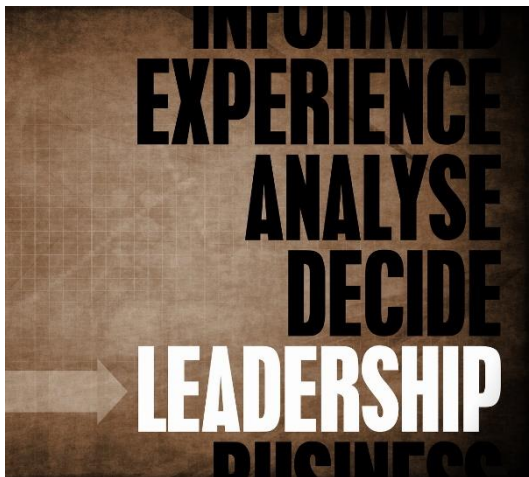




**Paterson
Cabinet Evaluations
and (Merit Pay Plans-
no longer in place)**



Submitted by BP Consultants, LLC

28 April 2017

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Paterson Cabinet Evaluations and Merit Pay

Definitions

The following definitions will be useful in understanding this document:

- **Metrics:** measurable outcomes for performance or achievement used to assess effectiveness.
- **Cabinet:** a team of approximately 16 of the District's senior leadership who make decisions governing the work of the various departments in the District. Membership on the Cabinet is determined by the Superintendent. The Superintendent may place a person on the Cabinet or remove a person from the Cabinet at any time for any reason at his sole discretion.
- **Department performance goals:** the annual, key performance goals that the Cabinet member establishes with the Superintendent at the beginning of the year.
- **Annual evaluation rating:** the overall assessment of the Cabinet member's effectiveness based on the member's performance and achievement metrics. The Cabinet member receives one of four evaluation ratings annually.

Ineffective	Partially Effective	Effective	Highly Effective
1.0 - 1.84	1.85 – 2.64	2.65 – 3.4	3.5 – 4.0
25 – 46	47 – 66	67 – 86	87 - 100

- **Merit pay:** the additional compensation a Cabinet member may earn based on the evaluation rating and the degree to which performance goals were accomplished.

Support and Results

The cabinet level evaluation system is based on the principles that the key function of the Cabinet is to support schools and classrooms to improve student achievement and performance outcomes. The Cabinet's role is also to lead central office departments in the achievement of key district goals and in the accomplishment of the articulated vision and mission of the District. Appendix A outlines the relationships in a district that is focused on high levels of support for schools and on performance and achievement outcomes at every level.

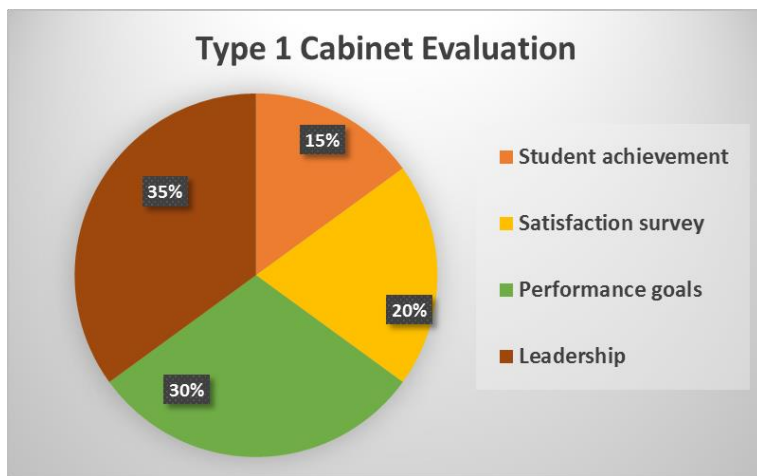
Thus the evaluations for cabinet-level administrators reflect the importance of support for the work of the campuses and of the key outcomes that describe success.

Cabinet Members Effectiveness Metrics

Most of the Cabinet members will be assessed using the *Type 1* Cabinet evaluation (All Cabinet except Assistant Superintendents of School Administration and Executive Directors for Principal Evaluation and Coaching). This cabinet-level annual evaluation rating consists of four parts:

- 1) District student achievement results (15 pts.)
- 2) Satisfaction survey (20 pts.)
- 3) Performance goals (30 pts.)
- 4) Leadership (35 pts.)

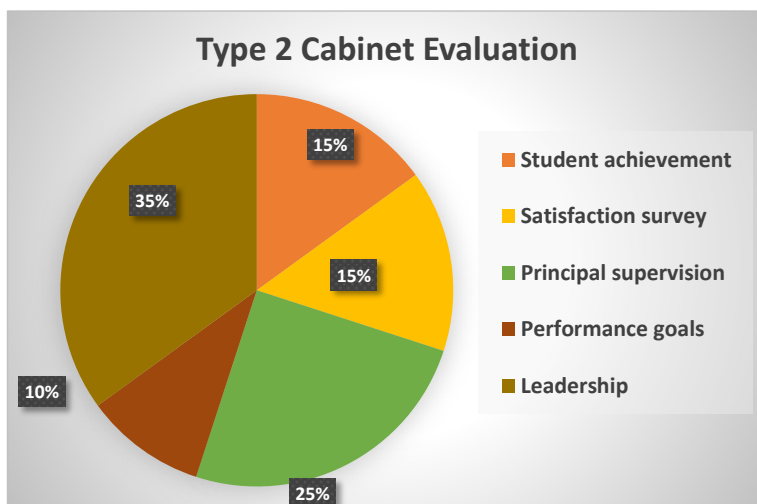
These metrics are described in more detail on the following pages. Eleven cabinet members will be rated using this Type 1 evaluation.



Type 2 Cabinet evaluation -- Assistant Superintendents of School Administration and Executive Directors for Principal Evaluation and Coaching.

Five cabinet members fall under the category of “school supervision and evaluation.” Their *Type 2* evaluation consists of the following five parts:

- 1) District student achievement results (15 pts.)
- 2) Satisfaction survey (15 pts.)
- 3) Principal supervision rubric (25 pts.)
- 4) Performance goals (10 pts.)
- 5) Leadership (35 pts.)



STUDENT ACHIEVEMENT

In the end, all of the departments work to support the teacher in the classroom. The ultimate outcome is an increase in student academic proficiency and college- or career-ready students. The District's action plan includes goals to significantly improve achievement outcomes for students as measured by the PARCC assessments. The District's plan also includes goals for the high school graduation rate and improvement of SAT scores.

Student achievement accounts for 15% of the evaluation of Cabinet members. There are five achievement outcomes with each one being worth up to three evaluation points. Both Type 1 and Type 2 Cabinet members have the same outcomes. The five targets for the 2016-2017 school year are:

No.	Outcome
1	The passing rate of elementary students (grades 3-5) in the District on PARCC Language Arts and PARCC Mathematics increases. Passing rate increase = X%. • $X \geq 4 \rightarrow 3$ evaluation points • $3 \leq X < 4 \rightarrow 2$ evaluation points • $2 \leq X < 3 \rightarrow 1$ evaluation point
2	The passing rate of middle school students (grades 6-8) in the District on PARCC Language Arts, PARCC Mathematics, and the state-level Algebra assessment increases. Passing rate increase = X%. • $X \geq 4 \rightarrow 3$ evaluation points • $3 \leq X < 4 \rightarrow 2$ evaluation points • $2 \leq X < 3 \rightarrow 1$ evaluation point
3	The passing rate of high school students (grades 9-11) in the District on PARCC Language Arts and state-level math assessments increases. Passing rate increase = X%. • $X \geq 4 \rightarrow 3$ evaluation points • $3 \leq X < 4 \rightarrow 2$ evaluation points • $2 \leq X < 3 \rightarrow 1$ evaluation point
4	The high school graduation rate for the class of 2017 will be higher than the previous year's graduation rate. One point on the evaluation for every percentage point above the last year's rate up to 3 evaluation points OR 3 evaluation points for meeting the equivalence for graduation rate (3 or more schools have a higher than 90% grad rate).
5	The mean of combined scores for students taking the SAT exam in the 2016-2017 school year will be higher than the mean of combined scores of the previous year. [One point on the evaluation for every 3-pt. increase. Up to 3 evaluation points.]

No points are awarded if the District falls below the target.

No.	Item	2016	2017	Points
1	Elementary School	23.4%		
2	Middle School	24.8%		
3	High School	10.7%		
4	Graduation rate	na		
5	Combined SAT*	1,092		

*Critical Reading, Math, and Writing

SATISFACTION SURVEYS

The true measure of support is whether the schools feel supported. Thus 20 points of the cabinet member's evaluation will be tied to the responses of campus leaders (principals, assistant principals, and other campus administrators) on the District satisfaction survey that will be administered annually at the end of the school year. For Type 2 evaluations, the satisfaction survey will count for 15 points.

Each cabinet member will be accountable for several specific *statements* on the survey. Respondents will assign a score of 1 through 5 for each statement – “1” if they strongly disagree and “5” if they strongly agree. The entire survey can be found at Appendix B. The specific statements for which each cabinet member is responsible are identified at Appendix D.

Evaluation points are awarded based on the average of all of the responses.

Average range	> 2.4 and ≤ 2.8	> 2.8 and ≤ 3.2	> 3.2 and ≤ 3.6	> 3.7 and ≤ 4.1	> 4.1
Type 1 Evaluation points	7	11	14	17	20
Type 2 Evaluation points	4	7	10	13	15

PERFORMANCE GOALS

The District's action plan outlines key performance and achievement targets as well as progress monitoring metrics. Each Department plays a critical role in accomplishing these goals and objectives.

The members of the Superintendent's Cabinet, in particular, are accountable for leading their respective departments in executing the actions required by the District action plan. The rigor and transformative nature of the District's plan requires all of the Cabinet members to implement initiatives with fidelity, manage change, make courageous decisions, and lead staff members through uncharted territory.

Attainment of the Department performance goals carries significant weight in the Type 1 Cabinet member evaluation. Thirty percent of the evaluation (30 pts.) is tied to the member's success on the performance goals and ensures close alignment between the goals of each Department and the District's plan of action. Ten percent of the evaluation (10 pts) is tied to Type 2 Cabinet members.

