Governance Team Work Session
Superintendent Evaluation

October 17, 2023

AGENDA

- Evaluation Policies
- Setting The Stage
- Areas To Evaluate
- Format/Rubric
- Process

Evaluation Policies

CHAPTER 3.00 - SCHOOL ADMINISTRATION

SUPERINTENDENT'S CONTRACT, COMPENSATION AND BENEFITS 3.201

The Superintendent's appointment by the Board shall be secured through a written contract which will state all pertinent conditions of employment. The contract will meet the requirements of Florida law and will protect the rights of both the Board and the Superintendent. The contract will cover the terms of appointment, general responsibilities, professional activities, evaluation, salary, vacation, leave arrangements, and other benefits.

CHAPTER 3.00 - SCHOOL ADMINISTRATION

EVALUATION OF THE SUPERINTENDENT 3.202

The Board shall evaluate and assess the performance of the Superintendent as provided in his/her contract.

3. EVALUATION

3.1   At a noticed BOARD workshop to be held no later than October 17, 2023 and in each subsequent calendar year in October during the Term thereafter, the BOARD and CONNOR shall discuss the goals and measurable metrics for which CONNOR will be measured by for bonus purposes during the next 12-month period thereafter. If CONNOR accomplishes the goals and measurable metrics established by the BOARD, CONNOR will be entitled to earn an incentive bonus as contemplated in Section 5.1 of this AGREEMENT. The amount of incentive bonus CONNOR shall be entitled to receive upon accomplishing such goals and measurable metrics shall be determined at said October workshop. If the BOARD and CONNOR cannot agree on goals and measurable metrics, the BOARD shall retain the exclusive discretion to determine the goals and measurable metrics that CONNOR must accomplish and the amount of and manner in which any incentive bonus is earned by CONNOR.   No formal determination of accomplishment of goals and measurable metrics by the BOARD shall occur in October 2023. By October 31 of each year of the Term thereafter, the BOARD shall determine whether CONNOR accomplished the goals and measurable metrics agreed to during the month of October of the prior year. By September 1, 2024 and by each September 1 during this AGREEMENT thereafter, CONNOR shall provide a self-appraisal to the BOARD that addresses the accomplishment by CONNOR of the mutually agreed to goals and measurable metrics for that prior year and the BOARD shall take this into consideration along with all other relevant factors when determining whether the goals and measurable metrics have been accomplished. A written document consisting solely of a determination of whether CONNOR accomplished the goals and measurable metrics will be completed by the BOARD Chair or the Chair's designee. A copy of the written determination shall be made available to the public no later than November 1, 2024 and each November of the subsequent calendar year thereafter.

3.2   No later than October 17, 2023 and each October thereafter, the BOARD and CONNOR shall meet to discuss the evaluation instrument to be used to evaluate CONNOR.   No later than October 30, 2024 and no later than each October 30 thereafter, using the agreed-upon evaluation instrument, the BOARD shall evaluate CONNOR based on CONNOR carrying out his responsibilities pursuant to Section 2 of this Agreement.

No later than September 1, 2024 and each subsequent September 1 of this AGREEMENT, using the agreed-upon evaluation instrument, CONNOR shall provide the BOARD a self-appraisal of his progress in carrying out his responsibilities pursuant to Section 2 of this AGREEMENT and the BOARD shall take this self-appraisal into consideration in conducting CONNOR's evaluation. No later than October 1, 2024 and each October 1 thereafter each Board member shall complete the agreed-upon evaluation instrument and shall meet individually with CONNOR to review his or her evaluation of CONNOR.   The Board Chair or designee shall complete the BOARD's evaluation of CONNOR using the agreed-upon evaluation instrument based on each individual Board member's evaluation of CONNOR and CONNOR's self-appraisal.   The BOARD shall make publicly available the BOARD's evaluation no later than November 1, 2024 and each subsequent November 1 of this AGREEMENT.

