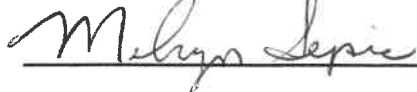


**Laurel Highlands School District
Superintendent Evaluation
2019-20**

This evaluation tool uses the below assessment measures as a basis for indicating your impression of the superintendent's performance in the areas of Student Growth and Achievement; Organizational Leadership; District Operations and Financial Management; Communication and Community Relations; Human Resource Management; and Professionalism.

Distinguished	<ul style="list-style-type: none"> ● Performance is clearly outstanding ● Performance is superior, far exceeding expectations ● Performance is exceptional on a regular or continuous basis – the superintendent far outperforms relative to minimum expectations
Proficient	<ul style="list-style-type: none"> ● Adequately performs all functions within the role, meeting or occasionally exceeding expectations ● Performance is adequate, meeting or occasionally exceeding standards or expectations generally associated with performance
Needs Improvement	<ul style="list-style-type: none"> ● Periodically fails to meet expectations associated with assigned tasks, targeted goals, or professional competencies ● Performance is less than adequate on a periodic or frequent basis – the superintendent may be developing within the position, but needs to improve to be considered proficient
Failing	<ul style="list-style-type: none"> ● Performance is below acceptable levels ● Fails to meet most expectations associated with the role of superintendent – substantial professional improvement is needed before the superintendent can be considered proficient in the role

The superintendent is evaluated on each of six *Objective Performance Standards*. *Objective Performance Standards* should be included in the superintendent's contract, and are the basis for the overall performance rating made available to the public at the completion of the performance review.



Evaluator's Name
Melvyn Sepic, Board President

7-1-2020

Date **2019-20 School Year**



Superintendent, Dr. Jesse T. Wallace, III

7/1/2020

Date

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Using the ratings described above, place an "X" in the appropriate box indicating the superintendent's performance in each area.

<u>Objective Performance Standard</u>	D i s t i n g u i s h e d	P r o f i c i e n t	N e e d s I m p r o v e m e n t	F a i l i n g
Student Growth and Achievement				
<i>Superintendent uses multiple data sources to assess student success and growth as appropriate, specific to needs within the district and as determined annually in collaboration with the board of school directors. Annual or other district performance objectives are articulated and clearly achieved under the direction of the superintendent relative to standardized assessments, PVAAS, or other locally determined measures.</i>				
<u>Key Performance Indicators</u>				
Effectively works with the Board to develop and monitor district policy and administrative regulations related to Student Growth and Achievement	X			
Demonstrates understanding and appropriate use of performance measures established within the district in support of specific goals and initiatives	X			
Appropriately monitors student achievement on identified standardized assessments and has actively developed successful strategies for improvement.	X			
Monitors, oversees, and encourages use of PVAAS data among professional staff with regard to making curricular, staffing, and comprehensive planning decisions within the district	X			
Has ensured all performance targets for staff and students have been met for the most current evaluation period		X		

How would you classify the superintendent's overall performance in the area of Student Growth and Achievement?

Distinguished 4	Proficient 1	Needs Improvement	Failing
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Comments: Encourage all Administrators and Faculty to improve District Standardized Test Scores

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<u>Objective Performance Standard</u>	D i s t i n g u i s h e d	P r o f i c i e n t	N e e d s I m p r o v e m e n t	F a i l i n g
<p>Organizational Leadership –</p> <p><i>Superintendent has worked collaboratively with the Board to develop a vision for the district, displays an ability to identify and rectify problems affecting the district, works collaboratively with district administration to ensure best practices for instruction, supervision, curriculum development, and management are being utilized, and works to influence the climate and culture of the district.</i></p> <p><u>Key Performance Indicators</u></p>				
Effectively works with the board to develop and monitor district policy and administrative regulations related to Organizational Leadership	X			
Has ensured priorities and initiatives are in alignment with a clearly defined and well-articulated vision for the district	X			
Has developed and implemented operational plans and processes to accomplish strategic goals	X			
Demonstrates an ability to assist and motivate others in achieving personal, professional, and district goals	X			
Is skilled in identifying, analyzing, and resolving problems that impact the district	X			
Maintains a regular presence in district buildings and at district events for the purpose of monitoring effectiveness of programming	X			
Uses strategic initiatives and district performance data to identify appropriate professional development opportunities for staff within the district		X		
Works appropriately within the role of instructional leader, while providing clear direction for teachers and administrators regarding curricular decisions	X			
Demonstrates clear understanding of board/superintendent relationship including appropriate roles and responsibilities	X			
Ensures compliance with all applicable local, state, and federal laws/regulations	X			

How would you classify the superintendent’s overall performance in the area of Organizational Leadership?

Distinguished 9	Proficient 1	Needs Improvement	Failing
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Comments: Distinguished in nine (9) areas, an increase from the 2018-2019 school year. Proficient in one area. Senior class recognition to Latin System is a positive change for the School District. This year’s graduation was modified due to COVID-19. It was a success.

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<u>Objective Performance Standard</u>	D i s t i n g u i s h e d	P r o f i c i e n t	N e e d s I m p r o v e m e n t	F a i l i n g
<p>District Operations and Financial Management</p> <p><i>Superintendent manages effectively, ensuring completion of activities associated with the annual budget; overseeing distribution of resources in support of district priorities; and directing overall operational activities within the district.</i></p> <p><u>Key Performance Indicators</u></p>				
Effectively works with the board to develop and monitor district policy and administrative regulations related to District Operations and Financial Management	X			
Regularly assesses state of district facilities and equipment and develops replacement and updating schedules as appropriate	X			
Demonstrates knowledge appropriate to the role of the superintendent regarding all financial and budgeting issues	X			
Works with the board and district business official to successfully accomplish financial and budgetary priorities including meeting all timelines associated with the annual budget	X			
Develops contingency plans designed to address anticipated and unanticipated budgetary necessities	X			
Provides regular as requested financial and budgetary reports to the board	X			
Ensures end-of-year results are consistent with budgetary planning expectations	X			

How would you classify the superintendent's overall performance in the area of District Operations and Financial Management?

Distinguished 7	Proficient	Needs Improvement	Failing
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Comments: Distinguished in all areas. Does a good job keeping Board Members informed about District operations and finances. A need to set by-laws and procedures for Athletic & Extra-Curricular Activities Booster Groups, by the Superintendent, Solicitor, and Board should be investigated and implemented. Direct Building Principals to be more cognizant of Extra-Curricular Fundraisers, Booster Group Activities and Building Renters.

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<u>Objective Performance Standard</u>	D i s t i n g u i s h e d	P r o f i c i e n t	N e e d s I m p r o v e m e n t	F a i l i n g
<p>Communication and Community Relations</p> <p><i>Superintendent communicates with and effectively engages the staff, the board, and members of the community, clearly articulating district goals and priorities, addressing local and broader issues affecting the district, and building support for district initiatives, programs and short/long-range plans.</i></p> <p><u>Key Performance Indicators</u></p>				
Effectively works with the board to develop and monitor district policy and administrative regulations related to Communication and Community Relations	X			
Has worked successfully with the board to build support in the community for the district's vision, mission, and both long and short-term priorities	X			
Handles media resources skillfully, and regularly demonstrates sound judgment when communicating with the public	X			
Maximizes utilization of multiple methods for delivering accurate, timely, and reliable information to the Board and community	X			
Has been able to successfully build school/community partnerships that benefit students and staff	X			
Communicates effectively with the board and coordinates the flow of information from administrators to board committees in a manner consistent with Board Operating Guidelines	X			

How would you classify the superintendent's overall performance in the area of Communication and Community Relations?

Distinguished 6	Proficient	Needs Improvement	Failing
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Comments: Distinguished in all areas. One Board Member feels better communications with Community could be accomplished by taking advantage of Twitter and Facebook. Having our Meetings televised on TV and UTube is a positive way to communicate with the public. Superintendent is always available for stakeholders phone calls and emails and he responds well to all inquiries.

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<u>Objective Performance Standard</u>	D i s t i n g u i s h e d	P r o f i c i e n t	N e e d s I m p r o v e m e n t	F a i l i n g
<p>Human Resource Management</p> <p><i>Superintendent incorporates best practices for human resource management and oversight, coordinating staffing, recruitment, and other human resource functions within the district.</i></p> <p><u>Key Performance Indicators</u></p>				
Effectively works with the board to develop and monitor district policy and administrative regulations related to Human Resource Management	X			
Appropriately manages district staff, assigning functions, delegating effectively, and determining accountability as necessary	X			
Ensures timely completion of all district wide staff evaluations	X			
Ensures alignment of superintendent evaluation goals with that of key personnel	X			
Has ensured training and professional development opportunities for all professional staff related to new requirements for teacher and administrator evaluation	X			
Institutes sound employee relations programs to improve relationships between and among all staff members	X			
Effectively monitors all aspects of the collective bargaining agreement(s) in the district	X			

How would you classify the superintendent's overall performance in the area of Human Resource Management?

Distinguished 7	Proficient	Needs Improvement	Failing
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Comments: Distinguished in seven (7) areas. Sometimes the Superintendent is reluctant to make Administrative Staff and Faculty more accountable.

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<u>Objective Performance Standard</u>	D i s t i n g u i s h e d	P r o f i c i e n t	N e e d s I m p r o v e m e n t	F a i l i n g
<p>Professionalism</p> <p><i>Superintendent models professional decision-making processes and ethical standards consistent with the values of Pennsylvania’s public education system as well as that of the local community.</i></p> <p><i>Superintendent additionally works to individually reflect upon her/his effectiveness within the role, and works to improve effectiveness through the use of professional development literature and activities.</i></p> <p><u>Key Performance Indicators</u></p>				
Demonstrates recognition and understanding of public education's role in promoting civic responsibility	X			
Performs all duties in a manner consistent with the values and expectations of the board and community at large	XX			
Supports a standards-based approach to governance, leadership, and instruction throughout the district	X			
Encourages an inclusive and respectful environment that aligns with the organization’s execution of the district’s vision, mission, and strategic goals.	X			
Demonstrates ethical and personal integrity consistent with expectations associated with the role of superintendent	X			
Maintains the confidence and trust of school professionals and the community	X			
Continuously monitors effectiveness within the role of the superintendent, seeking out and participating in professional development activities in alignment with areas identified for improvement by the board and through self reflection	X			

How would you classify the superintendent’s overall performance in the area of Professionalism?

