

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Dr. Elizabeth Homan

[Signature]

December 5, 2024

Evaluator: School Committee Concatenation

[Signature]

December 5, 2024

Name

Signature, School Committee Chair

Date

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	0 Did Not Meet	1 Some Progress	4 Significant Progress	2 Met	0 Exceeded
Student Learning Goal(s)	0 Did Not Meet	0 Some Progress	5 Significant Progress	2 Met	0 Exceeded
District Improvement Goal(s)	0 Did Not Meet	1 Some Progress	3 Significant Progress	2 Met	1 Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	0	0	5	2
Standard II: Management and Operations	0	0	7	0
Standard III: Family and Community Engagement	0	0	5	2
Standard IV: Professional Culture	0	0	5	2

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

0 Unsatisfactory

0 Needs Improvement

7 Proficient

0 Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

KAA: Once again, I commend Dr Elizabeth Homan for another very productive year. This evaluation covers the school year 2023-24. Highlights include the first-year implementation of the APS Strategic Plan, the initial rollout of the new literacy curriculum, a successful budget season despite staffing challenges, and a new AEA Unit A contract achieved with collaboration and minimal fuss.

Over the past year we have heard many reports from various staff, including principals, directors, and more. I have been impressed how the principles and precepts of the new Strategic Plan have permeated these reports and note that the Superintendent has done an excellent job of working to see that staff are both informed and trained on the various plan components. The new literacy curriculum is also aligned with the plan and the rollout using pilot classrooms was well thought-out.

The trust that APS staff have in Dr Homan was seen in the amicable and fruitful contract negotiations with the AEA. At a time when multiple districts have seen teacher strikes, often lasting weeks, Arlington was able to come to agreement with a contract that has added value to both sides. This contract also delivers on "valuing all staff" – a key tenet of the Strategic Plan – by increasing teachers' pay in comparison to the 12 towns used by the Town Manager as our standard.

As detailed by my comments under Standard II, the budget process could have been smoother in 23-24 for many reasons. I commend the Superintendent for her hard work creating a successful budget and expect that this year will be much improved.

As the Superintendent moves into her fourth year, she is now a seasoned leader and manager. Her focus on our students and their individual experience helps keep all staff – administrators, teachers, support – looking in the right direction. Additionally, it is important to see all staff perform at their highest levels, and I feel the Superintendent is capable of ensuring this happens, including requiring timely and consistently high-quality reports from staff. I note that many of the goals herein are multi-year goals, and I have marked "significant progress" because they have not yet been achieved. This does not diminish the important work that was done. I congratulate the Superintendent on her work thus far and look forward to sharing another year with her.

EE: This evaluation represents a third successful evaluation cycle as the Superintendent of the Arlington Public Schools. Dr. Homan is a thoughtful, student-centered and equity focused leader who listens to and considers feedback, while continuously striving for improvement. She is not, and has never been, satisfied with "good enough." I appreciate Dr. Homan's leadership and commitment to Arlington Public Schools.

During this evaluation cycle the Superintendent successfully re-opened negotiations with the AEA Unit D to increase pay and provide additional supports and services to students. The newly negotiated AEA Unit A contract supported teachers' needs for support and a sense of belonging, while also increasing student's and families' access to teachers. This evaluation cycle saw the full implementation of the new EL curriculum in grades K-5, supporting deeper learning experiences for students, and professional development opportunities for staff. Finally, the district launched its first MLPAC in the fall of 2024, another one of the superintendent's goals.

Dr. Homan's goals for this evaluation cycle were aspirational, and while she did not "meet" some of her measurable outcomes, the work that she put forth towards the goals, and the progress made towards them is laudable. I look forward to seeing continued progress based on the goals of the Five Year Strategic plan and the needs of the district in the upcoming evaluation cycle.

LG: Dr. Homan continues to demonstrate a strong commitment to both academic excellence and creating an educational atmosphere that emphasizes belonging, equity, and inclusion for all students and staff. Notable accomplishments include: (1) the successful implementation of the new EL Education literacy curriculum; (2) the successful negotiation and reaching of collective bargaining agreements with both Unit A and Unit D; and (3) progress in the organization and reporting of data, which is critical for making informed, data-driven decisions. I look forward to seeing the continued impact of these efforts, which align with and support the district's vision and mission, and anticipate even greater strides in the upcoming year.

LK: Superintendent Homan had another highly successful year leading the Arlington Public Schools. Highlights include the remarkably smooth negotiation of exceptional agreements with our AEA units, smooth partial implementation of the new K-5 ELA curriculum, implementing Instructional Leadership Teams at all schools, significant process on refining implementation of the strategic plan, the effective onboarding of a significant number of administrative leaders, and the initial launch of the Welcome Center and changes in communication practices. My ratings on the progress towards goals reflects the ambitious performance measures selected by the Superintendent, which in hindsight were not likely to show more than significant progress in just one year from the actions listed in relation to those goals. In past years, goals were mostly process goals. For example, simply staffing and opening the Welcome Center would have been considered meeting a goal to do so. This past year Dr. Homan appropriately, but perhaps too ambitiously, chose primarily outcome measures such as improvements on family survey results, which have not yet shown significant improvement overall. While looking at such outcome measures might premature at this time, we should continue to focus on changes in the survey results to determine the impact of the Welcome Center and its staffing. Likewise, while the Superintendent successfully implemented the actions listed for the Student Learning Goal, there was only scattered areas of improvement for the focal groups and we increased from two schools to three below the 75% State Accountability Score rather than reducing the number to zero. Overall, while the Superintendent did complete almost all of the actions associated with her goals, and I applaud her for doing so, those actions have not yet produced the many of the end results reflected in the chosen performance measures.

When looking at the chosen focus indicators, the Superintendent was proficient or exemplary, showcasing a talent to lead the district towards the strategic plan goals, guide her leadership team to do the same, and secure the agreement and support of educators, staff and the greater community.

JM: The Superintendent's individual performance over the last year has been very strong. She fills in gaps when needed, understands and can articulate goals for the district and is personally committed to partnerships with families when appropriate.

District goals are, in my opinion, largely stymied by the performance of her staff, both direct reports and other administrators. Last year, APS welcomed a significant number of new district office administrators and principals and was concurrently plagued by turnover in important roles. It is my hope that with personnel stability, increased capacity building, further role clarity, high expectations and, perhaps, some difficult conversations, that the district will be better positioned to make further progress this academic year. Specifically, we need progress in areas like closing achievement and growth gaps for students with IEPs and communication/partnership with families (there are discrepancies across schools and levels but the results continue to be disappointing in many secondary grades). Hopefully we can leverage the practices that have improved experiential gaps for students in focal groups as well as the productive work done in Human Resources to more effectively and consistently engage with families and staff. There are many bright spots but, presently, they are isolated. APS is a high-performing district with a high-performing Superintendent who has set some important and challenging student learning and professional practice goals for the district. Realizing these goals will require more than her instructional leadership, operational management, commitment to family engagement and reflective practice. They will require her to galvanize her staff to be true partners in the work.

PS: I view the 2023-24 school year was a transition year for Superintendent Homan's leadership of the district. Prior to this point, the Superintendent's work focused on building a strategic plan, building a team, and building relationships. This year the Superintendent started to execute the "game plan" outlined in the strategic plan. This is a time when the work transitions from achieving significant milestones to the daily work of implementing the plan.

We can focus on some major wins. Voters in Arlington approved a \$7 million operating override on November 7, 2023 (7,951-4,964). The bulk of the override was directed to the schools, and the community's confidence in the superintendent was an important component of this success. The strategic plan made the case that Arlington needed more competitive salaries for our educators, and that context set the stage for a successful contract settlement with the AEA. It was obvious Superintendent Homan maintained a positive relationship with the AEA leadership, as our negotiations were calm and respectful in a contentious statewide environment.

