

# Superintendent Evaluation

2020-2021



## **Introduction**

School boards are required 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. Polk School District is pleased to provide this superintendent evaluation instrument based on the requirements of the Leader Keys Evaluation System. The instrument provides school districts a straightforward option for superintendent evaluation. It may be used alone or in conjunction with a facilitated evaluation.

## **Requirements, Process, Timeline and Resources**

On or reasonably close to the first anniversary of this superintendent's contract, and annually thereafter (but not later than July 31<sup>st</sup> of each year), as required by and consistent with O.C.G.A. §20-2-210, the School Board shall evaluate and assess the superintendent's performance of his/her duties and responsibilities.

## **Scoring**

The evaluation 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 instrument.

## A. Governance & Board Relations

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1	Policy involvement	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	Goal development	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	Information	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	Materials and background	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	Board questions	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	Board development	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>						
<p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <p> <input type="checkbox"/> Meeting agendas/minutes    <input type="checkbox"/> Board packets    <input type="checkbox"/> Board development materials    <input type="checkbox"/> Memos/communications    <input type="checkbox"/> Board policies/policy book  <input type="checkbox"/> Retreat agendas/minutes    <input type="checkbox"/> Board development plan </p>						

Category rating should be reflected within the performance indicator.

## B. Community Relations

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	Parent feedback	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	Communication with community	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, 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	Community feedback	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 district-wide goal setting.	Actively seeks input, creates methods for community to be actively involved in setting and supporting district-wide goals.	
B4	Media relations	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	District image	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	Approachability	Is neither visible nor approachable by members of the community.	Is visible but not necessarily approachable by members of 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>Strategic Plan Goal: Goal II- Polk School District will provide a safe, healthy, and supportive educational climate based on unity and shared vision.</b></p> <p><b>Artifacts that may serve as evidence of performance in this domain:</b></p> <p> <input type="checkbox"/> School accreditation survey data     <input type="checkbox"/> Meeting invitations, agendas     <input type="checkbox"/> Press releases     <input type="checkbox"/> News clips/interviews     <input type="checkbox"/> Strategic planning agenda(s)     <input type="checkbox"/> Communications </p>						

## C. Staff Relations

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C1	Staff feedback	Doesn't accept input or engage teachers, staff and administrators 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	Staff communications	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	Personnel matters	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	Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegate duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegate responsibility to staff that will foster professional growth, leadership and decision-making skills.	
C5	Recruitment	There is no formal recruitment process and/or hiring is 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	Visibility in district	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classrooms occasionally.	Regular, purposeful visits to buildings and classrooms are a priority.	
<b>Category rating:</b>						
<p><b>Strategic Plan Goal: Goal IV- Polk School District will provide a highly qualified faculty and staff in all schools.</b></p> <p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <p><input type="checkbox"/> School accreditation survey data    <input type="checkbox"/> Hiring process documentation    <input type="checkbox"/> Personnel policies and procedures    <input type="checkbox"/> Communications    <input type="checkbox"/> Staff meeting agendas/minutes</p>						

## D. Business & Finance

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
D1	<b>Budget development and management</b>	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>	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>	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>	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>						

**Strategic Plan Goal: Goal III- Polk School District will plan wisely for growth and provide fiscal responsibility.**

**Artifacts that may serve as evidence of performance in this domain:**

- |   |   |   |  |
|---|---|---|--|
| <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"/> Policies/procedures related to fund management     | <input type="checkbox"/> Facilities maintenance plan                            | <input type="checkbox"/> Facilities management plan |  |

## E. Instructional Leadership

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	<b>Performance evaluation system</b>	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Evaluations are completed but not entirely in compliance or are inconsistent with state law.	Evaluations are completed 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>Professional Learning</b>	Professional learning isn’t consistently provided. Staff members are responsible for their own improvement.	Professional learning programs are offered based upon available opportunities.	Professional learning programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	Professional learning programs are individualized, targeted toward district-specific goals and sustained to increase student achievement.	
E3	<b>School improvement</b>	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>	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>	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 attendance</b>	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.	

## E. Instructional Leadership – continued

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E7	<b>Support for students</b>	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.	
E8	<b>Professional knowledge</b>	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>Goal I - Polk School District will improve student achievement in the elementary, middle, and high schools. By the end of FY19 all Polk School District Schools will show a 2-point gain in content mastery.</b></p> <p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <p> <input type="checkbox"/> Staff evaluation calendar    <input type="checkbox"/> District performance evaluation system    <input type="checkbox"/> Curriculum    <input type="checkbox"/> Strategic plan/district-wide goals    <input type="checkbox"/> Professional development plan  <input type="checkbox"/> Professional development calendar    <input type="checkbox"/> Character Ed. programs </p>						



## F. Determining the Professional Practice Rating

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

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

Item	Possible Category Score		Actual Category Score
A. Governance & Board Relations	24		
B. Community Relations	24		
C. Staff Relations	24		
D. Business & Finance	20		
E. Instructional Leadership	32		
<b>Total Possible</b>	<b>124</b>	<b>Actual Score Total</b>	
	$\frac{\text{Actual Score} \times 100}{124}$	<b>= Grand Total</b>	

Board Chairman'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.)