

**Board Retreat**  
**October 27, 2025 4:00 PM**  
Central Services Board Room

1. Call to Order
2. Moment of Silence/Pledge of Allegiance
3. DOS Evaluation
4. Strategic Plan
5. Policy 3.200
6. Adjournment

**(\* Indicates Board Approval Required)**

**SAMPLE**  
**Director of Schools**  
**Performance Evaluation Instrument**

## **Director of Schools Performance Evaluation Guidelines**

1. An annual evaluation of the Director of Schools shall take place in July.
2. The evaluation shall be based on the duties and responsibilities of the Director of Schools as set forth by the laws of the State of Tennessee and his/her contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Director of Schools.
4. The evaluation rating scale to be used is as follows:
  - 5 – Significantly above expectations
  - 4 – Above expectations
  - 3 – At expectations
  - 2 – Below expectations
  - 1 – Significantly below expectations
5. The evaluation will be distributed to all Board members in June in order to be completed and included in the written evaluation to the Director of Schools in July.
6. A satisfactory score will be if the average overall score is 3.00 or above.
7. The Board shall meet with the Director of Schools to discuss the evaluation results at the July Board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Director of School's performance to be unsatisfactory or in need of improvement.
8. The Director of Schools shall have the right to make a written or oral response to the evaluation.
9. A copy of the written evaluation shall be delivered to the Director of Schools two weeks prior to the July Board meeting.

## A. Board Relationships

	1	2	3	4	5
1. Seeks and accepts constructive criticism of work from the Board.					
2. Maintains/improves relations with the Board by consistent and appropriate interpersonal and professional interactions.					
3. Keeps all Board members informed on issues, needs and operation of the school system, including employment, promotion, and dismissal of personnel.					
4. Interprets and executes the intent of Board policy through the development of administrative procedures.					

**Total Mean Score:** \_\_\_\_\_

## 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>

## B. District Staff and Personal Relationships

	1	2	3	4	5
1. Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.					
2. Knowledgeable about the curriculum and establishes clear expectations for administrators.					
3. Develops good staff morale, is accessible to administrators, and interacts effectively with district employees.					
4. Supports professional learning activities for teachers and administrators.					
5. Recognizes and celebrates improved school and student performance related to Board vision and goals.					
6. Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.					
7. Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.					
8. Ensures professional learning opportunities align with the Tennessee Standards for Professional Learning and models learning for staff.					
9. Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.					

**Total Mean Score:**

## 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> </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> </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> <li>Creates a district-wide plan for professional learning aligned to the Board's vision for professional learning and growth.</li> </ul>

## C. Community Relationships

	1	2	3	4	5
1. Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.					
2. Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.					

**Total Mean Score:**

### 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>Provide a community assets inventory based on data provided by each school.</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> <li>Highlights usage of resources and shares district accomplishments by regularly communicating with community partners.</li> </ul>

## D. Strategic Planning

	1	2	3	4	5
1. Initiates communication and facilitates cooperation and collaboration among staff regarding the district's five-year strategic plan, curriculum, and program initiatives.					
2. Keeps the Board and community informed of progress towards long-range goals.					
3. Ensures the vision shapes the educational programs, plans, and activities of the district.					
4. Uses assessment data related to student learning to effectuate the Board's five-year strategic plan.					

**Total Mean Score:**

## 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>Summary of principal observation evaluations and growth plans.</li> <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 the Board's five-year strategic plan.</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 the Board's five-year strategic plan 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 the five-year strategic plan.</li> <li>Ensures the District and School Improvement Plans operationalize the Board's five-year strategic plan.</li> </ul>

## E. District Management and Operations

	1	2	3	4	5
1. Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.					
2. Identifies, confronts, and resolves problems in a timely manner.					
3. Recognizes, studies, and applies emerging trends as appropriate.					
4. Uses effective communication skills.					

**Total Mean Score:**

## 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
<p>Provides the Board with:</p> <ul style="list-style-type: none"> <li>• Director of Schools self-reflection aligned to Tennessee Instructional Leadership Standards or AASA standards.</li> <li>• Director’s personal and professional growth support plan in relation to the Board’s vision, mission, and goals.</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> </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>

## F. Facilities

	1	2	3	4	5
1. Fosters a safe, respectful, and orderly learning environment for all.					
2. Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.					
3. Ensures the maintenance of school property and the safety of personnel and property.					

