

Evaluation of the Superintendent

PROCESS

1. At the beginning of each contract year, the Board reviews the plan and expectations with the Superintendent prior to implementing the evaluation plan.
2. The Board and Superintendent collaboratively determine the evaluation process, timelines, and forms including the type of performance rating system to be used – numerical (4-1), descriptive (Exemplary, Accomplished, Developing, Improvement Required), or both. The Board will get more effective evaluation data through thoughtful discussions in determining a descriptive performance rating, but using and averaging numbers is an option.
3. Using the following Superintendent Evaluation instrument, the Superintendent conducts a self-assessment and reflects on his/her own performance levels in terms of the standards, indicators, and local district goals.
4. Each Board member uses the following Superintendent Evaluation instrument to reflect on Superintendent progress and performance levels on standards, indicators and district goals. Board members should also consider areas of emphasis on previous evaluations.
5. Each Board member should rate all the performance standards to create a comprehensive evaluation of the job, keeping in mind that factors such as experience and organizational structure may determine the level of focus on each standard. Performance indicators are listed below every standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
6. Written comments in support of your rating are recommended as they provide clarity and are helpful during the Board discussions of the evaluation.
7. Each Board member's forms should be returned to the Board Chair or designee for compiling.
8. The entire Board and Superintendent meet to discuss individual and/or compiled reflection/assessment results. This conversation shall be held in a closed session and may include identifying commonalities and differences as well as developing and agreement on performance expectations.
9. The Board and Superintendent determine expectations relating to performance standards and district goals. Throughout the year the Superintendent collects and retains evidence of performance for areas of emphasis as well as standards and district goals. S/he shares evidence with the Board throughout the year to demonstrate efforts toward increased competencies in these areas.
10. The Board considers and incorporates Superintendent evidences into the Superintendent annual performance evaluation and collectively, with one voice, determines the Superintendent performance level for each standard and goal.
11. The final evaluation (summative) of the Superintendent shall be discussed and adopted in an open meeting of the Board and reflected in the meeting minutes.

Evaluation of the Superintendent**PERFORMANCE RATING LEVELS**

The following performance levels will be used to indicate the progress of a Superintendent toward the seven standards and district goals.

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the standard/goal is unacceptable; standard/goal is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent.

Comments are recommended to support performance levels for each standard and district goal and necessary when performance is determined to be Improvement Required.

Evaluation of the Superintendent**EVALUATION INSTRUMENT****STANDARD 1: STRATEGIC LEADERSHIP**

The Superintendent leads the development and implementation of district vision, mission and goals while creating conditions to ensure that every student graduates high school with the knowledge and skills necessary to be successful in the 21st century.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 1.1 With direction from the Board, the Superintendent facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.
- 1.2 Empowers all stakeholders to reach high levels of performance and achieve the district's vision.
- 1.3 Communicates high expectations for student achievement while promoting academic rigor that focuses on learning and excellence.
- 1.4 Develops, implements, promotes and monitors continuous improvement processes.
- 1.5 Assists the Board in developing, implementing, and monitoring district goals.
- 1.6 Understands and demonstrates that district and school improvement goals are connected to student learning goals.

The Superintendent's performance for this standard:

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

Communicates by sending board members a bi-weekly report. Meets regularly with administrators and staff. He leads by example and pushes for improvement, ex: establishing a facilities manager. Mr. Booher leads by example and holds himself and his staff accountable and to a high standard. He goes above and beyond to establish community involvement. Community spirit and school spirit is up.

Evaluation of the Superintendent**STANDARD 2: INSTRUCTIONAL LEADERSHIP**

The Superintendent supports and builds a system to effectively use district resources and research-based best practices for curriculum, instruction and assessment in reducing achievement gaps and continuously improving teaching, learning, and student achievement.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 2.1 Communicates student achievement expectations to staff and stakeholders.
- 2.2 Demonstrates the need to identify and remove barriers to student learning.
- 2.3 Proposes appropriate recommendations for programs and curricula in anticipating adjustments of occupational trends and school-to-career needs.
- 2.4 Develops, implements, promotes and monitors continuous improvement processes with faculty and stakeholders to ensure alignment of curriculum, instruction and assessment.
- 2.5 Encourages the use of technology in educational programming.
- 2.6 Using a variety of techniques, work with principals and administrators to formulate plans to assess and analyze the effectiveness of instruction through student progress. These may include monitoring, evaluating and reporting student achievement and performance gaps; observing teaching methods and classroom management; and research, assessments, feedback, and reflection.
- 2.7 Understands data analysis, including how it applies to school and district student achievement goals, how to address curricular gaps and how to use data to prioritize decisions and drive change that will improve student learning.
- 2.8 Ensures school and district progress in the areas of: proficiency, growth, graduation rate, closing achievement gaps, transition readiness, opportunity and access.

