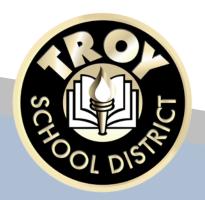Troy School District
4400 Livernois
Troy, MI 48098

Superintendent Evaluation

2015-2016

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Introduction & Explanation of Rubrics

MASB is pleased to provide this superintendent evaluation tool based on the evaluation requirements of the Revised School Code. This evaluation template is another option for school districts and can be customized to meet the evaluation priorities of your board. This template can be used alone or in conjunction with a facilitated workshop. The law, Section 1249 of the Revised School Code, currently requires school boards to annually evaluate their superintendent's job performance using multiple rating categories that take into account data on student growth as a significant factor. Other required categories include progress toward the school improvement plan, student attendance and student/parent/teacher feedback.

Please consider the following:

1. The rubrics for Categories A – F are based on the same categories as are found in MASB's former Sample Superintendent Evaluation.

2. Categories G – J are from P.A. 102 and the revisions to MCL 380.1249. MASB believes that the categories indicated in the law, should be in the evaluation tool.

3. Category K (Student Growth and Achievement) is based on feedback received while facilitating various groups as they developed tools to address the requirements of MCL 380.1249.

4. It's important to note that within the Student Growth and Achievement category, any number of goals and measurement definitions can be developed. Goal setting should be a mutual exercise of the board and superintendent.

5. How to treat regression of student growth is also a function of the local team.

6. The district can determine the weight that's assigned to each category. Please note that in 2013-14 the Student Growth and Achievement category must be weighted at 25 percent; complies with the "significant factor" requirement of MCL 380.1249. The weighting for this category increases in 2014-15 to 40 percent; 50 percent in 2015-16.

7. Once a final rating is determined, it allows for a district to use this in response to MCL 380.1250.

A. Relationship with the Board (10%)

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
Information	Doesn't keep members informed. Board members may be surprised as issues arise.	Keeps some members informed, others not.	Keeps the board informed as needed. Some information is selective.	Keeps all board members completely informed with weekly communication as necessary.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda or background.	Meeting materials are incomplete, and don't include background information or historical perspective.	Materials are provided. Some background and historical perspective may be included, but without significant research.	Meeting materials are comprehensive with all adequate background information and previous action included.	
Board questions	Board questions aren't fully answered and some information may be incorrect.	Board questions are answered. All members aren't apprised of all relevant questions/ answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Policy involvement	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
Teambuilding	Works independently without seeking input. Doesn't facilitate cooperative relationship among members.	Doesn't actively promote/support group decision-making.	Participates with board members to address issues. Supports the group's decisions.	Encourages a climate of teamwork, works to create and maintain a harmonious working relationship among the board.	
Establishes goals	Doesn't encourage establishing goals. Doesn't focus on goal attainment; works day-to-day.	Participates in goal-setting, but doesn't work to attain goals.	Participates in goal-setting activities, but doesn't have a vision for the district's future.	Active participant in establishing future goals and formulates strategies to attain them.	
Input and direction	Doesn't seek or readily accept direction. Is self-directed and autonomous.	Is open to input, but then doesn't follow it.	Accepts suggestions and direction, but doesn't actively seek it.	Readily accepts board input, seeks direction and is responsive to input and suggestions.	
				Category Percent Attainment	**%**

B. Community Relations (10%)

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
District image	Is actively seeking other employment.	It's a job. Represents the district. Doesn't actively promote the district.	Projects a positive image of the district as expected. Doesn't aggressively promote and endorse district activities.	Projects a positive image at all times, whether during the school day or after hours. Is a cheerleader for the district.	
Communications with community groups	Isn't readily available for parents, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, governmental and civic groups, providing them with information, but doesn't seek their input.	Actively seeks two-way communication with parents, governmental and civic groups.	Actively seeks multi-faceted communications and works to provide alternative means of contact.	
Community input	Doesn't seek or readily accept direction. Is self-directed and autonomous.	Accepts suggestions and direction, but doesn't seek it.	Readily accepts community input, seeks direction and is responsive to input and suggestions.	Actively seeks community input, creates methods for external groups to communicate with the school.	
Relations with business community groups	Doesn't seek or have relations with business community groups.	Responds to requests from business community groups, but doesn't seek to establish a collaborative relationship.	Invites business community groups to attend school functions.	Seeks collaborative relations with business community groups.	
Approachability	Isn't visible at events. Is only available through appointments in the office.	Is visible, at a distance. Attends some events.	Attends and is visible at some events. Visits with community at district events.	Is visible and approachable by members of the community. Attends most events.	
District reporting	The annual report is minimal in scope, isn't completely accurate or disseminated.	The annual report meets state requirements and is available by request.	The annual report meets state requirements and is properly disseminated.	Prepares detailed and accurate reports for the community and proactive in sharing the reports.	
				Category Percent Attainment	**%**

