

District Superintendent Evaluation and Goal Setting

Introduction

The board's evaluation of the District Superintendent is one of its most important functions. It's also mandated by law (8 NYCRR 100.2(o)(2)) requires an evaluation on an annual basis. The evaluation is the instrument through which the board informs the district superintendent, how (s)he is performing, whether its goals for the BOCES are being achieved and what needs to be done if they are not. The primary purpose is to foster the development and advancement of the BOCES district superintendent's leadership of the BOCES as follows:

- Focus the BOCES on goals and priorities
- Lead to transparent measures of performance and reasonable targets to meet
- Surface and resolve tensions or issues
- Serve as a record of strong performance over time
- Clarify areas where the board-district superintendent relationship can be improved

This evaluation reflects the current practice in education to use a rubric style evaluation to determine levels of performance for the district superintendent. Each section contains particular indicators with specific criteria to rate the performance level. The levels are scored on a scale **range of highly effective, effective, developing, and ineffective.**

The evaluation is also a tool for the BOCES district superintendent's use in creating and maintaining a solid leadership team with the board members. The evaluation process gives the board and the district superintendent an opportunity to reach detailed agreement on the leadership targets for the upcoming year. The board's assessment of the current year performance will also bring to the surface issues that may need attention by the district superintendent in the upcoming year.

Evaluation Process

The objective of the evaluation process is to facilitate board / district superintendent communication, the professional development of the District Superintendent and measuring progress on board goals. The evaluation must be evidence based.

The evaluation covers the period of one school year commencing on July 1 and ending on the subsequent June 30. The performance measures rubric and board goals are agreed to upfront. The BOCES District Superintendent will provide the board with a written reflection concerning the period of the evaluation taking into account the rubric and the board goals at the end of each school year. The board president will provide an evaluation rubric to each board member by July 31 of each year. The board will submit completed evaluations to the board president by August 31 of each year.

The full board will meet with the District Superintendent after completing the evaluation and compilation of the results by the board president.

- Each board member completes an individual evaluation of the District Superintendent, the forms should be returned to the board president (or designated board member) to synthesize the results and present the evaluation to the district superintendent.

- Each board member’s rating sheets will be made available to the District Superintendent for review.
- The final summative evaluation should reflect the Board’s opinion as a whole.

At that initial meeting the board will present the results and provide the BOCES District Superintendent with a copy of the evaluation. The District Superintendent will have 30 days to review the evaluation and may request a subsequent meeting with the board prior to responding to the evaluation in writing within 60 days of the initial meeting.

There are three basic parts to a District Superintendent’s evaluation:

- (1) a description of the job duties, or goals to be achieved by the district superintendent,
- (2) a subjective analysis, or opinion as to how well the district superintendent met the standards and goals, and
- (3) a final rating of “good highly effective”, “excellent effective”, “satisfactory developing”, or ineffective.

Each section of the evaluation is subject to different levels of disclosure under the Freedom of Information Law (FOIL).

Section	FOIL-able?	Rationale
(1) a description of the job duties, or goals to be achieved by the District Superintendent	YES	Disclosure of goals has been deemed to be a permissible rather than an unwarranted invasion of a District Superintendent’s personal privacy, because goals are relevant to the performance of the official duties which relate to the position of the District Superintendent, and not to the individual. ¹
(2) a subjective analysis, or opinion as to how well the District Superintendent has met the standards and goals	NO	The second component, which involves a reviewer’s subjective opinion can be withheld, as an unwarranted invasion of personal privacy, and on the grounds that a subjective comment constitutes an opinion concerning performance.
(3) a final rating of “good highly effective”, “excellent effective”, “satisfactory developing”, or ineffective	YES	The final summative rating of the district superintendent can also be disclosed because it constitutes a final agency determination which makes the final rating available pursuant to a FOIL request. Remember, if a District Superintendent’s salary increase is based on performance, not applicable to DS, the evaluation is subject to FOIL.

Therefore, individual scores from individual board members are not “final agency determinations” and are therefore not subject to FOIL. By contrast, any summative number or summative comments approved by the entire board would constitute a final agency determination, they are subject to FOIL.

¹ See generally Ops. NYS Committee on Open Government 8126 (1994), 8664 (1995), 8763 (1995). Available at: http://www.dos.state.ny.us/coog/foil_listing/findex.html

Domain 1: Relationship with the Board

	Ineffective	Developing	Effective	Highly Effective	Rating
Information	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 the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided with supporting information in order to make informed decisions.	
Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions / answers.	Board questions are addressed with occasional follow-up to members as required.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Policy involvement	Makes decisions without regard to adopted policy.	Is minimally involved in the development, recommendation and administration of BOCES policies.	Is actively involved in the development, recommendation and administration of BOCES policies.	Is proactive in the determination of BOCES needs and policy priorities.	
Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	
Category Rating					

Domain 2: Community Relations

	Ineffective	Developing	Effective	Highly Effective	Rating
BOCES image	Is negative about the BOCES.	Doesn't actively promote the BOCES.	Projects a positive image of the BOCES as expected.	Projects and promotes a positive image of the BOCES designed to enlarge and strengthen the community of interest in the BOCES.	
Communications with community	Isn't readily available.	Provides appropriate information only when asked.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communications, as appropriate, and works to provide alternative means of contact with the community.	
Media relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the BOCES in the media.	Initiates and actively engages with the media.	
Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events and initiates and maintains contact with stakeholders of the BOCES.	
Category Rating					

Domain 3: Staff Relationships

	Ineffective	Developing	Effective	Highly Effective	Rating
Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted. Practices conform to policy.	
Delegation of duties	Doesn't delegate duties. Maintains personal control over all BOCES operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth and develop their leadership and decision-making skills.	
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the BOCES.	
Visibility	Seldom visits BOCES buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	
Category Rating					

Domain 4: Business and Finance

	Ineffective	Developing	Effective	Highly Effective	Rating
Budget development and maintenance	District superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the BOCES.	District superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the BOCES.	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 component school BOCESs and the communities they serve.	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 component school BOCESs and their communities.	
Budget reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly (<i>monthly</i>) reports to the board concerning the budget and financial status.	Constant flow of budgetary/ financial information provided to the Board with discussion of the ramifications of any changes.	
Facility management	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 and a schedule for completion.	
Resource allocation	Resources are allocated without consideration of BOCES needs.	Resources are allocated to meet immediate needs.	Resources are distributed based upon goals and seek to meet immediate objectives.	Resources are distributed based upon strategic planning and goals to meet both immediate and long-range objectives.	
Category Rating					

Domain 5: Leadership

	Ineffective	Developing	Effective	Highly Effective	Rating
Professional knowledge	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for information / data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the BOCES is implementing best practices.	
Self-improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the BOCES. Participates actively in professional groups and organizations.	
Focus on students	Focus is on the management of the BOCES and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the BOCES.	Student achievement is important and guides decisions made within the BOCES.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.	
Goal development	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 BOCES. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the BOCES. Aligns the available resources within the budget and deploys resources to accomplish these goals.	
Staff development	Staff development isn't 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 increasing student achievement.	Staff development programs are targeted toward BOCES-specific goals and are sustained to increase student achievement.	

Domain 6: Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Rating
Curriculum	Curriculum isn't a priority in the BOCES.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of students in all programs.	
Commissioner's Representative	Does not relate information about state policies and does not work with component district leadership to implement state-initiated reform.	Is passively supportive of state reform efforts but does not establish them as a priority in the region or the BOCES.	Actively supports state reform efforts and leverages BOCES resources to ensure compliance in the region and the BOCES.	Aggressively supports state reform efforts through strong personal advocacy, establishes state reform efforts as a priority for the BOCES and component school districts through allocation of resources; development and implementation of strategies, programs and services to advance implementation.	
Category Rating					

BOCES Goals

The following specific goals have been developed and agreed upon indicators of BOCES results:

Goal 1					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 2					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 3					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 4					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	
Category Rating					

Determining the Overall Evaluation Rating

District superintendent's name:	Name:
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School year:	
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RATINGS ON INDIVIDUAL DOMAINS:

Domain 1: Relationship with Board	Ineffective	Developing	Effective	Highly Effective
Domain 2: Community Relations	Ineffective	Developing	Effective	Highly Effective
Domain 3: Staff Relationships	Ineffective	Developing	Effective	Highly Effective
Domain 4: Business & Finance	Ineffective	Developing	Effective	Highly Effective
Domain 5: Leadership	Ineffective	Developing	Effective	Highly Effective
Domain 6: Instructional Leadership	Ineffective	Developing	Effective	Highly Effective

Board Goal 1	Ineffective	Developing	Effective	Highly Effective
Board Goal 2	Ineffective	Developing	Effective	Highly Effective
Board Goal 3	Ineffective	Developing	Effective	Highly Effective
Board Goal 4	Ineffective	Developing	Effective	Highly Effective
OVERALL RATING:	Ineffective	Developing	Effective	Highly Effective

District Superintendent Attachment A: Written Reflection for period covering July 1, 20__ - June 30, 20__.

Comments by Board of Education (if necessary):

District Superintendent's signature: _____ Date: _____

Board President's signature: _____ Date: _____

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