Distinguished 7	Proficient	Needs Improvement	Failing
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Comments: Distinguished in all areas.

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Formative Assessment

Based on your perceptions of the superintendent's performance noted above:

What are the superintendent's major strengths?

1. Communication with Board Members through Friday Focus, phone calls, emails, and text messages.
2. Management of Human Resources and Finances
3. Superintendent's Professionalism and Appearance is Outstanding
4. Is always available to Board President and other Board members 24/7.
5. Has done a great job with Covid-19 Pandemic Issues.

In what areas do you see a need for improvement?

1. More documentation of staff and work ethic as long as in conjunction with staff contracts

What resources should be made available in order to support improvement strategies, or what steps should the superintendent take in order to improve performance in areas identified for improvement?

1. I believe that the Superintendent uses all resources available to him.
2. Possibly utilize the expertise of Board Members and Professionals on the Board more effectively.

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Annual Goals

This form provides the superintendent with an opportunity to update the Board on the status of annual performance goals. Annual performance goals should be mutually determined at the beginning of the evaluation cycle by the board/superintendent team. Annual performance goals may support personal professional development for the superintendent, or may be derived from the long and short term priorities and needs within the district.

Status of Annual Goals for School Year 2019-2020

<u>Goal</u>	<u>Status/Results</u>
<p>Annual Goal #1: <i>Growth in Student Achievement. Demonstrated growth in several measurements, including SPP, graduation rates, SAT/ACT scores with associated participation levels, and others as deemed valuable. Where do we require improvement? Establish clear objectives to accomplish improvements.</i></p> <p>Measure of Success:</p> <ul style="list-style-type: none"> ✓ Evaluate student achievement, with multiple measures to ensure continued growth in achievement. Chart year over year results, 3-5 years, comparative to other districts and PA. ✓ Identify strengths/weaknesses of student achievement in all buildings and attempt to identify root cause. ✓ Develop and implement strategies to increase student achievement across student population and subgroups; Objective is to sustain and improve results. 	<ol style="list-style-type: none"> 1) Data driven in regards to graduation rates (<i>highest in county</i>), pssa/keystone results, SAT/ACT comparison charts. Last two years of SPP scores show academic growth. Continue to provide resources to growth continuation. 2) Commitment to early literacy programs Mini Mighty Mustang, PR-K in Marshall. High school credit recovery, WQED initiative (elementary after school tutoring grant). 3) Student specific targeting of PSSA/KS weaknesses and enrichment to bridge gap, specifically in high school principal SLO objectives. Devising Keystone protocols that align with PDE "5 pathway" graduation guidelines. 4) Reading bus, Reading Horizons, reading integration. District math coach, Instant decision days. Continuation of ELA and math coach for the 2019-20 SY and beyond. 5) Annual Principal SLO development, monitoring, and evaluation. Data driven educational decisions. 6) Implementation of Differentiated Evaluation staff PD. Teachers are the trainers. 7) Devised and provided oversight into the

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	<p>COVID-19 remote learning environment. Providing platforms and guidance for synchronous and asynchronous learning environments.</p> <p>8) Established clear processes and protocols in regard to COVID-19 student barriers to learning and staff Professional Development.</p>
<p><i>Annual Goal #2: Communication.</i></p> <p>Measure of Success:</p> <ul style="list-style-type: none"> ✓ Continue open and prompt communication with Board on emerging, and sometimes urgent issues to ensure objective and reasonable deliberation by the Board and administration. ✓ Communicate effectively with the Association leadership and various employee groups to enhance positive relationships. ✓ Provide timely information, updates, and opportunities for addressing questions from staff and/or community. ✓ Continue to proactively inform and apprise the community of major issues and concerns via Community Forums, Meetings, news media (TV & print), messaging, public appearances, update district website and other forms of communication. 	<ul style="list-style-type: none"> 1) BOD- use of Friday Focus, group email, group voice messaging, added to the communication menu Google Meet and Zoom platforms for communication. 2) Established and maintained , an accessible and approachable, open door policy. 3) Return all correspondence within 48 hours of receipt. Utilize student voice, and surveys. 4) Utilize multiple forms of communication, email, texting, tweeting, web page. 5) School messenger to deliver BOD and stakeholder information. 6) Utilized the district web page to push out vital information to stakeholders in regard to COVID-19 updates. 7) Established and utilized open communication in regard to Union negotiation contacts, and numerous grievances throughout the school year.

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How would you rate the superintendent's performance in achieving desired annual goals for the district?

Distinguished X	Proficient	Needs Improvement	Failing
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Comments: Superintendent continues to grow in his position. He never refuses an assignment or complains about the magnitude of his responsibilities. Spends countless hours in meetings and school activities and never complains. Therefore, as President of the Board, it is my belief that he has distinguished himself in all areas.