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Shelby County School Board Members  
Board Office  
160 S. Hollywood Street  
Memphis, TN 38112

Board Members,

Thank you for the opportunity to work with you in facilitating the performance evaluation of Superintendent Dorsey Hopson. I am providing you a report of the findings, which includes an executive summary and an attachment that lists comments agreed upon by a majority of the board and the mean ratings on each of the 49 individual items comprising the six evaluation categories and the five performance objectives.

Inasmuch as the school board is a corporate body, I have taken care to insure that this evaluation report reflects the corporate assessment of the superintendent in the evaluated areas and objectives. In order to give the fairest assessment, I have reported mean scores as well as indicated how the Superintendent performed in relation to the expectations of a majority of the board in each of the areas.

Providing the superintendent with feedback and assessing his progress toward goals is one of the most important duties of a school board. I commend you for your conscientious attention to this evaluation and the quality of your comments and suggestions for improvement. The purpose of any performance evaluation is to be instructive and lay the groundwork for continuous improvement. I hope that you and Superintendent Hopson will be able to use this information and the results of this process to that end.

Again, it has been a privilege and pleasure to work with you. If you have questions regarding the report, please feel free to contact me.

Best regards,



Barbara U. Prescott, PhD

**Shelby County Board of Education**  
**2015-16 Superintendent's Evaluation**  
***Executive Summary***

The Shelby County Board of Education completed the performance evaluation of Superintendent Dorsey Hopson for the 2015-16 school year with all nine board members participating. The instrument used for this evaluation was the same tool developed by the board and utilized in 2015 with the exception of Performance Objective 4: Review and improve the state AMO's (Annual Measurable Objectives). Because of the TN Department of Education's testing and reporting issues which resulted in the failure to test and provide TVAAS data in all subjects and grade levels, the board decided to eliminate that objective for this year's review.

This executive summary represents an overview of the board's evaluation of Superintendent Hopson. Also provided is an attachment which includes the specific comments relating to the strengths and improvement areas for the superintendent as well as scoring for each of the items included within the broad categories and performance objectives.

**The Evaluation Instrument and Process**

**Instrument:** The evaluation instrument consists of three parts. The first assesses six categories that are key to the superintendent's effectiveness. They are: 1) Board Relationships; 2) Community Relationships; 3) Staff and Personnel Relationships; 4) Facilities and Finance; 5) Vision; and 6) Student Achievement. These six categories include 35 specific items.

The second part consists of five performance objectives established and agreed upon by the board and superintendent. The performance objectives are: 1) Ensure that there is a continuous improvement plan for student achievement and growth. 2) Ensure that an effective human capital/development process is in place. 3) Develop a comprehensive plan of professional learning for instructional staff. 4) Assess the overall technology needs of the district and develop a comprehensive plan to address current and anticipatory technology needs, including classroom instruction, formative and summative assessments, school district efficiency issues and other related areas. 5) Evaluate the organizational structure of the central office and reorganize as necessary to achieve maximum effectiveness. These performance objectives contain 14 individual performance indicators.

The evaluation instrument uses the following five-point scale for the first two sections.

- 1 – significantly below expectations
- 2 – below expectations
- 3 – at expectations
- 4 -- above expectations
- 5 -- significantly above expectations

The final portion of the evaluation allows board members to respond regarding Superintendent Hopson's strengths and opportunities for improvement. Board members were also able to suggest areas to be addressed in the Superintendent's professional development action plan. These suggestions can be used to inform the board and superintendent as they work together for continuous improvement.

**Process:** All nine board member completed the evaluation instrument. Scores were tallied for each member to determine a *mean* score in every category and performance objective, using the 35 specific category items and the 14 indicators for the objectives. Once the individual board member ratings were determined, a mean score for the nine board members was computed for the board evaluation rating. The average numeric ratings can be interpreted as follows:

- Above expectations – a numeric rating of 3.6 to 5.0
- Meeting expectations – a numeric rating of 2.6 to 3.5
- Below expectations – a numeric rating of 2.5 and below

These ratings are based on the rationale that an average score of 2.6 is indicative of more ratings at than below expectations. Similarly, an average rating of 3.6 indicates more scores “above expectations.”

Additionally, all comments were assimilated and board members contacted to determine their agreement with the specific comments. Statements that received majority endorsement are included in this report.

### Superintendent’s Evaluation Scores

Superintendent Dorsey Hopson **met or exceeded** the board’s expectations in all categories and performance objectives, including each of the 49 individual items comprising them.

The tables below list the Superintendent’s average numeric ratings and his rating regarding a majority (at least 5) of the board in the six broad categories and five performance objectives.

