

The background features a white central area framed by dark blue borders. Two green triangles are positioned in the top-left and bottom-right corners of the white area.

D66 Superintendent Evaluation DRAFT

D66 Draft Superintendent Process

September/October: Superintendent Presents Annual Goals to the Board, aligned to the District's Strategic Plan

January/February: Mid-Year Check In with Board/Superintendent

April/May: Superintendent Completes Self-Evaluation and Provides Evidence of Effectiveness

May/June: Board Review of Superintendent Self-Evaluation and Compilation of BOE Member Feedback

July: Board of Education Shares with Superintendent, Full Evaluation (utilizing July BOE Executive Session)

August/September: Final Close Out of Evaluation Process / E-Signatures within Super Eval and Superintendent and Board Co-Create Annual Goals to be presented at the September/October BOE Meeting (Process Repeats Itself)

D66 Draft Superintendent Process and Timeline

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Step	Task	Due	Status	
1	<u>Annual Goals and Competency Selection</u> ■ In this two-part step, the Superintendent and Board co-create annual goals to align the evaluation with performance targets and select the competencies that will be evaluated.	10/14/25	MARK COMPLETE	
2	Superintendent Self-Evaluation ■ Central to this process is the Superintendent's self-evaluation through a practice of reflection and evidence.	6/1/26	Pending	
3	Board Review and Evaluation of the Superintendent ■ The Board reviews the superintendent's self-evaluation and conducts their own evaluation(s).	6/10/26	Pending	
4	Consolidated Evaluation Data from the Board ■ The consolidated evaluation combines all the Board's evaluation data into a single evaluation.	7/8/26	Pending	
5	Proposed Board Evaluation: Final Review and Sign Off ■ The Superintendent and Board review and discuss the proposed evaluation before finalizing the document by adding electronic signatures.	8/5/26	Pending	

Super Eval Recommended Categories

Standard

A. Relationship with the Board

B. Community Relations

C. Staff Relationships

D. Business and Finance

E. Instructional Leadership

F. Annual Goals

BOARD RELATIONS

A. Relationship with the Board

	Ineffective	Developing	Effective	Highly Effective	Rating
Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided with supporting information in order to make informed decisions.	
Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Policy involvement	Makes decisions without regard to adopted policy.	Is minimally involved in the development, recommendation and administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	
Category Rating					

COMMUNITY RELATIONS

B. Community Relations

	Ineffective	Developing	Effective	Highly Effective	Rating
District image	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district <i>as expected</i> .	Projects and promotes a positive image of the district.	
Communication with community	Isn't readily available.	Provides appropriate information only when asked.	Actively seeks two-way communication with the community as appropriate.	Actively seeks two-way communication, as appropriate, and works to provide alternative means of contact with the community.	
Media relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	
Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
Category Rating					

STAFF RELATIONS

C. Staff Relationships

	Ineffective	Developing	Effective	Highly Effective	Rating
Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	
Category Rating					

BUSINESS - FINANCE - FACILITIES

D. Business and Finance

	Ineffective	Developing	Effective	Highly Effective	Rating
Budget development and maintenance	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
Budget reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	
Facility management	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
Resource allocation	Resources are allocated without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.	
Category Rating					

INSTRUCTIONAL LEADERSHIP

E. Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Rating
Professional knowledge	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	
Self-improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	
Focus on students	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Student achievement is important and guides decisions made within the district.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.	
Goal development	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the district. Aligns the available resources within the budget to accomplish these goals.	
Staff development	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	
Curriculum	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of our students.	
Category Rating					

STRATEGIC PLAN GOAL ONE

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Annual Goal 1

Goal One - Learning Outcomes

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Clear, documented, and understood learning outcomes at each level in which feedback can be provided from assessments.

Annual Goal 2

Goal One - Instruction A

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Completed Learning Cycle reviews in each focus area that are supported with development and resources.

Annual Goal 3

Goal One - Instruction B

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Completed Learning Cycle reviews in each focus area that are supported with development and resources

STRATEGIC PLAN GOAL ONE

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Annual Goal 4

Goal One - Demonstration of Learning

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System in which parents, students, and teachers track student progress toward demonstrating knowledge, skills, and/or dispositions (long term learning outcomes).

