

SUPERINTENDENT EVALUATION

Addison Central School District

Adopted by the ACSD Board on 10/14/2024

District Vision and Mission

The ACSD Board adopted the following Mission and Vision statements, Equity Definition, and Strategic Goals on October 10, 2022.

- **Our vision** is for all ACSD students to reach their full learning potential, have a sense of belonging in our schools, and enrich our community and the communities where they live in the future.
- **Our mission** is to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students.
- **Educational equity**¹ means that our schools provide each student with a high-quality, universally designed, and culturally responsive curriculum. It also means students can access programs and services that meet their needs. Our students succeed when we are responsive to their academic, social, and emotional wellbeing.
- **Educational equity** means valuing various identities because diversity enriches our school community. This includes, but is not limited to, identities based on race, ethnicity, religion, family economics, class, geography, ability, language, sexual orientation, gender, immigration status, or initial proficiencies.
- **Educational equity** requires ongoing efforts to identify, acknowledge, and disrupt inequitable practices in our district. It requires us to acknowledge our biases as individuals and as a district. We also must commit to making changes to address inequities to improve outcomes for all students.

- **ACSD Strategic Goals:**
 - **BELONGING:** Everyone will feel safe, welcome, and included in our schools, and the district's students and families will be able to engage with the school system in valuable ways.
 - **ACCESS:** ACSD will allocate resources to address students' needs across the district in equitable, sustainable, and financially responsible ways. ACSD will maintain infrastructure and facilities that support varied learning and successful outcomes for all students.
 - **SUCCESS:** ACSD's learning environment will inspire a passion for learning, and value diverse identities and abilities while preparing our students to make positive contributions to the community and beyond.

¹ ACSD adopted an equity policy (C29) in 2020, which includes a more detailed equity definition and implementation statement. The policy can be found on the district policy website: www.acsdvt.org/school-board/policies-procedures

Introduction and Purpose

Evaluation of the superintendent is one of the most important responsibilities of the ACSD Board of Directors. The evaluation tools represent the key means by which the Board can address and effectively serve the school district's needs as it seeks to continually improve. Superintendent Evaluation is an ongoing and dynamic process.

Evaluation Process

Per ACSD Board Policy A3, the Superintendent will receive a summative evaluation annually. The evaluation tools will be aligned to the expectations and standards as set forth by the ISLCC Standards for Leadership currently adopted by the State of Vermont and expectations articulated in Vermont Statute 16 VSA 242. In accordance with these standards, the Superintendent will demonstrate the knowledge and ability to ensure the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning shared and supported by the school community (Standard 1).
2. Promoting a positive culture and an effective instructional program, applying knowledge of high-impact strategies in student learning and curriculum development, and designing comprehensive professional growth plans for staff (Standard 2).
3. Leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment (Standard 3).
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources (Standard 4)
5. Acting with integrity, responsibility, and in an ethical manner (Standard 5).
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (Standard 6).
7. Executing responsibilities as ACSD's Chief Executive Officer in accordance with the expectations set forth in Vermont Statute 16 VSA 242.

Essential Components and Timeline for the Evaluation Process

1. Establish Areas of Focus or Goals

- The Superintendent and Board will collaboratively identify focus areas or goals for the upcoming year's evaluation. These goals will mirror the Board's annual focus areas to support systemic alignment between district governance and operations. Student growth and achievement will be one of the areas of continual focus.
- Goals should generally be measurable and attainable in the established time frame. General considerations for goals:
 - What is the basis for each goal?
 - What is the plan to achieve goals?
 - What data is necessary to support, evaluate, and meet goals?
 - What is the expected impact on student learning?
- The selection of areas or goals will be made within the first twelve (12) weeks of employment for a new superintendent or in conjunction with the previous year's summative evaluation for a returning superintendent.
- Chosen focus areas or goals will align with the district's current Strategic Plan.
- The focus areas or goals may change throughout the year as circumstances dictate.
- At the request of the Board, the Superintendent will regularly, but at least once before the summative evaluation, report progress on all chosen focus areas or goals. The report may be written and include specific evidence supporting the Superintendent's progress.

