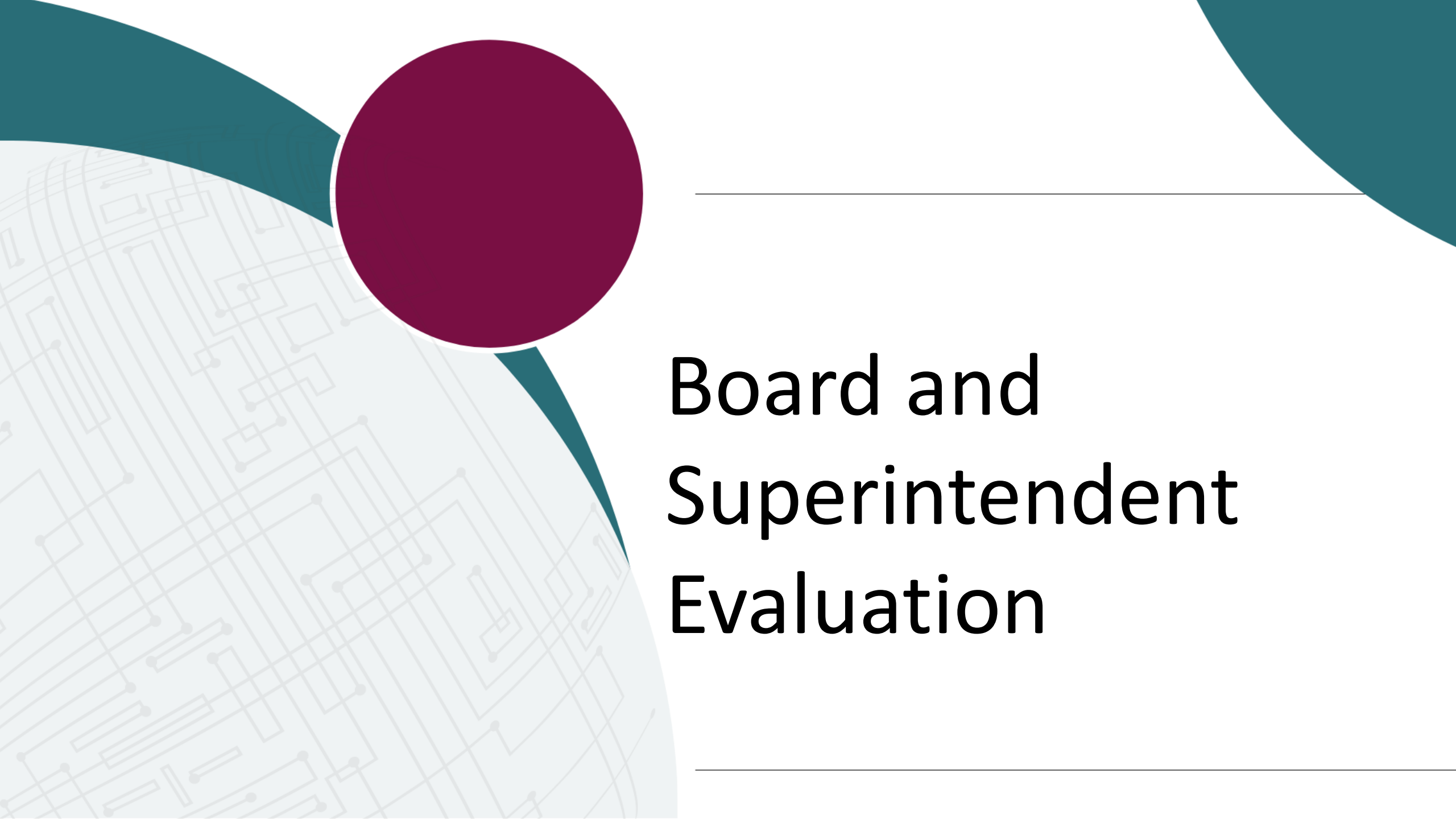
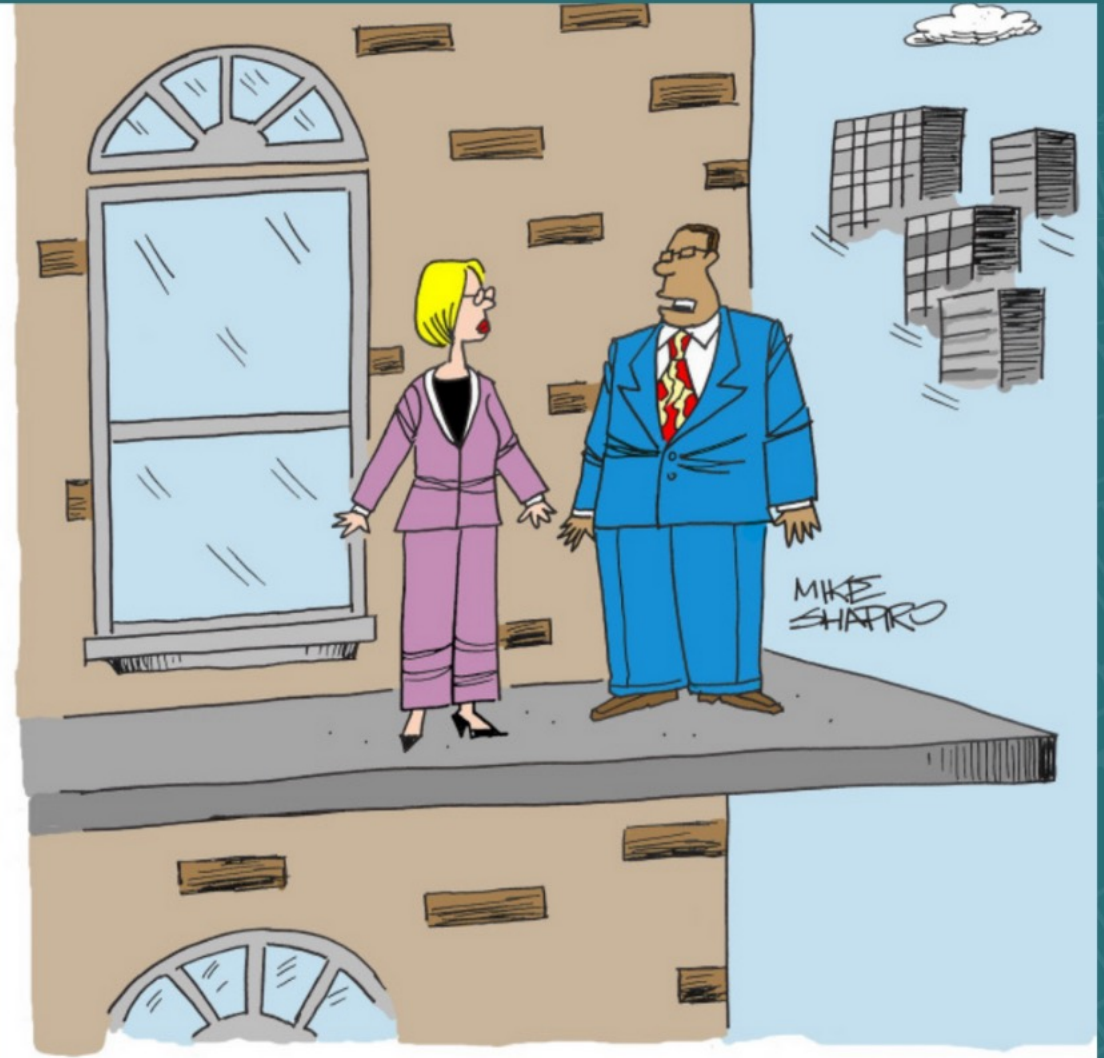


