

School District of Philadelphia
Superintendent Performance Evaluation

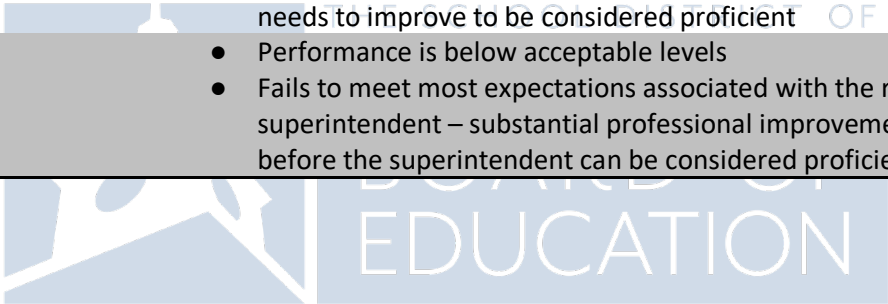
Dr. William R. Hite



Board of Education

This evaluation tool uses the assessment measures below as a basis for indicating your impression of 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.

Distinguished	<ul style="list-style-type: none"> ● Performance is clearly outstanding ● Performance is superior, far exceeding expectations ● Performance is exceptional on a regular or continuous basis – the superintendent far outperforms relative to minimum expectations
Proficient	<ul style="list-style-type: none"> ● Adequately performs all functions within the role, meeting or occasionally exceeding expectations ● Performance is adequate, meeting or occasionally exceeding standards or expectations generally associated with performance
Needs Improvement	<ul style="list-style-type: none"> ● Periodically fails to meet expectations associated with assigned tasks, targeted goals, or professional competencies ● 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
Failing	<ul style="list-style-type: none"> ● Performance is below acceptable levels ● 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



Superintendent: William Hite

Evaluator: Board of Education

School Year 2018-19

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 Board. 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 Board 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 Board, 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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Comments

During the 2018-19 school year, the School District of Philadelphia continued to make clear progress under the leadership of Dr. Hite. We thank Dr. Hite for his commitment to the students and families of Philadelphia and look forward to continuing in this work together.

This evaluation considers only performance known during the 2018-19 school year. Events and outcomes from the 2019-20 school year will be reflected in the 2019-20 evaluation.