

ARKANSAS SUPERINTENDENT EVALUATION SYSTEM

Performance Ratings on Goals and Standards (Superintendent Self-Assessment)



GOALS RATINGS

Superintendent's Performance Rating for Goal 1

Not Meeting Goal = Progress toward implementing actions and meeting goal is consistently below acceptable and is considered inadequate.
Progressing = Demonstrates many of the characteristics associated with effective performance, although there may be a few exceptions or inconsistencies
Proficient = Performance is fully satisfactory. **This is the rigorous expected level of performance.**
Exemplary = Practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.

Check one box for each action and circle the overall goal rating.

Goal 1: Teaching and Learning

The academic achievement of students will improve by 5% and the achievement gap among student subgroups will narrow by 10% or more.

	Not Meeting	Progressing	Proficient	Exemplary
Action 1-1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Action 1-2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Action 1-3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Action 1-4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Action 1-5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Overall Rating for Goal 1 (Circle one.)</p> <div style="display: flex; justify-content: space-around; font-size: 1.2em; font-weight: bold;"> Not Meeting Standards Progressing Proficient Exemplary </div>				

Comments and analysis (recommended for any overall rating; required for overall rating of *Not Meeting Standards*):

All actions have been implemented across the district and on each campus. Because there is evidence to show that they are benefitting students, these actions need to be continued in the next cycle with emphasis on analyzing formative and summative data routinely to determine weaknesses and barriers to learning where students aren't achieving adequately. My own response as we move forward is to set expectations and accountability along with additional encouragement and provision of adequate resources (training and PD, finance, personnel) that will improve instructional interventions for all students.

Need to especially continue informing board of new strategies and approaches so that they are prepared to respond to parents who question the changes we are making in curriculum and instruction.

Superintendent's Performance Rating for Goal 2

Goal 2: (a) Superintendent will insure that a strategic planning process is completed in which the district leadership team (superintendent and board) will determine the district's identity (its vision, mission, values, beliefs, and goals) including articulated vision/mission/goals and implementation strategies for improvements and changes that aim to attain improved achievement for all students. (b) Superintendent will insure that a planning process is completed for each campus to determine each school's vision/mission/goals and implementation strategies aimed at improving student achievement levels for all its students.	Not Meeting	Progressing	Proficient	Exemplary
Action 2-1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Action 2-2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Action 2-3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Action 2-4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Action 2-5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Action 2-6	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Overall Rating for Goal 2 (Circle one.)</p> <p> Not Meeting Standards Progressing Proficient Exemplary </p>				

Comments and analysis (recommended for any overall rating; required for overall rating of *Not Meeting Standards*):

All of the actions for this goal have been carried out and completed this cycle but should continue during the next cycle.

We don't need to lay our plans aside and not use them. We must continue to use them very publically as our guide (or change them if they appear to no longer be meeting our needs).

I will continue to have discussions with each principal and monitor their implementation of their plans as well as making sure each plan remains relevant for their current needs and their working toward meeting their vision and mission.

Superintendent's Performance Rating for Goal 3

Goal 3: The district will develop strategies to ensure that its staff is stable and highly qualified.	Not Meeting	Progressing	Proficient	Exemplary
Action 3-1	<input type="checkbox"/>	<input type="checkbox"/>	⊗	<input type="checkbox"/>
Action 3-2	<input type="checkbox"/>	<input type="checkbox"/>	⊗	<input type="checkbox"/>
Action 3-3	<input type="checkbox"/>	⊗	<input type="checkbox"/>	<input type="checkbox"/>
Action 3-4	<input type="checkbox"/>	<input type="checkbox"/>	⊗	<input type="checkbox"/>
<p style="text-align: center;">Overall Rating for Goal 3 (Circle one.)</p> <p style="text-align: center;"> Not Meeting Standards Progressing Proficient Exemplary </p>				

Comments and analysis (recommended for any overall rating; required for overall rating of *Not Meeting Standards*):

All actions were completed but I believe that we still need to look for better and perhaps more creative ways to recruit the best staff for our district when we have open positions.

STANDARDS RATINGS

Superintendent’s Performance Rating for Standard 1: Vision, Mission, and Goals

Not Meeting Goal = Progress toward implementing actions and meeting goal is consistently below acceptable and is considered inadequate.
Progressing = Demonstrates many of the characteristics associated with effective performance, although there may be a few exceptions or inconsistencies
Proficient = Performance is fully satisfactory. **This is the rigorous expected level of performance.**
Exemplary = Practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.

Check one box for each indicator and circle the overall standard rating.

	Not Meeting	Progressing	Proficient	Exemplary
1-A. Collaboratively develops and implements a shared vision and mission	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1-B. Collects and uses data to identify goals, assesses organizational effectiveness, and promotes organizational learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1-C. Creates and implements plans to achieve goals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1-D. Promotes continuous and sustainable improvement through a systemic process of evaluation and plan revision	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard 1 (Circle one.)	The superintendent promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.
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Not Meeting Standards

Progressing

Proficient

Exemplary

Form B - Example

Comments and analysis (recommended for any overall rating; required for overall rating of *Not Meeting Standards*):

This is one of the most improved areas for this cycle. We had a district vision and mission but no real plan that included well thought-out goals, actions, and strategies. The campuses did not have plans. Although it has required significant staff and board time and work, the development of our plans has helped us all create a more systematic approach to what our district is doing in its efforts to make sure the needs of all students are being considered and addressed.

We are using data to help us make decisions about what's working and what isn't and responding accordingly. The board is feeling much more comfortable with data.

