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Title	Revised SCHOOL ADMINISTRATOR EVALUATION
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1420 - SCHOOL ADMINISTRATOR EVALUATION

[DRAFTING NOTE: Please note that the amended statute also imposes a requirement for contracts entered into after the July 1, 2024 effective date. M.C.L. 380.1249b(1)(q). This does not need to be in policy, but will affect district operations going forward.]

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with the involvement of school administrators, it delegates to the Superintendent the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. Evaluates the school administrator's job performance ~~at least annually in a year-end evaluation~~, while providing timely and constructive feedback.

The Superintendent or designee shall perform administrators' evaluations. Administrators rated highly effective or ~~or, as of July 1, 2024, effective~~ on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion. This policy does not preclude more frequent Administrator evaluations as determined necessary by the Superintendent or designee.

- B. Establishes clear approaches to measuring student growth and provides school administrators with relevant data on student growth.

- C. Before the 2024-2025 school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data. ~~Evaluates a school administrator's job performance as highly effective, effective, minimally effective, or ineffective using multiple rating categories that take into account student growth and assessment data. For the 2018-2019 school year, twenty five percent (25%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2019-2020 school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data.~~

Prior to July 1, 2024 ~~for~~ building-level administrators, the data to be used is the aggregate student growth and assessment data that are used in teacher annual year-end evaluations in each school in which the school administrator works as an administrator. For a central office-level ~~central office-level~~ administrator, the pertinent data is that of the entire School District.

Beginning in the 2024-2025 school year, the annual evaluation must include the student growth and assessment data or student learning objectives metrics and twenty percent (20%) of the annual evaluation must be based on student growth and assessment data or student learning objectives metrics. If the administrator is part of a collective bargaining unit, the student growth and assessment data or student learning objectives must be collectively bargained.

~~After~~ Beginning July 1, 2024, the evaluations must be based primarily on the administrator's performance as measured by the District's evaluation tool.

D. Beginning July 1, 2024, the District must use the evaluations, at a minimum, to inform decisions regarding ~~all of the following~~:

1. ~~The effectiveness of school administrators, so that~~ ensuring they are given ample opportunities for improvement; and
2. ~~Promotion, retention, and~~ the development of school administrators, including providing relevant coaching, instruction support, or professional development.
3. ~~Prior to July 1, 2024, removing~~ Removing ineffective school administrators after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.
4. ~~() Prior to July 1, 2024, whether~~ Whether to grant full certification to school administrators using rigorous standards and streamlined, transparent, and fair procedures.

E. Prior to July 1, 2024, the portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for the school in which the school administrator works as an administrator:

1. The school administrators' training and proficiency in conducting teacher performance evaluations if they ~~do~~/~~he does~~ so, or ~~his~~/~~her~~ designee's proficiency and training if the administrator designates such duties.
2. The progress made by the school or District in meeting the goals established in the school/District improvement plan.
3. Student attendance.
4. Student, parent, and teacher feedback and other information considered pertinent by the Superintendent or other school administrator conducting performance evaluations or the Board.

~~After~~ Beginning July 1, 2024, the portion of the year-end evaluation that is not based on student growth and assessment data or student learning objectives must be based on objective criteria.

F. For the purposes of conducting ~~annual year-end~~ evaluations under the performance evaluation system, the District shall adopt and implement one (1) or more of the evaluation tools for ~~teachers or~~ administrators, ~~if available~~, that are included on the list established and maintained by the Michigan Department of Education ("MDE"). However, if the District has one (1) or more local evaluation tools for administrators or modifications of an evaluation tool on the list, and the District complies with G., below, the District may conduct annual ~~year-end~~ evaluations for administrators using one (1) or more local evaluation tools or modifications. The evaluation tools shall be used consistently among the schools operated by the District so that all similarly situated school administrators are evaluated using the same measures.

G. The District shall post on its public website all of the following information about the measures it uses for its performance evaluation system for school administrators:

1. The research base for the evaluation framework, instrument, and processor or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
5. A description of the processes for ~~conducting classroom observations~~, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
6. A description of the plan for providing evaluators and observers with training.

H. The District shall also:

1. Provide training to school administrators on the measures used by the District in its performance evaluation system and on how each of the measures is used. This training may be provided by a District or by a consortium consisting of two (2) or more districts, the intermediate school district, or a public school academy.
2. Ensure that training is provided to all evaluators and observers as required by law. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

Prior to July 1, 2024, administrators shall receive a rating of highly effective, effective, minimally effective, or ineffective. ~~After~~ Beginning July 1, 2024, the rating system must assign a rating of effective, developing, or needing support and the evaluation process shall comply with the requirements of M.C.L. 380.1249b. ~~After~~ Beginning July 1, 2024, if an administrator is rated as needing support, they will be provided the opportunity to request a review consistent with ~~the options set out in~~ M.C.L. 380.1249b.

The evaluation system shall ensure that if the administrator is rated as minimally effective or ineffective prior to July 1, 2024, or developing or needing support on or after July 1, 2024, the person(s) conducting the evaluation shall develop and require the school administrator to implement an improvement plan as part of the mid-year progress report to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the administrator on ~~the his/her~~ next annual ~~year-end~~ evaluation. An administrator rated as ineffective prior to July 1, 2024, or needing support on or after July 1, 2024 ~~"ineffective"~~ on three (3) consecutive year-end evaluations must be dismissed from employment with the District.

~~After~~ Beginning July 1, 2024, ~~the~~ The evaluation system must include a midyear progress report for each administrator in each year they are evaluated. This midyear progress report shall comply with M.C.L. 380.1249b and may not replace the annual evaluation.

~~After~~ Beginning July 1, 2024, ~~for~~ For the first three (3) years that an administrator is in a new administrative position, they shall be assigned a mentor or coach.

For a building level administrator's evaluation, the evaluator will visit the school where the administrators works, review the administrator's school improvement plan, and observe classrooms with the administrator to collect evidence of school improvement plan strategies being implemented and the impact the school improvement plan has on learning.

As of July 1, 2024, the following apply: Evaluations and feedback concerning the evaluation must be provided in writing to the administrator. If a written evaluation is not provided, the evaluator is deemed effective. If required by circumstances described in M.C.L. 380.1249, an administrator must be designated as unevaluated, and if an administrator receives an unevaluated designation, the administrator's rating from the immediately prior school year must be used.

~~The evaluation program shall aim at the early identification of specific areas in which the individual administrator needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to an administrator shall not release that professional staff member from the responsibility to improve. If an administrator, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.~~

~~Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the Superintendent's administrative guidelines, and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to the administrator's his/her performance which are to be placed in the personnel file.~~

This policy shall not deprive an administrator of any rights provided by State law or any contractual rights consistent with State law.

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M.C.L. 380.1249, 1249b

