



## Superintendent's Circular

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# PERFORMANCE EVALUATION OF MANAGERIAL EMPLOYEES

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## DOCUMENT PURPOSE

This document describes the performance management and evaluation process for managerial employees of Boston Public Schools (BPS), **both Central Office and school-based**. The

purpose of this document is to provide clarity to employees and supervisors, as well as templates and tools for use during the process. This document was created as part of a cross-departmental working group on central office performance management.

## **PURPOSE OF PERFORMANCE MANAGEMENT**

BPS students are the citizens, leaders, scholars, entrepreneurs, advocates, and innovators of tomorrow. As a district, we must ensure that 100 percent of our students are prepared for college, career, and life in the 21st century. We must model the district on the classroom we want to see. We have established a system of performance management to affirm the ideal that everyone, from students to the superintendent, must have sufficient resources, information, and support to achieve efficacy in their endeavors.

The fundamental purpose of performance management in the BPS Central Office is to maximize the productivity and impact of our employees by enabling them to perform at their fullest potential. Our approach is designed to provide high-quality support to schools, students, and families in BPS to ensure our graduates are college, career, and life ready. To do so, our performance management system will:

1. Establish a consistent set of competencies to clearly set and communicate expectations for employee performance
2. Align employee efforts with department and organizational goals
3. Create systems and structures that gather and monitor performance in order to support employee feedback, growth, and development

4. Identify areas of strength to leverage for increased impact, and areas of growth for providing targeted support
5. Provide accountability for individuals and enable them to see their contribution to and progress toward organizational goals
6. Connect employee performance to incentives, recognition, professional growth, and retention efforts.

## EVALUATION PROCESS OVERVIEW

The criteria for effective practice for Central Office managerial employees are identified in the Core Competencies, which defines six categories:

1. Results Orientation
2. Collaboration and Communication
3. Job Knowledge and Skills
4. Cultural Competency & Equitable Practices
5. Responsiveness and Service Focus
6. Leadership [for staff members supervising people or projects]

See [Appendix A](#) for greater detail on the set of core competencies.

Evaluations will result in ratings on an employee's goals, on the six Core Competencies, and on overall performance, which will be based on the supervisor's judgment of performance against the standards and progress toward goals. Progress toward goals will be rated as *Goal Achieved*, *Goal Significantly Met*, *Active Goal*, *Goal Not Met*, and *Goal Deferred*. Greater details on these rating levels can be found in [Appendix B](#).

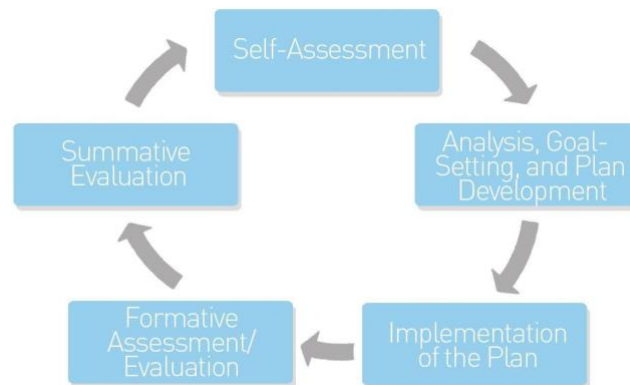
The five levels of performance, which apply to performance on each competency and the Overall performance rating shall be:

“Highly Effective”, “Effective”, “Developing,” “Minimally Effective,” and “Ineffective.” Greater details on these rating levels can be found in [Appendix B](#).

## THE FIVE-STEP PROCESS

Based on best practices in performance evaluation, BPS has adopted a five-step process for evaluation. This process should be followed each year by employees and supervisors.

### Five-Step Process Overview



### STEP 1: Self-Assessment (by September 1)

Employee reviews available evidence of work performance, prior feedback and evaluations, and the Core Competencies to determine areas of strength and areas for further growth. The Self-Assessment is used to inform the employee’s goals and action plan for the upcoming year.

### STEP 2: Analysis, Goal-Setting, and Analysis (by October 1)

Based on the employee’s self-assessment, job description, individual aspiration, and school/department goals, the employee and supervisor establish 2-4 goals, related to **professional**

**practice or performance:**

- A **professional practice goal** relates to an identified skill or set of knowledge that an employee wants to develop or improve. When developing a professional practice goal, employees and supervisors should both look at past performance and feedback, as well as the employee's professional/career aspirations. Professional practice goals should align to one or more of the Core Competencies
- A **performance goal** is a measurable target or outcome related to an employee's work. Goals should align with an employee's team and/or departmental goal(s).