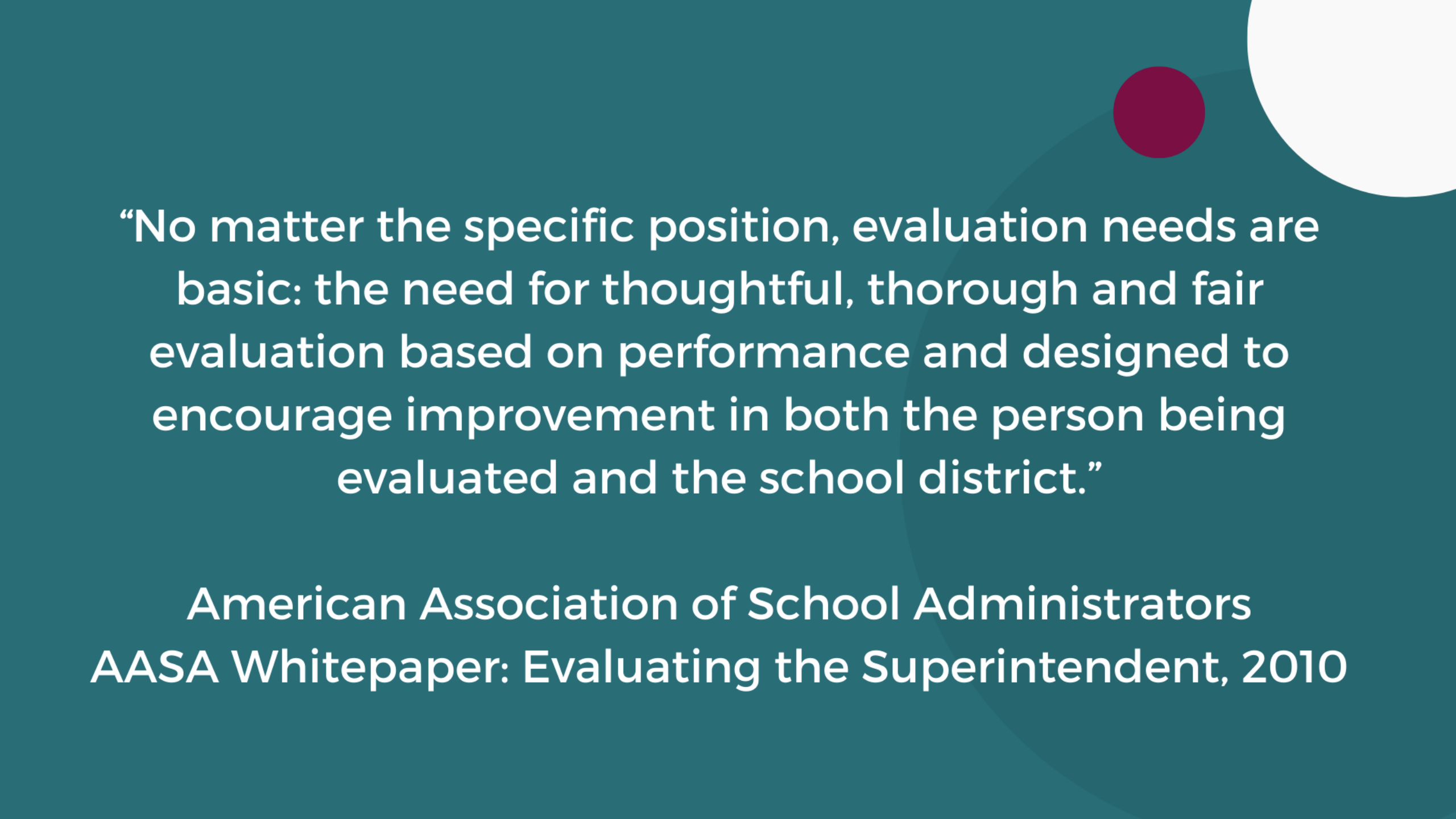


Board and Superintendent Evaluation

How do you feel when it's evaluation time?



"You're out here because you're supposed to receive a performance review? I'm out here because I'm supposed to give one!"



