

Ms. Luisa Santos, School Board Member

SUBJECT: REQUEST FOR WORKSHOP TO FACILITATE THE DEVELOPMENT OF A MUTUALLY AGREED-UPON FORMAT FOR THE ANNUAL EVALUATION OF THE SUPERINTENDENT

COMMITTEE: PERSONNEL, STUDENT, SCHOOL & COMMUNITY SUPPORT

LINK TO STRATEGIC PLAN: HIGHLY EFFECTIVE TEACHERS, LEADERS, & STAFF

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Miami-Dade County Public Schools' (M-DCPS) School Board's commitment to the implementation of continuous improvement, best practices, and performance accountability is evidenced by each Board Member's individual development of varying evaluation methods of the Superintendent, as allowed for in his Employment Agreement. This commitment is also codified in past actions of the Board, including but not limited to: Agenda Item H-15, Annual Performance Planning, Assessment, and Evaluation sponsored by Dr. Steve Gallon III (approved in a 7-0 vote by the Board on April 25, 2018).

Additionally, and in accordance with best practices of large organizations, M-DCPS' School Board has a demonstrated commitment to strategic planning that centers students, as evidenced in our most recent adoption of a 2021-2026 Strategic Plan, *Infinite Possibilities*. To fully align to the Board's vision and priorities outlined in the strategic plan, it is imperative that the evaluation of our Superintendent centers around the same. Therefore, this item seeks to initiate the Superintendent Performance Evaluation process.

The Superintendent may be evaluated with the evaluation format being mutually developed by both the School Board and the Superintendent¹. An evaluation based on our Strategic Plan and designed in unison by the Board and the Superintendent can serve to further align the work of the Administration with our stated desired student outcomes. The annual evaluation can allow the Board to summarize its judgment of the Superintendent's performance based on the objective evidence given through the monitoring report data provided throughout the previous year, identify areas deserving of distinction and recognition, and inform the Superintendent of any areas of improvement.

**Revised
H-8**

¹ Per Section 9 of the Superintendent's Employment Agreement

As the Board and Superintendent embark on establishing the evaluation format and process together, there are numerous authoritative sources that can provide instructive guidance. After review of Superintendent evaluation research, formats, instruments, templates, and recommendations from the American Association of School Administrators (ASSA) Superintendent Standards², the Florida School Boards Association (FSBA)³, Council of Great City Schools (CGCS)⁴, Ben Kleban Consulting⁵, Florida School Districts including: Alachua County, Broward County, Pinellas County, and in accordance with Florida Statute 1001.51- Duties and responsibilities of district school superintendent⁶, the following evaluation components were most commonly identified:

1. Annual Performance Objectives, 75% recommended (at least 50%) of overall rating

The Annual Performance Objectives are of 3-5 measurable goals as established by both the Board and Superintendent in the evaluation planning procedures in alignment with the Strategic Plan. These goals must be measurable and specific enough so there is no possibility of debate about whether they were achieved after the fact.

2. Leadership Survey, 25% recommended (no more than 50%) of overall rating

A survey on the Superintendent's leadership and work in their role, as determined by Board Members. This can be done through the completion of an appraisal form with room for commentary. Below is a sample of performance domains that can be evaluated:

- Standard 1 | Leadership
- Standard 2 | Relationship Building
- Standard 3 | Professional Responsibilities
- Standard 4 | District Growth and Strategy
- Standard 5 | Safety and Climate

3. Stakeholder Survey, does not count towards the Superintendent's formal evaluation

A random sample of stakeholders who interact with the Superintendent (e.g. district staff, school leaders, teachers, students, parents, community leaders, etc.) can be administered a brief set of qualitative survey questions assessing the Superintendent's leadership in an anonymous manner. The responses are treated as qualitative data points for Board Members to consider and may inform the next set of annual performance objectives. In some districts, the Superintendent submits a list of potential respondents from each stakeholder category to an independent survey administrator (e.g., the Board Attorney) who can randomly select a final list of survey takers.

According to the Superintendent's Employment Agreement "the Superintendent and the Board shall cooperate to establish the appropriate evaluation timelines and to schedule the meetings required to complete the evaluation process in a timely manner." This item seeks to commence the process of establishing a mutually agreed upon evaluation format, timeline, and the necessary meetings required.

This item has been approved by the School Board Attorney's Office as to form and legal sufficiency.

² DiPaola, M. F. (2010). Evaluating the superintendent. *Arlington, VA: American Association of*

³ Florida School Boards Association (2019). Evaluating the Superintendent.

⁴ Council of Great City Schools. Student Outcomes Focused Governance Manual.

⁵ Kleban, Ben. (2022). Why Your Superintendent Evaluation Matters.

⁶ F.S. 1001.51

**ACTION PROPOSED BY
MS. LUISA SANTOS:**

That The School Board of Miami-Dade County,
Florida,

1. Schedule a School Board workshop, to occur on or before October 12, 2022, to establish a formal timeline for the creation and implementation of the evaluation processes and to collaboratively establish a Superintendent evaluation mechanism; and
2. Authorize the Chair in consultation with the School Board Attorney to engage a leading organization that works with school boards around the nation to guide the development of a mutually agreed upon evaluation instrument.