

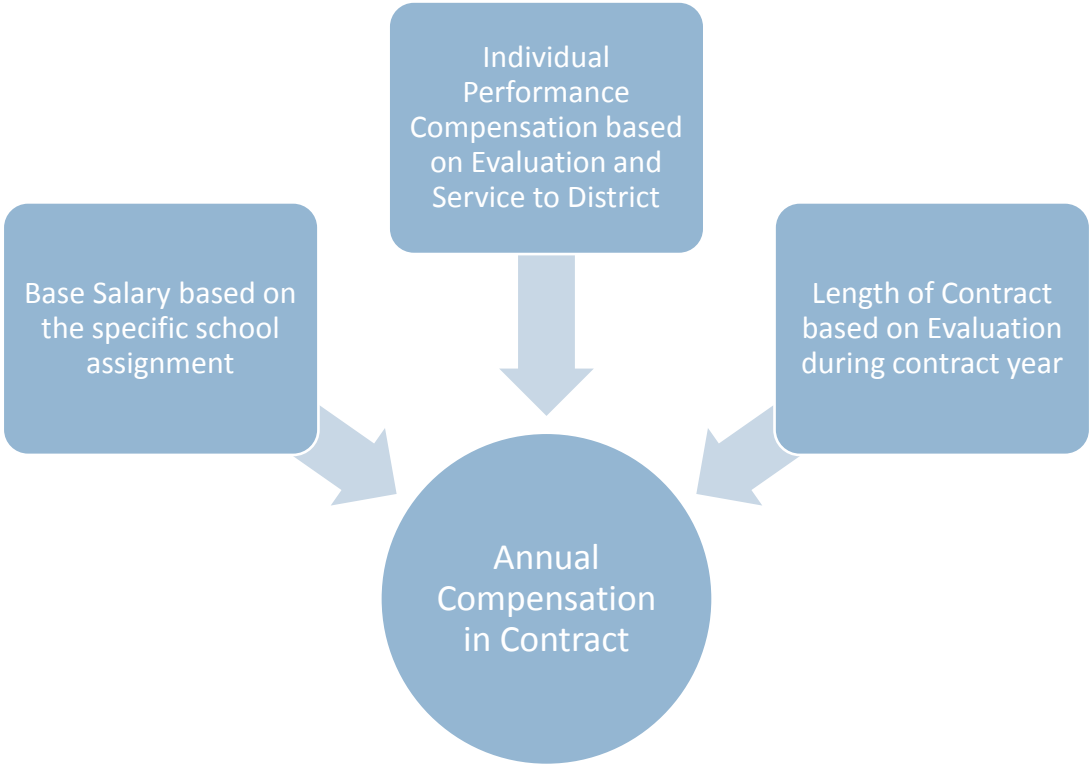
Providence Schools Principal Compensation

A program designed to compensate principals based on the complexity of their assignment and the quality of their performance in that role and a career ladder that differentiates levels of achievement within the role of building level principal.

