

Douglas County School District Board of Education Superintendent Evaluation: Dr. Thomas Tucker 2018-2019

The following written evaluation meets the contractual agreement with the Superintendent: *The Board shall evaluate and assess in writing the performance of the Superintendent at least once during each school year during the term of this Contract. This evaluation and assessment shall include the goals and objectives agreed upon by the Board and the Superintendent and shall be accomplished in accordance with state law.*

As defined in the Policy Governance Manual: *Systematic and rigorous monitoring of Superintendent job performance will be solely against the only expected Superintendent job outputs: accomplishment of Board policies on End Statements and organizational operation with the boundaries established in Board policies and Executive Limitations (BSL 1.4).*

The following data sources were used to complete this performance evaluation:

1. Completion of Entry Plan (July 1 – September 30, 2018)
2. Reflection and Feedback Session with the Board on December 8, 2018
3. Staff Interpretation of Prioritized BOE Goal Subends on February 5, 2019
4. Presentation of Board of Education Goals Update on June 4, 2019
5. Self-Reflection and Evaluation Conference with Board of Education on July 20, 2019

Prioritized Academic Excellence Subend I-B: Academic Expectations are clearly articulated and supported with an appropriate curriculum that includes content scope and sequence.

Positive Outcomes

- The hiring of a Chief Academic Officer sent a strong message to staff and community that student performance, curriculum, and instructional practices would become a primary focus for improvement
- Using the Boards end goal as a “guiding light” in launching the strategic plan process promoted organizational alignment and reassurance that “random acts” would no longer be accepted
- The non-negotiable has been communicated throughout all schools that the Colorado Academic Standards will be the primary reference for prescribing instruction and ongoing assessment
- Requiring CIPG to be part of Academic Leadership Team meetings ensures continuity with transitioning to new academic standards and professional development.
- Passage of 5A: MLO was critical in helping smaller schools receive equitable funding for upgrading curriculum resources
- Superintendent’s belief that each student needs to be able to articulate his/her learning demonstrates best practice for student engagement and ownership of learning

Considerations and Future Goal Areas

- Improving student performance proficiencies from the current baseline of 60% proficient in English Language Arts and 40% proficient in Math
- Complete needs assessment for curriculum resources, upgrades and professional development. Present additional instructional funding needs to the Board
- Conduct Principal Leadership Academy which includes mentor support for new leaders
- Complete transition to implementation of newly defined Colorado Academic Standards including use of Colorado Department of Education resources
- Balance regional/feeder alignment with increased systemic alignment (e.g. reduce sense of competition between regions)
- Improve systemic communications regarding instructional resources and professional development availability to go beyond reliance on building leader
- Launching strategic plan with an event in which all 8300 employees attend in the same venue
- Review Gifted and Talented programming and screening process
- Increase student participation in concurrent enrollment opportunities
- Increase marketing of what is working well in the school system and Board decision making (e.g. Across the Board) with the hiring of additional communication staff
- Continue to build partnership with businesses and external agencies who will support and contribute to students' academic excellence
- Use vehicles like Employee Council to ensure staff feedback loop regarding curriculum changes

Prioritized Outstanding Educators and Staff Subend II-A: Quality educators and staff have been recruited, developed, supported, retained and celebrated.

Positive Outcomes

- Expansion of Employee Council to be a representative body is promoting collaboration and ownership for creating a new compensation and benefits framework
- Apple Awards recognition has been expanded and hosted in Douglas County venues
- School visitations and regional opportunities to informally meet with the Superintendent built relationships and communicated your accessibility as a leader
- Celebrations of staff at Board meetings communicates the importance of valuing all staff
- Recruitment efforts such as hosting the CASE Teacher Fair at the District supports the aggressive strategies needed to attain quality staff
- Employee wellness is being enhanced by expanding resources such as the Employee Assistance Program
- The practice of collecting employee transcripts was reinstated communicating the value of professional development and increased knowledge/skills for all staff
- The process used to develop the Strategic Plan through small staff discussion groups reinforced staff sense of being valued and heard

Considerations and Future Goal Areas

- Continue to champion the narrative about improvement in the area of compensation and benefits

- Resolve compression issues for employees who continue to need salary adjustments. Provide baseline data to Board to demonstrate improvement in this area
- Review practices around encouraging career ladders for staff (e.g. hold-harmless compensation changes for internal promotions)
- Collect baseline data regarding culture and climate among staff and monitor for annual improvements
- Define a consistent system for employees to communicate and appeal decisions around compensation placement
- Provide Board with employee retention rate data
- Continue to bridge relations with the DC Federation by focusing on employee needs and support (e.g. Professional Development) as opposed to a Collective Bargaining Agreement. Use Board Work Sessions to provide forum for all employees to interact with the Board

Prioritized Safe, Positive, Climate, and Culture Subend III-B2: A focused level of teamwork and professional development is on-going among district employees, community, and law enforcement agencies to ensure the physical safety of students, district employees and visitors.

Positive Outcomes

- Superintendent's philosophy: "This is the most important area and very personal to me. If emotional and physical safety is not felt, we can do nothing else."
- Navigation of post STEM tragedy demonstrated compassion, clear expectations for systematizing safety practices, and firm delineation of charter school autonomy
- The District's Crisis Response Team and Mental Health leadership was exemplary in supporting those impacted by the school shooting
- Exhaustive efforts in working with outside entities to gain support for both the MLO and Bond initiatives resulted in success for enhancing comprehensive safe school practices
- Acquisition of grants from area medical centers (e.g. Kaiser Permanente and Centura) demonstrate a model partnership for the benefit of mental wellness
- Bridging and developing relationships with law enforcement agencies (both the County Sheriff and the municipalities) and Board of County Commissioners has resulted in additional funding for safe school planning
- Successful passage of 5A MLO significantly increased mental health personnel throughout all schools

Considerations

- Continue ongoing monitoring and enhancements of DCSD's research-based comprehensive safety and security plan. Align to BOE's revised Policy ADD that identifies multi-faceted components as referenced by Colorado University's Center for Student and Prevention of Violence
- Systematic assessment of school climate and culture using tools from Colorado University's Center for Student and Prevention of Violence
- Systematic expansion of Restorative Practices for all K – 12 schools

- Encourage systematized use of resources such as “No Place for Hate,” Second Step Connections Club, and Sources of Strength
- Special focus needs to be made on how the LGBTQ population is being supported
- In addition to system training and standards for newly hired mental health personnel, develop research-based resources to support Social Emotional Learning

General Considerations

- Deploy and maintain Board Communication Log to monitor Director information requests, complaint monitoring, and feedback loop for resolutions
- Restructure departments to lessen leadership impact and increase accessibility of support for schools (e.g. Personalized Learning)
- Overall communication and marketing of the school district continues to be a concern. How can we be more proactive in “telling our story?” How can Board decision making be better communicated?

Overall Summary

Exceptional performance has been continually observed during your first year as superintendent. The number and intensity of issues that were dealt with were done with extreme professionalism and skill. Highlights include the passage of 5A and 5B, building partnership with local businesses, accessibility to both staff and community, navigating a tragic school shooting, and creating a foundation for a stakeholder-generated strategic planning process. In addition, your relentless advocacy for the noble cause of Public Education is ever present and inspirational.

Approved by the Board of Education August 6, 2019 by a vote of 6-0.



ATTEST



 David Ray
 President, Board of Education



 Krista Holtzmann
 Secretary, Board of Education