

Superintendent's Evaluation Procedures



Alexandria, VA

2019

Introduction and Overview

The Alexandria City School Board developed a new Superintendent's Evaluation instrument through an ad hoc committee, in accordance with Policy BCE: School Board Committees. The current Superintendent's Evaluation Instrument was last adopted by the School Board in June 2016. The Board also developed updated performance criteria for the Superintendent's evaluation.

In accordance with Virginia Department of Education (VDOE) Policy CBG-1, local school boards must evaluate the Division Superintendent annually. The Alexandria City School Board has elected to use the Guide for Uniform Performance Standards and Evaluation Criteria for Superintendents, created by the VDOE which allows local school boards to adopt the evaluation system "as is" or make adjustments tailored to a specific school division's needs.

The School Board, at its April 3, 2019 retreat, determined that the Superintendent's Evaluation Criteria and Instrument should be reviewed and the Chair recommended the following Board Members to serve on the Superintendent's Evaluation Criteria Development Committee:

- Vice Chair Veronica Nolan
- Board Member Meagan L. Alderton
- Board Member Christopher A. Suarez

Key Components of the Superintendent's Evaluation

The Board appointed ad hoc committee in collaboration with the superintendent of schools, Dr. Gregory C. Hutchings, Jr., met in several planning sessions between April 2019 - October 2019. Through this planning and collaboration, the ad hoc committee developed the following key components of the superintendent's evaluation:

- Seven performance standards from VDOE
- Performance indicators and ACPS areas of focus aligned with the seven performance indicators
- Measurements, evidence, artifacts, and Key Performance Indicators (KPIs)
- A goal-setting conference, a mid-year update, and a final review process
- A four-tiered rating structure for each performance standard
- A four-tiered summative rating on all seven performance standards

Philosophy

The purpose of this evaluation system is to enable the Superintendent to build professional capacity, to increase his leadership skills, to maintain direct accountability to the School Board, and to enhance the overall effectiveness and efficiency of the Alexandria City Public Schools. This superintendent evaluation process is designed to be a collaborative effort between the Board and Superintendent of Schools to formulate professional goals for the Superintendent related to the performance standards as well as the needs of the school division.

Performance Standards

The performance standards outlined in this document were adopted by the Virginia Board of Education on September 27, 2012 for implementation on July 1, 2014.

The seven performance standards that serve as the basis of the superintendent's evaluation are as follows:

- 1. Mission, Vision and Goals:** The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.
- 2. Planning and Assessment:** The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress.
- 3. Instructional Leadership:** The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.
- 4. Organizational Leadership and Safety:** The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.
- 5. Communication and Community Relations:** The superintendent fosters the success of all students through effective communication with stakeholders.
- 6. Professionalism:** The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.
- 7. Division-wide Student Academic Progress:** The superintendent's leadership results in acceptable, measurable division-wide student academic progress based on established standards.

Performance Indicators and ACPS Areas of Focus have been aligned with the seven performance standards. Measurements, Evidence, Artifacts, and Key Performance Indicators (KPIs) have been identified to accompany the superintendent's evaluation to determine the summative rating for each performance standard.

Evaluation Process

The Superintendent shall be evaluated annually. The evaluation process consists of a minimum of three closed meetings between the School Board and the Superintendent. The first meeting is a goal-setting conference. The outcome of the goal-setting conference is mutually agreed upon goals and what evidence of goal attainment is acceptable to the Board and Superintendent. The second meeting is a mid-year conference. The mid-year conference provides an opportunity for the School

Board and the Superintendent to review goal progress and discuss relevant data including measurements, evidence, artifacts, and key performance indicators.

The final meeting is the summative evaluation conference. At the conclusion of the evaluation cycle, the Superintendent's performance is tentatively rated by each School Board member on each of the seven standards.

The School Board and Superintendent will then have a closed session in which individual Board members can share their feedback on each standard, and the Superintendent has the opportunity to share additional information for Board consideration. Following the closed session, School Board members finalize their individual ratings and comments including glows which are highlights and grows which are areas to improve, and a consolidated summary of these individual School Board member ratings is created based on the methodology described in this document.

