

School District of Philadelphia  
Superintendent Performance Evaluation Form  
Dr. William R. Hite  
2014-15  
Annual Review

School Reform Commission

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

<b>Distinguished</b>	<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 or continuous basis – the superintendent far outperforms relative to minimum expectations</li> </ul>
<b>Proficient</b>	<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>
<b>Needs Improvement</b>	<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>
<b>Failing</b>	<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>

**Dr. William R. Hite**  
*Superintendent’s Name*

**School Reform Commission**  
*Evaluator’s Name*

**2014-2015**  
*School Year*

## Student Growth and Achievement

*Superintendent uses multiple data sources to assess student success and growth as appropriate, specific to needs within the district and as determined annually in collaboration with the SRC. Annual or other district performance objectives are articulated and clearly achieved under the direction of the superintendent relative to clearly articulated measures.*

Distinguished	Proficient	Needs Improvement	Failing
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## Systems Leadership

*Superintendent has worked collaboratively with the SRC to develop a vision for the district, displays an ability to identify and rectify problems affecting the district, works collaboratively with district administration to ensure best practices for instruction, supervision, curriculum development, and management are being utilized, and works to influence the climate and culture of the district.*

Distinguished	Proficient	Needs Improvement	Failing
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## District Operations and Financial Management

*Superintendent manages effectively, ensuring completion of activities associated with the annual budget; overseeing distribution of resources in support of district priorities; and directing overall operational activities within the district.*

Distinguished	Proficient	Needs Improvement	Failing
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## Communication and Community Relations

*Superintendent communicates with and effectively engages the staff, the SRC, and members of the community, clearly articulating district goals and priorities, addressing local and broader issues affecting the district, and building support for district initiatives, programs and short/long-range plans.*

Distinguished	Proficient	Needs Improvement	Failing
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## Human Resource Management

*Superintendent incorporates best practices for human resource management and oversight, coordinating staffing, recruitment, and other human resource functions within the district.*

Distinguished	Proficient	Needs Improvement	Failing
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## Professionalism

*Superintendent models professional decision-making processes and ethical standards consistent with the values of Pennsylvania's public education system as well as that of the local community. Superintendent additionally works to individually reflect upon her/his effectiveness within the role, and works to improve effectiveness through the use of professional development literature and activities.*

Distinguished	Proficient	Needs Improvement	Failing
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**Statement from the School Reform Commission:**

Under the leadership of Dr. Hite, The School District of Philadelphia (District) made budgetary gains in the 2014-15 school year. These included securing over \$50 million in recurring revenue and positioning the District to weather six months without a state budget. While these achievements are significant, they do not alleviate the need for substantial additional resources for our schools. We remain grateful to Dr. Hite for his strong leadership in this difficult time and to the commitment and hard work of teachers, administrators, families, and students. Noting these circumstances, Dr. Hite has once again declined to be considered for the year-end performance compensation to which he is eligible by contract. On December 17, the School Reform Commission will consider amending Dr. Hite's contract to eliminate this clause. Going forward, Dr. Hite would only receive pay increases at the same time and percentage as those given to teachers.