These goals will be established by the first instructional day of the year in a conference between the Superintendent and the Cabinet member. If a cabinet member should be hired after the start of the school year, goals will be developed within three weeks after the hire date.

At the time of the goal-setting conference, the Cabinet member and Superintendent will select five measurable goals to be accomplished before the end of the school year. They will also outline four levels of goal accomplishment. “Level 1” attainment is associated with partially meeting the target. “Level 4” would be exceeding the target goal. The goals and levels may be adjusted based on new data received at the beginning of the school year. However, no goal or level of accomplishment may be adjusted after 1 October.¹

Once agreed upon, performance goals must be submitted to the Superintendent, each accompanied by an appropriate Action Plan.

Type 1 Evaluation				
	Level 1 (3 pts)	Level 2 (4 pts)	Level 3 (5 pts)	Level 4 (6 pts)
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

For example, the Chief Human Capital Officer might be assigned the goal of decreasing the average number of days it takes to fill a teacher vacancy that comes open during the year. Level 4 accomplishment would be less than 8 school days. Level 3 would be from 8 to 10 days; Level 2, from 11 to 15 days; and Level 1 would be 16 to 20 days.

Recommended metrics are outlined in Appendix D.

For Type 2 evaluations, the Superintendent and Cabinet member would establish only two goals at the beginning of the year. Each goal would be worth 5 points.

Type 2 Evaluation				
	Level 1 (2 pts)	Level 2 (3 pts)	Level 3 (4 pts)	Level 4 (5 pts)
Goal 1				
Goal 2				

¹ If a Cabinet member is assigned more than five goals by the Superintendent, then the total points received will be converted to a point value out of 30 pts. For example, if a Cabinet member were to have 7 goals, then the simple conversion would be $Y = (30X)/(7*6)$, where Y is the points out of 30 and X is the total points received for 7 goals.

LEADERSHIP

Leadership should be the core characteristic of any cabinet-level administrator. Similarly, leadership density lies at the heart of any effective systems model.

Thus, leadership skills and competencies should be assessed for every cabinet member. The leadership portion of the evaluation is worth 35 points. It is based on a performance rubric with the following components:

- Reinforcing district culture and philosophy
- Making effective decisions
- Leading change
- Maximizing human potential
- Working as part of a high functioning team

The rubric can be found at Appendix C. Each area of leadership may receive up to 7 points, for a total of 35 points.

Leadership characteristic	Points
Reinforces District culture and philosophy	
Makes effective decisions	
Leads change	
Maximizes human potential	
Works as part of a high-functioning team	

Ineffective	Partially Effective	Effective	Highly Effective	Exemplary
0 - 12	13 - 21	22 - 27	28 - 31	32 - 35

PRINCIPAL SUPERVISION

Paterson's Cabinet includes three Assistant Superintendents for School Administration and two Executive Directors for Principal Evaluation and Coaching. All five administrators coach and supervise principals. As the coaching and supervision of principals is one of the most important functions of any district, these administrators' competencies and effectiveness in this area must be rigorously assessed.

The Type 2 evaluation is designed for any senior administrator who coaches and supervises principals. This part of the evaluation accounts for twenty-five percent (25 points) of the supervisor's evaluation. It comprises eight categories:

- 1) Coaches effectively
- 2) Provides effective professional development
- 3) Reinforces understanding of what great teaching looks like
- 4) Supports a culture of instructional feedback
- 5) Ensures curricular alignment
- 6) Establishes a data-driven instructional system
- 7) Helps principals build positive school climates and high performance cultures
- 8) Effectively evaluates principals

The rubric can be found at Appendix E. Each area of leadership may receive up to 6 points, for a total rubric score of 48 points. This score is then converted to evaluation points (multiply the rubric score by .521).

Supervision categories	Points
Coaches effectively	
Provides effective professional development	
Reinforces understanding of what great teaching looks like	
Supports a culture of instructional feedback	
Ensures curricular alignment	
Establishes a data-driven instructional system	
Helps principals build positive school climates and high performance cultures	
Effectively evaluates principals	
Total rubric points	
Total evaluation points = Total rubric point x .521	

Ineffective	Partially Effective	Effective	Highly Effective	Exemplary
0 - 8	9 - 12	13 - 17	18 - 21	22 - 25

Annual Evaluation Rating

The Cabinet member receives one of four evaluation ratings annually. The overall evaluation rating is derived from the total points received in the four categories of the Type 1 evaluation and five categories of the Type 2 evaluation. In both cases, the maximum number of points equals 100.

Ineffective	Partially Effective	Effective	Highly Effective
1.0 - 1.84	1.85 – 2.64	2.65 – 3.4	3.5 – 4.0
25 – 46	47 – 66	67 – 86	87 - 100

Type 1 Cabinet Evaluation Scorecard

Student Achievement (15 pts.)	
PARCC 3-5	
PARCC 6-8	
PARCC 9-11	
Graduation Rate	
SAT	
Subtotal	
Satisfaction Survey (20 pts.)	
Average response to questions	
Subtotal	
Performance Goals (30 pts.)	
Goal 1	
Goal 2	
Goal 3	
Goal 4	
Goal 5	
Subtotal	
Leadership (35 pts)	
Reinforces District culture and philosophy	
Makes effective decisions	
Leads change	
Maximizes human potential	
Works as part of a high-functioning team	
Subtotal	
Total Evaluation Points	
Overall Rating	

Type 2 Cabinet Evaluation Scorecard	
Student Achievement (15 pts.)	
PARCC 3-5	
PARCC 6-8	
PARCC 9-11	
Graduation Rate	
SAT	
Subtotal	
Satisfaction Survey (15 pts.)	
Average response to questions	
Subtotal	
Performance Goals (10 pts.)	
Goal 1	
Goal 2	
Subtotal	
Leadership (35 pts)	
Reinforces District culture and philosophy	
Makes effective decisions	
Leads change	
Maximizes human potential	
Works as part of a high-functioning team	
Subtotal	
Principal Supervision (25 pts)	
Coaches effectively	
Provides effective professional development	
Reinforces what great teaching looks like	
Supports a culture of instructional feedback	
Ensures curricular alignment	
Establishes a data-driven instructional system	
Helps principals build positive school climates and high performance cultures	
Effectively evaluates principals	
Rubric total points	
Evaluation points = Total rubric point x .521	
Total Evaluation Points	
Overall Rating	

Merit Pay

The Superintendent will evaluate each Cabinet member who directly reports to him. Other members of the Cabinet, who are not direct reports to the Superintendent, shall be evaluated by their supervisor. Evaluators will use available data to support their assessment of the Cabinet member's performance.

Cabinet members will receive a rating based on the total points received from the four areas of the evaluation: student achievement, satisfaction survey, performance goals, and leadership. [Those with Type 2 evaluations will have five areas of evaluation, including principal supervision.]

Cabinet members who receive an "Effective" or higher rating will receive an incentive payment equivalent to a percentage of their base salary:

Rating	Ineffective	Partially Effective	Effective	Highly Effective
Index	1.0 - 1.84	1.85 – 2.64	2.65 – 3.4	3.5 – 4.0
Pts.	25 – 46	47 – 66	67 – 86	87 - 100
Incentive	0%	0%	1.5%	2%

[The chart on the next page equates overall evaluation points to an Index score. Evaluators may use either to determine a Cabinet member's effectiveness.]

Compensation for performance goals

Cabinet members may receive additional compensation for accomplishment of performance goals (goals submitted to the County Office). For Type 1 Cabinet members who have 5 goals, the following incentive payment will be awarded:

Level 4 accomplishment -- \$2,000 per goal
Level 3 accomplishment -- \$1,000 per goal

The maximum compensation for performance goal accomplishment is \$10,000.

For Type 2 Cabinet members who have only two goals, the following incentive payment will be awarded:

Level 4 accomplishment -- \$5,000 per goal
Level 3 accomplishment -- \$2,500 per goal

The maximum compensation for performance goal accomplishment is \$10,000.

Evaluation score (out of 100 pts.)	Index score (out of 4)		Evaluation score (out of 100 pts.)	Index score (out of 4)
100	4		50	2
99	3.96		49	1.96
98	3.92		48	1.92
97	3.88		47	1.88
96	3.84		46	1.84
95	3.8		45	1.8
94	3.76		44	1.76
93	3.72		43	1.72
92	3.68		42	1.68
91	3.64		41	1.64
90	3.6		40	1.6
89	3.56		39	1.56
88	3.52		38	1.52
87	3.48		37	1.48
86	3.44		36	1.44
85	3.4		35	1.4
84	3.36		34	1.36
83	3.32		33	1.32
82	3.28		32	1.28
81	3.24		31	1.24
80	3.2		30	1.2
79	3.16		29	1.16
78	3.12		28	1.12
77	3.08		27	1.08
76	3.04		26	1.04
75	3		25	1
74	2.96		24	0.96
73	2.92		23	0.92
72	2.88		22	0.88
71	2.84		21	0.84
70	2.8		20	0.8
69	2.76		19	0.76
68	2.72		18	0.72
67	2.68		17	0.68
66	2.64		16	0.64
65	2.6		15	0.6
64	2.56		14	0.56
63	2.52		13	0.52
62	2.48		12	0.48
61	2.44		11	0.44
60	2.4		10	0.4
59	2.36		9	0.36
58	2.32		8	0.32
57	2.28		7	0.28
56	2.24		6	0.24
55	2.2		5	0.2
54	2.16		4	0.16
53	2.12		3	0.12
52	2.08		2	0.08
51	2.04		1	0.04

Other notes

A Cabinet member's actual incentive payment or merit pay (payment for performance goals) is subject to change based on the District's financial situation. Any change to the incentive plan will be determined by the Superintendent.