5.   **ADDITIONAL PERFORMANCE INCENTIVE**

In addition to the base salary and benefits provided for in Section 4 of this AGREEMENT, CONNOR shall be eligible for the following performance incentive:

5.1   **EVALUATION PERFORMANCE INCENTIVE BONUS.** CONNOR shall be eligible for a performance incentive component to his compensation payable as a lump sum bonus that shall be based on an amount agreed to by the BOARD that does not exceed thirty thousand dollars ($30,000.00) annually that is earned by CONNOR based on accomplishment of the goals and measurable metrics outlined for CONNOR by the BOARD during the month of October of each year of the Term, as described in Section 3.1, above.

Any earned performance incentive bonus, unless otherwise agreed to by the Parties, shall be due and payable within thirty (30) days of the date of delivery of the final written determination to CONNOR by the BOARD pursuant to the provisions in Section 3.1. Said incentive compensation bonus shall not be considered as part of CONNOR's annual base salary.

Setting The Stage

Evaluation is part of a comprehensive accountability system?

What do you need from an evaluation system?

Cascading Outward

Nesting Dolls With The Child At The Center

Alignment Of Plans

Strategic Plan → Department Plans → School Plans

Perspectives

"The best way for boards to approach the topic of CEO evaluation is not to think of evaluating the CEO at all but to think of evaluating whether the organization has achieved what should have been achieved and avoided what should have been avoided."

Perspectives

"When the board has defined organizational success, it is logical, reasonable and just good common sense for the superintendent to be evaluated on the basis of organizational performance. When you think about it, not much else makes sense at all."

Pearson's Law

"When performance is measured, performance improves. When performance is measured and reported back, the rate of improvement accelerated."

Pressure

Effort is good,
results are better

Moving Targets

Too often we create a narrative to match the results

Good, Some, And Soon

- ❖ Good is not a grade
- ❖ Some is not a number
- ❖ Soon is not a time

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Make Your Thinking Visible

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Three Things You Need To Know

1. The rules of the game
2. The score
3. How much time is on the clock

Evaluation Is A Process

Standards

Expectation setting

| Personal and professional goals | Student performance |

Assessment

| Self assessment | Based on student data |

Evaluation Is A Process

PGLA

Analyze the context of the district

↓

Define the standards by which you will be evaluated. Will these be outcomes goals or process goals?

↓

Define the format, process, and evaluation calendar

| How proof will be determined, gathered, reported | Involvement of the board, individuals, a committee | Frequency | Process, confidentiality, communication |

↓

Determine whether Board performance will also be evaluated

Evaluation Is A Process

What is the goal in a SMART format?

What is evidence of success?

What are the interim measures that show progress on achieving the goal?

What is the scoreboard to track results?

What is the cadence for checking in?

Evaluation Is A Process

Calibration

- Fair
- Consistent
- Comparison

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Evaluation Is A Process

The first year's evaluation should be more input or process-based than outcome based

Part I:
Evaluation Overview

1

Professional and Ethical Norms
Effective Superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.

2

Vision and Mission
Effective Superintendents collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission and core values to promote the academic success and well-being of all students.

3

School Operations, Management and Safety
Effective Superintendents manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

4

Student Learning and Continuous School Improvement
Effective Superintendents enable continuous improvement to promote the academic success and well-being of all students.

5

Learning Environment
Effective Superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

6

Recruitment and Professional Learning
Effective Superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

7

Building Leadership Expertise
Effective Superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

8

Meaningful Parent, Family and Community Engagement
Effective Superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

9

Board Governance & Policy
Effective Superintendents work effectively with the school board, exhibit a shared understanding of board and superintendent roles, lead and manages the district consistent with board policies, and demonstrate the skills to work effectively with the board.

Timeline for Superintendent Evaluation

Timeline	Action
October 17, 2023	Superintendent and Board develop and agree to the evaluation performance rubric and annual goals.
November 7, 2023	2023 The Board formally adopts the Superintendent Evaluation rubric and annual goals.
Annually by September 1	Superintendent complete a self-appraisal using the evaluation performance rubric and annual goals and shares it with the Board.
Annually by October 1	Each Board Member completes the Performance Evaluation Rubric.

