

**2008-2009
Superintendent Performance Appraisal Instrument**

I. STRATEGIC PLAN PROGRESS

Foundational Strategy A: Ensure excellence in every classroom.

<u>5 Year Goal</u>	<u>Strategy 2008-2009</u>	<u>Key Deliverables 2008-2009</u>	<u>Quality</u> 4 3 2 1	<u>Rationale/Comments</u>
1. Strengthen our teaching of math and science and build on our success with reading and writing.	a. Develop a scope and sequence for math and science.	P-12 scope and sequence for math and science.		
	b. Develop a recommendation for math instructional materials for grades 9-12.	Recommendations for high school math and science instructional materials.		
2. Develop assessment tools to consistently track student progress and use data to drive improvements.	a. Design, develop and implement common district-wide formative and summative assessments in math and reading from K-12, with full implementation of this project with fidelity.	Choose an assessment system to consistently track student progress.		
3. Create a system that recognizes high performing schools and helps struggling schools.	a. Develop a school performance framework with clear goals of academic and non-academic performance targets, including interventions, assistance, autonomies, and flexibilities for implementation and measurement beginning 2009/10.	Metrics for measuring school performance and intervention options outlined based on performance targets for schools and central office.		

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Questions to consider:

- Is the work research-based?
- Does the work align with the strategic plan?
- Does the work have a high impact on student achievement?
- Has the work of the district leadership been clear, coherent, and presented well?
- How does the work compare with local, state, and national efforts?

2008-2009

Superintendent Performance Appraisal Instrument

Foundational Strategy B: Strengthen leaders system-wide.				
<u>5 Year Goal</u>	<u>Strategy 2008-2009</u>	<u>Key Deliverables 2008-2009</u>	<u>Quality</u> 4 3 2 1	<u>Rationale/Comments</u>
1. Retain and hire the best teachers and principals.	a. Review and redesign the district’s hiring and recruiting processes. (Phase I)	1. Implement a system that will support the required personnel actions of all district personnel. 2. Increase the quality of applicants via a more efficient hiring process. 3. Strengthen existing mentoring programs such as STAR.		
2. Hold all employees to high expectations and support them in meeting those expectations.	a. Ensure that all eligible new teachers participate in the New Teacher Academy and new principals participate in the New Principal Institute.	Implement a high quality new teacher and new principal orientation as measured by presentation evaluations of average to above-average ratings.		
3. Implement effective performance evaluations at all levels.	a. Support expansion of the teacher evaluation pilot and develop ramp up plans.	1. 12 schools will participate in the pilot 2. Plan for expansion of the pilot.		
	b. Update principal evaluation to align with district’s goals, school performance framework, and teacher evaluations.	Creation of core competencies and their incorporation into the current principal evaluation system.		
	c. Develop new central office performance evaluation system.	Central office performance evaluation system.		

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Questions to consider:

- Is the work research-based?
- Does the work have a high impact on student achievement?
- How does the work compare with local, state, and national efforts?
- Does the work align with the strategic plan?
- Has the work of the district leadership been clear, coherent, and presented well?

2008-2009

Superintendent Performance Appraisal Instrument

Foundational Strategy C: Build an infrastructure that works well.

<u>5 Year Goal</u>	<u>Strategy 2008-2009</u>	<u>Key Deliverables 2008-2009</u>	<u>Quality</u> 4 3 2 1	<u>Rationale/Comments</u>
1. Adopt and adapt technologies to allow for more efficient student assignment.	a. Implement the migration off the legacy VAX platform of student assignment, student information system, academic systems data, and utilities.	Effective and efficient technologies for student information systems.		
	b. Finalize academic and operational guiding principles and communication plans for student assignment.	Academic and operational guiding principles for the student assignment plan.		
2. Address district capacity issues.	c. Address immediate capacity management issues.	1. Provide a recommendation to address capacity shortages for the 09-10 school year for Northeast, Queen Anne and Magnolia 2. Planning level cost estimates and recommendations for the Phase II of the project.		
3. Successfully execute key projects and initiatives related to the strategic plan.	Use Project Management as a key strategy to accomplish the work of the strategic plan.	1. Project Management training for all staff. 2. Execute statements of work (SOW) for key initiatives. 3. Use project dashboards to benchmark work quality and progress.		
4. Develop budget protocols and evaluation tools to ensure efficiency and efficacy.	a. Develop new budget process for 2009/10 budget that aligns with strategic planning priorities.	09-10 budget that is balanced and strategically aligned.		
	b. Develop financial analysis tools to guide effective spending.	Financial analysis tool for effective spending.		

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Questions to consider:

- Is the work research-based?
- Does the work align with the strategic plan?
- Does the work have a high impact on student achievement?
- Has the work of the district leadership been clear, coherent, and presented well?
- How does the work compare with local, state, and national efforts?

