

MINNETONKA PUBLIC SCHOOLS

Policy 304: Superintendent's Performance Review

1.0 VISION

As members of the Minnetonka School Board, we believe in the power of a collective vision to mobilize people and effect positive change in their lives. We are committed to building upon the excellence of our past and creating a world-class school district. We will insist on aligning every element of our organization toward the goal of supporting all students' pursuit of their highest levels of academic and personal achievement.

As a world-class organization dedicated to child-centered excellence, the Minnetonka School District will:

- Challenge and support all students in the pursuit of their highest levels of academic and personal achievement
- Practice prudent and innovative management of public resources
- Advocate for strong academic *and* strong co-curricular programs as necessary for lifetime success
- Demand the highest standards of professional excellence in every level of the organization
- Create, pursue, and champion outstanding early childhood education opportunities so that all children enter kindergarten ready to learn and succeed
- Tailor learning experiences to the needs of individual learners
- Create positive, enjoyable learning environments
- Foster the development of good character and social responsibility
- Instill an abiding appreciation for the rights, privileges, and values of America's system of government
- Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits
- Earn, and maintain, broad-based community support

The Mission of the Minnetonka School District sets a course to transcend traditional definitions of excellence and sees our envisioned future as a school system in which all elements are united to help students reach their highest levels of personal and academic achievement. Strong district-wide leadership and Systemic Thinking will be essential to realizing our Mission and Vision.

In their governance capacity, the School Board will develop the District's Mission and Vision, write policy, approve budgets, adopt curriculum, authorize plans and projects, and direct the Administration to create and achieve individual and organizational goals aimed exclusively at furthering the District's Mission and Vision.

To achieve these ambitious goals, the School Board must have a strong and collaborative leadership relationship with the Superintendent of Schools. The Superintendent will ensure that all the diverse functions and talents of the organization are aligned into a productive, highly functioning whole and will rely on, inspire, and direct a team of talented and motivated leaders to assess conditions, understand interrelationships, find solutions, and implement changes with the appropriate urgency necessary to serve our students well.

This collaborative leadership model, open and responsive to the public, will pave the way for partnerships with individuals and organizations that are essential to realizing our vision for the future. The Superintendent, and other senior district-wide administrators who report directly to the Superintendent, will be available to all stakeholder groups to explain and build support for the District's Mission and Vision. The information and support gained through this collaborative leadership will allow the School Board and Superintendent to allocate and leverage resources more effectively. Likewise, the synergy created by aligning all elements of the organization toward the same goal of student achievement will fuel greater student success and community support.

As an institution which serves the educational and developmental needs of children, the Minnetonka School District believes that serving children well is the highest measure of our success. Everyone involved in the organization must be united in helping all students reach their highest levels of personal and academic achievement. We have but one chance to do the right thing as each individual child moves through our schools and we must work with the appropriate sense of urgency to ensure that all children are able to pursue their brightest dreams for their future.

Therefore, we will support risk-taking, respectful discourse, and challenges to the status quo as we pursue world-class, child-centered excellence. We will support and expect everyone to advocate for what is best for our children, our schools, and our communities without fear of repercussion. We will support and create a culture that is positive, open, and supportive on all levels. We will foster genuine, caring relationships among administration, staff, students and their families. We will insist upon integrity in all of our relationships and communications. Throughout the organization, the exceptional character and competence necessary to earn the trust of the people we serve will be evident. Exceptional character, integrity, competence, and the resulting trust those traits secure, will be the hallmarks of the Minnetonka School District.

With time, enthusiasm, commitment, and discipline, the Minnetonka School District and the communities we serve will recognize that we have achieved world-class, child-centered excellence because:

- The performance of our students, across multiple areas, ranks amongst the highest performing schools in the nation.
- The District does measurably more with available resources than other districts of comparable size and quality.
- Significantly more parents choose to send their children to our schools over other private or public schools in the metro region.

- High-performing teachers and staff throughout the country indicate the Minnetonka School District as their first choice as a place to work
- The District excels in customer service and community responsiveness, with all points of interaction being positive.
- The District is recognized as a leader of excellence in American public education by becoming the recipient of a wide variety of awards and recognitions.
- Our alumni report a high degree of satisfaction with the preparation for life that they received through their years in the Minnetonka School District.
- The District receives unprecedented support from the communities we serve.

Our culture of child-centered excellence will be sustained by setting high expectations for students, teachers, and staff. Collaborative leadership and alignment of all elements in the organization will enable us to effect meaningful, sustainable change in the lives of our students. A systemic approach to management will require meaningful assessment tools and accountability systems in order to gauge student achievement, identify areas of opportunity or improvement, and make sound decisions. The School Board must be able to demonstrate with facts, not rhetoric, that we are delivering on our promise of a world-class education. Students deserve this disciplined approach to assessment. The community demands it. The future success of our District relies upon it.

2.0 PHILOSOPHY

The Minnetonka Public Schools recognize the supreme importance of effective management in the success of its schools and their students. The District therefore desires and expects effective educational leadership and strong District management.

Annual performance appraisal is viewed as an important way of maintaining and enhancing the Superintendent's knowledge and skills, and application of such, so that effective educational leadership and District management can be ensured. The purpose of the performance review is to recognize effective management, encourage improved performance, communicate Board expectations, generate mutual understanding and to facilitate the process of planning to meet future needs of the District. Evaluation will focus on the degree to which goals and objectives have been attained, the extent to which the responsibilities outlined in the Superintendent's job description have been properly discharged, and the manner in which duties were conducted.

