



Tuesday, June 6, 2023
SPECIAL MEETING | STUDY SESSION Agenda

**YCS Board of Education Meeting | YCS Central Office | 1885 Packard Road | Ypsilanti, MI 48197 | 734.221.1230
6:30 p.m.**

1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President

A. Roll Call of Board of Education Members

2. PLEDGE OF ALLEGIANCE: Dr. Celeste Hawkins, Board President

A. Pledge of Allegiance

3. ACCEPTANCE OF AGENDA

A. Acceptance of Agenda

4. PUBLIC COMMENTS

A. Guidelines for Public Comment

5. CONSENT AGENDA

A. Consent Agenda

6. ACTION ITEM: Student Affairs

A. Acceptance of Field Trip Request: EL/Buenos Vecinos Class to Kalahari Waterpark in Sandusky, OH - June 10, 2023

7. MID-TERM MONITORING/EVALUATING: Mary Kerwin, Facilitator | Senior Consultant, Michigan Association of School Boards (MASB)

A. Board Self Evaluation/Superintendent Progress Monitoring

8. BOARD/SUPERINTENDENT COMMENTS

A. Board/Superintendent Comments

9. ADJOURNMENT OF MEETING

A. Adjournment of Meeting

SPECIAL MEETING (Tuesday, May 16, 2023)**Members present**

Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Meeting called to order at 5:37 PM

1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President

Action: A. Roll Call of Board of Education Members

2. PLEDGE OF ALLEGIANCE: Dr. Celeste Hawkins, Board President

3. ACCEPTANCE OF AGENDA

Action: A. Acceptance of Agenda

... MOVE THAT the Board of Education accept the agenda, as presented.

Motion by Sharon Lee, second by Gillian Ream Gainsley.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

4. REQUEST FOR CLOSED SESSION

Action: A. Request for Closed Session – Pursuant to Section 8(h) of the Open Meetings Act to consider material exempt from discussion or disclosure by state or federal statute

The Board of Education will be going into closed session pursuant to sections 8(h) of the Open Meetings Act to consider material exempt from discussion or disclosure by state or federal statute.

The Board of Education went into closed session at 5:39 p.m.

... MOVE THAT the Board of Education go into closed session pursuant Section 8(h) of the Open Meetings Act to consider material exempt from discussion or disclosure by state or federal statute.

Motion by Sharon Lee, second by Yvonne Fields.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

5. RETURN TO OPEN SESSION

Procedural: A. Reconvene to Open Session

The Board of Education will return to Open Session.

The board of education returned from closed session at 6:52.

6. PUBLIC COMMENTS #1

Information: A. Guidelines for Public Comment

Public Comment Protocol | Pursuant to Board of Education Policy 0167.3

*The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.

*Please limit statements to three (3) minutes duration.

*Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.

*Remarks shall be made in a respectful and professional manner.

Akiba Tucker: Harding and Transportation

Niejai Williams: Harding

Latasha Hummends: Transportation

Shannon McFall: Harding

Monica Ross-Williams: Harding

Shane Barber: Transportation

7. CONSENT AGENDA

Action (Consent), Minutes, Report: A. Consent Agenda

Resolution: ... MOVE THAT the Board of Education approve the: 1) May 8, 2023, Regular Board Meeting Minutes 2) Personnel matters as per the presented list dated 5/12/23; New Hires, Resignations, and Retirements.

... MOVE THAT the Board of Education approve the:

1) May 8, 2023, Regular Board Meeting [Minutes](#)

2) [Personnel matters](#) as per the presented list dated 5/12/23; New Hires, Resignations, and Retirements.

Motion by Sharon Lee, second by Jeanice Townsend.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

8. ACTION ITEM: Student Affairs

Action: A. Approval for Annual Instructional Material

Seeking Board approval of the continued implementation for the programs associated with the invoices; see attachments below.

- 1) [Imagine Learning Quote](#), #033348, for a purchase amount of \$131,800.
- 2) [TCi Quote](#), #Q-15223-1, for a purchase amount of \$40,950.
- 3) [Spanish for Kids Quote](#), for a purchase amount of \$213,920.
- 4) [HMH Read 180 Stage C for Grades 9 - 12 Quote](#), #008676107, for a purchase amount of \$,8,880.
- 5) [HMH Math 180 for Middle School Quote](#), #008665651, for a purchase amount of \$15,540.
- 6) [HMH Read 180 Stage B Quote](#), #008666458, for a purchase amount of \$172,217.71.

... MOVE THAT the Board of Education approve the:

- 1) Imagine Learning Quote, #033348, for a purchase amount of \$131,800.
- 2) TCi Quote, #Q-15223-1, for a purchase amount of \$40,950.
- 3) Spanish for Kids Quote, for a purchase amount of \$213,920.
- 4) HMH Read 180 Stage C for Grades 9 - 12 Quote, #008676107, for a purchase amount of \$,8,880.
- 5) HMH Math 180 for Middle School Quote, #008665651, for a purchase amount of \$15,540.
- 6) HMH Read 180 Stage B Quote, #008666458, for a purchase amount of \$172,217.71.

Motion by Gillian Ream Gainsley, second by Yvonne Fields.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

9. ACTION ITEMS: Business and Finance

Action: A. Adoption of Resolution Designating District's Election Representative

The WISD is requesting that the YCS board of education adopt a resolution to select it's voting representative and identify the candidates it supports.

The election will take place on Monday, June 5 at 6:00 p.m. at the Washtenaw Intermediate School District at 1819 South Wagner Rd., Ann Arbor, MI 48106.

Click [here](#) to view the resolution.

... MOVE THAT the Board of Education adopt the Resolution Designating District's Election Representative for the June 5, 2023, WISD Biennial Election, directed to cast a vote on the ballot on behalf of this Board for the following candidates: R. Stephen Olsen and a Write-In candidate.

Motion by Gillian Ream Gainsley, second by Sharon Lee.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Action: B. Adoption of Resolution to Designate a Representative for the Asbestos Hazard Emergency Response Act

Congress enacted the Asbestos Hazard Emergency Response Act of 1986 (AHERA), and the Environmental Protection Agency has promulgated final regulations requiring the district to inspect and reinspect buildings, take and analyze samples of suspected asbestos-containing material, perform assessments, submit a management plan to the designated state agency, and perform various other tasks (40 CFR 763), and the district is required to designate a person(s) to ensure that the requirements of the regulations are properly implemented, we request that the Board name Aaron Rose and Jonathan Burchwell as it's designees. Click [here](#) to view the resolution.

