
SAU 41 Governing Board

Policy CBI-F1 EVALUATION OF THE SUPERINTENDENT (LONG FORM)

The SAU Governing Board shall conduct a minimum of one (1) annual formal evaluation of the superintendent.

Evaluation of the superintendent shall be conducted in such a manner as to:

1. Provide positive and constructive feedback to the superintendent that will support and promote the superintendent's professional growth and development.
2. Help the board evaluate its work in planning the educational program in this community.
3. Strengthen the working relationship between the board and the superintendent by providing a comprehensive vehicle of communication.
4. Identify strengths and weaknesses of the superintendent and make appropriate recommendations.

Online Implementation

1. Form CBI-F1 will be utilized as the review format for a superintendent's initial contract period. In subsequent years, the School Administrative Unit (SAU) Governing Board will determine, at the May meeting, whether CBI-F1 or CBI-F2 will be utilized.
2. Form CBI-F1 will be implemented using Google Forms on the SAU 41 domain.
3. Form CBI-F1 will be shared with each district school board member by their chair or their designee. Members will complete CBI-F1 online and must use their assigned SAU41 account.
 - one form will be submitted to the Superintendent Performance Evaluation Committee (SPEC) for each district.
 - all subsections must be answered ("N/A" can be used as an answer).
 - any subsection receiving a "1" or "2" requires comments.
 - members can review and change their responses until submission deadline set by the board chair or designee.
 - only the chair or their designee can access another members responses for compilation in an organized database form.

Once districts ratify their district-level evaluation, chairs enter their evaluation data into the SAU-level form by 31 December. The District level responses are compiled by the SPEC and presented to the SAU Governing Board to be ratified for the final evaluation no later than 28 February.

Scoring Key

5 – Consistently exceeded minimum requirements

- Performance is clearly outstanding
- Performance is always exceptional on a regular or continuous basis – the superintendent far outperforms relative to minimum expectations, while always meeting minimum requirements

4 – Exceeded some minimum requirements

- Performance is superior, far exceeding expectations
- Performance is exceptional on a frequent basis – the superintendent typically outperforms relative to minimum expectations while always meeting minimum requirements

3 – Achieved minimum requirements

- Adequately performs all functions within the role, meeting expectations
- Performance is adequate, meeting standards or expectations generally associated with performance

2 – Met some requirements

- Periodically fails to meet expectations associated with assigned tasks, targeted goals, or professional competencies
- Performance is less than adequate on a periodic or frequent basis; the superintendent may be developing within the position, but needs to improve to be considered proficient

- 1 – Did not meet minimum requirements
- Performance is below acceptable levels
- Fails to meet basic expectations associated with the role of superintendent - substantial professional improvement is needed before the superintendent can be considered proficient in the role

Rating scale :

- 1= Did not meet minimum requirements 2= Met some requirements
- 3= Achieved minimum requirements 4= Exceeded some minimum requirements
- 5= Consistently exceeded minimum requirements

PART I. FISCAL MANAGEMENT

Legal References:

- RSA 194-C:4, II(a), (j), (p)
- Ed 302.01(d)(2); Ed 302.02(d), (e)
- NHSBA *Sample Policies* DA, DB, DBC, DCI, DI

Indicators of Success:

- Budgets reflect district goals for student achievement.
- District expenses do not exceed revenues. If this occurs, a plan is developed and presented to the applicable board for remediation within an acceptable timeline.
- Finances are managed in accordance with applicable accounting standards.
- The annual audit shows no material deficiencies and audit recommendations are effectively implemented.
- Multi-year budget plans are used for planning purposes.

- 1.1. Developed and recommended the annual budget for the support of the educational program and for the operation and maintenance of schools within each district

Evaluation Score: _____

Comments: _____

- 1.2. Developed and maintained an accounting system and financial reporting procedures for all funds.

Evaluation Score: _____

Comments: _____

1.3. Regularly assessed state of district facilities and equipment and developed replacement and updating schedules as appropriate for Board consideration.

Evaluation Score: _____

Comments: _____

1.4. To the extent practicable transfers among budgetary line items were limited to unexpected or unanticipated expenses.

Evaluation Score: _____

Comments: _____

1.5. Worked with the applicable boards to develop budgets designed to achieve the greatest educational returns and the greatest contributions to the educational programs.

