



Superintendent's Circular

NUMBER:
HRS-PM02A
Version 01

PERFORMANCE EVALUATION OF NON-INSTRUCTIONAL BASAS ADMINISTRATORS

This circular will remain in effect unless rescinded or superseded by a subsequent version.

TABLE OF CONTENTS

[Document Purpose](#)

[Purpose of Performance Management](#)

[Evaluation Process Overview](#)

[The Five-Step Process](#)

Step 1: Self-Assessment

Step 2: Analysis, Goal setting, and Analysis

Step 3: Implementation of the Plan

Step 4: Formative Assessment

Step 5: Summative Evaluation (June 15)

Upward Feedback

[Evaluation Platform and Documentation](#)

[Timeline and Tools](#)

[Appendix A: Core Competencies](#)

[Appendix B: Rating Levels](#)

[Appendix C: Goal Status Scale](#)

DOCUMENT PURPOSE

This document describes the performance management and evaluation process for Non-Instructional BASAS Administrators assigned to schools and central office departments. The purpose of this document is to provide clarity to employees and supervisors, as well as templates and tools for use during the process. Please refer to Circular *HRS-PM02 - Performance Evaluation of Instructional BASAS Administrators* for Instructional BASAS staff evaluation procedures.

PURPOSE OF PERFORMANCE MANAGEMENT

Boston Public Schools (BPS) students are the citizens, leaders, scholars, entrepreneurs, advocates, and innovators of tomorrow. As a city and district, we must ensure that 100 percent of our students are prepared for college, career, and life in the 21st century. We must model our district and Central Office 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 BPS schools and 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:

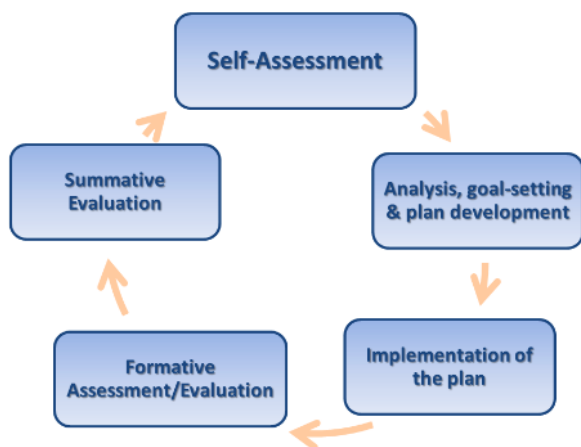
1. Establish a consistent set of competencies to clearly set and communicate expectations for employee performance.
2. Align employee efforts with department and organizational goals.
3. Create systems and structures that gather and monitor performance to support employee feedback, growth, and development.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

Non-instructional BASAS members may be evaluated by the team leader, responsibility center manager, supervisor, or their

designee. The criteria for effective practice for non-instructional BASAS administrators are identified in the Core Competencies, which defines six categories listed below. See [Appendix A](#) for greater detail on the Core Competencies.

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]



Evaluations will result in goal ratings, competency ratings, and an overall performance rating, which will be based on the supervisor's judgment on evidence 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** (at the end of this document).

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** (at the end of this document).

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 the employee and their supervisor.

Step 1: Self-Assessment (by September 1)

The 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 their 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, the

employee and their supervisor 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 by February 1)

Each employee should receive a formative assessment to provide the employee with formal feedback on their performance against the Core Competencies and their progress toward goals.

Typically, the formative will occur midway through the assessment year, though may take place earlier for individuals in need of additional support.

Step 5: Summative Evaluation (June 15)

Each employee shall receive a summative evaluation to provide the employee with formal feedback and ratings of their performance, and progress toward goals.

Upward Feedback

In this process, upward feedback from direct reports and school leaders (when applicable), as well as peer feedback, should be incorporated into an employee's performance evaluation.

EVALUATION PLATFORM AND DOCUMENTATION

Beginning September 2023, non-instructional BASAS administrators' evaluations and related documentation will be 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 the employee and their supervisor for reference, as well.

TIMELINE

Date	Activity
July - August	Office, team, and individual goal setting begins. Supervisors review of standards and expectations with employees.
September 1	Employee self-assessments due. Employee goals & action plans draft due.
October 1	Finalized employee goals & action plans due.
Ongoing	Employee check-ins, at the discretion of individual. Provide feedback (verbal and written) to employees on progress toward goals, observed performance, and work products/artifacts. Implementation also includes peer feedback.
January 1 - February 1	Formative assessment meetings with employees.
February 1	Formative assessments (optional) finalized and submitted.
June 1	Last day to submit artifacts for review prior to summative evaluation.
June 15	Summative evaluations finalized and submitted.

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

APPENDIX B: RATING LEVELS

Effectiveness Level	Description
Highly Effective	<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 (<10% of employees).</p>
Effective	<p>Performance met expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met.</p>
Developing	<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>

Minimally Effective	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 to improve performance must be attached, including timelines, and monitored to measure progress.
Ineffective	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 important areas. A plan to correct performance, including timelines, must be outlined and monitored to measure progress.

APPENDIX C: GOAL STATUS SCALE

Goal Status	Description
Goal Achieved	All goal milestones and success measures have been achieved for 100% of goals.
Goal Significantly Met	All goal milestones and success measures have been achieved for at least 85% of goal.
Active Goal	The goal is still in progress, though some milestones may have been achieved.

Superintendent's Circular HRS-PM02A

Page 11 of 11

Goal Not Met	For this goal, some or all milestones and success measures have not been met.
Goal Deferred	For timing or organizational reasons, this goal has been deferred.

For more information about this circular, contact:

Owner:	Director of Evaluation and Performance Management
Department:	Office of Human Resources
Mailing Address:	2300 Washington Street, 4 th Floor, Boston, MA 02119
Phone:	617-635-9627
E-mail:	eval@bostonpublicschools.org

Mary Skipper, Superintendent