HAMILTON COUNTY SCHOOLS

SUPERINTENDENT'S 24-25 SELF EVALUATION

Prepared for the
Hamilton County Board of Education
by Dr. Justin Robertson

FROM THE SUPERINTENDENT

The 2024-2025 school year marked real progress for Hamilton County Schools as we continue moving forward on the priorities outlined in *Opportunity 2030*. What inspires me most isn't a single initiative or milestone, but the people. Every day, I see educators, leaders, and staff keeping students at the center of their work. Their commitment, grounded in excellence, integrity, and care, is transforming what opportunity looks like for children across our community.

This year reminded me what's possible when we work together with focus and consistency. We've strengthened early literacy and math instruction, expanded access to CTE pathways through our Future Ready Centers, and improved supports during key transition years. We've also prioritized student connections, understanding that success in the classroom is built on strong relationships and supportive school environments. Throughout the last school year, I saw countless examples of teachers and staff creating intentional opportunities for students to get to know their peers and the adults in their schools as individuals. My favorite school year memories are always tied to my interactions with our students, and I've seen firsthand how they light up when they find a class, an extracurricular activity, or a teacher that truly connects with them.

Overall, we've made meaningful progress in aligning resources, addressing long-standing deferred maintenance needs, and improving working conditions for staff, and we continue to see improvements in student growth and achievement. Our teachers, school leaders, and centralized support staff remain the driving force behind everything we've achieved. Their professionalism and passion continue to build confidence in the future of this district.

As we look ahead, we must maintain a focus on continuous improvement by building on this momentum and doubling down on what we can see is working – not by introducing something new or different. At the same time, the need to advocate for sustainable funding remains urgent, especially if we want to stay competitive on wages and continue making smart, long-term investments in our schools to provide the best facilities and resources to our students as possible.

I'm thankful for this Board's leadership and partnership. While we may approach challenges from different perspectives, our shared purpose remains clear: ensuring that every student in Hamilton County Schools graduates prepared for success in college, career, and life. The progress we're seeing reflects that shared commitment, and a belief that public education can – and must – be a place where every child's future is without limits.

Thank you for your continued dedication to this work,

Justin Robertson

SCORECARD - AT A GLANCE

DOMAIN	SELF SCORE	SOURCES OF EVIDENCE
Strategic Planning	4.2	• Opportunity 2030 Board Updates • School & Department Action Plan Template • Strategic Project Oversight one-pagers
Student Achievement	4.1	• School and Classroom Level Dashboards • Quarterly Data Meetings • Academic Press & Personalization Dashboard
School Leadership	4.3	• Professional Development Calendars • Professional Learning Conference • Instructional Framework Documents
Community Relationships	4.5	• Community budget planning feedback • Better Together partnership opportunities • Updated school websites showcasing individual community pride
Business & Finance	4.2	• Public HCS Budget Records • Internal School Funds Financial Statements and Audit Reports • Comprehensive Staff Communication regarding Budgeting
Board Relationship	3.8	• Weekly Board Update • Board Retreat Agenda • TSBA convenings
Staff & Personnel Relationship	4.1	• Induction & New Teacher Coach Resources • Gallup Survey Results - Engagement score increase • Staff Communication - The Pulse
Integrity, Fairness, & Ethics	4.3	• Pulse Check Surveys • Student Leadership Council • HCS Slide Deck Template
Facilities & Safety	4.0	• Progression on Facilities Bond priorities • Deferred Maintenance Bond Update • Decreased repeat discipline infraction data
District Management	4.0	• TDOE and TOSS professional learning • Talent Toolkit for Administrators • Connecting personal leadership through State of the System

STRATEGIC PLANNING

OVERVIEW OF SELF SCORE

What does the evidence say?

I have consistently kept the Board, staff, and community informed on progress toward Opportunity 2030. Through regular Board updates, I have shared key metrics and milestones. School and Department Action Plan Templates show how leaders are aligning instructional work to district goals. I've also used Strategic Project Oversight one-pagers to highlight how I have managed top initiatives using business principles to drive progress and ensure shared accountability across departments. Opportunity is created by design through intentional, coherent work throughout the district. Opportunity 2030 grounds our work.

Opportunities and Next Steps

As we move into our second year together, I'm focused on partnering with the Board to define clear goals, actions, and metrics connected to governance. These steps will strengthen alignment with the Board's vision and ensure Opportunity 2030 continues to shape planning and decision-making. I believe creating a more defined structure will also enhance communication with the community and support timely, data-informed adjustments. Utilizing Opportunity 2030 as a through line to the Board's goals will create more clarity for the board and administration.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
Builds limited or no capacity for: • Developing administrator's understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to build administrator capacity.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	Builds capacity among administrators for: • Developing an accurate understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district-approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources and instructional programs. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to improve instruction.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	In addition to Level 3 descriptors: • Communicates Opportunity 2030 to all staff. • Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. • Actively monitors and evaluates, advises, and regularly updates the Board on Opportunity 2030.

STRATEGIC PLANNING

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Develop and implement Opportunity 2030 with the school board to address key performance indicators on a yearly basis	4	• Opportunity 2030 - objectives, strategies, and metrics • Public tracking of Opportunity 2030 progress to yearly metrics through Opportunity 2030 Board Updates • Development of a new performance document, aligned to the board-specified Opportunity 2030 metrics for more intensive tracking each year.
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030	5	• Alignment at Principal's Leadership Institute, Principal Launch, and all Principal's Meetings; All Hands Quarterly Staff Meetings; Senior Leadership & Extended Senior Leadership Retreats • Departmental Action plans are shared across Extended SLT in July and January
Keeps the Board and community informed of progress towards goals set in Opportunity 2030	4	• Presentations to the School Board (Opportunity 2030 Overview in October; Commitment-focused presentations throughout the year) • Strategic Project one-pagers provided throughout the year • State of the System
Ensures the vision shapes the educational programs, plans, and activities of the district.	5	• Continued implementation of the Strategic Project Oversight process • School Action Plans & Department Action Plans aligned to Opportunity 2030 • Priority-based budgeting aligned to Opportunity 2030
Uses assessment data related to student learning to effectuate the Board's strategic plan.	4	• Data & Accountability team leads review process with district leadership and school leadership • Data & Accountability team maintains Cognos Dashboards for school & district leaders, teachers, and the Board
Leads the Board in recasting or reframing the vision as necessary based upon available data.	3	• School Board Retreat • Revisiting School Board Goals policy

Total Score: 25/30 – **Overall Rating: 4.2**

STUDENT ACHIEVEMENT / PERFORMANCE

OVERVIEW OF SELF SCORE

What does the evidence say?

A healthy school system is one that is consistently meeting growth expectations while making improvements in achievement. Achievement scores in 24-25 improved in every subject area, with a four-year improvement in Math of 7.6% and 8% in ELA. The district met or exceeded expectations in growth for a third consecutive year. The implementation of Literacy First in K-2 to ensure strong foundations for literacy are established for our early learners. Continued focus on Academic Press and Personalization provides a consistent framework across the district while allowing flexibility through specific areas of focus for each school.

Opportunities and Next Steps

Improving outcomes for our Middle School students is a priority, as we have seen less progress overall in the middle grades. Our system has seen success through our 9th-grade transition work, and I plan to adapt those lessons to better support the middle school transitions. Additionally, I recognize that our highest-achieving students are not growing at the same rate as their peers statewide, and I will continue working with teams to address this gap.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
Shows limited or no use of: • Multiple student, educator, school-wide, and district-wide data. • Specific data when analyzing and tracking student progress. • Academic and behavioral growth goals. • Expectations for adjusting instructional programs based on data. • Shared accountability for decisions targeting student achievement and growth goals. • No observable alignment between interventions and student achievement. • Planning that addresses academic growth goals.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	Collaborates with administrators to: • Use multiple sources of student, educator, school and district-wide data • Determine specific data to analyze when tracking student progress. • Establish specific strategies to meet or exceed academic and behavioral growth goals. • Communicate expectations for adjusting instruction programs in response to assessment data. • Establish shared accountability for instructional decisions targeting student achievement and growth goals	Exceeds Level 3 rubric but does not meet Level 5 rubric.	• Ensures administrators analyze and use multiple sources of student, educator, school and district-wide data • Develops and monitors a district-wide data plan that includes: student progress tracking; strategies to meet or exceed growth and achievement goals; benchmark data; and data based changes to the instructional program. • Shared accountability for instructional decisions targeting achievement and growth goals. • Establishes data-specific growth and achievement targets that result in gains

STUDENT ACHIEVEMENT/PERFORMANCE

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
District Wide Value-Added will meet or exceed the State expectations each year.	3	• District-wide TVAAS score of 3, meeting state expectations
The percentage of students scoring below the 25th percentile will decrease by 2% each year.	3	• Aims Web and MAP Screener data • Resetting baseline in 25-26 school year
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	5	• School dashboards in Cognos • Academic Touchpoint Quarterly Data Review meetings ○ TCAP/TVAAS data, Universal Screener data, Attendance, Discipline, Graduation Cohort, K-2 curriculum data • Review of APP Dashboard
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis for district test scores by school and sub-groups.	5	• District Data Reviews • Learning Community Data Reviews • School Data Reviews • Continuous Improvement Cycles based on learning walk recommendations
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	4	• RTI Implementation • Literacy First • Literacy Now • Freshman Success Academy • Tier 1 First • Sustain & Extend Plans
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	3	• Strategic Project Oversight evaluations • Opportunity 2030 board updates • Weekly board updates
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	5	• Quarterly Academic Touchpoints • Academic Press and Personalization (APP) Framework & walkthrough protocol • Monthly 1-1's between principal and community superintendent • Mid-year conferences • Summative evaluation
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	4	• School staffing model • Master scheduling guardrails • RTI2A and B (academic and behavior) grouping intervention plans
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	5	• 94% graduation rate - 2025 graduates

Total Score: 37/45 – **Overall Rating: 4.1**

SCHOOL LEADERSHIP

OVERVIEW OF SELF SCORE

What does the evidence say?

I have led strong planning and execution of professional learning across the district. Our Professional Development Calendars and Learning Conference reflect high-quality, well-organized opportunities for leaders at all levels. Instructional Framework documents demonstrate our alignment between professional learning and instructional expectations. These resources show my focus on building a coherent, districtwide system for continuous improvement aligned to the Board's vision while also creating opportunity for autonomy based on the needs of each school.

Opportunities and Next Steps

As I reflect on this area, I see an opportunity to more strategically use evaluation data to shape targeted professional learning for school leaders. I plan to increase engagement with administrators in data review cycles to better identify learning trends and adjust supports. Additionally, I will strengthen coordination with the Hamilton County Principals Association to ensure ongoing alignment, collaboration, and shared ownership in supporting principal growth. This work will ensure that our leadership development efforts remain personalized and aligned to each school's specific needs.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
• Limited or no assignment of administrators based on student learning needs, demonstrated effectiveness, and Board and district goals. • Limited or no opportunities to extend impact of high-performing teachers. • Clear criteria for recognition and celebration of schools and student performance and growth. • Shows limited or no use of the evaluation process and does not meet with administrators. • Repeated complaints or concerns being raised within chain of command, to include the Board	Exceeds Level 1 rubric but does not meet Level 3 rubric.	• Assigns administrators based on student learning needs, demonstrated effectiveness, and Board and district goals. • Provides opportunities to extend impact of high performing teachers and administrators. • Creates and implements clear criteria for recognition of schools and students. • Ensures administrators provide structured feedback and use the evaluation process for professional learning and growth. • Uses evaluation data to determine trends.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	• Engages with administrators to review multiple data sources. • Creates a coherent system to extend the impact of administrators. • Supports school rituals, traditions, and initiatives. • Builds and sustains a focus on continuous improvement. • Creates a district-wide plan for professional learning aligned to the Board's vision for professional learning and growth.

SCHOOL LEADERSHIP

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Develop competent leadership at the district level and school level through intentional leadership pipelines.	4	- LEAD programs - Aspiring Principal, Assistant Principal, Instructional Coach, Teacher Leader, Aspiring Manager - Professional Development Calendars (School Leadership, Student Support, Instructional)
Leverages adminstrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	5	- Excellence Exposed section of Principal Meetings - Principal Consultancies - Leaders on Tour - Principal Mentors
Knowledgeable about the curriculum and establishes clear expectations for administrators.	4	- Curriculum Guides - Instructional Framework Documents - Deep Dive Instructional Focused Principal Learning Day (Ex. Science Curriculum adoption and use) - School Leadership Framework
Supports professional learning activities for teachers and administrators.	5	- Professional Learning Conference - District-wide PD days - Principal meetings - Principal Professional Learning Calendar - District Calendar w district and school-based PD opportunities - Summer Learning Calendar
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	4	- Academic Press & Personalization walkthrough data reviews. - Summer Learning - Principal Leadership Institute - Principal Launch - Summative Evaluations 360 Feedback Survey's
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	4	- Staff evaluation rubrics - Leader evaluation rubric - School Leadership Framework - Gallup Engagement Survey Results
Offers professional development that is focused on student learning, consistent with the school district's vision, mission, and goals.	4	- Professional Learning calendars for multiple stakeholder groups - Professional Development Days

Total Score: 30/35 – **Overall Rating: 4.3**

COMMUNITY RELATIONSHIPS

OVERVIEW OF SELF SCORE

What does the evidence say?

I've prioritized transparent communication and meaningful partnerships with our community. Through community budget planning sessions, I've offered stakeholders real opportunities to influence key governance decisions. Updated school websites now highlight the identity and pride of individual school communities. Through the Better Together initiative, I've supported strengthened sustainable partnerships that bring new resources into our schools and align directly with our strategic goals.

Opportunities and Next Steps

Looking ahead, I plan to deepen two-way communication with families and partners by creating more structured, ongoing feedback opportunities. By building in regular space for listening and collaboration, I aim to stay closely aligned with community needs and values while strengthening trust and responsiveness.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
Shows limited or no evidence of: • Welcoming and engaging families. • Offering timely, relevant, and accessible communication. • Providing district staff with sufficient resources needed to communicate regularly with families. • Creating flexible scheduling for meetings, gatherings, and celebrations in response to parent needs. • Assessing community partners and resources. • Allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the Board's vision, mission, and goals.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	• Welcomes and engages all families. • Offers opportunities for families to participate in school initiatives with applicable. • Provides district staff with sufficient resources needed to communicate regularly with families. • Creates flexible scheduling for meetings, gatherings, and celebrations in response to parent needs. • Conducts an accurate assessment of community partners and resources. • Ensures accepted resources support the Board's vision, mission, and goals. • Allocates fiscal, human, technological, and physical resources to align with the Board's vision, mission, and goals.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	In addition to Level 3 requirements: • Establishes a two-way communication process for families that provides information about student progress and learning. • Supports family and community partnerships that are visible and sustainable. • Assesses potential community partners and secures additional resources that support the district. • Highlights the usage of resources and shares district accomplishments by regularly communicating with community partners.

COMMUNITY RELATIONSHIPS

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	4	- Coffee Chats - Advisories - Student Leadership Council - Principal Advisory Council - Teacher Cabinet - Community Engagement - Community Newsletters - Monthly Family Pulse Checks - School Newsletters - Community Budget Meetings - Back to School Bash - Better Together Volunteer Events - Family Connection Center - Let's Talk, HCS! Podcast - Bi-monthly meetings with key community partners - Hamilton County-Chattanooga Children's Cabinet
Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.	5	- Future Ready partnerships - Tutoring Partners - Americorp - Literacy First - Ignite Tutors - Out of School Time Alliance - Early Learning Alliance - Future Fund - Homeless Pilot - Community Forward Partners - Children's Cabinet - Leadership Hamilton County Schools $60 million in deferred maintenance bond $260 million capital improvement bond - YMCA school partnership

Total Score: 9/10– **Overall Rating: 4.5**

BUSINESS AND FINANCE

OVERVIEW OF SELF SCORE

What does the evidence say?

I've led with strong financial practices that reflect transparency, alignment, and accountability. Our annual audit reports and internal statements confirm compliance with Board policy, state, and federal guidelines. I've ensured staff receive timely, clear communication about budgeting, and have provided tools to support consistent financial practices at the school level. The continued use of priority based budgeting ensures that resources are used strategically to support student success and stay aligned to our strategic plan. The FY26 budget process, while difficult, was led with transparency for the community with multiple opportunities for feedback and input.

Opportunities and Next Steps

My next step is to continue simplifying how we present the district's complex budget to the broader community. With multiple revenue streams and spending categories, I want to make financial information easier to understand. Clearer communication will increase community trust and ensure all stakeholders can see how we are aligning our resources to our priorities.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
Rarely or never establishes, communicates, and enforces administrative procedures by: • Aligning them with Board policy, state law, and federal requirements. • Communicating established administrative procedures. • Ensuring administrators are accountable to the administrative procedures. Rarely or never performs all budgetary responsibilities by: • Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	Establishes, communicates, and enforces administrative procedures by: • Aligning them with Board policy, state law, and federal requirements. • Communicating established administrative procedures. • Ensuring administrators are accountable to the administrative procedures. Performs timely, accurate, and transparent budgetary responsibilities by: • Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	In addition to Level 3 descriptors: • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

BUSINESS AND FINANCE

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES

Budget will be presented on time and in a transparent manner to both the board and community.	4	• Budget Draft Submissions
		  ○ V1 - 4-10-2025
		  ○ V2 - 4-30-2025
		  ○ V3 - 5-8-2025
		• Budget Narrative
		• Budget Memos
		• Comprehensive Staff Communication

Steps will be articulated and implemented to ensure school leaders are resourced to address the unique needs of every school.	5	• Staffing model worksheets • Staffing model business rules ○ Strategic staffing dollars • Title 1 funding spiral • Federal Programs budgeting • School Funds
Demonstrates budget management, including financial forecasting, planning, cash flow management, account auditing, and monitoring, and oversees the district's fiduciary responsibilities.	4	• Annual Comprehensive Financial Reports • Grants Management and Monitoring • School Accounting Handbook • Fixed Asset Inventory Management • Annual Procurement Rules Handbook • Risk Management Procedures

Provides accurate and timely reports to the Board on the financial condition of the school system.	4	• Monthly Board financial updates
		  ○ Bids and Contracts
		  ○ Financial Reports
		  ○ Budget Amendments

Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	4	• Board Finance Committee meetings • Individual meetings with Board Chair, Vice Chair, and Finance

Total Score: 21/25 – **Overall Rating: 4.2**

BOARD RELATIONSHIP

OVERVIEW OF SELF SCORE

What does the evidence say?

I've worked to maintain a consistent, transparent, and engaged relationship with the Board. Weekly Board memos keep members informed of key operational updates aligned to Opportunity 2030. I also make time to directly inform each Board member of events in their respective districts. I actively support and participate in Board retreats and TSBA convenings to promote shared professional learning and strong governance alignment. These practices show high engagement and alignment with the Board's vision and expectations.

Opportunities and Next Steps

Moving forward, I plan to create more structured ways to seek and apply Board feedback in decision-making. In addition to regular updates and professional collaboration, finding additional entry points for feedback will help strengthen trust, reinforce growth, and support the Board's role in shaping district direction.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS

• Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth.
• Unprepared or disengaged with the Board and professional learning opportunities.
• Engages in the evaluation process without evidence of focus on continuous improvement.
• Self-reflections do not match the expectations of the Board of the director's evaluation instrument.
• Inconsistently contributes to school district growth by failing to assist and mentor administrators.
	Exceeds Level 1 rubric but does not meet Level 3 rubric.	• Uses feedback from the Board to implement personal and professional improvement strategies.
		• Prepared and engaged with the Board and professional learning opportunities.
		• Engages in the evaluation process with evidence of focus on improvement.
		• Contributes to the school district by assisting others, including at least two of the following.
		  ○ Collaborative planning with administrators and staff to execute Board policies and decisions.
		  ○ Actively participating in professional learning.
		  ○ Building capacity for aspiring administrators.
			Exceeds Level 3 rubric but does not meet Level 5 rubric.	• Uses feedback from the Board to significantly improve performance.
				• Consistently prepared and highly engaged with the Board and in professional learning opportunities.
				• Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and the director's evaluation instrument.
				• Actively and consistently contributes to the school district by assisting and/or mentoring others, including:
				  ○ Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning.
				  ○ Leading data-driven professional learning opportunities.
				  ○ Building capacity for aspiring administrators.

BOARD RELATIONSHIP

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Keeps board members informed on issues, needs, and operation of the school system.	4	• Weekly Board Updates newsletter • Topic specific memos • Calls and meets with individual board members
Follows through on initiatives and strategies communicated to the Board of Education.	5	• Strategic Project Oversight updates • Board memos • Opportunity 2030 Board Updates • Board requests
Seeks and accepts constructive criticism of work from the Board.	3	• Individual Board member meetings • Tailored communication practices for each Board member
Interprets and executes the intent of Board policy through the development of administrative procedures.	3	• Cell phone policy implementation procedures • School Procedures Handbook • Mental Health RFP
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4	• Availability for calls, and meetings as needed for each Board member. • Offers advice and expert recommendations when requested at Board meetings and in individual conversations. • Defers to expertise in the field and in the community and connects Board members to external expertise as requested. • Participates in multiple professional learning opportunities with Board members ○ Tennessee School Board Association (TSBA) meetings, Board retreats, and support of national training opportunities.

Total Score: 19/25– **Overall Rating: 3.8**

STAFF AND PERSONNEL RELATIONSHIP

OVERVIEW OF SELF SCORE

What does the evidence say?

I have built strong systems for supporting and engaging staff across the district. Our induction program and New Teacher Coach resources provide consistent, embedded support for new educators. Results from the second year of our Gallup engagement survey show an increase in employee engagement. Through The Pulse newsletter and pulse check feedback, I've shared timely updates and responded to staff needs to strengthen transparency and trust across the organization. Coffee Chats started last year as an opportunity to gain more informal input/feedback from staff, and this year I held two Ask Me Anything sessions at the PLC.

Opportunities and Next Steps

Going forward, I plan to focus more deeply on the areas identified in the engagement survey —particularly where staff need more support or clearer alignment to the mission. By refining our approach, I hope to continue building a culture that retains high-performing educators and fosters leadership development at every level.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
• Rarely or never indicts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. • Rarely or never develops strategies for: ○ Retaining high-performing educators and administrators. ○ Fostering leadership skills in the most effective educators and administrators based on student outcomes. • Utilizing a variety of methods to support the development of administrators.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	• Designs and implements an induction program for new administrators and staff. • Develops strategies for: ○ Retaining high-performing educators. ○ Fostering leadership skills in the most effective educators and administrators based on student outcomes. • Utilizing a variety of methods to support the development of all administrators and staff.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	Engages with the district leadership team to: • Design and implement an induction program for new educators. • Develop strategies for retaining high-performing educators. • Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. • Supports the development of all administrators utilizing a variety of methods.

STAFF AND PERSONNEL RELATIONSHIP

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
95% of certified positions will be staffed by the 10th day of each year.	5	• 98.8% of certified positions

90% of new teachers will be retained each year.	3	• 1st-3rd Year Teachers - 89.7% retained
		  ◦ 1st year - 91.2%
		  ◦ 2nd year - 93.9%
		  ◦ 3rd year - 81.4%

Employee retention rates will exceed 85% each school year.	5	• 89% of all employees retained
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4	• LEAD Programs • Talent Development Trainings • T-Eval for performance management of all employees
Develops appropriate structures to address staff morale based on district analysis.	4	• Gallup survey • School plans based on survey results • Just Cause Awards • Annual Chili Cook-Off
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	4	• Principal Advisory Commitee • HCEA Collaboration • Principal Association Collaboration • All Hands Meetings
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	4	• Differentiated Compensation • Talent Toolkit for Administrators (recruitment and selection)
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	4	• Updated 2025 Organizational Structure • Evaluate each vacant central office position for effectiveness and need before posting

Total Score: 32/40 – **Overall Rating: 4.1**

INTEGRITY, FAIRNESS, AND ETHICS

OVERVIEW OF SELF SCORE

What does the evidence say?

I've established systems that embed our district's values while creating space for shared decision-making. Pulse check surveys provide timely insights that inform operational and strategic decisions. I use advisory councils and stakeholder cabinets to ensure community voices shape our direction. I also reinforce our shared beliefs and commitments through a common slide deck template used across all district events, supporting consistent messaging and expectations.

Opportunities and Next Steps

I plan to continue building the capacity of leaders to engage their own school communities in shared decision-making and reflection. Strengthening feedback structures at all levels and modeling high expectations for outcomes and engagement will reinforce a districtwide culture of trust, clarity, and commitment to student success.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
• Does not engage or limit engagement of stakeholder groups and does not seek input or feedback on district improvement. • Does not communicate expected values and beliefs to all staff. • Does not design or implement structures that increase shared ownership in district success. • Fails to establish high expectations for administrators' individual responsibility for district success.	Exceeds Level 1 rubric but does not meet Level 3 rubric.	• Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. • Communicates basic values and beliefs to all staff. • Models a commitment to the possibility of success for all students. • Designs and/or implements structures to increase shared ownership in district success. • Clearly and consistently communicates high expectations for administrators' individual responsibility for district success.	Exceeds Level 3 rubric but does not meet Level 5 rubric.	• Develops the capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. • Clearly communicates basic values and beliefs to all staff. • Enacts procedures that reflect a district-wide commitment to student success. • Clearly and consistently communicate administrators' individual responsibility for district success. • Establishes a culture where all administrators address low expectations about student potential.

INTEGRITY, FAIRNESS, AND ETHICS

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	4	• District and Learning Community Advisory Councils • Principal Advisory Council • Teacher's Cabinet • Student Leadership Council • Coffee Chats
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	4	• Strategic Project Oversight - accountability management • Meeting agendas and Clear Next Steps • Shared values of excellence and accountability
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	4	• Lead with organizational values • Hold high expectations through HR processes
Treats people fairly, equally, and with dignity and respect.	5	• HR procedures and guidelines • Appropriate documentation • Professional communication practices

Total Score: 17/20 – **Overall Rating: 4.3**

FACILITIES AND SAFETY

OVERVIEW OF SELF SCORE

What does the evidence say?

I've worked closely with the community to listen, gather input, and create a Board-approved priority list for facilities improvements. This list now drives operational decisions and the strategic use of bond funds. I've aggressively utilized the deferred maintenance bond to make critical upgrades that improve learning environments across schools. I've also worked to define safety as more than building security, emphasizing school culture as a key component of a safe learning environment. A decrease in repeat discipline infractions shows that our work is making a meaningful impact on both physical safety and school climate.

Opportunities and Next Steps

My next step is to continue supporting school leaders in setting expectations for safe, supportive learning environments aligned with the district's vision. This includes regular review of behavioral and facilities data to assess progress and guide adjustments. Sustaining this focus will ensure that improvements in both infrastructure and school culture continue to support strong outcomes for students. We will continue to refine our safety protocols at public events and differentiate our approach as needed.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS

• Expectations for resource allocation are not clearly aligned wit the school district vision, mission, and goals.
• District policies are not:
  ○ Clearly communicated.
  ○ Implemented consistently and fairly.
  ○ Related to students' safety.
• Inadequate support for administrators to:
  ○ Analyze behavioral data to assess intervention and discipline effectiveness.
• Use of data to adjust routines to maximize learning and decrease distractions.
	Exceeds Level 1 rubric but does not meet Level 3 rubric.	• Expectations for resource allocation are aligned with the school district's vision, mission, and goals.
		• District polices are:
		  ○ Clearly communicated
		  ○ Implemented consistently and fairly
		  ○ Related to students' safety
		• Establishes practices that support:
		  ○ Analyzing behavioral data to assess interventions and discipline.
		  ○ Use of data to adjust routines to maximize learning and decrease distractions.
		• Sufficient evidence that ensures administrators are adhering to expectations established in Board policy.
			Exceeds Level 3 rubric but does not meet Level 5 rubric.	In addition to Level 3 requirements, ensure administrators:
				• Help set expectations for the learning environment and facilities that aligned with the school district's vision, mission, and goals.
				• Review behavioral and discipline data to assess the effectiveness of interventions, adjusting when needed to ensure a safe learning environment.

FACILITIES AND SAFETY

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Fosters a safe, respectful, and orderly learning environment for all.	4	• Repeat discipline infraction data decreases • RTI2B recognized schools • Code of Acceptable Behavior
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	5	• School Facilities podcast episode • Submission of all applicable board documents and approvals • Initiate CMAR process for more efficient building processes • Board approval of community facilities bond list
Ensures the maintenance of school property and the safety of personnel and property.	3	• Approved spending from $60MM deferred maintenance bond • Summer maintenance schedule • Partnership with local law enforcement agencies • School emergency response plans

Total Score: 12/15 – **Overall Rating: 4.0**

DISTRICT MANAGEMENT

OVERVIEW OF SELF SCORE

What does the evidence say?

I have taken a reflective and transparent approach to leadership, aligning my work with the Board's vision and mission. I've created structured feedback loops with key stakeholders that inform decisions at the highest level. Each year, I engage in professional learning through TDOE and TOSS designed specifically for Tennessee superintendents, helping me stay aligned with statewide expectations and best practices. Through the State of the System address, I publicly connect my leadership to district outcomes, helping our community see how our values and direction are producing results.

Opportunities and Next Steps

This year, I plan to expand the reach of our existing feedback structures by forming additional advisory councils. Expanding stakeholder voice will strengthen my reflection, improve alignment, and ensure that my leadership remains grounded in the lived experiences of our stakeholders to further strengthen our alignment with districtwide goals.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS

Rarely or never improves self-practice by:
• Using feedback from sources to reflect on personal leadership practices, and does not make any necessary changes for improvement.
• Engaging in professional learning:
  ○ Aligned to student, educator, and self-need.
  ○ Focused on developing an understanding of performance expectations associated with state standards.
• Implementing new, relevant learning from feedback and professional learning opportunities.
	Exceeds Level 1 rubric but does not meet Level 3 rubric.	• Uses feedback from a variety of sources to reflect on personal leadership practices and make any necessary changes for improvement.
		• Engages in professional learning aligned to student, educator, and self-need.
		• Develops an understanding of performance expectations associated with Tennessee Instructional Leader Standards.
		• Implements new, relevant learning from feedback and professional learning opportunities with evidence of improvement.
			Exceeds Level 3 rubric but does not meet Level 5 rubric.	In addition to Level 3 descriptors:
				• Actively seeks feedback from a variety of sources to reflect on personal leadership practices and make any necessary changes for improvement.
				• Connects personal leadership practices to student achievement and administrator and educator performance by sharing his/her performance evaluation results with district staff.
				• Reflects on leadership alignment with core value and the Board's vision, mission, and goals.

DISTRICT MANAGEMENT

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Ensures operational plans and procedures to achieve the vision, mission, and goals that are in place.	4	• Emergency Operations Plan updated annually, clear process in place for emergency response (such as severe weather, fire, intruders, and weapons) in partnership with local law enforcement, first responders, and the Office of Emergency Management • Employee Hub provides staff with information on finance and procurement rules, IT systems, and HR practices • Implemented Learning & Leading and Business, Operations, & Talent Cabinets to encourage the development of cross-district standard operating procedures
Identifies, confronts, and resolves problems in a timely manner.	4	• Immediately responds to Board Member text updates if a problem is identified • Reviews QuickTip Alerts • Mental Health RFP
Recognizes, studies, and applies emerging trends as appropriate.	4	• Active in Professional Learning through Tennessee Organization of School Superintendents (TOSS) • Consistently connects with regional superintendents and like-district superintendents across the state • Stays informed via newsletters from TDOE and SCORE • Managed district-led efforts related to cybersecurity, benefits management, curriculum adoption, and student safety
Use effective communication skills.	4	• Utilizes multiple forms of communication for all staff types, including office and cell phone calls, emails, and text messages • Responds to emails clearly and concisely in a timely fashion • Annual State of the System to clearly communicate direction of the district for the upcoming year
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding the same, and takes responsibility where appropriate.	4	• Senior Leadership Team meetings and All Hands Management meetings on a consistent cadence • 1-on-1 meetings with upper-level district leaders and provides direct reports with annual evaluations • Annually incorporates Board evaluation feedback

Total Score: 21/25 – **Overall Rating: 4.0**