	OFFICE OF SCHOOL BOARD MEMBERS				SY 2021-2022
	Superintendent Evaluation Summary				
	Rating				
	Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**	
	Standard				**Rating** HE E NI U
I	Leadership and Standard Culture				**NI**
II	Communications and Community Relations				**NI**
III	Organizational Management				**E**
IV	Fiscal Stewardship				**E**
V	Human Resources Management				**E**
VI	Instructional Leadership				**NI**
VII	Curriculum Planning and Development				**E**
VIII	Values and Ethics of Leadership				**NI**
IX	Labor Relations				**E**
X	Visionary and Situational Leadership				**E**
	OVERALL RATING				**E**

Karen Rose

Karen Rose

Date: October 24, 2022

Superintendent Signature:

Superintendent Name: Dr. Brennan Asplen

Date:

Achievement of Strategic Plan Metrics*

Strategic Plan Metrics	Met or Did not Meet
1. Create the Strategic Plan	Met
2. Increase grade 3 English Language Arts (ELA) proficiency from 68% to 69% (SY 21-22)	Did Not Meet
3. Increase the percent of students in the lowest quartile making learning gains in ELA from 40% to 42% (SY 21-22)	Met
4. Increase HS acceleration rate (lagged data) presented in the year it appears in the school grade calculation from 72% (SY 20-21) to 73% (end of SY21-22)	Met
5. Maintain or increase staff retention rate by .5% for effective and highly effective staff	Met
6. Increase the number of qualified applicants for posted positions by 1%	Did Not Meet
7. Maintain the percentage of families who strongly agree and/or agree with "district communications are effective" on the District Parents Annual survey	Did Not Meet
8. Maintain the fund balance percentage (Financial Condition Ratio) at 7.5%	Met
9. Develop appropriate Key Performance Indicators (KPIs) to measure and collect baseline data	Met
10. Maintain the percentage of operational expenditures to total budget at 16.3%	Met
11. Increase English Language Arts (ELA) proficiency from 64% to 66% (SY 21-22)	Did Not Meet
12. Increase Mathematics proficiency from 64% to 66% (SY 21-22)	Did Not Meet
13. Increase Science proficiency from 64% to 66% (SY 21-22)	Did Not Meet
14. Increase English Language Arts (ELA) learning gain from 56% to 57% (SY 21-22)	Did Not Meet
15. Increase Mathematics Learning gain from 50% to 53% (SY 21-22)	Met

* Metrics may change annually in alignment with metrics/dates written in the strategic plan.

The achievement of these annual metrics is tied to a monetary bonus per Superintendent's contract.

Rating			
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Standard I. Leadership Culture	Rating
This standard stresses the superintendent's performance in leadership through empowering others, visioning, and influencing school culture and climate.	NI

EVIDENCE of SUPPORT:
- Continually showcased weekly school videos to introduce the Superintendent; permit the community to virtually visit all schools; gain insight to school programming and their alignment to the Strategic Plan.
- Provided the First Annual State of the School District presentation
- Introduced character education to all classrooms and athletics
- Standardized the vision and branding "Working as one for the success of all"
- Provided leadership in the creation of the Strategic Plan
- Created the position and hired the Director of Innovation and Equity and the Family Engagement Coordinator
- Promoted and monitored School Improvement Plans at all schools
- Designed and implemented fidelity checks and progress monitoring processes at all schools
- Initiated the systemic implementation of Professional Learning Communities (PLCs) and the Multi- Tiered System of Support (MTSS) process at all schools

SELECT PERFORMANCE OUTCOMES:
- The district moved 2 percentage points within the A grade range and 24 overall points.
- The district increased 7 of the 11 district grade components.
- Nine traditional schools moved up a letter grade. Two schools moved up two letter grades.
- Thirty out of 38 traditional schools received an A or B school grade. There are no traditional 'D' or 'F' schools.
- The district moved 11 points in Learning Gain and 8 points for the Lowest Quartile Learning Gain in Mathematics.
- Black, White, Hispanic, and ESE student groups demonstrated significant learning gain in Mathematics.

Comments: The explanation of state requirements for character education was not fully explained to all community members. The choice of programs does not have buy in by all parents nor is there a clear understanding of how the program is being implemented across all schools.

ESE reading achievement is not showing expected growth. Research based instructional programs for ESE are not apparent.

The Reading Recovery Program has been employed for several years at enormous cost and grade 3 reading data does not show relative growth over time.

Data from fidelity checks is not transparent.