...MOVE THAT the Board of Education adopt the resolution to appoint a representative for the Asbestos Hazard Emergency Response Act, making Aaron Rose and Jonathan Burchwell the designees.

Motion by Jeanice Townsend, second by Yvonne Fields.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

10. PUBLIC COMMENTS #2

Information: A. Guidelines for Public Comment

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*Please limit statements to three (3) minutes duration.

*Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.

*Remarks shall be made in a respectful and professional manner.

Delise Dixon: Transportation

11. BOARD/SUPERINTENDENT COMMENTS

None

12. ADJOURNMENT OF MEETING

Meeting adjourned at 7:19 p.m.

SPECIAL MEETING | STUDY SESSION Agenda (Tuesday, May 16, 2023)

Members present

Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

Meeting called to order at 7:20 PM

1. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President

Action: A. Roll Call of Board of Education Members

2. ACCEPTANCE OF AGENDA

Action: A. Acceptance of Agenda

... MOVE THAT the Board of Education accept the agenda, as presented.

Motion by Sharon Lee, second by Yvonne Fields.

Final Resolution: Motion Carries

Aye: Dr Celeste Hawkins, Gillian Ream Gainsley, Sharon Lee, Yvonne Fields, Maria Goodrich, Jeanice Townsend

3. PUBLIC COMMENTS

Information: A. Guidelines for Public Comment

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*The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.

*Please limit statements to three (3) minutes duration.

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*Remarks shall be made in a respectful and professional manner.

Amanda Smith: Transportation

4. WORKSHOP

Discussion: A. Transportation Discussion

Aaron Rose, Interim Director of Operations, will facilitate a discussion on transportation.

Click [here](#) to view the presentation.

We will have a community-wide meeting to invite all stakeholders to get feedback from on Tuesday, May 30th, at 6:30 p.m. to discuss transportation.

5. BOARD/SUPERINTENDENT COMMENTS

No board comments

Dr. Zachery-Ross: Thank you for the help with transportation. Thank you, Aaron Rose.

6. ADJOURNMENT OF MEETING

Meeting adjourned at 9:35 p.m.

Name	Location	Position
New Hire		
Alampi, Mary	High School	ESL Teacher
Colton, Danny	YIES	Paraprofessional
Johnson, Mary	Estabrook	Paraprofessional
Pittman, Tauren	Holmes	Paraprofessional
Seagraves, Jennifer	YIES	Paraprofessional
Smith, Lawrence	High School	Paraprofessional
Resigned		
Delia, Catrina	Ford	Teacher
Dufour, Barbara	High School	Secretary
Dukes, Keisha	Erickson	Spec Ed Teacher
Johnson, Shawn	ACCE	Spec Ed Teacher
Jones, Nylise	Estabrook	Spec Ed Teacher
Lozano, Andrea	High School	Spanish Teacher
Smith, Austin	High School	Paraprofessional
Sweetman, Tamsyn	Distrit	Speech Language Pathologist
Williams, Kimisha	YIES	Social Worker
Wilson, Nyesha	Estabrook	Paraprofessional
Retire		
Cannon, Robie	High School	Teacher
Dornbos, Karen	Estabrook	Paraprofessional
Stevens, Debra	Perry	Spec Ed Pre-School Teacher
Termination		
Lindsey, Kenya	Estabrook	Food Service

6/5/2023

Call Julie → GO before Board 5/30/23

2340 F1



Ypsilanti Community Schools Field Trip Request Form

Attach a list of the students involved or the potential students involved.

Name: Liz Sirman, Dan Goodman, Connor Laporte School/Class: EL / Buenos Vecinos

Request Date: 4/7/2023 Trip Date: 7/28/23 Number of Students: 25

Trip Destination: Kalahari Waterpark - Sandusky Ohio

Purpose of trip: Reward for grades and attendance for EL students

Details about cost: Park and food cost by Buenos Vecinos; Transportation paid by district

Account or funding source for trip: Section 41 or Title III budgeted transportation funds

Will subs be needed? No Account for subs: _____

How this trip fits with the curriculum: This fits with our joint efforts with Buenos Vecinos to increase / maintain graduation rates for Latino students. But, trip is open to all ELs.

Number of Staff/Chaperones: 5

<u>Chaperone Name (If Available)</u>	<u>Relationship to Students</u>	<u>Phone Number</u>
<u>Liz Sirman</u>	<u>Staff</u>	<u>734-417-3804</u>
<u>Dan Goodman</u>	<u>Staff</u>	_____
<u>Connor Laporte</u>	<u>Staff</u>	_____
<u>Tim Hunter</u>	<u>Staff</u>	_____
<u>Diana Bernal</u>	<u>Buenos Vecinos Staff</u>	_____

Specific learning objectives to be accomplished: _____

Student outcomes and learning as a result of taking this trip: Motivation for academic achievement

Course/Class curriculum, big ideas, or essential questions enforced: _____

Pre-Trip lessons/activities: Social language necessary for communicating with the staff at the park and wait staff at the restaurant for dinner.

Follow-Up lessons/activities to reinforce/extend learning: _____

I have utilized the guidelines in 2340A to plan, conduct, and evaluate the trip and, upon approval of the trip, I will obtain parental permission (2340 F2 or F2A) and use the Checklist for Trips (2340 F3)

Field Trip Approval
Trip Approved: ☒ Not Approved: _____ Principal: [Signature] Date: 5.18.23
Trip Approved: ☒ Not Approved: _____ Superintendent: [Signature] Date: 6/6/23

Call Julie → Go Before Board 5/30/23



Ypsilanti Community Schools
Field Trip Request Form

2340 F1

Attach a list of the students involved or the potential students involved.

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Field Trip Approval
Trip Approved: [Signature] Not Approved: _____ Principal: [Signature] Date: 5.18.23

Trip Approved: _____ Not Approved: _____ Superintendent: _____ Date: _____

YCS Process for Mid-term Monitoring

Quarterly check-ins do not fit the criterion required for a closed session. The check-ins are held in the public, usually at Board Workshops, which afford an opportunity for dialogue with trustees, superintendent, and cabinet members who oversee key responsibilities in moving the district forward.

Recommended set-up is squared-off table formation, with trustees interspersed with cabinet members, and everyone able to see each other. The session runs two to two and a half hours.

The first area covered is Student Growth and Achievement: a review of national assessments, since statewide assessments are still embargoed. Artifacts should illustrate multiple assessments from Point A to Point B, and progress over multiple years. Good oversight questions: *Did we meet expected targets? Are there areas of concern? What surprised you about the data? What PD resources have been most effective in raising achievement? What tweaks are recommended for the upcoming academic year?*

The next area covered is HR: since anyone overseeing curriculum must be evaluated using assessment data, *how many staff members are less than effective? What plans have been put in place to ensure staff progress? Are there suggestions for adding new hires to specific areas?*

Feedback is required under state law: staff, students, and parents/family members must be asked for feedback during each academic year. *What has been learned from the feedback and how will it be applied in the upcoming school year?*

Annual Reports have been filed with the state: building and district improvement plans contain SMART goals, *were the targets met? What are the proposed goals for the upcoming school year? Are resources used in effective ways? How do we know? What changes can we anticipate? Does the District School Improvement Team membership include the diversity found in our community?*

Finances the auditors will be on-site to conduct the annual audit, including the use of federal funds. *Are there anticipated changes in how the Federal Department of Education will allocate Title funds in the upcoming year? Are ESSER funds being tracked for effectiveness? Are there other revenue streams that should be pursued so that more state dollars can be dedicated to teaching and learning?*

Climate and Culture the state reporting requirements include attendance and suspension data. *Has progress been made in these areas? What initiatives are working well? What would have the most impact in the upcoming academic year? How can we ensure students feel valued and connected to the school community? How can we ensure all staff embody and model high regard for students and stakeholders?*

Partnerships contribute to the greater good through a commitment of time, talent, and treasure. *What Partnerships are working well, and are there others that seem less fruitful? Is there a formal assessment of partnerships at the building and district level? What best practices are in place, and what would spur progress going forward?*

Mandate for Financial Literacy can be fulfilled through CTE, math, world language, or the arts. *How does the district plan to fulfill the state requirement? YCS stakeholders have provided feedback that graduates ought to be financially saavy. How will the district ensure that curriculum will incorporate declared needs: understanding buy now/pay later, accrued interest, student loans, bank charges, risky investments? How can the delivery of information be interactive and engaging?*

Early Childhood Education is key to the formation of young scholars and their success in schools and beyond. *How is the district attracting the best staff for early learners and what state and federal funds are being utilized? Are some funds due to expire? If so, how will they be replaced? How is the district marketing program offerings to people with young children?*

The purpose of holding quarterly review is to exercise effective oversight and to re-set as needed to ensure continual district progress.

Sincerely,

Mary Kerwin

MASB Senior Consultant

248.879.7909

*Board Self-Assessment
Revised September 2021*

For Individual Trustees

1. In what ways have you reached out to new members of the Board?
2. Can you identify ways that you have practiced mindfulness in your daily life?
3. Have you had opportunities to share the definition of mindfulness with others?
4. In what ways have your colleagues demonstrated mindfulness at Board meetings?

For the Board as a Team

Please respond to the statements below using the following rating scale:

- 4 – Always
- 3 – Usually
- 2 – Occasionally
- 1 – Seldom or Never
- 0 – Unsure

- _ 1. The Board uses a two-way communication process with the Superintendent whereby neither the board nor the Superintendent is surprised at meetings.
- _ 2. The Board ensures that a systematic program is maintained by the staff to orient newly elected or appointed board members to their duties and responsibilities as well as to acquaint them with Board policies and operating procedures.
- _ 3. The Board operates according to written policies that are updated on a regular basis.
- _ 4. When policy is adopted, both Board and staff adhere to it.
- _ 5. The Board acts as a policy-making and governance body. The Superintendent is held responsible for administration and evaluation of school programs.
- _ 6. Before making a decision on any matter (other than the Superintendent's contract), the Board allows the Superintendent ample opportunity to develop staff recommendations for action.
- _ 7. The Board does not respond to emotional pressure and does not write "instant policy." It provides the Superintendent with an opportunity develop policy proposals.
- _ 8. The Board understands and uses rules of order to conduct its meetings.

- _ 9. Board members arrive at meetings prepared to contribute to discussions and do not waste valuable meeting time requesting information that has already been provided.
- _ 10. Board members are representatives of the entire community, not just of special interest groups, and are committed to public school welfare.
- _ 11. When citizen and special interest group recommendations are considered, the Board explains its position and the reasons which may prevent it from implementing all recommendations.
- _ 12. The Board and Superintendent work well together in a spirit of mutual confidence. The Board respects the daily executive responsibility of the Superintendent and the Superintendent respects the governance responsibility of the Board.
- _ 13. In cooperation with the Superintendent, the Board has received a set of criteria in goals, which are monitored for progress during the course of the year.
- _ 14. Fairness and diligence are used by the Board in the Superintendent evaluation process.
- _ 15. Official actions of Board members concern the welfare of the school system only. No Board member uses her office for patronage, personal profit, or advancement.
- _ 16. Only the entire Board can decide a course of action. Board members are careful to speak publicly on issues only as individuals.
- _ 17. Major responsibilities of the Board include establishing priorities and ensuring SMART goals are in place so that the priorities are clear and tracked.

68 of 68 possible =

What do you think this Board does particularly well?

What changes would you recommend to improve how the Board functions?

Superintendent Evaluation



MASB

MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

Superintendent Evaluation Amended Fall 2019

Introduction

The Revised School Code requires school boards to evaluate their superintendent's job performance annually as part of a comprehensive performance evaluation system that takes into account student growth data and requires certain additional factors. MASB is pleased to provide this superintendent evaluation instrument based on the requirements of the Revised School Code. The instrument provides school districts a straightforward option for superintendent evaluation. It may be used alone or in conjunction with a facilitated evaluation.

Professional Standards for Educational Leaders

This evaluation instrument is based in part on two bodies of research: *The Professional Standards for Educational Leaders*, which were reviewed and published by the National Policy Board for Educational Administration in 2015 and *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* which was conducted by Mid-continent Research for Education and Learning (McREL) in 2006. For detailed information on the research base, please consult the appendixes of this document.

Requirements, Process, Timeline and Resources

Elements that are required in the Revised School Code appear in red in the evaluation instrument. Please consult the appendixes of this document for considerable supplementary information and guidance on superintendent evaluation.

Scoring

MASB recommends scoring on the rubric be limited to whole numbers (i.e., 2, 3, etc.); ratings of half numbers may be used if necessary (i.e., 2.5, 3.5, etc.). Scoring in lesser increments undermine the reliability of the evaluation instrument.

Training

The Revised School Code requires Board of Education members to receive training on the evaluation instrument to be used for the superintendent beginning in 2016-2017. Training must also be provided to the superintendent regarding the measures used in the evaluation system and how each measure will be used.

Posting Requirements

Districts must post comprehensive information on their websites in regards to the evaluation instrument being used. For details in regards to the MASB Superintendent Evaluation instrument's posting requirements, please visit www.masb.org/postingrequirements.

Who to Contact

Topic	Contact
Superintendent Evaluation	search@masb.org or 517.327.5928
Training on Superintendent Evaluation	leadershipservices@masb.org or 517.327.5904
Legal Questions	legal@masb.org or 517.327.5929
Facilitated Evaluation	leadershipservices@masb.org or 517.327.5904

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A. Governance & Board Relations

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1	Policy involvement Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	
A2	Goal development Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	
A3	Information Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	
A4	Materials and background Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	
A5	Board questions Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	
A6	Board development Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides all board members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	
Category rating:						#DIV/0!
Artifacts that <u>may</u> serve as evidence of performance in this domain: <ul style="list-style-type: none"> • Meeting agendas/minutes • Board packets • Board development materials • Memos/communications • Board policies/policy book • Retreat agendas/minutes • Board development plan • Communication protocols • Policy review calendar 						

A. Governance & Board Relations – continued

Weight: 20%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

B. Community Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	Parent feedback Professional Standards for Educational Leaders: 1, 8	Doesn't accept input from or engage parents.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Actively seeks parental input, creates methods for parents to be actively involved in decision-making as well as setting and supporting district-wide goals.	
B2	Communication with community Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Actively seeks two-way communication with the community as appropriate.	Develops and ensures implementation of a community communication plan that fosters positive relations.	
B3	Community feedback Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Actively seeks community input, creates methods for community to be actively involved in decision-making as well as setting and supporting district-wide goals.	
B4	Media relations Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Promotes positive relations and provides the media with district event information.	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	
B5	District image Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image of the district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.	
B6	Approachability Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at events and approachable by members of the community.	Is consistently visible at a variety of events and has developed methods of being approachable to members of the community.	
Category rating:						#DIV/0!
Artifacts that <u>may</u> serve as evidence of performance in this domain: <ul style="list-style-type: none"> • Third party survey data • School accreditation survey data • Meeting invitations, agendas • Press releases • Community meeting agendas • News clips/interviews • Community engagement calendar • Strategic planning agenda(s) • Communications • Service club membership(s) 						

B. Community Relations – continued

Weight: 15%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

C. Staff Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C1	Staff feedback (Teacher feedback is a required component.) Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Actively seeks staff input and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	
C2	Staff communications Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Consistently keeps staff informed of important matters.	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	
C3	Personnel matters Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	
C4	Delegation of duties Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
C5	Recruitment Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for hiring opportunities.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
C6	Labor relations (Bargaining) Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Consistently strives to work with union leadership. Shares appropriate information and effectively manages the dynamics of the relationship.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	

C. Staff Relations – continued

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C7	Visibility in district Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is occasionally present at building programs and special activities.	Consistently visits buildings/classrooms and special activities.	Conducts regular and purposeful visits to buildings and classrooms. Consistently attends special activities.	
	Category rating:					#DIV/0!
	Artifacts that <u>may</u> serve as evidence of performance in this domain: • Third-party survey data • School accreditation survey data • Hiring process documentation • Personnel policies and procedures • Recruitment calendar • Staff leadership development plan • Negotiations documentation • School visit calendar • Communications • Staff meeting agendas/minutes					

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

D. Business & Finance

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
D1	Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. 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 needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
D2	Budget reports Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	
D3	Financial controls Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	
D4	Facility management Professional Standards for Educational Leaders: 5, 9	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.	
D5	Resource allocation Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	
Category rating:						#DIV/0!
Artifacts that <u>may</u> serve as evidence of performance in this domain: <ul style="list-style-type: none"> • Strategic plan • Election results that impact funding or facilities • Policies/procedures related to fund management • Auditor's report • District budget • Evidence of budgetary alignment to district-wide goals • Long-term financial forecast data • Budget-related communications • Grants received/applied for • Facilities maintenance plan • Facilities management plan 						

D. Business & Finance – continued

Weight: 20%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

E. Instructional Leadership

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	Performance evaluation system Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	
E2	Building-Level Leadership Professional Standards for Educational Leaders: 4, 6, 7	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Goals for learning and instruction are not prioritized.	Principals are provided defined autonomy consistently with accountability. Clear, non-negotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	
E3	Staff development Professional Standards for Educational Leaders: 6, 10	Staff development isn't consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.	
E4	School Improvement Professional Standards for Educational Leaders: 6, 9, 10	School improvement efforts are limited. There is no comprehensive plan in place.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	
E5	Curriculum Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	A curriculum is in place that seeks to meet the state standards.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	
E6	Instruction Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.	Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.	
E7	Student feedback Professional Standards for Educational Leaders: 3, 5	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Readily accepts student input and engages students in district-wide goal development and/or decision-making.	Actively seeks student input, creates methods for students to be actively involved in development of district-wide goals as well as decision-making.	

E. Instructional Leadership - continued

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E8	Student attendance Professional Standards for Educational Leaders: 5	Attendance isn't addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving or at a high level.	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.	
E9	Support for Students Professional Standards for Educational Leaders: 3, 5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Coordination and alignment can be improved.	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment.	
E10	Professional knowledge Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	
Category rating:						#DIV/0!

