

## Appendix B

### Superintendent Performance Evaluation Form

This evaluation tool uses the below assessment measures as a basis for indicating your impression of the superintendent's performance in the areas of Student Growth and Achievement; Organizational Leadership; District Operations and Financial Management; Communication and Community Relations; Human Resource Management; and Professionalism.

Distinguished	<ul style="list-style-type: none"> <li>• Performance is clearly outstanding</li> <li>• Performance is superior, far exceeding expectations</li> <li>• Performance is exceptional on a regular basis – the superintendent far outperforms relative to minimum expectations</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>• Adequately performs all functions within the role, meeting or occasionally exceeding expectations</li> <li>• Performance is adequate, meeting or occasionally exceeding standards or expectations generally associated with performance</li> </ul>
Needs Improvement	<ul style="list-style-type: none"> <li>• Periodically fails to meet expectations associated with assigned tasks, targeted goals, or professional competencies</li> <li>• 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</li> </ul>
Failing	<ul style="list-style-type: none"> <li>• Performance is below acceptable levels</li> <li>• Fails to meet most expectations associated with the role of superintendent – substantial professional improvement is needed before the superintendent can be considered proficient in the role</li> </ul>

The superintendent is evaluated on each of the six *Objective Performance Standards*. *Objective Performance Standards* should be included in the superintendent's contract, and are the basis for the overall performance rating made available to the public at the completion of the performance review. Below each *Objective Performance Standard* are several customizable *Key Performance Indicators* that may help board members and the Board to assess overall performance in each *Standard*. Boards are encouraged at the beginning of the evaluation cycle to discuss each *Objective Performance Standard* to determine if and what changes should be made to the *Key Performance Indicators* so that they remain representative of the collective expectations of the Board.

**Superintendent's name:** Dr. Brian J. Costello

**School Year:** 2019-2020

**Rating:** Distinguished

**Board President's signature:**

