**OPES**

The Ohio Principal Evaluation System (OPES), similar to OTES, is a summative evaluation of principals’ and assistant principals’ performance that results from the principal performance on the standards (50%) and student growth measures (50%). The performance measure is based on the professional growth plan and formative assessment of the principal performance based on the Ohio Standards for Principals as assessed by the district superintendent or a trained designee who conducts formal observations, evaluation of the professional development plan/goal setting/improvement plan, and pre and post-conferences. The principal’s student growth measurement is determined by value-added scores, LEA (local education agency) measures, and/or approved vendor assessment data.

The data in Table 1 show the results of the OPES for Xavier University’s School of Education (SOE) graduates who were licensed in years 2011-2016. There was no OPES data from Xavier University principal program completers in 2016 and 2017; therefore, this data is indicative of the most recent cycles of data.

Table 1. *Evaluation Ratings of Xavier University SOE Licensed Principals from 2011-2016*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LICENSE\_YEAR** | **N\_INEFFECTIVE** | **N\_DEVELOPING** | **N\_PROFICIENT** | **N\_ACCOMPLISHED** | **REPORTNG YEAR** |
| 2015 | 0 | 0 | 2 | 0 | 2018, 2017 |
| 2014 | 0 | 1 | 0 | 0 | 2017 |
| 2013 | 0 | 0 | 2 | 2 | 2017 |
|  |  |  |  |  |  |
| 2012 | 0 | 0 | 3 | 2 | 2016 |
| 2013 | 0 | 0 | 2 | 1 | 2016 |
| 2014 | 0 | 0 | 1 | 0 | 2016 |
| 2015 | 0 | 0 | 2 | 1 | 2016 |
|  |  |  |  |  |  |
| 2011 | 0 | 1 | 4 | 3 | 2015 |
| 2012 | 0 | 2 | 2 | 0 | 2015 |
| 2013 | 0 | 0 | 1 | 0 | 2015 |
| 2014 | 0 | 0 | 1 | 0 | 2015 |

The principal performance data show an overall positive summative evaluation by supervisors: in nearly all cases, principals are proficient/accomplished by the 3rd year of the principalship. Overall, 91% of completers are at proficient or accomplished. These results indicate a strong pattern of the SOE’s licensed principal completers consistently meeting expectations for performance and fully demonstrating most or all competencies for principals. Further, the trend indicates an increase in performance level toward Accomplished by the end of their fourth year, in most cases other than the 1 2014 completer. For example, in the 2015 and 2016 reporting years, the completers who had only 1 year of principal experience were all earning proficient or accomplished ratings.