These ratings are based on observations of the School Board members and evidence submitted by the Superintendent as follows:

Accomplished = 3.5-4.0

Proficient = 2.6-3.4

Developing/Needs Improvement = 1.6-2.5 Unsatisfactory = 1.0-1.5

A rating for each standard is determined as follows:

Step 1: Collect the rating for the standard from each school board member.

Step 2: Eliminate the highest and lowest rating.

Step 3: Add the remaining seven ratings.

Step 4: Divide each sum of the remaining seven ratings by seven.

Step 5: Round to the nearest tenths.

Evaluation Timelines

| ~~August~~ July 1 - ~~October~~ September 30
Goal-Setting Conference Completed

| ~~January~~ December 1 - ~~February~~ January 28/31
Mid-Year Conference Completed

| ~~June~~ May 1 - ~~July~~ June 15
Summative Evaluation Completed

Performance Standard 1: Mission, Vision, and Goals

The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

- 1.1 Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.
- 1.2 Oversees the administration of the school division's as the primary instructional leader and oversees the day-to-day infrastructure of the organization.
- 1.3 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.

#	2020-212019-2020 ACPS Focus Area Indicator	Measurement/Evidence/Artifacts/ Key Performance Indicators
32	Strategic Plan Implementation: Training for staff on mission, vision, core values, and goals—Action Planning Organizational structure fully aligned to support strategic plan	<ul style="list-style-type: none"> ● Evidence from 360 feedback process which incorporates feedback from multiple stakeholders. ● Evidence from staff climate survey and/or exit tickets that staff understand the division mission, vision, and core values as part of the adopted strategic plan. ● Successful completion of an agreed-upon mission, vision, and goals through the collaborative creation and approval of the next strategic plan. ● Indicators of the learning environment considered to be optimal, positive, and engaging.
35	Strategic Plan Implementation: Measurement Plan for Identification of key metrics to inform progress on ACPS 2025 Review, revision, and finalization of mission, vision and core values	
35	Strategic Plan Implementation: Revised Reporting Process with quarterly updates to the School Board Development of Strategic Plan Goals through subcommittees consisting of diverse stakeholders	
5	Adoption of strategic plan by Board of Education	

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Standard 1 Summative Rubric

Accomplished (4)	<input type="checkbox"/>	The superintendent establishes a highly productive relationship with the school board to formulate, implement, and reasonably achieve the school division's mission, vision, and goals to promote student academic progress.
Proficient (3)	<input type="checkbox"/>	The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.
Developing/Needs Improvement (2)	<input type="checkbox"/>	The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.
Unsatisfactory (1)	<input type="checkbox"/>	The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.

Glows (highlights): _____

Grows (areas of improvement): _____

Performance Standard 2: Planning and Assessment

The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.

- 2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
- 2.2 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include a variety of assessment data.
- 2.3 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet all required federal and state standards.

#	2020-2021 19-2020 ACPS Focus Area Indicator	Measurement/Evidence/Artifacts/ Key Performance Indicators
2	<u>Policy Equity Audit: Conduct audit using research-based techniques</u> Academic Return on Investment (A-ROI)	<ul style="list-style-type: none"> ● Evidence from major division initiatives (High School Project, Budget A-ROI, School Start Times) to determine the strategic gathering, analysis, and variety of data used in planning and decision-making.
43	<u>Renaming of Schools: Use of data and research to inform decision-making to inform Renaming of Schools</u> High School Project and school start times	<ul style="list-style-type: none"> ● Establish <u>equity dashboard</u> annual assessment workbook which includes key performance indicators: kindergarten readiness, reading and mathematics proficiency and growth, chronic absenteeism, identification of students with disabilities, PALS benchmarks, SOL Pass Rates, AP performance, SAT performance, on-time graduation rates, attendance, chronic absenteeism, <u>identification of students with disabilities, student achievement data across various indicators, such as MAP proficiency and growth, 9th graders on-track to graduate, access and persistence in advanced coursework, K-PALS benchmarks, SOL Pass Rates, AP performance, SAT performance, on-time graduation rates, attendance,</u> and <u>EL Progress (WIDA).</u>
35	<u>Identification of key metrics to inform progress on ACPS 2025</u>	
1	<u>Reopening of School: Use of data and research to inform reopening plans</u>	<ul style="list-style-type: none"> ● Evidence from <u>staff climate TELL-S</u> survey regarding shared vision, professional development, and collaboration. ● <u>Policy Equity Audit completed with recommended policy updates.</u> ● <u>Action Plan for addressing low graduation rate for Hispanic Males at the High School including establishment of an Early Warning System to</u>

