Nye County Superintendent Evaluation Rubric (NCSER)

	Long-term Planning: Develop and annually update the Long-Range Plan and Key Performance Indicators in the Long-Range Plan addressing:			
	highly effective (4)	effective (3)	developing (2)	ineffective (1)
Complete Long-Range Plan with Key Performance Indicators created	The superintendent demonstrates exceptional leadership by developing a complete long-range plan that incorporates innovative strategies to enhance space utilization, support student success, promote social-emotional well-being, prioritize mental health, and advance inclusionary practices. Key Performance Indicators (KPIs) are dynamic, adaptive, and effectively measure progress towards overarching objectives.	The superintendent creates a thorough long-range plan that comprehensively addresses space and equipment needs, student achievement gap, social-emotional learning, mental health, and inclusionary practices. Key Performance Indicators (KPIs) are well-defined, measurable, and aligned with the district's vision and goals.	The superintendent partially formulates a long-range plan but overlooks significant areas such as space and equipment requirements, student achievement gap, social-emotional learning, mental health, and inclusionary practices. While some KPIs may be identified, they lack specificity or coherence.	The superintendent fails to develop or implement a comprehensive long-range plan that addresses critical aspects such as space and equipment needs, student achievement gap, social-emotional learning, mental health, and inclusionary practices. Key Performance Indicators (KPIs) are either absent or inadequately defined, hindering effective evaluation of progress.
total number of points				
total number of points for standard	/4			

	Student Learning and Academic Achievement: Create a positive and nurturing environment that is foundational to student success. Enhance and support a culture of academic excellence while working to close the achievement gap.			
	highly effective (4)	effective (3)	developing (2)	ineffective (1)
Preparation of students for advancement from primary/elementary to middle school to high school	The superintendent demonstrates exceptional leadership in preparing students for advancement by fostering innovative programs and partnerships that facilitate seamless transitions between primary/elementary, middle, and high school levels. This effectiveness is evidenced through data-driven strategies, which are consistently evaluated and adjusted to enhance student success and attainment at every stage.	The superintendent implements comprehensive and well-coordinated strategies to prepare students for advancement at each educational stage. Transition programs are well-designed, consistently implemented, and tailored to address the diverse needs of students, ensuring a smooth transition and continuity of learning.	The superintendent initiates efforts to prepare students for advancement, but strategies lack coherence or consistency across schools. Transition programs may exist, but their effectiveness is limited, leading to uneven outcomes for students.	The superintendent fails to implement effective strategies to prepare students for advancement from primary/elementary to middle school and high school. Transition programs are absent or inadequate, resulting in student disorientation and unpreparedness for the challenges of higher grades.
Establish and measure Key Performance indicators for academics, social/emotional learning and closing the achievement gap	The superintendent demonstrates exemplary leadership in establishing and measuring KPIs, employing innovative approaches to track and evaluate academic performance, social/emotional well-being, and progress in closing the achievement gap. KPIs are regularly reviewed, refined, and utilized to drive data-informed decision-making and continuous improvement efforts.	The superintendent establishes well-defined KPIs for academics, social/emotional learning, and closing the achievement gap, aligning them with the district's goals and priorities. Measurement methods are robust, enabling accurate assessment of progress and identification of areas for improvement.	The superintendent initiates the establishment of KPIs for academics, social/emotional learning, and closing the achievement gap, but they may be inconsistent or inadequately defined. Measurement methods may lack precision or reliability.	The superintendent fails to establish clear and measurable Key Performance Indicators (KPIs) for academics, social/emotional learning, and closing the achievement gap. As a result, progress cannot be effectively tracked or evaluated.
Champion active collaboration among staff	The superintendent excels in fostering a culture of active collaboration, inspiring staff members to work together synergistically towards common goals. Collaboration is embedded into the fabric of the district, with structures and processes in place to support ongoing teamwork, innovation, and professional growth.	The superintendent actively champions and facilitates collaboration among staff members, promoting a culture of shared responsibility and collective problem-solving. Collaboration opportunities are diverse, inclusive, and regularly encouraged across all levels of the district.	The superintendent encourages collaboration among staff members, but efforts are inconsistent or lack depth. Collaboration may be limited to specific areas or groups within the district.	The superintendent fails to foster a culture of active collaboration among staff members, resulting in siloed departments or schools and limited sharing of best practices. Collaboration opportunities are minimal or non-existent.
Support and enhance student learning through technology equipment.	The superintendent demonstrates exceptional leadership in leveraging technology to enhance student learning experiences, promoting equitable access to high-quality digital resources and innovative learning tools. Technology initiatives are integrated seamlessly into instructional practices, empowering students to thrive in a rapidly evolving digital world.	The superintendent ensures that students have access to up-to-date technology equipment and resources to support their learning needs. Investment in technology is strategic, with efforts focused on enhancing instructional quality, student engagement, and digital literacy skills.	The superintendent acknowledges the importance of technology in student learning but struggles to provide adequate support or resources for technology equipment. Initiatives may be sporadic or lack long-term sustainability.	The superintendent neglects to prioritize the support and enhancement of student learning through technology equipment. Technological resources are outdated, insufficient, or inconsistently utilized across schools.
total number of points				
total number of points for standard	**/16**			

	Facilities Usage: Evaluate and recommend facilities that enhance student learning.			
	highly effective (4)	effective (3)	developing (2)	ineffective (1)
Evaluate space utilization	The superintendent demonstrates exemplary leadership in space utilization management, employing innovative approaches to assess and optimize space allocation. Utilization assessments are thorough, data-driven, and inform strategic decision-making processes to ensure the district's resources are utilized effectively and efficiently.	The superintendent consistently evaluates space utilization across schools and facilities, identifying opportunities for improvement and maximizing efficient use of space. Strategies are in place to address overcrowding, underutilization, or facility constraints, promoting an optimal learning environment for students and staff.	The superintendent initiates efforts to evaluate space utilization, but assessments are sporadic or lack comprehensive analysis. There may be some awareness of space challenges, but strategies to address them are inconsistent or ineffective.	The superintendent fails to effectively evaluate space utilization within the district. There is a lack of systematic assessment or consideration of optimal use of facilities, resulting in inefficiencies and wasted resources.
Ensure and evaluate level of safety and security for all schools including fostering partnerships with civic agencies	The superintendent demonstrates exceptional leadership in fostering a culture of safety and security across all schools, implementing proactive measures and leveraging partnerships with civic agencies to enhance safety protocols. Safety and security evaluations are conducted systematically, with continuous improvement efforts driven by data and community input.	The superintendent ensures that safety and security measures are a top priority within the district, implementing comprehensive protocols and conducting regular evaluations to identify areas for improvement. Partnerships with civic agencies are established to enhance safety measures and response strategies.	The superintendent acknowledges the importance of safety and security but efforts are inconsistent or reactive. Safety measures may be implemented on an ad-hoc basis without comprehensive evaluation or alignment with best practices.	The superintendent neglects to prioritize safety and security measures within the district. There is a lack of comprehensive safety protocols or assessments, leaving schools vulnerable to potential threats.
Establish and measure Key Performance Indicators for academics, social/emotional learning and closing the achievement gap	The superintendent demonstrates exemplary leadership in facility management, implementing proactive maintenance plans that prioritize the upkeep of buildings and grounds to the highest standards. Maintenance activities are conducted systematically, with a focus on sustainability, cost-effectiveness, and the creation of an optimal learning environment for students and staff.	The superintendent implements comprehensive plans for the maintenance of buildings and grounds on a scheduled basis, ensuring that facilities are well-maintained, safe, and conducive to learning. Maintenance schedules are adhered to, and resources are allocated efficiently to address maintenance needs.	The superintendent initiates maintenance plans but struggles to execute them consistently or on a scheduled basis. There may be some efforts to address maintenance issues reactively, but proactive strategies are lacking.	The superintendent fails to implement plans for the maintenance of buildings and grounds on a scheduled basis. Facilities may be neglected, leading to deterioration, safety hazards, and environmental concerns.
total number of points				
total number of points for standard	**/12**			

	Financial Management that Supports Student Learning			
	highly effective (4)	effective (3)	developing (2)	ineffective (1)
Establish an annual budget with a five-year forecast that prioritizes cost containment and uses resources responsibly	The superintendent demonstrates exceptional leadership in financial planning by establishing a meticulously crafted annual budget with a robust five-year forecast. Cost containment measures are integrated into budget planning, and resources are managed responsibly to ensure long-term financial sustainability and support the district's mission.	The superintendent consistently establishes an annual budget with a comprehensive five-year forecast that prioritizes cost containment and responsible resource utilization. The budget is aligned with the district's strategic objectives, and resources are allocated efficiently to support educational priorities.	The superintendent initiates efforts to establish an annual budget and forecast but struggles to prioritize cost containment and responsible resource utilization. The forecast may lack depth or fail to align with the district's long-term goals adequately.	The superintendent fails to establish an annual budget with a five-year forecast effectively. The budget lacks coherence, long-term planning, and fails to prioritize cost containment or responsible resource utilization.
Engage all communities relative to financial priorities	The superintendent excels in engaging all communities in meaningful dialogue regarding financial priorities, cultivating a culture of transparency, trust, and collaboration. Stakeholders are empowered to participate in decision-making processes, and their input directly influences budgetary decisions to ensure alignment with community needs and values.	The superintendent actively engages all communities regarding financial priorities, fostering transparent communication channels and soliciting input from diverse stakeholders. Community feedback is considered in decision-making processes, and efforts are made to ensure inclusivity and accountability.	The superintendent initiates efforts to engage communities but struggles to effectively communicate financial priorities or solicit meaningful input from stakeholders. Engagement may be limited to certain groups or lack inclusivity.	The superintendent fails to engage all communities effectively regarding financial priorities. There is a lack of transparency, communication, or involvement of stakeholders in decision-making processes related to budgetary matters.
Evaluate spending for reliability, impact, efficiency, and satisfaction of mission	The superintendent demonstrates exemplary leadership in evaluating spending, conducting rigorous assessments that consider reliability, impact, efficiency, and satisfaction of mission. Evaluation processes are data-driven, transparent, and inclusive, leading to informed decision-making and continuous improvement in resource allocation and utilization to advance the district's mission and goals.	The superintendent conducts regular evaluations of spending to assess reliability, impact, efficiency, and satisfaction of mission. Evaluation criteria are clearly defined, and assessments are conducted systematically to ensure resources are utilized effectively and in alignment with the district's goals.	The superintendent initiates efforts to evaluate spending but struggles to do so comprehensively or consistently. Evaluations may lack depth or fail to consider all relevant factors such as reliability, impact, efficiency, and mission alignment.	The superintendent fails to evaluate spending effectively for reliability, impact, efficiency, and alignment with the district's mission. There is a lack of systematic assessment or accountability in how resources are allocated and utilized.
total number of points				
total number of points for standard	**/12**			

	Commitment of Staff to Student Learning: Recruit, support, and encourage retention of employees at all levels in a thriving work environment that encourages staff learning, growth, commitment to student achievement and to have a voice in the decision-making process.			
	highly effective (4)	effective (3)	developing (2)	ineffective (1)
Staff is highly engaged in the work, are proud of their work, feel valued, and are focused on the mission of the District and in particular with closing the academic gap to foster student achievement.	The superintendent excels in fostering a highly engaged staff deeply committed to the district mission, especially in closing the academic gap. Staff feel valued, proud, and motivated to achieve the district's goals. There is a pervasive culture of excellence and collaboration among all employees.	The superintendent successfully fosters staff engagement and alignment with the district mission, particularly in closing the academic gap to foster student achievement. Staff feel valued, proud of their work, and are focused on the mission. There is a strong sense of teamwork and dedication among employees.	The superintendent makes some efforts to engage staff and emphasize the district mission, but results are inconsistent. While some staff may feel valued and focused on the mission, there are gaps in engagement and alignment, particularly regarding closing the academic gap.	The superintendent fails to foster staff engagement or alignment with the district mission. Staff morale is low, and there is a lack of pride or sense of value among employees. Little focus is placed on closing the academic gap, resulting in limited progress in student achievement.
Quality professional and mentoring opportunities that are key to the District mission that promote individuals to develop the skills and knowledge they need to be successful in their role.	The superintendent demonstrates exemplary leadership in providing high-quality professional and mentoring opportunities that are closely tied to the district mission. Staff are empowered to grow and excel in their roles, contributing significantly to the district's success and student achievement.	The superintendent provides quality professional and mentoring opportunities aligned with the district mission, enabling staff to develop the skills and knowledge necessary for success. Programs are well-designed, relevant, and contribute to continuous improvement among staff.	The superintendent offers some professional and mentoring opportunities, but their quality or alignment with the district mission is inconsistent. Opportunities may not effectively promote skill development or support staff in achieving success in their roles.	The superintendent fails to provide quality professional and mentoring opportunities aligned with the district mission. Professional development is sporadic, irrelevant, or insufficient to meet staff needs, hindering their ability to excel in their roles.
Provide all teachers opportunities to engage the district beyond the classroom.	The superintendent excels in providing diverse and meaningful opportunities for teachers to engage with the district beyond the classroom. Teachers are actively involved in shaping district policies, initiatives, and programs, leading to a strong sense of ownership, collaboration, and shared responsibility for student success.	The superintendent provides meaningful opportunities for all teachers to engage with the district beyond the classroom. Teachers are encouraged to participate in district-wide initiatives, committees, or leadership roles, fostering a sense of ownership and collaboration.	The superintendent offers limited opportunities for teachers to engage with the district beyond the classroom, but efforts are inconsistent or lack depth. While some teachers may participate in district activities, many feel disconnected from broader initiatives.	The superintendent neglects to provide opportunities for teachers to engage with the district beyond the classroom. There is little emphasis on collaboration or involvement in district-wide initiatives, limiting the impact teachers can have beyond their classrooms.
Personnel management	The superintendent excels in personnel management and optimization, actively identifying and leveraging staff skills and strengths to maximize performance. Innovative strategies are employed to match employees with roles that capitalize on their abilities, resulting in a highly motivated and productive workforce.	The superintendent demonstrates strong personnel management skills by effectively inventorying staff skills and strengths and aligning employees with appropriate positions. Strategies are in place to assess and adjust personnel assignments based on performance and organizational needs.	The superintendent exhibits basic skills in personnel management but struggles to optimize staff placement for optimal performance. There may be inconsistencies in matching employees with suitable positions or addressing personnel challenges.	The superintendent demonstrates inadequate skills in personnel management, resulting in suboptimal utilization of staff skills and strengths. Employees may be misaligned with their roles, leading to inefficiencies, low morale, and disengagement.
total number of points				
total number of points for standard	**/16**			

	District Community Culture and Climate: to enhance student learning and enhance a healthy, productive and collaborative relationship with District stakeholders through transparent communications.			
	highly effective (4)	effective (3)	developing (2)	ineffective (1)
Increase parent engagement and ensure they feel connected to the staff and to the overall local school community.	The superintendent excels in increasing parent engagement and cultivating strong connections between parents, staff, and the local school community. Parents feel valued, empowered, and actively involved in supporting their children's education, leading to a vibrant and inclusive school environment.	The superintendent successfully increases parent engagement and fosters connections within the local school community. There are regular opportunities for parents to engage with staff, participate in school activities, and contribute to decision-making processes, creating a sense of belonging and partnership.	The superintendent initiates efforts to increase parent engagement and connection, but results are inconsistent or limited in scope. While some outreach activities may exist, many parents still feel disconnected from the school community and staff.	The superintendent fails to increase parent engagement or foster connections between parents, staff, and the local school community. There is limited outreach, communication, or collaboration with parents, resulting in a lack of involvement and connection.
Continuously improve a welcoming culture in each of the District communities.	The superintendent demonstrates exceptional leadership in continuously improving a welcoming culture, fostering an environment of inclusivity, acceptance, and belonging across all District communities. Stakeholders feel valued, supported, and empowered to contribute to the District's success.	The superintendent actively works to continuously improve a welcoming culture in each District community. Efforts are made to foster inclusivity, diversity, and a sense of belonging among all stakeholders, creating an environment where everyone feels valued and respected.	The superintendent makes some efforts to improve a welcoming culture but struggles to do so consistently or comprehensively. While there may be some initiatives in place, the culture may still feel unwelcoming or exclusive to certain groups.	The superintendent neglects to continuously improve a welcoming culture in each of the District communities. There is a lack of emphasis on inclusivity, diversity, or creating a positive environment for all stakeholders.
Continuously improve satisfaction among students, parents and staff	The superintendent excels in continuously improving satisfaction among stakeholders, fostering a culture of responsiveness, collaboration, and excellence. Stakeholder feedback is actively sought, and initiatives are implemented to address concerns and enhance overall satisfaction, leading to a strong sense of pride and loyalty within the District community.	The superintendent successfully improves satisfaction among students, parents, and staff through proactive efforts to address concerns, enhance communication, and respond to feedback. Stakeholders feel valued, supported, and satisfied with their experiences within the District.	The superintendent initiates efforts to improve satisfaction among stakeholders, but results are inconsistent or insufficient. While some improvements may be made based on feedback, overall satisfaction levels remain stagnant or decline.	The superintendent fails to continuously improve satisfaction among students, parents, and staff. Feedback mechanisms are lacking, and there is little effort to address concerns or prioritize stakeholder satisfaction.
Each community is informed about District practices, decisions, and operations.	The superintendent excels in keeping each community informed about District practices, decisions, and operations, demonstrating a commitment to transparency and accountability. Communication efforts are proactive, inclusive, and responsive to community needs, enhancing trust, and confidence in District leadership.	The superintendent ensures that each community is well-informed about District practices, decisions, and operations through regular and transparent communication channels. Stakeholders are kept updated on relevant information, fostering trust and transparency.	The superintendent makes some efforts to keep communities informed, but communication may be sporadic or limited in scope. While there may be some transparency regarding District practices, many stakeholders still feel uninformed or left out of decision-making processes.	The superintendent fails to keep each community informed about District practices, decisions, and operations. Communication channels are inadequate or inconsistent, resulting in misinformation or lack of awareness among stakeholders.
Enhance the understanding on the various community perspectives on District topics.	The superintendent demonstrates exceptional leadership in understanding community perspectives, fostering a culture of inclusivity, collaboration, and mutual respect. Stakeholders feel valued, heard, and represented, leading to a deep understanding and appreciation of diverse viewpoints across the District.	The superintendent successfully enhances understanding of various community perspectives on District topics by actively engaging stakeholders, soliciting input, and facilitating meaningful dialogue. Efforts are made to listen, empathize, and incorporate diverse viewpoints into decision-making processes.	The superintendent makes some efforts to understand community perspectives but struggles to do so comprehensively or effectively. Engagement may be sporadic or lack depth, leading to a superficial understanding of community concerns or priorities.	The superintendent fails to enhance understanding of various community perspectives on District topics. There is a lack of engagement, dialogue, or efforts to seek input from diverse stakeholders, resulting in limited awareness and understanding of community viewpoints.
Improve stakeholder and community pride in the District.	The superintendent excels in fostering a strong sense of stakeholder and community pride in the District, instilling a shared sense of ownership, identity, and purpose among all stakeholders. Pride-building initiatives are pervasive, authentic, and inclusive, inspiring a deep sense of loyalty and commitment to the District's mission and values.	The superintendent successfully improves stakeholder and community pride in the District by highlighting accomplishments, promoting positive narratives, and celebrating the achievements of students, staff, and the community. Efforts are made to recognize and showcase the District's strengths and contributions.	The superintendent initiates efforts to improve stakeholder and community pride, but results are inconsistent or limited in impact. While some pride-building activities may exist, they may not effectively resonate with stakeholders or enhance overall community pride.	The superintendent fails to improve stakeholder and community pride in the District. There is a lack of initiatives, communication, or actions to celebrate achievements, highlight successes, or foster a sense of belonging and pride among stakeholders.
total number of points				
total number of points for standard	**/24**			
grand total	**/84**			