2008-2009

Superintendent Performance Appraisal Instrument

Foundational Strategy D: Improve systems.

<u>5 Year Goal</u>	<u>Strategy 2008-2009</u>	<u>Key Deliverables 2008-2009</u>	<u>Quality</u> 4 3 2 1	<u>Rationale/Comments</u>
Greater transparency and accountability throughout our schools and ultimately to stronger performance across the system.	1. Develop a performance management system to track school performance and system performance.	1. School Scorecard. 2. District Scorecard and operations dashboard.		

Foundational Strategy E: Engage stakeholders.

1. Redesign SPS' website for greater access and transparency.	a. Develop clear internal standards for the SPS website. b. Reach out to community for support and implementation guidelines.	New home page that is easier to navigate and that prominently displays links to the strategic plan, what's news, and get involved pages.		
2. Strengthen and fully implement the Family Engagement protocol.	a. Carry out plan for implementing the School Family Partnerships Model at the 17 identified schools.	17 Family Engagement Teams are effectively utilizing the Family Partnership Model.		
3. Solidify SPS government relations and legislative advocacy efforts.	Increase SPS' participation in legislative and governmental activities.	1. Legislative agenda that acknowledges State Board of Education and legislature priorities. 2. Position papers on critical issues that are not on the legislative agenda (e.g. Bilingual Education issues)		

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Questions to consider:

- Is the work research-based?
- Does the work have a high impact on student achievement?
- How does the work compare with local, state, and national efforts?
- Does the work align with the strategic plan?
- Has the work of the district leadership been clear, coherent, and presented well?

2008-2009

Superintendent Performance Appraisal Instrument

Foundational Strategy F: Improve SPS culture.

<u>5 Year Goal</u>	<u>Strategy 2008-2009</u>	<u>Key Deliverables 2008-2009</u>	<u>Quality</u> 4 3 2 1	<u>Rationale/Comments</u>
1. Provide families and community members with a level of customer service that makes them feel welcome and creates a positive experience for them.	1. Develop a customer service protocol and send two groups through training.	1. Identify group and individual customer service skills relevant to the implementation of customer service protocol and service standards. 2. Clear customer service targets established. 3. Plan detailed roll out of protocol and standards. 4. Measurement tool for tracking success.		
2. Increase teacher engagement.	Continue to build relationships with teachers through effective outreach.	Visit 40 schools in 2008-09, continue teacher chats, and the teacher newsletter.		

Foundational Strategy G: Resources

1. Build and leverage external partnerships to help support implementation of the strategic plan.	1. Strengthen Philanthropic Relationships. 2. Leverage direct service community based providers to align and support the strategic plan.	1. Secured funding to support the work of the strategic plan. 2. Strategy and framework for leveraging partnerships with the work of the strategic plan, particularly in the areas of math and science.		
---	---	--	--	--

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Questions to consider:

- Is the work research-based?
- Does the work have a high impact on student achievement?
- How does the work compare with local, state, and national efforts?
- Does the work align with the strategic plan?
- Has the work of the district leadership been clear, coherent, and presented well?

**2008-2009
Superintendent Performance Appraisal Instrument**

II. OTHER QUALITATIVE ASSESSMENTS OF DISTRICT OPERATIONS

<u>Goal</u>	<u>Strategy</u>	<u>Key Deliverables/Work Stream</u>	<u>Quality</u> 4 3 2 1	<u>Rationale/Comments</u>
1. Fiscal management	a. Budget and Financial Planning.	1. Plan budget information in terms of educational priorities. 2. Oversee budget operations with the board in a clear, effective manner.		
	b. District financial health and fiscal sustainability.	1. Evaluate needs and recommend adequate financing. 2. Provide adequate data to support budgetary requests.		
	c. Effective and efficient use of district funds.	1. Demonstrate budget management, including financial forecasting, planning, cash-flow management, account auditing and monitoring.		
2. Curriculum and instruction and Ongoing Academic Priorities	a. Implementation of elementary math adoption.	1. Teachers and school based staff are trained to faithfully implement program. 2. Materials are distributed to and received by schools in a timely manner.		
	b. Safety net programs.	Form the HUB office to create a system of coordinated intake, assessment, supportive services and subsequent case management.		

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Questions to consider:

- Is the work research-based?
- Does the work have a high impact on student achievement?
- How does the work compare with local, state, and national efforts?
- Does the work align with the strategic plan?
- Has the work of the district leadership been clear, coherent, and presented well?

**2008-2009
Superintendent Performance Appraisal Instrument**

<u>Goal</u>	<u>Strategy</u>	<u>Key Deliverables/Work Stream</u>	<u>Quality</u> 4 3 2 1	<u>Rationale/Comments</u>
3. Audits	Develop ongoing responses to 8 district-initiated audits, including plans to improve in each area and progress timeline. a. Curriculum b. Special education c. Academic safety net d. Accelerated Progress Program e. Operations f. Communications g. Bilingual h. Technology	1. Consistent template for audit responses to support ongoing work of the strategic plan. 2. Completed responses for each audit. 3. Audit responses will become appendixes for <i>Excellence for All</i> .		
4. Capital Construction Program	Complete projects on time/on schedule, within budget, and engage community in the process	Completed projects.		
5. Management	a. Recruit and retain high quality senior staff	1. Labor Relations Director 2. Exec Director, Special Education 3. School Improvement Director 4. Exec Director, Curriculum and Instruction		

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Questions to consider:

- Is the work research-based?
- Does the work align with the strategic plan?
- Does the work have a high impact on student achievement?
- Has the work of the district leadership been clear, coherent, and presented well?
- How does the work compare with local, state, and national efforts?

**2008-2009
Superintendent Performance Appraisal Instrument**

<u>Goal</u>	<u>Strategy</u>	<u>Key Deliverables/Work Stream</u>	<u>Quality</u> 4 3 2 1	<u>Rationale/Comments</u>
6. Relationships	a. Labor relations	1. Establish productive relationships with bargaining groups. 2. Develop bargaining strategies based on collective bargaining laws and processes. 3. Participate in the collective bargaining processes as determined by the board.		
	b. Community	1. Participation in community life and affairs. 2. Provide educational leadership to the community. 3. Be an effective spokesperson for and face of the district.		
	c. Board and Superintendent	1. Understand and articulate the system of governance and differentiate between policy-making and administrative roles. 2. Establish procedures for superintendent/board interpersonal and working relationships. 3. Handle differences of opinion with board members and superintendent in an effective manner.		

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Questions to consider:

- Is the work research-based?
- Does the work have a high impact on student achievement?
- How does the work compare with local, state, and national efforts?
- Does the work align with the strategic plan?
- Has the work of the district leadership been clear, coherent, and presented well?

**2008-2009
Superintendent Performance Appraisal Instrument**

III. FACILITATIVE EVALUATION

The Board/Superintendent evaluation process is conducted over a one- or two-day period of time using an outside facilitator. The process will be customized to each district’s specific needs, but will generally follow this approach:

Preparation Phase

- Discussion of process and parameters with board chair and Superintendent
- Review of board governance policies related to evaluation and any board-adopted goals
- Review of Superintendent’s contract terms and any evaluation instruments currently in use
- Discussion of how the evaluation will be handled with the public and the media
- Development of customized questionnaire for interviews
- Review any legal parameters which may apply.

Interviews

One-on-one private interviews will be held with the Superintendent and with each board member to gather opinions on governance team performance, using the questionnaire template. In addition, if the Board wishes, interviews will be held with key members of the executive leadership team or other constituents. Key themes from the interviews will be synthesized by the facilitator.

Reporting

The facilitator will make a verbal presentation to the entire governance team regarding the findings. This meeting will normally be held in closed session, as the Superintendent’s performance will be discussed. The facilitator will share the key themes from the interviews, focusing on the areas of strength and areas of continuing improvement in Board and Superintendent performance. *(Note: in some situations, the facilitator may meet with the superintendent and board executive committee in advance of the full board meeting to discuss findings.)*

IV. PERFORMANCE MEASURES

A. Student Outcomes Dashboard	The District has committed to ambitious student performance goals (see attached), these will serve as the student outcomes dashboard and be updated in October of each year based on the prior school year’s data. The first <i>complete</i> update of the progress on student outcomes will be in October 2009, reflecting the time needed to collect and analyze the prior school year’s data. The school year 2008-09 is Year One of the five-year Strategic Plan.
B. District System Dashboard	This is the dashboard that will track our progress against key operational goals and toward nationally recognized key performance indicators. These are outlined above in the commitments made in each of the Strategic Plan’s five areas of focus.

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Questions to consider:

- Is the work research-based?
- Does the work align with the strategic plan?
- Does the work have a high impact on student achievement?
- Has the work of the district leadership been clear, coherent, and presented well?
- How does the work compare with local, state, and national efforts?

**2008-2009
Superintendent Performance Appraisal Instrument**

Additional Comments:

4=Outstanding/excels; 3=Very competent/exceeds expectations; 2=Satisfactory/meets expectations; 1=Unsatisfactory/needs improvement

Questions to consider:

- Is the work research-based?
- Does the work have a high impact on student achievement?
- How does the work compare with local, state, and national efforts?
- Does the work align with the strategic plan?
- Has the work of the district leadership been clear, coherent, and presented well?