Superintendent's Evaluation Procedures

Alexandria, VA

Evaluation

2023-24

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 Guidelines 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 the need to form the Superintendent's Evaluation Committee to review and recommend, in collaboration with the Superintendent, to the Board the evaluation instrument. Board members serving on the committee within the current year are: 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 Alderton
- Board Member Cindy AndersonWillie F. Bailey, Sr.
- Board Member Christopher A. SuarezTammy Ignacio

Key Components of the Superintendent's Evaluation

The Board appointed an 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:

- EightSeven performance standards from VDOE
- Performance indicators and ACPS priority areas areas of focus aligned with the seven performance indicators and the division strategic plan.
- 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 theirhis 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~~March 17, 2022 for implementation on July 1, 202214.

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

1. Strategic Leadership: The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive. ~~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 and improved student outcomes.

3. Instructional Leadership: The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of ~~effective teaching and learning that leads to student academic progress and school improvement.~~instructional systems that promote high student achievement and professional development and growth for staff.

4. Organizational Leadership and ~~Safety~~ Resource Management: The superintendent fosters the safety and success of all teachers, staff, division leaders, 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~~ proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.

6. **Culturally Responsive and Equitable Division Leadership:** The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.

67. Professionalism: The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards ~~and ethics~~, engaging in continuous professional development, and contributing to the profession.

78. Division-wide Student Academic Progress: The superintendent's leadership results in acceptable, measurable, and appropriate division-wide student academic progress based on established standards.

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Performance Indicators and ACPS priority areas Areas of Focus have been aligned with the eightseven 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 eightseven 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:

Highly Effective Accomplished = 3.5-4.0
Effective Proficient = 2.6-3.4
Approaching Effective Developing/Needs Improvement = 1.6-2.5
Ineffective 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: Strategic Leadership~~Mission, Vision, and Goals~~

The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.~~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 ~~1.1~~ Promotes a climate of mutual respect, trust, innovation, and professionalism with the school board~~, and~~ staff, students, and community.

1.2~~2.1~~ Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.

~~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.

2023-2024 ACPS Priority Areas	Measurement/Evidence/Artifacts/ Key Performance Indicators
Tier 1 Instruction~~1Instruction~~: ACPS Differentiated School Monitoring and Support structure	• School quarterly chat agendas and meeting notes identifying strategic formative improvement next-steps and collaboration with central office staff.
The High School Project: Project Management systems and processes to increase collaboration, communication and visibility of cross departmental efforts.	• Development of "One Team, One Journey" vision to create enhanced collaboration and shared ownership across staff.
Continue Culture Building: "One Team, One Journey" vision	• Leadership and delivery of The High School Project to implementation in Fall 2024.
	• Evidence from staff, student, and family climate survey that climate is improving in key areas.

Standard 1 Summative Rubric		
Highly Effective ~~Accomplished~~ **(4)**	☐	The superintendent establishes a highly productive relationship with the local school board to lead strategic improvement ~~formulate, implement, and reasonably achieve the school division's mission, vision, and goals~~ to promote student ~~academic~~ progress and learning.
Effective ~~Proficient~~ **(3)**	☐	The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.~~works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.~~
Approaching Effective ~~Developing/Needs Improvement~~ **(2)**	☐	The superintendent is inconsistent in creating, monitoring, and/or facilitating the process of strategic improvement, and/or seeking to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.~~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.~~
Ineffective ~~Unsatisfactory~~ **(1)**	☐	The superintendent fails to create, monitor, and/or facilitate the process of strategic improvement, and/or fails to seek to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.~~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): _____

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Grows (areas of improvement): _____

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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 and improved student outcomes.

~~2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.~~

~~2.1 Organizes the collaborative development and implementation of the division strategic plan based on analysis of data from a variety of sources.~~

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 or demonstrate sufficient progress in meeting all required federal and state standards.

2023-2024 ACPS Priority Areas	Measurement/Evidence/Artifacts/ Key Performance Indicators
CASEL Social Emotional Learning Competencies: Create SEL monitoring walks process to collect, analyze, and inform improvement efforts.	• Evidence from division priority areas to determine the strategic gathering, analysis, and variety of data used in planning and decision-making.
CASEL Social Emotional Learning Competencies: Conduct Social Emotional Program Evaluation in accordance with Division Program Evaluation Calendar.	• Publication of Equity dashboard which includes key performance indicators: kindergarten readiness, reading and mathematics proficiency and growth, chronic absenteeism, student discipline, identification of students with disabilities, 9th graders on-track to graduate, access and persistence in advanced coursework.
Student Connection and Attendance: Review and refine attendance processes by increasing analytic capacity to monitor school attendance and inform targeted improvement efforts.	• Building internal analytic capacity for school and division staff through the expansion of formative data dashboards measuring key indicators (Chronic Absenteeism, MAP, PALS, SOLs, Student Discipline, DESSA)
Tier 1 Instruction: Weekly school-based walkthroughs using common walkthrough observation form and PDSA cycles to inform improvement efforts.	• Evidence from a staff Equity Climate survey regarding shared vision, professional development, and collaboration.

		● Beginning the tuning process of strategic plan for the next~~for next~~ strategic plan cycle using a variety of data sources.

Standard 2 Summative Rubric		
Highly Effective ~~Accomplished~~ **(4)**	☐	The superintendent proactively seeks out and applies research on the effective impactful use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance and student outcomes.~~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.~~
Effective ~~Proficient~~ **(3)**	☐	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 and improved student outcomes.
Approaching Effective ~~Developing/Needs Improvement~~ **(2)**	☐	The superintendent is inconsistent ~~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/or procedures that result in student academic success and improved student outcomes.
Ineffective ~~Unsatisfactory~~ **(1)**	☐	The superintendent fails to ~~does not~~ gather, analyze, and use a variety of data to guide planning and decision-making consistent with established guidelines, policies, and/or procedures that result in student academic success and improved student outcomes.

Glows (highlights): _____

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Grows (areas of improvement): _____

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Performance Standard 3: Instructional Leadership

The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of ~~effective teaching and learning that leads to student academic progress and school improvement.~~ instructional systems that promote high student achievement and professional development and growth for staff.

   3.1 ~~Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.~~

   3.1 Serves as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary making decisions and when advising the school board.

   3.2 Assesses factors affecting student achievement and directs change for needed improvements to ensure full access and equitable opportunities for all students.

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 goals. ~~professional learning.~~

2023-2024 ACPS Priority Areas	Measurement/Evidence/Artifacts/ Key Performance Indicators
Tier 1 Instruction: Weekly school-based walkthroughs using common walkthrough observation form and PDSA cycles to inform improvement efforts.	- PDSA cycles from school walkthroughs - Professional learning agendas, materials, and attendance for prioritized high impact instructional practices. - Evidence from school quarterly chats regarding additional supports and changes made responsive to formative needs. - Evidence from staff climate survey regarding supports and professional development. - Indicators of technologies available to support student learning.
Tier 1 Instruction: Prioritize three high impact instructional practices to focus on and support through targeted and recurrent professional learning sessions with instructional staff.	
Tier 1 Instruction~~1Instruction~~: ACPS Differentiated School Monitoring and Support structure targeting monitoring and supports to specific areas based on data triangulation in support of improvement efforts.	

Standard 3 Summative Rubric

Highly Effective ~~Accomplished~~ **(4)**	☐	The superintendent actively and consistently employs innovative and effective impactful leadership strategies that empower teachers, staff, and division leaders; maximize student academic progress; ~~,~~ and result in effective teaching and learning that reflects ~~and fosters~~ excellence.
Effective ~~Proficient~~ **(3)**	☐	The superintendent fosters the success of all teachers, staff, division leaders and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff. ~~effective teaching and learning that leads to student academic progress and school improvement.~~
Approaching Effective ~~Developing/Needs Improvement~~ **(2)**	☐	The superintendent is inconsistent ~~has not reached a level of proficiency~~ in fostering the success of all teachers, staff, division leaders and ~~student~~ students by ensuring ~~facilitating~~ the development, communication, implementation, and/or evaluation of instructional systems that promote high student achievement and professional development and growth for staff. ~~effective teaching and learning that leads to student academic progress and school improvement.~~
Ineffective ~~Unsatisfactory~~ **(1)**	☐	The superintendent fails to ~~does not~~ foster the success of all teachers, staff, division leaders, and students by ensuring ~~facilitating~~ the development, communication, implementation, and/or evaluation of instructional systems that promote high student achievement and professional development and growth for staff. ~~effective teaching and learning that leads to student academic progress and school improvement.~~

Glows (highlights): _____

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Grows (areas of improvement): _____

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Performance Standard 4: Organizational Leadership and Resource Management~~Safety~~

The superintendent fosters the safety and success of all teachers, staff, division leaders, 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 and communicates resolutions with necessary stakeholders.

4.2 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and high-performing ~~most effective~~ teachers, administrators, and other personnel based on identified needs.

4.3 Acquires, allocates, and manages division human, material, technological, and financial resources in compliance with all laws to ensure the impactful ~~effective~~ and equitable support of all of the division's students, schools, and programs.

2023-2024 ACPS Priority Areas	Measurement/Evidence/Artifacts/ Key Performance Indicators
Staff Recruitment and Retention: Earlier strategic recruitment events with increased focus on deepening the pool of candidates through innovative outreach	● Indicators of staff retention and recruitment efforts.
Staff Recruitment and Retention: Continue to prioritize staff total compensation to both increase recruitment efforts and to best retain current staff.	● FY25 operating budget and FY25-FY34 CIP budget are aligned with the Board's budget priorities.
	● On-time opening of Douglas MacArthur Elementary
	● Safe and smooth opening of schools
	● Funding and staffing equitably allocated to each school based on student population (resource allocation analysis).
	● Implementation of weapons abatement systems as planned in SY 23-24.
	● Climate survey indicators of perception of safety across stakeholder groups.

Standard 4 Summative Rubric		
Highly Effective Accomplished (4)	☐	The superintendent exemplifies leadership in efficient and safe operations and organizational management by promoting staff innovation, demonstrating proactive decision-making, and maximizing available resources. ~~is a highly effective manager who demonstrates proactive decision-making, coordinates safe, efficient operations, and maximizes available resources.~~
Effective ~~Proficient~~ (3)	☐	The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.
Approaching Effective ~~Developing/Needs Improvement~~ (2)	☐	The superintendent is inconsistent ~~has not reached a level of proficiency~~ in fostering the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and/or evaluating the division's organization, operation, ~~safety,~~ and/or use of resources.

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Ineffective ~~Unsatisfactory~~ **(1)**	☐	The superintendent <u>fails to foster the safety and success of all teachers, staff, division leaders, and students by supporting</u>~~inadequately supports~~, <u>managing</u>~~manages~~, and/or <u>evaluating</u> ~~evaluates~~ the division's organization, operation, ~~safety~~ <u>and/</u>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 <u>proactive, responsive, and professional</u> ~~effective~~ communication with <u>the board, staff, families, and other</u> 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 <u>the board, staff, families and other</u> ~~all~~ stakeholders. ~~Applies and communicates findings to all stakeholders to ensure continuous improvement.~~

    5.4 Models and promotes multicultural awareness, <u>inclusive practices,</u> ~~gender sensitivity,~~ and the appreciation of diversity in the community.

2023-2024 ACPS Priority Areas	**Measurement/Evidence/Artifacts/ Key Performance Indicators**
The High School Project: Implement an educational programming communication plan for staff, families, and the community.	• Family and community participation in survey efforts are representative of the families and community served.
Student Connection and Attendance: Develop and implement a tiered communication plan to families and students emphasizing the importance of school attendance and expectations.	• Copies of community engagement plans for The High School Project and Social Emotional Learning.
CASEL Social Emotional Learning Competencies: Work collaboratively with stakeholders to communicate and reinforce the importance of social emotional learning.	• Families feel welcomed, valued, empowered, and included in decision-making Indicators of respect and trust within organization and community.

Standard 5 Summative Rubric		
Highly Effective ~~Accomplished~~ **(4)**	☐	The superintendent ~~fosters the success of students by~~ proactively <u>seeks</u> ~~seeking~~ and <u>creates</u> ~~creating~~ innovative and productive methods to communicate<u>,</u> collaborate, and engage <u>impactfully</u> ~~effectively~~ with stakeholders.
Effective ~~Proficient~~ **(3)**	☐	The superintendent fosters the success of all students through <u>proactive, responsive, and professional</u> ~~effective~~ communication with <u>the board, staff, families, and other</u> stakeholders.

Approaching Effective ~~Developing/Needs Improvement~~ **(2)**	☐	The superintendent is inconsistent in fostering the success of all students through proactive, responsive, and/or professional communication with the board, staff, families, and/or other ~~has not reached a level of proficiency in communicating on issues of importance to~~ stakeholders.
Ineffective ~~Unsatisfactory~~ **(1)**	☐	The superintendent fails to foster the success of all students through proactive, responsive, and/or professional communications with the board, staff, families, and/or other ~~demonstrates ineffective or detrimental communication with~~ stakeholders.

Glows (highlights): _____

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Grows (areas of improvement): _____

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Performance Standard 6: Culturally Responsive and Equitable Division Leadership
The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.

6.1 Collects and analyzes disaggregated data to determine division priorities and aid in developing and monitoring a division strategic plan that promotes continuous improvement and demonstrates a commitment to equitable and culturally responsive practice for all students.

6.2 Manages and leverages the allocation of fiscal, human, capital, and material resources to promote equitable access and outcomes for all students.

6.3 Provides professional learning opportunities for all employees throughout the division that enhance their capacity and skills to support culturally responsive practices and equitable outcomes.

6.4 Plans, implements, supports, and assesses the instructional program to provide all students with equitable access to culturally relevant and responsive curriculum as well as high-quality content, instruction, and materials.

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2023-2024 ACPS Priority Areas	**Measurement/Evidence/Artifacts/ Key Performance Indicators**
Tier 1 Instruction: Weekly school-based walkthroughs using common walkthrough observation form and PDSA cycles to inform improvement efforts.	● Publication of Equity dashboard which includes key performance indicators: kindergarten readiness, reading and mathematics proficiency and growth, chronic absenteeism, student discipline, identification of students with disabilities, 9th graders on-track to graduate, access and persistence in advanced coursework.
The High School Project: Ensure all planning is done through an equity lens utilizing tools to ensure unintended consequences are identified and structures are put in place to maintain equitable access and opportunity for all students.	● Staff Equity training modules delivered to all staff throughout SY 23-24
CASEL Social Emotional Learning Competencies: Seek student voice and engagement to directly inform improvement efforts	● ACPS Data Workbook displaying longitudinal trends across key organizational areas disaggregated by groups.

Standard 6 Summative Rubric	
Highly Effective (4)	The superintendent consistently engages internal and external stakeholders in demonstrating a shared commitment to ensuring a culturally responsive environment that objectively monitors student outcomes and allocates resources to ensure the creation of a culturally responsive environment where all students and staff thrive.
Effective (3)	The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.
Approaching Effective (2)	The superintendent is inconsistent in establishing and implementing division goals, priorities, and/or strategies centered in equity and culturally responsive practices to support achievement for all students.
Ineffective (1)	The superintendent fails to establish and implement division goals, priorities, and/or strategies centered in equity and culturally responsive practices to support achievement for all students.

Glows (highlights): _____

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Grows (areas of improvement): _____

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Performance Standard 76: Professionalism

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

76.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.

76.2 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others

76.3 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.

76.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning. and the improvement of state performance indicators.

76.5 Takes a leadership role and encourages staff to do so as well, by presenting at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.delivering coursework as an adjunct professor and completing research on school equity.

6.6 Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

2023-2024 ACPS Priority Areas	Measurement/Evidence/Artifacts/ Key Performance Indicators

Continue Culture Building: Through modeling day-to-day expected behaviors leaders will support a positive culture within their context		

● Evidence of superintendent engaging in professional learning opportunities during the current~~during current~~ year and conducting presentations at the local, state, and national levels contributing to the profession.
● Financial Disclosure Form submission.
● Superintendent Contract Provision: Other Work Activities.
● Membership in professional associations.
● Collaboration with PTAC, TAC, EAA and other committees and associations

Standard 7~~6~~ Summative Rubric		
Highly Effective ~~Accomplished~~ **(4)**	☐	The superintendent models a commitment to continuous learning and innovation that translates to division faculty and staff and makes significant and meaningful contributions to the profession. ~~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.~~
Effective ~~Proficient~~ **(3)**	☐	The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards ~~and ethics~~, engaging in continuous professional development, and contributing to the profession.
Approaching Effective ~~Developing/Needs Improvement~~ **(2)**	☐	The superintendent is inconsistent in fostering the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and ~~has not reached a level of proficiency in demonstrating~~ professional standards, engaging in continuous professional development, and/or ~~in~~ contributing to the profession.
Ineffective ~~Unsatisfactory~~ **(1)**	☐	The superintendent fails to foster the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and ~~shows disregard for~~ professional standards ~~and ethics~~, engaging in continuous professional development, and/or contributing to the profession.

Glows (highlights): _____

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Grows (areas of improvement): _____

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Performance Standard 8~~7~~: Division-wide Student Academic Progress

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

8~~7~~.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.

87.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.

87.3 Leads staff in conducting an ongoing, detailed analysis of multiple measures of student learning data to provide immediate and appropriate feedback.

