Administrator Evaluation Guide

2016-2017
2017-2018

A Note from the Superintendent

Dear Administrators,

At W-A-Y Charter Schools, we believe in the process of continuous improvement; identifying areas of strength and areas of improvement, developing and carrying out a plan and measuring our results. The new administrator evaluation tool we are implementing this year is just another tenet of our continuous improvement process. The evaluation process focuses on effective leadership, professional growth and student growth.

Last year, we developed a common language centered on the national standards and 21st Century skills to articulate expected outcomes for our students. As a result of this process, we now share a vision of what effective instruction looks like and sounds like using project-based learning as our foundation.

Since teaching is an art and a science; teachers will have opportunities to build on their strengths to hone their craft of teaching while using data to plan and inform their instruction. Directors will provide meaningful and specific feedback and support so they can perform at their very best.

Our mission at W-A-Y Charter Schools is to "Change lives by creating engaging educational opportunities for students". We believe teachers make this happen everyday with the students in our labs. We consider teachers as our greatest assets in preparing our students for college and 21st Century careers.

In order for our students to compete with their peers across the nation, we need to concentrate on the quality of face-to-face instruction within our blended learning model.

Educationally yours,

Jennifer A. Hernandez Ed.S.
Superintendent W-A-Y Charter Schools

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 teaching professionals in rich discussions about administrator effectiveness as it relates to 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	School Advance	Administrators		February 3, 2017
School Advance Principal Evaluation Framework	Central Office Staff	Administrators	Overview of the School Advance Rubrics	October 13, 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 and the 2017-2018 school years, 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.
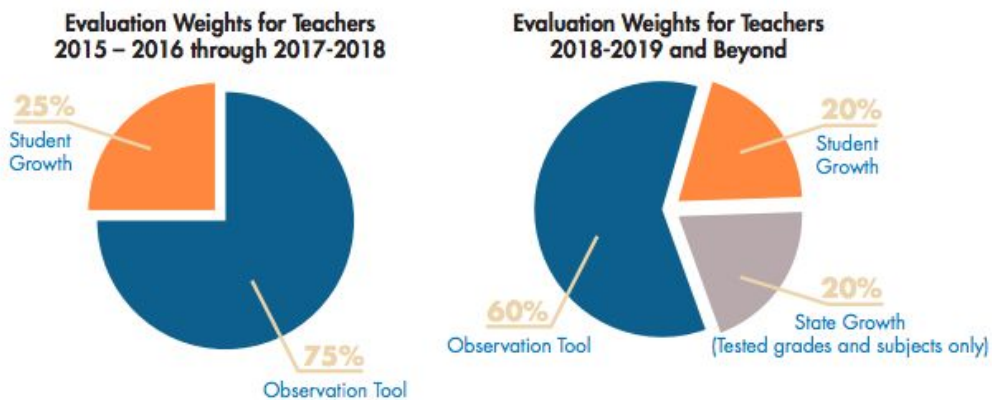
Michigan Educator Evaluations Frequently Asked Questions (FAQs) 6/2016

Evaluation Scoring

The student growth rating is combined with the school walkthrough rating to determine the administrator's summative rating.

Component	Weight	Highly Effective	Effective	Minimally Effective	Ineffective
Student Growth	25%	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0 - 1.49
Observation Tool	75%	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0 - 1.49
Total Score	100%	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0 - 1.49

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,

Final Rating	Total Score
Highly Effective	3.5 - 4.0
Effective	2.5 - 3.49
Minimally Effective	1.5 - 2.49
Ineffective	0 - 1.49

SCHOOL ADVANCE PRINCIPAL EVALUATION FRAMEWORK

For the 2016-2017 school year, administrators 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 considers 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

2016-2017

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

2017-2018

Activity	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Professional Development Plan	Due 9/29/17								
1st Formal Observation			Due 11/17/17						
2nd Formal Observation					Due 1/31/18				
3rd Formal Observation							Due 3/30/18		
Year End Conference									Due 5/18/18

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

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. This score is shown below.
- SAT growth target is 1070 for all students.

Assessment	Growth Target
Performance Series	Created Automatically
PSAT 9th Grade EBRW	410
PSAT 9th Grade Math	450
PSAT 10th Grade EBRW	430
PSAT 10th Grade Math	480
SAT EBWR	480
SAT Math	530
SAT Total Score	1070

Reference - College Board Benchmarks

Correlation of Content Areas with Assessments

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

		Reading and Writing	
Math	Performance Series	Math	50%
	PSAT/SAT	Math	50%
Science	Performance Series	Reading	50%
	PSAT/SAT	Evidence Based Reading and Writing	50%

Student Growth Rubric For Teacher Effectiveness Labels
Data will be used for students on the school roster who have taken the Performance Series, PSAT, and SAT.

Effective Labels			
Highly Effective	Effective	Minimally Effective	Ineffective
3.76 - 4.0	2.6 - 3.75	1.6 - 2.5	1.0 - 1.5
Between 75% - 100% 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%-74.9% 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 25%-49.9% 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 0 - 24.9% 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.