

Danville Board of Education Evaluation of Dr. Keith Look
June 13, 2016

The following final summative evaluation is prepared to meet the requirements of KRS 156.557 (6). Under Kentucky's Superintendent Professional Growth and Effectiveness System, the Board of Education, in concert with Dr. Look, used the Superintendent Leadership Plan developed by the state education department as the basis for this evaluation. The board and Dr. Look agreed to rate performance on each of the seven leadership standards in the Superintendent Leadership Plan. As part of this year's process, Dr. Look submitted examples of evidence of his accomplishments under each of the standards to inform board member consideration. The board met with Dr. Look in executive session on June 2 to discuss that evidence and other issues related to the evaluation standards. Board members met in executive session on June 6 to complete the preliminary evaluation and, based on state guidance, determine a single performance-level rating for each standard. The board met with Dr. Look in executive session on June 8 for a conversation about the evaluation findings and to finalize this summative annual evaluation document required by the state.

The state's evaluation system describes itself as a professional growth support model where the school district will be improved through reflection, assessment, advisement, and goal-setting. The board and Dr. Look have worked to make sure discussions and each step in the process operate in that spirit. The board appreciates Dr. Look's work on behalf of this district and community and feels confident that this process will offer meaningful guidance as his leadership of the school district continues. The board calls attention to his leadership and progress in several key areas in the past year:

- Identifying and implementing internal measures to track student mastery of academic standards and to analyze growth to better use data and address gaps.
- Amending the district's innovation plan to keep our focus on increased college readiness and stronger student engagement.
- Expanding avenues for communication about achievements in the Danville Schools, including new communication products and measures.
- Coordinating work by each of our elementary schools to develop their own focus areas to complement student learning.
- Increasing the district-wide focus on implementing the Danville Diploma.

The state recommends an evaluation process focused on evidence and artifacts reviewed by board members. Sources of evidence for the board's deliberations included state academic achievement reports for all grade levels; program review materials; the district's improvement plan; the state's corrective action plan (District of Innovation); reports submitted to the state board on innovation work; the district's amended innovation plan; Dr. Look's Opening Day presentation to staff; the strategic planning presentation made to the board in March; finance, spending, facilities, and staffing reports made regularly to the board; comments and discussions with parents, citizens, students, teachers, administrators, and school staff throughout the year; visits to schools during the year; information gleaned from school meetings; information from community meetings; individual meetings with Dr. Look during the year; discussions with state education officials; attendance and observations at school academic events including student presentations, performance-based assessment presentations, and school-level celebrations of learning; transcript of the Twitter Town Hall held at Danville High in November; information from discussions at board work sessions; materials about Mastery Connect; materials about the EVAAS tracking system; presentations of school-level test data; presentations about school-level areas of focus; National School Clearinghouse reports on student success; state High School Feedback reports on student achievement; applied positive psychology training and materials; MAP assessment information; attendance at various school council meetings; surveys related to principal searches; district promotional materials including e-mail, social media articles, year-end mailer; information about facilities funding and bonding; energy-management information; materials presented and referenced by Dr. Look for the evaluation; information on personnel matters and legal issues discussed in executive session; school promotional and handbook material; the district code of conduct; reports on student participation in various extracurricular activities; Good Education Parent materials; information from Architect Advisory Group meetings; information from Local Planning Committee meetings; general information from district and school Web sites, and the annual district audit report.

The following pages indicating the board's evaluation ratings with notes on each utilize the state's template for summative SPGES reporting.

Performance Levels:

The following designations will be used to indicate the progress of a superintendent toward the seven standards and their indicators:

Exemplary: Exceeds the standard

Accomplished: Meets the standard

Developing: Makes growth toward meeting the standard

Growth Required: Area(s) required to be addressed in the Professional Growth Plan

Danville Superintendent Summative Evaluation 2015-16				
Standard	Exemplary	Accomplished	Developing	Growth Required
<p>1. Strategic Leadership The superintendent creates conditions that result in strategically reimagining the district’s vision, mission and goals to ensure that every student who graduates from high school is globally competitive in postsecondary education and the workforce, and is prepared for life in the 21st century.</p> <p>The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a vision.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Comments <i>Dr. Look’s leadership resulted in an amended innovation plan, success in lifting probation for our District of Innovation status, and focus on Danville Diploma skills. Work remains to implement district goals, build teacher and student capacity for deeper learning, and champion a unified culture to strengthen learning experiences.</i></p>	<input type="checkbox"/>
<p>2. Instructional Leadership The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.</p>	<input type="checkbox"/>	<p>Comments <i>Dr. Look has led progress in seeking and developing tools to track classroom learning, reduce gaps and measure growth. The board is optimistic these steps will improve academic achievement. Work needed to realize college readiness by 10th grade.</i></p>		<input type="checkbox"/>

Danville Superintendent Summative Evaluation 2015-16

Standard	Exemplary	Accomplished	Developing	Growth Required
<p>3. Cultural Leadership The superintendent understands and acts on the important role a system’s culture has in the exemplary performance of all schools.</p> <p>The superintendent understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Comments <i>Dr. Look has improved communication channels to reach varied audiences and monitor effectiveness. More widespread efforts needed to build awareness of district goals, implement innovation plan strategies, and become a catalyst for uniting varied Danville Schools constituents.</i></p>	<input type="checkbox"/>
<p>4. Human Resource Leadership The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff.</p> <p>The superintendent uses distributed leadership to support teaching and learning, plans professional development and engages in district leadership succession planning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Comments <i>Dr. Look manages various human resource processes. Principal turnover remains a concern for long-term success. Building capacity and support around stronger learning experiences is a need.</i></p>	<input type="checkbox"/>
<p>5. Managerial Leadership The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.</p>	<input type="checkbox"/>	<p>Comments <i>Dr. Look is attentive to safety concerns and mindful of details in budgeting, and staffing, including a major building project.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>

Danville Superintendent Summative Evaluation 2015-16

Standard	Exemplary <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Developing <input type="checkbox"/>	Growth Required <input type="checkbox"/>
<p>6. Collaborative Leadership The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision.</p> <p>Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders and business representatives to participate with their investments of resources, assistance and goodwill.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Comments <i>Dr. Look has made progress in outreach, including new parent involvement materials, but work remains in building awareness and support for district goals. Greater attention to community connections that create learning opportunities for students is needed.</i></p>	<input type="checkbox"/>
<p>7. Influential Leadership The superintendent promotes the success of teaching and learning by understanding, responding to and influencing the larger political, social, economic, legal, ethical and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies and goals to ensure the academic success for all students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Comments <i>Dr. Look has made professional presentations and maintained awareness of key education and policy issues. Work is needed to build stronger cohesion within the Danville Schools community toward innovation, achievement, and college-readiness goals.</i></p>	<input type="checkbox"/>

 Board Chair
 Date: _____

 Superintendent
 Date: _____