School Board Workshop

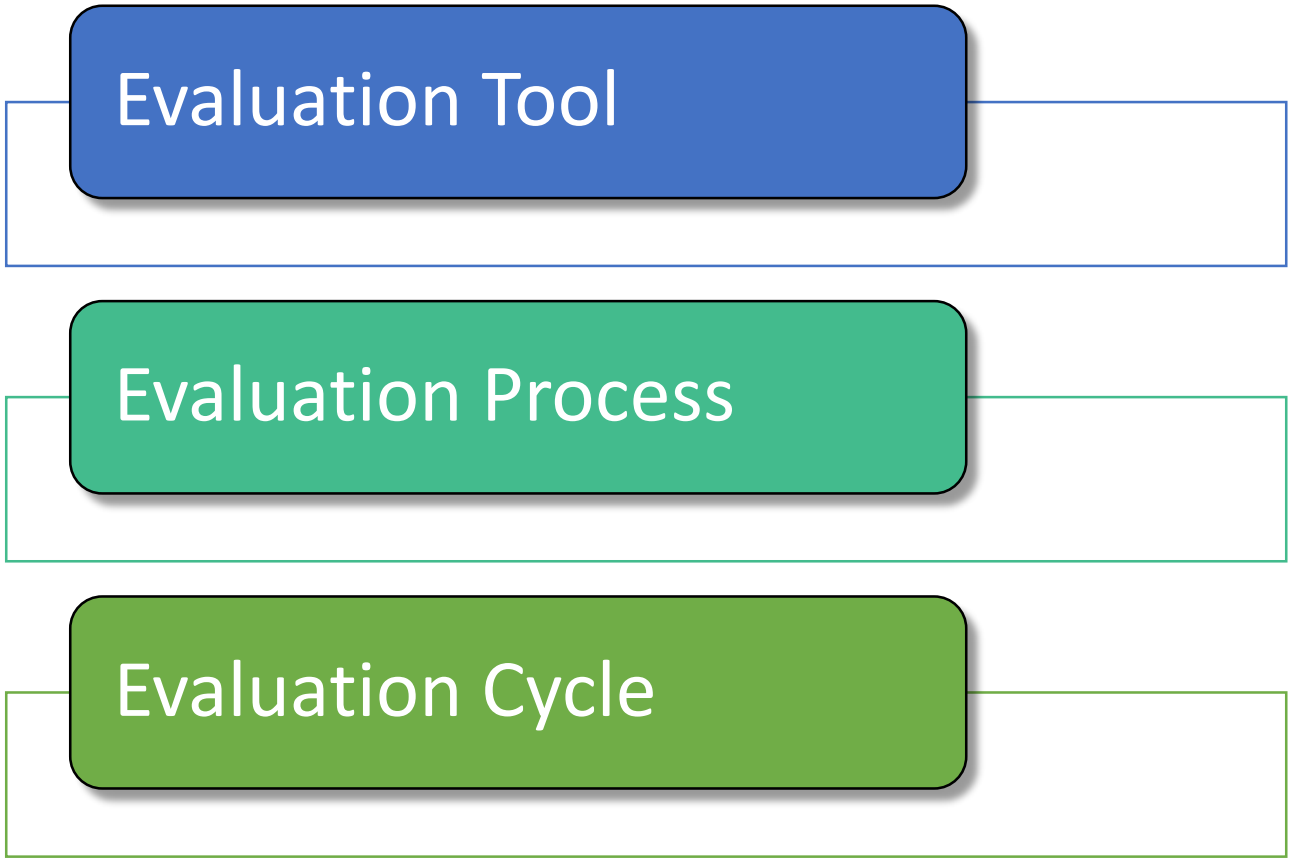
Superintendent's Evaluation Process

November 14, 2017

Jeffrey S. Moquin, Chief of Staff
Dr. Leo Nesmith, Intern Director

Established 1915
BROWARD
County Public Schools

Three Evaluation Considerations



Two Primary Evaluation Constructs

PROFESSIONAL DOMAINS
"How the Superintendent performs their work"

- The Superintendent is rated by Board Members across a series of 4-10 professional domains.
  - Instructional Leadership
  - Policy & Governance
  - Business and Finance
  - Staff and Community Relationships
  - Communication
- The domains may or may not weighted differently based on district priorities.
- Ratings can be determined through key indicators or a defined rubric.

PERFORMANCE OUTCOMES
"The results of the Superintendent's work"

- The Superintendent is rated based on specific outcomes of predefined goals/objectives.
- The goals/objectives can be qualitative or quantitative.

Qualitative

- Deliver targeted professional learning opportunities for teachers
- Create a digital resource to further awareness of initiatives
- Implement a standard literacy assessment tool

Quantitative

- Increase 3rd grade ELA FCAT scores by *x* %
- Increase the # of students scoring 3 or higher on the Algebra EOC

Best practice is typically a blend of the two evaluation approaches

Best Practices

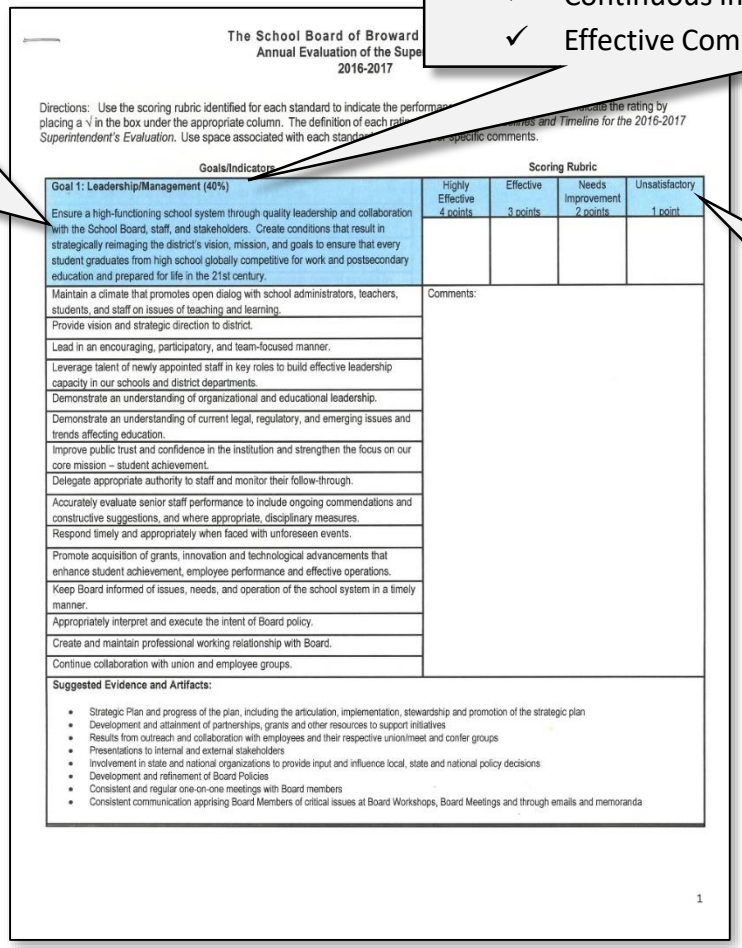
The evaluation process:

- serves as a means to enhance the Superintendent's performance and clarify areas where the Board-Superintendent relationship can be improved.
- is collaborative and establishes clearly defined responsibilities and performance standards.
- clearly aligns to the district's primary goals and strategies.
- includes a strong emphasis on student performance.
- includes components that evaluate both the relevant behaviors of the Superintendent, as well as specific performance outcomes.
- ensures the performance outcome measures are SMART (specific, measurable, achievable, realistic, and timely).
- Utilizes a pre-defined rubric to facilitate consistent and objective scoring/ratings within established domains.

Current Evaluation Instrument

- Superintendent is rated within four goals/domains
  - ✓ Leadership/ Management
  - ✓ High Quality Instruction
  - ✓ Continuous Improvement
  - ✓ Effective Communication

- Goals/Domains are individually weighted
  - ✓ Leadership/ Management **(40%)**
  - ✓ High Quality Instruction **(25%)**
  - ✓ Continuous Improvement **(20%)**
  - ✓ Effective Communication **(15%)**



The School Board of Broward
Annual Evaluation of the Supe
2016-2017

Directions: Use the scoring rubric identified for each standard to indicate the performa... ...icate the rating by placing a √ in the box under the appropriate column. The definition of each rati... ...ines and Timeline for the 2016-2017 *Superintendent's Evaluation*. Use space associated with each standa... ...specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%) Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimaging the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments:			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through.				
Accurately evaluate senior staff performance to include ongoing commendations and constructive suggestions, and where appropriate, disciplinary measures.				
Respond timely and appropriately when faced with unforeseen events.				
Promote acquisition of grants, innovation and technological advancements that enhance student achievement, employee performance and effective operations.				
Keep Board informed of issues, needs, and operation of the school system in a timely manner.				
Appropriately interpret and execute the intent of Board policy.				
Create and maintain professional working relationship with Board.				
Continue collaboration with union and employee groups.				

