

School ADvance

A Superintendent Evaluation System

*For
Learning, Growth, and Adaptation*



Today's Workshop: School ADvance Superintendent Evaluation System

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Access the School ADvance Resources website:

<http://www.goschooladvance.org/resources>



Let's start with you. Please share...

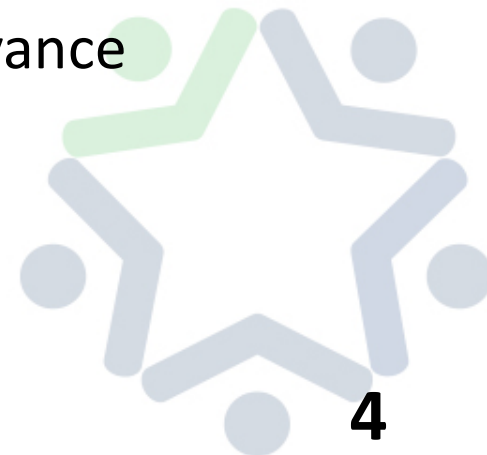
1. Your name and years on the Board
2. Describe your experience evaluating an employee



Goals for Workshop

Our Goals:

- Introduce you to the System of School ADvance
- Guide you in aligning School ADvance to your district Goals and Priorities
- Work with interpreting the Framework and Rubrics
- Develop plans for implementing School ADvance



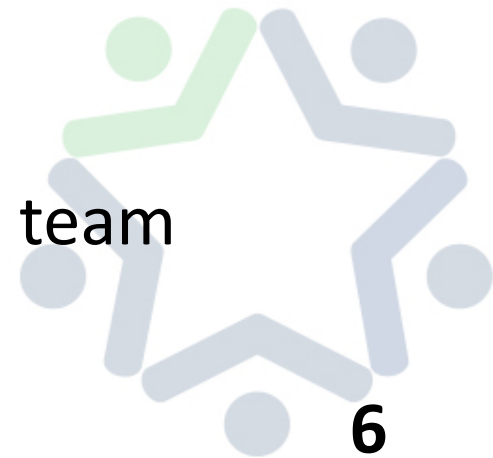
Purposes for Performance Evaluation

1. Achieve Organizational Goals, i.e. Student Outcomes
2. Stay focused on the most critical work
3. Guide learning, growth, and development
4. Make employment decisions



A Sound Evaluation Process...

- Focuses both Board and Superintendent attention
- Aligns expectations of Superintendent with district goals
- Provides a sound basis for assessing the Superintendent's performance
- Fosters ongoing dialogue between the Board and Superintendent
- Avoids surprises
- Contributes to a productive governance team



How does School ADvance Work?

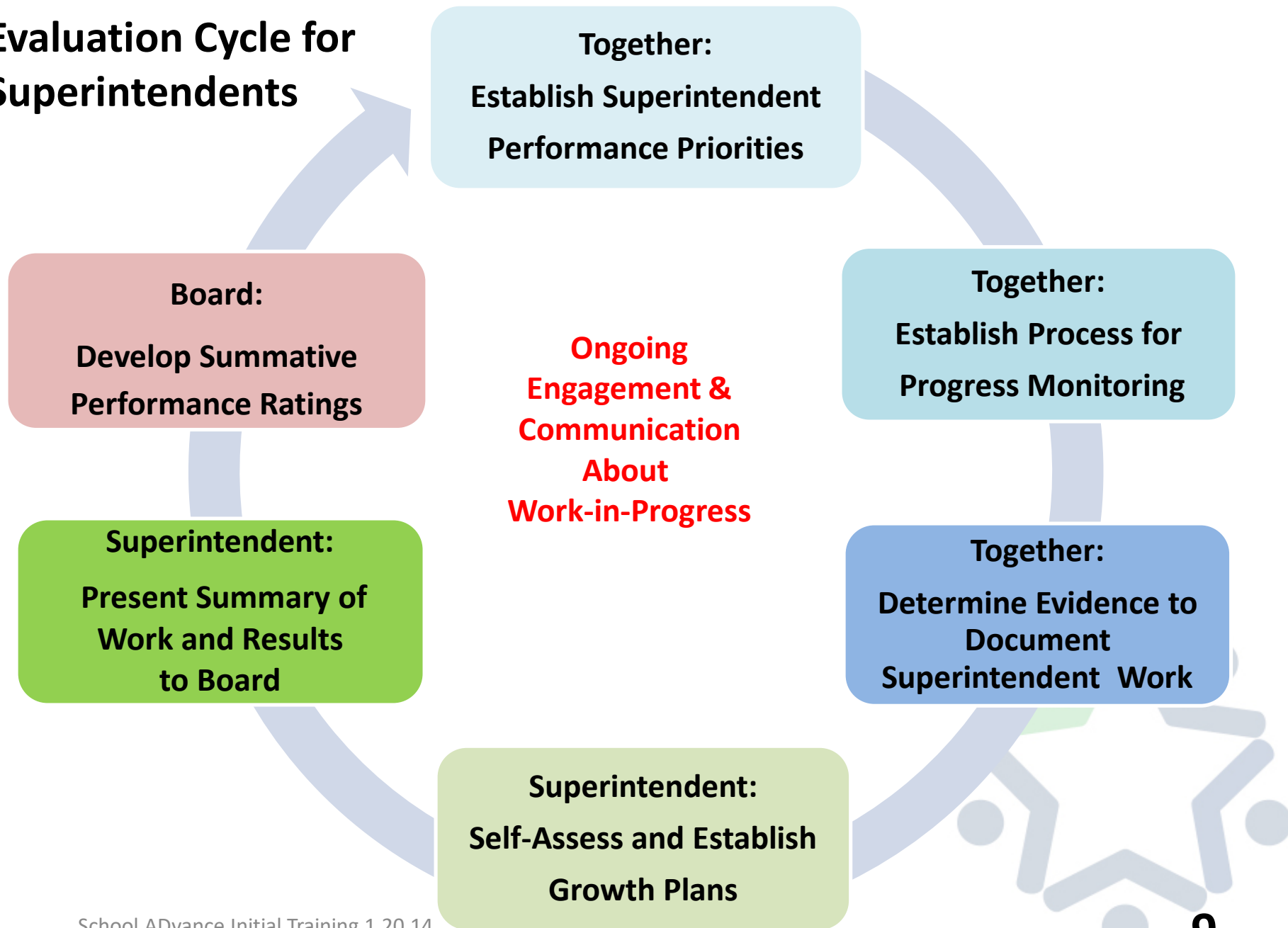
- By establishing expectations up front
- By staying focused
- By engaging in ongoing dialogue



