

# **Superintendent's Evaluation Procedures**



Alexandria City Public Schools

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 1 - October 30

Goal-Setting Conference Completed

January 1 - February 28

Mid-Year Conference Completed

June 1 - July 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.

#	2020-21 ACPS Focus Area Indicator	Measurement/Evidence/Artifacts/ Key Performance Indicators
3	Strategic Plan Implementation: Training for staff on mission, vision, core values, and goals	<ul style="list-style-type: none"> <li>Evidence from 360 feedback process which incorporates feedback from multiple stakeholders.</li> <li>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.</li> <li>Evidence from Board Meeting agendas including Areas of Focus and Strategic Plan Goals as topics of discussion, quarterly updates (Fall and Spring), Mid-Year (February 2021) and Annual Report (June/July 2021)</li> </ul>
3	Strategic Plan Implementation: Measurement Plan for Identification of key metrics to inform progress on ACPS 2025	
3	Strategic Plan Implementation: Revised Reporting Process with quarterly updates to the School Board	

Standard 1 Summative Rubric		
<b>Accomplished (4)</b>	<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.
<b>Proficient (3)</b>	<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.
<b>Developing/Needs Improvement (2)</b>	<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.
<b>Unsatisfactory (1)</b>	<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 ACPS Focus Area Indicator
2	Policy Equity Audit: Conduct audit using research-based techniques
4	Renaming of Schools: Use of data and research to inform decision-making
1	Reopening of School: Use of data and research to inform reopening plans
5	Academic Disparities: Use research-based techniques to analyze data and programs to enhance student achievement

Measurement/Evidence/Artifacts/ Key Performance Indicators
<ul style="list-style-type: none"> <li>• Evidence from major division initiatives (High School Project, School Start Times, School Renaming Surveys and comments from community chats) to determine the strategic gathering, analysis, and variety of data used in planning and decision-making.</li> <li>• Establish equity dashboard which includes key performance indicators: kindergarten readiness, reading and mathematics proficiency and growth, chronic absenteeism, identification of students with disabilities, 9th graders on-track to graduate, access and persistence in advanced coursework.</li> <li>• Evidence from staff climate survey regarding shared vision, professional development, and collaboration.</li> <li>• Policy Equity Audit completed with recommended policy updates.</li> <li>• Action Plan for addressing low graduation rate for Hispanic Males at the High School including establishment of an Early Warning System to identify students at risk of dropping out of school</li> </ul>

Standard 2 Summative Rubric		
<b>Accomplished (4)</b>	<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.
<b>Proficient (3)</b>	<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.
<b>Developing/Needs Improvement (2)</b>	<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)**



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.

**Grows (highlights):** \_\_\_\_\_

**Grows (areas of improvement):** \_\_\_\_\_

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### 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 ACPS Focus Area Indicator	Measurement/Evidence/Artifacts/ Key Performance Indicators
3	Strategic Plan Implementation: Equity training for school board, administrators and school staff	<ul style="list-style-type: none"> <li>• Mid- and end-of-year updates from school and department improvement plans including notes from quarterly sessions.</li> <li>• Evidence from school and department quarterly chats regarding additional supports and changes made responsive to formative needs.</li> <li>• Evidence from staff climate survey regarding supports and professional development.</li> <li>• Indicators of technologies available to support student learning.</li> <li>• Equity Audit Results.</li> <li>• Evidence of implementation of TAG and SWD action plans.</li> <li>• Develop an Action Plan to address disparities in the Honors Program at Middle Schools.</li> </ul>
1	Reopening of School: Social, Emotional, Academic Learning (SEAL) and Technology	
6	Academic Disparities: Address Talented and Gifted (TAG) and Student with Disabilities (SWD) audit findings	

Standard 3 Summative Rubric		
<b>Accomplished (4)</b>	<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.
<b>Proficient (3)</b>	<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.
<b>Developing/Needs Improvement (2)</b>	<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.
<b>Unsatisfactory (1)</b>	<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.



**Glow (highlights):** \_\_\_\_\_

**Grows (areas of improvement):** \_\_\_\_\_

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## 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.

#	2020-2021 ACPS Focus Area Indicator	Measurement/Evidence/Artifacts/ Key Performance Indicators
3	Strategic Plan Implementation: Aligning budget priorities and decision-making with the strategic plan	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Indicators of staff retention.</li> <li>● School Reopening Plan Executive Summary and ReportVDOE reports, such as the SOQ compliance report, to determine if state standards are being met.</li> <li>● FY22 operating budget and FY22-FY31 CIP budget are aligned with the Board's budget priorities.</li> <li>● Funding and staffing equitably allocated to each school based on student population (resource allocation analysis).</li> <li>● Planning for the process of updating policies in accordance with policy equity audit findings. .</li> </ul>
3	Strategic Plan Implementation: Approval of FY221 Operating Budget & FY22-FY31 Capital Improvement Program (CIP) Budgets to strategically provide differentiated resources and supports to schools and departments.	
2	Policy Equity Audit	
1	Reopening of School: ite analysis, safety measures, cost analysis, and design	
5	Renaming of Schools: Cost analysis	
3	Strategic Plan Implementation: Implementation and monitoring of Human Resources (HR) and Facilities audits	

Standard 4 Summative Rubric		
<b>Accomplished (4)</b>	<input type="checkbox"/>	The superintendent is a highly effective manager who demonstrates proactive decision-making, coordinates safe, efficient operations, and maximizes available resources.
<b>Proficient (3)</b>	<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.
<b>Developing/Needs Improvement (2)</b>	<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.
<b>Unsatisfactory (1)</b>	<input type="checkbox"/>	The superintendent inadequately supports, manages, or evaluates the division’s organization, operation, safety or use of resources.

**Glows (highlights):** \_\_\_\_\_

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Grows (areas of improvement): \_\_\_\_\_

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## 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 ACPS Focus Area Indicator
1	Reopening of Schools: Establish and execute a community engagement plan
4	Renaming of Schools: Establish and execute a community engagement plan
3	Strategic Plan Implementation: Establish and execute a community engagement plan

Measurement/Evidence/Artifacts/ Key Performance Indicators
<ul style="list-style-type: none"> <li>● Family and community participation in survey efforts are representative of the families and community served.</li> <li>● Families and staff feel they have received regular and timely information on the reopening of schools.</li> <li>● Copy of community engagement plan for school renaming efforts.</li> <li>● Establishment of a streamlined customer relations management system for delivering information including crisis communications and feedback from stakeholders.</li> <li>● Using the Bite, Snack and Meal concept for communications to the community and School Board</li> <li>● Families feel welcomed, valued, empowered, and included in decision-making. Indicators of respect and trust within organization and community.</li> </ul>

Standard 5 Summative Rubric		
<b>Accomplished (4)</b>	<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.
<b>Proficient (3)</b>	<input type="checkbox"/>	The superintendent fosters the success of all students through effective communication with stakeholders.
<b>Developing/Needs Improvement (2)</b>	<input type="checkbox"/>	The superintendent has not reached a level of proficiency in communicating on issues of importance to stakeholders.
<b>Unsatisfactory (1)</b>	<input type="checkbox"/>	The superintendent demonstrates ineffective or detrimental communication with stakeholders.

**Glows (highlights):** \_\_\_\_\_

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Grows (areas of improvement): \_\_\_\_\_

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## 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 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

Measurement/Evidence/Artifacts/ Key Performance Indicators
<ul style="list-style-type: none"> <li>● Evidence of superintendent engaging in professional learning opportunities during current year and conducting presentations at the local, state, and national levels contributing to the profession.</li> <li>● Evidence from 360 feedback process which incorporates feedback from multiple stakeholders.</li> <li>● Financial Disclosure Form submission.</li> <li>● Superintendent Contract Provision: Other Work Activities.</li> <li>● Membership in professional associations.</li> </ul>

Standard 6 Summative Rubric		
<b>Accomplished (4)</b>	<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.
<b>Proficient (3)</b>	<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.
<b>Developing/Needs Improvement (2)</b>	<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.
<b>Unsatisfactory (1)</b>	<input type="checkbox"/>	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

**Glows (highlights):** \_\_\_\_\_

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**Grows (areas of improvement):** \_\_\_\_\_

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## 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 ACPS Focus Area Indicator
5	Academic Disparities: Adopting formative assessments to measure student proficiency and growth through Measures of Academic Progress (MAP)

Measurement/Evidence/Artifacts/ Key Performance Indicators
<ul style="list-style-type: none"> <li>● 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.</li> <li>● Evidence from school and department improvement planning process would assist in the formative monitoring of division progress towards goals throughout the year.</li> <li>● Use end-of-year outcome data including SOL Pass Rates, graduation rates, and school Accreditation statuses to determine acceptable student academic progress.</li> </ul>

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

**Glows (highlights):** \_\_\_\_\_

Grows (areas of improvement): \_\_\_\_\_

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## 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.

**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)**

**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

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

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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

$\div 7 = \underline{\hspace{2cm}}$   
Sum #1

### Standard #2 Planning and Assessment

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Sum #2

### Standard #3 Instructional Leadership

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Sum #3

### Standard #4 Organizational Leadership and Safety

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Sum #4

### Standard #5 Communication and Community Relations

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Sum #5

### Standard #6 Professionalism

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Sum #6

### Standard #7 Division-wide Student Academic Progress

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## 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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