VANDERBILT ASSESSMENT *of* LEADERSHIP *in* EDUCATION™

Summary Report

VAL-ED Form: A
Reporting Group: N/A
School District: AZ Demo

Report Date: December 21, 2010
Evaluation Date: 11/30/09 - 12/21/10

Purpose of the Assessment

The Vanderbilt Assessment of Leadership in Education or VAL-ED is designed to provide a summary of effectiveness of a principal's learning-centered leadership behaviors during the current school year. In this summary report, a comprehensive picture of your system's principals has emerged and is reported with input from teachers, the supervisor, and each principal's own self-report.

Core Components

· High Standards for Student Learning
· Rigorous Curriculum
· Quality Instruction
· Culture of Learning & Professional Behavior
· Connections to External Communities
· Performance Accountability

Key Processes

· Planning
· Implementing
· Supporting
· Advocating
· Communicating
· Monitoring

Respondents to the VAL-ED were asked: .How effective the principal is at ensuring the school carries out specific actions that affect core components of learning-centered leadership. The effectiveness ratings, based on evidence, range from 1 (ineffective) to 5 (outstandingly effective) for each of 72 leadership behaviors.

This VAL-ED report addresses the questions of:
(1) who responded?
(2) what evidence was used to evaluate the principals?
(3) what do the results say about the principals' current leadership behaviors?

The results are interpreted against both norm-referenced and standards-referenced criteria that highlight areas of strength and possible areas for improvement. A leadership development plan can be developed based on these results.

The VAL-ED provides technically sound scores when used as designed, however, it is recommended that it be used along with other information when making important evaluative decisions.

For more information about the VAL-ED, please visit our website: http://www.valed.com.

Distribution of Effectiveness

Below Basic		Basic		Proficient		Distinguished	
%	#	%	#	%	#	%	#
14.3	1	42.9	3	42.9	3	0	0

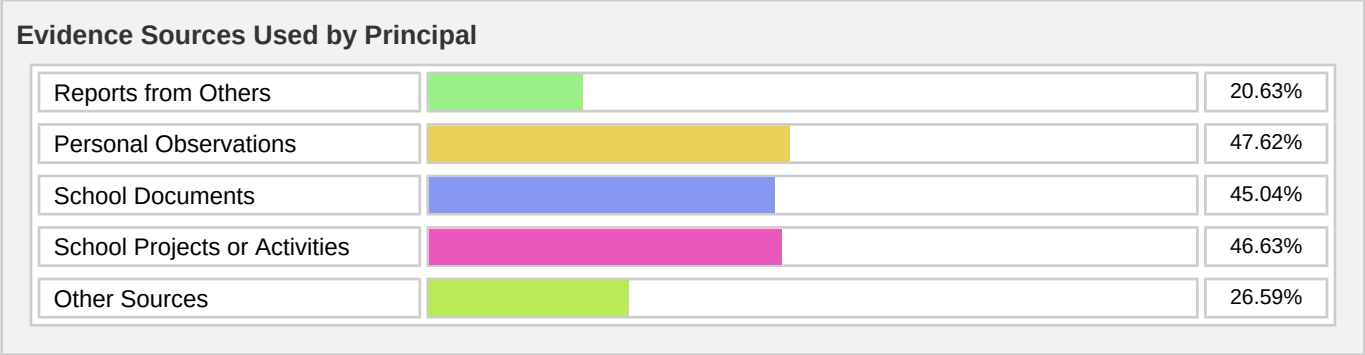
Who Responded and What Evidence Did They Use?

