BP-2123.1

FORMATIVE SUPERINTENDENT ASSESSMENT

Definition: For the purpose of this policy, the term Formative Assessment shall refer to on-going qualitative and quantitative data that allows the Board to monitor the progress of the District and Superintendent on achieving District Mission, Vision, Values, and Strategic Plan Goals. Formative Assessment is distinct from Summative Assessment, which is typically the reporting of final results of performance at the end of the school year. While Summative Assessment describes how the Superintendent performed on District Goals "after-the-fact", Formative Assessment is an on-going diagnostic to identify areas of performance successes and areas of need that can be improved during the school year.

Systematic and rigorous Formative Assessment of the Superintendent on their performance shall be solely against expected Superintendent job outputs, including measureable data reporting. Accordingly, Formative Assessment Reports shall be developed and presented to the Board to determine the degree which the District's Mission, Vision, Values, Strategic Plan Goals, and Standards are being met.

Data that do not measure these criteria and goals shall not be considered or included in the Superintendent evaluation.

The Board and Superintendent form a critical team and therefore it is crucial that the Board monitor its own standards in conjunction with the Superintendent monitoring.

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