

Jefferson County Public Schools Superintendent Evaluation System

**“All JCPS students graduate prepared
to reach their full potential and
contribute to our society throughout life.”**

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Superintendent Evaluation System

During evaluation periods (1 July to 30 June), expectations for the upcoming year will be set in June at the Final Board Summative Evaluation of the Superintendent and performance objectives/priorities will be finalized and approved at the start of the year. In January, a formative evaluation will be completed and then in the following June, a summative evaluation will be completed. During the June summative evaluation meeting, any needed changes to the criteria/objectives/priorities will be made to serve as the basis for the performance objectives/priorities of the performance evaluation for the following year.

Directions: Each Board member will participate in two superintendent evaluations each year. In January, a formative evaluation will be completed for the purpose of providing “feedback” to the superintendent in the middle of the evaluation period. The primary purpose of this evaluation is to provide the superintendent an opportunity to receive feedback from Board members on his/her performance and provide ample time to make any needed adjustments prior to the end-of-year, summative evaluation in June.

Formative Evaluation Session – January

The following steps should be followed for the formative evaluation session:

1. A special, closed session meeting should be called in January to conduct the formative evaluation of the superintendent. The Board members and superintendent should be the only people present at this meeting.
2. Prior to the meeting, in an effort to maintain the focus of the discussion during the formative evaluation, each Board member is encouraged to evaluate the superintendent’s performance during the first six months of the reporting period by reviewing Sections 1 and 2 in this document and making personal notes, observations, and calculation for discussion at the meeting – (no other sections are used for the formative evaluation.)
3. The meeting should be conducted as an informal discussion where each Board member and the superintendent are free to share their views of the superintendent’s performance. The items in the evaluation form should provide the basis for that discussion.
4. The superintendent and all Board members should leave this session with a clear understanding of the superintendent’s strengths and any needed improvement areas relative to the items being evaluated in Sections 1 and 2 of this evaluation form. No final “Board” product will be developed as part of this session.

Summative Evaluation Session – May/June

The following steps should be followed for the preliminary evaluation session:

1. A special, closed session meeting should be called in May to provide feedback for the preliminary evaluation of the superintendent. The Board members and the superintendent should be the only people present at this meeting.
2. Prior to this closed session, the superintendent will provide a portfolio of evidences.
3. Prior to this closed session, each Board member is encouraged to evaluate the superintendent's performance for the entire school year by reviewing Sections 1 and 2 of this form and making personal notes, observations, and calculations.
4. The primary purposes of the preliminary evaluation meeting are to:
 - a. Provide the superintendent feedback on her performance during the reporting period
 - b. Provide input to develop a summary of the feedback and complete a draft of the preliminary evaluation in the closed session
 - c. Set new expectations and make any necessary changes to the evaluation form for the following evaluation period
 - d. The General Counsel will review the final draft with the Board in regard to any legal implications.
5. During this closed session, the Board and superintendent should discuss feedback of individual Board members and the superintendent. A summary of the feedback and a draft of the preliminary evaluation will be developed.
6. The Board will discuss and vote in open session to approve this Final Board Summative Evaluation of the Superintendent as it is released to the public at a regular meeting. Finally, any changes to the evaluation criteria for the following year should be approved by majority vote in open session.

Section 1: Ongoing General Performance Criteria

1. Leadership

- 1.1. Provides leadership in developing a sensitive approach to meet the challenges of an ethnically and culturally diverse community.
- 1.2. Delegates authority appropriately while maintaining responsibility.
- 1.3. Develops and communicates a long-range vision of quality education to the board, staff, and community.
- 1.4. Maintains a highly visible, personal presence in schools and the community, and inspires parental and family involvement and commitment among individuals and groups.
- 1.5. Provides for the health and safety of all students and employees while participating in district activities.
- 1.6. Oversees a system for regular evaluation of instructional programs to meet student instructional needs and to attain desired student achievement.
- 1.7. Oversees a discipline management program and monitors for equity and effectiveness.
- 1.8. Oversees a performance appraisal process for instructional staff that reinforces standards of excellence and assesses deficiencies; ensures that results are used in planning for improvement.
- 1.9. Oversees a performance appraisal process for non-instructional staff that reinforces a standard of excellence and assesses deficiencies; ensures that results are used in planning for improvement.
- 1.10. Applies effective methods of providing, monitoring, evaluating and reporting student achievement and using sound research and assessments to improve the learning process.
- 1.11. Articulates and promotes high expectations for teaching and student learning.
- 1.12. Ensures that policies and rules are uniformly observed and enforced.
- 1.13. Fosters a culture of high expectations for self, student, and staff performance.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)

