*Board of School Trustees*　　　　　**CLARK COUNTY SCHOOL DISTRICT**

# SUPERINTENDENT BALANCED GOVERANCE™ EVALUATION MANUAL

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**Introduction**

When you evaluate a Superintendent, you are evaluating leadership and the effect of leadership.  You are considering both influence and results.  Summative leadership indicators are increasingly relevant after the first two years of a Superintendent's tenure.  Summative leadership indicators reveal the outcomes of implemented actions.  Formative leadership indicators are always relevant.  Formative leadership indicators suggest how the Superintendent's influence may affect the school District outcomes in the future.

For example, the Superintendent's style of communication with the Board, staff, and community members influences the culture and favorability of others toward the school District.  The effect of communication style is recognized over time in staff satisfaction, community support, and student outcomes.  Similarly, the effects of curriculum adoption and staff assignments are recognized over time.  It is important that the Board provide clear and specific feedback with opportunity for growth on formative indicators in the first few years of a Superintendent's tenure.

Superintendent tenure matters for student success.  In most school systems, the longer the Superintendent stays, the better the District performs.  Waters and Marzano (2006) found a relationship between Superintendent tenure and student outcomes beginning as early as the second year.  Alsbury (2008) found that Board stability directly influences Superintendent tenure and student learning.  Superintendent evaluation provides an opportunity for the Board to come together in agreement and provide clarity and guidance to the Superintendent regarding the work of the District.  Done well, you might think of Superintendent evaluation as the centerpiece of your work together as a Board and your relationship with your Superintendent.

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## Purpose for Evaluation

Superintendent evaluation provides an opportunity for improving school governance. Throughout the evaluation process, the Board and Superintendent can calibrate and clarify expectations for the school District, the Board, and the Superintendent leadership. This can help unite the Board and stabilize the work of the governance team. Effective evaluation creates a basis and framework for decisions on retaining the Superintendent, extending the contract, and adjusting the Superintendent's compensation. Superintendent evaluation provides a critical opportunity for improving student outcomes. Research by Lorentzen and McCaw (in Alsbury & Gore, 2015) suggests that evaluating a Superintendent on student learning goals may relate more with improving student achievement than any other action of a Board. Evaluation also provides an opportunity to improve leadership skills of Superintendents.

## The Board's Responsibility

School Boards display responsibility when they consider choices, understand consequences, and make decisions that produce good outcomes. How Board members think about their responsibility influences how they evaluate a Superintendent. If Board members think of themselves as responsible for the physical well-being of students, they may have increased interest in evaluating the Superintendent based on the safety and security of students. If they think of themselves as responsible for the working conditions of staff, they might be more interested in input from staff members than in the concerns of parents, students, or the community. If Board members consider themselves responsible for improving nutrition, and emphasized that in their election, they may be more interested in the school lunch program than improvement to learning and teaching.

Board members feel responsible to a wide variety of stakeholders – from students and parents to business and special interest groups. Board members and Superintendents often describe their primary objective as educating children to their full potential. Some Board members may see themselves as responsible for student performance on tests intended to measure knowledge and application of mathematics and literary skills. At the same time, a community may hold Board members responsible for educating children with the social and citizenship skills necessary for sustaining a democratic society. Board members constantly seek to balance the public good and the individual good of students.

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## Governance Model

A balanced approach for Superintendent evaluation calls for more feedback from the Board on soft skills (or formative indicators) during the first few years and a stronger focus on measurable District outcomes over time.

| Superintendent Tenure | Formative Indicators | Summative Indicators |
|---|---|---|
| Year One | 100% | 0% |
| Year Two | 85% | 15% |
| Year Three | 70% | 30% |
| Year Four | 55% | 45% |
| Year Five and after | 40% | 60% |

The Balanced Governance™ Model for Superintendent Evaluation includes two significant concepts of *growth* and *consultancy*.  By growth, we mean that the instrument and process are designed to promote improvement-focused conversations among the Board and Superintendent about what the Superintendent can do to lead the system toward highly effective performance.  In this sense, the Balance Governance™ Model promotes a consultancy relationship between the Board and Superintendent where the Superintendent and the Board propose ideas and clarification for what improvement looks like for the Superintendent and District.

## Process of Evaluation

There is one evaluation of the Superintendent—not seven.  It is imperative that the Board speak as one clear voice when evaluating the Superintendent.  Whenever possible, the Board wants to work toward consensus on all matters pertaining to the evaluation, including the process, criteria, evidence, and final report.  If consensus cannot be reached, the Board needs to vote on items when necessary and reach a decision of the Board.  The Evaluation Cycle section below provides further guidance on the evaluation process.

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**Criteria for Evaluation** (SE 1.1)

As outlined in policy, any changes to the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies, or Superintendent Evaluation policies must have been completed by the last day of February. For any changes, the effective dates of the evaluation were noted on the policy.

Each January, the Board conducts the formal summative evaluation of the Superintendent. The summative evaluation is based upon data collected during the previous school year from the monitoring of Board policies on progress of the Board Vision, Strategic Imperatives, Pledge of Achievement, other support strategies, and components of the Superintendent Evaluation. This also provides an opportunity for the Board and Superintendent to discuss the Board Vision, Strategic Imperatives, Pledge of Achievement, other support strategies, and components of the Superintendent Evaluation policies used for assessing Superintendent performance in the upcoming school year. The Board President shall prepare a written evaluation, which the Board and Superintendent review in an open meeting, noticed as provided by the Nevada Open Meeting Law.

Criteria for evaluation includes:

1. Measureable data showing reasonable progress toward achievement of the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies.

2. Measureable data showing reasonable progress toward and support of the Balanced Governance™ Standards.

3. Operational imperatives included in all Superintendent Evaluation (SE) policies.

4. The summary of Formative Assessment and Policy Implementation inquiries and determinations as described in B/SL-5: Formative Superintendent and Board Performance Assessment.

5. Evaluative items contained in the Balanced Governance™ Superintendent Evaluation Manual.

6.  Emergency Superintendent Succession.  The Superintendent and the Board President shall sign and date the completed Superintendent evaluation following the performance evaluation meeting.

**Evaluation Cycle**
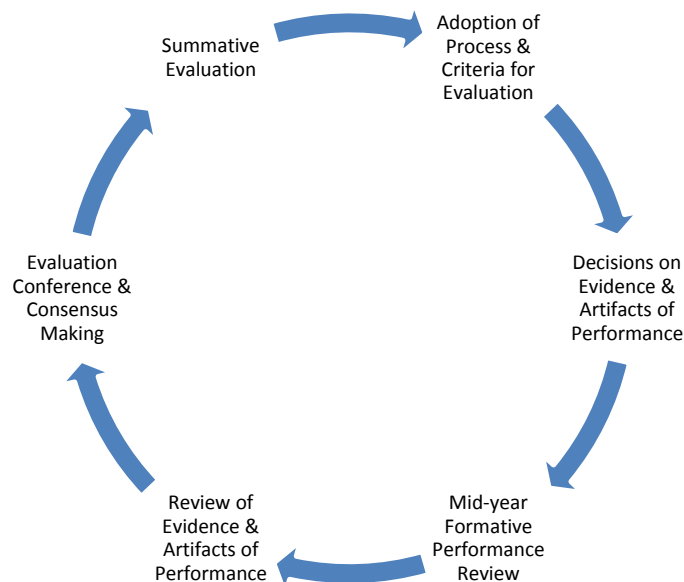


1.  **Adoption of Process & Criteria for Evaluation (February)**
    As a condition of adopting this process and criteria for evaluation, the Board together with the Superintendent shall review the framework for evaluation and calibrate a shared understanding of performance in what the superintendent needs to demonstrate.  By the end of February, the Board ensures that any changes to the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies, or Superintendent Evaluation policies for the coming year are complete. The effective date of changes are noted on the policy.

2.  **Decisions on Evidence & Artifacts of Performance (February)**
    The Board shall develop a thorough and shared understanding of the evidence and artifacts of performance for use in evaluating the Superintendent.  The dashboard includes the following examples: state test score data, student survey data, parent survey data, and numbers of students enrolled in specific courses.  Within each area in the evaluation framework, the Board and Superintendent need to agree in advance on which sources of evidence and artifacts of work throughout the year may inform whether the Superintendent has reached an effective or highly effective performance.

3.  **Mid-year Formative Performance Review (July)**
    The Superintendent shall provide in writing and oral presentation a summary of his/her performance during the first half of the evaluation cycle.  This includes supporting evidence and documentation of a reflective self-evaluation by the Superintendent.  After receiving the Superintendent's self-evaluation, the Board shall discuss the merits of performance and compare evidence, experiences, and perceptions of performance by locating the Superintendent's performance on the framework for evaluation.