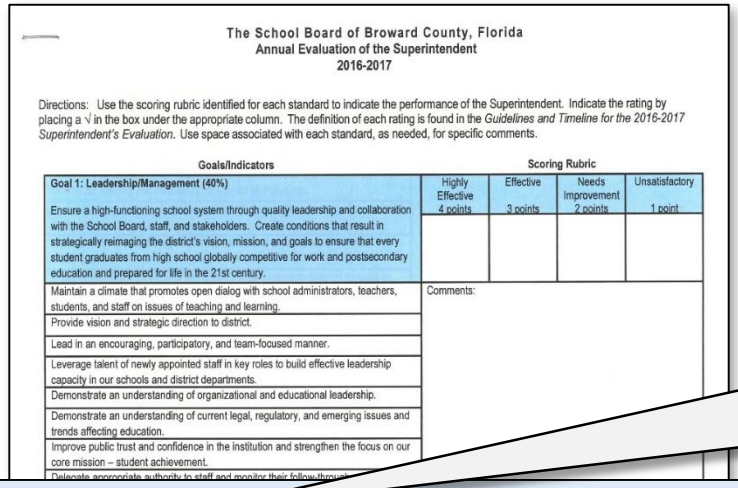
Suggested Evidence and Artifacts:

- Strategic Plan and progress of the plan, including the articulation, implementation, stewardship and promotion of the strategic plan
- Development and attainment of partnerships, grants and other resources to support initiatives
- Results from outreach and collaboration with employees and their respective union/meet and confer groups
- Presentations to internal and external stakeholders
- Involvement in state and national organizations to provide input and influence local, state and national policy decisions
- Development and refinement of Board Policies
- Consistent and regular one-on-one meetings with Board members
- Consistent communication apprising Board Members of critical issues at Board Workshops, Board Meetings and through emails and memoranda

1

- Individual Board Members rate the Superintendent for each goal/domain on a 4-point scale. Key indicators and evidence & artifacts are considered when rating.
  - ✓ Highly Effective – 4 points
  - ✓ Effective – 3 points
  - ✓ Needs Improvement – 2 points
  - ✓ Unsatisfactory – 1 point

Current Evaluation Instrument



The School Board of Broward County, Florida
Annual Evaluation of the Superintendent
2016-2017

Directions: Use the scoring rubric identified for each standard to indicate the performance of the Superintendent. Indicate the rating by placing a √ in the box under the appropriate column. The definition of each rating is found in the *Guidelines and Timeline for the 2016-2017 Superintendent's Evaluation*. Use space associated with each standard, as needed, for specific comments.

Goals/Indicators	Scoring Rubric			
Goal 1: Leadership/Management (40%)	Highly Effective 4 points	Effective 3 points	Needs Improvement 2 points	Unsatisfactory 1 point
Ensure a high-functioning school system through quality leadership and collaboration with the School Board, staff, and stakeholders. Create conditions that result in strategically reimaging the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century.				
Maintain a climate that promotes open dialog with school administrators, teachers, students, and staff on issues of teaching and learning.	Comments:			
Provide vision and strategic direction to district.				
Lead in an encouraging, participatory, and team-focused manner.				
Leverage talent of newly appointed staff in key roles to build effective leadership capacity in our schools and district departments.				
Demonstrate an understanding of organizational and educational leadership.				
Demonstrate an understanding of current legal, regulatory, and emerging issues and trends affecting education.				
Improve public trust and confidence in the institution and strengthen the focus on our core mission – student achievement.				
Delegate appropriate authority to staff and monitor their follow-through				

- The individual weights are then applied to each goal/domain score to calculate the Overall Performance Rating for each Board Member's evaluation of the Superintendent.

Overall Performance Rating:

Circle One: Highly Effective **(3.400-4.00)** Effective **(2.450-3.399)** Needs Improvement **(1.450-2.449)** Unsatisfactory **(1.000-1.449)**

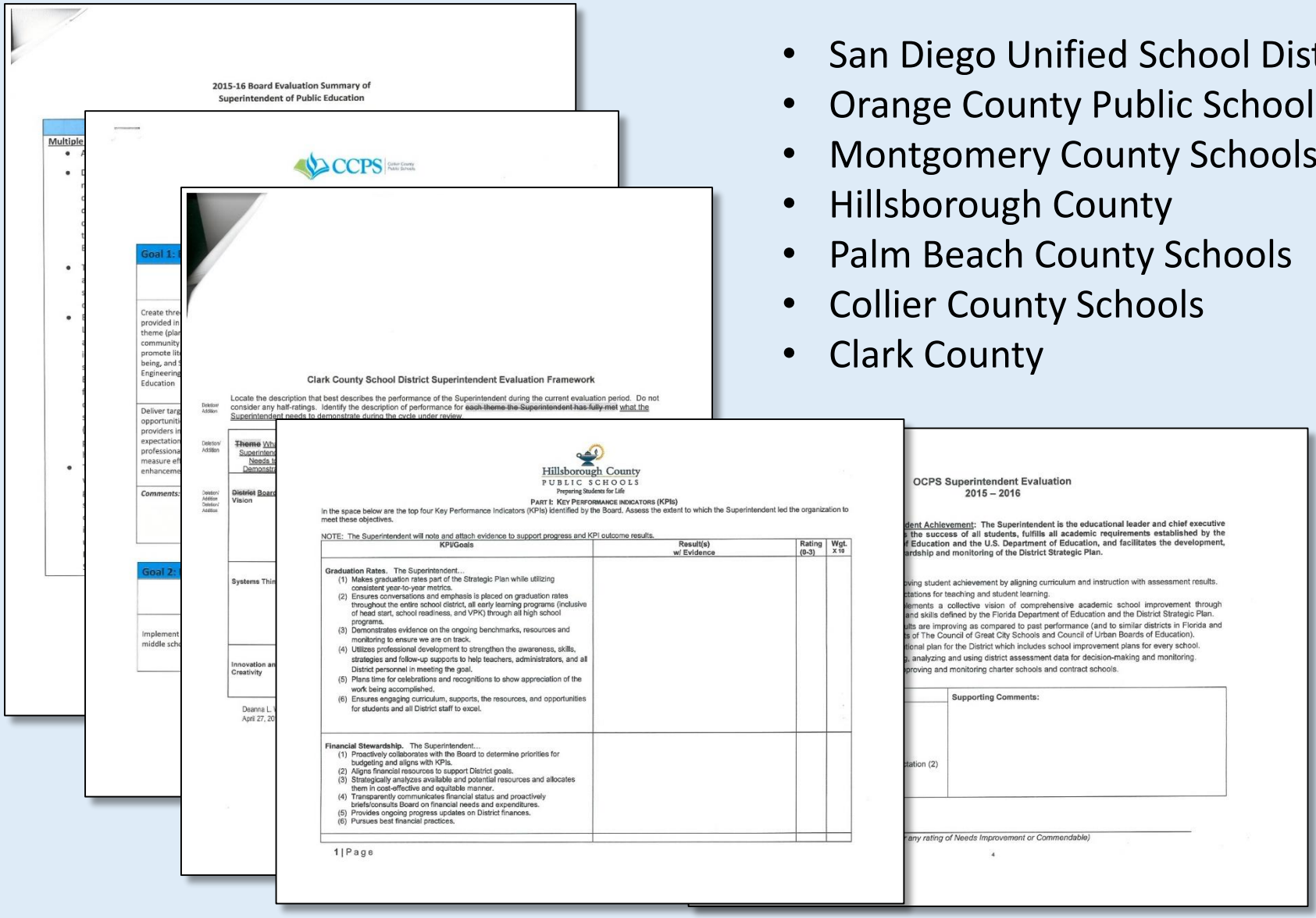
_____ _____

Board Member Signature Date

_____ _____

Superintendent Signature Date

Review of Sample Evaluation Tools



- San Diego Unified School District
- Orange County Public Schools
- Montgomery County Schools
- Hillsborough County
- Palm Beach County Schools
- Collier County Schools
- Clark County

Comparison of Sample Districts

Districts/Variables	Aligns to District Goals	Strong Emphasis on Student Performance	Domains that Measure Behaviors and Specific Outcomes	*SMART* Goals	Defined Rubric
San Diego Unified					
Orange County					
Montgomery County					
Hillsborough County					
Palm Beach County					
Collier County					
Clark County					

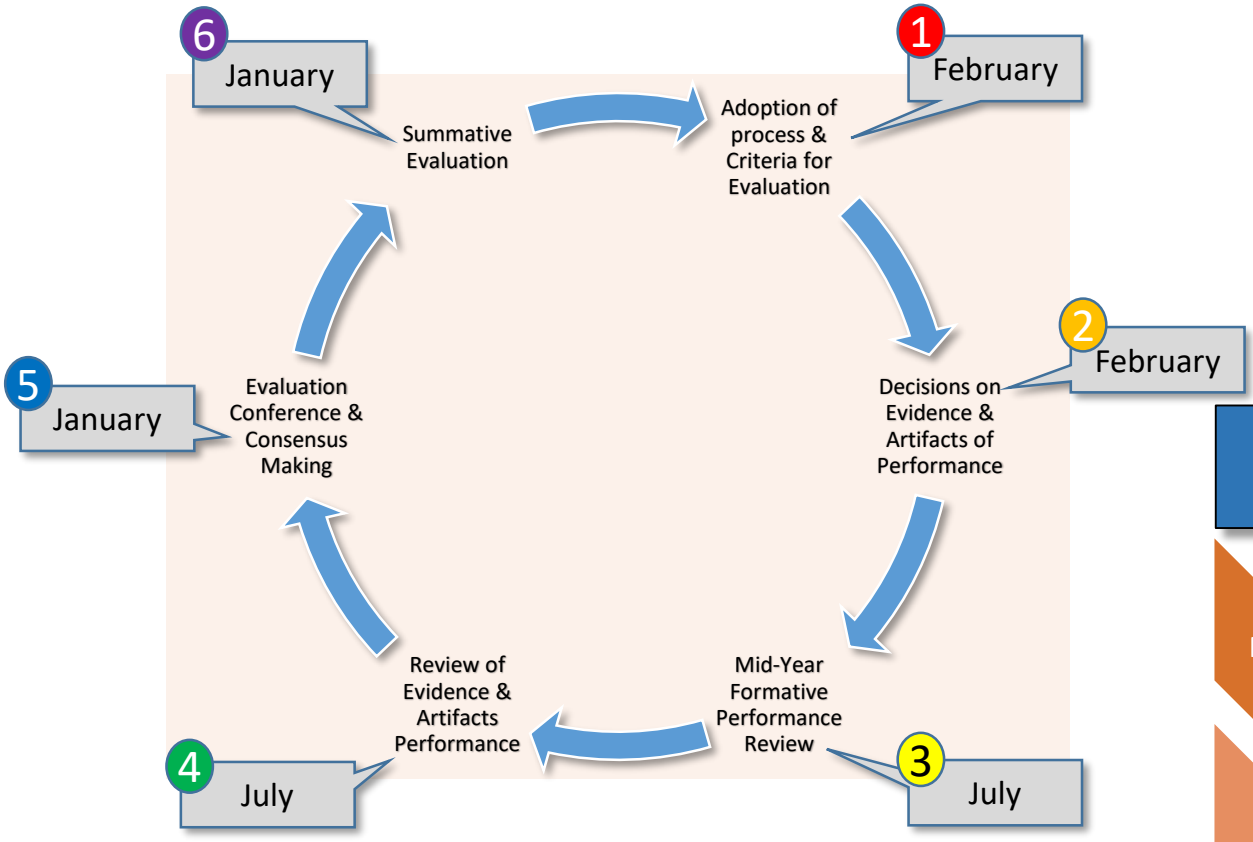
Legend:

Clark County Rubric Samples

What the Superintendent Needs to Demonstrate	Ineffective	Minimally Effective	Effective	Highly Effective
Board Vision	The Superintendent has not implemented a Board Vision that ensures all students progress in a school and graduate prepared to succeed and contribute in a diverse global society.	The Superintendent is leading an emerging Board Vision that ensures all students progress in school and graduate prepared to succeed and contribute in a diverse global society.	Multiple indicators demonstrate that the Superintendent is leading a Board Vision that ensures all students progress in a school and graduate prepared to succeed and contribute in a diverse global society.	Significant evidence from multiple indicators suggests that stakeholders system-wide have implemented a Board Vision that ensures all students are progressing in school and graduating prepared to succeed and contribute in a diverse global society, as a result of the Superintendent's leadership and influence.
Define Measurement Indicators	The Superintendent has failed to develop a five-year data dashboard with ambitious targets to assess progress made in student learning.	The Superintendent has developed a five-year data dashboard with ambitious targets to assess progress made in student learning.	The Superintendent has fully met the Board's expectations with a five-year data dashboard with ambitious targets to assess progress made in student learning. Indicators are in place, and the dashboard is meeting the Board's objectives.	The Superintendent has developed a five-year data dashboard with ambitious targets to assess progress made in student learning. The dashboard is used system-wide at the classroom, building, and District levels. Evidence clearly supports that the dashboard is informing systemic and continuous improvement throughout the District.
Clarity and Focus	Fiscal and data transparency, accountability and strategic oversight are lacking.	Fiscal and data transparency, accountability and strategic oversight are evident.	Multiple indicators suggest fiscal and data transparency, accountability and strategic oversight are evident and improving.	System-wide indicators suggest fiscal and data transparency, accountability and strategic oversight are continuously improving. Staff, students, families, and community members demonstrate confidence that fiscal and data transparency, accountability and strategic oversight are evident.

Thomas Alsbury, Ed.D. © 2016

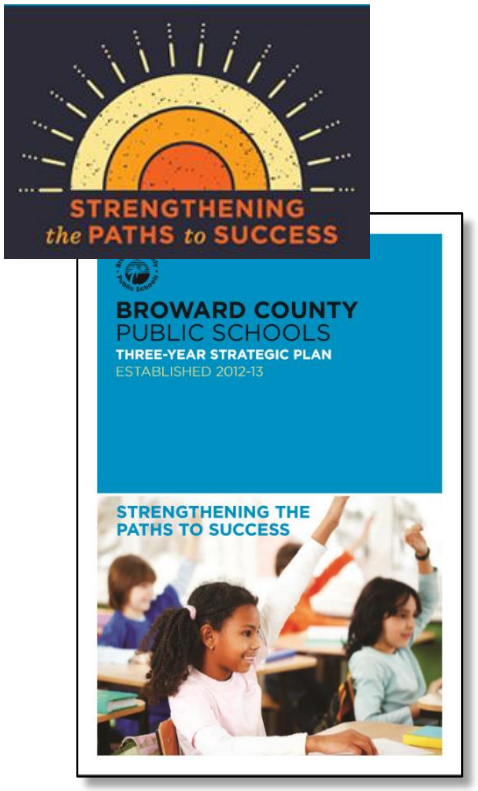
Sample Evaluation Cycle - Clark County



Superintendent Runcie's Evaluation Cycle

March	• Board conducts mid-year evaluation of Superintendent
July	• Superintendent submits self-evaluation to Board
September	• Board conducts annual Evaluation of Superintendent

Strategic Plan is the ***Right Path Forward***



2012

2017 – 2019

Literacy & Early Learning

Middle Grades Learning

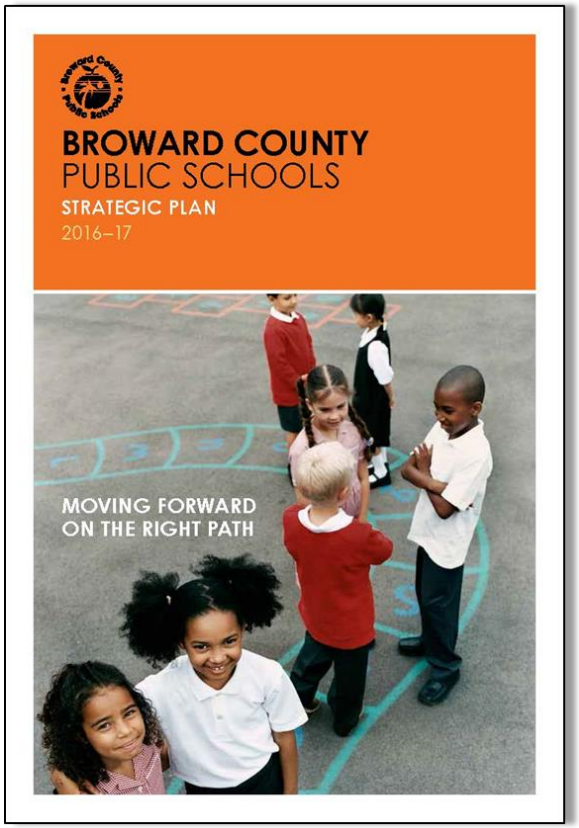
College & Career Readiness

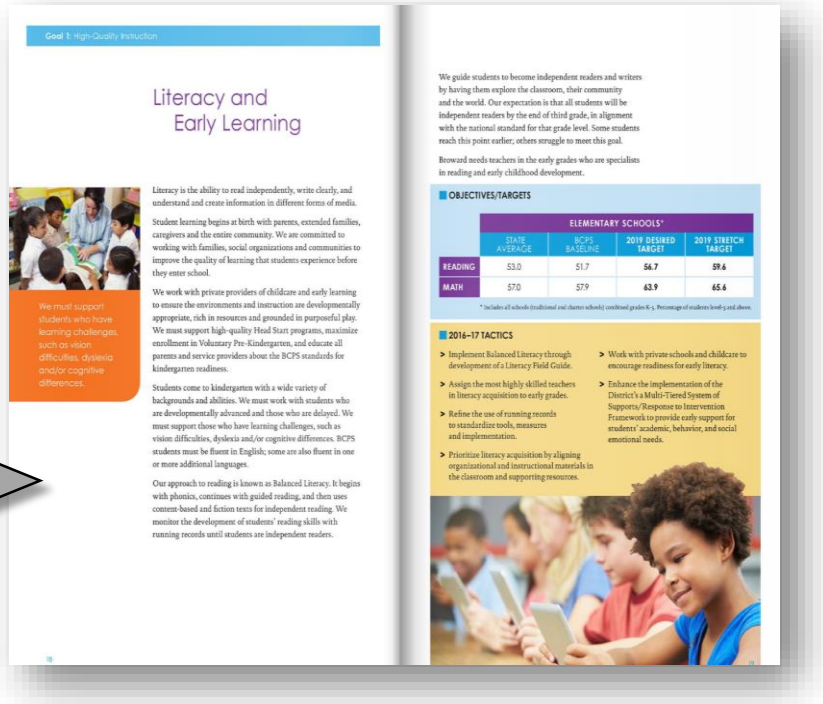
Strategic Plan is the ***Right Path Forward***

BROWARD COUNTY PUBLIC SCHOOLS 2017-18

STRATEGIC PLAN

MOVING FORWARD ON THE RIGHT PATH





Strategic Plan is the ***Right Path Forward***

Goal 1: High-Quality Instruction

Literacy and Early Learning

We must support students who have learning challenges, such as vision difficulties, dyslexia and/or cognitive differences.

Literacy is the ability to read independently, write clearly, and understand and create information in different forms of media.

Student learning begins at birth with parents, extended families, caregivers and the entire community. We are committed to working with families, social organizations and communities to improve the quality of learning that students experience before they enter school.

We work with private providers of childcare and early learning to ensure the environments and instruction are developmentally appropriate, rich in resources and grounded in purposeful play. We must support high-quality Head Start programs, maximize enrollment in Voluntary Pre-Kindergarten, and educate all parents and service providers about the BCPS standards for kindergarten readiness.

Students come to kindergarten with a wide variety of backgrounds and abilities. We must work with students who are developmentally advanced and those who are delayed. We must support those who have learning challenges, such as vision difficulties, dyslexia and/or cognitive differences. BCPS students must be fluent in English; some are also fluent in one or more additional languages.

Our approach to reading is known as Balanced Literacy. It begins with phonics, continues with guided reading, and then uses content-based and fiction texts for independent reading. We monitor the development of students' reading skills with running records until students are independent readers.

We guide students to become independent readers and writers by having them explore the classroom, their community and the world. Our expectation is that all students will be independent readers by the end of third grade, in alignment with the national standard for that grade level. Some students reach this point earlier; others struggle to meet this goal.

Broward needs teachers in the early grades who are specialists in reading and early childhood development.

OBJECTIVES/TARGETS

	ELEMENTARY SCHOOLS*			
	STATE AVERAGE	BCPS BASELINE	2019 DESIRED TARGET	2019 STRETCH TARGET
READING	53.0	51.7	56.7	59.6
MATH	57.0	57.9	63.9	65.6

* Includes all schools (traditional and charter schools) combined grades K-5. Percentage of students level-3 and above.

2016–17 TACTICS

- Implement Balanced Literacy through development of a Literacy Field Guide.
- Assign the most highly skilled teachers in literacy acquisition to early grades.
- Refine the use of running records to standardize tools, measures and implementation.
- Prioritize literacy acquisition by aligning organizational and instructional materials in the classroom and supporting resources.
- Work with private schools and childcare to encourage readiness for early literacy.
- Enhance the implementation of the District's a Multi-Tiered System of Supports/Response to Intervention Framework to provide early support for students' academic, behavior, and social emotional needs.

OBJECTIVES/TARGETS

	ELEMENTARY SCHOOLS*			
	STATE AVERAGE	BCPS BASELINE	2019 DESIRED TARGET	2019 STRETCH TARGET
READING	53.0	51.7	56.7	59.6
MATH	57.0	57.9	63.9	65.6

OBJECTIVES/TARGETS

	MIDDLE SCHOOLS*			
	STATE AVERAGE	BCPS BASELINE	2019 DESIRED TARGET	2019 STRETCH TARGET
READING	52.0	53.9	56.9	59.1
MATH	55.0	57.1	60.1	62.1

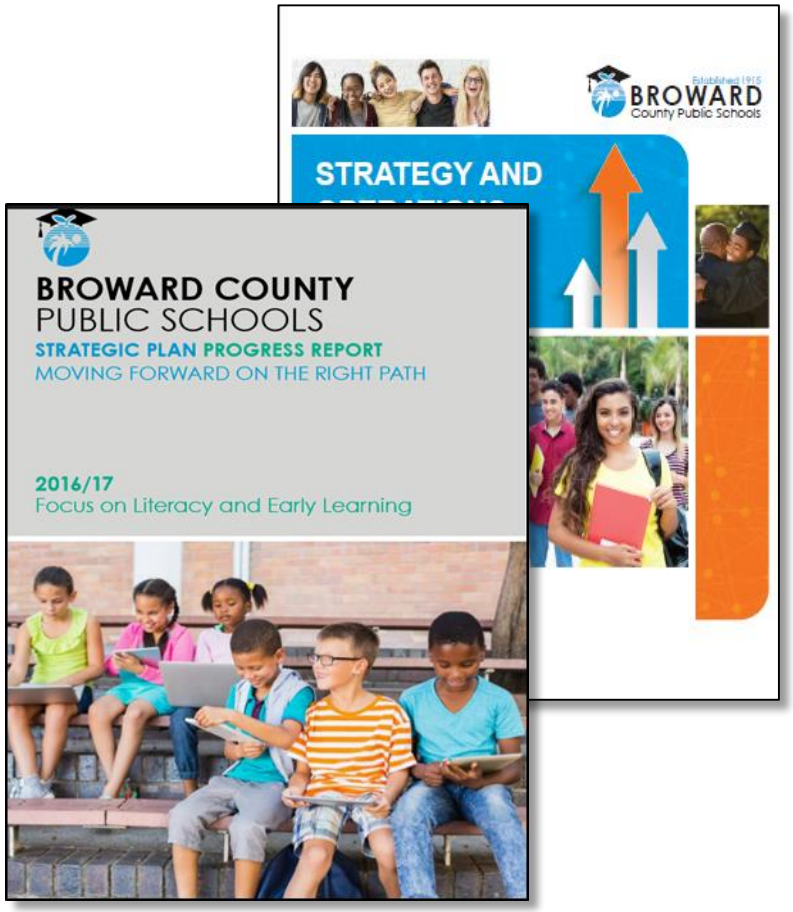
and above.

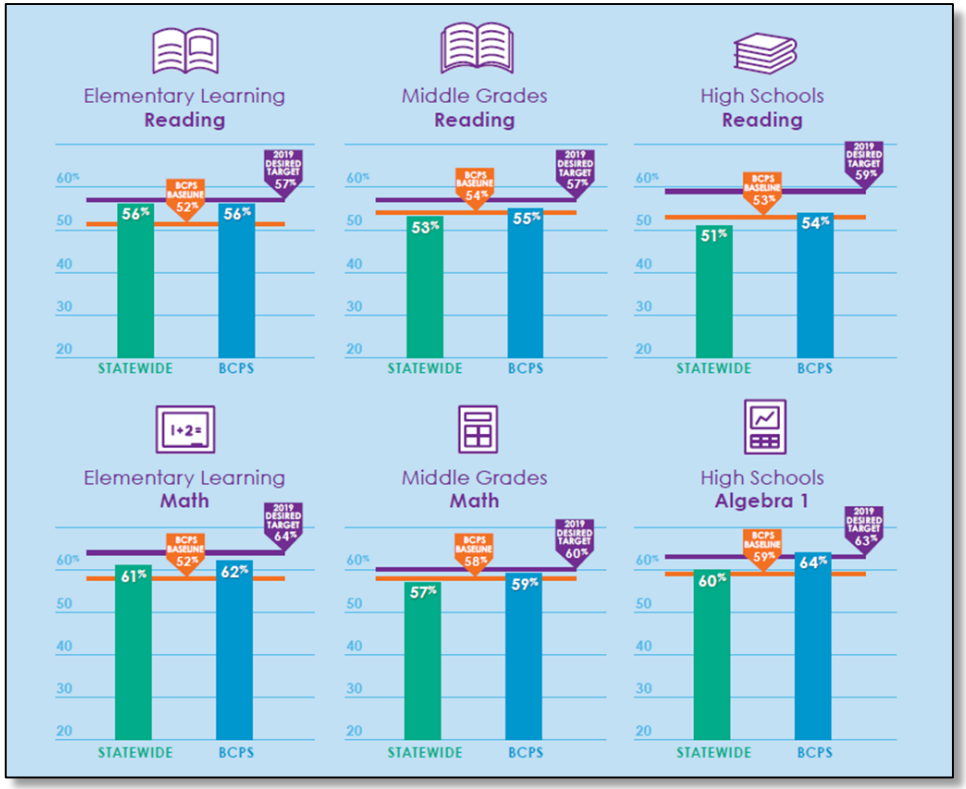
OBJECTIVES/TARGETS

	HIGH SCHOOLS*			
	STATE AVERAGE	BCPS BASELINE	2019 DESIRED TARGET	2019 STRETCH TARGET
READING	52.0	52.9	58.9	60.2
ALGEBRA 1	56.0	58.6	63.4	65.7
GRADUATION RATE	77.8	76.6	85.0	88.0

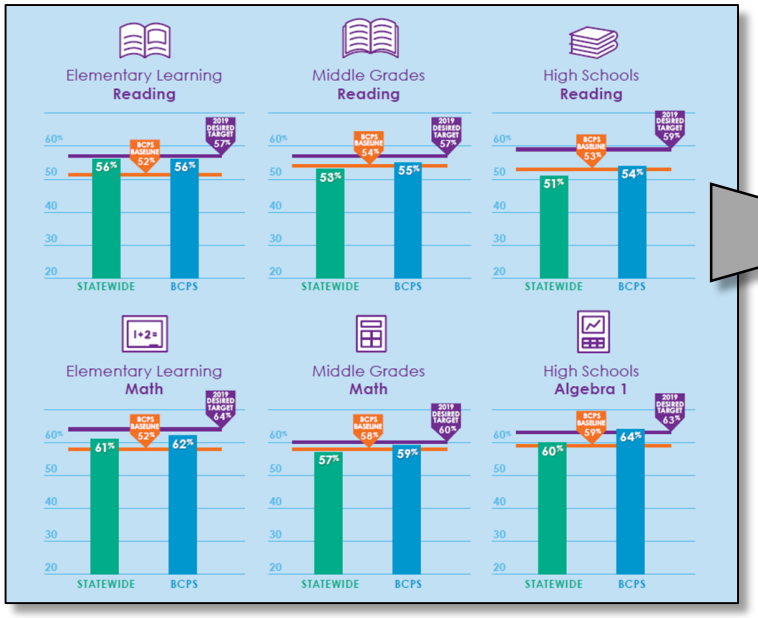
* Includes all schools (traditional and charter schools). Reading and Algebra 1 reflects the percentage of students level-3 and above.

