

**Summative Performance Evaluation of Dr. Marty Pollio  
Superintendent, Jefferson County Public Schools  
Jefferson County Board of Education  
2020-2021 School Year**

On November 10, 2020, January 19, 2021 and April 20, 2021, the Jefferson County Board of Education (“Board”) met in closed executive session to conduct formative discussions of the performance evaluation of the Superintendent, Dr. Marty Pollio. On May 4, 2021, May 25, 2021, June 15, 2021 and July 13, 2021, the Board met in closed executive session to conduct preliminary discussions of this summative performance evaluation of Dr. Pollio. The performance evaluation of the Superintendent is governed by KRS 156.557 and Board Policy 02.14 and utilizes performance indicators for each of the seven leadership standards set forth in District Administrative Procedure 02.14 AP.2.

The following designations were used by the Board to indicate the Superintendent’s performance in the seven leadership standards:

- 1) **Exemplary:** Exceeds the standard
- 2) **Accomplished:** Meets the standard
- 3) **Developing:** Making progress toward meeting the standard
- 4) **Improvement Required:** Progress toward meeting the standard is unacceptable

**STANDARD 1: STRATEGIC LEADERSHIP-** the Superintendent leads the development and implementation of District vision, mission and goals while creating conditions to ensure that every student graduates high school with the knowledge and skills necessary to be successful in the 21<sup>st</sup> Century.

This standard is directly related to Dr. Pollio's Professional Growth Goal #3: Future State Implementation and Accountability

**Rating: Exemplary**

Comments and Evidence to support the Superintendent's performance for this standard:

The COVID-19 global pandemic created a myriad of complications for school districts attempting to provide educational services for students across the world. These complications included technological concerns and creating infrastructure to adequately address the needs of students during the pandemic. Through all of this, Dr. Pollio has demonstrated an exemplary adeptness at strategic leadership. During a time of unprecedented crisis caused by the pandemic, Dr. Pollio navigated very rough waters with a steady hand and resolve to keep focus on a shared vision of facilitating student learning and thus led us through a crisis strategically. Strategies for delivery of non-traditional instruction with the accompanying requirement that all students required immediate access to Chromebooks, internet services, and nutrition, occurred in record time. Despite the pandemic, Dr. Pollio was dedicated to articulating a larger vision, including the Future State, while continuing to be guided by the District's Three Pillars. The Board looks forward to the continued development of the Future State that will be guided by goals set by the Board. Even as he took immediate action to address the demands of the moment, he identified opportunities to build systems for the longer term, moving toward District-wide one-to one technology and rethinking how technology can be used to accelerate learning. Dr. Pollio continued to focus upon strategies to improve equitable outcomes for students, including the creation of the Grace James Academy, the continued success of the DuBois Academy and two groundbreaking for new schools to replace facilities that are beyond end-of-life. During a most difficult time in our community, Dr. Pollio continued to articulate the historical importance of the tax increase and how increased funding was directly connected to achieving the District's vision in the areas of facilities, additional instructional time, racial equity initiatives, and resources for high-need schools.

**STANDARD 2: INSTRUCTIONAL LEADERSHIP-** The Superintendent supports and builds a system to effectively use District resources and research-based best practices for curriculum, instruction and assessment in reducing achievement gaps and continuously improving teaching, learning and student achievement.

**Rating: Accomplished**

Dr. Pollio continues to communicate clear and high expectations for student achievement across the District. During the pandemic and resulting non-traditional instruction, Dr. Pollio's leadership resulted in the District being nimble, adaptable and highly supportive of students. Dr. Pollio's implementation of NTI 2.0, which included online support of students and staff, is evidence of his accomplished status in this standard. Under his leadership, the District continues to make strides in developing and ensuring culturally responsive curriculum, including the integration of African-American contributions into curriculum. Dr. Pollio has promoted and educated the community on the need to move to standards-based grading and increased focus upon the expansion of historically underrepresented students identified as gifted and talented, including Black and Brown students, students with disabilities, and English Learners. Expansion of the Academies of Louisville and continued emphasis on the success skills of the Backpack program has great potential for increasing academic engagement and elevating the quality of student learning opportunities. As a result of the pandemic, Dr. Pollio has provided innovative leadership through a very ambitious summer learning program with numerous options and delivery methods. Dr. Pollio clearly identifies and communicates the many barriers faced by the District's students and families.

Areas for growth under this standard:

1. Ensure consistent instructional expectations and practice between all schools and programs.
2. Ensure equity is always a consideration in the development of all programs, plans, procedures and policies.
3. Consider how we can better measure and evaluate instructional and learning outcomes of certain initiatives (e.g. Backpack).
4. Maintain consistent focus on reducing and eliminating certain barriers to student achievement.
5. More intentionally partner with the Board to develop a truly shared approach to evaluating instructional success to overcome the shortcomings of state and federal assessment and accountability metrics.

**STANDARD 3: CULTURAL LEADERSHIP-** The Superintendent understands the history, tradition and multicultural differences of the District. He empowers all stakeholders to assist in shaping District culture and climate as they support efforts to improve teaching and learning for all.

**Rating: Accomplished**

Dr. Pollio's leadership under this standard has caused the District to begin to address culture and climate issues. Dr. Pollio publicly expresses the District's values and priorities. School culture and climate is celebrated and multicultural practices are expected. Dr. Pollio has demonstrated the importance of understanding and appreciating the complexity and diversity of school communities. While these practices are always important, it has been ever more important over the past year as students and staff have experienced feelings of disconnection and destabilization. Dr. Pollio and his team have emphasized staff training to better serve our culturally diverse students, address bias and provide equitable access to programs and opportunities. Continuation and systemization of the REAP as a means of organizational reflection and accountability to improve racial equity shows promising progress. Additional evidence of Dr. Pollio's efforts to promote positive school-based culture includes establishing the Black Student Unions (BSU) in middle and high schools, creating paid sponsor positions for BSUs, and instituting Equity Clubs in elementary schools. Establishing an executive administrator in Student Support Services and adding twelve (12) ESL teachers should provide ESL students with more vocal advocates. While Dr. Pollio continues to lead with passion regarding racial equity, the District must make much more progress as rapidly as possible, especially in eliminating disproportionality in the District's student disciplinary practices. While the Board realizes work is being done in this area, real change will not occur until there is a sense of urgency accompanied by a systemic shift in the culture of all schools spurred on by consistent urging of Dr. Pollio with mechanisms of public accountability for individual schools and assistant superintendents.

Areas for growth under this standard:

1. Increase level of urgency and emphasis upon a systemic approach to eliminating disproportionality in student discipline in all schools.
2. Provide increased and regular reporting to the Board regarding progress on reducing disproportionality, including identification of specific schools in need of improvement.
3. Ensure the Board is given actionable information regarding additional resources the District may require to eliminate disproportionality.
4. Ensure the District has systems in place to deploy mental health and other resources to students (and staff) living through traumatizing events.

**STANDARD 4: HUMAN RESOURCE LEADERSHIP-** The Superintendent leads the District in developing professional learning communities among a highly effective and diverse staff. He assists in the planning of professional development opportunities for all staff and develops and implements an effective staff performance evaluation system. The Superintendent provides technical advice to the Board to administer and negotiate labor contracts.

This standard is directly related to Dr. Pollio's Professional Growth Goal #2: Increase number of Black, Latino, and POC Teachers and Administrators.

**Rating: Accomplished**

Dr. Pollio has done a great job of coaching and giving direction to administrators regarding how to effectively lead their building staff. Despite lack of funding from the General Assembly, Dr. Pollio has maintained professional development as a top priority. Dr. Pollio continues to foster positive relationships with the leadership of all employee organizations and unions with regular opportunities for discussion and collaboration. These relationships were crucial when the District was required to pivot quickly to NTI and alternative methods of food distribution to students and families. Human resource leadership during the pandemic also resulted in successfully processing over 3,500 accommodation requests for returning staff. Dr. Pollio has kept the Board informed regarding contract negotiations that led to the approval of pandemic-related employee stipends for the 2021-2022 school year. The Board commends Dr. Pollio for taking bold steps to improve minority hiring, reduce teacher vacancies and increase teacher retention across the District. The results are impressive, thus it is important to state them for the record in this evaluation:

- Recently hiring a new Specialist, Diversity Hiring, who will be a key contributor in developing and implementing plans to recruit, support, and retain a leadership and management team that reflects the diversity of the students we serve
- Eight of the last 18 principals hired are Black
- Overall, 40% of JCPS principals are Black
- Since 2018, the percentage of Chiefs, Assistant Superintendents and Executive Administrators that are people of color increased from 23% to 42%
- In 2020-21 JCPS had a record number of teachers of color, at 1,123
- In 2020-21 JCPS had the largest number of Black male teachers ever, at 216
- The teacher attrition rate for Black teachers has been reduced from 14% to 7 %
- Of 424 new teachers hired in 2020-21, 83, or 20% were teachers of color
- The Louisville Teacher Residency has produced 30 residents, 23 of whom are teachers of color

Areas for growth under this standard:

1. Ensure positive relationships with non-represented employee groups.
2. Ensure your talent in coaching and inspiring others is utilized to reach the school level.
3. Ensure feedback received is always evaluated and channeled into continuous improvement and change when necessary.
4. Evaluate ways to offer greater support for new principals.
5. Continue to prioritize time spent in schools learning the specialized needs of all District programs and employee groups.

**STANDARD 5: MANAGERIAL LEADERSHIP**-The Superintendent uses data analysis in budgeting, staffing and problem solving to make recommendations to the Board as they effectively and efficiently allocate resources and establish support systems for all District stakeholders.

This standard is directly related to Dr. Pollio's Professional Growth Goal #1: Safe Return to School and Support for Students

**Rating: Exemplary**

Dr. Pollio's efforts in helping secure a local revenue increase subject to possible recall, exiting state corrective actions under the management audit and continuous improvements to the organizational charts are enough to give him an exemplary rating under this standard. Moreover, executing the return to in-person instruction this year was nothing short of a Herculean effort. The minimal issues encountered during this time of anxiety and in a district of this size is reflective of effective management of personnel, operations and resources. Shifting capital and human resources to respond to the fluid situations of the past year further demonstrates exemplary management and leadership. For example, all non-teaching employees were used to contact and engage students in NTI work, or perform other needed functions, thus reallocating labor to better maintain operational continuity. Numerous other examples include planning and implementing Learning Hubs by coordinating with community partners and successfully implementing a plan that vaccinated thousands of District employees. We do not take lightly that Dr. Pollio successfully ended the state's monitoring of the corrective action plan by facilitating a "night and day" transformation since the initial state audit. The threat of the state takeover is easy to forget given the pandemic and other issues, but it dominated the early years of Dr. Pollio's administration and its successful conclusion can't be celebrated enough. Despite the District exiting state monitoring, Dr. Pollio again shows leadership in pursuing a District-led corrective action plan to ensure that improvements become systemic and last for years to come. Dr. Pollio demonstrates commitment to ensuring sound management of the organization, operations, and resources for a safe, efficient and effective learning environment. Dr. Pollio continues to make meaningful connections in the community to better support learning and address the significant and urgent facility needs of the District.

Areas for growth under this standard:

1. Ensure that employees within schools are led to effectively embody the district vision and goals through specific, actionable steps that effectively hold people accountable at all levels of the organization.

**STANDARD 6: COLLABORATIVE LEADERSHIP-** The Superintendent maintains a positive relationship with Board members as they work together to establish community support for the District's goals through effective two-way communications with students, staff, parents, business representatives, government leaders, community members and the media.

**Rating: Accomplished**

Over the past year, key community partnerships have been vital to the District moving forward during the pandemic. Dr. Pollio actively meets with stakeholders from community organizations, businesses, and advocacy groups and has helped making JCPS be seen as a key part of the community. Dr. Pollio has developed relationships with entities sometimes hostile to the District. These relationships are critical to the District's success, particularly as public education comes under increasing attack by special interest groups and others seeking privatization of education. Dr. Pollio further demonstrates collaboration by acting on recommendations and including information gained from the various groups in information that he shares with the Board. While Dr. Pollio's relationship with our diverse Board is generally good, it is important to remember that we are sometimes divided, which can make the superintendent's job more difficult at times. Because of this, additional attention is needed to foster better relationships with Board members and increase direct communication about initiatives and strategies prior to implementation.

Areas for growth under this standard:

1. Ensure the Board is deeply, originally, and continually involved in the strategic planning process to ensure Board goals drive the work of the plan. This is a baseline condition for the Board to be able to effectively perform our role of representing the community's interests and holding the District accountable for fulfilling these interests.
2. Ensure reports and information presented to the Board (and other stakeholders) are balanced with both the positive and the negative information and analysis, including areas where the District is facing challenges and where the truth may be difficult to hear.
3. Ensure all divisions/offices within the District are valued and are part of the solution. Strive to eliminate silos and territoriality.
4. Improve interpersonal and working relationships with Board members.

**STANDARD 7: INFLUENTIAL LEADERSHIP**-The Superintendent uses his position in the District and community to work with local, state and federal officials to influence policies affecting the political, social, economic, legal, cultural and ethical governance of public education.

**Rating: Accomplished**

Dr. Pollio demonstrated strong leadership and advocacy surrounding the initiative to increase District revenue through the tax increase. Dr. Pollio's leadership resulted in broad community support and uncovered support for the District from many groups and organizations that had been missing in past years. Examples include engendering support for the renovation of Shawnee High School and the construction of the three elementary schools. Additionally, Dr. Pollio has advocated for the needs of students with elected officials at the state and local levels. This may help to strengthen support for JCPS and public education during a time when countervailing forces across the nation are attacking public education. Dr. Pollio continues to show leadership at the state level through his work with KASS, KASA, the School Facilities Construction Commission, state legislators and the Commissioner of Education. Dr. Pollio spoke out forcefully against legislation harmful to public education, including scholarship tax credits and is showing leadership among his peer superintendents by highlighting funding and other disparities that affect all school districts. Additional evidence of influential leadership include promotional advertisements (Showcase of Schools), the televised State of the District address, and frequent news conferences/media availability. Dr. Pollio remains a positive and visible advocate for the District and for public education.

Areas for growth under this standard:

1. Increase the District's advocacy at the local, state, and federal level to ensure that legislators are aware of how some decisions negatively affect students and to champion policies programs, and funding to support student learning and success.
2. Ensure that advocacy efforts include dialogue with local and state leaders when policies are having adverse impacts upon students, including challenging those officials when decisions, or lack thereof, might have a negative effect on the District.
3. Increase utilization of statewide influence and respect to garner support on key education policy issues.
4. Increase communication to the community on controversial issues affecting the District to ensure citizens have accurate and timely information.

**COMPENSATION:** Dr. Pollio's contract allows the Board, at its discretion, to annually consider an increase in his salary and/or a lump sum payment if his performance in a given year would merit such consideration. As evident by the evaluation, the Board is pleased with Dr. Pollio and his performance over the past school year. Dr. Pollio is awarded a \$5,000 lump sum payment for the 2021-2022 contract year. This payment is the equivalent of the one-time stipend payment that will be issued to all qualifying employees in the upcoming year and that was approved by the Board on June 22, 2021.

**SUMMARY REPORT**  
**Summative Performance Evaluation of Dr. Marty Pollio**  
**Superintendent, Jefferson County Public Schools**  
**2020-2021 School Year**

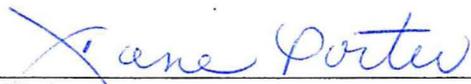
Pursuant to KRS 156.557 (6) and Board Policy 02.14, the Jefferson County Board of Education has completed the annual summative performance evaluation of the Superintendent Marty Pollio for the 2020-2021 school year. The past year has been a positive one for public education in our school district.

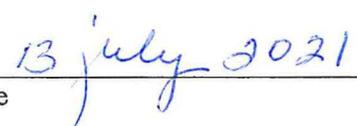
The evaluation focused on the seven standards of leadership performance: strategic, instructional, cultural, human resource, managerial, collaborative and influential. Each standard was evaluated based upon performance indicators approved by the Board.

Superintendent Pollio received a rating of **Exemplary** in the areas of **Strategic and Managerial Leadership**. He was rated **Accomplished** in the areas of **Instructional, Cultural, Human Resource, Collaborative and Influential Leadership**.

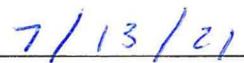
The Board will be working with Superintendent Pollio over the next several weeks to develop goals for our District for the 2021-2022 school year. We look forward to working together to continue making JCPS a better District for our students, staff and community.

Jefferson County Board of Education

  
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Chairperson

  
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Date

  
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Martin A. Pollio, Ed.D., Superintendent

  
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Date