

Red Wing Public Schools

Superintendent Performance Review: 2024-2025

Goal Areas (and Standards/Elements) identified to guide expectations:

1. **BUDGET**

(including enrollment)

STANDARD 2 – School District Finances

- ELEMENT 2.a. – Budget Development and Maintenance

2. **COMMUNICATION**

(including consistency, visibility, and improving the district's image)

STANDARD 3 – Communication and Community Relationships

- ELEMENT 3.c. – Informs the Community as a Whole
- ELEMENT 3.f. – Visibility and Approachability

3. **TRUST-BUILDING**

(including addressing racism)

STANDARD 8 – Ethical and Inclusive Leadership

- ELEMENT 8.d. – Diverse Communities
- ELEMENT 8.e. – Cultural Competency

Timeline for superintendent review process:

October 21, 2024 – approve the goal areas/standards/elements and performance review plan

December 2, 2024 – conduct mid-year (formative) check-in evaluation

December 16, 2024 – provide summary of mid-year evaluation at a public meeting

TBD, 2025 – conduct year-end (summative) evaluation

TBD, 2025 – provide summary of year-end evaluation at a public meeting

Superintendent Evaluation – Year-End (SUMMATIVE) sample form

1. BUDGET (including enrollment):

STANDARD 2 – School District Finances

Element 2.a. Budget Development and Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives</i>	<i>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</i>	<i>Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district</i>	<i>Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs</i>	

Comments:

2. COMMUNICATION (including consistency, visibility, and improving district's image):

STANDARD 3 – Communication and Community Relationships

Element 3.c. Informs the Community as a Whole				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities</i>	<i>Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities</i>	<i>Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities</i>	<i>Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities</i>	

Element 3.f. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible and approachable by members of the community; attends many and varied events</i>	<i>Is visible and approachable by community; attends some events.</i>	<i>Attends few events and is seldom approachable by community</i>	<i>Is neither visible nor approachable by community</i>	

Comments:

3. TRUST-BUILDING (including addressing racism):

STANDARD 8 – Ethical and Inclusive Leadership

Element 8.d. Diverse Communities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Fosters formal and informal partnerships with diverse groups to support mutual goals.</i>	<i>Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community</i>	<i>Becomes familiar with views and characteristics of diverse groups within the community</i>	<i>Does not recognize or respond to the existence of diverse groups in the community</i>	

Element 8.e. Cultural Competency				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making</i>	<i>Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom</i>	<i>Assures that staff has necessary cultural competence to respond to students' needs</i>	<i>Does not use strategies that recognize and capitalize on community's diversity</i>	

Comments:

What best illustrates the superintendent's greatest strength and why?

(Summarize board's comments as a whole here)

What presented the superintendent with the greatest challenge and why?

(Summarize board's comments as a whole here)

How might the school board enhance the superintendent's strengths and assist in overcoming challenges?

(Summarize board's comments as a whole here)

Superintendent's comments:

(Superintendent places their summary comments here and/or submits a self-evaluation)

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____