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5	Academic Disparities: Use research-based techniques to analyze data and programs to enhance student achievement
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identify students at risk of dropping out of school

Standard 2 Summative Rubric		
Accomplished (4)	<input type="checkbox"/>	The superintendent proactively seeks out a variety of data to guide planning and decision-making, readily shares pertinent data with the school board, and promotes the awareness and use of relevant data among division personnel to improve instructional programs, resulting in improved student academic performance.
Proficient (3)	<input type="checkbox"/>	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress.
Developing/Needs Improvement (2)	<input type="checkbox"/>	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic success.
Unsatisfactory (1)	<input type="checkbox"/>	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic success.

Glows (highlights): _____

Grows (areas of improvement): _____

Performance Standard 3: Instructional Leadership

The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

- 3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- 3.2 Assesses factors affecting student achievement and directs change for needed improvements.
- 3.3 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.
- 3.4 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional professional learning.

#	2020-2021-19-2020 ACPS Focus Area Indicator
3±	Strategic Plan Implementation: Equity training for school board, administrators and school staff
1	Reopening of School: Social, Emotional, Academic Learning (SEAL) and Technology
3	High School Project including Industry Advisory

Measurement/Evidence/Artifacts/Key Performance Indicators
<ul style="list-style-type: none"> • Mid- and end-of-year updates from school and department improvement plans. • Evidence from school and department quarterly chats regarding additional supports and changes made responsive to formative needs. • Evidence from staff climate survey FELL Survey

	Board (IAB), Educational Design Team (EDT), Northern Virginia Community College (NOVA) Partnership, Virginia Tech (VT) Partnership, and Connected High School Network (CHSN)
6	Academic Disparities: Address Talented and Gifted (TAG) and Student with Disabilities (SWD) audit findings including identification tools, push/pull out recommendation, middle school program delivery
6	Implementation and monitoring of Student with Disabilities (SWD) audit action plan

- regarding supports and professional development.
- Indicators of technologies available to support student learning.
 - Equity Audit Results.
 - Evidence of implementation of TAG and SWD action plans.
 - [Develop an Action Plan to address disparities in the Honors Program at Middle Schools.](#)

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Standard 3 Summative Rubric	
Accomplished (4)	<input type="checkbox"/> The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects and fosters excellence.
Proficient (3)	<input type="checkbox"/> The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.
Developing/Needs Improvement (2)	<input type="checkbox"/> The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and student students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.
Unsatisfactory (1)	<input type="checkbox"/> The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.

Glows (highlights): _____

Grows (areas of improvement): _____

Performance Standard 4: Organizational Leadership and Safety

The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

- 4.1 Identifies, analyzes, and resolves problems including facilities, school safety, operations, Talented and Gifted (TAG), Students with Disabilities (SWD), and human resources using problem-solving techniques.
- 4.2 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.
- 4.3 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.

Comment [2]: Equity?

#	2020-2021-2020 ACPS Focus Area Indicator
32	Strategic Plan Implementation: Aligning budget priorities and Expanded knowledge and understanding of budgeting best practices and decision-making with the strategic plan across School Board and division leaders
32	Strategic Plan Implementation: Approval of FY221 Operating Budget & Approval of FY221-FY310 Capital Improvement Program (CIP) Budgets to strategically provide differentiated resources and supports to schools and departments.
22	Approval of FY221 Operating Budget Policy Equity Audit
13	Reopening of School: High School Project including Site analysis, safety measures, cost analysis, and design
54	Renaming of Schools: Cost analysis Douglas MacArthur Swing Space Project including Development Special Use Permit (DSUP), renovations, parking construction, play areas, and relocation plan
36	Strategic Plan Implementation: Implementation and monitoring of Human Resources (HR) and Facilities audits audit action plan including recruitment, retention, and onboarding
6	Implementation and monitoring of Facilities audit action plan

Measurement/Evidence/Artifacts/ Key Performance Indicators
<ul style="list-style-type: none"> Evidence from Douglas MacArthur move planning, CIP budget request and approval process, and operating budget process. Evidence in the progress of implementing action plans of HR and Facilities should be assessed including the percentage of Capital Improvement Program projects done on time and the percentage of staff members who have been trained on ACPS' violent intruder training. Indicators of functional and compliance reviews, findings, and implementation of recommendations. Indicators of completion of employee evaluations, teaching positions filled, and staff retention. VDOE reports, such as the SOQ compliance report, to determine if state standards are being met. FY22 operating budget and FY22-FY31 CIP budget are aligned with the Board's with Board's budget priorities. Funding and staffing equitably allocated to each school based on student population (resource allocation analysis). Planning for the process of updating policies in accordance with policy equity audit findings.

Comment [3]: @clinton.page@acps.k12.va.us ok?

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Standard 4 Summative Rubric

Accomplished (4)	<input type="checkbox"/>	The superintendent is a highly effective manager who demonstrates proactive decision-making, coordinates safe, efficient operations, and maximizes available resources.
Proficient (3)	<input type="checkbox"/>	The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.
Developing/Needs Improvement (2)	<input type="checkbox"/>	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.
Unsatisfactory (1)	<input type="checkbox"/>	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.

Glows (highlights): _____

Grows (areas of improvement): _____

Performance Standard 5: Communication and Community Relations

The superintendent fosters the success of all students through effective communication with stakeholders.

- 5.1 Establishes and maintains effective and timely channels of communication with board members and between the schools and community. Uses formal and informal techniques to gather external perceptions and input as a part of the decision-making process.
- 5.2 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.
- 5.3 Creates an atmosphere of trust and mutual respect with all stakeholders. Applies and communicates findings to all stakeholders to ensure continuous improvement.
- 5.4 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

#	2020-2021-19-2020 ACPS Focus Area Indicator
13	<u>Reopening of Schools</u> : Establish and execute a community engagement plan for the Reopening of Schools <u>High School Project</u>
4	<u>Renaming of Schools</u> : Establish and execute a community engagement plan for the Renaming of Schools <u>Douglas-MacArthur Swing Space project</u>
35	<u>Strategic Plan Implementation</u> : Community engagement throughout the implementation process <u>the strategic Pplanning Implementation process</u>
6	<u>Establish action plan based on findings from Communications audit</u>

Measurement/Evidence/Artifacts/ Key Performance Indicators
<ul style="list-style-type: none"> ● <u>Family and community participation in survey efforts are representative of the families and community served.</u> Indicators of families and community members obtaining/receiving information and opportunities to provide input. ● <u>Families and staff feel they have received regular and timely information on the reopening of schools.</u> ● Establishment of a streamlined customer relations management system for delivering information including crisis communications and feedback from stakeholders. ● <u>FY21 operating budget and FY21-FY30 CIP budget are aligned with Board's budget priorities.</u> ● <u>Families feel welcomed, valued, empowered, and included in decision-making</u> Indicators of respect and trust within organization and community.

Comment [4]: Moved to Performance Standard 4

Standard 5 Summative Rubric

Accomplished (4)	<input type="checkbox"/>	The superintendent fosters the success of students by proactively seeking and creating innovative and productive methods to communicate and engage effectively with stakeholders.
Proficient (3)	<input type="checkbox"/>	The superintendent fosters the success of all students through effective communication with stakeholders.
Developing/Needs Improvement (2)	<input type="checkbox"/>	The superintendent has not reached a level of proficiency in communicating on issues of importance to stakeholders.
Unsatisfactory (1)	<input type="checkbox"/>	The superintendent demonstrates ineffective or detrimental communication with stakeholders.

Glows (highlights): _____

Grows (areas of improvement): _____

Performance Standard 6: Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

- 6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
- 6.2 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others
- 6.3 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.

