

MANCOS RE-6 SCHOOL DISTRICT
Board of Education Evaluation of the Superintendent
Dated 1/1/2023 to 12/31/2023 **COMBINED REVIEW FORM**

EVALUATION PROCESS & TIMELINE

- Step 1:** Self-evaluation to be completed by Superintendent, along with the goal setting process with provision to President of the Board no later than November 30th.
- Step 2:** Self-evaluation completed by the Superintendent to be provided to the Board of Director members, no later than December 7th for their review and use in process below.
- Step 3:** Evaluation forms to be completed by the currently elected Board of Director members in December of each calendar year. All forms should be provided to the President of the Board, or designated board member, no later than December 31st for the compilation of a master evaluation by no less than two current Board members, or more as designated by the President of the Board.
- Step 4:** Annual evaluation presented to Superintendent every January to include discussion of combined (master) evaluation and Superintendents self-evaluation. The discussion of district goals, in alignment with the superintendent evaluation process shall be set forth by the Board and Superintendent will begin in January presentation.
- Step 5:** Agreed upon district goals, aligned with the Superintendent evaluation, will be worked on with staff and board, then a final presented with discussion no later than the April Board of Directors meeting.
- Step 6:** A Mid-Year District Standards and Goals Review to be completed by Board of Directors with Superintendent at the September Board of Directors meeting, i.e. work session, annually. This review will be related to the standards previously set and documented as presented in final in April. Furthermore, an update should be provided related to the evolution of these standards in written form, including any data applicable, and should be provided in written form to the Board of Directors no later than two weeks prior to the September Board Meeting.

INSTRUCTIONS FOR SUPERINTENDENT

1. Complete all performance ratings by selecting the appropriate rating, as defined below, and recording it in the Superintendent Rating column on pages 3-4. When selecting your rating, please remember the following:
 - A strong command (3) indicates that there is an effective command meeting the standard with desired outcomes appropriately demonstrated.
 - For 0 or 4 (unknown or distinguished command) you must provide specific feedback in Superintendent comments.
 - For 1, 2, or 3 ratings: feedback isn't required in the comments, but you should be prepared to discuss the rationale for your rating during the January Board of Directors meeting.
 - Ratings should be whole numbers (e.g. 3 is OK but not 3.5).
2. Draft at least four goals, preferably one per standard if applicable, that you would like to see addressed and/or accomplished for the upcoming year on page(s) 6-7.
3. Forward the completed appraisal form to the President of the Board of Directors no later than November 30th.

INSTRUCTIONS FOR BOARD OF EDUCATION

1. After receiving the appraisal copy from the Superintendent, complete all performance ratings by selecting the appropriate rating, as defined below, and recording it in the Board of Directors (BOD) Rating column on pages 3-4. When selecting your rating, please remember the following:
 - A strong command (3) indicates that there is an effective command meeting the standard with desired outcomes appropriately demonstrated.
 - For 0 or 4 (unknown or distinguished command) you must provide specific feedback in Board of Director comments.
 - For 1, 2, or 3 ratings: feedback isn't required in the comments, but you should be prepared to discuss the rationale for your rating during the January Board of Directors meeting.
 - Ratings should be whole numbers (e.g. 3 is OK but not 3.5).
2. Review, revise and/or expand upon the Superintendents goals, as provided on page(s) 6-7.
3. Forward the completed appraisal form to the President of the Board of Directors no later than December 31st.

PERFORMANCE EVALUATION RATING DEFINITIONS

SCORE VALUE 4 Distinguished Command (DC) Accomplished	<p>All four descriptors are present with clear and exemplary demonstration of objective being met, exceeding expectations, and accomplishing goal related to the domain. This can be demonstrated through analytics, scores, engagement, feedback, and related data.</p>
SCORE VALUE 3 Strong Command (SC) Effective	<p>There is a minimum of three of four descriptors are present with expectations met in a clear and concise fashion. Domain and/or goal is being met with appropriate resources, actions and the outcomes are easily and recognizably demonstrated through data and feedback.</p>
SCORE VALUE 2 Moderate Command (MC) Developing	<p>There is a minimum of two of four descriptors are present. The domain and/or goal is beginning to develop. A vision combined with resources, actions and additional engagement can be observed, however the measurement may be difficult to effectively quantify at this stage. The goal is in a development phase yet.</p>
SCORE VALUE 1 Limited Command (LC) Ineffective	<p>There is a minimum of one of four descriptors are present. Little evidence exists of the objective being met, implemented or effective. There is no easy way to determine actions, outcomes or feedback related to said domain.</p>
SCORE VALUE 0 Unknown Command (U) No Data Existing	<p>Zero of four descriptors are present. No evidence exists of the objective being attempted, implemented or effectiveness.</p>

Ratings: Distinguished Command (DC), 4; Strong Command (SC), 3;
Moderate Command (MC), 2; Limited Command (LC), 1; or Unknown Command (U) 0

STANDARD:

INSTRUCTION AND ACHIEVEMENT

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<p>Adequately follows through with continual communications on Mancos RE-6 Strategic plan and standards;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oversees monthly Strategic Plan reports to the Board of Education <input type="checkbox"/> Facilitates school leadership and the Board with annual Strategic Plan update <input type="checkbox"/> Ensures that all staff have the Strategic Plan <input type="checkbox"/> Ensures the Strategic Plan reports are housed on the website 		
<p>Use instructional coaching strategies to ensure the highest quality system of curriculum, instruction and assessment, while maximizing collaboration and preparation time;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a process for school leaders to be instructional coaches with a uniform observation form <input type="checkbox"/> Ensures competency with instructional coaching through professional training of the instructional coaches <input type="checkbox"/> Ensures all teaching staff are observed several times a year <input type="checkbox"/> Ensures instructional coaching is focused on district priorities 		
<p>Continually developing and/or ensuring high-quality instruction, ensuring quantified student academic achievement and growth with a commitment to the whole child;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures student academic development by measuring student growth and achievement through local or national measures and reporting the outcomes to the Board <input type="checkbox"/> Oversees a curriculum review process to ensure relevant, contemporary, and standards-based curriculum <input type="checkbox"/> Ensures whole child development through ongoing SEL professional development <input type="checkbox"/> Ensures high-quality instruction through the budget process that emphasizes academic growth and SEL above other responsibilities 		

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Collect and use data to identify growth, goals, assess organizational effectiveness and promote organizational learning;

- ☐ Establishes the use of data as a central process for measuring student development (MTSS)
- ☐ Uses best practices MTSS procedures to collect data from appropriate sources
- ☐ Ensures data is discussed by staff and Board and an annual district goals professional development
- ☐ Holds Principals accountable for student academic achievement and growth

The superintendent with principals will analyze student data to ensure growth and achievement for all students;

- ☐ Superintendent and Principals ensure that all students are tested with nationally normed assessments in a regular system that produces actionable data
- ☐ Superintendent and Principals with instructional leader discuss academic data monthly as a Professional Learning Community (PLC)
- ☐ Ensures that Principals discuss data with instructional staff on a monthly basis
- ☐ Superintendent and Principals ensure staff understand the value and use of nationally normed assessments

Summary Commentary:

- Mr. Cordrey and his administration team present informative and data driven reports on both instructional progress and the Strategic Plan to the Board monthly.
- The carrying out of plans put in place for MTSS, Pathways, Project Based Learning (PBL), and the Strategic Plan are showing progress and improved growth and achievement with our students.
- Mr. Cordrey has implemented instructional coaching and professional training for those coaches.
- The curriculum review process has become more transparent and has more Board involvement.

STANDARD:
CULTURE AND HUMAN RESOURCES

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Developing a culture of intentional, collaborative and continual learning, while maintaining professional staff leadership, integrity and productivity;

- ☐ Ensures that staff receive training annually on professional standards, i.e., mandatory reporting and student engagement and transportation best practices
- ☐ Ensures staff receive ongoing professional development as it relates to culture and climate development. Culture is what staff does, and Climate is how staff feels.