**Total Mean Score:**

## 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> <li>○ Use of data to adjust routines to maximize learning and decrease distractions.</li> </ul> </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>

## G. Finance

	1	2	3	4	5
1. Establishes, communicates, and enforces standard operating procedures and routines aligned with Board policy, state law, and federal requirements.					
2. Provides accurate and timely reports to the Board on the financial condition of the school system.					
3. Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.					
4. Meets and works collaboratively with the Board and appropriate staff to determine budget priorities and the effective allocation of resources.					

**Total Mean Score:**

## 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> </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> <li>○ Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines.</li> </ul> </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> <li>○ Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines.</li> </ul> </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>

## H. Human Resources

	1	2	3	4	5
1. Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.					
2. Develops good staff morale and loyalty to the school system.					
3. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.					
4. Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.					
5. Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.					

**Total Mean Score:**

## 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> <li>○ Utilizing a variety of methods to support the development of administrators.</li> </ul> </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> <li>○ Utilizing a variety of methods to support the development of all administrators and staff.</li> </ul> </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>

## I. Integrity, Fairness, and Ethics

	1	2	3	4	5
1. Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.					
2. Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.					
3. Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.					
4. Treats people fairly, equally, and with dignity and respect.					

**Total Mean Score:**

### 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>Provides samples of professional development or communications with district staff on integrity and ethics.</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.</li> <li>Establishes a culture where all administrators address low expectations about student potential.</li> </ul>

## J. Student Performance

	1	2	3	4	5
1. 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.					
2. Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.					
3. Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.					
4. Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.					
5. Meets with principals regularly to provide feedback on goal achievement and to assess ongoing school improvement efforts.					
6. 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.					

**Total Mean Score:** \_\_\_\_\_

## 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 of 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> <li>Establishes data-specific growth and achievement targets that result in gains.</li> </ul>

### K. Student Achievement Data\*

	1	2	3	4	5
1. Grades 3-5 Overall Achievement Rate.					
2. Grades 6-8 Overall Achievement Rate.					
3. Grades 9-12 Overall Achievement Rate.					
4. Grades 3-5 Student Sub-Group Overall Achievement Rate.					
5. Grades 6-8 Student Sub-Group Overall Achievement Rate.					
6. Grades 9-12 Student Sub-Group Overall Achievement Rate.					
7. Grades 3-5 ELA Achievement Rate.					
8. Grades 6-8 ELA Achievement Rate.					
9. Grades 9-12 ELA Achievement Rate.					
10. Grades 3-5 Math Achievement Rate.					
11. Grades 6-8 Math Achievement Rate.					
12. Grades 9-12 Math Achievement Rate.					
13. Grades 3-5 Science Achievement Rate.					
14. Grades 6-8 Science Achievement Rate.					
15. Grades 9-12 Science Achievement Rate.					
16. Grades 3-5 Social Studies Achievement Rate.					
17. Grades 6-8 Social Studies Achievement Rate.					
18. Grades 9-12 Social Studies Achievement Rate.					

**Total Mean Score:**

### 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 summative assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Overall applicable Achievement Rate reduced by greater than 3% from previous year.</li> <li>Overall sub-group Achievement Rates reduced by an average of greater than 3% from previous year.</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>Overall applicable Achievement Rate remained the same from previous year.</li> <li>Overall sub-group Achievement Rates remained the same on average from previous year.</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>Overall applicable Achievement Rate increased by greater than 3% from previous year.</li> <li>Overall sub-group Achievement Rates increased by an average of greater than 3% from previous year.</li> </ul>

\*Data reported in the District Report and School A-F Letter Grades.

## L. Student Growth and Ready Graduate Data\*

	1	2	3	4	5
19. Overall District Growth grades 3-5.					
20. Overall District Growth grades 6-8.					
21. Overall District Growth grades 9-12.					
22. Growth Composite by student super sub-group grades 3-5.					
23. Growth Composite by student super sub-group grades 6-8.					
24. Growth Composite by student super sub-group grades 9-12.					
25. Ready Graduate rate.**					
26. District Graduation rate.					
27. Average Composite ACT scores.					