The Project

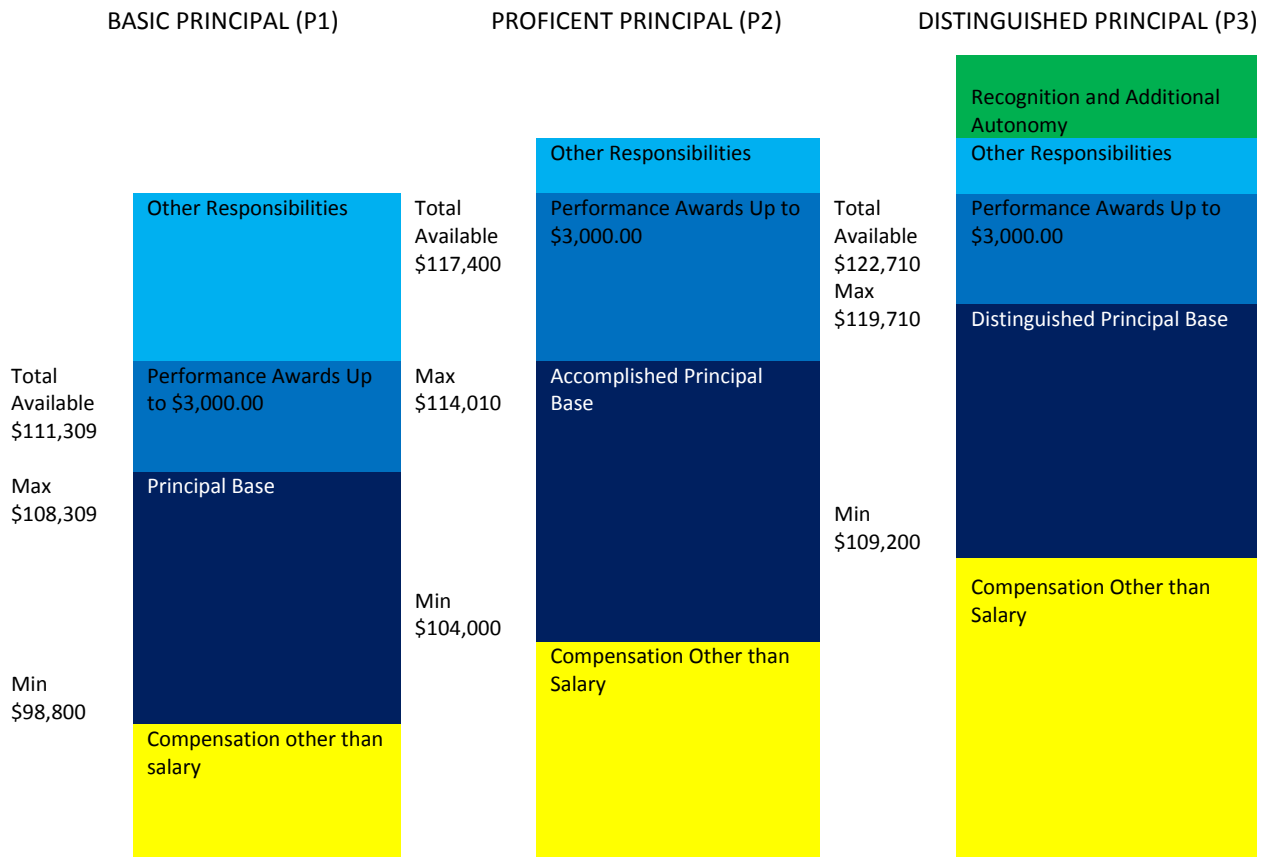
Phase One: Building Level Principal Compensation based on assignment and quality of performance each year.

The Providence Public School District has developed a compensation system for building level principals that reflects the difficulty of the principal’s specific assignment (a particular school) and the quality of the principal’s performance in that role during the preceding year. Phase One of the model was implemented with all district principals in 2013-2014.



Phase Two: A Career Ladder for Building Level Principals

The Providence Public School District is embedding the compensation system within a career ladder for building level principals. PPSD's goal was to create a three tier ladder differentiating steps as "Principal", "Proficient Principal," and Distinguished Principal." In 2013-2014 all principals were placed in the Proficient Principal Tier. The third tier was designed during 2013-2014 and refined for implementation in the school year 2014-2015. Salaries in the chart below reflect projected salaries for 2014-2015.



The salary range for each of the three principal levels is composed of a base salary (determined by the school assignment) and a performance component (determined based on performance awards from individual evaluations and leadership). The range for each level is from the minimum base for that level to the maximum base for that level plus the maximum available through performance awards. In 2013-2014 and 2014-2015 the base range for Proficient Principals (the designation for all principals in the first year of pilot testing the new compensation system) was from \$104,000.00 to \$114,010.00. An additional \$3,000.00 could be earned based on individual performance.

Beginning in 2014-2015 when a new principal is hired (a principal with little or no experience) the principal is placed at the P1 level. The base for this level of the tier is 95% of a Proficient Principal's Salary in the same assignment. The superintendent can elect to place a new principal with significant experience and evidence of accomplishment on the P2 level when hired. In 2014 the district elected to adopt the Vanderbilt Assessment for Leadership in Education (VAL-ED) developed by Vanderbilt University (see valed.com) to determine movement across the levels. The results from a VAL-ED assessment classifies a principal's performance in one of the following four categories: Distinguished, Proficient, Basic, or Below Basic.

