

HOUSE BILL No. 5224

January 15, 2014, Introduced by Reps. Zemke, O'Brien, Lyons and Rogers and referred to the Committee on Education.

A bill to amend 1976 PA 451, entitled
"The revised school code,"
(MCL 380.1 to 380.1852) by adding section 1249b.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 SEC. 1249B. (1) BEGINNING WITH THE 2014-2015 SCHOOL YEAR, THE
2 BOARD OF A SCHOOL DISTRICT OR INTERMEDIATE SCHOOL DISTRICT OR BOARD
3 OF DIRECTORS OF A PUBLIC SCHOOL ACADEMY SHALL ENSURE THAT THE
4 PERFORMANCE EVALUATION SYSTEM REQUIRED UNDER SECTION 1249 FOR
5 BUILDING-LEVEL SCHOOL ADMINISTRATORS AND FOR CENTRAL-OFFICE-LEVEL
6 SCHOOL ADMINISTRATORS WHO ARE REGULARLY INVOLVED IN INSTRUCTIONAL
7 MATTERS MEETS ALL OF THE FOLLOWING:

8 (A) THE PERFORMANCE EVALUATION SYSTEM SHALL INCLUDE AT LEAST
9 AN ANNUAL EVALUATION FOR ALL SCHOOL ADMINISTRATORS DESCRIBED IN

1 THIS SUBSECTION BY THE SCHOOL DISTRICT SUPERINTENDENT OR HIS OR HER
2 DESIGNEE, INTERMEDIATE SUPERINTENDENT OR HIS OR HER DESIGNEE, OR
3 CHIEF ADMINISTRATOR OF THE PUBLIC SCHOOL ACADEMY, AS APPLICABLE,
4 EXCEPT THAT A SUPERINTENDENT OR CHIEF ADMINISTRATOR SHALL BE
5 EVALUATED BY THE BOARD OR BOARD OF DIRECTORS. AN ANNUAL EVALUATION
6 SHALL MEET ALL OF THE FOLLOWING:

7 (i) FOR THE ANNUAL EVALUATION FOR THE 2014-2015, 2015-2016, AND
8 2016-2017 SCHOOL YEARS, AT LEAST 25% OF THE ANNUAL EVALUATION SHALL
9 BE BASED ON A STUDENT GROWTH AND ASSESSMENT COMPONENT. BEGINNING
10 WITH THE ANNUAL EVALUATION FOR THE 2017-2018 SCHOOL YEAR, AT LEAST
11 50% OF THE ANNUAL EVALUATION SHALL BE BASED ON A STUDENT GROWTH AND
12 ASSESSMENT COMPONENT. THE STUDENT GROWTH AND ASSESSMENT DATA TO BE
13 USED FOR THE SCHOOL ADMINISTRATOR ANNUAL EVALUATION ARE THE
14 AGGREGATE STUDENT GROWTH AND ASSESSMENT DATA THAT ARE USED IN
15 TEACHER ANNUAL EVALUATIONS IN EACH SCHOOL IN WHICH THE SCHOOL
16 ADMINISTRATOR WORKS AS AN ADMINISTRATOR OR, FOR A CENTRAL-OFFICE-
17 LEVEL SCHOOL ADMINISTRATOR, FOR THE ENTIRE SCHOOL DISTRICT OR
18 INTERMEDIATE SCHOOL DISTRICT. THE STUDENT GROWTH AND ASSESSMENT
19 COMPONENT SHALL BE BASED ON THE FACTORS UNDER SECTION 1249(4) (A)
20 AND (B).

21 (ii) THE PORTION OF THE ANNUAL EVALUATION THAT IS NOT BASED ON
22 STUDENT GROWTH AND ASSESSMENT DATA SHALL BE BASED ON A PRACTICE
23 COMPONENT AS PROVIDED UNDER SUBSECTION (2).

24 (B) THE PERFORMANCE EVALUATION SYSTEM SHALL ASSIGN AN
25 EFFECTIVENESS RATING TO EACH SCHOOL ADMINISTRATOR DESCRIBED IN THIS
26 SUBSECTION OF HIGHLY EFFECTIVE, EFFECTIVE, MINIMALLY EFFECTIVE, OR
27 INEFFECTIVE, BASED ON BOTH THE STUDENT GROWTH AND ASSESSMENT

1 COMPONENT AND THE PRACTICE COMPONENT.

2 (C) THE PERFORMANCE EVALUATION SYSTEM SHALL ENSURE THAT IF A
3 SCHOOL ADMINISTRATOR DESCRIBED IN THIS SUBSECTION IS RATED AS
4 MINIMALLY EFFECTIVE OR INEFFECTIVE, THE PERSON OR PERSONS
5 CONDUCTING THE EVALUATION SHALL DEVELOP AND REQUIRE THE SCHOOL
6 ADMINISTRATOR TO IMPLEMENT AN IMPROVEMENT PLAN TO CORRECT THE
7 DEFICIENCIES. THE IMPROVEMENT PLAN SHALL RECOMMEND PROFESSIONAL
8 DEVELOPMENT OPPORTUNITIES AND OTHER MEASURES DESIGNED TO IMPROVE
9 THE RATING OF THE SCHOOL ADMINISTRATOR ON HIS OR HER NEXT ANNUAL
10 EVALUATION.

11 (D) THE PERFORMANCE EVALUATION SYSTEM SHALL PROVIDE THAT, IF A
12 SCHOOL ADMINISTRATOR DESCRIBED IN THIS SUBSECTION IS RATED AS
13 INEFFECTIVE ON 3 CONSECUTIVE ANNUAL EVALUATIONS, THE SCHOOL
14 DISTRICT, PUBLIC SCHOOL ACADEMY, OR INTERMEDIATE SCHOOL DISTRICT
15 SHALL DISMISS THE SCHOOL ADMINISTRATOR FROM HIS OR HER EMPLOYMENT.
16 HOWEVER, THIS SUBDIVISION APPLIES ONLY IF THE 3 CONSECUTIVE ANNUAL
17 EVALUATIONS ARE CONDUCTED USING THE SAME EVALUATION FRAMEWORK AND
18 UNDER THE SAME PERFORMANCE EVALUATION SYSTEM. THIS SUBDIVISION DOES
19 NOT AFFECT THE ABILITY OF A SCHOOL DISTRICT, INTERMEDIATE SCHOOL
20 DISTRICT, OR PUBLIC SCHOOL ACADEMY TO DISMISS AN INEFFECTIVE SCHOOL
21 ADMINISTRATOR FROM HIS OR HER EMPLOYMENT REGARDLESS OF WHETHER THE
22 SCHOOL ADMINISTRATOR IS RATED AS INEFFECTIVE ON 3 CONSECUTIVE
23 ANNUAL EVALUATIONS.

24 (E) THE PERFORMANCE EVALUATION SYSTEM SHALL PROVIDE THAT, IF A
25 SCHOOL ADMINISTRATOR IS RATED AS HIGHLY EFFECTIVE ON 3 CONSECUTIVE
26 ANNUAL EVALUATIONS, THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL
27 DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY CHOOSE TO CONDUCT AN

1 EVALUATION BIENNIALLY INSTEAD OF ANNUALLY. HOWEVER, IF A SCHOOL
2 ADMINISTRATOR IS NOT RATED AS HIGHLY EFFECTIVE ON 1 OF THESE
3 BIENNIAL EVALUATIONS, THE SCHOOL ADMINISTRATOR SHALL AGAIN BE
4 PROVIDED WITH ANNUAL EVALUATIONS.

5 (F) FOR THE SUPERINTENDENT OF A SCHOOL DISTRICT, INTERMEDIATE
6 SUPERINTENDENT OF AN INTERMEDIATE SCHOOL DISTRICT, OR CHIEF
7 EXECUTIVE OF A PUBLIC SCHOOL ACADEMY, THE BOARD OF THE SCHOOL
8 DISTRICT OR INTERMEDIATE SCHOOL DISTRICT OR BOARD OF DIRECTORS OF
9 THE PUBLIC SCHOOL ACADEMY SHALL CONDUCT A SCHOOL ADMINISTRATOR
10 EVALUATION REQUIRED UNDER THIS SUBSECTION AT LEAST EVERY 2 YEARS.

