

# Superintendent Evaluation



MASB  
MICHIGAN ASSOCIATION  
OF SCHOOL BOARDS

## Introduction

The Revised School Code requires school boards to evaluate their superintendent's job performance annually as part of a comprehensive performance evaluation system that takes into account student growth data and requires certain additional factors. MASB is pleased to provide this superintendent evaluation tool based on the requirements of the Revised School Code. The tool provides school districts a straightforward option for superintendent evaluation and may be customized as needed. It may be used alone or in conjunction with a facilitated evaluation.

## Professional Standards for Educational Leaders

This evaluation tool is based in part on the Professional Standards for Educational Leaders, which were reviewed and published by the National Policy Board for Educational Administration in 2015. These standards were created for and by the profession to guide professional practice and how practitioners are prepared, hired, developed, supervised and evaluated. The responsibilities of superintendents do extend beyond these standards into areas such as governance and labor relations—MASB has made accommodations that reflect the unique role of the superintendent.

## Requirements, Process, Timeline and Resources

Elements that are required in the Revised School Code appear in **red** in the evaluation tool. Please consult the appendixes of this document for considerable supplementary information and guidance on superintendent evaluation.

## Scoring

MASB recommends scoring on the rubric be limited to whole numbers (i.e., 2, 3, etc.); ratings of half numbers may be used if absolutely necessary (i.e., 2.5, 3.5, etc.). Scoring in lesser increments undermine the reliability of the evaluation tool.

## Training

The Revised School Code requires Board of Education members to receive training on the evaluation tool to be used for the superintendent beginning in 2016-2017. Training must also be provided to the superintendent regarding the measures used in the evaluation system and how each measure will be used.

## Posting Requirements

Beginning with the 2016-2017 school year, districts must post comprehensive information on their websites in regards to the evaluation tool being used. MASB will be providing this information to districts for posting on websites by May 30, 2016.

## Who to Contact

<i>Topic</i>	<i>Contact</i>
Superintendent Evaluation	Donna Oser, <a href="mailto:doser@masb.org">doser@masb.org</a> or 517.327.5923
Training on Superintendent Evaluation	Debbie Stair, <a href="mailto:dstair@masb.org">dstair@masb.org</a> or 517.327.5904
Legal Questions	Joel Gerring, <a href="mailto:jgerring@masb.org">jgerring@masb.org</a> or 517.327.5922
Facilitated Evaluation	Donna Oser, <a href="mailto:doser@masb.org">doser@masb.org</a> or 517.327.5923

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## A. Governance & Board Relations

Suggested Weight: 10%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1	<b>Policy involvement</b> Professional Standards for Educational Leaders: 2,9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
A2	<b>Goal development</b> Professional Standards for Educational Leaders: 1,9,10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Believes in and facilitates the development of short-/long-term goals for the district. Aligns the available resources within the budget to accomplish these goals.	
A3	<b>Information</b> Professional Standards for Educational Leaders: 2,7,9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
A4	<b>Materials and background</b> Professional Standards for Educational Leaders: 7,9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete and don't include adequate background information or historical perspective.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	
A5	<b>Board questions</b> Professional Standards for Educational Leaders: 2,7,9	Board questions aren't fully answered and some information may be incorrect. Some questions may be avoided.	Most board questions are answered. All members aren't apprised of all relevant questions/ answers.	Board questions are addressed with follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
A6	<b>Board development</b> Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	
<b>Category rating:</b>						
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <input type="checkbox"/> Meeting agendas/minutes <input type="checkbox"/> Board packets <input type="checkbox"/> Memos/communications <input type="checkbox"/> Board policies/policy book <input type="checkbox"/> Communication protocols <input type="checkbox"/> Retreat agendas/minutes <input type="checkbox"/> Board development plan <input type="checkbox"/> Communication protocols <input type="checkbox"/> Board development materials <input type="checkbox"/> Policy review calendar						

