

RECOMMENDED SUPERINTENDENT EVALUATION PROCESS & INSTRUMENT

Updated February 2025

SUPERINTENDENT EVALUATION PROCESS

The Superintendent of the Charleston County School District (CCSD) is critical to the success, innovation and growth of schools that prepare students for their future. We know that continuous growth and development of the Superintendent and the District is essential to achieve the responsibilities of Educational Leadership, District Management, and Board and Community Relationships. The Board of Trustees (Trustees) for CCSD looks forward to meeting with the Superintendent to reflect on the successes and needs for the district to create and maintain a thriving learning community.

Evaluating the Superintendent's performance is one of the school board's most important responsibilities. It is a multi-step process that the Trustees and Superintendent navigate together. It requires collaboration and open two-way communications. An effective, successful evaluation process provides useful feedback for clear accountability for the Superintendent and the Trustees.

STEP 1. Board Workshop/Retreat/Meeting

The Superintendent and team conduct a "State of the District" meeting for the Trustees after the achievement data for the schools is unencumbered and before the evaluation. The meeting is a report of the district's accomplishments, progress towards the goals and challenges throughout the previous year.

STEP 2. Ratings of Superintendence Performance Standards

The Trustees will use the approved Superintendent Evaluation Instrument. It consists of three Focus Areas reflecting the professional standards and responsibilities of a superintendent.

- Focus I. Educational Leadership Responsibilities
- Focus II. District Management Responsibilities
- Focus III. Board and Community Responsibilities

Each Focus Area is comprised of Goals and Indicators that provide greater specification for the duties of the Superintendent.

Each Trustee will receive a hard copy of the Evaluation Instrument and independently score the Indicators for each of the Goals within a Focus Area. The Indicators for each Goal suggest objective measures for considering satisfactory performance of the Goal. Trustees will consider evidence provided by the Superintendent when rating the Indicators.

The scoring guide for each Goal and its Indicators use the following 3 levels:

- 1- Not met: no evidence of implementation or progress. **If a board member chooses a rating of 1 - Not met for any indicator, they are required to provide a comment that explains their rating.**
- 2- Some progress: emerging evidence of implementation and progress
- 3- Met: evidence of effective implementation and progress.

The expectations described for each Indicator represent an aspirational vision or high standard of performance. Further, full implementation of many programs typically takes years to achieve. Thus, a score of 2 indicates satisfactory performance while a score of 3 indicates exemplary performance. A board member may choose to skip (not rate) an indicator if they do not feel they have adequate knowledge to rate the specific indicator. This would not impact calculations, as an average would be calculated based on the number of responses.

To promote a shared vision throughout CCSD, the Superintendent Evaluation Instrument has been designed to align as much as possible with school renewal plans/the district strategic plan (see more information in [this document](#) about school goals), the state accountability system, areas in need of substantial improvement in CCSD, and focal areas of current CCSD critical initiatives. The scoring system also aligns with the principal evaluation system (PADEPP). Alignment of the superintendent evaluation instrument with the PADEPP system of scoring and overall evaluation descriptors (including the three level) ensures consistent language and expectation of school and district leaders.

The conversion of total points earned to the Overall Evaluation Descriptor (*Needs Improvement, Proficient, Exemplary*) is as follows:

Conversion of Total Points Earned to Overall Evaluation Descriptor
11 - 17 total points earned: Needs Improvement Overall Evaluation
18 - 25 total points earned: Proficient Overall Evaluation
26 - 33 total points earned: Exemplary Overall Evaluation

STEP 3. School Board Process

A printed Superintendent Evaluation Instrument will be provided to each Trustee in which fields based on predetermined data measures will be prefilled including Indicators I.B.3, I.B.5., I.B.6, I.D.1, I.D.2, I.D.3, I.D.4, I.D.5, I.E.1., I.E.2, I.E.3, I.E.4, I.E.5, I.F.1, I.F.2, I.F.3, and II.C.6. Trustees will each submit the hard copy of their completed Evaluation Instrument and tally sheet in a sealed manilla envelope to the Evaluation Team no later than 4 pm on the Friday before the 4th Board Meeting in November to 75 Calhoun St. The Evaluation Team will compile the ratings into a composite score for each Goal, compile the comments, and summarize the results into one comprehensive Overall Evaluation Descriptor. A spreadsheet template that includes formulas that will be used to compute indicator averages, goal subtotals and averages, and the overall evaluation score is available [here](#). Conventional rounding rules will be applied when the Total Overall Evaluation Score is computed and converted to the Overall Evaluation Descriptor.

STEP 4. Executive Session

Trustees will meet in Executive Session at a special called meeting. During Executive Session, each Trustee will receive a summary of the numerical scores and the comments. The Evaluation Team will review the comprehensive evaluation and the conversion to the overall score.

Trustees, with the help of the Attorney, and an appointment from the Office of Accountability, will write the Evaluation Report as a unified message to share with the Superintendent and the Public. The report includes the final rating, highlights of accolades and constructive feedback, and the board's goals for the Superintendent.

STEP 5. Evaluation Conference

Trustees will meet in Executive Session with the Superintendent to discuss the Evaluation Report. The Superintendent will be presented with the final summary from the full board, not individual evaluations.

STEP 6. Evaluation Conclusion

Following the Evaluation Conference, the Superintendent will have 5 business days before the summary of the Evaluation Report is released to the public in open session. The board speaks with one voice in its evaluation of the superintendent.

STEP 7. Evaluation Check-Ins

The Superintendent will make regular updates to the Trustees to report progress toward meeting the Goals and Indicators and to provide feedback on any concerns that they may have. Periodic updates allow the Superintendent to seek further guidance and support from the Trustees, provide further clarification about the progress needed to meet targets, and make mid-year corrections on the path to achieving the Goals and Indicators in the Evaluation Instrument.

Evaluation check-ins are scheduled at the Superintendent's discretion but will be conducted every 3 months (quarterly) during a regular meeting of the board.

Resources include:

- Contributors: Superintendent Anita Huggins, Dr. Joanna Gilmore, Ms. Buffy A. Roberts, and AdHoc Committee: Dr. Carol Tempel and Ms. Pamela McKinney.
- CCSD Supporting Resources: CCSD Board Goals and Guardrails, CCSD Strategic Plan, CCSD Policies CBD & CBI
- External Resources:
 - AASA, The School Superintendents Association
 - Collins, Collins & Blaha (no date). Superintendent Evaluation. Retrieved from https://www.madisondistrict.org/downloads/transparency/superintendent_evaluation_tool.pdf
 - Garland Independent School District. (2019). Superintendent Evaluation Instrument. Retrieved from <https://garlandisd.net/media/9968/download?inline>
 - Greenville County School Board (no date). Superintendent Evaluation. Retrieved from [https://go.boarddocs.com/sc/greenville/Board.nsf/files/BRPMHC597EEB/\\$file/Supt.%20Eval.%20Rubric.pdf](https://go.boarddocs.com/sc/greenville/Board.nsf/files/BRPMHC597EEB/$file/Supt.%20Eval.%20Rubric.pdf)
 - Lexington School District 1 Superintendent Evaluation Process, Adopted August 17, 2021
 - Michigan Association of School Boards. (2016). Superintendent Evaluation. Retrieved from <https://dashboard.eidexinsights.com/UblyCommunitySchools/Files/Educator%20Evaluation%20Systems%20Postings%20and%20Assurances/Superintendent%20Evaluation%20Instrument.pdf>
 - Massachusetts Department of Elementary and Secondary Education. (2019). Superintendent and District Administrator Rubric. Retrieved from https://www.doe.mass.edu/edeval/model/partiii_appxa.pdf
 - Minnesota Association of School Administrators. (2020). A Goals- and Standards-Based Superintendent Evaluation. Retrieved from <https://mnmsba.org/wp-content/uploads/2021/10/SuptEvalResourceGuide.pdf>
 - New York State School Boards Association. (2017). Superintendent Evaluation. Retrieved from https://www.nyssba.org/clientuploads/nyssba_pdf/supt-eval-writeable-12082017.pdf

- Ohio Department of Education (2009). Ohio Superintendent Evaluation System. Retrieved from <https://dam.assets.ohio.gov/image/upload/sboe.ohio.gov/Educator-Evaluations/superintendent/reducODE2009-SES-FULLv3.pdf>
- Public Schools of North Carolina. (2010). North Carolina Superintendent Evaluation Process. Retrieved from <https://thomasville.schoolboard.net/sites/nc.thomasville.schoolboard.net/files/Superintendent%20Fillable%20Evaluation%20Rubric.pdf>
- Texas TASB (1995-2024). How to Do Superintendent Evaluations. Retrieved from <https://www.tasb.org/resources/superintendent-evaluations>

Timeline for 2025:

November 10: State of the Schools presented at the COW or other venue
 November 17: Trustees receive the Evaluation Instrument
 November 21: Trustees return the Evaluation Instrument to the Evaluation Team
 December 1: Special called meeting to discuss the Superintendent's evaluation
 December 8: Release a summary of the Evaluation Report to the Public

SUPERINTENDENT EVALUATION INSTRUMENT

This instrument evaluates the superintendent based on both inputs and outputs including formative and summative outcomes. 11 goals were developed that cover 47 indicators which are outlined in this document. For each indicator, a scoring rubric is provided in order to quantify the extent to which the goal was achieved. For indicators based on collected data, baseline and annual targets are provided.

