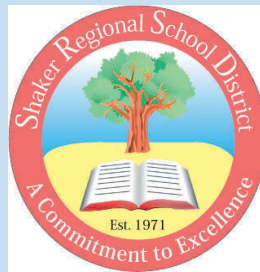


*“Engaging All Learners to Succeed
in Their Ever-Changing World”*



Our starting point...

Culture and climate issues that needed to be addressed...

Worked with UNH Survey Center to develop a “Culture Survey” ...

<http://www.sau80.org>

Engaged in community conversations regarding results.

Our Next Steps...

Superintendent turnover, July 2016...

Began revising our district's Strategic Direction...

<http://www.sau80.org>

Developed a new Superintendent Evaluation Tool.

[Superintendent Evaluation](#)

Initiatives we have tackled along the way...

❖ Personalized Teaching and Learning

❖ 1 to 1 Computing

❖ Advocating for Mental Health Awareness and Supports

How did we get to where we are today in a short period of time?

By creating and maintaining open, respectful lines of communication between Board members, with the Superintendent, with the staff and community as a whole.

Specifics include:

- ❖ Board's confidence in the Superintendent and Business Administrator;
- ❖ Board members serve with pro education agendas;
- ❖ Mutual respect amongst board members and with the Superintendent;
- ❖ Board meetings have respectful, free flowing discussions;
- ❖ Honest effort by the board to balance needs of students with the concerns of taxpayers;
- ❖ Board uses Strategic Plan to aid in planning and decisions;
- ❖ Board listens to concerns of staff – ex. Increase and improve professional development;
- ❖ Use information and ideas from board members who attend NSBA conferences and NHSBA events;
- ❖ Streamlined board meetings to make them more efficient.

Questions?



Superintendent Evaluation Procedure & Timeline

Procedure:

1. Each member of the SRSD administrative team will be asked to complete the evaluation form. Administrators will be instructed to evaluate only those items that are relevant in their building/department. Administrators will be encouraged to include comments. These forms may be submitted anonymously and will be used primarily to inform the SRSB.
2. The Superintendent will complete a self-evaluation using the same instrument. Additional documentation may be provided by the Superintendent, if he/she feels it necessary in order for the board to have the information needed to complete the evaluation. The Superintendent may choose to present his/her self-evaluation to the SRSB, in non-public session.
3. Each member of the SRSB will complete the evaluation form and submit it to the SRSB Chairperson. The entire SRSB will then meet in non-public session, without the Superintendent, to reach a consensus from the individual evaluations submitted.
4. The SRSB, or appointed representatives, will meet with the Superintendent to discuss the evaluation.
5. The Superintendent will receive a written copy of the evaluation, signed by the SRSB Chairperson.
6. If individualized goals are set in a particular area, these goals will be included in the evaluation for the next evaluation cycle.

Timeline:

- Mid-May.....Evaluation tools given to SRSD Administrative team members
- June 1.....Administrative team members submit evaluations to the SRSB Chairperson
- June 1.....Superintendent submits self-evaluation and any supporting documentation needed to appropriately inform the SRSB
- July 1.....SRSB members prepare and submit individual evaluations to the SRSB Chairperson
- 2nd Board Meeting in July.....SRSB meets in non-public session to begin finalizing evaluation. SRSB will schedule additional meetings as needed, to finalize evaluation
- 1st Board Meeting in August.....SRSB (or appointed representatives) present evaluation to Superintendent for discussion and review of any newly established goals
- November.....SRSB meets in non-public session to develop 1st Benchmark assessment focused on individualized goals in each area
- 1st Board Meeting in December.....SRSB presents 1st Benchmark to Superintendent for discussion and review
- 2nd Board Meeting in March.....SRSB meets in non-public session to develop 2nd Benchmark assessment focused on individualized goals in each area
- 1st Board Meeting in April.....SRSB presents 2nd Benchmark assessment to Superintendent for discussion and review

*Excerpt from SRSD Policy CBI: Annual Performance Evaluation of the Superintendent

Standard 1: Strategic Leadership

The superintendent creates conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student who graduates from high school, is globally competitive in postsecondary education and/or the workforce, and is prepared for life in the 21st century. The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.

Average

Operationalizing a shared vision for learning. The superintendent...

Indicators	Exemplary (4)	Accomplished (3)	Developing (2)	Growth Required (1)	Score/Average	Comment
A. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century <i>Vision-Relationships</i>	Models and provides support for others; facilitates development of a board- superintendent team characterized by candor, deep listening, a collaborative spirit and openness to 21st century change	Has established a collaborative working relationship with the local board and stakeholders	Develops a working relationship with the local board of education and stakeholders	Makes obligatory contacts with local board and stakeholders		

<p>B. Models and reinforces the culture and vision of the district by having open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals <i>Vision-Monitor</i></p>	<p>Explores new and innovative processes with mutual stakeholder involvement, communication and feedback to monitor progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture</p>	<p>Leads a process that monitors progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture of the district</p>	<p>Develops the vision (21st century learning), mission, and high goals and conveys the preferred culture of the district</p>	<p>Has not begun work on a district vision or goals</p>	
<p>C. Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district <i>Strategic Planning-Implementation</i></p>	<p>Models/ instructs others in leading best or innovative practices; ensures a continuous cycle of assessment, reflection, and changes in practice around 21st century student learning</p>	<p>Creates processes that ensure district identity, drives decisions, and reflect the preferred culture</p>	<p>Creates processes that are assisting in the development of the district identity</p>	<p>Has not assessed or addressed district culture</p>	
<p>D. Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data <i>Strategic Planning (Monitoring/Evaluation)</i></p>	<p>Publicly and transparently communicates results to the board, staff, and community and formulates plans to bring about necessary changes</p>	<p>Develops, implements, and monitors the strategic plan or the district improvement plan aligned to the mission and goals with multiple sources of data in partnership with the Board of Education</p>	<p>Uses state test data to develop, implement and monitor strategic or district improvement plan</p>	<p>Does not have a process to use data to develop, implement, and monitor strategic or district improvement plan</p>	
<p>Indicators</p> <p>E. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan <i>Strategic Planning (Resourcing)</i></p>	<p>Exemplary (4)</p> <p>Continually assesses and redesigns financial priorities to maximize and augment available resources</p>	<p>Accomplished (3)</p> <p>Develops financial priorities with the local board based on improvement plans</p>	<p>Developing (2)</p> <p>Manages the budget in such a way as to maintain current operations and practices</p>	<p>Growth Required (1)</p> <p>Demonstrates limited understanding of district budget</p>	<p>Score/Average</p>
<p>F. Facilitates the implementation of federal, state and local education policies <i>Policies</i></p>	<p>Explains/interprets federal, state and local policies, their impact on educational operations and facilitates the implementation of these policies</p>	<p>Facilitates federal, state and local policy implementation</p>	<p>Implements some state and local policies</p>	<p>Demonstrates lack of knowledge or attention to policies that effect the district</p>	
<p>G. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data <i>Strategic Planning (Goals)</i></p>	<p>Explores new avenues and creative opportunities for students to achieve goals and expectations and encourages others to do the same</p>	<p>Facilitates setting high, concrete goals and expectations for student attainment</p>	<p>Expects high, concrete goals to be set for students</p>	<p>Allows others to set goals that are too low for students</p>	

<p>Standard 2: Instructional Leadership The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready. Putting student learning at the center. The superintendent...</p>					
<p>Indicators</p>	<p>Exemplary (4)</p>	<p>Accomplished (3)</p>	<p>Developing (2)</p>	<p>Growth Required (1)</p>	<p>Score/Average</p>
<p>Indicators</p>	<p>Exemplary (4)</p>	<p>Accomplished (3)</p>	<p>Developing (2)</p>	<p>Growth Required (1)</p>	<p>Score/Average</p>
					<p>Comment</p>

Leads the district's philosophy of education-setting specific achievement targets for schools and students of all ability levels, and monitors progress toward those targets <i>Learning/Teaching Focus: High Expectations</i>	Operates as a mentor in helping others focus on learning/ teaching grounded in high expectations and goals	Sets clear and high profile focus on learning/ teaching grounded in high expectations and goals	Leads and communicates the focus on learning/teaching	Lacks focus on learning/teaching	
B. Models and applies learning for staff and students <i>Professional Learning</i>	Uses evaluation and professional learning as tools to improve student learning and evaluates professional learning activities	Establishes professional learning goals for district based on personal professional learning and student achievement data to improve student learning	Applies professional learning and expects learning for students and staff	Demonstrates limited participation in professional learning opportunities	
C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels. <i>High Expectations</i>	Motivates others to demand/expect high levels of student achievement by empowering them to establish and sustain a collaborative learning organization	Demands/expects high levels of student achievement by establishing and sustaining the structure for a collaborative learning organization	Sets and communicates high expectations for student achievement and supports a collaborative learning organization	Accepts current levels of student achievement and rarely communicates the importance of improved instruction	
D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. <i>Strategic Planning (Goals)</i>	Ensures the establishment of high, personalized academic goals for all students; performance gaps are systematically eliminated over time	Facilitates setting high, concrete goals and expectations for student attainment, closing achievement gaps	Expects high, concrete goals to be set for students, addressing achievement gaps	Allows others to set goals that are too low for students; achievement gaps persists	

Indicators	Exemplary (4)	Accomplished (3)	Developing (2)	Growth Required (1)	Score/Average	Comment
E. Demonstrates awareness of all aspects of instructional programs <i>Learning/High Expectations</i>	Ensures organization of planned curriculum alignment with state and national college- and career-ready educational standards	Challenges staff to define and deliver skills and concepts necessary to graduate both college- and career-ready and prepared for the 21st century	Focuses on graduation and college- and career-readiness in the 21st century	May focus on graduation but does not emphasize 21st century preparedness		
F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology <i>Strategic Planning-Implementation</i>	Establishes systems that result in the district exceeding academic expectations as established by Senate Bill 1 (2009), including proficiency in reading, math and college- and career-readiness	Is a driving force in the development and implementation of the district's strategic plan or district improvement plan to realize 21st century learning goals	Facilitates discussion and the strategic development of the district's improvement plan to realize goals	Operates unilaterally or with limited input under existing improvement plans		

<p>Strategic Planning - Implementation</p>						