4.  **Review of Evidence for Evaluating Performance (July)**
    In the process of providing consultative feedback about the Superintendent's performance in the first half of the cycle, the Board and Superintendent shall discuss the extent to which artifacts and evidence providing are appropriate and sufficient for use in evaluation.  The Board and Superintendent shall consider which evidence to retain when performing the summative evaluation and which additional sources of evidence may be needed.

5.  **Evaluation Conference & Consensus Making (January)**
    To the greatest extent possible, the Board shall work for consensus and develop agreement on which rating best applies for the Superintendent's performance.  Where the Board may be unable to reach consensus, the Board shall make a decision by majority.  In no case, will there be a minority opinion or divided opinion on the Superintendent's performance.  The Board must come to a decision on the Superintendent's evaluation, preferably by consensus, and by majority vote when necessary.  The following steps can help guide this process:

    A.  Each Trustee receives a copy of the evaluation instructions and framework for the evaluation.

B. The Board receives the written and oral self-evaluation from the Superintendent with evidence of performance.

C. Board members reflect individually on the Superintendent's performance and consider which ratings apply in what the Superintendent needs to demonstrate.

D. The Board meets with the Superintendent to discuss their ratings, rationale, commendations, and recommendations for improvement.

E. The Board President compiles the Summative Evaluation document.

The summative evaluation is based upon data collected during the previous school year from the monitoring of Board policies on progress of the Board Vision, Strategic Imperatives, Pledge of Achievement, other support strategies, and components of the Superintendent Evaluation. The Board and Superintendent shall also discuss the Board Vision, Strategic Imperatives, Pledge of Achievement, other support strategies, and components of the Superintendent Evaluation policies that the Superintendent performance shall be judged in the upcoming school year.

6. **Summative Evaluation (January)**
The Board President shall ensure that the Board has a thorough discussion of the Superintendent's performance with him/her prior to completion of the annual cycle. After that discussion, the Board President shall prepare a written evaluation document and the whole Board shall review it with the Superintendent at an open meeting, noticed as provided by the Nevada Open Meeting Law. The Board President and Superintendent shall sign the final annual evaluation document, and the Superintendent shall have the opportunity to provide written response to the Board's evaluation. Completion of the evaluation cycle signals the beginning the next cycle for evaluation. The Board, in consultation with the Superintendent, shall discuss what worked well and what should be adjusted for the next cycle. Discussion should include input from the Superintendent regarding the fairness, accuracy, and helpfulness of the recent evaluation process. Remember, this is a conversation about growth. The discussion needs to include to what extent the evaluation process provided clarity in understanding the Board's expectations and was helpful for professional growth of the Superintendent.

## Rating Categories

The Balanced Governance™ Evaluation Manual uses four tiers, similar to promising practices for teacher and principal evaluations. The tiers are Ineffective, Minimally Effective, Effective, and Highly Effective. If a Board deems a Superintendent's performance has been ineffective in one or more areas, a discussion and plan for remediation in that area is required. A new Superintendent may be minimally effective in several areas, and that is not inherently a bad thing. A typical Superintendent's performance may often be minimally effective in some areas, effective in most areas, and rarely highly effective in more than one area. Since this evaluation is designed to promote growth in the Superintendent and District outcomes, the highly effective category is an extremely high bar for most areas. Highly effective should imply that the Superintendent's performance is so extraordinarily exceptional that the Superintendent should be writing books and teaching other Superintendents in that area. In a healthy and exemplary school District, the Superintendent shall be performing in the effective category across most areas with one to a few areas that are truly highly effective.

## Use of Evidence

Items 2 and 4 in the Cycle for Evaluation include a review of the evidence used for performance evaluation. To the greatest extent possible, the Board needs to agree in advance—and together with the Superintendent —on the evidence the Board uses for evaluating the Superintendent. Evidence may include formal and informal reports or communication from the Superintendent and staff. Evidence may also include student learning data, attendance data, staff satisfaction data, staff retention, budget reports, community satisfaction, and any other artifacts of performance or sources of information that the Board agrees to include. In particular, the Board may want to agree with the Superintendent to ongoing evaluation of performance throughout the year, based on progress reports on goals, the strategic imperatives, and the Balanced Governance™ Standards. Artifacts and evidence created from these reviews at regular scheduled Board meetings can combine into a portfolio clearly tied to Board meeting agenda items and the categories of the Superintendent Evaluation manual.

**Special Guidance to the Board President**

Take care to ensure that the final evaluation instrument is a true reflection of the consensus of the Board. It should not include statements that the whole Board cannot support. Make your narrative consistent and with one clear voice, that gives a complete and accurate description of the Superintendent's performance, as agreed upon by the Board. Do your best to provide concrete descriptions of performance with specific examples from throughout the year. Concentrate on actionable items for growth. As you lead the conversation with the Board about the Superintendent's performance, consider the aggregate of the weight of evidence. Look for patterns, not isolated examples, and describe patterns with concrete examples. Remember, this is a key opportunity to promote growth in the system, in the Superintendent, and within the Board. Do your best not to allow the Board and individual members to avoid difficult topics and opinions. Rather, elicit input from each member and work to ensure individual concerns are addressed.

# Clark County School District Superintendent Evaluation Framework

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 what the Superintendent needs to demonstrate during the cycle under review.

| 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 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 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 stakeholders and foster or incorporate innovation and creativity throughout the District. | The Superintendent collaborates with stakeholders and fosters and incorporates innovation and creativity throughout the District. | Multiple indicators demonstrate that the Superintendent collaborates with stakeholders in ways that foster, inspire and incorporate innovation and creativity throughout the District. | 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 created a systemic acceptance and consideration for risk taking that supports continuous District improvement. |

# Strategic Imperatives

| What the Superintendent Needs to Demonstrate | Ineffective | Minimally Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Academic Excellence** | The District is failing to make progress toward academic excellence. | The Superintendent has plans in place, and the District is beginning to move toward academic excellence. | Key indicators of academic excellence are trending upward, and plans are implemented for systemic academic excellence. | All necessary systems are implemented and significant and sustained progress toward academic excellence is occurring. |
| **Engagement** | Parents, students, community and employees are not engaged in learning. | Parents, students, community and employees are engaging in learning. | Multiple indicators suggest parents, students, community and employees are engaging in learning. | Multiple system-wide measures demonstrate parents, students, community and employees are engaging in learning. There are no indicators of any of these groups failing to engage in learning. |
| **School Support** | There is not focused support, preparation, training and resources for staff in the schools. | There is focused support, preparation, training and resources for staff in the schools. | Multiple measures demonstrate there is focused support, preparation, training and resources for staff in the schools. | There is system-wide focused support, preparation, training and resources for staff in the schools. Multiple system-wide indicators demonstrate this support, and no indicators suggest support is lacking. |
| **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. |

# Strategic Imperatives for Student Learning

| What the Superintendent Needs to Demonstrate | Ineffective | Minimally Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Develop Support Strategies** | Board's Vision, Strategic Imperatives, Pledge of Achievement and other support strategies are not in place to ensure that resources are aligned toward the achievement of the identified goals. | Board's Vision, Strategic Imperatives, Pledge of Achievement and other support strategies are in place to ensure that resources are aligned toward the achievement of the identified goals. | Board's Vision, Strategic Imperatives, Pledge of Achievement and other support strategies are in place and evidence suggests they are ensuring resources are aligned toward the achievement of the identified goals. | Board's Vision, Strategic Imperatives, Pledge of Achievement and other support strategies are in place in every system in the District and evidence suggests they are ensuring resources are aligned toward the achievement of the identified goals. |
| **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. |
| **Devise Tracking and Reporting Protocols** | The Superintendent has failed to devise tracking and reporting protocols that support strategic decision making and guide decision-making throughout the District. | The Superintendent has devised tracking and reporting protocols that support strategic decision-making and guide decision-making throughout the District. | The Superintendent has implemented tracking and reporting protocols that support strategic decision-making and continuous improvement throughout the District. | Multiple indicators demonstrate the successful, system-wide application of the Superintendent's tracking and reporting protocols. There is districtwide support for application of the tracking and reporting protocols, and evidence suggests they are helping drive continuous improvement throughout the District. |