Regular survey feedback from teachers on the impact of the Multi-Tiered System of Support would provide

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Standard II: Communications and Community Relations	Rating
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.	NI

SAMPLE EVIDENCE of SUPPORT:
- Provided oversight for the development and revision of school district policies
- Consulted with legal counsel routinely to ensure the correct implementation of Federal and State school statutes
- Conducted weekly meetings (phone or live) with each school board member
- Consulted with the board chair in the development of school board and workshop agendas
- Provided ongoing correspondence with school board members, legal counsel, community members, city government officials, foundation leaders, business leaders, and all stakeholders
- Conducted a variety of community presentations to gather feedback from: community organizations, community boards, chamber boards, city and county managers, philanthropic organizations, foundations, business boards
- Managed community engagement across social media platforms to facilitate positive relationships
- Facilitated avenues for student dialogue through the Superintendent Advisory Council, the Superintendent Forum, and the Boys and Girls Club
- Facilitated avenues for teacher dialogue through Teacher of the Year group feedback meetings, ESE committee meetings, and school visit conversations with teacher groups
- Facilitated avenues for principal dialogue through meetings and school visits to gather feedback
- Facilitated parental communication by holding individual and small group meetings, to solve issues and gather feedback
- Directed the initiatives to promote internal staff communications: leadership briefings, Human Resource Quarterly Newsletters, Elementary and Secondary weekly and monthly updates and briefings to school leaders

COMMENT: Mental Health Plan lacks regular feedback from teachers and relies too much on decreasing student discipline numbers. Mental Health plan does not seek feedback from parents on issues like bullying to show that strategies are working.

There is apparent polarization in the school community as reflected in public comment at school board meetings. There is no visible strategy to engage and unite community members.

Superintendent Evaluation Summary

Rating

Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**

Standard III: Organizational Management	Rating
This standard requires the superintendent to gather and analyze data for *organizational decision making* and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations.	E

SAMPLE EVIDENCE of SUPPORT:
•Directed the initiatives to gather, analyze, and disaggregate ongoing formative and summative data from all department to include academic, staff, financial, facility and other operational information to better inform decision making.
• Designed and implemented fidelity checks and progress monitoring processes at all schools

COMMENT: No visible initiatives or instructional practices to impact the achievement of ESE students in reading. The collaboration between curriculum, professional development, ESE, and ESOL departments should reflect student achievement initiatives in these areas and provide progress monitoring data to the community.

Superintendent Evaluation Summary

Rating

Highly Effective   **Effective**   **Needs Improvement**   **Unsatisfactory**

Standard IV: Fiscal Stewardship	Rating
This standard requires the superintendent to gather and analyze data for *financial decision making* and for making recommendations to the board to effectively allocate resources.	E

SAMPLE EVIDENCE of SUPPORT:
- Directed the reorganization of the staffing formula to be sure schools are not over staffed
- Focused attention to the unique needs of each school when dispersing resources
- Appropriated the spending of ESSR funds
- Appropriated the spending of referendum funds
- Appropriated the spending of capital funds for new construction and renovations
- Maintained a 7.5 % fund balance
- Negotiated successful SC/TA, IUPA, and Administrative compensation contracts
- Met weekly with cabinet, associate superintendents, and other critical leaders to discuss the implementation of policy, projects, and fiscal spending
- Consulted regularly with the Chief Financial Officer to discuss financial forecasting, spending, and account management
- Collaborated with cabinet and the communications director on both internal and external communication plans using multiple formats
- Conducted Town Hall Meetings to facilitate transparency
- Prepared and conducted Superintendent Reports at board meetings
- Provided monthly presentations to school leadership
- Collaborated with and presented to the Financial Committee

COMMENT: School and department budgets should be visible to the board and the public should have access upon request.

OFFICE OF SCHOOL BOARD MEMBERS — SY 2021-2022

Superintendent Evaluation Summary

Rating

Highly Effective　　Effective　　Needs Improvement　　Unsatisfactory

Standard V. Human Resource Management	Rating
This standard requires skills in applying ethical, contractual, and legal requirements for personnel selection, development, retention, promotion, and dismissal.	E

