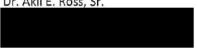
June 29, 2023



Dr. Akil E. Ross, Sr.



Dear Dr. Ross:

I am writing on behalf of the School District Five of Lexington and Richland Counties Board of Trustees to follow up the discussion of your evaluation at the Board's meetings on June 12 and 26, 2023, and provide a summary of the Board's evaluation of your performance during the 2022-23 school year. The purpose of this letter is to summarize the conclusions of the Board and provide you with guidance as the District proceeds through the 2023-24 school year.

The Board wishes to commend you on your overall effective evaluation for the 2022-23 school year. Your evaluation assessed your performance in five primary areas, including Governance and Board Relations; Community Relations; Staff Relations; Business and Finance; and Instructional Leadership.

We appreciate the ongoing leadership you have provided to the District. You are a good communicator with the Board, the District staff and the community. You are a people person with a big heart for children and you consider the whole child. You continue to seek innovative ideas to provide additional value to our students and staff. You have a unique ability to adjust and pivot when needed.

As we move into the 2023-24 school year, we request as an area of focus for you that you continue to enhance communications. Specifically, we ask that you provide timely updates to Board members when you have received their emails sharing concerns from the community and/or constituents. Furthermore, please inform the Board when or if the matter has been delegated to a staff member and has been handled. If a request from the Board or the community is overly burdensome; or, if there is concern about the length of time it will require to provide an answer, we ask that you advise the Board as soon as reasonably possible.

As a result of your overall effective evaluation, the Board voted at its meeting on June 26, 2023, to extend your contract one year, through June 30, 2027. We greatly appreciate your leadership and commitment to our District and the continued leadership you will provide to our District.

Sincerely yours

Rebecca Blackburn Hines

Board Chair

Board Members C:

Personnel File



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Board Chair: Kebecca Blackburn Hines
(Name)

Signature:

Overall Rating: 3.3

Superintendent Signature:

Date: Surc 26, 2023



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

A. Governance & Board Relations

	Overall Category rating:					
2, 1, 3, 3, 4, 4, 4	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	Board questions are addressed with follow-up to all board members.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions aren't answered fully nor in a timely manner.	Board questions Professional Standards for Educational Leaders: 2, 7, 9	4
2, 2, 3, 4, 3.5, 4, 3	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Does not provide the information the board needs to perform its responsibilities.	Information Professional Standards for Educational Leaders: 2, 7, 9	A3
2, 2, 3, 4, 3.5, 3, 4	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Goals are not developed.	Goal development Professional Standards for Educational Leaders: 1, 9, 10	25
3, 1, 3, 4, 3.5, 4, 3	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Makes decisions without regard to adopted policy.	Policy involvement Professional Standards for Educational Leaders: 2, 9	A1
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Transmitted of publication of production of production of the	Hucht Di. Akii E. Koss, Si.
Comments by Board of Education:	Comments by the Superintendent:
Dr. Ross does an exceptional job with informing the board about policies and policy changes that come recommended by the SC Dept. of Education or the SCSBA; or with policies that need to be added or updated per changes in state law.	
Dr. Ross does a great job in incorporating district strategic goals during his superintendent report; however, I believe there may be some confusion about his goal development within the board as there has only been limited opportunity to discuss goals with us as a group consisting of new & relatively new hoard members.	
Dr. Ross has done an exceptional job in responding to individual board member questions by including all board members in his responses. It is apparent that he strives to answer questions timely and will acknowledge if	
*A full day(s) board workshop or retreat would better prepare the Superintendent and board to discuss priorities, concerns, and feedback. (and to get on the same page for the next year.)	



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

B. Community Relations

	Overall Category rating:					
3, 3, 4, 4, 3.5, 3,	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	Promotes positive relations and provides the media with district event information.	Isn't proactive, but is cooperative with the media when contacted.	Communicates with the media only when requested.	Media relations Professional Standards for Educational Leaders: 1, 8	В4
3, 3, 3, 4, 3.5, 4,	Actively seeks community input, creates methods for community to be actively involved in decisionmaking as well as setting and supporting districtwide goals.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Doesn't accept input or engage community.	Community feedback Professional Standards for Educational Leaders: 1, 8	B3
3, 2, 3, 4, 3.5, 4, 3	Develops and ensures implementation of a community communication plan that fosters positive relations.	Actively seeks two-way communication with the community as appropriate.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Communication with community Professional Standards for Educational Leaders: 1, 8	B2
2, 3, 3, 4, 3, 4, 3	Actively seeks parental input, creates methods for parents to be actively involved in decisionmaking as well as setting and supporting district-wide goals.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or districtwide goal setting.	Doesn't accept input from or engage parents.	Parent feedback Professional Standards for Educational Leaders: 1, 8	B1
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.



C. Staff Relations

	Overall Category rating:					
4, 4, 4, 3, 4, 3, 4	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	A formal recruitment and hiring process is followed for hiring opportunities.	An informal recruitment and hiring process is in place, but is not used consistently.	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	Recruitment Professional Standards for Educational Leaders: 6	2
2, 1, 2, 4, 2.5, 4,	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Personnel matters Professional Standards for Educational Leaders: 9	Ω
4, 3, 3, 4, 3.5, 4,	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	Consistently keeps staff informed of important matters.	Is inconsistent in keeping staff informed of important matters.	Doesn't inform staff of matters that may be of concern.	Staff communications Professional Standards for Educational Leaders: 2, 7, 9	Ω
3, 3, 3, 4, 3.5, 4, 4	Actively seeks staff input and creates methods for staff to be actively involved in decisionmaking as well as developing and supporting district-wide goals.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Staff feedback Professional Standards for Educational Leaders: 6, 7	Ω
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



It appears that Dr. Ross does a great job communicating with staff and engaging staff with goal setting for the district. The board has received feedback that staff would like to have more involvement with feedback decisions relating to professional development opportunities related to their subject-matters or school-focused circumstances as opposed to having blanket district wide, mandatory PD as the only options. There have been concerns expressed and observed that personnel matters may not always be consistent in the way they are handled, depending on the staff member handling them. In regards to internal hirrings/promotions, there are concerns regarding impartiality despite the 2-tiered "committee" process. It would be recommended that preferences would not be discussed among HR, hiring selection committees, or administration prior to the first interview, especially when interviewing for administration prior to the first interview, especially when interviewing for administration prior to the first interview, especially when interviewing for administration prior to the first interview, especially when interviewing for administration prior to the first interview, especially when interviewing for administration prior to the first interview, especially when interviewing for administration prior to the first interview, especially when interviewing for administration prior to the first interview, especially when interviewing for administration prior to the first interview, especially when interviewing for administration prior to the first interview, especially when interviewing for administration prior to the first interview.		
Lappears that Dr. Ross does a great too communicating with stall and negging staff with goal setting for the district. The board has received echack (decisions relating for the other involvement with eedback) decisions relating to professional development opportunities elated to their subject-matters or school-focused circumstances as pposed to having blanket district wide, mandatory PD as the only options. There have been concerns expressed and observed that personnel matters may not always be consistent in the way they are handled, depending on he staff member handling them. In regards to internal irrings/promotions, there are concerns regarding impartiality despite the 2-dered "committee" process. It would be recommended that preferences would not be discussed among HR, hiring selection committees, or administration prior to the first interview, especially when interviewing for administrative roles. It is very clear that Dr. Ross and his HR team have developed a robust recruiting process and they are all to be praised.		
	It appears that Dr. Ross does a great job communicating with staff and engaging staff with goal setting for the district. The board has received feedback that staff would like to have more involvement with feedback/decisions relating to professional development opportunities related to their subject-matters or school-focused circumstances as opposed to having blanket district wide, mandatory PD as the only options. There have been concerns expressed and observed that personnel matters may not always be consistent in the way they are handled, depending on the staff member handling them. In regards to internal hirings/promotions, there are concerns regarding impartiality despite the 2-tiered "committee" process. It would be recommended that preferences would not be discussed among HR, hiring selection committees, or administration prior to the first interview, especially when interviewing for administrative roles. It is very clear that Dr. Ross and his HR team have developed a robust recruiting process and they are all to be praised.	



