

**Dayton Public School District
Superintendent Performance Evaluation
2016 to 2017**

The following is a report of the Superintendent, Treasurer, and Internal Auditor Evaluation Committee (hereafter "Committee"), an entity established by the Dayton Board of Education (hereafter "Board") for the purpose of conducting and publishing evaluations of the Board's three (3) chief employees. The Committee is comprised of the following members of the Board: (1) Mr. John McManus, chairman; (2) Dr. Hazel Rountree, member; and Mr. Joseph Lacey, member.

This report is concerned with the performance of Ms. Rhonda A. Corr, Superintendent of the Dayton Public School District during her term of service from 2016 to 2017.

The Committee has chosen an evaluation process which includes procedures, forms, and categories recommended by both the Ohio School Board Association, Ohio Department of Education, and Dayton Public Schools.

I. Professional Characteristics:

		Needs Improvement	Meets Expectations	Exceeds Expectations
Leadership	Creates a feeling of unity and enthusiasm in district decisions and ideas are respected— encourages people to want to do their best.		[x]	
Honesty	Can be relied upon to be straightforward and honest even under difficult circumstances.		[x]	
Trust	Fair dealings with people create feelings of trust and belief.		[x]	
Responsible	Follows through on all commitments, accepts responsibility for successes and failures--doesn't blame others.	[x]		
Steadiness	Quick thinking and reliable under stress or in an emergency.		[x]	
Respect	Demonstrates consideration for and sincerity toward all district patrons, students, staff, and board members—is respected and regarded as a role model.		[x]	
Confidence	Has confidence in his/her abilities, but is open to the		[x]	

thoughts and ideas of others. Gains confidence of public, staff, and students.

		Needs Improvement	Meets Expectations	Exceeds Expectations
Flexibility	Adjusts to new situations and responds effectively to sudden changes in conditions.		[x]	
Cooperation	Is able to work well with people who represent opposing views—is tolerant. Can mediate disputes.	[x]		
Innovation	Finds creative ways to resolve difficult problems and is aware of new developments in the field of education.			[x]
Decisive	Assumes responsibility for taking a stand when necessary—uses a decision-making process that is thorough and open to input.		[x]	
Responsive	Thinks quickly, but avoids over reaction, responds to peoples’ concerns even when the answer is “no.”		[x]	
Judgment	Uses common sense and good judgment in the course of routine and more serious matters. Can be relied upon for wise and thoughtful advice.		[x]	
Insightful	Is alert and sensitive to issues and concerns before they become major problems. Sees the “big picture” while understanding the details. Anticipates outcome of decisions.	[x]		
Openness	Willing to accept criticism and new ideas without defensiveness.		[x]	
Supportive	Endorses and openly supports the policies, procedures, and philosophy of the Board and supports staff and students.			[x]
Knowledgeable	Understands school district management as well as educational programs.		[x]	
Enthusiastic	Shows interest and enthusiasm in work and in people—demonstrates initiative and persistence in spite of set back			[x]

II. Essential Job Functions:

Leadership Skills

- uses effective process for achieving cooperation and consensus where there has been disagreement
- uses effective ways to regain authority or control where management has lost influence
- has experience motivating staff and students, bolstering morale and generating enthusiasm
- has experience rebuilding and/or maintaining good will and confidence in the administration
- has used innovative ways to solve problems without new resources—very creative
- has experience reorganizing staff, revising procedures, and implementing policy changes

Finding: Meets Expectations

Decision Making Skills

- has involved staff and community in decision making—experienced in participatory decision making
- has established an effective management team, able to coordinate decision making with other administrators
- recognizes situations that call for independent judgment and quick thinking
- can describe decisions in which the board should participate
- knows from experience how authority and responsibility can be effectively delegated
- can integrate research data into the decision making and policy development process

Finding: Meets Expectations

Board/Superintendent Relations

- experience in working directly with and for a board
- knows the difference between policy and administration in specific areas
- has a variety of ways to keep the board informed
- can outline a program for board development
- has effective ways to cut back on length of board meetings and board involvement on routine matters
- can outline a program of board goal setting and long-range planning
- demonstrates willingness to assume the lead in decision making while keeping the board informed
- provides options and recommendations, but accepts board directives
- can motivate the board to maintain its leadership role as body responsible for education in the community