Strategic Plan is the ***Right Path Forward***





Strategic Plan is the ***Right Path Forward***



	BCPS Baseline	2019 Desired Target	2019 Stretch Target
Reading	51.7	56.7	59.6
Actual Performance 2016-17	56.0		

Unsatisfactory (1 Points)	Needs Improvement (2 Point)	Effective (3 Points)	Highly Effective (4 Points)
No evidence of strategic tactics being implemented and no improvement in KPI.	Evidence of strategic tactics being implemented; however there is no improvement in KPI.	Evidence of strategic tactics being implemented; and there is minimal improvement in KPI.	Evidence of strategic tactics being implemented; and there is significant improvement in KPI.

Summary Framework

- Include multiple domains that evaluate both the professional behaviors of the Superintendent, as well as specific performance outcomes aligned to Strategic Plan.
- Domains should be weighted to reflect strong emphasis on student outcomes.
- Strategic Plan should serve as basis for inclusion of specific performance outcomes.
- Ratings/scoring should be informed through the inclusion of a pre-defined rubric.
- Evaluation instrument goals should align to (3-year) cycle for updating the strategic plan.

Next Steps

Board Member Feedback
Evaluation Staff to Develop Draft Evaluation Tool
Board Workshop to Develop Consensus

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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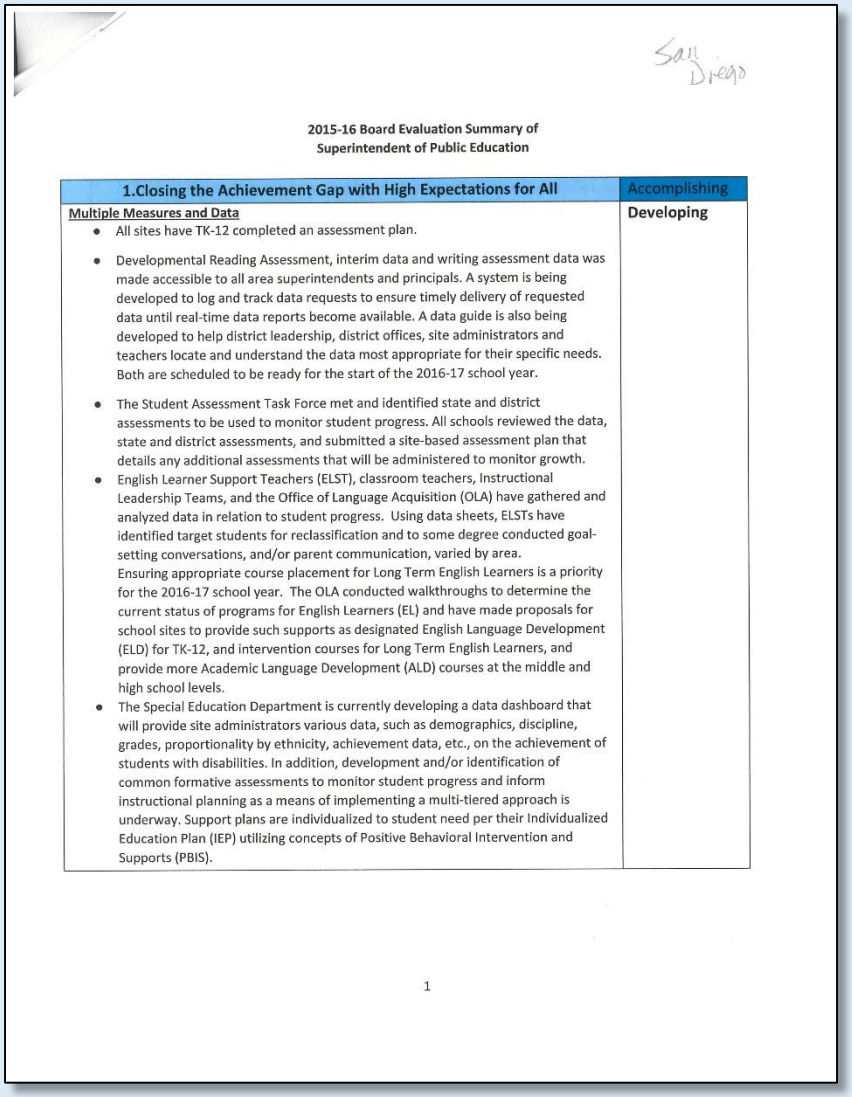
The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, generic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Appendix

Sample 1: San Diego Unified School District



San Diego

2015-16 Board Evaluation Summary of Superintendent of Public Education

1.Closing the Achievement Gap with High Expectations for All	Accomplishing
Multiple Measures and Data • All sites have TK-12 completed an assessment plan. • Developmental Reading Assessment, interim data and writing assessment data was made accessible to all area superintendents and principals. A system is being developed to log and track data requests to ensure timely delivery of requested data until real-time data reports become available. A data guide is also being developed to help district leadership, district offices, site administrators and teachers locate and understand the data most appropriate for their specific needs. Both are scheduled to be ready for the start of the 2016-17 school year. • The Student Assessment Task Force met and identified state and district assessments to be used to monitor student progress. All schools reviewed the data, state and district assessments, and submitted a site-based assessment plan that details any additional assessments that will be administered to monitor growth. • English Learner Support Teachers (ELST), classroom teachers, Instructional Leadership Teams, and the Office of Language Acquisition (OLA) have gathered and analyzed data in relation to student progress. Using data sheets, ELSTs have identified target students for reclassification and to some degree conducted goal-setting conversations, and/or parent communication, varied by area. Ensuring appropriate course placement for Long Term English Learners is a priority for the 2016-17 school year. The OLA conducted walkthroughs to determine the current status of programs for English Learners (EL) and have made proposals for school sites to provide such supports as designated English Language Development (ELD) for TK-12, and intervention courses for Long Term English Learners, and provide more Academic Language Development (ALD) courses at the middle and high school levels. • The Special Education Department is currently developing a data dashboard that will provide site administrators various data, such as demographics, discipline, grades, proportionality by ethnicity, achievement data, etc., on the achievement of students with disabilities. In addition, development and/or identification of common formative assessments to monitor student progress and inform instructional planning as a means of implementing a multi-tiered approach is underway. Support plans are individualized to student need per their Individualized Education Plan (IEP) utilizing concepts of Positive Behavioral Intervention and Supports (PBIS).	**Developing**

1

Superintendent is rated in six distinct domains:

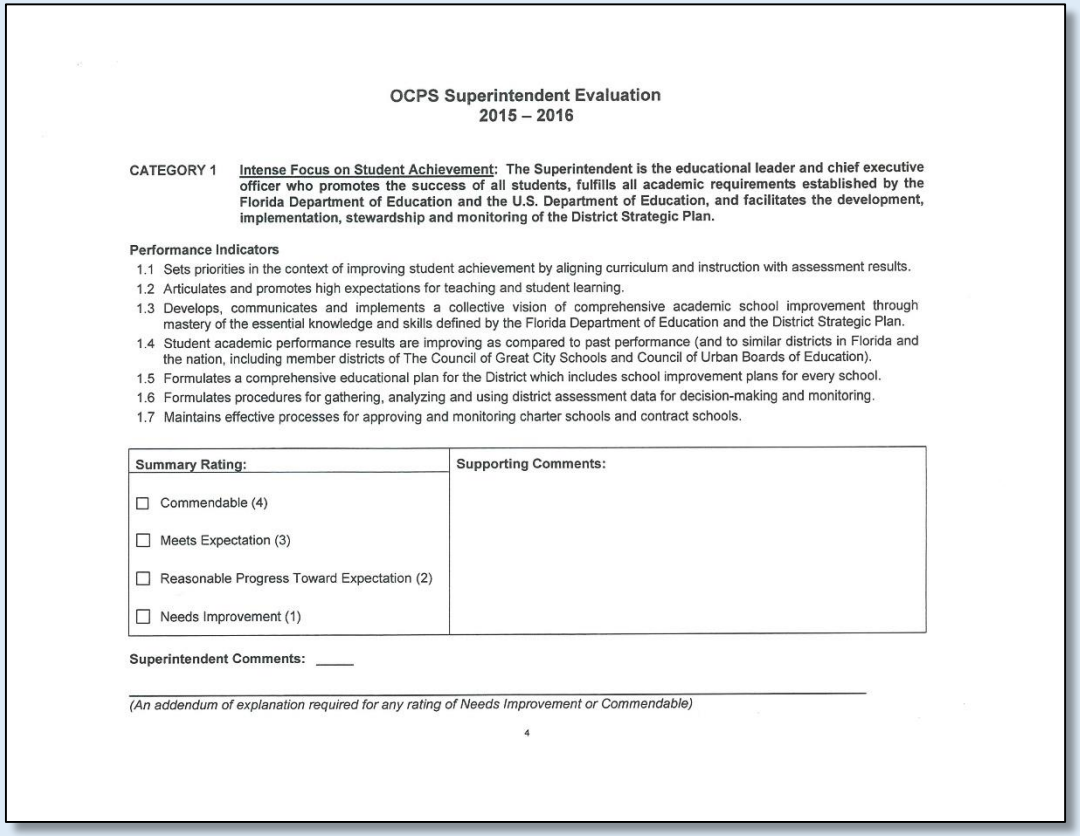
- Closing the Achievement Gap with High Expectations for All
- Access to Broad and Challenging Curriculum
- Quality Leadership, Teaching and Learning
- Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child
- Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities
- Well-Orchestrated District-wide Support Services and Communications

Multiple indicators within each domain are individually rated that inform an overall rating for the domain.