CCSD

Overall Evaluation Scorecard

Focus/Goal/Indicator	COMPLETE Points Earned Out of Points Possible	ODD Indicators	EVEN Indicators	Comments A comment is REQUIRED for any indicator with a rating of 1- Not met
Focus I: Educational Leadership Responsibilities				
Goal I.A.: Curriculum & Instruction				
Indicator I.A.1 Curriculum	___ out of 3	___ out of 3		
Indicator I.A.2. Instructional Delivery	___ out of 3		___ out of 3	
Indicator I.A.3. Assessment	___ out of 3	___ out of 3		
Indicator I.A.4. Learner-Centered Engagement	___ out of 3		___ out of 3	
<i>Goal I.A. Subtotal:</i>	___ out of 12	___ out of 6	___ out of 6	
Goal I.B.: School Climate & Student Engagement				
I.B.1: Staff Communication	___ out of 3	___ out of 3		
I.B.2: Student Behavior	___ out of 3		___ out of 3	
I.B.3: Student Satisfaction with the Social & Physical Environment	___ out of 3	___ out of 3		
I.B.4. Attendance Policy	___ out of 3		___ out of 3	
I.B.5. Attendance Rate	___ out of 3	___ out of 3		
I.B.6. Chronic Absenteeism	___ out of 3		___ out of 3	
<i>Goal I.B. Subtotal:</i>	___ out of 18	___ out of 9	___ out of 9	
Goal I.C.: Planning & Continuous Improvement				
I.C.1: Goal Development	___ out of 3	___ out of 3		
I.C.2: Strategic Plan Implementation	___ out of 3		___ out of 3	
I.C.3. Progress Monitoring	___ out of 3	___ out of 3		
<i>Goal I.C. Subtotal:</i>	___ out of 9	___ out of 6	___ out of 3	
Goal I.D.: Academic Leadership in Literacy				
I.D.1: SC READY ELA Achievement	___ out of 3	___ out of 3	___ out of 3	
I.D.2: EOCEP English II Achievement	___ out of 3	___ out of 3	___ out of 3	

I.D.3: SC READY Reading Growth	___ out of 3	___ out of 3	___ out of 3	
I.D.4: iREADY Reading Growth	___ out of 3	___ out of 3	___ out of 3	
I.D.5: MAP Reading Growth	___ out of 3	___ out of 3	___ out of 3	
<i>Goal I.D. Subtotal:</i>	___ out of 15	___ out of 15	___ out of 15	
Goal I.E.: Academic Leadership in Numeracy				
I.E.1: SC READY Math Achievement	___ out of 3	___ out of 3	___ out of 3	
I.E.2: EOCEP Algebra I Achievement	___ out of 3	___ out of 3	___ out of 3	
I.E.3: SC READY Math Growth	___ out of 3	___ out of 3	___ out of 3	
I.E.4: iREADY Math Growth	___ out of 3	___ out of 3	___ out of 3	
I.E.5: MAP Math Growth	___ out of 3	___ out of 3	___ out of 3	
<i>Goal I.E. Subtotal:</i>	___ out of 15	___ out of 15	___ out of 15	
Goal I.F.: Graduation Rate & College or Career Readiness				
I.F.1: Progress Toward Graduation	___ out of 3	___ out of 3	___ out of 3	
I.F.2: Graduation Rate	___ out of 3	___ out of 3	___ out of 3	
I.F.3: College & Career Readiness	___ out of 3	___ out of 3	___ out of 3	
<i>Goal I.F. Subtotal:</i>	___ out of 9	___ out of 9	___ out of 9	
Focus II: District Management Responsibilities				
Goal II.A.: Facilities & Operations Management				
II.A.1: Facilities & Operations	___ out of 3	___ out of 3		
II.A.2: Safety & Risk Management	___ out of 3		___ out of 3	
II.A.3: Information Technology	___ out of 3	___ out of 3		
II.A.4: Transportation	___ out of 3		___ out of 3	
II.A.5: Nutrition Services	___ out of 3	___ out of 3		
II.A.6: Nursing Services	___ out of 3		___ out of 3	
<i>Goal II.A. Subtotal:</i>	___ out of 18	___ out of 9	___ out of 9	
Goal II.B.: Fiscal Management				
II.B.1: Budget & Expenditures	___ out of 3	___ out of 3		
II.B.2 Monitoring & Communication	___ out of 3		___ out of 3	
<i>Goal II.B. Subtotal:</i>	___ out of 6	___ out of 3	___ out of 3	

Goal II.C.: Human Resources Management				
II.C.1: Recruitment Strategies	___ out of 3	___ out of 3		
II.C.2: Teacher Quality	___ out of 3		___ out of 3	
II.C.3: Administrator Quality	___ out of 3	___ out of 3		
II.C.4: Performance Evaluation	___ out of 3		___ out of 3	
II.C.5: Staff Professional Development	___ out of 3	___ out of 3		
II.C.6: Teacher Retention	___ out of 3		___ out of 3	
II.C.7: Superintendent Professional Development	___ out of 3	___ out of 3		
<i>Goal II.C. Subtotal:</i>	___ out of 21	___ out of 12	___ out of 9	
Focus III: Board and Community Relationships				
Goal III.A.: Board Relations				
III.A.1: Communication & Collaboration	___ out of 3	___ out of 3		
III.A.2: Policy & Governance	___ out of 3		___ out of 3	
III.A.3: Board Engagement	___ out of 3	___ out of 3		
<i>Goal III. A. Subtotal:</i>	___ out of 9	___ out of 6	___ out of 3	
Goal III.B.: Community Relations				
III.B.1: Student & Parent Engagement	___ out of 3	___ out of 3		
III.B.2: Responsiveness & Transparency	___ out of 3		___ out of 3	
III.B.3: Mobilizing Community Resources	___ out of 3	___ out of 3		
<i>Goal III.B. Subtotal:</i>	___ out of 9	___ out of 6	___ out of 3	

Note. In the following rubrics, **tan highlighted text** indicates annual targets or examples of ongoing initiatives that will/may be updated each year.

Focus I. Educational Leadership Responsibilities

The superintendent communicates a clear vision and mission of excellence and provides leadership and direction for continuous improvement consistent with the district's goals, guardrails, and strategic plan.

