2025-26 School Year
June 25, 2026

Fairfax County School Board

Summative Performance Report

Superintendent Michelle C. Reid Ed.D.

Standard 1: Strategic Leadership

The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.

Examples may include, but are not limited to:

The superintendent:

1.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.

1.2 Works collaboratively with the school board and stakeholders to develop and implement policies that define organizational expectations and result in continuous improvement.

1.3 Promotes a climate of mutual respect, trust, innovation, and professionalism with the school board, staff, students, and community.

1.4 Keeps the school board informed on current and future needs and issues affecting the school division and works collaboratively to resolve them.

1.5 Supports and enforces all school board policies and informs all constituents of changes to the policies.

1.6 Oversees the administration of the school division's day-to-day operations.

1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.

1.8 Fosters external partnerships to build targeted opportunities around identified student and school division needs.

1.9 Delegates authority and responsibility to other employees as needs and opportunities arise and ensures accountability for implementation.

1.10 Recommends policy additions or modifications to improve student learning and division effectiveness.

HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The superintendent establishes a highly productive relationship with the local school board to lead strategic improvement to promote student learning.	The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.	The superintendent is inconsistent in creating, monitoring, and/or facilitating the process of strategic improvement, and/or seeking to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.	The superintendent fails to create, monitor, and/or facilitate the process of strategic improvement, and/or fails to seek to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.

Standard 2: Planning and Assessment

The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress and improved student outcomes.

Examples may include, but are not limited to:

The superintendent:

2.1 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.

2.2 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.

2.3 Seeks and uses human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.

2.4 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.

2.5 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in enhanced student outcomes.

2.6 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet or demonstrate sufficient progress in meeting all required federal and state standards.

2.7 Communicates findings to all stakeholders and encourages reciprocal dialogue and feedback to ensure continuous improvement.

HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The superintendent proactively seeks out and applies research on the impactful use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance and student outcomes.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress and improved student outcomes	The superintendent is inconsistent in gathering, analyzing, and using a variety of data to guide planning and decision-making consistent with established guidelines, policies, and/or procedures that result in student academic success and improved student outcomes.	The superintendent fails to gather, analyze, and use a variety of data to guide planning and decision-making consistent with established guidelines, policies, and/or procedures that result in student academic success and improved student outcomes.

Standard 3: Instructional Leadership

The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.

Examples may include, but are not limited to:

The superintendent:

3.1 Serves as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary making decisions and when advising the school board.

3.2 Creates and sustains a school division culture of excellence with expectations that support effective, data-driven decision-making and the use of multiple sources of evidence to drive school and division goals, improve organizational performance, educator effectiveness, and student learning.

3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.

3.4 Assesses factors affecting student achievement and directs change for needed improvements to ensure full access and equitable opportunities for all students.

3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.

3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.

3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.

3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.

3.9 Develops and nurtures a culture of continuous learning and professional development and growth in which staff members are reflective about their strategies and use data and appropriate methods to analyze and adapt practices that achieve improved results.

HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The superintendent actively and consistently employs innovative and impactful leadership strategies that empower teachers, staff, and division leaders; maximize student academic progress; and result in effective teaching and learning that reflects excellence.	The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.	The superintendent is inconsistent in fostering the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and/or evaluation of instructional systems that promote high student achievement and professional development and growth for staff.	The superintendent fails to foster the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and/or evaluation of instructional systems that promote high student achievement and professional development and growth for staff.

Standard 4: Organizational Leadership and Resource Management

The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Examples may include, but are not limited to:

The superintendent:

4.1 Identifies, analyzes, and resolves problems using problem-solving techniques and communicates resolutions with necessary stakeholders.

4.2 Facilitates the implementation of research-based theories and techniques relating to school attendance, parental involvement, student behavior, and school safety to ensure an orderly and positive environment conducive to teaching and learning.

4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and high-performing teachers, administrators, and other personnel based on identified needs.

4.4 Acquires, allocates, and manages division human, material, technological, and financial resources in compliance with all laws to ensure the impactful and equitable support of all of the division's students, schools, and programs.

4.5 Demonstrates organizational skills to efficiently and safely achieve school, community, and division goals.

4.6 Provides staff development, support, and resources for all categories of personnel to improve job performance consistent with individual needs, program evaluation results, and instructional improvement plans.

4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback and recognizes and supports the achievement of highly effective personnel.

4.8 Collaborates and develops internal and external partnerships to enhance operations and resource management.

4.9 Anticipates, assesses, and responds to current, emerging, and future division, student, and school community needs in a timely manner.

HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The superintendent exemplifies leadership in efficient and safe operations and organizational management by promoting staff innovation, demonstrating proactive decision-making, and maximizing available resources.	The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.	The superintendent is inconsistent in fostering the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and/or evaluating the division's organization, operation, and/or use of resources.	The superintendent fails to foster the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and/or evaluating the division's organization, operation, and/or use of resources.

Standard 5: Communication and Community Relations

The superintendent fosters the success of all students through proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.

Examples may include, but are not limited to:

The superintendent:

5.1 Models and promotes professional, timely, and impactful communication and interpersonal relations within the school division.

5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.

5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

5.4 Creates an atmosphere of trust and mutual respect with the board, staff, families, and other stakeholders.

5.5 Demonstrates the skills necessary to build community support for division goals and priorities.

5.6 Uses formal and informal techniques to gather external perceptions and input representing multiple perspectives as a part of the decision-making process.

5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.

5.8 Models and promotes multicultural awareness, inclusive practices, and the appreciation of diversity in the community.

HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
In addition to meeting the requirements for Effective... The superintendent proactively seeks and creates innovative and productive methods to communicate, collaborate, and engage impactfully with stakeholders.	*Effective is the expected level of performance.* The superintendent fosters the success of all students through proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.	The superintendent is inconsistent in fostering the success of all students through proactive, responsive, and/or professional communication with the board, staff, families, and/or other stakeholders.	The superintendent fails to foster the success of all students through proactive, responsive, and/or professional communications with the board, staff, families, and/or other stakeholders.

Standard 6: Culturally Responsive and Equitable Division Leadership

The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.

Examples may include, but are not limited to:

The superintendent:

6.1 Collects and analyzes disaggregated data to determine division priorities and aid in developing and monitoring a division strategic plan that promotes continuous improvement and demonstrates a commitment to equitable and culturally responsive practice for all students.

6.2 Manages and leverages the allocation of fiscal, human, capital, and material resources to promote equitable access and outcomes for all students.

6.3 Provides professional learning opportunities for all employees throughout the division that enhance their capacity and skills to support culturally responsive practices and equitable outcomes.

6.4 Plans, implements, supports, and assesses the instructional program to provide all students with equitable access to culturally relevant and responsive curriculum as well as high-quality content, instruction, and materials.

6.5 Engages in dialogue with all stakeholders to promote an equity-centered, inclusive organizational culture that fosters a sense of belonging for all students.

6.6 Collaborates with all stakeholders to foster ownership in a shared mission, vision, and core values that support all students.

HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The superintendent consistently engages internal and external stakeholders in demonstrating a shared commitment to ensuring a culturally responsive environment that objectively monitors student outcomes and allocates resources to ensure the creation of a culturally responsive environment where all students and staff thrive.	The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.	The superintendent is inconsistent in establishing and implementing division goals, priorities, and/or strategies centered in equity and culturally responsive practices to support achievement for all students.	The superintendent fails to establish and implement division goals, priorities, and/or strategies centered in equity and culturally responsive practices to support achievement for all students.

Standard 7: Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.

Examples may include, but are not limited to:

The superintendent:

7.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.

7.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission, vision, and goals of the school division.

7.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to the actions of others.

7.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

7.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.

7.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.

7.7 Maintains a high level of personal knowledge regarding new developments and techniques and shares the information with appropriate staff.

7.8 Actively seeks and engages in opportunities to network, share knowledge, and stay abreast of the latest research to promote individual and organizational knowledge, skills, and success.

HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The superintendent models a commitment to continuous learning and innovation that translates to division faculty and staff and makes significant and meaningful contributions to the profession.	The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.	The superintendent is inconsistent in fostering the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or contributing to the profession.	The superintendent fails to foster the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or contributing to the profession.

Standard 8: Divisionwide Student Academic Progress

The superintendent's leadership results in acceptable, measurable, and appropriate divisionwide student academic progress based on established standards.

Examples may include, but are not limited to:

The superintendent:

8.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.

8.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.

8.3 Leads staff in conducting an ongoing, detailed analysis of multiple measures of student learning data to provide immediate and appropriate feedback.

8.4 Collaborates with division staff to monitor and improve multiple measures of student progress.

8.5 Uses internal division and external stakeholder meetings and impactful professional development activities to focus on continuous improvement of student outcomes.

8.6 Provides evidence that students in all reporting groups are meeting acceptable and measurable student academic progress.

8.7 Demonstrates responsibility for division academic achievement through proactive education and outreach to parents, staff, and other community stakeholders.

8.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.

8.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
In addition to meeting the requirements for Effective...	*Effective is the expected level of performance.*		
The superintendent's leadership serves as a role model to others and results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable, and appropriate divisionwide student academic progress based on established standards.	The superintendent's leadership results in student academic progress that inconsistently meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.

SINGLE SUMMATIVE RATING

In addition to receiving a diagnostic rating for each of the eight performance ratings, the superintendent receives a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating reflects an overall evaluation rating. The intent is not to replace the diagnostic value of the eight performance standards; rather it is to provide an overall rating of the superintendent's performance.

Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Effective	3.417	1.25	4.271
Standard 2	Highly Effective	3.500	1.25	4.375
Standard 3	Highly Effective	3.667	1.25	4.583
Standard 4	Effective	3.417	1.25	4.271
Standard 5	Effective	2.917	1.25	3.646
Standard 6	Highly Effective	3.750	1.25	4.688
Standard 7	Highly Effective	3.750	1.25	4.688
Standard 8	Highly Effective	3.583	1.25	4.479
			Single Summative Rating	35.000

The superintendent's overall single summative rating for the 2025-26 school year is judged as *Highly Effective* based on the following range of scores:

Rating	Range of Scores
Highly Effective	35-40
Effective	26-34
Approaching Effective	20-25
Ineffective	10-19