# La Center School District
# Superintendent Evaluation Rubric

Approved (TBD)

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**Board Relations** **EL-1**

With respect to maintaining a professional and responsible relationship with the Board, the Superintendent shall not fail to provide the Board with adequate and timely information and counsel so the Board can appropriately be knowledgeable in fulfilling their responsibilities. In order to meet this expectation without interruption, the Superintendent shall not fail to create an emergency as a backup in the event of sudden and unexpected loss of his/her services.

Accordingly, the Superintendent may not:

1. Fail to advise/report to the Board in a timely manner monitoring reports, changes in financial conditions, relevant trends, facts, information, and legal proceedings, anticipated significant media coverage, and changes in assumptions upon which Board policy has been established.

2. Fail to provide quality and adequately sufficient Board materials in advance of all regular and/or special Board meetings/workshops.

3. Fail to provide for the Board as many staff and external points of view and opinions as needed for fully informed Board decisions.

4. Fail to work with the Board as a whole except when:
   a. Fulfilling individual requests for information as long as such requests do not require a material amount of staff time or resources or are not disruptive.
   b. Working with officers or committees duly charged by the Board.
   c. Communicating with the Chair.

5. Fail to supply for the consent agenda all items delegated to the Superintendent that are required by law or contract to be Board-approved, along with supporting data necessary to keep the Board informed.

6. Fail to provide notification to the Board when a staff member is placed on a formal plan of improvement for poor performance of their duties.

7. Fail to protect the Board in the event of sudden and unexpected loss of Superintendent services by providing at least one other executive staff member that is familiar with Board and Superintendent issues/processes and is capable of assuming Superintendent responsibilities on an emergency basis.

***Adopted: TBD***
***Monitoring Method: Internal Report and Direct Inspection***
***Monitoring Frequency: Annually in January***

| CRITERION 1 - Relationship with the Board (10%) | | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished | Score |
| | 1 point | 2 points | 3 points | 4 points | |
| **Information** | Doesn't keep members informed. Board members may be surprised as issues arise. | Keeps some members informed, others not or keeps the board informed but information is selective. | Keeps all board members thoroughly informed through regular and timely communications. | In addition to proficient, information is provided proactively in advance before critical issues arise. | |
| **Provide quality Board meeting materials** | Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda or background. | Meeting materials are incomplete, and don't include any background information or historical perspective. | Materials are provided consistently and in a quality and timely manner. | Meeting materials are complete and comprehensive including appropriate background information and analysis. | |
| **External points of view/opinions** | Intentional efforts are made to prevent the Board access to external points of view/opinions. | Access to the Board occurs only through traditional meetings. | Regular efforts are made to provide multiple points of view being shared with the Board. | In addition to proficient, a clear plan for reaching out to stakeholders for perspectives is implemented. | |
| **Works with entire Board** | Board questions are rarely fully answered and/or some information is incorrect or unequally communicated. | Board questions are regularly answered. Timeliness is poor or inconsistencies in communications occur. | Board questions are addressed with adequate follow-up with individual members as needed. | Board questions are answered thoroughly with communication to all members to ensure understanding. | |
| **Effective Board meetings** | Board meetings are unorganized and often are excessively lengthy. | Board meetings are somewhat organized, but agenda changes occur regularly. | Board meetings are organized well and rarely require last minute changes to the agenda. | In addition to proficient, Board meetings consistently are learning opportunities for Board members. | |
| **Staff performance** | The Board is not kept informed when personnel are placed on a formal plan of improvement. | Board members are sometimes informed when personnel are placed on a formal plan of improvement. | The Board is consistently kept informed when personnel are placed on a formal plan of improvement for poor performance. | The Board is regularly informed well in advance of when an employee is placed on a formal plan of improvement. | |
| **Superintendent succession plan** | No superintendent succession plan exists. | A base plan is in place but there is no action taken to ensure its success. | A plan is in place and there are some actions taken to help prepare those charged to implement it. | In addition to proficient, regular and intentional efforts are taken to ensure its effectiveness. | |
| **Possible Points:** | | | 28 | **Category Score:** | 0 |
| | | | Criterion Percentage | 0% | |

**Community Relations** **EL-2**

With respect to interactions with the community (parents, students, and the general public), the Superintendent shall not fail to ensure that all stakeholders are treated with respect and dignity at the district level, within each school and classroom.

Accordingly, the Superintendent may not:

1. Fail to build upon the positive image of the district.

2. Fail to take reasonable steps to communicate with stakeholders through regular communications (e.g. newsletters, website, email, etc.).

3. Fail to appropriately involve stakeholders in an advisory capacity in important issues which impact them directly; nor fail to provide to district advisory groups, such as those formed for curriculum, facilities, and levy/bond matters, a formal charter document advising each such group of its purpose, organization and functions.

4. Fail to build positive relationships with the media as an important conduit of communication with the public.

5. Fail to build positive relationships with community businesses, service and community groups and other community groups involved in building a positive school community.

6. Fail to be visible and approachable as the CEO of the school district.

7. Fail to prepare annual school and district progress reports to the public which include the following items:
    a. Student achievement data and graduation rates, disaggregated by gender, and other categories, indicating student progress toward accomplishing the Board's Ends policies.
    b. Information about school and district strategies intended to address achievement problems and to accomplish the Board's Ends policies.
    c. Revenues, expenditures, and costs of major programs and elements of district and school operations.

***Adopted: TBD***
***Monitoring Method: Internal Report***
***Monitoring Frequency: Annually in April***

| CRITERION 2 - Community Relations (5%) | | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory 1 point | Basic 2 points | Proficient 3 points | Distinguished 4 points | Score |
| **District image** | Actions often have a negative impact on the district's image. | Represents the district but doesn't actively promote the district. | Projects a positive image of the district as expected. Doesn't aggressively promote and endorse district activities. | Projects a positive image at all times, whether during the school day or after hours. Is a cheerleader for the district. | |
| **Communications with community groups** | Isn't readily available for parents, governmental and civic groups. Avoids direct communication unless absolutely necessary. | Is available for parents, governmental and civic groups, providing them with information, but doesn't seek their input. | Actively seeks two-way communication with parents, governmental and civic groups. | Actively seeks multi-faceted communications and works to provide alternative means of contact. | |
| **Community input** | Isn't open to feedback/suggestions and/or openly avoids any input. | Accepts feedback/suggestions, but doesn't seek it. | Readily accepts community input, seeks direction and is responsive to input and suggestions. | Actively seeks community input, creates methods for external groups to communicate with the school. | |
| **Media relations** | Is antagonistic with the media. Only communicates with the media when necessary. | Isn't proactive with the media., but is cooperative most of the time. | Promotes positive relations and provides the media with district event information. | Invites the media to school functions and includes the media in event planning and preparation. | |
| **Relations with business and community groups** | Doesn't seek or have relations with businesses or community groups. | Responds to requests from the businesses or community groups, but doesn't seek to establish a collaborative relationship. | Has some relationships with business and community leaders. Invites them to attend school functions. | Seeks and builds collaborative relations with businesses and community group in support of the district's mission. | |
| **Visibility and Approachability** | Isn't visible at events. Is only available through appointments in the office. | Is visible, at a distance. Attends some events. | Attends and is visible at school events. Regularly visits with stakeholders at district events. | Is visible and approachable by members of the community. Attends many school events. | |
| **District reporting** | The annual report not provided or is minimal in scope, isn't completely accurate or disseminated. | The annual report meets state requirements and is available by request. | The annual report meets state requirements and is properly disseminated. | In addition to proficient, the annual report positively builds upon the district's image. | |
| **Possible Points:** | | | 28 | **Category Score:** | 0 |
| | | | **Criterion Percentage** | 0% | |

**Staff Relationships** **EL-3**

With respect to interactions with interactions with district staff, the Superintendent shall not fail to ensure an organized, mission focused and empowering culture exists for all employees in the service of students.

Accordingly, the Superintendent may not:

1. Fail in having a long-term plan for the district that has gained the support of all stakeholders and is approved by the Board.

2. Fail to provide positive, mission focused professional development opportunities for all staff.

3. Fail to treat staff with respect, dignity and concern for their well-being.

4. Fail to handle personnel matters in a fair, appropriate and impartial manner.

5. Fail to appropriately and effectively delegate decision making to the appropriate level in a manner that empowers distributed decision-making.

6. Fail to recognize the good work that staff achieves on behalf of students.

7. Fail to recruit the best staff possible to achieve the mission of the district.

8. Fail to effectively manage employee union negotiations with minimal impact on district services to students.

9. Fail to implement a process for calendar development that allows stakeholder input.

***Adopted: TBD***
***Monitoring Method: Internal Report***
***Monitoring Frequency: Annually in August***

| CRITERION 3 - Staff Relationships (10%) | | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory 1 point | Basic 2 points | Proficient 3 points | Distinguished 4 points | Score |
| **Strategic planning** | No planning process is used. | Selects specific people to provide input for consideration of goals and problem solving. | Involves all staff in a strategic planning process. | Seeks input from all stakeholders in the community. | |
| **Staff development** | Staff development isn't utilized. Staff members are responsible for their own improvement. | Staff development is applied to all staff as required by the contract. | Staff development is provided consistently and of good quality. | Staff development programs are targeted toward achievement of the district mission. | |
| **Concern for staff** | Has little regard for the overall welfare of the staff. | Concern for staff is of a professional nature; not high priority. | Demonstrates a genuine concern for welfare of staff. | Exhibits a sincere and genuine concern for the staff. Works to improve working conditions. | |
| **Personnel matters** | Isn't discrete with personnel. At times lacks confidentiality and holds grudges. | Inconsistently handles personnel matters. Personnel issues regularly reach the Board level. | Handles personnel matters with fairness, discretion and impartiality. | Is proactive with personnel matters. Personnel policies are routinely discussed and promoted. | |
| **Delegation of duties** | Doesn't delegate duties. Maintains personal control over all district operations. | Delegates duties as staff members request additional responsibilities. | Delegates responsibility to staff within their job descriptions/duties and then supports their decisions. | Actively creates opportunities for staff to achieve professional growth within their interests and abilities. | |
| **Staff recognition** | Doesn't recognize staff for contributions to the district's operation. | Provides general recognition to the staff as a whole for their contributions toward district goals. | Recognizes staff for their contributions toward district goals. Conveys personal thank-you. | Has an active program to recognize staff for contributions. Recognizes staff publicly as appropriate. | |
| **Recruitment** | Doesn't use an application process and hires from personal recommendations. | Accepts whatever applications may be received and selects from the pool of applicants. | Seeks applicants through a posting and selection process. | Actively recruits the best staff available and encourages their application to the district. | |
| **Bargaining (labor) relations** | Is antagonistic toward union leadership, doesn't work to improve relations. | Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it. | Is proactive in sharing information and purposely avoids conflict. | Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information. | |
| **School Calendar** | No formal process used and/or calendar is in regular need of changing. | Process is used, but has limited stakeholder input. | Calendar has stakeholder input, but is proposed one year at a time. | Calendar has stakeholder input and is proposed two years at a time. | |
| **Possible Points:** | | | | 36 | **Category Score:** 0 |
| | | | **Criterion Percentage** | 0% | |

**Business and Finance** **EL-4**

With respect to execution of the budget and the actual, ongoing condition of the district's financial health, the Superintendent shall not cause or allow a material deviation from the annual budget, cause or allow any fiscal condition that is inconsistent with achieving the Board's Ends, or places the long-term financial health of the district in jeopardy.

Accordingly, the Superintendent may not:

1. Fail to develop a budget that is targeted to achieve the Board's Ends policies and meets all Board Executive Limitations polices.

2. Expend more funds than anticipated to be received in the fiscal year unless authorized by the Board through utilization of available reserves or unless resources are made available through other legal means.

3. Fail to ensure that adequate fiscal controls and procedures are in place to meet appropriate financial safe guards and auditor requirements.

4. Fail to provide adequate and timely financial reports to the Board.

5. Fail to keep the Board informed of changes to the financial conditions that will impact the budget.

6. Fail to maintain school facilities and adequately plan for future facility needs to achieve the mission of the district.

7. Fail to pursue alternative funding in pursuit of the district's mission.

8. Fail to allocate resources where needed to achieve the Board's Ends policies and meet the expectations of the Board's Executive Limitation policies.

9. Fail to take reasonable and prudent actions to secure and protect district assets.

## CRITERION 4 - Business and Finance (10%)

| | Unsatisfactory 1 point | Basic 2 points | Proficient 3 points | Distinguished 4 points | Score |
|---|---|---|---|---|---|
| **Budget recommendations** | Superintendent isn't current on budget information, defers to business manager. | Participates in budget meetings. Budget is based on information known at beginning of the year. | Budget recommendations on time and balanced. As conditions require the budget is revised. | Budget recommendations are proactive, timely and targeted toward meeting the Board's Ends Policies. | |
| **Budget execution** | Significant errors occur in fiscal management that result in a failure to achieve budget expectations. | Budget and expenditures are not consistent. Budget extensions for foreseeable needs are required. | Budget is followed throughout the year. Meets overall budget goals for the year. | Beyond requirements of proficiency, budget execution is proactive. The district's fiscal position is strengthened as a result. | |
| **Financial controls** | Fiscal audit has revealed areas that are in need of significant improvement. Financial accounts aren't in order. | Fiscal audit is expected to reveal some discrepancies. Reasonable oversight procedures are not followed. | Procedures are in place and followed. Audit results are mostly positive. | Strong fiscal controls are in place. Procedures are followed with good audit results. | |
| **Budget reports** | Doesn't report financial information to the board except with the fiscal audit. | Reports the status of financial accounts as requested by the board. | Regularly *(monthly)* reports to the board concerning the budget and financial status. | Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes. | |
| **Funding issues** | Doesn't keep the board informed concerning changing funding issues. | Answers board questions regarding status of the budget. Defers impact questions to business manager. | Regularly *(monthly at most)* provides a funding report. | Constantly keeps Board informed about funding (local, state, federal) and potential impact on district's budget. | |
| **Facility management** | Maintenance is only performed when absolutely needed. | Facility needs are addressed on an as-needed basis. The tight budget doesn't allow for preventative maintenance. | A facilities management plan is in place that includes the current status of the buildings and possible future needs. | A long-term facility management plan is in place with a strong vision for the future needs of students and the community. | |
| **Alternative funding** | Doesn't seek any form of funding outside of traditional state and federal funding. | Welcomes gifts and donations to the budget. | Seeks alternative funding to supplement the district's existing budget. | Has a plan and strategy to generate alternative funding for district programs. | |
| **Resource allocation** | Resources are allocated to those who speak up first. Perception is that some buildings/grades receive special treatment. | Aside from the basics, resources are allocated to those who specifically request something. Equitable distribution isn't a factor. | Resources are distributed fairly and equitably among the buildings and programs. | Resources are distributed fairly and equitably among the buildings/programs to support the mission of the district. | |
| **District Asset Protection** | District Assets are regularly used inappropriately or exposed to unnecessary risks. | District assets are sometimes put at risk or used inappropriately. There is not consistent effort to protect district assets. | Positive actions consistently occur to oversee and safeguard district assets. | There is a strong record of stewardship of all district assets. There are many examples of wise use of district assets to meet the Board's Ends Policies. | |
| **Possible Points:** | | | | 36 | **Category Score:** 0 |
| | | | **Criterion Percentage** | 0% | |

**Educational Leadership** **EL-5**

The Superintendent shall not fail to provide educational leadership for district staff required to achieve the Board's Ends Policies.

Accordingly, the Superintendent may not:

1. Fail to project a strong image of instructional leadership to all stakeholders.

2. Fail to communicate an optimistic vision for the mission and the work of the district and public education.

3. Fail to possess and use up-to-date educational knowledge in the course of their work.

4. Fail to maintain and enhance his/her own educational knowledge through continuous learning.

5. Fail to maintain and consistently communicate that student achievement is the focus of district staff efforts.

6. Fail to research and utilize the best and most effective instructional practices as the foundation of their work as the top educational leader.

7. Fail to respond to the changing needs of students/parents in a positive and proactive manner.

8. Fail to ensure that a high quality curriculum is in place at all levels and that staff effectively use approved instructional materials to meet district, state and national standards that are approved by the Board.

9. Fail to provide appropriate professional development necessary for staff to use the approved instructional materials.

| CRITERION 5 - Educational Leadership (10%) | | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory 1 point | Basic 2 points | Proficient 3 points | Distinguished 4 points | Score |
| Leadership image | Isn't the leader. Does not take ultimate responsibility or action for organizational failures. | May take responsibility for negative results, but fails to take action to correct organization failures. | Is seen as the leader and speaks for the district when necessary. | Projects strong leadership image. Welcomes challenges that are part of being the leader. | |
| **Optimistic Leadership** | Is consistently not optimistic about the future of the district and/or education. | Is a positive person, but fails to communicate a positive vision for the future of the district. | Is optimistic about the district's future. Regularly communicates a positive vision as the CEO. | Serves as a champion for education in the community and consistently communicates a positive vision for the district. | |
| Knowledge | Is unaware of current issues and can't convey essential information. | Isn't completely knowledgeable regarding current issues. Relies on others for information/data. | Is a competent manager and understands the issues that face the district. | Demonstrates knowledge and comfort with current issues; easily communicates w/ others. | |
| **Professional Learning** | Isn't current with required professional development requirements. | Only completes the minimal requirements. | Fulfills the professional development goals. Attends professional conferences when appropriate. | Eagerly seeks to learn and improve upon personal and professional abilities. | |
| Focus on students | Minimal focus on management of the district and maintaining day-to-day operations. Student achievement isn't the priority. | Achieving the Board's Ends policies is a concern, but budget, personnel and extra-curricular decisions are the priority. | Achieving the Board's Ends policies is important, and is reflected in most district publications and personnel evaluations. | Beyond the requirements of proficiency, there are ample evidences of an organizational focus on students in all areas including mission, budgets, communications and overall decision making. | |
| Best practices | Is unaware of what best practices are. Isn't current with modern learning research. | May be aware of modern research and best practices, but implementation isn't a priority. | Is aware of best practices and promotes others to use research findings to improve student learning. | Constantly seeks awareness (reading, etc.) of best practices and frequently models these practices. | |
| Responds to needs | Isn't concerned with changing needs of students/parents. District operation reflects, "this is what we've always done." | Responds to student and parent needs as they may be presented *(listens)*. Doesn't seek to implement changes. | Responds to student and parent needs as determined *(passive)*. Uses district resources as available. | Seeks first to understand *(proactive)* student and parent needs and then responds to meet them. | |
| Curriculum | Curriculum isn't a priority. Isn't engaged in curriculum assessment, design or implementation. | Allows teachers to define their own curriculum. There's little or no coordination. | Emphasizes adapting the curriculum to state requirements, but relies on building principals to ensure compliance. | Supervises the development of a modern curriculum that's aligned with state and national requirements. | |
| Staff Professional Development | PD activities aren't used to improve individual skills. Participation is dependent on teacher interest. | PD is presumed to be aligned with the curriculum, but isn't monitored to ensure appropriateness. | Relies on building principals to monitor and approve PD activities, aligned with the curriculum. | Ensures PD is provided that is consistent with adopted curriculum to ensure staff skills are aligned with curriculum needs. | |
| **Possible Points:** | | | | 36 | **Category Score:** 0 |
| | | | Criterion Percentage | 0% | |

**Staff Evaluations** **EL-6**

With respect to evaluation of employees, the Superintendent shall not cause or allow an evaluation system that does not measure employee performance in terms of achieving the Board's Ends policies and complying with the Board's Executive Limitations policies.

Accordingly, the Superintendent may not:

1. Fail to develop and administer an evaluation system that is designed to:
   a. Improve instruction.
   b. Measure professional growth, development, and performance.
   c. Document unsatisfactory performance as well as distinguished performance.
   d. Assure that scheduled instructional time is used to students' maximum advantage.

2. Fail to implement supervisory procedures for evaluators that ensure an accurate and complete evaluation of each certified and classified employee.

| CRITERION 6 - Evaluation of Staff (10%) | | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory 1 point | Basic 2 points | Proficient 3 points | Distinguished 4 points | Score |
| **Evaluation tool** | The evaluation process doesn't comply with state law. | The evaluation process meets most of the state requirements and/or inconsistent use of process by administrators. | The evaluation process complies with state requirements. Application of process occurs most of the time. | The evaluation process not only meets state law, but is an integral part of meeting the board's Ends policies. | |
| **Evaluation completion** | Not all evaluations are completed as required. | Evaluations are completed, but not all comply with the state statutes and/or collective bargaining agreements. | Evaluations are complete and all comply with state statutes and collective bargaining agreements. | Beyond meeting the requirements for a proficient rating, all evaluations are highly focused on meeting the district mission. | |
| **Possible Points:** | | | 8 | **Category Score:** | 0 |
| | | | **Criterion Percentage** | 0% | |

**District/School Improvement Plans** **EL-7**

The Superintendent shall not fail to produce an annual written District/School Improvement Plans (D/SIP) that articulate the strategies, expected outcomes and responsible personnel that are being initiated and monitored for achieving the mission of the district.

Accordingly, the Superintendent may not:

1. Fail to develop and disseminate a formal written plan showing the strategies

2. Fail to adequately monitor progress toward achievement of the district's mission.

***Adopted: TBD***
***Monitoring Method: Internal Report***
***Monitoring Frequency: Annually in September***

| CRITERION 7 - District/School Improvement Plans (D/SIP) (5%) | | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory 1 point | Basic 2 points | Proficient 3 points | Distinguished 4 points | Score |
| Existence of plan | D/SIPs have not been created or out of date. | The district and individual schools each have their own plans for improvement, but there's no coordination of focus or resources. | D/SIPs exist and are generally targeted on the same areas of need in a systemic effort. | District and school plans are well aligned and reflect student academic needs and the resources necessary to address them. D/SIPs are focused on the mission of the district. | |
| Measuring Progress toward Goals | No evidence of progress related to the D/SIP is measured. | Each building may show some student achievement gains, but without coordination among buildings, no district improvement can be measured. | There is evidence that individual building SIPs are related to the coordinated district-wide plan. District impovement can be measured. | Each building's SIP is an integral part of the district's plan. The areas of identified need are being successfully addressed as evidenced by significant student achievement. | |
| | | | **Possible Points:** | 8 | **Category Score:** 0 |
| | | | Criterion Percentage | | 0% |

**Student Safety, Attendance, Conduct and Discipline** **EL-8**

The Superintendent shall not fail to establish a school environment that is safe, civil, supportive, conducive to effective teaching and learning, and free from unnecessary disruption.

Accordingly, the Superintendent may not:

1. Fail to have in place comprehensive school safety plans and hold regularly scheduled safety drills and trainings to prepare for anticipated situations.

2. Fail to develop an age-appropriate student attendance plan and regularly monitor attendance patterns in order to maintain high student attendance rates.

3. Fail to adopt an age-appropriate, written, student conduct and discipline code that complies with state and federal laws, nor fail to:
   a. Consult with staff, students, and the community in developing the code.
   b. Establish procedures to prohibit the use of drugs, alcohol, or tobacco products on school property, at school-sponsored events, and on school buses.
   c. Establish procedures to prohibit the presence of firearms or other dangerous weapons on school property, at school-sponsored events, and on school buses.
   d. Establish an appropriate dress code that is enforced.
   e. Establish procedures to afford students, parents, and school personnel equitable treatment and due process with regard to student conduct and discipline issues.
   f. Establish procedures for student interrogations, searches, and arrests.
   g. Establish procedures for written appeal to the Board from a decision to expel, suspend, or deny admission to a student.
   h. Distribute the conduct and discipline code to each student.
   i. Distribute to each student copies of any significant changes in the code, to include changes at the school level.

4. Fail to ensure that the code is enforced, nor fail to:
   a. Take appropriate measures to eliminate student behavior that is deemed to be habitually disruptive of school operations or the learning process.
   b. Identify students at risk of failure due to their conduct, and to provide for support services which may help them avoid such failure.
   c. Discipline a special education student in accordance with the student's IEP.
   d. Ensure that appropriate disciplinary information is communicated to staff members who have direct contact with the student being disciplined.

***Adopted: TBD***
***Monitoring Method: Internal Report***
***Monitoring Frequency: Annually in February***

| CRITERION 8 - Student Safety, Attendance, Conduct and Discipline (5%) | | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory 1 point | Basic 2 points | Proficient 3 points | Distinguished 4 points | Score |
| **Student Safety** | No written student safety plans are developed and/or serious breakdowns in safety readiness occurs. | Current student safety plans are inadequate, limited safety drills occur and/or breakdowns in safety readiness are common. | Adequate student safety plans are in place, safety readiness drills regularly occur and safety incidences are handled appropriately. | In addition to the expectation of proficiency, district forms strong partnerships with emegency personnel (Police, Fire, etc.) and include them in drills, planning and reviews. | |
| **Student attendance** | Attendance isn't being addressed as a policy issue. Attendance rates are declining. | Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. | Attendance is an area of focus. There are specific plans in place to identify chronic attendance problems and commit resources to have the students attend school. Attendance rates are increasing. | Attendance is a strong focus. Individual student attendance problems are addressed to improve attendance. Attendance rates are being maintained at a high level. | |
| **Student Conduct** | Negative student conduct is a consistent issue in the community. There is no clear or consistent effort to address poor student conduct. | Student conduct is often a concern and minimal effort is occurring to correct poor student conduct. | Appropriate student conduct is continual area of focus. Student conduct is monitored and specific strategies are in place to promote and teach positive student conduct. | In addition to the requirements of a proficient rating, appropriate student conduct is part of the culture within the student body. | |
| **Student Discipline** | Student discipline is a consistent issue within the schools. There is no clear or consistent effort to address the frequent discipline issues. | Student discipline regularly consumes a significant amount of administrators time and energy. Only minimal effort is occurring to establish effective discipline within the schools. | Student discipline is a minimal issue in the schools. Clear expectations and appropriate consequences are in place which are consistently enforced. | In addition to the requirements of a proficient rating, positive and proactive actions are taken that minimizes the need for significant discipline actions. | |
| | | | **Possible Points:** 16 | **Category Score:** | 0 |
| | | | Criterion Percentage | 0% | |

**Student, Parent and Staff Feedback** **EL-9**

With respect to staying connected with stakeholders, the Superintendent shall not fail to ensure that students, parents and staff have ample opportunities to provide feedback.

Accordingly, the Superintendent may not:

1. Fail to regularly survey student perspectives about the quality of their learning experiences.

2. Fail to regularly survey parent perspectives on the learning experiences of their student(s).

3. Fail to regularly survey staff perspectives on the support they receive to create high quality learning environments for students.

***Adopted: TBD***
***Monitoring Method: Internal Report***
***Monitoring Frequency: Annually in March***

| CRITERION 9 - Student/Parent/Staff Feedback (5%) | | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory 1 point | Basic 2 points | Proficient 3 points | Distinguished 4 points | Score |
| **Students** | Student concerns aren't sought or considered. | Student concerns are sought as a required component. There's little or no tabulation or reporting of results. | Student concerns are sought and generally noted, but not formally reported. | Students are actively surveyed for their concerns and suggestions; results are reported and available. | |
| **Parents** | Parent concerns aren't sought or considered. | Parent concerns are sought as a required component. There's little or no tabulation or reporting of results. | Parent concerns are sought and generally noted, but not formally reported. | Parents are actively surveyed for their concerns and suggestions; results are reported and available. | |
| **Staff** | Staff concerns aren't sought or considered. | Staff concerns are sought as a required component. There's little or no tabulation or reporting of results. | Staff concerns are sought and generally noted, but not formally reported. | Staff is actively surveyed for their concerns and suggestions; results are reported and available. | |
| **Possible Points:** | | | **12** | **Category Score:** | **0** |
| | | | **Criterion Percentage** | **0%** | |

# La Center School Board Ends Policy

**E-1 District Mission** - The mission of the La Center School District is to create a supportive learning environment that empowers students to reach their fullest potential. We will do this in partnership with families, the community, staff and students to develop confident and self-reliant life-long learners who can thrive in a rapidly changing, more technologically advanced and diverse society.

**E-2 Academic Achievement** - As the primary component of the Ends Policy, the Board expects each student to develop the academic awareness, skill development and cognitive capabilities necessary to be a confident, self-reliant learner that is prepared for a complex and rapidly changing world. Accordingly students will be able to:

a. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings (reading, writing, and communications).
b. Effectively integrate the core concepts and principles of mathematics; social, physical, and life sciences; civics, history, geography; arts, health and fitness so as to support their specific learning pathway.
c. Think analytically, logically and creatively, and integrate experiences and knowledge to form reasoned judgments and solve problems (critical thinking).
d. Connect the importance of work and how performance, effort, habits and decisions regarding school directly affect future learning opportunities within their specific career and educational pathway (work awareness and planning).
e. Develop strong learning connections with others so as to enhance their own learning opportunities.

**E-3 Personal Skill Development** - As a second component of the Ends Policy, the Board expects each student to develop the personal skills to be a confident and self-reliant learner in a complex and rapidly changing world. Accordingly students will be able to:

a. Integrate current technology as part of their learning efforts.
b. Incorporate perspectives from other cultures in a manner that allows deep exploration of global and economic issues.
c. Experience personal pursuits such as music, art, drama or sports.
d. Gain a financial awareness and understand the importance of personal fiscal responsibility.
e. Participate in school and non-school community service activities that model selfless citizenship.
f. Connect how health, nutrition and physical fitness are essential to their efforts of life-long learning and to thrive personally.
g. Create appropriate learning support networks in a variety of settings.

**E-4 Social Skill Development** - As a third component of the Ends Policy, the Board expects each student to develop the social skills to be a confident and self-reliant learner in a complex and rapidly changing world. Accordingly students will be able to:

a. Share, negotiate solutions to problems, respect uniqueness of others and act assertively in support of their own learning in a manner that invites positive relationships.
b. Develop a deep awareness of the factors that will guide their personal actions in regards to substance use, sexuality, respect of others, compassion for others, and honesty.
c. Establish their capabilities to make decisions within and as leaders of groups.
d. Demonstrate effective communication skills, be a flexible thinker and an effective team member within a group work/learning environment.

## CRITERION 10 - Student Growth and Achievement (25%)

The following specific goals have been developed and agreed upon indicators of student growth and achievement:

| |
|---|
| 1) |
| 2) |
| 3) |
| 4) |

| | Unsatisfactory 1 point | Basic 2 points | Proficient 3 points | Distinguished 4 points | Score |
|---|---|---|---|---|---|
| **Positive growth** | No growth has been demonstrated in any of the goal areas. Regression is present in some areas. | Some growth is noted, but only in a minimal sense (minority of areas). Regression in some areas is present. | Growth has been demonstrated in a majority of the goal areas. There's minimal regression in any area. | Goals have been met or exceeded in each area. No regression is present. | |
| **Graduation rate** | Graduation rates aren't being addressed as a policy issue. Graduation rates are decreasing. | Graduation rates aren't an area of focus. Graduation rates fluctuate at will. | Graduation rates are an area of focus. Student progress is monitored and specific strategies are in place to increase the graduation rate. The graduation rate is increasing. | Graduation rates are an area of focus. Student progress is monitored so that special attention can be provided to students who may be in danger. Graduation rates are above 90%. | |
| **Possible Points:** | | | 8 | **Category Score:** | 0 |
| | | | Criterion Percentage | 0% | |

| CRITERION 11 - Personal Qualities (5%) | | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory 1 point | Basic 2 points | Proficient 3 points | Distinguished 4 points | Score |
| **Respect** | Isn't considered professional in comparison to other community leaders. Isn't a person others go to for advice. | Viewed in the context of the position; respected by board, but a relative unknown in the community and outside district. | Is known to be the superintendent and is a respected person in the community. | Is seen as more than just an educator and is considered a well-respected professional in most if not all community circles. | |
| **Accepts criticism** | Defensive when criticized. Reacts negatively to suggestions for improvement. Satisfied to just maintain. | Listens to criticism, but is unlikely to change behavior. | Accepts constructive criticism, respects it and may use it to change behavior. | Seeks constructive feedback. Uses input to improve both personally and professionally. | |
| **Communication skills** | Writing has grammatical and punctuation errors. Speaking is often colloquial and inappropriate. | Speaking and writing is acceptable, but not a priority. | Communication is important. Speaks and writes with few errors. | Writes and speaks clearly and professionally. Models professional standards for both students and staff. | |
| **Demeanor** | Is assertive, but in a negative manner. Is mostly concerned with "self." | Accepts and performs the job as necessary. Addresses issues as they arise. | Is assertive, but tactful. Is usually considerate and respectful of others. | Is considerate and respectful of others. Is even-tempered and pleasant; true professional. | |
| **Poise** | Can be abrasive when challenged. Gravitates towards win-lose solutions. | Is easy to get along with and wants others to be the same. There are winners and losers. | Maintains poise and composure in difficult situations. Doesn't avoid uncomfortable situations. | Maintains poise and composure in difficult situations. Focuses on win-win solutions. | |
| **Appearance** | Often isn't dressed appropriately and personal appearance isn't suited to the position. | Dresses appropriately and is representative of the community. | Is professional in appearance for all school activities. | Is professional in appearance in and out of school, and models appropriate standards for students and staff. | |
| **Attitude** | Doesn't convey an attitude of caring for kids and staff as a priority. | Indicates caring for kids and staff, but doesn't dedicate efforts to providing opportunities for success. | Cares about kids and staff and works to help kids succeed. | Genuinely cares about the success of students and works to maximize student opportunities for success. | |
| **Humor** | At times, humor can be at the expense of others and be inappropriate. | Has a sense of humor and may laugh at comments by others. | Has a sense of humor and participates in light moments. | Has a sense of humor and can laugh at him/herself while maintaining the dignity of others. | |
| **Control** | May lose control through inappropriate language or other behavior. | Exhibits self-control, but may display anger if provoked. | Maintains physical and emotional control even in stressful situations. Doesn't openly display anger. | Maintains physical and emotional control at all times. Can be counted on to model the highest standards of conduct. | |
| | | | **Possible Points:** | 36 | **Category Score:** 0 |
| | | | | **Criterion Percentage** | 0% |

## Overall Evaluation Score Worksheet

| A<br>Section | B<br>Weight of Category | C<br>Category Score (%) | D<br>Category Weighted Score |
|---|---|---|---|
| Relationship with the Board | 10% | 0% | 0% |
| Community Relations | 5% | 0% | 0% |
| Staff Relations | 10% | 0% | 0% |
| Business and Finance | 10% | 0% | 0% |
| Educational Leadership | 10% | 0% | 0% |
| Evaluation of Staff | 10% | 0% | 0% |
| District/School Improvement Plans (D/SIP) | 5% | 0% | 0% |
| Student Safety, Attendance, Conduct and Discipline | 5% | 0% | 0% |
| Student/ Parent/ Teacher Feedback | 5% | 0% | 0% |
| Student Growth and Achievement | 25% | 0% | 0% |
| Personal Qualities | 5% | 0% | 0% |

| Total Possible | 100% | Total Score | 0% |
|---|---|---|---|

## Combined Final Evaluation Rating Worksheet

| Board Member | Individual Board Member Totals |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| Total Raw Score | 0 |
| Number of Board Members | 5 |
| Average Board Score | 0% |

***Instructions:** To determine a total board score enter the total score from each individual board member's rating.

# Evaluation Categories

| | |
|---|---|
| **90% - 100%** | **Distinguished** |
| **75% - 89%** | **Proficient** |
| **50% - 74%** | **Basic** |
| **Less than 50%** | **Unsatisfactory** |