2023-2024 LEAD At-A-Glance

Leadership Effectiveness And Development System

Objectives

SDMC members will be able to:

– Articulate the importance and rationale of the LEAD (Leadership Effectiveness And Development) system.

– Obtain a high-level understanding of the components of how principals are evaluated.

– Participate in an informal question and answer to obtain additional clarity.
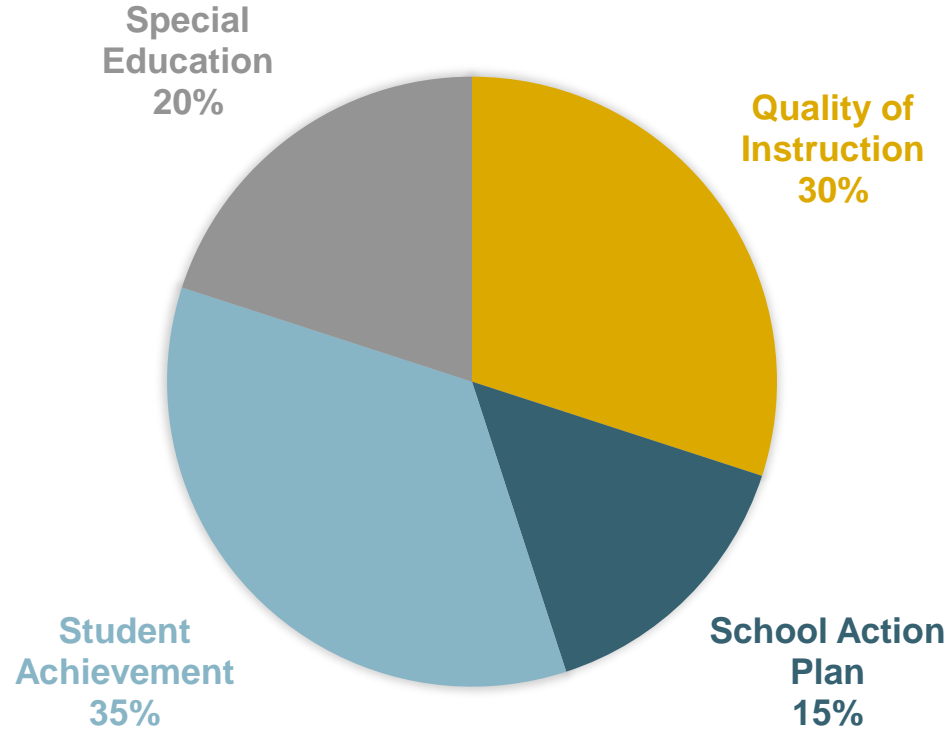
What is LEAD & Why is it Important?

- LEAD is a rigorous principal appraisal system designed to focus on the **most important indicators that make a campus successful**, particularly high-quality instruction and student achievement.
- LEAD places the appropriate attention on outcomes.
- LEAD is implemented alongside significant support efforts to build capacity and success of our principals.
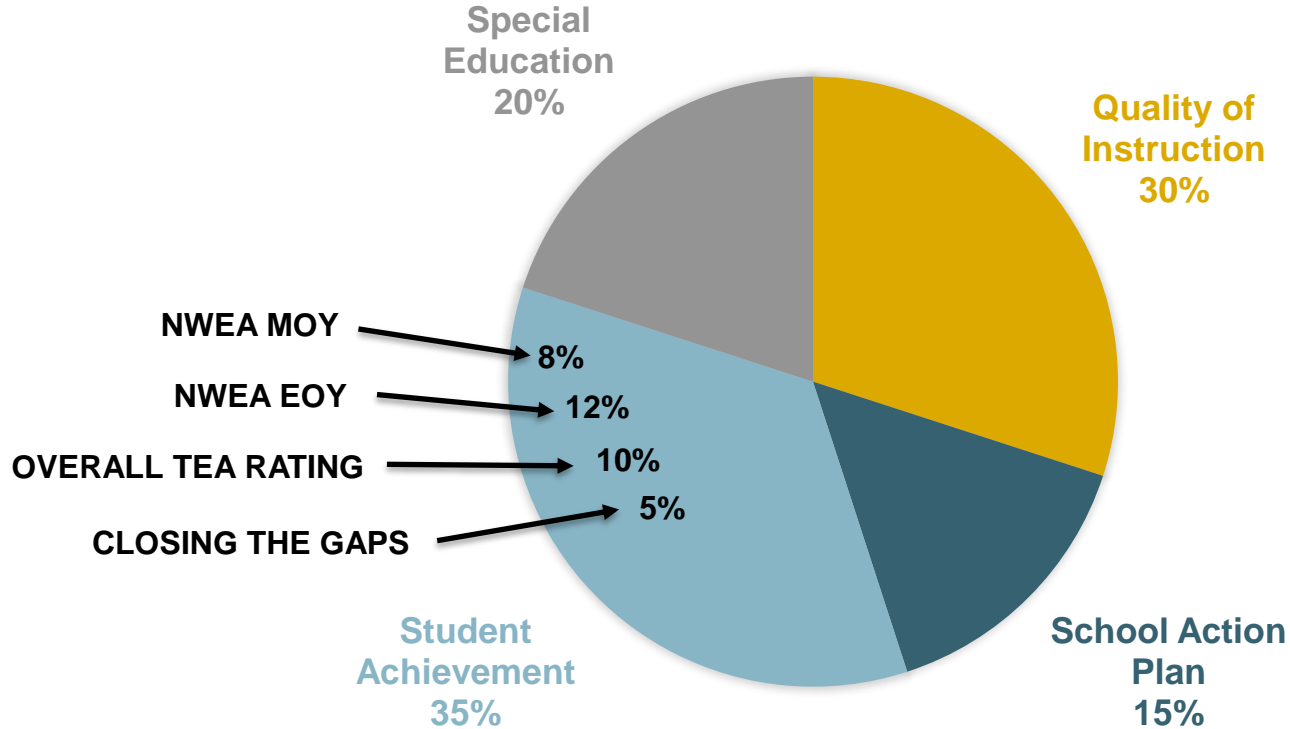
LEAD supports the HISD: Destination 2035 Strategy and keeps students first.

Effectiveness Areas

Special Education 20%

Quality of Instruction 30%

School Action Plan 15%

Student Achievement 35%

Effectiveness Areas

Special Education 20%

Quality of Instruction 30%

NWEA MOY — 8%

NWEA EOY — 12%

OVERALL TEA RATING — 10%

CLOSING THE GAPS — 5%

Student Achievement 35%

School Action Plan 15%

Effectiveness Area: Student Achievement

Why is this important?

Improving student achievement and closing historic gaps is the most critical goal of our work as HISD educators.

How is this measured?

Student Achievement is measured via outcome and growth measures from two rigorous assessments: STAAR and NWEA MAP.

| Student Achievement | Quality of Instruction | Special Education | School Action Plan |

Effectiveness Area: Quality of Instruction

Why is this important?

HISD believes quality of instruction is the most important factor in raising student achievement.

How is this measured?

Quality of Instruction is measured via classroom walkthrough data and quality of day-to-day coaching.

Student Achievement	Quality of Instruction	Special Education	School Action Plan

Effectiveness Area: School Action Plan

Why is this important?

Clear, aligned, and measurable indicators of success allow all campus stakeholders to work toward a common vision and goal.

How is this measured?

The School Action Plan is evaluated on the implementation and rigor of the campus goals using a rubric.

Student Achievement	Quality of Instruction	School Action Plan	School Action Plan

Effectiveness Area: Special Education

Why is this important?

HISD is committed to ensuring students receiving special education services are achieving growth at the same rate as their general education peers.

How is this measured?

The effectiveness of a campus' Special Education programming is evaluated via student growth on NWEA MAP and compliance of processes and procedures required by TEA to support students.
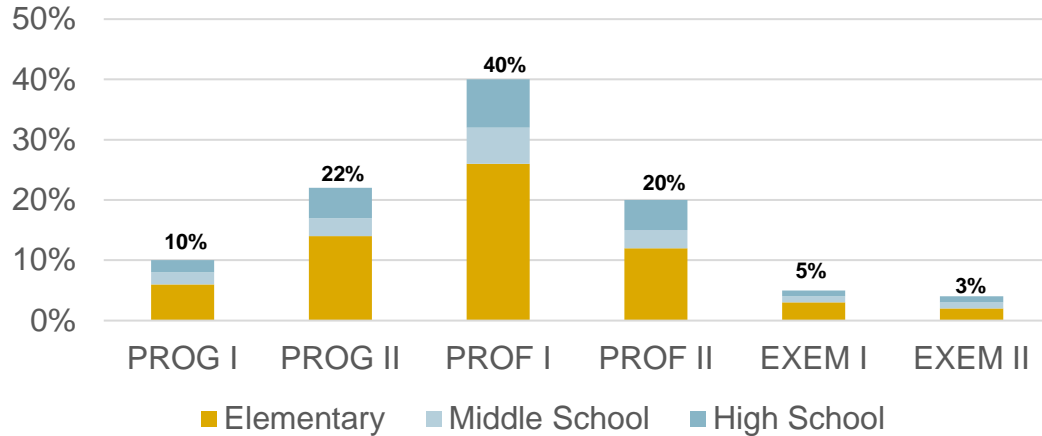
Student Achievement	Quality of Instruction	School Action Plan	Special Education

Target Distribution

Principal Target Distribution

We have set a target distribution for principal evaluation. This will ensure no evaluation component is "too easy" or "too hard" relative to the other factors of being an effective principal. This process is key to making the entire evaluation system more fair, accurate, and valid.