“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



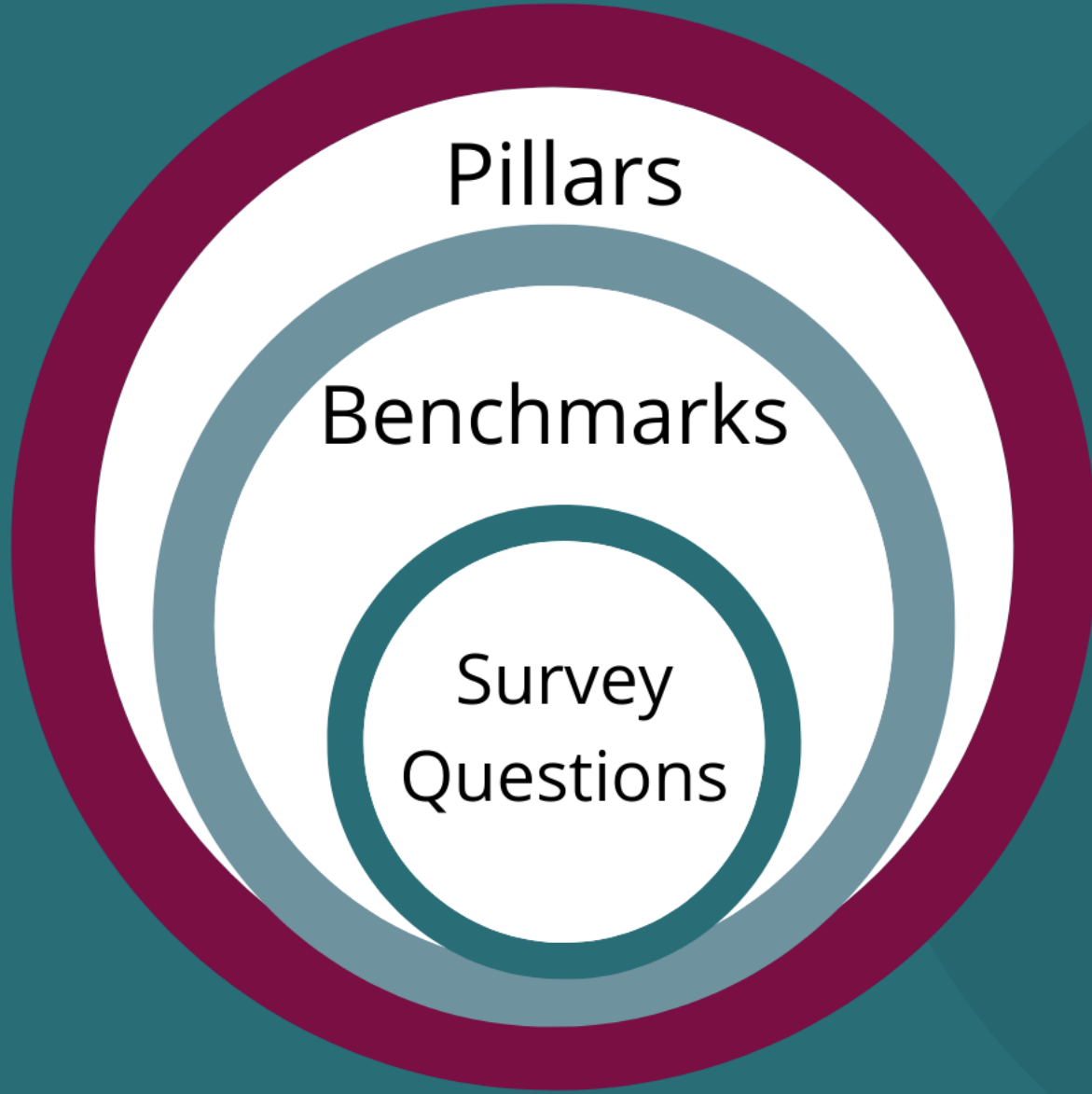
BOARD SELF- EVALUATION

Board self-evaluation is an important responsibility for the board for three reasons:

- School boards evaluate themselves to demonstrate that district leadership is committed to continuous learning at every level. To do this, districts must invest in the professional development of every adult in the system, including the district's governing board.
- School boards evaluate themselves to create a culture of using feedback to get better. If districts need to be data-driven, so do boards. <http://bse.csba.org/> By conducting the self-evaluation, boards help create a culture that makes it safe to reflect on performance in order to improve it.
- School boards evaluate themselves to demonstrate accountability to the community that elected them. As an elected entity, the board has an obligation to report back to the community on how well the board is performing in its service to the students and the district that serves them.

Source: California School Boards Association: <http://bse.csba.org/>

ASBA Board Self-Evaluation Tool



Board Self-Evaluation

Five Pillars (Standards) of Board Governance:

1. **Conduct and Ethics:** Provide responsible board governance
2. **Vision:** Set and communicate high expectations for student learning with clear goals and plans for meeting those
3. **Structure:** Create conditions district-wide for student and staff success
4. **Accountability:** Hold school district accountable for meeting student learning expectations
5. **Advocacy:** Engage local community and represent the values and expectations they hold for their schools

Benchmarks

1. **Conduct and Ethics:** 6
2. **Vision:** 4
3. **Structure:** 5
4. **Accountability:** 3
5. **Advocacy:** 4

Standard 1 Conduct and Ethics

Provide responsible school district governance by:

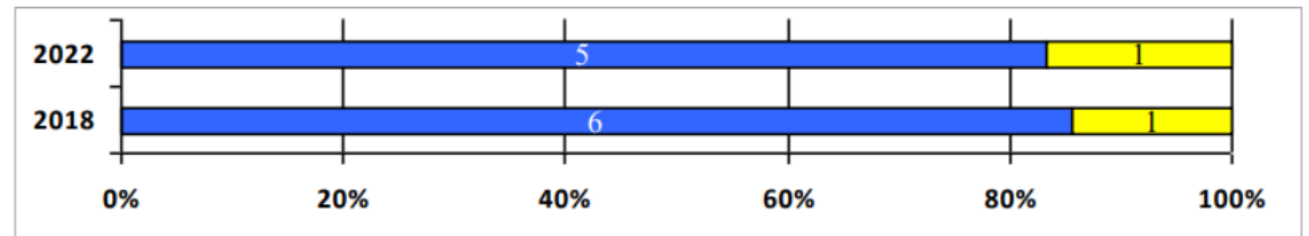
Benchmark of Success A

Conducting board and district business in a fair, respectful and responsible manner.

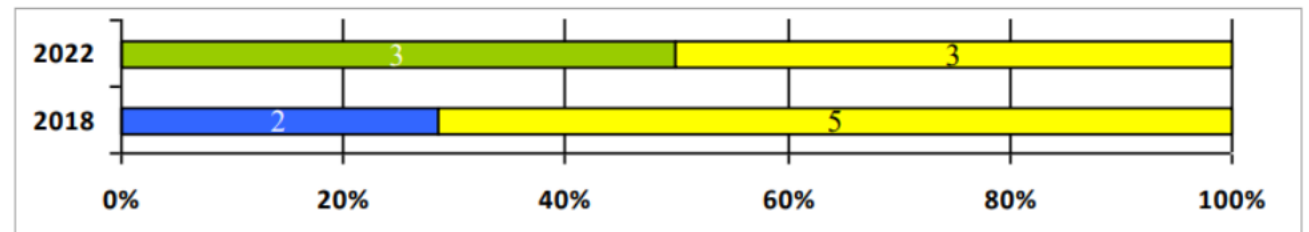
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q 4 Base its decisions on what is best for students' success?