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

D. Business & Finance

	Overall Category rating:					
4, 2, 3, 4, 3, 4, 4	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facility management Professional Standards for Educational Leaders: 5, 9	D4
1, 1, 3, 4, 3, 4, 4	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Financial controls Professional Standards for Educational Leaders: 2, 9	D3
3, 3, 4, 4, 4, 4, 3	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Reports the status of financial accounts as requested by the board.	Doesn't report financial information to the board except with the annual audit.	Budget reports Professional Standards for Educational Leaders: 1, 2, 9	D2
2, 1, 4, 4, 4, 4, 3	Budget actions are proactive and consider both current and longrange information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	D1
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Comments by Board of Education:	Comments by the Superintendent:	
Dr. Ross and his CFO have done a fantastic job in staying abreast of budgetary needs, even as they continue to fluctuate. They have gone above and beyond to answer specific board member and community member questions as are evident in email correspondence and during board meetings. While improvement is always encouraged, they are both to be commended. Budget reports are always detailed during meetings each month. The administration has implemented several controls as a result of the special audit. They have also sought assistance to stay up to date with state accounting procedures and are transparent when they find issues that have occurred during their tenure. The facilities management may have the biggest struggles. It appears that the facility plans are constantly changing and we are hopeful this new study will alleviate some concerns as long as plans begin to be implemented. While some responsibility may have been with the board, the people responsible for ensuring the IRMO High and Chapin High projects are completed in a timely manner need to step up the focus on these projects as they were approved over 2 years ago, and they are only becoming more expensive.		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

E. Instructional Leadership

	Overall Category rating:					
3,3,3,4,4,4,3	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Professional knowledge Professional Standards for Educational Leaders: 1, 4, 6	E4
3, 4, 3, 4, 3.5, 3, 3	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement efforts are limited. There is no comprehensive plan in place.	School Improvement Professional Standards for Educational Leaders: 6, 9, 10	
4, 4, 3, 4, 3.5, 4, 4	Principals are provided defined autonomy consistently with accountability. Clear, nonnegotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Goals for learning and instruction are not prioritized.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Building-Level Leadership Professional Standards for Educational Leaders: 4, 6, 7	E
3, 4, 3, 4, 4, 4, 3	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Performance evaluation system Professional Standards for Educational Leaders: 6, 9, 10	四
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Artifacts that may serve as evidence of performance:

- Meeting agendas/minutes
 Board packets
 Board development materials
 Memos/communications
 Board policies/policy book
 Retreat agendas/minutes
- Board development plan
 Communication protocols
 Policy review calendar
- Third party survey data School accreditation survey data Meeting invitations, agendas Press releases Community meeting agendas News clips/interviews
- Community engagement calendar
 Strategic planning agenda(s)
 Communications
 Service club membership(s)
- Third-party survey data
 School accreditation survey data
 Hiring process documentation
 Personnel policies and procedures
 Recruitment calendar
- Staff leadership development plan
 School visit calendar
 Communications
 Staff meeting agendas/minutes
- Strategic plan Auditor's report District budget Budget-related communications Election results that impact funding or facilities
- Evidence of budgetary alignment to district-wide goals Grants received/applied for Policies/procedures related to fund management Long-term financial forecast data
- Facilities maintenance plan
 Facilities management plan
- Staff evaluation calendar District performance evaluation system Superintendent professional growth plan Curriculum RtI/MTSS
- Superintendent professional development Teacher analysis of student achievement data Curriculum audit Strategic plan/district-wide goals
- Staff development plan Professional development calendar Instructional model(s) Curriculum team agendas Instructional audit
- Coaching documentation Observational data from staff Documentation of instructional rounds Positive behavior supports/character programs

understanding of district operations and to of the box for solutions timely ents and stakeholders	understanding of district operations and of the box for solutions timely ents and stakeholders	Con	Comments by Board of Education:	Comments by the Superintendent:
leeds	leeds	•	Demonstrates in-depth understanding of district operations and	
		nee		
		1	Willing to think outside of the box for solutions	
		ı	Keeps board informed timely	
		•	Effectively engages parents and stakeholders	

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3 - School Improvement	2.5	3	ħ	٤	Þ	٤	ε	82/5.52	35.5
2 - Building Level Leadership	2.5	<i>t</i>	†	7	t	ε	<i>t</i>	82/2.92	67.ε
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3 - Financial Controls	3	t	t	I	I	٤	†	87/07	98.2
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4 - Recruitment	Þ	†	ξ	7	4	7	ε	87/97	17.5
3 - Personnel Matters	2.5	3	7	7	Ī	7	₽	82/2.81	79.2
2 - Staff Communications	3.5	3	₽	\forall	٤	٤	7	24.5/28	2.5
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4 - Media Relations	2.8	٤	<i>†</i>	ε	٤	ħ	ε	87/5.52	9£.£
3 - Community Feedback	3.5	Þ	7	٤	ε	٤	Þ	87/5.42	2.5
2 - Communication with Community	2.5	ε	abla	٤	7	ε	7	22,2728	12.5
Community Relations 1 - Parent Feedback	ε	ξ	†	7	3	ξ	†	87/77	3.14
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4 - Board Questions	Þ	Þ	٤	7	Ĭ	3	Þ	21/28	٤
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2 - Goal Development	2.5	<i>t</i>	7	7	7	3	ε	82/2.12	70.E
Governance & Board Relations 1 Policy Involvement	2.5	٤	<i>t</i>	ξ	Ī	ξ	†	87/5.12	70.8
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Evaluation of Superintendent Dr. Akil E. Ross, Sr.

A. Governance & Board Relations

12	Overall Category rating:					
W	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	Board questions are addressed with follow-up to all board members.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions aren't answered fully nor in a timely manner.	Board questions Professional Standards for Educational Leaders: 2, 7, 9	A
CU	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Does not provide the information the board needs to perform its responsibilities.	Information Professional Standards for Educational Leaders: 2, 7, 9	æ
W	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Goals are not developed.	Goal development Professional Standards for Educational Leaders: 1, 9, 10	\$
Ø	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Makes decisions without regard to adopted policy.	Policy involvement Professional Standards for Educational Leaders: 2, 9	4
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		





B. Community Relations

No.	Overall Category rating:					
*	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	Promotes positive relations and provides the media with district event information.	Isn't proactive, but is cooperative with the media when contacted.	Communicates with the media only when requested.	Media relations Professional Standards for Educational Leaders: 1, 8	B4
W	Actively seeks community input, creates methods for community to be actively involved in decisionmaking as well as setting and supporting districtwide goals.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Doesn't accept input or engage community.	Community feedback Professional Standards for Educational Leaders: 1, 8	83
(N)	Develops and ensures implementation of a community communication plan that fosters positive relations.	Actively seeks two-way communication with the community as appropriate.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Communication with community Professional Standards for Educational Leaders: 1, 8	B2
W	Actively seeks parental input, creates methods for parents to be actively involved in decisionmaking as well as setting and supporting districtwide goals.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or districtwide goal setting.	Doesn't accept input from or engage parents.	Parent feedback Professional Standards for Educational Leaders: 1, 8	81
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	ineffective (1 pt)	I"	



