# Monitoring Superintendent Performance                         B/SR-5

Superintendent job performance will be monitored systematically against only

Superintendent job expectations: organizational accomplishment of Board's Ends policies, and organizational operation within the boundaries established in the Board's Executive Limitations policies. The Board will view Superintendent performance as being identical to organizational performance.

Accordingly:

1. Monitoring determines the degree to which board policies are being met. Information that does not contribute directly to this purpose is not considered monitoring data.

2. The Board will acquire monitoring data on Ends and Executive Limitations policies by one or more of three methods:

    a. By internal report, in which the Superintendent discloses and certifies compliance information to the Board.

    b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies.

    c. By direct Board inspection, in which the Board assesses compliance with the appropriate policy criteria.

3. In every case, the standard for compliance shall be whether the Superintendent has reasonably interpreted the Board policy being monitored. The Board will make the final determination as to whether a Superintendent interpretation is reasonable.


4. ~~All policies which instruct the Superintendent will be monitored on schedule and by a method chosen by the Board. The Board may monitor any policy at any time by any method, but as a rule, the superintendent will provide a written and verbal report for each EL annually as scheduled in the Board Agenda Planning Calendar (GP8).~~

By end of January the board will conduct a formal interim evaluation of the Superintendent. The interim evaluation will be based upon data collected during the year from the monitoring of Board policies on Ends and Executive Limitations. A written evaluation document will be prepared by the Board. The Superintendent and the Board will review the document in executive session.

By June the Board will conduct a formal summative evaluation of the CEO. The summative evaluation will be based upon data collected during the year from the monitoring of Board policies on Ends and Executive Limitations. A written evaluation document will be prepared by the Board. The Superintendent and the Board will review the document in executive session.

The evaluation document will consist of:

a.   A summary of the data derived during the year from monitoring the Board's policies on Ends and Executive Limitations.

b.   Conclusions based upon the Board's prior action during the year relative to whether each End has been achieved or whether reasonable progress has been made toward its achievement.

c.   Conclusions based upon the Board's prior action during the year relative to whether the Superintendent has operated properly within the boundaries established by the Executive Limitations policies.

d.   An improvement plan addressing any insufficient progress toward meeting the Ends.

e.   An improvement plan addressing any deficiencies in operation within the boundaries of the Executive Limitations.

f.   A summary of the Superintendent's strengths and weaknesses relative to achievement of the Ends policies and operation within the boundaries established in the Executive Limitations policies

Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract or Board policy. All employment decisions related to the Superintendent remain the sole discretion of the Board.

Adopted: September 12, 2000
Revised: July 8, 2003
Revised: December 10, 2018
Revised: January 11, 2021
Revised: December 13 2021
Monitoring Method: Board self-assessment
Monitoring Frequency:      Annually in December

Buena Vista School District

## OVERVIEW OF EVALUATION DESIGN

The Superintendent Evaluation is meant to provide the feedback in response to the question: *to what degree is the Superintendent leading the district, through qualities, priority actions, and investment in resources toward each of the Board ENDS?*

- There are five leadership qualities desired are:
  - **A. Strategic Leader:** The superintendent promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a district vision that is shared and supported by all.
  - **B. Communication and Community Relations:** The Superintendent takes reasonable steps to avoid causing or allowing conditions, procedures, actions or decisions that are or have the potential of being unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.
  - **C. Policy and Governance:** The superintendent works with the Board to identify, prioritize and follow policies and governance procedures that maximize the ENDS goals.
  - **D. Effective Management:** The superintendent effectively organizes and manages operational aspects of the district including finances, human resources, food service, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.
  - **E. Instructional Leader:** The superintendent ensures high quality curriculum and instruction is the foundation of the everyday learning experience of students.
- A Body of Evidence is used to provide feedback and determine the degree of implementation and impact of the Superintendent's leadership. The Body of Evidence is listed on each of the five quality standards.
- The Superintendent also receives a rating on compliance with Board Executive Limitations (EL).
- The four Board ENDS are listed below to guide the evaluation.

**Global END:** Buena Vista School District exists to ensure every student reaches the peak of success by being curious, connected, constructive, critically competent, creative, collaborative, and character-centered at a cost demonstrating good stewardship of District resources.



**ENDS 1:** Students are capable of building relationships with others, solving conflicts positively, and contributing to their community



**ENDS 2:** Students have the academic knowledge, skills, and critical thinking to pursue their individual post-secondary goals

**ENDS 3:** Students demonstrate the resiliency and character needed to face the personal and practical challenges of life

**ENDS 4:** Students are proud of and inspired by their school experience

## A. Strategic Leader: The superintendent promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a district vision that is shared and supported by all.

**Priority Actions are intentionally aligned with END goals, are effectively implemented, and consistently monitors, evaluates and revises plans to make progress in ENDS**

- Collaboratively develops and implements a shared vision and mission
- Collects and uses data to align priority actions to ENDS
- Creates and implements plans to achieve ENDS
- Promotes continuous and sustainable improvement
- Monitors and evaluates progress and revises plans

**Evidence Sources:**

- **Priority Actions:** Written Document, Showcases, Connected, Reports
- **SCAP System Support Reviews:** Executive Summary
- **SCAP System Support Reviews:** Leadership and Vision
- **ELs –** ALL
- **ENDS**

| | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|
| | Little or no evidence exists of a district vision and ENDS implemented in the work of school district. | References the district vision/ENDS | Articulates the vision/ENDS of the school district in writing and speech | Articulates a clear and coherent vision/ENDS and actions to make impact through writing, speech, and actions |
| | Actions, staffing and resource allocation have little connection to ENDS. | Is beginning to develop a plan for aligning resources, actions, and staffing to vision. | Works to create alignment with actions, staffing and resource allocation. | Actions, staffing and resource allocation are clearly aligned to invest in the accomplishment of ENDS |
| | It is difficult to know what the school district stands for. | | Periodically monitors and adjusts actions to better support ENDS based on data and stakeholder input | Consistently monitors and adjusts actions to better support ENDS based on data and stakeholder input |
| | | | | Vision and actions are alive, evident in district culture, focused on student learning and expectation of excellence is evident. |

| | | | Makes actions and ENDS progress easily accessible and dynamic for staff and stakeholders |
|---|---|---|---|

**B. Communication and Community Relations:** The Superintendent takes reasonable steps to avoid causing or allowing conditions, procedures, actions or decisions that are or have the potential of being unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.

The superintendent promotes positive and effective interactions with individuals and groups, understands, responds, and influences the political, social and economics of public education both in the local and broader community.

- Develops formal and informal techniques to understand the internal and external perceptions of the district;
- Demonstrates effective communication skills (written, verbal, non-verbal in formal and informal settings, in large and small groups and in one to one situations;
- Promotes stakeholder involvement;
- Establishes school, family and community partnerships;
- Understands the role of media in shaping opinions and how to work with media;
- Utilizes marketing strategies to promote and support success of district

**Evidence Sources:**

**EL 3 – Climate: Treatment of Students, Parents Community**

**EL 6 – Communication and Counsel to the Board**

**SCAP System Support Review –** Surveys – Learning Climate and Communication

**Board Observations**

| | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|
| | Doesn't actively promote the district. | Some effort made to market the school district. | Implements strategies to market the school district. Projects a positive image of the district as expected. | Projects and promotes a positive image of the district. Successfully markets the school district. |
| | Ineffective communication with staff, families, students. | Provides appropriate information only when asked. Stakeholders frequently feel out-of-the-loop | Keeps staff, students, families on a regular basis | Communicates key information to all stakeholders in an appropriate and timely manner. Actively seeks |

