

Superintendent Evaluation And Successful Student Outcomes

"No matter the specific position, evaluation needs are basic: the need for thoughtful, thorough and fair evaluation based on performance and designed to encourage improvement in both the person being evaluated and the school district."

American Association of School Administrators
AASA Whitepaper: Evaluating the Superintendent, 2010

Why Evaluate?

- In addition to being a best practice, the annual evaluation of the superintendent by the governing board is required by Arizona law (A.R.S. §15-503) as articulated in ASBA model policies CBI.
- By regularly evaluating on the commonly recognized responsibilities and characteristics of the job, governing boards can lead district continual improvement, identifying through the superintendent evaluation process areas in which things are going well and areas in which improvement is needed.

Why Evaluate?

- Performance evaluation is a nondelegable duty of governing boards.
- The evaluation should serve the needs of the governing board as an accountability tool and the needs of the superintendent for thoughtful feedback that allows for professional growth and promotes student success.
- The evaluation process should be manageable for both the superintendent and governing board.
- The evaluation tool should be used for improvement—a flashlight, not a hammer.

Make the Most of It...

A strong evaluation process will:

- Enhance performance.
- Focus on the goals and priorities of the district.
- Allow for transparent measures of performance.
- Create reasonable targets for improvement.
- Identify areas of improvement in the board–superintendent relationship.
- Provide clarity to the superintendent evaluation process.

Process

The evaluation process should be consistent and well-defined.

Content

No matter the evaluation tool, it should contain the duties and obligations of the superintendent and include annual goals.

CBI ©

EVALUATION OF SUPERINTENDENT

The Governing Board shall evaluate the Superintendent at least once each year.

The evaluation(s) shall relate to the Superintendent's duties, responsibilities, and progress toward established goals.

The Superintendent shall provide each member of the Board a copy of the evaluation instrument not later than November 10. The Board President shall schedule a meeting not later than December 18, when the Board will devote an executive session to the evaluation of the Superintendent's performance, to discuss working relationships between the Superintendent and the Board, and to review the Superintendent's contract (with the Superintendent present). If the Superintendent's contract is in its first year, this initial evaluation will not be a comprehensive evaluation but will be used to allow the Board to communicate its perspective on the Superintendent's performance to date and to allow the Board and the Superintendent to communicate on performance matters. Additional first-year evaluations may be completed by the Board at the Board's discretion or upon invitation by the Superintendent; however, the first fully comprehensive evaluation will be that which occurs in November of the Superintendent's second year.

Any meetings of the Board to compile evaluations, or meetings to discuss the evaluations with the Superintendent, shall be held in executive session unless the Superintendent requests that any such meeting be held in open session. Board members shall have the opportunity to discuss with the Superintendent any item(s) on which the Board member fails to achieve consensus.

A copy of any written evaluation shall be given to the Superintendent. If in disagreement with such evaluation, the Superintendent may respond in writing to the Governing Board.

Upon the conclusion of the evaluation, the Governing Board may determine whether any changes in the compensation and benefits or contract term of the Superintendent are warranted, subject to the following:

If the Superintendent's contract with the School District is for multiple years, the School District shall not offer to extend or renegotiate the contract until no earlier than fifteen (15) months before the expiration of the contract.

If the Superintendent's contract with the School District is for a single year, on or before May 15 of each year the Board shall offer a contract for the next school year to the Superintendent unless on or before April 15 the Board gives notice to the Superintendent of the Board's intention not to offer a new administrative contract; this contract may or may not be for the position of Superintendent.

The evaluation and any comments by the Superintendent shall become a part of the Superintendent's personnel file.

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If the Superintendent's contract is in its first year, this mid year evaluation will not be a comprehensive evaluation, but will be used to allow the Board to communicate its perspective on the Superintendent's performance to date and to allow the Board and the Superintendent to communicate on performance matters. Additional first year evaluations may be completed by the Board at the Board's discretion or upon invitation by the Superintendent; however, the first fully comprehensive evaluation will occur prior to the end of the Superintendent's first contract year.

The Board President shall schedule a meeting not later than May 31, when the Board will devote an executive session to the annual evaluation of the Superintendent's performance (the annual evaluation), to discuss working relationships between the Superintendent and the Board, review annual goals, and review the Superintendent's contract (with the Superintendent present), as appropriate.

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The evaluation and any comments by the Superintendent shall become a part of the Superintendent's personnel file.

CBI-R

REGULATION

EVALUATION OF SUPERINTENDENT

(Guidelines)

Steps in the Formal Evaluation Process

Beginning in September, the Superintendent will provide the Governing Board with reports on the previous school year's assessment results, state performance rating, and achievement of Strategic (District) Goals. These reports will be done in open session. The Superintendent will also provide reports on completion of Performance (personal) Goal(s), which may be held in an executive session. Following the reports, Board members will be provided with an evaluation packet containing the Superintendent evaluation policy (CBI), procedures (CBI-R) and evaluation forms (CBI-E). The Governing Board will then meet in executive session to complete the Superintendent's annual summative performance evaluation. This process regarding reporting will be concluded by November 30 of each school year but such deadline may be extended by the Governing Board.

Part I - Administrative Standards - Part I of the evaluation instrument measures the Superintendent's performance based on six (6) administrative performance standards in five (5) main categories. A composite rating and summary paragraph are completed for each standard listed on the instrument.

Each individual Board member will complete Part I of the evaluation instrument individually. Unsatisfactory ratings require specific information and/or supporting evidence that justifies the rating, as well as direction for improvement.

The average of the Governing Board members' individual scores will be calculated to determine the composite score assigned for each standard. The Board will attempt to reach consensus on a summary paragraph for each standard.

Sample Evaluation Cycle



ASBA–ASA Evaluation Tool Setup

Domains

There are six overarching domains in the evaluation tool. They represent the "buckets" of the superintendent's job responsibilities.



Standards

Each domain has a number of standards that describe the components of that overarching job responsibility.



Performance Indicators

Under each standard, the indicators represent measurable actions and behaviors that are components of the standard and domain.

Components of the Tool



Domain Statements

Each domain has a statement that provides an overall description of the domain.

Standard Statements

Each standard has a statement that provides an overall description of the standard.

Indicator Ranking Scale

Highly Effective	Effective	Developing	Ineffective
Continually exceeds the criteria	Consistently meets the criteria	Inconsistently/partially meets criteria	Does not meet the criteria
Evidence and data demonstrate the superintendent consistently performing above expectations in ways that have had a significant positive impact on the district. This type of performance means the superintendent meets and exceeds the effective scale ranking. Performance in this area is routinely outstanding and acts as a model for others.	Evidence and data demonstrate the superintendent meets the expectations of the position and is positively impacting the district.	Evidence and data demonstrate the superintendent inconsistently/partially meets the expectations of the position. The superintendent is making strides towards meeting the criteria of the position but needs improvement to impact the success of the district.	Evidence and data demonstrate the superintendent does not meet the criteria of performance. The superintendent does not demonstrate the behaviors, actions and characteristics of an effective superintendent.

Domains

- Leadership and District Culture
- Instructional Leadership
- Organizational Management
- Equity, Diversity and Inclusion
- Communications and Community Relations
- Board Governance and Policy

Leadership and District Culture

- Ethics and Professional Norms
- Mission, Vision, Values
- District Culture
- Innovation

Instructional Leadership

- Curriculum Planning and Development
- Instruction and Assessment
- Staff Professional Development

Organizational Management

- Fiscal
- Operations
- Human Resources

Equity, Diversity and Inclusion

- Community of Care and Support of Students
- Systemic Inclusive Practices

Communications and Community Relations

- Internal and External Communication
- Family Engagement and Support
- Community Engagement

Board Governance and Policy

- Board Relations
- Policy Development and Implementation
- Strategic Goals

Indicators

Indicators define measurable actions and behaviors that enable the board to determine the level at which the standard is being met through the use of performance rankings.

Indicators

Each indicator also can be linked in the tool to a superintendent goal for the year or a criteria identified by the board for superintendent performance pay.

Goals

- Includes an area for superintendent goals that can be linked to a specific domain, standard and indicator.
- District strategic plan and/or goals should be considered when developing superintendent goals.

S Specific: Clearly Described
M Measurable: Metrics
A Attainable: Lofty & realistic
R Relevant: Consistent with goals
T Time-Bound: Set a date

**A GOAL
WITHOUT
A PLAN
IS JUST A
WISH.**

Performance Pay

Arizona law (A.R.S. §15-341.39) enables boards to tie up to 20 percent of a superintendent's total annual compensation to their performance.

Conditions for performance pay can easily be connected to the evaluation tool in much the same way as with superintendent goals: by identifying specific indicators – or criteria – within the domain areas upon which performance pay will be based.



Superintendent Evaluation

This document serves as the final, year-end evaluation for the superintendent.

Domain 1: Leadership and District Culture

Rating for Domain 1	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective
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Domain Weight _____%

Domain 2: Instructional Leadership

Rating for Domain 1	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective
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Domain Weight _____%

Domain 3: Organizational Management

Rating for Domain 1	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective
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Domain Weight _____%

Domain 4: Equity, Diversity and Inclusion

Rating for Domain 1	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective
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Domain Weight _____%

Domain 5: Communications and Community Relations

Rating for Domain 1	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective
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Domain Weight _____%

Domain 6: Board Governance and Policy

Rating for Domain 1	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective
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Domain Weight _____%

Date _____ Superintendent Signature _____ Board President Signature _____

Common Mistakes

According to a study by HR Daily Advisor, the most common mistakes made in the performance evaluation cycle are:

- Not following up with the employees to check on their progress.
- Not wanting to hurt feelings or overrate so evaluations place the employee in the middle of the scale.
- Focusing on the most recent performance rather than the entire review period.

Common Mistakes

Data Dump : Providing the board with multiple documents, spreadsheets or information not directly related to goals can prevent boards from focusing on what matters.

Halo/Horn Effect : This occurs when our judgement is influenced by a single negative experience or personality trait (horn) or when excellent performance in one area is inaccurately extended to all other areas of performance (halo).

Recency Effect : Similar to the halo/horn effect, this occurs when the evaluation is influenced almost entirely by recent events (good or bad) rather than the full performance of an employee.

Common Mistakes

Spillover Effect : The opposite of the recency effect, this occurs when the employee's current performance is influenced by previous evaluation cycles.

Central Tendency : When the evaluator does not want to come off as too complimentary or too harsh or doesn't feel they have enough information, it is easy to find comfort in the "middle."

Leniency Effect : To avoid uncomfortable conversations about performance, preserve relationships or maintain a united front, board members may feel inclined to be more lenient with the superintendent.

Handbook Appendix

- A. Evaluation Readiness Checklist
- B. Examples of Evidence for Evaluation
- C. Reflective Questions for the Evaluation Process



Questions?

Thank You!

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