Goal I.A. Curriculum & Instruction. *Ensure an aligned, evidence-based curriculum that involves quality instruction and high expectations for all learners.*

The superintendent shall ensure a comprehensive PK-12 curriculum and delivery of effective instruction through provision of supports (e.g., instructional materials and resources, instructional observation system, instructional coaching, PLCs). The superintendent ensures high expectations for students (through a focus on active learning/engagement strategies for learning, students meeting typical and stretch growth goals, reconfiguration of alternative programs to better support students academically, increasing access to Centers for Advanced Studies [CASs] and rigorous coursework, development and implementation of a Multilingual Learner curriculum).

Scoring Rubric

Indicator	Description of Exemplary Performance	Sources of Evidence Documenting Effectiveness/Data Sources	Rating
Curriculum			
I.A.1: Curriculum	Ensures a rigorous curriculum is in place, aligned across the grade levels, in compliance with state standards, and accessible. Promotes a shared understanding of the curriculum and its use.	• Scope and Sequence • Curriculum Planning and Pacing Documents • Curriculum & Supports for Multilingual Learner	1- not met 2- some progress 3 - met
Instruction			
I.A.2. Instructional Delivery	Establishes a common vision of high-quality instruction and provides support to ensure all instructional staff collaboratively plan, adapt as needed, and employ effective, evidence-based instructional strategies, aligned with state standards. Technology is used to enhance teaching and learning. Prepares principals to conduct effective classroom observations that improve teaching.	• Implementation of a Tiered System of Coaching Support • Implementation of Professional Learning Communities across CCSD schools • Implementation & Monitoring of a classroom walkthrough tool (SC LEAD) • Implementation of Listening Circles, affinity circles, restorative practices/conference, and intensive school coaching	1- not met 2- some progress 3 - met
I.A.3. Assessment	Student learning is routinely assessed (progress monitoring), using a variety of formative and summative assessments, and used to drive instruction. Models the use of assessment		1- not met 2- some progress 3 - met

	data to drive policy and practice.		
I.A.4. Learner-Centered Engagement	Ensures principals are identifying and promoting instruction that is personalized to engage all learners. High expectations are established for all learners. Ensures a focus on stretch goals and acceleration rather than remediation.	Schedule maximizes instructional time. Interventions do not disrupt grade-level core learning.	1- not met 2- some progress 3 - met

Goal I.B.: School Climate & Student Engagement. *Create a learning environment that actively engages students in the learning process and supports their social and emotional development.*

The superintendent shall ensure a positive teaching and learning environment across all CCSD schools and equitable treatment for students. When students feel a sense of belonging, they are more likely to attend school and actively participate in learning. Such initiatives as an attendance campaign, restorative practices, discipline policies, wrap-around support services, relationship building, school climate coaching, engagement survey, SEL curriculum implementation, and reconfiguration of alternative school programs to better serve students are employed by the district.

Scoring Rubric

Indicator	Description of Exemplary Performance	Sources of Evidence Documenting Effectiveness/Data Sources	Rating
School Climate			
I.B.1. Staff Communication	Communicates effectively and openly, seeks input and feedback from staff, and demonstrates a willingness to collaborate with the staff. Staff is kept informed of the district mission, priorities, progress, and operations.	• Huggins Highlights • State of the Schools Address • Social Media Presence • Roundtables • Staff Surveys	1- not met 2- some progress 3 - met
I.B.2: Student Behavior	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment.	• Progressive Discipline Plan • Plan (and implementation) of reconfiguration of Alternative School programs • Decline in out-of-school suspension rates as shown on annual district-created school dashboards • Socio-Emotional Learning (SEL) curriculum and implementation	1- not met 2- some progress 3 - met
I.B.3: Student Satisfaction with the Social & Physical Environment	From 2021-2022 to 2026-27, increase the percent of elementary/middle students and high school students mostly agreeing/agreeing that "I am satisfied with the social and physical environment at my school" from 83.5% to 87.6% for elementary/middle school students and from 82.5% to 86.9% for high school	• SC Department of Education Teacher Climate Survey Annual Results • Panorama Teacher Survey Results will serve as a progress monitoring tool • SAM TFI results to monitor MTSS implementation	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.

	students. (more information)		
Student Engagement			
I.B.4. Attendance Policy & Practices	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place.	• Truancy meetings with parents • Family outreach efforts regarding attendance and tardies	1- not met 2- some progress 3 - met
I.B.5. Attendance Rate	By June 2027, increase the student attendance rate from 92.3% to 93.8%. (more information)	Annual district-created school dashboards	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual target
I.B.6. Chronic Absenteeism	By June 2027, decrease the percent of students who are chronically absent from 17.8% to 14.2%. (more information)	Annual school report cards	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target

Goal I.C. Planning & Continuous Improvement. *Provide leadership and vision that involves the management of a district improvement system based on data-driven decision making.*

The superintendent shall collaborate with staff to develop written plans for the coordination and articulation of the district's goals, guardrails, and strategic plans. The superintendent will monitor and share progress toward the district's goals, guardrails, and strategic plans and will use results to support continuous improvement across the district (through processes such as district strategic planning and accreditation review). This work includes ensuring a network of district support for persistently low-performing schools (e.g., acceleration schools, transformation schools, Continuous Improvement Plan (CIP) schools).

Scoring Rubric

Indicator	Description of Exemplary Performance	Sources of Evidence Documenting Effectiveness/Data Sources	Rating
I.C.1: Goal Development	In collaboration with staff, goals are developed that are responsive to stakeholder input and board feedback and are informed by data and needs assessments and focused on student outcomes. School and district goals are aligned and principals are empowered to contribute their voice in the development of goals. Anticipates future needs of the district and demonstrates a basis for action. Aligns available resources within the budget to accomplish those goals. Includes both short- and long-term goals.	• District Strategic Plan/School Renewal Plans • Continuous Improvement Plan (CIP) and 90-Day Plan Development, Approval, Implementation, and Monitoring	1- not met 2- some progress 3 - met
I.C.2: Strategic Plan Implementation	Clear, planned action steps are taken to meet district goals. District and school-based programs and student services are clearly tied to goals. School improvement plans are in place at all buildings and align to district goals.	• District team dedicated to support identified schools • Coaching practices and documentation • Learning Walks • Student Data Reviews (with school leaders) • Superintendent's Academic Council	1- not met 2- some progress 3 - met
I.C.3. Progress Monitoring	Systems are in place for implementation of improvement efforts and progress monitoring of all goals. Principals receive feedback on goal achievement and areas of improvement. Quarterly reports are presented to the Board and focused on student outcomes.	• Board Monitoring Reports • Program Evaluation Reports • Accreditation Process & Outcomes (Cognia)	1- not met 2- some progress 3 - met

Goal I.D.: Academic Leadership in Literacy. *Accelerate growth in reading achievement to ensure all learners are reading on grade level.*

The superintendent shall ensure rigorous instruction and high expectations in literacy and language arts skills so that students can access information in multiple content areas to prepare for college and career opportunities. Examples of literacy initiatives include LETRs training, personalized instruction/targeted small group instruction, ELA curriculum, early childhood/pre-kindergarten expansion efforts, and teacher certification pathways.

Scoring Rubric

Indicator	Description of Exemplary Performance	Sources of Evidence Documenting Effectiveness/Data Sources	Rating
Reading/ELA Achievement			
I.D.1: SC READY ELA Achievement	From Spring 2022 to Spring 2027, increase the percent of students scoring Meets or Exceeds on SC Ready ELA from 53.3% to 62.6% for all grade 3-8 students. (more information)	- SC Department of Education Annual School Report Card - Quarterly board reports that include results from progress monitoring tools: myIGDIs (PK4), KRA (K), iREADY (K-5), MAP (6-8), EOCEP benchmarks (HS)	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.
I.D.2: EOCEP English II Achievement	From 2021-22 to 2026-27, increase the percent of students scoring a C or better on EOCEP English II from 71.4% to 77.1% for all tested students. (more information)		1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.
Growth in Reading/ELA			
I.D.3: SC READY Reading Growth	From Spring 2024 to Spring 2027, increase the percent of students who meet or exceed the Median Annual Target on SC READY from 52.4% to 59.5%. (more information)	SC Department of Education Annual School Report Card	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.

I.D.4: iREADY Reading Growth	From the 2022-23 academic year to the 2026-27 year, increase the percent of students meeting or exceeding their fall-to-spring growth projections on i-READY Reading from 61.2% to 67.4% for all grade 1-5 students. (more information)	• CCSD internal report for fall-to-spring results • CCSD internal report for fall-to-winter results will be used for progress monitoring	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.
I.D.5: MAP Reading Growth	From the 2022-23 academic year to the 2026-27 year, increase the percent of students meeting or exceeding their fall-to-spring growth projections on MAP Reading from 56.6% to 63.5% for all grade 6-8 students. (more information)		1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.

Goal I.E.: Academic Leadership in Numeracy. *Accelerate growth in math achievement to ensure all learners are performing on grade level.*

The superintendent shall ensure rigorous instruction and high expectations in numeracy to prepare for college and career opportunities. Examples of numeracy initiatives include personalized instruction/targeted small group instruction, Math curriculum, early childhood/pre-kindergarten expansion efforts, and teacher certification pathways.

Scoring Rubric

Indicator	Description of Exemplary Performance	Sources of Evidence Documenting Effectiveness/Data Sources	Rating
Math Achievement			
I.E.1: SC READY Math	From Spring 2022 to Spring 2027, increase the percent of students scoring Meets or Exceeds on SC Ready Math from 49.2% to 59.4% for all grade 3-8 students. (more information)	- SC Department of Education Annual School Report Card - Quarterly board reports that include results from progress monitoring tools: myIGDIs (PK4), KRA (K), iREADY (K-5), MAP (6-8), EOCEP benchmarks (HS)	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.
I.E.2: EOCEP Algebra I	From 2021-22 to 2026-27, increase the percent of students scoring a C or better on EOCEP Algebra I from 57.0% to 65.6% for all tested students. (more information)		1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.
Growth in Math			
I.E.3: SC READY Math Growth	From Spring 2024 to Spring 2027, increase the percent of students who meet or exceed the Median Annual Target on SC READY from 51.1% to 58.4%. (more information)	SC Department of Education Annual School Report Card	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.

I.E.4: iREADY Math Growth	From the 2022-23 academic year to the 2026-27 year, increase the percent of students meeting or exceeding their fall-to-spring growth projections on i-READY Math from 58.8% to 65.4% for all grade 1-5 students. (more information)	• CCSD internal report for fall-to-spring results • CCSD internal report for fall-to-winter results will be used for progress monitoring	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.
I..5: MAP Math Growth	From the 2022-23 academic year to the 2026-27 year, increase the percent of students meeting or exceeding their fall-to-spring growth projections on MAP Math from 57.9% to 64.6% for all grade 6-8 students. (more information)		1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.

Goal I.F.: Graduation Rate & College or Career Readiness. *Ensure that all students graduate ready for college or career.*

The superintendent shall lead administrators, staff, and students, and families via a shared educational vision around student preparation for life in the 21st century including readiness for on-time graduation, high school student success, college or career, financial literacy, and close monitoring of students on track to graduate.

Scoring Rubric

Indicator	Description of Exemplary Performance	Sources of Evidence Documenting Effectiveness/Data Sources	Rating
I.F.1. Progress Toward Graduation	From June 2024 to June 2027, the percent of first year students who are on-track to graduate on time will increase from 86.7% to 88.7%. <i>Note that in future years, this goal can be expanded to include second and third year students on track. Currently only first year data has been reported by the SCDOE as this is a new report card indicator. (more information)</i>	SC Department of Education Annual School Report Card	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.
I.F.2: Graduation Rate	From June 2022 to June 2027, the percent of students who earn an on-time high school diploma (within 4 or fewer years after entering 9th grade) will increase from 84.6% to 86.2% for all students. (more information)		1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.
I.F.3: College & Career Readiness	From June 2022 to June 2027, increase the percent of students in the 4-year graduation cohort who are college or career ready from 70.2% to 86.2% for all students. (more information)		1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.

Focus II: District Management Responsibilities

The superintendent shall demonstrate effective and efficient planning and management of the district administration, finances, operations, and personnel to ensure student learning and comply with legal mandates and SCDOE regulations and reports.

Goal II.A.: Facilities & Operations Management. *Development and implementation of effective plans, procedures, routines, and systems required to operate safe and healthy learning environments.*

The superintendent shall maintain a management system designed to produce ongoing efficiencies in major district operations including capital projects, building maintenance and operations, safety and risk management, information technology infrastructure, transportation, nutrition services, nursing services. School examples of initiatives include school expansions and renovations, zoning analysis, school security assessments, random searches, First-Year School Security Officer Program, Vision to Learn program, AED program.

Scoring Rubric

Indicator	Description of Exemplary Performance	Sources of Evidence Documenting Effectiveness/Data Sources	Rating
II.A.1. Facilities & Operations	Ensures proper maintenance, cleanliness, and repair of the district's properties and equipment using short- and long-range plans to cover fixed cost of operations and capital projects. Understands and monitors the district operations and school facility needs to support student learning. Implements operational systems and processes for the effective support and supervision of all auxiliary staff (e.g. custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers).	• Reports on repairs and preventative maintenance conducted • Planning and completion of capital projects	1- not met 2- some progress 3 - met
II.A.2. Safety & Risk Management	Cultivates a district-wide culture in which all staff take personal responsibility for keeping campuses safe and secure. Ensures all staff have been trained to handle emergency situations.	• Comprehensive Emergency Operations Plan • Family Reunification Plan • Safety and Risk Management Training provided to all staff on Standard Response Protocol • Safety Drill Compliance	1- not met 2- some progress 3 - met

II.A.3. Information Technology	Recommends policies and procedures that protect the security and integrity of the district infrastructure and the data it contains.	• Standard Operating Procedures • Security Audits	1- not met 2- some progress 3 - met
II.A.4. Transportation	Ensures transportation department operates efficiently and effectively; has a long-range plan for replacing school district vehicles as needed. Increases on-time bus services.	• Transportation routes filled and arrival/departure times in alignment with school start/end times	1- not met 2- some progress 3 - met
II.A.5: Nutrition Services	Ensures food service operates efficiently and effectively and meets or exceeds government standards.	• Consistent meal services at all school sites (e.g., number of meals served) • Number of summer meal sites • Supplemental food-services based on student needs (e.g., No Kid Hungry Grant)	1- not met 2- some progress 3 - met
II.A.6: Nursing Services	Supports student physical health and wellness.	• Availability of Nursing Services at every school (e.g., Nurse on Site, Visits to Nurse Clinics, Number of Immunizations Administered, Number of Eyeglasses Provided)	1- not met 2- some progress 3 - met

Goal II.B.: Fiscal Management. *Management of a budget development, implementation, and monitoring process that reflects sound business and fiscal practices that ensure effective and equitable support of the district's students, schools, and programs.*

The superintendent shall guide the process of fiscal planning and budget development in an efficient, effective, and transparent manner that demonstrates prudent fiscal stewardship and an ability to adapt to emerging challenges.

Scoring Rubric

Indicator	Description of Exemplary Performance	Sources of Evidence Documenting Effectiveness/Data Sources	Rating
II.B.1: Budget & Expenditures	Based on school needs, collaboratively plans and prepares a fiscally responsible, equitable, and balanced budget to support the district operations and the strategic plan. Allocates and adjusts expenditures accordingly to achieve district/school-level goals. Ensures expenditures are within the limits approved by the board.	• Annual Budget • 3 Year Budget Plan • Weighted Student Funding Formula	1- not met 2- some progress 3 - met
II.B.2 Monitoring & Communication	Establishes clear and transparent systems of fiscal control and accountability including regular reports to the board on the financial condition of the district. Effectively communicates budget rationale to staff, community members, and other stakeholder groups.	• Financial Reports to the Board • Funding vs. Student Outcomes Dashboard	1- not met 2- some progress 3 - met

Goal II.C.: Human Resources Management. Oversees a comprehensive human resources program designed to attract and cultivate highly effective teachers and establish a leadership pipeline to improve district performance.

The superintendent shall oversee the hiring, support, and retention of quality instructional and support personnel. Competitive salary structures, strong benefits, and diverse recruitment strategies are employed to ensure a diverse and highly competent staff. The evaluation system promotes high expectations and is tied to district and school goals and improvement plans. Highly effective staff are recognized for their achievements and support and resources are provided to help staff improve job performance.

Scoring Rubric

Indicator	Description of Exemplary Performance	Sources of Evidence Documenting Effectiveness/Data Sources	Rating
Recruitment			
II.C.1: Recruitment Strategies	Ensures a fair, districtwide system for recruiting and employing a diverse pool of the best qualified and most competent administrators, teachers, and personnel. Uses data to identify priority areas of need to inform staffing. Establishes job descriptions and recommends competitive salary schedules and working conditions that attract qualified staff.	- Recruitment events - Job descriptions - Salary schedules - Fair market compensation studies - Benefits & Incentives (Recruitment & Retention) - Teacher residency programs	1- not met 2- some progress 3 - met
II.C.2: Teacher Quality	Increase in the percentage of teachers rated proficient or higher on the Expectations domain of the Classroom Walkthrough Tool from X% in May 2025 to Y% in May 2027. <i>Note. Baseline will be established during 2024-25.</i>	Classroom Walkthrough Tool Observation Results	
II.C.3: Administrator Quality	From 2021-2022 to 2026-27, increase the percent of teachers mostly agreeing/agreeing with the statement, "The school leadership makes a substantial effort to address teacher concerns" from 81.6% to 86.2%. (more information)	- SC Department of Education Teacher Climate Survey Annual Results - Panorama Teacher Survey Results will serve as a	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.

		progress monitoring tool	
Growth & Retention			
II.C.4: Performance Evaluation	Ensures the implementation of a systematic employee evaluation system that promotes high expectations for all staff and is tied to district and school goals and improvement plans. Evaluates performance of personnel consistent with district policies, provides formal and informal feedback, and maintains accurate evaluation records. Uses data to make personnel decisions.	Evidence of completion of employee evaluation instruments (e.g., SLOs, ADEPT, PADEPP, GBE)	1- not met 2- some progress 3 - met
II.C.5: Staff Professional Development	Achieves a thriving learning community by ensuring relevant, tiered, staff development for all categories of employees based on individual needs, program evaluation results, and improvement plans that comply with state certification and professional development requirements. Professional development is effectively delivered. Identifies and mentors emerging leaders to assume key leadership responsibilities. Meets with leaders regularly to assess ongoing school improvement efforts. Provides for positive recognition of personnel and program accomplishments.	- Annual Staff Development Plan - Program Evaluation results related to Staff Development - Teacher residency programs - Certification programs - School Data Reviews - Superintendent's Academic Council - LEAD meetings - Student Data Reviews (with school leaders) - Educator Recognition Systems (e.g., Unsung Educators, Board Recognitions, etc.)	1- not met 2- some progress 3 - met
II.C.6: Teacher Retention	From 2021-2022 to 2026-2027, the percent of returning teachers will increase from 80.2% to 85.2%. (more information)	SC Department of Education School Report Card Annual Teacher Retention Rate	1 - Does not show improvement from the baseline 2- Shows improvement from the baseline but does not meet the target 3 - Meets or exceeds the annual strategic planning target.

II.C.7. Superintendent Professional Development	Participates in professional learning (e.g., conferences, workshops, course work, and through professional organizations and networks of other superintendents and administrators) in order to refine leadership and management skills and knowledge of educational issues, trends, and practices. Shares professional learning with staff. Maintains proper licensure and certification.	Superintendent Professional Development Plan Submitted to & Approved by the SC Department of Education	1- not met 2- some progress 3 - met
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Focus III. Board and Community Relationships

The Superintendent maintains a positive and productive working relationship with the Board of Trustees, Constituent Boards, and the community. The superintendent functions as the primary district instructional leader, relying on the support from staff as necessary, to engage the board and public and to communicate the district's vision, mission, priorities, and progress.