Artifacts that may serve as evidence of performance in this domain:

- Staff evaluation calendar
- District performance evaluation system
- Superintendent professional growth plan
- Curriculum
- RtI/MTSS
- Superintendent professional development
- Teacher analysis of student achievement data
- Curriculum audit
- Strategic plan/district-wide goals
- Staff development plan
- Professional development calendar
- Instructional model(s)
- Curriculum team agendas
- Instructional audit
- Coaching documentation
- Observational data from staff
- Documentation of instructional rounds
- Positive behavior supports/character programs

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

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Comments by Board of Education:	Comments by the Superintendent:

F. Determining the Professional Practice Rating

Superintendent name:

School year:

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	#DIV/0! x 20%	= #DIV/0!
B. Community Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
C. Staff Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
D. Business & Finance	20% (.2)	#DIV/0! x 20%	= #DIV/0!
E. Instructional Leadership	30% (.3)	#DIV/0! x 30%	= #DIV/0!
Total Possible	100%	Score:	#DIV/0!
		Adjusted (Score / 4) =	#DIV/0!

G. Other Required Components of Evaluation

Superintendent name: _____

School year: _____

Student Growth

Weight: 40%

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in annual evaluation for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations that incorporates the most recent three consecutive years of student growth data. NOTE: Beginning in 2018-19 and moving forward, 50% of student growth must be based on state assessment data (from subject areas and grades administered).

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	
	Growth:					
	Evidence:	District Growth Model				
	Component score:					

* For superintendents who are *regularly involved in instruction*, 25% of the annual evaluation must be based on student growth and assessment data.

¹ Measuring student growth: A guide to informed decision making, Center for Public Education.

Progress Toward District-Wide Goals

Weight: 10%

Progress made by the school district in meeting the goals set forth in the school district's school improvement plans is a required component for superintendent evaluation.

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Progress was made on fewer than 60% of goals	Progress was made on 60-74% of goals	Progress was made on 75-89% of goals	Progress was made on 90% or more of goals	
	Progress:					
	Evidence:	As indicated in District-Wide Improvement Plan				
	Component score:					

H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, p. 14)	50% (.50)	#DIV/0! x 50%	= #DIV/0!
Student Growth (Component score, p. 15)	40% (.40)	x 40%	= #VALUE!
Progress Toward District-Wide Goals (Component score, p. 15)	10% (.10)	x 10%	= #VALUE!
Total Possible	100%	Total Score:	#DIV/0!
		Total Score / 4 =	#DIV/0!

Evaluation rating as follows: 90% - 100% = Highly Effective; 75% - 89% = Effective; 60% - 74% = Minimally Effective; Less than 60% = Ineffective

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

Appendix A – Research Base

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.

The 2015 Standards are the result of an extensive process that took an in-depth look at the new education leadership landscape. It involved a thorough review of empirical research (see the Bibliography for a selection of supporting sources) and sought the input of researchers and more than 1,000 school and district leaders through surveys and focus groups to identify gaps among the 2008 Standards, the day-to-day work of education leaders and leadership demands of the future. The National Association of Elementary School Principals, National Association of Secondary School Principals and American Association of School Administrators were instrumental to this work. The public was also invited to comment on two drafts of the Standards, which contributed to the final product. The National Policy Board for Education Administration, a consortium of professional organizations committed to advancing school leadership (including those named above), has assumed leadership of the 2015 Standards in recognition of their significance to the profession and will be their steward going forward.

Mid-continent Research for Education and Learning (2006). School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement. Denver, CO: Author.

To determine the influence of district superintendents on student achievement and the characteristics of effective superintendents, McREL, a Denver-based education research organization, conducted a meta-analysis of research—a sophisticated research technique that combines data from separate studies into a single sample of research—on the influence of school district leaders on student performance. This study is the latest in a series of meta-analyses that McREL has conducted over the past several years to determine the characteristics of effective schools, leaders and teachers. This most recent meta-analysis examines findings from 27 studies conducted since 1970 that used rigorous, quantitative methods to study the influence of school district leaders on student achievement. Altogether, these studies involved 2,817 districts and the achievement scores of 3.4 million students, resulting in what McREL researchers believe to be the largest-ever quantitative examination of research on superintendents.

Appendix B – Process for Completing Year-End Evaluation for Superintendent

Planning: At the beginning of the year in which the evaluation is to occur, the Board of Education and superintendent convene a meeting in public and agree upon the following items:

- Evaluation instrument
- Evaluation timeline and key dates
- Performance goals (if necessary beyond performance indicators outlined in rubric, district-wide improvement goals and student growth model)
- Appropriate benchmarks and checkpoints (formal and informal) throughout year
- Artifacts to be used to evidence superintendent performance
- Process for compiling the year-end evaluation
- Process and individual(s) responsible for conducting the evaluation conference with the superintendent
- Process and individual(s) responsible for establishing a performance improvement plan for the superintendent, if needed
- Process and individual(s) responsible for sharing the evaluation results with the community

Checkpoints: The Board of Education and superintendent meet at key points in the evaluation year as follows:

- **Three months in – Informal update** – Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.
- **Six months in – Formal update** – Superintendent provides update on progress along with available evidence prior to convening a meeting in public. Board president collects questions from the board and provides to superintendent prior to meeting. Board and superintendent discuss progress and make adjustments to course or goals, if needed.
- **Nine months in – Informal update** – Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.
- **11-12 months in – Formal evaluation** – Superintendent conducts self-evaluation; presents portfolio with evidence to Board of Education (made available prior to meeting). Board members review portfolio prior to evaluation meeting; seek clarification as needed. Board president (or consultant) facilitates evaluation. Formal evaluation is adopted by Board of Education.

Appendix C – Conducting the Formal Evaluation & Conference

Prior to meeting:

- 1) Superintendent prepares self-evaluation, compiles evidence and provides to Board of Education.
- 2) Board members seek clarity, as needed, regarding self-evaluation or evidence provided.
- 3) Board of Education members receive blank evaluation instrument and make individual notes about their observations.

During meeting:

- 4) Superintendent presents self-evaluation and evidence. Superintendent remains present throughout the meeting.
- 5) Board president reviews with Board of Education superintendent's self-evaluation and evidence provided for each domain and facilitates conversation about performance.
- 6) Score is assigned for each performance indicator via consensus of the Board of Education.
- 7) Upon completion of all performance indicators within all domains, board president calculates overall professional practice score and identifies the correlating rating.
- 8) Board president reviews with Board of Education evidence provided related to progress toward district-wide goals.
- 9) Score is assigned for progress toward district-wide goals via consensus of Board of Education.
- 10) Board president reviews with Board of Education evidence provided related to district's student growth model.
- 11) Score is assigned for student growth via consensus of Board of Education.
- 12) Board president calculates overall evaluation score based on professional practice, progress toward district-wide improvement goals and student growth ratings.
- 13) Board president makes note of themes/trends identified by the Board of Education during the evaluation.
- 14) Board president calls for vote to adopt completed year-end evaluation for superintendent.
- 15) Superintendent notes his/her comments on evaluation.
- 16) Board president and superintendent sign completed evaluation form.

