

B/SL-5: FORMATIVE SUPERINTENDENT AND BOARD PERFORMANCE ASSESSMENT

Adopted: 07/26/00

Revised: 06/18/01; 12/19/01; 01/24/02; 04/16/02; 11/19/02
03/13/03; 11/13/03; 01/22/04; 04/14/05; 11/30/06
01/10/08; 05/08/08; 09/11/08; 01/24/13; 02/13/14
02/12/15; 09/22/16; 05/25/17

Board of School Trustees

CLARK COUNTY SCHOOL DISTRICT

Definition: For the purpose of this policy, the term Formative Assessment shall refer to on-going and “just-in-time” collection of a wide variety of qualitative and quantitative data that allows the District and Board to monitor the progress of Superintendent or Board performance. Formative Assessment is distinct from Summative Assessment which is typically the reporting of final results of performance at the end of the school year. While Summative Assessment describes how the Superintendent and Board performed, “after-the-fact”, Formative Assessment is an on-going diagnostic to identify areas of performance that can be improved during the school year.

Systematic and rigorous formative assessment of Superintendent job performance shall be solely against the only expected Superintendent job outputs: organizational accomplishment of Board policies on the Board Vision, Strategic Imperatives, Pledge of Achievement, other support strategies, and organizational operation within the boundaries established in Board policies on the Superintendent evaluation.

Accordingly: formative assessment shall be accomplished as follows:

1. Formative assessment is simply to determine the degree which Board policies are being met. Data that does not measure this shall not be considered to be formative assessment data.
2. The Board shall acquire formative assessment data by one or more of the following methods:
 - A. By internal report, in which the Superintendent provides progress checking information and data to the Board.
 - B. By external report, in which an external disinterested third party selected by the Board assesses implementation fidelity with Board policies.
 - C. By direct Board inspection, in which a working committee of the Board as described in GP-14: Board Committee Principles assesses implementation fidelity with the appropriate policy criteria.
 - D. By recommendation of the District Strategic Team through the Support Plan and Organizational Capacity Monitoring System as described in item 8 of GP-4.2: Board Members’ Principles of Operation.

B/SL-5: FORMATIVE SUPERINTENDENT AND BOARD PERFORMANCE ASSESSMENT
(continued)

Board of School Trustees

CLARK COUNTY SCHOOL DISTRICT

3. Formative assessment data shall be submitted in a timely, accurate, and understandable fashion, directly addressing Board policies and the provisions therein.
4. In every case, the standard for implementation fidelity shall be any reasonable Superintendent interpretation of the Board policy being assessed. The Board is final arbiter of reasonableness, but shall always judge with a “reasonable person” test rather than with interpretations favored by Board members or by the Board as a whole.
5. When determining whether policy has been implemented with fidelity, the Board shall find the implementation of the policy “effective” when a majority of the provisions have been addressed based on supporting evidence provided by the Superintendent, or “ineffective” when a majority of the provisions have not been addressed based on supporting evidence provided by the Superintendent.
 - A. When policy implementation is determined to be “effective” the Board has the option to note “with exception” in cases where one or more of the provisions of the policy are deemed “ineffective” or “with commendation” when one or more provisions of the policy have been met above and beyond the intent of the policy.
 - B. When policy implementation is determined to be “ineffective” the Board shall proceed as follows: if failure to implement policy is deemed due to: (1) outside factors, the Board shall require and accept a plan or timeline from the Superintendent for effective implementation and add it to the policy; (2) unclear policy, the Board shall consider changes to the policy; or (3) actions of the Superintendent, the Board shall ask the Superintendent when he/she shall implement the policy with fidelity or the Board shall take further action.

B/SL-5: FORMATIVE SUPERINTENDENT AND BOARD PERFORMANCE ASSESSMENT
(continued)

Board of School Trustees

CLARK COUNTY SCHOOL DISTRICT

6. All Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies, and Superintendent Evaluation policies, which instruct the Superintendent, shall be assessed at a frequency and by a method chosen by the Board. The Board can assess any policy; both Board policies and District policies and regulations at any time, by any method but shall ordinarily depend on receiving the Superintendent's formative assessment reports on the schedule below based on the availability of data.
7. A new Superintendent shall provide formative assessments reports beginning from the date the Superintendent was appointed.
 - A. Information that would have otherwise come to the Board as part of the formative assessment process shall be provided to the Board.
 - B. The previous Superintendent formative assessment data may be used to drive future decisions.

Previous year data may be found in the Appendix A, E-2: Student Learning and may include a current list of support strategies.
8. The formative assessment process of the previous Superintendent shall be presented but shall not be evaluated with regard to the current Superintendent evaluation.

The Board and Superintendent form a critical team and therefore it is critical that the Board monitor its own Balanced Governance™ Standards in conjunction with the Superintendent monitoring. In many cases, the Superintendent is responsible for ensuring that the Board Balanced Governance™ Standards are implemented throughout the District organization and so combining both the Superintendent Formative Assessment Reports and the Board Governance Standards into the single schedule is helpful to ensure coalesced effort and coordination toward achieving the Board Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies.

B/SL-5: FORMATIVE SUPERINTENDENT AND BOARD PERFORMANCE ASSESSMENT
(continued)

Board of School Trustees **CLARK COUNTY SCHOOL DISTRICT**

FORMATIVE ASSESSMENT	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Strategic Imperatives (SI) Focus Areas (FA) Superintendent Evaluation (SE)												
SI-1: Academic Excellence FA -1: Proficiency FA-2: Academic Growth FA-3: Achievement Gaps FA-4: College and Career Readiness			X					X		X		
SI-2: Engagement FA-5: Value/Return on Investment FA-6: Disproportionality FA-7: Family/Community Engagement and Customer Service SE-3: Treatment of Students and Their Families			X									X
SI-3: School Support FA-5: Value/Return on Investment FA-7: Family Community Engagement				X					X			X
SI-4: Clarity and Focus FA-5: Value/Return on Investment											X	X

B/SL-5: FORMATIVE SUPERINTENDENT AND BOARD PERFORMANCE ASSESSMENT
(continued)

Board of School Trustees **CLARK COUNTY SCHOOL DISTRICT**

FORMATIVE ASSESSMENT	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Balanced Governance™ Standards												
BG-1: Vision-Directed Planning										X		
BG-2: Family/Community Engagement											X	
BG-3: Effective Leadership												X
BG-4: Using Data for Continuous Improvement and Accountability	X											
BG-5: Cultural Responsiveness SE-2.1: Commitment to Diversity		X										
BG-6: Learning Organizations			X									
BG-7: Systems Thinking				X								
BG-8: Innovation and Creativity					X							
BG-9: Board Member Conduct Ethics, and Relationship with Superintendent						X						
BG-10: Budgeting and Financial Accountability SE-5: Financial Planning/Budgeting							X					
Superintendent Evaluation (SE)												
SE-12: Annual Report to the Public: State of the Schools		X										
TOTAL EACH MONTH	1	2	6	2	3	1	1	5	1	4	2	4