

Evaluation of the Biennial School Board/Superintendent Priorities

BBA Exhibit II (BBA E-2): Evaluation Form for the Biennial School Board/Superintendent Priorities.

Instructions: Circle a rating for each dimension listed. Definitions for the ratings are as follows:

- 1 Well below expectations; demonstrates an unacceptable level of ability which requires prompt attention to correct weakness
- 2 Below expectations; demonstrates a need for attention to areas of concern in order to improve effectiveness
- 3 Insufficient evidence to determine rating
- 4 Meets expectations; demonstrates effective skills and proficiency
- 5 Above expectations; demonstrates exemplary initiative and innovation

Board Members should review Becoming a Better Board Member, National School Boards Association, latest edition.

Ratings of 1 or 5 should be supported by comment.

II. Biennial School Board/Superintendent Priorities

Priority	Rating	Comments
Goal 1 – Prepare all students to succeed as members of a global community and in a global economy.		
Priority 1.1 The Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, is implemented in all classrooms.	1 2 3 <u>4</u> 5	While teachers in the Division are aware of and understand the FQL document, implementation of related teacher performance standards, work through the professional learning community model, CAI Institute focus, teacher SMART goals, and school improvement goals are being used to continue advancing this work. Office of Instruction staff has worked to make FQL curricula more user-friendly. The Department of Accountability, Research, and Technology is working to make these

Priority	Rating	Comments
		documents more accessible and dynamic through the use of SchoolNet. This project is being managed by the Superintendent's Project Management Oversight Committee.
Priority 1.2 All students embrace rigorous learning through high-level, student-centered work representative of the Division's Lifelong Learning Standards.	1 <u>2</u> 3 4 5	Learning walk data indicates growth across both use of high level of Bloom's and student engagement as teachers are demonstrating more consistent use of strategies oriented towards these TPA look-fors. These data suggest that students are more often being challenged with rigorous and relevant curriculum. Examples include elementary and middle school Lego Robotics programming, the Stony Point Quest Fest, Cale Engineering Fair, Jason Project implementation in middle schools, citizen action projects at MoHS and GIS class at WAHS. The selective abandonment of levels in all middle and high schools also has resulted in more students taking higher level coursework. AVID classes are being expanded to all but 2 secondary schools in 2009-10.
Goal 2 – Eliminate the achievement gap.		
Priority 2.1 Support all students to meet high expectations for performance and achievement through the consistent implementation of professional learning	1 <u>2</u> 3 4 5	Across the Division the awareness of and capacity for PLC has grown, specifically in schools where student achievement has been on the bubble. Additional develop with principals on what successful PLC looks like has

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communities in all schools and departments.		also contributed to the wider adoption of the model. However, scheduling and staffing issues still prevent full implementation of the model in some schools. Despite gains in math and English SOL performance that indicate gaps are closing, this still remains our most significant challenge.
Goal 3 – Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.		
Priority 3.1 Improve, retain, and develop a cadre of the highest quality teaching personnel, staff, and administrators.	1 2 3 <u>4</u> 5	Generally, there is a decline in the number of novice teachers leaving the Division in the first three years. Use of the VRIP incentive program has increased the number of retirees in the current year, and will offer a unique opportunity to increase the levels of diversity and high-quality teachers in the Division. Our applicant pool well exceeds our current needs and our exit surveys suggest a favorable opinion of working for the Division.
Goal 4 – Achieve recognition as a world-class educational system.		
Priority 4.1 A unit of the School Division will pilot benchmarking its performance against Baldrige National Quality Criteria.	1 2 3 <u>4</u> 5	Three organizational units submitted SPQA trial applications in the 2008-09 year.
Goal 5 – Establish efficient systems for development, allocation and alignment of resources to support the Division’s vision, mission, and goals.		
Priority 5.1 Use feedback/analysis from VCU-CEPI resource utilization study	1 2 3 <u>4</u> 5	Eighty-five percent of the recommendations from the VCU-CEPI study were investigated and/or

Priority	Rating	Comments
to identify and develop short-term and long-term applications of the study to financial planning, including but not limited to: budgeting, staffing, organizational structures, capital projects and space/facilities utilization.		implemented.
Priority 5.2 Identify the resources needed to support the Division's vision, mission, and goals.	1 2 3 <u>4</u> 5	The 2009-10 Superintendent funding request was crafted so that individual classes were not touched. Realigning processes and staffing positions with the Boards' strategic goals and priorities rectified the difficult budget process.