Superintendent Evaluation Summary

Requirements for the evaluation from board policy B/SR-5 and B/SR-5E:

1. A summary of the data derived throughout the year from monitoring the Board of Education's policies on Ends and Executive Limitations;
2. Conclusions relative to whether each End policy (goal) has been achieved or whether reasonable progress has been made toward its achievement;
3. Conclusions relative to whether the Superintendent has properly operated within the boundaries established by the Board in the Executive Limitations policies; and
4. A summary of the Superintendent's strengths and weaknesses relative to achievement of the Ends policies (goals) and operation within the boundaries established by the Board in the Executive Limitations policies.

"Racial and educational equity is our collective responsibility. We will achieve equity when we dismantle deeply rooted systems of oppression that have historically resulted in inequitable access and distribution of opportunities and resources for those who represent marginalized identities, including race, ethnicity, gender identity, sexual orientation, language and ability. We will create conditions where we all belong, are included, have clear purpose (why) and have the autonomy to lead in our respective areas. By creating these conditions, we will eliminate the predictability of success or failure for our students and team members."

In the past, there were no formalized objective assessment criteria for the Superintendent evaluation, so evaluations were more subjective in nature. Now, Board members and the Superintendent have a fair, proactive and objective evaluation process. In November 2021, the Board of Education approved a new governance and accountability framework and identified five Ends Policies in order to support the Superintendent’s vision that every learner thrives. These long-term goals are aspirational in nature and allow the Superintendent the freedom to choose the means by which they can achieve such goals.

In accordance with the accountability framework, as Superintendent, Dr. Alex Marrero collected data on the district, presented that data to the community, and worked to develop the new Strategic Roadmap. During the 2021-22 school year, the Board received initial monitoring reports and baseline data during public meetings and, by voting to accept those reports, Board members accepted those interpretations.

Beginning with the 2022-23 school year, the Board of Education will continue to receive monitoring reports each month based on outcomes rather than progress toward specific goals. Board members will use these reports as part of the Superintendent's evaluation and will also provide continual guidance to the Superintendent based on this meaningful feedback. These
measures serve as the baseline for performance, and the Board of Education will annually approve a new set of measures.

**Summary of strengths relative to operation within the boundaries established by the Board's Ends policies**

- Words matter. Instead of having schools classified in “divisions,” Dr. Marrero grouped similar schools in "collaboratives". This change in wording signals a change in philosophy that is focused on more shared ownership and more shared interests in positive outcomes for students, educators and families. For example, Dr. Marrero took the work from the Equity Division, made equity an area of responsibility for the entire District and focused on multilingual learners by being strategic in the reorganization.

- Dr. Marrero actively and intentionally worked to transform the relationship between staff working in the central office and staff working in schools by outlining how all employees are educators and that all of the work in the school district serves our students.

- The recruitment and retention of Latinx educators continues to be a priority for Dr. Marrero and is included in the new Strategic Roadmap for the school district. This effort to hire more Latinx teachers, along with expanding ethnic studies and providing additional mental health services, will have a positive impact on students.

- Through education, districtwide engagement and advocacy, Dr. Marrero continues to serve the LGBTQIA+ community initiatives, build allyship among educators and students, and create a more affirming environment for all members of the Denver Public Schools community.

**Summary of growth areas relative to operation within the boundaries established by the Board's Ends policies**

- The recruitment and retention of Black educators continues to be a priority for Dr. Marrero and is included in the new Strategic Roadmap for the school district. The effort to hire more Black teachers, along with expanding ethnic studies and providing additional mental health services, will have a positive impact on students.

**Other Comments**

Although the Board is not basing the current evaluation on Executive Limitations or factors other than those related to the Board’s Ends Policies, the Board wishes to recognize additional areas of strength and additional areas for growth with the purpose of providing additional transparency.

**Areas of Strength**
• As part of his Listening and Learning Tour, Dr. Marrero visited nearly 70 schools and held more than 100 meetings in every region of the city during his first 100 days as Superintendent. He engaged with as many family and community members, students and staff, virtually and in person, as possible.

• Dr. Marrero actively sought out the involvement of and engagement with community members in highly impactful conversations. These include engagement related to Declining Enrollment, and includes garnering the involvement of community partners.

• Dr. Marrero successfully directed negotiations with District Collective Bargaining Units with minimal disruption to the daily functioning of the District; including, ensuring all bargaining units are among the most highly compensated employees in comparison to metro area school districts.

• Dr. Marrero has exhibited an outstanding work ethic, creativity and a demonstrated dedication to shifting the culture within the District.

**Opportunities for Growth**

• The Board requests that Dr. Marrero follows up in a timely manner with all Board members when individual Board members have data and information requests, or when Board members give constructive feedback. For example, there could have been more transparency surrounding reorganization data requests with regards to disproportionality in people hired and fired (race, gender, ethnicity, age, etc.). Moving forward, concerns surrounding communication with the Board will be evaluated under Executive Limitation 4.

• The Board asks that Dr. Marrero works on improving the public image and public relations to enhance the District's image in the community. The Superintendent must implement a more assertive public messaging strategy (when there are topics that are controversial, etc.) to be proactive rather than reactive. Moving forward, concerns surrounding the District's image will be evaluated under Executive Limitation 17.

• The Board states that Dr. Marrero needs to ensure that DPS continues to authentically work with the community, upholding the value of a community-led and District supported approach.

• The Board requests that Dr. Marrero includes ALL board members as partners in public opportunities to represent DPS.

**Conclusion**

The Board of Education relied upon the Superintendent's Self-Evaluation document and monitoring reports and concluded that all baseline measures have been accomplished and
progress has been made towards achieving the Board's Ends Policies. The Board of Education expects to see significant upward trends in student outcomes from Dr. Marrero and the district.

Xóchitl Gaytán, Board President

Alex Marrero, Superintendent

Superintendent Self-Evaluation link is available at:

https://drive.google.com/file/d/1fdfWQgXOrCh7354QbVsq5KKDWOV7Bfvy/view?usp=sharing