

SUPERINTENDENT EVALUATIONS IN VIRGINIA:

THE SUPERINTENDENT'S PERSPECTIVE

by

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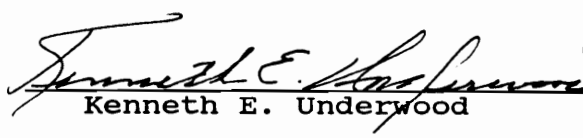
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(ABSTRACT)

Statement of the Problem: The purposes of this study were threefold. The first was to identify the current practices and procedures being utilized in the Commonwealth of Virginia to evaluate local public school superintendents. Secondly, the study compared the reported practices from Virginia with those which have been identified as "best practices" from a review of the literature. Finally, this study examined selected variables which might have influenced the evaluation process of superintendents.

Research Procedures: This descriptive study was designed to identify current practices within the State of Virginia related to the evaluation of public school superintendents. A questionnaire was used to survey the public school superintendents in Virginia to gain their perspective on the evaluation procedures utilized by school boards to evaluate their performance. Frequencies and percentages were used to report the data.

Outcomes: The results of this study revealed that the practices currently used in Virginia need to be reviewed and improved. Less than half of the school boards in Virginia have established procedures or policies in place to evaluate their superintendents. Most superintendents report not having a formal evaluation procedure in place in their school division. Evaluation procedures in Virginia for public school superintendents do not compare favorably with identified best practices for superintendent evaluation. The study also revealed that the size and wealth of the school division influenced the evaluation process for the superintendent. Superintendents from larger school divisions are more likely to have formal evaluation procedures in place than superintendents from small or average size school divisions. Wealthy school divisions were also more likely to utilize a formal procedure for evaluating the superintendent than divisions identified as low or average wealth.

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CHAPTER I

Introduction

"As the person most responsible to the board for carrying out your programs, and for serving as the liaison between the board and its employees, your superintendent holds the most important administrative job. But how well is he or she doing? Do you know? . . ." (NSBA Leadership Reports, 1982, p. 26). This is a question that many school boards find they are not in a position to answer or even have a procedure to find the answer. The superintendent of schools plays a significant role in establishing the direction of a school system. His performance, either positive or negative, impacts directly on the quality of the instructional program provided the young people under his care as well as the cost of the educational program, for a community.

The performance of the chief executive officer of the school district should be of primary concern to the community and the local school board. Richard Dittloff (1982) indicates that assessing the job performance of the superintendent should be one of the most important tasks in which a school board becomes involved. Unfortunately, Dittloff goes on to note, ". . . only approximately 20 percent of school boards regularly conduct formal

performance evaluations of their chief executive officers" (p. 41). This would indicate that a significant number of school boards are not following through on a responsibility that could have significant impact on their school system.

Many reasons for this low level of involvement can be offered. The length of time a superintendent has served in a school district, the confidence placed in him/her by a school board, or the lack of experience of school board members have been used to explain the lack of a formal evaluation system for the superintendent. None of these would appear to be adequate if a school board is going to accept its responsibility as the representative of the community. Snavely (1984) points out that to meet their obligations as school board members, they must establish a system to make an informed assessment of the performance of the superintendent. He goes on to say, "It appears logical that the superintendents and boards of education would want to incorporate a sound and meaningful system of performance evaluation . . ." (p. 3).

In addition to the need for more involvement in the method of appraisal used by school board members, there is also a need for superintendents to realize the value of having their performance reviewed on a regular basis. This allows for improvement in areas needing adjustment and recognition for a job well done. Fenster (1985)

acknowledges this when he states that "A good school leader will welcome an appraisal of his leadership abilities and will want to be informed on how well the community feels it is being served, and to consider any adjustments in approach to meet those needs" (p. 1).

With the awareness that superintendents and school boards need to have in place a method for measuring the effectiveness of the chief executive officer of the local school system, it is somewhat surprising that so little attention is paid to this item. The Virginia School Board Association has identified 35 school divisions within the State of Virginia that were involved in superintendent searches during the period December 1, 1988 through December 1, 1989. This amounted to a change of superintendent in more than 25% of the school divisions within the State during that time period. In their study of superintendent turnover in California, Giles and Giles found that a significant factor was the poor relationship between the superintendent and his school board. They stated that ". . . board members and superintendents should find more productive ways of dealing with their disagreements . . ." (p. 19). If this turnover of superintendents is to be slowed, superintendents and school board members must improve their communications. This will require the ongoing effort of both parties. Luehe noted that it is important to

keep the ". . . relationship tuned and roadworthy . . ." (p. 33). He goes on to point out that the superintendent and board have the same goal "the best possible education for the children in your school division" (p. 43).

Purpose of the Study

The purposes of this study were threefold. The first was to identify the practices and procedures being utilized in the State of Virginia to evaluate local public school superintendents. Secondly, the study compared the reported practices from Virginia with those identified as "best practices" based upon a review of the literature. Finally, the study examined selected variables thought to impact the evaluation process of superintendents.

Significance of the Study

Public school administrators have received increased pressure to improve the quality of teacher evaluations and reduce the variation between evaluators. This emphasis is related to the call for greater accountability in schools and the perceived deficiencies in administrators' evaluation skills.

As a result of this call for improved methods and skills in teacher evaluation, a great deal of attention has been given to the improvement and revision of teacher

evaluation systems. As a result of the changes, teachers and administrators have received in-service training to assist them in developing improved procedures.

One group that has failed to receive much attention in the call for improved evaluation procedures has been the senior administrator in local school divisions. In his article dealing with school board responsibility, Rosamilia (1982) indicated that "In an era when accountability seems to be the byword, boards must not labor under the erroneous assumption that the word exists only for those who deal with children on a daily basis . . ." (p. 1). Evaluation procedures for superintendents do not appear to have received the same close scrutiny as teacher evaluation procedures. The need to evaluate the superintendent has also been stressed by Luehe (1989) in his discussion of board/superintendent relations. He notes that the evaluation of the superintendent is key to a successful school division and advises school board members of this when he states ". . . so develop an evaluation instrument that reflects your thinking and that of the superintendent" (p. 33).

There is also strong evidence to support the statement that school boards do not totally understand their role in evaluating the superintendent or are not willing to accept this role. Braddom (1986) echoes this view with her

statement "evaluating your superintendent's job performance is one of the most important-but least understood-functions of the school board . . ." (p. 28).

School boards have become much more assertive in their roles as policy makers for school districts. Many reasons can be given for this apparent activism on the part of school boards. The one that appears most obvious is the influx of new board members who have rejected the passive role many board members have taken in the past.

With this recognized change in member participation, greater effort is required on the part of superintendents and school boards to insure the smooth, orderly functioning of the school system. This can be accomplished only if superintendents and boards communicate their roles so that each understands and accepts the others. This point is emphasized by Bippus (1985) when he states that school boards and superintendents "can avoid such breakdowns in board/superintendent relationships by setting up a clear, logical evaluation system . . ." (p. 42). This is difficult to do if there is not an established method for discussing concerns and recognizing areas of responsibility.

This change in the roles of boards and, in many cases, the failure of superintendents to recognize the change, has led to significant conflicts between boards and superintendents. Weiskittel (1988) indicate that it has

become most difficult for many board members to distinguish the difference between policy making and supervision of the school system on a daily basis. He points out that this can be assisted if a plan is in place that will allow for open communication between the superintendent and the school board. He suggests that many of the conflicts faced by school board members and superintendents could be eliminated if an established procedure was in place to deal with these situations.

One method which might help school districts avoid such conflicts would be to assure that an effective superintendent's evaluation procedure is in place. In an article dealing with improving the performance of school systems, Ingram (1986) stressed that ". . . one of the most important features of effective systems was the requirement that school objectives are coordinated with board and/or superintendent goals" (p. 9). At the present time, there is no established statewide standard or procedure for evaluating the local superintendent in the State of Virginia. Before any action can be taken in this area, the current status of such procedures in the school divisions of Virginia must be established.

Definitions of Terms

For the purpose of this study, the following definitions apply:

Superintendent: The chief executive officer of a school system. In the State of Virginia, this individual is appointed by the school board.

School Board: An appointed body possessing legal power to govern a local school district. The board of a public school system is an agency of government created by the state legislature. Its principal functions are policy-making, appraising, legislating, financing, and authorizing. In the State of Virginia, the board is appointed.

School Board Member: An individual member of a school board.

Evaluation: The appraisal of results, events, or behaviors in terms of predetermined goals or objectives. The act of comparing desired outcomes with actual outcomes; a measure of effectiveness or efficiency.

Summary

Chapter I of the study contains the introduction, purpose of the study, significance of the study, definition of terms and summary. The review of the related literature is discussed in Chapter II. Chapter III outlines the research methodology utilized in gathering the data for this

project. The analysis of the collected data and presentation of the findings is found in Chapter IV. Chapter V contains the summary, findings conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

The purpose of this portion of the study is to review the literature to gain a better understanding of the current thought on superintendent evaluation. In reviewing the current literature, it became apparent that four areas of interest were worthy of consideration. The first area deals with superintendent and school board relations. The second relates to development and implementation of the superintendent's evaluation. Evaluation criteria constitutes the third area, and factors which influence superintendent's evaluations the fourth.

Superintendent and Board Relations and Evaluations

Before any discussion can begin regarding superintendent evaluations, it is important to examine the relationship between the superintendent and the school board. This relationship plays a significant role in the vitality of local systems. As a result of her research involving California superintendents, Roberts (1987) recommended that school boards and superintendents not forget the importance of their relationship on the

instructional program. She emphasized the need for a positive relationship between the two.