Rating Scale Descriptors

Distinguished	Accomplished	Effective	Developing	Ineffective
Performance is exceptional and exceeds the criteria.	Performance has continually exceeded the criteria.	*Performance consistently meets the criteria.*	*Performance is inconsistent and partially meets the criteria.*	*Performance does not meet the criteria and require significant improvement.*
Noteworthy evidence and data demonstrate the superintendent's performance has had an outstanding and profoundly favorable impact on students, staff, community relations, and/or program outcomes.	*Noteworthy evidence and data demonstrate the superintendent's performance has had an exceedingly positive impact on students, staff, community relations, and/or program outcomes.*	*Noteworthy evidence and data demonstrate the superintendent's performance, maintains effective results and good relations with students, staff, community members and satisfactory program outcomes.*	*Noteworthy evidence and data demonstrate the superintendent partially met the criteria and the desired results. Performance has made some gains toward relations with students, staff, and the community members, and has moderately impacted program results.*	*Noteworthy evidence and data demonstrate the superintendent's performance has not met the criteria or desired results. Performance has not made any gains in program results. More towards relations with students, staff, and community members.*

Rating the Superintendent on Performance Standards

- Each Board Member will rate the Superintendent's professional practice on the provided rubric that is adapted from the Florida Leadership Standards.
- Board Members will indicate the level that best describes the Superintendent's performance in each area using the rating scale descriptors.
- An Overall Standard Rating will be calculated based on the prescribed rating scale.
- The Overall Standard Ratings will be combined to determine an overall Individual Board Member Rating.
- The Individual Board Member Ratings will be combined to determine a Composite Evaluation Rating.

Rating the Superintendent on Annual Objectives

- The Board Chair and Superintendent will collaborate to evaluate the progress toward meeting the annual objectives prescribed in Part III of the evaluation.
- Each objective has an assigned percentage of the incentive prescribed in the Superintendent's Employment Contract.
- Upon meeting an objective, the Superintendent will be awarded the full amount of the assigned percentage. Objectives rated as No Progress Toward will not be awarded the assigned percentage.
- An objective shall be rated Progress Towards when the Superintendent can demonstrate that objective is at least 50% achieved. Objectives rated as Progress Toward will be awarded half of the assigned percentage.

Part II:
Performance Evaluation Rubric

Part II: Performance Evaluation Rubric

Standard 1: Professional and Ethical Norms						
Effective superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.						
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**Possible Evidence**
1.1 Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adhere to guidelines for student welfare, the rights of students and parents, and state, local school, and governing board policies.	☐	☐	☐	☐	☐	☐ Parent, staff, or student surveys ☐ Policy Documents ☐ Communication Records ☐ Student Performance Reports ☐ Financial Reports
1.2 Acknowledge that all persons are equal before the law and have inalienable rights and provide leadership that is consistent with the principles of individual freedom.	☐	☐	☐	☐	☐	
1.3 Accept <u>accountability</u> for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the schools, families, and local community.	☐	☐	☐	☐	☐	Comments:
1.4 Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the district's resources and all other aspects of leadership.	☐	☐	☐	☐	☐	
Overall Standard Rating: ☐ **Distinguished (18-20)** ☐ **Accomplished (14-17)** ☐ **Effective (10-13)** ☐ **Developing (6-9)** ☐ **Ineffective (<6)**						

