

Superintendent Evaluation

The Michigan Revised School Code requires that Boards of School Districts evaluate School Superintendents annually based on their skills and the growth and achievement of the district's students. This evaluation system adheres with this statute and reflects the Detroit School Board's priorities and expectations for effective Superintendent leadership.

It consists of three weighted components:

Performance Standards (65%): Based on the National Policy Board for Educational Administration's 2015 Professional Standards for Educational Leaders, as well as standards from the American Association of School Administrators and the National School Boards Association, and evaluation tools used nationally, this portion of the evaluation assesses the Superintendent's skills and behaviors in the role. The Board will rate the Superintendent on six standards in this component and use those ratings to generate a component score for Performance Standards.

Scoring Directions: Each individual Board Member will consider the **completion and quality of key initiatives aligned to seven standards for performance:** Visionary Leadership, Instructional Leadership, Talent Management, Organizational Management, Communication and Relationships, Governance and Board Relations, and Professionalism and Ethics. S/he will independently rate the Superintendent and calculate an individual point total. This individual point total will then be added to the totals of all other Board Members. Finally, the sum of these points will be used to determine an overall Component Score.

Student Growth and Assessment Data (25%): The Revised Michigan School Code requires that a portion of the Superintendent's annual evaluation in the 2017-18 school year is based on the aggregate student growth and assessment data used in teacher annual year-end evaluations. In this component, the Board will therefore assign the Superintendent a rating for Student Growth and Assessment Data based on district-wide teacher results.










Scoring Directions: The Board will be provided with the **average teacher score for the Student Growth and Assessment** component of their evaluations. This will be used to determine the score of the Superintendent on this component.

Progress toward Priorities (10%): The Revised Michigan School Code calls for districts to include additional measures, such as progress toward district goals, pupil attendance, stakeholder feedback and the strength of teacher evaluation implementation, in administrator evaluations. The Board and Superintendent will agree on measurable goals at the start of the evaluation period that reflect the annual priorities of the district. The Board will then assign a rating for this component based on the Superintendent's **performance against mutually agreed upon goals.**

Scoring Directions: The Board will determine the percentage of annual goals met and use that figure to determine a component score.
















The Board will calculate and sum the weighted points for each component to determine a summative evaluation rating for the Superintendent. The Board will then have an opportunity to provide qualitative feedback on the Superintendent's strengths and areas for development moving forward, if desired.







Component 1: Performance Standards

Visionary Leadership – 15 percent		
<ul style="list-style-type: none"> • Develops a clear and coherent vision that calls for the academic success and well-being of all students • Consistently advocates for the vision through words and actions • Leadership actions, staffing and resources are clearly aligned to accomplish the vision • Exhibits the disposition of a learner; routinely practices and applies new learning to make progress toward the vision of the district • The vision is lively and shared throughout the district community 		
Initiative 1	Measurement	Completion
Develop a three to five-year strategic plan that reflects the priorities of the Board and community, articulates clear and measurable focus areas for the district, and includes a coherent set of strategies for achieving realistic goals.	Completed and board approved Strategic Plan Perception surveys from internal and external stakeholders	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality
		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 2	Measurement	Completion
Develop a marketing and enrollment campaign for the district that clearly communicates the vision and strategic direction for the district.	Completed and board approved marketing and enrollment plans Perception surveys from internal and external stakeholders	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality
		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 3	Measurement	Completion
Implement 100 Day Plan	Completed Strategic Plan Perception surveys from internal and external stakeholders	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality
		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

Instructional Leadership – 20 percent










- Implements coherent systems of curriculum, instruction, and assessment that promote the vision and core values of the district, embody high expectations for student learning, align with academic standards, and are culturally responsive
- Promotes instructional practice that is consistent with deep knowledge of child learning and development, effective pedagogy, and the needs of the district’s students
- Provides support and development that fosters continuous improvement of instructional capacity in the district
- Creates and supports structures for observing and analyzing instruction and delivering actionable feedback for improvement, including, but not limited to, the strong implementation of a multiple-measure evaluation system
- Consistently uses data about student performance and teaching practice to guide improvement efforts
- Continually expands his or her own expertise in instruction













Initiative 1	Measurement	Completion
Engage school and district leaders and teachers on defining a clear expectation of teaching and learning and excellent schools to ensure students are college and/or career ready	Completed framework of excellent instruction and schools	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
	Perception surveys from principals and teachers	Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 2	Measurement	Completion
Revise curriculum adoption process to align to national standards and adopt literacy and mathematics core curriculum that is highly aligned to the common core standards	Board approved core adoptions for literacy and mathematics	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
	Participant feedback from the redesign process	Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
	Feedback from national standards experts	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
	Principal and teacher feedback	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 3	Measurement	Completion
Align district assessment system to M-STEP and provide grade level equivalence data for literacy and math	Board approved assessments	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
	Teacher and administrator feedback from the selection process	Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

Initiative 4	Measurement	Completion
Develop a comprehensive student attendance plan to be implemented in 2018-19	Board approved attendance plan	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
	Teacher and administrator feedback from the development process	Quality
	Community stakeholder feedback	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 5	Measurement	Completion
Develop districtwide literacy plan for 2018-19 that includes phonics program at K-3 level in 2017-18	Board approved literacy plan	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
	Teacher and administrator feedback from the development process	Quality
		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

Talent Management - 15 percent










- Sets clear expectations for staff performance and conduct aimed at maximizing student learning and fostering a safe inclusive culture, and holds staff accountable for meeting those expectations
- Cultivates an environment in which staff hold each other accountable for high performance and maintain a sense of possibility
- Proactively recruits, develops and retains high quality staff and manages personnel matters proactively
- Empowers and motivates teachers, leaders and staff to the highest levels of professional practice
- Builds a productive relationship with labor unions and uses shared values and goals to negotiate contracts that support student learning and employees' professional interests

Initiative 1	Measurement	Completion
Develop a staffing plan to improve retention and recruitment of teachers to implement in 2018-19	Board approved literacy plan Feedback from teachers and administrators who provide input on the plan	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <hr/> Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 2	Measurement	Completion
Negotiate a contract with the Detroit Federation of Teachers.	Ratification of the contract by union members	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <hr/> Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 3	Measurement	Completion
Implement district wide staff, student and stakeholder feedback surveys and establish a baseline which can be used to set improvement targets for future years.	Board approved survey tools Participation rate in culture surveys	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <hr/> Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

Initiative 4	Measurement	Completion
Develop leadership development program for school based leaders (future and current principals and assistant principals)	Feedback from principals and assistant principals	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality
		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 5	Measurement	Completion
Develop master/lead teacher model for 2018-19	Feedback from principals and assistant principals	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality
		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 6	Measurement	Completion
Establish job descriptions for district and school level positions. Level salaries for consistency and transparency	Feedback from district office employees and school level staff	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality
		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 7	Measurement	Completion
Develop districtwide beginning teacher support structure for 2018-19	Feedback from principals, assistant principals, and teachers	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality
		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 










Operational & Fiscal Management – 15 percent

- Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximizes learning time and efficiency
- Proactively develops and manages the budget based on current information and long-range projections while attending to student needs and the district’s financial responsibility to the community
- Provides regular reports to the Board on the financial status of the district and engages in proactive conversations about potential changes
- Has a facilities management plan that accounts for current and future needs and identifies funding strategies to support maintenance and improvement

Initiative 1	Measurement	Completion
Implement zero based budgeting process and align budget to Strategic Plan priorities	Board approved balanced budget for 2018-19	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 2	Measurement	Completion
Develop and implement finance and budget restructuring plan with a focus on improving systems for procurement (including pcards, RFPs, and contracts)	Restructuring plan Perception surveys from internal stakeholders	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 3	Measurement	Completion
Issue districtwide RFP and complete analysis of school level facilities at each school to determine financial need to reach 2017-18 expected academic facility standards	Board approved facility review contract Completed analysis of facility audit	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 










Communication and Relationships – 10 percent

- Actively seeks input on decisions and encourages two-way-communication with teachers, leaders, staff, parents, students and other stakeholders
- Creates methods for internal and external stakeholders to be actively involved in setting and supporting district priorities
- Establishes a system of keeping staff, students, parents and the Board continually informed of important matters
- Cultivates positive relationships with constituents, staff, civic and community groups, and other stakeholders
- Champions the work of the district publicly and proactively engages the media

Initiative 1	Measurement	Completion
Establish recurring two-way communication channels, such as “Chat with the Supt,” for ongoing feedback.	Perception surveys from participants	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <hr/> Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Establish a constituent response system that ensures that stakeholders receive concrete resolutions to open issues in a timely manner.	Perception surveys from participants	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <hr/> Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Launch joint partnerships with the city, business community, and faith based community to support mutual goals.	Feedback from key personnel overseeing partnerships	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete <hr/> Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 




Governance and Board Relations - 15 percent

- Proactively determines district needs and policy priorities
- Believes in and facilitates the development of long and short-range goals for the district
- Alert to relevant information and potential issues; predicts and shares facts and possibilities with all Board Members so the Board may perform its responsibilities
- Ensures productive meetings by providing comprehensive, well-organized materials and background information, and well-reasoned recommendations
- Answers Board questions thoroughly with communication to all Members

Initiative 1	Measurement	Completion
Work with the Board and Neola to establish Board Policy that is legally compliant and aligned with the mission, vision and core values of the district.	Board Member and district staff feedback	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 2	Measurement	Completion
Adopt an online agenda management system for establishing and communicating board agenda items and background to the Board and community.	Perception surveys from internal and external stakeholders	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 
Initiative 3	Measurement	Completion
Identify Board and Superintendent training and development opportunities and participate in these events.	Agendas for training	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

Professionalism and Ethics – 10 percent

- Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning
- Demonstrates values each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage
- Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps
- Demonstrates a high-level of self-awareness and regularly reflects on practice to improve

Initiative 1	Measurement	Completion
Ongoing committee and board presentations, media engagement, community meetings and presentations	Perception surveys from internal and external stakeholders	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete
		Quality
		<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

	Highly Effective (4 points)	Effective (3 points)	Minimally Effective (2 points)	Ineffective (1 point)	Weight	Points by Standard
Visionary Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x 15% =	
Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x 20% =	
Talent Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X 15% =	
Organizational & Fiscal Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x 15% =	
Communication & Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x 10% =	
Governance & Board Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x 15% =	
Professionalism & Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x 10% =	
Individual Board Member's Points (Sum of all points above)						
Other Board Members' Points						
Component Score (Sum of Individual and Other Board Members' Points)		<input type="checkbox"/> Highly Effective (14 - 16 points)	<input type="checkbox"/> Effective (12 – 13 points)	<input type="checkbox"/> Minimally Effective (9 – 11 points)	<input type="checkbox"/> Ineffective (8 or fewer points)	

Component 2: Student Growth and Assessment Data

	Highly Effective	Effective	Minimally Effective	Ineffective
Aggregate Teacher Growth Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component 3: Progress Toward Priorities (District Dashboard)

Annual Targets to be Tracked and Defined				
Proficiency in Reading 3-8				
Proficiency in Mathematics 3-8				
Growth in Reading 3-8				
Growth in Mathematics 3-8				
Performance on SAT				
Graduation Rate				
College Acceptance Rate				
College Scholarship Amount				
Percentage of Schools Full Staffed (Teachers)				
Number of Teacher Vacancies on First Day of School				
Retention Rate of Effective Rated Teachers on Evaluation				
Percentage of Proficiency and Growth Targets Met by Partnership Schools				
Dollars Raised through Business Partnerships				
Grant Funding Secured				
Number of Students Retained at Each Grade Level				
Districtwide Attendance Rate				
Percentage of Schools Increasing Attendance Rate				
Reduce Percentage of Students Identified as Truant				
Districtwide Enrollment				
Percentage of Schools Increasing Enrollment				
	<input type="checkbox"/> Highly Effective (progress made on 90% or more goals)	<input type="checkbox"/> Effective (progress made on 75% to 89% of goals)	<input type="checkbox"/> Minimally Effective (progress made on 60%-74% of goals)	<input type="checkbox"/> Ineffective (progress made on fewer than 60% goals)

Summative Rating

Component	Rating	Component Weight	Weighted Component Score
Professional Standards	<input type="checkbox"/> Highly Effective (4 points) <input type="checkbox"/> Effective (3 points) <input type="checkbox"/> Minimally Effective (2 points) <input type="checkbox"/> Ineffective (1 point)	x 65% (.65) =	
Student Growth and Assessment Data	<input type="checkbox"/> Highly Effective (4 points) <input type="checkbox"/> Effective (3 points) <input type="checkbox"/> Minimally Effective (2 points) <input type="checkbox"/> Ineffective (1 point)	x 25% (.25) =	
Progress Toward Priorities	<input type="checkbox"/> Highly Effective (4 points) <input type="checkbox"/> Effective (3 points) <input type="checkbox"/> Minimally Effective (2 points) <input type="checkbox"/> Ineffective (1 point)	x 10% (.10) =	
Summative Score			<input type="checkbox"/> Highly Effective (3.60 – 4.0 points) <input type="checkbox"/> Effective (3.00 – 3.59 points) <input type="checkbox"/> Minimally Effective (2.40 -2.99 points) <input type="checkbox"/> Ineffective (less than 2.40 points)
Qualitative Feedback			