We opened and staffed a Welcome Center in our new administrative suite on Mill Brook Drive.

MCAS scores are strong, and the strong Constructive Response scores for mathematics and science demonstrates the district's focus on in-depth understanding and the ability to communicate mathematically and scientifically. English Language Arts scores remained strong through a transition to a new elementary reading curriculum.

Staffing turnover in business office can be described as a classic "good news-bad news" situation. We came close to unraveling our ability to close out the budget in June, but Superintendent Homan took the reins and ensured that we closed out our books for FY24 and our end-of-year reporting was accurate and aligned to the district's budget. This was not a small accomplishment, as was her ability to recruit a new Assistant Superintendent for Finance and Operations. Superintendent Homan has demonstrated a firm and passionate commitment to equity in the district, and she has strengthened the district's efforts by building the district's capacity to support DEIBJ in her leadership team, and in its interactions with the staff.

Superintendent Homan is recognized as a successful, caring, and hard-working leader. She sets high standards for herself. She has added some excellent members of her team. She sets ambitious goals for herself, which is why the rating of "significant progress" is a praiseworthy accomplishment. She has clearly demonstrated herself to be a proficient superintendent, and this evaluation reflects the appreciation and respect I have for the passion and skill she brings to the job.

JT: Arlington is fortunate to have Dr. Homan as our Superintendent. Since arriving in Arlington in 2021 and once again in the 2023-24 school year, Dr. Homan has brought a lot of positive changes to our district. She is an effective internal leader – attentive to staff needs, someone who has spent time shadowing a METCO student, driving innovative professional development around deeper learning, and a leader committed to hiring diverse and capable staff. I like the team of professionals she has hired and appreciate the time she is devoting to building their professional success. It's worth noting that Dr. Homan along with School Committee members negotiated an exceptional contract with our teachers; the fact that we reached an agreement while other districts struggled is a testament to a positive culture within the district and to Dr. Homan's skills as a leader. Dr. Homan is an excellent external leader – she is willing to meet with all groups in the community, is on top of parent concerns, responds as quickly as possible to inquiries, and is well regarded by Town Leaders. As I note below, she has become an expert on every detail of our new high school and is on top of many details of the project as we enter the final stages of work. Finally, and most importantly, Dr. Homan cares deeply about our students, both their academic outcomes and their social and emotional well-being. She visits schools often, knows our staff, and observes classes to see for herself the impact of professional development on practice. In the sections below, I note some areas where the district can improve. While we have made some progress in improving performance for focal groups, overall student performance was flat in SY24. I know this is something that concerns the Superintendent and an area she and her team are focusing on in SY25. While the overall performance is proficient, there are several areas where Dr. Homan is exemplary, and these can be seen in my comments in the sections that follow.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description				Met	Exceeded
Student Learning Goal	I-E. Data-Informed Decision making, I-F. Student Learning, IV-A. Commitment to High Standards	Student Learning Goal: Close opportunity and achievement gaps for students through sustained focus on instructional practice and expansion of inclusive classroom systems and structures	0	1	5	1	0
Professional Practice Goal	I-F. Student Learning, II-A. Environment, II-E. Fiscal Systems III-D. Family Concerns, III-A. Engagement	Professional Practice Goal: Build capacity of myself and other APS leaders to use frequent informal and formal feedback from community, staff, and students to inform response to conflict and thoughtful and inclusive design of initiatives	0	0	6	1	0
District Improvement Goal 1	III-A. Engagement, III-D. Family Concerns, IV-A. Commitment to High Standards, IV-B. Cultural Proficiency	District Improvement Goal #1: Expand and improve two-way engagement with families and opportunities for APS family learning and connection	0	1	4	2	0
District Improvement Goal 2	I-F. Student Learning, II-A. Environment, IV-A. Commitment to High Standards	District Improvement Goal #2: Expand understanding of Deeper Learning Principles and provide opportunities for Deeper Learning Experiences for all APS Staff and Students	0	1	4	2	0
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. ☐ Focus Indicator (check if yes)	☐	1	1	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	1	1	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	2	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	2	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☒ Focus Indicator (check if yes)	0	0	5	2
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. ☒ Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	0	0	5	2

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

KAA: I would like to acknowledge the impressive system-wide MCAS results and hope that gains will continue to be made for our focal group students. Continued dissemination of the ways some of the schools have achieved achievement “bright spots” is underway and important.

LG: Dr. Homan has demonstrated strong instructional leadership, particularly in the roll out of the new literacy curriculum. Despite some logistical and staffing challenges during the pilot period, we began the 2024 - 2025 school year with all elementary school classrooms district wide using the EL Curriculum. Dr. Homan’s enthusiasm for bringing the lens of “deeper learning” is evident in the success of this roll out.

LK: I-E. While full adoption is still in progress, the Superintendent led her administrative teams in identifying and using multiple sources of evidence, such as MCAS and Panorama survey results using standardized measures, to assess and communicate the district’s strengths and areas for improvement, she has involved the community in the strategic plan implementation process and other efforts, and has guided principals similarly in the drafting of their school improvement plans.

I-F. While progress for focal groups has not yet matched the goals, Arlington overall continues to perform exceptionally on measures of student learning and growth.

JM: I encourage the Superintendent to continue her practice of interrogating the rigor and alignment of the pedagogical practices employed throughout and across the district, especially in the middle grades. I am confident that she is aware of the challenges and that she will work to address them. While my experience is that many lessons are well-structured and engaging and that educators are working hard and with purpose to deliver them, there are weaknesses in terms of rigor, challenge and support for students who need it, as well as adherence to grade-level standards.

PS: Superintendent Homan has put in place structures and staff that focuses on data-informed decision making. Budget presentations, school improvement plans, and the district’s goals all show that the superintendent’s decisions, and recommendations to the committee, are grounded solidly in data. This is a challenging district, as several members of the committee have deep backgrounds in research methodology and statistics, and the committee’s respect for her work is grounded in exemplary practice in this area.

JT: All schools achieved a 80% to 90% accountability score in the progress towards improvement targets, above the 75% target set for SY24. There was positive growth in elementary ELA for most focal groups, and improvements in student experience in multiple focal groups. However, overall APS’ performance as measured by students meeting or exceeding targets was flat or dropped slightly from SY23. This was seen in elementary ELA (2% drop), elementary Math (flat), 5th grade science (1% drop), and MS ELA, Science, & Math (flat). AHS’ ELA improved by 2%, Math dipped by 2%, and Science increased by 4%. It is worth noting that AHS’ growth (slide 57 of the 2024 Outcomes report) showed ELA growth near the bottom of the TM12 and 244 of 303 all districts in the state and 10th Grade Math growth in the middle of the TM12 and middle of all districts in MA. 9th Grade Science, on the other hand, is in the top third of the TM12 and top 10% of all districts in MA. The Superintendent did say at the fall SC meeting that the district is refining practice to improve, which I appreciate. Aside from scores, it’s worth noting that student participation in extracurricular activities continues to increase because of the decision made by Dr. Homan to remove athletic fees in 2022.

Superintendent's Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. ☒ Focus Indicator (check if yes)	0	0	5	2
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. ☐ Focus Indicator (check if yes)	☐	☐	2	☐
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. ☐ Focus Indicator (check if yes)	☐	☐	2	☐
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. ☐ Focus Indicator (check if yes)	☐	☐	1	1
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. ☒ Focus Indicator (check if yes)	☐	☐	5	2
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	☐	☐	6	1

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

KAA: I note that the budget development process in 23-24 was marred by a number of factors and staffing challenges although significant work by the Superintendent ultimately allowed creation of a budget that will support the district's vision, mission and goals. I hope that future budgets will go smoother, and that additional attention is paid to monitoring staff work in progress and responding quickly to indicators where things may be off track.

The Superintendent has done an excellent job of developing and executing plans, procedures, and routines. These create models for practice, and it is my hope that adherence to this approach will continue to be stressed and assessed for all staff.

LG: Dr. Homan has navigated significant challenges related to staffing over the past year, demonstrating resilience and strategic management to maintain district operations. Despite these obstacles, Dr. Homan's dedication to recruiting and retaining qualified personnel has brought the department close to being fully staffed. This progress positions the district well to maintain stability and face future challenges. Looking ahead, with a more stable team in place, I am optimistic about Dr. Homan's focus on continuous improvement and effective resource management.

LK: II-A. Although hindered by transitions in the Finance and Operations and Facilities Departments, the Superintendent has continued to adopt and refresh plans, procedures and operational systems to address the safety, health and emotional needs of APS students.

II-B. Despite the transition noted above, the Superintendent has worked hard to align the budget with the APS vision and strategic plan and revise processes to focus on such alignment.

JM: What I have observed over this past year is that the processes, plans, routines, etc that are under the direct purview and control of the Superintendent have been effective and well-thought out. I have not seen the same level of performance from her staff and direct reports; it is challenging in an evaluation to discern where the lines are and where her sphere of influence begins and ends.

Unfortunately, given some staffing changes and, perhaps, some previously unknown inconsistencies in practice, the FY25 budget development process was very difficult this past year. While I think that ultimately the budget does reflect the standard above (vision and goal-based, resources are allocated appropriately) the process was challenging; the Superintendent should be commended on her extraordinary efforts to bring a budget through the process given the considerable head winds. Her performance on this indicator was exemplary; the process overall needs improvement and I am confident that will happen with new Business Office leadership.

PS: Interactions with senior leadership and building principals reflect the superintendent's high expectations for district leaders. While the end of the fiscal year was shaky (II E) due to staff turnover, the superintendent's hands-on approach to closing out the budget brought us through the end of the year to a point where our new Assistant Superintendent for Finance can solidify our financial operations. She should continue to rely on her Deputy Superintendent, who has proven herself to be an excellent leader, and I encourage the superintendent to continue to expand opportunities for the Deputy to engage with the committee and community.

JT: It is worth noting that Dr. Homan managed turnover in the Finance Office in SY24, did a lot of the budget work herself, and we ended SY24 in sound financial shape. In terms of "executing effective plans, procedures, etc." the Superintendent has done an excellent job of staying on top of the transition of AHS programming to our facility. She has become an expert on all sorts of issues, including technology, artificial turf, stage lighting, bike racks, and more. I enjoy working with her on the building project and appreciate the time she has taken to diver into the details of the project. Many do not see her efforts in this area. This is why I score her "exceeding" in IIA.

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. ☒ Focus Indicator (check if yes)	0	0	4	3
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	2	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	1	1
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☒ Focus Indicator (check if yes)	0	0	6	1
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	0	0	6	1

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

KAA: The Superintendent has done an excellent job in her communications with the community and has set a high standard for APS staff to achieve. I look forward to seeing how this is fulfilled in the coming year.

LG: Dr. Homan has made notable progress in fostering family and community engagement, creating stronger channels of communication and collaboration between the district and its stakeholders. Initiatives aimed at increasing transparency and providing opportunities for meaningful input have enhanced trust and involvement from parents and community members. While these steps have laid a solid foundation, I look forward to continued improvement in communications at all levels of the district to ensure that information flows seamlessly and consistently, further strengthening relationships and ensuring that all voices are represented and valued in the district's decision-making processes.

LK: III-A. The Superintendent actively engages stakeholders from all segments of the community, meeting frequently with staff and community members and actively listening, and models the process for others.

JM: This is an interesting indicator because it is an area of strength for the Superintendent and, in my opinion, an area of weakness for the district. I rated the Superintendent on *her* performance in this area. Had I rated the district overall I would have given it *Needs Improvement*.

