

# **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"> <li>Agendas from district leadership and principal professional development.</li> <li>District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth.</li> <li>District and School Improvement Plans that operationalize Opportunity 2030</li> </ul>	Builds limited or no capacity for: <ul style="list-style-type: none"> <li>Developing administrators' understanding of state adopted standards and instructional practice.</li> <li>Demonstrating fidelity to state and district approved standards and curriculum.</li> <li>Studying, analyzing, and evaluating approved curriculum resources.</li> <li>Establishing a system for monitoring student achievement.</li> <li>Establishing collective accountability when making needed adjustments to build administrator capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 1 rubric but does not meet Level 3 rubric.</li> </ul>	Builds capacity among administrators for: <ul style="list-style-type: none"> <li>Developing an accurate understanding of state adopted standards and instructional practice.</li> <li>Demonstrating fidelity to state and district approved standards and curriculum.</li> <li>Studying, analyzing, and evaluating approved curriculum resources and instructional programs.</li> <li>Establishing a system for monitoring student achievement.</li> <li>Establishing collective accountability when making needed adjustments to improve instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 3 rubric but does not meet Level 5 rubric.</li> </ul>	In addition to Level 3 descriptors: <ul style="list-style-type: none"> <li>Communicates Opportunity 2030 to all staff.</li> <li>Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities.</li> <li>Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030</li> </ul>

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> .	3	The current board had no say in developing Opportunity 2030. I do not see this as a collaboration but as the board is being informed.
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	4	There seems to be a lack of cooperation at times among senior staff.
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	4	The board receives regular reports at the board meeting on the progress towards goals.
Ensures the vision shapes the educational programs, plans, and activities of the district.	4	Sometimes the administration seems to get off track by ventures outside of the scope of the vision. One example is the potential to house teachers.
Uses assessment data related to student learning to effectuate the Board's strategic plan.	3	Many teachers complained about excessive testing and other personnel complained about the collection of data for SSP.
Leads the Board in recasting or reframing the vision as necessary based upon available data.	3	The superintendent has been resistant at times to changes recommended by the board.

TOTAL SCORE: 3.5

## 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"> <li>Sample of school and district improvement plans with strategies.</li> <li>District and school level TVAAS scores.</li> <li>Data summary of all district and school level accountability metrics.</li> <li>Performance and monitoring data of district wide sub-groups.</li> <li>District plan for monitoring school improvement plans and student academic performance.</li> <li>Review of district report card.</li> </ul>	<p>Shows limited or no use of:</p> <ul style="list-style-type: none"> <li>Multiple student, educator, school-wide, and district-wide data.</li> <li>Specific data when analyzing and tracking student progress.</li> <li>Academic and behavioral growth goals.</li> <li>Expectations for adjusting instructional programs based on data.</li> <li>Shared accountability for decisions targeting student achievement and growth goals.</li> <li>No observable alignment between interventions and student achievement.</li> <li>Planning that addresses academic growth goals.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 1 rubric but does not meet Level 3 rubric.</li> </ul>	<p>Collaborates with administrators to:</p> <ul style="list-style-type: none"> <li>Use multiple sources of student, educator, school and district-wide data.</li> <li>Determine specific data to analyze when tracking student progress.</li> <li>Establish specific strategies to meet or exceed academic and behavioral growth goals.</li> <li>Communicate expectations for adjusting instruction programs in response to assessment data.</li> <li>Establish shared accountability for instructional decisions targeting student achievement and growth goals.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 3 rubric but does not meet Level 5 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures administrators analyze and use multiple sources of student, educator, school and district-wide data.</li> <li>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.</li> <li>Shared accountability for instructional decisions targeting achievement and growth goals.</li> </ul> <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.	<b>3</b>	The district achieved a TVAAS score of 3 district-wide.
The percentage of students scoring below the 25 <sup>th</sup> percentile will decrease by 2% each year.	<b>2</b>	The percentage of students scoring below the 25 <sup>th</sup> percentile increased.
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.	<b>4</b>	Administrators use data to target needed. Areas.
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	<b>5</b>	I would like to receive more information on this in the future.
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	<b>3</b>	We should encourage principals to use strategic funds for RTI or move to the base model in place of other positions.
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	<b>2</b>	I am concerned about some of the middle school math scores.
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	<b>5</b>	I would like more information on the community superintendent's role in assessing achievement and school improvement.
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.	<b>4</b>	I would like to have more information on how this is done in the future.
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	<b>4</b>	The 94% graduation rate, but I am concerned about the pressure placed on principals and teachers to achieve this based on experience.

