

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

Tennessee law requires the Hamilton County Board of Education to assign to the Director of Schools the day-to-day responsibility of operating the system within the approved budget and consistent with law and policy. Consequently, the selection and evaluation of the Director is one of the most important functions the Board of Education performs.

In order to fulfill its statutory obligations, and so the Director may have clear guidance regarding the Board's evaluation of his/her performance, the Board of Education, in consultation with the Director, has developed this Evaluation Model for the 2025-2026 school year. The foundation of this Evaluation Model is the Board's Strategic Plan, including corresponding annual goals; the laws of the State of Tennessee; and the Board's contract with the Director.

This Model will consist of three parts:

- **The Director's self-evaluation.**
 - The Director will evaluate his/her own performance as well as the performance of the system using the criteria set forth below.
 - The Director will submit his/her self-evaluation to the Chair of the Board within 30 days of receipt of the State's annual assessment data of Hamilton County Schools.
- **The Board's evaluation of the Director's performance.**
 - The Board will evaluate the Director and the system using the criteria set forth below, the Director's self-evaluation, and the State's assessment data.
 - Each Board member will complete his or her evaluation within 30 days of receipt of the Director's self-evaluation and submit it to the Board secretary and the Board attorney.
- **The Director's written response to the Board's evaluation.**

The Director and the Board will use the following Rating Scale:

- 1 = Significantly below expectations
- 2 = Below expectations
- 3 = At expectations
- 4 = Above expectations
- 5 = Significantly above expectations

Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Agendas from district leadership and principal professional development. District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. District and School Improvement Plans that operationalize Opportunity 2030 	Builds limited or no capacity for: <ul style="list-style-type: none"> Developing administrators' 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. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	Builds capacity among administrators for: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	In addition to Level 3 descriptors: <ul style="list-style-type: none"> Communicates Opportunity 2030 to all staff. Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	5	Each budget item and proposal has a connection to the priorities set forth by Opportunity 2030 which are clearly presented to the board.
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	4	Training programs for principals, assistant principals, and team leads ensures consistent, effective leadership in schools across the district.
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	5	Regular email updates to the community highlight accomplishments of schools around the district.
Ensures the vision shapes the educational programs, plans, and activities of the district.	3	School kickoff professional development is generally well-received.
Uses assessment data related to student learning to effectuate the Board's strategic plan.	5	This administration prioritizes data driven best practices to achieve positive outcomes and growth for students.
Leads the Board in recasting or reframing the vision as necessary based upon available data.	5	This board and this administration are careful to review and consider data and effectiveness of interventions and programs when evaluating the validity of programs during budget and operational discussions.

TOTAL SCORE:

27

Student Assessment/Performance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Sample of school and district improvement plans with strategies. District and school level TVAAS scores. Data summary of all district and school level accountability metrics. Performance and monitoring data of district wide sub-groups. District plan for monitoring school improvement plans and student academic performance. Review of district report card. 	<p>Shows limited or no use of:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<p>Collaborates with administrators to:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> 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. <p>Establishes data-specific growth and achievement targets that result in gains</p>

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	3	Our district score of 3 meets expectations set by the state.
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	3	We set this new goal this year, however districtwide literacy scores were lower than we hoped at a 2.
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	Investment in student support planning to support the whole child and attain highest student achievement possible.
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	5	At every turn, this administration lets data lead decisions and analysis.
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	5	Superintendent and leadership staff encourage administrators and teachers to adjust techniques and strategies based on academic press and personalization.
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	4	Recommendations and presentations clearly connected to Opportunity 2030 priorities. Email blasts highlight stories to support programs.
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	3	Supervision and consultation with community superintendents who directly supervise school administrators.
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.	5	Current budgeting practices support a base staffing model that offers all students across HCS equitable access to services and resources, but also gives administrators autonomy to respond to the needs of their school
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	5	Graduation rate among HCS students is the highest in history.

School Leadership Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> District leadership team meeting agendas and notes. School level summary of principal use of data in determining staffing needs and placement. Summary of school level use of teacher effectiveness data and teacher leaders. Samples of staff and student recognition events at each school. Nature, extent, and frequency of complaints or concerns voiced about subordinates within chain of command. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Engages with administrators to review multiple data sources. Creates a coherent system to extend impact of administrators. Supports school rituals, traditions, and initiatives. Builds and sustains a focused on continuous improvement. <p>Creates a district-wide plan for professional learning aligned to the Board's vision for professional learning and growth.</p>

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	5	Invests in and supports leadership training of principals, assistant principals, and team leads.
Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4	Regular district-wide principal meetings and mentor programs support the strength and growth of new and seasoned administrators.
Knowledgeable about the curriculum and establishes clear expectations for administrators.	4	Curriculum guides and focus on meaningful tasks to keep students engaged with learning and regular support at all levels from superintendent and staff
Supports professional learning activities for teachers and administrators.	4	Recent complaints from teachers around support on PD days and planning addressed and calendar adjusted.
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	5	Academic press and personalization focus brings principal and teacher focus back to student learning in a concrete way with tangible strategies.
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	5	Uses pulse checks to garner data and be responsive to staff needs.
Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.	4	Listens to teacher and staff feedback in regards to professional development and adjusts calendar and strategies to respond to and support educators.

Community Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Examples of school district level website, newsletters, and surveys if available. • Examples of meeting agendas and schedules for parental involvement and community engagement. • Samples of school partnerships and partnership activities. • Samples of meetings and conversations with community partners and educators. • Donations and contributions to each school or the district. 	<p>Shows limited or no evidence of:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Welcomes and engages all families. • Offers opportunities for families to participate in school initiatives when 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. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 requirements:</p> <ul style="list-style-type: none"> • 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. <p>Highlights usage of resources and shares district accomplishments by regularly communicating with community partners.</p>

Community Relationships	Score	Comments
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	4	Involvement of stakeholders like students and parents through advisory councils has improved over previous years. Student Board Members are more engaged than previous years as well.
Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.	5	HCS partnership with private business through our Future Ready Institutes and other municipal governments (City of Chattanooga) through Community Forward are just two of many examples of HCS engagement with stakeholders.

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • 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	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	4	Budget meetings in Spring 2025 had a clear timeline and included 1:1 discussions with board members. Listening events hosted to address community concerns and give Board Members the opportunity to hear from parents, teachers and other stakeholders directly.
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	5	The consistent use of staffing model to equitably resource schools PLUS strategic staffing dollars allows principals to respond to the specific needs of their school community appropriately.
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	4	District uses conservative projections of revenue from local government to guide budget and staffing decisions. The numbers given do not always materialize.
Provides accurate and timely reports to the Board on the financial condition of the school system.	2	We should get more frequent snapshots of budget throughout the year.
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	This administration showed responsiveness to board and community concerns during previous budget cycle and cuts discussions.

TOTAL SCORE:

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Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> 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 director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> 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	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	4	Presentations at monthly meetings and individual check-ins keep this board member informed of needs of the whole system and those in their district.
Follows through on initiatives and strategies communicated to the Board of Education	5	Superintendent demonstrates focus on student success, staff support, and long-term vision guided by priorities of strategic plan and willingness to address ongoing needs such as facilities maintenance.
Seeks and accepts constructive criticism of work from the Board	3	Demonstrates willingness to listen and respond to concerns of board and community.
Interprets and executes the intent of Board policy through the development of administrative procedures	3	Effectively implements board policy changes with reasonable roll-out (cell phone policy).

Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4	Frequent 1:1 check-ins, and phone calls keep board apprised of relevant developments within system. Initiates discussion in response to community concerns and press to keep board informed.
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TOTAL SCORE: _____19_____

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Samples of district level plan for recruiting both professional and noncertified staff. Samples of school level data regarding induction, support, retention, and growth of staff. Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. Rarely or never develops strategies for: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Designs and implements an induction program for new administrators and staff. Develops strategies for: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	Engages with the district leadership team to: <ul style="list-style-type: none"> 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 Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	5	Goal exceeded with 98.8% positions staffed by 10 th day.
90% of new teachers will be retained each year.	3	Goal just met with 89.7% of 1 st -3 rd year teachers retained
Employee retention rates will exceed 85% each school year.	5	Goal exceeded with 89% staff retention.
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4	Mentor programs and consistent annual employee evaluations support effective staff retention.
Develops appropriate structures to address staff morale based on district analysis.	4	Administration uses frequent staff surveys through Gallup to respond to staff concerns

Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	5	Works with HCEA through PECCA process to support collaboration with staff regarding contract.
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	4	This administration shows consistent effort over the years to address pay inequity for all staff.
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	5	This administration's intentional overhaul and adjustment of staffing and funding models to equitably resource schools shows their commitment to effectiveness and fiscal responsibility by ensuring the best outcomes for each dollar spent.