3.0 PERFORMANCE APPRAISAL OBJECTIVES

- 3.1 To provide acknowledgement of achievements and successes and insight into challenges.
- 3.2 To prompt change in professional behavior in order to facilitate the achievement of professional and organizational goals
- 3.3 To provide a systematic means of evaluating Superintendent performance, with feedback and assistance for improvement as appropriate

- 3.4 To establish a series of standards or goals for the Superintendent
- 3.5 To measure the success of achieving the standards and goals for the Superintendent as identified by the Board and the Superintendent
- 3.6 To provide information to the Superintendent through a review of progress toward goals that would include the following:
 - 3.6.1 Recognition of personal and professional growth
 - 3.6.2 Identification, reinforcement, and capitalization upon individual strengths
 - 3.6.3 Identification of areas where skills need improvement so that assistance can be given
- 3.7 To gather factual information about specific achievement of established goals and objectives.
- 3.8 To maintain a positive working relationship between the Superintendent and the Board.
- 3.9 To provide the Board with accurate information to determine contract renewal and salary.
- 3.10 To provide an annual written record of Superintendent performance.
- 3.11 To assure the Board that its policies are being effectively administered by the Superintendent.
- 3.12 To model behavior the Board expects in professional evaluations and relationships.

4.0 PERFORMANCE APPRAISAL PROCESS

- 4.1 The School Board shall evaluate and assess in writing the performance of the Superintendent at least once each school year.
- 4.2 The School Board and the Superintendent shall meet and discuss the evaluation process, and thereafter the School Board shall adopt an evaluation format to carry out the evaluation process.
- 4.3 The respective goals for the Superintendent to complete for “performance pay” and selected areas of performance shall be determined by October 1 each year.
- 4.4 A mid-year meeting between the Board and Superintendent shall be held each year by February 15 to discuss progress on goals.

- 4.5 The process shall begin with and include the Superintendent completing a self-evaluation and review of goals (by June 10).
- 4.6 A meeting of the Superintendent with the Board to review said goals and self-evaluation shall take place no later than June 15 of each school year.
- 4.7 The Superintendent interacts with individuals at all levels in the organization and with the community at-large; many aspects of job performance are not witnessed or experienced on a daily basis by the Board. Therefore, periodic feedback from multiple sources (e.g., executive team, community members, parents, other individuals in close working contact) is an essential component of the performance review process. A wide variety of feedback instruments, surveys and questionnaires may be drawn upon to obtain evaluation data. Feedback received in such manner shall be treated confidentially by the Board and will not be made a part of the Superintendent's professional file. Feedback is critical to growth and improvement.
- 4.8 Using said feedback instruments and the selected evaluation tool (or tools), School Board members will complete their individual evaluations (by June 20).
- 4.9 A meeting of the School Board to discuss and review completed evaluation materials will be held by June 25 each school year.
- 4.10 The School Board shall furnish the Superintendent with a copy of a written composite of individual board member performance appraisals by June 25 of each year as provided herein. The School Board and Superintendent shall meet to discuss the results of the evaluation. In the event that the School Board determines that the performance of the Superintendent is unsatisfactory in any respect, it shall describe in writing in reasonable detail the specifics of unsatisfactory performance. The evaluation shall include recommendations as to areas of improvement in all instances where the School Board deems performance to be unsatisfactory. A copy of the written evaluation shall be delivered to the Superintendent and become a part of the Superintendent's personnel file. The Superintendent shall have the right to make a written reaction or response to the evaluation. This response shall be provided to the School Board and shall also be placed in the Superintendent's personnel file.
- 4.11 The Board will make available to the Superintendent a wide variety of means for improving performance as appropriate to the need and within budgetary constraints. Dates and timeline for further plans shall be mutually determined.

PROCESS

- Identify performance areas for attention during the subsequent year.
- Determine goals and action plans that will be part of the Superintendent's evaluation as well as selected performance areas for special attention.

- Determine support needed for Superintendent’s achievement of goals and job responsibilities.
- Mid-year reflections (by February 15)
- End-of-year evaluation (by June 30)
 - a. Superintendent self-evaluation report (by June 10)
 - b. Board evaluation report
 - i. Review of Superintendent reports (by June 15)
 - ii. Completion on individual member reports (by June 20)
 - iii. Completion of Board evaluation (by June 25)
- Setting of Compensation
 - a. Review of goals report and determination of performance compensation (by June 25)
 - b. Review of overall performance (by June 25)
 - c. Setting of performance pay (by June 30)
 - d. Setting of base contract pay (By June 30)
- Specific steps in completing and communicating the Board’s evaluation

5.0 GOAL-SETTING FOR THE FOLLOWING YEAR

Each year following the evaluation process, the Superintendent and the School Board will jointly determine the objectives and activities that, in addition to the requirements of the basic job description, will be the focus of the performance review process for the following school year. Feedback received from all resources may be used in developing professional performance goals, objectives, and strategies. Goals and objectives will be completed by June 30 for the following school year.

6.0 DETERMINATION OF SELECTED PERFORMANCE AREAS

This impact of the Superintendent in so many areas is evident. Some are critical to the success of the District; some are important; and some are desirable. It is not practical to have the Board assess all areas every year. Specific performance areas for attention during the year will be determined from the set of expectations found in the “Superintendent Performance Review” document. Documentation of work on the identified areas shall be provided to the Board by June 15, and they shall be part of the final assessment of the Superintendent’s performance.

Approved: January 4, 2007