Appendix D – Considerations Related to the Closed

Boards of Education may go into closed session for certain aspects of the superintendent's evaluation but ONLY at the request of the superintendent. A superintendent who has requested a closed session may rescind the request at any time. The following table identifies which aspects of the process need to be in open and closed session:

OPEN PHASE

Scheduling the evaluation
Choosing and modifying the evaluation instrument
Establishing performance goals or expectations
Determining process for the evaluation
Voting to go into closed session

CLOSED PHASE ***only if requested by employee***

Discuss & deliberate about the evaluation

OPEN PHASE

Adoption of the evaluation
Related board actions and discussions

Consensus That Involves a Closed Session

1. Superintendent requests a Closed Session for the purpose of his/her evaluation.
2. Board of Education votes to go into closed session.
3. Board of Education moves into closed session: the superintendent remains present throughout the session unless he/she chooses to excuse him/herself.
4. Board president reviews with the Board of Education the superintendent's self-evaluation and evidence provided for each domain and facilitates a conversation about performance. A consensus of the Board of Education is identified for each domain score.
5. Board president reviews with Board of Education evidence provided related to progress towards district-wide goals. A consensus of the Board of Education is identified for progress towards district-wide goals via consensus of Board of Education.
6. Board president reviews with Board of Education evidence provided related to district's student growth model. A consensus of the Board of Education is identified for student growth.
7. Upon completion of all areas, the board president calculates the overall score and identifies the correlating rating.
8. Board president makes a note of themes that were identified by the Board of Education during the evaluation.
- 9. Board of Education comes out of Closed Session and returns to an Open Meeting.**
10. Board president reads aloud:
 - The consensus score/rating identified for each performance indicator and the calculated domain scores
 - The score/rating for progress towards district-wide goals
 - The score/rating for student growth
 - And then the overall rating earned by the superintendent. (This may occur at a subsequent meeting.)
11. Board president calls for a vote to adopt the completed year-end evaluation for the superintendent.
12. Superintendent notes his/her comments on the evaluation.
13. Board president and superintendent sign the completed evaluation form.
14. Board president works with the superintendent to coordinate public statement about the superintendent's performance.

The completed evaluation form reflects the Board of Education's assessment of the superintendent's performance and is subject to FOIA.

The forms used by individual board members for notes are not subject to FOIA providing they are not calculated into an average score.

Appendix E – Possible Timelines for Evaluation of the Superintendent

Key dates and deliverables for superintendent evaluation should be mutually agreed upon by the Board of Education and the superintendent at the *beginning* of the evaluation cycle. Timeline scenarios and key benchmark descriptions are provided below.

Jan. - Dec.		July - June		April - March	
Activity	Month	Activity	Month	Activity	Month
Tool, process, timeline and goals mutually established	January	Tool, process, timeline and goals mutually established	July	Tool, process, timeline and goals mutually established	May
Informal update	April	Informal update	October	Informal update	August
Formal discussion and check-in on progress towards goals	June	Formal discussion and check-in on progress towards goals	December	Formal discussion and check-in on progress towards goals	October
Informal update	August	Informal update	February	Informal update	December
Annual evaluation	November	Annual evaluation	May	Annual evaluation	March
Advantage: Aligns with election cycle. Board members who establish goals are likely the same board members evaluating performance.		Advantage: Aligns with the school year. Is compatible with natural flow of the school year as well as hiring cycle for most superintendents.		Advantage: Aligns with contract renewal cycle in many cases. Boards of Education must provide superintendents 90 days' notice in the event of nonrenewal of contract.	

<p>Beginning of cycle: Board of Education and superintendent mutually agree upon:</p> <ul style="list-style-type: none"> • System (tool) to be used • Timeline and key dates • Goals, benchmarks and evidence • How evaluation will be compiled • How evaluation will be shared with superintendent • How evaluation will be shared with the community 	<p>Informal update:</p> <ul style="list-style-type: none"> • Board president shares any specific questions/concerns from board members • Superintendent provides a written update to the board on goals, expectations and indicators of success • Board offers input on status/progress to-date 	<p>Mid-cycle formal update:</p> <ul style="list-style-type: none"> • Board president provides questions from the board prior to meeting • Superintendent provides update on progress with available evidence • Board seeks clarification if needed • Discussion on progress and growth • Adjustments to course or goals are discussed 	<p>Annual evaluation:</p> <ul style="list-style-type: none"> • Superintendent performs self-evaluation; presents portfolio with evidence to Board of Education • Board members review portfolio prior to evaluation, seek clarification as needed • Board president or consultant facilitate evaluation • Formal evaluation is presented to and adopted by Board of Education • Board president and superintendent coordinate public statement regarding superintendent performance
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Appendix F – Establishing Performance Goals for the Superintendent

The MASB Amended Spring 2019 Superintendent Evaluation instrument provides a framework for evaluating the superintendent in critical areas of professional practice as well as the state-required components of student growth and progress towards district-wide goals. Additional performance goals should be established in exceptional circumstances to clarify the board's expectations and give priority to the work being done. For this reason, performance goals should be limited in number, aligned to district goals and assist in clarifying accountability.

Superintendent performance goals may be developed from:

- A specific district goal
- A job performance indicator within an evaluation instrument
- Student performance data

When establishing performance goals, the following guidelines should be considered:

- Involve all board members and superintendent
- Decide on desired results
- Develop performance indicators
- Identify supporting documentation (evidence)
- Review and approve final performance goals, indicators and evidence
- Monitor progress at scheduled checkpoints

Performance Goal Fundamentals

Performance goals should be S-M-A-R-T:

Specific – Goals should be simplistically written and clearly define what is expected.

Measurable – Goals should be measurable and their attainment evidenced in some tangible way.

Achievable – Goals should be achievable given the circumstances and resources at hand.

Results-focused – Goals should measure outcomes not activities.

Time-related – Goals should be linked to a specific timeframe.



Process for Goal Development

1. Identify the district goal/priority/indicator/student performance data the superintendent's goal is intended to support
2. Ask the superintendent:
 - a. What will we see next year toward the accomplishment of this that we don't see now?
 - b. What measure will we use to know that the difference represents meaningful progress?
3. Allow superintendent time to craft a response
4. Once agreed upon, board and superintendent develop SMART goal statements

Appendix G – Evidence

Validity, reliability and efficacy of the MASB Amended Fall 2019 Superintendent Evaluation instrument relies upon board members using evidence to score superintendent

- Artifacts to serve as evidence of superintendent performance should be identified at the beginning of the evaluation cycle and mutually agreed upon by the Board of Education and the superintendent.
- Artifacts should be limited to only what is needed to inform scoring superintendent performance. Excessive artifacts cloud the evaluation process and waste precious time and resources.
- Boards of Education and superintendents should establish when artifacts are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

A list of possible artifacts that may be used as evidence is provided at the end of each professional practice domain rubric. See the appendixes of this document for additional artifacts that may serve as evidence of performance.

Appendix H – Possible Evidence of Performance

Evidence helps to demonstrate performance of the superintendent and remove guess work and subjectivity from evaluation. The following artifacts may be used as evidence of performance. The list is not comprehensive.

- | | | |
|---|--|---|
| 1 Administrative “calendar” – critical dates calendar (RE: due dates, etc.) and board presentation cycle/annual reports | 20 Community survey | 39 Enrollment plans |
| 2 Administrative team book study (agendas and minutes) | 21 Comprehensive School Improvement Plan | 40 Equity district-wide program results |
| 3 Administrative team meeting agendas | 22 Customer satisfaction indices | 41 Evidence of annual review of district’s mission statement and alignment to practice |
| 4 Affirmative action plan | 23 Curriculum team meeting agendas | 42 Evidence of implementation of formal project management techniques |
| 5 Agendas and/or minutes from community planning meetings, including key communicators meetings | 24 Curriculum and instructional audit | 43 Evidence of relationship building (notes, cards, emails, etc.) |
| 6 Auditor’s report | 25 Data on outreach programs | 44 Evidence of teachers examining student achievement data |
| 7 Background checks verification | 26 Department of Education site visit summative report | 45 Feedback from a wide variety of stakeholders about performance as the superintendent |
| 8 Board and administrative goals | 27 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Data | 46 Formal and informal community partnership agreements and plans |
| 9 Board meeting agendas | 28 Development of wikis, blogs, etc., to collect feedback on specific issues in the district | 47 Formative assessments to inform instruction |
| 10 Board policy and administrative policy enforcement that’s reflective of a “new” vision with supporting materials | 29 District Budget | 48 Grants received/applied for – alignment to goals of the district; sustainability |
| 11 Bullying/harassment programs | 30 District-wide School Improvement Plan | 49 Growth goals for administrators |
| 12 Character education program data | 31 Distribution of research to administrative team and teachers | 50 Hiring process (guidelines, procedures, schedules) |
| 13 Civic group presentations | 32 Diversity training/awareness plan | 51 House calls – contact with parents and partners (documentation) |
| 14 Collaboration/sharing incentives/opportunities for efficiency/effective learning (documentation) | 33 Documentation of coaching for instruction, curriculum or assessment | 52 Induction plan of board members for understanding of school finance (confidence of board members’ understanding) |
| 15 Collaborative partners (documentation) | 34 Documentation of coaching and evaluation of principals | 53 Involvement with “school safety” organizations (documentation) |
| 16 Collaborative sharing of programs, etc. (agendas and minutes) | 35 Economic vision (participation with community development groups) | 54 Instructional model |
| 17 Common teacher instructional planning time | 36 Election results that impact tax levies | 55 Instruction-related professional development/growth plans |
| 18 Communication “vehicles” that make the school vision visible to stakeholders including using technology | 37 Emergency/Crisis Plans | 56 iPod audible book study |
| 19 Communications with parents | 38 Employee handbooks | 57 Job-embedded PD on instruction |

58 Leadership library (documentation)
 59 Level of volunteerism (documentation)
 60 Linkage of Professional Development Model to student achievement goals (documentation)
 61 Log of school visits and conversations with staff (includes emails)
 62 Log of school visits and presentations
 63 Meaningful interpretive reports of student achievement data delivered in lay language
 64 Media – Newsletter/paper articles/Web site
 65 Meeting logs of times with administrative staff/support staff
 66 Membership and service to service clubs (documentation)
 67 Michigan Student Test of Educational Progress Data
 68 Michigan Top-to-Bottom School Rankings
 69 Minutes of the School Improvement Advisory Committee meetings
 70 Monthly calendars
 71 National Assessment of Educational Progress Data
 72 Needs assessments/satisfaction surveys/focus groups
 73 Notes from state officials

74 Number of visits to Web site
 75 Observational data from board, staff, etc.
 76 Open houses (documentation)
 77 Opening day PowerPoint-type presentation
 78 Parenting classes - numbers
 79 Parent-teacher conference numbers
 80 Participation in social/fraternal organizations (documentation)
 81 Participation in youth-oriented organizations (documentation)
 82 Participation on state, regional, national initiatives (documentation)
 83 PBS – Positive Behavior Supports – control/theory/SAFE/Olweus/CHAMPS implementation plans
 84 Podcasts/video communicating district vision and accomplishments
 85 Policies/procedures for management of funds
 86 Preschool – community partnership plans
 87 Presentations to groups, including teachers (shareholders/stakeholders)
 88 Professional Development Plan
 89 Program evaluation and process result
 90 Reflective journals

91 Record of solicitation of feedback
 92 Reports and celebrations of student achievement to board and other audiences
 93 School comparisons charts from CEPI
 94 Special Education delivery plan
 95 Staff handbook
 96 School Improvement Plans
 97 Staff recruitment plan
 98 Student achievement data
 99 Surveys of staff/community
 100 Symbolic “pins,” other symbols – celebrations, etc.
 101 Teacher mentor program
 102 Trends in Career Development Plan growth goals for teachers
 103 Work with city council on city/school initiatives (documentation)
 104 Work with School Improvement Advisory Committee (SIAC) (documentation)
 105 Written communications
 106 Written proposals for innovative practices
 107 Written recommendations on difficult issues

Appendix I – Contingencies

If a superintendent receives a rating of **minimally effective** or **ineffective**, the Board of Education must develop and require the superintendent to implement an improvement plan to correct the deficiencies. The improvement plan must recommend professional development opportunities and other actions designed to improve the rating of the superintendent on his/her next annual evaluation. See the appendixes of this document for more information on developing an Individual Development Plan for the superintendent.

If a superintendent receives a rating of **highly effective** on three consecutive annual evaluations, the Board of Education may choose to conduct an evaluation biennially instead of annually. However, if a superintendent is not rated as highly effective on one of these biennial evaluations, the superintendent must again be evaluated annually.

Appendix J – Student Growth

For all superintendents, the evaluation system has to take into account multiple measures of student growth and assessment data. For superintendents who are *regularly involved in instructional matters*—and this includes all but the most exceptional situations—the following specific expectations must be met with regards to student growth:

- 25% of the annual evaluation shall be based on student growth and assessment data for years 2015-2016, 2016-2017 and 2017-2018
- **40% of the annual evaluation shall be based on student growth and assessment data amended Fall 2019**

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in teacher annual year-end evaluations for the entire district.

Student Growth Versus Student Achievement

Student growth and student achievement are not the same measurement. Student achievement is a single measurement of student performance while student growth measures the amount of students' academic progress between two points in time.¹

Student Achievement Example: A student could score 350 on a math assessment.

Student Growth Example: A student could show a 50-point growth by improving his/her math score from 300 last year in the fourth grade to 350 on this year's fifth grade exam.

It's important to note that, in order to measure student growth, the data considered must be from a single group of students, i.e., this year's fourth graders and next year's fifth graders.

What is a Student Growth Model?

School districts should establish a student growth model to be used in educator and administrator evaluations. A growth model is a collection of definitions, calculations or rules that summarizes student performance over two or more time points and supports interpretations about students, their classrooms, their educators or their schools.²

Michigan law requires that multiple research-based growth measures be used in student growth models that are used for evaluation purposes. This may include state assessments, alternative assessments, student learning objectives, nationally normed or locally adopted assessments that are aligned to state standards or based on individualized program goals. **(Note: Beginning in 2018-2019, in grades and subjects in which state assessments are administered, 50% of student growth in core areas must be based on state assessments.)**

Michigan law also requires that the most recent three consecutive years of student growth data be used for evaluation. If three years of data are not available, available data should be used.

¹ Measuring student growth: A guide to informed decision making, Center for Public Education

² A Practitioner's Guide to Growth Models, Council of Chief State School Officers

Appendix K – Developing an Individual Development Plan for the Superintendent

Individual Development Plans are an excellent way of helping employees develop their skills. Boards of education should encourage superintendents to develop an IDP in order to foster professional development.

In the event that a superintendent receives a rating that is less than effective, the law requires the creation of an IDP. The following process is a framework for creating and implementing an IDP for the superintendent:

- During the evaluation conference, the Board of Education provides clear feedback to the superintendent in the domain(s) in which he/she received a less than effective rating.
- A committee of the Board of Education is established to support and monitor the superintendent's development.
- The superintendent drafts an IDP and presents it to the committee for feedback and approval. The IDP outlines clear growth objectives, as well as the training and development activities in which the superintendent will engage to accomplish objectives. The committee reviews, provides feedback and approves the IDP.
- The committee meets quarterly with the superintendent to monitor and discuss progress.
- The superintendent reports progress on his/her IDP with his/her self-evaluation prior to the formal annual evaluation.

Appendix L – Training

MASB provides training on its Amended Spring 2019 Superintendent Evaluation instrument to board members and superintendents via a cadre of certified trainers. Training is as follows:

Fundamentals of Evaluation: This training covers the fundamentals of evaluation including legal requirements, essential elements of a performance evaluation system and processes for establishing superintendent performance goals and expectations. This session may not be necessary for participants who have attended Board Member Certification Courses (CBAs) 300 and 301, or who have documented participation in in-district workshops focused on superintendent evaluation conducted by MASB trainers. It is offered at various locations on an individual registration basis or as requested in cooperation with intermediate school districts.

Instrument-Specific Training: This training covers the use of the MASB Rev. Fall 2018 Superintendent Evaluation instrument including the cycle and processes of evaluation, rating superintendent performance on the rubric, as well as the use of evidence to evaluate superintendent performance. This training fulfills the requirement of evaluator training for board members as well as evaluatee training for superintendents whose districts are evaluating their superintendent with the MASB Rev. Fall 2018 Superintendent Evaluation instrument. It is conducted on-location in districts with board members and superintendent present.

Authors

The Michigan Association of School Boards has served boards of education since its inception in 1949. In the decades since, MASB has worked hands-on with tens of thousands of school board members and superintendents throughout the state. Evaluation of the superintendent has been a key aspect of that work – MASB developed superintendent evaluation instruments and trained board members in their use nearly half a century before the requirements.

MASB staff and faculty involved in creating the MASB 2016/ Rev. Fall 2019 Superintendent Evaluation instrument Include:

- Rodney Green, Ph.D., Superintendent of Schools (retired), East China School District
- Olga Holden, Ph.D., Director of Leadership Services (retired), MASB
- Donna Oser, CAE, former Director of Executive Search and Leadership Development, MASB
- Debbie Stair, MNML, former school board member, Assistant Director for Leadership Development, MASB

New York Council of School Superintendents staff and leadership involved in creating the Council's Superintendent Model Evaluation (which significantly influenced MASB's instrument):

- Jacinda H. Conboy, Esq., New York State Council of School Superintendents
- Sharon L. Contreras, Ph.D., Superintendent of Schools, Syracuse City SD
- Chad C. Groff, Superintendent of Schools
- Robert J. Reidy, Executive Director, New York State Council of School Superintendents
- Maria C. Rice, Superintendent of Schools, New Paltz CSD
- Dawn A. Santiago-Marullo, Ed.D., Superintendent of Schools, Victor CSD
- Randall W. Squier, CAS, Superintendent of Schools, Coxsackie-Athens CSD
- Kathryn Wegman, Superintendent of Schools (retired), Marion CSD