



Superintendent Evaluation
January – December 2011
March 27, 2012

The evaluation of the Superintendent is synonymous with an evaluation of the district. Board policy is that every employee is to be evaluated for his/her job duties on a regular basis. The evaluation of the Superintendent, the chief executive officer of the district, is based upon the performance of the entire district.

The Superintendent was initially evaluated in January 2011, six months after he was hired due to coincide with the January to January evaluation timeline. There was an interim evaluation in July 2011 and the annual evaluation was completed in January 2012, which is the subject of this report.

Each of the Operational Expectations for the district was addressed in one of the monthly reports throughout the year and the Superintendent was found to be generally compliant. This report focuses on the following five Operational Expectations and the sections in those for which the Board had requested special attention:

- OE-2 Instructional Program
- OE-4 Democratic Engagement of Stakeholders
- OE-5 Personnel Administration
- OE-6 Financial Planning
- OE-7 Financial Administration

OE-2 Instructional Program

- Section 2.2, Base instruction on standards that meet or exceed state and national standards
- Section 2.4, Effectively measure each student's progress based upon individual growth

The Board has seen great progress in the development of the plans for reforming the instructional program including the Goals for Student Achievement (GSA), A-G College Prep and Career Tech Program, African-American Blueprint, as well as the district's developing Five Year Strategic Process for Quality Schools. The year 2011 was a year of development and planning and has been quite successful and ambitious in that regard. Our expectation is that 2012 will be a year of implementation, including development of the GSA-2 Dashboard, achievement metrics for Area Superintendent and Principal accountability and a system to share best practices across the district. As this year progresses we expect for the Superintendent and the Deputy Superintendent for Academics to have a clear picture of where every school stands on the Twelve Indicators of Quality Schools and other measures. We also expect the academic team to develop contingency plans for delivery of instruction under extreme budget limitations.

OE-4 Democratic Engagement of Stakeholders

- Section 4.6, Develop a cluster management strategy that will be supportive of clusters in the improvement of schools

The cluster governance model has been developed to varying degrees across every community of schools in the district. Improved K-12 integration and increased community involvement have been results of the Superintendent's support of this strategy. At this point the Superintendent and staff need to develop a clear process for cluster council governance to ensure that 1) the scope of function of the councils is clear and 2) that the councils are a democratic representation of the school communities including administration, certificated and classified staff, parents and members of the wider community in which the schools reside. To achieve this greater involvement of staff and community there is a need for a communication plan about the initiatives of the district and the schools that is both internally and externally directed. Such a plan should also include an advocacy plan for public education. To this end the Board is adding an area of focus for the next evaluation:

Section OE- 4.1. Assure the timely flow of information, appropriate input, and strategic two-way dialog *between the district and the community* that informs, shapes, and builds understanding and support for district and school efforts.

We interpret this to mean *communication between administration and staff, as well as administration and community*. Simply put, we need everyone to know what the district is doing and why it is being done.

OE-5 Personnel Administration

- Section 5.16, Maintain accurate information on employee positions and overall statistics to effect staffing changes on short notice with accurate information
- Section 5.17, Develop recruitment and retention plans that set high standards, develop internships and residency-type programs

At the six month interim evaluation the Board and Superintendent agreed that this was an area in which the district was not in compliance. Previous problems were attributed to the leadership of Human Resources, as well as limitations of the technological infrastructure. The Board has observed a dramatic difference in the functioning of the department since the Superintendent hired a new chief. The Board has more reliable access to accurate information regarding personnel. This has also resulted in our ability to provide more accurate information to our employee groups.

In a time period, have the Human Resources staff work with the Deputy Superintendent Academics and Deputy Superintendent Business to develop recruitment and retention plans for their respective areas that set high standards, develop internships, residency-type programs and other means to develop new staff, work towards having staff match the diversity of the students, and effective means to retain and professionally develop all employees

The Board is interested in the continuous improvement of the staff evaluation system. We have very high standards for principals and teachers, as well as other staff. Therefore, we are adding an area of focus for the next Superintendent evaluation:

Section 5.10. Assure that the evaluation of all instructional and administrative personnel is designed to achieve the Board's Results policies and to:

- a. Improve and support instruction;
- b. Assure continuous improvement;
- c. Measure and document both excellent performance and unsatisfactory performance;
- d. Link teacher and administrator performance with multiple measures of student performance

OE-6 Financial Planning

- Section 6.1, Budget in a format understandable to Board and community and makes connection to Goals for Student Achievement and other Operational Expectations
- Section 6.2, Accurately describes revenues and expenditures
- Section 6.3, Shows amount budgeted and spent in each budget category for previous year, amount budgeted and spent to date in current year, and budgeted for next fiscal year

OE-7 Financial Administration

- Section 7.7, Provide the Board financial reports and adequate updates
- Section 7.8, Assure that the budget is implemented consistently at every level

This department has continued to make great improvements under the leadership of the CFO. There is still a need for greater transparency to lay persons through improved financial software, as well as communication strategies. There is a need for staff, Board and Superintendent to have a clearer understanding of exactly how our budget operates. One example would be a "primer" on how site-based budgeting works.

Evaluation process

The Board would like to have interim evaluations of the Superintendent at the six month mark to calibrate progress on the annual goals and to monitor greater Board/Superintendent collaboration. We would like to move towards a "360 evaluation" process for the Superintendent, senior administration and Area Superintendents and, eventually with other staff.

We also understand that the Superintendent is carrying out all of these initiatives in an extreme and prolonged budget crisis. He needs to keep the Board apprised of what is doable and under what time frames within the limitations of staff and budget.

We appreciate the Superintendents' dedication to carrying out the mission of the district. He does this with utmost integrity and respect for all stakeholders. He understands the model of collaborative leadership and accountability. In the course of this year it is our hope that the students and the public will see the results of his strong commitment to the Vision 2020 and to the strategic process for a quality school in every neighborhood through community-based reform.