CC Staff teedback Consent accept input or engage Accepts suggested and input the first deep not seek it. engages staff in got the Shardards for Educational Leaders: 6, 7 CC Staff Communications Individual Consent accept input or engage staff in Educational Leaders: 2, 7, 9 CC Staff Communications Individual Consent information in the making or goal setting. Educational Leaders: 2, 7, 9 CC Staff Communications Individual Consent information in the matters are most information in the matters. Individual Consent in the matters are most information in the matters. Individual Consent in the matters are most information in the matters are most information in the matters. Individual Consent in the matters are most information in the matters are most information in the matters. Individual Consent in the matters are most information in the matters are most information in the matters. Individual Consent in the matters are most information in the matters are most information in the matters. Individual Consent in the matters are most information in the matters are most information in the matters. Individual Consensition in the matters are most information in the matters. Individual Consensition in the matters are most information in the matters. Individual Consensition in the matters are most information in the matters. Individual Consensition in the matters are most information in the matters are most information in the matters. Individual Consensition in the matters are most information in the matters are most information in the matters. Individual Consensition in the matters are most information in the matters are most interest and information in the matters are matters. In the matters are handled to staff, and updated as indicated the matters are matters. In the matter in the	な	Overall Category rating:					
Staff feedback Professional Standards for Educational Leaders: 6, 7 Staff Communications Leaders: 2, 7, 9 Staff Personnel matters Standards for Educational Leaders: 9 Name of Standards for Educational Leaders: 9 Name situations may be handled leaders: 9 Name situations may be facult and accommunication plan that Educations and staff in decision-making. Minimally Effective (2 pt) Minimally Effective (2 pt) Minimally Effective (2 pt) Effective (3 pt) Readily accepts staff input and Actively seeks staff in put and addreses methods for staff but does not seek it. engages staff in district-wide gages staff in dis	4	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	A formal recruitment and hiring process is followed for hiring opportunities.	An informal recruitment and hiring process is in place, but is not used consistently.	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	Recruitment Professional Standards for Educational Leaders: 6	2
Staff feedback: Professional Standards for Educational Leaders: 6, 7 Staff seedback: Professional Standards for Educational Leaders: 2, 7, 9 Staff seedback: Doesn't accept input or engage taff in decision-making or goal setting. Accepts suggestions and input engages staff in put engages staff in put engages staff in district-wide goal setting or decision-making. Actively seeks staff input engages staff in put engages staff in district-wide goal setting and/or decision-making. Actively seeks staff input and and creates methods for goal setting and/or decision-making. Beadily accepts staff in put engages staff in put engages staff in put engages staff in district-wide goal setting and/or decision-making. Staff communications that may be of concern. Professional Staff of matters: Is inconsistent in keeping staff informed of important matters. Staff to be actively involved in decision-making and supporting district-wide goals. Staff consistently keeps staff in matters. Consistently keeps staff communication plan that fosters positive relations and keeps staff input and and creates methods for making. Consistently keeps staff in put and and creates methods for making. Consistently keeps staff in put and engages staff in decision-making. Staff Communication in making or goal setting or engages staff in put and engages staff in decision-making. Consistently keeps staff of important engages staff in decision-making. Consistently keeps staff of inportant engages staff in decision-making.	2	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.		Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Personnel matters Professional Standards for Educational Leaders: 9	۵
Staff feedback Professional Standards for Educational Leaders: 6, 7 Staff seedback Professional Staff seedback Professional Staff seedback Professional Staff seedback Professional Staff feedback Professional Staff for staff in decision- Making or goal setting or Minimally Effective (2 pt) Accepts staff in put engages staff in district-wide Staff to be actively involved in decision- making as well as developing and supporting district-wide goals.	W	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	Consistently keeps staff informed of important matters.	Is inconsistent in keeping staff informed of important matters.	Doesn't inform staff of matters that may be of concern.	Staff communications Professional Standards for Educational Leaders: 2, 7, 9	Ω
Minimally Effective (2 pt) Effective (3 pt) Highly Effective (4 pt)	Cu	Actively seeks staff input and creates methods for staff to be actively involved in decisionmaking as well as developing and supporting district-wide goals.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Staff feedback Professional Standards for Educational Leaders: 6, 7	Ω
The second secon	Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

	\$	D3	D2	D1	
	Facility management Professional Standards for Educational Leaders: 5, 9	Financial controls Professional Standards for Educational Leaders: 2, 9	Budget reports Professional Standards for Educational Leaders: 1, 2, 9	Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	
	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Doesn't report financial information to the board except with the annual audit.	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Ineffective (1 pt)
	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Reports the status of financial accounts as requested by the board.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Minimally Effective (2 pt)
	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Effective (3 pt)
Overall Category rating:	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	Budget actions are proactive and consider both current and longrange information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	Highly Effective (4 pt)
14	, <i>O</i>	W	7	#	Rating (1-4)



S	Overall Category rating:			Annual production by the state of the state	and the second s	
<i>(</i> 20)	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Professional knowledge Professional Standards for Educational Leaders: 1, 4, 6	E4
W	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement efforts are limited. There is no comprehensive plan in place.	School Improvement Professional Standards for Educational Leaders: 6, 9, 10	G
Cu	Principals are provided defined autonomy consistently with accountability. Clear, nonnegotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Goals for learning and instruction are not prioritized.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Building-Level Leadership Professional Standards for Educational Leaders: 4, 6, 7	EZ
CV	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Performance evaluation system Professional Standards for Educational Leaders: 6, 9, 10	EI
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		

Artifacts that may serve as evidence of performance:



Superintendent Name: Dr. Akil E. Ross, Sr.

School year: 2022-2023

Total Possible For Each Item (20) Total for this evaluator	E. Instructional Leadership	D. Business & Finance	C. Staff Relations	B. Community Relations	A. Governance & Board Relations	ltem
63/80	/2/16	14/16	12/16	13/16	12/16	Category Overall Rating



Overall Rating:		Board Chair:
	(Name)	
Date:		Signature:

Date:	Superintendent Signature:

A. Governan	A. Governance & Board Relations				
	Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4	Rating (1-4)
Al Policy involvement Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	ls proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	-
A2 Goal development Professional Standards for	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Has a system in place for establishing, reporting on and	

10		2	S. e	
omments by Box		4 Beard questions Professional Standards for Educational Leaders: 2, 7, 9	Information Professional Standards for Educational Leaders: 2, 7, 9	Educational Leaders: 1, 9, 10
Comments by Board of Education:		Board questions aren't answered Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	
		Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	
Comments by the Superinten	Overall Category rating:	Board questions are addressed with follow-up to all board members.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	
endent:	ing:	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	monitoring goals. Budget practices help to ensure alignment of resources to goals.
	6	>=	62	N

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R2 Communication with community Professional Standards for	BI Parent feedback Professional Standards for Educational Leaders: I, 8		B. Community Relations	***************************************				annessed and descent destates in the state of desire	The second secon	The state of the s						
Isn't readily available for y parents, businesses, governmental and civic groups. Avoids direct	Doesn't accept input from or engage parents.	Ineffective (1 pt)	Relations						THE RESERVE OF THE PROPERTY OF							
or is available for parents, businesses, governmental and civic groups, providing their with information, but doesn't seek their input. Is not	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or district-wide goal setting.	Minimally Effective (2 pt)												¥		
Actively seeks two-way communication with the community as appropriate.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Effective (3 pt)		and a state of a state												
Develops and ensures implementation of a community	Actively seeks parental input, creates methods for parents to be actively involved in decision-making as well as setting and supporting district-wide goals.	Highly Effective (4			and the state of t			C CANADA								
	3	Rating (1-4)		Villa - A-A Bills - B-A-A Bills											-	

5		T	# 4	nindanae at a seas	司	menderare Mendere (*)
omments by Bo			4 Media relations Professional Standards for Educational Leaders: 1, 8	Standards for Educational Leaders: 1, 8	Community feedback Professional	Educational Leaders: 1, 8
Comments by Board of Education:			Communicates with the media only when requested.		Doesn't accept input or engage community.	absolutely necessary.
	Category rating:		Isn't proactive, but is cooperative with the media when contacted.	decision making or district-wide	Accepts suggestions and input from community but fails to seek it. Does not engage community in	prosetive.
Comments by the Superintendent:		Overall	Promotes positive relations and provides the media with district event information.	decision-making.	Readily accepts community input and engages community in district-wide goal setting and	
dent:			Initiates and establishes a system establishes a system for actively engaging the media to promote the district and provide timely and effective information.	community to be actively involved in decision-making as well as setting and supporting district-wide goals.	Actively seeks community input, ureates methods for	communication plan that fosters positive relations.
		ANALYSISSE OF THE STREET, STRE	w	w		ы

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Rernounel matters Professional Standards for Educational Leaders: 9	2 Staff communications Professional Standards for Educational Leaders: 2, 7, 9	Staff feedback Professional Standards for Educational Leaders: 6, 7	No. of the last of	Staff Relations								
Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Doesn't inform staff of matters that may be of concern.	Doesn't accept input or engage teachers and staff fir in decision-making or goal setting.	ineffective (1 pt)	ions								
Many personnel matters are handled, but not always in a consistent manner.	Is inconsistent in keeping staff informed of important matters.	Accepts suggestions and input iff from staff but does not seek it Does not engage staff in district- wide goal setting or decision- making.	Minimally Effective (2 pt)									
Personnel matters are handled with consistency, fairness, discretion, and impartiality:	Consistently keeps staff informed of important matters.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Effective (3 pt)								\$ 1.00p. 100 y 100	
A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are	Develops and ensures implementation of a staff communication plan that festers positive relations and keeps staff informed of important matters.	Actively seeks staff input and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	Highly Ellective (4					Anna manna manna manna da manda manda manda da m	To the state of th			
-	u	ن.	Rating (1-4)							hadis sun spanish	86	

	_		41	
Comments by B			C4 Recruitment Professional Standards for Educational Leaders: 6	
Comments by Board of Education:			There is no formal or informal recruitment by process and/or hiring is considered in an arbitrary manner.	STREET,
			An informal recruitment and biring process is in place, but is not used consistently.	
Comments by the Superintendent:		Overall Category rating:	A formal recruitment and hiring process is followed for hiring opportunities.	
endent:		rating:	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	regularly reviewed, communicated to staff, and updated as needed.
				persolective a full-lateral Architecture tree

D. Business &	Finance	ng Sakagapan mengguning pinangguning antag pin	
		Minimally Effective (2 pt)	Effective (3 pt)
DI Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.
D2 Budget reports Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).
D3 Financial controls Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	ls up-to-date with GAAP and state accounting procedures. Maintains internal controls.
D4 Facility management Professional Standards for Educational Leaders: 5, 9	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an asneeded basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.
			Overall Category rating:
Comments by Board of Education:	nd of fiducation:		Comments by the Superintendent:

E Instructional Leadership		

15	Overall Category rating:	Overall Cat		The state of the s	
w	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Is somewhat knowledgeable of current instructional programs. Relies on others for Relies on others for information/data. Does not bold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Is uniavolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	E4 Professional knowledge Professional Standards for Educational Leaders: 1, 4, 6
44	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	School improvement plans are in place at all buildings and slight to the district-wide goals.	School improvement School improvement plans are efforts are limited. There in place at the building level but is no comprehensive plan lack district-wide coordination. in place.	School inprovement efforts are limited. There is no comprehensive plan in place.	E3 School Improvement Professional Standards for Educational Leaders: 6, 9, 10
44	Principals are provided defined autonomy consistently with autonomy consistently with accountability. Clear, non-negotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Coals for learning and instruction are not prioritized.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	E2 Building-Level Lendership Professional Standards for Educational Lenders: 4, 6, 7
4	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	All required performance evaluations are completed in a timely manner and are to compliance with state law. Individual Development Plans are provided to staff rated as test than effective.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	No performance evaluation system is in place and/or not all evaluations have been completed as required.	El Performance evaluation system Professional Standards for Educational Leaders: 6, 9, 10
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)	The state of the s

Artifacts that may serve as evidence of performance:

- Meeting agendas/minutes * Board packets * Board development materials * Memos/communications * Board policies/policy book * Retreat agendas/minutes * Board development plan * Communication protocols * Policy review calendar
- Third party survey data School accreditation survey data Meeting invitations, agendas Press releases Community meeting agendas News clips/interviews Community engagement calendar Strategic planning agenda(s) Communications Service club membership(s)
- Third-party survey data School accreditation survey data Hiring process documentation Personnel policies and procedures Recruitment calendar Staff leadership development plan School visit calendar Communications Staff meeting agendas/minutes

- Strategic plan Auditor's report District budget Budget-related communications Election results that impact funding or facilities
 Evidence of budgetary alignment to district-wide goals Grants received/applied for Policies/procedures related to fund management Long-term financial forecast data
 Facilities maintenance plan Facilities management plan

- Staff evaluation calendar District performance evaluation system Superintendent professional growth plan Curriculum RtI/MTSS
 Superintendent professional development Teacher analysis of student achievement data Curriculum audit Strategic plan/district-wide goals
 Staff development plan Professional development calendar Instructional model(s) Curriculum team agendas Instructional audit
 Coaching documentation Observational data from staff Documentation of instructional rounds Positive behavior supports/character programs

C. Staff Relations	B. Community Relations	A. Governance & Board Relations	(tem	Superintendent Name: Dr. Akil E. Ross, Sr.	F. Determining the Professional Practice Rating	Comments by Board of Education:	
11 /16	<u> </u>	6 /16	Category Overall Rating			Сопшен	
				School year: 2022-2023		Comments by the Superintendent:	

7 /16 15 /16 Fotal for this 50 /80	Total Possible For Each Item (20) evaluator	E. Instructional Leadership	D. Business & Finance
7 /16 15 /16 50 /80	Total for this		
	50 /80		7 /16

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Evaluation of Superintendent Dr. Akil E. Ross, Sr.