**Total Mean Score:**

## 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 growth data.</li> <li>District Ready Graduate data.</li> <li>District graduation rate data.</li> <li>District Average Composite ACT score data.</li> </ul>	<ul style="list-style-type: none"> <li>Overall District/sub-group Growth Level 1.</li> <li>Overall Ready Graduate rate reduced by greater than 3% from previous year.</li> <li>District graduation rate reduced by greater than 1% from previous year.</li> <li>Average Composite ACT score decreased by greater than 0.2%.</li> </ul>	<ul style="list-style-type: none"> <li>Overall District/sub-group Growth Level 2.</li> <li>Exceeds Level 1 rubric but does not meet Level 3 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Overall District/sub-group Growth Level 3.</li> <li>Overall Ready Graduate rate remained the same from previous year</li> <li>District graduation rate remained the same from previous year.</li> <li>Average Composite ACT score remained the same from previous year.</li> </ul>	<ul style="list-style-type: none"> <li>Overall District/sub-group Growth Level 4.</li> <li>Exceeds Level 3 rubric but does not meet Level 5 rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Overall District/sub-group Growth Level 5.</li> <li>Overall Ready Graduate rate increased by greater than 3% from previous year.</li> <li>District graduation rate increased by greater than 1% from previous year.</li> <li>Average Composite ACT score increased by greater than 0.2%.</li> </ul>

\*Data reported in the District Report and School A-F Letter Grades.

\*\*Graduating student with: 21 or higher on ACT; Early Postsecondary Opportunities (AP Cambridge, CLEP Duel Enrollment, International Baccalaureate, Local Duel Credit, Statewide Duel Credit); Industry Credentials; ASVAB

**Director of Schools  
Overall Evaluation Score**

<b>Total Mean Score Board Relationships</b>	
<b>Total Mean Score District Staff and Personal Relationships</b>	
<b>Total Mean Score Community Relationships</b>	
<b>Total Mean Score Strategic Planning</b>	
<b>Total Mean Score District Management and Operations</b>	
<b>Total Mean Score Facilities</b>	
<b>Total Mean Score Finance</b>	
<b>Total Mean Score Human Resources</b>	
<b>Total Mean Score Integrity, Fairness, and Ethics</b>	
<b>Total Mean Score Student Performance</b>	
<b>Total Mean Score Student Achievement Data</b>	
<b>Total Mean Score Student Growth and Ready Graduate Data</b>	
<b>Overall Mean Evaluation Score</b>	



**Cumberland County**  
**Director of Schools**  
**Evaluation**

## **Director of Schools Performance Evaluation Guidelines**

1. An annual evaluation of the Director of Schools for Appendix A and B shall take place in July and for Appendix C in January.
2. The evaluation shall be based on the duties and responsibilities of the Director of Schools as set forth by the laws of the State of Tennessee and his/her contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Director of Schools.
4. The evaluation rating scale to be used is as follows:
  - 5 – Significantly above expectations
  - 4 – Above expectations
  - 3 – At expectations
  - 2 – Below expectations
  - 1 – Significantly below expectations
5. An average overall score of 3.00 or above will be considered a satisfactory score.
6. Weighted sectional averages will be:

Appendix A – Administrator Survey	20%
Appendix B – Board Observational Data	30%
Appendix C – Achievement of Board Goals/Strategic Plan	50%
7. Appendix A needs to be distributed to administrators in June in order to be completed and included in the written evaluation to Director of Schools in July.
8. Appendix B needs to be distributed to all board members in June in order to be completed and included in the written evaluation to Director of Schools in July.
9. Appendix C needs to be distributed to all board members in December in order to be completed and included in the written evaluation for Director of Schools in January.
10. The Director of Schools will provide an annual report outlining the accomplishments of each objective to the Board along with each Appendix of the evaluation instrument.
11. The Board shall meet with the Director of Schools to discuss the evaluation results at the July and January Board meetings. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Director of School's performance to be unsatisfactory or in need of improvement.

12. The Director of Schools shall have the right to make a written or oral response to the evaluation.

13. A copy of the written evaluation shall be delivered to the Director of Schools two weeks prior to the July and January Board meetings.