C. Staff Relationships (10%)

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
Internal Communications	Doesn't have a specific system to inform staff of important issues.	Relies on the administrators to keep staff informed.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed to minimize rumors.	
Personnel Matters	Isn't discrete with personnel. At times lacks confidentiality and holds grudges.	Prefers building principals to handle personnel matters first. Handles only the most difficult matters.	Handles personnel matters with fairness, discretion and impartiality.	Is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Concern for Staff	Has little regard for the overall welfare of the staff.	Concern for staff is of a professional nature; not high priority.	Demonstrates a genuine concern for welfare of staff.	Exhibits a sincere and genuine concern for the staff. Works to improve working conditions.	
Staff Recognition	Doesn't recognize staff for contributions to the district's operation.	Provides general recognition to the staff as a whole for their contributions toward district goals.	Recognizes staff for their contributions toward district goals. Conveys personal thank-yous.	Has an active program to recognize staff for contributions. Recognizes staff publicly as appropriate.	
Recruitment	Doesn't use an application process and hires from personal recommendations.	Accepts whatever applications may be received and selects from the pool of applicants.	Seeks applicants through a posting and selection process.	Actively recruits the best staff available and encourages their application to the district.	
Staff Development	Staff development isn't utilized. Staff members are responsible for their own improvement.	Staff development is applied to all staff as required by the contract.	Staff development programs are reflective of what the ISD may offer to constituent districts.	Staff development programs are targeted toward specific goals and uses current adult learning concepts.	
Strategic Planning	No planning process is used.	Selects specific people to provide input for consideration of goals and problem solving.	Involves all staff in a strategic planning process.	Active participant in establishing future goals and formulates strategies to attain them.	
Team building	Isn't involved in "team" building, preferring to act unilaterally.	Uses team problem-solving when necessary; not an ongoing process.	Uses a team approach to foster ownership of decisions.	Promotes a team spirit and is part of the "team." Training is provided to maximize efficiency of team members.	
Visibility	Seldom visits buildings and doesn't participate in classroom activities.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Building visits are a priority item. Visits buildings on a regular basis and participates in classroom activities.	
				Category Percent Attainment	**%**

D. Business and Finance (15%)

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
Budget Recommendations	Superintendent isn't current on budget information, defers to business manager.	Participates in budget meetings. Budget is based on information known at beginning of the year.	Budget recommendations are out of necessity. As conditions require the budget is revised.	Budget recommendations are proactive, timely, considerate of most current info and data.	
Budget Revisions	The budget isn't revised during the fiscal year.	Budget revisions occur only when necessitated by emergency events.	Regular *(quarterly)* budget revisions are recommended, considerate of changes in fiscal information.	Budget revisions are recommended *whenever* conditions appear to warrant timely intervention.	
Financial Controls	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is expected to reveal any discrepancies. Only a select few people are responsible for accounts.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts.	
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 *(monthly)* reports to the board concerning the budget and financial status.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	
Funding Issues	Doesn't keep the board informed concerning changing funding issues.	Answers board questions regarding status of the budget. Defers impact questions to business manager.	Regularly *(monthly at most)* provides a funding report.	Constantly keeps board informed about funding (local, state, federal) and potential impact on district's budget.	
Facility Management	Maintenance is only performed when absolutely needed.	Facility needs are addressed on an as-needed basis. The tight budget doesn't allow for preventative maintenance.	A facilities management plan is in place that includes the current status of the buildings and the needs to improve any facility in the future.	Facilities management plan in place, includes current status of buildings and the needs to improve facility in future, with plan to secure funding.	
Implement Bond Projects	Incomplete budget projections, assessment, timeline & project completion	Budget projection needs assessment, timeline and project completion plan completed and made available	Budget projection needs assessment, timeline & project completion plan developed and proactively communicated	Budget projection needs assessment, timeline & project completion plan developed fully including communication of completed projects	
Operational Effectiveness/ Responsiveness	Plan for operational effectiveness/ responsiveness is not completed	Plan for operational effectiveness/responsiveness is completed	Operational effectiveness/ responsiveness is accurately measured	Operational effectiveness/ responsiveness is measured & accountability is clearly articulated	
				Category Percent Attainment	**%**