11 (2) THE PRACTICE COMPONENT OF A SCHOOL ADMINISTRATOR'S ANNUAL
12 EVALUATION SHALL CONSIST OF THE FOLLOWING:

13 (A) AT LEAST 80% OF THE PRACTICE COMPONENT SHALL BE BASED ON
14 THE ADMINISTRATION OF A SCHOOL ADMINISTRATOR EVALUATION FRAMEWORK.
15 ALL OF THE FOLLOWING APPLY TO A SCHOOL ADMINISTRATOR EVALUATION
16 FRAMEWORK:

17 (i) SUBJECT TO SUBSECTION (4), A SCHOOL DISTRICT, INTERMEDIATE
18 SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY USE 1 OF THE
19 FOLLOWING SCHOOL ADMINISTRATOR EVALUATION FRAMEWORKS:

20 (A) THE SCHOOL ADVANCE ADMINISTRATOR EVALUATION INSTRUMENT
21 DEVELOPED BY REEVES AND MCNEILL FOR THE MICHIGAN ASSOCIATION OF
22 SCHOOL ADMINISTRATORS.

23 (B) REEVES LEADERSHIP PERFORMANCE RUBRIC.

24 (C) MARZANO SCHOOL LEADERSHIP EVALUATION.

25 (ii) THE DEPARTMENT MAY DESIGNATE 1 OR MORE OTHER EVALUATION
26 FRAMEWORKS AS AN ACCEPTABLE EVALUATION FRAMEWORK FOR USE UNDER THIS
27 SUBSECTION. IF THE DEPARTMENT DESIGNATES AN EVALUATION FRAMEWORK AS

1 ACCEPTABLE UNDER THIS SUBPARAGRAPH, A SCHOOL DISTRICT, INTERMEDIATE
2 SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY USE THAT EVALUATION
3 FRAMEWORK.

4 (iii) A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC
5 SCHOOL ACADEMY MAY IMPLEMENT AND USE A LOCALLY DEVELOPED OR ADOPTED
6 EVALUATION FRAMEWORK THAT MEETS ALL OF THE REQUIREMENTS UNDER
7 SUBSECTION (3).

8 (iv) THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR
9 PUBLIC SCHOOL ACADEMY SHALL ENSURE THAT THE INDIVIDUAL, OR SCHOOL
10 BOARD OR BOARD OF DIRECTORS, ACTING AS AN EVALUATOR HAS BEEN
11 TRAINED BY THE VENDOR IN THE EVALUATION PROTOCOL FOR THE EVALUATION
12 FRAMEWORK THAT IS USED BY THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL
13 DISTRICT, OR PUBLIC SCHOOL ACADEMY AND HAS ALSO BEEN TRAINED IN
14 COACHING, PROVIDING FEEDBACK, AND RATER RELIABILITY. THE
15 INDIVIDUAL, OR SCHOOL BOARD OR BOARD OF DIRECTORS, SHOULD RECEIVE
16 RETRAINING IN COACHING, PROVIDING FEEDBACK, AND RATER RELIABILITY
17 AT LEAST EVERY 3 YEARS. THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL
18 DISTRICT, OR PUBLIC SCHOOL ACADEMY SHALL ALSO PROVIDE INFORMATION
19 TO SCHOOL ADMINISTRATORS ON THE EVALUATION PROTOCOL AND HOW IT IS
20 USED.

21 (v) THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR
22 PUBLIC SCHOOL ACADEMY SHALL PROVIDE COPIES OF ALL SCHOOL
23 ADMINISTRATOR EVALUATION DATA COLLECTED WITH THE EVALUATION
24 FRAMEWORK TO THE DEPARTMENT FOR RESEARCH PURPOSES TO SUPPORT
25 CONTINUOUS IMPROVEMENT OF THE EDUCATOR EVALUATION SYSTEM.

26 (B) NOT MORE THAN 20% OF THE PRACTICE COMPONENT OF THE ANNUAL
27 EVALUATION SHALL BE BASED ON LOCALLY ADOPTED FACTORS THAT ARE

1 INDICATIVE OF A SCHOOL ADMINISTRATOR'S PRACTICE, WHICH SHALL
2 INCLUDE AT LEAST ALL OF THE FOLLOWING FOR EACH SCHOOL IN WHICH THE
3 SCHOOL ADMINISTRATOR WORKS AS AN ADMINISTRATOR OR, FOR A CENTRAL-
4 OFFICE-LEVEL SCHOOL ADMINISTRATOR, FOR THE ENTIRE SCHOOL DISTRICT
5 OR INTERMEDIATE SCHOOL DISTRICT:

6 (i) IF THE SCHOOL ADMINISTRATOR CONDUCTS TEACHER PERFORMANCE
7 EVALUATIONS, THE SCHOOL ADMINISTRATOR'S TRAINING AND PROFICIENCY IN
8 USING THE EVALUATION SYSTEM AND OBSERVATION TOOL FOR TEACHERS
9 DESCRIBED IN SECTION 1249, INCLUDING A RANDOM SAMPLING OF HIS OR
10 HER TEACHER PERFORMANCE EVALUATIONS TO ASSESS THE QUALITY OF THE
11 SCHOOL ADMINISTRATOR'S INPUT IN THE TEACHER PERFORMANCE EVALUATION
12 SYSTEM. IF THE SCHOOL ADMINISTRATOR DESIGNATES ANOTHER PERSON TO
13 CONDUCT TEACHER PERFORMANCE EVALUATIONS, THE EVALUATION OF THE
14 SCHOOL ADMINISTRATOR ON THIS FACTOR SHALL BE BASED ON THE
15 DESIGNEE'S TRAINING AND PROFICIENCY IN USING THE EVALUATION SYSTEM
16 AND OBSERVATION TOOL FOR TEACHERS DESCRIBED IN SECTION 1249,
17 INCLUDING A RANDOM SAMPLING OF THE DESIGNEE'S TEACHER PERFORMANCE
18 EVALUATIONS TO ASSESS THE QUALITY OF THE DESIGNEE'S INPUT IN THE
19 TEACHER PERFORMANCE EVALUATION SYSTEM, WITH THE DESIGNEE'S
20 PERFORMANCE TO BE COUNTED AS IF IT WERE THE SCHOOL ADMINISTRATOR
21 PERSONALLY CONDUCTING THE TEACHER PERFORMANCE EVALUATIONS.

22 (ii) THE PROGRESS MADE BY THE SCHOOL OR SCHOOL DISTRICT IN
23 MEETING THE GOALS SET FORTH IN THE SCHOOL'S SCHOOL IMPROVEMENT PLAN
24 OR THE SCHOOL DISTRICT'S SCHOOL IMPROVEMENT PLANS.

25 (iii) PUPIL ATTENDANCE IN THE SCHOOL OR SCHOOL DISTRICT, AS
26 APPLICABLE.

27 (iv) STUDENT, PARENT, AND TEACHER FEEDBACK, AND OTHER

1 INFORMATION CONSIDERED PERTINENT BY THE SUPERINTENDENT OR OTHER
2 SCHOOL ADMINISTRATOR CONDUCTING THE PERFORMANCE EVALUATION OR THE
3 BOARD OR BOARD OF DIRECTORS.

4 (3) FOR A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR
5 PUBLIC SCHOOL ACADEMY TO USE A LOCALLY DEVELOPED OR ADOPTED SCHOOL
6 ADMINISTRATOR EVALUATION FRAMEWORK, THE LOCALLY DEVELOPED OR
7 ADOPTED EVALUATION FRAMEWORK MUST MEET ALL OF THE FOLLOWING:

8 (A) INCLUDE A WELL-ARTICULATED EVALUATION PROCESS FOR SCHOOL
9 ADMINISTRATORS, INCLUDING A DESCRIPTION OF OTHER PERFORMANCE
10 INDICATORS THAT EDUCATORS WILL SUBMIT.

11 (B) CONTAIN RUBRICS THAT ALLOW FOR DETAILED DESCRIPTIONS AT
12 EACH LEVEL OF PERFORMANCE FOR EACH INDICATOR, INCLUDING, BUT NOT
13 LIMITED TO, MANAGING AND EVALUATING STAFF, DEMONSTRATING PROGRESS
14 TOWARD DISTRICT GOALS, DEMONSTRATING PROGRESS RELATED TO THE
15 DISTRICT SCHOOL IMPROVEMENT PLAN, ENGAGING STAFF IN PROFESSIONAL
16 DEVELOPMENT, COMMUNICATING WITH COMMUNITY AND PARENTS, KNOWLEDGE OF
17 CURRICULUM REQUIREMENTS AND APPLICATIONS, AND OVERALL DISTRICT
18 LEADERSHIP. THESE RUBRICS SHALL PROVIDE MEANINGFUL DESCRIPTIONS
19 ENSURING THAT SCHOOL ADMINISTRATORS RECEIVE DETAILED, ACTIONABLE
20 FEEDBACK FROM THEIR EVALUATORS, INCLUDING CLEAR EXPECTATIONS FOR
21 ADMINISTRATOR BEHAVIOR. THE RUBRICS MUST ALSO MEET ALL OF THE
22 FOLLOWING:

23 (i) RATE ONLY 1 BEHAVIOR PER INDICATOR.