# Support Strategies/Focus Goals (Policy E-2 and E-2 Appendix)

| What the Superintendent Needs to Demonstrate | Ineffective | Minimally Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Commitment to Diversity** (SE-2.1)<br><br>(BG-5: Cultural Responsiveness) | The Superintendent fails to initiate priorities, programs, and practices that recognize the community's diversity within the District structure and in his interactions with the community. | The Superintendent causes the initiation of priorities, programs, and practices that recognize the community's diversity within the District structure and in his interactions with the community. | Evidence demonstrates that Superintendent initiated priorities, programs, and practices that recognize the community's diversity within the District structure and in his interactions with the community are effectively improving community relation-ships and student outcomes. | The Superintendent's leadership through initiated priorities, programs, and practices that recognize the community's diversity within the District structure and in his interactions with the community are having widespread, systemic influence throughout the District that is evidenced by multiple indicators of improved relationships and inclusive practice among administrators and staff. |
| **Treatment of Students and their Families** (SE-3)<br><br>(BG-5: Cultural Responsiveness) | The Superintendent fails to cause conditions, procedures, or decisions, which support student achievement or which are safe, dignified, equitable, non-discriminatory, and non-intrusive in his interactions. | The Superintendent causes conditions, procedures, and decisions, which support student achievement and are safe, dignified, equitable, non-discriminatory, and non-intrusive in his interactions. | Evidence suggests the Superintendent's leadership is causing conditions, procedures, and decisions, which support student achievement and are safe, dignified, equitable, nondiscriminatory, and non-intrusive districtwide. | Multiple indicators demonstrate that the Superintendent's leadership has promoted conditions, procedures, and decisions, which support student achievement and are safe, dignified, equitable, nondiscriminatory, and non-intrusive throughout the District. |
| **Treatment of Staff** (SE-4)<br><br>(BG-5: Cultural Responsiveness) | The Superintendent fails to cause conditions that are equitable, non-discriminatory, dignified, organized, and clear with respect to the treatment of paid and volunteer staff. | The Superintendent causes conditions that are equitable, nondiscriminatory, dignified, organized, and clear with respect to the treatment of paid and volunteer staff. | Evidence suggests the Superintendent is successfully leading districtwide improvement of conditions that are equitable, nondiscriminatory, dignified, organized, and clear with respect to the treatment of paid and volunteer staff. | Multiple measures demonstrate the Superintendent has led systemic, districtwide improvement of conditions that are equitable, nondiscriminatory, dignified, organized, and clear with respect to the treatment of paid and volunteer staff. |

# Support Strategies/Focus Goals (Policy E-2 and E-2 Appendix)  (continued)

| What the Superintendent Needs to Demonstrate | Ineffective | Minimally Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Financial Planning/ Budgeting** (SE-5)<br><br>(BG-10: Budgeting and Financial Accountability) | The Superintendent has failed to ensure financial planning for any fiscal year or the remaining part of any fiscal year aligns with and provides focused support for the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies, protects against fiscal jeopardy, and is derived from a multi-year plan. | The Superintendent ensures financial planning for any fiscal year or the remaining part of any fiscal year aligns with and pro-vides focused support for the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies, protects against fiscal jeopardy, and is derived from a multi-year plan. | The Superintendent demonstrates continuous improvement in ensuring that financial planning for any fiscal year or the remaining part of any fiscal year aligns with and provides focused support for the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies protects against fiscal jeopardy, and is derived from a multi-year plan | Multiple indicators suggests the Superintendent has ensured systemic improvement in  financial planning for any fiscal year or the remaining part of any fiscal year aligns with and provides focused support for Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies protects against fiscal jeopardy, and is derived from a multi-year plan. |
| **Financial Condition and Activities** (SE-6) | The Superintendent fails to cause and allow the development of fiscally sound practices that ensure expenditures support for the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies. | The Superintendent causes and allows the development of fiscally sound practices that ensure expenditures support for the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies | The Superintendent demonstrates continuous improvement in causing and allowing the development of fiscally sound practices that ensure expenditures support for the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies. | Multiple indicators suggest the Superintendent has caused and allowed the development of fiscally sound practices that ensure expenditures support for the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies. |
| **Communication and Support to the Board** (SE-10) | The Superintendent failed to ensure the Board was informed and supported in its work. | The Superintendent ensured the Board was informed and supported in its work. | Communication and support from the Superintendent in the past year strengthened the Board-Superintendent partnership.  The Superintendent's efforts are assisting the Board in continuously improving as a governance team. | With information and support from the Superintendent, the Board was able to make the best possible decision at every opportunity in the past year. Due to the Superintendent's efforts, the Board-Superintendent partnership reached exemplar status with clearly defined and understood roles, effective deliberation, and a relentless focus of the governance team on student success and strategic outcomes. |

| Expectations | Yes | No |
|---|---|---|
| The Superintendent shall ensure practice, activity, decision, and organizational circumstance, are lawful, prudent and commonly accepted business and professional ethics and practices (SE-1). | | |
| The Superintendent has identified to the Board at least two other executives familiar with Board and Superintendent policies, processes and issues, who could step into the role of Interim Superintendent in an emergency (SE-7). | | |
| The Superintendent shall ensure the District's assets are protected, adequately maintained, at no unnecessary risk, and maximized (SE-8). | | |
| The Superintendent shall annually present a State of the Schools address that includes the items identified in SE-12. | | |

## District Dashboard

| Our Pledge | 2012-2013 | 201_-201_ | 2018-2019 Target | Strategic Imperatives | Focus Areas |
|---|---|---|---|---|---|
| GOAL 1: Increase Grade 3 proficiency rates in reading. | 59.1% | | 80% | Academic Excellence | Proficiency |
| GOAL 2: Reduce the overall achievement gap percentage points in elementary and middle school between the highest-performing and ethnic/racial subgroups. | Math Gap 17 ES 28 MS<br><br>Reading Gap 17.4 ES 20.2 MS | | Math Gap 5 ES 16 MS<br><br>Reading Gap 5.4 ES 8.2 MS | Academic Excellence | Proficiency Achievement Gaps Disproportionality |
| GOAL 3: Increase the percentage of students graduating each year. | 71.5% | | 82% | Academic Excellence | Proficiency College and Career Readiness |
| GOAL 4: Increase percentage of parents reporting that they have been informed regarding their child's progress and feel welcome at school. (parent survey data) | 88.67% | | 93% | Engagement | Family/Community Engagement and Customer Service |
| GOAL 5: Increase the number of students who feel safe and happy at school. (student survey data) | 81.10% | | 93% | Engagement | Family/Community Engagement and Customer Service |
| GOAL 6: Increase the number of students completing Advanced Placement (AP) and Career and Technical Education (CTE) courses each year. | 28,059 | | 31,580 | Academic Excellence | College and Career Readiness |

# Balanced Governance™
# Superintendent Summative Evaluation Template

| 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 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 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. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |
| **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. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |

| What the Superintendent Needs to Demonstrate | Ineffective | Minimally Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Innovation and Creativity** | The Superintendent fails to collaborate with stakeholders and foster or incorporate innovation and creativity throughout the District. | The Superintendent collaborates with stakeholders and fosters and incorporates innovation and creativity throughout the District. | Multiple indicators demonstrate that the Superintendent collaborates with stakeholders in ways that foster, inspire and incorporate innovation and creativity throughout the District. | 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 created a systemic acceptance and consideration for risk taking that supports continuous District improvement. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |

# Strategic Imperatives

| What the Superintendent Needs to Demonstrate | Ineffective | Minimally Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Academic Excellence** | The District is failing to make progress toward academic excellence. | The Superintendent has plans in place, and the District is beginning to move toward academic excellence. | Key indicators of academic excellence are trending upward, and plans are implemented for systemic academic excellence. | All necessary systems are implemented and significant and sustained progress toward academic excellence is occurring. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |
| **Engagement** | Parents, students, community and employees are not engaged in learning. | Parents, students, community and employees are engaging in learning. | Multiple indicators suggest parents, students, community and employees are engaging in learning. | Multiple system-wide measures demonstrate parents, students, community and employees are engaging in learning. There are no indicators of any of these groups failing to engage in learning. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |

| Strategic Imperatives (continued) | | | | |
|---|---|---|---|---|
| **What the Superintendent Needs to Demonstrate** | **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **School Support** | There is not focused support, preparation, training and resources for staff in the schools. | There is focused support, preparation, training and resources for staff in the schools. | Multiple measures demonstrate there is focused support, preparation, training and resources for staff in the schools. | There is system-wide focused support, preparation, training and resources for staff in the schools. Multiple system-wide indicators demonstrate this support, and no indicators suggest support is lacking. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |
| **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 in evident. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |

# Strategic Imperatives for Student Learning

| What the Superintendent Needs to Demonstrate | Ineffective | Minimally Effective | Effective | Highly Effective |
|---|---|---|---|---|
| **Develop Support Strategies** | Board's Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies are not in place to ensure that resources are aligned toward the achievement of the identified goals. | Board's Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies are in place to ensure that resources are aligned toward the achievement of the identified goals. | Board's Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies are in place and evidence suggests they are ensuring resources are aligned toward the achievement of the identified goals. | Board's Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies are in place in every system in the District and evidence suggests they are ensuring resources are aligned toward the achievement of the identified goals. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |
| **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 monitoring reports that 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. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |

| Strategic Imperatives for Student Learning (continued) | | | | |
|---|---|---|---|---|
| **What the Superintendent Needs to Demonstrate** | **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **Devise Tracking and Reporting Protocols** | The Superintendent has failed to devise tracking and reporting protocols that support strategic decision making and guide decision-making throughout the District. | The Superintendent has devised tracking and reporting protocols that support strategic decision-making and guide decision-making throughout the District. | The Superintendent has implemented tracking and reporting protocols that support strategic decision-making and continuous improvement throughout the District. | Multiple indicators demonstrate the successful, system-wide application of the Superintendent's tracking and reporting protocols. There is districtwide support for application of the tracking and reporting protocols, and evidence suggests they are helping drive continuous improvement throughout the District. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |

| Support Strategies/Focus Goals (Policy E-2 and E-2 Appendix) | | | | |
|---|---|---|---|---|
| **What the Superintendent Needs to Demonstrate** | **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **Commitment to Diversity** (SE-2.1)<br><br>(BG-5: Cultural Responsiveness) | The Superintendent fails to initiate priorities, programs, and practices that recognize the community's diversity within the District structure and in his interactions with the community. | The Superintendent causes the initiation of-priorities, programs, and practices that recognize the community's diversity within the District structure and in his interactions with the community. | Evidence demonstrates that Superintendent initiated priorities, programs, and practices that recognize the community's diversity within the District structure and in his interactions with the community are effectively improving community relationships and student outcomes. | The Superintendent's leadership through initiated priorities, programs, and practices that recognize the community's diversity within the District structure and in his interactions with the community are having widespread, systemic influence throughout the District that is evidenced by multiple indicators of improved relationships and inclusive practice among administrators and staff. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |
| **Treatment of Students and their Families** (SE-3)<br><br>(BG-5: Cultural Responsiveness) | The Superintendent fails to cause conditions, procedures, or decisions, which support student achievement or which are safe, dignified, equitable, non-  discriminatory, and non-intrusive in his interactions. | The Superintendent causes conditions, procedures, and decisions, which support student achievement and are safe, dignified, equitable, non-discriminatory, and non-intrusive in his interactions. | Evidence suggests the Superintendent's leadership is causing conditions, procedures, and decisions, which support student achievement and are safe, dignified, equitable, nondiscriminatory, and non-intrusive districtwide. | Multiple indicators demonstrate that the Superintendent's leadership has promoted conditions, procedures, and decisions, which support student achievement and are safe, dignified, equitable, nondiscriminatory, and non-intrusive throughout the District. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |

| | | | | |
|---|---|---|---|---|
| **Suggestions for growth** | | | | |
| **Treatment of Staff** (SE-4)<br><br>(BG-5: Cultural Responsiveness) | The Superintendent fails to cause conditions that are equitable, non-discriminatory, dignified, organized, and clear with respect to the treatment of paid and volunteer staff. | The Superintendent causes conditions that are equitable, nondiscriminatory, dignified, organized, and clear with respect to the treatment of paid and volunteer staff. | Evidence suggests the Superintendent is successfully leading districtwide improvement of conditions that are equitable, nondiscriminatory, dignified, organized, and clear with respect to the treatment of paid and volunteer staff. | Multiple measures demonstrate the Superintendent has led systemic, districtwide improvement of conditions that are equitable, nondiscriminatory, dignified, organized, and clear with respect to the treatment of paid and volunteer staff. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |
| **Financial Planning/ Budgeting** (SE-5)<br><br>(BG-10: Budgeting and Financial Accountability) | The Superintendent has failed to ensure that financial planning for any fiscal year or the remaining part of any fiscal year and failed to aligns with and provides focused support for the Board Vision, Strategic Imperatives, Pledge of Achievement and other support strategies, protects against fiscal jeopardy, and is derived from a multi-year plan. | The Superintendent ensures that financial planning for any fiscal year or the remaining part of any fiscal year aligns with and provides focused support for the Board Vision, Strategic Imperatives, Pledge of Achievement and other support strategies, protects against fiscal jeopardy, and is derived from a multi-year plan. | The Superintendent demonstrates continuous improvement in ensuring that financial planning for any fiscal year or the remaining part of any fiscal year aligns with and provides focused support for the Board Vision, Strategic Imperatives, Pledge of Achievement and other support strategies, Support Strategies, protects against fiscal jeopardy, and is derived from a multi-year plan. | Multiple indicators suggests the Superintendent has ensured systemic improvement in financial planning for any fiscal year or the remaining part of any fiscal year aligns with and provides focused support for the Board Vision, Strategic Imperatives, Pledge of Achievement and other support strategies, protects against fiscal jeopardy, and is derived from a multi-year plan. |

