



MONTGOMERY PUBLIC SCHOOLS

ONE YEAR SUPERINTENDENT'S *Evaluation*

LEADERSHIP | ACCOUNTABILITY | RESULTS | COMMUNITY

SUPERINTENDENT
Dr. Zickeyous Byrd



EVALUATION PERIOD
JULY 1, 2025 – JUNE 30, 2026

Prepared for the Montgomery County Board of Education

EVERY STUDENT.
EVERY DAY.
EVERY OPPORTUNITY.

VISION
LEADERSHIP
IMPACT



Section 1: Vision & Strategic Leadership

INDICATORS THAT WERE CONSIDERED

- ▶ Communicates a clear mission, vision, and core values. (4.71)
- ▶ 100-Day Plan benchmarks with long-term district goals (4.43)
- ▶ Establishes and reports quarterly progress to the Board (4.64)
- ▶ Implements Superintendent's Tracker, Dashboard, and Advisory Councils. (4.25)

▶ GROWS

- ▶ Equity audits, behavior support, strategic plan, communications and public awareness are strong.
- ▶ The Superintendent has achieved this Indicator by planning and reporting documented outcomes and expectations of his 100-day plan.

▶ GROWS

- ▶ The Board recognizes that the consistent use of data to measure progress promotes accountability, transparency, and continuous improvement; there should be more inclusion of the state of the charter school's progress.



SECTION 2. Teaching & Learning

INDICATORS THAT WERE CONSIDERED

- ▶ Ensures curriculum alignment, pacing guides, and instructional rigor (4.43)
- ▶ Launches literacy and math acceleration plans (4.29)
- ▶ Implements curriculum board goals (4.21)
- ▶ Provides targeted professional development (SEL, PBIS, MTSS, BIPSS, equity, culturally responsive practice (4.0)
- ▶ Expands access to AP/IB//CTE/dual enrollment (4.43)
- ▶ Implement Early Literacy & Numeracy Interventions (4.21)

▶ GROWS

- ▶ Overall, the district data indicated student outcomes are improving and trending positively.
- ▶ The Superintendent expanded support for diverse learners through the implementation of a districtwide Multi-tiered System of Supports (MTSS), STANDARDIZED DAILY INSTRUCTIONAL AND Grade Recovery programs to better support students requiring intervention, including SPED, English learners, and Gifted.

▶ GROWS

- ▶ Improvements are evident; however, areas noted for improvement are family engagement, culture and climate, and accelerated math.
- ▶ EL, BIP's, and Gifted dashboards are not as prominent; all should be celebrated.



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Section 3: Equity & Student Success

INDICATORS THAT WERE CONSIDERED

- ▶ Conducts equity audits (4.36)
- ▶ Expands services for EL, SPED, including Gifted and BIP Students (4.0)
- ▶ Monitors and improves student attendance and chronic absenteeism (4.07)
- ▶ Implements/expands PBIS, MTSS, and restorative practices (3.79)
- ▶ Reports outcomes on closing achievement gaps (4.29)

▶ GLOWS

- ▶ The district added four language units to address the influx of students entering the district with ASD or ASD-like behaviors. The units were added to 4 Elementary Schools. A grant was secured to support these schools with sensory equipment.
- ▶ The district has moved beyond pilot efforts to implementation of expanded services, with clear evidence of infrastructure and access, and support across multiple schools and programs
- ▶ Middle School focus is strong

▶ GROWS

- ▶ NONE NOTED



4. Operations and Finance

INDICATORS THAT WERE CONSIDERED

- ▶ Overviews and links curriculum needs and funding sources (budget, staffing, facilities) (4.71)
- ▶ Ensures fiscal transparency (4.71)
- ▶ Launches customer service initiative (4.57)
- ▶ Improves transportation, safety, and nutrition operations (4.29)
- ▶ Aligns budget with strategic priorities (4.71)
- ▶ Ensures Technology Integration and Digital Equity (4.57)

▶ GLOWS

- ▶ Dr. Bryd and the communication team do a good job informing the board and the district.
- ▶ Impressive safety and nutrition programs
- ▶ Realizing the vision has helped to change the climate and culture in this district. We are an educational service agency that helps children, families, and communities. This vision is fully implemented into our district.

▶ GROWS

- ▶ Including the board members in the development of the budget would allow the board to have a full understanding of the whys and hows of educational funding.



