

Policy Type: Board/Superintendent Relationship**Superintendent Formal Summative Evaluation**

Superintendent: _____

Date: _____

School Year: _____

Introduction

The Board of Education monitors the Superintendent's job performance systematically and rigorously against only the Superintendent's job expectations slated in Board policy: organizational accomplishment of the Strategic Plan Goals/Annual Objectives and organizational operation within the limitations established in the Board's Executive Limitations policies. Monitoring of Superintendent performance is ongoing throughout the year according to the Board's policy monitoring schedule. Therefore, this document is a summary of monitoring data previously received. This evaluation form has been designed to encourage, nurture and promote continued growth, partnership and trust within the Board's policy governance framework.

I. Professional Practice Skills

	Performs Above Expectations	Meets Expectations	Below Expectations
<u>Educational Leadership</u>			
A. Collaboratively develops the vision, mission, values, expectations and goals of the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Articulates the vision of the district to staff and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Encourages the improvement of instruction and achievement outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Distributes leadership tasks effectively and supports those in leadership positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Promotes accountability of staff for achieving rigorous performance goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Performs Above Expectations	Meets Expectations	Below Expectations
<hr/>			
<u>Culture and Relationships</u>			
A. Articulates, models, and positively reinforces a clear vision and values of the district's culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Involves staff, community and Board members in creating an inclusive and welcoming climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Demonstrates a commitment to diversity by creating an inclusive and welcoming climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Fosters a culture that encourages continual improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Maintains positive staff relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Demonstrates strong communication skills with staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Demonstrates strong communication skills with Board members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Performs Above Expectations	Meets Expectations	Below Expectations
<hr/>			
<u>Managerial Leadership</u>			
A. Ensures that the district provides an orderly and supportive environment that fosters a climate of safety, respect, and well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Develops and administers a fiscally responsible budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Implements Board policies and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Establishes and manages processes that promote the recruitment and retention of qualified staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Ensures that clear expectations, structures, rules and procedures are established for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Regularly updates self on knowledge of federal and state laws and Board policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Performs Above Expectations	Meets Expectations	Below Expectations
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<u>Job-Related Traits & Qualities</u>			
A. Exhibits self-control under difficult conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Establishes a trusting and collaborative work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Demonstrates enthusiasm about work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Effectively communicates in written and verbal expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Exemplifies qualities of integrity and honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Establishes a pattern of visibility within the educational community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. **District Strategic Plan and Goals**

The following summarizes the data derived throughout the year from monitoring the District Strategic Plan Goals and Annual Objectives. *Annual data points will be provided by the Superintendent.

	Reasonable progress was made toward accomplishing these Objectives	Reasonable progress was not made toward accomplishing these Objectives	Insufficient data to determine whether reasonable progress was made
1. Growth & Achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Safety & Mental Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Quality Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Post-Secondary Readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Student Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summary of strengths relative to achievement of the Annual Objectives in District Strategic Plan Goals:

Summary of areas requiring growth and development relative to achievement of the Annual Objectives in the District Strategic Plan Goals:

Improvement plan, including goals and objectives, for addressing any insufficient progress toward meeting the Annual Objectives in the District Strategic Plan Goals (if needed):

III. Board Executive Limitations Policies

The following summarizes the data derived throughout the year from monitoring the Board's policies on Executive Limitations.

	Operated within the limitations set forth in this policy	Operated outside the limitations set forth in this policy
EL-1 Global Executive Constraint	<input type="radio"/>	<input type="radio"/>
EL-2 Emergency Superintendent Succession	<input type="radio"/>	<input type="radio"/>
EL-3 Development of Administration Policy	<input type="radio"/>	<input type="radio"/>
EL-4 Communication and Counsel to the Board	<input type="radio"/>	<input type="radio"/>
EL-5 Commitment to Accomplishment and Accountability	<input type="radio"/>	<input type="radio"/>
EL-6 Educational Program	<input type="radio"/>	<input type="radio"/>
EL-7 Instructional Materials Selection and Adoption	<input type="radio"/>	<input type="radio"/>
EL-8 School Year Calendar	<input type="radio"/>	<input type="radio"/>
EL-9 Treatment of Students, Parents and Community	<input type="radio"/>	<input type="radio"/>
EL-10 Student Conduct, Discipline and Attendance	<input type="radio"/>	<input type="radio"/>
EL-11 School Safety	<input type="radio"/>	<input type="radio"/>
EL-12 Staff Treatment	<input type="radio"/>	<input type="radio"/>
EL-13 Staff Compensation	<input type="radio"/>	<input type="radio"/>
EL-14 Staff Evaluation	<input type="radio"/>	<input type="radio"/>
EL-15 Budgeting	<input type="radio"/>	<input type="radio"/>
EL-16 Financial Administration	<input type="radio"/>	<input type="radio"/>
EL-17 Asset Protection	<input type="radio"/>	<input type="radio"/>