Providence will use the VAL-ED assessment with principals as part of their annual evaluation. During a year in which a contract ends the results of that year's VAL-ED assessment will determine placement on the career ladder for the subsequent year(s). Ratings of Distinguished, Proficient, or Basic will lead to placement on P3 (Distinguished), P2 (Proficient), or P1 (Principal) tiers respectively. Base salary and length of contract will be determined by the placement, which could be the same, lower, or higher than a principal's current contract placement. A principal who earns designation as a Distinguished Principal has a base salary that is 105% of the salary of a Proficient Principal in the same position. Principals in each of these tiers are also eligible for up to \$3,000.00 in individual performance compensation.

Principals remain on a one-year contract until they earn designation as a Proficient Principal. That designation leads to a two-year contract. Distinguished Principals receive a three-year contract.

Other responsibilities (e.g., directing a grant, designing curriculum) may provide the opportunity for additional salary, but this is not considered as part of comparisons with other positions or other districts since that component is essentially above and beyond the expectation of the principal position.

Compensation other than salary may include any additional benefits that are awarded as recognition of achievement (e.g., additional autonomy).

Program Development

Providence Public School District (PPSD)

PPSD is the largest Rhode Island school district serving more than 23,000 students. In 2013-2014 all thirty-seven (37) principals are participating in this program. These 37 principals serve as the building level administrators of eight high schools, seven middle schools, and twenty-two elementary schools. The district also includes two in-district charter schools, however their leadership are not employees of the district.

The Challenge

Traditionally Providence principals had been compensated using a system similar to traditional teacher compensation. Salary was established based on a variety of factors, including school level (elementary, middle, or high school), years of experience, longevity in the district, advanced degrees, and other factors. In recent years the compensation system had changed to one in which salary was based almost exclusively on whether the position was that of an elementary school, middle school, or high school principal. Additionally all principals were moved to a 260 day contract and compensation for advanced degrees was eliminated. This change had led to a reduction in salary for most principals. Salaries had not been increased to reflect cost of living changes for several years. Further exacerbating anxiety around job security, all administrators had been issued one year contracts.

PPSD was seeking a compensation model that would support more competitive salaries for principals and that was grounded in both the complexity of a specific assignment as well as the individual's annual performance within the job. Principals were committed to a compensation system that was equitable – one that was comparable to salary in other districts and that fairly reflected the variation of assignments and performances within the district. There was general agreement that the system of salary based only on the grade level of students - a system in which the principal of a 400 student high school and a 1400 student high school earned the same salary and a system in which the principal of a middle school with more than 950 students made less than the principal of the 400 student high school - was not equitable. There was also agreement that the district should create a compensation system with incentives for principals to take on more challenging assignments.

The Process

PPSD convened a committee composed of the Superintendent, the Superintendent's Chief of Staff, the Executive Director of Human Resources, and six principals to review a variety of compensation models and make recommendations for a performance-based competitive compensation structure for PPSD principals.

Program Details, Decisions, Insights, and Resources – Phase One

Initial Recommendations

- Compensation should go beyond salary and address other forms of compensation, such as contract length, respect for the role of principals, and level of autonomy at the building level.
- Compensation should reflect the difficulty of the principal's assignment and the quality of the individual principal's annual performance.
- The program should initially be developed to address principal compensation given the limited resources of the grant. However, comparable changes are also needed in assistant principal compensation.

Developing an Assignment Index to Quantify the Difficulty of the Assignment

The committee developed an "assignment index" that placed each of the 37 schools on a continuum of level of challenge that ranged from 0.00 to 1.00. The assignment index is the determinant of the base salary for the principal of that school. A school assigned a 0.000 index was the least difficult assignment and yielded the base salary for a principal. A school assigned a 1.00 index was the most difficult assignment and yielded a 10% increase over the base salary and the highest salary for a principal based on assignment.

Identification of Factors and Distribution of Schools

The committee discussed a wide range of factors that might contribute to the difficulty of the assignment.

The discussion of factors and the selection of the final factors were guided by the following decisions:

- A factor should be measurable by readily available objective data (e.g., number of students, level of academic challenge).
- When several factors are highly correlated (e.g., number of students and number of teachers) only one should be chosen to avoid overweighting what was essentially one common factor.
- There should be significant differentiation across the 37 schools on a factor so that it contributes to classification of schools into several categories (e.g., percentage of certified teachers in the building was close to 100% in all schools and wouldn't differentiate).

The committee recommended the assignment index be based on three factors:

1. School size (based on student population)
2. Academic Challenge (based on school classification as priority, focus, warning, typical, leading, commended)
3. Student Population (based on poverty level, students identified as LEP, students with an IEP, and stability of the student population)

The committee reviewed the data for each school on each factor and classified each school as standard, medium or high for the factor. The selection of the break point between standard and medium or between medium and high for a given factor was made based on what appeared to be natural breaking points in the

data range. This assured that no classification was made based on a cut point that was just barely missed by one school. The specific criteria with individual break points are presented in the table that follows.

Factor	Standard	Medium	High
Size	< 525	525-799	800+
Academic	Warning, Typical, Leading, Not Rated	Focus	Priority, Commended
Poverty	< 80%	80%-89%	90%+
LEP	<10%	10%-23%	24%+
IEP	<18%	18%-19%	20%+
Stability	80%+	70%-79%	<70%

Weighting of Factors

The committee proposed several weighting formulae for the three factors and ran the data for each proposed model before agreeing to the following weighting:

- School Size: 35%
- Academic Challenge: 35%
- Student Population: 30% (each of the four elements – poverty, LEP, IEP, stability – were weighted equally within this factor)

To calculate the School Assignment Index (SAI) for each school, a school was assigned 1 point for a High Rating, 0.5 for a Medium rating, and 0 points for a Standard rating. The raw score was then weighted to arrive at a School Assignment Index. The table below illustrates the calculation for one school. A list of all schools and their indices appears in Appendix 1.

Factor	Rating	Raw Score	Average	Weight	Total
Size	S	0	0	.35	0.0000
Academic	H	1	1	.35	0.3500
Poverty	M	0.5	1.5/4 = 0.375	.30	0.1125
LEP	S	0			
IEP	H	1			
Stability	S	0			
School Assignment Index (SAI)					0.4625 or 4.625% above base

Creation of Salary Schedule

PPSD reviewed RIASC data to identify an average salary for Rhode Island principals. The district provided an estimate for this number since all Rhode Island districts were not reflected in the RIASC data and salary, number of contracted days, and benefits varied across districts. PPSD attempted to equalize the days in the data and establish a statewide average. It was agreed that the average salary was approximately \$104,000 in 2012-2013 and allowing a 3% increase for cost of living, the amount \$107,000 was established as a target base salary for Providence principals. This amount was split into \$104,000 as a base and the potential for \$3,000 in individual performance compensation. Using \$104,000 as the base and applying the School Assignment Index (between 1 and 1.10) base salaries would range from \$104,000 to \$114,400. When combined with individual performance compensation the total dollar compensation could reach \$117,400.

Establishing Criteria for Individual Performance Compensation

The committee discussed a variety of possible criteria for individual performance compensation before agreeing upon stipends based on the following two criteria:

- District Performance Evaluation
- Leadership in Service to District

Every principal who earns an evaluation rating of Effective or Highly Effective on the Rhode Island Building Administrator Evaluation will receive a \$2,000 stipend for that year as compensation for annual performance.

Every principal who provides Leadership within the district, Leadership within the state or nationally as a representative of PPSD, or Leadership with other partners in service to their schools may earn a \$1,000 stipend for the year. A description of leadership criteria and standards for performance are provided in the chart below. Each principal who elects to participate in this leadership option establishes the focus of leadership with his or her supervisor at the beginning of the year and then presents evidence of having met the commitment at the end of the year. The supervisor makes a determination of whether or not the standard for performance has been met. A copy of the form used by the district to establish leadership goals and to determine if they were met is provided in Appendix 2.

Compensation based on Leadership in Service of the District			
<i>Demonstration of Leadership in Service of the District in One of the Following Three Areas</i>			
Component	Criteria	Standard for Performance	Evidence
A. Leadership within the district	Representation of Providence Principals in a critical district-wide role. For 2013-2014 these roles qualify: <ol style="list-style-type: none"> 1. PAR Panel Member 2. Compensation Reform Committee Member 3. Mentor to a new Principal 	Appointment by the Superintendent and demonstrated engagement in the work.	Attestation by Superintendent
B. Leadership within the state or nationally as a representative of PPSD	Representation of PPSD in a critical state-wide organization or project (e.g., RIASP, Scholastic League)	Full participation in organization, attendance at all meetings, and engagement in committee work	Documentation from organization verifying regular attendance and engagement in committee work.
C. Leadership with other partners in service to their schools	Representation of PPSD with external partners either by securing additional funding resources or establishing/growing a meaningful partnership consistent with the school improvement plan in service to a significant number of students within the school.	Secure grant funding of at least \$100,000 to support the school or significant participation in a district-wide grant procurement effort. Establish, sustain, or expand a significant school-community partnership that is integrated with the school programming and critical to the School Improvement Plan.	Attestation for grant work. Verification of substantial partnership work by ZED through quarterly reports.

Length of Contract

In 2012-2103 all Providence school administrator contracts were for one year. The committee recommended that multi-year criteria represents another form of compensation that rewards effective building level principals. In the initial year of program implementation the committee began to identify criteria for multi-year contracts. The initial distinction focused on who should always be on a one-year contract. The committee recommended the following broad criteria:

- First year principals receive a one-year contract.
- Any principal placed on a growth plan, either as a result of the Rhode Island Building Administrator evaluation, or any other PPSD determination, and who is offered a contract will receive a one-year contract.
- All other principals will receive a one-, two-, or three-year contract based on their overall evaluation.

Further delineation of criteria for two- or three-year contract awards was deferred with the intent to link contract length to tiers within the career ladder. The district’s final recommendation for determining contract length is described in the details of decisions for Phase Two in this document.

Program Implementation

1. PPSD committed to building a system that had credibility with and that was supported by district principals. Once PPSD ran data on the impact of implementing the School Assignment Index, it was evident that the impact would be significant increases for most elementary and middle school principals. The district had allocated funds to support a 3% salary increase for principals. In 10 of the 37 schools, the new index would establish principals' salaries lower than their current salary with a 3% increase. PPSD elected to protect these salaries in 2013-2014 by delaying implementation with those ten assignments, or red-circling and freezing those salaries. PPSD recognized that as assignments change, the full system will eventually be phased in. In year two, the number of salaries that had to be protected had further decreased. It is expected that within another year most, if not all salaries will be determined by the new formula.
2. In the second year of implementation the base salary remained unchanged. This allowed PPSD to use its increase in budgeted salaries to replace the funding from the state grant that had funded the initial transition.
3. The individual compensation of \$2,000 based on evaluation and \$1,000 based on leadership is an annual award and does not change the base salary. These awards, if earned, are paid at the end of the school year as stipends – not salary.
4. In the second year of implementation PPSD has extended the base salary structure that is determined by assignment to include all assistant principals in the district.
5. The committee recognized that school composition and/or structure can change over time. For that reason the SAI has been set for a period of three years and will be revisited and revised to reflect any changes in data prior to the 2016-2017 school year. If there is a significant change in a school's size, status, population, or other factors during the three year period the Superintendent has the authority to make an individual school adjustment at the time of the change. For example, PPSD is opening a new middle school in 2014-2015. Where specific index data is known, i.e. size, population demographics, etc., that data was used to construct the index for the new assignment.
6. PPSD recognizes the importance of linking compensation changes for principals with compensation changes for teachers. As part of the contract negotiations of 2013-2014 with the Providence Teachers Union the district sought to build a coherent system in which compensation of all educators within the district – teachers, principals, and other educators – share a common philosophy and process.

Program Details, Decisions, Insights, and Resources – Phase Two

Initial Recommendations

- Develop a Career Ladder for principals that recognizes effective principals and that further identifies and rewards distinguished principals within Providence.
- The Career Ladder should have three steps, designated as Basic Principal, Proficient Principal, and Distinguished Principal.
- Annual evaluation data should be a part of the Career Ladder.
- Criteria for recognition should be closely tied to the District Strategic Plan.
- Data from multiple years, not just one year, should inform the designation of Distinguished Principals.

