

FRAMEWORK FOR PRINCIPAL RETENTION DETERMINATION

Purpose: To provide a framework for determination of retention or removal of the campus principal when the principal has been employed in that capacity during two consecutive years of unacceptable performance in the state accountability rating system, in accordance with requirements of Texas Education Code (TEC) §39.107 (b).

Objective: Using measures of school performance, teacher effectiveness, and leader actions, campus intervention team (CIT) members will evaluate the performance of the principal in order to support the determination that retention of the principal would be more beneficial to student achievement and campus stability than removal, or the decision to require removal of the principal from the campus.

Directions: Based on data accessible to campus intervention team members, summarize evidence to support the recommendation to be submitted to the TEA. The framework has four sections: 1) Determination Summary, 2) School Performance Profile, 3) Teacher Effectiveness, and 4) Leader Actions.

Evidence considered:

- | | | |
|---|--|---|
| <input type="checkbox"/> <i>Accountability Index Reports</i> | <input type="checkbox"/> <i>CIT Needs Assessment/Recommendations</i> | <input type="checkbox"/> <i>Administrator Performance Assessments</i> |
| <input type="checkbox"/> <i>Accountability System Safeguards</i> | <input type="checkbox"/> <i>Data Analysis/Needs Assessment</i> | <input type="checkbox"/> <i>Teacher Performance Assessment</i> |
| <input type="checkbox"/> <i>Performance Reports (formerly AEIS)</i> | <input type="checkbox"/> <i>Targeted Improvement Plan</i> | <input type="checkbox"/> <i>School/ Classroom Observations</i> |
| <input type="checkbox"/> <i>TELPAS Results</i> | <input type="checkbox"/> <i>PSP Progress Reports</i> | <input type="checkbox"/> <i>Professional Development Records</i> |
| <input type="checkbox"/> <i>Locally Developed Data/ Reports</i> | <input type="checkbox"/> <i>Campus Progress Reports</i> | <input type="checkbox"/> <i>Other:</i> |

DETERMINATION SUMMARY

EVIDENCE SUMMARY: Based on the evidence presented, summarize your determination from each section of the framework.

- | | | |
|--|------------------------------|-----------------------------|
| The principal has demonstrably improved student achievement. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| The principal has demonstrably improved teacher effectiveness. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| The principal has engaged in key turnaround leader actions. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

FINAL RECOMMENDATION:

- Based on the principal's record of implementing change that has led to positive and tangible improvement in student learning and outcomes, the campus intervention team has determined that retention of the principal will be more beneficial to student achievement and campus stability than removal.
- Based on the lack of implementation of positive changes resulting in insufficient progress toward meeting improved student performance and meeting state accountability standards, the campus intervention team will require the removal of the principal from the campus.

PSP Signature: _____

Date _____

DCSI Signature: _____

Date _____

Other CIT Member Signature (if applicable): _____

Date _____

TEACHER EFFECTIVENESS

Rate the extent to which you have observed the principal take the following actions to initiate dramatic improvement efforts in the IR school:

	<i>No Examples</i>	<i>Limited Examples (i.e., 1-2)</i>	<i>Multiple Examples (i.e., 3+)</i>	<i>Tangible evidence to support response</i>
Prioritizes recruiting, retaining, and developing high quality teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Prioritizes high quality professional development directly tied to identified needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Conducts regular walkthrough observations to collect information about systemic issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Conducts classroom observations and provides specific feedback to teachers to improve instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses information collected through classroom observations and data analysis to recommend individualized professional development for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Conducts rigorous evaluations of all teachers on an annual basis that differentiates high and low performing teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses multiple means to assess teacher performance (e.g., student performance, observations, progress towards explicit goals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Intentionally develops teacher leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Engages in data analysis and data talks with teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Recommends removal of teachers who do not meet performance expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PSP Initials _____

DCSI Initials _____

KEY TURNAROUND LEADER ACTIONS*

Rate the extent to which you have observed the principal take the following actions to initiate dramatic improvement efforts in the school:

	<i>No Examples</i>	<i>Limited Examples (i.e., 1-2)</i>	<i>Multiple Examples (i.e., 3+)</i>	<i>Tangible Examples of Leader Actions</i>
Implements specific changes to achieve early, visible wins for the school (e.g., changes allocation of time, instructional personnel or fiscal resources in order to improve instruction as outlined in the targeted improvement plan).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Makes changes that alter school norms to achieve early, visible wins that lead to positive change (e.g., implements district teacher evaluation system with fidelity and holds teachers accountable for performance or other changes outlined in the targeted improvement plan).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Analyzes data and uses information to solve problems (e.g., uses formative assessment results to establish priorities or alter distribution of resources as outlined in the targeted improvement plan).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates drive for results to faculty, staff and broader community (e.g., identifies key priorities, sets goals, and is tenacious about communicating the high priority of achieving the goals).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Establishes professional learning community/ learning organization (e.g., all faculty and staff are engaged; meetings focus on vision, implementation and management of change, evaluation of actions taken, and planning ahead)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Influences key stakeholders inside and outside of school (e.g., overcomes resistance to change by demonstrating that change is necessary and possible).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measures progress to assess change and report data to stakeholders (e.g., uses formative assessments to track and communicate change effectiveness to teachers, students, parents, community and when necessary, make data-informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	<i>No Examples</i>	<i>Limited Examples (i.e., 1-2)</i>	<i>Multiple Examples (i.e., 3+)</i>	<i>Tangible Examples of Leader Actions</i>
mid-course corrections in the targeted improvement plan).				
Family and Community Engagement (e.g. eliminates factors that disenfranchise external stakeholders, establishes systems of improved communication and engagement of parents, businesses, and the community)				
School Climate and Culture (e.g., establishes school environments with a climate conducive to learning and a culture of high expectations).				
Curriculum, Assessment, and Intervention Systems (e.g., ensures teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted).				
Effective Use of Time (e.g., redesigns allocated learning time to better meet student needs and increases teacher collaboration focused on improving teaching and learning).				
Effective Instruction (e.g., ensures teachers utilize research-based effective instruction to meet the needs of all students).				
Enables Student-Directed Learning (e.g., students make independent decisions, have a good understanding of how they learn, are self-motivated, and are responsible owners and managers of their own learning process).				

**Adapted from: School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement, Public Impact for the Center on Innovation and Improvement (2007) and Turnarounds with New Leaders and Staff, Public Impact for the Center for Comprehensive School Reform and Improvement (2006); and USDE Turnaround Principles*

PSP Initials _____

DCSI Initials _____

Turnaround Leader Actions Key¹

Initial Analysis and Problem Solving

- **Collect & Analyze Data:** Initially, turnaround leaders personally analyze data about the organization's performance to identify high-priority problems that can be fixed quickly.
- **Make Action Plan Based on Data:** Turnaround leaders make an action plan so that everyone involved knows specifically what they need to do differently. This allows people to focus on changing what they do, rather than worrying about impending change.

Driving for Results

- **Concentrate on Big, Fast Payoffs in Year 1:** Turnaround leaders concentrate on a few changes to achieve early, visible wins. They do this to achieve success in an important area, motivate others for further change, and reduce resistance by those who oppose change.
- **Implement Practices Even if Require Deviation:** Turnaround leaders depart from organization norms or rules when needed to achieve early wins. In a failing organization, existing practices often contribute to failure. This shows that changes can lead to success.
- **Require All Staff to Change:** When turnaround leaders implement an action plan, change is mandatory, not optional.
- **Make Necessary Staff Replacements:** Successful turnaround leaders typically do not replace all or most staff but often replace some senior leaders. After initial turnaround success, staff members who do not make needed changes either leave or are removed by the leader.
- **Focus on Successful Tactics; Halt Others:** Successful turnaround leaders quickly discard tactics that do not work and spend more money and time on tactics that work. This pruning and growing process focuses limited resources where they will best improve results.
- **Do Not Tout Progress as Ultimate Success:** Turnaround leaders are not satisfied with partial success. They report progress, but keep the organization focused on high goals. When a goal is met, they are likely to raise the bar. Merely better is not good enough.

Influencing Inside and Outside the Organization

- **Communicate a Positive Vision:** Turnaround leaders motivate others to contribute their discretionary effort by communicating a clear picture of success and its benefits.
- **Help Staff Personally Feel Problems:** Turnaround leaders use various tactics to help staff empathize with – or “put themselves in the shoes of” – those whom they serve. This helps staff feel the problems that the status quo is causing and feel motivated to change.
- **Gain Support of Key Influencers:** Turnaround leaders gain support of trusted influencers among staff and community and then work through these people to influence others.
- **Silence Critics with Speedy Success:** Early, visible wins are used not just for success in their own right, but to make it harder for others to oppose further change. This reduces leader time spent addressing “politics” and increases time spent managing for results.

Measuring, Reporting (and Improving)

- **Measure and Report Progress Frequently:** Turnaround leaders set up systems to measure and report interim results often. This enables the rapid discard of failed tactics and increase of successful tactics essential for fast results.
- **Require Decision Makers to Share Data and Problem Solve:** Turnaround leaders share key staff results visibly, to highlight those who do not change and reward those who do and succeed. This shifts meetings from blaming and excuses to problem solving.

¹ **Source:** *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

Appendix

AEIS	Academic Excellence Indicator System
CBAs	Curriculum-Based Assessments
CIT	Campus Intervention Team
DCSI	District Coordinator of School Improvement
ELA	English Language Arts
EOC	End-of-Course
IR	Improvement Required
PSP	Professional Service Provider
RHSP/DAP	Recommended High School Program/Distinguished Achievement Program
STAAR	State of Texas Assessment of Academic Readiness
TEC	Texas Education Code
TELPAS	Texas English Language Proficiency Assessment System