Standard 2: Vision and Mission

Effective superintendents collaborate with stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
2.1 Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	☐	☐	☐	☐	☐	☐ Strategic Plan ☐ Professional Development Plans ☐ Impact Review Action Plans ☐ Progress Monitoring Data ☐ Organizational Charts
2.2 Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	☐	☐	☐	☐	☐	☐ Recognition Initiatives ☐ Policies ☐ Graduation Rates ☐ Percentage of Students with Plan After Graduation
2.3 Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the community to promote the academic success and well-being of all students.	☐	☐	☐	☐	☐	Comments:
2.4 Strategically develop and implement systems to achieve the vision and mission of the district – reflecting and adjusting when applicable.	☐	☐	☐	☐	☐	
2.5 Recognize individuals for their contributions toward the district vision and mission.	☐	☐	☐	☐	☐	

Overall Standard Rating: ☐ **Distinguished (22-25)** ☐ **Accomplished (17-21)** ☐ **Effective (12-16)** ☐ **Developing (7-11)** ☐ **Ineffective (<7)**

Standard 3: School Operations, Management and Safety						
Effective superintendents manage district operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
3.1 Manage fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	☐	☐	☐	☐	☐	☐ Strategic Plan ☐ Technology Plan ☐ Financial Budget Status ☐ Reviews and Audits ☐ Capital Improvement Plan ☐ Survey Feedback ☐ Meeting Agenda, calendars, etc. ☐ Correspondences; newsletters ☐ Training schedules ☐ Incident Data
3.2 Manage resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	☐	☐	☐	☐	☐	
3.3 Organize time, tasks, and projects effectively to protect personnel's work and learning, as well as their own, to optimize productivity and student learning.	☐	☐	☐	☐	☐	
3.4 Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.	☐	☐	☐	☐	☐	Comments:
3.5 Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to district needs.	☐	☐	☐	☐	☐	
3.6 Inform the community of current local, state, and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.	☐	☐	☐	☐	☐	
3.7 Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	☐	☐	☐	☐	☐	
3.9 Utilize a continuous improvement model to evaluate specific concerns for safety and security.	☐	☐	☐	☐	☐	

Overall Standard Rating: ☐ **Distinguished (40-44)** ☐ **Accomplished (31-39)** ☐ **Effective (22-30)** ☐ **Developing (13-21)** ☐ **Ineffective (<13)**

Standard 4: Student Learning and Continuous School Improvement

Effective superintendents utilize continuous improvement to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
4.1 Create and maintain a climate and culture of high expectations and enable personnel to support the academic growth and well-being of all students.	☐	☐	☐	☐	☐	☐ Survey Feedback ☐ Curriculum Maps ☐ Program Summaries/Evaluations ☐ Professional Learning Plans ☐ Impact Review Action Plans ☐ PLC Agendas ☐ Data Reports ☐ Progress Monitoring Data ☐ Correspondences or newsletters
4.2 Ensure alignment of the district's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	☐	☐	☐	☐	☐	
4.3 Develop a structure that enables personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student needs.	☐	☐	☐	☐	☐	
4.4 Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and narrow achievement gaps.	☐	☐	☐	☐	☐	Comments:
4.5 Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments.	☐	☐	☐	☐	☐	
4.6 Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.	☐	☐	☐	☐	☐	
4.7 Ensure and monitor the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	☐	☐	☐	☐	☐	

Overall Standard Rating: ☐ **Distinguished (31-35)** ☐ **Accomplished (24-30)** ☐ **Effective (17-23)** ☐ **Developing (10-16)** ☐ **Ineffective (<10)**

Standard 5: Learning Environment						
Effective superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
5.1 Develop and maintain procedures that foster a safe, respectful, and student-centered learning environment.	☐	☐	☐	☐	☐	☐ Climate Surveys ☐ Safety Protocol Documents ☐ Incident Data ☐ Student Code of Conduct ☐ Observation Feedback ☐ Professional Learning Agendas ☐ Data Dashboards or Reports
5.2 Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner.	☐	☐	☐	☐	☐	
5.3 Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	☐	☐	☐	☐	☐	Comments:
5.4 Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	☐	☐	☐	☐	☐	

Overall Standard Rating: ☐ **Distinguished (18-20)** ☐ **Accomplished (14-17)** ☐ **Effective (10-13)** ☐ **Developing (6-9)** ☐ **Ineffective (<6)**

Standard 6: Recruitment and Professional Learning

Effective superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
6.1 Recruit, hire, develop, support, and retain diverse, effective, and caring personnel with the professional capacity to promote literacy achievement and academic success.	☐	☐	☐	☐	☐	☐ Strategic Plan ☐ Recruitment and Retention data ☐ Professional Learning Plans ☐ Impact Review Action Plans ☐ School Improvement Plans ☐ Recruitment Statistics ☐ Professional Development Records ☐ Feedback Forms or Surveys ☐ Inventory of Instructional Technology Tools
6.2 Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking feedback.	☐	☐	☐	☐	☐	
6.3 Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	☐	☐	☐	☐	☐	
6.4 Develop personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	☐	☐	☐	☐	☐	**Comments:**
6.5 Monitor and evaluate professional learning linked to district goals to foster continuous improvement.	☐	☐	☐	☐	☐	
6.6 Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to school-based leaders and instructional personnel that fosters continuous improvement.	☐	☐	☐	☐	☐	
6.7 Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the district with mutual accountability.	☐	☐	☐	☐	☐	

Overall Standard Rating: ☐ **Distinguished (31-35)** ☐ **Accomplished (24-30)** ☐ **Effective (17-23)** ☐ **Developing (10-16)** ☐ **Ineffective (<10)**

Standard 7: Building Leadership Expertise					
Effective superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.					
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**Possible Evidence**
7.1 Develop and support open, productive, caring and trusting working relationships among leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	☐	☐	☐	☑	☐	☐ Surveys and Feedback Forms ☐ Professional Development Records ☐ Meeting Agendas ☐ Succession Plans ☐ Performance Reviews ☐ Task Delegation Logs: ☐ Accountability Reports
7.2 Cultivate current and potential leaders and assist with the development of a pipeline of future leaders.	☐	☐	☐	☐	☐	
7.3 Develop capacity by delegating tasks to other leaders and holding them accountable.	☐	☐	☐	☐	☐	Comments:
7.4 Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of personnel.	☐	☐	☐	☐	☐	

Overall Standard Rating: ☐ **Distinguished (18-20)**   ☐ **Accomplished (14-17)**   ☐ **Effective (10-13)**   ☐ **Developing (6-9)**   ☐ **Ineffective (<6)**

Standard 8: Meaningful Parent, Family and Community Engagement

Effective superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
8.1 Understand, value, and employ the community's cultural, social, and intellectual context and resources.	☐	☐	☐	☐	☐	☐ Listening Tour Analysis ☐ Partnerships ☐ Professional Learning Agendas ☐ Awards and Recognition Programs ☐ Engagement Metrics ☐ Calendar ☐ Stakeholder Feedback Surveys ☐ Communication Protocols ☐ Response Documentation ☐ Reports or Newsletters
8.2 Model and advocate for respectful communication practices between leaders, parents, students, and other stakeholders.	☐	☐	☐	☐	☐	
8.3 Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	☐	☐	☐	☐	☐	**Comments:**
8.4 Recognize parents, students, and other stakeholders for contributions and engagement that enhance the community.	☐	☐	☐	☐	☐	

Overall Standard Rating: ☐ **Distinguished (18-20)** ☐ **Accomplished (14-17)** ☐ **Effective (10-13)** ☐ **Developing (6-9)** ☐ **Ineffective (<6)**