**TOTAL SCORE:** 3.55

## 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"> <li>District leadership team meeting agendas and notes.</li> <li>School level summary of principal use of data in determining staffing needs and placement.</li> <li>Summary of school level use of teacher effectiveness data and teacher leaders.</li> <li>Samples of staff and student recognition events at each school.</li> <li>Nature, extent, and frequency of complaints or concerns voiced about subordinates within chain of command.</li> </ul>	<ul style="list-style-type: none"> <li>Limited or no assignment of administrators based on student learning needs, demonstrated effectiveness, and Board and district goals.</li> <li>Limited or no opportunities to extend impact of high-performing teachers.</li> <li>Clear criteria for recognition and celebration of schools and student performance and growth.</li> <li>Shows limited or no use of the evaluation process and does not meet with administrators.</li> <li>Repeated complaints or concerns being raised within chain of command, to include the Board.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 1 rubric but does not meet Level 3 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Assigns administrators based on student learning needs, demonstrated effectiveness, and Board and district goals.</li> <li>Provides opportunities to extend impact of high performing teachers and administrators.</li> <li>Creates and implements clear criteria for recognition of schools and students.</li> <li>Ensures administrators provide structured feedback and use the evaluation process for professional learning and growth.</li> <li>Uses evaluation data to determine trends.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 3 rubric but does not meet Level 5 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Engages with administrators to review multiple data sources.</li> <li>Creates a coherent system to extend impact of administrators.</li> <li>Supports school rituals, traditions, and initiatives.</li> <li>Builds and sustains a focused on continuous improvement.</li> </ul> <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.	3	HCS has been hiring top level positions and principals from outside the district.
Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4	I would like more information on this in the future.
Knowledgeable about the curriculum and establishes clear expectations for administrators.	4	Dr. Robertson seems to have a good relationship with most of our principals.
Supports professional learning activities for teachers and administrators.	4	The district-wide PD received a lot of negative feedback, but the one this year was organized more efficiently. I do not think this should be a yearly event, but maybe every few years.
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	4	I would like to see the results from Feedback Surveys on a monthly basis from HCS Pulse checks.
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	3	I think there has been a lack of staff evaluation data in some instances. It seems that if some employees are inefficient in a leadership or administrative role, then they are moved to a lateral position which is sometimes newly created for that employee. If employees are inefficient, it should be reflected in their evaluation.
Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.	3	Professional development by content can be best administered in different locations where they can focus on their subject area and be led by leaders in that content.

**TOTAL SCORE:**

3.57

## 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"> <li>• Examples of school district level website, newsletters, and surveys if available.</li> <li>• Examples of meeting agendas and schedules for parental involvement and community engagement.</li> <li>• Samples of school partnerships and partnership activities.</li> <li>• Samples of meetings and conversations with community partners and educators.</li> <li>• Donations and contributions to each school or the district.</li> </ul>	<p>Shows limited or no evidence of:</p> <ul style="list-style-type: none"> <li>• Welcoming and engaging families.</li> <li>• Offering timely, relevant, and accessible communication.</li> <li>• Providing district staff with sufficient resources needed to communicate regularly with families.</li> <li>• Creating flexible scheduling for meetings, gatherings, and celebrations in response to parent needs.</li> <li>• Assessing community partners and resources.</li> <li>• Allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the Board's vision, mission, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeds Level 1 rubric but does not meet Level 3 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Welcomes and engages all families.</li> <li>• Offers opportunities for families to participate in school initiatives when applicable.</li> <li>• Provides district staff with sufficient resources needed to communicate regularly with families.</li> <li>• Creates flexible scheduling for meetings, gatherings, and celebrations in response to parent needs.</li> <li>• Conducts an accurate assessment of community partners and resources.</li> <li>• Ensures accepted resources support the Board's vision, mission, and goals.</li> <li>• Allocates fiscal, human, technological, and physical resources to align with the Board's vision, mission, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeds Level 3 rubric but does not meet Level 5 rubric.</li> </ul>	<p>In addition to Level 3 requirements:</p> <ul style="list-style-type: none"> <li>• Establishes a two-way communication process for families that provides information about student progress and learning.</li> <li>• Supports family and community partnerships that are visible and sustainable.</li> <li>• Assesses potential community partners and secures additional resources that support the district.</li> </ul> <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	I would like to know how we use the results from the Pulse checks? Do we receive feedback from the community newsletters?
Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.	4	The superintendent has done a great job in establishing many partnerships. But I would appreciate the board being better informed about the collaborations. For example, the board was not consulted about the YMCA partnership or the Future Fund. And what is the Children's Cabinet?

**TOTAL SCORE:** 4

## 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"> <li>• Samples of compliance with all financial audits including local, state, and federal.</li> <li>• Provide samples of both student and employee handbooks.</li> <li>• Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures.</li> <li>• Provide sample administrative procedures aligned with Board policy, state law, and federal requirements.</li> <li>• Board work session reports and agenda documents showing budgeting aligned with priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely or never establishes, communicates, and enforces administrative procedures by:               <ul style="list-style-type: none"> <li>○ Aligning them with Board policy, state law, and federal requirements.</li> <li>○ Communicating established administrative procedures.</li> <li>○ Ensuring administrators are accountable to the administrative procedures.</li> </ul> </li> <li>• Rarely or never performs all budgetary responsibilities by:               <ul style="list-style-type: none"> <li>○ Allocating resources in alignment with district priorities to increase student achievement.</li> </ul> </li> <li>• Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeds Level 1 rubric but does not meet Level 3 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes, communicates, and enforces administrative procedures by:               <ul style="list-style-type: none"> <li>○ Aligning them with Board policy, state law, and federal requirements.</li> <li>○ Communicating established administrative procedures.</li> <li>○ Ensuring administrators are accountable to the administrative procedures.</li> </ul> </li> <li>• Performs timely, accurate, and transparent budgetary responsibilities by:               <ul style="list-style-type: none"> <li>○ Allocating resources in alignment with district priorities to increase student achievement.</li> </ul> </li> <li>• Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeds Level 3 rubric but does not meet Level 5 rubric.</li> </ul>	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> <li>• Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district.</li> <li>• Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.</li> </ul>

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	<b>3</b>	The budget season was a little extended in part because the administration seemed reluctant to make some of the changes the board along with the community wanted.
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	<b>4</b>	Some staffing in the staffing model should have been in the strategic plan instead of the base model.
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	<b>4</b>	The finance staff does an excellent job in managing a very complex budget.
Provides accurate and timely reports to the Board on the financial condition of the school system.	<b>4</b>	The administration provides regular financial reports for the board.
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	<b>3</b>	I do not feel like the board was heard on some of our budget priorities. The special education department reorganization was a big disappointment and teachers were not given a step raise.

**TOTAL SCORE:**

3.6

## 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"> <li>Provides supporting documentation for each section of the director's evaluation instrument.</li> <li>Samples of administrative procedures that adhere with Board policy.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth.</li> <li>Unprepared or disengaged with the Board and professional learning opportunities.</li> <li>Engages in the evaluation process without evidence of focus on continuous improvement.</li> <li>Self-reflections do not match the expectations of the Board of the director's evaluation instrument.</li> <li>Inconsistently contributes to school district growth by failing to assist and mentor administrators.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 1 rubric but does not meet Level 3 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Uses feedback from the Board to implement personal and professional improvement strategies.</li> <li>Prepared and engaged with the Board and professional learning opportunities.</li> <li>Engages in the evaluation process with evidence of focus on improvement.</li> <li>Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> <li>Collaborative planning with administrators and staff to execute Board policies and decisions.</li> <li>Actively participating in professional learning.</li> </ul> </li> <li>Building capacity for aspiring administrators.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 3 rubric but does not meet Level 5 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Uses feedback from the Board to significantly improve performance.</li> <li>Consistently prepared and highly engaged with the Board and in professional learning opportunities.</li> <li>Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument.</li> <li>Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> <li>Collaborative planning with administrators and staff to execute Board policies and decisions.</li> <li>Actively leading professional learning.</li> <li>Leading data-driven professional learning opportunities.</li> <li>Building capacity for aspiring administrators.</li> </ul> </li> </ul>

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	4	The superintendent frequently notifies the board of serious events. He reaches out to the board individually as well. I would like to be informed of other activities as well as they occur like the YMCA partnership and Chiefs for Change affiliation.
Follows through on initiatives and strategies communicated to the Board of Education	5	The superintendent promptly carries out initiatives such as implementing the new cell phone policy.
Seeks and accepts constructive criticism of work from the Board	3	The superintendent is often receptive to criticism, but sometimes reacts defensively.
Interprets and executes the intent of Board policy through the development of administrative procedures	3	The superintendent often implements board policy, but it has been an adjustment as far as getting staffing approvals from the board.
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4	The superintendent has always maintained an open-door policy with me and communicates individually in a very respectful manner. He is usually very attentive to providing information when requested.