Working with the School ADvance Superintendent Evaluation Cycle



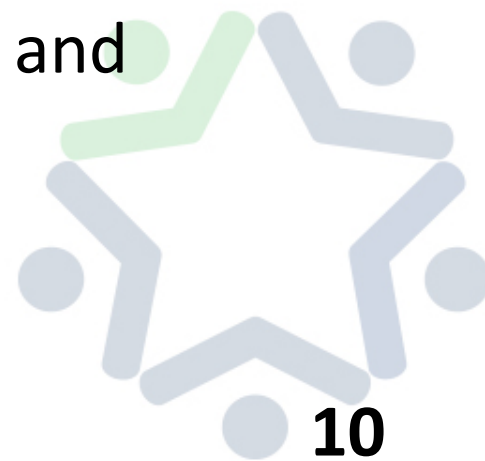
Evaluation Cycle for Superintendents



Adapting to the School ADvance Evaluation Cycle

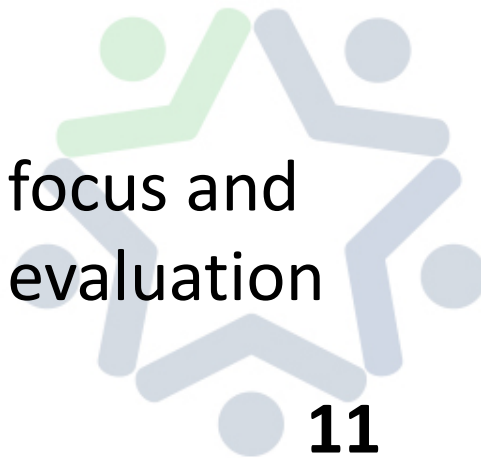
Establish an Evaluation Cycle that meets your needs – just remember, to “front load” the process:

1. Decide how to transition to the new cycle
2. Clarify when/how to carry out each phase
3. Establish the process for ongoing Board and Superintendent dialogue



Let's Get You Started

1. Your Superintendent and Board President meet prior to help get the process started for the full Board
2. They discuss your district's long term goals and identify some areas of potential focus for the next cycle in the evaluation process
3. Tonight, we will examine those areas of focus and match them to a set of School ADvance evaluation characteristics



First, let's review how to ensure a solid game plan:

1. Discuss which long term goals and strategies will take priority focus for the next evaluation cycle
2. Decide what progress you want to achieve on those priority areas



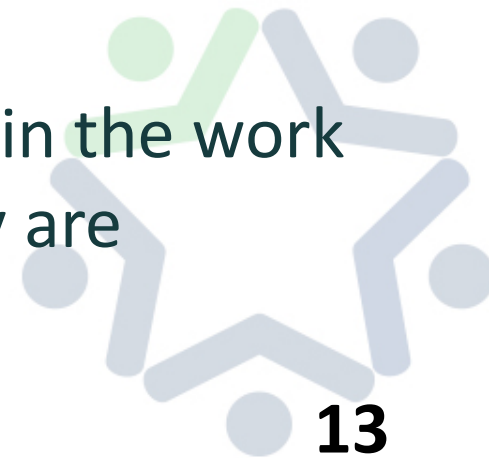
Be sure the Superintendent's performance priorities:

2017-18 Goals

- 1.
- 2.
- 3.



- ☐ **State the impact you expect:** Define the expected change in outcomes or conditions
- ☐ **Are relevant:** Based on long-range strategic goals
- ☐ **Are important:** Based on district data, they are the 3-5 most important areas for progress in this evaluation cycle
- ☐ **Are reasonable:** They are the next steps in the work to achieve your long-term goals and they are achievable in this evaluation cycle



Example of a Performance Priority

Superintendent Priority: Work to improve systems for collecting and using internal and external stakeholder feedback (Domain 4, Factor A, Characteristic 3 – See slide 21)

Expected Impact: More and better data to support decision making

Relevance: State laws and SIP/DIP systems require the collection and use of staff, student, and parent feedback

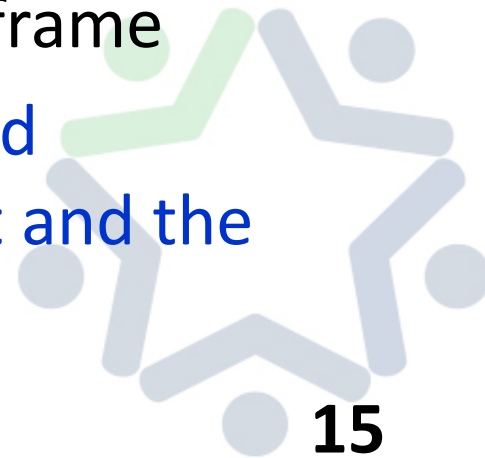
Importance: Currently, the district has no consistent system for stakeholder feedback

Reasonable: In this evaluation cycle, identify one valid student feedback instrument for each program level and establish procedures for data collection and analysis



The Superintendent will need a work plan with strategies to achieve the annual goals and make progress toward long-term goals. The work plan should:

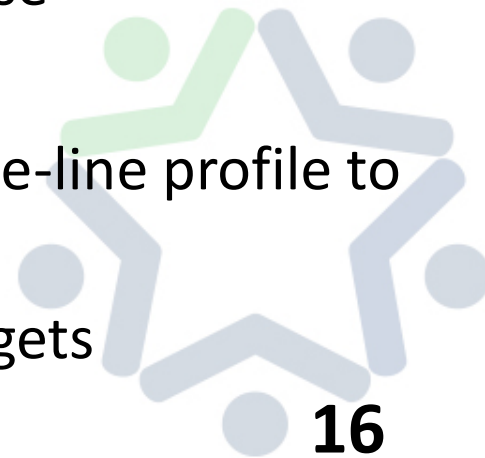
- Draw upon evidence and/or research based strategies
- Build upon what has already been accomplished
- Be designed to grow district capacity
- Be achievable within the designated timeframe
- Become the basis for ongoing dialogue and engagement between the Superintendent and the Board



Example Work Plan for the Priority

Work with Staff and Administrative Team to:

1. Complete an inventory of student feedback instruments already in use
2. Research options for valid age/grade appropriate student feedback instruments
3. Identify instruments that align best with district mission/vision/goals
4. Select best options and determine system for use
5. Build into district budget and school calendar
6. Collect first year base-line data and present base-line profile to board, staff, and admin team
7. Begin using profile to identify improvement targets



Working with the School ADvance Frameworks and Rubrics



The Organization of Domains, Factors, and Characteristics in the Rubrics

Color Key for Rubrics:

Domains
(Areas of responsibility)

Factors
(Elements of Practice)

Characteristics
(Descriptors of Practice)

Superintendent and District Leader Framework 2.0

<p style="text-align: center;">Domain 1 – Results</p> <ul style="list-style-type: none"> A. Growth targets on mandatory academic measures B. Growth targets on other valid, normed or criterion-referenced academic measures, including performance and developmental rubrics C. Growth targets on valid, research supported behavioral measures associated with academic achievement D. Growth targets on valid, research supported psycho-social measures associated with academic achievement <p><small>Note: Growth targets for A-D can be based on SGP, SLO, Proficiency, and other means of analyzing positive change in student's performance status, profile, or rate. Additionally, targets can be aggregated or disaggregated by, ethnicity, EL, Gender, ED, SWD, Migrant, Homeless, Foster Care, Active Military Parents, class groupings, programs, etc.</small></p>	
<p style="text-align: center;">Domain 2 – Leadership</p> <ul style="list-style-type: none"> A. Vision for Learning and Achievement <ul style="list-style-type: none"> 1. Mission and Vision 2. Goals and Expectations B. Culture <ul style="list-style-type: none"> 1. Values, Beliefs, Principles, and Diversity 2. Language, Traditions, Celebrations, and Stories C. Leadership Behavior <ul style="list-style-type: none"> 1. Informed and Current 2. Strategic and Systemic 3. Fair, Legal, Honest, and Ethical 4. Adaptive and Resilient 	<p style="text-align: center;">Domain 3 – Systems</p> <ul style="list-style-type: none"> A. High Quality and Reliability Instructional Program <ul style="list-style-type: none"> 1. Guaranteed and Viable Curriculum 2. Evidence Based and Differentiated Instruction 3. Standards Based Assessment and Feedback 4. Technology to Expand Learning Opportunity B. Safe, Effective, Efficient Programs and Services <ul style="list-style-type: none"> 1. Laws, Policies, and Regulations 2. Processes and Procedures 3. Resource Allocation and Management 4. Personnel Policies and Practices 5. Non-Instructional Technology
<p style="text-align: center;">Domain 4 - Processes</p> <ul style="list-style-type: none"> A. Community Building <ul style="list-style-type: none"> 1. Board Relations 2. Leadership Team Relations 3. Internal and External Stakeholder Relations 4. Communications and Media Relations B. Evidence Based Improvement <ul style="list-style-type: none"> 1. Collaborative Inquiry 2. Systematic use of Multiple Data Sources 3. Data Systems 4. Aligned Improvement, Monitoring, and Reporting 	<p style="text-align: center;">Domain 5 – Capacity</p> <ul style="list-style-type: none"> A. Human Development <ul style="list-style-type: none"> 1. Professional Learning 2. Leadership Development 3. Performance Evaluation 4. Productivity B. Contextual and Political <ul style="list-style-type: none"> 1. Contextual and Political Awareness 2. Education and Advocacy

The difference between Summative and Formative Rubrics

The Summative Rubrics

- Used by the Board to develop the Superintendent's performance profile
- Provides a single condensed description of each characteristic

The Formative Rubrics

- Used by the Superintendent to develop and guide:
 - self assessment
 - formative growth plans
 - evidence documentation
- Provides added detail for each characteristic

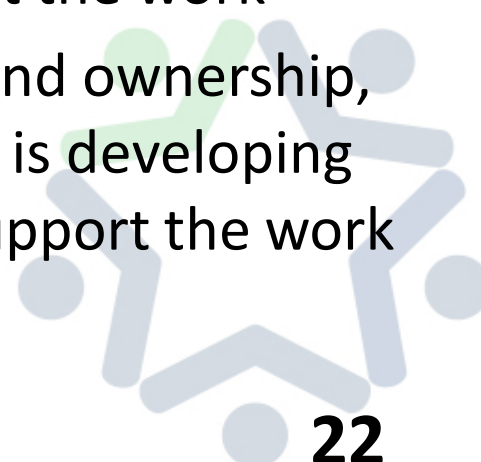
Domain 4: Processes			
Factor A: Community Building			
Characteristic 3: Internal and External Stakeholder Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A3	Demonstrates current knowledge about the district and community and maintains open, responsive, and respectful interactions with parents, students, and the community	And is highly visible in both the schools and/or the community, encourages parent and community involvement in the schools, and solicits student, parent, and community feedback to inform the work of the district	And establishes systems to collect and interpret feedback and community data, inform the board and community of district issues and concerns, mobilize parent and community involvement, and establish community partnerships to achieve district goals
Characteristic 4: Communications and Media Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A4	Communicates regularly with internal and external stakeholders and the media per district policy on areas of public concern and interest	And works with the board and/or leadership team to build a multi-faceted communications plan to engage and inform internal and external stakeholders and work with the media for ongoing and special or crisis situations	And works with the board and/or leadership team to enhance two-way communications with internal and external stakeholders, improve parent involvement, and refine or improve media relations

For more examples from the Superintendent and District Leader Summative Rubrics – See slides

School Advance for Simplicity

Each performance level builds on the previous one:

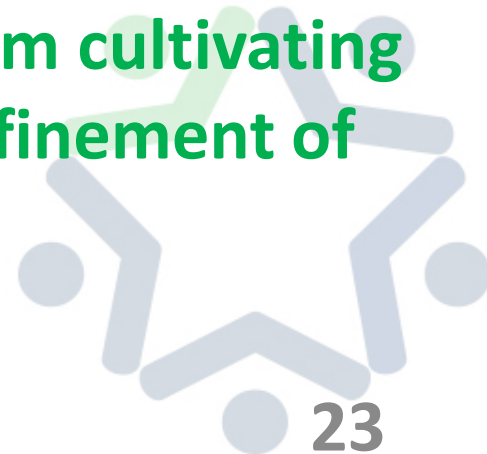
- **Ineffective** = does not meet the expectations for minimally effective
- **Minimally Effective** = demonstrates basic personal knowledge, compliance, competence or ownership and is beginning to develop systems or processes to support the work
- **Effective** = works to build administrator and staff (parents and/or students) knowledge, competence, and ownership and has established basic systems or processes to support the work
- **Highly Effective** = works to build leadership, expand ownership, foster innovation, or develop enhancements and is developing refined or enhanced systems and processes to support the work



Effectiveness Level Rating Activity

As a team, generate words that describe each level of effectiveness and the “evidence” that will be shared during the evaluation process

- **Minimally Effective = What “I do”** (I am increase my capacity to lead the work)
- **Effective = What “We do”** (I am developing the capacity for others do the work)
- **Highly Effective = What “They do”** (I am cultivating shared leadership, innovation, and refinement of the work)



Effectiveness Level Rating Activity

As a team, generate words that describe each level of effectiveness and the “evidence” that will be shared during the evaluation process

- **Minimally Effective = What “I do”**

- Know, show, do, tell, comply, independent

- **Effective = What “We do”**

- Train, lead, guide, coach, facilitate, collaborate, team

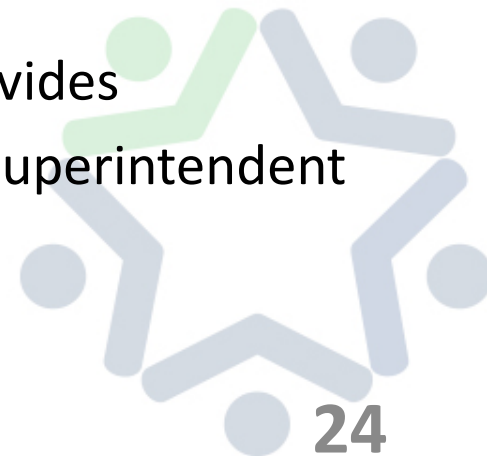
- **Highly Effective = What “They do”**

- Foster, enhance, empower, shared leadership, TRUST, support



Rating Superintendent Performance

1. For **2020-2021**, 60% based on evaluation characteristics from Domains 2-5 that best align to your Superintendent's priority work for the year.
2. For **2020-2021**, 40% based on Domain 1A: Student Growth based on the aggregate of the measures used for teacher growth ratings. 50% of the 40% must be based on state growth measures (20%) **If Available.**
3. Use a combination of:
 - a. What you observe directly
 - b. Data and work products the superintendent provides
 - c. Feedback from staff, students, and parents the superintendent provides
 - d. Your Superintendent's self-assessment



Four Types of Evidences

Observation

Notes from direct and indirect observations, videos, and photos

Feedback

Data from perception and multi-rater instruments

Documentation

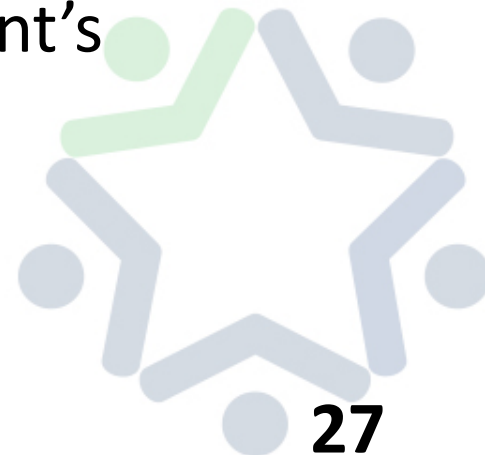
Artifacts, work products, and data that show the work and/or impact of the work

Self-Assessment

Self ratings based on reflection against performance standards

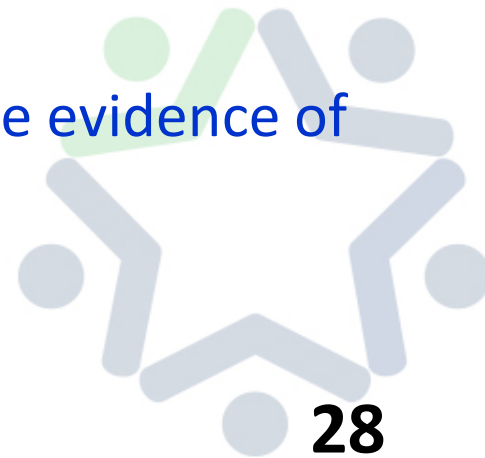
Essential to make valid judgments about the Superintendent's performance

1. Ongoing dialogue between Board and Superintendent
2. Staying focused on priority goals
3. Evidence-based interpretations of the Superintendent's work
4. Authentic ratings of the Superintendent's performance



Reasons Boards Need to Rely Most on Demonstration

1. Board members have infrequent and inconsistent opportunities to directly observe the Superintendent's work.
2. Incidental comments on the Superintendent's work are rarely reliable.
3. Established goals and priorities provide a sound basis for the Superintendent to demonstrate his or her work.
4. Much of the evidence for the Superintendent's work is embedded in the overall work of the district.
5. Demonstration is the norm for how CEOs provide evidence of their work to governing Boards.



Three Types of Evidence

1. **Work Accomplishments:**

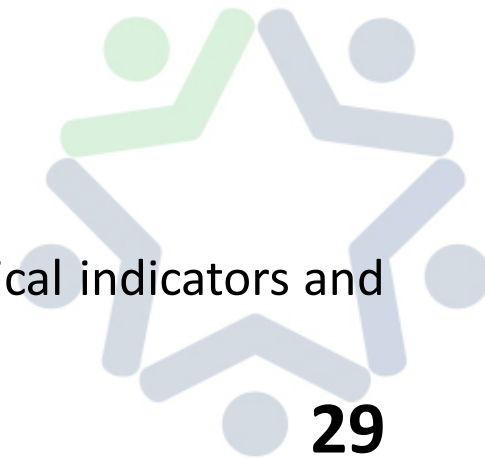
- Shows how the Superintendent carried out the annual goals and strategies

2. **Changes in the Conditions that Support or Impact the Teaching and Learning Process, e.g:**

- Teacher and/or administrator performance and productivity
- Parent engagement and learning/achieving related student behaviors
- Staff, student, parent, and stakeholder feedback
- Financial status, teaching and learning resources and facilities
- School processes, systems, and programs
- Progress implementing improvement strategies

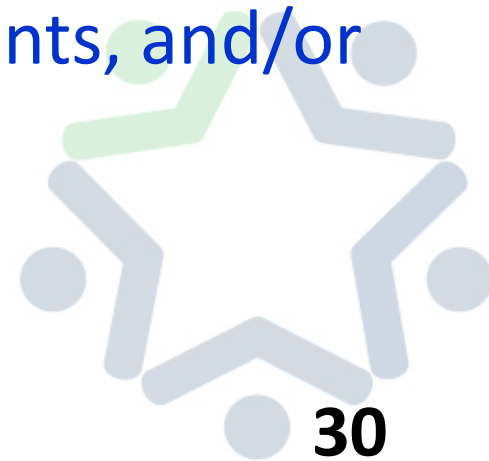
3. **Changes in Student Performance and Growth Rates:**

- Based on multiple academic measures
- Based on behavioral, and social/emotional/psychological indicators and measures that influence academic performance



How and when the Superintendent demonstrates his/her work

1. Regular updates on work-in-progress on goals and strategies
2. Data that tracks district progress in achieving priority goals and student success indicators
3. Feedback from stakeholders
4. Self-assessments and Personal Growth Plans
5. Presentations by staff, students, parents, and/or other community stakeholders
6. End of evaluation cycle summary of accomplishments

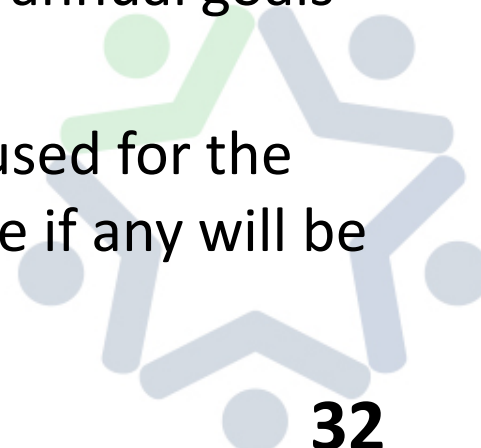


Working with the School ADvance Superintendent Evaluation System



Establish Priority Performance Areas

1. Do this at the beginning of each evaluation cycle – some will carry over from one year to the next;
2. Agree to focus on no more than 2-3 priority long term or strategic goals;
3. Examine progress made to date and current status on each of the priority goals;
4. Agree on 1-2 Superintendent goals for each evaluation cycle (some may carry over);
5. Agree on which characteristics best match the annual goals and strategies;
6. Confirm the set of characteristics that will be used for the summative evaluation for that cycle and decide if any will be weighted

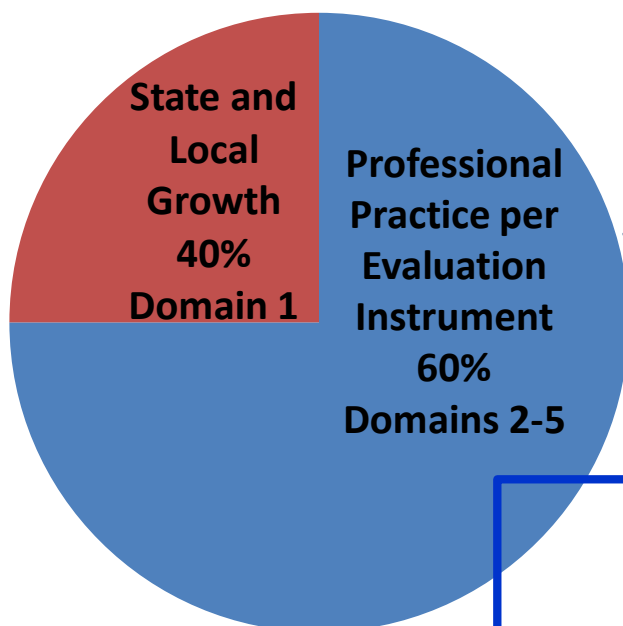


Working with the School ADvance Process for Developing a Consensus Rating for the Superintendent's Performance

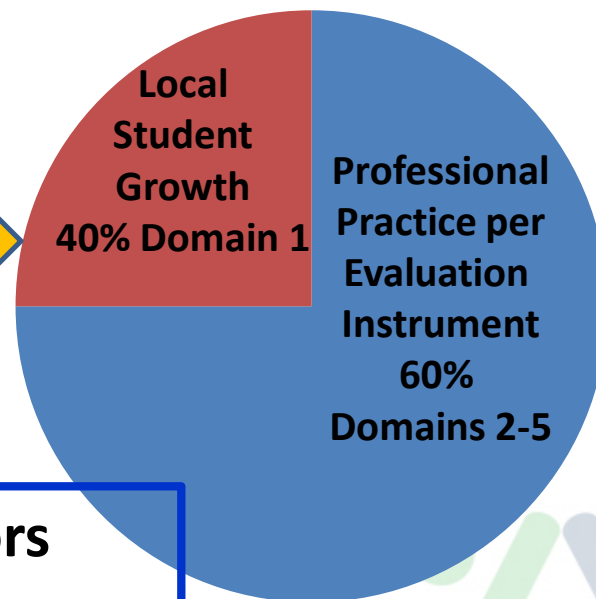


Components of Ratings 2020-2021

Core Curriculum Teachers



Non-Core Curriculum Teachers



Administrators

Must include:

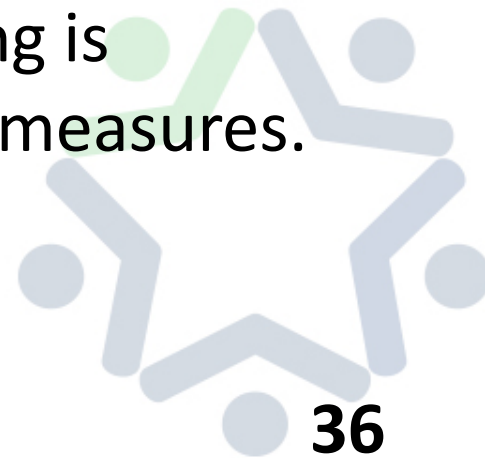
- Student Attendance
- Teacher Evaluation (if the administrator evaluates teachers)
- Progress on school improvement plans
- Staff, student, parent feedback

Domain 1 – Results			
A. Growth targets on mandatory state academic measures (both annual and interim assessments)*			
Ineffective	Minimally Effective	Effective	Highly Effective
1A	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
B. Growth targets on other valid local academic measures including normed or criterion-referenced assessments and/or assessment rubrics, based on Student Learning Objectives (SLOs) or other locally employed analytics*			
Ineffective	Minimally Effective	Effective	Highly Effective
1B	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
C. Growth targets on valid, research supported behavioral measures associated with academic achievement*			
Ineffective	Minimally Effective	Effective	Highly Effective
1C	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
D. Growth targets on valid, research supported psycho, social, and/or emotional measures associated with academic achievement*			
Ineffective	Minimally Effective	Effective	Highly Effective
1D	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets

*Growth targets should be expressed as a range rather than a single point target. If more than one growth target is set for any of Factors A-D, score each growth target separately and determine the algorithm for aggregating ratings on all targets for each Factor into one rating for that Factor. Also develop an algorithm for aggregating ratings on all Factors (A-D) into one overall Domain 1 rating base on statutory proportions of weight. See page 3 for further explanation. Also, see pages 3-4 for information on adapting Domain 1 for ISD/ESA use.

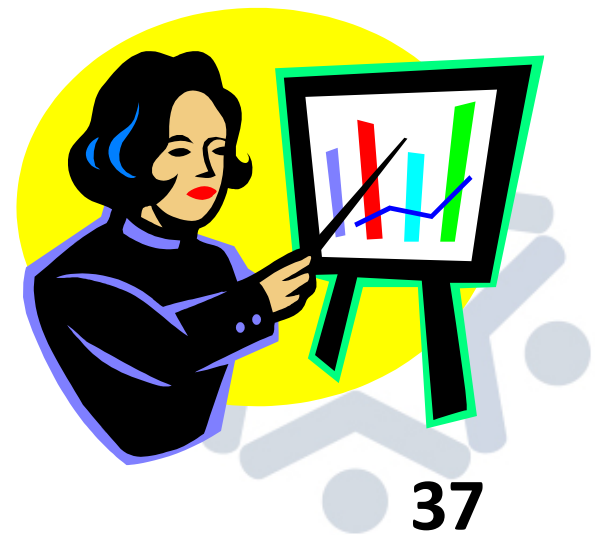
The Superintendent's Growth Rating

1. Must be based on same growth targets and measures as teachers;
2. Building administrators' growth ratings are based on the teachers in that administrator's building;
3. District administrators' growth ratings are based on the teachers in the district;
4. Thus, the Superintendent's growth rating is aggregated from teacher growth rating measures.



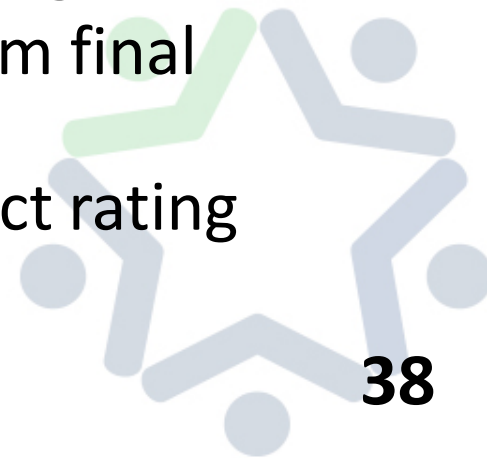
Growth ratings begin with...

1. An established district student success model
2. Data that shows where you need to improve student results
3. Establish improvement (growth) priorities a
4. Set long-term growth targets
5. Set achievable annual growth targets



At the end of the Evaluation Cycle: The Summative Evaluation Profile

- Prepare by reviewing all evidence and previous dialogue
- Both the Superintendent and Board members draft summative ratings for each characteristic to be included in the final overall rating
- Rate characteristics based on preponderance of evidence
- Meet to review the evidence and draft ratings
- Use the consensus rating process to confirm final ratings
- Compute the overall rating using the district rating values



Consensus Rating Process Instructions

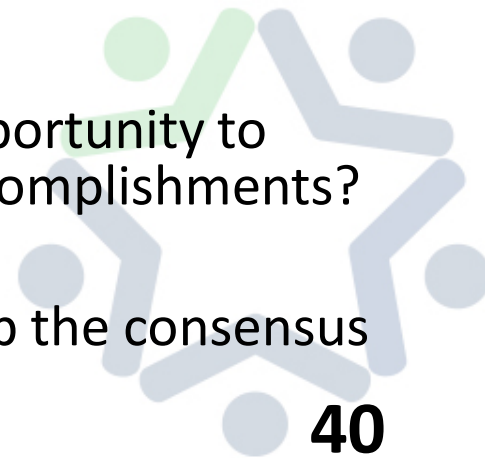
Consensus Rating Activity

1. Refer to the handout for consensus rating
2. Discuss the current process for arriving at the Superintendent's final evaluation rating
3. Discuss the steps in the School ADvance process for arriving at the Superintendent's final evaluation rating and how it will differ if any from your current practice

Ensuring a “no surprises” final evaluation

Address all the following at the beginning of an evaluation cycle:

1. Which of the evaluation characteristics will you include in this year’s evaluation based on your top 3-5 goals?
2. Will you apply extra weight to any of the characteristics? Why? How much?
3. What types of work products, reports, and data will serve as evidence for each characteristic you will evaluate?
4. When, where, how will the Superintendent report on work in progress and share evidence of the work?
5. When will you provide the Superintendent the opportunity to present their self-assessment and summary of accomplishments?
6. When will you schedule a Board session to develop the consensus ratings?



Closing Thoughts and Questions

Thank You!



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School ADvance Website:

www.goschooladvance.org

School ADvance Materials:

www.goschooladvance.org/resources2.0