Section 5: Governance & Board Relations

INDICATORS THAT WERE CONSIDERED

- ▶ Establishes regular meetings and communication with the Board (4.43)
- ▶ Keeps the Board informed on policies, compliance, and district initiatives (4.36)
- ▶ Provides timely reports and dashboards to support decision-making (4.29)
- ▶ Demonstrates alignment with Board priorities and accountability structures (4.43)

▶ GLOWS

- ▶ The Superintendent has fully implemented meetings and communication with board members. The success of our board/superintendent relationship continues to grow and become stronger
- ▶ The Superintendent prioritized maintaining strong communication, accessibility, and transparency with the MPS Board of Education through consistent meetings, routine updates, and ongoing availability to address questions, concerns, and district matters.

▶ GROWS

- ▶ NONE GIVEN



Section 6: Stakeholder Engagement & Community Trust

INDICATORS THAT WERE CONSIDERED

- ▶ Executes listening sessions, town halls, and family engagement workshops (4.43)
- ▶ Implements surveys and feedback portals (4.43)
- ▶ Launches Public Information Portal and improves MPS/school websites (4.43)
- ▶ Presents 100-Day Report and communicates direction (4.71)
- ▶ Builds and sustains community partnerships to expand student opportunities (4.43)

▶ GROWS

- ▶ The Superintendent has connected with partners who have committed to work with the district to proactively expand opportunities for students and families.
- ▶ Improvement seen as relationships build
- ▶ Our websites are more efficient than they were in the past
- ▶ Excellent job expanding opportunities for students and families

▶ GROWS

- ▶ Most upgrades are implemented on the Public Information Portal, but it would be great to see either a weekly noon podcast or other methods to reach parents and students



Section 7: Organizational Management & Talent Development

► GROWS

INDICATORS THAT WERE CONSIDERED

- Builds leadership team aligned to district priorities. (4.14)
- Launches employee incentive plan and teacher supports. (4.14)
- Develops leadership pipelines. (4.5)
- Strengthens organizational support structures. (4.36)
- Measures retention and morale through surveys and data systems. (4.21)

- The Superintendent recognized and implemented a plan for sustainable district improvement, which requires leadership alignment at every level of the organization.
- Ongoing leadership meetings assisted Cabinet members, principals, and district leaders in clearly understanding the district's vision, goals, and priorities through regular meetings, strategic planning sessions, transition team work, school visits, and ongoing communication.

► GROWS

- The Assistant Principal Academy is a good start; a deeper dive and a longer period of engagement in the academy could prove to be more effective.



Section 8: Evaluation & Accountability

INDICATORS THAT WERE CONSIDERED

- ▶ Implements quarterly progress monitoring (BOY, MOY, EOY, I-Ready, dashboards) **(4.43)**
 - ▶ Presents 100-Day Report with measurable outcomes. **(4.71)**
 - ▶ Establishes accountability for both academics and operations. **(4.36)**
 - ▶ Demonstrates measurable growth (achievement, graduation, CCR readiness, equity). **(4.07)**
 - ▶ Ensures transparency of reporting **(4.71)**
- ▶ **GROW**
 - ▶ Stronger district-wide assessment and progress-monitoring structures to ensure schools are consistently analyzing student performance, data, and a response that supports targeted instruction.
 - ▶ During the 2025-26 school year, it was demonstrated that a strong commitment to transparency, accountability, and stakeholder engagement through the development, implementation, and public presentation of the Superintendent's 100 Day Plan.
 - ▶ **GROWS**
 - ▶ **NONE GIVEN**



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Overall Evaluation Scoring Guide

This evaluation contained 40 detailed indicators across the 8 sections, each with a 1-5 Likert scale, a rating line, and space for comments/evidence.

Overall Indicator Average= 4.38 - Overall %= 87.5%

Equivalent 200 pt.= 175.1

160-179 = Accomplished - Exceeds expectations in most domains, strong evidence of results.

120-159 = Proficient - Meets expectations with consistent performance, evidence of growth.

80-119 = Developing - Partial or inconsistent implementation, targeted improvement required.

40- 79 = Unsatisfactory - Limited/no evidence, urgent corrective



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THIS IS THE END OF THIS PRESENTATION
THANK YOU FOR YOUR TIME AND ATTENTION

