

Official
GEORGIA
SUPERINTENDENT
EVALUATION
INSTRUMENT

Candler County Board Of Education

Revised/Adopted September 20, 2007

GEORGIA SUPERINTENDENT EVALUATION PROJECT

Table of Contents

OVERVIEW

Statement of Purpose-----1
Mandate-----1

PROCESS

Implementation of Procedures-----2

VISION, MISSION AND BELIEF STATEMENTS-----3

INSTRUMENT

Superintendent Evaluation Instrument
Goal I Academic/Student Performance-----4
Goal II Student, Parent, Community Involvement -----8
Goal III Internal and External Processes -----11
Goal IV Collaboration, Teamwork, and Professional Growth-----14

STATEMENT OF PURPOSE

Evaluation of the superintendent of schools is an important responsibility of the board of education. The purpose of the evaluation shall be to assist the superintendent in improving job performance, to provide ways for improvement to be met, to clarify the board's expectations of the superintendent, and to improve communication between the board and the superintendent.

MANDATE

“All personnel employed by local units of administration, including elected and appointed school superintendents, shall have their performance evaluated annually by appropriately trained evaluators. All such performance evaluation records shall be part of the personnel evaluation file and shall be confidential. In the case of local school superintendents, such evaluation shall be performed by the local board of education. Certificated professional personnel who have deficiencies and other needs shall have professional development plans designated to mitigate such deficiencies and other needs as may have been identified during the evaluation process. Progress relative to completing the annual professional development plan shall be assessed during the annual evaluation process (O.C.G.A. 20-2-210).”

In order to carry out the mandate these conditions should be met:

- Evaluation should be continuous and should have the commitment of trained boards of education to be accomplished effectively.
- The evaluation results should be used by the board and superintendent as they cooperatively set goals for the superintendent. The results should also be used as a basis for planning a program of professional development. Progress toward these goals should be evaluated during the ensuing year.

When these conditions are met and the Implementation Procedures are followed the evaluation process will provide:

- An annual written assessment of the current status of the superintendent's performance.
- Documentation of the superintendent's performance over time.
- Increased accountability as a result of objective evaluation.

IMPLEMENTATION PROCEDURES

1. Individual board members receive training from Georgia School Boards Association (GSBA) on the use of the Superintendent Evaluation Instrument prior to evaluating the superintendent. (Initial if you have received the training _____).
2. The school board adopts a job description for the superintendent.
3. The school board and superintendent should discuss the instrument and determine expectations and required documentation. Additional tasks to the annual review of the superintendent's performance may be added if desired.
4. The school board, with input from the superintendent, develops steps for evaluation.
5. The board members independently evaluate the superintendent.
6. In executive session, by majority vote, trained board members will discuss the evaluation.
7. A superintendent will receive a copy the annual evaluation and be eligible for state salary increment if at least five of six tasks are satisfactory. If a superintendent receives an "Unsatisfactory" annual evaluation rating, the board must provide written justification or explanation on the summary form for strengths and improvements as shown on page 11 of the GSEI.
9. The Annual Evaluation Summary Report - is given to the superintendent in writing and discussed with the superintendent in executive session. The evaluation is dated and signed by the board chair and the superintendent. The evaluation becomes part of the superintendent's personnel file and is confidential.
10. The superintendent may respond in writing to the evaluation within 10 working days of receiving results of the evaluation. The superintendent's response is attached to the evaluation.
11. The school board, with input from the superintendent, shall design a Professional Development Plan (PDP) that addresses any deficiencies and other needs. A PDP must be developed to address any task scored as "Needs Improvement." Progress toward meeting the objectives of the PDP shall be assessed during the subsequent annual evaluation process.

Vision-Our vision for Candler County Schools is for all students to meet or exceed Georgia Accountability measures, for the graduation rate to continuously improve 80% and above, for the system to be ranked in the top quartile of comparable systems in Georgia.

We will accomplish this vision with high expectations, significantly improved Literacy practices, multiple interventions, community and parent engagement and alignment from Pre-K-12.

As a result of our success, we will attract high performing teachers and new business and industry, and our graduates will be prepared to continue post-secondary options or pursue gainful employment.

Mission- To stimulate growth in student achievement by continuing efforts to advance the development of all stakeholders-students, parents, staff, and the community.

Belief/Commitment Statements-

We believe and are committed to...

continuously improving the graduation rate;

an aligned standards-based curriculum, instruction, and assessment that provides for extended learning opportunities for **all** students;

effective teaching that energizes and maximizes active learning for **all** students;

significantly improving the literacy level of all students;

data driven collaborative decision making;

Professional growth for all of our colleagues;

parent and community involvement to enhance learning.