2023-2024 ACPS Priority Areas	Measurement/Evidence/Artifacts/ Key Performance Indicators
Tier 1 Instruction: ACPS Differentiated School Monitoring and Support structure targeting monitoring and supports to specific areas based on data triangulation in support of improvement efforts. Tier 1 Instruction: Weekly school-based walkthroughs using common walkthrough observation form and PDSA cycles to inform improvement efforts.	• 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 priority improvement planning process would assist in the formative monitoring of division progress towards goals throughout the year. • Use end-of-year outcome data including MAP RIT and Growth scores, SOL Pass Rates and Growth, graduation rates, and school Accreditation statuses to determine acceptable student academic progress.

Standard 8~~7~~ Summative Rubric		
Highly Effective ~~Accomplished~~ **(4)**	☐	The superintendent's leadership serves as a role model to others and results in a high level of student academic progress with all populations of learners.~~for all students, including progress in closing achievement gaps and proactively preparing students for future success.~~
Effective ~~Proficient~~ **(3)**	☐	The superintendent's leadership results in acceptable, measurable, and appropriate division-wide student academic progress based on established standards.
Approaching Effective ~~Developing/Needs Improvement~~ **(2)**	☐	The superintendent's leadership results in ~~has not reached a level of proficiency in promoting~~ student academic progress that inconsistently meets the established standard.
Ineffective ~~Unsatisfactory~~ **(1)**	☐	The superintendent's leadership consistently results in inadequate student academic progress.

Glows (highlights): _____

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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):

II.   **Goal Statement**

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

__X__ ~~**Strategic Leadership**~~**Mission, Vision and Goals**: The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive. ~~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 and improved student outcomes.

__X__ **Instructional Leadership:** The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff. ~~effective teaching and learning that leads to student academic progress and school improvement.~~

__X__ **Organizational Leadership and** **Resource Management**~~Safety~~**:** The superintendent fosters the safety and success of all teachers, staff, division leaders, 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 proactive, responsive, and professional ~~effective~~ communication with the board, staff, families, and other stakeholders.

_____ **Culturally Responsive and Equitable Division Leadership**: The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students,

__X__ Professionalism: The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and 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, and appropriate division-wide student academic progress based on established standards.

IV. Means for Attaining the Goal

Strategy:

Measured by:

Target Date:

Strategy:

Measured by:

Target Date:

Strategy:

Measured by:

Target Date:

Strategy:

Measured by:

Target Date:

Strategy:

Measured by:

Target Date:

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

Strategy:
Measured by:

Target Date:

Mid-Year Review:

Strategy
Measured by:

Target Date:

Mid-Year Review:

Strategy:

Measured by:

Target Date:
Mid-Year Review:

Strategy:

Measured by:
Target Date:

Mid-Year Review:

Strategy:
Measured by:
Target Date:

Mid-Year Review:

Signature of Superintendent:_____Date:_____

Signature of School Board Chair:_____ Date:_____

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 Strategic Leadership~~Mission, Vision, and Goals~~

☐ ☐ ☐ ☐ ☐ ☐ ☐   _____ ÷ 7 = _____

Standard #2 Planning and Assessment

☐ ☐ ☐ ☐ ☐ ☐ ☐   _____÷ 7 = _____

Standard #3 Instructional Leadership

☐ ☐ ☐ ☐ ☐ ☐ ☐   _____ ÷ 7 = _____

Standard #4 Organizational Leadership and Resource Management

☐ ☐ ☐ ☐ ☐ ☐ ☐   _____ ÷ 7 = _____

Standard #5 Communication and Community Relations

☐ ☐ ☐ ☐ ☐ ☐ ☐   _____ ÷ 7 = _____

Standard #6 Culturally Responsive and Equitable Division Leadership

☐ ☐ ☐ ☐ ☐ ☐ ☐   _____ ÷ 7 = _____

Standard #7~~6~~ Professionalism

☐ ☐ ☐ ☐ ☐ ☐ ☐   _____ ÷ 7 = _____

Standard #8~~7~~ Division-wide Student Academic Progress

☐ ☐ ☐ ☐ ☐ ☐ ☐   _____ ÷ 7 = _____

Overall Evaluation Summary

Standard 1 = _____

Standard 2 = _____

Standard 3 = _____

Standard 4 = _____

Standard 5 = _____

Standard 6 = _____

Standard 7 = _____

Standard 8 = _____

Sum Total = _____ ÷ by 8̶7̶ = _____

Total the standards above and divide the sum by 8̶7̶.

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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