## B. Community Relations

Suggested Weight: 10%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	<b>Parent feedback</b> Professional Standards for Educational Leaders: 1,8	Doesn't accept input or engage parents in goal setting.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting.	Actively seeks parental input, creates methods for parents to be actively involved in setting and supporting district-wide goals.	
B2	<b>Communication with community</b> Professional Standards for Educational Leaders: 1,8	Isn't readily available for parents, business, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, business, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.	
B3	<b>Community feedback</b> Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community in goal setting.	Accepts suggestions and input but does not seek it. Does not engage community in district-wide goal setting.	Readily accepts community input and engages community in goal setting.	Actively seeks input, creates methods for community to be actively involved in setting and supporting district-wide goals.	
B4	<b>Media relations</b> Professional Standards for Educational Leaders:1,8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Promotes positive relations and provides the media with district event information.	Initiates and actively engages the media.	
B5	<b>District image</b> Professional Standards for Educational Leaders: 1,8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image of the district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.	
B6	<b>Approachability</b> Professional Standards for Educational Leaders:1,8	Is neither visible nor approachable by members of the community.	Is visible but not necessarily approachable in the community.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
<b>Category rating:</b>						
<p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <p> <input type="checkbox"/> Third-party survey data    <input type="checkbox"/> School accreditation survey data    <input type="checkbox"/> Meeting invitations, agendas    <input type="checkbox"/> Press releases    <input type="checkbox"/> Community meeting agendas  <input type="checkbox"/> News clips/interviews    <input type="checkbox"/> Community engagement calendar    <input type="checkbox"/> Strategic planning agenda(s)    <input type="checkbox"/> Communications    <input type="checkbox"/> Service club membership(s) </p>						

## C. Staff Relations

Suggested Weight: 10%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C1	<b>Staff feedback</b> <b>(Teacher feedback is a required component.)</b> Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Readily accepts staff input and engages staff in district-wide goal setting and or decision-making.	Actively seeks staff input in decisions, creates methods for staff to be actively involved in setting and supporting district-wide goals.	
C2	<b>Staff communications</b> Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of important matters.	Establishes a system of keeping staff continually informed of important matters.	
C3	<b>Personnel matters</b> Professional Standards for Educational Leaders: 9	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
C4	<b>Delegation of duties</b> Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decisionmaking skills.	
C5	<b>Recruitment</b> Professional Standards for Educational Leaders: 6	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
C6	<b>Labor relations (Bargaining)</b> Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing appropriate information and manages dynamics of the relationship.	Actively seeks to improve the bargaining experience through relationship-building, trust and sharing of information.	

Continued on next page.

**C. Staff Relations – continued**

**Suggested Weight: 10%**

		<b>Ineffective (1 pt)</b>	<b>Minimally Effective (2 pt)</b>	<b>Effective (3 pt)</b>	<b>Highly Effective (4 pt)</b>	<b>Rating</b>
<b>C7</b>	<b>Visibility in district</b> Professional Standards for Educational Leaders: 3, 4,5,6	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom occasionally.	Regular, purposeful visits to buildings and classrooms are a priority.	
<b>Category rating:</b>						
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <input type="checkbox"/> Third-party survey data <input type="checkbox"/> School accreditation survey data <input type="checkbox"/> Hiring process documentation <input type="checkbox"/> Personnel policies and procedures <input type="checkbox"/> Staff leadership development plan <input type="checkbox"/> Negotiations documentation <input type="checkbox"/> School visit calendar <input type="checkbox"/> Communications <input type="checkbox"/> Staff meeting agendas/minutes						