<b>Evaluation Category</b>	<b>Average Rating</b>	<b>Expectations of Board Majority</b>
<b>Board Relationships</b>	<b>3.53</b>	<b>*Above Expectations</b>
<b>Community Relationships</b>	<b>4.20</b>	<b>Above Expectations</b>
<b>Staff and Personnel Relationships</b>	<b>3.10</b>	<b>At Expectations</b>
<b>Facilities and Finance</b>	<b>3.71</b>	<b>Above Expectations</b>
<b>Vision</b>	<b>3.67</b>	<b>Above Expectations</b>
<b>Student Achievement</b>	<b>3.59</b>	<b>Above Expectations</b>
<b>Average Rating for all Evaluation Categories = 3.63</b>		

\*This rating is an anomaly due to an outlying score. A majority of board members gave a rating above expectations.

<b>Performance Objectives</b>	<b>Average Rating</b>	<b>Expectations of Board Majority</b>
<b>Objective 1:</b> Ensure there is a continuous improvement plan for student achievement and growth.	<b>3.35</b>	<b>*Above Expectations</b>
<b>Objective 2:</b> Ensure that an effective human capital and development process is in place.	<b>3.36</b>	<b>At Expectations</b>
<b>Objective 3:</b> Develop a comprehensive plan of professional learning for instructional staff.	<b>3.37</b>	<b>At Expectations</b>
<b>Objective 5:</b> Assess district overall current and anticipated technology needs, including classroom instruction, formative and summative assessments, district efficiency issues and related areas and develop a plan to address them,	<b>3.35</b>	<b>At Expectations</b>
<b>Objective 6:</b> Evaluate the central office organizational structure and reorganize as necessary to achieve maximum effectiveness.	<b>3.53</b>	<b>At Expectation</b>
<b>Average rating for all Performance Objectives = 3.39</b>		
<b>Overall average rating for both evaluation categories and performance objectives on the 2015-16 evaluation = 3.51</b>		

\*Again, this average rating is due to an outlying score. A strong majority rated the Superintendent above expectations on this objective.

### **Evaluations Highlights of Quantitative Ratings and Comments**

- The Superintendent was **at or above** expectations of a majority of the board in all six evaluation categories and five performance objectives for an overall average numeric rating of 3.51.
- Ratings were above expectations in **five of the six** evaluation categories and at expectations on one of the categories for an average numeric score of 3.63.
- The Superintendent received the highest rating on **Community Relationships** with an average numeric rating of 4.2.

- Four of five statements describing **Community Relations** were rated above 4. These included 1) being an effective spokesperson for the district; 2) modeling the highest professional standards to the community; 3) building public support; and 4) developing cooperative relationships with the news media.
- The second highest rating was in **Facilities and Finance**, at 3.5 with above expectation numeric scores on four of five statements and the highest scores on 1) ensuring that expenditures are within the limits approved by the board, 2) evaluating financial needs and making recommendations for adequate financing; and 3) demonstrating knowledge of school facilities and developing a process that builds support for building needs.
- In the area of **Staff and Personnel Relationship**, the Superintendent met expectations of the board majority, but had his lowest average rating of 3.1. The main issues appear to be staff morale and recruiting and assigning top talent. You will note that the Board comments are consistent with this rating.
- The Superintendent **met** the expectations of a majority of the board in **four of five** of the performance objectives and was rated **above** expectations in **one** of the objectives with an average numeric rating of 3.39.
- Although the numeric score is skewed as noted, a strong majority of the board rated the Superintendent **above** expectations on **Objective 1**: Ensure there is a continuous improvement plan for student achievement and growth.
- The board's comments indicate a consensus that the superintendent represents the district well in the community, has good relationships with funders and community partners and is responsive to and manages board relationships well.
- The superintendent is perceived as approachable, collaborative, an effective and positive leader, fiscally responsible and a hard worker.
- Board members unanimously view Superintendent Hopson as dedicated to reaching the goals of Destination 2025.
- The superintendent is seen as one who understands the complexity of the job, is a good decision maker and is open to identifying problems and finding solutions.
- Areas for improvement include developing succession planning for key staff positions; presenting reports, contracts and recommendations in a timely manner; implementing consistent business practices in procurement; and placing more emphasis on career readiness programs aligned with the local job market.
- Board members believe the superintendent has made progress in critical staffing areas, but look for more improvement in recruiting top talent, and in filling positions in a methodical and transparent manner.
- Board members are encouraged by improvements in the most recent budget cycle and look forward to an earlier start and even more improvement this year.
- Board members would like to have periodic updates on Destination 2025 and other large scale initiatives so that they can be good advocates in the community.
- In general, board members express their support of Superintendent Hopson and commend him for his commitment to the school district and the community.

