Superintendent's Evaluation Procedures

Alexandria City Public Schools

Alexandria, VA

Evaluation

2021-22

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 Cindy Anderson[1]
- Board Member Christopher A. Suarez

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:

- 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.

#	2021-22 ACPS Focus Area Indicator
6	Strategic Plan Implementation: Training for staff on mission, vision, core values, behaviors and goals
6	Strategic Plan Implementation: Measurement Plan of key metrics to inform school improvement efforts and overall progress on ACPS 2025
6	Strategic Plan Implementation: Revised Reporting Process with quarterly updates to the School Board

Measurement/Evidence/Artifacts/ Key Performance Indicators

- Evidence from 360 feedback process which incorporates ~~feedback from~~ purposeful sampling of ACPS Staff, Parents, City Leaders and ACPS Partners. ~~multiple stakeholders~~[2].
- Evidence from staff climate survey that staff understand the division mission, vision, and core values as part of the adopted strategic plan.

Standard 1 Summative Rubric		
Accomplished (4)	☐	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)	☐	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)	☐	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)	☐	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): _____

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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.

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.

#	2021-2022 ACPS Focus Area Indicator	Measurement/Evidence/Artifacts/ Key Performance Indicators
1	SEAL Recovery: Leverage formative data on student academic and social/emotional health to employ research-based recovery strategies	● Evidence from major division initiatives (SEAL Recovery, Hispanic Males, Talented and Gifted) to determine the strategic gathering, analysis, and variety of data used in planning and decision-making.
2	Hispanic Males: Use early warning indicators to be proactive in addressing barriers to learning for Hispanic Male students	● 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.
5	Talented and Gifted: Use of current and historical data to inform revisions to Annual Plan including ID process and Service Model.	● Evidence from a staff Equity Climate survey regarding shared vision, professional development, and collaboration.
6	Policy Equity Audit: Conduct audit using research-based techniques	

Standard 2 Summative Rubric		
Accomplished (4)	☐	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)	☐	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)	☐	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.

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, 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.

#	2021-2022 ACPS Focus Area Indicator	Measurement/Evidence/Artifacts/ Key Performance Indicators
1	SEAL Recovery: Focus on K-4 Literacy, Math Recovery, and MTSS (RULER)	● Mid- and end-of-year updates from school and department improvement plans including notes from quarterly sessions.
3	Middle School Educational Experience: Scheduling, math pathways, and grade transitions (5-6 & 8-9)	● Evidence from school and department quarterly chats regarding additional supports and changes made responsive to formative needs.
2	Hispanic Males: Academic Enrichment and Advancement and Internships, Externships, and Workforce Development	● Evidence from staff climate survey regarding supports and professional development. ● Indicators of technologies available to support student learning. ● Action plan for Middle School Educational Experience
6	Strategic Plan Implementation: Equity training for school board, administrators and school staff	

Standard 3 Summative Rubric		
Accomplished (4)	☐	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)	☐	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)	☐	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)	☐	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): _____

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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.

#	2021-2022 ACPS Focus Area Indicator	Measurement/Evidence/Artifacts/ Key Performance Indicators[3]
6	Strategic Plan Implementation: Aligning budget priorities and decision-making with the strategic plan	- 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. - Evidence in the progress of implementing the SWD plan should be assessed. - Indicators of staff retention. - FY23 operating budget and FY23-FY32 CIP budget are aligned with the 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. - Evidence of School Resource Officer (SRO) Memorandum of Understanding and data analysis of implementation.
6	Strategic Plan Implementation: Approval of FY23 Operating Budget & FY23-FY32 Capital Improvement Program (CIP) Budgets to strategically provide differentiated resources and supports to schools and departments.	
6	Students with Disabilities: Implementation of SWD plan	
6	Strategic Plan Implementation: Implementation and monitoring of Human Resources (HR) and Facilities audits	

Standard 4 Summative Rubric		
Accomplished (4)	☐	The superintendent is a highly effective manager who demonstrates proactive decision-making, coordinates safe, efficient operations, and maximizes available resources.
Proficient (3)	☐	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)	☐	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)	☐	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.

#	2021-2022 ACPS Focus Area Indicator
4	Early College: Collaborate and leverage relationships with key external stakeholders in course sequencing and program development efforts.
2	Hispanic Males: Establish and execute a community engagement plan
6	Strategic Plan Implementation: Establish and execute a community engagement plan

Measurement/Evidence/Artifacts/ Key Performance Indicators

- Family and community participation in survey efforts are representative of the families and community served.
- Families and staff feel they have received regular and timely information on the reopening of schools.
- Copies of community engagement plans for Hispanic Males and Strategic Plan Implementation.
- Establishment of a streamlined customer relations management system for delivering information including crisis communications and feedback from stakeholders.
- Using the Bite, Snack and Meal concept for communications to the school community and School Board
- Families feel welcomed, valued, empowered, and included in decision-making Indicators of respect and trust within organization and community.

Standard 5 Summative Rubric		
Accomplished (4)	☐	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)	☐	The superintendent fosters the success of all students through effective communication with stakeholders.
Developing/Needs Improvement (2)	☐	The superintendent has not reached a level of proficiency in communicating on issues of importance to stakeholders.
Unsatisfactory (1)	☐	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.

6.4 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.

6.5 Takes a leadership role by presenting at local, state, regional, or national conferences, 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.

[4]

#	2021-2022 ACPS Focus Area Indicator
1	SEAL Recovery: Focus on K-4 Literacy, Math Recovery, MTSS (RULER), and SST Support Expansion

Measurement/Evidence/Artifacts/ Key Performance Indicators[5]

- 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.
- 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.
- Collaboration with PTAC, TAC, EAA, HS Project EDT and IAB and the SRO Taskforce.

Standard 6 Summative Rubric		
Accomplished (4)	☐	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)	☐	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)	☐	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)	☐	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): _____

_____

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.

#	2021-2022 ACPS Focus Area Indicator	Measurement/Evidence/Artifacts/ Key Performance Indicators
1	SEAL Recovery: Focus on K-4 Literacy, Math Recovery, and MTSS (RULER)	• 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 MAP RIT and Growth scores, SOL Pass Rates and Growth, graduation rates, and school Accreditation statuses to determine acceptable student academic progress.

Standard 7 Summative Rubric		
Accomplished (4)	☐	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)	☐	The superintendent's leadership results in acceptable, measurable division-wide student academic progress based on established standards.
Developing/Needs Improvement (2)	☐	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.
Unsatisfactory (1)	☐	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):

II.   **Goal Statement**

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:

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 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 = _____

Overall Evaluation Summary

Sum #7

Standard 1 = _____

Standard 2 = _____

Standard 3 = _____

Standard 4 = _____

Standard 5 = _____

Standard 6 = _____

Standard 7 = _____

Sum Total = _____ ÷ by 7 = _____

Total the <u>standards</u> 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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