## D. Business & Finance

Suggested Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating												
D1	<b>Budget development and management</b> Professional Standards for Educational Leaders:1,2,9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.													
D2	<b>Budget reports</b> Professional Standards for Educational Leaders:1,2,9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.													
D3	<b>Financial controls</b> Professional Standards for Educational Leaders:2,9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.													
D4	<b>Facility management</b> Professional Standards for Educational Leaders: 5,9	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.													
D5	<b>Resource allocation</b> Professional Standards for Educational Leaders:1,9	Resources are allocated without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.													
<b>Category rating:</b>																		
<p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Strategic plan</td> <td><input type="checkbox"/> Auditor's report</td> <td><input type="checkbox"/> District budget</td> <td><input type="checkbox"/> Budget-related communications</td> </tr> <tr> <td><input type="checkbox"/> Election results that impact funding or facilities</td> <td><input type="checkbox"/> Evidence of budgetary alignment to district-wide goals</td> <td><input type="checkbox"/> Grants received/applied for</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Policies/procedures related to fund management</td> <td><input type="checkbox"/> Long-term financial forecast data</td> <td><input type="checkbox"/> Facilities maintenance plan</td> <td></td> </tr> </table>							<input type="checkbox"/> Strategic plan	<input type="checkbox"/> Auditor's report	<input type="checkbox"/> District budget	<input type="checkbox"/> Budget-related communications	<input type="checkbox"/> Election results that impact funding or facilities	<input type="checkbox"/> Evidence of budgetary alignment to district-wide goals	<input type="checkbox"/> Grants received/applied for		<input type="checkbox"/> Policies/procedures related to fund management	<input type="checkbox"/> Long-term financial forecast data	<input type="checkbox"/> Facilities maintenance plan	
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## E. Instructional Leadership

Suggested Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	<b>Performance evaluation system</b> Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Evaluations are complete but not entirely in compliance or are inconsistent with state law.	Evaluations are complete in a timely manner. Some less than “effective” staff lack individualized development plans.	Performance evaluation system in place that is in compliance with state law. Required evaluations completed. Necessary development plans in place. Evaluations are consistent across district.	
E2	<b>Staff development</b> Professional Standards for Educational Leaders: 6, 10	Staff development isn’t consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.	
E3	<b>School improvement</b> Professional Standards for Educational Leaders: 6, 9, 10	School improvement efforts are limited. There is no comprehensive plan in place.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	
E4	<b>Curriculum</b> Professional Standards for Educational Leaders: 4,7	Curriculum isn’t a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	A curriculum is in place that seeks to meet the state standards.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	
E5	<b>Instruction</b> Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.	Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.	
E6	<b>Student feedback</b> Professional Standards for Educational Leaders: 3,5	Doesn’t accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Readily accepts student input and engages students in district-wide goal setting.	Actively seeks student input, creates methods for students to be actively involved in setting district-wide goals.	
E7	<b>Student attendance</b> Professional Standards for Educational Leaders: 5	Attendance isn’t addressed as a policy issue. Attendance rates are decreasing.	Attendance isn’t an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving.	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.	

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**E. Instructional Leadership - *continued***

**Suggested Weight: 15%**

		<b>Ineffective (1 pt)</b>	<b>Minimally Effective (2 pt)</b>	<b>Effective (3 pt)</b>	<b>Highly Effective (4 pt)</b>	<b>Rating</b>
<b>E8</b>	<b>Support for students</b> Professional Standards for Educational Leaders: 3,5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Coordination and alignment can be improved.	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment.	
<b>E9</b>	<b>Professional knowledge</b> Professional Standards for Educational Leaders: 1,4,6	Is uninvolved in current instructional programs. Is unaware of current instructional issues.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices. Participates actively in professional groups and organizations for the benefit of the district.	
<b>Category rating:</b>						
<p><b>Artifacts that may serve as evidence of performance in this domain:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff evaluation calendar    <input type="checkbox"/> District performance evaluation system    <input type="checkbox"/> Superintendent professional growth plan    <input type="checkbox"/> Curriculum    <input type="checkbox"/> RtI/MTSS</li> <li><input type="checkbox"/> Superintendent professional development    <input type="checkbox"/> Teacher analysis of student achievement data    <input type="checkbox"/> Curriculum audit    <input type="checkbox"/> Strategic plan/district-wide goals</li> <li><input type="checkbox"/> Staff development plan    <input type="checkbox"/> Professional development calendar    <input type="checkbox"/> Instructional model(s)    <input type="checkbox"/> Curriculum team agendas    <input type="checkbox"/> Instructional audit</li> <li><input type="checkbox"/> Coaching documentation    <input type="checkbox"/> Observational data from staff    <input type="checkbox"/> Documentation of instructional rounds    <input type="checkbox"/> Positive behavior supports/character programs</li> </ul>						

## F. Student Growth

**Required Weight: 25%\***

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in annual evaluation for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations. NOTE: Student growth and achievement are *not* the same. Student achievement is a *single* measure of student performance while student growth measures the amount of students' academic progress between *two points* in time<sup>1</sup>.

	Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
	No growth has been demonstrated. Regression has occurred.	Limited growth is noted.	Growth has been demonstrated with minimal regression.	Goals have been met or exceeded in each area. No regression is present.	
<b>Goal 1:</b>					
<b>Evidence:</b>					
<b>Goal 2:</b>					
<b>Evidence:</b>					
<b>Goal 3:</b>					
<b>Evidence:</b>					
	<b>Category rating:</b>				

\* For superintendents who are *regularly involved in instruction*, 25% of the annual evaluation must be based on student growth and assessment data for years 2015-2016, 2016-2017 and 2017-2018; 40% of the annual evaluation must be based on student growth and assessment data beginning in 2018-2019.

<sup>1</sup> Measuring student growth: A guide to informed decision making, Center for Public Education.

## G. Progress Toward District-Wide Goals

Suggested Weight: 15%

The following specific goals have been developed and agreed upon:

	Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
	Shows no progress toward meeting the goal.	Shows progress but did not meet the goal.	Meets the established goal.	Exceeds the established goal.	
Goal 1:					
Evidence:					
Goal 2:					
Evidence:					
Goal 3:					
Evidence:					
	<b>Category rating:</b>				

## Determining the Overall Evaluation Rating

Superintendent name: \_\_\_\_\_

School year: \_\_\_\_\_

Domain	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	10% (.1)	x	=
B. Community Relations	10% (.1)	x	=
C. Staff Relations	10% (.1)	x	=
D. Business & Finance	15% (.15)	x	=
E. Instructional Leadership	15% (.15)	x	=
F. Student Growth	25% (.25)	x	=
G. Progress Toward District-Wide Goals	15% (.15)	x	=
<b>Total Possible</b>	100%	<b>Total Score:</b>	
		<b>Total Score / 4 =</b>	

**Evaluation rating as follows:** 85-100% = Highly Effective; 68-84% = Effective; 50-67% = Minimally Effective; Less than 50% = Ineffective

Comments by Board of Education:

Comments by the Superintendent:

Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

## **Appendix A - Process Options for Completing Year-End Evaluation for Superintendent**

### **Option #1: Consensus via Open Meeting**

- The superintendent prepares self-evaluation, compiles evidence and provides to the Board of Education.
- Board of Education members receive blank evaluation tool and make individual notes about their observations prior to meeting.
- During an open meeting, the board president reviews the superintendent's self-evaluation and evidence provided with the Board of Education for each domain and facilitates a conversation about performance. A consensus of the Board of Education is identified for each domain score.
- The superintendent remains present throughout the meeting.
- Upon completion of all domains, the board president calculates the overall score and identifies the correlating rating.
- The board president makes a note of themes that were identified by the Board of Education during the evaluation.
- The board president calls for a vote to adopt the completed year-end evaluation for the superintendent.
- The superintendent notes his/her comments on the evaluation.
- The board president and superintendent sign the completed evaluation form.
- The completed evaluation form reflects the Board of Education's assessment of the superintendent's performance and is subject to FOIA. Forms used by individual board members for notes are not subject to FOIA providing they are not calculated into an average score.
- The board president should work with the superintendent to coordinate the public statement about the superintendent's performance.

### **Option #2: Consensus That Involves a Closed Session**

- The superintendent prepares self-evaluation, compiles evidence and provides to the Board of Education.
- Board of Education members receive blank evaluation tool and make individual notes about their observations prior to meeting.
- The superintendent requests a Closed Session for the purpose of his/her evaluation. The superintendent remains present throughout the session unless he/she chooses to excuse him/herself.
- The board president reviews the superintendent's self-evaluation and evidence provided with the Board of Education for each domain and facilitates a conversation about performance. A consensus of the Board of Education is identified for each domain score.
- Upon completion of all domains, the board president calculates the overall score and identifies the correlating rating.
- The board president makes a note of themes that were identified by the Board of Education during the evaluation.
- The Board of Education comes out of Closed Session and returns to an Open Meeting.
- The board president reads aloud the consensus score/rating identified for each domain and then the overall rating earned by the superintendent. (This may occur at a subsequent meeting.)
- The board president calls for a vote to adopt the completed year-end evaluation for the superintendent.
- The superintendent notes his/her comments on the evaluation.