## **ATTACHMENT: 2015-16 Superintendent's Performance Evaluation**

**Board Member Comments:** Only comments that were endorsed by a majority of the board are listed. All comments, however, were discussed with the Superintendent.

### **Superintendent's Strengths/Commendations**

- He is personable and responsive to the board.
- He represents the district in a positive manner.
- He works hard to meet Destination 2025 goals.
- He has commitment toward the achievement of the Destination 2015 goal and he is dedicated to the Shelby County Schools.
- The Superintendent has gained respect throughout the district by visiting schools, attending events and engaging students.
- He has been great to have one on one meetings with board members regarding agenda items.
- I am proud of what the Superintendent has accomplished. He acknowledges that this work is hard and has always been proud of the district.
- Great representative for the district in the community
- Great work ethic
- Great commitment to community
- The superintendent has the right temperament and relationship building abilities to effectively perform the job.
- Quick to identify weakness in the system and determine appropriate solutions
- Good people person
- Strong listener
- Good voice for school system
- Likeable and approachable
- Bright, smart and pleasant
- Fiscally responsible
- Calculated decision making – thinks long about unintended consequences
- Grasps the education landscape, locally and nationally
- Desires to build strong and capable delivery teams
- Devoted to staff
- Manages board relations very well
- Very accessible to stakeholders
- The superintendent has grown in his efforts for collaboration, which has strengthened the district.
- He has heard the board regarding telling the district's story.
- He is good at leveraging the positives with external partners to get the district national attention.
- Funder relationships
- Community relationships
- Works well with community partners

## Opportunities for Improvement

### Personnel

- Develop and fund a recruitment and retention strategy.
- Create succession planning so that the district is constantly identifying, developing, promoting and retaining our best talent.
- Continue to fill and develop critical roles in the cabinet.
- Fill staff positions to balance the Superintendent's deficits in educational knowledge.
- Some hiring decisions appear to be based on relationships.
- Improve the morale of the district as a whole.
- Must work on district morale. Teachers do not feel they are being heard.

### Budget/Finance and Business

- Procurement process is a particular concern. Implement consistent, sound business practices rather than personal likes and dislikes.
- Need to have a less chaotic budget process. (While a majority of board members agreed with this statement, they also acknowledged that improvement has been made in this area.)

### Communications

- Provide more updates on large scale district initiatives so that board members are great advocates on behalf of the district.
- Tell the positives of the district throughout the year – we can't wait until budget time to do this.

### Board Relationships

- Be proactive. Stop managing the flow of information to the board – tell us the good and the bad.
- Contracts should never come to us at the last minute.
- Contracts can't be given to the board at the last minute if we are to make good decisions.

### Student Achievement and Academics

- Define career readiness, design, fund and implement career programs for in-demand jobs.
- Lead on addressing inequity in the school district (some schools continue to get more resources than others).
- Need a strategy for post-secondary opportunities, CTE program alignment for high growth industries.
- Lead on increasing the number of high quality seats by investing in our higher demand schools.

### Government Relationships

- Not due to lack of effort by the Superintendent, the greatest opportunity for improvement is our SCS relationship with the local and state government officials, both elected and appointed.

## Areas for the Superintendent to address in his professional development plan

- Build leadership capacity and develop a succession planning for key staff within and across departments.
- Continue improvement in hiring decisions.
- Delegate management to staff – do not get bogged down with management activities that can be handle by staff.
- Meet and/or communicate regularly with funding bodies.
- Make the case for the district’s capital investments. Develop a plan to increase enrollment.
- Work with the board to set clear expectations for board members.
- Work with the board to discourage board members from becoming involved in administrative decisions.
- Continue to align the district’s work to Destination 2025 and provide regular updates to the board.
- Give teachers the professional development they need based on the needs at the school. Provide coaching, support and resources to teachers.
- Take bold steps. Great progress has been made in the IZone, the Empowerment Zone and pre-k expansion. Renewed focus should be placed on the schools in the middle as well as making our good schools, great.