24 (ii) AVOID RATING THE SAME BEHAVIORS MORE THAN ONCE WITHIN THE
25 RUBRIC.

26 (iii) ASSURE CLEAR DISTINCTIONS BETWEEN THE LEVELS OF
27 PERFORMANCE.

1 (C) INCLUDE A PLAN AND PROCESS FOR GIVING FEEDBACK, INCLUDING
2 REMEDIATION PLANS.

3 (D) INCLUDE A PROCESS FOR TRAINING EVALUATORS ON ALL ASPECTS
4 OF THE EVALUATION SYSTEM, INCLUDING EACH PIECE OF THE EVALUATION
5 FRAMEWORK, OTHER PERFORMANCE INDICATORS, AND THE EVALUATION
6 SYSTEMS. IN ORDER TO ENSURE FIDELITY, THE TRAINING PLAN MUST
7 INCLUDE ALL OF THE FOLLOWING:

8 (i) FRAMEWORK TRAINING.

9 (ii) COACHING AND FEEDBACK TRAINING.

10 (iii) RATER RELIABILITY TRAINING.

11 (iv) FOLLOW-UP TRAINING EVERY 3 YEARS IN BOTH RATER RELIABILITY
12 AND COACHING AND FEEDBACK.

13 (E) INCLUDE A PROCESS FOR TRACKING, MANAGING, AND IMPORTING
14 ALL DATA AND DOCUMENTATION COLLECTED FOR THE EVALUATIONS, INCLUDING
15 OBSERVATION DATA FOR TEACHERS, OTHER INFORMATION OR DATA, AND
16 STUDENT GROWTH DATA.

17 (F) INCLUDE A PROCESS FOR DETERMINING SUMMATIVE RATINGS FOR
18 ALL RELEVANT MEASURES INCLUDING EVALUATION FRAMEWORK DATA.

19 (G) CONTAIN A PLAN TO OFFER ADDITIONAL DIRECT SUPPORT TO NEW
20 AND STRUGGLING SCHOOL ADMINISTRATORS, INCLUDING, BUT NOT LIMITED
21 TO, ADDITIONAL OBSERVATIONS, COACHING, AND MENTORING.

22 (H) HAVE A SYSTEM FOR MONITORING THE FAIRNESS, CONSISTENCY,
23 AND OBJECTIVITY OF THE SYSTEM WITHIN AND ACROSS LOCAL SCHOOLS,
24 INCLUDING SPECIFIC METRICS TO BE USED. AT A MINIMUM, THE SCHOOL
25 DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL ACADEMY
26 SHALL CONSIDER HOW THE DISTRIBUTION OF RATINGS COMPARES WITH
27 TEACHER OBSERVATION RATINGS AND STUDENT GROWTH DATA.

1 (I) BE BASED ON A PUBLISHED RESEARCH BASE FOR THE EVALUATION
2 FRAMEWORK AND RUBRIC THAT INCLUDES ALL OF THE FOLLOWING:

3 (i) EMPIRICALLY BASED STUDIES OF ADMINISTRATIVE AND COACHING
4 PRACTICE.

5 (ii) PRACTITIONER-ORIENTED PRESCRIPTIONS AND FRAMEWORKS FOR
6 ADMINISTRATIVE AND COACHING PRACTICE.

7 (iii) DESCRIPTIONS OF PRACTICE FROM AN IDENTIFIED PANEL OF
8 EXPERTS THAT INCLUDES PRINCIPALS AND CENTRAL OFFICE SCHOOL
9 ADMINISTRATORS WORKING DAILY WITH ADMINISTRATORS ON IMPROVING
10 PRACTICE.

11 (iv) FOR AN EVALUATION FRAMEWORK ADAPTED FROM A COMMERCIAL
12 EVALUATION FRAMEWORK, DETAILED DOCUMENTATION THAT SHOWS ANY CHANGES
13 IN PERFORMANCE LANGUAGE FOR EACH INDICATOR, JUSTIFICATION FOR THE
14 CHANGE, AND EVIDENCE THAT THE ADAPTATIONS PROVIDE EQUAL OR GREATER
15 RIGOR THAN AT LEAST 1 OF THE 3 EVALUATION FRAMEWORKS LISTED IN
16 SUBSECTION (2) (A) (i) .