This has helped the district team (me and the board) focus our efforts and I believe we understand one another and are working more collaboratively. The principals report that their own campus teams are now working more as teams.

As stated in the Goal #1 summary, we do need to make sure and continue what we've started here and not forget to follow our plan and make sure it's updated and relevant as needed.

Superintendent’s Performance Rating for Standard 2: Teaching and Learning

		Not Meeting	Progressing	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>					
2-A.	Nurtures and sustains a culture of collaboration, trust, learning, and high academic expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2-B.	Promotes and supports a comprehensive, rigorous, and coherent curricular program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2-C.	Promotes and supports a personalized and motivating learning environment for students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2-D.	Employs research-anchored and valid systems of performance management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2-E.	Ensures supervision of instructional program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-F.	Ensures the development of assessment and accountability systems to monitor student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2-G.	Develops the instructional and leadership capacity of staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-H.	Maximizes time spent on quality instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2-I.	Promotes the use of the most effective and appropriate technologies to support teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2-J.	Monitors and evaluates the impact of the instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2-K.	Establishes systems to recruit and recommends for employment qualified leaders, teachers, and other professional staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard 2 <i>(Circle one.)</i>	The superintendent promotes the success of every student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth.				

Not Meeting Standards

Progressing

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Not Meeting Standards*):

This is my area of strength and I believe our district-wide increase in academic achievement shows that we are improving teaching and learning across the district. There are two areas of concern – one is a few staff members that are reluctant to comply with the instructional strategies that have been adopted by their campus which can be confirmed through their students’ outcomes. Second is concern about the campus leadership at the high school.

I will work more closely with all of the principals to ensure that they feel skilled AND supported in increasing accountability among those staff members who are resistant. I will particularly focus on working with the high school’s leadership to set expectations, offer support as needed, and hold them accountable as appropriate.

Superintendent’s Performance Rating for Standard 3: Managing Organizational Systems and Safety

	Not Meeting	Progressing	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
3-A. Monitors and evaluates the management and operational systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3-B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3-C. Promotes and protects the welfare and safety of students and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3-D. Ensures the development of a culture of trust where productive relationships thrive	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3-E. Develops the capacity for distributed leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3-F. Ensures teacher and organizational time is focused to support quality instruction and student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard 3 <i>(Circle one.)</i>	An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
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Not Meeting Standards

Basic

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Not Meeting Standards*):

Our district is well-managed because I have such a good team of departmental and campus leaders in place. We meet regularly as a team to give updates to each other so that we can be sure that we are working together toward the same ends and can respond when there are problems.

Superintendent’s Performance Rating for Standard 4: Collaborating with Families and Stakeholders

		Not Meeting	Progressing	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>					
4-A. Collects and analyzes data and information pertinent to the educational environment		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4-B. Promotes understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4-C. Builds and sustains positive relationships with families and caregivers		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-D. Builds and sustains productive relationships with community partners		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard 4 <i>(Circle one.)</i>	The superintendent promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				

Not Meeting Standards

Progressing

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Not Meeting Standards*):

We have begun using data to assess how we are doing in most of our operations. Our board understands how to use data and is often asking for data-based reports – much more than they have in previous years.

As we have worked (related to Goal #1) to focus on ALL kids’ achievement, we are much more sensitive to our needier students who may not have gotten the interventions they needed up to now. Our curriculum directors and principals have done a lot of studying of the research to see what is effective in improving the achievement among our subgroups – especially our economically disadvantaged and our special education students. They have provided additional training to staff and in doing this have raised the expectation on their campuses that these students’ needs would be better met.

Because of my intense focus on internal operations, I have been inconsistent and lacking in my efforts to increase community involvement and make sure that I am out mixing in the community and getting the message out about what we are doing and why we are doing it. Because of this, I think this should be an area for a PGP goal to be developed for implementation next cycle.

Superintendent's Performance Rating for Standard 5: Ethics and Integrity

	Not Meeting	Progressing	Proficient	Exemplary
5-A. Ensures a system of accountability for every student's academic and social success	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5-B. Models principles of self-awareness, reflective practice, transparency, and ethical behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5-C. Safeguards the values of democracy, equity, and diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5-D. Considers and evaluates the potential moral and legal consequences of decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5-E. Promotes social justice and ensure that individual student needs inform all aspects of schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard 5 (Circle one.)	The superintendent promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
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Not Meeting Standards

Progressing

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Not Meeting Standards*):

I am a perpetual "reflector" – constantly analyzing my practice and its outcomes to see if I can determine ways to get better at what I am asked to accomplish. I treat all with dignity and listen to their points-of-view.

...because I truly am here to make a difference whatever it takes!

Superintendent's Performance Rating for Standard 6: The Education System

Check one box for each indicator and circle the overall standard rating.

	Not Meeting	Progressing	Proficient	Exemplary
6-A. Advocates for children, families, and caregivers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-B. Acts to influence local, district, state, and national decisions affecting student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard 6 (Circle one.)	The superintendent promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
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Not Meeting Standards

Progressing

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Not Meeting Standards*):

This is an area where I struggle. Although I read and study the research trends regarding best practices, etc. I am not going beyond our own district walls and community to advocate or try to influence education in the state, which in turn, affect our district. This too is an area that I should focus on in the next cycle. I need to attend more meetings and become more involved in legislative advocacy in Arkansas.

As our systems become more routine I believe that I will feel more comfortable leaving the district for this.

Superintendent's Signature:

Date: