

Evaluation of the Biennial School Board/Superintendent Priorities

Refer to the Performance-Impact Matrix for definitions of ratings. The Q3 data should be used to assess the specific indicators associated with each priority to ensure alignment of the assessment with the actual priority indicator – not the general priority statement.

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 Develop Lifelong Learner (LLL) competencies in all students.	1 2 3 4 5	When all students enrolled in our schools graduate able to demonstrate lifelong learning competencies, we will achieve the vision and goals for learners and learning. We have completed the student awareness survey- data are not available yet. This priority high impact because when students are aware of LLLC, it means teachers explicating are aiming towards those in instruction and assessment. Design 2015 projects in each school build concrete focus for all teachers regarding how learning space, pedagogy, and tech applications must shift to ensure that the school environment supports lifelong learning competency work- central dept. funds were redirected to ensure each school had adequate resources and a PD plan to achieve this priority. The proposed academy at WAHS and the advanced manufacturing lab school at Jouett represent new examples of how staff are working

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		towards this priority. Design teams have been established at each school and a PD design team of teachers has provided a concentrated PD program in support of this goal throughout the spring. In July, a combination of CoderDojo Academy and PD workshops will be offered for the entire month at AHS. <u>The key indicator for this priority in progress.</u> HIGH IMPACT
Goal 2 – Eliminate the achievement gap.		
Priority 2.1 Prepare and assess all students for citizenship/workforce/college readiness.	1 2 3 4 5	Using Q3 data, all students have participated in at least one performance based task this year and work has been collected for scoring at the 11th annual CAI institute. This summer teachers from each school will score student work together to help calibrate benchmark data for high performance. This is the model that the AP testing program uses each summer. The CWRA pilot also is continuing in all high schools. The next step will extend the performance-based assessment to multiple task assessments in this high impact priority. The most important strategy for next steps will be professional development of assessment literacy by all staff in using performance task assessments during the summer CAI Institute so that a balance of assessments can be used. <u>The key performance indicator for this priority is complete.</u> HIGH IMPACT

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Goal 3 – Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.		
Priority 3.1 Improve the organization's capacity to build and maintain workforce engagement.	1 2 <u>3</u> 4 5	Recognition for work accomplishments was targeted from the 2011-12 survey of staff. Data have not been finalized for this indicator yet from the employee climate survey. Data collection is in progress and this is a high impact indicator – employees who feel valued for their contributions to the organization are likely to have higher levels of engagement – the We Notice campaign by the student leadership council has identified hundreds of employees for their contributions, the PTOs and central office staff recognized teachers for their work during the recent Teacher Appreciation Week as did the Golden Apple Ceremony. Each department recognizes staff for contributions that result in added value to the organization. The monthly Board spotlight awards and media announcements also are providing recognition to employees across departments and schools. I have personally written several hundred thank you notes by hand to staff this year. Employees also are invited to participate in surveys regarding a variety of topics including school climate and their feedback is used to help set targets such as this one. In addition, employee raises were prioritized for 2012-13 and 2013-14 to ensure employees see value of their work

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		through Board and superintendent commitments to their livelihood. <u>The key indicator for this priority is in progress.</u> HIGH IMPACT
Goal 4 – Achieve recognition as a world-class educational system.		
Priority 4.1 Promote strategic alignment with the Vision, Mission and Goals throughout the organization.	1 2 3 4 <u>5</u>	Staff responsible for a revision process for strategic planning have led and managed that process to completion so that the next step will be the Board Retreat. Board members will use the results of this year-long process to align and address any strategic shifts in goals. All staff, a significant number of students, community members, and parents participated through focus groups and surveys to share their insights, ask questions, and define considerations for the next iteration of strategic vision, mission, goals, and values. This work will provide the roadmap for the next phase of strategic actions for our division. <u>Two key indicators for this priority are accomplished.</u> High IMPACT
Priority 4.2 Expand two-way communication with and outreach to our stakeholders.	1 2 3 <u>4</u> 5	Significant progress has been made in working towards a comprehensive communication plan. A draft plan was presented to the Board in April. Feedback on website issues resulted in a comprehensive overhaul of division and school web pages in summer of 2012. The division sustains multiple communication venues including traditional media releases as well as use of social media including

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		facebook, youtube, and twitter. Internal communication with stakeholders includes email, connected emails and phone calls. Principals are expected to respond to stakeholder inquiries within 24 hours for non-emergencies. Advisory councils meet monthly – teacher, AEA, parent, health advisory, classified, gifted, Title I, ESOL, long-range planning, quality council, etc. The active engagement of the Redistricting Committee in creating various opportunities for input including from non-English speaking parents exemplifies community engagement through 2-way communication. The principal search for WAHS resulted in survey returns of over 500 constituents regarding what they perceived as critical characteristics of a principal. This was used to shape the interview process that included representative stakeholders including students. Recommendations for strategic communications improvements were presented to the Board by the communications officer and follow up will occur at the Retreat. Communication is always on the list of critical considerations at the school and division level. Despite the improvements made through enhanced technologies, communications will always be a high priority. Development of administrative competencies specific to

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		communication are an essential target for the new administrative performance appraisal system and principal development and growth in this area. <u>The key indicator for this priority is in progress. High IMPACT</u>
Priority 4.3 Assemble a collection of rigorous performance indicators and recognized benchmarks that define a world-class educational system.	1 2 3 <u>4</u> 5	This priority is in progress – we have a collection of data regarding the stature of our division per awards received by students, staff, schools, and the division recognizing the high performance of Albemarle County Public Schools. This year all 3 comprehensive high schools were ranked in the top 10% by the annual Newsweek survey of best high schools in the U.S. Programs have received national recognition include AVID and the M cubed program. Staff members at all levels of the school division are solicited to present and keynote national conferences. Visitors, including international educators, visit routinely to learn from our work. However, we have not codified competitions, awards, and reference data as key annual benchmarks. These should include extracurricular, academic, and performance indicators. <u>The key indicator for this priority is in progress. MODERATE IMPACT</u>
Goal 5 – Establish efficient systems for development, allocation and alignment of resources to support the Division’s vision, mission, and goals.		
Priority 5.1 Evaluate and value	1 2 3 4 <u>5</u>	Program valuation helps staff and the Board

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instructional programs and operational departments.		to determine how important each program we implement is to accomplishing the goals of the division. All goals must primarily and explicitly address learning by both educators and young people. For educators, professional development sustains the growth of teachers across their careers and leads to instructional expertise as well as career ladder opportunities. For students, lifelong learning competencies are a must for achieving their potential as adults. Engagement of stakeholders in valuation of programs that impact student learning allows us to gather perception data that may inform communication needs as well as to assess the impact of specific programs on learning by both educators and students. <u>The key indicator for this priority was accomplished.</u> MODERATE IMPACT

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What is important that the School Board and administrative staff has not prioritized? Student self- regulation of behaviors that support them as learners is critical and while programs such as responsive classroom, restorative practice, bullying prevention and developmental design are key and supported through school improvement, the Board priorities have not addressed development of social behaviors that are necessary for and essential to learning. In recent years, the division has used the safe schools grant staff to help track data related to self-regulation as has the now defunct Charlottesville-Albemarle Commission on Children and Families through Stepping Stones – an annual compilation of Pk-12 student behaviors related to performance in and graduation from high school. I would suggest a key indicator be incorporated to prioritize students' goal-setting, resilience, attendance, motivation, and community behaviors as key to their success in school. The focus reflected through lifelong learning competencies would describe performance indicators and benchmarks of students who: • Demonstrate ethical behavior and respect for diversity through daily actions and decision making. • Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence. I would suggest focus on Pk/K, 6th and 9th grade as areas for key development of this as a priority as transition grades that often are where students lose ground. I would also suggest consideration of: 1) continued focus on long-range CIP support for learning spaces renovations essential to lifelong learning competency development 2) a formal 1:1 technology plan to create paperless work and learning environments that support lifelong learning competency development 3) continued focus on performance assessment, instructional best practices, and curricular development through professional development programming that leads to transfer into practice in the classroom – key indicator teacher performance appraisal data and implementation of the new administrative performance appraisal systems and professional development engagement with administrators.		

Priority	Rating	Comments
Are there any priorities that now need less emphasis placed on them?		
Strategic communications and program valuation		

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General Comments: All priorities of the Board and administrative staff in my opinion should be focused on student learning and the strategies that staff will implement to ensure that lifelong learning competencies are realized by graduation. All priorities should be aligned to affirmatively answer the question “how will this priority promote attainment of lifelong learning competencies for all graduates?” If a priority cannot be aligned to that question, it may be important to monitor but not as a top priority. It is important that assessment of priorities reflect the key performance indicators established by staff and Board to accurately reflect progress towards the priority. Other new information, typically anecdotal, may be useful for evolving the priority or establishing new indicators and should be included in discussion by the Board in the evaluation process at the annual retreat. It is also important to note that evaluating priorities before the 4th quarter data are reported reflects only the current information that is available. The Board nor staff can adequately evaluate success of the division in meeting a priority until the Q4 summative data are presented. Q1, Q2, and Q3 data are formative in nature. Because data are not complete so either insufficient information or lower performance will be assessed in May. This cycle of evaluating priorities before final data are reported occurs because of the critical need for school improvement teams to link school goals to Board goals. When priorities and key indicators represent significant and focused targets that extend over two years and do not change in scope, school staff members are able to sustain timely focus throughout a priority cycle.		