A. Governance & Board Relations

2	Overall Category rating:					
2	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	Board questions are addressed with follow-up to all board members.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions aren't answered fully nor in a timely manner.	Board questions Professional Standards for Educational Leaders: 2, 7, 9	≨
2	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Does not provide the information the board needs to perform its responsibilities.	Information Professional Standards for Educational Leaders: 2, 7, 9	A3
2	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Goals are not developed.	Goal development Professional Standards for Educational Leaders: 1, 9, 10	A2
W	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Makes decisions without regard to adopted policy.	Policy involvement Professional Standards for Educational Leaders: 2, 9	4
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

B. Community Relations

		Overall Category rating:					
W	1.1	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	Promotes positive relations and provides the media with district event information.	Isn't proactive, but is cooperative with the media when contacted.	Communicates with the media only when requested.	Media relations Professional Standards for Educational Leaders: 1, 8	B4
W		Actively seeks community input, creates methods for community to be actively involved in decision-making as well as setting and supporting district-wide goals.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Doesn't accept input or engage community.	Community feedback Professional Standards for Educational Leaders: 1, 8	83
ω	t a)	Develops and ensures implementation of a community communication plan that fosters positive relations.	Actively seeks two-way communication with the community as appropriate.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Communication with community Professional Standards for Educational Leaders: 1, 8	82
2	٥.	Actively seeks parental input, creates methods for parents to be actively involved in decisionmaking as well as setting and supporting districtwide goals.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or districtwide goal setting.	Doesn't accept input from or engage parents.	Parent feedback Professional Standards for Educational Leaders: 1, 8	B1
Rating (1-4)	Ra	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		-





Ü	Overall Category rating:					
7	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	A formal recruitment and hiring process is followed for hiring opportunities.	An informal recruitment and hiring process is in place, but is not used consistently.	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	Recruitment Professional Standards for Educational Leaders: 6	2
2	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Personnel matters Professional Standards for Educational Leaders: 9	۵
4	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	Consistently keeps staff informed of important matters.	Is inconsistent in keeping staff informed of important matters.	Doesn't inform staff of matters that may be of concern.	Staff communications Professional Standards for Educational Leaders: 2, 7, 9	Ω
S	Actively seeks staff input and creates methods for staff to be actively involved in decisionmaking as well as developing and supporting district-wide goals.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Staff feedback Professional Standards for Educational Leaders: 6, 7	Ω
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



5	Overall Category rating:		The same state of the same sta	And a second desirable des		T
	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facility management Professional Standards for Educational Leaders: 5, 9	7
	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Financial controls Professional Standards for Educational Leaders: 2, 9	D3
	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Reports the status of financial accounts as requested by the board.	Doesn't report financial information to the board except with the annual audit.	Budget reports Professional Standards for Educational Leaders: 1, 2, 9	D2
N	Budget actions are proactive and consider both current and longrange information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	D1
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1.pt)	1 :	





w	Overall Category rating:					
ω	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Professional knowledge Professional Standards for Educational Leaders: 1, 4, 6	E4
w	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement efforts are limited. There is no comprehensive plan in place.	School Improvement Professional Standards for Educational Leaders: 6, 9, 10	3
4	Principals are provided defined autonomy consistently with accountability. Clear, nonnegotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Goals for learning and instruction are not prioritized.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Building-Level Leadership Professional Standards for Educational Leaders: 4, 6, 7	22
W	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Performance: evaluation system Professional Standards for Educational Leaders: 6, 9, 10	E .
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		

Artifacts that may serve as evidence of performance:



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Superintendent Name: Dr. Akil E. Ross, Sr.

School year: 2022-2023

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	01/6	(e)	E. Instructional Leadership
	- 2 /25		
	10 /16		D. Business & Finance
	5		
	12/16	*	C. Staff Relations
	12 /25		
	11 /16		B. Community Relations
And the second s			
	1 /16		to design the property of the
	Management times. A second sec		A Governance & Board Relations
	Category Overall Rating	~	Item
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Evaluation of Superintendent Dr. Akil E. Ross, Sr.

A. Governance & Board Relations

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	4	A3	23	AI	
	Board questions Professional Standards for Educational Leaders: 2, 7, 9	Information Professional Standards for Educational Leaders: 2, 7, 9	Goal development Professional Standards for Educational Leaders: 1, 9, 10	Policy involvement Professional Standards for Educational Leaders: 2, 9	
management of the control of the con	Board questions aren't answered fully nor in a timely manner.	Does not provide the information the board needs to perform its responsibilities.	Goals are not developed.	Makes decisions without regard to adopted policy.	ineffective (1 pt)
	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Provides correspondence from policy provider with recommendation(s) for adoption, Follows as written,	Minimally Effective (2 pt)
	Board questions are addressed with follow-up to all board members.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Is actively involved in the development, recommendation and administration of district policies.	Effective (3 pt)
Overall Category rating:	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	Highly Effective (4 pt)
入	ω	T	I	4	Rating (1-4)



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

B. Community Relations

Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	Promotes positive relations and provides the media with district event information.	Isn't proactive, but is cooperative with the media when contacted.	Communicates with the media only when requested.	Media relations Professional Standards for Educational Leaders: 1, 8	B4
Actively seeks community input, creates methods for community to be actively involved in decision-making as well as setting and supporting districtwide goals.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Doesn't accept input or engage community.	Community feedback Professional Standards for Educational Leaders: 1, 8	83
Develops and ensures implementation of a community communication plan that fosters positive relations.	Actively seeks two-way communication with the community as appropriate.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Communication with community Professional Standards for Educational Leaders: 1, 8	B2
Actively seeks parental input, creates methods for parents to be actively involved in decision-making as well as setting and supporting districtwide goals.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or district-wide goal setting.	Doesn't accept input from or engage parents.	Parent feedback Professional Standards for Educational Leaders: 1, 8	B1
Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Doesn't accept input or engage Acches sudgestions and input teaches and saff in decision- making or goal setting. Doesn't accept input or engage Acches suggestions and input from staff in decision- making or goal setting. Doesn't accept input or engage from staff but does not seak it. making or goal setting. Doesn't inform staff of matters Is inconsistent in keeping staff that may be of concern. Doesn't inform staff of matters Is inconsistent in keeping staff that may be of concern. Many personnel matters are handled in a consistent manner. Personnel matters are not handled in a consistent manner. Many personnel matters are handled or informal formal of informal architracy manner. An informal iecruitment and hiring process is in place, but is not used consistently. Acchely seeks staff input and ergages staff in district-wide staff to be actively making; and upoporting destrict-wide goals. Consistently keeps staff informed of important matters. Consistently keeps staff in dection- making; descision- making; desc	15	Overall Category rating:					
Ineffective (1 pt) Ninimally Effective (2 pt) Doesn't accept input or engage reform staff in decision-making or goal setting. Doesn't inform staff of matters That may be of concern. Personnel matters are not handled some stuations may be handled with bias. Ineffective (2 pt) Ninimally Effective (2 pt) Ninimally Effective (2 pt) Effective (3 pt) Effective (4 pt) Actively seeks staff input and accepts staff to be actively in and creates methods for staff to be actively involved in decision-making. Inv	W	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	A formal recruitment and hiring process is followed for hiring opportunities.	An informal recruitment and hiring process is in place, but is not used consistently.	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	Recruitment Professional Standards for Educational Leaders: 6	2
Doesn't accept input or engage teachers and staff in decision-making or goal setting. Doesn't accept input or engage teachers and staff in decision-making or goal setting. Does not engage staff in district-wide goal setting or decision-making. Does not engage staff in district-wide goal setting or decision-making. Doesn't inform staff of mattiers that may be of concern. Doesn't informed of important matters. Doesn't informed of important matters. Doesn't informed of important matters. Doesn't informed of important in keeping staff informed of important important fosters positive relations and input and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals. Doesn't informed of important matters. Doesn't informed of important in keeping staff informed of important fosters positive relations and input and creates methods for staff informed of important matters.		A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.		Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Personnel matters Professional Standards for Educational Leaders: 9	ຜ
Doesn't accept input or engage teachers and staff in decision- making or goal setting. Does not seek it. teachers and staff in decision- decision-making. Does not engage staff in making or goal setting or decision-making. Minimally Effective (2 pt) Accepts suggestions and input teachers staff in put and creates methods for goal setting and/or decision-making. Highly Effective (4 pt) Actively seeks staff in put and creates methods for goal setting and/or decision-making. Staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	4	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	Consistently keeps staff informed of important matters.	Is inconsistent in keeping staff informed of important matters.	Doesn't inform staff of matters that may be of concern.	Staff communications Professional Standards for Educational Leaders: 2, 7, 9	B
Minimally Effective (2 pt) Effective (3 pt) Highly Effective (4 pt)	2	Actively seeks staff input and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Staff feedback Professional Standards for Educational Leaders: 6, 7	C
	Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