SAMPLE EVIDENCE of SUPPORT:
- Created early hiring processes to employ the very best teachers and staff
- Increased outreach efforts for recruitment
- Monitored the DOE equity report related to hiring practices
- Initiated a more efficient Human Resource hiring process to alleviate the burden on school personnel so they can better concentrate on teaching and learning
- Ensured that appropriate employee discipline was administered as necessary
- Directed that effective interview committees were utilized in the hiring process
- Collaborated on the design, implementation and monitoring of a staff evaluation system in alignment with state statute
- Hired an Equity and Innovation Director to implement a Equity Plan and DOE report regarding employee diversity, closing the achievement gap, and securing equitable materials and services for all students
- Collaborated with the Chief Financial Officer, Chief Academic Officer, and the Chief of Operations to create and implement a fair and equitable policy to support career growth
- Initiated district wide research - based professional learning opportunities for both academic and operational staff to include but not limited to: Instructional programs, PLCs, MTSS, Operations, Equity and Diversity, Belonging and Dignity, Safety and Mental Health
- Authorized a Human Resource Department Study incorporating internal and external stakeholders to continue to remove obstacles in the hiring process
- Initiated recognition ceremonies to celebrate teachers, and other staff publicly for their outstanding contributions

COMMENT:

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	Highly Effective Effective Needs Improvement Unsatisfactory	

Standard VI. Instructional Leadership	Rating
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.	**NI**

SAMPLE EVIDENCE of SUPPORT:
- Ensured teachers have the opportunity to train on the new BEST standards
- Facilitated the opportunity for teachers to be trained on the new English Language Arts text series and curriculum
- Refined the focus and implementation of the MTSS process at all grade levels to ensure proper intervention services for all students
- Supported the utilization of unique programs to differentiate Tier 1, Tier 2, and Tier 3 instruction
- Initiated PLC training to emphasize the collaboration of teacher teams to create formative and summative assessments, analyze data, and properly group students for small group instruction based on standards missed to ensure a guaranteed, viable curriculum to produce favorable student outcomes
- Led the development of the District Strategic Plan
- Created and participated in "On the Move" video series documenting school and staff visits
- Designed and implemented fidelity checks and progress monitoring processes at all schools
- Initiated formal literacy walk processes across elementary, middle, and high schools
- Supported systems for ongoing academic progress monitoring at district and school level: I-Ready, Benchmark assessments, Diagnostic Reviews etc.
- Ensured the effective implementation of progress monitoring processes at each school
- Met with the Chief Academic Officer, the Chief Financial Officer and executive directors to examine master scheduling, teaching strategies and the outcome of fidelity checks

COMMENT: With grade 3 reading achievement being a significant predictor of individual student academic achievement, scores have not shown improvement over several years.
Fidelity checks are regularly talked about to monitor strategic plan progress. Data from fidelity checks are not specific, clear or available to the public.
The implementation of Tier 1, Tier 2, and Tier 3 strategies lacks formal feedback from teachers.
The MTSS process has not reflected significant growth in grade 3 reading achievement.

OFFICE OF SCHOOL BOARD MEMBERS

Superintendent Evaluation Summary

Rating			
Highly Effective	Effective	Needs Improvement	Unsatisfactory

Standard VII. Curriculum Planning and Development	Rating
This standard focuses on the superintendent's skills in keeping current with the latest designs in curriculum, teaching, learning, and testing theories.	E

SAMPLE EVIDENCE of SUPPORT:
- Ensured district curriculum leaders attended DOE training and information sessions
- Encouraged risk taking and the piloting of new instructional programs
- Directed all principals and teachers to frequently progress monitor student achievement throughout the school year
- Directed staff to become experts in understanding the BEST standards and the programs currently utilized
- Implemented training for teachers to build capacity and teacher efficacy to understand and prescribe what strategies work best for certain student needs
- Initiated the implementation of Professional Learning Communities training as a foundation for our way of work
- Met with the Chief Academic Officer, and executive directors to examine master scheduling, teaching strategies and the outcome of fidelity checks
- Requested and utilized data analysis on academic and operational KPIs and dashboards overall and in reference to particular events
- Collaborated with academic leadership on curriculum adoption in alignment with new standards in the content areas and Career Technical Education programs

SELECT STUDENT OUTCOMES:

Elementary -
- ELL students increased proficiency in FSA ELA by three percentage points between SY2021 and SY2022.
- Black students increased proficiency in FSA ELA by six percentage points between SY2021 and SY2022.
- Black students increased proficiency in FSA Mathematics by four percentage points between SY2021 and SY2022.
- Black students increased proficiency in Science by nine percentage points between SY2021 and SY2022.

Middle -
- SWD students increased proficiency in Civics EOC by six percentage points between SY2021 and SY2022.
- ELL students increased proficiency in Civics EOC by seven percentage points between SY2021 and SY2022.
- Black students increased proficiency in Civics EOC by four percentage points between SY2021 and SY2022.
- ELL students increased proficiency in Algebra 1 EOC by eleven percentage points between SY2021 and SY2022.
- Black students increased proficiency in Algebra 1 EOC by fifteen percentage points between SY2021 and SY2022.

