

# **SCHOOL DISTRICT OF SARASOTA COUNTY**

## **Procedure - Evaluation of Superintendent**

The Sarasota County School Board will conduct a written, annual evaluation of its Superintendent as part of its regular duties.

This annual evaluation will link the Superintendent's performance to the district's long range plan. The Board's evaluation is designed to facilitate communication and understanding between the Board and Superintendent.

The Board will evaluate the Superintendent using the Superintendent's Performance Appraisal System. This system requires the Board and Superintendent to cooperatively establish each year's goals and performance criteria at the beginning of the annual evaluation cycle.

The Board and Superintendent will meet at least once during the year to formally evaluate the Superintendent's progress. This evaluation will afford an opportunity for the Board to amend its goals and performance criteria. The final evaluation will be preceded by a pre-appraisal meeting at which the Superintendent presents to the Board a detailed self evaluation and responds to Board Members' questions and concerns. This will include accomplishments based on the annual goals and objectives set by the Board and Superintendent.

The Board will render a formal evaluation of the performance of the Superintendent on or before June 30 and within the same timeframe of each succeeding year. The results of this annual evaluation shall be reduced to writing and will be a public record. Each member of the Board will meet with the Superintendent individually to discuss the evaluation and the Board and Superintendent will then meet and discuss the evaluation. In addition to discussion in this public forum, the Superintendent may supply a written response to the Board's evaluation.

The final evaluation will occur at the end of the annual evaluation cycle. At this time, the Board will present a final evaluation of the Superintendent. The evaluation will address the Superintendent's accomplishments of the pre-established goals and performance criteria.

# Superintendent's Annual Evaluation

## PURPOSE

Sarasota County's evaluation system provides for student achievement to be the primary basis for assessment by:

- utilizing a collaborative process for establishing benchmarks for district goals.
- ensuring accountability
- fostering professional growth

Evaluation data is used to make decisions or judgments that will promote effective leadership and ensure quality instruction for all students. The evaluation process is intended to provide quality instruction for all students and the highest quality leadership for the school system. In addition to serving as the assessment of the Superintendent, the evaluation process also provides for the development of an action plan that will become part of the district's planning process.

## BELIEFS

Listed below are beliefs essential to the evaluation process.

The evaluation process:

- complies with the law.
- focuses on the district's goals.
- includes objective and measurable criteria.
- is a collaborative on-going process.
- uses leadership team goals as a basis.
- fosters communication between the Board and Superintendent.
- uses research and best practice as a basis.
- is qualitative and quantitative.
- validates that the Board and Superintendent are collaborating as a leadership team.
- drives the district to a higher level of achievement.
- responds to the unique characteristics of the district.
- establishes future direction.
- commends performance and offers recommendations for improvement.

## PROCEDURES

1. The School Board will perform a formal, written evaluation of the Superintendent each year.
2. Each Member of the School Board will complete this evaluation instrument and will meet individually with the Superintendent.
3. A majority of School Board Members shall vote whether the overall Board's evaluation exceeds expectations, meets expectation, or is below expectations; i.e. one School Board Member, one vote. The vote should be in accordance with the overall evaluation ratings.
4. The evaluation of the performance expectations will take into consideration available human and material resources.
5. The Superintendent must use disaggregated student achievement data and other performance indicators to identify district needs.
6. The Board and Superintendent will participate in a collaborative process for establishing specific goals and indicators annually.
7. An **initial conference** is held each year on or before September 1. The Superintendent's performance goals and objectives are established at this meeting. At this conference, the following will occur:
  - a review of the district's goals and priorities.
  - a review of the EQUIP data.
  - a review of the evaluation process.
  - a discussion of goals and performance expectations.
8. This appraisal process is designed to be an on-going part of helping the Superintendent and the School Board ensure quality instruction for all students and continuous improvement of the school district. As such, periodic discussions of progress, challenges, and the need for changes are needed. **A mid-point conference may be scheduled in January to:**
  - assess progress toward Superintendent's performance appraisal goals.
  - update the outcomes and benchmarks, if necessary, due to changes in priorities.
  - modifications are mutually agreed upon for the Superintendent's performance appraisal instrument.
9. At the second regular Board meeting in June, the Board will adopt its formal evaluation of the Superintendent.
10. **Prior to the Board's, evaluation the Superintendent may submit to the School Board Members a portfolio which contains the agreed upon evidence for each indicator on the evaluation instrument. This portfolio will provide information to be used by School Board Members in their performance appraisal of the Superintendent.**

11. **Each Board Member will schedule an informal meeting with the Superintendent prior to the formal annual evaluation.** Each School Board Member will provide verbal feedback to the Superintendent regarding an understanding of performance. **All of the scheduled meetings with School Board Members should be completed prior to the designated School Board meeting for the annual evaluation of the Superintendent's performance.**
12. At the designated School Board meeting for the annual evaluation of the Superintendent's performance, each School Board Member will have the opportunity to discuss his/her evaluation of the Superintendent's performance. At or before the conclusion of the meeting each School Board Member will complete his/her individual Superintendent's performance appraisal instrument. Each Board Member's completed performance appraisal instrument will be collected by the Chair or a designated staff member.
13. At the second regular Board Meeting in June, the Board will adopt its formal evaluation of the Superintendent. The motion should be, "I move that the Superintendent's performance be evaluated as \_\_\_\_\_ for the \_\_\_\_\_ year." The blank can be filled in with **above exceeds** expectations, **at meets** expectations, or is below expectations, or similar ratings.
14. The completed "Superintendent's Performance Appraisal" forms submitted by each School Board Member will be utilized for the establishment of annual School District goals and priorities.

## EVALUATION RATING

The Board will evaluate the Superintendent using the Superintendent's Performance Appraisal System. This system requires the Board and Superintendent to cooperatively establish each year's goals and performance criteria at the beginning of the annual evaluation cycle.

1. Student Achievement
2. Leadership
3. Finance and Business
4. Relationships

The Board shall evaluate the Superintendent's performance in the four categories above using the following instrument:

Use the following information to mark each item:

- 3 = Agree
- 2 = Developing
- 1 = Disagree

**AREA I – Student Achievement**

1.	Demonstrates progress toward meeting the district’s strategic plan goals related to student achievement in reading, writing, mathematics and science.	1	2	3
2.	Uses student performance data to inform instructional decisions and measure progress.	1	2	3
3.	Demonstrates support of career technical programs through increased student enrollment and performance.	1	2	3
4.	Demonstrates focus on student equity with increased enrollment and performance of underrepresented populations in gifted, honors, advanced placement, IB and other advanced programs.	1	2	3
5.	Demonstrates progress in district goal of decreasing dropout rate and increasing graduation rate	1	2	3

For any area rated 1 or 2, recommend specific targets for improvement:

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Areas of Commendation: \_\_\_\_\_

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**AREA II - Leadership**

6.	Communicates effectively by interpreting and clarifying the purpose and needs of the school system to the Board, staff, students, and public.	1	2	3
7.	Provides for the establishment and communication of a vision for the school district that focuses on student achievement.	1	2	3
8.	Provides guidance in the development, revision and enforcement of School Board policy.	1	2	3
9.	Facilitates the use of collaborative work groups in the district's improvement efforts.	1	2	3
10.	Deals effectively with unexpected or controversial questions and issues.	1	2	3
11.	Self assesses own strengths and needs for professional development required to carry out the responsibilities of the position.	1	2	3

For any area rated 1 or 2, recommend specific targets for improvement:

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Areas of Commendation: \_\_\_\_\_

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**AREA III – Finance and Business**

12.	Keeps School Board informed of status and needs of the school plant, facilities, equipment and personnel.	1	2	3
13.	Maintains adequate financial control and accounting.	1	2	3
14.	Evaluates financial needs and makes recommendations for adequate financing.	1	2	3
15.	Develops and implements budget and rationale for budget priorities for Board and staff review.	1	2	3
16.	Prepares reports concerning fiscal matters on a timely basis.	1	2	3
17.	Responds to priorities for the Board and allocates financial, material, and staff resources to meet these priorities and delegates tasks to staff as needs indicate.	1	2	3
18.	Shares in system-wide goal setting, planning and programming evaluation.	1	2	3
19.	Performs such functions as may be assigned by the Board and in the absence of specific rules or policies, assumes appropriate authority which may be later reported to the Board.	1	2	3

For any area rated 1 or 2, recommend specific targets for improvement:

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Areas of Commendation: \_\_\_\_\_

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**AREA IV - Relationships**

20.	Works effectively to involve public and private agencies including governmental bodies, non-profit organizations, the media, and other community agencies.	1	2	3
21.	Develops and executes sound personnel procedures and practices.	1	2	3
22.	Delegates authority to staff members appropriate to the position each holds	1	2	3
23.	Facilitates recruitment, selection, and evaluation of staff using sound personnel practices and procedures.	1	2	3
24.	Treats personnel fairly without favoritism or discrimination and respects the opinions of others.	1	2	3
25.	Displays a supportive attitude toward the Board's decisions	1	2	3
26.	Keeps the Board informed on issues, needs and operation of the school system.	1	2	3
27.	Accepts constructive criticism of his work.	1	2	3
28.	Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.	1	2	3

For any area rated 1 or 2, recommend specific targets for improvement:

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Areas of Commendation: \_\_\_\_\_

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Overall Performance of Superintendent: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date of Evaluation

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date of Evaluation

\_\_\_\_\_  
Chair

The superintendent's signature on this evaluation does not necessarily represent either acceptance or approval of the appraiser's evaluation. It indicates only that the superintendent has reviewed this performance evaluation with the appraiser. Written responses to this evaluation may be made within two weeks of the conference date as noted.

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Please list the issues/goals that you have for the superintendent for the next year.

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