The Superintendent's performance for this standard:

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

Mr. Booher works with admin and central office staff to find best practices for instruction. He meets with the chief academic officer often. He promotes excellence and focuses on improving state testing scores. He takes on issues head on, and is always preparing for assessments. Mr. Booher consults with surrounding districts, and strives to remove any obstacles, thus improving scores. We hope to see scores continue to improve

Evaluation of the Superintendent**STANDARD 3: CULTURAL LEADERSHIP**

The Superintendent understands the history, tradition and multicultural differences of the district. S/he empowers all stakeholders to assist in shaping district culture and climate as they support efforts to improve teaching and learning for all.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 3.1 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
- 3.2 Promotes understanding and celebrating of school/community cultures.
- 3.3 Promotes and expects a school-based climate of tolerance, acceptance and civility.
- 3.4 Advocates, nurtures and sustains school culture and instructional programming conducive to student learning.
- 3.5 Models and demonstrates multicultural and ethnic practices and is responsive to the needs of diverse populations.
- 3.6 Encourages instructional strategies that include cultural diversity and differences in learning styles.

The Superintendent's performance for this standard:

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

Many areas have seen improvement in the past year. They are confident that difficult changes he has made will have a long lasting positive impact on our community. Mr. Booher creates a climate of inclusivity and creates a culture of diversity. He has made a lot of positive leadership changes over the past year, and there is a lot of confidence in the hires he has made. Makes it a priority to attend all school events. It is evident that the culture at Mercer County is changing. He always seeks opportunities to market the school system.

Evaluation of the Superintendent**STANDARD 4: HUMAN RESOURCE LEADERSHIP**

The Superintendent leads the district in developing professional learning communities among a highly effective and diverse staff. S/he assists in the planning of professional development opportunities for all staff and develops and implements an effective staff performance evaluation system. If applicable, the Superintendent provides technical advice to the Board to administer and negotiate labor contracts.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 4.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, career growth and professional development.
- 4.2 Understands and demonstrates that professional development needs to be aligned to the analysis of test data.
- 4.3 Demonstrates understanding of continual improvement processes for teacher and principal effectiveness systems, and implements them.
- 4.4 Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, support, evaluation, development and retention of a high-performing, diverse staff.
- 4.5 Mentors and coaches' administrators throughout the district.

If applicable:

- 4.6 Develops bargaining strategies based upon collective bargaining laws and processes.
- 4.7 Identifies contract language issues and proposes modifications.
- 4.8 Participates in the collective bargaining processes as determined by the Board, establishing productive relationships with bargaining groups while effectively managing contracts.

The Superintendent's performance for this standard:

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

He mentors and coaches admin very well. Makes good use of evaluation data for staff, which is evident in the replacement of staff. Works diligently with HR director to keep up with state regulations. Pushed for increases in pay and benefits, evidenced in the amount of good quality new hires and applicants we have had. He is not afraid to terminate staff due to what's best, not what's easy. Staff know that expectations have increased.

Evaluation of the Superintendent**STANDARD 5: MANAGERIAL LEADERSHIP**

The Superintendent uses data analysis in budgeting, staffing and problem solving to make recommendations to the Board as they effectively and efficiently allocate resources and establish support systems for all district stakeholders.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 5.1 Demonstrates understanding and comprehends the importance of managing the district budget, including financial forecasting, planning, cash-flow management, account auditing and monitoring that results in the following:
- A balanced operational budget for school programs and activities.
 - Utilization of district resources to attain the highest and most efficient use to improve student learning, while maintaining compliance with legal, ethical and policy standards.
 - Effective communication of the district's budget and resource allocation to the Board and constituents.
 - Meeting reporting deadlines as required by statute, regulatory agency, local policy or Board action.
- 5.2 Ensures sound management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 5.3 Secures and uses a variety of appropriate school and community resources to support learning.
- 5.4 Understands and monitors the district technology plan, making informed decisions about computer hardware and software, as well as related staff development and training needs.
- 5.5 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues.
- 5.6 Establishes procedures and practices to assist all stakeholders in implementing and monitoring emergency plans for district safety and security practices for weather, threats, violence and trauma in collaboration with local, state, and federal agencies.

The Superintendent's performance for this standard:

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

Page 7 of 13 Works with finance seamlessly. Stays informed on a high level through research and data. Always searching for ways to get the most out of our dollar. He is financially responsible. Communicates with board members with updates and lets them know how decisions affect bottom line. He always names a problem, and follows it up with a solution.

