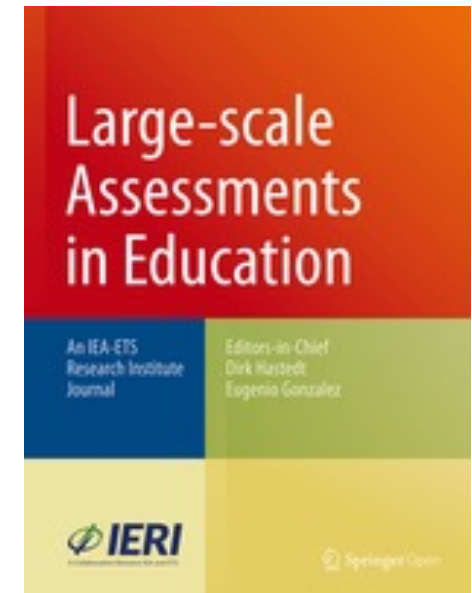
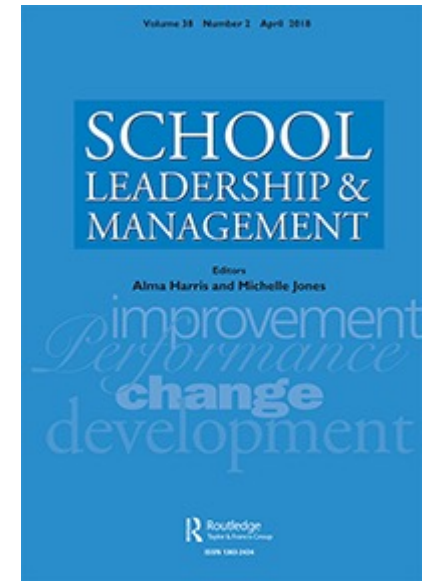
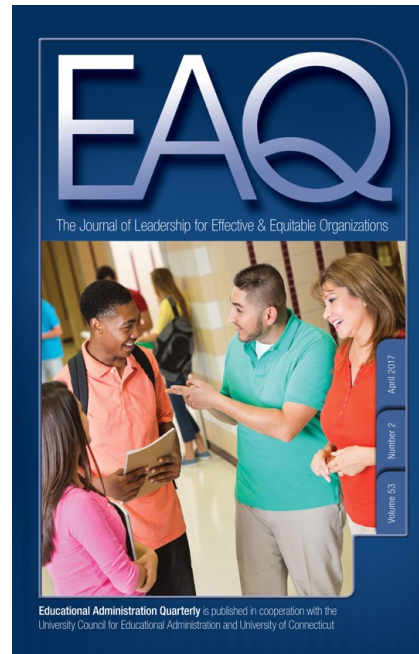


# 2021 Personnel Committee

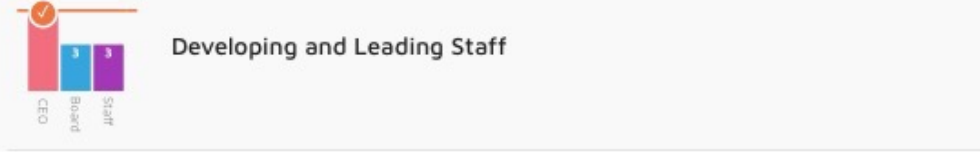
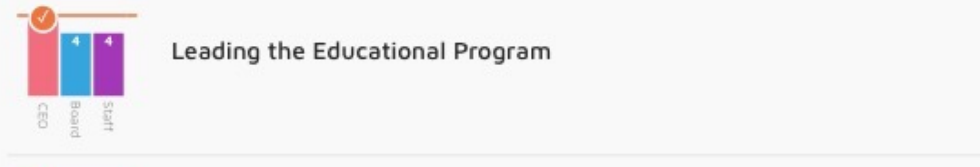
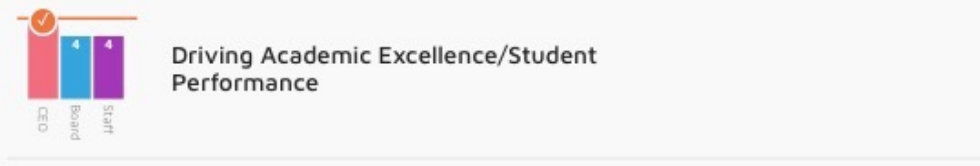
## Surveys

Board on Track (CEO Evaluation)  
Val-Ed (Leadership in Education)



# Board on Track Survey

## Summary



# BOT survey

The staff members' happiness and morale

Their perceptions of the school as a workplace and community

The effectiveness of investments the school has made in professional development or staff time and attention

# Ranking

## 53 Questions on 13 topics

Overall Leadership and Performance

Partnering with the Board

Actively Promoting the Organization and Ensuring Adequate Resources

Building and Maintaining Family Satisfaction

Cultivating a Culture of Excellence

Demonstrating Integrity

Developing and Leading Staff

Driving Academic Excellence/Student Performance

Engaging the Community

Ensuring Adequate Facilities

Leading the Educational Program

Managing Financial Performance

Managing Organizational Compliance and Administration

Overall Leadership and Performance

Partnering with the Board

# Ranking

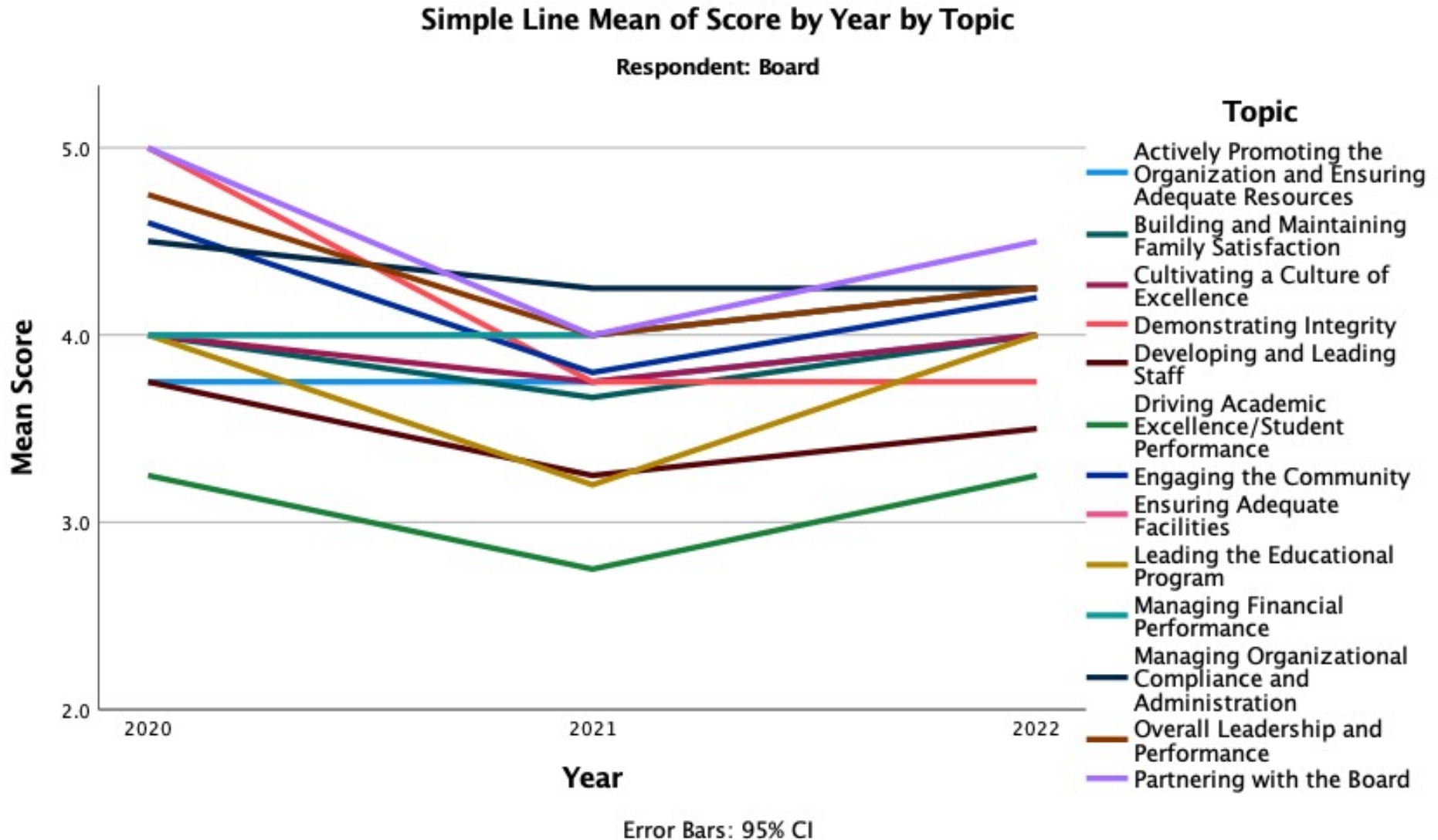
53 Questions on 13 topics

- 1 — Unsatisfactory
- 2 — Some expectations met
- 3 — Meeting expectations
- 4 — Exceeds expectations
- 5 — Far exceeds expectations