Finding: Meets Expectations

Operations, Support Services And Facilities

- knows the steps involved in planning and/or dealing with school construction
- has managed an effective program for supervision of buildings and grounds maintenance

- knows how to plan for energy conservation, asbestos removal and other facility programs
- knows how to organize and operate an effective and efficient transportation program
- knows the components of efficient food service programs
- has managed the operation of a school plant
- knows procedures for assessing and improving district operations in all support service areas
- can identify ways to establish cooperative programs for some support services

Finding: Meets Expectations

Personnel Management

- has demonstrated skills in supervising employees at all levels
- has used a process for recruiting and selecting effective staff
- has developed a program for staff evaluation and corrective action
- has experience handling grievances and administering a bargaining agreement
- can coordinate contract negotiations for the district
- knows the components of effective personnel policies, procedures, and practices
- has experience developing and coordinating staff in-service programs

Finding: Needs Improvement

Educational Programs

- can describe a process for identifying district curriculum needs
- knows how to develop a plan to revamp and update instructional programs over time
- can outline an effective curriculum adoption process
- has experience resolving community issues related to curriculum
- can outline a process for providing curriculum guidance and leadership to building administrators
- can describe effective student testing programs and explain ways to evaluate and remedy low-test scores
- can explain sequencing and pacing of instruction, brain development theories and variance in learning styles

Finding: Exceeds Expectations

III. Measurement Standards:

Standard I: Vision, Continuous Improvement, and Communication

Comments: The Committee finds that there is ample evidence to show that the Superintendent is fully committed to the success of the District with a drive for improvement in academic performance and operational efficiency. Internal and external data thus far show that progress is being made in crucial areas, which is of the highest importance to the Board. The Committee applauds Superintendent Corr for her part in ensuring measurable progress in key categories. While progress is evident, the Committee notes that it is the general consensus of the Board that the Superintendent must do more to articulate her vision and strategic plan on a continuous and public basis. Such articulation has been insufficiently rare, and such omission over an extended time can and will negatively affect morale, direction, and performance of any public school district.

Superintendent Corr has implemented various programs to monitor data and performance throughout the District where there was little before. Data mapping is clearly foundational in her leadership style, but it is the finding of the Committee that the Board must receive far more progress and status reports in all measurable categories. Little mention has been made of the District's strategic plan, and the Committee recommends that the Board require the Superintendent to provide consistent and continuous reporting of efforts or progress made that is directly attributable to the strategic plan. The Committee also notes that the Superintendent has not consistently provided weekly updates to the Board, as has been requested by multiple Board members.

The Committee commends Superintendent Corr on her initiative in holding town hall meetings throughout the Dayton City School District. It is evident that the Superintendent has made a specific effort to be present in the community as much as possible.

The Committee finds that it is the opinion of some Board members that Superintendent Corr should take a more active effort in personally articulating her own position to the Board when a critical or strategic decision needs to be made. Deferring to senior staff for detailed explanation is certainly appropriate, but any Board must expect its superintendent to lead in perception and reality at every turn.

Finally, the Committee notes with great pride the increases made in test scores and reading proficiencies throughout the District. In nearly every measurable academic category, students enrolled in Dayton Public Schools have improved in performance since Superintendent Corr assumed her present role. While communication is an area that requires greater attention, the evidence clearly shows that continuous academic improvement has occurred across the student population of the District.

Standard II: Policies and Governance

Comments: The Committee applauds Superintendent Corr for her consistent willingness to propose bold change throughout the District, even in areas of particular sensitivity. The Committee specifically points to the Superintendent's dedication in transforming District transportation as but one example, as well as her resolve in reducing central office positions to an appropriate level. Superintendent Corr has exhibited a revolving desire to make large and programmatic decisions that are having a measurable effect in key areas.

The Committee must note that while a reduction of central office staff was appropriate, a majority of the Board did not concur with a reduction in force of building employees during the academic year. Such an initiative was noticeably damaging to morale, and proposed with inadequate planning or succession mapping.

Upon the insistence of multiple members of the Board, the Committee must recognize the division that resulted from the alleged misconduct related to District athletics this year. The Committee commends the Superintendent for her efforts to make certain reforms in the Department at the conclusion of multiple investigations, but it must be documented that the majority of the Board is of the opinion that the administration's response to the crisis was either ill-coordinated or inappropriate.

There can be no doubt that internal and external factors have led to a diminished sense of confidence in District leadership amongst a portion of area residents and staff. No one person assumes the entirety of the fault, and the Board assumes its share, as well. The Committee urges Superintendent Corr to dedicate herself in the coming year to consistently working to settle situational occurrences that have led to a revolving sense of instability.

The Committee fully recognizes that this was a year of administrative change at Dayton Public Schools, and that anyone assuming the role of superintendent at such a time will face tremendous challenges. Superintendent Corr is to be applauded for her tenacity in facing institutional hurdles that have been in place over a long period of time.

The Superintendent, too, has made a proactive effort to act in accordance with Board directives and illustrate her deference to the authority of the Board. A proper alignment of a board of education and a superintendent is critical to school district governance.

Standard III: Instruction

During her time as Superintendent of Dayton Public Schools, Superintendent Corr has successfully overseen the implementation of large scale initiatives related to instruction, curriculum, and student achievement. For example, the one-to-one technology initiative has been successfully implemented. In conjunction with the rollout, the Superintendent and her staff selected Achieve 3000 and Imagine Learning to support a differentiated and personalized learning support system. The Committee commends the superintendent on embracing the one-to-one initiative, and coupling it with effective programs to enhance student achievement and assist teachers in the furtherance of their duties.

The Committee recognizes that the superintendent has taken an active role in carrying out the Board's directive to ensure that data mapping and ongoing assessments be fully integrated into the culture of Dayton Public Schools. Superintendent Corr and her staff implemented the gold standard of ongoing assessments, namely NWEA, and the Committee encourages the superintendent to fully utilize its functionality and continuously report her findings to the Board.

The Committee commends the superintendent on her success in ensuring that the course catalog be updated for the first time in six (6) years and that courses that lacked rigor or relevance be eliminated from District curriculum.

The Committee especially applauds Superintendent Corr on her facilitation of a District-wide career technical education program at Dayton Public Schools. Students in every District high school are now afforded a rich variety of CTE courses born out of student surveys and cross-referenced with careers that are in high demand. Superintendent Corr is to be commended, as well, for spearheading the launch of the District's own online classroom program, namely the Dayton Innovative Virtual Academy, where students can earn a Dayton Public Schools diploma from the comfort of their home.

Finally, the Committee specifically notes that the State of Ohio has commended Dayton Public Schools on its creation of an effective "TBT", "BLT" and "DLT" model which focuses on tiered leadership teams at every level in the District.

The breadth and scale of initiatives aimed at improved student achievement implemented under Superintendent Corr is notably impressive. The Committee, however, finds that the Board has been provided with little information related to these initiatives which illustrates their progress, effectiveness, or usage. In order for the Board to fully illustrate the impact that such initiatives are having on the gains in student achievement, its membership would require information at a sufficient level with which to render a definitive opinion.

IV. Comments by Employee:

Comments: See Attachment

Date: _____

Chairman: _____

Date: _____

Employee: _____
(Signature of employee does not indicate approval or disapproval)

Date: [Date of Submission]

From: Superintendent, Treasurer and Internal Auditor Evaluation Committee
Board of Education, Dayton City School District
115 South Ludlow Street
Dayton, Ohio 45402

To: Board of Education, Dayton City School District
115 South Ludlow Street
Dayton, Ohio 45402

Re: Performance Evaluation, Superintendent Rhonda Corr

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This report is concerned with the performance of Ms. Rhonda A. Corr, Superintendent of the Dayton Public School District during her term of service from 2016 to 2017.

The Committee has chosen an evaluation process which includes procedures, forms, and categories recommended by the Ohio School Board Association, the Ohio Department of Education, and Dayton Public Schools.

Professional Characteristics

- | | |
|-------------------|--|
| Leadership | Creates a feeling of unity and enthusiasm in District decisions and ideas are respected – encourages people to want to do their best.

<u>Finding:</u> Needs Improvement |
| Honesty | Can be relied upon to be straightforward and honest, even under difficult circumstances.

<u>Finding:</u> Meets Expectations |
| Trust | Fair dealings with people create feelings of trust and belief |

	<u>Finding:</u> Meets Expectations
Responsive	Follows through on all commitments, accepts responsibility for successes and failures – doesn't blame others.
	<u>Finding:</u> Needs Improvement
Steadiness	Quick thinking and reliable under stress or in an emergency
	<u>Finding:</u> Meets Expectations
Respect	Demonstrates consideration for and sincerity toward all District patrons, students, staff, and Board members – is respected and regarded as a role model.
	<u>Finding:</u> Meets Expectations
Confidence	Has confidence in her abilities, but is open to the thoughts and ideas of others. Gains confidence of public, staff, and students.
	<u>Finding:</u> Meets Expectations
Flexibility	Adjusts to new situations and responds effectively to sudden changes in conditions.
	<u>Finding:</u> Meets Expectations
Cooperation	Is able to work well with other people who represent opposing views – is tolerant. Can mediate disputes.
	<u>Finding:</u> Needs Improvement
Innovation	Finds creative ways to resolve difficult problems and is aware of new developments in the field of education and finance.
	<u>Finding:</u> Exceeds Expectations

Decisive	Assumes responsibility for taking a stand when necessary – uses a decision-making process that is thorough and open to input
	<u>Finding:</u> Meets Expectations
Acknowledging	Thinks quickly, but avoids over reaction, responds to peoples’ concerns even when the answer is “no.”
	<u>Finding:</u> Meets Expectations
Judgment	Uses common sense and good judgment in the course of routine and more serious matters. Can be relied upon for wise and thoughtful advice.
	<u>Finding:</u> Meets Expectations
Insightful	Is alert and sensitive to issues and concerns before they become major problems. Sees the “big picture” while understanding the details. Anticipates outcomes of decisions.
	<u>Finding:</u> Needs Improvement
Openness	Willing to accept criticism and new ideas without defensiveness.
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Supportive	Endorses and openly supports the policies, procedures, and philosophy of the Board and supports staff and students.
	<u>Finding:</u> Exceeds Expectations
Knowledgeable	Understands school district management as well as educational programs
	<u>Finding:</u> Meets Expectations
Enthusiastic	Shows interest and enthusiasm in work and in people – demonstrates initiative and persistence in spite of setbacks.
	<u>Finding:</u> Exceeds Expectations

Essential Job Functions

Leadership Skills

- Uses effective processes for achieving cooperation and consensus where there has been disagreement
- Uses effective ways to regain authority or control where management has lost influence
- Motivates staff and students, bolsters morale, and generates enthusiasm
- Rebuilds and/or maintains goodwill and confidence in the administration
- Uses innovative ways to solve problems without new resources – very creative
- Has experiences reorganizing staff, revising procedures, and implementing policy changes

Finding: Needs Improvement

Decision Making Skills

- Involves staff and community in decision making – experienced in participatory decision making
- Establishes an effective management team and is able to coordinate decision making with other administrators
- Recognizes situations that call for independent judgment and quick thinking
- Describes decisions in which the Board should participate
- Knows from experience how authority and responsibility can be effectively delegated
- Integrates research data into the decision making and policy development process

Finding: Meets Expectations

Board / Superintendent Relations

- Knows the difference between policy and administration in specific areas
- Has a variety of ways to keep the Board informed
- Outlines programs for Board development
- Is effective in suggesting ways to cut back on length of Board meetings and Board involvement on routine matters
- Outlines programs of Board goal setting and long range planning
- Demonstrates a willingness to assume the lead in decision making while keeping the Board informed
- Provides options and recommendations, but accepts Board directives
- Can motivate the Board to maintain its leadership role as a body responsible for education in the community

Finding: Meets Expectations

Operations, Support Services, and Facilities

- Knows how to organize and operate an effective and efficient transportation program
- Is familiar with the components of an efficient food service program
- Has managed an effective program for supervision of building and grounds maintenance
- Knows procedures for assessing and improving District operations in all support service areas
- Has identified ways to establish cooperative programs for some support services

Finding: Exceeds Expectations

Personnel Management

- Has demonstrated skills in supervising employees at all levels
- Has used a process for recruiting and selecting effective staff
- Has developed a program for staff evaluation and corrective action
- Has effectively handled the administration of a bargaining agreement
- Has effectively coordinated contract negotiations for the District
- Knows the components of effective personnel policies, procedures, and practices
- Has developed and coordinated staff in-service programs

Finding: Needs Improvement

Educational Programs

- Has developed a process for identifying District curriculum needs and addressed them
- Has developed and implemented a plan to revamp and update instructional programs
- Has outlined and implemented an effective curriculum adoption process
- Has provided curriculum guidance and leadership to building administrators
- Is effective in student testing programs and can explain ways to evaluate and remedy low test scores

Finding: Exceeds Expectations

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