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### **Option #2: Consensus That Involves a Closed Session - *continued***

- The board president and superintendent sign the completed evaluation form.
- The completed evaluation form reflects the Board of Education's assessment of the superintendent's performance and is subject to FOIA. The forms used by individual board members for notes are not subject to FOIA providing they are not calculated into an average score.
- The board president should work with the superintendent to coordinate public statement about the superintendent's performance.

### **Option #3: Facilitated Evaluation**

- Facilitated evaluation involves utilizing an outside consultant to facilitate the process of superintendent evaluation.
- The consultant should work with the Board of Education and the superintendent to identify the process to be used, i.e., consensus or averaging of scores, etc.
- Prior to the evaluation, the consultant helps all parties understand their role in the process as well as the process itself.
- The consultant facilitates the evaluation in such a way as to encourage open dialogue, limit subjectivity of evaluation and enhance the governance relationship.
- The board president should work with the consultant and the superintendent to coordinate public statement about the superintendent's performance when the evaluation is completed.

### **Option #4: Average of Scores**

- The superintendent prepares self-evaluation, compiles evidence and provides to the Board of Education.
- Each board member completes an individual evaluation of the superintendent; the forms should be returned to the board president (or designated board member) to compile the results and present the evaluation to the superintendent.
- Board members are provided copies of the completed evaluation.
- The superintendent may request a Closed Session to review completed evaluation prior to formal adoption.
- During an Open Meeting, the board president reads aloud the overall rating earned by the superintendent and calls for a vote to adopt the completed year-end evaluation for the superintendent.
- The superintendent notes his/her comments on the evaluation.
- The board president and superintendent sign the completed evaluation form.
- Each board member's rating sheets will be made available to the superintendent for review and are subject to FOIA.
- The final summative evaluation reflects the Board of Education's assessment as a whole and is subject to FOIA.
- The board president should work with the superintendent to coordinate public statement about the superintendent's performance.

## Appendix B - Customizing the Evaluation Tool

Weights of individual domains may be adjusted locally, with the exception of Student Growth. A Board of Education and superintendent should mutually agree upon the weights of each domain as well as the process for compiling the evaluation *at the beginning* of the evaluation cycle.

### Sample Weights for 2016-2017

Sample 1	Weight	Sample 2	Weight	Sample 3	Weight
A. Governance & Board Relations	10% (.1)	A. Governance & Board Relations	15% (.15)	A. Governance & Board Relations	10% (.1)
B. Community Relations	10% (.1)	B. Community Relations	5% (.05)	B. Community Relations	10% (.1)
C. Staff Relations	10% (.1)	C. Staff Relations	10% (.1)	C. Staff Relations	20% (.2)
D. Business & Finance	15% (.15)	D. Business & Finance	15% (.15)	D. Business & Finance	10% (.10)
E. Instructional Leadership	15% (.15)	E. Instructional Leadership	10% (.15)	E. Instructional Leadership	10% (.10)
F. Student Growth	25% (.25)	F. Student Growth	25% (.25)	F. Student Growth	25% (.25)
G. Progress Toward District-Wide Goals	15% (.15)	G. Progress Toward District-Wide Goals	20% (.2)	G. Progress Toward District-Wide Goals	15% (.15)
Total Possible	100%	Total Possible	100%	Total Possible	100%

## Appendix C - Possible Timelines for Evaluation of the Superintendent

Key dates and deliverables for superintendent evaluation should be mutually agreed upon by the Board of Education and the superintendent at the *beginning* of the evaluation cycle. Timeline scenarios and key benchmark descriptions are provided below.