 D4	D3	D2	Ια	
Facility management Professional Standards for Educational Leaders: 5, 9	Financial controls Professional Standards for Educational Leaders: 2, 9	Budget reports Professional Standards for Educational Leaders: 1, 2, 9	Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	
A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Ooesn't report financial information to the board except with the annual audit.	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Ineffective (1 pt)
Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Reports the status of financial accounts as requested by the board.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Minimally Effective (2 pt)
A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Effective (3 pt)
Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	Highly Effective (4 pt)
7				Rating (1-4)



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

appropriate superintendent certification.
superintendent certification and professional abilities.
discuss them. Seeks to learn
programs, and is able to
Is somewhat knowledgeable Demonstrates knowledge of
School improvement plans are in place at all buildings and align to the district-wide goals.
and instruction are not prioritized.
Little effort is made to foster
Individual Development Plans are provided to staff rated as less than effective.
a timely manner and are in compliance with state law.
Most performance evaluations are completed in evaluations are completed
Minimally Effective (2 pt)

Artifacts that may serve as evidence of performance:



Board Chair:	(Name)	Signature:
Overall Rating:		Date:
Superintendent Signature:		
Date:		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

A. Governance & Board Relations

14.5	Overall Category rating:					
4	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	Board questions are addressed with follow-up to all board members.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions aren't answered fully nor in a timely manner.	Board questions Professional Standards for Educational Leaders: 2, 7, 9	A4
3.5	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Does not provide the information the board needs to perform its responsibilities.	Information Professional Standards for Educational Leaders: 2, 7, 9	A3
3.5	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Goals are not developed.	Goal development Professional Standards for Educational Leaders: 1, 9, 10	A2
3.5	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Makes decisions without regard to adopted policy.	Policy involvement Professional Standards for Educational Leaders: 2, 9	A1
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Dr. Ross does an exceptional job with informing the board about policies and policy changes that come recommended by the SC Dept. of Education or the SCSBA; or with policies that need to be added or updated per changes in state law.

Dr. Ross does a great job in incorporating district strategic goals during his superintendent report; however, I believe there may be some confusion about his goal development within the board as there has only been limited opportunity to discuss goals with us as a group consisting of new & relatively new board members.

Dr. Ross has done an exceptional job in responding to individual board member questions by including all board members in his responses. It is apparent that he strives to answer questions timely and will acknowledge if the breadth of the request and his responses will take more time.

*A full day(s) board workshop or retreat would better prepare the Superintendent and board to discuss priorities, concerns, and feedback. (and to get on the same page for the next year.)



B. Community Relations

13.5		Overall Category rating:					
J.	3.5	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	Promotes positive relations and provides the media with district event information.	Isn't proactive, but is cooperative with the media when contacted.	Communicates with the media only when requested.	Media relations Professional Standards for Educational Leaders: 1, 8	84
U.	3.5	Actively seeks community input, creates methods for community to be actively involved in decision-making as well as setting and supporting districtwide goals.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Doesn't accept input or engage community.	Community feedback Professional Standards for Educational Leaders: 1, 8	B3
OI.	3.5	Develops and ensures implementation of a community communication plan that fosters positive relations.	Actively seeks two-way communication with the community as appropriate.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Communication with community Professional Standards for Educational Leaders: 1, 8	B2
	3	Actively seeks parental input, creates methods for parents to be actively involved in decisionmaking as well as setting and supporting districtwide goals.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or districtwide goal setting.	Doesn't accept input from or engage parents.	Parent feedback Professional Standards for Educational Leaders: 1, 8	B1
(1-4)	Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)	·	



Dr. Ross has done a good job in engaging parental and community involvement with his Parent Advisory Board and his Business Advisory Board. I also believe that he has encouraged several community wide surveys to seek opinions, especially regarding hot-topic items. I would suggest, however, that the scope of parent/community/business feedback be expanded due to the fact that the advisory groups can only represent a small percentage of those that would like to express feedback, but cannot due to circumstances outside their control (work/family obligations, they weren't invited to participate in an advisory group, etc.) Dr. Ross (and his team) have done a good job with media relations by promoting the positive attributes with bistrict 5. However, I do believe that some honesty with the media relating to our "faults" are better acknowledged to the media (without breaking legal/confidential boundaries). The community knows when something is wrong, and it has been felt that only positive messaging during those times could be seen as sweeping something under the rug.	Comments by Board of Education: Commen	Comments by the Superintendent:
	with his Parent Advisory Board with his Parent Advisory Board y Board. I also believe that he has munity wide surveys to seek rding hot-topic items. I would he scope of ness feedback be expanded due ory groups can only represent a e that would like to express e to circumstances outside their ligations, they weren't invited to y group, etc.) have done a good job with media he positive attributes with believe that some honesty with believe that some honesty with eaking legal/confidential unity knows when something is elt that only positive messaging lbe seen as sweeping something	



C. Staff Relations

13.5	Overall Category rating:				
4	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	A formal recruitment and hiring process is followed for hiring opportunities.	An informal recruitment and hiring process is in place, but is not used consistently.	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	C4 Recruitment Professional Standards for Educational Leaders: 6
2.5	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Personnel matters Professional Standards for Educational Leaders: 9
3.5	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	Consistently keeps staff informed of important matters.	Is inconsistent in keeping staff informed of important matters.	Doesn't inform staff of matters that may be of concern.	cc Staff communications Professional Standards for Educational Leaders: 2, 7, 9
3.5	Actively seeks staff input and creates methods for staff to be actively involved in decisionmaking as well as developing and supporting district-wide goals.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	C1 Staff feedback Professional Standards for Educational Leaders: 6, 7
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)	



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Comments by Board of Education:	Comments by the Superintendent:
It appears that Dr. Ross does a great job communicating with staff and engaging staff with goal setting for the district. The board has received feedback that staff would like to have more involvement with feedback/decisions relating to professional development opportunities related to their subject-matters or school-focused circumstances as opposed to having blanket district wide, mandatory PD as the only options.	
There have been concerns expressed and observed that personnel matters may not always be consistent in the way they are handled, depending on the staff member handling them. In regards to internal hirings/promotions, there are concerns regarding impartiality despite the 2-tiered "committee" process. It would be recommended that preferences would not be discussed among HR, hiring selection committees, or administration prior to the first interview, especially when interviewing for administrative roles.	
It is very clear that Dr. Ross and his HR team have developed a robust recruiting process and they are all to be praised.	



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

D. Business & Finance

14	Overall Category rating:					
ω	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facility management Professional Standards for Educational Leaders: 5, 9	D4
ω	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Financial controls Professional Standards for Educational Leaders: 2, 9	D3
4	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Reports the status of financial accounts as requested by the board.	Doesn't report financial information to the board except with the annual audit.	Budget reports Professional Standards for Educational Leaders: 1, 2, 9	D2
4	Budget actions are proactive and consider both current and longrange information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	2
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Dr. Ross and his CFO have done a fantastic job in staying	continue of the collection
	ng
abreast of budgetary needs, even as they continue to	
specific board member and community member questions	ions
as are evident in email correspondence and during board meetings. While improvement is always encouraged, they	ard hev
are both to be commended. Budget reports are always	
detailed during meetings each month.	
The administration has implemented several controls as a result of the special audit. They have also sought	as a
assistance to stay up to date with state accounting	that
have occurred during their tenure.	
The facilities management may have the biggest struggles. It appears that the facility plans are constantly changing	ng
and we are hopeful this new study will alleviate some concerns as long as plans begin to be implemented. While	hile
people responsible for ensuring the IRMO High and Chapin	apin
High projects are completed in a timely manner need to step up the focus on these projects as they were approved	to oved
over 2 years ago, and they are only becoming more	
expensive.	



15	Overall Category rating:					
4	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Professional knowledge Professional Standards for Educational Leaders: 1, 4, 6	2
3.5	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement efforts are limited. There is no comprehensive plan in place.	School Improvement Professional Standards for Educational Leaders: 6, 9, 10	0
3.5	Principals are provided defined autonomy consistently with accountability. Clear, nonnegotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Goals for learning and instruction are not prioritized.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Building-Level Leadership Professional Standards for Educational Leaders: 4, 6, 7	73
4	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Performance evaluation system Professional Standards for Educational Leaders: 6, 9, 10	四
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		

Artifacts that may serve as evidence of performance:



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

- Meeting agendas/minutes Board packets Board development materials Memos/communications Board policies/policy book Retreat agendas/minutes
- Board development plan
 Communication protocols
 Policy review calendar
- Third party survey data School accreditation survey data Meeting invitations, agendas Press releases Community meeting agendas News clips/interviews
- Community engagement calendar Strategic planning agenda(s) Communications Service club membership(s)
- Third-party survey data School accreditation survey data Hiring process documentation Personnel policies and procedures Recruitment calendar
- Staff leadership development plan School visit calendar Communications Staff meeting agendas/minutes
- Strategic plan Auditor's report District budget Budget-related communications Election results that impact funding or facilities
- Evidence of budgetary alignment to district-wide goals Grants received/applied for Policies/procedures related to fund management Long-term financial forecast data
- Facilities maintenance plan Facilities management plan
- Staff evaluation calendar District performance evaluation system Superintendent professional growth plan Curriculum RtI/MTSS Superintendent professional development Teacher analysis of student achievement data Curriculum audit Strategic plan/district-wide goals
- Staff development plan Professional development calendar Instructional model(s) Curriculum team agendas Instructional audit
- Coaching documentation Observational data from staff Documentation of instructional rounds Positive behavior supports/character programs

Comments by Board of Education: Comments by the Superintendent:								
Superintendent:								



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Superintendent Name: Dr. Akil E. Ross, Sr.

School year: 2022-2023

70.5 /80	Total for this evaluator	Total Possible For Each Item (20)
15 /16		E. Instructional Leadership
14 /16		D. Business & Finance
13.5 /16		C. Staff Relations
13.5/16		B. Community Relations
14.5 /16		A. Governance & Board Relations
Category Overall Rating		ltem



Board Chair:	(Name)	Signature:
Overall Rating:		Date:
Superintendent Signature:		
Date:		



A. Governance & Board Relations

15		Overall Category rating:					
	4	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	Board questions are addressed with follow-up to all board members.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions aren't answered fully nor in a timely manner.	Board questions Professional Standards for Educational Leaders: 2, 7, 9	Α4
	4	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Does not provide the information the board needs to perform its responsibilities.	Information Professional Standards for Educational Leaders: 2, 7, 9	А3
	ω	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Goals are not developed.	Goal development Professional Standards for Educational Leaders: 1, 9, 10	A2
	4	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Makes decisions without regard to adopted policy.	Policy involvement Professional Standards for Educational Leaders: 2, 9	A1
(1-4)	Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		

Comments b	Comments by the Sup
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B. Community Relations

15	Overall Category rating:					
ω	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	Promotes positive relations and provides the media with district event information.	Isn't proactive, but is cooperative with the media when contacted.	Communicates with the media only when requested.	Media relations Professional Standards for Educational Leaders: 1, 8	84
4	Actively seeks community input, creates methods for community to be actively involved in decisionmaking as well as setting and supporting districtwide goals.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Doesn't accept input or engage community.	Community feedback Professional Standards for Educational Leaders: 1, 8	B3
4	Develops and ensures implementation of a community communication plan that fosters positive relations.	Actively seeks two-way communication with the community as appropriate.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Communication with community Professional Standards for Educational Leaders: 1, 8	B2
4	Actively seeks parental input, creates methods for parents to be actively involved in decisionmaking as well as setting and supporting districtwide goals.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or districtwide goal setting.	Doesn't accept input from or engage parents.	Parent feedback Professional Standards for Educational Leaders: 1, 8	图
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Comments by Board of Education:
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Comments by the Superintendent:



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

C. Staff Relations

15	Overall Category rating:					
ω	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encour ages their application to the district.	A formal recruitment and hiring process is followed for hiring opportunities.	An informal recruitment and hiring process is in place, but is not used consistently.	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	Recruitment Professional Standards for Educational Leaders: 6	2
4	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Personnel matters Professional Standards for Educational Leaders: 9	a
4	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	Consistently keeps staff informed of important matters.	Is inconsistent in keeping staff informed of important matters.	Doesn't inform staff of matters that may be of concern.	Staff communications Professional Standards for Educational Leaders: 2, 7, 9	2
4	Actively seeks staff input and creates methods for staff to be actively involved in decisionmaking as well as developing and supporting district-wide goals.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Staff feedback Professional Standards for Educational Leaders: 6, 7	Ω
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Comments by Board of Education:
Comments by the Superintendent:



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

D. Business & Finance

16	Overall Category rating:					
4	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facility management Professional Standards for Educational Leaders: 5, 9	D4
4	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Financial controls Professional Standards for Educational Leaders: 2, 9	D3
4	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Reports the status of financial accounts as requested by the board.	Doesn't report financial information to the board except with the annual audit.	Budget reports Professional Standards for Educational Leaders: 1, 2, 9	D2
4	Budget actions are proactive and consider both current and longrange information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	D1
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



	Comments by Board of Education:	"A RICHLIN
	6	I and the second
	Comments by the Superintendent:	
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E. Instructional Leadership

15	Overall Category rating:					
4	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Professional knowledge Professional Standards for Educational Leaders: 1, 4, 6	E 4
ω	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement efforts are limited. There is no comprehensive plan in place.	School Improvement Professional Standards for Educational Leaders: 6, 9, 10	۵
4	Principals are provided defined autonomy consistently with accountability. Clear, nonnegotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Goals for learning and instruction are not prioritized.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Building-Level Leadership Professional Standards for Educational Leaders: 4, 6, 7	B
4	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Performance evaluation system Professional Standards for Educational Leaders: 6, 9, 10	臣
Rating (1-4)	Highly Effective (4 pt)	Effective (3 pt)	Minimally Effective (2 pt)	Ineffective (1 pt)		



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Artifacts that may serve as evidence of performance:

- Meeting agendas/minutes Board packets Board development materials Memos/communications Board policies/policy book Retreat agendas/minutes
- Board development plan
 Communication protocols
 Policy review calendar
- Third party survey data School accreditation survey data Meeting invitations, agendas Press releases Community meeting agendas News clips/interviews
- Community engagement calendar Strategic planning agenda(s) Communications Service club membership(s)
- Third-party survey data School accreditation survey data Hiring process documentation Personnel policies and procedures Recruitment calendar
- Staff leadership development plan School visit calendar Communications Staff meeting agendas/minutes
- Strategic plan Auditor's report District budget Budget-related communications Election results that impact funding or facilities
- Evidence of budgetary alignment to district-wide goals Grants received/applied for Policies/procedures related to fund management Long-term financial forecast data
- Facilities maintenance plan
 Facilities management plan
- Staff evaluation calendar District performance evaluation system Superintendent professional growth plan Curriculum Rtl/MTSS
- Superintendent professional development Teacher analysis of student achievement data Curriculum audit Strategic plan/district-wide goals
- Staff development plan Professional development calendar Instructional model(s) Curriculum team agendas Instructional audit • Coaching documentation • Observational data from staff • Documentation of instructional rounds • Positive behavior supports/character programs

- Effectively engages parents and stakeholders	 Keeps board informed timely 	 Willing to think outside of the box for solutions 	operations and needs	 Demonstrates in-depth understanding of district 	Comments by Board of Education:
					Comments by the Superintendent:



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

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F. Determining the Professional Practice Rating

Superintendent Name: Dr. Akil E. Ross, Sr.

School year: 2022-2023

Total Possible For Each Item (20) Total for this evaluator	E. Instructional Leadership	D. Business & Finance	C. Staff Relations	B. Community Relations	A. Governance & Board Relations	ltem Cat
76/80	15 /16	<u>16 /16</u>	<u>15 /16</u>	15_/16	<u>15 /16</u>	Category Overall Rating



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

	A	A3	8	Ţ	
このない 世界の とは関い	Board questions Professional Standards for Educational Leaders: 2, 7, 9	Information Professional Standards for Educational Leaders: 2, 7, 9	Goal development Professional Standards for Educational Leaders: 1, 9, 10	Policy involvement Professional Standards for Educational Leaders: 2, 9	
	Board questions aren't answered fully nor in a timely manner.	Does not provide the information the board needs to perform its responsibilities.	Goals are not developed.	Makes decisions without regard to adopted policy.	Ineffective (1 pt)
Collection of the second second of the second secon	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Minimally Effective (2 pt)
	Board questions are addressed with follow-up to all board members.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Is actively involved in the development, recommendation and administration of district policies.	Effection (3 pt)
Control of the Contro	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	Highly Effective (4 pt)
1.00 March 100 M	4	V	+	~	Rating (1-4)



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

	Comments by Board of Education:
	Comments by the Superintendent:
	ndent:



B. Community Relations

1	E 4	8	2	81	
	Media relations Professional Standards for Educational Leaders: 1, 8	Community feedback Professional Standards for Educational Leaders: 1, 8	Communication with community Professional Standards for Educational Leaders: 1, 8	Parent feedback Professional Standards for Educational Leaders: 1, 8	
	Communicates with the media only when requested.	Doesn't accept input or engage community.	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Doesn't accept input from or engage parents.	ineffective (1 pt)
	Isn't proactive, but is cooperative with the media when contacted.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Accepts suggestions and input from parents but fails to seet it. Does not engage parents in decision-making or districtwide goal setting.	Minimally Effective (2 pt)
	Promotes positive relations and provides the media with district event information.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Actively seeks two-way communication with the community as appropriate.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Effective (3 pt)
Overall Category rating:	Initiates and establishes a system for actively energing the media to promote the district and provide timely and effective information.	Actively seeks commonity input, creates methods for community to be actively involved in decision-making as well as setting and supporting district-wide goals.	Develops and ensures implementation of a community communication plan that fosters positive relations.	Actively seeks parental input, creates methods for parents to be actively involved in decision-making as well as setting and supporting district-wide goals.	Highly Effective (4 pt)
	W) 4	W	W	Rating (1-4)



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Comments by Board of Education:	C	Comments by the Superintendent:	
2			

C. Staff Relations



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	Recruitment Professional Standards for Educational Leaders: 6	Personnel matters Professional Standards for Educational Leaders: 9	Staff communications Professional Standards for Educational Leaders: 2, 7, 9	Staff feedback Professional Standards for Educational Leaders: 6, 7	
And the second s	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Doesn't inform staff of matters that may be of concern.	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Ineffective (1.pt)
The second secon	An informal recruitment and hiring process is in place, but is not used consistently.	Many personnel matters ere handled, but not always in a consistent manner.	Is inconsistent in keeping staff informed of important matters.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Minimally Effective (2 pt)
	A formal recruitment and hiring process is followed for hiring opportunities.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	Consistently keeps staff informed of important matters.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Effective (3 pt)
Overall Category rating:	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	bevelops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	Actively seeks staff input and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	Mariny attactive (4 pt)
	4	W	V	4	Rating (1-4)



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

	Comments by Board of Education:
	Comments by the Superintendent:

D. Business & Finance



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

- 4	D4	2	92	D1	
and the second	Facility management Professional Standards for Educational Leaders: 5, 9	Financial controls Professional Standards for Educational Leaders: 2, 9	Budget reports Professional Standards for Educational Leaders: 1, 2, 9	Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	
	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Doesn't report financial information to the board except with the annual audit.	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Ineffective (1 pt)
	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Reports the status of financial accounts as requested by the board.	Works to develop and manage the budget to meet the immediate fiscal issue. Decisions are primarily reactive to current needs of the district.	Minimally Effective (2 pg)
	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Effective (3 pt)
Overall Category rating:	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and feture needs of students and remain fiscally responsible to the community.	Highly Effective (4 pt)
	7	4	W	W	Rating (1-4)



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

Comments by Board of Education:			
Comments by the Superintendent:			
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E. Instructional Leadership



Demonstrates knowledge of current instructional current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.
School improvement plans are in place at all buildings and align to the district-wide goals.
Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Goals for learning and instruction are not prioritized.
All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.
Effective (3 pt)

Artifacts that may serve as evidence of performance:



Evaluation of Superintendent Dr. Akil E. Ross, Sr.

- Meeting agendas/minutes
 Board packets
 Board development materials
 Memos/communications
 Board policies/policy book
 Retreat agendas/minutes Board development plan
 Communication protocols
 Policy review calendar
- Third party survey data
 School accreditation survey data
 Meeting invitations, agendas
 Press releases
 Community meeting agendas
 News clips/interviews
- Community engagement calendar
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 Communications
 Service club membership(s)
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 School visit calendar
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 Curriculum audit
 Strategic plan/district-wide goals
- Staff development plan
 Professional development calendar
 Instructional model(s)
 Curriculum team agendas
 Instructional audit
- Coaching documentation Observational data from staff Documentation of instructional rounds Positive behavior supports/character programs

Comments by Board of Education:	
Comments by the Superintendent:	

F. Determining the Professional Practice Rating



Superintendent Name: Dr. Akil E. Ross, Sr.

School year: 2022-2023

/80	Total for this evaluator	Total Possible For Each Item (20)
/16		E. Instructional Leadership
/16		D. Business & Finance
		C. Staff Relations
/16		B. Community Relations
/16		A. Governance & Board Relations
Category Overall Rating		Item