

Superintendent's Performance Rating for Standard I: Instructional Leadership

	U	NI	P	E
Rate each focus indicator and indicate the overall Standard rating below.				
I-B. Instruction: Provide feedback to administrators following review of practice and artifacts to ensure principals are identifying and promoting effective instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Use multiple sources of data related to student performance to identify areas of strength and need and create a plan to improve areas of need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard			
Superintendent's Stated Strategic Objective for Instructional Leadership: <i>Provide administrators with support for review of data and implementation of best practice to provide all students with access to high quality instruction.</i>				
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				

Superintendent's Performance Rating for Standard II: Management & Operations

Rate each focus indicator and indicate the overall Standard rating below.

	U	NI	P	E
II-A. Environment: Provide training and resources to improve safety and security district wide from the facilities to the individual level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Ensures collaborative time is available and effectively utilized district wide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E(i). Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E(ii). Fiscal Systems: Collaborate with the Mayor and City Council on capital projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Superintendent's Stated Strategic Objective for Management & Operations: <i>Ensure resources are available for a safe and effective learning environment.</i>				
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				

Superintendent's Performance Rating for Standard III: Family and Community Engagement

	U	NI	P	E
Rate each focus Indicator and indicate the overall Standard rating below.				
III-C(i). Communication: Enhance communication district wide using surveys, Power School, and other new channels to communicate regarding programs, services, district performance and school-based events with families in ways that are understandable and accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C(ii). Communication: Facilitate communication with families, staff and the community regarding the Re-envisioning our School Facilities process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Superintendent's stated Strategic Objective for Family & Community Engagement: <i>Communicate with stakeholders to enhance the learning environment for all students</i>				
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):



Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below.

	U	NI	P	E
<p>IV-B. Cultural Proficiency: Continue to provide and participate in administrative professional development regarding asset based trauma informed care and REDI (race, equity, diversity and inclusion) work.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>IV-D. Continuous Learning: Provide professional development for and solicit feedback from Instructional Leadership Teams regarding data review, instructional best practices and needs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Superintendent's stated Strategic Objective for Professional Culture: <i>Increase the use of best practices to meet the needs of all learners.</i></p>				
<p>OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>				

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Christine DeBarge

Evaluator: Jean Wall

July 1, 2023

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s) <i>Increase the use of best practices to meet the needs of all learners.</i>	<input type="checkbox"/> Did Not Meet <input type="checkbox"/> Some Progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded
Student Learning Goal(s) <i>Provide administrators with support for review of data and implementation of best practice to provide all students with access to high quality instruction.</i>	<input type="checkbox"/> Did Not Meet <input type="checkbox"/> Some Progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded
District Improvement Goal(s) <i>Ensure resources are available for a safe and effective learning environment.</i>	<input type="checkbox"/> Did Not Meet <input type="checkbox"/> Some Progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded
District Improvement Goal(s) <i>Communicate with stakeholders to enhance the learning environment for all students.</i>	<input type="checkbox"/> Did Not Meet <input type="checkbox"/> Some Progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

<p>Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p>Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.</p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.</p>	Unsatisfactory	Needs Improvement	Proficient	Exemplary	
	Standard I: Instructional Leadership: <i>Provide administrators with support for review of data and implementation of best practice to provide all students with access to high quality instruction.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Standard II: Management and Operations: <i>Ensure resources are available for a safe and effective learning environment.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Standard III: Family and Community Engagement: <i>Communicate with stakeholders to enhance the learning environment for all students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of Exemplary, Needs Improvement or Unsatisfactory.

Comments:

Superintendent's Performance Goals



Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B, I-C	Instructional Leadership: <i>Provide administrators with support for review of data and implementation of best practice to provide all students with access to high quality instruction.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal	IV-D, IV-B	Professional Culture: <i>Increase the use of best practices to meet the needs of all learners.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1	II-A, II-C, II-E(i), II-E(ii)	Management and Operations: <i>Ensure resources are available for a safe and effective learning environment.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2	III-C(i), III-C(ii)	Family and Community Engagement: <i>Communicate with stakeholders to enhance the learning environment for all students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
F. Student Learning			IV-F. Managing Conflict