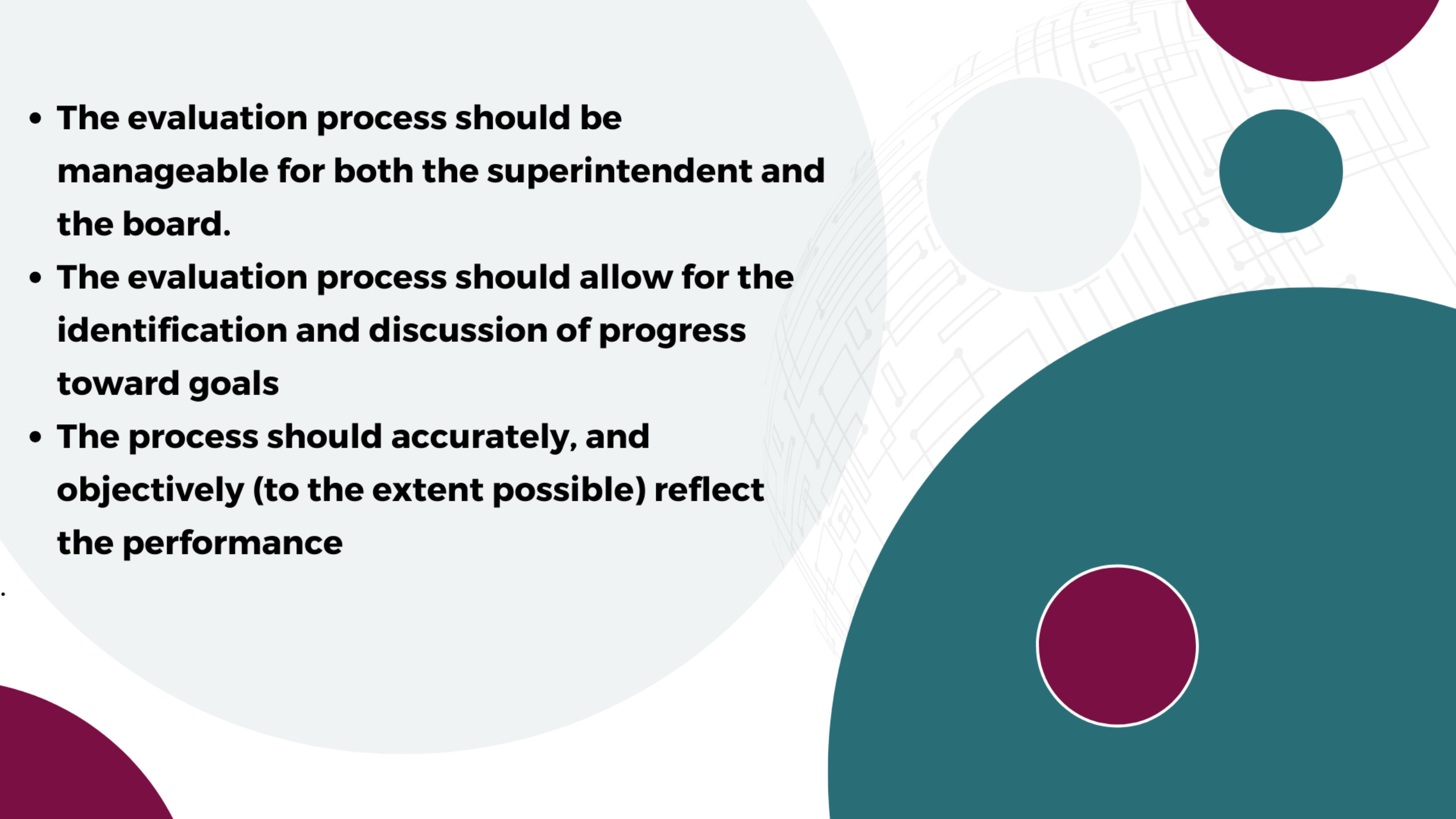
Q 5 Commit to a clear and shared purpose?





SUPERINTENDENT EVALUATION

- **Performance evaluation is a nondelegable duty of governing boards and should be conducted regularly, at least once a year.**
- **The evaluation tool should contain the standard duties of a superintendent and address all areas of performance.**
- **The evaluation should serve the needs of:**
 - **the governing board as an accountability tool**
 - **the needs of the superintendent for thoughtful feedback that allows for professional growth and promotes student success.**

- 
- The background features a light gray circuit-like pattern of lines and dots. Overlaid on this are several large, semi-transparent circles in shades of light gray, teal, and maroon. A large teal circle is in the bottom right, a large light gray circle is on the left, and a smaller teal circle is in the top right. There are also smaller maroon circles, one in the top right and one in the bottom right.
- **The evaluation process should be manageable for both the superintendent and the board.**
 - **The evaluation process should allow for the identification and discussion of progress toward goals**
 - **The process should accurately, and objectively (to the extent possible) reflect the performance**

Recognize:

- **The vast majority of board members have no experience or training in executing performance reviews**
 - **The superintendent is the only employee in the system whose evaluation is tied to the feedback and perspective of numerous individuals acting as a single entity**
-

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.

Make the Most of It...

It also will:

- Allow employee to ask questions and understand perception of performance and provide additional information for consideration
- Provide justification/evidence for employment decisions, including
 - Demotion
 - Termination
 - Salary increases

Sample Evaluation Cycle



December 2022 Evaluation Timeline

By September 30, 2022: Board Memo and Board Prep

The Superintendent will provide the Governing Board a copy of the Superintendent evaluation tool along with any proposed adjustments to the tool including domain weights.

November 22, 2022: Executive Session

The Governing Board, Superintendent and legal counsel review the policy regulation (CBI-R) and exhibit (CBI-E) for policy CBI © Evaluation of Superintendent if needed. The Governing Board begins the process of completing the evaluation tool for the December 13 evaluation meeting.

By December 1: Confidential Memo

The Superintendent will complete a self-evaluation using the Superintendent evaluation tool and will provide the Governing Board a copy of the self-evaluation by December 1.