Straley (1987) supported the position that the stronger the relationship between the superintendent and school board, the less likely role conflict will be found within the school district. His study revealed that the more open a school board and superintendent are, the greater the loyalty demonstrated by both. He encouraged an open line of communications with the end result being a greater confidence level between the superintendent and school board.

A positive relationship involving the superintendent and school board will generally have favorable impact on a school division. In his research examining superintendent turnover in Illinois, Thomas (1985) found that a negative relationship had the opposite effect. The problems created when a poor relationship exists often result in the superintendent leaving the school district. His research indicated that this change in superintendent often occurs not because of a superintendent's job performance, but because of a negative relationship with the board. In addition, this change of leadership often leaves a void in the leadership of the district as the school board goes through the search for a new superintendent.

Snavely (1984) found, in his survey of evaluation practices in the United States, that one of the primary reasons for superintendents leaving a school district is problems between the superintendent and the school board and not having a relationship developed to resolve them. He goes on to say "The degree of success that the policy making body (the school board), and the executive agent (the superintendent) experience in their relationship will have an impact on the job satisfaction and morale of the superintendent" (p. 6).

If a superintendent plans to remain in a school system long enough to make an impact on the quality of education provided to the young people he serves, he must first determine his approach to establishing a viable relationship with those who employ him. In his study of Ohio superintendents, Self (1986) noted that different approaches might be needed to work effectively with various members of the board. He advised that the superintendent must determine how he will approach this issue. Careful consideration should be given to the educational level of the individual board members and this item should play a key role in building a relationship with board members. Self also pointed out that superintendents responding to his study indicated they used different methods to establish

their relationship with board members based on the formal education level of each.

In a paper presented by Swain (1975), the importance of school board's and superintendent's understanding of the expected duties of the superintendent were stressed. He noted that a strong relationship involving the board and superintendent revolves around a mutual acceptance of the role the superintendent would take in leading the school system. Swain also indicated that another factor in building a relationship between the leaders of a school system is an evaluation conducted on a regular schedule.

Weiskittel (1988) supported this position. She found, in her study conducted in Burlington County, New Jersey, that the majority of superintendents who had vacated their positions had not had a written evaluation system in place at the time of their departure. She went on to say that "These findings give support to the claim that a written policy for evaluating the superintendent fosters better working relationships between the superintendent and his or her board . . ." (p. 59).

In his study dealing with superintendent succession, Berger (1983) found several factors which influenced whether a superintendent continued to serve in a school district of declining enrollment. Among these is the relationship established between the superintendent and the board.

Berger suggested that the stronger the relationship, the more likely the superintendent would continue to serve as the senior administrator of the school division. This relationship also extends to the way the community perceives the superintendent.

Roeder's (1987) study of Michigan superintendents supported the position that superintendents are more likely to be dismissed when they fail to develop a strong positive relationship with their board. This reinforces the position that actual job performance of the superintendent is not always the most important factor in determining his continued service within a community. The traits that would normally be associated with the job description of the superintendent were not the items which were cited as the primary cause for superintendents not being renewed or the cause for their dismissal.

The value of creating a trusting relationship between superintendents and school boards has been shown to be significant if a school system is to progress. In his April, 1985, article in the American School Board Journal, Bippus (1985) declared that a prime factor in building this relationship is the use of a formal evaluation process. He indicated potential conflict and a breakdown in communication can be avoided ". . . by setting up a clear, logical evaluation system--a process by which you can

identify what your board expects of the superintendent and then monitor his progress in meeting those expectations" (p. 42).

Braddom's (1986) comments in her article in the American School Board Journal add support to the position that the school board's participation in a formal evaluation process of the superintendent leads to a better working relationship between the two. She suggested that in addition to improving this relationship, the school division will have a much better chance of reaching its desired goals. Braddom states, "By doing regular evaluations, your board can improve its relationship with the superintendent, clarify its outlook on the superintendent's role and duties, and develop a cohesive outline of the superintendent's future goals in priority order" (p. 29).

Research conducted regarding superintendents in Wisconsin by Intress (1985) also concluded that superintendents and school boards believe that the communication between them improved with the establishment of a formal evaluation system. They felt the evaluation process had been worth their time and that the results benefitted the school division.

Evaluation Development and Implementation

Most superintendents and school board members appear to agree that evaluation of the superintendent is a must if they are to succeed in their mission. This agreement does not always result in a procedure or a process which achieves unanimous approval. Roelle and Monks, in their 1978 article in the American School Board Journal, stated that if agreement on the process and the actual implementation is to occur, all parties have to be involved. In addition it must be based on the needs of the local school division. They point out ". . . that you can't arbitrarily appropriate another school district's evaluation method and expect it to work smoothly in your own. What's needed--you guessed it--is a personalized approach" (p. 36).

The need for spending time in developing an evaluation system which will meet the specific needs of the school division has been supported by research conducted by Snavely (1984). He found that the more involvement a school board and superintendent have in developing their program, the more success they can expect. He stated, "Frequently, evaluation instruments are selected because they are cheap, and easily used. When systems select an instrument for such reasons the data yielded may be questionable and of little value" (p. 3).

In an article dealing with strategic planning, which appeared in *The School Administrator*, Ingram (1986) emphasized the point that one of the most important items to consider in moving towards an effective school system is linking the goals of the school system to the goals established by the superintendent and school board. This approach would require evaluation to be based on measurable outcomes and provide a true picture of the performance of the school division. Ingram stated ". . . superintendents, governing boards, and school districts succeed or fail in relation to their goals . . ." (p. 10).

Snavely (1984) also supported the position that for an evaluation system to work as it should, it must be designed around the goal of improving the educational program. He also noted that the evaluation process should be a major factor in improving the leadership of the school system. He views evaluation as a way for the superintendent to grow professionally stating, "While there are many reasons for conducting an appraisal of the administrator's performance, if the evaluation system does not result in improved administrative leadership, along with needed advances in the educational system, then that particular evaluation can hardly be considered valid" (p. 8).

In his research of selected Southern California school districts, Barbot (1986) found that, in many cases, the lack

of a formal method of evaluating the superintendent devised cooperatively with the board often creates problems for the school division and the superintendent. He expressed the concern that informal evaluation of the superintendent that goes on in the absence of an accepted procedure may be counter productive. He noted, "In some situations superintendents may not have knowledge of the rules and expectations for their performance. Serious board concerns may never come out in the open where superintendents can respond to, or confront the criticism. Without knowledge of the criticism, improvement . . . is highly unlikely" (p. 9). In many of these cases, Barbot found that the superintendent was often replaced without ever having a clear understanding of the perceived problems with the school board.

Clark (1984) found in his study of Indiana superintendents, principals, and school board members, that superintendents were generally satisfied with the evaluation procedure which was being used in their school systems. He also found that superintendents felt somewhat more comfortable with the system than school board members. In addition, Clark found that the more involvement superintendents had in the development of the evaluation procedure, the more comfortable they were being evaluated by their school board.

Although the research conducted by Clark suggests that superintendents are generally comfortable with being evaluated by school boards, this is not always true. In a study conducted by Eggers (1984), superintendents in South Dakota felt threatened by the evaluation process. He also found that the type of evaluation conducted in that state varied from system to system. Eggers also found that even though superintendents in South Dakota did not perceive the evaluation process as a means for personal improvement or for instructional advancement, they did prefer to have an established formal evaluation system over an informal method of appraising their performance.

This last position was supported by research conducted by Fenster (1985) in mid-size Nebraska Schools which concluded that in many instances the superintendent's evaluation was based on information which was not provided to the superintendent and about which he was, in many cases, unaware. According to Fenster, ". . . the evaluation was based on hearsay, or the unsolicited comments of patrons, faculty or students. In other instances the job expectations for the superintendent were not clear" (p. 71).

There is some evidence which suggests the views of superintendents and school board members regarding the purpose of evaluations may differ significantly. Rogus (1987) studied the perceptions of school board members,

superintendents and principals on selected attributes. His results supported the position that many school board members do not share the same view as superintendents in reference to the purpose of evaluations. This difference was found to exist in evaluation intent, use, and procedures for implementation. This appears to support the suggestion that all parties involved in an evaluation effort should take an active role in the development and implementation of the process.

The need for school board involvement in evaluation and its importance to the community has been stressed by Weiskittel (1988). His research in New Jersey supported the position that school boards have an obligation to the community to appraise the performance of the superintendent and to monitor his job performance. He stated, "A key responsibility of the board of education is to select and to conduct evaluations of the superintendent, since he or she reflects the success or failure of the school district. It is through the evaluation process that the board of education can ensure citizens their schools are properly managed" (p. 6). He goes on to point out that if board members are involved and meet this responsibility, they are in a better position to report to their constituents the status of their school division and to encourage responsible management at the same time.

Even though Weiskittel concluded that superintendent evaluations are the duty of school board members and that, if done properly, they assist in the improvement of their school systems, a large number of school districts did not report having a formal evaluation process in place to fulfill this obligation. He noted that informal evaluation is still the method of evaluating the superintendent in many school districts (p. 60).

Evaluation Criteria

When school boards establish the criteria to be used in evaluating the job performance of the superintendent many items must be reviewed. All involved must agree not only on the process, but what is actually important enough to be measured in the process. Braddom (1986) noted, in her article in *The School Board Journal*, that the first reason for conducting an evaluation is to help the superintendent perform his job in a more efficient manner. She goes on to say, "That means an effective appraisal should result in specific plans and goals to help the superintendent improve. For its part, the board should realize it is the primary source of feedback for the superintendent . . ." (p. 28).

Many reasons can be put forth as justification for evaluation. Among them are the benefits received when the school board and superintendent establish the evaluation

criteria as part of goal setting for the school district. Glaub (1983) has suggested that in addition there is the advantage of establishing these goals during a time other than when a crisis exists. This allows the superintendent and school board to reach decisions on what is important for their school system and to establish long range goals by which to measure progress. He also recommends that each party involved in the evaluation process be prepared to have open discussions as to their perception of what is needed in the community. In addition, he suggests that the process should be specific to the community and not adopted from another evaluation system utilized by another school system.

Kalkhoven (1981) has also endorsed the position that the superintendent's evaluation be designed to meet the needs of the local school system. She listed four items that should be dealt with if the process is to work and provide the benefits the school board and superintendent expect. Her first suggestion is to provide a workable job description for the superintendent that all can agree is appropriate for the school system. This important first step is one upon which each of the remaining three can be built. Second, the board and superintendent must agree on how the superintendent is doing as far as meeting the established goals. The third step is to identify what the superintendent is doing that needs to be improved and to

establish a procedure for measuring his/her improvement. The last item involves an area too often ignored: telling the superintendent the areas in which he/she is meeting or exceeding expectations. Kalkhoven believes that the superintendent and the school system deserve to hear both the good and the bad in reference to the board's perception of their job performance.

A majority of researchers have agreed that for the evaluation to be successful, all parties must not only agree on the need for evaluation, but also on its contents. Roelle and Monks (1978) noted that both the superintendent and school board must agree on the need for a formal evaluation procedure. They go on to say "Evaluations are conducted in entirely different ways, depending on the purpose. . . . Clearly, the superintendent and the board must be in accord on the purpose, basing their agreement on two major considerations; to determine whether district goals have been attained; and to improve board/superintendent relations" (p. 36).

Research conducted by Straley (1987) supports the belief that the evaluation has more impact on the superintendent and school division when the primary purpose is to evaluate predetermined goals which are agreed to by the superintendent and the school board. His study found that superintendents were more receptive to evaluation when

they had worked with the school board in selecting items which would be evaluated. Superintendents also indicated more confidence in the school board and less conflict when formal evaluation procedures had been mutually agreed upon.

Most research supports the concept that the acceptance of the evaluation system is improved when all involved participate in its development. Most also agree that the procedure should be locally developed to reflect the local school district. In addition, there is widespread consensus that the superintendent should be evaluated on the goals mutually agreed to for the school district. Roberts' (1987) research of California superintendents supported the positions outlined above. She also found that the majority of superintendents in her California survey felt satisfied with their current evaluation procedures. Further she concluded that the California superintendents viewed their relationship with their school board as being the key factor in their evaluation.

This last finding reinforces the point that formal evaluation of superintendents, if used properly, can help to reduce the impact of the board/superintendents relations on the actual evaluation of his job performance. The board/superintendent relationship should not dominate all other items in determining the quality of the superintendents job performance. Snavelly (1984) reported

that the use of informal evaluations of the superintendent are being replaced by formal evaluations. According to Snavely, "The current trend in performance appraisal of the superintendent is unquestionably away from informal evaluation arrangements and towards the formal approach, which provides the structure that is necessary in the evaluation process" (p. 8).

In his article in the American School Board Journal, Dittloff (1982) agreed that the evaluation should be based on actual performance of the superintendent and not on items that are difficult to measure. He supports the position that the evaluation criteria should be clearly established before implementing the evaluation system, but he also supports the concept that the importance of various items in the evaluation may change each year depending on the focus of the school district. He suggests that this be done early each year so as to set priorities. He states "We sit down with the superintendent-beforehand-and agree on the level of importance we place on each of the three general areas to be evaluated. For example, if we agree that the prime concerns of the district in the coming year are . . ." (p. 41).

The consensus of the current research is that the evaluation instrument should be developed at the local level. Most agree that individual school boards should review existing evaluation systems and modify them to meet

their needs. They also suggest that boards should place their emphasis on the items that will have the most impact on the school district. In her research, Weiskittel sums up many of these concerns in the statement "These findings give support to the claim that a written policy for evaluating the superintendent fosters better working relationships between the superintendent and his or her board in addition to contributing to a more objective and stable system of evaluation than one lacking policy guidelines" (p. 59).

Factors Which Influence Evaluation

It has been shown that a formal, jointly agreed upon evaluation system benefits not only the school board, but also the superintendent and the community they both serve. Even with this base of agreement to work with, there remains many factors which influence the type and quality of evaluation that is conducted within the local school district. Lutz (1988) found in his research of Texas superintendents and school board members that several items affected the perception school board members had of the job responsibilities of the superintendent. Included were (a) the size of the school district, (b) experience of the board, and (c) their education level. Lutz found that the smaller the school district, the more responsibility the school board assumed. He also found that Texas board

members viewed the relationship between the superintendent and school board as one in which they work as a team but not as strongly as their school board members.

The size of the school district was also found to be a major determiner of the type of evaluation that the superintendent received. Snavely (1984) found the larger the school division, the more likely the superintendent received a formal evaluation from his school board. He stated that "A statistically significantly relationship was found to exist between the type of superintendent evaluation and the student enrollment of the districts . . . districts with greater student enrollments were more likely of having their superintendents formally evaluated" (p. 83).

Another area that appears to impact the superintendent's evaluation or lack of evaluation is the level of school board experience. Each year, a large number of experienced board members are either not returned to their board position or they choose not to continue their service in this capacity. In her study dealing with school board training in the State of Virginia, Rodgers (1986) found that superintendents had an additional concern related to orientation programs for school board members. She indicated that superintendents ". . . were concerned with their evaluation by the school board. Possibly they were

requesting that school boards be more knowledgeable in this area to ensure that they were treated fairly" (p. 87).

This need for training of school board members in the area of evaluation was also identified by Bippus (1985) in his article in *The American School Board Journal* dealing with the evaluation process used for superintendents. He suggested that a portion of the problem of putting formal evaluation procedures in place by school board members was their lack of confidence in this area. He stated,

Unfortunately, school board members aren't always the best at personnel evaluation. Lacking the courage, perhaps, to confront the superintendent directly, some school boards put off talking about problems they have with the superintendent's on-the-job actions. Then under the heightened pressure of a crisis, board members and the superintendent grow defensive or even hostile" (p. 42).

In addition to expressing some concern over the evaluation skills their board members may possess, superintendents have also shown apprehension as to the motives some board members may have for moving toward a formal evaluation process. Dittloff (1982) best expressed this concern in a warning he gave to school board members in reference to any baggage they may take into the evaluation process. He advised "As a matter of fact, you are better off not conducting an evaluation at all than conducting one that is handled in a less-than-objective manner. . . . You can jeopardize a superintendent's career . . . by allowing

the evaluation process to become a political tug-of-war . . ." (p. 41).

When discussing the superintendent and the expected job performance, Carpenter (1989) noted that board members have an obligation to evaluate the superintendent and a responsibility to do so fairly. He states ". . . evaluate this person's ability to get the job done . . . When you evaluate your superintendent, then, try enhancing, not penalizing your chief administrator's performance" (p. 25).

In her research dealing with the Indiana school boards, Murray (1986) reported that Indiana superintendents supported the call for additional training for school board members in the area of superintendent evaluation. They also supported the use of the state conferences for this training and indicated a need for the local superintendent and school board to assume more responsibility for this training. Local superintendents reported they felt a responsibility for assisting in the education process of their school board members. Barbot (1986) also found that superintendents and school board members in California supported the call for more in-service for school board members in the area of superintendent evaluation.

Van Keuren (1985) took these recommendations another step. He found, in his study of school board members and superintendents in Ohio, a need for improving the skills of

school board members and suggested that board members receive continuing education units for their training as school board members. He suggested that this approach be adopted across the country.

Banach (1989) also observed that school boards tend to have a constant change of members. He indicated that as the board becomes a "team," members change and new members have to be brought in to replace them. He suggested that the superintendent should be involved in the training of new members. He also stated that "Building a winning team is not easy, but it should be every school board's goal. The board president and the superintendent can begin building a team with a strong orientation program" (p. 23).

Summary

The review of the literature supports the concept that if school boards and superintendents are to work together for the improvement of the school system, some method of formal evaluation is needed. Superintendents and school board members appear to support the move towards establishing this type of relationship, even though both still hold some reservations on the best way to implement the evaluation system.

Superintendents and board members agree that additional preparation for board members is needed if they are to carry

out this most important task. Superintendents want to insure that the evaluation is being conducted for the proper reason and not influenced by factors outside their control. They also want to insure that the evaluation will actually be designed to not only improve the school system, but to assist in their professional growth.

Both parties also agree that if the evaluation system is implemented properly, it can have significant positive impact on the superintendent/school board relationship. They predict that with the improved relationship and the establishment of goals to be evaluated, the turnover of superintendents within school districts will decrease. This may also provide the stability within the community that many educators have been wanting.

Board members and superintendents will have to become actively involved in the development of the system if it is to be successful. It must be based on local goals for the school system; not a generic evaluation instrument for all superintendents. The items that are to be evaluated are not nearly as critical as the determination that they be local items selected for evaluation.

Bippus (1985), in his article dealing with superintendent evaluation, summed up the position for the superintendent on evaluation with his statement "A good evaluation process is the best insurance policy you can

provide the superintendent." He followed this statement with another directed to school board members when he wrote "in the end, a sound evaluation process is one of the most effective tools your board can have at its disposal" (p. 43).

The literature identifies certain elements which should exist within a local school district's evaluation procedure for the superintendent that can be described as "best practice." The elements would include the use of a formal evaluation procedure with written policies and procedures conducted on a regular scheduled basis. In addition, the process should be locally developed with the focus of the evaluation being placed on mutually agreed upon goals and the basic job description of the superintendent. Items to be considered should be established and those having input identified. School boards should also be given in-service in the area of evaluation and recognize the value of reviewing the outcome of the evaluation with the superintendent.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

The purpose of chapter three is to outline the methodology used in this study. The population studied, the instrumentation and design of the study are described in this chapter. In addition, the data collection techniques and the methods of analyzing the data are discussed.

Design of the Study

This study was conducted to provide answers to questions dealing with the evaluation of public school superintendents within the State of Virginia. The study was conducted utilizing input from public school superintendents with the intent of focusing on their perspective of the evaluation process within the Commonwealth.

The study deals with three areas or purposes. The first was to describe the current policies and procedures being used by school boards to evaluate the chief executive officer in Virginia's public school divisions. The method selected for gathering the required information was the use of a survey of all active public school superintendents in the State of Virginia. The active superintendents were

selected to provide a consistent population from which to gather the data. School board members were not involved in this study, however their perspective is also being studied by another researcher to provide future comparisons of the two perspectives. Prior to the development of the survey instrument, the literature was reviewed to establish the "best practices" in superintendent evaluation (Appendix A). This information was used to prepare the instrument which was used in this research (Appendix C).

The second purpose was to compare the current practices as reported by the superintendents to practices described as "best practices" in the literature (Appendix A). This phase of the research required the comparison of the survey results with the literature.

The last purpose was to determine if selected variables such as size and wealth as measured by expenditure per child of the school division and gender and length of service of the superintendent had any relationship to the evaluation procedures used in performance appraisal. The size of the school system was determined by using the average daily membership. Small divisions were identified as having a student membership of 0-2500 students, medium as 2501-5000, and large as 5001 and up. The 1988-89 Virginia Department of Education publication, Facing-Up, was used to establish the groups for the expenditure per child. The state average

for per pupil expenditure was used and divisions ranked by their expenditure. Poor divisions were identified as less than \$4000 per child, average \$4001-\$4500, and wealthy as more than \$4501 per child. The variables selected for review were based on previous research which indicated that larger districts and those that spend more per child were more likely to have formal, structured evaluation procedures in place.

Population

Individuals selected to participate in this survey were administrators serving as division superintendents within the State of Virginia during the 1990-1991 school year. Each public school division superintendent in the State of Virginia was asked to complete the questionnaire with the exception of the researcher and another superintendent conducting a similar study involving school boards. In addition, the superintendent of Fairfax City was not included because his students are served by another school division.

No restriction was placed on the minimum or maximum amount of time any of the superintendents had served in their current position. Some were recent appointees to their position; others had served for an extended period of time.

Instrumentation

A questionnaire which would provide the data necessary to achieve the purposes of the research was designed. The questionnaire was designed after reviewing the literature on superintendent evaluation. Previous research questionnaires were also reviewed along with studies conducted by NSBA/AASA and Educational Research Service (Appendix A). The intent of the questionnaire was to solicit information which would represent the current status of evaluations of superintendents in Virginia, and information which described practices in the school divisions they served.

The questionnaire was validated by a panel of retired superintendents. Five retired superintendents from across the state were asked to determine whether the questionnaire asked the questions which would produce the desired information. Their suggestions were incorporated in the survey instrument. Each member of the panel was given a copy of the survey and asked to complete it as though he was still in office. Each was asked to insure that the questions were clear and that they were not misleading to individuals completing the instrument.

In his book on survey research, Babbie (1973) notes that failure to pre-test the questionnaire is only asking for additional problems. He states that "Since the nature of problems to be uncovered varies so much with the nature

of the study, it is perhaps pointless to continue the listing of examples. Suffice it to say that the researcher who does not pre-test the execution of a questionnaire mailing runs a considerable risk" (p. 208).

Data Collection Procedure

Each superintendent surveyed was mailed a questionnaire on December 5, 1990 to be completed and returned by December 14. Each individual also received a letter from the researcher requesting their assistance in the project (Appendix B) and a request to return the survey as soon as possible.

Each survey was coded to insure an accurate accounting of the returned surveys. If a response from an individual had not arrived within ten days of mailing, a follow-up telephone call was made to ask for their assistance. In addition, each superintendent that had not returned the survey within the first ten days was contacted at the state school boards association meeting which was taking place during this time. They were each asked to complete the survey and return it as soon as possible. Within three weeks, 100% of the superintendents had completed the survey instrument and returned it to the researcher.

Analysis of Data

This was a study designed to identify and describe current practices within the State of Virginia regarding the evaluation of public school superintendents. The intent was to discover the current status of superintendent evaluation within the State of Virginia and to identify areas that may need to be addressed at either the local or state level. It was also the intent of this study to compare current practices within Virginia with the practices identified by the literature as "best practice." Finally the study sought to determine if selected demographic factors impacted the evaluation processes and procedures.

As the surveys were returned, each was reviewed and coded to identify the school division. Each survey was also coded to show the variables for each of the school divisions and superintendents.

The data were analyzed using The Statistical Package for the Social Sciences. Frequencies and percentages were used to report the data for the demographics and survey results. Crosstabulations were used to analyze the impact of the variables on the identified best practices. For this study, a variable with a plus or minus fifteen percentage points from the group average was considered to be significant. The results are shown in chapter four.

CHAPTER IV

Introduction

This chapter is divided into four sections. The first focuses on the demographics of the current superintendents in the State of Virginia and the school divisions they serve. These data were collected from information available from the Virginia State Department of Education.

The second section deals with data collected from a questionnaire sent to each of the current public school superintendents in the State of Virginia. This section reports practices being used within the State of Virginia to evaluate public school superintendents based upon the superintendents responses to the survey items. These data were presented through the use of frequencies and percentages.

The third section compares practices and procedures in Virginia to evaluate school superintendents with those practices and procedures which have been identified as "best practice" through the research.

The last section of this chapter examines the relationships between certain demographic characteristics of the school division and superintendents and the processes reported to be used in the evaluation of the superintendent.

Demographics

This first section reports the demographics of public school superintendents in the State of Virginia. These data were gathered from the 1988-89 State Department of Education publications, Facing-Up. One hundred thirty (130) superintendents were involved in the survey. Three superintendents were not surveyed. One, the author of this study and the author of a similar study dealing with school board members. In addition, the superintendent of Fairfax City was not included because his students are served by another school division.

The one hundred thirty superintendents were clustered into three groups representing the different size school divisions found in Virginia. The groups, small (0-2500), medium (2501-5000) and large (5001 and up) were represented in almost equal numbers by the superintendents (see Table 1). Forty-six (35.4%) were identified as superintendents serving small school districts. The medium size group accounted for forty (30.8%) of the superintendents surveyed and the remaining forty-four (33.8%) work in large school systems. The groups do not distinguish between the type of locality such as rural or city. In the State of Virginia, cities and counties are separate and each has its own governing body. In two instances, towns also exist as

Table 1
 Frequencies and Percentages of School Divisions
 in Virginia by Size

(N=130)

Size	Frequency	Percent
Small (0-2500)	46	35.4
Medium (2501-5000)	40	30.8
Large (5001 and up)	44	33.8
Total	130	100.0

separate school systems with their own school boards and town councils.

In 1991 Virginia had seven (5.4%) female superintendents serving local school systems (see Table 2). One hundred twenty-three (94.6%) were served by males. Although this did not represent a large number of female superintendents in Virginia, the total number had risen by four during the previous two years. Of the seven females, only two had served in their current position for more than four years. The remaining five were appointed within the period between July 1989 and December 1990.

Fifty-two (40%) superintendents were found to be in their current position for three or less years. Several of these superintendents had assumed their positions within the past twelve months. The mid range of superintendents, those in their fourth or fifth year of service in their school divisions, consisted of twenty-six (20%) individuals. Fifty-two (40%) had served more than five years in their current position. These data are presented in Table 3.

Seventy-five (57.7%) of the one hundred thirty surveyed superintendents were serving in school divisions with a per pupil expenditure of four thousand dollars (\leq \$4000) or less per child. Thirty-three (25.4%) were employed in school divisions that spent more than four thousand dollars ($>$ \$4000) and up to four thousand five hundred dollars

Table 2
Frequencies and Percentages of Superintendents
Serving in Virginia by Gender

(N=130)

Gender	Frequency	Percent
Male	123	94.6
Female	7	5.4
Total	130	100.0

Table 3
 Frequencies and Percentages of Superintendents
 Serving in Virginia by Tenure

(N=130)

Number of Years of Service	Frequency	Percent
0 - 3	52	40.0
4 - 5	26	20.0
6 and up	52	40.0
Total	130	100.0

(≤ \$4500) per child. Those spending more than four thousand five hundred dollars (> \$4500) per child contained twenty-two (16.9%) school districts. These data are shown in Table 4.

Superintendent Responses to Survey

The first question each superintendent was asked dealt with the basic question of this study. "Does the school board evaluate the superintendent of their local school divisions?" A total of one hundred five (80.8%) superintendents indicated they were evaluated by their school board. The remaining twenty-five (19.2%) reported they did not receive any form of evaluation from their school board. This question did not require a description of the evaluation, only whether some form of evaluation was actually conducted. The results are presented in Table 5.

The second question on the survey asked whether the superintendent's school board had adopted a policy to evaluate the superintendent. The results are recorded in Table 6. Fifty-nine (45.4%) of the superintendents reported their school boards have adopted a policy requiring the board to conduct an evaluation of the chief executive officer of the school division. A majority indicated they do not have such a policy in their school division. This group accounted for sixty-eight superintendents (52.3%).

Table 4

Frequencies and Percentages of School Divisions
in Virginia based on Expenditures
Per Pupil in Average Daily Membership

(N=130)

Wealth	Frequency	Percent
Poor (\$0 - \$4,000)	75	57.7
Average (\$4,001 - \$4,500)	33	25.4
Wealthy (\$4,501 and up)	22	16.9
Total	130	100.0

Table 5

Frequencies and Percentages of Superintendents in Virginia
Who are Evaluated by Their School Board

(N=130)

Response	Frequency	Percent
Yes	105	80.8
No	25	19.2
Total	130	100.0

Table 6

Frequencies and Percentages of School Divisions
in Virginia that Have a Written Policy for Evaluation
of the Superintendent

(N=130)

Response	Frequency	Percent
Yes	59	45.4
No	68	52.3
Do Not Know	3	2.3
Total	130	100.0

Three superintendents (2.3%) reported they were not sure if a policy existed within their school division or not.

Table 7 illustrates the results to the question dealing with written procedures for the evaluation of the superintendent. Again, a minority of superintendents, fifty-seven (43.8%) indicated written procedures existed to guide the evaluation of the superintendent by the school board. A higher number, seventy (53.8%) of the superintendents responded that written procedures did not exist within their school division. Three (2.3%) responded they did not know if a written procedure was in place for their evaluation.

Upon an examination of the data found in Tables 5, 6, and 7 it appears that the procedures for evaluation the superintendent are not well defined. One hundred five superintendents (Table 5) responded they were evaluated by their school board. This question was not specific as to the type or form of evaluation, but rather asked a straight forward question dealing with whether they were evaluated or not. A large percentage said yes to this question. However, when the questions explored the existence of written policies and procedures to guide the evaluation (Tables 6 & 7), the majority responded to both questions in the negative.

Table 7

Frequencies and Percentages of School Divisions
in Virginia that Have Written Procedures
for Evaluating the Superintendent

(N=130)

Response	Frequency	Percent
Yes	57	43.8
No	70	53.8
Do Not Know	3	2.3
Total	130	100.0

A total of twenty superintendents (15.4%) responded to each of the first three questions with a negative answer. They report not having an evaluation, a written policy for evaluation, or written procedures for their board to follow. This group was not included in the analysis of the remaining questions in this section. This left one hundred ten superintendents who completed the remainder of the survey.

The next series of items dealt with the formality/informality of the evaluation process utilized by Virginia school boards. Of the one hundred ten superintendents who reported an evaluation was conducted in their school division, sixty-six (60%) of Virginia's superintendents responded positively to the question concerning a formal pre-conference with their school board in reference to their evaluation. Forty-four (40%) had a negative response. They indicated no such conference was held between the superintendent and school board in their school division. These results are shown in Table 8.

To the question related to the establishment of mutually agreed upon goals, eighty-five (77.3%) reported they work with their board members to establish goals for their school division. Twenty-five (22.7%) superintendents do not engage in this activity. The responses to this question are arrayed in Table 9.

Table 8

Frequencies and Percentages of Virginia Superintendents
Who Reported Having a Formal Pre-Evaluation Conference
With Their School Board

(N=130)

Response	Frequency	Percent
Yes	66	60
No	44	40
Total	110	100.0
Non-response	20	

Table 9

Frequencies and Percentages of Virginia Superintendents
Who Reported Establishing Mutually Agreed Upon
Goals with Their Board

(N=130)

Response	Frequency	Percent
Yes	85	77.3
No	25	22.7
Total	110	100.0
Non-response	20	

The answers to the question dealing with the superintendent's contract containing specific guidelines for the superintendent evaluation procedures are displayed in Table 10. The number of superintendents indicating the evaluation process was discussed and included in their contract was forty-seven (42.7%). A larger number, fifty-eight (52.7%) reported that no specific procedures were outlined in their contract. Several of the individuals in this group did not have a contract with their school division beyond that which was required by the Code of Virginia. Five (4.5%) did not know if evaluation procedures were outlined in their contract.

Table 11 presents the data dealing with job descriptions for the chief executive officer of the school divisions in Virginia. By a very large margin, ninety-three (84.5%) of the one hundred ten superintendents answering the question reported having a job description. Seventeen (15.5%) indicated they work for school divisions that do not provide a job description. Of the ninety-three individuals responding that they do have a job description, sixty (64.4%) of the ninety-three superintendents also indicate that their job description is used in their evaluation. The remaining thirty-three (35.6%) report that it is not used to evaluate their performance.

Table 10

Frequencies and Percentages of Virginia Superintendents
Who Reported Having Evaluation Guidelines
in Their Contract

(N=130)

Response	Frequency	Percent
Yes	47	42.7
No	58	52.7
Do Not Know	5	4.5
Total	110	100.0
Non-response	20	

Table 11

Frequencies and Percentages of Virginia Superintendents
Reporting They Have a Job Description

(N=130)

Response	Frequency	Percent
Yes	93	84.5
No	17	15.5
Total	110	100.0
Non-response	20	

Frequencies and Percentages of Virginia Superintendents
Having a Job Description Used as Part of Their Evaluation

(N=93)

Response	Frequency	Percent
Yes	60	64.4
No	33	35.6
Total	93	100.0

The responses to the question dealing with board training are displayed in Table 12. Of the one hundred ten superintendents responding to this item, only thirteen (11.8%) indicated they work for school boards that have been trained in evaluation procedures. The majority of these thirteen note that their primary source of training was through the Virginia School Boards Association (VSBA). A much higher number, ninety-three (84.5%) of the one hundred ten superintendents who responded to this item, work with school boards which they perceive as having had no evaluation training related to the evaluation of the superintendent. Four superintendents (3.6%) did not know if their boards had been trained in the evaluation process.

In response to the question exploring the type of evaluation the superintendent received of those indicating an evaluation is conducted, sixty-four (58.2%) superintendents indicated they are formally evaluated by their school board. Forty-six (41.8%) receive an informal appraisal of their performance by their school boards. It should be noted again that twenty superintendents reported that no evaluation is conducted in their school division by their school board. These results are displayed in Table 13.

The responses to the question focusing on the frequency of evaluation are shown in Table 14. Six (5.5%) of the

Table 12

Frequencies and Percentages of Virginia Superintendents
Reporting Whether Their School Board Received Training
Prior to Conducting the Superintendent's Evaluation

(N=130)

Response	Frequency	Percent
Yes	13	11.8
No	93	84.5
Do Not Know	4	3.6
Total	110	100.0
Non-response	20	

Table 13

Frequencies and Percentages of Virginia Superintendents
Indicating Their School Division Has A Formal
or Informal Evaluation Process

(N=130)

Response	Frequency	Percent
Formal	64	58.2
Informal	46	41.8
Total	110	100.0
Non-response	20	

Table 14

Frequencies and Percentages of Virginia Superintendents Responses to the Frequency of the Superintendent Evaluation

(N=130)

Evaluation Cycle	Frequency	Percent
Semi-Annually	6	5.5
Annually	86	78.2
Bi-Annually	3	2.7
Other	15	13.6
Total	110	100.0
Non-response	20	

superintendents are evaluated on a semi-annual basis. A significantly higher percentage are evaluated on an annual basis. Eighty-six (78.2%) of the superintendents reported receiving an evaluation by their board once each year. Three (2.7%) are evaluated biannually and fifteen (13.6%) report varying periods of time. Several of the last fifteen indicated they have no scheduled time for the evaluation.

Table 15 displays the results of the question dealing with the development of the evaluation procedure. Of the one hundred ten superintendents indicating they have an evaluation procedure, seventy-nine (71.8%) were involved in the development of the procedure. Thirty-four (30.9%) reported their school board chairperson played a role in the development of the procedure. Individual members of the school boards were instrumental in the development stage in eighty-one (73.6%) of the one hundred ten school divisions with an evaluation process. Twelve (10.9%) school divisions used consultants to assist the superintendent and school board in the development of the evaluation. The majority of school divisions using a consultant indicated they used either the Virginia School Boards Association or the National School Boards Association. Seven (6.4%) noted that other groups such as parents, school personnel or community members were involved in the process.

Table 15

Frequencies and Percentages of Virginia Superintendent Responses Identifying Those Involved in the Development of the Superintendent Evaluation

(N=110)

Participant in Development	Frequency*	Percent*
Superintendent	79	71.8
Chairperson	34	30.9
School Board	81	73.6
Consultants	12	10.9
Others	7	6.4
Non-response	20	

*Note: Numbers exceed 110 and percentages exceed 100% because of multiple responses.

Table 16 represents the responses to the question involved with identifying those individuals or groups which provide input into the evaluation process of the superintendent of the local school division. Of the one hundred ten superintendents reporting an evaluation procedure in place in their school division, one hundred eight (98.2%) reported their school board has direct input into the evaluation procedure. Only two did not perceive their school board as having input into the evaluation. Principals were reported to have input into the superintendent's evaluation in seventeen (15.5%) of the reporting school divisions. Fourteen (12.7%) of the superintendents indicated their central office personnel have input into the process. Another thirteen (11.8%) of the local school boards have established a procedure for allowing teachers a form of input into the evaluation of the chief executive officer of the school division. Only forty (36.4%) of the superintendents reported they provided input into their own evaluation. Several other groups were represented by much smaller percentages. Among these groups, students were involved in four (3.6%) of the local school divisions, consultants, three (2.7%) and community members were involved in seven (6.4%) of the school systems which evaluate superintendents.

Table 16

Frequencies and Percentages of Virginia Superintendent Responses Identifying Individuals Who Provide Input Into The Superintendent's Evaluation

(N=110)

Participants in Evaluation Process	Frequency	Percent
School Board	108	78.2
Principals	17	15.5
Central Office	14	12.7
Teachers	13	11.8
Superintendents	40	36.4
Students	4	3.6
Consultants	3	2.7
Community	7	6.5
Non-response	20	

*Note: Numbers exceed 110 and percentages exceed 100% because of multiple responses.

The results of the responses to the question concerning the school board reviewing information prior to the completion of the evaluation are depicted in Table 17. Only twenty-two (20%) superintendents believed that their school boards reviewed or looked at information available to them. Several responding superintendents noted that their school boards are constantly receiving and reviewing information throughout the year. This information included board agendas, reports and letters the superintendent sent to the board on a regular basis. The large majority of superintendents, eighty-eight (80%) reported they did not believe their school board reviewed the material available to them prior to the evaluation being completed.

In response to the question focusing on whether the school board used on-the-job observations of the activities of the superintendent and his/her performance as a portion of the evaluation process, thirty-four (30.9%) gave an affirmative answer to this question. Seventy (63.6%) superintendents did not perceive their board as being involved in observation of their performance and in turn using it in their evaluation of the superintendent's performance. Another six (5.5%) were not sure whether their board did or did not observe their performance as a component/element of the evaluation. Seven (20.6%) of the thirty-four superintendents indicating their boards

Table 17

Frequencies and Percentages of Virginia Superintendents
Indicating Their Boards Review Products/Artifacts
As a Part of the Evaluation Procedure

(N=130)

Response	Frequency	Percent
Yes	22	20
No	88	80
Total	110	100
Non-response	20	

conducted on-the-job observations said their board's observations were conducted in a formal manner prior to the completion of the evaluation. Another group of twenty-seven (79.4%) superintendents reporting observation by their board stated their boards used only informal observations as a part of their evaluation process. These results are shown in Table 18.

An overwhelming majority, eighty-eight (80%) of the one hundred ten superintendents in school divisions which evaluate their superintendent reported a formal post-conference is held between the school board and superintendent as a part of the evaluation procedure. Only seventeen (15.5%) of the superintendents did not report having a formal post-conference as a portion of their evaluation. Five (4.5%) did not know. This would suggest none was held. Again, twenty of the one hundred thirty superintendents were not evaluated. Table 19 reflects these responses.

Comparison of Virginia With Recommended Best Practices

This section of Chapter IV compares the current practices in Virginia with the practices recognized as the "best practice" for evaluating the public school superintendents. Each item is reviewed separately in this section.

Table 18

Frequencies and Percentages of School Boards Conducting
On-The-Job Observations of the Superintendent

(N=130)

Responses	Frequency	Percent
Yes	34	30.9
No	70	63.6
Do Not Know	6	5.5
Total	110	
Non-response	20	

Frequencies and Percentages of Superintendents
Reporting On-The-Job Observations Were Carried Out In
Either a Formal or Informal Manner

(N=34)

Formality of Observation	Frequency	Percent
Formal	7	20.6
Informal	27	79.4
Total	34	100.0

Table 19

Frequencies and Percentages of Superintendents
Reporting Their School Boards Conduct a Formal
Post-Conference as Part of the Evaluation Cycle

(N=130)

Response	Frequency	Percent
Yes	88	80.0
No	17	15.5
Do Not Know	5	4.5
Total	110	100.0
Non-response	20	

The first and most basic is whether the school board actually evaluates the superintendent of their school division. According to the literature, an evaluation of the superintendent is absolutely needed to insure progress for the district. Fenster (1985) discussed the need to assess the leadership skills of the superintendent and his success in reaching established goals for the school district. Virginia superintendents report that eighty-one percent of school systems in the state have some form of evaluation by their school board of the superintendent's performance. The remaining nineteen percent indicated they do not receive an evaluation from their school board. This question did not establish the quality of the evaluation, only that the superintendent believed he/she was evaluated by their school board.

The next area deals with the school board adopting a written policy to evaluate the superintendent. The literature supports the need for a school board to adopt a policy to give credence to the superintendent evaluation. Weiskittel (1988) emphasized this when he stated, ". . . that a written policy . . . in addition to contributing to a more objective and stable system of evaluation than one lacking policy guidelines" (p. 59). Only forty-five percent of the State's school systems have a policy dealing with the evaluation on their superintendent. The majority, fifty-

three percent, indicated that their board had not adopted a policy dealing with this item.

With respect to the importance of written procedures to the evaluation of the superintendents, the literature stresses the need to insure school boards provide specific procedures for the evaluation of the superintendent. The results for this item are very close to those dealing with boards having written policies. Forty-four percent of the superintendents indicated that written procedures exist dealing with their evaluations. Fifty-four percent of the school systems do not have procedures dealing with the evaluation of the chief executive officer of the school division.

The first three questions (1) Does the school board evaluate the superintendent? (2) Is there a written policy the school board has adopted? and (3) Are there written procedures for the evaluation process? provided an early indication that Virginia school systems might not be up to par in the area of superintendent evaluation. The majority of superintendents indicated they are evaluated, but had no procedure or policy in place to provide direction to the process. In addition, fifteen percent of the reporting school divisions reported negative answers to all three of the questions asked.

Of the one hundred ten superintendents indicating an evaluation does take place, a majority (60%) reported they were involved in a formal pre-conference with their school board to discuss their evaluation. The desirability of such a conference was expressed by Bippus (1985) when he noted the need for the board and superintendent to meet and reach an agreement on goals for the school district. He stated, ". . . the superintendent needs to know specifically what your board expects him to accomplish" (p. 42). When the school divisions which have no evaluation procedure for the superintendent are included with the forty percent of the one hundred ten that are not involved with a formal pre-conference to discuss their evaluation, the results indicate a large number of Virginia school systems have failed to carry out this basic step in the evaluation process.

As Bippus (1985) indicated and other literature supports, the school board and superintendent should meet and agree upon the goals and what is expected of the superintendent. In school divisions where evaluation procedures are in place, seventy-seven percent of Virginia's superintendents reported they have goals that are mutually agreed upon by the school board and the superintendent. Only twenty-three percent of the respondents reported they did not discuss the goals of the superintendent prior to beginning the evaluation cycle.

When superintendents were asked if their evaluation procedure was outlined in their contract of employment, forty-three percent responded with a positive answer. The literature supports the position that the evaluation of the superintendent should be discussed and included in the contract. Fifty-three percent of Virginia's superintendents indicated it had not been included as part of the contract. Five percent were not sure if it had been included or not. In addition, twenty superintendents did not respond to this item and presumably have no provision for evaluation in their contracts either.

In the area of superintendents having a job description outlining their responsibilities, most (85%) reported they had such a document. Dittloff (1982) commented on the value of the job description when he stated, ". . . We base our superintendent's evaluation on the superintendent's general job description and on a set of from three to five specific goals that the board and superintendent mutually agree on" (p. 41). Sixty-four percent of the superintendents who have a job description reported it is used in their evaluation process. Twenty-three percent reported their job description was not used as a part of their evaluation.

In the area of school board training for the evaluation process, only twelve percent of the superintendents work for school boards that have been prepared to conduct the

superintendent's evaluation. According to the literature, it is the joint responsibility of the school board and superintendent to insure that training is provided to all school board members. Eighty-five percent of the superintendents reported that their school board had not received evaluation training.

The literature supports the need for formal evaluation of the superintendent. Snively (1984), "The current trend . . . is unquestionably away from informal evaluation arrangements and towards the formal approach . . ." (p. 8). Fifty-eight percent of the superintendents have their performance appraised in a formal manner. Forty-two percent interpreted their process to be informal.

Roelle and Monks (1978) stressed the need for annual evaluations when they stated, "Formal evaluations should be scheduled scrupulously . . ." (p. 3). Eighty-four percent of Virginia school boards that evaluate their superintendent are involved in an evaluation at least annually with the majority of this group reporting annual evaluations. The others in this group report semi-annual evaluations by their school boards. The remaining sixteen percent report evaluations at a less frequent interval.

In the area of evaluation development, superintendents and school boards in Virginia played key roles. Seventy-two percent of the superintendents were involved and seventy-

four percent of the school boards played a part. Very few school divisions had any other group involved.

According to the literature the school board and superintendent should develop the superintendent evaluation procedures cooperatively with the involvement of the community. Only eleven percent used consultants and they dealt primarily with the Virginia School Boards Association and National School Boards Association. These percentages reflect more school board and superintendent involvement than any other group. They also indicate that many of the school boards worked independently of the superintendent in developing the evaluation. Additionally, a large number of superintendents developed the procedure without the involvement of their school board which is inconsistent with "best practice" which urges collaborative development and mutual understanding.

The literature also encourages community and staff input into the evaluation of the superintendent. The vast majority of public school superintendents in Virginia that are evaluated believe their school board plays the primary role in providing input into their evaluation. Ninety-eight percent of the superintendents responded to this question in a positive manner. This left only two superintendents in Virginia that are evaluated who did not see their school board as providing input into their own evaluation. Thirty-

six percent of the Virginia Superintendents that were evaluated believe they had input into their own evaluation. Sixty-four percent did not believe they had input.

Superintendents reported the following groups as having involvement in providing input; principals, sixteen percent; central office personnel, thirteen percent; and teachers with twelve percent. This would indicate the input from other professionals within the school system plays a significant part in the evaluation of the superintendent compared to the percentage of superintendents that feel they have input into the evaluation. A total of thirteen percent of the school superintendents report that students, community groups or consultants were given a role in providing input into the evaluation of the superintendent's performance. These percentages would indicate that superintendents believe their school boards receive relatively little input from outside sources into the evaluation.

In preparing for the superintendent evaluation, the literature encourages the board to review the information available to them such as letters, responses, newsletters, reports and other written materials. Only twenty percent of the superintendents in Virginia believe the school board uses products or artifacts which had been produced by the school division or the superintendent as a part of the

evaluation. Eighty percent did not believe their board used such items in the evaluation process. The superintendents did not identify what they believe the school board used in conducting their evaluations if they did not use these items.

Thirty-one percent of the superintendents noted that their school boards were involved in on-the-job observations of their performance as recommended by the literature. The majority, sixty-four percent, did not see their school board as having been involved in this activity as related to their evaluation procedure. Only twenty-one percent of the superintendents that said their school boards observe them reported their board conducted formal observations of their performance. Most (79%) reported their board used only informal observations.

The literature encourages school boards to discuss the evaluation with the superintendent in a formal session. Braddom (1986) stated, ". . . The board should realize it is the primary source of feedback for the superintendent" (p. 28). A majority of responding superintendents reported their school boards held formal evaluation post-conferences in order to discuss their evaluations. Eighty percent were in school divisions which held a formal conference to discuss their performance. Twenty percent did not have a formal post-conference with their board.

Summary

Even though a large percentage of superintendents indicated they are evaluated by their school boards, the majority also indicated that neither written policies nor written procedures exist which describe the evaluation process. Half of the school boards have a pre-conference with the superintendent to discuss the evaluation procedure. There is only a slight increase in the percentage of those reporting agreement upon goals for the superintendent which will be used as a part of the evaluation. A slightly higher percentage of superintendents reported their school boards conduct post-conferences to discuss their evaluation than those reporting a pre-conference with their school board.

Most superintendents have job descriptions, but fewer than half are evaluated based on the expectations of the job description. The overwhelming majority of school boards in Virginia, nine out of every ten, have received no formal training in evaluation. Less than half of the superintendents consider their evaluation process to be formal, with the majority either not being evaluated or rating it as informal. In the area of frequency, a majority report receiving an evaluation at least annually.

Very little outside involvement was noted in either the area of evaluation development or in the actual conduct of the evaluation. The education community was given only

slight involvement in either area. The constituents of the school division were allowed even less involvement than any other group into the process. They were not significantly involved in the development or use of the procedures.

The superintendents, by a substantial majority, report that information which should be readily available to the school board such as letters, memos or other such artifacts are not used by the school board in the evaluation. They also note that they do not believe the school board evaluates them based on observations of their job performance. These items coupled with the previous information as to lack of input from other individuals, raises the question, where does the information utilized by the school board to evaluate the superintendent originate? The lack of an answer to this question might raise some doubt as to the quality of evaluations actually being conducted by school boards. It would also give rise to superintendents having some reservation about the informality of the process as expressed by one of the responding superintendents. He stated, "Boards seem to develop some kind of collective confidence or lack thereof for the way the superintendent operates and solves problems . . . a very delicate and complex relationship."

Impact of Variables on the Evaluation Process

This portion of the study reviews the variables identified earlier. Each of the questions in the survey were examined using crosstabulations to determine how the four variables impact on the evaluation process of public school superintendents in Virginia. The four variables examined included: size of the school division, tenure of the superintendent, wealth as measured by expenditure per child of the school division and the gender of the superintendent.

The results of the crosstabulations of the size of the school division with the survey questions indicates that larger school divisions (5001 and up) have a more formal evaluation process than small (0-2500) and medium (2501-5000) size school divisions. Large school divisions had four items that varied from the norm by fifteen percent or more. The results are shown in Table 20.

Wealth as measured by expenditure per child when compared with the survey results by the use of crosstabulations revealed that school divisions that spend the most per child are more likely to have a formal superintendent evaluation procedure. They varied from the norm in eight of the survey areas. The results are displayed in Table 21.

Table 20

Percentage of Yes Responses to Survey Questions
Based on Size of School Districts
in Average Daily Membership (ADM)

(N=130)

Survey Questions	0-2500	2501-5000	5001-up	Average
Does the board evaluate	78	70	93	81
Does the board have written policy	54	33	48	45
Does the board have written procedure	44	30	57	44
Is there a formal pre-conference	48	45	59	51
Are goals mutually agreed on	69	55	82*	65
Are procedures in contract	26	35	48	36
Does superintendent have job description	72	70	73	72
Evaluation based on job description	44	40	55	46
Was board trained prior to evaluation	7	5	18	10
Evaluation was formal	41	35	71*	49
Evaluation was annual	65	55*	91*	71
Evaluation developed by:				
1) superintendent	71	68	81	72
2) board chairperson	33	28	31	31
3) board member	75	68	78	74
4) consultant	26	12	14	11
5) others	5	7	6	6

(continued)

Table 20 (continued)

Survey Questions	0-2500	2501-5000	5001-up	Average
Who has evaluation input:				
1) school board	78	75	83	78
2) principals	15	14	17	15
3) central office personnel	14	11	17	13
4) teachers	11	13	15	12
5) superintendent	33	37	40	36
6) others	4	8	11	7
Review of products/ artifacts in evaluation	9	15	27	17
On-the-job observation in evaluation	20	20	39	26
On-the-job observation is formal	0	5	11	5
Is there a formal post-conference	65	55	82*	67

*At least fifteen percentage points from the average.

Table 21

Percentage of Yes Responses to Question on Survey
Based on Expenditures Per Pupil
in Average Daily Membership (ADM)

(N=130)

Survey Questions	Expenditures Per Student in ADM			
	below \$4000	\$4001- 4500	\$4501 & up	Average
Does the board evaluate	83	67	96*	81
Does the board have written policy	40	46	64*	45
Does the board have written procedure	41	36	64*	47
Is there a formal pre-conference	51	46	59	51
Are goals mutually agreed on	67	66	64	65
Are evaluation procedures in contract	33	33	50	36
Does superintendent have job description	72	64	82	72
Evaluation based on job description	44	42	59	46
Was board trained prior to evaluation	12	12	0	10
Evaluation was formal	47	42	68*	49
Evaluation was annual	71	58	91*	71
Evaluation developed by:				
1) superintendent	74	64	78	72
2) board chairperson	34	26	33	31
3) board member	77	68	76	74
4) consultant	10	8	18	11
5) others	5	7	8	6

(continued)

Table 21 (continued)

Survey Questions	Expenditures Per Student in ADM			Average
	below \$4000	\$4001- 4500	\$4501 & up	
Who has Evaluation Input:				
1) school board	82	73	83	78
2) principals	17	11	21	15
3) central office personnel	18	9	17	13
4) teachers	9	17	21	12
5) superintendent	33	39	42	36
6) others	7	6	9	7
Review of products/ artifacts in evaluation	13	15	32*	16
On-the-job observation in evaluation	20	27	45*	26
On-the-job observation is formal	4	6	9	6
Is there a formal post-conference	63	61	96*	68

*At least fifteen percentage points from the average.

The gender and tenure of the superintendent did not reveal significant variations from the norm when the survey results were compared using crosstabulations.

Summary

In general, larger divisions and divisions which spend larger amounts per pupil tend to have in place a superintendent's evaluation system which is more formal than smaller school divisions and those spending less per student. The evaluation process for those school divisions tend to have more structure and require annual evaluation of the superintendent at a higher rate. Larger school divisions and those spending the larger amount per student are more likely to have an evaluation process which includes a higher percentage of the recommended "best practices."

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

The intent of this study was to review the current evaluation procedures being utilized to evaluate the public school superintendents in the State of Virginia. In Chapter 1, three purposes were identified as the primary foci of this study. They were:

1. To identify the current practices and procedures being utilized in the State of Virginia to evaluate the local public school superintendents.

2. To compare the reported practices from Virginia with those which have been identified as "best practice" from a review of the literature.

3. To examine selected variables which may have an impact on the evaluation process of superintendents.

In Chapter II, the current status of superintendent evaluations was examined through a review of the literature on the subject. The methodology of the study was discussed in Chapter III. The findings from a survey of public school superintendents in the State of Virginia were presented in Chapter IV. One hundred percent (100%) of the one hundred thirty (130) superintendents surveyed completed and returned

the survey. Chapter IV was divided into four sections. The first presented the demographics of the superintendents in Virginia and the school divisions they serve. The second section presented a summary of the responses to the survey. In the third section, the responses from the survey were compared to the "best practice" as identified through a review of the literature. The final section reviewed the relationship between size and wealth of the school division and gender and length of service of the superintendent to the responses to questionnaire.

The findings, conclusions and recommendations are reported in Chapter V.

Findings

The review of the literature supports the position that school boards and superintendents have an obligation to participate in an evaluation process of the superintendent's performance on a regular basis.

I. A review of the superintendent survey responses and comparison of Virginia responses to recommended best practices follows:

A. A fairly high percentage of superintendents in Virginia are evaluated by their school board. One hundred

five of Virginia's superintendents report that they are evaluated.

B. School boards and superintendents work together in a large number of school districts to identify goals for the superintendent and school system. Eighty-five percent of the one hundred ten of the superintendents which are evaluated reported this occurring within their school system.

C. School boards evaluate the superintendent on at least an annual basis in ninety-two of the one hundred ten school divisions in Virginia that evaluate their superintendent.

D. School boards and superintendents meet together in a formal pre- and post-conference to discuss the evaluation. This is reported to happen in sixty-six and eighty-eight school divisions in Virginia that evaluate their superintendent, respectively.

E. The procedures for conducting the evaluation are not very well defined in Virginia. Only fifty-nine have written policies and fifty-seven have written procedures of the total one hundred thirty school divisions in Virginia.

F. Superintendents in Virginia report that sixty-four, less than half, receive formal evaluation from their school board.

G. School board members and superintendents were primarily responsible for developing the evaluation procedures that exist in Virginia. However, in a large number of cases, the evaluation procedures were developed in isolation by either the school board or the superintendent.

H. School boards in Virginia have received very little training in the evaluation process. Only thirteen percent of the superintendents reported their school board members had received training in the evaluation process.

II. Review of the four variables impact on superintendent evaluation procedures in Virginia follows:

A. Superintendents from large school divisions are more likely to have a formal evaluation process than superintendents from small or medium size school divisions. They had a significant variation on four of the survey questions which dealt with the formality of the evaluation process.

B. School divisions that have a higher per pupil expenditure reported having a higher rate of formal evaluations within the group than the lower or average groups based on per pupil expenditure. They had a variation considered to be significant in eight of the surveyed items.

Conclusions

Superintendents in the State of Virginia are evaluated at a relatively high rate. The data collected from the survey confirms that school boards in Virginia in a majority of school divisions evaluate the job performance of the division superintendent. A majority of school boards in Virginia conduct evaluations of the division superintendent at least annually.

The quality of the evaluations of public school superintendents conducted by school boards in Virginia is perceived as moderate. A majority of school boards have failed to adopt policies dealing with the evaluation of the superintendent. They also do not have written procedures to give direction to the evaluation process. This lack of policies and procedures leave a majority of superintendents unsure as to what information is used in their evaluation and from what source the school board receives the information they use in the evaluation process. A minority of superintendents believe they receive a formal evaluation from their school board.

School board members and superintendents need training to improve their awareness of the value of evaluating the performance of the division superintendent. Superintendents reported that a very small percentage of school boards have received training to conduct evaluations of the

superintendent. In developing the evaluation, either the school board or superintendent played the primary role in a large percentage of school divisions.

Virginia does not compare favorably with the recommended best practices from the literature for evaluating the public school superintendent. Virginia school boards conduct evaluations of the superintendent, but lack direction for the task. They have not established procedures or adopted policies that would give direction to the procedure. They also have not identified and communicated to the superintendent what is expected and what will be used to evaluate their performance.

The size and expenditure per child of a school division appear to influence the quality of the evaluation of the superintendent by the school board of the school division. Larger school divisions and school divisions that spend more per child were more likely to compare favorably with the established best practices from the literature. Tenure and gender of the superintendent did not appear to be an influence on the type of evaluation used by the school board to evaluate the superintendent.

Note: These conclusions are based on recommended "best practices" from the literature. There has not been a study to verify "best practices" translates into improved performance of the superintendent.

Recommendations

(1) Further research in Virginia to determine the relationship between the success of the school division using the educational performance recognition standards established by the state department of education and the use of formal evaluation procedures by the school board to establish the level of performance of the superintendent.

(2) An additional study should be initiated linking this study with the study conducted by Bartlett which asks the same questions but from the Virginia local school board chairman's perspective.

(3) The Virginia School Boards Association (VSBA), with the assistance and involvement of the Virginia Association of School Superintendents (VASS), and the Virginia Department of Education should provide the following services:

(a) Training for Virginia's local school boards and superintendents on the proper procedures to be utilized in the proper procedures in the evaluation of the superintendent.

(b) More involvement in school divisions identified as being of poor or average wealth and assisting them with the evaluation process.

(c) More involvement in school divisions identified as being small or medium in size and assisting them with the evaluation process.

(d) Developing and circulating a model evaluation format which can be adapted for local use by school boards and superintendents.

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APPENDIX A

Superintendent Evaluation Matrix

A Crosstabulation Matrix of the nationally selected seventeen (17) attributes considered "best practice" from nationally published authors and writings.

<u>"Best Practices"</u>	<u>ERS</u>	<u>Redfern</u>	<u>NSBA</u>	<u>AASA</u>
Does the board evaluate	X	X	X	X
Does the board have written policy	X	X	X	X
Does the board have written procedure	X	X	X	X
Is there a formal pre-conference	X	X	X	X
Are goals mutually agreed upon	X	X	X	X
Are procedures in contract	X	X	X	X
Is there a job description	X	X	X	X
Is evaluation based on job description	X	X	X	X
Was board trained prior to evaluation	X	X	X	X
Formal evaluation procedure	X	X	X	X
Annual Evaluation	X	X	X	X
Development based on:				
members of board	X	X	X	X
chairperson	X	X	X	X
superintendent	X	X	X	X
parents			X	X
teachers			X	
consultants		X		X

APPENDIX B

C. Lindsey Suggs
4736 Schooner Boulevard
Suffolk, VA 23435

Dear :

As part of my doctoral program at Virginia Polytechnic Institute and State University (Virginia Tech), I am researching a topic "Superintendent Evaluation." This research has the support of the Virginia State Department of Education, the Virginia School Boards Association (VSBA), the Virginia Association of School Superintendents (VASS), and Virginia Tech.

The enclosed questionnaire will provide valuable data about superintendent evaluation procedures across the Commonwealth of Virginia. You have been selected based on your position as a superintendent of a school division in the State of Virginia. It should take approximately fifteen (15) minutes to complete the survey.

The information you provide will be used solely for the purposes of this study. Anonymity and confidentiality of responses is assured each participant. The code number in the upper right corner is for purposes of this study or follow up only.

Please return the questionnaire with your comments by December 14, 1990. A stamped, self-addressed envelope is included for your convenience.

If you are interested in results of my study, please indicate your desire to receive a copy of the summary results at the end of the survey.

Thank you in advance for your assistance, time and cooperation.

Sincerely,

C. Lindsey Suggs

enclosure

APPENDIX C

Division Code _____

**Superintendent's Evaluation Policies and Procedures
In The Public School Division of Virginia:**

The School Superintendent's Perspective

Instructions: Please respond to each of the questions by checking the best answer. Use the space provided to explain answers where applicable. Please answer all questions and do not obtain assistance from your school board members or other superintendents. Return questionnaire in the enclosed stamped, self-addressed envelope.

1. Are you evaluated by your school board?

Yes _____

No _____

2. Does your division have a written policy for evaluation of the superintendent?

Yes _____ If yes, please enclose a copy.

No _____

Do Not Know _____

3. Does your division have written procedures for evaluating the superintendent?

Yes _____ If yes, please enclose a copy.

No _____

Do Not Know _____

If the answers to questions 1, 2, and 3 are no, please stop here and return the questionnaire.

4. Is a formal conference held with the board and superintendent to establish the goals and the evaluation criteria at the beginning of the evaluation cycle?

Yes _____

No _____

5. Is the superintendent's evaluation based on mutually agreed upon goals?

Yes _____

No _____

6. Are the procedures for the superintendent evaluation outlined in the superintendent's contract?

Yes _____

No _____

Do Not Know _____

7. Does the superintendent have a job description?

Yes _____

No _____

Do Not Know _____

8. If the answer to question 7 is YES, is your evaluation based on the job description?

Yes _____

No _____

Do Not Know _____

9. Did your school board receive training prior to conducting the superintendent's evaluation?

Yes _____

No _____

If yes, explain _____

10. The superintendent's evaluation procedure is best described as:

Formal _____

Informal _____

11. The Superintendent's Evaluation procedure is conducted:

Semi-Annually _____

Annually _____

Bi-Annually _____

Other (Explain) _____

12. Was your evaluation developed by: (Check all that apply.)

- Superintendent _____
- Chairperson of School Board _____
- Members of School Board _____
- Consultants _____
- Parents _____
- Teachers _____
- Others (specify) _____
- _____
- _____
- _____

13. Who provides input into the evaluation of the superintendent? (Check all that apply.)

- School Board Members _____
- Principals _____
- Central Office Personnel _____
- Teachers _____
- Superintendent _____
- Students _____
- Consultants _____
- Community _____
- Others (Explain) _____
- _____

14. In some school divisions, a superintendent's evaluation may include the review of products/artifacts (e.g., newsletters, publications) and presentations to the board or community. Are such data formally included in your evaluation procedures?

Yes _____

No _____

If yes, explain: _____

15. Are on-the-job observations of the superintendent by evaluators a part of the evaluation procedures?

Yes _____

No _____

Do Not Know _____

If Yes, are the observations: Formal _____

Informal _____

16. Is a formal conference held with the superintendent after the evaluation cycle has been completed?

Yes _____

No _____

Do Not Know _____

17. Are there other comments you would like to make which would be helpful in describing the superintendent's evaluation process in your school division. (Please use the back if more space is needed.)

If you are interested in receiving a summary of the survey results, please indicate by placing an X in the box.

Thank you for your assistance. Please put the questionnaire in the attached addressed envelope and mail immediately.

VITA

C. Lindsey Suggs was born in Conway, South Carolina on October 29, 1947. He is the middle son of three born to Charlie T. and Evelyn M. Suggs. He was raised in Virginia Beach, Virginia, and graduated from Princess Anne High School in 1965.

Lindsey joined the Army after high school and served four years on active duty, leaving as a captain. He continued his affiliation with the Army through the Army Reserve. He is currently a Lt. Col. in the Reserves.

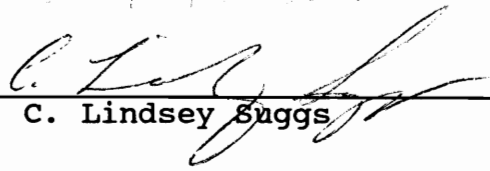
After leaving the Army, Lindsey attended Old Dominion University and received his Bachelor of Science Degree in 1974. He began work with the Virginia Beach City Public School System after graduation as a teacher. In 1979, Lindsey received his Master of Science Degree in education from Old Dominion University.

Suggs accepted a position as an assistant principal in the Suffolk City School System at the beginning of the 1979 school year. Lindsey became a high school principal in Craig County Public Schools in 1981. In 1983 he accepted an Assistant Superintendent position in Accomack County Public Schools.

Lindsey returned to Craig County in 1985 as the Superintendent of the school system. He completed his Certificate of Advanced Graduate Studies from Virginia

Polytechnic Institute and State University in 1988. In 1988, Suggs accepted the position of Superintendent of the Suffolk City School System, the position he currently holds.

Lindsey is married to Debi and they have one son, Christopher. They live in Suffolk, Virginia.

1988-1-14-1988 5572

C. Lindsey Suggs

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Suffolk County
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