# Ranking

Year	Board			Staff	
	Respond	Mean Score		Respond	Mean Score
<b>2020</b>	75%	4.2		75%	3.7
<b>2021</b>	100%	3.7		86%	3.3
<b>2022</b>	90%	4.0		76%	3.5

# BOT: Board by topic

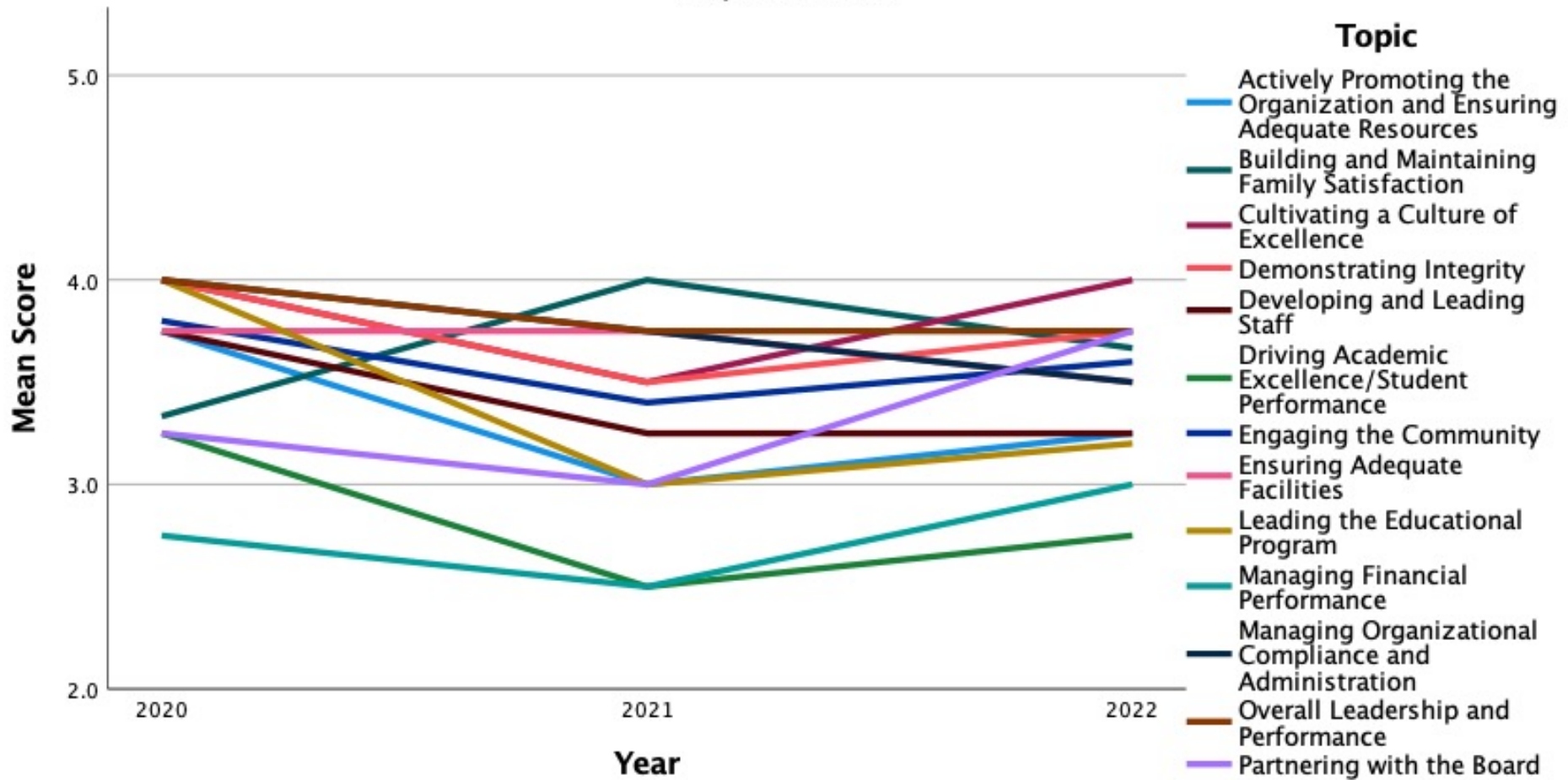




# BOT: Staff by topic

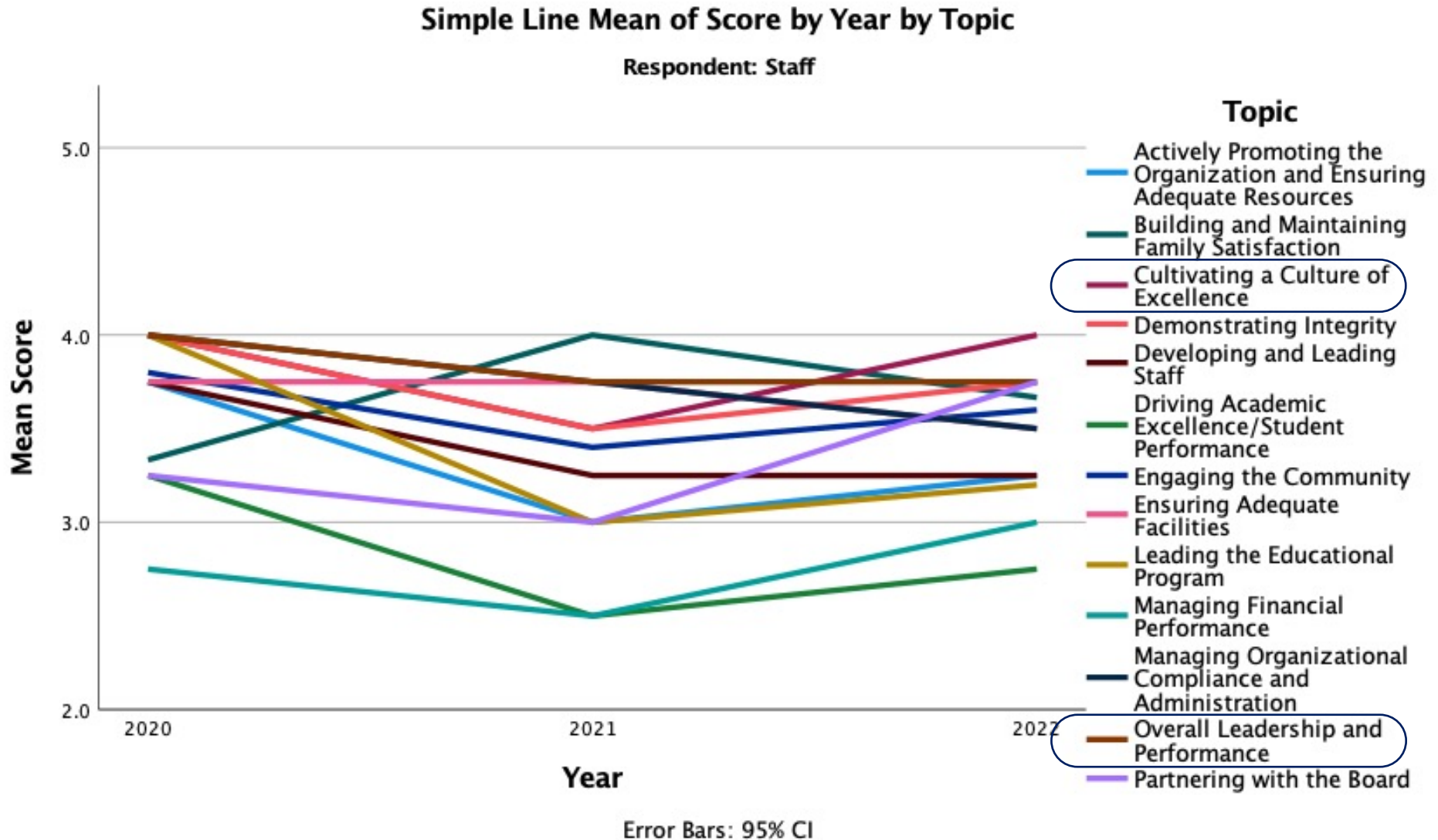
Simple Line Mean of Score by Year by Topic