<input type="checkbox"/> Ensures that the school district employs a Human Resource Director who manages tools to improve Culture and Climate and Human Resources for staff <hr/> <hr/> <hr/> <input type="checkbox"/> Ensures that the Culture and Climate professional development is part of the professional development annual plan as represented in the district professional calendar <hr/> <hr/> <hr/>	continued.....	
<p>Maintain a regular presence in district buildings to ensure quality and remain current in understanding the needs of those you serve;</p> <input type="checkbox"/> Superintendent is the staff leader for the District Accountability Committee <hr/> <hr/> <hr/> <input type="checkbox"/> Superintendent leads annual professional development staff kick-off and closure sessions <hr/> <hr/> <hr/> <input type="checkbox"/> Superintendent visits all classrooms on a regular basis <hr/> <hr/> <hr/> <input type="checkbox"/> Superintendent is seen on campus by staff and parents, including extracurricular activities <hr/> <hr/> <hr/>		
<p>Participates and ensures a system of professional development and district activities available as allowable, while representing and setting the professional expectations desired of the district as a whole;</p> <input type="checkbox"/> Superintendent is responsible for increasing MTSS practices at the school district <hr/> <hr/> <hr/> <input type="checkbox"/> Superintendent is responsible for a comprehensive district professional development schedule <hr/> <hr/> <hr/> <input type="checkbox"/> Superintendent is responsible for providing external expert professional development to the school district <hr/> <hr/> <hr/> <input type="checkbox"/> Superintendent leads new staff orientation with a focus on professional practices and district expectations <hr/> <hr/> <hr/>		
<p>Develops leaders adequately fluent in conflict resolution and Instructional Coaching, while encouraging collaboration and continuous improvement, with the ability to accept criticisms and respond appropriately;</p> <input type="checkbox"/> Superintendent provides annual professional training for Principals about effective instructional coaching <hr/> <hr/> <hr/> <input type="checkbox"/> Superintendent provides annual professional training for Principals about effective conflict management procedures <hr/> <hr/> <hr/> <input type="checkbox"/> Superintendent provides annual professional training for Principals about effective human resource management <hr/> <hr/> <hr/>		

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- ☐ Superintendent provides annual professional training for Principals about effective trauma-informed practices

Provide an effective system of recruiting, hiring, placement and dismissing continually supported by a staff performance system that is fair, equitable and provides on-going observation and feedback;

- ☐ Superintendent will maintain an open door policy, seek staff input, and promote internal leadership opportunities
- ☐ Superintendent will meet with leadership and managers of all departments through regular one-on-one meetings
- ☐ Superintendent will ensure that all staff are evaluated annually with growth goals
- ☐ Superintendent will maintain transparency and equity through a published human resources manual and salary schedules

Summary Commentary:

- Professional development has improved and is being implemented district wide via professional development (PD) days, RANDA observations and instructional coaching.
- Mr. Cordrey has instituted the development of individual department policy manuals and will report to the board as to progress.
- Mr. Cordrey recognizes the need for our District to have a Human Resources director but is constrained by limited financial assets to fill the position.
- Instruction in conjunction with the Strategic Plan is in the process of being implemented district wide.

STANDARD:

MANAGEMENT AND BOARD RELATIONS

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Lead from policy and agreements; preparing all required reporting, managing all budgets and resources, while keeping accurate policy and records up to date; expected completion of a balanced budget each fiscal year;

- ☐ Superintendent will maintain a balanced budget or receive Board support for ending fund balance buy-down to achieve district outcomes
- ☐ Superintendent will support school leaders and department heads to understand district policy
- ☐ Superintendent will provide legal compliance through efficient and thorough legal general council support
- ☐ Superintendent will ensure compliance with CDE through efficient and accurate reporting

Working to always improve and build systematic, effective communications across the district while ensuring expectations are always clearly communicated and understood by Board, Staff and Students.

- ☐ Superintendent will ensure that communication procedures are funded

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- ☐ Superintendent will ensure that there is a communication plan for the district that serves staff, students, parents and the community

- ☐ Superintendent will ensure that the majority of media coverage of the school district is positive

Superintendent will ensure that the PowerSchool SIS platform is up-to-date and accurate with student data

Ensures leadership is aligned, engaged, and fully understands all district and board directives and policies; while always striving for a safe, orderly and supportive environment.

- ☐ Superintendent will ensure that each school leader and department has its own policy manual

- ☐ Superintendent will ensure that all staff receives professional development training that aligns to their position

- ☐ Superintendent will ensure that all staff receives professional development training about the strategic plan

- ☐ Superintendent will ensure that all staff have been trained on safety protocols

Aligned to a strategically framed board of education; advancing district excellence through a focus on the board's goals; makes sound directives to the board;

- ☐ Superintendent will ensure that the school district is aware of the Strategic Plan directives through its monthly Strategic Plan objective reports

- ☐ Superintendent will ensure that each board member understands the Strategic Plan

- ☐ Superintendent will ensure the Board receives annual professional development training on roles and responsibilities, legal compliance, and academic development

- ☐ Superintendent will maintain professional practices by attending industry conferences, maintaining a strong relationship with CDE, legal counsel, and regional leaders

Builds professional relationships with board members, keeping the board informed of district activities, progress and problems, and is receptive to board member feedback, criticism, ideas and suggestions;

- ☐ Superintendent will ensure that the Board receives regular communication about school activities

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- ☐ Superintendent will ensure the Board relationship by maintaining regular meeting schedules with each Board member

- ☐ Superintendent will ensure that the Board has direct access to the Superintendent

- ☐ Superintendent will ensure that all Board members are treated with respect and are affirmed for their service.

Summary Commentary:

- Mr. Cordrey has an open-door policy for the Board, staff and community, and affirms the work of the Board consistently and sincerely.
- Communications between administration, staff, the Board, and the public have improved and become more transparent.
- Mr. Cordrey and Ms. Miller (Business Manager) have consistently done a remarkable job of keeping us within our budget.

STANDARD:

COMMUNITY RELATIONS

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Advocates for the district through local, area and state opportunities while representing the district in a positive and professional manner;

- ☐ Superintendent will be engaged in community groups or organizations

- ☐ Superintendent will be engaged in professional groups or organizations

- ☐ Superintendent will be engaged in media development

- ☐ Superintendent will increase student opportunities for students and staff

Engages external constituents to build support and ownership;

- ☐ Superintendent will support the non-profit sector engagement with the school district

- ☐ Superintendent will support the for-profit sector engagement with the school district

- ☐ Superintendent will support the governmental sector engagement with the school district

- ☐ Superintendent will affirm parents and be accessible to parents

Represents the District and Board appropriately and effectively in local/regional/state opportunities;

- ☐ Superintendent will represent the district at Colorado Association of School Boards events

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- ☐ Superintendent will represent the district at Colorado Association of School Executives events

- ☐ Superintendent will represent the district at Colorado Department of Education events

- ☐ Superintendent will represent the district by meeting with state legislators, town administrators, and state officials

Summary Commentary:

- Mr. Cordrey is active in our community and with our local and state administrators. He represents the Mancos School District very well.
- Mr. Cordrey has brought significant grant funding to our district which has enhanced the school's ability to provide critical staff support.
- Additionally, his work with Mancos United has helped that organization to become a valuable resource to both the District and our community.

18 Total Scoring Line Items = 72 Overall Points

55 - 72 = Distinguished Command (DC)

38 - 55 = Strong Command (SC)

19 - 37 = Moderate Command (MC)

1 - 18 = Limited Command (LC)

0 = Unknown Command (U)

Board Combined Score:

52.4

Strong Command