Summary of strengths relative to operation within the limitations established by the Board's Executive Limitations policies:

Summary of areas requiring growth and development relative to operation within the limitations established by the Board's Executive Limitations policies:

Improvement plan, including goals and objectives, for addressing any deficiencies in operation within the limitations set forth in the Board’s Executive Limitations policies (if needed):

IV. Summary & Recommendations

Commendations:

Recommendations:

_____ Superintendent Signature	_____ Date
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_____ Board President Signature	_____ Date
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Adopted: August 8, 2001
Revised: ~~October 23, 2013, February 11, 2015, July 22, 2015, July 21, 2021~~

Monitoring Method: *Board self-assessment*
Monitoring Method: *July and February*

SELF-ASSESSMENT DOCUMENT

Monitoring Method – Board Self-assessment
Monitoring Frequency - Annually in July and February

Policy: B/SR-5E

Name: Superintendent Formal Summative Evaluation

The Board of Education monitors the Superintendent's job performance systematically and rigorously against only the Superintendent's job expectations slated in Board policy: organizational accomplishment of the Strategic Plan Goals/Annual Objectives, and organizational operation within the limitations established in the Board's Executive Limitations policies. Monitoring of Superintendent performance is ongoing throughout the year according to the Board's policy monitoring schedule. Therefore, the self assessment document is a report of monitoring data received on the evaluation, which was designed to encourage, nurture and promote continued growth, partnership and trust within the Board's policy governance framework.

Reasonable progress will be made toward accomplishing each Annual Objective within the Strategic Plan Goals:

1. Academic Proficiency Levels in Language Arts and Math
2. Remediation Rates
3. Graduation Rates
4. Employee Turnover Rates

Accordingly:

1. Strengths relative to achievement of the District Strategic Plan and Goals are summarized semi-annually in the Superintendent's Formal Summative Evaluation
2. Weaknesses relative to achievement of the District Strategic Plan and Goals are summarized semi-annually in the Superintendent's Formal Summative Evaluation
3. Any insufficient progress toward meeting the District Strategic Plan and Goals will be addressed in an improvement plan annually in the Superintendent's Formal Summative Evaluation

Data is derived throughout the year from monitoring the Board's policies on Executive Limitations set forth in the following policies:

- a. EL-1 Global Executive Constraint
- b. EL-2 Emergency Superintendent Succession
- c. EL-3 Development of Administrative Policy
- d. EL-4 Communication and Counsel to the Board
- e. EL-5 Commitment to Accomplishment and Accountability
- f. EL-6 Educational Program
- g. EL-7 Instructional Materials Selection and Adoption
- h. EL-8 School Year Calendar
- i. EL-9 Treatment of Students, Parents and Community

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B-SR-5E

- j. EL-10 Student Conduct, Discipline and Attendance
- k. EL-11 School Safety
- l. EL-12 Staff Treatment
- m. EL-13 Staff Compensation
- n. EL-14 Staff Evaluation
- o. EL-15 Budgeting
- p. EL-16 Financial Administration
- q. EL-17 Asset Protection

4. Strengths relative to operation within the limitations established by the Board's Executive Limitations policies are summarized semi-annually in the Superintendent's Formal Summative Evaluation
5. Weakness relative to operation within the limitations established by the Board's Executive Limitations policies are summarized semi-annually in the Superintendent's Formal Summative Evaluation
6. Any deficiencies in operation within the limitations set forth in the Board's Executive Limitations policies are addressed in an improvement plan semi-annually in the Superintendent's Formal Summative Evaluation

With respect to the provisions of its policy B/SR-5E, the Weld Re-3(J) Board of Education concludes that its performance during the previous year has been

- _____ in compliance
- _____ not in compliance
- _____ in substantial compliance, with the following exceptions:

In order to maintain its commitment to excellence in governance, to the provisions of this policy, and to improve its own performance, the board commits to the following actions (not required for policies found in compliance):

1.

2.

3.

Signed: _____
President

Date: _____

Revised: July 20, 2016