| Support Strategies/Focus Goals (Policy E-2 and E-2 Appendix) (continued) | | | | |
|---|---|---|---|---|
| **What the Superintendent Needs to Demonstrate** | **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **Financial Condition and Activities** (SE-6) | The Superintendent fails to cause and allow the development of fiscally sound practices that ensure expenditures support for the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies. | The Superintendent causes and allows the development of fiscally sound practices that ensure expenditures support for the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies. | The Superintendent demonstrates continuous improvement in causing and allowing the development of fiscally sound practices that ensure expenditures support for the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies. | Multiple indicators suggest the Superintendent has caused and allowed the development of fiscally sound practices that ensure expenditures support for the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |
| **Suggestions for growth** | | | | |
| **Communication and Support to the Board** (SE-10) | The Superintendent failed to ensure the Board was informed and supported in its work. | The Superintendent ensured the Board was informed and supported in its work. | Communication and support from the Superintendent in the past year strengthened the Board-Superintendent partnership.  The Superintendent's efforts are assisting the Board in continuously improving as a governance team. | With information and support from the Superintendent, the Board was able to make the best possible decision at every opportunity in the past year.  Due to the Superintendent's efforts, the Board-Superintendent partnership reached exemplar status with clearly defined and understood roles, effective deliberation, and a relentless focus of the governance team on student success and strategic outcomes. |
| **Evidence for rating** | | | | |
| **Rationale for rating** | | | | |
| **Commendations** | | | | |

| **Suggestions for growth** | |
|---|---|

| Expectations | Yes | No |
|---|---|---|
| The Superintendent shall ensure practice, activity, decision, and organizational circumstance are lawful, prudent and follow commonly accepted business and professional ethics and practices (SE-1). | | |
| **Evidence for rating** | | |
| **Rationale for rating** | | |
| **Commendations** | | |
| **Suggestions for growth** | | |
| The Superintendent has identified to the Board at least two other executives familiar with Board and Superintendent policies, processes, and issues, who could step into the role of Interim Superintendent in an emergency (SE-7). | | |
| **Evidence for rating** | | |
| **Rationale for rating** | | |
| **Commendations** | | |
| **Suggestions for growth** | | |
| The Superintendent shall ensure the District's assets are protected, adequately maintained, at no unnecessary risk, and maximized (SE-8). | | |
| **Evidence for rating** | | |
| **Rationale for rating** | | |
| **Commendations** | | |
| **Suggestions for growth** | | |

| Expectations (continued) | Yes | No |
|---|---|---|
| The Superintendent shall annually present a State of the Schools Address that includes the items identified in SE-12. | | |

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|---|---|
| **Evidence for rating** | |
| **Rationale for rating** | |
| **Commendations** | |
| **Suggestions for growth** | |

# District Dashboard

| Our Pledge | 2012-2013 | 201_-201_ | 2018-2019 Target | Strategic Imperatives | Focus Areas |
|---|---|---|---|---|---|
| GOAL #1: Increase   Grade 3 proficiency rates in reading. | 59.1% | | 80% | Academic Excellence | Proficiency |
| GOAL #2: Reduce the overall achievement gap percentage points in elementary and middle school between the highest-performing and ethnic/racial subgroups. | Math Gap 17 ES 28 MS<br><br>Reading Gap 17.4 ES 20.2 MS | | Math Gap 5 ES 16 MS<br><br>Reading Gap 5.4 ES 8.2 MS | Academic Excellence | Proficiency Achievement Gaps Disproportionality |
| GOAL #3: Increase the percentage of students graduating each year. | 71.5% | | 82% | Academic Excellence | Proficiency College and Career Readiness |
| GOAL #4: Increase percentage of parents reporting that they have been informed regarding their child's progress and feel welcome at school. (parent survey data) | 88.67% | | 93% | Engagement | Family/Community Engagement and Customer Service |
| GOAL #5: Increase the number of students who feel safe and happy at school. (student survey data) | 81.10% | | 93% | Engagement | Family/Community Engagement and Customer Service |
| GOAL #6: Increase the number of students completing Advanced Placement (AP) and Career and Technical Education (CTE) courses each year. | 28,059 | | 31,580 | Academic Excellence | College and Career Readiness |