**APPENDIX A - Administrator Survey**

<b>ADMINISTRATORS' PERCEPTIONS OF DIRECTOR'S PERFORMANCE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The Director develops clear expectations.					
2. The Director models good communication skills.					
3. The Director is knowledgeable about the curriculum.					
4. The Director ensures that funds are spent wisely.					
5. The Director holds me accountable for my job responsibilities.					
6. The Director supports professional learning activities for teachers and administrators.					
7. The Director maintains positive relationships with administrators.					
8. The Director ensures the safety of students and school personnel.					
9. The Director administers the schools in accordance with state laws.					
10. The Director has an effective plan to recruit effective employees.					
11. The Director takes an active leadership role in the instructional improvement.					
12. The Director evaluates my performance in a fair and consistent manner.					
13. The Director interacts effectively with system employees.					
14. The Director is accessible to administrators.					
15. The Director develops good staff morale and loyalty to the system.					
16. The Director works effectively with the school board.					
17. The Director involves administrators as much as possible in decision-making.					
18. The Director listens to suggestions from the administrative staff.					
19. The Director demonstrates a caring attitude.					
<b>Total Mean Score for Administrator's Perception</b>					

Comments

**APPENDIX B - Board Observational Data**

<b>BOARD RELATIONSHIPS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Prepares and submits to the Board recommendations relative to all matters requiring Board action by providing the Board packet which includes the agenda and supporting documents for each line item at least five days prior to the scheduled date of the board meeting.					
2. Keeps the board informed of employment, promotion, and dismissal of personnel by informing the Board via electronic communication prior to taking such action.					
3. Advises the Board on the need for new or revised policies and develops administrative procedures to ensure that all policies of the Board are implemented. Provides a copy of the administrative procedures to the Board.  Board policies were reviewed according to the following schedule: Section 1 in July and August, Section 2 in September, Section 3 in October, Section 4 in November and December, Section 5 in January and February, and Section 6 in March and April.					
4. Maintains effective working relations by consistent, appropriate, and professional interactions with the Board by providing timely responses to Board member emails and phone calls.					
<b>Total Mean Score for Board Relationships</b>					

Comments

<b>COMMUNITY RELATIONSHIPS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Keeps the public and media informed of the activities and needs of the school district and fosters a cooperative working relationship between the schools and community by providing a monthly newspaper titled Desk of the Director to the Board and a quarterly email to staff.					
2. Encourages parental involvement through effective Family Engagement Programs at each school by providing Open House, Meet Your Teacher, and Back 2 School events at elementary and middle schools, new student orientation at high schools, and parent/teacher conferences in October and January at all schools.					
3. Models the highest professional standards to the community by being visible at school events and County Commission meetings.					
4. Establish partnerships with area businesses, public and private community agencies, institutions of higher education, and community groups to strengthen programs and support school district goals.					
<b>Total Mean Score for Community Relationships</b>					

Comments

<b>STAFF AND PERSONNEL RELATIONSHIPS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Treats all personnel fairly and professionally by creating an evaluation instrument for each employee that is consistent with the School/District Improvement Plan and Board Strategic Plan and conducts an evaluation of job performance annually.					
2. Delegates authority to staff members through shared leadership and decision-making opportunities to accomplish district goals as outlined in the Strategic Plan by scheduling planning sessions with staff members to develop objectives and strategies to achieve the Board's goals.					
3. Actively recruits directly or through delegation the best available personnel to the district and provides promotion and career growth through professional development by working with institutions of higher education, community colleges, TCAT, and participates in job fairs.					
4. Develops programs to improve staff morale and recognize staff for loyalty and service to the district by recognizing achievements at Board meetings and staff appreciation events.					
<b>Total Mean Score for Staff and Personnel Relationships</b>					

Comments

<b>MANAGEMENT AND OPERATIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Develops and clearly communicates the vision, mission, and priorities of the school district, ensuring that operational plans and procedures are in place to support the district's long range strategic plan by reviewing and updating the plan annually at a Board retreat, and reporting on goals, objectives, and strategies achieved at each monthly Board meeting.					
2. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted school budget by ensuring the district's finance department has procedures and protocols in place to effectively manage the budget.					
3. Ensures that all school facilities are safe and properly maintained through regular inspections of all buildings and actively updates the facilities database to guide the Board with budget decisions.					
4. Maintains directly or through delegation such records which are required by law and adhere to Board policies 1.407, 2.601, 2.701, 3.204, 3.400, 5.114, 5.118, and 6.600.					
5. Acts on own discretion if emergency action is necessary in any matter not covered by Board policy, establishes procedures for dealing with emergencies, and recommends new policy language to the Board.					
<b>Total Mean Score for Job Performance</b>					