**STEP 3: Implementation of the Plan (Ongoing)**

The employee performs job duties and responsibilities, implements the action steps toward goals, submits evidence supporting proficiency, and meets with their supervisor to receive and discuss feedback. The supervisor collects and reviews evidence, provides ongoing, timely, clear, and actionable feedback, and meets with the employee to give and discuss feedback, including recommendations for improvement, if applicable.

**STEP 4: Formative Assessment (Optional or By February 1)**

Each employee should receive a Formative Assessment to provide the employee with written feedback on their performance against the Core Competencies and their progress toward goals. Typically, the formative will occur midway through the assessment year, though it may take place at other times for individuals in need of additional support.

Professional Development Plans are implemented when an

employee's performance is rated Minimally Effective under one or more competencies, or overall. They are meant to include increased supervision and support for improvement in specific areas identified by the supervisor.

Performance Improvement Plans (PIPs) are implemented when an employee's performance is rated Ineffective under one or more competencies, or overall. They are more highly directed plans that are typically followed by another evaluation and may result in employment action if performance is not sufficiently improved.

### **STEP 5: Summative Evaluation (June 1)**

Each employee shall receive a Summative Evaluation to provide the employee with written feedback and ratings of their performance and progress toward goals.

### **EVALUATION PLATFORM AND DOCUMENTATION**

Managerial employee performance evaluations and related documentation are generated and stored in the BPS online performance management platform, **VectorEvals**. Employees and supervisors will receive training in accessing, navigating, and using the platform prior to the start of their evaluation cycle. Training modules will be available in an online, on-demand format to employees and supervisors for reference, as well.

## TIMELINE

Date	Activity
July - August	<ul style="list-style-type: none"> <li>● Office, team, and individual goal-setting begins</li> <li>● Supervisors review of standards and expectations with employees</li> </ul>
September 1	<ul style="list-style-type: none"> <li>● Employee Self-Assessments due</li> <li>● Employee Goals &amp; Action Plans draft due</li> </ul>
October 1	<ul style="list-style-type: none"> <li>● Finalized Employee Goals &amp; Action Plans due</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>● Employee check-ins, at the discretion of supervisor</li> <li>● Provide feedback (verbal and written) to employees on progress toward goals, observed performance, and work products/artifacts.</li> <li>● Implementation also includes peer feedback.</li> </ul>
January	<ul style="list-style-type: none"> <li>● Formative Assessment meetings with employees (Optional)</li> </ul>
February 1	<ul style="list-style-type: none"> <li>● Formative Assessments finalized and submitted (Optional)</li> </ul>
May 21 - 25	<ul style="list-style-type: none"> <li>● Last day to submit artifacts for review prior to Summative Evaluation</li> </ul>
June 1	<ul style="list-style-type: none"> <li>● Summative Evaluations finalized and submitted</li> </ul>

**[APPENDIX A: CORE COMPETENCIES \(LINK TO SEPARATE DOCUMENT\)](#)**

## APPENDIX B: OVERALL EFFECTIVENESS LEVELS (BELOW)

Effectiveness Level	Description
<i>Highly Effective</i>	<p>Performance far exceeded expectations due to exceptionally high quality of work performed in all essential areas of responsibility, resulting in an overall quality of work that was superior; and either included the completion of a major goal or project, or made an exceptional or unique contribution in support of team, department, or district objectives.</p> <p>This level is achievable by any employee though given infrequently (&lt;10% of employees)</p>
<i>Effective</i>	<p>Performance met expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met.</p>
<i>Developing</i>	<p>Performance consistently met expectations in all essential areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good. The most critical annual goals were met.</p> <p>This level is expected for individuals who are new to the organization or to a role.</p>
<i>Minimally Effective</i>	<p>Performance did not consistently meet expectations – performance failed to meet expectations in one or more essential areas of responsibility, and/or one or more of the most critical goals were not met. A professional development plan (not necessarily a PIP) to improve performance must be implemented, including timelines, and monitored to measure progress.</p>
<i>Ineffective</i>	<p>Performance was consistently below expectations in most essential areas of responsibility, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more</p>



Effectiveness Level	Description
	important areas. A Performance Improvement Plan (PIP) to correct performance, including timelines, must be outlined and monitored to measure progress.

### Goal Status Scale

Goal Status	Description
<i>Goal Achieved:</i>	All goal milestones and success measures have been achieved for 100% of goals.
<i>Goal Significantly Met:</i>	All goal milestones and success measures have been achieved for at least 85% of goal.
<i>Active Goal:</i>	The goal is still in progress, though some milestones may have been achieved.
<i>Goal Not Met:</i>	For this goal, some or all milestones and success measures have not been met.
<i>Goal Deferred:</i>	For timing or organizational reasons, this goal has been deferred.

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