Standard 9: Board Governance and Policy						
Effective superintendents work with the school board, exhibit a shared understanding of board and superintendent roles, lead and manages the district consistent with board policies, and demonstrate the skills to work effectively with the board.						
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
9.1 Offers professional advice to the board with the appropriate recommendations based on a thorough study and analysis.	☐	☐	☐	☐	☐	☐ Timely Board Packets ☐ Strategic Plan ☐ School Improvement Plans ☐ Board Meeting Agendas ☐ Reviews and Audits ☐ Copies of District procedures and publications (e.g., policies, etc.)
9.2 Keeps the board regularly informed with data, reports, and information which enables them to make effective timely decisions.	☐	☐	☐	☐	☐	
9.3 Interprets and executes the intent of more policies and advises the board on the need for new or revised policies.	☐	☐	☐	☐	☐	Comments:
9.4 Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement.	☐	☐	☐	☐	☐	
9.5 Makes considerable efforts to have a positive working relationship with the board, treating all board members fairly and respectfully, and attempts to resolve any serious conflicts with board members.	☐	☐	☐	☐	☐	

Overall Standard Rating: ☐ **Distinguished (22-25)** ☐ **Accomplished (17-21)** ☐ **Effective (12-16)** ☐ **Developing (7-11)** ☐ **Ineffective (<7)**

Superintendent Performance Standards Evaluation Summary (Individual Board Member Ratings)					
Professional Practice	**Distinguished (5)**	**Accomplished (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**
Standard 1: Professional and Ethical Norms	☐	☐	☐	☐	☐
Standard 2: Vision and Mission	☐	☐	☐	☐	☐
Standard 3: School Operations, Management and Safety	☐	☐	☐	☐	☐
Standard 4: Student Learning and Continuous School Improvement	☐	☐	☐	☐	☐
Standard 5: Learning Environment	☐	☐	☐	☐	☐
Standard 6: Recruitment and Professional Learning	☐	☐	☐	☐	☐
Standard 7: Building Leadership Expertise	☐	☐	☐	☐	☐
Standard 8: Meaningful Parent, Family and Community Engagement	☐	☐	☐	☐	☐
Standard 9: Board Governance and Policy	☐	☐	☐	☐	☐
Individual Evaluation Rating: ☐ **Distinguished (40-44)** ☐ **Accomplished (31-39)** ☐ **Effective (22-30)** ☐ **Developing (13-21)** ☐ **Ineffective (<13)**					

Summary Comments:

Superintendent Performance Standards Evaluation Summary (Board Member Composite Ratings)					
Board Member	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)
Board Member 1 Individual Evaluation Rating	☐	☐	☐	☐	☐
Board Member 2 Individual Evaluation Rating	☐	☐	☐	☐	☐
Board Member 3 Individual Evaluation Rating	☐	☐	☐	☐	☐
Board Member 4 Individual Evaluation Rating	☐	☐	☐	☐	☐
Board Member 5 Individual Evaluation Rating	☐	☐	☐	☐	☐
Composite Evaluation Rating: ☐ **Distinguished (22-25)** ☐ **Accomplished (17-21)** ☐ **Effective (12-16)** ☐ **Developing (7-11)** ☐ **Ineffective (<7)**					

Superintendent's Response:

Superintendent's Signature: _____ Date: _____

Board Chair's Signature: _____ Date: _____

Part III:
Annual Objectives

Annual Superintendent Objectives [2023-2024]				
Annual Objectives (assigned percent of incentive)	**Evidence of Progress or Completion**	**Goal Met**	**Progress Towards**	**Goal Unmet**
SY 2324: Achieve composite rating of effective or higher on the evaluation performance rubric. (20%)	• **SY 2324:** Final Performance Summary	☐	N/A	☐
SY 2324: Execute the transition plan to build a comprehensive understanding of the needs for district improvement. (15%)	• **SY 2324:** Transition Plan Tracker • **SY 2324:** Superintendent Status Reports at Board Meetings • **SY 2324:** Transition Plan Findings Report	☐	☐	☐
SY 2324: Develop effective board governance processes to cultivate strong, productive, professional, and child-centric relationships with the School Board. (15%)	• **SY 2324:** Develop a way of work with Board (one-on-ones, communication plan, retreats, work session structure) • **SY 2324:** Board Workshop Forecast calendar • **SY 2324:** Develop a Policy Review Cycle	☐	☐	☐
SY 2324: Develop a system of monitoring school based instructional practice to improve student achievement. (15%)	• **SY 2324:** Focused Framework for Advancing School Performance • **SY 2324:** Impact Review Protocol with Action Plans • **SY 2324:** Progress Monitoring Data	☐	☐	☐
SY 2324: Develop a revised strategic plan that aligns priorities to enhance academic outcomes. (15%)	• **SY 2324:** Revised strategic plan document	☐	☐	☐
SY 2324: Completion of a revised teacher and administrative evaluation system. (10%)	• **SY 2324:** Revised teacher and administrator evaluation documents	☐	☐	☐
SY 2324: Implement a revised organizational structure to align support for increased student achievement. (10%)	• **SY 2324:** Board approved organizational chart	☐	☐	☐

