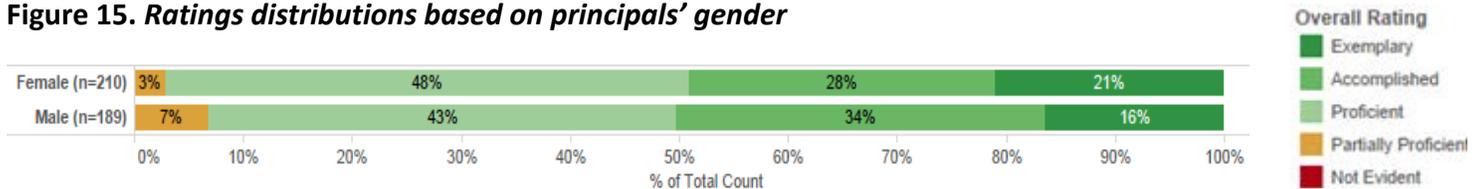
Figure 14. Ratings distributions by years of experience as a principal in the current school



Notes. This stacked bar chart is ordered from highest average scores on the overall rating to lowest average scores on the overall rating. There are statistically significant group differences by years of experience in the current school, meaning that the distribution of overall ratings varies as a function of years of experience in the current school.

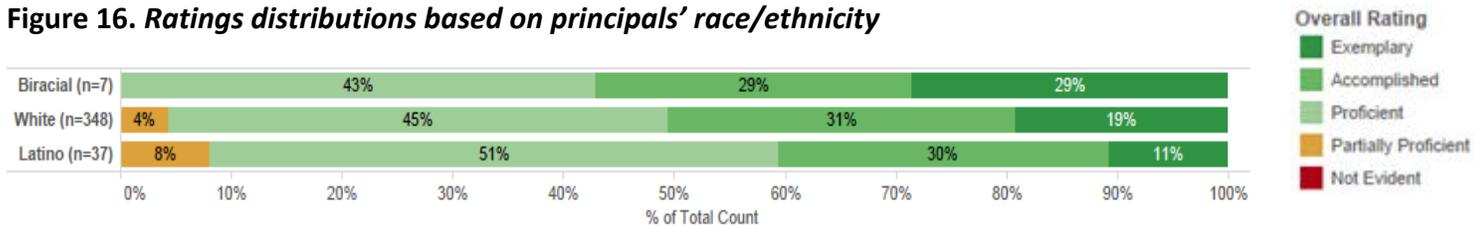
The final group differences examined pertain to principals' gender and race/ethnicity. Females receive higher ratings than males, which is illustrated in Figure 15. There are no statistically significant differences in ratings based on principals' race/ethnicity (see Figure 16); note that all other racial/ethnic groups had fewer than 5 principals in the group and are therefore not reported.

Figure 15. Ratings distributions based on principals' gender



Notes. This stacked bar chart is ordered from highest average scores on the overall rating to lowest average scores on the overall rating. There are statistically significant group differences by principals' gender, meaning that the distribution of overall ratings varies as a function of gender.

Figure 16. Ratings distributions based on principals' race/ethnicity



Notes. This stacked bar chart is ordered from highest average scores on the overall rating to lowest average scores on the overall rating. There are no statistically significant group differences by principals' race/ethnicity.

Section 6. Correlations with Other Measures

This section will report on correlations of principal ratings with other measures of interest, including human resource measures, student demographics, student achievement and growth, and teacher survey responses (note that all correlation coefficients reported are Spearman’s rho, or ρ). Correlation coefficients indicate the strength of the relationship between two measures; a value of 0 indicates no relationship and a value of 1 indicates a perfect positive relationship. General guidelines for interpreting the value of the coefficient are that a correlation coefficient under .3 indicates a weak relationship, values in the range of .3 to .49 indicate a moderate relationship, and values of .5 and above indicate a strong relationship.

As stated previously, principals’ ratings in 2011-2012 and 2012-2013 are strongly correlated ($\rho = .673$), which means that principals who received higher ratings in the 2012-2013 school year also received higher ratings in the previous school year. Considering the performance of the teachers in their school, there is a weak but statistically significant correlation between principals’ ratings and the percent of accomplished or exemplary teachers in the school ($\rho = .275$). Principals who received higher ratings tended to employ teachers who also received higher ratings.

CDE also examined correlations between a principal’s ratings and characteristics, or demographics, of students in the principal’s school. As illustrated in Figure 17, principal ratings are not correlated with the demographics of the students in the school. Specifically, the correlation coefficients are very weak (ranging from $-.073$ to $.057$) and are not statistically significant. These findings indicate that the rubric reflects a common standard that is fair and equally applicable across schools that serve different groups of students.