### 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"> <li>Samples of district level plan for recruiting both professional and noncertified staff.</li> <li>Samples of school level data regarding induction, support, retention, and growth of staff.</li> <li>Samples of school level plans to increase the rates of high-performing educators and increase retention rates.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff.</li> <li>Rarely or never develops strategies for:               <ul style="list-style-type: none"> <li>Retaining high-performing educators and administrators.</li> <li>Fostering leadership skills in the most effective educators and administrators based on student outcomes.</li> </ul> </li> <li>Utilizing a variety of methods to support the development of administrators.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 1 rubric but does not meet Level 3 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Designs and implements an induction program for new administrators and staff.</li> <li>Develops strategies for:               <ul style="list-style-type: none"> <li>Retaining high-performing educators.</li> <li>Fostering leadership skills in the most effective educators and administrators based on student outcomes.</li> </ul> </li> <li>Utilizing a variety of methods to support the development of all administrators and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 3 rubric but does not meet Level 5 rubric.</li> </ul>	<p>Engages with the district leadership team to:</p> <ul style="list-style-type: none"> <li>Design and implement an induction program for new educators.</li> <li>Develop strategies for retaining high-performing educators.</li> <li>Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes.</li> <li>Supports the development of all administrators utilizing a variety of methods.</li> </ul>

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 <sup>th</sup> day of each year.	5	HCS exceeded the goal with 98.89% staffing by the 10 <sup>th</sup> day.
90% of new teachers will be retained each year.	3	The New Teacher Academy helps with teacher retention.
Employee retention rates will exceed 85% each school year.	5	89% of employees were retained.
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4	The LEAD program and other trainings support educators.
Develops appropriate structures to address staff morale based on district analysis.	3	Morale has been low in some circumstances. There was a lot of backlash when ex ed assistants and teachers were notified that they would not have a position at their school the following year. Other employees were suspended at times for over three months without pay or given a temporary placement.
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	2	It seems like a select few are the ones who are making the decisions within central office and across the district.
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	3	The district works hard to recruit new employees, but we have not paid our current employees enough or



		supported them well at times. I am pleased with the increase in differentiated pay.
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	3	There are too many high-level positions in the central office staff. Each year the number of central office staff increases and employees promoted to new positions. Others are moved to new positions and replaced which increases the staff size even more.

**TOTAL SCORE:**

3.5

## 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"> <li>Provide samples of meetings and engagement with various stakeholders throughout the community.</li> <li>Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings.</li> <li>Examples of procedures that relate to communication plan for both certified and noncertified staff.</li> </ul>	<ul style="list-style-type: none"> <li>Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement.</li> <li>Does not communicate expected values and beliefs to all staff.</li> <li>Does not design or implement structures that increase shared ownership in district success.</li> <li>Fails to establish high expectations for administrators' individual responsibility for district success.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 1 rubric but does not meet Level 3 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions.</li> <li>Communicates basic values and beliefs to all staff.</li> <li>Models a commitment to the possibility of success for all students.</li> <li>Designs and/or implements structures to increase shared ownership in district success.</li> <li>Clearly and consistently communicates high expectations for administrators' individual responsibility for district success.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 3 rubric but does not meet Level 5 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions.</li> <li>Clearly communicates basic values and beliefs to all staff.</li> <li>Enacts procedures that reflect a district-wide commitment to student success.</li> <li>Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.</li> </ul>

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	<b>4</b>	I am pleased with the involvement of the Student Leadership Council involvement. The Coffee Chats are a good idea, but would be better if moved to a time during school hours for better participation. At the central office level I will again point out that a select few make most of the decisions.
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	<b>3</b>	In the October 2024 HCS Pulse Check Survey, only 45% of staff said they are contributing to setting their goals. Only 42% responded that they were recognized and celebrated.
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	<b>3</b>	Some of the decision making at the central office level does not seem fair. The new organization chart clearly showed sign of favoritism among senior leadership.
Treats people fairly, equally, and with dignity and respect.	<b>3</b>	Same as above. I will add that in the October 2024 Pulse Check that the top priorities for staff were compensation and benefits and employee satisfaction.

