

School District of Hillsborough County - 2008-2009

Compilation Summary of Points for Standards for Evaluation of Superintendent

Attachment A

Check one: Interim Evaluation Summative Evaluation

School Board member scores are recorded in the box corresponding to the assigned number for each standard. Points are totaled for each standard and as a total for the instrument. Final Total equates to Point Range Rubric attached.

Standard I. Leadership and District Culture							
This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multi-cultural and ethnic differences.							
Kurdell 5	Edgecomb 5	Faliero 5	Griffin 3	Lamb 5	Olson 5	Valdes 4	Total Points: 32
Standard II. Policy and Governance							
This standard focuses on the superintendent working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating appropriate school governance for staff, students and the community at large.							
Kurdell 4	Edgecomb 4	Faliero 4	Griffin 4	Lamb 5	Olson 4	Valdes 4	Total Points: 29
Standard III. Communications and Community Relations							
This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but the community as a whole including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.							
Kurdell 4	Edgecomb 4	Faliero 4	Griffin 4	Lamb 4	Olson 5	Valdes 4	Total Points: 29
Standard IV. Organizational Management							
This standard requires the superintendent to gather and analyze data for decision making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.							
Kurdell 5	Edgecomb 5	Faliero 4	Griffin 5	Lamb 5	Olson 4	Valdes 4	Total Points: 32
Standard V. Human Resource Management							
This standard requires the superintendent to ensure that there is a staff performance evaluation system in place. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.							
Kurdell 5	Edgecomb 4	Faliero 4	Griffin 4	Lamb 5	Olson 4	Valdes 4	Total Points: 30
Standard VI. Instructional Leadership							
This standard emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also centers on applying research and best practices with respect to diversity sensitivities.							
Kurdell 5	Edgecomb 5	Faliero 5	Griffin 3	Lamb 5	Olson 5	Valdes 5	Total Points: 33
Standard VII. Curriculum Planning Development							
This standard focuses the superintendent's skills in keeping current with the latest designs in curriculum, teaching, learning, and testing theories. It requires the superintendent to recommend the use of electronics and other learning technologies as required.							
Kurdell 5	Edgecomb 5	Faliero 4	Griffin 3	Lamb 5	Olson 5	Valdes 4	Total Points: 31
Standard VIII. Values and Ethics of Leadership							
This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires the superintendent to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.							
Kurdell 5	Edgecomb 5	Faliero 5	Griffin 4	Lamb 5	Olson 5	Valdes 4	Total Points: 33
Standard IX. Labor Relations							
This standard requires the superintendent to provide technical advice to the board during labor negotiations, and/or to keep the board apprised of negotiations status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting collective bargaining processes.							
Kurdell 5	Edgecomb 5	Faliero 4	Griffin 5	Lamb 5	Olson 4	Valdes 5	Total Points: 33
Total 43	Total 42	Total 39	Total 35	Total 44	Total 41	Total 38	Total Points: 282

Board Chair Signature _____

Date _____

Hillsborough County Public Schools (Florida) * Mtg.#20090811_358 * Section A Item# 3.01a

Superintendent Signature _____

Date _____ Page 1 of 8

School District of Hillsborough County - 2008-2009
Compilation Summary of Points for Standards for Evaluation of Superintendent

Total Point Range Rubric

Total Point Range for Outstanding: 284 - 315 points

The performance of the Superintendent surpasses required standards in an outstanding manner, consistently producing exemplary work that far exceeds the expected impact on district goals and priorities.

Total Point Range for Above Satisfactory: 221 - 283 points

The performance of the Superintendent surpasses required standards, consistently producing exemplary work to impact district goals and priorities.

Total Point Range for Satisfactory: 158 – 220 points

The performance of the Superintendent consistently fulfills standards resulting in quality work that affects district goals and priorities in a positive manner.

Total Point Range for Conditional: 95 – 157 points

The performance of the Superintendent inconsistently meets standards resulting in less than quality work performance where district goals and priorities need improvement.

Total Point Range for Unsatisfactory: 94 points or below

The performance of the Superintendent does not adequately fulfill responsibilities, resulting in unsatisfactory work performance and negatively influencing district goals and priorities.

Standard I. Leadership and District Culture

Kurdell MaryEllen Elia has kept the focus on the strategic plan
Edgecomb You continue to make this a priority and provide the kind of leadership necessary for all stakeholders to understand the importance and impact of this Standard on the success and progress of the district. I hope you will continue to communicate, model, and keep the dialogue open and frequent, because these actions are so essential to sustaining a culture of excellence and achievement.

Griffin Superintendent Elia has worked closely with the Board to implement its new vision, mission, and strategic goals. In light of the major financial crisis we currently face, the Board recognized the need to keep employees in the loop every step of the way and directed the Superintendent to communicate and consult with our employees. The Superintendent has communicated and consulted with stakeholders, taken direction from the Board, and sought input from staff at all levels while making very difficult decisions. The feedback received from staff regarding the Superintendent's communication in regard to this financial crisis is very positive; people feel they have a voice in the process.

Staff training is a priority for this district, and employees at "all levels" are given opportunities to pursue in-service training in order to advance their knowledge and proficiency at their respective jobs.

School grades reflect the academic rigor promoted districtwide, but I must add that I am concerned by the college-bound focus and advanced placement (AP) push that is taking place. I will discuss this concern in Standards VI and VII, but felt the need to briefly address it here since Standard I, sub-section 2, stresses academic rigor that focuses on excellence for all schools and all students.

Lamb Strongly believes in continuous improvement process.

Standard II. Policy and Governance

Edgecomb Understanding and carrying out roles and responsibilities as they relate to policy and governance continue to challenge both the Superintendent and the Board; however, during the past year as a leadership team, we have improved in this area. The success for this standard is central to sustaining the growth and stability of the organization, therefore, it is essential that the Superintendent and Board never lose sight of its significance and the performance behaviors expected for good governance.

Faliero Continue to develop a cohesive board and superintendent team, and establish effective ways of work.

Griffin There has been improvement in this area. The Board has recently created a new vision, mission, and strategic goals for the district. The Superintendent has shifted her focus to implement this new direction for the district. The Superintendent has cooperated with the Board as a whole and with myself as an individual board member and seems to recognize and respect that she is accountable to an elected board that is accountable to the people.

Lamb Continues to be recognized on state and national levels for leadership. District has been selected as a model for a number of items.

Standard III. Communications and Community Relations

Edgecomb You continue to work hard to be available, approachable, and responsive to all segments of the community, to our employees, and to Board members. You seem to be also keenly aware of how important this standard is and the issues and challenges related to communications and relationship building. Your efforts continue to produce positive results and better understanding. Communication is so critical so this must continue to be an area of top priority.

Standard III. Communications and Community Relations – cont'd

- Griffin** The most important issue facing education has been, and will continue to be for the foreseeable future, the economy and lack of funding for education. As stated in Standard I, the Board directed the Superintendent to openly communicate with our employees and the community as events unfolded. The Superintendent has taken that directive and kept our employees informed and asked for input on which areas employees felt were a priority when making budget decisions.
- Lamb** Works diligently to improve in the area of communication. Utilizes different strategies/media to get message(s) out.

Standard IV. Organizational Management

- Kurdell** MaryEllen Elia has managed to maintain higher achievement, as well as drive an opportunity for more effective personnel on top of her everyday work.
- Edgecomb** In these times of economic uncertainty and concerns, you have done an excellent job keeping the Board, employees, and community abreast of budgetary issues, challenges, and decisions. I commend you and your staff for your efforts to rethink, retool, and reorganize many of the divisions and departments. These actions have produced better collaboration and communication, greater efficiency and productivity, clearer expectations and integration of best practices, improved accountability structures and measures, and evidence of cost savings for the district!
- Faliero** Continue to recruit highly qualified individuals with potential who have a passion for what they do.
- Griffin** Organizational management is one of the Superintendent's greatest strengths. She has the skills and demeanor to perform general oversight and budget management. When I compare the Hillsborough County School District to other school districts in the state and nation, the differences are clear: we have fared much better than other districts and will likely continue to do so because of good financial planning.

It has been and will continue to be this Board's priority to avoid employee layoffs and keep cuts out of the classroom. We understand that the school district is the county's largest employer and a financial engine in this community, and the snowball effect of layoffs could be massive. The Superintendent has taken our direction and has been very cautious when making budgetary recommendations.

In 2006, the Hillsborough County School District had one of the highest Administrative Costs per Student ratios in the state. The Superintendent has worked closely with the Board and as a result today we have one of the lowest Administrative Costs per Student ratios in the state. This illustrates the Superintendent's commitment to working with this Board as she has kept cuts away from the classroom.

- Lamb** Reorganization and "downsizing" is a way of coping with reduction of resources.

Standard V. Human Resource Management

- Kurdell** Recognition of and movement to a new evaluative process has moved MaryEllen Elia up in terms of performance.
- Edgecomb** Some of your decisions in this area have met with criticism and opposition, but as you have made your recommendations you have also tried to communicate clearly why and what those changes would mean to the district. I hope you will continue to explore ways to share your decision-making and recommendations.
- Faliero** Continue to rewrite job descriptions and match needs to expertise. Reorganizations have been a good start. Build career planning for all employees.

Standard V. Human Resource Management – cont'd

- Griffin** Human resource management is one of the greatest challenges for many organizations, including this district. Although we still have opportunities for improvement, the Superintendent is working to change many negative perceptions about the district's hiring and firing policies.
- Aside from a few public personnel issues, the Superintendent is emphasizing realistic evaluations of our employees, giving them the tools necessary to improve and succeed. The Board recently instituted a policy whereby administrative and instructional employees who retire may no longer be rehired by the district at their highest rate of pay. This new practice needs to be regularly communicated to our employees in order to manage expectations.
- Lamb** Stresses use of data and appropriate use of evaluations in decisions.

Standard VI. Instructional Leadership

- Kurdell** MaryEllen Elia is in full command of instructional leadership
- Edgecomb** This is one of your greatest assets as a leader. Because of your competency in this area, our district continues to be recognized as innovative, progressive, and a model for other school districts. You are highly regarded as a valued and respected instructional leader.
- Faliero** Outstanding!
- Griffin** Superintendent Elia has a strong understanding of the standards that must be met to achieve high grades, but as stated in Standard I, this is an area of concern. Although student scores are rising on state instituted standardized tests, I feel there is too much emphasis on college preparation and advanced placement (AP).
- If we are truly to make data driven decisions, we need to look at the small number of graduates who go to college and graduate within 5 years directly out of high school. I believe that in doing so the data indicates that we must place more emphasis on career preparation in order to find the balance that will allow us to serve all of our students.
- We should not force teachers to keep students in AP classes who are unable to keep up or pass the AP exam. Doing so is not good for the students who are ready for AP classes. Additionally, this sets the students who are not ready for AP classes up for failure. The Superintendent is correct that critical thinking skills are necessary skills for success in any walk of life and these are skills taught in AP. That being said, we need curriculum that teaches these skills in ALL classes to ALL students, not just students in AP classes.
- Lamb** Academic emphasis, ever present. Her calendar is unbelievable as she tries to attend school activities throughout the district.

Standard VII. Curriculum Planning Development

- Edgecomb** You have put together a dedicated and competent staff that supports your goals and shares your energy for making this a focus that offers support, assistance, and resources for our schools, students, and staffs. This is another major strength where you continue to demonstrate the expertise and knowledge of a visionary and competent instructional leader.
- Griffin** New state standards and poor funding have presented many challenges. I understand the need to raise the lower quartile in order to achieve high grades on state instituted standardized tests, but as stated in Standard VI, only a small percentage of our students are college bound. While it is a worthy goal to get more students into college, the Superintendent needs to keep in mind the majority of students and not let the lowest quartile or the highest quartile determine the main core curriculum in this district.
- Lamb** Very cognizant of ever-changing technology and its implications on curriculum.

Standard VIII. Values and Ethics of Leadership

Kurdell	MaryEllen Elia has the highest ethics and values.
Edgecomb	Though faced with many sensitive and difficult issues which require you to demonstrate your values, give attention to policies and procedures, and respond to the board, public and our employees, you have done so with leadership that is moral and ethical.
Griffin	The Superintendent will make recommendations that are best for students and will not yield in the face of special interests (e.g. the calendar). She has shown an improved ability to work collaboratively with the Board when preparing her recommendations.
	The Superintendent and her staff are also willing to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens (e.g. KidCare, and Supervisor of Elections).
Lamb	Constantly keeps fairness in the forefront.

Standard IX. Labor Relations

Kurdell	The Board and MaryEllen Elia have settled with both unions when other counties have gone to impasse.
Edgecomb	You continue to demonstrate a willingness to build positive and productive relationships with our union leaders and members. Fostering this kind of relationship built on mutual respect and on-going communications benefit our employees and our district as a whole.
Griffin	Labor negotiations with CTA and HSEF have been positive and productive for all parties during these very difficult times. While other districts are currently at impasse, we have come to agreements with both of our represented unions. The Superintendent and staff have kept the Board updated and taken direction every step of the way.
Lamb	Good working relations with both unions.

