

# Superintendent Evaluation Process and Instrument

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- I. Areas of Evaluation
  - a. Goals and Objectives
    - i. 60% of evaluation
    - ii. Must align to strategic plan developed by BOE
    - iii. Long-term goals, partnered with short term objectives
  - b. Professional Practice (all areas weighted equally)
    - i. 40% of evaluation
      - 1. Integrity
        - a. Effective Communication
        - b. Rigorous Evaluation
        - c. Consistency
        - d. Organizational Trust
        - e. Accountability
      - 2. Innovation
        - a. Commitment
        - b. 21<sup>st</sup> Century Schools
        - c. Comprehensive Curriculum
      - 3. Excellence
        - a. High Expectations
        - b. Best Practices
        - c. Visionary Leadership
        - d. Quality Personnel
- II. Rating Schedule
  - a. Within each area
    - i. Distinguished = 4 points
    - ii. Proficient = 3 points
    - iii. Needs Improvement = 2 points
    - iv. Unsatisfactory = 1 point
  - b. Composite
    - c. 0 – 1.5            Unsatisfactory
    - d. 1.51 – 2.5        Needs Improvement
    - e. 2.51 – 3.5        Proficient
    - f. 3.51 – 4.0        Excellent

## Strategic Goals

**Goals:** Academic Achievement, Financial Responsibility, Organizational Effectiveness, and District Culture

- **Academic Achievement:** Our mission will be achieved through developing a comprehensive, integrated curriculum organized around instructional best practices and implemented by a highly trained staff.
- **Financial Responsibility:** Our mission will be achieved by developing sound budget and accountability processes and procedures.
- **Performance Excellence:** Our mission will be achieved by developing processes and procedures to increase quality while decreasing costs.
- **District Culture:** Our mission will be achieved by developing a district culture that encourages collaborative participation among all stakeholders while supporting individual differences and preparing students to be ready for life.

## GOAL 1: Academic Achievement

<i>Goal Here</i>			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Regression	No Improvement to 2% increase in number of students reading at grade level	3 to 5% increase in students reading at grade level	6% or greater increase in number of students reading at grade level
Rating of Superintendent			
Board of Education's Comments and Rationale			

<i>Goal Here</i>			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Regression	No Improvement to 2% increase in number of students performing at grade level in Math	3 to 5% increase in students performing at grade level in Math I	6% or greater increase in number of students performing at grade level in Math
Rating of Superintendent			
Board of Education's Comments and Rationale			

<b><i>Goal Here</i></b>			
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
Regression	No Improvement to 2% increase in number of students successfully completing Algebra in 8 <sup>th</sup> grade	3 to 5% increase in students successfully completing Algebra in 8 <sup>th</sup> grade	6% or greater increase in number of students successfully completing Algebra in 8 <sup>th</sup> grade
Rating of Superintendent			
Board of Education's Comments  and Rationale			

<b><i>Goal Here</i></b>			
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
Regression	No Improvement to 2% increase in number of students on track to graduate at the conclusion of their 9 <sup>th</sup> grade year	3 to 5% increase in students on track to graduate at the conclusion of their 9 <sup>th</sup> grade year	6% or greater increase in number of students on track to graduate at the conclusion of their 9 <sup>th</sup> grade year
Rating of Superintendent			
Board of Education's Comments  and Rationale			

## Goal 2: Financial Responsibility

<b><i>Goal Here</i></b>			
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
MCUSD earns below a 3.2 financial rating	MCUSD earns between a 3.2 and 3.59 financial rating	MCUSD earns between a 3.6 and 3.99 financial rating	MCUSD 223 earns a 4.0 financial rating
Rating of Superintendent			
Board of Education's Comments and Rationale			

## Goal 3: Performance Excellence

<b><i>Goal Here</i></b>			
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
MCUSD does not participate in the ILPEX process	MCUSD makes improvements in processes as noted through communication at Board meetings	MCUSD earns ILPEX recognition at same level as the year prior	MCUSD earns ILPEX recognition at a higher level than they year prior
Rating of Superintendent			
Board of Education's Comments and Rationale			

Goal 4: District Culture

Goal Here			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
No survey given or inconsistent survey tool is used	Stakeholder engagement and Net Promoter Score is stagnant	Stakeholder engagement and Net Promote score increases by 5 percent or less	Stakeholder engagement and Net Promoter score increases by 6 percent or more
Rating of Superintendent			
Board of Education’s Comments and Rationale			

