



**W·A·Y**™

Widening Advancements for Youth

**Administrator  
Evaluation  
Guide**

**2016-2017**

## **Introduction**

The purpose of this guide is to describe the process used by WAY Charter Schools to evaluate and rate administrator performance throughout the school year. The administrator evaluation is a continuous improvement process that provides a consistent and systematic approach for engaging administrators in rich discussions about their effectiveness as it relates to leadership, teaching practices and student growth. This process encourages reflection on leadership practices while supporting professional growth of administrators to foster teacher and student growth.

WAY Charter Schools has adopted the state approved School Advance Principal Evaluation Framework Evaluation for conducting observations of our schools. This tool was selected because it compliments many of our current leadership beliefs and practices.

*The educator evaluation process complies with Public Act 173 of 2015.*

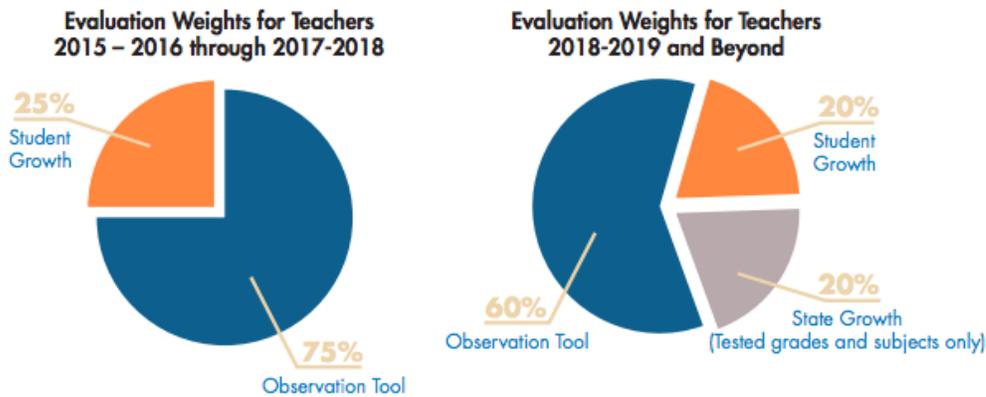
## PROFESSIONAL DEVELOPMENT

Administrators are provided professional development on the performance evaluation systems for the 2016, 2017, & 2018 school years.

Training	Vendor	Audience	Description	Timeline
School Advance Principal Evaluation Framework	District	Administrators	Overview of the rubrics used to evaluate administrators in Domain 1-5.	February 3, 2017

## EVALUATION PROCESS

The evaluation process is an ongoing cycle designed for continuous dialogue, support and improvement. An administrator evaluation consists of school walkthroughs and student growth measures in providing a summary of actionable feedback on an administrator's performance over the course of a school year. Based on the outcomes of school walkthroughs and student growth measures, administrators are assigned an effectiveness rating of highly effective, effective, minimally effective or ineffective. For the 2016-2017 school year 75% of an administrator's evaluation is based on school walkthroughs conducted by the superintendent and 25% is based on student growth measures. For the 2018-2019 school year 60% of an administrator's evaluation is based on school walkthroughs conducted by the superintendent, 20% is based on student growth and another 20% is based on state growth.



*Michigan Educator Evaluations Frequently Asked Questions (FAQs) 6/2016*

## Evaluation Scoring

Evaluation scoring uses the following 4-point system,

Component	Weight	Highly Effective	Effective	Minimally Effective	Ineffective
Student Growth	25%	1	.75	.5	.25
Observation Tool	75%	3	2.25	1.5	.75
Total Score	100%	3 - 4	2 - 3	1 - 2	0 - 1

## Evaluation Rating

The student growth rating is combined with the school walkthrough rating to determine the administrator's summative rating. Evaluation ratings are assigned using the following cut scores,

Rating	Average Score
Highly Effective	3.76 - 4.0
Effective	2.6 - 3.75
Minimally Effective	1.6 - 2.5
Ineffective	1.0 - 1.5

## SCHOOL ADVANCE PRINCIPAL EVALUATION FRAMEWORK

For the 2016-2017 school year, administrator will be evaluated on Domain 1: Results, Domain 2: Leadership and Domain 3: Programs.

Domain	Highly Effective	Effective	Minimally Effective	Ineffective
1. Results	4	3	2	1
2. Leadership	4	3	2	1
3. Programs	4	3	2	1

For the 2017-2018 school year administrators will be evaluated on,

- Domain 1: Results
- Domain 2: Leadership
- Domain 3: Programs
- Domain 4: Processes
- Domain 5: Systems

Domain	Highly Effective	Effective	Minimally Effective	Ineffective
1. Results	4	3	2	1
2. Leadership	4	3	2	1
3. Programs	4	3	2	1
4. Processes	4	3	2	1
5. Systems	4	3	2	1

### WALKTHROUGHS

A walkthrough is an exercise conducted using the district adopted administrator evaluation tool with fidelity. A walkthrough not only considers evidence observed but it must also consider evidence collected throughout the year relevant to each domain. A walkthrough is one component of the administrator evaluation process that provides data for the annual year-end evaluation.

### Walkthrough Process



## **Self-Reflection**

During the self-reflection the administrator presents his/her assessment and evidence to support their performance as it relates to the School Advance Principal Evaluation Framework observation. The administrator and superintendent discuss the assessment and supporting evidence. The superintendent asks guiding questions to assist the administrator in considering other evidence or sources of evidence.

Outcomes for the self-reflection

- Set expectations for the evaluation process
- Develop a clear understanding of the framework
- Identify goals for improvement
- Revise leadership, programs, processes and/or systems targeted for improvement

Points for discussion:

- Fidelity of the vision, mission and program
- Degree of team collaboration, climate and culture
- How is success measured and/or monitored success?
- How do you prioritize responsibilities?

## **Walkthrough**

The administrator and superintendent schedule a day and time for the Walkthrough.

## **Post-Conference**

The administrator and superintendent meet to reflect on the walkthrough, review evidence collected and discuss the superintendent's feedback. Feedback follows the 7 Keys to Effective Feedback: goal referenced, tangible and transparent, actionable, user-friendly, timely, ongoing and consistent. Through this capacity building process the teacher refines instruction for continuous improvement.

## **Professional Growth Plan**

The professional growth plan includes specific goals and outcomes to be achieved for the school year. This growth plan serves as the performance improvement plan in compliance of the Public Act 173 of 2015. The professional growth plan is created for each administrator based on their first walkthrough and feedback during their first post-conference. For subsequent walkthroughs the administrator's professional growth plan will be updated accordingly.

## **Year-End Conference**

The year-end conference is the culminating activity of the administrator's evaluation process. During this conference the administrator and superintendent meet to review the administrator's overall performance for the school year. The superintendent and administrator review evidence from all the walkthroughs, the professional growth plan goals and outcomes achieved, and student growth data. This is also a time to set new goals for the upcoming school year and plan for professional development and training. The superintendent will also share the administrator's summative rating during the conference.

## CALENDAR OF ACTIVITIES

Activity	Dec	Jan	Feb	Mar	Apr	May	Jun
Professional Development Plan	Due 12/22/16						
1 <sup>st</sup> Formal Observation		Due 1/27/17					
2 <sup>nd</sup> Formal Observation			Due 3/24/17				
3 <sup>rd</sup> Formal Observation					Due 5/26/17		
Year End Conference							Due 6/9/17

## STUDENT GROWTH MODEL: STUDENT LEARNING OBJECTIVES

Student growth models are used to measure a teacher's impact on student learning within a school year. Although there are many student growth models available, WAY Charter Schools will use the Student Learning Objective (SLO) Model to measure student growth. This model uses intervals of instruction to measure long term educational goals. Below is a correlation of our goals to our assessments.

Educational Goal	Assessment	Subjects
Grades 9-12: Students' academic growth between tests will demonstrate measurable progress toward the grade-level core subject area achievement targets.	Performance Series Test	Reading Math Science
Grades 9 and 10: Students' college readiness will be determined using the core subject area scores on the PSAT	PSAT	Reading Math
Grades 11 and 12: Students' college readiness will be determined using the core subject area scores on the SAT	SAT	Reading Writing Math

### Growth Targets

Teachers and administrators can impact student growth by using student growth targets to plan for instruction. These growth targets equate to one year of academic growth. Growth targets will be measured using data from our assessments.

- Performance Series growth targets are created automatically once students have taken the initial assessments. All students take these assessment in the fall and new students should take the Performance Series Test once they enroll. To access student growth targets login to Performance Series and run the "Gain Analysis" report.
- PSAT growth target is a score that is on track to meeting the 1070 score on the SAT
- SAT growth target is 1070 for all students

**Performance Level Descriptions Based On Data Sources**

<b>Data Source</b>	<b>Assessment</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>
District Benchmark	Performance Series	Student growth in the highly effective category is defined by parameters of an instructional interval of one year and test growth exceeding district identified norms or standards.	Student growth in the effective category is defined by parameters of an instructional interval of one year and meets test growth that is consistent with district identified norms or standards.	Student growth in the minimally effective category is defined by parameters of an instructional interval of one year and marginal test growth that is consistent with district identified norms or standards.	Student growth in the ineffective category is defined by parameters of an instructional interval of one year and decline, no or minimal test growth that is below district identified norms or standards.
State Mandated	PSAT	Student growth in the highly effective category is defined by MDE as	Student growth in the effective category is defined by MDE as	Student growth in the minimally effective category is defined by MDE as	Student growth in the ineffective category is defined by MDE as
State Mandated	SAT	Student growth in the highly effective category is defined by MDE as scoring 480-460 on Evidence Based Reading and Writing and 530-510 on Math	Student growth in the effective category is defined by MDE as	Student growth in the minimally effective category is defined by MDE as	Student growth in the ineffective category is defined by MDE as

**Correlation of Content Areas with Assessments**

Content Area	Assessment	Subject Tested	Weight
English, Reading, Social Studies	Performance Series	Reading	50%
	PSAT/SAT	Evidence Based Reading and Writing	50%
Math	Performance Series	Math	50%
	PSAT/SAT	Math	50%
Science	Performance Series	Science	100%

**Student Growth Rubric For Teacher Effectiveness Labels**

Data will be used for students who have been in attendance for at least 160 days from September 6, 2016 to June 30, 2017 and have taken the assessments.

Effective Labels			
Highly Effective	Effective	Minimally Effective	Ineffective
3.76 - 4.0	2.6 - 3.75	1.6 - 2.5	1.0 - 1.5
At least 80% of students demonstrated adequate growth on the Performance Series, PSAT and SAT assessments. The district will determine growth on an annual basis using the most recent data.	Between 65%- 79% of students demonstrated adequate growth on the Performance Series, PSAT and SAT assessments.. The district will determine growth on an annual basis using the most recent data.	Between 50%- 64% of students demonstrated adequate growth on the Performance Series, PSAT and SAT assessments. The district will determine growth on an annual basis using the most recent data.	Less than 50% of students demonstrated adequate growth on the Performance Series, PSAT and SAT assessments. The district will determine growth on an annual basis using the most recent data.