Figure 17. Correlations between principal ratings and student demographics

	% of female students	% of FRL students	% of minority students	% of ELL students	% of SPED students	% of gifted students	Number of students in the school
Overall rating	-.040	-.073	.057	.023	-.047	.041	.026
<i>Number of principals</i>	386	386	386	386	386	386	386

Notes. FRL denotes “free and reduced-price lunch,” ELL denotes “English-language learners,” and SPED denotes “special education.”

In contrast to the demographics of students in the school, principals’ evaluation ratings are correlated with student outcome measures (see Figure 18). Specifically, principal ratings are positively correlated with the percent of points earned on the School Performance Framework (SPF), which is a school-level accountability measure. The correlation between principals’ overall ratings and the percent of points earned on the SPF is $.107$, indicating a statistically significant, albeit weak, relationship between these two measures.

The relationship between principal ratings and student reading and math achievement (as measured by the percent of proficient or advanced students on TCAP) is not statistically significant.

Principal ratings are positively correlated with student growth in reading and math as measured by TCAP median growth percentiles (MGPs; MGPs are calculated by taking the median of the student growth percentiles

of all of the students in the school). The correlations between overall ratings and student growth in reading ($\rho = .136$) and between overall ratings and student growth in math ($\rho = .151$) are weak but statistically significant. The finding that the overall measure of principal practice is aligned with other measures of school success (including school accountability measures and student growth) indicates that the professional practice rubric is demonstrating validity.

Figure 18. Correlations between principal ratings and student achievement and growth

	SPF % of points earned	TCAP reading % of students proficient or advanced	TCAP math % of students proficient or advanced	TCAP reading MGP	TCAP math MGP
Overall rating	.107*	.095	.074	.136**	.151**
Number of principals	384	374	378	371	371

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

Principal ratings are also positively correlated with teacher responses on two different surveys: the biennial Teaching, Empowering, Leading and Learning (TELL) survey and Colorado’s Teacher Perception Survey. On the 2013 TELL survey teachers responded to a range of questions regarding teaching conditions, including school leadership and the teacher evaluation process (as well as facilities, resources, professional development opportunities, etc). Isolating only the questions pertaining to leadership and the evaluation process, there are weak but statistically significant correlations between teachers’ survey responses and principals’ overall ratings on the professional practice rubric ($\rho = .230$ and $.172$, respectively). On average, principals with higher evaluation ratings lead schools where teachers are more positive about school leadership and the teacher evaluation process.

There is a similar pattern with Colorado’s Teacher Perception Survey where principals who received higher evaluation ratings from their supervisor also received higher ratings/more positive feedback from the teachers in their school (with a moderate correlation of $.370$ between these measures). Note that Colorado’s Teacher Perception Survey was designed specifically to align with the Principal Quality Standards, provide actionable information for principals to improve their practice, and serve as an optional measure for a principal’s evaluation. These findings provide additional evidence for a valid instrument because ratings from the professional practice rubric are aligned with measures of school success as reported by teachers.

Figure 19. Correlations between principal ratings and teacher survey responses

	TELL school leadership	TELL teacher evaluation	CO Teacher Perception Survey (overall score)
Overall rating	.230**	.172**	.370**
Number of principals	383	383	77

** Correlation is significant at the 0.01 level

Summary and Next Steps

Preliminary analyses from the 2011-2012 and 2012-2013 pilot of the Colorado State Model Evaluation System for principals indicate that the professional practice rubric captures multiple aspects of school leadership and differences in principal practice. Additionally, the progression of principals' practice in the second year of the pilot indicates that the principle of professional growth is indeed playing out in the system. The model evaluation system is built on the belief that principals who receive clear and frequent feedback about their leadership will improve their practice and therefore further impact teacher growth and student learning. Preliminary findings indicate that the majority of principals maintained or improved their practice in their second year experiencing the state model system.

Principals receive the highest ratings on elements related to management, such as providing a supportive environment, effective conflict management, and systematic communication. They receive the lowest ratings on elements related to leadership around instruction and external factors such as community involvement.

This report identifies multiple factors that are associated with a principal's final evaluation rating, including district, school, and principal-level factors (e.g., years of experience and gender). Additional analyses will explore what may contribute to such differences and whether these group differences could be a function of human judgment or of the rubric.

Building on the preliminary findings from the 2011-2012 school year, CDE continues to find evidence for reliability and validity in the Colorado State Model Evaluation System for principals. Element and standard ratings are highly correlated and internally cohesive, which provides evidence for reliability and consistency. Additionally, overall evaluation ratings are correlated with other measures of school success including student and teacher measures, which provides evidence for validity (i.e., that the rubric is measuring school leadership and these measures are aligned with other measures of high-quality leadership). The findings also indicate that the rubric represents a common standard that is equally applicable in schools that serve students of different demographics. CDE will run additional analyses on the school and principal characteristics that are related to overall ratings (e.g., school level and principal years of experience) to ensure that the rubric can be fairly applied to principals with differing experiences and in different settings.