Evaluation of the Superintendent**STANDARD 6: COLLABORATIVE LEADERSHIP**

The Superintendent maintains a positive relationship with Board members as they work together to establish community support for the district's goals through effective two-way communications with students, staff, parents, business representatives, government leaders, community members and the media.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 6.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.
- 6.2 Develops effective Superintendent/Board interpersonal and working relationships.
- 6.3 Understands and interprets the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools.
- 6.4 Effectively uses legal resources (e.g. local Board attorney) to protect the district from civil and criminal liabilities.
- 6.5 Collaboratively develops, implements and monitors processes to improve student learning and teaching.
- 6.6 Uses formal and informal techniques to gain perceptions of district from all stakeholders, internal and external.
- 6.7 Demonstrates effective communication skills (written, verbal and non-verbal), in formal and informal settings, large and small group and one-on-one environments.
- 6.8 Establishes effective school/community relations, school/business partnerships and a positive working relationship with the media; and promotes involvement of all stakeholders to fully participate in the process of education.

The Superintendent's performance for this standard:

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

Fosters great personal and professional relationships with all board members. Has built a lot of connections in the community by attending rotary. Evident that he doesn't do much without giving it deliberate thought. Consults with attorney or KSBA legal if there's something wrong. He is great at promoting the school system.

Evaluation of the Superintendent**STANDARD 7: INFLUENTIAL LEADERSHIP**

The Superintendent uses his/her position in the district and community to work with local, state and federal officials to influence policies affecting the political, social, economic, legal, cultural and ethical governance of public education.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help demonstrate the types of activities that may occur within this standard when assessing the Superintendent's performance.)

- 7.1 Understands and interprets the role of federal, state and regional governments; policies; and politics and their relationships to local districts and schools.
- 7.2 Provides input on critical education issues at the local, state and federal levels.
- 7.3 Continually models a professional code of moral and ethical standards, and demonstrates personal integrity.
- 7.4 Explores and develops ways to find common ground in dealing with difficult and divisive issues.
- 7.5 Promotes the establishment of moral and ethical practices in every classroom, every school, and throughout the district.

The Superintendent's performance for this standard:

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this standard:

Mr. Booher has extremely high morals, upmost personal integrity, and promotes by example. He takes on important issues and gets them solved. He stays informed of regulatory requirements and changes, updates the board of them, and holds high ethical standards. Works well with the community, and lives out his faith in his actions. Thinks everything out and is guided by faith and morality. He is a superintendent that is not above taking calls and emails from parents.

Evaluation of the Superintendent**DISTRICT GOALS**

Part of the Superintendent's job is to guide the district toward successful completion of district goals collaboratively developed by the Board and Superintendent and to report progress toward goals on a regular, prescribed basis. Goals may also be developed as part of the Superintendent's performance expectations.

1. Attached are the forms to be completed by each Board member rating the Superintendent's performance in meeting the goals agreed to by the Superintendent and the Board at the beginning of the year. Each goal statement should be inserted into a separate page for completion.
2. Each Board member should rate the performance level for each goal.
3. Written comments in support of your rating are recommended as they provide clarity and are helpful during the Board discussions of the evaluation.
4. Each Board member's forms should be returned to the Board Chairperson or designated Board member for compiling.

Evaluation of the Superintendent

GOAL 1: Raising the bar for students and staff.

The Superintendent's performance for this standard:

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the goal is unacceptable; goal is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this goal:

He has done a great job in raising the bar as evident in terminations, expectations, and rewards (raises the past two years). He uses every opportunity to remind students and staff of expectations and goals through electronic communications, staff meetings, student meetings, meetings with board members, etc. He leads by example, and makes staff perform at an all star level. He has done a great job but there is still more work to do.

Evaluation of the Superintendent**GOAL 2:**

Continuous improvement on assessments.

The Superintendent's performance for this standard:

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the goal is unacceptable; goal is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

Comments & Evidence to support the Superintendent's performance for this goal:

Test results from previous year is not back yet, however iready test is a good indicator of improving test scores. The scores are heading in a good direction.

Evaluation of the Superintendent**GOAL 3:**

Collaboration among school and community

The Superintendent's performance for this standard:

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the goal is unacceptable; goal is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

COMMENTS & EVIDENCE TO SUPPORT THE SUPERINTENDENT'S PERFORMANCE FOR THIS GOAL:

Review/Revised:5/16/2019

Communication with the board is top notch, along with social media communication. There is excitement in the community about Mercer County that we have been missing for years. There have been district improvements that value all children academically and socially. He has shown the community that he is serious and means business.