**TOTAL SCORE:**                          3.25

## 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"> <li>Examples of school safety plans and/or school climate surveys.</li> <li>Annual school level reporting of attendance rates and discipline referrals, including suspension and expulsion rates.</li> <li>School district/county audits.</li> <li>Examples of administrative procedures addressing finance and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for resource allocation are not clearly aligned with the school district vision, mission, and goals.</li> <li>District policies are not: <ul style="list-style-type: none"> <li>Clearly communicated.</li> <li>Implemented consistently and fairly.</li> <li>Related to students' safety.</li> </ul> </li> <li>Inadequate support for administrators to: <ul style="list-style-type: none"> <li>Analyze behavioral data to assess intervention and discipline effectiveness.</li> </ul> </li> <li>Use of data to adjust routines to maximize learning and decrease distractions.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 1 rubric but does not meet Level 3 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for resource allocation are aligned with school district vision, mission, and goals.</li> <li>District policies are: <ul style="list-style-type: none"> <li>Clearly communicated</li> <li>Implemented consistently and fairly</li> <li>Related to students' safety</li> </ul> </li> <li>Establishes practices that support: <ul style="list-style-type: none"> <li>Analyzing behavioral data to assess interventions and discipline effectiveness.</li> <li>Use of data to adjust routines to maximize learning and decrease distractions.</li> </ul> </li> <li>Sufficient evidence that ensures administrators are adhering to expectations established in Board policy.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 3 rubric but does not meet Level 5 rubric.</li> </ul>	<p>In addition to Level 3 requirements ensures administrators:</p> <ul style="list-style-type: none"> <li>Help set expectations for the learning environment and facilities that aligned with the school district vision, mission, and goals.</li> <li>Review behavioral and discipline data to assess the effectiveness of interventions, adjusting when needed to ensure a safe learning environment.</li> </ul>

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	<b>3</b>	There were issues with dangerous students in schools, but there was a reduction in repeat discipline infractions overall.
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	<b>4</b>	The superintendent advocates for more funds for facilities. He obtained funds from the county in the form of bonds, and he oversaw the construction of Tyner Academy.
Ensures the maintenance of school property and the safety of personnel and property.	<b>4</b>	HCS received an 89.57 Summer Cleaning report card. The board receives regular updates on current building projects.

**TOTAL SCORE:** 3.67

## 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"> <li>Director of Schools self-evaluation.</li> <li>District's instructional and student supports plan along with professional development plans.</li> <li>Summary as to what degree the district and schools met previous year's performance targets.</li> <li>Artifacts of the district's performance aligned to state standards and accountability model.</li> <li>Nature, extent, and frequency of concerns voiced by the Board regarding management level personnel</li> </ul>	<p>Rarely or never improves self-practice by:</p> <ul style="list-style-type: none"> <li>Using feedback from sources to reflect on personal leadership practices and does not make any necessary changes for improvement.</li> <li>Engaging in professional learning:               <ul style="list-style-type: none"> <li>Aligned to student, educator, and self-need.</li> <li>Focused on developing an understanding of performance expectations associated with state standards.</li> </ul> </li> <li>Implementing new, relevant learning from feedback and professional learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 1 rubric but does not meet Level 3 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Uses feedback from a variety of sources to reflect on personal leadership practices and make any necessary changes for improvement.</li> <li>Engages in professional learning aligned to student, educator, and self-need.</li> <li>Develops an understanding of performance expectations associated with Tennessee Instructional Leader Standards.</li> <li>Implements new, relevant learning from feedback and professional learning opportunities with evidence of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Exceeds Level 3 rubric but does not meet Level 5 rubric.</li> </ul>	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> <li>Actively seeks feedback from a variety of sources to reflect on personal leadership practices and makes any necessary changes for improvement.</li> <li>Connects personal leadership practices to student achievement and administrator and educator performance by sharing his/her performance evaluation results with district staff.</li> <li>Reflects on leadership alignment with core value and the Board's vision, mission, and goals.</li> </ul>

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4	Exceeds Expectations
Identifies, confronts, and resolves problems in a timely manner.	4	Exceeds Expectations
Recognizes, studies, and applies emerging trends as appropriate.	4	Exceeds Expectations
Uses effective communication skills.	5	The superintendent is very professional and uses superb communication skills.
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	2	The upper-level leadership seems very unbalanced. It is noticeable throughout the district.

**TOTAL SCORE:** 3.8

## Director of Schools Overall Evaluation Score

<b>Total Mean Score Strategic Planning</b>	<b>3.5</b>
<b>Total Mean Score Student Achievement/Performance</b>	<b>3.55</b>
<b>Total Mean Score School Leadership</b>	<b>3.57</b>
<b>Total Mean Score Community Relationships</b>	<b>4</b>
<b>Total Mean Score Post-Secondary Opportunities</b>	
<b>Total Mean Score Business and Finance</b>	<b>3.6</b>
<b>Total Mean Score Board Relationship</b>	<b>3.8</b>
<b>Total Mean Score Staff and Personnel Relationships</b>	<b>3.5</b>
<b>Total Mean Score Integrity, Fairness, and Ethics</b>	<b>3.25</b>
<b>Total Mean Score Facilities/Safety</b>	<b>3.67</b>
<b>Total Mean Score District Management</b>	<b>3.8</b>
<b>Overall Mean Evaluation Score</b>	<b>3.62</b>

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Print Name

Felice Hadden

*Felice Hadden*

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Signature

*11/30/25*

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Date