## INTEGRITY

<b>Rigorous Evaluation</b>			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Evaluation tools, processes, and completion are not systematic nor intensely monitored and scrutinized by the Superintendent.	The majority, but not all scheduled evaluations are completed District-wide. Completed evaluations are not intensely thorough and in some instances seem to viewed as a hoop to jump through.	The Superintendent monitors and evaluates the performance of his Direct Reports through a comprehensive annual evaluation. The BOE will receive an Executive Summary of each completed evaluation and may have access to full evaluations upon request. Additionally, the Superintendent monitors and ensures all scheduled evaluations are completed each year in each Department or Building.	All members of the MCUSD organization have a documented evaluation tool and schedule. Members of the DLT see evaluation as the primary tool in their role of helping others develop and this is evidenced by thorough, comprehensive performance evaluations.
Superintendent Rating			
Board of Education's Comments and Rationale			

<b>Effective Communication</b>			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Communication is less than desired. Board requests are not met and communication is either dishonest or inaccurate.	Communication is uneven at times, although transparent and forthright. Board questions are answered in a relatively timely manner and with data to support assertions.	Communication with BOE is appropriate and efficient. The Board does not feel 'blind-sided' during the conversation at any public meeting. The feedback the Board receives regarding the communication of the Superintendent is consistent with servant-leader mindset and core values of the District.	All of Proficient, plus the leadership of the Superintendent has led to outstanding, improved, or increased communication from all direct reports to the community-at-large and other stakeholders.
Superintendent Rating			
Board of Education's Comments and Rationale			

<b>Organizational Trust</b>			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Trust has regressed. Such a regression is noted through data and or BOE first hand observations and interactions in a formal setting such as Bargaining, IBPSC, or through Grievance proceedings	Trust has stagnated. While no sense of increasing mistrust is noted – there is little effort being made to increase the transparency of actions and trust among stakeholders.	The BOE feels as though they can trust the Superintendent. Dialogue between the Superintendent and community has been proactive and distrust is not a factor in organizational culture. Relationships with the Bargaining Unit(s) is/are productive	Trust is ever-increasing and documented through survey data and/or BOE conversations with representative stakeholders. Culture improvement is not only noted District-wide, but also at the building-level.
Superintendent Rating			
Board of Education's Comments and Rationale			

<b>Consistency</b>			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
There is a strong feeling of favoritism and/or a lack of value for some individuals or departments. The mood of the Superintendent is erratic and leads to inconsistency in decision-making structures and trends.	The Superintendent unevenly invests in employees and monitors performance based on the goals of the day and changing foci. Additionally, the mood and demeanor of the Superintendent is uneven leading to a supposition of favorites and creating a sense of inapproachability.	The Superintendent follows a systematic method of investing in all members of District Leadership Team. The Superintendent also remains level-headed throughout trying work situations fostering a sense of approachability for all staff.	Levels of performance and expectation are constant within and between individual buildings and departments. Excellence is expected from every element and individual within the organization.
Superintendent Rating			
Board of Education's Comments and Rationale			



<b>Accountability</b>			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
The Superintendent is not closely monitoring the work of the District Leadership Team and they in turn inconsistently monitor the behavior of their staff in comparison to established norms and goals.	Within the District some staff are allowed to occasionally violate norms and expectations without any formal or informal accountability measures. The Superintendent monitors District Leadership Team actions, but it manifests unevenly.	District Leaders consistently hold their staff members accountable based on the desired goals and norms of the organization. The motto, 'With awareness comes responsibility' is adopted and adhered to by all within the organization.	The Superintendent establishes a culture where all members of the DLT are accountable not only to him, but also to each other. A team mindset persists and everyone is accountable to the ideals of the mission and core values.
Superintendent Rating			
Board of Education's Comments and Rationale			

## INNOVATION

Comprehensive Curriculum			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
It is unclear if there is a direct alignment of the K-12 curricula or of particular curriculum and the CCSS.	Staff use Professional Development time to align the taught curriculum to CCSS. Work remains incomplete or unfinished after multiple years of work.	Alignment of curricula to CCSS is taking place fervently at each level. Data is being used from standardized assessments to fuel true PLC conversations and meeting minutes can support.	Work is being completed at the building-level to align K-12 curricula. Documented growth is noted through the receipt of deliverables such as scope and sequence documents that are posted publicly for all community members to see.
Superintendent Rating			
Board of Education's Comments and Rationale			

<b>21<sup>st</sup> Century Schools</b>			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Schools are sitting stagnant with financial or time constraints being used as an excuse for inertia.	Progress is discussed, but not made. Little improvement upon current state can be seen in terms of increasing everyday exposure to technology or in terms of partnerships with colleges or local businesses.	Need to advance technologically is addressed when convenient, but progress is being made. A focus is made on one of the two areas of college and career readiness with a broad, overarching theme of 'College for all' or '21 <sup>st</sup> Century living for all'	Superintendent acts on bringing the District current with peer-districts technologically as soon as fiscally responsible. Community partnerships are made with both colleges and area businesses to continue to increasingly meet the needs of students as they enter a 21 <sup>st</sup> C workforce. Each building principal also takes a vested interest in this process.
Superintendent Rating			
Board of Education's Comments and Rationale			

<b>Commitment</b>			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
No evidence of a systematic approach to not accept the status quo is apparent.	Pockets of innovation exist in the district, however, no systematic approach is deployed to all departments and buildings throughout the district.	Superintendent has created a systematic process or thematic approach to continually challenge the status quo and cause continuous learning in the district.	An approach to committing to continuous improvement and innovation is fully deployed at all levels of the organization. Additionally, evidence of continual learning is present as adaptations are considered (at least) annually.
Superintendent Rating			
Board of Education's Comments and Rationale			

## EXCELLENCE

High Expectations			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
No evidence of a systematic approach to establish and hold direct reports to high standards. Evidence of rigorous evaluation is inconsistent and personal development of Direct Reports is not a priority.	Superintendent uses evaluation tool and process as only means to establish high expectations and monitor progress toward their achievement.	Superintendent expresses and holds his direct reports to an extremely high standard. A change in the level of effort and accomplishment of almost all leaders, buildings, and departments is visible from the BOE perspective.	High expectations of District Leadership team are apparent and it is clear that they are holding their faculty and staff to same high standards through evaluation process and a fervent adherence to District norms. The BOE will be privy to evidence from this through DLT meetings and one-on-one meeting agendas/minutes.
Superintendent Rating			
Board of Education's Comments and Rationale			

Visionary Leadership			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
The Superintendent is playing it safe and seems unwilling to take risks. In a phrase, the Superintendent seems more content keeping his job rather than doing his job.	Status quo is accepted and while the District functions appropriately and student achievement is consistent – true, visionary progress in terms of systems and leadership is not evident.	District-level initiatives show a commitment to innovation and a drive toward being the best possible District considering local resources. The Superintendent is not able to make this a cultural feeling within each building and department.	Status quo is not accepted. Annual progress toward more complex and innovative goals is evident. Four year plan as established through Superintendent evaluation process permeates culture of District and impacts the efforts of all members of Leadership team so that progressive and visionary leadership can be seen in most buildings and departments.
Superintendent Rating			
Board of Education's Comments and Rationale			

Best Practice
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Unsatisfactory	Needs Improvement	Proficient	Distinguished
There is no clear, systematic manner in which the Superintendent stays current and/or how he shares such information with other members of DLT.	The Superintendent stays current with best practice and consistently informs all stakeholders of new and emerging trends in education. There is little work, however, to see that such trends are being used or implemented at the local level.	The Superintendent stays current with best practice and consistently informs all stakeholders of new and emerging trends in education. Additionally, the Superintendent sets the expectations that MCUSD practice move to align with best practice and monitors that transition.	The Superintendent establishes a culture where each individual building or department head takes it upon themselves to stay current with best practice and to professionally develop their staff accordingly. Such development takes place in a systematic and sustainable manner.
Superintendent Rating			
Board of Education's Comments and Rationale			

Quality Personnel			
Unsatisfactory	Needs Improvement	Proficient	Distinguished
No evidence of a systematic approach to developing growth in individual employees is present throughout the organization.	Superintendent attempts to develop personnel in a uniform and impersonal manner.	Superintendent focuses on the growth of all employees and establishes systems that promotes excellence for employees. With the Superintendent's direct reports the Board is made aware of individual growth plans and the work being done to continually improve individual performance.	Developing personnel is a focus at all levels of the organization. Directors and principals have created an implemented a systematic process to individually develop all members of their teams.
Superintendent Rating			
Board of Education's Comments and Rationale			