17 (J) CONTAIN A DETAILED REVIEW AND REVISION PLAN THAT INCLUDES
18 AN EMPIRICALLY SOUND STUDY OF RATER RELIABILITY, QUALITATIVE REVIEW
19 OF FEEDBACK FROM ADMINISTRATORS WITHIN THE SYSTEM, IMPACT ON
20 PROFESSIONAL PRACTICE, AND PUPIL PERFORMANCE TO ASSURE VALIDITY AND
21 RELIABILITY OF THE EVALUATION FRAMEWORK.

22 (K) HAVE AT LEAST THE SAME QUALITY AND RIGOR AS AT LEAST 1 OF
23 THE 3 EVALUATION FRAMEWORKS LISTED IN SUBSECTION (2) (A) (i) .

24 (l) IF IT IS AN ADAPTED FORM OF A COMMERCIAL EVALUATION
25 FRAMEWORK, THE ADAPTATIONS DO NOT THREATEN THE VALIDITY OF THE
26 INFERENCES THAT ARE BASED ON THE COMMERCIAL PERFORMANCE EVALUATION
27 SYSTEM.

1 (M) IF THE EVALUATION FRAMEWORK DOES NOT HAVE AVAILABLE
2 DOCUMENTATION ABOUT ITS RELIABILITY AND VALIDITY, THERE IS IN PLACE
3 A PLAN FOR GATHERING RELEVANT DATA ON THE EVALUATION FRAMEWORK'S
4 RELIABILITY AND VALIDITY THAT WILL RESULT IN SUBMISSION OF EVIDENCE
5 OF THE EVALUATION FRAMEWORK'S RELIABILITY AND VALIDITY WITHIN 3
6 YEARS. IF A SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR
7 PUBLIC SCHOOL ACADEMY FAILS TO SUBMIT EVIDENCE SUFFICIENT TO
8 DEMONSTRATE THE RELIABILITY AND VALIDITY OF THEIR LOCAL EVALUATION
9 FRAMEWORK WITHIN 3 YEARS, THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL
10 DISTRICT, OR PUBLIC SCHOOL ACADEMY MAY NOT CONTINUE TO USE THE
11 EVALUATION FRAMEWORK.

12 (N) THE SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR
13 PUBLIC SCHOOL ACADEMY POSTS ALL OF THE FOLLOWING ON ITS PUBLICLY
14 ACCESSIBLE WEBSITE:

15 (i) A DESCRIPTION OF ITS EVALUATION SYSTEM AND SCHOOL
16 ADMINISTRATOR EVALUATION FRAMEWORK.

17 (ii) DOCUMENTATION OF EACH OF THE REQUIRED ELEMENTS ENUMERATED
18 IN SUBDIVISIONS (A) TO (M).

19 (4) THE DEPARTMENT SHALL PERIODICALLY REVIEW EACH OF THE
20 SCHOOL ADMINISTRATOR FRAMEWORKS LISTED IN SUBSECTION (2) (A) (i) TO
21 EVALUATE WHETHER THE EVALUATION FRAMEWORK CONTINUES TO MEET THE
22 REQUIREMENTS OF SUBSECTION (3) AND, IF THE DEPARTMENT DETERMINES
23 THAT THE EVALUATION FRAMEWORK DOES NOT MEET THOSE REQUIREMENTS,
24 SHALL ISSUE A DIRECTIVE TO SCHOOL DISTRICTS, INTERMEDIATE SCHOOL
25 DISTRICTS, AND PUBLIC SCHOOL ACADEMIES DIRECTING THEM NOT TO USE
26 THAT EVALUATION FRAMEWORK FOR THE PURPOSES OF THIS SECTION. IF THE
27 DEPARTMENT ISSUES A DIRECTIVE DESCRIBED IN THIS SUBSECTION, A

1 SCHOOL DISTRICT, INTERMEDIATE SCHOOL DISTRICT, OR PUBLIC SCHOOL
2 ACADEMY SHALL COMPLY WITH THAT DIRECTIVE.

3 Enacting section 1. This amendatory act does not take effect
4 unless Senate Bill No. ____ or House Bill No. 5223 (request no.
5 02980'13 *) of the 97th Legislature is enacted into law.