AREAS OF STRENGTH

Kurdell	Mrs. Elia has had the vision, fortitude, and tenacity to see the district thru some rocky times due to the instability of the state. Her planning, data and drive have kept us on a steady path of achievement and solvency.
Faliero	Mrs. Elia continues to make tough decisions that move this district forward in student achievement.
	She has built strong partnerships locally, statewide and nationally; strengthening our position as a national leader in education reform.
	Has the ability to take action during crisis, takes corrective action, implements tactical plans, and gets the district back on track.
Lamb	The most important task a School Board has is the hiring of a superintendent. It is most evident that we made a good decision in selecting <u>our</u> superintendent. Our district is cited as a model in a number of issues as we continue to improve in spite of a reduction in resources; much of this is due to her leadership.
Olson	Mrs. Elia is a strong leader who carefully listens to concerns and responds with a clear concern for students. Some time ago, I commented in an evaluation that we needed to pay more attention to children in the middle. The district's work with AVID, Springboard and similar projects address those students directly, with many positive results. Our financial situation is strong despite the dreadful economy, in large part because Mrs. Elia and the staff she leads have done excellent strategic planning and made changes that will allow the district to be even stronger when, or if, the economy rebounds.

Mrs. Elia continues to tell the district's story locally and nationally, and it is a superb story that deserves to be told.

AREAS OF STRENGTH – cont'd

Valdes Mrs. Elia is a dedicated, knowledgeable individual. She is well-respected among her peers throughout the state and nation.

AREAS OF IMPROVEMENT

Kurdell Mrs. Elia is correct in her assessment of continuing to increase collaboration and communication with Board members and employees.

Edgecomb Continue efforts in the area of communications with all stakeholders.

More focus on succession planning and career growth.

Faliero Continue efforts with the Board in the area of policy and governance.

Continue to build on the work the Board has undertaken in value-based leadership.

Continue to review practices in hiring the most highly qualified person. Continue to rewrite job descriptions.

Develop a career pathway for non-teachers.

Lamb Monitor planning time; tie it to outcomes and make changes where necessary.

Needs to continue to work toward modifying her personal calendar for some “down” time – “battery recharging.”

Olson I have three areas of concern. First, we still have some areas of weakness in student achievement. Newcomers to this country, particularly those with limited academic backgrounds, need more attention and targeted assistance. Additionally, we need to address the lack of experiences that many of our children have. Evidence indicates that people become better readers when they have a range of experiences that allow them to relate to what they are reading. We need to find ways to provide a broad range of experiences, year after year, for our children who have few opportunities. Otherwise, these children will struggle and many of our high school students will be unable to find meaning in what they read, and be unprepared to excel after graduation. Second, we need to do more to find ways to relieve teachers of non-teaching responsibilities. Technology can help. So can work groups of teachers led by a capable facilitator and tasked with re-engineering. The third area of concern is “policy and governance,” and is a responsibility shared by the Superintendent and the School Board members. We have made great strides in this area, but we have more to do, particularly if we are to make the profound changes in teaching and learning that are necessary to “provide an education that enables *each* student to excel as a successful and responsible citizen.” That is a daunting challenge, but I have no doubt that this district, with this leadership team in place, is one of the few in the nation with the capacity to achieve it in the foreseeable future.

I would like to see the Superintendent continue to work toward more effective strategic communications, and the Board work toward more strategic listening and thinking. When this does not happen, Board members often sound suspicious or critical of staff, and the Superintendent feels a need to defend them. I stress that this is an area that at least eight individuals need to address.

Valdes In the coming year, I'd like to see improvement in balancing career technical programs and academics (past secondary emphasis). There is need to continue to determine ways to communicate with all stakeholders.

GENERAL COMMENTS

Edgecomb

I appreciate and commend you on the tremendous documentation you provided that clearly demonstrates your scope of work, goals, directions, and vision for the district. It also provided evidence of accountability, communicated expectations for your leadership and performance, and expectations and achievement goals for our students and employees.

Thank you for the personal and professional sacrifice related to your salary. Your action sent a message of empathy and understanding and modeled what good leaders do in difficult times.