GOAL AREA: ACADEMIC/STUDENT PERFORMANCE

1.1 Improve the Graduation Rate, 1.2 Improve Student Mastery of GPS, 1.3 Reduce Achievement Gaps

Performance Measure: 1.1 Improve the Graduation Rate

1.1.1 Graduation rate vs. GA average
1.1.2 Students Graduating with Regular Diploma
1.1.3 Students Meeting Promotion Criteria-Grade 3
1.1.4 Students Meeting Promotion Criteria-Grade 3 (After summer school)
1.1.5 Students Meeting Promotion Criteria-Grade 5
1.1.6 Students Meeting Promotion Criteria-Grade 5 (After summer school)
1.1.7 Students Meeting Promotion Criteria-Grade 8
1.1.8 Students Meeting Promotion Criteria-Grade 8 (After summer school)
1.1.9 9th Grade Students on track to graduate (7 of 8) - 2 nd semester (After summer school)
1.1.10 10th Grade Students on track to graduate (14 of 16) - 2 nd semester (After summer school)
1.1.11 Units recovered for students who failed core courses
1.1.12 the % of drop outs for total enrolled 9th grade students.

Action Steps/Evidence:

May 07	Promotion and retention policy strengthened and monitored to determine learning gaps.
Oct 07- May 08	Complete 21 st Century Grant application for Boys and Girls Club.
July 07	Evaluate summer school results and restructure the program for greater gains in achievement
Aug 07- May 07	Monitor success with multiple efforts with credit recovery(6-12).
Aug 07- May 07 learners	Training and development of Tier 2 and SST interventions that leads to greater levels of mastery for our
July 08- Aug 08	Conduct celebrations with school personnel that meet the grade level board promotion policy standards at 90% or higher after summer school retesting.

Performance Measure: 1.2 Improve Student Mastery of GPS

1.2.1 Schools Making AYP
1.2.2 Schools with 3% or higher gain on GOSA Performance Index
1.2.3 3rd Graders on or above grade level on ITBS
1.2.5 5th Graders on or above grade level on ITBS
1.2.7 8th Graders on or above grade level on ITBS
1.2.9 3rd Graders level 2 or 3 on CRCT Reading (AYP)
1.2.10 3rd Graders level 2 or 3 on CRCT Math (AYP)
1.2.11 4 th & 5th Graders level 2 or 3 on CRCT Reading (AYP)
1.2.12 4 th & 5th Graders level 2 or 3 on CRCT Math (AYP)
1.2.13 6 th , 7 th & 8th Graders level 2 or 3 on CRCT Math (AYP)
1.2.14 6 th , 7 th & 8th Graders level 2 or 3 on CRCT Math (AYP)
1.2.15 HS students meeting GHGST Math (AYP)
1.2.16 HS students meeting GHGST ELA (AYP)
1.2.17 Students served by TAG Program
1.2.18 Students scoring >3 on AP Exams

Action Steps/Evidence:

May 07- Mar 08	Conduct quarterly meeting (s) with staff from each school reflecting on the newly adopted grading policy (Oct 1).
July 07-Mar 08	Continue district wide training on Differentiated Instruction. We will provide coaching toward meeting benchmark standards as well as provide feedback.
June 07- July 08	Assist with development of unit plans according to the backward design or GSO model.
Sept 07 – March 08	Organize and coordinate training on both; Six Elements of Math Lesson and 6 + 1 Writing Model

Aug 07 – May 08	Observations both school level and district level will focus on Standards Based Classroom elements
Aug 07 –May 08	Teach, coach and monitor the District Instructional Agreements at Principals Meetings, and in the schools.
Oct 07– Mar 08	Receive input from principals on benchmark assessments during Principal Meetings and in the schools with building teams. Also provide guidance on benchmark assessments.

Performance Measure: 1.3 Reduce Achievement Gaps

1.3.1 Black Students Graduating with Regular Diploma
1.3.2 Hispanic Students Graduating with Regular Diploma
1.3.3 Black HS students meeting GHGST Math
1.3.4 Econ Disadvantage HS students meeting GHGST ELA
1.3.5 GHSGT (Science) pass or pass +
1.3.6 GHSGT (Social Studies) pass or pass +
1.3.7 Middle School SWD Students level 2 or 3 CRCT Math (AYP)
1.3.8 Middle School SWD Students level 2 or 3 CRCT Reading/ELA (AYP)
1.3.9 MIS School SWD Students level 2 or 3 CRCT Reading/ELA (AYP)
1.3.10 MIS School SWD Students level 2 or 3 CRCT Math (AYP)
1.3.11 MES School SWD Students level 2 or 3 CRCT Reading/ELA (AYP)
1.3.12 MES School SWD Students level 2 or 3 CRCT Math (AYP)

Action Steps/Evidence:

Spring 07- May 08	Training, implementation and assessment of professional development in the areas of scheduling, inclusion, Six points of math, and scaffolding for teachers to teach students with disabilities.
Nov 07- July 08	Assess, monitor, and evaluate our equity plan per the consolidated application (do this at Principals Meetings)
Aug 07 – May 08	Mastery teaching of standards and processes for Tier 2 interventions.
July 07– May 08	Organize, implement, and assess specialized literacy instruction for at-risk learner’s grades 6-9.

Aug 07– May 08	Implement and evaluate gifted curriculum grades 1-8 with the help of the teacher specialist and our Gifted Coordinator.
Aug 07 – June 07	Provide training on Tier 2 Interventions so that tutorials will be prescriptive and provide adequate response time.
Aug 07 – May 08	To conduct training for our Academic Coaches.
Aug 07 – May 08	Monitor student achievement of the Graduation Coaches student case load.

Chairman, Board of Education

Superintendent

RESULTS: **Based on action steps/interventions at the board, schools, and teacher levels, were the goals/objectives for Goal Area 1: Academic/Student Performance met?**

Yes _____

No _____

Partially Met _____

Comments: Reflection/Analysis

GOAL AREA II: STUDENT, PARENT COMMUNITY INVOLVEMENT

2.1 Improve Student Attendance, 2.2 Improve Student Engagement, 2.3 Improve Parent Involvement, 2.4 Increase Community Involvement

Performance Measure: 2.1 Improve Student Attendance

2.1.1 Students absent 15 days or less (AYP)
2.1.2 Students Suspended (OSS) (unduplicated count 6-8)
2.1.3 Students Suspended (ISS) (unduplicated count 6-8)
2.1.4 Students Suspended (OSS) (unduplicated count 9-12)
2.1.5 Students Suspended (ISS) (unduplicated count 9-12)

Action Steps/Evidence:

Sep 07 – May 08	Monitor suspensions by grades 6-12
Aug 07 – May 08	Utilize Social worker protocols to coordinate efforts to maintain high levels of attendance
Sept 07 – May 08	Reduce achievement gap and suspension rates by restructuring curriculum.
Aug 07 – May 08	Provide training and design for more effective behavior intervention plans

Performance Measure: 2.2 Improve Parent Involvement

2.3.1 School/District Parent Activities
2.3.2 Teachers posting grades on Power School regularly

Action Steps/Evidence:

Aug 07 – May 08	Receive data from principals/clerks quarterly to determine level of use of Power School

3.1 Improve Instructional Process, 3.2 Improve Use of Instructional Technology, 3.3 Maintain a Superior Instructional Environment, 3.4 Improve Use of Instructional Technology, 3.5 Improve Resource Management

Performance Measure: 3.1 Improve Instructional Process

3.1.1 Teachers using differentiated instruction based on the initial benchmark (by year end)
3.1.2 Teachers using on line benchmark assessments
3.1.3 Teachers trained on 6+1 writing program
3.1.4 Teachers who meet standards for math instruction (6 Elements)
3.1.5 Students served with SST Interventions
3.1.6 GPS units completed using Backward Designing or GSO Unit Builder
3.1.7 Achievement gain in areas served by Academic coaches.

Action Steps/Evidence:

Aug 07 – May 08	Train, observe, implement, evaluate and redeliver ‘Instructional Agreements’ until understanding, usage and artifacts indicate high levels of mastery
Aug 07 – May 08	High level of observation with feedback (15% of 6 hour day) by district leaders, principals, assistant principals and academic coaches
Oct 07 – Mar 08	Targeted assistance and training on elements of Differentiated Instruction
Sept 07 – June 08	Training on tier 2 and student support team interventions
Aug 07 – May 08	Conduct periodic meetings with Gifted committee to assess program goals and determine gaps.

Performance Measure: 3.2 Improve Use of Instructional Technology

3.2.1 Classrooms equipped with LCD projector, response system, and smart boards.
3.2.2 Computers/student (exclude teacher and computers 4 years or older)

Action Steps/Evidence:

May 07-July 08	Use approved funding from E-SLPOST fund.
Sept 07 – May 08	To implement the Gifted Technology plan promote training provided by our district technology colleagues and other staff on instructional applications.
Fall 07 – Spring 08	Conduct Loti survey to assess levels of technology use.

Performance Measure: 3.3 Improve Support Processes

3.4.1 Meals per labor hour
3.4.2 Uncollected meal debt
3.4.3 Reduction in Kilowatt Hours June 1 - July 31
3.4.4 Reduction in Water Consumption June 1 - July 31
3.4.6 Bus inspection pass rate - first time

Action Steps/Evidence:

Aug 07 – May 08	Establish and implement procedure for increasing meals/labor hours.
Aug 07 – May 08	Establish system management plan for energy usage in all school buildings or facilities.
Aug 07 - May 08	Keep a daily log on bus arrival and report to Transportation Director quarterly.

Performance Measure: 3.5 Improve Resource Management

3.5.1 FTE earnings (FTE\$/enrollment)
3.5.2 Grant resources received for technology

Action Steps/Evidence:

Aug 07 – May 08	Conduct FTE funding meetings to insure we are maximizing state funding.
-----------------	---

Aug 07 – May 08 Contract with a grant writer or FDRESA to secure funds for instructional technology.

Chairman, Board of Education

Superintendent

RESULTS: **Based on action steps/interventions at the board, school, and teacher levels, was the goals/objectives for Goals Area III: Internal and External Processes performance met?**

Yes _____

No _____

Partially Met _____

Comments: Reflection/Analysis

GOAL AREA IV: COLLABORATION, TEAMWORK AND PROFESSIONAL GROWTH

4.1 Improve Employee Development and Leadership Capacity, 4.2 Develop a Positive Organizational Culture and Belief System, 4.3 Improve Staff Attendance, 4.4 Improve Organizational Communications - Internal and External

Performance Measure: 4.1 Improve Employee Development and Leadership Capacity

4.1.1 Principals Team observations meeting weekly standards (6 hours)
4.1.3 Teachers with Reading, Gifted, or Master Teacher Status
4.1.4 Participation in certified leader development (COLT, Adm, Board Members)
4.1.5 District team standard for field work

Action Steps/Evidence:

Aug 07 – May 08	All leaders will log observation data as it relates to locally designed initiatives.
June 07- June 08	Gifted certification training hosted in Candler County
Fall 07	Conduct a seminar on becoming a Master Teacher
Oct 07 – Mar 08	Conduct quarterly sessions on data regarding Principal observations of personnel.
Oct 07 – April 08	Host monthly Assistant Principals training sessions to better connect our AP’s with teaching and learning Initiatives
Aug 07 – June 08	Conduct leadership training for COLT members and principals on Instructional Agreements.
Feb 07 – May 08	Conduct special sessions for Principals, Assistant Principals and Instructional Coaches on culture and leadership strand of keys to quality
Sept 07 – May 08	Conduct periodic Lead Learner training sessions to reinforce Instructional Agreements
Sept 07 – Mar 08	Work on curriculum and instruction on early release days

Performance Measure: 4.2 Develop a Positive Organizational Culture and Belief System

4.2.1 # of completed applications for certified positions 6-12
--

4.2.2 Certified turnover reduction (Non administrative)

Action Steps/Evidence:

Oct 07 – Feb 08 Investigate the teacher cadet pathway at Metter High School during the 07/08 school year.

Feb 08 Host a regional job fair for local teacher recruitment

07/08 Attend GSO sponsored training

Performance Measure: 4.3 Improve Staff Attendance

4.3.1 Staff Attendance (certified)

4.3.2 Staff Attendance (classified)

Action Steps/Evidence:

Aug 08 Recognize teachers and staff with perfect attendance annually at our initial district assembly. (BOE)

Performance Measure: 4.4 Improve Organizational Communications - Internal and External

Action Steps/Evidence:

Aug 07 – May 08 Conduct or attend Academic Coach training sessions throughout the year

Aug 07 – April 08 Attend school level PLC and principal leadership meetings

Aug 07 – July 08 Conduct monthly board workshops on pertinent items relating to the balanced scorecard performance measures

Chairman, Board of Education

Superintendent

RESULTS: **Based on action steps/interventions at the board, school, and teacher levels, was the goals/objectives for Goal Area IV: Collaboration, teamwork, and Professional Growth met?**

Yes _____

No _____

Partially Met _____

Comments: Reflection/Analysis

