

## Monitoring Superintendent Performance

The Board will view Superintendent performance as identical to organizational performance.

Accordingly:

1. Monitoring determines the degree to which Board policies are being met. Information not formally presented as monitoring data and that does not contribute to this purpose is not considered monitoring data.
2. The Board will acquire monitoring data on *Ends, Executive Limitations* and *Organizational Culture policies* by one or more of three methods:
  - a. By internal report, in which the Superintendent discloses information and certifies compliance to the Board.
  - b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies.
  - c. By direct Board inspection, in which the Board assesses compliance with the appropriate policy criteria.
3. In every case, the standard for compliance shall be whether the Superintendent has interpreted the Board policy being monitored and determination of whether reasonable progress is being made toward achieving the Board's Ends policies. The Board will make the final determination and whether reasonable progress is being made.
4. All policies which instruct the Superintendent will be monitored on schedule according to a frequency and by a method chosen by the Board. The Board may monitor any policy at any time by any method, but ordinarily will depend upon the following schedule and method:

## Board Management Delegation - 5

Executive Limitations Polices	Method	Frequency	Dates
<i>EL-1 Global Executive Constraint</i>	Internal Report	Annually	July
<i>EL-2 Emergency Succession</i>	Internal Report	Annually	January
<i>EL-3 Treatment of Clients</i>	Internal Report	Annually	March
<i>EL-4 Staff Treatment</i>	Internal Report	Annually	April
<i>EL-5 Staff Compensation</i>	Internal Report	Annually	May
<i>EL-6 Staff Evaluation</i>	Internal Report	Annually	August
<i>EL-7 Budgeting/Financial Plan</i>	Internal Report	Annually	June
<i>EL-8 Financial Administration</i>	Internal Report	Annually	October
<i>EL-9 Asset Protection</i>	Internal Report	Annually	September
<i>EL-10 C and C to the Board</i>	Internal Report	Annually	November

(Note: Annually it will be determined by the Board if information is required for direct Board inspection. This determination will occur at the meeting prior to which an Executive Limitation is to be reviewed.)

5. Each June, the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data collected during the year from the monitoring of Board policies on *Ends* and *Executive Limitations* and from other pieces of evidence related to *Organizational Culture*. A written evaluation document will be prepared by the Board. The Superintendent and the Board will review the document in executive session.

The evaluation document will consist of:

- a. A summary of the data derived throughout the year from monitoring the Board's policies on *Ends* and *Executive Limitations* and other evidence related to *Organizational Culture*.
- b. Conclusions based upon the Board's prior action during the year relative to whether each *End* has been achieved or whether reasonable progress has been made toward its achievement.
- c. Conclusions based upon the Board's prior action during the year relative to whether the Superintendent has properly operated within the boundaries established in the *Executive Limitations* policies.

d. Determination if the pieces of evidence related to *Organizational Culture* are sufficient.

Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract or Board policy. All employment decisions related to the Superintendent remain within the sole and continuing discretion of the Board.

Adopted:	February, 2001
Amended:	April, 2006,
Amended:	July, 2009
Amended:	December, 2012
Amended:	April 17, 2013
Amended:	May 15, 2013
Amended:	May/June 2013
Monitoring Method:	Board Self-Assessment
Monitoring Frequency:	Annually in May

# PUGET SOUND EDUCATIONAL SERVICE DISTRICT

## Superintendent Evaluation Model for Increased Organizational Performance

Superintendent's Name \_\_\_\_\_

Evaluator \_\_\_\_\_

Contract Year \_\_\_\_\_

Directions: The PSESD Board completes this form to document the superintendent's evaluation.

### Background

In 2000, the board of directors of the Puget Sound Educational Service District (PSESD) adopted the Carver model of Policy Governance® creating a new working paradigm for the board and superintendent. Specifically, Policy Governance® charges the board of directors with the roles of selecting and evaluating the superintendent and establishing organizational ends statements, similar to goal statements, which create target directions for the organization. The PSESD board then identifies executive limitations (ELs) that define behaviors and activities in which the superintendent should not engage, governance process policies (GPs) that guide the work of the board, and board-staff relations policies (BSRs) that delineate the roles and relationship of the board and superintendent. In short, the board creates the “ends” and the superintendent establishes the “means” in this governance model.

The work of the superintendent then focuses on interpreting, implementing strategies to achieve, and measuring organizational progress toward the ends. The work of the board then focuses on evaluating organizational progress toward the ends and the related performance of the superintendent, and engaging in a series of activities called “linkages.” Linkages are interactions with constituent groups of the PSESD. The goal of linkage discussions is to inform the board about the needs of school districts, the PSESD’s defined “owners.” Linkage discussions assist the board in decision-making about refinements to the Ends statements and in determining organizational progress, thus clarifying the outcomes of the organization. In Policy Governance®, the board of directors evaluates the superintendent’s performance on accomplishment or progress toward the defined organizational ends and compliance with ELs. This document provides the conceptual and practical foundation to implement the superintendent evaluation.

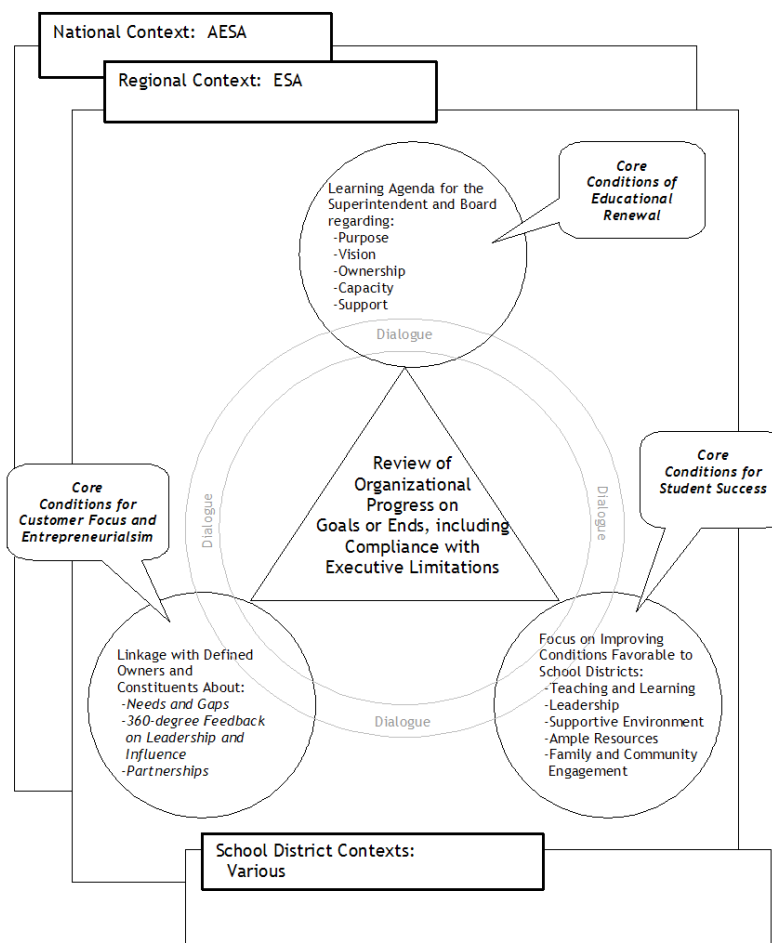
### Conceptual Framework

The theory of action providing the foundation for the superintendent evaluation is summarized below:

- Superintendent evaluation is one of the most important activities in which a board engages to promote effective leadership for the organization.
- The superintendent and the PSESD are uniquely tied. If the superintendent is successful, the PSESD will be successful. Determining the extent of organizational progress toward desired ends is the heart of the superintendent evaluation system.
- Superintendent performance evaluation involves collecting and analyzing data about the organization’s performance from multiple perspectives, including internal and external sources.

- The PSESD and its superintendent develop reciprocal relationships with educational communities to be entrepreneurial and customer focused. Superintendent evaluation at the PSESD includes processes to assess the needs and service gaps facing educational communities, the leadership and influence of the PSESD, and the partnerships between the PSESD and its owners.
- The board and superintendent engage in on-going dialogue and assessment of organizational progress. Dialogue and assessment help the organization to renew, understand owner needs, and, ultimately, create conditions favorable to educational communities to achieve success for all students.

A visual representation of the conceptual framework for superintendent evaluation for increased organizational performance follows:



### Components of the Superintendent Evaluation

The superintendent evaluation includes use of a variety of tools; however, the formal evaluation focuses on the mandatory items listed below. Commitment of the board and superintendent to Policy Governance® necessitates that Items 1 and 2 be completed annually. The general notion is that, in years of successful progress, we use optional items as study tools for the board and superintendent. If lack of progress is a concern, the optional items may become mandatory.

**Mandatory Components:**

1. Attainment of or successful progress toward the PSESD’s Ends as documented by data included in the annual Ends report.
2. Compliance with Executive Limitations as measured and accepted by the board on the Monitoring Reports for Executive Limitations (completed throughout the year).
3. Actions that sustain organizational culture.

**Optional Supportive Components:**

4. 360-degree feedback from owners and constituents about leadership and influence, needs and gaps, and partnerships.
5. Assessment of superintendent competency on research-based superintendent domains and standards.

Assessment results from these components are summarized and recommendations are made for future professional growth and learning by the superintendent. The timeline for the evaluation process is outlined below:

Board Meeting	Action
July	EL 1 Monitoring: Global Executive Constraint
August	EL 6 Monitoring: Staff Evaluation
September	EL 9 Monitoring: Asset Protection
October	EL 8 Monitoring: Financial Management
November	EL 10 Monitoring: Communications and Counsel to the Board
December	Mid-point Debrief
January	EL 2 Monitoring: Emergency Superintendent Succession
February	Discuss steps to complete the evaluation summary analysis.
March	EL 3 Monitoring: Treatment of Stakeholders Ends Monitoring: General Framework Review
April	EL 4 Monitoring: Staff Treatment Ends Monitoring: State-of-Region Review
May	EL 5 Monitoring: Staff Compensation Ends Monitoring: Sub-Ends Progress Review Finalize Input for Evaluation Summary Finalize Superintendent Contract Updates
June	EL 7 Monitoring: Budgeting Adopt Ends Report Finalize and Sign Evaluation and Contract

## Summary Analysis

### *Mandatory Components:*

- I. Accomplishment of or successful progress toward PSESD Ends as documented in the annual Ends report (full report attached).

END	Success for Each Child and Eliminate the Opportunity Gap	<input type="checkbox"/> Met <input type="checkbox"/> Substantial progress met <input type="checkbox"/> Some progress met <input type="checkbox"/> Not met
READY	Enter school ready to learn.	<input type="checkbox"/> Met <input type="checkbox"/> Substantial progress met <input type="checkbox"/> Some progress met <input type="checkbox"/> Not met
ACHIEVE	Achieve at high levels throughout K-12 education	<input type="checkbox"/> Met <input type="checkbox"/> Substantial progress met <input type="checkbox"/> Some progress met <input type="checkbox"/> Not met
SUCCEED	Be prepared to succeed in a post-secondary education and a chosen career	<input type="checkbox"/> Met <input type="checkbox"/> Substantial progress met <input type="checkbox"/> Some progress met <input type="checkbox"/> Not met

II. Compliance with Executive Limitations (full report attached).

Executive Limitations		
1	Global Executive Constraint	<input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant
2	Emergency Superintendent Succession	<input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant
3	Treatment of Stakeholders	<input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant
4	Staff Treatment	<input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant
5	Staff Compensation	<input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant
6	Staff Evaluation	<input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant
7	Budgeting	<input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant
8	Financial Management	<input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant
9	Asset Protection	<input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant
10	Communications and Counsel to the Board	<input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant
Comments and Future Directions:		



Overall Strengths:

Overall Areas for Improvement:

Signatures:

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board Chair

*Superintendent's signature acknowledges receipt of this form. Written comments may be attached.*

*Comments Attached: \_\_\_\_\_ Yes    \_\_\_\_\_ No*

Amended: April 17, 2013  
Amended: May 15, 2013  
Amended: May/June 2013