E. Educational Leadership (10%)

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
Leadership Image	Isn't the leader. Seeks to delegate/appoint responsibility to others.	Isn't a high-profile person. Prefers to remain in the background.	Is seen as the leader and speaks for the district when necessary.	Projects strong leadership image. Welcomes role of being point person (face of district).	
Knowledge	Is unaware of current issues and can't convey essential information.	Isn't completely knowledgeable regarding current issues. Relies on others for information/data.	Is a competent administrator and understands the issues that face the district.	Demonstrates knowledge and comfort with current issues; easily communicates w/ others.	
Self-Improvement	Isn't current with required professional development requirements.	Only completes the minimal requirements.	Fulfills the professional development requirements per state law. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities.	
Focus on Students	Minimal focus on management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but budget, personnel and extra-curricular decisions are the priority.	Student achievement is important, as it's reflective in district publications, and now, personnel evaluations.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. Budget reflects importance.	
Best Practices	Is unaware of what best practices are. Isn't current with modern learning research.	May be aware of modern research and best practices, but implementation isn't a priority.	Is aware of best practices and promotes others to use research findings to improve student achievement.	Constantly seeks awareness (reading, etc.) of best practices and frequently models these practices.	
Responds to Needs	Isn't concerned with changing needs of students/parents. District operation reflects, "this is what we've always done."	Responds to student and parent needs as they may be presented. Doesn't seek to implement changes.	Responds to student and parent needs as problems arise. Uses district resources as available.	Seeks first to understand student and parent needs and then responds to meet them.	
Goal Development	The goal is to get through this year.	Goals are defined by what's possible within existing budget.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Believes in and facilitates the development of short/long term goals for district, using current research & delivery models.	

E. Educational Leadership (10%), continued

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
Curriculum	Curriculum isn't a priority. Isn't engaged in curriculum assessment, design or implementation.	Allows teachers to define their own curriculum. There's little or no coordination.	Emphasizes adapting the curriculum to state requirements, but relies on building principals to ensure compliance.	Supervises the development of a modern curriculum that's aligned with state and national requirements.	
Staff Professional Development	PD activities aren't used to improve individual skills. Participation is dependent on teacher interest.	PD is presumed to be aligned with the curriculum, but isn't monitored to ensure appropriateness.	Relies on building principals to monitor and approve PD activities, aligned with the curriculum.	Provides PD that's consistent with adopted curriculum to ensure staff skills are aligned with curriculum needs.	
Instructional Leadership: Visibility/Responsiveness	No evidence of a plan for visibility/responsiveness to building needs	Plan for visibility/responsiveness is developed	Plan for visibility/responsiveness is implemented	Plan for visibility/responsiveness is implemented including identified accountability measures	
Instructional Leadership: Cohesion between District & Building Goals	No evidence of a plan for cohesion between district & building goals	Plan for cohesion between district & building goals is developed	Plan for cohesion between district & building is implemented	Plan for cohesion between district & building is implemented with 80% or greater success rate	
				Category Percent Attainment	**%**

F. Personal Qualities (5%)

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
Respect	Isn't considered professional in comparison to other community leaders. Isn't a person others go for advice.	Viewed in the context of the position; respected by board, but a relative unknown in the community and outside district.	Is known to be the superintendent and is a respected person in the community.	Is seen as more than just an educator and is considered a well-respected professional in all community circles.	
Accepts Criticism	Defensive when criticized. Reacts negatively to suggestions for improvement. Satisfied to just maintain.	Listens to criticism, but is unlikely to change behavior.	Accepts constructive criticism, respects it and may use it to change behavior.	Seeks constructive feedback. Uses input to improve both personally and professionally.	
Communication Skills	Writing has grammatical and punctuation errors. Speaking is often colloquial and inappropriate.	Speaking and writing is acceptable, but not a priority.	Communication is important. Speaks and writes with few errors.	Writes and speaks clearly and professionally. Models professional standards for both students and staff.	
Demeanor	Is assertive, but in a negative manner. Is mostly concerned with "self."	Accepts and performs the job as necessary. Addresses issues as they arise.	Is assertive, but tactful. Is usually considerate and respectful of others.	Is considerate and respectful of others. Is even-tempered and pleasant; true professional.	
Poise	Can be abrasive when challenged. Promotes win-lose solutions.	Is easy to get along with and wants others to be the same. There are winners and losers.	Maintains poise and composure in difficult situations. Doesn't avoid uncomfortable situations.	Maintains poise and composure in difficult situations. Searches for win-win solutions.	
Attitude	Doesn't convey an attitude of caring for kids and staff as a priority.	Indicates caring for kids and staff, but doesn't dedicate efforts to providing opportunities for success.	Cares about kids and staff and works to help kids succeed.	Genuinely cares about the success of students and works to maximize student opportunities for success.	
				Category Percent Attainment	**%**