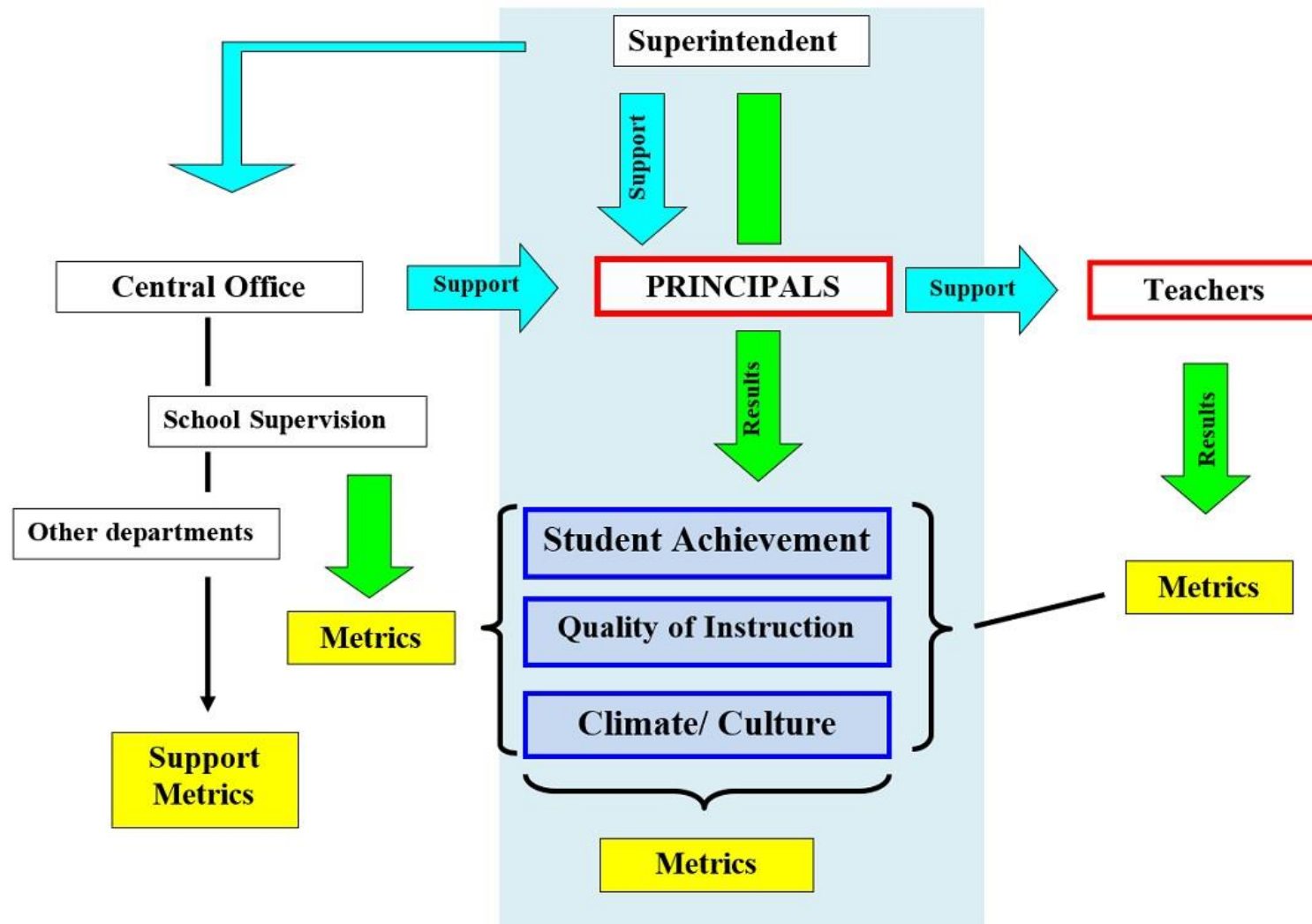
A person must serve at least five months of the school year on the Cabinet in order to be eligible for any incentive pay. Cabinet members hired after 1 October and who serve for at least five months will be eligible for a prorated amount.

Cabinet member supervisors will try to complete evaluations by 30 June of each year. Incentive pay will be awarded in the member's July paycheck. If necessary, however, because of the need to wait for more data before making a determination on goal-accomplishment, the evaluation may be done at a later date, but before 15 August. In those cases, merit pay may be awarded before 15 September. Merit pay for Cabinet members will be in one lump sum.

Should a person be removed from Cabinet and if that person had served at least five months on Cabinet during the school year, the supervisor shall evaluate the employee. Any incentive pay will be prorated. Cabinet members leaving the District in good standing (meaning they have not been removed as a result of disciplinary actions or are not engaged in any legal action against the District) are still eligible for merit pay.

The Superintendent's (or supervisor's) assessment of a Cabinet member's performance and level of goal accomplishment is not subject to appeal or grievance.

Appendix A: District Support – Results Diagram



Appendix B: District Central Office – Satisfaction Survey

Business

Item	Statement
1	Accounting Services staff members are professional.
2	Accounting Services staff members respond to my requests within 24-48 hours.
3	Accounts Payable/Travel staff members provide accurate responses to my questions (check requests, invoice payments, travel advances, and reimbursements).
4	Grants/Special Revenue Accounting staff members provide accurate responses to my questions (grant reimbursements, grant reconciliations, grant financial reporting).
5	Payroll-related questions are answered to my satisfaction.
6	Payroll-related issues are resolved to my satisfaction.
7	Paychecks for my campus staff members are issued accurately and on time.
8	The support that I receive to understand my budget meets my expectations and my school's individual needs.

Maintenance and Facilities Services

Item	Statement
9	My Maintenance Area Manager responds to my needs in a timely manner.
10	My Maintenance Area Manager resolves maintenance and facilities problems and concerns in a timely manner.
11	Overall, I am satisfied with Maintenance and Facility Services.

Human Capital Management

Item	Statement
12	HCM staff members resolve my problems and concerns.
13	HCM staff members are knowledgeable in providing the answers I need.
14	HCM staff members respond promptly to my requests.
15	HCM staff members provide the appropriate guidance to manage problem employees effectively.
16	Overall, I am satisfied with HCM services.

Curriculum and Instruction

Item	Statement
17	C&I implements the right strategies to address student deficiencies identified in the State assessments
18	C&I uses a monitoring process to continually improve curriculum implementation for each NJCCCS and CCSS area.
19	C&I supervisors ensure that the curriculum is taught in every classroom by monitoring instruction and providing support to teachers
20	C&I supervisors verify that instruction is based on the district's curriculum and that teachers have the necessary resources in the classroom.
21	The instructional materials available to teachers and other campus staff are useful.
22	I am satisfied with the communication related to federal and state mandated requirements for Bilingual Education and Gifted and Talented Programs.
23	The professional learning opportunities for teachers and campus staff are aligned to the instructional priorities of the district.
24	C&I provides useful information and resources for teachers.

Assessment

Item	Statement
25	I am satisfied with the training provided to my Test Coordinator by the Assessment Department.
26	My campus receives adequate support during local, state, and national assessment periods.
27	My campus receives local, state, and national assessment materials in a timely manner.
28	My campus receives adequate support for products and services provided by the assessment department.
29	The information and analyses provided by the assessment department are useful in making decisions and planning for my campus.

Student Services

Item	Statement
30	I am satisfied with services provided by Health Services.
31	I am satisfied with services provided by Counseling Services.
32	I am satisfied with services provided by Psychological Services.
33	I am satisfied with services provided by Student Discipline.
34	I am satisfied with services provided by Extended Year Services.
35	I am satisfied with services provided by Student Activities.
36	I am satisfied with services provided by Student Transfers.
37	I am satisfied with services provided by JROTC. (Secondary only)

Information Technology

Item	Statement
38	The technology department provides adequate assistance when my school purchases new technology equipment.
39	The technology on my campus works well in support of state mandated assessments like the PARCC test.
40	The technicians sent to my school do a good job maintaining the technology on my campus.
41	Campus technology-related issues are resolved to my satisfaction.
42	Overall, I am satisfied with support from Information Technology.

Communications

Item	Statement
43	I am satisfied with Paterson's Communications department services.
44	I am satisfied with the support I receive from the District during times of crisis (parent letters, media support, communications guidance, etc.).
45	The district's communication tools (newsletter, videos, printed materials, website, etc.) are a professional representation of the district.
46	I am satisfied with the information provided on the District's website.
47	I am satisfied with the District's internal communications (District Hilites, Daily Newsfeed, employee notifications/memos, etc.)
48	I am satisfied with the District's external communications (news media, social media, events, etc.)

Food and Child Nutrition Services

Item	Statement
49	Students are served meals within 15 minutes.
50	Food and Child Nutrition Services staff members provide good customer service.
51	The Cafeteria Supervisor keeps the principal updated on pertinent information.
52	The Food and Nutritional Operation Specialist is available to answer my questions and resolve issues.
53	Serving lines are kept clean.
54	Food is displayed in an appealing manner.

Transportation and Facility Rental

Item	Statement
55	Student transportation concerns are addressed within 24-48 hours.
56	Paterson bus transportation for morning and afternoon routes is punctual and dependable.
57	Paterson bus transportation for field trips is punctual and dependable.
58	Overall, I am satisfied with Paterson School District Transportation.
59	I am satisfied with facility rental procedures.
60	Overall, I am satisfied with my experiences with Paterson rental property department

Police and Security Services

Item	Statement
61	Paterson Police and Security Services staff members are responsive to campus needs.
62	I am satisfied with the outcomes of my interactions with Paterson Police and Security Services.
63	Overall, I am satisfied with Paterson Police and Security Services.

Athletics (Secondary Only)

Item	Statement
64	The Athletic Director effectively supports campus staff members and helps them to meet district requirements.
65	Communication between Paterson School District Athletics and my campus is effective.
66	During the 2016-17 school year, I have seen improvements in my campus athletic facilities or have more resources to improve my school's athletic programs.
67	Central Athletic Administrators or staff members are visible at my campus and/or sporting events.
68	Overall, I am satisfied with the support I receive from Paterson Athletic Department.

School Leadership

Item	Statement
69	School Leadership staff members (Assistant Superintendents, Executive Directors for Principal Evaluation and Coaching) are responsive to my requests.
70	School Leadership staff members act in a professional manner.
71	Overall, I am satisfied with communication from School Leadership.
72	Overall, I am satisfied with School Leadership support.
73	School Leadership provides useful information and resources for teachers.

Special Education Services

Item	Statement
74	I am satisfied with the communication related to federal and state mandated requirements for Special Education Programs
75	The instructional materials available to Special Ed. teachers are appropriate and useful.
76	I am satisfied with communication from the Special Ed. Department
77	I am satisfied with the support the Special Ed Department provides
78	The professional learning opportunities for Special Ed. teachers and other staff are aligned to their needs and the instructional priorities of the district.

Appendix C: Cabinet Member Leadership Rubric

Executive Leadership Rubric



Reinforces district culture and philosophy

Ineffective		Partially Effective		Effective		Highly Effective	
1	2	3	4	5	6	7	
The leader takes steps to understand the District philosophy and culture. However, the leader displays beliefs or values that run counter to the District's. The leader does little to make sense of District beliefs and actions for staff. He relies on the District or others to assess the level of staff support for and adherence to the beliefs and philosophy of the District. Core Beliefs are not established or are not emphasized. Some actions of the staff are inconsistent with the District philosophy.		The leader takes steps to understand the District philosophy and culture. The leader attempts to make sense of District beliefs and actions for staff, however some staff members adhere to the former culture. The leader relies on the District or others to assess the level of staff support for and adherence to the beliefs and philosophy of the District. With input from staff, the leader creates Core Beliefs in his department that complement or reinforce District philosophy. These beliefs are not reinforced and they are not reflected in staff actions. Some actions of the staff are inconsistent with the District philosophy.		The leader takes steps to understand the District philosophy and culture. The leader makes sense of District beliefs and actions for staff. He relies on the District or others to assess the level of staff support for and adherence to the beliefs and philosophy of the District. With input from staff, the leader establishes Core Beliefs in his department that complement or reinforce District philosophy. He purposefully and frequently reinforces Core Beliefs in multiple ways and in different venues. Actions of the staff are consistent with the District philosophy.		The leader takes steps to understand the District philosophy and culture. When necessary he argues persuasively to change or modify the District philosophy to better align with District goals. The leader makes sense of District beliefs and actions for staff. He assesses the level of staff support for and adherence to the beliefs and philosophy of the District. With input from staff, the leader establishes Core Beliefs in his department that complement or reinforce District philosophy; purposefully and frequently reinforces Core Beliefs in multiple ways and in different venues; conducts exercises or activities to expand understanding of them; shares examples of staff actions that exemplify the Beliefs; tracks staff understanding and adherence to Core Beliefs. Actions of the staff are consistent with the District philosophy.	

Makes effective decisions

Ineffective		Partially Effective		Effective		Highly Effective	
1	2	3	4	5	6	7	
The leader attempts to make decisions that are in the best interest of the Department. Her decisions, however, have a negative impact on the department's or district's work. The leader does not consider the impact of her decisions on the rest of the organization. She pushes decisions to other leaders, thereby avoiding accountability or responsibility. The leader avoids making the tough decisions or makes decisions that are inconsistent with the District's philosophy or beliefs.		The leader attempts to make decisions that are in the best interest of the Department. Some decisions, however, have a negative impact on the department's or district's work. Sometimes, the leader does not consider the impact of her decisions on the rest of the organization. She understands the decision-making structure and knows which decisions are hers to make and which decisions belong to others. The leader sometimes pushes decisions to other leaders, thereby avoiding accountability or responsibility. The leader sometimes avoids making the tough decisions or makes decisions that are inconsistent with the District's philosophy or beliefs.		The leader makes decisions that are in the best interest of the District and advance district goals. Her decisions effectively solve problems or positively impact the work of the department or District. She understands how decisions impact both her department and the work of others in the organization. She understands the decision-making structure and knows which decisions are hers to make and which decisions belong to others. The leader makes the decisions that are hers to make and accepts responsibility for those decisions. Decisions are made in a timely manner. The leader is able to make the tough decisions to accomplish the department's and District's mission. Decisions reinforce the District's philosophy and beliefs and demonstrate consistency of word and deed.		The leader makes decisions that are in the best interest of the District and advance district goals. Her decisions effectively solve problems or positively impact the work of the department or District. The leader understands how decisions impact both her department and the work of others in the organization. She understands the decision-making structure and knows which decisions are hers to make and which decisions belong to others. The leader makes the decisions that are hers to make and accepts responsibility for those decisions. At the same time, she distributes decision-making authority or arrives at other decisions through consensus depending on the situation and leadership capacity of her team (D1 – D5 decision-making). Decisions are made in a timely manner. The leader is able to make the tough decisions to accomplish the department's and District's mission. Decisions reinforce the District's philosophy and beliefs and demonstrate consistency of word and deed. The leader's decisions appropriately balances short term and long term benefits and costs.	

Leads change

Ineffective		Partially Effective		Effective		Highly Effective	
1	2	3	4	5	6	7	
Overall, the leader is tied to the status quo and is generally resistant to change. When implementing new initiatives or directives from the District, the leader relies on district communications and rationale. The leader has difficulty making sense of change for the staff. He does not build a case for change and does not implement change in a way that minimizes resistance and garners support. The leader is not comfortable with ambiguity and is discouraged by things out of his control.		The leader looks for ways to improve the department. He is receptive to new ideas, but is slow to implement change. When implementing new initiatives or directives from the District, the leader relies on district communications and rationale. He has difficulty implementing change in a way that minimizes resistance and garners support. The leader tries to be supportive of change, but has difficulty making sense of change for the staff. The leader is not comfortable with ambiguity and is discouraged by things out of his control.		The leader continually looks for ways to improve the department. He is receptive to new ideas and change. He is a responsible change agent, building acceptance to changes in proper stages. He articulates sound rationale for change and implements change in ways that minimize resistance and garners support. He trains staff on change theory and uses a change model. Communications are clear and well-timed, actions are transparent. When faced with partial information, the leader reserves judgment, and helps others reserve judgment. The leader is comfortable with ambiguity, is adaptable, and not discouraged by things out of his control.		The leader is not satisfied with the status quo. He challenges the way things have always been done, seeking more effective ways to accomplish goals and improve the department. He trains staff on change theory and uses a change model. He explains the rationale for change and makes sense of changes. He effects change in ways that secure staff cooperation and advance the goals of the department. The staff views change and continuous improvement as necessary elements of dynamic organizations. Communications are clear and well-timed, actions are transparent. The leader expands access to information and provides opportunity for input and feedback. He seeks out the voices of the loyal opposition. When faced with partial information, he reserves judgment, and helps others reserve judgment. The leader is comfortable with ambiguity, is adaptable, and not discouraged by things out of his control.	

Maximizes human potential

Ineffective		Partially Effective		Effective		Highly Effective	
1	2	3	4	5	6	7	
The work environment is stressful or people work in a climate of fear. Employees feel that they have very little control over work events. The leader follows a strict hierarchy of decision-making and establishes very narrow operational parameters for staff. The leader over-relies on directives versus collaborative decision-making. There are few opportunities for growth. The leader creates an “us versus them” mentality among staff members. The leader does not inspire people to do their best work.		The leader creates an environment in which workers are able to have some control over work events. However, the leader follows a strict hierarchy of decision-making and establishes very narrow operational parameters for staff. The leader over-relies on directives versus collaborative decision-making. He provides some opportunities for growth, but only to a smaller subset of staff members. He demonstrates personal conviction toward the success of students and employees of the organization. He celebrates successes of the department, but does not inspire people to do their best work.		The leader creates an environment in which workers are able to exert influence and have reasonable control over work events. He provides clear direction and sets parameters, but staff members have wide latitude to accomplish operational objectives. He provides opportunities for growth and sets expectations to maximize effectiveness. The leader takes deliberate actions to motivate the staff and rallies them to reach shared aspirations. He demonstrates personal conviction toward the success of students and employees of the organization. He shows enthusiasm for what the department is doing – he is an advocate. The leader recognizes others for good performance and leadership.		The leader creates an environment in which workers are able to exert influence and have reasonable control over work events. He puts the right people in the right places in the organization. He provides opportunities for growth and sets expectations to maximize effectiveness. Staff members challenge themselves, are not afraid to take risks, and take advantage of growth opportunities. The leader continually motivates the staff to reach higher goals and is able to secure the staff’s commitment. Staff members feel supported and challenged and strive to do their best work. He models the way and demonstrates personal conviction toward the success of the employees and the Department. He shows enthusiasm for what the department is doing – he is an advocate. The leader helps people realize their best hopes and moves them away from their worst fears.	

Works well as part of a high-functioning team

Ineffective		Partially Effective		Effective		Highly Effective	
1	2	3	4	5	6	7	
The leader understands the operational expectations and goals of the other departments. However, she is unwilling to see an issue from the perspective of another leader. She has to be told or persuaded to work collaboratively with other leaders and other departments and does not volunteer inter-departmental or system-wide solutions to problems. The leader does not try to build relations with other leaders in the organization. In team meetings, the leader is passionate about her position, but rarely entertains others' interests and ideas, and is unwilling to change her position. The leader has poor relations with Board members. He is not politically savvy and does not consider the political climate when taking action.		The leader understands the operational expectations and goals of the other departments. While she may appreciate the perspective of other leaders, she does not work collaboratively to help the other departments. The leader meets with other leaders, but rarely authors inter-departmental or system-wide solutions to problems. The leader builds relations with other leaders in the organization. In team meetings, the leader is passionate about her position, but rarely entertains others' interests and ideas, and is unwilling to change her position. The leader has positive relations with Board members. However, he is not politically savvy and does not consider the political climate when taking action.		The leader understands the operational expectations and goals of the other departments. She attempts to understand the perspective of the other leaders within the organization. The leader works well with other leaders and collaborates to solve inter-departmental or system-wide problems. The leader builds strong, professional relations with other leaders in the organization. In team meetings, the leader is persuasive, but dispassionately entertains others' interests and ideas, and is willing to change her position if doing so will benefit the goals of the District. The leader understands the political climate and operates effectively in it. He cultivates positive relations with School Board members and external stakeholders.		The leader understands the operational expectations and goals of the other departments. She is a student of systems thinking. She takes active steps to grow her perspective with regard to the work of the other departments and the District's systems. The leader works well with other leaders and collaborates to solve inter-departmental or system-wide problems. She establishes and/or participates in processes to resolve issues that intersect more than one department. The leader builds strong, professional relations with other leaders in the organization. In team meetings, the leader is persuasive, but dispassionately entertains others' interests and ideas, and is willing to change her position if doing so will benefit the goals of the District. The leader understands the political climate and operates effectively in it. He cultivates positive relations with and builds support for the District's mission among School Board members and external stakeholders.	

Leadership score

	Points
Reinforces District culture and philosophy	
Makes effective decisions	
Leads change	
Maximizes human potential	
Works as part of a high-functioning team	
Subtotal	

Ineffective	Partially Effective	Effective	Highly Effective	Exemplary
0 - 12	13 - 21	22 - 27	28 – 31	32 - 35
Comments:				

Appendix D: Cabinet Member Metrics

Deputy Superintendent

Top five responsibilities

- Serve as Superintendent in the absence of the Superintendent
- Provide leadership and direction to all departments to ensure alignment and attainment of the goals and objectives outlined in the District's action plan
- Lead accountability efforts through the systematic gathering and reporting of meaningful data regarding the operations of the central office and schools; oversee accomplishment of state accountability metrics and requirements
- Provide feedback to subordinates and others; recommend program modifications as needed
- Ensure that the Superintendent is kept fully informed about matters within the school district divisions, and advises the Superintendent on such issues

Performance Metrics

- For the NJQSAC, the District attains a score of over 80% for the governance area and over 80% (utilizing the DOE approved equivalency process) for the DPR instruction and program area for the 2016-2017 school year
- Evaluations of Cabinet members are thorough and objective and conducted in a timely manner; Cabinet members receive effective feedback and support and are held accountable for their goals and performance metrics
- 75% of the District's goals and key performance indicators outlined in the 2016-2017 District Action Plan are accomplished
- 50% of the staff agree or strongly agree with the mission of the District as measured by the spring climate survey
- All schools have student, teacher, and school data, analyses of those data, and general charts and graphs within three weeks of the time the data are received from the State.

Staff satisfaction survey questions

- The mean of all statements on the survey including Police & Security Services (61-63)

Correspondence with QSAC indicators

- As the senior administrator working with all of the departments and Cabinet members, the Deputy Superintendent's responsibilities intersect all of the QSAC indicators.
- For the 2016-2017 school year, the Deputy Superintendent's evaluation is tied to the QSAC indicators that will help meet state accountability requirements: QSAC indicators for Instruction and Program (indicators 1 through 20) and Governance (indicators 1 through 5)

Chief of Staff

Top five responsibilities

- Ensure Cabinet members and heads of departments work in reinforcing ways and are not accomplishing tasks in isolation
- Ensure Cabinet members and heads of departments operate in ways that are truly supportive of schools and teachers (and not merely enforcing requirements)
- Assist the Superintendent with the budget process and the allocation of resources to support the District's action plan and performance and achievement goals
- Serve as liaison to the Board of Education and provide appropriate responses to Board inquiries and requests
- Ensure the district meets all compliance deadlines as articulated by local, state, and national requirements

Performance Metrics

- 75% of the District's goals and key performance indicators outlined in the 2016-2017 District Action Plan are accomplished
- 50% of the staff agree or strongly agree with the mission of the District as measured by the spring climate survey
- 55% of the staff members agree or strongly agree that the communications and messaging from the District help staff understand how the District is successful in meeting its goals
- The score for the District Performance Review for Governance will increase to 80% in the 2016-2017 school year
- 95% of all Board requests for information will receive a response within 48 hours

Staff satisfaction survey questions

- The mean of all questions on the survey

Correspondence with QSAC indicators

- As the senior administrator working with all of the departments and Cabinet members, the Chief of Staff's responsibilities intersect all of the QSAC indicators.
- Specifically, the Chief of Staff's evaluation is most closely tied to the following QSAC indicators:
 - DPR Governance indicators 1 through 5
 - Oversight of the various Cabinet departments responsible for DPR Operations indicators 1 through 20

Business Administrator

Top five responsibilities

- In conjunction with the Superintendent and Cabinet, prepare the annual budget based upon district resources, needs, assessments, and the District action plan
- Ensure all district financial activities comply with Board policies and regulations, and state law and regulations
- Manage effective and efficient systems of accounting, purchasing, investment, insurance, transportation, and food services
- Ensure proper maintenance and functioning of buildings and facilities to support the instructional program and to provide a safe environment that is also conducive to learning
- Ensure the efficient and effective use of resources in order to improve educational outcomes

Performance Metrics

- The district will receive an unqualified opinion on Comprehensive Annual Financial Report
- The annual variance (+/-) of actual general operating expenditures vs. approved budget is less than 4%
- Percentage of corrective maintenance work orders completed in 30 days or less is greater than 85%
- The score for the District Performance Review for Fiscal Management Indicators and associated files will be 80% or higher
- Budget transfers will total less than 7% of the budget

Staff satisfaction survey questions

- The mean of statements 1-11, 49-60

Correspondence with QSAC indicators

- The business administrator's evaluation is most closely tied to the following QSAC indicators:
 - DPR Fiscal Management indicators 1 through 10

Chief Technology Officer

Top five responsibilities

- Builds and executes a district-wide technology and data plan in alignment with the Superintendent's Strategic/Annual Action Plan that addresses and supports the information and instructional needs of the district
- Maintains and improves an integrated data communications network and database management system
- Ensures the District's information management systems are secure, reliable, and accessible
- Supports schools and teachers and resolves issues associated with using technology to increase educational outcomes
- Supports schools in the acquisition, maintenance, and use of technology resources to improve educational outcomes

Performance Metrics

- The average downtime (wireless access to the Internet in schools) is less than two hours starting at the point of notification or beginning of the school day
- By July 2017, secure all e-rate reimbursable monies available to the District for the 2015 school year (85% of applicable technology expenditures)
- The average length of time to complete technology work orders will decrease by one day when comparing 2016-2017 school year to 2015-2016 school year

Staff satisfaction survey questions

- The mean of statements 38 through 42 on the survey

Correspondence with QSAC indicators

- The Chief Technology Officer's evaluation is most closely tied to the following QSAC indicators:
 - DPR Instruction and Program indicators 11 through 14, 17b and 18.

Chief Special Education Officer

Top five responsibilities

- Lead the special education department in support of the District's goals and objectives outlined in the Superintendent's Strategic/Annual Action Plan
- Support principals in the provision of special education services and in raising student achievement for special education and 504 students
- Support principals in improving the quality of instruction and services for special education and 504 students
- Lead the development and management of the District's budget for special education
- Ensure compliance with all district, state, and federal laws, policies, and regulations related to the provision of special education services

Performance Metrics

- The passing rate for special education students in the District on the PARCC language arts assessments will be higher than the passing rate for special education students in Spring 2016
- During the 2016-2017 school year, 70% of special education teachers (grade 3-8) will improve the quality of instruction as measured by the teacher evaluation rubric section on instructional quality
- Starting in October 2016, and as measured monthly, the IEPs of 100% of the students requiring annuals or reevaluations will be completed by the end of the month in which they are due
- All principals are provided with district- and school-level achievement data for SPED students and SPED teachers by 15 October 2016
- In a review of special education programs at the campus level, 75% of Special Ed students (grade 3-8) meet their growth goals, including an increase in academic proficiency in at least one core area measured by the STARS assessment

Staff satisfaction survey questions

- The mean of statements 74-78, 32 and 34 on the survey

Correspondence with QSAC indicators

- The Chief Special Education Officer's evaluation is most closely tied to the following QSAC indicators for Instruction and Program:
 - DPR Instruction and Program indicators 9, 10, 11, 17a, 17b and 18
- The Chief Special Education Officer's evaluation is also tied to the following QSAC indicators:
 - DPR Operations indicators 15, 16 and 17

Exec. Director of Information Services/ Special Assistant to the Superintendent

Top five responsibilities

- Supervise and lead the Department of Communications to help accomplish the District's goals and objectives as outlined in the District Annual Action Plan
- Evaluate, implement and manage effective internal and external communication channels to ensure all stakeholders (e.g. district leadership, Board members, parents, community) understand the District's vision, mission, core beliefs, strategic plan, priorities, goals and objectives.
- Respond to media inquiries with accurate information; serve as a district spokesperson as needed; create and reinforce a positive image of the District
- Support schools in their communication efforts and when they respond to crises or events that draw media attention
- Support Superintendent through preparation of oral and written communications, representation at district events, and participation in various committees in order to advance the District's goals and objectives

Performance Metrics

- 50% of the staff agree or strongly agree with the mission of the District as measured by the spring climate survey
- 55% of the staff or community stakeholders agree or strongly agree that the communications and messaging from the District help people understand how the District is successful in meeting its goals
- By May 15, 2017, there will be a 10% increase in readership (page views) of the district website for the 2016-2017 school year (as compared with the 2015-2016 school year)
- By May 15, 2017, there will be a 15% increase in reach (likes/followers/ downloads) of district social media channels which promote positive student, staff, and district news
- By May 15, 2017, there will be a 15% increase in positive stories in media outlets or media publications

Staff satisfaction survey questions

- The mean of statements 43 through 48 on the survey

Correspondence with QSAC indicators

- The Executive Director of Information Services' evaluation has no direct connection to the QSAC indicators. However, her evaluation is most closely tied to the QSAC indicators for Operations.

Assistant Superintendent for School Administration

Top five responsibilities

- Lead campus-based administrators and the school leadership department in the accomplishment of District goals and objectives outlined in the Superintendent's Strategic/Annual Action Plan
- Provide coaching and mentoring for principals to build capacity and to improve the quality of instruction
- Guide the entire school and district system to maintain an intense focus on student academic achievement; filter requests and demands on principals from other departments and shield schools from non-instructional tasks
- Establish and sustain a high performance culture in the schools and district; monitor and hold accountable the schools for continuous improvement
- Provide resources and support for schools in order to meet goals and raise student achievement

Performance Metrics

(Cozart)

- The District will increase the graduation rate by at least 2% for the 2016-2017 school year [measured using the students who walk (graduate) in June]
- The quality of instructional feedback improves in 80% of the schools as measured by an instructional feedback rubric

(Warren and Diodonet)

- Assistant Superintendents for School Administration spend 50% of their time in schools or coaching, or developing principals
- The quality of instructional feedback improves in 80% of the schools as measured by an instructional feedback rubric

Staff satisfaction survey questions

- The mean of statements 30-36 and 69-73 on the survey (all Assistant Superintendents of School Administration)
- The mean of statements 37 and 64-68 on the survey (Assistant Superintendent of School Administration Secondary only)

Correspondence with QSAC indicators

- As a senior administrator working with all of the departments and Cabinet members, the Assistant Superintendents' responsibilities intersect all of the QSAC indicators.
- Specifically, the Assistant Superintendents' evaluations are directly tied to DPR Instruction and Program Indicators 1 through 20.
- Assistant Superintendents' evaluations are also tied to the following QSAC indicators:
 - DPR Operations indicators 1, 3, 4, 5, 8, 9, 12, 13, 14, 15 and 16
 - Work in Partnership with departments responsible for DPR Operations indicators 1 through 20

Executive Director of Principal Evaluation and Coaching

Top five responsibilities

- Coach, monitor, and evaluate principals to build capacity and to improve the quality of instruction
- Conduct building and classroom visitations to coach principals and assess education and operational effectiveness
- Provide resources and support for schools in order to meet goals and raise student achievement
- Establish and sustain a high performance culture in the schools; monitor and hold accountable the schools for continuous improvement
- Conduct and coordinate in-service training and professional development for principals and teachers to address areas of need and to support the accomplishment of goals outlined in the District action plan

Performance Metrics

- 55% of the staff agree or strongly agree with the direction of the District as measured by the spring climate survey
- Principals are more effective as measured by the principal evaluation system and the increase in effectiveness is matched by an increase in student achievement
- The quality of instructional feedback improves in 80% of the schools as measured by an instructional feedback rubric (see Appendix F)
- Executive Directors for Principal Evaluation and Coaching spend 70% of their time in schools or coaching or developing principals and/or teachers
- Teacher evaluations become more differentiated [set goals based on 2015-2016 baseline]
- All teacher non-renewal cases that go before arbitration have appropriate and adequate documentation as assessed by the legal team

Staff satisfaction survey questions

- The mean of statements 30 – 36 and 69-73 on the survey
- The mean of statements 37 and 64-68 (secondary only)

Correspondence with QSAC indicators

- The Executive Directors' evaluations are directly tied to DPR Instruction and Program Indicators 1 through 20.
- Their evaluations are also tied to the following QSAC indicators:
 - DPR Operations indicators 1, 3, 5, 9, 12, 13, 14, 15, 17, 19, and 20

Chief Human Capital Officer

Top five responsibilities

- Develop district-wide talent management strategies to support the goals and objectives as outlined in the District's Annual Action Plan
- Communicate and work with principals and central office leaders to ensure schools and departments are staffed with top talent
- Oversee and lead staff to ensure effective and efficient operations of Human Capital functions, including recruitment and selection, staffing, and employee services
- Manage evaluations for non-certified staff
- Oversee, coordinate and manage historical and demographic data for all district staff inclusive of all components of the Edumet system and all data for staff NJSMART uploads

Performance Metrics

- 100% of internal teacher transfers will be completed by August 1, 2017 (exception: internal school building reorganizations)
- The average daily substitute fill rate (via Aesop) will be greater than 85%
- Open school on September 1, 2017 with no teacher vacancies
- The Human Capital Resources Data (Edumet) is 100% accurate and can be used in school staffing verification within 72 hours after the Personnel Transaction Form is presented on the monthly Board agenda and is approved by the Paterson Board of Education
- The average number of days to fill a classroom teacher vacancy after the start of the year will be less than 15 school days after the closing of the posting period (it is understood that the employee may not commence his/her new position until approved by the Paterson Board of Education)

Staff satisfaction survey questions

- The mean of statements 12 through 16 on the survey

Correspondence with QSAC indicators

- The Chief Human Capital Officer's evaluation is most closely tied to the following QSAC indicators:
 - DPR Personnel indicators 1 through 5
 - DPR Operations indicator 2

Assistant Superintendent for Academic Services and Special Programs

Top five responsibilities

- Oversee and support the implementation and execution of all instructional programs in the district
- Support school leaders and teachers in improving the quality of instruction and programs in the district
- Monitor and assess the effectiveness of the academic services and special programs
- Work with Assistant Superintendents and Executive Directors to provide professional development inclusive of instructional strategies to enhance academic services and special programs
- Support principals and school personnel with procedures and strategies when they are presented with special circumstances that arise within departments under her purview (non-special education students).

Performance Metrics

- PARCC Performance (passing rate) in priority schools (elementary) will improve by 10% in Language Arts Grade 3-8
- PARCC Performance (passing rate) in priority schools (elementary) will improve by 10% in Mathematics Grade 3-8
- K-8 English Language Learners will receive at least 90 minutes a day for English Language Acquisition inclusive of content area instruction at Newcomer and Magnet Schools
- Complete alignment and receive Board approval for 100% of the Curriculum Guides by January 2017
- The score for the District Performance Review for Instruction and Program will increase to 80% (utilizing the DOE approved equivalency process) in the 2016-2017 school year

Staff satisfaction survey questions

- The mean of statements 17-24, 30 and 31 on the survey

Correspondence with QSAC indicators

- The Assistant Superintendent for Academic Services and Special Program's evaluation is most closely tied to the following QSAC indicators:
 - DPR Instruction and Program indicators 1 through 7 and 9 through 20
 - DPR Operations indicators 1, 10-14 and 16-18

Chief Data and Accountability Officer

Top five responsibilities

- Oversees and manages the District's plan to meet QSAC indicators which apply to the Data and Accountability Office
- Oversees and manages the District's State Accountability reporting which apply to the Data and Accountability Office
- Oversees the district-wide student assessment program to include administration of state and federal mandated tests with associated training and quality control to ensure fidelity of implementation
- Provides data analysis and reporting; designs data-collection strategies; collects and/or assembles data; identifies and applies appropriate statistical analysis; produces graphical, tabular and narrative summaries of data and statistical analysis; writes reports and executive summaries of findings
- Oversees and manages the Student Information System and works with other district departments and schools to maximize the accuracy of the data contained
- Coordinates and manages the certificated staff evaluation services for District and schools

Performance Metrics

- All mandated State collections and data uploads to NJSMART are submitted within the timeline provided by the State and with 100% accuracy (specifically, the submission on 21 November 2016)
- Of the students who took the PARCC assessment, 95% of the students (unique students) are properly coded and the students are properly assigned to the appropriate teacher or principal
- All schools have student, teacher, and school data, analyses of those data, and general charts and graphs within three weeks of the time the data are received from the State.
- All school leaders receive at least three differentiated professional development on the analysis and use of achievement data during the 2016-17 school year

Staff satisfaction survey questions

- The mean of statements 25-29 on the survey

Correspondence with QSAC indicators

- As the Cabinet member responsible for data and accountability, the Chief Data and Accountability Officer's evaluation intersects all of the QSAC indicators.
- For the 2016-2017 school year, the Chief Data and Accountability Officer's evaluation is tied to the QSAC indicators that will help meet state accountability requirements: QSAC indicators for Instruction and Program (indicators 1, 2, 3a-3h, 4a-4h, 6, 8 through 12, 17a and 17b) and Operations (indicator 2)

Chief Reform and Innovation Officer

Top five responsibilities

- Supports the transportation department and assures punctuality and good service
- Guide the development and implementation of reform and innovative school and district improvement initiatives that are aligned with the district's strategic plan
- Oversee the restructuring of district schools, when applicable
- Coordinate the planning and development of academy, magnet, and other innovative programs by directors and supervisors
- Submit grant applications, program plans, relevant corrective action plans, and staff performance reports on time and in accordance with statute, regulation, and board policy

Performance Metrics

- The top innovative practice or initiative (identify) is tied to the District's action plan and has been instrumental in improving student achievement or improving the quality of instruction
- Specific reform initiatives are identified and 80% of the affected principals agree or strongly agree that the initiatives are helping to either improve the quality of instruction or improve student achievement
- The District adopts an effective strategic plan to reform district systems and practices and 70% of the Cabinet members and principals agree or strongly agree with the plan overall
- The District receives 20% more in grant monies over the 2015-2016 school year
- Transportation department reduces delays by 5%

Staff satisfaction survey questions

- The mean of statements 55-58 and 36 on the survey

Correspondence with QSAC indicators

- The Chief Reform and Innovation Officer's evaluation has no direct connection to the QSAC indicators. However, his evaluation is most closely tied to the QSAC indicators for Instruction and Program.

General Counsel

Top five responsibilities

- Provide sound legal advice to the Superintendent of Schools, and such other employees of the district as directed by the Superintendent
- Provide representations to the school district in administrative hearings, arbitration cases and litigation matters
- Represent the District in disputes with vendors, real estate matters, commercial matters, employment cases, and discrimination claims
- Review and draft legal documents necessary for the District's operation
- Attend Board meetings and provide legal advice to Board members on agenda items

Performance Metrics

- Principals are trained and guided in the preparation of teacher corrective action plans and arbitration documents
- Outside legal fees decrease by 10% in the 2016-2017 school year
- 95% of witnesses are properly prepped for arbitration
- District contracts with vendors, outside organizations, or non-district persons are completed on average within four weeks
- The District does not settle and wins 95% of the cases for teacher non-renewal based on performance

Staff satisfaction survey questions

- The mean of all of the statements on the survey

Correspondence with QSAC indicators

- The Legal Counsel's evaluation has no direct connection to the QSAC indicators.

Appendix E: Principal Supervisor Rubric

Principal Supervisor Rubric



May 2016

Coaches effectively

Ineffective		Partially Effective		Effective		Highly Effective	
0	1	2	3	4	5	6	
The ED is unclear about the principals' strengths and areas for improvement. Her coaching creates a "gotcha" atmosphere and there is little trust in the coaching relationship. Written or oral feedback is neither clear nor specific. Much of the feedback is provided in a way that seems compliance driven instead of supportive. The ED is often too directive and prescribes actions for the principal to take. The ED lacks follow through and does not follow-up with principals on action steps (derived by the principal) during subsequent coaching visits. Few practices or behaviors change as a result of the coaching.		The ED assesses general principal strengths and areas for improvement. The ED builds trust with each principal in the coaching relationship. Written or oral feedback, however, is neither clear nor specific. Much of the feedback is provided in a way that seems compliance driven instead of supportive. The ED is often too directive and prescribes actions for the principal to take. The ED models leadership and appropriate behavior when needed. The ED lacks follow through and does not follow-up with principals on action steps (derived by the principal) during subsequent coaching visits. Few practices or behaviors change as a result of the coaching.		The ED assesses specific principal strengths and areas for improvement. The ED builds trust with each principal in the coaching relationship. Written or oral feedback is clear, specific, and provided in ways that support growth and inspires principals to do their best work. The ED is rarely directive and provides a great deal of autonomy for the principal to achieve goals the way he sees fit. The ED models leadership and appropriate behavior when needed. The ED follows-up with principals on action steps (derived by the principal) during subsequent coaching visits to establish an accountable coaching relationship. Principals change practice and behaviors and improve as a result of ED coaching.		The ED assesses specific principal strengths and areas for improvement. The ED builds trust with each principal in the coaching relationship. Written or oral feedback is clear, specific, and provided in ways that support growth and inspires principals to do their best work. The manner of delivery is differentiated to take into account the principal's personality inventory. The ED is rarely directive and provides a great deal of autonomy for the principal to achieve goals the way he sees fit. The ED models leadership and appropriate behavior when needed. The ED follows-up with principals on action steps (derived by the principal) during subsequent coaching visits to establish an accountable coaching relationship. Principals actively seek out the ED for advice and guidance. Principals change practice and adopt new high-leverage leadership behaviors and habits as a result of ED coaching. The ED learns from and shares with other EDs in order to continually improve coaching for one's own group of principals as well as others in the district.	

Provides effective professional development

Ineffective		Partially Effective		Effective		Highly Effective	
0	1	2	3	4	5	6	
The ED provides professional development in a reactive way or based on compliance factors. There is little attempt to use professional development to grow capacity or to align it with a continuous improvement model. The ED conducts mostly group PD with professional development tied to the general needs of the District. The ED monitors growth plans as required. Most principals do not find the PD valuable. Principal capacity remains low.		The ED provides a principal with general knowledge of the principal's strengths and areas for improvement. However, she does not try to understand the principal's personal goals and interests. She requires the development of annual goals and a growth plan. The ED conducts mostly group PD with professional development tied to the general needs of the District. The ED monitors growth plans as required. Most principals do not find the PD valuable. Principal capacity remains low.		The ED provides a principal with specific knowledge of the principal's strengths and areas for improvement (using the principal performance rubric, past evaluations, observations, and the principal's self-assessment). She works with the principal to understand the principal's personal goals and interests and then guides the development of goals and a growth plan. The ED combines group PD with professional development tailored to the individual needs of each principal. The ED monitors growth plans and holds discussions with principals about their progress. Principals find the PD valuable. Almost all principals increase their capacity in accordance with the needs identified.		The ED provides a principal with specific knowledge of the principal's strengths and areas for improvement (using the principal performance rubric, past evaluations, observations, and the principal's self-assessment). She works with the principal to understand the principal's personal goals and interests and then guides the development of goals and a growth plan. The ED combines group PD with professional development tailored to the individual needs of each principal. The ED monitors growth plans and adjusts supports if necessary. Principals find the PD valuable and important for their growth as instructional leaders. The ED coaches proficient principals to higher levels of performance and provides them with leadership opportunities. Almost all principals increase their capacity in accordance with the needs identified.	

Reinforces understanding of what great teaching looks like

Ineffective		Partially Effective		Effective		Highly Effective	
0	1	2	3	4	5	6	
The ED does not help principals understand the instructional philosophy of the district. He assumes principals understand the key characteristics of high quality instruction and effective teaching. His coaching in this area is vague or ineffective. The ED has difficulty outlining specific actions that should be taken to ensure “good, first instruction.” He has difficulty helping principals maintain focus on the quality of instruction. He does not hold principals accountable for the continuous improvement of instruction. He ensures principals understand the instructional expectations outlined in the teacher evaluation instrument. However, he is unable to help principals assess teachers effectively and fairly.		The ED does not help principals understand the instructional philosophy of the district. He works with and coaches principals on the key characteristics of high quality instruction and effective teaching. However, his coaching in this area is vague or ineffective. The ED has difficulty outlining specific actions that should be taken to ensure “good, first instruction.” The ED has difficulty helping principals maintain focus on the quality of instruction. He does not hold principals accountable for the continuous improvement of instruction. He ensures principals understand the instructional expectations outlined in the teacher evaluation instrument. However, he is unable to help principals assess teachers effectively and fairly.		The ED helps principals understand the instructional philosophy of the district. He calibrates with and coaches principals on the key characteristics of high quality instruction and effective teaching. The ED ensures principals recognize “good, first instruction” and that next steps for developing it are effective. The ED helps principals maintain focus on the quality of instruction and holds principals accountable for the continuous improvement of instruction. He ensures principals understand the instructional expectations outlined in the teacher evaluation instrument and are able to assess teachers effectively and fairly. The ED helps principals visualize highly effective teaching with visits to other schools.		The ED helps principals understand the instructional philosophy of the district. He calibrates with and coaches principals on the key characteristics of high quality instruction and effective teaching. The ED ensures principals recognize “good, first instruction” and that next steps for developing it are effective. The ED helps maintain focus on the quality of instruction and holds principals accountable for the continuous improvement of instruction. He ensures principals understand the instructional expectations outlined in the teacher evaluation instrument and are able to assess teachers effectively and fairly. The ED supports and holds principals accountable for establishing a vision of excellence for teaching and learning among their admin team and teachers. In multiple ways, the ED helps principals visualize highly effective teaching through the use of models and exemplars (videos, classroom visits to other schools, webinars).	

Supports a culture of instructional feedback

Ineffective		Partially Effective		Effective		Highly Effective	
0	1	2	3	4	5	6	
The ED does not train principals on how to provide instructional feedback. His feedback to principals is infrequent or inconsistent. The ED conducts walkthroughs with principals, but those walkthrough do not result in a common understanding of the quality of instruction and the type of feedback that should be provided. The ED does not ensure principals conduct the requisite number of spot observations or he checks only for compliance. The culture is not one of continuous improvement and feedback is generally not appreciated; feedback is not provided in a way that helps teachers grow and improve the quality of instruction.		The ED trains principals on how to provide instructional feedback. His feedback to principals is infrequent or inconsistent. The ED conducts walkthroughs with principals, but those walkthrough do not result in a common understanding of the quality of instruction and the type of feedback that should be provided. The ED ensures principals conduct the requisite number of spot observations for the teaching staff. The culture is not one of continuous improvement and feedback is generally not appreciated; feedback is not provided in a way that helps teachers grow and improve the quality of instruction.		The ED trains principals on how to provide effective instructional feedback and, using a rubric, helps principals understand the key components of effective feedback. He provides consistent feedback to principals to help them improve in this area. The ED conducts walkthroughs with principals to ensure common understanding of the quality of instruction and the type of feedback that should be provided. The ED ensures principals conduct the requisite number of spot observations for the teaching staff. The culture is one of continuous improvement and one in which feedback is generally appreciated; feedback is provided in a way that helps teachers grow and improve the quality of instruction.		The ED trains principals on how to provide effective instructional feedback and, using a rubric, helps principals understand the key components of effective feedback. He models how to provide effective feedback and provides consistent feedback to principals to help them improve in this area. The ED conducts walkthroughs with principals to ensure common understanding of the quality of instruction and the type of feedback that should be provided. He observes and coaches principals as they provide oral feedback to teachers. The ED ensures principals conduct the requisite number of spot observations for the teaching staff. The culture is one of continuous improvement and one in which feedback is appreciated; feedback is provided in a way that helps teachers grow and improve the quality of instruction.	

Ensures curricular alignment

Ineffective		Partially Effective		Effective		Highly Effective	
0	1	2	3	4	5	6	
The Executive Director ensures the school's curriculum is standards-based. However, lesson objectives are vague or unavailable and teachers do not require students to demonstrate their learning. Curriculum alignment is an afterthought. The ED does not provide support or resources to help with the alignment of standards, assessment, and instruction. The ED does not assess the degree to which the school curriculum is aligned. Overall, the curriculum is not aligned.		The Executive Director ensures the school's curriculum is standards-based. However, lesson objectives are vague or unavailable and teachers do not require students to demonstrate their learning. The ED supports the principal with resources – curriculum maps, guides, on-line applications, supplemental material, etc. – to support alignment. The ED does not assess the degree to which the school curriculum is aligned. Overall, the curriculum is not aligned.		The Executive Director guides the principal in aligning the curriculum: teachers are clear about what students need to learn and how they will demonstrate their learning. The instruction is standards-based and purposeful. She supports the principal with resources – curriculum maps, guides, on-line applications, supplemental material, etc. – to support alignment. The ED monitors the delivery of instruction and assesses the degree to which the school curriculum is aligned. Most schools show evidence of improvement in curriculum alignment.		The Executive Director guides the principal in aligning the curriculum: teachers are clear about what students need to learn and how they will demonstrate their learning. The instruction is standards-based and purposeful. The ED has a process for ensuring the close alignment of standards, assessments, and instruction. She supports the principal with resources – curriculum maps, guides, on-line applications, supplemental material, etc. – to support alignment. The ED trains and professionally develops principals to grow capacity in this area. The ED monitors the delivery of instruction and assesses the degree to which the school curriculum is aligned. She holds principals accountable for curriculum alignment. As a result, most schools show evidence of improvement in curriculum alignment.	

Establishes a data-driven instructional system

Ineffective		Partially Effective		Effective		Highly Effective	
0	1	2	3	4	5	6	
The ED leaves it to the principals to acquire district-level and school-level data. He does not use data to analyze areas for school improvement and does not ensure principals know how to access teacher and student data. Analysis of school and teacher data is not provided or discussed. The ED does not provide professional development in the use of data to improve instruction. Data is not used to monitor progress or improve instruction. The schools do not focus on outcomes or metrics.		The ED supports principals in accessing district-level and school-level data. He also ensures principals know how to access teacher and student data. Analysis of this data, however, is not provided or discussed. The ED does not provide professional development in the use of data to improve instruction. Data is not used to monitor progress or improve instruction. The schools do not focus on outcomes or metrics.		The ED supports principals in accessing district-level and school-level data. He supports principals in the analysis of data that provide context for the school or teacher data. He ensures principals know how to access data to support teacher growth and also teacher evaluations. The ED professionally develops principals in the use of data to improve instruction and ensures data is used to monitor progress and improve instruction. The ED helps the principals focus on outcomes that are measurable and tied to data.		The ED supports principals in accessing district-level and school-level data. He supports principals in the analysis of data that provide context for the school or teacher data. He ensures principals know how to access data to support teacher growth and also teacher evaluations. The ED professionally develops principals in the use of data to improve instruction and ensures data is used to monitor progress and improve instruction. The ED helps the principals focus on outcomes that are measurable and tied to data. The ED holds principals accountable for having data-driven instruction systems and professional learning communities. In addition, the ED progress monitors data for all schools and takes appropriate action as part of the continuous improvement cycle.	

Helps principals build positive school climates and high performance cultures

Ineffective		Partially Effective		Effective		Highly Effective	
0	1	2	3	4	5	6	
The ED does not expect principals to focus on “philosophy” and does not require principals to reinforce the core values and vision of the District nor follow priorities of the school’s action plan. Discussions about climate and culture are superficial and there are no purposeful steps to develop one a positive school climate and strong culture. The principal receives little support or training for the development of a high performance culture. Expectations are low and there is not a focus on outcomes.		The ED ensures the school reinforces the core values and vision of the District and follows priorities of the school’s action plan. There are discussions about climate and culture, but few purposeful steps to develop one. The principal receives little support or training for the development of a high performance culture. Expectations are low and there is not a focus on outcomes.		The ED develops leaders’ capacity to establish a high-performance culture. He trains and coaches principals on the key aspects of a high performance culture and guides the principal in the development of one. He ensures the school reinforces the core values and vision of the District and follows priorities of the school’s action plan. The ED works with the principal to develop a culture with high expectations for students and staff. The ED helps principals create schools that are focused on outcomes and that are characterized by high accountability and high support.		The ED develops leaders’ capacity to establish a high-performance culture. He trains and coaches principals on the key aspects of a high performance culture and guides the principal in the development of one. The ED assesses the climate and culture of the school and helps the principals develop a plan to create or sustain a positive school climate and a high performance culture. He ensures the school reinforces the core values and vision of the District and follows priorities of the school’s action plan. The ED works with the principal to develop a culture with high expectations for students and staff. The ED helps principals create schools that are focused on outcomes and that are characterized by high accountability and high support. The ED supports the principal in creating conditions and a level of autonomy in which staff members can do their best work.	

Effectively evaluates principals

Ineffective		Partially Effective		Effective		Highly Effective	
0	1	2	3	4	5	6	
The ED does not know the details of the principal evaluation system and does not explain the system to principals. She requires goals and performance metrics at the start of the year, but does not discuss them with the principals or ensure the goals are measurable. Evaluations by the ED are compliance-driven or perfunctory. The ratings are not accurate. The evaluation process does not seem to be designed to help the principals improve. The ED does not monitor progress, provide feedback, or collect objective evidence of the principal's performance throughout the year. She makes infrequent visits to assess the quality of instruction and key system components. The ED completes the evaluations according to district timelines.		The ED understands the principal evaluation system and explains the system to principals. She works with the principal before the start of the school year to establish goals and outline performance metrics. Evaluation by the ED, however, seem compliance-driven or perfunctory. The ratings are not accurate. The evaluation process does not seem to be designed to help the principals improve. The ED does not monitor progress, provide feedback, or collect objective evidence of the principal's performance throughout the year. She makes infrequent visits to assess the quality of instruction and key system components. The ED completes the evaluations according to district timelines.		The ED thoroughly understands the principal evaluation system and explains the system to principals. She works with the principal before the start of the school year to establish goals and outline performance metrics. The ED uses the evaluation instrument and system to help the principal improve and to grow the instructional and leadership capacity of the principal corps. The ED monitors progress, provides feedback, and collects objective evidence of the principal's performance throughout the year. She makes regular visits to assess the quality of instruction and key system components. The ED completes the evaluations according to district processes and timelines. She assigns accurate ratings for the various components of the evaluation.		The ED thoroughly understands the principal evaluation system and explains the system to principals. She works with the principal before the start of the school year to establish goals and outline performance metrics. The ED uses the evaluation instrument and system to help principals improve and grow the instructional and leadership capacity of the principal corps. The ED monitors progress, provides feedback, and collects objective evidence of the principal's performance throughout the year. She makes regular visits to assess the quality of instruction and key system components. The ED completes the evaluations according to district processes and timelines. She assigns accurate ratings for the various components of the evaluation and differentiates the evaluations. The ED engages principals in reflective dialogue in debriefing the evaluation and deciding on next steps. Principals report that their evaluations were conducted in a fair manner.	

Principal Supervision Score

Each area of leadership may receive up to 6 points, for a total rubric score of 48 points. This score is then converted to evaluation points (multiply the rubric score by .521).

Supervision categories	Points
Coaches effectively	
Provides effective professional development	
Reinforces understanding of what great teaching looks like	
Supports a culture of instructional feedback	
Ensures curricular alignment	
Establishes a data-driven instructional system	
Helps principals build positive school climates and high performance cultures	
Effectively evaluates principals	
Total rubric points	
Total evaluation points = Total rubric point x .521	

Ineffective	Partially Effective	Effective	Highly Effective	Exemplary
0 - 8	9 - 12	13 - 17	18 – 21	22 - 25
Comments:				

Appendix F: Instructional Feedback Rubric

School: _____

Name of Principal: _____

	Unsat		Progressing		Proficient		Exemplary	
Benchmark	1	2	3	4	5	6	7	
Establishes a culture of feedback	The administrator explains the concept, goals, and rationale behind instructional feedback. However, she is not purposeful about garnering staff support or understanding.		The administrator takes steps to explain the concept, goals, and rationale behind instructional feedback. The administrator ensures every person in the organization receives feedback, including the leadership team. She follows up with suggested feedback to ensure implementation is conducted.		The administrator takes steps to explain the concept, goals, and rationale behind instructional feedback. She solicits input regarding the type of feedback that is needed to improve instruction. She adjusts the degree of guidance and staff involvement based on the staff's level of experience and the maturity of the feedback processes already in place. The staff understands the role of feedback in improving instruction and welcomes constructive feedback. The administrator develops a process for staff to express concerns and provide input on instructional priorities, school goals, and objectives. She conducts climate surveys to help assess <i>philosophy</i> and receive feedback.			

Instructional Feedback Rubric (cont.)

	Unsat		Progressing		Proficient		Exemplary	
Benchmark	1	2	3	4	5	6	7	
Develops effective and systemic feedback processes	Feedback is tied to the action plan, but it is not focused or the indicators of success are not clear. The feedback process is ad hoc or is focused on compliance rather than improving instructional behavior. Feedback is also tied to pedagogy, but does not incorporate the instructional model.		The administrator focuses feedback on the instructional behavior the school values most. The feedback is tied to instructional priorities and key actions. Instructional feedback is provided in multiple ways – verbally, written, formal, informal, etc. Feedback is based on observable behavior or other objective evidence. The standards and indicators of success are clear to those receiving feedback. All observers use similar criteria for assessing instruction and provide consistent feedback. Feedback is provided regularly or as outlined by the District.		The administrator focuses feedback on the key actions and the instructional behaviors the school values most. Feedback is based on observable behavior or other objective evidence. The standards and indicators of success are clear to those receiving feedback. The administrator ties the feedback process to staff development; she provides <i>coaching</i> and professional development on the practices she is assessing. All observers use similar criteria for assessing instruction and provide consistent feedback. Feedback is provided regularly or as outlined by the District. The frequency of the walkthroughs is differentiated to take into account experience level and proven performance.			
	Unsat		Progressing		Proficient		Exemplary	
Benchmark	1	2	3	4	5	6	7	
Develops feedback in alignment with the school PDP, SIP, and SWP	The administrator provides feedback that is not aligned with the school-wide or school improvement plan. The feedback is not focused and covers too many areas for improvement. Teachers feel overwhelmed or feel that the feedback is disconnected or disjointed.		The feedback is aligned with the school improvement plan or school-wide plan. However, the feedback is not focused and covers too many areas for improvement. Feedback is generally tied to the key instructional focal points that are addressed in the professional development plan. However, the alignment is not strong or teachers feel overwhelmed or feel that the feedback is disconnected or disjointed.		The feedback is aligned with and focused on specific areas for instructional improvement that are outlined in the school improvement plan or school-wide plan. Feedback is tied to the key instructional focal points that are addressed in the professional development plan. Because the feedback is focused on key improvement areas, teachers do not feel overwhelmed and are assessed on the areas in which they are being trained.			

Instructional Feedback Rubric (cont.)

	Unsat		Progressing		Proficient		Exemplary	
Benchmark	1	2	3	4	5	6	7	
Delivers feedback constructively and professionally	Instructional feedback is vague or unclear. Staff members do not know how to use the feedback to improve. The administrator only comments on negative aspects of the staff member’s performance. Feedback is perfunctory.		The administrator provides positive comments to reinforce good instruction or practices, questions or comments that invite reflection, and helpful suggestions for improvement. Written or oral feedback is given in a way that is constructive and respectful. Feedback is also clear, specific, and provided in a way that will help improve instructional behavior. Comments focus on instructional behaviors and practices and the impact they have on student proficiency. More significant concerns are addressed face-to-face.			The administrator provides positive comments to reinforce good instruction or practices, questions or comments that invite reflection, and helpful suggestions for improvement. Written feedback is given in a way that is constructive and respectful. Feedback is also clear, specific, and provided in a way that will help improve instructional behavior.		
	Unsat		Progressing		Proficient		Exemplary	
Benchmark	1	2	3	4	5	6	7	
Uses feedback data to improve school effectiveness	The administrator collects data from “media X.” However, the data are not used to adjust professional development. Data are analyzed in a cursory way. Observation data are not shared with the staff.		The administrator collects data from media X. The data are easy to record and analyzed by the SCIP. Instructional feedback data are shared with the staff. The leadership team analyzes the data and uses the data to determine professional learning needs.			The administrator collects data from media X. The leadership team analyzes the data and uses the data to determine professional learning needs. Feedback data are shared with the staff. The staff analyzes the data and helps develop additional professional development and coaching strategies.		