While I believe that the Superintendent's work as district leader is a mix of proficient and exemplary in this area, I encourage her to continue to push her staff, both direct reports and school-based staff to improve their practices. As a parent in the district, my experience is that many of the people who I interact with would need improvement in most, if not all, of these focus indicators. The Superintendent's leadership model around family engagement is largely to lead from the top and model what she wants to see. This has been fine for the last three years as she is so capable in this area. I do think it may take more directive leadership to move the needle on how families experience the district because most of them are not lucky enough to get to engage with her regularly and their experiences may be rather different when working with other district staff. The Family Engagement office is fully staffed and my expectation is that it will begin to yield dividends on our investment this school year. At some point, the district needs to have expectations for all personnel around responding to emails from both students and families.

PS: It is obvious that the superintendent is passionate about community engagement. This is both systemic and personal, in that the superintendent has built a strong structure for family engagement within the context of the Welcome Center, and the superintendent's accessibility and availability to listen to concerns of APS parents.

JT: A great strength of Dr. Homan is her ability and willingness to engage with families and the broader Arlington community. Almost anytime I interact with a parent or a parent group, it is AFTER Dr. Homan has spoken to them. I never feel like I need to push Dr. Homan to meet with a group or family; she's happy to do it. She has put a great deal of thought into the welcome center, has hired diverse staff, and has devoted time and resources to considering ways to support families and students facing social and emotional distress. I applaud the Superintendent for taking the 2023-24 school year to think through what the Welcome Center could be and for several important initiatives, including the establishment of the long overdue Multilingual Learner Parent Advisory Committee and the new APS Family Support Form. I think our district's engagement with families and the communities exceeds expectations and norms for other districts in our region and state. Thank you to Supt Homan for her outstanding leadership in this area.

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☒ Focus Indicator (check if yes)	0	1	4	2
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☒ Focus Indicator (check if yes)	0	0	4	3
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	1	1
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	1	1
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. ☐ Focus Indicator (check if yes)	☐	☐	2	
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	2	
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	0	0	5	2
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): KAA: The Superintendent has done an outstanding job setting high standards of teaching and learning. The work in the coming year will be to continue to disseminate adherence to these standards to all staff and for all students. LK: IV-A. The Superintendent fosters a shared commitment to high standards and models such commitment to others, through efforts such as the ILTs and Deeper Learning initiatives, there is still some work to do to conclude that such a commitment has been fully established in APS. IV-B. The Superintendent has focused intently on establishing culturally responsive policies and practices such as through the Welcome Center and establishing the ELPAC.				

JM: Based on responses from student and parent surveys, we are seeing no real improvement (or decline) in rigorous expectations or sense of belonging across grades 3-12. Last year, APS continued to have unacceptably high rates of teacher absenteeism which has an enormous impact on students. The high school, in particular, struggled to maintain content delivery when teachers were out of the building and classrooms. While I believe the Superintendent wants to have high standards for her staff and for students (and absolutely knows what it takes to get there), those expectations aren't, presently, manifesting consistently in classrooms nor are they experienced consistently by students.

PS: Superintendent Homan has high standards for herself and communicates them effectively to the staff. It is obvious, through words and deeds, that cultural proficiency and equity are high priorities. Presentations by principals reflect the superintendent's commitment to high standards and cultural proficiency, indicating that this commitment is embodied throughout the system.

JT: It is challenging to evaluate professional culture, even with the survey results we have received. The most significant achievement in 2023-24 was the adoption of a new AEA-A contract that offers competitive benefits, higher pay, and more hours for instructional support staff. Dr. Homan and the SC negotiating team devoted many hours to this, and I'm grateful that we avoided labor disputes that other communities' experienced. A positive in SY24 is that staff report slightly less stress and feelings of being overwhelmed. Under Dr. Homan, there is a strong focus on understanding the cultures of our students as well as the cultures of staff. A way to evaluate the commitment to high standards ("Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.") is by student outcomes. Please see my earlier comments on 2023-24 outcomes. That said, I applaud the Deeper Learning Districts Initiative and embedding deeper/experiential learning in faculty professional development and look forward to this work improving student outcomes during SY25 and beyond.