Respondent: Staff

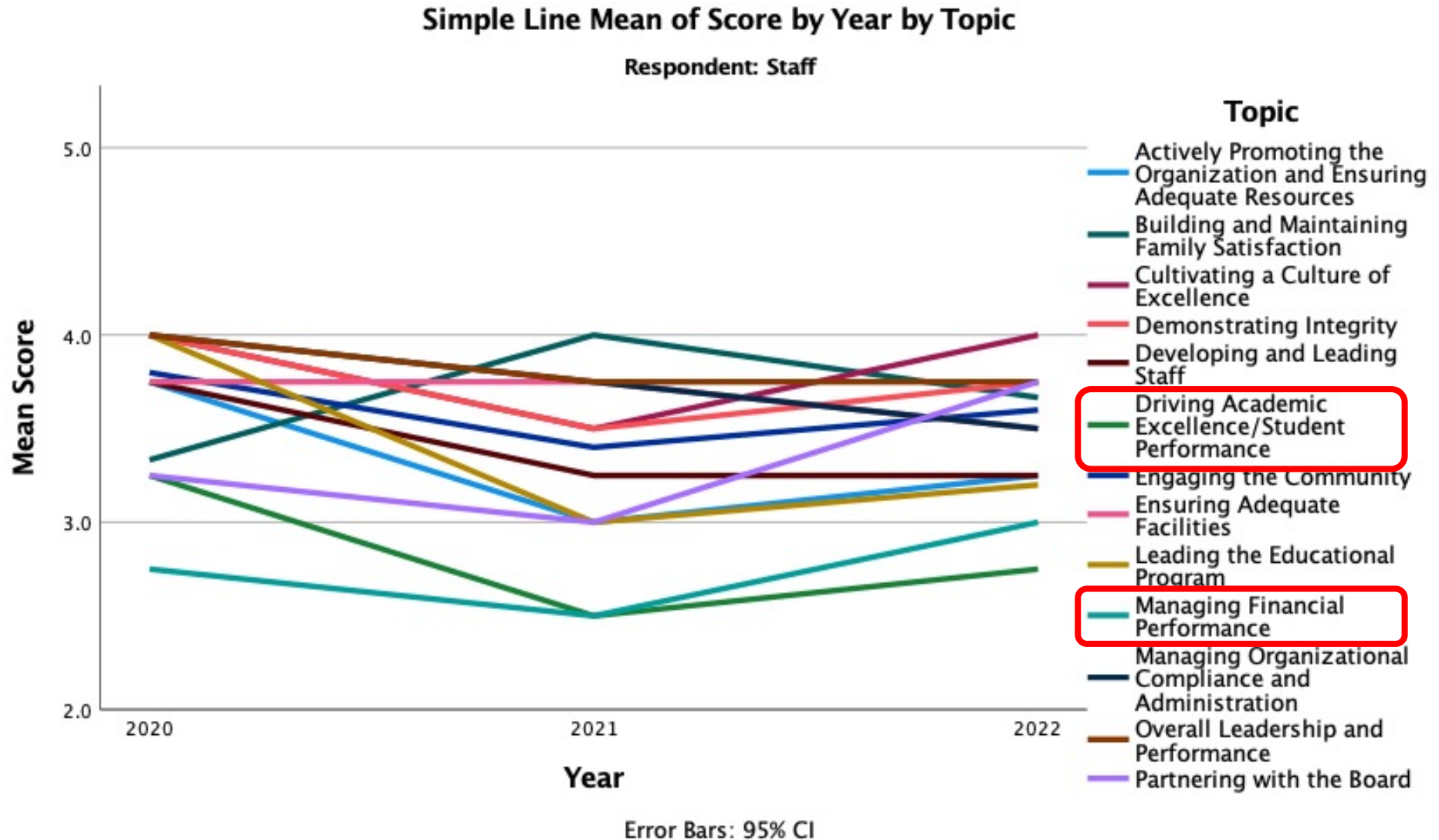


Error Bars: 95% CI

# BOT: Staff by topic



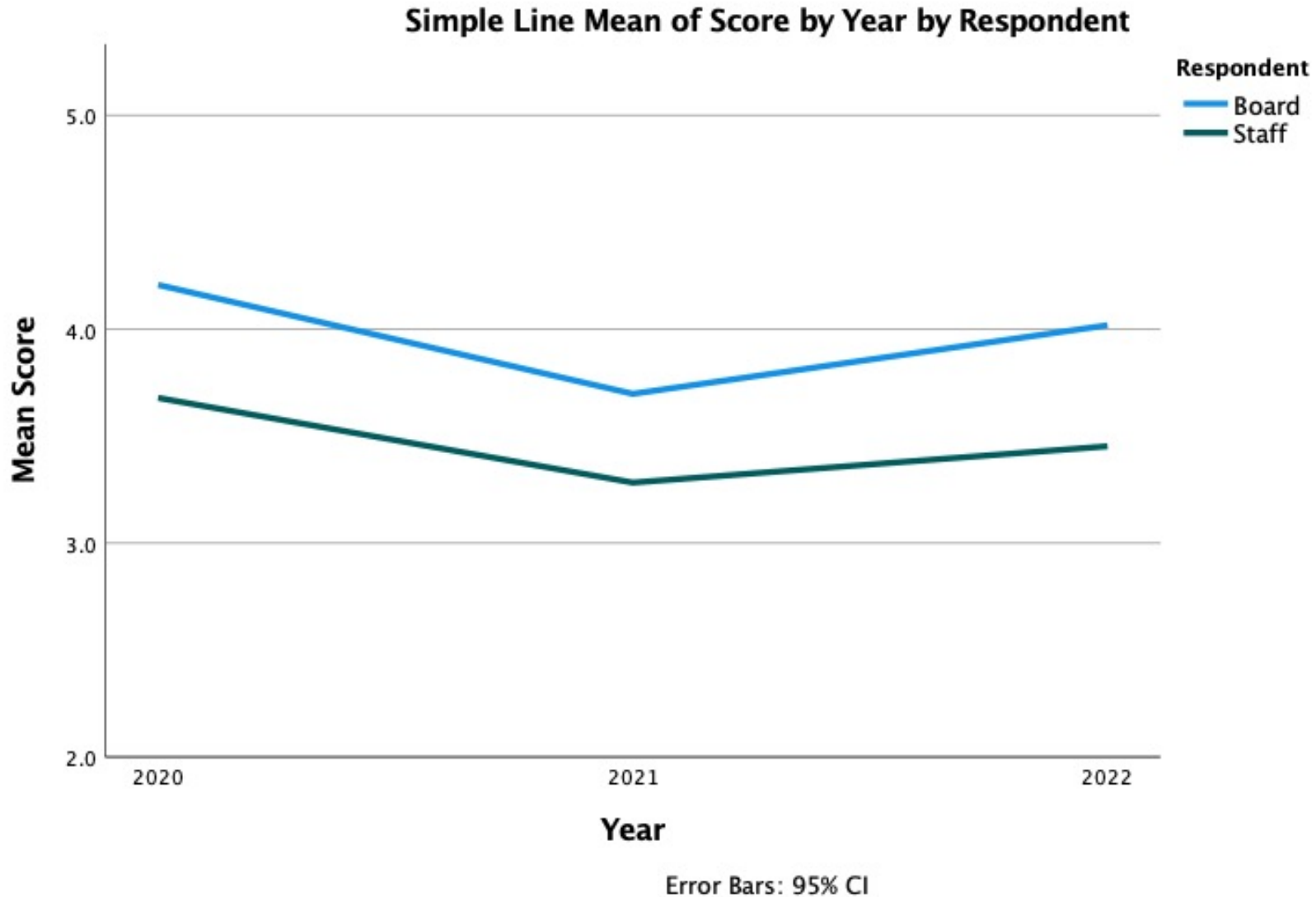
# BOT: Staff by topic



# Total Table (means)

TOPIC	2020		2021		2022	
	Board	Staff	Board	Staff	Board	Staff
Actively Promoting the Organization and Ensuring Adequate Resources	3.8	3.8	3.8	3.0	4.0	3.3
Building and Maintaining Family Satisfaction	4.0	3.3	3.7	4.0	4.0	3.7
Cultivating a Culture of Excellence	4.0	4.0	3.8	3.5	4.0	4.0
Demonstrating Integrity	5.0	4.0	3.8	3.5	3.8	3.8
Developing and Leading Staff	3.8	3.8	3.3	3.3	3.5	3.3
Driving Academic Excellence/Student Performance	3.3	3.3	2.8	2.5	3.3	2.8
Engaging the Community	4.6	3.8	3.8	3.4	4.2	3.6
Ensuring Adequate Facilities	4.0	3.8	4.0	3.8	4.3	3.5
Leading the Educational Program	4.0	4.0	3.2	3.0	4.0	3.2
Managing Financial Performance	4.0	2.8	4.0	2.5	4.3	3.0
Managing Organizational Compliance and Administration	4.5	4.0	4.3	3.8	4.3	3.5
Overall Leadership and Performance	4.8	4.0	4.0	3.8	4.3	3.8
Partnering with the Board	5.0	3.3	4.0	3.0	4.5	3.8
	4.2	3.7	3.7	3.3	4.0	3.5

# BOT: Staff & Board





1 of 7

## High Standards for Student Learning (0/6)

36 Questions Remaining

### High Standards for Student Learning

Completed: 0 of 6

*How effective is the principal at ensuring the school...*

Sources of Evidence Check Key Sources of Evidence						Effectiveness Rating Choose one to indicate level of effectiveness or check 'Don't Know'					
Reports From Others	Personal Observation	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	

Planning

plans targets of faculty performance that emphasize improvement in student learning.

Implementing

creates expectations that faculty maintain high standards for student learning.

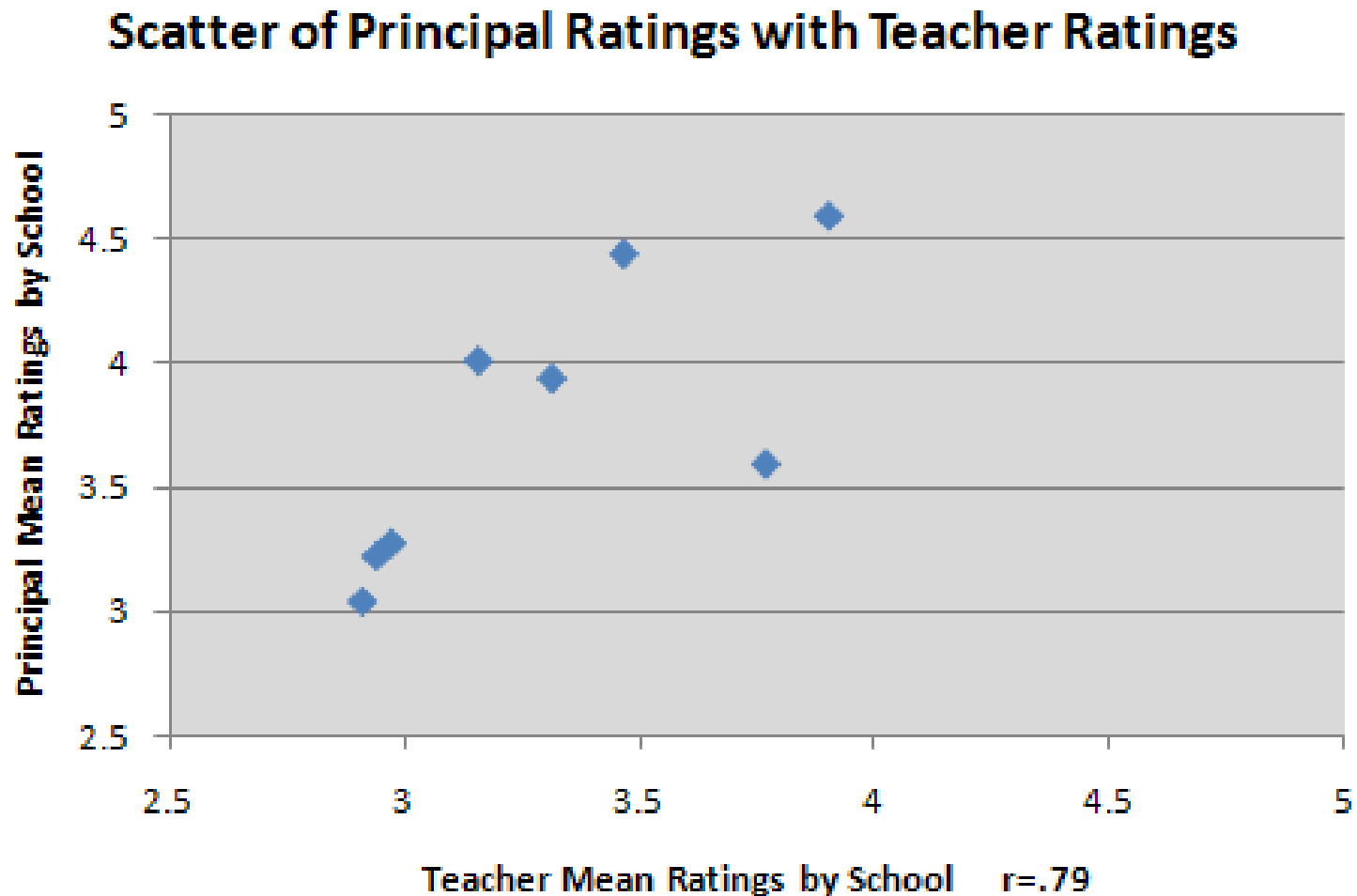
Supporting

encourages students to successfully achieve rigorous goals for student learning.

Evaluating

challenges low expectations for special needs students.

# For Val-Ed HOS and teachers - mean effectiveness score



- From the Val-Ed handbook

# Response Rate

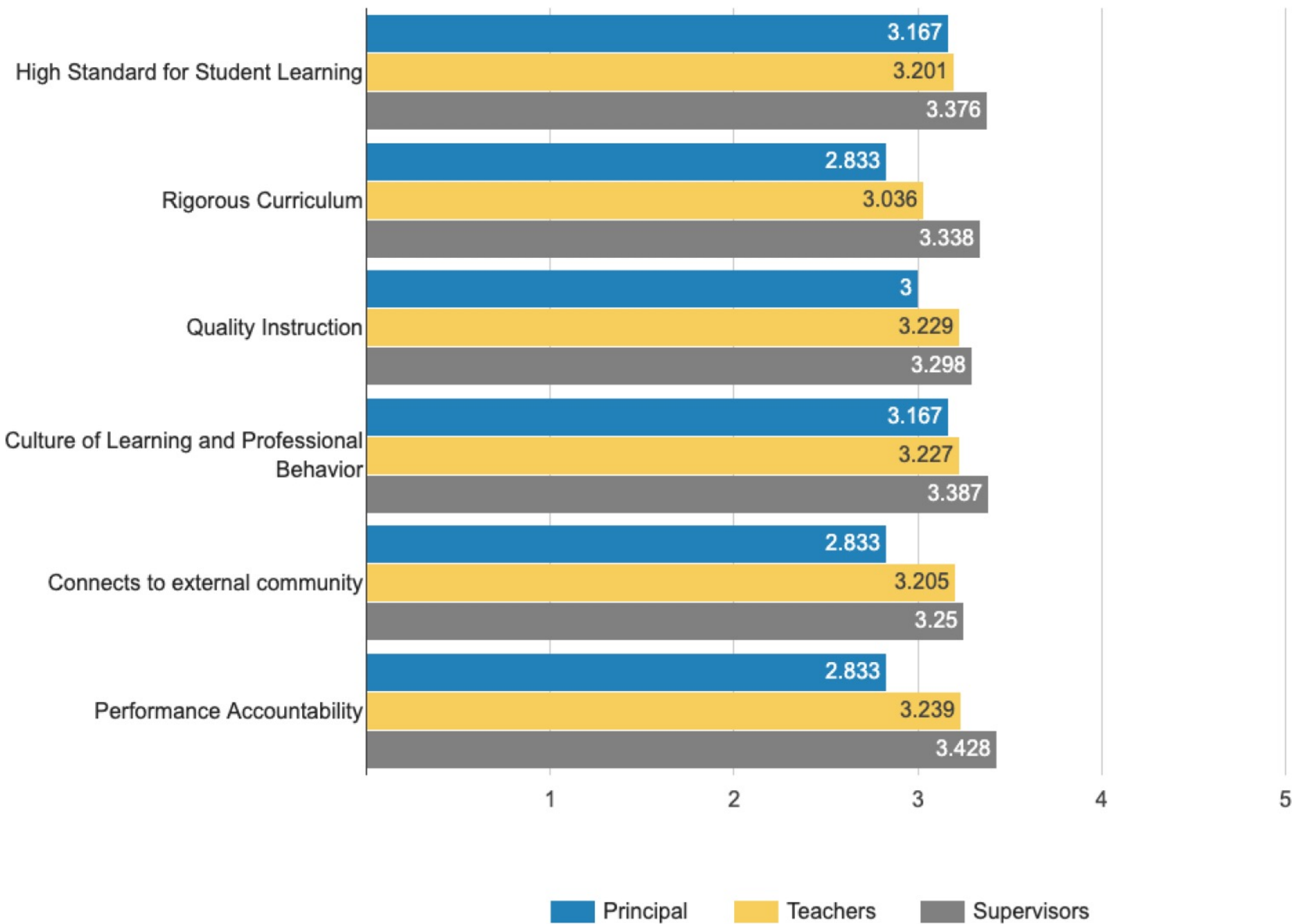
<b>Respondent Groups</b>	<b>Possible Respondents</b>	<b>Actual Respondents</b>	<b>Percent Responding</b>
<b>Principal</b>	<b>1</b>	<b>1</b>	<b>100.00</b>
<b>Teachers</b>	<b>42</b>	<b>27</b>	<b>64.29</b>
<b>Supervisors</b>	<b>12</b>	<b>9</b>	<b>75.00</b>



# Scoring

<b>Below Basic (1.00 - 3.28)</b>	<b>Basic (3.29 - 3.59)</b>	<b>Proficient (3.60 - 3.99)</b>	<b>Distinguished (4.00 - 5.00)</b>
<p>A leader at the <u>below basic</u> level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable value-added to student achievement and social learning for students.</p>	<p>A leader at the <u>basic</u> level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and that result in acceptable value-added to student achievement and social learning for some sub-groups of students, but not all.</p>	<p>A <u>proficient</u> leader exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and result in acceptable value-added to student achievement and social learning for all students.</p>	<p>A <u>distinguished</u> leader exhibits learning-centered leadership behaviors at levels of effectiveness that are virtually certain to influence teachers positively and result in strong value-added to student achievement and social learning for all students.</p>

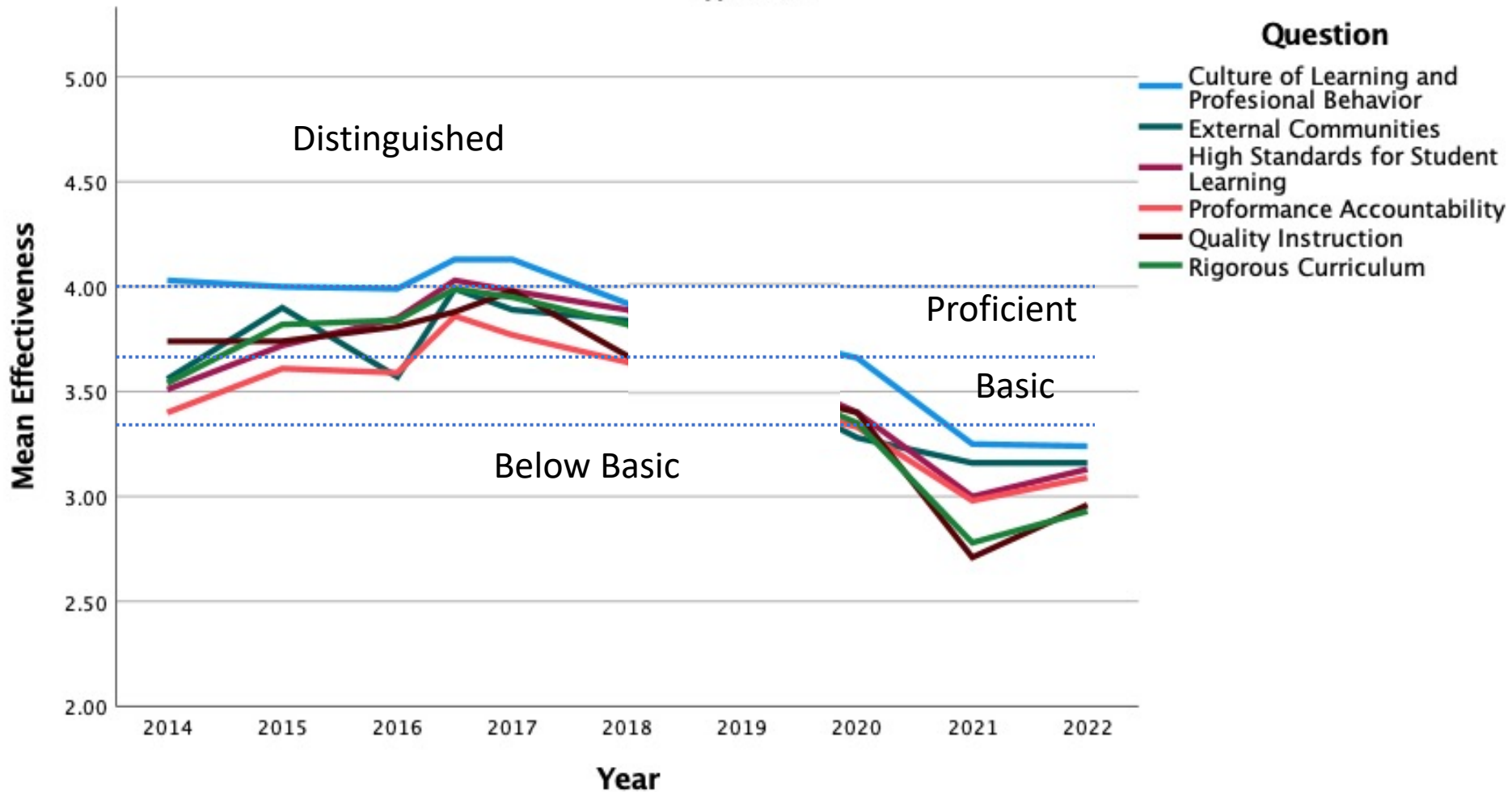
### Effectiveness Ratings Across Core Components