Evaluation Score: _____

Comments: _____

1.6. Developed contingency plans designed to address anticipated and unanticipated budgetary necessities.

Evaluation Score: _____

Comments: _____

1.7. Provided regular and requested financial and budget reports to the board.

Evaluation Score: _____

Comments: _____

1.8. Established and implemented efficient procedures for accounting, audit, risk management, investing, purchasing and receiving, payroll, payment of vendors and contractors, and all

other areas of fiscal management.

Evaluation Score: _____

Comments: _____

Sec 1.

Composite Evaluation Score: _____

Comments: _____

Goals for Next Evaluation Cycle:

**PART II. CURRICULUM, DELIVERY OF
INSTRUCTION AND PUPIL ACHIEVEMENT**

Legal References:

- RSA 194-C:4, II(c)
- Ed 302.01(d)(6); 302.02(f)
- NHSBA Sample Policies; IGA, IGD
- RSA 194-C:4, II(e)
- Ed 302.01(d)(8); Ed 302.02(f)
- NHSBA Sample Policies ILBA, ILBAA
- RSA 194-C:4, II(c)
- Ed 302.01(d)(7); Ed 302.02(f)
- NHSBA Sample Policy IF

Indicators of Success:

- Preparing students for post-secondary education and/or entrance into the job market.
- Specific progress is evident.
- Student learning is defined based on the knowledge and skills necessary to be successful.

- Data and information collected is reliable and valid.
- Data is disaggregated, analyzed, and explained.
- Data is regularly presented and is communicated in understandable format.
- Data is used for future planning and improvement.
- Effective methods of providing, monitoring, evaluating, and reporting student achievement are used.

2.1. Used appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

Evaluation Score: _____

Comments: _____

2.2. Aligned and implemented the educational programs, plans, actions, and resources with the district's vision and goals.

Evaluation Score: _____

Comments: _____

2.3. Developed assessment and accountability systems to monitor and evaluate the effectiveness of curriculum, instruction and assessment.

Evaluation Score: _____

Comments: _____

2.4. Ensured that district performance goals were satisfied.

Evaluation Score: _____

Comments: _____

2.5. Identified areas of academic strength and areas of academic weakness within the District and has implemented strategies to address areas of academic weakness.

Evaluation Score: _____

Comments:

2.6. Curriculum is aligned from grade-to-grade and from school-to-school as appropriate.

Evaluation Score: _____

Comments:

2.7. Appropriately monitored and evaluated student achievement and developed strategies and methods for improving student achievement.

Evaluation Score: _____

Comments:

2.8 Promoted the use of the most effective and appropriate technologies to support teaching and learning.

Evaluation Score: _____

Comments:

2.9 Performed all duties in a manner consistent with the values and expectations of the board and the community at large.

Evaluation Score: _____

Comments:

Sec 2.

Composite Evaluation Score: _____

Goals for Next Evaluation Cycle:



III. RELATIONSHIP WITH THE SCHOOL BOARD

Legal References:

- RSA 194-C:4, II(i)
- NHSBA Sample Policy BDD

Indicators of Success:

- The superintendent assists the board in developing clear policies that meet federal and state requirements.
- The superintendent understands and communicates legal liability to the district.
- The superintendent supports the board chair to maximize the effectiveness of board operations.
- The superintendent regularly informs the board about the business of the district and alerts the board about critical issues and areas that may have impact on the district.
- The superintendent follows agreed upon board-superintendent guidelines.
- The superintendent meets deadlines and follows up on commitments and assignments.

3.1. Worked collaboratively with the Board to develop, implement and monitor district policy.

Evaluation Score: _____

Comments:

3.2. Is skilled in identifying, analyzing and resolving problems that impact the district, and keeps the Board informed on issues, operations and needs of the school district.

Evaluation Score: _____

Comments:

3.3. Provided the Board with reports and information that enable the Board to sufficiently review the operations of the district.

Evaluation Score: _____

Comments:

3.4. Gave constructive advice and guidance to the Board regarding possibilities for District

improvement.

Evaluation Score: _____

Comments:

- 3.5. Demonstrated clear understanding of board/superintendent relationship including appropriate roles and responsibilities.

Evaluation Score: _____

Comments:

- 3.6. Offered professional advice to the Board and ensured compliance with all applicable local, state and federal laws and regulations.

Evaluation Score: _____

Comments:

Sec 3.

Composite Evaluation Score: _____

Goals for Next Evaluation Cycle:



IV. ADMINISTRATION OF SCHOOL FACILITIES:

Legal References:

- RSA 194-C:4, II(k)
- Ed 302.01(d)(5); Ed 302.02(m); Ed 302.02(p)
- NHSBA Sample Policies CA, CF, EC, FA

Indicators of Success:

- All buildings meet safety, health, and construction codes.
- Facilities and equipment are not subject to improper wear or insufficient maintenance.
- Multi-year plans for maintenance, repairs, and facility upgrades are in place.
- Ongoing inspection and reporting systems are utilized.

4.1. Developed and Recommended to the school board, an annual maintenance program and long-term capital improvement plan.

Evaluation Score: _____

Comments:

4.2. Provided appropriate recommendations regarding facilities which support the district's educational philosophy and instructional goals.

Evaluation Score: _____

Comments:

4.3. Ensured all safety requirements were met for facilities and grounds.

Evaluation Score: _____

Comments:

4.4. Keeps the Board informed about the condition of district facilities and anticipated needs in the areas of capital improvement.

Evaluation Score: _____

Comments:

4.5 Promoted and protected the welfare and safety of students and staff.

Evaluation Score: _____

Comments:

Sec 4.

Composite Evaluation Score: _____

Goals for Next Evaluation Cycle:



V. PERSONNEL

Legal References:

- RSA 194-C:4, II(c); RSA 194-C:4, II(j); RSA 194-C:4, II(n)
- Ed 302.01(e); Ed 302.02(a); Ed 302.02(h)
- NHSBA Sample Policies – Section G – Personnel

Indicators of Success:

- Staff are treated fairly.
- Teachers work effectively within their classrooms, throughout the school, across district schools, and with the community.
- Operations are clearly defined, communicated, and implemented.
- Personnel contracts are adhered to.
- Effective collective bargaining strategies advance and promote student learning.

- 5.1. Recruited and assigned the best available personnel in terms of their competencies. Recommended for employment personnel who have proper certification and skills for the position.

Evaluation Score: _____

Comments:

- 5.2. Effectively worked with the board to develop and monitor district policy and administrative regulations that supports a standards based approach to governance, leadership, instruction and human resource management.

Evaluation Score: _____

Comments:

- 5.3. Implemented sound employee relations programs to improve relationships between staff members, administration and the respective Board.

Evaluation Score: _____

Comments:

5.4. Effectively monitored all aspects of the collective bargaining agreements in the district.

Evaluation Score: _____

Comments:

5.5. Included the participation of faculty and staff in the establishment and the implementation of District-wide goals, objectives, and programs.

Evaluation Score: _____

Comments:

5.6. Facilitated evaluation of staff performance as required by state law and by Board policy.

Evaluation Score: _____

Comments:

5.7. Promoted training and professional development opportunities for all professional staff to ensure development of the instructional and leadership capacity of staff.

Evaluation Score: _____

Comments:

5.8. Managed direct reports, assigned functions, delegated effectively and determined accountability as necessary to optimize staff effectiveness.

Evaluation Score: _____

Comments:

5.9 Nurtured and sustained a culture of collaboration, trust, learning, and high expectations. Instituted sound employee relationships programs to improve relationships between staff members and developed a culture designed to foster collaboration, professional growth, and high achievement.

Evaluation Score: _____

Comments:

Sec 5.

Composite Evaluation Score: _____

Goals for Next Evaluation Cycle:

Thank you for participating in the Superintendent Evaluation and Goal Setting process.

Composite Scores and final ratings: To be completed by SPEC

	BSD	HSD	HB COOP	Average
Sec 1				
Sec 2				
Sec 3				
Sec 4				
Sec 5				
			Rating:	

***This should be a Live Document and reviewed annually!**

First Reading: October 29, 2013
Tabled: November 21, 2013
Second Reading: September 3, 2014, As
Amended Third Reading: October 1, 2014, As
Amended
First Reading: June 23, 2020, As Amended
Second Reading: Waived
Third Reading: Waived
Adopted: June 23, 2020
First Reading: October 13, 2022 As Amended
Second Reading: Waived
Third Reading: Waived
Adopted: October 13, 2022