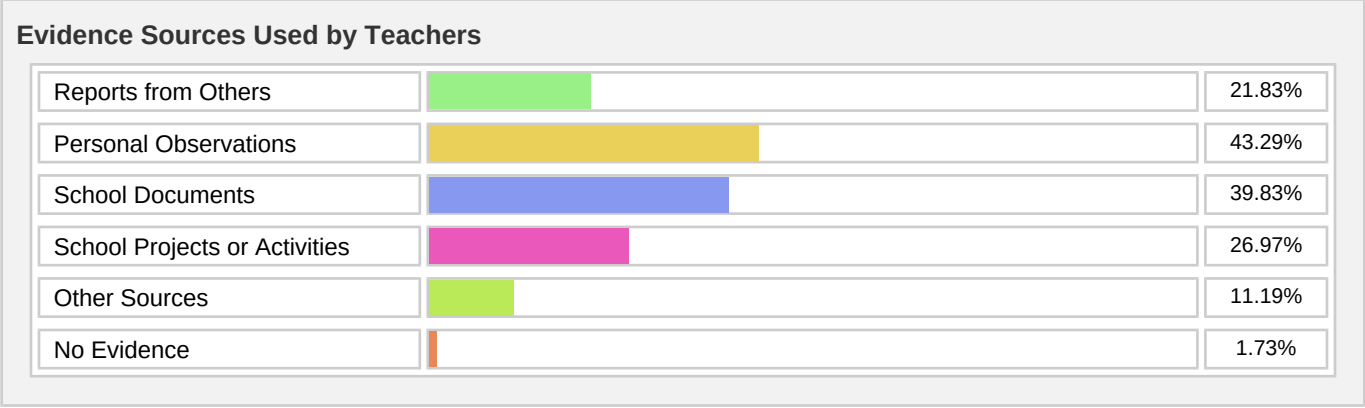
	Possible Repondents	Actual Repondents	Percent(%) Responding
Principal	7	7	100 %
Teacher	80	53	66 %
Supervisor	9	9	100 %

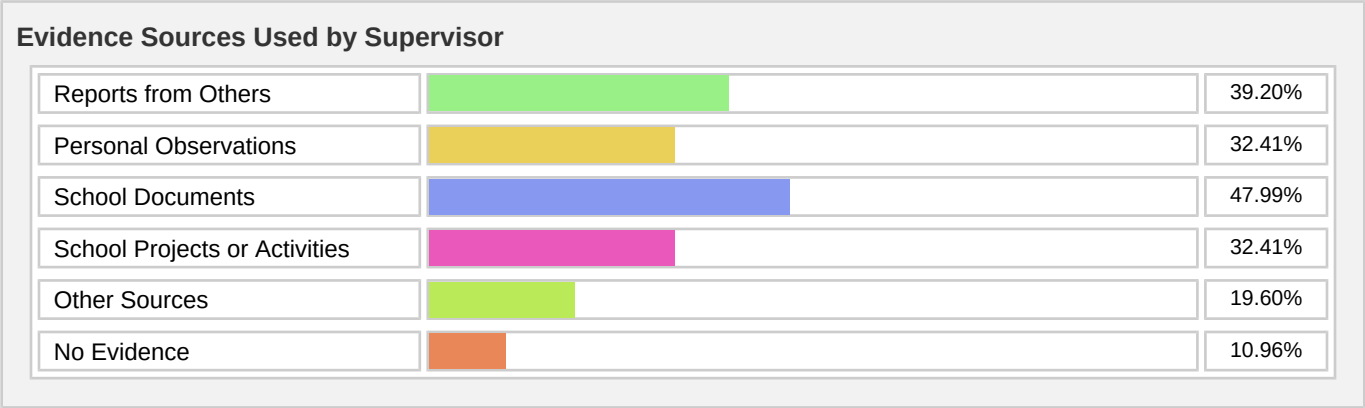
A response rate of greater than or equal to 75% is high, 50% to 74% is moderate, and below 50% is low. When response rates are low, resulting scores should be interpreted with caution.

Sources of Evidence

Ratings of a principals' behaviors should be based on evidence that is recent, relevant and representative. Evidence comes in many forms (e.g., observations of behavior, review of documents that record leadership actions and communications with people who have directly observed the principal's behavior). After reflecting on a sample of evidence, respondents' effectiveness ratings of leadership behaviors are behavorially-anchored and more accurate. The graphs below summarize each type of evidence used as a basis for effectiveness ratings of the leadership behaviors. The bars display the sources of evidence for each item used by the principals and all teacher and supervisor respondents in the school. Percentages are based on number of items for which a source of evidence was checked; these percentages need not sum to 100 across sources.







What are the Results of the Assessment?

VAL-ED provides a total score across all respondents as well as separately by respondent group. The scores from the teachers are based on the average across all teacher respondents. The total score, core component, and key process effectiveness ratings are interpreted against a national representative sample that included principals, supervisors, and teachers, providing a **percentile rank**. The results are also interpreted against a set of performance standards ranging from **Below Basic** to **Distinguished**. The scores associated with performance levels were determined by a national panel of principals, supervisors and teachers.

Below Basic	Basic	Proficient	Distinguished
A leader at the below basic level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable value-added to student achievement and social learning for students.	A leader at the basic level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and that result in acceptable value-added to student achievement and social learning for some sub-groups of students, but not all.	A proficient leader exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and result in acceptable value-added to student achievement and social learning for all students.	A distinguished leader exhibits learning-centered leadership behaviors at levels of effectiveness that are virtually certain to influence teachers positively and result in strong value-added to student achievement and social learning for all students.

Overview of Assessment Results

The Principal's Overall Total Effectiveness score based on the averaged ratings of all respondents is 0.00. Remember, this score is based on a 5-point effectiveness scale where 1=Ineffective; 2=Minimally Effective; 3=Satisfactorily Effective; 4=Highly Effective; 5=Outstandingly Effective. The Performance Level and national Percentile Rank for this score are documented in the table below.

Proficiency Level	Cut Scores	
Below Basic	1.00	3.28
Basic	3.29	3.59
Proficient	3.60	3.99
Distinguished	4.00	5.00

Overall Effectiveness Score		
Mean Score	**Performance Level**	**Percentile Rank**
3.54	Basic	41.9
The standard error of measurement is .05		

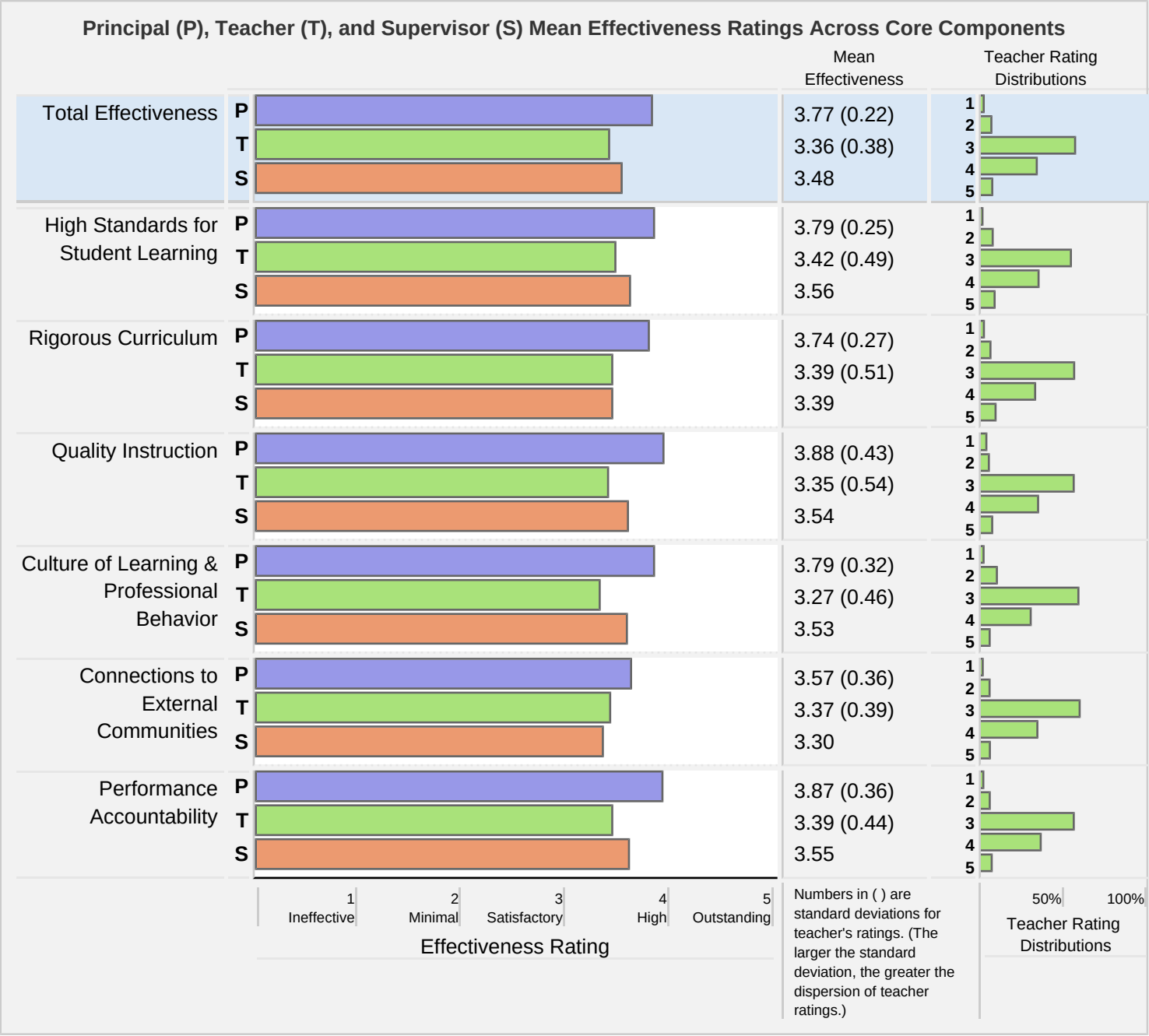
Summary of Core Components Scores				Summary of Key Processes Scores			
	Mean	**Performance Level**	**Percentile Rank**		**Mean**	**Performance Level**	**Percentile Rank**
High Standards for Student Learning	3.59	Basic	47.8	Planning	3.56	Basic	50.1
Rigorous Curriculum	3.50	Basic	36	Implementing	3.54	Basic	44.2
Quality Instruction	3.59	Basic	47.8	Supporting	3.56	Basic	28.7
Culture of Learning & Professional Behavior	3.53	Basic	39.6	Advocating	3.49	Basic	46.5
Connections to External Communities	3.41	Basic	26.4	Communicating	3.54	Basic	37.8
Performance Accountability	3.60	Proficient	49.2	Monitoring	3.53	Basic	47.8

