



Responsible Office: Office of the Board of Trustees & Superintendent

BOARD POLICY 9081

FORMATIVE MONITORING OF THE SUPERINTENDENT AND STRATEGIC GOALS

PURPOSE

The Board of Trustees (“Board”) and Superintendent form a team and therefore it is critical that the Board monitor its own Balanced Governance Model Goals and Standards in conjunction with the Superintendent’s activities. In many cases, the Superintendent is responsible for ensuring that the Board Balanced Governance Model Standards are implemented throughout the Washoe County School District (“District”) organization and so combining both the Superintendent Formative Evaluation and the Board Governance Evaluation monitoring into the single schedule is helpful to ensure coalesced effort and coordination toward achieving the District Values, Mission, Vision, Strategic Goals, and Balanced Governance Model Standards.

POLICY

1. 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.
2. Systematic and rigorous formative assessment of Superintendent job performance shall be based on the following expected outputs: organizational accomplishment of Board policies on District Values, Mission, Vision, Strategic Goals, Balanced Governance Model Standards, student learning objectives, and organizational operation included in the Superintendent evaluation rubric.
3. Accordingly, formative assessment shall be accomplished as follows:
 - a. Formative assessment is simply to determine the degree to which the expected outputs, as noted above, are being met. Data that does not measure these expected outcomes shall not be considered to be formative

assessment data.

- b. The Board shall require formative assessment data by one or more of the following methods:
 - i. By internal report, in which the Superintendent provides progress checking information and data to the Board on the expected outputs as noted above.
 - ii. By external report, in which an external disinterested third party selected by the Board assesses implementation fidelity with Board policies.
 - iii. By direct Board inspection, in which a working committee of the Board assesses implementation fidelity with the appropriate policy criteria.
- c. Formative assessment data shall be submitted in a timely, accurate, and understandable fashion, directly addressing Board policies and the provisions therein, and included in the expected outcomes noted above.
- d. The process for an individual Board member to request direct inspection of policy implementation fidelity is as follows:
 - i. The Board member submits an agenda item requesting discussion and possible action on a Board policy by an individual, committee, or the whole Board.
 - ii. The Board convenes to discuss the direct inspection request and takes action accordingly. A majority vote of the full Board is needed to proceed.
 - iii. The outcome of the direct inspection is posted as an agenda item for discussion and possible action upon completion of the inspection.
- e. 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.
- f. When determining whether policy has been implemented with fidelity, the Board shall find the implementation of the policy "proficient" when a majority of the provisions have been addressed based on supporting evidence provided by the Superintendent, or "needs improvement" when

a majority of the provisions have not been addressed based on supporting evidence provided by the Superintendent.

- i. When policy implementation is determined to be “accomplished” the Board has the option to note areas of growth in cases where one or more of the provisions of the policy are deemed “developing” or “distinguished” when one or more provisions of the policy have been met above and beyond the intent of the policy.
 - ii. When policy implementation is determined to be “developing” 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 proficient 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.
- g. All District Values, Mission, Vision, Strategic Goals, and Balanced Governance Model Standards, and Student Learning Objectives shall be assessed at a frequency and by a method chosen by the Board. The Board can request a review and assessment of any Board policy by any method, but shall ordinarily depend on receiving the Superintendent’s formative assessment reports on the Formative Report Schedule.
- h. Formative Report Schedule. The Formative Report Schedule is an annual calendar which indicates, in advance, at which board meeting each of the District Values, Mission, Vision, Strategic Goals, Balanced Governance Model Standards, and Student Learning Objectives are to be placed on the agenda. The Superintendent and staff intend to bring formative reports, discussion, and possible Board policy action on these topics.
 - i. The Formative Report Schedule shall be prepared by the Superintendent and Chief of Staff prior to the beginning of the school year and delivered to the Board no later than June.
 - ii. The Formative Report Schedule may be modified at any time upon recommendation of either the Superintendent, their designee, or Trustees.
 - iii. Any modification to the Formative Report Schedule shall be approved by the Board prior to any changes to the Schedule.
- i. A new Superintendent shall provide formative assessment reports

beginning from the date the Superintendent was appointed.

- i. Information that would have otherwise come to the Board as part of the formative assessment process shall still be provided to the Board.
 - ii. The previous Superintendent formative assessment data may be used to drive future decisions
- j. The formative assessment process of the previous Superintendent shall be presented but shall not be evaluated with regard to the current Superintendent evaluation.

DESIRED OUTCOMES

1. The evaluation of the Superintendent shall encourage a stable and positive working relationship between the Board of Trustees and the Superintendent.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This policy reflects the goals of the District's Strategic Plan and complies with the governing documents of the District.

REVIEW AND REPORTING

1. The Superintendent will be evaluated annually in a public meeting.
2. The results of the Superintendent evaluation shall be made part of the public record.

REVISION HISTORY

Date	Revision	Modification
10/25/2016	1.0	Adopted