| | | | |
|---|---|---|---|
| | | | two-way communication with the community. |
| | Not aware of the undercurrents with staff or the school environments | Some issues arise as a result of ineffective connection and communication with stakeholders. | Communication, both speaking and listening with individuals and groups is clear and effective | Alert to potential issues; predicts and shares possibilities with school board in advance. |
| | Communicates with the media only when requested. | Isn't proactive, but is cooperative with the media. | Promotes the district in the media. | Initiates and actively engages the media. |
| | Is neither visible nor approachable by members of the community. Isn't readily available | Is visible, but not consistently engaging with stakeholders. | Is visible and approachable by members of the community. Attends a variety of events. | Is visible, approachable by members of the community and actively involved and connecting with stakeholders. |
| COMMENTS: | | | | |

## C. Policy and Governance: The superintendent works with the Board to identify, prioritize and follow policies and governance procedures that maximize the ENDS goals.

The superintendent follows and enforces policies with fidelity, promoting transparency and trust. The superintendent values the importance of a healthy working relationship with the Board.

- Understands and articulates the system of public school governance;
- Provides timely and sufficient information to the Board for decision-making;
- Ensures policy are regularly reviewed and monitored;
- Utilizes practices that support the development of superintendent/board working relationships;
- Understands and interprets legislation, policies and politics that impact school districts;
- Uses legal counsel as appropriate

**Evidence Sources:**

**EL-1** – Global Executive Constraint

| **EL 6** – Communication and Counsel with Board | | | |
|---|---|---|---|
| Ineffective | Developing | Effective | High Effective |
| Not engaged in work related to policies, does not have a strong understanding of administrative policy, nor enforces district policy | Engages minimally in policy work or unevenly applies policy | Fully engaged in policy work and applies consistently | Develops an exemplary system of policy consideration, application, and revision |
| Provides no evidence or is out of compliance with EL policies consistently. | Limited evidence to support EL compliance is provided. | EL Reports demonstrate evidence of compliance. | EL Reports are comprehensive, relevant and demonstrate diligent evidence of compliance. |
| Behavior indicates a lack of attention to maintaining a healthy working relationship with the Board. | Occasionally demonstrates behavior indicating valuing a healthy working relationship with the Board. | Demonstrates value of a healthy working relationship with the Board. | Proactively maintains a healthy working relationship with the Board. |
| Does not engage the Board in advancing the ENDS. | Unevenly engages the Board in the work of the advancing the ENDS. | Effectively engages the Board in the work of advancing ENDS goals. | Proactively and effectively engages the Board in the work of advancing the ENDS goals. |
| Comments: . | | | |

D. Effective Management: The superintendent effectively organizes and manages operational aspects of the district including finances, human resources, food service, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

The superintendent:

- Monitors and evaluates the management of operational systems;
- Obtains, recruits, aligns, and efficiently allocates resources, include finances, people, assets, and time;
- Promotes and protects the welfare and safety of students and staff;
- Ensures teacher and organizational time is focused to support quality instruction and student learning;
- Develops the capacity for situational, responsive leadership

**Evidence Sources:**

**EL 4 -** Staff Treatment

**EL 5-** Budgeting and Financial Planning

**EL 9 –** Climate – Student Learning Environment

**EL 10 –** Facilities

**SCAP System Support –** Learning Climate

**Department Reports**

| | Ineffective | Developing | Effective | High Effective |
|---|---|---|---|---|
| | Management of the operations and employees of the district is poor or non-existent | Daily operating and personnel procedures are either: non-effective, only occasionally followed, or are frequently changed. | Establishes a clear set of operating and personnel procedures for effective operation of the district. | Establishes a clear set of operating/person nel procedures and routines that exemplify the district vision and values and maximize the opportunity for |

