MASB
MICHIGAN ASSOCIATION OF SCHOOL BOARDS

SUPERINTENDENT
EVALUATION INSTRUMENT

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Revised December 2025

A. Governance & Board Relations

Weight: 20%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
A1	**Policy Involvement** Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	**3**
A2	**Goal Development** Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district and reports goal progress to board. Provides the necessary financial strategies to meet those goals. Budget practices help to ensure alignment of resources to goals.	**3**
A3	**Information** Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Has established mutually agreed upon protocols that consistently keeps all board members informed with appropriate information as needed so the Board may perform its responsibilities.	**3**
A4	**Materials and Background** Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Meeting materials are provided with adequate background and historical perspective included. Recommendations are well thought out.	**3**
A5	**Board Questions** Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	**3**
A6	**Board Development** Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Actively encourages board development by providing board members with information regarding board development opportunities when they arise. Ensures funding is available and aligned to board development plan.	**3**
				Category rating:	**3**

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Meeting agendas/minutes
- Board packets
- Board development materials
- Memos/communications
- Board policies/policy book
- Retreat agendas/minutes
- Board development plan
- Communication protocols
- Policy review calendar

A. Governance & Board Relations, continued

Weight: 20%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**
Superintendent Nash continues to do an excellent job with communication with the Board. We like how she connnects weekly updates to the Board packet and assessment process. She is responsive to board members, following up and following through.	

B. Community Relations

Weight: 15%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
B1	**Communication With Community/Parents** Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't engage. Is not proactive with communication.	Actively seeks two-way communication with the community and parents as appropriate.	**3**
B2	**Community/Parent Input** Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community/parents.	Accepts input from community/parents, but fails to seek it. Does not engage community/parents in consideration of decisions or goal setting.	Actively seeks community/parent input and engages community/parents in goal setting and decision-making.	**3**
B3	**Media Relations** Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Actively engages the media to promote the district and provide timely and effective information.	**3**
B4	**District Image** Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image at all times and is a champion for the district. Knowledgeable and speaks well for the district.	**3**
B5	**Approachability** Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at a variety of events and is approachable by members of the community.	**3**
				Category rating:	**3**

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Third party survey data
- School accreditation survey data
- Meeting invitations, agendas
- Press releases
- Community meeting agendas
- News clips/interviews
- Community engagement calendar
- Strategic planning agenda(s)
- Communications
- Service club membership(s)

B. Community Relations, continued

Weight: 15%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**
Superintendent Nash provides lots of avenues for communication with parents and community. She needs to continue to streamline or enhance communications as appropriate. She is visible and approachable and that is appreciated.	

C. Staff Relations

Weight: 15%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
C1	**Staff Input** Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Actively seeks staff input and engages staff in goal setting and decision-making.	**2.5**
C2	**Staff Communications** Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Consistently keeps staff informed of important matters.	**3**
C3	**Personnel Matters** Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	**3**
C4	**Delegation of Duties** Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	**3**
C5	**Recruitment** Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	**3**
C6	**Labor Relations (Bargaining)** Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	**3**
C7	**Visibility in District** Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is occasionally present at building programs and special activities.	Consistently visits buildings/classrooms and attends special activities.	**3**
				Category rating:	**2.928571**

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Third-party survey data
- School accreditation survey data
- Hiring process documentation
- Personnel policies and procedures
- Recruitment calendar
- Staff leadership development plan
- Negotiations documentation
- School visit calendar
- Communications
- Staff meeting agendas/minutes

C. Staff Relations, continued

Weight: 15%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**
Nikki has made important progress with labor relations in the district and that is appreciated. She has good relationships with staff. She should continue to work to gain input from staff and listen as needed.	

D. Business & Finance

Weight: 20%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
D1	**Budget Development and Management** Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data while also planning for long-range needs. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	**3**
D2	**Budget Reports** Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc.) as agreed upon by governance team.	**3**
D3	**Financial Controls** Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	**3**
D4	**Facility Management** Professional Standards for Educational Leaders: 5, 9	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	**3**
D5	**Resource Allocation** Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	**3**
				Category rating:	**3**

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Strategic plan
- Auditor's report
- District budget
- Budget-related communications
- Election results that impact funding or facilities
- Evidence of budgetary alignment to district-wide goals
- Grants received/applied for
- Policies/procedures related to fund management
- Long-term financial forecast data
- Facilities maintenance plan
- Facilities management plan

D. Business & Finance, continued

Weight: 20%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**
The Disrict is strong financially. We appreciate the positive direction with budgeting and we should continue with strong internal controls.	