Jan. – Dec.		July – June		April - March	
Activity	Month	Activity	Month	Activity	Month
Tool, process, timeline and goals mutually established	January	Tool, process, timeline and goals mutually established	July	Tool, process, timeline and goals mutually established	May
Informal update	April	Informal update	October	Informal update	August
Formal discussion and check-in on progress towards goals	June	Formal discussion and check-in on progress towards goals	December	Formal discussion and check-in on progress towards goals	October
Informal update	August	Informal update	February	Informal update	December
Annual evaluation	November	Annual evaluation	May	Annual evaluation	March
<b>Advantage:</b> Aligns with election cycle. Board members who establish goals are likely the same board members evaluating performance.		<b>Advantage:</b> Aligns with the school year. Is compatible with natural flow of the school year as well as hiring cycle for most superintendents.		<b>Advantage:</b> Aligns with contract renewal cycle in many cases. Boards of Education must provide superintendents 90 days’ notice in the event of nonrenewal of contract.	

<p><b>Beginning of cycle:</b> Board of Education and superintendent mutually agree upon:</p> <ul style="list-style-type: none"> <li>• System (tool) to be used</li> <li>• Timeline and key dates</li> <li>• Goals, benchmarks and evidence</li> <li>• How evaluation will be compiled, i.e., consensus or average</li> <li>• How evaluation will be shared with superintendent</li> <li>• How evaluation will be shared with the community</li> </ul>	<p><b>Informal update:</b></p> <ul style="list-style-type: none"> <li>• Board president shares any specific questions/concerns from board members</li> <li>• Superintendent provides a written update to the board on goals, expectations and indicators of success</li> <li>• Board offers input on status/progress to-date</li> </ul>	<p><b>Mid-cycle formal update:</b></p> <ul style="list-style-type: none"> <li>• Board president provides questions from the board prior to meeting</li> <li>• Superintendent provides update on progress with available evidence</li> <li>• Board seeks clarification if needed</li> <li>• Discussion on progress and growth</li> <li>• Adjustments to course or goals are discussed</li> </ul>	<p><b>Annual evaluation:</b></p> <ul style="list-style-type: none"> <li>• Superintendent performs self-evaluation; presents portfolio with evidence to Board of Education</li> <li>• Board members review portfolio prior to evaluation, seek clarification as needed</li> <li>• Board president or consultant facilitate evaluation</li> <li>• Formal evaluation is presented to and adopted by Board of Education</li> <li>• Board president and superintendent coordinate public statement regarding superintendent performance</li> </ul>
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## Appendix D - Establishing Performance Goals for the Superintendent

Performance goals clarify the Board of Education's expectations for the superintendent. They also establish priority and support for the work the Board of Education is expecting the superintendent to do. Performance goals should be limited in number, aligned to district goals and assist in clarifying accountability.

Superintendent performance goals may be developed from:

- From major district goal/priority
- From a specific district goal
- From a job performance indicator within an evaluation tool
- From Student Performance Data

When establishing performance goals, the following guidelines should be considered:

- Involve all board members and superintendent
- Decide on desired results
- Develop performance indicators
- Identify supporting documentation (evidence)
- Review and approve final performance goals, indicators and evidence
- Monitor progress at scheduled checkpoints

### Performance Goal Fundamentals

Performance goals should be S-M-A-R-T:

**Specific**—Goals should be simplistically written and clearly define what is expected.

**Measurable**—Goals should be measurable and their attainment evidenced in some tangible way.

**Achievable**—Goals should be achievable given the circumstances and resources at hand.

**Results-focused**—Goals should measure outcomes not activities.

**Time-related**—Goals should be linked to a specific timeframe.



### Process for Goal Development

1. Identify the district goal/priority/indicator/student performance data the superintendent's goal is intended to support
2. Ask the superintendent:
  - a. What will we see next year toward the accomplishment of this that we don't see now?
  - b. What measure will we use to know that the difference represents meaningful progress?
3. Allow superintendent time to craft a response
4. Once agreed upon, board and superintendent develop SMART goal statements

## Appendix E - Possible Evidence of Performance

Evidence helps to demonstrate performance of the superintendent and remove guess work and subjectivity from evaluation. The following artifacts may be used as evidence of performance. The list is not comprehensive.

1 Administrative “calendar”—critical dates calendar (RE due dates, etc.) and board presentation cycle/annual reports	20 Community survey	40 Equity district-wide program results
2 Administrative team book study (agendas and minutes)	21 Comprehensive School Improvement Plan	41 Evidence of annual review of district’s mission statement and alignment to practice
3 Administrative team meeting agendas	22 Customer satisfaction indices	42 Evidence of implementation of formal project management techniques
4 Affirmative action plan	23 Curriculum team meeting agendas	43 Evidence of relationship building (notes, cards, emails, etc.)
5 Agendas and/or minutes from community planning meetings, including key communicators meetings	24 Curriculum and instructional audit	44 Evidence of teachers examining student achievement data
6 Auditor’s report	25 Data on outreach programs	45 Feedback from a wide variety of stakeholders about performance as the superintendent
7 Background checks verification	26 Department of Education site visit summative report	46 Formal and informal community partnership agreements and plans
8 Board and administrative goals	27 Dynamic Indicators of Basic Early Literacy Skills Data	47 Formative assessments to inform instruction
9 Board meeting agendas	28 Development of wikis, blogs, etc., to collect feedback on specific issues in the district	48 Grants received/applied for—alignment to goals of the district; sustainability
10 Board policy and administrative policy enforcement that’s reflective of a “new” vision with supporting materials	29 District Budget	49 Growth goals for administrators
11 Bullying/harassment programs	30 Districtwide School Improvement Plan	50 Hiring process (guidelines, procedures, schedules)
12 Character education program data	31 Distribution of research to administrative team and teachers	51 House calls—contact with parents and partners (documentation)
13 Civic group presentations	32 Diversity training/awareness plan	52 Induction plan of board members for understanding of school finance (confidence of board members’ understanding)
14 Collaboration/sharing incentives/opportunities for efficiency/effective learning (documentation)	33 Documentation of coaching for instruction, curriculum or assessment	53 Involvement with “school safety” organizations (documentation)
15 Collaborative partners (documentation)	34 Documentation of coaching and evaluation of principals	54 Instructional model
16 Collaborative sharing of programs, etc. (agendas and minutes)	35 Economic vision (participation with community development groups)	55 Instruction-related professional development/growth plans
17 Common teacher instructional planning time	36 Election results that impact tax levies	56 iPod audible book study
18 Communication “vehicles” that make the school vision visible to stakeholders including using technology	37 Emergency/Crisis Plans	57 Job-embedded PD on instruction
19 Communications with parents	38 Employee handbooks	
	39 Enrollment plans	

58 Leadership library (documentation)	75 Observational data from board, staff, etc.	91 Record of solicitation of feedback
59 Level of volunteerism (documentation)	76 Open houses (documentation)	92 Reports and celebrations of student achievement to board and other audiences
60 Linkage of Professional Development Model to student achievement goals (documentation)	77 Opening day PowerPoint-type presentation	93 School comparisons charts from CEPI
61 Log of school visits and conversations with staff (includes emails)	78 Parenting classes—numbers	94 Special Education delivery plan
62 Log of school visits and presentations	79 Parent-teacher conference numbers	95 Staff handbook
63 Meaningful interpretive reports of student achievement data delivered in lay language	80 Participation in social/fraternal organizations (documentation)	96 School Improvement Plans
64 Media—Newsletter/paper articles/website	81 Participation in youth-oriented organizations (documentation)	97 Staff recruitment plan
65 Meeting logs of times with administrative staff/support staff	82 Participation on state, regional, national initiatives (documentation)	98 Student achievement data
66 Membership and service to service clubs (documentation)	83 PBS—Positive Behavior Supports—control/theory/SAFE/Olweus/CHAMPS implementation plans	99 Surveys of staff/community
67 Michigan Student Test of Educational Progress Data	84 Podcasts/video communicating district vision and accomplishments	100 Symbolic “pins,” other symbols—celebrations, etc.
68 Michigan Top-to-Bottom School Rankings	85 Policies/procedures for management of funds	101 Teacher mentor program
69 Minutes of the School Improvement Advisory Committee meetings	86 Preschool—community partnership plans	102 Trends in Career Development Plan growth goals for teachers
70 Monthly calendars	87 Presentations to groups, including teachers (shareholders/stakeholders)	103 Work with city council on city/school initiatives (documentation)
71 National Assessment of Educational Progress Data	88 Professional Development Plan	104 Work with School Improvement Advisory Committee (documentation)
72 Needs assessments/satisfaction surveys/focus groups	89 Program evaluation and process result	105 Written communications
73 Notes from state officials	90 Reflective journals	106 Written proposals for innovative practices
74 Number of visits to website		107 Written recommendations on difficult issues

## **Appendix F - Contingencies**

If a superintendent is rated as **minimally effective** or **ineffective**, the board of education must develop and require the superintendent to implement an improvement plan to correct the deficiencies. The improvement plan must recommend professional development opportunities and other actions designed to improve the rating of the superintendent on his/her next annual evaluation. See Appendix H - Developing an Individual Development Plan for the Superintendent for more information.

If a superintendent is rated as **highly effective** on three consecutive annual evaluations, the board of education may choose to conduct an evaluation biennially instead of annually. However, if a superintendent is not rated as highly effective on one of these biennial evaluations, the superintendent must again be evaluated annually.

## Appendix G - Student Growth

For all superintendents, the evaluation system has to take into account multiple measures of student growth and assessment data. For superintendents who are *regularly involved in instructional matters*—and this includes all but the most exceptional situations—the following specific expectations must be met with regards to student growth:

- 25% of the annual evaluation shall be based on student growth and assessment data for years 2015-2016, 2016-2017 and 2017-2018
- 40% of the annual evaluation shall be based on student growth and assessment data beginning in 2018-2019

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in teacher annual year-end evaluations for the entire district.

### Student Growth Versus Student Achievement

Student growth and student achievement are not the same measurement. Student achievement is a single measurement of student performance while student growth measures the amount of students' academic progress between two points in time.<sup>1</sup>

Student Achievement Example: A student could score 350 on a math assessment.

Student Growth Example: A student could show a 50-point growth by improving his/her math score from 300 last year in the fourth grade to 350 on this year's fifth grade exam.

It's important to note that, in order to measure student growth, the data considered must be from a single group of students, i.e., this year's fourth graders and next year's fifth graders.

### What is a Student Growth Model?

School districts should establish a student growth model to be used in educator and administrator evaluations. A growth model is a collection of definitions, calculations or rules that summarizes student performance over two or more time points and supports interpretations about students, their classrooms, their educators or their schools.<sup>2</sup>

Michigan law requires that multiple research-based growth measures be used in student growth models that are used for evaluation purposes. This may include state assessments, alternative assessments, student learning objectives, nationally normed or locally adopted assessments that are aligned to state standards or based on individualized program goals. (Note: Beginning in 2018-2019, in grades and subjects in which state assessments are administered, 50% of student growth in core areas must be based on state assessments.)

Michigan law also requires that the most recent three consecutive years of student growth data be used for evaluation. If three years of data are not available, available data should be used.

<sup>1</sup> Measuring student growth: A guide to informed decision making, Center for Public Education.

<sup>2</sup> A Practitioner's Guide to Growth Models, Council of Chief State School Officers.

## ***Appendix H - Developing an Individual Development Plan for the Superintendent***

Individual Development Plans are an excellent way of helping employees develop their skills. Boards of education should encourage superintendents to develop an IDP in order to foster professional development.

In the event that a superintendent receives a rating that is less than effective, the law requires the creation of an IDP. The following process may be a useful framework for its creation:

- The Board of Education provides clear feedback to the superintendent in the domain(s) in which he/she received a less than effective rating.
- A committee of the Board of Education is established to support and monitor the superintendent's development.
- The superintendent drafts an IDP and presents it to the committee for feedback and approval.
- The committee meets quarterly with the superintendent to monitor and discuss progress.
- The superintendent reports progress on his/her IDP with his/her self-evaluation prior to the formal annual evaluation.