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Annual Superintendent Objectives [2024-2025]				
Annual Objectives (assigned percent of incentive)	**Evidence of Progress or Completion**	**Goal Met**	**Progress Towards**	**Goal Unmet**
SY 2526: Achieve composite rating of effective or higher on the evaluation performance rubric. (20%)	• **SY 2425:** Evaluation Performance Summary	☐	N/A	☐
SY 2425: Improve the overall district ranking as calculated by total points earned within the state accountability system. (15%)	• **SY 2425:** State Accountability Data	☐	☐	☐
SY 2425: Increase third grade reading proficiency or ranking. (15%)	• **SY 2425:** State Accountability Data	☐	☐	☐
SY 2425: Increase overall 3-10 reading proficiency percentage or ranking. (10%)	• **SY 2425:** State Accountability Data	☐	☐	☐
SY 2425: Increase overall math proficiency percentage or ranking. (10%)	• **SY 2425:** State Accountability Data	☐	☐	☐
SY 2425: Increase reading LQ growth percentage or ranking as compared to SY2122. (10%)	• **SY 2425:** State Accountability Data	☐	☐	☐
SY 2425: Increase math LQ growth percentage or ranking as compared to SY2122. (10%)	• **SY 2425:** State Accountability Data	☐	☐	☐
SY 2425: Maintain the fund balance percentage (Financial Condition Ratio) at 7.5%. (10%)	• **SY 2425:** 2024 Annual Financial Report	☐	☐	☐

Subject to revisions prior to October 1, 2024

Annual Superintendent Objectives [2025-2026]				
Annual Objectives (assigned percent of incentive)	**Evidence of Progress or Completion**	**Goal Met**	**Progress Towards**	**Goal Unmet**
SY 2526: Achieve composite rating of effective or higher on the evaluation performance rubric. (20%)	• **SY 2526:** Evaluation Performance Summary	☐	N/A	☐
SY 2526 Improve the overall district ranking as calculated by total points earned within the state accountability system. (15%)	• **SY 2526:** State Accountability Data	☐	☐	☐
SY 2526: Increase third grade reading proficiency or ranking. (15%)	• **SY 2526:** State Accountability Data	☐	☐	☐
SY 2526: Increase overall 3-10 reading proficiency percentage or ranking. (10%)	• **SY 2526:** State Accountability Data	☐	☐	☐
SY 2526: Increase overall math proficiency percentage or ranking. (10%)	• **SY 2526:** State Accountability Data	☐	☐	☐
SY 2526: Increase reading LQ growth percentage or ranking as compared to SY2425. (10%)	• **SY 2526:** State Accountability Data	☐	☐	☐
SY 2526: Increase math LQ growth percentage or ranking as compared to SY2425. (10%)	• **SY 2526:** State Accountability Data	☐	☐	☐
SY 2526: Maintain the fund balance percentage (Financial Condition Ratio) at 7.5%. (10%)	• **SY 2526:** 2024 Annual Financial Report	☐	☐	☐

*Subject to revisions prior to October 1, 2025

Pete facilitates a discussion about the process

Closing Activity

AHA's: Something you learned during today's session

AFFIRMATIONS: Something you heard that affirmed actions you have taken or work you are doing

Thank You!