TOTAL SCORE: 35

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provide samples of meetings and engagement with various stakeholders throughout the community. Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> Does not engage or limits 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. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Develops 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 communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	5	Assembled different advisory groups and working groups of community stakeholders board members, teachers, parents, and students to make decisions on curriculum (classroom teachers), strategic planning, facilities improvement planning, and policy.
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	4	Constant flow of communication and feedback between parent surveys, staff surveys, student data, board presentations, board decisions, administrative decisions and back again help foster culture of buy-in.
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	4	Quick response to difficult issues at school level in addition to regular evaluations and accountability through HR process sets high standards district-wide.
Treats people fairly, equally, and with dignity and respect.	5	Demonstrates strict and consistent adherence to personnel policy

TOTAL SCORE:

____18____

Facilities and Safety Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Examples of school safety plans and/or school climate surveys. Annual school level reporting of attendance rates and discipline referrals, including suspension and expulsion rates. School district/county audits. Examples of administrative procedures addressing finance and facilities. 	<ul style="list-style-type: none"> Expectations for resource allocation are not clearly aligned with the school district vision, mission, and goals. District policies are not: <ul style="list-style-type: none"> Clearly communicated. Implemented consistently and fairly. Related to students' safety. Inadequate support for administrators to: <ul style="list-style-type: none"> Analyze behavioral data to assess intervention and discipline effectiveness. Use of data to adjust routines to maximize learning and decrease distractions. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Expectations for resource allocation are aligned with school district vision, mission, and goals. District policies are: <ul style="list-style-type: none"> Clearly communicated Implemented consistently and fairly Related to students' safety Establishes practices that support: <ul style="list-style-type: none"> Analyzing behavioral data to assess interventions and discipline effectiveness. 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. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 requirements ensures administrators:</p> <ul style="list-style-type: none"> Help set expectations for the learning environment and facilities that aligned with the school district 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/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	5	Demonstrates commitment to safety as highest priority and pushing to address inequity in facilities through regular maintenance as well as capital projects.
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	5	Most recent facilities plan developed with input from county government, community stakeholders, board, administration, and community at large through a transparent feedback and decision-making process (once the board took recommendations from the working group).
Ensures the maintenance of school property and the safety of personnel and property.	4	Addressing long-standing facilities needs has been a priority for this administration.

District Management Rubric

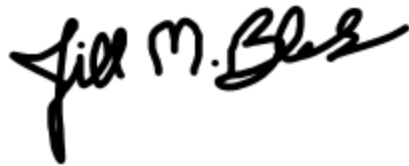
Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Director of Schools self-evaluation. District's instructional and student supports plan along with professional development plans. Summary as to what degree the district and schools met previous year's performance targets. Artifacts of the district's performance aligned to state standards and accountability model. Nature, extent, and frequency of concerns voiced by the Board regarding management level personnel 	<p>Rarely or never improves self-practice by:</p> <ul style="list-style-type: none"> Using feedback from sources to reflect on personal leadership practices and does not make any necessary changes for improvement. Engaging in professional learning: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> Actively seeks feedback from a variety of sources to reflect on personal leadership practices and makes 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	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4	Learning communities provides structural framework for operational support of schools through community superintendents.
Identifies, confronts, and resolves problems in a timely manner.	4	Administration is responsive to issues at the school level and communicates quickly with the board on
Recognizes, studies, and applies emerging trends as appropriate.	5	Superintendent is active in state and nationwide professional organizations for school superintendents to share ideas, best practices, trends, and concerns.
Uses effective communication skills.	4	Superintendent is always professional in communication. This is an area that always has room for growth and improvement.

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	4.5
Total Mean Score Student Achievement/Performance	4.2
Total Mean Score School Leadership	4.4
Total Mean Score Community Relationships	4.5
Total Mean Score Post-Secondary Opportunities	Missing section
Total Mean Score Business and Finance	3.8
Total Mean Score Board Relationship	3.8
Total Mean Score Staff and Personnel Relationships	4.4
Total Mean Score Integrity, Fairness, and Ethics	4.5
Total Mean Score Facilities/Safety	4.7
Total Mean Score District Management	4.2
Overall Mean Evaluation Score	4.3

Jill M. Black
Print Name



Signature

12/1/2025
Date