#	2020-21 19-20 ACPS Focus Area Indicator	Measurement/Evidence/Artifacts/ Key Performance Indicators
3 1	Strategic Plan Implementation: Equity training for school board, administrators and school staff	<ul style="list-style-type: none"> ● Evidence of superintendent engaging in professional learning opportunities during current year and conducting presentations at the local, state, national and international levels contributing to the profession. ● Evidence from 360 feedback process which incorporates feedback from multiple stakeholders. ● Financial Disclosure Form submission. ● Superintendent Contract Provision: Other Work Activities. ● Membership in professional associations.
1	Reopening of School: Social, Emotional, Academic Learning (SEAL) and Technology	
4	Measures of Academic Progress (MAP)	

Comment [5]: keep?

Comment [6]: Want to make sure you are okay leaving for this year given pandemic

Comment [7]: Moved to PS #7

Standard 6 Summative Rubric	
Accomplished (4)	<input type="checkbox"/> The superintendent fosters the success of teachers, staff, and students by demonstrating a high level of professional standards and ethics, engaging in extensive professional learning, and making noteworthy contributions to the profession.
Proficient (3)	<input type="checkbox"/> The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.
Developing/Needs Improvement (2)	<input type="checkbox"/> The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.
Unsatisfactory (1)	<input type="checkbox"/> The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

Grows (highlights): _____

Grows (areas of improvement): _____

Performance Standard 7: Division-wide Student Academic Progress

The superintendent's leadership results in acceptable, measurable division-wide student academic progress based on established standards.

- 7.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.
- 7.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.
- 7.3 Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.

#	2020-2021 19-2020 ACPS Focus Area Indicator	Measurement/Evidence/Artifacts/ Key Performance Indicators
53 85 11	Academic Disparities: Adopting formative assessments to measure student proficiency and growth through Measures of Academic Progress (MAP) Academic areas including division-wide instructional resources and testing systems.	<ul style="list-style-type: none"> • Moving forward, key metrics and baseline data collected as identified in ACPS 2025 strategic plan including to serve as evidence: kindergarten readiness, reading and mathematics proficiency and growth (MAP), chronic absenteeism, identification of students with disabilities, 9th graders on-track to graduate, access and persistence in advanced coursework. • Evidence from school and department improvement planning process would assist in the formative monitoring of division progress towards goals throughout the year. • Use end-of-year outcome data including SOL Pass Rates, graduation rates, and school Accreditation statuses to determine acceptable student academic progress.

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Standard 7 Summative Rubric		
Accomplished (4)	<input type="checkbox"/>	The superintendent's leadership results in a high level of academic progress for all students, including progress in closing achievement gaps and proactively preparing students for future success.
Proficient (3)	<input type="checkbox"/>	The superintendent's leadership results in acceptable, measurable division-wide student academic progress based on established standards.
Developing/Needs Improvement (2)	<input type="checkbox"/>	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.
Unsatisfactory (1)	<input type="checkbox"/>	The superintendent's leadership consistently results in inadequate student academic progress.

Glows (highlights): _____

Grows (areas of improvement): _____

**Alexandria City Public Schools
Superintendent's Evaluation
Goal-Setting Form**

Superintendent:

School Year:

The Superintendent will complete Sections I-IV in order to share during the goal-setting conference. The Superintendent will complete Section V in order to share during mid-year review.

I. Context (Describe the division context and any unique circumstances affecting the school community as a whole):

The 2020-21 school year brings great uncertainties and opportunities for ACPS. We opened our doors in a Virtual PLUS+ Learning environment where all students receive their instruction virtually. Our FY21 combined funds budget was reduced by over \$12M and we've put a freeze on salaries and new hires while increasing expectations and anxiety of our staff. In spite of the global pandemic, we are still faced with implementing our newly adopted strategic plan, ACPS 2025: Equity For All, and ensuring that our over 16,000 students are engaged in learning and continuously being prepared for the ever-changing world. In addition to our global pandemic challenges and opportunities, ACPS is in the process of transitioning students to in-person learning with a phased approach, renaming two schools including T.C. Williams High School and Matthew Maury Elementary School, building a new Douglas MacArthur Elementary School, designing our Minnie Howard campus for the Connected High School Network, finalizing our stadium lights project for the high school, and preparing for a financially strained FY22 budget season including combined and capital improvement program funds due to the economic downturn from COVID-19.