December 13, 2022: Executive Session

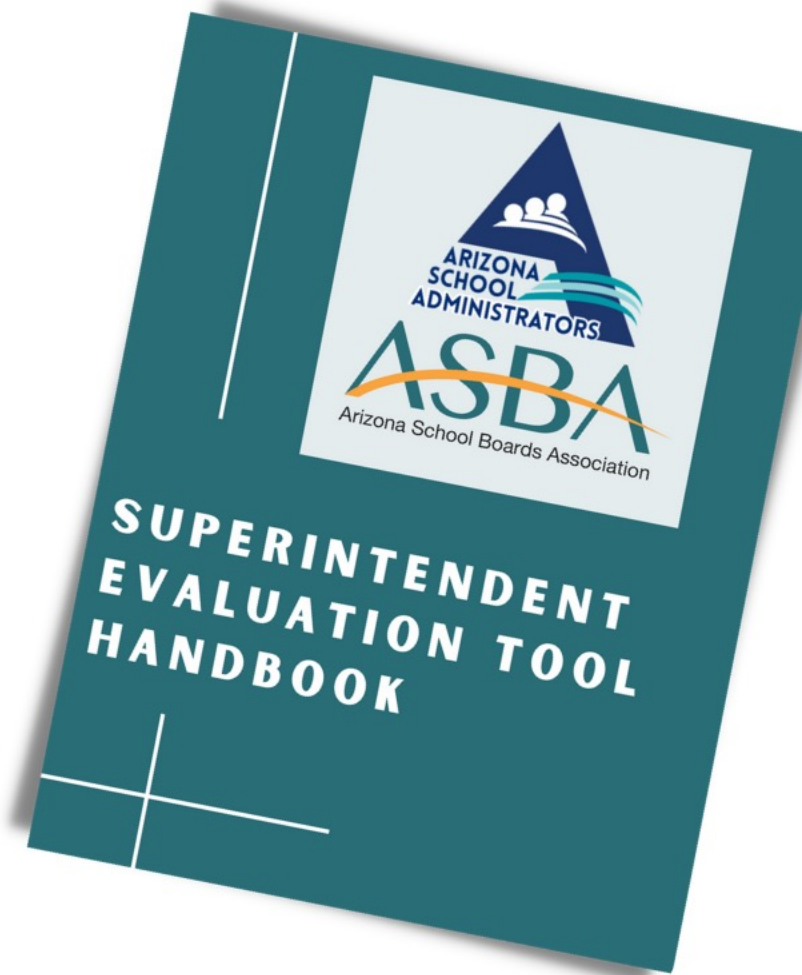
The Governing Board will provide the Superintendent a formal performance evaluation using the Superintendent evaluation tool.

The next evaluation cycle will start in JAN 2023 and be completed in DEC 2023.

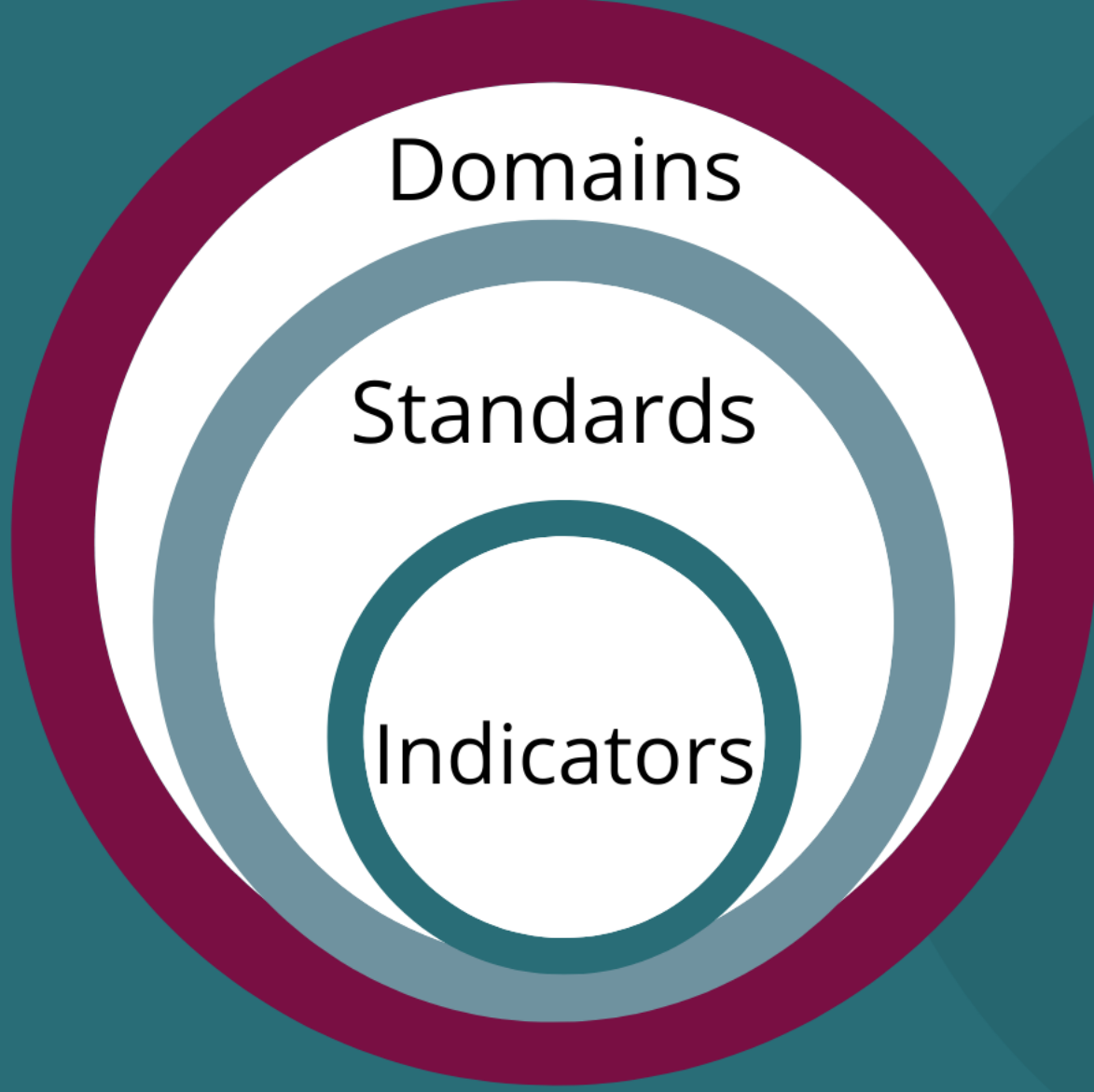
NEW!!



Superintendent Evaluation Tool



ASA-ASBA Superintendent Evaluation Tool



Tool Composition



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



Tool Composition



Organizational Management

- Budget and Finance
- Operations
- Human Resources



Equity, Diversity and Inclusion

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



Tool Composition



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



Superintendent Evaluation Tool - Additional Domain

Domain 1: Leadership and District Culture

Domain 2: Instructional Leadership

Domain 3: Organizational Management

Domain 4: Equity, Diversity and Inclusion

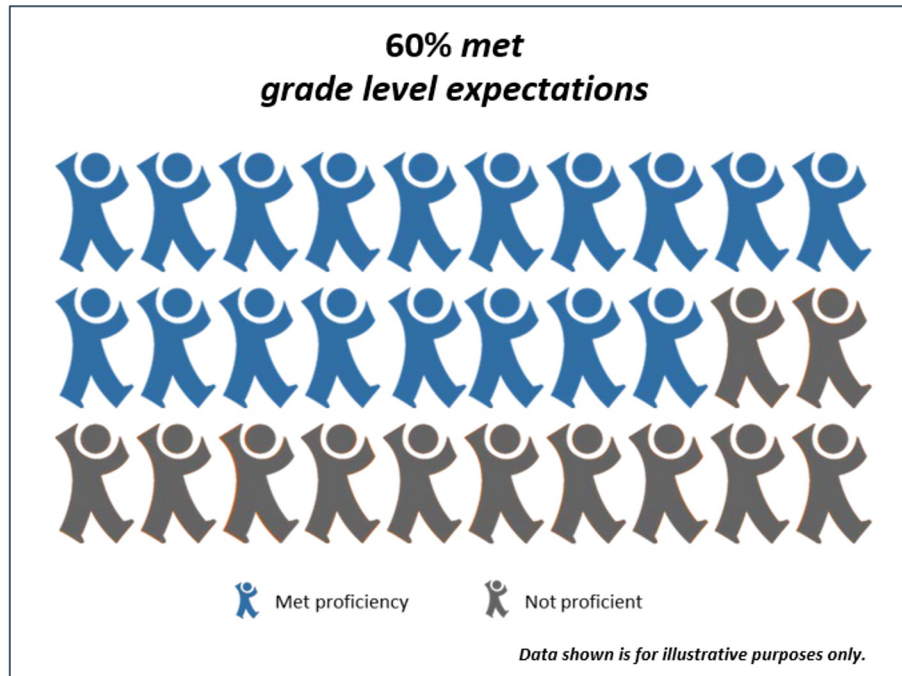
Domain 5: Communications and Community Relations

Domain 6: Board Governance and Policy

Domain 7: Academic Progress (District)

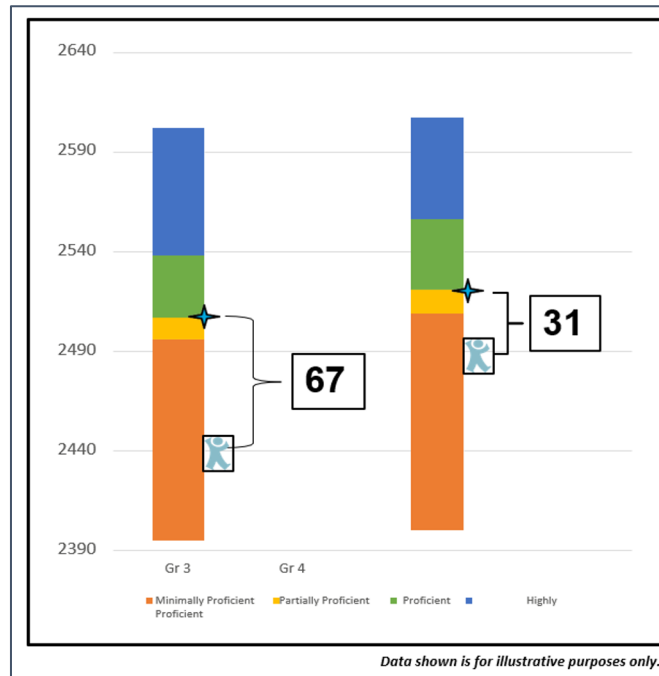
Academic Progress

Passing, 12.5%



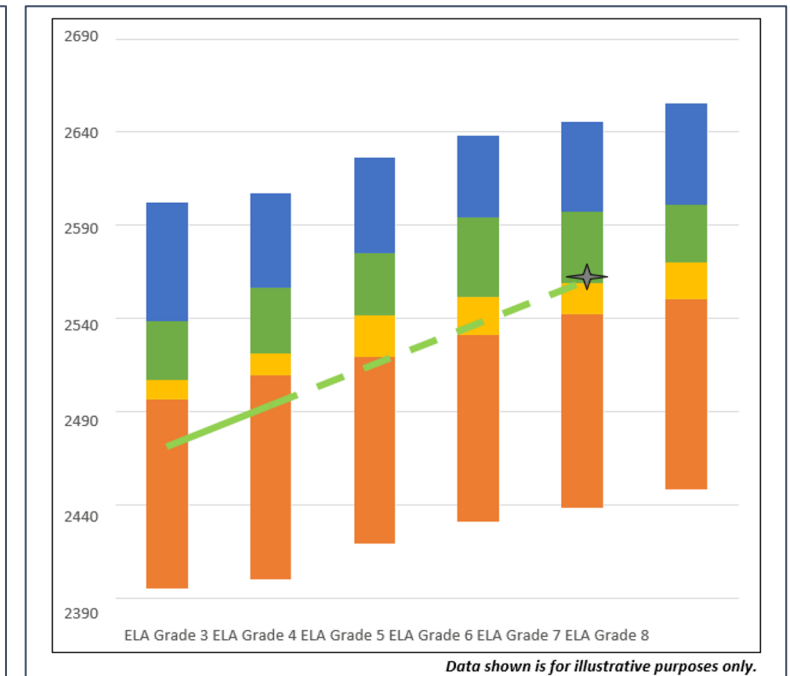
Percent of students
passing state assessments.

Growth, 50%



Percent of students demonstrating
growth on state assessments

On Track, 37.5%



Percent of students on track to pass state
assessments in 3 years.

Academic Progress

Academic Progress is an achievement measure that utilizes results from Arizona’s Academic Standards Assessment for both math and English language arts. Three different metrics at different weights are used.

Academic Progress Percent Pass 12.5% Percent on Track 37.5% Percent Growth 50%	School	% Pass ELA	% Grow ELA	% On Track ELA	% Pass Math	% Grow Math	% On Track Math	% Weighted Total	Academic Progress Score
	KSD	53	73	63	44	72	64	65	2

Scores in this table are for illustrative purposes only.

The scale to the right is then used to determine the overall rating and classification.

Academic Progress Rating

Weighted Average

After weighting the three measures (passing, growth, and on track), ratings are assigned by the cut scores below.

Highly Performing (3)	Performing (2)	Partially Performing (1)	Minimally Performing (0)
100%-70%	69%-50%	49%-25%	24%-0%

SMART

Specific

Is the desired result described in detailed, focused and well-defined ways?

Measurable

How will progress be measured?
How will you know when the goals is accomplished?

Achievable

Is the goal ambitious, but realistic?

Relevant

Is the goal related to your organization's mission, vision and strategic goals?

Time Bound

Have you set a end date for the goal?

Governing Board & Superintendent Goals

Established aligned Governing Board and Superintendent goals (2021-22)

- ❑ Completion of current strategic plan and development of District's next strategic plan
- ❑ Policy/statement, which reflects the commitment to promote fair and equitable practices for all students and staff, and create equity criteria to evaluate policies, regulations, practices and procedures
- ❑ Development of a "Profile of a Kyrene Student" that describes the 21st century skills, core expectations, cultural competencies, and social-emotional competencies the Kyrene community believes Kyrene students should embody and exemplify by the time they leave 8th grade, leading to preparedness for high school and ultimately college and career readiness
- ❑ Development of superintendent evaluation tool

Superintendent FY 23 Goals: Mid Year (January)

Goal 1: Strategic Plan (Prewrite)

By September 1, 2022, the Superintendent will collaborate with the Governing Board and District leadership to develop a comprehensive strategic planning process and timeline for key strategic planning milestones. As part of the process the Superintendent will also develop an outreach plan to engage a wide range of stakeholders throughout the school year in the process and on other key District initiatives.

Goal 2: Strategic Plan (Phase 1 & 2)

By January 10, 2023, the Superintendent will engage with a diverse group of stakeholders (Board, staff, families, students and community members), including underserved populations, in collecting feedback on the vision, mission, core values and goals/priorities of the Kyrene community as part of the strategic planning process. This will be accomplished through a variety of strategies: (Superintendent outreach/council meetings, surveys, focus groups, etc.).

Superintendent FY 23 Goals: End of Year (June)

Goal 3: Strategic Plan (Phase 3)

By the final Governing Board meeting in June 2023, the Superintendent will collaborate with the Governing Board and District leadership to establish a system for regularly and publicly reporting student outcome data (achievement, discipline, social-emotional, opportunity), along with progress of strategic plan metrics, in order to implement data-informed, system-wide strategies to address gaps in educational access, opportunity and achievement.

Goal 4: Strategic Plan (Phase 4)

By the final Governing Board meeting in June 2023, the Superintendent will present to the Governing Board, in a public meeting, the District's forward-focused strategic plan for Board adoption, that enacts a shared vision, mission, and core values and is aligned the Portrait of a Kyrene Kid and Board Policy ACB Diversity, Equity and Inclusion. The focus for the strategic plan will be on the whole-learner, by providing dynamic learning environments with an emphasis on social, emotional, and cognitive growth for every student, all of which help ensure our students achieve academic excellence and a future filled with success.

The Tool Also:

- Includes the provision of data to support the performance indicators
- Links performance indicators to goals and performance pay
- Allows for domain weights based on the priorities of the district
- Can be customized by adding domains, standards and/or performance indicators
- Provides the structure for meaningful, robust evaluation of the superintendent

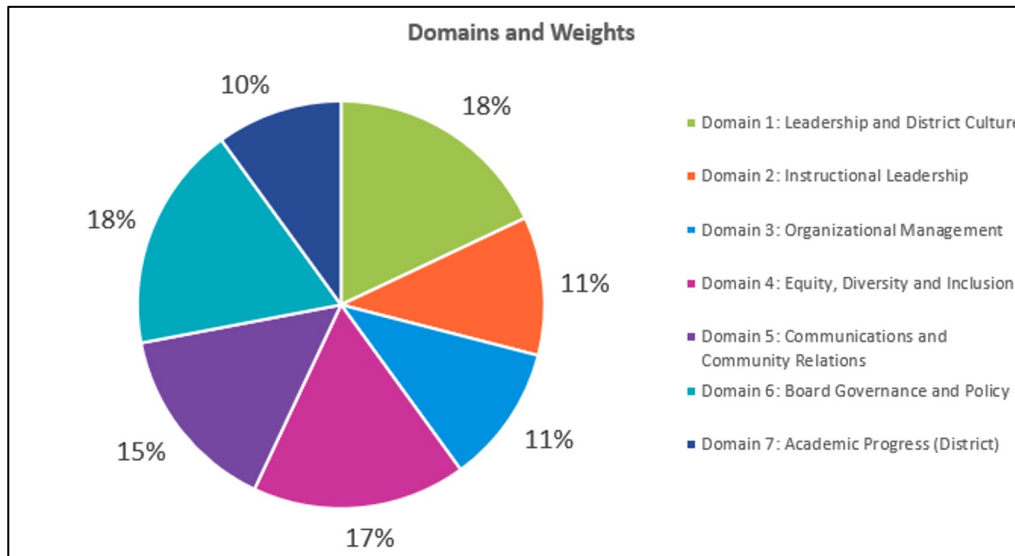
Superintendent Evaluation Tool - Domain Weights

This section is reviewed and completed annually.

DOMAINS	WEIGHTS
Domain 1: Leadership and District Culture	18%
Domain 2: Instructional Leadership	11%
Domain 3: Organizational Management	11%
Domain 4: Equity, Diversity and Inclusion	17%
Domain 5: Communications and Community Relations	15%
Domain 6: Board Governance and Policy	18%
Domain 7: Academic Progress (District)	10%
Domain Total:	100%

Domain weight is based on focus and goal areas for this year.