## Superintendent’s Numeric Ratings on All Evaluation Items

<b>Board Relationships</b>	
1.Keeps all board members informed on issues, needs and operation of the school system.	3.67
2.Keeps board informed of employment, promotion, and dismissal of personnel.	3
3.Has a harmonious relationship with the board	4.1
4.Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis	3.3
5.Maintains a high degree of understanding and respect between staff and the board.	3.56
<b>Community Relationships</b>	
1.Is an effective spokesperson for the school system.	4.4
2.Models the highest professional standards to the community	4.3
3.Builds public support for the school district	4.2
4.Develops cooperative relationships with the news media	4.2
5/Works effectively with public and private agencies	3.77



<b>Staff and Personnel Relationships</b>	
1.Develops good staff morale and loyalty to the system	2.87
2.Treats all personnel fairly.	3.28
3.Delegates authority to staff members appropriately.	3.37
4.Recruits and assigns the best available personnel.	3
5.organizes a planned program of staff evaluation.	3.28
<b>Facilities and Finance</b>	
1.Demonstrates knowledge of school facilities and develops a process that builds support for buildings' needs	3.77
2.Ensures the maintenance of school property and the safety of personnel and property	3.55
3.Provides accurate and timely reports to the board on the financial condition of the school system.	3.44
4.Ensures that expenditures are within the limits approved by the board.	4
5.Evaluates financial needs and makes recommendations for adequate financing.	3.77
<b>Vision</b>	
1.Works effectively with board, staff and community to develop long-range strategic plans.	3.88
2.Keeps board and community informed of progress towards long-range goals.	3.35
3.Facilitates a community informed of progress toward long-range plans.	3.33
4.Clearly articulates system's vision, mission and priorities to community and media.	4
5.Inspires others to achieve the vision of the school system	3.88
<b>Student Achievement</b>	
1. Develops, implements, promotes and monitors continuous improvement in student achievement.	3.66
2.Applies effective methods of providing, monitoring, evaluating and reporting student achievement.	3.44
3.Promotes academic rigor and excellence for students so that they are college and career ready.	3.66
4.Maintains a current knowledge of developments in curriculum and instruction and ensures that the instructional program is rigorous and relevant.	3.25
5.Reviews, reports and reacts appropriately to state accountability measures.	4.11
<b>Performance Objectives 1: Ensure that there is a continuous</b>	

<b>improvement plan for student achievement and growth.</b>	
<b>Performance Indicators</b> – the PO is complete when Superintendent reports:	
1.The district and individual schools’ progression of improvement has been formatively assessed.	3.75
2. A plan for revising the improvement efforts that utilizes student and other relevant data.	3.44
3. Fully implemented plans (i.e. scopes of work, district/school improvement plans, etc.) that ensure the district’s trajectory of improvement is met.	3.22
<b>Performance Objective 2: Ensure that an effective human capital/development process is in place.</b>	
<b>Performance Indicators</b> – the PO is complete when Superintendent reports:	
1. A hiring and assessment process that utilizes a set of criteria that is consistent with the system’s strategic plan and supports rigorous student achievement goals has been created and implemented.	3.42
2.Training and development that supports the system’s strategic plan and rigorous student achievement goals have been provided to all employees.	3.28
<b>Performance Objective 3: Develop a comprehensive plan of professional learning for instructional staff.</b>	
<b>Performance Indicators</b> – The PO is complete when Superintendent reports:	
1. Teacher and school leaders plan for professional learning that is aligned with common core standards and teacher evaluation implementation efforts.	3.5
2. A high quality plan for school leaders to develop and enhance their instructional leadership skill has been developed.	3.62
3.A high quality plan for individual teachers and groups that is aligned with teacher evaluation feedback and/or student learning goals.	3
<b>Performance Objective 5: Assess the current and anticipated technology needs of the district, including classroom instruction, formative and summative assessments, school district efficiency issues and other related areas and develop a comprehensive plan to address them.t and develop a comprehensive plan to address them.</b>	
<b>Performance Indicators</b> – the PO is complete when Superintendent reports:	
1.All teachers and staff that require managerial and instructional technology assistance will be provided the appropriate staff development.	3
2.Procedures and practices incorporate an appropriate integration of technology for student and/or employee assessment.	3.12
3.Technology is used to enhance daily administrative tasks and functions as appropriate.	3.5
<b>Performance Objective 5, con’t</b>	

4.The use of technology is integrated with sound instructional strategies to facilitate active student learning and to individualize instruction.	3.12
5.Sutdents have access to technology to enhance their learning.	3.12
6.If necessary, a fiscal review with budgetary recommendations.	3.71
<b>Performance Objective 6: Evaluate the organizational structure central office and reorganize as necessary to achieve maximum effectiveness.</b>	
<b>Performance Indicators</b> – The PO is complete when Superintendent reports:	
1.The reorganization of personnel.	3.5
2.If necessary, a fiscal review with budgetary recommendations.	3.66