Superintendent Professional Growth and Effectiveness System
2022-23 Final Summative Evaluation Document
For Jesse Bacon, Ed.D.

The Bullitt County Board of Education previously voted to participate in Kentucky's Superintendent Professional Growth and Effectiveness System. The system is a competency-based system where the superintendent and board team identify areas of competency and growth needed for the superintendent to focus on in a given year. The system is based on seven standards of leadership for the superintendent.

Superintendent performance levels used were:

Exemplary:	Exceeds the standard
Accomplished:	Meets the standard
Developing:	Makes growth toward meeting the standard (progressing)
Growth Required:	Area(s) required to be addressed in the Professional Growth Plan

Earlier this year, the board and superintendent mutually agreed on the following goals as part of the SPGES leadership plan, also known as the superintendent's professional growth plan:

1. **Positive and Supportive Culture: Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student:** As we begin to emerge from the COVID-19 pandemic, a lot of work remains to ensure all students are provided with opportunities to be successful. Some strategies that I plan to implement are (a) continuing to be visible in schools, (b) further developing our Superintendent Advisory Teams (faculty, staff, student, and CCILT) to garner feedback and allow them to develop improvement priorities and PDSA action plans that district leadership can implement, and (3) create a more effective principal support and evaluation process that is founded on the principles of continuous improvement through principal perception and experience.

2. **Fiscal Responsible District Management: Focus on strategic allocation of resources and effective district operations:** Though the district allocates resources effectively, with the current job market, inflationary costs of goods and services, and capital construction needs, we must ensure operations are systematically and consistently managed through planning, data analysis, systems audits, and stewardship of school district financial and human resources. As we continue to work through our Key Process Teams, the district budget must be driven by data collected on the needs, goals, and aspirations of our students.

Through the course of the year, the superintendent has made available to the board examples of evidence where he demonstrated competency through leadership in activities that fall under the various identified standards from the professional growth plan.

At the June 19, 2023 Board meeting, the board reviewed the evidence of competency provided by the superintendent for the entire annual cycle. Individual members provided the Chair with input compiled into a single evaluation report.

Standard 1: Strategic Leadership

The superintendent creates conditions that result in strategically re-imaging 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. 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.

- Strategic Documents (Graduate Profile, Board Aspirations, Core Values)
- Superintendent– Board communication (emails, text messages, Week -in-reviews, phone calls, etc.)
- Worksession Agenda Planning Session With Board Chair
- Development of Board Meeting Agendas
- District Office Leadership Team Meetings
- District Leadership Team Meetings (Principals, APS, Coaches)
- Superintendent Advisory Teams (Certified and Classified)
- Bullitt County Youth Coalition (Student Voice)
- Policy Review Timeline
- Facility Planning
- Presentations to Internal and External Groups
- Leadership Week and Opening Day Addresses
- Bacon Bit Videos
- Media – News/Newsletter/Paper Articles/Website
- Growth Goals for District Administrators
- Communication vehicles, including using technology, that make the school vision visible to stakeholders
- Board/Executive Leadership Team Retreat

Following a review of the evidence supplied by the superintendent and otherwise available throughout the year, the board collectively rated the superintendent as **EXEMPLARY** ▾ in this standard.

Standard 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.

- Professional Development Plan
- School visits and conversations with staff (reflected on my WIR calendars)
- Written communications
- Surveys of staff/community
- District Office Leadership Team Meetings
- District Leadership Team Meetings (Principals, APS, Coaches)
- Leveled OFI Meetings
- Reports and celebrations of student achievement to the board
- Weekly Calendar

- Documentation of coaching and evaluation of principals
- Reports of student achievement data (CASE & KSA)
- Comprehensive School Improvement Plans
- Teacher Learning Cohorts (Graduate Profile, Thinking Strategies, Co-teaching, Project Based Learning, etc.)
- K-12 Curriculum Documents
- Creation and support of the BVLA
- Weekly Bacon Bit Videos
- Addition of logistics Career Pathway
- Collaboration among pathways on community projects
- Classroom eleot Observation Data
- Agendas From CCILT meetings
- Agendas From Advisory Team Meetings
- Feedback from a wide variety of stakeholders about performance as the superintendent

Following a review of the evidence supplied by the superintendent and otherwise available throughout the year, the board collectively rated the superintendent as **EXEMPLARY ▾** in this standard.

Standard 3: Cultural Leadership
The superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. 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.

- Task Hub for School and District Leadership
- New Website Design
- Moving Forward Awards
- Core Values in Action Awards
- Staff & Stakeholder Surveys
- Weekly Teacher and Staff Spotlights
- Staff Appreciation Activities
- Advisory Team Agendas and PDSAs(Certified and Classified)
- Weekly Bacon Bit Videos
- Communication Focus Groups with students, staff, parents, and community members
- Regular Social Media postings of Students and Classrooms

Following a review of the evidence supplied by the superintendent and otherwise available throughout the year, the board collectively rated the superintendent as **ACCOMPLISHED ▾** in this standard.

Standard 4: Human Resource Leadership

The superintendent ensures the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development, and retention of highly effective, diverse staff. The superintendent uses distributed leadership to support teaching and learning, plans professional development, and engages in district leadership succession planning.

- Expanded scope of advertising vacant positions by utilizing social media and community boards
- Mailed job flyers to local churches, gyms, and fraternal organizations within a 50-mile radius of Bullitt County
- Hosted a district-wide job fair
- Participated in community, educational cooperative, and university-sponsored job fairs
- New teacher orientation & year-long THRIVE Academy
- Administered customer service surveys at multiple points throughout the year and analyzed results for improvement
- Conducted exit surveys for retiring staff members and those leaving the district and/or the profession
- Offered multiple certified and classified professional development sessions both in and out of the district
- Solicited feedback from certified and classified advisory teams for improvement priorities
- District and School Staffing Plans
- District Personnel Time in Schools
- Thinking Strategies Professional Learning Cohort
- NISL Cohort for new and aspiring administrators
- Graduate Profile Cohorts
- Certified Evaluation Plan
- Personnel investigations and actions taken (letters in personnel files, disciplinary action, termination, etc.)
- Classified Evaluation Plan
- Added benefits for staff at no cost to the employee (Demo My Debt, CareSolace, health/wellness, etc.)
- Electronic Hiring Process
- District Team Meetings
- Separate classified staff orientation

Following a review of the evidence supplied by the superintendent and otherwise available throughout the year, the board collectively rated the superintendent as **EXEMPLARY ▾** in this standard.

Standard 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.

- District Annual Financial Audit

- District Policy and Procedures
- District Budgeting Process
- Facilities Planning
- Emergency/Crisis Plans
- Employee handbooks
- Board meeting agendas
- Technology Plan and Survey
- District Communication Plan
- Executive Leadership Team Meetings
- Central Office Staff Meetings
- Department PDSAs
- Increased Bonding Capacity
- Custodial Supervisor
- Transportation Routing Improvements for Efficiency and Safety
- School Security Upgrades (Check-In and Background Check)
- Weekly Bacon Bit Videos
- Implementation Plan for Rooms Platform
- Monthly Financial Reports
- Annual Capital Outlay Process

Following a review of the evidence supplied by the superintendent and otherwise available throughout the year, the board collectively rated the superintendent as **EXEMPLARY** ▾ in this standard.

Standard 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. 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.

- Superintendent Advisory Teams (Certified & Classified)
- Bullitt County Youth Coalition
- CCILT Team
- GE Appliances Partnership
- Bullitt County EMT Partnership
- UPS Partnership
- Pathway Apprenticeships
- UofL Health Partnership
- JCTC Partnership
- OVEC CO-OP Meetings
- UL Leadership Partnership
- Bellarmine Partnership
- UK Leadership Partnership
- TV Interviews and Media Statements

- Collaborate with Local Departments for SROs
- Work with BCEA/KEA/Legislators
- Participation in Chamber of Commerce Activities
- Community Surveys
- Communications with Parents
- Civic Group Presentations
- Inter-agency agreements

Following a review of the evidence supplied by the superintendent and otherwise available throughout the year, the board collectively rated the superintendent as **EXEMPLARY** ▾ in this standard.

Standard 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 of all students.
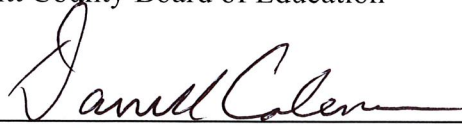
- Staffing and Policy Recommendations Focused on Equity
- Participation in "Non-School" initiatives (Economic Development, Chamber, Etc.)
- Participation in Professional Associations
- American Association of School Administrators (AASA) National Superintendent Certification Program
- KASA Vice-President
- Member of the AASA Federal Policy Advocacy Team
- Involvement with community colleges, institutions of higher education, post-secondary institutions
- Council for Better Education Vice-President
- Participation in State-Level Task Forces
- Coalition to Sustain the Education Profession Steering Committee Member
- Testimony in Senate and House Education Committee Meetings
- Work on the Barbon Barrell Repeal Bill to Hold School Districts Harmless
- Ohio Valley Educational Cooperative Board of Directors Vice Chair
- Member of the UofL Health South Hospital Board of Directors
- Kentucky Association of School Administrators New Superintendent Mentor
- Member of the Local Superintendent Advisory Team
- Meetings/Relationships with Local Leaders

Following a review of the evidence supplied by the superintendent and otherwise available throughout the year, the board collectively rated the superintendent as **EXEMPLARY** ▾ in this standard.
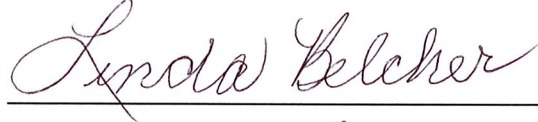
Following a review of the evidence supplied by the superintendent and otherwise available throughout the year, and considering the ratings given in each standard, the board collectively gives the superintendent an overall rating of **EXEMPLARY** ▾ .
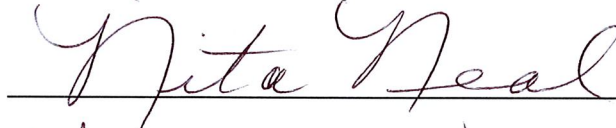
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Darrell Coleman, Chairperson: _____

Linda Belcher, Vice Chairperson: _____

Nita Neal, Board Member: _____

Lisa Hodges, Board Member: _____

Dr. Matt Mooney, Board Member: _____

Evaluation Date: **June 19, 2023**