

# Superintendent Evaluation



**MASB**  
MICHIGAN ASSOCIATION  
OF SCHOOL BOARDS

**Jim Alston - June 15, 2023**

**Superintendent Evaluation Amended Fall 2019**

## 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 instrument based on the requirements of the Revised School Code. The instrument provides school districts a straightforward option for superintendent evaluation. It may be used alone or in conjunction with a facilitated evaluation.

## Professional Standards for Educational Leaders

This evaluation instrument is based in part on two bodies of research: *The Professional Standards for Educational Leaders*, which were reviewed and published by the National Policy Board for Educational Administration in 2015 and *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* which was conducted by Mid-continent Research for Education and Learning (McREL) in 2006. For detailed information on the research base, please consult the appendixes of this document.

## Requirements, Process, Timeline and Resources

Elements that are required in the Revised School Code appear in red in the evaluation instrument. 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 necessary (i.e., 2.5, 3.5, etc.). Scoring in lesser increments undermine the reliability of the evaluation instrument.

## Training

The Revised School Code requires Board of Education members to receive training on the evaluation instrument 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

Districts must post comprehensive information on their websites in regards to the evaluation instrument being used. For details in regards to the MASB Superintendent Evaluation instrument's posting requirements, please visit [www.masb.org/postingrequirements](http://www.masb.org/postingrequirements).

## Who to Contact

<i>Topic</i>	<i>Contact</i>
Superintendent Evaluation	<a href="mailto:search@masb.org">search@masb.org</a> or 517.327.5928
Training on Superintendent Evaluation	<a href="mailto:leadershipservices@masb.org">leadershipservices@masb.org</a> or 517.327.5904
Legal Questions	<a href="mailto:legal@masb.org">legal@masb.org</a> or 517.327.5929
Facilitated Evaluation	<a href="mailto:leadershipservices@masb.org">leadershipservices@masb.org</a> or 517.327.5904

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## A. Governance & Board Relations

Weight: 20%

		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; has a system in place to ensure timely administration of district policies.	3
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.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	4
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 all board members informed with appropriate information as needed so it may perform its responsibilities.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	4
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.	3
A5	<b>Board questions</b> Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	3
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 all board 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.	4
<b>Category rating:</b>						<b>3.5</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Meeting agendas/minutes</li> <li>• Board packets</li> <li>• Board development materials</li> <li>• Memos/communications</li> <li>• Board policies/policy book</li> <li>• Retreat agendas/minutes</li> <li>• Board development plan</li> <li>• Communication protocols</li> <li>• Policy review calendar</li> </ul>						

**A. Governance & Board Relations – continued**

**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>
<p>Jim Alston's communications with the board, either scheduled or in response to an incident, have been timely, thorough and specific.</p>	<p>This will continue to be an area that can be improved as we get through our first year together. Evidence that can be used are our Board Agendas, our communication weekly through pre-meeting notes and board meetings, and policy updates. These are things you see and have access too often so I didn't include hard copies of them. A lot of these are protocols that you have had for many years and work well with keeping information getting to you. Here is a link of our <a href="#">Board Goals</a>.</p>



## B. Community Relations

Weight: 15%

		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 from or engage parents.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Actively seeks parental input, creates methods for parents to be actively involved in decision-making as well as setting and supporting district-wide goals.	3
B2	<b>Communication with community</b> Professional Standards for Educational Leaders: 1, 8	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.	Develops and ensures implementation of a community communication plan that fosters positive relations.	4
B3	<b>Community feedback</b> Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Actively seeks community input, creates methods for community to be actively involved in decision-making as well as setting and supporting district-wide goals.	3
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 establishes a system for actively engaging the media to promote the district and provide timely and effective information.	4
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.	4
B6	<b>Approachability</b> Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at events and approachable by members of the community.	Is consistently visible at a variety of events and has developed methods of being approachable to members of the community.	4
<b>Category rating:</b>						<b>3.6666667</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Third party survey data    • School accreditation survey data    • Meeting invitations, agendas    • Press releases    • Community meeting agendas</li> <li>• News clips/interviews    • Community engagement calendar    • Strategic planning agenda(s)    • Communications    • Service club membership(s)</li> </ul>						

**B. Community Relations – continued**

**Weight: 15%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>
<p>The superintendent does a nice job promoting our district, responds to questions and concerns in a timely fashion. Promotes a positive image for our district. We appreciate that he attends district events and that students recognize who the Superintendent is.</p>	<p>Again, this is something that I believe needs to happen and am still working on improving how to get feedback from community. That piece has been difficult to get historically but will work on systems of procedures to gather that community input. I do believe that I am visible around the community and certainly plan for that to continue. Being approachable has always been something that I strive for in my professional career. Evidence in this category are <a href="#">community communications</a>, School News Network Articles that have been shared with you and the community members throughout the year, and Community Coalition Agendas. Here is a link to our <a href="#">Community Goals</a>.</p>