Developing Criteria

The committee recommended several structural criteria for qualifying as a Distinguished Principal.

- A principal must have served in the same position for three years to be considered for designation as a Distinguished Principal.
- Only Proficient Principals and Distinguished Principals can be designated as (or continue as) Distinguished Principals. New Principals must demonstrate that they have moved to the Proficient Principal designation before qualifying for Distinguished Principal.
- A principal must have been rated as Highly Effective for two of the prior three years to be considered for designation as a Distinguished Principal.

In addition to the pre-qualifications identified above, the committee identified four areas that are critical components of the District's Strategic Plan to serve as the basis for evaluation of principals in the identification of Distinguished Principals. The criteria are:

1. Culture and Climate of School
2. Financial Leadership
3. District, School, and Community Partnership
4. Parent Engagement

Process

Initially PPSD worked to establish specific evaluation criteria in each of the four areas. The responsibility for this development rested with: the Office of Research, Planning, and Accountability (Culture and School Climate based on survey data); the Deputy Financial Officer (Financial Leadership based on an evaluation of the principal's fiscal work); and the Office of Family and Community Partnerships (Partnerships and Parent Engagement). PPSD began to draft instruments and criteria in the 2013-2014 year. After considering a variety of approaches to determine progress along the steps of the career progression the district began to review other established and validated measures of principal leadership. In 2014 the district elected to adopt the Vanderbilt Assessment for Leadership in Education (VAL-ED) developed by Vanderbilt University. (see valed.com)

As noted on the VAL-ED website: "The Vanderbilt Assessment for Leadership in Education™ (VAL-ED) is a research-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's performance. Aligned to the ISLLC standards, the VAL-ED focuses on learning-centered leadership behaviors that influence teachers, staff, and most importantly, student achievement. It is a 360 assessment, intended to be taken by not only the principal, but by teachers and the principal's supervisor, ensuring that the very best information is available."

The results from a VAL-ED assessment classifies a principal's performance in one of the following four categories: Distinguished, Proficient, Basic, or Below Basic. Providence will use the VAL-ED assessment with principals as part of their annual evaluation. During a year in which a contract ends the results of that year's VAL-ED assessment will determine placement on the career ladder for the subsequent year(s). Ratings of Distinguished, Proficient, or Basic will lead to placement on P3 (Distinguished), P2 (Proficient), or P1 (Principal) tiers respectively. Base salary and length of contract will be determined by the placement, which could be the same, lower, or higher than a principal's current contract placement. Any principal whose performance is rated as Below Basic will be placed on the P1 (Principal) tier and will have a development plan for the following year. Any principal who falls into that classification will not be eligible for the additional compensation that is based on performance.

Providence Public School Department's Reflections at the End of the Pilot

1. The principal compensation committee will be a standing committee and will meet annually to review the data related to the design in order to continue to refine the model.
 - a. For example, as the State Department of Education rethinks the academic classification system the team may have to modify the assignment index calculation.
 - b. Additionally the team has already discussed revisiting the weighting factors, considering placing more emphasis on the Student Population factors and less on Academic Challenge. The rationale for the change is based on the fact that most of the district's schools are being identified for intervention so this should be less of a driver for differentiation.
2. The model was implemented during the 2013-2014 school year. It is evident we need greater experience with the tools organizationally before we make significant decisions.
 - a. The Individual Performance Criteria (Appendix 2) was not complete at the beginning of the year so it was not discussed as part of the BOY conference with principals. We believe a complete year of implementation will yield improved alignment with the district's strategic goals around leadership.
 - b. The district is still learning about the use of both the Rhode Island Building Administrator Evaluation and the VAL-ED assessment. A review of the data (Appendix 3) reveals incongruity between the two tools. While they aren't intended to measure all of the same criteria and are compiled differently, the disparity warrants investigation, greater practice, and the accumulation of more data before making sweeping decisions.
3. As we began to develop the internal data system to establish career ladder movement it became evident that we could bury ourselves in data and developing a validated tool. It was also evident we didn't have the data collection systems we really wanted in place. When the district made application for a Wallace Grant we were introduced to the VAL-ED tool. Upon analysis it captured measures on many, if not all, of the criteria of the added evaluation PPSD was developing in some capacity and data came from a broad range of sources. Further, it provided a nationally validated option and comparison. The decision was made not to reinvent a good wheel and not to burden ourselves with developing an additional evaluation tool. Our committee went into this initiative with the goal of making sure we used data elements the district already captured.