Principal Evaluation Score					
Progressing I	**Progressing II**	**Proficient I**	**Proficient II**	**Exemplary I**	**Exemplary II**
51-57	58-65	66-73	74-81	82-89	90-100

Congruence Metric

HISD believes that effective teacher instruction will lead to student achievement.

Principals will receive a congruence score that measures their ability to ensure that quality of instruction aligns to student outcomes.

Scenario	Correlation	Result
Scenario A	Average teacher evaluation score has a perfect or near-perfect correlation to student achievement.	Principal receives positive congruence score added to their total LEAD score.
Scenario B	Average teacher evaluation score is significantly higher or lower than expected when correlated with student achievement.	Principal receives negative congruence score added to their total LEAD score.

Thank you to those who have completed our survey so far!

"In the LEAD appraisal system, the appraisals are held more accountable than in the past for student achievement. Teachers are given more feedback throughout the year to help them measure growth and student achievement."

"Support and feedback will be provided throughout the year."

"[LEAD] takes into account principal actions and consistency."

Remember to share feedback via the survey sent to you by your SDMC leader (or use the QR code here):

Questions we've received so far…

Questions	Answers
Who determines what "effective" is?	The effectiveness level is determined by the average score from Quality of Instruction, Student Achievement, Special Education, and School Action Plan. Additional points are considered from the Congruence Metric.
Why is overall effectiveness level on a target distribution?	Ensures the evaluation system is rigorous and fair. No evaluation component is "too easy" or "too hard" relative to other factors of being an effective principal. This process is key to making the entire evaluation system more fair, accurate, and valid.
What are the scales and or rubrics for the components that are not about data and where are they found?	All scales and rubrics for the LEAD appraisal system can be found on the Performance Management SharePoint.

Thank you!

APPENDIX: CONGRUENCE METRIC

Congruence Metric

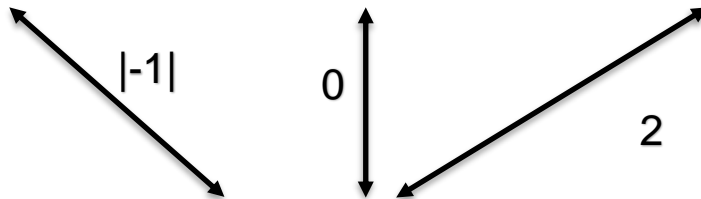## Average Teacher Evaluation Rating

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
Improvement Needed	Developing		Proficient		Accomplished	Distinguished
10-24	24-50	50-74	74-98	98-122	122-146	146-170

|-1| 0   2

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
3.5 – 6.6	6.7 – 10.5	10.6 – 15.0	15.1 – 20.2	20.3 – 25.1	25.2 – 30.0	30.1 - 35

School Student Achievement Score

Principal Evaluation Score

Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
51-57	58-65	66-73	74-81	82-89	90-100

Congruence Metric	Congruence Value
0	+5
1	+2
2	-4
3	-6
4 or higher	-8

EXAMPLE 1: 70 POINT RAW SCORE

Average Teacher Evaluation Rating

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
Improvement Needed	Developing		Proficient		Accomplished	Distinguished
10-24	24-50	50-74	74-98	98-122	122-146	146-170

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
3.5 – 6.6	6.7 – 10.5	10.6 – 15.0	15.1 – 20.2	20.3 – 25.1	25.2 – 30.0	30.1 - 35

School Student Achievement Score

Congruence Metric	Congruence Value
0	+5
1	+2
2	-4
3	-6
4 or higher	-8

Total: 72

Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
51-57	58-65	66-73	74-81	82-89	90-100

EXAMPLE 2: 70 POINT RAW SCORE

Average Teacher Evaluation Rating

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
Improvement Needed	Developing		Proficient		Accomplished	Distinguished
10-24	24-50	50-74	74-98	98-122	122-146	146-170

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
3.5 – 6.6	6.7 – 10.5	10.6 – 15.0	15.1 – 20.2	20.3 – 25.1	25.2 – 30.0	30.1 - 35

School Student Achievement Score

Congruence Metric	Congruence Value
0	+5
1	+2
2	-4
3	-6
4 or higher	-8

Total: 75

Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
51-57	58-65	66-73	74-81	82-89	90-100