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CBCA	Disclosure Statement Required of Superintendent (Optional)
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CBE	Severance Benefits
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CM	School Division Annual Report
CMA	Quality Profiles

ADMINISTRATION GOALS

The Surry County School Board places the primary responsibility and authority for the administration of the school division in the superintendent. The superintendent is responsible for the direction, leadership, and coordination of students and staff in their efforts to reach educational goals adopted by the School Board.

The School Board expects the division superintendent to provide leadership in:

1. Decision-making.
2. Communication.
3. Planning, organizing, implementing, and evaluating educational programs.
4. Developing and maintaining close working relationships and channels of communication within the school system and community.

Adopted: September 11, 2012

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, and 22.1-253.13:7.

Cross Refs.: CBA Qualifications and Duties of the Superintendent
CBG Evaluation of the Superintendent

QUALIFICATIONS AND DUTIES FOR THE SUPERINTENDENT

QUALIFICATIONS

The superintendent meets or exceeds the requirements set by the Board of Education.

The superintendent annually participates in high-quality professional development activities at the local, state, or national levels, on topics including the Standards of Quality, Board of Education regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

MAJOR DUTIES

As chief executive officer of the school board, the superintendent

- attends school board meetings,
- implements school board policies and ensures that they are posted on the division's website,
- reports to the school board about the status of programs, personnel and operations of the school division,
- recommends actions to the school board,
- facilitates communication between the school board and school personnel,
- assists the chairman in developing agenda of meetings of the school board, and
- develops regulations as directed by the school board.

As the educational leader of the school division, the superintendent

- supervises the principals and assistant superintendents,
- oversees planning and evaluation of curriculum and instruction,
- develops for approval by the school board procedures for adopting textbooks and other instructional materials,
- visits schools on a regular basis, and
- maintains a current knowledge of developments in curriculum and instruction.

The superintendent enforces school laws and regulations, including by

- observing directions and regulations prescribed by the Superintendent of Public Instruction or Board of Education,
- reporting information to the Superintendent of Public Instruction as required,
- promptly distributing all reports, forms, laws and regulations received from the Superintendent of Public Instruction,
- enforcing school laws, regulations and decisions of the Superintendent of Public Instruction and of the Board of Education, and
- developing and maintaining procedures, guidelines and regulations to implement school board policy. If board action is required by law or the board

has specifically asked that certain types of regulations be given prior board approval, these procedures, regulations and guidelines are presented to the school board for approval and, when approved, placed in the school board policy manual. The administrative procedures, guidelines and regulations are communicated to the staff and made available for their information.

The superintendent oversees staff personnel management, including by

- organizing recruitment of personnel,
- reassigning personnel in accordance with school board policy,
- administering personnel policies and programs,
- upon request of the School Board, surveying the school division at least annually to identify critical shortages of teachers and administrative personnel by subject matter, specialized student support positions, and school bus drivers and reporting such critical shortages to the School Board, the Superintendent of Public Instruction, and the Virginia Retirement System;
- supervising evaluation of personnel,
- providing for maintenance of up-to-date job descriptions for all personnel, and
- annually designating a division employee as the division safety official whose duty it is to receive reports pursuant to subsection A of Va. Code §§ 19.2-83.1, 19.2-291.1, and 19.2-299.3 and including such designation in the collated packet of school safety audits submitted to the Virginia Center for School and Campus Safety. The designation includes updated contact information for the division safety official, including (i) a current mailing address, (ii) a current working daytime phone number, (iii) a current functional email address, and (iv) a current functional fax number. The superintendent updates this contact information within 48 hours of any change to such information.

Specialized student support positions include school social workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions, which may either be employed by the School Board or provided through contracted services.

The superintendent oversees facility management, including by

- preparing long- and short-range plans for facilities and sites,
- providing for the maintenance of school property and safety of personnel and property,
- inspecting, or providing for the inspection of, school property on a regular basis,
- overseeing the utilization of school property,
- monitoring any construction, renovation and demolition of school facilities,
- representing the school division before local or state agencies which control building requirements or provide financing for buildings, and
- closing public school buildings which appear to be unfit for occupancy.

The superintendent oversees financial management by
- preparing the budget for school board approval,
- ensuring that expenditures are within the limits approved by the school board,
- reporting to the school board on the financial condition of the division,
- establishing procedures for procurement of equipment and supplies, and
- ensuring that an accurate record of all receipts and disbursements of school funds is kept.

The superintendent directs community relations activities, including by
- articulating educational programs and needs to the community,
- responding to concerns expressed in the community,
- maintaining contact with the news media,
- participating in community affairs, and
- involving the community in planning and problem solving for the school division.

The superintendent oversees pupil personnel services by
- monitoring pupil personnel services,
- providing for an adequate pupil record system,
- implementing policies and programs relating to behavior and discipline of pupils,
- maintaining programs for the health and safety of pupils, and
- facilitating communication between the school division and community agencies.

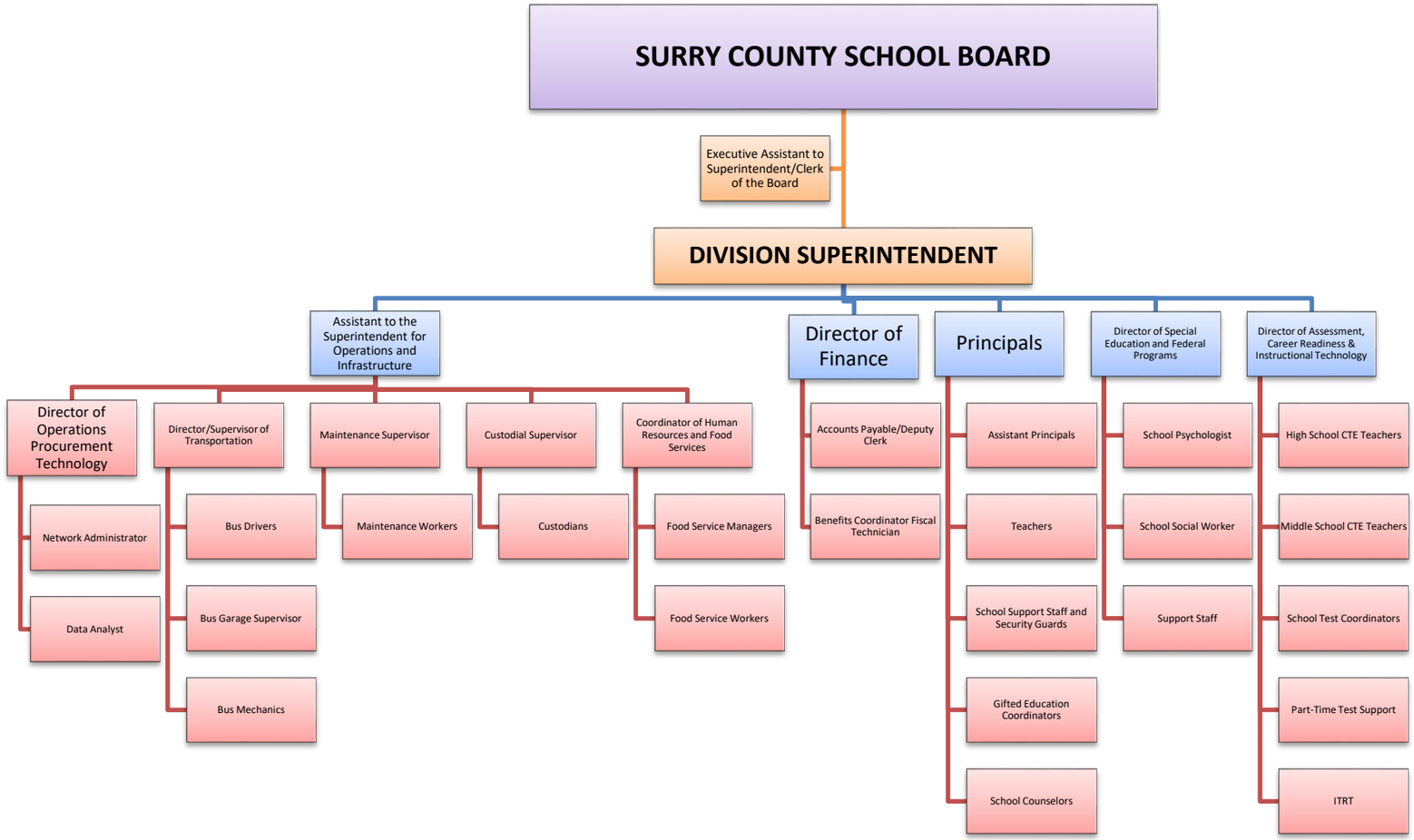
Adopted: July 11, 2023

Legal Ref.: Constitution of Virginia, article VIII, § 5.

Code of Virginia, 1950, as amended, §§ 22.1-58, 22.1-59, 22.1-68, 22.1-69, 22.1-70.3. 22.1-79, 22.1-136; 22.1-253.13:2, 22.1-253.13:5, 22.1-253.13:7.

8 VAC 20-23-50.
8 VAC 20-23-630.
8 VAC 20-390-10.
8 VAC 20-390-40.
8 VAC 20-390-50.
8 VAC 20-390-60.
8 VAC 20-390-70.
8 VAC 20-390-80.
8 VAC 20-390-90.
8 VAC 20-390-100.
8 VAC 20-390-110.

Cross Refs.:	BBA	School Board Powers and Duties
	EB	School Crisis, Emergency Management, and Medical Emergency Response Plan


SURRY COUNTY SCHOOL BOARD
Executive Assistant to Superintendent/Clerk of the Board
DIVISION SUPERINTENDENT
Assistant to the Superintendent for Operations and Infrastructure
Director of Finance
Principals
Director of Special Education and Federal Programs
Director of Assessment, Career Readiness & Instructional Technology
Director of Operations Procurement Technology
Director/Supervisor of Transportation
Maintenance Supervisor
Custodial Supervisor
Coordinator of Human Resources and Food Services
Accounts Payable/Deputy Clerk
Assistant Principals
School Psychologist
High School CTE Teachers
Network Administrator
Bus Drivers
Maintenance Workers
Custodians
Food Service Managers
Benefits Coordinator Fiscal Technician
Teachers
School Social Worker
Middle School CTE Teachers
Data Analyst
Bus Garage Supervisor
Food Service Workers
School Support Staff and Security Guards
Support Staff
School Test Coordinators
Bus Mechanics
Gifted Education Coordinators
Part-Time Test Support
School Counselors
ITRT

APPOINTMENT AND TERM OF THE SUPERINTENDENT

The School Board appoints the superintendent from the list of eligibles certified by the Board of Education and determines the term of employment. The superintendent's term expires on June 30. The superintendent serves an initial term of not less than two years nor more than four years. At the expiration of the initial term, the superintendent is eligible to hold office for the term specified by the School Board, not to exceed four years.

Except as provided below, if the School Board fails to appoint a division superintendent within 180 days of a vacancy, the Virginia Board of Education will appoint a superintendent for the division.

If the School Board has not appointed a superintendent within 120 days of a vacancy, it will submit a written report to the Superintendent of Public Instruction demonstrating its timely efforts to make an appointment and containing a status report with a timeline for making the appointment prior to the 180-day deadline. On request, the School Board will be granted up to an additional 180 days within which to appoint a superintendent.

If the School Board does not appoint a superintendent within 180 days of a vacancy, or request additional time within which to make the appointment, it will immediately notify the Virginia Board of Education, in writing, of its failure to make an appointment. If there has been no extension, within 30 days of the 180th day after the vacancy occurs, the School Board will submit, in writing, its preferred candidate(s), not to exceed three, for the position. The Virginia Board of Education may consider these candidates and other eligible individuals. The Virginia Board of Education may authorize the State Superintendent of Public Instruction to conduct the search for a division superintendent.

If the Virginia Board of Education appoints a superintendent, the contract for the superintendent will be negotiated by the School Board.

Adopted: July 11, 2023

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-58, 22.1-60, 22.1-61.

Procedures for Appointment of a School Division Superintendent by the Virginia Board of Education (adopted by the Virginia Board of Education March 22, 2006)

Cross Refs.: CBA Qualifications and Duties of the Superintendent
CBD Superintendent's Compensation and Benefits

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CBG Evaluations of the Superintendent

DISCLOSURE STATEMENT REQUIRED OF SUPERINTENDENT

The superintendent, as a condition to assuming employment, files a disclosure statement of personal interests and other information as is required on the form prescribed by the Virginia Conflict of Interest and Ethics Advisory Council pursuant to Code of Virginia § 2.2-3117. The disclosure statement is filed on or before the day the superintendent assumes employment for the preceding 12-month period complete through the last day of the month immediately preceding the month in which the superintendent assumes employment. However, if the superintendent assumes employment in January, the superintendent files a disclosure form on or before February 1 for the preceding year complete through December 31. Completed forms are filed and maintained as public records for five years in the office of the clerk of the Surry County School Board. After the initial disclosure, the superintendent files this statement annually on or before February 1.

Adopted: April 12, 2022

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3115, 2.2-3117, 2.2-3118.2.

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SUPERINTENDENT'S CONTRACT, COMPENSATION AND BENEFITS

The superintendent's contract sets forth the superintendent's compensation and benefit package. The superintendent’s contract is available to the public pursuant to the Virginia Freedom of Information Act.

The School Board shall not renegotiate a superintendent’s contract during the period following the election or appointment of new members and the date such members are qualified and assume office.

When the superintendent’s contract is being renegotiated, each member of the School Board will be notified at least 30 days in advance of any meeting at which a vote is planned on the renegotiated contract unless the members agree unanimously to take the vote without the 30 days notice. Each member’s vote on the renegotiated contract will be recorded in the minutes of the meeting.

Adopted: July 10, 2018

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3705.1, 22.1-60.

Cross Ref.: CBB Appointment and Term of the Superintendent

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SEVERANCE BENEFITS

Any severance benefits provided to a departing Superintendent will be publicly announced prior to the Superintendent's departure.

Adopted: May 14, 2024

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Legal Ref.: Code of Virginia, 1950, as amended, § 15.2-1510.1.

Cross Ref.:
- CBB Appointment and Term of the Division Superintendent
- CBD Superintendent's Contract, Compensation and Benefits

EVALUATION OF THE SUPERINTENDENT

It is the responsibility of the School Board to maintain and improve the quality of administration and instruction. One of the primary methods used in carrying out this responsibility is to work with the superintendent in improving the superintendent's effectiveness.

Annually, the superintendent provides the School Board with a work plan designed to implement the goals set for the division by the School Board. The School Board evaluates the superintendent annually. The School Board develops the instrument to evaluate the superintendent after consulting the uniform performance standards and criteria developed by the Board of Education and the superintendent. The superintendent's evaluations include

- Student academic progress as a significant component
- An overall summative rating
- Identification of areas of individual strengths and weaknesses
- Recommendations for appropriate professional activities
- An evaluation of cultural competency

Informal evaluations may also take place as the Board deems appropriate, provided that specific criteria for such appraisals be communicated to the superintendent.

Each Board member is involved in assessing the superintendent's job performance on a continuing basis and by completing the annual evaluation instrument. Upon conclusion of the annual performance appraisal, the evaluation is reviewed with the superintendent by the Board or its designees.

Adopted: April 18, 2023

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-60.1, 22.1-253.13:5.

Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents (Virginia Board of Education, as approved on March 17, 2022),

Cross Ref.: CBA Qualifications and Duties for the Superintendent

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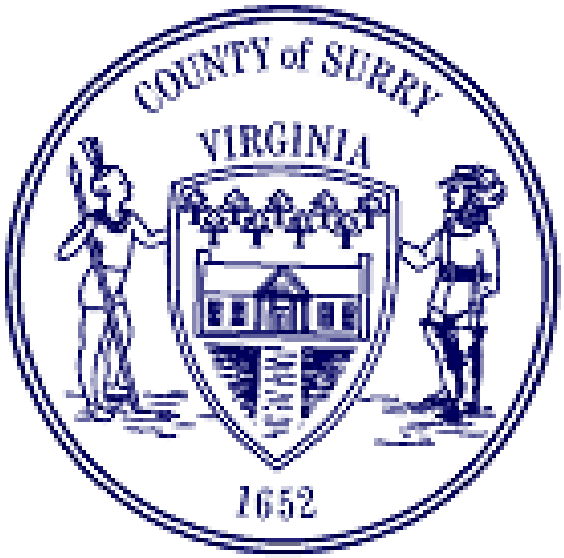
SURRY COUNTY PUBLIC SCHOOLS

GUIDELINES FOR UNIFORM PERFORMANCE STANDARDS AND EVALUATION CRITERIA FOR SUPERINTENDENTS



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FOREWORD

THREE-PHASE REVISION PLAN

The Virginia Department of Education and the Board of Education are involved in a three-phase plan to revise the Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents.

- Phase 1 was completed and approved by the Board of Education in Fall 2019, and the revised Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents became effective in January 2020. These revisions solely addressed the weighting of the performance standards for the evaluation of superintendents.
- Phase 2 is intended as a bridge between the current and future superintendent performance evaluation systems. The major revision to the Guidelines in Phase 2 is the creation of a new performance standard, Culturally Responsive and Equitable Division Leadership. The establishment of this performance standard addresses House Bill 1904 (identical to Senate Bill 1196) passed by the 2021 General Assembly requiring that "Evaluations shall include an evaluation of cultural competency." Additionally, minor edits and technical revisions recommended by the work group were incorporated in the Guidelines.
- Phase 3, beginning in 2022, will involve a comprehensive revision of the Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents, including the development of a model evaluation system. Phase 3 is expected to build on the importance of using multiple data sources and integrating professional development through feedback and coaching into the superintendent evaluation system.

PART 1: INTRODUCTION

WHY QUALITY EVALUATION IS IMPORTANT[1]

More than 20 years ago, in a joint statement, the American Association of School Administrators (AASA) and the National School Boards Association (NSBA) agreed that "informal evaluations cannot provide the board with a complete picture of the superintendent's effectiveness in carrying out her (his) complex job. Regular, formal evaluations offer boards the best means of assessing their chief school administrator's total performance."[2] The role of the superintendent has changed drastically in the past two decades in the wake of the accountability movement and across the shifting landscape of public education. The Every Student Succeeds Act (ESSA) renewed the focus on school leadership, allowing for states and districts to use federal funds to target the quality of school leaders.[3] As a result of the implementation of the ESSA, a shift in focus from school-level to district-level measures began.[4] School superintendents are and must be accountable to the school board, the community, their faculties, and the students in their schools for ensuring the deliverance of effective educational leadership.[5] While this shift in roles has taken place, there continues to be a lack of focus on evaluating the superintendent, but we know that a "conceptually sound and properly implemented evaluation system for the superintendent is a vital component of an effective school system".[6]

Case studies of exceptional schools and districts, especially those that succeed beyond expectations, provide detailed portraits of leadership. These studies indicate that school leaders influence learning primarily by galvanizing efforts around ambitious goals, and by establishing conditions that support teachers and that help students succeed.[7] Waters and Marzano (2006), in a meta-analysis of the influence of school district leaders on student performance, found a statistically significant positive correlation between superintendent leadership at the district level and an increase in student achievement.[8] Other quantitative studies conclude that the effects of leadership on student achievement are small, but leadership effects typically are indirect. That is, leaders influence student learning through others by promoting vision and goals, and by ensuring that resources and processes are in place to enable teachers to teach well.[9] Evaluation systems must be of high quality if we are to discern whether our superintendents are of high quality. The role of a superintendent requires a performance evaluation system that acknowledges the complexities of the job. Superintendents have a challenging task in meeting the educational needs of a diverse student population, and good evaluation is necessary to provide the superintendents with the feedback, support, recognition, and guidance they need to sustain and improve system-wide district operations.[10]

Because the superintendency is so fundamentally important to school improvement and student success, improving the evaluation of superintendent performance is particularly relevant as a means to recognize excellence in leadership and to advance superintendent effectiveness. A meaningful evaluation focuses on clearly-defined professional standards[11], and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent leadership. The benefits of a rigorous evaluation system are numerous and well-documented. Goldring and colleagues noted that when the process of evaluation is

designed and implemented appropriately, it can be valuable for improvement of leadership quality and overall organizational performance in several ways, including:[12]

- as a benchmarking and assessing tool to document the effectiveness of superintendents for annual reviews and compensation;
- as a targeting tool to help superintendents focus on performance domains and behaviors that are associated with student learning;
- as a tool of continuous learning and development to provide both formative and summative feedback to superintendents, identify areas in need of improvement, and enable superintendents to make informed individualized decisions regarding professional development to bridge the gap between current practices and desired performance; and,
- as a collective accountability tool to set the organizational goals and objectives of the school leader and larger divisionwide improvement.

IMPORTANCE OF RECOGNIZING SUPERINTENDENT EFFECTIVENESS

In the past, school division superintendents may have been viewed as managers of complex bureaucracies rather than instructional leaders; however, the move toward instructional accountability of superintendents is not without merit or empirical evidence.[13] The position of the superintendent within a school division hierarchy suggests their ability to influence the focus and direction of the division organization, thus, superintendents play a vital role in ensuring that systemic school improvements are a major priority.[14] While not directly influencing student achievement and instruction, the superintendent is an instructional leader who must focus on increasing effectiveness while simultaneously balancing external and internal pressures on the school district.[15] Research findings indicate that superintendents of effective school divisions exhibit high levels of involvement in instructional matters, including instructional goal setting and monitoring, and use managerial levers at their disposal to influence the behavior of principals and teachers who are more directly involved in improving classroom teaching and student learning.[16] It is important to recognize that effective superintendents influence student learning, either directly or indirectly. It is also important to understand the ways and means by which superintendents influence their school divisions' educational programs. Therefore, a rigorous superintendent evaluation system should be in place to discriminate the performance of superintendents and provide informative feedback for improvement.

PURPOSES OF EVALUATION

The Joint Committee on Standards for Educational Evaluation states, "The fundamental purpose of personnel evaluations must be to help provide effective services to students."[17] The superintendent of the school division is central to the quality and utility of personnel evaluations division-wide, and this process must also include her or his own evaluation conducted by the school board.

The primary purposes of a quality superintendent evaluation system are to:[18]

- Improve educational performance, both for the superintendent and, ultimately, the entire school division;
- Improve superintendent/board relations and communication;
- Clarify the roles of the superintendent;
- Inform the superintendent of the board's expectations;
- Improve planning;
- Aid in the professional development of the superintendent;
- Serve as a basis for personnel decisions;
- Serve as an accountability mechanism; and
- Fulfill legal requirements.

A quality superintendent evaluation system should:

- Meet requirements of personnel evaluation standards, that is, propriety standards, feasibility standards, utility standards, and accuracy standards.
- Build on the strengths of existing superintendent performance evaluation models and avoid their weaknesses.
- Embody and focus on superintendent's generic duties.
- Include performance indicators using multiple sources of data.
- Integrate established evaluation concepts, including the basic purpose of evaluation (assess merit or worth), the generic process of evaluation (delineating, obtaining, reporting, and applying information), the main classes of information to be collected (context, input, process, and product), and the main roles of evaluation (formative input for improvement and summative assessment for accountability).
- Provide for adaptation to the wide variety of school division settings.[19]

GROWTH AND IMPROVEMENT

One of the primary purposes for evaluating the superintendent is to improve the educational performance of the superintendent, which in turn impacts the educational performance of the district.[20] While the superintendent is expected to manage the operational needs and demands of the school system, he/she also is expected to be a "strong instructional leader, conversant with information about educational best practice, and the process of change."[21] In addition, the superintendent must work within the demands of the various stakeholders of the district. As such, the superintendent as a leader must be adept in all aspects of the educational organization, which requires him/her to understand their strengths and weaknesses to determine where they need improvement and how to grow. Evaluation is a tool that can give feedback to the superintendent on areas of weaknesses and growth.

Due to the unique and complex job of the superintendent, professional development might look different for each individual based on their unique needs.[22] In addition, professional development can help superintendents to stay current with the changing trends and conditions in the educational realm and should be ongoing.[23] Superintendents need to have access to relevant professional development to help them to meet the demands of constantly changing educational trends and reforms that impact their position.[24] Superintendent growth and improvement lead to the growth and improvement of the division and its students.[25]

PURPOSES OF THIS DOCUMENT

This document was developed specifically for use with school division superintendents. The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that superintendent evaluations be consistent with the **performance objectives (standards)** set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards' procedures for evaluating superintendents address student academic progress.

> Section 22.1-60.1 Evaluation of superintendent~~)~~ of the *Code of Virginia* states, in part, the following:
>
> > Each local school board shall evaluate the division superintendent annually consistent with the performance objectives set forth in *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* as required by 22.1-253.13:5.
>
> Section 22.1-253.13:5 Standard 5. Quality of classroom instruction and educational leadership of the *Code of Virginia* states, in part, the following:
>
> > B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents*. Evaluations shall include student academic progress as a significant component and an overall summative rating. … Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. Evaluations shall include an evaluation of cultural competency.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents* set forth eight performance standards for all Virginia superintendents. Pursuant to state law, superintendent evaluations must be consistent with the performance standards (objectives) included in this document.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents* originally approved on April 28, 2011, and subsequently revised on July 23, 2015, and January 10, 2010, provide school divisions with a model evaluation system, including sample forms and templates that may be implemented "as is" or used to refine existing local superintendent evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

The *Code of Virginia* requires that school boards' procedures for evaluating superintendents must:

- be consistent with the performance standards set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents*;
- include student academic progress as a significant component; and
- include an overall summative rating.

WHAT CAN SCHOOL DIVISIONS MODIFY?

The *Guidelines* provide a uniform approach to superintendent evaluation which should be used throughout the Commonwealth of Virginia. Certain aspects are prescribed by the *Code of Virginia*, while others are highly recommended based on the research surrounding effective superintendents and best practices from the field. However, the Virginia Department of Education recognizes the importance of providing local school boards with the flexibility to make certain modifications to the evaluation system to meet their unique needs. The bullets below describe the major components of the evaluation system and what can and cannot be modified.

- Performance Standards: Performance standards should not be modified.
- Performance Indicators: Performance indicators are based on the research relating to effective superintendents, but school boards may modify them to meet their needs or areas of focus.
- Performance Rubrics: School boards may modify performance rubrics, but the *Effective* level is written as the actual performance standard, so it should not be modified. Also note that the descriptions in the rubrics were intentionally constructed in a parallel manner so that the descriptors use similar terminology (i.e., *Highly Effective* uses "role model," *Approaching Effective* uses "inconsistent," and *Ineffective* uses "inadequate" or "fails to."
- Documentation Evidence: The use of Documentation Evidence is optional, but recommended, as it provides superintendents input into their evaluation and provides evidence for those performance standards that are not easily observed.
- Stakeholder Surveys: The use of surveys is optional. They should be used sparingly and only for formative purposes. Survey questions provided in this handbook have been specifically selected to address the performance standards but may be modified by the local school division.

- Measures of Student Progress: The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met in the evaluation is the responsibility of local school boards. Student learning should be determined by multiple measures of student academic progress (e.g., progress tables, goal setting for student achievement, other valid measures).
- Other Data Sources: Data sources other than those specified above (e.g., conferences, meetings) may be used as determined by the local school board.
- Rating Levels: The rating level names are highly recommended but may be modified by the local school board. It is recommended that the rating terminology parallel that which is used for teacher and principal evaluation.
- Formative Assessment: All superintendents should receive a formative assessment prior to the summative evaluation.
- Summative Evaluation: The *Code of Virginia* requires all superintendents to receive a summative evaluation.
- Single Summative Rating: All superintendents will receive a single summative rating to provide an overall rating of the superintendent's performance. The *Guidelines* provide suggested weighting.
- Forms: The forms provided in the *Guidelines* have been developed to include the required information, but school boards may modify them as needed.

PART 2: UNIFORM PERFORMANCE STANDARDS FOR SUPERINTENDENTS

The uniform performance standards for superintendents are used to collect and present data to document performance that is based on well-defined job expectations. They provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual superintendent initiative. The goal is to support the continuous growth and development of each superintendent by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

DEFINING SUPERINTENDENT PERFORMANCE STANDARDS

Clearly defined professional responsibilities constitute the foundation of the superintendent performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both superintendents and school boards reasonably understand the job expectations. It should be noted that the superintendent works with the school board, division staff, and other stakeholders to accomplish the performance standards.

The expectations for professional performance are defined using a two-tiered approach of performance standards and performance indicators.

PERFORMANCE STANDARDS

Performance standards define the criteria expected when superintendents perform their major duties. For all superintendents, there are eight performance standards as shown in Figure 2.1.

Figure 2.1: *Performance Standards*

1. Strategic Leadership *The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.*
2. Planning and Assessment *The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress and improved student outcomes.*
3. Instructional Leadership *The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.*

4. Organizational Leadership and Resource Management *The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*
5. Communication and Community Relations *The superintendent fosters the success of all students through proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.*
6. Culturally Responsive and Equitable Division Leadership *The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.*
7. Professionalism *The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.*
8. Divisionwide Student Academic Progress *The superintendent's leadership results in acceptable, measurable, and appropriate divisionwide student academic progress based on established standards.*

PERFORMANCE INDICATORS

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which superintendents are meeting each standard. This helps superintendents and school boards clarify performance levels and job expectations. Performance indicators are provided as examples of the types of performance that will occur if a standard is being successfully met. However, the list of performance indicators is not exhaustive and is not intended to be prescriptive. Indicators in one performance standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Superintendents and school boards should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a superintendent's performance on each standard with evidence generated from multiple performance indicators.*** Sample performance indicators for each of the performance standards follow.

Performance Standard 1: Strategic Leadership
The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

1.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.

1.2 Works collaboratively with the school board and stakeholders to develop and implement policies that define organizational expectations and result in continuous improvement.

1.3 Promotes a climate of mutual respect, trust, innovation, and professionalism with the school board, staff, students, and community.

1.4 Keeps the school board informed on current and future needs and issues affecting the school division and works collaboratively to resolve them.

1.5 Supports and enforces all school board policies and informs all constituents of changes to the policies.

1.6 Oversees the administration of the school division's day-to-day operations.

1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.

1.8 Fosters external partnerships to build targeted opportunities around identified student and school division needs.

1.9 Delegates authority and responsibility to other employees as needs and opportunities arise and ensures accountability for implementation.

1.10 Recommends policy additions or modifications to improve student learning and division effectiveness.

Performance Standard 2: Planning and Assessment
The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress and improved student outcomes.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

2.1 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.

2.2 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.

2.3 Seeks and uses human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.

2.4 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.

2.5 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in enhanced student outcomes.

2.6 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet or demonstrate sufficient progress in meeting all required federal and state standards.

2.7 Communicates findings to all stakeholders and encourages reciprocal dialogue and feedback to ensure continuous improvement.

Performance Standard 3: Instructional Leadership
The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

3.1 Serves as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary making decisions and when advising the school board.

3.2 Creates and sustains a school division culture of excellence with expectations that support effective, data-driven decision-making and the use of multiple sources of evidence to drive school and division goals, improve organizational performance, educator effectiveness, and student learning.

3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.

3.4 Assesses factors affecting student achievement and directs change for needed improvements to ensure full access and equitable opportunities for all students.

3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.

3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.

3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.

3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.

3.9 Develops and nurtures a culture of continuous learning and professional development and growth in which staff members are reflective about their strategies and use data and appropriate methods to analyze and adapt practices that achieve improved results.

Performance Standard 4: Organizational Leadership and Resource Management
The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

4.1 Identifies, analyzes, and resolves problems using problem-solving techniques and communicates resolutions with necessary stakeholders.

4.2 Facilitates the implementation of research-based theories and techniques relating to school attendance, parental involvement, student behavior, and school safety to ensure an orderly and positive environment conducive to teaching and learning.

4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and high-performing teachers, administrators, and other personnel based on identified needs.

4.4 Acquires, allocates, and manages division human, material, technological, and financial resources in compliance with all laws to ensure the impactful and equitable support of all of the division's students, schools, and programs.

4.5 Demonstrates organizational skills to efficiently and safely achieve school, community, and division goals.

4.6 Provides staff development, support, and resources for all categories of personnel to improve job performance consistent with individual needs, program evaluation results, and instructional improvement plans.

4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback and recognizes and supports the achievement of highly effective personnel.

4.8 Collaborates and develops internal and external partnerships to enhance operations and resource management.

4.9 Anticipates, assesses, and responds to current, emerging, and future division, student, and school community needs in a timely manner.

Performance Standard 5: Communication and Community Relations
The superintendent fosters the success of all students through proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

5.1 Models and promotes professional, timely, and impactful communication and interpersonal relations within the school division.

5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.

5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

5.4 Creates an atmosphere of trust and mutual respect with the board, staff, families, and other stakeholders.

5.5 Demonstrates the skills necessary to build community support for division goals and priorities.

5.6 Uses formal and informal techniques to gather external perceptions and input representing multiple perspectives as a part of the decision-making process.

5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.

5.8 Models and promotes multicultural awareness, inclusive practices, and the appreciation of diversity in the community.

Performance Standard 6: Culturally Responsive and Equitable Division Leadership
The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

6.1 Collects and analyzes disaggregated data to determine division priorities and aid in developing and monitoring a division strategic plan that promotes continuous improvement and demonstrates a commitment to equitable and culturally responsive practice for all students.

6.2 Manages and leverages the allocation of fiscal, human, capital, and material resources to promote equitable access and outcomes for all students.

6.3 Provides professional learning opportunities for all employees throughout the division that enhance their capacity and skills to support culturally responsive practices and equitable outcomes.

6.4 Plans, implements, supports, and assesses the instructional program to provide all students with equitable access to culturally relevant and responsive curriculum as well as high-quality content, instruction, and materials.

6.5 Engages in dialogue with all stakeholders to promote an equity-centered, inclusive organizational culture that fosters a sense of belonging for all students.

6.6 Collaborates with all stakeholders to foster ownership in a shared mission, vision, and core values that support all students.

Standard 6: Developed by Virginia Department of Education with adaptations from the VDOE Superintendent Evaluation Work Group, October-November 2021

Performance Standard 7: Professionalism
The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

7.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.

7.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission, vision, and goals of the school division.

7.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to the actions of others.

7.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

7.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.

7.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.

7.7 Maintains a high level of personal knowledge regarding new developments and techniques and shares the information with appropriate staff.

7.8 Actively seeks and engages in opportunities to network, share knowledge, and stay abreast of the latest research to promote individual and organizational knowledge, skills, and success.

Performance Standard 8: Divisionwide Student Academic Progress
The superintendent's leadership results in acceptable, measurable, and appropriate divisionwide student academic progress based on established standards.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

8.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.

8.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.

8.3 Leads staff in conducting an ongoing, detailed analysis of multiple measures of student learning data to provide immediate and appropriate feedback.

8.4 Collaborates with division staff to monitor and improve multiple measures of student progress.

8.5 Uses internal division and external stakeholder meetings and impactful professional development activities to focus on continuous improvement of student outcomes.

8.6 Provides evidence that students in all reporting groups are meeting acceptable and measurable student academic progress.

8.7 Demonstrates responsibility for division academic achievement through proactive education and outreach to parents, staff, and other community stakeholders.

8.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.

8.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Note: Performance Standard 8: If a superintendent effectively fulfills all previous standards, it is likely that the results of his or her leadership – as documented in Standard 8: Student Academic Progress – would be positive. The Virginia superintendent evaluation system includes the documentation of student growth as indicated within Standard 8 and recommends that the evidence of progress be reviewed and considered throughout the year. Trend analysis should be used where applicable.

PART 3: DOCUMENTING SUPERINTENDENT PERFORMANCE

To develop a complete picture of the superintendent's performance, board members should use multiple sources of information in assessing performance quality. These data sources might include formal and informal observations, stakeholder surveys, artifacts of performance, goal setting, and other relevant sources of performance information. As representatives of the community, board members often receive unsolicited opinions about the performance of the superintendent, most often from individuals who are not pleased or disagree with an action or decision of the superintendent. Although it is tempting to use selected data sources in assessing the superintendent's performance, *some sources may be more problematic than others; thus, these problematic, unsolicited, non-representative data should be very carefully and cautiously considered before applying the data to superintendent evaluation, if they are to be used at all.* For data sources to be acceptable, they must meet the tests of logic, validity, reliability, fairness, and legality.[a] Answering questions like the ones that follow will assist board members in determining whether various data sources meet these tests:

- Are the data caused by or the responsibility of the superintendent?
- Do the data reflect responsibilities included in the superintendent's job description?
- Are the data linked to student learning, welfare, or other needs?
- Are the data of primary importance in considering the quality of the superintendent's performance?
- Are better data available on the same issue?

Board members should work with the superintendent to reach consensus on the evidence-based data sources to be used.

The suggested sources of information described in Figure 3.1 were selected to provide comprehensive and accurate feedback on superintendent performance. Data sources may include, but are not limited to, the sources in Figure 3.1.

[a] These recommendations are adapted from: Peterson, K.D. (2000). *Teacher evaluation: A comprehensive guide to new directions and practices* (2nd ed.). Corwin Press.

Figure 3.1: *Suggested Documentation Sources for Superintendent Evaluation*

Data Source	Definition
Self-Evaluation (Recommended)	Self-evaluation reveals superintendents' perceptions of their job performance. Results of a self-evaluation should inform superintendents' personal goals for professional development.
Documentation Evidence (Recommended)	Items generated by superintendents provide evidence of meeting the eight performance standards.
Stakeholder Survey (Recommended)	Stakeholder surveys provide information to superintendents about perceptions of job performance. The actual survey responses are seen only by the superintendent who prepares a survey summary as part of the documentation evidence. Surveys should be used sparingly and for formative purposes only.
Goal Setting (Recommended)	Superintendents, in conjunction with the school board, set goals for professional growth and school improvement. These goals should reflect expected or required performance benchmarks drawn from local and state guidelines and policies.

Note: All recommended data sources may not always be necessary in a superintendent evaluation system. Rather, options are provided from which local decisions can be made to design the evaluation system in a manner that best fits local needs. Also, with only minor modification, selected data sources (e.g., self-evaluation, goal setting) readily could be applied to school board evaluation if the local school board is so inclined.

SELF-EVALUATION

The superintendent's annual self-evaluation of progress toward meeting performance goals encourages reflection on his/her experiences. It also provides a structure to consider future goals and determine strategies for achieving goals. The self-evaluation process is also useful in promoting the superintendent's professional development. However, self-evaluations at the middle and end of each year can reveal discrepancies in perceptions of performance between the superintendent and the board and may be very useful in generating dialogue to discuss discrepancies revealed. The superintendent may consider self-rating at the end of the year and sharing this with the school board. A sample *Superintendent Self-evaluation Form* is provided on the following pages.

Superintendent Self-evaluation Form

Directions: Superintendents should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Superintendent's Name: _____ Date: _____

School Division: _____ School Year: _____

1. Strategic Leadership
The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.

Areas of strength:

Areas needing work/strategies for improving performance:

2. Planning and Assessment
The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress and improved student outcomes.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Leadership
The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.

Areas of strength:

Areas needing work/strategies for improving performance:

4. Organizational Leadership and Resource Management
The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Communication and Community Relations
The superintendent fosters the success of all students through proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.

Areas of strength:

Areas needing work/strategies for improving performance:

6. Culturally Responsive and Equitable Division Leadership
The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Professionalism
The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.

Areas of strength:

Areas needing work/strategies for improving performance:

8. Divisionwide Student Academic Progress
The superintendent's leadership results in acceptable, measurable, and appropriate divisionwide student academic progress based on established standards.

Areas of strength:

Areas needing work/strategies for improving performance:

DOCUMENTATION EVIDENCE

Evidence of a superintendent's performance can serve as a valuable and insightful data source for documenting the work that superintendents actually do. Documentation provides school boards with information related to specific standards and provides superintendents with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with the board. Documentation can confirm a superintendent's effort to demonstrate highly effective performance, can show continuing work at an effective level, or can demonstrate progress in response to a previously-identified deficiency. Documentation evidence is maintained by the superintendent and reviewed by the school board through the evaluation process.

A sample optional *Documentation Cover Sheet* is provided on the next page.

Documentation Cover Sheet *(optional)*

Directions: The superintendent should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. This form is optional. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the superintendent's practice and process for the evaluator.

Superintendent's Name: _____

School Division: _____ School Year: _____

Standard	Documentation Included	Superintendent Reflective Comments
1. Strategic Leadership *The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.*		
2. Planning and Assessment *The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress and improved student outcomes.*		
3. Instructional Leadership *The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.*		

Standard	Documentation Included	Superintendent Reflective Comments
4. Organizational Leadership and Resource Management *The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*		
5. Communication and Community Relations *The superintendent fosters the success of all students through proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.*		
6. Culturally Responsive and Equitable Division Leadership *The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.*		
7. Professionalism *The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.*		
8. Divisionwide Student Academic Progress *The superintendent's leadership results in acceptable, measurable, and appropriate divisionwide student academic progress based on established standards.*		

STAKEHOLDER SURVEY

Stakeholder surveys have the potential to provide valuable input on the superintendent's performance across the eight standards if they are well-conceived, properly administered, and interpreted. Any such results also should constitute only one component in the superintendent's evaluation system. An optional *Stakeholder Survey* is shown on the next page. A *Survey Summary Form* that could be included as part of a superintendent's documentation evidence is included on the subsequent page.

Note: Thoughtful consideration should be given to how stakeholder surveys are to be used if, indeed, they are used as a relevant data source for superintendent evaluation. For example, surveys should never be administered in a selective, non-random manner; otherwise, the results will be skewed in an unreasonable and non-representative manner. Additionally, the rules for applying stakeholder surveys should be determined in advance of the start of the evaluation cycle and best practices should be followed. The table of specifications in Figure 3.2 illustrates the alignment between the survey items and performance standards.

Figure 3.2: Table of Specifications

Superintendent Performance Standards	**Survey Item #**
1 - Strategic Leadership	1-3
2 - Planning and Assessment	4-5
3 - Instructional Leadership	6-8
4 - Organizational Leadership and Resource Management	9-11
5 - Communication and Community Relations	12-15
6 - Culturally Responsive and Equitable Division Leadership	16-18
7 - Professionalism	19-20

Stakeholder Survey *(optional)*

The purpose of this survey is to allow you to give the superintendent ideas about the quality of his or her performance. The information will be used for improvement purposes.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Listed below are several statements about the superintendent. Check your response to each statement in the appropriate column. If you wish to comment, please write your comments in the space after the items.

Superintendent's Name _____ School Division _____ School Year _____

Respondent: ___ Parent ___ Community Member ___ Public Official ___ Other (explain)

	The superintendent…	Cannot Judge	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Provides effective leadership	0	1	2	3	4
2.	Implements and communicates a vision for the school division	0	1	2	3	4
3.	Involves parents and the community in the identification and accomplishment of school division goals	0	1	2	3	4
4.	Evaluates and allocates the use of community resources, volunteer services, and partnerships	0	1	2	3	4
5.	Transparently implements planning and assessment for the division	0	1	2	3	4
6.	Promotes continuous student achievement and school improvement	0	1	2	3	4
7.	Provides direction, support, and planning in implementing activities and programs consistent with continuous improvement	0	1	2	3	4
8.	Uses data and appropriate methods to analyze and adapt practices that achieve and improve results	0	1	2	3	4
9.	Handles crises in a calm and effective manner	0	1	2	3	4
10.	Maintains visibility	0	1	2	3	4
11.	Uses sound financial management practices	0	1	2	3	4
12.	Demonstrates effective communication skills	0	1	2	3	4
13.	Participates in community activities	0	1	2	3	4
14.	Is a positive ambassador for the school division	0	1	2	3	4
15.	Engages in two-way communication	0	1	2	3	4
16.	Is sensitive to the needs of all constituencies in our community	0	1	2	3	4

17.	Provides professional learning opportunities and resources that enhance capacity and skills to support culturally responsive practices and equitable outcomes	0	1	2	3	4
18.	Promotes an equity-centered, inclusive organizational culture that fosters a sense of belonging for all students and staff	0	1	2	3	4
19.	Demonstrates a professional demeanor	0	1	2	3	4
20.	Is approachable and accessible	0	1	2	3	4

COMMENTS:

Survey Summary Form

Superintendent's Name: _____ Date: _____

School Division: _____ School Year: _____

Directions: Superintendents should tabulate and analyze the stakeholder surveys and provide a summary of the results. This may be included as part of the superintendent's documentation.

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received? _____**%**

Stakeholder Satisfaction Analysis

4. Describe your survey population(s).

5. List factors that might have influenced the results.

6. Analyze survey responses and answer the following questions:

   A) What did stakeholders perceive as your major strengths?

   B) What did stakeholders perceive as your major weaknesses?

   C) How can you use this information for continuous professional growth?

PART 4: CONNECTING SUPERINTENDENT PERFORMANCE TO DIVISIONWIDE STUDENT ACADEMIC PROGRESS

Measures of student learning are vitally important in judging the effectiveness of superintendents, but they should never serve as the sole source for evaluating performance. Waters and Marzano found a significant positive correlation between division leadership and student achievement. While the correlation was small, the finding speaks to the impact the superintendent can have on student academics.[26] Other studies have found that the superintendent impacts student academics through more indirect means such as ensuring the division's instructional program is coherent and there is alignment with the mission, vision, and goals.[27] Due to these indirect impacts on student academic progress, gains in student learning should be used as only one component in the superintendent evaluation system. The use of student academic measures requires pre- and post-assessments using reliable and valid instruments to determine progress. While there is a place and purpose for fixed standards, such as learning to read at an acceptable level, fixed standards, such as SOL tests, must be regarded carefully when applied to the superintendent's evaluation. Repeated measures of student learning over time enhance reliability from a statistical point of view and credibility from a decision-making perspective.

VIRGINIA LAW

The *Code of Virginia* requires that school boards' procedures for evaluating superintendents must:

- be consistent with the performance standards set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents*;
- include student academic progress as a significant component; and
- include an overall summative rating.

METHODS FOR CONNECTING STUDENT PERFORMANCE TO SUPERINTENDENT EVALUATION

The *Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation while encouraging local flexibility in implementation. The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard 8: Student Academic Progress* is not the least weighted of the performance standards or less than 1 (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards.

GOAL SETTING

Setting goals -- not just any goals, but goals set squarely on student performance -- is a powerful way to enhance professional performance and, in turn, positively impact student academic progress. In their meta-analysis, Waters and Marzano, found that effective superintendents create goal-oriented school divisions.[28] Whenever possible, it is recommended that the goals be grounded in validated, quantitative, objective measures, using tools already available, such as state performance benchmarks.

The school board, in conjunction with the superintendent, can set annual division goals for the superintendent that are congruent with the division's needs and concerns and are balanced across grades and school levels, as appropriate. The goals then can be reviewed and adjusted as necessary. It is important for the school board and superintendent to think through the shorter-term goals that are needed to address longer-term outcomes and for the school board to recognize and account for the time it takes for initiatives to be realized. Goal setting should occur at the beginning of the superintendent's contract year and the superintendent should report on progress in achieving the goals at regular intervals throughout the evaluation process. This provides a valuable forum for board/superintendent dialogue. Indicators of goal attainment include documentation via the superintendent's oral and written reports as well as other division data that may reflect goal achievement. A sample *Superintendent's Annual Goals* form is shown later in this section.

EXAMPLES OF MEASURES OF DIVISIONWIDE STUDENT ACADEMIC PROGRESS

To be able to measure goal attainment, superintendents must identify valid measures of student academic progress appropriate to their school division student population's learning needs and priorities. School boards and superintendents should develop mutually agreed-upon measures to include in the evaluation to best reflect the priorities of the division. Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures. Additionally, it is important that multiple, relevant measures be used.

There are several important considerations when identifying multiple measures. The measures may focus on:

- All student performance and reporting group performance;
- Specific areas of need;
- Alignment with the strategic plan; and
- Topics/indicators across grade levels.

Figure 4.1 shows suggested focus areas for goal setting that provide measures of divisionwide student academic progress. (*Note:* This is not intended as an exhaustive list. Each school board should determine valid measures that are appropriate for each unique school division.)

Figure 4.1: *Examples of Measures of Divisionwide Student Academic Progress*

Category	Measure	Early elementary school (may include PreK)	Upper elementary school	Middle school	High school
Student Academic Progress	• Progress on SOL assessments and/or growth assessments	✓	✓	✓	✓
	• Improvement on advanced pass rates on SOL assessments	✓	✓	✓	✓
	• Improvements in high school graduation rates				✓
	• Reduce retention rates resulting from increased student achievement outcomes	✓	✓	✓	✓
Reporting Groups and Other Student Groupings	• English Language Learners progress on English language proficiency assessment	✓	✓	✓	✓
	• Increase in percentage of students with disabilities earning Standard and Advanced Studies diplomas				✓
	• Increase in achievement of economically-disadvantaged students	✓	✓	✓	✓
	• Reporting groups making increased academic progress	✓	✓	✓	✓
	• Decrease in achievement gap in reporting groups	✓	✓	✓	✓
	• Increase in achievement of Individualized Education Plan goals	✓	✓	✓	✓
	• Improvements in underperforming reporting groups earning a high school diploma				✓
College and Career Readiness	• Participation and success in advanced coursework (i.e., Dual Enrollment, AP, IB, industry certification)				✓
	• Enrollment and achievement in postsecondary education				✓
	• Increase in percentage of students earning career and technical industry certification, state licenses, or successful national occupational assessment credentials				✓
Reading/Literacy Readiness	• On track indicators such as Phonological Awareness Literacy Screening or similar measures available locally	✓	✓	✓	✓
	• SOL test outcomes	✓	✓	✓	✓
	• Benchmark outcomes	✓	✓	✓	✓

Category	Measure	Early elementary school (may include PreK)	Upper elementary school	Middle school	High school
Mathematics Readiness	• Progress on Algebra readiness assessments such as the Algebra Readiness Diagnostic Test			✓	✓
	• SOL test outcomes	✓	✓	✓	✓
	• Benchmark outcomes	✓	✓	✓	✓
STEM Education	• Increase in percentage of underrepresented students taking advanced STEM courses				✓
	• Increase in number of industry certifications				✓
Student Engagement and Social/Emotional Wellness Activities	• Increase in percentage of students involved in extracurricular activities		✓	✓	✓
	• Increase in percentage of students receiving awards, scholarships, and recognition	✓	✓	✓	✓
	• Attendance data	✓	✓	✓	✓
	• Wellness indicators about students' social/emotional well-being	✓	✓	✓	✓
	• Behavior and discipline data	✓	✓	✓	✓

Superintendent's Annual Goals

Directions: This form is a tool to assist superintendents in setting goals that result in measurable divisionwide student academic progress. Goals may relate to other standards, but all goals should address Standard 8 as well. Use a separate sheet for each goal.

Superintendent's Name: _____ Date: _____

School Division: _____ School Year: _____

Preliminary approval granted by school board on: _____

Mid-year review conducted by school board on: _____

Year-end review conducted by school board on: _____

Goal:

Check the standard(s) to which the goal relates

☐ 1. Strategic Leadership ☐ 2. Planning and Assessment
☐ 3. Instructional Leadership ☐ 4. Organizational Leadership and Resource Management
☐ 5. Communication and Community Relations ☐ 6. Culturally Responsive and Equitable Division Leadership
☐ 7. Professionalism ☒ 8. Divisionwide Student Academic Progress

Expected term to completion: ☐ Short-term ☐ Mid-term ☐ Long-term

Indicators of Success	***Mid-Year Assessment of Goal by School Board***
	Evidence to Date

_____ _____
Evaluator's Signature Date

_____
Evaluator's Name

PART 5: RATING SUPERINTENDENT PERFORMANCE

The role of a superintendent requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, school boards should conduct both formative assessments and summative evaluations of superintendents.

FORMATIVE ASSESSMENT

Formative assessment can provide valuable information to superintendents. At any point during the year, the school board has the option to share its assessment of the superintendent's performance by discussing the evidence related to the eight-standards. An optional *Superintendent Formative Assessment Performance Report* is provided on the following pages. It should be noted that this report does not include an actual rating in any of the performance standards.

Superintendent Formative Assessment Performance Report
(optional)

Note: The formative assessment form is included as an option to be used if it is determined to be in the best interest of the local school division.

Directions: Use this form to comment on evidence related to the standards. Evaluators may use multiple formative assessment forms, as applicable.

Superintendent's Name: _____ Date: _____

Evaluator: _____

1. Strategic Leadership *The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.* **Comments:**
2. Planning and Assessment *The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress and improved student outcomes.* **Comments:**
3. Instructional Leadership *The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.* **Comments:**
4. Organizational Leadership and Resource Management *The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.* **Comments:**

6. Culturally Responsive and Equitable Division Leadership *The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.* **Comments:**
7. Professionalism *The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.* **Comments:**
8. Divisionwide Student Academic Progress *The superintendent's leadership results in acceptable, measurable, and appropriate divisionwide student academic progress based on established standards.* See Superintendent's Annual Goal for details. **Comments:**

Commendations:

Areas of Growth:

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

SUMMATIVE EVALUATION

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple data sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all superintendents.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual performance standards, and 2) how well they are performed. The performance standards and performance indicators provide a description of well-defined expectations.

DEFINITIONS OF RATINGS

The definitions in Figure 5.1 offer general descriptions of the ratings. *PLEASE NOTE: Ratings are applied to the eight performance standards and as an overall summative rating, not to performance indicators.*

Figure 5.1*: Definitions of Terms Used in Rating Scale*

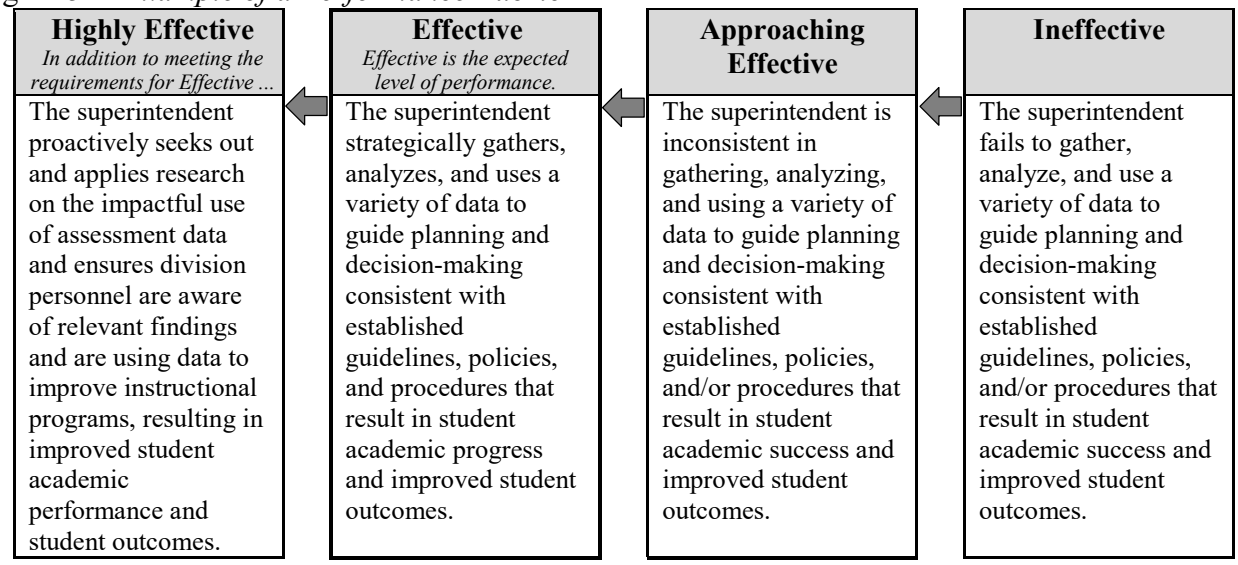
Category	Description	Definition
Highly Effective	The superintendent performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and is done in a manner that exemplifies the division's mission and goals.	Exceptional performance: • sustains high performance over a period of time • empowers principals, teachers, and students and consistently exhibits behaviors that have a strong positive impact on student learning and the school division climate • serves as a role model to others
Effective	The superintendent consistently meets the performance standard in a manner that is aligned with the division's mission and goals.	Proficient performance: • meets the requirements contained in the performance standard • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates a willingness to learn and apply new skills
Approaching Effective	The superintendent's performance is inconsistent in meeting the established performance standard and/or working toward the division's mission and goals. The superintendent may be starting to exhibit desirable traits related to the standard but has not yet reached the full level of proficiency expected (i.e., developing) or the superintendent's performance is lacking in a particular area (i.e., needs improvement).	Developing/needs improvement performances: • requires support in meeting the performance standards • results in less than expected quality of student performance • leads to areas for superintendent improvement being jointly identified and planned between the superintendent and school board

Category	Description	Definition
Ineffective	The superintendent consistently performs below the established performance standard or in a manner that is inconsistent with the school division's mission and goals.	Unacceptable performance: • does not meet the requirements contained in the performance standard • results in minimal student learning • may contribute to the superintendent not being recommended for continued employment

PERFORMANCE RUBRICS

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of superintendents and provides a general description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance rubric provides a clearly delineated step-wise progression, along a continuum of effectiveness (as illustrated with arrows between the two levels). Each level is intended to be qualitatively superior to all lower levels. Teachers who earn a *Highly Effective* rating must meet the requirements for the *Effective* level and go beyond it. Performance rubrics are provided to increase reliability among evaluators and to help superintendents focus on ways to enhance their leadership practices. ***Please note: The rating of "Effective" is the expected level of performance and is written as the actual performance standard.*** *A superintendent who is new to the division or position may be considered "Approaching Effective" in a standard. Additionally, the recommended performance rubrics presented may be modified at the discretion of the school board.*

Figure 5.2: *Example of a Performance Rubric*



Superintendents are evaluated on the performance standards using the following performance appraisal rubrics:

Performance Standard 1: Strategic Leadership
The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

1.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.

1.2 Works collaboratively with the school board and stakeholders to develop and implement policies that define organizational expectations and result in continuous improvement.

1.3 Promotes a climate of mutual respect, trust, innovation, and professionalism with the school board, staff, students, and community.

1.4 Keeps the school board informed on current and future needs and issues affecting the school division and works collaboratively to resolve them.

1.5 Supports and enforces all school board policies and informs all constituents of changes to the policies.

1.6 Oversees the administration of the school division's day-to-day operations.

1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.

1.8 Fosters external partnerships to build targeted opportunities around identified student and school division needs.

1.9 Delegates authority and responsibility to other employees as needs and opportunities arise and ensures accountability for implementation.

1.10 Recommends policy additions or modifications to improve student learning and division effectiveness.

Highly Effective *In addition to meeting the requirements for Effective ...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The superintendent establishes a highly productive relationship with the local school board to lead strategic improvement to promote student learning.	The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.	The superintendent is inconsistent in creating, monitoring, and/or facilitating the process of strategic improvement, and/or seeking to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.	The superintendent fails to create, monitor, and/or facilitate the process of strategic improvement, and/or fails to seek to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.

Performance Standard 2: Planning and Assessment
The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress and improved student outcomes.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

2.1 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.

2.2 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.

2.3 Seeks and uses human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.

2.4 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.

2.5 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in enhanced student outcomes.

2.6 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet or demonstrate sufficient progress in meeting all required federal and state standards.

2.7 Communicates findings to all stakeholders and encourages reciprocal dialogue and feedback to ensure continuous improvement.

Highly Effective *In addition to meeting the requirements for Effective ...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The superintendent proactively seeks out and applies research on the impactful use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance and student outcomes.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress and improved student outcomes.	The superintendent is inconsistent in gathering, analyzing, and using a variety of data to guide planning and decision-making consistent with established guidelines, policies, and/or procedures that result in student academic success and improved student outcomes.	The superintendent fails to gather, analyze, and use a variety of data to guide planning and decision-making consistent with established guidelines, policies, and/or procedures that result in student academic success and improved student outcomes.

Performance Standard 3: Instructional Leadership
The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

3.1 Serves as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary making decisions and when advising the school board.

3.2 Creates and sustains a school division culture of excellence with expectations that support effective, data-driven decision-making and the use of multiple sources of evidence to drive school and division goals, improve organizational performance, educator effectiveness, and student learning.

3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.

3.4 Assesses factors affecting student achievement and directs change for needed improvements to ensure full access and equitable opportunities for all students.

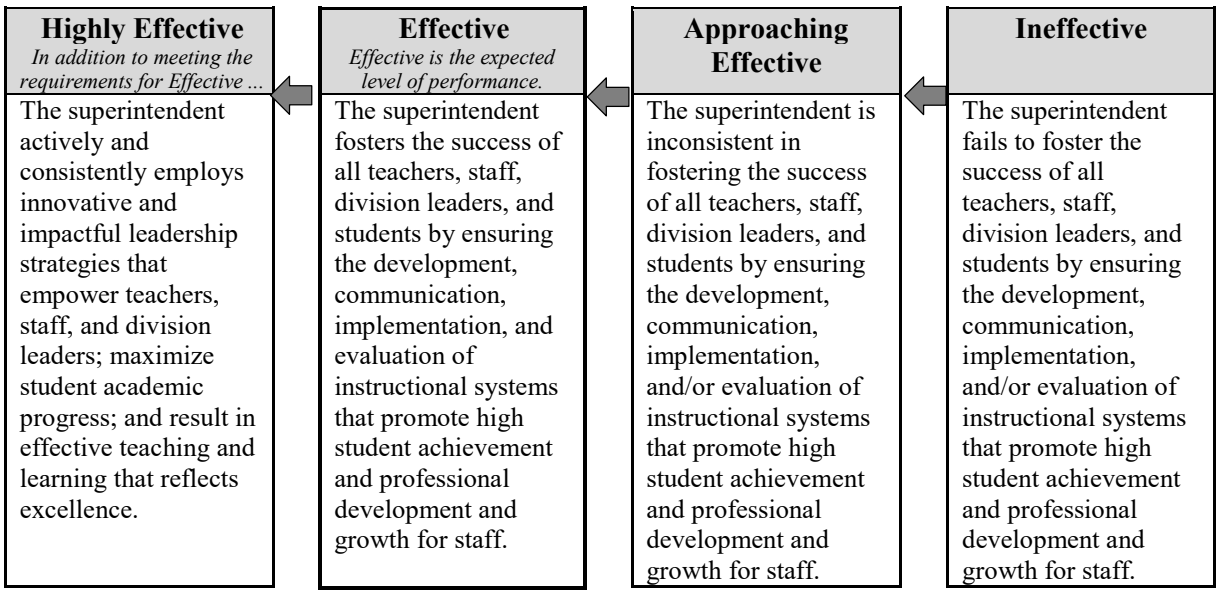
3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.

3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.

3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.

3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.

3.9 Develops and nurtures a culture of continuous learning and professional development and growth in which staff members are reflective about their strategies and use data and appropriate methods to analyze and adapt practices that achieve improved results.



Performance Standard 4: Organizational Leadership and Resource Management
The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

4.1 Identifies, analyzes, and resolves problems using problem-solving techniques and communicates resolutions with necessary stakeholders.

4.2 Facilitates the implementation of research-based theories and techniques relating to school attendance, parental involvement, student behavior, and school safety to ensure an orderly and positive environment conducive to teaching and learning.

4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and high-performing teachers, administrators, and other personnel based on identified needs.

4.4 Acquires, allocates, and manages division human, material, technological, and financial resources in compliance with all laws to ensure the impactful and equitable support of all of the division's students, schools, and programs.

4.5 Demonstrates organizational skills to efficiently and safely achieve school, community, and division goals.

4.6 Provides staff development, support, and resources for all categories of personnel to improve job performance consistent with individual needs, program evaluation results, and instructional improvement plans.

4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback and recognizes and supports the achievement of highly effective personnel.

4.8 Collaborates and develops internal and external partnerships to enhance operations and resource management.

4.9 Anticipates, assesses, and responds to current, emerging, and future division, student, and school community needs in a timely manner.

Highly Effective *In addition to meeting the requirements for Effective ...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The superintendent exemplifies leadership in efficient and safe operations and organizational management by promoting staff innovation, demonstrating proactive decision-making, and maximizing available resources.	The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.	The superintendent is inconsistent in fostering the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and/or evaluating the division's organization, operation, and/or use of resources.	The superintendent fails to foster the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and/or evaluating the division's organization, operation, and/or use of resources.

Performance Standard 5: Communication and Community Relations
The superintendent fosters the success of all students through proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

5.1 Models and promotes professional, timely, and impactful communication and interpersonal relations within the school division.

5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.

5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

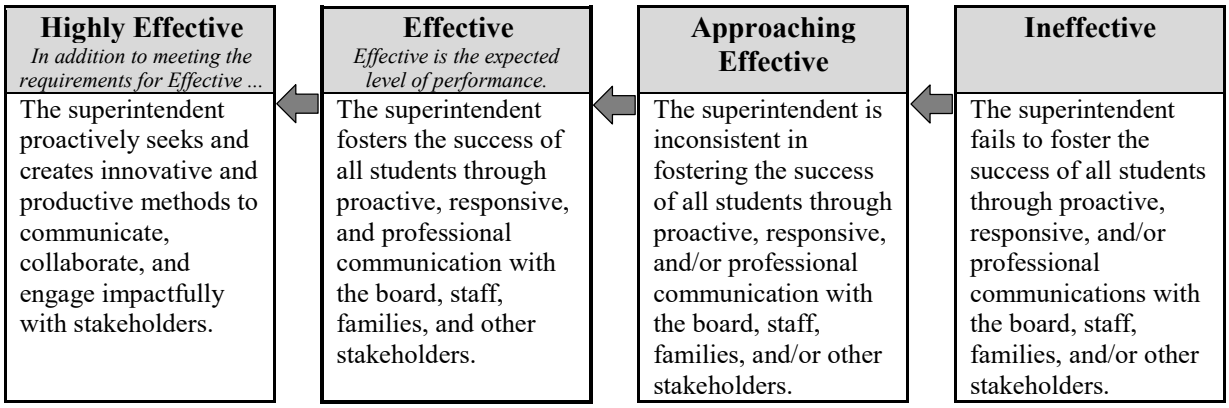
5.4 Creates an atmosphere of trust and mutual respect with the board, staff, families, and other stakeholders.

5.5 Demonstrates the skills necessary to build community support for division goals and priorities.

5.6 Uses formal and informal techniques to gather external perceptions and input representing multiple perspectives as a part of the decision-making process.

5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.

5.8 Models and promotes multicultural awareness, inclusive practices, and the appreciation of diversity in the community.



Performance Standard 6: Culturally Responsive and Equitable Division Leadership
The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

6.1 Collects and analyzes disaggregated data to determine division priorities and aid in developing and monitoring a division strategic plan that promotes continuous improvement and demonstrates a commitment to equitable and culturally responsive practice for all students.

6.2 Manages and leverages the allocation of fiscal, human, capital, and material resources to promote equitable access and outcomes for all students.

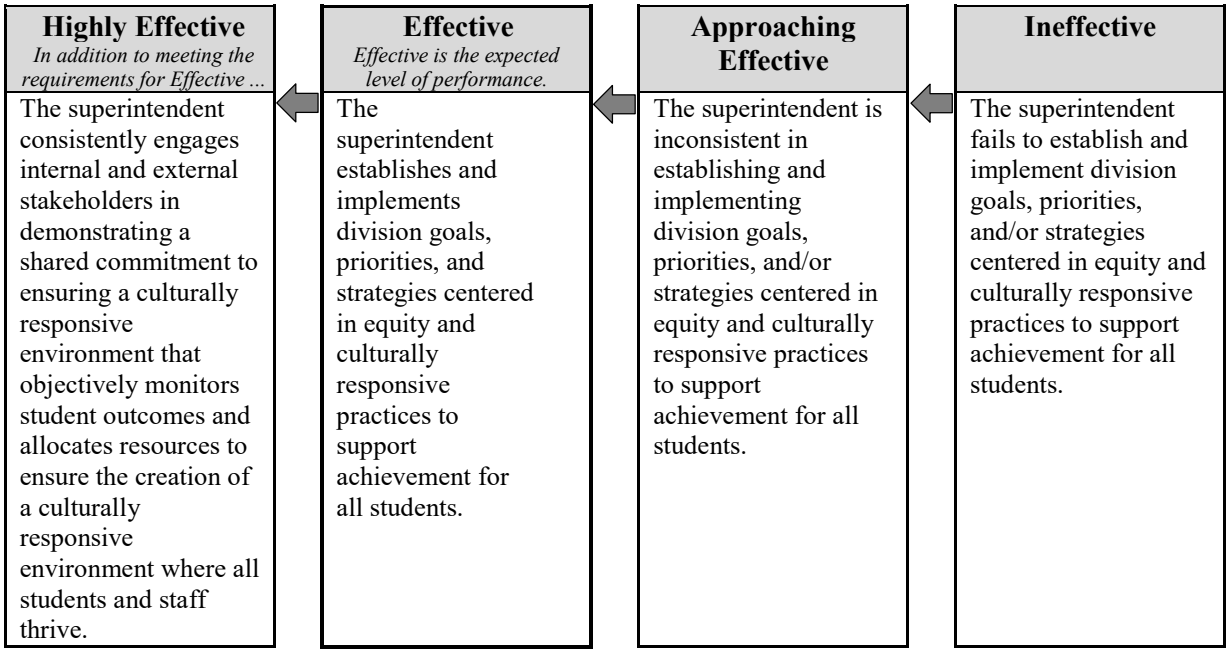
6.3 Provides professional learning opportunities for all employees throughout the division that enhance their capacity and skills to support culturally responsive practices and equitable outcomes.

6.4 Plans, implements, supports, and assesses the instructional program to provide all students with equitable access to culturally relevant and responsive curriculum as well as high-quality content, instruction, and materials.

6.5 Engages in dialogue with all stakeholders to promote an equity-centered, inclusive organizational culture that fosters a sense of belonging for all students.

6.6 Collaborates with all stakeholders to foster ownership in a shared mission, vision, and core values that support all students.

Standard 6: Developed by Virginia Department of Education with adaptations from the VDOE Superintendent Evaluation Work Group, October-November 2021



Performance Standard 7: Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.

Performance Indicators

Examples may include, but are not limited to:

The superintendent:

7.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.

7.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission, vision, and goals of the school division.

7.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to the actions of others.

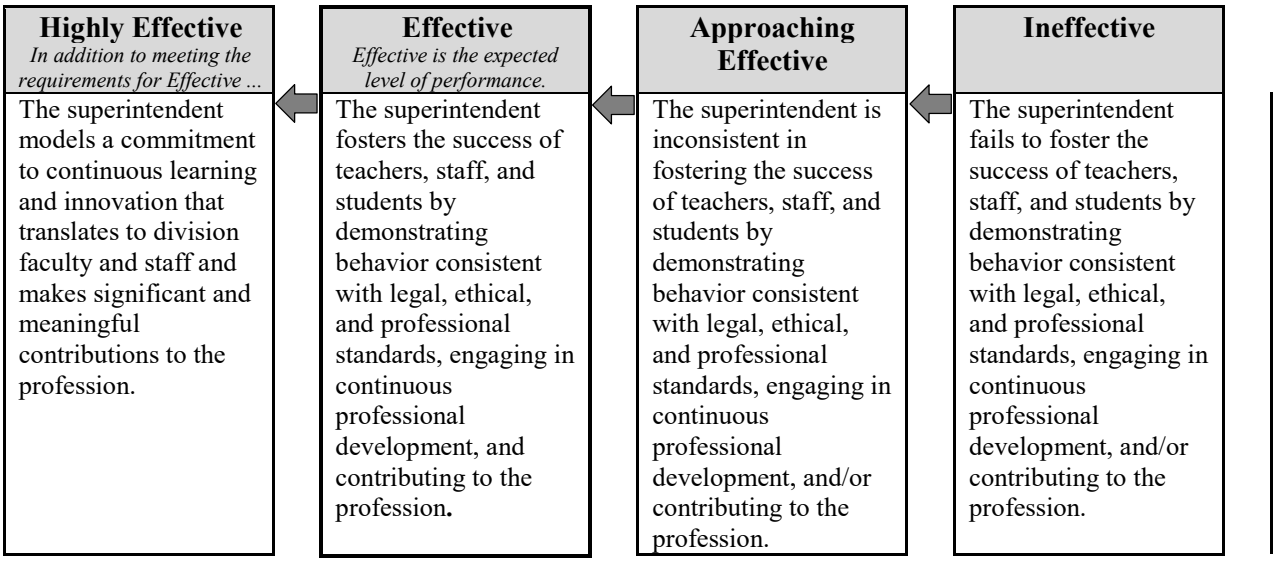
7.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

7.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.

7.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.

7.7 Maintains a high level of personal knowledge regarding new developments and techniques and shares the information with appropriate staff.

7.8	Actively seeks and engages in opportunities to network, share knowledge, and stay abreast of the latest research to promote individual and organizational knowledge, skills, and success.



Performance Standard 8: Divisionwide Student Academic Progress
The superintendent's leadership results in acceptable, measurable, and appropriate divisionwide student academic progress based on established standards.

Performance Indicators
Examples may include, but are not limited to:

The superintendent:

8.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.

8.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.

8.3 Leads staff in conducting an ongoing, detailed analysis of multiple measures of student learning data to provide immediate and appropriate feedback.

8.4 Collaborates with division staff to monitor and improve multiple measures of student progress.

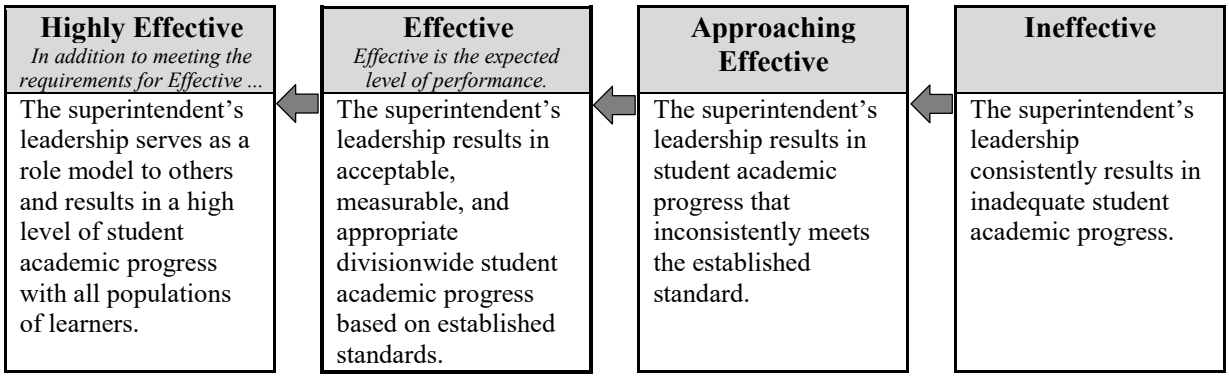
8.5 Uses internal division and external stakeholder meetings and impactful professional development activities to focus on continuous improvement of student outcomes.

8.6 Provides evidence that students in all reporting groups are meeting acceptable and measurable student academic progress.

8.7 Demonstrates responsibility for division academic achievement through proactive education and outreach to parents, staff, and other community stakeholders.

8.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.

8.9	Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.



PERFORMANCE RUBRICS AND SUMMATIVE EVALUATION

School boards make judgments about the performance of the eight performance standards based on all available evidence. After collecting information gathered through multiple data sources, the school board applies the four-level rating scale to evaluate a superintendent's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. A sample *Superintendent Summative Performance Report* is provided on the following pages. The results of the evaluation must be discussed with the superintendent at a summative evaluation conference.

Summative evaluations should be completed in compliance with the *Code of Virginia* and school division policy. Summative ratings should apply the rating for each of the eight performance standards.

SINGLE SUMMATIVE RATING

In addition to receiving a diagnostic rating for each of the eight performance ratings, the superintendent will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the eight performance standards; rather it is to provide an overall rating of the superintendent's performance. The overall summative rating will be judged to be *Highly Effective, Effective, Approaching Effective,* or *Ineffective*.

Scores will be calculated using the following scale:

Highly Effective = 4
Effective = 3
Approaching Effective = 2
Ineffective = 1

The *Code of Virginia* requires that student academic progress be a significant component of the evaluation. How student academic progress is met is the responsibility of local school boards provided that *Performance Standard 8: Student Academic Progress* is not the least weighted of the

performance standards or less than 1 (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards. The following example complies with this requirement.

Figure 5.3: *Sample Weighting*

Performance Standard	Weight
Standard 1	1.25
Standard 2	1.25
Standard 3	1.25
Standard 4	1.25
Standard 5	1.25
Standard 6	1.25
Standard 7	1.25
Standard 8	1.25

Figure 5.4: *Example of Recommended Weighted Calculations for Superintendent Performance Evaluation*

Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Highly Effective	4	1.25	5
Standard 2	Effective	3	1.25	3.75
Standard 3	Effective	3	1.25	3.75
Standard 4	Effective	3	1.25	3.75
Standard 5	Effective	3	1.25	3.75
Standard 6	Highly Effective	4	1.25	5
Standard 7	Highly Effective	4	1.25	5
Standard 8	Effective	3	1.25	3.75
Single Summative Rating				**33.75**

The overall single summative rating will be judged as *Highly Effective*, *Effective*, *Approaching Effective*, or *Ineffective* using the following range of scores:

Figure 5.5: *Range of Scores*

Rating	Range of Scores
Highly Effective	35-40
Effective	26-34
Approaching Effective	20-25
Ineffective	10-19

Superintendent Summative Performance Report

Directions: Evaluators use this form prior to providing the superintendent with an assessment of performance. The superintendent should be given a copy of the form at the end of each evaluation cycle.

Superintendent's Name: _____ School Year(s): _____

School: _____

Performance Standard 1: Strategic Leadership

Highly Effective *In addition to meeting the requirements for Effective ...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The superintendent establishes a highly productive relationship with the local school board to lead strategic improvement to promote student learning.	The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.	The superintendent is inconsistent in creating, monitoring, and/or facilitating the process of strategic improvement, and/or seeking to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.	The superintendent fails to create, monitor, and/or facilitate the process of strategic improvement, and/or fails to seek to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.
☐	☐	☐	☐

Comments:

Performance Standard 2: Planning and Assessment

Highly Effective *In addition to meeting the requirements for Effective ...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The superintendent proactively seeks out and applies research on the impactful use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance and student outcomes.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress and improved student outcomes.	The superintendent is inconsistent in gathering, analyzing, and using a variety of data to guide planning and decision-making consistent with established guidelines, policies, and/or procedures that result in student academic success and improved student outcomes.	The superintendent fails to gather, analyze, and use a variety of data to guide planning and decision-making consistent with established guidelines, policies, and/or procedures that result in student academic success and improved student outcomes.
☐	☐	☐	☐

Comments:

Performance Standard 3: Instructional Leadership

Highly Effective *In addition to meeting the requirements for Effective ...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The superintendent actively and consistently employs innovative and impactful leadership strategies that empower teachers, staff, and division leaders; maximize student academic progress; and result in effective teaching and learning that reflects excellence.	The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.	The superintendent is inconsistent in fostering the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and/or evaluation of instructional systems that promote high student achievement and professional development and growth for staff.	The superintendent fails to foster the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and/or evaluation of instructional systems that promote high student achievement and professional development and growth for staff.
☐	☐	☐	☐

Comments:

Performance Standard 4: Organizational Leadership and Resource Management

Highly Effective *In addition to meeting the requirements for Effective ...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The superintendent exemplifies leadership in efficient and safe operations and organizational management by promoting staff innovation, demonstrating proactive decision-making, and maximizing available resources.	The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.	The superintendent is inconsistent in fostering the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and/or evaluating the division's organization, operation, and/or use of resources.	The superintendent fails to foster the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and/or evaluating the division's organization, operation, and/or use of resources.
☐	☐	☐	☐

Comments:

Performance Standard 5: Communication and Community Relations

Highly Effective *In addition to meeting the requirements for Effective ...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The superintendent proactively seeks and creates innovative and productive methods to communicate, collaborate, and engage impactfully with stakeholders.	The superintendent fosters the success of all students through proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.	The superintendent is inconsistent in fostering the success of all students through proactive, responsive, and/or professional communication with the board, staff, families, and/or other stakeholders.	The superintendent fails to foster the success of all students through proactive, responsive, and/or professional communications with the board, staff, families, and/or other stakeholders.
☐	☐	☐	☐

Comments:

Performance Standard 6: Culturally Responsive and Equitable Division Leadership

Highly Effective *In addition to meeting the requirements for Effective ...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The superintendent consistently engages internal and external stakeholders in demonstrating a shared commitment to ensuring a culturally responsive environment that objectively monitors student outcomes and allocates resources to ensure the creation of a culturally responsive environment where all students and staff thrive.	The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.	The superintendent is inconsistent in establishing and implementing division goals, priorities, and/or strategies centered in equity and culturally responsive practices to support achievement for all students.	The superintendent fails to establish and implement division goals, priorities, and/or strategies centered in equity and culturally responsive practices to support achievement for all students.
☐	☐	☐	☐

Comments:

Performance Standard 7: Professionalism

Highly Effective *In addition to meeting the requirements for Effective ...*	Effective *Effective is the expected level of performance.*	Approaching Effective	Ineffective
The superintendent models a commitment to continuous learning and innovation that translates to division faculty and staff and makes significant and meaningful contributions to the profession.	The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession**.**	The superintendent is inconsistent in fostering the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or contributing to the profession.	The superintendent fails to foster the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or contributing to the profession.
☐	☐	☐	☐

Comments:

Performance Standard 8: Divisionwide Student Academic Progress

Highly Effective *In addition to meeting the requirements for Effective ...*	**Effective** *Effective is the expected level of performance.*	**Approaching Effective**	**Ineffective**
The superintendent's leadership serves as a role model to others and results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable, and appropriate divisionwide student academic progress based on established standards.	The superintendent's leadership results in student academic progress that inconsistently meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.
☐	☐	☐	☐

Comments:

Overall Evaluation Summary:

Performance Standard	**Performance Rating**	**Points** HE=4 E=3 AE=2 IE=1	**Weight**	**Weighted Total (Points x Weight)**
Standard 1			1.25	
Standard 2			1.25	
Standard 3			1.25	
Standard 4			1.25	
Standard 5			1.25	
Standard 6			1.25	
Standard 7			1.25	
Standard 8			1.25	
Single Summative Rating				

Rating	**Range of Scores**
Highly Effective	35-40
Effective	26-34
Approaching Effective	20-25
Ineffective	10-19

☐ **Highly Effective**

☐ **Effective**

☐ **Approaching Effective**

☐ **Ineffective**

☐ **Recommended for *Targeted Professional Growth*. (One or more standards are *Ineffective*, or two or more standards are *Approaching Effective*.)**

Commendations:

Areas Noted for Improvement:

Superintendent Improvement Goals:

Evaluator's Name	Superintendent's Name
Evaluator's Signature	Superintendent's Signature (Superintendent's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)
Date	Date

PART 6: IMPROVING SUPERINTENDENT PERFORMANCE

Supporting superintendents is essential to the success of school divisions. Many resources are needed to assist superintendents in growing professionally. Sometimes additional support is required to help superintendents develop so that they can meet the performance standards for their school divisions.

Targeted Professional Growth, a division-level discussion between the school board and the superintendent, is an optional process to promote conversation about performance to address specific needs or desired areas for professional growth. Figure 6.1 highlights the process.

Figure 6.1: *Tool to Increase Professional Performance*

	Targeted Professional Growth
Purpose	For superintendents who could benefit from targeted performance improvement OR who would like to systematically focus on his or her own performance growth.
Initiates Process	School board or superintendent
Documentation	Form Provided: Optional Targeted Professional Growth Form Memo or other record of the discussion/other forms of documentation a school board level
Outcomes	Performance improvement is documented with the support dialogue continued at the discretion of the school board or the superintendent

The *Targeted Professional Growth* process is initiated by the school board or superintendent at any point during the school year when the superintendent's professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Targeted Professional Growth* process should not be construed as applying to poor-performing superintendents. The option for *Targeted Professional Growth* is open to any superintendent who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the superintendent's growth (see sample prompts in Figure 6.2) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Targeted Professional Growth Form* on the following page. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the school board and superintendent meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 6.2).

Figure 6.2: *Prompts*

Prompts for the Initial Conversation

What challenges have you encountered in addressing_____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What support can the school board provide you?

Prompts for the Follow-Up Conversation

The last time we met, we talked about _____ (tell specific concern). What has gone well?
What has not gone as well?

The entire *Targeted Professional Growth* process is intended to be completed in a relatively short time period (for example, within six weeks) as it offers targeted support. If the *Targeted Professional Growth* process was initiated by a superintendent seeking self-improvement, the school board and superintendent may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For a superintendent for whom the school board initiated the *Targeted Professional Growth* process, the desired outcome would be that the superintendent's practice has improved to a proficient level. If improvements in performance are still needed, the school board determines either to extend the time of the *Targeted Professional Growth* because progress has been made, or to allocate additional time or resources.

Targeted Professional Growth *(optional)*

Directions: School boards and superintendents may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

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ENDNOTES

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SCHOOL BUILDING ADMINISTRATION

The Surry County School Board, upon recommendation of the superintendent, employs principals and assistant principals who hold licenses as prescribed by the Board of Education.

A principal provides instructional leadership in, is responsible for the administration of and supervises the operation and management of the school or schools and property to which the principal has been assigned, in accordance with the policies of the School Board and under the supervision of the superintendent.

A principal may submit recommendations to the superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to the principal's supervision.

Adopted: April 12, 2022

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-293.

Cross Refs.:	EB	School Crisis, Emergency Management, and Medical Emergency Response Plan
	DGC	School Activity Funds
	DGD	Funds for Instructional Materials and Office Supplies
	GCI	Professional Staff Assignments and Transfers
	GCN	Evaluation of Professional Staff

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POLICY IMPLEMENTATION

Development of Regulations

The School Board authorizes the superintendent to create and update regulations necessary to carry out the policies adopted by the Board. If Board action is required by law or the Board asks that certain regulations or types of regulations be approved by the Board, the superintendent will present those regulations to the Board for action. The superintendent makes all regulations available to School Board members, employees and the public and sees that the regulations are placed in the School Board Policy Manual or are kept with the Policy Manual.

Dissemination of Policies and Regulations

Administrators and supervisors are responsible for informing staff members of all newly adopted or revised policies and regulations.

Adopted: July 13, 2021

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-78.

Cross Ref.:
	BF	Board Policy Manual
	BFC	Policy Adoption

ADMINISTRATION IN POLICY ABSENCE

In cases where action must be taken by the school division and the School Board has provided no guidelines for administrative action, the superintendent has the power to act, but the superintendent's decisions are subject to review by the School Board at its next regular meeting. It is the duty of the superintendent to inform the School Board promptly of such action and of the need for policy.

Adopted: August 11, 2015

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

REPORTING ACTS OF VIOLENCE AND SUBSTANCE ABUSE

I. Acts Reported to the Superintendent and Principal

A. Reports are made to the superintendent and the principal or principal's designee on all incidents involving

1. alcohol, marijuana, a controlled substance, an imitation controlled substance, or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;
2. the assault and battery that results in bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity;
3. the sexual assault, death, shooting, stabbing, cutting, or wounding of any person, abduction of any person as described in Va. Code § 18.2-47 or § 18.2-48, or stalking of any person as described in Va. Code § 18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;
4. any written threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;
5. the illegal carrying of a firearm, as defined in Va. Code § 22.1-277.07, onto school property;
6. any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Va. Code § 18.2-85, or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs, as described in Va. Code § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;
7. any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses;
8. the arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefor; or
9. any illegal possession of weapons, alcohol, drugs or tobacco products.

The principal of each school collects and maintains information on the above listed acts which occur on school property, on a school bus or at a school-sponsored activity.

B. The superintendent and the principal or principal's designee receive reports from local law-enforcement authorities on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act (Va. Code § 54.1-3400 et seq.) and occurred on a school bus, on school property or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in clauses 1-8 of subsection A and whether the student is released to the custody of the student's parent or, if 18 years of age or more, is released on bond. The

superintendent may request that the reports include information regarding terms of release from detention, court dates and terms of any disposition orders entered by the court. When the superintendent receives notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G of Va. Code § 16.1-260, the superintendent reports such information to the principal of the school in which the juvenile is enrolled.

II. Reporting Duties of the Principal and Superintendent

Except as may otherwise be required by federal law, regulation, or jurisprudence, each principal:

A. immediately reports to the local law-enforcement agency any incident described in clause I.A.1 of this policy that may constitute a felony offense;
B. immediately reports to the local law-enforcement agency any incident described in clauses I.A.3 through 7 of this policy except that a principal is not required to but may report to the local law-enforcement agency any incident described in clause I.A.4 committed by a student who has a disability;
C. may report to the local law-enforcement agency any other incident described in clauses I.A.1 through 8 of this policy that is not required to be reported by the previous two bullets; and
D. immediately reports any act enumerated in clauses I.A.1 through 5 of this policy that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. The principal also reports whether the incident has been reported to local law enforcement pursuant to this policy and, if the incident has been so reported, that the parents may contact local law enforcement for further information.

The principal or principal's designee reports all incidents required to be reported pursuant to clause I.A of this policy to the superintendent. The superintendent annually reports all such incidents to the Department of Education for the purpose of recording the frequency of such incidents on forms that are provided by the Department and makes such information available to the public.

In submitting reports of such incidents, principals and superintendents accurately indicate any offenses, arrests or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to subsection I.B. of this policy.

The principal or principal's designee notifies the parent of any student involved in an incident required to be reported pursuant to this policy, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice relates to only the relevant student's involvement and does not include information regarding other students.

III. Prevention and Intervention Activities

Whenever any student commits any reportable incident as set forth in this policy, such student is required to participate in such prevention and intervention activities as deemed appropriate by the superintendent or superintendent's designee.

The School Board develops, in cooperation with the local law-enforcement agencies, juvenile and domestic relations court judges and personnel, parents, and the community at large, programs to prevent violence and crime on school property and at school-sponsored events, which include research-based hazing prevention. Activities designed to prevent the recurrence of violence and crime, including hazing, may include such interventions as education relating to Virginia's criminal law, school crime lines, peer mediation, conflict resolution, community service requirements and any program focused on demonstrating the consequences of violence and crime. The School Board may develop and use a network of volunteer services in implementing prevention activities.

IV. Purpose

The purpose of reporting acts of violence and substance abuse is to develop a program of prevention activities to provide a safe environment conducive to learning.

Adopted: October 8, 2024

Legal Refs.: Code of Virginia, 1950, as amended, §§ 8.01-47, 22.1-279.3:1, 22.1-279.9.

8 VAC 20-560-10.

Cross Refs.: IGAE/IGAF Health Education/Physical Education

SCHOOL DIVISION ANNUAL REPORT

The School Board, with the assistance of the superintendent, makes a report covering the work of the schools for the year ending the preceding June 30 to the Board of Education according to a timeline and on forms supplied by the Superintendent of Public Instruction.

Adopted: July 12, 2022

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_____

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-81.

QUALITY PROFILES

I. Division Information

The Surry County School Board annually prepares and disseminates information on the school division and each school within the division. The information is concise. presented in an understandable and uniform format, and, to the extent practicable, presented in a language that parents can understand. The information is accessible to the public and shows how students in the division achieved on the state's student academic assessments compared to students in the state as a whole and how students at individual schools achieved compared to students in the division and in the state.

II. School Quality Profiles

The Surry County School Board ensures that every school in the division annually provides parents and the community a School Quality Profile in a manner prescribed by the Board of Education. The School Quality Profile includes designated information for the most recent three-year period. The School Quality Profile includes information designated by the Board of Education to include indicators of the following: accountability, assessments, enrollment and demographics, college and career readiness, finance, learning environment, and teacher quality. Specific indicators include:

- Virginia Assessment Program results by percentage of participation and proficiency and disaggregated by student reporting groups;
- accreditation status;
- attendance and absenteeism for students;
- information related to school safety to include incidents of crime and violence; and
- information related to qualifications and educational attainment of the teaching staff.

In addition, School Quality Profiles for secondary schools include the following:

- Advanced Placement (AP) information to include percentage of students who take AP courses and percentage of students who take AP tests
- International Baccalaureate (IB) and Cambridge course information to include percentage of students who are enrolled in IB or Cambridge programs and percentage of students who receive IB or Cambridge Diplomas
- college-level course information to include percentage of students who take college-level courses including dual enrollment courses
- number and percentage of (i) graduates by diploma type as prescribed by the Board of Education, (ii) certificates awarded to the senior class including high school equivalency preparation program credentials approved by the Board of Education, and (iii) students who do not complete high school
- number and percentage of dropouts

- the number of Board-approved industry certifications obtained
- the number of state licensure examinations passed
- the number of national occupational competency assessments passed
- the number of Armed Services Vocational Aptitude Battery assessments passed
- the number of Virginia workplace readiness skills assessments passed
- the number of career and technical education completers who graduated. A "career and technical education completer" is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program

Adopted: July 10, 2018

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Legal Refs.: 20 U.S.C. § 6311.

34 C.F.R. 200.11.

Code of Virginia, 1950, as amended, §§ 22.1-253.13:3, 22.1-253.13:4.

8 VAC 20-131-270.