How Other Districts Might Adopt or Adapt This Model

1. This School Assignment Index is most applicable to large districts with a wide range of schools that may present assignments with significant differences. However, it can also apply to districts with several elementary schools. The Miami-Dade (FL) Principal Differentiated Compensation Model (PDCM) offers another model for developing an index based on assignments. Several of these examples are highlighted on the RIDE website at <http://www.ride.ri.gov/TeachersAdministrators/OtherToolsInformation/PerformanceBasedCompensation.aspx>.
2. The Individual Performance Compensation component is a component in many educator compensation models. It can be used with teachers, principals, and other educators. The basis for awards can be evaluations, student learning, service, or other performances that reflect critical outcomes for the district.

3. The Career Ladder concept can be used by districts with only a few principals. It provides a way to distinguish principal performance over time that is based on something other than longevity. The concept can be used with teachers, principals, and other educators. The Harrison County (CO) and Baltimore City Schools career pathways offer models for pathways that are tied to compensation reform. Articles about each system are available on the RIDE website. Several of these examples are highlighted on the RIDE website at <http://www.ride.ri.gov/TeachersAdministrators/OtherToolsInformation/PerformanceBasedCompensation.aspx>.

For additional information contact:

Superintendent Susan Lusi Susan.Lusi@PPSD.org

Senior Executive Director of Human Resources Craig Bickley Craig.Bickley@PPSD.org

Appendix 1: Assignment Index List

The table below presents the Assignment Index for 2013-2014. Green schools are elementary schools, Yellow are middle schools, and Red are high schools.

	Index
Alvarez	0.7125
Bailey	0.5
Birch Vocational	0.1125
Bishop	0.425
Career and Tech	0.5
Carnevale	0.2875
Central	0.7125
Classical	0.7
Cooley & PAIS	0.7125
D'Abate	0.15
DelSesto	0.925
E-Cubed	0.15
Feinstein a. S.	0.15
Feinstein L	0.425
Fogarty	0.5375
Fortes	0.1875
Greene	0.3875
Gregorian	0.0375
Hope	0.7125
Hopkins	0.5375
Kennedy	0
King	0.175
Kizirian	0.5375
Lauro	0.8875
Leviton	0.15
Lima	0.325
Messer	0.325
Mt. Pleasant	0.9625
Pleasant View	0.4625
Reservoir	0.1125
Spaziano	0.5
Stuart	0.7125
Veazie	0.325
Webster	0.1125
West	0.675
Williams	0.75
Young and Woods	0.7125

Appendix 2: Principal Individual Performance Compensation Based on Evaluation and Service to District

Providence principals establish criteria for individual performance awards with their supervisors at the beginning of the year. Final determination of whether or not the criteria are met rests with supervisor. The form on the pages that follow establish the criteria and then identify whether or not the criteria are met.

Individual Performance Compensation Based on Evaluation and Service to District 2013-2014

Component	Criteria	Standard for Performance	Amount	Evidence
Compensation Based on Evaluation	Completion of District Principal Annual Evaluation	Rating of Effective or Highly Effective	\$2,000.00	Annual Evaluation Rating
Compensation based on Leadership in Service of the District	<i>Demonstration of Leadership in Service of the District in One of the Following Three Areas</i>			
D. Leadership within the district	Representation of Providence Principals in a critical district-wide role. For 2013-2014 these roles qualify: <ol style="list-style-type: none"> 4. PAR Panel Member 5. Compensation Reform Committee Member 6. Mentor to a new Principal 	Appointment by the Superintendent and demonstrated engagement in the work.	\$1,000.00	Attestation by Superintendent
E. Leadership within the state or nationally as a representative of PPSD	Representation of PPSD in a critical state-wide organization or project (e.g., RIASP, Scholastic League)	Full participation in organization, attendance at all meetings, and engagement in committee work		Documentation from organization verifying regular attendance and engagement in committee work.
F. Leadership with other partners in service to their schools	Representation of PPSD with external partners either by securing additional funding resources or establishing/growing a meaningful partnership consistent with the school improvement plan in service to a significant number of students within the school.	Secure grant funding of at least \$100,000 to support the school or significant participation in a district-wide grant procurement effort. Establish, sustain, or expand a significant school-community partnership that is integrated with the school programming and critical to the School Improvement Plan.		Attestation by Carey or Doris for grant work. Verification or substantial partnership work by ZED through quarterly reports.

Individual Performance Compensation Based on Evaluation and Service to District 2013-2014

Principal:

ZED:

Planning Phase (Fall)

Intent	Basis for Performance Award	Agreed upon Evidence/Standard of Achievement
<p>Intent to Pursue Award (due to ZED by 11/01/13)</p> <p><input type="checkbox"/> I am not pursuing an award this year.</p> <p><input type="checkbox"/> I am pursuing an award this year and will base it on my work in the following area:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leadership within the district <input type="checkbox"/> Leadership within the state <input type="checkbox"/> Leadership with a school partnership/grant 	<p>Specify the district leadership role, state leadership, or partnership/grant that will be used to determine receipt of the award</p>	

Review and Award Phase (End of School Year)

Evidence Presented	Evaluation of Evidence/Determination of Award	
<p>(List and then attach copy of attestation)</p>	<p><input type="checkbox"/> Standard Met/Award Earned (\$1,000.00)</p> <p><input type="checkbox"/> Standard Not Met/Award Not Earned (\$0.00)</p> <p>Explanation</p>	

Planning Draft or Award Determination

ZED Signature

Date

Principal Signature

D

Appendix 3: Principal Individual Performance Compensation Results and Comparison

	<u>SUMMATIVE RATING</u>	<u>\$2K Bonus</u>	<u>Leadership/\$1K Bonus</u>	<u>Val-Ed</u>	<u>Career Path/Contract</u>
Principal 1	4	Yes	Yes	4	D/105/3
Principal 2	4	Yes	No	2	B/95/1
Principal 3	3	Yes	No	3	P/100/2
Principal 4	4	Yes	Yes	2	B/95/1
Principal 5	4	Yes	Yes	4	D/105/3
Principal 6	NR - Leave/Resigned	No	No		0
Principal 7	3	Yes	Yes	2	B/95/1
Principal 8	4	Yes	No	2	B/95/1
Principal 9	4	Yes	No	4	D/105/3
Principal 10	3	Yes	No	3	P/100/2
Principal 11	NR	No	No	2	B/95/1
Principal 12	4	Yes	No	1	BB/95/DP
Principal 13	4	Yes	Yes	3	P/100/2
Principal 14	4	Yes	No	2	B/95/1
Principal 15	3	Yes	Yes	4	D/105/3
Principal 16	3	Yes	Yes	2	B/95/1
Principal 17	NR - Leave	No	No		0
Principal 18	3	Yes	No	4	D/105/3
Principal 19	3	Yes	No	3	P/100/2
Principal 20	4	Yes	No	2	B/95/1
Principal 21	4	Yes	Yes	2	B/95/1
Principal 22	4	Yes	No	3	P/100/2
Principal 23	3	Yes	No	1	BB/95/DP
Principal 24	4	Yes	No	3	P/100/2
Principal 25	NR - Resigned	No	No	3	P/100/2
Principal 26	3	Yes	No	2	B/95/1
Principal 27	4	Yes	No	1	BB/95/DP
Principal 28	4	Yes	No	1	BB/95/DP
Principal 29	3	Yes	Yes	3	P/100/2
Principal 30	4	Yes	No	2	B/95/1
Principal 31	4	Yes	No	4	D/105/3
Principal 32	NR - Resigned	No	No	2	B/95/1
Principal 33	3	Yes	Yes	3	P/100/2
Principal 34	4	Yes	No	4	D/105/3