

Texas Association of School Boards Sample Superintendent Evaluation Instrument

General Information

The Evaluation Instrument consists of two parts: Priority Performance Goals for the superintendent and items that assess performance on ongoing management responsibilities of the superintendent. In assessing performance on both the goals and the ongoing responsibilities, the board will consult data provided by the superintendent on the Commissioner's Recommended Student Performance Domain Worksheet, data referred to in the specific items, and other data the board as a whole deems relevant to the assessment.

Priority Performance Goals for the superintendent form the primary focus of the evaluation. They should be developed in relation to established district goals or other priorities established by the board for the superintendent. For assistance in setting Priority Performance Goals, the board may wish to consult the TASB publication, *Developing Superintendent Performance Goals*.

The function of the assessment of ongoing responsibilities is both to assess general management performance and to assist the board and superintendent in identifying issues and areas they may wish to address with a Priority Performance Goal during the following evaluation year. This is a secondary aspect of the evaluation and should be used primarily to assess ongoing improvements in the district and plan for superintendent priorities in coming years.

Most items in the ongoing responsibility section include:

- A measure of effectiveness that the administration uses to drive decision-making in the particular function addressed by the item.
- Indicators that the measure is being monitored.
- Indicators that the district is continually improving.
- Provision of data the board can review to feel comfortable that the above is happening. The board should use this data assessing superintendent performance.

Rating Scale:

E	Exceptional	Progress exceeds expectations and criteria noted in the instrument
P	Proficient	Progress meets the expectations and criteria noted in the instrument
N	Needs Improvement	Progress does not meet the expectations and criteria noted in the instrument

Comments may be made on any item. Any rating of "Needs Improvement" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Priority Performance Goals

The board, in discussion with the superintendent, established the following priority performance goals for the year:

District Goal or Board Priority:

(To be inserted by the district.)

Superintendent Priority Performance Goal:

(To be inserted by the district.)

Rating:

Comments:

District Goal or Board Priority:

(To be inserted by the district.)

Superintendent Priority Performance Goal:

(To be inserted by the district.)

Rating:

Comments:

District Goal or Board Priority:

(To be inserted by the district.)

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Comments:

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(To be inserted by the district.)

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Rating:

Comments:

District Goal or Board Priority:

(To be inserted by the district.)

Superintendent Priority Performance Goal:

(To be inserted by the district.)

Rating:

Comments:

Assessment of Ongoing Responsibilities

Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

A. Instructional Management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects¹ that results in the ongoing improvement in student achievement. The board shall see:

- Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
- An annual report² of instructional areas needing attention, as revealed by the system.
- Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
- A trend of ongoing improvement as reflected in longitudinal data on student scores^{3 & 4}.

Rating:

Comments:

B. Student Services Management: The superintendent oversees a program of students services, tied to defined goals and objectives. The board shall see:

- Annual goals, targets, or benchmarks and rationale behind them, for counseling services, health and safety programs, extracurricular programs, and students' discipline⁵.
- Semi-annual⁶ monitoring reports for student services programs, related to goals and targets.

Rating:

Comments:

1. The board may wish to add subjects to this item in addition to those tested on TAKS. If so, the board should specify those subjects in the item.
2. Some of the reports required by this instrument may be new for the district. The board may need to establish a phase-in schedule for seeing these reports rather than expecting to see them all in the first year this instrument is used.
3. If the district has a new superintendent the board may wish to modify this indicator to state: "a trend toward improvement as reflected in longitudinal data within three years of the superintendent's tenure."
4. The board may want to include its specific target for student achievement if it has specific targets in performance goals. If the board has chosen to monitor subjects in addition to those tested in TAKS, the board should indicate the data that will be used to measure achievement in those subjects.
5. The board should add to or subtract from this list of student services to focus on the programs most important to the district. Other student services programs include college/career planning services, community outreach programs, etc.
6. The board should specify how often the board wishes to see reports on specific programs or services and modify the indicator as appropriate. Semi-annual may be too frequent for reports, depending upon the goals being tracked.

C. Staff Development and Professional Growth: The superintendent oversees a program of staff development designed to improve district performance. The board shall see:

- An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
- An annual report on the success of the staff development program as demonstrated by administration-defined measures.

Rating:

Comments:

District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

A. Facilities and Operations Management: The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations⁷. The board shall see:

- Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to assess efficiency in the targeted areas.
- An annual report on success in terms of the goals, including longitudinal data.
- A general trend toward improvement in each area, as defined by the goals, targets, and benchmarks used.

Rating:

Comments:

⁷. The board should modify or change this list as appropriate to reflect functions that are important for the administration to monitor, such as purchasing, construction costs, etc.

B. Fiscal Management: The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board shall see:

- Budget assumptions and priorities, prior to development of the budget⁸.
- Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
- Recommended budget in line with established assumptions and district priorities.
- Quarterly financial reports showing implementation compared to adopted budget⁹.
- End of year results that are generally consistent with adopted budget.
- Administrative procedures instituted to reduce the risk of fraud.

Rating:

Comments:

C. Human Resources Management: The superintendent oversees a comprehensive human resources program (recruitment, retention, staffing organization, compensation and benefits, staff recognition and support), tied to defined goals and targets developed by administration for board review. The board shall see:

- An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed above.
- An annual report of district success toward meeting the year's goals, targets, or benchmarks¹⁰.

Rating:

Comments:

⁸. The board and superintendent should define the assumptions and priorities the board should expect to see embodied in the superintendent's proposed budget. These assumptions might cover issues such as fund balance level and rationale, reasonable staff compensation plan, reasonable tax collection rate, stable per pupil expenditure, contingencies for unanticipated expenditures, etc.

⁹. The board may wish to specify here additional financial reports that are important for the board to see, such as district's investment strategies, risk management activities, or purchasing practices. This information shall include evidence that district practices are sound, cost effective and consistent with district policy and law.

¹⁰. The board and superintendent should specify at the beginning of the evaluation cycle what data will be used to assess success in meeting human resource targets, as well as whether the board wishes to see certain standard, easily retrieved data including retention rates, numbers of teachers assigned outside their area of certification, and educator attendance rates.

Board and Community Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

A. Board Relations: The superintendent maintains a positive and productive working relationship with the board of trustees. The board shall see:

- Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose.
- Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.
- Recommendations and appropriate supporting materials on matters for board decision.
- Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.

(The board acknowledges that individual members' judgment on the indicators above may vary from member to member and from incident to incident. Differences among members of the board about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.)

*Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the corporate body's expectations in the above areas. The board's rating on this item should reflect the assessment of a majority of the board.)*

Rating:

Comments:

B. Community Relations: The superintendent maintains a positive and productive working relationship with the community. The board shall see:

- Information detailing the district's internal and external communication strategies.
- Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.

Rating:

Comments: