

BULLETIN BOARD

Superintendent Evaluation

The following is a summary of the requirements and suggested best practices for evaluating superintendents under the Revised School Code, as amended by Public Act 173 of 2015. The information provided should not be interpreted or used as a substitute for legal advice from retained legal counsel on the legal requirements of superintendent evaluations.

Michigan law requires that local and intermediate school district boards of education ensure that a performance evaluation system is in place for teachers, as well as building- and central-office-level school administrators.

With regard to superintendent evaluation, the performance evaluation system must include the following:

Annual Evaluation

- Formal evaluation of the superintendent by the board of education *at least* annually
- Assign a rating of highly effective, effective, minimally effective or ineffective

Student Growth

For all superintendents, the evaluation system has to take into account multiple measures of student growth and assessment data (see sidebar for details). For superintendents *who are regularly involved in instructional matters*—and this includes all but the most exceptional situations—the following specific expectations must be met with regards to student growth:

- 40% of the annual evaluation shall be based on student growth and assessment data beginning in 2019-2020
- Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in teacher annual year-end evaluations for the *entire* district

Other Factors

The portion of the evaluation not based on student growth must be based primarily on the superintendent's performance as measured by the evaluation tool. Additional factors to be included are:



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Student Growth Versus Student Achievement

Student growth and student achievement are not the same measurement. Student achievement is a *single* measurement of student performance while student growth measures the amount of students' academic progress *between two points* in time.¹

Student Achievement Example: A student could score 350 on a math assessment.

Student Growth Example: A student could show a 50-point growth by improving his/her math score from 300 last year in the fourth grade to 350 on this year's fifth grade exam.

It's important to note that, in order to measure student growth, the data considered must be from a single group of students, i.e., this year's fourth graders and next year's fifth graders.

What is a Student Growth Model?

School districts should establish a student growth model to be used in educator and administrator evaluations. A growth model is a collection of definitions, calculations or rules that summarizes student performance over two or more time points and supports interpretations about students, their classrooms, their educators or their schools.²

Michigan law requires that multiple research-based growth measures be used in student growth models that are used for evaluation purposes. This may include state assessments, alternative assessments, student learning objectives, nationally normed or locally adopted assessments that are aligned to state standards or based on individualized program goals. (Note: Beginning in 2018-2019, in grades and subjects in which state assessments are administered, 50% of student growth in core areas must be based on state assessments.)

Michigan law also requires that the most recent three consecutive years of student growth data be used for evaluation. If three years of data are not available, available data should be used.

¹ Measuring student growth: A guide to informed decision making, Center for Public Education

² A Practitioner's Guide to Growth Models, Council of Chief State School Officers

- The superintendent’s effectiveness at ensuring implementation and execution of an annual evaluation system, in accordance with the law
- Progress made by the school district in meeting the goals set forth in the school district’s school improvement plans
- Pupil attendance in the school district
- Student, parent and teacher feedback, as available
- Other information considered pertinent by the board of education

For questions about superintendent evaluation, please contact Jay Bennett at 517.327.5928.

Selecting a Tool

Districts must select a tool by the beginning of the 2016-2017 school year. A board of education has the following options when choosing an evaluation tool for the superintendent:

- A model that was identified by the Michigan Council on Educator Effectiveness
 - School ADvance Administrator Evaluation System
 - Reeves Evaluation Model
- An evaluation tool that is on MDE’s list (to be created some time this year)
- A local tool, such as MASB’s superintendent evaluation tool
- A modification of one of the tools mentioned above

Posting Requirements

Beginning with the 2016-2017 school year, districts must post the following information on their websites in regards to evaluation:

- The research base for the evaluation system
- The identity and qualifications of the author or authors
- Either evidence of reliability, validity and efficacy or a plan for developing that evidence
- The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators
- A description of the processes for collecting evidence, conducting evaluation conferences, developing performance ratings and developing performance improvement plans
- A description of the plan for providing evaluators with training

If a modified tool is used, districts must also post the following:

- Assurance that the modifications do not compromise the validity of that research base
- Identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation
- Assurance that the adaptations or modifications do not compromise the reliability, validity or efficacy of the evaluation tool or the evaluation process

Training

Beginning with 2016-2017, districts must ensure training is provided regarding evaluation. Training on the evaluation tool must be provided to all evaluators, which includes school board members. This training must be provided by someone who has expertise in the evaluation tool being used and may be paid for from funds available in the Educator Evaluation Reserve Fund. Training must also be provided to the superintendent regarding the measures used in the evaluation system and how each measure will be used. This training may be provided by the district or a consortium of districts.

Contingencies

- If a superintendent is rated as minimally effective or ineffective, the board of education must develop and require the superintendent to implement an improvement plan to correct the deficiencies. The improvement plan must recommend professional development opportunities and other actions designed to improve the rating of the superintendent on his/her next annual evaluation.
- If a superintendent is rated as highly effective on three consecutive annual evaluations, the board of education may choose to conduct an evaluation biennially instead of annually. However, if a superintendent is not rated as highly effective on one of these biennial evaluations, the superintendent must again be evaluated annually.



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