The ratings are assigned based on a Level of Implementation:

- **Beginning** – The Superintendent has launched the work and there is no evidence of progress yet.
- **Developing** – The Superintendent has launched the work, is continuing to develop the implementation, and there is some evidence of progress.
- **Accomplishing** – The Superintendent has accomplished the implementation of the work and progress is evident.
- **Extending** – The Superintendent has accomplished the work and significant progress/impact is evident.

Sample 2: Orange County Public Schools



OCPS Superintendent Evaluation
2015 – 2016

CATEGORY 1 **Intense Focus on Student Achievement: The Superintendent is the educational leader and chief executive officer who promotes the success of all students, fulfills all academic requirements established by the Florida Department of Education and the U.S. Department of Education, and facilitates the development, implementation, stewardship and monitoring of the District Strategic Plan.**

Performance Indicators

1.1 Sets priorities in the context of improving student achievement by aligning curriculum and instruction with assessment results.
1.2 Articulates and promotes high expectations for teaching and student learning.
1.3 Develops, communicates and implements a collective vision of comprehensive academic school improvement through mastery of the essential knowledge and skills defined by the Florida Department of Education and the District Strategic Plan.
1.4 Student academic performance results are improving as compared to past performance (and to similar districts in Florida and the nation, including member districts of The Council of Great City Schools and Council of Urban Boards of Education).
1.5 Formulates a comprehensive educational plan for the District which includes school improvement plans for every school.
1.6 Formulates procedures for gathering, analyzing and using district assessment data for decision-making and monitoring.
1.7 Maintains effective processes for approving and monitoring charter schools and contract schools.

Summary Rating:	Supporting Comments:
☐ Commendable (4)	
☐ Meets Expectation (3)	
☐ Reasonable Progress Toward Expectation (2)	
☐ Needs Improvement (1)	

Superintendent Comments: _____

(An addendum of explanation required for any rating of Needs Improvement or Commendable)

4

Superintendent is rated in six distinct domains with multiple performance indicators informing each domain:

- Intense Focus on Student Achievement
- High-Performing and Dedicated Team
- Safe Learning and Working Environment
- Efficient Operations
- Sustained Community Engagement
- Effective Board Relations

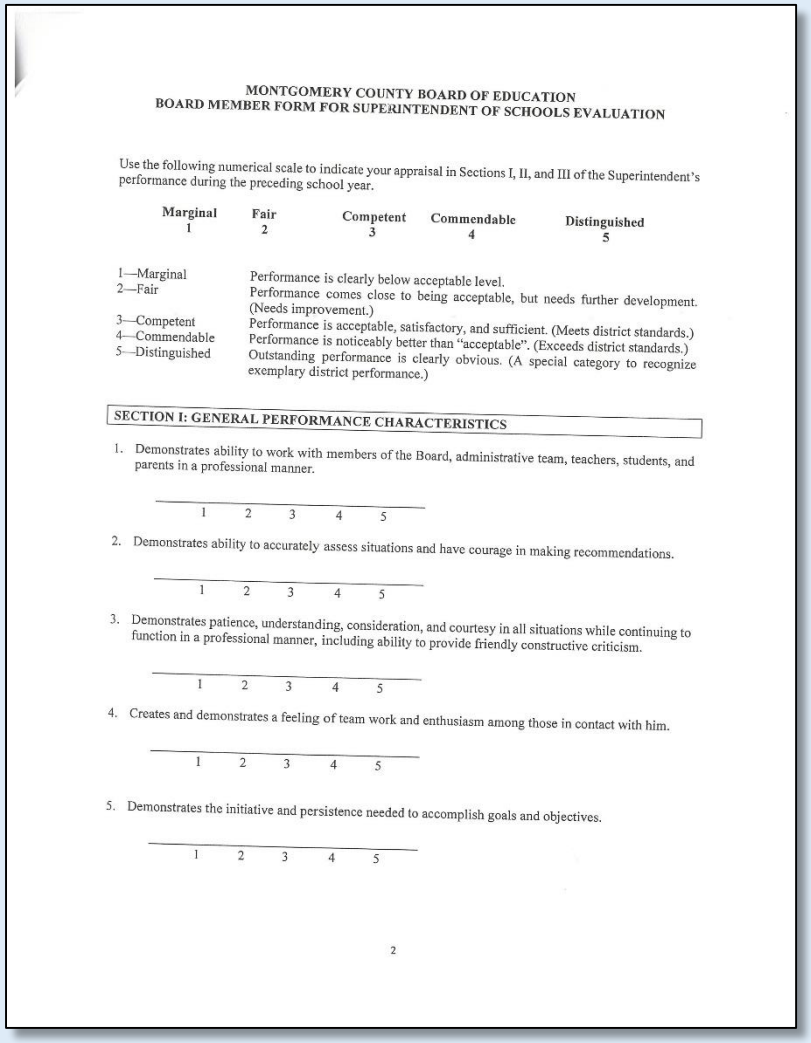
There are four rating categories with defined point assignments:

- **Commendable** – 4 points
- **Meets Expectation** – 3 points
- **Reasonable Progress Toward Expectation** – 2 points
- **Needs Improvement** – 1 point

Individual Board Members ratings are aggregated to determine overall rating.

Overall Rating determines application of performance incentive and automatic extension of employment agreement.

Sample 3: Montgomery County Board of Education



MONTGOMERY COUNTY BOARD OF EDUCATION
BOARD MEMBER FORM FOR SUPERINTENDENT OF SCHOOLS EVALUATION

Use the following numerical scale to indicate your appraisal in Sections I, II, and III of the Superintendent's performance during the preceding school year.

Marginal	Fair	Competent	Commendable	Distinguished
1	2	3	4	5

1—Marginal — Performance is clearly below acceptable level.
2—Fair — Performance comes close to being acceptable, but needs further development. (Needs improvement.)
3—Competent — Performance is acceptable, satisfactory, and sufficient. (Meets district standards.)
4—Commendable — Performance is noticeably better than "acceptable". (Exceeds district standards.)
5—Distinguished — Outstanding performance is clearly obvious. (A special category to recognize exemplary district performance.)

SECTION I: GENERAL PERFORMANCE CHARACTERISTICS

1. Demonstrates ability to work with members of the Board, administrative team, teachers, students, and parents in a professional manner.

1 2 3 4 5

2. Demonstrates ability to accurately assess situations and have courage in making recommendations.

1 2 3 4 5

3. Demonstrates patience, understanding, consideration, and courtesy in all situations while continuing to function in a professional manner, including ability to provide friendly constructive criticism.

1 2 3 4 5

4. Creates and demonstrates a feeling of team work and enthusiasm among those in contact with him.

1 2 3 4 5

5. Demonstrates the initiative and persistence needed to accomplish goals and objectives.

1 2 3 4 5

2

Superintendent is rated in three Sections:

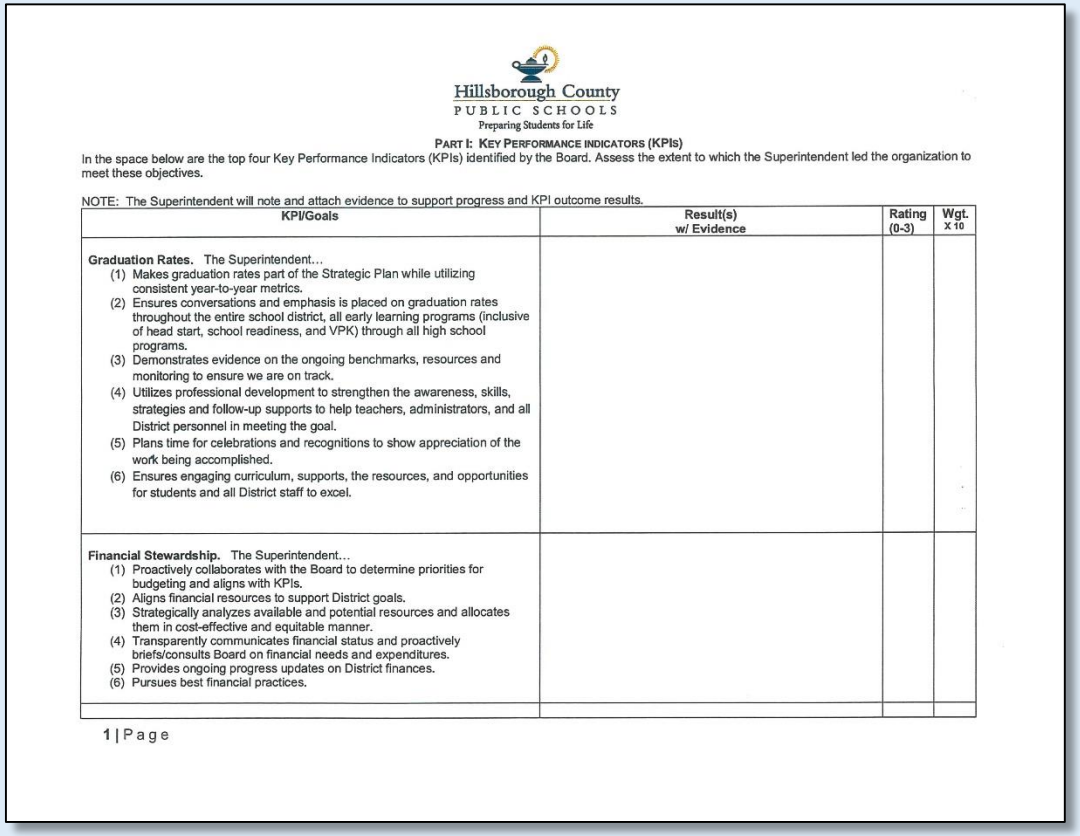
- General Performance Characteristics
- Performance Factors
- Superintendent Performance on System Goals

Each Section is provided an **Average Section Rating** based on individual ratings of various indicators within each section.

Each indicator is rated on a 5-point scale:

- **1 - Marginal** – Performance is clearly below acceptable level.
- **2- Fair** – Performance comes close to being acceptable, but needs further development.
- **3 - Competent** – Performance is acceptable, satisfactory, and sufficient.
- **4 - Commendable** – Performance is noticeably better then "acceptable."
- **5 - Distinguished** – Outstanding performance is clearly obvious.

Sample 4: Hillsborough County Public Schools



Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

PART I: KEY PERFORMANCE INDICATORS (KPIs)

In the space below are the top four Key Performance Indicators (KPIs) identified by the Board. Assess the extent to which the Superintendent led the organization to meet these objectives.

NOTE: The Superintendent will note and attach evidence to support progress and KPI outcome results.

KPI/Goals	Result(s) w/ Evidence	Rating (0-3)	Wgt. X 10
Graduation Rates. The Superintendent… (1) Makes graduation rates part of the Strategic Plan while utilizing consistent year-to-year metrics. (2) Ensures conversations and emphasis is placed on graduation rates throughout the entire school district, all early learning programs (inclusive of head start, school readiness, and VPK) through all high school programs. (3) Demonstrates evidence on the ongoing benchmarks, resources and monitoring to ensure we are on track. (4) Utilizes professional development to strengthen the awareness, skills, strategies and follow-up supports to help teachers, administrators, and all District personnel in meeting the goal. (5) Plans time for celebrations and recognitions to show appreciation of the work being accomplished. (6) Ensures engaging curriculum, supports, the resources, and opportunities for students and all District staff to excel.			
Financial Stewardship. The Superintendent… (1) Proactively collaborates with the Board to determine priorities for budgeting and aligns with KPIs. (2) Aligns financial resources to support District goals. (3) Strategically analyzes available and potential resources and allocates them in cost-effective and equitable manner. (4) Transparently communicates financial status and proactively briefs/consults Board on financial needs and expenditures. (5) Provides ongoing progress updates on District finances. (6) Pursues best financial practices.			

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Superintendent is rated in two Sections:

- Key Performance Indicators
- Performance Factors

Part I – KPIs has four specific goals with various performance indicators within each goal:

- Graduation Rates
- Financial Stewardship
- Cultural Relationships
- Communication

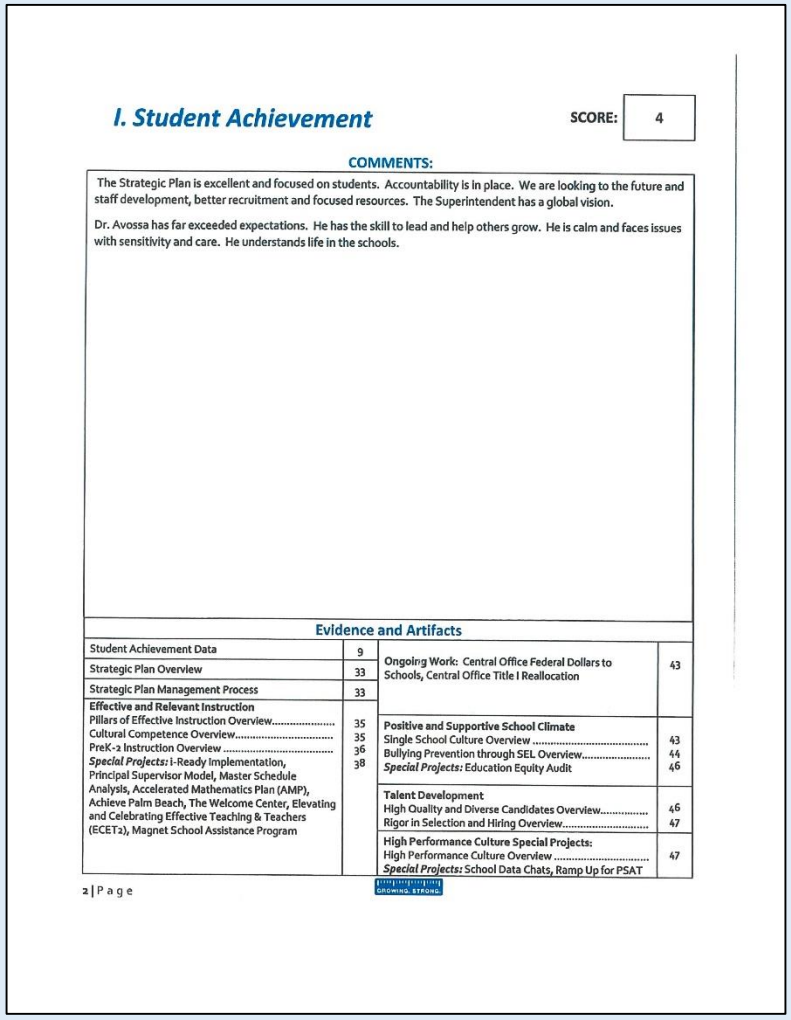
Part II – includes five Core Values with various indicators for each:

- Proactive
- Relational
- Integrity
- Safety
- Motivation

Each KPI and Core Value Section is assigned a rating between 0 and 3:

- **0 – Does Not Meet Expectations**
- **1 – Somewhat Meets Expectations**
- **2 – Meets Expectations**
- **3 – Exceed Expectations**

Sample 5: Palm Beach County Schools



I. Student Achievement SCORE: 4

COMMENTS:

The Strategic Plan is excellent and focused on students. Accountability is in place. We are looking to the future and staff development, better recruitment and focused resources. The Superintendent has a global vision.

Dr. Avossa has far exceeded expectations. He has the skill to lead and help others grow. He is calm and faces issues with sensitivity and care. He understands life in the schools.

Evidence and Artifacts

Student Achievement Data	9	Ongoing Work: Central Office Federal Dollars to Schools, Central Office Title I Reallocation	43
Strategic Plan Overview	33		
Strategic Plan Management Process	33		
Effective and Relevant Instruction Pillars of Effective Instruction Overview Cultural Competence Overview PreK-2 Instruction Overview ***Special Projects:*** i-Ready Implementation, Principal Supervisor Model, Master Schedule Analysis, Accelerated Mathematics Plan (AMP), Achieve Palm Beach, The Welcome Center, Elevating and Celebrating Effective Teaching & Teachers (ECET2), Magnet School Assistance Program	 35 35 36 38	**Positive and Supportive School Climate** Single School Culture Overview Bullying Prevention through SEL Overview ***Special Projects:*** Education Equity Audit	 43 44 46
		Talent Development High Quality and Diverse Candidates Overview Rigor in Selection and Hiring Overview	 46 47
		High Performance Culture Special Projects: High Performance Culture Overview ***Special Projects:*** School Data Chats, Ramp Up for PSAT	 47

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GROWING. STRONG.

Superintendent is rated in five Domains:

- Student Achievement
- Board and Community Relations
- Human Resource Management
- Financial Resource Management
- Operations Management

Each Domain is provided a score between 1 and 4, with each domain individually weighted.

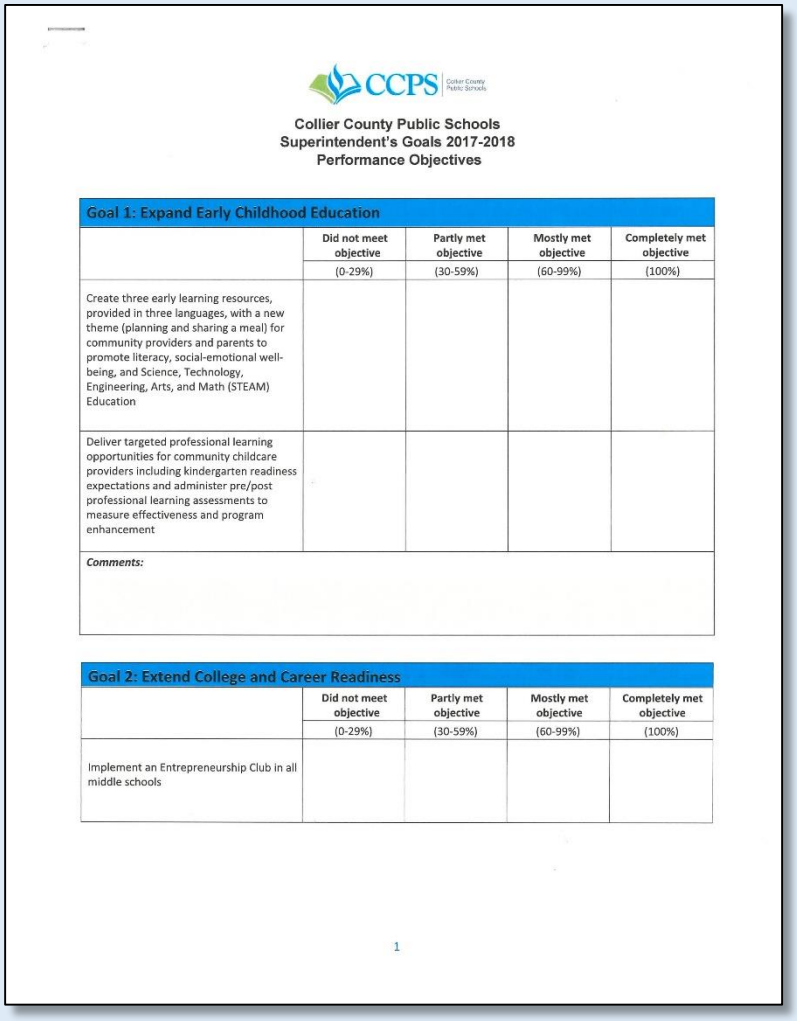
- Student Achievement **(30%)**
- Board and Community Relations **(25%)**
- Human Resource Management **(15%)**
- Financial Resource Management **(15%)**
- Operations Management **(15%)**

Each Board Member rates the Superintendent with each domain receiving an **Average Final Rating**, and a calculated **Final Evaluation Rating**.

Overall Rating

- **Highly Effective** 3.5 – 4.0
- **Effective** 2.5 – 3.4
- **Needs Improvement** 1.6 – 2.4
- **Unsatisfactory** 1.0 – 1.5

Sample 6: Collier County Public Schools



CCPS Collier County Public Schools

Collier County Public Schools
Superintendent's Goals 2017-2018
Performance Objectives

Goal 1: Expand Early Childhood Education	Did not meet objective (0-29%)	Partly met objective (30-59%)	Mostly met objective (60-99%)	Completely met objective (100%)
Create three early learning resources, provided in three languages, with a new theme (planning and sharing a meal) for community providers and parents to promote literacy, social-emotional well-being, and Science, Technology, Engineering, Arts, and Math (STEAM) Education				
Deliver targeted professional learning opportunities for community childcare providers including kindergarten readiness expectations and administer pre/post professional learning assessments to measure effectiveness and program enhancement				
Comments:				

Goal 2: Extend College and Career Readiness	Did not meet objective (0-29%)	Partly met objective (30-59%)	Mostly met objective (60-99%)	Completely met objective (100%)
Implement an Entrepreneurship Club in all middle schools				

1

Superintendent is rated in two Sections:

- Performance Outcomes
- Professional Standards

Part I – Has eight goals with multiple objectives within each goal. The objective are a combination of qualitative and quantitative targets:

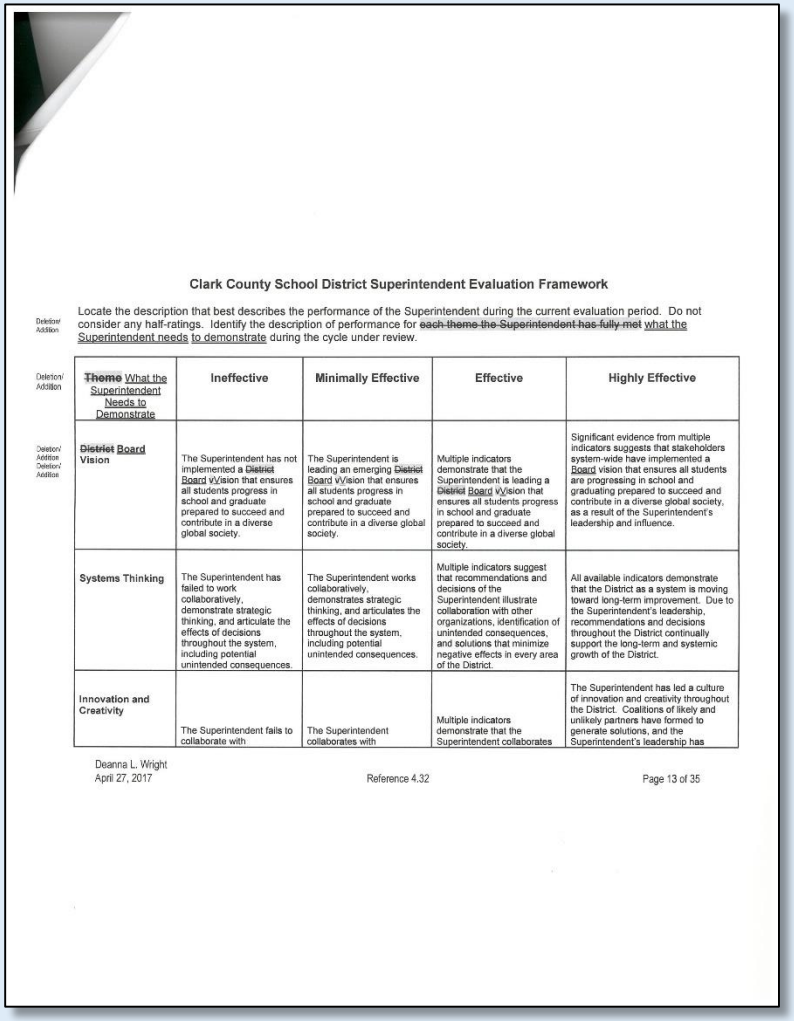
- Expand Early Childhood Education
- Extend College and Career Readiness
- Engage STEAM to Strengthen Global Awareness and 21st Century Learning Skills
- Highly Talented and Engaged Workforce
- Student Achievement
- Maintain Fiscal Responsibility
- Communications – Parent and Community Engagement
- Additional

Part II – includes five areas of focus with various indicators for each:

- Relationship with Board
- Management of District
- Policy and Governance
- Relationship with Community
- Professional/Personal Attributes

Each Section is weighted 50% of overall evaluation, with each objective rated on a four-point scale.

Sample 7: Clark County School District



Clark County School District Superintendent Evaluation Framework

Deletion/ Addition: Locate the description that best describes the performance of the Superintendent during the current evaluation period. Do not consider any half-ratings. Identify the description of performance for ~~each theme the Superintendent has fully met~~ what the Superintendent needs to demonstrate during the cycle under review.

Deletion/ Addition	~~Theme~~ What the Superintendent Needs to Demonstrate	Ineffective	Minimally Effective	Effective	Highly Effective
Deletion/ Addition Deletion/ Addition	~~District~~ Board Vision	The Superintendent has not implemented a ~~District~~ Board vVision that ensures all students progress in school and graduate prepared to succeed and contribute in a diverse global society.	The Superintendent is leading an emerging ~~District~~ Board vVision that ensures all students progress in school and graduate prepared to succeed and contribute in a diverse global society.	Multiple indicators demonstrate that the Superintendent is leading a ~~District~~ Board vVision that ensures all students progress in school and graduate prepared to succeed and contribute in a diverse global society.	Significant evidence from multiple indicators suggests that stakeholders system-wide have implemented a Board vision that ensures all students are progressing in school and graduating prepared to succeed and contribute in a diverse global society, as a result of the Superintendent's leadership and influence.
	Systems Thinking	The Superintendent has failed to work collaboratively, demonstrate strategic thinking, and articulate the effects of decisions throughout the system, including potential unintended consequences.	The Superintendent works collaboratively, demonstrates strategic thinking, and articulates the effects of decisions throughout the system, including potential unintended consequences.	Multiple indicators suggest that recommendations and decisions of the Superintendent illustrate collaboration with other organizations, identification of unintended consequences, and solutions that minimize negative effects in every area of the District.	All available indicators demonstrate that the District as a system is moving toward long-term improvement. Due to the Superintendent's leadership, recommendations and decisions throughout the District continually support the long-term and systemic growth of the District.
	Innovation and Creativity	The Superintendent fails to collaborate with	The Superintendent collaborates with	Multiple indicators demonstrate that the Superintendent collaborates	The Superintendent has led a culture of innovation and creativity throughout the District. Coalitions of likely and unlikely partners have formed to generate solutions, and the Superintendent's leadership has

Deanna L. Wright
April 27, 2017

Reference 4.32

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Superintendent's performance is rigorously monitored against organizational accomplishments of Board policies on Ends and organizational operations established within Board policies on Executive Limitations. Superintendent is rated in five distinct domains with multiple performance indicators informing each domain:

- Board Vision
- Strategic Imperatives
- Pledge of Achievement (*District dashboard- 6 goals*)
- Other Support Strategies
- Components of the Superintendent Evaluation

Multiple indicators within each domain are individually rated based on a a defined rubric for each indicator.

Evaluation process results in one evaluation as a complete Board.

Overall Rating

- **Highly Effective**
- **Effective**
- **Minimally Effective**
- **Ineffective**