E. Instructional Leadership

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
E1	**Performance Evaluation System** Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results. Individual Development Plans are provided to staff rated as less than effective.	**3**
E2	**Building-Level Leadership** Professional Standards for Educational Leaders: 4, 6, 7	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	Principals are provided defined autonomy consistently with accountability. Goals for learning and instruction are prioritized.	**3**
E3	**Staff Development** Professional Standards for Educational Leaders: 6, 10	Staff development isn't consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	**3**
E4	**School Improvement (MICIP)** Professional Standards for Educational Leaders: 6, 9, 10	School improvement (MICIP) efforts are limited. There is no comprehensive plan in place.	School improvement (MICIP) plans are in place at the building level but lack district-wide coordination.	School improvement (MICIP) plans are in place at all buildings and align to the district-wide goals.	**3**
E5	**Curriculum** Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	**3**
E6	**Instruction** Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning needs and levels of readiness. Technology is used to enhance teaching and learning.	**3**
E7	**Student Voice** Professional Standards for Educational Leaders: 3, 5	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Seeks the student voice through engagement of students in goal development and/or decision-making.	**2.5**

E. Instructional Leadership, continued

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
E8	**Support for Students** Professional Standards for Educational Leaders: 3, 5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Maintains a safe, caring and healthy learning environment.	3
E9	**Professional Knowledge** Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	3
				Category rating:	**2.9444444**

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Staff evaluation calendar
- District performance evaluation system
- Superintendent professional growth plan
- Curriculum
- RtI/MTSS
- Superintendent professional development
- Teacher analysis of student achievement data
- Curriculum audit

Strategic plan/district-wide goals

- Staff development plan
- Professional development calendar
- Instructional model(s)
- Documentation of instructional rounds
- Curriculum team agendas
- Instructional audit
- Coaching documentation

Observational data from staff

- Positive behavior supports/character programs

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**
Nikki did a great job organizing our teams to help implement the strategic plan. She also does a good job motivating others to success.	

F. Determining the Professional Practice Rating

Superintendent Name: Nikki Nash School Year: 2026-27

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	3 x 20%	= 0.6
B. Community Relations	15% (.15)	3 x 15%	= 0.45
C. Staff Relations	15% (.15)	2.928571429 x 15%	= 0.439285714
D. Business & Finance	20% (.2)	3 x 20%	= 0.6
E. Instructional Leadership	30% (.3)	2.944444444 x 30%	= 0.883333333
Total Possible	100%	**Score:**	2.972619048
		Adjusted (Score / 3) =	99%

G. Other Required Components of Evaluation

Superintendent Name: Nikki Nash School Year: 2026-27

Student Growth and Assessment Data or Student Learning Objectives Metrics

Weight: 20%

Student growth and assessment data used for superintendent evaluation may be the combined student growth and assessment data used in teacher/administrator evaluations for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Locally determined	Locally determined	Locally determined	**3**
Growth:				
Evidence:	District Growth Model			
			Component score:	**3**

Progress Toward District-Wide Goals

Weight: 15%

Progress made by the school district in meeting the goals set forth in the school district's school improvement (MICIP) plans or district goals.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Progress was made on fewer than 67% of goals	Progress was made on 67-84% of goals	Progress was made on 85-100% of goals	**3**
Progress:				
Evidence:	As indicated in District-Wide Improvement Plan or District Goals			
			Component score:	**3**

H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, pg. 14)	65% (.65)	2.972619048 x 65%	= 1.932202381
Student Growth (Component score, pg. 15)	20% (.20)	3 x 20%	= 0.6
Progress Toward District-Wide Goals (Component score, pg. 15)	15% (.15)	3 x 15%	= 0.45
Total Possible	100%	**Total Score:**	2.982202381
		Total Score / 3=	99%

Evaluation rating as follows: 85% - 100% = Effective; 67% - 84% = Developing; Less than 67% = Needing Support

Comments by Board of Education:	Comments by the Superintendent:
The Board appreciates her leadership for the district. She has continued to grow as a superintendent. She works well with the board, the staff, parents, and community. We look forward to a continued positive relationship.	

Board President's Signature: _____ Date: _____ Superintendent's Signature: _____ Date: _____

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily indicate agreement with the evaluation.)