**C. Staff Relations**

**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>C1</b>	<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 and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	<b>4</b>
<b>C2</b>	<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.	Consistently keeps staff informed of important matters.	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	<b>3</b>
<b>C3</b>	<b>Personnel matters</b> Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	<b>4</b>
<b>C4</b>	<b>Delegation of duties</b> Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much 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 decision-making skills.	<b>4</b>
<b>C5</b>	<b>Recruitment</b>	There is no formal or informal	An informal recruitment and hiring	A formal recruitment and hiring	A formal recruitment and hiring	<b>4</b>
<b>C6</b>	<b>Labor relations (Bargaining)</b> Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Consistently strives to work with union leadership. Shares appropriate information and effectively manages the dynamics of the relationship.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	<b>3</b>



**C. Staff Relations – continued**

**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>C7</b>	<b>Visibility in district</b> Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is occasionally present at building programs and special activities.	Consistently visits buildings/classrooms and special activities.	Conducts regular and purposeful visits to buildings and classrooms. Consistently attends special activities.	<b>3</b>
<b>Category rating:</b>						<b>3.57142857</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Third-party survey data    • School accreditation survey data    • Hiring process documentation    • Personnel policies and procedures    • Recruitment calendar</li> <li>• Staff leadership development plan    • Negotiations documentation    • School visit calendar    • Communications    • Staff meeting agendas/minutes</li> </ul>						

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>
<p>A board member has heard informally and unsolicited teacher comments in praise of Mr. Alston's goals and initiatives in the district.</p>	<p>I attempt to get to every building at least once a week but it usually turns into multiple visits per week. Next school year I plan on getting into more classrooms with those visits. Central office has scheduled monthly meetings with the union to be proactive with information and to address any issues from the staff. Often times they are not contractual issues but we work together to solve them regardless. We have a detailed process for hiring and recruiting new staff. We wrote and were awarded a large grow your own grant to seek and develop our own staff into the teaching profession. Here are some things that one administrator took from their staff about my performance this year. Next year we will work on a system to encourage more feedback. Present- Available to meet if requested. Often visible in the building. In the building when things that were important to the building were going on. Supported our building initiatives, sought to learn about the buildings happenings, comings and goings.</p> <p>Encouraging- Would chat to staff about good things in the building or personal life if he knew a staff member a little better. Sent multiple personal notes to staff members just recognizing their good works, including to admin. If questions</p>

arose, he would seek to understand the situation on both sides before making conclusions.

Positive- Always a smile when in the buildings. What do you need? How can we help....

Transparent- If something couldn't be done at the moment, staff would know why. Was honest about needing to check into things before moving forward if it was needed.

Here is the link to the [Human Resources Goals](#) and the accomplishments of them.

**D. Business & Finance**

**Weight: 20%**

		<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>D1</b>	<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.	<b>4</b>
<b>D2</b>	<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).	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	<b>4</b>
<b>D3</b>	<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.	<b>4</b>
<b>D4</b>	<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.	<b>3</b>
<b>D5</b>	<b>Resource allocation</b> Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	<b>3</b>
<b>Category rating:</b>						<b>3.6</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Auditor's report</li> <li>• District budget</li> <li>• Budget-related communications</li> <li>• Election results that impact funding or facilities</li> <li>• Evidence of budgetary alignment to district-wide goals</li> <li>• Grants received/applied for</li> <li>• Policies/procedures related to fund management</li> <li>• Long-term financial forecast data</li> <li>• Facilities maintenance plan</li> <li>• Facilities management plan</li> </ul>						



**D. Business & Finance – continued**

**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>
<p>The Superintendent and his team does a great job keeping the district financially sound while fulfilling the needs of the district.</p>	<p>We will continue to keep you updated on district needs and a plan to use our finances to address those needs both short term and long-term. We also had a successful non-homestead millage passed that will revenue funds continue from taxpayers. Again, we received a \$500,000 grant to help our staff get some extra schooling, training, and certifications. Evidence in this category are budget summaries and amendments, and our district audit reports which were shown during board reports. Here is the link to our <a href="#">Operations Goals</a>.</p>

## E. Instructional Leadership

Weight: 30%

		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.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	3
E2	<b>Building-Level Leadership</b> Professional Standards for Educational Leaders: 4, 6, 7	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Goals for learning and instruction are not prioritized.	Principals are provided defined autonomy consistently with accountability. Clear, non-negotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	3
E3	<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.	3
E4	<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.	3
E5	<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.	3
E6	<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.	4
E7	<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 development and/or decision-making.	Actively seeks student input, creates methods for students to be actively involved in development of district-wide goals as well as decision-making.	3



**E. Instructional Leadership - continued**

**Weight: 30%**

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	
E8	<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 or at a high level.	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.	<b>3</b>
E9	<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>4</b>
E10	<b>Professional knowledge</b> Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	<b>4</b>
<b>Category rating:</b>						<b>3.3</b>

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

- Staff evaluation calendar
- District performance evaluation system
- Superintendent professional growth plan
- Curriculum
- RtI/MTSS
- Superintendent professional development
- Teacher analysis of student achievement data
- Curriculum audit
- Strategic plan/district-wide goals
- Staff development plan
- Professional development calendar
- Instructional model(s)
- Curriculum team agendas
- Instructional audit
- Coaching documentation
- Observational data from staff
- Documentation of instructional rounds
- Positive behavior supports/character programs

If a performance goal has been established related to one of the performance indicators above, write it below:



<b>Performance Indicator:</b>	<b>Goal:</b>
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**Evidence:**

Category rating should be reflected within the performance indicator.

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<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>
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We look forward to next year to see how initiatives begun this year will help student's progress in the second year of implementation and support.

This needs to continue to be an area of improvement for myself and this district. There are some procedures in place for instruction and we are gaining ground on district alignment with curriculum but there is still room for improvement. Scores on national normed tests (NWEA) are headed in the right direction but again, this still needs to be an area of focus moving forward. Evidence in this category are memberships in professional organizations, attendance at superintendent conferences, work with Kent County Superintendents Association and their subcommittees, and administration meetings. Here is the link to our [instructional goals](#) for this year and the outcomes of each.

## F. Determining the Professional Practice Rating

Superintendent name:

School year:

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	3.5 x 20%	= 0.7
B. Community Relations	15% (.15)	3.666666667 x 15%	= 0.55
C. Staff Relations	15% (.15)	3.571428571 x 15%	= 0.535714286
D. Business & Finance	20% (.2)	3.6 x 20%	= 0.72
E. Instructional Leadership	30% (.3)	3.3 x 30%	= 0.99
<b>Total Possible</b>	100%	<b>Score:</b>	3.495714286
		<b>Adjusted (Score / 4) =</b>	87%

## G. Other Required Components of Evaluation

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

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

### Student Growth

**Weight: 40%**

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 that incorporates the most recent three consecutive years of student growth data. NOTE: Beginning in 2018-19 and moving forward, 50% of student growth must be based on state assessment data (from subject areas and grades administered).

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	<b>3</b>
<b>Growth:</b>						
<b>Evidence:</b>	State Testing the entire district took a 2 due to MSTEP scores still below proficiency levels according to test results. Using our NWEA scores the vast majority hit our growth targets so I gave myself a 4 based on the results that were shared at June 12th board meeting. Took the average of those and rated myself a 3 for student growth.					
<b>Component score:</b>						<b>3</b>

\* For superintendents who are *regularly involved in instruction*, 25% of the annual evaluation must be based on student growth and assessment data.

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

### Progress Toward District-Wide Goals

**Weight: 10%**

Progress made by the school district in meeting the goals set forth in the school district's school improvement plans is a required component for superintendent evaluation.

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Progress was made on fewer than 60% of goals	Progress was made on 60-74% of goals	Progress was made on 75-89% of goals	Progress was made on 90% or more of goals	<b>4</b>
<b>Progress:</b>						
<b>Evidence:</b>	As indicated in our board reports throughout the year, we accomplished or made progress on 100% of our goals. Therefore the rating of a 4 was given. Also attached is the <a href="#">Supt. Entry Plan Checklist</a> that was discussed with you when getting hired.					
<b>Component score:</b>						<b>4</b>



## H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, p. 14)	50% (.50)	3.495714286 x 50%	= 1.747857143
Student Growth (Component score, p. 15)	40% (.40)	3 x 40%	= 1.2
Progress Toward District-Wide Goals (Component score, p. 15)	10% (.10)	4 x 10%	= 0.4
Total Possible	100%	Total Score:	3.347857143
		Total Score / 4 =	84%

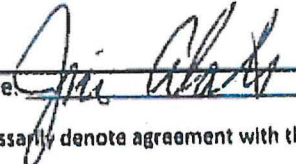
Evaluation rating as follows: 90% - 100% = Highly Effective; 75% - 89% = Effective; 60% - 74% = Minimally Effective; Less than 60% = Ineffective

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature:  Date: 6/20/23

Superintendent's Signature:  Date: 6/19/23

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