Goal III.A. Board Relations. *Develops procedures for working with the Board of Trustees and Constituent Boards that define mutual expectations, working relationships, and strategies for formulating district policies.*

The superintendent shall ensure opportunities for collaboration with and among board members (e.g., board retreat to promote collective thinking, consensus, and public relations; provide board training; board work sessions and committee of the whole meetings; constituent board trainings)

Scoring Rubric

Indicator	Description of Exemplary Performance	Sources of Evidence Documenting Effectiveness/Data Sources	Rating
III.A.1: Communication & Collaboration	Communicates effectively and openly, seeks input and feedback from all board members, and demonstrates a willingness to collaborate with the Board. Board is kept informed of significant issues and needs as they arise and system operations. Responds in a timely manner to board requests for information.	• Superintendent Reports • Board Briefs • Board Retreat • Constituent Board Trainings • Constituent Board Reports (to County Board of Trustees)	1- not met 2- some progress 3 - met
III.A.2: Policy & Governance	Stays up-to-date on state and federal laws and regulations and keeps the school board informed of changes that impact the district. Recommends policy additions and/or modifications to improve student learning and district effectiveness. Maintains a record of all adopted policies. Supports and implements policy established by the board.	• SCDOE Reporting Requirements Updates • Review of Adopted Policies	1- not met 2- some progress 3 - met

III.A.3. Board Engagement	The number of times the superintendent will solicit feedback from the Board of Trustees to identify “major decisions” to guide quarterly roundtables will increase from 0 times a year in May 2022 to 4 times per year in May 2025.	Quarterly Roundtable Meeting Agendas & Meeting Minutes	1 - Does not show improvement from the baseline (0 times/year) 2- Shows improvement from the baseline but does not meet the target (1-3 times/year) 3 - Meets or exceeds the annual target (target = 4 times/year)
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Goal III.B. Community Relations. *Maintain a positive and productive working relationship with the community.*

The superintendent shall sustain a program of public relations that recognizes the importance of both fostering community input and reflecting community needs and wants regarding education and engaging students and parents to inform decision making.

Scoring Rubric

Indicator	Description of Exemplary Performance	Sources of Evidence Documenting Effectiveness/Data Sources	Rating
III.B.1. Student & Parent Engagement	Actively seeks student and parent input and creates methods for students and parents to be actively involved in the development of district-wide goals and decision-making.	• Feedback from Student Advisory Representatives Provided during the Superintendent Cabinet • Focus groups, forums, surveys • Communications Department emails and calls to families • Social Media Presence • School Improvement Council Documentation of Strategic Planning • Family Data Conference Sign-in Sheets	1- not met 2- some progress 3 - met
III.B.2. Responsiveness & Transparency	Solicits and responds to the needs of all stakeholder groups. Communicates school and district goals, objectives, expectations, and progress to stakeholders. Establishes, maintains, and evaluates a planned two-way system of communication with community constituencies. Informs constituents of changes to school board policies.	• Website, Newsletters • Public-Facing Stakeholder Interactions to Solicit Feedback on District Initiative/Decisions • Monitoring Reports/Superintendent's Reports/Board Reports	1- not met 2- some progress 3 - met
III.B.3. Mobilizing Community Resources	Establishes partnerships with public and private agencies to enhance the district's ability to serve students and other constituents. Politically astute and demonstrates the skills necessary to build community support for district goals and priorities. Understands the role of media in shaping and forming opinions and engages the media to promote the District's interests.	• Community Partnership Agreements • Legislative Delegation Convening with CCSD	1- not met 2- some progress 3 - met

GLOSSARY

- **Achievement** - a measure of a student's current proficiency level in mastering the knowledge and skills for their grade level; achievement scores can show how a student is performing compared to their grade level
- **Continuous Improvement Plan (CIP)** - a supplement to the school renewal plan; required for state-designated “underperforming schools”; “underperforming schools” are those with an overall South Carolina Report Card rating of *Below Average* or *Unsatisfactory*
- **End-of-Course Examination Program (EOCEP)** - all students who are enrolled in courses in which the academic standards corresponding to the EOCEP tests are taught, regardless of course name or number, must take the appropriate tests; examinations count 20% of the students' final grade in each gateway or benchmark course; tests include Algebra 1, English 2, U.S. History and the Constitution, and Biology 1 *All students must pass a high school credit course in science for which there is a state end-of-course assessment during their high school career (currently, that test is the Biology 1 EOCEP test).*
- **Family Reunification Plan** - provides a safe, timely, and secure means of accounting for students and reuniting parents/guardians with their child(ren) after a school-based incident
- **Goal-Based Evaluation (GBE)** - evaluation system used to measure the achievement of pre-set goals; process identifies areas of improvement, actions, and timelines to reach goals and celebrate successes
- **Growth projection** - estimate of how much a student is expected to grow based on the average growth of similar students
- **LEAD Meetings** - monthly professional learning meeting comprised of district and school leaders organized by senior leadership to focus on priority work on district initiatives and continuous improvement efforts
- **South Carolina College and Career Ready Assessments (SC READY)** - statewide assessments in English Language Arts (ELA) and mathematics *All students in grades 3-8 are required to take the SC READY, except those who qualify for the South Carolina Alternate Assessment (SC-Alt). All students in grades 4 and 6 are required to take the assessment for Science, except those who qualify for the South Carolina Alternate Assessment (SC-Alt).*
- **Superintendent's Academic Council** - consists of a group of district senior level administrators who work alongside Superintendent to make decisions regarding educational goals and strategies and oversee district-wide initiatives to improve student achievement; council acts as a driving force behind district-wide continuous improvement
- **Teacher Residency Programs** - a district and university partnership teacher recruitment effort that combines classroom teaching with university coursework in order to prepare teacher residents for a teaching career; teacher residents teach alongside a mentor teacher, receiving support through regular meetings with mentors and classroom experience