

## Superintendent Performance-Based Evaluation

### Strategic Plan Focus Area: Student Achievement

The superintendent uses a systematic process for monitoring, evaluating and improving student achievement.

Performance Indicators	Not Yet (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Collaborates with the Board in the preparation of long and short term operational and instructional goals.				
Provides system data and leadership to the board in its adoption of board and district goals.				
Oversees the planning and evaluation of curriculum and instruction programs.				
Reports to the school board the status of goals implementation and instructional programs effectiveness.				

### Strategic Plan Focus Area: Student Support

The superintendent ensures the implementation of processes for assessing and meeting student needs and supporting all students within a positive learning environment.

Performance Indicators	Not Yet (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Provides support within a refined central office structure to engage schools in the use of assessment data to design and adjust instruction to maximize student learning and achievement.				
Provides support systems for engaging administrators, faculty, and staff in collaborative work that supports a culture of high expectations for all students.				

### Strategic Plan Focus Area: Teaching and Learning

The superintendent develops, implements, and sustains organizational processes to support effective teaching and learning in a culture of high expectations.

Performance Indicators	Not Yet (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Develops a refined central office structure that ensures a focus on supporting school improvement.				
Provides staff with regular and meaningful professional activities to enhance knowledge and skills.				

Recruits and recommends all personnel actions to be taken by the board, including the employment, assignment and dismissal of personnel.				
Implements evaluation processes to ensure a fair and equitable evaluation of all personnel in the district.				
Reviews, recommends, and maintains adopted job descriptions for staff as applicable and required by law.				

**Strategic Plan Focus Area: Operational Support**

The superintendent consistently demonstrates sound fiscal management.

Performance Indicators	Not Yet (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Proposes each annual budget according to adopted budget policies, state law and federal requirements.				
Collaborates with the board to develop the final budget.				
Incorporates sound business and fiscal practices.				
Administers the approved budget within board established spending levels and recommends budget amendments as appropriate and necessary.				
Provides clear and accurate monthly financial status reports.				
Maintains excellent financial records and schedules regular audits of financial records.				

**Strategic Plan Focus Area: Leadership**

The superintendent actively supports the board’s efforts to continuously improve its effectiveness.

Performance Indicators	Not Yet (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Assists the board in meeting or exceeding accepted governance performance standards.				
Informs the board about current trends and developments in education.				
Leads policy development by informing the board about rules and state and federal laws.				
Recommends appropriate policy additions, revisions and updates in writing to the board.				
Seeks staff and public input on proposed policies and reports findings to the board.				
Implements and appropriately communicates policies and actions of the school board.				

**Strategic Plan Focus Area: Stakeholder Engagement**

The superintendent effectively promotes board, staff and community relationships.

Performance Indicators	Not Yet (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Demonstrates respect, professionalism and cooperation in relationships with the board and its members, staff, students and community.				
Recognizes and protects the established chain of command at all levels.				
Develops and implements distributive leadership as part of the process of shared governance.				
Develops a process to receive input from citizens on matters relating to the school district and communicates with the community.				
Assists the board in providing governance involvement opportunities for staff, students and community .				