An examination of the principal's Core Components mean item ratings ranged from a low of 3.41 for Connections to External Communities to a high of 3.60 for Performance Accountability. Similarly the principal's Key Processes mean item ratings indicate they ranged from a low of 3.49 for Advocating to a high of 3.56 for Planning.

Assessment Profile and Respondent Comparisons

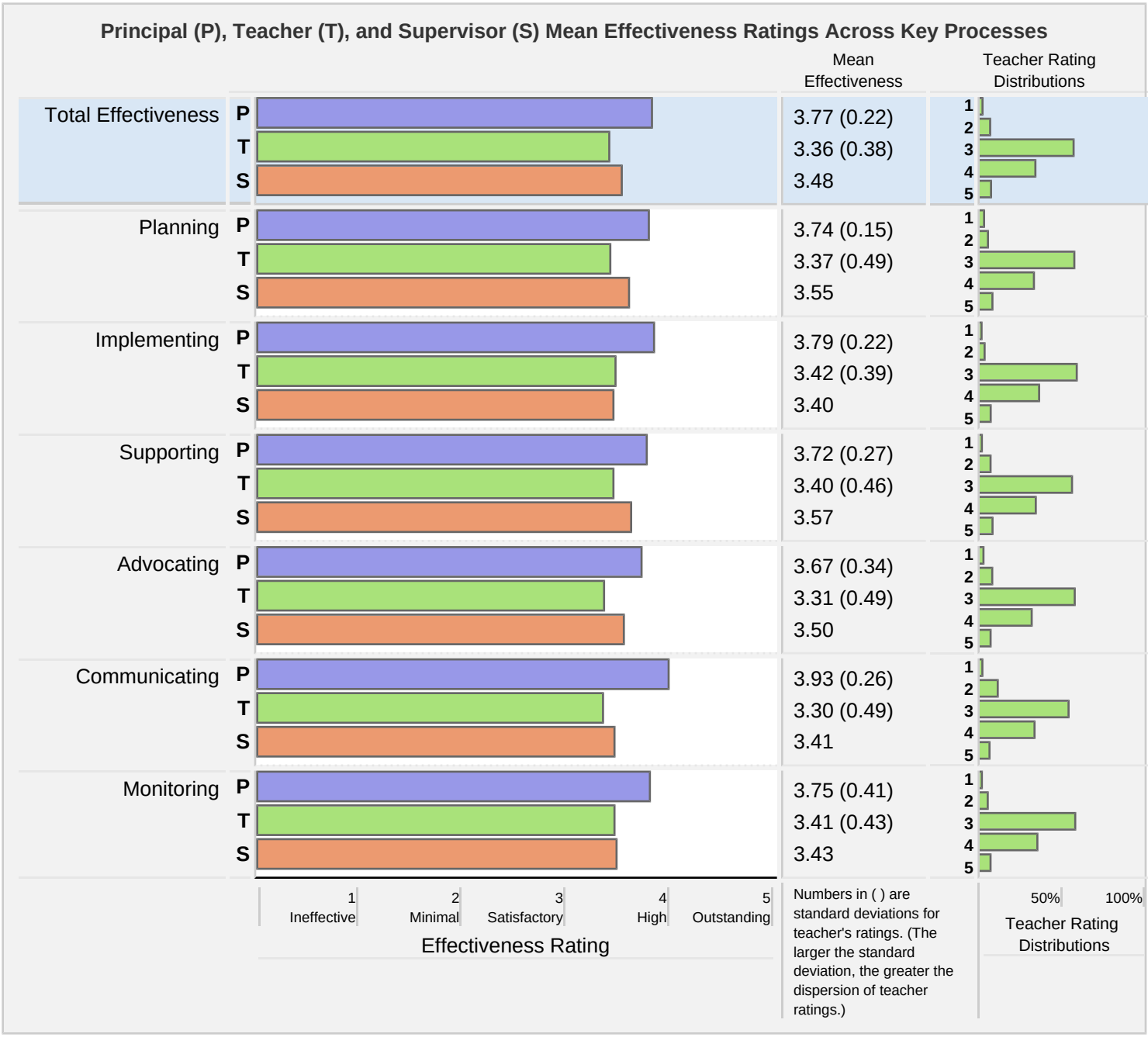
The principals' relative strengths and areas for development can be determined by comparing scores for each of the 6 Core Components and 6 Key Processes across different respondent groups. The next two graphs present an integrated visual summary of the results. They show the Mean Effectiveness associated with each Core Component and Key Process.

First, examine the profiles as recorded by each of the three respondent groups. These scores can be interpreted by
(a) Comparisons among Core Components and Key Processes
(b) Examination of scores among respondent groups
(c) Comparisons to the mean effectiveness scale
(d) Distribution of ratings among teachers



Assessment Profile and Respondent Comparisons (Continued)

The ratings of the six Key Processes are based on 12 items that focus on a given Key Process. Again, the higher the score, the more effective the leadership behaviors of the principal. For more details about the technical aspects of the VAL-ED scores and tips on interpreting scores, visit the VAL-ED website http://www.valed.com.



Using Results to Plan for Professional Growth

The matrix below provides an integrated summary of all principals' relative strengths and areas for growth indicating the number of principals at each proficiency level for the intersection of Core Components by Key Processes.

Cells that are green represent areas of behavior across all principals that are 'proficient' or 'distinguished' **(P)**.
Cells that are yellow represent areas of behavior across all principals that are 'basic' **(B)**.
Cells that are red represent areas of behavior across all principals that are 'below basic' **(BB)**.

NUMBER & PERCENTAGE of Principals by Proficiency Level within each Process x Component:

Total Principals: 7	Planning			Implementing			Supporting			Advocating			Communicating			Monitoring		
	#BB	#B	#P	#BB	#B	#P	#BB	#B	#P	#BB	#B	#P	#BB	#B	#P	#BB	#B	#P
High Standards for Student Learning	1	5	1	2	3	2	0	2	5	1	2	4	0	4	3	1	3	3
	14%	71%	14%	29%	43%	29%	0%	29%	71%	14%	29%	57%	0%	57%	43%	14%	43%	43%
Rigorous Curriculum	1	5	1	1	4	2	1	1	5	2	4	1	0	4	3	2	3	2
	14%	71%	14%	14%	57%	29%	14%	14%	71%	29%	57%	14%	0%	57%	43%	29%	43%	29%
Quality Instruction	1	3	3	2	3	2	1	2	4	2	2	3	1	3	3	1	2	4
	14%	43%	43%	29%	43%	29%	14%	29%	57%	29%	29%	43%	14%	43%	43%	14%	29%	57%
Culture of Learning & Professional Behavior	2	0	5	2	3	2	1	3	3	2	2	3	2	3	2	5	1	1
	29%	0%	71%	29%	43%	29%	14%	43%	43%	29%	29%	43%	29%	43%	29%	71%	14%	14%
Connections to External Communities	2	3	2	3	3	1	5	0	2	3	2	2	3	1	3	2	3	2
	29%	43%	29%	43%	43%	14%	71%	0%	29%	43%	29%	29%	43%	14%	43%	29%	43%	29%
Performance Accountability	0	3	4	3	0	4	1	3	3	0	5	2	2	2	3	0	4	3
	0%	43%	57%	43%	0%	57%	14%	43%	43%	0%	71%	29%	29%	29%	43%	0%	57%	43%