Annual Goal 5

Goal One - Demonstration of Learning

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Measurement of content knowledge assessments from classrooms, school level, district level, and/or state or national level.

STRATEGIC PLAN GOAL TWO

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Annual Goal 6

Goal Two - Communications

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Streamlined and consistent plan to be measured via parent and/or community surveys.

Annual Goal 7

Goal Two - Ongoing Partnerships

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Well established conduit (point person) between school and community to help build and sustain partnerships and programs.

Annual Goal 8

Goal Two - Activities or Clubs

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Record of all students participating in a club or activity (school or community based).

STRATEGIC PLAN GOAL TWO

13

Annual Goal 9

Goal Two - Value and Celebrate Others

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Completion of 5 year ICS Equity Journey with implemented tools

Annual Goal 10

Goal Two - Teach and Assess SEL

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85% or more of all students will demonstrate proficiency in SEL skills

STRATEGIC PLAN GOAL THREE

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Annual Goal 11

Goal Three - Adequate Revenue

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Obtain enough new revenue each year to meet needs

Annual Goal 12

Goal Three - Financial Stability

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Have 3-6 months cash on hand in each fund (not counting early taxes)

Annual Goal 13

Goal Three - Recruitment and Retention

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Above DuPage average or median compensation for each position in the district

STRATEGIC PLAN GOAL THREE

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Annual Goal 14

Goal Three - Adequate Personnel

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Appropriate number of personnel to maintain a safe and enriching environment using EBF model, high performing districts, and best practice as a guide

Annual Goal 15

Goal Three - Safe Environments

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Completed all the items in the Health Life Safety Survey, Audits, and Amendments.

Annual Goal 16

Goal Three - Future Focused Spaces

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Proper infrastructure, resources, and learning spaces to meet outcomes defined in Goal 1 & Goal 2.

STRATEGIC PLAN GOAL THREE

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Annual Goal 17



Goal Three - Good Stewards via Efficiency

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Implement and share human and technological systems to become more efficient, effective, and proactive.

Annual Goal 18



Goal Three -Development for All

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Every staff member develops themselves through D66 sessions and other opportunities to meet Goal 1 & Goal 2

Score Goals Same as Main Areas

The following specific goals have been developed and agreed upon indicators of results:

Goal 1 -				
Ineffective	Developing	Effective	Highly Effective	Rating
Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 2 -				
Ineffective	Developing	Effective	Highly Effective	Rating
Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 3 -				
Ineffective	Developing	Effective	Highly Effective	Rating
Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 4 -				
Ineffective	Developing	Effective	Highly Effective	Rating
Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	
Category Rating				

D66 Draft Weights

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Desired Weighting for Domains

Standard	Suggested Weight	Desired Weight
A. Relationship with the Board	11% 	10 %
B. Community Relations	9% 	10 %
C. Staff Relationships	12% 	10 %
D. Business and Finance	9% 	10 %
E. Instructional Leadership	15% 	10 %
F. Annual Goals	44% 	50 %
Total	USE SUGGESTED WEIGHTS	100%

What Final Scores Look Like

Determining the Overall Evaluation Rating

Superintendent's name:	Name
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School year:	
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RATINGS ON INDIVIDUAL DOMAINS:

A. Relationship with Board	Ineffective	Developing	Effective	Highly Effective
B. Community Relations	Ineffective	Developing	Effective	Highly Effective
C. Staff Relationships	Ineffective	Developing	Effective	Highly Effective
D. Business & Finance	Ineffective	Developing	Effective	Highly Effective
E. Instructional Leadership	Ineffective	Developing	Effective	Highly Effective
F. Annual Goals	Ineffective	Developing	Effective	Highly Effective

OVERALL RATING:	Ineffective	Developing	Effective	Highly Effective
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Comments by the School Board:

Comments by the Superintendent:

Superintendent's Signature: _____ Date: _____

Board President's Signature: _____ Date: _____