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II. Goal Statement

The superintendent has a goal to continue with implementation of the school division's five year strategic plan, ACPS 2025: Equity for All, while pivoting to adjust to transitioning into a phased in-person learning approach.

III. Standards to which the strategies relate (Check each that applies)

- | X **Mission, Vision and Goals:** The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.
- | X **Planning and Assessment:** The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress.
- | X **Instructional Leadership:** The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.
- | X **Organizational Leadership and Safety:** The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.
- | X **Communication and Community Relations:** The superintendent fosters the success of all students through effective communication with stakeholders.
- | X **Professionalism:** The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.
- | X **Division-wide Student Academic Progress:** The superintendent's leadership results in acceptable, measurable division-wide student academic progress based on established standards.

IV. Means for Attaining the Goal

Strategy:

The superintendent will develop and implement a plan to implement an instructional framework for students to learn during the global pandemic.

Measured by: Virtual PLUS+ and Hybrid Learning Framework

Target Date: August/September 2020

Strategy:

The superintendent and his team will develop metrics to monitor the progress of the school division's strategic plan, ACPS 2025: Equity for All, and Areas of Focus for 2020-21.

Measured by: Strategic Plan Metrics and Areas of Focus

Target Date: September/October 2020

Strategy:

The superintendent will work collaboratively with the staff and board to develop a FY22 Budget for Combined Funds and Capital Improvement Program Funds

Measured by: Adopted CIP and Combined Funds Budgets

Target Date: December 2020/February 2021

Strategy:

The superintendent will work collaboratively with the staff and board to develop a strategy for conducting an Equity Audit of ACPS policies and identifying recommendations to refine, revise or remove our policies.

Measured by: Equity Audit, Recommendations and Plan of Action

Target Date: Spring 2021

Strategy:

The superintendent and his team will work collaboratively with Hanover Research to establish a climate survey and 360 feedback tool to obtain feedback from our staff, students and families.

Measured by: Climate Survey and 360 Feedback

Target Date: May/June 2021

V. **Mid-Year Review** (Describe goal progress and other relevant data during second visit. Attach relevant data.)

Signature of Superintendent: _____ Date: _____

Signature of School Board Chair: _____ Date: _____

Rating Worksheet

Rating Worksheet

Step 1: Collect the rating for the standard from each school board member.

Step 2: Eliminate the highest and lowest rating.

Step 3: Add the remaining seven ratings.

Step 4: Divide each sum of the remaining seven ratings by seven.

Step 5: Round to the nearest tenths.

Step 6: Transfer each total to the next page.

Standard #1 Mission, Vision, and Goals

_____ ÷ 7 = _____

Sum #1

Standard #2 Planning and Assessment

_____ ÷ 7 = _____

Sum #2

Standard #3 Instructional Leadership

_____ ÷ 7 = _____

Sum #3

Standard #4 Organizational Leadership and Safety

_____ ÷ 7 = _____

Sum #4

Standard #5 Communication and Community Relations

_____ ÷ 7 = _____

Sum #5

Standard #6 Professionalism

_____ ÷ 7 = _____

Sum #6

Standard #7 Division-wide Student Academic Progress

_____ ÷ 7 = _____

Sum #7

Overall Evaluation Summary

Standard 1 = _____

Standard 2 = _____

Standard 3 = _____

Standard 4 = _____

Standard 5 = _____

Standard 6 = _____

Standard 7 = _____

Sum Total = _____ ÷ by 7 = _____

Total the standards above and divide the sum by 7.

Apply the new total to the rubric below.

Summative Rating

Accomplished (3.5-4.0) Developing/Needs Improvement (1.6-2.5)

Proficient (2.6-3.4) Unsatisfactory (1.0-1.5)

Comments:

Signature of Superintendent: _____ Date: _____

Signature of School Board Chair: _____ Date: _____

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