Domains 1 & 6: Strategic Plan Focus



Kyrene Superintendent Evaluation Tool

Domain 1: Leadership and District Culture				Domain Weight ____%
The Superintendent acts ethically and according to professional norms and develops, advocates and enacts a shared mission, vision, and core values that result in a District culture of highly quality education that promotes each student's academic success and well-being.				
Domain 1 Rating	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective

Domain 2: Instructional Leadership				Domain Weight ____%
The Superintendent develops and supports intellectually rigorous and coherent systems of curriculum, instruction and assessment, develops the professional capacity and practice of school personnel, and fosters a professional community of teachers and staff to promote each student's academic success and well-being.				
Domain 2 Rating	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective

Domain 3: Organizational Management				Domain Weight ____%
The Superintendent manages District operations and resources to promote each student's overall success.				
Domain 3 Rating	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective

Domain 4: Equity, Diversity and Inclusion				Domain Weight ____%
The Superintendent cultivates an inclusive, caring and supportive school community and strives for an educational system in which equity of educational opportunity and culturally responsive processes promote each student's academic success and well-being.				
Domain 4 Rating	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective

Domain 5: Communications and Community Relations				Domain Weight ____%
The Superintendent engages families, the community and staff in meaningful, reciprocal and mutually beneficial ways to promote each student's academic success and well-being.				
Domain 5 Rating	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective

Domain 6: Board Governance and Policy				Domain Weight ____%
The Superintendent works collaboratively with the Governing Board to create an educational system that meets community needs and promotes each student's success and well-being.				
Domain 6 Rating	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective

Domain 7: Academic Progress				Domain Weight ____%
Academic Progress is an achievement measure that utilizes results from Arizona's Academic Standards Assessment for both math and English language arts. Three different metrics at different weights are used: percent pass (12.5%), percent on track (37.5%) and percent growth (50%) to determine an academic progress rating of 0,1,2,3 at the district level. Due to the Superintendent evaluation being on a calendar year cycle this is the most recent rating available.				
Domain 7 Rating	☐ Highly Effective (3)	☐ Effective (2)	☐ Developing (1)	☐ Ineffective (0)

Overall Evaluation Rating & Classification (0, 1, 2, 3)				
Overall	☐ Highly Effective	☐ Effective	☐ Developing	☐ Ineffective
Board Comments:				

Signatures of Governing Board Members:

Date:

1. _____
2. _____
3. _____
4. _____
5. _____

Signature of Superintendent:

Date:

Possible Attachments:

- ☐ Superintendent's Self-Evaluation
- ☐ Superintendent's Response to Governing Board Evaluation

Superintendent Evaluation Tool - Scoring Document

Table 1: Domain Ratings

Individual Board Members score Domains 1-6. Scores between 0 and 3, in .5 increments may be used. An average score is calculated to the tenth placement for each domain. The Academic Progress score will be provided to the Governing Board.

Table 2: Overall Rating and Classification

A weighted score is then calculated for each domain. The domain scores are added together to create the weighted score across all domains. The rating scale is applied to determine the final classification.

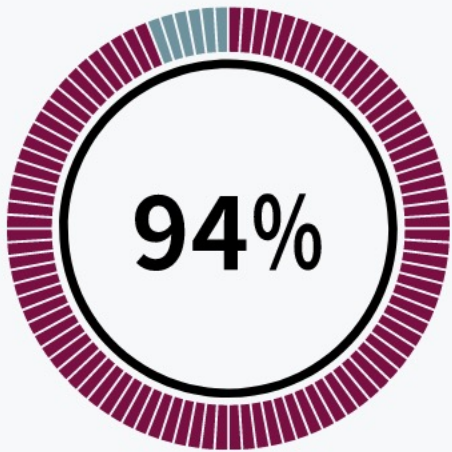
Table 2: Overall Rating and Classification				
All cells in the table below will auto-populate based on data entered in the Board Member Ratings table.				
Domains by Governing Board	Weight	Domain Score	Weighted Scores	Final Performance Classification
Domain 1: Leadership and District Culture	18%	3.0	0.5	The scale below is used to determine the overall classification for performance. Highly Effective (2.5-3.0) Effective (1.5-2.49) Developing (.5-1.49) Ineffective (<.50)
Domain 2: Instructional Leadership	11%	2.6	0.3	
Domain 3: Organizational Management	11%	2.6	0.3	
Domain 4: Equity, Diversity and Inclusion	17%	2.0	0.3	
Domain 5: Communications and Community Relations	15%	2.6	0.4	
Domain 6: Board Governance and Policy	18%	2.0	0.4	
Domain 7: Academic Progress (District)	10%	2.0	0.2	
Sum of Weighted Scores			2.4	Effective

Table 1: Domain Ratings								
Enter a rating from 0-3, or select from the drop-down menu, in the table below. Use the column titled "Member 1" if all Board Members to record one rating on behalf of the entire Board. Otherwise each Board Member's rating should be included in the table below. Domain 7 is a District score aligned to the calculation of Kyrene's Academic Progress measure.								
Domain by Governing Board Member	Member 1	Member 2	Member 3	Member 4	Member 5	Domain Score	Classification	Domain Classification
Domain 1: Leadership and District Culture	3	3	3	3	3	3.0	Highly Effective	The scale below is used to determine the classification for each Domain. Highly Effective (2.5-3.0) Effective (1.5-2.49) Developing (.5-1.49) Ineffective (<.50)
Domain 2: Instructional Leadership	3	3	3	2	2	2.6	Highly Effective	
Domain 3: Organizational Management	2.5	2	3	3	2.5	2.6	Highly Effective	
Domain 4: Equity, Diversity and Inclusion	2	2	2	2	2	2.0	Effective	
Domain 5: Communications and Community Relations	3	3	1.5	3	2.5	2.6	Highly Effective	
Domain 6: Board Governance and Policy	2	2	2	2	2	2.0	Effective	
Domain 7: Academic Progress (District)	----->					2.0	Effective	
The final score for Domains 1 through 6 is the average of individual ratings. The Academic Progress score will be provided to the Governing Board.								

Pilot Data



The tool was effective in generating discussions around district goals and improvement.



The accompanying Evaluation Handbook was helpful to the evaluation process.

Pilot Data: Board Members



The tool was effective in helping understand the key competencies of the superintendent's job.



The tool was effective to hold the superintendent accountable.

Pilot Data: Superintendents



The tool accurately captured the key competencies of the superintendent's job.



The tool provided more clarity around the governing board's expectations.

THANK YOU

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Laura

LToenjes@kyrene.org