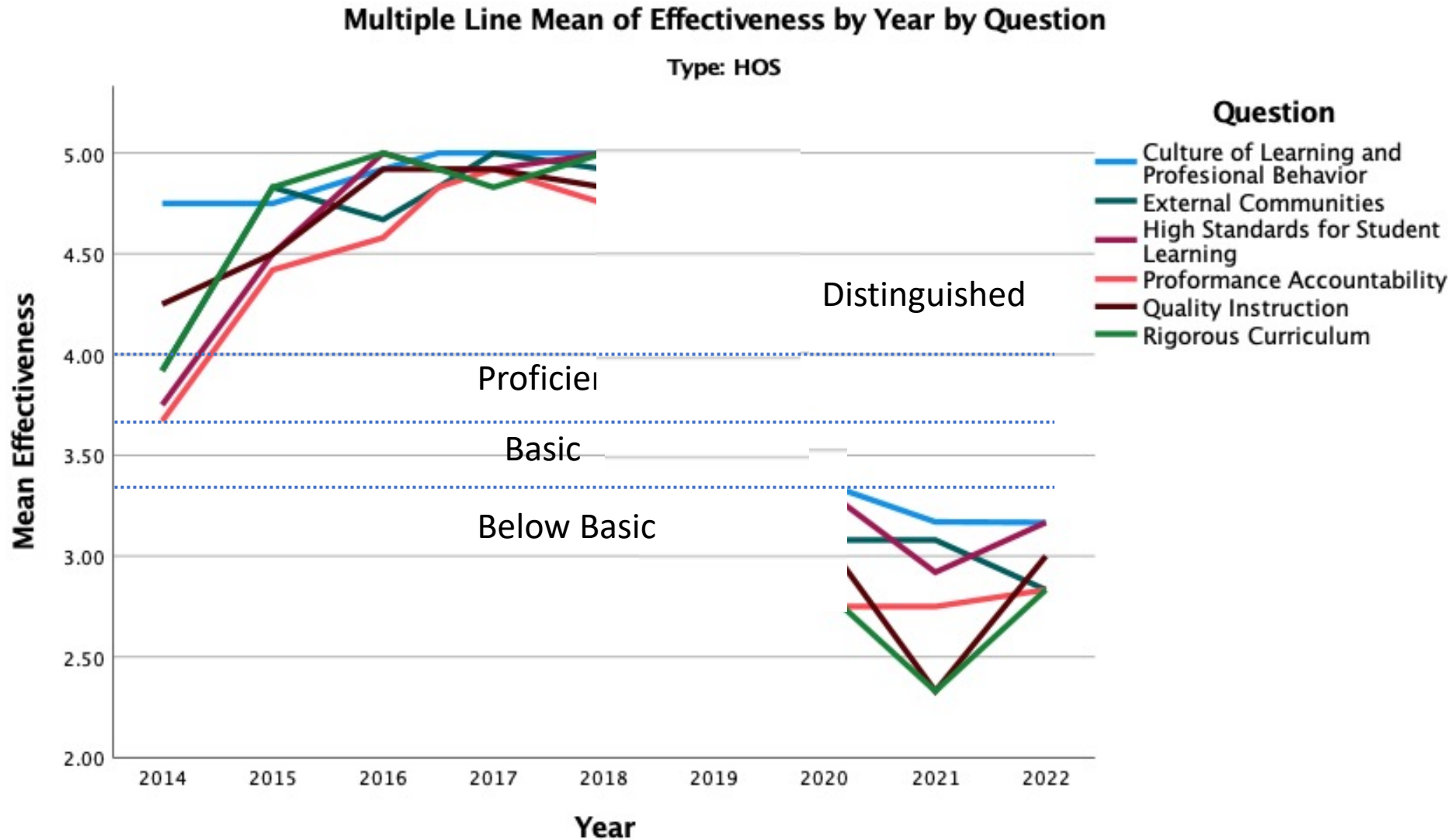
# Total by Question

Multiple Line Mean of Effectiveness by Year by Question

Type: Total



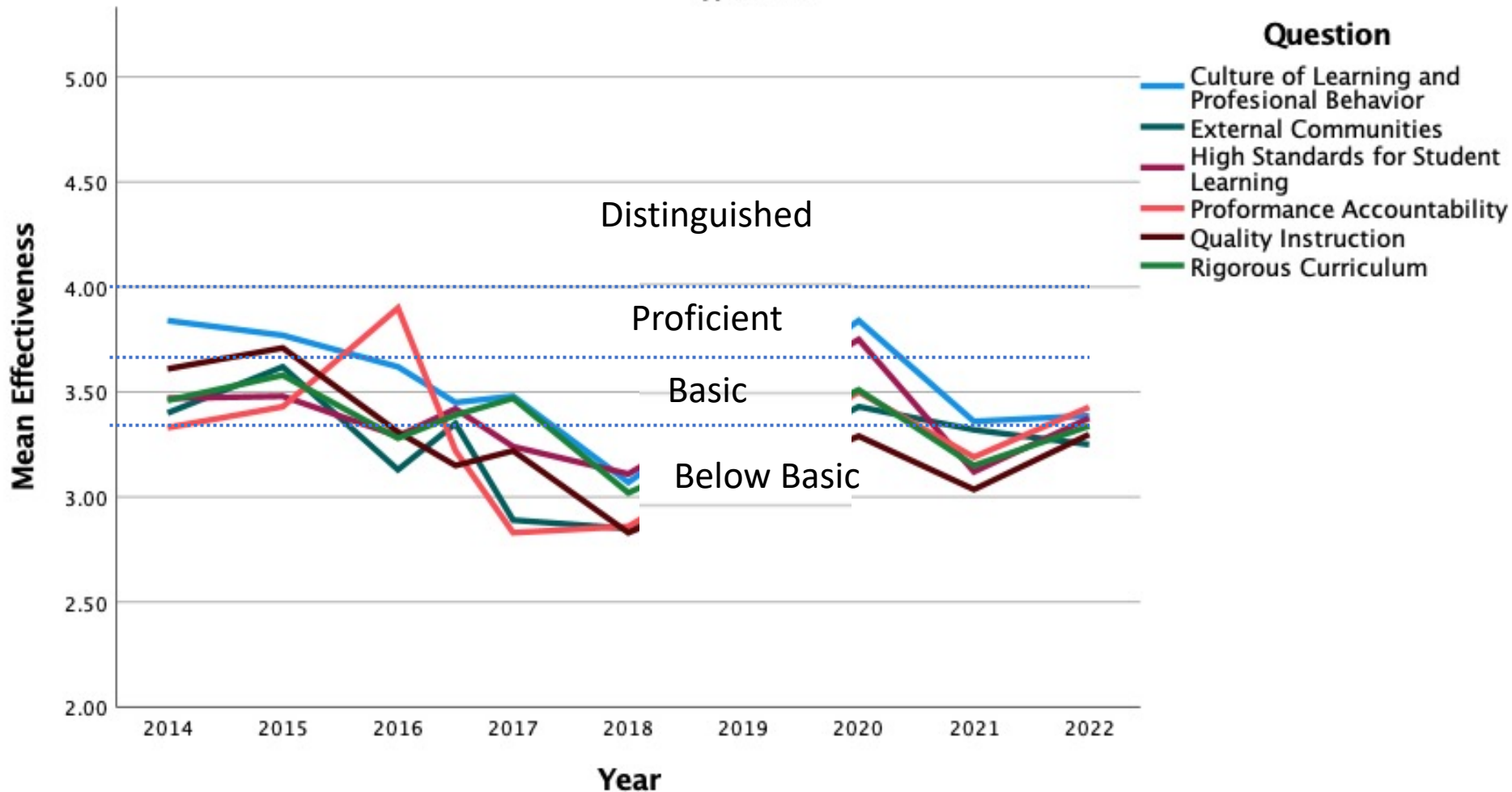
# HOS by Question



# Board by Question

Multiple Line Mean of Effectiveness by Year by Question

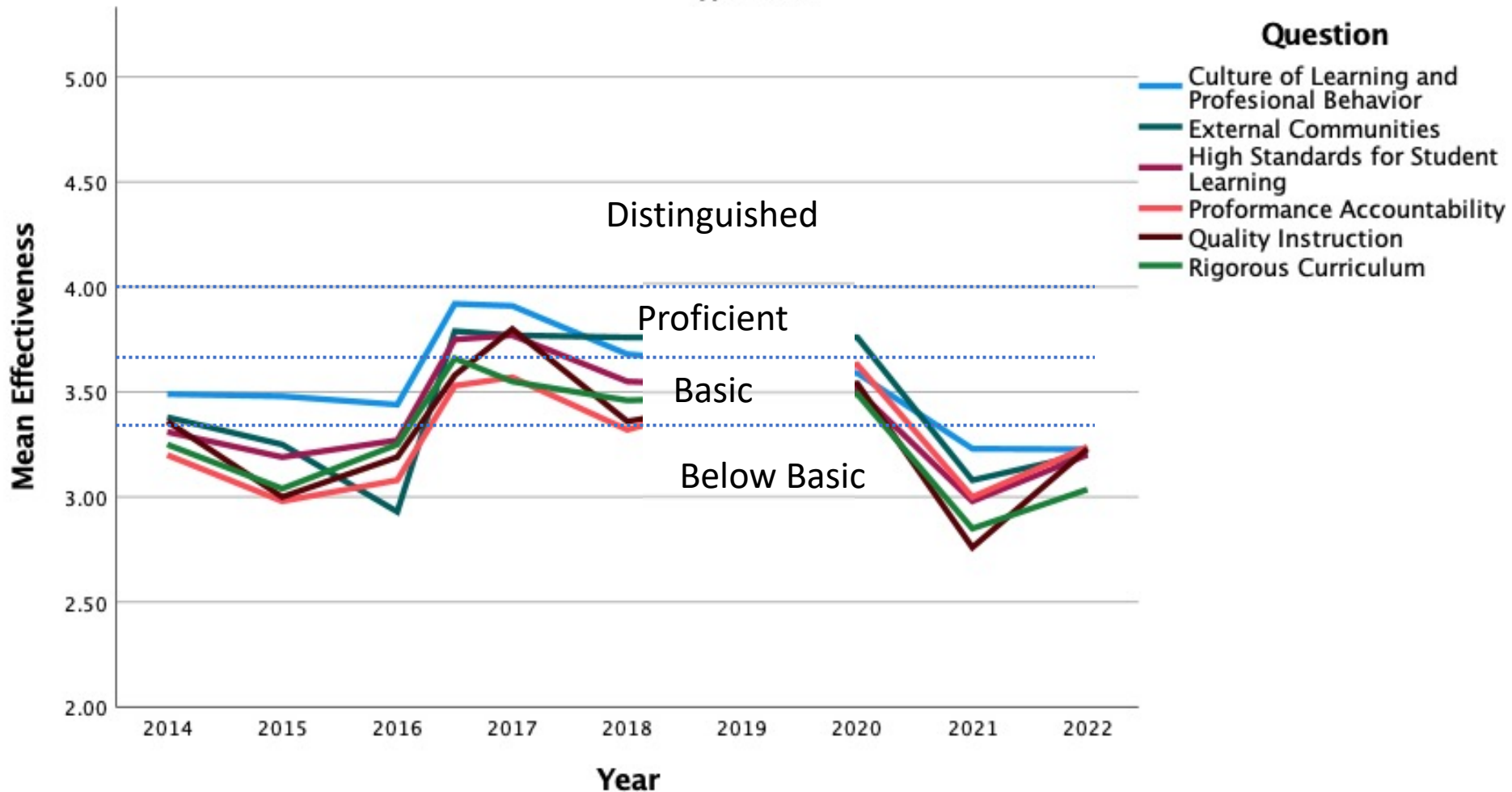
Type: Board



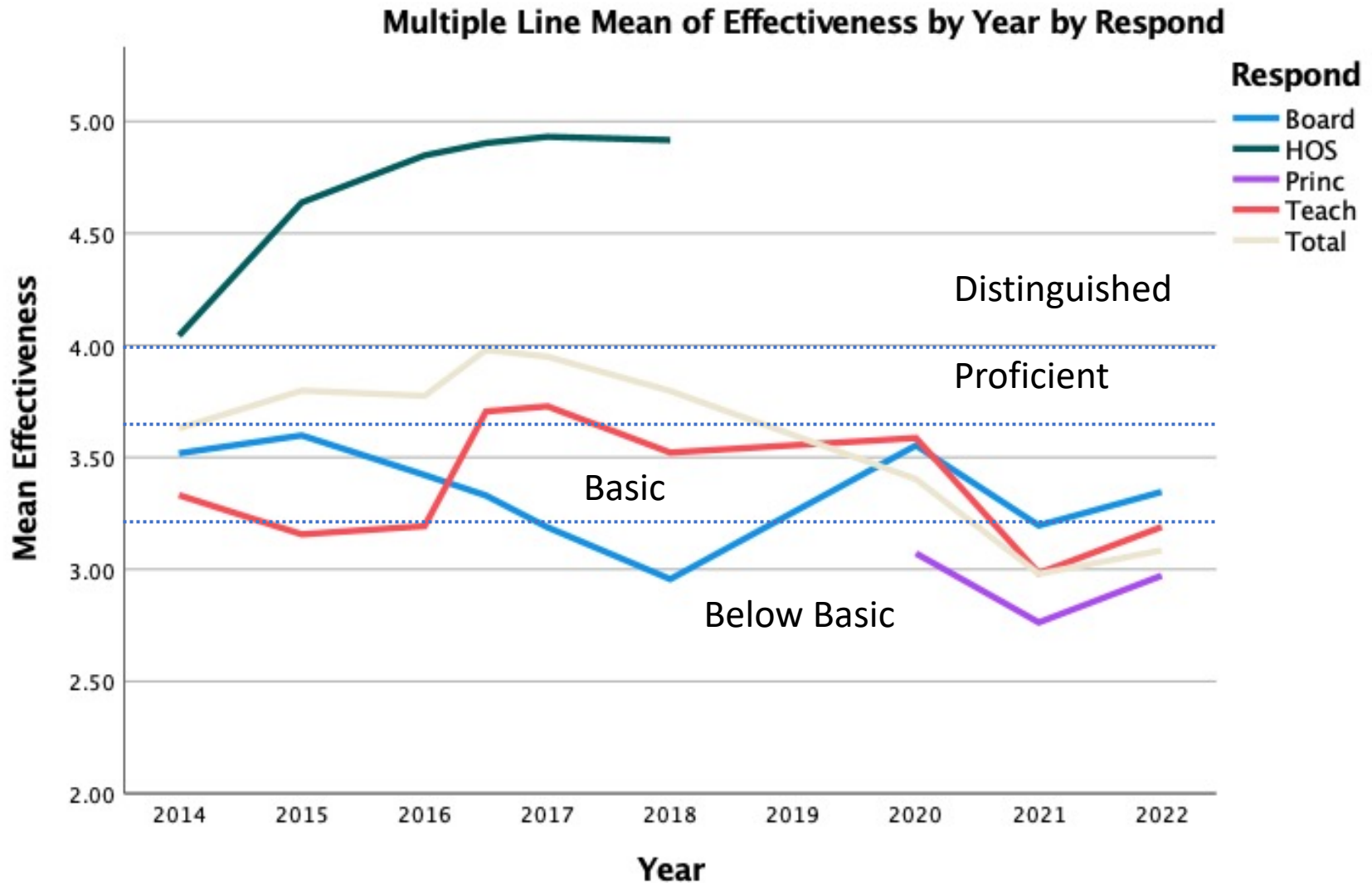
# Teachers by Question

Multiple Line Mean of Effectiveness by Year by Question

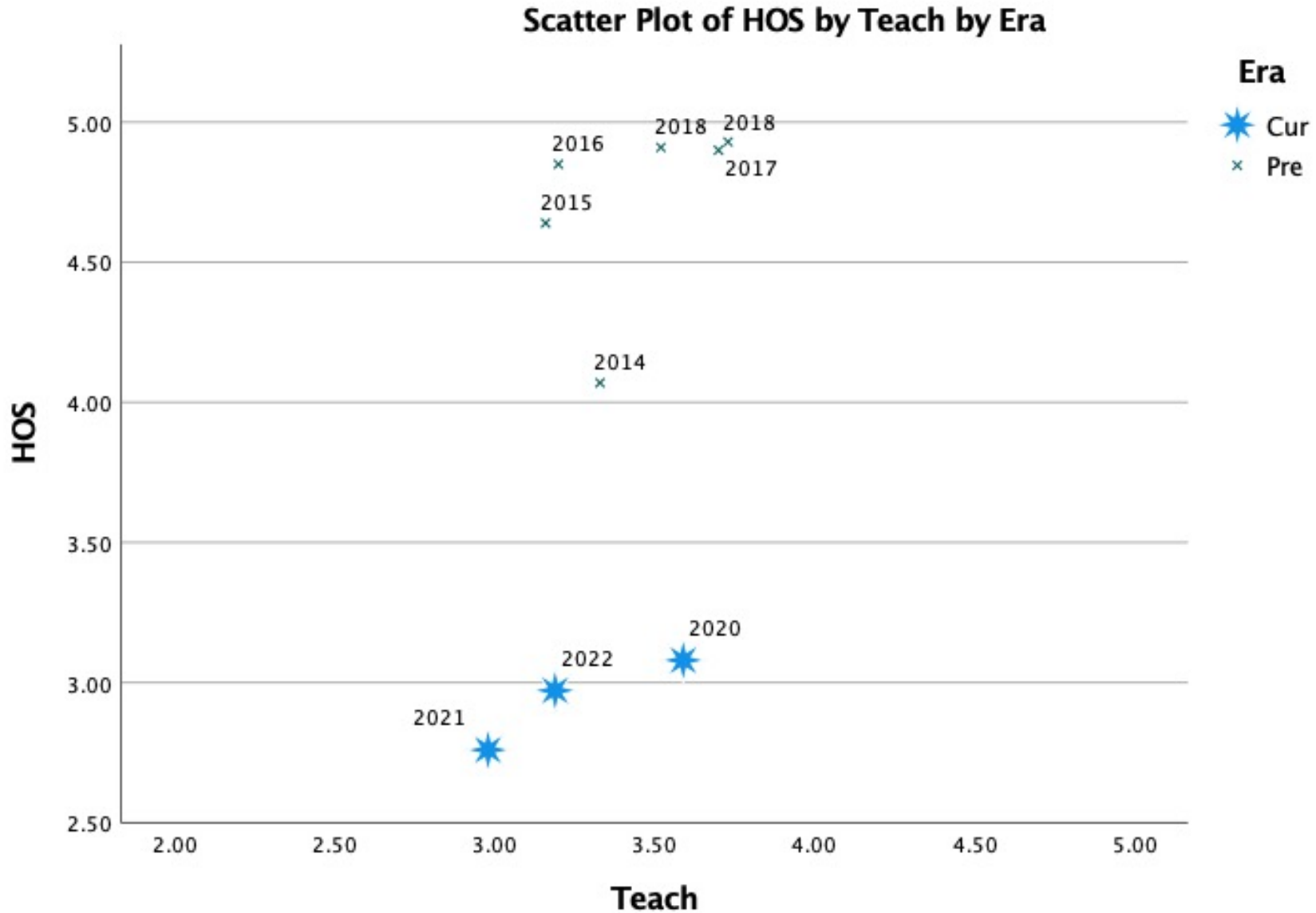
Type: Teach



# Respondent over time



# HOS and Teachers – mean effectiveness score





# 2022 matrix

	Key Processes					
Core Components	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	3.11	3.13	3.17	3.21	3.07	3.03
Rigorous Curriculum	3.01	3.03	3.07	3.11	2.97	2.94
Quality Instruction	3.02	3.04	3.08	3.12	2.98	2.95
Culture of Learning & Professional Behavior	3.17	3.18	3.22	3.27	3.12	3.09
Connection of External Communities	3.12	3.14	3.18	3.22	3.08	3.05
Performance Accountability	3.09	3.11	3.15	3.19	3.05	3.01

# 2022 matrix

	Key Processes					
Core Components	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	3.11	3.13	3.17	3.21	3.07	3.03
Rigorous Curriculum	3.01	3.03	3.07	3.11	2.97	2.94
Quality Instruction	3.02	3.04	3.08	3.12	2.98	2.95
Culture of Learning & Professional Behavior	3.17	3.18	3.22	3.27	3.12	3.09
Connection of External Communities	3.12	3.14	3.18	3.22	3.08	3.05
Performance Accountability	3.09	3.11	3.15	3.19	3.05	3.01

# Teacher Satisfaction Survey

- Based on Embeier's (University of Kansas) work
  - augmented by the Personnel Committee to be more appropriate for the unique situation at MCCPS
  - Includes faculty and staff feedback to Personnel committee on questions
- 
- EBMEIER, H.H. 2003. How supervision influences teacher efficacy and commitment: An investigation of a path model. *Journal of Curriculum and Supervision* 18: 110-141.

