

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 an 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 evidence 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.*~~

Summary:

The superintendent creates the conditions necessary for reimagining and articulating the district's vision, mission, and goals. Through clear communication, strategic planning, and effective leadership, the superintendent ensures alignment with state and local priorities, establishing the foundation for continuous improvement in student achievement and district success. The superintendent also works collaboratively with the Board of Education to define and establish district priorities, ensuring a shared focus on advancing the district's mission and goals.

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...

- Communicates the district's vision, mission, and goals clearly and consistently to all stakeholders, ensuring understanding and engagement across the community.
- Ensures that the district's identity—its vision, mission, values, and goals—drives decision-making and reflects the community's culture and aspirations.
- Facilitates the implementation of district strategic priorities informed by data and aligned with the Kentucky Board of Education and local priorities.
- Aligns financial resources with strategic goals to advance student learning and district improvement.

- Advocates for local, state, and national priorities to secure funding and influence policy aligned with the district's vision and mission.

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:

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.*~~

Summary:

The superintendent develops and sustains a district culture that prioritizes student learning. By fostering high expectations, instructional equity, and coherence, the superintendent ensures that all students receive the support they need to succeed regardless of background. Instructional leadership engages educators, students, and families in the learning process, addressing the whole child's development, preparing them to meet the community's evolving needs, and adapting to the ever-changing landscape of technology to enhance instructional practices.

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...

- Establishes a culture of learning by fostering a district-wide commitment to continuous improvement and educational excellence while building a culture for

learning by ensuring equitable systems, structures, and resources that support whole-child development.

- Aligns curriculum vertically and horizontally to ensure consistency, equitable access, and smooth student transitions across grade levels, reinforcing the expectation that all students can learn.
- Designs instructional programs, including effective virtual education models, that reflect the community's needs and prepare students for success in local and global contexts.
- Promotes professional learning, cultivates principals as instructional leaders, and innovative practices, including technology integration, to engage educators, students, and families in continuous improvement.
- Advocates for policies and funding that enhance instructional programs, particularly those addressing equity and access to advanced learning opportunities.

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:

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.*~~

Summary:

The superintendent embraces the district's culture and traditions to create conditions for exemplary performance. By aligning the work of all stakeholders with the district's mission, the superintendent promotes equity, trust, and shared accountability to ensure that the district culture supports the success of every student. The superintendent ensures that the community has opportunities to provide input on local accountability measures, aligning instructional practices and district priorities with community needs.

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...

- Communicate and exemplify the district's core beliefs about teaching and learning, holding themselves to the highest standards as a visible model for stakeholders.
- Establishes a purpose with all stakeholders and equips all employees with the tools, resources, and clarity needed to positively influence student outcomes.
- Develops trust through collaboration and transparency, fostering a culture of shared accountability.
- Recognizes and celebrates district successes while addressing areas for growth, ensuring stakeholders feel valued and engaged in continuous improvement.
- Develops and maintains a regular cadence of communication to ensure consistent messaging about district priorities, finances, values, and achievements across all stakeholders.

- Creates opportunities for dialogue, shared decision-making, and conflict resolution with stakeholders through advisory councils, SBDM councils, forums, and community events.

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:

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.*~~

Summary:

The superintendent ensures the district is a professional learning community with effective systems for recruiting, developing, and retaining high-quality staff. Through distributed leadership and fair evaluation practices, the superintendent establishes a supportive environment that prioritizes professional growth and accountability. The superintendent also ensures compliance with all federal and state employment laws through ongoing review and monitoring of district processes.

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...

- Oversees and monitors processes for hiring, inducting, and mentoring staff while fostering a positive work environment that supports retention and reflects staff feedback to improve the employee experience.
- Implements and monitors systems for fair and effective staff evaluations to improve performance.
- Plans for leadership succession to ensure continuity and alignment with district priorities while fostering a culture where succession planning cascades to all levels, including developing teacher leaders to support classroom and school-level stability.
- The district regularly reviews and updates its employment processes to ensure compliance with all federal and state laws related to employment practices.

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:

Evaluation of the Superintendent**STANDARD 5: OPERATIONAL 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.*~~

Summary:

The superintendent ensures the district's operations and resources are efficiently organized to support instructional priorities and student safety. By aligning systems for budgeting, facilities, and communication, the superintendent provides the operational stability required for the district's success. The superintendent also ensures ongoing communication with the Board about the district's financial stability and resource alignment with strategic priorities.

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...

- Develops and implements comprehensive safety and emergency preparedness plans.
- Develops and oversees budgets that align resources with district goals and student needs.
- Ensures capital planning and facilities management reflect the priorities of student learning and safety.
- Establishes effective two-way communication systems that promote transparency, timely information sharing, and engagement with board members, employees, parents/guardians/families, and the community.
- Advocates for operational policies and funding to enhance district infrastructure and safety.

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:

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:

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:

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:

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:

Evaluation of the Superintendent

GOAL 2:

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:

Evaluation of the Superintendent

GOAL 3:

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:6/13/2022