G. Teacher & Staff Evaluation (5%) (required by MCL 380.1249 (3)(c)(i))

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
Evaluation Tool	The evaluation tool doesn't comply with state standards. (Sec. 1249).	The evaluation tool has most of the state required features. Administrators use it at their own leisure.	The evaluation tool complies with state requirements. Most administrators have been trained in its use.	The evaluation tool for teachers/administrators is aligned with state requirements. Administrators have been trained how to use it.	
Evaluation Completion	Not all evaluations are complete as required.	Evaluations are completed, but not all comply with the state standards.	Evaluations are complete. Some less than "effective" teachers have yet to have IDPs developed.	Evaluations are complete on all teachers/administrators. All evaluations comply with the standards set forth in Sec. 1249. Teachers who are less than "effective" have IDPs in place.	
				Category Percent Attainment	**%**

H. Progress Toward the School Improvement Plan (5%) (required by MCL 380.1249 (3)(c)(ii))

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
Existence of plan	District and/or building-level plans aren't in evidence.	The district and buildings each have their own plans for improvement, but there's no coordination of focus or resources.	The district has a school improvement plan. Each building has a plan. The plans are generally targeted on the same areas of need.	The district has a comprehensive school improvement plan, supported by building-level plans. The plans reflect student academic needs and the resources necessary to address them.	
Progress toward plan	No evidence of progress related to the SIP can be measured.	Each building may show some student achievement gains, but without coordination among buildings, no district improvement can be measured.	There's some evidence that individual building improvement is related to a coordinated district effort.	Each building's SIP is an integral part of the district plan. The areas of identified need are being successfully addressed as evidenced by improved student achievement in identified areas.	
				Category Percent Attainment	**%**

I. Graduation Rate (5%) (required by MCL 380.1249 (3)(c)(iii)

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
Graduation rate	Graduation rates aren't being addressed as a policy issue. Graduation rates are decreasing.	Graduation rates aren't an area of focus. Graduation rates fluctuate at will.	Graduation rates are a continual area of focus, per state requirement. Student progress is monitored and specific strategies are in place to increase the graduation rate. The graduation rate is increasing	Graduation rates are an area of focus. Student progress is monitored so that special attention can be provided to students who may be in danger. Graduation rates are being maintained at a high level.	
				Category Percent Attainment	**%**

J. Student/Parent/Teacher Feedback (5%) (required by MCL 380.1249 (3)(c)(iv)

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
Students	Student input isn't sought or considered.	Student input is sought as a required component. There's no tabulation or reporting of results.	Student input is sought and generally noted, but not formally reported.	Student input is actively sought; results are reported and available.	
Parents	Parent input isn't sought or considered.	Parent input is sought as a required component. There's no tabulation or reporting of results.	Parent input is sought and generally noted, but not formally reported.	Parent input is actively sought; results are reported and available.	
Teachers	Teacher input isn't sought or considered.	Teacher input is sought as a required component. There's no tabulation or reporting of results.	Teacher input is sought and generally noted, but not formally reported.	Teacher input is actively sought; results are reported and available.	
				Category Percent Attainment	**%**

K. Student Growth and Achievement (25%)

The following specific goals have been developed and agreed upon indicators of student growth and achievement:

1. 85% successful completion of early college & career programs of study.

2. Maximize achievement gains for students identified within any sub-group as reported on a monthly basis.

	Ineffective	Minimally Effective	Effective	Highly Effective	Rating
Positive growth	No growth has been demonstrated in any of the goal areas. Regression is present in some areas.	Some growth is noted, but only in a minimal sense (minority of areas). Regression in some areas is present.	Some growth has been demonstrated in a majority of the goal areas. There's minimal regression in any area.	Goals have been met or exceeded in each area. No regression is present.	
				Category Percent Attainment	**%**

L. Total Percent Attainment

Section	Weight of Category	Category $ Attainment
A. Relationship with the Board	5%	
B. Community Relations	10%	
C. Staff Relationships	10%	
D. Business and Finance	15%	
E. Educational Leadership	10%	
F. Personal Qualities	5%	
G. Evaluation	5%	
H. Progress Toward the School Improvement Plan	5%	
I. Graduation Rate	5%	
J. Stakeholder Input	5%	
K. Student Growth and Achievement	25%	
Total Percent Attainment	100%	

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Evaluation Categories

85% - 100%   Highly Effective

68% - 84%   Effective

50% - 67%   Minimally Effective

Less than 50%   Ineffective