# Teacher Satisfaction survey

## Series of statements

- For example
  - “I am able to make all of the important decisions about how and what I teach.”
- Teachers asked if:
  - Agree strongly
  - Agree
  - Agree somewhat
  - Neutral
  - Disagree somewhat
  - Disagree
  - Disagree strongly

# Scoring of Teacher satisfaction survey

3	Agree strongly
2	Agree
1	Agree somewhat
0	Neutral
-1	Disagree somewhat
-2	Disagree
-3	Disagree strongly

- Does not matter how you weight strong feelings – results are still the same
- Using this scale, the mean is 1.16
  - A little more than Agree somewhat

# Total teacher satisfaction survey results

Question	Mean	Median	SD
The workload is adequately balanced among the faculty members of this school.	-0.58	-1	1.78
Crises at the school are due to unforeseeable events, not poor planning.	0.48	0	1.45
I am currently involved in making decisions at the SCHOOL level that affect my teaching.	0.51	0	1.45
I am comfortable offering constructive feedback and providing input to the Head of School.	0.53	1	1.83
The Head of School is dependable and predictable in word and action.	0.68	1	1.64
The Head of School treats teachers as leaders.	0.70	1	1.54
There is effective communication during crisis.	0.70	1	1.71
The Head of School provides useful and effective feedback about my performance.	0.73	1	1.72
The Head of School works to build a positive work environment for the faculty and staff.	0.73	1	1.57
Working conditions in this school are good.	0.75	1	1.53
I am satisfied with the amount of work I am expected to do.	0.79	1	1.44
I trust the Head of School to deal with me fairly.	0.93	1	1.64
Teachers are empowered to make decisions that affect the school, when appropriate.	0.93	1	1.44
I have input into the decisions that affect me directly in this school.	0.98	1	1.67
When I have concerns, the Head of School listens to me and is helpful in addressing the problem.	0.98	1	1.59
Collaboration is important to the Head of School.	1.00	1	1.65
The Head of School develops a culture in which faculty/staff is reflective about their practice.	1.10	1	1.46
The Head of School supports me when there are parental/student concerns.	1.13	2	1.52
The Head of School assures that plans for the safety and needs of the students are developed and executed.	1.13	2	1.44
I am currently involved in making decisions at the DEPARTMENT level that affect my teaching.	1.23	2	1.56
The Head of School treats me with respect and dignity.	1.44	2	1.43
I am currently involved in making decisions at the GRADE level that affect my teaching.	1.45	2	1.48
I am able to make all of the important decisions about how and what I teach.	1.54	2	1.25
I can count on the Head of School to support me if I want to try something new.	1.65	2	1.21
The Head of School supports innovative approaches to instruction.	1.65	2	1.14
The social contact between students and faculty is friendly.	1.67	2	1.13
I have sufficient access to the Head of School.	1.78	2	1.33
The teachers are empowered to make decisions that affect the classroom, when appropriate.	1.80	2	1.22
I have control over the teaching methods I use and the curriculum I teach.	1.85	2	1.18
The Head of School has honest discussions with me about contract renewal and the MCCPS pay scale.	1.85	2	1.23
Faculty members are friendly to one another.	2.00	2	0.82
I generally get excellent ideas from fellow staff members.	2.05	2	0.96
I believe in the goals and objectives of this school.	2.10	3	1.17

# Lowest scored questions

- “The workload is adequately balanced among the faculty members of this school.”
  - Mean score -0.56 (Median -1) Disagree somewhat
- Crises at the school are due to unforeseeable events, not poor planning.
  - Mean score 0.46 (Median 0) Neutral
- I am currently involved in making decisions at the SCHOOL level that affect my teaching.
  - Mean score 0.51(median 0) Neutral

# Highest scored questions

- “I believe in the goals and objectives of this school.”
  - Mean score 2.1 (median 3) Strongly agree
- “I generally get excellent ideas from fellow staff members.”
  - Mean score 2.05 (median 2) Agree
- “Faculty members are friendly to one another.”
  - Mean scores 2.0 (median 2) Agree



# Teachers Satisfaction survey

- Most disagreement (widest range of answers)

I am comfortable offering constructive feedback and providing input to the Head of School.	0.53	1	1.83
The workload is adequately balanced among the faculty members of this school.	-0.58	-1	1.78
The Head of School provides useful and effective feedback about my performance.	0.73	1	1.72
There is effective communication during crisis.	0.70	1	1.71
I have input into the decisions that affect me directly in this school.	0.98	1	1.67

- Most consistent (narrowest range of answers)

Faculty members are friendly to one another.	2.00	2	0.82
I generally get excellent ideas from fellow staff members.	2.05	2	0.96
The social contact between students and faculty is friendly.	1.67	2	1.13
The Head of School supports innovative approaches to instruction.	1.65	2	1.14
I believe in the goals and objectives of this school.	2.10	3	1.17

# Divided into groups

- Teacher Empowerment
- HOS relationship with Building
- Teacher relationship with Building
- Teacher relationship with HOS

# Teacher Satisfaction

- Empowerment

I am currently involved in making decisions at the SCHOOL level that affect my teaching.	0.51
Teachers are empowered to make decisions that affect the school, when appropriate.	0.93
I have input into the decisions that affect me directly in this school.	0.98
I am currently involved in making decisions at the DEPARTMENT level that affect my teaching.	1.23
I am currently involved in making decisions at the GRADE level that affect my teaching.	1.45
I am able to make all of the important decisions about how and what I teach.	1.54
The teachers are empowered to make decisions that affect the classroom, when appropriate.	1.80
I have control over the teaching methods I use and the curriculum I teach.	1.85

# Teacher Satisfaction

- HOS and Building

Crises at the school are due to unforeseeable events, not poor planning.	0.48
The Head of School is dependable and predictable in word and action.	0.68
The Head of School treats teachers as leaders.	0.70
Working conditions in this school are good.	0.75
Collaboration is important to the Head of School.	1.00
The Head of School develops a culture in which faculty/staff is reflective about their practice.	1.10
The Head of School assures that plans for the safety and needs of the students are developed a	1.13
The Head of School supports innovative approaches to instruction.	1.65

# Teacher Satisfaction

- Relationship with Building

The workload is adequately balanced among the faculty members of this school.	-0.58
There is effective communication during crisis.	0.70
I am satisfied with the amount of work I am expected to do.	0.79
The social contact between students and faculty is friendly.	1.67
Faculty members are friendly to one another.	2.00
I generally get excellent ideas from fellow staff members.	2.05
I believe in the goals and objectives of this school.	2.10

# Teacher Satisfaction

- Relationship with HOS

I am comfortable offering constructive feedback and providing input to the Head of School.	0.53
The Head of School provides useful and effective feedback about my performance.	0.73
The Head of School works to build a positive work environment for the faculty and staff.	0.73
I trust the Head of School to deal with me fairly.	0.93
When I have concerns, the Head of School listens to me and is helpful in addressing the problem.	0.98
The Head of School supports me when there are parental/student concerns.	1.13
The Head of School treats me with respect and dignity.	1.44
I can count on the Head of School to support me if I want to try something new.	1.65
I have sufficient access to the Head of School.	1.78
The Head of School has honest discussions with me about contract renewal and the MCCPS pay	1.85

# Teacher Satisfaction survey

- Topic results

<b>Topic</b>	<b>Mean</b>	<b>Median</b>	<b>SD</b>
HOS and Building	0.93	1	1.51
Relationship with HOS	1.17	2	1.57
Relationship with Building	1.25	2	1.61
Empowerment	1.28	2	1.47

- The difference between the “Empowerment” and “HOS and Building” scores is significant