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BILL



ANALYSIS

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Senate Bill 202 (as introduced 3-12-19)
Sponsor: Senator Ken Horn
Committee: Education and Career Readiness

Date Completed: 3-18-19

CONTENT

The bill would amend the Revised School Code to delete a requirement that 40%, instead of 25%, of the annual year-end evaluation for building-level administrators and for central-office-level school administrators who are regularly involved in instructional matters be based on student growth and assessment data.

The Code requires the board of a school district or intermediate school district (ISD) or board of directors of a public school academy (PSA) to ensure that the performance evaluation system for building-level school administrators and for central-office-level school administrators who are regularly involved in instructional matters be based, in part, on student growth and assessment data.

The student growth and assessment data to be used for the school administrator annual evaluation are 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 or, for a central-office-level school administrator, for the entire school district or ISD.

The Code requires 25% of the annual year-end evaluation to be based on student growth and assessment data. Beginning with the 2018-2019 school year, 40% of the annual year-end evaluation must be based on student growth and assessment data. The bill would delete the requirement that 40% of the annual year-end evaluation must be based on student growth and assessment data.

The bill would take effect 90 days after its enactment.

MCL 380.1249b

Legislative Analyst: Nathan Leaman

FISCAL IMPACT

The bill would have no fiscal impact on the State or the Department of Education.

The bill would have an indeterminate, but likely minimal, fiscal impact on local school districts, intermediate school districts, and public school academies. Since the bill would not add requirements for the annual evaluations for school administrators and central office staff, and would lower the planned increase in the percentage of evaluations that would have to be based on student growth and assessment data, there likely would not be additional costs to local school districts, intermediate school districts, and public school academies.

Fiscal Analyst: Cory Savino

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This analysis was prepared by nonpartisan Senate staff for use by the Senate in its deliberations and does not constitute an official statement of legislative intent.