2. Formative Evaluation Period

- The purpose of formative evaluations is to provide the Superintendent with ongoing information and feedback designed to improve overall effectiveness.
- The Executive Committee of the Board and the Superintendent will communicate and meet regularly during the formative evaluation period to discuss the superintendent's progress toward identified areas of focus or goals.
- Formative evaluations may be informal (verbal communication, discussions at a meeting) or formalized as a written document. As per policy A3, the Executive Committee of the Board will finalize all written formative evaluation documents.

- Sharing and/or reviewing information/data that support the selected goals, strategic plan, and related items are also a component of the formative evaluation process.

3. Summative Evaluation

- The summative evaluation incorporates all the evidence accumulated through the formative evaluation process. It reflects the Board's final assessment of the superintendent's performance for the entire evaluation period.
 - The Superintendent will provide a self-evaluation for consideration during the summative evaluation process.
 - The Executive Committee will develop a process for requesting feedback from Board members, direct reports, or organizational feedback, as appropriate.
 - The Executive Committee will create a final consensus evaluation and provide a copy to each Board member and the Superintendent.
 - The Superintendent and the Executive Committee will meet to discuss the summative evaluation results. The Superintendent will be provided a copy of the evaluation and allowed to respond in writing to any item on the evaluation.
 - The Board Chair should present the first draft of the Superintendent's annual evaluation in a regularly scheduled Board meeting before the Board's reorganization meeting.
 - Unless otherwise determined, the Board must approve any changes to the evaluation tool and/or process before the next evaluation period begins.
 - During the first year of employment, the Superintendent will receive formative feedback from the Executive Committee twice, and the Executive Committee should establish the evaluation calendar.
 - Once final, the consensus summative evaluation will be placed in the Superintendent's personnel file.
 - The summative evaluation should be completed by April 30 of each school year.

4. Additional Evaluation Factors

- Nothing in the evaluation process prevents the Board from addressing concerns related to the Superintendent's performance as they arise throughout the year.

- Board members with concerns must share those concerns with the Executive Committee of the Board at the first opportunity. The Executive Committee will then determine whether the concern requires modifying the selected focus areas or whether a separate action is necessary or more appropriate.

Summative Performance Assessment of the Superintendent of Schools

Board Chair Member: _____

Superintendent: _____

School Year: _____

The Summative Performance Assessment will be divided into two main sections. The first section will note the performance of the Superintendent in accordance with specific standards for evaluation. These standards are aligned to the expectations as set forth by ISLCC Standards as adopted by the State of Vermont and Vermont Statute. The second section is designed to capture information and data related to the established areas of focus or goals specific to the needs of Addison Central School District.

Please complete the following assessment reflecting your opinion of performance related to each section and associated standards. Mark the appropriate rating in the assessment column. If any area of performance merits particular praise or is deficient, please provide supporting information and details in the appropriate comment sections.

Please consider the Superintendent's leadership of the executive team as an indicator of the performance of the Superintendent when rating each specific goal or area of performance. The Board notes that meeting specific dates or indicators may not lie solely within the Superintendent's control. Board self-assessment related to areas of Superintendent performance on District goals should be considered.

Ratings:

E = Exceeds* = Performance exceeds expectations

M = Meets* = Performance meets expectations

NA = Needs Attention* = Performance may be lacking or inconsistent or the area just needs to receive additional attention

DNM = Does Not Meet Expectations* = Performance expectations have not been met

AIN = Additional Information Needed to provide performance rating

**Board expectations will reflect the overall District context within which the Superintendent works.*

I. AREAS OF PERFORMANCE

A. Comprehensive Planning and Board Relations (Standard 1): Assists the Board in developing or implementing vision/mission, goals, and strategies to carry out the purposes of the district. Provides leadership and vision to the Board and District in all areas of comprehensive planning. Works effectively with the Board. Provides appropriate information, suggestions, and options to the Board and Board committees. Effectively implements policies and direction set by Board action.

Standards	E	M	NA	DNM	AIN
<i>Works effectively with the Board, staff, and community to develop and update strategic plans, including goals, targets, and projected student outcomes, considering growth projections, financial capacity, current status, and organizational capability.</i>					
<i>Communicates strategies, and methods for implementing comprehensive District plans.</i>					
<i>Keeps Board and community informed on progress toward achievement of short and long-range goals.</i>					
<i>Offers professional advice to the Board on items requiring Board action, with appropriate options and recommendations.</i>					
<i>Assists the Board by providing appropriate meeting materials and background information.</i>					
<i>Provides regular updates regarding district matters.</i>					
<i>Provides appropriate and timely notification of matters of importance, including anticipated changes in programs, emerging issues, and policy implications.</i>					
<i>Implements Board policy and keeps the Board up to date on needed policy revisions. Recommends new or revised policies when appropriate, respecting the Board's role in policy creation and district leadership's role in policy administration.</i>					
<i>Is responsive to board member questions and/or concerns.</i>					

<i>Treats all Board members fairly, equally, and with respect.</i>					
<i>Encourages Board members' continuing education in Board governance through appropriate workshops and conferences.</i>					
<i>Seeks and accepts constructive criticism of her work</i>					
<i>Prepares Board agendas, attends and participates in Board meetings, serves as an ex-officio member of all Board committees, ensuring all Board work receives professional guidance and assistance.</i>					
<i>Provides data and information on behalf of the Board as required by the Secretary in a format approved by the Secretary.</i>					

Comments:

B. Facility and Financial Management (Standard 3): Prepares proposed budget for approval by the Board; monitors monthly financial statements and ensures the district operates within budgetary constraints. Coordinates facility and business operations in an efficient and effective manner.

Standards	E	M	NA	DNM	AIN
<i>Demonstrates awareness of local, state, and national fiscal developments and their impact on the school system.</i>					
<i>Develops a responsible, timely, and detailed budget that reflects the Board's goals and the district's needs, demonstrates sound fiscal direction, and meets State regulatory requirements.</i>					
<i>Ensures the alignment of district resources to strategic priorities.</i>					
<i>Ensures ample opportunities for board and staff input into budget priorities.</i>					
<i>Presents and interprets the Board-approved budget to the community, identifying significant changes from the prior</i>					

<i>year in a clear and organized manner.</i>					
<i>Manages grant, local, and state funds within approved budget constraints and in accordance with District priorities.</i>					
<i>Ensures thorough financial controls and compliance with local, state, and federal audit requirements.</i>					
<i>Delegates authority to appropriate staff members.</i>					
<i>Ensures the board is informed on emergent funding/financial issues.</i>					
<i>Oversees operations of facilities and equipment, ensuring they are safely maintained according to Vermont statute and recommends needed improvements. Provides options and recommendations to the Board when Board action is required.</i>					
<i>Provides periodic reports on the state of facilities and maintenance.</i>					
<i>Anticipates facility needs with ample lead time to support existing and emerging educational programming requirements.</i>					
<i>Continues efforts to upgrade school facilities to enhance the teaching and learning environment.</i>					
<i>Ensures Emergency Operation Plans are in place at all district sites and are tested for modification/improvement per Vermont statutory guidance.</i>					
<i>Ensures district electronic infrastructure, including communication tools, data management and operations software, and district websites, are properly maintained, operative, and secure.</i>					

Comments:

- C. **Student Educational Progress and Outcomes** (correlates to Standards 2 and 6): Anticipates needs and monitors curriculum and instruction to lead continuous improvement. Uses data to guide systemic changes to ensure excellence in all schools and for all children. Centers on applying research and high-impact practices, especially with respect to meeting the diverse needs of learners.

Standards	E	M	NA	DNM	AIN
<i>Ensures the District meets or exceeds State goals as reported in the Agency of Education's annual student performance report. Together with the Board, establishes internal achievement goals and keeps the Board apprised of student academic performance compared to the goals.</i>					
<i>Communicates effectively with the Board and staff regarding current and emerging trends in education and advises the Board as to desirable courses of action.</i>					
<i>Prepares and communicates plans to achieve the educational goals and objectives established by the Board.</i>					
<i>Brings policy development needs to the Board's attention in support of educational progress and outcomes.</i>					
<i>Implements changes in curriculum and instruction based on sound practice and educational research.</i>					
<i>Emphasizes instructional coordination and curriculum alignment to ensure continuous progress for students. Incorporates and promotes accountability for educational results.</i>					
<i>Emphasises and promotes students' wellness and social and emotional development in all schools.</i>					
<i>Promotes cultural competency.</i>					
<i>Maintains a positive, safe teaching and learning environment for students and staff.</i>					
<i>Maintains rigorous standards and persistent efforts to</i>					

<i>attain and maintain high attendance results.</i>					
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Comments:

D. Operational Leadership of District Programs (correlates to Standards 2,3,6): Provides leadership, allocates resources, and assures monitoring of district programs with an overall emphasis on continual improvement, equity, and inclusion. Responsible for selection, professional development and growth, supervision, evaluation, management, and recommended termination of all employees. Organizes staff to effectively achieve district programs and educational goals.

Standards	E	M	NA	DNM	AIN
<i>Keeps the focus on student learning and continual improvement.</i>					
<i>Maintains the District's emphasis on continuous improvement, equity, and inclusion.</i>					
<i>Regularly evaluates all primary components of a growing and evolving district and allocates resources in accordance with district priorities and standards of excellence.</i>					
<i>Holds all personnel and self accountable for carrying out Board policy, following directives, and striving for high levels of performance.</i>					
<i>Recruits, selects, nominates, assigns, and develops staff per Vermont statute to attract, maintain, and retain the best qualified personnel to meet the needs and goals of the District.</i>					
<i>Effectively utilizes staff strengths, delegating tasks and authority appropriate to each staff member's position, maintaining ultimate responsibility for decisions within the district.</i>					
<i>Recognizes staff for contributions toward the improvement of educational outcomes.</i>					
<i>Ensures supervision and evaluation of licensed and</i>					

<i>non-licensed staff is consistent with policy, applicable law, continual improvement practices, and the district's strategic direction, vision, and mission.</i>					
<i>Constructs and utilizes a performance evaluation process that ensures an annual evaluation of Principals, which reflects effective implementation of district policies, sound, legal, and ethical management practices, and effective assessment and guidance of licensed and non-licensed staff performance.</i>					
<i>Ensures staff negligence, should it occur, is respectfully and effectively remediated through clear communication of expectations and documented plans for assistance where appropriate.</i>					
<i>Ensures staff misconduct, should it occur, is respectfully and effectively managed per contractual requirements and appropriately documented to support a consistent, predictable approach to findings and decisions.</i>					
<i>Maintains up-to-date job descriptions for all staff and ensures classification of new and existing positions meets FSLA and negotiated agreement requirements.</i>					

Comments:

- E. **Staff/Internal Relations (correlates to Standards 3, 4, and 6:** Establishes productive relationships with licensed and non-licensed staff and collective bargaining associations. Communicates effectively with internal audiences about district information and issues. Participates effectively in contract negotiation issues as directed by the Board. Leads in a manner that develops and maintains a positive, productive district culture.

Standards	E	M	NA	DNM	AIN
<i>Maintains clear, effective, and respectful communications with licensed and non-licensed staff throughout the district through regular opportunities for oral and written communication.</i>					

<i>Provides regular updates to staff regarding district matters.</i>					
<i>Visits buildings and programs regularly.</i>					
<i>Contributes positively to staff morale.</i>					
<i>Is responsive to staff member questions and/or concerns.</i>					
<i>Treats all staff members honestly, fairly, and respectfully without favoritism or discrimination.</i>					
<i>Encourages staff professional development through appropriate workshops and conferences wherever possible.</i>					
<i>Seeks and accepts constructive criticism of her work.</i>					

Comments:

F. Community/External Relations (correlates to Standards 4, 5, and 6):

Provides and assures an effective voice for the district. Acts as a strong advocate for public education. Maintains an effective liaison with media and other community organizations and businesses. Provides for and delivers a high degree of customer service to district patrons. Effectively responds to the concerns of parents and the community.

Standards	E	M	NA	DNM	AIN
<i>Projects a positive image of the school district and elicits respect within the community and among peers.</i>					
<i>Is an effective spokesperson for the school system. Strives to build a strong, positive community attitude toward the school system.</i>					
<i>Is responsive to community interests and concerns regarding education. Communities throughout the District are apprised in advance of events, goals, priorities, issues, and educational programs to enable participation.</i>					
<i>Meets with district stakeholders/interest groups to encourage collaborative relationships. Solicits opinions and views of the public on district issues for consideration.</i>					

<i>Seeks and accepts constructive criticism of her work.</i>					
<i>Is visible and accessible within the community, where possible.</i>					
<i>Communicates effectively during community events.</i>					
<i>Develops and maintains effective media relations.</i>					
<i>Works effectively with public and private agencies to provide support services to the school system.</i>					
<i>Sustains a positive relationship with parents, students, and other community partners (businesses, community organizations, etc.).</i>					
<i>Is responsive to parent or community member questions and/or concerns.</i>					
<i>Treats all parents and community members fairly, equally, and with respect.</i>					
<i>Maintains good relations and communicates effectively with local and state legislators and State leaders as an effective advocate for the district.</i>					

Comments:

G. Professional and Personal Qualities (correlates to Standards 5 and 7):

Maintains a high profile in professional associations and their activities.
 Continues to strive to improve in all facets of professional development.
 Personal and professional behavior imparts a high standard of performance and ethics in all personnel, district, business, and community matters.

Standards	E	M	NA	DNM	AIN
<i>Participates in training and professional development opportunities through professional organizations sufficient to ensure improved performance of the school systems.</i>					

<i>Demonstrates creative and innovative leadership initiative.</i>					
<i>Continually seeks high professional standards for self</i>					
<i>Maintains ethical, moral, and professional standards in accordance with Vermont licensing requirements.</i>					

Comments:

H. Adaptability (correlates to Standards 3, 4, and 6): Demonstrates the ability to adapt to changing situations and needs of stakeholders. Is responsive to unforeseen situations and circumstances. Communicates effectively with Board members and staff during these situations. Addresses emergent situations appropriately and promptly.

Standards	E	M	NA	DNM	AIN
<i>Ensures reasonable risk management measures are in place to prevent foreseeable circumstances related to student and staff safety, sound operational management, and legal exposure. Adapts administrative approach as needed to meet changing conditions.</i>					
<i>Communicates clearly with Board members and staff during emergent situations regarding what needs to be done, how it needs to be done, where it needs to be done, and when it needs to be completed.</i>					
<i>Maintains calm, professional demeanor during stressful or emergent situations.</i>					
<i>Completes after action reviews as necessary to learn from emergent situations, taking action to prevent recurrences.</i>					
<i>Solves problems as they arise and adapts leadership style to help staff achieve goals.</i>					
<i>Engages in open dialog with Board members and staff, actively listens, and provides recognition/reinforcement for task-related progress when designing and implementing</i>					

course corrections in district initiatives.					
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Comments:

II. ATTAINMENT OF DISTRICT GOALS

Areas of focus or goal for evaluation period	Sufficient progress	Insufficient progress	Comments

Overall rating for this evaluation period:	E	M	NA	DNM	AIN
Considering all of the above performance factors, how would you rate the overall performance of the superintendent during this evaluation period?					

Superintendent's signature does not necessarily indicate concurrence; it indicates only that the document has been reviewed.

Board Chair: _____ Date: _____

Superintendent: _____ Date: _____

Performance Improvement Assistance Plan (PIAP)

The following plan is developed to assist the Superintendent with performance concerns by outlining focused improvement areas.

Superintendent: _____

Date: _____

School Year: _____

Targeted Criteria:

Improvement Objectives:

Procedures for Achieving Objectives:

- Superintendent will:
- Board will:

Assessment Methods and Date(s):

Summary and/or Comments:

Signatures indicate information has been discussed. Copies are provided to all parties and sent to the Human Resources Department.

Plan developed and implemented:

Superintendent: _____ Date: _____

Board Chair: _____ Date: _____

Plan revised (if applicable):

Superintendent: _____ Date: _____

Board Chair: _____ Date: _____

Alternative plan developed (if applicable):

Superintendent: _____ Date: _____

Board Chair: _____ Date: _____

Plan revised (if applicable):

Superintendent: _____ Date: _____

Board Chair: _____ Date: _____