2. Management

- 2.1. Manages and applies district resources equitably and has knowledge of sound fiscal procedures.
- 2.2. Demonstrates sound management practices, including soliciting appropriate participation of others in planning and decision-making.
- 2.3. Facilitates the annual creation of a district budget that supports the vision and goals of the district.
- 2.4. Oversees a budget development process that results in recommendations based on district priorities and available resources.
- 2.5. Oversees budget implementation in a way that ensures appropriate expenditure of budgeted funds and provides for clear and timely budget reports.
- 2.6. Keeps the administrative structure throughout the district current with the needs for supervision, accountability, and the strategic plan.
- 2.7. Provides for job descriptions and staff evaluations that support the strategic plan.
- 2.8. Organizes the central office in a manner consistent with district priorities and resources and monitors administrative organization at all levels for effectiveness and efficiency.
- 2.9. Oversees procedures to ensure effective and timely compliance with all legal obligations, reporting requirements, and policies.
- 2.10. Ensures that district investment strategies, risk management activities, and purchasing practices are sound, cost-effective, and consistent with district policy and law.
- 2.11. Monitors effectiveness of district operations against appropriate benchmarks.
- 2.12. Develops, implements, promotes, and monitors continuous improvement processes.
- 2.13. Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues.
- 2.14. Oversees and administers the use of all district facilities, property, and funds to obtain maximum efficiency.
- 2.15. Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence, and trauma.
- 2.16. Interprets the local, state, and federal school financial aids to the board and advises the board on all financial aspects of the district and on allocation of school funds.
- 2.17. Ensures the district is organized and aligned for success.
- 2.18. Ensures organizational systems are regularly monitored and modified as needed.
- 2.19. Establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)

3. Policy and Governance

- 3.1. Recommends appropriate and effective district policies.
- 3.2. Effectively translates into action the board's policies and the community's aspirations for its schools.
- 3.3. Understands and articulates the system of public school governance and differentiates between policy making and administrative roles.
- 3.4. Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.
- 3.5. Understands and interprets the role of federal, state, and regional governments, policies, and politics and their relationships to local districts and schools.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)

4. Communication

- 4.1. Demonstrates decisiveness and strong interpersonal communication skills.
- 4.2. Clearly articulates the Comprehensive District Improvement Plan, mission, and priorities to all stakeholders.
- 4.3. Provides appropriate communication to keep staff at all levels fully informed in a timely manner of the board's priorities, concerns, and actions.
- 4.4. Facilitates a process that ensures continued implementation of the communications audit recommendations.
- 4.5. Effectively communicates performance expectations to administrators, faculty, and staff.
- 4.6. Demonstrates effective communication skills (written, verbal, and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments).
- 4.7. Formulates and implements plans for internal faculty and staff communications.
- 4.8. Communicates clearly and substantively to the community about district issues and performance.
- 4.9. Effectively communicates the district's vision and mission to all stakeholders.
- 4.10. Effectively communicates progress toward the district's vision and to all stakeholders.
- 4.11. Maintains high visibility, active involvement, and frequent communication with the larger community.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)

5. Board Relations

- 5.1. Keeps the Board informed of significant issues as they arise, using agreed upon criteria and procedures for information dissemination.
- 5.2. Responds in a timely and complete manner to board requests for information that are consistent with Board policy and established procedures and ensures that staff meet the same expectation.
- 5.3. Provides recommendations and appropriate supporting materials to the board on policy issues and matters for Board decision.
- 5.4. Interprets and supports Board policy and decisions to staff and community.
- 5.5. Provides leadership for the Board in defining superintendent and Board roles, mutual expectations, procedures for working together, and formulating district policies.
- 5.6. Prepares Board agenda with the Board Chair and is consistently prepared for meetings.
- 5.7. Develops administrative rules and procedures, as necessary, to implement Board policies and ensures Board policy is implemented and followed throughout the district.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)

6. Community Relations

- 6.1. Develops and maintains mutually beneficial relationships with the business community.
- 6.2. Directs a proactive program of internal and external communication at all levels designed to improve staff and community understanding and support of the district.
- 6.3. Establishes mechanisms for community and business involvement in the schools and encourages participation.
- 6.4. Works with other governmental entities and community organizations to meet the needs of students and the community in a coordinated way.
- 6.5. Promotes goodwill, understanding, and acceptance of district programs.
- 6.6. Anticipates potentially controversial situations and takes action to minimize problems.
- 6.7. Establishes effective school/community relations, school/business partnerships and public service opportunities.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)

7. District Goals and Planning

- 7.1. Provides necessary leadership to increase student achievement and close achievement gaps.
- 7.2. Leads the development of, and supports the Comprehensive District Improvement Plan and accurately reports progress on goals.
- 7.3. Formulates procedures for gathering, analyzing and using district data for decision-making.
- 7.4. Provides leadership for annually assessing and setting priorities on student and district needs.
- 7.5. Examines student achievement data, disaggregates data and creates district improvement plans.
- 7.6. Initiates and oversees a continuous evaluation of the progress and the needs of the district.
- 7.7. Develops and implements short-term and long-term facility plans to accommodate the needs of the district as its population changes.
- 7.8. Ensures that key planning activities within the district are coordinated and are consistent with Board policy and applicable law, and that goals and results are communicated to staff, students, and public as appropriate.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)

8. Professional Standards

- 8.1. Inspires trust, possesses self-confidence and optimism, and models high standards of integrity, loyalty, and commitment.
- 8.2. Maintains awareness of innovations and contemporary movements in education.
- 8.3. Stays abreast of developments in educational leadership and administration.
- 8.4. Models and promotes the district's core values.
- 8.5. Participates in professional growth opportunities.
- 8.6. Treats people fairly with dignity and respect.
- 8.7. Follows through on commitments.
- 8.8. Explores and develops ways to find common ground in dealing with difficult and divisive issues.
- 8.9. Participates as a member of associations likely to enhance professional/personal growth.
- 8.10. Selects and attends professional activities related to individual and district goals.
- 8.11. Demonstrates an appreciation for and sensitivity to diversity throughout the district.

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments: (Continue on back if necessary)

Section 2: Specific Performance Objectives for Current Evaluation Period

The Jefferson County Board of Education met in a Special Meeting on August 24, 2012, to develop performance objectives that will serve as the basis for the 2012-2013 performance evaluation of the Superintendent.

PERFORMANCE OBJECTIVE 1: Effectively implement the *Strategic Plan Vision 2015*

Dr. Hargens will continue to implement the strategic initiatives outlined in JCPS' Strategic Plan as an overarching expectation of the Jefferson County Board of Education. Status of these initiatives will be outlined in quarterly reports prepared for the Board during the 2012-2013 school year. The Board further expects that two areas within the Strategic Plan be a priority for the 2012-2013 school year as follows.

PERFORMANCE OBJECTIVE 1

Describe the positive things that have been accomplished in this area.

What would you like Dr. Hargens to focus on during the next six months?

What concerns or suggestions do you have for Dr. Hargens?

PERFORMANCE OBJECTIVE 2: Improve student achievement

Dr. Hargens will assess, monitor, and manage three related areas: the implementation of the Kentucky Core Academic Standards, the district's commitment to diversity, and the improvement of student achievement. Dr. Hargens will present an action plan that cites the successes and deficiencies of student achievement based on analyses of Quality Indicators by December 2012. These indicators should represent a continuum of student performance throughout the stages of an education in JCPS.

- **Proficiency** in academic expectations of JCPS
 - Establish a baseline for 2012-2013 as a result of new state accountability tests
- **Growth** in student achievement from the early years of preschool through their school careers in JCPS.
- **Graduation** trajectories that include:
 - Graduation rates
 - Dropouts
 - Resiliency quadrants
 - Patterns of continued enrollment
 - At-risk indicators
- **College and career readiness** as evidence by ACT, PLAN, EXPLORE

PERFORMANCE OBJECTIVE 2:

Describe the positive things that have been accomplished in this area.

What would you like Dr. Hargens to focus on during the next six months?

What concerns or suggestions do you have for Dr. Hargens?

PERFORMANCE OBJECTIVE 3: Continually assess and improve organizational management

The district is in its first year of a new organizational structure. Dr. Hargens will continue to monitor, and adapt as necessary to support quality, effectiveness and alignment to the strategic plan. In addition, specific attention is given to:

- Communication both within JCPS and externally to the community
- Progress made with implementation of recommendations from the Curriculum Management Audit

PERFORMANCE OBJECTIVE 3:

Describe the positive things that have been accomplished in this area.

What would you like Dr. Hargens to focus on during the next six months?

What concerns or suggestions do you have for Dr. Hargens?

Section 2 Summary Page

Performance Objective 1:

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments:

Performance Objective 2:

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments:

Performance Objective 3:

Meets Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
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Comments:

Section 3: Individual Board Members Preliminary Notes for Superintendent Preliminary Evaluation

General Performance Criteria		
Performance Criteria	Meets Expectations	Does Not Meet Expectations
1. Leadership		
2. Management		
3. Policy & Governance		
4. Communication		
5. Board Relations		
6. Community Relations		
7. District Goals and Planning		
8. Professional Standards		
Performance Objectives		
Performance Objective		
Performance Objective #1		
Performance Objective #2		
Performance Objective #3		

Comments: (Continue on back if necessary)

Section 4: Final Summative Board Evaluation of the Superintendent

Summary Board Evaluation (Meets/Does Not Meet)					
General Performance Criteria	Meets Expectations	Does Not Meet Expectations	Specific Performance Objectives	Meets Expectations	Does Not Meet Expectations
1. Leadership			Objective #1		
2. Management			Objective #2		
3. Policy and Governance			Objective #3		
4. Communication					
5. Board Relations					
6. Community Relations					
7. District Goals and Planning					
8. Professional Standards					

General	
General Performance	Specific Objectives
Meets Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>
Does Not Meet Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>

Comments (Add as many pages as needed):

Board Chair

Date

Board Vice-Chair

Date