| | | | each student's learning |
|---|---|---|---|
| Budget guidelines are not adhered to and/or the budget is not related to END goals. | The budget actions meet the immediate fiscal issues rather than supporting the district's priorities/ENDS or Board parameters. 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 END goals and remain fiscally responsible to the community. The annual budget is aligned with Board parameters with only approved variances | Budget actions are proactive and consider both current and long-range information and data. The budget is developed and managed in a way that maximizes the END goals |
| 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. |
| The safety of staff and students is not established as a key priority | The safety of staff and students is not consistently apparent as a priority. | Staff and student safety is apparent as district priority. | There is strong collaboration with community resources to reduce risk to students and staff safety. |
| Expectations for students is inconsistent or not well known. The learning environment is | Expectations are written, but implementation is not consistent. The | Expectations and implementation of student behavior and performance are clear and consistent. The learning | Students are able to articulate expectations and strive for |

| disorderly, disorganized and a feeling it is "out of control." | learning environment has some unnecessary distractions for students. | environment is stable and predictable to promote student success. | excellence in conduct and performance. Students are engaged and challenged at high levels because of the established environment. |
|---|---|---|---|
| Comments: | | | |

## E. Instructional Leadership: The superintendent ensures high quality curriculum and instruction is the foundation of the everyday learning experience of students.

**Superintendent:**

- implements a standards-based program of instruction that meets or exceeds state standards;
- instruction meets the individual needs of students;
- implements a range of extra-curricular programs that support the individual interests of students and enriches their learning and development

**Evidence Sources:**

**EL 4 -** Staff Treatment/Professional Learning

**EL – 7** Curriculum and Instruction

**SCAP - System Support –** Curriculum and Instruction

**SCAP - System Support –** Professional Learning

| | Ineffective | Developing | Effective | High Effective |
|---|---|---|---|---|
| | Is unaware of current instructional programs. | 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. | Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices. |
| | Curriculum isn't a priority in the district. | Allows teachers to define their own curriculum. There is little or no coordination. | A curriculum is in place that seeks to meet the state standards. | There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of students. |

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| Meeting individual needs is not a priority. | Meeting individual needs is not consistently evidenced. | Attention to meeting individual needs is evident in priorities and implementations. Some schools have more progress than others. | Attention to meeting individual needs is evident in programming offerings, resource allocation, and student success. |
| Extra curricular programming does not support learning. | Extra curricular programming is available but may not be promoted and does not advance learning. | Extra curricular programming is promoted and many students involved. | Extra curricular programming enhances student learning and many students benefit from the experiences. |
| Does not participate in professional learning opportunities. | Passively participates in some professional learning opportunities. | Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate. | Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations. |
| Focus is on the management of the district and maintaining day-to-day operations. Student ENDS isn't the priority. | Student ENDS is a concern, but does not always guide decisions made within the district. | Student ENDS is important and guides decisions made within the district. | Places student ENDS as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget. |

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| Professional Learning isn't 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 increasing student achievement. | Professional Learning programs are targeted toward district priorities and are sustained to increase student achievement. |

Comments:

# Buena Vista School District

## Determining the Overall Superintendent Evaluation Rating

| Superintendent's name: | | School year: |
|---|---|---|

| The District Superintendent Qualities and Priority Actions are aligned with and making progress toward ENDS | | | | |
|---|---|---|---|---|
| A – Strategic Leader | Ineffective | Developing | Effective | Highly Effective |
| B – Communication and Community Relations | Ineffective | Developing | Effective | Highly Effective |
| C - Policy and Governance | Ineffective | Developing | Effective | Highly Effective |
| D – Effective Management | Ineffective | Developing | Effective | Highly Effective |
| E – Instructional Leadership | Ineffective | Developing | Effective | Highly Effective |
| Comments | | | | |
| **Executive Limitations - Compliance and Interpretations** | | | | |
| EL 1-10 | Ineffective | Developing | Effective | Highly Effective |
| Comments | | | | |

| OVERALL RATING: | Ineffective | Developing | Effective | Highly Effective |
|---|---|---|---|---|
| | | | | |

Comments by Board of Education:

Comments by the Superintendent:

Signature Superintendent _____ Date: _____

Signature Board President _____ Date:_____

Signature indicates the evaluation has been received.  It does not indicate agreement with the ratings.