Comments

<b>STUDENT ACHIEVEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Reviews, reports, and addresses student learning barriers based on state accountability guidelines and reports to the Board the barriers and an improvement plan.					
2. Keeps informed of modern educational practices by advance study, visiting school systems, and attending educational conferences and keeps the Board informed by reporting at the next monthly Board meeting trends and practices learned at each event.					
3. Ensures that all schools in the district develop, implement, promote, and monitor continuous improvement in student achievement by meeting with principals on a monthly basis.					
4. Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment by scheduling a meeting prior to the start of the school to review curriculum.					
<b>Total Mean Score for Student Achievement</b>					

Comments

**APPENDIX C – Achievement of Board Goals/Strategic Plan**

<p align="center"><b>PERFORMANCE OBJECTIVE 1: ACADEMICS Innovative Learning Environment Empowering Every Student to Achieve Excellence</b></p>	1	2	3	4	5
1. Data goals are included in the Board’s Strategic Plan and reviewed and updated annually.					
2. TISA, local, and federal funding is clearly aligned with the Board’s Strategic Plan, budget, and TDOE district improvement plan and based on benchmark needs assessments.					
3. Each school achieved a letter grade of C or above annually.					
4. Grades 3-5 Overall Achievement Rate increased from 39.1% to 40.5%					
5. Grades 6-8 Overall Achievement Rate increased from 41.1% to 43.6%					
6. Grades 9-12 Overall Achievement Rate increased from 34.2% to 36.7%					
7. Increase Grades 3-5 Student Sub-Group Overall Achievement Rate in ELA from 30.1 to 32.6.					
8. Increase Grades 3-5 Student Sub-Group Overall Achievement Rate in Math from 35.6 to 38.1.					
9. Increase Grades 6-8 Student Sub-Group Overall Achievement Rate in ELA from 28 to 30.5.					
10. Increase Grades 6-8 Student Sub-Group Overall Achievement Rate in Math from 36.7 to 39.2.					
11. Increase Grades 9-12 Student Sub-Group Overall Achievement Rate in ELA from 34.4 to 37.					
12. Increase Grades 9-12 Student Sub-Group Overall Achievement Rate in Math from 26.5 to 29.					
13. Grades 3-5 ELA Achievement Rate increased from 38% to 40.5%					
14. Grades 6-8 ELA Achievement Rate increased from 35.1% to 37.6%					
15. Grades 9-12 ELA Achievement Rate increased from 44.2% to 46.7%					
16. Grades 3-5 Math Achievement Rate increased from 41.7% to 44.2%					
17. Grades 6-8 Math Achievement Rate increased from 44.6% to 47.1%					

18. Grades 9-12 Math Achievement Rate increased from 33.3% to 35.8%					
19. Grades 3-5 Science Achievement Rate increased from 44.4% to 46.9%					
20. Grades 6-8 Science Achievement Rate increased from 49.5% to 52%					
21. Grades 9-12 Science Achievement Rate increased from 39.4% to 41.9%					
22. Grades 6-8 Social Studies Achievement Rate increased from 46.8% to 49.3%					
<b>Total Mean Score for Academics</b>					

Comments

<b>PERFORMANCE OBJECTIVE 2: K-12 FRAMEWORK</b> <b>Ensure all students are productive members of the workforce upon high school graduation or post-secondary completion.</b>	1	2	3	4	5
1. Overall District Growth grades 4-8 remain at Level 5.					
2. Overall District Growth grades 9-12 increase from Level 1 to Level 2 or higher.					
3. Growth Composite by student super sub-group grades 4-12 increase from Level 3 to Level 4 or higher.					
4. Increase Ready Graduate Rate from 52.7% to 53%					
5. Increase district Graduation Rate from 92.9% to 93.1%					
6. Increase average Composite ACT Scores increased from 19.2 to 19.8					
<b>Total Mean Score for K-12 Framework</b>					

Comments

<p align="center"><b>PERFORMANCE OBJECTIVE 3: EMERGENCY MANAGEMENT, SECURITY &amp; WELLNESS</b></p> <p><b>Procedures and plans that will ensure all schools and the district have a safe and welcoming learning environment.</b></p>	1	2	3	4	5
1. All staff trained in emergency processes including Trauma Informed school practices by May.					
2. All schools completed and submitted the district required standardized safety plan by June.					
3. All schools completed and documented all local, state and federal drill and training requirements by May/June.					
4. Ensure a facilities and capital projects plan is part of the Board's Strategic Plan that includes the following: a work request maintenance schedule, an outline for facilities funding, a schedule for software updates, and future capital expenditures.					
<b>Total Mean Score for Emergency Management/Security/Wellness</b>					

Comments

<p align="center"><b>PERFORMANCE OBJECTIVE 4: TALENT, ACQUISITION &amp; RETENTION</b></p> <p align="center"><b>Successful recruiting and retention of high performing school district employees.</b></p>	1	2	3	4	5
1. To recruit teachers to the district and maintain Teaching as a Profession participants at 100%.					
2. Increase retention of staff from 78% to 80%.					
3. Create employee mentorship program in July and implement in August.					
4. Review pay scale for all employees by January and include any changes in next year's district budget.					
5. Conduct employee survey regarding work environment, pay and benefits, and present tabulated results to the Board for discussion in February.					
<p align="center"><b>Total Mean Score for Talent, Acquisition and Retention</b></p>					

Comments

<p align="center"><b>PERFORMANCE OBJECTIVE 5: ACTIVITIES, ARTS, AND ATHLETICS</b></p> <p align="center"><b>Student athletic program that facilitates a highly successful student athlete experience.</b></p>	1	2	3	4	5
1. Create athletic policy for Board review and adoption that includes who will be responsible for facilities maintenance, scheduling, transportation, eligibility, and facility access to student athletes by February.					
2. Create athletic procedure to align with TMSAA membership guidelines and Board policy.					
3. Increase student participation in art displays and performances to include 2% of student population at each school.					
4. Strongly encourage each middle and high school student to participate in one extracurricular activity (athletics, band, drama, arts, etc.).					
<p align="center"><b>Total Mean Score for Activities, Arts, and Athletics</b></p>					

Comments

<b>PERFORMANCE OBJECTIVE 6: STRATEGIC PLAN, AGENDA, BUDGET Develop a School Strategic Plan, Annual Agenda, and Budget.</b>	1	2	3	4	5
1. Ensure Board seeks input from staff and community members in order to adopt goals for the Strategic Plan in November.					
2. Develop objectives and strategies to achieve the Board’s goals and submit to the Board for review and adoption by December.					
3. Include a report from the Director on progress of the Strategic Plan at each Board meeting.					
4. Develop a detailed budget document aligned with the Board’s Strategic Plan by March.					
<b>Total Mean Score for Strategic Plan, Agenda, and Budget</b>					

Comments

Overall Evaluation Comments

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term:  <b>Buildings and Grounds Management</b>	Descriptor Code: <b>3.200</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>3.200</b>	Issued: <b>06/22/17</b>

1 All school properties shall be maintained in good physical condition: safe, clean, sanitary, and as  
2 comfortable and convenient as the facilities will permit or the use requires.

3 The Director will develop and implement a continuing program of maintenance of all district-  
4 owned buildings and grounds.

5 The following are the responsibilities of the maintenance supervisor:

- 6
- 7 1. Improvement and maintenance of school buildings and grounds;
- 8
- 9 2. Repairs, including repairs of equipment, and painting; and
- 10
- 11 3. Disposal of obsolete equipment.
- 12 4. To implement adequate custodial programs;
- 13

14 The following are responsibilities of building principals:

- 15 ~~1. To implement adequate custodial programs;~~
- 16
- 17 2. To oversee the operation of the school plant and require that personnel assigned to the
- 18 building keep it in a safe, clean, healthy, and pleasant condition;
- 19
- 20 3. To make continuing checks for hazardous conditions, including safety and operation of
- 21 equipment, and prevention of hazardous situations caused by carelessness; and
- 22
- 23 4. To request, on a timely basis, appropriate maintenance and repairs through appropriate
- 24 channels.