High -
- Increased proficiency in Algebra 1 EOC by four percentage points between SY2021 and SY2022.
- ELL students increased proficiency in Algebra 1 EOC by eight percentage points between SY2021 and SY2022.
- Black students increased proficiency in Algebra 1 EOC by six percentage points between SY2021 and SY2022.
- Hispanic students increased proficiency in Algebra 1 EOC by four percentage points between SY2021 and SY2022.
- SWD students increased proficiency in Geometry EOC by three percentage points between SY2021 and SY2022.
- Black students increased proficiency in Geometry EOC by four percentage points between SY2021 and SY2022.
- Black students increased proficiency in Biology EOC by three percentage points between SY2021 and SY2022.
- ELL students increased proficiency in US History EOC by twelve percentage points between SY2021 and SY2022.
- Black students increased proficiency in US History EOC by four percentage points between SY2021 and SY2022.

COMMENT:

Highly Effective	Effective	Needs Improvement	Unsatisfactory

Standard VIII. Values and Ethics of Leadership	Rating
This standard stresses the understanding and modeling of appropriate value systems, ethics, and moral leadership. It also requires the superintendent to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.	NI

SAMPLE EVIDENCE of SUPPORT:
• As stated in the Strategic Plan, implemented valued characteristics such as respect, responsibility, citizenship, belonging, honesty, trustworthiness, etc.
• Introduced Character Strong as a pilot to implement the new character education initiative
• Encouraged the student services department to work closely with many different agencies in the county
• Hired and will continue to hire additional mental health professionals
• Supported the ongoing training in Youth Mental Health First Aid (YMHFA); to date half of our employees have been trained and the remainder will continue to be trained
• Facilitated the grief counseling team's efficient response to school needs many times this year
• Addressed all stakeholder groups with integrity and professionalism during board meetings, town hall presentations, staff meetings, and community meetings
• Ensured that all written, digital and presented communication was ethical, articulate and targeted; it was aligned with district and state policy as appropriate

COMMENT: Need for initiatives to engage and work toward uniting polarized community groups.
Vetting and employing a character education program that all parents trust is necessary. Sharing Florida Department of Education Character Education requirements and clearly aligning to Sarasota County Schools would increase understanding and trust.
Best practices dictate consistently addressing all stake holders with empathy, understanding, and professionalism.

Highly Effective   Effective   Needs Improvement   Unsatisfactory

Standard IX: Labor Relations	Rating
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 the collective bargaining processes.	E

SAMPLE EVIDENCE of SUPPORT:
- Met with the union once per week to solve problems and discuss issues
- Kept the board informed of negotiations progress and discussed options for increased compensation for all contract types
- Successfully reached agreement on employee contracts
- Kept the board informed of legislative changes through meetings with our lobbyists
- Continued to make changes to policies, procedures, and documents to reflect new laws passed
- Met with union leadership and executive leadership about teacher and staff employment and compensation
- Sent communication to all stakeholders about negotiation status
- Collaborated with union leadership about both instructional and classified contract interpretation, implementation and modification as necessary

COMMENT:

OFFICE OF SCHOOL BOARD MEMBERS   SY 2021-2022

Superintendent Evaluation Summary

Rating

Highly Effective   **Effective**   **Needs Improvement**   **Unsatisfactory**

Standard X: Visionary and Situational Leadership	Rating
This standard requires the superintendent to provide both visionary and situational leadership.	E

SAMPLE EVIDENCE of SUPPORT:
- Implemented a logistics plan for Covid mitigation to include: dashboard creation, quarantining, identifying essential workers, medical waivers, religious waivers, managing protests, and other issues from August-October
- Added 23 behavior specialist positions and 14 instructional facilitators to support, respond, and assist students' recovery and acceleration
- Created, implemented, and began progress monitoring the Strategic Plan
- Presented referendum information many times at different venues and meetings around the county
- initiated a media campaign to secure an extremely high voter turnout which impacted the highest county referendum passage rate at 85%
- Added eight new Pre-KG classrooms this in SY 21-22
- Brought ESE program specialists and ELL program specialists together to collaborate with curriculum specialists districtwide to eliminate silos
- Initiated Professional Learning Community vision
- Designed and secured funding to add school interventionists or instructional facilitators/coaches to each school in SY 22-23. This permitted school level administrators to hire personnel to target unique school needs
- Developed comprehensive plans for future Summer Programming and after, during school tutoring programs through the strategic use of ESSER funding to continue to accelerate learning in school years 22-23 and 23-24

COMMENT: